

Master of Science Criminal Justice Administration

Academic Program Review 2017



**Submitted by: Dr. Nancy L. Hogan
Professor/Graduate Program Coordinator**

**School of Criminal Justice
College of Education and Human Services**

Master of Science Criminal Justice Administration

Academic Program Review 2017

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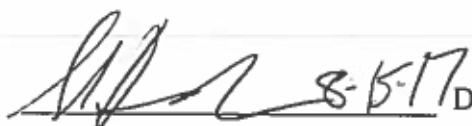
My signature below indicates that I have reviewed the Academic Program Review report submitted to the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness.



Signature and Date

Dr. Arrick Jackson, Dean

College of Education and Human Services



Signature and Date

Dr. Steve Hundersmarck, Associate Professor/Interim Dean
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Signature and Date

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Criminal Justice Administration

Master of Science in Criminal Justice Administration

Academic Program Review 2017

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FERRIS STATE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

MEMORANDUM

To: Nancy Hogan, Ph.D., Chair, School of Criminal Justice Academic Program Review

From: Arrick Jackson, Dean, College of Education & Human Services 

Subject: Master of Criminal Justice Administration Academic Program Review

Date: August 15, 2017

1. On a scale of 1-100, rate the overall quality of the program.

Quality—90; The Master of Criminal Justice Administration program was rated a rating of 90 for overall quality. The program has provided excellent instruction for the students and has made significant strides in recruiting and retaining faculty to lead the program. Further, despite the decrease in enrollment over the last year, the program continues to offer courses that meet the students' needs and leads to graduation. Our student population boast an average GPA of 3.4 and we continue to have a strong retention and completion rate among our graduate students. Nonetheless, there is still opportunity for improvement.

2. Summarize the reason(s) for the rating assigned.

Although the School of Criminal Justice benefits from strong faculty and a robust curriculum, there are many opportunities that have not been maximized to produce greater results. For example, the Master of Criminal Justice Administration program still needs to leverage many of the in-bound marketing techniques (i.e., social media and other web-based strategies) that several of the other competing schools in the State are taking advantage of. The School also needs to expand where possible its on-line course offerings. This will require faculty training, incentives, and collaboration with instructional designers to ensure continued quality and rigor in the on-line courses. The School of Criminal Justice also needs to leverage multiple funding sources either through grants, partnerships, or external fundraising to assist graduate students with financial support and allow faculty the opportunities to enhance their research agendas.

3. Outline recommended next steps to improve program quality.

- a. Build on report to develop strategies for
 - i. Re-design curriculum to ensure up-to-date courses and industry alignment
 - ii. Increasing diversity among student enrollment
 - iii. Utilizing on-line technology where appropriate

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- iv. Recruiting faculty for off-site courses
 - v. Expand marketing strategy to include in-bound marketing approaches
- b. Increase funding to
- i. To hire a Graduate Coordinator
 - ii. Provide scholarships for graduate students
 - iii. Pay for recruitment and marketing
 - iv. Improve classrooms and classroom technology
- c. Review workload of faculty to
- i. Allow for faculty to develop robust research agendas
 - ii. Allow faculty the opportunity to explore grant opportunities
 - iii. Allow faculty to engage with community partners and leverage their expertise

Overall, the health of the Masters of Criminal Justice Administration program is strong and provides excellent teaching and learning opportunities. This program has demonstrated that it is both a value-added program and a true workforce program that matriculates well-educated students who are prepared to enter the Criminal Justice industry in a variety of areas. The Master of Criminal Justice Administration program meets all of the goals of Ferris State University.

Director's Analysis and Support of the Program

Masters of Science in Criminal Justice Administration Degree Program

School of Criminal Justice

Ferris State University

Program Overview

The School of Criminal Justice (SOCJ) has enjoyed a strong presence in in the School of Education and Human Services since 1997. The program was designed to fit the needs of the working professional who wishes to become employed in a criminal justice agency or seeks promotion or job enhancement in an agency. Prospective students may also wish to become qualified as an instructor in a college setting. Becoming a teacher has become an even bigger draw since the Higher Learning Commission has required that college instructors must have a master's degree in Criminal Justice to teach courses in Criminal Justice. Currently the program is offered in three locations; Big Rapids, Grand Rapids and Howell. In 2018 the program will expand to Port Huron on the campus of St. Clair County Community College. The Howell campus will be cycled out of the rotation in 2018. Students enrolled at the Big Rapids campus have the ability to graduate in one academic year by taking courses on weeknights. Grand Rapids offers two courses a semester on two weeknights per week each semester. Students in Howell and Port Huron are completed on weekends. Students in Howell and Port Huron will take courses on Saturdays for 8.5 hours. Students in Howell and Port Huron will take two courses in each semester. Students enrolled in Grand Rapids, Howell and Port Huron will require two academic years to complete their degree requirements.

Faculty teaching in the master's program are predominantly full-time tenure track faculty travelling from the main campus. There have been only a few exceptions where adjunct faculty

have taught in the program. The nature of the comprehensive exam mandates consistency be maintained in course instruction. All faculty teaching in the program have terminal degrees. In the past instructors that are ABD were allowed to teach. All instructors teaching in the program have Ph.D or Ed.D degrees. One instructor who teaches the lone legal course has a Juris Doctorate degree.

The program coordinator for the master's program receives a course reduction to oversee the program. The coordinator is responsible for the operation and administration of the program. The program coordinator is directly responsible for marketing the program, recruiting students and screening student applications. The coordinator works with faculty to schedule classes and ensures that courses are delivered in a quality manner. The coordinator oversees the culmination process when a student is completing the program. The coordinator is responsible for scheduling and supervising the comprehensive exam preparation and the examination. The burden on the program coordinator is substantial. Like other coordinators in the SOCJ the coordinator does not have a full-time secretary to assist in the myriad of responsibilities.

The SOCJ main campus currently has 10 full time faculty. One faculty member has a reduced course load and serves as the Interim Director. Over the past three years the school has also carried the position of full-time temporary faculty. A full-time position has remained open for over two years. At this juncture only nine faculty (including the Interim Director) are qualified to teach in the master's program. Of the nine, one faculty member is a lawyer is limited in teaching one law class. Three faculty members that teach in the police academy have very limited course loads outside of the academy. This leaves five faculty members to teach undergraduate and graduate course loads. With the exception of one faculty member who has a

one course overload the remainder of faculty and the Interim Director carry the maximum course load and overload.

Currently there are two secretaries and a full time faculty advisor. The full time advisor does not help directly with the graduate program. Her time is focused on advising students directly on campus and assisting with off campus advising. Likewise the two secretaries spend most of their time with undergraduate duties. Assistance with the master's degree is by request only. One secretary deals primarily with administrative matters pertinent to the Director's office. The second secretary primarily works with off campus matters and internships. The master's program coordinator has had graduate assistants to assist with some details of the program. However, their assistance is limited based on the limited time they spend in the program on campus. The role of program coordinator is extremely hectic it would be nice to provide that position with more administrative support from the graduate office or the School of Education and Human Services.

Program/Curriculum

The master's program is true to the mission of Ferris to prepare students for successful careers, responsible citizenship, and lifelong learning. The program's core strength is its concentration on individual's in the profession using their degree to advance their career, pursue their career or to use their experience to teach others their skills in a college setting. Our course settings and schedules are ideal for working professionals. The master's program is a natural fit with our bachelor's degree offerings across the state. It is only natural to draw upon the strengths of bachelor's degree. Ferris produces the individuals who are the backbone of the criminal justice system in the State of Michigan. Our students graduate from the bachelor's degree program as diehard "Bulldogs". It makes sense that they will look for a master's degree that is

tailored to assist them attain a quality job, promotion or opportunity to advance their knowledge in the field.

The master's degree focus on career expertise and knowledge by focusing on four areas; Administrative and Leadership Skills, Personnel and Budgeting, Research and Data Collection and Analysis and Crime and Criminological Theory. These four areas are the themes in which our courses are designed. There has been some modification to the curriculum as the program has continued to develop. In 2016 the research courses were changed to a Quantitative and Qualitative Analysis courses to assist students in their understanding of the applicability of research methods in the field of criminal justice.

In the past year faculty experimented with a hybrid approach to teaching and learning. The instructors incorporated a problem-based approach to learning within their courses that enabled students to complete structured work online, individually and with groups as part of their coursework in class. This approach may be even more attractive to students as it incorporates even more experiential learning and is less intrusive on work schedules. The hybrid approach using a mixture of face-to-face and online learning is still being developed by faculty. Although this approach does cut back on class time there is more prep work in developing the structure needed to support the online component. At this time it is proposed that a 3 + 2 or 4 + 1 course format (face to face and online) be implemented in Port Huron (Spring 2018). The hybrid format along with a mandated structure will be addressed by faculty in the Fall of 2017.

As stated a proposed change in the program is the eventual change of locations from Howell to Port Huron in 2018. An opportunity became available to bring the master's degree to Port Huron in the Spring of 2018 due to the efforts of Steve Amey a member of our faculty who is from the area. Steve was able to recruit almost 50 prospective students from various criminal

justice professions with the greater Port Huron area. An informative meeting at St. Clair County Community College early in the summer. In attendance were 25 prospective students who were eager to sign up for the master's program. A number of individuals could not attend the meeting, but expressed their eagerness to apply. Working with EIO the SOCJ has quickly applied for permission to teach in Spring 2018 on the St. Clair County Community College (SC4) campus. The program in Port Huron will replace the Howell campus in 2018. It is hoped that the Port Huron program will provide a pivot point to bring the program to the Oakland/Livingston County area in the 2018/2019 school year. This is very exciting news for the program as we extend our program to Southeastern Michigan area. This move will require more administrative and faculty resources.

Conclusions

The Masters of Science Degree in Criminal Justice Administration has a strong core that fits in well with graduates of our bachelor's degree and the mission of Ferris State University. The program has gone through a process of evaluation instituted by faculty and the assessment program. The coming months are exciting as the program has positioned itself for change and the need to market itself in a different geographic region. The program is also looking at delivery changes moving from face-to-face to a more hybrid approach utilizing online and face-to-face delivery. This program change will also facilitate a problem-based learning approach versus traditional lecture.

The move to Port Huron allows us to move to an area where there is an immediate need for a program. The move also allows the program to pivot to Southeast Michigan and search for a long-term location. The program needs assistance from the support services at Ferris. Faculty

are not professional designers or marketers. Faculty have carried the burden of administrating the program on their own time. The outlook for the program is strong as it develops and grows. However, the program is in need of support from the Office of Graduate Studies and the larger university.

Program Review

The Master of Science in Criminal Justice Administration program is a qualitatively strong program with great potential. I rate the program internally at a 90 based on a 1-100 scale. The program has undergone review and change to keep current and reflect the needs of the target audience. The program has great marketability so long as it stays true to its target audience. The MSCJA's greatest strength is that it defines and represents the mission objectives at Ferris. The program also reflects the core strength of the undergraduate program at Ferris. There have been attempts internally to adopt and evaluate policies to keep it current and feasible. There is constant oversight by the program coordinator to keep faculty standards high. This past winter during an open forum faculty met to evaluate their course offerings both individually and across the curriculum to ensure program cohesiveness and to reduce overlap. Through the process of assessment course and program goals and objectives have been clarified. Student measures are now in place to evaluate course and program effectiveness.

The program is strong when it is true to the mission of the university and the core strength of the program. The program is most applicable to individuals who work or seek to work within the criminal justice system. The program does not work with students who do not wish to work in the criminal justice profession or seek to work in a highly specialized or technical subfield of criminal justice. Students who seek to be or are police officers, corrections officers, probation/parole officers or are in human services within the criminal justice field will excel in the program. It will enhance their employability and promotional merit. The program is not designed to teach technical skills.

Enrollment in the program is low right now. The hope is that a move to Port Huron will help the overall numbers. There has been little help to market the program from outside of the

College of Education and Human Services or the SOCJ. All the effort comes internal to the SOCJ to recruit and administer the program. All pamphlets and material has been designed and published by faculty on their own time. There has been no professional development of materials. Recruiting and the admissions process are done in house. The support services at Ferris are not supportive. Their rating would be a 10/100. The 10 score is due to the assistance of the Extended and International Operations (EIO) who have been gracious with assistance in designing a brochure and their great assistance in the move to Port Huron.

To: Nancy L. Hogan, Professor/
Graduate Program Coordinator

From: Dr. Anita Fagerman, Professor *A.F.*
Masters of Business Administration program

RE: Program Review

Date: July 25, 2017

After reviewing the Program Review of the Master of Science in Criminal Justice Administration, I find that the program is indeed a strong and stable entity that overwhelmingly meets the mission of Ferris State University and its entities. This healthy program shows the rigor expected at the graduate level and the faculty are actively engaged in scholarship. I can attest to the quality of the graduate program coordinator as I have worked with her for over a decade on the University Graduate and Professional Council when she was the chair. Dr. Hogan has consistently pushed for the establishment of the graduate office to provide consistency and resources for graduate programs, but with no movement, she led the Council to develop policies and procedures that all programs today follow. This includes basic procedures, such as formatting structure for theses, projects, and dissertations so the university produces uniform documents. I give the MS CJA ratings of 95-100 meeting the mission, distinctiveness, graduate enrollment, curriculum, faculty, employer need, and her administration of the program. As she noted, the fact that there is no administration over graduate programs at Ferris to help post-baccalaureate programs with funding, marketing, policy making, establishing benchmarks for graduate faculty, student scholarships, assistants, waivers, awards, and services, ultimately limits the success and advancement of all graduate programs at this institution, including Criminal Justice Administration. Thus, I rate the university's commitment (at least at this point) a 20.

To: Nancy L. Hogan, Ph.D.

From: Sgt. Michael Bomay, M.S.
Michigan Department of Natural Resources

Date: August 4, 2017

Re: Rating of Master's Program

As a graduate of the Master of Science in Criminal Justice Administration, I know first-hand what this degree can do. Not only have I been promoted because of my degree, but I also am now able to adjunct teach. The program itself is a wonderful addition to the School of Criminal Justice and is a necessary component for employers in the field. In my own personal experience, more administrative positions are going to those with graduate degrees. I found the other students, the faculty, and the curriculum top notch. I don't know about the university and its administration, but you as graduate coordinator were there every step of the way to help me not only become interested in the program, but to actually get through the program. Whenever I have the chance, I always tell people to get their master's degree at Ferris. Great job.

Program Area	Rating-	Program Area	Rating-
Fits Department Mission	100	Quality of Curriculum	100
Fits COEHS Mission	100	Quality of Assessment	100
Fits University Mission	100	Quality of Faculty	100
Visibility of program	100	Composition of Faculty	100
Distinctiveness of program	100	Quality of Admin-dept.	100
Enrollment	90	Quality of Admin-university	?
Quality of Graduate Students	95	Overall value to Stakeholders	100
Characteristics of Students	95	Overall value to University	100
Employability of Students	100	Quality of Curriculum	100

MASTER OF SCIENCE
CRIMINAL JUSTICE ADMINISTRATION

History of Program

The Criminal Justice program at Ferris State University commenced in 1972 with a total enrollment of 52 undergraduate students. Today, the undergraduate program is the largest major at Ferris with 1096 students for 2016. It was during the late eighties and early nineties, the program was under pressure from alumni, advisory board members, and a wide range of field practitioners from various areas across the state, to begin 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.

The 1996 Academic Program Review of the Criminal Justice undergraduate program resulted in a very favorable recommendation. Part of the recommendations 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.

Program Mission

Ferris State University's mission states that we:

“Prepare students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented,

broad-based education, Ferris serves our rapidly changing global economy and society”. <https://ferris.edu/htmls/ferrisfaq/mission.htm>

In alignment with the university, the College of Education and Human Services listed their mission as:

“Striving to graduate students who will secure careers as knowledgeable, participatory, and collaborative professionals; who adapt to, serve, and participate meaningfully in a diverse and rapidly changing state, nation, and world, and who model life-long learning and integrity in their professions, their communities, and their lives.”

<https://ferris.edu/HTMLS/colleges/educatio/coehs-links/mission-vision-assess.htm>

The School of Criminal Justice mirrors the above statements with

“Through partnerships with agencies within and related to the criminal justice field, creates the fundamental preparation for successful careers and responsible citizenship. The academic pursuit of excellence for both students and faculty is provided in a learning environment that combines the theoretical knowledge with the practical application”.

<https://ferris.edu/HTMLS/colleges/educatio/cj/homepage.htm>

The Master of Science in Criminal Justice Administration states the mission is to

“Provide 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”.

<https://ferris.edu/HTMLS/colleges/educatio/cj/CJAD/homepage.htm>

Incorporating the Mission

As seen above, the Master of Science aligns nicely with the university goals of career-oriented education, preparation for successful careers, and broad-based learning. The MSCJA also aligns with the college mission of providing knowledge, participating meaningfully in their community, and life-long learning as well as the departmental mission of theoretical and practical application.

The MSCJA mission statement is key to any curriculum changes as well as any decision-making regarding the program. For example, to ensure that the knowledge (both theoretical and analytical) is accurate, high quality, and career oriented, the program relies on several sources. First, our Advisory board reviews curriculum (last review April 2017) in relation to the latest practitioner experiences and trends. Second, faculty meet and discuss course curriculum to make sure the individual classes meld together and do not overlap in material. A retreat was held in February 2017 focusing on coursework in relation to the needs of the field. Finally, curriculum change is motivated by the research within the various fields related to criminal justice.

The mission statement is communicated and learning objectives are contained within the handbook and are discussed with incoming graduate students during the first week of class. The mission statement is also communicated on the Ferris webpage where our program is described.

<https://ferris.edu/HTMLS/colleges/educatio/cj/CJAD/MastersAdminprograminfo.pdf>

To monitor the mission and its relationship to the department, college, and university, monthly faculty meetings discuss any concerns. Further, as stated above, retreats are held solely to ensure the program content meets the needs of the criminal justice community and that it

remains high quality providing students with an excellent education and the tools to advance in their chosen field. Finally, the graduate coordinator monitors individual course content through conversations with students, faculty, and employers.

The reputation of our master's program along with the continued success of its graduates furthers everyone's mission at Ferris State University. Alumni work at all levels of criminal justice (federal, state, local, private), and represent directors/chiefs, administrative staff, investigators, supervisory staff, professors, researchers, and trainers. They make us proud!

Program Goals

The Criminal Justice Administration program is unique and differs from other Michigan public universities that offer graduate education in criminal justice and/or criminology because of the emphasis on Administration. 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 educational goal is not only to advance the students in their career choice, but at the same time, to advance the field of criminal justice by stressing the importance of evidence-based decisions. We strive to teach the subject matter in a manner that shows how it fits into being responsible citizens, while, at the same time, meets the needs of the employers. Many of our students move into supervisory or administrative positions where they have the opportunity to

shape their agency's future. Based on the results of the Program Review Alumni survey, most of the students have secured positions in criminal justice and have advanced within that structure.

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 Bachelor's 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 a substitute for experience by certain agencies, or is the initial requirement for hiring (i.e. Federal Probation). The general goal 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. As indicated by the Alumni Survey, 71.11% were Ferris Graduates with 28.89% of students coming from other institutions, the majority coming from Grand Valley State University. (Appendix L)

It is expected that the criminal justice field in general will expand slightly 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 a credit to the reputation of the program, we experienced enrollment from unlikely sources, such as police officers from Michigan State University Police Department, even though MSU offers a Master's degree in Criminal Justice. Also, several alumni have come from the corporate world such as Lowes and UPS.

The program has a graduate coordinator and a departmental graduate committee who communicate the program's goals to the faculty and students. Although there exists a graduate office, it is only supported by a secretary who handles all admissions for graduate level programs. The University Graduate and Professional Council (Senate committee) has tried to provide some guidance and universal policies, but without the umbrella of a functioning graduate office, programs are on their own to solve issues that arise. Thus, when there is no existing policy from the UGPC, the coordinator and graduate committee implemented policies and procedures that are given to both faculty and students (Appendix A). The goals of the program are reviewed annually at the faculty retreat held at the beginning of the school year. These goals are shared with the Advisory Board in April to make sure they match up with the current needs of the criminal justice field. Since our goals have not changed in the last five years, and with the Advisory board's review, the program is still in line with field expectations.

Strategic Plan

The strategic plan is to continue offering high quality advanced education to students. Thus, to ensure this is accomplished, we monitor faculty member's course content and instruction to ensure the goal is being met. In February of 2017, we held a retreat to discuss the graduate program and assessment. Each faculty member shared what they teach and how they teach to meet the individual objectives of the courses.

As stated above, the goal of providing high quality education is reflected in the answers of the students from the last five years (N=45 respondents). Over 93% of students thought the program was high quality and 22% of those surveyed were promoted because of the master's degree. Thus, our short term goal and long term goal are to continue what we have been doing. A long term goal would be to reach out to locations who we do not serve. Currently, there is interest in our program from the Port Huron area and we have been discussing how possible students' needs could be met. One suggestion is to move Howell to either Fenton or Lapeer. These sites have been explored this summer. We also met with over 25 people at St. Claire County Community College (SC4) in late June to discuss our master's program. There are at least 40 people who have shown a sincere interest in pursuing the Criminal Justice Administration degree. Despite being depleted on resources, particularly faculty (all faculty are on overloads), we will offer a cohort at SC4 once we receive faculty approval. The only way to accommodate adding this location, is to have two faculty per semester give up an undergraduate course to teach another master's course. This, though, really furthers our goals of expanding the program to an area that is not being served by other universities.

The strategic plan incorporates several measurable program goals, but is in a state of transition for two reasons. First, the Provost, Dr. Paul Blake is in the process of establishing a functioning graduate office with a dean or associate provost. Thus, once this occurs, departmental strategic plans may be rewritten to align with the graduate office. Secondly, we have not had a director for the School of Criminal Justice for 3 years. The position has been interim and more pressing needs have placed strategic planning on the back burner.

GOAL 1 - HIGH QUALITY AND RELEVANT COURSES

OBJECTIVE 1-Maintain using on campus tenure track faculty to teach off campus courses.

Continue to use Tenure track faculty in both on and off campus locations.

The consistency and quality of instruction is vital to ensure that off campus locations and on campus have little variation in academic knowledge. This aids in preparation for comprehensive exams

OBJECTIVE 2-*Provide more financial resources.*

College and departmental resources to encourage faculty research & scholarship (stipends, release time, etc.), and funding for conference presentations.

OBJECTIVE 3-*Hire additional tenure-tracked faculty to teach in the master's program.*

At present, several current faculty may be retiring in the next five years (Vanderkooi, Lewis, Hogan, Vasicek, Poleski). Thus, we need to be proactive and hire at least two additional faculty for the department as well as fill the current open position. All hires should be qualified to teach in the master's program, but the urgent need will be theory, corrections, human resources, budgeting, and legal issues.

OBJECTIVE 4-Provide compensation to faculty for overseeing theses. This will encourage opportunities for graduate student-based research.

GOAL 2-INCREASE STUDENT ENROLLMENT AND SUPPORT SERVICES

OBJECTIVE 1-*Funding for marketing consultants and marketing strategies*

The office of Marketing and Advancement promotes the university rather than specific programs. Although the graduate coordinator markets through posters/pamphlets and various job fairs, we really need the expertise of experienced marketers to provide a

comprehensive strategy to reach potential students. Thus, we need resources to hire someone to market the master's program.

OBJECTIVE 2-Functioning university graduate office to provide student services.

We, not only as a program, but as a university, need an infrastructure that not only supports graduate needs, but is funded to provide those needs. These include graduate level scholarships that can be used to entice students to apply to our program, tuition waivers, and graduate assistantship to compete with all the other graduate programs available at competing universities. Graduate student services include, but are not limited to: better application and admission software, specifically designed graduate writing support center, graduate student functions, graduate student study areas, etc.

OBJECTIVE 3- Transition to some hybrid or online courses.

To provide access for students and to accommodate more remote locations, hybrid courses could cut down on travel for both faculty and students. As the student body reflects more comfort with technology, online coursework again could accommodate more students.

GOAL 3: PROVIDE TOOLS FOR SUCCESS

OBJECTIVE 1- Main campus-new building

The current facilities used do not reflect our program in a positive light as they are outdated and do not facilitate learning. For three prior APRs, we have discussed our inadequate and dangerous facilities in Bishop Hall. First, there has been black mold that has addressed with what I call "bandaid methods". There is poor

ventilation and temperature control. Rooms are either too cold or too hot. They also have a pungent odor. Recently, they have been checking the building for asbestos. This is not a clean or healthy environment. We also need space that is conducive to a seminar structure, but has the technology available. It certainly is not a good impression to potential students.

OBJECTIVE 2- *Move the Howell location*

This location is the Mott-MTEC building. The classroom is sparse, with plastic chairs and long tables. The technology is difficult to use, comes on a cart, and is outdated. There is no office for faculty to meet privately with students. We are currently looking for a new location.

OBJECTIVE 3-*Upgrade location in Grand Rapids*

Currently, we teach out of the Applied Technology Center, which we share with GRCC. Ferris has invested a great deal of money for state-of-the-art technology and rooms for the Pharmacy program in Grand Rapids. It is located on Michigan Ave., has a parking garage attached, and is not used very much in the evening. This would be a perfect place for master's level classes. Currently, Dean Jackson is working with Pharmacy to allow our master's program to teach our courses here.

OBJECTIVE 4- *Maintain and increase FLITE database*

Access to academic resources is critical on the master's level. We would like to expand access to more criminal justice journal articles that currently are not available in FLITE. This year a list of journals will be submitted to FLITE to expand the database.

OBJECTIVE 5-Student support for technological issues.

TAC provides services 24/7 only during the fall and spring. We had an issue within a summer course that needed to be address, but the phone just rang. We then found out that the 24/7 service is only available in Fall and Spring semesters. For graduate students, and undergraduate students taking courses, access is needed during all semesters.

OBJECTIVE 6-State-of-art-technology

We need rooms that have updated computers and software at all locations.

As stated, the short-term goal is to maintain the high quality that exists as well as to offer a possible cohort. But the long-term plan, involves resources provided by the university. Hiring faculty, hybrid/online courses, and additional programs all rely on outside funding. Once we get a permanent director, strategic planning for the MSCJA program will be addressed. Once the university establishes a functioning Graduate Office and hires a Dean. Once this is complete all graduate programs will re-evaluate their policies and procedures.

Curriculum

Historically, only a few changes have been made to the program courses. In 1997, 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 ten 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 the course "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. In 2012, with mixed support, the Evaluation class (Crim 620) was turned into a

Data Analysis class (Crim 625). It was argued that more time was needed to be spent on the statistical understanding of the data. After a few years, though, the program did not see the expected results. In 2016, we changed both the Research Methods class (Crim 650) and Data Analysis (Crim 625) to Quantitative Inquiry (Crim 645) and Qualitative Inquiry (Crim 655). So far, the students are responding positively as each course reviews the methods and how the data is analyzed, understood, and interpreted (Appendix B). At the present time, no new curriculum changes are being discussed.

To evaluate the curriculum several steps are taken. First, at faculty meetings and in informal conversations, the graduate faculty discuss trends within the field. Each year at our Advisory Board meeting, we ask about the trends and the needs of the employer. This year a faculty retreat was held in February 2017 to discuss program goals and curriculum. Each graduate faculty teaching member presented their course, their assignments, and their objectives. Through collaboration and discussion, a few tweaks about topics were made, but the general consensus is that these courses are meeting the needs of the students in the advancement of their careers (Appendix C).

Assessment of Student Learning

The program has five overall student learning outcomes that are reflected in the coursework (Appendix D). The first is “demonstrate a critical understanding of the criminal justice system and its relationship to society”. This is an outcome of all required coursework and is measured by the course content and the individual evaluations used by professors. These include methods such as testing, group or individual presentations, and class discussions. The next outcome is “demonstrate advanced, in-depth knowledge of the nature of crime and current policy issues. These outcomes are covered in Crime 615 (Nature of Crime), Crim 630 (Seminar

in Policing) and Crim 640 (Seminar in Corrections) where individual and societal influences are discussed looking at both the past and present, and then evaluated by current issues and policy trends based on different beliefs. The student outcomes are assessed through interviews, testing, formal presentations and projects related to the field. The third student learning outcome is “develop a working knowledge of research and grant writing and its application”. Courses such as Crim 605 (Legal Issues), Quantitative Inquiry (Crim 645) Qualitative Inquiry (Crim 655), and Thesis (Crim 660) all involve the research components and how to apply the correct methods. Other courses reiterate this outcome by using research to drive evidence-based practices and are discussed in depth as well. Methods for assessing this outcome, include essays, research proposals, hands-on assignments, and testing. The fourth learning objective is “demonstrate the development or enhancement of administrative skills necessary for supervisory positions and an awareness of governmental issues and accountability”. The courses that reflect this outcome are Legal Issues (Crim 605), Organizational Leadership (Crim 608), Quantitative Inquiry (Crim 645), Qualitative Inquiry (Crim 655), Thesis (Crim 660), Financial Management (Crim 665) and Human Resources (Crim 673). Outcomes are tested through presentations, papers, projects, and in class/take home examinations. The final student learning outcome is “enhance both written and oral communication skills”. This is reflected in all required classes where students must write papers and tests, must give oral presentations, and participate in class discussions.

The two overall methods to evaluate the success of student learning outcomes are a) through writing a thesis, or b) taking the comprehensive examinations. The thesis involves all five learning outcomes where the student has to formulate a hypothesis, do a literature review, pick a method to test the hypothesis, analyze the data, and then report the results. The comprehensive exams involve three hour testing of the four key areas found within the program.

An overview on the culminating information is given to aid the students before they answer a scenario-type situation or problem for 1) Nature of Crime, 2) Seminar in either Corrections or Law Enforcement, 3) Methods, and 4) Management. A student must be successful in either option to obtain the graduate degree.

The student learning outcomes are discussed yearly at the beginning of the year faculty retreat. Although the wording has been altered slightly, the overall objectives have not changed and are still valid today as they were when the program was established in 1997. As stated, faculty and the Advisory board meet yearly to discuss current trends and any alterations that need to be made to the program. Further, the students are asked about changes they would recommend.

The master's program is currently being entered into TracDat and is not complete as of this date. Overall, the biggest improvement the university could make is to establish a graduate office that provides consistency for assessment of all the graduate programs.

Program Profile

Applications, Admits, and Enrolled

Based on the Enrollment Profiles for the last five years, the Master's program has enrolled an average of 52 students, a slight decrease from the 2012 - 2013 APR of an average 62. In 2016-2017, there was a decrease in numbers due to the highest graduating class in 2016 (37). This, combined with better employment opportunities, may delay many recent graduates from beginning the master's program. Another residual effect as evidenced by the qualitative responses has been the result of a prior faculty member who devastated our reputation, particularly in Grand Rapids. (Appendix L) Graduating students did not become the usual ambassadors of our program and stopped recommending the program to colleagues. We are

slowly on our way to recovery from this. Overall, trends across the United States have seen decreases in overall college enrollment this past year.

Applications for the fall term, 2017 are still being accepted. Based on figures provided from the Office of Graduate Studies, in the past five years we have received 525 applications and a total of 293 have been admitted (Appendix E). Our total enrollment count for the past five years is 263, an average of 53 students enrolled in each year. The enrollment rate for the past five years are noted in the below tables.

Enrollment for Criminal Justice Administration

2012/13	2013/14	2014/15	2015/16	2016/17
62	48	55	65	33

(Appendix F)

Enrollment numbers fluctuate and as seen, decrease and then slowly increase only to then decrease. Optimum class size is really around 12-15 students, which indicates we have a steady base of students. With the addition of a cohort next year, our numbers will be back on the high end. Thus, enrollment continues to be solid.

Enrollment – Headcounts

Over the past five years, we have had a total of 122 students enrolled on-campus. Off-campus we have had a total of 141 students enrolled over the past five years. Our program does not currently, nor has it ever had any classes that can be taken fully online. Therefore, we have never had any fully online enrolled students. Currently signed up for class in the Fall 2017 are 33 on and off campus students that go to all of our three locations, Big Rapids, Grand Rapids, and Howell. These numbers will change as more applications are completed (Appendix B).

As stated above, class size should be around 12-15 for the graduate level. The larger the class, the less intense writing assignments can be. Limitations on what the program can handle directly relate to faculty. All faculty are on maximum overloads (17 credits) so the ability to expand is difficult. Lack of program marketing is another direct effect. No one in the department is a marketing expert and the university offers very little help in advertising specific programs. Thus, we rely on alumni to put posters and pamphlets up at work. Further, we do not have a social media expert and can only rely on temporary graduate assistants to help build marketing this way.

Actually, the current number of enrolled is an ideal number for maximum learning. As we added the Port Huron cohort, the numbers will be enhanced. This option will require additional resources. The cohort will be housed at SC4 where we already have our undergraduate program. The building is new and has wonderful technology. To do hybrid, though, faculty must have updated laptops and software. This need is not part of the “rotation” of new equipment, but for those who teach off campus or online, a special rotation should be created. Travel and hotel expenses will be required because the location is three hours away from the main campus. AND, we need more faculty to alleviate the current overloads created by both the graduate program and the undergraduate program. This will create more flexibility for teaching at different locations on the graduate level. With more availability of faculty, we can potentially see adding 15-25 new master’s students in one academic year.

As with every program, we receive more initial applications than completed applications. Of those students who complete the entire application, other than international students, most follow through with actual admission. The most common reason for not taking classes is employment related, either the current shift doesn’t match class time, which online may alleviate

this as being an obstacle. Students who are just beginning a new job find it too demanding to start the master's degree while training/learning their position. Overall, though, our completed applications mirrors the headcount.

Student Credit Hour Trends

Based on the statistics provided by Institutional Research, EIO, and the College of Education and Human Services, the Student Credit Hours have decreased over the past five years for the Criminal Justice Administration Program and are listed below. The figures given do not incorporate the summer classes, which are part of the required courses. We have seen a drop in full time students as many are finding some type of employment to help defray the increasing graduate credit hour cost.

Criminal Justice Student Credit Hours

2012	2013	2014	2015	2016
430	333	336	435	216

(Appendix G)

Full-time equated faculty numbers also vary yearly, depending on the course. The problem with the data is that at the current time, Institutional Research does not make a distinction between graduate and undergraduate data.

Productivity

The productivity report, Student Credit Hours (SCH) per Full-time Equated Faculty (FTEF) shows a slight decrease in productivity, but again does not separate out graduate v. undergraduate workload.

Criminal Justice SCH/FTEF

2011/12	2012/13	2013/14	2014/15	2015/16
512.61	505.33	492.63	491.27	449.83

(Appendix H)

Ferris State University Average SCH/FTEF

2011/12	2012/13	2013/14	2014/15	2015/16
454.51	462.53	469.11	460.26	456.41

(Appendix H)

Productivity trends are strong and are either close to average of the university trends or exceed them. We need to be careful, though, not to equate graduate level with undergraduate trends and expectations. This is a major problem that needs resolved with a new graduate office.

Enrollment – Residency

All students from the past five years were residents of Michigan at the time of their enrollment. 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. (Appendix I)

Our strength is serving the criminal justice community of Michigan so residency trends are not seen as an issue. With the limited resources, we try to meet the needs of West Michigan and East Michigan. Future expansion with the additional hybrid/online could reach northern Michigan residents as well as the most southern parts and may encourage growth outside the state of Michigan.

Enrollment – Gender and Ethnicity

In 2013, gender of MSCJA students were equal with 50% men and 50% women. Over the past five years, though, our program reflects a slight increase of male students, 136 male and 127 female students have been enrolled. The program remains as racially/ethnically represented as 2012. A profile of our students from the past five years indicates that 66.4% are white while 33.6% are black, Hispanic, Native American, Asian, or Hawaiian. (Appendix J)

Most of our students have full-time careers when they decide to return and further their education part-time. Most of the full-time students have just completed their undergraduate degree. In the last five years, the average age of both full and part time students is 33 years old. According to Institutional Research, the average age of the students for 2016 was 34 years old (Appendix J).

There is no specific plan in place for gender, but we try to recruit a diverse group of students. So far, we have been successful, particularly relying on alumni to help recruit.

Retention

The majority of students finish the program in less than three years. Those working on thesis after coursework seem to take up to five 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. Attrition out of the program usually happens after the first one or two classes where the student realizes he/she cannot meet the requirements. However, this is a rare circumstance seeing that the percentage of students who chose not to continue the program after starting is > 1%. Retention is high, although some students find that the program is too rigorous for their ability. Thus, through voluntary selection,

students not capable of the success quickly realize this and leave. There are occasions, though, where a strong student elects not to continue. The graduate coordinator usually contacts this person, discusses their situation, and offers alternatives. Most students who start classes, end up getting their master's degree.

Program Graduates

Over the past five years, 71 students have graduated the program from Big Rapids main campus and 50 have graduated from our Howell and Grand Rapids locations. Since starting the program there has never been an option to complete the program completely online. The table below is an accurate representation of how many students have graduated in the last five years.

Number of Degrees Conferred

2011/12	2012/13	2013/14	2014/15	2015/16
22	33	18	14	37

(Appendix K)

As stated above, there is a natural de-selection of those who start and can't handle the workload. Of those who continue and are successful, they graduate. When numbers are high, we offer comprehensive exams in both the Spring and Summer and when the numbers are lower, we only offer the exam in the summer.

Six Year Graduation Rate

A requirement of graduation is completion of the courses within five years. The program offers the convenience of possible completion within one year if a student decides to take three full-time semesters (fall, spring, and summer) consecutively. A full-time student takes 12 credit hours in the fall and spring semesters and 6 credits during the summer semester. Alternatively a part-time student could take as little as 3 credits (1 class) per semester and finish the program in

4 years' time. For a student who works full-time, 6 credits per semester is much more attainable. This way it is possible to continue working full-time and not make a huge time commitment to studies. (Appendix J)

Graduate Average GPA

The average cumulative GPA of graduated students from the program over the past 5 years is 3.67. (Appendix I)

Graduate Average ACT

The average ACT of students enrolled in the last five years is 18.7. The average ACT of students graduated from the program over the past five years is 19. (Appendix I)

GPA and ACT of Enrolled Students

	Average Age	Average GPA	Min/ Max GPA	Average ACT	Min and Max ACT
Fall 2012	30	3.61	2.65 - 4	18.46	13 - 25
Fall 2013	33	3.48	1.85 - 4	17.86	13 - 23
Fall 2014	34	3.49	1.85 - 4	19.48	13 - 26
Fall 2015	34	3.58	2.60 - 4	19.42	15 - 25
Fall 2016	34	3.46	0.66 - 4	18.44	15 - 23

State and National Examinations

As of now there are not, nor has there ever been a state or national exam requirement for graduation. In the past our only equivalent to this would be comprehensive exams that students elect to take instead of a thesis.

Program Value beyond Productivity and Enrollment Numbers

The impact of providing graduate level education to the field of Criminal Justice is tremendous. We offer not only the opportunity for students to advance their careers, but to ultimately lead their agency in a positive direction.

The accomplishments for most students come after receiving the Master's degree. As indicated by the alumni survey those 9% are up for a promotion and believe their degree may help their chances, 22% were promoted because of their degree, 22% were selected for their present position because of their degree, 3% are teaching or training for a college level program, 2% were accepted into a doctoral program, and another 2% percent were accepted into law school (Appendix L)

Our students have advanced the reputation of Ferris as a quality institution and many have been promoted into administrative positions with several different agencies around the state of Michigan. Numerous students have been hired for federal government positions such as Department of Justice, Federal Bureau of Prisons, Federal Probation, FBI, DEA, Department of the Treasury, etc. In fact, the supervisor for Grand Rapids Federal probation is a graduate of our program and she oversees three more graduates. Our graduates are also in a variety of state agencies such as Michigan Department of Corrections, Michigan State Police, Department of Health and Human Services, Attorney General's office, etc. Locally, our graduates represent counties throughout the state including the Upper Peninsula. Local positions include District Courts, District Probation, Juvenile probation, Juvenile Detention, police departments, sheriff's departments, and private non-profits.

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 one out

of 45 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.

The largest category of alumni respondents (45%) showed a current salary range of \$60,001 to \$80,000 and another 29% with the average earnings between \$40,000 and \$60,000. Most alumni work within the state of Michigan for local municipalities or the state. No one chooses criminal justice to make money! (Appendix L)

It is expected that the criminal justice field in general will stay the same over the next five years, but the educational needs for graduate education will expand. 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. Further, national trends show evidence-based practices will require supervisors that are knowledgeable in research as well as grant writing.

Program Flexibility and Access

The Master of Science in Criminal Justice Administration currently 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 take advantage of this and enroll in classes at both of the two off-campus sites, creating the opportunity to do the program full-time.

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. Overall, though, the majority of the students are part-time (76%) taking one or two classes per semester. (Appendix M)

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 are beginning to use mixed delivery and are updating their skills with Blackboard. The Howell site compliments our undergraduate off-campus sites (Mott, Schoolcraft, Lansing, Oakland, Macomb and Delta). These off campus undergraduate programs become feeders into the Master's program.

Changes are in the pipeline, though, as we will be moving the Howell location due to university administration. We are the only program still existing at this site. Possible relocation sites include Fenton, Lapeer, Oakland or Port Huron. In the meantime, we will operate a cohort out of Port Huron.

Visibility and Distinctiveness

The Criminal Justice Administration program differs from other Michigan public universities that offer graduate education in criminal justice and/or criminology as we have combined core criminal justice courses with core public administration courses. The program is directed toward providing professional education for criminal justice practitioners in Correctional Administration, Court 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 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 have worked in the Criminal Justice system. Third, our undergraduate reputation of being one of the best criminal justice programs in Michigan has drawn many alumni back to Ferris to get their Master's degree. They then become our recruiters helping to expand our quality reputation. This networking attracts quality students despite the lack of university financial support (no tuition waivers, scholarships, etc.).

Unlike many universities, this program emphasizes experience-based teaching. All professors in the program have spent an average of 25 years working in the criminal justice field

before beginning to teach for Ferris. Other programs may have qualified professors, but most of those professors have not actually worked in the field they are teaching how to run future generations. Students learn from the lived experiences of our professors. Professors applying real life situations to theories and concepts in class help students visualize the information being taught. This is a unique feature to our program and very beneficial to the students who choose our program as opposed to other graduate programs in the state.

The program expectations for students are high. Per program graduation requirements, students must adhere to the following: Students must first maintain a 3.0 GPA or better to graduate. Second, no grade under a C is permitted. Therefore, all coursework below a C must be repeated. Third, only one C is permitted on the transcripts. Finally, any student pursuing a master's must complete the degree requirements within the five year time period. The purpose of these requirements is to make sure students get the most out of the program, have a good understanding of all material discussed, and are properly prepared for the responsibility that comes with having a master's degree. One of our program policies consists of students making "satisfactory progress" toward completion of the degree. Satisfactory progress is defined as continuous and successful completion of course requirements and steady work on culminating experience under guidance of faculty committee. If students fail to do this they may be placed on probation or suspended from the program. Each semester the graduate coordinator monitors student performance. For any reason a student is not meeting this requirement, they will be placed on academic probation or removed from the program. The decision to readmit a student is then up to the coordinator, faculty, and Director of the School of Criminal Justice.

This policy is in place to ensure that students are not being left behind when they are struggling. If placed on probation, the student is limited to 6 credit hours the next semester to

provide the maximum opportunity for success. If the GPA falls below 3.0 for two consecutive semesters, the student is removed from the program. Last year, seven students were placed on probation and five met the requirements to continue in the program.

Competitive Programs

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 such as the GRE or MAT. Grand Valley also requires entrance exams. At one time, GVSU was a major 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.

One competitive feature our program currently does not offer is the ability to take courses online or complete the entire degree online. Allowing courses to be completed online, may allow more potential students to fit classes into their schedule. Everyday technology is advancing and online schooling is on the rise. Michigan State University gives their students the option of going a classroom and interacting or submitting all required coursework online through a system such as Blackboard. Even though this is the wave of future education, our program still takes pride in face-to-face interaction with students and strives to make meaningful interactions in the classroom. But, we are experimenting with hybrid courses off campus that provide both online learning and face-to-face interaction. We have also talked about the possibility of online courses or even degree, but this is thwarted by the lack of faculty to either develop or to teach these courses. Another area where we cannot compete is graduate student assistance and services.

Both universities have Graduate offices that provide scholarships, assistantships, and tuition waivers to entice the best and the brightest to come to their school. Other than graduate assistants wages paid for by the College of Education and Human Services, we do not have access to tuition waivers or scholarships.

Preeminent Program

The University of Missouri-Kansas City's Master of Science in Criminal Justice and Criminology is the top rated school in the country for a master's in Criminal Justice. Admission requirements for the program are similar to ours, although they require an additional three undergraduate courses as prerequisites, (statistics, research methods, and theories of crime), these courses are included in our graduate curriculum.

Similar to our program, UMKC's program requires students take a total of 30 credit hours to complete the degree. However, in MSCJA 24 of those credit hours are required of each student along with the option of a thesis (6 credits) or comprehensive exam (3 credits) and graduate topics (3 credits) as completion of the degree at Ferris. Alternatively, 15 credit hours of required coursework and an additional 12 elective courses are required for completion of the program at UMKC. Giving students their pick of electives allows for students to concentrate their education to fit their personal needs and wants. The last 3 credits of the program is up to the discretion of the student as well. Students have the option of either writing a thesis or writing an independent research paper which outlines solutions to given scenarios, which takes place in the final semester of the program. Unlike, our program students do not have the option of comprehensive exams.

Something that the campus in Kansas City has that our main campus cannot compete with is a larger community. Since Big Rapids is a smaller community it is harder to get the word

out about the program. Having two off campus locations is beneficial, but not much recruitment is done outside of the state of Michigan for the program. Most of our recruitment is done by word of mouth from our former students and current faculty, making it harder to branch out for new applicants. To mirror Kansas City, the bottom line is resources. Not only would we need more faculty to teach electives (could create stackable degree), but would need marketing, better online technology and support, etc. which is out of the hands of the School of Criminal Justice.

Demand

Seventy-one percent of alumni graduated with their Bachelor's degree from Ferris. 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, 17.6% thought that they improved their writing skills, 15.5% improved their critical reasoning skills, 14% improved their analytical skills, 14% improved their administrative skills, and, 13.5% believed they improved their abstract thinking skills. Only one student stated they would not go to Ferris for graduate school if they started over while 3 students stated probably no, which is an outlier to previous program reviews. Various explanations included: student wanted a different degree, the distance traveled, or incidents that occurred in class. These incidents refer to a past faculty member who had numerous complaints for humiliating, using inappropriate sarcasm, and berating students in front of others. (Appendices L & M)

The field of Criminal Justice desires graduate education. With the economic setting in Michigan today, employers are just starting to have openings as the economy improves. The trend during the economic crisis was to use education as one way to narrow the field of applicants. Thus, agencies saw a more productive workforce from these graduate deegreed workers and many employers now seek the degree. On the federal level, many positions require

a master's degree (Federal Probation, Department of Treasury, aspects of Department of Justice, DEA). State agencies are slowly changing to reflect the need for graduate education. An excellent example is DHHS. Once seeking Social Workers (BSW), many of our new alumni are hired by this agency. Police departments are seeing the benefits, both locally and the Michigan State Police. MSP has placed a high point value towards promotion for those with a bachelor's degree and even higher points for those with a Master's degree.

Although not directly asked in the survey, our alumni are willing and do promote the program. In 2016, an email was sent to alumni asking for help with recruiting and over 50 alumni responded that they were willing to put posters up and give people pamphlets where they worked. As they continue to be successful (jobs, promotions), most relate this to the graduate degree and support the program continuing. When asked, 91% of alumni students indicated they would choose Ferris again if they were to start graduate school over again.

Faculty, just by their interest and comments, believe graduate education enhances the performance of future leaders. Ninety one percent rated the existing program above average to excellent in comparison with other graduate programs. (Appendix N)

The Employer survey asked "How would you rate the importance of a graduate degree in your field?" These ranged from 13% stated the degree wasn't considered important, 33 % giving it midrange importance, 33% stating it was important and 20% stating it was very important. Different fields (courts, corrections, law enforcement) and agencies vary, but the trend is that it is increasingly required for upper administrative positions. (Appendix O)

The Advisory board members also believe there is an increasing demand for a graduate degree. They were asked, "Does the possession of a master's degree enhance the chance for promotion?"

Fifty three percent strongly agreed with this statement while another 37% agreed. Ten percent of the respondents remained neutral. (Appendix P)

Our program continues to monitor the needs of the criminal justice field. We asked the Advisory Board in April 2017 what was needed and the courses or content they suggested are being taught. The only areas that we are adding are media relations and employee retention to the human resources course. Overall, we are flexible in the content to meet the demands of the field.

Student Achievement

Graduate students do not participate in any registered student organization as there are none geared towards students on this level. This is the same for student government, which is an undergraduate organization. The honors program is undergraduate as well. Most of our students are employed full time (at least 40 hours a week) and the full time students all have part time jobs (at least 20 hours a week). (Appendix M) Within the courses, students participate in limited research. Currently, there is no structure for larger research projects and paid assistantships. Ferris does not give out any honors or awards to graduate students other than graduation levels. The COEHS does award outstanding on campus and off campus master's students each year. At this level, "student achievement" is accomplished through the ability to balance employment, family, and class work. Successful students are able to apply time management skills to their lives and accomplish their educational goal.

Employability of Graduates

Employment Post-Graduation

For the 2016 graduation year, 37 students graduated. Twenty five (68%) are working full time in criminal justice/criminal justice related positions, 10 (27%) are working in a job not

related to CJ, and 2 (5%) did not report. Out of the ten working in other fields, four students are in various stages of being hired in criminal justice. When looking over the last five years, though 69% of alumni are currently employed in the field of criminal justice. The survey did not distinguish between part time and full time. One alumna is beginning a doctoral program in the fall. According to the survey, the salary range for the majority of students reporting is \$40,000-\$80,000 per year. Overall, the master's degrees serves as a tool for initial entry into highly competitive jobs and as a tool for advancement within the criminal justice field. (Appendix L)

Stakeholder Perceptions of the Employability of Graduates

When asked, 78% of alumni reported they feel the degree is of high quality and another 22% report it is of average quality. No one reported the degree to be of low quality. The largest percentage of alumni stated they pursued a master's degree for employment and/or promotion (54%). The next largest category was to teach as an adjunct (24%). Forty five percent either used the degree to get a desired position or promotion. Nine percent are up for promotion. Only 3% secured an adjunct teaching position, but since we did not ask, we do not know how many followed through and applied. (Appendix L & M) Ninety four percent of the Advisory Board believed the degree prepares students for their careers and 100% of employers recommended a master's degree to prepare for their field (Appendix P). This is true of faculty as well as 100% are committed to helping students prepare/advance for their careers. (Appendix N) At the graduate level, formal career assistance is limited as Career Services serves undergraduate students. We rely on the faculty, but also our alumni to provide networks to our newly graduated alum. If a student expresses an interest in an agency and we have an alumni in that agency, we reach out to that alumni to talk to the student. So far, past alumni have been openly willing to do this.

The following labor market analysis is derived from the *Federal Occupational Handbook, 2016-2017* (www.bls.gov). Five areas encompass most of the criminal justice system. They include correctional officers, police and detectives, probation and treatment specialists, human service workers, and lawyers/judicial workers (see Appendix Q). Each area will briefly be covered explaining current employment trends and salary ranges.

Correctional Officers:

This position includes all levels of government servicing over 3,400 jails, state prisons, and the federal governments. A majority of correctional officers are employed in State and Federal prisons. Thus, they are responsible for watching over roughly 1.4 million incarcerated offenders. In 2016, bailiffs, correctional officers, and jailers held about 474,800 positions. Specifically, about 3 of every 5 occupations were held in State correctional institutions. Opportunities are also available in privatized correctional facilities, although recent reports have suggested trends away from privatization (Charles Colson Task Force, 2016). The job prospect for correctional officers in Michigan is above average with both Michigan Department of Corrections and local jails hiring. Nationally, though, only a 4% growth is forecasted through 2024. As of 2016, the median earnings reported were \$42,820 for correctional officers and jailers. Although no degree is required (Michigan requires 15 semester hours of college credits), 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 Bachelor's degree and many require a master's degree. This is the accepted standard nationwide. In 2016, there were 806,400 police officers in the United States. The job

outlook for this job is predicted to “grow a little slower than average at 4% through the year of 2024. As of 2016, the median earnings for police and sheriff’s patrol officers yielded \$61,600 annually.

Probation/Parole Agents & Correctional Treatment

For probation and parole agents as well as most treatment specialists, a Bachelor’s degree is required for entry position under most circumstances. The federal government, though, requires a Master’s degree for probation/parole agents. In 2016, probation officers and correctional treatment specialists occupied about 91,700 positions with a median pay of \$50,160 per year. The job outlook is predicted to “grow about as slower than average at 4% through the year 2024.

Human Service Workers

This category would include such positions as Department of Health and Human Service workers (welfare, child protective services, foster care), alcohol or drug abuse counselors, community outreach workers, life skills counselors, and residential treatment centers. Again, the standard requirement is a bachelor’s degree, although many agencies require supervisors to possess a master’s degree. In 2016, there were 386,600 workers with a median pay of \$31,810 a year. The projected growth of 11% is much faster than other occupations through 2024.

Lawyers/Judges

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 Bachelor’s 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” at 6% through the year 2024. The employment of judges, magistrates, and other judicial workers, though is predicted to show little or no change (1%) Moreover, as of 2016, judges, magistrate judges, yielded a median \$109,940 yearly.

References

Correctional Officers & Bailiffs:

<https://www.bls.gov/ooh/protective-service/correctional-officers.htm>

Police Officers & Detectives:

<https://www.bls.gov/ooh/protective-service/police-and-detectives.htm>

Probation Officers:

<https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm>

Human Service Workers:

<https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>

Lawyers <https://www.bls.gov/ooh/legal/lawyers.htm>

Judges: <https://www.bls.gov/ooh/legal/judges-and-hearing-officers.htm>

Faculty Composition and Engagement

Organization

All Faculty teaching in the Criminal Justice Administration master’s degree are either tenure-track or tenured. All teach both undergraduate and graduate courses every semester.

Occasionally, there may be a semester where a faculty member only teaches master's classes, but this is not the norm. Since the same faculty teach at all sites, off campus receives the same quality instruction as the main campus. Currently, we do not have any fully online courses, but Drs. Hundersmarck and Hogan are experimenting with hybrid. There are no full-time temporary faculty or adjuncts teaching in the master's program. Two years ago, though, Judge Phillip Green did teach legal issues when a tenured faculty member resigned in late August. This is the optimum structure for effectiveness. All master's students receive the same quality instruction no matter where they take classes. Very few programs can match that!

Curriculum Vitae, Service, Research, Continuing Education

Below is a summary of graduate faculty productivity for the past three years. It should also be noted that the average credit load per semester for all graduate faculty is 17 credits.

Nancy Hogan, Ph.D., Professor, Graduate Coordinator

13 articles written- 8 published, 5 accepted and forthcoming-all peer-reviewed journals
 10 academic presentations, Academic Affairs—Academic Scholar 2016, Committees: Provost's Graduate office committee, CJ Scholarship Committee, College Promotion & Merit committee, University Graduate & Professional Council, CJ Graduate Committee, College Graduate Committee, CJ Tenure committee, Search committee Director, Mecosta Osceola Career Center-CJ advisory board, Vice President-Board of Directors for Big Rapids High School Hockey Boosters, and Reviewer for nine academic journals. Participated in several Faculty Teaching and Learning seminars.

Russell Lewis, Ph.D./J.D., Professor,

10 legal briefs written, Revising book “Michigan Law of Corrections”, Working on book “Once Upon a Place” about WWII, and negotiating proposal on book about Luhr-Jensen company.

Committees: Academic Senate, Senate Parliamentarian, Club men’s baseball-Advisor, Women’s softball-Advisor, Honors College Faculty, Department Graduate Committee, Department Tenure Committee. Community service—pro bono legal work, sponsor of Big Rapids H.S. hockey team. Participated in several Faculty, Teaching and Learning seminars.

Greg Vanderkooi, Ph.D., Professor,

Three academic publications, 4 academic presentations, Dean’s Faculty Recognition Award, 2015. Chair university Sabbatical Committee, College Sabbatical Committee, and Department Sabbatical committee. University Graduate & Professional Council, college Promotion & Merit committee, Search Committee Dean and faculty, participated in several seminars offered by Faculty teaching and learning.

Kristen Poleski, Ph.D. Associate Professor,

Completion of Dissertation, 2016, 2 academic presentations, Chair CJ Tenure Committee, Academic Senate Student Life Committee, Student Misconduct Committee, Ferris Foundation Gifts and Grants Committee, College Diversity committee, university general education committee, 61st District Court Sobriety member, Kent Career Center-CJ Advisory

Timothy Eklin, Ph.D., Associate Professor,

Completion of Dissertation, 2015, 4 academic presentations, Academic Program Review-Chair, undergraduate, Director search committee, faculty advisor for women's Lacrosse team, UCC, college curriculum committee, dept. graduate committee, Jail Certification-Academy director, Student Success committee, MCOTC-board member, faculty-teaching and learning seminars, U of Michigan-SPSS training.

Michael Vasicek, Ed.D., Assistant Professor,

3 academic publications, 3 in progress, 5 academic presentations, CJ Graduate committee, University Timme travel grant committee, SPARC, General Education committee, Search committee faculty, University faculty and staff appeal committee, Advisor-Alpha Phi Sigma, seminars from faculty teaching and learning, United Way, Ferris Foundation benefit.

Steven Hundersmarck, Ph.D., Associate Professor,

3 academic publications, 3 academic presentations, Interim CJ Director, CJ assessment committee chair, university Professional development committee, CJ Graduate Committee, CJ scholarship committee, Faculty search committee, Crime survey for Royal Oak, Big Rapids President-Board of Directors-Big Rapids High School Hockey Boosters, BRAJHA hockey coach, Academic reviewer, and attended several seminars by Faculty teaching and learning.

Dave Greydanus, J.D., Assistant Professor.

2 legal publications, professional development—Problem Based Learning (2 weeks)

(Appendix R)

Stakeholder Perceptions of the Quality and Composition of Faculty

Curriculum syllabi is presented in (Appendix C)

Students surveyed were more than satisfied with the faculty teaching in the master's classes. Overall quality of program received 91% good or excellent rating from current students. As results indicate, both from surveys and SAI/IDEA (Appendix S) all faculty are ranked 4.0 and above. It is noted that with courses that are more theoretical, students have a difficult time critically analyzing the material and believe they are not getting clear guidance. This tends to affect evaluation numbers as well as the disgruntled student who can't adapt to the graduate level workload. Overall, though, faculty who teach in the program are quality instructors. Alumni rated the program. Eighty one percent stated the quality was good to excellent while only 1 person rated it poor quality. As stated elsewhere, we did have a faculty member who devastated the program with their bizarre and unprofessional treatment of students. Luckily, that is no longer an issue. For the Advisory Board, unless they actually went through the program, they could not really judge the quality of the faculty. But, they did state the reputation of the program is good to excellent within the state of Michigan (100%). Reiterating earlier text, in April 2017, the Advisory board looked at curriculum and gave us direction. Their input will continue in shaping the program in the future. (Appendix P)

Program Policies and Procedures

Through faculty meetings and faculty retreats, the faculty collaboratively discuss course content and the direction of the program. As seen, everyone has an active research agenda, participates in faculty development, and attends academic conferences. Last year was Dave Greydanus's first year teaching and we are expecting him to be more academically involved this year. The graduate coordinator is the advisor for all the graduate students and works with them

on a one to one basis to discuss issues and concerns. The minimum qualification follows HLC, you must have a degree higher than that being taught. We require ABD or above to teach in the master's program with the exception of the law class that requires a Juris Doctorate.

Hiring and Retention

If the person is from Michigan, retention has not been an issue. But, faculty turnover has occurred with out-of-state hires who then move closer to their family roots. Finding quality faculty is more difficult because of several factors. One major detractor is the location of Ferris State University. Few candidates want to move to a rural area, particularly when it comes to diversity. Although diversity is relished, it is a commodity that is difficult to obtain because of location and demand. We try to encourage minority candidates at conferences and phone calls, but few ever apply. We want high quality faculty with experience. This is the fourth year looking for a director and the third year looking for a faculty member.

Program Administration and Support

Administration

The program has a graduate coordinator and a departmental graduate committee. Nancy Hogan holds a Ph.D. in Justice Studies and has coordinated the program from 1997-2012 and 2016 to present. Ferris has not had an infrastructure guiding graduate programs at Ferris State University, although the Senate committee, University Graduate and Professional Council, has created several universal policies that are now followed by all graduate programs. Yet, when there is no direction on an issue, the coordinator and graduate committee implement policies and procedures that are given to both faculty and students (Appendix A) The coordinator works with the Interim Director of the School of Criminal Justice who at this time is Dr. Steve Hundersmarck. Prior to coming to Ferris, Steve was Program director at Indiana Technology

University. He reports to the Dean of the College of Education and Human Services. Dr. Arrick Jackson is new this year and has background experience working with community colleges and various institutions. (Appendix T)

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. Some examples are the admission process, class registration, deferment of payment to employers, course loading, grading, housing, etc. These and several other issues that have made it extremely difficult to administer graduate level education. The Provost currently has formed a committee on graduate office development of which the graduate coordinator is a member. This is the third Provost “task force” in 17 years. The Senate has also directed sub-committees on various aspects of graduate education as well. The conclusions for all the past committees and task forces are the same, we need to establish a functional graduate office with a Dean or above as head.

Staff

The School of Criminal Justice has 2 full time secretaries and 1 undergraduate academic advisor. Only one secretary handles the master’s program along with her other duties. This position was originally created to handle just the master’s program, but over the years with different leadership, her job duties have expanded, which has led to the master’s program being placed on the back burner. The master’s program should be seen as a priority for completion of admissions and tasks. Having a graduate assistant helps with many things, but some of the issues that we need to deal with are more confidential and not appropriate for the graduate assistant to handle.

Support Services

Of the services listed, FLITE is critical to the program's success. Over the years, vast improvements have been made to allow students to connect with top-notch databases. We are proud that those in power have responded and FLITE is always willing to help students, whether in person or on the phone. I encourage the students to use the Writing Center, but this needs to be geared toward graduate level standards, including knowledge of APA. Technology Assistance Center's access at 24/7 is wonderful, but needs to at least be available for our students through the end of June. If doing a thesis, the Institutional Review Board requires the research to be approved. Students do request accommodations through Educational counseling and Disabilities Services and they are always very helpful. Finally, the Office of Graduate Studies helps with the admission process, but there is only one person to handle all graduate applications. There are no services specific to graduate students, which is why a graduate office is needed.

Facilities and Equipment

Space

On the main campus, we primarily use Bishop 215 for the master's program and Bishop 223 for our Methods courses as well as comprehensive exams. One issue with the classroom is the podium is so close to the wall and has a large monitor on it, faculty can't sit or see the students. Further, it is so dark in the corner, it is difficult to see the buttons on the machines. The technology also lacks quality. The visualizer is cheaper and hard to project clearly, and because there is no main panel, faculty have to figure out what buttons do what (in the dark). Further, there is no hook up for outside laptops. The heating and cooling systems do not work well and the classroom has a pungent smell. It has tables tightly packed in, which is not conducive to group work or even moving into a circle. The lab in Bishop is adequate, but the

faculty member teaching the courses requests the students bring their own laptops for better access. For comprehensive exams, though, we run into several difficulties. First, sometimes we do not have enough desktop computers for students so we have to borrow the laptop cart from the School of Education. Second, the small room off the main room has always been used for students with disabilities (mainly need more time or noise issues). This summer, there were only elementary education-specific computers. Thus, we had to quickly request a computer to be brought in. Third, as with the classroom, the podium presents the same issues described above. Finally, it is not posted how to log in to the lab computers. In giving comp retakes, I had to log in as the student MYFSU passwords wouldn't work. Finally, and the most serious detriment, is the lack of temperature control. In the summer, temperatures are hotter and with the computer equipment and several bodies, the air conditioning is really blowing lukewarm air. There is no separate office space for the graduate program other than an office for a graduate assistant. But, each faculty member has their own office. When necessary, we meet in either 526 Bishop (the library) or use the dean's office conference room. There is no storage space designated specifically for the graduate program and files are kept on the 5th floor in the same room as the undergraduate files. The space is adequate on the main campus, although availability of a nice conference room with access to technology would be ideal for graduate education. Rating C+

In Grand Rapids, we teach classes in the Applied Technology Center. Depending on class size, though, there have been times when we have been placed in a classroom that we barely fit. Classrooms also have long tables and chairs and are tightly packed in to the point that there is not real space for the instructor. The podium has too much equipment on it to set materials out, and the location is in the corner, which blocks eyesight to some students. Access to internet from the classrooms is difficult, unless you bring your own laptop to log into Ferris

State University's system because the classrooms are wired to get on GRCC's system. This sometimes presents difficulty if Ferris staff are not available to log in for the faculty. For twenty years, my login access to GRCC has not worked. For the methods courses, we use the lab in ATC. The current professor of these courses has not used the lab to weigh in on strengths and weaknesses. The staff at Ferris-GR have been very willing to work with us. An example is last fall when a class only had eight students. It was requested and granted use of the Administrative conference room, which created a nice setting for discussion. The only complaint would be instead of having a pull down screen, there is a separate screen on legs, which blocks the whiteboard. It is just difficult to move it out of the way. We have no office space assigned, which does present an issue if students want to meet privately. Since Ferris shares space with GRCC, space is never adequate. Rating- C

Howell has a bare-minimum classroom with plastic chairs and long tables with no carpeting, which makes any movement noisy. With a train going by (just like in *My Cousin Vinny*) several times a day, outdated technology, and the worst internet, this classroom is less than ideal. The lab has updated software, but again, the internet issue interferes with classroom instruction. There is no separate office for faculty, and depending on who is working, sometimes we don't even have access to a copy machine. The space per square foot is fine, everything else is not. Rating D-

Computers

On the main campus, faculty computers are upgraded and the classroom computers have been as well. One issue that presents itself with these upgrades is when faculty members are not asked what they need or have not been shown where things are located and how to use the newest software. Another issue is laptops for teaching off campus. These are not in a rotation

unless the faculty member “picks” a laptop instead of a desktop. As the program moves to a more hybrid model, up-to-date laptops are essential. Depending on the software, sometimes it takes a mountain of paperwork to get what should be a university standard (e.g. SPSS). Access to the lab for graduate students has improved as there are now evening hours. Rating-B+

Computers in Grand Rapids seems to be updated as well, but access for Ferris consistently has been an issue. Usernames and passwords are long and keep changing. For students, there is no Ferris student lab as the lab is for GRCC. Most graduate students seem to just use their own laptops. Rating-C

Computers in Howell are usually not as updated in comparison to the other locations. There is no student lab, but since we are the only program teaching, if needed, we can get access to the lab. As stated above, the problem is with software, hardware, and mostly the internet slowness as well as its access. Rating D+

Equipment

For the master’s program, faculty primarily use videos so access to a DVD player that works is critical. With the updates in Bishop, we lost the VCR (which many still used) and some of the DVD’s do not work with the computer. The document imager (visualizer) does not give a clear picture and requires to toggle between equipment, which then disrupts the connection.

Rating-B-

Grand Rapids classrooms are set up better with a panel to push what equipment is wanted. The main issue is that GRCC access. Rating- B+

Howell classrooms require the secretary to wheel everything into the classroom. There is no podium that is conducive to laying out course materials and using the equipment at the same time. Also, there is no visualizer. C-

For all three (space, computers, and equipment), Ferris lags behind the term state-of-the-art. At the graduate level, classrooms should reflect the professionalism that we require from our students. High tech, working equipment in pleasant surroundings should be prioritized. This is part of a quality program and should be expected, but because graduate education is not valued at Ferris, the programs are treated as an add-on to the undergraduate world.

Perceptions of Overall Quality

As the Graduate Program Coordinator, I believe the Master of Science in Criminal Justice Administration meets the department, college, and university mission because the degree is a tool for career success. Whether to get initially employed, to be promoted, or to pursue life-long desires (teach, law school, doctorate), the degree provides the education for the student to move forward. Rating -100

The distinctiveness of the program also is a rating of 100 because we are the only program in Michigan that combines criminal justice core classes with public administration core classes. Visibility relies on marketing, which has been dismal, except for departmental and college efforts. The university must provide these services or funds to hire professionals to advance the visibility of the program to potentially new students (Rating-30). But, the visibility of the program within the criminal justice field is high due to the positions our graduates possess or get promoted into (Rating-95).

Enrollment is down slightly on the main campus and Grand Rapids, but the numbers are slowly rising. Overtime, though, enrollment is stable. With the edition of a cohort from Port Huron, enrollment figures will be above the norm (Rating-95).

The characteristics, quality and employability of students is high. Those that are lower quality are not successful and stop taking classes. Those who complete the program are very employable and are motivated to meet their own personal goals (Rating-95).

The curriculum and its assessment are both top notch, and match up nicely to national standards (Rating-98).

The composition of faculty as well as the quality of faculty as it relates to graduate education is average. From a practitioner stance, we rate 100. But, from an academic stance where engagement in research is paramount, we rate 70. Although we have made a concerted effort in the department as well as the college to provide opportunities to research, the reality is that faculty are not encouraged to participate in research because there is no reward. For example, very few faculty take advantage of research funds within the university because of the requirement of no overloads. In departments such as ours, everyone teaches 17 credits per semester and has adapted to that workload. Thus, getting release time would open up time to do research, but with current procedures, it would also cost the faculty member an average income loss of \$5000 per semester. Further, the workloads are not indicative to research. In comparison to other universities offering graduate education, our teaching load is much higher, which prevents time to do other projects. Other universities also offer faculty release time rewards for scholarship. Our faculty are very productive research-wise based on the environment they work in, but it does not really meet the expectations on a national level.

From the coordinator's perspective, the administration of the program is very hands on and both potential students and existing students can quickly get issues resolved (Rating-95). What does hurt, though, is the lack of administration from the university as it complicates all the

linked processes needed for smooth departmental administration (i.e. admission process, marketing, graduate scholarships, etc.) (Rating-20).

The overall value of the program to stakeholders (employers) is variable, but is rising quickly. On the federal level as well as upper administrative level, more agencies are requiring a master's degree. There is a trickle-down effect occurring in many agencies who now seek lower master's degrees for lower administration positions (Rating-90 and rising). To Ferris, the graduate program has enhanced the ability of our students to advance by accessing career-oriented education (Rating-100).

Improvements and Recommendations.

The reality is this. We have a wonderful, well-received master's program that, over time, has shown stability with enrollment, graduation rates, and successful results for our students. The minor improvements that can be made usually involve curriculum changes that reflect the needs of the criminal justice system or changing of faculty based on expertise. This program could be enhanced, expanded, and provide online coursework, but there are two major obstacles out of the hands of the School of Criminal Justice. For four past program reviews, we have stated that we need at least two additional faculty with the capability of teaching in the master's program. In 1997, there were 10 faculty on the main campus. In 2017, we still have 10 faculty with one serving as interim director. In 1997, there were 593 undergraduates and 31 master's students in Criminal Justice. In 2016, there were 1096 undergraduates and 33 master's students. Despite being successful on both the undergraduate and graduate levels, resources to match the success are not there. The second obstacle is the lack of infrastructure to provide traditional graduate funding and services. These include marketing and recruitment, scholarships for graduate students, funding for graduate assistantships, tuition waivers, release time for faculty to

conduct research involving students, awards for graduate students, organizations for graduate students, and specific services (writing center) geared for graduate education. It is time Ferris get aligned with the rest of the nation and treat graduate education as a valuable asset.

University Controlled Recommendations

- 1) To enhance delivery: Updating classrooms and technology.
- 2) To enhance visibility of program-Professional marketing and social media
- 3) To enhance Student enrollment—Create Graduate student scholarship, waivers, and funding for graduate assistantships to use to recruit.
- 4) To enhance capabilities of delivery—upgraded laptops, software, and online platform
- 5) Provide research release time that includes all faculty needs.
- 6) Institute graduate faculty workload that aligns with other universities.
- 7) Hire two more additional faculty to meet needs of the School of Criminal Justice
- 8) Share the Ferris Pharmacy classrooms in Grand Rapids with other graduate programs.

Department/College Controlled Recommendations

- 1) Request two more faculty lines in the School of Criminal Justice so there is flexibility in having highest quality faculty teach in the master's program.
- 2) Hire high quality faculty that meet the needs of the master's program and who can develop a research agenda
- 3) Create an environment where research is expected as part of the tenure process as well as post tenure process.
- 4) Provide release time/stipends for academic research.

- 5) Continue to support graduate assistantships.
- 6) Set up graduate level scholarships for the Criminal Justice Administration program
- 7) Provide updated laptops and software to faculty who teach off campus or online.

Implementation of Findings

All programs should be reviewed to make sure they provide quality education for students. The results of our program review shows that we do have a quality program that results in student success with employment. Program review results will be disseminated to our Advisory Board as they are representatives of the stakeholders. As stated, most of the improvements suggested for the program are controlled by the university. Within the program, we will still strive to offer high quality graduate education, monitor the curriculum, and when faculty are not meeting the expectations, that they be removed from teaching graduate courses. If we could just get professional help with marketing, whether conventional methods or social media outlets, we could advertise the quality of our program. We also need resources for students and will continue to push for graduate level scholarships, tuition waivers, and consistent graduate assistantship funding. With the opportunity to meet the needs of a currently unreached population, we are venturing in to a cohort model in Port Huron. Overall, with the restricted resources, though, our hands are tied to enhance the program.

APPENDICES

APPENDIX A
MSCJA STUDENT HANDBOOK



Master of Science

in

Criminal Justice Administration

***School of Criminal Justice
Ferris State University***

Graduate Student Handbook

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Introduction

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 court agencies as well as private criminal justice agencies such as residential treatment centers, halfway houses, and private security firms. Moreover, with the demand for graduate education in criminal justice, the degree also meets the needs of students seeking admission to law school and doctoral studies in criminal justice and criminology.

The program is directed by the Graduate Coordinator and is housed administratively in the School of Criminal Justice. The Criminal Justice Graduate Committee establishes the requirements for the program including the determination of specific courses of study and matters relating to academic affairs. The Graduate Student Handbook of the School of Criminal Justice contains the policies, procedures, and the curriculum of the Criminal Justice Administration graduate degree program and is in compliance with the policies of the University.

Ferris State University's Master of Science in Criminal Justice Administration School of Criminal Justice

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.

Student Learning Outcomes

1. Critically examine, and evaluate the criminal justice system and its relationship to society.
2. Identify, describe, and relate the nature of crime to current policy issues.
3. Conduct research methodology, program evaluation, and grant writing.
4. Identify, analyze and apply human resource, budgeting and administrative skills needed to supervise within a criminal justice agency.
5. Identify, apply, and examine civil laws and governmental regulations as applied to criminal justice agencies and employees.
6. Produce evidence of critical thinking, leadership, and problem-solving using 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

About our 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* (positions such as director of probation and parole, federal, state and local probation and parole officers, case managers, residential treatment directors, and prison wardens)
 - b. *Police administration* (positions such as chief, sheriff, director, and administrative or supervisory positions).
 - c. *Criminal justice evaluation research* (Positions such as research directors, associates, analysts, and planners)
 - d. *Criminology* (Positions such as researchers, evaluators, and planners)
 - e. *Juvenile justice administration* (Positions such as program directors, researchers, juvenile probation officers, 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, law, leadership, and sociology. They are also published, involved in research, active in professional organizations, and participate 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 graduates to enhance their chances to gain entry into different aspects of the criminal justice system or to open opportunities for promotion. Our graduates have also continued on to law school or doctoral programs. Today, more agencies are equating professionalism with higher education, and is becoming a requirement for several federal positions as well as middle-management applicants.

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 two page double spaced (500 words) 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.

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

1. Complete thirty (30) semester hours of required courses with a 3.00 GPA or higher.
2. Twenty-four (24) hours will be course work with the remaining 6 hours from Option 1 or Option 2.
3. 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.
4. No grade under a C is permitted. All work below a C (e.g. C-) must be repeated to fulfill graduation requirements. Only 1 retake per class is permitted. Upon any second grade below a 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.
5. Students must complete all degree requirements within 5 years of starting classes at Ferris State University. An extension may be granted for extenuating circumstances. The graduate committee will review the

request and make a recommendation to the graduate coordinator and the Director of the School of Criminal Justice.

MCJA Program Curriculum

Theoretical Core (3 hours)

CRIM 615	Nature of Crime	3
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Criminal Justice Core (9 hours)

CRIM 605	Legal Issues in Criminal Justice	3
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CRIM 630	Seminar in Law Enforcement OR	3
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CRIM 640	Seminar in Corrections	3
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Research Skill (6 hours)

CRIM 645	Quantitative Inquiry	3
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CRIM 655	Qualitative Inquiry	3
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Administration (9 hours)

CRIM 673	Human Resource Management	3
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CRIM 665	Financial Management for CJ	3
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CRIM 608	Organizational Leadership	3
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Required In-Class Credit Hours = 24 semester hours

Culminating Experience (6 hours)

Option 1:

CRIM 670	Graduate Topics	3
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CRIM 699	Comprehensive Critique/Exam	3
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Option 2:

CRIM 660	Thesis*	6
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Committee Structure of three faculty from Criminal Justice
The Chair must have the terminal degree (Ph.D., Ed.D., etc.)

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.

The above curriculum for the Master of Science degree in Criminal Justice Administration 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 six hours is designed to provide an overview of different methods and statistical analysis used in the field of criminal justice. 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 the Graduate Topics course and a Comprehensive Exam (option 1) or by choosing to complete a thesis (Option 2).

Time Limitations

The minimum requirement for the Master’s 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 Master’s 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/dismissal 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 dismissed from the program. The coordinator, graduate faculty committee, and the Director of the School of Criminal Justice will determine readmission.

Program Resources

For all campus locations, access to FLITE (Ferris Library for Information, Technology, and Education) is available 24 hours a day, and seven days a week. The library has a vast number of databases to aid in student research, with access to many full text journals for electronic download. If a particular item is not available for download, a request to interlibrary loan can be made with receipt of the item usually in less than a week. Further instruction on how to use FLITE is provided in the research-based courses.

Also available 24/7 is the Technology Assistance Center (TAC). Computer issues, Blackboard issues, or general technology issues can be referred to 231-591-4822.

Textbooks are available through Ferris State University's Barnes and Noble bookstore. Go to the main Ferris webpage and type in the search bar "bookstore".

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.

Any student 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. Each professor will go over their formatting expectations in the syllabus at the beginning of each course as well.

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 Graduate Committee or the Director of the School of Criminal Justice. If a resolution cannot be reached, the graduate program coordinator and the Director will address the issue or suggest going to the Dean of the College of Education and Human Services. 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) 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 faculty teaching the course. Questions will be constructed to reflect the course material and to allow students to demonstrate their comprehensive knowledge of the subject matter. The graduate coordinator will administer the exam, but each question will be graded by the faculty who created the question. In the event of that the faculty member is not available, the student answers will be read by another faculty member with the same specialized knowledge.

Critique/Review

A two-three day review will commence approximately 3-5 weeks before the examination on the main campus in Big Rapids. 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 specializations 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. (or similar terminal degree) 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, which 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 Formatting

The thesis must be formatted according to university policy so that all graduate work meets the same standards. The School of Criminal Justice requires that the formatting follow the most recent edition of APA. Those choosing the thesis option will be given the formatting handbook to aid in this process.

Thesis Archiving at FLITE/Thesis Binding

An electronic copy of the thesis will be maintained in the FLITE library so that your research can be used by others. You do have the option to bind your thesis, meaning that it is placed in a hard bound cover. Many times, students purchase several copies to give to family members, professors, and to have as a keepsake (of all the hard work) for themselves. FLITE has different options of online services that bind theses and dissertations.

School of Criminal Justice Faculty

One of the unique characteristics of the faculty in the School of Criminal Justice is their background experience in the practical world. This, combined with the academic knowledge, allows a realistic application of theoretical concepts. (*Denotes Graduate Faculty)

***Hundersmarck, Steve Associate Professor/Interim Director**

Education: Ph.D. (Michigan State University)

CJ Experience: Police officer, detective, sergeant, acting chief of police Houston PD and Plymouth PD. Professor and Director of Programs in Ohio and Indiana for 10 years.

Specializations: Problem-based learning, research, criminal behavior, police training, grant writing.

***Hogan, Nancy Professor/Graduate Program Coordinator**

Education: Ph.D. (Arizona State University)

CJ Experience: Correctional Officer, Corrections Counselor, Supervisor over Drug-Addicted Newborns, Traffic Safety Instructor.

Specializations: Corrections, Health and safety issues of Corrections officers and inmates, cognitive programming, organizational issues, gender issues in Criminal Justice, criminological theory, and crisis intervention.

Amey, Steven Assistant Professor

Education: M.S. (Central Michigan University).
Currently A.B.D. from Wayne State University.

C.J. Experience: Over 19 years Law Enforcement Experience (Capac Police Department and St. Clair County Sheriff Department).

Specializations: Computers, Firearms, Private Security, Arson, Drug & Accident Investigation, Interviewing and Interrogations, and search warrants.

***Eklin, Timothy** Associate Professor

Education: Ph.D. (Antioch University)

C.J. Experience: Lapeer County Sheriff's Department—Marine Deputy, Michigan Department of Corrections—Corrections Officer.

Specializations: Corrections, leadership and change issues in corrections; research methods.

***Greydanus, David** Assistant Professor

Education: J.D. (University of Toledo)

C.J. Experience: Executive Assistant Deputy Director – Michigan State Police 30 years' experience.

Specializations: Police training, criminal law, and integrated curriculum.

*Lewis, Russell	Professor
<i>Education:</i>	Ph.D./J.D. (Michigan State University/Valparaiso University School of Law)
<i>CJ Experience:</i>	Over seventeen years in private law practice.
<i>Specializations:</i>	Economic and legal systems, role of law in international trade and developmental issues, culture change and environmental adaptations, and Chinese culture.
Mendenhall, Mike	Assistant Professor
<i>Education:</i>	M.S. (Ferris State University) Pursuing Ph.D. (Western Michigan University)
<i>CJ Experience:</i>	Former police officer for Madison, WI. Special Events Team member-security for civil protests.
<i>Specializations:</i>	Police patrol, interviewing, crowd control, traffic stops, and report writing.
*Poleski, Kristin	Associate Professor
<i>Education:</i>	Ph.D. (Western Michigan University)
<i>CJ Experience:</i>	Deputy Director, Kissimmee Police Department, Lt. Grand Rapids Police Department.
<i>Specializations:</i>	Policing, administration, personnel, budgeting, ethics.

***Queen, Cecil** Professor/Law Enforcement Academy Director

Education: Ph.D. (Western Michigan University)

CJ Experience: Lieutenant, Sterling Heights Police Dept. (27 years of experience).

Specializations: Law Enforcement, police management & administration, criminal investigations, patrol operations, organizational behavior in C.J., leadership development, problem-based learning (PBL), and police training officer (PTO) programs.

***Vanderkooi, Greg** Professor/Law Enforcement Assistant Director

Education: Ph.D. (Western Michigan University)

CJ Experience: Post Commander with Michigan State Police.

Specializations: Policing, police management, ethics, leadership, criminal investigations, problem-based learning, community policing, juvenile delinquency, and crisis intervention.

***Vasicek, Michael** Assistant Professor

Education: Ed.D. (Wayne State University)

CJ Experience: Thirty-two years law enforcement-retired as undersheriff for Midland County, Michigan.

Specializations: Policing, criminal justice management, personnel issues, and curriculum development.

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 will examine 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 630 Seminar in Law Enforcement

This course is designed for graduate students with an interest in the knowledge of 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. 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.

CRIM 645 Quantitative Inquiry

This course provides an introduction to quantitative research methods and statistical concepts. Students will gain an understanding of the stages of quantitative research design. This course is focused on the basics of descriptive and inferential statistics. The students will learn various techniques that are used in describing and interpreting quantitative data from empirical studies. Students will gain hands-on experience in data collection, analysis, program evaluation, and grant writing. The overarching intent is to prepare graduates to appropriately assess the efficacy of published empirical studies to better inform their decision making as criminal justice practitioners.

CRIM 655 Qualitative Inquiry

This course provides an introduction to qualitative research methods. Students will gain an understanding of the stages of qualitative research design. The focus of the course is on the basics of various qualitative methodological approaches. The students will learn various techniques that are used in describing and interpreting qualitative data from empirical studies. Students will gain hands-on experience in data collection and analysis. The overarching intent is to prepare graduates to appropriately assess the efficacy of published empirical studies to better inform their decision making as criminal justice practitioners.

CRIM 660 Criminal Justice Thesis

This is a directed studies course that will require the student 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.

CRIM 665 Financial Management for CJ Administrators

This course introduces professionals in the criminal justice field to the basic principles of accounting and financial management, including the preparations 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 Human Resource Management

This course takes a problem diagnostic 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.

Thesis Committee Form

Name of Student:

Student ID#

Email Address:

Cell Phone Number:

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
MSCJA Checksheet

FERRIS STATE UNIVERSITY

MASTER OF SCIENCE --CRIMINAL JUSTICE ADMINISTRATION

NAME: _____ Student ID _____

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	630	Seminar in Law Enforcement OR	3	
CRIM	640	Seminar in Corrections		
CRIM	645	Quantitative Inquiry	3	
CRIM	655	Qualitative Inquiry	3	
ADMINISTRATION - 9 Credit Hours Required:				
CRIM	608	Organizational Leadership	3	
CRIM	665	Financial Management for Criminal Justice Administrators	3	
CRIM	673	Human Resources Management	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 Critique/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 680 (Special Studies in Criminal Justice) until the final work is approved.**

APPENDIX C

MSCJA Course Syllabi

Legal Issues in Criminal Justice

CRIM 605-001

Fall Semester 2016

Dave Greydanus, Professor

Office: Bishop Hall 530

Phone: (231) 591-2752

Email: greydand@ferris.edu

Office Hours: Mondays: 10:00 a.m. – 1:00 p.m.

Wednesdays: 4:00 p.m. - 5:00 p.m.

Required Text: There will be no required text for this class. Journals and other articles will be placed on Black Board for reading assignments.

Recommended Text: Gilbert Law Summaries: Torts, (newest edition), by Thompson/West Publishing, by Marc A. Franklin, W. Jonathan Cardi & Michael D. Green.

Required Access: Internet research capabilities using FSU-FLITE, or similar research sites, with access to Westlaw Campus, Westlaw, Lexis/Nexis Academic Universe, Lexis/Nexis, and other major legal research tools.

Course Description: The focus of this course is 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, 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 risk of exposure to liability.

Class Structure: This is primarily a discussion course with student research and only brief lectures providing the frame of reference for class discussions. With this in mind, it is very important to come to each class with all research assignments for the week completed to allow for participation in the class discussions. Research assignments will be given in class on a weekly basis. In addition, each student will be expected to **“brief”** a topic of law using a current Michigan, Sixth Circuit or Supreme Court case and lead a discussion on the topic. Topics will be discussed in class and each student will select an area of interest and gain prior approval for the topic from the instructor or in the alternative be assigned a topic by the instructor.

Grading: (1) There will be a final examination, this will be an “in-class” final similar to a comprehensive examination question to be administered during exam week. The final examination will count **thirty percent (30%)** toward the final grade. (2) In addition, students will be required to research an area of Constitutional tort, tort or employment law related to the field of criminal justice and be prepared to lead a discussion on the topic and base their knowledge on the subject by traditional research and the briefing of at least one current Michigan, Sixth Circuit or Supreme Court case on the subject matter covered. These discussions will begin approximately the fourth week of class once all students have completed briefing assignments required of all students and basic

introductory material has been covered by the instructor. Presentations will count for **twenty percent (20%)** of the grade and will be graded on criteria including the ability to communicate, skill in organizing data, ease of understanding the presentation, preparation for the presentation and the student's understanding of the data. The brief will count for an additional **twenty percent (20%)** of the grade and will be graded on standard academic criteria of judging student research and writing **at the graduate level**, the appropriateness of the case(s) selected, the ability to convey the legal issues and holding and the thoroughness of the brief. **(3)** Finally, **twenty percent (20%)** of the final grade will be based upon class attendance and participation in the assigned research topics.

Attendance Policy: I assign up to 10% of your grade due to participation. You may or may not earn this by missing only one class, e.g. up to 100% of the 10% is available. If you miss two classes you can only earn a maximum of 50% of the 10%. If you miss three or more classes you will receive 0% of the 10% resulting in a cap on your final grade of a B+ regardless of your other performance. We are all professionals with busy schedules, families and a desire to be elsewhere at times. However, it is expected you will attend all class sessions to avail yourself of the greatest opportunity to learn the material presented.

Objectives: The general objective of this course is to enable the student to demonstrate an understanding of some of the more important legal issues currently having an impact upon our criminal justice system. The course should assist both line officers and managers in better understanding their legal constraints and rights as related to their duties and responsibilities. No specific legal training is assumed; however, a background in criminal and civil law would better prepare the student for this class and if students have not had specific course preparation in law it is advised that a handbook of legal terms be purchased and examined on a regular basis to fill in any gaps in knowledge.

Academic Honesty:

Review the graduate student handbook regarding Academic Honesty as it applies to the preparation of presentations, papers and take-home examinations, if used. Thank you.

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.

Legal Issues in Criminal Justice

CRIM 605-001

Fall Semester 2016

Wednesday 6:00-8:50, Bishop Hall 215

Dr. Russell E. Lewis, Professor

Office: Bishop Hall 515

Phone: (231) 591-3581

Email: lewisr@ferris.edu

Office Hours: Tuesdays: 1:00-3:00 p.m.

Wednesdays: 3:50-5:50 p.m.

Required Text: Legal Issues in Michigan Corrections, 5th Edition, Copyright 2008, by Russell E. Lewis and Frank Elo, ISBN not yet issued.

Recommended Text: Gilbert Law Summaries: Torts, (newest edition), by Thompson/West Publishing, by Marc A. Franklin, W. Jonathan Cardi & Michael D. Green.

Required Access: Internet research capabilities using FSU-FLITE, or similar research sites, with access to Westlaw Campus, Westlaw, Lexis/Nexis Academic Universe, Lexis/Nexis, and other major legal research tools.

Course Description: The focus of this course is on what is generally referred to as "tort liability" issues for agents of the state, county and city. Special emphasis is placed on police and correctional officers. This area of law has expanded greatly over the past fifty years with widening constitutional, statutory and case law decisions related to civil rights, especially Section 1983 actions. In addition, we shall examine general tort liability issues and employment issues in the field of criminal justice, such as sexual discrimination, age discrimination, worker's compensation, employee indemnification, vicarious liability issues, etc. More detail is given below under **Course Calendar**.

Class Structure: This is primarily a discussion course with student research and only brief lectures providing the frame of reference for class discussions. With this in mind, it is very important to come to each class with all research assignments for the week completed to allow for participation in the class discussions. Research assignments will be given in class on a weekly basis. In addition, each student will be expected to "brief" a topic of law using a current Michigan, Sixth Circuit or Supreme Court case and lead a discussion on the topic. Topics will be discussed in class and each student will select an area of interest and gain prior approval for the topic from the instructor or in the alternative be assigned a topic by the instructor.

Grading: (1) There will be a final examination, this will be an "in-class" final similar to a comprehensive examination question to be administered during exam week. The final examination will count **thirty percent (30%)** toward the final grade. (2) In addition, students will be required to research an area of Constitutional tort, tort or employment law related to the field of criminal justice and be prepared to lead a discussion on the topic and base their knowledge on the subject by traditional research and the briefing of

at least one current Michigan, Sixth Circuit or Supreme Court case on the subject matter covered. These discussions will begin approximately the fourth week of class once all students have completed briefing assignments required of all students and basic introductory material has been covered by the instructor. Presentations will count for **twenty percent (20%)** of the grade and will be graded on criteria including the ability to communicate, skill in organizing data, ease of understanding the presentation, preparation for the presentation and the student's understanding of the data. The brief will count for an additional **twenty percent (20%)** of the grade and will be graded on standard academic criteria of judging student research and writing **at the graduate level**, the appropriateness of the case(s) selected, the ability to convey the legal issues and holding and the thoroughness of the brief. **(3)** All students must brief particular cases which will be assigned the first three weeks and **each of two briefs** will count for **ten percent (10%)** of the final grade. **(4)** Finally, **ten percent (10%)** of the final grade will be based upon class attendance and participation in the assigned research topics.

Attendance Policy: I assign up to 10% of your grade due to participation. You may or may not earn this by missing only one class, e.g. up to 100% of the 10% is available. If you miss two classes you can only earn a maximum of 50% of the 10%. If you miss three or more classes you will receive 0% of the 10% resulting in a cap on your final grade of a B+ regardless of your other performance. We are all professionals with busy schedules, families and a desire to be elsewhere at times. However, it is expected you will attend all class sessions to avail yourself of the greatest opportunity to learn the material presented (also see the new "Tardiness" paragraph below).

Tardiness: I frankly did not think I would ever have to add such a paragraph to a graduate level syllabus but here it is: this is a professional course, I expect you all to be present at the beginning of the class, e.g. in your seats ready to go at 6:00 p.m. each week. Clearly emergencies arise but some have taken advantage of my good nature over the years by consistently being late. Tardiness will be graded as an absence for class attendance point purposes.

Objectives: The general objective of this course is to enable the student to demonstrate an understanding of some of the more important legal issues currently having an impact upon our criminal justice system. The course should assist both line officers and managers in better understanding their legal constraints and rights as related to their duties and responsibilities. No specific legal training is assumed; however, a background in criminal and civil law would better prepare the student for this class and if students have not had specific course preparation in law it is advised that a handbook of legal terms be purchased and examined on a regular basis to fill in any gaps in knowledge.

Specific Objectives:

1. An understanding of the pleading and court process in civil matters
2. An understanding of tort liability issues in the criminal justice system
3. An understanding of immunity issues for governmental employees
4. An understanding of employer/employee laws
5. An understanding of remedies available for wronged individuals
6. An in-depth review of Section 1983 and related statutes and case law

Course Calendar:

This class discusses major legal issues which normally would confront a criminal justice administrator in his/her duties of managing a criminal justice organization, be it a federal agency, a police department, correctional facility or a related institution such as a non-profit organization related to criminal justice; e.g. Goodwill, Salvation Army, Eagle Village, etc. One cannot predict every legal situation one may encounter, however certain patterns are clear given past history of lawsuits in the field. The majority of legal issues to confront an administrator fall into four general categories:

1. Personnel Issues;
2. Financial Issues (covered in Public Budgeting Course);
3. Section 1983 lawsuits; and,
4. Tort lawsuits.

In this course we shall cover numbers 1, 3 and 4 from the above list. A separate course covers public budgeting issues in detail, including the legal constraints on public funding and investments. There is also a separate course covering the administrative and managerial components of personnel issues; however, this course will cover the legal issues related to personnel issues; e.g. the Elliott-Larsen Act in Michigan and the Civil Rights Act at the Federal level.

One thing which is normally new to students in this class is the emphasis on **Civil Law** and not **Criminal Law**. Given most of your backgrounds and training you are well versed (or at least should be!) in criminal law but have little experience or exposure to civil law. Thus, it is very important to pay close attention to the handouts explaining how courts function and how the process of civil litigation functions in our legal system. It is so very important because the law will touch most of you as administrators, and many of you as individuals, during your criminal justice career. Dr. Robert Parsons, founder of our School of Criminal Justice, estimated that if one stays in the field of criminal justice for a career of twenty-five years one will be sued at some point. This is a statistic which is not fun to confront but a good foundation in legal issues should prevent some of these lawsuits and also should serve to help defend others. These lawsuits will normally be grounded in one of three areas, employment discrimination of some type, Section 1983 suits involving constitutional torts or a tort lawsuit. We shall be covering all of these areas in some detail.

Our order of proceeding in this complex area is to begin with an introduction to the court systems in America and the distinctions between state and federal systems. Two important types of suits (Elliott-Larsen and Civil Rights) have joint jurisdiction and other types must be filed only in one or the other court. It is important for you to know how the process works and what is needed to defend a suit if it is filed. Next we shall cover the area of torts, especially intentional torts, negligence and strict liability. Then we proceed to the topic of constitutional torts, also known as Section 1983 suits. Finally, we shall cover important legal issues related to personnel.

The course uses a required text book, one written by the instructor and a strongly recommended text book on torts, a standard law school ancillary text. My book deals with the legal issues of corrections but it equally applies to policing, federal government work, non-profit and non-governmental organizations, and so on. The book on torts has been used for three decades in the education of law students on the complex subject of torts and is only surpassed by a major text on the subject entitled **Prosser on Torts**. We shall cover nearly all of my text on Legal Issues and the sections in **Gilbert Law**

Summaries: Torts covering intentional torts, negligence, strict liability and Section 1983. There is a lot of reading and it is not easy, be prepared to study the texts in detail to understand the legal issues involved and get a good handle on the elements of all civil actions in this field.

In addition to the texts, each student will be “briefing” cases dealing with personnel issues, torts and Section 1983 cases. These cases will be found using the online resources of Ferris State University or by going to the “stacks” and reading the hard copies of the cases. The briefs will be explained in advance and each will be graded as explained above. There will also be a comprehensive type exam at the end of the semester as this class is indeed covered in your comprehensive exams at the end of the program and it is of some benefit for you to have taken a similar exam. Grading will depend on your performance on the briefs, classroom discussions, the professional level of presentations and other factors. I shall announce the exam details as we proceed through the semester. Graded events, in addition to the briefs, include the presentation and the accompanying brief. Finally, your participation in class is factored into your final grade and your grade will improve with meaningful contributions to classroom discussions indicating an understanding of the materials.

Module I: (Weeks 1-3) {Read all handouts on legal process and Legal Issues in Michigan Corrections, Chapters One and Two by Week 2}

1. American Justice Systems
2. Civil law vs. criminal law
3. Federal vs. State courts
4. Role of agencies in determining legal issues
 - i. exhaustion of remedies issues
 - ii. right to sue letters
 - iii. appeal issues
1. The lawsuit process
 - i. roles of judge and jury
 - ii. importance of discovery
 - iii. summary judgment motions
1. The appellate process

Module II: (Weeks 3-6) {Read pages 1-39, 59-212 and 263-286 in Gilbert: Torts by Week 4}

1. Tortious (wrongful) interference with another {Torts}
 - i. jurisdictional issues
 - ii. types of damages
 - iii. immunities
 - iv. indemnification issues
 - v. defenses
1. Intentional Torts
2. Negligence
3. Strict Liability
4. Product Liability {scan pages 213-246 in Gilbert: Torts}

Module III: (Weeks 6-10) {Read remainder of Legal Issues in Michigan Corrections, excluding Chapters Ten and Eleven, by Week 6}

1. Constitutional Torts {Section 1983 lawsuits}

2. History of the Civil Rights Act
3. 13th, 14th and 15th Amendments
4. Ku Klux Klan Act of 1871
5. Supreme Court decisions
6. Civil Rights Movement
7. Civil Rights Act of 1964
8. 42 U.S.C. Section 1983, 1985, 1986 & 1988
9. Elliott-Larsen Act 453 of 1976 (Civil Rights Act in Michigan)

Module IV: (Weeks 10-15) {Read any related handouts by Week 10}

1. Personnel issues in criminal justice administration
2. Civil Rights Act of 1964, et al
3. Elliott-Larsen Act
4. Discrimination actions
 - i. age
 - ii. race
 - iii. sex
 - iv. other
1. Harassment actions
2. Employment contracts
 - i. employee defined
 - ii. independent contractor defined
1. Personnel records
 - i. privacy issues
 - ii. medical records issues
 - iii. educational records issues
1. Wrongful discharge issues
2. Worker's compensation issues
 - i. working defined
 - ii. work related injuries
 - iii. pre-existing injuries
1. Torts in the workplace
2. Employee whistle blowing acts
3. Privacy in the workplace
4. Secrecy agreements, covenants not to compete, etc.
5. Ownership of materials developed by employees
6. Other statutes or legal issues of interest

Academic Honesty:

Review the graduate student handbook regarding Academic Honesty as it applies to the preparation of presentations, papers and take-home examinations, if used. Thank you.

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.

Deadlines: All deadlines for briefs and presentations will be calendared in class. No waivers or excuses, no delays, no “special needs”.

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.

Special Notes Added by Student:

Date of first brief:

Date of second brief:

Date of special topic brief:

FERRIS STATE UNIVERSITY
CRIMINAL JUSTICE PROGRAM
FALL SEMESTER – 2016

CRIM 608, SECTION 1

Organizational Leadership Criminal Justice Agencies

Thursday 6:00PM – 8:50PM

3 Semester Credit Hours

INSTRUCTOR: Assistant Professor Greg Vander Kooi
OFFICE: Bishop Room 528
TELEPHONE: 231-591-2458 (OFFICE & VOICE MAIL)
E-MAIL: Vanderkg@ferris.edu

Text Books

Northouse, P. (2007). *Leadership Theory and Practice*, Sage Publications. 4th ED.

Covey, S. R. (1989). *The Seven Habits of Highly Effective People: Powerful Lesson in Personal Change*. Simon and Schuster: New York.

DISC

Course Description

This course will provide an examination of leadership in organizations. It will address various theories of leadership and practical styles of leadership. The course will offer opportunities to explore organizational problems, failures, and successes that are associated with ineffective or effective leadership. Contemporary models and examples of organizational leadership will be explored. Self-awareness and change agents will also be addressed in this class.

Course Objectives

1. Understand leadership theories.
2. Track the historical evolution in the study of organizational leadership.
3. Relate the theories of leadership to the performance and related outcomes in organizations.
4. Apply the theories and concepts associated with the study of organizational leadership.
5. Self-evaluations.
6. Self-Awareness
7. Implementation of Change in an Organization

Readings

The following textbooks must be read in order for each student to contribute to class discussion, participate in group exercises, write and present a project paper, and demonstrate proficiency through examinations.

Assigned Text Book

Leadership Theory
The seven habits of highly effective people

September 22-Week 4 Northouse Chap 4
September 29-Week 5 Northouse Chap 5

October 6-Week 6 Northouse Chap 6
October 13-Week 8 Northouse Chap 8
October 20-Week 9 Northouse Chap 9
October 27-Week 10 Northouse Chap10

November 3-Week 11 Northouse Chap11
November 10-Week 12 Northouse Chap12 Group Presentations
November 17- Week 13
November 24- Thanksgiving
December 1- Week 14 Group Presentations

December 8- Week 15 Final

The Final Examination will be given during the week of December 9 and returned December 16

CHEATING POLICY

Any student caught cheating in any Criminal Justice course will be immediately given an F for the course and referred to Judicial Services.

ABSENCES

This class meets once a week. If you miss a class, you have missed a considerable amount of instruction and the class misses your input. If you miss twice your grade will be reduced by a half of a grade if you miss three times a whole grade will be deducted and if you miss four times (this is more than 25%), you fail. Coming in late three times equals a missed class.

STUDENT ACCOMMODATIONS AND SUPPORT SERVICES:

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably the first week of class, to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination of reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons 1017K X. 3772 or ASC 1021 X.5039.

The instructor may modify this syllabus as needed.

SEE COLLEGE ADENDUM LISTED ON FERRIS CONNECT

Nature of Crime
Crim 615
001: Mondays- 6:00 pm - 8:50 pm, Bishop 215
Fall, 2016

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Taught to you by: Nancy L. Hogan, Ph.D.—Professor
525 Bishop Hall, Big Rapids, MI 49307
Phone: 231-591-2664
Fax: 231-591-3792
email: hogann@ferris.edu

Office Hours: Monday 4-6 pm & Wednesday-12-2 pm

Course Catalog Description

This course will examine 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.

Course Learning Outcomes

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and differentiate the different criminological theories. Compare and contrast the tenants of each.
3. Identify and analyze political ideologies as they relate to the formulation of policies that address the “causes of crime”.
4. Apply criminological theories to possible predictors of crime.
5. Identify and assess influences of macro and micro level theories to crime in America.
6. Identify and evaluate biological markers and describe how they change over the life course of an individual increasing/decreasing their susceptibility to deviancy.
7. Write APA formatted papers critically analyzing the nature of crime.
8. Plan, collaborate and prepare group presentations on assigned topics.

Textbooks

Akers, Ronald L, & Sellers, Christine S. (2008). *Criminological theories: Introduction, evaluation, and application*. (5th ed.). Los Angeles: Roxbury. ISBN: 0195332520

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

Garbarino, James (2015). *Listening to Killers*. Oakland CA: University of California Press.

Messner, Steven F., & Rosenfeld, Richard (2013). *Crime and the American dream*. (5th ed.). Belmont, CA: Thomson-Wadsworth. ISBN: 13: 9781111346966

Publication Manual of the American Psychological Association, sixth edition (2009). Washington DC: American Psychological Association. ISBN: 978-1-4338-0561-5

Wilson, James Q. (1983). *Thinking about crime, revised edition*. New York, NY: Vintage Books. ISBN-0-394-72917-x.

Wright, J., Tibbetts, S. & Daigle, L. (2015). *Criminals in the making. 2nd edition* Los Angeles, CA: Sage. ISBN: 978-1452217994

Withdrawal

The last day to withdrawal the class with a W is Thursday, November 3, 2016. The student must follow proper procedure to withdraw from the course by contacting the Dean's office.

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 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 it is feasible to explain your absence from class. Excused absences include illness (verifiable by a doctor's excuse), work-related (masters-level only), hospitalization, or death in the family.

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 cell phone that rings. Please put it on vibrate. If you have a pager, set it on buzz.
- *Do NOT have your cell phone out during class. It must be in your pocket or purse. If you are expecting a call, please see me before class. The only time your phone can be seen is during break!
- *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.
- *NO ear buds in ears or headsets over ears in class.
- *NO pets should be brought to class!
- *LAPTOP ETIQUETE-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!
- * No video or audio recording or picture taking from cell phones, pads, cameras, laptops—etc. is allowed without my written consent.

Disabilities Services

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

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).
3. Final Assignment-Listening to Killers—directions will be passed out in class

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.

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. Do not use a cover sheet and an abstract is not necessary.

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!!!

The writing assignments and any exams will be graded on the following grade scale:

93-100	A	78-79	C+
90-92	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)	

Students will be divided based on their last name for assignments. Note: You are still responsible for the material even though you don't turn that assignment in for a grade... knowledge from all the questions will be used on the comps.

Big Rapids

Group 1 A-M

Group 2 N-Z

Schedule of Events

August 29th Introduction

September 5th Political Ideology and the Causes of Crime (I)
NO CLASS

Readings: Wilson, James Q., *Thinking about crime*. Chapters: 1, 2, 3, 4, 5, 12, 13

September 12th Political Ideology and the Causes of Crime (II)

Readings: Hogan, Nancy (2010). Elliott Currie: The market society and crime. In F. Cullen & P. Wilcox (Eds.), *Encyclopedia of criminological theory* (Blackboard)

Warner, Barbara D. & Burchfield, Keri (2010). Misperceived neighborhood values and informal social control. *Justice Quarterly*, 28(4), (Blackboard)

King, A & Maruna, S. (2009). Is a conservative just a liberal who has been mugged?: Exploring the origins of punitive views. *Punishment & Society* (Blackboard)

Question: According to Wilson, what causes crime? How does he (and other conservative thinkers) propose to reduce the crime rate? Based on recent literature (use Currie, Warner et al., Unnever et al., & King et al.) does the research support or reject the original ideas of Wilson and other conservatives as a valid control for crime? (3 pages) Group 1

September 19th Theories of Crime- Deterrence/Rational Choice

Readings: Akers & Sellers, *Criminological theories*. Chapter 2

Clarke & Cornish (2001), Rational choice (Blackboard)
(in book: *Explaining criminals and crime* by Paternoster & Bachman)

Paternoster, R. (2010). How much do we really know about criminal deterrence? (Blackboard).
The Journal of Criminal Law & Criminology, 100 (3)

Question: What is Deterrence & Rational Choice theory and how does it rely on rationality? In looking at the tenets of deterrence/rational choice theory, does the research support this as a valid method of crime control? Explain your answer and briefly compare to Wilson. (3 pages) Group 2

September 26th Predictors of Crime

Readings: Hawkins, Herrenkohl, Farrington, Brewer, Catalano, Harachi, & Cothorn (2000). *Predictors of Youth Violence* (<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*. (Blackboard).

Assignment (Everyone): Find one journal article (2011-2015) on any predictor mentioned in the articles above. Read and be ready to present. Bring abstract to turn in.

Question: What are the predictors of delinquency? Do the policy recommendations match the predictors? Explain your answer. (2-3 pages) **Group 1**

October 3rd Life Course Criminology –Biological/Psychological

Readings: Akers & Sellers, Chapter 3, 4

Wright, Tibbetts, & Daigle, Chapters, Chapters 1-3

Question: Explain Life Course Criminology and its connection to antisocial behavior. How have early biological and psychological theories been challenged by recent research? (Compare and contrast the older theories to Wright et al.) (3-4 pages) **Group 2**

October 10th Life stages and its biosocial effects

Readings: Wright et al. Chapters 4-8

Assignment (Everyone): Pick any subject in Chapter 8 dealing with gender differences in crime. Then find a journal article on the subject, read it, and be prepared to present the information in class. **Turn in the abstract for the article.**

October 17th Life stages and its biosocial effect.

Readings: Wright et al., Chapters- 9-14

Question: Discuss how the environment interacts with the individual as they grow. Include early onset, drug influences, families, and problem behavior in pre-pubescence and post-pubescence (3-4 pages) **Group 1**

October 24th Social Learning & Control Theories

Readings: Akers & Sellers, *Criminological Theories*, Chapters 5, 6

Gottfredson & Hirschi (2003) The nature of criminality: Low self-control (Blackboard)
(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* (Blackboard)

Question: What is Akers Social Learning theory and how does Differential Association fit in? What are control theories (explain early control theories, social bonding, and general theory of crime). How does bad parenting affect these theories? (2-3 pages) Group 2

October 31st Marxist/Conflict/Labeling/Feminist

Readings: Akers & Sellers, *Criminological theories*, Chapters 7, 9, 10, 11

Question (Everyone): What is Marxist theory? What is Conflict theory? What is labeling theory? What is Feminist theory? How are they different from each other? **Do not turn in—have ready for class discussion**

Assignment (everyone) - Find an example of conflict theory in the newspaper or current events to discuss in class. **Then...** Get one journal article on Women, either as an offender or a victim. Please read it and bring it to class for discussion. Turn in the abstract during class.

November 7th Social Disorganization, Anomie, and Strain Theories

Readings: Akers & Sellers, Chapter 8

Agnew's General Strain Theory (Blackboard)

No question this week—apply info for next week

November 14th Capitalism and its Influence on Crime

Reading: Messner & Rosenfeld (2013). *Crime and the American dream*. (Entire book)

Question: First explain the historical development of Institutional Anomie (Social Disorganization, Anomie, Merton's strain theory, and Agnew). Then explain Institutional Anomie and the 4 value orientations. How do these value orientations affect the other social institutions? How does American society create and maintain Anomie? How can social institutions be strengthened to help prevent crime? (3-4 pages) Group 1 & Group 2

November 21st Capitalism II

Question: Compare the movie to Messner & Rosenfeld. Discuss the 4 value orientations with examples from the movie and discuss one social institution that is mentioned in the movie and compare to the book. Conclude with your own opinion as to the validity of this theory. (3 pages) **Group 1**

November 28th Systemic influences on Crime from Corporate America

Reading: Fishman (2006) *The Wal-mart effect* (entire book)

Question: Explain how Walmart reflects Messner & Rosenfeld's book on Crime and the American dream. Give specific examples that support the 4 value orientations and examples of how Walmart affects the other social institutions. How does this "corporate thought" contribute to the breakdown of communities, society, and crime? (3 pages) **Group 2**

Assignment (everyone)—After you read the book, look up information about another company (any one you want) and be able to enlighten the class about their practices.

December 5th Listening to Killers, Part I

December 12th Listening to Killers, Part II

This syllabus is not a contract! Due to unforeseen events, this syllabus may be altered. It is the student's responsibility to come to class and to be aware of all changes.

In Memory of two wonderful people.

Dr. Marie Griffin (Arizona State University) was a colleague and friend. We met while getting our doctorates and had the same research interests, later publishing together.

Ernesto Starling graduated from the master's program in 2014. He was kind, funny, and had a heart of gold. Both still had a lot to contribute to this world and will be missed.



QUANTITATIVE INQUIRY

CRIM 645 – FALL 2016

3 Semester Credit Hours

PROFESSOR

Timothy M. Eklin, Ph.D.

CLASS MEETING TIME

Tuesday 6:00 PM – 8:50 PM

LOCATION & SECTION CODE

BIS 215 (CRN 83260)

OFFICE HOURS FOR STUDENT MEETINGS

Monday

1:00 – 5:00 PM or by appointment

CONTACT INFORMATION

1349 Cramer Circle, BIS 538

Office Telephone: 231-591-5082

eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom and office hours. My office telephone is the least effective way to communicate with me as I often work remotely.

CATALOG COURSE DESCRIPTION: This course provides an introduction to quantitative research methods and statistical concepts. Students will gain an understanding of the stages of quantitative research design. The course is focused on the basics of descriptive and inferential statistics. The students will learn various techniques that are used in describing and interpreting quantitative data from empirical studies. Students will gain hands-on experience in data collection, analysis, program evaluation, and grant writing. The overarching intent is to prepare graduates to appropriately assess the efficacy of published empirical studies to better inform their decision making as criminal justice practitioners.

PRE-REQUISITES: Graduate status & Criminal Justice students only.

TEXTBOOK(S):

The Practice of Research in Criminology and Criminal Justice. 6th Edition, Bachman, B. & Schutt, R. (2017). ISBN 978-1-5063-0681-0

Statistics for People Who Think They Hate Statistics. 5th Edition, Salkind, N. (2014). ISBN 978-1-4522-7771-4

ADDITIONAL MATERIALS: Composition book for journaling and note taking

QUANTITATIVE INQUIRY

CRIM 645 – FALL 2016

3 Semester Credit Hours

Student Learning Outcomes & Assessment

1. Identify, memorize, and describe material covered in class and apply to tests and projects.
2. Analyze the key assumptions regarding the epistemological foundation for quantitative analysis.
3. Articulate the vocabulary necessary to discuss quantitative research.
4. Differentiate and interpret descriptive and inferential statistics.
5. Collect and analyze data using SPSS and make inferences regarding the findings.
6. Critically interpret quantitative peer-reviewed empirical studies within the criminal justice field.
7. Critique and complete grant applications.
8. Produce evidence of critical thinking in written work and oral communication.

Assessment of Learning	Percentage	Points
Homework, Quizzes, Activities	25%	100
Midterm Exam	25%	100
Critical Review of Research	25%	100
Comprehensive Final Exam	25%	100
TOTAL	100%	400

Grading Scale & Description of Assignments

Your final percentage grade for the course will be determined by adding up all of the points you have earned, dividing by 400, and rounding up to the nearest percentage when applicable.

Grade	Percentage	Points
A	93-100	370-400
A-	90-92	358-369
B+	88-89	350-357
B	83-87	330-349
B-	80-82	318-329
C+	78-79	310-317

Grade	Percentage	Points
C	73-77	290-309
C-	70-72	278-289
D+	68-69	270-277
D	63-67	251-269
D-	60-62	238-250
F	0-59	001-237

Homework, Quizzes, and Activities

Reading is an essential academic skill and it will be an important part of this course. You are asked to engage the prescribed readings as detailed in the tentative course calendar. As an incentive to prepare for each class, homework assignments, quizzes, and in-class activities will count toward a significant percentage of your grade.

QUANTITATIVE INQUIRY

CRIM 645 – FALL 2016

3 Semester Credit Hours

Critical Review of Research

The purpose of this assignment is to develop the skills necessary to create an appropriate research question, or investigate a problem, using scholarly inquiry. You will practice locating, assessing, classifying, and analyzing quantitative research studies and summarize findings in a table format. This activity will provide you with a practical model for assessing workplace issues using scholarly sources to help guide organizational decision-making. Step-by-step assignment details will be provided in a separate document.

Exam Design and Rationale

The exams may be multiple-choice, short answer, or essay format. The professor reserves the right to design an exam that best assesses the learning outcomes for the course. Sometimes a combination of multiple choice, short answer, and essay questions are used. Typically, students are provided with a review session and/or are provided a sample question pool to assist in preparation for the exams. There will be some memorization necessary as you learn new terminology as it relates to research methods and statistical concepts.

Attendance Policy

I intend to be on time, prepared, and engaged during each class session. Thus, I expect the same from you. While I do not award points based solely on attendance, there will be in-class activities to earn points toward your final grade. You must participate in the in-class activity to earn these points. *This is complex subject matter and any absences will result in you getting behind very quickly as the skills, concepts, and terminology all build upon one another.*

Electronic Device Policy

As a professional courtesy it is required that cellphones be set to vibrate and stored out of sight during class sessions. Having a device in view produces a temptation to “check out” of the class and browse your cellphone. Laptops and tablets are allowed for note taking in the front half of the classroom. So, if you wish to use a device for legitimate academic purposes, you must do so in plain view. If the professor observes a device being used inappropriately, this privilege may be suspended for the remainder of the semester. The professor reserves the right to ask any student to leave who violates this policy and/or is a distraction to others. If you are expecting an emergency phone call, please notify the professor in advance and take the call outside the classroom.

Written Work Standards

Unless otherwise instructed (e.g., in-class assignments), all written work **MUST** be word-processed. Text should be double-spaced in a clearly readable 12-point font with standard one-inch margins unless you are responding to a prompt in Blackboard, which can be single-spaced.

QUANTITATIVE INQUIRY

CRIM 645 – FALL 2016

3 Semester Credit Hours

Unless otherwise directed by the professor, please follow the guidelines of the current American Psychological Association's Publication Manual (6th edition).

Late Work & Make-up Policy

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor's discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up or late work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this policy. This policy does not apply to in-class assignments as it is not possible to recreate the group dynamics and collaborative nature of this work.

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons.

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus and the tentative course calendar dates will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

FSU School of Criminal Justice on Facebook



Ferris State University

Timothy M. Eklun, Ph.D.

CRIM 645 – Fall 2016

Date	Topics	Readings
Tuesday 8-30	Foundations for Social Science Research	Chapter 1 (Bachman & Schutt)
Tuesday 9-6	Research Process and Problems	Chapter 2 (Bachman & Schutt) Booth (1995) Chapter 3 (PDF)
Tuesday 9-13	Research Ethics	Chapter 3 (Bachman & Schutt)
Tuesday 9-20	Conceptualization and Measurement	Chapter 4 (Bachman & Schutt) Chapter 1 (Salkind)
Tuesday 9-27	Sampling	Chapter 5 (Bachman & Schutt) Chapter 2 (Salkind)
Tuesday 10-4	Causation and Research Design	Chapter 6 (Bachman & Schutt) Chapter 3 (Salkind)
Tuesday 10-11	Midterm Exam	
Tuesday 10-18	Experimental Design	Chapter 7 (Bachman & Schutt) Chapter 4 (Salkind)
Tuesday 10-25	Survey Research	Chapter 8 (Bachman & Schutt) Chapter 5 (Salkind)
Tuesday 11-1	Evaluation and Policy Analysis	Chapter 11 (Bachman & Schutt) Chapter 6 (Salkind)
Tuesday 11-8	Mixing and Comparing Methods	Chapter 12 (Bachman & Schutt) Chapter 7 (Salkind)
Tuesday 11-15	Quantitative Data Analysis	Chapter 13 (Bachman & Schutt) Chapter 8 (Salkind)
Tuesday 11-22	Quantitative Data Analysis	Chapter 9 (Salkind)
Tuesday 11-29	Reporting Research Results	Chapter 15 (Bachman & Schutt) CRR Matrix Due
Tuesday 12-6	Grant Writing and Course Review	TBD
Tuesday 12-13	Comprehensive Final Exam	None

SYLLABUS ATTACHMENT
COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2016 Fall Semester – Important Dates

Late registration	Wednesday-Friday	August 24, 25, 26
First day of classes	Monday	August 29
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	Aug. 29-Sept. 1
Labor Day (no classes)	Monday	September 5
Mid-term grades due	Monday	October 17
Last day for "W" grades (full semester)	Thursday	November 3
Thanksgiving recess begins (classes dismiss at noon)	Wed. (noon)	November 23
Thanksgiving recess ends (classes resume)	Monday	November 28
Last day of classes	Friday	December 9
Examination week begins	Monday	December 12
Examination week ends	Friday	December 16
Commencement	Saturday	December 17
Final grades due by 1:00 p.m.	Monday	December 19

Partial Semester Classes – Fall 2016

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, August 29	Thursday, Sept. 1	Thursday, Nov. 3	Friday, Dec. 9
A:	Monday, August 29	Thursday, Sept. 1	Thursday, Sept. 29	Tuesday, Oct. 18
B:	Wed., Oct. 19	Monday, Oct. 24	Friday, Nov. 18	Friday, Dec. 9
D:	Monday, August 29	Thursday, Sept. 1	Monday, Sept. 19	Friday, Sept. 30
E:	Monday, Oct. 3	Tuesday, Oct. 4	Friday, Oct. 21	Thursday, Nov. 3
F:	Friday, Nov. 4	Monday, Nov. 7	Monday, Nov. 28	Friday, Dec. 9

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

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be

HOW TO CONTACT A FACULTY MEMBER

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, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>.

A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account 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 Fall 2016 is Thursday, **November 3, 2016**.

Main campus students will need to visit the Student Academic Affairs Office in Bishop Hall 604. If you attend classes off campus, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 for further instruction.

Please note that Instructors are unable to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the "withdraw" has posted. This process may take several days. If the posting does not appear within a week, please contact 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 submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: 1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow. The Dean's office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar's Office at 231-591-5409 or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the Health Center at 231-591-2614.

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 of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an "T" will be considered. Students may also be required to sign an agreement regarding course completion. An "T" grade automatically changes to an "F" after one semester. 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

Ferris' Scholar Program 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.

(not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education	BIS-421 591-5361
Criminal Justice	BIS-506 591-5080
Digital Media	BIS- 303 591-2712
Digital Animation	FSU/GR 616-643-5722
Certification	BIS-403 591-3642
Student Affairs	BIS-604 591-3646
Dean's Office	BIS-607 591-3648

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. Misconduct 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.

Seminar in Corrections
Crim 640/Spring 2017
Section 001-Wednesdays, 6:00 pm - 8:50 pm/BISHOP 215

Nancy L. Hogan, Ph.D.
Professor
School of Criminal Justice
525 Bishop Hall
Big Rapids, MI 49307
231-591-2664
hogann@ferris.edu



Office Hours: **SMI—JACKSON, MI**
Tuesdays 1:00-1:30 pm (usually available from 12-1:30)
Wednesdays: 4:00-6:00 pm
Thursdays: 12:00-1:30 pm

Textbooks

Clear, T. (2007). *Imprisoning communities: How mass incarceration makes disadvantage neighborhoods worse*. Oxford Press. ISBN: 978-0-19-530579-1

Cullen, F. & Gilbert, K. (2013). *Reaffirming rehabilitation*, (2nd Ed.). Anderson Publishing. ISBN: 978-1-4557-3130-5

Dagan, D. & Teles, S. (2016). *Prison break. Why conservatives turned against mass incarceration*. NY: Oxford University Press. ISBN: 978-0-19-24644-0

Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*. Random House. ISBN: 978-0-375-75998-7

Latessa, E., Listwan, S., & Koetzle, D. (2014). *What works (and doesn't) in reducing Recidivism*. Anderson Publishing. ISBN: 978-1-4557-3121-3

Rothman, D. (2002). *Conscience and convenience*, revised edition. NY: Walter de Gruyter, Inc. ISBN: 0-202-30714-X

Wilson, J. (1985). *Thinking about crime*. Vintage Books. ISBN: 0-394-92917-X
(this book will also be used in Crim 615)

And, of course:

Publication Manual of the American Psychological Association, 6th edition (2009). Washington, DC: American Psychological Association.

Course Description

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 various theoretical and practical approaches and the research intended to support or refute these perspectives.

Learning Outcomes

1. Analyze correctional history to assess current trends and practices.
2. Using current research, compare and contrast current punishment ideologies for their effectiveness.
3. Summarize and evaluate effective correctional programming using Risk, Need, and Responsivity.
4. Assess collateral costs of imprisonment and relate to the individual, family, and society.
5. Explain intra-prison issues and predict their effects on successful reintegration.
6. Prepare and present orally using a variety of methods, including multi-media technology.

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 and 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.

Withdrawal

The last day to withdraw from the class with a Thursday, March 23, 2017. You must officially withdraw by calling the Dean's office because not showing up for class, does not count and will result in a failing grade. Thus, students must follow the proper procedure to withdraw from the course.

Disabilities Services

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More info can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>

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 if the grade is borderline.

Class Attendance

Class attendance is a requirement of this course and will be taken at the start of each class. At the graduate level, class attendance should be your number one priority and thus, missing more than one excused absence (Excused absences are illness verified with a doctor's excuse, hospitalization, death in the family, or work-related) will result in a 10 point deduction per missed class off the total points accumulated. Since a 3 hour class equates to a week-long class, only a total of 3 absences are allowed per university policy. More than 3 absences will result in removal from the course. **Note:** If you are compelled to miss a class, you are expected to contact me via email prior to the class time to explain your absence from class.

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)

3. **Weekly Readings-** Each week, you will have readings taken from the books/articles assigned for the course. From those readings, a question will be given. These writing assignments 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. Do not use outside resources to boost your paper, rather, provide detailed information from the readings assigned.

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 it. 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 (see below).

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 following grade scale is used:

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 (6th 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—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 Agenda

Correcting Bad Behavior—Ideologies of Punishment

Topic 1: Introduction-Ideologies of Punishment—Revenge & Retribution (January 11th)

Reading: 1. Bradley-Retribution: The Central Aim of Punishment (**Blackboard**)

Topic 2: Ideologies of Punishment: Deterrence (January 18th)

Readings:

1. Wilson (1985), Chapter 7- Penalties and opportunities
2. Apel & Nagin (2011). General deterrence: A review of recent evidence (**Blackboard**)
3. One *peer-reviewed* academic journal article on deterrence from 2009 to the present. Include it in your answer to the question! (Do Not use Patemoster from 615). Incorporate article into your essay and be ready to discuss your selected article in class.

Question: What is deterrence? Does deterrence reduce crime? To what extent? (Attach first page of your journal article where the abstract is located to the back of your paper). (3 pages)

Topic 3: Ideologies of Punishment: Incapacitation (January 25th)

Readings:

1. Wilson (1985). Chapter 8 "Incapacitation"
2. Zimring & Hawkins (1998). "The New Mathematics of Imprisonment" (**Blackboard**)
3. Auerhahn (1999). Selective Incapacitation and the Problem of Prediction (**Blackboard**)
4. Stahlkopf, Males, & Maccallair (2010). Testing incapacitation theory: Youth crime and incarceration in California (**Blackboard**)

Question: What is incapacitation? Does incapacitation reduce crime? To what extent? (3 pages)

Topic 4: Ideologies of Punishment: Rehabilitation-Evidenced based programming (Feb 1st)

Readings:

1. Wilson (1985). Chapter 9 "Rehabilitation"
3. Latessa et al. (2014). *Reducing recidivism*, Chapters 1-6, Chapter 12
4. Hogan, Barton, & Lambert (2015). Forced to change: Staff and inmate perceptions of involuntary treatment and its effects. (**Blackboard**)
5. Latessa et al. (2014). *Reducing recidivism*, Chapter 8-11*-- assignments given for these readings

Question: What is rehabilitation? To have rehabilitation reduce crime, what elements must be present to be effective? Include discussion of involuntary programming. (4 pages)

Ideology and the History of Corrections

Topic 5: The Discovery of the Asylum (Feb 8th)

Readings:

1. Rothman (2002), *The discovery of the asylum*, Chapters: 3, 4, 10 (**Blackboard**)

Question: What were the reasons that Americans in the Jacksonian era constructed and maintained correctional institutions to confine the deviant members of the community? What were the two major models used and what were they expected to accomplish? How was this different from the colonial period? By the end of the Jacksonian area, how did the reformers deviate from their original plan? (2-3 pages)

Topic 6: Influences of Change (Feb 15th)

- Readings:
1. Moore (2011). Alexander Maconochie's mark system.
 2. Brockway—The ideal of a true prison System for a State (1869)
 3. Barton-Bellessa (2013). Brockway, Zebulon (**Blackboard**)
 4. 1870 Declaration of Principles (**Blackboard**) aca.org

Question: What new ideas did Captain Alexander Maconochie bring to Norfolk Island in Australia? What ideas did Brockway have in America? How were these ideas incorporated into the 1870 Declaration of Principles? (3 pages)

Topic 7: The Rise of American Criminal Justice System: A Case of Conscience and Convenience (Feb 22nd)

Readings: Rothman (2002) *Conscience and Convenience*, Chapters 1- 8, 11 & 12

Question: What was the Progressive's design for "individualized treatment"? Discuss different aspects of the criminal justice system including juveniles. What did Norfolk State Prison teach us? (3-4 pages)

Topic 8: Crisis in Criminal Justice Policy: Attacking Rehabilitation and the Creation of the Justice Model (March 1st)

Readings: 1. Cullen & Gilbert (2013), *Reaffirming Rehabilitation* (entire book)

Question: 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? (4 pages)

Spring Break-- March 6th-10th

Different Directions-Different Motives

Topic 8: Rehabilitation in Action (March 16th)

Reading: Hubner, J. *Last Chance in Texas* (entire book)

Question: Based on *Last Chance in Texas only*- A question will be given in class that discusses Hubner's book and how it relates to the class material on rehabilitation and evidenced-based corrections. Be prepared!

Topic 9: The Justice Model and Mass Incarceration (March 29th)

Readings:

1. Jonson, Eck, & Cullen (2015). Putting a price on Justice: How to incentivize the downsizing of prison populations, victims, & Offenders. (**Blackboard**)
2. Clear (2015). The Criminology of downsizing (**Blackboard**)
3. Dagan & Teles (2016). *Prison break*. (entire book)

Question: TBA

Topic 10: The Collateral Consequences of Imprisonment (April 5th)

Reading: 1. Clear (2007). *Imprisoning communities* (entire book)

Question: Discuss how incarceration has long term effects on the offender, his/her family, and the community. How could these effects limit successful reintegration? (3-4 pages)

Topic 11: A Perspective from the Inside (April 12th)

Video—read ahead

Topic 11a: A Perspective from the Inside—Inmates (April 19th)

Readings:

1. Johnson (2002). Pains of imprisonment **(Blackboard)**
2. Schuette, B. (2014). Escape of Prisoner Michael David Elliott **(Blackboard)**
3. Listwan, Sullivan, Agnew, Cullen & Colvin. (2015). The pains of imprisonment revisited: The impact of strain on inmate recidivism **(Blackboard)**
4. Find one peer-reviewed academic journal article discussing *intra-prison violence*. Incorporate into your essay. Attach the abstract to the back of your paper and be ready to discuss your article with the class.

Question: Define each of the “pains of imprisonment”? Then give examples for each pain from your article and Schuette? Based on Listwan et al. How do the pains of imprisonment effect success once released? (3 pages)

Topic 12 A Perspective from the Inside—Staff (April 26th)

Readings:

1. Gayman & Bradley (2013). Organizational climate, work stress, and depressive symptoms among probation and parole officers. **(Blackboard)**
2. Stelter (2015). Correctional officers are killing themselves. **(Blackboard)**
3. Griffin, Hogan, Lambert, Tucker-Gail, & Baker (2010). Job involvement, job stress, job satisfaction, and organizational commitment and the burnout of correctional staff. **(Blackboard)**

Question: Review the pains of imprisonment and discuss the effects on staff within the prison. How does this “punishment” culture extend to probation/parole officers? What are the long term effects? (3 pages)

Topic 13: A new/old direction

Reading: Urban Institute (2016). *Transforming prisons, restoring lives*. **(Blackboard)**



Go Dawgs!

QUALITATIVE INQUIRY
CRIM 655-001 – SPRING 2017
3 Semester Credit Hours

PROFESSOR
Timothy M. Eklin, Ph.D.

CLASS MEETING TIME
Thursday's 6:00 – 8:50 PM

LOCATION & SECTION CODE
IRC 109 (CRN 11543)

OFFICE HOURS FOR STUDENT MEETINGS
Tuesday & Wednesday

1:00 – 3:00 PM or by appointment

CONTACT INFORMATION
1349 Cramer Circle, BIS 538
Office Telephone: 231-591-5082
eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom time and office hours. My office telephone is the least effective way to communicate with me as I often work remotely.

CATALOG COURSE DESCRIPTION: This course provides an introduction to qualitative research methods. Students will gain an understanding of the stages of qualitative research design. The focus of the course is on the basics of various qualitative methodological approaches. The students will learn various techniques that are used in describing and interpreting qualitative data from empirical studies. Students will gain hands-on experience in data collection and analysis. The overarching intent is to prepare graduates to appropriately assess the efficacy of published empirical studies to better inform their decision making as criminal justice practitioners.

PRE-REQUISITES: Pre-requisite: Criminal Justice graduate student status.

TEXTBOOK(S):

Qualitative Inquiry & Research Design. 3/E. Creswell (2013) Sage Publications. ISBN: 9781412995306

Interviewing as Qualitative Research. 4/E. Seidman (2013) Teachers College Press. ISBN:
9780807754047

Dictionary of Qualitative Inquiry. 4/E. Schwandt (2015). Sage Publications. ISBN: 9781483321493

ADDITIONAL MATERIALS: Laptop with MS-Word is recommended for in-class activities.

QUALITATIVE INQUIRY
CRIM 655-001 – SPRING 2017

3 Semester Credit Hours

Student Learning Outcomes & Assessment

1. Identify, memorize, and describe material covered in class and apply to tests and projects.
2. Articulate the vocabulary necessary to discuss qualitative research.
3. Analyze the key assumptions regarding the epistemological foundation for qualitative analysis.
4. Determine appropriate methodological approaches to answer research questions from the qualitative perspective.
5. Collect, transcribe, code, and analyze interview data and make inferences regarding the findings.
6. Critically interpret qualitative peer-reviewed empirical studies within the criminal justice field.
7. Produce evidence of critical thinking in written work and oral communication.

Assessment of Learning	Percentage	Points
Midterm Exam	25%	100
Reflection Paper	5%	20
Qualitative Interview	20%	80
Data Transcription	10%	40
Data Coding	10%	40
Presentation of Data	5%	20
Final Exam	25%	100
TOTAL	100%	400

Grading Scale & Description of Assignments

Your final percentage grade for the course will be determined by adding up all of the points you have earned, dividing by 400, and rounding up to the nearest percentage when applicable.

Grade	Percentage	Points	Grade	Percentage	Points
A	93-100	370-400	C	73-77	290-309
A-	90-92	358-369	C-	70-72	278-289
B+	88-89	350-357	D+	68-69	270-277
B	83-87	330-349	D	63-67	251-269
B-	80-82	318-329	D-	60-62	238-250
C+	78-79	310-317	F	0-59	001-237

Exam Design and Rationale

The exams may be multiple-choice, short answer, or essay format. The professor reserves the right to design an exam that best assesses the learning outcomes for the course. Sometimes a

QUALITATIVE INQUIRY
CRIM 655-001 – SPRING 2017
3 Semester Credit Hours

combination of multiple choice, short answer, and essay questions are used. Typically, students are provided with a review session and/or are provided a sample question pool to assist in preparation for the exams. I'm most concerned with your ability to demonstrate a deep understanding of complex concepts rather than memorize facts.

Reflection Paper

This is a writing assignment designed to capture your thoughts and reflections following an assigned activity such as attending an out-of-class event, watching a prescribed film, listening to a guest lecturer, etc. The length of this paper is expected to be 3-4 full pages and comply with the written work standards stated below. It is due in class at the next scheduled class session following the event. We will debrief and discuss your reflections as a group activity.

Qualitative Interview

This assignment involves conducting one 50-60 minute interview using the skills and techniques learned and practiced in class. The interview must be digitally recorded for later transcription, data coding, and analysis. Additional instruction and details will be provided throughout the semester.

Interview Transcription

Following the collection of your digital interview data, the next step involves word-for-word transcription. In essence, you will be asked to create an MS-Word document (transcript) using a template and guidelines provided by the professor to assist you in formatting your data for analysis. Additional instruction and details will be provided throughout the semester.

Data Coding

The next step involves coding the transcription for analysis using the skills and techniques learned and practiced in class. Coding will be conducted using some advanced features in MS-Word to deconstruct the data, analyze it, and to make meaning of it using inductive reasoning.

Presentation of Data

Finally, each student will do an oral presentation to share their experiences and lessons learned during the interview process, transcription preparation, and data coding. The presentation will also include your interpretation of the data from the perspective of the participant. In other words, what knowledge or insight was gained from the interview? What additional questions about this topic emerged as you interacted with the data?

Attendance Policy

I intend to be on time, prepared, and engaged during each class session. Thus, I expect the same from you. While I do not award points based solely on attendance, you must participate in the in-class activity to earn these points which includes annotation reviews.

QUALITATIVE INQUIRY
CRIM 655-001 – SPRING 2017
3 Semester Credit Hours

Written Work Standards

Unless otherwise instructed (e.g., in-class assignments), all written work **MUST** be word-processed. Text should be double-spaced in a clearly readable 12-point font with standard one-inch margins unless you are responding to a prompt in Blackboard, which can be single-spaced.

Unless otherwise directed by the professor, please follow the guidelines of the current American Psychological Association's Publication Manual (6th edition).

Late Work & Make-up Policy

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor's discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up or late work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this policy. This policy does not apply to in-class assignments as it is not possible to recreate the group dynamics and collaborative nature of this work.

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons.

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus and the tentative course calendar dates will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

FSU School of Criminal Justice on Facebook



Ferris State University
 Timothy M. Eklin, Ph.D.
 CRIM 655-001 – Spring 2017

Course Calendar			
Date	Topic	Readings *	Notes
Thursday, 1-12	Worldview Perspectives	None	
Thursday, 1-19	<i>Introduction to Qualitative Inquiry</i>	Ch. 1 (Creswell)	
Thursday, 1-26	<i>Philosophical Assumptions and Interpretive Frameworks</i>	Ch. 2 (Creswell) Ch. 1-2 (Seidman)	
Thursday, 2-2	<i>Designing a Qualitative Study</i>	Ch. 3 (Creswell) Ch. 3-4 (Seidman)	
Thursday, 2-9	<i>Five Qualitative Approaches to Inquiry</i>	Ch. 4 (Creswell) Ch. 5-6 (Seidman)	
Thursday, 2-16	<i>Five Different Qualitative Studies</i>	Ch. 5 (Creswell) Ch. 7-8 (Seidman)	
Thursday, 2-23	<i>Introducing and Focusing the Study</i>	Ch. 6 (Creswell) Ch. 9 (Seidman)	Practice Interviews
Thursday, 3-2	Mid Term Exam	None	In-Class Exam
Thursday, 3-9	Spring Break	No Class	Relax
Thursday, 3-16	<i>Data Collection</i>	Ch. 7 (Creswell)	Practice Interviews
Thursday, 3-23	ACJS Conference	No Class	Alternative Assignment - TBA
Thursday, 3-30	<i>Data Analysis and Representation</i>	Ch. 8 (Creswell)	Transcribed Interview Due
Thursday, 4-6	<i>Writing a Qualitative Study</i>	Ch. 9 (Creswell)	
Thursday, 4-13	Mid-Semester Break (Easter)	No Class	Relax
Thursday, 4-20	<i>Standards of Validation and Evaluation</i>	Ch. 10 (Creswell)	Coded Interview Due
Thursday, 4-27	<i>"Turning the Story" and Conclusion</i>	Ch. 11 (Creswell)	Student Presentations
Thursday, 5-4	Final Exam	6:00 – 7:40 PM	Have a Great Summer!

SYLLABUS ATTACHMENT
COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2017 Spring Semester – Important Dates

Late registration	Wednesday-Friday	January 4, 5, 6
First day of classes	Monday	January 9
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	January 9-12
Martin Luther King Day (no classes)	Monday	January 16
Mid-term grades due	Monday	March 6
Spring recess begins (no classes)	Saturday	March 4
Spring recess ends (classes resume)	Monday	March 13
Last day for "W" grades (full semester)	Thursday	March 23
Mid-semester recess begins (no classes)	Thursday	April 13
Mid-semester recess ends (classes resume)	Monday	April 17
Last day of classes	Friday	April 28
Examination week begins	Monday	May 1
Examination week ends	Friday	May 5
Commencement	Friday, Saturday	May 5, 6
Final grades due by 1 p.m.	Monday	May 8

Partial Semester Classes – Spring 2017

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, January 9	Thursday, January 12	Thursday, March 23	Friday, April 28
A:	Monday, January 9	Thursday, January 12	Thursday, February 9	Tuesday, February 28
B:	Wednesday, March 1	Monday, March 13	Tuesday, April 11	Friday, April 28
D:	Monday, January 9	Thursday, January 12	Monday, January 30	Friday, February 10
E:	Monday, February 13	Tuesday, February 14	Friday, March 3	Thursday, March 23
F:	Friday, March 24	Monday, March 27	Monday, April 17	Friday, April 28

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

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.

HOW TO CONTACT A FACULTY MEMBER

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, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>. A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account 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 2017 is Thursday, **March 23, 2017**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the "withdraw" has posted. This process may take several days. If the posting does not appear within a week, please contact 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 submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow**. The Dean's Office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar's Office at 231-591-5409 or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

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 missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury

duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an "I" will be considered. Students may also 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

Ferris' Scholar Program 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 Marie Yowitz.

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.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education	BIS-421
591-5361	
Criminal Justice	BIS-506
591-5080	
Digital Media	BIS 303
591-2712	
Digital Animation	
616-643-5722	FSU-GR
Digital Media Software Eng.	
616-643-5721	FSU-GR
Certification	BIS-403
591-3642	
Student Affairs	BIS-604
591-3646	
Dean's Office	BIS-607
591-3648	

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. Misconduct 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.

FINANCIAL MANAGEMENT FOR CRIMINAL JUSTICE
ADMINISTRATORS: CRIM 665
Spring 2017

Class meets: Mondays, 6:00-8:50 p.m.

Class location: Bishop 215

Kris Poleski, Ph.D.
Office: Bishop 536
Office hours: Tuesdays and Thursdays 9:00-11:00 a.m.
Or by appointment
Phone: (231) 591-2452 (office)
(616) 717-2341 (cell)
E-mail: kristinpoleski@ferris.edu

COURSE DESCRIPTION:

This course introduces professionals in the criminal justice field to what is generally referred to as “public budgeting” issues for administrators within the criminal justice system. Preparation of budgets, governmental accounting and its unique considerations are presented.

REQUIRED MATERIALS:

Text:

Finkler, S. A., Smith, D. L., Calabrese T. D. & Purtell, R. M. (2016). *Financial Management for Public, Health, and Not-for Profit Organizations*. Los Angeles, CA: Sage/Congressional Quarterly, Inc.

ISBN: 9781506326849

Other Materials:

Laptop computer/tablet with Microsoft Excel

COURSE OBJECTIVES:

This course is intended to provide an overview of budgeting and financial management in the public sector. It is not intended to introduce students to specific techniques of accounting but rather look at various budgeting principles and financial decision making, sound fiscal management and differences between public and non-public approaches to the budget process. Emphasis is placed on learning terminology, methods and being able to understand the process and intricacies. Additionally, we will look at the various levels of governmental processes as they relate to federal, state and local budgeting practices.

Students will gain an 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. The preparation and execution of public budgets
5. The importance of the auditing process
6. Government processes and budget preparation
7. The impact of federal and state mandates on state/local budgets
8. The authorization process in governmental budgeting
9. The implementation and modification of budgets

CLASS STRUCTURE:

The course is primarily a discussion and lecture course with the textbook as well as any outside readings assigned by the instructor providing the frame of reference for class discussions. With this in mind, students are expected to read and be familiar with each assigned reading as they pertain to the daily topic.

PUBLIC BUDGET:

You are required to pull from the Internet or a “hard copy source,” the budget of your own community or your own agency if already working as a criminal justice professional. If you are not able to obtain a budget from your community, you may use a budget from any community. This will be used as an example of public budgeting issues throughout the course and should assist the student in understanding a budget from a familiar source. Depending on the size of the community, the budget may or may not be available on-line. If not available on-line, contact the community/jurisdiction manager and request a hard copy. **You are required to have their budget for the second class period. You do not need to provide a copy to your instructor**

COURSE REQUIREMENTS:

There are five components to your final course grade: terminology quiz, various assignments, teaching session, research paper and presentation, final examination, and participation:

1. **Terminology quiz—15%:** There will be one quiz over initial accounting concepts and terms. This quiz will be given during the second class period.
2. **Assignments/exercises—20%:** You will be given several assignments throughout the semester. Assignments will be practical exercises related to understanding a budget document and budget formulation. Detailed information regarding assignments will be provided to you as assignments are given.
3. **Public budgeting research paper and presentation—20%:** You will prepare a 5-7 page paper on a topic of their choosing related to public budgeting. The research paper must be written in APA format and utilize the following:
 1. A minimum of three references to the text, e.g. quotes or paraphrasing tying in the textual material with your paper;
 2. Three refereed professional journal articles dealing with budgeting, policy making, criminal justice administration or taxation; and
 3. One reference to another scholarly book on public budgeting.

Possible paper topics may be but are not limited to the following:

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. Collecting under-collected taxes, such as Internet sales tax and use tax.
3. Comparing any state's system of taxation with that of Michigan, especially one using little or no income tax or real estate tax.
4. Replacing income tax with sales tax ("consumption taxes") to tax only spending and to encourage earning and saving.
5. Alternative funding of public education, e.g. not taxing real estate holders to educate the children of all citizens.
6. The increasing burden on the working class by an aging population.
7. The impact of a slowed economy on the generation of taxes for public entities.
8. The use of "sin taxes" to fund public service agencies.
9. The real proportion of money going to schools from the Lottery.
10. Comparing your "home-town" budget with that of a similar sized community in another state or even another country.
11. A discussion of the impact of the Affordable Care Act.
12. A discussion of the expansion of Medicaid in Michigan and related budgetary impact given Michigan's current fiscal situation.
13. A discussion of the increase in fuel taxes and Secretary of State Registration fees in Michigan and related budgetary impact.
14. A general discussion of the use of governmental powers to address monetary fund issues such as currency devaluation.
15. Current discussions of toll roads in many states to replace decreasing revenues to repair the road infrastructures.
16. A detailed analysis of any governmental subsidy program, such as those found in agriculture.
17. Percentages of a public budget going to education versus corrections and an analysis of if the hypotheses concerning education decreases crime are correct, or even subject to proof.
18. An analysis of the use of emergency financial managers for financially troubled cities.
19. Or, any other topic germane to "public budgeting."

Presentation: You will prepare, based on the paper described above, a 20-30 minute classroom presentation. The presentation will be more than simply reading the paper out loud and will include a PowerPoint or similar visual presentation. Additionally, you are not to read your presentation to the class but rather use it to guide you through the topic, providing discussion of salient points as appropriate. The paper is not intended to be a mirror image of your PowerPoint or similar visual presentation. In other words, you need to be prepared to "teach" the subject for the twenty minute period.

4. **Final exam—25%:** You will be given a two part final exam. The first part will be in class during last class period and consist of a combination multiple choice, true/false, and short

answer questions and will cover textual material as well as material from any assigned readings. The second part of the exam is take home and will be given out the last class period and returned one week later during finals week. It will consist of preparation of a public budget with specific requirements given.

5. **Attendance and participation—10%:** Attendance and punctuality is expected for the each class period. To earn the full participation percentage, you will be permitted one “gratis” absence but must attend all other classes and be **on time** for the start of each class. Exceptions may be granted at the discretion of the instructor for exceptional circumstances. Absences for exceptional circumstances will be reviewed on a case by case basis. Student failure of the course may result if absences, even for exceptional circumstances, become so numerous as to make meeting the objectives of the course impossible.

WRITING FORMAT AND STYLE:

All written submissions for this course shall be prepared for 8½ x 11 paper with double-spaced typing, in Times New Roman 12 point font, black ink and with 1” margins. Cover pages must be simple with title and identifying information, also in 12 point font with no bold text or graphics. Assignments, papers and presentations must be submitted electronically in WORD, PDF or PowerPoint format. The entire assignment should be in one (1) file.

Papers must be written in accordance with the American Psychological Association (APA), 6th edition, style for citations and referencing. Papers not following this simple advice may not be read by the instructor.

Grammar, punctuation and spelling count in the grade for all written assignments. More than four writing errors will result in the lowering of the grade one step, six errors, two steps, and eight or more errors will result in a failing grade. Examples of critical errors include an error of grammar, verb tense, spelling or word usage. If one makes the same error twice, it shall count as two errors, etc.

DUE DATES/DEADLINES:

All papers and assignments are due as designated in the syllabus or as designated in class. Absent a bona fide emergency (as determined by the instructor), deadlines are firm and no waivers, excuses, delays or “special needs” will be accepted.

CLASSROOM CONDUCT:

Cell phones are to be on silent or vibrate in the classroom. **Texting is strictly prohibited during class.** If you receive a phone call that is urgent and must be answered, please leave the classroom with the least disruption possible.

Computers may be used in class for class related activities only. Internet surfing or other activities not related to classroom activities are prohibited.

INSTRUCTOR/STUDENT COMMUNICATION:

Success in any course is contingent on good instructor/student communication. Should you have questions or concerns about the course, please don't hesitate to contact me. Per university policy, any questions or concerns should be discussed with the instructor first. Should this not resolve the issue, the next step is to contact the School of Criminal Justice director.

I am available at the end of each class or via e-mail, office phone or cell phone. I will usually respond to your email within 24-48 hours.

If you opt to call my office phone, be aware that I am in my office on Monday just before class, Tuesday and Thursday mornings only. You may leave a voicemail message if I am not in and I will return your call as soon as possible.

Should you need to reach me quickly, it is best to contact me on my cell phone. I am generally available via cell phone from approximately 7:00 a.m.-9:00 p.m., Monday through Friday. You may also contact me via text message.

ACADEMIC INTEGRITY:

Honesty and integrity are essential qualities that Criminal Justice professionals must possess. Dishonesty in any form will not be tolerated.

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. Misconduct 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, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask me for clarification.

Any student found engaging in academic dishonesty will receive not only a failing grade for the project involved, but may also fail the course and will be referred to Office of Student Conduct for appropriate action. For further information, see the *Ferris State University Student handbook*.

GRADING SCALE:

94-100%	A	83-86%	B	73-76%	C	63-66%	D
90-93%	A-	80-82%	B-	70-72%	C-	60-62%	D-
87-89%	B+	77-79%	C+	67-69%	D+	59-0%	F

SYLLABUS ATTACHMENT

COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2017 Spring Semester – Important Dates

Late registration	Wednesday-Friday	January 4, 5, 6
First day of classes	Monday	January 9
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	January 9-12
Martin Luther King Day (no classes)	Monday	January 16
Mid-term grades due	Monday	March 6
Spring recess begins (no classes)	Saturday	March 4
Spring recess ends (classes resume)	Monday	March 13
Last day for “W” grades (full semester)	Thursday	March 23
Mid-semester recess begins (no classes)	Thursday	April 13
Mid-semester recess ends (classes resume)	Monday	April 17
Last day of classes	Friday	April 28
Examination week begins	Monday	May 1
Examination week ends	Friday	May 5
Commencement	Friday, Saturday	May 5, 6
Final grades due by 1 p.m.	Monday	May 8

Partial Semester Classes – Spring 2017

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, January 9	Thursday, January 12	Thursday, March 23	Friday, April 28
A:	Monday, January 9	Thursday, January 12	Thursday, February 9	Tuesday, February 28
B:	Wednesday, March 1	Monday, March 13	Tuesday, April 11	Friday, April 28
D:	Monday, January 9	Thursday, January 12	Monday, January 30	Friday, February 10
E:	Monday, February 13	Tuesday, February 14	Friday, March 3	Thursday, March 23
F:	Friday, March 24	Monday, March 27	Monday, April 17	Friday, April 28

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

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account 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 2017 is Thursday, March 23, 2017.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are unable to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the “withdraw” has posted. This process may take several days. If the posting does not appear within a week, please contact 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 submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow**. The Dean’s Office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar’s Office at **231-591-5409** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center** at **231-591-2614**.

INCOMPLETES

The intent and appropriate use of the “T” 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 “T” is only considered for extenuating circumstances that have led to a student missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “T” will be considered. Students may also be required to sign an agreement regarding course completion. An “T” 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

Ferris' Scholar Program 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 Marie Yowitz.

**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.

FERRIS STATE UNIVERSITY
HUMAN RESOURCES MANAGEMENT
CRIM 673
SPRING 2017

INSTRUCTOR: Michael S. Vasicek, Ed.D.

Office: Bishop 517

Tx: (231) 591-5371

e-mail: vasicem@ferris.edu

Office Hours: Tuesday, 8:30-10:30AM; Thursday, 8:30-10:30AM or by appoint.

CLASS LOCATION: FSU, Bishop 215;
Grand Rapids Campus

COURSE TIMES: FSU: Tuesday, 6:00PM-8:50PM
Grand Rapids: Monday, 6-8:50PM

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: Human Resource Management, 1st edition, by Phillips and Gully.
ISBN: 13: 978-1-111-53355-7.

OTHER TEXTS THAT MAY BENEFIT THE STUDENT BUT NOT REQUIRED:

Strategic Human Resource Management, 3rd edition, by Mello. (Cengage learning)
Human Resource Management in Public Service, 4th edition, by Berman, Bowman, West and Van Wart. (Sage Publishing)

COURSE OBJECTIVES:

1. The student will identify 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. Students that arrive more

than 15 minutes late should not attend class because you will be marked absent. For Main campus and Grand Rapids campus students taking the three hour classes, more than two absences will constitute a 25% reduction in the 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. Student presentations will also be considered as possible examination material and questions may occur from the student presentations. **CELL PHONES ARE NOT TO BE USED DURING CLASS AND SHOULD BE TURNED OFF IN THE CLASSROOM.** Laptop computers or I-pads 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 25 percent of your final grade. Students will research and prepare a 12 to 15 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. At least 4 empirical references must be used and documented. No more than one website reference is acceptable. Research papers will consist of 30 percent of the final grade. Students will be assigned to read one chapter of a Human Resource or Management book (books will be provided by the Instructor) and write a 6 to 8 page paper, as well as create a class presentation about the topic. Over the course of the semester, each student will conduct their presentation to the class. Other 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:	20%	100 points
Examination #2:	20%	100 points
Paper and Presentation:	20%	100 points
Research Paper:	25%	125 points
Class Activities:	15%	75 points
Attendance:	0%	but absences may account for a 25% reduction in final grade
Total:	100%	500 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.

Syllabus/Reading List for Dr. Russell E. Lewis
 Summer 2017 CRIM 670
 Topics in Law, Literature and Film

Please read the following books in preparation for our class to be held in Big Rapids beginning May 20th (Saturday) at 10:00 a.m. in Bishop Hall, Room 215 on the main campus. Schedule is below:

Scheduled Meeting Times						
Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	10:00 am - 3:50 pm	S	Bishop Hall 215	May 20, 2017 - May 20, 2017	Lecture	Russell E Lewis (P) 
Class	10:00 am - 3:50 pm	U	Bishop Hall 215	May 21, 2017 - May 21, 2017	Lecture	Russell E Lewis (P) 
Class	4:00 pm - 7:50 pm	M	Bishop Hall 215	May 22, 2017 - May 22, 2017	Lecture	Russell E Lewis (P) 
Class	4:00 pm - 7:50 pm	T	Bishop Hall 215	May 23, 2017 - May 23, 2017	Lecture	Russell E Lewis (P) 
Class	4:00 pm - 7:50 pm	W	Bishop Hall 215	May 24, 2017 - May 24, 2017	Lecture	Russell E Lewis (P) 
Class	4:00 pm - 7:50 pm	R	Bishop Hall 215	May 25, 2017 - May 25, 2017	Lecture	Russell E Lewis (P) 
Class	12:00 pm - 4:50 pm	F	Bishop Hall 215	May 26, 2017 - May 26, 2017	Lecture	Russell E Lewis (P) 

The Thursday session may be altered due to a conflict of mine but I think we can still work it in as scheduled.

We shall be watching films, discussing the books, and discussing the historical events related to law and law enforcement as an outcome of some of the events portrayed in the books and films. A paper comparing the written and filmed works will be required and explained in detail in the first class session. The in classroom schedule has been shortened somewhat due to "mixed delivery" of the content by having students rent and watch a few of the more commonly available films on their own at home.

I selected books and films for a wide range of reasons, mainly related to the particular importance or contribution made to literature and film as related to law and law enforcement by the work. In addition to the books below and the related films, we may

have time to view one or two other films of historical importance, such as "Verdict", "A Civil Action", "The Judge", "Witness for the Prosecution", etc.

Read the books in the alphabetical order presented as we shall be viewing films in the same order. I plan on handing out "study guides" for most of the films that should allow you to see them in a little different light and hopefully serve as a basis of discussion for the films. A course requirement will be to complete each of the brief outlines answering a few basic questions after reading the book and viewing the associated film/films. I plan on showing at least two to three films not accompanied by reading assignments to broaden the material of the course.

Required reading:

Anatomy of a Murder, by Robert Traver, St. Martin's Press.

ISBN: 0312033567

Catch Me If You Can, by Frank W. Abagnale, Copyright 1980 or the new trade version in paperback of the same book ISBN 0-7679-0538-5

In Cold Blood, by Truman Capote, Vintage International Publishers.

ISBN: 0-679-74558-0

Helter Skelter, by Vincent Bugliosi with Curt Gentry, W. W. Norton Publishers.

ISBN: 0-393-32223-8

To Kill a Mockingbird, by Harper Lee, Harper Perennial Modern Classics

ISBN: 978-0061120084

ALL OF THE ABOVE FILMS WILL BE VIEWED TOGETHER IN THE CLASSROOM.

ADDITIONAL FILMS TO VIEW:

1. *My Cousin Vinny*
2. *The Judge*
3. *Fracture*
4. *Primal Fear*
5. *Verdict*
6. *Witness for the Prosecution*
7. *A Civil Action*

The above should be available for you locally to rent, through various Internet avenues, or to purchase at your discretion. Watch as many as you have time for as they all have a good story to tell related to our class material.

I shall explain what I expect for a paper comparing and contrasting one of the books and one of the films related to the book [In Cold Blood has three films made about it] in great detail in class our first day. The class is intense in terms of time but I think you will be pleased as to what you are able to digest about this topic in one week! See you May 20th @ 10:00 in Bishop Hall 215!

Comprehensive Critique/Exam
Crim 699/ Summer, 2017
Friday, May 12th Bishop 209, Saturday, May 13th BIS 215
Exam—June 17 & 18th, Bishop 223, 215

You made it 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, May 12, 2017

8:00 am	students arrive—come to BISHOP 505 to get parking pass	
8:30-10:00 am	Human Resource Management	Vasicek
10:00-12:00 pm	Organizational Leadership	Vanderkooi/Poleski/ Eklin
12:00-1:00 pm	Lunch	
1:00-3:00 pm	Research Methods	Eklin Hundersmarck
3:00-5:00 pm	Legal Issues	Lewis Greydanus

Saturday, May 13, 2017

8:00-9:00 am	Introduction/Paperwork	Hogan
9:00-11:30 am	Seminar in Corrections Seminar in Law Enforcement	Hogan Hundersmarck
11:30-12:30 pm	Lunch	
12:30-3:30 pm	Nature of Crime	Hogan
3:30 -5:00 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 Methods and Evaluation (now Quantitative & Qualitative Inquiry). There will be a break between tests for lunch and studying.

The comprehensive exams are written 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 flash drive. The program loaded on the computer is Word 2016. 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 flash drive. 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 on sometime in July (dates to be announced). To have your transcript marked "High Pass", you must pass the majority of the exam with high passes and without any low passes. If there are four tests, then you must pass three as a high pass. If there are five tests, then you must high pass four. This formula is the same for low passes. 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 **Wednesday June 10, 2017**. 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, June 17, 2017

8:00 am Begin comprehensive tests:

8:00-11:00 am Management

1:00-4:00 pm Nature of Crime

Sunday, June 18, 2017

8:00 am Begin comprehensive tests:

8:00 –11:00 am Seminar in Corrections or Law Enforcement

1:00-4:00 pm Research and Evaluation/Quantitative & Qualitative Inquiry

If you have any questions, please email me at hogann@ferris.edu. See you at the review!

Nancy L. Hogan, Ph.D.
Professor/School of Criminal Justice
University Graduate Education Coordinator
525 Bishop Hall
Big Rapids, MI 49307
231-591-2664

APPENDIX D

MSCJA Student Learning Outcomes

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, relevant education focused on enhanced preparation for successful career advancement. Our coursework focuses on the development of theoretical and analytical knowledge, advanced critical thinking and communication skills, understanding effective and responsible public policy, and ethical citizenship. The program encourages life-long learning to create competent leaders who promote a safer and equitable society.

Goals

1. Subject mastery
2. Cogent written and oral communication
3. Critical thinking and problem solving
4. Effective evaluation

Student Learning Outcomes

1. Demonstrate an in-depth knowledge and 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 a working knowledge of research and grant writing and its application for agencies and policy decisions.
4. Demonstrate the development or enhancement of ethical and effective administrative skills necessary for supervisory positions with 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.

Master of Criminal Justice Administration Courses and Student Learning Outcomes

Student Outcomes	Crim 605	Crim 608	Crim 615	Crim 630	Crim 640	Crim 645	Crim 655	Crim 660	Crim 665	Crim 670	Crim 673	Crim 699
Student Outcomes—												
1. Demonstrate a critical understanding of the criminal justice system and its relationship to society.	X	X	X	X	X	X	X	X	X	XY	X	Z
2. Demonstrate advanced, in-depth knowledge of the nature of crime and current policy issues.			X	X	X			XY		XY		Z
3. Develop a working knowledge of research and grant writing and its application.	X					X	X	X		XY		Z
4. Demonstrate the development or enhancement of administrative skills necessary for supervisory positions and an awareness of governmental issues and accountability.	X	X				X	X	XY	X	XY	X	Z
5. Enhance both written and oral communication skills.	X	X	X	X	X	X	X	X	X	X	X	Z

X-Meets Student Learning Outcomes

XY-Dependent up the topic

Z—tested outcomes

APPENDIX E

MSCJA Enrollment Numbers

	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
2012-2013	28 apps 26 admitted 2 IN / 1 admitted	14 apps 11 admitted 1 IN / 1 admitted	4 apps 2 admitted 0 IN / 0 admitted
2013-2014	31 apps 25 admitted 2 IN / 0 admitted	19 apps 12 admitted 1 IN / 0 admitted	3 apps 1 admitted 2 IN / 0 admitted
2014-2015	48 apps 36 admitted 5 IN / 0 admitted	25 apps 13 admitted 12 IN / 0 admitted	9 apps 2 admitted 5 IN / 0 admitted
2015-2016	54 apps 28 admitted 13 IN / 1 admitted	22 apps 7 admitted 10 IN / 1 admitted	11 apps 2 admitted 9 IN / 0 admitted
2016-2017	54 apps 16 admitted 7 IN / 0 admitted	19 apps 8 admitted 9 IN / 0 admitted	5 apps 0 admitted 0 IN / 0 admitted

APPENDIX F
MSCJA Headcount

Ferris State University
Administrative Program Review
Enrollment (Headcounts)

ED
CJAD Criminal Justice Admin
MSCJ

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
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
201308	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	21	27	0	48
	1st Professional	0	0	0	0
201408	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	24	31	0	55
	1st Professional	0	0	0	0
201508	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	27	38	0	65
	1st Professional	0	0	0	0
201608	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	15	18	0	33
	1st Professional	0	0	0	0

APPENDIX G

MSCJA Student Credit Hours

Ferris State University
 Administrative Program Review
 SCH's

ED
 CJAD Criminal Justice Admin
 MSCJ

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
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
201308	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	165	168	0	333
	1st Professional	0	0	0	0
201408	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	165	171	0	336
	1st Professional	0	0	0	0
201508	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	213	222	0	435
	1st Professional	0	0	0	0
201608	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	102	114	0	216
	1st Professional	0	0	0	0

APPENDIX H
MSCJA STH/FTEF

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)
College of Business													
Marketing	2012-13	806.00	5,686.00	6,035.00	11,721.00	4.25	21.72	22.50	22.11	189.65	261.78	268.22	530.11
Marketing	2013-14	952.00	5,988.00	6,167.00	12,155.00	5.08	22.49	22.98	22.73	187.40	266.27	268.42	534.71
Marketing	2014-15	901.00	6,417.00	5,801.00	12,218.00	4.83	24.78	22.33	23.55	186.54	258.97	259.79	518.71
Marketing	2015-16	936.00	6,174.00	5,698.00	11,872.00	4.83	24.62	24.69	24.65	193.79	250.78	230.81	481.56
Sports, Entertain, Hospt. Mgmt	2012-13	559.00	1,724.00	1,619.00	3,343.00	2.66	6.81	8.03	7.42	210.15	253.26	201.62	450.62
Sports, Entertain, Hospt. Mgmt	2013-14	560.00	1,826.00	1,822.00	3,648.00	2.63	6.85	7.76	7.31	212.93	266.43	234.83	499.30
Sports, Entertain, Hospt. Mgmt	2014-15	710.00	1,578.00	1,545.00	3,123.00	3.25	7.61	6.95	7.28	218.46	207.30	222.20	428.83
Sports, Entertain, Hospt. Mgmt	2015-16	700.00	1,457.00	1,693.00	3,150.00	3.08	7.03	8.69	7.86	227.27	207.20	194.78	400.67
College of Education-Human Ser													
Criminal Justice	2012-13	2,936.00	8,663.00	7,937.00	16,600.00	23.37	33.51	32.19	32.85	125.63	258.52	246.57	505.33
Criminal Justice	2013-14	2,805.00	8,558.00	8,487.00	17,045.00	20.11	34.23	34.97	34.60	139.48	250.01	242.69	492.63
Criminal Justice	2014-15	2,600.00	8,628.00	8,617.00	17,245.00	21.38	34.03	36.17	35.10	121.61	253.52	238.22	491.27
Criminal Justice	2015-16	2,879.00	8,567.00	7,911.00	16,478.00	22.30	36.60	36.67	36.63	129.10	234.08	215.76	449.83
Recreation, Leisure Serv-Well	2012-13	125.00	867.00	785.00	1,652.00	.74	4.63	4.35	4.49	168.92	187.39	180.46	368.06
Recreation, Leisure Serv-Well	2013-14	48.00	590.00	440.00	1,030.00	.34	3.76	2.74	3.25	141.18	156.72	160.76	316.84
Recreation, Leisure Serv-Well	2014-15	18.00	612.00	533.00	1,145.00	.11	2.77	2.36	2.57	163.64	220.94	225.80	446.35
Recreation, Leisure Serv-Well	2015-16		630.00	620.00	1,250.00		2.37	2.36	2.36		265.74	262.96	528.71
School of Digital Media	2012-13		60.00	2,216.00	2,276.00		.25	11.14	5.70		240.00	198.92	399.63
School of Digital Media	2013-14	258.00	2,315.00	2,080.00	4,395.00	2.48	12.51	11.84	12.18	104.03	185.01	175.63	360.90
School of Digital Media	2014-15	266.00	2,173.00	2,011.00	4,184.00	3.10	11.83	11.74	11.79	85.81	183.69	171.29	355.03
School of Digital Media	2015-16	267.00	2,449.00	2,299.00	4,748.00	4.03	13.66	14.00	13.83	66.25	179.30	164.18	343.29
School of Education Dept	2012-13	1,311.00	4,193.00	3,999.00	8,192.00	10.62	25.50	24.96	25.23	123.45	164.43	160.22	324.69
School of Education Dept	2013-14	1,068.00	3,821.00	3,736.00	7,557.00	9.74	26.93	22.95	24.94	109.65	141.87	162.82	303.02
School of Education Dept	2014-15	1,026.00	3,661.00	3,313.00	6,974.00	10.08	23.71	21.72	22.72	101.79	154.41	152.52	307.01
School of Education Dept	2015-16	944.00	3,482.00	3,356.00	6,838.00	9.43	23.12	22.70	22.91	100.11	150.63	147.85	298.51
Television Production	2012-13	141.00	838.00			1.25	4.91			112.80	170.56		
College of Health Professions													
Clinical Lab-Resp Care-Hlth Ad	2012-13			8,574.00				33.71					254.33
Clinical Lab-Resp Care-Hlth Ad	2013-14	3,480.00	8,721.00	8,771.00	17,492.00	19.23	33.11	33.09	33.10	180.98	263.40	265.08	528.47
Clinical Lab-Resp Care-Hlth Ad	2014-15	3,377.00	5,248.00	5,488.00	10,736.00	17.23	23.35	23.80	23.58	196.00	224.72	230.59	455.37
Clinical Lab-Resp Care-Hlth Ad	2015-16	2,376.00	4,716.00	4,946.00	9,662.00	13.80	23.43	22.55	22.99	172.22	201.24	219.33	420.23

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

APPENDIX I

MSCJA Residency, Age, GPA, ACT

Ferris State University

APR 201208 - 201608 Enrollment by Residency, Age, FSU GPA, and ACT

ED

CJAD Criminal Justice Admin

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>
201408	0	55	0	0	34	3.49	1.85	4.00	19.48	13	26
201508	0	65	0	0	34	3.58	2.60	4.00	19.42	15	25
201608	0	33	0	0	34	3.46	.66	4.00	18.44	15	23

Ferris State University
 APR 201208 - 201608 Enrollment by Residency, Age, FSU GPA, and ACT

ED
 CJAD 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>
201208	0	62	0	0	30	3.61	2.65	4.00	18.46	13	25
201308	0	48	0	0	33	3.48	1.85	4.00	17.86	13	23

APPENDIX J

MSCJA Gender, Ethnicity, Full or Part Time Status

Ferris State University
 APR 201208 - 201608 Enrollment by Sex and Ethnicity

ED
 CJAD Criminal Justice Admin
 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>
201408	55	30	25	0	11	6	0	1	36	0	1	0	7	48
201508	65	36	29	0	11	10	1	1	39	1	2	0	13	52
201608	33	17	16	0	5	3	1	0	22	0	2	0	8	25

Ferris State University
 APR 201208 - 201608 Enrollment by Sex and Ethnicity

ED
 CJAD 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>
201208	62	28	34	8	11	4	0	0	38	0	1	0	16	46
201308	48	25	23	5	13	2	0	0	25	0	3	0	11	37

APPENDIX K

MSCJA Degrees Conferred

DEGREES

DEGREES CONFERRED BY PROGRAM
ACADEMIC YEAR (SUMMER, FALL, SPRING SEMESTERS)

EDUCATION & HUMAN SERVICES	2013-14				2014-15				2015-16			
	CERT	AS	BS	MS	CERT	AS	BS	MS	CERT	AS	BS	MS
CRIMINAL JUSTICE												
Criminal Justice			356				358				380	
Criminal Justice Administration				25				19				17
Pre-Criminal Justice		52				71				70		
TOTAL	0	52	356	25	0	71	358	19	0	70	380	17

RECREATION, LEISURE SVCS, & WELLNESS												
Recreation Leadership & Management			15				4				3	
TOTAL	0	0	15	0	0	0	4	0	0	0	3	0

SCHOOL OF EDUCATION												
Art Education	1											
Biology Education			1				4				2	
Career & Technical Education				18				13				9
Chemistry Education			2								1	
Curriculum & Instruction				31				27				26
Early Childhood Education		5	24			14	27			13	26	
Educational Leadership				5				6				1
Elementary Education			61				38				50	
English Education			2				4				4	
History Education			7				4				2	
Mathematics Education			6				3				4	
Political Science Education												
Pre-Teaching Elementary						3				1		
Pre-Teaching Secondary		1				1				4		
Pro-Mo-TEd Technical Education			1				6				3	
Social Studies & Elementary Education			1								3	
Social Studies Education			7				14				9	
Technical Education			2				1				1	
Total Quality Management in Education	2				1							
TOTAL	3	6	114	54	1	18	101	46	0	18	105	36

TELEVISION AND DIGITAL MEDIA PRODUCTION												
Digital Animation/Game Design			21				20				18	
Digital Media Software Engineering			4				4				1	
Pre-Digital Media										1		
Television & Digital Media Production			27				21				17	
TOTAL	0	0	52	0	0	0	45	0	0	1	36	0

COLLEGE TOTAL	3	58	537	79	1	89	508	65	0	89	524	53
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Source: Office of Institutional Research and Testing

DEGREES

DEGREES CONFERRED BY PROGRAM

ACADEMIC YEAR (SUMMER, FALL, SPRING SEMESTERS)

EDUCATION & HUMAN SERVICES	2010-11				2011-12				2012-13			
	CERT	AS	BS	MS	CERT	AS	BS	MS	CERT	AS	BS	MS
CRIMINAL JUSTICE												
Criminal Justice			281				286				352	
Criminal Justice Administration				23				22				25
Pre-Criminal Justice		68				79				72		
TOTAL	0	68	281	23	0	79	286	22	0	72	352	25

RECREATION, LEISURE SVCS, & WELLNESS												
Recreation Leadership & Management			15				19				16	
TOTAL	0	0	15	0	0	0	19	0	0	0	16	0

SCHOOL OF EDUCATION												
Biology Education			4				5				2	
Business Education							1					
Business Management Mktg Tech Teaching							1					
Career & Technical Education				17				19				12
Curriculum & Instruction				34				28				19
Early Childhood Education		7	8			5	23			10	23	
Elementary Education			49				58				49	
English Education			5				3				4	
History Education			6				5				6	
Mathematics Education			6				15				4	
Political Science Education											1	
Pre-Teaching Elementary										1		
Pre-Teaching Secondary		3				2				4		
Pro-Mo-Ted Technical Education							11				9	
Social Studies & Elementary Education			1									
Social Studies Education			4				10				6	
Technical Education			24				6				1	
Total Quality Management in Education					8					1		
TOTAL	0	10	107	51	8	7	138	47	1	15	105	31

TELEVISION AND DIGITAL MEDIA PRODUCTION												
Digital Animation/Game Design*											13	
Television & Digital Media Production			23				22				18	
TOTAL	0	0	23	0	0	0	22	0	0	0	31	0

COLLEGE TOTAL	0	78	426	74	8	86	465	69	1	87	504	56
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*Moved from Professional and Technological Studies Fall 2013

Source: Office of Institutional Research & Testing

APPENDIX L

MSCJA Alumni Survey Results

Crim Just Admin Alumni Stud Nancy Hogan - Dashboard

VIEWED 52	STARTED 46	COMPLETED 45	COMPLETION RATE 97.83%	DROP OUTS 1	TIME TO COMPLETE 8 mins
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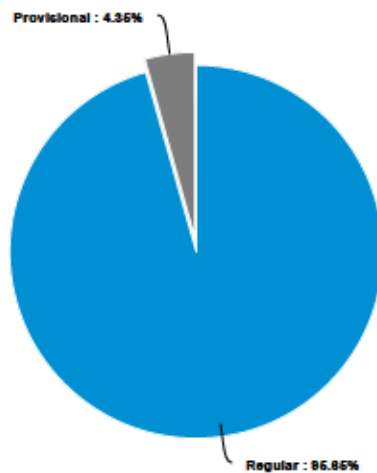
States	Responses
MI	95.65%
NJ	2.17%
Unknown (US)	2.17%
Outside US / Unknown	0.00%
Total	100.00%

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



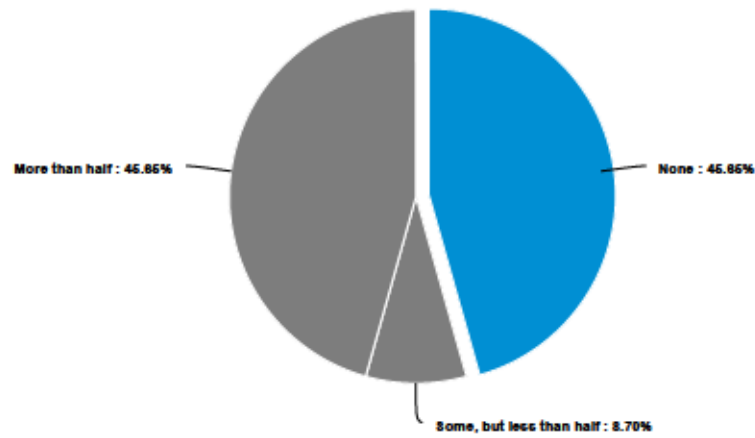
Answer	Count	Percent	20%	40%	60%	80%	100%
Part-time	21	45.65%	[Progress bar]				
Full-time	25	54.35%	[Progress bar]				
Total	46	100 %					

What status were you admitted into the master's program?



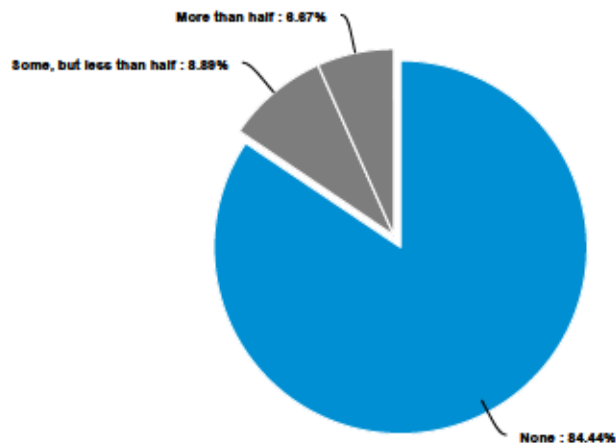
Answer	Count	Percent	20%	40%	60%	80%	100%
Regular	44	95.65%	<div style="width: 95.65%;"></div>				
Provisional	2	4.35%	<div style="width: 4.35%;"></div>				
Total	46	100 %					

What proportion of your expenses as a graduate student at FSU were funded by financial aid?



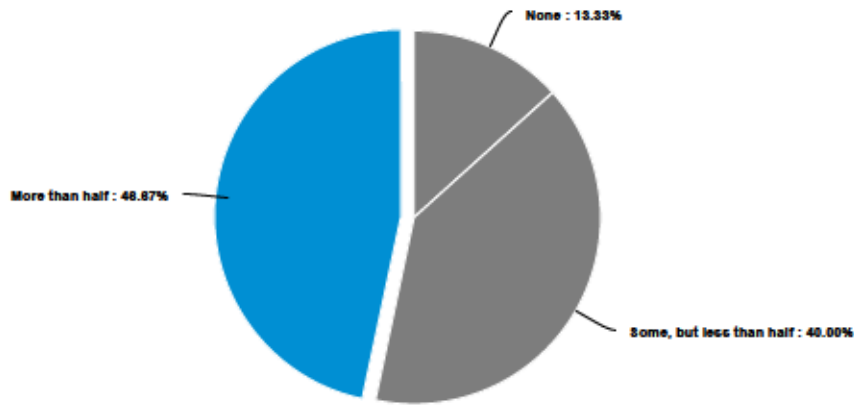
Answer	Count	Percent	20%	40%	60%	80%	100%
None	21	45.65%	<div style="width: 45.65%;"></div>				
Some, but less than half	4	8.7%	<div style="width: 8.7%;"></div>				
More than half	21	45.65%	<div style="width: 45.65%;"></div>				
Total	46	100 %					

What proportion of your expenses as a graduate student at FSU were funded by your employer?



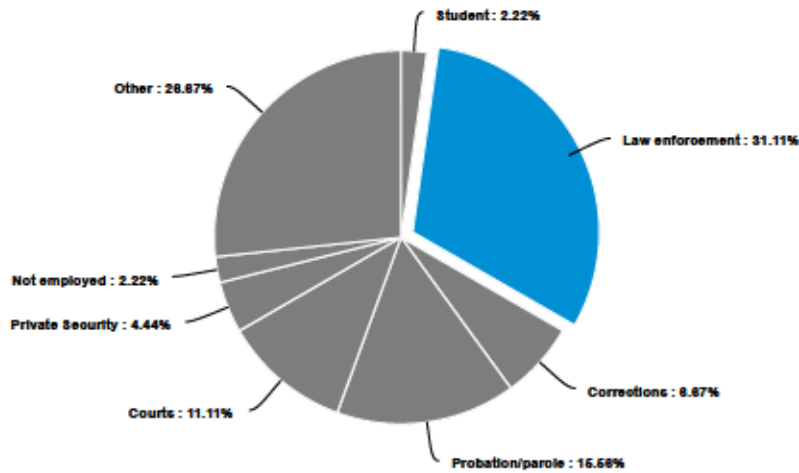
Answer	Count	Percent	20%	40%	60%	80%	100%
None	38	84.44%	<div style="width: 84.44%;"></div>				
Some, but less than half	4	8.89%	<div style="width: 8.89%;"></div>				
More than half	3	6.67%	<div style="width: 6.67%;"></div>				
Total	45	100 %					

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



Answer	Count	Percent	20%	40%	60%	80%	100%
None	6	13.33%	<div style="width: 13.33%;"></div>				
Some, but less than half	18	40%	<div style="width: 40%;"></div>				
More than half	21	46.67%	<div style="width: 46.67%;"></div>				
Total	45	100 %					

What is your current occupation?



Answer	Count	Percent	20%	40%	60%	80%	100%
Student	1	2.22%	<div style="width: 2.22%;"></div>				
Law enforcement	14	31.11%	<div style="width: 31.11%;"></div>				
Corrections	3	6.67%	<div style="width: 6.67%;"></div>				
Probation/parole	7	15.56%	<div style="width: 15.56%;"></div>				
Courts	5	11.11%	<div style="width: 11.11%;"></div>				
Private Security	2	4.44%	<div style="width: 4.44%;"></div>				
Not employed	1	2.22%	<div style="width: 2.22%;"></div>				
Other	12	26.67%	<div style="width: 26.67%;"></div>				
Total	45	100 %					

What is your current occupation? - Text Data for Other

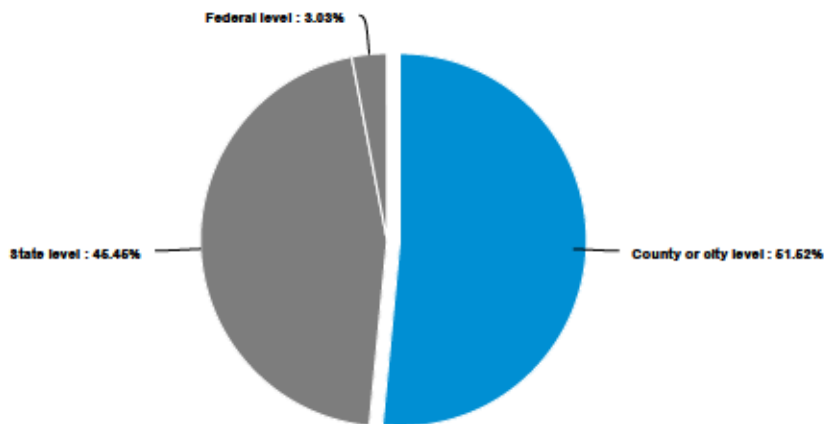
05/23/2017	73536630	DCS
04/27/2017	71759863	Social Work
04/27/2017	71758067	Social Worker
04/27/2017	71757488	Attorney
04/27/2017	71756525	Teacher
04/27/2017	71754496	State of Michigan, CPS
04/01/2017	69977127	Children Protection Services
03/30/2017	69872667	State Government

03/30/2017	69871923	Business/Management
03/30/2017	69866673	MDHHS
03/30/2017	69866620	State of Michigan, Foster care

What is your official job title?

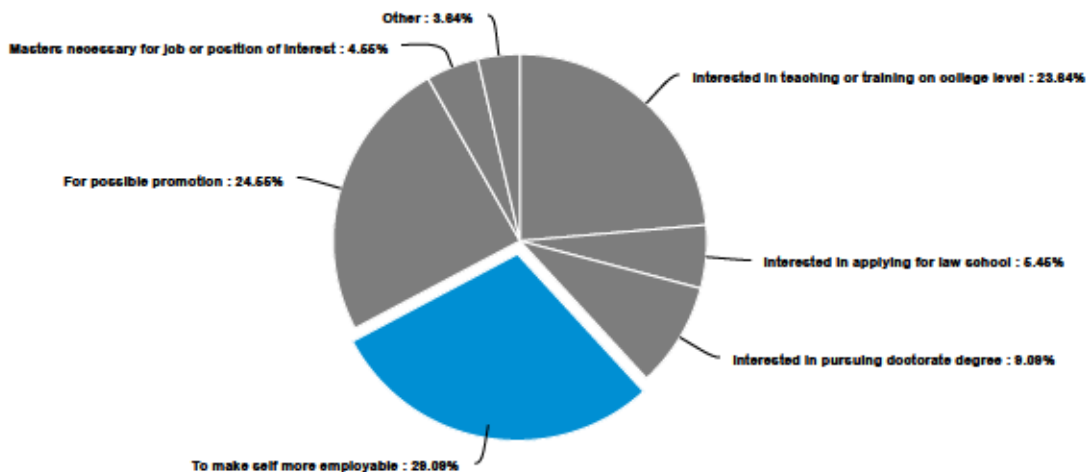
What is your official job title?		
05/23/2017	73536630	Family Case Manager
06/15/2017	73067296	Police Officer
04/27/2017	71761964	Juvenile Probation Officer
04/27/2017	71761678	
04/27/2017	71761427	Detective Sergeant
04/27/2017	71760744	Administrator
04/27/2017	71760305	Sheriff Deputy
04/27/2017	71760036	Police Officer
04/27/2017	71759863	Child Protective Services Supervisor
04/27/2017	71759433	Probation/Parole Agent
04/27/2017	71759011	Shift Lieutenant
04/27/2017	71758570	Recruit
04/27/2017	71758330	Caseworker
04/27/2017	71758067	Youth Outreach Social Worker
04/27/2017	71757797	
04/27/2017	71757488	Responsible Gaming Manager-Michigan Lottery
04/27/2017	71757190	
04/27/2017	71756525	Preschool teacher
04/27/2017	71756234	Probation Agent for the State of Michigan
04/27/2017	71755911	Probation/Parole Agent
04/27/2017	71755676	Probation/Parole Agent
04/27/2017	71755441	Michigan State Trooper
04/27/2017	71754992	Officer
04/27/2017	71754769	Risk Manager
04/27/2017	71754496	Child Protective Services Investigator, Services Specialist
04/27/2017	71754150	Police Officer
04/26/2017	71726156	
04/10/2017	70431687	Executive Director
04/07/2017	70302023	Departmental Analyst: Contract Monitor
04/01/2017	69985774	
04/01/2017	69977127	Service Specialist
04/01/2017	69972887	MSP-Detective Trooper Specialist
04/01/2017	69967649	Parole/probation Agent
03/31/2017	69932961	Probation Officer
03/31/2017	69922256	Chief of Police
03/30/2017	69872667	Analyst
03/30/2017	69871923	SFL
03/30/2017	69870593	Detective
03/30/2017	69868836	Deputy Court Administrator
03/30/2017	69867599	Detective Sergeant
03/30/2017	69866673	Service Specialist
03/30/2017	69866620	Children's service specialist
03/30/2017	69865583	Court Administrator
03/30/2017	69864209	Sobriety Court Case Manager
03/30/2017	69864156	Corrections officer

If working in Criminal Justice, is your job at the



Answer	Count	Percent	20%	40%	60%	80%	100%
County or city level	17	51.52%	<div style="width: 51.52%;"></div>				
State level	15	45.45%	<div style="width: 45.45%;"></div>				
Federal level	1	3.03%	<div style="width: 3.03%;"></div>				
Total	33	100 %					

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

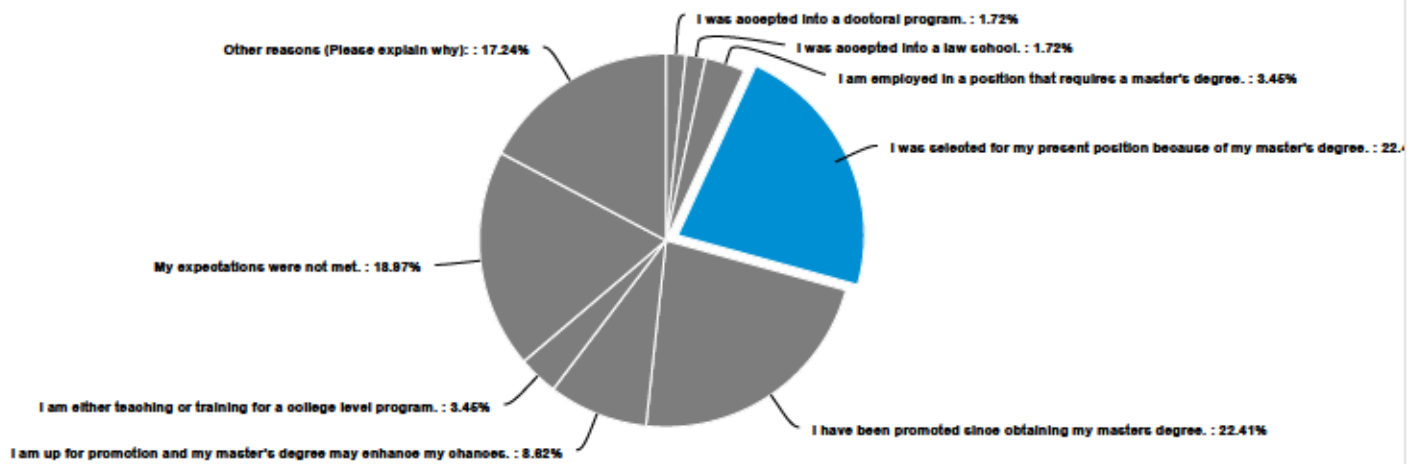


Answer	Count	Percent	20%	40%	60%	80%	100%
Interested in teaching or training on college level	26	23.64%	<div style="width: 23.64%;"></div>				
Interested in applying for law school	6	5.45%	<div style="width: 5.45%;"></div>				
Interested in pursuing doctorate degree	10	9.09%	<div style="width: 9.09%;"></div>				
To make self more employable	32	29.09%	<div style="width: 29.09%;"></div>				
For possible promotion	27	24.55%	<div style="width: 24.55%;"></div>				
Masters necessary for job or position of interest	5	4.55%	<div style="width: 4.55%;"></div>				
Other	4	3.64%	<div style="width: 3.64%;"></div>				
Total	110	100 %					

What reason(s) did you pursue a master's degree (check all that apply) - Text Data for Other

04/27/2017	71755911	More education is always a good thing!
04/27/2017	71755676	More education is always a good thing!
03/30/2017	69871923	Wanted to look at the world from a different perspective
03/30/2017	69866620	Not sure what I wanted to do

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



Answer	Count	Percent	20%	40%	60%	80%	100%
I was accepted into a doctoral program.	1	1.72%					
I was accepted into a law school.	1	1.72%					
I am employed in a position that requires a master's degree.	2	3.45%					
I was selected for my present position because of my master's degree.	13	22.41%					
I have been promoted since obtaining my masters degree.	13	22.41%					
I am up for promotion and my master's degree may enhance my chances.	5	8.62%					
I am either teaching or training for a college level program.	2	3.45%					
My expectations were not met.	11	18.97%					
Other reasons (Please explain why):	10	17.24%					
Total	58	100 %					

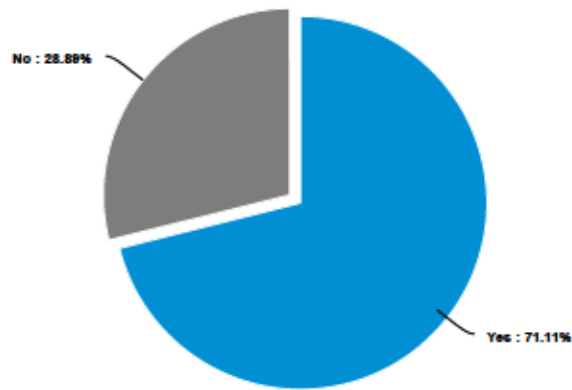
Based on Question 12, which of your expectations were met? (check all that apply) - Combined text data for OTHER & Dynamic Comment box

Date	Response ID	Text
05/23/2017	73536630	[I was accepted into a doctoral program.] Capella
04/27/2017	71761964	[I am employed in a position that requires a master's degree.] Probation Officer
04/27/2017	71761678	Not employed
04/27/2017	71761427	[I have been promoted since obtaining my masters degree.] Sergeant
04/27/2017	71760744	[I have been promoted since obtaining my masters degree.] Administrator for the Prosecutor's office
04/27/2017	71760305	Timing was right when I obtained my masters. Waiting to teach and hopefully promote later.
04/27/2017	71759863	[My expectations were not met.] I received the promotion while in school prior to obtaining the masters.
04/27/2017	71759011	[I have been promoted since obtaining my masters degree.] Shift Lieutenant
04/27/2017	71758570	[My expectations were not met.] Not there yet, I just started.
04/27/2017	71758330	[My expectations were not met.] Cant leave current employment-too close to retirement, was a waste of time and money.
04/27/2017	71758067	[I have been promoted since obtaining my masters degree.] pay increase for non-profit
04/27/2017	71757488	[I was accepted into a law school.] Michigan State University College of Law
04/27/2017	71757190	[My expectations were not met.] No teaching jobs around the area I work or are at this time.
04/27/2017	71756525	[My expectations were not met.] I'm not currently working in the CJ field but having my masters degree, I do get paid more. Even at other jobs (before moving to Minnesota having it helped me get more money).
04/27/2017	71755911	My expectations were met, health reasons have delayed my pursuit of a teaching job.
04/27/2017	71755676	My expectations were met, health reasons have delayed my pursuit of a teaching job.
04/27/2017	71754992	[My expectations were not met.] I was not selected for a promotion; I've not yet applied to a doctorate program yet nor a teaching position yet.
04/27/2017	71754769	[I have been promoted since obtaining my masters degree.] various

04/27/2017	71754496	[I have been promoted since obtaining my masters degree.] Lead Staff
04/27/2017	71754150	[My expectations were not met.] No teaching jobs available in my area.
04/10/2017	70431687	[I am employed in a position that requires a master's degree.] Executive Director
04/10/2017	70431687	[I have been promoted since obtaining my masters degree.] Executive Director
04/07/2017	70302023	[I have been promoted since obtaining my masters degree.] From a Prison Counselor 10 to a Departmental Analyst 11
04/01/2017	69972887	N/A at this time.
04/01/2017	69967649	[My expectations were not met.] I have not had an opportunity to use the degree yet. I expect it to put me ahead of other applicants when I apply.
03/30/2017	69871923	[I have been promoted since obtaining my masters degree.] Management position.
03/30/2017	69871923	[My expectations were not met.] I have not opened any avenues in the criminal justice field.
03/30/2017	69871923	My degree helped me significantly in a company setting
03/30/2017	69870593	Hope it will help with becoming an adjunct teacher after undercover assignment is finished.
03/30/2017	69867599	[I have been promoted since obtaining my masters degree.] Sergeant
03/30/2017	69866620	Increase in pay
03/30/2017	69865583	I obtained a Master's Degree for potential job change if a better scenario presents itself and have earned a higher salary due to the enhanced education.
03/30/2017	69864136	I am still in the process of obtaining a teaching position as a second job.



Did you attend FSU for undergraduate studies?



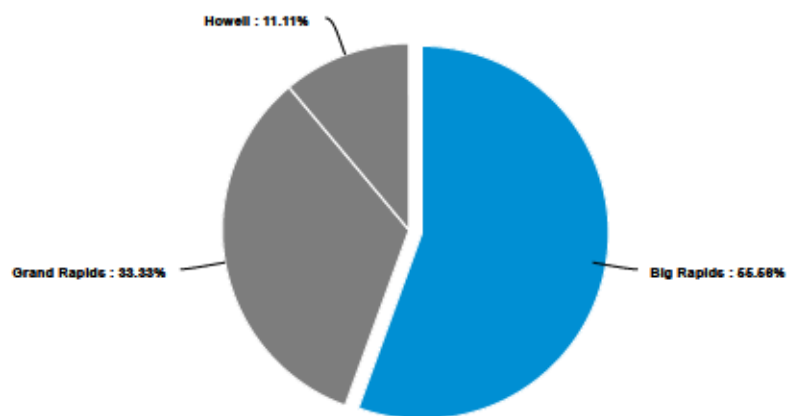
Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	32	71.11%	<div style="width: 71.11%;"></div>				
No	13	28.89%	<div style="width: 28.89%;"></div>				
Total	45	100 %					

Did you attend FSU for undergraduate studies? - Dynamic Text / Comments

05/15/2017	73067296	[Yes] 2012
04/27/2017	71761964	[No] Grand Valley State University
04/27/2017	71761678	[No] Lake Superior State University
04/27/2017	71761427	[Yes] 1996
04/27/2017	71760744	[No] Grand Valley State University
04/27/2017	71760305	[Yes] 2011
04/27/2017	71760036	[Yes] 2011
04/27/2017	71759863	[Yes] Criminal Justice
04/27/2017	71759433	[Yes] Criminal Justice
04/27/2017	71759011	[Yes] 2013
04/27/2017	71758570	[Yes] 2014
04/27/2017	71758330	[Yes] 2009
04/27/2017	71757797	[Yes] 2012
04/27/2017	71757488	[Yes] 2011
04/27/2017	71757190	[No] Central Michigan University
04/27/2017	71756525	[Yes] 2012
04/27/2017	71755911	[No] Grand Valley State University
04/27/2017	71755676	[No] Grand Valley State University
04/27/2017	71755441	[Yes] 2009
04/27/2017	71754992	[Yes] Lansing (University Center)

04/27/2017	71754496	[Yes] Psychology
04/27/2017	71754150	[No] Saginaw Valley State University
04/26/2017	71726156	[Yes] 2016
04/10/2017	70431687	[No] Grand Valley
04/07/2017	70302023	[No] Spring Arbor University
04/01/2017	69985774	[Yes] CJ
04/01/2017	69977127	[No] ITT Technical Institute
04/01/2017	69972887	[Yes] 2011
04/01/2017	69967649	[Yes] 2013
03/31/2017	69932961	[Yes] 2010
03/31/2017	69922256	[Yes] 2000
03/30/2017	69872667	[Yes] 2011
03/30/2017	69871923	[Yes] 2013/14
03/30/2017	69870593	[Yes] 2010
03/30/2017	69868836	[No] Western Michigan University
03/30/2017	69867599	[Yes] 1996
03/30/2017	69866673	[Yes] Criminal Justice- Law Enforcement
03/30/2017	69866620	[No] Central Michigan university
03/30/2017	69865583	[No] Grand Valley State University
03/30/2017	69864209	[Yes] 2012
03/30/2017	69864156	[Yes] 2015
03/30/2017	69864136	[Yes] 2005

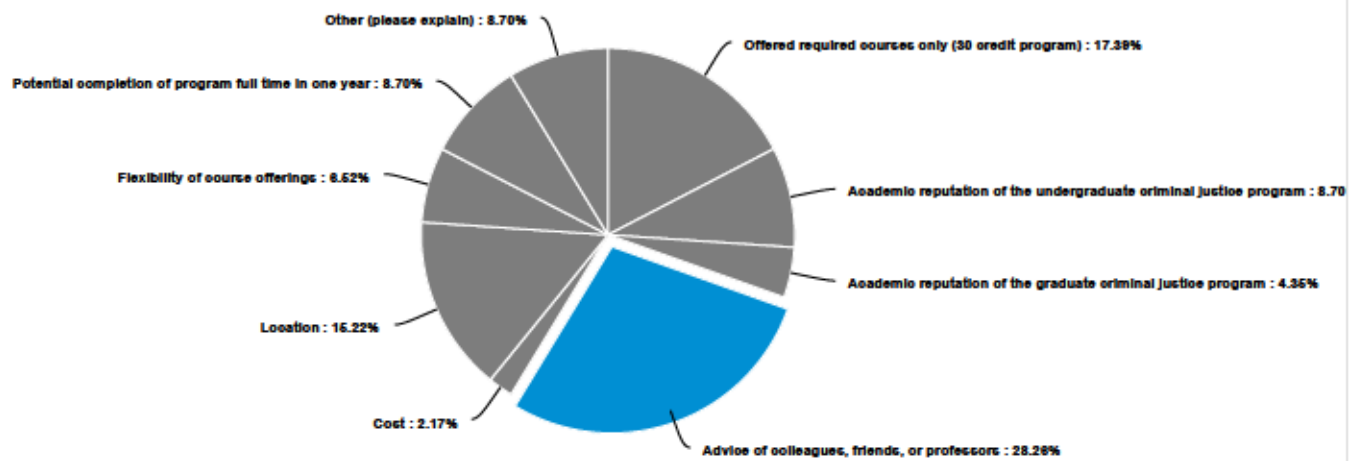
Which location did you most often take graduate level courses?



Answer	Count	Percent	20%	40%	60%	80%	100%
Big Rapids	25	55.56%					
Grand Rapids	15	33.33%					

Howell	5	11.11%	
Total	45	100%	

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

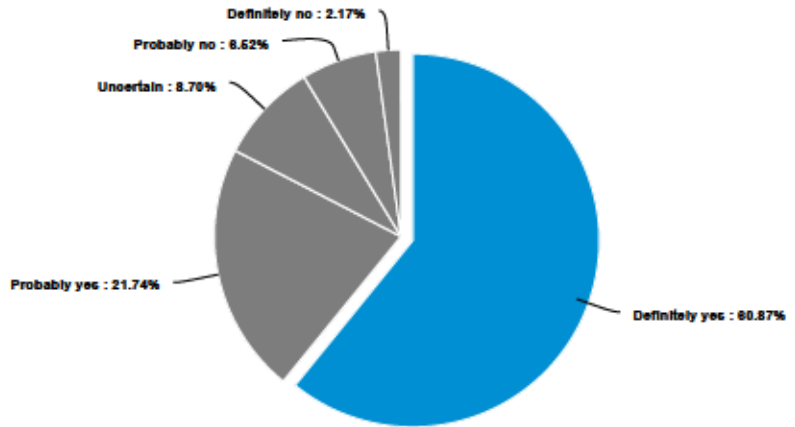


Answer	Count	Percent	20%	40%	60%	80%	100%
Offered required courses only (30 credit program)	8	17.39%	<div style="width: 17.39%;"></div>				
Academic reputation of the undergraduate criminal justice program	4	8.7%	<div style="width: 8.7%;"></div>				
Academic reputation of the graduate criminal justice program	2	4.35%	<div style="width: 4.35%;"></div>				
Advice of colleagues, friends, or professors	13	28.26%	<div style="width: 28.26%;"></div>				
Cost	1	2.17%	<div style="width: 2.17%;"></div>				
Location	7	15.22%	<div style="width: 15.22%;"></div>				
Admission standards of FSU	0	0%	<div style="width: 0%;"></div>				
Flexibility of course offerings	3	6.52%	<div style="width: 6.52%;"></div>				
Potential completion of program full time in one year	4	8.7%	<div style="width: 8.7%;"></div>				
Other (please explain)	4	8.7%	<div style="width: 8.7%;"></div>				
Total	46	100%					

What was the most important reason you chose to attend Ferris' Criminal Justice Administration graduate program as opposed to another university? - Text Data for Other (please explain)

04/27/2017	71761678	Only master's program I could find.
04/27/2017	71758570	To prove I could do it.
04/01/2017	69985774	I don't know why I chose FSU
03/30/2017	69868836	Almost all of these reasons and proximity close to home

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



Answer	Count	Percent	20%	40%	60%	80%	100%
Definitely yes	28	60.87%	<div style="width: 60.87%;"></div>				

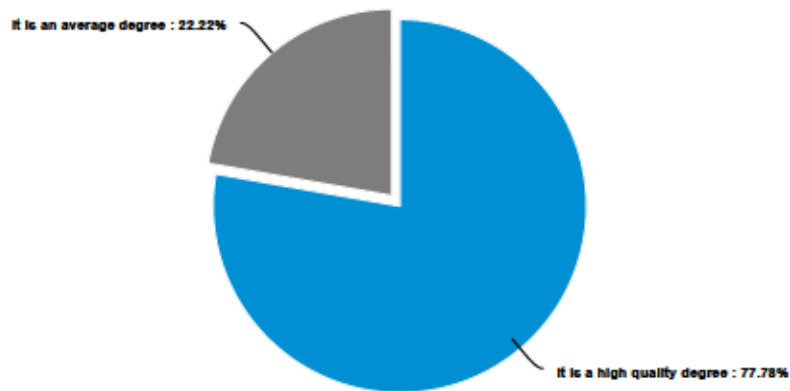
Probably yes	10	21.74%	<div style="width: 21.74%;"></div>
Uncertain	4	8.7%	<div style="width: 8.7%;"></div>
Probably no	3	6.52%	<div style="width: 6.52%;"></div>
Definitely no	1	2.17%	<div style="width: 2.17%;"></div>
Total	46	100 %	

Please explain:

Please explain:

04/27/2017	71761964	Classes lacked "real world experience" and tended to be inapplicable to a "administrative" position or advancement. For example, nature of crime and history of corrections serve no real purpose to advancement.
04/27/2017	71760744	I would pursue a masters of public administration if offered at Ferris.
04/27/2017	71759011	The distance I had to travel for classes.
04/27/2017	71758330	
04/27/2017	71756234	I was in Big Rapids, that's why I stayed in the area.
04/01/2017	69985774	Was not happy with many incidents that occurred
03/31/2017	69932961	MSU CJ program much easier, and degree appears to hold better in Federal Job Interviews.
03/30/2017	69872667	Too high of cost for education that was offered. Most information didn't apply to state level work.

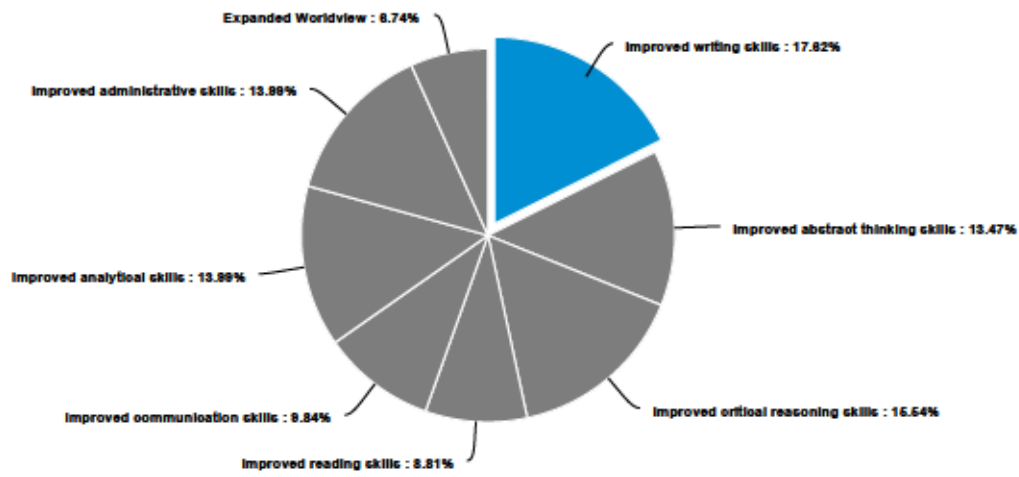
Which of the following best represents how you feel about your graduate degree from Ferris State University?



Answer	Count	Percent	20%	40%	60%	80%	100%
It is a high quality degree	35	77.78%	<div style="width: 77.78%;"></div>				
It is an average degree	10	22.22%	<div style="width: 22.22%;"></div>				
It is a low quality degree	0	0%	<div style="width: 0%;"></div>				
Total	45	100 %					

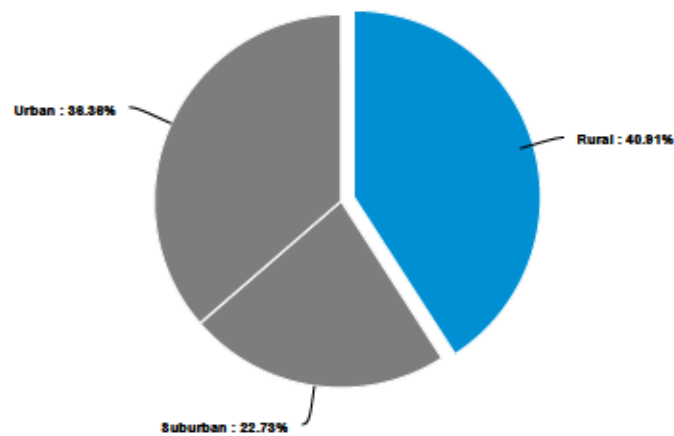
Which of the following best represents how you feel about your graduate degree from Ferris State University? - Dynamic Text / Comments

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



Answer	Count	Percent	20%	40%	60%	80%	100%
Improved writing skills	34	17.62%					
Improved abstract thinking skills	26	13.47%					
Improved critical reasoning skills	30	15.54%					
Improved reading skills	17	8.81%					
Improved communication skills	19	9.84%					
Improved analytical skills	27	13.99%					
Improved administrative skills	27	13.99%					
Expanded Worldview	13	6.74%					
Did not improve any skills	0	0%					
Total	193	100 %					

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



Answer	Count	Percent	20%	40%	60%	80%	100%
Rural	18	40.91%					
Suburban	10	22.73%					
Urban	16	36.36%					
Total	44	100 %					

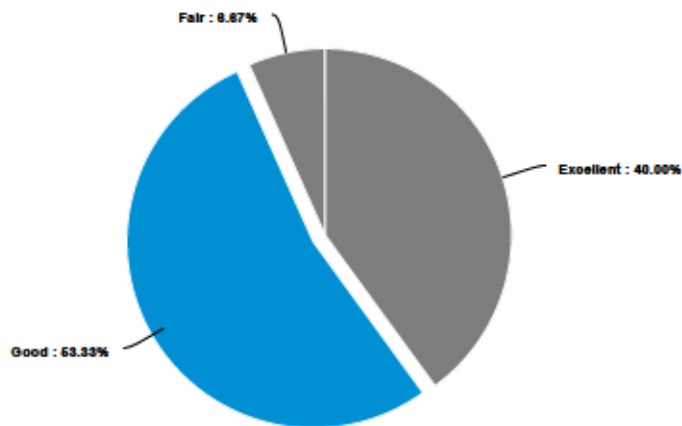
Please rate each of the following areas pertaining to your graduate experience using the scale below.

Criminal Justice Courses are Nature of Crime, Seminar, and Legal Issues
 Management courses are: Leadership, Personnel, & Budgeting.
 Methods Courses are Research Methods/Evaluation or Quantitative/Qualitative

Question	Count	Score	Excellent	Good	Fair	Poor	Unknown
Overall quality of Criminal Justice courses.	45	1.67					
Rigorous expectations in criminal justice courses.	45	1.71					
Relevance of criminal justice courses to cj field.	45	1.78					

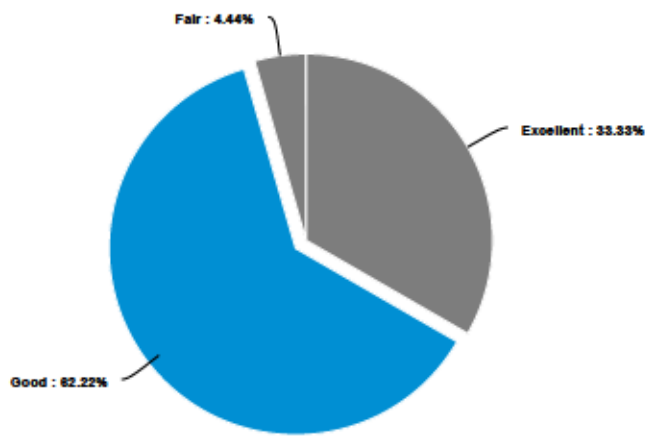
Fairness of grading in criminal justice courses.	45	1.78	
Quality of instruction in criminal justice courses.	45	1.73	
Quality of textbooks used in criminal justice courses.	45	2.13	
Overall quality of Management courses.	45	1.82	
Rigorous expectations in management courses.	45	1.87	
Relevance of management courses to CJ field.	44	2.02	
Fairness of grading in management courses.	45	1.96	
Quality of instruction in management courses.	45	1.89	
Quality of textbooks used in management courses.	43	2.19	
Overall quality of Methods courses	44	2.09	
Rigorous expectations in methods courses.	45	1.93	
Relevance of methods courses to criminal Justice field.	45	2.2	
Fairness of grading in methods courses.	43	2	
Quality of instruction in methods courses.	45	1.89	
Quality of textbooks used in methods courses.	45	2.07	
Overall quality courses in Master's program.	44	1.68	
Opportunities for interaction with criminal justice faculty.	44	1.5	
Professional competence of criminal justice faculty.	45	1.36	
Helpfulness of criminal justice office staff.	44	1.64	
Clarity of degree requirements for completing master's degree.	45	1.29	
Opportunities for formal student evaluation of instruction.	45	1.78	
Quality of criminal justice holdings in criminal justice at FLITE	45	2.42	
Off campus access to library holdings at Ferris State University.	45	2.64	
On campus access to library holdings at Ferris State University.	45	2.67	
Average		1.92	

Overall quality of Criminal Justice courses.



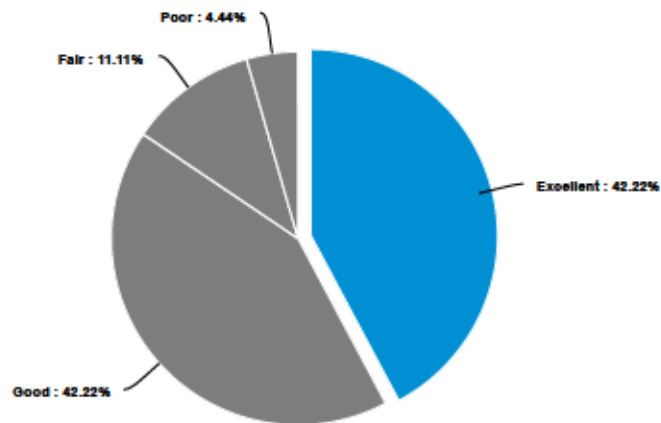
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	18	40%					
Good	24	53.33%					
Fair	3	6.67%					
Poor	0	0%					
Unknown	0	0%					
Total	45	100 %					

Rigorous expectations in criminal justice courses.



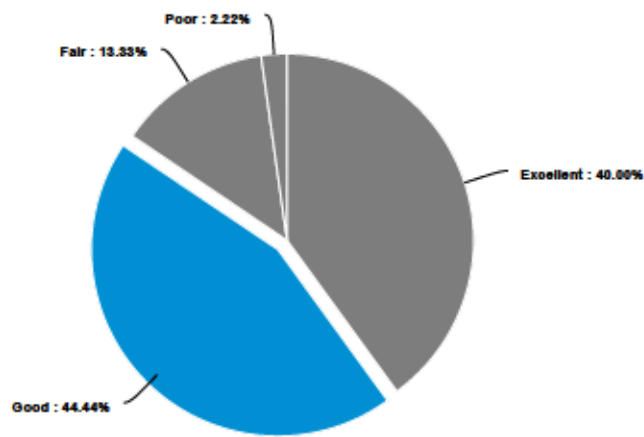
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	33.33%					
Good	28	62.22%					
Fair	2	4.44%					
Poor	0	0%					
Unknown	0	0%					
Total	45	100 %					

Relevance of criminal justice courses to cj field.



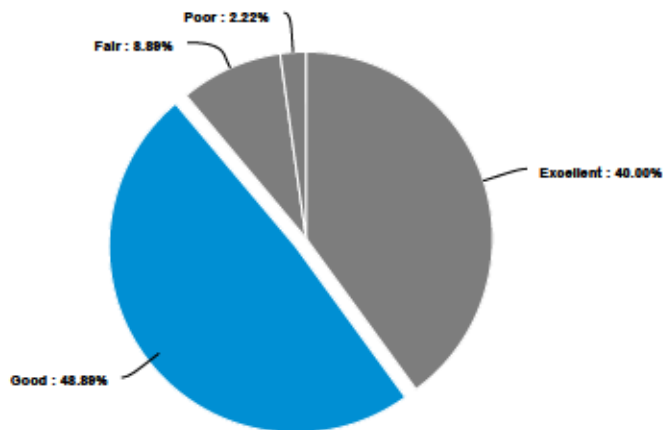
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	19	42.22%					
Good	19	42.22%					
Fair	5	11.11%					
Poor	2	4.44%					
Unknown	0	0%					
Total	45	100 %					

Fairness of grading in criminal justice courses.



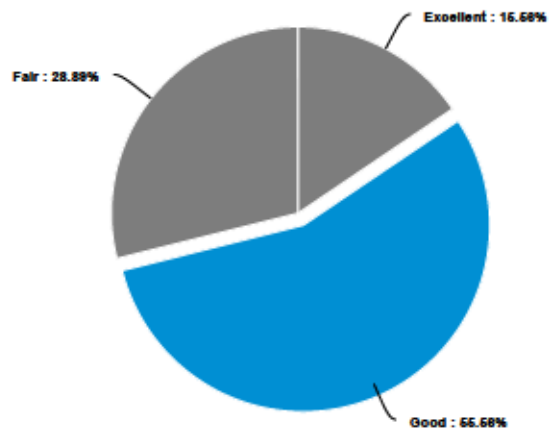
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	18	40%					
Good	20	44.44%					
Fair	6	13.33%					
Poor	1	2.22%					
Unknown	0	0%					
Total	45	100 %					

Quality of instruction in criminal justice courses.



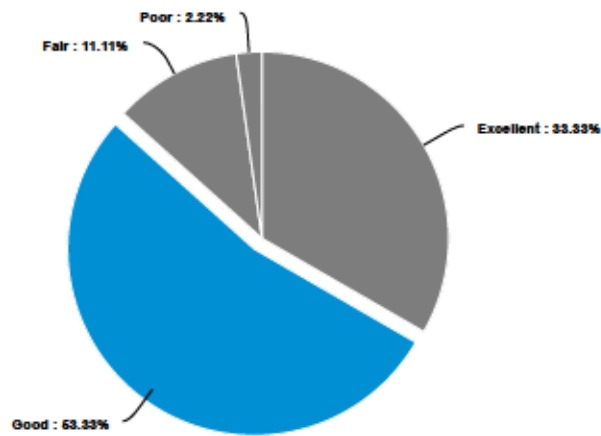
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	18	40%					
Good	22	48.89%					
Fair	4	8.89%					
Poor	1	2.22%					
Unknown	0	0%					
Total	45	100 %					

Quality of textbooks used in criminal justice courses.



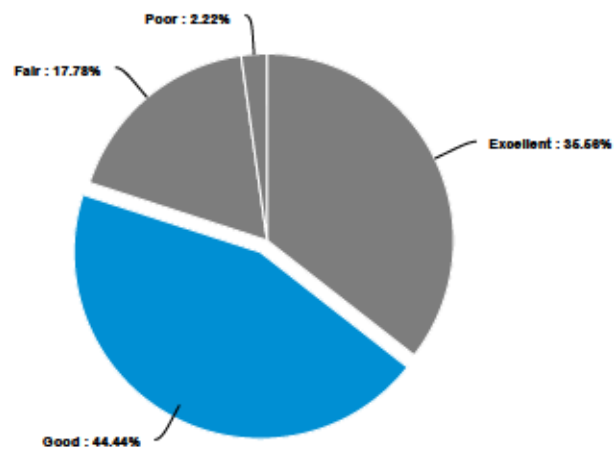
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	15.56%	<div style="width: 15.56%;"></div>				
Good	25	55.56%	<div style="width: 55.56%;"></div>				
Fair	13	28.89%	<div style="width: 28.89%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	45	100 %					

Overall quality of Management courses.



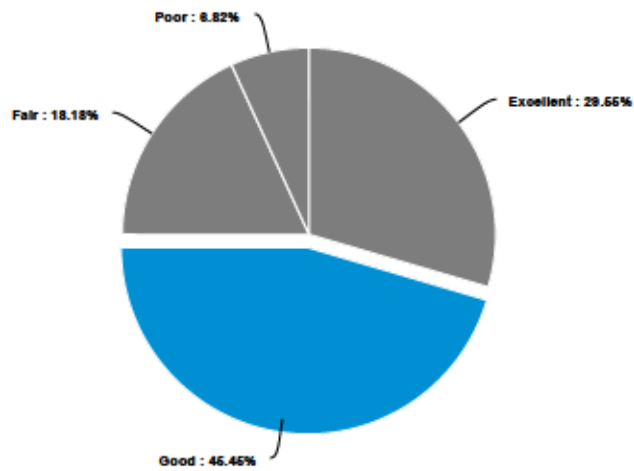
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	33.33%	<div style="width: 33.33%;"></div>				
Good	24	53.33%	<div style="width: 53.33%;"></div>				
Fair	5	11.11%	<div style="width: 11.11%;"></div>				
Poor	1	2.22%	<div style="width: 2.22%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	45	100 %					

Rigorous expectations in management courses.



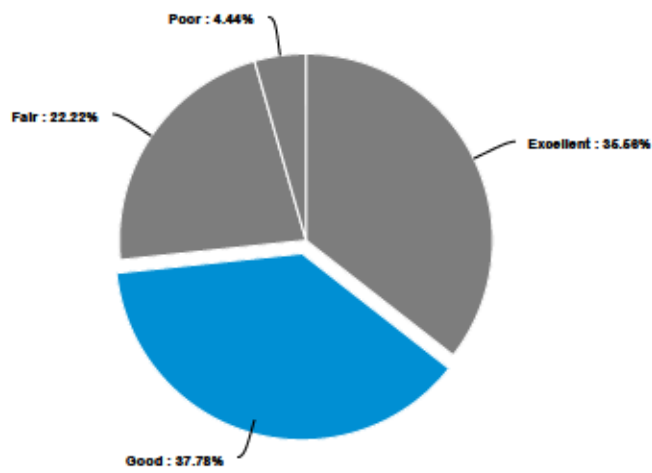
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	16	35.56%					
Good	20	44.44%					
Fair	8	17.78%					
Poor	1	2.22%					
Unknown	0	0%					
Total	45	100 %					

Relevance of management courses to CJ field.



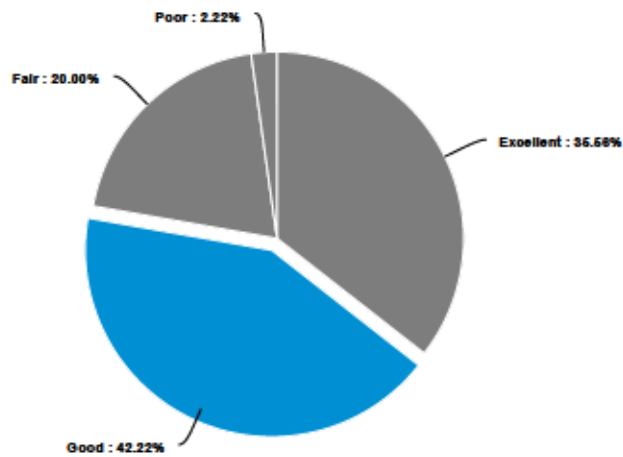
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	13	29.55%					
Good	20	45.45%					
Fair	8	18.18%					
Poor	3	6.82%					
Unknown	0	0%					
Total	44	100 %					

Fairness of grading in management courses.



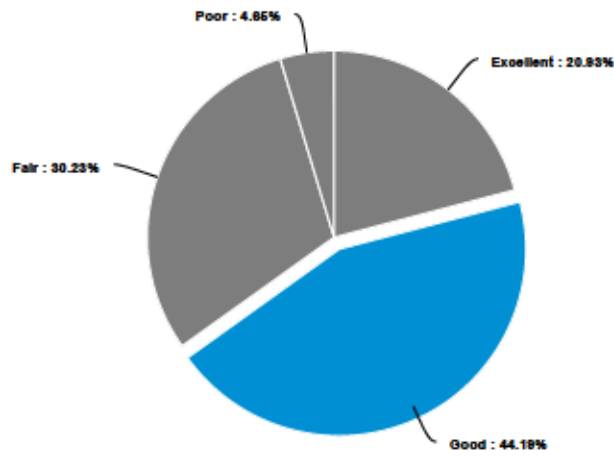
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	16	35.56%					
Good	17	37.78%					
Fair	10	22.22%					
Poor	2	4.44%					
Unknown	0	0%					
Total	45	100 %					

Quality of instruction in management courses.



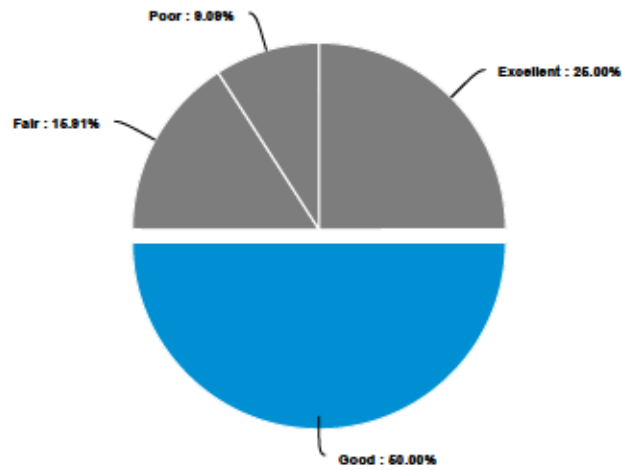
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	16	35.56%					
Good	19	42.22%					
Fair	9	20%					
Poor	1	2.22%					
Unknown	0	0%					
Total	45	100 %					

Quality of textbooks used in management courses.



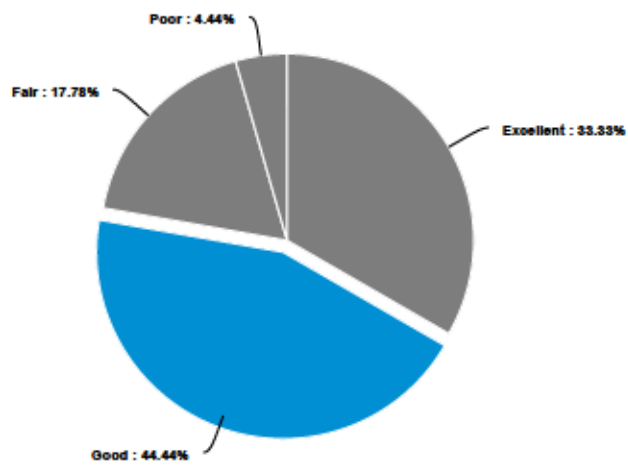
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	20.93%	<div style="width: 20.93%;"></div>				
Good	19	44.19%	<div style="width: 44.19%;"></div>				
Fair	13	30.23%	<div style="width: 30.23%;"></div>				
Poor	2	4.65%	<div style="width: 4.65%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	43	100 %					

Overall quality of Methods courses



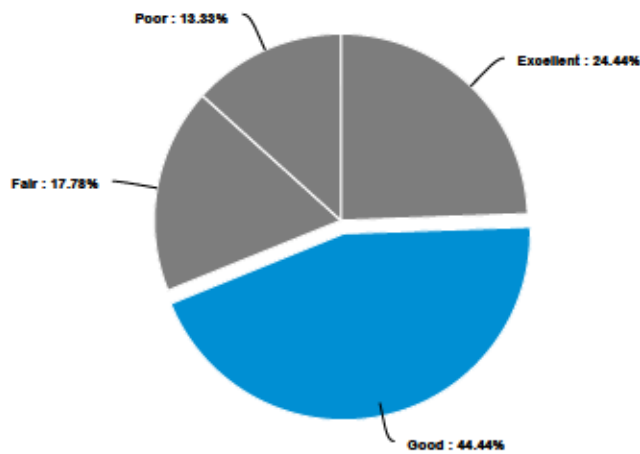
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	11	25%	<div style="width: 25%;"></div>				
Good	22	50%	<div style="width: 50%;"></div>				
Fair	7	15.91%	<div style="width: 15.91%;"></div>				
Poor	4	9.09%	<div style="width: 9.09%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	44	100 %					

Rigorous expectations in methods courses.



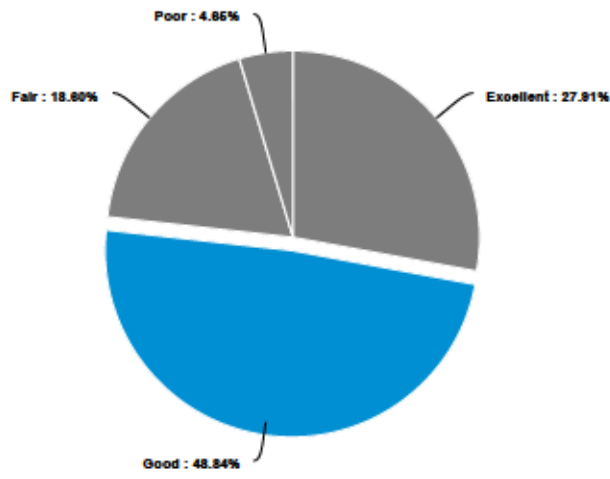
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	33.33%					
Good	20	44.44%					
Fair	8	17.78%					
Poor	2	4.44%					
Unknown	0	0%					
Total	45	100 %					

Relevance of methods courses to criminal Justice field.



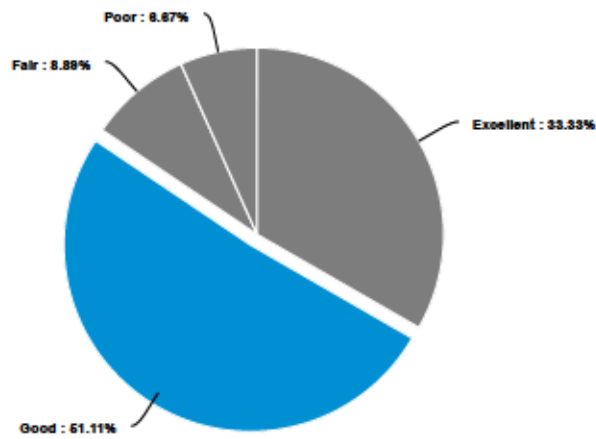
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	11	24.44%					
Good	20	44.44%					
Fair	8	17.78%					
Poor	6	13.33%					
Unknown	0	0%					
Total	45	100 %					

Fairness of grading in methods courses.



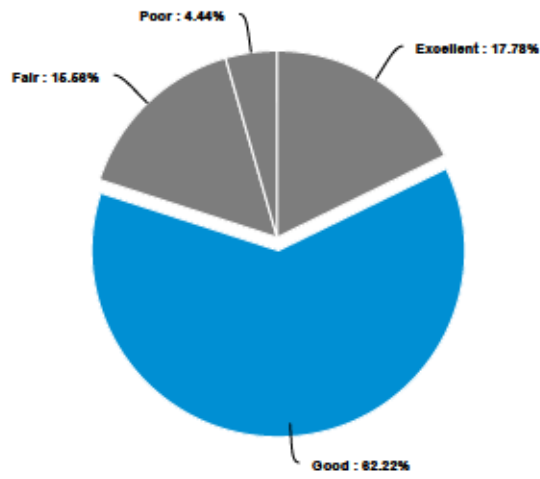
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	12	27.91%					
Good	21	48.84%					
Fair	8	18.6%					
Poor	2	4.65%					
Unknown	0	0%					
Total	43	100 %					

Quality of instruction in methods courses.



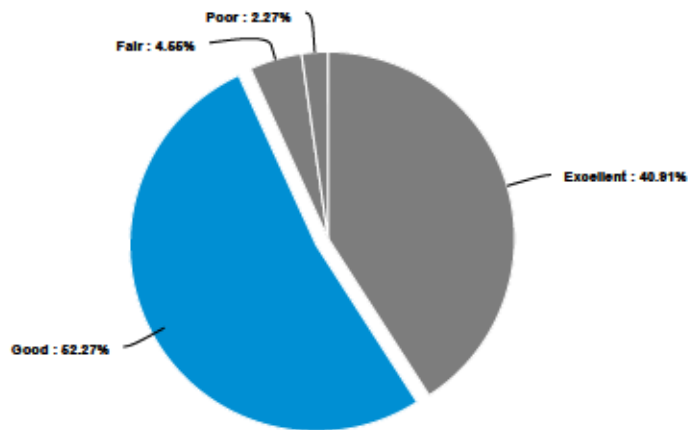
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	33.33%					
Good	23	51.11%					
Fair	4	8.89%					
Poor	3	6.67%					
Unknown	0	0%					
Total	45	100 %					

Quality of textbooks used in methods courses.



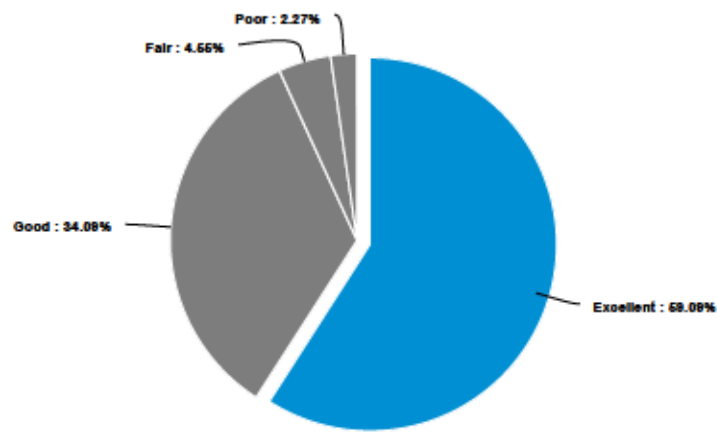
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	8	17.78%	<div style="width: 17.78%;"></div>				
Good	28	62.22%	<div style="width: 62.22%;"></div>				
Fair	7	15.56%	<div style="width: 15.56%;"></div>				
Poor	2	4.44%	<div style="width: 4.44%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	45	100 %					

Overall quality courses in Master's program.



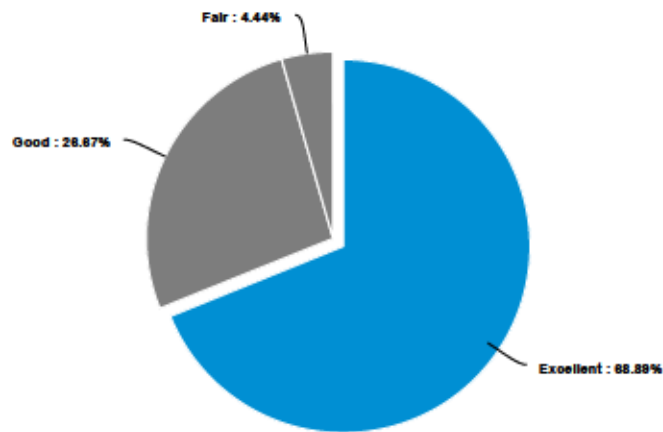
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	18	40.91%	<div style="width: 40.91%;"></div>				
Good	23	52.27%	<div style="width: 52.27%;"></div>				
Fair	2	4.55%	<div style="width: 4.55%;"></div>				
Poor	1	2.27%	<div style="width: 2.27%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	44	100 %					

Opportunities for interaction with criminal justice faculty.



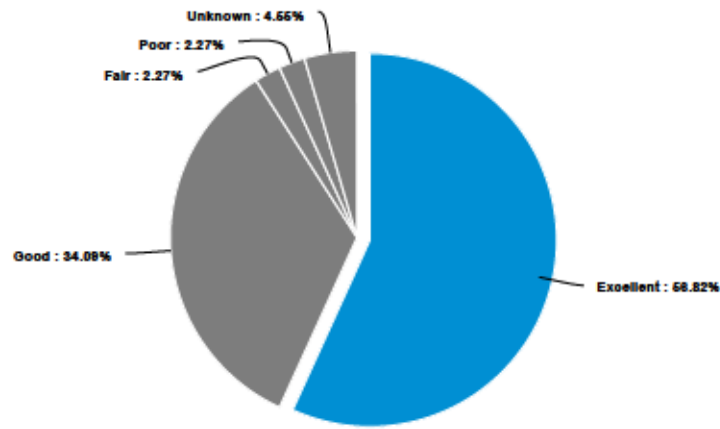
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	26	59.09%					
Good	15	34.09%					
Fair	2	4.55%					
Poor	1	2.27%					
Unknown	0	0%					
Total	44	100 %					

Professional competence of criminal justice faculty.



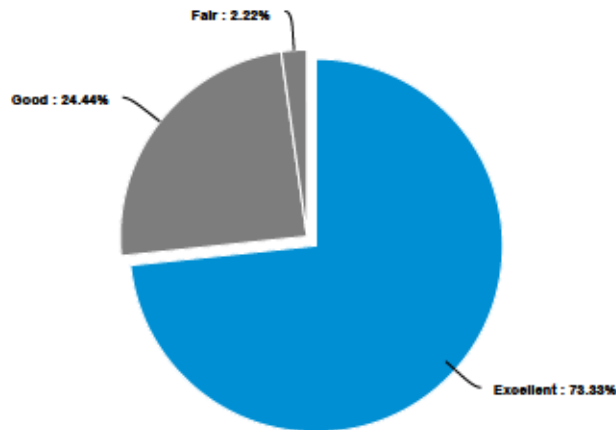
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	31	68.89%					
Good	12	26.67%					
Fair	2	4.44%					
Poor	0	0%					
Unknown	0	0%					
Total	45	100 %					

Helpfulness of criminal justice office staff.



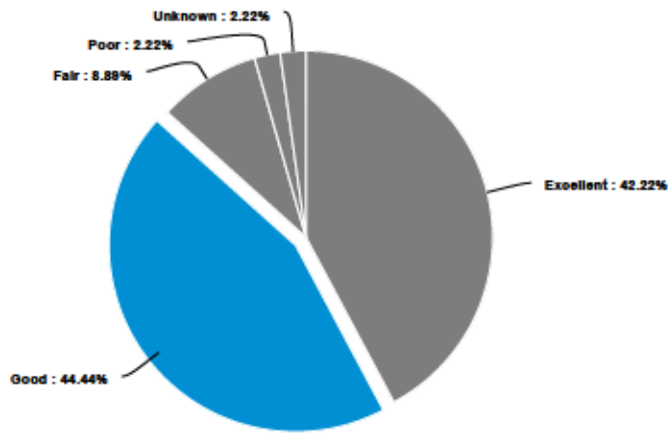
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	25	56.82%					
Good	15	34.09%					
Fair	1	2.27%					
Poor	1	2.27%					
Unknown	2	4.55%					
Total	44	100 %					

Clarity of degree requirements for completing master's degree.



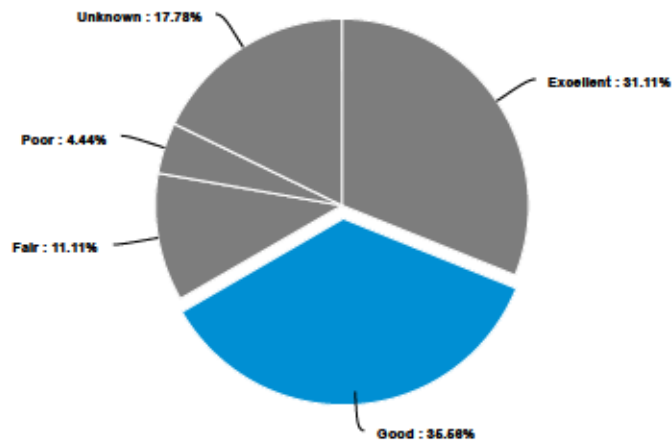
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	33	73.33%					
Good	11	24.44%					
Fair	1	2.22%					
Poor	0	0%					
Unknown	0	0%					
Total	45	100 %					

Opportunities for formal student evaluation of instruction.



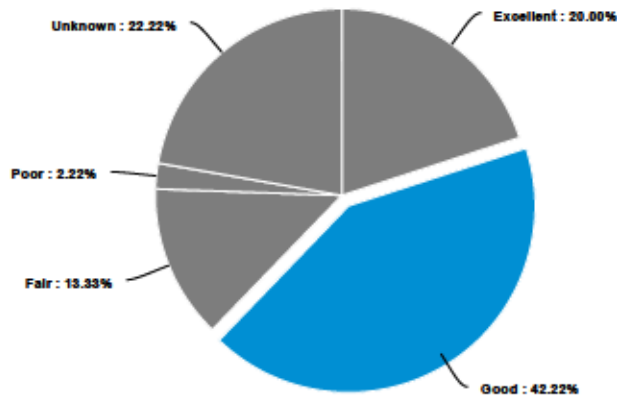
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	19	42.22%	<div style="width: 42.22%;"></div>				
Good	20	44.44%	<div style="width: 44.44%;"></div>				
Fair	4	8.89%	<div style="width: 8.89%;"></div>				
Poor	1	2.22%	<div style="width: 2.22%;"></div>				
Unknown	1	2.22%	<div style="width: 2.22%;"></div>				
Total	45	100 %					

Quality of criminal justice holdings in criminal justice at FLITE



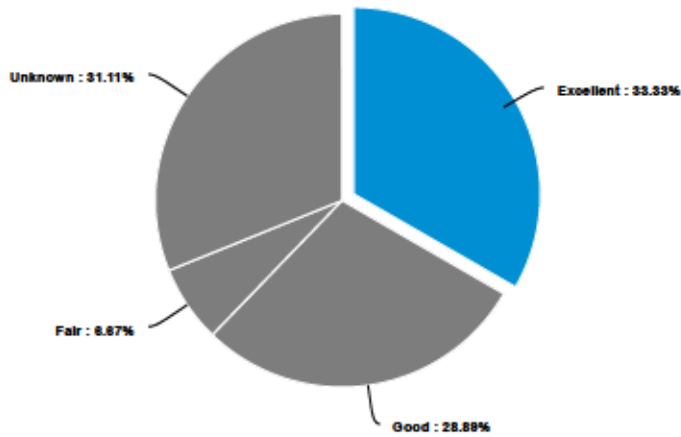
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	14	31.11%	<div style="width: 31.11%;"></div>				
Good	16	35.56%	<div style="width: 35.56%;"></div>				
Fair	5	11.11%	<div style="width: 11.11%;"></div>				
Poor	2	4.44%	<div style="width: 4.44%;"></div>				
Unknown	8	17.78%	<div style="width: 17.78%;"></div>				
Total	45	100 %					

Off campus access to library holdings at Ferris State University.



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	20%	[Progress bar to 20%]				
Good	19	42.22%	[Progress bar to 42.22%]				
Fair	6	13.33%	[Progress bar to 13.33%]				
Poor	1	2.22%	[Progress bar to 2.22%]				
Unknown	10	22.22%	[Progress bar to 22.22%]				
Total	45	100 %					

On campus access to library holdings at Ferris State University.



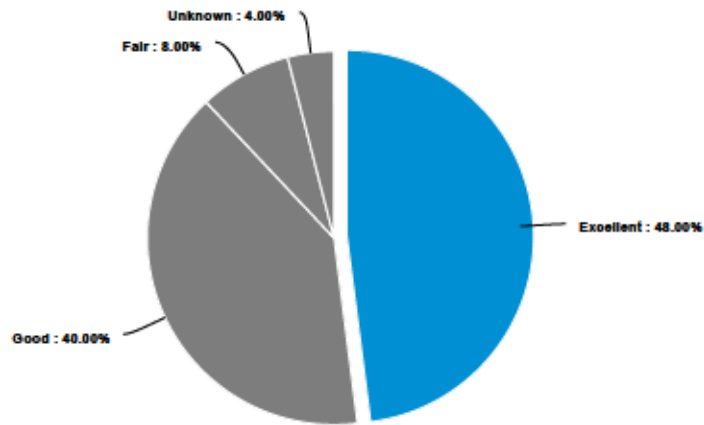
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	33.33%	[Progress bar to 33.33%]				
Good	13	28.89%	[Progress bar to 28.89%]				
Fair	3	6.67%	[Progress bar to 6.67%]				
Poor	0	0%	[Progress bar to 0%]				
Unknown	14	31.11%	[Progress bar to 31.11%]				
Total	45	100 %					

Big Rapids students only, please answer the following questions:

Question	Count	Score	Excellent	Good	Fair	Poor	Unknown
Availability of library databases at Ferris.	25	1.72	[Progress bar to 1.72]				
Quality of library databases at Ferris.	25	1.72	[Progress bar to 1.72]				
Availability of books at the Lundberg Bookstore	25	2.28	[Progress bar to 2.28]				
Availability of courses.	25	1.6	[Progress bar to 1.6]				
Quality of criminal justice classroom facilities.	25	2.04	[Progress bar to 2.04]				
Quality and availability of computer facilities on campus.	25	2.04	[Progress bar to 2.04]				
Quality of students in the criminal justice program.	25	1.64	[Progress bar to 1.64]				
Ability to register for courses.	25	1.4	[Progress bar to 1.4]				

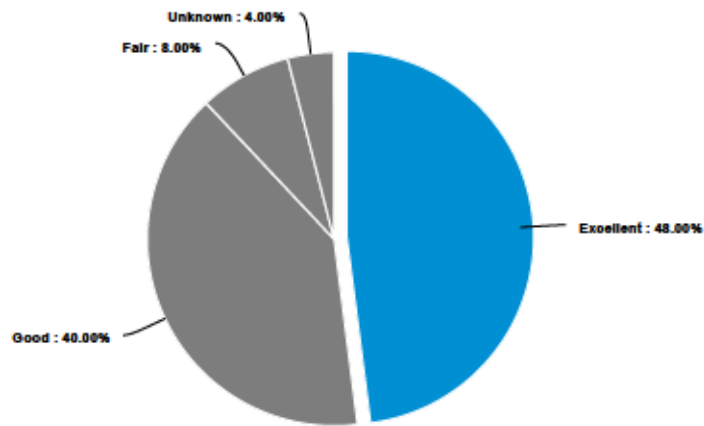
Access to grades online at Ferris.	25	1.44	
Overall quality of criminal justice graduate program.	25	1.48	
Average		1.74	

Availability of library databases at Ferris.



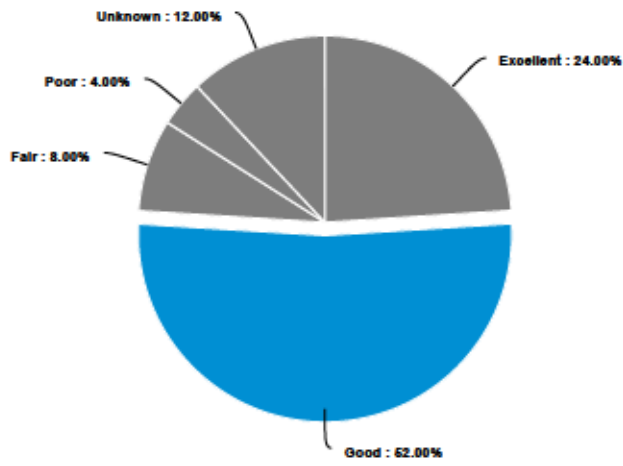
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	12	48%					
Good	10	40%					
Fair	2	8%					
Poor	0	0%					
Unknown	1	4%					
Total	25	100 %					

Quality of library databases at Ferris.



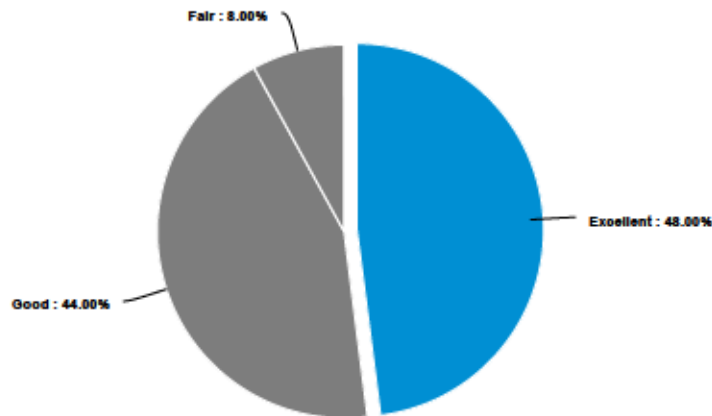
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	12	48%					
Good	10	40%					
Fair	2	8%					
Poor	0	0%					
Unknown	1	4%					
Total	25	100 %					

Availability of books at the Lundberg Bookstore



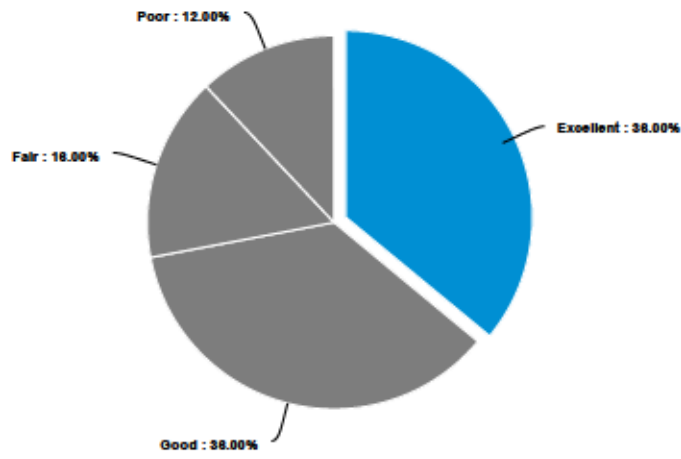
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	24%	<div style="width: 24%;"></div>				
Good	13	52%	<div style="width: 52%;"></div>				
Fair	2	8%	<div style="width: 8%;"></div>				
Poor	1	4%	<div style="width: 4%;"></div>				
Unknown	3	12%	<div style="width: 12%;"></div>				
Total	25	100 %					

Availability of courses.



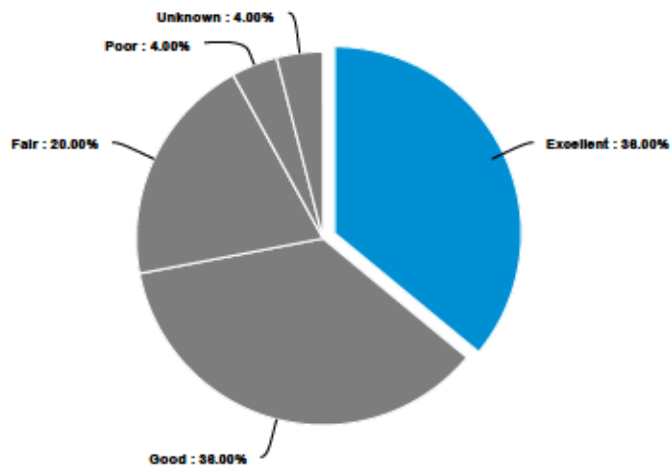
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	12	48%	<div style="width: 48%;"></div>				
Good	11	44%	<div style="width: 44%;"></div>				
Fair	2	8%	<div style="width: 8%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	25	100 %					

Quality of criminal justice classroom facilities.



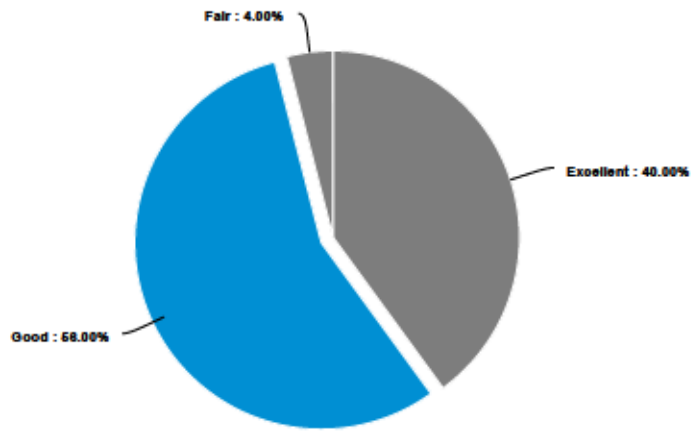
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	36%					
Good	9	36%					
Fair	4	16%					
Poor	3	12%					
Unknown	0	0%					
Total	25	100 %					

Quality and availability of computer facilities on campus.



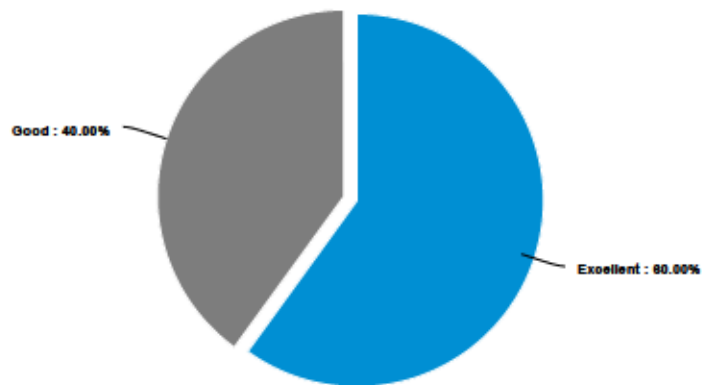
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	36%					
Good	9	36%					
Fair	5	20%					
Poor	1	4%					
Unknown	1	4%					
Total	25	100 %					

Quality of students in the criminal justice program.



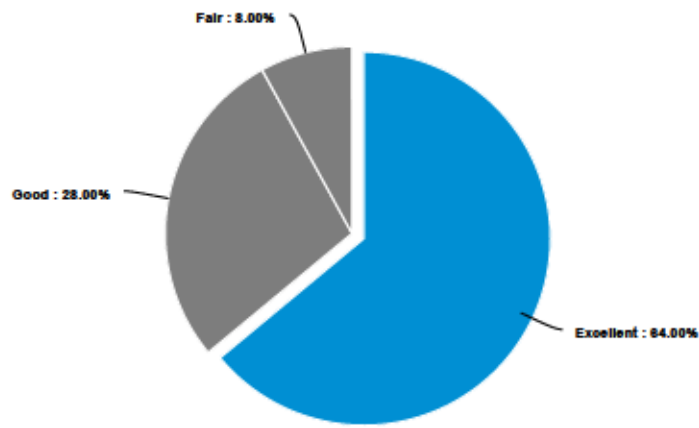
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	10	40%	<div style="width: 40%;"></div>				
Good	14	56%	<div style="width: 56%;"></div>				
Fair	1	4%	<div style="width: 4%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	25	100 %					

Ability to register for courses.



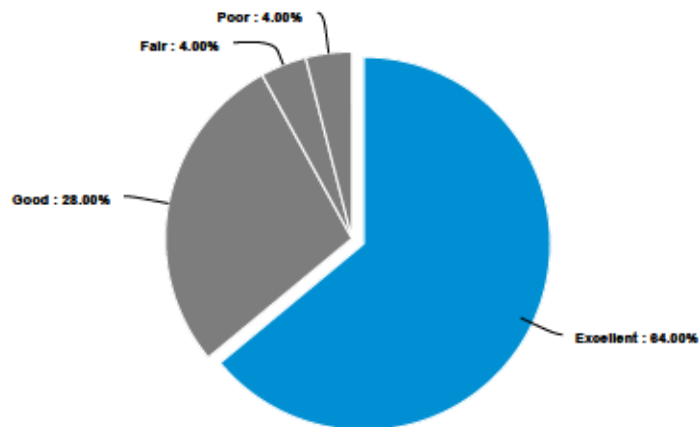
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	60%	<div style="width: 60%;"></div>				
Good	10	40%	<div style="width: 40%;"></div>				
Fair	0	0%	<div style="width: 0%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	25	100 %					

Access to grades online at Ferris.



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	16	64%					
Good	7	28%					
Fair	2	8%					
Poor	0	0%					
Unknown	0	0%					
Total	25	100 %					

Overall quality of criminal justice graduate program.

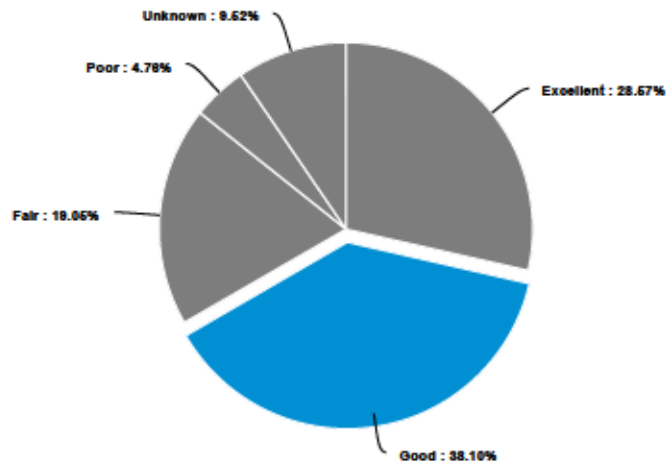


Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	16	64%					
Good	7	28%					
Fair	1	4%					
Poor	1	4%					
Unknown	0	0%					
Total	25	100 %					

Off Campus students only, please answer the following questions:

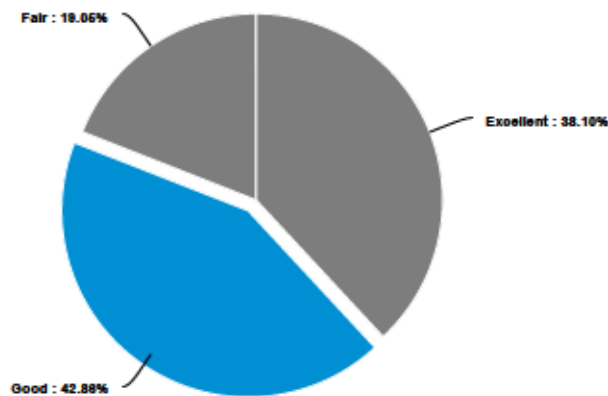
Question	Count	Score	Excellent	Good	Fair	Poor	Unknown
Availability of books through Ferris Bookstores	21	2.29					
Availability of courses.	21	1.81					
Flexibility of course scheduling.	21	2.1					
Quality and availability of computer facilities.	21	3.1					
Availability of library databases at Ferris.	21	2.05					
Quality of library databases at Ferris.	21	2.24					
Access to Ferris State University's library databases from off campus.	21	2.38					
Ability to register for classes.	21	1.67					
Access to grades online at Ferris.	21	1.57					
Quality of students in the criminal justice program.	21	2.33					
Overall quality of the graduate program.	21	1.9					
Average		2.13					

Availability of books through Ferris Bookstores



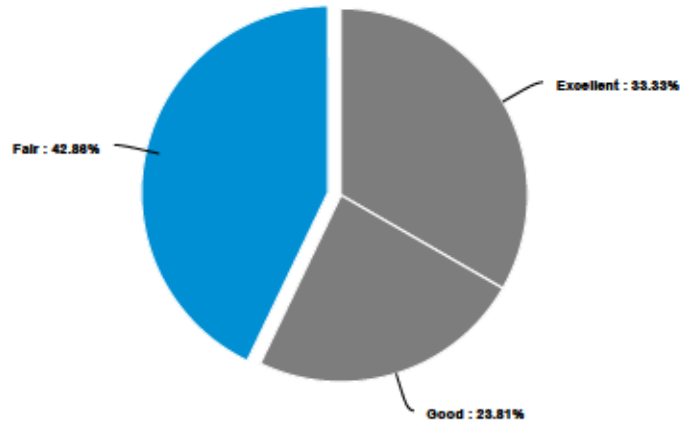
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	28.57%					
Good	8	38.1%					
Fair	4	19.05%					
Poor	1	4.76%					
Unknown	2	9.52%					
Total	21	100 %					

Availability of courses.



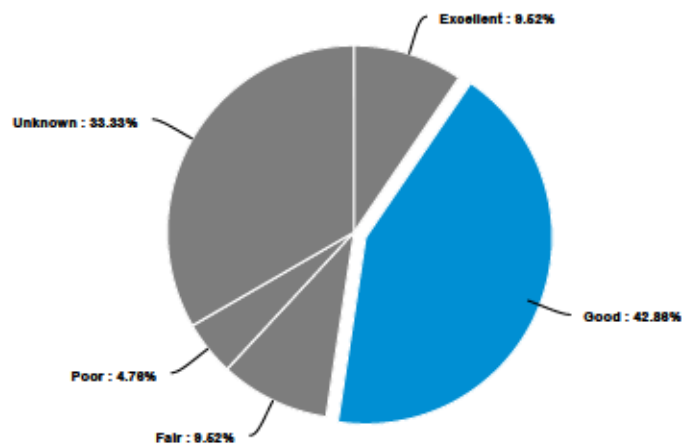
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	8	38.1%	<div style="width: 38.1%;"></div>				
Good	9	42.86%	<div style="width: 42.86%;"></div>				
Fair	4	19.05%	<div style="width: 19.05%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	21	100 %					

Flexibility of course scheduling.



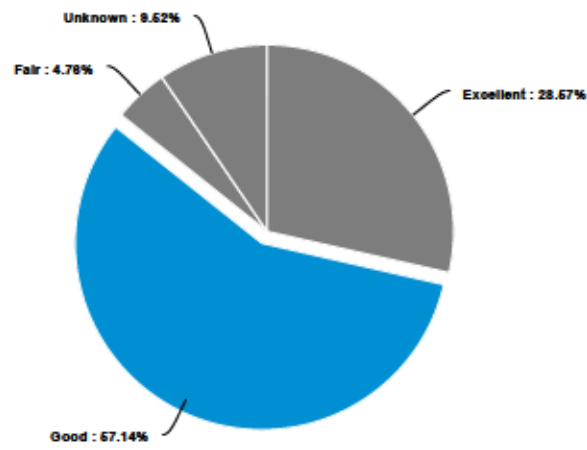
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	33.33%	<div style="width: 33.33%;"></div>				
Good	5	23.81%	<div style="width: 23.81%;"></div>				
Fair	9	42.86%	<div style="width: 42.86%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	0	0%	<div style="width: 0%;"></div>				
Total	21	100 %					

Quality and availability of computer facilities.



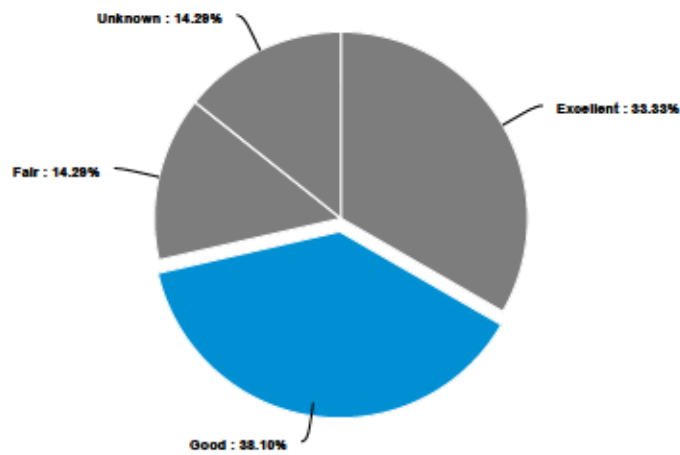
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	2	9.52%	<div style="width: 9.52%;"></div>				
Good	9	42.86%	<div style="width: 42.86%;"></div>				
Fair	2	9.52%	<div style="width: 9.52%;"></div>				
Poor	1	4.76%	<div style="width: 4.76%;"></div>				
Unknown	7	33.33%	<div style="width: 33.33%;"></div>				
Total	21	100 %					

Availability of library databases at Ferris.



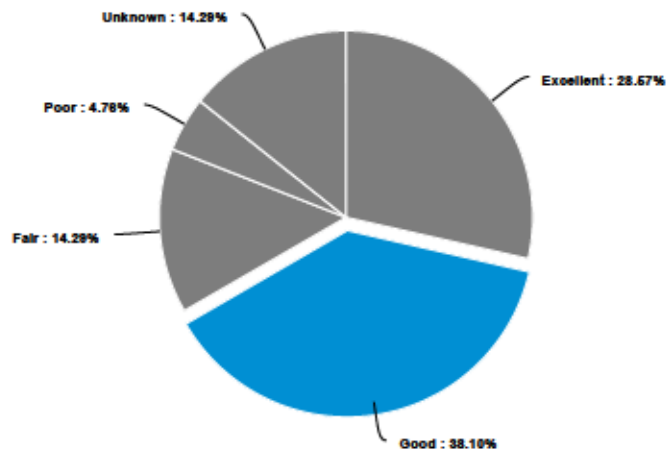
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	28.57%					
Good	12	57.14%					
Fair	1	4.76%					
Poor	0	0%					
Unknown	2	9.52%					
Total	21	100 %					

Quality of library databases at Ferris.



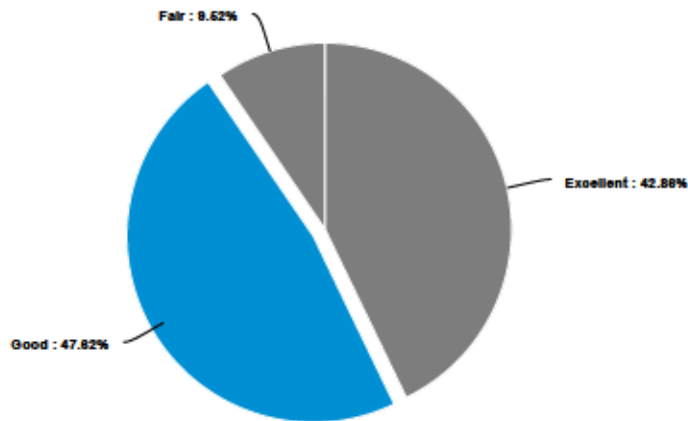
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	33.33%					
Good	8	38.1%					
Fair	3	14.29%					
Poor	0	0%					
Unknown	3	14.29%					
Total	21	100 %					

Access to Ferris State University's library databases from off campus.



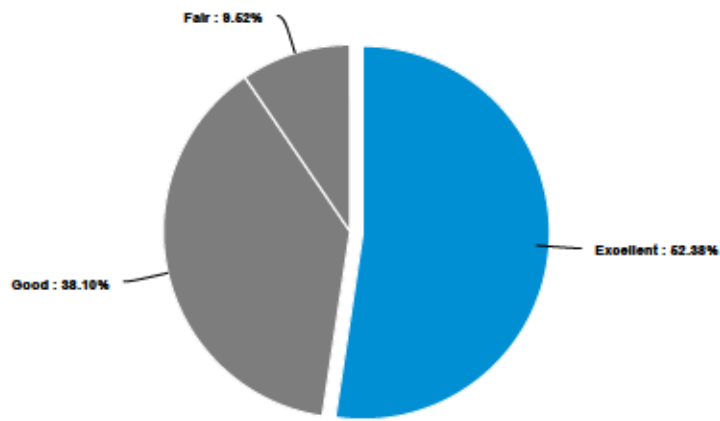
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	28.57%					
Good	8	38.1%					
Fair	3	14.29%					
Poor	1	4.76%					
Unknown	3	14.29%					
Total	21	100 %					

Ability to register for classes.



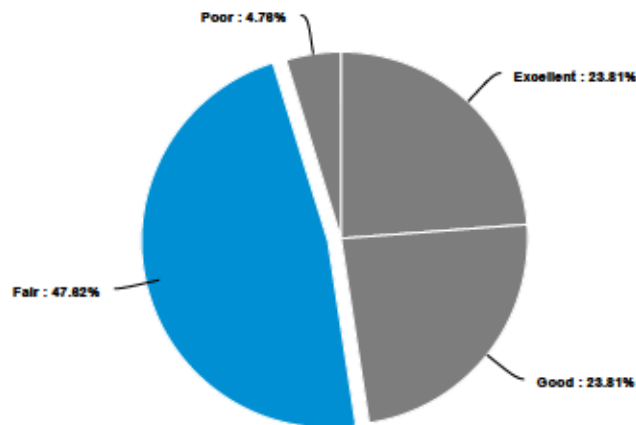
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	42.86%					
Good	10	47.62%					
Fair	2	9.52%					
Poor	0	0%					
Unknown	0	0%					
Total	21	100 %					

Access to grades online at Ferris.



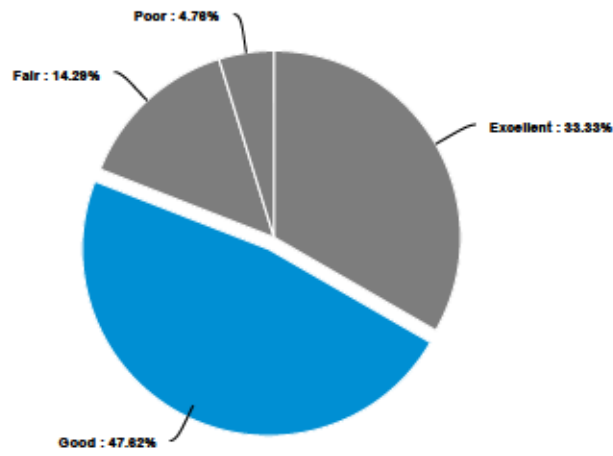
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	11	52.38%					
Good	8	38.1%					
Fair	2	9.52%					
Poor	0	0%					
Unknown	0	0%					
Total	21	100 %					

Quality of students in the criminal justice program.



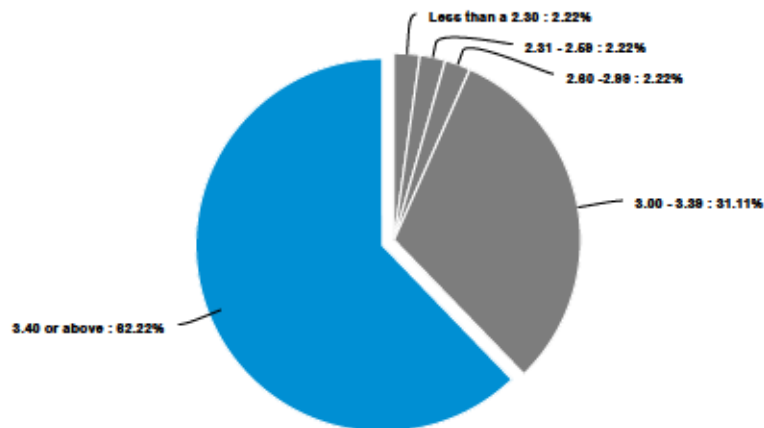
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	5	23.81%					
Good	5	23.81%					
Fair	10	47.62%					
Poor	1	4.76%					
Unknown	0	0%					
Total	21	100 %					

Overall quality of the graduate program.



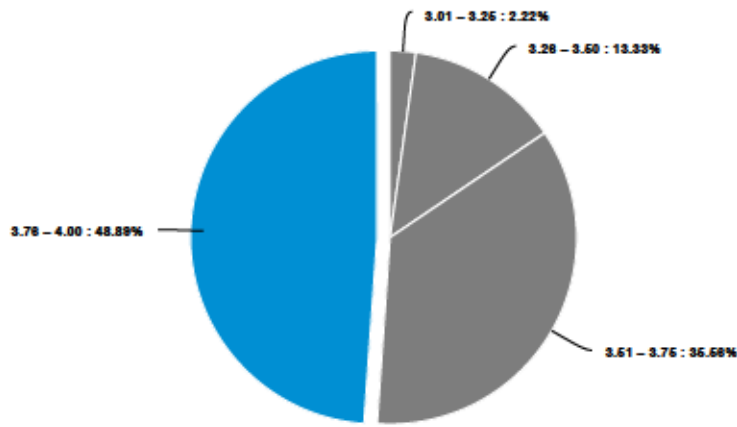
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	33.33%					
Good	10	47.62%					
Fair	3	14.29%					
Poor	1	4.76%					
Unknown	0	0%					
Total	21	100 %					

What was your undergraduate grade point average?



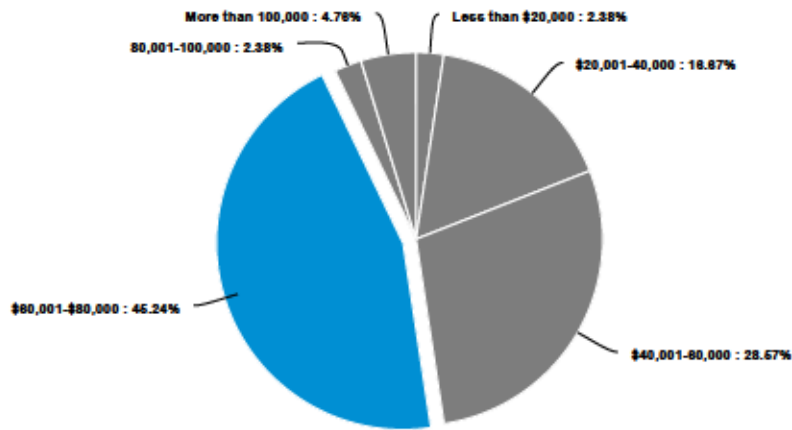
Answer	Count	Percent	20%	40%	60%	80%	100%
Less than a 2.30	1	2.22%					
2.31 - 2.59	1	2.22%					
2.60 - 2.99	1	2.22%					
3.00 - 3.39	14	31.11%					
3.40 or above	28	62.22%					
Total	45	100 %					

What was your final grade point average on the graduate level?



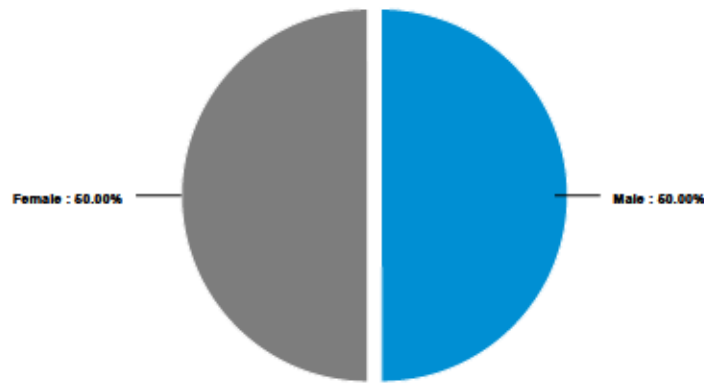
Answer	Count	Percent	20%	40%	60%	80%	100%
3.01 - 3.25	1	2.22%	<div style="width: 2.22%;"></div>				
3.26 - 3.50	6	13.33%	<div style="width: 13.33%;"></div>				
3.51 - 3.75	16	35.56%	<div style="width: 35.56%;"></div>				
3.75 - 4.00	22	48.89%	<div style="width: 48.89%;"></div>				
Total	45	100 %					

What is your current salary range?



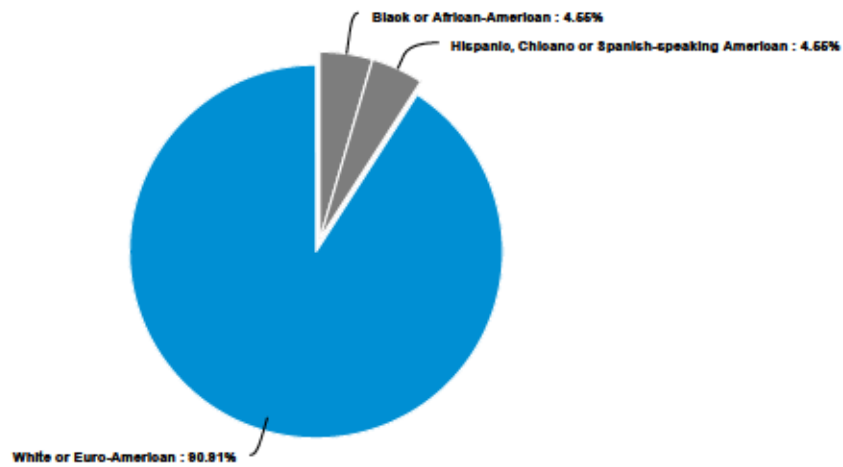
Answer	Count	Percent	20%	40%	60%	80%	100%
Less than \$20,000	1	2.38%	<div style="width: 2.38%;"></div>				
\$20,001-40,000	7	16.67%	<div style="width: 16.67%;"></div>				
\$40,001-60,000	12	28.57%	<div style="width: 28.57%;"></div>				
\$60,001-\$80,000	19	45.24%	<div style="width: 45.24%;"></div>				
80,001-100,000	1	2.38%	<div style="width: 2.38%;"></div>				
More than 100,000	2	4.76%	<div style="width: 4.76%;"></div>				
Total	42	100 %					

What is your sex?



Answer	Count	Percent	20%	40%	60%	80%	100%
Male	22	50%					
Female	22	50%					
Total	44	100 %					

Your ethnicity is:



Answer	Count	Percent	20%	40%	60%	80%	100%
Asian, Pacific Islander or Filipino	0	0%					
Black or African-American	2	4.55%					
Hispanic, Chicano or Spanish-speaking American	2	4.55%					
White or Euro-American	40	90.91%					
Native American	0	0%					
Other	0	0%					
Total	44	100 %					

Your ethnicity is: - Text Data for Other

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

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

05/23/2017	73536630	Instructors, classmates, and night classes.
05/15/2017	73067296	Completion of the Master's program in one year. Access to faculty and other resources like FLUTE online databases and other media. Courses were well defined and so were goals and grading criteria.
04/27/2017	71761964	Class sizes- I was more than just a number. Professors really were able to get to know the students.
04/27/2017	71761678	The availability of the professors to ask questions. The opportunity to grow as a person.
04/27/2017	71761427	
04/27/2017	71760744	I liked the classes, the professors, and the atmosphere. Many of the students were already working in the field and allowed me to network. I enjoyed having smaller classes where we could get to know each other more. I liked that all my classes were in Grand Rapids at night. I could still work full time.
04/27/2017	71760305	Diversity of students, helps getting different opinions on current or older topics, not just law enforcement perspective. Excellent instructors, very caring and always helpful.

04/27/2017	71760036	Later class times and types of classes offered.
04/27/2017	71759863	
04/27/2017	71759433	Most of the instructors were highly knowledgeable in the field and extremely helpful.
04/27/2017	71759011	Diverse experiences in instructors, the professors come from different occupations. Brought different flavors to the table.
04/27/2017	71758570	I enjoyed Dr. Lewis' class, how he was able to make you part of the class.
04/27/2017	71758330	
04/27/2017	71758067	The teachers were helpful and understanding.
04/27/2017	71757797	Knowledge of instructor's experience related well. Awesome faculty, were very engaging.
04/27/2017	71757488	The professors! I learned so much from each and really enjoyed every class.
04/27/2017	71757190	
04/27/2017	71756525	Length of time. Just finished up undergrad so one more year was good.
04/27/2017	71756234	The instructors were very personal and willing to help in any way. They took time for their students to help them advance their learning and personal lives.
04/27/2017	71755911	I was challenged and learned a lot. Subject matter, particularly in the CJ courses, forced me to think critically, something that sometimes lacks in my day-to-day work.
04/27/2017	71755441	Leadership Course-very valuable for real world application.
04/27/2017	71754992	It is a quality program and FSU made it convenient for me to attend.
04/27/2017	71754769	
04/27/2017	71754496	It worked well for full time working professionals.
04/27/2017	71754150	Presentations and expectations of the courses.
04/26/2017	71726156	The small class sizes
04/10/2017	70431687	Dr. Hogan and Dr. Stone's classes were both very challenging and very informative. These were definitely the courses that I got the most out of.
04/07/2017	70302023	The sociology in regards to the study of Criminal Justice. Being from a corrections background, studying and understanding some of the social causes that influence offenders to commit crimes is very interesting. The theories from nature of crime and the books "Incarcerated Communities" and "Last Chance in Texas" were all very thought provoking and have peaked my interest in a PhD. in Sociology.
04/01/2017	69985774	Being done with it!
04/01/2017	69977127	The professors, encouraged me and challenge me, so I felt like I could finish the program.
04/01/2017	69972887	The Professors
04/01/2017	69967649	Flexibility of classes.
03/31/2017	69932961	The ability to attend classes with students who were already working in the field.
03/31/2017	69922256	
03/30/2017	69872667	Some instructors were difficult but incredibly intelligent.
03/30/2017	69871923	The professors
03/30/2017	69870593	The high expectations from professors. This was not an easy task. The professors pushed us to improve academically which in turn helped improve on the job.
03/30/2017	69868836	That is was a one year program. This saved me on thousands of dollars on rent, gas, food, etc. if it had been a longer program.
03/30/2017	69867599	
03/30/2017	69866620	Cannot remember the name of the program but it was back to statistics
03/30/2017	69866673	I really enjoyed working in a small class size and the one on one time that the instructors took to insure the success of the students. I liked that each class was focused on the bigger picture and was more then just tests and grades. I learned a lot from both the material and the personal experiences that each instructor brought into the classroom. I also really liked that there was a choice between comprehensive finals and a thesis.
03/30/2017	69865583	
03/30/2017	69864136	There was a lot of things that pertained to my job that helped me understand how we reached this part of the criminal justice system. As much as I hated studying, I actually learned more in the classes that were relevent to my job more than ones that were not like methods. I feel like this program made me a more rounded employee and provided the knowledge I need to move forward in my career.
03/30/2017	69864209	That is could be done in 1 year.
03/30/2017	69864156	

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

What did you like least about the master's program? Please explain.		
05/23/2017	73536630	I wish I would have got a master's in something else like MSW that is more needed in the workplace.
05/15/2017	73067296	From a road patrol/Law Enforcement perspective a lot of the courses and programs that were taught had little relevance. Hoping what I learned will better suit me for promotions and higher levels than road patrol.
04/27/2017	71761964	Research classes were an exact repeat of my undergrad research classes.
04/27/2017	71761678	The maturity of some of the students. Some were disruptive and rude.
04/27/2017	71761427	
04/27/2017	71760744	Some of the classes didn't relate directly to the criminal justice profession and it was hard to use some of the knowledge and apply it to the every day workings of my life.

04/27/2017	71760305	I enjoyed the program, no complaints.
04/27/2017	71760036	Wanted more classes which cover administration in police departments in depth.
04/27/2017	71759863	
04/27/2017	71759433	Leadership management course. Program had very little to do with management and more to do with memorizing facts. I felt the course set students up to fail and set unfair expectations.
04/27/2017	71759011	Sometimes had hard time getting necessary classes and the long distance locations of some of the classes needed.
04/27/2017	71758570	Dr. Stone. Unfair, unreliable and too liberal. She was out of line, I learned nothing and was treated unfairly by her. I know she is not with your program anymore, but she has ruined many in learning nothing.
04/27/2017	71758330	
04/27/2017	71758067	Some of the lessons were not the most relevant.
04/27/2017	71757797	Tuition
04/27/2017	71757488	Nothing. I attended college for 8 years and the year I earned my master's degree was my favorite.
04/27/2017	71757190	
04/27/2017	71756525	Some of the classes (Dr. Stone). Real life courses would have been way more helpful over a statistics course.
04/27/2017	71756234	
04/27/2017	71755911	
04/27/2017	71755441	N/A
04/27/2017	71754992	Dr. Stone...That says it all.
04/27/2017	71754769	
04/27/2017	71754496	People/other students without any world experience/previous job experience in classes.
04/27/2017	71754150	Topics class, needs to be more relevant
04/26/2017	71726156	The stress of memorizing the leadership book word for word
04/10/2017	70431687	The Leadership course was all memorization with very little else.
04/07/2017	70302023	Unfortunately the Method's of research class professor was what I liked least. It was difficult to understand her lectures and what her expectations were. I also didn't understand my grade and never received an explanation after asking for it.
04/01/2017	69985774	Some of the professors...I was there to learn not be stuck for hours hearing about their kids wrong doings, their vacations and various other inadequacy in their lives and then be expected to pass their comp exam...
04/01/2017	69977127	Some of the other students did not take the courses as seriously as they should and complained about how hard the classes were.
04/01/2017	69972887	Stats. Would be good undergrad class but don't think it need as much emphasis as received and seems to be irrelevant in this career field for the most part.
04/01/2017	69967649	The surprise class at the end of the final semester. Had to take a class in Grand Rapids. Also asked for a special project and was given one that would not have been able to be completed in the time frame given. Found out after another student was given an opportunity for the same with a much lower expectation and workload.
03/31/2017	69932961	Research Methods
03/31/2017	69922256	
03/30/2017	69872667	Some classes didn't have many real world applications.
03/30/2017	69871923	No resume writing or one to one focus in that area
03/30/2017	69870593	After working a 10 hour day and having to drive to Grand Rapids or Big Rapids or Howell to sit through lectures/class discussions. But it was worth it.
03/30/2017	69868836	That the classes for only offered 6-9pm.
03/30/2017	69867599	
03/30/2017	69866620	Instructor.
03/30/2017	69866673	n/a
03/30/2017	69865583	
03/30/2017	69864136	Methods, I understand the purpose of this class but it is really had to relate to it. I feel that this class was more about memorizing terms than teaching you how to do research. I felt like the book and the instructor were not on the same page all the time. He was nice but it felt like he was learning the material with us. The instructors were very professional and worked with my work schedule, they were kind and knowledgeable. I really felt like they were all very supportive.
03/30/2017	69864209	A couple of the classes were not worth the money and time spent in them. Law Literature and Film and Budgeting. I personally did not learn anything in these classes and felt that they could have had a better course outline that fit the class description. Sadly I felt like the money I spent on the courses could have been put to better use.
03/30/2017	69864156	

Do you have any suggestions to improve the program?

Do you have any suggestions to improve the program?		
05/23/2017	73536630	Directions towards jobs requiring a master's in criminal justice. Goals of employment after graduation.
05/15/2017	73067296	None.
04/27/2017	71761964	Make courses more relevant to be able to actually apply to field.
04/27/2017	71761678	The program was wonderful! Keep it up! Maybe get rid of the comps? If students did well in the class, they already prove their competency.

04/27/2017	71761427	
04/27/2017	71760744	At the beginning of the program i was unimpressed with the quality of some of the students. I almost felt embarrassed to say that I went to the same school as some of the students. However, over time this did improve a little.
04/27/2017	71760305	Doing great, keep up the good work!
04/27/2017	71760036	None, I believe it is a good program which can translate into many criminal justice related professions.
04/27/2017	71759863	
04/27/2017	71759433	Improve leadership management course. I think the program would benefit by actually learning how to improve management rather than memorizing facts taht some people are going to discard as soon as the course is complete.
04/27/2017	71759011	
04/27/2017	71758570	Dr. Hogan, half the books you made us buy, we barely used.
04/27/2017	71758330	
04/27/2017	71758067	None :)
04/27/2017	71757797	Hire me in a few years :)
04/27/2017	71757488	Better classrooms?
04/27/2017	71757190	
04/27/2017	71756525	Help students find work in their fields.
04/27/2017	71756234	
04/27/2017	71755911	Closer student screening of applicants. Sometimes I had interactions with other students that made me wonder how they got into this program (most of whom dropped out on their own anyway).
04/27/2017	71755441	Have more speakers who graduated from the masters program come back and talk to the students.
04/27/2017	71754992	Perhaps incorporate some grant writing instruction?
04/27/2017	71754769	
04/27/2017	71754496	Require prior work experience or internship prior to starting courses.
04/27/2017	71754150	
04/26/2017	71726156	Improvements to dr. Vanderkooi's exam styles
04/10/2017	70431687	
04/07/2017	70302023	I would like to have had the option of a Seminar in Administration class. Many of my cohorts and I were experienced with Police and Corrections work. My new position deals a lot with the administrative processes, budgets, Ad board, appropriations committees, and boiler plate reports among other things. It would have been very helpful to spend more time on those type of topics, versus the history of corrections. History is important, but that seems more of an undergrad course of study.
04/01/2017	69985774	Take a good look at some of your remaining profs and higher ups...a few need to go!
04/01/2017	69977127	
04/01/2017	69972887	None. Loved it.
04/01/2017	69967649	Listen to student complaints on the course evaluations.
03/31/2017	69932961	Incorporate a Master's in Public Administration
03/31/2017	69922256	
03/30/2017	69872667	More business type training. Classes should include how to draft memos, prepare professional correspondence etc.
03/30/2017	69871923	Add resume critique and adjustments. Help in that area would have been beneficial.
03/30/2017	69870593	Not off the top of my head. This program was worth every penny.
03/30/2017	69868836	No.
03/30/2017	69867599	
03/30/2017	69866620	More activities as a whole program to know what was in your program. That way you can get the job opportunities and connections.
03/30/2017	69866673	
03/30/2017	69865583	More stringent Grad School acceptance--conduct interviews or more thoroughly access the possible students applying for Grad School. There were approximately 30% of the students in each one of the classes I attended that I would not hire in my profession due to lack of attendance, lack of professionalism, lack of motivation, lack of a caring attitude, or poor undergraduate education or lifestyle which had them under-prepared for Grad School criteria.
03/30/2017	69864136	As much as I didn't like the amount of work Dr. Hogan made us complete I felt like that was the class I learned the most from. I would encourage the faculty to focus on the material instead of giving busy work to avoid class leaving early and getting in trouble for it.
03/30/2017	69864209	Overall the program is great, just a couple of the course outlines could be re-designed to teach the students something.
03/30/2017	69864156	

APPENDIX M

MSCJA Current Student Survey Results

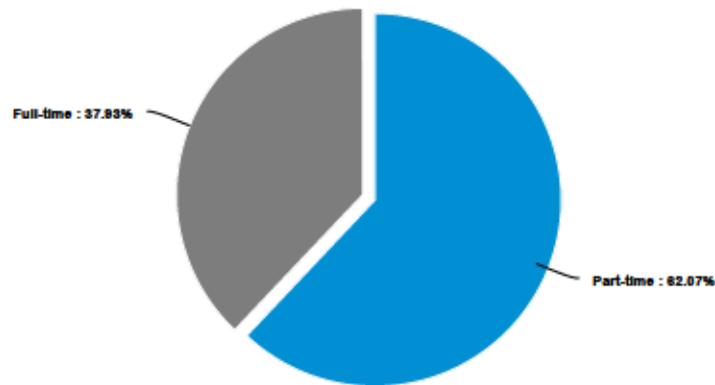
Crim Just Admin Current Stud Nancy Hogan - Dashboard

VIEWED 33	STARTED 30	COMPLETED 26	COMPLETION RATE 86.67%	DROP OUTS 4	TIME TO COMPLETE 6 mins
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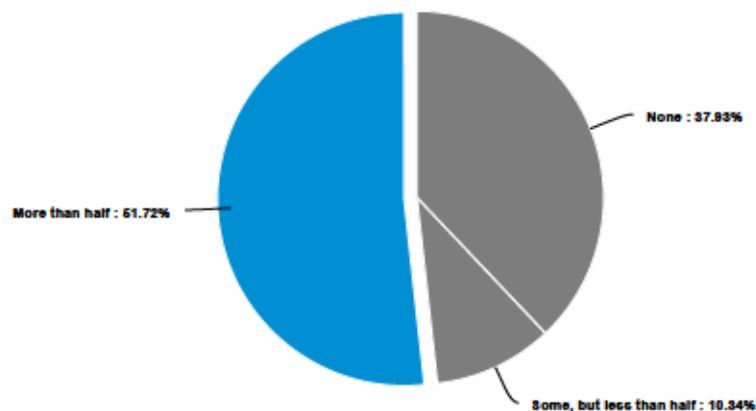
Countries	Responses
US	100.00%
Total	100.00%

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



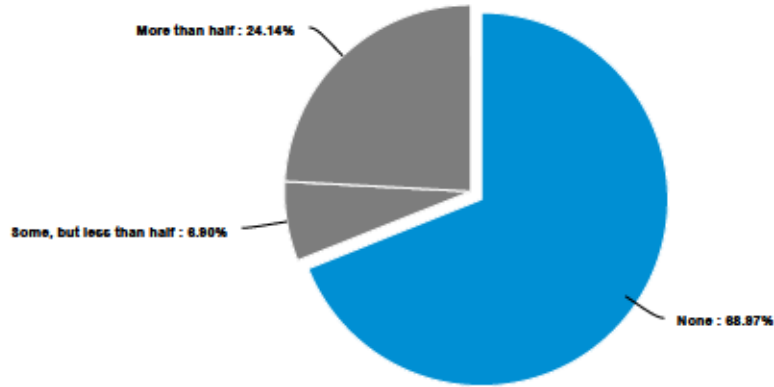
Answer	Count	Percent
Part-time	18	62.07%
Full-time	11	37.93%
Total	29	100 %

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



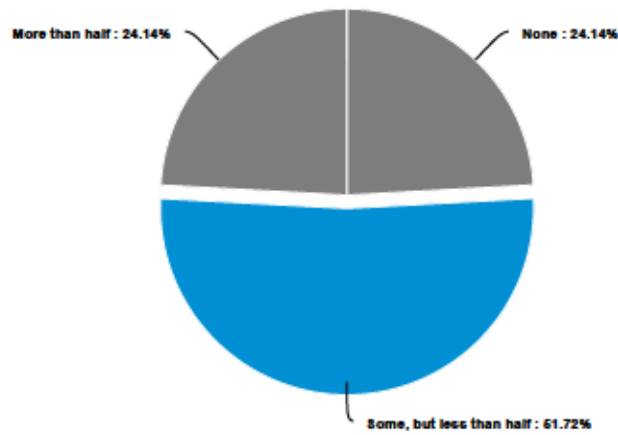
Answer	Count	Percent	20%	40%	60%	80%	100%
None	11	37.93%					
Some, but less than half	3	10.34%					
More than half	15	51.72%					
Total	29	100 %					

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



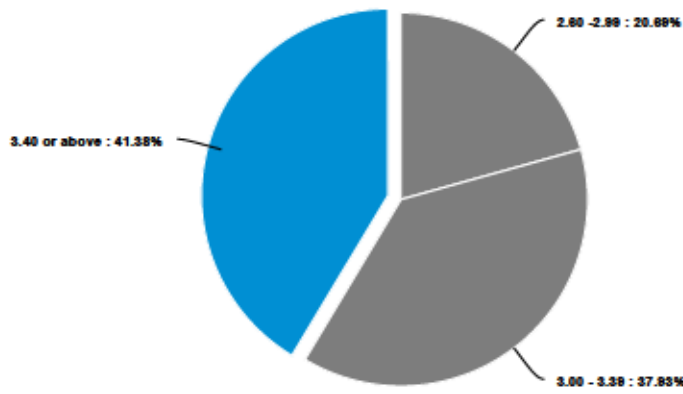
Answer	Count	Percent	20%	40%	60%	80%	100%
None	20	68.97%					
Some, but less than half	2	6.9%					
More than half	7	24.14%					
Total	29	100 %					

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



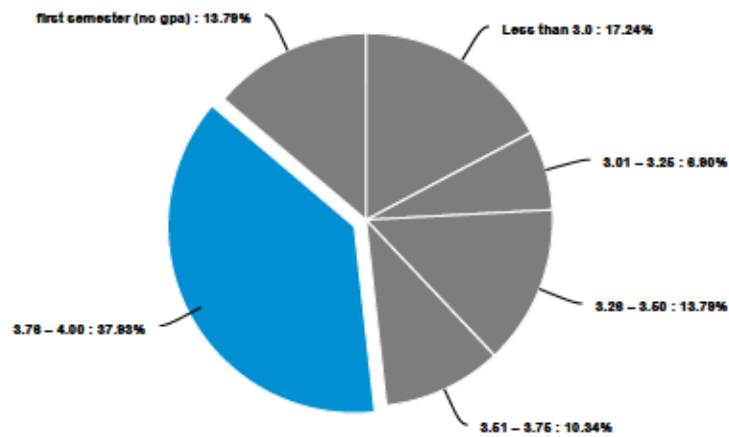
Answer	Count	Percent	20%	40%	60%	80%	100%
None	7	24.14%					
Some, but less than half	15	51.72%					
More than half	7	24.14%					
Total	29	100 %					

What was your undergraduate grade point average?



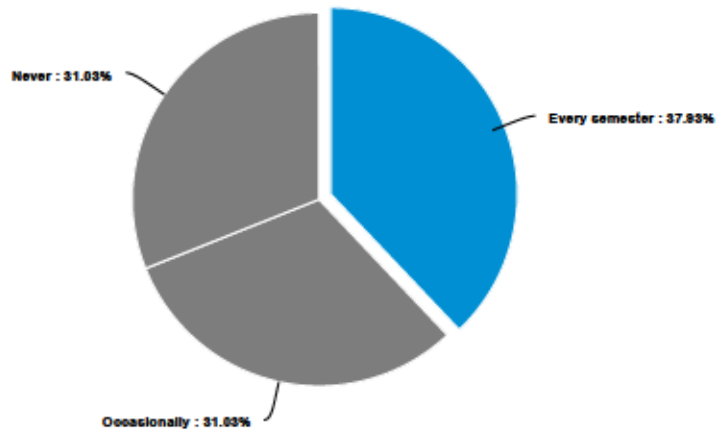
Answer	Count	Percent	20%	40%	60%	80%	100%
Less than a 2.30	0	0%					
2.31 - 2.59	0	0%					
2.60 - 2.99	6	20.69%	█				
3.00 - 3.39	11	37.93%	█	█			
3.40 or above	12	41.38%	█	█	█		
Total	29	100 %					

What is your current graduate level grade point average



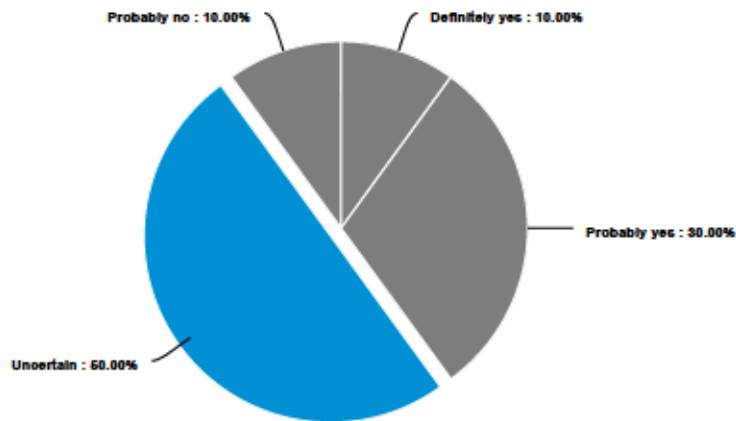
Answer	Count	Percent	20%	40%	60%	80%	100%
Less than 3.0	5	17.24%	█				
3.01 - 3.25	2	6.9%	█				
3.26 - 3.50	4	13.79%	█				
3.51 - 3.75	3	10.34%	█				
3.76 - 4.00	11	37.93%	█	█			
first semester (no gpa)	4	13.79%	█				
Total	29	100 %					

How often do you talk with your advisor (Dr. Hogan, faculty, or staff) for advising?



Answer	Count	Percent	20%	40%	60%	80%	100%
Every semester	11	37.93%	<div style="width: 37.93%;"></div>				
Most semesters	0	0%	<div style="width: 0%;"></div>				
Occasionally	9	31.03%	<div style="width: 31.03%;"></div>				
Never	9	31.03%	<div style="width: 31.03%;"></div>				
Total	29	100 %					

How often do you conduct surveys?



Answer	Count	Percent	20%	40%	60%	80%	100%
Definitely yes	1	10%	<div style="width: 10%;"></div>				
Probably yes	3	30%	<div style="width: 30%;"></div>				
Uncertain	5	50%	<div style="width: 50%;"></div>				
Probably no	1	10%	<div style="width: 10%;"></div>				
Definitely no	0	0%	<div style="width: 0%;"></div>				
Total	10	100 %					

If you answered uncertain, probably no, or definitely no, please explain

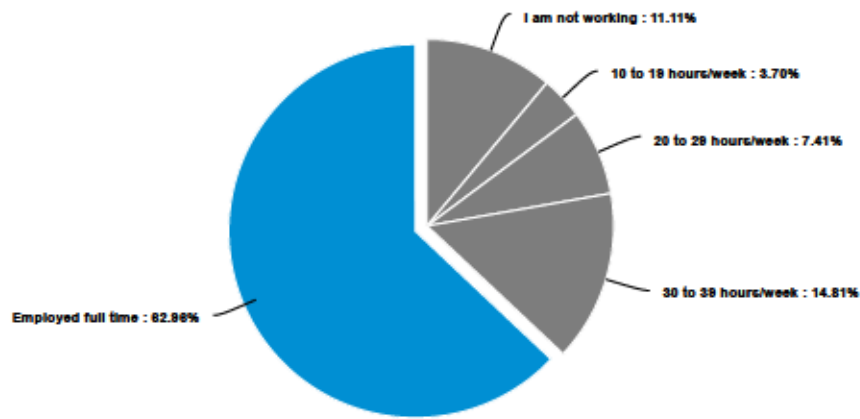
If you answered uncertain, probably no, or definitely no, please explain

05/15/2017	73066874	
05/15/2017	73066700	
05/15/2017	73066587	
05/15/2017	73066490	
05/15/2017	73066396	
05/15/2017	73066184	
05/15/2017	73065952	
05/15/2017	73065645	

05/08/2017	72693122
05/06/2017	72606249
05/05/2017	72598955
05/05/2017	72565854
05/04/2017	72546926
05/01/2017	71896479
05/01/2017	71896364
05/01/2017	71896194
04/27/2017	71763959
04/27/2017	71763835
04/27/2017	71763703
04/27/2017	71763496
04/27/2017	71763346
04/27/2017	71762890
04/27/2017	71762665
04/27/2017	71762442
03/30/2017	69864285
03/30/2017	69864451

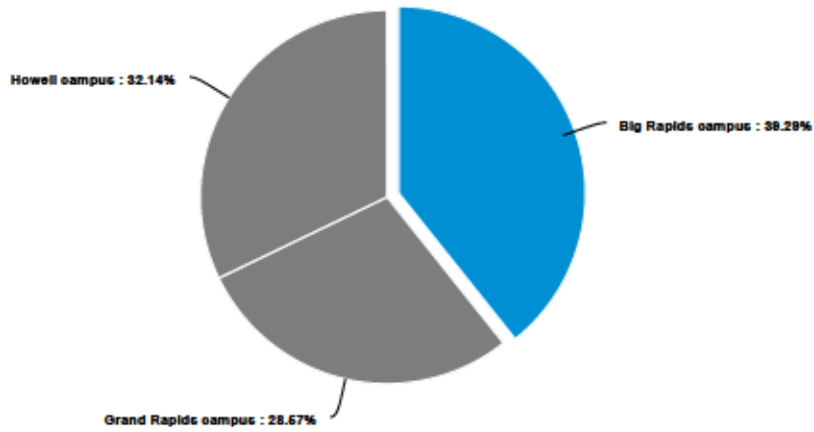
I conducted surveys for certain classes but not for professional use.

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



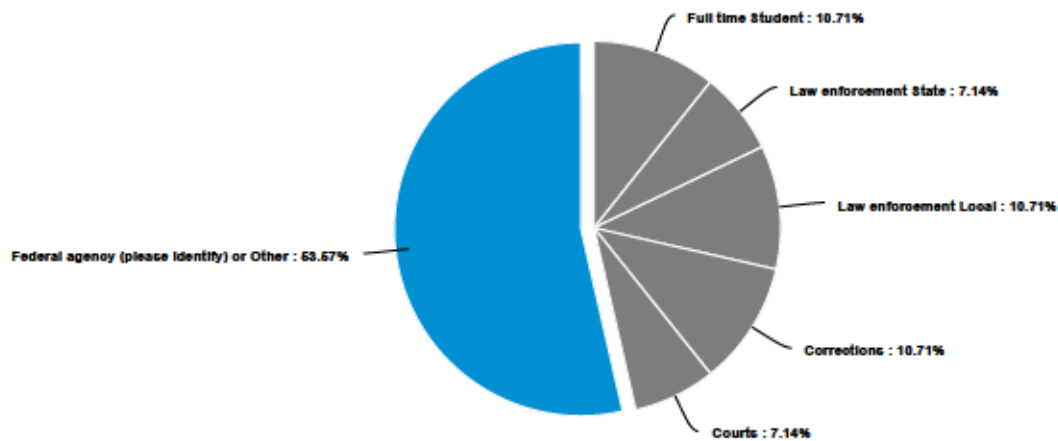
Answer	Count	Percent	20%	40%	60%	80%	100%
I am not working	3	11.11%	<div style="width: 11.11%;"></div>				
1 to 9 hours/week	0	0%	<div style="width: 0%;"></div>				
10 to 19 hours/week	1	3.7%	<div style="width: 3.7%;"></div>				
20 to 29 hours/week	2	7.41%	<div style="width: 7.41%;"></div>				
30 to 39 hours/week	4	14.81%	<div style="width: 14.81%;"></div>				
Employed full time	17	62.96%	<div style="width: 62.96%;"></div>				
Total	27	100 %					

Where do you attend class most often?



Answer	Count	Percent	20%	40%	60%	80%	100%
Big Rapids campus	11	39.29%	<div style="width: 39.29%;"></div>				
Grand Rapids campus	8	28.57%	<div style="width: 28.57%;"></div>				
Howell campus	9	32.14%	<div style="width: 32.14%;"></div>				
Total	28	100 %					

What is your current occupation?



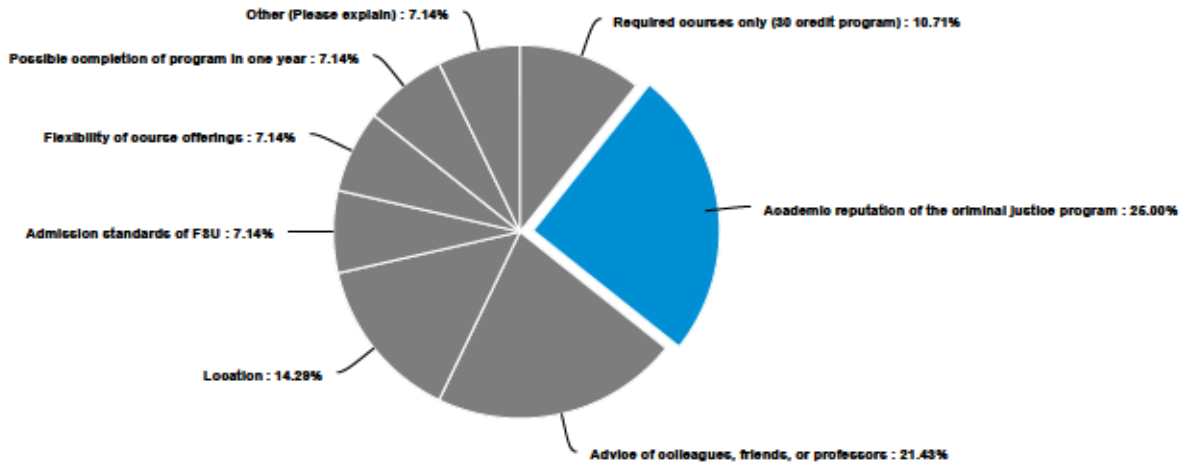
Answer	Count	Percent	20%	40%	60%	80%	100%
Full time Student	3	10.71%	<div style="width: 10.71%;"></div>				
Law enforcement State	2	7.14%	<div style="width: 7.14%;"></div>				
Law enforcement Local	3	10.71%	<div style="width: 10.71%;"></div>				
Corrections	3	10.71%	<div style="width: 10.71%;"></div>				
Probation/parole	0	0%	<div style="width: 0%;"></div>				
Courts	2	7.14%	<div style="width: 7.14%;"></div>				
Federal agency (please identify) or Other	15	53.57%	<div style="width: 53.57%;"></div>				
Total	28	100 %					

What is your current occupation? - Text Data for Federal agency (please identify) or Other

05/15/2017	73066700	Counseling
05/15/2017	73066587	Student Services at Ferris
05/15/2017	73066490	Student Services at Ferris
05/15/2017	73066396	Student Services at Ferris
05/15/2017	73065952	Chef/Owner
05/15/2017	73065645	Working on recovering from injury

05/06/2017	72606249	Tribal
05/05/2017	72571484	Youth Development Leader
05/01/2017	71896479	Sales
04/27/2017	71763959	Non-Profit
04/27/2017	71763703	Stay at Home Mom
04/27/2017	71763496	Cashier
04/27/2017	71763346	Private Agency; Juvenile Detention Administration
04/27/2017	71762665	State of Michigan-DHHS

What was the most important reason for choosing FSU as a graduate student as opposed to another university?

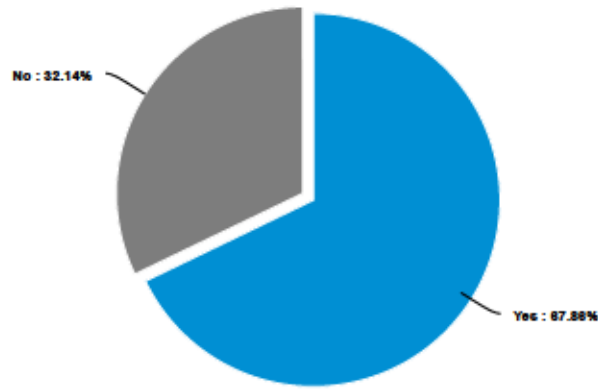


Answer	Count	Percent	20%	40%	60%	80%	100%
Required courses only (30 credit program)	3	10.71%	[Progress bar]				
Academic reputation of the criminal justice program	7	25%	[Progress bar]				
Advice of colleagues, friends, or professors	6	21.43%	[Progress bar]				
Cost	0	0%	[Progress bar]				
Location	4	14.29%	[Progress bar]				
Admission standards of FSU	2	7.14%	[Progress bar]				
Flexibility of course offerings	2	7.14%	[Progress bar]				
Possible completion of program in one year	2	7.14%	[Progress bar]				
Other (Please explain)	2	7.14%	[Progress bar]				
Total	28	100 %					

What was the most important reason for choosing FSU as a graduate student as opposed to another university? - Text Data for Other (Please explain)

05/15/2017	73065952	My entire family are graduates of Ferris
05/01/2017	71896364	Did undergraduate here already

Did you attend FSU for undergraduate studies?



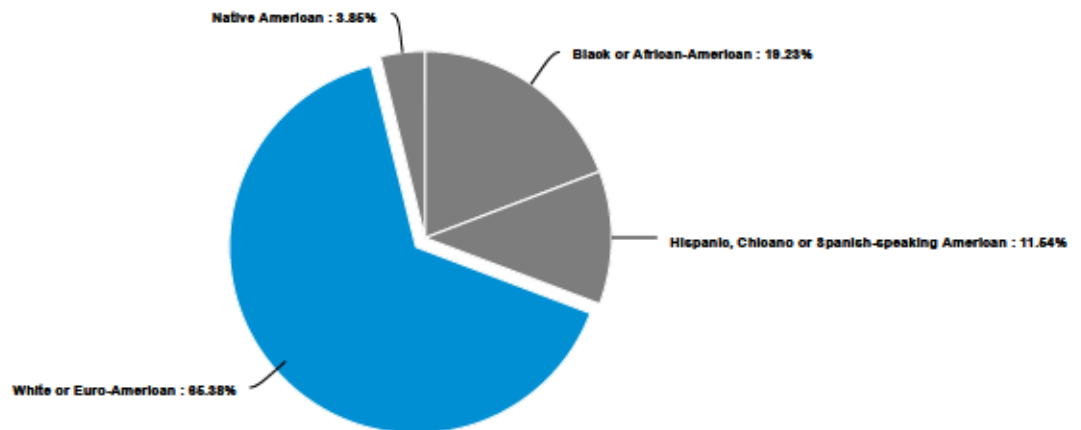
Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	19	67.86%					
No	9	32.14%					
Total	28	100 %					

Where did you attend college on the undergraduate level?

Where did you attend college on the undergraduate level?

05/15/2017	73066587	Davenport
05/05/2017	72598955	Eastern Michigan University
05/04/2017	72547503	Northern Michigan University
05/01/2017	71896479	Olivet College
05/01/2017	71896194	Central Michigan University
04/27/2017	71763703	Saginaw Valley State University
04/27/2017	71763346	Central Michigan University

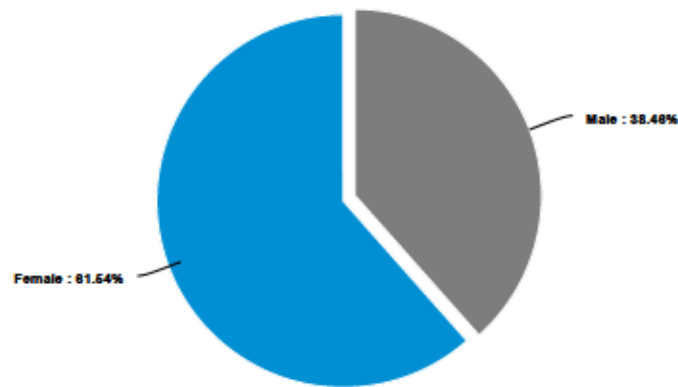
What is your ethnicity?



Answer	Count	Percent	20%	40%	60%	80%	100%
Asian, Pacific Islander or Filipino	0	0%					
Black or African-American	5	19.23%					
Hispanic, Chicano or Spanish-speaking American	3	11.54%					
White or Euro-American	17	65.38%					
Native American	1	3.85%					
Other	0	0%					
Total	26	100 %					

What is your ethnicity? - Text Data for Other

What is your sex?



Answer	Count	Percent	20%	40%	60%	80%	100%
Male	10	38.46%					
Female	16	61.54%					
Total	26	100 %					

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

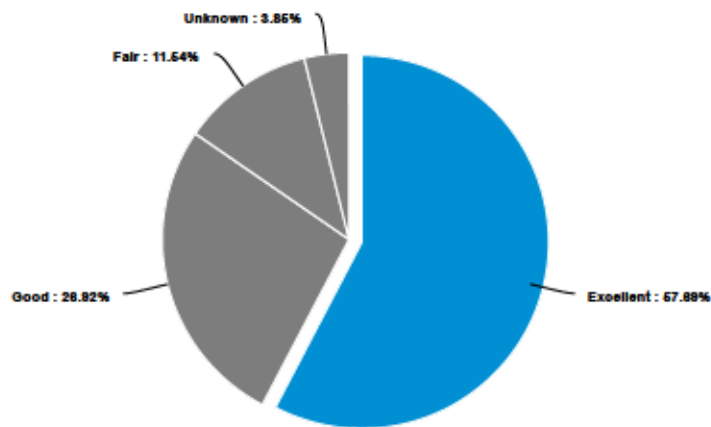
Management courses are: Leadership, Personnel, & Budgeting.

Methods Courses are: Research Methods/Evaluation or Quantitative/Qualitative

Question	Count	Score	Excellent	Good	Fair	Poor	Unknown
Overall quality of Criminal Justice courses.	26	1.65					
Rigorous expectations in criminal justice courses.	26	1.85					
Relevance of criminal justice courses to CJ field.	26	1.58					
Fairness of grading in criminal justice courses.	26	1.81					
Quality of instruction in criminal justice courses.	26	1.58					
Quality of textbooks used in criminal justice courses.	26	2.15					
Overall quality of Management courses.	26	1.81					
Rigorous expectations in management courses.	26	1.92					
Relevance of management courses to CJ field.	26	1.81					
Fairness of grading in management courses.	26	1.81					
Quality of instruction in management courses.	26	1.69					
Quality of textbooks used in management courses.	26	2.27					
Overall quality of Methods courses.	25	1.76					
Rigorous expectations in methods courses.	25	1.92					
Relevance of methods courses to criminal Justice field.	25	1.92					
Fairness of grading in methods courses.	25	1.68					
Quality of instruction in methods courses.	25	1.84					
Quality of textbooks used in methods courses.	25	1.88					
Overall quality courses in Master's program.	26	1.42					
Opportunities for interaction with criminal justice faculty.	26	1.46					
Professional competence of criminal justice faculty.	26	1.31					
Helpfulness of criminal justice office staff.	26	1.35					
Clarity of degree requirements for completing master's degree.	26	1.42					
Opportunities for formal student evaluation of instruction.	26	1.58					
Quality of criminal justice holdings in criminal justice at FLITE.	25	2.4					
Off campus access to library holdings at Ferris State	25	2.56					

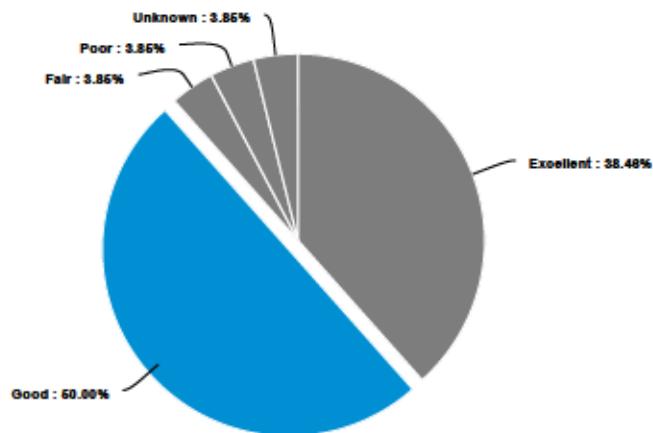
University.			
On campus access to library holdings at Ferris State University.	25	3.04	<div style="width: 100%; height: 10px; background-color: #0070C0;"></div>
Average		1.83	

Overall quality of Criminal Justice courses.



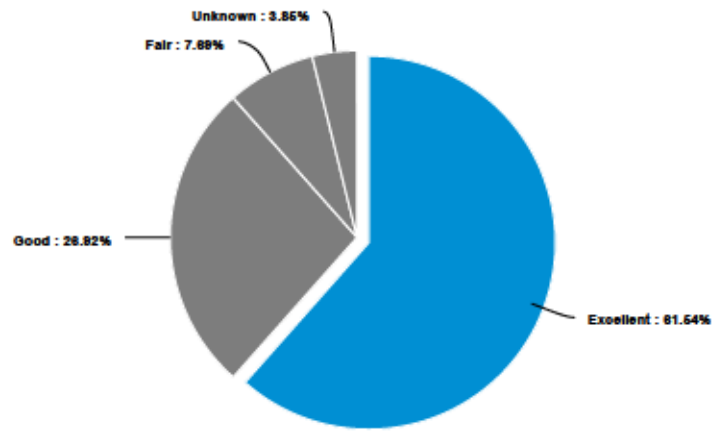
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	57.69%	<div style="width: 57.69%; height: 10px; background-color: #0070C0;"></div>				
Good	7	26.92%	<div style="width: 26.92%; height: 10px; background-color: #666666;"></div>				
Fair	3	11.54%	<div style="width: 11.54%; height: 10px; background-color: #666666;"></div>				
Poor	0	0%	<div style="width: 0%; height: 10px; background-color: #666666;"></div>				
Unknown	1	3.85%	<div style="width: 3.85%; height: 10px; background-color: #666666;"></div>				
Total	26	100 %					

Rigorous expectations in criminal justice courses.



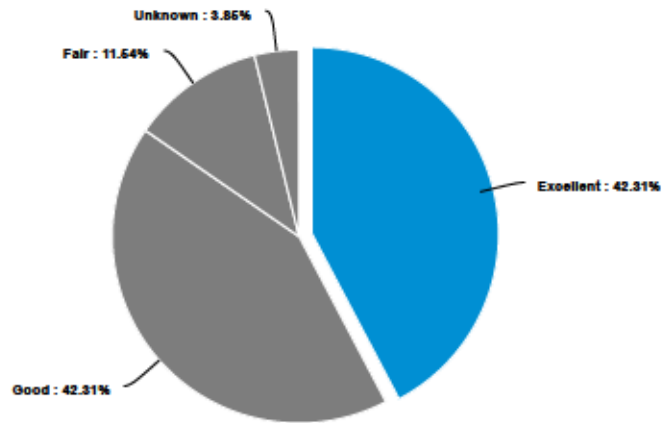
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	10	38.46%	<div style="width: 38.46%; height: 10px; background-color: #666666;"></div>				
Good	13	50%	<div style="width: 50%; height: 10px; background-color: #0070C0;"></div>				
Fair	1	3.85%	<div style="width: 3.85%; height: 10px; background-color: #666666;"></div>				
Poor	1	3.85%	<div style="width: 3.85%; height: 10px; background-color: #666666;"></div>				
Unknown	1	3.85%	<div style="width: 3.85%; height: 10px; background-color: #666666;"></div>				
Total	26	100 %					

Relevance of criminal justice courses to CJ field.



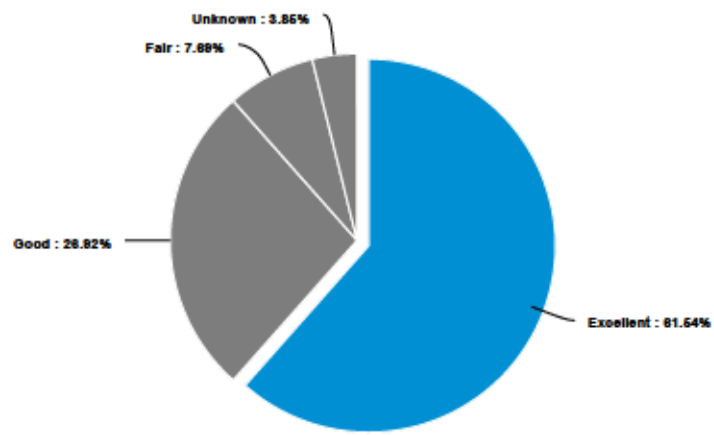
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	16	61.54%					
Good	7	26.92%					
Fair	2	7.69%					
Poor	0	0%					
Unknown	1	3.85%					
Total	26	100 %					

Fairness of grading in criminal justice courses.



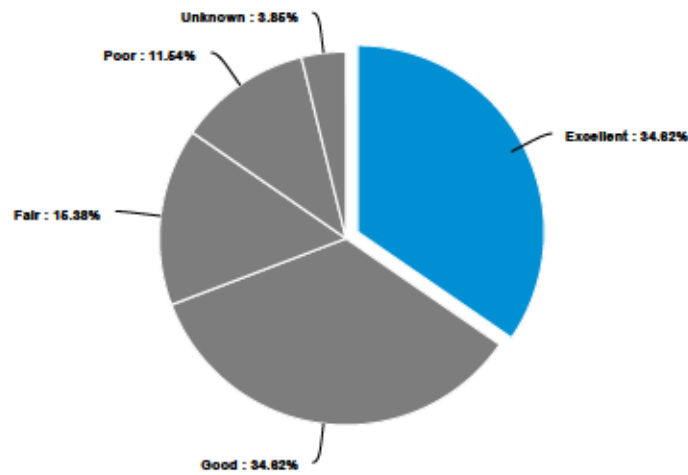
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	11	42.31%					
Good	11	42.31%					
Fair	3	11.54%					
Poor	0	0%					
Unknown	1	3.85%					
Total	26	100 %					

Quality of instruction in criminal justice courses.



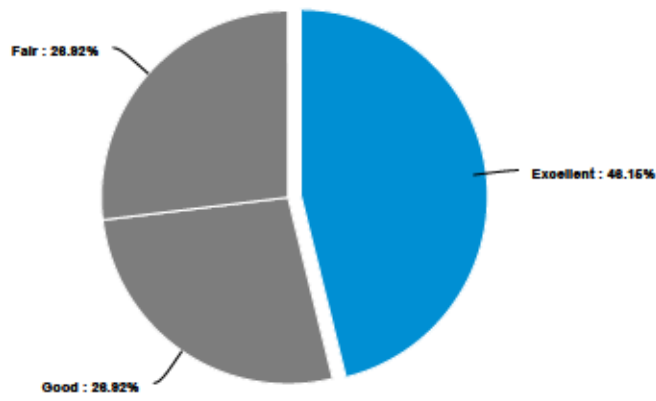
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	16	61.54%					
Good	7	26.92%					
Fair	2	7.69%					
Poor	0	0%					
Unknown	1	3.85%					
Total	26	100 %					

Quality of textbooks used in criminal justice courses.



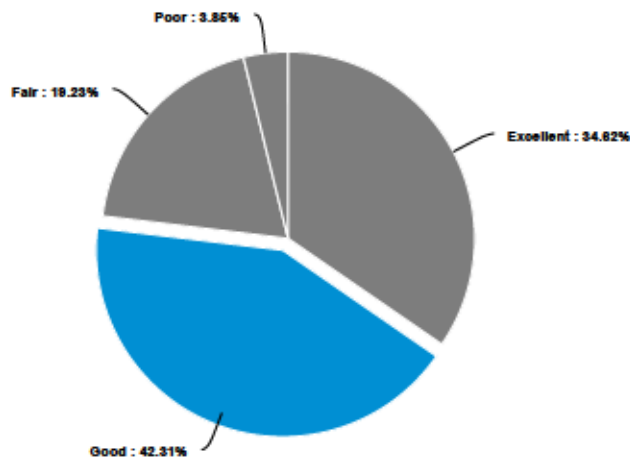
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	34.62%					
Good	9	34.62%					
Fair	4	15.38%					
Poor	3	11.54%					
Unknown	1	3.85%					
Total	26	100 %					

Overall quality of Management courses.



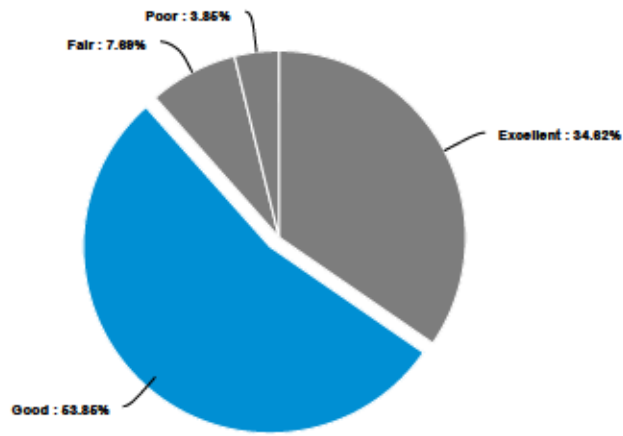
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	12	46.15%					
Good	7	26.92%					
Fair	7	26.92%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Rigorous expectations in management courses.



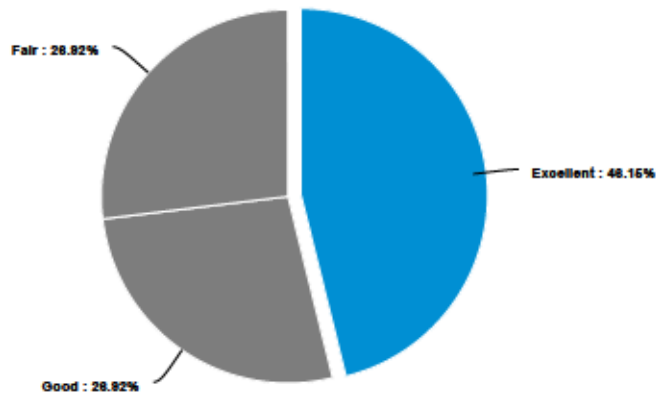
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	34.62%					
Good	11	42.31%					
Fair	5	19.23%					
Poor	1	3.85%					
Unknown	0	0%					
Total	26	100 %					

Relevance of management courses to CJ field.



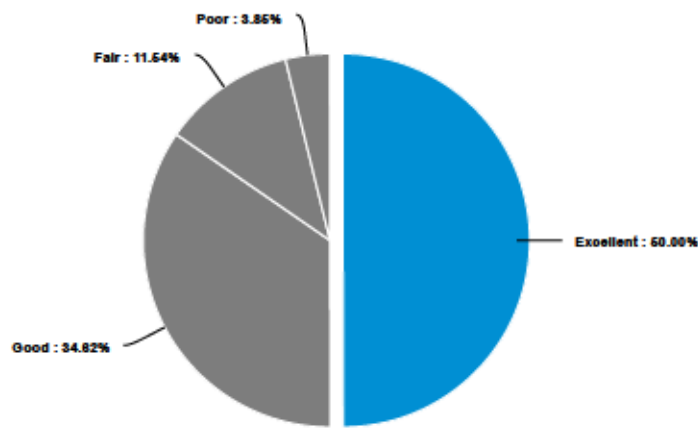
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	34.62%					
Good	14	53.85%					
Fair	2	7.69%					
Poor	1	3.85%					
Unknown	0	0%					
Total	26	100 %					

Fairness of grading in management courses.



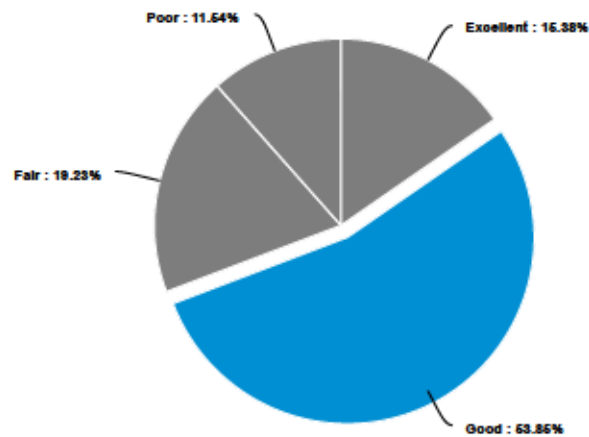
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	12	46.15%					
Good	7	26.92%					
Fair	7	26.92%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Quality of instruction in management courses.



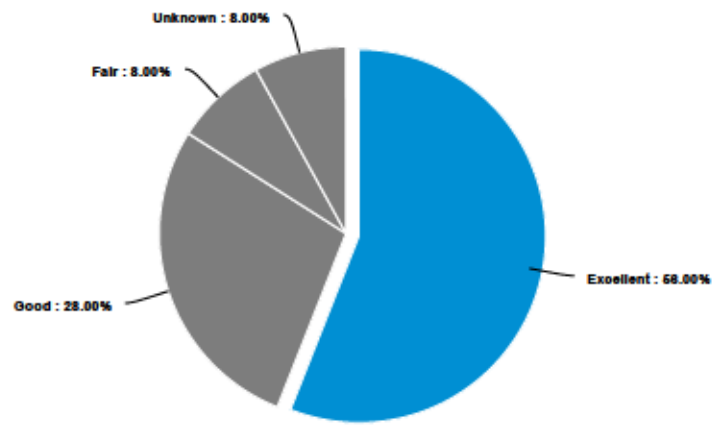
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	13	50%					
Good	9	34.62%					
Fair	3	11.54%					
Poor	1	3.85%					
Unknown	0	0%					
Total	26	100 %					

Quality of textbooks used in management courses.



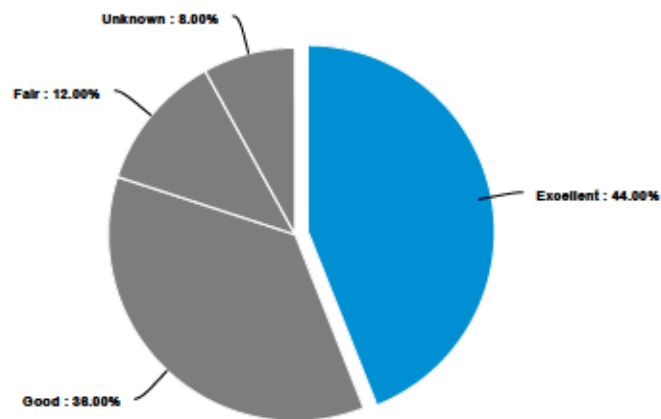
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	4	15.38%					
Good	14	63.85%					
Fair	5	19.23%					
Poor	3	11.54%					
Unknown	0	0%					
Total	26	100 %					

Overall quality of Methods courses.



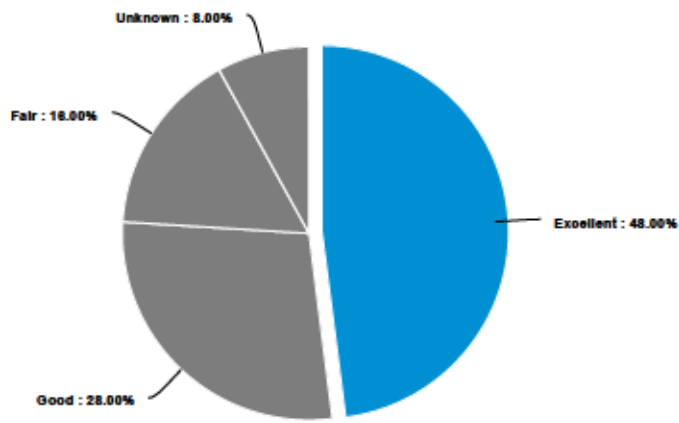
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	14	56%					
Good	7	28%					
Fair	2	8%					
Poor	0	0%					
Unknown	2	8%					
Total	25	100 %					

Rigorous expectations in methods courses.



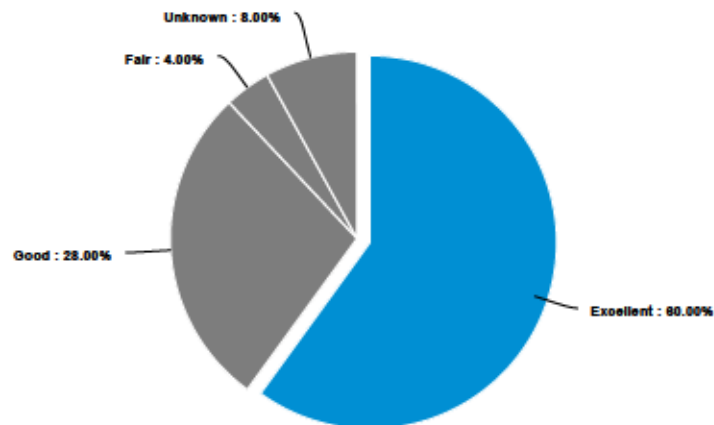
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	11	44%					
Good	9	36%					
Fair	3	12%					
Poor	0	0%					
Unknown	2	8%					
Total	25	100 %					

Relevance of methods courses to criminal Justice field.



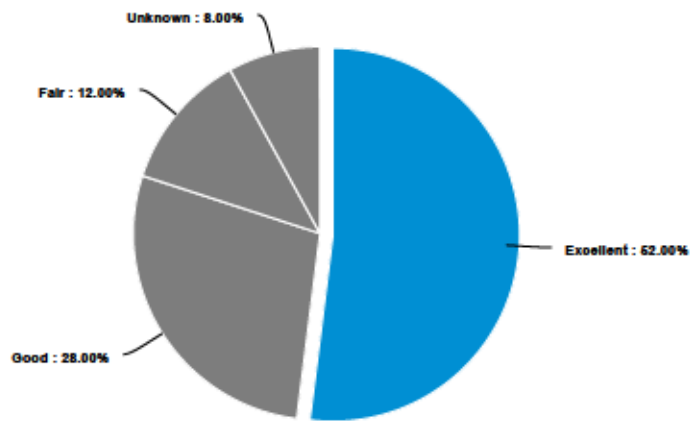
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	12	48%					
Good	7	28%					
Fair	4	16%					
Poor	0	0%					
Unknown	2	8%					
Total	25	100 %					

Fairness of grading in methods courses.



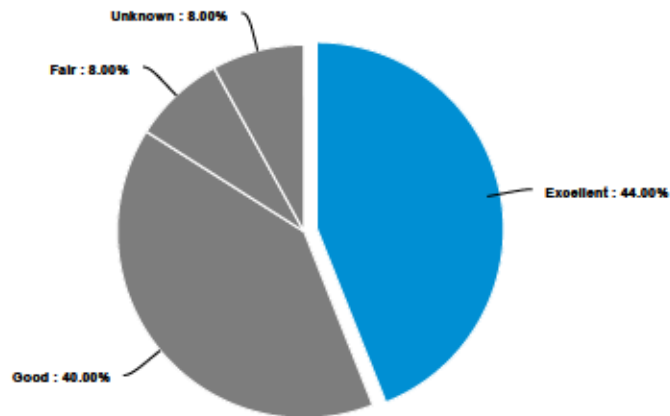
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	15	60%					
Good	7	28%					
Fair	1	4%					
Poor	0	0%					
Unknown	2	8%					
Total	25	100 %					

Quality of instruction in methods courses.



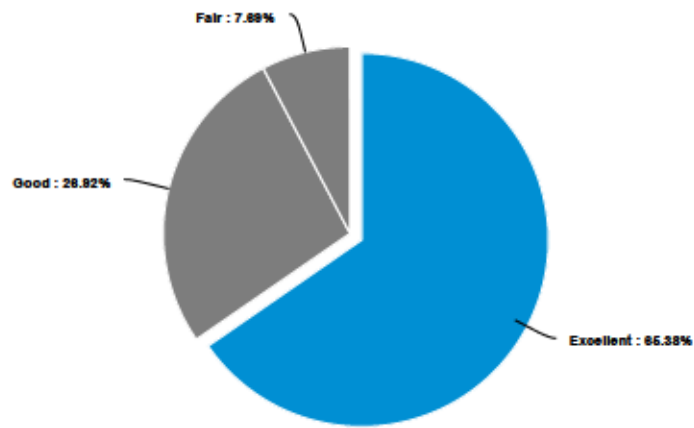
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	13	52%					
Good	7	28%					
Fair	3	12%					
Poor	0	0%					
Unknown	2	8%					
Total	25	100 %					

Quality of textbooks used in methods courses.



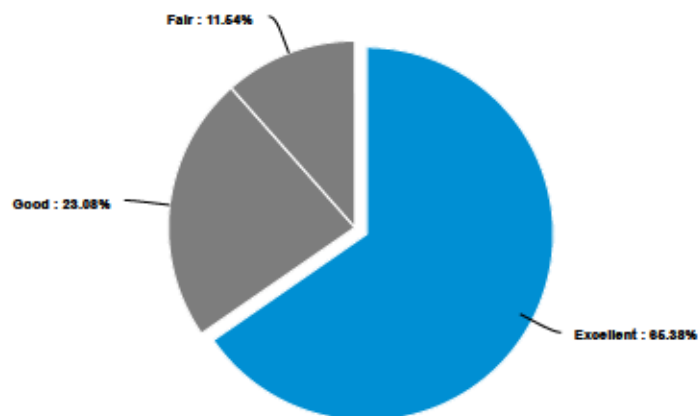
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	11	44%					
Good	10	40%					
Fair	2	8%					
Poor	0	0%					
Unknown	2	8%					
Total	25	100 %					

Overall quality courses in Master's program.



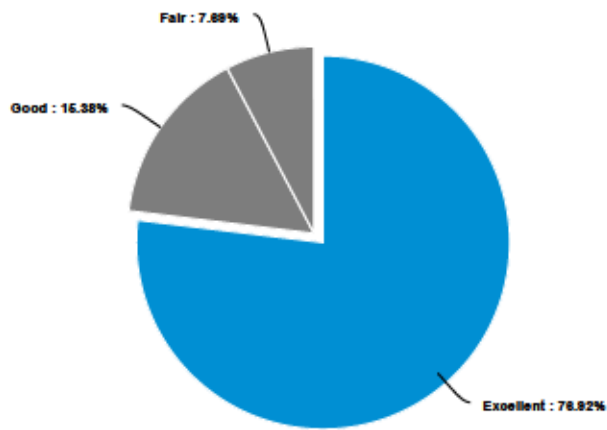
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	17	65.38%					
Good	7	26.92%					
Fair	2	7.69%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Opportunities for interaction with criminal justice faculty.



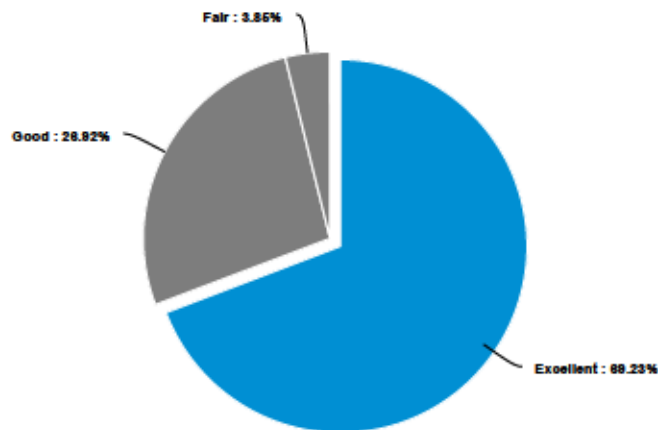
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	17	65.38%					
Good	6	23.08%					
Fair	3	11.54%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Professional competence of criminal justice faculty.



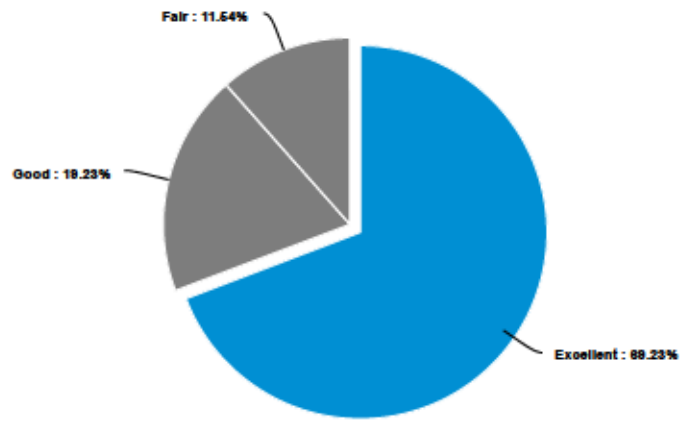
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	20	76.92%					
Good	4	15.38%					
Fair	2	7.69%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Helpfulness of criminal justice office staff.



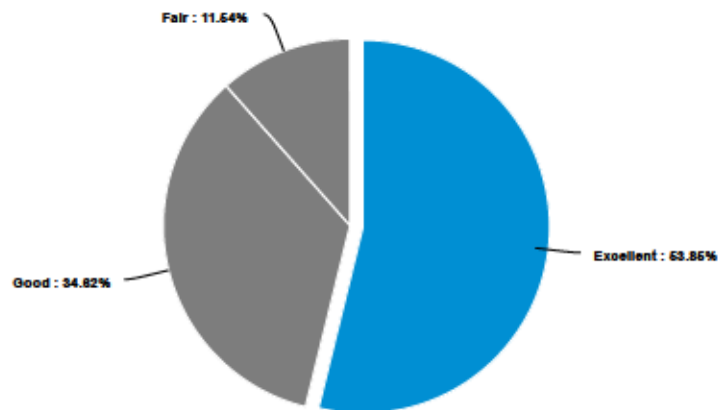
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	18	69.23%					
Good	7	26.92%					
Fair	1	3.85%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Clarity of degree requirements for completing master's degree.



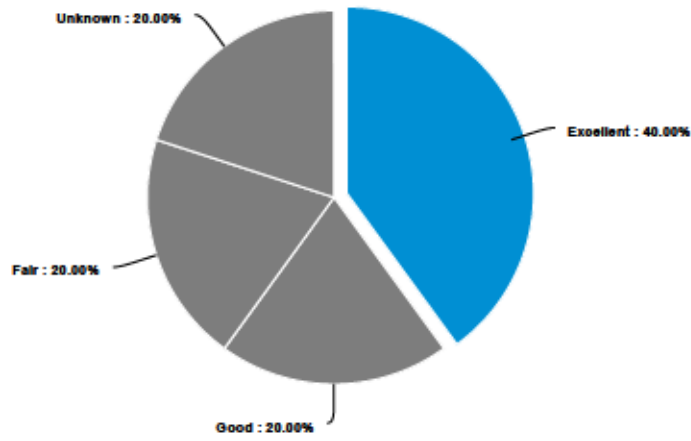
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	19	69.23%					
Good	5	19.23%					
Fair	3	11.54%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Opportunities for formal student evaluation of instruction.



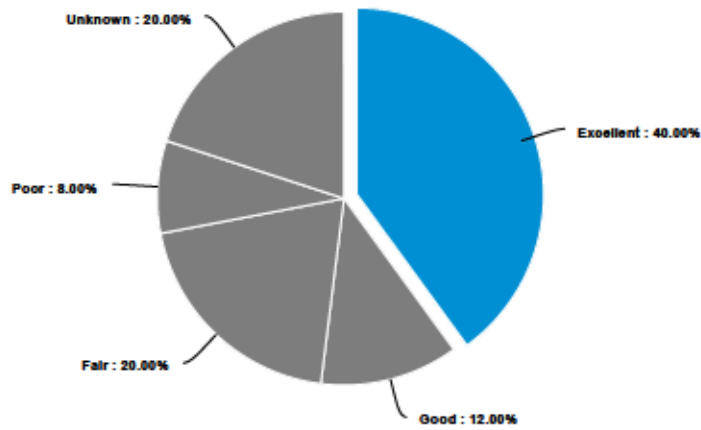
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	14	53.85%					
Good	9	34.62%					
Fair	3	11.54%					
Poor	0	0%					
Unknown	0	0%					
Total	26	100 %					

Quality of criminal justice holdings in criminal justice at FLITE.



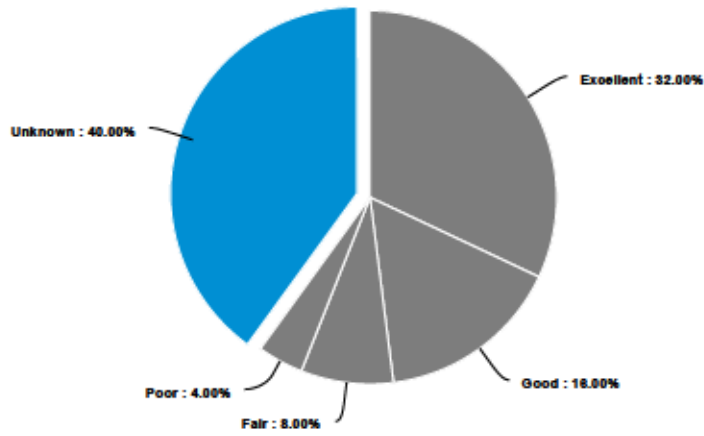
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	10	40%	<div style="width: 40%;"></div>				
Good	5	20%	<div style="width: 20%;"></div>				
Fair	5	20%	<div style="width: 20%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	5	20%	<div style="width: 20%;"></div>				
Total	25	100 %					

Off campus access to library holdings at Ferris State University.



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	10	40%	<div style="width: 40%;"></div>				
Good	3	12%	<div style="width: 12%;"></div>				
Fair	5	20%	<div style="width: 20%;"></div>				
Poor	2	8%	<div style="width: 8%;"></div>				
Unknown	5	20%	<div style="width: 20%;"></div>				
Total	25	100 %					

On campus access to library holdings at Ferris State University.

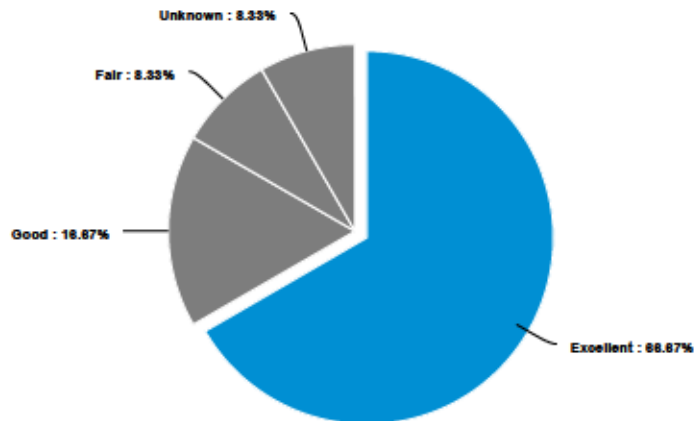


Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	8	32%	[Progress bar to 32%]				
Good	4	16%	[Progress bar to 16%]				
Fair	2	8%	[Progress bar to 8%]				
Poor	1	4%	[Progress bar to 4%]				
Unknown	10	40%	[Progress bar to 40%]				
Total	25	100 %					

Big Rapids students only, please answer the following questions:

Question	Count	Score	Excellent	Good	Fair	Poor	Unknown
Availability of library databases at Ferris.	12	1.67	[Progress bar to 33%]				
Quality of library databases at Ferris.	12	1.83	[Progress bar to 50%]				
Availability of books at the Lundberg Bookstore.	12	2	[Progress bar to 67%]				
Availability of courses.	12	1.5	[Progress bar to 25%]				
Quality of criminal justice classroom facilities.	12	2.08	[Progress bar to 75%]				
Quality and availability of computer facilities on campus.	12	1.75	[Progress bar to 42%]				
Quality of students in the criminal justice program.	12	1.58	[Progress bar to 33%]				
Ability to register for courses.	12	1.5	[Progress bar to 25%]				
Access to grades online at Ferris.	12	1.58	[Progress bar to 33%]				
Overall quality of criminal justice graduate program.	12	1.25	[Progress bar to 17%]				
Average		1.67					

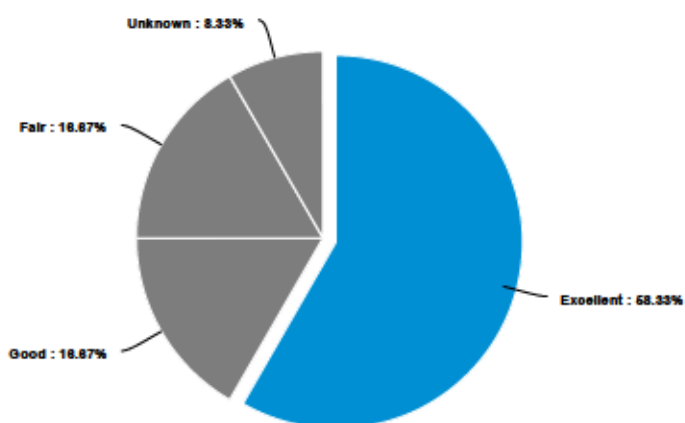
Availability of library databases at Ferris.



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	8	66.67%	[Progress bar to 66.67%]				
Good	2	16.67%	[Progress bar to 16.67%]				
Fair	1	8.33%	[Progress bar to 8.33%]				

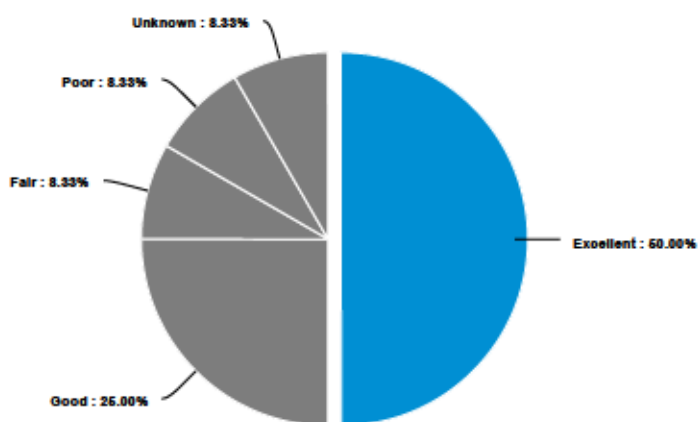
Poor	0	0%	
Unknown	1	8.33%	█
Total	12	100 %	

Quality of library databases at Ferris.



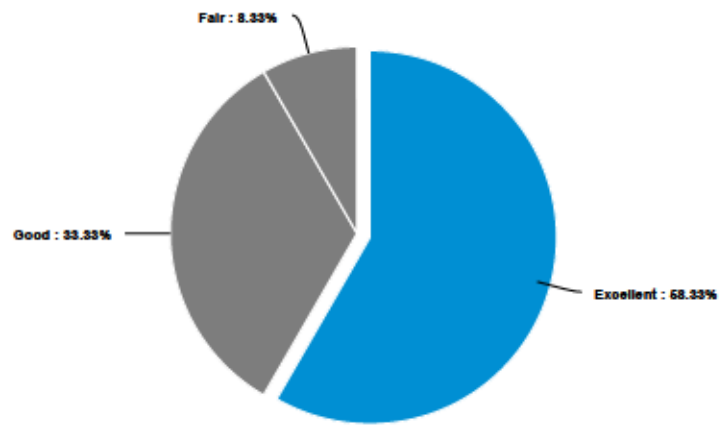
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	58.33%	█				
Good	2	16.67%	█				
Fair	2	16.67%	█				
Poor	0	0%					
Unknown	1	8.33%	█				
Total	12	100 %					

Availability of books at the Lundberg Bookstore.



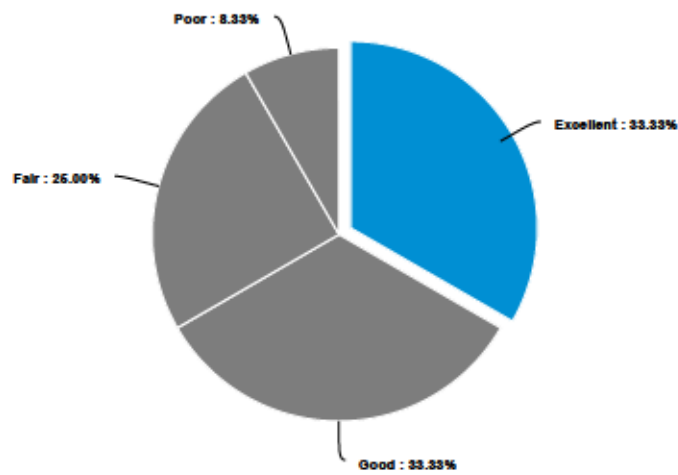
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	50%	█				
Good	3	25%	█				
Fair	1	8.33%	█				
Poor	1	8.33%	█				
Unknown	1	8.33%	█				
Total	12	100 %					

Availability of courses.



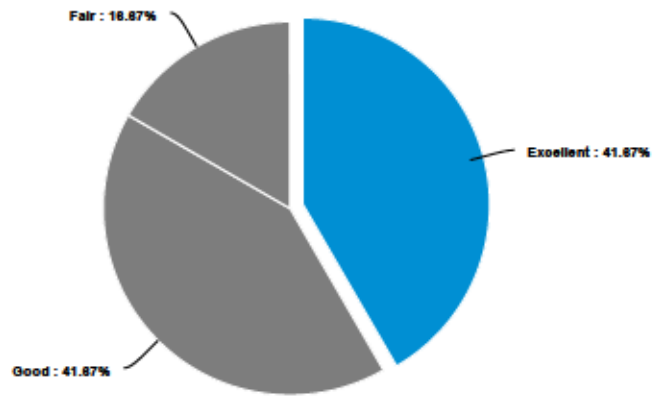
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	58.33%					
Good	4	33.33%					
Fair	1	8.33%					
Poor	0	0%					
Unknown	0	0%					
Total	12	100 %					

Quality of criminal justice classroom facilities.



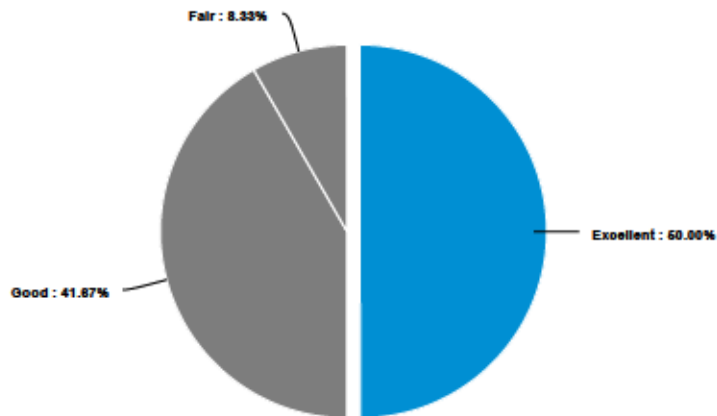
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	4	33.33%					
Good	4	33.33%					
Fair	3	25%					
Poor	1	8.33%					
Unknown	0	0%					
Total	12	100 %					

Quality and availability of computer facilities on campus.



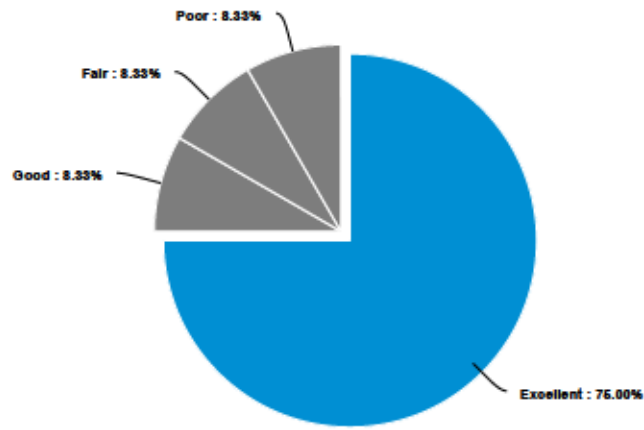
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	5	41.67%					
Good	5	41.67%					
Fair	2	16.67%					
Poor	0	0%					
Unknown	0	0%					
Total	12	100 %					

Quality of students in the criminal justice program.



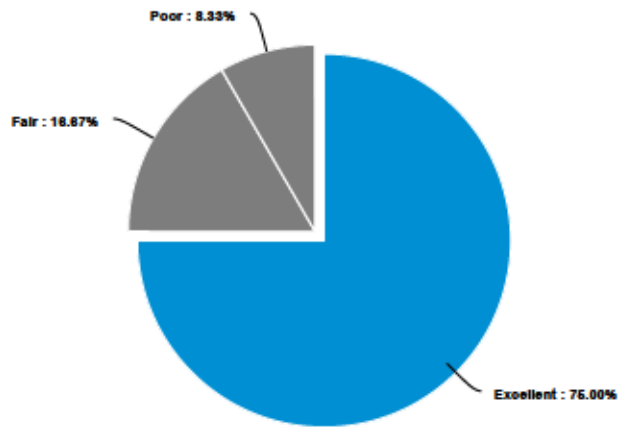
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	50%					
Good	5	41.67%					
Fair	1	8.33%					
Poor	0	0%					
Unknown	0	0%					
Total	12	100 %					

Ability to register for courses.



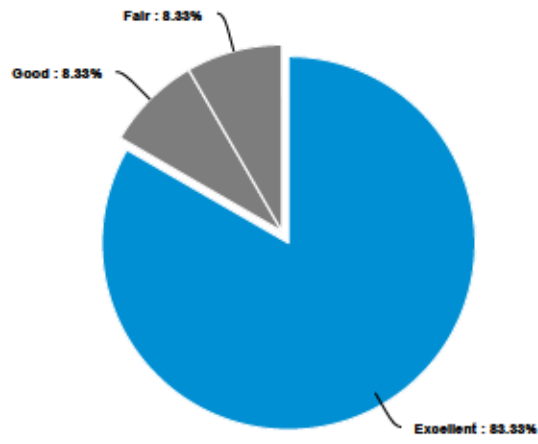
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	75%					
Good	1	8.33%					
Fair	1	8.33%					
Poor	1	8.33%					
Unknown	0	0%					
Total	12	100%					

Access to grades online at Ferris.



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	75%					
Good	0	0%					
Fair	2	16.67%					
Poor	1	8.33%					
Unknown	0	0%					
Total	12	100%					

Overall quality of criminal justice graduate program.

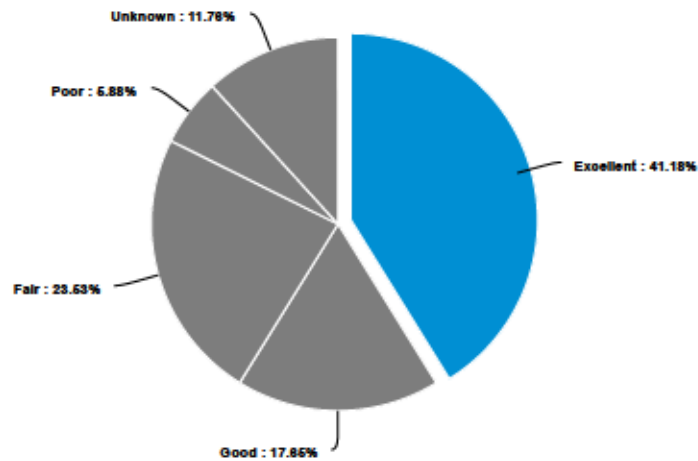


Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	10	83.33%					
Good	1	8.33%					
Fair	1	8.33%					
Poor	0	0%					
Unknown	0	0%					
Total	12	100 %					

Off Campus students only, please answer the following questions:

Question	Count	Score	Excellent	Good	Fair	Poor	Unknown
Availability of books through Ferris Bookstores	17	2.29					
Availability of courses.	17	1.94					
Flexibility of course scheduling.	17	2.06					
Quality and availability of computer facilities.	17	2.41					
Availability of library databases at Ferris.	17	2.65					
Quality of library databases at Ferris.	17	2.53					
Access to Ferris State University's library databases from off campus.	17	2.59					
Ability to register for classes.	17	1.76					
Access to grades online at Ferris.	16	1.75					
Quality of students in the criminal justice program.	17	1.76					
Overall quality of the graduate program.	17	1.76					
Average		2.14					

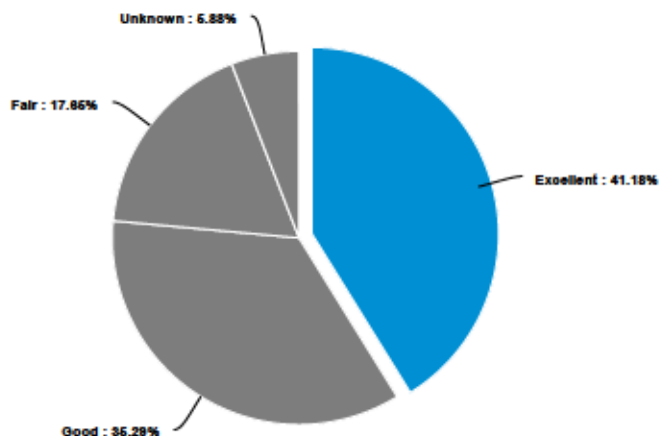
Availability of books through Ferris Bookstores



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	41.18%					

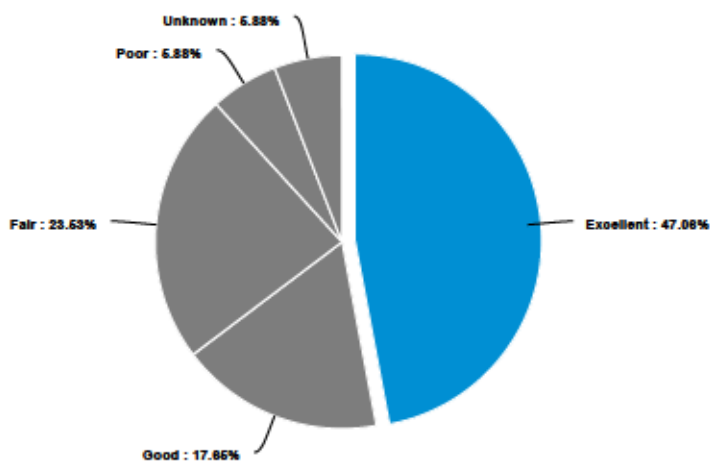
Good	3	17.65%	<div style="width: 17.65%;"></div>
Fair	4	23.53%	<div style="width: 23.53%;"></div>
Poor	1	5.88%	<div style="width: 5.88%;"></div>
Unknown	2	11.76%	<div style="width: 11.76%;"></div>
Total	17	100 %	

Availability of courses.



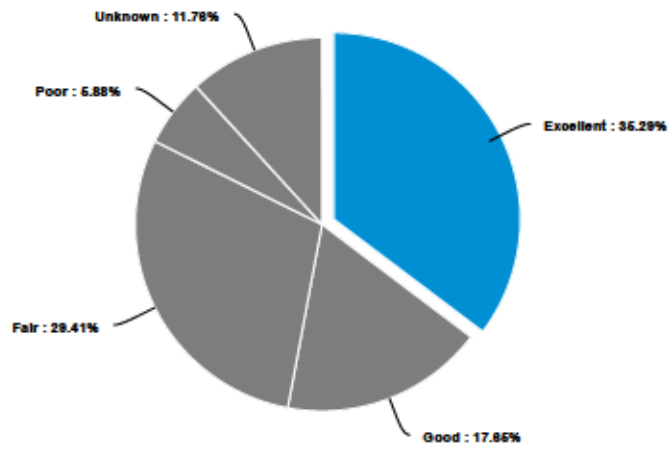
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	7	41.18%	<div style="width: 41.18%;"></div>				
Good	6	35.29%	<div style="width: 35.29%;"></div>				
Fair	3	17.65%	<div style="width: 17.65%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	1	5.88%	<div style="width: 5.88%;"></div>				
Total	17	100 %					

Flexibility of course scheduling.



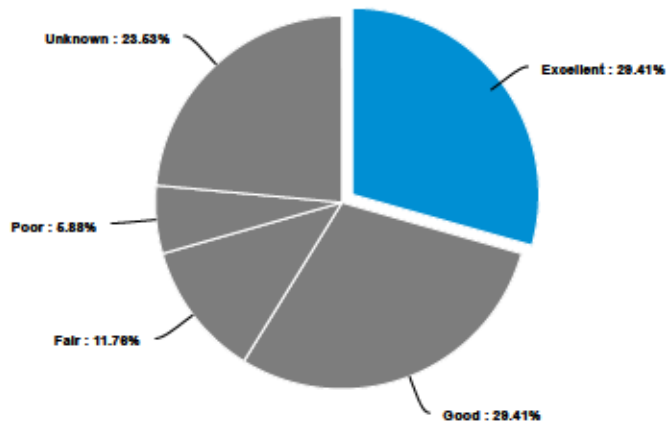
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	8	47.06%	<div style="width: 47.06%;"></div>				
Good	3	17.65%	<div style="width: 17.65%;"></div>				
Fair	4	23.53%	<div style="width: 23.53%;"></div>				
Poor	1	5.88%	<div style="width: 5.88%;"></div>				
Unknown	1	5.88%	<div style="width: 5.88%;"></div>				
Total	17	100 %					

Quality and availability of computer facilities.



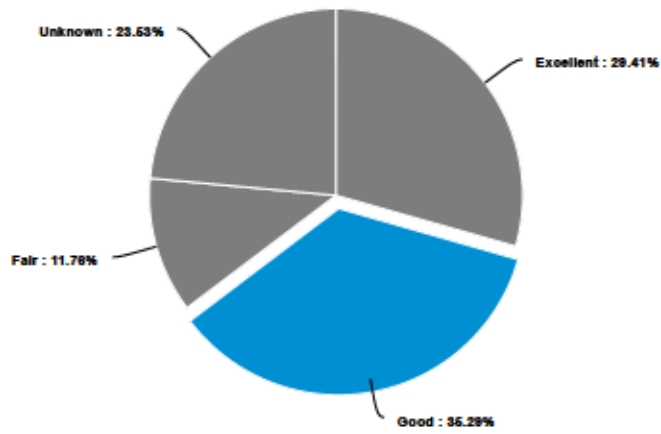
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	35.29%					
Good	3	17.65%					
Fair	5	29.41%					
Poor	1	5.88%					
Unknown	2	11.76%					
Total	17	100 %					

Availability of library databases at Ferris.



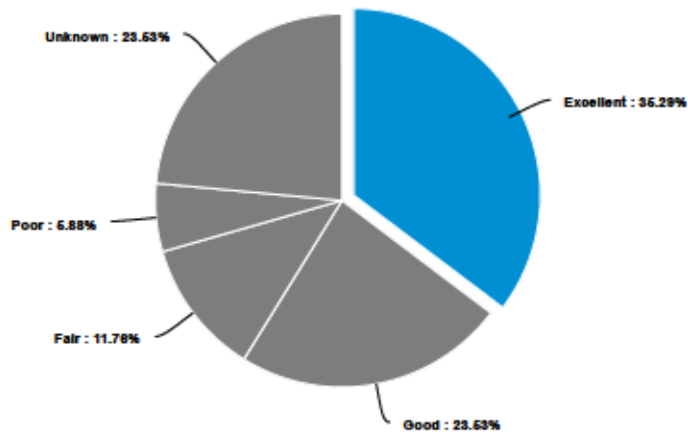
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	5	29.41%					
Good	5	29.41%					
Fair	2	11.76%					
Poor	1	5.88%					
Unknown	4	23.53%					
Total	17	100 %					

Quality of library databases at Ferris.



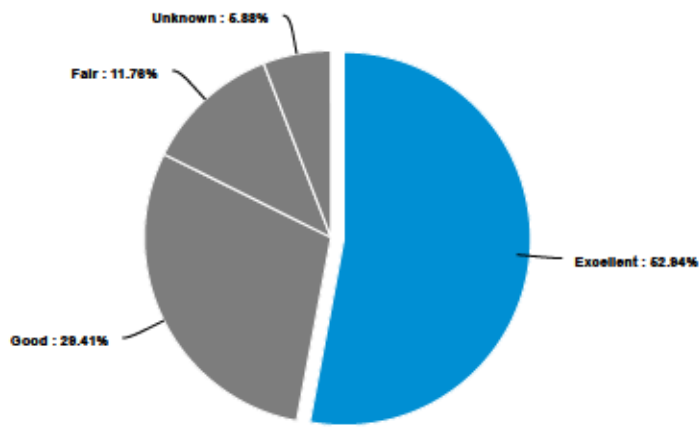
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	5	29.41%	<div style="width: 29.41%;"></div>				
Good	6	35.29%	<div style="width: 35.29%;"></div>				
Fair	2	11.76%	<div style="width: 11.76%;"></div>				
Poor	0	0%	<div style="width: 0%;"></div>				
Unknown	4	23.53%	<div style="width: 23.53%;"></div>				
Total	17	100 %					

Access to Ferris State University's library databases from off campus.



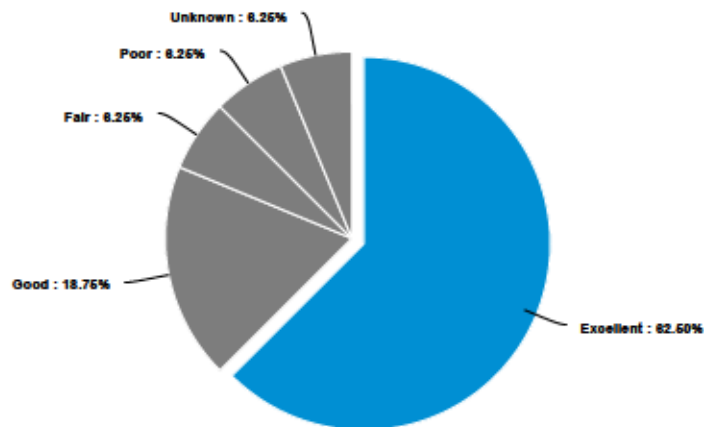
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	6	35.29%	<div style="width: 35.29%;"></div>				
Good	4	23.53%	<div style="width: 23.53%;"></div>				
Fair	2	11.76%	<div style="width: 11.76%;"></div>				
Poor	1	5.88%	<div style="width: 5.88%;"></div>				
Unknown	4	23.53%	<div style="width: 23.53%;"></div>				
Total	17	100 %					

Ability to register for classes.



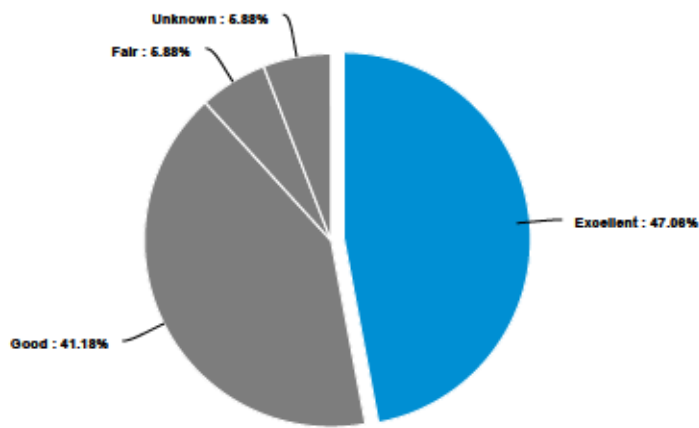
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	52.94%					
Good	5	29.41%					
Fair	2	11.76%					
Poor	0	0%					
Unknown	1	5.88%					
Total	17	100 %					

Access to grades online at Ferris.



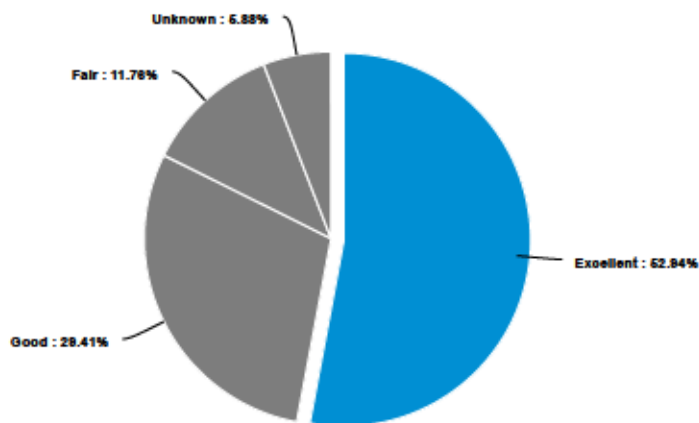
Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	10	62.5%					
Good	3	18.75%					
Fair	1	6.25%					
Poor	1	6.25%					
Unknown	1	6.25%					
Total	16	100 %					

Quality of students in the criminal justice program.



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	8	47.06%					
Good	7	41.18%					
Fair	1	5.88%					
Poor	0	0%					
Unknown	1	5.88%					
Total	17	100 %					

Overall quality of the graduate program.



Answer	Count	Percent	20%	40%	60%	80%	100%
Excellent	9	52.94%					
Good	5	29.41%					
Fair	2	11.76%					
Poor	0	0%					
Unknown	1	5.88%					
Total	17	100 %					

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

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

05/15/2017	73066874	That it is offered in Grand Rapids, allows students to go at their own pace and teachers are very helpful.
05/15/2017	73066700	The professors are very helpful and knowledgeable.
05/15/2017	73066587	Eklin and Vasicek are great instructors
05/15/2017	73066184	I like the helpful instructors and obvious excellence in professors teaching skills.
05/15/2017	73065952	I like the fact that the method instructors really know their stuff and know how to break it down to you and my fellow students are great.
05/15/2017	73065645	Instructors, convience, location are all advantages to Ferris' program. But completing a Master's program in a year is very attractive. I would not have been able to complete it as quickly as I have if I had been working a job, too demanding of time.
05/08/2017	72693122	I liked the flexibility of only meeting five times per class, all-day.
05/06/2017	72606249	Smaller classes offered on Saturdays Known throughout state as top program
05/05/2017	72598955	Instructors because they all had field experience.
05/05/2017	72571484	The different backgrounds, 5 week courses rather than 15 weeks. Most of the instructors want you to succeed.
05/05/2017	72565854	I wanted this program to make me work hard to earn my degree. I chose not to do an online program because i know people who have done them and it doesn't seem like they really learned much. In the end i know i worked very hard and I feel like i have become a "master" of the material we were taught. This program is well taught and I learned alot that i have already started to use in my career and life. It has set me up for either pursuing a teaching position at a community college or going for my doctorate.
05/04/2017	72551584	
05/04/2017	72547503	The instructors with their ability to teach at a high level, but still have the credentials of practical experience in this field. It made my experience more enjoyable and certainly kept my attention compared to just theory from an academic.
05/04/2017	72546926	I like the problem based learning most.
05/01/2017	71896479	I like that it is short and gives you the ability to complete the program in a year.
05/01/2017	71896364	The ability to span it out over a two year process to complete.
05/01/2017	71896194	The faculty and the students
04/27/2017	71763959	
04/27/2017	71763835	Location and faculty
04/27/2017	71763703	Flexibility in locations.
04/27/2017	71763496	I like the small class sizes, the professor's interaction with students. Also, the previous careers being used as examples in class. The program is very educational.
04/27/2017	71763346	I love the small class sizes and the experienced instructors.
04/27/2017	71762890	I like the small class sizes. And how Dr. Eklin will have us sit in a circle instead of traditional classroom style, it allows for easier conversation and doesn't feel like a typical class.
04/27/2017	71762665	The program's students.
04/27/2017	71762442	Several things. Cost, location, course availability, professors who are experienced in the field, focus on practical application rather than the artificial thought.
03/30/2017	69864285	I enjoy the diverse staff the School of Criminal Justice employs at FSU. Having faculty with prior experience from different areas in CJ gives students opportunities to be exposed to new ideas and different types of law enforcement, corrections, and law backgrounds.

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

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

05/15/2017	73066874	Classes are not offered online and there is no summer classes.
05/15/2017	73066700	The fact that if a certain amount of students don't sign up for classes, that class gets cancelled.
05/15/2017	73066587	Cost and quality of textbooks for each class.
05/15/2017	73066184	I am having issues with registering and finding or navigation of the website.
05/15/2017	73065952	Some of the instructors forgot that we are paying them to teach us the material.
05/15/2017	73065645	The amount of reading that needed to be completed in such a short amount of time.
05/08/2017	72693122	
05/06/2017	72606249	lack of class participation in discussion.
05/05/2017	72598955	
05/05/2017	72571484	With the exception of a few, how long it took to get work graded.
05/05/2017	72565854	We didn't have alot of guidance from the on campus administrators about what to expect over the course of the program. Alot of vague answers about comps and how that was going to work and what material would be covered. Dr Eklin did a great job one day of talking to us about what having a masters degree means and it was greatly appreciated. One last thing. I felt Like I worked hard and earned my grades. My complaint is that i know there were a few students whose attendance and work quality was a joke and it seemed like they were allowed to slide by. I obviously don't know what their final grades were but id see them every semester and they didn't seem to live up to the expectations of the program.
05/04/2017	72551584	
05/04/2017	72547503	My geographic location where I had to travel so far.
05/04/2017	72546926	I don't like sitting in class for 8 hours when most of the assignments are posted online. I'd like an online course better.

05/01/2017	71896479	The comps at the end.
05/01/2017	71896364	The lack of work in some classes to help with the final grade.
05/01/2017	71896194	How they are only available at 6:00 pm
04/27/2017	71763959	
04/27/2017	71763835	Expenses
04/27/2017	71763703	
04/27/2017	71763496	I dislike the requirement of completing comps. The comps seem stressful and to me feel like they only measure our memory not knowledge of the coursework.
04/27/2017	71763346	The budgeting class is not well organized and felt like a waste of time.
04/27/2017	71762890	I learned nothing in Dr. Vanderkooi's leadership class because of his need for us to memorize chapters of the book for the test. I only learned good memorization skills, not how to be a good leader.
04/27/2017	71762665	Not all professors are interested in what they teach.
04/27/2017	71762442	I have not had a bad experience in the program.
03/30/2017	69864285	<p>I do not feel challenged in our Master's program. In fact, it feels much easier than undergraduate school. As an alumnus of this University, I am disappointed in the School of Criminal Justice. We pride and boast about our program being the leading edge in the field of CJ, but our undergraduate courses are a regurgitation of the same material. A few of the classes could be combined, saving students credit hours and professors time in lecturing and grading due to the fact they cover the same benchmarks.</p> <p>I would like to see more higher level/critical thinking concepts being introduced into the classroom. Currently multiple choice tests are given with professors going over them the week prior, giving out answers. This promotes the student to only cram/study for the test and to not retain the material. From an educators standpoint, we should be doing our due diligence to ensure the material taught here is retained by our students. Especially for graduate level classes where current law enforcement administrators are attending. Some of the material they already know and it leaves them staring blankly at the ceiling. A plan should be created to keep all students engaged and learning.</p> <p>An overview of the entire program should be looked at to see how the school can better prepare students, both undergraduate and graduate.</p>

Do you have any suggestions to improve the program?

Do you have any suggestions to improve the program?		
05/15/2017	73066874	More hands on training. I believe that being in a Master's level should require more field experience for us to become more competitive in the work force.
05/15/2017	73066700	Offer more courses at the Grand Rapids campus year round.
05/15/2017	73066587	
05/15/2017	73066184	Better information or communication for new graduate students.
05/15/2017	73065952	
05/15/2017	73065645	No, the program is designed wonderfully. Everything that was asked of me was with purpose.
05/08/2017	72693122	
05/06/2017	72606249	I would work toward identifying the hurdles and helping before classes start for a full time working older part time student. These are the ppl that want to go to school but are afraid to go back because of advances since they last went to school. A orientation day of how to use APA-blackboard-discussion models-how to locate cites for papers-how to use meta analysis. FSU does little recruiting for their program. They should be at major Vendor events. I.e. Mi police chiefs, fbinas and make small presentations at LE agencies about program much like a deferred comp program does when it comes to a agency. They set up a day for day and night officers. Officer shows. You give them a 10-15 overview on program, financial aid, show them the benefits etc.
05/05/2017	72598955	
05/05/2017	72571484	Less books, keep power points of the important information
05/05/2017	72565854	I enjoyed this program throughly. It was well taught and covered relevant topics in criminal justice and I think will help people advance their careers and maybe get into teaching. I think this program would be better if a couple times during it one of the program heads sat down and explained more of the things that having a masters degree can help you to do in the professional world. IE what/where you can teach and what/where you can pursue further graduate studies.
05/04/2017	72561584	
05/04/2017	72547503	None that I can think of, I would keep it all in person for the learning experience and not move it to on-line. Something gets lost with an on-line course and at this level it needs to be in person.
05/04/2017	72546926	Offer online options and a campus close to Detroit.
05/01/2017	71896479	More time to prepare for comps at the end.
05/01/2017	71896364	
05/01/2017	71896194	
04/27/2017	71763959	
04/27/2017	71763835	Some online classes
04/27/2017	71763703	
04/27/2017	71763496	
04/27/2017	71763346	
04/27/2017	71762890	Make grades easier to access during the semester for all classes.
04/27/2017	71762665	
04/27/2017	71762442	Nothing right now.
03/30/2017	69864285	See above.

APPENDIX N

MSCJA Faculty Survey Results

Faculty Survey for the Master's Degree in Criminal Justice Administration

Ferris State University –Results

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

20. I have taught in the Graduate Program. Yes No 3

Comments: **writing skills of students going down, are we consistent with other institutions? yes**

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

APPENDIX O

MSCJA Employer Survey Results

Advisory Board Survey—RESULTS
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.	13	5		1	
2. Newly appointed supervisors in criminal justice should possess a Master's degree.	4	8	4	3*	
3. Possession of a Master's degree enhances the chance for promotion.	11	6	1	1	
4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.	10	7	2		
5. Offering courses in evaluation reflects the needs of the criminal justice field.	10	6	3		
6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.	16	3			
7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.	13	6			
8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.	16	3			
9. Graduate Education meets the needs of the criminal justice field.	11	7	1		

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

Leadership (5), diversity, HR issues (3), communication (4), legal issues (3), social issues, ethics (2), decision making, management skills

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

Media relations, Mental Health, substance abuse, leadership ethics, leadership training, strategic leadership, grant writing, employee retention (2)

*Two answers stated upper administration should have master's degree

APPENDIX P

MSCJA Advisory Board Survey Results

Advisory Board Survey—RESULTS
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.	13	5		1	
2. Newly appointed supervisors in criminal justice should possess a Master's degree.	4	8	4	3*	
3. Possession of a Master's degree enhances the chance for promotion.	11	6	1	1	
4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.	10	7	2		
5. Offering courses in evaluation reflects the needs of the criminal justice field.	10	6	3		
6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.	16	3			
7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.	13	6			
8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.	16	3			
9. Graduate Education meets the needs of the criminal justice field.	11	7	1		

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

Leadership (5), diversity, HR issues (3), communication (4), legal issues (3), social issues, ethics (2), decision making, management skills

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

Media relations, Mental Health, substance abuse, leadership ethics, leadership training, strategic leadership, grant writing, employee retention (2)

*Two answers stated upper administration should have master's degree

APPENDIX Q
MSCJA Job Forecasts

OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook

Protective Service >

Correctional Officers and Bailiffs

[EN ESPAÑOL](#) [PRINTER-FRIENDLY](#)

- [Summary](#)
- [What They Do](#)
- [Work Environment](#)
- [How to Become One](#)
- [Pay](#)
- [Job Outlook](#)
- [State & Area Data](#)
- [Similar Occupations](#)
- [More Info](#)

Summary

Quick Facts: Correctional Officers and Bailiffs	
2016 Median Pay	\$42,820 per year \$20.59 per hour
Typical 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, 2014	474,800
Job Outlook, 2014-24	4% (Slower than average)
Employment Change, 2014-24	17,900



Correctional officers inspect the living quarters of the inmates who they oversee.

What Correctional Officers and Bailiffs 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 jail or prison. Bailiffs are law enforcement officers who maintain safety and order in courtrooms.

Work Environment

Working in a correctional institution can be stressful and dangerous. Correctional officers and jailers have one of the highest rates of injuries and illnesses, often resulting from confrontations with inmates. Security must be provided 24 hours a day in correctional facilities, so officers work in shifts that cover all hours of the day and night, weekends and holidays. Bailiffs work with prisoners, who may become violent.

How to Become a Correctional Officer or Bailiff

Correctional officers go through a training academy and then are assigned to a facility for on-the-job training. Although qualifications vary by state and agency, all agencies require a high school diploma and have an age requirement. Some federal agencies also require some college education or related work experience.

Pay

The median annual wage for bailiffs was \$42,670 in May 2016.

The median annual wage for correctional officers and jailers was \$42,820 in May 2016.

Job Outlook

Employment of correctional officers and bailiffs is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Although state and local budget constraints and prison populations will determine how many correctional officers are necessary, employment opportunities will continue because the stress associated with the job causes many to leave the occupation each year.

State & Area Data

Explore resources for employment and wages by state and area for correctional officers and bailiffs.

Similar Occupations

Compare the job duties, education, job growth, and pay of correctional officers and bailiffs with similar occupations.

More Information, Including Links to O*NET

Learn more about correctional officers and bailiffs by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Correctional Officers and Bailiffs, on the Internet at <https://www.bls.gov/ooh/protective-service/correctional-officers.htm> (visited May 17, 2017).

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Police and Detectives

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Summary

Quick Facts: Police and Detectives

2016 Median Pay	\$61,600 per year \$29.62 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	See How to Become One
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2014	806,400
Job Outlook, 2014-24	4% (Slower than average)
Employment Change, 2014-24	33,100



Police officers, detectives, and game wardens enforce laws to protect people and their property.

What Police and Detectives Do

Police officers protect lives and property. Detectives and criminal investigators, who are sometimes called *agents* or *special agents*, gather facts and collect evidence of possible crimes.

Work Environment

Police and detective work can be physically demanding, stressful, and dangerous. Police officers have one of the highest rates of injuries and illnesses of all occupations. Working around the clock in shifts is common.

How to Become a Police Officer or Detective

Education requirements range from a high school diploma to a college degree. Most police and detectives must graduate from their agency's training academy before completing a period of on-the-job training. Candidates must be U.S. citizens, usually at least 21 years old, and able to meet rigorous physical and personal qualifications.

Pay

The median annual wage for police and detectives was \$61,600 in May 2016.

Job Outlook

Employment of police and detectives is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. The continued desire for public safety is expected to lead to new openings for officers, although demand may vary by location.

State & Area Data

Explore resources for employment and wages by state and area for police and detectives.

Similar Occupations

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

More Information, Including Links to O*NET

Learn more about police and detectives by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Police and Detectives, on the Internet at <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm> (visited May 17, 2017).

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Probation Officers and Correctional Treatment Specialists

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Summary

Quick Facts: Probation Officers and Correctional Treatment Specialists	
2016 Median Pay	\$50,160 per year \$24.12 per hour
Typical 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, 2014	91,700
Job Outlook, 2014-24	4% (Slower than average)
Employment Change, 2014-24	3,300



Probation officers and correctional treatment specialists work with and monitor offenders to prevent them from committing new crimes.

What Probation Officers and Correctional Treatment Specialists Do

Probation officers and correctional treatment specialists monitor and work with probationers to prevent them from committing new crimes.

Work Environment

Probation officers and correctional treatment specialists work with probationers and parolees, some of whom may be dangerous. Workers may be assigned to fieldwork in high-crime areas or in institutions where there is a risk of violence or communicable disease. As a result, the work can be stressful and dangerous.

How to Become a Probation Officer or Correctional Treatment Specialist

Probation officers and correctional treatment specialists usually need a bachelor's degree. In addition, most employers require candidates to pass oral, written, and psychological exams.

Pay

The median annual wage for probation officers and correctional treatment specialists was \$50,160 in May 2016.

Job Outlook

Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Limited state and local government funding for corrections will temper employment growth. However, job openings should be plentiful because many people leave the occupation each year.

State & Area Data

Explore resources for employment and wages by state and area for probation officers and correctional treatment specialists.

Similar Occupations

Compare the job duties, education, job growth, and pay of probation officers and correctional treatment specialists with similar occupations.

More Information, Including Links to O*NET

Learn more about probation officers and correctional treatment specialists by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

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SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Probation Officers and Correctional Treatment Specialists, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm> (visited May 16, 2017).

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Social and Human Service Assistants

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Summary

Quick Facts: Social and Human Service Assistants	
2016 Median Pay	\$31,810 per year \$15.29 per hour
Typical 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, 2014	386,600
Job Outlook, 2014-24	11% (Faster than average)
Employment Change, 2014-24	44,200



Social and human service assistants help clients to identify and obtain benefits and services.

What Social and Human Service Assistants Do

Social and human service assistants provide client services, including support for families, in a wide variety of fields, such as psychology, rehabilitation, and social work. They assist 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

Requirements for social and human service assistants vary, although they typically have at least a high school diploma and must complete a brief period of on-the-job training. Some employers prefer to hire workers who have additional education or experience.

Pay

The median annual wage for social and human service assistants was \$31,810 in May 2016.

Job Outlook

Employment of social and human service assistants is projected to grow 11 percent from 2014 to 2024, faster than the average for all occupations. There should be good job prospects, because low pay and heavy workloads cause many workers to leave this occupation.

State & Area Data

Explore resources for employment and wages by state and area for social and human service assistants.

Similar Occupations

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

More Information, Including Links to O*NET

Learn more about social and human service assistants by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Social and Human Service Assistants, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm> (visited May 16, 2017).

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Lawyers

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Summary

Quick Facts: Lawyers

2016 Median Pay	\$118,160 per year \$56.81 per hour
Typical Entry-Level Education	Doctoral or professional degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	778,700
Job Outlook, 2014-24	6% (As fast as average)
Employment Change, 2014-24	43,800

What Lawyers Do

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

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

Work Environment

The majority of lawyers work in private and corporate legal offices. Some work for federal, local, and state governments. The majority work full time, and many work more than 40 hours a week.

How to Become a Lawyer

All lawyers must have a law degree and must also typically pass a state's written bar examination.

Pay

The median annual wage for lawyers was \$118,160 in May 2016.

Job Outlook

Employment of lawyers is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations. Competition for jobs should continue to be strong because more students graduate from law school each year than there are jobs available.

State & Area Data

Explore resources for employment and wages by state and area for lawyers.

Similar Occupations

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

More Information, Including Links to O*NET

Learn more about lawyers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do ->](#)

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Lawyers, on the Internet at <https://www.bls.gov/ooh/legal/lawyers.htm> (visited May 17, 2017).

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Judges and Hearing Officers

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Summary

Quick Facts: Judges and Hearing Officers

2016 Median Pay	\$109,940 per year \$52.86 per hour
Typical Entry-Level Education	Doctoral or professional degree
Work Experience in a Related Occupation	5 years or more
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2014	44,800
Job Outlook, 2014-24	-1% (Little or no change)
Employment Change, 2014-24	-400



Judges and hearing officers research and apply laws to reach judgments or resolve disputes between parties.

What Judges and Hearing Officers Do

Judges and hearing officers apply the law by overseeing the legal process in courts. They also conduct pretrial hearings, resolve administrative disputes, facilitate negotiations between opposing parties, and issue legal decisions.

Work Environment

All judges and hearing officers are employed by the federal government or by local and state governments. Most work in courts. The majority work full time.

How to Become a Judge or Hearing Officer

Judges usually have law degrees and work experience as lawyers. However, some administrative law judge, hearing officer, and magistrate positions require only a bachelor's degree.

Pay

The median annual wage for judges, magistrate judges, and magistrates was \$125,880 in May 2016.

The median annual wage for administrative law judges, adjudicators, and hearing officers was \$92,110 in May 2016.

Job Outlook

Employment of judges and hearing officers is projected to show little or no change from 2014 to 2024. The number of federal and state judgeships is expected to remain steady because nearly every new position for a judge must be authorized and approved by a legislature.

State & Area Data

Explore resources for employment and wages by state and area for judges and hearing officers.

Similar Occupations

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

More Information, Including Links to O*NET

Learn more about judges and hearing officers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

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Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Judges and Hearing Officers, on the Internet at <https://www.bls.gov/ooh/legal/judges-and-hearing-officers.htm> (visited May 16, 2017).

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APPENDIX R

MSCJA Graduate Faculty Vitas

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

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 University*, 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

August 2016-
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 an average enrollment of 70 students at three locations.

January, 2012-
August, 2013

Graduate Education Coordinator/Office of Graduate Studies

Temporary position appointed by Provost to centralize graduate level functions. Tasks include: establishing the Office of Graduate Studies, developing a more functional admissions process, policy updates, creation of Graduate office, supervision of office staff, marketing strategies, create presence in national organizations (Council of Graduate Schools, Midwestern Association of Graduate Schools), develop website, and create internal structure for future program development.

Academic Teaching Experience

1997-
present

**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) Merit Promotion (2015), Post-tenure review (2016)

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, Graduate Topics-Teaching Seminar, and Comparative Criminal Justice Systems—Study Away Program in Ireland

Undergraduate Courses include: Introduction to Criminal Justice, Introduction to Criminal Justice (online) Correctional Institutions*, Correctional Clients*, Introduction to Corrections*, Introduction to Corrections (online), Crime Control Policy, Conflict Management in Corrections*, Assessment Course, Assessment Course (online), 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- 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., Hogan, N. Wells, J., Minor K. & Gordon, J. "Exploring the correlates of perceived job dangerousness among correctional staff at a Maximum Security Prison." *Criminal Justice Policy Review*. Accepted November 30, 2015.
- Forthcoming Lambert, E. & Hogan, N. "The importance of job satisfaction and organizational commitment in shaping turnover intent among staff at a private prison." *Criminal Justice Review*.
- Forthcoming- Lambert, E., Kim, B., Hogan, N., Kelley, T., & Garland. B. "Why I am here matters: The effects of continuance and affective commitment on organizational citizenship among private prison staff." *Security Journal*. Accepted on May 16, 2014.
- Forthcoming- 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*. Accepted on June 21, 2013.

- Forthcoming Lambert, E., Barton-Bellessa, S., & Hogan, N. (2014). "The Consequences of Emotional Burnout among Correctional Staff." Submitted to Sage. May 2015
- 2016 Lambert, E., Hogan, N. & Paoline, E. "Differences in the predictors of job stress and job satisfaction for black and white jail staff. *Corrections: Policy, Practice, and Research*, 1(1), 1-19.
- 2015 Paoline, E., Lambert, E. & Hogan, N. "Job stress and job satisfaction among jail staff: Exploring a gendered model." *Women and Criminal Justice*, 25, 339-359.
- 2015 Lambert, E., Hogan, N., Griffin, M., & Kelley, T. "The correctional staff burnout literature: A review of published studies". *Criminal Justice and Behavior*, 28(4), 397-443.
- 2015 Lambert, E., Qureshi, H., Hogan, N., Klahm, C., Smith, B., & Frank, J. "The association of job variables with job involvement, job satisfaction, and organizational commitment among Indian police officers. *International Criminal Justice Review*, 25(2), 194-213.
- 2015 Lambert, E., Griffin, M., & Hogan, N., & Kelley, T. "The ties that bind: Organizational commitment and its effect on correctional orientation, absenteeism, and turnover intent. *The Prison Journal*, 95(1), 135-156.
- 2015 Hogan, N., Barton-Bellessa, S., & Lambert, E. "Forced to CHANGE: Staff and inmate perceptions of the effects of involuntary treatment." *Journal of Applied Psychology*, 11(1), 19-39.
- 2015 Lambert, E., Minor, K., Wells, J., & Hogan, N. "Leave your job at work: The possible antecedents of work-family conflict among correctional staff. *Prison Journal*, 95 (1), 114-134.
- 2015 Lambert, E., Hogan, N., & Keena, L. "The impact of job attitudes on private correctional Staff's continuance and affective organizational commitment. *Journal of Applied Security Research*, 10(1), 1-22, DOI: 10.1080/19361610.2015.972260
- 2014 Garland, B., Hogan, N., Wodahl, E., Hass, A., Lambert, E., & Stohr, M. "The issue of decarceration and its possible effects on inmates, staff, and communities." *Punishment and Society*, 16(4), 448-473.

- 2014 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*, 58(8), 953-974. DOI-10.1177/0306624X13489510
- 2014 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*, 25 (4), 476-502.
- 2014 Garland, B., Lambert, E., Hogan, N., Kim, B., & Kelley, T. "A further examination of the relationship between affective and continuance organizational commitment with correctional staff occupational burnout: A partial replication and expansion study." (Note: Brett Garland, Eric Lambert, Nancy Hogan, and Bitna Kim all contributed to the paper equally and are listed in random order). *Criminal Justice and Behavior*, 41(10), 1161- 1177.
- 2014 Griffin, M., Hogan, N., & Lambert, E. "Career stage theory and turnover intent among correctional officers". *Criminal Justice and Behavior*, 41 (1), 4-19.
- 2013 Lambert, E., Kelley, T., & Hogan, N. "Work-family conflict and organizational citizenship behaviors: A preliminary examination." *Journal of Crime and Justice*, 36(3), 398-427.
- 2013 Lambert, E. & Hogan, N. "The association of distributive and procedural justice with organizational citizenship behavior. *The Prison Journal*, 93(3), 313-334. DOI: 10.1177/0032885513490491
- 2013 Garland, B., and Hogan, N., & Lambert, E. "Antecedents of role stress among correctional staff: A replication and expansion." *Criminal Justice Policy Review*, 24(5), 527-550. DOI: 10.1177/0887403412451445
- 2013 Lambert, E., Hogan, N. & Dial, K. "The link between organizational justice and job involvement: A test at two different correctional institutions. *Corrections Compendium*, 37(2), 9-16.
- 2013 Misis, M., Kim, B., Cheeseman, K., Hogan, N. & Lambert, E. "The impact of correctional officer perceptions of inmates on job stress. *Sage Open*, April-June, 1-13. DOI: 10.1177/215823301348695

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- 2013 Lambert, E., Kelley, T., & Hogan, N. "The association of occupational stressors with different forms of organizational commitment among correctional staff. *American Journal of Criminal Justice*, 38 (3), 480-501.
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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.
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- 2012 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.
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- 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.
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- 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.
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- 2009 Lambert, E., Hogan, N., Jiang, S., & Jenkins, M. "I am fried: The issues of stressors and burnout among correctional staff." *Corrections Compendium*, 34 (2), 16-23.
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- 2008 Lambert, E., Hogan, N. & Jiang, S. "Exploring antecedents of five types of organizational commitment." *Criminal Justice Policy Review*, 19(4), 466-490.
- 2008 Lambert, E. Jiang, S. & Hogan, N. "The issue of trust in shaping the job stress, job satisfaction, and organizational commitment of correctional staff." *Policy Issues in Criminal Justice*, 3(4), 37-64.
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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., Paoline, 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.
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- 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(¾), 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

- 2013 Barton, S., Hogan, N. & Lambert, E. "Does involuntary treatment work? A view from the staff and inmates. *Corrections Today* Accepted September 26, 2012.

Books:

- 2016 Hogan, Nancy L. and Elo, Frank. *Report writing workbook for criminal justice, 5th 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*, (pp. 253-256). Thousand Oaks, CA: 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.

Recent Book Reviews:

- 2014 Ross, J. (Ed.) *The globalization of supermax prisons*
For *Theoretical Criminology*
- 2014 Hanser, Robert. *Introduction to Corrections*
For Sage-
- 2014 Cromwell, P. & Birzer, M. *In Their Own Words*
For Oxford Press.

- 2011 Wright, Tibbets, & Daigle. *Criminals in the Making*.
For Anderson Press.
- 2009 Hanser, Robert. *Correctional Counseling*
For Anderson Publishing

Technical Papers/Agency Evaluation Reports

- 2016- In Progress— Master of Science in Criminal Justice Administration Program Review
Report. School of Criminal Justice, Ferris State University.
- 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.

Thesis and Dissertation Committee Work

- Present Dawson, James. Committee Member. Dissertation, Public Administration program,
Western Michigan University.
- Present DiCicco-Wiles, Julianne. Dissertation chair, Community College Leadership, Ferris
State University.
- Present Gardella, Mia. Thesis chair, MS Criminal Justice Administration, Ferris State
University.
- 2015 Eklin, Timothy Michael. "Powerlessness within a budget-driven paradigm: A
grounded theory leadership study from the perspective of Michigan corrections
officers. Dissertation for Antioch University-internal reviewer
- 2009 Backus, Robert Daniel. "Appropriate measures and evaluation in traditional and
community policing systems"
Thesis for Ferris State University-chair
- 2009 Johnson, Larry D. "The revisionment of a school crisis response plan".
Thesis for Ferris State University-chair
- 2007 Adams, Randy Ray. "Considering the effects of resident officer programs on disorder,
fear of crime, and calls for police services."
Thesis for Ferris State University-chair
- 2005 Snyder, Kip Christian. "Considering motorist demeanor and vehicle condition and its
effect on police officers' discretionary decision making on traffic stops".
Thesis for Ferris State University-chair
- 2002 Raymond, Sarah Margaret. "The impact of the 21st century learning center after
school program on identified risk factors and juvenile delinquency."
Thesis for Ferris State University-chair
- 2001 Nerbonne, Andrea Marie. "A comparative study of perceptions and attitudes of police
officers toward arrest for domestic violence among officers from departments with
mandatory and non-mandatory arrest policies."
Thesis for Ferris State University-chair

- 2001 Call, Matthew William. "A test of the Marshall hypothesis"
Thesis for Ferris State University-member
- 2001 Sutherland, Rosalyn Sue. "An evaluation of valuing diversity".
Thesis for Ferris State University-member
- 2001 Gonzalez, Amber Leah. "An evaluation of the CHANGE pilot program at the Michigan Reformatory. "Thesis for Ferris State University-member
- 2000 Vander Kooi, Gregory P. "Diversion impact on recidivism: A local perspective, Newaygo County, Michigan." Thesis for Ferris State University-member
- 1998 Stawoarski, Craig A. "Comparing sexual offender registration laws".
Thesis for Ferris State University-chair

Work under Review

- Hogan, Nancy L. Correctional officer stress. *The Sage Encyclopedia of Criminal Psychology*.
- Lambert, E. Qureshi, H., Keena, L., Hogan, N., Frank, J., Klahm, C. & Smith, B. "The relationship of work-family conflict with job stress among Indian Police officers: A research note.
- Lambert, E., Qureshi, H., Keena, L., Frank, J. & Hogan, N. "Exploring the link between work-family conflict and job burnout among Indian police officers.
- 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., Hogan, N., & Paoline, G. "Differences in predictors of job stress and job satisfaction for Black and White jail staff. *Corrections: Policy, Practice, and Research*. Submitted 4/27/15.
- Lambert, E., Hogan, N., & Griffin, M. "Research note: A career stage analysis of correctional staff outcomes." *The Prison Journal* Submitted 5-1-15.

Work in Progress

- Griffin, M., Lambert, E., Hogan, N., & Todak, N. Women's place in the field: Using gender model and career stage theory to explore turnover intent among correctional officers.

Lambert, E., Hogan, N., Wells, J., & Minor, K. "Organizational trust and fear of injury and the correlates of organizational trust among private correctional staff"

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

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|------------------|-----------------------|
| 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	
2014, 2016	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:

2016	Sommerville, SC Juvenile Agencies
2014-2015	Consultant, Educational Testing Service
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

2016	<i>Midwestern Criminal Justice Association, Chicago, IL</i>
	Paper presentation: "Trust and Fear of Victimization among Prison Staff" Co Presenters: Eric Lambert, Shannon Barton, James Wells, and Kevin Minor
2016	<i>Academy of Criminal Justice Sciences, Denver, CO</i>
	Paper Presentation: "The Effects of the Workplace on Jail Officers" Co Presenters: Eric Lambert, Eugene Paoline, Marie Griffin, Linda Keena, James Wells, & Kevin Minor.
	Paper Presentation: "Examining Fear Enhancers and Fear Inhibitors among Correctional Staff". Co-Presenters: Eric Lambert, Jill Gordon, James Wells, & Kevin Minor.

Paper Presentation: "The Association between Work-Family Conflict and Burnout among Indian Police Officers." Co-presenters: Hanif Qureshi, Eric Lambert, James Frank & Linda Keena

2015 *Midwestern Criminal Justice Association, Chicago IL*

Paper Presentation: "The Association between Work Family Conflict & Job Burnout". Co-Presenters: Eric Lambert, Linda Keena, Hanif Quershi, James Frank, Charles Klahm, & Brad Smith

2015 *Academy of Criminal Justice Sciences, Orlando, FL*

Paper Presentation: "Spilling Over: Correlates of Strain Based Work-Family Conflict". Co-presenters: Eric Lambert, Hanif Qureshi, Charles Klahm, Brad Smith, & James Frank

Paper Presentation: "Correlates of Perceived Dangerousness of the Job among Jail Staff". Co-presenters: Eric Lambert, Eugene Paoline, Kevin Minor, James Wells, & Shannon Barton-Bellessa

Paper Presentation: "A Career and Life Stage Analysis of Jail Staff Outcomes". Co-presenters: Eugene Paoline, Eric Lambert, Marie Griffin, & Bitna Kim

2014 *American Society of Criminology, San Francisco, CA*

Paper Presentation: "Correlates of Perceived Dangerousness of the Job among Correctional Staff." Co presenters: Eric Lambert, Shannon Barton-Bellessa, Kevin Minor, James Well, Brett Garland, and Bitna Kim.

Paper Presentation: "Am I Fried? The Issue of Burnout among Indian Police Officers." Co-presenters: Hanif Qureshi, Charles Klahm, Eric Lambert, Brad Smith, and James Frank.

2014 *Academy of Criminal Justice Sciences, Philadelphia, PA*

Paper Presentation: "Differences in the Correlates of Job Stress and Job Satisfaction by Race/ethnicity of Jail Staff." Co-authors-Eric Lambert, Eugene Paoline, James Wells, Kevin Minor, Marie Griffin, Bitna Kim, Kelly Cheeseman, and Brett Garland.

Paper presentation: "Effects of Organizational Structure on Indian Police Officers." Co-presenters— Charles Klahm, Hanif Qureshi, Eric Lambert, & James Frank.

Paper presentation: "Work Family Conflict among Indian Police Officers." Co-presenters: Hanif Qureshi, Charles Klahm, Brad Smith, James Frank, & Eric Lambert.

2013 *American Society of Criminology, Atlanta, GA*

Paper presentation: "Gender and Cultural Differences on Death Penalty Support and Views among Japanese and U.S. College Students." Co-presenters: Shanhe Jiang, Toyoji Saito, Eric Lambert, Mahfuzul Khondaker, O. Oko Elechi, David Baker, and Yuning Wu.

Paper presentation: "I Want Justice: The Relationship between Perceptions of Distributive and Procedural Justice with Organizational Commitment." Co-presenters: Hanif Qureshi, Charles Klahm, Brad Smith, James Frank, and Eric Lambert.

Paper presentation: "What is the Job Doing for Me? A Test of the Job Characteristics Model among Indian Police Officers." Co-presenters: Charles Klahm, Hanif Qureshi, Brad Smith, James Frank, and Eric Lambert

Paper presentation: "How I Bond Matters: The Issue of Affective and Continuance Commitment among Correctional Staff." Co-presenters: Eric Lambert, Kevin Minor, James Wells, Thomas Kelley, and Kelly Cheeseman.

Paper presentation: "A Review of the Correctional Staff Burnout Literature: Where we are and where we need to be." Co-presenters: Eric Lambert, Shannon Barton-Bellessa, Marie Griffin, Bitna Kim, and Brett Garland.

2013 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "A Gendered Career Stage Test of Turnover Intent among Correctional Officers." Co-presenters: Marie Griffin, Eric Lambert, and Natalie Todak.

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: “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.

2002 *American Society of Criminology, Chicago, IL*

Roundtable Discussion: "Forensic Science as a Criminal Justice Option".

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

Michigan Sheriff Coordinating and Training Council-2013. Certified to teach jail officer training.

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--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

Corrections Committee 1998-present

Member-- Midwestern Criminal Justice Association, 1998-
Elected Secretary-term 2010-2012
Election Committee 2011

Member-Midwestern Association of Graduate Schools-2011-2013

Member-Council of Graduate Schools 2011-2013

Ferris State University-Service

Current committees:

Member-Academic Affairs-Graduate office Committee-2016
Member-School of Criminal Justice Scholarship Committee-2015-
Member: College of Education and Human Services Promotion & Merit Committee 2016
Member-University Graduate and Professional Council-2016
Member: School of Criminal Justice Graduate Committee-1998-present
Member-College of Education and Human Services Graduate Committee- 2016
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
Reviewer: Justice Quarterly

Community Service:

Vice President—Big Rapids High School Hockey Boosters-2016- present, 2010-2011
Chair- BRHS Hockey Boosters Annual Jim Swears Memorial Golf Tournament -2016
Member-Mecosta-Osceola Intermediate School District-Advisory Board for Public Safety
Member-Big Rapids High School Hockey Boosters 2009-present
Fundraising Director—Big Rapids Area Junior Hockey Association 2002-2014
President—Big Rapids High School Hockey Boosters-2011-2012

Past Committee Work:

Member-University Sabbatical Committee 2013-2016
Chair-College of Education and Human Services Sabbatical Committee-2013-2016
Chair-University Graduate and Professional Council 2002-2009, 2010-2013

Chair-College of Education and Human Services Graduate Committee-1998-2013
 Member: Faculty Center for Teaching and Learning Advisory Board-2006-2013
 Member: University Institutional Review Board 2003-2013
 Chair-Academic Affairs Chair--School of Criminal Justice Graduate Committee 1997-2011
 Chair: 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

- 2016 Ferris State University Academic Scholar Award
- 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

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Indiana State University

Terre Haute, IN 47809

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Dr. Velmer S. Burton, Jr.

Professor/Dean

University of Mississippi

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Dr. Frank E. Hagan

Professor, Thesis Chair

Department of Criminal Justice

Mercyhurst University

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

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Glendale, AZ 85306

602-543-6600

Dr. Eric G. Lambert

Chair/Professor

Legal Studies

Odom Hall

University, MS 38677

(662) 915-2672

eglambert@olemiss.edu

Russell E. Lewis

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

QUALIFICATIONS

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

WORK HISTORY

2001-present

Professor, School of Criminal Justice, Ferris State University

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

1999-2010

Law Office of Russell E. Lewis, Owner

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

1997-1999

Department Chair of Criminal Justice, Mount Senario College

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

1991-1997

Law Office of Russell E. Lewis, Owner

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

1989-1991

President, Art Institute of Southern California

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

1971-1989

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

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

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

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

EDUCATION

1965

Certificate with Honors, Defense Language Institute, Monterey, California

1966

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

1967-1970

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

1970-1972

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

1972-1974

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

1982-1985

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

TRAINING/CERTIFICATES

Private Pilot

Scuba Diving

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

Highest Security Clearance when assigned to the NSA

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

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

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

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

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

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

Practitioner of trademark law in Federal Office of Patents and Trademarks

REFERENCES AND PUBLICATIONS

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

Curriculum Vitae
Gregory P. Vander Kooi
Professor of Criminal Justice
Graduate Program Coordinator
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
528 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-2458; Fax: (231) 591-3792
E-mail: VanderkG@ferris.edu

Home Address:

2031 Erie Rd.
Fremont, MI 49412
Phone: (231) 924-7192

Education

December 2006, Doctor of Philosophy Degree

Higher Educational Leadership
Western Michigan University
Kalamazoo, MI 49008

Dissertation Title: Problem-Based Learning: An Attitudinal Study of Police Academy Students. This study explored how police academy students perceived problem-based teaching methods influenced their learning as compared to students attending other academies still using the traditional lecture-based pedagogy. Students' preferred learning styles were also examined to determine any impact on those perceptions.

May 2000, Master of Science Degree, Highest Distinction

Criminal Justice Administration
Ferris State University, School of Criminal Justice
Big Rapids, MI 49307

Thesis: Diversions Impact on Recidivism: A Local Perspective, Newaygo County, MI. This research study investigates the merits of one diversion program, specifically the Newaygo 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 Newaygo County. This study explored the recidivism rates of the population that have been involved in the Newaygo County Prosecutor's diversion program.

Assistant Professor

Instructed the following academic Criminal Justice Courses: CRIM 110 Introduction to Criminal Justice, CRIM 102 Police Process (LSSU), CRIM-220 Supervision and Management of Criminal Justice Organizations, CRIM-260 Delinquency Prevention and Control, CRIM 305 Ethics in Criminal Justice, CRIM 356 Firearms (range officer), CRIM 401 Senior Seminar (LSSU), CRIM-456 (Police Academy) Firearms, CRIM-453 (Police Academy), CRIM-420 Crisis Intervention, CRIM-440 Criminal Investigation, CRIM-608 Organizational Leadership, CRIM-670 Special topics (Executive Decision Making) and (Teaching Seminar).

Performing academic advising for numerous undergraduate students.

Conducted a seminar for the Central Michigan's Police Training Consortium on Leadership and Ethics (2005).

Conducted seminars 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.

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 – September - 2016: Criminal Justice Graduate Program Director, Master of Science in Criminal Justice Administration.

September 2004 – Present: Deputy Director, Ferris State University Law Enforcement Academy.

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:

2016, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professors Steven F. Hundersmarck, and Michael Vasicek, Police Use of Force and Decision Making, March 29 – April 2 2016, Denver, CO

2015, Conference, April 14th-18th, International Law Enforcement Educators and Trainers Association, Wheeling, IL

2015, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professor Cecil Queen, Assessing the Efficacy of Problem-based Learning Strategies Within Police Training Academies; A Michigan Study, March 3-7 2015, Orlando, FL

2014, Conference, April 14th-18th, International Law Enforcement Educators and Trainers Association, Lombard, IL

2013, 3rd Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. October, 17th-20th, North - Traverse City, MI

- 2013, Conference, April 16th-21st, International Law Enforcement Educators and Trainers Association, Wheeling, IL
- 2012, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL
- 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, "Diversion 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:

- 20016/17: Chair, College Sabbatical Committee.
- 2015/2016: University Graduate Program Committee.
- 2015/2016: College Promotion Committee.
- 2016: Search Committee for the Dean of the College of Education and Human Services.
- 2015/2016: Chair, College Promotion Committee.

2014/2015: University Graduate Program Committee.

2014/2015: College Promotion Committee.

2016: Search Committee for the Dean of the College of Education and Human Services.

2014/2015: University Graduate Program Committee.

2014/2015: College Promotion Committee.

2012-2015: Chair Criminal Justice Department's Tenure Review Committee

2013/2014: University Graduate Program Committee.

2013/2014: College Promotion Committee.

2012/2013: University Graduate Program Committee.

2011/2012: University Graduate Program Committee.

20011/2012: Chair and author of the 2012, Graduate, Annual Program Review for Ferris State University's School of Criminal Justice.

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.

2007/2008– Serving on the hiring committee, representing the College of Education and Human Services, for the Vice President of Academic Affairs.

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

Dean's Faculty Recognition Award, April 2015

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

Police Use of Force: Transitioning Policy into Practice. Hundersmarck, S. F., Vanderkooi, G. & Vasicek, M. Submitted to the *Police Forum* for publication August 19th. 2016

The Impact of Diversion on Recidivism Rates in a Rural Michigan County: A Local Perspective. Vander Kooi, G. P., *Applied Psychology in Criminal Justice*. 2015, 11(1)

Problem-Learning for Police Academy Students: Comparison of Those Receiving Such Instruction with Those in Traditional Programs. Vander Kooi, G. P. & Bierlein Palmer, L.A., *Journal of Criminal Justice Education*, 13 Feb 2014

Academic Program Review for the School of Criminal Justice Graduate program. Ferris State University, College of Education and Human Services, 2013

Academic Program Review for the School of Criminal Justice Under-graduate program. Ferris State University, College of Education and Human Services, 2007.

Problem-Based Learning: An Attitudinal Study of Police Academy Students. 2006
Doctoral Dissertation, Western Michigan University, Kalamazoo, MI

Camp Programs Provide Community Opportunities. September/October 2001
National Camping Magazine. (co-authored, with Judy Hughes Astle and Jeff Jacobs)

Diversions Impact On Recidivism: A Local Perspective. Newaygo County, Michigan. 2000, Masters Thesis, Ferris State University, Big Rapids, MI

An Analysis of Integrating Local Emergency Response Teams with State Emergency Service Team. 1998, State of Michigan, Michigan Department of State Police.

Ten Hour vs. Eight Hour Work Day For Police. 1996, State of Michigan, Michigan Department of State Police

Newaygo County Juvenile Justice Master Plan (co-authored, with Dr. Agnus Baro), 1996, Newaygo County Government document

Non-Academic Employment History

May 1992-January 2001

First Lieutenant, Commanding Officer, Michigan Department of State Police, Newaygo Post.

A Post Commander's, First Lieutenant, duties include, but is not limited to: Selects and assigns staff, ensuring equal employment opportunity in hiring and promotion. Coordinates activities by scheduling work assignments, setting priorities, and directing the work of subordinate employees. Evaluates and verifies employee performance through the review of completed work assignments and work techniques. Identifies staff development and training needs and ensures that training is obtained. Ensures proper labor relations and conditions of employment are maintained. Maintains records, prepares reports, and composes correspondence relative to the work. Serves as the Department's principal liaison with all other law enforcement agencies in the geographical area. Represents the Michigan Department of State Police in law enforcement and traffic safety matters at civic club meetings, schools, conferences, and to other law enforcement agencies, community organizations, and the news media. Directs all investigative and general police services in an assigned geographical area. Directs the development and implementation of an emergency preparedness training and education program for all levels of government throughout the state. Directs the planning, development, and conducting of training programs for employees in the law enforcement field. Directs the development and evaluation of programs in the areas of juvenile diversion and crime prevention. Directs the development and coordination of traffic safety programs such as selective enforcement, accident reconstruction's, C.A.R.E., or M.A.L.I. Directs the activities of emergency services district coordinators on a statewide basis. Directs traffic safety programs such as vehicle/school bus inspections, alcohol testing, and selective enforcement in a district of the state. Establishes and maintains cooperative working relationships with other law enforcement agencies, courts, prosecutors, and community agencies and organizations in the post area. Formulates and executes plans, procedures, and priorities designed to improve post operations and services. Reviews complaint files, arrest records, and other records of post activity in order to assess performance of personnel and ascertain if problems exist in the area of post operations. Conducts post staff meetings and prepares written directives to inform subordinate personnel of new or revised policies, procedures, laws, court decisions, and other information which may affect the performance of law enforcement duties in the post area.

Notable Non-required Associations & Organizations

- ✓ Chair, Newaygo Central Dispatch
- ✓ Vice President, Newaygo County Criminal Justice Council
- ✓ Executive Board, Newaygo County Law Enforcement Policy

- ✓ Executive Board, Newaygo County Law Enforcement Officer's Association, Scholarship Fund
- ✓ Newaygo County Juvenile Justice Advisory
- ✓ Adjunct instructor, and aided in Recruitment, Counseling, and Marketing at Muskegon Community College, Criminal Justice
- ✓ Adjunct instructor, Baker College, Corrections Program
- ✓ Organizational Culture/Diversity Committee, Michigan Department of State Police
- ✓ Co-author of the Newaygo County's Juvenile Justice Master Plan
- ✓ Newaygo County Child Death Review Team
- ✓ Newaygo County, Intermediate School District, Criminal Justice Advisory Board
- ✓ Character Counts Member for Ethical Decision Making
- ✓ Baker College Corrections Advisory Board
- ✓ Executive Board Women's Information Services (Domestic Violence), Mecosta, Newaygo, and Lake Counties
- ✓ Speaker on Social and Police Ethics and Diversity, Muskegon Community College, Baker College and Ferris State University
- ✓ State wide trainer for the implementation of the Targeted Selection process

July 1990 – May 1992

First Lieutenant, Commanding Officer, Michigan Department of State Police, Iron River Post.

Notable Non-required Associations & Organizations

- ✓ Elected Councilperson, City of Caspian, MI
- ✓ Executive Board Member, Kiwanis

September 1987 - July 1990

Sergeant, Shift Commander, Michigan Department of State Police, Hart Post.

Shift Commander's, Sergeant, duties include, but is not limited to: Establishes and adjusts road patrol schedules of troopers on shift after considering such things as personnel on sick leave, annual leave, pass day and court assignment; maintains records of time and attendance; authorizes necessary overtime hours; and prepares vacation schedules for shift personnel on shift. Assigns troopers to daily duties; assigns patrol cars and areas of patrol; dispatches patrol units to accidents, citizen complaints, and criminal matters. Monitors trooper performance and appraises promotional potential; counsels subordinates in cases where performance is deficient; directs and coordinates the training of personnel. Operates the State Police Radio System; receives and forwards various requests from patrol units, which includes maintaining hourly patrol unit location checks and dispatching units to emergency

and non-emergency incidents. Receives and evaluates citizen complaints; determines the appropriate action to be taken and, if appropriate, assigns the complaint to a trooper, another post, or another agency for investigation or resolution. Reviews reports such as arrests and complaints prepared by troopers for completeness and accuracy; reviews pending complaints periodically to determine if they are being properly worked by the investigating troopers; counsels and advises personnel in methods and procedures for complaint resolution. Performs Breathalyzer tests on subjects suspected of operating under the influence of intoxicating liquor; conducts a monthly simulator test to determine the accuracy of the Breathalyzer. Counsels, advises, and assists the general public in matters such as explanation of laws, weather, and traffic condition reports, explanation of services provided by State Police and other agencies, and explanation of procedures to follow in contacts with courts and police agencies. Operates the Law Enforcement Information Network (LEIN) terminal to conduct file checks, enter and remove warrants, subjects, and property, and to communicate with other posts and headquarters; radio file information to requesting trooper or officer. Assists and counsels subordinates in the course of their daily activities by answering requests for law interpretations, policy explanations, and information related to proper operational procedures to be followed for various types of situations. Provides interpretation of the law and technical guidance on criminal justice procedures to other law enforcement agency personnel. Assesses bond in misdemeanor cases and receives and receipts monies from prisoners. Maintains the property room by caring for and tagging evidence, maintaining proper records, and forwarding evidence to the crime lab as needed. Inspects and directs the maintenance of vehicles and equipment assigned to the post. Maintains log of expenses incurred in the purchase of services and supplies. Performs related work as assigned. Develops programs for administering criminal history records audit for local and countywide law enforcement. Develops and evaluates programs in the areas of juvenile diversion and crime prevention. Coordinates the emergency services program in a district of the state; develops state and local disaster-response programs and acts as liaison between federal and local preparedness efforts. Analyzes proposed legislation affecting law enforcement, testifies at legislative hearings as to the department's position on pending legislation and conducts legal research. Evaluates department policies and procedures and recommends changes to improve departmental operations; evaluates and makes recommendations regarding changes in departmental equipment. Develops and coordinates traffic safety programs such as selective enforcement, Combined Accident Reduction Effort (CARE) or Michigan Accident Location Index (MALI). Operating out of a district office, serves as a traffic safety instructor; oversees vehicle inspection and Breathalyzer programs; and conducts traffic survey investigations for improvement of traffic safety. Plans, develops, and conducts training programs for employees in the law enforcement field. Lectures at meetings of service organizations, Michigan colleges, universities, and schools. Performs related work as assigned.

Notable Non-required Associations & Organizations

- ✓ Training Academy Instructor, 9MM Implementation

March 1986 – September 1987

Sergeant, Shift Commander, Michigan Department of State Police, L'Anse Post.

Notable Non-required Associations & Organizations

- ✓ Instructor in Criminal Justice Training Academy, Northern Michigan University

July 1983 – March 1986

Trooper, Michigan Department of State Police Hart Post. Post Community Service Officer.

Notable Non-required Associations & Organizations

- ✓ Instructor, West Shore Community College, Training Academy
- ✓ Instructor, Michigan Department of State Police Training Academy, Standardize Field Sobriety Testing (Horizontal Gaze Nystagmus Method)

August 1979 - July 1983

Trooper, Michigan Department of State Police Detroit Post.

Notable Non-required Associations & Organizations

- ✓ Certified Breathalyzer Operator
- ✓ Certified Accident Investigator
- ✓ Certified Drug Recognition Expert
- ✓ Standardized Field Sobriety Testing Trainer

November 1977 – August 1979

Probationary Trooper Michigan Department of State Police Sandusky Post.

Community Involvement History

- ✓ Rotary Club of White Cloud, MI, 1998-2000
- ✓ Boy Scouts of America, Explorer Post #9137, Newaygo, MI, 1994-2000
- ✓ Newaygo County Law Enforcement Association Scholarship Executive Board, 1992-2000
- ✓ Helping One Student at a Time (H.O.S.T.) Mentor, Fremont Public Schools, 1997-2000

- ✓ Fremont High School Assistant Softball Coach, 1994-2000
- ✓ Safe and Drug Free School Consortium, Newaygo County, 1998-2000
- ✓ Pine Street Playground Volunteer Committee, Fremont Public Schools, 1996
- ✓ Gerber Memorial Hospital, Medical Control Authority, Advisory Board, 1998-2000
- ✓ PRIDE Youth Program Advisor, anti-drug program, 1992-2000
- ✓ Fremont School Foreign Exchange Host Family, 1998 and 2002
- ✓ Multiple Agency Consortium member, Newaygo County 1992-2000
- ✓ City Councilman Caspian, Michigan 1991-1992

Professional Awards

- ✓ Bravery, Michigan Department of State Police
- ✓ Professional Excellence, Michigan Department of State Police
- ✓ Unit Citation 9MM Project Award, Michigan Department of State Police
- ✓ Distinguished Service Award, Michigan Association of Police of Chiefs
- ✓ Commendation, American Legion
- ✓ Distinguished Service, Newaygo County Law Enforcement Association
- ✓ State of Michigan Special Tribute of Appreciation, Mike Pumford State Representative and Governor John Engler 2001
- ✓ Resolution from the Newaygo County Board of Commissioner for appreciation of dedicated service 2001

Instructor/Trainer

Training Certifications

- ✓ Professional Simulation Instructors Training Course, 2011

- ✓ Simunition, FX, Scenario Instructor and Safety Re-Certification Course, Simunitions-Securibank, April 2010.
- ✓ John E. Reid and Associates, Advanced Course on The Reid Technique of Interviewing and Interrogation, December 3, 2009
- ✓ John E. Reid and Associates, The Reid Technique of Interviewing and Interrogation, November 30 – December 2, 2009.
- ✓ Prevention and Response to Suicide Bombing Incidents, New Mexico Tech, Energetic Materials Research and Testing Center, February 2008.
- ✓ Incident Response to Terrorist Bombings, New Mexico Tech, Energetic Materials Research and Testing Center, April 2006.
- ✓ Simunition, FX, Scenario Instructor and Safety Certification Course, Simunitions-Securibank, April 2007.
- ✓ Air Soft Combat Shooting Methods Seminar, Combat Shooting Methods, Gun Fighters LTD February 2005.
- ✓ International Law-Enforcement Educators and Trainers Association, ILEETA, November 2004.
- ✓ Police Advanced Precision Driving, Michigan Department State Police, June 2003.
- ✓ Precision Driving Instructor Program, Michigan Department State Police, August 2003.
- ✓ Skid Car System, Instructor Training Course, June 2003.
- ✓ Ranged 2000 Force Control Training Simulator, IES Interactive Training, March 2002.
- ✓ Michigan Department of State Police, Raid Entry Certification.
- ✓ Emergency Vehicle Operation.
- ✓ Vehicular Skid-Avoidance Instructor.
- ✓ Police Firearms Instructor.
- ✓ Professional Rescuer C.P.R. and First Aid.
- ✓ Michigan Department of State Police, Police Firearms Instructor Training Certificate.
- ✓ Standardized Field Sobriety Testing Instructor.
- ✓ Alcohol Breathalyzer operator.
- ✓ Preliminary Breath Test Operator.
- ✓ Radar Operator Certified.
- ✓ Drug Recognition Expert.
- ✓ M.C.O.L.E.S. Certified Police Officer.

Personal and Professional Interests

Member, Academy of Criminal Justice Sciences (ACJS)

Member, Midwestern Criminal Justice Association (MCJA)

Member, American Criminal Justice Association (ACJA)

Member, American Society of Law Enforcement Trainers (ASLET)

Member, International Law Enforcement Educators and Trainers Association (ILEETA)

Honorary member of the Golden Key International Honor Society

Member, Fraternal Order of Police

Past member, Michigan Department of State Police Command Officers Association

Member, Western Michigan University Alumni Association

Member, Ferris Faculty Association

Member, Newaygo County Critical Incident Advisory Board (NCCIAB).

Member, Newaygo County Voc-Tech (Criminal Justice) Advisory Board.

Curriculum Vitae

Kristin Poleski

Associate Professor of Criminal Justice

Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
536 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-2452; Fax: (231) 591-3792
E-mail: kristinpoleski@ferris.edu

Home Address:

5744 Sugarberry Dr SE
Kentwood, MI 49512
Phone: (616) 717-2341

EDUCATION

June 2016, Doctor of Philosophy Degree

Public Administration
Western Michigan University
Kalamazoo, MI

Dissertation Title: To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decision to Pursue Promotion. Despite an increase in the number of female police officers in U.S. police agencies, female representation in supervisory, command and executive positions in most agencies is limited. This study explored the promotional aspirations of female police officers and how they choose to participate (or not participate) in the promotional process.

August 2001, Master of Science Degree

Criminal Justice Administration
Ferris State University
Big Rapids, MI
Graduated with honors

November 1983, Bachelor of Science Degree

Criminal Justice
Ferris State University
Big Rapids, MI

TEACHING AND ADVISING

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

2009 – Present Associate Professor

- Instruct the following academic Criminal Justice Courses: CRIM110 – Introduction to Criminal Justice, CRIM113 – Introduction to Policing, CRIM260 – Delinquency Prevention and Control, CRIM305 - Ethics in Criminal Justice, CRIM321 – Report Writing for Corrections, CRIM322 – Report Writing for Law Enforcement, CRIM385 – Current Issues in Criminal Justice, CRIM665 – Financial Administration for Criminal Justice Administrators.
- Criminal Justice Internship Coordinator. This position involves oversight of the Criminal Justice Internship program for the main campus and 12 off campus program locations. Duties include but are not limited to preparation of students to complete required internships, review of all student internship paperwork, assigning students to internship advisors, and being the liaison between Ferris State University criminal justice agencies. (2014-present)
- Perform academic advising for numerous undergraduate students.
- Faculty Advisor for Alpha Phi Sigma (2009-2012).
- Program Coordinator for the Justice Learning Community (2009-2011).
- Serving as a member of the School of Criminal Justice Faculty Search Committee (as needed 2009-present).
- Serving as a member of the hiring committee for the School of Criminal Justice Academic Advisor (2012).
- Serving as a member of the School of Criminal Justice Graduate Committee (2013-present).
- Serving as the chair of the School of Criminal Justice Tenure Committee (2015-present)
- Serving on the College of Education and Human Services/School of Criminal Justice hiring committee for Secretary II (2014).

Research Interests: Law Enforcement, Police Supervision and Administration, Women in Criminal Justice, Comparative Criminal Justice, Criminal Justice/Law Enforcement and the media, Social Media and Law Enforcement.

PRESENTATIONS

- 2016 “To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decision to Pursue Promotion,” Academy of Criminal Justice Sciences, March 31, Denver, CO.
- 2014 “Effective Report Writing for Discharge and Prosecution,” Michigan Sheriff’s Association MISSION Investigator School

PROFESSIONAL MEETINGS

- 2016 Academy of Criminal Justice Sciences Annual Conference – Denver, CO, March, 2016
- 2014 The American Society of Criminology Annual Meeting – San Francisco, CA, November 2014
- 2014 14th Annual Lilly Conference on College & University Teaching – North – Traverse City, MI, October 2014. (Timme Grant \$700)
- 2014 Academy of Criminal Justice Sciences Annual Conference – Philadelphia, PA, March 2014.
- 2009 Midwestern Criminal Justice Association Annual Conference – Chicago, IL, September 2009.

UNIVERSITY SERVICE

- 2015 – Present Chair of the College of Education and Human Services Tenure Committee.
- 2013 – Present Member of the Academic Senate, Student Life Committee.
- 2013 – Present Member Ferris State University School of Criminal Justice Graduate Program Committee
- 2013 Student Misconduct Committee-ad hoc committee, November, 2013
- 2012 – Present Member of the Ferris Foundation Gifts and Grants Committee.
- 2012 – 2015 Member of the College of Education and Human Services Diversity Committee.

- 2012 – 2014 Member of the General Education Committee
- 2010 – 2011: Member of the Faculty Fellows Program, a partnership between faculty members and the residence hall community to enhance relationships between students and faculty through out of class room interaction.
- 2009 – Present Member School of Criminal Justice Faculty Search Committee
- 2009 – Present Member Ferris State University School of Criminal Justice Program Advisory Committee
- 2009 – 2011: Served as a member of the Ferris State University Academic Affairs Inclusion Council.

PUBLICATIONS

Poleski, K. L. (2016). *To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decisions to Pursue Promotion* (Doctoral Dissertation), Western Michigan University, Kalamazoo, MI.

UNPUBLISHED MANUSCRIPTS

Poleski, K. L. (2016). *Unstandardized Standards: An Examination of Police Basic Training Standards in the United States*. Western Michigan University, Kalamazoo, MI

Poleski, K. L. (2013). *Limited Female Representation in Supervisory and Command Positions in American Policing*. Western Michigan University, Kalamazoo, MI.

Academic Program Review for the School of Criminal Justice Undergraduate Program. (2012). Ferris State University, College of Education and Human Services

Poleski, K. L. (2012). *Recruitment of Women and Minorities*. Western Michigan University, Kalamazoo, MI.

Poleski, K. L. (2011). *Assessing the Impact of Learning Communities on Student Retention and Persistence*. Western Michigan University, Kalamazoo, MI.

PROFESSIONAL SERVICE

2015 – Present 61st District Court Drug/Sobriety Court Advisory Committee Member

2013 – Present Kent Career Technical Center Criminal Justice Advisory Committee Member

NON-ACADEMIC EMPLOYMENT HISTORY

- 2008-2009 **Director of Operations**, Animal Emergency Hospital, Grand Rapids, MI
Managed all non-medical operations for the hospital, including client relations, facilities and equipment maintenance, policy formulation, personnel scheduling.
- 2008 **Administrative Services Supervisor**, Kissimmee Police Department, Kissimmee, FL. General duties include acting as manager of the Records Unit which consists of ten clerk technicians. Supervises plans, manages and coordinates all Records Unit activities on a daily basis and ensures the accurate and timely completion of Department records and reports. Specific duties and responsibilities include acting as alarm billing manager, department payroll administrator, and Uniform Crime Reporting program administrator, answering public records requests, sealing/expunging records as ordered by the court and writing policies/procedures for Unit responsibilities..
- 2004-2008 **Deputy Police Chief**, Kissimmee Police Department, Kissimmee, FL. Kissimmee is located approximately 15 miles south of Orlando and is one of the fastest growing areas in Central Florida. The Kissimmee Police Department serves a culturally diverse community with a population of approximately 60,000. The police department had a budget of \$18 million, 140 sworn and 78 civilian personnel. Provide Administrative support to the Chief and represent her with other City departments and government agencies as well as neighborhood communities. Interact with public safety entities of other city, county, state and federal agencies. Other responsibilities include development of Capital and Operating budgets, grant management and overall direction of the Communications Division, Professional Standards Division, which include Internal Affairs and the Training Unit, Recruitment, Accreditation Management, Financial Services and the Records Division.
- 2001-2004 **Police Lieutenant**, Grand Rapids Police Department, Grand Rapids, MI. The Grand Rapids Police Department is a moderately sized police agency and had approximately 334 sworn officers and 100 civilians in a culturally diverse community of approximately 200,000. Originally assigned as the Watch Commander for Patrol Unit Two. Also served as the Administrative Lieutenant for the Southwest then Southeast Service Areas. Administrative Lieutenants are the second in command of a designated geographic area or Service Area of the City. Assisted in the development of operational plans for the service area, worked with community groups and individuals to resolve concerns and complaints, evaluated employee performance. Performed additional duties as Infection Control Supervisor for the Department.

- 1993-2001 **Police Sergeant**, Grand Rapids Police Department, Grand Rapids, MI.
Served in a variety of assignments including Patrol Unit Supervisor, Special Services/Traffic Unit supervisor and Internal Affairs Unit supervisor/investigator. As a Patrol Unit Supervisor, responsible for supervision, training and motivation of teams of between 6 and 10 police officers on each of the three patrol shifts, as well as being a Field Training Supervisor overseeing Field Training Officers and new recruits. As a Special Services/Traffic Unit supervisor, responsible for coordination of police staffing and response at all major City special events, oversight of all traffic accident related investigations, including traffic accident reconstruction for fatal accidents and conducting police recruit training for traffic and alcohol enforcement. Also co-instructed Michigan State University's Alcohol and Other Drug Enforcement training to GRPD personnel. As Internal Affairs Supervisor/Investigator, responsible for conducting investigation into allegations of employee misconduct.
- 1985-1993 **Patrol Officer/Detective**, Grand Rapids Police Department, Grand Rapids, MI.
Served as a police officer assigned to the Investigative Unit. Responsible for investigation of homicides, criminal sexual assaults and robberies. Served as Kent County Grand Jury Investigator (1991). Additionally, served as a police officer assigned to road patrol enforcing state laws and Grand Rapids' city ordinances and as a police paramedic, providing emergency medical care.

Awards

Grand Rapids, MI Police Department Unit Citations (2)-received as a sergeant part of a highly productive team of officers assigned to 2nd shift patrol.

PROFESSIONAL MEMBERSHIPS

Member, Academy of Criminal Justice Sciences (ACJS)

Member, American Society of Criminology (ASC)

Police Executive Research Forum (PERF)

Michigan Association of Chiefs of Police

National Association of Women Law Enforcement Executives

COMMUNITY ACTIVITIES AND SERVICE:

- 2015- Present Participant in the Grand Rapids Police Department Recruit/Retiree program. This program links retired officers with new recruits to share knowledge and experience of what a law enforcement career entails.
- 2014-2015 Assist with West Michigan Police Explorers Post 2043
- 2010- Present Carl A. Johnson Post #2 American Legion Auxiliary- annual flag placement on graves of veterans
- 2009- Present Downy Quilts for Kids program, making quilts for hospitalized children
- 2009 – Present Regular donor, Michigan Community Blood program
- 2009 - 2011 Thin Blue Line of Michigan fundraising volunteer
- 2005- 2006 Board of Directors, Help Now of Osceola County, FL-Domestic Crisis Center

Timothy M. Eklin, Ph.D.

Curriculum Vitae

PROFESSIONAL OBJECTIVE

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

EDUCATIONAL SUMMARY

- 2015 Ph.D., Antioch University – Organizational Leadership and Change
2001 M.A., Saginaw Valley State University – Organizational Leadership & Administration
1986 B.A., Saginaw Valley State University – Criminal Justice Major / Sociology Minor
1984 A.A., C.S. Mott Community College – Criminal Justice Major

UNDERGRATE AND GRADUATE LEVEL COURSES INSTRUCTED

- CRIM 111 - Introduction to Corrections
- CRIM 305 - Ethical Issues in Criminal Justice
- CRIM 310 - Corrections and Society
- CRIM 319 - Conflict Management in Corrections
- CRIM 370 - Correctional Facilities
- CRIM 391 - Criminal Justice Internship
- CRIM 411 - Crime Control Policy
- CRIM 460 - Applied Correctional Strategies I: Corrections Academy
- CRIM 465 - Applied Correctional Strategies II: Corrections Academy
- CRIM 608 - Organizational Leadership
- CRIM 645 - Quantitative Inquiry
- CRIM 655 - Qualitative Inquiry (Spring 2017)
- CRIM 670 - Special Topics: Social Justice and Crime

SCHOLARLY ACTIVITIES AND ENGAGEMENT

2017, March: Academy of Criminal Justice Sciences (ACJS) – Kansas City, MO

Presenter: *Abstract submitted awaiting notification of acceptance*

2016, October: Lilly Conference, Traverse City, MI

Participant: *Professional conference focused on the scholarship of teaching and learning*

2016, April: Academy of Criminal Justice Sciences (ACJS) – Denver, CO

Presenter: *It's a Dark Environment: Correctional Officers' Perspectives on Leadership During a Budget Crisis*

2016, February: Curriculum Design for Graduate Level Research Methodology Courses

Author: *Designed CRIM 645 and CRIM 655 and obtained University approval for delivery*

2016, January: Center for Statistical Consultation and Research – University of Michigan

Participant: *Introduction to SPSS four-day seminar that provided basic hands-on training*

2015, December: Appreciative Inquiry Dissertation Forum – Antioch University

Mentor Scholar: *Consulted with doctoral students preparing for their dissertation research*

Timothy M. Eklin, Ph.D.

Curriculum Vitae

2015, May: Scholarship of Teaching and Learning Academy (SoTL) – Findlay, OH

Participant: Conference held at the University of Findlay, May 18-19, 2015

2015, March: Academy of Criminal Justice Sciences (ACJS) – Orlando, FL

Presenter: *Where Theory Meets Practice: Embedding Corrections Training Into a Four-Year Bachelor's Degree Program*

2015, March: Academy of Criminal Justice Sciences (ACJS) – Orlando, FL

Panelist: *Experiential Scholarship: A Variety of Pedagogies.*

2015, January: Dissertation Research Defense – Seattle, WA

Presenter: *Powerlessness in a Budget Driven Paradigm: A Grounded Theory Leadership Study from the Perspective of Michigan Corrections Officers*

2014, October: Lilly Conference, Traverse City, MI

Moderator: *Using Rubrics to Mitigate Problems Associated with Norm-Referenced Grading*

2012, March: Academy of Criminal Justice Sciences (ACJS) – New York, NY

Presenter: *Nature of Correctional Leadership* (working manuscript)

2011, September: Michigan Corrections Association (MCA) – Mt. Pleasant, MI

Presenter: Various topics regarding leadership issues impacting the future of corrections

2011, September: Midwest Criminal Justice Association (MCJA) – Chicago, IL

Won first place in graduate student academic paper award competition

SERVICE ENGAGEMENT ACTIVITIES

- 2016-17, School of Criminal Justice, Academic Program Review Committee Chair
- 2016-17, School of Criminal Justice, Faculty Search Committee Member
- 2016-17, School of Criminal Justice, Program Director Search Committee Member
- 2015-17, University Faculty Advisor, Women's Lacrosse Team
- 2015-17, University Curriculum Committee, Appointed by the Academic Senate
- 2015-17, College of Education and Human Services, Curriculum Committee Member
- 2013-17, School of Criminal Justice, Graduate Program Committee Member
- 2013-17, School of Criminal Justice, Criminal Justice Advisory Board Committee
- 2014-16, School of Criminal Justice, Corrections Academy Director
- 2013-16, University Committee, Adjunct Teaching Excellence Award Committee Member
- 2013-16, University Committee, Focus on Student Success Grant Committee Member
- 2013-15, University Committee, Academic Service Learning Committee Member
- 2013-14, School of Criminal Justice, Faculty Search Committee Participant
- 2013, Served on "New Faculty Q&A Panel" for newly appointed faculty members
- 2013, University Initiative, New Faculty Transition Program (NFTP) Completed all Training

Timothy M. Eklin, Ph.D.

Curriculum Vitae

PROFESSIONAL WORK EXPERIENCE

- 2012 – Present **Ferris State University – Big Rapids, MI**
ASSISTANT PROFESSOR – CRIMINAL JUSTICE
- Teaching responsibilities for undergraduate and graduate students
 - Curriculum development and course design
 - Advise students regarding program requirements, career planning, and academics
 - Provide service to the university and the community
- 2007 – 2012 **Baker College – Flint, MI**
ASSOCIATE DEAN – EDUCATION AND HUMAN SERVICES DIVISION
- Administrative oversight of the human service and criminal justice programs
 - Coordinator for the criminal justice program for nine Baker campuses
 - Instruct courses in the MCOTC corrections officer certificate program
 - Develop and revise curriculum for the criminal justice program
 - Personnel responsibilities including hiring and evaluating faculty members
 - Conduct orientation and academic advising sessions with students
 - Facilitate professional development sessions for faculty and staff
 - Provide leadership for work groups as needed to meet institutional objectives
 - Carried a teaching load continuously since fall 2005
- 2001 – 2003 **Lapeer City Police Department – Lapeer, MI**
RESERVE POLICE OFFICER (Part-time)
- Served a patrol function and provided security at special events
 - Participated in regular training sessions involving police tactics
 - Provided assistance as needed to departmental personnel
- 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
 - 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
- 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

COMMUNITY BASED INVOLVEMENT

- **Michigan Correctional Officers' Training Council (MCOTC)** served 2008-2016
 - Reappointed by The Honorable Rick Snyder, Governor of Michigan
 - Appointed by The Honorable Jennifer M. Granholm, Governor of Michigan
 - Establish academic and training standards for Michigan correctional officers
 - Oversee certification for 7,200 state correctional officers in Michigan
 - Elected as vice-chairman during my first term
 - Elected as committee chairman until the expiration of my term in March, 2016

Timothy M. Eklin, Ph.D.

Curriculum Vitae

- **Leadership Genesee, Leadership Development Program Participant, Class 2008-2009**
 - Received training to enhance individual leadership skills
 - Participated in professional networking among participants, community leaders, alumni, and others in Genesee County, Michigan
 - Gained awareness for community issues, resources, needs, and civic engagement responsibilities

- **Habitat for Humanity – Genesee County, MI**
 - Served on the Board of Directors – August, 2008 to December, 2010
 - Former member of the family selection sub-committee

PROFESSIONAL MEMBERSHIPS

- American Corrections Association (ACA) – Professional II Member
- Midwest Criminal Justice Association (MCJA)
- Michigan Corrections Association (MCA)
- Academy of Criminal Justice Sciences – (ACJS)

Curriculum Vitae

Steven F. Hundersmarck Ph.D.

Current Position

Interim Director/Assistant Professor
Ferris State University
School of Criminal Justice
1349 Cramer Circle, BIS 520
Big Rapids, MI 49307-2737
Phone: (231) 591-5085 / Fax: (231) 591-3792
E-mail: SteveHundersmarck@ferris.edu

Education

2004 – Ph.D. Educational Psychology, Emphasis in Learning and Development.
Michigan State University

1996 – M.A. General Business Administration, *Central Michigan University*

1991 – B.S. Criminal Justice, *Madonna University*

Current Teaching Interests

Juvenile Delinquency	Ethics in Criminal Justice
Criminal Behavior	Criminal Profiling
Forensic Psychology	Sex Crimes Investigation
Crime Scene Processing	Psychology
Community Policing	Interviewing/Interrogation
Criminal Investigation	Police Operations
Restorative Justice	Victimology
Research Methods – Ph.D.	Police Administration – Master’s

Current Research Interests

Police Learning and Development	Organizational Learning
Internet Predators	Binge Drinking
Qualitative Research Methodology	Sex Offenders
Adolescent Peer Relations	Community Policing
Criminal Profiling	Problem-Oriented Policing
Problem Based Learning	Police Use-of-Force
Fear of Crime	

Experience

Interim Director – School of Criminal Justice Ferris State University. Fall 2016.

Assistant Professor of Criminal Justice, Ferris State University 2013 – Present
Grant and Training Coordinator Central West Michigan Law Enforcement Training Consortium. 2014-2016
Consultant American Intercontinental University. Curriculum formation and course development. 2014
Director, Center of Criminal Science, Indiana Institute of Technology 2008-2013
Associate Professor of Criminal Justice with Tenure, Indiana Institute of Technology 2011 – 2013
Assistant Professor of Criminal Justice, Indiana Institute of Technology 2008 -2011
Coordinator of Criminal Justice Studies, Ohio Northern University, 2007
Assistant Professor of Criminal Justice & Psychology, Ohio Northern University, 2004 - 2008
Adjunct Professor of Psychology, Macomb Community College, 2002 – 2004
Research Assistant, Center for Teaching, Michigan State University 2001 – 2003
Assistant Coordinator/Instructor, Wayne Regional Police Academy 1997 – 2004
Police Chief, Sergeant, Detective, Police Officer City of Plymouth, Michigan Police Department 1987 – 2000
Hostage Negotiator, Team Leader, Instructor, Western Wayne County Crisis Negotiation Team, 1988 – 2000
Police Officer, City of Houston Police Department, 1981 – 1987

Grants and Funded Research Projects

Perkins Grant. Applied for grant monies to fund \$10,000 in equipment earmarked for student skill development and retention. (September 2016)

Timme Travel Grant. Grant rewarded by the Faculty Center for Teaching and Learning to attend ILEETA Conference Rosemont, Illinois March 16-18, 2016 (\$1,050.00)

Violent Gang and Gun Reduction Program – Project Safe Neighborhoods. Applied for grant as Fiscal Agent for the City of Kalamazoo through the United States Department of Justice (2015). (\$300,000)

FCTL Travel Grant. Grant rewarded by the Faculty Center for Teaching and Learning to present at Lilly Conference in Traverse City on October 15-17, 2015

Crime Scene Supplies. Applied for funds to purchase crime scene supplies for classroom purposes through Dean of Education and Human Services office. Collaborative effort with Mike Vasicek. (2014) (\$2,000)

Michigan Justice Training Competitive Grant Program. Received training grant to fund police training for the Central West Michigan Law Enforcement Training Consortium (2014) (\$19,000).

Violent Gang and Gun Reduction Program – Project Safe Neighborhoods. Applied for grant as Fiscal Agent for the County of Muskegon through the United States Department of Justice (2014). (\$300,000)

Technology Grant. Magee-O'Connor Foundation. Advanced IV/UR cameras and light source 2011-2012. (\$15,000).

Applied for Crime Scene House and Equipment. Grant through Senator Lugar's office for combined police and university training facility with state of the art facility and equipment 2010 (\$735,000).

Emergency Response grant in conjunction with the Public Safety Academy of Northeast Indiana 2009 -2010 (\$35,000)

Action Grant, Indiana Institute of Technology 2008 (\$500)

Teaching with technology grant, Ohio Northern University 2008 (\$5,000)

Teaching with technology grant, Ohio Northern University 2006 (\$3,990.00)

Summer Faculty Development Grant Ohio Northern University 2007 (\$1,500)

Journal Articles and Book Chapters

Hundersmarck, S.F., Vanderkooi, G. & Vasicek, M. (2016) Police Use of Force: Transitioning Policy into Practice. Submitted to the *Police Forum* for publication August 19th. 2016.

Hundersmarck, S.F. & Vasicek, M. (2015) Engaging and Retaining Students by Developing a True Career-Based Criminal Justice Curriculum. *Applied Psychology in Criminal Justice*. 11 (1)

Hundersmarck, S. (2015) Learning to Play and Binge Drinking on a College Campus. *Applied Psychology in Criminal Justice*. 11 (1)

Delong, R. Durkin, K., & Hundersmarck, S., (2010) An exploratory analysis of the cognitive distortions of a sample of men arrested in internet sex stings. *Journal of Sexual Aggression*. 16(1.)

- Hundersmarck, S. (2009) Police Recruit Training. *FBI Law Enforcement Bulletin*. 78 (8)
- Hundersmarck, S., Albright, C. Knipp, A. & Hammel, G. (2008) Everyone is the same, some people are different. Peer Association in a Rural Ohio High School. *Journal of Psychology and the Behavioral Sciences*. 20
- Hundersmarck, S., Durkin, K., & DeLong, R. (2007) Adopting a Classification System for Profiling and Identifying Cognitive Distortions in Internet Predators. Edited book chapter by Haworth Press Binghamton, NY.
- Hundersmarck, S., Durkin, K., & DeLong, R. (2007) Doing Cognitive Distortions Adopting a Classification System for Profiling and Identifying Cognitive Distortions in Internet Predators. *Journal of Offender Rehabilitation*. 47 (1)
- Durkin, Keith F. and Steven Hundersmarck. (2006) Pedophiles and Child Molesters In *Extreme Deviance* Edited by Erich Goode. Newbury Park, CA: Sage.
- Hundersmarck, Steven (2005) Between the Classroom and the Streets: The Transition from Police Academy Recruit to Police Officer *Professional Studies Review* 2005 1 (2)
- Hundersmarck, Steven, Durkin, Keith and Wolfe, Scott (2005) MSSA Membership Survey: Additional Results *MSSA Forum* 7 (1) 7-8
- Becker, B., Kennedy, M., Hundersmarck, S. What makes a Teacher Qualified, Hypothesis About Quality a Decade of Debates? Posted in NSF and Math Science Partnership website

Paper Presentations

- Hundersmarck, Steven and Vasicek, M. (2016). Poster presentation entitled, "Implementing Problem-Based learning into the University Classroom. Traverse City, Michigan
- Hundersmarck, Steven, Vanderkooi, G., and Vasicek, M. (2016). Paper presentation entitled; "Are We Training Officers How to Use Force?" Presented at Academy of Criminal Justice Sciences 53rd Annual Meeting. Denver Colorado
- Hundersmarck, Steven and Vasicek, M. (2015). Poster presentation entitled, "Learning About Students: Developing a Career-Based Criminal Justice Curriculum" at the Lilly Conference on Evidence-Based Teaching and Learning. Traverse City, Michigan

- Hundersmarck, Steven (2010) Keynote speaker. Police Society for Problem Based Learning. September 2010 Virginia Beach, Virginia
- Hundersmarck, Steven (2010) Addressing police academy learning in the field training program – Bridging the gap. Police Society for Problem Based Learning September 2010 Virginia Beach, Virginia
- Hundersmarck, Steven (2007) Effective interview and interrogation techniques for online predators. Enforcement Expo – Conference for Law Enforcement, Cleveland, Ohio
- Hundersmarck, Steven (2006) Investigating the internet predator. Symposium on Internet Predators. Ohio Northern University, Ada, Ohio.
- Hundersmarck, Steven. (2004) Strategies for synthesizing qualitative research. American Educational Research Association. American Educational Research Association San Diego, Ca.
- Hundersmarck, Steven & King Beach, (2004) Generalization of learning involving non-recognition of prior knowledge. American Educational Research Association. San Diego, Ca.
- Beach, King, Steven Hundersmarck and Steven Vassallo (2003) Consequential transitions: A sociocultural approach to the generalization of knowledge and identity American Educational Research Association. Chicago, Il.
- Hundersmarck, Steven (2002) Backseats, basements and classrooms: Diverse perspectives on identity and the resistance to learning – The generalization of learning from the police academy to the police department Penn Ethnography Forum. Philadelphia, Pa.
- Hundersmarck, Steven (2001) Generalization of identity and knowledge between the classroom and the workplace International Conference on Cultural Psychology. Aarhus, Denmark
- Hundersmarck, Steven (2001) Symposium on Transitions Between Schools and Other Institutions. Issues of transitions, knowledge and identity for police officers moving from the academy to police field training American Educational Research Association. Seattle, Washington
- Hundersmarck, Steven (2000) Transitions and transfer: Views on the generalization of knowledge and identity across multiple learning contexts . American Educational Research Association. New Orleans, La.

Accomplishments

Appointed as Interim Director School of Criminal Justice Ferris State University (Fall 2016)

Developed and oversaw strategic approach to Criminal Justice Program assessment (2015-2016)

Grant and Training Coordinator Central West Michigan Law Enforcement Training Consortium. 2014-2016

Hired as a Consultant to review and develop new curriculum and courses for the Criminal Justice program at American Intercontinental University (2014)

Helped develop and plan new minor in Forensic Psychology with psychology faculty at Ferris. May 2014

Dissertation Chair - Effective Global Leadership - Comparative study of Domestic with Global in the Same Context. Douglas Hiatt Indiana Tech 2013

Lecturer/Presenter for Project-Based Learning two day workshop for Fort Wayne area Teachers. June 2011

Received award for outstanding contribution and commitment to the College of General Studies at Indiana Tech for the 2010 – 2011 school year.

Developed and submitted Pre-Law Program. Curriculum developed and approved. Projected start date. Fall 2011

Co-Developed and submitted Paralegal Program. Curriculum developed and approved. Projected start date. Fall 2011

Developed Master's in Police Administration major. Developed classes and submitted approved coursework to Faculty Senate and Higher Learning Commission. Online classes began January 2011.

Developed Summer Forensic Science Camp. Three day camp for high school students. Included crime scene processing and forensic analysis. Summer 2010.

Developed Rehabilitative Services specialty for Bachelor's Degree in Criminal Justice. Developed curriculum and additional coursework to complete degree. Courses available in Day School, college of Professional Studies and Online 2010.

Restructured curriculum for Criminal Justice specialties in Criminal Justice Administration, Crime Analysis and Associates Degree. Designed new course as part of curriculum. Changes made to curriculum Fall 2009.

Conducted a full assessment of the Criminal Justice Program at Indiana Tech in 2008.
Based on assessment restructured curriculum for Criminal Justice Administration
and Crime Analysis Specialties. New specialty developed in Rehabilitative
Services.

Conferences Attended

Academy of Criminal Justice Sciences 53rd Annual Meeting. Denver Colorado (2016)

International Law Enforcement Educators and Trainers Association Conference
Rosemont Illinois (2016)

Academy of Criminal Justice Sciences 52nd Annual Meeting. Orlando, Florida (2015)

Lilly Conference in Traverse City, Michigan (2015)

International Association of Chiefs of Police Conference. Chicago, Illinois (2011)

Police Society for Problem Based Learning. Virginia Beach, Virginia (2010)

Indianapolis Association of Chiefs of Police. Indianapolis, In. (2009 and 2010)

Enforcement Expo – Law Enforcement Conference Cleveland, Ohio (2007)

Symposium on Internet Predators. Ada, Ohio (2006)

20th Annual Ohio Undergraduate Psychology Research Conference. Berea, Ohio (2006)

American Educational Research Association. San Diego, Ca (2004)

Service to the Discipline

Editor – Special edition of *Applied Psychology in Criminal Justice*. (2015)

Reviewer - *International Journal of Offender Therapy and Comparative Criminology*
(2008 - current)

Textbook Reviewer – Jones and Bartlett Learning. Text on Police Management (2013)

Editorial Board - *Journal of Law Enforcement Ethics and Leadership*. (2012)

Guest Editor (2008). Rural Crime, *Southern Rural Sociology Journal*. (2008)

Reviewer - Jones & Bartlett Publishers Textbook Reviewer (2007)

Reviewer – *Journal of Offender Rehabilitation* – Reviewer for double issue on
rehabilitation and corrections (2007)

Reviewer – Haworth Press – Edited Book Chapters on Rehabilitation and
Corrections (2007)

Reviewer – Sage Publications (2006/2007) Textbook reviewer.

Ad-Hoc Reviewer – Professional Studies Review (2005)

Service to the University

Ferris State Law Enforcement Academy – Guest Lecturer (2013 – present)
College of Education and Human Services Assessment Committee Chair (2013 – present)
Academic Senate Professional Development Committee (2013 – present)
Criminal Justice Graduate School Committee (2014 – present)
School of Criminal Justice Scholarship Award Committee (2015 – present)
Search Committee – School of Criminal Justice (2014 – Present)
Internship Committee (2013)
Wellness Committee (2012)
Crisis Team (2010)
Lilly Grant Committee (2011)
Law School Feasibility Study Committee (2011)
Curriculum Committee (2011)
Planning Committee for New Academic Building (2011)
Graduate Council (2008)
Crisis Management Team (2010)
Conversion to Electronic Book Committee (2010 – 2011)
Search Committee – Law School Dean (2011)
Search Committee – Dean of General Studies (2011)
Search Committee Chair - Criminal Justice Professor (2009 and 2010)
Search Committee - Psychology Professor (2009 and 2010)
Summer Camp at Indiana Tech in Forensic Science – High school students (2010)
Formed first Criminal Justice Association on campus – Lambda Alpha Epsilon (2009)
Scholarship Judge – Franklin Electric Charitable and Educational Foundation (2010)
Keynote Speaker – Student Guys Night Out – Binge Drinking (2010)

Service to the Community

Completed Fear of Crime Survey for the Royal Oak Police Department (2016)
President Board of Directors of the Big Rapids High School Hockey Boosters (2016)
President Board of Directors of the Big Rapids High School Hockey Boosters (2016)

Vice President Board of Directors of the Big Rapids High School Hockey Boosters
(2015)

Completed Fear of Crime Survey for the Big Rapids Department of Public Safety (2015)
Chair

ALS Challenge Ferris State Law Enforcement Academy (2014)

Coach for Big Rapids Hockey (2013-2014)

Assist with homicide cold cases. Fort Wayne Police (2011 – 2013).

Coach for Fort Wayne Youth Hockey (2008 – 2012)

Training for Crisis Negotiators. Fort Wayne Hostage Negotiation Team (2010).

Youth Coaching (2003 -2012)

Participation in Mock Barricaded Gunman Exercises (2009 – 2010)

Participation in Police Internet Sting – Lima, Ohio (2006)

Sponsored Student Research

Fear of Crime mail surveys in Royal Oak, Michigan. Survey developed, entered into SPSS and results reported in CRIM 625 courses Spring 2016.

Convenience store surveys compiled, entered into SPSS and results reported in graduate Classes in Mecosta County and Grand Rapids, Michigan. (Fall 2015)

Door-to-door surveys completed in Big Rapids Michigan on “Citizen Fear of Crime” (2015). Two classes of CRIM 311 surveyed a sample of Big Rapids residents using an open-ended Community Policing survey

Students conducted on-site convenience store survey and observations utilizing the Problem-Oriented Policing Guide to Convenience Store Robberies. Student wrote results and presented their findings.

Jessica Virzi, Kara Fox, Allison Digianantonio and Matthew Metzner (2008). Binge Drinking: Socialization variables

Kathryn Mominee, Scott Parsons, Ashley Tanner, Brian Chadwick and Christina Walters (2006 – 2007) Peer Group Membership in a Parochial High School

Jacob Schuck, Chad Horstman, Kara Fox and Jessica Virzi. (2006 – 2007) Binge Drinking – A qualitative cross comparison of freshman to senior college students.

Rod Closson (2006) Video Games and Violence, A quantitative study of adolescents in two communities.

Dana Moorhead (2006) Effects of Pre-school on Children in Kindergarten .

Greg Hammel, Chas Albright, Ashley Knipp & Amanda Eklund (2006) Everyone is the same, some people are different Peer Groups in High School.

Catherine Doner & Weslee Polen (2005) Changing Body Image for Males.

Ben Wenger (2005) Working With an Autistic Child Using Behavior Management.

Scott Wolfe (2005) Binge Drinking A Developmental Perspective.

Student Presentations at Conferences

Jacob Schuck, Chad Horstman, Kara Fox and Jessica Virzi (2007) Tuesdays, Fridays and Saturdays: Binge Drinking on a College Campus . 21st Annual Undergraduate Psychology Research Conference Hiram College and Ohio Northern University Colloquium

Dana Moorehead (2006) Effects of Pre-school on Children in Kindergarten . 20th Annual Ohio Undergraduate Psychology Research Conference. Berea, Ohio and Ohio Northern University Colloquium

Chas Albright, Greg Hammel, and Ashley Knipp (2006) Everyone is the same, some people are different Peer Groups in High School. 20th Annual Ohio Undergraduate Psychology Research Conference. Berea, Ohio and Ohio Northern University Colloquium

Ben Wenger (2005) Working With an Autistic Child Using Behavioral Management Techniques. Ohio Northern University Colloquium

News/Television Interviews

WFFT TV (Fort Wayne March 2013) *Role of Revenge in Homicides. Dual homicides in Fort Wayne appear to be related.*

WANE TV (Fort Wayne July 2012) *Politics in Decision Not to Arrest? Police Actions During Traffic Stop.*

WANE TV (Fort Wayne May 2012) *Rise in Homicides Versus Motor Vehicle Fatalities*

WANE TV (Fort Wayne February 2012) *New Law Making it Illegal for Police Officers to Enter Residence Illegally*

Cosmopolitan Magazine (March 2012) *Laws regarding use of covert cameras.*

WANE TV (Fort Wayne 2011) *Use of Electronic Media in Police Investigations*

Cosmopolitan Magazine (March 2011) *Disorderly conduct laws.*

Cosmopolitan Magazine (August 2009) *Stalking Danger. Advice on what to do about stalker.*

Cosmopolitan Magazine (May 2009) *Read This Before You Live Alone. Advice on protecting your house against break-ins.*

WLIO TV Lima, Ohio (January 2008) *Interview regarding police shooting during drug raid.*

Charleston Post & Courier (7-8-07) *Neighbors keep wary eye on predator. Article on sexual predator released from jail and neighborhood reaction.*

Delphos Herald (4-24-07) *Experts explain value of children saving money. Reasons why setting up savings account is good for children.*

Detroit News (4-16-07). *Web Experts Talk About Online Safety. Applicability of children using the internet and online behavior*

Jackson (Mississippi) Clarion Ledger (3-19-07) *Crime Victims Carry Heavy Burden. Article on PTSD for victims of crime.*

Delphos Herald - 03-01-07 – *Time Change May Lighten Winter Blues. Article on the psychological effect of daylight savings time change.*

MSN (December 2006) – “Real-Life Criminal Minds” *Website article on the popularity of forensic profiling. Appeared on NBC affiliated news networks across the country*

Lima News – 07-29-06 *Whodunit School – Crime Scene Camp with high school students – Picture and caption explaining simulated murder scene*

Lima News - 05-17-05 - *Breaking Bad Habits Psychological perspective on why individuals go back to unhealthy lifestyles after a significant health event*

Fox 25 TV Lima August 2005 – *ADHD/ADD Children and Adults Television interview on ADHD/ADD diagnosis and symptoms with adults and children three day special*

Fox 25 TV Lima , Ohio September 2005 *Anxiety/Procrastination Television interview on anxiety and procrastination causes and effects.*

Classroom-Based Achievements

- Developed and taught Research Methods classes in graduate program at Ferris 2015-2016.
- Developed two new classes for proposed minor at Ferris State. Criminal Behavior and Profiling.
- Developed and taught online classes since 2008.
- Instruction in Day School, College of Professional Development and Online.
- New Course – Criminological Theory - Master's level (2011)
- New Course – Research Methods - Doctoral level (2010-2011)
- New Courses - Criminal Justice Ethics and Cultural Diversity, Restorative Justice (2010)
- New Courses Criminal Investigation, Community Policing, Crime Scene Processing, (2007/2008)
- Developed Seminar Classes – Criminal Profiling, and Hostage Negotiation at the Metzger Nature Center (2006)
- Support majors in Psychology, Criminal Justice, Education and Forensic Biology.
- Instruction in Criminal Justice, Psychology, Biology and Education Departments
- Consistently high student evaluations from students in multiple programs
- Summer Honors Institute – Lecturer/Assistant – Summer 2005/2006/2007

Curriculum Vitae
Michael S. Vasicek

Assistant 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: msvasicek@yahoo.com

Education

April 2008, Doctor of Education- Curriculum and Instruction

Wayne State University
Detroit, Michigan 48202
Dissertation Title: Community Oriented Policing Interfacing with Education:
A Profile of Michigan Sheriffs. The research investigated the transformation
from a traditional form of policing, to a modern philosophy of community
oriented policing, where pedagogy is incorporated into a variety of
education curricula.

December 2001, Master Degree in Leadership and Public Administration

Saginaw Valley State University
University Center, Michigan 48710
Thesis Title: Drug and Violence Education: A Comprehensive Examination
of the D.A.R.E. Program When Taught in its Entirety. The investigation
explored the Drug Abuse Resistance Education curriculum and compared
the one dimensional elementary program against the expanded
Kindergarten through high school programs to distinguish the effect on
youth participating in the curriculum.

April 1978, Bachelor of Science Degree

Criminal Justice

Ferris State University

Big Rapids, Michigan 49307

April 1976, Associate Degree in Applied Science

Law Enforcement

Delta College

University Center, Michigan 48710

Professional Academic Development

Ferris State University

School of Criminal Justice

Big Rapids, Michigan 49307

August 2011- present

Davenport University

Public Safety and Security Management

Lansing, Michigan 48933

September 2010-2011

Saginaw Valley State University

School of Criminal Justice

University Center, Michigan 48710

September 2005-2006

Assistant Professor

I have instructed the following academic Criminal Justice Courses: CRIM 220, Supervision and Management in Criminal Justice Organizations; CRIM 311, Police and Society; CRIM 665, Financial Management for Criminal Justice Administrators; CRIM 608, Organizational Leadership; CRIM 673, Human Resources Management; CRIM 113, Introduction to Law Enforcement.

As a member of the School of Criminal Justice, I serve on several committees, including the following:

School of Criminal Justice Graduate Committee member.

University committee member of the Timme Travel Grants.

College of Education and Human Services member of the Strategic Planning and Resource Council.

General Education Sub-Committee on Gen. Ed. courses

School of Criminal Justice Hiring Committee.

School of Criminal Justice Advisory Committee

University Faculty and Staff Appeal Committee.

Advisor for Alpha Phi Sigma, Criminal Justice Honors Society

Adjunct Professor

Human Relations in Criminal Justice (SVSU) CRIM 381; Seminar in Criminal Justice Administration (SVSU) general credit. Davenport University, assisted with curriculum development in Public Safety and Security Development.

Selected Professional Meetings- Papers and Presentations

Conference, March 29-April 2, 2016; Academy of Criminal Justice Sciences, Denver, CO.

Presentation, March 31, 2016; Police Use of Force Decision Making Training, Denver, CO., presented at the ACJS Conference. Co-presenters, Dr. Greg Vanderkooi and Dr. Steven Hundersmarck.

Conference, October 15-17, 2015; Lilly Conference, Traverse City, Michigan.

Conference, March 2-7, 2015; Academy of Criminal Justice Sciences, Orlando, FL.

Conference, April 20-24, 2015; International Law Enforcement Educators and trainers Association, Wheeling, IL.

Presentation, April 27, 2015; Citizens Perception of Crime, Big Rapids, MI., presented to Big Rapids Department of Public Safety. Co-present with Dr. Steven Hundersmarck.

Paper, June 2015; Learning About Students: Developing a Career-Based Criminal Justice Curriculum, Applied Psychology in Criminal Justice, Volume 11, Issue 1. Co-authored with Dr. Steven Hundersmarck.

Presentation, October 2015; Learning about Students: Developing a Career-Based Criminal Justice Curriculum, at the Lilly Conference on Evidence-Based Teaching and Learning, Traverse City, MI. Co-present with Dr. Steven Hundersmarck.

Conference, March 24-27, 2014; International Law Enforcement Educators and Trainers Association, Lombard, IL.

Conference, October 17-20, 2013; Attended the Lilly Conference on Evidence-Based Teaching and Learning, Traverse City, MI.

Conference, April 15-20, 2013; International Law Enforcement Educators and Trainers Association, Wheeling, IL.

Conference, April 16-21, 2012; International Law Enforcement Educators and Trainers Association, Wheeling, IL.

Academic Advisor training, 2011-2012; held in FLITE Library, Ferris State University.

University Service

2016, Academic Program Review for College of Education and Human Services.

2014-present, Faculty Advisor for Alpha Phi Sigma, the Criminal Justice Honors Fraternity.

2015-present, General Education Sub-Committee member

2012-present, School of Criminal Justice Homecoming Float Student Advisor.

2012-present, School of Criminal Justice Graduate Committee member.

2012-2016, University Timme Travel Grant Committee member.

2013- present, Strategic Planning and Resource Council member.

2013-present, University Faculty and Staff Appeal Committee

2012-2013, Faculty Fellows Mentor for Bond Hall.

Professional and Academic Writing

2016, In Progress, Police Use of Force: Transitioning Policy into Practice. Police Forum, December issue. Co-author with Dr. Greg VanderKooi and Dr. Steve Hundersmarck.

2016, Police Use of Force Decision Making Training. Co-author with Dr. Greg Vanderkooi and Dr. Steven Hundersmarck.

2016, Conflict Management Involving Adolescents. Work in progress.

2015, Community Oriented Policing Interfacing with Education: A Profile of Michigan Municipal Law Enforcement Agencies. Presently working with Dr. Hundersmarck to complete research and publish.

2015, Learning About Students: Developing a Career-Based Criminal Justice Curriculum. Co-author with Dr. Steven Hundersmarck.

2015, Citizens Perception of Crime in Big Rapids, MI. Co-present with Dr. Steven Hundersmarck.

2010, Seals of Safety. Charter Communications and Great Lakes Bay Region First Responders.

2009, Housing Inmates in a New Jail. Midland County Board of Commissioners.

2008, Midland Citizens Law Enforcement Academy. Curriculum covering courts, corrections and law enforcement.

2003, Community Oriented Policing in Today's World. Wayne State University.
2002, D.A.R.E. Program More Than Lecturing to Students. Midland Daily News.

2002, Humanistic Approach: A Worthy Theory. Wayne State University at Mott Community College.

2000, Enhancing D.A.R.E. Lessons: How Instructors Impact Our Youth. Saginaw Valley State University.

Professional Presentations

2016, Police Use of Force Decision Making Training. Co-present with Dr. Greg Vanderkooi and Dr. Steven Hundersmarck.

2015, Learning About Students: Developing a Career-Based Criminal Justice Curriculum. Co-Present with Dr. Steven Hundersmarck.

2015, Citizens Perception of Crime in Big Rapids, MI. Co-present with Dr. Steven Hundersmarck.

2013, The Role of the Undersheriff and Building a New Jail Facility. Speaker to Corrections Academy.

2009, Building a New Jail and Being Good Neighbors. Kiwassee Kiwanis of Midland, keynote speaker.

2004, Conflict Management Involving Adolescents. Crime Prevention Association of Michigan, keynote speaker, Traverse City, Michigan.

2000-2001, Breath of Death: Awareness and Prevention Related to Inhalants. Keynote speaker, conferences in Mt. Pleasant and Grand Rapids, Michigan.

Non-Academic Employment History

2007-2010, **Undersheriff, Midland County Sheriff Office**

Developed and updates numerous policies and procedures for patrol, corrections and court security. Conducted employee evaluations and appraisals of each officer. Supervised grants and completed appropriate reports. Applied for and received numerous grants. Computer LEIN Terminal Agency coordinator. Sheriff representative at labor bargaining involving two unions. Supervised labor issues and grievance matters. Emergency Operations Center Sheriff's Office Representative. Planning Team member for Emergency Preparedness. Community Policing Coordinator. Neighborhood and Business Watch Coordinator. Initiated Project Lifesaver program for county. Organized alcohol and tobacco compliance checks. Administered "911" Cell Phone Bank recycling program. Coordinated AARP Senior Safe Driving Programs. Reinstated the Precious Metals requirements. EMS Board Representative. BAYANET Board member at Chief's meetings. Citizen's Law Enforcement Academy Alumni Board member, Humane Society Board member, Senior Services Board member, Jail Transition Team leader, Gun Board member, United Way of Midland County Executive Board member. Conducted pre-employment interviews, Oral Board interviews, and involved in hiring process. Coordinated and scheduled shift assignments. Directly supervised Patrol Captain and Jail Administrator. In absence of Sheriff, administered Midland county Sheriff's Office.

Lead the Midland County Jail Transition Team creating new policies and procedures for the new jail facility. Worked with all employees on transition from the old linear jail to the new podular style jail. The transition consisted of a curriculum, How to Build a New Institution (HONI). Staffing requirements were developed, as well as shift assignments, training of new equipment and concepts, movement of jail staff and pre-inmate training, punch lists for contractors, and movement of inmates from the old jail to the new facility.

1978-2007, Midland County Sheriff's Office

Deputy Sheriff, Citizen Assistance Responder, Community Policing Officer, DARE Instructor and Mentor, and corrections. General law enforcement duties including traffic, citizen complaints, criminal investigations, juvenile issues, public assistance, salvage vehicles, and process service. Assisted with court and corrections duties as needed. As Community Policing Officer, responsible for several programs including school liaison, Drug Abuse Resistance Education programs, Gang Resistance Education and Training programs, alcohol and tobacco

compliance checks, Neighborhood and Business Watch programs, held Children's Law Enforcement Academy and Citizen's Law Enforcement Academy each year, as well as grant writer. Grants included the following:

- A.R.R.A. Byrne JAG Grant
- Community Disaster Preparedness Grant
- Child Life Preserver Grant
- Bicycle Safety Helmet Grant
- D.A.R.E. Elementary and Middle School Grants (4) , through O.D.C.P.
- D.A.R.E. High School Grants (3), through O.D.C.P.
- U.S. Federal Block Grant
- Community Oriented Policing Grants (2), through C.O.P.P.S.
- Parks and Recreation Grant
- Governor's Discretionary Funds Grant, through O.D.C.P.

Drug Abuse Resistance Education Mentor, taught law enforcement officers from around the world to become certified D.A.R.E. Instructors. Involved in the following training and development:

- 2007, Effective Discipline, Michigan Risk Management
- 2004, Department of Homeland Security, Terrorism Surveillance
- President of DARE Officers Association of Michigan, two terms.
- DARE National Conferences and regional meetings, Louisville, KY; Houston, TX; Orlando, FL; San Antonio, TX; Atlantic City, NJ; Jefferson City, MO; St. Louis, MO; Washington D.C.; Los Angeles, CA.
- 1997, Street Gangs Seminar
- 1996, Computer Training, Level I
- 1995, Crowd Control Training
- 1994, Gang Training
- 1993, Officer of the Year Award
- 1992, Blood Borne Pathogen Training
- 1991, Facing Alcohol Concerns Through Education
- 1991, Hazardous Materials, First Responder
- 1990, Drug recognition Specialist
- 1989, DARE Elementary Training Certification
- 1989, Salvage Vehicles Inspector Certification

- 1987, Criminal Laws and Procedures updates
- 1984, Survival training
- 1983, Preliminary Breath Test Training

Served on Governor's Discretionary Funds Grant Review Committee for three years, 1993 through 1996.

Community Involvement History

- 2012-2016, donate to United Way of Mecosta County and Midland County
- 2016, Reception Co-Hosts for Prosecuting Attorney and Sheriff, Midland County
- 2015-2016, Ferris Foundation for Excellence Benefit
- 2013-2016, participant in Friends of Ferris Fundraiser
- 2012-2016, donate to Ryan McCandless Memorial Scholarship
- 2015-2016, donate to Dr. Terry Nerbonne Scholarship
- 2013-2016, donate to Shelterhouse Domestic and Sexual Violence facility
- 2005-2006, United Way of Midland County, Campaign Cabinet member (two terms)
- 1989-2007, Midland County Tobacco Coalition
- 1989-2007, Midland Area Partnership Coalition member
- 1998-2007, Students Against Drunk Driving mentor
- Midland Community Center Health and Safety Fairs
- 1993-2007, Midland County Educational Services Agency Safe and Drug Free Schools Consortium
- 1998-2007, Meridian School District Drug Free School Policy Board member
- 1992-2007, Coleman Community Network board member
- Midland Blooms volunteer
- 1992-2000, B.P.O.Elks, Lodge #1610, Drug Awareness Chair
- 2002-2003, St. Brigid of Kildare, Chair of Parish Council

- 1993-2007, Intermediate School District, safe and Drug Free Policy Board member

Professional Awards

- 2009, Jail Transition Team Award, Midland County
- 2000, Distinguished Service Medal, Michigan Sheriff's Association
- 2000, Award of Valor, DARE Officers Association of Michigan
- 2000, Michigan State Legislative Tribute
- 1998, Distinguished Civilian Award, Veterans of Foreign Wars
- 1989-2008, National D.A.R.E. Officers Association Award for Service
- D.A.R.E. Mentor Training Awards (4)
- 1995, Midland County Bar Association, Liberty Bell Award
- 1994, Michigan House of Representatives Proclamation
- 1993, Officer of the Year, Midland County
- 1989, D.A.R.E. Training Team Award, Michigan State Police

Personal and Professional Interests

- International Law Enforcement Educators and Trainers Association, member
- Academy of Criminal Justice Sciences, member
- Applied Psychology in Criminal Justice, member
- Society For Human Resource Management, member
- American Society of Criminology, member
- National Law Enforcement and Corrections Technology Center, member
- Academy for Criminal Justice Sciences, member
- United Way of Midland and Mecosta County, member
- Michigan Sheriff's Association, past member
- Police Officers Association of Michigan, past member

APPENDIX S

MSCJA Selected Faculty SAI/IDEA Evaluations



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 6 students enrolled, 5 responded (83%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rate (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives¹ Eight objectives were selected as relevant (Important or Essential –see page 2)	4.8	4.7
Overall Ratings		
B. Excellent Teacher	5.0	5.0
C. Excellent Course	5.0	5.0
D. Average of B & C	5.0	5.0
Summary Evaluation (Average of A & D)¹	4.9	4.9

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	66	65	63	63	68	69	66	66	66	66
Higher Next 20% (56–62)										
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	60	63	61	65	63	70	62	68	61	66
Institution	64	65	62	64	66	68	64	66	64	66

IDEA Discipline used for comparison:
 Criminal Justice & Corrections



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 10 students enrolled, 9 responded (90%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rate (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Twelve objectives were selected as relevant (Important or Essential -see page 2)	4.6	4.4
Overall Ratings		
B. Excellent Teacher	5.0	4.8
C. Excellent Course	4.9	4.7
D. Average of B & C	5.0	4.8
Summary Evaluation (Average of A & D) ¹	4.8	4.6

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
	B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)			63		66	63	65		64	
Higher Next 20% (56-62)	62			59				61		
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	57	58	61	59	60	62	61	61	59	60
Institution	61	60	62	60	64	62	63	61	62	61

IDEA Discipline used for comparison:
 Criminal Justice & Corrections



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 14 students enrolled, 14 responded (100%). Feedback from individual classes is always useful to guide improvement efforts. Typically multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rate (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Nine objectives were selected as relevant (Important or Essential - see page 2)	4.4	4.4
Overall Ratings		
B. Excellent Teacher	4.5	4.4
C. Excellent Course	4.5	4.6
D. Average of B & C	4.5	4.5
Summary Evaluation (Average of A & D) ¹	4.5	4.5

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
	B. Excellent Teacher		C. Excellent Course		D. Average of B & C		A & D			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)	59	60			59	61			58	59
Similar Middle 40% (45-55)			54	54						
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	53	58	49	51	51	59	50	55	52	57
Institution	58	61	54	54	57	60	56	57	57	59

IDEA Discipline used for comparison:
 Criminal Justice & Corrections



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 9 students enrolled, 8 responded (89%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rate (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives¹ Four objectives were selected as relevant (Important or Essential - see page 2)	4.6	3.9
Overall Ratings		
B. Excellent Teacher	4.6	4.1
C. Excellent Course	4.5	3.7
D. Average of B & C	4.6	3.9
Summary Evaluation (Average of A & D)¹	4.6	3.9

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)	62		57		60		59		61	
Similar Middle 40% (45-55)		49		48		47		48		49
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	54	42	52	43	52	41	52	42	53	42
Institution	60	49	56	49	58	47	57	48	59	49

IDEA Discipline used for comparison:
 Criminal Justice & Corrections

CRIM 640 (1): Seminar in Corrections

Spring 2017 Jan 9 - May 5 



		
9	5	55.56%
Students Enrolled	Students Responded	Response Rate

Assessment:

<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Did Not Answer</i>	<i>Total Responses</i>
Expectations for graded assignments were clearly communicated.								
40% 2	40% 2	0% 0	20% 1	0% 0	4	1.1	0	5
Course activities (lectures, projects, etc.) helped me learn the course material.								
80% 4	0% 0	20% 1	0% 0	0% 0	4.6	0.8	0	5
Examinations, papers, and other graded projects were returned in a reasonable amount of time.								
100% 5	0% 0	0% 0	0% 0	0% 0	5	0	0	5
The course was well organized.								
100% 5	0% 0	0% 0	0% 0	0% 0	5	0	0	5



Assessment:

<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Did Not Answer</i>	<i>Total Responses</i>
The instructor helped me make connections between the content of this course and real life situations.								
60% 3	40% 2	0% 0	0% 0	0% 0	4.6	0.49	0	5
The instructor generally followed the stated course outline.								
60% 3	40% 2	0% 0	0% 0	0% 0	4.6	0.49	0	5
The instructor presented material in a clear and understandable manner.								
60% 3	40% 2	0% 0	0% 0	0% 0	4.6	0.49	0	5
Graded materials and activities covered the major points in the course.								
60% 3	40% 2	0% 0	0% 0	0% 0	4.6	0.49	0	5
The instructor gave helpful illustrations and examples in explaining application of the course materials.								
80% 4	20% 1	0% 0	0% 0	0% 0	4.8	0.4	0	5
The instructor seemed to be genuinely interested in what she/he was teaching.								
100% 5	0% 0	0% 0	0% 0	0% 0	5	0	0	5
The instructor was well prepared for classes.								
80% 4	20% 1	0% 0	0% 0	0% 0	4.8	0.4	0	5
I was able to get help in this course if I needed it.								
80% 4	0% 0	20% 1	0% 0	0% 0	4.6	0.8	0	5
I felt that the instructor put considerable effort into teaching this class.								
80% 4	20% 1	0% 0	0% 0	0% 0	4.8	0.4	0	5

Assessment:

<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Did Not Answer</i>	<i>Total Responses</i>
The instructor was available outside of the regularly scheduled class time.								
80% 4	20% 1	0% 0	0% 0	0% 0	4.8	0.4	0	5
The instructor displayed an interest in students and their learning.								
100% 5	0% 0	0% 0	0% 0	0% 0	5	0	0	5
I really had to work to successfully complete the requirements in this course.								
60% 3	40% 2	0% 0	0% 0	0% 0	4.6	0.49	0	5
The instructor was enthusiastic about the subject matter of this course.								
100% 5	0% 0	0% 0	0% 0	0% 0	5	0	0	5
The instructor was receptive to the expression of student views.								
100% 5	0% 0	0% 0	0% 0	0% 0	5	0	0	5
The instructor stimulated my interest in the subject.								
40% 2	60% 3	0% 0	0% 0	0% 0	4.4	0.49	0	5
The subject matter in this course is difficult.								
0% 0	80% 4	0% 0	20% 1	0% 0	3.6	0.8	0	5

Assessment:

<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Did Not Answer</i>	<i>Total Responses</i>
I was interested in the subject matter before I took this course.								
80% 4	20% 1	0% 0	0% 0	0% 0	4.8	0.4	0	5
Overall, I rate this as an excellent course.								
60% 3	20% 1	20% 1	0% 0	0% 0	4.4	0.8	0	5
Overall, I rate this instructor as an excellent teacher.								
60% 3	40% 2	0% 0	0% 0	0% 0	4.6	0.49	0	5

I was required to take this course.

<i>Yes</i>	<i>No</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Did Not Answer</i>	<i>Total Responses</i>
100% 5	0% 0	2	0	0	5

CRIM 640 (1): Seminar in Corrections

Spring 2017 Jan 9 - May 5 

9

Students Enrolled



5

Students Responded



55.56%

Response Rate

What did you like about this course? -

- I liked the diversity of topics covered in the course material. Always include Last Chance in Texas in future classes.
- Very informative! I learned a lot!
- Class discussions
- I liked all the real world examples about the topics in our books and articles that you talked about during class.
- Informative reading material

What changes would you recommend? -

- Reduce amount of reading material required
- I would recommend less papers. Every week seems excessive and every other week is much easier considering that most people in the class work full time jobs as well as coming to class.
- N/A
- None, I enjoyed the class.

APPENDIX T

COEHS Administrative Flowchart

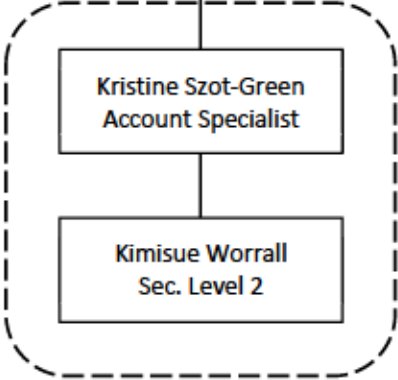
Paul Blake
Provost/Vice President
Academic Affairs

Paula Olson
Admin. Secretary

Arrick Jackson
Dean, COEHS

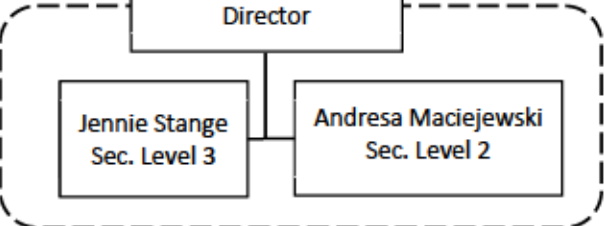
Bob Ewigleben
Director

Vacant
Associate Dean



Accounting Office

David Darrow
Director



Student Academic Affairs

Steve Hundersmarck
Program Coordinator

Glen Okonoski
Coordinator

Liza Ing
Program Coordinator

- Administration:**
- Amie Calhoun
- Faculty:**
- Steve Amey
- Sean Burns
- Timothy Eklin
- David Greydanus
- Nancy Hogan
- Steve Hundersmarck
- Russell Lewis
- Michael Mendenhall
- Kristin Poleski
- Cecil Queen
- Greg Vander Kooi
- Michael Vasicek
- Staff:**
- Sue Pennock
Sec. Level 3
- Sara Rasmussen
Sec. Level 2
- RLM:**
- Matthew Wagenheim

MCOLES
Cecil Queen
Coordinator

ROTC
J. Swymeler

Graduate Program
Nancy Hogan
Coordinator

Off-Campus
Vacant

School of Criminal Justice

- Administration:**
- Nina Darnell
- Faculty Big Rapids:**
- Melvin Danes
- Nicholas Kuiper
- Marty Lier
- Connie Morcom
- Glen Okonoski
- Joshua Pardon
- Varun Singireddy
- Faculty Grand Rapids:**
- Mohamed Abu Sharkh
- David Baker
- Rick Baker
- Bryce Gore
- Nick Pattison
- Jacob Pollak
- Andrew Smith
- Staff:**
- Rolanda Burgo
Sec. Level 2
- Pat Tobin

School of Digital Media

- Administration:**
- Karen Baar
- Michelle Kelenske
- Faculty:**
- David Alban
- Patricia Edwards
- Mike Ennis
- Nicole Erickson
- Brady Flachs
- Virginia Hines
- Liza Ing
- Amy Kavanaugh
- Kitty Manley
- Hikaru Murata
- Colleen Myers
- Vanessa Wyss
- Staff:**
- Carrie Adams
Sec. Level 3
- Okai Strickland
Sec. Level 1

Graduate Program
Liza Ing
Amy Kavanaugh
Coordinators

School of Education