

# ADPCCJ

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ASSOCIATION OF DOCTORAL  
PROGRAMS IN CRIMINOLOGY AND  
CRIMINAL JUSTICE

## 2022-2023 Survey Report

ADPCCJ Executive Board

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September 2023

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# Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ) 2023 Survey Report

## Purpose

The Association of Doctoral Programs in Criminology and Criminal Justice (ADPCCJ) is composed 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 full membership meets once per year (in conjunction with the American Society of Criminology conference), conducts an annual survey of doctoral program activities, and works 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 <http://www.adpccj.com/resources>). In addition, Frost and Clear<sup>1</sup> describe the history of criminology and criminal justice doctoral programs and summarize ADPCCJ survey results from the late 1990s through the mid-2000s. During the summer of 2023, the ADPCCJ Executive Board distributed an electronic survey to all active member programs. The current report outlines the aggregated results from the 2023 ADPCCJ survey.<sup>2</sup>

This report begins with a brief overview of the programs that reported data to the 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 nine programs according to the [2021 U.S. News & World Report](#) including University of Maryland-College Park, Arizona State University, University of California-Irvine, Pennsylvania State University, University at Albany-SUNY, Florida State University, Rutgers University, Michigan State University, and George Mason University.<sup>3</sup>

## Overview of ADPCCJ Criminology and Criminal Justice (CCJ) Programs

In 2023, there were 47 active ADPCCJ member institutions. Table 1 lists the 36 member institutions that participated in the 2023 ADPCCJ survey, yielding a 77% participation rate.

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<sup>1</sup>Natasha A. Frost & Todd R. Clear (2007) Doctoral Education in Criminology and Criminal Justice, *Journal of Criminal Justice Education*, 18:1, 35-52, [doi: 10.1080/10511250601144258](https://doi.org/10.1080/10511250601144258)

<sup>2</sup> The submission deadline for inclusion in this report was July 19, 2023.

<sup>3</sup> Our intent was to include the Top 10 programs but one of the listed programs did not submit their survey by the deadline.

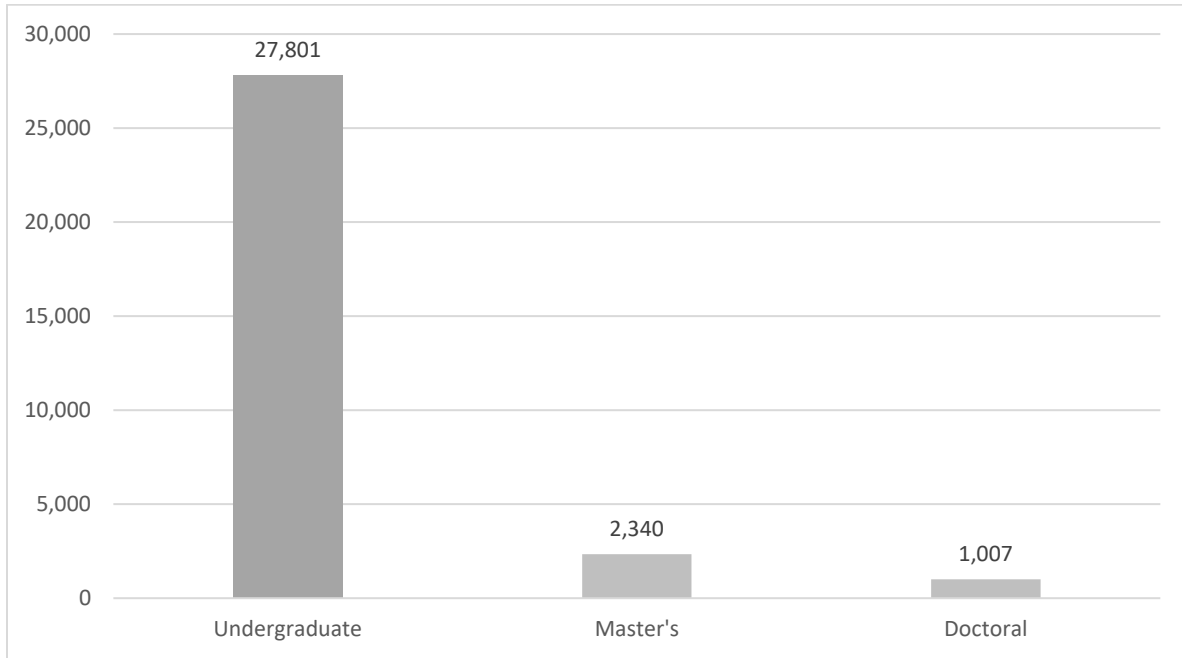
Unless otherwise noted, the sample size is n=36 for all descriptive statistics. Member programs are located throughout the United States, spanning 24 US states, eight of which are located in the Southern region, four in the West, seven in the Midwest, and five in the Northeast. Four active member institutions are not included in these results,

Table 1. Participating Programs (n=36)

Arizona State University	University of California - Irvine
Florida International University	University at Albany - SUNY
Florida State University	University of Arkansas - Little Rock
George Mason University	University of Central Florida
Georgia State University	University of Delaware
Indiana University - Bloomington	University of Florida
Indiana University of Pennsylvania	University of Maryland – College Park
John Jay College/CUNY Graduate Center	University of Massachusetts - Lowell
Michigan State University	University of Miami
North Dakota State University	University of Mississippi
Northeastern University	University of Missouri - St. Louis
Pennsylvania State University	University of Nebraska - Omaha
Rutgers University - Newark	University of New Haven
Sam Houston State University	University of Pennsylvania
Southern Illinois University	University of South Carolina
Tarleton State University	University of South Florida
Temple University	University of Texas - Dallas
Texas Southern University	Washington State University

We indicate relevant time frames throughout the report, but typically faculty data reference status at the time of the survey (Summer 2023). Other items (e.g., courses taught, student data) refer to the 2022-2023 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. In 2023, the survey respondents (n=36 programs) collectively employed almost 700 (n=699.25) full-time faculty members and reported serving 27,801 criminology and criminal justice undergraduate majors and 3,347 graduate students actively pursuing advanced degrees (i.e., master’s and doctoral degrees), as shown in Figure 1.

Figure 1. Total Number of Students from CCJ Programs



## CCJ Faculty Related Information

### Faculty Demographic Composition

The median full-time faculty size in 2023 for the 36 programs was 17 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 53 full-time faculty members.

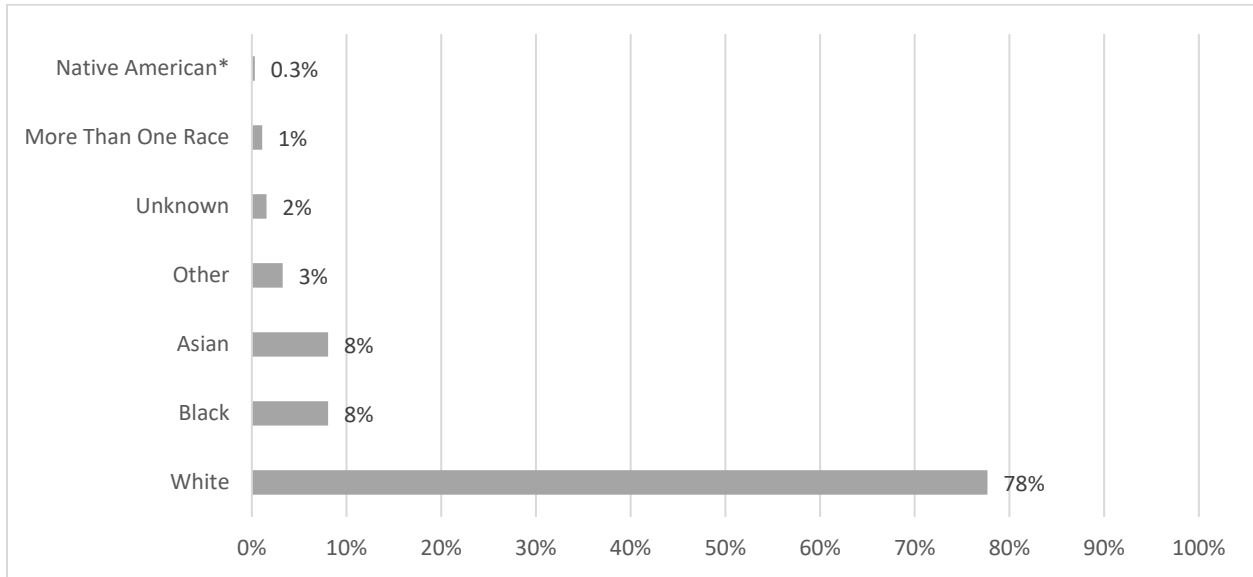
Figures 2 and 3 show the demographic characteristics of faculty for CCJ programs by race in Figure 2 and gender in Figure 3. As Figure 2 shows, about 74% of faculty are White, approximately 8% are Black, and approximately 8% are Asian. Data on ethnicity from the ADPCCJ survey included Hispanic faculty members, with a total of 33 (5%).<sup>4</sup> Figure 3 shows that the majority of faculty are men (52%), while 48% are women. No faculty members were reported as identifying as non-binary. Additionally, 66 (10%) faculty members from CCJ programs are international faculty.

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<sup>4</sup> Ethnicity is a separate question from race and therefore not included in Figure 2.

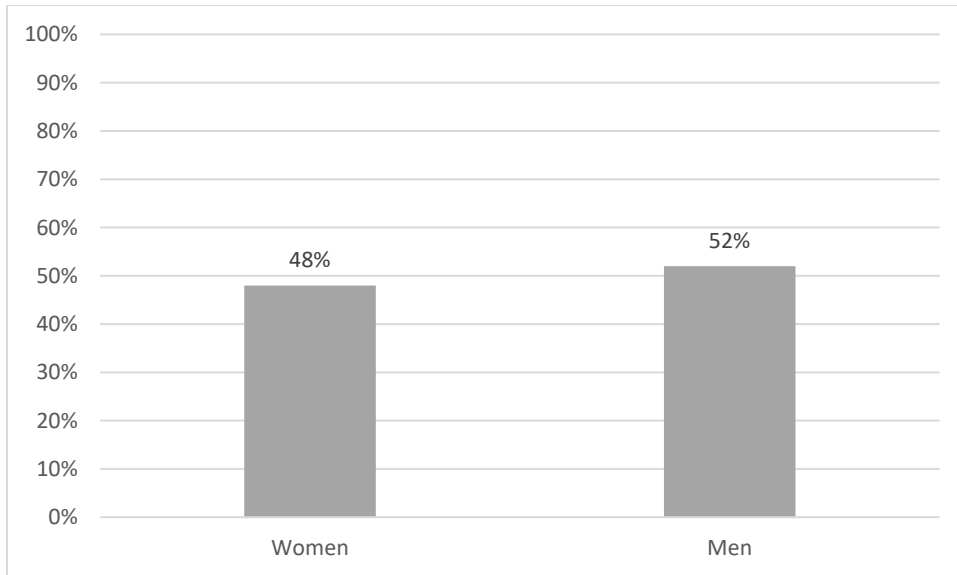


Figure 2. CCJ Faculty Members by Race



\*This category includes American Indian/Alaskan Native and Native Hawaiian/Pacific Islander.

Figure 3. Percentage CCJ Faculty Members by Gender



### Faculty by Tenure and Rank

CCJ faculty members, as shown in Figure 4, are mostly full professors (35%), with associate professors making up 26% of the faculty ranks. Longitudinal data for tenured faculty percentages can be seen in Figure 5, and as shown in the 2022-2023 academic year, we see an increase from 2021-2022, to an average of 68% tenured faculty. Most full-time faculty members from reporting programs are either tenured or on the tenure track.

Figure 4. Percentage of Full-Time Faculty by Rank

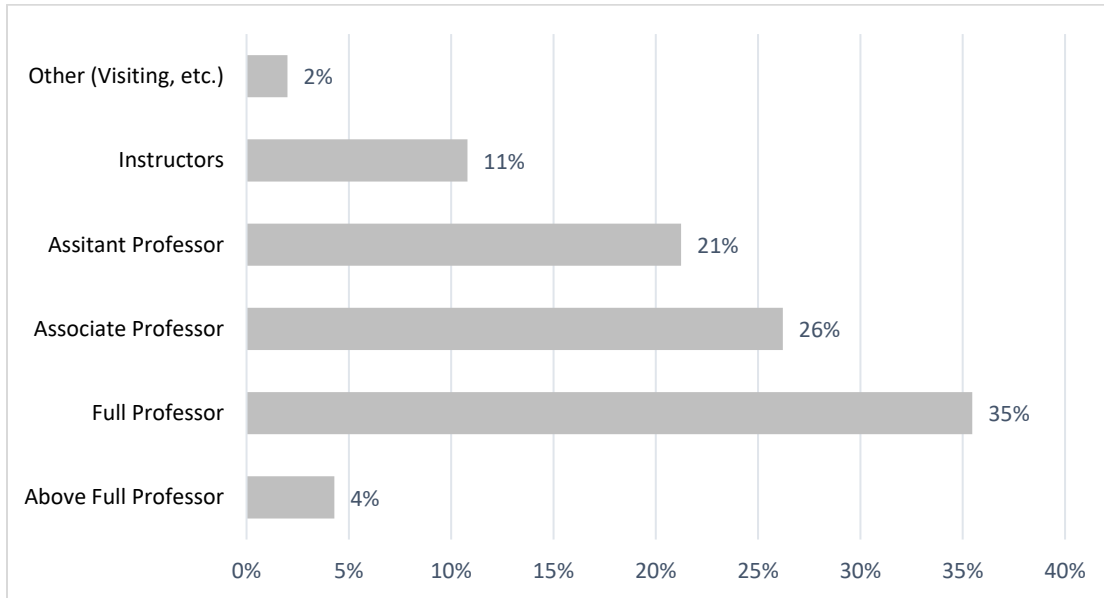
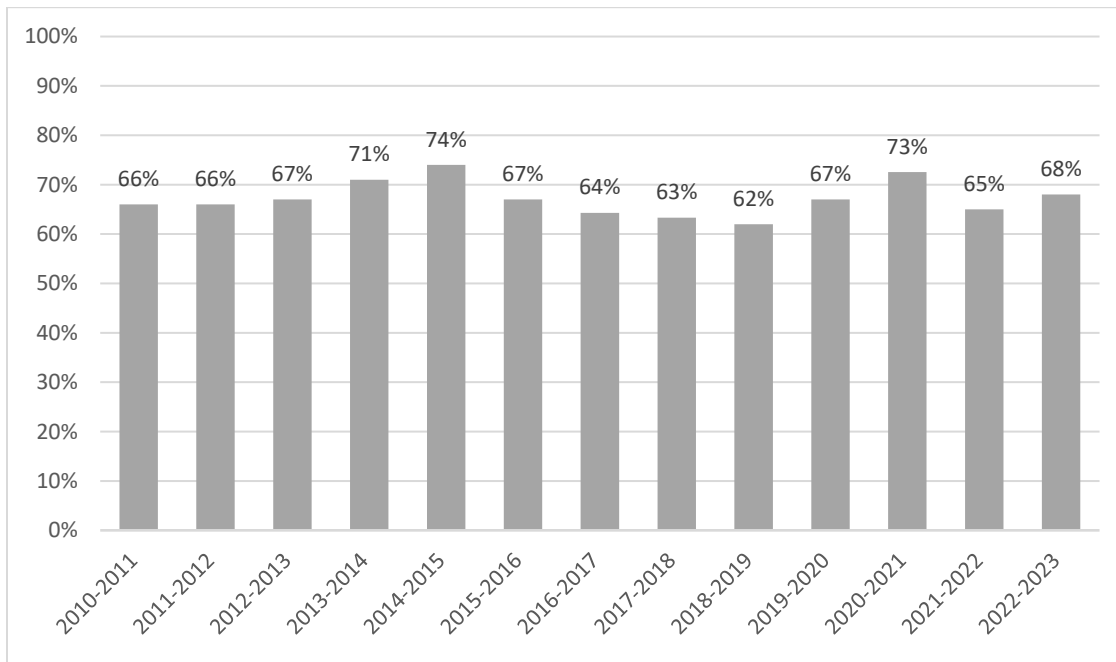


Figure 5. Mean Percentage of CCJ Tenured Faculty by Academic Year



### Faculty New Hires

Figure 6, Figure 7, and Figure 8 illustrate the number of new faculty hires across APDCCJ programs since 2010 for assistant professors, associate professors, and full professors respectively. Figure 6 shows that the number of newly hired assistant professors was at its highest in the 2018-2019 academic year and has since decreased. For associate professors,

Figure 7 shows that the number of new hires was greatest in both 2011-2012 and 2015-2016 but have decreased in the 2021-2022 and 2022-2023 academic years. Figure 8 shows the number of full professor new hires for all academic years.

Figure 6. Number of New Hires for Assistant Professors

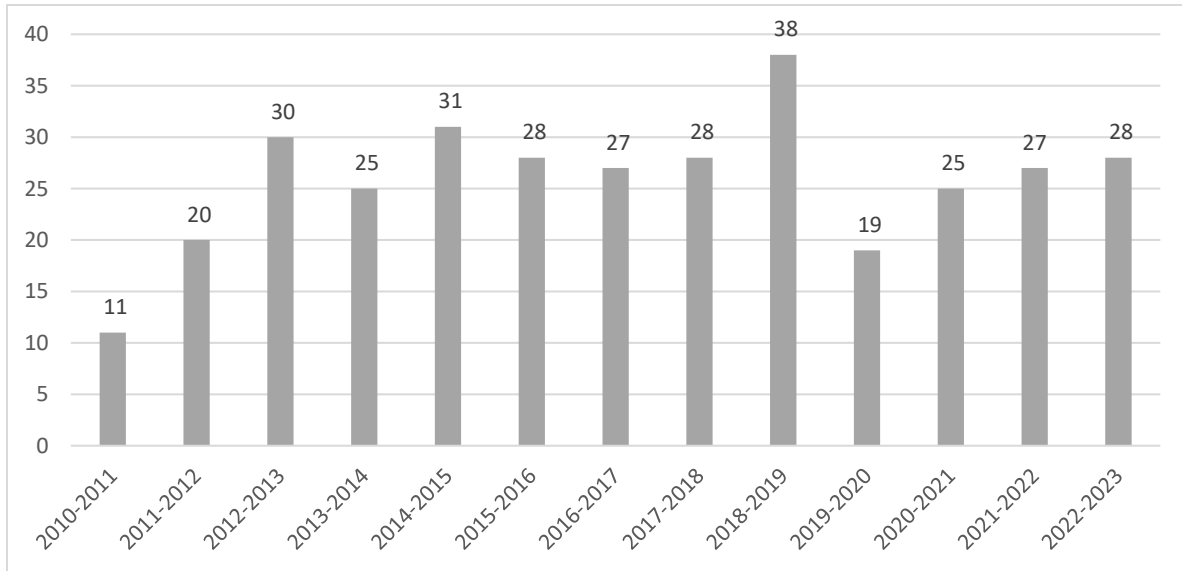


Figure 7. Number of New Hires for Associate Professor Positions by Academic Year

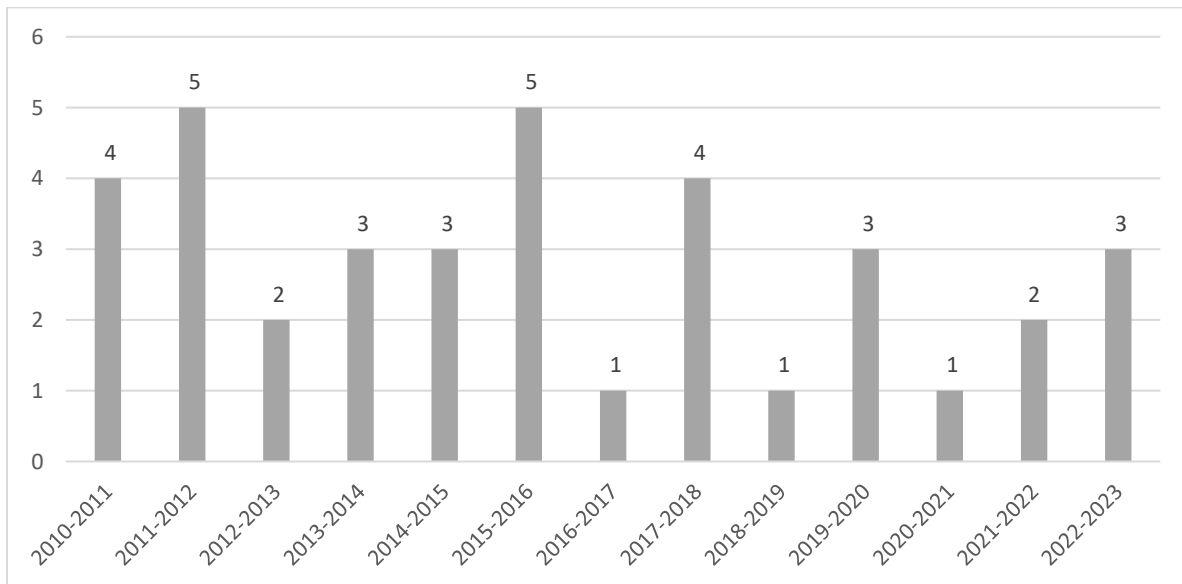
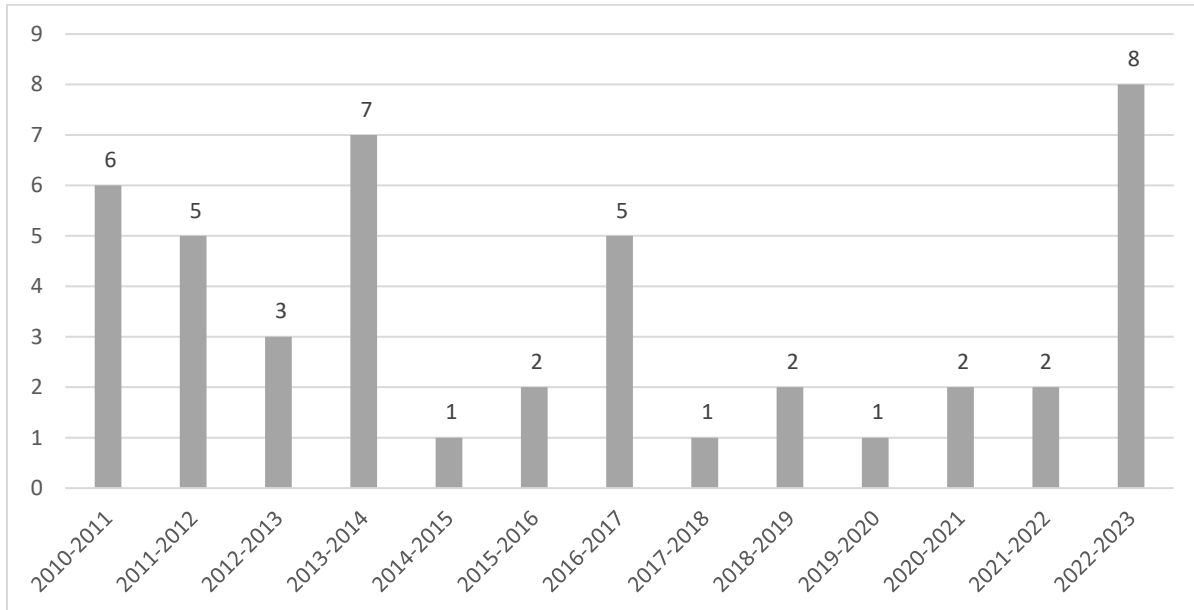


Figure 8. Number of New Hires for Full Professor Positions by Academic Year



### Faculty Compensation

The ADPCCJ survey gathered data on faculty salaries by rank. Table 2 shows the mean, median, lowest, and highest 9-month salaries for all full professors, associate professors, and assistant professors, as well as for recently hired assistant professors. There were 22 programs (61% of respondents) that provided salary data across. Table 2 indicates substantial variability in faculty salaries both between and within ranks. Some programs either did not report salary data for newly hired assistant professors or did not have a newly hired assistant professor to report. The median salary for full professors is \$134,211, associate professor’s median salary is \$97,611, and assistant professor’s median salary is \$80,634. For the most recently hired assistant professors, their median salary was \$78,000. The lowest and highest salaries represent the lowest reported salary and the highest reported salary by faculty type.

Table 2. CCJ Faculty Salaries (n=21)

Faculty Type	Mean	Median	Lowest	Highest
Current Full Professors	\$141,492	\$134,211	\$71,063	\$346,306
Current Associate Professors	\$97,357	\$97,611	\$66,100	\$156,083
Current Assistant Professors	\$81,223	\$80,634	\$60,000	\$112,000
Most recently hired Assistant Professors	\$77,293	\$78,000	\$60,000	\$96,250

Figure 9, Figure 10, and Figure 11 present the median 9-month salary reported for assistant, associate, and full professors across ADPCCJ programs for the last 10 academic years. Figure 9 shows that the median salary for assistant professors has been steadily increasing but declined slightly with a median 9-month salary of \$80,634 for the 2022-2023 academic year, as opposed to the previous year’s salary of \$80,736. In comparison, the median 9-month salary for

assistant professors in the 2013-2014 academic year was \$68,045. As presented in Figure 10, the median 9-month salary for associate professors has increased since 2013-2014, when it was \$79,957, to \$97,611 in 2022-2023. As shown in Figure 11, the median 9-month salary for full professors in 2022-2023 was \$134,211, compared to 2013-2014 when it was \$125,000.

Figure 9. Mean and Median Salaries for Assistant Professors by Academic Year

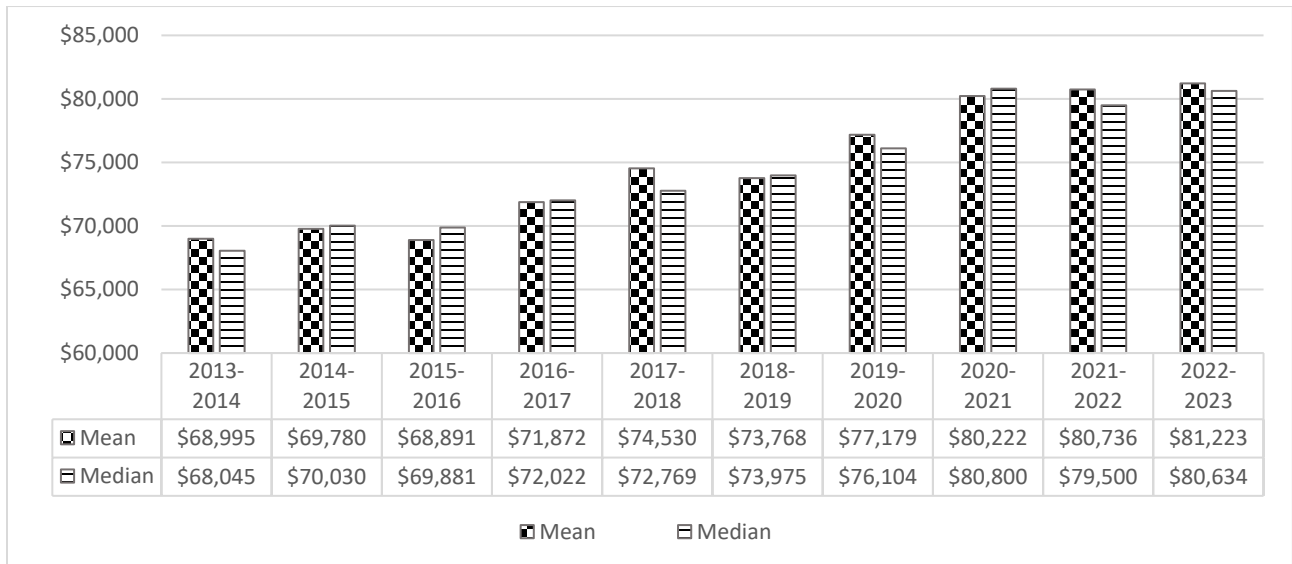


Figure 10. Mean and Median Salaries for Associate Professors by Academic Year

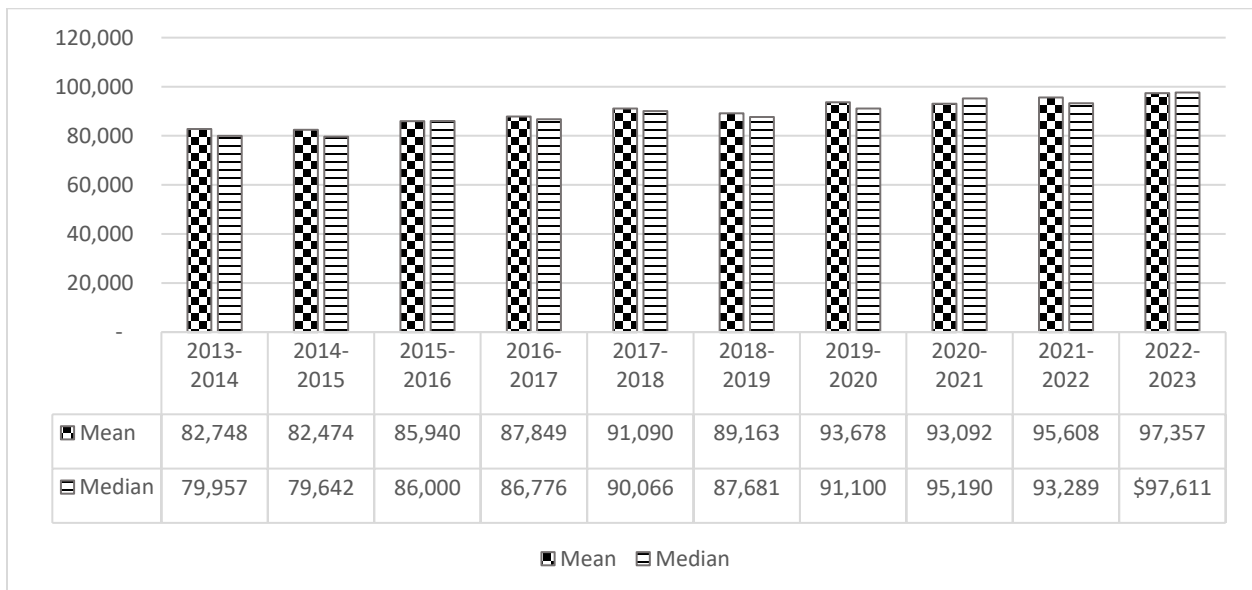
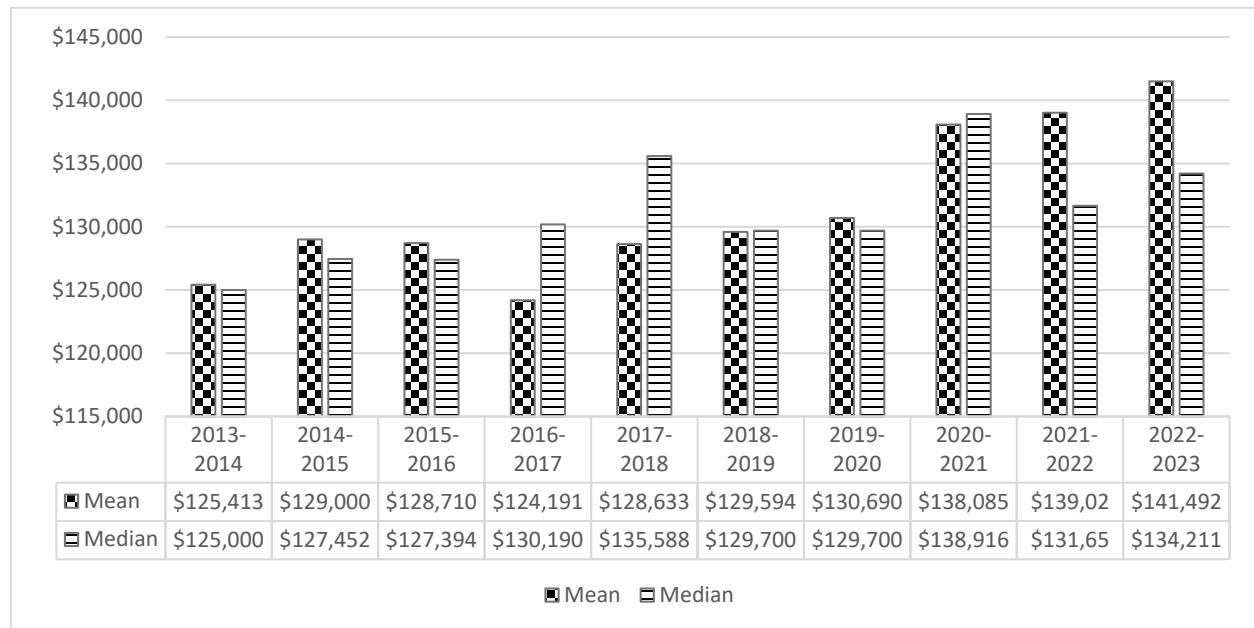


Figure 11. Mean and Median Salaries for Full Professors by Academic Year



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 (97%) 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 ( $\bar{x}$  = \$6,974) and a summer stipend ( $\bar{x}$  = \$2,675). Some graduate directors receive additional conference travel funding with an average additional allocation of \$343.

Table 3. Graduate Director Compensation (n = 34)

Compensation Type	Mean	Median	Minimum	Maximum
Course Release	1.25	1	0	4
Monetary Stipend – Academic Year	\$4,617	\$0	\$0	\$26,352
Monetary Stipend – Summer	\$2,675	\$0	\$0	\$30,000
Travel support	\$343	\$0	\$0	\$3,000

### Faculty Activity

The ADPCCJ survey also assessed the typical course loads and overall distribution of duties across teaching, service, and research. The majority (81%) of programs 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 workload more broadly, Table 4 indicates most of the programs expected time distribution for faculty equating to an average of 41% of time on research, 43% on teaching, and 15% on service. The table also shows that the expected time allocated to each of the three major dimensions of

professional scholarship differs significantly across programs via the minimum and maximum percentage of reported times.

Table 5 shows the numbers of students per faculty to help assess workload. Overall, out of the total active graduate students, there was an average of about five students per faculty member, with an average of almost two doctoral students per faculty member and three master's students.

Table 4. Faculty Time Distribution

	Mean	Median	Minimum	Maximum
Percentage of Time Spent on Research	41%	40%	20%	70%
Percentage of Time Teaching	43%	40%	20%	65%
Percentage of Time Spent on Service	15%	15%	5%	30%

Table 5. Graduate Students per Faculty

	Mean	Minimum	Maximum
All Active Graduate Students	5.12	1	21.8
Active Doctoral Students	1.59	0.5	5
Active Master's Students	3.53	0	16.8

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 mean number of journal articles published per faculty member in these programs was just more than two, a figure that ranged from zero to more than five across programs. Book publications were much less common, with an average of about two books published per program, but there was substantial variability between programs.

Table 6. CCJ Faculty Publications (n = 35)

	Mean	Median	Minimum	Maximum
Peer reviewed articles	43.46	38	0	244
Books	1.51	1	0	7
<b>Per faculty member</b>				
Peer reviewed articles	2.25	2.25	0	7.62
Books	0.08	0.59	0	0.25

Table 7 displays the grant activity across reporting programs with both number and dollar amounts. The ADPCCJ survey reveals that the number of grants across reporting

programs was 160 for national grants, 103 for internal grants, and 212 for external grants. A total of \$68,515,517 dollars of grant money was awarded to ADPCCJ programs across all types of grants (i.e., federal, state and local, internal, and private). Additionally, 160 faculty members across these programs received a grant during the 2022-2023 academic year, which is an average of five faculty members per program. The number of grants some programs received was zero, some received ten or more, and there was a maximum of 46 in one unit.

Table 7. Faculty Grant Productivity (n = 35)

<b>National Grants</b>	<b>Internal Grants</b>	<b>External Grants</b>	
160	103	212	
<b>Dollar Amount of Grants</b>			
	<b>Mean</b>	<b>Min</b>	<b>Max</b>
Federal	\$1,102,016	\$0	\$4,900,000
State and Local	\$554,856	\$0	\$6,241,870
Foundation	\$253,217	\$0	\$3,200,000
Private	\$154,439	\$0	\$5,128,775

## CCJ Student Related Information Reported in the 2022 ADPCCJ Survey

The following section discusses the information collected on undergraduate, master’s, and doctoral students from APDCCJ programs reported in the 2023 survey. CCJ faculty teach over just under 30,000 undergraduate students, and supervise over 4,000 graduate students, including both master’s and doctoral students. The following section begins with doctoral students, then master’s, and some information on undergraduates.

## Student Demographics

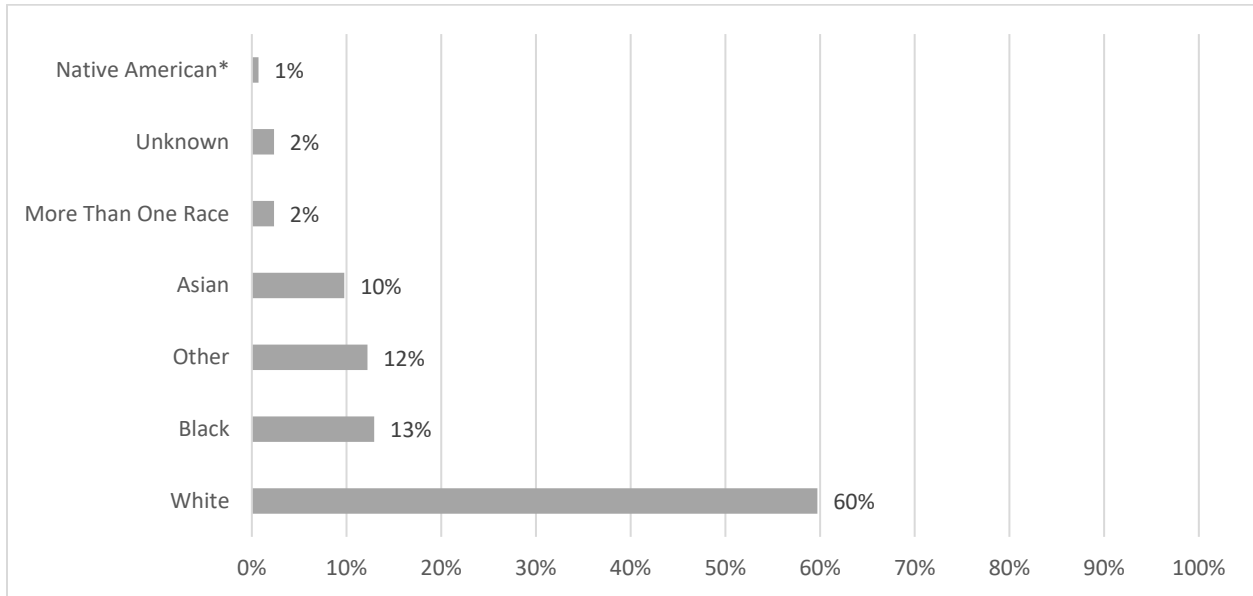
### Doctoral Students

#### Doctoral Student Demographics

Figure 12 displays doctoral student demographics by race for the 2022-2023 academic year. The majority of doctoral students were White (n=587) at 60%. There were 127 (13%) Black doctoral students. Asian students comprised 10% of doctoral students, while there were much lower percentages for Native American students and some unknown. Data on ethnicity from the ADPCCJ survey included Hispanic doctoral students, with a total of 120 (12%). Figure 13 shows these trends by academic year.



Figure 12. Doctoral Student Race



\*This category includes American Indian/Alaskan Native and Native Hawaiian/Pacific Islander.

Figure 13. Doctoral Student Race by Academic Year (n=983)

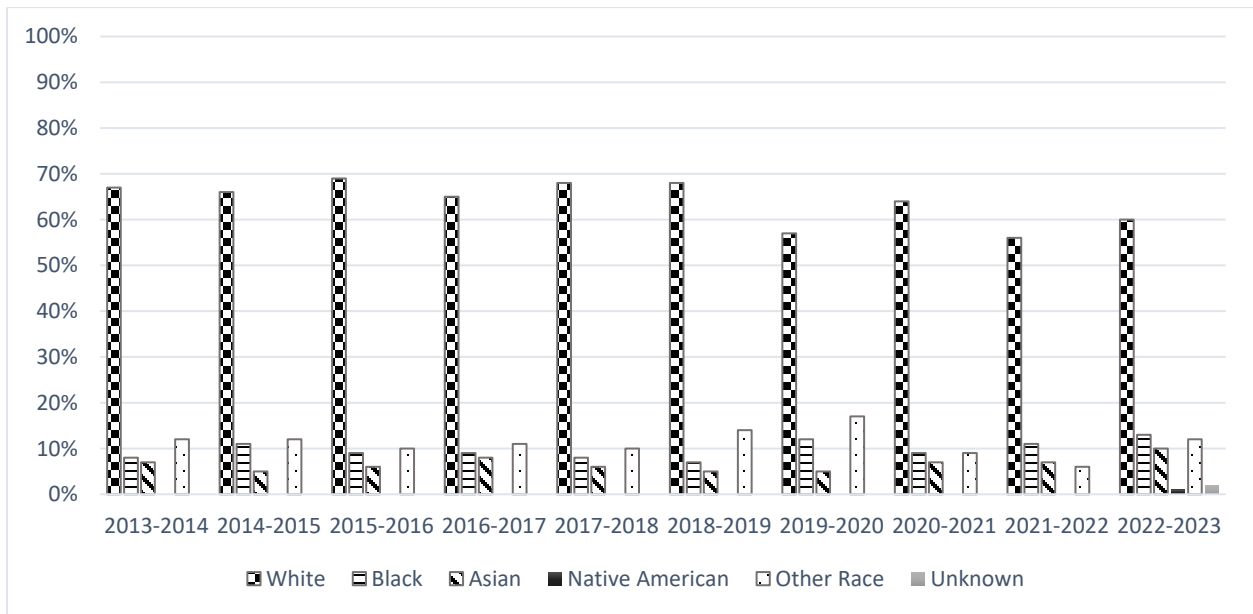


Figure 14 and Figure 15 show doctoral students' gender by count and percentage by academic year. Figure 14 shows that most doctoral students were women, making up around 66%. There were missing data from the total number of graduate students for this question. Men make up about 32%, while non-binary graduate students make up 1.35% of the total

reported genders of doctoral students. This result follows the trends by academic year shown in Figure 15, where women make up most of the doctoral students.

Figure 14. Doctoral Student Gender (n=965)

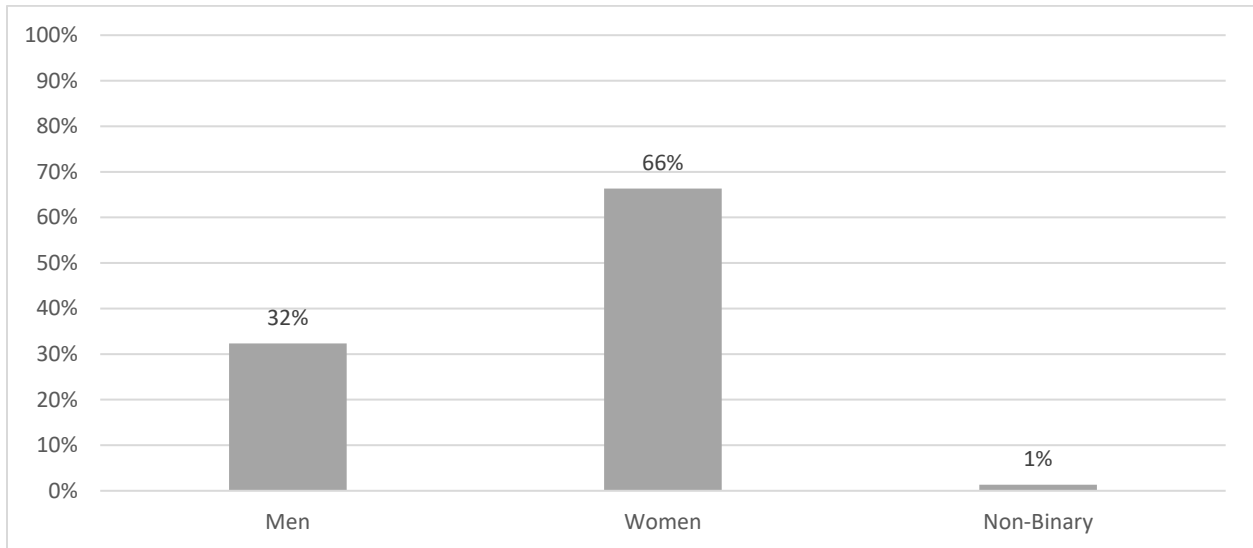
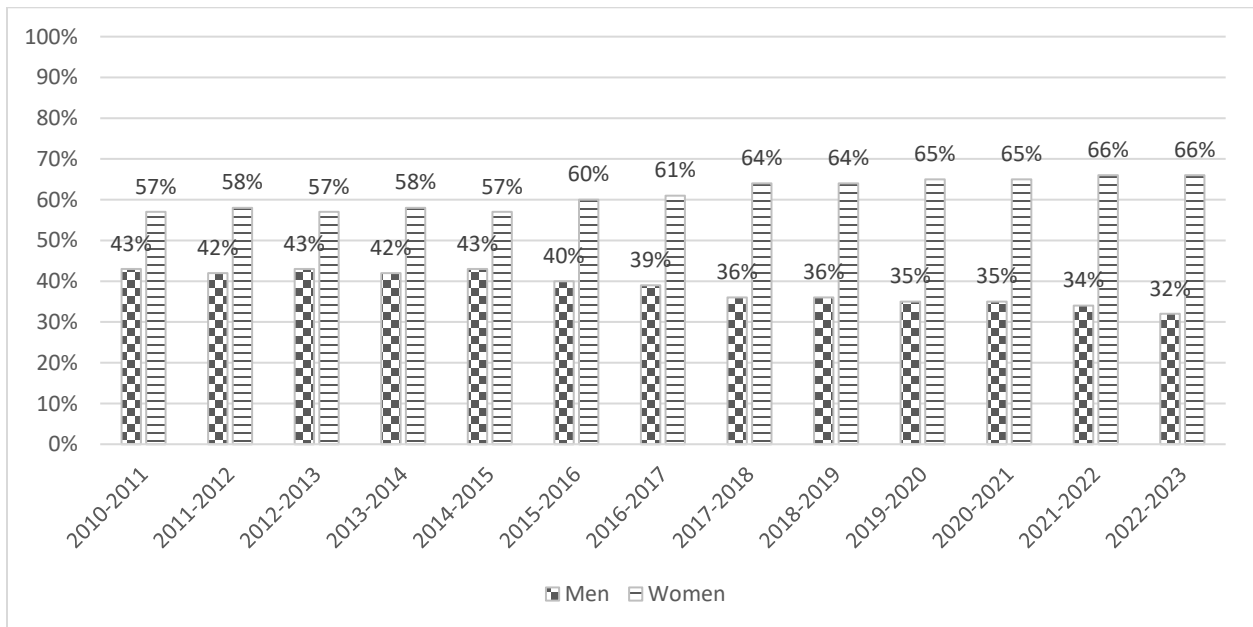


Figure 15. Doctoral Student Gender by Academic Year



### Doctoral Student Stipends

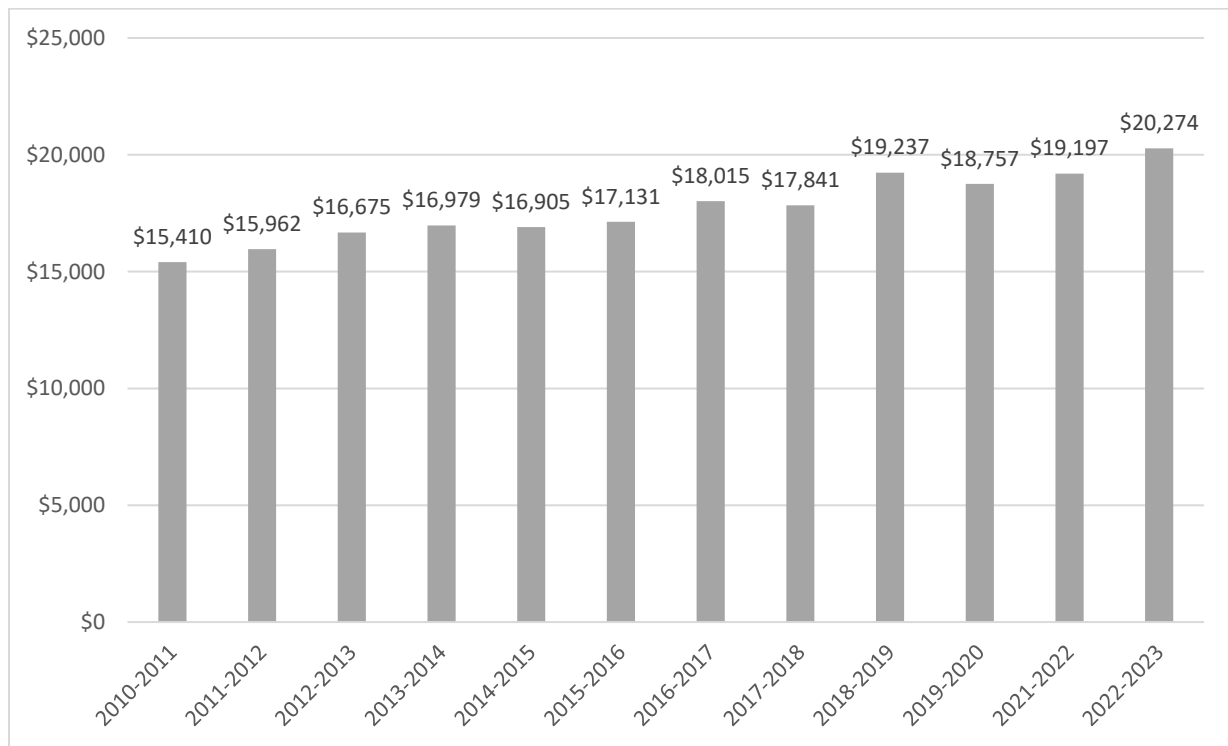
Table 8 shows the doctoral stipend amounts for both 9-month and 12-month contracts. The most lucrative 9-month stipend is an average of \$24,746 a year, with a maximum stipend of \$64,219 and a minimum of \$0. Basic or typical 9-month stipends have an average of \$20,274, and a maximum of \$44,363. For 12-month stipends, the most lucrative have an average of

\$29,649 and a maximum of \$40,500, and for basic or typical, an average of \$24,659. Figure 16 shows the basic or typical doctoral student stipends by academic year. With the exception of a decrease in a couple of academic years, these stipends are shown to have slowly increased over the years.

Table 8. Doctoral Student Stipends

Stipend Description	Mean	Median	Minimum	Maximum
Most Lucrative 9-month	\$24,746	\$25,000	\$0	\$64,219
Basic or Typical 9-month	\$20,274	\$20,064	\$0	\$44,363
Most Lucrative 12-month	\$29,649	\$30,000	\$19,000	\$40,500
Basic or Typical 12-month	\$24,659	\$24,000	\$15,000	\$40,500

Figure 16. Average Doctoral Student Basic or Typical Salaries by Academic Year



### Doctoral Student Support

Table 9 shows the different types of doctoral funding received for the 2022-2023 academic year. Most doctoral students were funded by teaching duties in both the Fall of 2022 and Spring of 2023. For the summer, most doctoral students were funded via research duties.

Table 9. Doctoral Student Funding Support

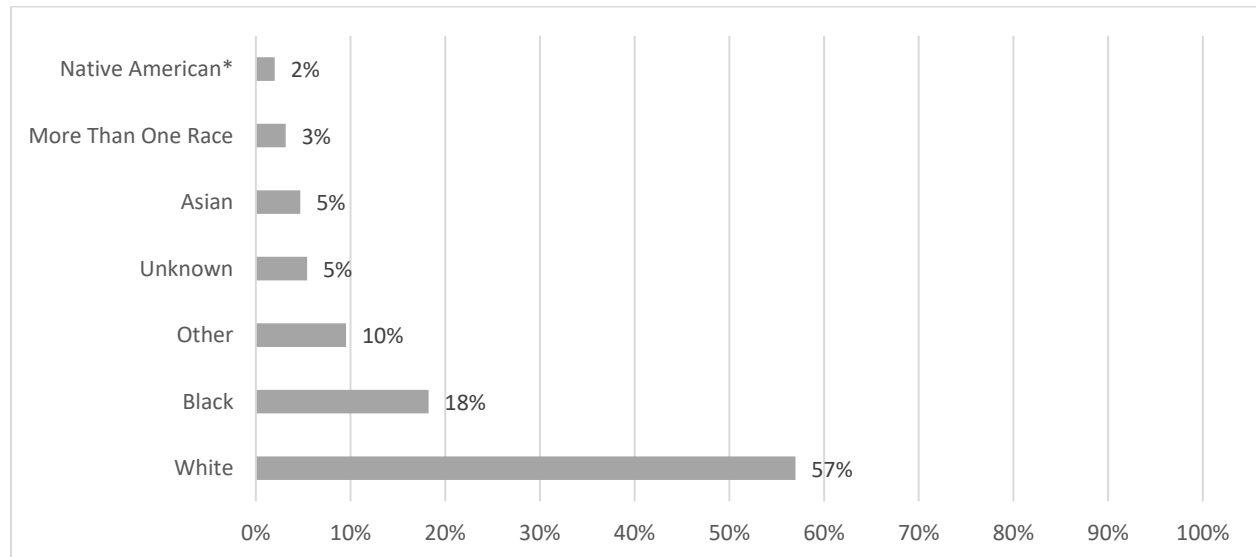
Semester	Number	Mean	Median
<b>Summer 2022</b>	-	-	-
Teaching	181	5	1
Research	220	6	3
<b>Fall 2022</b>			
Teaching	367	10	11
Research	348	10	6
<b>Spring 2023</b>			
Teaching	359	10	10.5
Research	335	9	6.5

## Master’s Students<sup>5</sup>

### Master’s Student Demographics

Figure 17 shows master’s student demographics by race for the 2022-2023 academic year. The majority of the master’s students were White (n=1,262) at 57%. There were 404 Black master’s students making up 18% of the total number of master’s students. A total of 5% of master’s students were Asian, while there were much lower percentages for Native American students and some unknown. Data on ethnicity from the ADPCCJ survey included Hispanic students, with a total of 436 (20%). Figure 18 displays these trends by academic year.

Figure 17. Master’s Student Race (n=2215)



<sup>5</sup> These data are intended to reflect residential MA/MS programs unless otherwise noted. They are not intended to capture data from accelerated master’s programs, 4+1, 3+2 or other similar programs.

\*This category includes American Indian/Alaskan Native and Native Hawaiian/Pacific Islander.

Figure 18. Master's Student Race by Academic Year

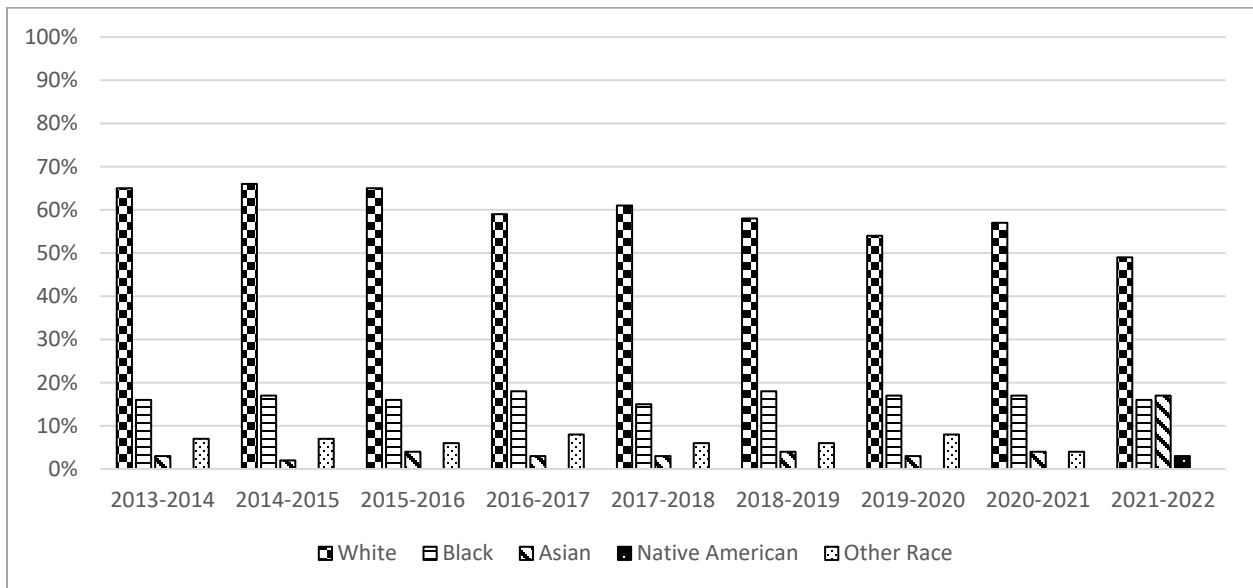


Figure 19 shows that most master's students were women, making up around 66% of all master's students. There were some missing from the total number of graduate students for these data. Men comprised about 34%, while non-binary graduate students comprised less than 1% of the total reported genders of master's students (n=7). Figure 20 shows master's students' gender by academic year, which follows a similar trend with most students being women.

Figure 19. Master's Student Gender (n=2157)

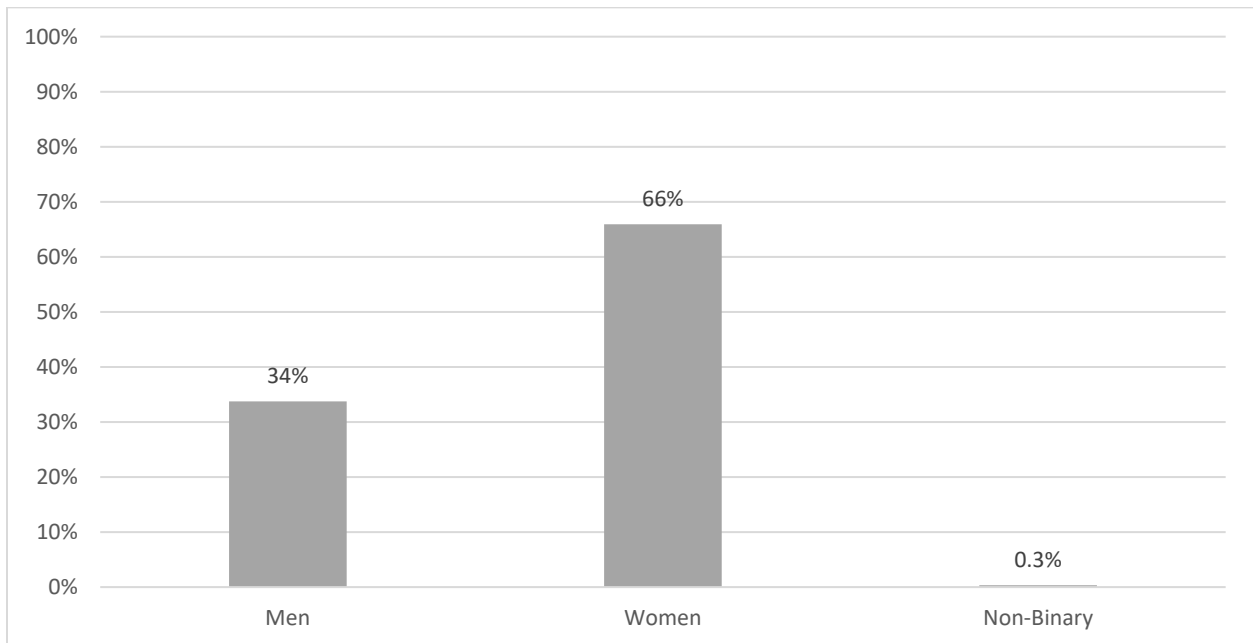
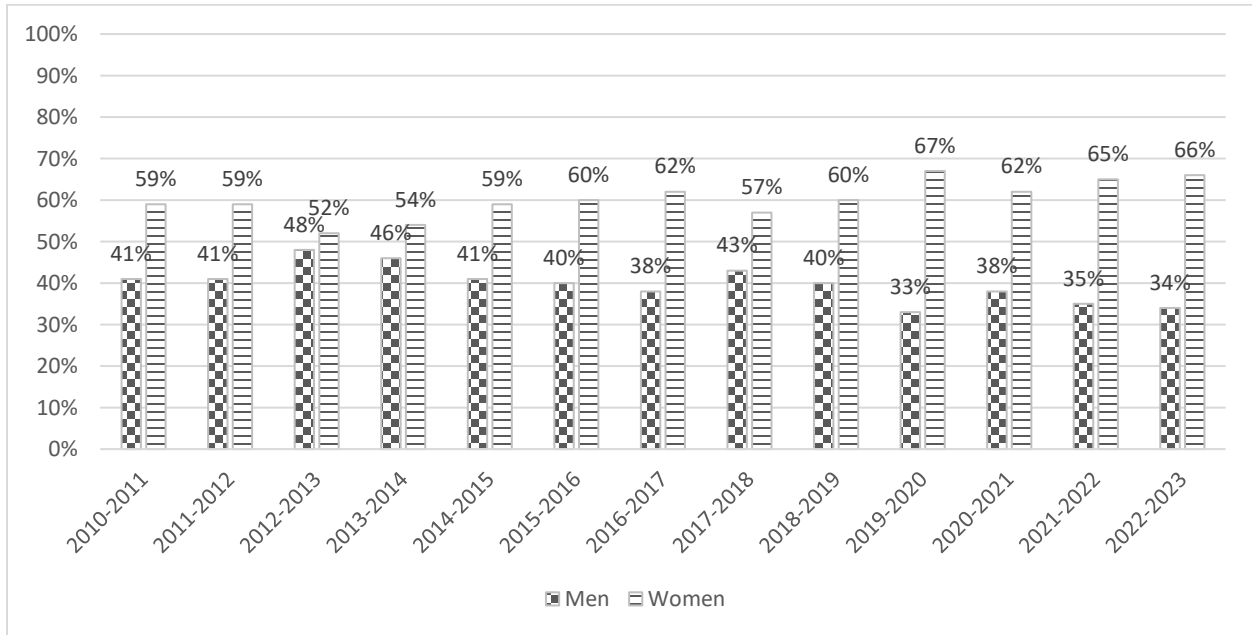


Figure 20. Master’s Student Gender by Academic Year



### Master’s Student Stipends

Table 10 shows the master’s stipend amounts for both 9-month and 12-month contracts. The most lucrative 9-month stipend is an average of \$13,587 a year, with a maximum salary of \$31,014 and a minimum of \$0. Basic or typical 9-month salaries have an average of \$12,814, and a maximum of \$24,474. For 12-month salaries, the most lucrative have an average of \$14,502 and a maximum of \$33,000, and for basic or typical, an average of \$12,147.

Table 10. Master’s Student Stipends

Stipend Description	Mean	Median	Minimum	Maximum
Most Lucrative 9-month	\$13,587	\$13,442	\$0	\$31,014
Basic or Typical 9-month	\$12,814	\$13,500	\$0	\$24,474
Most Lucrative 12-month	\$14,502	\$13,500	\$0	\$34,000
Basic or Typical 12-month	\$12,147	\$13,500	\$0	\$28,666

### CCJ Program Composition for Graduate and Undergraduate Students

The following section describes the composition of both the undergraduate and graduate ADPCCJ programs reported in the 2022-2023 academic year. Table 11 shows the graduate programs size by active graduate students. There are a total of 3,347 active graduate students, with 1,007 being doctoral students and 2,340 being master’s students.

Table 11. Graduate Program Size by Degree and Type

	Mean	Total Raw Number	
All Active Graduate Students	93	3,347	
Active Doctoral Students	28	1,007	
Active Master's Students	67	2,340	

Students Per Faculty			
	Mean	Minimum	Maximum
All Active Graduate Students	5.12	1	21.8
Active Doctoral Students	1.59	0.5	5
Active Master's Students	3.53	0	16.8

Figure 21 shows the number of undergraduate CCJ students from the ADCCJP programs by academic year. These numbers have gradually increased every year, excluding a slight decrease for this year although there were fewer reporting programs for the 2022-2023 academic year. Table 12 below shows the mean and median number of undergraduate students by academic year and still indicates a slight decrease in the average number of majors but an increase in the median.

Figure 21. Undergraduate CCJ Students

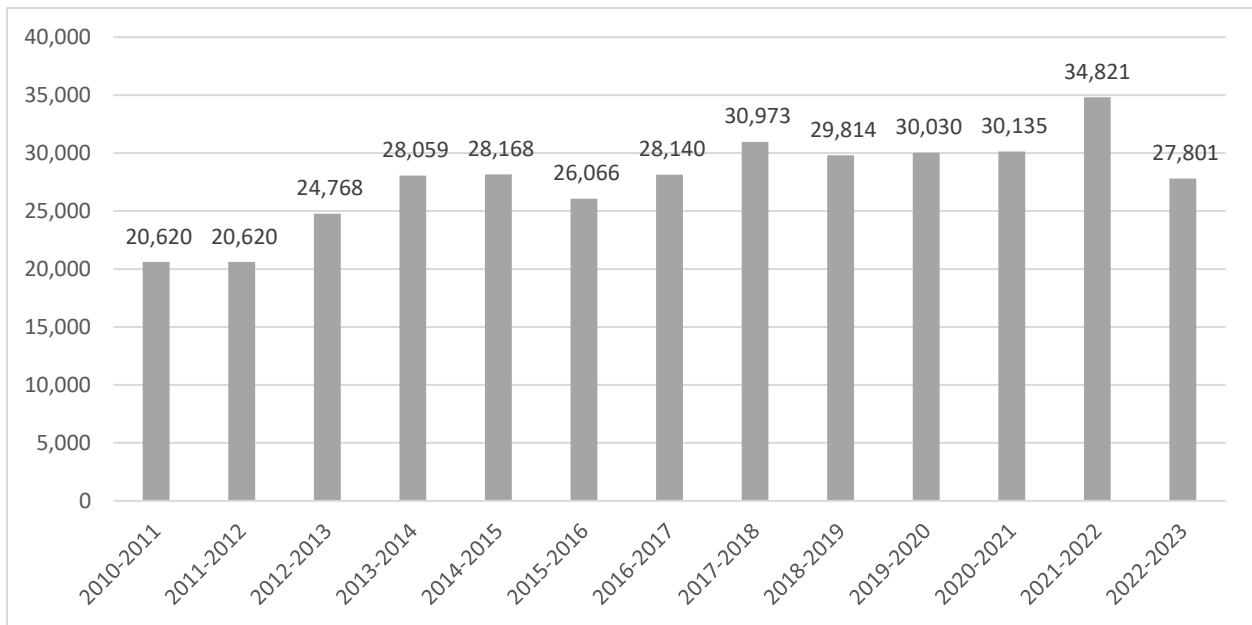




Table 12. Mean and Median Number of Undergraduate CCJ Students

Year	Mean	Median
2010-2011	687.33	608.5
2011-2012	687.33	608.5
2012-2013	728	630
2013-2014	738	644
2014-2015	782.44	658.5
2015-2016	815	656
2016-2017	781.67	633
2017-2018	885	690
2018-2019	806	651
2019-2020	858	700
2020-2021	972	754
2021-2022	829	669
2022-2023	772	700

#### Master’s and Doctoral Acceptance, Enrollment, and Active Students

Figure 22 shows the acceptance rates for master’s students, distance learning master’s students, and doctoral students. Students applying for distance learning master’s degrees had the highest acceptance rate (69%), while students applying for entry into doctoral programs has the lowest acceptance rate (27%). Figure 23 displays the enrollment rates, with master’s (distance learning) being the highest at 73%, and master’s and doctoral both being 51%. Figure 24 sums up the number of applications, acceptances, and enrollments for all program types.

Figure 22. Acceptance Rates of CCJ Graduate Students

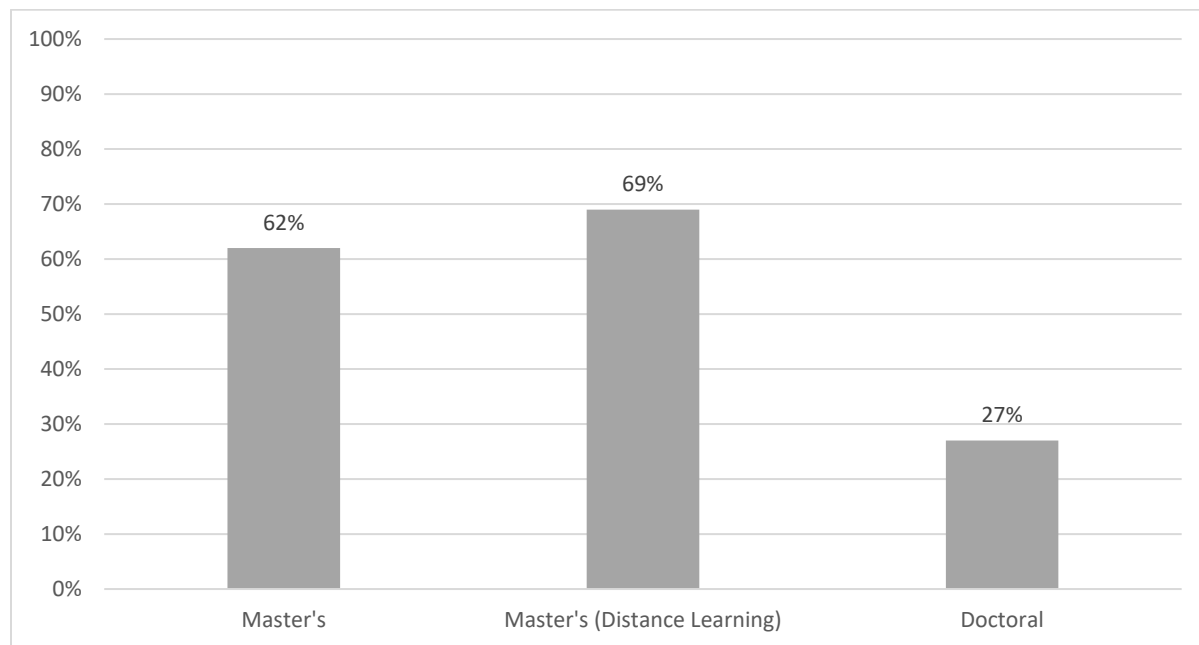


Figure 23. Enrollment Rates of CCJ Graduate Students

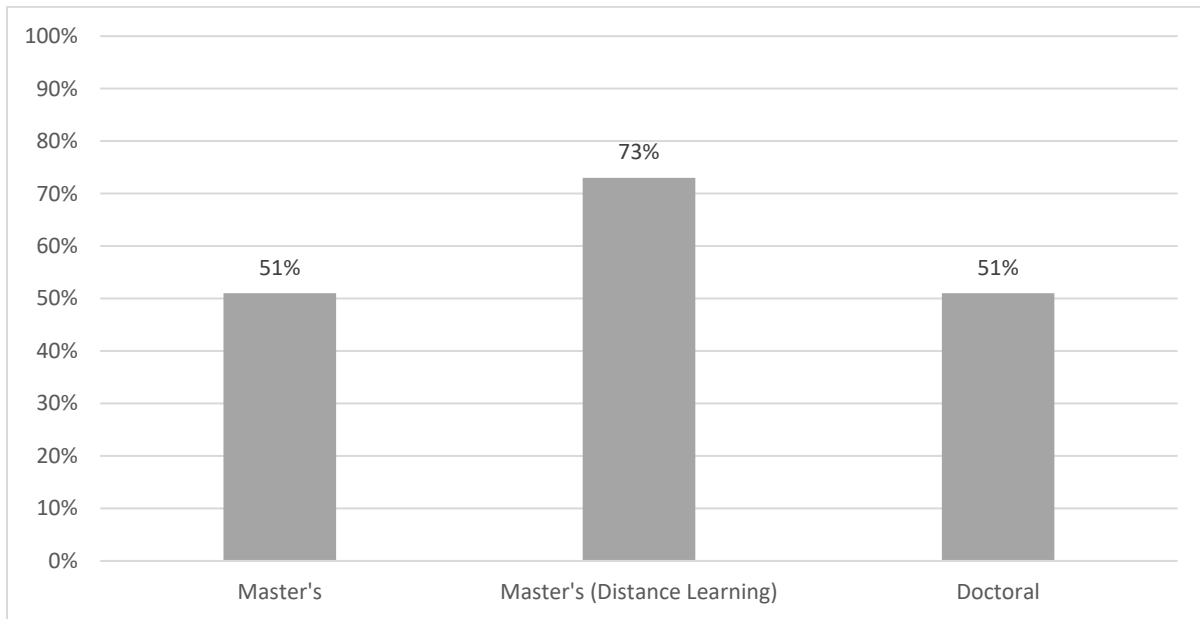


Figure 24. Average Number of Applications and Matriculation by Program Type

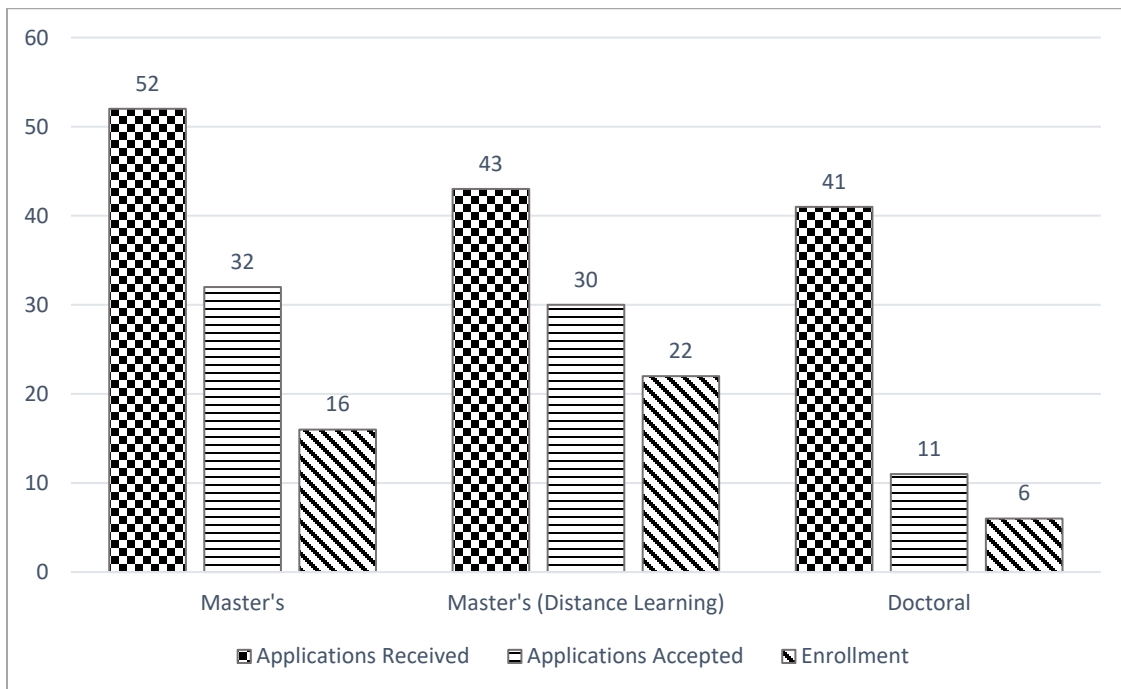


Figure 25 shows the newly enrolled international students as 55 for master's and 41 for doctoral students. The active graduate students, shown in Figure 26 include 2,340 master's

students, and 1,007 doctoral students. From these active students, there were 84 master's international students and 155 doctoral international students, as shown in Figure 27.

Figure 25. Newly Enrolled International Students

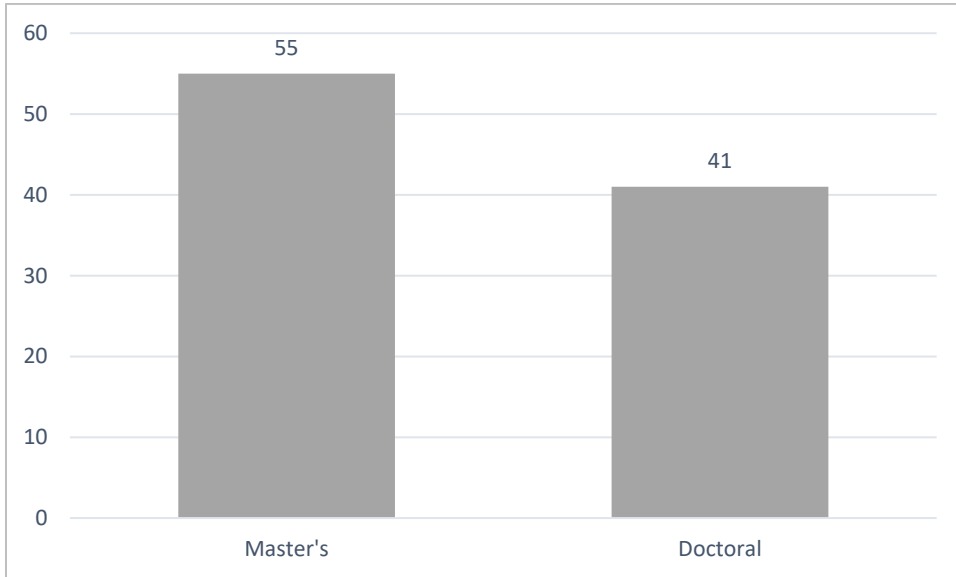


Figure 26. Total Active Graduate Students

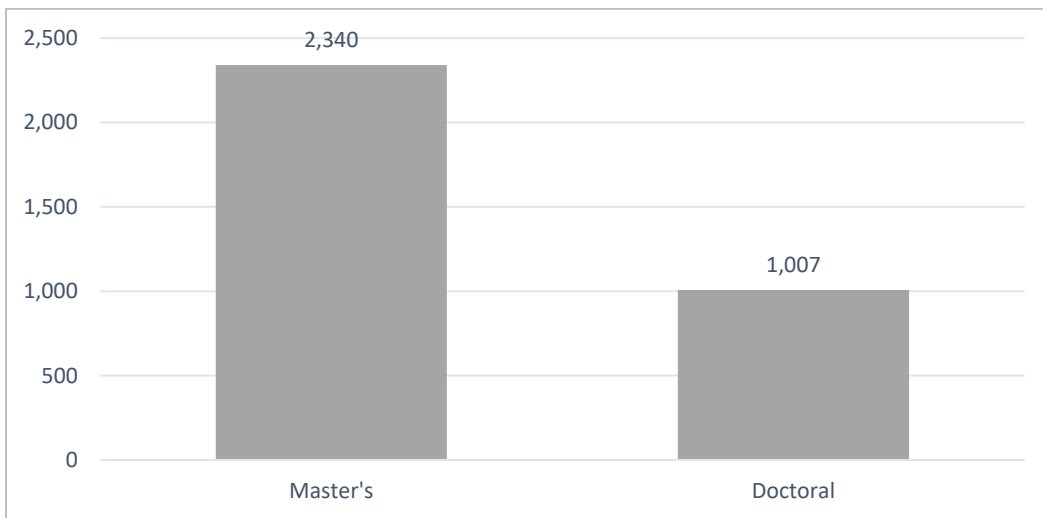
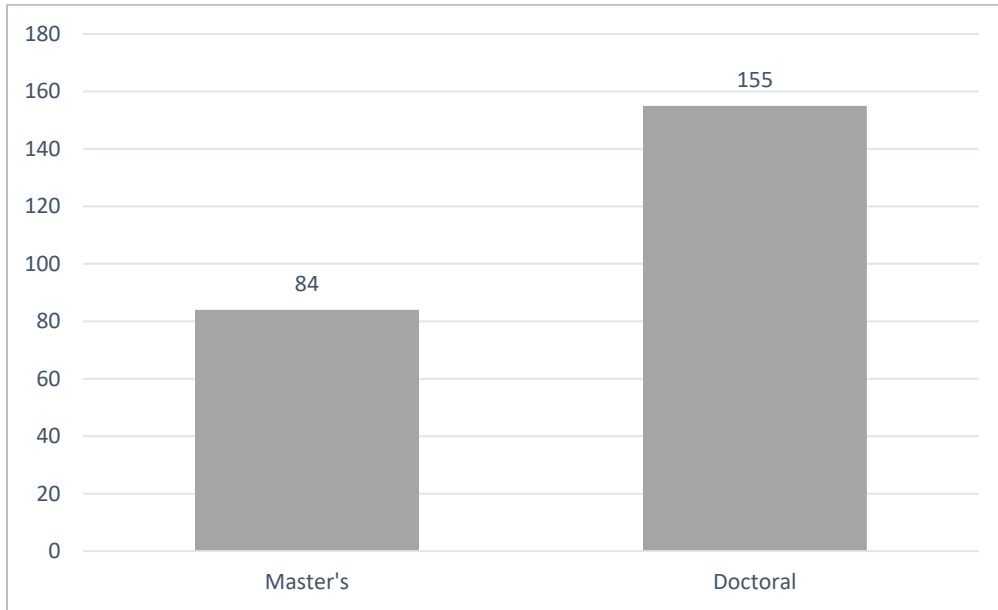


Figure 27. Total Active International Graduate Students



### Degree Backgrounds of Graduate Students

Students in graduate CCJ programs have a variety of backgrounds. The following section shows this variation, starting with master's students. The degree backgrounds of the master's students from Table 13 show an array of higher education degrees, including (n=2) with PhDs, 2 with an MPH, and 3 with a JD. Table 14 shows the degree background of distance learning master's students. Table 15 shows the degree background of doctoral students, including 1 with a JD, 1 with an LLM, and 1 with a PhD.

Table 13. Master's Student Degree Background

	<b>BS</b>	<b>BA</b>	<b>MA</b>	<b>MS</b>	<b>JD</b>	<b>LLM</b>	<b>MPH</b>	<b>PhD</b>
<b>Total</b>	332	195	7	7	3	1	2	2

Table 14. Master's (Distance Learning) Student Degree Background

	<b>BS</b>	<b>BA</b>	<b>MA</b>	<b>MS</b>	<b>JD</b>	<b>LLM</b>	<b>MPH</b>	<b>PhD</b>
<b>Total</b>	490	246	6	5	0	0	0	0

Table 15. Doctoral Student Degree Background

	<b>BS</b>	<b>BA</b>	<b>MA</b>	<b>MS</b>	<b>JD</b>	<b>LLM</b>	<b>MPH</b>	<b>PhD</b>
<b>Total</b>	25	33	76	83	1	1	0	1

## Degree Requirements for Doctoral and Master's Programs

Table 16 shows that a majority of programs (67%) admit doctoral students with only a bachelor's degree. The following table, Table 17, demonstrates the different course credit breakdown of these programs depending on admitted student's degrees. Generally, most programs require more core classes than electives regardless of degree background. For master's students, shown in Table 18, most programs (82%), do not require a thesis for program completion. However, most of these programs have an alternate requirement in place of a thesis.

Table 16. Doctoral Program Entry Requirements

Admit Students with BA/BS Only	
No	12
Yes	24

Table 17. Doctoral Program Requirements: Average Credit Hour Profile (n=28)

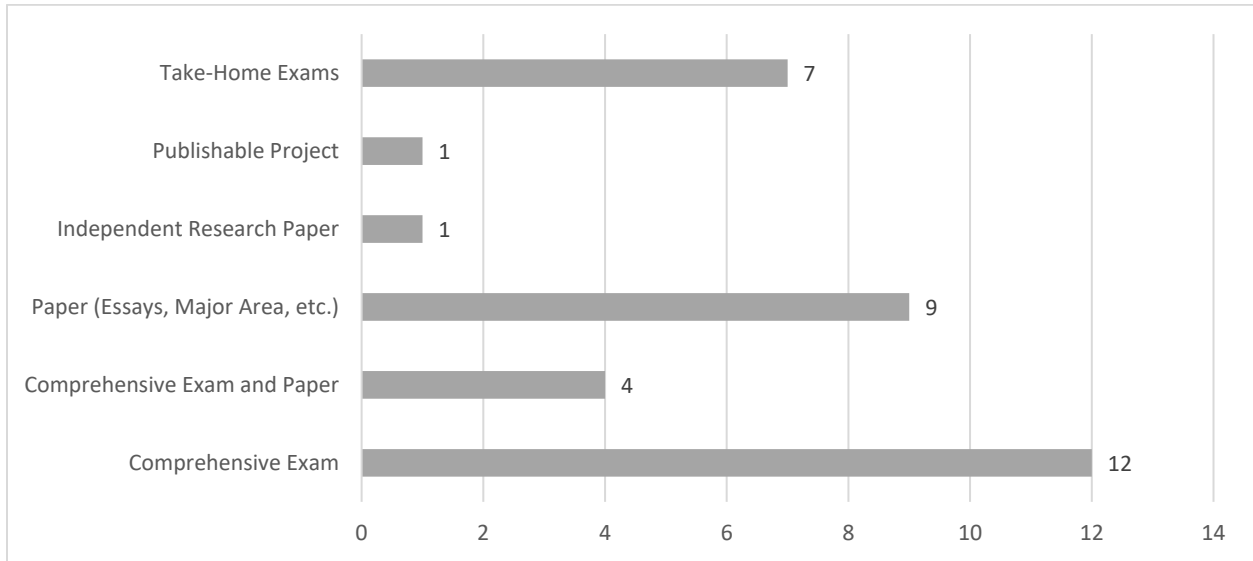
Enter with Bachelor's	
Total	68
Electives	30
Core	22
Enter with Master's	
Total	54
Electives	24
Core	16

Table 18. Master's Degree Requirements (n=34)

Thesis Required for Master's			
Yes = 6			
No = 28			
Credit Hours	Total	Hours for Core Courses	Electives
Average	32	16	14

All responding ADPCCJ members require a version of a qualifying exam. Figure 27 displays the different types of qualifying exams required by ADPCCJ members as described by the survey respondent. The most common format for a qualifying exam (n = 12) is a written, comprehensive exam. The next most popular choice (n=9) is a paper. Other programs require take-home exams or publishable projects, or both an exam and paper.

Figure 28. Qualifying Exam Requirements



### Areas of Concentrations

Table 19 highlights the general areas of concentration offered by the ADPCCJ programs as indicated in an open-ended response. Out of the 36 responding programs, 8% (n = 8) offer concentrations, while the majority 78% (n = 28) do not. There are several mentions of health and medical sociology as part of a concentration, while most offer policing, corrections, and law. Additionally, a few programs offer investigations as a main area of concentration. Both race and terrorism are common areas for programs to offer.

Table 19. Areas of Concentration

Corrections
Immigration
Investigation Science
Juvenile Justice
Law and Society
Medical Sociology
Policing
Public Policy
Race
Terrorism

### GRE Scores of Doctoral Students

Table 20 shows the average, median, minimum, and maximum GRE scores of newly enrolled doctoral students. On average, verbal scores were slightly higher than quantitative at around 154, and quantitative scores were 152. The average analytical writing score was 4. Table

21 shows the percentiles for newly enrolled doctoral students. Percentiles for the verbal were on average higher than quantitative percentiles. Analytic writing percentiles were the highest overall.

Table 20. GRE Scores for Newly Enrolled Doctoral Students (n = 15)

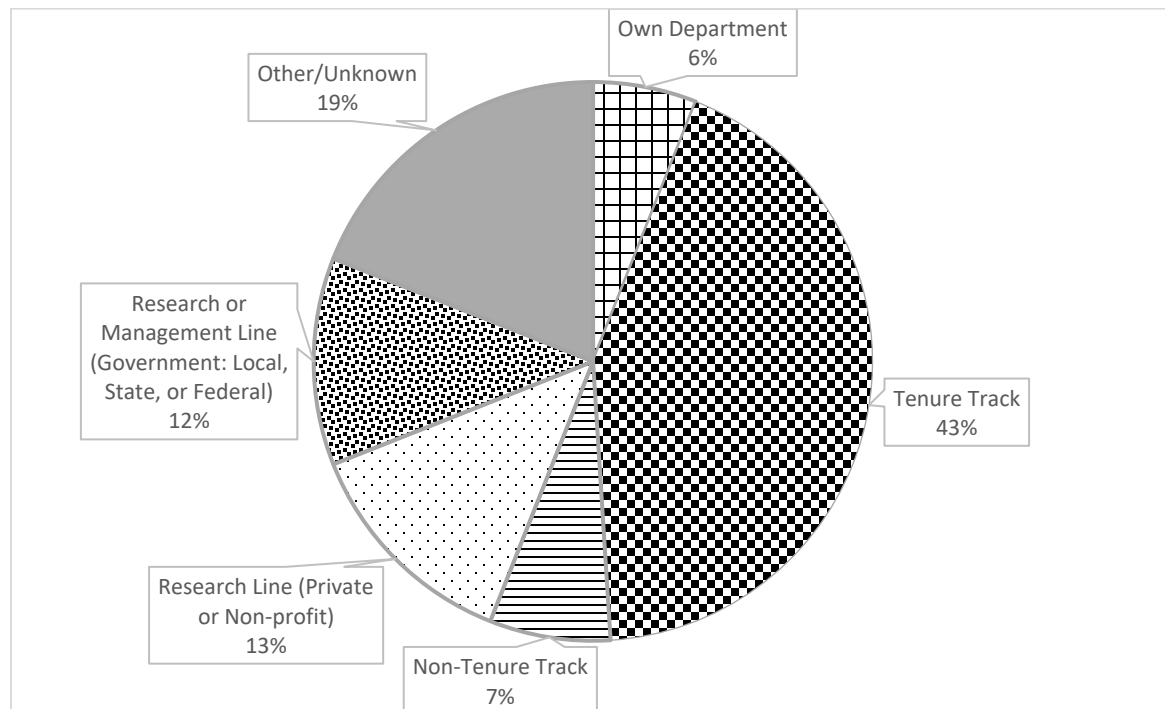
GRE Section	Mean	Median	Minimum	Max
Verbal	154	154	138	170
Quantitative	152	151	134	170
Analytic Writing	4	4	3	6
<b>Combined</b>	304	303	274	339

Table 21. GRE Percentiles for Newly Enrolled Doctoral Students (n = 11)

GRE Section	Mean	Median	Minimum	Max
Verbal	61	59	11	99
Quantitative	43	47	1	97
Analytic Writing	67	71	13	99

Figure 29 shows initial employment placement for graduates from 2023, with 150 graduates being placed. Most, 43%, went into a tenure track position.

Figure 29. Employment of Doctoral Graduates



## Conclusion

This report provides a snapshot of graduate programs as they looked in 2023. 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), 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 timelines) are newer portions of the survey preventing us from comparing them to previous years, but by and large the snapshot of CCJ doctoral programs provided above is 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](http://www.adpccj.com)).



## Appendix A

### List of ADPCCJ Members, 2023

Table A 1. All Members of ADPCCJ

American University	The University of Texas - Dallas
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 - Bloomington	University of Delaware
Indiana University of Pennsylvania	University of Florida
John Jay College/CUNY Graduate Center	University of Louisville
Michigan State University	University of Maribor
North Dakota State University	University of Maryland
Northeastern University	University of Massachusetts - Lowell
Old Dominion University	University of Miami
Ontario Tech University	University of Mississippi
Pennsylvania State University	University of Missouri - St. Louis
Prairie View A&M University	University of Nevada - Las Vegas
Rutgers University - Newark	University of Nebraska - Omaha
Sam Houston State University	University of New Haven
Simon Fraser University	University of Pennsylvania
Southern Illinois University - Carbondale	University of South Carolina
Tarleton State University	University of South Florida
Temple University	University of Wisconsin - Milwaukee
Texas Southern University	Washington State University
Texas State University	

## Appendix B

### Top 10 CCJ Reporting Programs, 2023

Table B-1. Top 10 ADPCCJ Universities

Arizona State University
Florida State University
George Mason University
Michigan State University
Pennsylvania State University
Rutgers University - Newark
University at Albany - SUNY
University of California - Irvine
University of Cincinnati
University of Maryland - College Park

\*Note: only 9 of the Top 10 programs were survey respondents for 2022 therefore n=9 for all tables and figures unless otherwise noted.

Table B-2. Top 10 CCJ Faculty Salaries (n = 6)

Faculty Type	Mean	Median	Lowest	Highest
Current Full Professors	\$179,478	\$169,981	\$117,941	\$346,306
Current Associate Professors	\$112,237	\$112,517	\$73,286	\$156,083
Current Assistant Professors	\$91,014	\$93,112	\$75,000	\$111,781
Most recently hired Assistant Professors	\$83,917	\$80,625	\$78,000	\$96,250

Table B-3. Top 10 CCJ Graduate Director Compensation

Compensation Type	Mean	Median	Minimum	Maximum
Course Release	1	1	0	2
Monetary Stipend – Academic Year	\$8,650	\$10,000	0	\$12,500
Monetary Stipend – Summer	\$1,278	0	0	\$5,000
Travel support	0	0	0	0

Table B-4. Top 10 CCJ Faculty Time Distribution

	Mean	Median	Minimum	Maximum
Percentage of Time Spent on Research	41%	40%	32%	45%
Percentage of Time Teaching	45%	45%	35%	54%
Percentage of Time Spent on Service	14%	14%	5%	20%



Table B-5. Top 10 CCJ Faculty Publications

	Mean	Median	Minimum	Maximum
Peer reviewed articles	68	42	0	244
Books	2	2	0	7
<b>Per faculty member</b>				
Peer reviewed articles	3	3	0	8
Books	0	0	0	0

Table B-6. Top 10 CCJ Faculty Grant Productivity

National Grants	Internal Grants	External Grants	
65	34	94	
<b>Dollar Amount of Grants</b>			
	Mean	Min	Max
Federal	\$1,446,555	\$0	\$341,3920
State and Local	\$510,003	\$0	\$288,6928
Foundation	\$345,292	\$0	\$1,028,972
Private	\$100,000 (n = 1)		

Table B-7. Top 10 CCJ Graduate Student GRE Scores (n = 6)

	Mean	Median	Lowest	Highest
Verbal	156	156	146	170
Quantitative	153	154	140	169
Analytic Writing	4	4	3	6

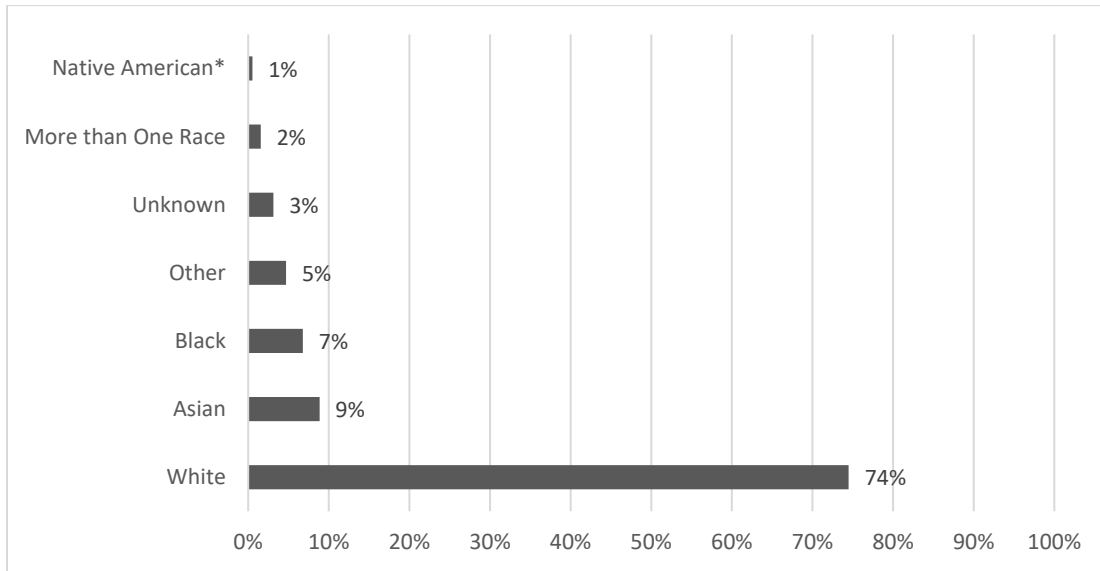
Table B-8. Top 10 CCJ Doctoral Student Stipends

Stipend Description	Mean	Median	Minimum	Maximum
Most Lucrative 9-month	\$34,801	\$31,000	\$22,926	\$64,219
Basic or Typical 9-month	\$24,754	\$24,675	\$21,000	\$30,162
<b>Salary in Dollars, n = 1</b>				
Most Lucrative 12-month	\$33,000			
Basic or Typical 12-month	N/A	N/A	N/A	N/A

Table B-9. Top 10 CCJ Number of Active Graduate Students

	<b>Total Raw Number</b>
All Active Graduate Students	1,127
Active Doctoral Students	342
Active Master's Students	785

Figure B-1. Top 10 CCJ Faculty Members by Race (n = 192)



\*This category includes American Indian/Alaskan Native and Native Hawaiian/Pacific Islander.

Figure B-2. Top 10 CCJ Faculty Members by Gender (n = 193)

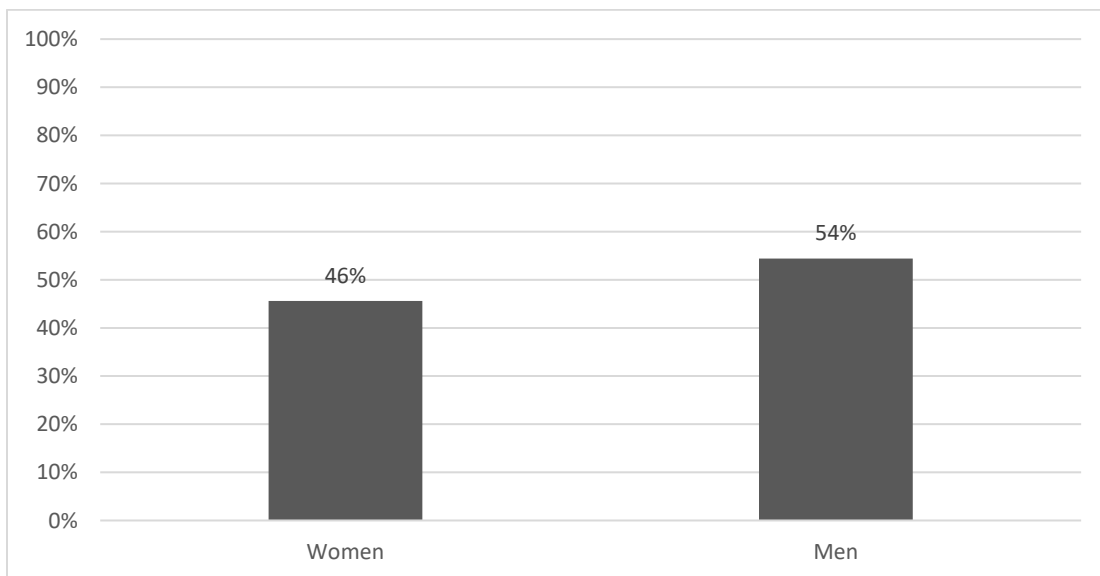


Figure B-3. Top 10 CCJ Percentage of Faculty Members by Rank (n=195)

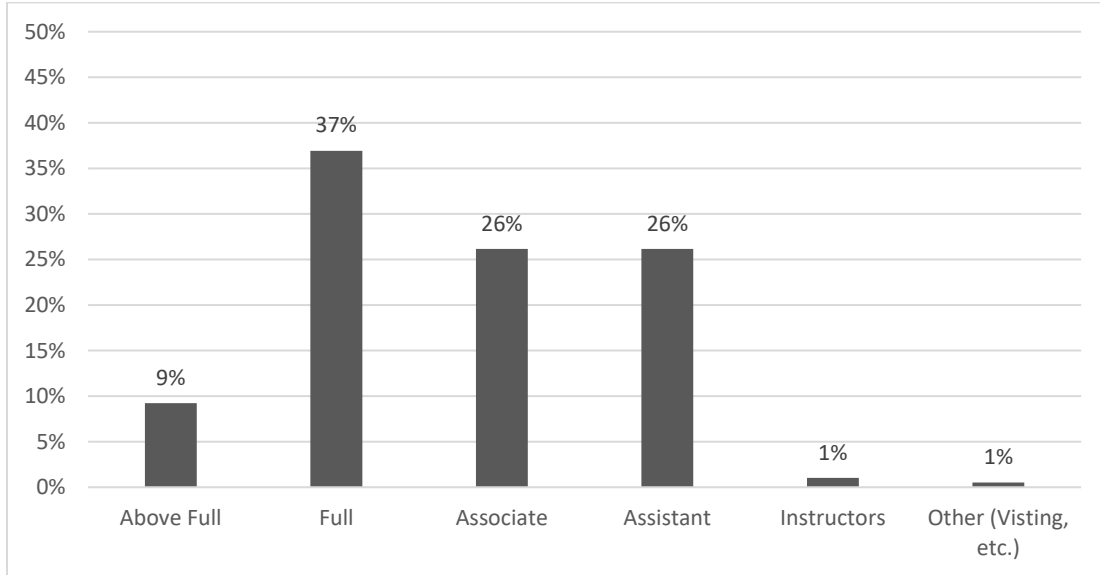


Figure B-4. Top 10 CCJ Programs Matriculation

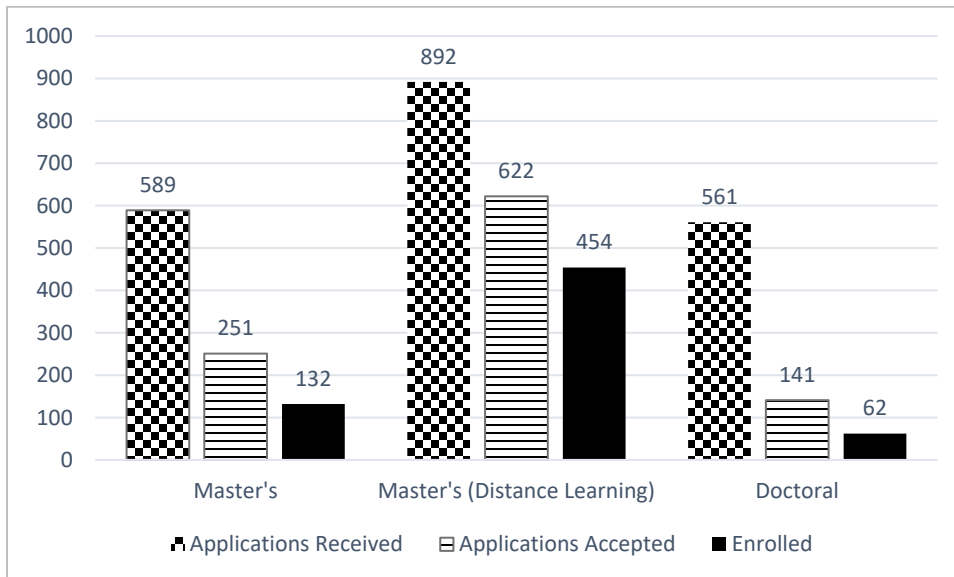


Figure B-5. Top 10 CCL Master's Student Gender (n = 785)

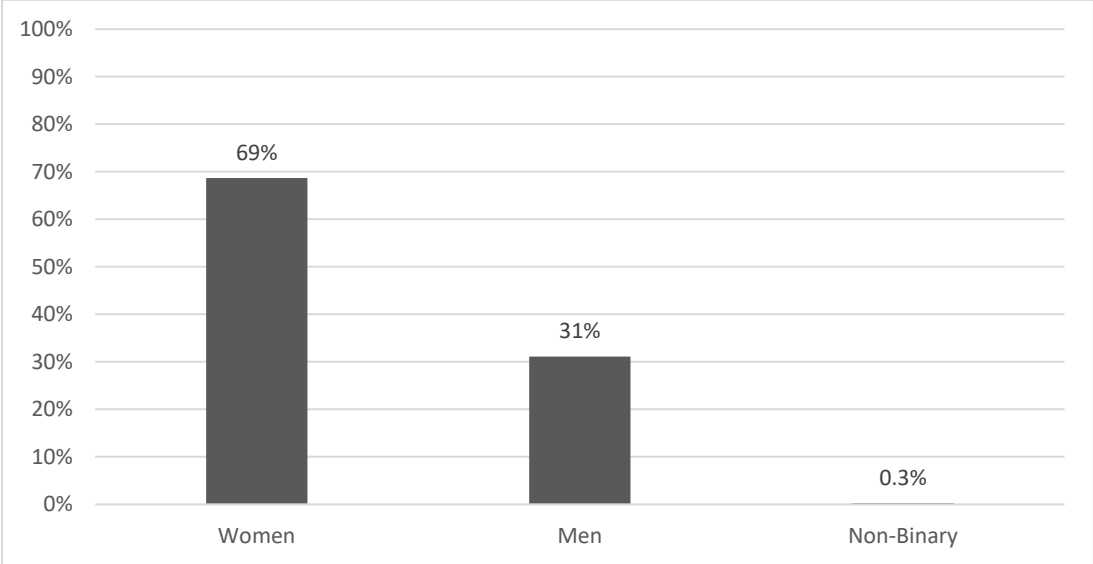


Figure B-6. Top 10 Doctoral Student Gender (n = 312)

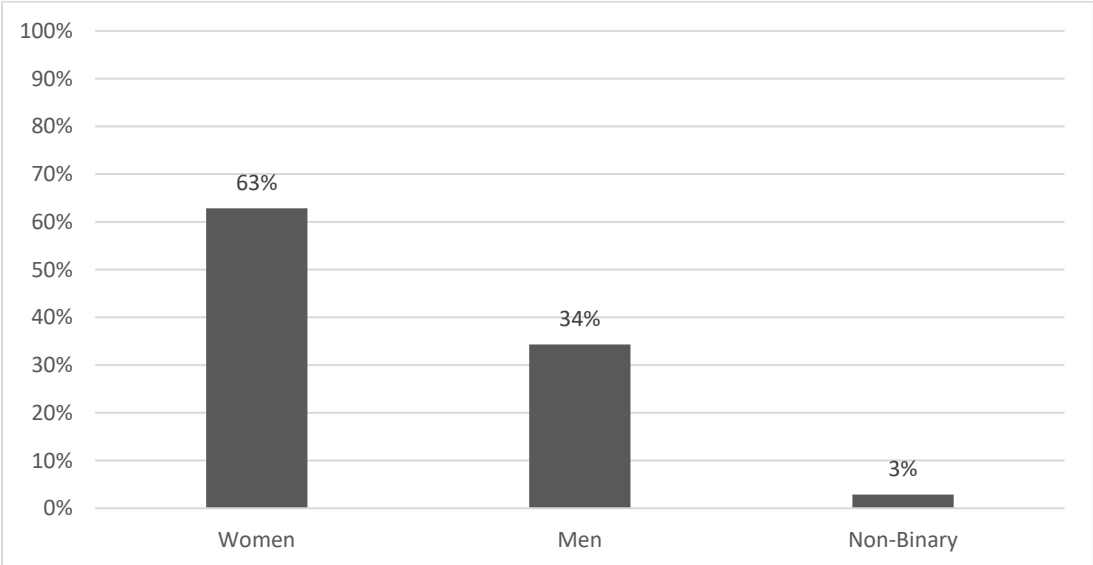
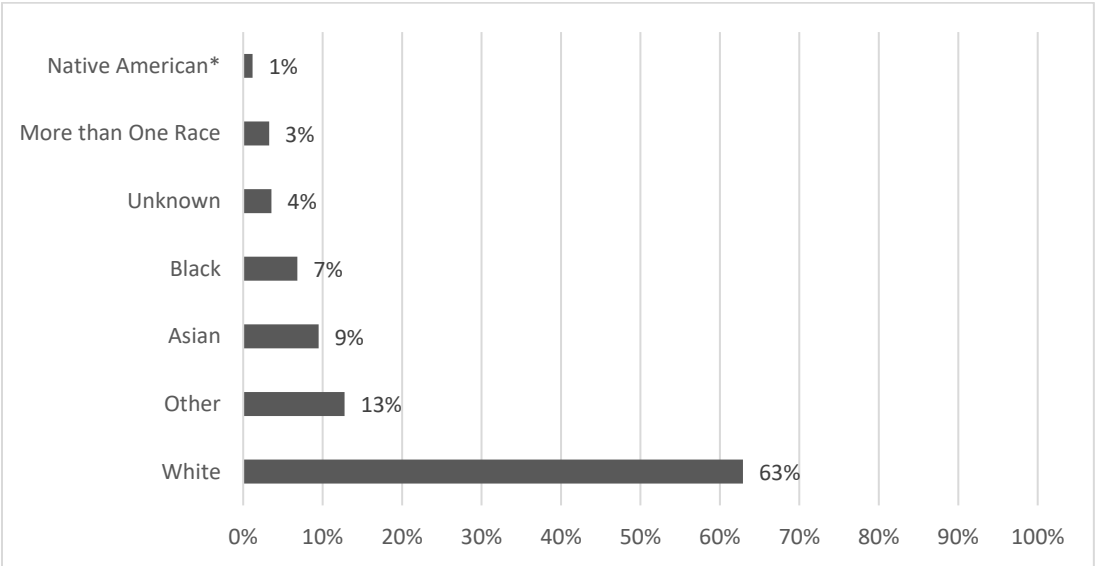
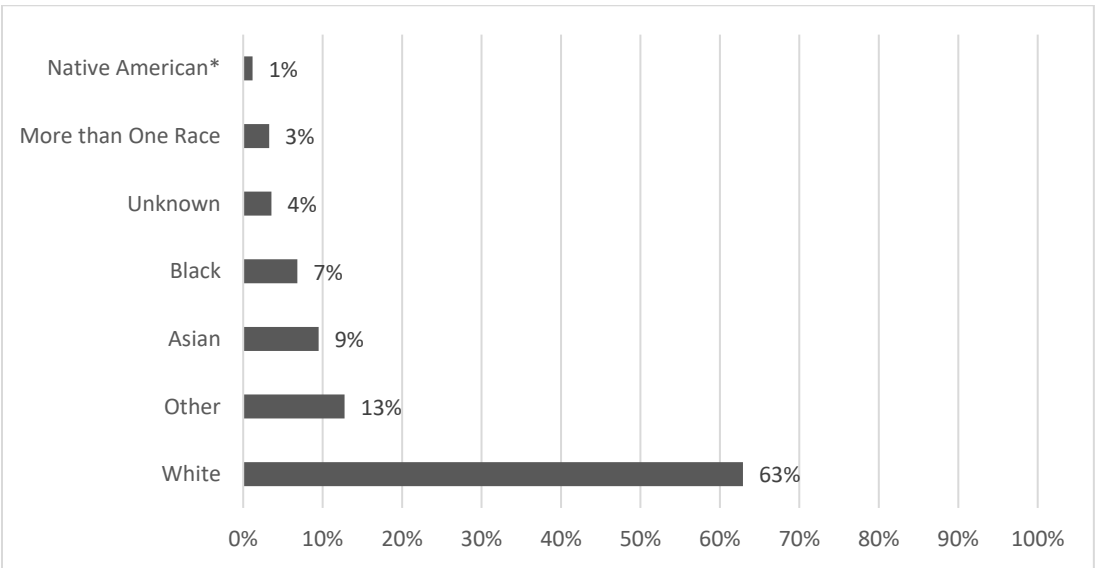


Figure B-7. Top 10 Master's Student Race



\*This category includes American Indian/Alaskan Native and Native Hawaiian/Pacific Islander.

Figure B-8. Top 10 Doctoral Student Race



\*This category includes American Indian/Alaskan Native and Native Hawaiian/Pacific Islander.



Figure B-9. Top 10 CCJ Programs Graduate Employment

