

A STUDY OF THE PLACEMENT AND UTILIZATION  
PATTERNS OF MICHIGAN COMMUNITY COLLEGES'  
CRIMINAL JUSTICE GRADUATES AND A PROGRAM  
EVALUATION OF THE COMMUNITY COLLEGES IN  
MICHIGAN

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## ABSTRACT

### A STUDY OF THE PLACEMENT AND UTILIZATION PATTERNS OF MICHIGAN COMMUNITY COLLEGES' CRIMINAL JUSTICE GRADUATES AND A PROGRAM EVALUATION OF THE COMMUNITY COLLEGES IN MICHIGAN

By

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This study was part of a coordinated research project being conducted by the Michigan Criminal Justice Educators Association concerning criminal justice education at the community colleges in Michigan.

The purpose of this study was to develop a data base that includes information concerning placement and utilization of Michigan's community college criminal justice graduates and the graduates' evaluation of their community college program.

The survey population consisted of 274 criminal justice graduates of June, 1974, from ten community colleges in Michigan. A mailed-self-administering questionnaire was sent to the graduates and a response rate of 76.30 percent was received. The findings most pertinent to each investigative research area were:

#### Investigative Area I. Graduate Satisfaction With Major:

Almost every graduate, regardless of employment status, was satisfied with criminal justice as his college major. Over ninety-seven percent of the graduates specialized in "law

enforcement." Almost ninety percent of respondents stated that they were satisfied with their area of specialization.

Investigative Area II. Students' Program Evaluation: On the whole, the graduates gave a positive evaluation of their community college criminal justice program. In general, the student felt prepared for work at the level of operation; however, a higher proportion of in-service graduates (43.75 percent) desired more emphasis at the administrative or supervisory level. The majority of graduates (approximately sixty percent) preferred an "applicable total interacting system approach" to community college criminal justice education. At all the community colleges, the graduates ranked equipment being in greatest need of improvement. While the community college faculties were generally rated high, the full-time faculty were rated significantly higher than the part-time faculty.

Investigative Area III. Financial Assistance: The Law Enforcement Education Program has played a significant role in financial assistance of community college criminal justice graduates. Over forty percent of the graduates received LEEP. A significant difference was discovered between graduates' age, sex, and pre-service/in-service status and whether they received LEEP. There was a significant relationship between those who received LEEP and also received other types of financial assistance.

Investigative Area IV. Employment Status: The employment status breakdown of community college criminal justice graduates in Michigan primarily consists of graduates who transferred

(47.72 percent) and those individuals employed in public criminal justice agencies (47.21 percent).

Investigative Area V. Transfer Student: All but five percent of Michigan's community college graduates attended four-year institutions within Michigan. The transfer graduates attended sixteen different four-year institutions throughout the United States. The largest proportion of transfer graduates (29.29 percent) attended Ferris State College. Full-time and part-time transfer students had significantly different reasons for attending a particular four-year institution.

Investigative Area VI. Criminal Justice Employed Graduates: An overwhelming proportion (80.95 percent) of graduates who are employed in public or private criminal justice agencies are currently working for a police agency. Thirteen percent of the graduates employed in the criminal justice field are working for private agencies. Over seventy-nine percent of these graduates are working for local (municipal and county) agencies. The majority of graduates (62.38 percent) who are working for a criminal justice agency are employed at the level of operation.

Investigative Area VII. Non-Criminal Justice Employed Graduates: Graduates working for non-criminal justice agencies are primarily employed in positions that are of little esteem, low salaries, and with non-educational requirements. The majority of these positions would be classified as blue-collar. A substantial proportion (33.33 percent) of those unemployed or employed in

non-criminal justice agencies are no longer looking for employment in the criminal justice field.

Investigative Area VIII. Salary: The mean income of the graduates was \$9,100 and the medium salary was \$8,000-\$8,999. Significant differences existed between salary level and graduates' age, race, sex, pre-service/in-service status, and the community college they attended.

Investigative Area IX. Ways and Means of Seeking Employment: Over ninety-three percent of the graduates believed that "personal means" was a positive factor in obtaining their employment. At least fifty percent of the graduates gave negative ratings to "community college placement bureau" and "community college criminal justice department" as a factor in their obtaining employment. The majority of graduates felt that criminal justice agencies were receptive to hiring college graduates and there was no significant variation because of graduates' sex and/or pre-service/in-service status.

Investigative Area X. Utilization of Degree: The majority (56.02 percent) of graduates believed that their criminal justice education is presently being utilized. The largest proportion of those graduates who felt that their criminal justice education was not presently being utilized were pre-service graduates who were not employed in the criminal justice field. Almost eighty percent of the graduates felt that they experienced no difficulties in their job that were attributable to their criminal justice degree.

The major conclusions that can be drawn from this study are as follows:

During the last decade the community college has adopted local community service as a necessary part of their educational concept and have become essentially community institutions. Thus, the responsibilities of the community colleges have become to service their local communities' needs. One of these needs is the development of personnel for the local criminal justice agencies. While the local community college concept has been generally accepted, our study showed that over forty percent of community college criminal justice graduates have left their community college districts and are now living and working outside these districts. The obvious ramifications are that the community is losing a valuable "product" that was developed by the community college to be utilized by the local community.

One of the more salient results of this study concerns the graduates' evaluation of the criminal justice program. On the whole, Michigan's community college criminal justice graduates have positively evaluated their criminal justice program at their community college. Looking into specifics of the programs, one finds that the graduates rated their full-time faculty significantly higher than their part-time faculty and this held consistently throughout all the community colleges in Michigan. Also, graduates rated "equipment" and facilities" consistently in greatest need of improvement for each community college. (Over seventy-five percent ranked equipment as either first or second

as needing greatest improvement.) Through this, the community colleges should have a better idea of what strengths and weaknesses exist in their programs and thus be more capable of evaluating their problems and making the necessary changes.

One overriding sentiment expressed by the graduates was the lack of counseling and placement services available at their community college. The student has received little or no training in methods of seeking employment or in obtaining successful assistance from college or department level placement services. The majority of graduates stated that their community colleges were doing an "inadequate" or "extremely poor" job in helping to place students in the criminal justice field. Hopefully, as a result of this study, the community colleges will begin to move in a positive manner towards assisting graduates in obtaining employment.

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## Chapter 1

### THE PROBLEM

#### INTRODUCTION

The contemporary comprehensive community college, which is indigenous to this country, is an educational institution that has evolved from the two-year junior college. The first public junior college was established through the influence of William Rainey Harper (President of The University of Chicago) in Joliet, Illinois, around 1902.<sup>1</sup>

Presently in the United States there are over 1,200 junior and community colleges that serve between three and four million students.

The State of Michigan had been one of the early advocates of the junior college idea. Henry Phillips Tappon (President of the University of Michigan) was one of the first proponents of the junior college concept.<sup>2</sup> Grand Rapids Junior College was established in 1914. However, it has only been in the last fifteen years that the idea of the junior college has received statewide attention. In the 1960s the Michigan Legislature, in a response

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<sup>1</sup>Roger Palinchak, The Evolution of the Community College (Metuchen, New Jersey: The Scarecrow Press, Inc., 1973), p. 25.

<sup>2</sup>Ibid., p. 41.

from growing local needs, provided for the establishment of "public community and junior colleges."<sup>3</sup> Today, Michigan has an extensive community college system that includes twenty-nine colleges and over 160,000 students.

In the early 1960s, the only criminal justice educational program in Michigan was located at Michigan State University. However, since 1965 there has been an astronomical increase in the number of two-year and four-year institutions that have developed criminal justice educational programs.

In a recent survey,<sup>4</sup> published for the Michigan Criminal Justice Educators Association, it was noted that there are presently thirty-four Michigan junior and community colleges, colleges, and universities offering a total of over sixty programs in the area of criminal justice education. Seventeen of the institutions in the state of Michigan offering criminal justice programs are junior and community colleges. These community colleges offer approximately thirty programs at the associate level in the criminal justice area and serve over four thousand students. These four thousand students represent over fifty-two percent of all students in the state of Michigan majoring in the area of criminal

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<sup>3</sup>Roger Yarrington, Junior Colleges: 50 States/50 Years (Washington, D.C.: American Association of Junior Colleges, 1969), p. 63.

<sup>4</sup>Michigan Criminal Justice Educators Association, Criminal Justice Education Programs in Michigan (East Lansing: School of Criminal Justice, Michigan State University, 1974-75), p. 3.

justice. It can be estimated that over six hundred students graduate yearly from community colleges with associate degrees in criminal justice. It is these community college graduates with whom this study is concerned.

#### STATEMENT OF PROBLEM

The coordinators of the community college criminal justice programs are concerned with their graduates and are asking the following questions: How employable are our graduates? Are they obtaining the jobs they desire? Are our graduates being accepted and attending the four-year institutions of their choice? How well are they doing at these four-year institutions? And, in general, is our community college program meeting the needs of our criminal justice graduates?

The problem is that no coordinated follow-up program of criminal justice graduates exists at the community college level in the state of Michigan. Coordinators have little idea where their students are going upon graduation. Also, it is not known whether the students were satisfied with the program (curriculum and faculty) at their community college.

Generally, the community college receives little feedback as to whether or not their graduates are utilizing their degrees. In an attempt to obtain the answers to these pertinent questions, this study will develop a most needed community college criminal justice graduate follow-up data base.

## NEED FOR STUDY

For some time now citizens have ranked crime as the most serious national issue and the most important local issue as well. Federal Bureau of Investigation Statistics showed the crime rate rising almost nine times as fast as the population.<sup>5</sup> The crime rate is rising in the suburbs and rural areas as well as in the cities. Recognition that crime is a national problem means, if anything, that coordinated efforts are required at all levels of government.

The President's Commission on Law Enforcement and Administration of Justice made many recommendations dealing with the police. Many Americans view the police as solely responsible for controlling crime. But, as the Commission stressed,

Crime cannot be understood as a narrow range of behavior by certain types of people: it pervades all strata of society, and its control cannot be accomplished by the police or by the courts and correctional system by themselves.<sup>6</sup>

Underlying all its recommendations dealing with the police was that "widespread improvement in the strength and caliber of police manpower . . . are the basic essentials for achieving more effective and fairer law enforcement."<sup>7</sup> The Commission's Task Force on the Police found that:

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<sup>5</sup>Charles B. Saunders, Jr., Upgrading the American Police: Education and Training for Better Law Enforcement (Washington, D.C.: The Brookings Institution, 1970), p. 1.

<sup>6</sup>Ibid., p. 13.

<sup>7</sup>Ibid., p. 3.

The failure to establish high professional standards for the police service has been a costly one, both for the police and for society. Existing selection requirements and procedures in the majority of departments . . . do not screen out the unfit.<sup>8</sup>

The Commission urged support and funding for police education. However, they did not set any clear guidelines for action. They did find that more effective and fairer law enforcement must necessarily be based on comprehensive and long-term programs to raise the standards of selection and training in police agencies throughout the country.<sup>9</sup> Unfortunately, many local officials still find it easier to suggest more men and better equipment than to seek better men and better training.

"Police are responsible for maintenance of 'ordered liberty' and this is too serious to be left entirely to standards set by civil service commissions and police executives."<sup>10</sup> It is difficult to convince many educators of this. They tend to view police education as too vocational for academic status. A police officer today must be a social scientist.

It is necessary to get a complete man who has an understanding of his society and its people--a sense of perspective that can come only from a broad, general education and the higher he goes in rank, the more he needs to know about people and their institutions.<sup>11</sup>

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<sup>8</sup>Ibid.

<sup>9</sup>Ibid., p. 12.

<sup>10</sup>Frank Day, "Administration of Criminal Justice: An Educational Design in Higher Education," Journal of Criminal Law, Criminology, and Police Science, Vol. 56 (November, 1965), 540-541.

<sup>11</sup>Ibid., p. 543.

"Rights of a citizenry in a democracy are so important we cannot afford to allow our police officers to be trained by 'experience.'"<sup>12</sup> Our society does not allow other professions to practice without professional preparation and "we cannot afford not to obtain the funds to hire trained personnel."<sup>13</sup>

Trends of the past in lowering requirements for police must be brought to a halt. This negative approach must stop and the problem must be approached positively. "We must offer education as an inducement to employment."<sup>14</sup> The lack of inducements are draining potential police manpower. Criminal justice agencies must make particular provisions for attracting and retaining college educated individuals. One possible inducement is lateral entry which is a means to obtain professional personnel. To keep these individuals, agencies may offer salary and promotional advantages: "For it goes without saying that unless substantial retentive features are built into an organization's structure, the professionally educated individual will seek a career elsewhere."<sup>15</sup>

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<sup>12</sup>John J. Mirich and Eugene Voris, "Police Science Education in the United States: A National Need," Journal of Criminal Law, Criminology, and Police Science, Vol. 56 (November, 1965), 545.

<sup>13</sup>Ibid., pp. 546-547.

<sup>14</sup>George Shepherd, "Are We Aiming Too Low in Recruitment," The Police Chief, Vol. 65 (January, 1967), p. 20.

<sup>15</sup>Merlyn Douglas Moore, "A Study of the Placement and Utilization Patterns and Views of the Criminal Justice Graduates of Michigan State University" (unpublished Doctor's dissertation, Michigan State University, 1972), p. 3.

"To remain competitive, police departments have to keep ahead in education, training and technology."<sup>16</sup> Stepping in to answer this need for well-educated and highly trained police officers have been the public community colleges, which are in increasing numbers inaugurating criminology and law enforcement courses--community colleges serve the community by educating policemen. "Two year community colleges are now emerging as the major answer to the need and in the words of one official of the U.S. Education Office 'one of the brightest hopes in higher education' for the nation."<sup>17</sup> The role of the community college in police advancement is apparent and critical. "Without such partnership with institutions of higher learning many long range professional goals simply cannot be achieved."<sup>18</sup> Growth of two-year community colleges has helped police education move from the realm of terminal-vocational education into the sphere of true higher education. Law enforcement is an occupation demanding a high order of skills and intelligence and the education of its members should not be left to chance alone.

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<sup>16</sup>Betty Garnett, "College for Cops," Junior College Journal, Vol. 32 (May, 1965), p. 27.

<sup>17</sup>A. F. Brandstatter, "Education Serves the Police, the Youth, the Community," The Police Chief, Vol. 33 (August, 1966), 12.

<sup>18</sup>James D. Stinchcomb, "Impact of the Junior College on Law Enforcement Education," Junior College Journal, Vol. 37 (March, 1967), 45-46.

Many of the problems experienced in police education are attributable to the fact that police work is not viewed as a profession. Police ranked forty-seven on a list of ninety occupations --below machinists, undertakers, electricians, welfare workers, agricultural agents and all the professions.<sup>19</sup> According to Charles Tenney, the tasks of the individual in police work and the system within which he performs them are in no way comparable to the features which characterize the traditional professions: "a defined set of conduct norms; a method of self-policing; independent practice; and a licensing feature."<sup>20</sup> Tenney also states that to "professionalize" may be taken to mean more broadly equipping the individual to perform at the highest level of competence with a defined sphere of activity.<sup>21</sup> This view of professionalism is held by many in regard to the police. "A profession is so labeled because it sets standards and regulates its membership."<sup>22</sup>

Although there are many personnel of professional competence in the criminal justice arena, the occupational grouping categorized as the criminal justice field, as a whole, does not meet the standards of a profession to the degree that it should.<sup>23</sup>

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<sup>19</sup>Saunders, op. cit., p. 14.

<sup>20</sup>Charles W. Tenney, Jr., Higher Education Programs in Law Enforcement and Criminal Justice (Washington, D.C.: U.S. Government Printing Office, 1971), p. 4.

<sup>21</sup>Ibid.

<sup>22</sup>Mirich and Voris, op. cit., p. 545.

<sup>23</sup>Moore, op. cit., p. 2.

The move toward higher standards of police professionalism has come mainly from within the field, under the leadership of a relative handful of dedicated police reformers. As was pointed out earlier, crime and its solutions are not just the problem of the police but the whole society is responsible for controlling crime. Society is also responsible for trying to improve the whole criminal justice system. This should not be left to a relative few.

The fact remains that no system, whether it be legal or medical, or law enforcement, can ever be changed or improved until there are substantial numbers of individuals, both within and without, who recognize the need for change and have the competence to bring it about. The vital fact is that education is the only vehicle capable of developing such understanding and competence.<sup>24</sup>

"If professionalism is to be achieved in police work, the higher education of police officers becomes obligatory."<sup>25</sup>

If popular stereotypes about the police have been slow to die, one contributing factor has been an absence of research.<sup>26</sup> There has been very little research done on the criminal justice graduate. Important questions concerning where graduates go after graduation, what do they do, what do they think about their criminal justice education, why do some criminal justice graduates never enter the criminal justice field, and similar questions had

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<sup>24</sup>Tenney, op. cit., p. 5.

<sup>25</sup>Shepherd, op. cit., p. 24.

<sup>26</sup>Saunders, op. cit., p. 25.

not been answered. Some answers are provided by the relatively few surveys conducted on this subject and they will be discussed in the review of the literature section. There has, however, not been any studies of this kind done on the community college criminal justice graduate. The purpose of this study is to provide some answers to these questions about community college criminal justice graduates.

Tenney noted that most professional disciplines--law, medicine, social work, etc.--have some knowledge as to where individuals educated in these disciplines have gone following completion of their formal education. A professional school undertakes to maintain such information. From a professional point of view, it is important to know how many lawyers, doctors, or social workers are in private practice, government service, teaching, or related activities. Professional schools are interested from both a recruitment and curriculum point of view in what happens to their students.<sup>27</sup> Criminal justice programs have been in existence for approximately forty-five years with little systematic research concerning what becomes of their graduates.

This study is important not only to the community college directly involved but to all criminal justice institutions interested in professionalizing their discipline, improving their programs and gaining valuable knowledge as to their "products."

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<sup>27</sup>Tenney, op. cit., pp. 57-58.

## PURPOSE OF STUDY

The purpose of this study is to develop a data base which includes information concerning placement and utilization of community college criminal justice graduates and graduates' evaluation of their community college program. This information will be beneficial to the individual community college and criminal justice educators throughout the state in the development and revision of criminal justice programs. Another function of this data base is to enable the criminal justice educators of Michigan to better serve the overall needs of the criminal justice student and the community.

## RELEVANCY OF STUDY

Prior to this study there has been little knowledge available to the criminal justice community concerning the follow-up patterns of the community college criminal justice graduates. The importance of this study is to develop a data base about these graduates, that can be utilized by students, educational institutions, and criminal justice agencies, not only in Michigan but throughout the United States.

The contributions from this data would include:

(1) For the student--information to effectively evaluate a particular community college program and its faculty for future college choice, and to enlighten them as to their future probability of criminal justice employment.

(2) For the educational institutions--four-year institutions, information to determine the reasons why students are transferring and others are not, where more four-year programs need to be developed throughout the state and to determine the students' desire as to the thrust of criminal justice programs. Community colleges, information in evaluating their program and faculty, in setting proper direction for their program and developing a greater effort on their part to place graduates in the criminal justice field.

(3) For the criminal justice agencies-- information regarding numbers of criminal justice graduates available to them, the contributing factors for graduates' decisions to seek employment with their agencies, level of satisfaction of community college criminal justice graduates who are presently employed in their agencies and the probable degree of satisfaction of future graduates.

#### STATEMENT OF INVESTIGATIVE AREAS AND THEIR RATIONALE

Investigative Area I: Investigation into graduate satisfaction with his major and specialization.

Rationale: Before launching into a comprehensive study dealing with graduate employment patterns and evaluation of their programs, it is advantageous to explore graduate specialization in criminal justice and the graduates' satisfaction with their degrees.

Several studies have been done dealing with this subject of graduate satisfaction with major and area of specialization. Moore<sup>28</sup> found that seventy-seven percent of the graduates stated that they would again choose criminal justice as their college major. No evidence was found in the review of literature to support a difference in satisfaction level with college major and employment status. Also, according to Moore, sixty-seven percent of the Michigan State University graduates had specialized in law enforcement. Tenney's study<sup>29</sup> which included community college graduates reported an even higher percentage (seventy-five percent) of graduates who majored in law enforcement. Saunders<sup>30</sup> identified community colleges as serving primarily local needs. He felt that the college surveying the needs of its community will undoubtedly identify educational needs within its local police department. Thus it can be assumed that the majority of community colleges will emphasize their law enforcement specialization over other criminal justice related specialities.

While these studies have provided information concerning graduates' satisfaction with major and specialization, it is still necessary to explore this area in greater depth and deal specifically with community college graduates. In this present study, sexual differences, specific community college differences, and

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<sup>28</sup>Moore, op. cit., pp. 12-121.

<sup>29</sup>Tenney, op. cit., p. 60.

<sup>30</sup>Saunders, op. cit., p. 107.

pre-service/in-service differences, are explored in their relationship to major and specialization satisfaction. Thus an in-depth examination in the area of graduate satisfaction with major and specialization was conducted and a valuable informational data base is provided.

Investigative Area II: Investigation into graduates' evaluation of their community college program.

Rationale: One of the main purposes of this study is to deal with the graduate's evaluation of his community college criminal justice program. Tenney and others have stated that evaluation of criminal justice programs is one of the most urgent needs in the criminal justice educational field.

In Tenney's study,<sup>31</sup> respondents were asked to evaluate their law enforcement education in a number of different dimensions: job relevance; qualifications of instruction, curriculum mix of professional and liberal arts courses; and the comparative importance of the program for pre-service and in-service students. Several of Tenney's findings that are relevant to this section include: seventy-nine percent of respondents rated overall quality of criminal justice faculty as either excellent or good, and seventy-three percent of respondents felt that the mixture between liberal arts and professional courses was about right. Moore<sup>32</sup> discovered that at Michigan State University, the criminal

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<sup>31</sup>Tenney, op. cit., p. 63.

<sup>32</sup>Moore, op. cit., p. 132.

justice graduates (ninety-eight percent) felt that their college education had been a positive influence on their career. Additional program evaluation information obtained through this study included a belief by the majority of graduates that there should be an integration of operational and administrative approaches to criminal justice education.

The most recent known evaluation of community college criminal justice programs was conducted by Delta College. In evaluating their program at Delta, the graduates rated the "Quality of Instruction" extremely high with over ninety percent either satisfied or very satisfied. A high rating was also received for "Course Content" (eighty-six percent) and "General Satisfaction with Program" (eighty-eight percent) and, finally, in rating their instructors at Delta, the majority of graduates (over eighty percent) stated that they were generally satisfied with the performance of their instructors.<sup>33</sup>

In this present study, we not only explored in greater detail the area of criminal justice program evaluation discussed by Tenney, Moore and Delta College but also investigated student (pre-service/in-service) and community college differences in "Approaches to Education" and "Department Needs for Improvement."

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<sup>33</sup>Delta College, Office of Research and Development, "Follow-Up of Law Enforcement Students" (unpublished research report, 1974).

Investigative Area III: Investigation into financial assistance.

Rationale: The tremendous growth in student enrollment and program development in criminal justice higher education has increased dramatically since the availability of financial support.

Several studies have been done on the allocation of financial aid (primarily from the Law Enforcement Education Program--LEEP) to students attending criminal justice educational programs. Gross<sup>34</sup> noted that the largest part of federal funds being spent on criminal justice education is going to in-service students. According to the LEAA, preliminary reports show LEEP, particularly for in-service students, was over eighty percent. Tenney<sup>35</sup> had reported that sixty-two percent of his surveyed population had received some sort of financial assistance while attending school.

While these studies investigated money spent and number of students receiving LEEP and other financial assistance, they did not investigate the percentage breakdown of different student categories. This present study analyzed the relationship between receiving LEEP assistance and students--age, race, sex, pre-service/in-service status, and community college attended. This study also

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<sup>34</sup>Soloman Gross, "Higher Education and Police: Is There a Need for a Closer Look?" Journal of Police Science and Administration, Vol. 1 (December, 1973), p. 479.

<sup>35</sup>Tenney, op. cit., p. 70.

explored the relationship between those students receiving LEEP assistance and those obtaining other types of financial aid.

Investigative Area IV: Investigation into graduate employment status.

Rationale: A general investigation into graduate employment status is necessary before a more thorough examination into specific employment patterns of the community college graduate can be conducted.

Studies on employment patterns of graduates have been done by John Jay College in New York, Tenney, Moore, and Delta College.

The John Jay College study<sup>36</sup> discovered that forty-eight percent of their graduates transferred and ninety percent were presently working for a criminal justice agency. Moore<sup>37</sup> found that fifty-three percent of graduates worked in public law enforcement, thirteen percent in private law enforcement, nineteen percent in non-law enforcement, and fourteen percent either in the military or unemployed. The Delta College study<sup>38</sup> showed fifty-five percent of their graduates transferred to four-year institutions and fifty-eight percent were currently working in the field directly or indirectly related to law enforcement. While Tenney's study did not develop general employment status

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<sup>36</sup>John Jay College of Criminal Justice, Survey of Criminal Justice Graduates (unpublished research report, John Jay College, New York, 1972).

<sup>37</sup>Moore, op. cit., p. 122.

<sup>38</sup>Delta College, op. cit.

categories, his inclusion in the report of female respondents comments that law enforcement agencies simply were not interested in employing women suggested possible sex role differences in the area of general employment patterns.

The previous findings as to criminal justice graduate employment status have not been consistent and it is hoped that this study will help to clear up the confusion in this area. The relationship of employment status to graduate sex and to community college attended was examined.

The major thrust of this thesis is concerned with the placement patterns of community college criminal justice graduates. The following three investigative areas constitute the possible career paths a graduate may travel upon leaving the community college. The categories investigated are the transfer student, those employed in a criminal justice agency, and those working in a non-criminal justice agency or unemployed.

Investigative Area V: Investigation into the transfer student.

Rationale: Since its inception, the community college has emphasized the transfer function. The student of this function is not only relevant to the community college but also to the four-year institution and the criminal justice field in general.

Studies reviewed showed the numbers and percentage of community college graduates who have transferred to four-year institutions have variable results ranging from forty-eight percent

(John Jay College), fifty-five percent (Delta College), to sixty-six percent (Baird, Richards, and Shevel).<sup>39</sup>

In this present study, we obtained the percentage of Michigan community college criminal justice graduates who transferred to four-year institutions. Also included is an examination into graduates' reasons for transferring, determining factors for attending a specific four-year institution, and pre-service/in-service transfer differences.

Investigative Area VI: Investigation into employment characteristics of graduates employed in a public or private criminal justice agency.

Rationale: The role of criminal justice education is to prepare individuals for a career in the criminal justice field, primarily public law enforcement. It is therefore imperative to have an understanding of those graduates employed by public and private criminal justice agencies.

The knowledge that has been obtained concerning employment characteristics of graduates in criminal justice agencies has been developed through studies done by Tenney, Moore, John Jay College, and Delta College.

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<sup>39</sup> John Jay College, op. cit.; Delta College, op. cit.; L. L. Baird, J. M. Richards, and L. R. Sheval, "A Description of Graduates of Two-Year Colleges," reprinted in The Two-Year College and Its Students (Iowa City: The American College Testing Program, Inc., 1969).

Tenney's findings relevant to this section are that one-half of the pre-service graduates are presently employed by a law enforcement agency, and of the graduates who reported that they were employed in police work, forty-two percent were employed at the local level, thirty percent at the state level, and fourteen percent at the county and federal level.<sup>40</sup>

Moore found that a majority of his respondents (fifty-three percent) choose a public law enforcement agency for their initial employment. Also, those graduates who entered public law enforcement were more overwhelmingly placed at the level of operation (eighty-two percent).<sup>41</sup>

The John Jay College study<sup>42</sup> indicated that over ninety percent of the respondents were employed by criminal justice agencies.

Similar to the findings of Tenney and Moore, the Delta College study<sup>43</sup> concluded that slightly over half (fifty-eight percent) of their graduates were currently employed in fields directly or indirectly related to law enforcement.

This study explores not only general criminal justice employment patterns but also significant relationships and

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<sup>40</sup>Tenney, op. cit., p. 75.

<sup>41</sup>Moore, op. cit., p. 123.

<sup>42</sup>John Jay College, op. cit.

<sup>43</sup>Delta College, op. cit.

differences in the criminal justice graduates employment characteristics. Pre-service/in-service, age and sex differences and their relationship to obtaining desired agency, satisfaction with their present position, and reasons for seeking employment with a particular agency are of utmost concern in this area of investigation.

Investigative Area VII: Investigation into career desires of those working for non-criminal justice agencies.

Rationale: To the best of the knowledge of the authors of this study, no investigation has been made into the employment patterns of criminal justice graduates who entered non-criminal justice areas.

While several studies have listed the percentage of respondents who failed to enter the criminal justice field, they have made no attempt to determine the type of employment and career patterns of these graduates.

This present study examines these employment patterns along with the graduates' satisfaction with their present job, whether they attempted to find criminal justice employment, and if they are still looking for employment in the criminal justice field.

Investigative Area VIII: Investigation into salary and salary satisfaction.

Rationale: A major reason given for the lack of college graduates working in criminal justice has been the fact that salaries in this field were not considered commensurate with other

educationally related professions. This trend seems to be changing as evident through salary increases of Michigan State University graduates between Larkens' 1966 study (medium annual income of graduates between \$8,000-\$9,000), and Moore's 1972 study (average annual income of graduates between \$14,000-\$16,000).<sup>44</sup>

This present study determines the salary breakdown of the community college criminal justice graduates. Also, relationships were explored between the graduates' salary and their age, race, sex, pre-service/in-service status and the community college attended. A final major area of concern was the graduates' degree of satisfaction with this program. The findings in this section will be of special value to program administrators and future criminal justice students.

Investigative Area IX: Investigation of graduates' ways and means of seeking employment.

Rationale: In the past, colleges and criminal justice programs have tended to neglect the graduates in their attempt to secure employment. The student has received little or no training in methods of seeking employment or in obtaining successful assistance from college or department level placement services.

Studies such as Moore's and Larkens' have indicated that students have felt that institutions have rarely been instrumental

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<sup>44</sup>Hayes C. Larkens, "A Survey of Experiences, Activities, and Views of the Industrial Security Administration Graduates of Michigan State University" (unpublished Master's thesis, Michigan State University, 1966), pp. 27-31; Moore, op. cit., p. 128.

in placing students in the criminal justice field. In Moore, it was noted that the majority (eighty-nine percent) felt that the School of Criminal Justice should take a far more active role in helping their students obtain jobs in criminal justice.<sup>45</sup>

It is hoped that this study, which investigated ways and means of obtaining employment, recruiting effort of criminal justice agencies, their receptiveness to hiring college graduates, and the community college placement services, will be an impetus to positive change in the manner of assisting graduates in obtaining employment and the role of the criminal justice educational institutions and agencies in this task.

Investigative Area X: Investigation in degree difficulties and utilization by graduates.

Rationale: Past literature has suggested that college graduates often feel that many of the menial and unchallenging tasks of "police work" are more appropriate for someone without a college education, and that his college training and degree is not being utilized to any significant degree in his criminal justice employment.<sup>46</sup>

Moore's study on the utilization of college education supported this idea when he found that over forty percent of the overall sample felt that they were not best utilizing their

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<sup>45</sup>Moore, op. cit.

<sup>46</sup>Saunders, op. cit., p. 84.

education in their present employment.<sup>47</sup> Since few comprehensive studies have been done in this area, it is deemed necessary to further conduct an in-depth analysis of community college criminal justice graduates and their feelings concerning utilization and difficulties of their degree.

This present study examines the relationship of the difficulties and degree of utilization of college education to graduates' employment status, pre-service/in-service differences, sex, and community college attended.

#### DEFINITION OF TERMS USED

In an effort to clarify a number of terms used in a particular manner in this study, the following definitions are provided.

Criminal justice: Refers to the entire process or system from the initial contact of the offender with the law until he is released back into a free society. Traditionally, criminal justice is studied as though it were made up of three independent sections or divisions--law enforcement, the judicial process, and corrections. However, we view the criminal justice system as the interdependence and interaction of these parts.

Criminal justice program: An academic program of study in the area of "Criminal Justice."

Community college: All two-year institutions of higher learning in the state of Michigan that offer an associate degree.

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<sup>47</sup>Moore, op. cit., p. 79.

Graduate: One who obtains an associate degree in criminal justice from a community college in the state of Michigan.

In-service: Refers to a person who was employed full-time by a criminal justice agency while attending community college.

Pre-service: Refers to a person who was not employed full-time by a criminal justice agency while attending community college.

#### FORMAT OF THE STUDY

This study is organized into five chapters.

Chapter 1, The Problem, includes an introduction, statement of problem, need for study, purpose of study, relevancy of study, statement of investigative areas and their rationale, and definitions of terms used.

Chapter 2, Review of the Literature, is a review of community college education, community colleges in Michigan, criminal justice programs, criminal justice programs in Michigan, and follow-up studies on criminal justice graduates.

Chapter 3, Research Methodology, contains an introduction, sample, construction of instrument, data collection, research areas investigated, data analysis, and summary.

Chapter 4, Data Analysis and Findings, contains a presentation of the information gathered and comments regarding its meaning and significance.

Chapter 5, Summary and Conclusions, is a critique of the study and a discussion of the major findings of the study.

## Chapter 2

### REVIEW OF LITERATURE

#### THE COMMUNITY COLLEGE

Before we can hope to understand and evaluate community college graduates, we need to have some comprehension of the unique community college environment that created these graduates. This understanding of the community college is not possible without knowledge of past events and forces that guided the two-year junior college through times of evolution and revolution.<sup>48</sup> It is the purpose of this section to develop a historical understanding of the community college concept so that an in-depth analysis of its graduates can be better articulated and perceived.

The factors that led to the present day community junior college have evolved slowly during the past century. Walter Eells took junior college evolution one step further back when he stated:

There are those who trace to beginning of the junior college movement . . . to the Renaissance . . . in the sixteenth century.<sup>49</sup>

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<sup>48</sup>Palinchak, op. cit., p. 8.

<sup>49</sup>Walter C. Eells, The Junior College (New York: Houghton Mifflin Co., 1931).

Thornton broke the community college evolution into four different periods.<sup>50</sup> The first stage lasted from 1850 to 1920 and was labeled education for transfer; the second stage, the period roughly between 1920 and 1945, brought the acceptance by the junior college of the concept of terminal or occupational education; the third stage, 1945 to around 1965, was the period in which the junior college became concerned with education of the adults of the community and thus evolved into the community junior college; and the fourth stage, 1965 to the present, was a period of movement toward providing for all the educational needs of a community and the final stage of the evolution of the junior college into a comprehensive community college.

It was during Thornton's education for transfer period (1850-1920) that American educators first began to suggest that the first two years of "college" should more appropriately belong to the secondary schools. Henry P. Tappon, President of the University of Michigan (1825-1863), is believed to be the first of these educators to propose the transferal of the traditional first two college years to the public secondary system.<sup>51</sup>

While Tappon was unsuccessful in eliminating the "secondary" years of his own university or encouraging, to any large extent,

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<sup>50</sup>James W. Thornton, Jr., The Community Junior College (New York: John Wiley & Sons, Inc., 1972), pp. 47-55.

<sup>51</sup>Michael J. Brick, Forum and Focus for the Junior College Movement: The American Association of Junior Colleges (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 19.

the development of "extended" programs in high school, President Harper of the University of Chicago was successful, in 1892, in separating the new University of Chicago into two separate colleges which became known as the "junior college" and the "senior college." In addition, Harper was influential in the establishment of an additional two years to the Joliet (Illinois) High School program in 1901. Joliet Junior College is the oldest extant public junior college in America.<sup>52</sup>

By 1920, public community junior colleges in high school districts were found not only in Illinois but also in California (1910), Michigan (1914), Minnesota (1915), Kansas (1917), Iowa (1918), Missouri (1919), and Texas (1920).<sup>53</sup>

The programs developed at these "junior" colleges during this initial period were strictly transfer programs; that is, programs designed to prepare the student for continuous advanced education at a four-year institution.

It was during Thornton's vocational-expansion era (1920-1945) that the junior college emphasis shifted to occupational-technical programs of a "terminal nature."<sup>54</sup> While the concept of occupational education at the junior college level was suggested

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<sup>52</sup>Yarrington, op. cit., p. 180.

<sup>53</sup>Charles R. Monroe, Profile of the Community College (San Francisco: Jossey-Bass, Inc., 1972), p. 12.

<sup>54</sup>Palinchak, op. cit., p. 28.

as early as 1916,<sup>55</sup> this concept was not fully realized until the late 1920s when President Snyder of the Los Angeles Junior College established fourteen terminal semi-professional curriculums. Snyder stated that at least half of junior college graduates do not continue their studies at four-year institutions and that semi-professional courses were needed just as much as transfer programs.<sup>56</sup>

It was during this period that Koos and Whitney defined the role of the junior college as follows: providing two years of work acceptable to the university (transfer); the offering of vocational programs (vocational); and the completion of education of students who are not going on (terminal).<sup>57</sup>

In 1929 Vernon Bennett listed a group of terminal career programs available at junior colleges in California. One of the terminal programs available at that time was that of "Detective."<sup>58</sup> This is believed to be one of the earliest criminal justice programs available at the junior college level.

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<sup>55</sup>Alexis F. Lange, "The Junior College as an Integral Part of the Public School System," School Review, Vol. 25 (September, 1917), 465-479.

<sup>56</sup>William H. Snyder, "The Distinctive Status of the Junior College," School Review, Vol. 3 (February, 1933), 235-239.

<sup>57</sup>W. W. Kemp, "The Junior College in California," California Quarterly of Secondary Education, Vol. 5 (January, 1930), 188-194.

<sup>58</sup>Vernon Bennett, "A State Two-Year College of Technology," California Quarterly of Secondary Education, Vol. 5 (October, 1929), 77-81.

Thornton best expressed the relevance and importance of this era to the development of the junior college concept when he made the statement:

Through these developments (those of the 1920-1945 era) the junior colleges branched into activities which were neither secondary education nor higher education, they began to achieve a separate identity and a unique set of purposes.<sup>59</sup>

While the development of college level vocational-terminal curriculums was a major step toward a comprehensive community college, the addition of Adult Education and Community Services was still a necessary ingredient for the achievement of true community college status.

It was during the era between 1945-1965 that the junior college adopted Adult Education and Community Service as a necessary part of their educational concept and became essentially a community institution. By the year 1965 the concept of the community junior college had been fully developed and the desire for it had been experienced in all parts of the United States.<sup>60</sup>

By the middle 1960s the responsibility of the community college had been basically set. During the last decade the community colleges had striven more toward improving their performances rather than expanding their responsibility. Gleazer labeled

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<sup>59</sup>Thornton, op. cit., p. 54.

<sup>60</sup>Ibid., p. 56.

this the "beyond the boom" period.<sup>61</sup> Thornton expressed this era as the period of consolidation.<sup>62</sup> Better articulation seems to be the overall goal of the community college during our present era.

Some of the areas of concern during the consolidation have been a more critical examination of the open door policy, a re-examination and modernization of vocational education; the achievement of a higher status in the transfer education programs; a more innovative curriculum which is less imitative of university practices; and the providing of more capable counseling and guidance.<sup>63</sup>

Thornton best summarized this era when in 1972 he stated:

. . . it is possible to suggest that history has developed a workable concept of the true community college. The task during the consolidation period is to give concrete reality to the ideals that have been elaborated.<sup>64</sup>

#### COMMUNITY COLLEGE STATISTICS

Over the last seventy years, the community junior college has become an established element of the American system of education. At the beginning of the twentieth century there was only a

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<sup>61</sup>Edmund J. Gleazer, Jr., "Beyond the Open Door, The Open College," Community and Junior College Journal, Vol. 45 (August-September, 1974), 6.

<sup>62</sup>Thornton, op. cit., pp. 56-58.

<sup>63</sup>Ibid.

<sup>64</sup>Ibid.

handful of two-year colleges but by 1974 there were over 1,200 community and junior colleges and between three and four million students in this country.<sup>65</sup> Some form of a public two-year college is found in all fifty states of the union except for South Dakota.<sup>66</sup>

Community and Junior Colleges in the U.S., 1900-1970<sup>67</sup>

Year	Number of Community Colleges	Number of Students
1900	0	0
1910	74	2,363
1920	207	16,031
1930	436	74,088
1940	557	196,710
1950	634	562,786
1960	667	905,062
1970	1,091	2,499,837

<sup>65</sup>Dr. James H. Nelson, address delivered at Michigan State University on September 26, 1974.

<sup>66</sup>Monroe, op. cit., p. 4.

<sup>67</sup>Richard W. Hostrop, Orientation to the Two-Year College --A Programmed Text (Georgetown, Ontario: Learning System Co., 1970), p. 3; Palinchak, op. cit., p. 27; Thornton, op. cit., p. v; Junior College Directory, January, 1960.

As the table (page 32) shows, the greatest growth in numbers of colleges and students has occurred after 1960. Between 1966 and 1970, community colleges have increased at the rate of over seventy per year.<sup>68</sup> And while the rate of growth of community colleges has begun to wane during the 1970s, the number of students attending the community colleges has continued to grow. This seeming contradiction is accomplished by the fact that while the growth in number of community colleges is decreasing, the average size of the community college is increasing.

It is interesting to note that in the early years of the junior college movement the majority of the two-year colleges were privately supported and controlled.<sup>69</sup> It was not until 1948 that public community colleges first outnumbered the private junior colleges. At the present time public community colleges outnumber private two-year colleges by an eight-to-one ratio.<sup>70</sup>

Charles Monroe has predicted that by 1980 the public community college will become the college in which the majority of high school graduates will enroll for their first years in college, with approximately seventy percent of all college freshmen attending a community college.<sup>71</sup>

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<sup>68</sup>Monroe, op. cit., p. 4.

<sup>69</sup>Palinchak, op. cit., p. 27; Thornton, op. cit., p. 53; Monroe, op. cit., p. 13.

<sup>70</sup>Monroe, op. cit., p. 13.

<sup>71</sup>Ibid., pp. 3-4.

## THE COMMUNITY COLLEGE IN MICHIGAN

In 1914 Michigan's junior college system consisted of one school (Grand Rapids Junior College), six part-time faculty members, and forty-nine students.<sup>72</sup> Today Michigan's community college system is composed of twenty-nine community junior colleges and over one hundred and sixty thousand students.<sup>73</sup>

Michigan's community college system and its growth pattern is similar in many ways to the growth pattern of the total community college system within the United States.

### Enrollment at Community and Junior Colleges in Michigan, 1960-1973<sup>74</sup>

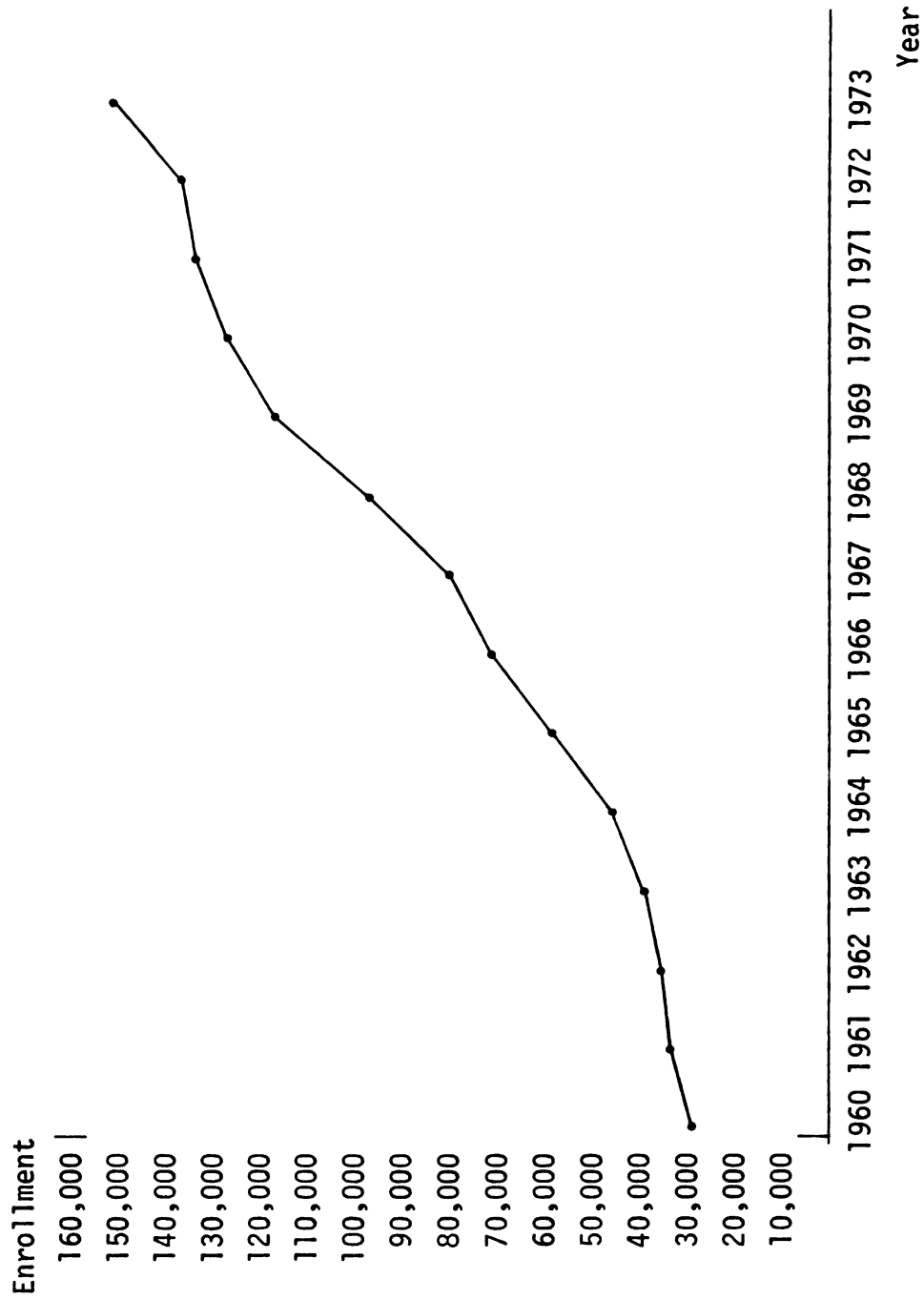
Year	Number of Students	Year	Number of Students
1960	27,229	1967	79,698
1961	31,619	1968	95,965
1962	34,356	1969	115,299
1963	38,001	1970	125,553
1964	46,123	1971	132,059
1965	58,216	1972	136,657
1966	69,496	1973	152,715

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<sup>72</sup>Yarrington, op. cit., p. 104.

<sup>73</sup>Nelson, op. cit.

<sup>74</sup>Michigan Department of Education, mimeographed handout, 1974.



Graph of Enrollment at Community and Junior Colleges in Michigan, 1960-1973

The most dynamic growth in enrollment for Michigan's community colleges has occurred between 1966 and 1970. During this period, enrollment increased by nearly twenty percent yearly, which easily outdistanced the growth rate in all other areas of higher education in the state.

While Michigan has been, in many ways, a leader in the community college movement, its many similarities in process of development, design, growth rate, and philosophy with what has been generally experienced in community colleges throughout the United States makes it an ideal study ground for research in the area of community college exploration.

It should be noted that the community college cannot be a panacea for all our educational needs in this country and the critics who strongly warn that the community college cannot be all things to all people are to be listened to.

While the future of the community college is bright and hopeful, the difficult problem of defining its precise role in the educational system must still be faced and settled. The most convincing reply to the critics who still oppose the comprehensive community college concept is the fact that there are over 1,200 community colleges in forty-nine of the fifty states, which enroll over three million students and are still expanding at over ten percent yearly.

Although the community college movement is still relatively new and in spite of the fact that many of the higher educational elite have not given their recognition or support for this concept,

we are fast approaching the era when, if not all, nearly all high school graduates will enroll for their first two years at their local community college.

#### CRIMINAL JUSTICE PROGRAMS

The inception and development of law enforcement education at the community college appears to have evolved from an awareness of the lack of training given police officers in this country and an attempt to attract a higher caliber of applicants to a law enforcement career.<sup>75</sup> Many ask, do police need college education? Does it really pay off in terms of better law enforcement? Many federal agencies have answered these questions to their own satisfaction several decades ago. They have long insisted on the baccalaureate degree as a minimum requirement. But the police service at the municipal level has not accepted this standard, even though local law enforcement may well be a more demanding occupation--"far more complicated, technical, and far greater importance to the American way of life than is the federal service."<sup>76</sup> The reasons advanced for college education for police are essentially the same as those used to justify higher education as preparation for any other career. The liberal arts education provides:

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<sup>75</sup>Steven Egger, "Law Enforcement Education in the Community Junior Colleges" (unpublished Master's thesis, Michigan State University, 1972), p. 1.

<sup>76</sup>E. Wilson Purdy, "Administrative Action to Implement Selection and Training for Police Professionalization," Police Chief, Vol. 32 (May, 1965), 16.

. . . ethical and moral indoctrination that legitimizes existing power arrangements, and reinforces appropriate attitudes for the sustenance of democratic institutions, and the peaceful coexistence of diverse population groups.<sup>77</sup>

These are important in the preparation of many occupations and are especially relevant in the case of the police, who bear a unique responsibility for maintaining democratic institutions and assuring the "peaceful coexistence of diverse population groups." The qualities which law enforcement leaders claim to look for in recruits are the very ones which liberal education is believed to nurture: knowledge of changing social, economic and political conditions; understanding of human behavior; and the ability to communicate; together with the assumption of certain moral values, habits of mind, and qualities of self-discipline which are important in sustaining a commitment to public service.<sup>78</sup>

Such arguments have been stated and restated since August Vollmer formulated the proposition half a century ago. Yet the need for general college education for police has only recently begun to win acceptance. In the early 1900s the development of law enforcement education at the college or university level began. According to available information, no college or university level

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<sup>77</sup>Marvin Bressler, "Sociology and Collegiate General Education," in *The Uses of Sociology*, eds. Paul F. Layarsfeld, William H. Sevell, and Harold L. Wilensky (Basic Books, 1967), p. 50.

<sup>78</sup>Saunders, op. cit., p. 83; Charles L. Newman and Dorothy Sue Hunter, "Education for Careers in Law Enforcement: An Analysis of Student Output 1964-67," *Journal of Criminal Law, Criminology, and Police Science*, Vol. 59 (March, 1968), p. 140.

programs in fields related to criminal justice existed prior to 1916.<sup>79</sup> In that year, however, Northwestern University proposed a "Program of Instruction for Police at Northwestern University," which never came into being. In that same year, the University of California at Berkeley instituted courses for instruction of police officers with the assistance and support of August Vollmer, the Chief of Police in Berkeley.<sup>80</sup> The courses were held on a workshop basis and served both pre-service and in-service students. Although these courses themselves provided for no college major in police administration, they undoubtedly had a significant influence on the later development of law enforcement education.<sup>81</sup> The first actual degree in the field of criminal justice was awarded to a Berkeley police officer, in 1923, at the University of California at Berkeley.<sup>82</sup> Vollmer, in 1929, directed a police training program at the University of Chicago in the Department of Political Science.<sup>83</sup>

In the years to follow, additional programs began to develop. In 1930, San Jose State College initiated a program,

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<sup>79</sup>Calvin James Swank, "A Descriptive Analysis of Criminal Justice Doctoral Programs in the U.S." (unpublished Doctor's dissertation, Michigan State University, 1972), p. 21.

<sup>80</sup>Ibid., p. 22.

<sup>81</sup>Eggers, op. cit., p. 3.

<sup>82</sup>Swank, op. cit., p. 23.

<sup>83</sup>James W. Rutherford, "A Survey and Analysis of Two-Year Police Science Curricula in the U.S. with Recommended Criteria" (unpublished Master's thesis, Michigan State University, 1964), p. 39.

under the leadership of George H. Brereton, a former Berkeley policeman and graduate of the University of California. This was the first instance in the history of police education in the United States of a complete program of police education being included as a major academic field in a regular curriculum.<sup>84</sup> This was also the first two-year college police course to be established in the United States.

Michigan State University initiated a program in 1935, somewhat similar to the San Jose curriculum.<sup>85</sup> The slow development of police education began with these programs. This growth began to accelerate after World War II and in the middle or later 1960s became phenomenal in the numbers of new programs. The following table demonstrates the essential information contained in all the educational directors published by the International Association of Chiefs of Police (I.A.C.P.) to date on this growth of criminal justice programs (associate and baccalaureate degrees only).<sup>86</sup>

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<sup>84</sup>Felix Monroe Fabian, "The Evolvment of Pre-Service Law Enforcement Education at the College and University Level" (unpublished Doctor's dissertation, University of Idaho, 1965), p. 123.

<sup>85</sup>Rutherford, op. cit., p. 41; Swank, op. cit., p. 25.

<sup>86</sup>Thompson S. Crockett, "Law Enforcement Education: A Survey of College and Universities Offering Degree Programs in the Field of Law Enforcement," International Association of Chiefs of Police (1968), 5-8; International Association of Chiefs of Police, "1972-73 Directory of Law Enforcement and Criminal Justice Education," 1974; Gross, op. cit., pp. 473-479.

Growth of Criminal Justice Programs  
in the U.S., 1958-1973

Year	Associate Degree	Baccalaureate Degree	Institutions
1958	31	14	45
1960	49	16	65
1962	72	18	90
1964	107	25	132
1966	152	39	184
1968	199	44	234
1970	257	55	292
1972	507	211	517

As this table shows, there was a fantastic growth in the number of criminal justice programs. The interesting statistic is that in 1960 there were only forty associate programs and fifteen baccalaureate programs in the country and in 1973 there were 507 associate programs and 211 baccalaureate programs, an increase of over twelve hundred percent in twelve years. In 1968, Saunders<sup>87</sup> found 32,000 students were enrolled in the 234 law enforcement programs. This shows an increase of 22,150 law enforcement students over Crockett's survey figures of 1965, or over three hundred percent increase in three years. For that same three years, there was an increase of over seventy-seven percent in the number of criminal justice programs.

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<sup>87</sup>Saunders, op. cit., p. 81.

There are several reasons for this outstanding growth in law enforcement education. The initial impetus in the development of law enforcement programs (certificate and associate degree) in community colleges has come from the financial incentives of the Law Enforcement Educational Program. In 1965, the Law Enforcement Assistance Act was established. In the first three years of LEAA's existence, some fifty grants were awarded to establish college degree programs in police science. These were a major factor in the rapid expansion of two-year police degree programs which occurred during the period.<sup>88</sup>

The 1968 omnibus bill, which superseded the 1965 law, authorized further programs of academic assistance. This funding was based on the premise that it would foster genuine cooperative interaction between police and higher education, which in turn would lead to improved standards of performance. The monies expended rose from \$6.5 million in 1969, to \$21 million in 1971.<sup>89</sup> Pressure from within the law enforcement vocation to take advantage of these programs to provide much needed training of their personnel has been a second causal factor in the development and growth of law enforcement education at the associate degree level.

The community college examines its community, continually, to learn educational needs of its constituency and to provide any

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<sup>88</sup>Ibid., p. 99; Gross, op. cit.

<sup>89</sup>Gross, op. cit., p. 479.

course of instruction in two years or less that will accomplish socially desirable results. In surveying the needs of its community or servicing area, the college will undoubtedly identify educational needs within its local police departments.<sup>90</sup>

A fourth causal factor in the development of law enforcement programs at the two-year level has been the officers' own initiative in attending the institutions on their own time and funds or through in-service training programs and seminars being offered by the college.

With this tremendous growth in law enforcement education programs, it may be possible to reach the goal set by the President's Commission on Law Enforcement: "The ultimate aim of all police departments should be that all personnel with general enforcement powers have baccalaureate degrees."<sup>91</sup> However, at the present time this goal is beyond the reach of perhaps two out of every three officers currently employed. The possibility of its being achieved substantially with present personnel exists only in the Pacific states, where an estimated twenty-five percent of police already have college degrees and another fifty-four percent have some post-high school education. Throughout the rest of the country, only about five percent of police are college graduates.<sup>92</sup>

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<sup>90</sup>Egger, op. cit., p. 16.

<sup>91</sup>The President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (Washington, D.C.: U.S. Government Printing Office, 1967), p. 109.

<sup>92</sup>Saunders, op. cit., p. 80.

Today, California leads the nation in police education and training. It was found that seventy-two colleges offer an associate in arts degree in police science. In addition, five state colleges offer the baccalaureate degree in police science and two universities offer the doctoral degree in criminology.<sup>93</sup> Clearly, more states will have to follow in California's footsteps in order to reach the Commission's proposed educational goal for the nation's police.

The need for a liberal arts education has already been discussed; however, something needs to be said about the types of criminal justice programs offered and potential problems. Among institutions, there is wide variation in law enforcement programs, reflecting different program objectives and a lack of consensus on the nature and purpose of higher education for police. Three distinct types of community college curriculum patterns can be identified:<sup>94</sup>

1. An occupational program or "terminal" program emphasizing skills required by the local police department, designed for

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<sup>93</sup>John P. Peper, "Police Education and Training in California," California Education, Vol. 3 (November, 1965), 27; Thomas S. Crockett and James D. Stinchcomb, "Guidelines for Law Enforcement Education Programs in the Community and Junior Colleges," American Association of Junior Colleges (1968), p. 32; International Association of Chiefs of Police, op. cit., pp. 8-11; Donald J. Newman, Introduction to Criminal Justice--Instructors Manual (New York: J. B. Lippincott Co., 1974), pp. 70-71; J. R. Greene, The Criminal Justice Collegiate Register (Boston, Massachusetts: Collegiate Register Press, 1972), pp. 11-24.

<sup>94</sup>Saunders, op. cit., p. 95; Crockett and Stinchcomb, op. cit., p. 6; Tenney, op. cit., pp. 6-8.

students who intend to enter the force upon completion of their course of study and do not wish to continue their education beyond the associate degree.

2. A "transfer" program emphasizing liberal arts subjects, designed for pre-service or in-service students who plan to continue their education and wish to meet lower division credit requirements.

3. A balanced program, including a basic core of background professional courses and general education offerings selected for their relevance to law enforcement, designed to meet the needs of both transfer and terminal students.

Whatever the curriculum pattern, law enforcement programs attempt to provide

. . . a sound professional orientation through a sequence of specialized courses acquainting the student with the historical and philosophical basis for the police service, its role in the total structure of government, and a related body of knowledge concerning the American system of justice, criminal law, rules of evidence, the theory of criminal behavior, and concepts of police organization and management.<sup>95</sup>

At the four-year college level, degree programs range from liberal arts and the sciences, and are potential sources of recruits, in addition to the baccalaureate programs in police science. At the present time there are problems within both settings with a "police curriculum."

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<sup>95</sup>Saunders, op. cit., p. 95; Crockett and Stinchcomb, op. cit., p. 8.

In the community colleges, where growth has been most marked, there is no consensus on the proper educational mix; courses offered for degree credits range from literature and philosophy to traffic control and marksmanship.<sup>96</sup> There are no recognized standards for course offerings, or their content, quality of instruction, or awarding of credit. In 1968, the American Association of Junior Colleges provided the first attempt to establish a guideline. They published their guidelines for a recommended curriculum; however, to date, no mechanism exists for the development of such standards or for assuring their enforcement. Each program is a product of the unique interrelationships between the community, its academic institution, and its law enforcement agency.

Other problems exist in course sequence of some programs, substitution of prior work experience or attendance at police training academies for degree credit, and substitution of vocational skills for the academic disciplines. These lead to problems in transferring. Universities do not grant transfer credits lightly, and graduates of two-year programs sometimes find that much of their earlier work is not acceptable toward a bachelor's degree.

Police programs in four-year institutions have status problems which do not exist in the community colleges where occupational programs have a central role in the institution. In universities, the greater the occupational emphasis of an undergraduate program, the less likely it is to be accepted by the

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<sup>96</sup>Saunders, op. cit., p. 95.

other academic disciplines.<sup>97</sup> Law enforcement departments are not generally held in high esteem. This is a factor that steers many able students away from a career in public service. Many times law enforcement educators are isolated from their colleagues and their isolation is reinforced by a general failure to undertake research, the essential component in maintaining academic credentials for any discipline.

Many of the deficiencies in law enforcement education at the community college and four-year institutions are temporary manifestations of rapid and vigorous growth. A diversity of programs may be expected in such a newly developed field, and to a certain extent diversity should be encouraged. Many of the problems discussed will be solved as law enforcement education is accepted as a discipline and police work is seen as a profession. With the rapid growth of criminal justice programs, this should not be too far in the future.

#### CRIMINAL JUSTICE PROGRAMS IN MICHIGAN

Attention will now be turned to the development of criminal justice programs in Michigan and, specifically, criminal justice programs at the community college. Michigan State University was the first to establish a criminal justice program, back in 1935. Expansion of criminal justice programs was slow in Michigan until the late 1960s and early 1970s. Michigan

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<sup>97</sup>Ibid., p. 109.

obtained its growth in criminal justice programs at about the same time as the rest of the country. In 1961, there was only one criminal justice program in the state and that was Michigan State University's. In 1974, the number grew to fifty-eight programs, a dramatic increase in twelve years. The following table and graph (page 49) show the number of criminal justice programs from 1962-1974 in Michigan.<sup>98</sup>

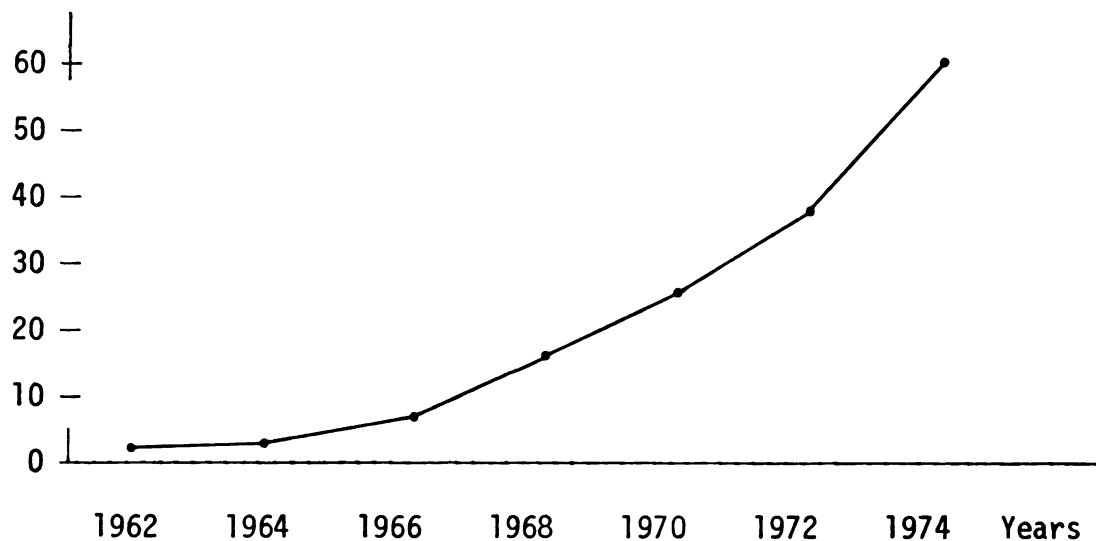
Growth of Criminal Justice Programs  
in Michigan, 1962-1974

Year	Number of Programs
1962	1
1964	2
1966	7
1968	15
1970	24
1972	36
1974	58

In Michigan as of 1974, there are thirty-four institutions of higher education that offer degrees in criminal justice. A total of fifty-eight different programs exists at these institutions. Offered within the structure of the fifty-eight programs

<sup>98</sup>M.C.J.E.A., op. cit.

Number of criminal  
justice programs



Growth of Criminal Justice Programs  
in Michigan, 1962-1974

are three certificate programs, thirty-six associate degrees, fourteen baccalaureate degrees, four master's degrees, and one doctoral degree. Enrolled in these programs are approximately 7,600 students.<sup>99</sup>

Michigan is not unique in the types of programs that are available and the problems that exist. What was stated earlier about associate degree programs and baccalaureate degree programs in the United States applies in Michigan also. Criminal justice associate degree programs in Michigan range from law enforcement, corrections, criminology, fire science, evidence technology, natural resources, security--industrial, retail, and loss prevention. Within these

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<sup>99</sup> Ibid.

programs there exists the three basic curriculum patterns--occupational, transfer, and balanced--and the same problems exist in Michigan as in the rest of the country. There are no recognized standards for course offerings or their content, quality of instruction, or awarding of credit. No mechanism exists for such standards or for assuring their enforcement.

Problems also exist in transferring. Some institutions will grant credit for prior work experience, attendance at police training academies, and substitution of vocational skills for the academic discipline.

In Michigan, as elsewhere, police programs in four-year institutions have a problem of being accepted as an academic discipline and are generally not highly regarded. One problem not experienced in Michigan is the failure to undertake research. Four-year institutions are performing this vital function, which is an essential component in maintaining academic credentials for any discipline.

The solutions to these problems with criminal justice programs in Michigan will come about in the same manner as they will in the rest of the country. As stated earlier, many of the deficiencies in law enforcement education are temporary manifestations of rapid and vigorous growth. Many of the problems will be solved as law enforcement education is seen as a discipline and police work is accepted as a profession.

## FOLLOW-UP STUDIES ON CRIMINAL JUSTICE GRADUATES

It has only been in the last few years that researchers have shown any desire to determine what happens to graduates of criminal justice programs. Prior to the Tenney study of 1970, there had been no major investigative follow-up on criminal justice students.

The majority of surveys and studies that were done prior to 1970 were concerned primarily with criminal justice programs and not the graduates of these programs.<sup>100</sup>

Similarly, comprehensive follow-up studies of graduates of two-year colleges were neglected until the late '60s. Early studies done by Medsker (1960),<sup>101</sup> Clark (1960),<sup>102</sup> and Knoell (1964),<sup>103</sup> were general sociological treatments of junior college programs and made little attempt to study the effect

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<sup>100</sup>Carl F. Vaupel, Jr., "A Survey and Analysis of Two-Year Police Science Curriculum in the United States with Recommended Criteria" (unpublished Doctor's dissertation, University of South Dakota, 1968); Crockett and Stinchcomb, op. cit.; Robert C. Jacobs, "A College Curriculum in Criminal Justice: Employment Prospects for the Graduates" (unpublished study done under a grant through the "Law and Justice Planning Office," Washington State College, December, 1972); Charles Tracy, "Survey of Criminal Justice Subject Matter Baccalaureate Programs," Journal of Criminal Law, Criminology, and Police Science, Vol. 61 (1971), 576-579.

<sup>101</sup>L. L. Medsker, The Junior College: Programs and Prospects (New York: McGraw-Hill, 1960).

<sup>102</sup>B. R. Clark, The Open Door College (New York: McGraw-Hill, 1960).

<sup>103</sup>Dorathy M. Knoell, Factors Affecting Performance of Transfer Students From Two to Four Year Colleges (Berkeley, California: Center for the Study of Higher Education, 1964).

of junior college on students or to evaluate the graduates from these programs.

In 1967, Baird, Richards, and Shevel<sup>104</sup> did a descriptive study of graduates of two-year colleges. The data was obtained from a follow-up survey that was given to students from twenty-nine two-year colleges across the country. The study was designed to acquire comprehensive information about the two-year students, including information on the students' background, evaluation of teachers, future plans, general college satisfaction, sense of progress, and finances.

Some of the results of the Baird, Richards, and Shevel study that are relevant to this present study include: (1) More than half the graduates (sixty-six percent) stated that they plan to transfer to a four-year institution. (2) The students' rating of their instructors' performance was generally high. The two-year students basically described their instructors as being clear, factual, consistent, and concerned with the students. (3) Most students felt that their college had prepared them for the work they would do either "fairly well" or "very well." (4) Students felt that their college had prepared them "moderately" to "very well" to face the academic problems of the four-year college. (5) Students indicated that the major sources of their educational funds were parental or family support, their own savings, and work while

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<sup>104</sup>Baird, Richards, and Shevel, op. cit.

attending school. Only a few students rated loans or scholarships of any kind as a major source.

One of the questions that is immediately raised by the results of this study concerns the high proportion of students who claim that they plan to transfer to a four-year college. Prior studies have estimated the percentage of transfers to be between thirty and fifty percent. The authors of this study suggested that the high proportion figures (about two-thirds) more likely were an accurate report of the students' aspiration to transfer and not the proportion of students who would actually transfer.

This study by Baird, Richards, and Shevel and other research studies done by the Research and Development Division of the American College Testing Program<sup>105</sup> have provided a much needed foundation of empirical information concerning the two-year colleges and their students.

Major research dealing with criminal justice graduates began in 1970, when the National Institute of Law Enforcement and Criminal Justice commissioned Dr. Charles Tenney, Jr., to conduct a survey dealing with criminal justice education programs.<sup>106</sup> In addition, at Dr. Tenney's discretion, he conducted two surveys on program graduates. His studies on criminal justice graduates included one on a sample of graduates of two- and four-year criminal justice programs throughout the United States and another on L.E.A.A. graduate fellows, which investigated the effect of

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<sup>105</sup>Ibid.

<sup>106</sup>Tenney, op. cit.

top-level graduate training in law enforcement. The graduate fellowships were offered at three of the leading criminal justice graduate schools in the country--John Jay College of Criminal Justice, City University of New York; School of Criminal Justice, Michigan State University; and School of Criminology, University of California (Berkeley).

Since the population sampled and the results obtained in Tenney's study on two- and four-year criminal justice program graduates are closely related to our present study, it is necessary to go into greater detail on the design, findings, and ramifications of Tenney's survey.

A random sample of 423 associate and baccalaureate graduates were selected from a sample of ten two-year and four-year criminal justice degree programs. As a result of an initial and supplemental mailing, 238 completed questionnaires were returned. This represented a usable return percentage of fifty-six percent.

Some of the relevant findings of the study included:

(a) The graduates were a relatively young group with seventy percent of them under the age of thirty-five. The respondents were also overwhelmingly white (98.7 percent) and male (95.8 percent).

(b) The survey indicated that nearly half (forty-five percent) of the graduates were in-service. Of those who were pre-service students at the time of graduation, fifty percent of them were presently employed by a law enforcement agency.

(c) Few graduates were employed by correctional agencies, with only six individuals (four percent) employed in a correctional institution and only four individuals (three percent) employed in probation and control.

(d) Of the graduates who reported that they were employed in police work, the largest percentage (forty-two percent) were employed at the local level, followed in order by state employees (thirty percent), county employees (fourteen percent), and federal employees (fourteen percent).

(e) The primary reasons listed by respondents for not being employed in law enforcement were low salaries and lack of opportunity for advancement. One female stated that she felt that law enforcement agencies were not interested in employing women.

(f) A surprisingly large proportion of respondents (ninety-one percent) believed that their education had not enabled them to advance more rapidly through the ranks.

(g) Most of the respondents (sixty-two percent) indicated that they had received some form of financial assistance while attending their school.

(h) In rating their faculty, a large majority (seventy-one percent) believed their instructors to be excellent or good, sixteen percent of the respondents rated them no more than average, and five percent believed their faculty to be below average or poor.

Tenney admitted that these surveys were not designed as follow-up studies and that few predictions and conclusions

concerning the law enforcement careers of graduates could be obtained from the data. The findings do, at least, indicate a very unsettled state of affairs in criminal justice higher education and the imperativeness of future research in this area.

In a response to Tenney's request, John Jay College conducted a follow-up job survey of its graduates of the class of 1972.<sup>107</sup> During that year, 186 graduates obtained associate degrees from John Jay College. Each of these graduates were sent job survey questionnaires and sixty-one (thirty-six percent) of this surveyed group responded.

Of the sixty-one respondents, twenty-nine (forty-eight percent) indicated that they were presently continuing their studies toward a baccalaureate degree. The most surprising result of this study was the fifty-five, over ninety percent, of the respondents who indicated that they were employed by a criminal justice agency. The other six respondents listed no occupation.

The low response percentage (about one-third) and the extremely high criminal justice agency employment rate seem to indicate that the design of the questionnaire was such that it tended to exclude responses from graduates who were not employed by a criminal justice agency. This fact tends to limit the significance of the John Jay College study.

Finally, in the latter part of 1972, an in-depth survey on criminal justice graduates and graduate program evaluation

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<sup>107</sup> John Jay College, op. cit.

was conducted by the School of Criminal Justice of Michigan State University.<sup>108</sup>

Scientific inquiry dealing with criminal justice college graduates had been initiated at Michigan State University as early as 1964.<sup>109</sup> The basic emphasis of the McGreevy study, which dealt with the relationship between education and future individual performance levels, is not directly relevant to this present study. However, his conclusion that the University must initiate the basic research needed to produce new knowledge concerning the criminal justice graduate was an early significant sign of the direction that the School of Criminal Justice (Michigan State University), including this present study, was soon to accept.

In 1966, Hayes Larkens conducted a survey of industrial security graduates.<sup>110</sup> The population used in this study included all 167 individuals who had graduated from Michigan State University with either a Bachelor of Science or Master of Science Degree in Industrial Security Administration.

Some of Larkens' findings that pertain to this present study include:

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<sup>108</sup>Moore, op. cit.

<sup>109</sup>Thomas J. McGreevy, "A Field Study of the Relationship Between the Formal Education Levels of 556 Police Officers in St. Louis, Missouri, and Their Patrol Duty Performance Records" (unpublished Master's thesis, Michigan State University, 1964).

<sup>110</sup>Larkens, op. cit.

(a) The respondents were relatively young (mean age 28.9 and medium age 28.0).

(b) The graduates were overwhelmingly male (99.2 percent) with only one respondent being female.

(c) Only slightly over half (57.98 percent) of the respondents indicated that they would choose to major in industrial security administration again.

(d) In reporting how they obtained their first full-time job after graduation, less than one-third (29.2 percent) of the respondents felt that the Michigan State University Placement Bureau (20.2 percent), the School of Police Administration (five percent), or University faculty members (4.2 percent) had been instrumental in their obtaining an initial position.

(e) The job satisfaction of the graduates was quite high with over ninety percent of the respondents either "satisfied" or "thoroughly satisfied" with their present jobs.

(f) The median annual income of all graduates was in the \$8,000 to \$8,999 range. The respondents employed in the industrial security field reported a slightly higher median annual income in the \$9,000 to \$9,999 range.

Larkens realized that his study was no more than a preliminary and tentative exploratory study, but had hoped that it would raise vital questions and initiate further, more extensive, research in the realm of the college criminal justice graduate.<sup>111</sup>

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<sup>111</sup>Larkens, op. cit.

In 1972 the School of Criminal Justice at Michigan State University conducted an in-depth survey of the School's graduates. The primary purpose of this study was to gather data concerning placement and utilization patterns of criminal justice graduates and to obtain the graduates' views toward their criminal justice program. The surveyed population was the total number of graduates who had majored in criminal justice at Michigan State University.<sup>112</sup>

The method used to obtain the desired data was a mailed questionnaire. After an initial and follow-up mailing, 1,161 questionnaires were returned which constituted a usable 67.1 percentage return rate.

Moore realized that there had been relatively few attempts made to determine what happens to the criminal justice students once they graduate. The purpose of his study was to develop a data base that would contribute to an understanding of placement and utilization patterns of criminal justice graduates; a determination of the strengths and weaknesses of the Michigan State University criminal justice program; and both criminal justice students and criminal justice programs as a viable source to be utilized.

The findings and conclusions of the School of Criminal Justice study were presented in primarily descriptive statistical form. The results closely related to our present study will be

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<sup>112</sup>Moore, op. cit.

listed under the following categories: (I) General Information, (II) Educational Information, (III) Employment Information, and (IV) Program Evaluation Information.

#### I. General Information

(1) The graduates were relatively young. Seventy percent were under the age of thirty-nine.

(2) The respondents were primarily white (ninety-eight percent).

(3) The graduates were almost entirely male (ninety-two percent).

#### II. Educational Information

(1) The majority of the graduates (sixty-seven percent) stated that they had specialized in "law enforcement administration."

(2) A majority of graduates (seventy-seven percent), if they had to do it over, would again choose criminal justice as their college major, and (seventy-nine percent) felt they would again choose the same area of specialization.

(3) Of the respondents who were not satisfied with the curriculum, the most common criticism mentioned was "too much theory and not enough practical application in the curriculum."

(4) A majority of the respondents (seventy percent) were pre-service students.

### III. Employment Information

(1) A majority of the respondents (fifty-three percent) chose a public law enforcement agency for their initial employment after graduation.

(2) Of those graduates who entered public law enforcement, the largest percentage went into municipal police work.

(3) The degree of satisfaction with job placement was the lowest at the municipal or county level and the highest at the federal level.

(4) A majority of respondents (sixty-two percent) were initially placed at the level of operation. Those graduates who entered public law enforcement were even more overwhelmingly placed, initially, at the level of operation (eighty-two percent).

(5) The in-service student had more of a chance of receiving an initial placement position at other than the level of operation than did the pre-service student.

(6) A majority of respondents (sixty-eight percent) reported their education had enabled them to progress more rapidly in their career than their fellow employees who lacked their educational qualifications.

(7) An overwhelming majority of the respondents (eighty-one percent) reported that they were either "satisfied" or "thoroughly satisfied" with the present job position.

(8) In ranking the various agencies in their effort toward recruiting college graduates, respondents ranked Public Law Enforcement-Federal as putting forth the highest effort (mean

score, 1.97), followed by Non-Law Enforcement (mean score, 2.77), Military (mean score, 3.45), Private Law Enforcement (mean score, 3.57), and finally, Public Law Enforcement-State and Local (mean score, 3.93).

#### IV. Program Evaluation Information

(1) A majority of the graduates believed that there should be an "integration of both the operational and administrative approaches" to criminal justice education.

(2) A significant number of graduates (eighty-nine percent) felt that the School of Criminal Justice should take a far more active part in helping to place students in the criminal justice field.

(3) Overwhelmingly, the graduates (ninety-eight percent) felt that their college education had been a positive influence on their career.

While Moore's descriptive study of the Michigan State University criminal justice graduates provided a data base of valuable information, the need for additional inquiry into the graduates of criminal justice programs utilizing more complex statistical analysis is desperately needed.

This present study was developed to provide not only a needed up-to-date statistical analysis of community college criminal justice graduates, but also to provide an additional data base for comparative analysis of past and future studies.

At the inception of this present study there had been no known comprehensive follow-up study that included only community

college criminal justice graduates. However, in November of 1974, the Delta College Office of Research and Development conducted a follow-up research study on former students of the Delta law enforcement program.<sup>113</sup>

The primary goals of this research project were (1) to determine the employment placement patterns and specific employment duties of Delta's former law enforcement students, (2) to ascertain what effect the law enforcement program had on their current situation, and (3) to ascertain the former students' opinion on the Delta program in order to identify its strengths and weaknesses.

In an attempt to accomplish their stated goals, the members of Delta's law enforcement faculty with assistance from the Office of Research and Development designed two questionnaires. The first of these questionnaires was designed for students who were designated law enforcement majors but had left the program without graduating.

The population of this study from which the sample was drawn was a total of 158 graduates and 342 non-graduates of Delta College who had majored in law enforcement during the period from fall 1969 through winter 1974.

The following discussion pertains to the results of the "graduate" survey as it is closely related to the present study.

Questionnaires were mailed to all 158 graduates. After the initial and a follow-up mailing, 105 usable questionnaires

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<sup>113</sup>Delta College, op. cit.

were returned. A large proportion of the graduates who responded to the questionnaire were males (ninety-five respondents; ninety percent).

The results most closely related to this present study were as follows:

(a) Immediately after graduation, fifty-five percent of the graduates transferred to a four-year program in law enforcement. A greater percentage of females (seventy percent) transferred to a four-year program in law enforcement than did males (fifty-one percent).

(b) Immediately after graduation, fourteen percent of the graduates went directly to work for a law enforcement agency. A greater percentage of males (fifteen percent) went directly to work for a law enforcement agency than did females (ten percent).

(c) The majority of graduates (fifty-eight percent) are currently employed in fields directly or indirectly related to law enforcement. The table on the following page presents the employment status of graduates broken down by sex.

(d) Only twenty-six (twenty-five percent) of the 105 graduates stated that their training at Delta had helped them get their present job. However, when respondents who were employed by their current employer prior to entering Delta's program were factored out, then twenty of twenty-five graduates (eighty percent) responded that their training at Delta assisted them in getting their current job.

Current Employment Status of Graduates  
(Delta College)<sup>114</sup>

Type of Employment	Male n = 95		Female n = 10	
	No.	Pct.	No.	Pct.
Directly related to law enforcement field	57	60%	3	30%
Indirectly related to law enforcement field	1	1%	0	0%
Not related to the law enforcement field	16	17%	3	30%
No response*	21	22%	4	40%

\*The no responses to the questions included those not currently employed, those enrolled in other colleges, etc.

(e) Of the thirty-seven graduates who were employed by their current employer prior to entering Delta, eleven (thirty percent) said their job changed and twenty-six (seventy percent) said their pay increased because of their education at Delta.

(f) When the respondents were asked to indicate the degree of their satisfaction or dissatisfaction with specific areas of the program, graduates rated "Quality of Instruction" highest, with ninety-one percent either Very Satisfied or Satisfied. "Content of the Courses" (eighty-six percent of the graduates

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<sup>114</sup>Ibid.

were Very Satisfied or Satisfied) and "Getting what you expected from the Program" (seventy-eight percent of the graduates were Very Satisfied or Satisfied) were also rated highly.

(g) In rating their instructors at Delta, the majority of graduates (eighty-one percent) stated that they were generally satisfied with the performance of their instructors.

One of the limiting factors in the Delta College study, in attempting to relate it to this present study, is that its major thrust is identifying differences between criminal justice students who graduated and criminal justice students who left the community college without graduating and not in exclusively investigating and evaluating criminal justice graduates.

This mixture of graduates and non-graduates did allow Delta College to uncover several important trends, such as the fact that those individuals with previous exposure to the law enforcement field were far more apt to complete the community college criminal justice program. However, the emphasis on evaluating differences between and often a total mixture of graduates' and non-graduates' responses in the majority of Delta College study findings resulted in an inability to obtain desired study results concerning, specifically, community college criminal justice graduates.

In much the same way that Tenney had to begin his studies with the knowledge that there had been no previous attempt to determine what happens to criminal justice students following

graduation, we must initiate this present study with the realization that there has been no comprehensive study that has been done specifically on the placement and utilization patterns of community college criminal justice graduates.

## Chapter 3

### RESEARCH METHODOLOGY

#### INTRODUCTION

This study is part of a coordinated research project being conducted by the Michigan Criminal Justice Educators Association<sup>115</sup> concerning criminal justice education at the community colleges in Michigan. Two areas of concern which are to be studied are:

1. the placement and utilization of graduates of the community colleges and any improvement in the process which may be indicated;
2. the graduates' evaluation of the curriculum relative to their needs in the field and possible revisions which may be indicated.

#### SAMPLE

This study is concerned with all criminal justice associate degree graduates of June, 1974, from eighteen Michigan community colleges that offer associate degrees in criminal justice. The sample consists of 274 graduates from eleven responding community colleges. It should be noted that one institution responding, Bay De Noc, did not have any graduates, as their program had been initiated in 1973-74, and their first class will graduate in May 1975.

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<sup>115</sup>M.C.J.E.A. is a professional organization made up of coordinators, professors, and individuals involved in criminal justice education.

## CONSTRUCTION OF INSTRUMENT

The majority of studies done on criminal justice education such as Tenney's, Larkens', Hoover's, and Moore's have utilized the mailed questionnaire form to gather data. This type of approach was chosen as more appropriate than the interviewing technique because of the size and geographic location of their populations. Tracy<sup>116</sup> has noted that the mail questionnaire approach to gathering data is utilized for practical reasons and that surveys using this approach have done much to chart and evaluate the growth in the area of criminal justice education. For the above stated reasons, it was determined to utilize the mail questionnaire in this present study.

In developing the questionnaire, it was decided to elicit information from four basic areas of concern. These areas included (1) general information, (2) educational information, (3) employment information, and (4) student opinion concerning value of their education. Our primary concerns in the construction of the questionnaire were, first, that the data collected be accurate and of the highest quality, and second, that there be a minimization of effort required by the graduate in responding to the questionnaire.

To accomplish these goals, several pre-tests of the questionnaire were conducted. The first pre-test included selected

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<sup>116</sup>Tracy, op. cit.

graduates of Michigan State University's criminal justice program. Insight obtained from this pre-test led to a major reorganization of the questionnaire. The second pre-test included students currently enrolled in the law enforcement program at Lansing Community College. As a result of this pre-test, revisions were made on certain questions and additional questions were included.

#### DATA COLLECTION

To obtain the data it was necessary to acquire information concerning graduates' names and addresses from the community colleges. In November, 1974, the authors of this study delivered a presentation to the M.C.J.E.A. outlining the purpose and value of this study and eliciting their support for a joint project. At this meeting, M.C.J.E.A. voted to engage in this research project. A letter<sup>117</sup> drafted by the president of M.C.J.E.A. and the authors of this study was drawn up requesting from the community college coordinators a list of their June 1974 graduates.

Approximately one month later, only four coordinators had responded with a list of their graduates. Because of this, the authors attended the December 1974 M.C.J.E.A. meeting, requesting the necessary cooperation from the non-responding coordinators. A follow-up letter,<sup>118</sup> drafted and signed by the director of the of the Michigan State University systems center, was then sent to

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<sup>117</sup> See Appendix.

<sup>118</sup> Ibid.

the coordinators. As a result of the initial and follow-up letters, lists of June 1974 criminal justice graduates were obtained from eleven of Michigan's community colleges.

January 1, 1975, a cover letter<sup>119</sup> and questionnaire were sent to the 274 graduates from our sample of eleven community colleges. To obtain a higher return rate, several techniques were employed. (1) A stamped return envelope was provided with each questionnaire. (2) The cover letter was signed by the president of the M.C.J.E.A. to give it additional authenticity. (3) Those graduates who completed the questionnaire were promised a summary of the study's results. (4) Graduates were given a guarantee of anonymity by not being asked for their names or to sign the questionnaire.

Approximately five weeks later, after receiving response from sixty-two percent of the graduates, a follow-up letter and an additional questionnaire were sent to the graduates who had not yet responded.

After this initial and follow-up mailing, two hundred completed questionnaires were returned. Along with these, ten questionnaires were returned marked "addressee moved--not forwardable," one questionnaire was returned with a note from the respondent stating that she had not yet graduated, and one graduate was killed in the line of duty. This leaves a total possible responding population of 262 individuals. The return of two hundred questionnaires represents a response rate of 76.3 percent.

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<sup>119</sup>See Appendix.

## RESEARCH AREAS INVESTIGATED

Ten research areas of investigation are examined in this study. Included under these ten areas of investigation are eighty-five statistically testable propositions. Through an analysis of the propositions a better comprehension and understanding of our investigative research areas is obtained. The research areas of investigation in this study are:

1 Investigation Into Graduate Satisfaction With His Major and Specialization.

- 1.1 What percentage of graduates will be satisfied with criminal justice as their college major?
- 1.2 There will be no significant difference between those employed in public or private criminal justice and those employed in non-criminal justice or unemployed as to whether they are satisfied with criminal justice as their college major.
- 1.3 What is the percentage breakdown of areas of specialization for graduates while at the community college?
- 1.4 What percentage of graduates will be satisfied with their area of specialization in the community college?
- 1.5 There will be no significant difference between the community college a student attended and the area of specialization he studied.
- 1.6 There will be a significant difference between the graduates' sex and their area of specialization.
- 1.7 What is the percentage breakdown of courses taken by graduates while at the community college?
- 1.8 Pre-service and in-service graduates will have significantly different reasons for not continuing their education at a four-year institution.
- 1.9 There will be no significant difference between the community college a student attended and his reasons for not continuing his education at a four-year institution.

## 2 Investigation Into Students' Evaluation of Community College Programs.

- 2.1 What percentage of graduates will feel that their program adequately prepares the student for the level of operation?
- 2.2 Proportionally more in-service graduates will feel that more emphasis should be placed at the administrative or supervisory level than do pre-service graduates.
- 2.3 Pre-service and in-service graduates will feel significantly different as to which approach to criminal justice education will be most beneficial to them in their jobs and future career aspirations.
- 2.4 There will be no significant difference between the community college one attended and the approach to criminal justice education he feels will be most beneficial to him in his job and future career aspirations.
- 2.5 Pre-service and in-service graduates will feel significantly different as to which approach to community college education will be most beneficial to them in their jobs and future career aspirations.
- 2.6 There will be no significant difference between the community college one attended and the approach to community college education he feels will be most beneficial to him in his job and career aspirations.
- 2.7 What is the percentage breakdown in the student's rank order of his department's need for improvement?
- 2.8 There will be a significant difference between the community college the student attended and his rank order of this department's needs for improvement.
- 2.9 There will be a significant difference between the graduates' rating of full-time faculty as compared to the rating of part-time faculty.
- 2.10 There will be no significant difference between the community college the student attended and his rating of the faculty.

## 3 Investigation Into Financial Assistance.

- 3.1 What percentage of graduates received LEEP assistance during the time they attended community college?

- 3.2 There will be a significant difference between pre-service and in-service graduates and whether they received LEEP assistance.
- 3.3 There will be a significant difference between the graduates' age and whether they received LEEP assistance. (The older the graduate, the more likely that he received LEEP assistance.)
- 3.4 There will be a significant difference between the graduates' race and whether they received LEEP assistance.
- 3.5 There will be a significant difference between the graduates' sex and whether they received LEEP assistance.
- 3.6 There will be no significant difference between the community college that graduates attended and whether they received LEEP assistance.
- 3.7 What is the percentage breakdown of types of financial aid that graduates received other than LEEP assistance?
- 3.8 There will be a significant relationship between those who received LEEP assistance and who also received another type of financial assistance.

#### 4 Investigation Into Graduate Employment Status.

- 4.1 What is the percentage breakdown of present graduate employment status?
- 4.2 There will be a significant difference between the graduates' sex and their present employment status.
- 4.3 There will be a significant difference between the community college graduates attended and their employment status.

#### 5 Investigation Into the Transfer Student.

- 5.1 Proportionally more pre-service graduates will be transfer students than in-service graduates.
- 5.2 What percentage of transfer students will be attending a four-year institution in Michigan?
- 5.3 The determining factors in a transfer student attending a specific four-year institution will be particular for that institution.

- 5.4 What percentage of transfer students will be attending the four-year institution of their first choice?
- 5.5 The determining factor for students' decision to attend one four-year institution over another will be significantly different between the full-time and part-time student.
- 5.6 What percentage of transfer students will remain as criminal justice majors in the four-year institution?
- 5.7 There will be no significant difference between the community college a transfer student attended and whether or not he remains a criminal justice major.
- 5.8 What percentage of transfer students who are criminal justice majors will specialize in the same area that they did while at the community college?
- 5.9 Pre-service and in-service transfer students will have significantly different reasons for continuing their education at a four-year institution.

6 Investigation Into Employment Characteristics of Graduates  
Employed in a Public or Private Criminal Justice Agency.

- 6.1 What is the percentage breakdown of graduates working for different types of criminal justice agencies?
- 6.2 What is the percentage breakdown of graduates working for different governmental levels?
- 6.3 There will be no significant difference between the type of criminal justice agency (public or private) the graduate works for and the governmental level of that agency.
- 6.4 What percentage of graduates employed by public or private criminal justice agencies are employed in the agency initially desired upon graduation?
- 6.5 Proportionally more graduates employed in a public criminal justice agency are employed in the agency they initially desired upon graduation than are graduates employed in a private criminal justice agency.
- 6.6 There will be a significant difference between pre-service graduates and in-service graduates as to whether the agency they are employed with is the agency they initially desired upon graduation.

- 6.7 What is the percentage breakdown of the graduates' current position in criminal justice agencies?
- 6.8 Proportionally more graduates over the age of twenty-seven will be employed in a supervisory position or higher than will be those under the age of twenty-seven.
- 6.9 There will be a significant difference between pre-service graduates employed in a private criminal justice agency at the level of operation, and pre-service graduates employed in a private criminal justice agency at a supervisory position or higher, as to whether they are satisfied with their position.
- 6.10 There will be a significant difference between in-service graduates employed in a public or private criminal justice agency at the level of operation, and in-service graduates employed in a public or private criminal justice agency at a supervisory position or higher, as to whether they are satisfied with their position.
- 6.11 There will be no significant difference between a pre-service graduate employed in a public criminal justice agency at any level, and whether he is satisfied with his position.
- 6.12 The determining factor for a graduate's decision to seek employment with a particular agency will be significantly different between pre-service and in-service graduates.
- 6.13 The determining factors for a graduate's decision to seek employment with a specific agency will be particular for that type of agency.

## 7 Investigation Into Career Desires of Those Working for Non-Criminal Justice Agencies.

- 7.1 What is the pattern of employment obtained by graduates employed in non-criminal justice agencies?
- 7.2 What is the proportion of those unemployed and those employed in non-criminal justice agencies who attempted to find employment in the criminal justice field?
- 7.3 What is the proportion of those unemployed and those employed in non-criminal justice agencies who are still looking for employment in the criminal justice field?
- 7.4 What is the proportion of those satisfied with employment outside the criminal justice field?

## 8 Investigation Into Salary and Salary Satisfaction.

- 8.1 What is the approximate salary breakdown for graduates?
- 8.2 There will be a direct correlation between graduates' age and their salary (the older the graduate, the higher his salary).
- 8.3 There will be a significant difference between the graduates' race and their salary.
- 8.4 There will be a significant difference between the graduates' sex and their salary.
- 8.5 There will be a significant difference between pre-service and in-service graduates and their salary.
- 8.6 There will be no significant relationship between the community college that a graduate attended and his salary.
- 8.7 What percentage of graduates were satisfied with their salary?
- 8.8 There will be a direct correlation between the graduates' salary level and their satisfaction with this salary. (As the salary level increases, the percentage who are satisfied with their salary will also increase.)
- 8.9 There will be a significant relationship between those who obtain their initially desired agency and those who are satisfied with their present salary.
- 8.10 There is a significant relationship between graduates' satisfaction with present position and graduates' satisfaction with their salary.

## 9 Investigation of Graduates' Ways and Means of Seeking Employment.

- 9.1 What was the relative importance, to the graduates, of the different ways and means of obtaining employment after graduation?
- 9.2 There was no significant difference between the community college a graduate attended and the means the graduate used to obtain his employment.
- 9.3 What is the percentage breakdown in the graduates' rank order of the various agencies' efforts toward recruiting college graduates?
- 9.4 What were the graduates' feelings as to how receptive criminal justice agencies were to hiring college graduates?

- 9.5 There will be a significant difference between graduates' sex and their feelings as to how receptive criminal justice agencies are to hiring college graduates.
- 9.6 There will be a significant difference between pre-service and in-service graduates and their feelings as to how receptive criminal justice agencies are to hiring college graduates.
- 9.7 What were the graduates' feelings as to how well the community college was doing in placing students in the criminal justice field?
- 9.8 There will be no significant difference between the community colleges and the degree that they helped to place students in the criminal justice field.
- 10 Investigation Into Degree Difficulties and Utilization by Graduates.
- 10.1 What percentage of graduates feel their criminal justice education is being utilized?
- 10.2 Proportionally more in-service graduates will feel that their criminal justice education is being utilized than will pre-service graduates.
- 10.3 There will be a significant difference between graduates' employment status and whether they feel their criminal justice education is being utilized.
- 10.4 There will be no significant difference between the community college a student attended and whether he feels he is utilizing his degree.
- 10.5 What percentage of graduates feel that there are difficulties in their job attributable to their criminal justice degree?
- 10.6 Proportionally more pre-service graduates will feel that there are difficulties in their job that are attributable to their degree than will in-service graduates.
- 10.7 There will be a significant difference between graduates' sex and whether they feel there are difficulties attributable to their criminal justice degree.
- 10.8 What percentage of graduates will feel that their education will enable them to progress more rapidly in their career than fellow employees who lack their education qualifications?

- 10.9 There will be a significant difference between pre-service and in-service graduates as to whether they feel their education will enable them to progress more rapidly in their career than fellow employees who lack their educational qualifications.

## DATA ANALYSIS

Responses to the questionnaire were coded on IBM computer cards. The coded cards were processed through the computer at Michigan State University, using the CISSR-2 data analysis system. For many of the propositions, descriptive tables are developed showing percentage and frequency distributions. The basic statistical test that is used for analysis of the data is the Chi-square ( $\chi^2$ ) statistic between expected and obtained frequencies.

However, in situations where we requested a rank order response from the graduates, the Kruskal-Wallis analysis of variance by rank order is employed.

The level of significance that was chosen for this study is the .05 confidence level or less. This is the standard level of significance that is used in most social science research projects.

## SUMMARY

The purpose of this study is to develop a data base which includes information concerning placement and utilization of community college criminal justice graduates and the graduates' evaluation of their community college program. Our data was obtained from the community college criminal justice coordinators'

lists of June 1974 graduates in criminal justice. A questionnaire was mailed to all graduates of responding community colleges.

The questionnaire was designed to provide information about the placement and utilization of graduates and any improvement in the process necessary and the graduates' evaluation of their curriculum relative to their needs in the field. Ten investigative research areas with eighty-five statistically testable propositions are utilized in this study. The Chi-square analysis and Kruskal-Wallis analysis of variance by rank order are employed in our analysis of the data.

## Chapter 4

### DATA ANALYSIS AND FINDINGS

#### FORMAT OF DATA PRESENTATION

The survey population consists of 274 criminal justice graduates of June 1974, from ten community colleges in Michigan. Ten questionnaires were returned marked "addressee moved--not forwardable," one questionnaire was returned with a note from the respondent stating that she had not yet graduated, and one graduate was killed in the line of duty. This leaves a total possible responding population of 262 individuals. The return of two hundred questionnaires represents a response rate of 76.3 percent.

After presenting the general characteristics of the responding graduates, an analysis of the data for the ten investigative research areas will be individually examined. This examination consists of a statement of the investigative area, data results pertaining to that area, a statistical acceptance or rejection, and general interpretation of the findings.

#### GENERAL INFORMATION

Table 1 shows the overall characteristics of those respondents who took part in the study.

As reported by Table 1, the respondents were overwhelmingly young, with 59.50 percent under the age of twenty-five. It is also

Table 1  
General Characteristics of the Sample

Characteristic	Category	Number	Percent
Community college attended	Alpena	19	9.50
	Kalamazoo	10	5.00
	Kellogg	19	9.50
	Kirtland	2	1.00
	Lansing	28	14.00
	Northwestern	18	9.00
	Schoolcraft	29	14.50
	St. Clair	30	15.00
	Muskegon	14	7.00
	Delta	31	15.50
Age	Under 19	0	0.00
	19-21	92	46.00
	22-24	27	13.50
	25-27	17	8.50
	28-30	24	12.00
	31-35	18	9.00
	36-40	13	6.50
	41-45	4	2.00
	45 and above	5	2.50
Sex	Male	173	86.50
	Female	27	13.50
Race	Caucasian	195	97.50
	Negro/Black	4	2.00
	Mexican American	1	.50
Residing within community college district	Yes	113	56.50
	No	83	41.50
	Uncertain	4	2.00

interesting to note that twenty percent of the population was over the age of thirty-five. While the majority of the population is male (86.5 percent), female respondents (13.5 percent) are making up a larger proportion than is suggested through other studies. The racial makeup of the population is almost entirely Caucasian (97.5 percent), with the remaining 2.5 percent consisting of minorities. Of interest to the community colleges is the fact that over forty percent of the respondents stated that they were no longer residing within the community college district from which they received their degree.

#### INVESTIGATIVE AREA I

##### Investigation Into Graduate Satisfaction With His Major and Specialization

- 1.1 What percentage of graduates will be satisfied with criminal justice as their college major?

Table 1.1  
Satisfaction With College Major

	Number	Percent
Graduates satisfied with college major	177	89.39
Graduates not satisfied with college major	21	10.61

As this table shows, almost ninety percent of the graduates from Michigan's community colleges express satisfaction with

criminal justice as their college major. This high proportion of graduate satisfaction with major suggests the likelihood of accepting investigative area 1.2 hypothesis. Because no difference was expected between employment status and satisfaction with college major, the statistical null hypothesis form was utilized in hypothesis 1.2.

- 1.2 There will be no significant difference between those employed in public or private criminal justice and those employed in non-criminal justice or unemployed as to whether they are satisfied with criminal justice as their college major.

Table 1.2

Employment Status of Graduate by  
Satisfaction With College Major

Employment Status of Graduates	Graduates Satisfied With College Major	Graduates Not Satisfied With College Major
Transfer	44	5
Public criminal justice	57	1
Private criminal justice	13	0
Non-criminal justice	15	6
Unemployed	9	1
Public criminal justice/transfer	28	7
Private criminal justice/transfer	1	0
Non-criminal justice/transfer	8	1

Chi-square = 16.755

df = 7

p < .05

Table 1.2 shows that there is a significant difference between employment status and satisfaction with college major. While approximately ninety-eight percent of graduates employed in public or private criminal justice stated that they were satisfied with their major, almost thirty percent of graduates employed by non-criminal justice agencies were dissatisfied. As a result of these findings, research area 1.2 is rejected. Those not satisfied with criminal justice as their college major stated that they would rather have majored in areas such as "business administration, sociology, and education." The criticisms given of the criminal justice major were that "jobs were not available," "can't utilize their degree," and they felt other majors listed were "more practical."

1.3 What is the percentage breakdown of areas of specialization for graduates while at the community college?

Almost all of Michigan's community college criminal justice graduates stated that their area of specialization was "law enforcement," with 97.47 percent falling in this category. The overall distribution is shown in Table 1.3.

This high percentage of graduates in the "law enforcement" specialization is not surprising, because community college criminal justice programs have not had the opportunity to develop diverse specializations, due to the fact that they are relatively new, and their faculties are usually quite small. Plus the fact that community college students tend to be more practically

Table 1.3  
Area of Specialization

	Number	Percent
Law enforcement	193	97.47%
Corrections	0	0.00
Security	0	0.00
Delinquency prevention and control	1	.51
Criminalistics	0	0.00
Other	4	2.02

oriented, many have thus chosen a specialty which is believed to be in high demand.

1.4 What percentage of graduates will be satisfied with their area of specialization in the community college?

Table 1.4  
Satisfaction With Area of Specialization

	Number	Percent
Graduates satisfied with area of specialization	173	89.18%
Graduates not satisfied with area of specialization	21	10.82%

The graduates' satisfaction level for area of specialization is almost identical with the graduates' satisfaction with college

major. Slightly over eighty-nine percent of the graduates were satisfied with their specialization. The similarity here is believed to be because of the high proportion of law enforcement specialization and the fact that most graduates relate law enforcement specialization as being identical with a criminal justice major.

- 1.5 There will be no significant difference between the community college a student attended and the area of specialization he studied.

Because little is known about community colleges and the specialties of their graduates, investigative area 1.5 is constructed in the null hypothesis form.

Table 1.5

Community College Attended by Area of Specialization

Community College	Area of Specialization		
	Law Enforcement	Delinquency Prevention	Other
Alpena	19	0	0
Kalamazoo	9	0	1
Kellogg	19	0	0
Kirtland	1	0	1
Lansing	27	0	0
Northwestern	17	0	0
Schoolcraft	29	0	0
St. Clair	29	1	0
Muskegon	12	0	2
Delta	31	0	0

Chi-square = 46.256

df = 18

p < .05

On outer appearance, Table 1.5 seems to show that there is no significant difference between community college attended and area of specialization. Each community college seems to have primarily law enforcement specialization graduates. The fact that forty percent (four) of the responding community colleges had graduates who specialized in areas other than law enforcement, and that one-half (one) of Kirkland Community College's graduates listed specialization other than law enforcement, is believed to be the cause of the significant difference between the community college attended and the graduates' area of specialization.

1.6 There will be a significant difference between the graduates' sex and their area of specialization.

Because of sexual discrimination in the hiring of females in a law enforcement position, it is believed that a higher proportion of females will specialize in areas other than law enforcement, such as delinquency prevention and probation.

Table 1.6

Graduates' Sex by Their Area of Specialization

Sex	Area of Specialization		
	Law Enforcement	Delinquency Prevention	Other
Male	168	0	3
Female	25	1	1
Chi-square = 6.848                      df = 2                      p < .05			

The significant difference between sex and area of specialization, as shown in Table 1.6, is more apparent when one realizes that proportionately four times the number of females (7.4 percent) are specializing in areas other than law enforcement as compared to their male counterparts (1.75 percent).

1.7 What is the percentage breakdown of courses taken by graduates while at the community college?

Question 17 of the questionnaire requested that graduates indicate courses which they took while at the community college. Table 1.7 shows the courses taken in the criminal justice area and the number and percent of graduates who took these courses.

Table 1.7  
Courses Taken by Graduates at the Community College

Course	Graduates Who Took the Course	
	Number	Percent
Introduction to Law Enforcement	197	98.50%
Police Organization and Administration	182	91.00
Criminal Law and Procedure	192	96.00
Criminal Investigation	195	97.50
Juvenile Delinquency and Prevention	181	90.50
Police Operation	136	68.00
Highway Traffic Administration	129	64.50
Criminalistics	70	35.00

While definite conclusions cannot be reached by this table, it can be assumed that most community colleges in Michigan have the following courses in their criminal justice core: Introduction to Law Enforcement, Police Organization and Administration, Criminal Law and Procedure, Criminal Investigation, and Juvenile Delinquency and Prevention. Specially oriented courses offered at some community colleges, such as Criminalistics and Highway Traffic Administration, are being taken by a far smaller percentage of graduates. Further investigation needs to be conducted into which courses are available and which courses are being taken by criminal justice students at the community college.

1.8 Pre-service and in-service graduates will have significantly different reasons for not continuing their education at a four-year institution.

Question 18 of the questionnaire was an open-ended question which requested from the non-transferring graduates their primary reasons for their decision not to continue their education at a four-year institution. The most common responses were categorized and are listed in Table 1.8. Because of the different environmental factors affecting pre-service and in-service students, it is believed that reasons for not transferring to a four-year institution, would basically differ. This proposition is supported through the findings listed in Table 1.8.

While this table shows that the most common reason for not transferring for both pre-service and in-service students is "needed break from school--plan to return" (29.11 percent), to comprehend the

Table 1.8

Reasons For Not Continuing Education by  
Pre-Service/In-Service Status

Reason for Not Continuing Education	Pre-Service	In-Service
Financially unable	16	2
Needed break from school--plan to return	16	7
Felt needed work experience	14	1
Did not feel four-year degree would be beneficial	5	1
Four-year program too far away	3	7
Other	3	4

Chi-square = 18.141

df = 5

p < .05

statistically discovered difference, one must examine proportional differences between each listed reason. The majority (52.63 percent) of pre-service graduates listed their primary reason for not transferring as either "financially unable" or "felt needed work experience." Only 13.64 percent of the in-service graduates noted either of these reasons. One-half (fifty percent) of the in-service and only 10.52 percent of pre-service graduates considered the primary reasons for not transferring as "four-year program too far away" and "other" assorted reasons. Through this interpretation of the data, the conclusion reached is that there is a significant difference between pre-service and in-service graduates and their

reasons for not continuing their education, thus investigative area 1.8 is accepted.

While it is found that there is a significant difference in pre-service and in-service reasons for not transferring, there is little evidence to conclude a similar difference between community college attended and reasons listed by their graduates for not continuing their education at a four-year institution. Thus investigative area 1.9 is stated in the null hypothesis.

- 1.9 There will be no significant difference between the community college a student attended and his reasons for not continuing his education at a four-year institution.

As was expected, Table 1.9 shows that no significant difference was discovered between the individual community college and reasons given by their graduates for not continuing their education. Investigative area 1.9 is therefore accepted. It is interesting to note that a large percentage of graduates from Kellogg Community College (21.43 percent) and St. Clair Community College (33.33 percent) listed the reason for not continuing their education as the "four-year program too far away."

## INVESTIGATIVE AREA II

### Investigation Into Students' Evaluation of Community College Programs

- 2.1 What percentage of graduates will feel that their program adequately prepares the student for the level of operation?

As Table 2.1 (page 94) indicates, 68.53 percent of the graduates feel that their program adequately prepares them for the

Table 1.9  
Community College Attended by Reasons  
For Not Continuing Education

College	Reasons For Not Continuing Education					
	Financially Unable	Needed Break From School--Plan to Return	Felt Needed Work Experience	Did Not Feel Four-Year Degree Beneficial	Four-Year Program Too Far Away	Other
Alpena	2	5	2	0	0	0
Kalamazoo	1	2	1	1	0	0
Kellogg	2	5	2	2	3	0
Kirtland	0	0	1	1	0	0
Lansing	4	5	3	0	0	2
Northwestern	2	1	1	1	1	1
Schoolcraft	4	3	0	1	0	1
St. Clair	2	2	4	0	5	2
Muskegon	1	0	0	0	1	0
Delta	1	2	1	0	0	1

Chi-square = 43.932  
df = 45  
p > .05

Table 2.1  
Program Preparation of Student for Level of Operation

	Number	Percent
Graduates who feel program adequately prepares them for level of operation	135	68.53%
Graduates who do not feel program adequately prepares them for level of operation	62	31.47%

level of operation; however, a substantial number (31.47 percent) of the graduates feel they were not adequately prepared for the level of operation. The reasons most often expressed by graduates who felt their program did not adequately prepare them for the level of operation were the "lack of field training," "need for more law classes," "too much theory," "not practical," and "too much emphasis on administration and supervision level for the first two years of college."

2.2 Proportionally more in-service graduates will feel that more emphasis should be placed at the administrative or supervisory level than do pre-service graduates.

It is believed that since in-service graduates will sooner utilize knowledge gained through administrative and supervisory level courses, they would more likely desire that more emphasis be placed at that level than would pre-service graduates.

As Table 2.2 indicates, a higher proportion of in-service graduates (43.75 percent) prefer more emphasis at the administrative or supervisory level than do pre-service graduates (25.78

Table 2.2

Emphasis at Administrative or Supervisory Level  
by Pre-Service/In-Service Status

Emphasis at Administrative or Supervisory Level	Pre-Service	In-Service
Graduates who desire more emphasis at administrative or supervisory level	33	28
Graduates who do not desire more emphasis at administrative or supervisory level	95	36
Chi-square - 7.694	df = 1	p < .05

percent). This significant difference leads to the acceptance of investigative area 2.2.

- 2.3 Pre-service and in-service graduates will feel significantly different as to which approach to criminal justice education will be most beneficial to them in their jobs and future career aspirations.

Question 11 of the questionnaire asked the graduates to distinguish between whether a "specialized single component approach" or a "criminal justice total interacting system approach" to criminal justice education was most beneficial to them. In analyzing the total data, it is discovered that 116 (59.79 percent) of the graduates preferred the "total interacting systems approach," with only seventy-six graduates (39.18 percent) choosing the "single component approach." While this result is important in dealing with constructing criminal justice education programs, additional information concerning pre-service/in-service differences

is highly relevant. The data pertaining to this investigative area is presented in Table 2.3.

Table 2.3

Approach to Criminal Justice Education by  
Pre-Service/In-Service Status

Approach to Criminal Justice Education	Pre-Service	In-Service
Specialized single component	52	24
Criminal justice total interacting system	75	38
Combination of both approaches	0	2

Chi-square = 4.096

df = 2

p > .05

The percentages of pre-service/in-service graduates are almost identical as to desired approach to criminal justice education. Fifty-nine percent of both pre-service and in-service graduates prefer the "total interacting" approach. While these figures may be somewhat surprising, they should nevertheless suggest to criminal justice coordinators that determination of criminal justice educational approach should not be decided by the pre-service/in-service status of graduates who are enrolled in their programs. Therefore, investigative area 2.3 is rejected.

- 2.4 There will be no significant difference between the community college one attended and the approach to criminal justice education he feels will be most beneficial to him in his job and future career aspirations.

Again, because we are dealing with the community college and the lack of substantial evidence, this proposition is constructed in the null hypothesis form.

Table 2.4  
Community College Attended by Desired Approach  
to Criminal Justice Education

College	Approach to Criminal Justice Education		
	Specialized Single Component	Criminal Justice Total Interacting System	Both
Alpena	11	6	0
Kalamazoo	7	3	0
Kellogg	7	12	0
Kirtland	1	1	0
Lansing	10	17	0
Northwestern	9	8	0
Schoolcraft	10	18	1
St. Clair	7	23	0
Muskegon	4	10	0
Delta	10	18	1

Chi-square = 19.094  
df = 18  
p > .05

The data in Table 2.4 supports the null hypothesis investigative area 2.4, that there is no significant difference between the community college one attended and the approach to criminal justice education that the graduate feels is most beneficial. It should be noted, however, that two community colleges' graduates did differ from the majority in their support of a "single component approach" to criminal justice education. A majority of graduates from Alpena Community College (64.71 percent) and Kalamazoo Community College (seventy percent) supported this "single component approach." The difference found in these two schools was not significant enough to cause a statistical difference between community colleges and the approach to criminal justice education. Thus the null hypothesis 2.4 is accepted.

- 2.5 Pre-service and in-service graduates will feel significantly different as to which approach to community college education will be most beneficial to them in their jobs and future career aspirations.

Question 12 of the questionnaire asked the graduates to distinguish between whether an "applicable approach" or a "theoretical approach" to community college education was most beneficial to them. In analyzing the total data, it is discovered that 119 (61.03 percent) of the graduates preferred the "applicable approach," and ten graduates (5.13 percent) chose a combination of the two approaches. While no pre-service/in-service status differences were discovered in regard to the criminal justice educational approach, it is felt that a difference will still exist between pre-service/in-service status differences in their approach to

community college education. It is felt that pre-service students will prefer the "applicable approach" to community college education because it will be directly beneficial to them in their initial job placement, and that in-service students will prefer the "theoretical approach" to community college education because it will be advantageous to them in their future career aspirations. The data pertaining to this investigative area is presented in Table 2.5.

Table 2.5  
Pre-Service/In-Service Status by Approach  
to Community College Education

	Approach to Community College Education		
	Applicable	Theoretical	Both
Pre-service	80	43	5
In-service	38	21	5

Chi-square = 1.326  
df = 2  
p > .05

The data in the above table does not indicate a relationship between pre-service/in-service status and approach to community college education. Therefore, investigative area 2.5 is rejected. The conclusions reached from this hypothesis and investigative area 2.3 is that there are no statistical pre-service and in-service differences as to approach to community college criminal justice education and on the whole graduates prefer an "applicable, total

interacting system approach" to education. While the term "applicable, total interacting system approach" might seem like a contradiction to criminal justice coordinators, if the coordinators want to develop a program that the graduates feel is most beneficial to them, they must strive to develop this type of program.

- 2.6 There will be no significant difference between the community college one attended and the approach to community college education he feels will be most beneficial to him in his job and career aspirations.

Table 2.6

Community College Attended by Desired Approach  
to Community College Education

College	Approach to Community College Education		
	Applicable	Theoretical	Both
Alpena	10	7	1
Kalamazoo	6	4	0
Kellogg	14	5	0
Kirtland	1	0	0
Lansing	17	8	2
Northwestern	14	3	0
Schoocraft	15	11	3
St. Clair	17	10	3
Muskegon	12	2	0
Delta	13	16	1

Chi-square = 19.545  
df = 18  
p > .05

The null hypothesis is supported by the data in Table 2.6. Therefore, it is concluded that there is no apparent difference between the community college one attended and the approach believed to be most beneficial. The majority of the graduates from all but one of the community colleges preferred the applicable approach to community college education. Graduates from Delta College showed a slight aberration when sixteen (53.33 percent) of them preferred the theoretical approach to community college education. Thus the null hypothesis is accepted.

2.7 What is the percentage breakdown in the student's rank order of his department's need for improvement?

Curriculum, faculty, facilities, and equipment are four areas of concern in evaluating a criminal justice department at the community college. The graduates in this study evaluated these areas by rank order, with one being in greatest need of improvement to four being in least need of improvement. The graduates' rank order of their criminal justice departments' needs for improvement are shown in Table 2.7.

In analyzing this table it is quite apparent that the area of greatest need for improvement is equipment. Almost fifty percent of the graduates ranked equipment being in greatest need of improvement and over seventy-five percent ranked equipment as either first or second as needing greatest improvement. Following equipment (mean score 1.85), the descending rank order of segments needing improvement are facilities (2.37), curriculum (2.78), and finally, faculty (2.99).

Table 2.7  
Segments of Criminal Justice Department by Need for Improvement

Segments of Criminal Justice Department	Rank Order of Need for Improvement							
	1	2	3	4	Mean			
	No.	No.	No.	No.	%	%	%	%
Curriculum	28	14.43	42	21.65	68	35.05	56	28.87
Faculty	33	17.01	20	10.31	56	28.87	85	43.81
Facilities	40	20.62	79	40.72	38	19.59	37	19.07
Equipment	92	47.42	55	28.35	31	15.98	16	8.25

- 2.8 There will be a significant difference between the community college the student attended and his rank order of this department's needs for improvement.

Although this proposition deals with differences between community colleges, we have not chosen a null hypothesis format because of the belief that departmental needs throughout the state will necessarily differ. Since financial appropriations for the community colleges differ from district to district, it is believed that those departments receiving less funds would rank higher in need in such areas as equipment and facilities than would departments on a better financial base. This, however, is not the case, as indicated in Table 2.8.

Table 2.8

Community College by Rank Order of Department's  
Need for Improvement

College	Mean Rank Order of Departments' Need for Improvement			
	Curriculum	Faculty	Facilities	Equipment
Alpena	3.11	2.84	2.11	2.00
Kalamazoo	2.60	2.30	3.20	1.90
Kellogg	2.79	3.00	2.63	1.58
Kirtland	3.50	3.50	1.50	1.50
Lansing	2.96	3.35	1.88	1.77
Northwestern	2.65	2.94	2.47	1.94
Schoolcraft	2.36	2.75	2.82	2.07
St. Clair	2.97	3.48	1.86	1.69
Muskegon	2.79	3.21	2.36	1.64
Delta	2.73	2.67	2.60	2.00
KW	2.083	7.282	5.792	2.094
p	>.05	>.05	>.05	>.05

As indicated by the probability values cited in Table 2.8, the mean rank of need of improvement does not vary significantly from one community college to another. Investigative area 2.8 is therefore rejected. The fact that the so-called money areas of improvement--equipment and facilities--consistently rank in greatest need of improvement for each community college tends to suggest that the community college criminal justice programs are not acquiring the necessary financial support. Another possibility is that the curriculum and faculty are of such superior quality that, by process of elimination, equipment and facilities rank in greater need of improvement.

- 2.9 There will be a significant difference between the graduates' rating of full-time faculty as compared to the rating of part-time faculty.

While criminal justice students are often given the opportunity to rate individual instructors, comprehensive studies of the results of these ratings are rarely done. Attempts to evaluate full-time vs part-time community college criminal justice faculty members has been avoided. Question 14 of the questionnaire asked the graduates to rate their criminal justice instructors. For purposes of this study, a rating of outstanding or good is considered positive and a rating of fair or poor is considered negative. It should be noted that the graduates (eighty-eight percent) gave a positive rating to their full-time faculty and a slightly smaller proportion of graduates (80.5 percent) rated their

part-time faculty as positive. A comparison of full-time faculty to part-time faculty is presented in Table 2.9

Table 2.9  
Graduates' Rating of Full-Time Faculty  
and Part-Time Faculty\*

Full-Time Faculty Rating	Part-Time Faculty Rating			
	Outstanding	Good	Fair	Poor
Outstanding	18	31	4	2
Good	17	58	21	0
Fair	4	7	5	1
Poor	0	1	0	1

\*Rating of full-time faculty is read horizontally and rating of part-time faculty is read vertically.

Chi-square = 33.721

df = 9

p < .05

As Table 2.9 indicates, there is a significant difference between the graduates' rating of full-time and part-time faculty. The full-time faculty is rated significantly higher. The part-time faculty received almost twice the number of negative ratings (twenty percent) as did the full-time faculty (11.18 percent). Therefore investigative area 2.9 is accepted.

2.10 There will be no significant difference between the community college the student attended and his rating of the faculty.

In reviewing the literature on the community college, there were no studies that compared the ratings of faculties from different community colleges. Since there is a lack of information, it is difficult to hypothesize about differences in community college faculties. Therefore, investigative area 2.10 is in the null hypothesis form. Tables describing community college differences in students' ratings of full-time and part-time faculty are Table 2.10A and 2.10B.

Table 2.10A  
Community Colleges and Graduates'  
Ratings of Full-Time Faculty

College	Full-Time Faculty Rating			
	Outstanding	Good	Fair	Poor
Alpena	6	12	1	0
Kalamazoo	2	6	1	1
Kellogg	9	10	0	0
Kirtland	0	1	0	0
Lansing	9	15	3	0
Northwestern	5	8	4	1
Schoolcraft	3	19	3	0
St. Clair	17	9	4	0
Muskegon	4	7	2	1
Delta	10	18	2	0

Chi-square = 34.704  
df = 27  
p > .05

Table 2.10B  
Community Colleges and Graduates'  
Ratings of Part-Time Faculty

College	Part-Time Faculty Rating			
	Outstanding	Good	Fair	Poor
Alpena	6	8	3	0
Kalamazoo	4	4	2	0
Kellogg	3	12	3	1
Kirtland	0	2	0	0
Lansing	6	13	6	0
Northwestern	2	3	3	0
Schoolcraft	10	14	5	0
St. Clair	4	17	4	1
Muskegon	4	7	1	1
Delta	2	20	3	1

Chi-square = 22.441

df = 27

p > .05

Examination of the data in Tables 2.10A and 2.10B reveals that there is no significant difference between community colleges and the graduates' ratings of faculty members. While we accept the null hypothesis of no significant difference presented in investigative area 2.10, there are individual school deviations worth exploring. While the average negative rating for community college full-time faculty was approximately ten percent, several schools had negative ratings of full-time faculty of over twenty percent. These include Northwestern (27.78 percent), Muskegon (21.43 percent), and Kalamazoo (twenty percent). The larger

negative ratings for part-time faculty are obtained from graduates from Northwestern (37.5 percent) and Lansing (twenty-four percent).

The overall rating of Michigan's community college criminal justice faculty members (full-time and part-time) is one of the highest discovered by any recent studies done in this area. While there is always a need for continuing evaluation and improvement, on the whole criminal justice graduates of Michigan's community colleges have given a positive evaluation of their criminal justice programs.

### INVESTIGATIVE AREA III

#### Investigation into Financial Assistance

- 3.1 What percentage of graduates received LEEP assistance during the time they attended community college?

Table 3.1

#### Graduates Who Received LEEP Assistance

	Number	Percent
Received LEEP	81	40.70
Did not receive LEEP	119	59.30

While the growth of LEEP assistance has grown simultaneously with the development of criminal justice programs, it was not known how significant a contribution LEEP had made to the community college criminal justice programs in Michigan. As indicated in

Table 3.1, over forty percent of the graduates did receive LEEP assistance. This proportion of graduates from one field receiving a specific form of financial aid is unmatched in the history of higher education. Because of the extreme importance that LEEP has had in the past and will have in the future for criminal justice students and programs, it is worthwhile to analyze the relationship of LEEP to other relevant factors. One such relevant factor is the relationship of graduates' pre-service/in-service status and whether they received LEEP assistance.

- 3.2 There will be a significant difference between pre-service and in-service graduates and whether they received LEEP assistance.

Table 3.2

Pre-Service/In-Service Status of Graduates  
and Whether They Received LEEP

Graduate Status	Received LEEP	Did Not Receive LEEP
Pre-service	26	107
In-service	55	8

Chi-square = 80.932  
df = 1  
p < .05

Since the LEEP appropriations have always been limited, priorities have been set in which in-service students have received funds in preference to pre-service students. The effect of this stipulation is apparent in the results of Table 3.2 which deals

with pre-service/in-service difference and whether the graduates received LEEP. While fifty-five (87.30 percent) of the in-service graduates received LEEP, only twenty-six (19.55 percent) of the pre-service graduates received LEEP. With this substantial supportive evidence, investigative area 3.2 is ardently accepted.

- 3.3 There will be a significant difference between the graduates' age and whether they received LEEP assistance. (The older the graduate, the more likely that he received LEEP assistance.)

Table 3.3  
Graduates' Age and Whether They  
Received LEEP Assistance

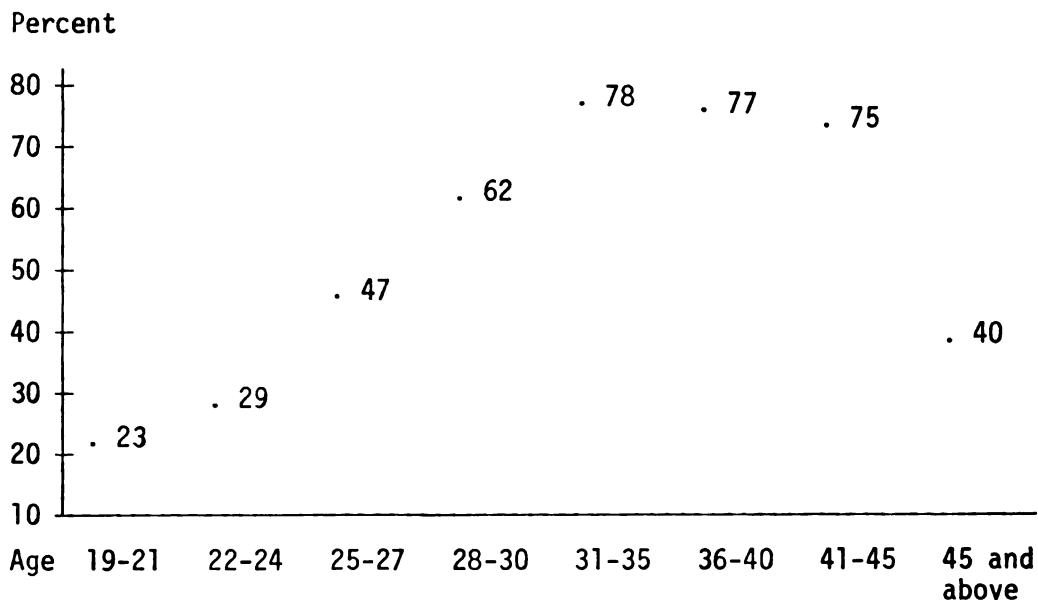
Graduate Age	Received LEEP	Did Not Receive LEEP
19-21	21	70
22-24	8	19
25-27	8	9
28-30	15	9
31-35	14	4
36-40	10	13
41-45	3	1
45 and above	2	3

Chi-square = 37.362  
df = 7  
p < .05

As indicated in Table 3.3, there is a relationship between an increase in age and the receiving of LEEP assistance. Up to the age of thirty-five, there is a dramatic increase in the receiving of LEEP assistance as one gets older. From thirty-five to forty-five, the frequency of receiving LEEP peaks and then levels off. After the age of forty-five there is a sharp decrease in receiving LEEP assistance. With regard to the age of the graduate, the impact of LEEP is thus significant and investigative area 3.3 is accepted. The surprising positive correlation is best illustrated in graph 3.3.

Graph 3.3

Percentage of Graduates Receiving LEEP  
Assistance and Age



- 3.4 There will be a significant difference between the graduates' race and whether they received LEEP assistance.

Table 3.4  
Graduates' Race and Receiving LEEP Assistance

Race	Received LEEP	Did Not Receive LEEP
Caucasian	78	116
Negro/Black	2	2
Mexican American	1	0

Chi-square = 1.620  
df = 2  
p > .05

Few studies have been done on graduates' race and whether they received LEEP assistance. One of the major obstacles to this type of study is the fact that so few minorities are involved in criminal justice education. This fact has also handicapped this present study. While Table 3.4 indicates no significant difference between race and receiving LEEP, the fact that only five minorities participated in this study makes any conclusions drawn questionable. However, with the data available, investigative area 3.4 must be rejected at this time.

- 3.5 There will be a significant difference between the graduates' sex and whether they received LEEP assistance.

The data in Table 3.5 indicates a significant relationship between receiving LEEP and graduates' sex. Almost forty-five percent of the male graduates received LEEP while only 14.81 percent

Table 3.5  
 Graduates' Sex and Whether They  
 Received LEEP Assistance

Sex	Received LEEP	Did Not Receive LEEP
Male	77	95
Female	4	23

Chi-square = 8.675  
 df = 1  
 p < .05

of the female graduates received LEEP. This significant difference is not surprising when one realizes, as mentioned earlier, that the priorities of the Law Enforcement Education Program have always had the condition that in-service students should receive LEEP monies in preference to pre-service students, and females at the community college level are overwhelmingly of pre-service status. Therefore, investigative area 3.5 is accepted.

3.6 There will be no significant difference between the community college that graduates attended and whether they received LEEP assistance.

Because this is the first study to comprehensively examine community colleges in Michigan and their LEEP allocations, it is difficult to make any knowledgeable prediction. Thus investigative area 3.6 is constructed in the null hypothesis form. The results are presented in Table 3.6.

Table 3.6  
Community College Attended and Whether Graduates  
Received LEEP Assistance

College	Received LEEP	Did Not Receive LEEP
Alpena	7	11
Kalamazoo	3	7
Kellogg	11	8
Kirtland	0	2
Lansing	8	20
Northwestern	7	11
Schoolcraft	14	15
St. Clair	11	19
Muskegon	8	6
Delta	12	19

Chi-square = 8.441

df = 9

p > .05

While there is a relatively large range in the percentage of graduates who received LEEP from Lansing Community College (where 28.57 percent received LEEP) to Kellogg Community College (where 57.89 percent received LEEP), the overall similarities between community colleges in Michigan and the percentage of their graduates who received LEEP leads to the acceptance of the null hypothesis 3.6.

3.7 What is the percentage breakdown of types of financial aid that graduates received other than LEEP assistance?

Table 3.7

Types of Financial Aid Other Than LEEP

Types of Financial Aid	Number	Percent
Veterans benefits	67	33.50%
Police cadet program	14	7.00
Social security	8	4.00
Scholarship	13	6.50
Other	20	10.00
Received none of the above	78	39.00

Table 3.7 shows that a surprisingly higher percentage of graduates received financial aid other than LEEP. While LEEP has been considered to be the backbone of criminal justice student financial aid, the fact that over sixty percent of the surveyed population received educational monies other than LEEP tends to indicate that while the LEEP program is important, it is not imperative to the continuation of criminal justice programs. Though the total dollar allocation by either LEEP or other types of financial aid was not determined in this study, the fact that the graduates listed these other forms of financial assistance leads to the assumption that these monies are a significant contribution to aiding criminal justice students in financing their education. Next to "veterans benefits," the highest percentage of those receiving other types of financial aid fell under the "other"

category. This category included, primarily, work study funds, National Defense Loans and Educational Opportunity Grants.

The criminal justice coordinators of the state of Michigan have questioned whether those receiving LEEP funds are also disproportionately obtaining additional types of financial assistance. The fear of disproportionate financial dollar distribution is brought out clearly by Table 3.8.

- 3.8 There will be a significant relationship between those who received LEEP assistance and who also received another type of financial assistance.

Table 3.8  
Other Types of Financial Aid by LEEP

Type of Financial Aid	Received LEEP	Did Not Receive LEEP
Veterans benefits	41	25
Police cadet program	5	9
Social security	3	5
Scholarship	3	10
Other	7	13
Received none of the above	22	56
Chi-square = 19.713	df = 5	p < .05

As illustrated in Table 3.8, a large proportion (48.76 percent) of those who are receiving other types of financial aid are, in addition, receiving LEEP. At the same time, less than thirty percent of those receiving no other types of financial aid are receiving LEEP. It should be noted that 62.12 percent of those

receiving veterans benefits, are also obtaining LEEP. Thus investigative area 3.8 is accepted. While the financial aid allotment inequities are tolerable in times of abundant financial aid dollars, it is unacceptable now, when LEEP and other financial monies are being reduced. It seems imperative that LEEP examine their priorities in LEEP allocations and alter them such that those receiving other types of financial assistance do not also acquire the much needed LEEP dollars.

#### INVESTIGATIVE AREA IV

##### Investigation Into Graduate Employment Status

4.1 What is the percentage breakdown of present graduate employment status?

Table 4.1  
Employment Status of Graduates

Employment Status	Number	Percent
Transfer	49	24.87%
Public criminal justice	58	29.44
Private criminal justice	13	6.60
Non-criminal justice	22	11.17
Unemployed	10	5.08
Public criminal justice/transfer	35	17.77
Private criminal justice/transfer	1	.51
Non-criminal justice/transfer	9	4.57

Table 4.1 gives the employment status breakdown of community college criminal justice graduates in Michigan. The greatest percentage of graduates includes all transfer students (47.72 percent) and those students employed in public criminal justice (47.21 percent). These figures illustrate that the community college should be functioning primarily in a dual role of servicing transfer student needs and preparing students for employment in public criminal justice. Philosophically, the community colleges in Michigan have adopted this dual role and seem to be adequately fulfilling this function. Individual differences between community colleges and their graduates' employment status will be examined in investigative area 4.3.

The believed sexual discrimination in hiring females in the criminal justice field leads to the following hypothesis.

4.2 There will be a significant difference between the graduates' sex and their present employment status.

Several unexpected similarities between sex and employment status found through the information contained in Table 4.2 included the following: "transfer" category (males, 24.12 percent; females, 29.63 percent), the "public criminal justice" category (males, thirty percent; females, 25.93 percent), and "unemployed" classification (males, 5.29 percent; females, 3.70 percent). While these similarities resulted in a Chi-square of 11.225 and forced the rejection of hypothesis 4.2, several substantial differences in employment status and sex are noteworthy.

Table 4.2  
Employment Status of Graduates by Sex

Employment Status	Sex	
	Male	Female
Transfer	41	8
Public criminal justice	51	7
Private criminal justice	12	1
Non-criminal justice	15	7
Unemployed	9	1
Public criminal justice/transfer	34	1
Private criminal justice/transfer	1	0
Non-criminal justice/transfer	7	2

Chi-square = 11.225  
df = 7  
p > .05

A far larger percentage of males (twenty percent) in comparison to females (3.7 percent) classified themselves as "public criminal justice/transfer." Three times the percentage of females were classified as "non-criminal justice" (males, 8.82 percent; females, 25.93 percent). While the hypothesis is rejected, the noted category differences, the small size of the female sample (twenty-seven), and the lack of specific job employment information all suggest a need for further in-depth research in the area of sex differences in employment status.

4.3 There will be a significant difference between the community college graduates attended and their employment status.

As mentioned earlier, one of the major purposes in this study is to ascertain if there are any amenable significant differences between the community college attended and employment status upon graduation. Table 4.3 indicates differences that do exist in community colleges in Michigan.

Community college differences are discovered in each of the employment status areas. Percentage differences in the "transfer" category ranges from 7.14 percent at Schoolcraft to 44.44 percent at Northwestern. Non-transfer graduates employed in public criminal justice range from a low of 7.14 percent at Schoolcraft to a high of 57.89 percent at Kellogg. While employment in "private criminal justice" is only 6.6 percent of the total sample, over twenty percent of Kalamazoo's graduates fell into this category. While thirty percent of St. Clair's graduates were employed in "non-criminal justice" agencies, there were no graduates from Kalamazoo, Kirtland, or Delta in the "non-criminal justice" category. Finally, percentage differences in "public criminal justice/transfer" range from 3.70 percent at Lansing to 28.57 percent at Muskegon and 46.43 percent at Schoolcraft. Thus, because of these findings, hypothesis 4.3 is accepted. While this present study did not investigate in detail the reasons for this significant difference, the results are significant enough to suggest a critical need for further research into employment status differences of graduates and community colleges.

Table 4.3

## Community College by Employment Status

College	Employment Status							
	Transfer	Public Criminal Justice	Private Criminal Justice	Non-Criminal Justice	Unemployed	Public Criminal Justice/Transfer	Private Criminal Justice/Transfer	Non-Criminal Justice/Transfer
Alpena	6	6	1	14	3	2	0	0
Kalamazoo	2	4	2	0	1	1	0	0
Kellogg	2	11	1	2	1	1	1	0
Kirtland	1	1	0	0	0	0	0	0
Lansing	7	14	0	3	1	1	0	1
Northwestern	8	3	0	2	3	1	0	1
Schoolcraft	2	2	4	4	1	13	0	2
St. Clair	9	5	3	9	0	4	0	0
Muskegon	6	2	0	1	0	4	0	1
Delta	6	10	2	0	0	8	0	4

Chi-square = 110.936

df = 63

p &lt; .05

## INVESTIGATIVE AREA V

### Investigation Into Transfer Students

- 5.1 Proportionally more pre-service graduates will be transfer students than in-service graduates.

Table 5.1

Transferring to a Four-Year Institution by  
Pre-Service/In-Service Status

	Pre-Service		In-Service	
	Number	Percent	Number	Percent
Transferred	62	47.69	32	50.00
Did not transfer	68	52.31	32	50.00

Table 5.1 shows the number and percent of pre-service/in-service students who transferred to four-year institutions upon graduation. While few in-depth studies on pre-service/in-service transferring habits have been conducted, it is believed that factors such as age, financial responsibilities, and employment opportunities would result in a higher proportion of pre-service transfers. The results in Table 5.1 do not substantiate this proposition. The percentage of transferring graduates for pre-service (47.69 percent) and in-service (fifty percent) are almost identical. These findings lead to the rejection of investigative area 5.1.

## 5.2 What percentage of transfer students will be attending a four-year institution in Michigan?

It is generally believed that graduates from community colleges will transfer to four-year institutions within their home state if these institutions offer programs of adequate educational quality. Michigan is known for its large network of superior four-year criminal justice programs and has a reputation for excellence in education. The fact that almost all of Michigan's community college graduates transferred to four-year institutions in their own state, as shown by Table 5.2, is far from surprising.

Table 5.2

### Four-Year Institutions Attended by Transfer Students

Institution	Number	Percent
Ferris State College	29	29.29%
Michigan State University	13	13.13
Saginaw Valley College	12	12.12
Madonna College	10	10.10
Wayne State University	9	9.09
Grand Valley State College	5	5.05
Western Michigan University	4	4.04
Eastern Michigan University	3	3.03
Northern Michigan University	3	3.03
University of Detroit	2	2.02
University of Michigan	2	2.02
Mercy College	2	2.02
Eastern Kentucky University	2	2.02
Gannon College--Erie, Pa.	1	1.01
University of Maryland	1	1.01
Louisiana State University	1	1.01

As these figures indicate, all but five percent of Michigan's community college criminal justice transfer graduates attended four-year institutions within their own state. Thus research area 5.2 is accepted. Of interest to note is the fact that the transferring graduates are attending twelve separate four-year institutions in Michigan. While only several years ago Michigan State University had the only criminal justice program in the state, today only thirteen percent of community college criminal justice graduates transferred to this university. The largest percentage of transfers chose to attend Ferris State College (29.29 percent). Ferris State College along with Michigan State University and Saginaw Valley College (12.12 percent), Madonna College (10.10 percent), and Wayne State University (9.09 percent) account for over seventy percent of all community college criminal justice transfer students in Michigan. These figures tend to bear out the fact that the graduates now have several alternatives as to the four-year criminal justice programs in Michigan from which they can choose.

5.3 The determining factors in a transfer student attending a specific four-year institution will be particular for that institution.

Question 26 of the questionnaire elicited from the graduates the relative importance of specific factors in their decisions to attend the four-year institution of their choice. The graduates could rate the individual factors as strongly important (given a score 1), moderately important (given score 2), slightly important

(given score 3), and not at all important (given score 4) in their decision upon choosing one institution over another. Table 5.3 gives the mean rating score of each determining factor for each of the four-year institutions. Also given in this table are Chi-squares and degree of significance for the relationship between the individual determining factors and the four-year institution attended.

As evident through Table 5.3, the "recommended by community college counselor" factor was primarily an equally determining factor for each of the schools. Even though there was no significant difference between four-year institutions and this factor, several schools' transfer students rated this factor relatively high. These include Eastern Michigan University (66.67 percent rated this strongly important), University of Michigan (fifty percent rated this strongly important), and Ferris State College (38.46 percent rated this strongly important).

"Recommended by family and friends" was neither an important determining factor (only thirty-one percent rated it strongly important or moderately important) nor a significant differing factor between institutions. The determining factors of "recommended by community college instructors," "close proximity to home and work," "scholarship offered," and "program believed superior to others" were found to be significant at the .05 level in relationship to the different four-year institutions attended. "Recommended by community college instructors" showed variations in relative importance from Ferris State College, where fifty-four

Table 5.3  
Four-Year Institutions by Mean Rank of Determining Factors in a Transfer  
Student's Decision to Attend a Four-Year Institution

Institution	Mean Rank of Determining Factors						
	Recommended by Com. College Counselors	Recommended by Family and Friends	Recommended by Com. College Instructors	Close to Home and Work	Scholarship	Program Superior to Others	Faculty Superior to Others
Eastern Michigan University	1.33	3.67	3.33	3.67	2.00	3.33	3.00
Ferris State College	2.15	3.12	1.92	3.04	3.85	1.44	2.08
Grand Valley State College	3.00	2.60	2.80	2.40	4.00	2.60	2.80
Michigan State University	2.42	2.64	2.17	2.73	3.45	1.33	1.92
University of Detroit	3.00	1.00	1.00	3.00	4.00	1.00	1.00
University of Michigan	1.50	3.00	3.00	4.00	1.50	1.00	1.50
Wayne State University	2.56	2.88	2.43	1.89	3.63	2.25	2.86
Madonna College	2.75	2.50	2.11	1.20	3.00	2.00	1.89
Other	3.20	3.28	3.36	1.69	3.36	2.64	2.92
Chi-square	31.399	28.723	41.996	49.865	50.845	51.430	26.410
df	24	24	24	24	24	24	24
p	> .05	> .05	< .05	< .05	< .05	< .05	> .05

percent rated it strongly important, to "other" institutions, where eight percent rated it as strongly important and sixty percent rated it as not at all important. In comparison, one-third of Michigan State University's transfer students rated this factor as strongly important.

"Close proximity to home and work" showed extreme diverse responses among the institutions. This factor was strongly important for transfers at Wayne State University (66.67 percent), Madonna College (ninety percent), and "others" (seventy-three percent). At the same time, this factor was far less important for transfer students at Ferris State College (15.38 percent rated it as strongly important) and at Michigan State University (36.36 percent rated it as strongly important).

While "scholarships offered" were not at all important for seventy-five percent of the transfer students, there were several exceptions at individual schools that led to an overall significant difference. At Eastern Michigan University over sixty-six percent of their transfers rated this factor as "strongly important," while at Ferris State College, University of Detroit, and Grand Valley State College over ninety percent of their transfer students rated this factor as not at all important in their decision to attend that institution.

The belief that the criminal justice program was "superior to others" was an important factor in transfer students' decision to attend certain four-year institutions. One hundred percent of Michigan State University's transfers believed this factor was

either strongly or moderately important and ninety-two percent of Ferris State Colleges' transfers believed this factor to be strongly or moderately important. At the same time, transfer students at Eastern Michigan University, Grand Valley State College and Wayne State University did not rate this factor as being important overall.

In conclusion, the determining factors of "recommended by community college instructors," "close to home and work," "scholarship offered," and "program believed superior to others" in transfer students' decisions to attend specific four-year institutions are particular for that institution. Thus, while not all determining factors showed a statistically significant difference, we have chosen to accept investigative area 5.3.

#### 5.4 What percentage of transfer students will be attending the four-year institution of their first choice?

Table 5.4

##### Transfer Students Attending Four-Year Institutions of First Choice

	Number	Percent
Attended institution of first choice	74	77.08
Did not attend the institution of first choice	22	22.92

As illustrated in Table 5.4, a relatively high number of transfer students (twenty-two) are not attending the four-year institution of their first choice. This surprisingly high number

of transfers who are not attending the institution of their first choice requires further investigation. The following table gives the breakdown of these transfers and a list of their first choices.

Table 5.4A

Institution of First Choice of Those Transfer Students  
Not Attending Their First Choice Institution

Institution	Number	Percent
Michigan State University	14	63.64%
Ferris State College	4	18.18
Eastern Michigan University	3	13.64
University of Michigan	1	4.54

Table 5.4A reveals that a substantial proportion of transfer students had desired to attend Michigan State University. However, for several reasons these students attended other institutions. Reasons given by the transfer graduates for wanting to attend Michigan State University included that they believed the school had a good reputation and an excellent program. Reasons given by the graduates for not attending Michigan state University were, "I refuse to put up with all the bureaucratic red tape," "Michigan State University was unavailable for consultation and Ferris representatives took the time to talk to me," and "no comment."

- 5.5 The determining factor for students' decision to attend one four-year institution over another will be significantly different between the full-time and part-time student.

Table 5.5 illustrates the determining factors between full-time and part-time students and their decision to transfer to a four-year institution. For an explanation of the statistical mean value used in Table 5.5, refer to the discussion under investigative area 5.3.

Table 5.5

Determining Factors in Transferring by Full-Time/  
Part-Time Status of Transfers

Mean Rank of Determining Factors	Full-Time	Part-Time	Chi-Square	df	p
Recommended by community college counselors	2.41	3.04	7.681	3	>.05
Recommended by family and friends	2.95	3.08	4.572	3	>.05
Recommended by community college instructors	2.39	2.88	3.703	3	>.05
Close proximity to home and work	2.68	1.44	15.922	3	<.05
Scholarship offered	3.48	3.40	2.429	3	>.05
Believed program superior	1.74	2.68	15.364	3	<.05
Believed faculty superior	2.14	3.04	16.697	3	<.05

In the analysis of Table 5.5, one immediately notices that the recommendation variables (community college counselors, family

and friends and community college instructors) did not significantly differ between full-time and part-time students. At the same time, full-time transfer students gave a slightly higher mean rating to each of the recommendation variables than did the part-time transfer students.

The variable of "close proximity to home and work" is an important factor in a part-time student's decision to attend a four-year institution. A large majority (77.78 percent) of part-time transfer students believed that "close proximity to home and work" is "strongly important" and only thirty-four percent of the full-time transfer students rate this variable highly. A full-time/part-time status difference was also discovered in the factors of "program believed superior to others" and "faculty believed superior to others." In each of these cases, full-time transfer students rated these factors as being more important in their decision to attend a particular four-year institution than did part-time transfer students. A majority of full-time transfer students (84.62 percent) in comparison to less than half the part-time transfer students (forty-four percent) believed that a superior program was either "strongly or moderately important" in their decision to attend a particular four-year institution. Two-thirds of the full-time transfer students believed that superior faculty of a particular institution was the determining factor in their decision to choose to attend that institution and only one-third of part-time transfer students held this belief.

5.6 What percentage of transfer students will remain as criminal justice majors in the four-year institution?

Table 5.6

Transfer Students Still a Criminal Justice Major

Criminal Justice Major	Number	Percent
Yes	83	86.46
No	13	13.54

The fact that few comprehensive studies have been done in the area of two-year criminal justice transfer students meant that little was known as to the exact proportion of transfer students who remained criminal justice majors. As illustrated in Table 5.6, a vast majority of the criminal justice transfer students remained criminal justice majors at the four-year institutions. To the best of the authors' knowledge, no disciplines show as high a percentage of students who retain their discipline degree upon transferring to a four-year institution from a community college.

5.7 There will be no significant difference between the community college a transfer student attended and whether or not he remains a criminal justice major.

Because so little is known concerning the proportion of community college criminal justice graduates who remain criminal justice majors upon transferring, investigative area 5.7 is stated in the null hypothesis form. The fact that the community college variable was not a significant factor in whether or not transfer students stayed criminal justice majors gives credence to the fact

Table 5.7  
Community College by Transfer Students Remaining  
Criminal Justice Majors

Institution	Remained Criminal Justice Major	Did Not Remain Criminal Justice Major
Alpena	8	1
Kalamazoo	3	2
Kellogg	3	1
Lansing	7	1
Northwestern	10	0
Schoolcraft	16	1
St. Clair	11	2
Muskegon	9	2
Delta	16	3
<hr/>		
Chi-square = 6.231	df = 8	p > .05

that the "criminal justice major continuation" phenomenon is broad, totally encompassing, and not contingent upon region or influences of a particular area. The results shown in Table 5.7 lead to the acceptance of investigative area 5.7.

5.8 What percentage of transfer students who are criminal justice majors will specialize in the same area that they did while at the community college?

Table 5.8 shows that of those students who remain criminal justice majors upon transferring to a four-year institution, almost all of them (93.90 percent) remained in their same area of specialization. This "continuation effect" has several possible explanations: (1) Since they have recently transferred, they have

Table 5.8  
Transfer Students Remaining in  
Same Area of Specialization

	Number	Percent
Transfer students in same area of specialization	77	93.90
Transfer students in different area of specialization	5	6.10

not had the opportunity or exposure of other areas of specialization. (2) There exists a fear of losing specialization credits obtained at the community college. (3) An extension of the community college students' "practicality orientation" by which he has chosen and has now retained a specialization (law enforcement) that is believed to be in high demand.

5.9 Pre-service and in-service transfer students will have significantly different reasons for continuing their education at a four-year institution.

Question 27 of the questionnaire was open-ended and requested of the graduates their reasons for continuing their education at the four-year institution. Each questionnaire was read, and the most common responses were categorized and are listed along with pre-service/in-service status differences in Table 5.9.

The most frequent reason for in-service students' decision to continue their education was "self improvement" (includes improved level of knowledge). There were 31.25 percent in this

Table 5.9

Reasons for Continuing Education by  
Pre-Service/In-Service Status

Reasons For Continuing Education	Pre-Service	In-Service
Self improvement	10	10
Desired degree	10	5
Expand job potential	20	9
Age (too young to get in field)	7	0
Certification	2	0
Advancement and promotion	4	7
Others	6	1

Chi-square = 12.601

df = 6

p &lt; .05

category as compared to only 16.95 percent of pre-service students selecting this reason. "Advancement and promotion" was also a relatively important reason for in-service graduates continuing their education. Twenty-two percent of in-service transferring graduates, as compared to 6.8 percent of pre-service transferring graduates, selected "advancement and promotion" as the primary reason for the decision to continue their education. "Age" and "certification" were factors affecting only pre-service transferring graduates. Approximately sixteen percent of the pre-service graduates listed these reasons for their decision to continue their education. As is evident, there is a substantial statistical difference between pre-service and in-service transfer students'

reasons for continuing their education, therefore investigative area 5.9 is accepted.

## INVESTIGATIVE AREA VI

### Investigation Into Employment Characteristics of Graduates Employed in a Public or Private Criminal Justice Agency

6.1 What is the percentage breakdown of graduates working for different types of criminal justice agencies?

Table 6.1 gives the breakdown of employment characteristics of graduates employed in public or private criminal justice agencies. Although the figure of 80.95 percent of graduates working for police agencies is higher than found in other studies of

Table 6.1  
Graduates Employed in Public or Private  
Criminal Justice Agencies

Agency	Number	Percent
Police	85	80.95%
Corrections	4	3.81
Juvenile	2	1.90
Probation/parole	0	0.00
Business retail security	10	9.52
Private detective	2	1.90
Others	2	1.90

criminal justice graduates, it is not a surprising figure when one examines the emphasis placed on the law enforcement function at the community college. The fact that there are no graduates working for probation and parole agencies reinforces the idea that these agencies are interested primarily in baccalaureate degree graduates. After police work, graduates are being employed mainly by private criminal justice agencies.

6.2 What is the percentage breakdown of graduates working for different governmental levels?

While it is important to investigate the employment patterns of graduates in criminal justice, it is of equal importance to explore the governmental levels of these employing agencies. The emphasis of community college criminal justice education has always been toward the servicing of local needs. It is therefore important to determine if the graduates are entering local level agencies and if it is discovered that graduates are going to agencies other than "local," it would be necessary to re-examine the community college criminal justice program emphasis. The percentage breakdown of graduates working for different governmental levels is shown in Table 6.2.

From this table, it seems apparent that the community college criminal justice program emphasis at the local level is appropriate. Over seventy-nine percent of the graduates are presently working for local (municipal and county) criminal justice agencies, and while the remaining graduates (14.29 percent,

Table 6.2  
 Graduates Employed in Different Governmental Levels

Agency Level	Number	Percent
Federal	7	6.67%
State	15	14.29
County	21	20.00
Municipal	62	59.05

state; 6.67 percent, federal) should not be ignored, there is ample data to support a local community approach to criminal justice education.

6.3 There will be no significant difference between the type of criminal justice agency (public or private) the graduate works for and the governmental level of that agency.

It is believed that the graduates employed in either public or private criminal justice agencies will be primarily at the municipal level, with percentages of graduates decreasing as the geographical jurisdictional size of the agency increases. Because no difference is expected between public and private criminal justice agencies, investigative area 6.3 is in the null hypothesis form. Table 6.3 substantiates the aforementioned proposition and leads to the acceptance of investigative area 6.3.

Table 6.3  
Governmental Level of Agency by Type  
of Agency in Which Employed

Agency Level	Type of Agency	
	Public	Private
Federal	7	0
State	14	1
County	20	1
Municipal	50	12
Chi square = 4.934	df = 3	p > .05

6.4 What percentage of graduates employed by public or private criminal justice agencies are employed in the agency initially desired upon graduation?

Table 6.4  
Graduates Employed in Agency Initially  
Desired Upon Graduation

	Number	Percent
Obtained agency initially desired	74	74.75
Did not obtain agency initially desired	25	25.25

The majority of graduates did obtain the agency they initially desired upon graduation (74.75 percent). When one considers the economic environment of today, it is impressive to realize that approximately three-fourths of these community college graduates were able to get the employment they desired. Few baccalaureate

degree programs can make similar claims. It should be noted that the above figures do not include graduates who are either unemployed or employed in non-criminal justice agencies.

- 6.5 Proportionally more graduates employed in a public criminal justice agency are employed in the agency they initially desired upon graduation than are graduates employed in a private criminal justice agency.

For years the orientation of criminal justice higher education has been toward public criminal justice education rather than private criminal justice education. Because public criminal justice is believed to offer superior benefits and a generally higher pay scale than private criminal justice agencies, it is thought by the authors of this study that graduations will initially desire to be employed in a public criminal justice agency. Thus it could be concluded that graduates employed by public criminal justice agencies are more likely than graduates employed in private criminal justice agencies to be in the agency they initially desired upon graduation.

As illustrated by Table 6.5, a proportionally larger percentage of graduates employed by public criminal justice agencies (77.65 percent) as compared to graduates employed by private criminal justice agencies (57.14 percent) obtained the agency they initially desired to work for. However, at the same time, the differences were not great enough to result in a statistical significant difference. Thus investigative area 6.5 is rejected.

Table 6.5  
Initially Desired Agency by Public/Private  
Criminal Justice Agency

	Criminal Justice Agency	
	Public	Private
Obtained initially desired agency	66	8
Did not obtain initially desired agency	19	6
Chi-square = 2.677	df = 1	p > .05

6.6 There will be a significant difference between pre-service graduates and in-service graduates as to whether the agency they are employed with is the agency they initially desired upon graduation.

Table 6.6 gives the numerical breakdown of pre-service/in-service graduates and whether they are employed in the agency they initially desired upon graduation. While 85.96 percent of the in-service graduates were employed in the agency they desired upon graduation, only 59.52 percent of the pre-service graduates fell into this category. These figures lead to the statistical acceptance of investigative area 6.6.

Table 6.6  
Employed With Initially Desired Agency by  
Pre-Service/In-Service Status

	Pre-Service	In-Service
Employed in agency initially desired upon graduation	25	49
Are not employed in agency initially desired upon graduation	17	8
Chi-square = 8.957	df = 1	p < .05

6.7 What is the percentage breakdown of the graduates' current position in criminal justice agencies?

Table 6.7 shows that the majority of graduates are currently at the "level of operation." It is interesting to note that the breakdown of the graduates' current positions is a close approximation of the actual organizational structure of criminal justice agencies that are serviced by the local community colleges. From this, one can conclude that the community colleges are not being used exclusively as "administrative training schools" or as "practical police academies"; rather, they are fulfilling the general educational needs of the criminal justice community.

Table 6.7  
Graduates' Current Position in Criminal  
Justice Agencies

	Number	Percent
Level of operation	63	62.38%
Supervisory position	24	23.76
Administrative position	7	6.93
Specialized position	7	6.93

6.8 Proportionally more graduates over the age of twenty-seven will be employed in a supervisory position or higher than will be those under the age of twenty-seven.

The fact that most police departments require their officers to have obtained the age of twenty-one before employment, and that

departments are organized in a "bottom-up"<sup>120</sup> hierarchy that requires all new employees to begin at (or near) the bottom rank and move in a step-by-step manner up the organizational ladder, leads to a promotional seniority system that is found in most departments in this country. The effect of the seniority system is that chronological maturation is often sufficient for administrative advancement within criminal justice departments adhering to this system. This is supported through the findings in Table 6.8.

Table 6.8  
Age by Graduates' Positions

Age	Position			
	Level of Operation	Supervisory	Administrative	Specialized
Under 19	0	0	0	0
19-21	25	2	0	0
22-24	9	1	0	1
25-27	7	2	0	0
28-30	10	6	2	2
31-35	6	5	1	3
36-40	2	7	1	1
41-45	1	1	2	0
45 and above	3	0	1	0
Chi-square = 47.723		df = 21		p < .05

<sup>120</sup> National Commission on Productivity, Opportunities for Improving Productivity in Police Services (Washington, D.C.: The Commission, 1973).

As was expected, Table 6.8 showed a high correlation between graduates' age and their agency positions. The percentage of graduates at the level of operation continually declined at each age category, from 92.59 percent at age 19-21 to 18.18 percent at the age of 36-40. A supervisory position is most common at ages 28-40. During this period the percentage of graduates rose from thirty percent to 63.64 percent. In the administrative position, there were no graduates until the age of 28-30. However, the highest percentage of administrative personnel is found in the graduates of age 41 and above. This leads to the acceptance of investigative area 6.8.

- 6.9 There will be a significant difference between pre-service graduates employed in a private criminal justice agency at the level of operation, and pre-service graduates employed in a private criminal justice agency at a supervisory position or higher, as to whether they are satisfied with their position.

Investigative area 6.9 was developed to pull out the pre-service graduates who are employed in private criminal justice agencies. Of the twelve graduates employed in private criminal justice agencies, ten (83.33 percent) are pre-service. Of these ten pre-service graduates, four (forty percent) are employed at the level of operation with the remaining graduates in specialized, supervisory or administrative positions. Table 6.9 delves into degrees of satisfaction with the different position levels within these private criminal justice agencies.

As indicated by Table 6.9, there is no significant difference between private criminal justice employed pre-service

Table 6.9

Pre-Service Graduates' Current Positions in Private  
Criminal Justice Agencies by Satisfaction

Position	Level of Satisfaction			
	Thoroughly Satisfied	Satisfied	Somewhat Dissatisfied	Dissatisfied
Level of operation	1	2	0	1
Supervisory position	1	3	0	0
Administrative position	1	0	0	0
Specialized position	0	0	0	1
Chi-square = 7.750                      df = 6                      p > .05				

graduates' current positions and whether they are satisfied with these positions. It should be noted that the small sample size could be distorting actual existing differences. As far as this study can determine, there are no satisfactional level differences with pre-service graduates employed in private criminal justice agencies, regardless of their employment positions. Thus investigative area 6.9 is rejected.

6.10 There will be a significant difference between in-service graduates employed in a public or private criminal justice agency at the level of operation, and in-service graduates employed in a public or private criminal justice agency at a supervisory position or higher, as to whether they are satisfied with their position.

Because as people advance in criminal justice agencies they normally receive more pay, higher prestige and additional power,

this leads to the proposition that those employed in supervisory positions or higher will be more satisfied with these positions than those at the level of operation.

While Table 6.10 does not show a significant difference between in-service graduates employed in criminal justice agencies and their level of satisfaction with their positions, it does reveal inconsistencies worth noting. The percentage of those graduates at the level of operation that are at least somewhat dissatisfied with their positions is 37.93 percent. At the same time, only a small percentage of graduates at the supervisory position (fifteen percent), administrative position (zero percent) and specialized

Table 6.10

In-Service Graduates' Current Positions in Criminal  
Justice Agencies by Satisfaction

Position	Level of Satisfaction			
	Thoroughly Satisfied	Satisfied	Somewhat Dissatisfied	Dissatisfied
Level of operation	9	9	7	4
Supervisory position	12	5	1	2
Administrative position	3	3	0	0
Specialized position	3	0	0	0

Chi-square = 11.924  
df = 9  
p > .05

position (zero percent) were at least somewhat dissatisfied. While these results do not lead to the acceptance of investigative area 6.10, they do suggest a need for further research on community college graduates and their satisfaction with position level within criminal justice agencies.

- 6.11 There will be no significant difference between a pre-service graduate employed in a public criminal justice agency at any level and whether he is satisfied with his position.

Table 6.11

Pre-Service Graduates' Current Positions in Public  
Criminal Justice Agencies by Satisfaction

Position	Level of Satisfaction			
	Thoroughly Satisfied	Satisfied	Somewhat Dissatisfied	Dissatisfied
Level of operation	22	3	2	3
Supervisory position	0	0	0	0
Administrative position	0	0	0	0
Specialized position	0	1	1	0
Chi-square = 7.722                      df = 3                      p > .05				

Investigative area 6.11 was developed because of the belief that there would be pre-service graduations at a supervisory position or higher employed in some small police departments. However, as Table 6.11 shows, there are no graduates in the supervisory or

administrative position and only two graduates in the specialized position. Thus a statistical investigation into differences in pre-service graduates' positions in public criminal justice agencies cannot be adequately explored. Therefore, investigative area 6.11 is neither accepted nor rejected.

6.12 The determining factor for a graduate's decision to seek employment with a particular agency will be significantly different between pre-service and in-service graduates.

Question 34 of the questionnaire requested the graduates to rank order the factors affecting their decision to seek employment with a particular agency. The overall rank order from high to low is:

1. Agency's prestige compared to others.
2. Agency's salary compared to others.
3. Nature of jurisdiction.
4. Agency's career and promotion opportunities.
5. Only available police employment at the time.
6. Agency's recruitment efforts.

The rationale for expecting these variables to vary between pre-service and in-service graduates is, basically, that pre-service graduates do not seek employment until after their college education, while in-service graduates sought and obtained their employment prior to their college education.

The data does not support the expectations of investigative area 6.12. The rank order assigned all the six variables does not vary significantly between pre-service and in-service graduates. However, pre-service graduates did rank the factors of agency prestige, agency's recruitment efforts and only available police employment at the time slightly higher than did in-service

Table 6.12

Rank Order of Determining Factors to Seeking Employment  
by Pre-Service/In-Service Status

Mean Rank Order of Factors to Seeking Employment	Pre-Service	In-Service	KW	p
Only available police employment at the time	3.34	4.07	2.167	>.05
Agency's salary compared to others	3.46	2.89	3.929	>.05
Agency's prestige com- pared to others	2.97	3.13	.343	>.05
Nature of jurisdiction	3.14	3.22	.121	>.05
Agency's recruitment efforts	4.49	4.63	.572	>.05
Agency's career and pro- motion opportunities	3.60	3.06	2.001	>.05

graduates. The factors of agency's salary and agency's career and promotion opportunities are ranked higher by those graduates who are in-service. Investigative area 6.12 is rejected.

6.13 The determining factors for a graduate's decision to seek employment with a specific agency will be particular for that type of agency.

It is believed that the community college criminal justice educational philosophy would direct graduates to seek and obtain employment with public law enforcement agencies. Thus those obtaining employment outside this specific field would be motivated by different factors in seeking employment. However, this was not

Table 6.13  
Rank Order of Determining Factors in Seeking Employment by Type of Agency

Mean Rank Order of Factors to Seeking Employment	Type of Agency					KW	p
	Police	Correc- tions	Juvenile	Business	Private Detective	Other	
Only available police employment at the time	4.00	3.25	1.00	2.86	1.00	3.50	7.671 >.05
Agency's salary com- pared to others	3.07	2.50	5.00	3.86	3.00	3.50	3.984 >.05
Agency's prestige com- pared to others	3.07	3.50	3.00	2.71	3.00	3.50	1.317 >.05
Nature of jurisdiction	3.06	3.00	2.00	4.29	3.00	4.50	8.106 >.05
Agency's recruitment efforts	4.63	5.50	4.00	4.00	5.50	2.50	8.864 >.05
Agency's career and pro- motion opportunities	3.18	3.25	6.00	3.29	5.50	3.50	5.110 >.05

substantiated by the data obtained in Table 6.13 which showed that the rank order assigned the six variables does not vary significantly between the different types of agencies. Investigative area 6.13 is therefore rejected.

## INVESTIGATIVE AREA VII

### Investigation Into Career Desires of Those Working for Non-Criminal Justice Agencies

#### 7.1 What is the pattern of employment obtained by graduates employed in non-criminal justice agencies?

Question 35 of the questionnaire was partially open-ended. It requested the graduates working in non-criminal justice agencies to specify the type of agency, position and duties performed. The responses were placed into their appropriate categories and are presented in Table 7.1.

Table 7.1

#### Employment of Graduates in Non-Criminal Justice Agencies

	Number	Percent
Cashier	3	9.67%
Construction	3	9.67
Clerk	5	16.13
Dispatcher	2	6.46
Factory	3	9.67
Food services	5	16.13
Managerial/supervisory level	4	12.91
Salesperson	5	16.13
Secretary/typist	1	3.23

At first glance, Table 7.1 shows few consistencies in types of non-criminal justice employment. Graduates obtained employment ranges from unskilled laborers to managers. However, upon further investigation, distinct similarities are discovered. The graduates are primarily employed in positions that are of little esteem, with low salaries, and with non-educational requirement. The majority of the positions would be classified as blue-collar. It is not believed that these graduates earned a community college degree in criminal justice so that they could work in this blue-collar position. It is, therefore, assumed that many of these graduates have attempted and are continuing to look for employment in the criminal justice field.

7.2 What is the proportion of those unemployed and those employed in non-criminal justice agencies who are still looking for employment in the criminal justice field?

Table 7.2

Graduates Unemployed and Employed in Non-Criminal  
Justice Who Attempted to Find Employment in  
the Criminal Justice Field

	Number	Percent
Attempted to find criminal justice employment	32	76.19
Did not attempt to find criminal justice employment	10	23.81

As shown by Table 7.2, a relatively high percentage of those not employed by criminal justice agencies (23.81 percent) stated

they did not attempt to find employment in the criminal justice field. Reasons given by the graduates for not seeking criminal justice employment included "not interested in level that I would be eligible for," "too young for law enforcement position," and "wanted job that would adjust around my school schedule and studying."

- 7.3 What is the proportion of those unemployed and those employed in non-criminal justice agencies who are still looking for employment in the criminal justice field?

Table 7.3

Graduates Unemployed and Employed in Non-Criminal  
Justice Agencies Who Are Still Looking  
for Criminal Justice Employment

	Number	Percent
Still looking for criminal justice employment	28	66.67
Not still looking for criminal justice employment	14	33.33

Four (9.50 percent) of the graduates who had attempted to find employment in the criminal justice field stated in question 37 of the questionnaire that they were no longer looking for criminal justice employment. This brought the total number of these graduates to fourteen (33.33 percent) that were no longer seeking criminal justice employment. Reasons for graduates' decision not to continue to seek criminal justice employment were "satisfied with

present work," "would not be practical," and "getting married in a couple of months, secure where I am."

7.4 What is the proportion of those satisfied with employment outside the criminal justice field?

Table 7.4

Graduates Satisfied With Employment Outside  
the Criminal Justice Field

	Number	Percent
Satisfied with employment	13	37.14
Dissatisfied with employment	22	62.86

As a final measure as to why certain graduates became employed with non-criminal justice agencies and whether they will remain with the agency, these graduates were questioned as to their satisfaction with their present employment. The majority (62.86 percent) employed outside the criminal justice field are not satisfied with their present employment.

The general findings in this section show that the majority of graduates employed outside the criminal justice field or unemployed are still attempting to find employment in the criminal justice field. While a percentage of the graduates have become disenchanted with the criminal justice area and now seem satisfied to remain outside the field, the majority are dissatisfied with their present employment and still desire an opportunity to work in criminal justice.

## INVESTIGATIVE AREA VIII

Investigation Into Salary and  
Salary Satisfaction

## 8.1 What is the approximate salary breakdown for graduates?

Table 8.1  
Graduates' Salary Breakdown

Salary	Number	Percent
Less than \$6,000	53	31.55%
\$6,000-\$6,999	11	6.55
\$7,000-\$7,999	9	5.36
\$8,000-\$8,999	14	8.33
\$9,000-\$9,999	14	8.33
\$10,000-\$10,999	12	7.14
\$11,000-\$11,999	7	4.17
\$12,000-\$12,999	6	3.57
\$13,000 and above	42	25.00

The bi-modal distribution as illustrated by Table 8.1 makes apparent the diversity in salary levels of community college criminal justice graduates. The largest proportion of graduates (31.55 percent) made less than \$6,000 annually. The substantial size of this category was primarily because of the large number of "transfer students" in this study. At the opposite extreme, forty-two of the graduates (twenty-five percent) are receiving annual salaries

of over \$13,000. The mean income of these graduates is \$9,100 and the medium salary is \$8,000-\$8,999.

In the following investigative areas, graduates' age, race, sex, pre-service/in-service status and community college attended will be examined in relationship to salary.

8.2 There will be a direct correlation between graduates' age and their salary (the older the graduate, the higher his salary).

Table 8.2 shows a high positive correlation between the increase in age and an increase in salary. The computed product moment correlation was .683. This high correlation and chi-square leads to the acceptance of investigative area 8.2. This high positive correlation is better illustrated by Graph 8.2.

Graph 8.2

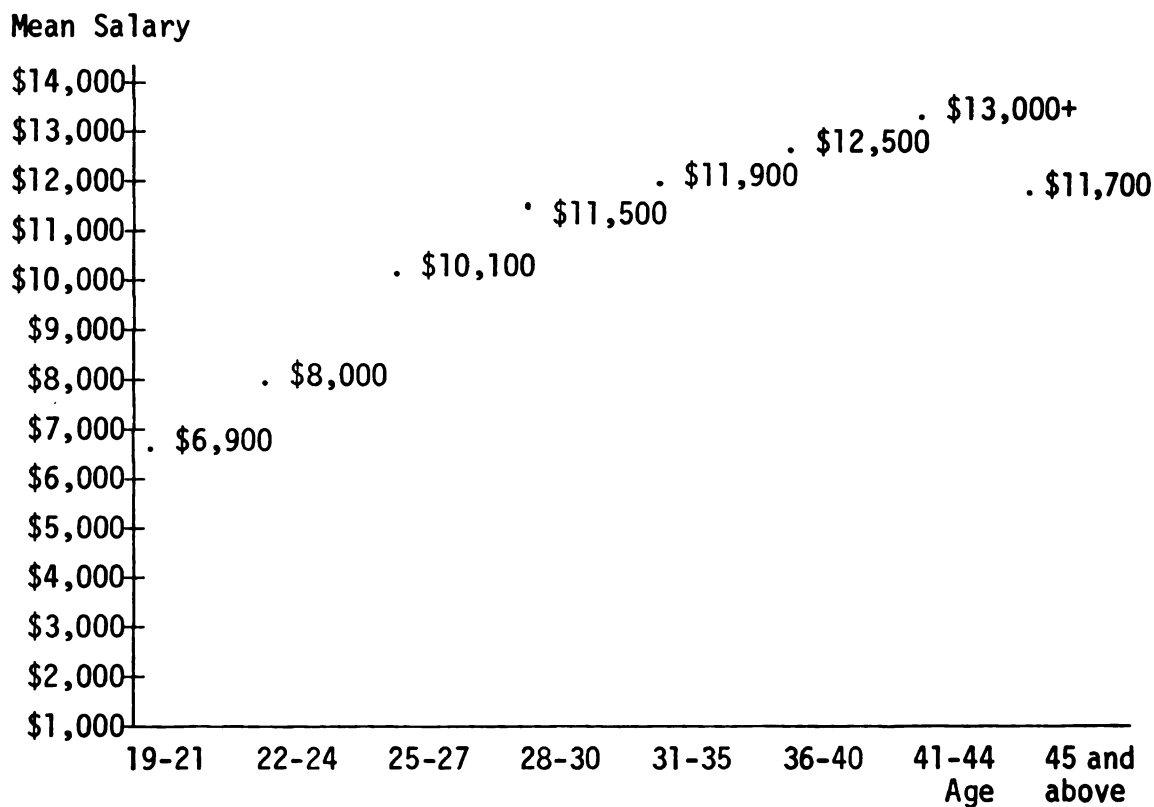


Table 8.2  
Graduates' Age by Their Salary

Salary	Age							
	19-21	22-24	25-27	28-30	31-35	36-40	41-44	45 and above
Less than \$6,000	39	9	1	1	2	1	0	0
\$6,000-\$6,999	9	1	0	1	0	0	0	0
\$7,000-\$7,999	7	0	1	1	0	0	0	0
\$8,000-\$8,999	4	4	3	1	1	0	0	1
\$9,000-\$9,999	8	2	2	1	0	0	0	1
\$10,000-\$10,999	5	3	2	2	0	0	0	0
\$11,000-\$11,999	1	0	2	2	1	1	0	0
\$12,000-\$12,999	0	0	0	2	2	2	0	0
\$13,000 and above	1	2	3	11	10	8	4	3

Chi-square = 134.338  
df = 56  
p < .05

8.3 There will be a significant difference between the graduates' race and their salary.

Table 8.3  
Graduates' Race by Their Salary

Salary	Race		
	Caucasian	Negro/Black	Mexican-American
Less than \$6,000	53	0	0
\$6,000-\$6,999	10	1	0
\$7,000-\$7,999	9	0	0
\$8,000-\$8,999	12	1	1
\$9,000-\$9,999	14	0	0
\$10,000-\$10,999	12	0	0
\$11,000-\$11,999	7	0	0
\$12,000-\$12,999	5	1	0
\$13,000 and above	42	0	0
Chi-square = 26.883                      df = 16                      p < .05			

It should be noted that seventy-five percent of the minority graduates received an annual salary of less than \$9,000, while slightly over half (51.23 percent) of the Caucasian graduates fell into this category. A relatively large proportion of Caucasian graduates (25.61 percent) received an annual salary of over \$13,000 and no minority graduates received this high a salary. These findings lead to the acceptance of investigative area 8.3. A relevant point to make concerning the graduates is that there are only

four minority students in this sample which has an effect on the significant results. Thus more research is needed concerning graduates' race and their salary.

- 8.4 There will be a significant difference between the graduates' sex and their salary.

Table 8.4  
Graduates' Sex by Their Salary

Salary	Sex	
	Male	Female
Less than \$6,000	43	10
\$6,000-\$6,999	7	4
\$7,000-\$7,999	6	3
\$8,000-\$8,999	13	1
\$9,000-\$9,999	10	4
\$10,000-\$10,999	12	0
\$11,000-\$11,999	7	0
\$12,000-\$12,999	6	0
\$13,000 and above	42	0
<hr/>		
Chi-square = 23.502	df = 8	p < .05

The significant difference between graduates' sex and their salary becomes readily apparent when one realizes that 45.89 percent of the male graduates receive an annual salary of over \$10,000 and no female graduates receive this salary. While the female graduates' mean salary is approximately \$6,800, the male graduates have a mean

salary of approximately \$9,500. These data lead to the acceptance of investigative area 8.4

8.5 There will be a significant difference between pre-service and in-service graduates and their salary.

Table 8.5  
Graduates' Pre-Service/In-Service  
Status by Their Salary

Salary	Pre-Service	In-Service
Less than \$6,000	50	2
\$6,000-\$6,999	10	0
\$7,000-\$7,999	8	1
\$8,000-\$8,999	11	3
\$9,000-\$9,999	11	3
\$10,000-\$10,999	8	4
\$11,000-\$11,999	2	5
\$12,000-\$12,999	2	4
\$13,000 and above	6	36

Chi-square = 86.386

df = 8

p < .05

The majority of pre-service graduates (55.56 percent) make \$7,000 or less annual income and only 3.45 percent of the in-service graduates are in this category. The majority of in-service graduates (62.07 percent) receives an annual income of over \$13,000, while 5.56 percent of pre-service graduates make this level of salary. This extremely high obtained chi-square of 86.386 leads to the

acceptance of investigative area 8.5. The primary reason for the polar differences in salary between pre-service and in-service graduates is the fact that a substantial number of pre-service graduates are non-working transfer students, while many of the in-service graduates are members of high paying criminal justice agencies. From this investigation we have discovered that the older in-service, white male is most likely to be in the high salary income bracket.

8.6 There will be no significant relationship between the community college that a graduate attended and his salary.

Because prior to this study there has been no investigation into community college differences and the level of salary the graduate obtained, investigative area 8.6 is written in the null hypothesis form. However, as indicated by Table 8.6, the null hypothesis of no community college differences is disproven. The graduates' salaries from different community colleges range from a low mean salary of \$6,700 at Northwestern to a mean salary of \$10,800 at Schoolcraft. Fifty percent of Schoolcraft's graduates received salaries of over \$13,000. Other community colleges that have high graduate mean salaries are Delta, \$10,500, and Lansing, \$10,000. Community colleges with graduates of low mean salaries include Alpena, \$6,800; Kirtland, \$8,000; and Kalamazoo, \$8,100.

8.7 What percentage of graduates were satisfied with their salary?

Table 8.7 (page 163) shows a substantial majority of graduates who are not satisfied with their present salary. This is

Table 8.6  
Community College by Salary Breakdown

Salary	College									
	Alpena	Kalamazoo	Kellogg	Kirtland	Lansing	Northwestern	Schoolcraft	St. Clair	Muskegon	Delta
Less than \$6,000	9	5	3	0	3	10	3	9	5	6
\$6,000-\$6,999	3	1	1	1	1	1	1	1	1	0
\$7,000-\$7,999	0	0	2	0	0	1	1	3	1	1
\$8,000-\$8,999	0	1	3	0	2	0	3	1	0	4
\$9,000-\$9,999	2	0	0	1	5	2	2	1	0	1
\$10,000-\$10,999	0	0	3	0	3	0	0	2	3	1
\$11,000-\$11,999	0	1	2	0	0	0	2	1	0	1
\$12,000-\$12,999	0	0	1	0	1	1	0	2	0	1
\$13,000 and above	1	2	1	0	5	0	12	6	2	13

Chi-square = 108.482  
df = 72  
p < .05

Table 8.7  
Graduates Satisfied With Salary

	Number	Percent
Satisfied with salary	52	31.52
Not satisfied with salary	113	68.48

somewhat surprising, when one re-examines the graduates' positive responses to satisfaction with major, specialization, present employing agency and position. A possible influence may be the old saying that "while a man may have too much of many things, he never has too much money."

- 8.8 There will be a direct correlation between the graduates' salary level and their satisfaction with this salary. (As the salary level increases, the percentage who are satisfied with their salary will also increase.)

Table 8.8 shows that there is a significant difference between salary obtained and level of graduate satisfaction with this salary. This satisfaction with salary ranges from over ninety percent of the graduates making between \$6,000-\$6,999 being dissatisfied with their salary to less than half (45.24 percent) of the graduates making over \$13,000 who are dissatisfied. However, investigative area 8.8 must be rejected since a direct correlation between the graduates' salary level and their satisfaction with this salary was not discovered. There is a higher level of dissatisfaction of graduates with salary between \$11,000-\$13,000 than with graduates making between \$9,000-\$11,000. Since these results

Table 8.8  
Salary Level by Graduates Satisfied With Salary

Salary Level	Satisfied With Salary	Not Satisfied With Salary
Less than \$6,000	7	45
\$6,000-\$6,999	1	10
\$7,000-\$7,999	4	5
\$8,000-\$8,999	2	11
\$9,000-\$9,999	6	8
\$10,000-\$10,999	5	6
\$11,000-\$11,999	2	5
\$12,000-\$12,999	2	4
\$13,000 and above	23	19
Chi-square = 25.058	df = 8	p < .05

show that a significant relationship exists between salary and satisfaction with this salary, and that a direct correlation is not present, further research is necessary to determine what the relationship is between these two variables.

8.9 There will be a significant relationship between those who obtain their initially desired agency and those who are satisfied with their present salary.

As indicated by Table 8.9, over half (50.77 percent) of the graduates who obtained their initially desired agency were satisfied with their present salary, and only 3.82 percent of those who did not obtain their initially desired agency expressed satisfaction

Table 8.9

## Initially Desired Agency by Satisfaction With Salary

Initially Desired Agency	Satisfaction With Salary	Dissatisfaction With Salary
Yes	33	32
No	7	15
Chi-square = 2.377                      df = 1                      p > .05		

with their salary. While this difference is worth noting, it is not significant at the .05 level. Thus, investigative area 8.9 is rejected.

- 8.10 There is a significant relationship between graduates' satisfaction with present position and graduates' satisfaction with their salary.

Table 8.10

Graduates' Satisfaction With Present Position  
by Satisfaction With Salary

Present Position	Satisfied With Salary	Dissatisfied With Salary
Thoroughly satisfied	29	20
Satisfied	5	18
Somewhat dissatisfied	2	6
Dissatisfied	4	6
Chi-square = 10.418                      df = 3                      p < .05		

As indicated by Table 8.10, a majority (59.18 percent) of graduates who are "thoroughly satisfied" with their present position are also satisfied with their salary. Those graduates who were "satisfied" or "thoroughly satisfied" with their current position (47.22 percent) were also satisfied with their salary. However, only one-third of those graduates who were either "dissatisfied" or "somewhat dissatisfied" with their position showed satisfaction with their present salary. Therefore investigative area 8.10 is accepted.

#### INVESTIGATIVE AREA IX

##### Investigation of Graduates' Ways and Means of Seeking Employment

Question 41 of the questionnaire asked the graduates to mark the relative important factors in obtaining their employment. These factors were rated as "strongly important," "moderately important," "slightly important," and "not at all important." For purposes of analysis, responses of "strongly important" and "moderately important" are considered positively and responses of "slightly important" and "not at all important" are considered negatively.

- 9.1 What was the relative importance, to the graduates, of the different ways and means of obtaining employment after graduation?

Table 9.1 shows that the descending rank order of factors in obtaining employment by the graduates are as follows: "by personal means," "through agency recruitment," "community college

Table 9.1  
Graduates' Factors in Obtaining Employment

Factor	Number					Percent				Mean
	Strongly Important	Moderately Important	Slightly Important	Not at All Important		Strongly Important	Moderately Important	Slightly Important	Not at All Important	
Community college placement bureau	14	19	33	70		10.29%	13.97%	24.26%	51.47%	3.17
Community college Criminal Justice Department	26	27	29	54		19.12	19.85	21.32	39.71	2.82
Other faculty members from community college	19	26	21	70		13.97	19.12	15.44	51.47	3.04
By personal means	110	17	6	3		80.88	12.50	4.41	2.21	1.28
Through agency recruitment	41	24	30	41		30.15	17.65	22.06	30.15	2.52

criminal justice department," "other faculty members from community college," and "community college placement bureau." Over ninety-three percent of the graduates believed that "personal means" was a positive factor in obtaining employment. At least fifty percent of the graduates gave negative ratings to each of the other factors. The community college placement bureau was considered a negative factor in obtaining employment by over seventy-five percent of the graduates. In general, the community colleges and the criminal justice departments are failing in their role in assisting graduates in obtaining employment. The question remains as to whether this situation is present throughout all community colleges in Michigan and will be examined in investigative area 9.2.

- 9.2 There was no significant difference between the community college a graduate attended and the means the graduate used to obtain his employment.

Table 9.2 clearly shows that the relative importance of individual factors in obtaining employment do not vary between community colleges. Thus the null hypothesis investigative area 9.2 is accepted. The factor of "by personal means" is by far the most important method utilized by graduates at each of the community colleges in obtaining employment. At no community college in the state of Michigan do the variables of "community college placement bureau," "community college criminal justice department," "other faculty members from community college," and "through agency recruitment" play a significant role in the graduates' task in obtaining

Table 9.2

Community College by Graduates' Ways  
Used to Obtain Employment

College	Mean Score of Factors in Obtaining Employment				
	Community College Placement Bureau	Community College Criminal Justice Department	Other Faculty Members From Community College	By Personal Means	Through Agency Recruitment
Alpena	2.85	2.62	2.69	1.31	2.15
Kalamazoo	3.57	2.71	3.00	1.00	2.43
Kellogg	3.00	3.07	3.36	1.29	2.86
Kirtland	4.00	4.00	4.00	1.50	2.50
Lansing	3.53	2.82	2.94	1.18	2.47
Northwestern	2.87	2.47	3.00	1.33	2.07
Schoolcraft	2.85	2.74	3.00	1.16	2.70
St. Clair	3.25	2.45	2.90	1.20	2.70
Muskegon	3.63	3.38	3.13	1.50	2.75
Delta	3.25	3.15	3.25	1.48	2.50
Chi-square	33.531	34.719	25.625	27.846	16.475
df	27	27	27	27	27
p	> .05	> .05	> .05	> .05	> .05

employment. These results cast some serious doubt as to the community colleges' dedication to the task of total service of the students' needs through and beyond graduation.

9.3 What is the percentage breakdown in the graduates' rank order of the various agencies' efforts toward recruiting college graduates?

Question 42 of the questionnaire asked the graduates to rank various agencies in their effort towards recruiting college graduates. (A score of 1 indicated the greatest effort towards recruiting college graduates and 5 indicated the least effort.) Table 9.3 gives the mean rank order of agencies' efforts towards recruiting college graduates.

Table 9.3

Graduates' Rank Order of Various Agencies' Efforts  
Toward Recruiting College Graduates

Agencies	Mean Rank Order
Public criminal justice (state level)	2.2847
Public criminal justice (federal level)	2.8194
Public criminal justice (local level)	2.8194
Private criminal justice	3.5000
Non-criminal justice	3.5764

As Table 9.3 indicates, public criminal justice (state level) was thought by the graduates to put forth the greatest effort towards recruiting graduates. This is believed to be because of the unique situation that exists in Michigan with the

Michigan State Police's law enforcement role. This agency is unique in that it is a combination of highway patrol functions and criminal investigations and they have many statewide advertising and recruitment procedures. It is not surprising that private criminal justice and non-criminal justice agencies ranked four and five in effort towards recruiting since these agencies do not traditionally recruit at the community college level.

9.4 What were the graduates' feelings as to how receptive criminal justice agencies were to hiring college graduates?

Table 9.4

Criminal Justice Agencies' Receptiveness  
to Hiring College Graduates

	Number	Percent
Desire only college graduates	11	7.10%
Preferred to hire college graduates over non-college graduates	99	63.87
Neutral as to hiring college graduates	39	25.16
Preferred to hire non-college gradu- ates over college graduates	5	3.23
Desired only non-college graduates	1	.65

With the recent recommendation by the International Association of Chiefs of Police and the Task Force on the Police that those working in criminal justice should have at least a two-year degree, it was felt that more criminal justice agencies would be receptive to the idea and practice of hiring college graduates.

This is somewhat supported by the data in Table 9.4 which shows the majority of graduates (63.87 percent) felt that criminal justice agencies preferred to hire college graduates over non-college graduates. However, few graduates (7.10 percent) felt that criminal justice agencies desired to hire only college graduates and a large proportion of graduates (25.16 percent) saw criminal justice agencies as being neutral to the hiring of college graduates. On the whole, criminal justice agencies in the state of Michigan seem to be moving forward in the area of up-grading the educational requirements of personnel.

- 9.5 There will be a significant difference between graduates' sex and their feelings as to how receptive criminal justice agencies are to hiring college graduates.

Table 9.5  
Graduates' Sex by Receptiveness to Hiring College Graduates

Sex	Receptiveness to Hiring College Graduates				
	Desire Only College Graduates	Preferred to Hire College Graduates	Neutral as to Hiring College Graduates	Preferred to Hire Non- College	Desired Only Non-College
Male	9	86	33	4	1
Female	2	13	6	1	0

Chi-square = .585  
df = 4  
p > .05

It was generally believed that female graduates would encounter more difficulty in obtaining employment with criminal justice agencies. These encounters would, therefore, lead female graduates to believe that criminal justice agencies are not receptive to hiring college graduates. Table 9.5 does not substantiate this proposition. The male/female percentage breakdowns in this table were almost identical. Thus investigative area 9.5 is rejected. One of the possible reasons a difference by sex was not found was that the graduates might have answered the question in broad general terms and not in how it specifically affected them.

- 9.6 There will be a significant difference between pre-service and in-service graduates and their feelings as to how receptive criminal justice agencies are to hiring college graduates.

Table 9.6

Pre-Service/In-Service Status by Receptiveness  
in Hiring College Graduates

	Receptiveness to Hiring College Graduates				
	Desire Only College Graduates	Preferred to Hire College Graduates	Neutral as to Hiring College Graduates	Preferred to Hire Non- College	Desired Only Non-College
Pre-Service	10	65	22	3	0
In-Service	1	33	16	2	0

Chi-square = 4.223

df = 3

p > .05

Table 9.6 indicates that there is no significant difference between pre-service and in-service graduates and their feelings as to hiring college graduates. Sixty-five percent of the pre-service graduates as compared to 63.46 percent of the in-service graduates felt that criminal justice agencies preferred to hire college graduates over non-college graduates. Only three percent of the pre-service graduates and 3.85 percent of in-service graduates believed criminal justice agencies preferred to hire non-college graduates. In this light, investigative area 9.6 is rejected.

9.7 What were the graduates' feelings as to how well the community college was doing in placing students in the criminal justice field?

Table 9.7

Degree Community College Helping to Place Students  
in the Criminal Justice Field

	Number	Percent
Extremely well	9	6.34%
Adequate	53	37.32
Inadequate	51	35.92
Extremely poor	29	20.42

Table 9.7 indicates that the graduates from Michigan community colleges, on the whole, did not feel that their community college was doing a good job in placing its students in the criminal justice field. The fact that only 6.34 percent of the graduates considered the community colleges to be doing "extremely well" in

placing their students in the criminal justice field, and that the majority (56.34 percent) of graduates stated that their community colleges were doing an "inadequate" or "extremely poor" job in helping to place students in the criminal justice field strongly points out the failure of the community colleges to satisfactorily fulfill their placement services responsibility.

- 9.8 There will be no significant difference between the community colleges and the degree that they helped to place students in the criminal justice field.

Table 9.8

Community College by Degree They Are Helping to Place  
Students in the Criminal Justice Field

College	Degree of Placement			
	Extremely Well	Adequate	Inadequate	Extremely Poor
Alpena	0	8	5	1
Kalamazoo	0	2	2	2
Kellogg	3	4	6	0
Kirtland	0	0	2	0
Lansing	1	13	1	2
Northwestern	0	1	4	9
Schoolcraft	0	5	12	3
St. Clair	1	8	11	4
Muskegon	2	3	1	3
Delta	2	9	7	5

Chi-square = 59.593

df = 27

p < .05

While in general the graduates' rating of their community colleges in the placement services area was relatively low, there are several community college differences that are noteworthy. Lansing Community College has a large proportion of graduates (82.35 percent) that feel that their college is performing "extremely well" or "adequately" in helping to place them in the criminal justice field. At the other extreme, a large proportion of graduates from Kirtland (one hundred percent), Northwestern (92.86 percent) and Schoolcraft (seventy-five percent) feel that their college is doing an "inadequate" or "extremely poor" job in placing students in the criminal justice field. This leads to the rejection of the null hypothesis investigative area 9.8.

#### INVESTIGATIVE AREA X

##### Investigation in Degree Difficulties and Utilization by Graduates

- 10.1 What percentage of graduates feels their criminal justice education is being utilized?

Table 10.1

##### Graduates Utilizing Their Criminal Justice Education

Criminal Justice Education Being Utilized	Number	Percent
Extremely well	33	19.88%
Adequately	60	36.14
Inadequately	28	16.87
Not at all	45	27.11

The majority of graduates (56.02 percent) feels that in their current position their criminal justice education is being utilized "extremely well" or "adequately." However, this leaves a large proportion of graduates (43.98 percent) who do not feel their criminal justice education is being utilized in their current position. One such female respondent stated in a letter written to the authors of this study,

. . . there was no counseling regarding how impossible it was for women to break into small town enforcement . . . . I tell you, it's impossible. I've wasted 2 years, lost sleep, spent money we couldn't afford, and ended up with nothing more than pure frustration and a pile of bills. There is absolutely nothing open. I regret having put forth the effort and expense. I resent being told I'm too old. But most frustrating of all, despite the noises about equality, I've discovered there IS no such animal. As one local law enforcement official put it, "it will be a cold day in hell before I see a gun-totin, squad riding woman in MY department."

The question remains of whether or not this relatively large proportion of graduates who are not utilizing their criminal justice education comes from specific graduates (pre-service/in-service status, employment status or community college attended differences) or if it is a general overall attitude from the graduates.

#### 10.2 Proportionally more in-service graduates will feel that their criminal justice education is being utilized than will pre-service graduates.

As indicated by Table 10.2, a majority of in-service graduates (70.18 percent) feel their criminal justice education is being utilized "extremely well and adequately." At the same time, less than one-half of the pre-service graduates feel that their criminal justice education is being utilized. A possible reason for this

Table 10.2

Pre-Service/In-Service Status by Criminal  
Justice Education Utilization

	Criminal Justice Education Utilization			
	Extremely Well	Adequately	Inadequate	Not At All
Pre-service	20	32	19	36
In-service	13	27	9	8
Chi-square = 8.880		df = 3		p < .05

discrepancy is the fact that many pre-service graduates are not working in the criminal justice field and thus feel they are not able to utilize their education. Therefore, investigative area 10.2 is accepted.

10.3 There will be a significant difference between graduates' employment status and whether they feel their criminal justice education is being utilized.

The data in Table 10.3 shows that there is an obvious difference between graduates who fall within "criminal justice" employment category and graduates who fall in "non-criminal justice" employment category. Graduates employed in public criminal justice (71.43 percent) private criminal justice (72.72 percent), public criminal justice/transfer (71.88 percent) and private criminal justice/transfer (one hundred percent) feel that their criminal justice education is being utilized either extremely well or adequately. In the non-criminal justice employment categories, 10.52 percent of graduates in non-criminal agencies, 11.11 percent of graduates

Table 10.3  
Employment Status by Criminal Justice  
Education Utilization

Employment Status	Criminal Justice Education Utilization			
	Extremely Well	Adequately	Inadequately	Not At All
Transfer	10	11	5	10
Public criminal justice	9	26	9	5
Private criminal justice	3	5	2	1
Non-criminal justice	0	2	2	15
Unemployed	0	1	3	5
Public criminal justice/ transfer	9	14	6	3
Private criminal justice/transfer	1	0	0	0
Non-criminal justice/ transfer	1	1	1	6
<hr/>				
Chi-square = 63.392	df = 21			p < .05

unemployed, and 22.22 percent of graduates who are non-criminal justice/transfer feel their criminal justice education is being utilized. With this strong evidence, investigative area 10.3 is accepted. As a result of the findings in the last two investigative areas, it can be concluded that there are specific categorical types of graduates who are more likely to feel that their criminal justice education is being utilized.

- 10.4 There will be no significant difference between the community college a student attended and whether he feels he is utilizing his degree.

Table 10.4  
Community College by Criminal Justice  
Education Utilization

College	Criminal Justice Education Utilization			
	Extremely Well	Adequately	Inadequately	Not At All
Alpena	3	8	4	1
Kalamazoo	2	4	1	1
Kellogg	3	6	3	3
Kirtland	0	1	0	0
Lansing	5	10	1	4
Northwestern	1	5	1	8
Schoolcraft	6	6	6	7
St. Clair	1	7	5	12
Muskegon	6	3	1	2
Delta	6	10	6	7
Chi-square = 34.013                      df = 27                      p > .05				

Table 10.4 indicates that there is no significant difference between the community college a student attended and whether he feels that his criminal justice degree is being utilized. Thus the null hypothesis investigative area 10.4 is accepted. Three schools with a high percentage of graduates "utilizing" their criminal

justice education are Kalamazoo (seventy-five percent), Lansing (seventy-five percent) and Muskegon (seventy-five percent).

10.5 What percentage of graduates feel that there are difficulties in their job attributable to their criminal justice degree?

Table 10.5

Job Difficulties Attributable to  
Criminal Justice Degree

Job Difficulties	Number	Percent
Yes	31	20.95
No	117	79.05

While the majority of the graduates (79.05 percent) felt that they experienced no difficulties in their job that were attributable to their criminal justice degree, there are several comments made by the graduates who experienced difficulties worth mentioning. Comments made by the graduates include: "many in my department feel college is 'OK' but experience is 'far more valuable,'" "some display of jealousy from non-degree holding fellow employees," "who needs college kids?" "whenever I express my knowledge of the criminal justice field it often brings resentment," and "often you're treated as being a threat to supervisors with no education."

10.6 Proportionally more pre-service graduates will feel that there are difficulties in their job that are attributable to their degree than will in-service graduates.

Table 10.6 shows that proportionally more in-service graduates (30.91 percent) felt difficulties in their job that were

Table 10.6

Pre-Service/In-Service Status by Job Difficulties  
Attributable to Criminal Justice Degree

	Job Difficulties	
	Yes	No
Pre-service	14	77
In-service	17	38
<hr/>		
Chi-square = 4.940	df = 1	p < .05

attributable to their degree than did pre-service graduates (15.38 percent). While a significant difference was discovered it was opposite of the expected result in investigative area 10.6. Therefore, it is necessary to reject investigative area 10.6, while at the same time realizing that there is a significant difference present. One possible explanation of this reverse result is that most pre-service graduates would not have been employed in their jobs long enough to experience many of the prejudices and difficulties already experienced by the in-service graduates who obtained criminal justice degrees.

10.7 There will be a significant difference between graduates' sex and whether they feel there are difficulties attributable to their criminal justice degree.

Table 10.7 indicates that there is no significant difference between graduates' sex and whether they feel there are job difficulties attributable to their degree. The percentage of males (78.74 percent) who feel there are no job difficulties

Table 10.7  
 Graduates' Sex by Difficulties Attributable  
 to Criminal Justice Degree

Sex	Job Difficulties	
	Yes	No
Male	27	100
Female	4	17
Chi-square = .053                      df = 1                      p > .05		

attributable to their degree is almost equal to females who feel the same way (80.95 percent). Thus investigative area 10.7 is rejected.

- 10.8 What percentage of graduates will feel that their education will enable them to progress more rapidly in their career than fellow employees who lack their education qualifications?

Table 10.8  
 Graduates Who Feel Education Will Enable Them  
 to Progress More Rapidly in Career

Progress	Number	Percent
Will progress more rapidly	124	76.07
Will not progress more rapidly	39	23.93

Table 10.8 reveals that the majority of graduates feel they will progress more rapidly in their career than will fellow employees who lack similar educational qualifications. Reasons

given by these graduates why they felt they could progress more rapidly included: "better equipped to score on promotional exams," "not only gives knowledge but understanding of field which non-college person may not have," and "I foresee a baccalaureate degree a mandatory requirement for promotions and possibly for initial entry into the system." Graduates who believed they could not progress more rapidly felt that: "two year criminal justice programs give a background but no useful skills," "at present agency positions are chosen on political or 'clique' basis, not on efficiency or competence," and "everyone is advanced through a show of ability, not because of a degree."

- 10.9 There will be a significant difference between pre-service and in-service graduates as to whether they feel their education will enable them to progress more rapidly in their career than fellow employees who lack their educational qualifications.

Table 10.9

Pre-Service/In-Service Status by Graduates Who Feel  
Education Will Enable Them to Progress More  
Rapidly in Career

	Progress More Rapidly	Will Not Progress More Rapidly
Pre-service	87	18
In-service	36	20

Chi-square = 6.986  
df = 1  
p < .05

As indicated by Table 10.9, approximately twice as many in-service graduates (35.71 percent) as compared to pre-service graduates (17.14 percent) felt that their education would not enable them to progress more rapidly in their career than their fellow employees who lack their educational qualifications. Investigative area 10.9 is therefore accepted. A possible explanation of these results may be that a higher proportion of in-service graduates tend to be cynical as to whether the criminal justice agencies desire to promote on ability and educational qualifications as opposed to subjective personal evaluation.

## Chapter 5

### SUMMARY AND CONCLUSIONS

#### SUMMARY

This study was part of a coordinated research project being conducted by the Michigan Criminal Justice Educators Association concerning criminal justice education at the community colleges in Michigan.

The purpose of this study was to develop a data base that includes information concerning placement and utilization of Michigan's community college criminal justice graduates and the graduates' evaluation of their community college program.

The survey population consisted of 274 criminal justice graduates of June 1974 from ten community colleges in Michigan.

Consideration of the size and geographical location of the population resulted in the decision that the best method of obtaining the desired data would be through the use of a mailed, self-administering questionnaire.

After the development of a questionnaire, several pre-tests were conducted which resulted in the construction of a revised measuring instrument. This revised questionnaire was sent to the 274 graduates who made up the survey population. After approximately five weeks, a follow-up letter and an additional questionnaire were sent to the graduates who had not yet responded.

After this initial and follow-up mailing, two hundred completed questionnaires were returned. Along with these, ten questionnaires were returned marked "addressee moved--not forwardable," one questionnaire was returned with a note from respondent stating that she had not yet graduated, and one graduate was killed in the line of duty. This left a total possible responding population of 262 graduates. The return of two hundred questionnaires represents a response rate of 76.3 percent.

The design of the study was descriptive in nature, examining ten investigative research areas which included eighty-five statistically testable propositions.

### CONCLUSIONS

The results of this study provide considerable information in which to base the following conclusions:

#### General Characteristics of the Sample

1. The overall sample was a primarily young group (59.50 percent were under the age of twenty-five).
2. The respondents were overwhelmingly male (86.50 percent).
3. The racial makeup of the population was almost entirely Caucasian (97.50 percent).
4. The responding graduates attended community colleges throughout the state of Michigan and forty percent no longer reside within the community college district from which they received their degree.

Investigative Area I: Investigation into graduate satisfaction with his major and specialization.

1. Almost ninety percent of the graduates from Michigan's community colleges express satisfaction with criminal justice as their college major.

2. There is a significant difference between employment status and satisfaction with college major. Approximately ninety-eight percent of graduates employed in public or private criminal justice stated they were satisfied with their major and almost thirty percent employed in non-criminal justice agencies were dissatisfied.

3. Almost all of Michigan's community college criminal justice graduates stated that their area of specialization was "law enforcement," with 97.47 percent falling in this category.

4. Slightly over eighty-nine percent of the graduates were satisfied with their specialization.

5. There is no significant difference between community college attended and area of specialization.

6. There is a significant difference between the graduates' sex and their area of specialization. (Proportionately four times the number of females are specializing in areas other than law enforcement.)

7. The majority of graduates took the following courses in their criminal justice core: Introduction to Law Enforcement (98.50 percent), Police Organization and Administration (ninety-one percent), Criminal Law and Procedure (ninety-six percent),

Criminal Investigation (97.50 percent) and Juvenile Delinquency and Prevention (90.50 percent).

8. The most common reason for not transferring, for both pre-service and in-service students, is "needed break from school --plan to return" (29.11 percent).

9. There is no significant difference between the individual community college and reasons given by their graduates for not continuing their education.

Investigative Area II: Investigation into students' evaluation of community college programs.

1. The majority of graduates (68.53 percent) feel that their program adequately prepares them for the level of operation.

2. A higher proportion of in-service graduates (43.75 percent) prefer more emphasis at the administrative or supervisory level than do pre-service graduates (25.78 percent).

3. There are no statistical pre-service and in-service differences as to approach to community college criminal justice education and, on the whole, graduates prefer an "applicable, total interacting system approach" to education.

4. There is no apparent difference between the community college one attended and the approach to community college education believed to be most beneficial.

5. The majority of graduates (over seventy-five percent) ranked equipment as either first or second as needing greatest improvement.

6. The mean rank of need of improvement does not vary significantly from one community college to another. (Equipment and facilities consistently rank in greatest need of improvement for each community college.)

7. There is a significant difference between the graduates' rating of full-time and part-time faculty. The full-time faculty is rated significantly higher.

8. There is no significant difference between community colleges and the graduates' rating of faculty members.

Investigative Area III: Investigation into financial assistance.

1. Over forty percent of the graduates did receive LEEP assistance.

2. While 87.30 percent of the in-service graduates received LEEP, only 19.55 percent of the pre-service graduates received LEEP.

3. There is a significant difference between the graduates' age and whether they received LEEP assistance.

4. There is no significant difference between race and receiving LEEP.

5. There is significant difference between the graduates' sex and whether they received LEEP assistance. (Almost forty-five percent of the males received LEEP as compared to 14.81 percent females receiving LEEP.)

6. There is no significant difference between the community college that graduates attended and whether they received LEEP assistance.

7. The majority of graduates (over sixty percent) received educational monies other than LEEP.

8. A large proportion (48.76 percent) of those who are receiving other types of financial aid are, in addition, receiving LEEP.

Investigative Area IV: Investigation into graduate employment status.

1. The greatest percentage of graduates are all transfer students (47.72 percent) and those students employed in public criminal justice (47.21 percent).

2. There is no significant difference between the graduates' sex and their present employment status.

3. There is a significant difference between the community college a graduate attended and their employment status. Differences were discovered in each of the employment status areas.

Investigative Area V: Investigation into transfer students.

1. The percentages of transferring graduates for pre-service (47.69 percent) and in-service (fifty percent) are almost identical.

2. All but five percent of Michigan's community college criminal justice transfer graduates attended four-year institutions within Michigan.

3. The determining factors in a transfer student attending a specific four-year institution will be particular for that institution.

4. The majority of transfer students (77.08 percent) are attending the four-year institution of their first choice. The largest percentage of the transfer students (63.64 percent) who did not attend the four-year institution of their first choice desired to attend Michigan State University.

5. The determining factor for students' decision to attend one four-year institution over another is significantly different between the full-time and part-time student. The variable "close proximity to home and work" is an important factor in a part-time student's decision to attend a four-year institution, while "program and faculty superiority" are important factors for full-time transfer students.

6. A vast majority of the criminal justice transfer students remained criminal justice majors at the four-year institutions --86.46 percent.

7. There is no significant difference between the community college a transfer student attended and whether or not he remained a criminal justice major.

8. Of those students who remain criminal justice majors upon transferring to a four-year institution, almost all of them (93.90 percent) remained in their same area of specialization.

9. There is a substantial statistical difference between pre-service and in-service transfer students' reasons for continuing their education.

Investigative Area VI: Investigation into employment characteristics of graduates employed in a public or private criminal justice agency.

1. The majority of graduates employed in criminal justice agencies are working for police agencies--80.95 percent.

2. Over seventy-nine percent of the graduates are presently working for local (municipal and county) criminal justice agencies.

3. There is no significant difference between the type of criminal justice agency (public or private) the graduate works for and the governmental level of that agency.

4. The majority of graduates did obtain employment in the agency they initially desired upon graduation (74.75 percent).

5. A proportionally larger percentage of graduates employed by public criminal justice agencies (77.65 percent) as compared to graduates employed by private criminal justice agencies (57.14 percent) obtained employment in the agency they initially desired to work for.

6. While 85.96 percent of the in-service graduates were employed in the agency they desired upon graduation, only 59.52 percent of the pre-service graduates fell in this category.

7. The majority of graduates (62.38 percent) are currently at the level of operation.

8. There is a high correlation between graduates' age and their agency position.

9. There is no significant difference between private criminal justice employed pre-service graduates' current position and whether they are satisfied with this position.

10. There is no significant difference between in-service graduates employed in criminal justice agencies and their level of satisfaction with their position.

11. The determining factor for a graduate's decision to seek employment with a particular agency is not significantly different between pre-service and in-service graduates.

12. The determining factors for a graduate's decision to seek employment with a specific agency is not particular for that type of agency.

Investigative Area VII: Investigation into career desires of those working for non-criminal justice agencies.

1. The graduates employed in non-criminal justice agencies are primarily employed in positions that are of little esteem, low salaries, and with non-educational requirements. The majority of the positions would be classified as blue-collar.

2. A relatively high percentage of those not employed by criminal justice agencies (23.81 percent) stated they did not attempt to find employment in the criminal justice field.

3. The majority (62.86 percent) employed outside the criminal justice field are not satisfied with their present employment.

Investigative Area VIII: Investigation into salary and salary satisfaction.

1. The largest proportion of graduates (31.55 percent) made less than \$6,000 annually. The mean income of these graduates is \$9,100 and the median salary is \$8,000-\$8,999.

2. There is a high positive correlation between the increase in age and an increase in salary.

3. There is a significant difference between the graduates' race and their salary.

4. There is a significant difference between the graduates' sex and their salary.

5. There is a significant difference between the graduates' pre-service/in-service status and their salary.

6. There is a significant relationship between the community college that a graduate attended and his salary.

7. A substantial majority of graduates are not satisfied with the present salary (31.25 percent).

8. There is a significant difference between salary obtained and level of graduate satisfaction with this salary.

9. Over half (50.77 percent) of the graduates who obtained employment in their initially desired agency were satisfied with their present salary, however, this is not significant.

10. There is a significant relationship between graduates' satisfaction with present position and graduates' satisfaction with their salary.

Investigative Area IX: Investigation of graduates' ways and means of seeking employment.

1. Over ninety-three percent of the graduates believed that "personal means" was a positive factor in obtaining employment. At least fifty percent of the graduates gave negative ratings to each of the other factors.

2. The relative importance of individual factors in obtaining employment do not vary between community colleges.

3. Public criminal justice (state level) was thought by the graduates to put forth the greatest effort towards recruiting graduates.

4. The majority of graduates (63.87 percent) felt that criminal justice agencies preferred to hire college graduates over non-college graduates.

5. There is no significant difference between graduates' sex and their feelings as to how receptive criminal justice agencies are to hiring college graduates.

6. There is no significant difference between pre-service and in-service graduates and their feelings as to hiring college graduates.

7. The graduates from Michigan community colleges, on the whole, did not feel that their community college was doing a good job in placing their students in the criminal justice field.

8. There is a significant difference between the community colleges and the degree that they helped to place students in the criminal justice field.

Investigative Area X: Investigation in degree difficulties and utilization by graduates.

1. The majority of graduates (56.02 percent) feel that in their current position their criminal justice education is being utilized "extremely well" or "adequately."

2. Proportionally more in-service graduates feel that their criminal justice education is being utilized than do pre-service graduates.

3. There is a significant difference between graduates' employment status and whether they feel their criminal justice education is being utilized.

4. There is no significant difference between the community college a student attended and whether he feels that his criminal justice degree is being utilized.

5. The majority of the graduates (79.05 percent) felt that they experienced no difficulties in their job that were attributable to their criminal justice degree.

6. Proportionally more in-service graduates (30.91 percent) felt difficulties in their job that were attributable to their degree than did pre-service graduates (15.38 percent).

7. There is no significant difference between graduates' sex and whether they feel there are job difficulties attributable to their degree.

8. The majority of graduates feel they will progress more rapidly in their career than will fellow employees who lack similar educational qualifications (76.07 percent).

9. Approximately twice as many in-service graduates (35.71 percent) as compared to pre-service graduates (17.14 percent) felt that their education would not enable them to progress more rapidly in their career than their fellow employees who lack their educational qualifications.

The major conclusions that can be drawn from this study are as follows:

During the last decade the community college has adopted local community service as a necessary part of their educational concept and have become essentially community institutions. Thus, the responsibilities of the community colleges have become to service their local communities' needs. One of these needs is the development of personnel for the local criminal justice agencies. While the local community college concept has been generally accepted, our study showed that over forty percent of community college criminal justice graduates have left their community college districts and are now living and working outside these districts. The obvious ramifications are that the community is losing a valuable "product" that was developed by the community college to be utilized by the local community.

One of the more salient results of this study concerns the graduates' evaluation of the criminal justice program. On the whole, Michigan's community college criminal justice graduates have positively evaluated their criminal justice program at their community college. Looking into specifics of the programs, one finds that the graduates rated their full-time faculty significantly

higher than their part-time faculty and this held consistently throughout all the community colleges in Michigan. Also, graduates rated "equipment" and "facilities" consistently in greatest need of improvement for each community college. (Over seventy-five percent ranked equipment as either first or second as needing greatest improvement.) Through this the community colleges should have a better idea of what strengths and weaknesses exist in their programs and thus be more capable of evaluating their problems and making the necessary changes.

One overriding sentiment expressed by the graduates was the lack of counseling and placement services available at their community college. The student has received little or no training in methods of seeking employment or in obtaining successful assistance from college or department level placement services. The majority of graduates stated that their community colleges were doing an "inadequate" or "extremely poor" job in helping to place students in the criminal justice field. Hopefully, as a result of this study, the community colleges will begin to move in a positive manner towards assisting graduates in obtaining employment.

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## APPENDIX

LETTER TO COMMUNITY COLLEGE COORDINATORS

FOLLOW-UP LETTER TO COMMUNITY COLLEGE COORDINATORS

COVER LETTER AND QUESTIONNAIRE

FOLLOW-UP LETTER TO GRADUATES

At its regular meeting on Friday, November 1, 1974, following a short presentation by Mr. Tom Dull, a Criminal Justice graduate student at Michigan State University, the Michigan Criminal Justice Educators Association voted to engage in a research project to assist you in the realization of your goals as a Criminal Justice educator in a Michigan Community College. We have identified two areas of concern which are to be studied and which will be of significant interest to you:

1. the placement and utilization of your graduates, and any improvement in the process which may be indicated;
2. the graduates' evaluation of your curriculum relative to their needs in the field, and possible revisions which may be indicated.

We would like to survey your June, 1974, CRIMINAL JUSTICE graduates to obtain the desired information. Your assistance is necessary to the success of the project, and I would like to request that you provide a list of the names of these graduates with their last known address to our researchers in the stamped return envelope which has been provided. If a list of Criminal Justice graduates is not available singly, please obtain a list of all your college's June, 1974, graduates from the Registrar's Office, designating the degree obtained and their last known address. If possible, indicate those who are Criminal Justice graduates.

The finalized results of the project will be made available to you through the Michigan Criminal Justice Educators Association during the late Spring of 1975. Please take the time to provide the requested information and return it to us as soon as possible. Your assistance and cooperation will insure the success of the project and will be greatly appreciated.

Faternally yours,

A handwritten signature in dark ink, appearing to read 'Herman J. Bordewyk', written in a cursive style.

Herman J. Bordewyk, President  
Michigan Criminal Justice Educators Association

Last month the coordinators of Michigan's Community College Criminal Justice Programs received letters informing them of a M.C.J.E.A. (Michigan Criminal Justice Educators Association) research project that was being conducted in an attempt to develop a data base on the Criminal Justice graduate. This data base would be beneficial to the development and revision of your program and would enable you to better serve the overall needs of the Criminal Justice student and your community.

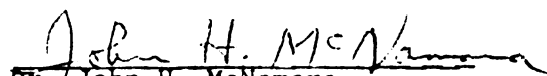
While the requested graduate students' names and addresses have been received from many of the Community Colleges your reply is needed to insure the success of this project.

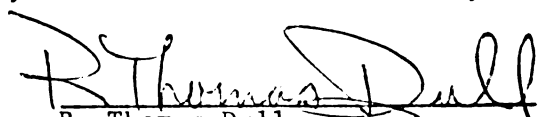
Several of the Community College coordinators have indicated their concern with the "Protection of the Rights and Privacy of Parents and Students Act" which was signed into law on August 21, 1974 and whether this would prohibit them from submitting the requested information. The following are applicable sections of the "Parents' and Students' Rights Amendment".

Sec. 438 (a) (1) No funds shall be made available to State or local educational agency, institution of higher education, or any other educational institution which effectively prevents the parents of students attending any school of such agency the right to inspect and review any and all records, files, and data directly related to their children. Access must be made available within a reasonable period of time, but in no case more than 45 days after request has been made.

(2) Parents shall have the opportunity for a hearing to challenge the content of their child's records. (b) (1) Schools may not release personal records (academic work completed, level of achievement [grades, standardized achievement test scores], attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.) of students without the written consent of their parents.

The spirit of this law is to protect students from adverse records in which he has no opportunity to review or correct and not to hinder professional research. The information requested (names & addresses) does not fall under the category of nonreleasable personal records as identified in Sec. 438 (b) (1). Again I request that you send the names and addresses of your 1974 June graduates so that these students have the opportunity to evaluate their Community College Criminal Justice Program.

  
Dr. John H. McNamara  
Director of the System Center  
Michigan State University

  
R. Thomas Dull  
Research Project Assistant  
M.C.J.E.A.

# MICHIGAN STATE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE • SCHOOL OF CRIMINAL JUSTICE

EAST LANSING • MICHIGAN • 48824

January 1, 1975

Dear Graduate:

This questionnaire is part of a research project being conducted by the Michigan Criminal Justice Educators Association concerning your Criminal Justice education at your Community College. Two areas of concern which are to be studied are:

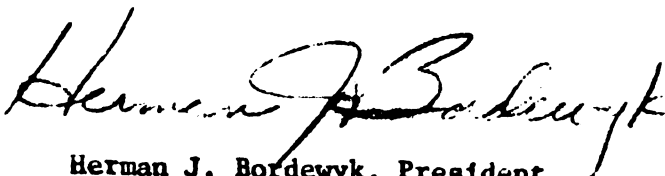
1. the placement and utilization of graduates of the Community Colleges and any improvement in the process which may be indicated;
2. your (the graduates') evaluation of your curriculum relative to your needs in the field and possible revisions which may be indicated.

We are undertaking a survey of all June 1974 Criminal Justice graduates of all Community Colleges in Michigan to obtain the desired information. Your assistance is necessary to the success of the project. What we are requesting is your generous cooperation in completing the enclosed questionnaire. Please take the time to provide the requested information and return it to us as soon as possible. A stamped-return envelope has been provided.

Please do not sign your name to the questionnaire, as the aim of the study is not to identify individuals per se, or otherwise. Only summarized responses will be returned to your community college and under no circumstances will individual responses be made available. Compilation of the data is being handled by researchers at the School of Criminal Justice, Michigan State University. Your assistance and cooperation will insure the success of the project and will be greatly appreciated. Those who complete the questionnaire will receive a summary of the results of this study in eight to twelve weeks.

Thanking you in advance for your cooperation.

Yours truly,



Herman J. Bordewyk, President  
Michigan Criminal Justice Educators Association

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity of the financial data and for facilitating the audit process. The document also highlights the need for transparency and accountability in all financial dealings.

The second part of the document outlines the specific procedures for recording transactions. It provides a detailed description of the accounting system used, including the methods for recording debits and credits, and the process for reconciling the accounts. The document also discusses the importance of regular audits and the role of the auditor in verifying the accuracy of the records.

The third part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity of the financial data and for facilitating the audit process. The document also highlights the need for transparency and accountability in all financial dealings.

The fourth part of the document outlines the specific procedures for recording transactions. It provides a detailed description of the accounting system used, including the methods for recording debits and credits, and the process for reconciling the accounts. The document also discusses the importance of regular audits and the role of the auditor in verifying the accuracy of the records.

The fifth part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity of the financial data and for facilitating the audit process. The document also highlights the need for transparency and accountability in all financial dealings.

The sixth part of the document outlines the specific procedures for recording transactions. It provides a detailed description of the accounting system used, including the methods for recording debits and credits, and the process for reconciling the accounts. The document also discusses the importance of regular audits and the role of the auditor in verifying the accuracy of the records.

The seventh part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity of the financial data and for facilitating the audit process. The document also highlights the need for transparency and accountability in all financial dealings.

The eighth part of the document outlines the specific procedures for recording transactions. It provides a detailed description of the accounting system used, including the methods for recording debits and credits, and the process for reconciling the accounts. The document also discusses the importance of regular audits and the role of the auditor in verifying the accuracy of the records.

The ninth part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity of the financial data and for facilitating the audit process. The document also highlights the need for transparency and accountability in all financial dealings.

The tenth part of the document outlines the specific procedures for recording transactions. It provides a detailed description of the accounting system used, including the methods for recording debits and credits, and the process for reconciling the accounts. The document also discusses the importance of regular audits and the role of the auditor in verifying the accuracy of the records.

# MICHIGAN STATE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE • SCHOOL OF CRIMINAL JUSTICE

EAST LANSING • MICHIGAN • 48824

February 7, 1975

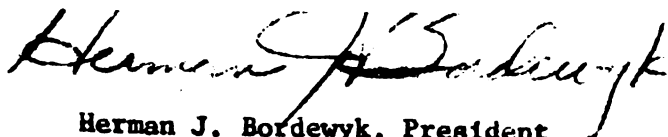
Dear Graduate:

Approximately three weeks ago you received a copy of a questionnaire sent to all Michigan Community College Criminal Justice Graduates as a part of a research project being conducted by the Michigan Criminal Justice Educators Association. At this time we have received replies from over 62% of the graduates. While this response has been encouraging, your reply is urgently needed to fully realize the goals of this overall project.

Enclosed is a copy of the questionnaire in the case the original one was misplaced. Please take the time to provide the requested information and return it to us as soon as possible. A stamped-return envelope has been provided. In the event you have already completed the questionnaire and it is now in the mail, please disregard this letter.

Thanking you in advance for your cooperation.

Yours truly,



Herman J. Bordewyk, President  
Michigan Criminal Justice Educators Association



## QUESTIONNAIRE

A Study of the Placement and Utilization  
Patterns and a Curriculum Evaluation by  
the Criminal Justice Graduates of the  
Community Colleges in Michigan in June of 1974

## INTRODUCTION

Two particular concerns are foremost in this study. The first is that the data collected be accurate and of the highest quality. The second is that there is a minimization of effort on your part in answering the questionnaire. Hence, questions for the most part require only that you circle the answer appropriate to you. However, some questions require a written response. Space is provided to answer them. If you wish to comment on any of your answers, do so on the margins of the questionnaire or on the additional space provided. Thank you for your cooperation.

NOTE: If you wish to have a copy of the summary of this study, please check the box: ☐

## GENERAL INFORMATION

Section 1: This section concerns certain background information on yourself.  
Circle the appropriate answer.

- \_\_\_\_ 1. Age: 1. Under 19 6. 31-35  
 2. 19-21 7. 36-40  
 3. 22-24 8. 41-45  
 4. 25-27 9. 45 and above  
 5. 28-30
- \_\_\_\_ 2. Sex: 1. Male 2. Female
- \_\_\_\_ 3. Race: 1. Caucasian 4. American Indian  
 2. Negro/Black 5. Oriental American  
 3. Mexican American
- \_\_\_\_ 4. Do you currently reside within the Community College district that you graduated from?  
 1. Yes  
 2. No  
 3. Uncertain

\*\*\*\*\*

### EDUCATIONAL INFORMATION

Section 2: This section concerns certain educational information while a student at the Community College. Circle answer appropriate to you.

- \_\_\_\_ 5. Degree received from the Community College?  
1. Associate Degree 2. Certificate

- \_\_\_\_\_ 6. Area of specialization in the Community College:
1. Law Enforcement
  2. Corrections
  3. Security
  4. Delinquency Prevention and Control
  5. Criminalistics
  6. Other \_\_\_\_\_
- \_\_\_\_\_ 7. Are you now satisfied with your area of specialization?
1. Yes
  2. No, I would rather have specialized in \_\_\_\_\_  
Why? \_\_\_\_\_
- \_\_\_\_\_ 8. Are you now satisfied with Criminal Justice as your college major?
1. Yes
  2. No, I would rather have majored in \_\_\_\_\_  
Why? \_\_\_\_\_
- On the premises that the thrust of Criminal Justice programs at the Community College is to prepare students who intend to enter law enforcement agencies at the level of operation, please answer the following questions by circling the appropriate answer.
- \_\_\_\_\_ 9. Do you feel that your schools program adequately prepares students for a position at the level of operation?
1. Yes
  2. No, Why? \_\_\_\_\_
- \_\_\_\_\_ 10. Do you feel that in your program more emphasis should be placed at the administrative or supervisory level than is currently offered?
1. Yes
  2. No
- \_\_\_\_\_ 11. Which approach to Community College education do you feel is most beneficial to you in your job and future career aspirations?
1. Specilized single component (eg. law enforcement) approach
  2. Criminal Justice "total interacting system" approach
- \_\_\_\_\_ 12. Which approach to Criminal Justice Education do you feel is most beneficial to you in your job and future career aspirations?
1. Applicable (how to do) approach
  2. Theoretical (analyze, predict--reasoning) approach
- \_\_\_\_\_ 13. Would you rank order the following segements of your Criminal Justice Department as to their greatest need for improvement. (1 being in greatest need for improvement to 4 being in least need of improvement. Use each number, 1-4, only once.)
- \_\_\_\_\_ Curriculum
  - \_\_\_\_\_ Faculty
  - \_\_\_\_\_ Facilities
  - \_\_\_\_\_ Equipment

14. A. In considering knowledge of subject matter, organization, concern  
 14. B. for his students, and general teaching ability, how would you rate  
 your Criminal Justice instructors at the Community College?
- |                     |                     |
|---------------------|---------------------|
| A Full-time Faculty | B Part-time Faculty |
| 1. Outstanding      | 1. Outstanding      |
| 2. Good             | 2. Good             |
| 3. Fair             | 3. Fair             |
| 4. Poor             | 4. Poor             |
15. Did you receive any LEEP assistance (Law Enforcement Education Program),  
 grant or loan, at any time while attending the Community College?
1. Yes
  2. No
16. Circle all of the following types of financial assistance or aid that  
 you received at any time while attending the Community College.
1. Veterans benefits
  2. Police cadet program
  3. Social Security
  4. Scholarship
  5. Other \_\_\_\_\_
17. Circle all of the following courses you took in your major area, at  
 the Community College?
1. Introduction to Law Enforcement
  2. Police Organization and Administration
  3. Criminal Law and Procedure
  4. Criminal Investigation
  5. Juvenile Delinquency and Prevention
  6. Police Operation
  7. Highway Traffic Administration
  8. Criminalistics
  9. Other \_\_\_\_\_
18. If you did not continue your education by transferring to a 4 year  
 institution, what were your primary reasons for this decision?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
19. While attending your Community College were you employed full-time by  
 a Criminal Justice agency?
1. Yes
  2. No

\*\*\*\*\*

## EMPLOYMENT INFORMATION

Section 3: This section concerns present employment information.

TRANSFER STUDENT anyone who has been accepted and is attending any four year institution either full-time or part-time.

PUBLIC CRIMINAL JUSTICE category refers to all State, Federal, university, and municipal governmental police, security, and investigative functions. It also includes probation, parole, corrections, highway traffic personnel, and juvenile delinquency and criminal justice education personnel employed by governmental organizations.

PRIVATE CRIMINAL JUSTICE category refers to individuals who engage primarily in a police/security function for an industrial, business or private investigative organization. It also includes private agencies concerned with delinquency prevention, and rehabilitation of offenders, etc.

NON-CRIMINAL JUSTICE category refers to all other areas of employment.

20. What is your present employment status? (Circle all of the following that presently apply to you using the above definitions.

1. Transfer--If this applies complete section A, beginning on page 4.
2. Employed in public criminal justice agency--If this applies complete section B, beginning on page 5.
3. Employed in private criminal justice agency--If this applies complete section B, beginning on page 5.
4. Employed in non-criminal justice agency--If this applies complete section C, beginning on page 6.
5. Unemployed--If this applies complete section C, beginning on page 6.

\*\*\*\*\*

Section A: If you are presently attending a four (4) year institution full or part-time answer the following questions.

21. What four year institution are you presently attending?

- |                                |                           |
|--------------------------------|---------------------------|
| 1. Eastern Michigan University | 5. University of Detroit  |
| 2. Ferris State College        | 6. University of Michigan |
| 3. Grand Valley State College  | 7. Wayne State University |
| 4. Michigan State University   | 8. Other _____            |

22. Was this institution your first choice?

1. Yes
2. No, My first choice was \_\_\_\_\_  
Why? \_\_\_\_\_

23. Are you a full-time or part-time student?

1. Full-time
2. Part-time

24. Are you still a Criminal Justice major?

1. Yes
2. No, I majored in \_\_\_\_\_  
Why? \_\_\_\_\_

25. If you are still a Criminal Justice major is your area of specialization the same?

1. Yes

2. No, I am specializing in \_\_\_\_\_  
Why? \_\_\_\_\_

26. The following are often determining factors of why a student decides upon one institution over another. Mark the relative importance of each of these factors in your decision to attend the 4 year institution that you are presently attending. Check the appropriate response to the right of each factor.

- \_\_\_\_\_ 1. Recommended by Community College counselors
- \_\_\_\_\_ 2. Recommended by family and friends
- \_\_\_\_\_ 3. Recommended by Community College instructors
- \_\_\_\_\_ 4. Close proximity to home and work
- \_\_\_\_\_ 5. Scholarship offered
- \_\_\_\_\_ 6. Believed program superior to others
- \_\_\_\_\_ 7. Believed faculty superior to others

Strongly Important	Moderately Important	Slightly Important	Not at all Important

27. Why did you decide to continue your education?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

Section B: If you are employed in a public or private criminal justice agency answer the following questions.

28. What type of agency?

- 1. Police
- 2. Corrections
- 3. Juvenile
- 4. Probation
- 5. Parole

- 6. Business (retail) security
- 7. Armored Car
- 8. Private detectives
- 9. Other \_\_\_\_\_

29. What governmental level?

- 1. Federal
- 2. State
- 3. County
- 4. Municipal

- \_\_\_\_\_ 30. Is this the agency you initially desired upon graduation?
1. Yes
  2. No, I would have preferred \_\_\_\_\_
- \_\_\_\_\_ 31. What is your current position with this agency or organization?
1. Level of operation (eg. patrolman, corrections officer, security guard, private detective)
  2. Supervisory position
  3. Administrative position
  4. Specialized position (research/planning, criminalistics etc.)
- \_\_\_\_\_ 32. Are you pleased with your present position?
1. Thoroughly satisfied
  2. Satisfied, but had expected higher position
  3. Somewhat dissatisfied because of low position
  4. Thoroughly dissatisfied
- \_\_\_\_\_ 33. If you were employed while attending Community College how is your degree helping you presently?
1. Received promotion
  2. Changed agency to obtain better job
  3. Received salary increase while remaining in same position
  4. Has been of little or no help in obtaining better position or financial gain.
34. A number of factors contribute to a decision to seek employment with a particular agency, would you rank order the following considerations in terms of their relative importance in your decision to seek employment with the particular agency you did. (1 being most important--6 being the least important). Use each number only once.
- \_\_\_\_\_ Only available police employment at the time
  - \_\_\_\_\_ Agency's salary compared to others
  - \_\_\_\_\_ Agency's prestige compared to others
  - \_\_\_\_\_ Nature of jurisdiction (that is suburban vs. urban)
  - \_\_\_\_\_ Agency's recruitment efforts
  - \_\_\_\_\_ Agency's career and promotion opportunities

\*\*\*\*\*

Section C: If you are employed in a non-criminal justice agency or unemployed answer the following questions.

- \_\_\_\_\_ 35. What type of job are you now employed in? Be specific by listing your agency, title of your position and duties.
1. \_\_\_\_\_
  2. Does not apply, I am unemployed.
- \_\_\_\_\_ 36. Did you attempt to find employment in a criminal justice field?
1. Yes
  2. No, Why? \_\_\_\_\_

- \_\_\_ 37. Are you presently looking for employment in the criminal justice field?
1. Yes
  2. No, Why? \_\_\_\_\_

- \_\_\_ 38. Are you satisfied with your present employment?
1. Yes
  2. No
  3. Does not apply, I am unemployed

\*\*\*\*\*

Section 4: Everyone please answer the following questions by circling the appropriate answer.

- \_\_\_ 39. Indicate your approximate annual salary now:
- |                      |                       |
|----------------------|-----------------------|
| 1. Less than \$6,000 | 6. \$10,000-\$10,999  |
| 2. \$6,000-\$6,999   | 7. \$11,000-\$11,999  |
| 3. \$7,000-\$7,999   | 8. \$12,000-\$12,999  |
| 4. \$8,000-\$8,999   | 9. \$13,000 and above |
| 5. \$9,000-\$9,999   |                       |

- \_\_\_ 40. Are you satisfied with this salary?
1. Yes
  2. No

41. The following are often ways of obtaining employment. Mark the relative importance of each of these factors in obtaining your employment after leaving the Community College. Check the appropriate response to the right of each reason.

- \_\_\_ 1. Community College placement bureau
- \_\_\_ 2. Community College Criminal Justice Department
- \_\_\_ 3. Other faculty members from Community College
- \_\_\_ 4. By personal means
- \_\_\_ 5. Through agency recruitment

Strongly Important	Moderately Important	Slightly Important	Not at all Important

42. How would you rank these various agencies in their effort towards recruiting college graduates? (1 being the greatest effort to 5 being the least effort). Do not use a number more than once.

☐ Public Criminal Justice Federal level  
☐ Public Criminal Justice State level  
☐ Public Criminal Justice Local level  
☐ Private Criminal Justice  
☐ Non-Criminal Justice

43. How receptive do you feel Criminal Justice agencies are in hiring college graduates?

1. Desire only college graduates  
 2. Preferred to hire college graduates over non-college graduates  
 3. Neutral as to hiring college graduates  
 4. Preferred to hire non-college graduates over college graduates  
 5. Desired only non-college graduates

44. How well is your Community College doing in helping to place students in the Criminal Justice field?

1. Extremely well  
 2. Adequate  
 3. Inadequate  
 4. Extremely poor

45. In your current position, to what extent do you feel your "Criminal Justice Education" is being utilized?

1. Extremely well  
 2. Adequately  
 3. Inadequately  
 4. Not at all

46. Are there any difficulties in your job that you feel are attributable to your Criminal Justice degree?

1. Yes  
 2. No

I If yes, please explain: \_\_\_\_\_

47. Do you feel your education will enable you to progress more rapidly in your career than your fellow employees who lack your education qualifications?

1. Yes  
 2. No

Why or why not \_\_\_\_\_

-----  
 THANK YOU VERY MUCH for your time and effort in answering this questionnaire. Please enclose the completed questionnaire in the stamped, self-addressed envelope and return to: Thomas Dull, 412 Olds Hall, Michigan State University, East Lansing, Michigan 48824.

Please feel free to add any additional comments:

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