**Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ)**
**2020 Survey Report**

*ADPCCJ Executive Board*

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**Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ) 2020 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 2020, the ADPCCJ Executive Board distributed a survey to all active member programs. The current report outlines the aggregated results from the 2020 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 7 programs according to the 2018 U.S. News & World Report including University of Maryland – College Park, University at Albany-SUNY, University of California – Irvine, University of Cincinnati, Arizona State University, Florida State University, and the University of Missouri-St. Louis (for a listing of all 2020 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 thirty-seven programs that participated in the 2020 ADPCCJ survey. Programs are located throughout the United States, spanning 25 US states, 18 of which are located in the Southern region, 4 in the West, 8 in the Midwest, and 6 in the Northeast. One program is located outside of the United States, specifically in Slovenia. Seven members of the ADPCCJ are not included in these results, yielding an 82% participation rate.

**Table 1. Participating Programs (n = 37).**

| | |
|---|---|
| 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 Maribor |
| North Dakota State University | University of Maryland |
| Northeastern University | University of Missouri – St. Louis |
| Old Dominion University | University of Nebraska – Omaha |
| Prairie View A&M University | University of Nevada – Las Vegas |
| Rutgers University - Newark | University of New Haven |
| Sam Houston State University | University of South Florida |
| Southern Illinois University – Carbondale | University of Texas – Dallas |
| Tarleton State University | University of Wisconsin – Milwaukee |
| Texas Southern University | Washington State University |
| Texas State University – San Marcos | |

In 2020, the survey respondents (n = 37 programs) collectively employed 689 full-time faculty members and reported serving 30,030 criminology and criminal justice undergraduate majors and 3,962 graduate students actively pursuing advanced degrees (i.e., master's and doctoral degrees). We indicated relevant timeframes throughout the report, but typically faculty data reference status at the time of the survey (Spring 2020). Other items (e.g., courses taught, student data) refer to the 2019-2020 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 subsequently discussed due either to relevance (e.g., programs with only Ph.D. programs did not provide responses to questions about master's programs) or non-response. Sample sizes are noted.

## CCJ Faculty Related Information Reported in the 2020 ADPCCJ Survey

*Demographic Composition*

The median full-time faculty size in 2020 for the 37 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, included 5 faculty members, while the largest program employed 64 full-time faculty members. As Figure 1 shows, about 78% of faculty members from responding institutions are non-Latinx white, approximately 7% are non-Latinx black, with the remaining approximately 15% identified as belonging to another racial or ethnic group. About 55% percent of the full-time faculty members of the ADPCCJ reporting programs are male.

**Figure 1. CCJ Faculty Members by Gender[1] and Race/Ethnicity.[2]**
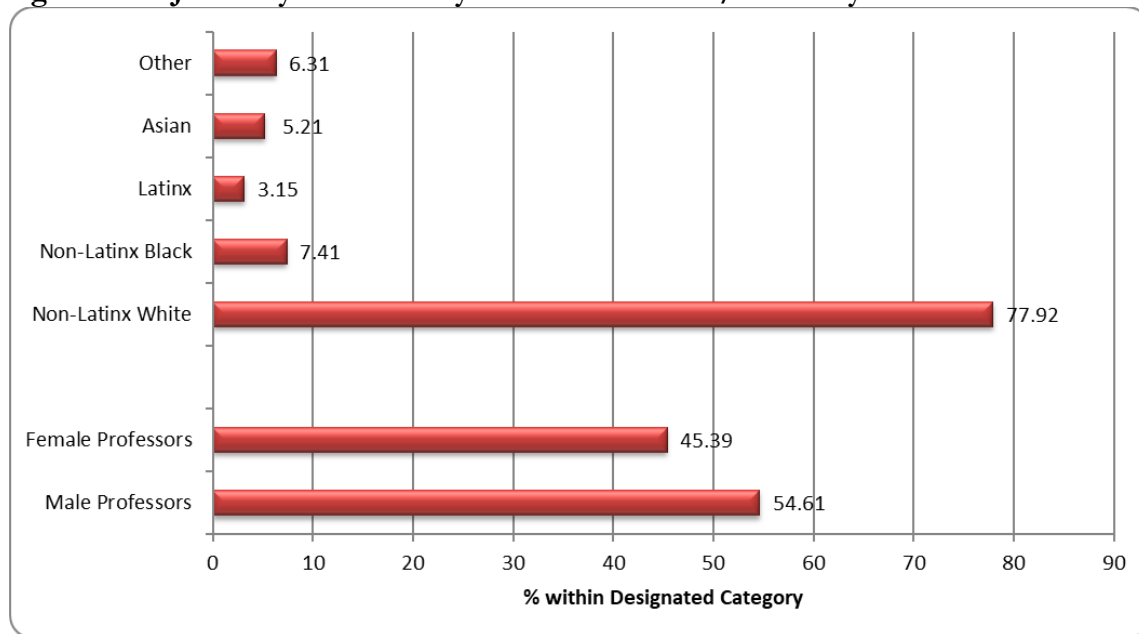
*Tenure and Rank*

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 61% 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 62% of full-time faculty members are tenured, and all but three programs reported at least 60% of faculty are tenured or on the tenure track. As Figure 2 shows, significant variation across programs exists in the percentage of full-time faculty who are tenured and untenured.[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 15% of faculty are full professors, whereas in other programs almost 70% of faculty are full professors. The wide range is similar for the ranks of associate (4% to 58%) and assistant (8% to 54%) professors.

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[1] Programs are identified only with a number that cannot be linked in any direct way to specific programs.

**Figure 2. Tenure Status of Full-Time Faculty.**[3]
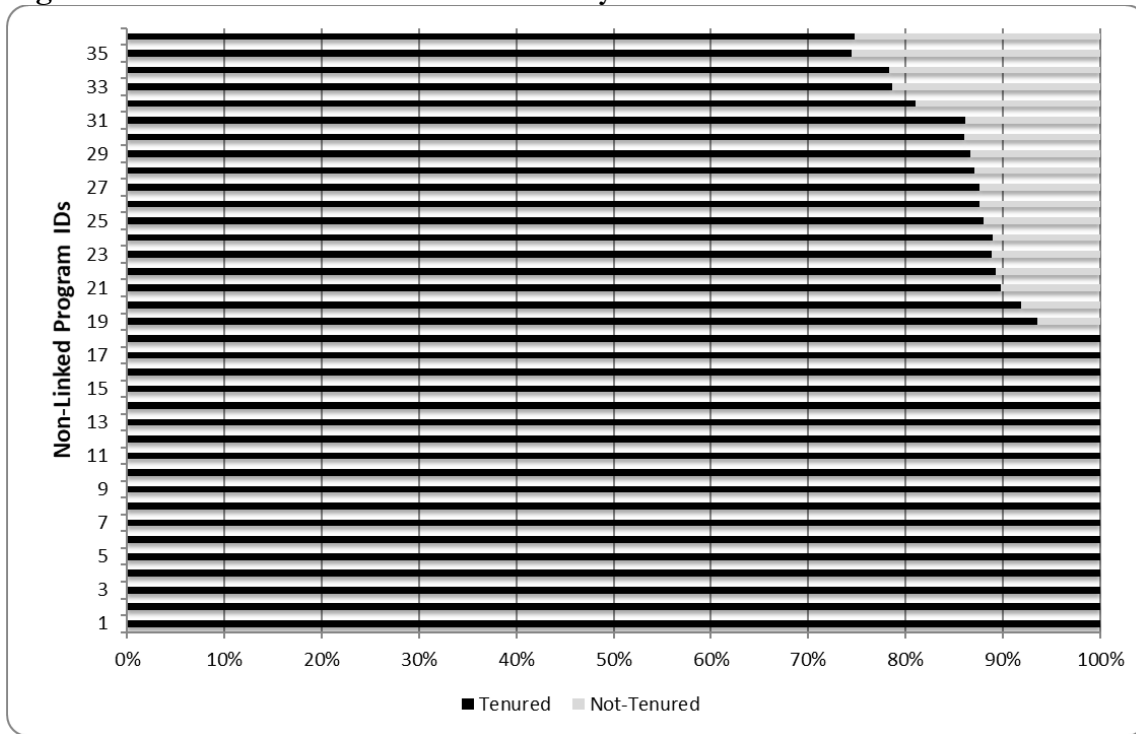


[3] Faculty (n = 689) data provided by 37 programs.

**Figure 3. CCJ Faculty Members by Rank.**[4]
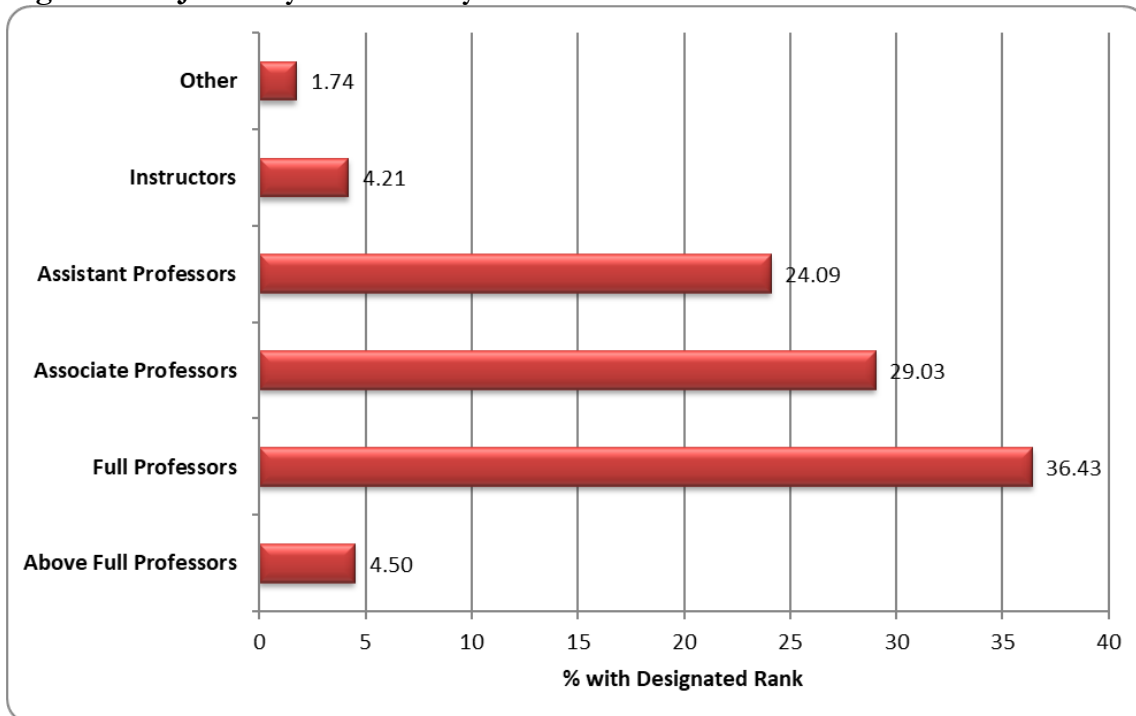


[4] Faculty (n = 689) data provided by 37 programs.

Figure 4 depicts the trends in the percentage of tenured faculty since 2010. For the 2019-2020 academic year, the percentage of tenured faculty is at its highest since the 2015-2016 academic year.

**Figure 4. Trends in Percentage of Tenured Faculty since 2010.**
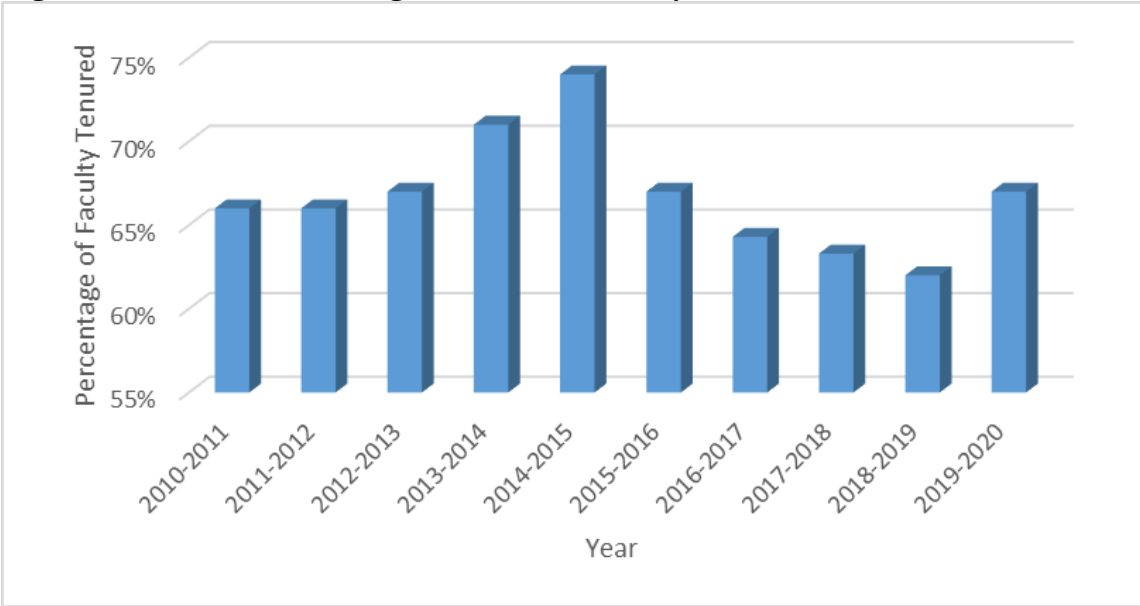


Figures 5, 6, and 7 illustrate the number of new hires across ADPCCJ programs since 2010 for assistant professor positions, associate professor positions, and full professor positions respectively. As shown in Figure 5, the number of new hires for assistant professor positions was at its highest point in the 2018-2019 academic year, but dropped dramatically for the 2019-2020 academic year, from 38 new hires to 19.

**Figure 5. Trends in Number of New Hires for Assistant Professor Positions since 2010.**
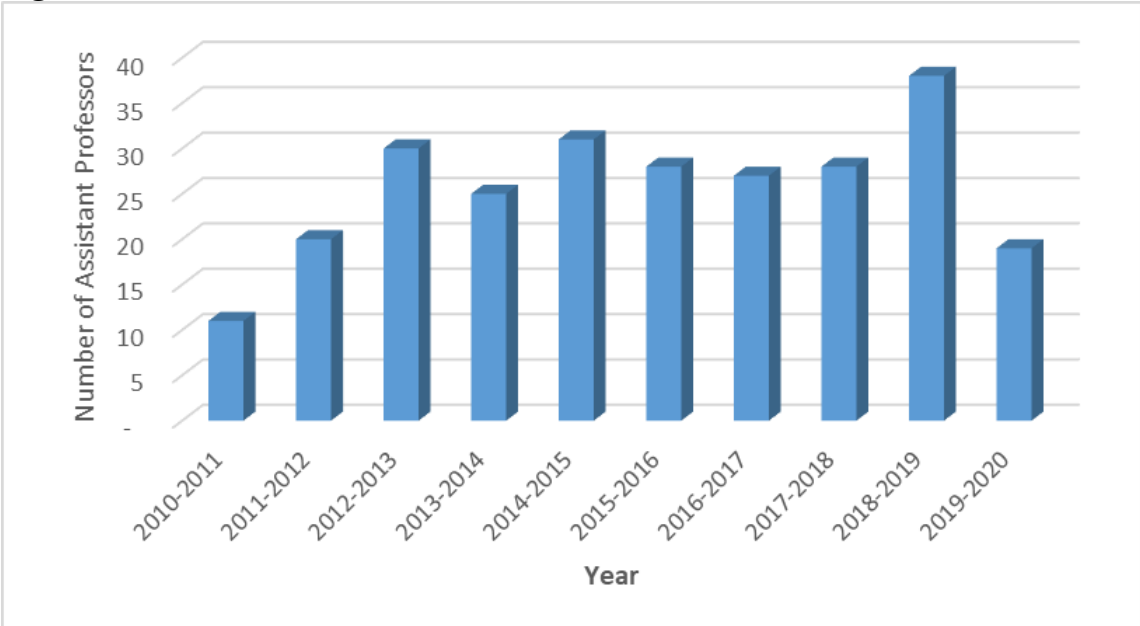


As shown in Figure 6, the hiring of new associate professors increased in the 2019-2020 academic year, from 1 in

2018-2019 to 3 in 2019-2020. Figure 7 shows the number of new hires of full professors decreased from 2 in the 2018-2019 academic year to 1 in the 2019-2020 academic year.

**Figure 6. Trends in Number of New Hires for Associate Professor Positions since 2010.**
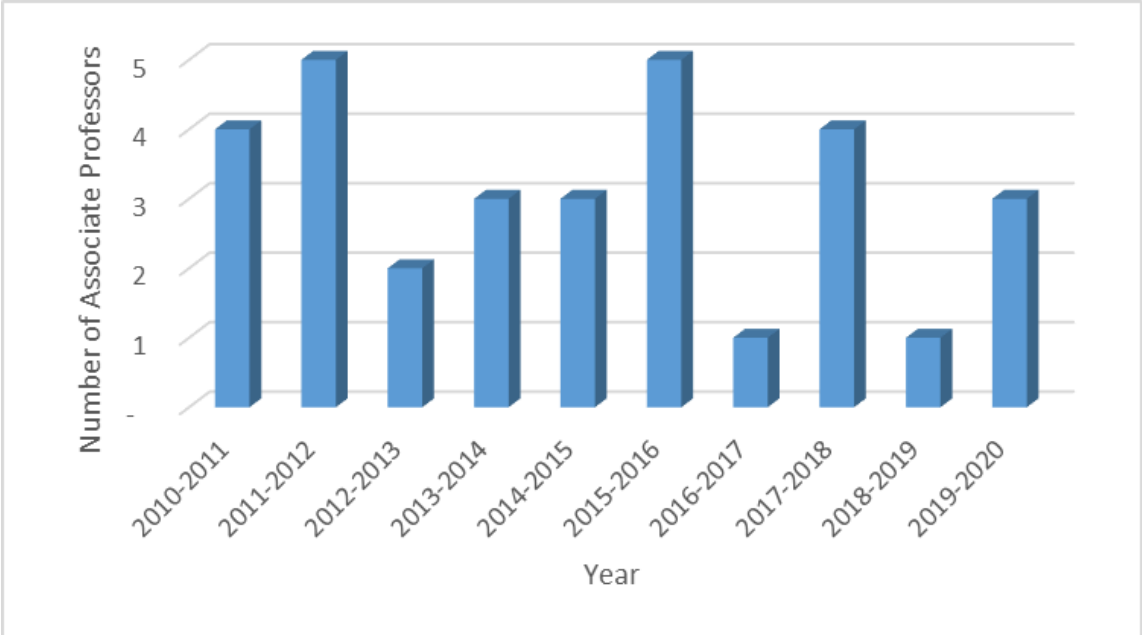


**Figure 7. Trends in Number of New Hires for Full Professor Positions since 2010.**
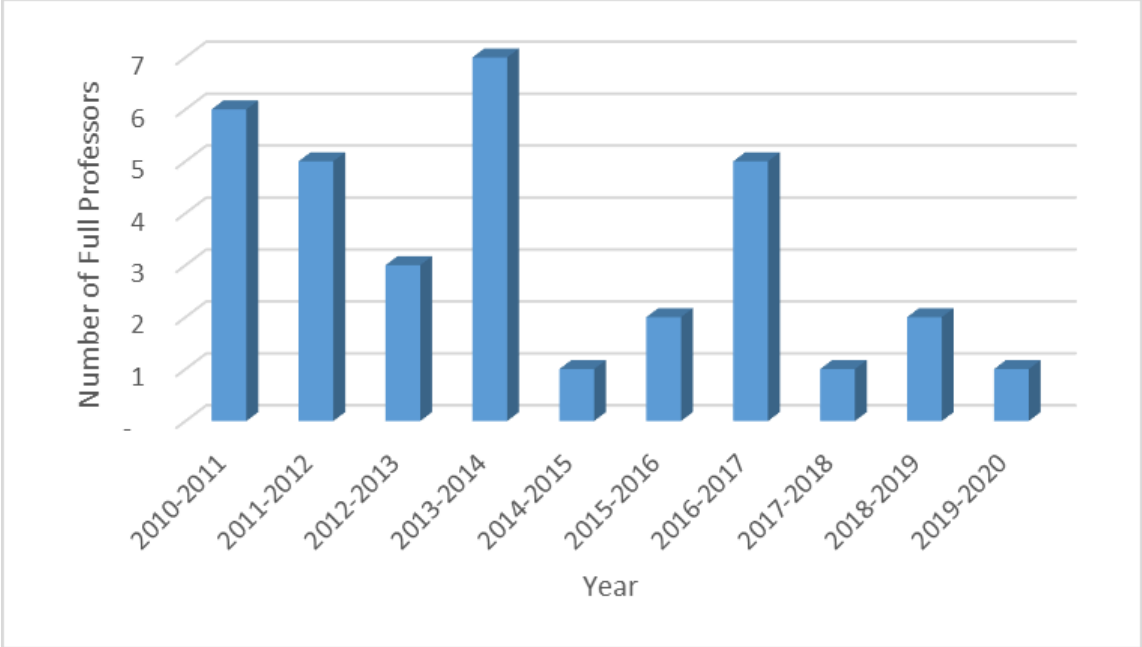
*Faculty Compensation*

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 34 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 31 programs that provided salary data, 28 of them reported actual salaries and 3 reported university salary scales.

**Table 2. Faculty Salaries.**

|  | Mean Salary | Median Salary | Minimum Salary | Maximum Salary |
|---|---|---|---|---|
| Current Full Professors (n = 31) | $128,100 | $129,700 | $75,000 | $432,008 |
| Current Associate Professors (n = 31) | $90,617 | $91,100 | $64,764 | $223,300 |
| Current Assistant Professors (n = 29) | $76,536 | $76,104 | $60,000 | $105,537 |
| Most Recently Hired Assistant Professor (n = 34) | $72,704 | $72,250 | $60,000 | $98,000 |

Figures 8, 9, and 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 $76,104 for the 2019-2020 academic year. In comparison, the median 9-month salary for assistant professors in the 2010-2011 academic year was $64,201. As presented in figure 9, the median 9-month salary for associate professors has increased since 2010, when it was $77,602, but has remained relatively stable since 2017.

**Figure 8. Median 9 Month Salary for Assistant Professors since 2010.**
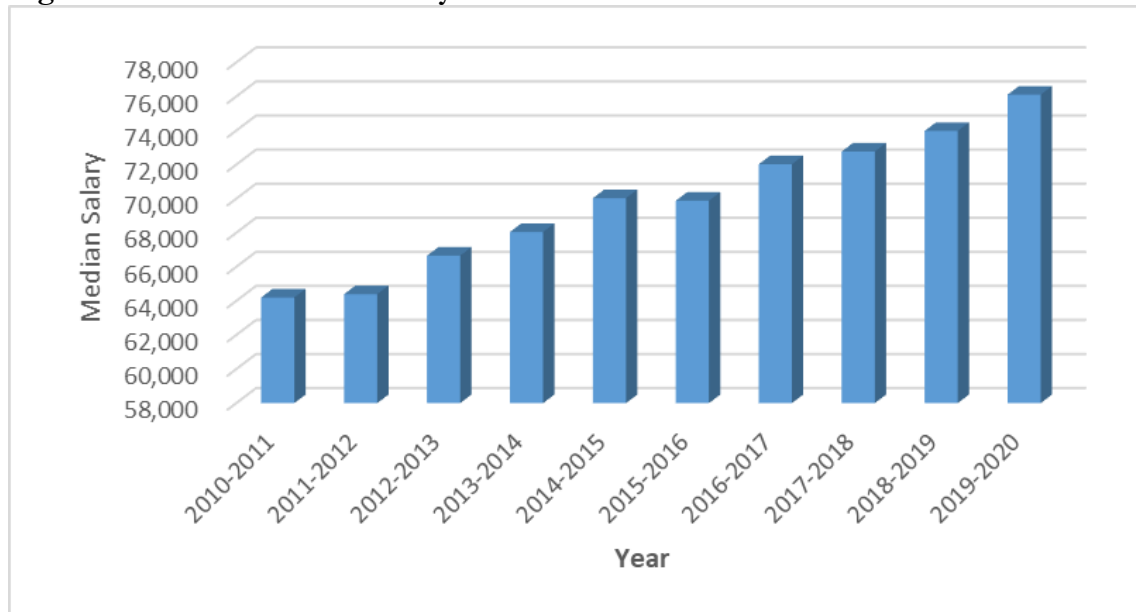
**Figure 9. Median 9-Month Salary for Associate Professors since 2010.**
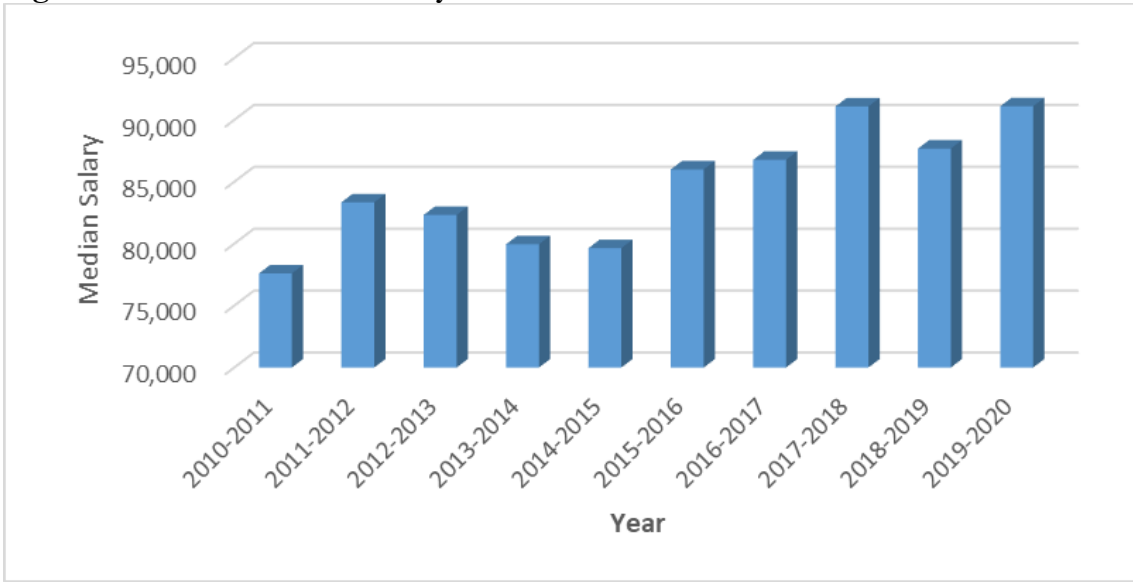


As shown in Figure 10, the median 9-month salary for full professors has been steadily increasing from $113,525 in the 2010-2011 academic year to $135,588 in the 2017-2018 academic year. However, the median 9-month salary for full professors decreased in the 2018-2019 academic year to $129,700 and remained stagnant for the 2019-2020 academic year.

**Figure 10. Median 9-Month Salary for Full Professors and above since 2010.**
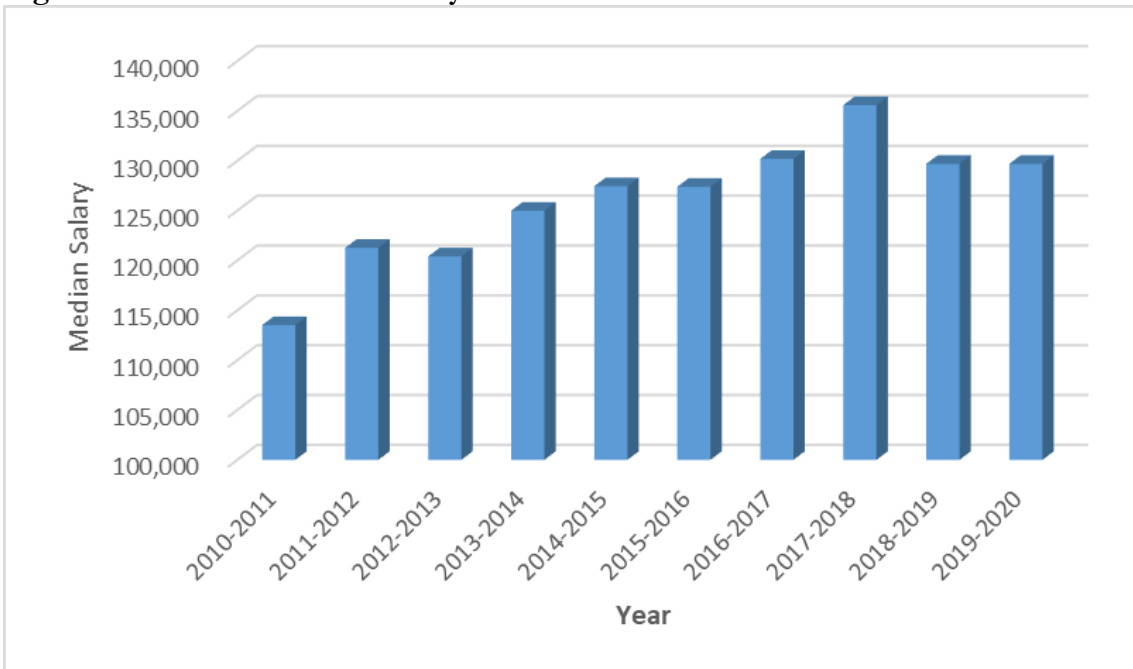


Advising, mentoring, and directing graduate students is a time consuming and important role for graduate programs. Table 3 demonstrates that an overwhelming majority of graduate directors (92%) are compensated in some way for their oversight of graduate students and programs. On average, faculty receive at least 1 course release (average is 1.36), a stipend during the academic year (average $3,795), and a summer salary or stipend (average $5,500). Some graduate directors (n = 8) receive additional conference travel funding with an average

additional allocation of $524.

**Table 3. Graduate Director Compensation (n = 35).**

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| Course Release (n = 34) | 1.12 | 1.00 | 0.00 | 4.00 |
| Monetary Stipend – Academic Year (n = 14) | $4,259 | $5,500 | $2,000 | $15,000 |
| Monetary Stipend- Summer (n = 9) | $5,500 | $5,000 | $0 | $15,000 |
| Travel support (n = 7) | $1,821 | $2,500 | $750 | $3,000 |

The ADPCCJ survey also assessed the typical course-loads and overall distribution of duties across teaching, service, and research. The majority (71%) of programs (N = 24) indicated that full-time faculty typically teach four courses per academic year; a small handful reported higher teaching loads, up to 8 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 45% teaching, 39% research, 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 = 35).**

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| Percentage of Time on Research | 39% | 40% | 10% | 70% |
| Percentage of Time on Teaching | 45% | 40% | 20% | 80% |
| Percentage of Time on Service | 16% | 15% | 5% | 40% |

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 median number of undergraduate class sections offered in the preceding academic year (2018-2019) was 91, ranging from 31 to 341 across programs. The mean number of master's classes was 26, ranging from 0 to 96 classes. Also, on average 14 doctoral classes were offered at institutions, ranging from 4 to 29.

Considering the number of full-time faculty members in the reporting programs, these data translate into a ratio of undergrad sections offered (including online sections) to faculty members that ranges from approximately 2 to 15 across programs and which is, on average, 6.94 for 33 programs. Responding programs also indicated the number of online class sections offered with the number of online undergraduate class sections ranging from 0 to 183. Fewer master's classes are offered online, with a mean number of 15, which ranged from 0 to 86; although doctoral classes online were more limited with a mean of 2, ranging from 0 to 26 classes. Table 5 reveals also that graduate students frequently teach undergraduate courses (percent includes online courses) in ADPCCJ reporting programs. In a small number of institutions, graduate students teach only a few undergraduate courses, but in several programs graduate students cover more than half of the undergraduate sections and in one instance this figure surpasses 80%. Across all programs, the median percentage of undergraduate sections taught by graduate students is 41%.

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

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| 2019-2020 Undergraduate Class Sections (n = 33) | 115 | 91 | 31 | 341 |
| Online Undergraduate Class Sections (n = 31) | 42 | 25 | 0 | 183 |
| Ratio of Sections to Faculty (n = 33) | 6.94 | 5.76 | 2.03 | 15.11 |
| Percent Taught by Graduate Students or Non-Tenure Track Faculty (n = 31) | 41% | 43% | 8% | 86% |
|  |  |  |  |  |
| 2019-2020 Master's Class Sections (n= 32) | 26 | 19 | 0 | 96 |
| Online Master's Class Sections (n = 29) | 15 | 8 | 0 | 86 |
| Ratio of Sections to Faculty (n = 32) | 1.51 | 1.30 | 0 | 3.74 |
| Percent Taught by Graduate Students or Non-Tenure Track Faculty (n = 25) | 22% | 17% | 0% | 100% |
|  |  |  |  |  |
| 2019-2020 Doctoral Class Sections (n = 33) | 14 | 12 | 4 | 29 |
| Online Doctoral Class Sections (n = 28) | 2 | 0 | 0 | 26 |
| Ratio of Sections to Faculty (n = 33) | 0.94 | 0.75 | 0.15 | 3.60 |
| Percent Taught by Graduate Students or Non-Tenure Track Faculty (n = 37) | 13% | 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 2, a figure that varied from less than 1 to 6 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.**

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| *Articles and Books* | | | | |
| Peer Reviewed Journal Articles Published (n = 35) | 42.00 | 37.00 | 6.00 | 186.00 |
|    Articles Per Faculty Member | 2.25 | 2.00 | 0.67 | 6.00 |
| Books Published (n = 34) | 2.26 | 1.50 | 0.00 | 7.00 |
|    Books Per Faculty Member | 0.14 | 0.09 | 0.00 | 0.58 |
| *Grant Applications and Awards* | | | | |
|    Competitive National Grants Submitted n = 35) | 11.7 | 6 | 0 | 55 |
|    Competitive National Grants Received (n = 35) | 4.7 | 3 | 0 | 22 |
| *Grant Dollars Received* | | | | |
| Total Dollars Received Last Fiscal Year (n = 33) | $3,062,586 | $935,567 | $0 | $51,754,645 |
|    Federal Grant Dollars Received (n = 29) | $1,564,797 | $464,539 | $0 | $13,381,479 |
|    State and Local Grant Dollars Received (n = 30) | $1,100,858 | $182,810 | $0 | $23,733,604 |
|    Foundation Grant Dollars Received (n = 27) | $300,769 | $25,000 | $0 | $2,250,000 |
|    Private Grant Dollars Received (n = 23) | $632,162 | $0 | $0 | $14,488,526 |

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 6, and the median number of such grants that were funded was 3. Some programs did not receive any of these grants, while others had a very large number of submissions (e.g., as many as 55) and awards (e.g., as many as 22). 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.
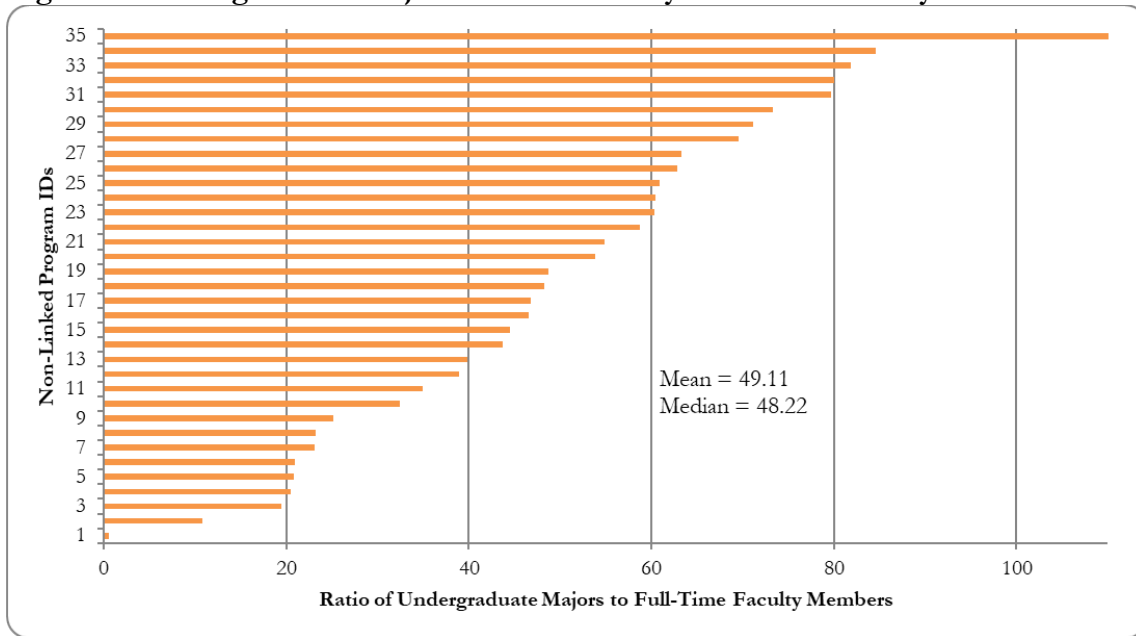
## CCJ Student Information Reported in the 2020 ADPCCJ Survey

*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 37 programs that participated in the 2020 ADPCCJ collectively serve 30,030 criminology and criminal justice undergraduate majors, 2,826 students actively pursuing master's degrees, and 1,136 students actively pursuing doctoral degrees.

The median number of undergraduate majors across the 35 programs that provided the relevant data is 700, but the number of majors varies across programs from 7 to 3,077. 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 35 programs that provided data. As noted in the figure, the median student-to-faculty ratio for the reporting programs during the reference period (Spring 2020) was 48, but the ratio ranged from 0.54 to 113.96 across programs.

**Figure 11. Undergraduate Majors Standardized by Full-Time Faculty Size.[5]**



The chart is a horizontal bar chart with "Non-Linked Program IDs" on the y-axis (ranging from 1 to 35) and "Ratio of Undergraduate Majors to Full-Time Faculty Members" on the x-axis (ranging from 0 to 100). Annotation: Mean = 49.11, Median = 48.22.

[5] Data provided by 35 programs.

Figure 12 shows the trends in the total number of students enrolled in ADPCCJ programs as criminal justice majors since 2010. The number of criminal justice majors increased in the 2019-2020 academic year from the 2018-2019 academic year, from 29,814 to 30,030, but has not returned to the numbers seen in the 2017-2018 academic year, which were the highest since 2010.

**Figure 12. Criminal Justice Majors in ADPCCJ Programs since 2010.**



A bar chart with "Number of Students" on the y-axis (0 to 35,000) and "Year" on the x-axis, showing academic years from 2010-2011 through 2019-2020.
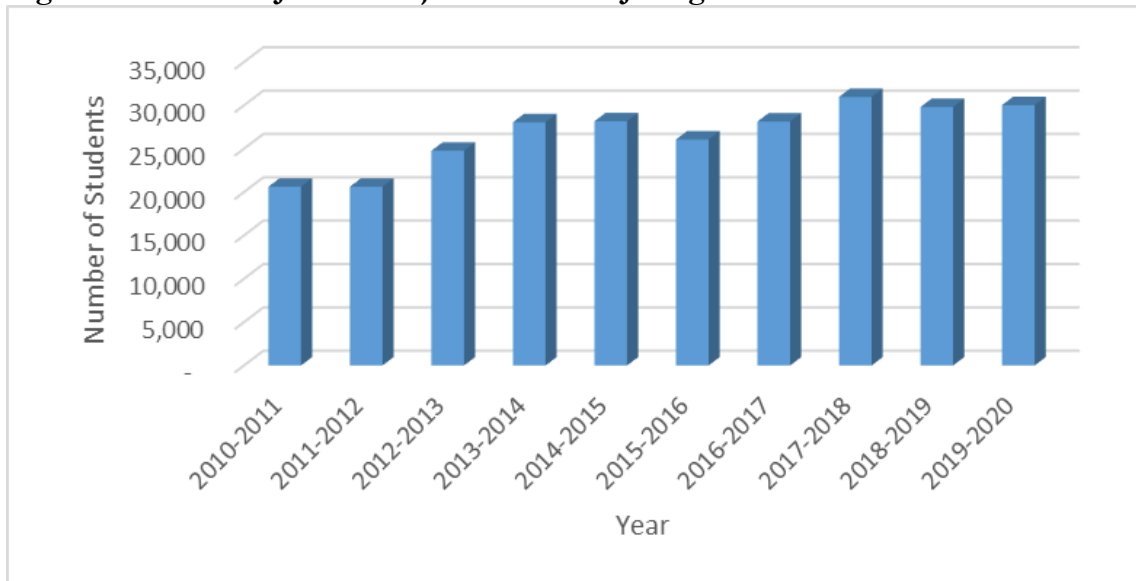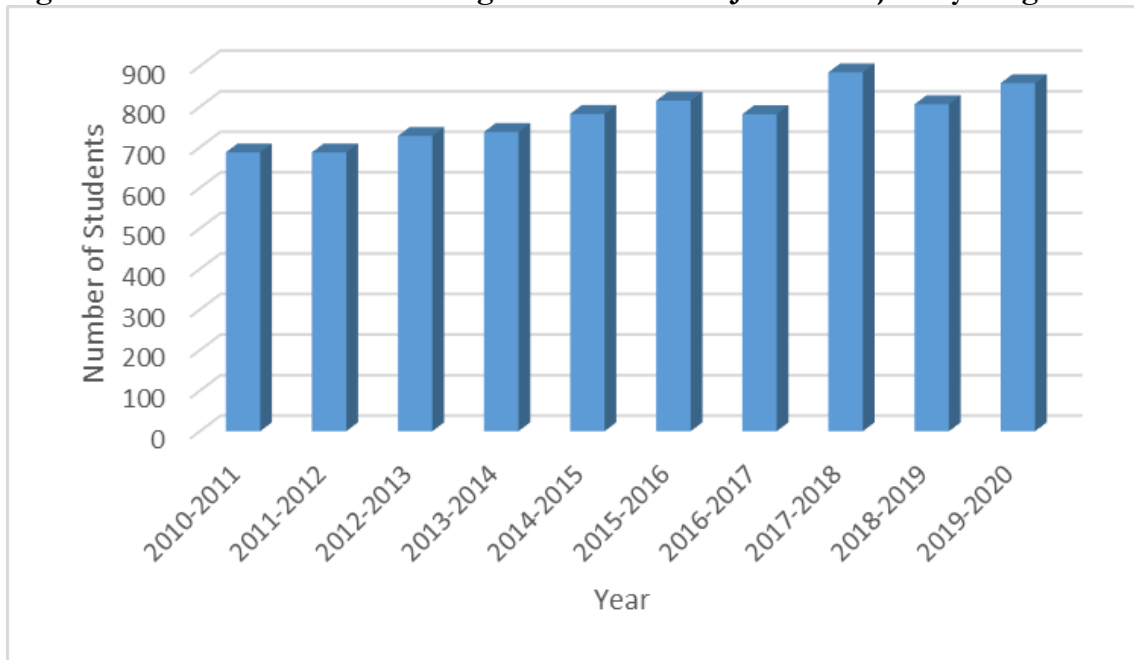
Figure 13 shows the mean number of undergraduate criminal justice majors by program since 2010. The average number of undergraduate criminal justice majors increased from 806 in the 2018-2019 academic year to 858 in the 2019-2020 academic year.

**Figure 13. Mean Number of Undergraduate Criminal Justice Majors by Program since 2010.**



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 2020 was 82, ranging from 10 to 402.

**Table 7. Graduate Program Size, by Degree Type.**

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| Total Active Graduate Students (n = 36 Programs) | 110.06 | 82.00 | 10.00 | 402.00 |
| Active Grad. Students/FT Faculty Members (n = 3,962 Active Grad) | 5.94 | 5.15 | 0.37 | 19.14 |
| Active Doctoral Students (n = 36 Programs) | 31.56 | 31.00 | 5.00 | 89.00 |
| Active Doctoral Students/FT Faculty Members (n = 1,136 Active Doctoral) | 1.81 | 1.62 | 0.37 | 6.56 |
| Active Master's Students (n = 31 Programs) | 91.16 | 61.00 | 3.00 | 313.00 |
| Active Master's Students/FT Faculty Members (n = 2,826 Active Master's) | 4.79 | 3.55 | 0.23 | 14.90 |

By degree type, we see that the average program had 31 active doctoral students; however, at the extremes, one program had just 5 doctoral students while another had 89. The average number of doctoral students per full-time faculty member was 1.81, though this also varied widely across programs (from 0.37 to 6.56). 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 (69%) than doctoral students (31%) among those pursuing graduate studies. Both groups exhibit similar demographic attributes, as illustrated in Figures 14 and 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) are non-Latinx 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 2019 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 2018-2019 but were no longer enrolled in 2019-2020 was one (1) student, and in the majority of cases in which students dropped out (n = 63) they did so prior to comprehensive exams (n = 34). Additionally, some left the university all but dissertation (n = 12), or personally decided to leave graduate school (n = 40), with 20 students failing to pass examinations.
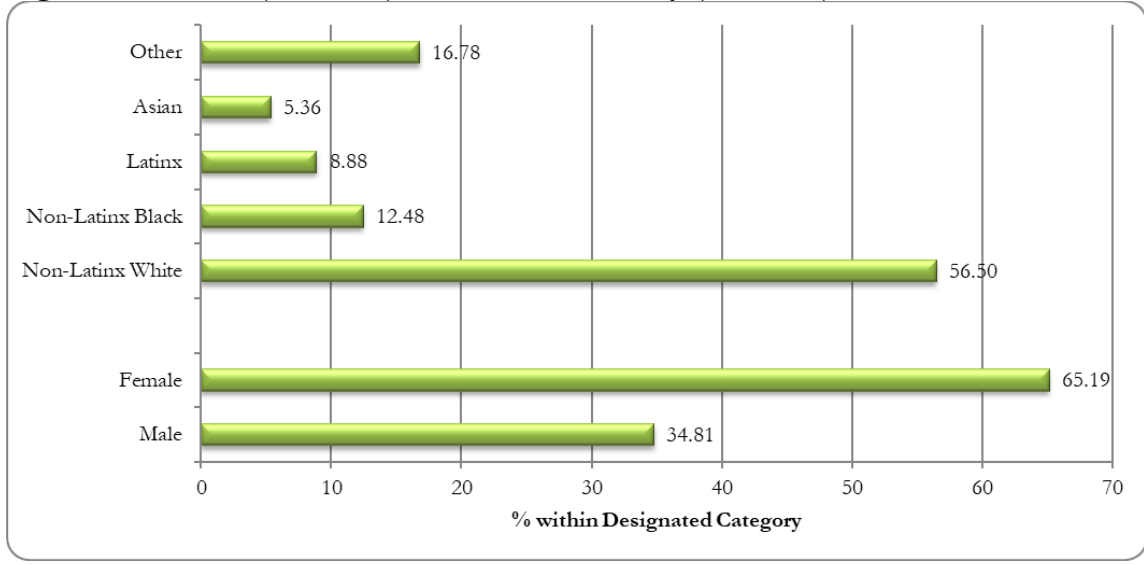
**Figure 14. Gender (n = 2,748)[6] and Race/Ethnicity (n = 2,305)[7] of Active Master's Students.**
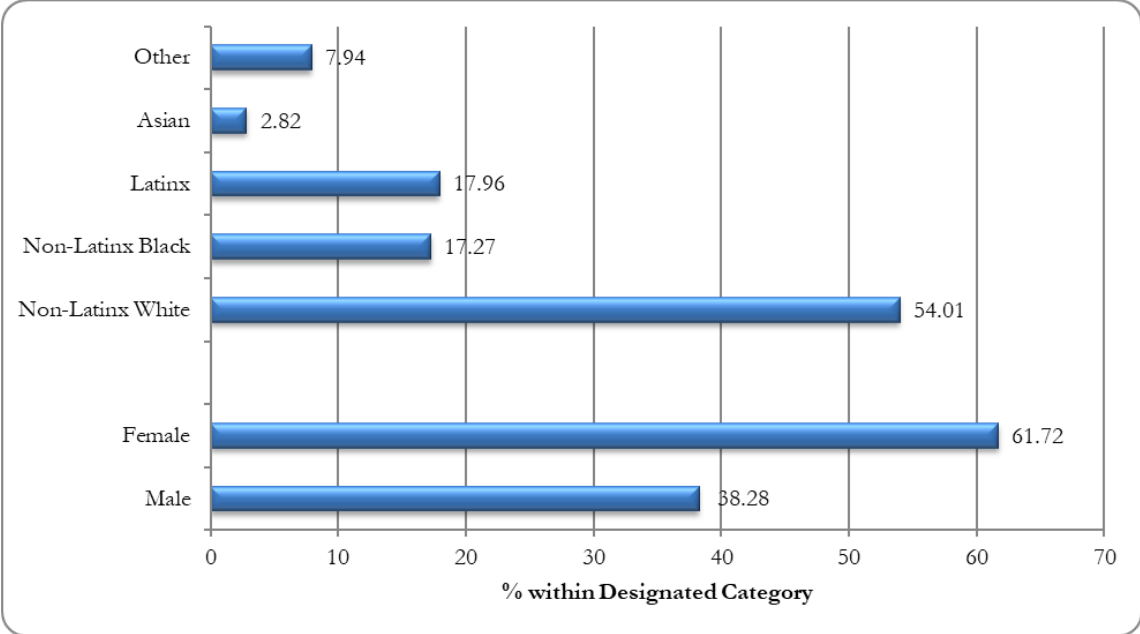


[6] Data provided by 31 programs.
[7] Data provided by 28 programs.

**Figure 15. Gender (n = 1,149)[8] and Race/Ethnicity (n = 1,138)[9] of Active Doctoral Students.**

[8] Data provided by 35 programs and three students were identified as transgender.
[9] Data provided by 37 programs.

Figure 16 indicates that the ratio of male to female master's students has remained relatively consistent since the 2010-2011 academic year. Roughly 40% of master's students are male and 60% are female. However, for the 2019-2020 academic year, this ratio has changed. About 67% of master's students in ADPCCJ programs in the 2019-2002 academic year are female and 33% are male.

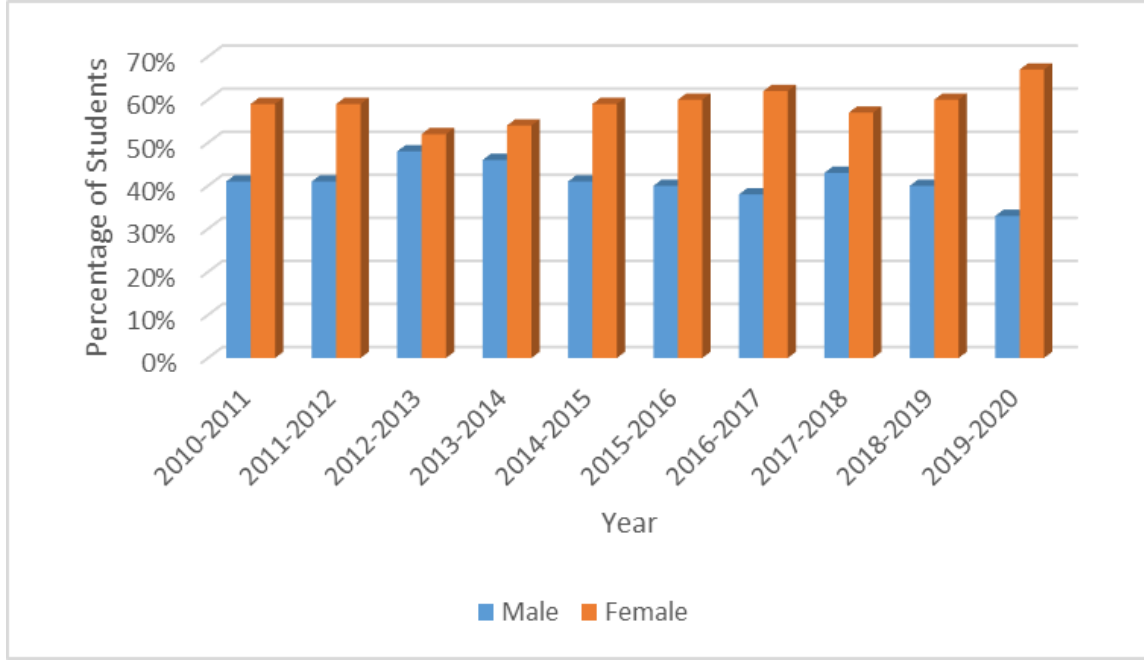**Figure 16. Gender Composition of Master's Students.**



Table 8 reports the racial composition of master's students by academic year. This figure has also stayed relatively constant since the 2010-2011 academic year. However, the percentage of master's students who identify as Latinx is at its largest since 2010. In the 2019-2020 academic year, 18 percent of master's students in ADPCCJ programs identified as Latinx.

**Table 8. Race/Ethnicity Composition of Master's Students since 2010.**

| Year | Non-Latinx White | Non-Latinx Black | Latinx | Asian | Other | Total |
|------|------------------|------------------|--------|-------|-------|-------|
| 2010-2011 | 60% | 19% | 9% | 4% | 8% | 100% |
| 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% |

Figure 17 indicates that the ratio of male to female doctoral students has remained relatively constant since the 2010-2011 academic year. Generally, about 40% of doctoral students are male and 60% are female. However, for the 2019-2020 academic year the percentage of male doctoral students has dropped to the lowest it has been since 2010: 35%.

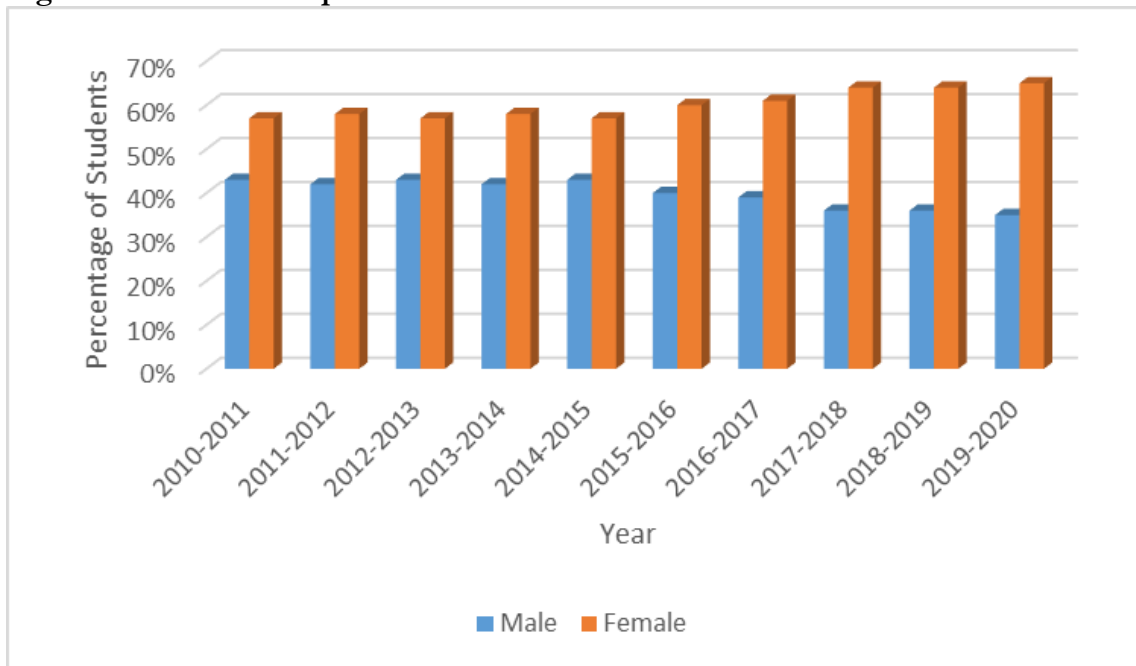**Figure 17. Gender Composition of Doctoral Students.**



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 percentages of Non-Latinx Black (12 %), Latinx (9%), and Other Race (17%) doctoral students have increased to their highest levels since 2010 and the percentage of Non-Latinx White doctoral students has dropped to its lowest since 2010, at 57%.

**Table 9. Race/Ethnicity Composition of Doctoral Students since 2010.**

| Year | Non-Latinx White | Non-Latinx Black | Latinx | Asian | Other | Total |
|------|------------------|------------------|--------|-------|-------|-------|
| 2010-2011 | 70% | 10% | 5% | 4% | 11% | 100% |
| 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% |

With respect to graduation patterns, the ADPCCJ data indicate that the reporting programs combined to confer master's degrees (n = 27) to 1,178 graduate students and doctoral degrees (n = 38) to 146 graduate students in 2019-2020. About one-quarter (24.14%) of the doctoral graduates during this period first enrolled in the fall of 2014 or after, completing the degree in five years or less. Overall, approximately 55% 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 spring of 1999 to fall of 2016.

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 almost 62% of graduates). About 16% 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 2019-2020 Graduates of ADPCCJ Doctoral Programs (n = 33 Programs, 146 Graduates).**
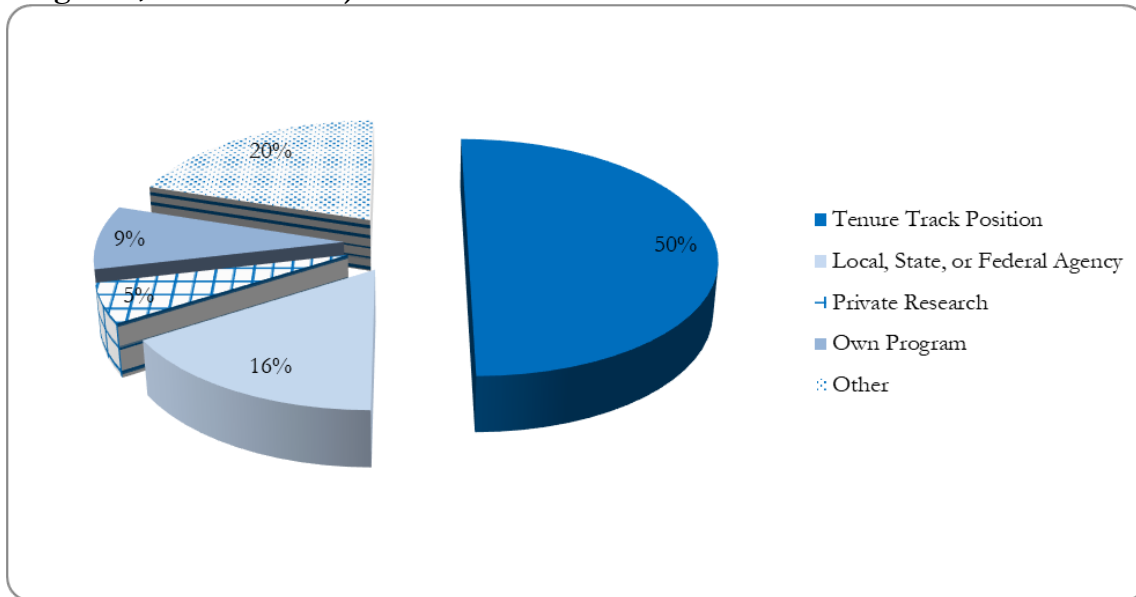
*Incoming Students*

The 2020 ADPCCJ survey gathered information on new graduate students who enrolled in the 2019-2020 academic year.  The 32 participating programs that provided data on master's students received an aggregate total of 2,749 applications from prospective students, with application counts ranging from 6 to 324 across programs. 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 1,439 applications from prospective students, with application counts ranging from 6 to 108. Programs that provided data on DL master's students (n = 21) reported receiving 1,310 applications, with counts ranging from 0 to 271. The 36 programs that responded to similar questions about doctoral programs received 1,052 applications for doctoral study, ranging from a low of 4 to a high of 88. No programs reported receiving doctoral DL applications.

Figures 19 through 23 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.
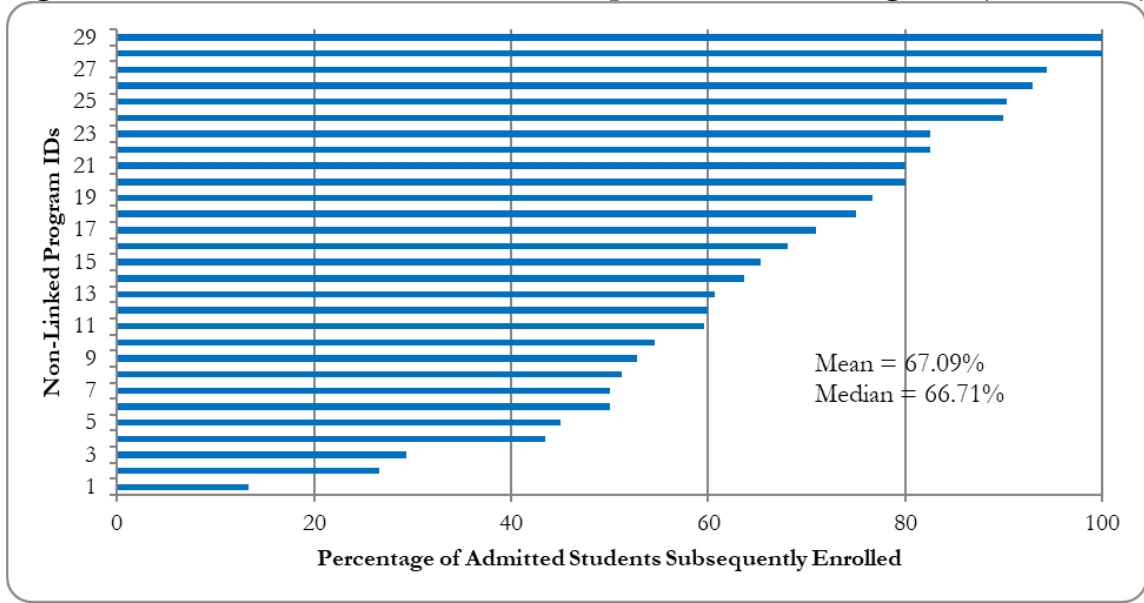
Overall, for the 30 programs that provided data on applications and admissions decisions for traditional master's programs, the median acceptance rate was 74.46%. Figure 19 shows that such acceptance rates varied widely across programs, ranging from 12.5% to 100%. Of the 1,439 applications submitted to traditional master's programs, 992 were accepted. Figure 20 also reveals substantial variation in enrollment rates for those accepted into traditional master's programs; the median enrollment rate was 66.71%, ranging from 13.3% to 100%. Of the 992 applications accepted to traditional master's programs, 670 enrolled. The average acceptance and enrollment rates for DL master's programs were higher than for traditional master's programs. Of the 1,310 applications submitted to DL master's programs, 978 were accepted. Of those accepted, 757 enrolled.

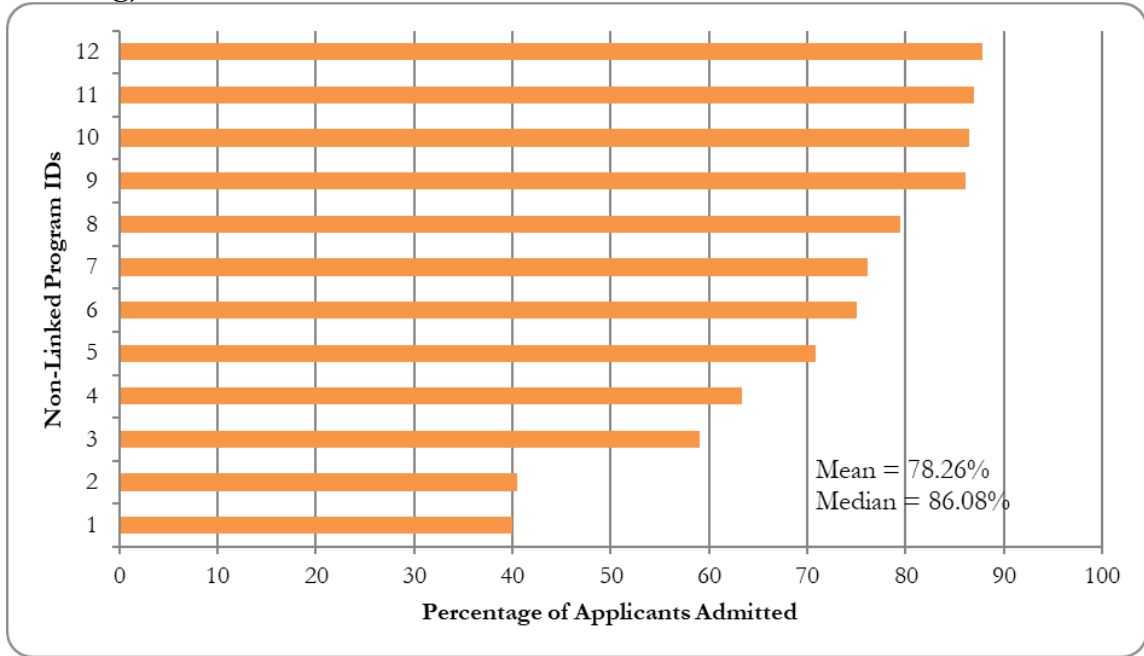**Figure 19. Acceptance Rate for Applications Submitted to Master's Programs (Traditional).[10]**
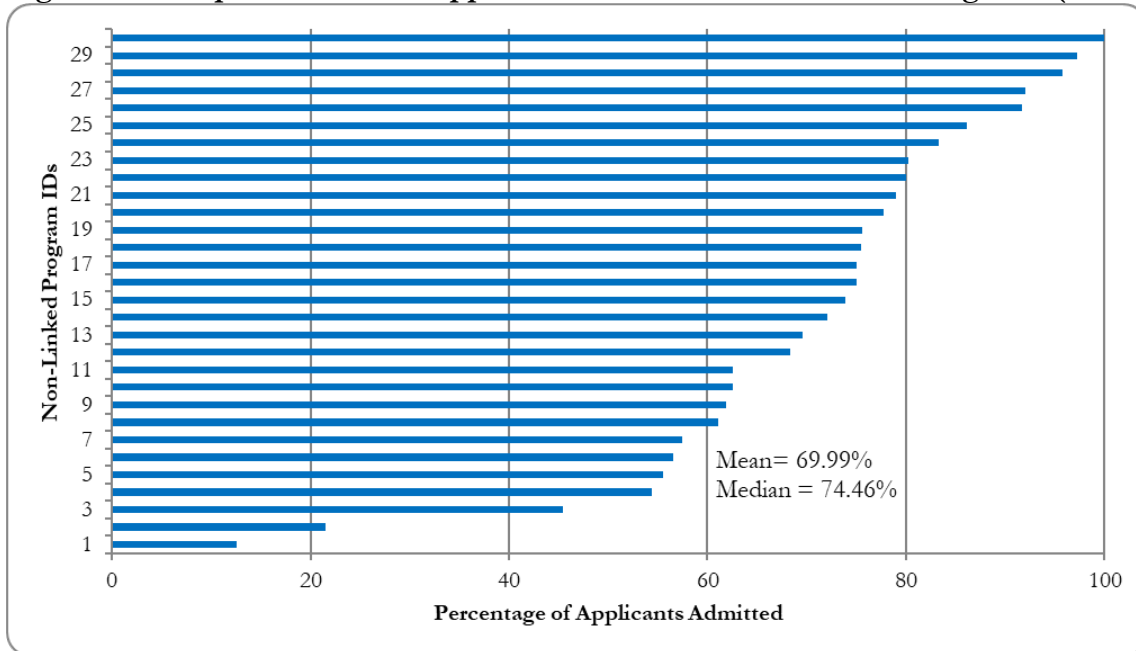
[10] Data provided by 30 programs.

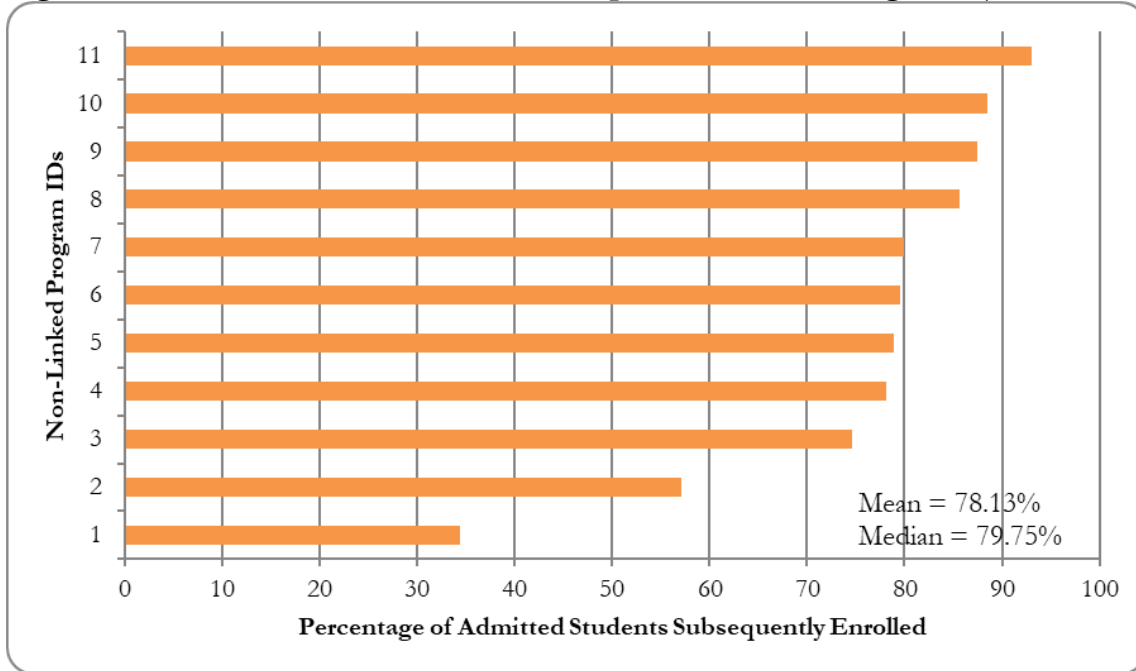**Figure 20. Enrollment Rate for Persons Accepted to Master's Programs (Traditional).**[11]



Mean = 67.09%
Median = 66.71%

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

[11] Data provided by 30 programs.

**Figure 21. Acceptance Rate for Applications Submitted to Master's Programs (Distance Learning).**[12]



Mean = 78.26%
Median = 86.08%

X-axis: Percentage of Applicants Admitted
Y-axis: Non-Linked Program IDs

[12] Data provided by 12 programs.

**Figure 22. Enrollment Rate for Persons Accepted to Master's Programs (Distance Learning).**[13]

For the 12 programs that provided data on admission decisions for DL master's programs, the median acceptance rate was 86.08%. Figure 21 shows that acceptance rates varied from 40% to 100% across reporting programs. Figure 22 shows that the median enrollment rate for DL master's programs was 76.98% and ranged from 50% to 100%. Average acceptance rates were lower for doctoral programs than traditional master's programs (46% vs. 70%), with considerable variation across programs, (see Figure 23). While more than 45% of applicants in the 36 participating programs were accepted, in some programs less than 15% of applicants were admitted, while in others 100% were admitted. Of the total 1,052 applications submitted to ADPCCJ doctoral programs, 414 were accepted for admission. Of the 414, accepted, 217 enrolled.

**Figure 23. Admission Rate for Applications Submitted to Doctoral Programs.**[14]



Mean = 45.74%
Median = 42.86%
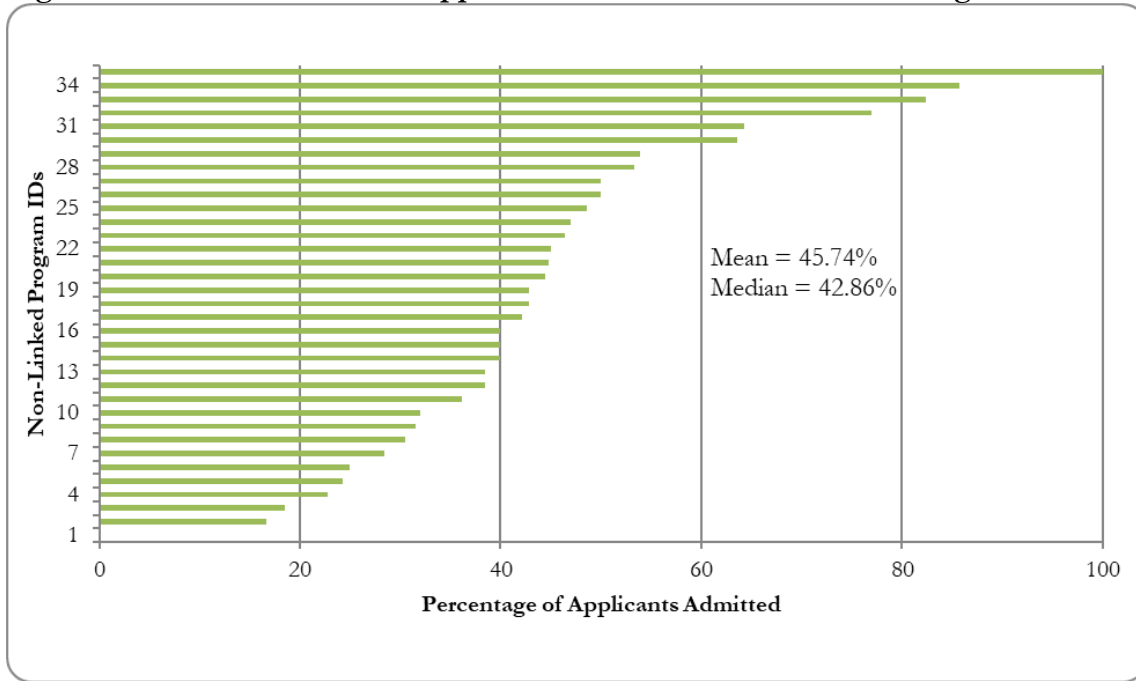
[14] Data provided by 36 programs.

As shown in Figure 24, the median enrollment rate for the 35 programs that provided the data was 55%, but this figure ranged from 22% to 100% (all of the accepted Ph.D. students enrolled).

**Figure 24. Enrollment Rate for Persons Accepted to Doctoral Programs.**[15]



Mean = 55.33%
Median = 50.00%
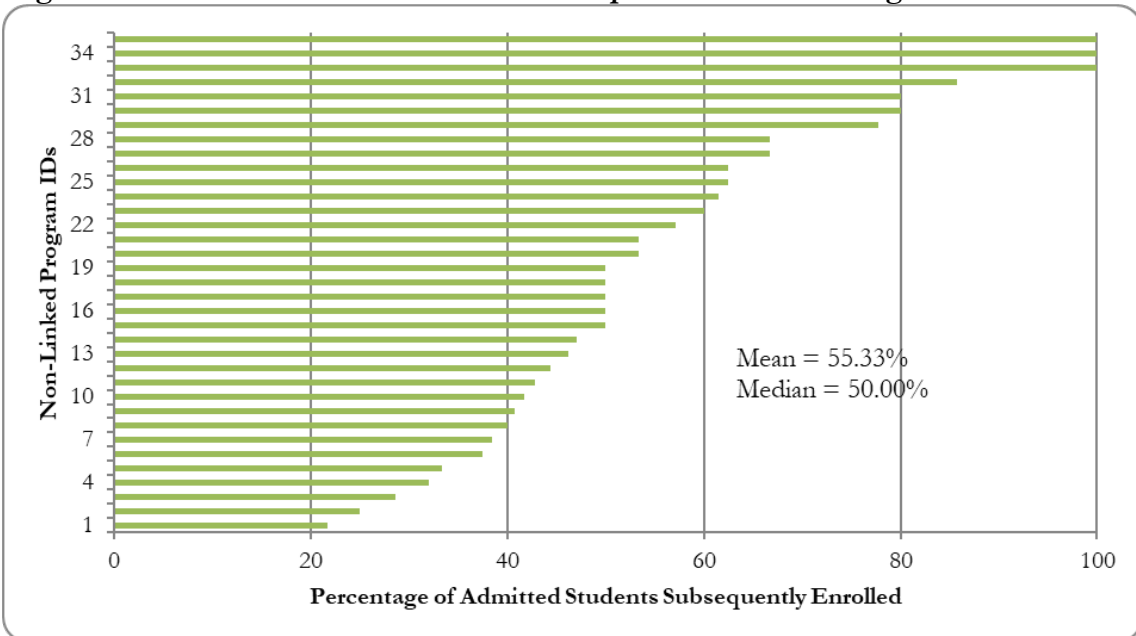
[15] Data provided by 35 programs.

The average undergraduate grade point average (GPA) for newly admitted doctoral students in ADPCCJ reporting programs was 3.57, varying from 3.30 to 3.93 across programs (N = 25). Graduate GPAs ranged from 3.56 to 4.00 with an average of 3.81. ADPCCJ respondents provided the information summarized in Table 8 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 303, ranging from 294 to 317.

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

| GRE Scores (n = 31) | Mean | Median | Low | High |
|---|---|---|---|---|
| Average GRE Verbal | 152 | 152 | 143 | 158 |
| Average GRE Quantitative | 149 | 149 | 142 | 160 |
| Average GRE Analytic Writing | 4 | 4 | 3.5 | 5.5 |
| Average GRE Combined | 303 | 302 | 294 | 317 |
| Percentiles (n = 29) | | | | |
| Average GRE Percentile Verbal | 56.65% | 59.00% | 20.00% | 79.00% |
| Average GRE Percentile Quantitative | 38.36% | 38.00% | 16.00% | 69.33% |
| Average GRE Percentile Analytic Writing | 61.68% | 61.92% | 41.00% | 81.00% |

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 (99%) and master's DL (96%) students had previously received either a Bachelor's of Science or Arts at their previous institutions. Furthermore, the majority of newly admitted doctoral students had mainly been granted Master of Art or Science degrees (83%). 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.**

| | BS | BA | MA | MS | JD | LLM | MPH | PhD |
|---|---|---|---|---|---|---|---|---|
| New Master's Students (n = 24) | 60% | 39% | 1% | 0% | 0% | 0% | 0% | 0% |
| New Master's DL (n = 11) | 59% | 37% | 3% | 1% | 0% | 0% | 0% | 0% |
| New Doctoral Students (n = 32) | 9% | 7% | 42% | 41% | 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 683 new students enrolled in traditional master's programs across the 30 programs that provided such data (766 DL master's students enrolled across the 21 reporting programs). In total, 221 new doctoral students enrolled across the 36 programs that reported such data (no DL doctoral students enrolled in any reporting programs). Approximately 94% of new doctoral and 74% of new traditional master's enrollments are studying full-time, while only approximately 53% 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 Figures 14 & 15). The reporting programs indicated that for master's degree programs, the majority of incoming students were female (the median was 69.9% female for traditional master's programs and 68.1% female for DL master's programs) and non-Latinx white (the median was 54% 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 medians were 75% female and 60% 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 2010.[2] 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 2018-2019 academic year, there were 1,468 applications and in the 2019-2020 academic year, there were 1,439 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 decreased from 48 in 2018-2019 to 47 in 2019-2020.

**Figure 25. Number of Applications Received for Master's Programs since 2010.**
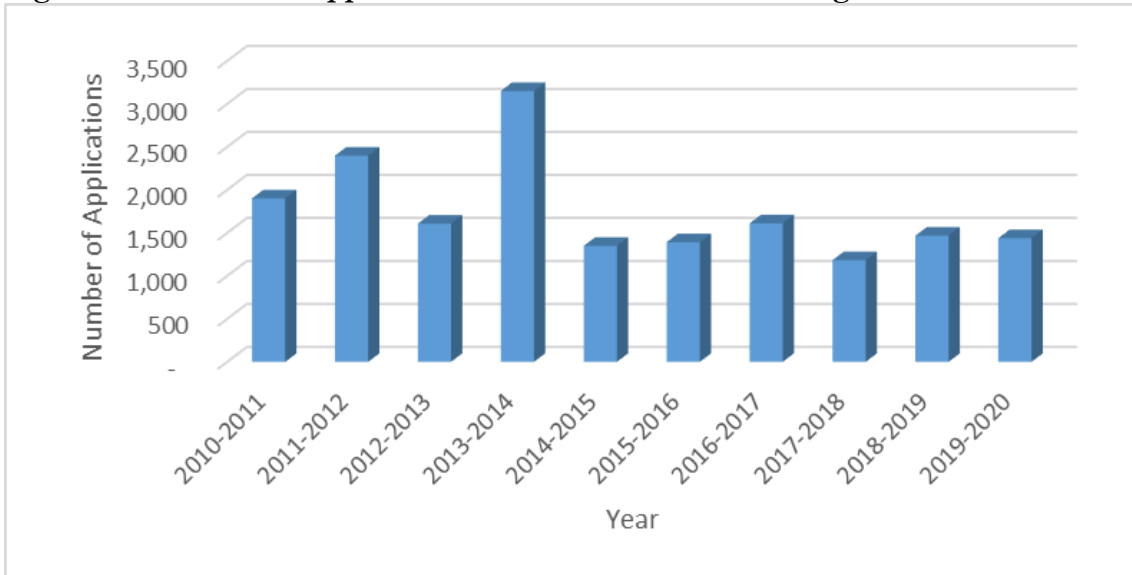


**Figure 26. Mean Number of Master's Applications Received by Program since 2010.**



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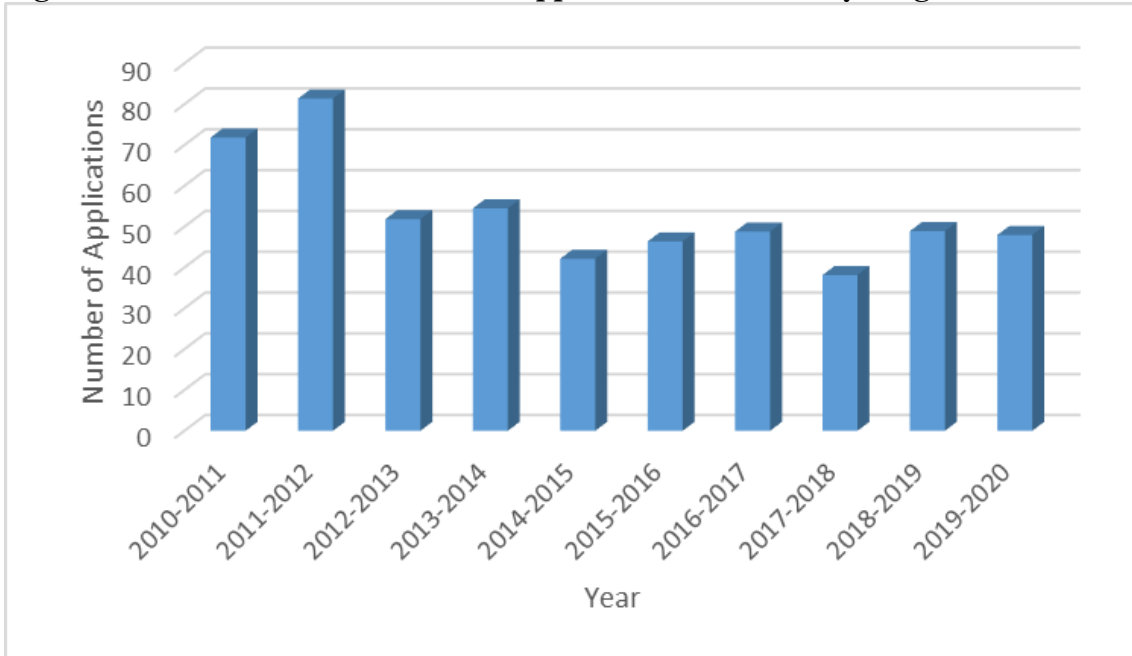
[2]In 2010-2011, 42 programs were members of ADPCCJ. In 2019-2020, 46 programs were members.

As shown in Figure 27, of these applications, between 55% and 59% are accepted to traditional master's programs each year. However, this increased in the 2018-2019 academic year to 68% and in in the 2019-2020 academic year, 70% were accepted to traditional master's programs.

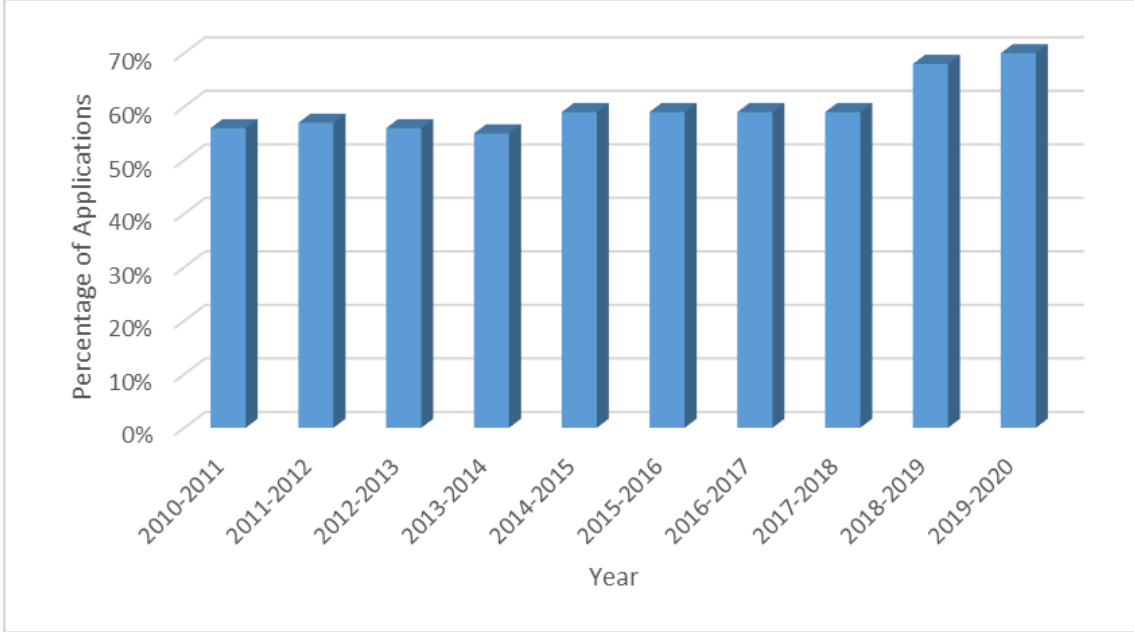**Figure 27. Mean Percentage of Applicants Admitted to Master's Programs since 2010.**



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 67% of admitted master's students chose to enroll in traditional master's programs in the 2019-2020 academic year.

**Figure 28. Mean Percentage of Admitted Students Enrolled in Master's Programs since 2010.**
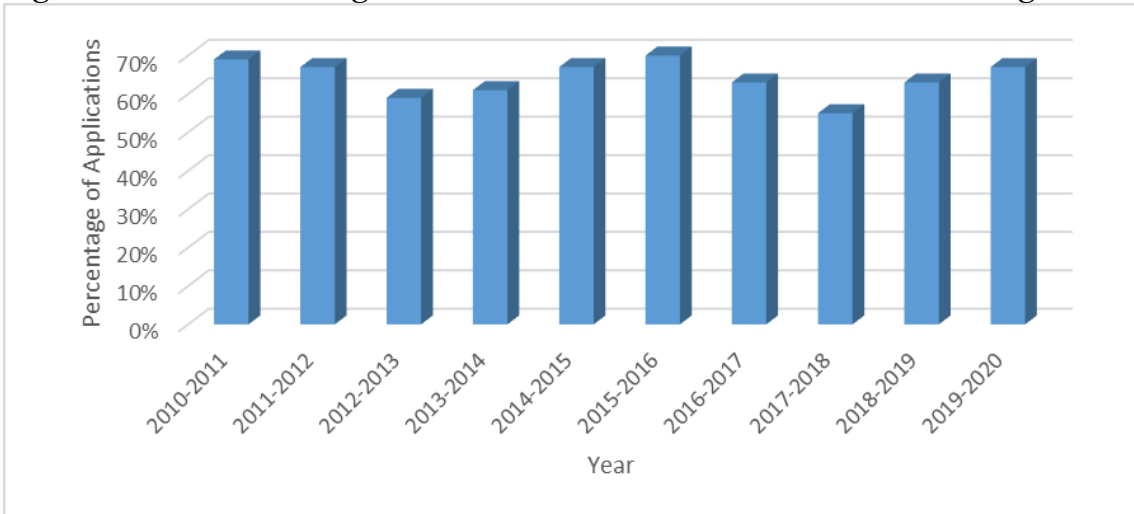
Figure 29 indicates the total number of applications received for distance learning master's programs since 2012. The number of applications received for distance learning master's programs has ranged from a low of 1,022 in the 2017-2018 academic year to a high of 1,310 in the 2019-2020 academic year. Figure 30 shows that the mean number of applications received by program for distance learning master's programs has decreased from 97 in 2018-2019 to 62 in 2019-2020.

**Figure 29. Number of Applications Received for Distance Learning Master's Programs since 2010.**
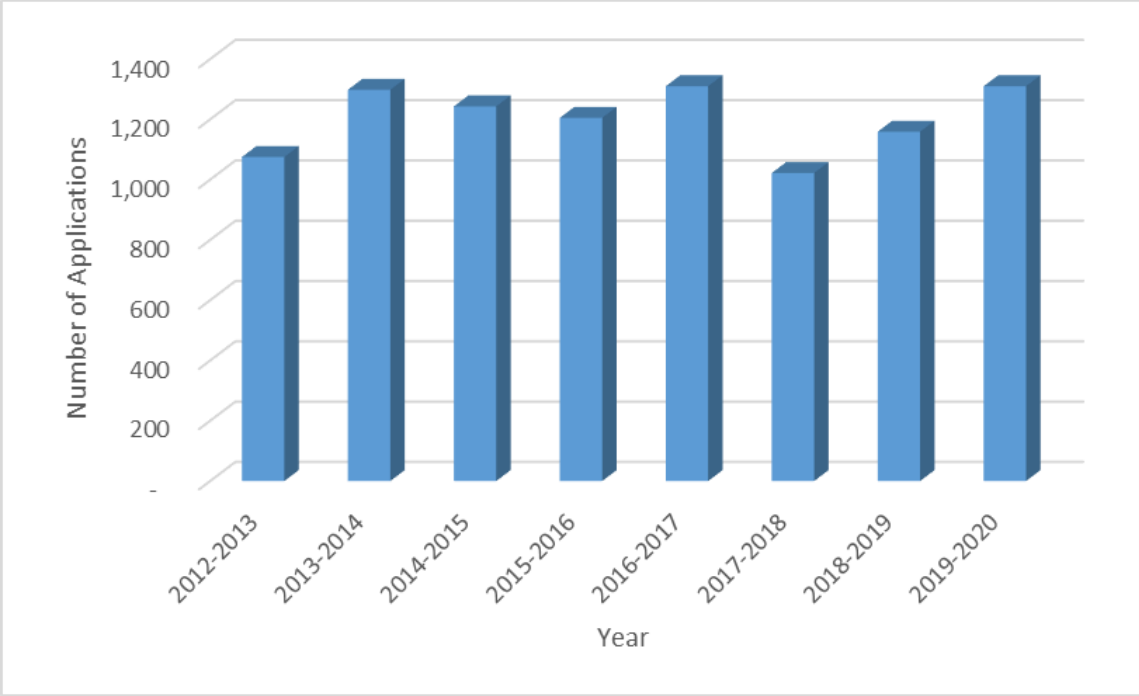
**Figure 30. Mean Number of Distance Learning Master's Applications Received by Program since 2010.**
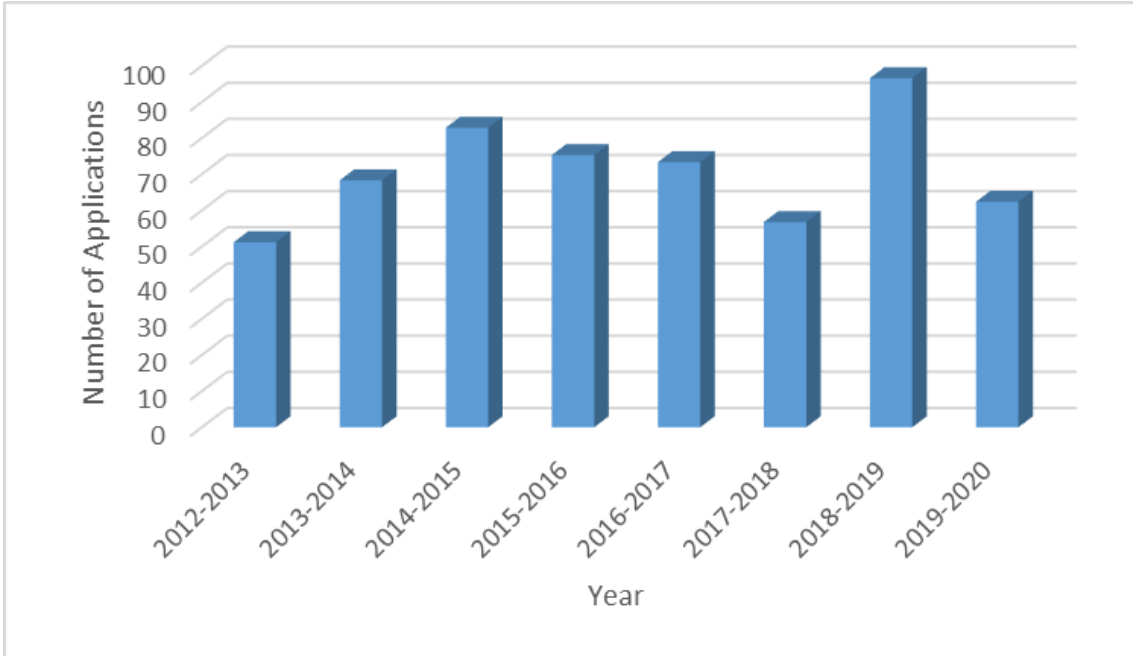


As shown in Figure 31, of these received applications, between 72% and 84% are accepted to distance learning master's programs each year. About 78% of applicants were admitted to distance learning master's programs in 2019-2020, which is an increase from the 76% admitted in the 2018-2019 academic year.

**Figure 31. Mean Percentage of Applicants Admitted to Distance Learning Master's Programs since 2010.**
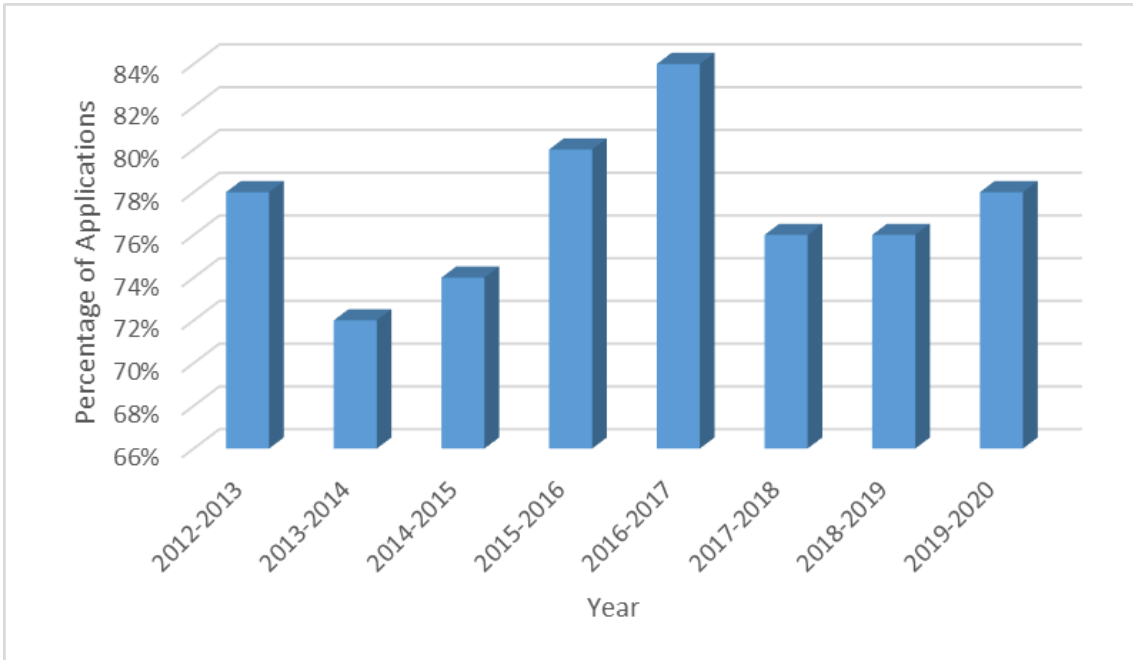


Figure 32 shows the average percentage of admitted students who chose to enroll in distance learning master's programs each year. This figure has ranged from a low of 72% in the 2014-2015 academic year to a high of 88%

in the 2012-2013 academic year. About 77% of admitted students chose to enroll in distance learning master's programs in the 2019-2020 academic year.

**Figure 32. Mean Percentage of Admitted Students Enrolled in Distance Learning Master's Programs since 2010.**
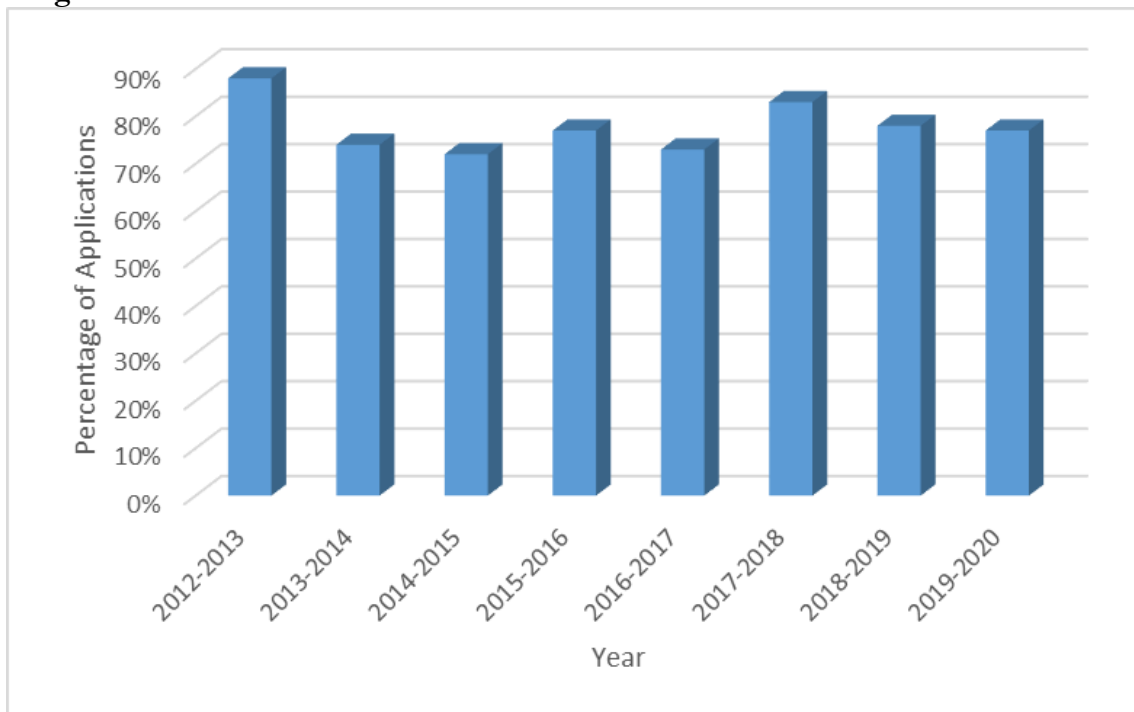


Figure 33 indicates the total number of applications received for doctoral programs peaked in the 2013-2014 academic year, with 1,561 applications. In the 2018-2019 academic year, 1,130 applications were received for doctoral programs and in the 2019-2020 academic year 1,052 applications were received for doctoral programs. Figure 34 shows that the mean number of applications received by program for doctoral programs has steadily decreased since the 2012-2013 academic year, when the mean number of applications was 42. The mean number of doctoral applications for the 2019-2020 academic year has decreased to 29.

**Figure 33. Number of Applications Received for Doctoral Programs since 2010.**
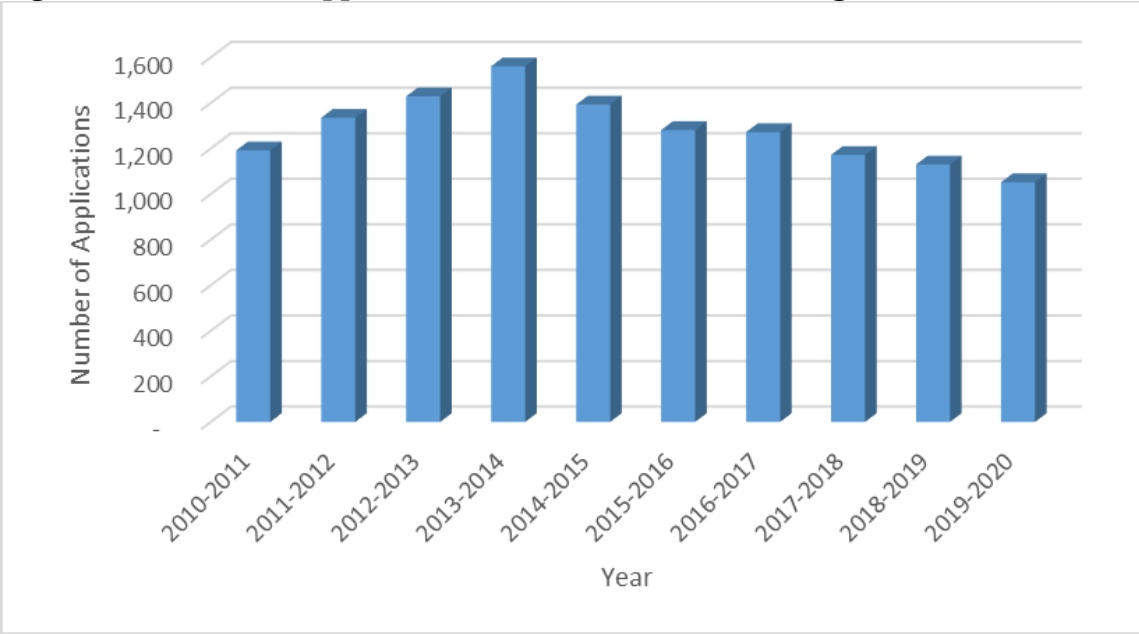


**Figure 34. Mean Number of Doctoral Applications Received by Program since 2010.**
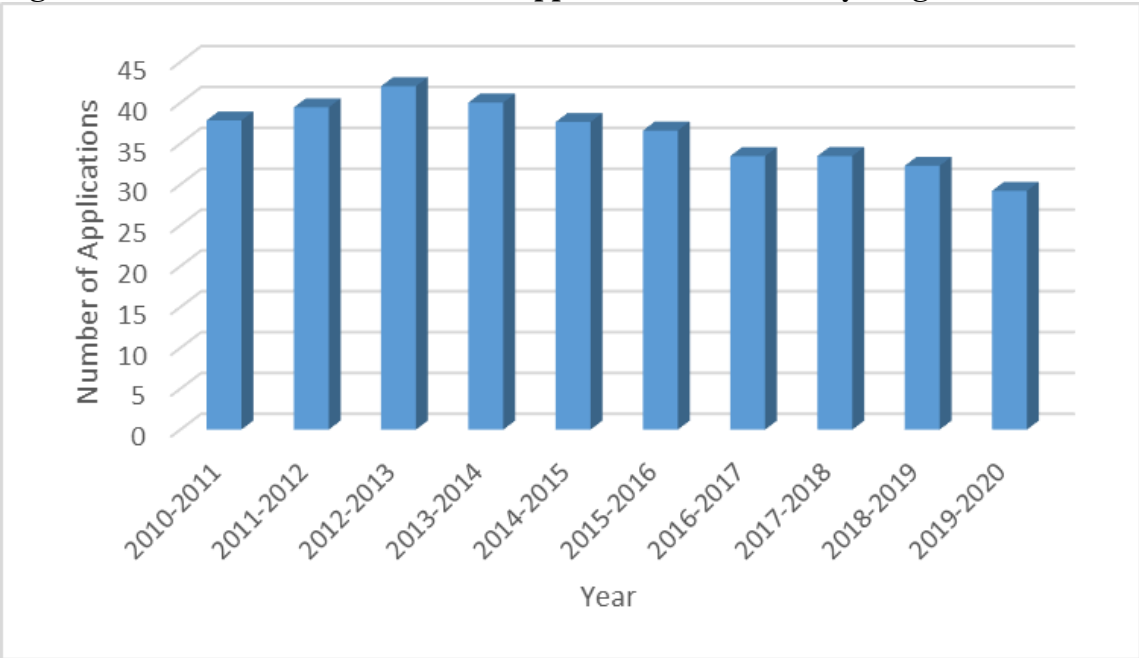
As shown in Figure 35, of these received applications, between 37% and 46% are accepted to doctoral programs each year. This admission rate peaked in the 2018-2019 academic year, as 46% of applicants were accepted to doctoral programs. This rate stayed the same for the 2019-2020 academic year.

**Figure 35. Mean Percentage of Applicants Admitted to Doctoral Programs since 2010.**
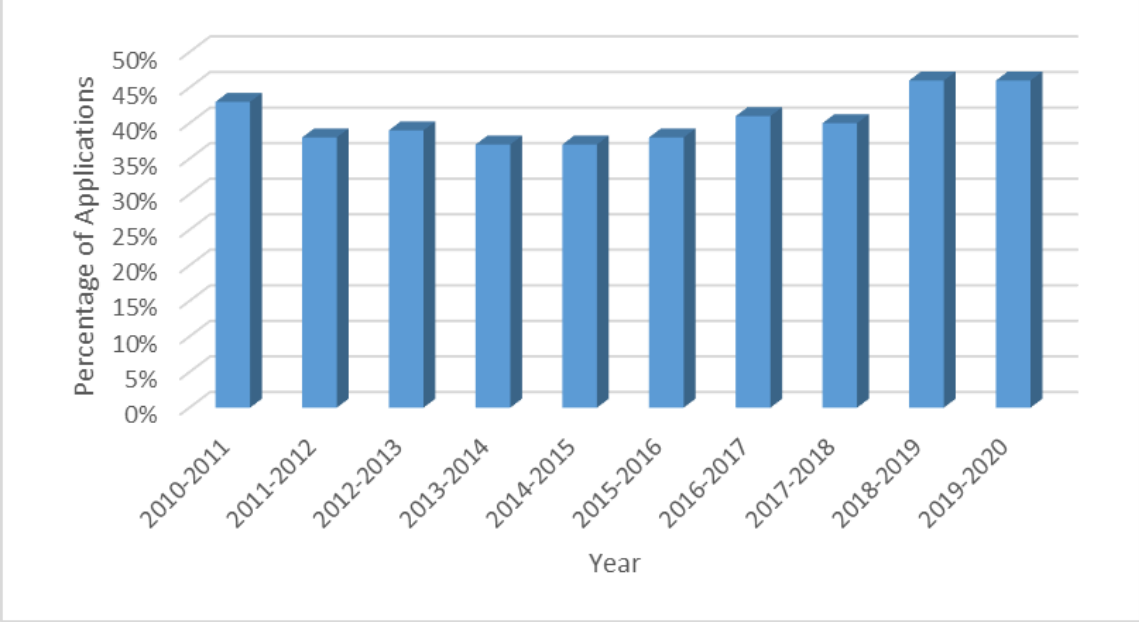


Figure 36 shows the average percentage of admitted students who chose to enroll in doctoral programs each year since 2010. This figure has ranged from a low of 51% in the 2016-2017 academic year to a high of 63% in the 2011-2012 academic year. About 55% of admitted students chose to enroll in doctoral programs in the 2019-2020 academic year.

**Figure 36. Mean Percentage of Admitted Students Enrolled in Doctoral Programs since 2010.**
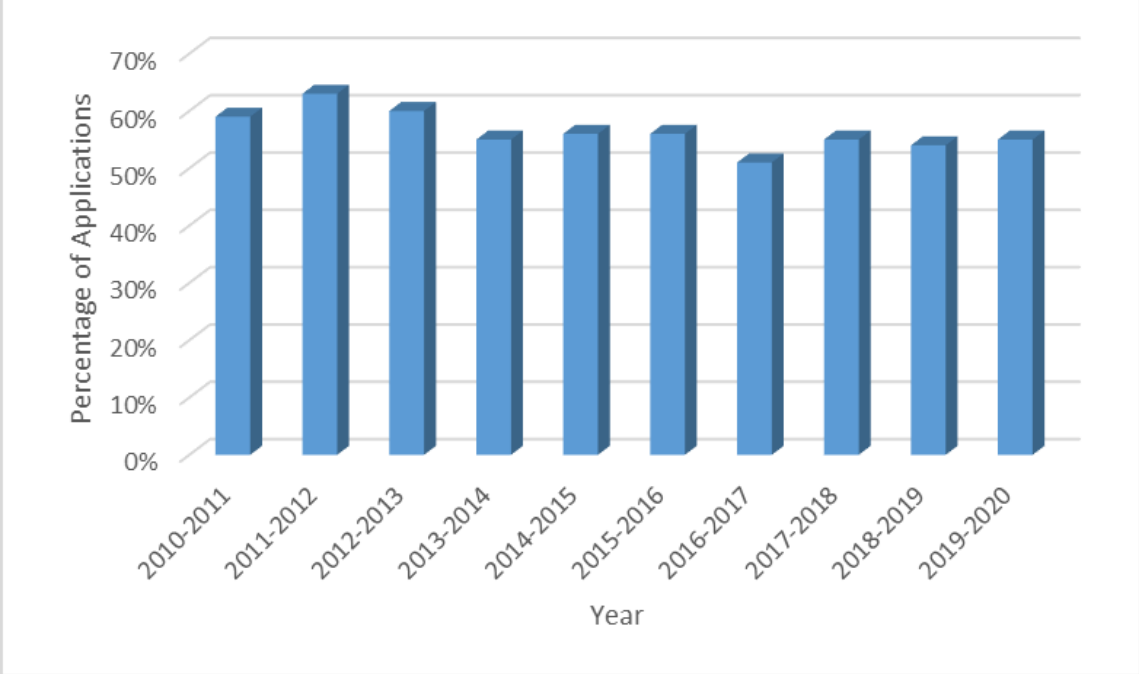
*Tuition and Student Stipends*

A large majority of newly admitted doctoral students in the 2019 ADPCCJ reporting programs received tuition remission and were funded as either a research or teaching assistant (or both). Overall, 70% 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 17% of active doctoral students were supported primarily through external grants.

The 2019 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 $18,162, with a range from $1,000 to $30,219. About 86% of programs report basic or typical awards are for 9 months and 14% report basic awards cover 12 months. For those programs that award 9-month awards, 11% guarantee additional summer funding, 85% report it is possible for students to receive additional summer funding, but it is not guaranteed, and 4% do not provide additional summer funding. About 89% of basic doctoral awards include tuition remission for the academic year and, of those, about 44% provide tuition remission for summer.

**Figure 37. Basic Doctoral Stipends (n = 35).**
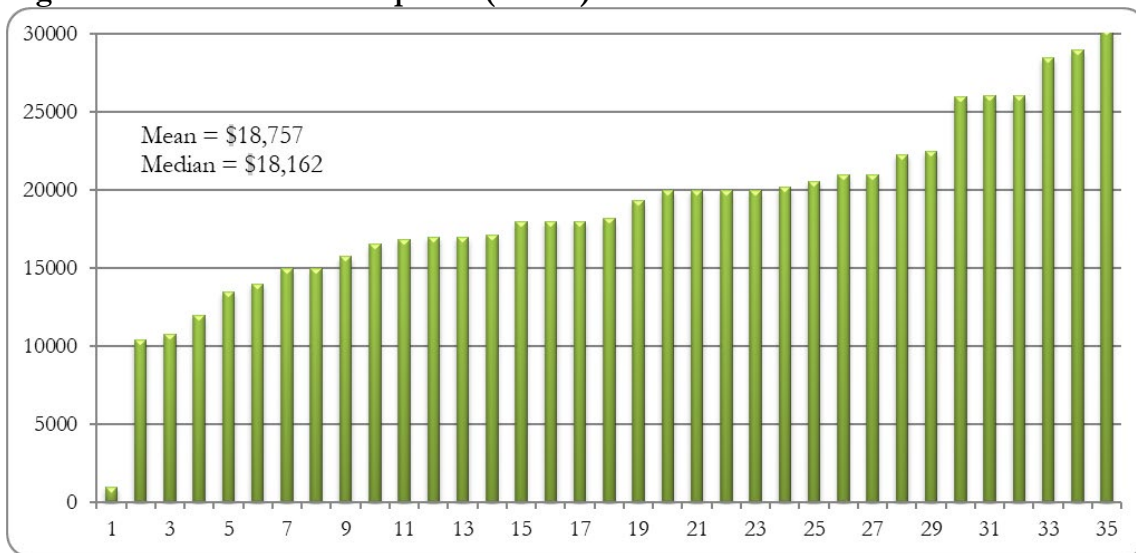


In terms of "most lucrative" awards, the average award across programs is $25,688, though as Figure 38 shows there is again substantial variability across programs from $5,000 to $60,000. About 71% of programs report their most lucrative awards are cover 9 months and 29% report their most lucrative awards are for 12 months. For those programs that award 9-month awards, 14 percent guarantee additional summer funding, 77% report it is possible for students to receive additional summer funding, but it is not guaranteed, and 6% do not provide additional summer funding. About 88% of the most lucrative doctoral awards include tuition remission for the academic year and, of those, about 46% provide tuition remission for summer.

**Figure 38. Most Lucrative Doctoral Stipends (n = 34).**
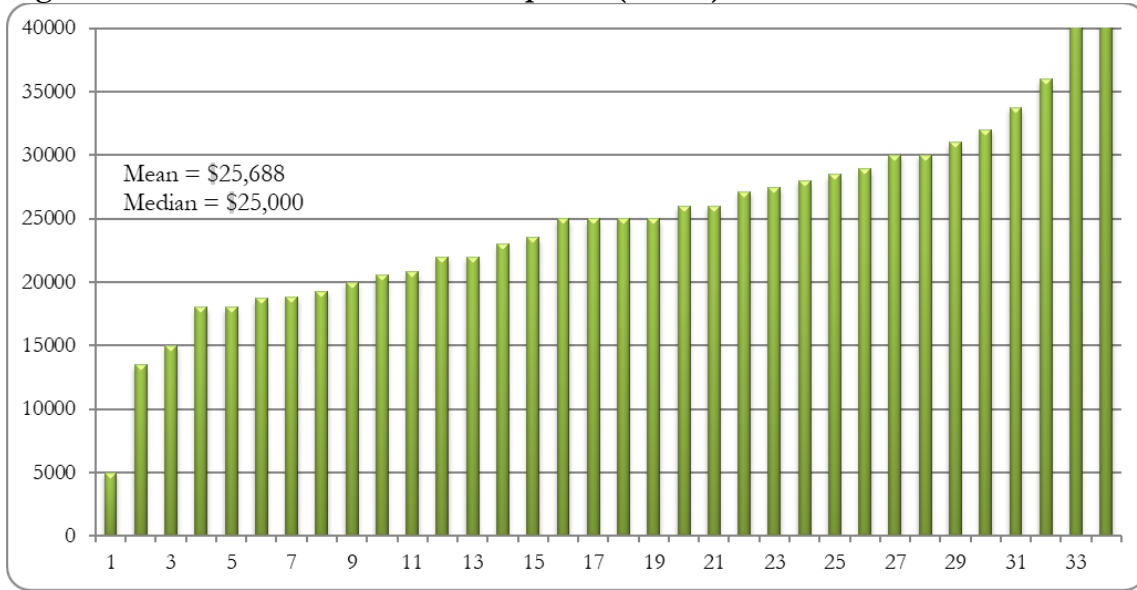


Similarly, Figures 39 and 40 present the awards for master's students. As Figure 39 shows the median basic stipend was $6,397 for master's students across the 24 programs that reported data. At the other extreme, some programs provide funding for master's students that is close to typical funding levels 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 $12,454.

**Figure 39. Basic Master's Stipends (n = 24).**
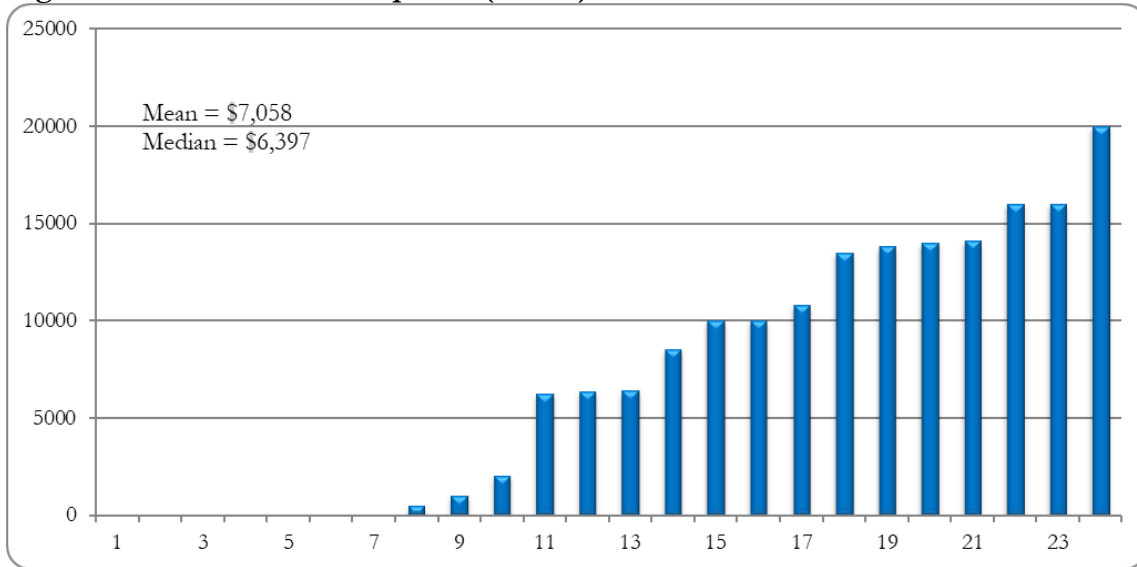
**Figure 40. Most Lucrative Master's Awards (n = 24).**
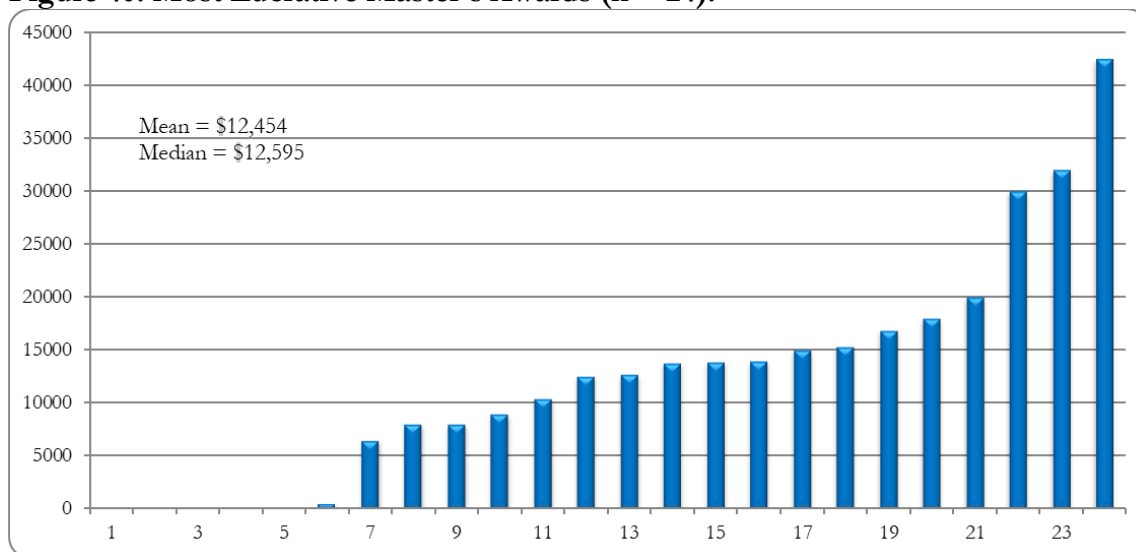


*Program Requirements*

About 94% (n = 33) of the 34 programs that offer master's degrees require 30 to 36 credits for degree completion. The median number of credit hours designated for required/core courses is 15. The median number of credit hours designated for elective course is 15. The median number of thesis credit hours required is 4, ranging from 0 to 6 hours. Completing a thesis is an optional track in about 83% of programs (n = 29). The other 17% of programs (n = 6) 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. Approximately 47% of programs require between 54 and 60 credits for degree completion. The median number of required credit hours for doctoral students is 59. Of these, the median number of credit hours designated for required/core courses is 25. The median number of credit hours designated for elective courses is 18. 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 = 36) allow for a traditional dissertation option. Twenty-two percent ( n= 8) of programs also allow for a multiple paper option in lieu of a traditional dissertation. The overwhelming majority (94.4%) 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 = 36). Only two programs do not require a comprehensive exam. As Figure 41 indicates, about 38% of programs require a written exam only (n = 10), 27% require a research paper (n = 7), 19% require a take home exam (n = 5), 4% require both a written exam and a research paper (n = 1), and 4% allow the student to choose either a written exam or a research paper (n = 1). About 8% (n = 2) of the programs also require students to complete an oral defense of their work after completing the exam requirement.

**Figure 41. Comprehensive Exam Format (n = 26)**
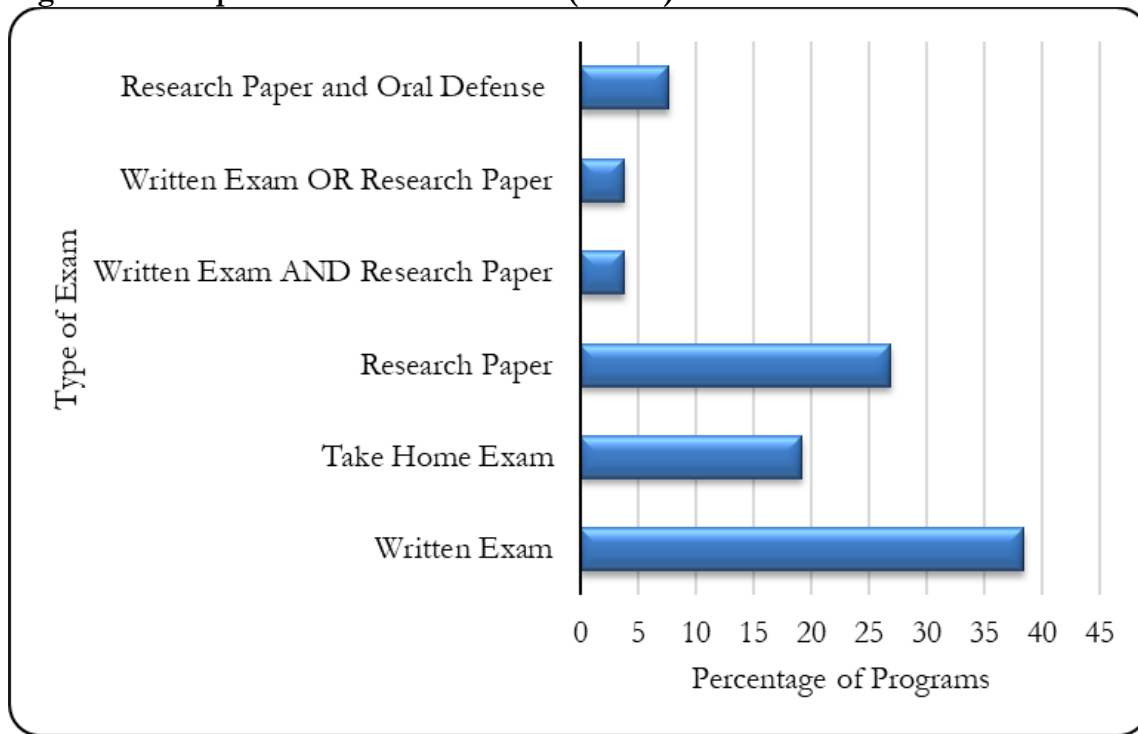


Additionally, 24% of the programs (n = 9) offer areas of concentration spanning 15 topics. All of the programs that offer areas of concentration have at least two options and some have as many as five. As Table 12 indicates, policing is the most common area of concentration offered (n = 6). Corrections (n = 4) and Criminal Justice (n = 3) are also offered often.

**Table 12. Areas of Concentration Offered**

| Areas of Concentration | Number of Programs |
|---|---|
| Policing | 6 |
| Corrections | 4 |
| Criminal Justice | 3 |
| Criminology | 2 |
| Juvenile Justice | 2 |
| Law and Society | 1 |
| Research Methods | 1 |
| Courts | 1 |
| Crime Prevention | 1 |
| Investigative Science | 1 |
| Criminal Behavior | 1 |
| Law and Public Policy | 1 |
| Cybersecurity | 1 |
| Health/Behavioral Health | 1 |
| Applied Gerontology | 1 |

## Conclusion

This report provides a snapshot of graduate programs as they looked in 2019. 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](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 (N = 44). 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.

**Appendix Table 1. ADPCCJ Programs with Top 5 Rankings in 2018 U.S. News & World Report (n = 8)**

| Rank | School |
|------|--------|
| 1 | University of Maryland – College Park |
| 2 | University at Albany, SUNY |
| 3 | University of California – Irvine |
| 3 | University of Cincinnati |
| 5 | Arizona State University |
| 5 | Florida State University |
| 5 | Pennsylvania State University* |
| 5 | University of Missouri – St. Louis |

*Not included in analyses

**Appendix Figure 1. CCJ Faculty Members by Gender (n = 142) and Race/Ethnicity (n=142), Top Ranked ADPCCJ Programs.**[16]
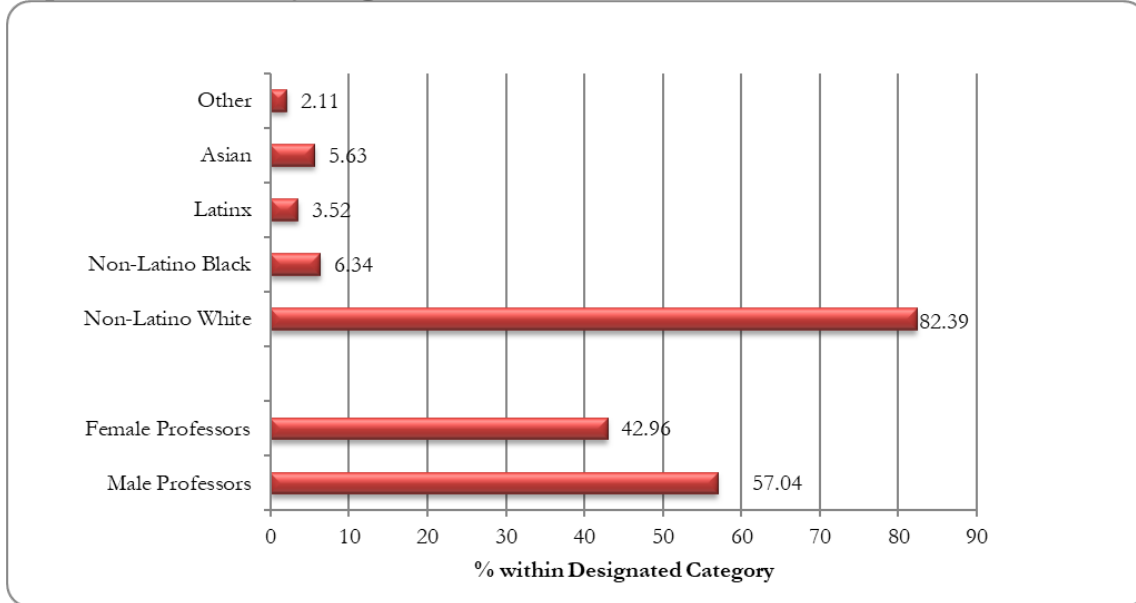
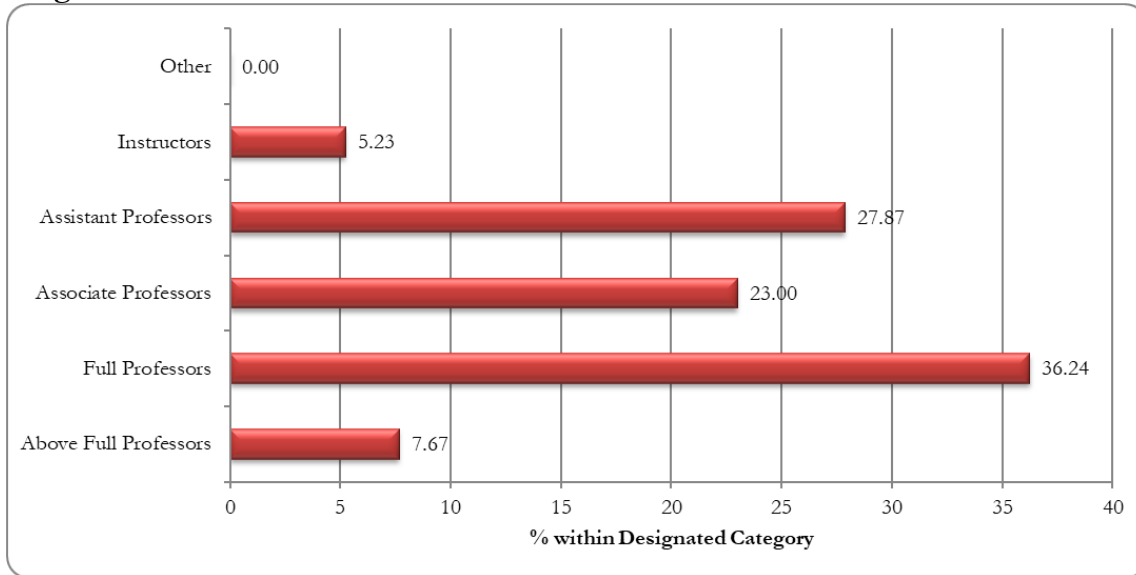[16] Data provided by 7 programs.

**Appendix Figure 2. Tenure Status of Full-Time Faculty (n = 142), Top Ranked ADPCCJ Programs.**[17]
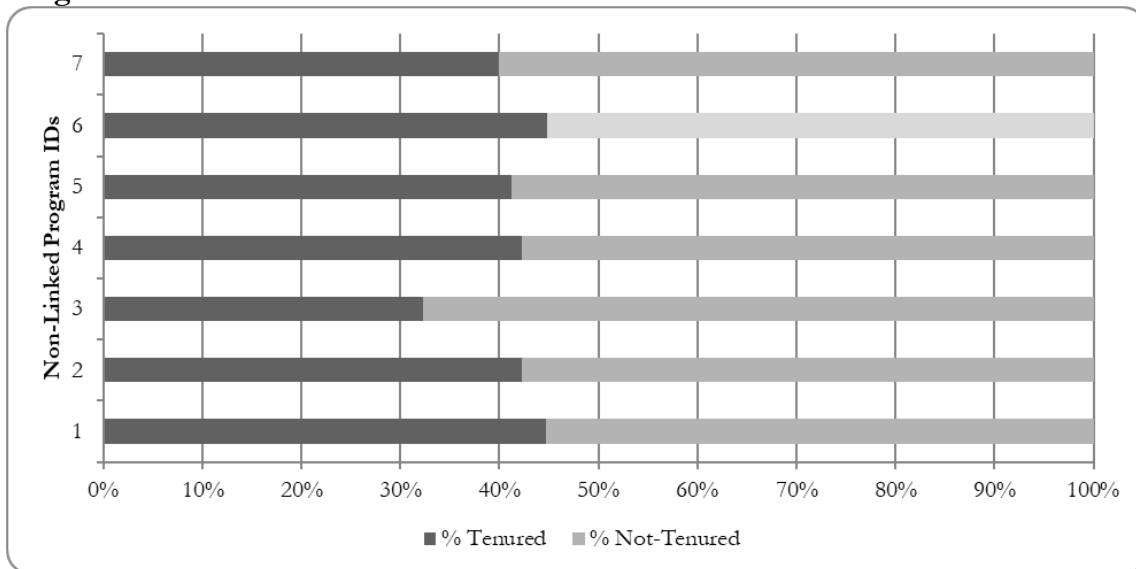
[17] Data provided by 7 programs.

**Appendix Figure 3. CCJ Faculty Members (n = 143.5) by Rank, Top Ranked ADPCCJ Programs.**[18]



[18] Data provided by 7 programs.

**Appendix Table 2. Faculty Salaries for Top Ranked ADPCCJ Reporting Programs.**

|  | Mean Salary | Median Salary | Minimum Salary | Maximum Salary |
|---|---|---|---|---|
| Current Full Professors (N = 7) | $158,687 | $139,707 | $92,455 | $348,115 |
| Current Associate Professors (N = 7) | $99,126 | $94,578 | $77,353 | $115,301 |
| Current Assistant Professors (N = 7) | $81,728 | $78,880 | $66,100 | $90,645 |
| Most Recently Hired Assistant Professor (N = 7) | $75,014 | $75,000 | $65,000 | $82,000 |

**Appendix Table 3. Graduate Director Compensation for Top Ranked ADPCCJ Reporting Programs.**

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| Course Release (n = 7) | 1.00 | 1.00 | 1.00 | 1.00 |
| Monetary Stipend-Academic Year (n = 7) | $5,643 | 5,000 | $0 | $12,500 |
| Monetary Stipend- Summer (n = 5) | $2,400 | $2,000 | $0 | $5,000 |

**Appendix Table 4. Faculty Time Distribution for Top Ranked ADPCCJ Reporting Programs (n = 7).**

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| Percentage of Time on Research | 45% | 45% | 30% | 70% |
| Percentage of Time on Teaching | 43% | 45% | 20% | 60% |
| Percentage of Time on Service | 12% | 10% | 5% | 20% |

**Appendix Table 5. Class Sections Offered by Degree, Relative to Faculty Size and Graduate Student Involvement for Top Ranked ADPCCJ Reporting Programs.**

|  | Mean | Median | Min | Max |
|---|---|---|---|---|
| 2019-2020 Undergraduate Class Sections (n = 7) | 126.0 | 98.0 | 62.0 | 314.0 |
| Online Undergraduate Class Sections (n = 7) | 38.3 | 10.0 | 0.0 | 169.0 |
| Ratio of Sections to Faculty (n = 7) | 6.2 | 5.6 | 2.4 | 11.1 |
| Percent Taught by Graduate Students (n = 7) | 44% | 43% | 8% | 80% |
|  |  |  |  |  |
| 2019-2020 Master's Class Sections (n = 6) | 34.3 | 25.5 | 0.0 | 96.0 |
| Online Master's Class Sections (n = 6) | 22.7 | 13.0 | 0.0 | 86.0 |
| Ratio of Sections to Faculty (n = 6) | 1.5 | 1.6 | 0.0 | 3.0 |
| Percent Taught by Graduate Students (n = 6) | 25% | 8% | 0% | 100% |
|  |  |  |  |  |
| 2019-2020 Doctoral Class Sections (n = 7) | 17.3 | 18.0 | 6.0 | 29.0 |
| Online Doctoral Class Sections (n = 6) | 1.2 | 0.0 | 0.0 | 4.0 |
| Ratio of Sections to Faculty (n = 7) | 0.9 | 1.0 | 0.3 | 1.7 |
| Percent Taught by Graduate Students (n = 7) | 17% | 0% | 0% | 100% |

**Appendix Table 6. Faculty Productivity in Past Year for Top Ranked ADPCCJ Programs.**

| *Articles and Books (n = 7)* | Mean | Median | Min | Max |
|---|---|---|---|---|
| Peer Reviewed Journal Articles Published | 40.40 | 40.00 | 21.0 | 56.0 |
|    Articles Per Faculty Member | 2.00 | 2.00 | 1.0 | 2.7 |
| Books Published | 2.00 | 1.00 | 0.0 | 7.0 |
|    Books Per Faculty Member | 0.08 | 0.05 | 0.0 | 0.2 |
| | | | | |
| *Grant Applications and Awards (n = 7)* | | | | |
| Competitive National Grants Submitted | 10.86 | 10 | 1 | 28 |
| Competitive National Grants Received | 5.86 | 3 | 1 | 13 |
| | | | | |
| *Grant Dollars Received* | | | | |
| Total Dollars Received Last Fiscal Year (n = 6) | $1,824,301 | $1,851,282 | $1,084,874 | $2,571,587 |
|    Federal Grant Dollars Received (n = 6) | $512,890 | $305,512 | $0 | $1,868,344 |
|    State and Local Grant Dollars Received (n = 6) | $770,295 | $563,776 | $140,438 | $1,984,102 |
|    Foundation Grant Dollars Received (n = 6) | $541,116 | $109,691 | $0 | $2,250,000 |
|    Private Grant Dollars Received (n = 5) | $0 | $0 | $0 | $0 |

**Appendix Figure 4. Undergraduate Majors Standardized by Full-Time Faculty Size, Top Ranked ADPCCJ Reporting Programs.[19]**
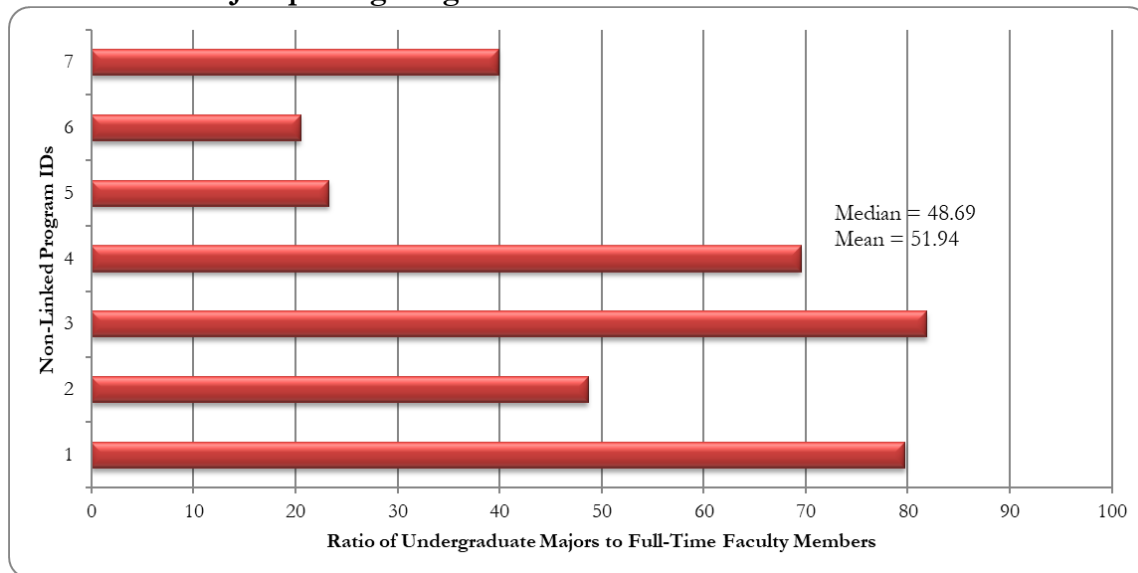


[19] Data provided by 7 reporting programs.

**Appendix Table 7. Graduate Program Size, by Degree Type for Top Ranked ADPCCJ Programs.**

| | Mean | Median | Min | Max |
|---|---|---|---|---|
| Total Active Graduate Students (n = 7) | 188.29 | 144.00 | 53.00 | 402.00 |
| Active Grad. Students/FT Faculty Members (n = 1,318 Active Grad) | 8.67 | 7.09 | 3.53 | 19.14 |
| Active Doctoral Students (n = 7) | 48.86 | 39.00 | 23.00 | 89.00 |
| Active Doctoral Students/FT Faculty Members (n = 342 Active Doctoral) | 2.45 | 2.38 | 1.19 | 4.24 |
| Active Master's Students (n = 7) | 139.43 | 88.00 | 14.00 | 313.00 |
| Active Master's Students/FT Faculty Members (n = 976 Active Master's) | 6.22 | 5.03 | 0.93 | 14.90 |

**Appendix Figure 5. Gender (n = 975) and Race/Ethnicity (n = 974) of Active Master's Students for Top Ranked ADPCCJ Program Respondents.[20]**
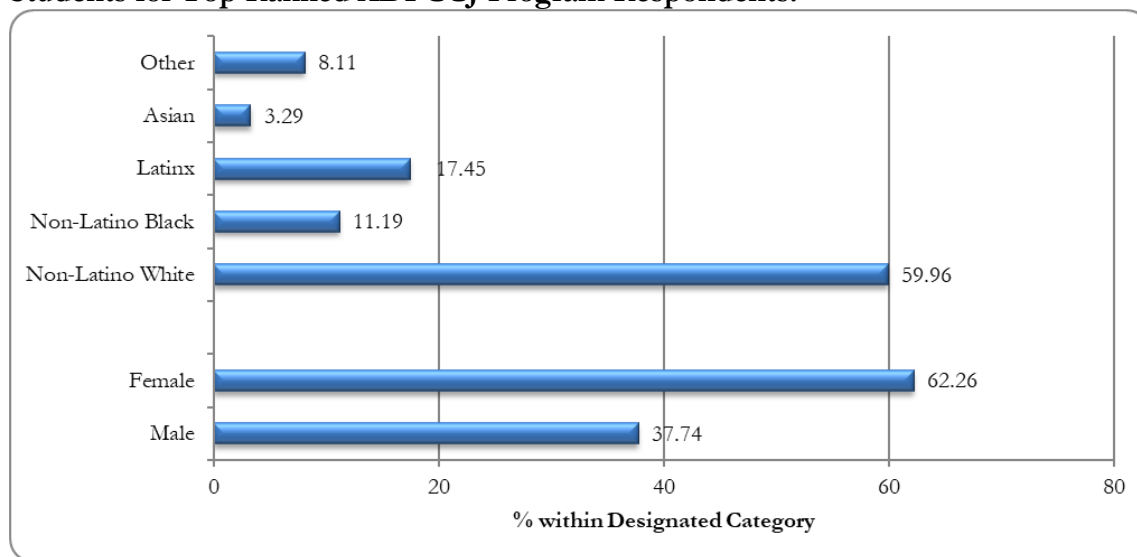


[20] Data provided by 7 programs for race/ethnicity and 7 programs for gender.

**Appendix Figure 6. Gender (n = 341) and Race/Ethnicity (n = 342) of Active Doctoral Students for Top Ranked ADPCCJ Program Respondents.[21]**
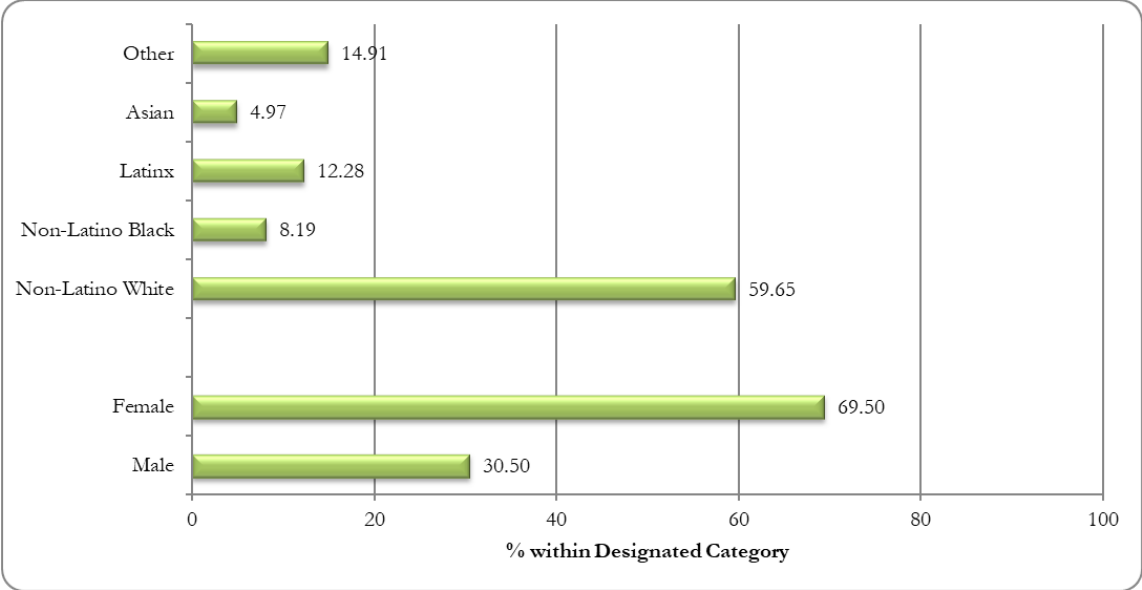


[21] Data provided by 7 programs for race/ethnicity and 7 programs for gender.

**Appendix Figure 7. Employment of Recent CCJ Graduates for Top Ranked ADPCCJ Programs (n = 6 Programs, 32 Graduates).**
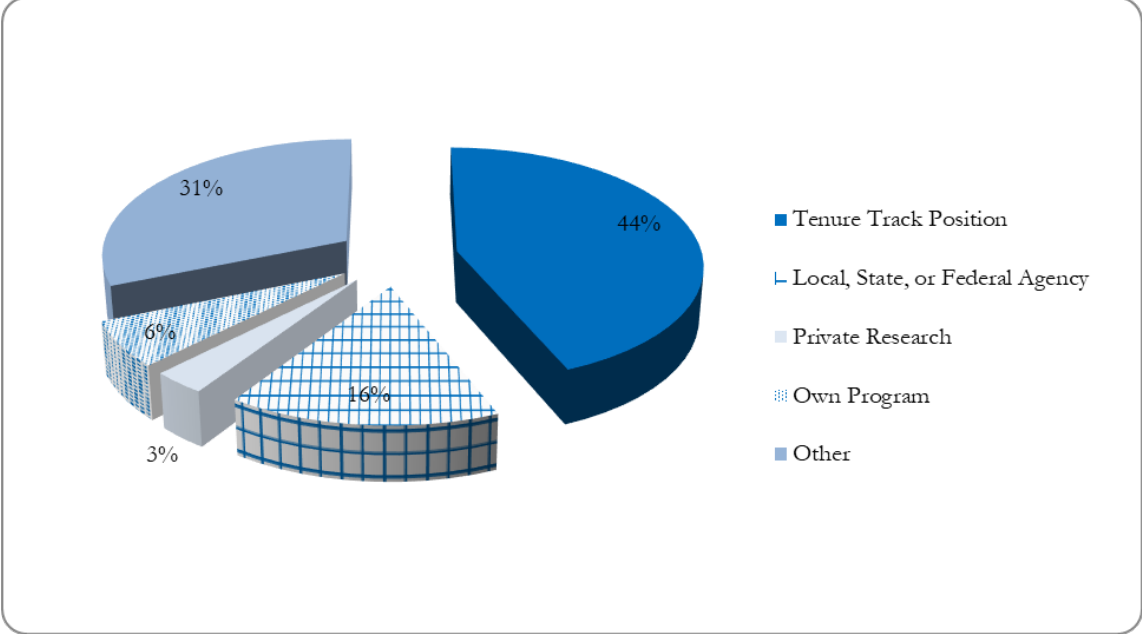
**Appendix Figure 8. Acceptance Rate for Applications Submitted to Master's Programs (Traditional) at Top Ranked ADPCCJ Doctoral Programs.**
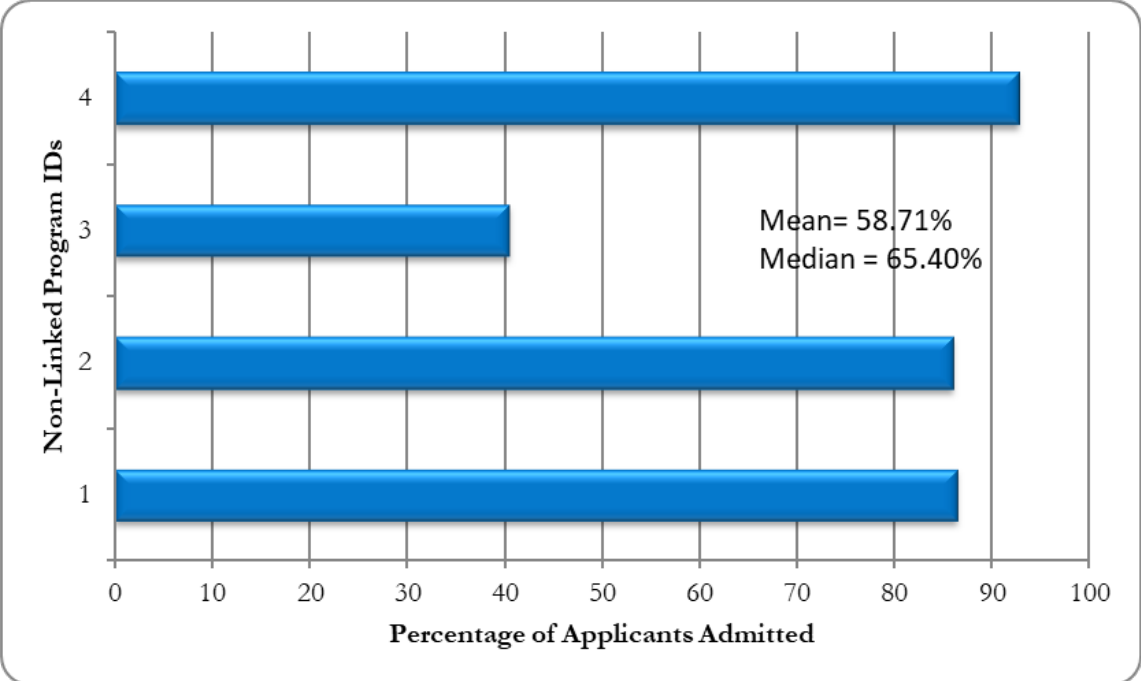


[22] Data provided by 6 programs.

**Appendix Figure 9. Enrollment Rate for Persons Accepted to Master's Programs (Traditional) at Top Ranked ADPCCJ Doctoral Programs.**
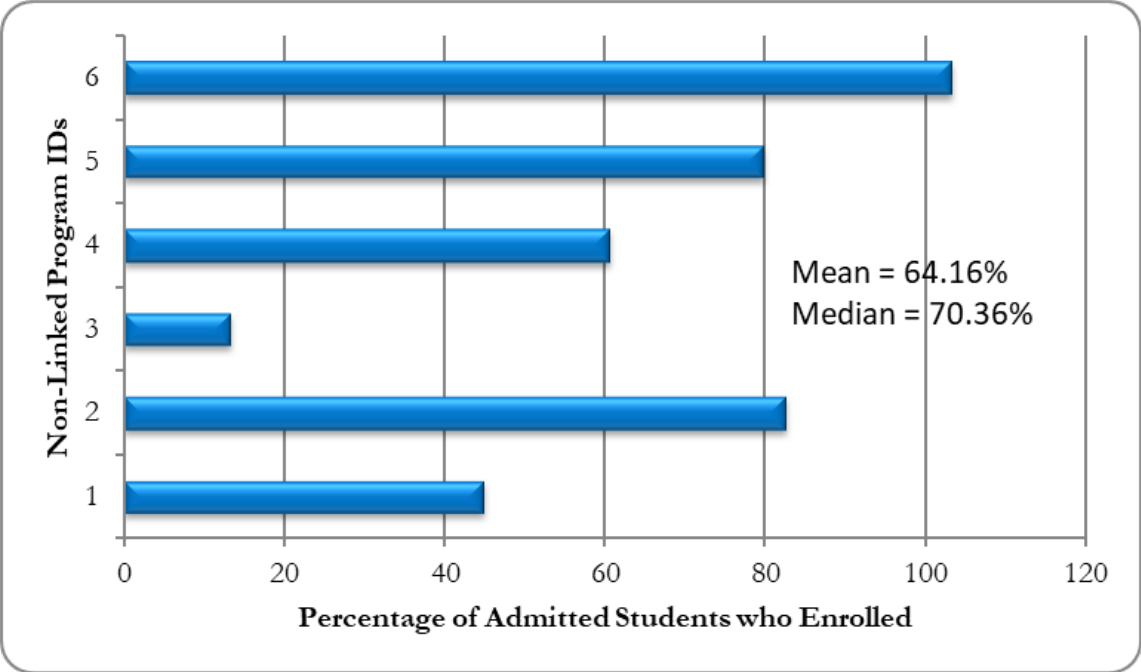


[23] Data provided by 6 programs.

**Appendix Figure 10. Acceptance Rate for Applications Submitted to Master's Programs (Distance Learning) at Top Ranked ADPCCJ Doctoral Programs.**[24]



Mean = 76.45%
Median = 86.27%
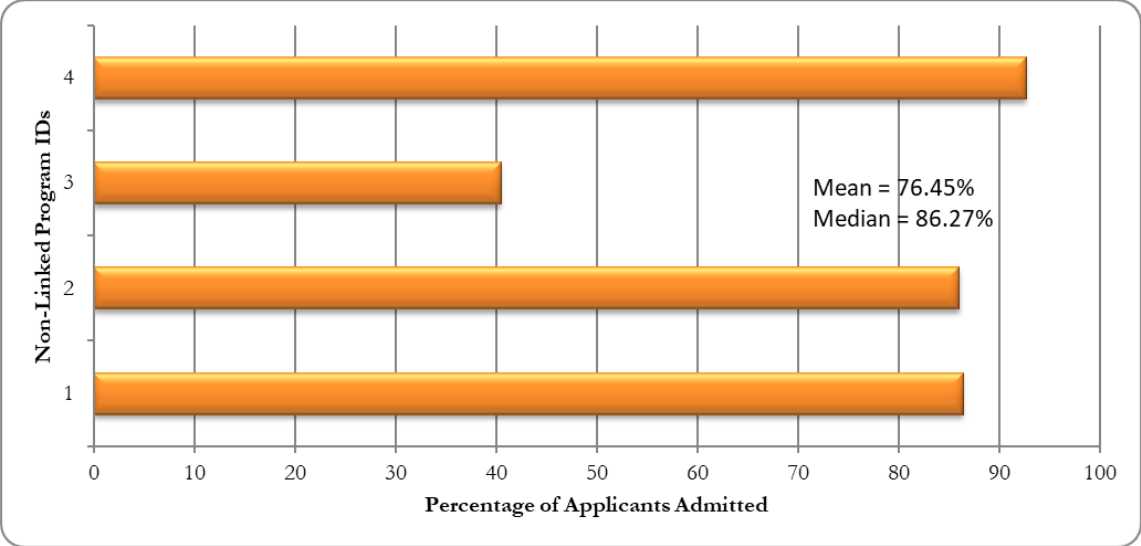
[24] Data provided by 4 programs.

**Appendix Figure 11. Enrollment Rate for Persons Accepted to Master's Programs (Distance Learning) at Top Ranked ADPCCJ Ph.D. Programs**.



Mean = 73.51%
Median = 73.27%
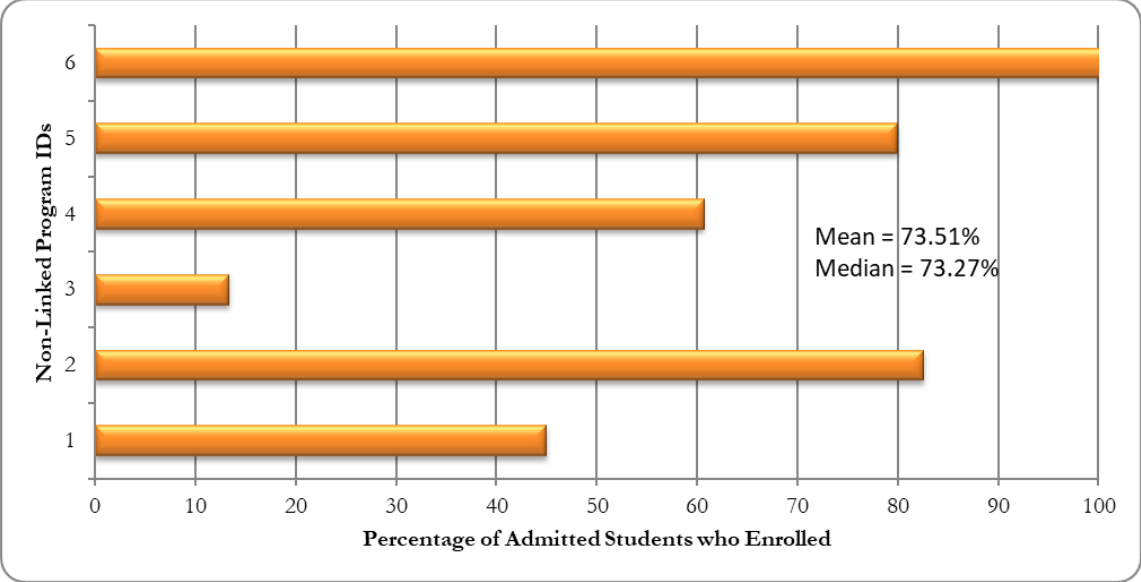
[25] Data provided by 6 programs.

**Appendix Figure 12. Acceptance Rate for Applications Submitted to Top Ranked Doctoral Programs.**[26]
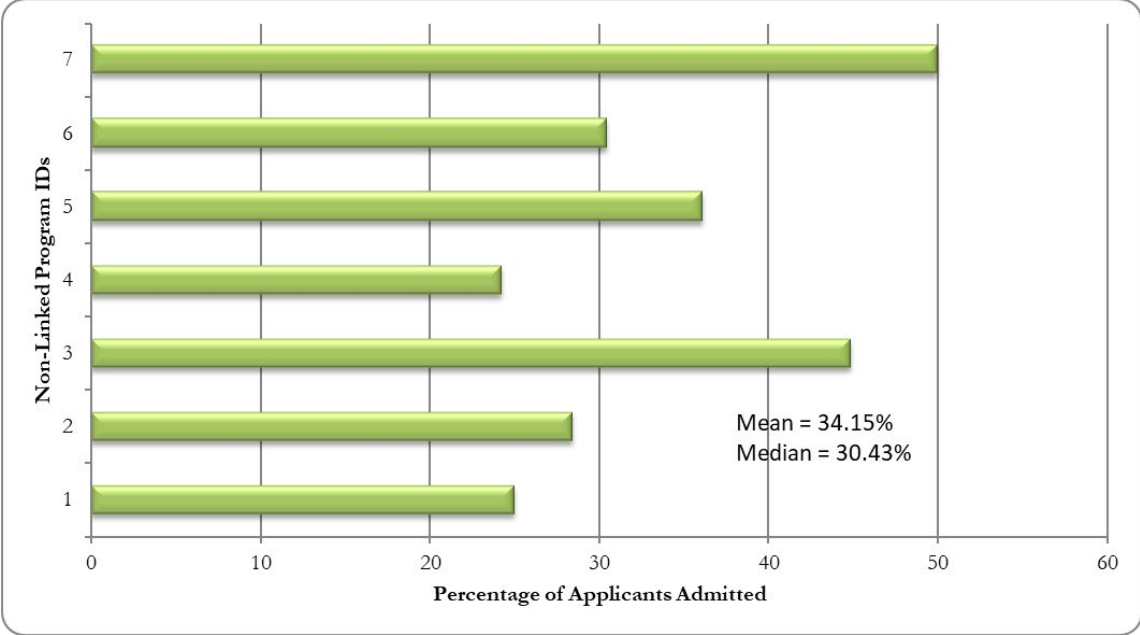


[26] Data provided by 7 programs.

**Appendix Figure 13. Enrollment Rate for Persons Accepted to Top Ranked ADPCCJ Doctoral Programs.**[27]
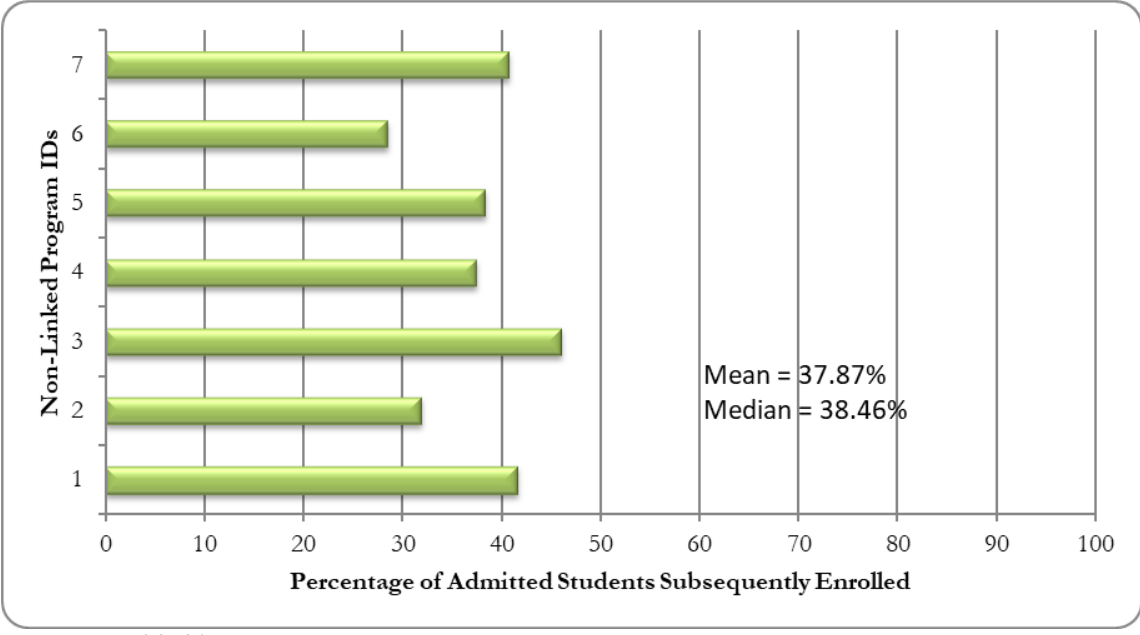


[27] Data provided by 7 programs.

**Appendix Table 8. GRE Scores for Newly Admitted Doctoral Students, Top Ranked ADPCCJ Programs.**

|  | Mean | Median | Low | High |
|---|---|---|---|---|
| *GRE Scores* (n=7) | | | | |
| Average GRE Verbal (n = 7) | 155 | 155 | 150 | 157 |
| Average GRE Quantitative (n = 7) | 153 | 153 | 146 | 160 |
| Average GRE Combined (n = 7) | 308 | 308 | 302 | 317 |
| *Percentiles* (n = 7) | | | | |
| Average GRE Percentile Verbal | 65% | 66% | 49% | 73% |
| Average GRE Percentile Quantitative | 47% | 47% | 23% | 69% |
| Average GRE Percentile Analytic Writing | 69% | 69% | 53% | 81% |

**Appendix Table 9. Degree Background Percentages for Newly Admitted Master's and Doctoral Students for Top Ranked ADPCCJ Programs.**

|  | BS | BA | MA | MS | JD | LLM | MPH | PhD |
|---|---|---|---|---|---|---|---|---|
| New Master's Students (n = 119) | 49.6% | 49.6% | 0.0% | 0.0% | 0.8% | 0.0% | 0.0% | 0.0% |
| New Master's DL (n = 119) | 74.8% | 22.0% | 0.8% | 2.5% | 0.0% | 0.0% | 0.0% | 0.0% |
| New Doctoral Students (n = 50) | 14.0% | 8.0% | 22.0% | 54.0% | 0.0% | 2.0% | 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 Law; MPH = Master of Public Health (includes Master of Public Administration); PhD = Doctor of Philosophy.
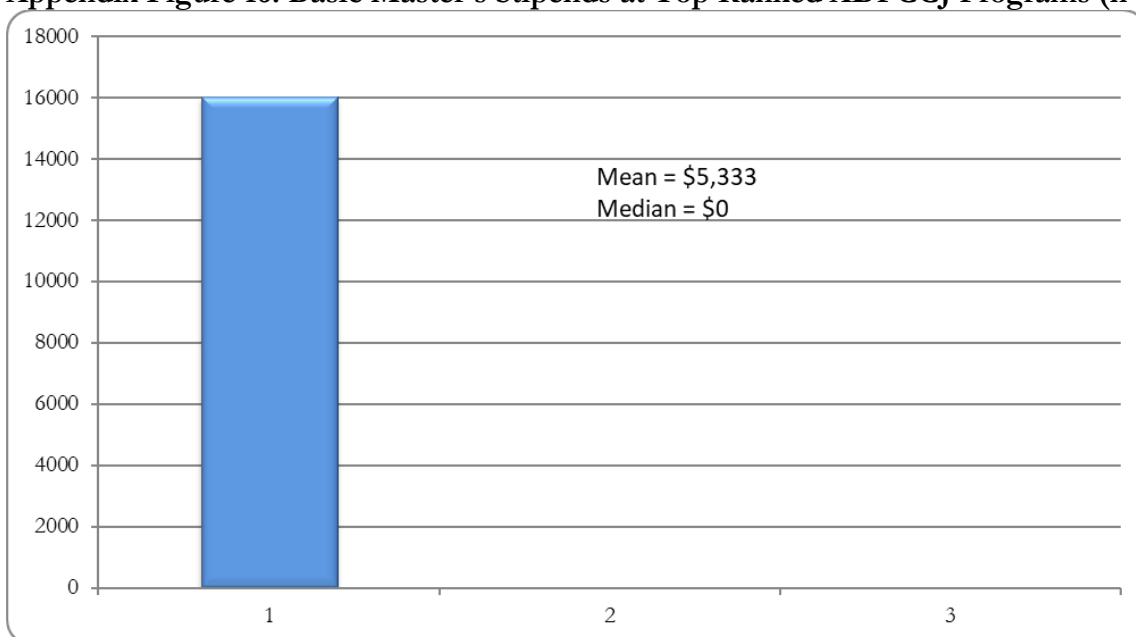
**Appendix Figure 14. Basic Doctoral Stipends at Top Ranked ADPCCJ Reporting Programs (n = 7).**



Mean= $20,336
Median= $20,000
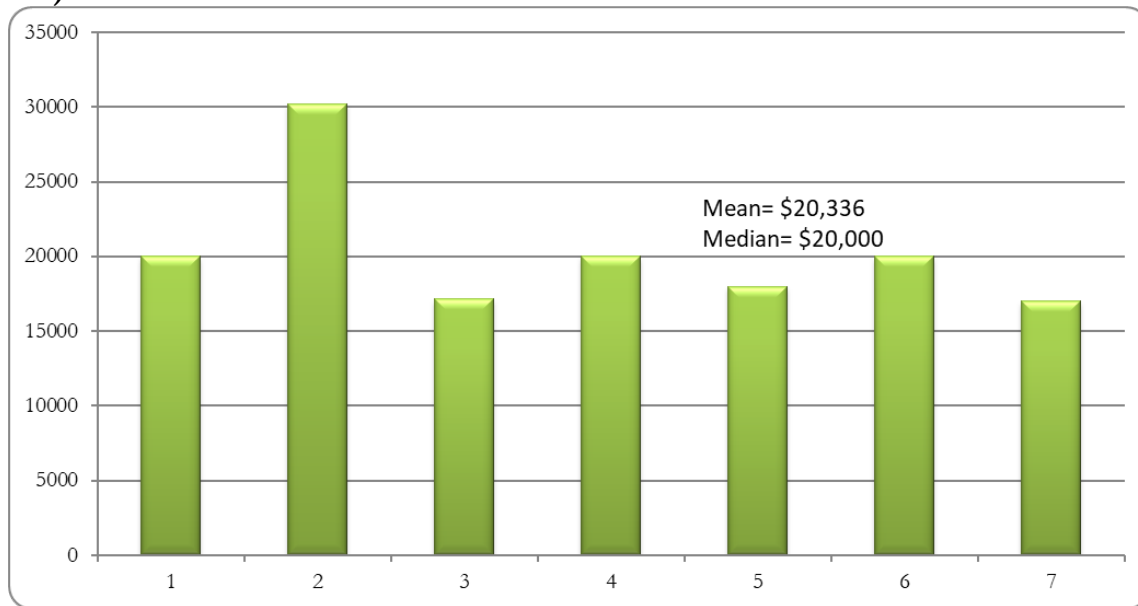
**Appendix Figure 15. Most Lucrative Doctoral Awards at Top Ranked ADPCCJ Programs (n = 7).**



Mean = $28,789
Median = $25,000
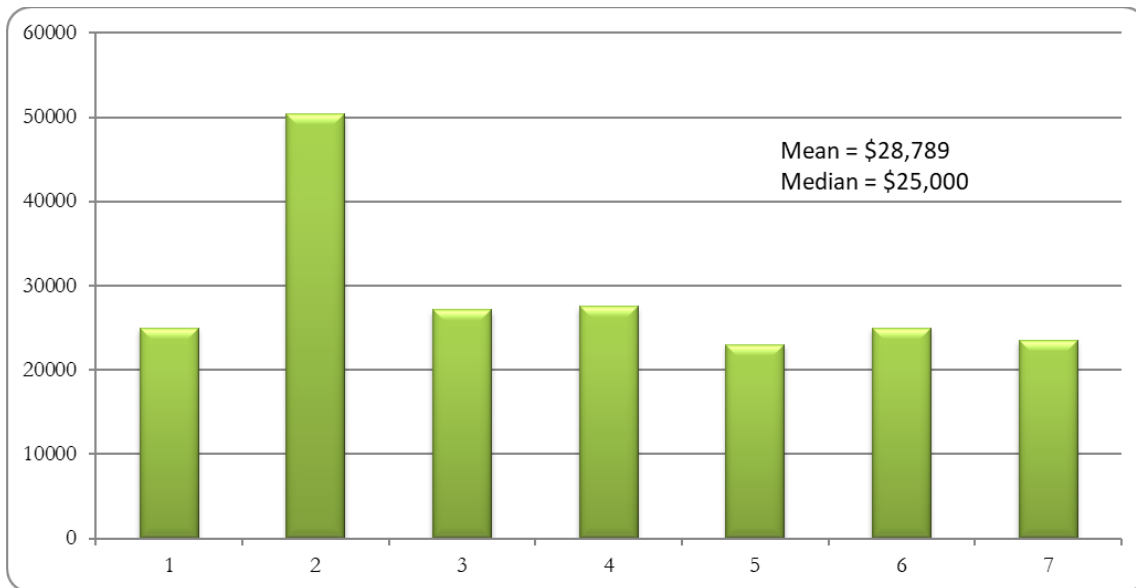
**Appendix Figure 16. Basic Master's Stipends at Top Ranked ADPCCJ Programs (n = 3).**



Mean = $5,333
Median = $0

**Appendix Figure 17. Most Lucrative Master's Stipends at Top Ranked ADPCCJ Programs (n = 3).**



Mean= $15,667
Median= $18,000
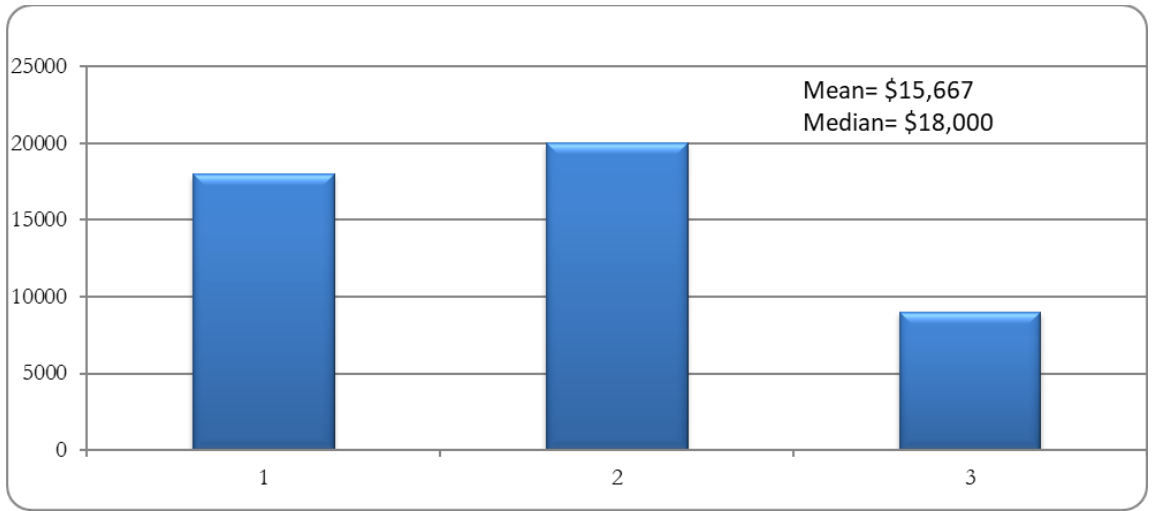
**Appendix B. List of ADPCCJ Members, 2020.**

| Member | Location | Year of PhD program establishment | Website |
|---|---|---|---|
| American University | Washington, DC | -- | https://www.american.edu/spa/phd/phd-jlcr.cfm |
| Arizona State University | Phoenix, AZ | 1974 | http://ccj.asu.edu |
| California University of Pennsylvania | California, PA | -- | https://www.calu.edu/academics/graduate/doctoral/criminal-justice/index.aspx |
| Florida International University | Miami, FL | -- | http://cj.fiu.edu |
| Florida State University | Tallahassee, FL | 1958 | http://www.criminology.fsu.edu/p/academic-deg-doctoral.php |
| George Mason University | Fairfax, VA | 2005 | http://cls.gmu.edu/graduate-programs |
| Georgia State University | Atlanta, GA | 2010 | http://aysps.gsu.edu/cj |
| Indiana University | Bloomington, IN | 1997 | https://criminaljustice.indiana.edu/ |
| Indiana University of Pennsylvania | Indiana, PA | 1988 | https://iup.edu/criminology/grad/criminology-phd/ |
| John Jay College of Criminal Justice | New York, NY | 2004 | https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Criminal-Justice |
| Michigan State University | East Lansing, MI | 1969 | https://cj.msu.edu/programs/doctoral.html |
| North Dakota State University | Fargo, ND | 2002 | http://www.ndsu.edu/cjps/criminal_justice/graduate_program/ |
| Northeastern University | Boston, MA | 2004 | https://cssh.northeastern.edu/sccj/ |
| Old Dominion University | Norfolk, VA | 2007 | http://al.odu.edu/sociology/phdprogram |
| Pennsylvania State University | University Park, PA | 1960 | https://sociology.la.psu.edu/graduate/programs/criminology |
| Prairie View A&M University | Prairie View, TX | 2001 | https://www.pvamu.edu/cojjp/ |
| Rutgers University | Newark, NJ | 1974 | https://rscj.newark.rutgers.edu/academics/graduate-program/ |
| Sam Houston State University | Huntsville, TX | 1970 | https://www.shsu.edu/academics/criminal-justice-old/departments/criminal-justice-and-criminology/index.html |
| Simon Frasier University | Burnaby, B.C. Canada | 1985 | https://www.sfu.ca/criminology/grad/PhD/phdreq.html |
| Southern Illinois University | Carbondale, IL | 2012 | http://ccj.siu.edu |
| Tarleton State University | Fort Worth, TX | -- | https://www.tarleton.edu/degrees/doctoral/phd-criminal-justice/index.html |
| Temple University | Philadelphia, PA | 1994 | https://www.cla.temple.edu/criminal-justice/graduate/ |
| Texas Southern University | Houston, TX | 2008 | http://bjmlspa.tsu.edu/about-administration-of-justice/ |
| Texas State University | San Marcos, TX | 2009 | http://www.cj.txstate.edu/degrees-programs/doctoral.html |
| University at Albany, SUNY | Albany, NY | 1968 | https://www.albany.edu/scj/programs/phd-criminal-justice |
| University of Arkansas, Little Rock | Little Rock, AR | -- | http://ualr.edu/criminaljustice/ |
| University of California, Irvine | Irvine, CA | 1991 | https://cls.soceco.uci.edu/pages/phd-program |
| University of Central Florida | Orlando, FL | 2015 | https://ccie.ucf.edu/criminaljustice/programs/phd/ |

| | | | |
|---|---|---|---|
| **University of Cincinnati** | Cincinnati, OH | 1991 | https://cech.uc.edu/schools/criminaljustice/grad-programs/criminaljusticephd.html |
| **University of Delaware** | Newark, DE | -- | http://www.udel.edu/soc/gradpage.htm |
| **University of Florida** | Gainesville, FL | 1972 | https://soccrim.clas.ufl.edu/graduate/criminology/ |
| **University of Illinois at Chicago** | Chicago, IL | 2002 | http://clj.las.uic.edu/ |
| **University of Louisville** | Louisville, KY | -- | https://louisville.edu/justiceadministration |
| **University of Maribor** | Ljubljana, Slovenia | -- | https://www.fvv.um.si/en/students/dr.html |
| **University of Maryland** | College Park, MD | 1977 | https://www.ccjs.umd.edu/landing/Graduate |
| **University of Massachusetts - Lowell** | Lowell, MA | -- | http://www.uml.edu/FAHSS/Criminal-Justice/Programs-of-Study/graduate-programs/Doctoral-Program.aspx |
| **University of Missouri, St. Louis** | St. Louis, MO | 1996 | http://www.umsl.edu/~ccj/index.html |
| **University of Nebraska, Omaha** | Omaha, NE | 1994 | http://www.unomaha.edu/criminaljustice |
| **University of Nevada, Las Vegas** | Las Vegas, NV | -- | https://www.unlv.edu/criminaljustice/grad |
| **University of New Haven** | West Haven, CT | 2010 | http://www.newhaven.edu/36182/ |
| **University of North Dakota** | Grand Forks, ND | 2003 | https://arts-sciences.und.edu/academics/criminal-justice/ |
| **University of South Carolina** | Columbia, SC | 2008 | http://www.artsandsciences.sc.edu/crju/ |
| **University of South Florida** | Tampa, FL | 1998 | https://www.usf.edu/cbcs/criminology/graduate/phd_crim.aspx |
| **University of Texas - Dallas** | Richardson, TX | 2002 | https://epps.utdallas.edu/about/programs/criminology-and-criminal-justice/ |
| **University of Wisconsin - Milwaukee** | Milwaukee, WI | -- | https://uwm.edu/socialwelfare/doctor-philosophy-social-welfare |
| **Washington State University** | Pullman, WA | -- | https://crmj.wsu.edu/graduate-studies/ph-d-in-criminal-justice/ |