

## CRIMINAL JUSTICE EDUCATION IN THE UNITED STATES: A PROFILE

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### ABSTRACT

*Various commissions from the Wickersham (1931) to the National Advisory Commission on Higher Education for Police (1978) have called for the upgrading of police educational levels. Junior colleges, colleges and universities have responded by creating a plethora of educational programs. However, currently, little is known about the nature, form, or practice of criminal justice education in the United States. In attempting to fill this void, data from the Law Enforcement Education Program (LEEP) are presented concerning the number of students, criminal justice majors, and degrees awarded as well as institutional control, location, and type. These previously unpublished data are presented in a primary form (frequency distributions and cross-tabulations) to allow the reader to draw conclusions about the nature and scope of criminal justice education. Brief interpretations, however, are provided.*

## INTRODUCTION

In the past ten years, higher education in criminal justice has undergone rapid growth both as a serious academic field of study and as a college major selected by students. From criminal justice education's meager beginnings (184 programs in 1966) (Kobetz, 1975), it has grown to where approximately 200,000 students are enrolled in over a thousand programs. Currently, the federal government spends an estimated \$80 million each year in direct and indirect academic assistance to these programs and their students.

The need for higher education in criminal justice was officially recognized as early as 1931 in the conclusions and recommendations of the National Commission on Law Observance and Enforcement (Wickersham Commission). Subsequent governmental studies and commissions have echoed this need. The President's Commission on Law Enforcement and Administration of Justice (1967), the National Advisory Commission on Civil Disorders (1968), the National Commission on the Causes and Prevention of Violence (1969), the National Advisory Commission on Criminal Justice Standards and Goals (1973), and the National Advisory Commission on Higher Education for Police Officers (1978) all proclaim the need for improving the educational standards of criminal justice personnel, especially the police, who are traditionally recruited from the less educated segments of society. The President's Commission on Law Enforcement and Administration of Justice stated as long as twelve years ago:

The quality of police service will not significantly improve until higher educational requirements are established for its personnel. Due to the nature of the police task and its effect on our society, there is need to elevate educational requirements to the level of a college degree from an accredited institution for all future personnel selected to perform the functions of a police agent. The demands on the police should preclude a lower requirement for persons responsible for confronting major crime and social problems. (1967:126)

The National Advisory Commission on Criminal Justice Standards and Goals (1973) attempted to encourage implementation of educational standards by presenting specific time-frame recommendations. The report reads: "The standards contained in this chapter would require all police officers to have an undergraduate degree or its equivalent no later than 1982" (p. 367).

In response to this governmental interest, a plethora of academic programs directed at fulfilling this need has been created. However, little is known about the nature of these academic programs, their course content, methods of instruction, student enrollment, faculty expertise and qualifications, and the relationship between the effects of higher education and the needs of the profession. As an example, although current literature discusses such issues as course content (Smith, 1977; Sherman et al., 1978; Brantingham, 1972; Kuykendall and Hernandez, 1975; Lejins, 1970; Mathias, 1969; Hoover, 1975; Moynahan, 1969), the relationship between education and training (Sherman et al., 1978; Aaron, 1965; Ashburn and Ward, 1973; Brown, 1971; Cromwell, 1972; Parker, 1973; Prout, 1972; Saunders, 1970; Wilson, 1974), liberal arts versus professional education (Brown, 1974; Lankes, 1970; Moynahan, 1973; Sherman et al., 1978), academic or practitioner control of curriculum, (Aaron, 1965; Sherman, 1977; Wilson, 1974) education and professionalism (Gourley, 1972; Gambino, 1973; Germann, 1967; Gould,

1973; Lynch, 1976), and quality of instructional personnel (Sherman et al., 1978), little empirical evidence exists that would document the validity of any of these issues. In addition, current empirical evidence pertaining to the effect of education on police performance is scant, conflicting, and ambiguous. Researchers such as Geary (1970, 1971), Finnigan (1976), Roberg (1976), Cohen and Chaiken (1972), Baehner, Furcon, and Froemel (1968), Trojanowicz and Nicholson (1976), Christian (1976), Cascio and Real (1976), Cascio (1977), and Witte (1969) have observed a positive relationship between levels of education and quality of performance. Conversely, other researchers (Bennett, 1978; Smith and Ostrom, 1974; Matarazzo, Allen, Saslow, and Wiens, 1964; McGreevy, 1964) observed a weak or negative relationship between education and the quality of police performance. In short, although many studies have been undertaken, their findings are equivocal and the validity of our efforts in the area of education is in question.

Before addressing educational issues further, more information is needed about the actual nature of criminal justice programs, the students they serve, and the institutional environment in which they are housed. This report is designed to fill this informational void by presenting descriptive data documenting the scope of criminal justice education in the United States. It provides a previously unpublished accounting of nationwide data on selected characteristics of institutions and students. The data are presented in as primary a form as possible (frequency distributions and cross-tabulations) so that readers may use this information to draw their own conclusions.

## DATA

The data presented in this report were secured from the Office of Criminal Justice Education and Training's (OCJET) Law Enforcement Education Program (LEEP). LEEP was initiated in 1968 under the authority of the Omnibus Crime Control and Safe Streets Act of 1968. The purpose of this program is to supply federal financial aid to students enrolled in criminal justice, criminology, or related educational programs. Interested institutions apply for funds by supplying information about the nature of the program, i.e. the student, faculty, and institutional characteristics. Based on this information, OCJET distributes LEEP funds to the institutions. The institution, then, distributes the allocated funds to its students based on LEEP guidelines.

The institutions included represent one of the most comprehensive available listings of criminal justice, criminology, and related programs. Still the list is not complete. Only those institutions that initiated the application process and met the program's qualifications are included in the LEEP data base. No systematic sampling procedures were undertaken by OCJET in the compilation of the data base. The actual number of programs, therefore, remains unknown, and the representativeness of the programs included cannot be determined.<sup>1</sup> However, the LEEP-based data do provide an informative picture of the characteristics of those criminal justice programs that are directly supported by government funds specifically allocated to criminal justice education.

The source of the data contained in this publication was the LEEP 1 Form. Each participating institution had to complete this form before receiving funds. On completing the form, the institution forwarded the form to the appropriate regional office. (These offices were discontinued as of the 1977-78 academic year.) The regional LEEP office coded the forms, checked for obvious errors, and sent them to the Washington office. If

the form was incomplete or incorrectly filled out, the regional office either returned the form to the institution or telephoned the institution for the additional information.

Although LEEP data concerning criminal justice programs have been collected since the inception of the program, the quality and especially completeness of the data prior to 1976 is questionable. Therefore, we have presented only the data from the academic years 1976-77 and 1977-78. Trend analysis must await future data collection.

The data presented in this report should be used with caution. Three potential sources of bias exist as a result of data collection and analysis. First, as discussed earlier, the institutions represented are self-selected (i.e., only those that applied for LEEP funds), and the resulting list of institutions offering criminal justice related programs cannot be considered inclusive. Second, the data supplied by the institutions have not been audited for accuracy, and thus the validity of the data cannot be determined. Although cases of program misrepresentation are extremely infrequent, there is evidence that it has happened. Further, although discovery and correction of computational errors was facilitated by incorporating a validity check mechanism within the original LEEP computer program, these mechanisms demonstrated limited effectiveness. Finally, errors were encountered in the coding of the LEEP form by the regional offices. There appeared to be a lack of coordination and agreement among regional offices as to what codes should be used. The authors corrected all code discrepancies that were identified before their analyses. However, it is likely that other discrepancies were not detected.

The data are presented in two forms. The first and second parts of the report contain frequency distributions and percentages pertaining to student enrollment, degrees awarded, and the institutional environment. Parts three and four present tables in which these data are cross-tabulated with data pertaining to institutional type and control.<sup>2</sup> It must be noted that these data are based on an institutional level of analysis and, therefore, student characteristics can only be estimated.

As a final note, one will observe that the size of the sample will vary from one table to the next. This variance is caused by the individual institutions not responding to all questions contained on the LEEP form. Furthermore, some of the question categories were not mutually exclusive. Thus, one institution could be represented more than once in the "total" of each table. As an example, one institution might offer three majors (police, courts, and corrections) and therefore be counted in the column totals as three institutions instead of one.

## A GENERAL PROFILE

Tables 1 through 4 present data related to location, type of institution, and institutional control of criminal justice programs in the United States. The data are presented by schools and by years. Each table includes the number of schools in each category as well as its percent of the total. Percentage totals are calculated for each column.<sup>3</sup> For purposes of simplicity, only the data for 1977 will be discussed.

Tables 1 and 2 present data on the location of criminal justice programs in the United States. Table 1 shows the number of programs located in each state or territory. Texas contains the greatest number of programs (80) while the Virgin Islands has the fewest (1). However, when comparing the number of schools to the states' populations, Wyoming has the greatest number of programs (one program for each 78,000 persons)

TABLE 1  
CRIMINAL JUSTICE PROGRAMS, BY STATE

	<i>Schools</i>			<i>Schools</i>			<i>Schools</i>	
	1976	1977		1976	1977		1976	1977
Alabama	25 (2.4)	25 (2.5)	Maine	6 (0.6)	6 (0.6)	Oregon	18 (1.8)	19 (1.9)
Alaska	2 (0.2)	2 (0.2)	Maryland	18 (1.8)	18 (1.8)	Pennsylvania	36 (3.5)	34 (3.3)
Arizona	14 (1.4)	14 (1.4)	Massachusetts	28 (2.7)	28 (2.6)	Rhode Island	4 (0.4)	4 (0.4)
Arkansas	15 (1.5)	16 (1.6)	Michigan	44 (4.3)	45 (4.4)	South Carolina	15 (1.5)	15 (1.5)
California	60 (5.8)	48 (4.7)	Minnesota	23 (2.2)	23 (2.3)	South Dakota	5 (0.5)	5 (0.5)
Colorado	16 (1.6)	15 (1.5)	Mississippi	13 (1.3)	13 (1.3)	Tennessee	15 (1.5)	15 (1.5)
Connecticut	12 (1.2)	13 (1.3)	Missouri	26 (2.5)	30 (3.0)	Texas	82 (8.0)	80 (7.9)
Delaware	6 (0.6)	6 (0.6)	Montana	6 (0.6)	6 (0.6)	Utah	3 (0.3)	3 (0.3)
District of Columbia	5 (0.5)	5 (0.5)	Nebraska	6 (0.6)	6 (0.6)	Vermont	6 (0.6)	6 (0.6)
Florida	38 (3.7)	41 (4.0)	Nevada	5 (0.5)	6 (0.5)	Virginia	30 (2.9)	28 (2.8)
Georgia	28 (2.7)	31 (3.1)	New Hampshire	2 (0.2)	2 (0.2)	Washington	32 (3.1)	30 (3.0)
Idaho	4 (0.4)	4 (0.4)	New Jersey	27 (2.6)	27 (2.7)	West Virginia	8 (0.8)	8 (0.8)
Illinois	54 (5.3)	54 (5.3)	New Mexico	7 (0.7)	7 (0.7)	Wisconsin	21 (2.0)	19 (1.9)
Indiana	15 (1.5)	15 (1.5)	New York	72 (7.0)	74 (7.3)	Wyoming	5 (0.5)	5 (0.5)
Iowa	22 (2.1)	21 (2.1)	North Carolina	23 (2.2)	22 (2.2)	Hawaii	7 (0.7)	7 (0.7)
Kansas	20 (1.9)	17 (1.7)	North Dakota	4 (0.4)	4 (0.4)	Puerto Rico	4 (0.4)	2 (0.2)
Kentucky	12 (1.2)	13 (1.3)	Ohio	39 (3.8)	39 (3.8)	Virgin Islands	1 (0.1)	1 (0.1)
Louisiana	15 (1.5)	15 (1.5)	Oklahoma	23 (2.2)	23 (2.3)	Total	1027 (100.3)	1015 (100.7)

NOTE: Percentages (given in parentheses) are rounded to the nearest tenth and may not total 100%.

TABLE 2  
CRIMINAL JUSTICE PROGRAMS, BY REGION

REGION*	SCHOOLS	
	1976	1977
I	58 (5.6)	59 (5.8)
II	105 (10.2)	104 (10.2)
III	103 (10.0)	100 (9.9)
IV	169 (16.4)	174 (17.1)
V	196 (19.1)	195 (19.2)
VI	142 (13.8)	141 (13.9)
VII	74 (7.2)	74 (7.3)
VIII	39 (3.8)	38 (3.7)
IX	86 (8.4)	75 (7.4)
X	56 (5.4)	55 (5.4)
Total	1028 (99.9)	1015 (99.9)

NOTE: Percentages (given in parentheses) are rounded to the nearest tenth and may not total 100%.

\*States in each region. Region I: ME, VT, NH, MA, RI, CT; Region II: NY, NJ, PR, VI; Region III: PA, WV, VA, DE, MD, DC; Region IV: KY, TN, NC, SC, GA, AL, MS, FL; Region V: MN, WI, MI, OH, IN, IL; Region VI: NM, OK, AR, TX, LA; Region VII: NE, IA, MO, KS; Region VIII: MT, ND, SD, WY, UT, CO; Region IX: NV, CA, GU, AZ, HI; Region X: AK, WA, OR, ID.

(Bureau of Census, 1977), while, perhaps surprisingly, California has the fewest (one program per 448,300 persons). On the average there is one criminal justice program for each 210,000 people in the United States. The states with the most programs per population are Vermont (1:79,300), Delaware (1:97,000), and Nevada (1:101,600). The states with the fewest are New Hampshire (1:411,000), Utah (1:409,300), Indiana (1:353,500), and Pennsylvania (1:348,800). It is interesting to note that neighboring states exhibit such wide discrepancies.

Table 2 presents the number of programs by the ten federally defined LEAA regions (these regions do not correspond to census regions). Region V (Minnesota, Wisconsin,

TABLE 3  
CRIMINAL JUSTICE PROGRAMS, BY TYPE OF INSTITUTION

<i>TYPE OF INSTITUTION</i>	<i>SCHOOLS</i>	
	<i>1976</i>	<i>1977</i>
University	173 (16.9)	170 (16.8)
Four-Year	378 (36.8)	374 (37.0)
Two-Year	474 (46.2)	468 (46.2)
Total	1025 (99.9)	1012 (100.0)

NOTE: Percentages (given in parentheses) are rounded to the nearest tenth and may not total 100%.

TABLE 4  
CRIMINAL JUSTICE PROGRAMS, BY INSTITUTIONAL CONTROL

<i>INSTITUTIONAL CONTROL</i>	<i>SCHOOLS</i>	
	<i>1976</i>	<i>1977</i>
Public	772 (75.5)	749 (74.2)
Private	250 (24.5)	260 (25.8)
Total	1022 (100)	1009 (100)

NOTE: Percentages are given in parentheses.

Michigan, Ohio, Indiana, and Illinois) contains more programs than any other region (195), while Region VIII (Nebraska, Iowa, Missouri, and Kansas) contains the fewest (38). Again, when comparing the number of programs by the region's population, a different picture emerges. Region X (Alaska, Washington, Oregon, and Idaho) with only 55 programs has the lowest program-to-population ratio (1:130,000), while Region IX (Nevada, California, Arizona, Hawaii, and Guam), with only 75 programs, has the high-

est (1:337,000). The highly populated regions, Regions IV and V, have program-to-population ratios of 1:203,000 and 1:230,000, respectively. Thus, it appears that population density is not related to the number of programs contained in the region.

Table 3 divides programs by type of institution. The type of educational institution in which the criminal justice program resides is likely to influence its educational philosophy, the composition of its faculty, and the student body, to mention but a few characteristics that may have a bearing on the quality of education (Sherman et al., 1978; National Planning Association, 1976). The largest number of programs appear to be housed in two-year institutions (N=468; 46 percent of the total). Universities (defined as institutions that grant four-year and graduate degrees) house the smallest number of criminal justice programs (N=170; 17 percent of the total). Four-year institutions (granting bachelor degrees and sometimes two-year associate degrees) contain 374 (37 percent of the total) of the 1,012 criminal justice programs surveyed.

Finally, Table 4 divides programs by institutional control. The designation of public or private refers to whether the institution is publicly or privately funded and controlled. The vast majority of programs are found in public institutions (74.2%).

#### A STUDENT PROFILE

Tables 5 through 10 present data on program enrollment, degrees awarded, and academic major. Again, we wish to remind the reader that the data presented pertain

TABLE 5

#### CRIMINAL JUSTICE PROGRAMS, BY ENROLLMENT IN CRIMINAL JUSTICE PROGRAM

<i>STUDENTS ENROLLED IN CRIMINAL JUSTICE PROGRAMS</i>	<i>SCHOOLS</i>	
	<i>1976</i>	<i>1977</i>
1-199	619 (68.2)	700 (71.8)
200-399	174 (19.2)	167 (17.1)
400-599	53 (5.8)	49 (5.0)
600-799	27 (3.0)	27 (2.8)
800-999	16 (1.8)	13 (1.3)
Over 1000	18 (2.0)	19 (1.9)
Total	907 (100)	975 (99.9)

NOTE: Percentages (given in parentheses) are rounded to the nearest tenth and may not total 100%.



TABLE 6  
NUMBER AND TYPE OF CRIMINAL JUSTICE DEGREES AWARDED

NUMBER OF DEGREES AWARDED	TYPE OF DEGREE AWARDED							
	Associate's		Bachelor's		Master's		Ph.D.	
	1976	1977	1976	1977	1976	1977	1976	1977
1- 9	269 (50)	270 (51)	232 (58)	227 (54)	139 (74)	162 (73)	25 (96)	31 (97)
10-19	123 (23)	105 (20)	67 (17)	81 (19)	30 (16)	35 (16)	1 (4)	1 (3)
20-29	63 (12)	53 (10)	40 (10)	43 (10)	7 (4)	12 (5)	—	—
30-39	31 (6)	37 (7)	25 (6)	21 (5)	3 (2)	4 (2)	—	—
40-49	12 (2)	20 (4)	8 (2)	15 (4)	2 (1)	—	—	—
50 or more	43 (8)	41 (8)	30 (8)	32 (4)	8 (4)	8 —	—	—
Total	541 (101)	526 (100)	402 (101)	419 (100)	189 (101)	221 (100)	26 (100)	32 (100)

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

TABLE 7  
POLICE, CORRECTIONS, AND COURTS MAJORS

CRIMINAL JUSTICE MAJORS	ACADEMIC MAJOR					
	Police		Corrections		Courts	
	1976	1977	1976	1977	1976	1977
1-24	258 (30)	282 (30)	472 (71)	499 (69)	397 (91)	433 (91)
25-49	186 (22)	256 (27)	104 (16)	131 (18)	24 (6)	34 (7)
50-74	119 (14)	129 (14)	43 (7)	46 (6)	10 (2)	8 (2)
75-99	91 (11)	68 (7)	16 (2)	24 (3)	3 (1)	1 (0)
100 or more	212 (25)	201 (22)	29 (4)	26 (4)	2 (1)	2 (0)
Total	866 (102)	936 (100)	644 (100)	726 (100)	436 (99)	478 (100)

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

TABLE 8  
PRE-SERVICE STUDENTS

<i>PRE-SERVICE STUDENTS</i>	<i>SCHOOLS</i>	
	<i>1976</i>	<i>1977</i>
1-24	164 (62.4)	149 (53.6)
25-49	27 (10.3)	41 (14.7)
50-74	21 (8.0)	28 (10.1)
75-99	8 (3.0)	16 (5.8)
Over 100	43 (16.3)	44 (15.8)
Total	263 (100)	278 (100)

NOTE: Percentages are given in parentheses.

only to institutional characteristics and not individual students. As an example, Table 5 merely indicates that in 1977, seven hundred *institutions* had less than two hundred of their students enrolled in criminal justice programs. These data do not indicate the actual number of students in each program. Although the data are presented by institutions, rough estimations of the numbers of students, degrees awarded, and majors can be made.<sup>4</sup> These statistical procedures must be used with caution. However, they do provide a valuable means for gaining insights into some interesting aspects of criminal justice education.

Table 5 presents data on student enrollment. From the table, it is apparent that the vast majority of programs have student enrollment of less than two hundred. In general, there is an inverse relationship between the number of programs and the size of student enrollment.

Tables 6 and 7 indicate the number and type of programs awarding degrees as well as the number of students per academic major. In both cases, it appears that most programs are small in scope. The majority of programs contain less than fifty majors in either police, courts, or corrections and award fewer than ten degrees a year. It should be noted, however, that over twenty percent of the programs offering a police major contain one hundred or more students. As expected, the number of programs awarding degrees drops sharply at the graduate level.<sup>5</sup>

Data presented in Table 8 concern the number of pre-service students (those who are intending to enter criminal justice employment for the first time after graduation) found in criminal justice programs.

TABLE 9  
PERCENTAGE OF TOTAL STUDENT BODY MAJORING IN CRIMINAL JUSTICE

PERCENTAGE	SCHOOLS	
	1976	1977
1-9	739 (81.9)	816 (84.0)
10-19	124 (13.7)	118 (12.1)
20-29	17 (1.9)	16 (1.6)
30-39	3 (0.3)	3 (0.3)
40-49	5 (0.6)	3 (0.3)
50 or more	14 (1.6)	16 (1.6)
Total	902 (100)	972 (99.9)

NOTE: Percentages (given in parentheses) are rounded to the nearest tenth and may not total 100%.

TABLE 10  
PERCENTAGE OF CRIMINAL JUSTICE STUDENTS MAJORING IN POLICE, CORRECTIONS,  
AND COURTS

PERCENTAGE	ACADEMIC MAJOR					
	Police		Corrections		Courts	
	1976	1977	1976	1977	1976	1977
1-9	60 (8)	69 (8)	296 (49)	332 (47)	305 (77)	337 (73)
10-19	71 (9)	114 (13)	133 (22)	129 (18)	42 (11)	55 (12)
20-29	87 (11)	93 (10)	58 (10)	64 (9)	22 (6)	22 (5)
30-39	83 (11)	97 (11)	31 (5)	36 (5)	8 (2)	8 (2)
40-49	72 (9)	85 (9)	15 (3)	27 (4)	5 (1)	3 (1)
50 or more	403 (52)	444 (49)	75 (12)	115 (16)	12 (3)	34 (7)
Total	776 (100)	902 (100)	608 (101)	703 (99)	394 (100)	459 (100)

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

TABLE 11

## CRIMINAL JUSTICE PROGRAMS, BY TYPE OF INSTITUTION AND INSTITUTIONAL CONTROL

	<i>PUBLIC</i>		<i>PRIVATE</i>	
	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>
University	129 (16.7)	127 (17.0)	44 (17.6)	43 (16.5)
Four-Year	204 (26.4)	192 (25.6)	174 (69.6)	182 (70.0)
Two-Year	439 (56.9)	430 (57.4)	32 (12.8)	35 (13.5)
Total	772 (100)	749 (100)	250 (100)	260 (100)

NOTE: Percentages are given in parentheses.

The data indicate that the majority of programs have less than twenty-five pre-service students (53.6%). It should be noted that not all schools responded to this question. In 1977 only twenty-seven percent of the schools responded. Thus, these data should be used with caution.

Table 9 presents data showing the percentage of the entire schools' student body that majors in criminal justice (number of criminal justice majors divided by the total number of students at the institution times 100). The vast majority of institutions have less than ten percent of their student body majoring in criminal justice. In fact only about one program in twenty enrolls more than twenty percent of the total student body.

Finally, Table 10 presents data on the percentage of criminal justice students who major in police, corrections, or courts (number of police, corrections, or courts majors divided by the total number of criminal justice majors times 100). It is apparent that the distribution of enrollment in the police major differs from both corrections and courts majors. The majority of corrections and courts programs contain less than twenty percent of the total criminal justice enrollment (65 percent of correctional programs; 85 percent of courts programs). On the other hand, almost half of police programs contain fifty percent or more of the total criminal justice enrollment (49 percent of the programs). In short, programs offering a police major rather than corrections or courts majors tend to have the largest percentage of the total criminal justice enrollment.

## TYPE OF INSTITUTION

Tables 11 through 16 present data on institutional variations in degrees awarded and student enrollment in universities and two- and four-year institutions. It was already noted (Table 4) that by far the largest number of criminal justice programs are publicly

TABLE 12

## CRIMINAL JUSTICE PROGRAMS, BY TYPE OF INSTITUTION AND ENROLLMENT IN CRIMINAL JUSTICE PROGRAM

<i>Students Enrolled in Criminal Justice Programs</i>	<i>UNIVERSITY</i>		<i>FOUR-YEAR</i>		<i>TWO-YEAR</i>	
	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>
1-199	84 (55)	101 (62)	208 (68)	240 (70)	326 (73)	358 (77)
200-399	30 (20)	24 (15)	65 (21)	65 (19)	78 (18)	77 (17)
400-599	13 (9)	12 (7)	20 (7)	19 (6)	20 (5)	18 (4)
600-799	7 (5)	8 (5)	8 (3)	11 (3)	12 (3)	8 (2)
800-999	8 (5)	9 (6)	—	3 (1)	8 (2)	1 (0)
1000 or more	10 (7)	10 (6)	6 (2)	7 (2)	2 (0)	2 (0)
Total	152 (101)	164 (101)	307 (101)	345 (101)	446 (101)	464 (100)

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

controlled. However, when institutional level is considered (Table 11), two-year, four-year, and university programs are not equally divided into the public or private category. For example, seventy percent of private criminal justice programs are housed in four-year institutions, while fifty-seven percent of public criminal justice programs are found in two-year institutions. Universities, however, account for equal percentages (seventeen percent) of the total number of criminal justice programs offered by both public and private institutions.

Table 12 shows that six percent of the universities have more than a thousand students enrolled in the criminal justice program. Only two two-year institutions can claim such a large enrollment. It appears that two-year programs are most likely to have a low enrollment in their criminal justice program, since seventy-seven percent of the two-year institutions have less than two hundred students. Four-year institutions seem to occupy an intermediate position.

Table 13 focuses on the number and type of criminal justice degrees awarded by universities and two- and four-year institutions. Two-year institutions awarded the largest number of associate degrees (209 two-year institutions awarded ten or more associate degrees in 1977). It appears that four-year institutions dominate the awarding of bache-

TABLE 13  
TYPE OF INSTITUTION AND NUMBER AND TYPE OF CRIMINAL JUSTICE DEGREES AWARDED

DEGREES AWARDED	UNIVERSITY FOUR-YEAR TWO-YEAR			DEGREES AWARDED			UNIVERSITY FOUR-YEAR TWO-YEAR			
	1976	1977	1977	1976	1977	1977	1976	1977	1977	
<b>Associate's Degree</b>										
1-9	24 (55)	20 (49)	60 (69)	56 (68)	185 (45)	193 (48)	72 (76)	80 (74)	—	—
10-19	6 (14)	7 (17)	12 (14)	10 (12)	104 (25)	88 (22)	15 (16)	18 (17)	—	—
20-29	8 (18)	6 (15)	4 (5)	6 (7)	51 (13)	41 (10)	4 (4)	7 (6)	—	—
30-39	2 (4)	—	2 (2)	2 (2)	27 (7)	35 (9)	2 (2)	2 (2)	—	—
40-49	—	3 (7)	1 (1)	2 (3)	11 (3)	15 (4)	1 (1)	—	—	—
50 or more	4 (9)	5 (12)	8 (9)	6 (7)	31 (8)	30 (7)	1 (1)	1 (1)	—	—
Subtotal	44 (100)	41 (100)	87 (100)	82 (98)	409 (101)	402 (100)	95 (100)	108 (100)	—	—
<b>Bachelor's Degree</b>										
1-9	66 (52)	74 (56)	151 (59)	141 (54)	—	—	20 (95)	24 (96)	—	—
10-19	21 (17)	25 (19)	43 (17)	52 (20)	—	—	1 (5)	1 (4)	—	—
20-29	16 (13)	14 (11)	24 (9)	25 (10)	—	—	—	—	—	—
30-39	9 (7)	4 (3)	15 (6)	15 (6)	—	—	—	—	—	—
40-49	3 (2)	2 (1)	4 (1)	13 (5)	—	—	—	—	—	—
50 or more	11 (9)	14 (11)	17 (7)	16 (6)	—	—	—	—	—	—
Subtotal	126 (100)	133 (101)	254 (99)	262 (101)	—	—	21 (100)	25 (100)	—	—
Totals	286	307	341	344	409	402	286	307	341	402

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

TABLE 14

## CRIMINAL JUSTICE PROGRAMS BY TYPE OF INSTITUTION AND PERCENTAGE OF TOTAL STUDENT BODY MAJORING IN CRIMINAL JUSTICE

<i>Percentage of Student Body</i>	<i>UNIVERSITY</i>		<i>FOUR-YEAR</i>		<i>TWO-YEAR</i>	
	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>
1-9	137 (90)	146 (89)	243 (80)	273 (80)	358 (81)	396 (86)
10-19	9 (6)	12 (7)	41 (13)	49 (14)	74 (17)	57 (12)
20-29	2 (1)	1 (1)	8 (3)	9 (3)	7 (2)	6 (1)
30-39	—	2 (1)	2 (1)	—	1 (0)	1 (0)
40-49	1 (1)	—	4 (1)	3 (1)	—	—
50 or more	3 (2)	3 (2)	7 (2)	9 (3)	3 (1)	3 (1)
Total	152 (100)	164 (100)	305 (100)	343 (101)	443 (101)	463 (100)

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

lor's degrees. Eighty-two four-year institutions offered a two-year degree. Obviously, master's and Ph.D. degrees were awarded solely by universities. About three-fourths (N=80) of the universities surveyed awarded less than ten master's degrees. We found only one university that awarded more than ten Ph.D.s in criminal justice. Ninety-six percent (N=24) of the universities awarded fewer than ten Ph.D. degrees.

Table 14 reflects the percentage of the total student body that majored in criminal justice in universities and two- and four-year institutions. As we found before, the vast majority of institutions have less than ten percent of their total student body majoring in criminal justice (Table 9). Table 14 indicates that the type of institution does not affect this finding. That is, all three types of institutions have approximately the same number of programs with less than ten percent of the student body majoring in criminal justice.

Table 15 suggests that universities and two- and four-year institutions were quite similar in the relative number of police, corrections, and courts majors. For example, thirty percent of the universities, thirty-six percent of the four-year institutions, and twenty-six percent of the two-year institutions had fewer than twenty-five police majors. However, when examining the absolute frequencies, we see that eighty-eight two-year institutions had more than a hundred police majors, whereas only thirty-eight universities and seventy-five four-year programs could claim such a large number. It should also be noted that none of the two-year institutions had more than seventy-five courts majors.

TABLE 15  
 CRIMINAL JUSTICE PROGRAM, BY TYPE OF INSTITUTION AND NUMBER OF POLICE,  
 CORRECTIONS, AND COURTS MAJORS

<i>CRIMINAL JUSTICE MAJORS</i>	<i>UNIVERSITY</i>		<i>FOUR-YEAR</i>		<i>TWO-YEAR</i>	
	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>
<b>Police Majors</b>						
1-24	46 (31)	46 (30)	113 (37)	122 (36)	99 (24)	114 (26)
25-49	29 (19)	38 (25)	57 (19)	76 (22)	100 (24)	142 (32)
50-74	15 (10)	15 (10)	34 (11)	45 (13)	70 (17)	68 (15)
75-99	11 (7)	16 (10)	28 (9)	20 (6)	51 (12)	31 (7)
100 or more	49 (33)	38 (25)	70 (23)	75 (22)	93 (23)	88 (20)
Subtotal	150 (100)	153 (100)	302 (99)	338 (99)	413 (100)	443 (100)
<b>Corrections Majors</b>						
1-24	90 (63)	88 (61)	176 (73)	193 (70)	205 (73)	217 (72)
25-49	23 (16)	30 (21)	39 (16)	48 (17)	42 (15)	53 (18)
50-74	15 (11)	10 (7)	14 (6)	18 (6)	14 (5)	17 (6)
75-99	4 (3)	11 (8)	4 (2)	5 (2)	8 (3)	8 (3)
100 or more	10 (7)	6 (4)	9 (4)	13 (5)	10 (4)	7 (2)
Subtotal	142 (100)	145 (101)	242 (101)	277 (100)	279 (100)	302 (101)
<b>Courts Majors</b>						
1-24	97 (84)	101 (86)	152 (92)	180 (90)	147 (96)	152 (95)
25-49	12 (10)	11 (9)	9 (5)	16 (8)	3 (2)	6 (4)
50-74	4 (3)	5 (4)	3 (2)	2 (1)	3 (2)	1 (1)
75-99	2 (2)	—	1 (1)	1 (1)	—	—
100 or more	1 (1)	1 (1)	1 (1)	1 (1)	—	—
Subtotal	116 (100)	118 (100)	166 (101)	200 (101)	153 (100)	159 (100)
Totals	408	416	710	815	845	904

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.



TABLE 16

## CRIMINAL JUSTICE PROGRAMS, BY TYPE OF INSTITUTION AND PERCENTAGE OF CRIMINAL JUSTICE STUDENTS MAJORING IN POLICE, CORRECTIONS, AND COURTS

PERCENTAGE OF CRIMINAL JUSTICE STUDENTS	UNIVERSITY		FOUR-YEAR		TWO-YEAR	
	1976	1977	1976	1977	1976	1977
<b>Police Majors</b>						
1-9	21 (16)	24 (16)	18 (7)	27 (9)	21 (5)	18 (4)
10-19	15 (11)	18 (12)	25 (10)	41 (13)	31 (8)	59 (13)
20-29	15 (11)	16 (11)	28 (11)	27 (9)	44 (11)	49 (11)
30-39	14 (11)	15 (10)	27 (11)	37 (12)	42 (11)	44 (10)
40-49	12 (9)	14 (9)	19 (8)	19 (6)	41 (10)	52 (12)
50 or more	55 (42)	61 (41)	132 (53)	162 (52)	215 (55)	221 (50)
Subtotal	132 (100)	148 (99)	249 (100)	313 (101)	394 (100)	443 (100)
<b>Corrections Majors</b>						
1-9	59 (48)	67 (48)	86 (41)	106 (41)	150 (55)	158 (53)
10-19	33 (27)	24 (17)	51 (24)	51 (20)	49 (18)	54 (18)
20-29	10 (8)	13 (9)	24 (11)	25 (10)	24 (9)	26 (9)
30-39	6 (5)	5 (3)	13 (6)	9 (3)	12 (4)	21 (7)
40-49	3 (2)	7 (5)	8 (4)	14 (5)	4 (1)	6 (2)
50 or more	13 (10)	24 (17)	27 (13)	56 (21)	35 (13)	35 (12)
Subtotal	124 (100)	140 (99)	209 (99)	261 (100)	274 (100)	300 (101)
<b>Courts Majors</b>						
1-9	76 (77)	82 (72)	104 (72)	120 (65)	124 (83)	135 (85)
10-19	9 (9)	12 (11)	19 (13)	26 (14)	14 (9)	16 (10)
20-29	7 (7)	7 (6)	8 (6)	10 (5)	7 (5)	5 (3)
30-39	1 (1)	1 (1)	5 (3)	7 (4)	2 (1)	—
40-49	3 (3)	—	—	2 (1)	2 (1)	1 (1)
50 or more	3 (3)	12 (10)	9 (6)	21 (11)	—	1 (1)
Subtotal	99 (100)	114 (100)	145 (100)	186 (100)	149 (99)	158 (100)
Totals	355	402	603	760	817	901

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

TABLE 17

CRIMINAL JUSTICE PROGRAMS, BY INSTITUTIONAL CONTROL AND ENROLLMENT IN  
CRIMINAL JUSTICE PROGRAM

<i>Students in Criminal Justice Programs</i>	<i>PUBLIC</i>		<i>PRIVATE</i>	
	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>
1-199	460 (66)	507 (69)	155 (75)	190 (79)
200-399	138 (20)	132 (18)	35 (17)	33 (14)
400-599	46 (7)	42 (6)	7 (3)	7 (3)
600-799	22 (3)	20 (3)	5 (2)	7 (3)
800-999	13 (2)	10 (1)	3 (1)	3 (1)
1000 or more	16 (2)	19 (3)	2 (1)	— —
TOTAL	695 (100)	730 (100)	207 (99)	240 (100)

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

Table 16 indicates that in 221 (fifty percent) two-year institutions, more than half of the criminal justice students major in police, but that in only sixty-one universities (forty-one percent) is the police curriculum the most frequent choice for the criminal justice major. Compared with two-year institutions and universities, four-year institutions are more likely to have more than half of all the criminal justice students majoring in corrections (twenty-one percent). Twelve universities (ten percent) and twenty-one four-year institutions (eleven percent) indicated that over half of their criminal justice students specialize in courts. In two-year institutions, on the other hand, it seems that majoring in courts is the least frequent choice among criminal justice students.

### INSTITUTIONAL CONTROL

Tables 17 through 21 present data on criminal justice degrees awarded and student enrollment in public and private institutions. Table 17 shows that private institutions are somewhat more likely to have less than two hundred criminal justice majors (seventy-nine percent) than their publicly controlled counterparts (sixty-nine percent). Furthermore, nineteen public institutions enroll more than a thousand criminal justice students.

TABLE 18  
CRIMINAL JUSTICE PROGRAMS BY INSTITUTIONAL CONTROL  
AND NUMBER AND TYPE OF CRIMINAL JUSTICE DEGREES AWARDED

	PUBLIC		PRIVATE		PUBLIC		PRIVATE	
	1976	1977	1976	1977	1976	1977	1976	1977
<b>Associate's Degree</b>								
1-9	227 (49)	226 (50)	41 (57)	42 (63)	100 (81)	114 (78)	38 (58)	47 (64)
10-19	104 (22)	100 (22)	17 (24)	5 (7)	17 (14)	23 (16)	13 (20)	12 (16)
20-29	57 (12)	39 (9)	5 (7)	13 (19)	2 (2)	6 (4)	5 (8)	6 (8)
30-39	28 (6)	34 (7)	3 (4)	2 (3)	1 (1)	2 (1)	2 (3)	2 (3)
40-49	11 (2)	19 (4)	1 (1)	1 (1)	1 (1)	—	1 (2)	—
50 or more	38 (8)	37 (8)	5 (7)	4 (6)	2 (2)	2 (1)	6 (9)	6 (8)
Subtotal	465 (99)	455 (100)	72 (100)	67 (99)	123 (101)	147 (100)	65 (100)	73 (99)
<b>Bachelor's Degree</b>								
1-9	145 (58)	141 (53)	86 (57)	86 (56)	17 (100)	21 (100)	8 (89)	10 (91)
10-19	37 (15)	55 (21)	30 (20)	25 (16)	—	—	1 (11)	1 (9)
20-29	30 (12)	28 (11)	10 (7)	15 (10)	—	—	—	—
30-39	13 (5)	14 (5)	12 (8)	7 (5)	—	—	—	—
40-49	7 (3)	8 (3)	1 (1)	7 (5)	—	—	—	—
50 or more	18 (7)	19 (7)	12 (8)	13 (8)	—	—	—	—
Subtotal	250 (100)	265 (100)	151 (101)	153 (100)	17 (100)	21 (100)	9 (100)	11 (100)
<b>Master's Degree</b>								
1-9								
10-19								
20-29								
30-39								
40-49								
50 or more								
Subtotal								
<b>Ph.D. Degree</b>								
1-9								
10-19								
20-29								
30-39								
40-49								
50 or more								
Subtotal								
Totals	855	888	297	304				

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

TABLE 19

CRIMINAL JUSTICE PROGRAMS, BY INSTITUTIONAL CONTROL AND PERCENTAGE OF  
TOTAL STUDENT BODY MAJORING IN CRIMINAL JUSTICE

<i>Percentage of Total Student Body</i>	<i>PUBLIC</i>		<i>PRIVATE</i>	
	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>
1-9	585 (85)	631 (86)	150 (73)	181 (76)
10-19	88 (13)	81 (11)	36 (18)	37 (16)
20-29	8 (1)	5 (1)	9 (4)	11 (5)
30-39	—	3 (0)	3 (2)	—
40-49	3 (0)	—	2 (1)	3 (1)
50 or more	8 (1)	10 (1)	5 (2)	5 (2)
Total	692 (100)	730 (99)	205 (100)	237 (100)

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

Such large enrollments are not found in private institutions. Table 18 reflects the number and type of criminal justice degrees awarded in both public and private institutions. Thirty-seven public institutions and four private institutions awarded over fifty associate degrees in criminal justice. For bachelor's degrees, Table 18 indicates that nineteen public and thirteen private schools awarded more than fifty bachelor's degrees. Private institutions appear to most likely to have awarded more than fifty master's degrees.

Table 19 provides data on the percentage of the total student body in private and public schools majoring in criminal justice. Public institutions have a smaller percentage of their students majoring in criminal justice than private institutions. That is, in only fourteen percent of the public institutions, more than ten percent of the students chose a criminal justice major. Twenty-four percent of the private institutions, however, have more than ten percent of the student body majoring in criminal justice.

Tables 20 and 21 focus on the number of police, corrections, and courts majors in public and private institutions. Table 20 indicates that 143 (twenty percent) public and fifty-seven (twenty-five percent) private institutions have more than a hundred police majors. In twenty-eight percent of the public institutions and in thirty-five percent of the private institutions, there are fewer than twenty-five police majors. Similarly, in sixty-eight percent of the public and in seventy-one percent of the private schools, there are fewer than twenty-five corrections majors. In short, it appears that the type of institu-

TABLE 20  
 CRIMINAL JUSTICE PROGRAMS, BY INSTITUTIONAL CONTROL AND NUMBER OF  
 STUDENTS MAJORING IN POLICE, CORRECTIONS, AND COURTS

	<i>PUBLIC</i>		<i>PRIVATE</i>	
	1976	1977	1976	1977
<b>Police Majors</b>				
1-24	184 (28)	199 (28)	74 (36)	82 (35)
25-49	152 (23)	201 (29)	33 (16)	54 (23)
50-74	94 (14)	107 (15)	25 (12)	21 (9)
75-99	74 (11)	50 (7)	16 (8)	17 (7)
100 or more	156 (24)	143 (20)	55 (27)	57 (25)
Subtotal	660 (100)	700 (99)	203 (99)	231 (99)
<b>Corrections Majors</b>				
1-24	352 (70)	368 (68)	118 (75)	128 (71)
25-49	82 (16)	99 (18)	21 (13)	31 (17)
50-74	34 (7)	36 (7)	9 (6)	9 (5)
75-99	15 (3)	19 (4)	1 (1)	5 (3)
100 or more	21 (4)	18 (2)	8 (5)	8 (4)
Subtotal	504 (100)	540 (99)	157 (100)	181 (100)
<b>Courts Majors</b>				
1-24	293 (93)	313 (92)	102 (87)	117 (88)
25-49	13 (4)	21 (6)	10 (9)	12 (9)
50-74	8 (3)	5 (1)	2 (2)	3 (2)
75-99	1 (0)	1 (0)	2 (2)	—
100 or more	1 (0)	1 (0)	1 (1)	1 (1)
Subtotal	316 (100)	341 (99)	117 (101)	133 (100)
<i>Total</i>	1480	1581	477	545

NOTE: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%.

TABLE 21

## CRIMINAL JUSTICE PROGRAMS, BY INSTITUTIONAL CONTROL AND PERCENTAGE OF CRIMINAL JUSTICE STUDENTS MAJORING IN POLICE, CORRECTIONS, AND COURTS

<i>Percentage of Majors</i>	<i>PUBLIC</i>		<i>PRIVATE</i>	
	<i>1976</i>	<i>1977</i>	<i>1976</i>	<i>1977</i>
<b>Police Majors</b>				
1-9	51 (8)	57 (8)	9 (5)	12 (6)
10-19	60 (10)	97 (14)	11 (6)	16 (7)
20-29	69 (12)	76 (11)	17 (10)	15 (7)
30-39	69 (12)	82 (12)	14 (8)	14 (6)
40-49	57 (9)	68 (10)	15 (9)	17 (8)
50 or more	297 (49)	302 (44)	104 (61)	141 (66)
Subtotal	603 (100)	682 (99)	170 (99)	215 (100)
<b>Corrections Majors</b>				
1-9	242 (52)	270 (51)	52 (38)	60 (35)
10-19	97 (21)	88 (17)	36 (26)	39 (23)
20-29	42 (9)	45 (9)	15 (11)	19 (11)
30-39	23 (5)	29 (6)	8 (6)	6 (4)
40-49	10 (2)	17 (3)	5 (4)	10 (6)
50 or more	54 (11)	78 (15)	21 (15)	37 (22)
Subtotal	468 (100)	527 (101)	137 (100)	171 (101)
<b>Courts Majors</b>				
1-9	234 (81)	265 (80)	69 (67)	69 (55)
10-19	27 (9)	28 (8)	15 (15)	26 (21)
20-29	13 (4)	9 (3)	8 (8)	13 (10)
30-39	5 (2)	7 (2)	3 (3)	1 (1)
40-49	3 (1)	2 (1)	2 (2)	1 (1)
50 or more	6 (2)	19 (6)	6 (6)	15 (12)
Subtotal	288 (99)	330 (100)	103 (101)	125 (100)
Total	1359	1539	410	511

NOTES: Percentages (given in parentheses) are rounded to the nearest whole number and may not total 100%. The total is greater than the actual number of schools because categories are not mutually exclusive.

tional control is unrelated to the relative number of police, corrections, and courts majors.

Table 21 shows that in sixty-six percent of the private institutions over half of the criminal justice students major in police as opposed to only forty-four percent of the students in public institutions. In twenty-two percent of the private schools and in fifteen percent of the public schools, half of the criminal justice students major in corrections. Private institutions have a slightly larger percentage of their criminal justice students majoring in corrections. That is, fifty-one percent of the public institutions have less than ten percent of their criminal justice students specializing in corrections, as compared with thirty-five percent of private institutions. Finally, in six percent of the public and twelve percent of the private institutions, over half of the criminal justice students major in the area of courts.

### SUMMARY

The purpose of this report was to present data that depict criminal justice education in the United States. The data were presented in as primary form as possible to allow readers to draw their own conclusions. Brief interpretations, however, were provided.

The major observations of this study may be briefly summarized. It appears that most criminal justice programs are to be found in publicly controlled, two-year institutions. Most programs are small. They usually contain less than two hundred students who generally account for less than ten percent of the institution's total student body. The majority of private programs are housed in four-year institutions, while most public programs are offered by two-year institutions. Private institutions predominantly offer the smaller programs and award the fewest degrees. Although larger in total enrollment, the criminal justice programs in public institutions contain a relatively smaller percentage of the total student body.

Overall, the police major appears to attract the largest enrollment, while the courts major seems to be the least popular specialization. The majority of students in universities and two-year institutions major in police while students in four-year institutions major in corrections. In addition, institutional control does not appear to be related to the number of police, correction, and courts majors.

Finally, it should be reiterated that the data presented provide only a descriptive account of selected characteristics of LEEP-funded criminal justice educational programs. Although these data do not resolve the current controversial issues in postsecondary criminal justice education, they do provide a necessary backdrop for future research.

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#### NOTES

<sup>1</sup> The major reason an institution might not apply and thus not be represented in the data base is that LEEP contains no provisions for institutional overhead or operating costs. In addition, LEEP requires the institution to maintain a full-time LEEP coordinator. Thus, other than financial aid for their students, the institution has nothing to gain from participation in the program. Furthermore, although last year \$40.5 million in LEEP funds were distributed to participant institutions, 82.7 percent of the institutions received less than \$50,000. Thus, the institution might decide that the cost in maintaining the program would not be offset by the benefit of financial aid for its students.

<sup>2</sup> A complete set of tables is available on request. Forward requests to Richard R. Bennett, Highway Safety Research Institute, University of Michigan, Huron Parkway and Baxter Road, Ann Arbor, Michigan 48109.

<sup>3</sup> In addition to the absolute frequencies, percentages are also presented on the tables. Percentages are convenient when one is concerned with *relative* magnitudes and comparisons between groups of unequal sizes. Although the *absolute* number may be greatest in one category, its *relative* number might not. Since percentages based on small absolute numbers are often unreliable, caution must be used when interpreting percentages.

<sup>4</sup> These estimations are made by finding the midpoint in the category and multiplying that value by the frequency of its occurrence in the category. As an example, the midpoint is calculated by simply adding the highest and lowest true limits of the category value and then dividing the sum total by two. For instance, the midpoint of the first category in Table 5 is 100 [i.e., 199.5 (highest true limits) plus 0.5 (lowest true limit) divided by two].

Again referring to Table 5, it is now possible to roughly estimate the total number of criminal justice students attending institutions with less than two hundred students in their criminal justice program by multiplying the frequency (N=700) with the midpoint (100). This calculation suggests that approximately seventy thousand students were enrolled in criminal justice programs with less than two hundred students in 1977. If we want to estimate the *total* number of criminal justice students, we simply repeat the same procedure for each of the six categories and sum the numbers. The accuracy of this estimation depends on the validity of the assumption that the number of students is equally distributed within the category.

For purposes of calculation, the last category of Table 5 (1000 and over) was defined as ranging from 1000–1999 (midpoint: 1499.5). When dealing with open categories, one must set one's own boundaries to be able to calculate the midpoint. The selection of the upper limit of such a category is necessarily arbitrary. As a general rule, it is best to be conservative since extremely large values are rare.

Roughly speaking, then, it seems that there were approximately 200,000 criminal justice students in the United States in 1977. Again, it should be emphasized that one should be very careful in the interpretation of the results of this estimation technique.

<sup>5</sup> Using estimation procedures, approximately nine thousand associate's degrees and about seven thousand bachelor's degrees in criminal justice were awarded in 1977 (the upper true limit for the category, 50 and over, was defined as 99.5, midpoint 74.5). Further, it seems that police majors are most prevalent (approximately 87,000). Corrections as a field of specialization is less popular (approximately 23,000 students), but a courts major is clearly the least often selected choice for the criminal justice student (approximately 7,800 students). The upper true limit for the category (100 and over) was defined as 499.5 (midpoint: 299.5).

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