Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ)
2021 Survey Report

ADPCCJ Executive Board

Natalie Kroovand Hipple (President)
Ryan C. Meldrum (Vice President and President-Elect)
Natasha Frost (Secretary-Treasurer)
David Myers (Past President)

August 26, 2022

Table of Contents

List of Tables

List of Figures

Appendix A Tables

Appendix A Figures

Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ)
2021 Survey Report

Purpose

The Association of Doctoral Programs in Criminology and Criminal Justice (ADPCCJ) is comprised of universities and colleges offering the doctorate in criminal justice, criminology, and related areas of study. The ADPCCJ was developed in the late 1970s and has become more formally organized in the last two decades. Membership is open to all institutions that currently have or are developing a doctoral program in criminology, criminal justice, or a closely related discipline. The members meet twice per year (in conjunction with the American Society of Criminology and Academy of Criminal Justice Sciences conferences), conduct an annual survey of doctoral program activities, and work to advance the study of crime and justice. As outlined in the Association's bylaws (see http://www.adpccj.com/bylaws.pdf), the primary purpose of the ADPCCJ is the "promotion of doctoral education with a primary focus on criminology and criminal justice."

A key function of the ADPCCJ is to collect and disseminate information that will aid in the advancement of doctoral education in criminology and criminal justice. Since 1998, the ADPCCJ has fielded an annual survey of doctoral programs and publicly disseminated the results (reports are available at www.adpccj.com). In addition, Frost and Clear (2007, Journal of Criminal Justice Education, 18: 35-52) describe the history of CCJ doctoral programs and summarize ADPCCJ survey results from the late 1990s through the mid-2000s. During the spring of 2021, the ADPCCJ Executive Board distributed a survey to all active member programs. The current report outlines the aggregated results from the 2021 ADPCCJ survey.

This report begins with a brief overview of the programs that reported data to ADPCCJ, followed by details regarding their faculty, graduate programs, enrollment, and financial data. In response to requests for information on "top" Criminology and Criminal Justice programs, this report includes an appendix that summarizes data for the top six programs according to the 2021 U.S. News & World Report including University of Maryland – College Park, Arizona State University, University of California – Irvine, University of Cincinnati, and University at Albany-

SUNY (for a listing of all 2021 rankings for Criminology and Criminal Justice programs, see:

https://www.usnews.com/best-graduate-schools/top-humanities-schools/criminology-rankings). Appendix B lists the current program members of the ADPCCJ.

Overview of ADPCCJ Criminology and Criminal Justice Programs

Table 1 lists the 36 programs that participated in the 2021 ADPCCJ survey. Programs are located throughout the United States, spanning 24 US states, eight of which are located in the Southern region, four in the West, seven in the Midwest, and five in the Northeast. Thirteen members of the ADPCCJ are not included in these results, yielding a 73% participation rate.

Table 1. Participating Programs (n=35)

Arizona State University	University at Albany – SUNY
Florida International University	University of Arkansas – Little Rock
Florida State University	University of California – Irvine
George Mason University	University of Central Florida
Georgia State University	University of Cincinnati
Indiana University	University of Delaware
Indiana University of Pennsylvania	University of Florida
John Jay College of Criminal Justice	University of Louisville
Michigan State University	University of Maryland
North Dakota State University	University of Massachusetts - Lowell
Northeastern University	University of Missouri – St. Louis
Old Dominion University	University of Nevada – Las Vegas
Prairie View A&M University	University of New Haven
Rutgers University - Newark	University of South Carolina
Sam Houston State University	University of South Florida
Southern Illinois University	University of Texas – Dallas
Tarleton State University	Washington State University
Texas State University – San Marcos	

In 2021, the survey respondents (n=35 programs) collectively employed 630 full-time faculty members and reported serving 32,644 criminology and criminal justice undergraduate majors and 3,886 graduate students actively pursuing advanced degrees (i.e., master's and doctoral degrees). We indicate relevant timeframes throughout the report, but typically faculty data reference status at the time of the survey (Spring 2021). Other items (e.g., courses taught, student data) refer to the 2020-2021 academic year. We begin by presenting results for key

attributes of the faculties represented in the participating programs, followed by a summary of programs and their graduate students. Sample sizes vary across the items discussed due either to relevance (e.g., programs with only Ph.D. programs did not provide responses to questions about master's programs) or nonresponse. Sample sizes are noted.

CCJ Faculty Related Information Reported in the 2021 ADPCCJ Survey

Demographic Composition

The median full-time faculty size in 2021 for the 35 programs was 16 faculty members (this figure 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, included five faculty members, while the largest program employed 60 full-time faculty members. As Figure 1 shows, about 53% percent of the full-time faculty members of the ADPCCJ reporting programs are male. About 80% of faculty members from responding institutions are White, approximately 7% are Black, with the remaining approximately 13% identified as belonging to another racial or ethnic group or a combination of one or more of these groups.

Figure 1. CCJ Faculty Members by Gender[a] and Race/Ethnicity.[b]
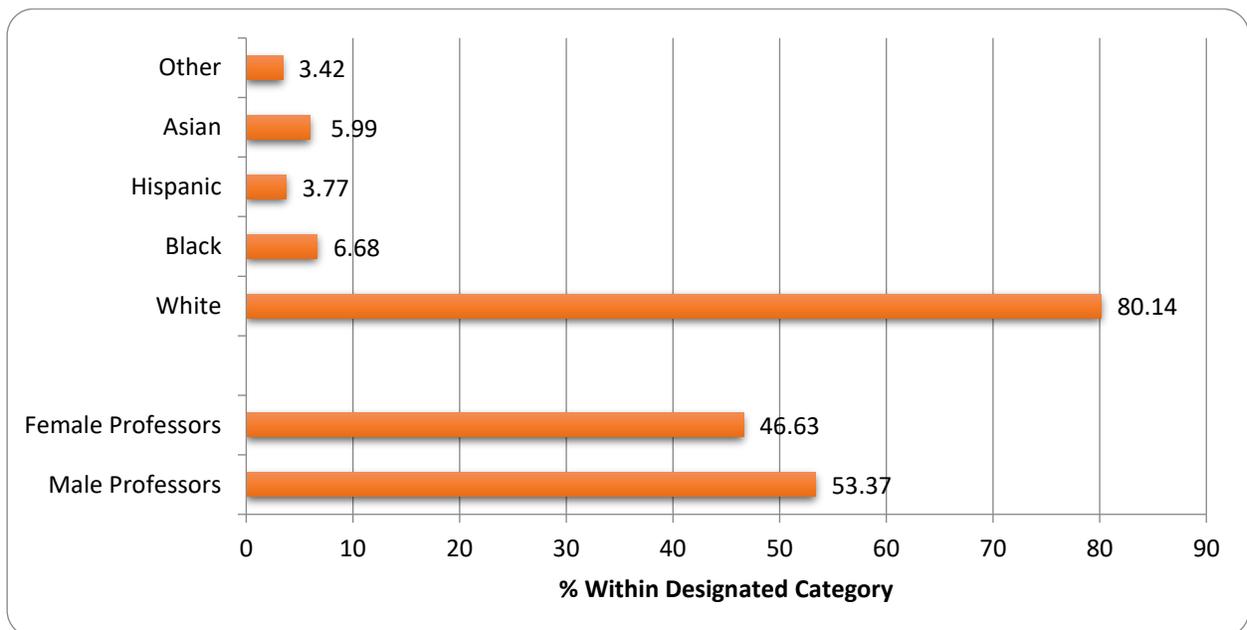
[a] Gender (n = 624) data provided by 35 programs.
[b] Race/ethnicity (n = 630) data provided by 35 programs.

Tenure and Rank

The median length of time in service prior to review for tenure and promotion to associate professor in the reporting programs is six years. About 65% of the reporting programs indicated that tenure was considered in the 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. Approximately 75% of full-time faculty members are tenured, and an additional 25% of full-time faculty members are on the tenure track. As Figure 2 shows, significant variation across programs exists in the percentage of full-time faculty who are tenured.[1]

A similar trend emerges with faculty rank. As Figure 3 reveals, the most prevalent rank among the reporting programs is full professor, followed by associate professor, assistant professor, and finally instructors and others. Variation exists across programs. In some programs only 13% of faculty are full professors, whereas in other programs almost 67% of faculty are full professors. The wide range is similar for the ranks of associate (13% to 55%) and assistant (0% to 88%) professors.

---

[1] Programs were randomly assigned unique ID numbers.

Figure 2. Proportion of Full-Time Faculty with Tenure.[c]

% of Tenured Faculty

(Y-axis: Non-Linked Program IDs, from 1 to 33; X-axis: 0.00% to 100.00%)
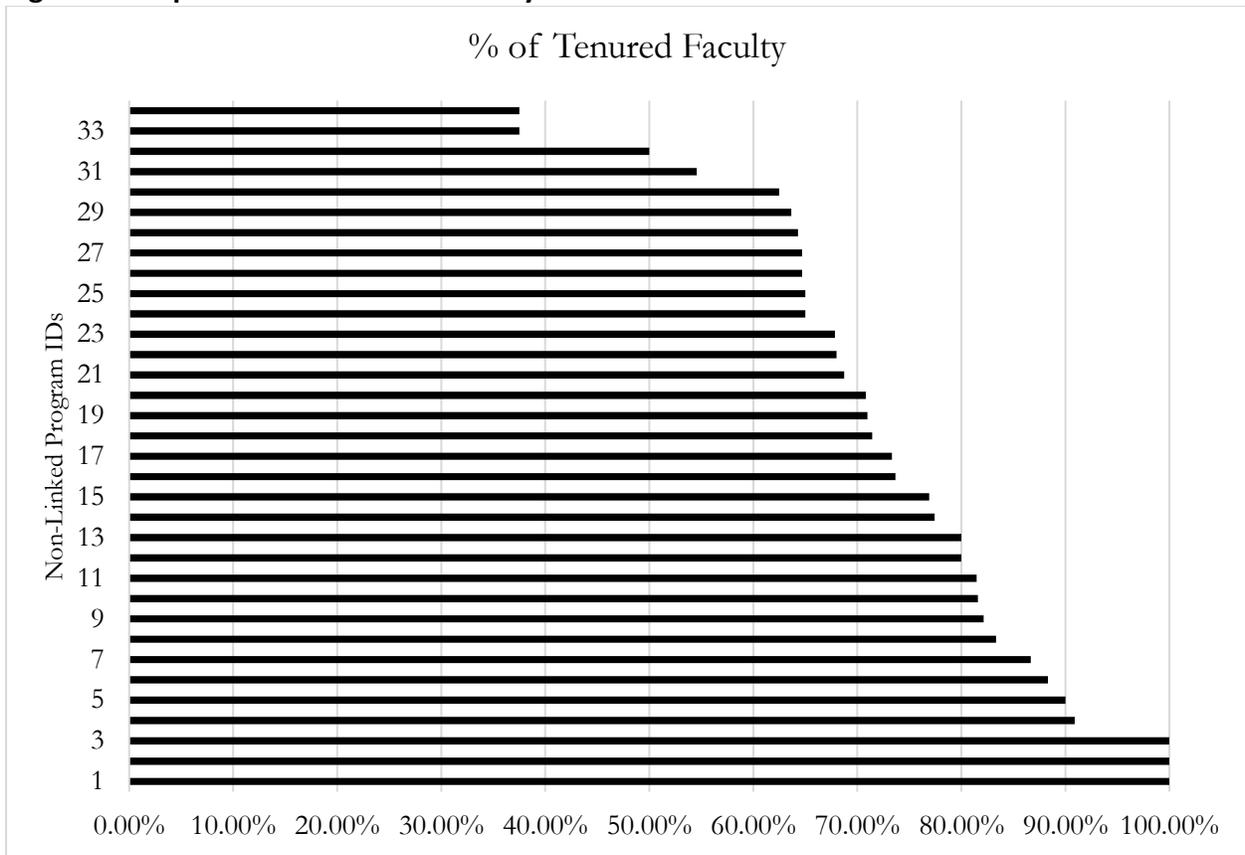
[c] Faculty (n = 458) data provided by 34 programs.

Figure 3. CCJ Faculty Members by Rank (N = 636).

Rank	% with Designated Rank
Other	3.38
Instructors	7.34
Assistant Professors	22.76
Associate Professors	27.75
Full Professors	35.10
Above Full Professors	3.67

% with Designated Rank
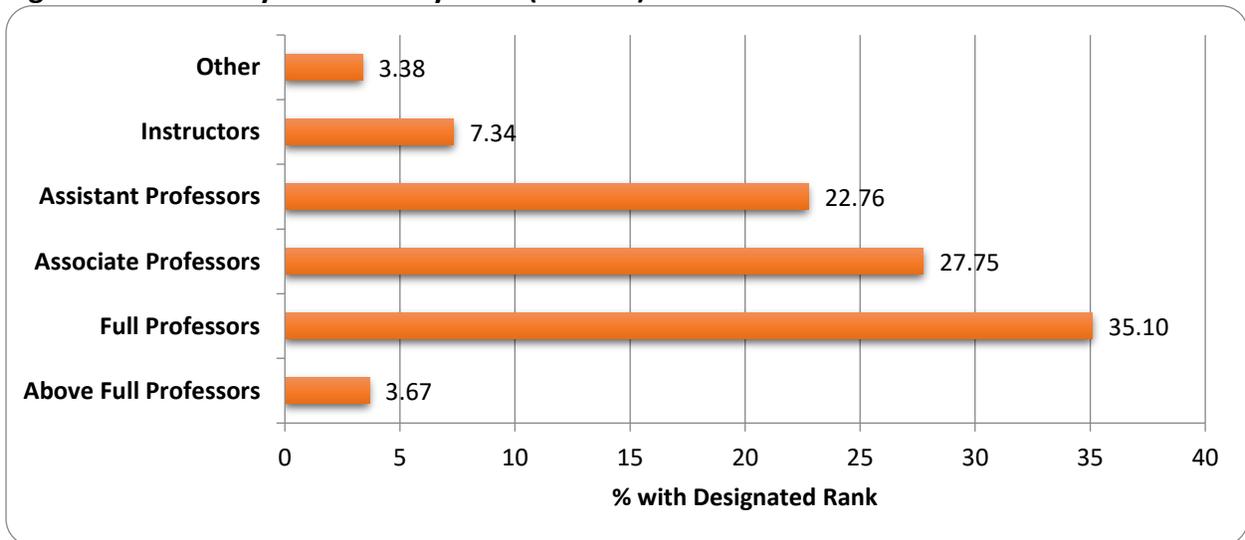
Figure 4 depicts the trends in the percentage of tenured faculty since 2011. For the 2020-2021 academic year, the percentage of tenured faculty is at its highest since the 2014-2015 academic year.

Figure 4. Percentage of Tenured Faculty by Academic Year.
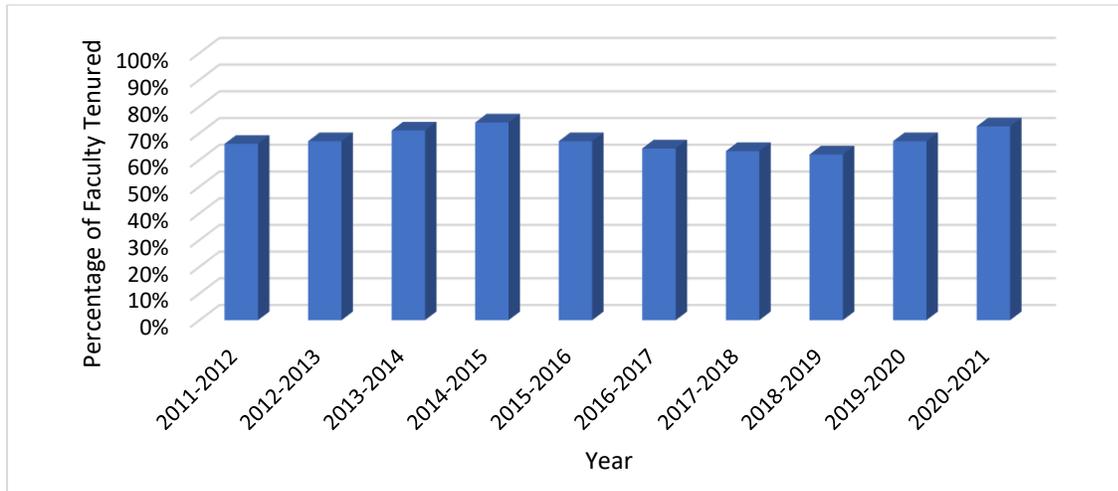
Figure 5, Figure 6, and Figure 7 illustrate the number of new hires across ADPCCJ programs since 2011 for assistant professor positions, associate professor positions, and full professor positions respectively. As shown in Figure 5, the number of new hires for assistant professor positions was at its highest point in the 2018-2019 academic year, but dropped over the last two years, from 38 in 2018-2019 to 19 in 2019-2020 and 25 in 2020-2021.

Figure 5. New Hires for Assistant Professor Positions by Academic Year.
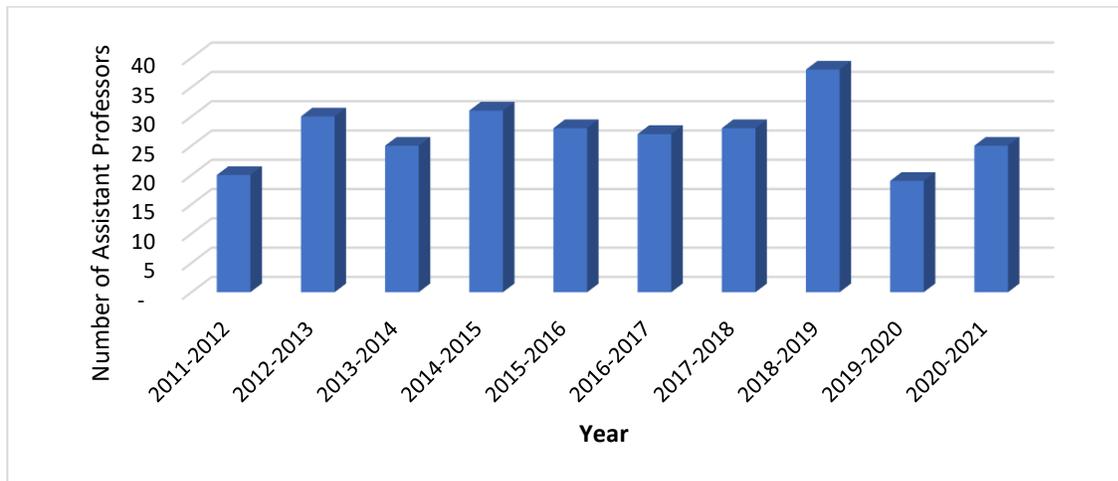
As shown in Figure 6, the hiring of new associate professors decreased in the 2020-2021 academic year, from three in 2019-2020 to one in 2020-2021. Figure 7 shows the number of new hires of full professors increased from one in the 2019-2020 academic year to two in the 2020-2021 academic year.

Figure 6. New Hires for Associate Professor by Academic Year.
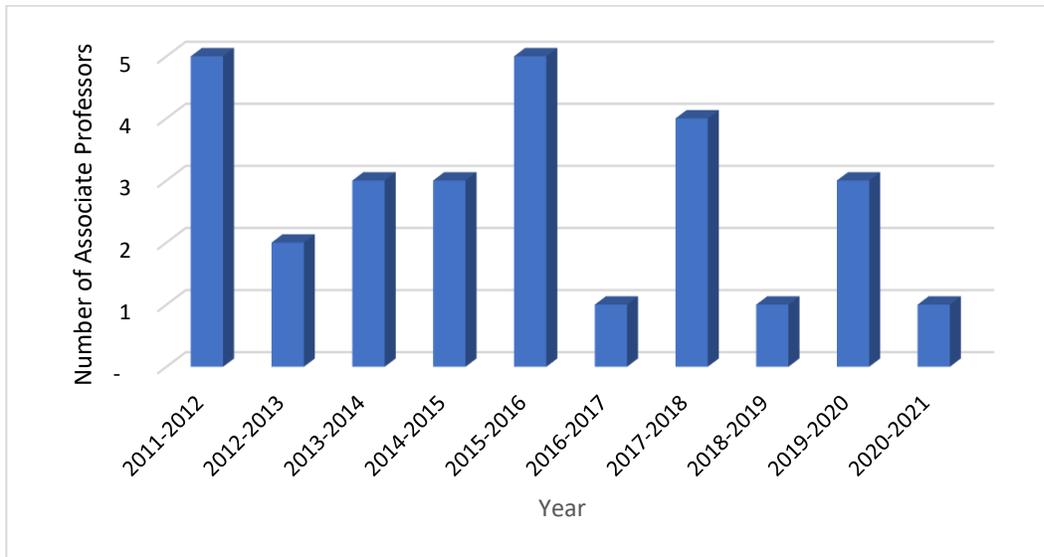
Figure 7. New Hires for Full Professor Positions by Academic Year.
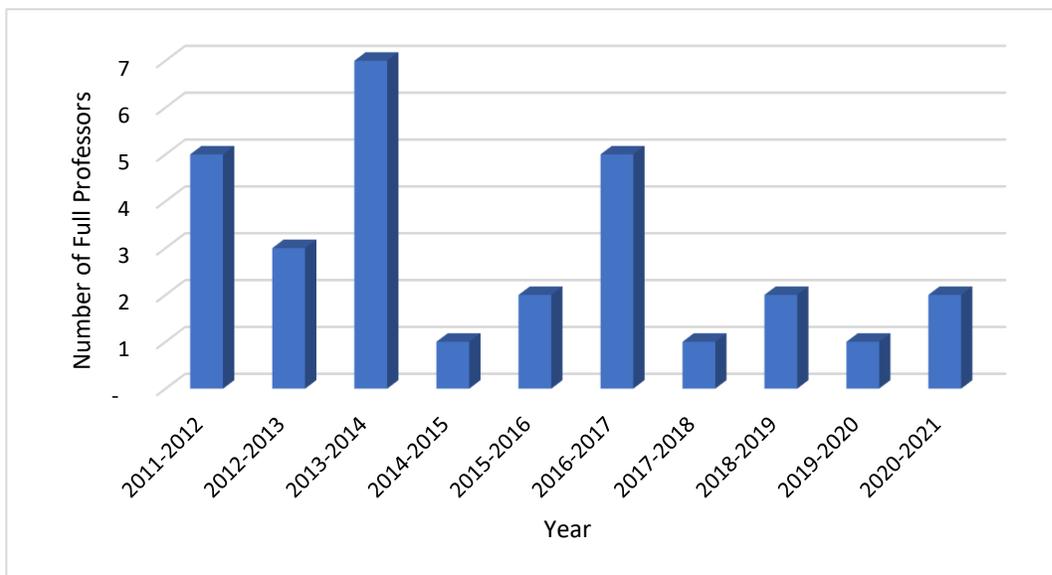
Faculty Compensation

The ADPCCJ survey also gathered data on faculty salaries by rank. Table 2 shows the median 9-month salaries for all full professors, associate professors, and assistant professors, as well as for recently hired assistant professors across the 30 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. Of the 30 programs that provided salary data, 28 reported actual salaries and two reported university salary scales.

Table 2. Faculty Salaries.

Rank	n	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Current Full Professors	30	$136,158	$134,771	$71,063	$348,115
Current Associate Professors	30	$93,295	$91,638	$60,797	$223,300
Current Assistant Professors	29	$77,512	$79,500	$60,000	$107,000
Most Recently Hired Assistant Professor	16	$74,775	$76,500	$60,000	$85,000

Figure 8, Figure 9, and Figure 10 present the median 9-month salary reported for assistant, associate, and full professors across ADPCCJ programs. Figure 8 shows that the median salary for assistant professors has been steadily increasing, with a median 9-month salary of $79,500 for the 2020-2021 academic year. In comparison, the median 9-month salary for assistant professors in the 2011-2012 academic year was $64,396. As presented in Figure 9, the median 9-month salary for associate professors has increased since 2011-2012, when it was $83,340, to 91,638 in 2020-2021.

Figure 8. Median 9-Month Salary for Assistant Professors by Academic Year.
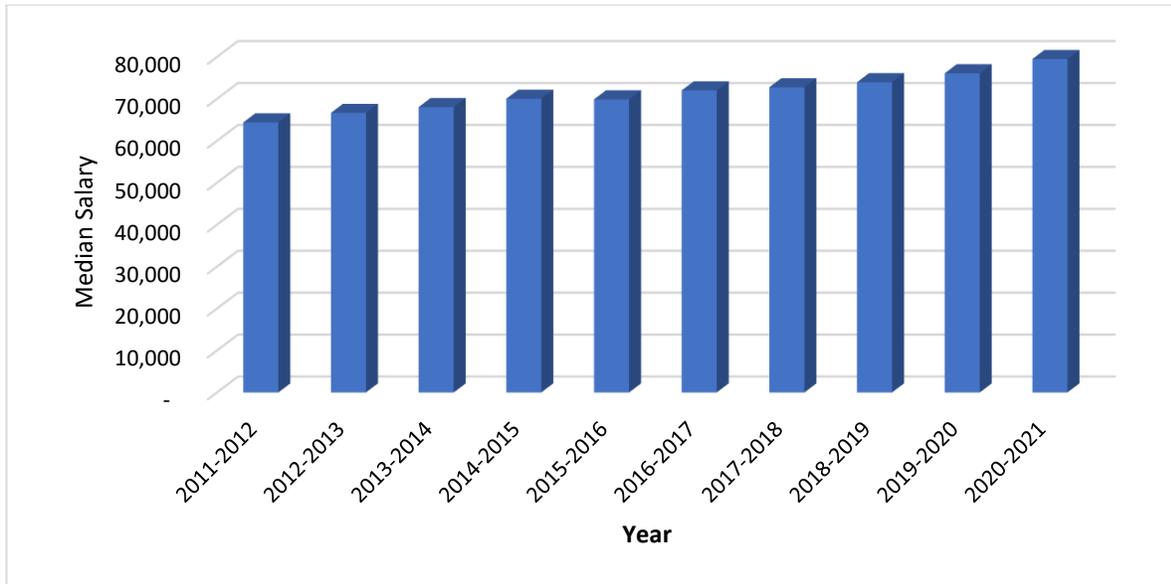
Figure 9. Median 9-Month Salary for Associate Professors by Academic Year.
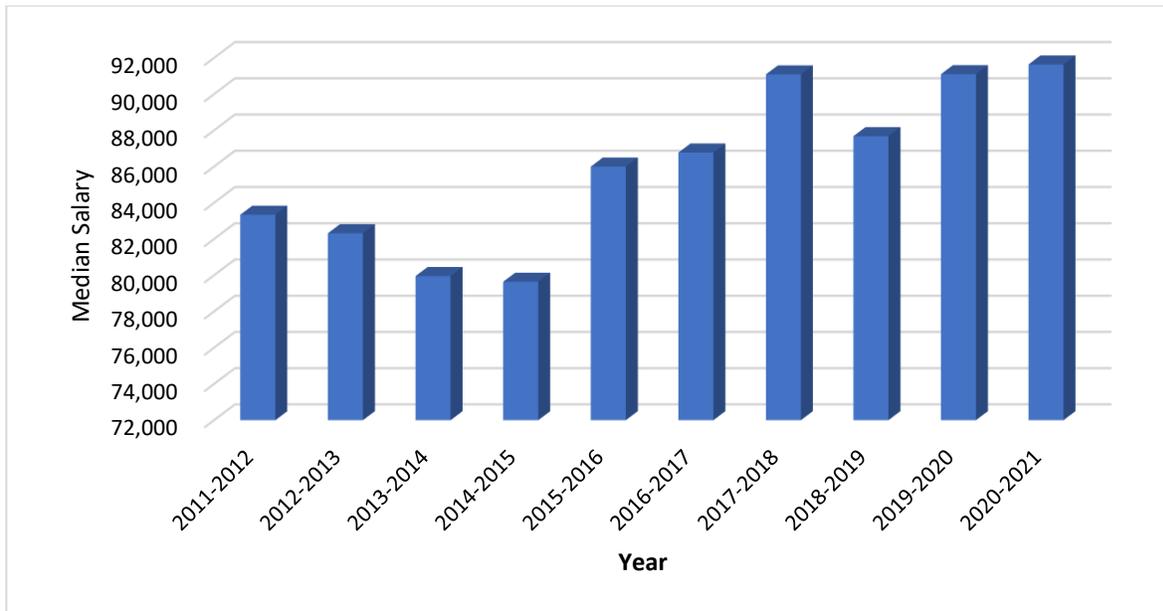
As shown in Figure 10, the median 9-month salary for full professors is the highest it's been in over 10 years. The median 9-month salary for full professors in 2020-2021 was $136,158, compared to 2011-2012 when it was 121,274.

Figure 10. Median 9-Month Salary for Full Professors by Academic Year.
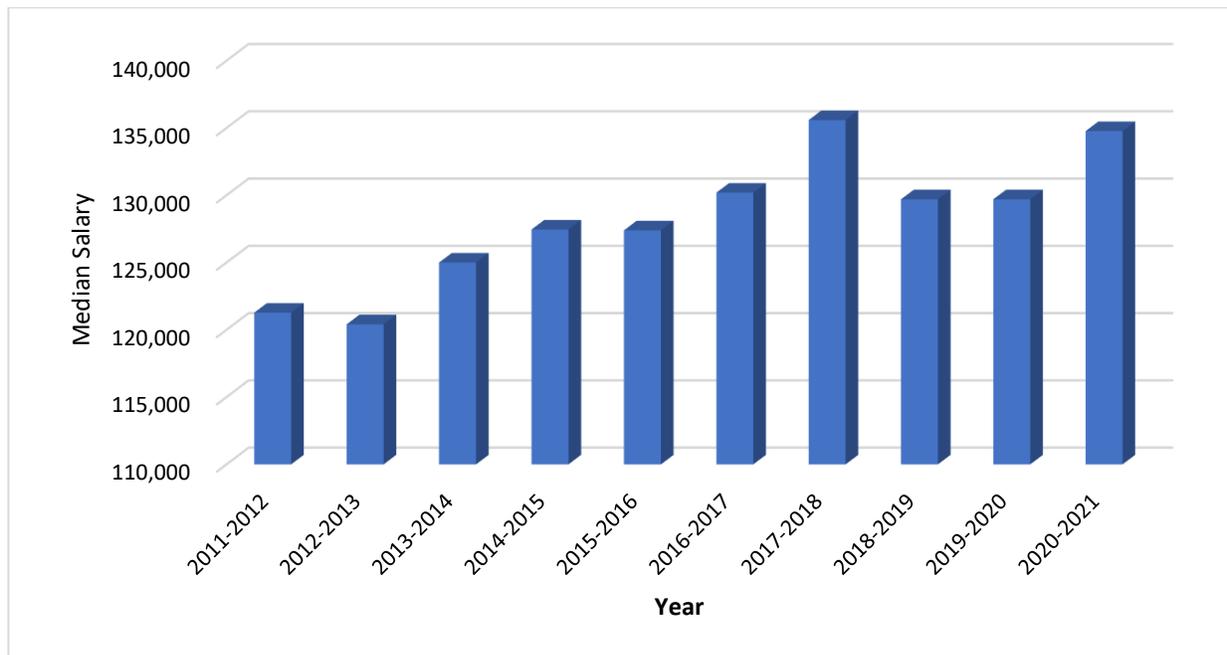
Advising, mentoring, and directing graduate students is a time consuming and important role for graduate programs. Table 3 demonstrates that an overwhelming majority of graduate directors (91%) are compensated in some way for their oversight of graduate students and programs. On average, faculty receive at least one course release, a stipend during the academic year (average $5,014), and a summer salary or stipend (average $5,553). Some graduate directors (n=7) receive additional conference travel funding with an average additional allocation of $2,782.

Table 3. Graduate Director Compensation.*

Compensation	n	Mean	Median	Minimum	Maximum
Course Release	32	1.06	1.00	0.00	2.00
Monetary Stipend – Academic Year	21	$5,014	$5,000	$0	$12,500
Monetary Stipend – Summer	14	$5,553	$5,000	$0	$15,000
Travel support	7	$2,782	$1,250	$750	$15,000

*32 programs reporting.

The ADPCCJ survey also assessed the typical course-loads and overall distribution of duties across teaching, service, and research. The majority (73%) of programs (n=24) indicated

that full-time faculty typically teach four courses per academic year; a small number of programs reported higher teaching loads, up to eight total courses per year. The median number of courses assigned per academic year across these programs was four. Considering work-load more broadly, Table 4 indicates most of the programs expected time distribution for faculty equating to 40% research, 44% teaching, and 16% service. The table also shows that the expected time allocated to each of the three major dimensions of professional scholarship differs significantly across programs.

Table 4. Faculty Time Distribution.*

	n	Mean	Median	Minimum	Maximum
Percentage of Time of Research	35	40%	40%	20%	50%
Percentage of Time of Teaching	35	44%	40%	30%	65%
Percentage of Time of Service	35	16%	20%	0%	33%

*35 programs reporting

In terms of faculty teaching responsibility, results show substantial variation in the number of course sections offered and the staffing of classes. As indicated in Table 5, the mean number of undergraduate class sections offered in the preceding academic year (2020-2021) was 114, ranging from 28 to 356 across programs. The mean number of master's classes was 28, ranging from zero to 105 classes. Also, on average 13 doctoral classes were offered at institutions, ranging from three to 31.

Considering the number of full-time faculty members in the reporting programs, these data translate into a ratio of undergraduate sections offered (including online sections) to faculty members that ranges from approximately two to 25 across programs and which is, on average, 7.47 for 31 programs. Responding programs also indicated the number of online class sections offered with the number of online undergraduate class sections ranging from zero to 179. Fewer master's classes are offered online, with a mean number of 21, which ranged from zero to 83. Online doctoral classes were even more limited with a mean of 6.35, ranging from zero to 31 classes. Table 5 reveals also that graduate students or non-tenure track faculty frequently teach undergraduate courses (percent includes online courses) in ADPCCJ reporting programs. In a small number of institutions, graduate students and non-tenure track faculty

teach only a few undergraduate courses, but in several programs, graduate students and non-tenure track faculty cover more than half of the undergraduate. Across all programs, the median percentage of undergraduate sections taught by graduate students or non-tenure track faculty is 56%.

Table 5. Class Sections Offered by Degree, Relative to Faculty Size and Graduate Student Involvement.

	n	Mean	Median	Minimum	Maximum
2020-2021 Undergraduate Class Sections	33	114	99	28	356
Online Undergraduate Class Sections	33	71	68	0	179
Ratio of Sections to Faculty	33	7.47	6.87	2.19	25.00
Percent Taught by Graduate Students or Non-Tenure Track Faculty	32	51%	56%	13%	87%
2020-2021 Master's Class Sections	31	28	18	0	105
Online Master's Class Sections	31	21	12	0	83
Ratio of Sections to Faculty	31	1.71	1.25	0	5.25
Percent Taught by Graduate Students or Non-Tenure Track Faculty	28	24%	19%	0.0%	100%
2020-2021 Doctoral Class Sections	32	13	11	3	31
Online Doctoral Class Sections	29	6.35	2	0	31
Ratio of Sections to Faculty	32	0.93	0.82	0.18	3.6
Percent Taught by Graduate Students or Non-Tenure Track Faculty	28	0.07%	0.0%	0.0%	100%

A final piece of information gathered on CCJ faculty members in the ADPCCJ survey concerns faculty scholarly productivity (i.e., publications and grants). Program representatives reported on the number of articles published in peer-reviewed journals and on the number of books published during the previous academic year. The information provided is summarized in Table 6. 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 just over two, a figure that varied from less than one to more than five across programs. For a more detailed account of faculty productivity in doctoral programs, see publications in the

Journal of Criminal Justice Education (i.e., Kleck & Barnes (2011) 22: 43-66; Kleck, Wang, & Tark (2007) 18: 385-405).

Table 6. Faculty Productivity in Past Year.

	n	Mean	Median	Minimum	Maximum
Peer Reviewed Articles	35 programs				
Articles Published	1,548	44.23	36.00	6.00	142.00
Articles per Faculty Member	--	2.41	2.08	0.88	5.11
Books	35 programs				
Books Published	71	2.03	2.00	0.00	7.00
Books per Faculty Member	--	0.100	0.10	0.00	0.36
Grant Applications and Awards	35 programs				
Competitive National Submitted	409	11.69	5.00	0	64.00
Competitive National Received	164	4.69	3.00	0	29
Grant Dollars Received	33 programs				
Total	$97,022,917	$2,772,083	$817,966	$0	$41,322,389
Federal	$57,207,139	$1,787,723	$421,016	$0	$15,804,944
State and Local	$32,658,768	$989,660	$93,221	$0	$25,393,284
Foundation (n=31 programs)	$7,157,011	$230,871	$37,452	$0	$3,004,613

       Book publications were much less common, with an average of about two 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 programs was five, and the median number of such grants that were funded was three. Some programs did not receive any grants, while others had a very large number of submissions (e.g., as many as 64) and awards (e.g., as many as 29). Not surprisingly, this finding translated into substantial variation in the amount of grant funds received by CCJ programs surveyed, as illustrated in the bottom of Table 6.

CCJ Student Information Reported in the 2021 ADPCCJ Survey
Active Students
       The ADPCCJ survey elicits a wide array of information on the students who apply for, enroll in, and pursue studies at the responding programs. As noted above, the 35 programs that participated in the 2021 ADPCCJ collectively serve 32,644 criminology and criminal justice

undergraduate majors, 2,806 students actively pursuing master's degrees, and 1,080 students actively pursuing doctoral degrees.

The median number of undergraduate majors across the 34 programs that provided the relevant data is 732, but the number of majors varies across programs from 233 to 3,119. Programs differ significantly in the number of full-time faculty employed, so we standardized data on the number of undergraduate majors by faculty size. Figure 11 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 2021) was 51, but the ratio ranged from 13.16 to 129.06 across programs.

Figure 11. Undergraduate Majors Standardized by Full-Time Faculty Size.[d]

Mean = 58.59
Median = 51.14
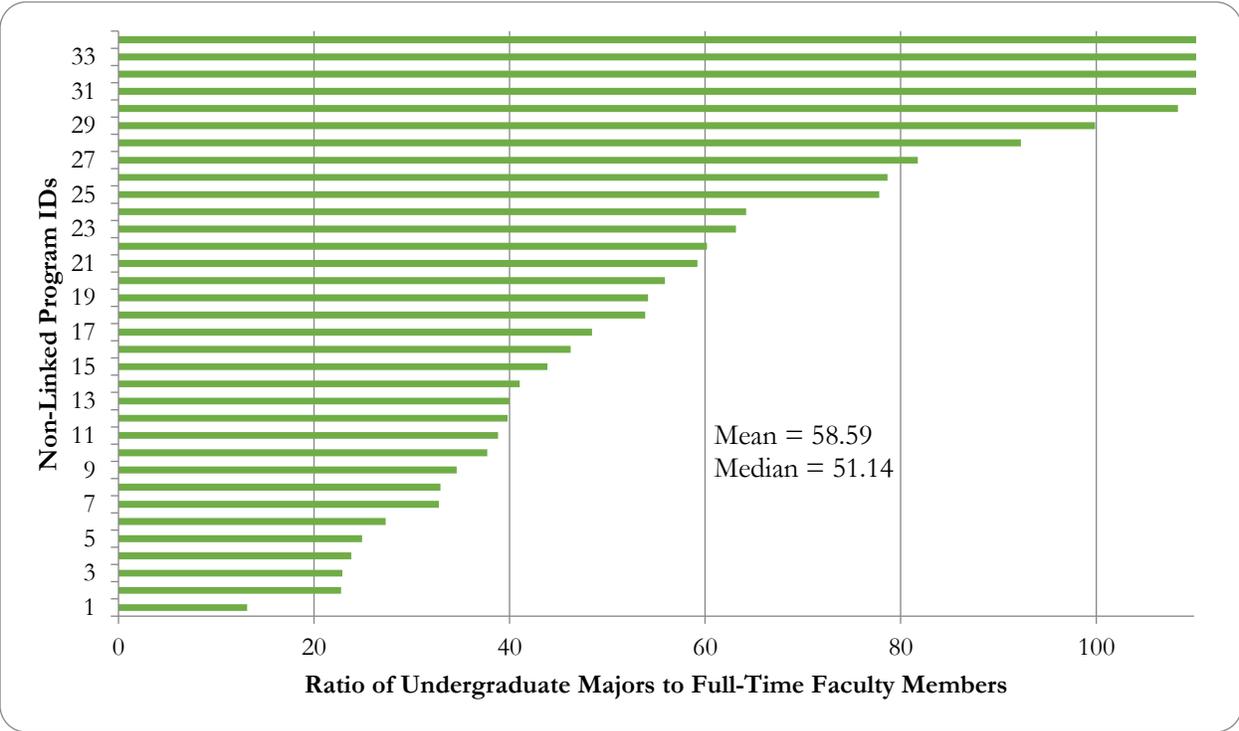
[d] Data provided by 34 programs.

Figure 12 shows the trends in the total number of students enrolled in ADPCCJ programs as criminal justice majors since 2011. The number of criminal justice majors increased in the 2020-2021 academic year from the 2019-2020 academic year, from 30,030 to 32,644 but has not returned to the numbers seen in the 2017-2018 academic year, which were the highest since 2011.

Figure 12. Criminal Justice Majors by Academic Year.
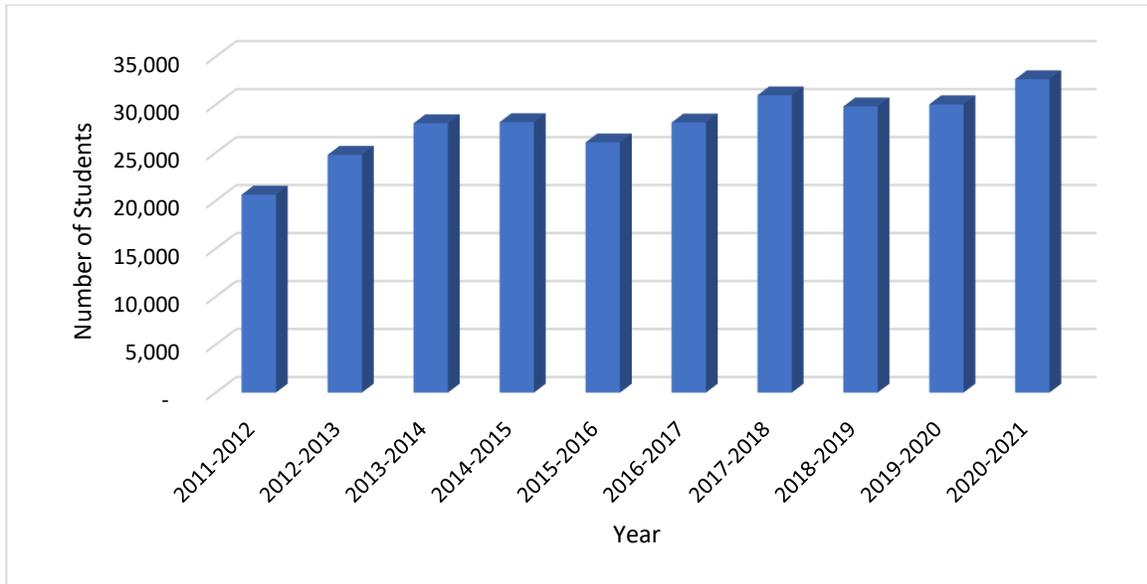
Figure 13 shows the mean number of undergraduate criminal justice majors by program since 2011. The average number of undergraduate criminal justice majors increased from 858 in the 2019-2020 academic year to 960 in the 2020-2021 academic year.

Figure 13. Mean Number of Undergraduate Criminal Justice Majors by Academic Year.
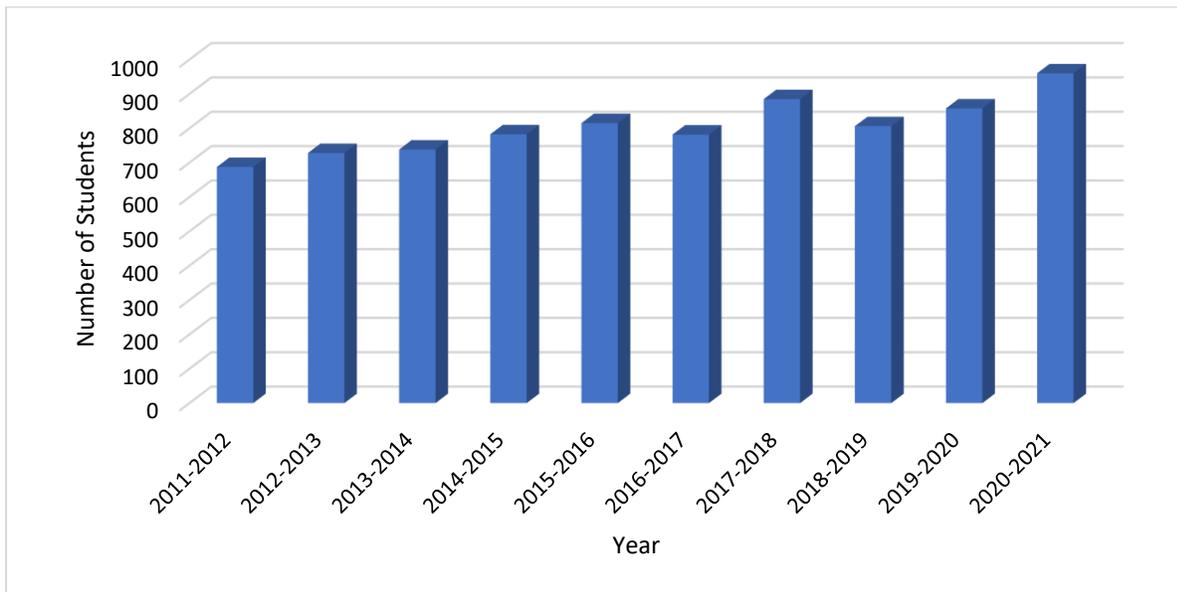
The ADPCCJ survey collected much more detailed information about active and new *graduate* students, including the overall number of students currently enrolled, but also a variety of other details. Table 7 displays information about the average graduate student-body size across programs as well as the range across programs. As the table shows, the median number of total graduate students (master's and doctoral) in the reporting programs in spring 2021 was 73, ranging from 12 to 366.

Table 7. Graduate Program Size by Degree Type.

|	n	Mean	Median	Minimum	Maximum
All Active Graduate Students	35 programs				
Students	3,886	111.03	73.00	12.00	366.00
Per FT Faculty Member		6.63	4.95	0.79	34.67
Active Doctoral Students	35 programs				
Students	1,080	30.86	28.00	11.00	73.00
Per FT Faculty Member		1.83	1.85	0.52	3.33
Active Master's Students	33 programs				
Students	2,806	85.03	50.00	0.00	301.00
Per FT Faculty Member		5.07	3.33	0.00	32.67

By degree type, the average program had about 31 active doctoral students; however, at the extremes, one program had 11 doctoral students while another had 73. The average number of doctoral students per fulltime faculty member was 1.83, though this figure also varied widely across programs (from 0.52 to 3.33). A similar picture emerges from the data on size of master's programs, also shown in Table 7.

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. Most programs contain a mix of doctoral and master's students, and overall, the average mix is roughly even between the two groups, with master's students more represented (58%) than doctoral students (42%) among those pursuing graduate studies. Both groups exhibit similar demographic attributes, as illustrated in Figure 14 and Figure 15. Similar to faculty data presented earlier, the vast majority of graduate students in CCJ (as reported by programs that participated in the ADPCCJ survey) identify as White. 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 preceding the survey were still enrolled and, if not, the reasons for the 'disappearance' of those no longer enrolled. The 2021 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 2019-2020 but were no longer enrolled in 2020-2021 was one student, and in the majority of cases in which students dropped out (n=59) they did so prior to comprehensive exams (n=28). Additionally, some left the university all but dissertation (n=8), or personally decided to leave graduate school (n=42), with 12 students failing to pass examinations.

Figure 14. Gender[e] and Race/Ethnicity[f] of Active Master's Students.
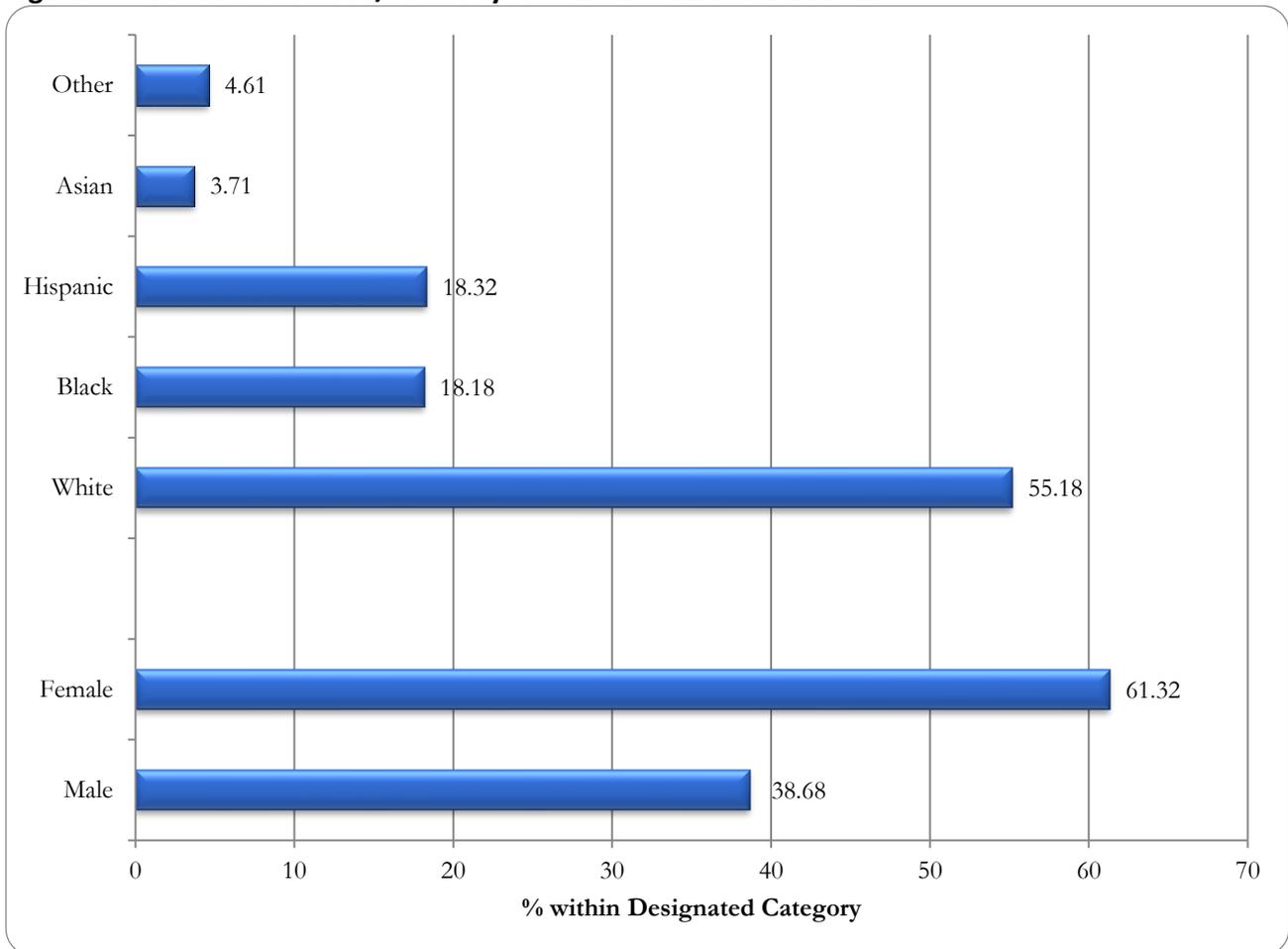
Figure 15. Gender[g] and Race/Ethnicity[h] of Active Doctoral Students.

Figure 16 indicates that the ratio of male to female master's students has remained relatively consistent since the 2011-2012 academic year. Roughly 40% of master's students are male and 60% are female. About 38% of master's students in ADPCCJ programs in the 2020-2021 academic year are male and 62% are female.

Figure 16. Gender Composition of Master's Students by Academic Year.

Table 8 reports the racial composition of master's students by academic year. This figure has also stayed relatively constant since the 2011-2012 academic year. However, the percentage of master's students who identify as Hispanic is at its largest since 2011 (tying last year). In the 2020-2021 academic year, 18% of master's students in ADPCCJ programs identified as Hispanic.

Table 8. Race/Ethnicity Composition of Master's Students by Academic Year.

Race AY	White	Black	Hispanic	Asian	Other	Total
2011-2012	65%	16%	9%	3%	7%	100%
2012-2013	66%	15%	8%	3%	8%	100%
2013-2014	65%	16%	9%	3%	7%	100%
2014-2015	66%	17%	8%	2%	7%	100%
2015-2016	65%	16%	9%	4%	6%	100%
2016-2017	59%	18%	12%	3%	8%	100%
2017-2018	61%	15%	15%	3%	6%	100%
2018-2019	58%	18%	14%	4%	6%	100%
2019-2020	54%	17%	18%	3%	8%	100%
2020-2021	55%	18%	18%	4%	5%	100%

Figure 17 indicates that the ratio of male to female doctoral students has remained relatively constant since the 2011-2012 academic year. Generally, about 40% of doctoral students are male and 60% are female. For the 2020-2021 academic year the percentage of

male doctoral students was 35% and the percentage of female students was 65%, which was identical to the 2019-2020 academic year.

Figure 17. Gender Composition of Doctoral Students by Academic Year.

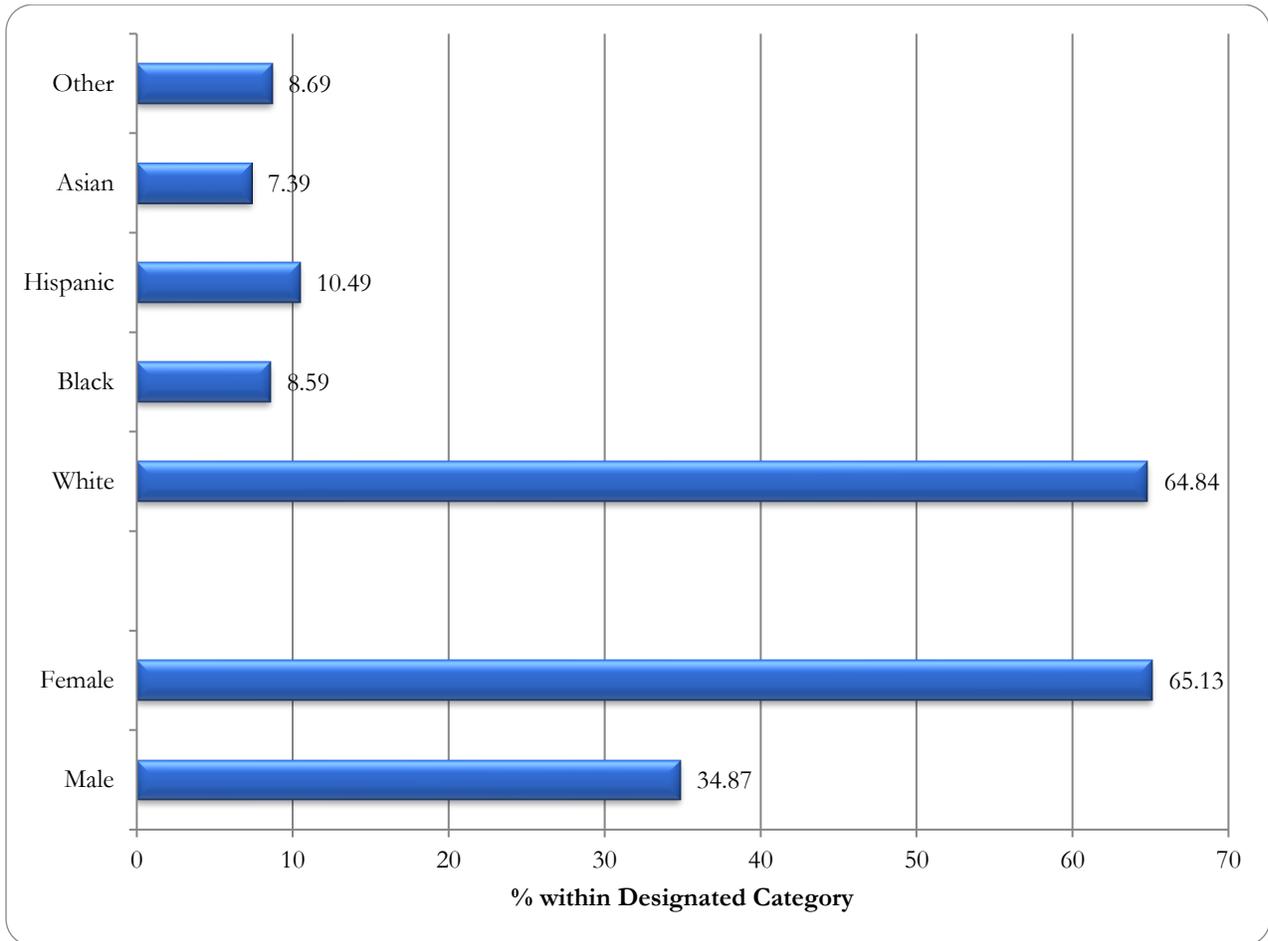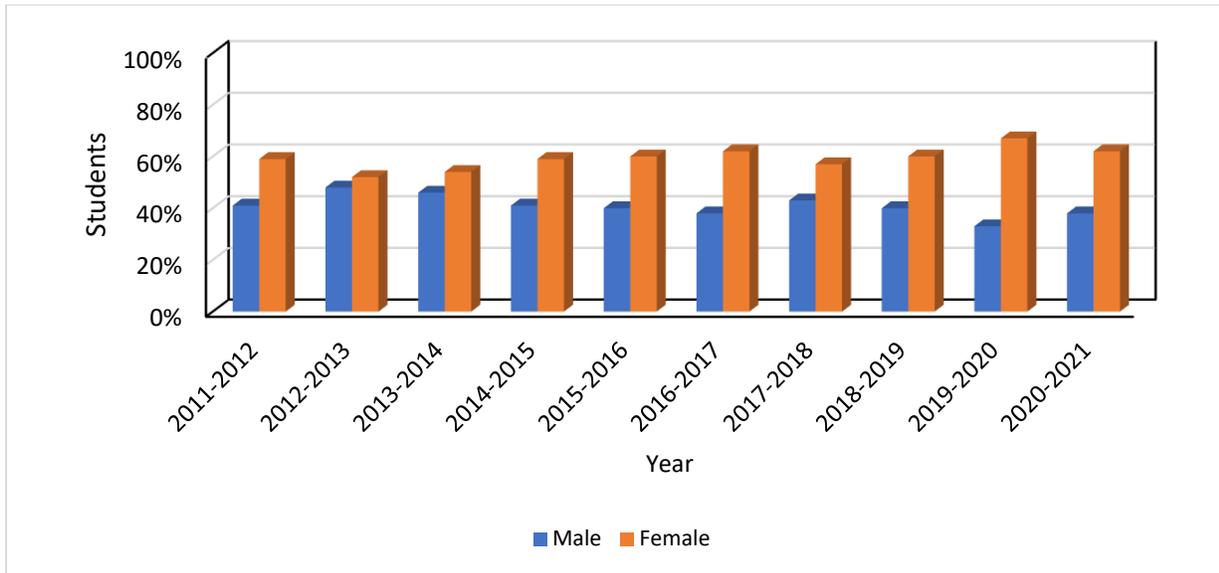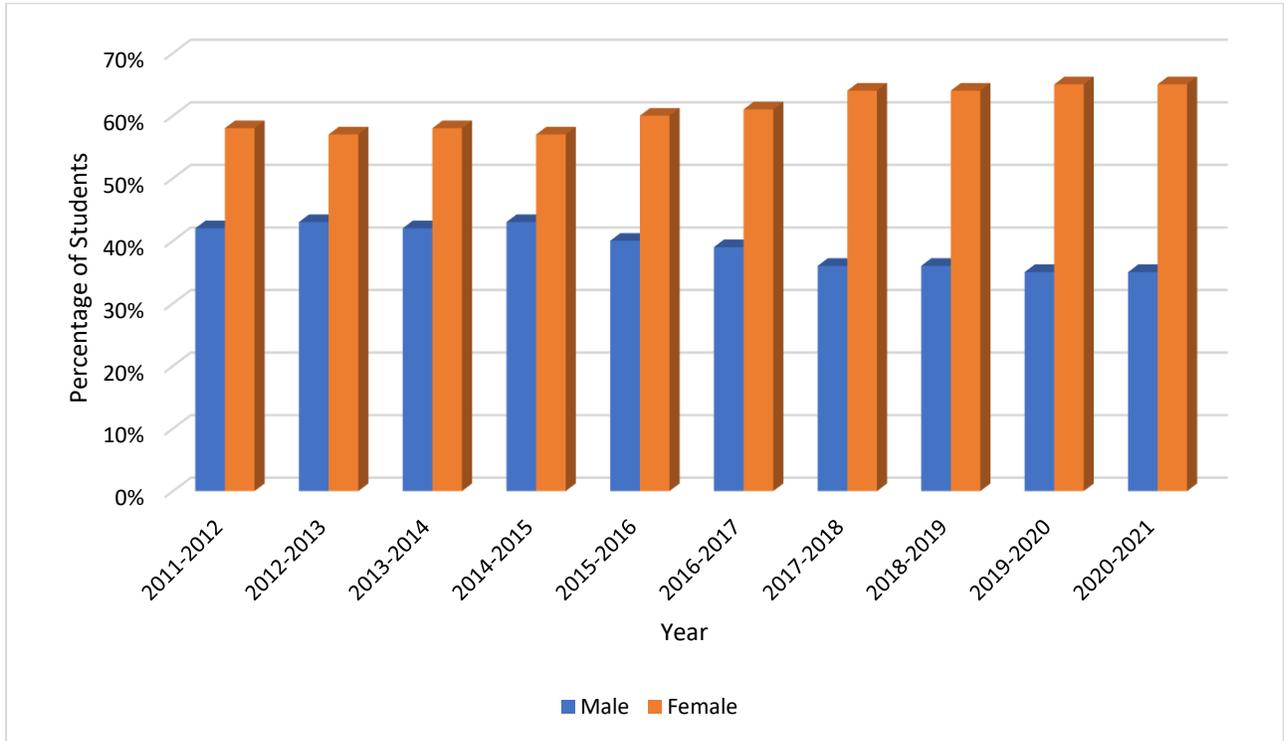Table 9 reports the racial composition of doctoral students by academic year since 2010. This figure has also stayed relatively constant since the 2010-2011 academic year, until now. The percentage of Hispanic (10%) doctoral students has increased to their highest levels since 2010 and the percentage of other race doctoral students has dropped to its lowest since 2010, at 9%.

Table 9. Race/Ethnicity Composition of Doctoral Students by Academic Year.

Race AY	White	Black	Hispanic	Asian	Other	Total
2011-2012	65%	11%	6%	5%	13%	100%
2012-2013	66%	7%	6%	5%	16%	100%
2013-2014	67%	8%	6%	7%	12%	100%
2014-2015	66%	11%	6%	5%	12%	100%
2015-2016	69%	9%	6%	6%	10%	100%
2016-2017	65%	9%	7%	8%	11%	100%
2017-2018	68%	8%	8%	6%	10%	100%
2018-2019	68%	7%	6%	5%	14%	100%
2019-2020	57%	12%	9%	5%	17%	100%
2020-2021	65%	9%	10%	7%	9%	100%

With respect to graduation patterns, the ADPCCJ data indicate that the reporting programs combined to confer master's degrees (n=32) to 1,118 graduate students and doctoral degrees (n=34) to 162 graduate students in 2020-2021. About one-quarter (23.38%) of the doctoral graduates during this period first enrolled in the fall of 2016 or after, completing the degree in five years or less. Overall, approximately 68% of these recent graduates completed their degrees in seven years; the remainder took longer than seven years to complete their degrees. Enrollment semesters for doctoral graduates range from fall of 2009 to fall of 2017.

Figure 18 shows that not only is the employment rate among recent graduates very high—83% 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 (for 66% of graduates). About five percent of graduates are employed by the doctoral program where they earned their degree, although this is usually not in a tenure track role.

Figure 18. Employment of 2020-2021 Graduates of ADPCCJ Doctoral Programs (n=35 Programs, 167 Graduates).
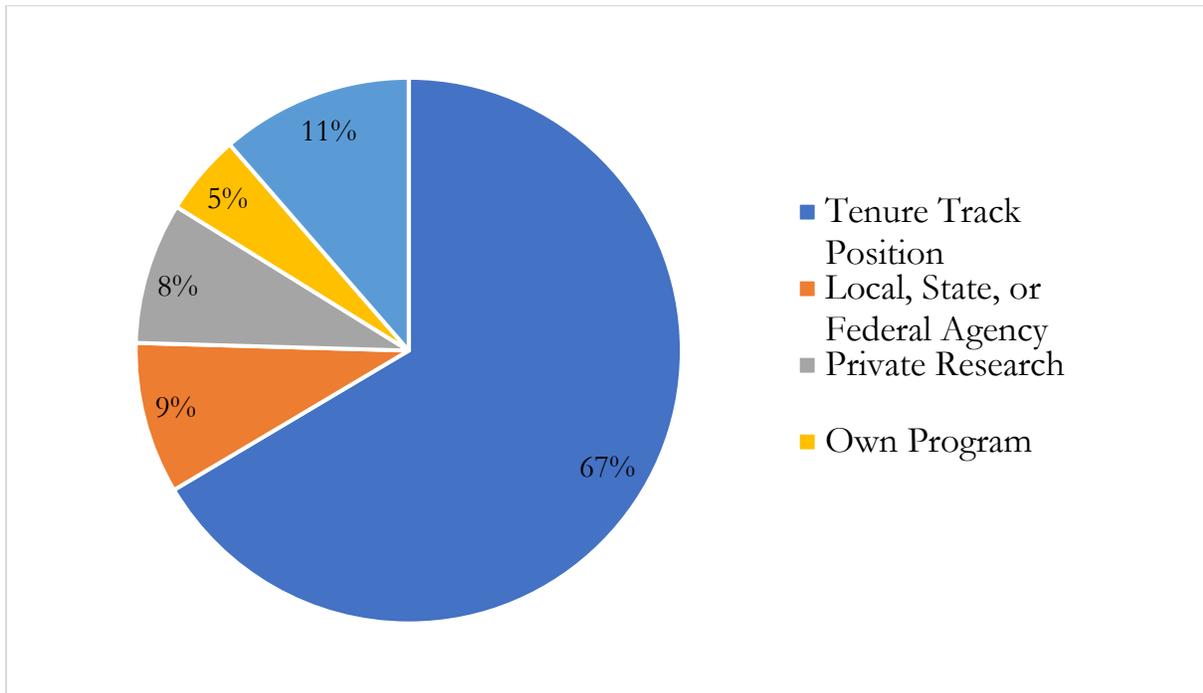
Incoming Students

The 2021 ADPCCJ survey gathered information on new graduate students who enrolled in the 2020-2021 academic year. The 30 participating programs that provided data on master's students received an aggregate total of 3,296 applications from prospective students. We present data on new master's students by separating the results into 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 30 programs that provided data on traditional master's students received an aggregate total of 1,629 applications from prospective students, with application counts ranging from eight to 245. Programs that provided data on DL master's students (n=17) reported receiving 1,667 applications, with counts ranging from 23 to 262. The 34 programs that responded to similar questions about doctoral programs received 1,180 applications for doctoral study, ranging from a low of seven to a high of 104. No programs reported receiving doctoral DL applications.

Figure 19 through Figure 23 summarize the program-specific (de-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 and admissions decisions for traditional master's programs, the median acceptance rate was 69.11%. Figure 19 shows that such acceptance rates varied widely across programs, ranging from 11.11% to 100%. Of the 1,629 applications submitted to traditional master's programs, 1,223 were accepted. Figure 20 also reveals substantial variation in enrollment rates for those accepted into traditional master's programs; the median enrollment rate was 60.65%, ranging from 13.3% to 100%. Of the 1,223 applications accepted to traditional master's programs, 766 enrolled. The average acceptance and enrollment rates for DL master's programs were higher than for traditional master's programs. Of the 1,667 applications submitted to DL master's programs, 1,216 were accepted. Of those accepted, 888 enrolled.

Figure 19. Acceptance Rate for Applications Submitted to Master's Programs (Traditional).[i]

Mean= 69.11%
Median = 69.54%
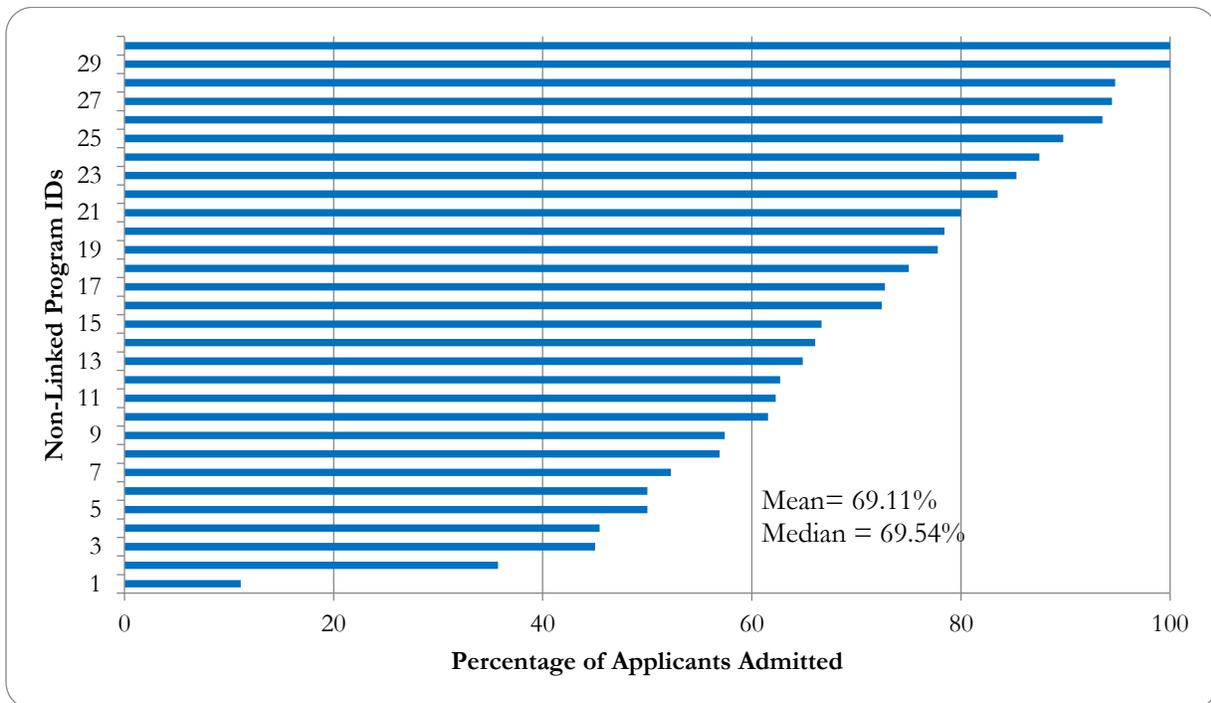
Data provided by 30 programs.

Figure 20. Enrollment Rate for Persons Accepted to Master's Programs (Traditional).[j]

Mean = 62.47%
Median = 60.65%

X-axis: Percentage of Admitted Students Subsequently Enrolled
Y-axis: Non-Linked Program IDs
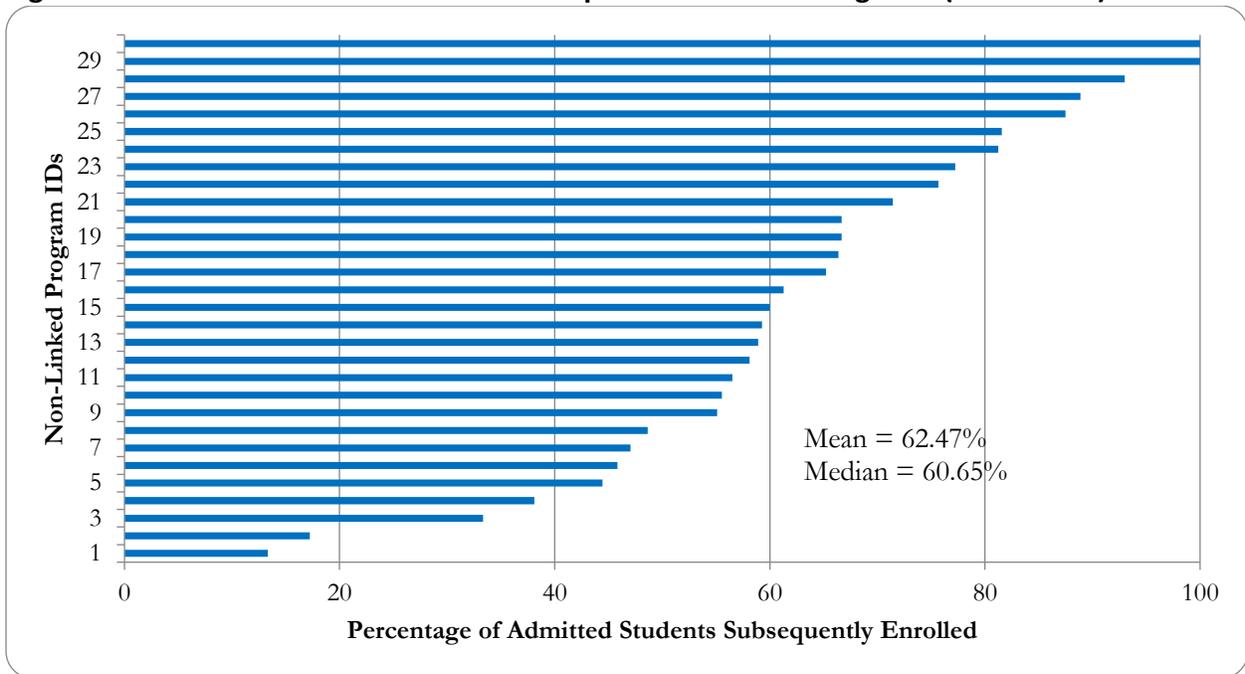
[j] Data provided by 30 programs.

Figure 21. Acceptance Rate for Applications Submitted to Master's Programs (DL).[k]

Mean = 72.28%
Median = 75.18%

X-axis: Percentage of Applicants Admitted
Y-axis: Non-Linked Program IDs
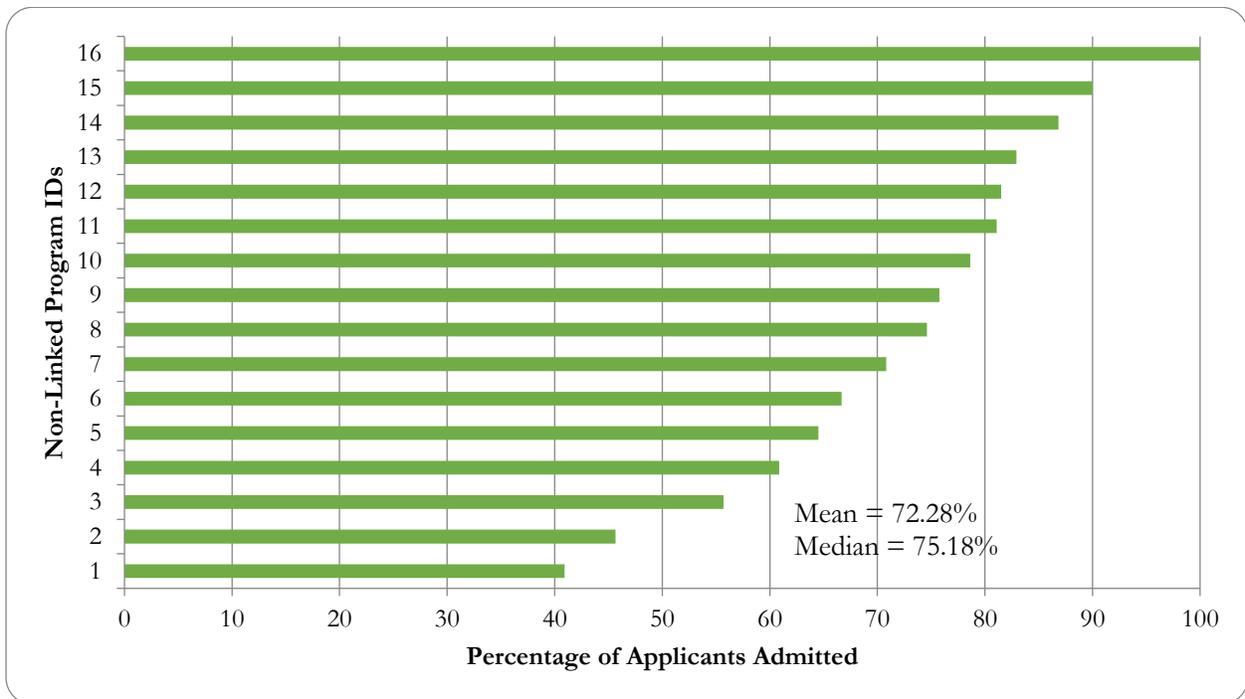
[k] Data provided by 16 programs.

Figure 22. Enrollment Rate for Persons Accepted to Master's Programs (DL).[I]
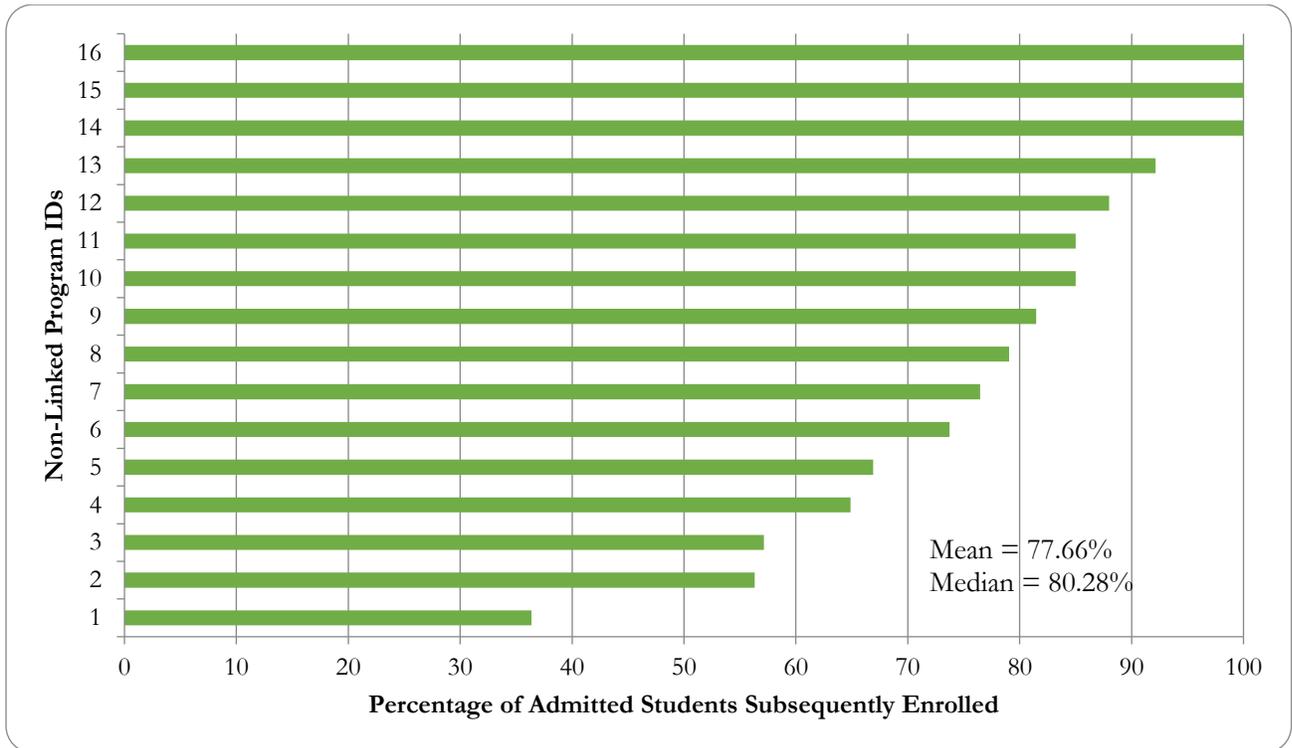
[I] Data provided by 16 programs.

For the 16 programs that provided data on admission decisions for DL master's programs, the median acceptance rate was 75.18%. Figure 21 shows that acceptance rates varied from 41% to 100% across reporting programs. Figure 22 shows that the median enrollment rate for DL master's programs was 80.28% and ranged from 36% to 100%.

Average acceptance rates were lower for doctoral programs than traditional master's programs (41% vs. 69%), with considerable variation across programs, (see Figure 23). While about 41% of applicants in the 34 participating programs were accepted, in some programs less than 20% of applicants were admitted. Of the total 1,180 applications submitted to ADPCCJ doctoral programs, 416 were accepted for admission. Of the 416, accepted, 186 enrolled.

Figure 23. Admission Rate for Applications Submitted to Doctoral Programs.[m]
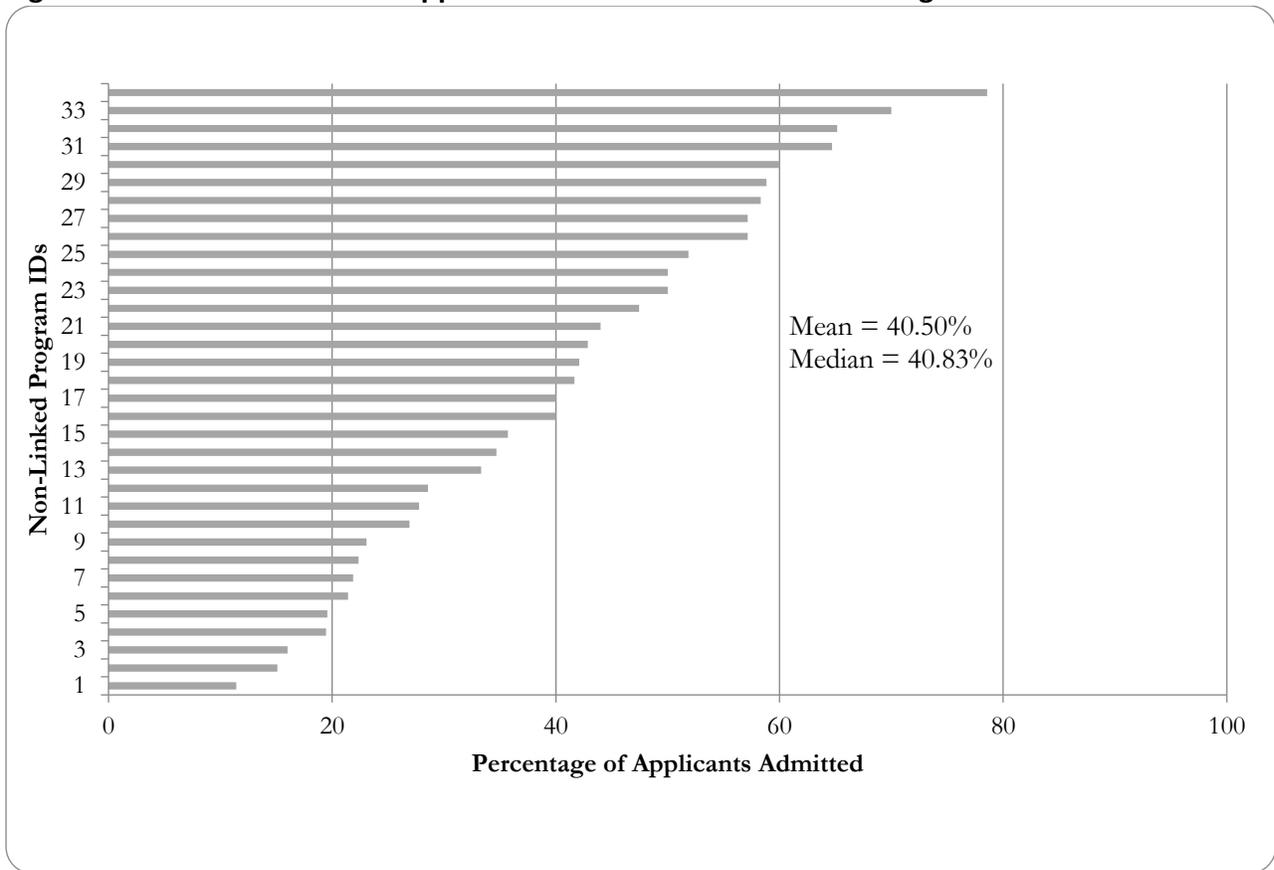
As shown in Figure 24, the median enrollment rate for the 34 programs that provided the data was 50%, but this figure ranged from 12.5% to 100% (all of the accepted Ph.D. students enrolled).

Figure 24. Enrollment Rate for Persons Accepted to Doctoral Programs.[n]

Mean = 52.23%
Median = 50.00%

X-axis: Percentage of Admitted Students Subsequently Enrolled
Y-axis: Non-Linked Program IDs
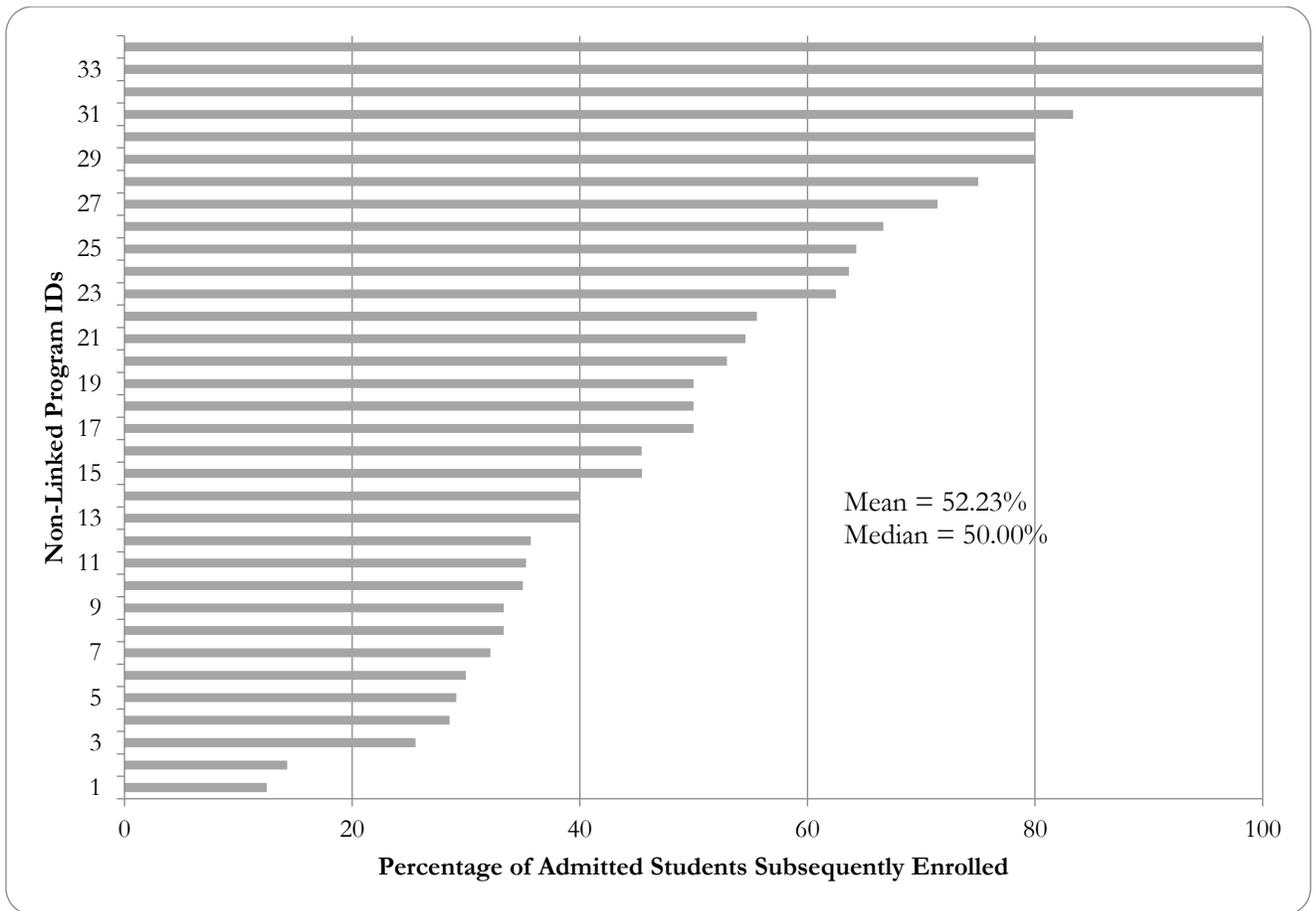
[n] Data provided by 34 programs.

The average undergraduate grade point average (GPA) for newly admitted doctoral students in ADPCCJ reporting programs was 3.61, varying from 2.94 to 3.91 across programs (n=29). Graduate GPAs ranged from 3.05 to 4.00 with an average of 3.82 (n = 31). ADPCCJ respondents provided the information summarized in Table 10 in response to questions about the average GRE scores among recently admitted doctoral students. As illustrated in Table 10, the median "average GRE combined" score across programs was 307, ranging from 281 to 330.

Table 10. GRE Scores and Percentiles for Newly Admitted Doctoral Students.

	n	Mean	Median	Minimum	Maximum
GRE Scores	28 programs				
Average GRE Verbal	--	154	156	142	163
Average GRE Quantitative	--	151	151	138	163
Average GRE Analytic Writing	--	4	4	2.75	5.5
Average GRE Combined	--	306	307	281	330
Percentiles Scores	25 programs				
Average GRE Verbal	--	63.91%	64.60%	17.00%	90.00%
Average GRE Quantitative	--	45.60%	43.00%	7.00%	82.00%
Average GRE Analytic Writing	--	60.90%	65.60%	11.00%	92.00%

Additional degree background information was provided for incoming master's and doctoral students in both traditional and distance learning programs. The majority of new master's and master's DL students had previously received either a Bachelor's of Science or Arts at their previous institutions. Furthermore, about half of newly admitted doctoral students had mainly been granted Master of Art or Science degrees. As further illustrated by Table 11, some variation did exist in background degree type for all students.

Table 11. Degree Background Percentages for Newly Admitted Master's and Doctoral Students.

	n	BS	BA	MA	MS	JD	LLM	MPH	PhD
New Master's Students	23	66%	65%	4%	4%	2%	0%	0%	0%
New Master's DL	14	55%	58%	2%	3%	1%	0%	0%	0%
New Doctoral Students	23	44%	25%	47%	57%	0%	0%	0%	0%

Note: BS=Bachelor of Science; BA=Bachelor of Arts; MA=Master of Science; MS=Master of Arts; JD=Juris Doctor; LLM=Master of Laws; MPH=Master of Public Health (includes Master of Public Administration); PhD=Doctor of Philosophy.

The ADPCCJ survey indicated that 766 new students enrolled in traditional master's programs across the 30 programs that provided such data (888 DL master's students enrolled across the 14 reporting programs). In total, 186 new doctoral students enrolled across the 34 programs that reported such data (no DL doctoral students enrolled in any reporting programs). Approximately 94% of new doctoral and 80% of new traditional master's enrollments are studying full-time, while approximately 62% of new DL master's students are 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 Figure 14 and Figure 15). The reporting programs indicated that for master's degree programs, the majority of incoming students were female (the mean was 61% female for both traditional master's programs DL master's programs) and non-Latinx white (the mean was 55% non-Latinx white). Incoming cohorts of Ph.D. students also exhibited quite a bit of variability across programs in race, ethnic, and gender composition; overall the means were 65% female and 64% non-Latinx white.

Admissions Trends

This section focuses on the trends in application, admission, and enrollment for traditional master's programs, distance learning (DL) master's programs, and doctoral programs for each academic year since 2011. Figure 25 indicates the total number of applications received for traditional master's programs peaked in the 2013-2014 academic year, with 3,151 applications. In the 2019-2020 academic year, there were 1,439 applications and in the 2020-2021 academic year, there were 1,629 total applications for traditional master's programs. Figure 26 shows that the mean number of applications received by program for traditional master's programs has slightly increased from 47 in 2019-2020 to 54 in 2020-2021.

Figure 25. Number of Master's Applications Received by Academic Year.
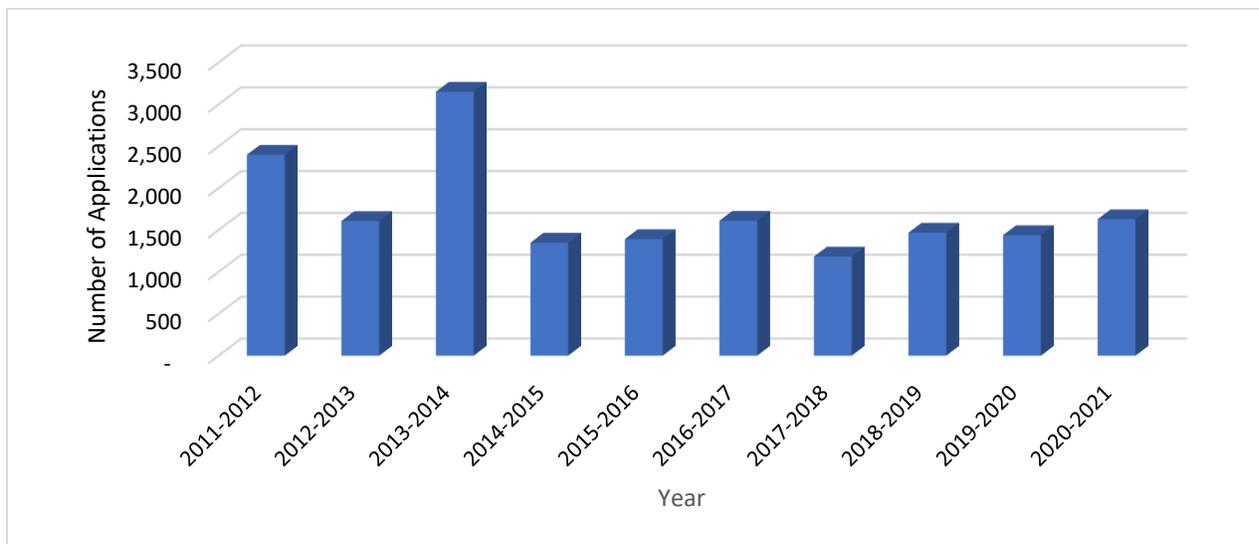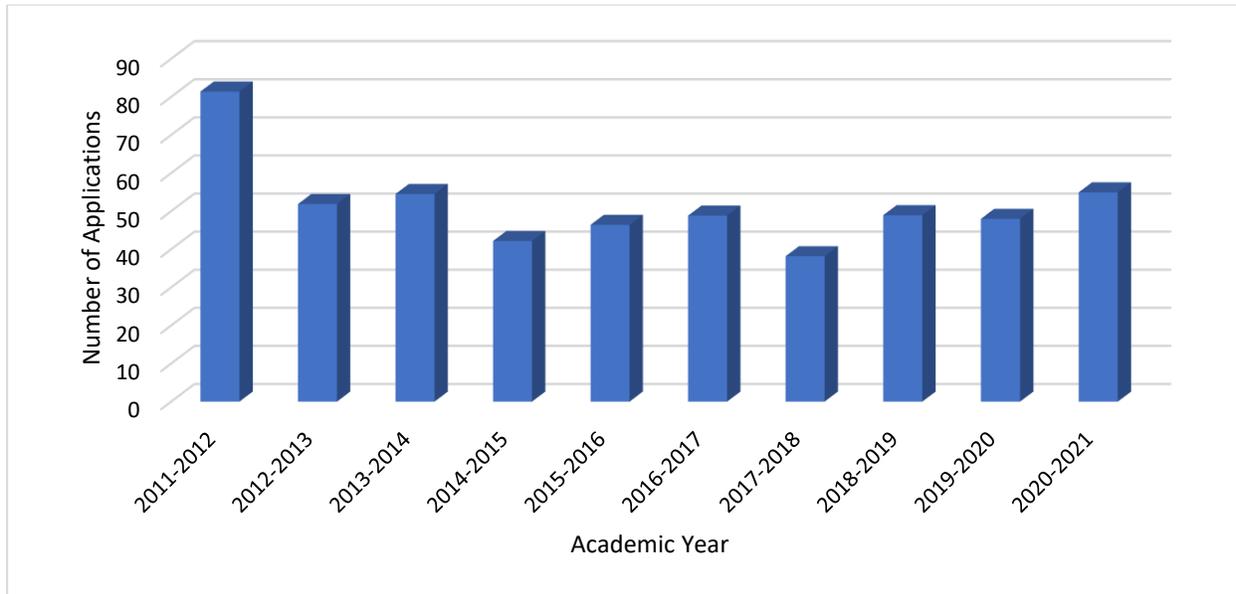
Figure 26. Mean Number of Master's Applications Received by Academic Year.

As shown in Figure 27, of these applications, between 55% and 70% are accepted to traditional master's programs each year. In the 2020-2021 academic year, 69% of applicants were accepted to traditional master's programs.

Figure 27. Mean Percentage of Applicants Admitted to Master's Programs by Academic Year.
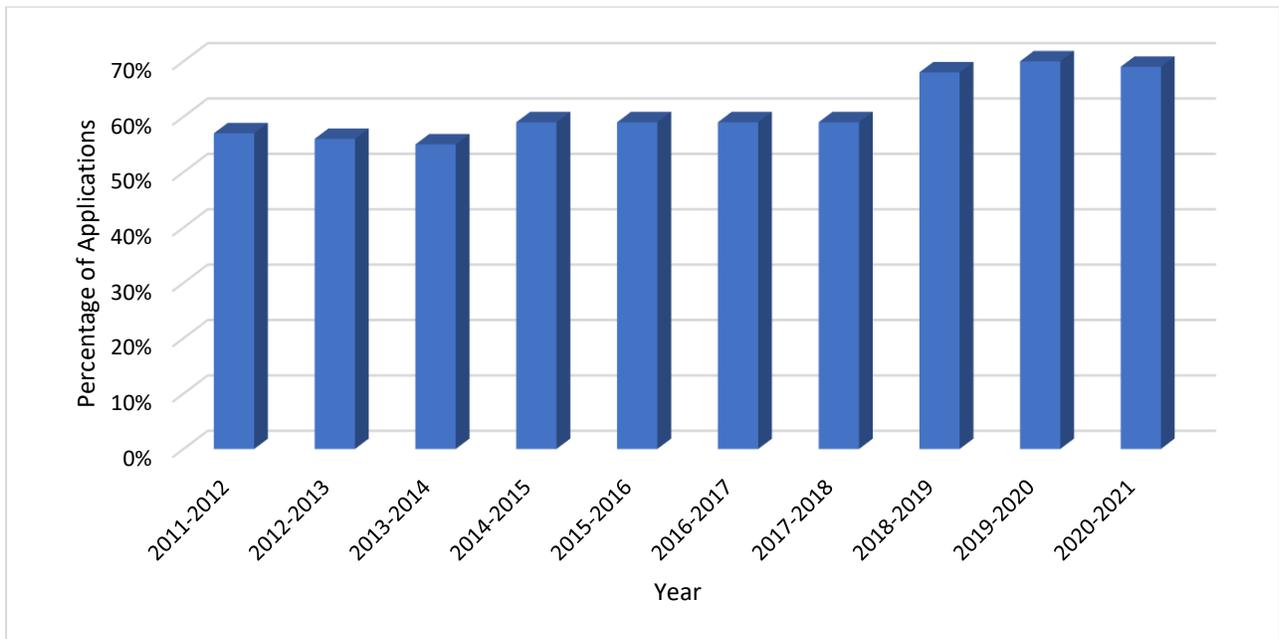
Figure 28 shows the average percentage of admitted students who chose to enroll in traditional master's programs each year. This figure has ranged from a low of 55% in the 2017-2018 academic year to a high of 70% in the 2015-2016 academic year. About 62% of admitted master's students chose to enroll in traditional master's programs in the 2020-2021 academic year.

Figure 28. Mean Percentage of Admitted Students Enrolled in Master's Programs by Academic Year.
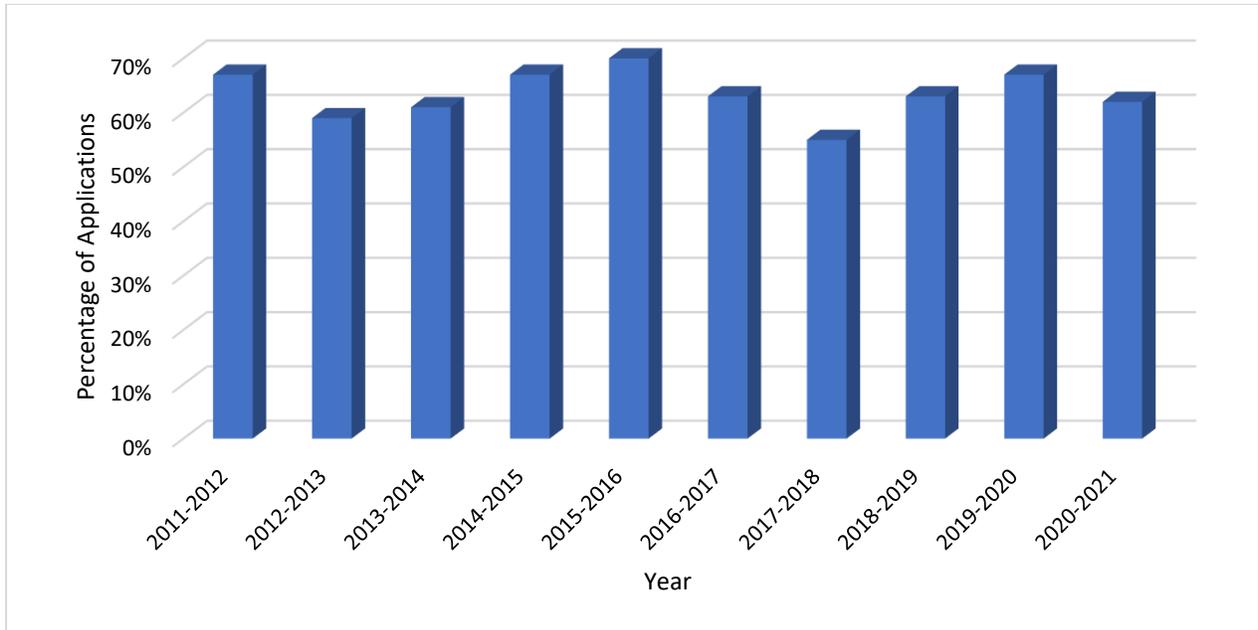
Figure 29 indicates the total number of applications received for distance learning master's programs since 2012. The number of applications received for distance learning master's programs has ranged from a low of 1,022 in the 2017-2018 academic year to a high of 1,667 in the 2020-2021 academic year. Figure 30 shows that the mean number of applications received by program for distance learning master's programs was at its highest in 2020-2021 at 98.

Figure 29. Number of Applications Received for DL Master's Programs per Academic Year.

Figure 30. Mean Number of DL Master's Applications Received by Academic Year.
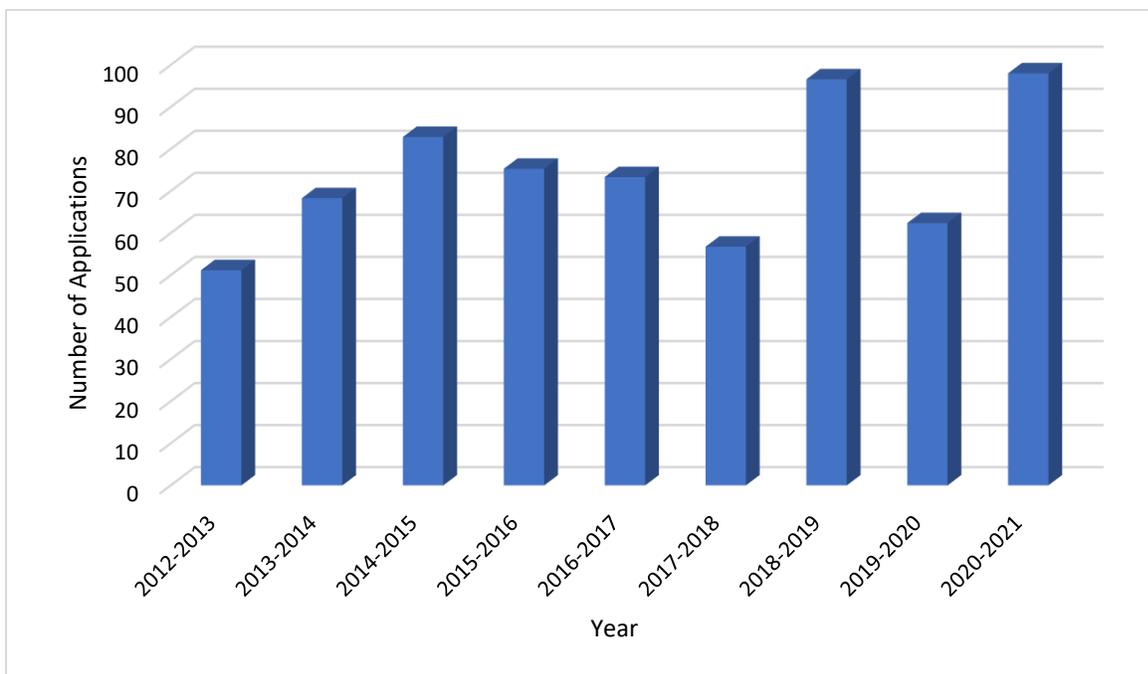
As shown in Figure 31, of these received applications, between 72% and 84% are accepted to distance learning master's programs each year. About 72% of applicants were

admitted to distance learning master's programs in 2020-2021, which is a decrease from the

78% admitted in the 2019-2020 academic year.

Figure 31. Mean Percentage of Applicants Admitted to DL Master's Programs by Academic Year.
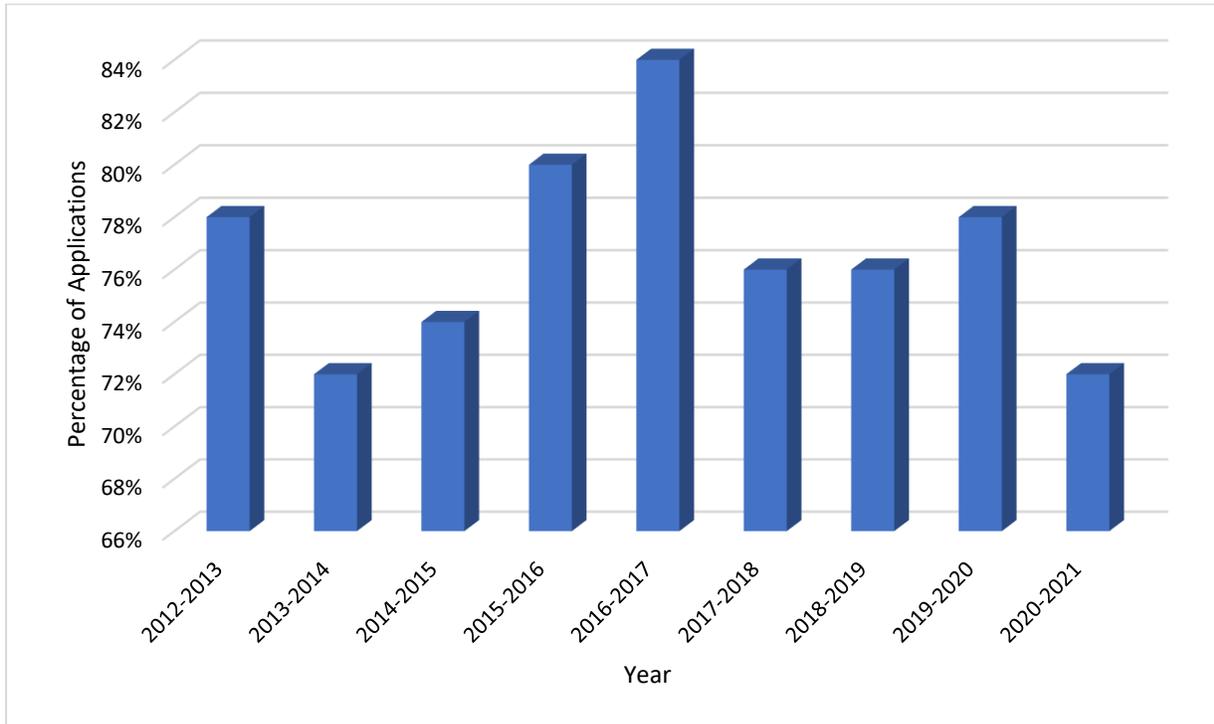
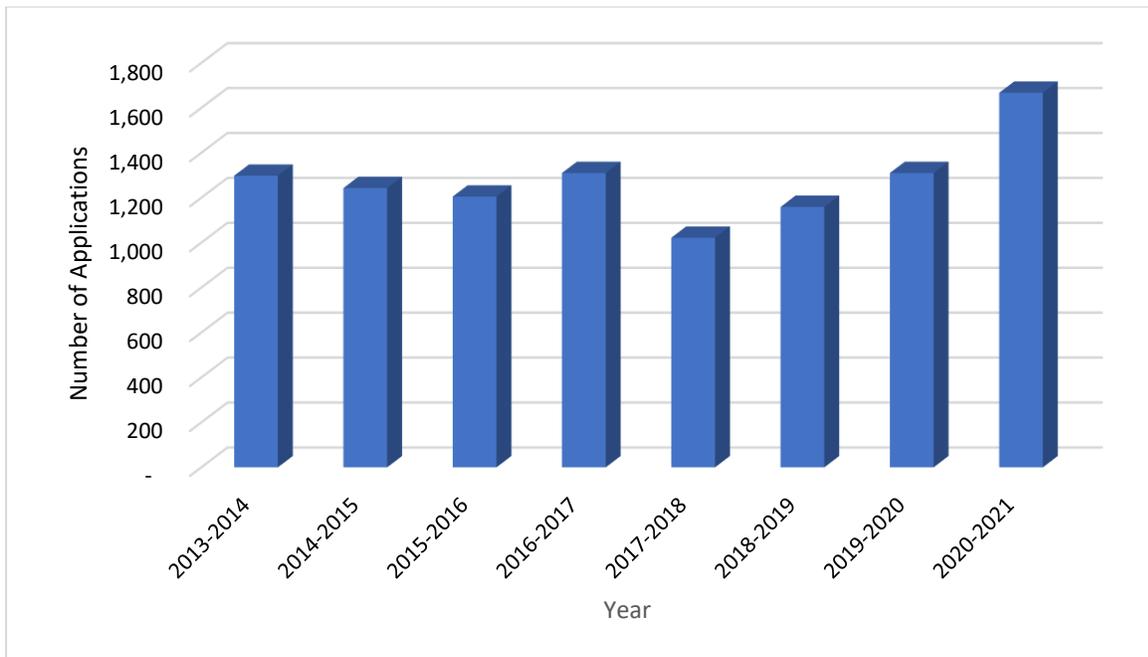Figure 32 shows the average percentage of admitted students who chose to enroll in

distance learning master's programs each year. This figure has ranged from a low of 72% in the

2014-2015 academic year to a high of 88% in the 2012-2013 academic year. About 78% of

admitted students chose to enroll in distance learning master's programs in the 2020-2021

academic year.

Figure 32. Mean Percentage of Admitted Students Enrolled in DL Master's Programs by Academic Year.
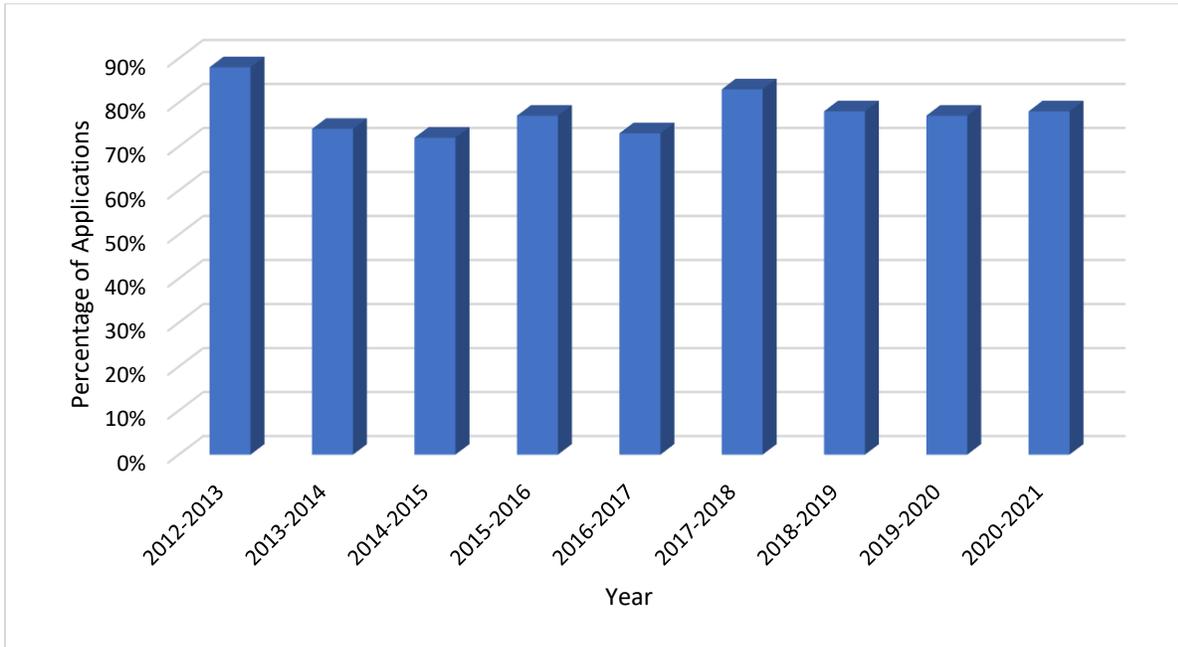
Figure 33 indicates the total number of applications received for doctoral programs peaked in the 2013-2014 academic year, with 1,561 applications. In the 2019-2020 academic year, 1,052 applications were received for doctoral programs and in the 2020-2021 academic year 1,180 applications were received for doctoral programs. Figure 34 shows that the mean number of applications received by program for doctoral programs steadily decreased between the 2012-2013 and 2019-2020 academic years. However, the mean number of doctoral applications for the 2020-2021 academic year has increased to 35.

**Figure 33. Number of Doctoral Applications Received by Academic Year.**
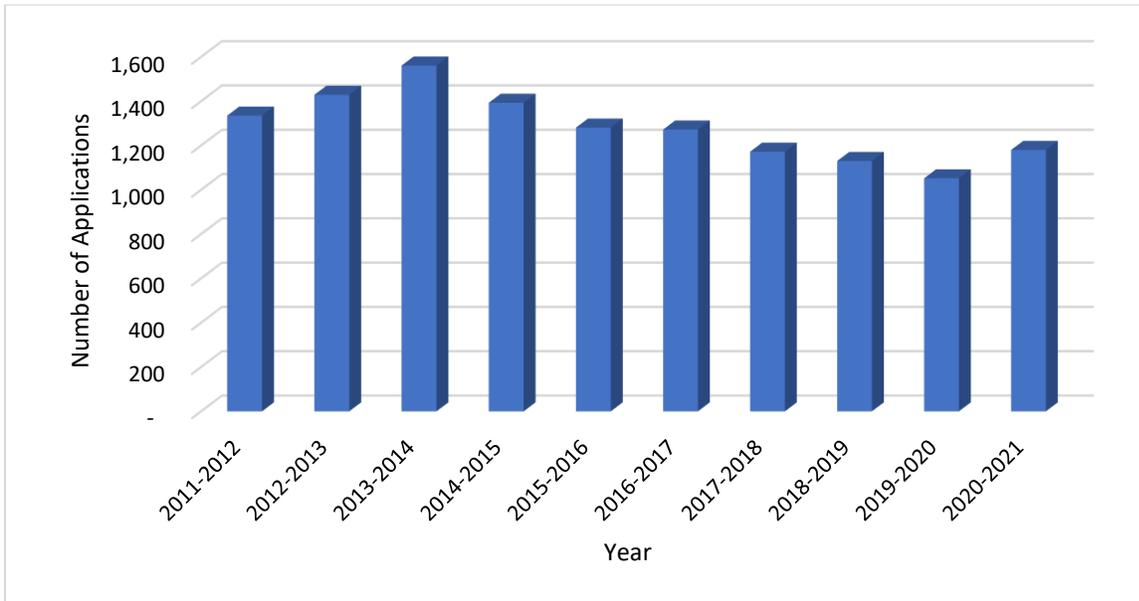
Figure 34. Mean Number of Doctoral Applications Received by Academic Year.
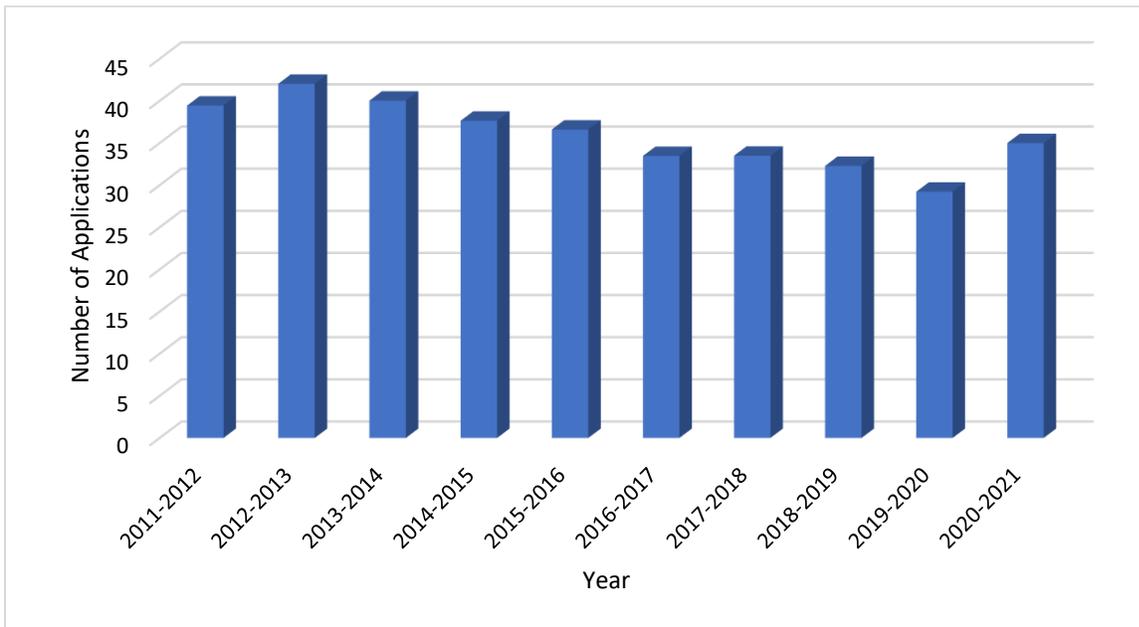
As shown in Figure 35, of these received applications, between 37% and 46% are accepted to doctoral programs each year. This admission rate peaked in the 2018-2019 and 2019-2020 academic years, when 46% of applicants were accepted to doctoral programs. This rate was 41% for the 2020-2021 academic year.

Figure 35. Mean Percentage of Applicants Admitted to Doctoral Programs by Academic Year.
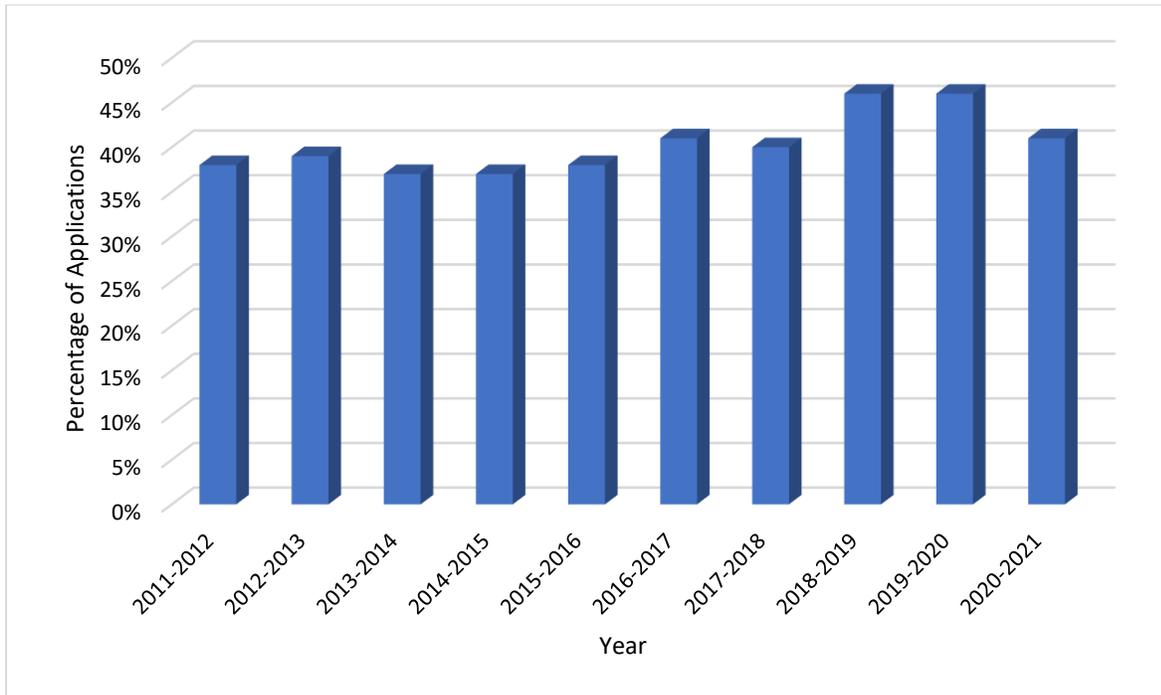
Figure 36 shows the average percentage of admitted students who chose to enroll in doctoral programs each year since 2011. This figure has ranged from a low of 51% in the 2016-2017 academic year to a high of 63% in the 2011-2012 academic year. About 52% of admitted students chose to enroll in doctoral programs in the 2020-2021 academic year.

Figure 36. Mean Percentage of Admitted Students Enrolled in Doctoral Programs by Academic Year.

Tuition and Student Stipends

A large majority of newly admitted doctoral students in the 2021 ADPCCJ reporting programs received tuition remission and were funded as either a research or teaching assistant (or both). Ov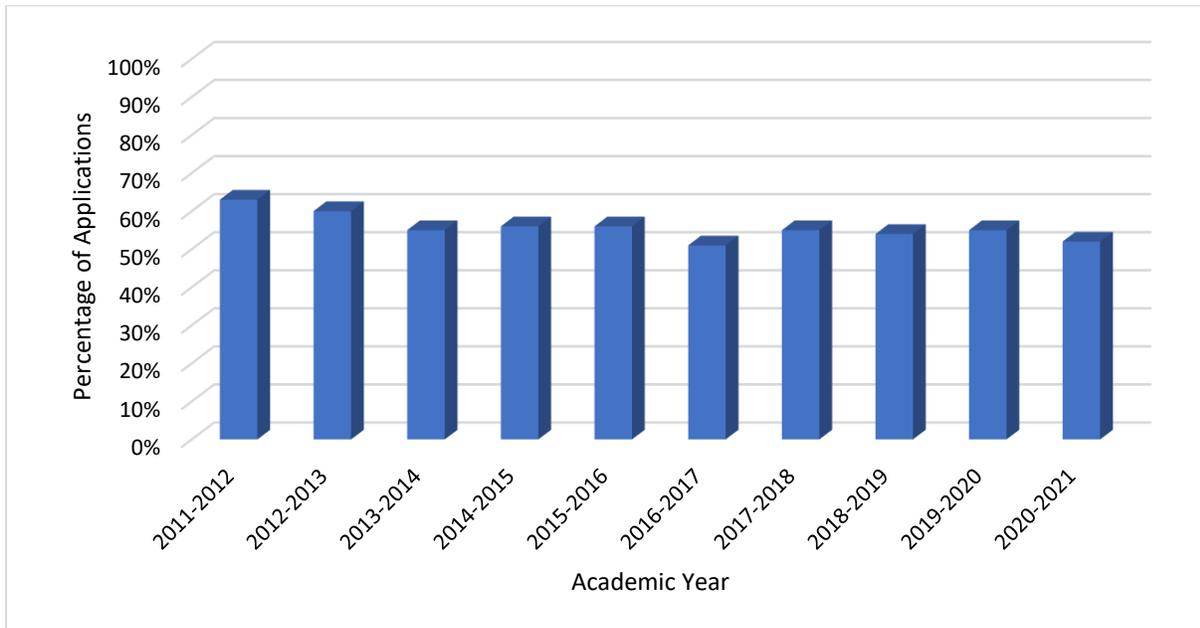erall, 71% of active doctoral students in the 35 programs that reported data on funding sources received a teaching or research assistantship. While some programs relied exclusively on teaching assistantships and others relied exclusively on research assistantships, these forms of funding contribute about equally to those supported by non-grant financial resources across all programs. About 15% of active doctoral students were supported primarily through external grants.

The 2021 ADPCCJ data indicate that the amount of the stipend given to students by programs varied. Figure 37 shows the median "basic stipend" for doctoral students was $19,050, with a range from $1,000 to $33,222. About 80% of programs report basic or typical awards are for 9 months and 20% report basic awards cover 12 months. For those programs that award 9-month awards, 100% report it is possible for students to receive additional summer funding, but it is not guaranteed. About 91% of basic doctoral awards include tuition

remission for the academic year and, of those, about 41% provide tuition remission for summer.

Figure 37. Basic Doctoral Stipends (n=35).
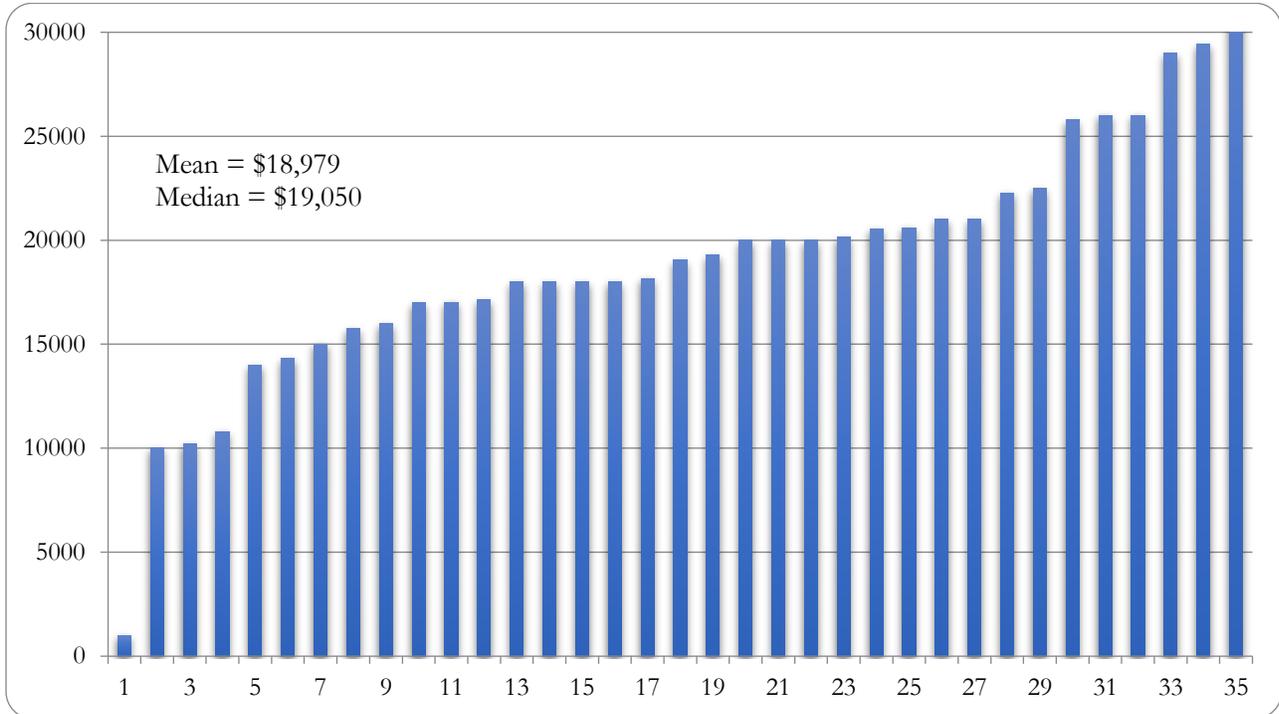
In terms of "most lucrative" awards, the average award across programs is $25,583, though as Figure 38 shows there is again substantial variability across programs from $5,000 to $60,000. About 69% of programs report their most lucrative awards cover 9 months and 31% report their most lucrative awards are for 12 months. For those programs that award 9-month awards, all of them report it is possible for students to receive additional summer funding, but it is not guaranteed. 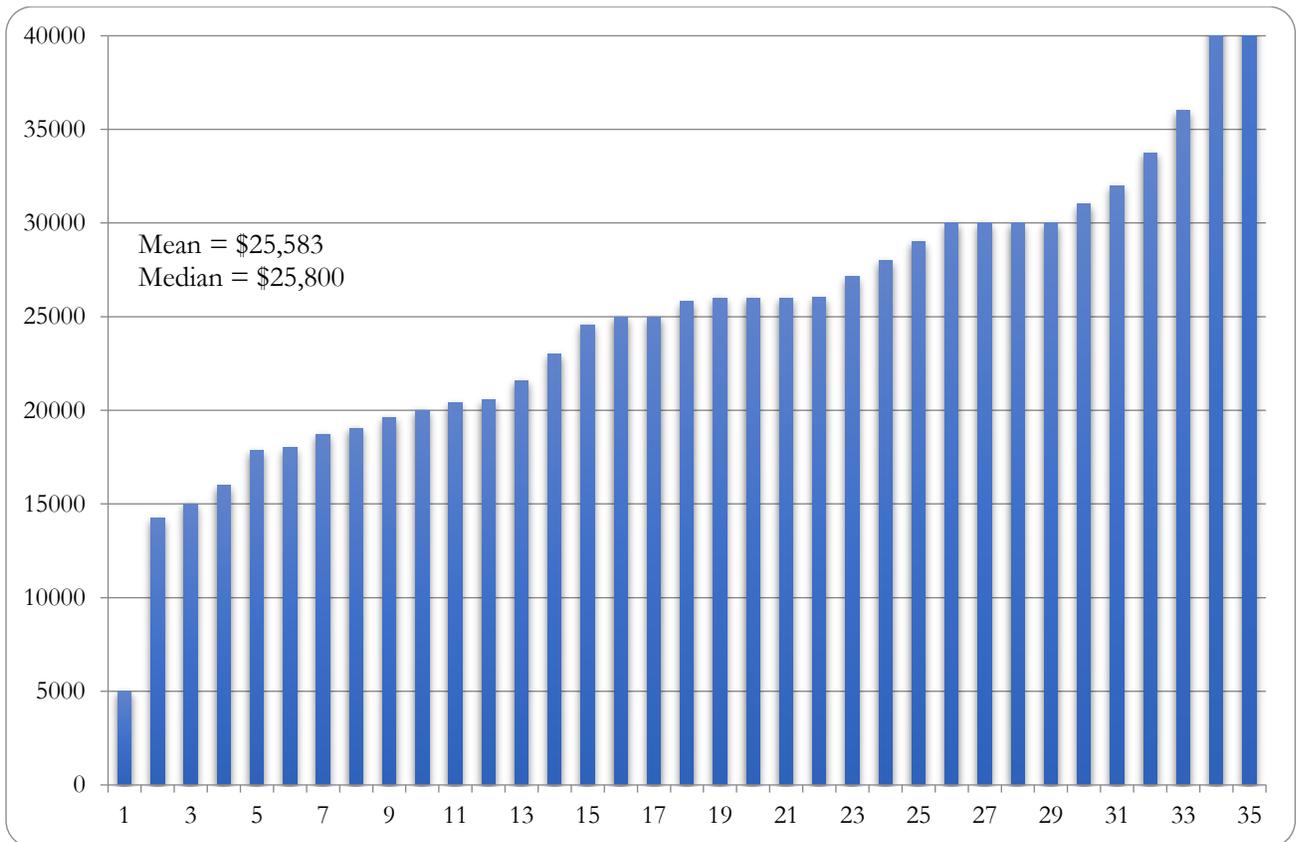About 91% of the most lucrative doctoral awards include tuition remission for the academic year and, of those, about 47% provide tuition remission for summer.

Figure 38. Most Lucrative Doctoral Stipends (n=35).

Similarly, Figure 39 and Figure 40 present the awards for master's students. As Figure 39 shows the mean basic stipend was $7,409 for master's students across the 22 programs that reported data. At the other extreme, some programs provide funding for master's students that is close to typical funding levels for doctoral students. Additionally, as Figure 40 shows, a few programs reserve some significant awards for especially promising master's students although the average most lucrative master's funding was $11,615.

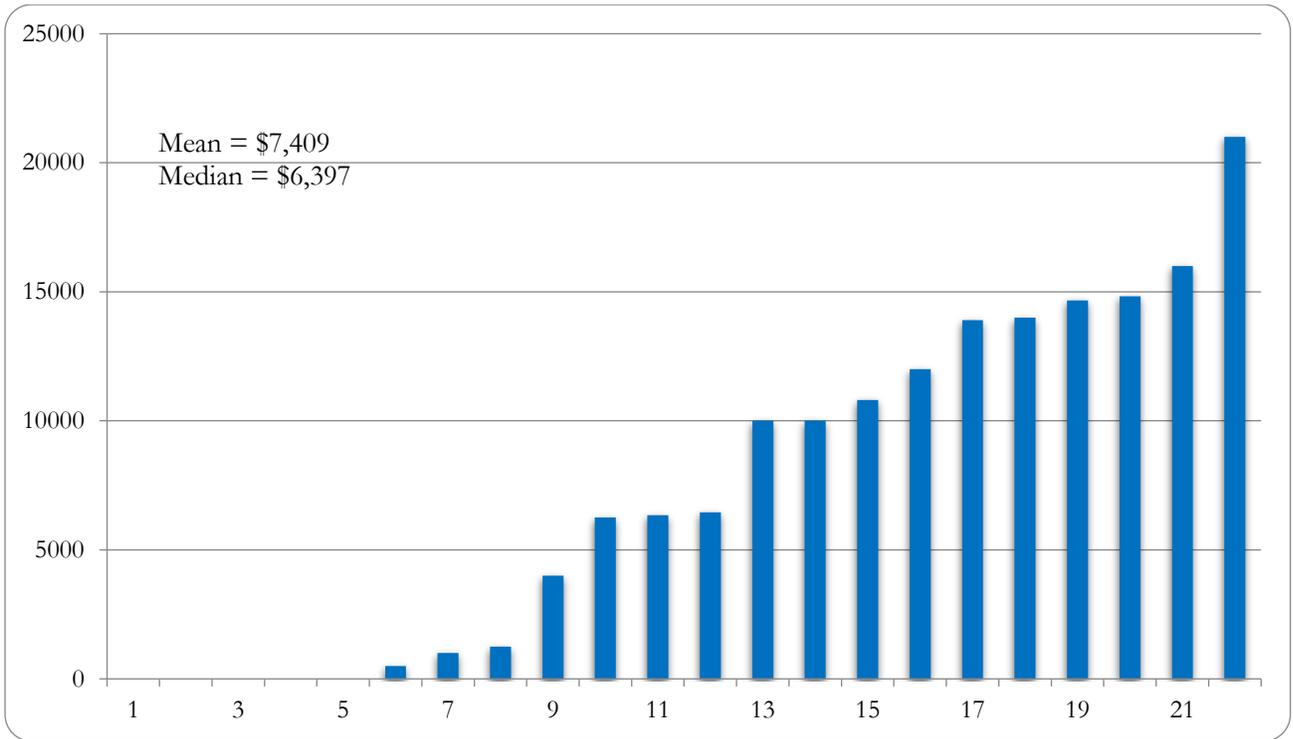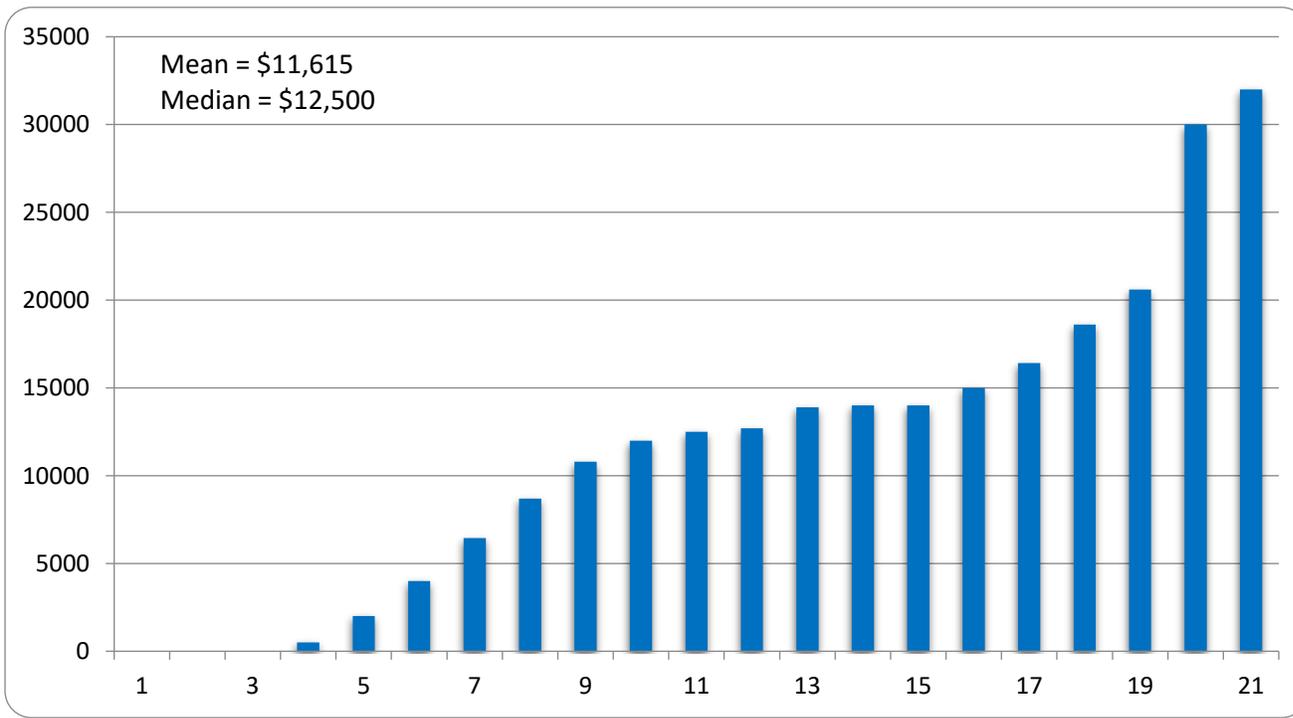**Figure 39. Basic Master's Stipends (n=22).**

Mean = $7,409
Median = $6,397

Figure 40. Most Lucrative Master's Awards (n=21)


Mean = $11,615
Median = $12,500

Program Requirements

All the 32 programs that offer master's degrees require 30 to 36 credits for degree completion (mean=33). The median number of credit hours designated for required/core courses is 15. The median number of credit hours designated for elective course is 13. The median number of thesis credit hours required is 6, ranging from 0 to 6 hours. Completing a thesis is an optional track in about 88% of programs (n=28). The other 12% of programs (n=4) require the completion of a thesis to be eligible for graduation.

Ph.D. requirements range from 45 credits to 90 credits, depending on whether the student enters the program having already completed a master's degree. 50% of programs require between 54 and 60 credits for degree completion. The median number of required credit hours for doctoral students is 60. Of these, the median number of credit hours designated for required/core courses is 27. The median number of credit hours designated for elective courses is 15. The median number of required dissertation hours is 12.

All of the programs that responded to the question regarding the format of the dissertation (n=34) allow for a traditional dissertation option. Twenty-four percent (n= 8) of programs also allow for a multiple paper option in lieu of a traditional dissertation. The overwhelming majority (94%) of programs require a comprehensive or qualifying exam for completion of a doctoral degree. The format of the comprehensive exam varies widely by program (n=34). Only two programs do not require a comprehensive exam. As Figure 41 indicates, about 44% of programs require a written exam only (n=15), 26% require a take home exam (n=9), 15% require a research paper (n=5), 9% require both a research paper and an oral defense (n=3), 3% require a written exam and a research paper (n=1), and three percent require students to complete a written exam and an oral defense of their work (n=1).

Figure 41. Comprehensive Exam Format (n=34).
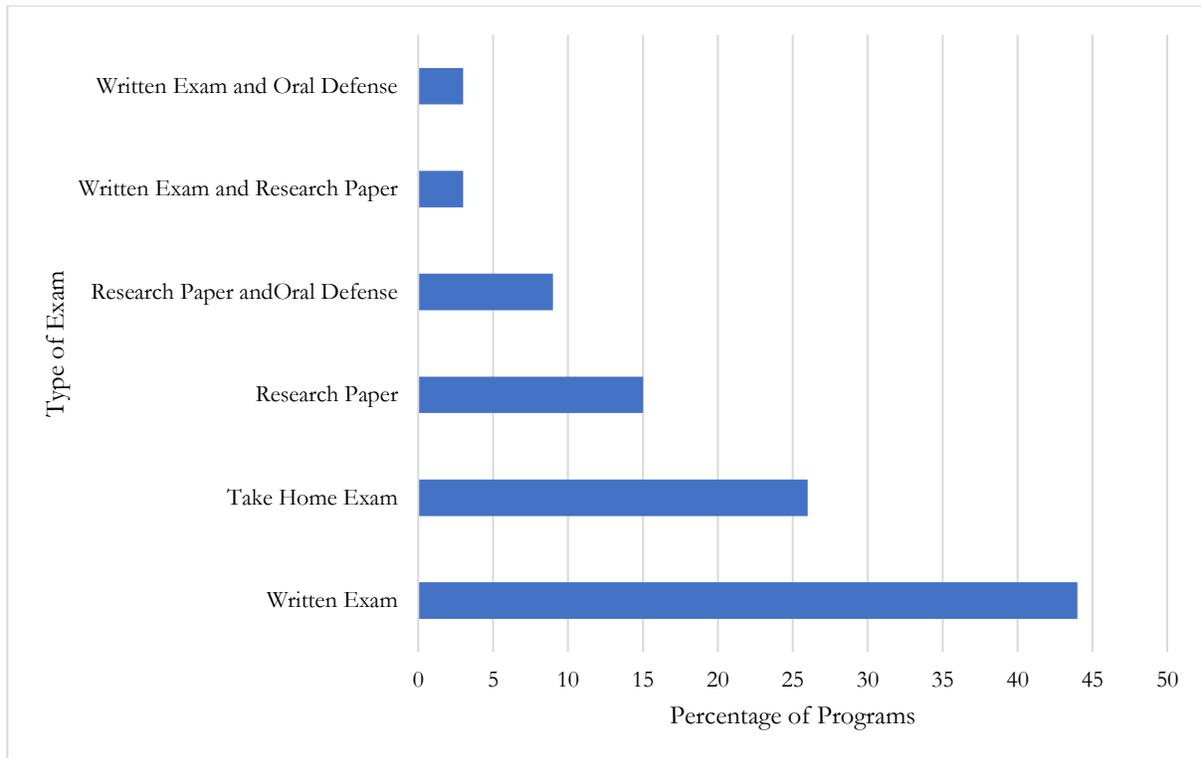
Additionally, 21% of the programs (n=7) offer areas of concentration spanning 9 topics. All of the programs that offer areas of concentration have at least two options and some have as many as five. As Table 12 indicates, policing is the most common area of concentration offered (n=3).

Table 12. Areas of Concentration Offered.

Areas of Concentration	Number of Programs
Policing	3
Corrections	2
Criminal Justice	1
Juvenile Justice	1
Criminology	1
Law and Society	1
Race and Justice	1
Investigative Science	1
Criminal Behavior	1
Law and Public Policy	1

Conclusion

   This report provides a snapshot of graduate programs as they looked in 2021. 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) are newer portions of the survey preventing us from comparing them to previous years, 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 2020 ADPCCJ Survey for
**Programs Ranked in Top 5 by U.S. News & World Report.**

According to U.S. News & World Report (USNWR), the ranking of doctoral programs in Criminology and Criminal Justice resulted from peer assessment surveys. USNWR sent surveys to schools offering doctoral programs in Criminology and Criminal Justice and department heads, directors of graduate studies, or senior faculty members rated the academic quality of listed doctoral programs. ADPCCJ provided the list of schools to be surveyed. Questionnaires included a 5-point Likert rating scale: outstanding (5), strong (4), good (3), adequate (2), and marginal (1). After USNWR received the completed surveys, it computed a trimmed mean to determine the scores for each school, and ranked the schools in descending order. There was an overall response rate of 90% for the surveyed Criminology faculty (for a complete description of the methodology used, see https://www.usnews.com/best-graduate-schools/top-humanities-schools/criminology-rankings.

Table A-1 ADPCCJ Programs with Top 5 Rankings in 2021 U.S. News & World Report (n=6)

| Rank	School
1	University of Maryland
2	Arizona State University
2	University of California, Irvine
4	University of Cincinnati
5	Pennsylvania State University, University Park*
5	University at Albany, SUNY

*Not included in analyses

Figure A-1 CCJ Faculty Members by Gender (n=142) and Race/Ethnicity (n=142), Top Ranked ADPCCJ Programs.[1]
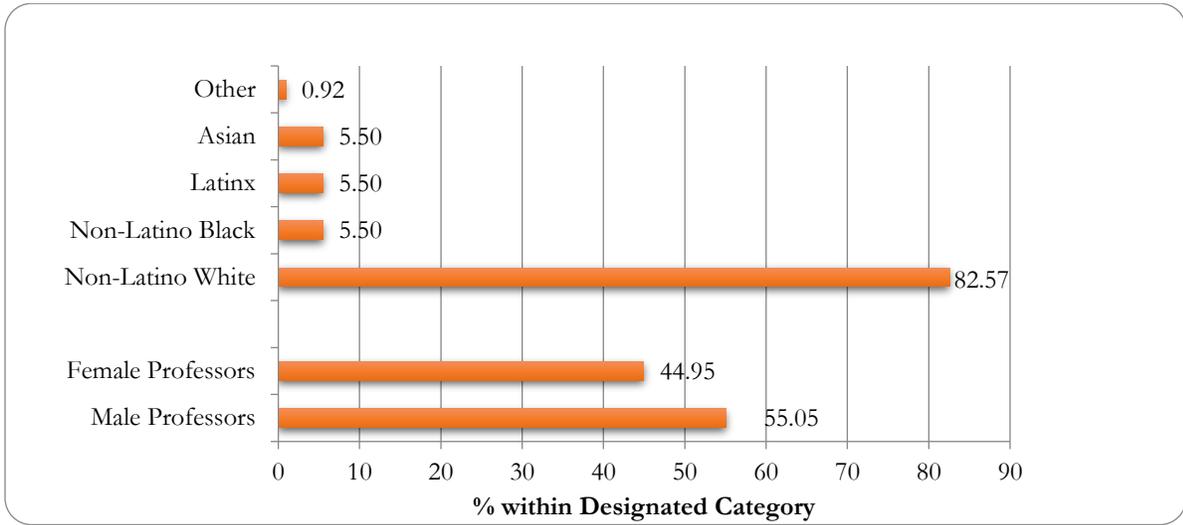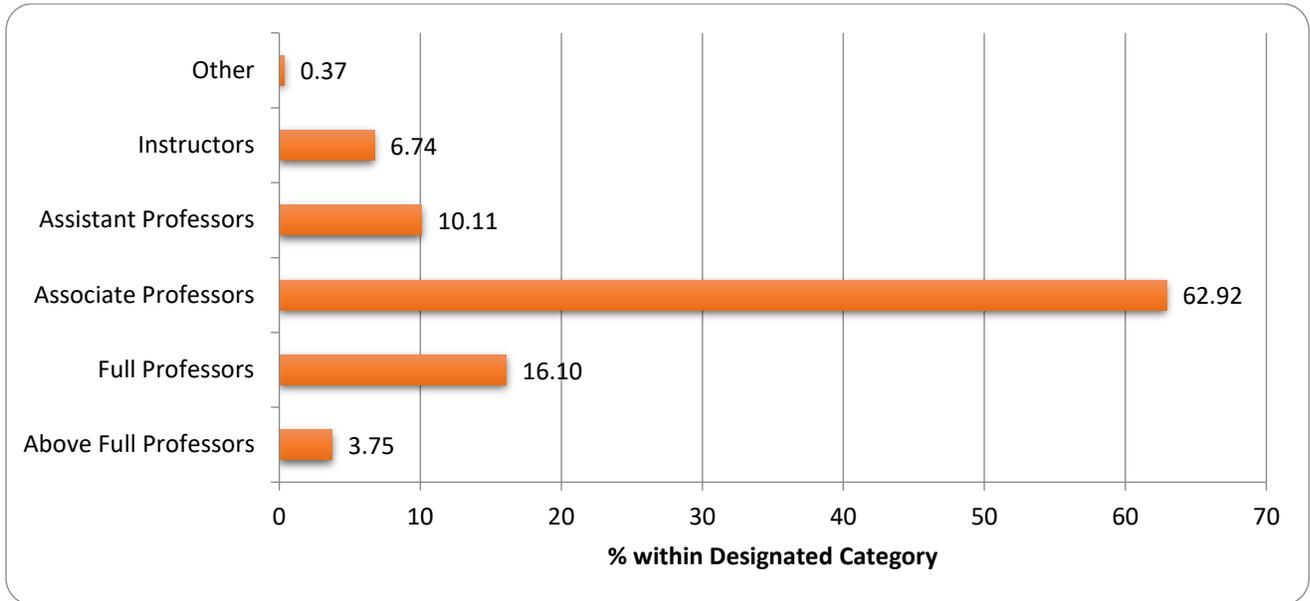

[1] Data provided by 5 programs.

Appendix Figure A-1. Tenure Status of Full-Time Faculty (n=109), Top Ranked ADPCCJ Programs.[2]
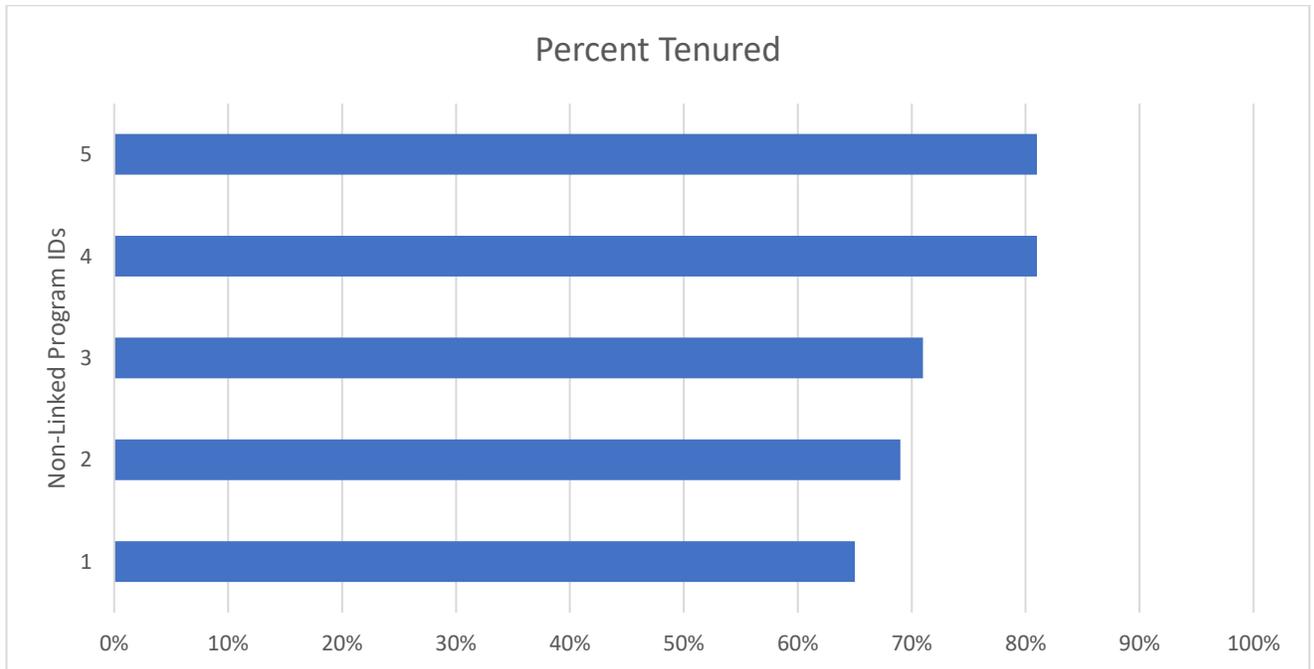
[2] Data provided by 5 programs.

Appendix Figure A-2. CCJ Faculty Members (n=109) by Rank, Top Ranked ADPCCJ Programs.[3]

Appendix Table A-1. Faculty Salaries for Top Ranked ADPCCJ Reporting Programs.

Rank	n	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Current Full Professors	4	$161,680	$171,120	$105,120	$348,115
Current Associate Professors	4	$105,453	$94,578	$94,115	$135,97
Current Assistant Professors	4	$85,058	$78,095	$78,095	$90,893
Most Recently Hired Assistant Professor	4	$85,058	$78,095	$78,095	$90,893

Appendix Table A-2. Graduate Director Compensation for Top Ranked ADPCCJ Reporting Programs.

Compensation	n	Mean	Median	Minimum	Maximum
Course Release	5	1.00	1.00	1.00	1.00
Monetary Stipend – Academic Year	4	$9,875	$11,000	$5,000	$12,500
Monetary Stipend – Summer	2	$3,500	$3,500	$2,000	$5,000

Appendix Table A-3. Faculty Time Distribution for Top Ranked ADPCCJ Reporting Programs.

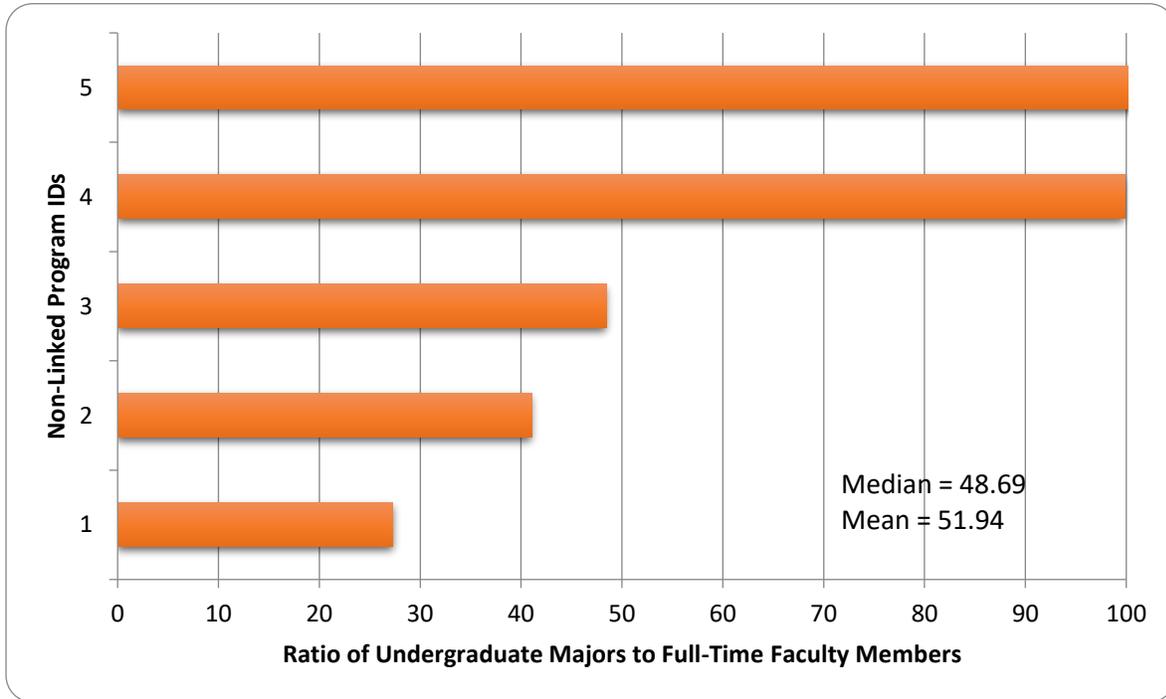|	n	Mean	Median	Minimum	Maximum
Percentage of Time of Research	5	43%	45%	40%	45%
Percentage of Time of Teaching	5	46%	45%	40%	50%
Percentage of Time of Service	5	11%	10%	5%	20%

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

	n	Mean	Median	Minimum	Maximum
2020-2021 Undergraduate Class Sections	5	160	142	64	317
Online Undergraduate Class Sections	5	88	101	0.0	142
Ratio of Sections to Faculty	5	6.2	5.6	2.4	11.7
Percent Taught by Graduate Students or Non-Tenure Track Faculty	5	44%	43%	8%	87%
2020-2021 Master's Class Sections	5	41	28	15	83
Online Undergraduate Class Sections	5	41	27	0.0	83
Ratio of Sections to Faculty	5	0.6	1.8	0.0	4
Percent Taught by Graduate Students or Non-Tenure Track Faculty	5	17%	11%	0%	36%
2020-2021 Master's Class Sections (n= 28)	5	23	26	16	31
Online Undergraduate Class Sections	5	1.2	0.0	0.0	28
Ratio of Sections to Faculty	5	1.1	0.9	0.6	1.9
Percent Taught by Graduate Students or Non-Tenure Track Faculty	5	6%	0%	0%	26%

Appendix Table A-5. Faculty Productivity in Past Year for Top Ranked ADPCCJ Programs.

	n	Mean	Median	Minimum	Maximum
Peer Reviewed Articles	5 programs				
Articles Published	335	32	67	27	138
Articles per Faculty Member	--	2.9	2	1	2.7
Books	5 programs				
Books Published	10	2	1	0.0	5
Books per Faculty Member	--	0.09	0.06	0.0	0.19
Grant Applications and Awards	5 programs				
Competitive National Submitted	86	17.20	16	3	34
Competitive National Received	31	6.20	5	1	11
Grant Dollars Received	5 programs				
Total	$12,410,049	2,482,010	$2,196,229	$610,793	$5,628,740
Federal	$5,150,815	$1,030,163	$305,512	$110,793	$1,963,268
State and Local	$3,153,173	$630,635	$660,859	$89,618	$1,052,000
Foundation	$4,106,061	$821,212	$449,281	$0	$3,004,613

Appendix Figure A-3. Undergraduate Majors (n=7,546) Standardized by Full-Time Faculty Size (n= 109), Top Ranked ADPCCJ Reporting Programs, 2021.[4]


[4] Data provided by 5 reporting programs.

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

|	n	Mean	Median	Minimum	Maximum
All Active Graduate Students	5 programs				
Students	777	155	122	50	366
Per FT Faculty Member		7.33	5.75	2.89	17.43
Active Doctoral Students	5 programs				
Students	249	48.86	40	37	70
Per FT Faculty Member		2.33	3.46	1.48	3.33
Active Master's Students	5 programs				
Students	528	139.43	85	12	296
Per FT Faculty Member		4.50	3.46	0.71	14.10

Appendix Figure A-4. Gender (n=527) and Race/Ethnicity (n=593) of Active Master's Students for Top Ranked ADPCCJ Program Respondents (n=5 programs).
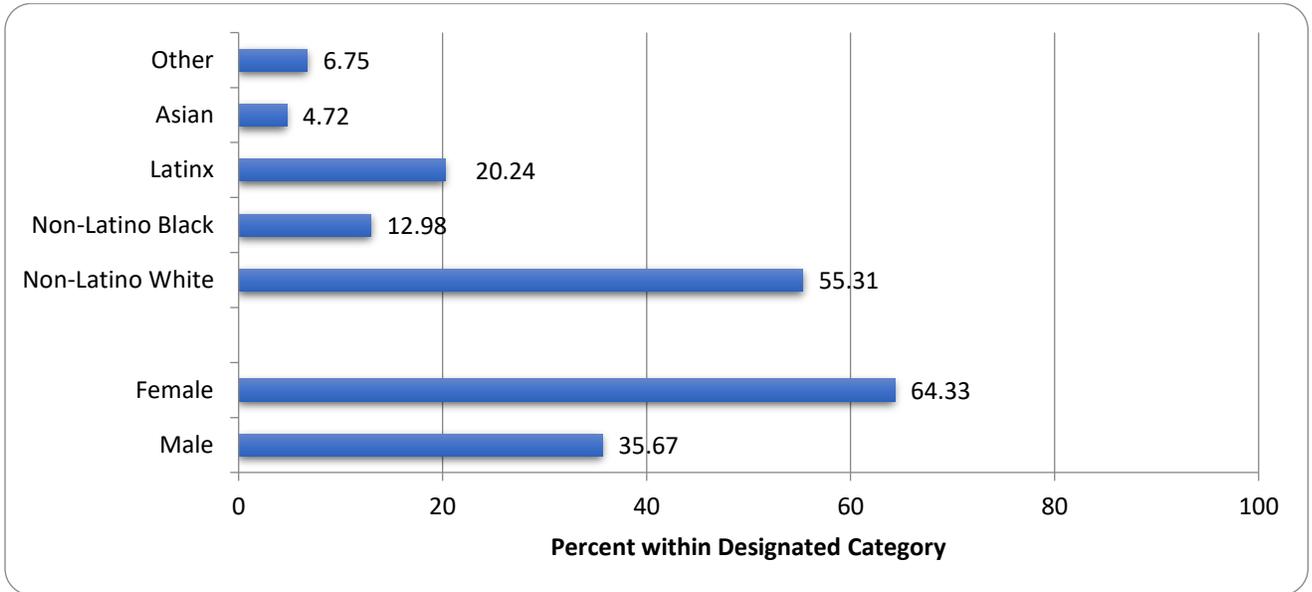

Appendix Figure A-5. Gender (n=249) and Race/Ethnicity (n=236) of Active Doctoral Students for Top Ranked ADPCCJ Program Respondents (n=5 programs).
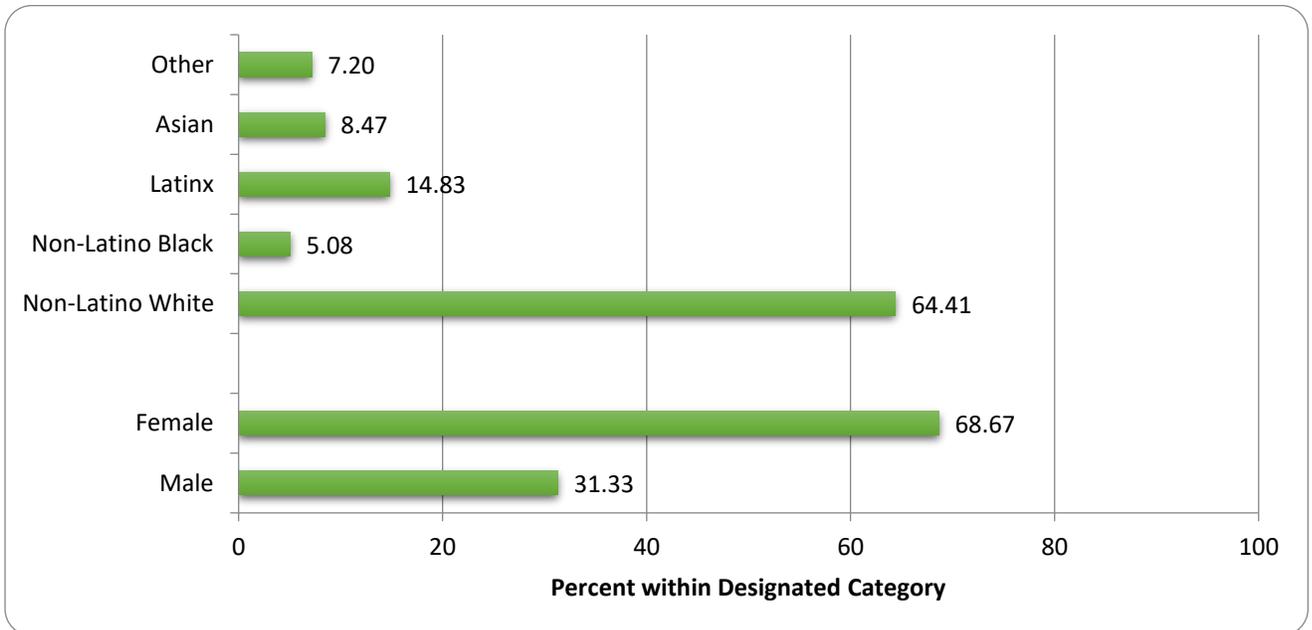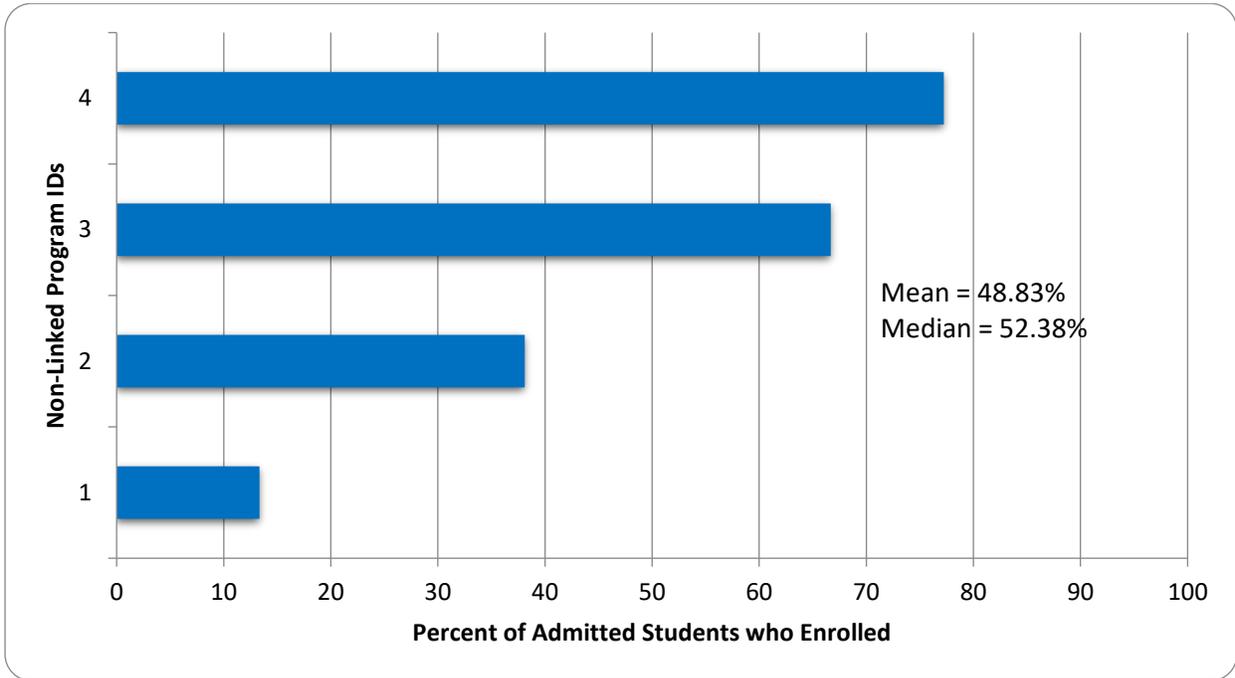
Appendix Figure A-6. Employment of Recent CCJ Graduates for Top Ranked ADPCCJ Programs (n=5 Programs, 34 Graduates).
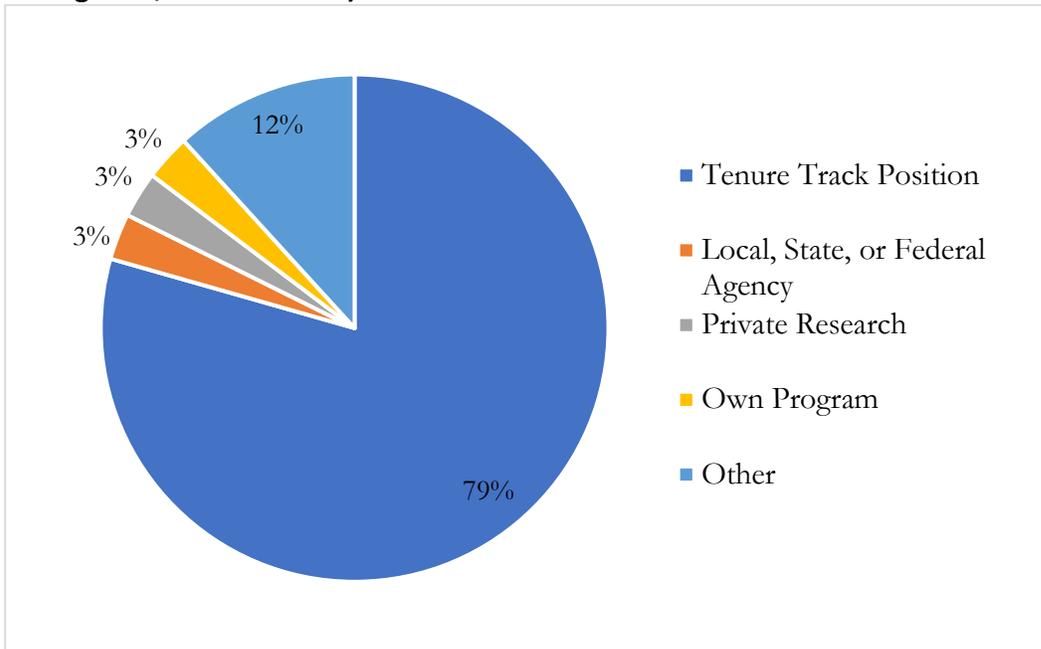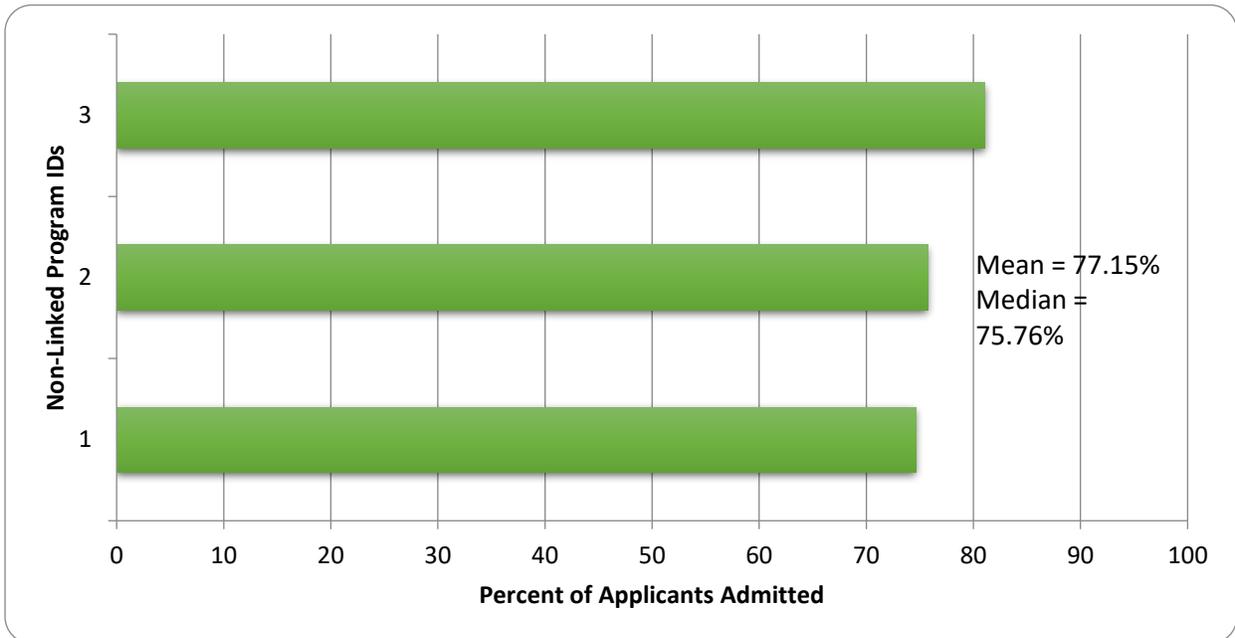

Appendix Figure A-7. Acceptance Rate for Applications Submitted to Master's Programs (Traditional) at Top Ranked ADPCCJ Doctoral Programs (n=4).
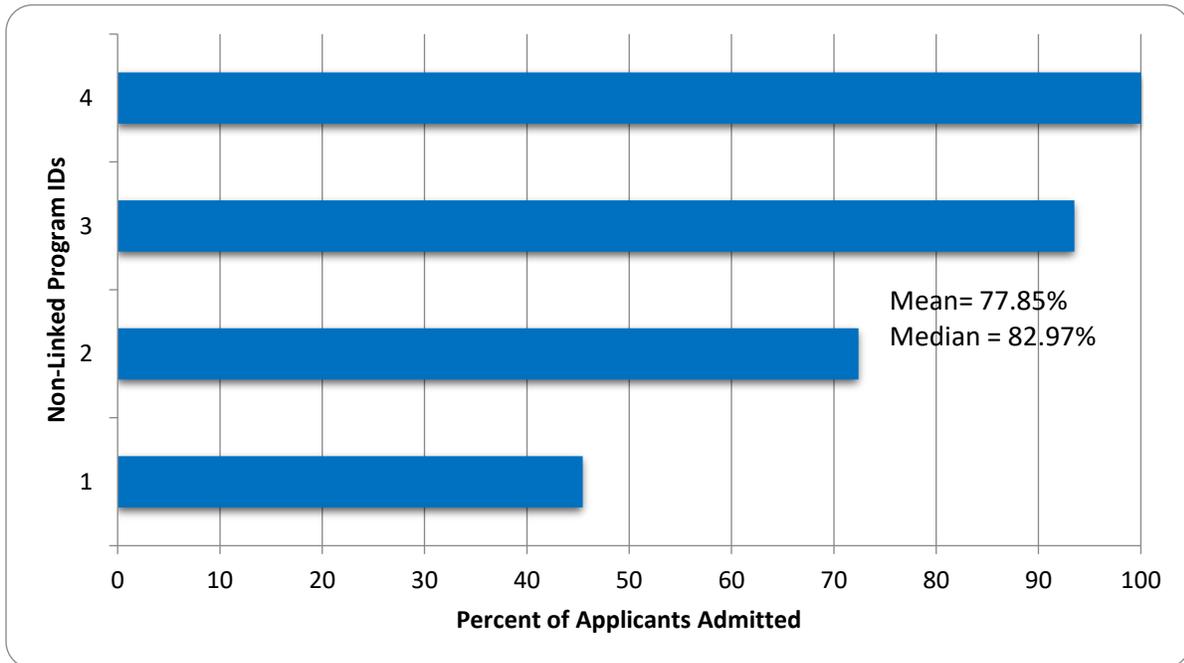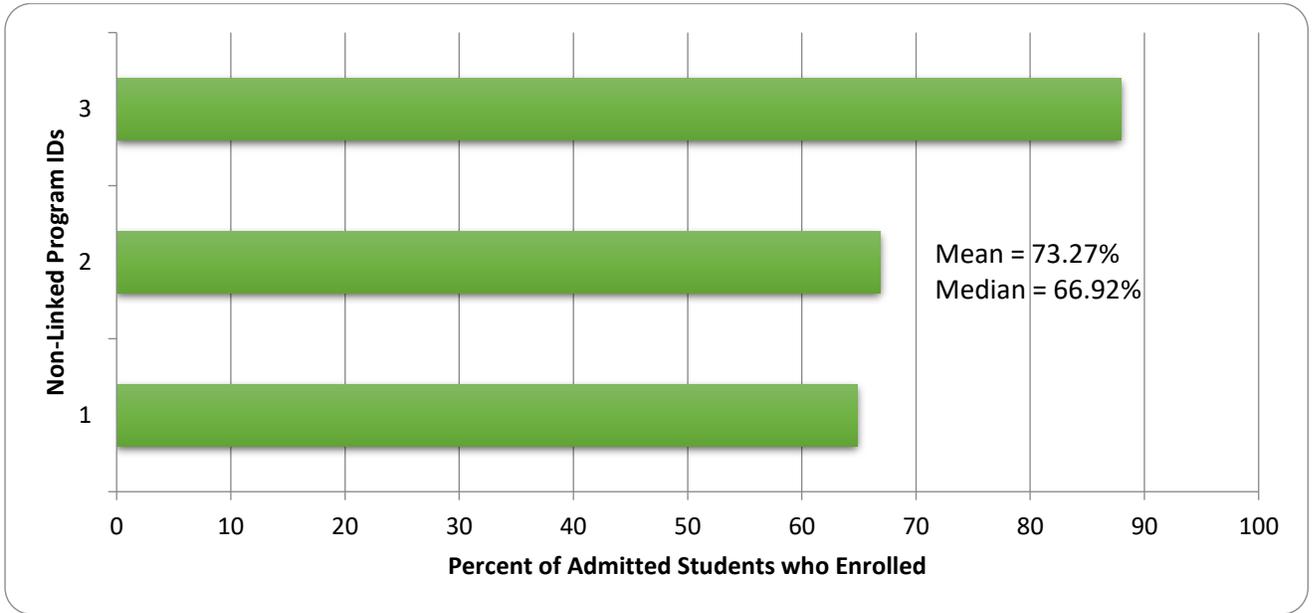
Appendix Figure A-8. Enrollment Rate for Persons Accepted to Master's Programs (Traditional) at Top Ranked ADPCCJ Doctoral Programs (n=4).


Appendix Figure A-9. Acceptance Rate for Applications Submitted to Master's Programs (Distance Learning) at Top Ranked ADPCCJ Doctoral Programs (n=3).
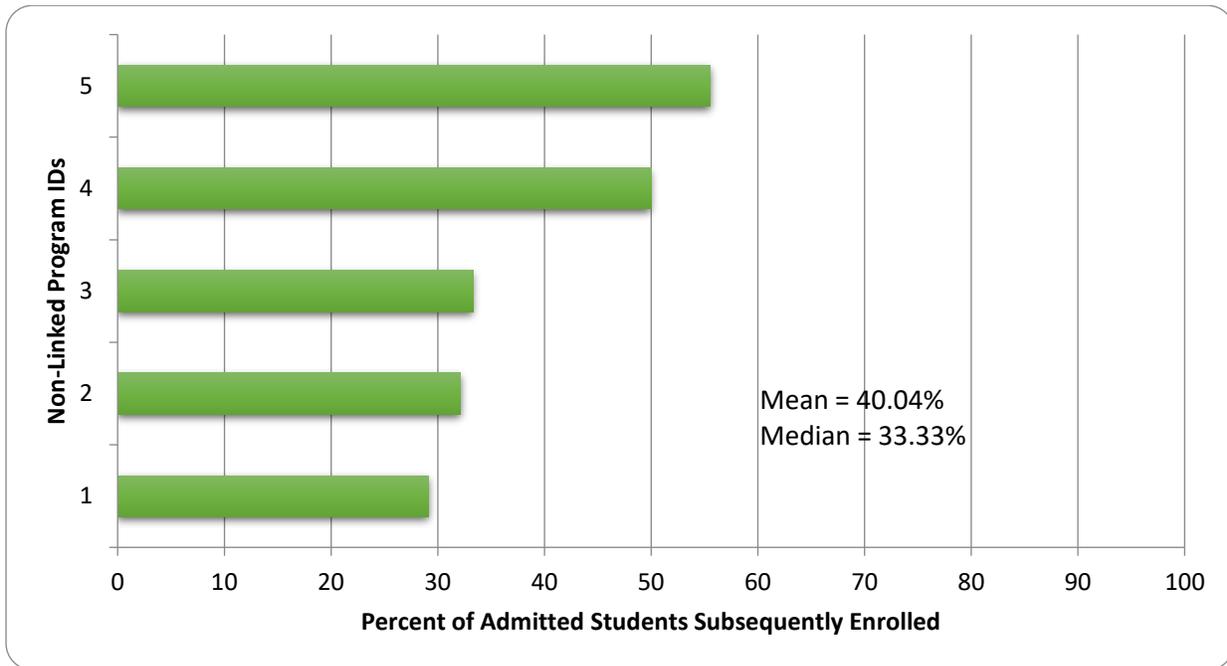
Appendix Figure A-10. Enrollment Rate for Persons Accepted to Master's Programs (Distance Learning) at Top Ranked ADPCCJ Ph.D. Programs (n=3).

Appendix Figure A-11. Acceptance Rate for Applications Submitted to Top Ranked Doctoral Programs (n=5).
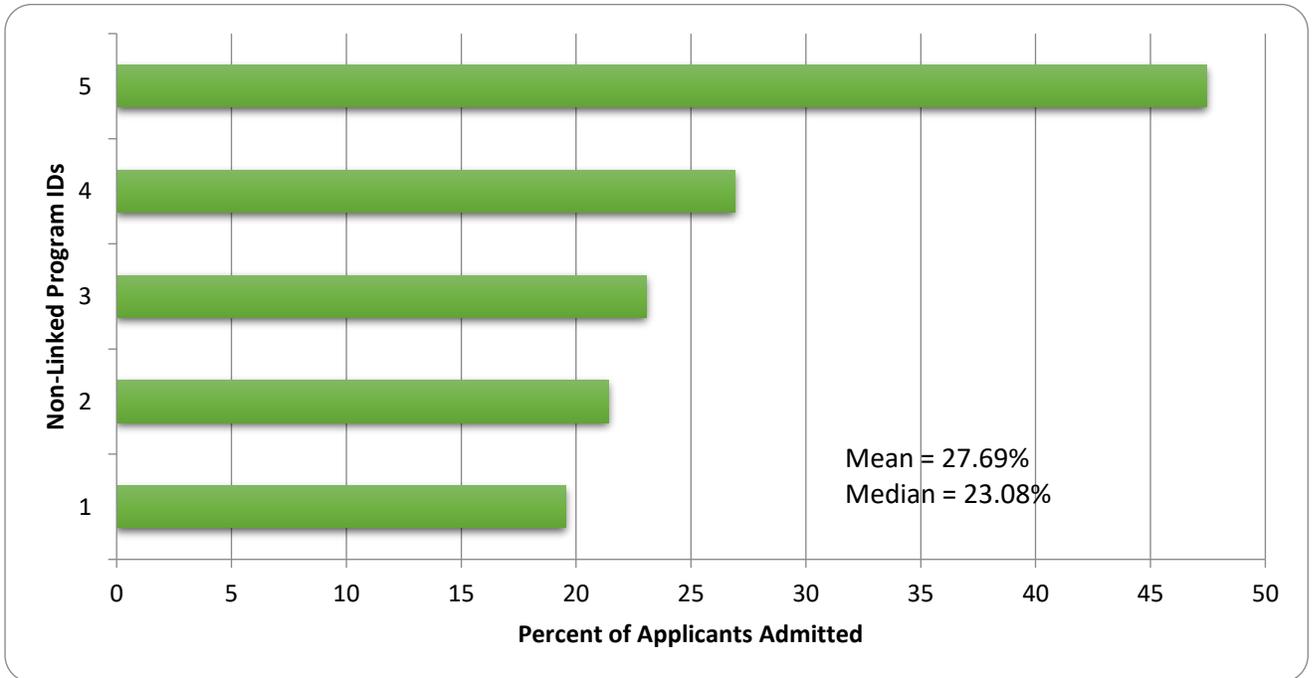
**Appendix Figure A-12. Enrollment Rate for Persons Accepted to Top Ranked ADPCCJ Doctoral Programs.**

Appendix Table A-7. GRE Scores for Newly Admitted Doctoral Students, Top Ranked ADPCCJ Programs.

	n	Mean	Median	Minimum	Maximum
GRE Scores	4 programs				
Average GRE Verbal	--	158	158	154	159
Average GRE Quantitative	--	156	155	151	161
Average GRE Analytic Writing	--	4.3	4.4	4.0	4.6
Average GRE Combined	--	311	314	295	320
Percentiles Scores	44 programs				
Average GRE Verbal	--	73%	74%	62%	81%
Average GRE Quantitative	--	57%	55%	44%	75%
Average GRE Analytic Writing	--	67%	69%	56%	76%

Appendix Figure A-13. Basic Doctoral Stipends at Top Ranked ADPCCJ Reporting Programs (n=5).

Mean= $23,325
Median= $20,605
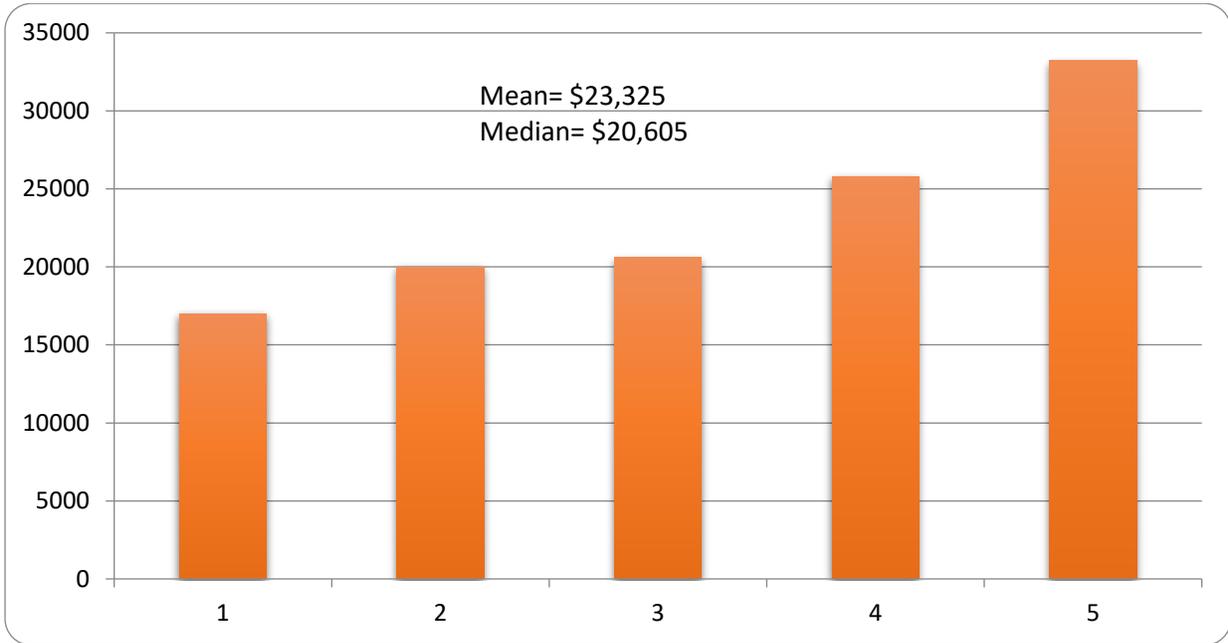
Appendix Figure 14. Most Lucrative Doctoral Awards at Top Ranked ADPCCJ Programs (n=7).

Mean = $29,299
Median = $25,800
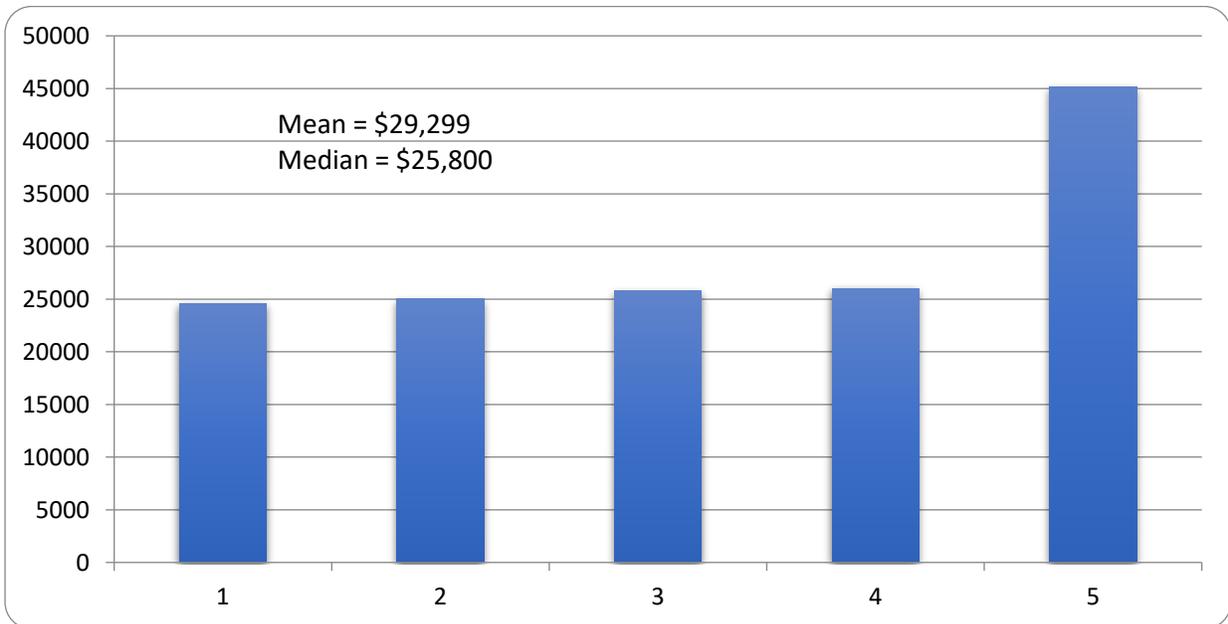
Appendix Figure A-15. Basic Master's Stipends at Top Ranked ADPCCJ Programs (n=3).

Mean = $5,333
Median = $0
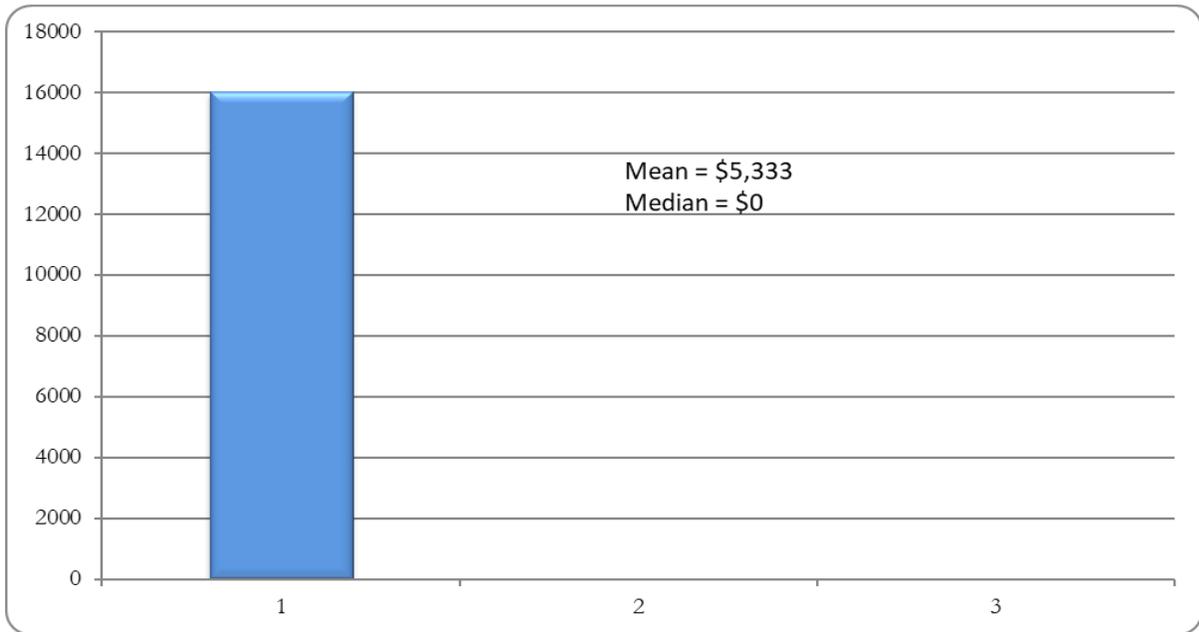
Appendix Figure A-16. Most Lucrative Master's Stipends at Top Ranked ADPCCJ Programs (n=2).

Mean= $19,603
Median= $19,603
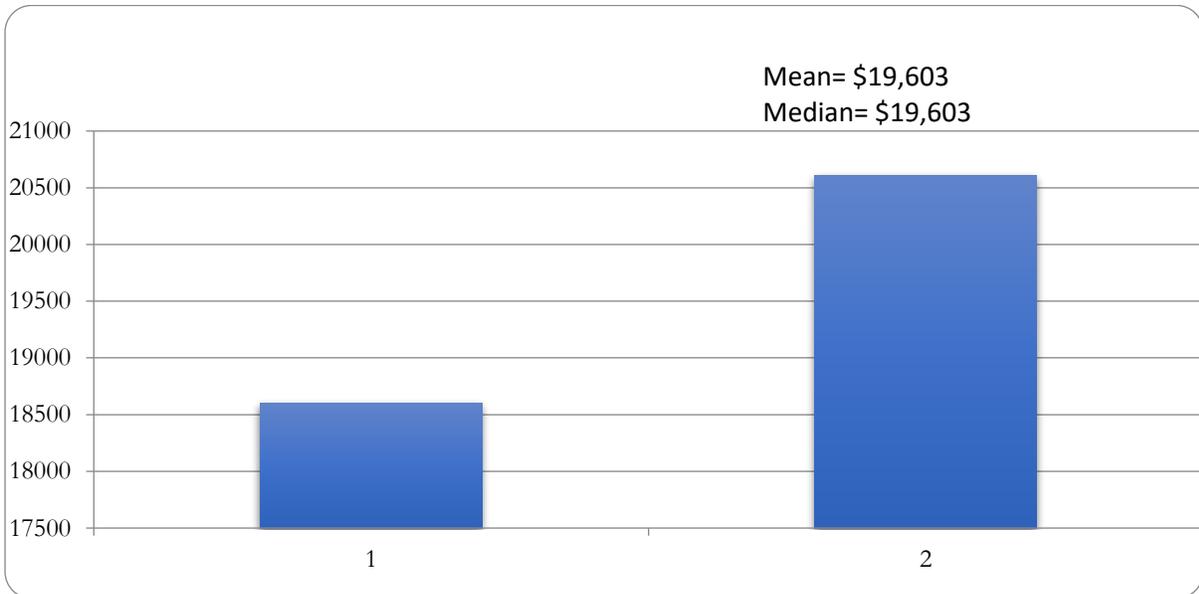
Appendix B: List of ADPCCJ Members, 2021

American University	Texas State University – San Marcos
Arizona State University	University at Albany – SUNY
California University of Pennsylvania	University of Arkansas – Little Rock
Florida International University	University of California – Irvine
Florida State University	University of Central Florida
Georgia State University	University of Cincinnati
George Mason University	University of Delaware
Indiana University	University of Florida
Indiana University of Pennsylvania	University of Louisville
John Jay College of Criminal Justice	University of Maribor
Michigan State University	University of Maryland
North Dakota State University	University of Massachusetts – Lowell
Northeastern University	University of Miami
Old Dominion University	The University of Mississippi
Ontario Tech University	University of Missouri – St. Louis
Pennsylvania State University	University of Nevada – Las Vegas
Prairie View A&M University	University of Nebraska – Omaha
Rutgers University – Newark	University of New Haven
Sam Houston State University	University of Pennsylvania
Simon Fraser University	University of South Carolina
Southern Illinois University	University of South Florida
Tarleton State University	University of Texas – Dallas
Temple University	University of Wisconsin – Milwaukee
Texas Southern University	Washington State University