Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ)
2013 Survey Report

ADPCCJ Executive Board

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Purpose

The Association of Doctoral Programs in Criminology and Criminal Justice is comprised of universities and colleges offering the doctorate in criminal justice, criminology, and related areas of study. Membership is by invitation, and is open to any program that either currently offers the doctorate or is in some stage of developing such a program. The members meet annually (in conjunction with the meetings of the American Society of Criminology), conduct an annual survey of doctoral program activities, and work to advance the interests of advanced study of crime and justice.

Introduction

The Association of Doctoral Programs in Criminology and Criminal Justice (ADPCCJ) has been in operation since the late 1970s, but it has become more strongly organized during the last decade. Membership is open to all institutions that currently have or are developing a doctoral program in criminology, criminal justice, or a closely related discipline. As outlined in the ADPCCJ charter (see www.adpccj.com/charter.html), the primary purpose of the association is to "promote doctoral education with a primary focus on crime and justice." One of the core roles of the ADPCCJ is to collect and disseminate information for the advancement of doctoral education in crime and justice. A key way in which the ADPCCJ fulfills this role is by fielding an annual survey of doctoral programs, something it has done since 1998.

This report summarizes results from the 2013 ADPCCJ survey. Results for prior years can be found on the association website (www.adpccj.com). In addition, Frost and Clear (2007, *Journal of Criminal Justice Education*, 18: 35-52) provide a good description of the history of CCJ doctoral programs and summarize ADPCCJ survey results from the late 1990s through the mid-2000s. During the 2013 spring academic semester, the Executive Board of the ADPCCJ distributed a survey to all active members, which at that time stood at forty-one programs. We received partial responses to the survey from thirty-five programs, and full data on most questions for at least thirty programs. Because several

programs expressed some unease about directly sharing with others the specific information they provided on the survey, preferring instead to have the data conveyed in aggregate form, we summarize below the general patterns observed without reference to particular programs.

The report begins with a brief overview of the programs that reported data to ADPCCJ, followed by a portrait of their faculties, graduate students, and selected policies and procedures. The body of the report focuses on describing patterns for all reporting programs. Given that ADPCCJ members frequently request similar information for smaller subsets of programs as well, often those identified in various ways as "top" programs, we also include in the Appendix a series of graphs and figures that provide a comparable summary of programs that were ranked in the top 5 by U.S. News & World Report in 2009. The top programs ranked by U.S. News & World Report include University of Maryland, University at Albany-SUNY, University of Cincinnati, University of Missouri-St. Louis, Pennsylvania State University, and University of California, Irvine (for a listing of all 2009 rankings for Criminology and Criminal Justice programs, see http://grad-schools.usnews.rankingsandreviews.com /best-graduate-schools/top-criminology-schools/rankings).

Overview of ADPCCJ Criminology and Criminal Justice Programs

The thirty-five programs that provided data to the ADPCCJ in 2013 are listed in Table 1. These programs span 26 states; 16 are located in the Southern region of the U.S., with the remaining spread across the other areas (3 in the Western part of the U.S., 8 in the Midwest, 8 in the Northeast). It is important to acknowledge that six current members of the ADPCCJ did not respond to the survey, yielding a non-participation rate of 14.6 percent. One non-participant offers the master's degree in criminology and criminal justice only, along-side an interdisciplinary Ph.D. (University of Central Florida) and two non-participants are located outside the United States (Simon Frasier University and University of Maribor), so their exclusion is not likely to alter the overall assessment of doctoral programs offered herein.

Table 1. Participating Programs, 2013 ADPCCJ Survey (N=35)

American University	University at Albany
Arizona State University	University of Arkansas, Little Rock
Florida State University	University of California, Irvine
George Mason University	University of Cincinnati
Georgia State University	University of Delaware
Indiana University	University of Florida
Indiana University of Pennsylvania	University of Illinois at Chicago
John Jay College, CUNY	University of Louisville
Michigan State University	University of Maryland
North Dakota State University	University of Missouri, St. Louis
Northeastern University	University of Nebraska at Omaha
Penn State University	University of New Haven
Prairie View A&M University	University of South Carolina
Rutgers University	University of South Florida
Sam Houston State University	University of Southern Mississippi
Southern Illinois University, Carbondale	University of Texas at Dallas
Temple University	Washington State University
Texas State University	

Collectively, the 35 programs represented in the ADPCCJ survey employed 629 full-time faculty members in 2013, and they reported serving over 24,000 criminology and criminal justice undergraduate majors and almost 4,000 graduate students actively pursuing advanced degrees (i.e., Master's degrees and Doctoral degrees). Most of the faculty information refers to circumstances present at the time of the survey (Spring 2013), but other items for faculty (e.g., courses taught) and much of the student data refer to the previous academic year (AY 2011-2012). Where relevant we highlight the appropriate temporal reference period. We begin by presenting results for some key attributes of the faculties represented in the participating programs, followed by a summary of ADPCCJ survey results that describe the characteristics of currently active graduate students. Finally, we present information on the cohort of graduate students who enrolled in 2012-2013. Sample sizes vary across the items discussed below due either to relevance (e.g., programs with only M.A. programs did not provide responses to questions about doctoral programs) or non-response. We therefore note the sample sizes for each of the issues covered.

CCJ Faculty Information Reported in the 2013 ADPCCJ Survey

The median full-time faculty size in 2013 for the 35 programs was 16 faculty members (this includes full professors, associate professors, assistant professors, instructors, and other full time faculty). The smallest CCJ doctoral program, as measured by the number of full-time faculty members, contained 5 faculty members, while the largest program contained 83 full-time faculty members. The ADPCCJ survey gathered some basic demographic attributes of CCJ faculty members across graduate programs. As Figure 1 shows, a large majority (over 80 percent) of current faculty members across the 34 programs for which such data were supplied are non-Latino white; approximately 5.1 percent were identified as non-Latino black, and the remaining (about 14 percent) were identified as belonging to another racial or ethnic group. Fully sixty-two percent of the full-time faculty members of the ADPCCJ reporting programs are male.

According to the responses in the ADPCCJ survey, the median length of time in service prior to review for tenure and promotion to associate professor in the reporting programs is six years. Over

Figure 1. CCJ Faculty Members by Gender (N=610)[1] and Race/Ethnicity (N=610),[2] 2013 ADPCCJ Survey.
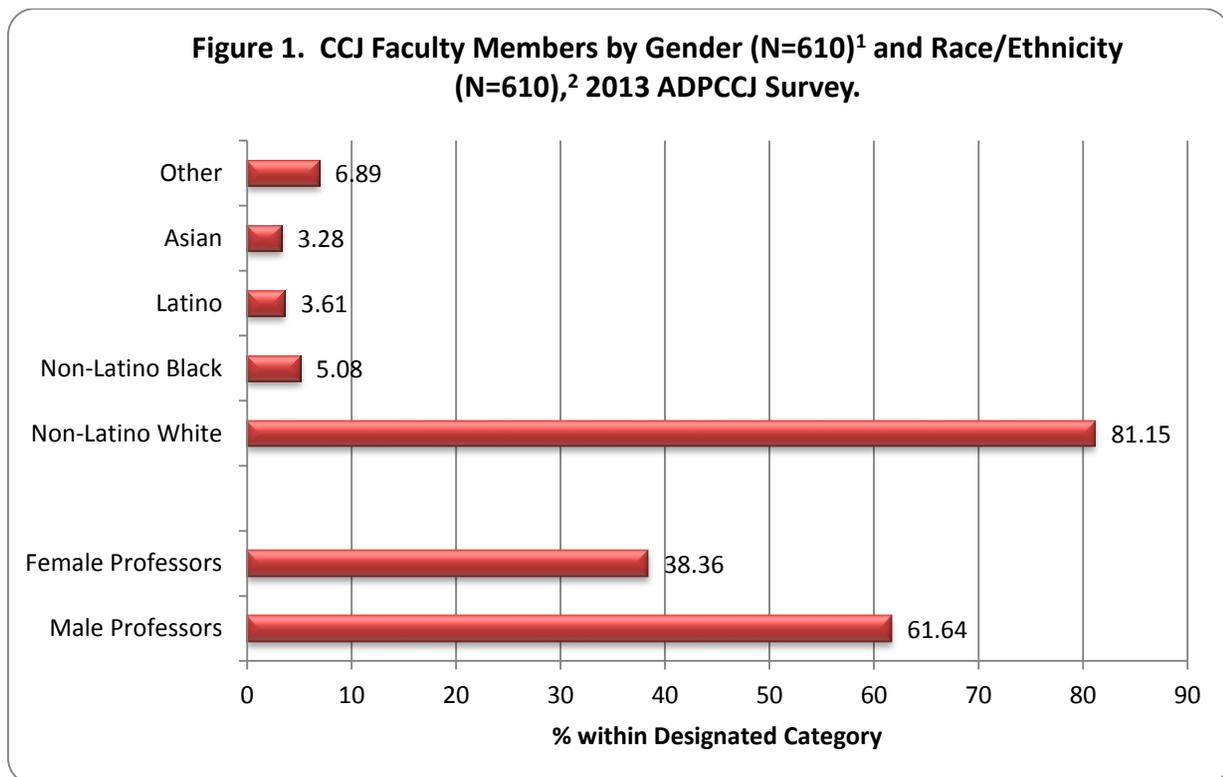
[1] Data provided by 35 programs.
[2] Data provided by 34 programs.

93 percent of the reporting programs indicated that tenure was considered in the fifth or sixth year of employment, but the effective period varied from three years to seven years across programs. The vast majority of full-time faculty members in the reporting programs are tenured or on the tenure-track; indeed, over two-thirds of full-time faculty members in the reporting programs are tenured, and in only a few programs are more than 50 percent of full-time faculty members in non-tenured or non-tenure earning positions. But as Figure 2 shows, this does vary across programs quite a bit. This bar graph shows for each program (identified only with a number that cannot be linked in any direct way to specific programs) the percentage of full-time faculty who are tenured and untenured. As indicated, some programs contain mostly tenured faculty and some contain mostly non-tenured faculty. Overall, though, tenured faculty members are more prevalent in most places.

Figure 2. Tenure Status of Full-Time Faculty (N= 629 Faculty),[3]
2013 ADPCCJ Survey.
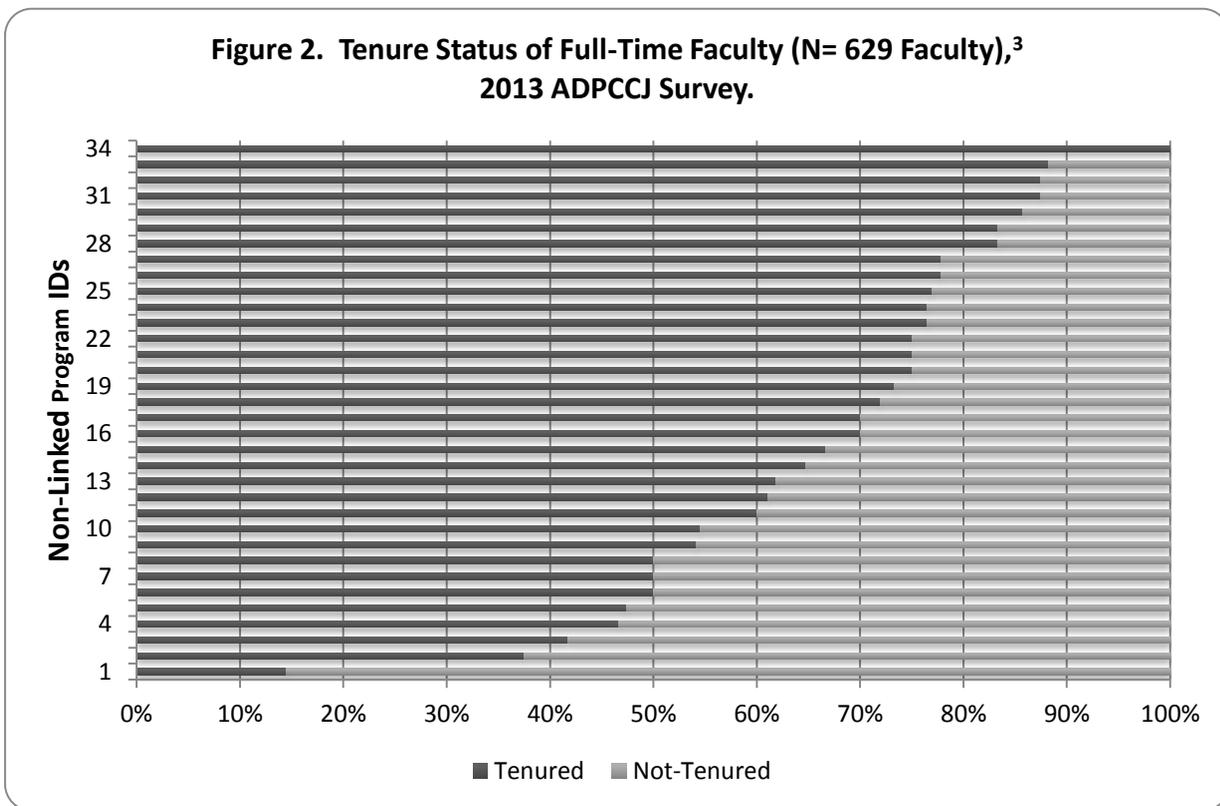
[3] Data provided by 34 programs

Another way to look at this is to consider faculty rank, where a similar story emerges. As Figure 3 reveals, the most prevalent rank in the reporting programs is full professor, followed by associate professor, then assistant professor, and finally others and instructors. Of course, this picture

varies across programs in ways that can be anticipated from the assessment of tenure status noted above. In fact, within the largest category (full professors), the figures range across programs from about 17% to about 82%. In other words, in some programs 17% of the faculty members are full professors, whereas in others the comparable figure is approximately 82%. The trend is similar for assistant (12% to 50%) and associate (10% to 83%) professors.

Figure 3. CCJ Faculty Members by Rank (N=629 Faculty),[4] 2013 ADPCCJ Survey.

Rank	% with Designated Rank
Other	4.13
Instructors	3.66
Assistant Professors	20.51
Associate Professors	29.89
Full Professors	41.81

% with Designated Rank
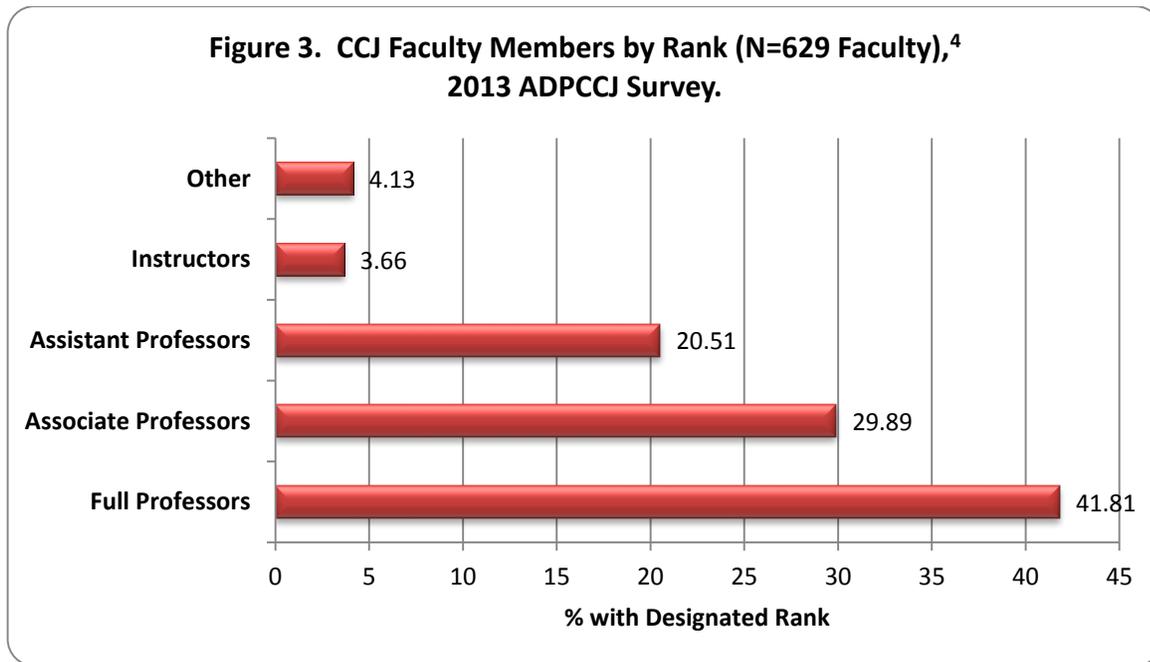
[4] Data provided by 35 programs.

The ADPCCJ survey gathers data on faculty salaries by rank as well. Table 2 shows the median nine month salaries for all full professors, associate professors, and assistant professors as well as for recently hired assistant professors across the 27 programs that provided such data. Within each of these categories, the minimum and maximum salaries also are displayed. Table 2 indicates substantial variability in faculty salaries both between and within ranks.

The ADPCCJ survey also assessed the typical course-loads and overall distribution of duties across teaching, service, and research. The majority (82%) of programs that provided data on workload (N=34) indicated that full-time faculty were typically assigned four courses per academic year; a small handful reported higher teaching loads, ranging from 5 to 8 courses per year. The median number of courses assigned per academic year across these programs was four. Considering work-load

Table 2. Faculty Salaries, 2013 ADPCCJ Survey (N=27)				
	Mean Salary	**Median Salary**	**Minimum Salary**	**Maximum Salary**
Current Full Professors	116,282	120,410	67,000	310,000
Current Associate Professors	82,703	82,323	56,000	134,000
Current Assistant Professors	66,900	66,655	43,000	97,000
Most Recently Hired Assistant Professor	63,430	63,000	49,000	90,000

Note: Minimum and maximum salaries rounded to the nearest thousandth.

more broadly, as displayed in Table 3 most of the programs indicated an expected time allocation distribution for faculty that equates to 40% teaching, 45% research, and 15% service. The table also shows, however, that the expected time allocated to each of the three major dimensions of professional scholarship differs significantly across programs.

Table 3. Faculty Time Distribution, 2013 ADPCCJ Survey (N=35)				
	Mean	**Median**	**Min**	**Max**
Percentage of Time on Research	44	45	20	70
Percentage of Time on Teaching	40	40	20	60
Percentage of Time on Service	15	13	5	33

Looking more closely at teaching, the ADPCCJ survey revealed substantial variation in the number of class sections offered and the way in which classes are covered by programs. Table 4 summarizes information relevant to these issues. For the thirty-two programs that provided pertinent information, the median number of undergraduate class sections offered in the preceding academic year (2011-2012) was 77, but this varied from 25 to 237 across programs. Taking into consideration the number of full-time faculty members in the reporting programs, these data translate into a ratio of sections offered (including online sections) to faculty members that ranges from approximately 2 to 22 across programs and which is, on average, 7.4 for all 32 programs. Responding programs also indicated the number of online class sections offered with the number of online undergraduate class sections ranging from 0 to 90. Fewer masters classes are offered online, with a mean number of 5, but

Table 4. Class Sections Offered by Degree, Relative to Faculty Size and Graduate Student Involvement, 2013 ADPCCJ Survey

	Mean	Median	Min	Max
2011-2012 Undergraduate Class Sections (N=32)	95	77	25	237
Online Undergraduate Class Sections (N=27)	13	4	0	90
Ratio of Sections to Faculty (N=32)	7.44	5.82	2.19	22
Percent Taught by Graduate Students (N=31)	49.13%	50.76%	7.07%	81.94%
2011-2012 Masters Class Sections (N=29)	22	16	0	72
Online Masters Class Sections (N=28)	5	0	0	31
Ratio of Sections to Faculty (N=30)	1.55	1.27	0	5.57
Percent Taught by Graduate Students (N=24)	13.18%	7.85%	0%	50.00%
2011-2012 Doctoral Class Sections (N=30)	14	11	0	42
Online Doctoral Class Sections (N=26)	0	0	0	0
Ratio of Sections to Faculty (N=31)	0.93	0.65	0	2.63
Percent Taught by Graduate Students (N=27)	2.97%	0%	0%	27.27%

which ranged from 0 to 31. Table 4 reveals also that graduate students frequently teach undergraduate courses (percent includes online courses) in ADPCCJ reporting programs. To be sure, in a couple of places few undergraduate courses are taught by graduate students, but in several programs more than two-thirds of the undergraduate sections are covered by graduate students and in one instance this figure surpasses 80 percent. Across all programs, the median percentage of undergraduate sections taught by graduate students is 51 percent.

A final piece of information gathered on CCJ faculty members in the ADPCCJ survey concerns faculty scholarly productivity (i.e., publications and grants). Thirty-one program representatives reported on the number of articles published in peer-reviewed journals and twenty-eight reported on the number of books published during the previous academic year. The information provided is summarized in Table 5. It is important to note that these estimates make no adjustments for the prestige of the journals in which the articles appear or the quality of the book publisher, but they provide an indication of the overall *quantity* of publications across programs during the period. The data indicate that the median number of journal articles published per faculty members in these programs was 1.75, a figure that varied from 0.21 to more than five across programs. Book

Table 5. Faculty Productivity in Past Year, 2013 ADPCCJ Survey

Articles (N=31) and Books (N=28)	Mean	Median	Min	Max
Peer Reviewed Journal Articles Published	35.7	26	3	90
Articles Per Faculty Member	2.10	1.75	0.21	5.64
Books Published	3.7	2.5	0	12
Books Per Faculty Member	0.22	0.17	0	0.75
Grant Applications and Awards (N=27)				
Competitive National Grants Submitted	9.52	8	0	35
Competitive National Grants Received	4.73	3.5	0	20
Grant Dollars Received				
Total Dollars Received Last Fiscal Year (N=29)	1,679,586	1,305,000	14,172	6,320,583
Federal Grant Dollars Received (N=28)	1,309,894	735,159	0	5,752,984
State and Local Grant Dollars Received (N=27)	349,767	88,804	0	2,277,923
Foundation Grant Dollars Received (N=19)	104,797	18,130	0	578,983
Private Grant Dollars Received (N=16)	37,257	0	0	404,973

publications were much less common, with on average four books published per program, but there was substantial variability between programs. With respect to grants, the ADPCCJ survey reveals that the median number of "competitive national grants" submitted across the 27 reporting programs was 8, and the median number of such grants that were funded was 3.5. Some programs did not receive any of these grants, though, while others had a very large number of submissions (e.g., as many as 35) and awards (e.g., as many as 20). Not surprisingly, this translated into substantial variation in the amount of grant funds received by CCJ programs surveyed, as illustrated in the bottom of Table 5.

CCJ Student Information Reported in the 2013 ADPCCJ Survey

Active Students

In addition to providing details about faculty members at criminology and criminal justice doctoral institutions across the nation, the ADPCCJ survey elicits a wide array of information on the students who apply for, enroll in, and pursue studies at those programs. As noted above, the thirty-five programs that participated in the 2013 ADPCCJ collectively serve over 24,000 criminology and

criminal justice undergraduate majors, over 2,700 students actively pursuing master's degrees, and over 1,200 students actively pursuing doctoral degrees.

The median number of undergraduate majors across the 34 programs that provided the relevant data is 630, but this varies across programs from 9 to 2,468. As noted above, these programs also differ significantly in the number of full-time faculty employed, so one useful way to look at the data on undergraduate majors is to standardize the figures by faculty size. Figure 4 shows the ratio of undergraduate majors to full-time faculty for the 34 programs that provided data. As noted in the figure, the median student-to-faculty ratio for the reporting programs during the reference period (spring, 2013) was 43.67, but the ratio ranged from 0.64 to 105 across programs.

Figure 4. Undergraduate Majors (N=24,768) Standardized by Full-Time Faculty Size (N= 629),[5] 2013 ADPCCJ Survey
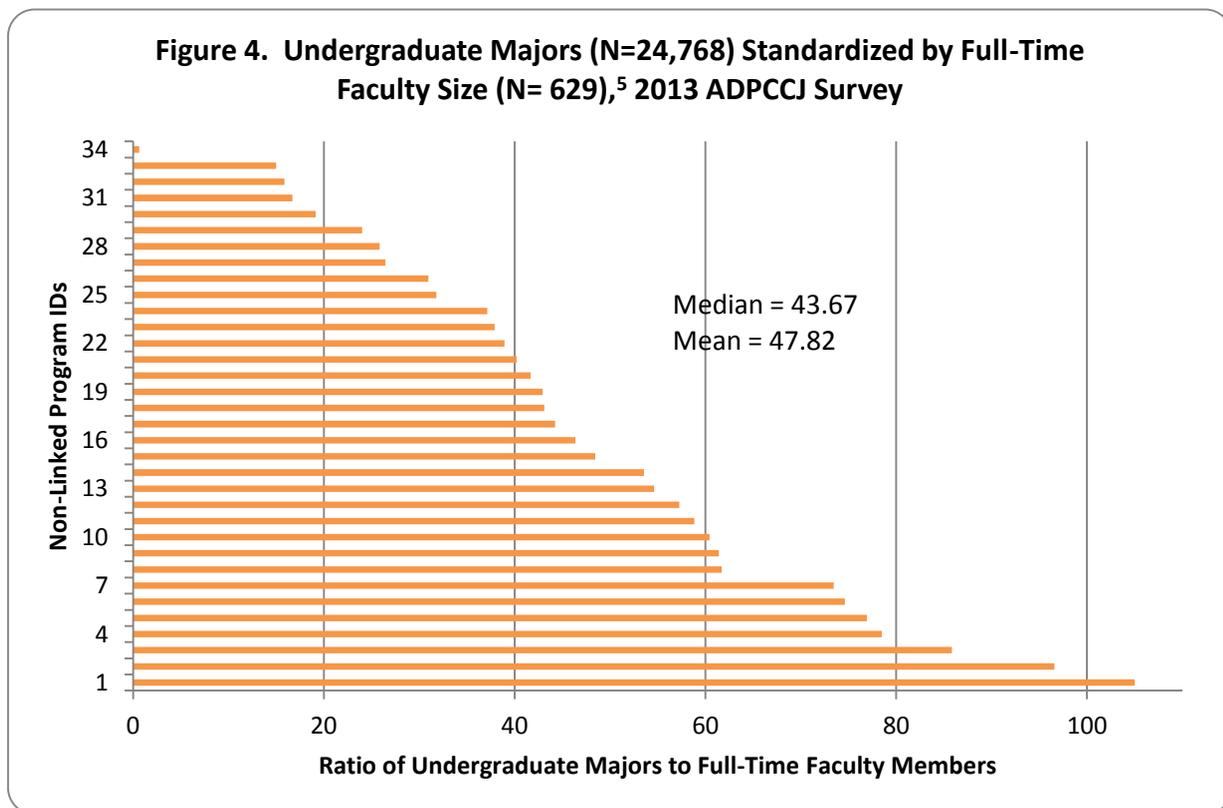
[5] Data provided by 34 programs.

The ADPCCJ survey collected much more detailed information about active and new *graduate* students, including the overall number of students currently enrolled but also a variety of other details. Table 6 displays information about the average graduate student-body size across programs as well as the range across programs. As the table shows, the median number of total graduate students

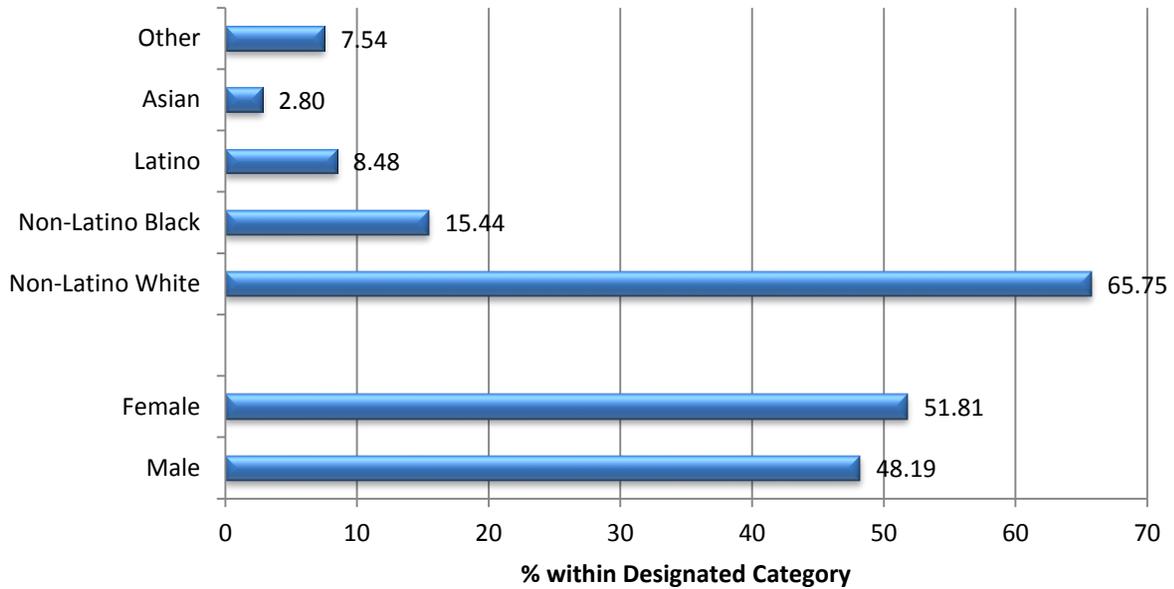**Table 6. Graduate Program Size, by Degree Type, 2013 ADPCCJ Survey**

	Mean	Median	Min	Max
Total Active Graduate Students (N=35 Programs)	114	70	11	796
Active Grad. Students/FT Faculty Members (N=3,999 Active Grad)	6.65	5.12	1.57	49.75
Active Doctoral Students (N=35 Programs)	36.3	32	4	130
Active Doctoral Students/FT Faculty Members (N=1,270 Active Doctoral)	2.16	1.93	0.40	4.75
Active Masters Students (N=33 Programs)	82.7	38	0	722
Active Masters Students/FT Faculty Members (N=2,729 Active Masters)	4.76	3.29	0	45.13

(Master's and Doctoral) in the reporting programs in spring 2013 was 70, ranging from 11 to 796. Breaking this down by degree type, we see that the average program had 36 active doctoral students; however, at the extremes, one program had just 4 doctoral students while another had 130. The average number of doctoral students per full-time faculty member was 2.16, though this also varied widely across programs (from .40 to 4.75). A similar picture emerges from the data on size of Master's programs, also shown in Table 6.

Some of the ADPCCJ programs do not have stand-alone CCJ Master's Degree programs, and thus all of their graduate students are pursuing doctoral degrees. But, most programs contain a mix of doctoral and masters students, and overall the average mix is roughly even between the two groups, with master's students slightly more represented (53%) than doctoral students (47%) among those pursuing graduate studies. Both groups exhibit similar demographic attributes, as illustrated in Figures 5 and 6. Much like the faculty data presented earlier, the vast majority of graduate students in CCJ (as reported by programs that participated in the ADPCCJ survey) are non-Latino white. But, unlike the pattern observed for full-time faculty, a majority of graduate students in the programs that reported to ADPCCJ are female.

The ADPCCJ survey also elicited information on the status of doctoral students and recent graduation patterns. One dimension of the former is whether doctoral students active in the year

Figure 5. Gender (N=2,575)[6] and Race/Ethnicity (N=2,572)[7] of Active Masters Students, 2013 ADPCCJ Survey

Category	% within Designated Category
Other	7.54
Asian	2.80
Latino	8.48
Non-Latino Black	15.44
Non-Latino White	65.75
Female	51.81
Male	48.19

% within Designated Category

[6] Data provided by 31 programs.
[7] Data provided by 30 programs.

Figure 6. Gender (N=1,191)[8] and Race/Ethnicity (N=1,186)[9] of Active Doctoral Students, 2013 ADPCCJ Survey

Category	% within Designated Category
Other	16.44
Asian	4.47
Latino	5.90
Non-Latino Black	7.25
Non-Latino White	65.94
Female	57.26
Male	42.74

% within Designated Category
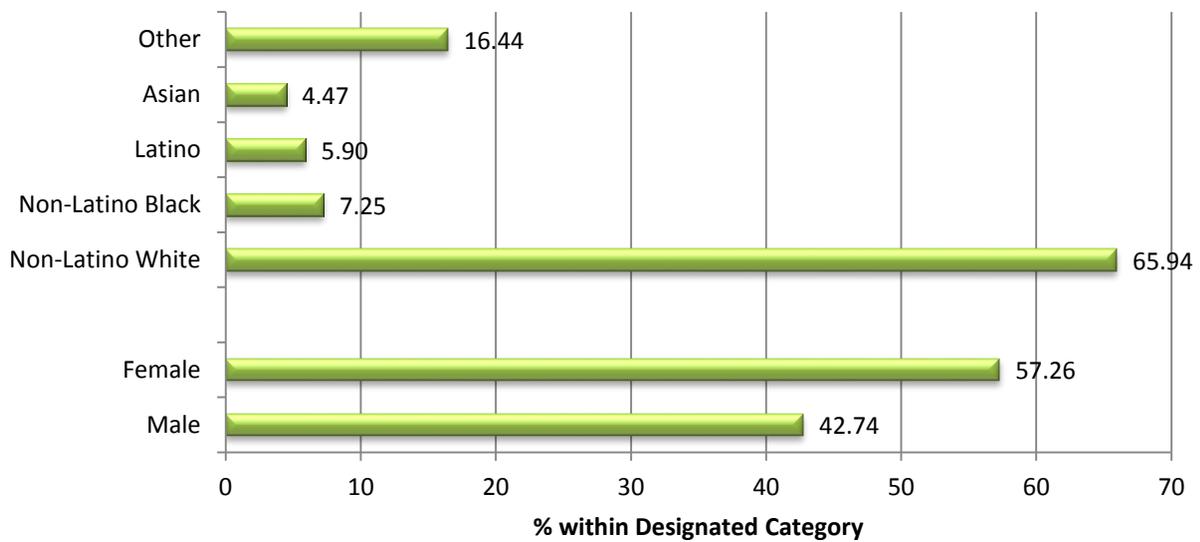
[8] Data provided by 34 programs.
[9] Data provided by 33 programs.

preceding the survey were still enrolled and, if not, the reasons for the 'disappearance' of those no longer enrolled. As it turns out, the 2013 ADPCCJ data indicate that this form of student attrition is relatively rare. The median response to the question of how many students had been enrolled in 2011-2012 but were no longer enrolled in 2012-2013 was two students, and in the majority of cases in which students dropped out (N=83) they did so prior to comprehensive exams (N=47).

With respect to graduation patterns, the ADPCCJ data indicate that the reporting programs combined to confer master's degrees (N=32) to 1,023 graduate students and doctoral degrees 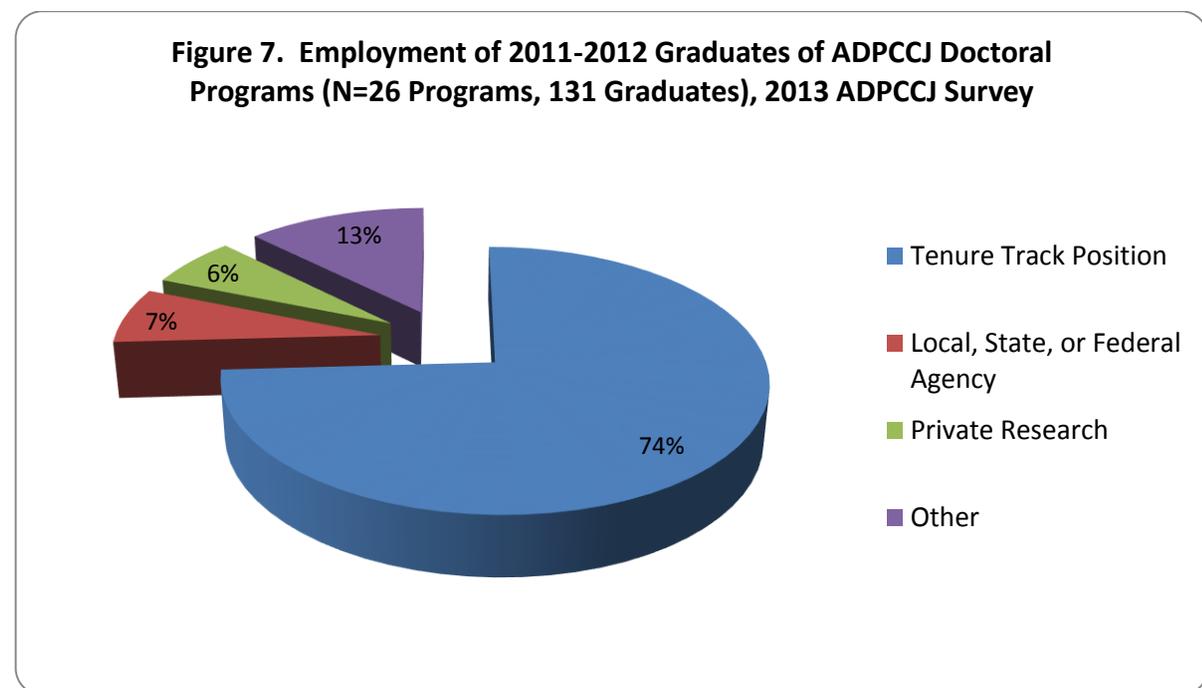(N=31) to 131 graduate students in 2011-2012. Almost one-half (47.3%) of the doctoral graduates during this period first enrolled in the fall of 2007 or after, completing the degree in five years or less. Overall, approximately 63 percent of these recent graduates completed their degrees in six years; the remainder took slightly longer to complete their degrees.   Enrollment semesters for doctoral graduates range from fall of 1995 to fall of 2009.

What types of jobs do those who complete the doctoral degrees obtain? Figure 7 shows that not only is the employment rate among recent graduates very high – 87 percent are known to be employed in a tenure-track academic position, a local, state, or federal research agency, or a private research firm – but also that academic positions are by far the most prevalent mode of employment.


Figure 7. Employment of 2011-2012 Graduates of ADPCCJ Doctoral Programs (N=26 Programs, 131 Graduates), 2013 ADPCCJ Survey

Incoming Students

Programs also wish to track incoming students, and thus the ADPCCJ survey captures several details about applications, program admissions decisions, enrollment rates, and a variety of other data items about the students who have most recently joined the ADPCCJ member programs. The 2013 ADPCCJ survey gathered information on new graduate students who enrolled in the 2012-2013 academic year. The thirty participating programs that provided data on master's students received an aggregate total of 2,683 applications from prospective students, with application counts ranging from 12 to 395 across programs. Data on new master's students were broken down for traditional master's students (i.e., those who attend class in person) and distance learning (DL) master's students (i.e., those who take classes online). The 31 programs that provided data on traditional master's students received an aggregate total of 1,608 applications from prospective students, with application counts ranging from 0 to 182. Programs that provided data on DL master's students (N=21) reported receiving 1,075 applications, with counts ranging from 0 to 274. The 34 programs that responded to similar questions about doctoral programs took in 1,429 applications for doctoral study, ranging from a low of 6 to a high of 103. No programs reported distance learning doctoral students.

Figures 8 through 11 summarize the program-specific (non-identified) acceptance rates (i.e. the percentage of applications received that resulted in a decision to admit) and enrollment rates (i.e., the percentage of admitted students who subsequently enrolled) for master's (traditional and DL) and doctoral programs, respectively.

Overall, for the 30 programs that provided data on applications to and admissions decisions for traditional master's programs, the median acceptance rate was 59.0%. Figure 8 shows that such acceptance rates varied widely across programs, however, from 0% to 100%. Figure 9 also reveals substantial variation in enrollment rates for those accepted into traditional master's programs; the median enrollment rate was 64.8%, but this ranged from 11% to 100%. The average acceptance and enrollment rates for DL master's programs were higher than for traditional master's programs. For the 12 programs that provided data on admission decisions for DL master's programs, the median

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Figure 8. Acceptance Rate (N=892) for Application Submitted (N=1608) to Master's Programs (Traditional),[10] 2013 ADPCCJ Survey

Median = 59.0%
Mean = 55.6%
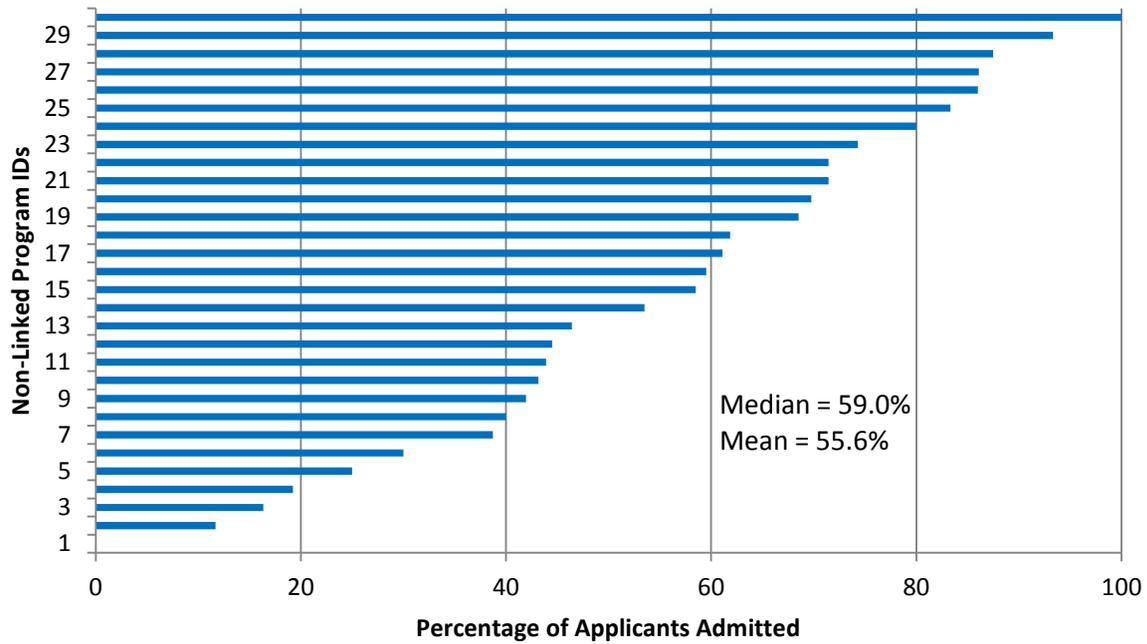
[10] Data provided by 30 programs.

Figure 9. Enrollment Rate (N=561) for Persons Accepted (N=892) to Master's Programs (Traditional),[11] 2013 ADPCCJ Survey

Median = 64.8%
Mean = 59.5%
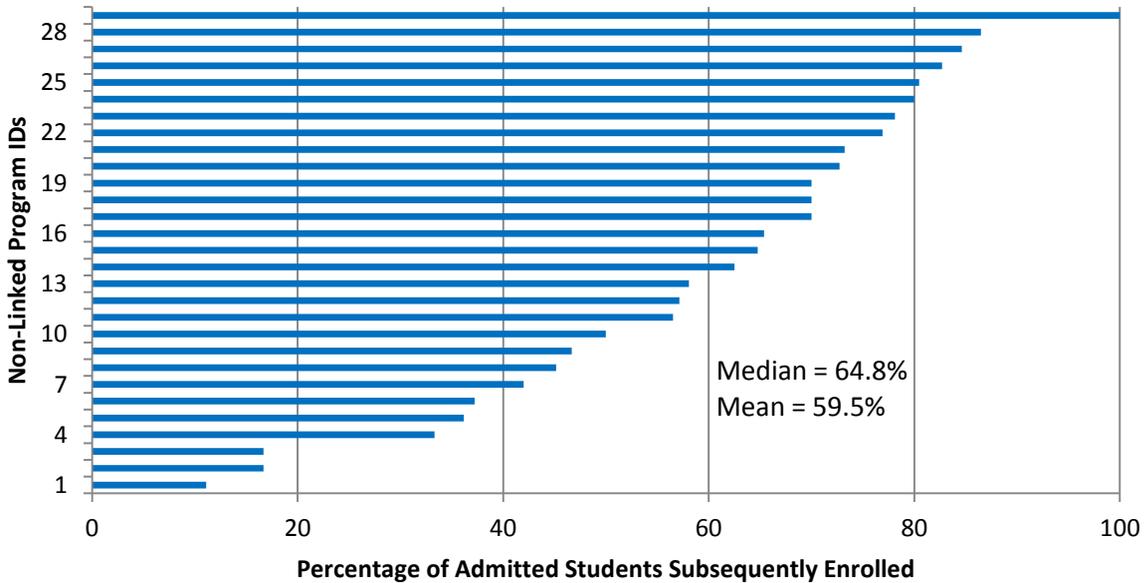
[11] Data provided by 29 programs.

Figure 10. Acceptance Rate (N=735) for Application Submitted (N=1075) to Master's Programs (Distance Learning),[12] 2013 ADPCCJ Survey

Median = 82.3%
Mean = 78.1%

X-axis: Percentage of Applicants Admitted
Y-axis: Non-Linked Program IDs
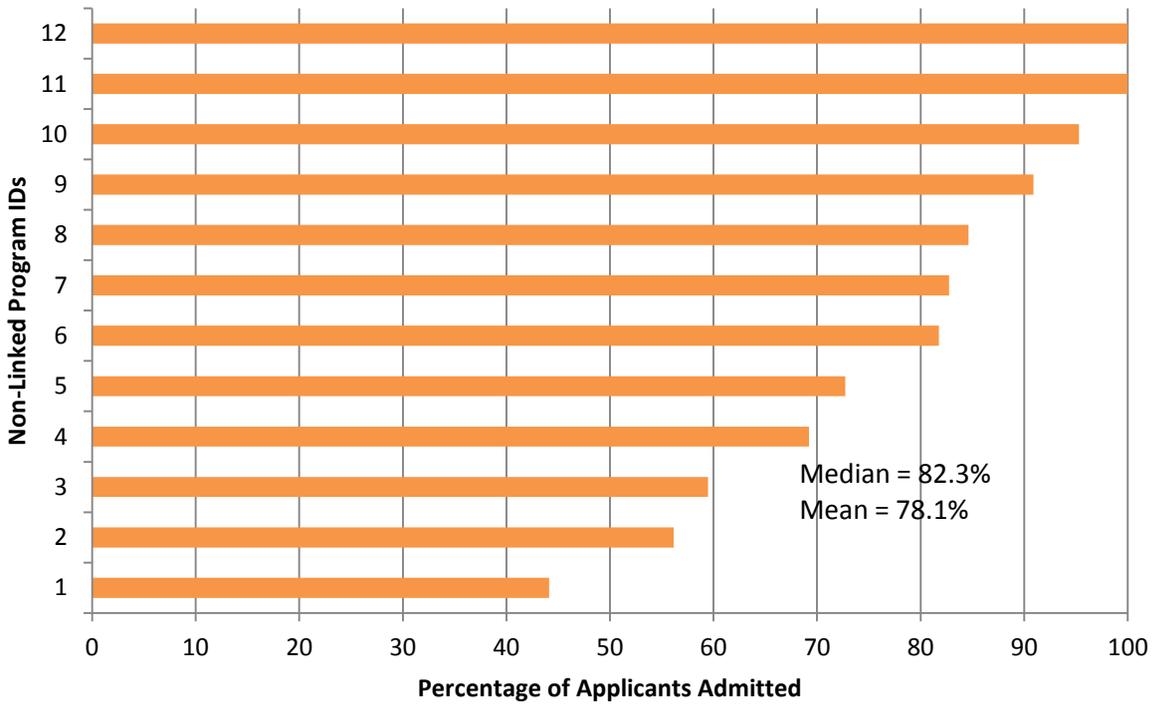
[12] Data provided by 12 programs.

Figure 11. Enrollment Rate (N=691) for Persons Accepted (N=735) to Master's Programs (Distance Learning),[13] 2013 ADPCCJ Survey
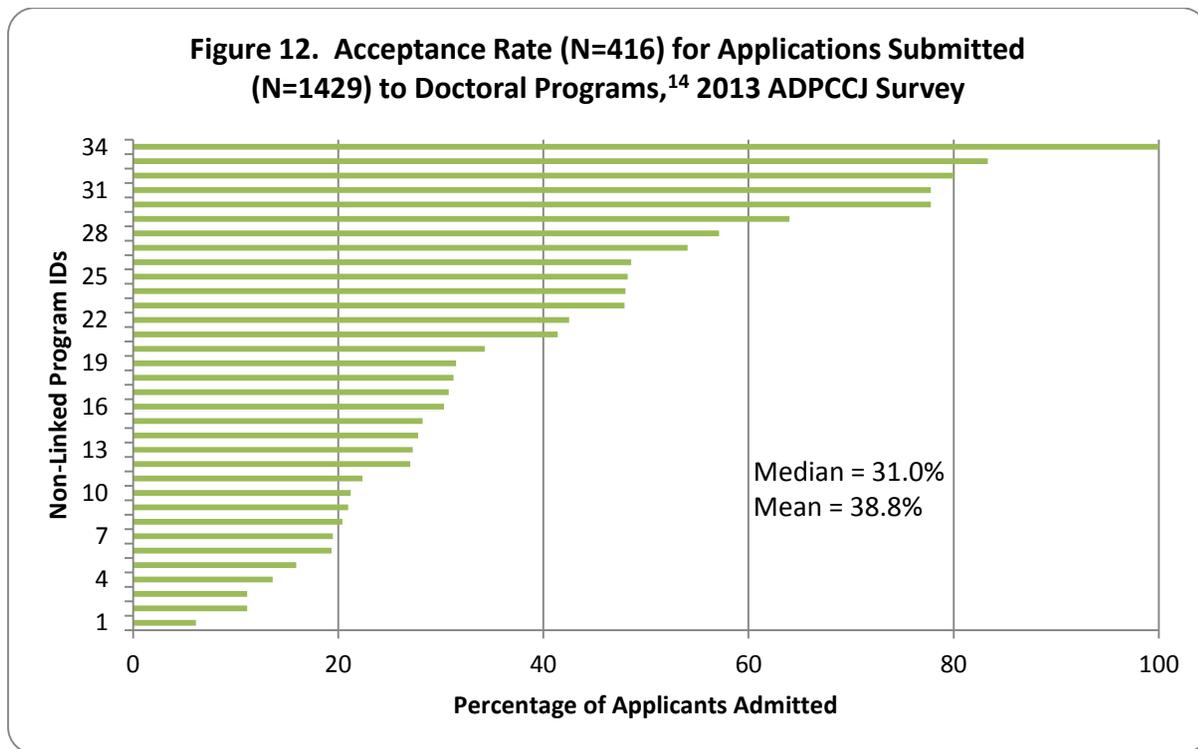
Median = 85.4%
Mean = 88.4%

X-axis: Percentage of Admitted Students Subsequently Enrolled
Y-axis: Non-Linked Program IDs
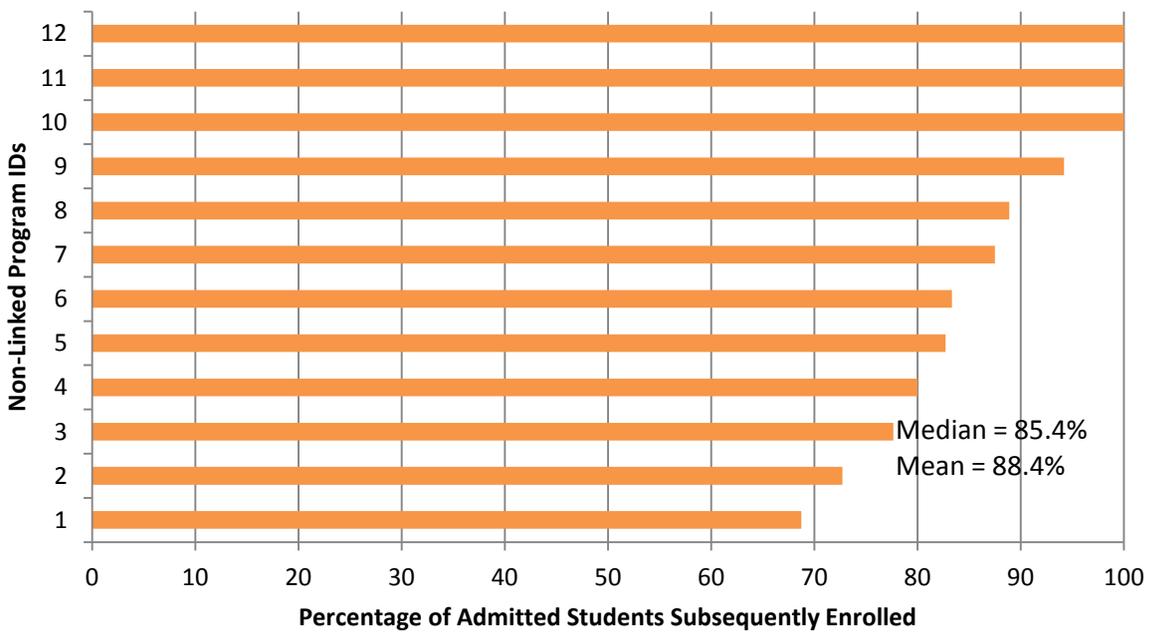
[13] Data provided by 12 programs.

acceptance rate was 82.3%. Figure 10 shows that acceptance rates varied from 44.1% to 100% across reporting programs. Figure 11 shows that the median enrollment rate for DL master's programs was 85.4% and ranged from 68.8% to 100%.

Average acceptance rates were lower for doctoral programs than traditional master's programs (31.0% vs. 59.0%), but again we see considerable variation across programs, as displayed in Figure 12. While more than a quarter of applicants to doctoral programs in the 34 participating programs were admitted, in some programs less than 10 percent of applicants were admitted, while in others more than 75 percent were admitted.

Figure 12. Acceptance Rate (N=416) for Applications Submitted (N=1429) to Doctoral Programs,[14] 2013 ADPCCJ Survey

Median = 31.0%
Mean = 38.8%

Non-Linked Program IDs

Percentage of Applicants Admitted

[14] Data provided by 34 programs.

For those admitted to doctoral programs, the ADPCCJ gathers information from programs on GRE scores and grades. With respect to the latter, the average undergraduate grade point average (GPA) for newly admitted doctoral students in ADPCCJ reporting programs was 3.4, and it varied from 2.6 to 3.9 across programs (N=26). ADPCCJ respondents provided the information summarized in Table 7 in response to questions about the average GRE scores among recently admitted doctoral students. As illustrated in Table 7, using the old scoring method, the median "average GRE combined"

(verbal and quantitative) score across programs was 1176.   There was a substantial spread in average combined scores, however, ranging from 932 to 1375. The component specific scores yield similar patterns. Using the new scoring method, the median "average GRE combined" score across programs was 306, ranging from 253 to 318.
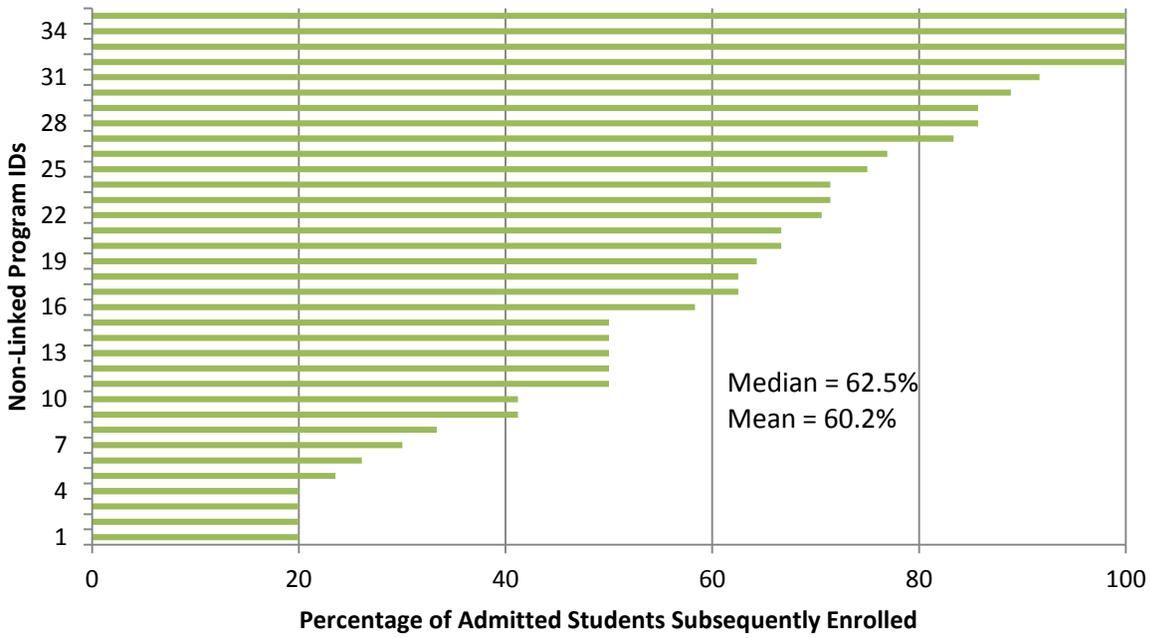
Table 7. GRE Scores and Percentiles for Newly Admitted Doctoral Students, 2013 ADPCCJ Survey

	Mean	Median	High	Low
Old Scoring Method (N=18)				
Average GRE Verbal	546	535	660	450
Average GRE Quantitative	640	636	800	482
Average GRE Combined	1189	1176	1375	932
Percentiles (N=17)				
Average GRE Percentile Verbal	70.6%	67.0%	80%	53%
Average GRE Percentile Quantitative	58.1%	56.6%	94%	31%
Average GRE Percentile Analytic Writing	57.1%	59.6%	82.5%	10%
New Scoring Method (N=17)				
Average GRE Verbal	155	155	162	146
Average GRE Quantitative	150	149	158	141
Average GRE Combined	302	306	318	253
Percentiles (N=17)				
Average GRE Percentile Verbal	69.2%	67.4%	90%	46%
Average GRE Percentile Quantitative	51.2%	51.2%	81%	32%
Average GRE Percentile Analytic Writing	60.8%	58.4%	96%	39%

Enrollment rates among admitted students range across the full gamut of possibilities. As shown in Figure 11, the median enrollment rate for the 35 programs that provided the needed data was 62.5%, but this ranged from 20 to 100 percent (all of the accepted Ph.D. students enrolled).

The ADPCCJ survey indicated that 561 new students enrolled in traditional master's programs across the 29 programs that provided such data (691 DL master's students enrolled across the 12 reporting programs). In total, 236 new doctoral students enrolled across the 35 programs that reported such data. Approximately 94 percent of new doctoral and 66 percent of new traditional master's enrollments are studying full-time, while only approximately 33% of new DL master's students are

Figure 13. Enrollment Rate (N=236) for Applications Accepted (N=416) to Doctoral Programs,[15] 2013 ADPCCJ Survey

Median = 62.5%
Mean = 60.2%

Y-axis: Non-Linked Program IDs
X-axis: Percentage of Admitted Students Subsequently Enrolled

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[15] Data provided by 35 programs.

studying full-time. The gender, race, and ethnic composition of these incoming cohorts of graduate students were similar to the patterns shown above for all active students (see Figures 5 & 6). The reporting programs indicated that for master's degree programs, the majority of incoming students were female (the median was 55% female for traditional master's programs and 57% female for DL master's programs) and non-Latino white (the median was 64% non-Latino white). Incoming cohorts of Ph.D. students also exhibited quite a bit of variability across programs in race, ethnic, and gender composition; overall the medians were 57% female and 78% non-Latino white.

A large majority of newly admitted doctoral students in the 2013 ADPCCJ reporting programs received tuition remission and were funded as either a research or teaching assistant (or both). Overall, 69% of active doctoral students in the 34 programs that reported data on funding sources were funded through a teaching or research assistantship. While some programs relied exclusively on teaching assistantships and others relied exclusively on research assistantships, these forms of funding contribute about equally to those supported by non-grant financial resources across all programs. About 17% of active doctoral students were supported primarily through external grants. However,

this ranged from no students to 40% of active doctoral students being funded by grants in a few programs.

The 2013 ADPCCJ data indicate that the amount of the stipend given to students by programs varies quite a lot. All of programs that provided student funding data indicated that they had both a "basic" stipend level that would be distributed to most students, and a "lucrative" stipend that was reserved for the most promising students. Figures 14 and 15 provide details of funding levels across programs. As Figure 14 shows, the median "basic stipend" for doctoral students in the ADPCCJ programs that provided data was $16,226, a figure that ranges from $5,000 to $26,000. In terms of "most lucrative" awards, the average award across programs is $21,333, though as Figure 15 shows there is again substantial variability across programs.

Figures 16 and 17 present comparable figures for master's students. Overall, as Figure 16 shows, the median basic stipend for master's students across the 28 programs that offer the degree and which provided the information was $9,500. Six programs that offer CCJ master's degrees do not offer funding on a regular basis. At the other extreme, some programs provide funding for master's students that is comparable to typical funding levels for doctoral students. Additionally, as Figure 17 shows, a few programs reserve some significant awards (e.g., $35,000) for especially promising master's students.

Figure 14. Basic Doctoral Stipends, 2013 ADPCCJ Survey (N=35)

Median = $16,226
Mean = $16,675
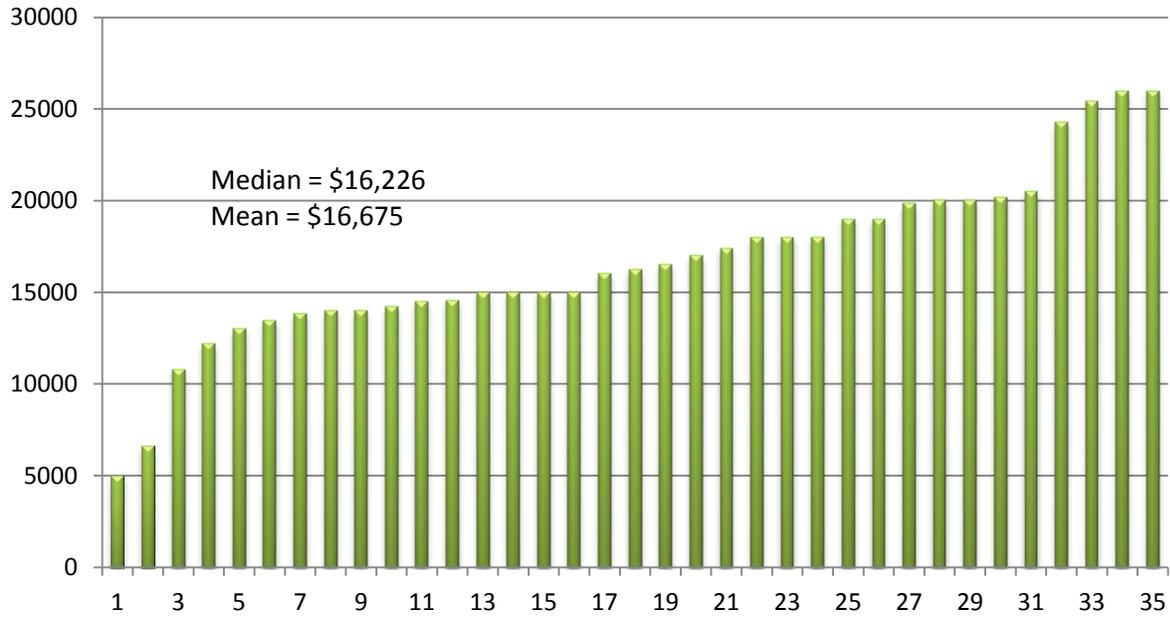
Figure 15. Most Lucrative Doctoral Stipends, 2013 ADPCCJ Survey (N=34)

Median = $21,333
Mean = $21,800
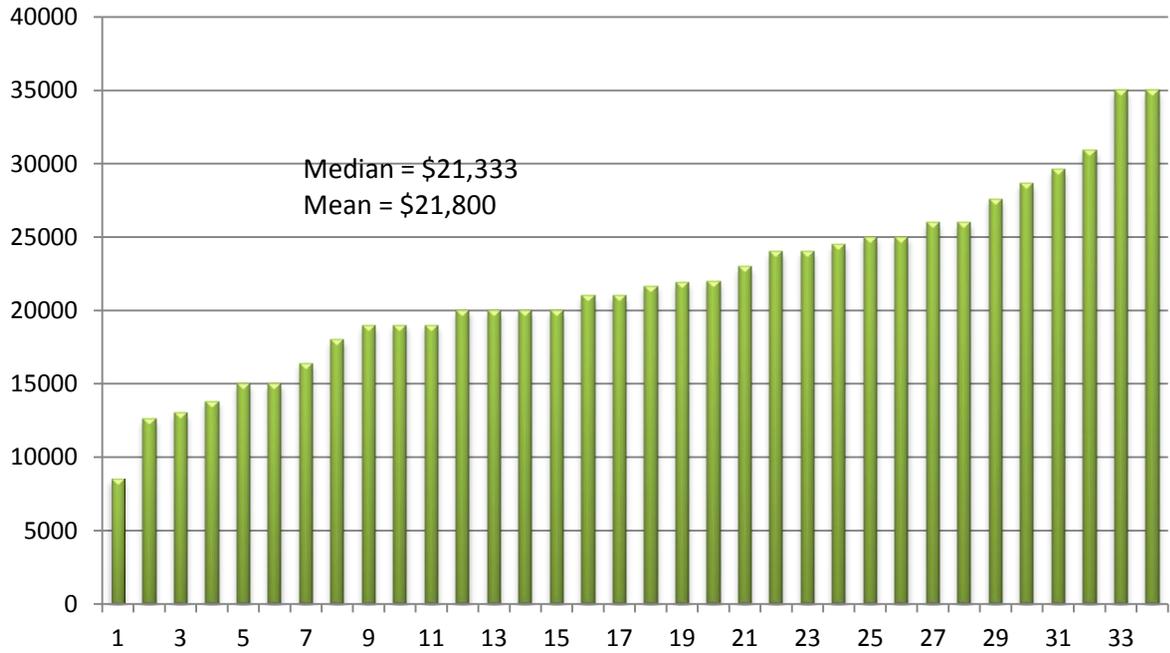
Figure 16. Basic Master's Stipends, 2013 ADPCCJ Survey (N=28)

Median = $9,500
Mean = $8,508
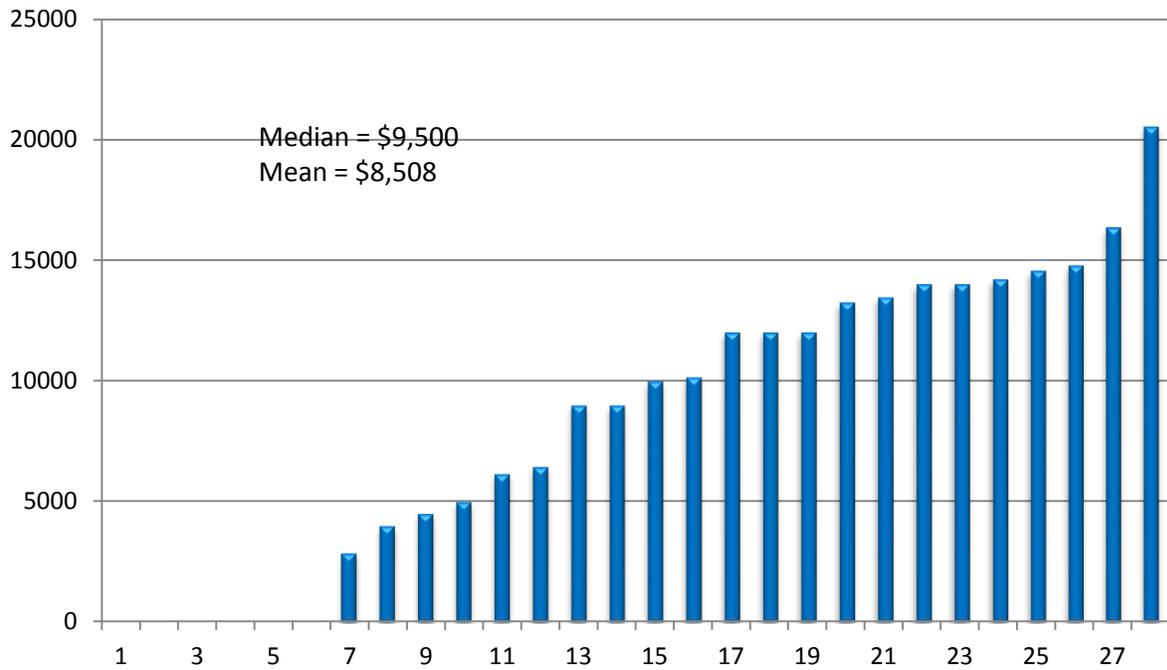
Figure 17. Most Lucrative Master's Awards, 2013 ADPCCJ Survey (N=29)

Median = $12,000
Mean = $11,530
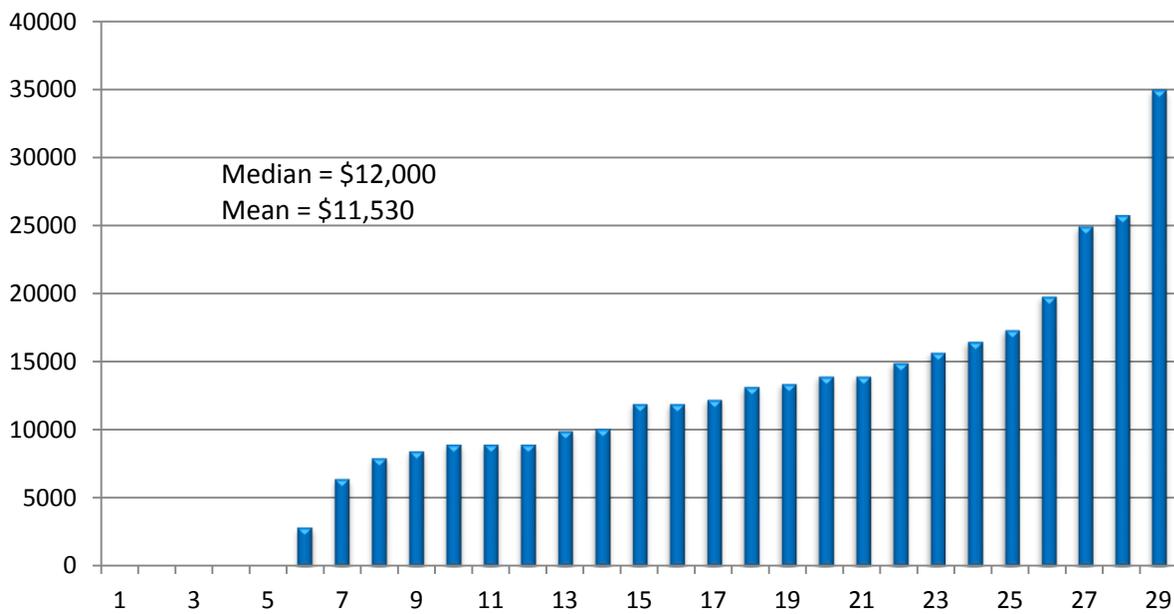
Conclusion

This report provides a snapshot of graduate programs as they looked in 2013. We hope the information summarized above is useful to current ADPCCJ members, others in the CCJ scholarly community, and prospective students and faculty members. Placed in the recent historical context (see, e.g., Frost and Clear, 2007, *Journal of Criminal Justice Education*), the two dominant themes that emerge from the results described herein are continued growth in the number and size of CCJ doctoral programs and an impressive stability in many of the features highlighted above. Some of the data elements summarized in this report (e.g., funding sources and details for graduate students, class sections offered, tenure time-lines) only recently were added to the ADPCCJ survey, so we do not have a good indication of how the reported figures compare with previous eras, but by and large the snap-shot of CCJ doctoral programs provided above is highly similar to what we have seen in the survey over the past several years. For additional information, please visit the ADPCCJ website (www.adpccj.com).
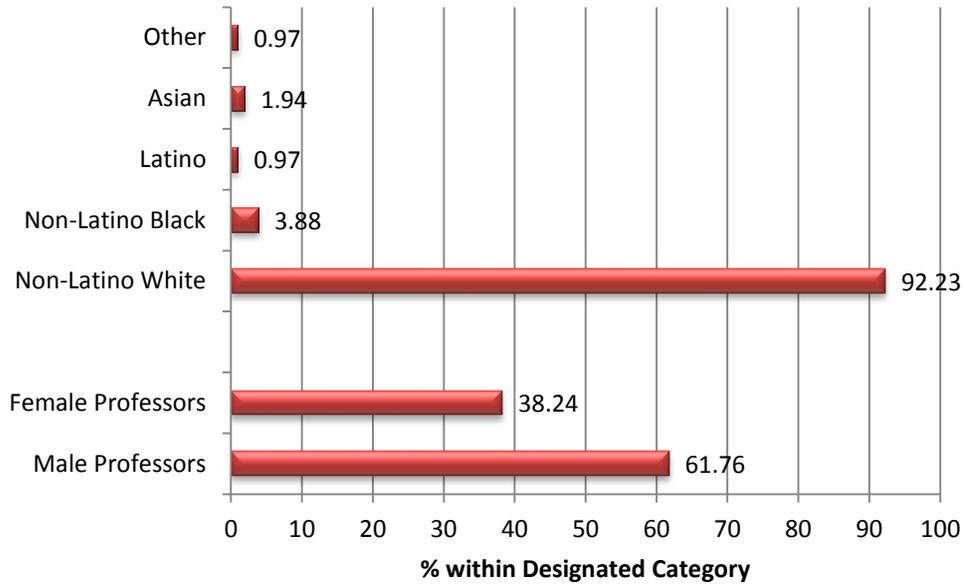
Appendix A. Summary Data from 2013 ADPCCJ Survey for Programs Ranked in Top 5 by U.S. News & World Report (table and figure numbers listed below parallel those for all reporting programs in full report).

According to U.S. News & World Report, the ranking of doctoral programs in Criminology and Criminal Justice were based on the result of peer assessment surveys. Schools offering doctoral programs in Criminology and Criminal Justice were sent surveys in which department heads, directors of graduate studies, or senior faculty members were asked to rate the academic quality of other institution's doctoral programs. ADPCCJ provided the list of schools to be surveyed (N=36). Questionnaires were based on a 5-point scale: outstanding (5), strong (4), good (3), adequate (2), and marginal (1). Once surveys were returned, a trimmed mean was computed to determine the scores for each school, and schools were then ranked in descending order. There was an overall response rate of 90 percent for the Criminology programs surveyed (for a complete description of the methodology used, see http://www.usnews.com/education/best-graduate-schools/articles/2011/03/14/social-sciences-and-humanities-rankings-methodology-2012).

Appendix Table 1. ADPCCJ Programs with Top 5 Rankings in 2009 U.S. News & World Report (N=6)

Rank	University
1	University of Maryland
2	University at Albany, SUNY
3	University of Cincinnati
4	University of Missouri-St. Louis
5	Pennsylvania State University
5	University of California, Irvine

Appendix Figure 1. CCJ Faculty Members (N=102) by Gender and Race/Ethnicity, Top Ranked ADPCCJ Programs, 2013.[16]

Other: 0.97
Asian: 1.94
Latino: 0.97
Non-Latino Black: 3.88
Non-Latino White: 92.23

Female Professors: 38.24
Male Professors: 61.76

% within Designated Category

[16] Data provided by 6 programs.

Appendix Figure 2. Tenure Status of Full-Time Faculty (N=102), Top Ranked ADPCCJ Programs, 2013.[17]

Non-Linked Program IDs

■ % Tenured   ▨ % Not-Tenured
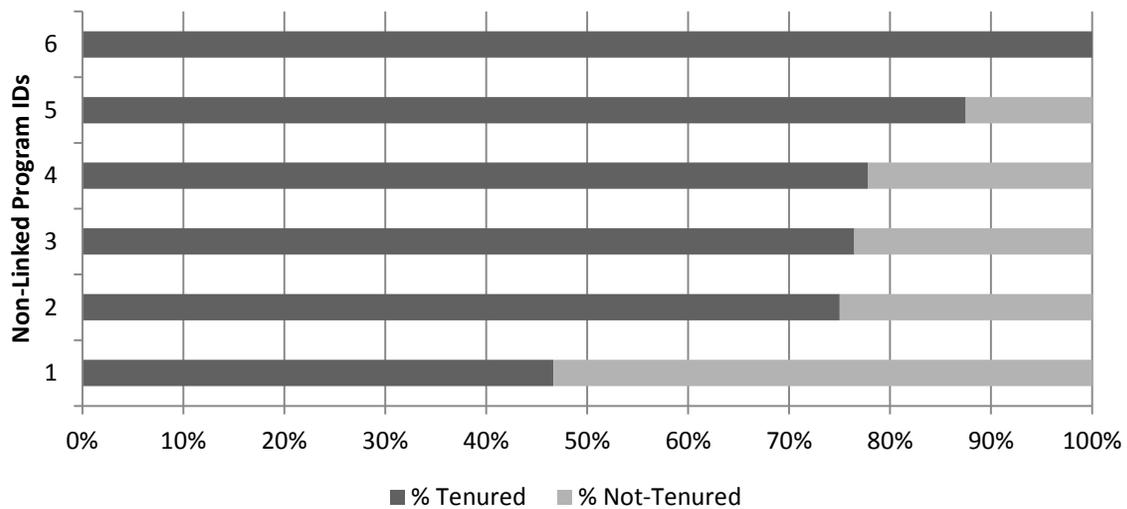
[17] Data provided by 6 programs.

25

Appendix Figure 3. CCJ Faculty Members (N=102) by Rank, Top Ranked ADPCCJ Programs, 2013.[18]

[18] Data provided by 6 programs.

Appendix Table 2. Faculty Salaries for Top Ranked ADPCCJ Reporting Programs, 2013 (N=4)

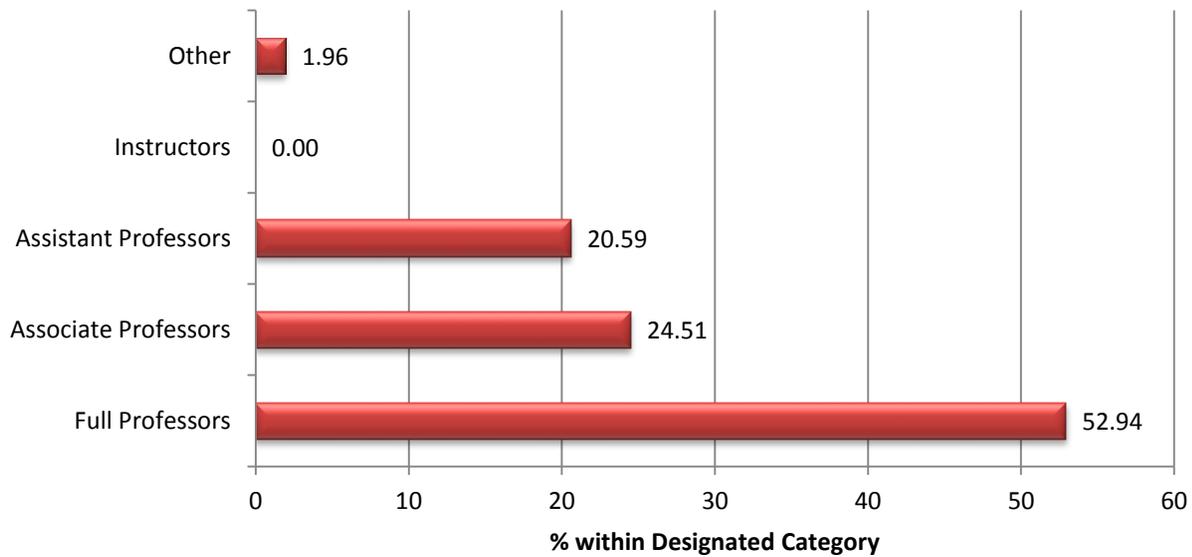|	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Current Full Professors	133,722	137,882	75,000	286,000
Current Associate Professors	91,712	95,000	75,000	112,000
Current Assistant Professors	67,725	67,375	60,000	73,000
Most Recently Hired Assistant Professor	67,334	68,000	60,000	77,000

Appendix Table 3. Faculty Time Distribution for Top Ranked ADPCCJ Reporting Programs, 2013 (N=6)

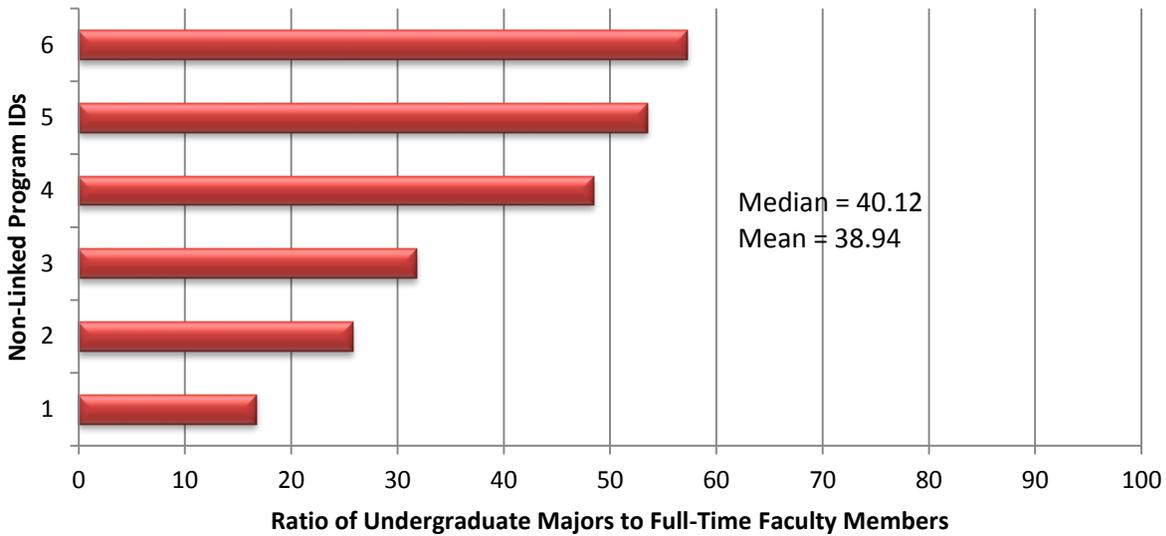|	Mean	Median	Min	Max
Percentage of Time on Research	51	45	40	70
Percentage of Time on Teaching	39	42.5	20	50
Percentage of Time on Service	10	10	5	20

Appendix Table 4. Class Sections Offered by Degree, Relative to Faculty Size and Graduate Student Involvement for Top Ranked ADPCCJ Reporting Programs, 2013

	Mean	Median	Min	Max
2011-2012 Undergraduate Class Sections (N=6)	81.3	76	59	165
Online Undergraduate Class Sections (N=4)	14.5	11.5	0	35
Ratio of Sections to Faculty (N=6)	6.23	5.52	2.19	12.5
Percent Taught by Graduate Students (N=6)	53.16%	54.75%	8.47%	79.38%
2011-2012 Masters Class Sections (N=5)	23.4	25	13	37
Online Masters Class Sections (N=4)	3.25	0	0	13
Ratio of Sections to Faculty (N=5)	1.49	1.47	0.93	2.13
Percent Taught by Graduate Students (N=5)	3.14%	0%	0%	8%
2011-2012 Doctoral Class Sections (N=6)	23.8	21	7	42
Online Doctoral Class Sections (N=4)	0	0	0	0
Ratio of Sections to Faculty (N=6)	1.46	1.33	0.47	2.63
Percent Taught by Graduate Students (N=6)	1.33%	0%	0%	8%

Appendix Table 5. Faculty Productivity in Past Year for Top Ranked ADPCCJ Programs, 2013

Articles and Books (N=6)	Mean	Median	Min	Max
Peer Reviewed Journal Articles Published	50.8	61.5	19	75
Articles Per Faculty Member	3.21	3.16	1.27	5.64
Books Published	5.5	5	0	12
Books Per Faculty Member	0.31	0.22	0	0.75
Grant Applications and Awards (N=6)				
Competitive National Grants Submitted	9	8.5	2	18
Competitive National Grants Received	3.8	3.5	0	9
Grant Dollars Received				
Total Dollars Received Last Fiscal Year	1,435,168	1,067,215	552,280	2,627,587
Federal Grant Dollars Received (N=6)	680,968	670,797	123,448	1,196,982
State and Local Grant Dollars Received (N=6)	700,162	38,347	0	2,277,923
Foundation Grant Dollars Received (N=5)	48,696	0	0	223,480
Private Grant Dollars Received (N=3)	26,916	0	0	80,750

Appendix Figure 4. Undergraduate Majors (N=3721) Standardized by Full-Time Faculty Size (N=102), Top Ranked ADPCCJ Reporting Programs, 2013.[19]
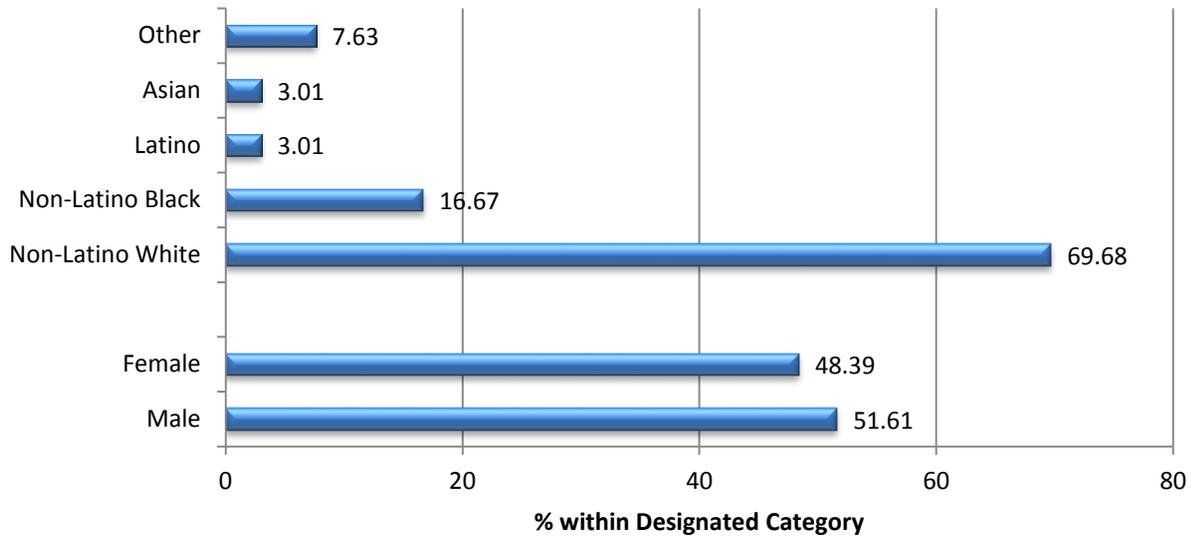

Median = 40.12
Mean = 38.94

(Y-axis: Non-Linked Program IDs — 1, 2, 3, 4, 5, 6)
(X-axis: Ratio of Undergraduate Majors to Full-Time Faculty Members — 0 to 100)

[19] Data provided by 6 reporting programs.

Appendix Table 6. Graduate Program Size, by Degree Type for Top Ranked ADPCCJ Programs, 2013

	Mean	Median	Min	Max
Total Active Graduate Students (N=6)	202.3	86.5	21	796
Active Grad. Students/FT Faculty Members (N=1,214 Active Grad)	12.02	5.16	1.91	49.75
Active Doctoral Students (N=6)	47.3	50.5	21	74
Active Doctoral Students/FT Faculty Members (N=284 Active Doctoral)	2.79	2.46	1.87	4.63
Active Masters Students (N=5)	186	64	4	722
Active Masters Students/FT Faculty Members (N=930 Active Masters)	11.07	3.76	0.25	45.13

Appendix Figure 5. Gender and Race/Ethnicity of Active Masters Students (N=930), Top Ranked ADPCCJ Program Respondents, 2013.[20]

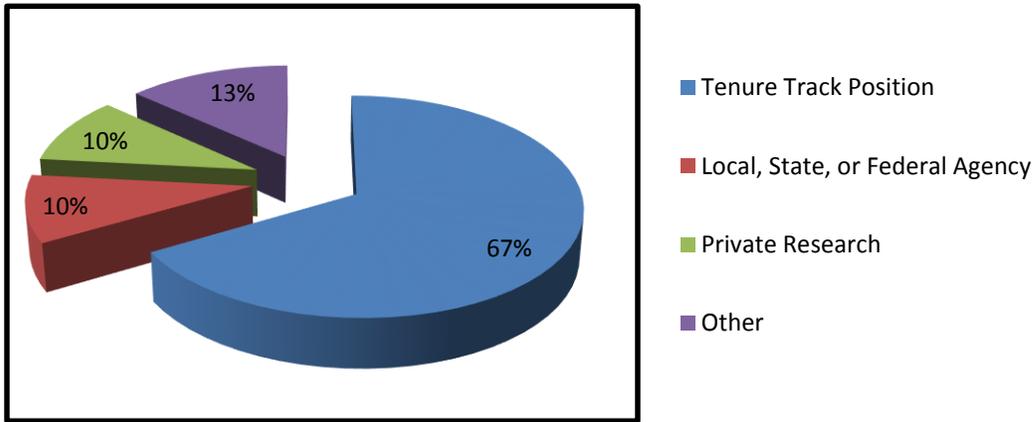| Category	% within Designated Category
Other	7.63
Asian	3.01
Latino	3.01
Non-Latino Black	16.67
Non-Latino White	69.68
Female	48.39
Male	51.61

% within Designated Category

[20] Data provided by 5 programs.

Appendix Figure 6. Gender and Race/Ethnicity of Active Doctoral Students (N=284), Top Ranked ADPCCJ Program Respondents, 2013.[21]

Category	% within Designated Category
Other	13.73
Asian	5.28
Latino	4.58
Non-Latino Black	4.93
Non-Latino White	71.48
Female	58.80
Male	41.20

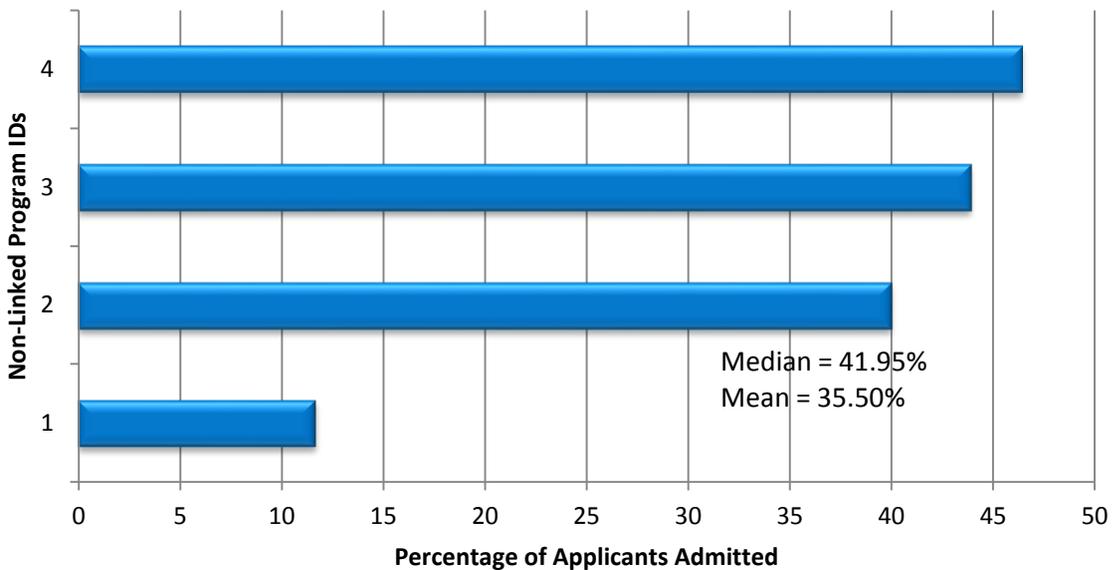**% within Designated Category**
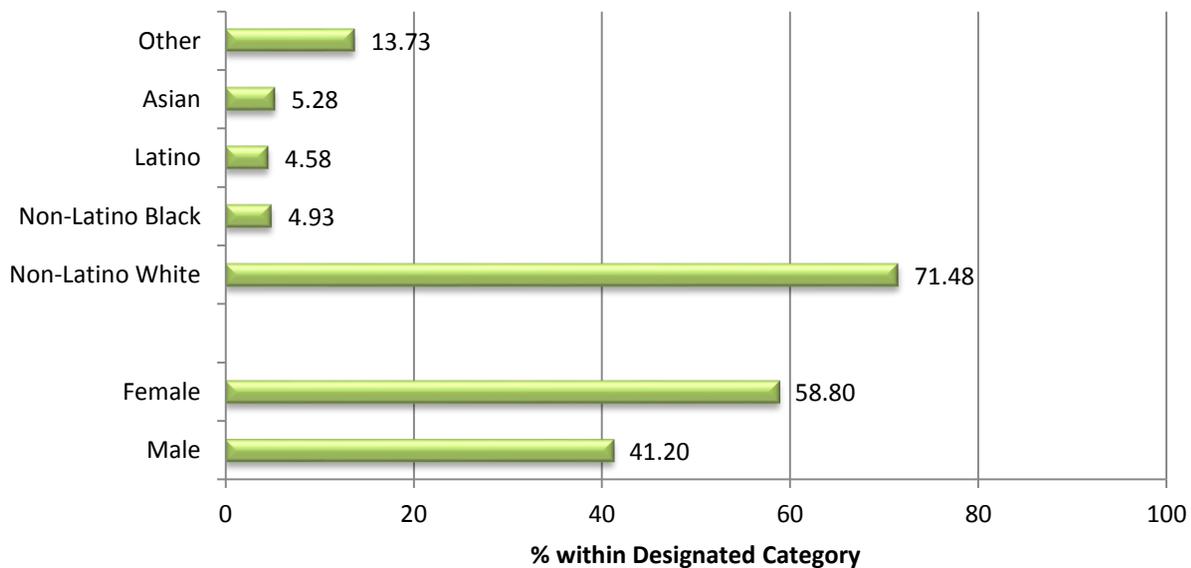
[21] Data provided by 6 programs.

29

Appendix Figure 7. Employment of Recent CCJ Graduates of Top Ranked ADPCCJ Programs, 2013 (N=6 Programs, 30 Graduates)

Legend:
- Tenure Track Position
- Local, State, or Federal Agency
- Private Research
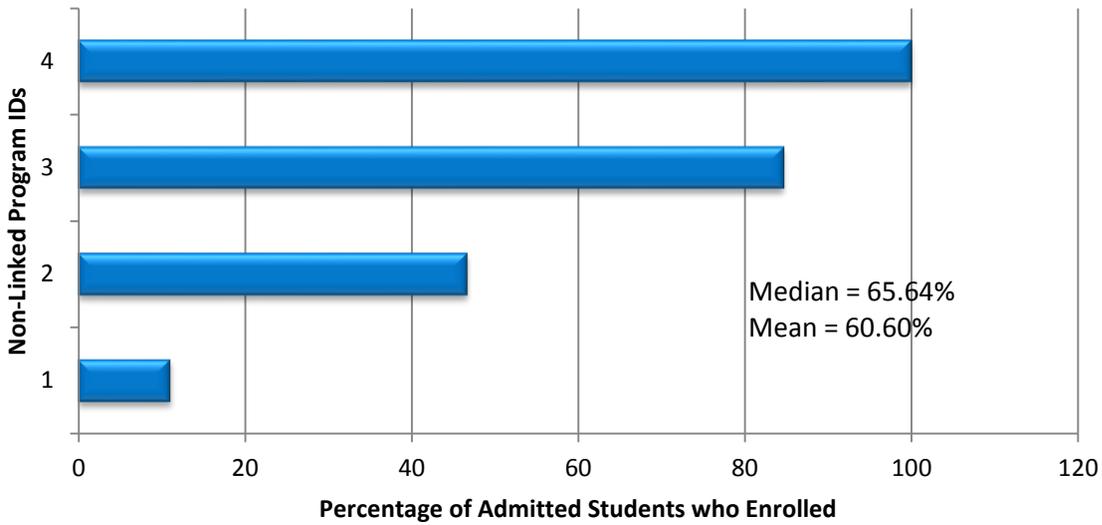- Other

13%
10%
10%
67%

Appendix Figure 8. Acceptance Rate (N=114) for Applications Submitted (N=318) to Master's Programs (Traditional) at Top Ranked ADPCCJ Doctoral Programs, 2013.[22]

Median = 41.95%
Mean = 35.50%

Non-Linked Program IDs (y-axis)
Percentage of Applicants Admitted (x-axis)

[22] Data provided by 4 programs.

Appendix Figure 9. Enrollment Rate (N=84) for Persons Accepted (N=114) to Master's Programs (Traditional) at Top Ranked ADPCCJ Ph.D. Programs, 2013.[23]

Median = 65.64%
Mean = 60.60%

_____

[23] Data provided by 4 programs.

Appendix Figure 10. Acceptance Rate (N=210) for Applications Submitted (N=336) to Master's Programs (Distance Learning) at Top Ranked ADPCCJ Doctoral Programs, 2013.[24]

Median = 64.36%
Mean = 64.36%

_____
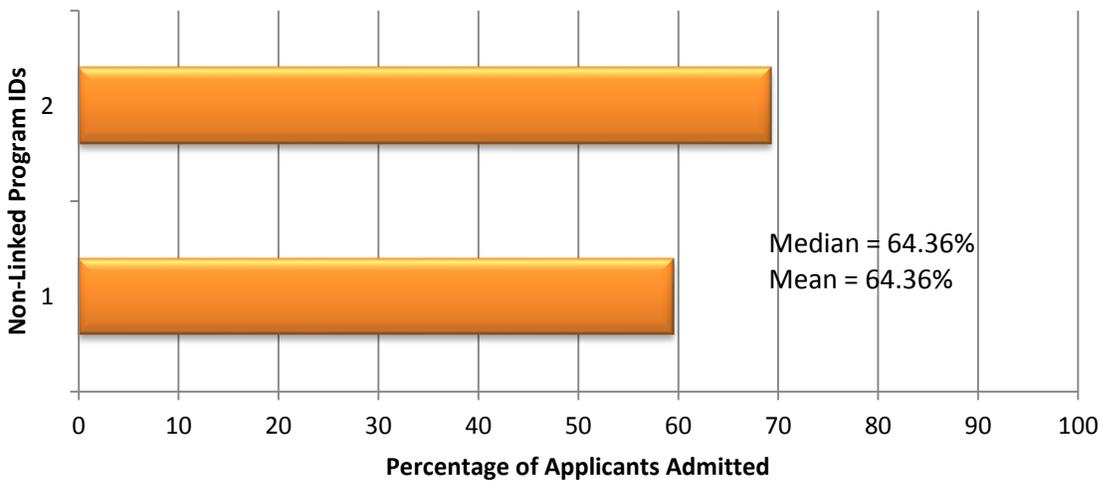
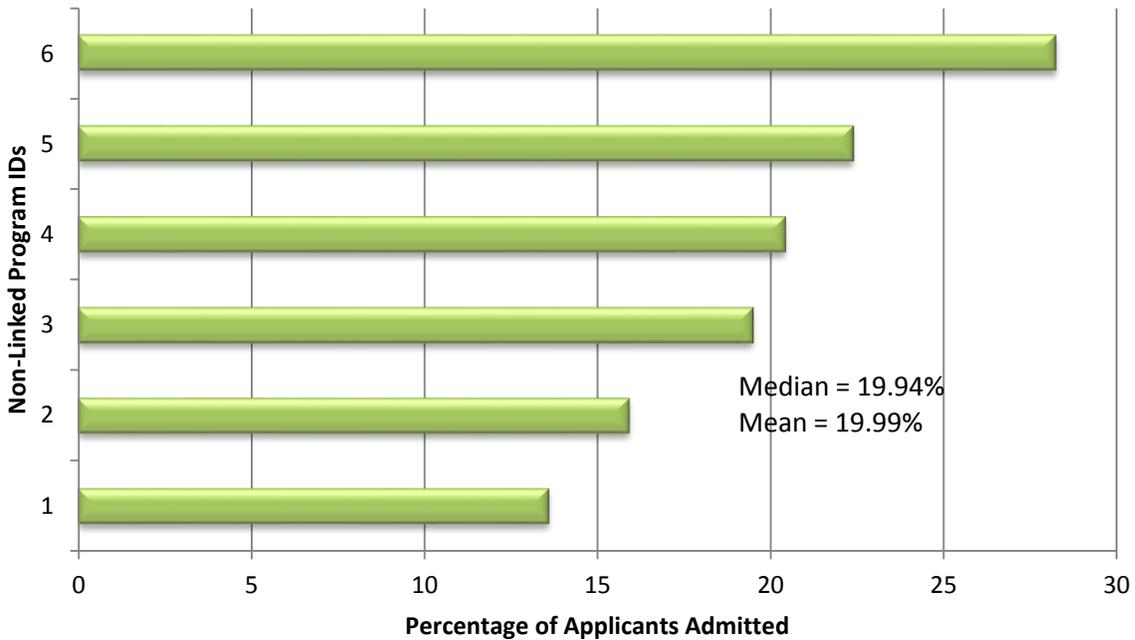[24] Data provided by 2 programs.

Appendix Figure 11. Enrollment Rate (N=194) for Persons Accepted (N=210) to Master's Programs (Distance Learning) at Top Ranked ADPCCJ Ph.D. Programs, 2013.[25]
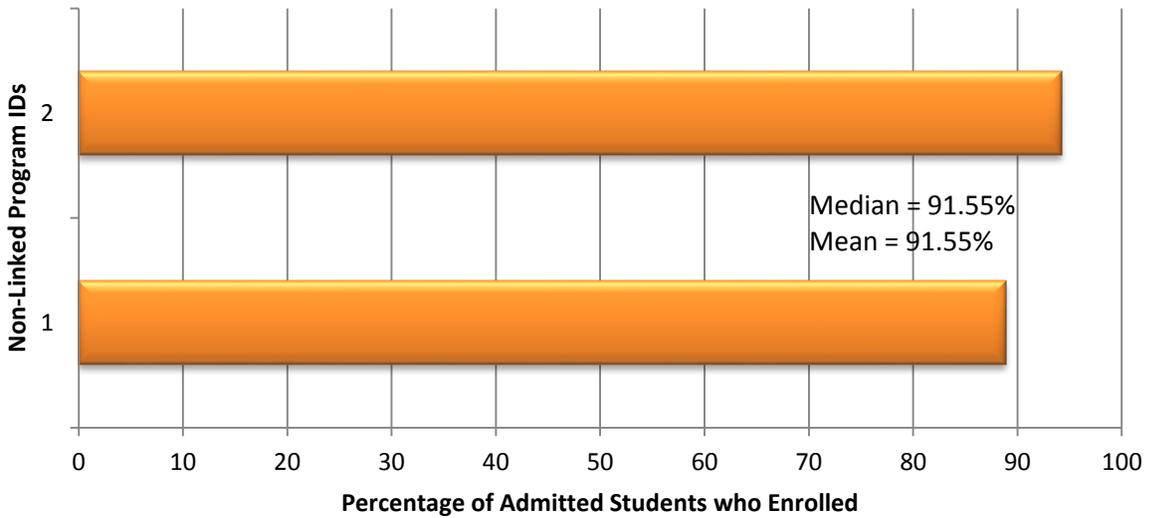
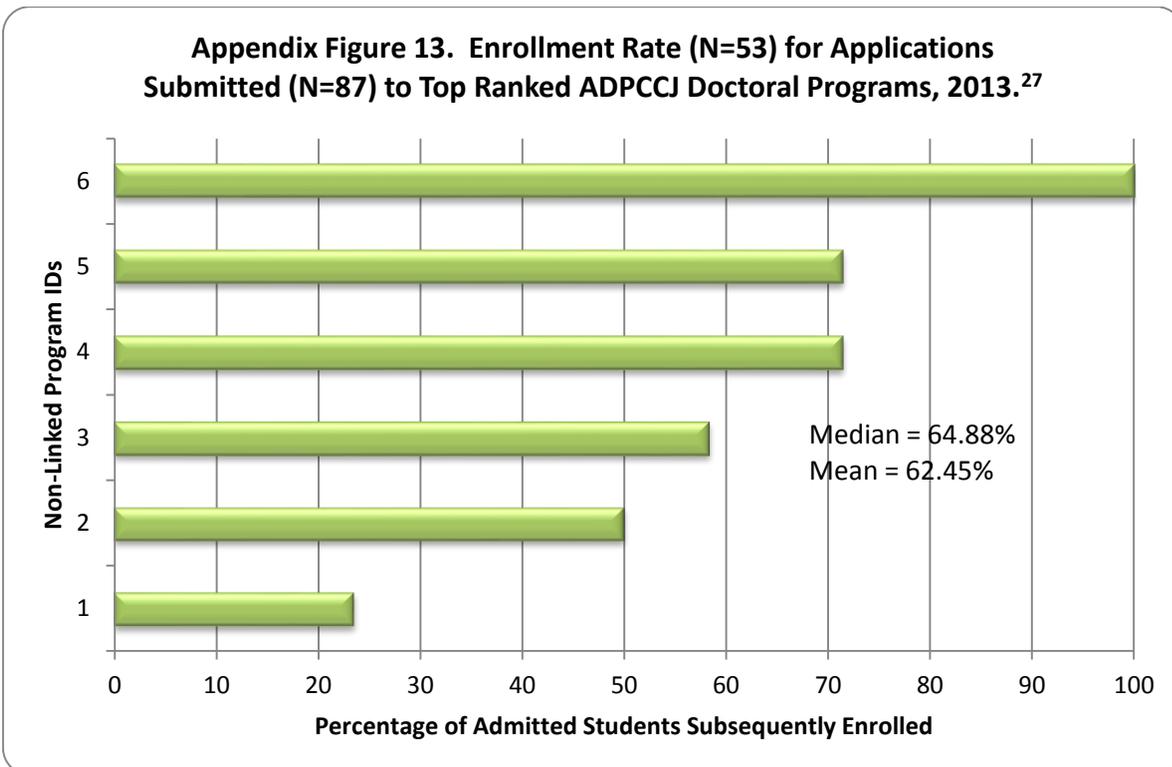[25] Data provided by 2 programs.

Appendix Figure 12. Acceptance Rate (N=87) for Applications Submitted (N=434) to Top Ranked Doctoral Programs, 2013.[26]

[26] Data provided by 6 programs.

Appendix Table 7. GRE Scores and Percentiles for Newly Admitted Doctoral Students, Top Ranked ADPCCJ Programs, 2013

Old Scoring Method (N=4)	Mean	Median	High	Low
Average GRE Verbal	602	610	625	562
Average GRE Quantitative	709	707	744	680
Average GRE Combined	1312	1333	1340	1242
Percentiles (N=4)				
Average GRE Percentile Verbal	82.3%	83.5%	89%	73%
Average GRE Percentile Quantitative	67.5%	66.5%	82%	56%
Average GRE Percentile Analytic Writing	75%	76%	77%	72%
New Scoring Method (N=4)				
Average GRE Verbal	158	159	160	155
Average GRE Quantitative	154	154	158	151
Average GRE Combined	312	313	318	306
Percentiles (N=4)				
Average GRE Percentile Verbal	78.6%	79.5%	88%	67%
Average GRE Percentile Quantitative	67.1%	68.0%	81%	51%
Average GRE Percentile Analytic Writing	73.2%	73.6%	76%	70%

Appendix Figure 13. Enrollment Rate (N=53) for Applications Submitted (N=87) to Top Ranked ADPCCJ Doctoral Programs, 2013.[27]

Median = 64.88%
Mean = 62.45%

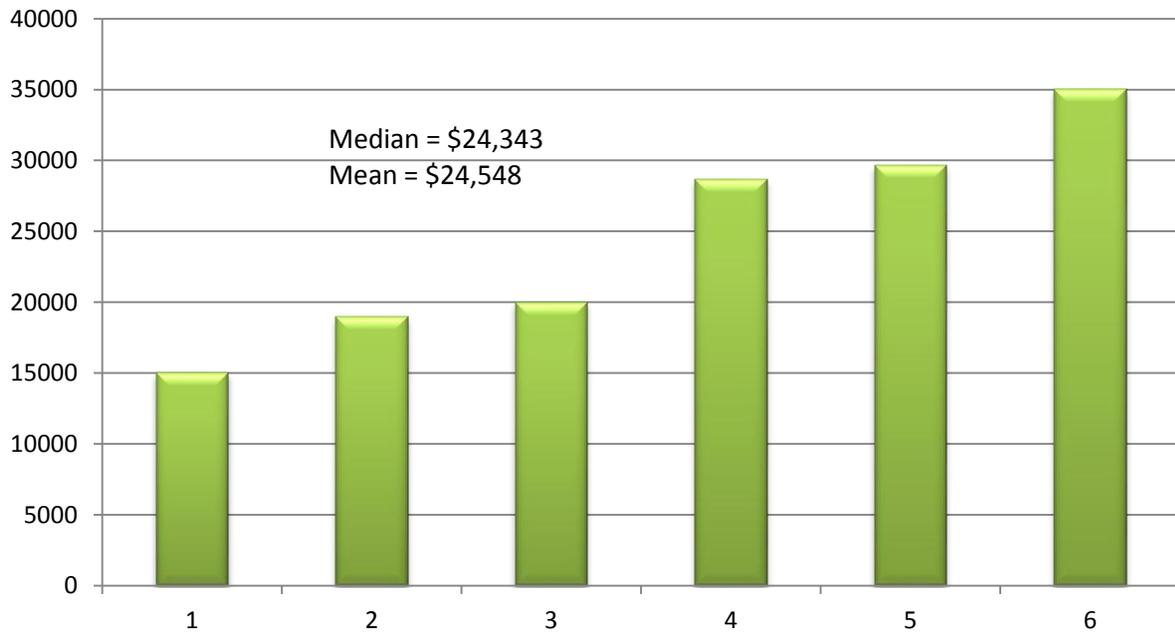Non-Linked Program IDs

Percentage of Admitted Students Subsequently Enrolled

[27] Data provided by 6 programs.

Appendix Figure 14. Basic Doctoral Stipends at Top Ranked ADPCCJ Reporting Programs, 2013 (N=6)

Median = $17,613
Mean = $18,117

Appendix Figure 15. Most Lucrative Doctoral Awards at Top Ranked ADPCCJ Programs, 2013 (N=6)

Median = $24,343
Mean = $24,548

Appendix Figure 16. Basic Master's Stipends at Top Ranked ADPCCJ Programs, 2013 (N=4)

Median = $0
Mean = $3,693

No Funding for Master's Students
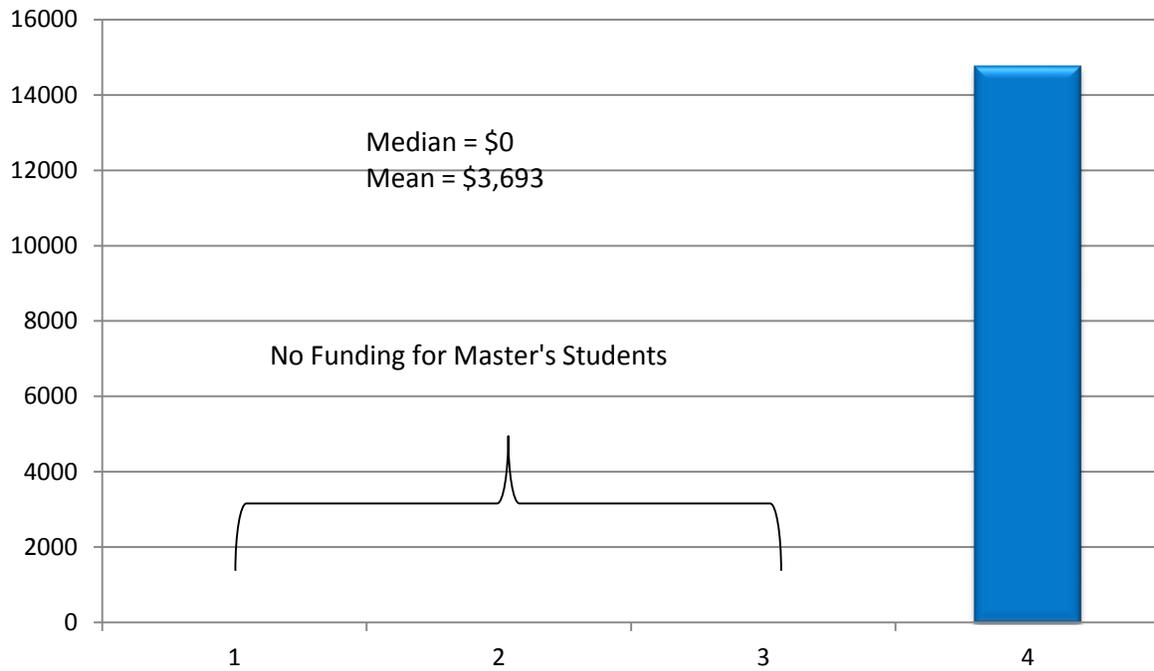
Appendix Figure 17. Most Lucrative Master's Stipends at Top Ranked ADPCCJ Programs, 2013 (N=4)

Median = $0
Mean = $8,750

No Funding for Master's Students
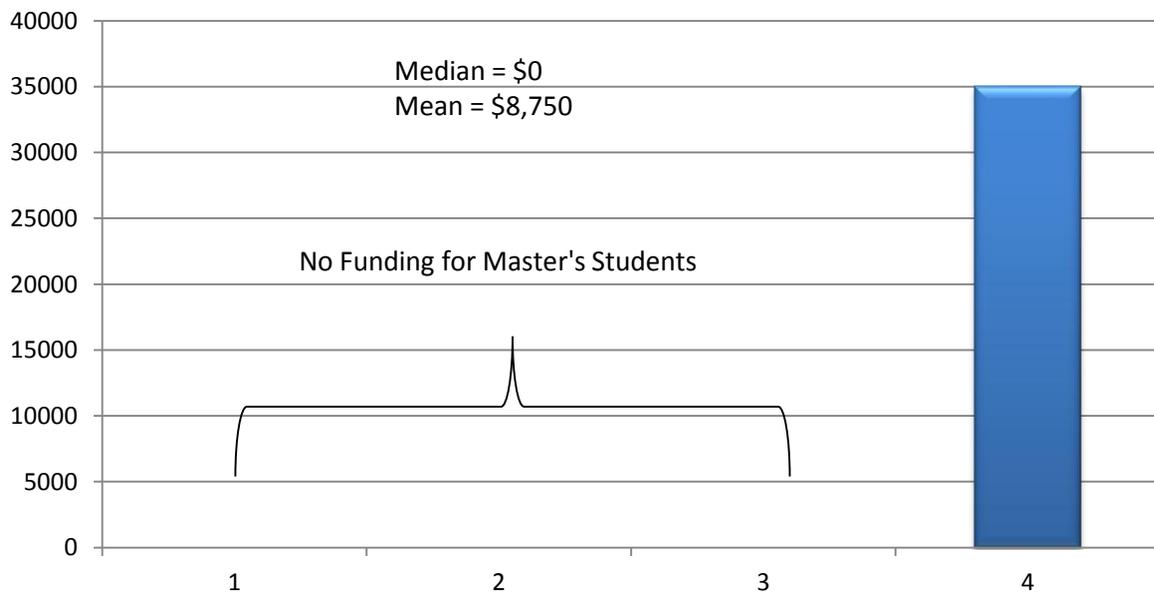
Appendix B. List of ADPCCJ Members, 2013.

Member	Location	Year of PhD program establishment	Website
Arizona State University	Phoenix, AZ	1974	http://ccj.asu.edu
Florida State University	Tallahassee, FL	1958	www.criminology.fsu.edu/
George Mason University	Manassas, VA	2005	http://cls.gmu.edu/
Georgia State University	Atlanta, GA	2010	www.cjgsu.net
Indiana University	Bloomington, IN	1997	www.indiana.edu/~crimjust/
Indiana University of Pennsylvania	Indiana, PA	1988	www.iup.edu/criminology/default.aspx
John Jay College of Criminal Justice	New York, NY	2004	www.jjay.cuny.edu/
Michigan State University	East Lansing, MI	1978	www.cj.msu.edu/
North Dakota State University	Fargo, ND	2003	http://www.ndsu.edu/cjps/
Northeastern University	Boston, MA	2004	www.northeastern.edu/sccj/
Old Dominion University	Norfolk, VA	2007	http://al.odu.edu/sociology/
Pennsylvania State University	University Park, PA	1960	www.sociology.psu.edu/graduate/clj.shtml
Prairie View A&M University	Prairie View, TX	2001	www.pvamu.edu/pages/442.asp
Rutgers University	Newark, NJ	1974	www.newark.rutgers.edu/rscj/
Sam Houston State University	Huntsville, TX	1970	www.cjcenter.org/
Simon Frasier University	Burnaby, B.C. Canada	1985	www.sfu.ca/criminology/
Southern Illinois University	Carbondale, IL	2012	http://cola.siu.edu/ccj/
Temple University	Philadelphia, PA	1994	www.temple.edu/cj/
Texas Southern University	Houston, TX	2008	www.tsu.edu/
Texas State University	San Marcos, TX	2009	www.cj.txstate.edu/
The American University	Washington, DC	1987	www.american.edu/spa/djls/
The University of Texas-Dallas	Richardson, TX	2002	www.utdallas.edu/epps/crim/
University of Albany, SUNY	Albany, NY	1968	www.albany.edu/scj/
University of Arkansas, Little Rock	Little Rock, AR	--	http://ualr.edu/criminaljustice/
University of California, Irvine	Irvine, CA	1991	http://cls.soceco.uci.edu/
University of Central Florida	Orlando, FL	--	www.cohpa.ucf.edu/crim.jus/
University of Cincinnati	Cincinnati, OH	1991	www.cech.uc.edu/criminaljustice/
University of Delaware	Newark, DE	1986	http://www.udel.edu/soc/
University of Florida	Gainesville, FL	1972	http://soccrim.clas.ufl.edu/
University of Illinois at Chicago	Chicago, IL	2002	http://criminology.las.uic.edu/
University of Louisville	Louisville, KY	2012	https://louisville.edu/justiceadministration
University of Maribor	Ljubljana, Slovenia	--	www.fvv.uni-mb.si/en/index.aspx
University of Maryland	College Park, MD	1977	www.ccjs.umd.edu/
University of Missouri, St. Louis	St. Louis, MO	1996	http://www.umsl.edu/~ccj/
University of Nebraska, Omaha	Omaha, NE	1994	www.unomaha.edu/criminaljustice
University of New Haven	West Haven, CT	2010	www.newhaven.edu/36182

Appendix B continued.

Member	Location	Year of PhD program establishment	Website
University of North Dakota	Grand Forks, ND	2003	http://arts-sciences.und.edu/ criminal-justice/
University of South Carolina	Columbia, SC	2008	www.cas.sc.edu/crju/
University of South Florida	Tampa, FL	1998	http://criminology.cbcs.usf.edu/
University of Southern Mississippi	Hattiesburg, MS	1998	www.cj.usm.edu/
Washington State University	Pullman, WA	--	http://libarts.wsu.edu/crimj/inde x.asp