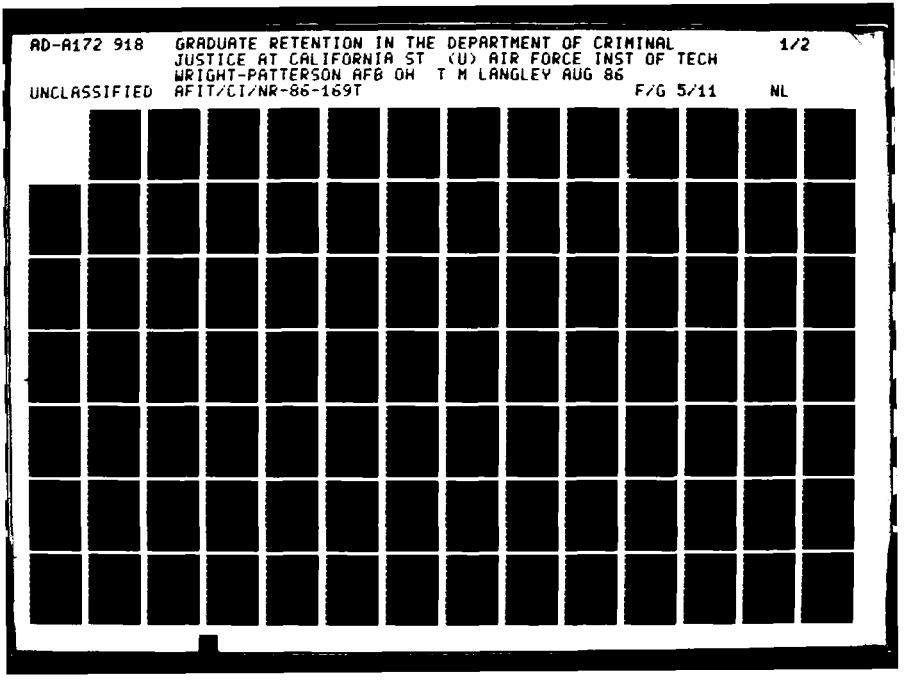
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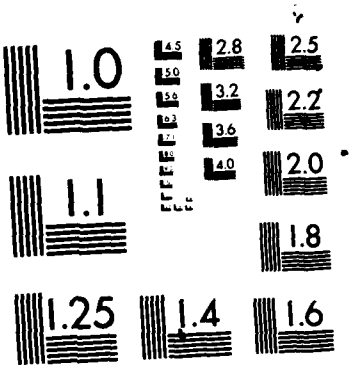

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ABSTRACT

GRADUATE RETENTION IN THE DEPARTMENT OF CRIMINAL JUSTICE AT CALIFORNIA STATE UNIVERSITY, LONG BEACH

By

Thomas M. Langley

August 1986

The purpose of this study was to determine the factors that affect the retention of graduate students in the Department of Criminal Justice at California State University, Long Beach. A survey questionnaire was used to determine the satisfaction of graduates of the program, dropouts, and current students in various areas. The final sample size was 160, of which 94 responded. Historical data were gathered to show the progression of the program over time, with the course offerings shown by year. Numbers of candidates versus graduates by year were compared, and major economic events affecting retention considered.

Results of the survey showed substantial dissatisfaction with the program by current students and dropouts. Factors cited for this dissatisfaction were the availability of instructors, graduate advisement, and faculty interaction.

Recommendations for further study and ways to improve the program were included.

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GRADUATE RETENTION IN THE DEPARTMENT OF CRIMINAL JUSTICE AT CALIFORNIA STATE UNIVERSITY, LONG BEACH

A THESIS

Presented to the Department of Criminal Justice

California State University, Long Beach

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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BA, 1975, California State University, Fullerton

August 1986

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GRADUATE RETENTION IN THE DEPARTMENT OF CRIMINAL JUSTICE

AT CALIFORNIA STATE UNIVERSITY, LONG BEACH

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August 1986

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Chapter 1

Introduction to the Problem

The Problem

Since 1969, the Department of Criminal Justice at California State University, Long Beach (CSULB) has offered a Master of Science Degree program in criminal justice. The course of study for this degree is designed for the working adult, and its primary focus is on those employed in the criminal justice field who can provide experience to assist in learning at the graduate level. Admission to the program is through application to the department and through the university Office of Admissions and Records. Evaluation of scholastic achievement and future potential is done by the department graduate advisor based on transcripts, a candidate resume, and statement of goals for each applicant. Letters of recommendation are required of each candidate to assist in this evaluation process, ensuring that only the most qualified applicants are accepted for the program. Once accepted by the department and the university, candidates are required to complete six units of graduate work prior to advancement to candidacy for the master's degree. This ensures that the applicant is able to perform at acceptable levels in the graduate environment. Because of the small number of students

currently in the program at the time of this study, class sizes were small, usually numbering between six and 10. However, during the peak enrollment years of the program (1970-1979) classes often numbered 15-20. The seminar approach has been used for the majority of classes at the graduate level (classes with 500-600 course numbers) relying on the contribution of students to discussion, versus lecture, for learning. The graduate student in the program is expected to contribute actively in class, with faculty assuming the role of moderator to assist in the learning process.

Instruction in the department is provided by full-time faculty and part-time lecturers drawn from various disciplines in the criminal justice field. The faculty primarily instruct during the day or early afternoon, with part-time instructors performing the bulk of the teaching at night and during the intensive weekend format. This tends to make some graduate students feel that the full-time faculty has no practical experience in the criminal justice field, since the students' primary exposure is to part-time instructors who work in the field on a daily basis.

The small numbers of students in the program at the time of this study had resulted in somewhat random scheduling of classes during alternate semesters. Not every class was offered during both the spring and fall sessions,

tending to extend the time required for working students to complete their degree requirements. The use of faculty members on early retirement who only taught during fall sessions for required coursework made this particularly true for those in the Integrated Analysis option. This appeared to have been caused by the unwillingness of current full-time faculty to teach the additional classes, coupled with the dwindling numbers of students in the program.

Statement of Purpose

The purpose of this study was to determine the reasons behind the declining enrollment in the Department of Criminal Justice Master of Science Degree program at CSULB, and to make recommendations for improving graduate student retention in that program.

History and Background

The Master of Science Degree program was begun in the Department of Criminal Justice in 1969. The original members of the faculty at that time felt that the master's degree would provide much needed advanced training for police administrators, supervisors, teachers, and others interested in the criminal justice field. But, the primary emphasis was on the practitioner in the field. During that same period, many projects were being undertaken by the Federal and State governments to improve the quality of

criminal justice in the United States. The results of the President's Commission report entitled The Challenge of Crime in a Free Society (US 1967) pointed to the need for additional education of America's police officers as well as those in every aspect of the criminal justice field. The baccalaureate degree had been offered at CSULB for 13 years, so the master's degree was a natural extension of the program and could use available faculty and resources. The reputation of the school at that time also supported offering a master's degree, as the bachelor's program was well respected throughout the State.

From the small beginnings of 1969-1970, the program grew steadily until 1978-1979. Increasing numbers of graduates were produced during that period of growth in the department, with the peak reached in 1978-1979 when 23 degrees were awarded. Since that time, however, a steady decline occurred in enrollment and graduating students, with only five degrees granted in 1983, and slight recovery in 1984 with the granting of eight, according to Associate Dean McConnell (1985) of the School of Applied Arts and Sciences. The relatively steady growth during the early years of the program can be attributed to many factors, among which were the availability of municipal funds for the education of police and other criminal justice professionals, veteran's benefits under the older statutes providing for educational support, and Federal monies from

the now defunct Law Enforcement Assistance Administration. This last program appears to have had the most significant impact on college enrollment since its demise in 1978. When that agency stopped the distribution of Federal money for education, the impact of Proposition 13 was beginning to be felt by municipal governments throughout California. Federal monies were not replaced by city and county governments, forcing many students to assume the financial burden of education themselves. This had an impact on CSULB criminal justice graduates after 1979, with the number of degrees granted dropping from 23 in 1978-1979 to nine in 1979-1980 (McConnell 1985). While some students completed degrees in progress, others were apparently forced to abandon their studies. This was also true for other departments in the School of Applied Arts and Sciences which suffered a decline in graduate degrees granted after 1978. This decline, however, must be attributed to other factors than the drying up of Federal funds for the education of police officers and criminal justice professionals. Finding that reason was beyond the scope of this study.

Setting of the Study

The setting of this study was the Department of Criminal Justice, School of Applied Arts and Sciences, CSULB. The specific area examined was the retention of graduate students in the Department of Criminal Justice

Master of Science Degree program, and ways that retention of these students could be improved.

Importance of the Study

This study takes on particular importance to the leadership of the Department of Criminal Justice at CSULB because declining enrollments due to fiscal restraint at the time of this study could result in the termination of the graduate program in criminal justice. Renewed student interest and increased enrollment would ensure that the master's degree remains a viable option for students attending CSULB in the future. Another important aspect of this research is that, at the time of this study, there were limited graduate programs in the southern California area in both criminology and criminal justice. If the CSULB program were to close, this would restrict the opportunity of many professionals in the area for pursuit of the master's degree. The leadership of the Department of Criminal Justice and CSULB owe it to those professionals to not allow that to happen.

Hypothesis

The hypothesis of this study was that the retention of graduate students in the Department of Criminal Justice Master of Science Degree program at CSULB can be improved by the manipulation of factors over which the department has control. Among these are the quality and consistency

of course offerings, graduate advisement, flexible scheduling, increased faculty interaction with students, and effective marketing of the program.

Chapter 2

Review of the Literature

Summary of the Background Literature

Research in the area of student retention has become very popular since the late 1970s. Emphasis is not only being given to the recruitment of new students for colleges and universities, but on ways to increase the satisfaction of those already enrolled. Marketing strategies are targeting students for schools with special program offerings, graduate students, professionals, and the returning adult. Administrators are tempering requirements for thesis completion in some master's programs, and there is even a movement to delete the doctoral dissertation in some schools. The success of these initiatives may have a profound impact on the future retention of students. Lonabocker (1982) discussed the possibility of institutions developing a dropout profile based on numerous factors such as age, grade point average, previous college, and sex. Other studies have developed profiles of those who withdraw that look at the type of institution involved (Cope and Hannah 1975), fit between the student and the institution (Astin 1975) and demographic factors (Pantages and Creedon 1978). However, no universal dropout profile has been created, with many variables entering into the individual

student's decision to stop attending college. Naylor and Sanford (1982), in the examination of student retention at the University of North Carolina at Chapel Hill, have dealt with every level of student, from the freshman directly out of high school to the professional student in law, medicine, and dentistry. In this study, 5 year blocks of students were examined, with each new year creating a separate "cohort" for tracking purposes. Those who left the school and returned were reunited with their original cohort. Persistence was measured by graduations within the 5 year period. It was found that students in the professions and master's degree students persisted more consistently than other levels (freshman, transfers, and doctoral). The persistence of doctoral candidates was the lowest of any group, however the data were incomplete. This was due to the need for 8 years to pass in the case of a doctoral cohort, thus allowing the maximum completion time limit to expire. The authors attributed this to the less stringent requirements outside the professions of law, medicine, and dentistry, i.e., completion of a doctorate or master's is not "required for employment" as with the professions.

As early as 1960, Berelson was discussing the continuing need for graduate education in the United States. He stated that the purpose of graduate study was to train teachers and scholars in the methods of research, and to

prepare them to teach. The master's degree, Berelson felt, was "an extension of undergraduate work which gave no particular research competency" (1960, p. 186). This view has been held by several of the scholars who have studied the process of higher education and retention. Mayhew (1970) supported the view of Berelson that the master's degree should be skipped by those seriously interested in the pursuit of doctoral study. He felt that the master's has undergone many more changes than the bachelor's or doctor's, citing studies by numerous organizations in attempts to standardize and regulate master's degrees throughout the country. Such prestigious groups as the American Association of University Professors and the Association of American Universities made efforts in the 1930s and 1940s to standardize length and content of master's programs. The 1950s saw the Association of Graduate Schools trying to revitalize the master's degree as the tool used to train secondary school teachers, with educational objectives tailored to that end. Efforts in the 1960s by the Council of Graduate Schools, according to Mayhew (1970), included such innovations as the "Master of Philosophy" degree to prepare undergraduate college teachers. However, Mayhew stated that the "master's degree in 1970 is remarkably similar to what it was at the turn of the century" (1970, p. 82).

Carmichael (1961) concurred with Berelson on the need for graduate education in general, but criticized that education for its narrow focus on research and lack of practical training. He failed to mention the need for master's level professional education among teachers, administrators, and others who can operate effectively with the master's as a terminal degree. The main focus of Carmichael's study was the dissatisfaction of graduate students with student-faculty interaction and the pressing need to improve that interaction. These early studies of graduate education in an organized manner focused on the doctorate to the virtual exclusion of master's degrees when researching education beyond the baccalaureate. Researchers such as Spurr (1970), however, recognized the flaw in lessening the importance of the master's degree. Spurr felt that if the master's were bypassed on the way to the doctorate (as suggested by Berelson and Mayhew), it would assume the status of "a second class degree or consolation prize" (1970, p. 93). Only if the master's were required of all graduate students on the way to the doctorate would the degree again become a highly prized introduction to graduate work, worthy of respect and the effort to obtain. This was proven in the program pioneered at Yale University, when in 1968, the Master of Philosophy degree was adopted as the entry level program for the doctorate. Candidates had the option of earning the

master's as a terminal degree, or entering the doctoral study program with a solid basis of research and preparation for graduate work. The Master of Philosophy degree was characterized by the graduate dean at Yale as filling "a growing need for those to fill early college teaching positions" (J. P. Miller 1968, p. 3). Spurr (1970) applauded this idea, and termed it successful in signifying the completion of the general studies portion of the doctorate.

Despite his criticism of the master's degree in the United States, Mayhew (1970) predicted that the degree was here to stay. He also projected tremendous growth in the numbers of graduates of master's programs from 1970-1980, nearly doubling the projected 180,000 expected in 1970. But the doctorate production in the United States would, in his opinion, triple by 1980, jumping from 26,000 to nearly 80,000 by that year. But, by 1974, Mayhew was again criticizing the master's degree, claiming that it had lost favor in "Canada as well as the United States" (1974, p. 164). This was based on a study of the University of Toronto in which the master's degree was derided as only a stepping stone to the doctorate. Also mentioned in the research was the difference in structure of graduate education in Canada. The graduate dean in Canadian schools was described as being in a weak position, exerting very little influence. He therefore had to concentrate on the

doctorate as his "measure of merit" as a dean. This is a very interesting aspect of foreign education, the differences in relative power within the educational system.

Additional criticism of graduate education was outlined by Carmichael (1961) in his Graduate education: A critique and program. In it, he called for reform in the way colleges and universities prepare doctoral candidates for lives of research and teaching. Also, additional emphasis on the master's degree as a terminal professional degree was suggested as a way of improving the value of the master's. Retention of the student who is in a graduate program was seen by Carmichael as a way to improve the quality of the educational process. He concurred, however, with Berelson's contention that the only real test of the graduate student is the doctorate. This was in conflict with other portions of his research that emphasized the need for additional respect in master's degree programs. Grigg (1965) and Cartter (1966) concurred with each other that graduate education throughout the United States was leaning away from the master's degree, and giving additional emphasis to the doctorate. The quality of doctorate work, however, was seen by both researchers as suffering from a lack of direction, and lack of emphasis on teaching skills versus the research orientation present at that time. Both Grigg (1965) and Cartter (1966) viewed the master's degree as only a beginning of "real" graduate

work, and suggested that it be the initial training for doctoral candidates, used as a proving ground for graduate study. Kent (1972) followed the lead of Mayhew in predicting change in the way universities do business. Retention of graduate and undergraduate students was emphasized, and shifting emphasis to teacher preparation would require "rethinking of old ideas" among college universities. The master's degree was seen as a valuable tool for the preparation of secondary school teachers, and for professional development in areas such as accountancy, hospital administration, and corporate management. This was one of the first studies to emphasize the importance of the retention of the graduate student as well as the undergraduate, versus the need to recruit new applicants into the university system.

In one of the most important studies seen by the present researcher, Kowalski (1977) looked at the long-term effects of college persistence. While aimed primarily at the undergraduate, the research showed the longitudinal increases in earning power, career progression, marital status, and criminal involvement of those who persist to completion of college, and those who do not. Although not specifically focused on the ways to retain students, recruit new applicants, or reform the university, this study showed that college education can have a profound effect on the futures of those who complete their degree

studies. The present researcher feels that this book should be required reading for every high school senior.

Sanford (1976) gave the graduate school student advice on how to survive the process of graduate education by painting a rather gloomy picture of the entire process. Lack of interaction with faculty, loneliness, and frustration were characterized as normal parts of graduate education in the United States. Ways of coping with these problems were outlined in detail, with a final section on how universities can reform their programs to make the process easier and more rewarding for the student. Faculty interaction, availability and caring were seen by Sanford as the keys to student retention and success. The graduate advisor was viewed by Sanford as a key player in the abilities of students to cope with the many, and frequently changing, facets of education. Graduate advisors who are genuinely interested in their students, actively seek interaction, and lend moral as well as academic support were considered vital for graduate success. Walden (1979) posited that the graduate admissions interview is both beneficial to the graduate advisor, in that it allows initial assessment of the probabilities of the success by applicants, and costly in that some candidates may not be accepted into graduate programs because of the interview. Sensitivity and training were deemed necessary to make the admissions interview successful and protect graduate

advisors and other department personnel from charges of discrimination or racial bias. The two types of interview that Walden outlined in his research are the compulsory and selective interviews. Compulsory interviews are required of every applicant at some stage of the admission process, usually prior to acceptance by the school or department. These interviews are highly structured to fairly assess each applicant. Selective interviews occur less frequently and are based on special situations and circumstances unique to each applicant. The selective interview is usually of a problem solving nature, designed to assist with admissions, overcome academic difficulty or deficiencies, and help solve personal problems. The selective interview was termed the most beneficial by Walden, in that it allows for interaction on a much more personal level than the highly structured compulsory interview.

Background literature in the area of graduate retention and study dealt with needed reform in graduate education, doctoral study and its difficulties, and recruitment of new applicants for graduate schools. However, little had been written in the area of master's degree study and retention of this largest portion of graduate education in the United States. The master's degree was alive and well at that time, although treated like a "country cousin" to the doctorate by many researchers and institutions.

Previous study on the master's did not give much to go on, and the more current research proved to not be much better.

Summary of Current Research

The subject of student retention has taken on new meaning in recent years because of the limiting of financial resources, changes in the age and demographic structure of the population, and fewer young people who are available to enter colleges and universities. Competition between institutions and even within institutions for applicants has made marketing, targeting, advertising, and selling required skills for those in the college and university environment. The projection of "positive images" about schools has become big business for advertisers, public relations firms, and institutional leadership. Administrators, at the time of the present study, were exploring alternatives to recruitment, however, by looking at ways to retain those presently in the system. It has been found to be much more cost effective to keep a student whose admissions, advertising, and administrative costs have been paid, versus expending those funds on uncertain applicants.

Research in the area of retention of students in the United States was spearheaded by the Carnegie Council ("The Carnegie Council's final report" 1980) who predicted in 1980 that by 1997, a 23.3% decline in the 18-24 year old

age cohort would occur. This was the primary age group targeted by college, business, military, and corporate recruiters, each competing for a share of the shrinking numbers of young people at the time of the report. This report further stated that these dropping numbers were not universal. The northeastern portion of the United States was predicted to suffer greater declines in the cohort than the Rocky Mountain states or the West. Migration and economic factors must, the Council stated, be considered in planning future recruitment efforts.

Bianchi and Bean (1980) studied the correlation between achievement and withdrawal from college, and found that those who voluntarily withdrew from college studies were generally higher in academic achievement than those who persisted to graduation. Pascarella and Terenzini (1979) had earlier achieved this same result, but also measured the success of the student's social integration and its effect on retention. This yielded the conclusion that students who were successful in at least one social group in college were more likely to persist to graduation. Successful relationships with faculty and peers reduced voluntary withdrawal of students in Pascarella and Terenzini's research, reinforcing Tinto (1975), who found faculty interaction with the student vital to academic and social success. Naylor and Sanford (1982) viewed retention as very important for institutional planners. Naylor and

Sanford stated that diminishing advertising dollars, recruitment efforts, class sizes, and declining funds were forcing those who administer college to focus on retaining the pool of paying students already at hand. According to Naylor and Sanford, "Particularly does it make sense to keep those previously selected since they have the qualities the university is looking for and have already been recruited and enrolled once" (1982, p. 143). The retention process has been found to be less costly than recruitment of new applicants.

An area often mentioned in retention studies of college students is the quality of academic advisement, and interaction with faculty. As Winston and others quoted from Albert Einstein, "The concern for man and his destiny must always be the chief interest of all technical effort; never forget it among your diagrams and equations" (1984, p. 240). Advisement and interaction were the two most prominent deficiencies cited by researchers about the quality of their university. Spencer and others (1982) proposed the use of computer assisted advising to improve the interaction of the academic advisor with the student. The computer was seen as a way for the typical academic advisor (usually a faculty member using the catalog) to keep track of changes in graduation requirements, individual information about students' progress, and eliminate tedious hand tracking of each student. Department chair

personnel and other faculty members would be able to use the academic advisor's information to evaluate student performance when considering awards, scholarships, and academic honors. Standardizing the tracking of graduation requirements within the advising program would generate flags that warn of conflict for students, such as excess units in general education or nonmajor topics. Unit deficiencies would be immediately recognized, eliminating the dreaded "Whoops, I missed that" sometimes heard from academic advisors as students learn they will not graduate on time. Bays (1984) has developed a specific language for use in computer assisted advising. This was in use at the time of the present study at the University of South Carolina and consisted of specific groupings of requirements for each major, for general education, and elective units. This could easily be adapted to the advising of graduate students, since the requirements for graduate degrees are much less complex than baccalaureate. Both of these systems were designed, however, to be an aid to general interaction between the academic advisor and the student. This would give the graduate student accurate feedback on progress toward the goal of graduation, and the graduate advisor a means to quickly dispense accurate information to that student for necessary corrections on the path to the degree. Both would benefit from this interaction, and student satisfaction would be enhanced.

An aspect of retention that has been frequently overlooked is advertising. This is another area that administrators must become familiar with in order to survive in the competitive environment of today's university, in competition with other businesses for the shrinking cohort of candidates. An adage of advertisers is that advertising is a "necessity" in the best of economic times, and an "absolute necessity" in the worst of economic times. The use of marketing principles in the recruitment of students has achieved acceptance in recent years, because of economic necessity. However, this has not always been the case. Murphy and McGarrity (1978) reported on a survey of universities who advertised, and felt that use of the media was "in its infancy." Newspaper and magazine advertising comprised about 12% (on average) of the advertising budgets of those schools surveyed, but only half had been budgeting for advertising more than 3 years. Radio and television were rarely used by schools, and those who used these media distributed productions made in the school's communications or theater departments, not professionally produced advertising. Goldstein (1979) cited a study of advertising at the University of Akron in which a professional agency began with simple content analysis of materials used to recruit, and subsequently increased overall enrollment by over 10% in the locally targeted areas through a well planned multimedia campaign. An interesting

side note of this study was that retention of students became better, and the probable reason given was the improvement of the school image. De los Santos (1984) reported on a marketing study performed at the Pan American University which used not only the normal media most people think of for advertising, e.g., newspapers, magazines, radio and television, but personal involvement by faculty and administration personnel. Active recruitment of new candidates was done through the media, but deans, chairs, and other prominent faculty also made personal contact with potential applicants. Through simplification of the process required to reapply to the university, students who had left in good standing were invited to reapply for the spring of 1983. Each was also personally contacted by faculty members, who expressed personal concern for the applicant and gave any assistance required. The results were rather dramatic, with a 14.5% increase in new enrollments at the university, and a 9.6% reentry rate for good standing students. This was accomplished with a cost in actual dollars expended of $1,185.00, and a total, including salary for time spent by faculty, of $5,721.82. Based on the estimates of retention for those new and returning students, De los Santos projected that over $1 million in revenue would be generated by the 496 additional students enrolled in spring 1983. Jackson (1985) added a new wrinkle to the use of faculty and administrators for the

recruitment and retention of students; the use of alumni to recruit and assist in student evaluation, based on school pride and identification with the alma mater. Through the office of the dean, who must lend moral and financial support, and the office of admissions and records, alumni were proven successful in evaluating new prospects and providing applicants for the graduate programs of Brown University and the University of Redlands. One of the first requirements for an effective alumni program, however, is organizing alumni. Miklich (1985) outlined a program for university advertising which is cost effective and effective in recruiting and retaining students. It begins with content analysis, moves to individual case studies to determine the most effective method of reaching the target population, and finally analysis of the effectiveness of various media forms. In Miklich's research, graduate education was most successfully advertised on adult oriented radio stations, major newspapers (such as the Los Angeles Times and Wall Street Journal), professional journals, and, interestingly, in-flight magazines of major airlines. The use of mail-back coupons, and an attractive logo increased the responses for almost every institution. Professionally prepared advertising copy received better responses than that done within the institution. This said much for the value of advertising in recruitment and retention.

The last area of literature examined by this researcher was that which dealt with academic advising. It is an area of education which has received some treatment by researchers, but rarely has been the subject of independent study. Astin (1975), Tinto (1975), and Bianchi and Bean (1980) all concurred that the quality of academic advisement has an effect on the dropout rates of undergraduate and graduate students, but only as part of the larger picture of social integration, academic achievement, and personal motivation to graduate. Heiss (1970) cited the need for adequate advising of graduate students as vital to success. Her suggestion was a separation of advisement from faculty duties, or lessening of teaching loads so that graduate advisors are more readily available for student needs. Mayhew (1970, 1974) reported that advising was considered a "necessary evil" for faculty, generally a tedious and time consuming job. Advising "detracted from the time available for research, writing, and the pursuit of tenure by faculty members (Mayhew 1970, p. 188). No mention was made of advising detracting from the task of teaching. Teaching appeared to take on a secondary role for faculty in this study. Whitaker (1972) saw the graduate advisor as official counselor of students, and friend and sounding board for personal needs as well. Psychological counseling may be needed for students as well, particularly in graduate study programs. Kowalski

(1977) saw the academic advisor as having a key part to play in the decision of many nonpersisters to drop out of college. Lack of interaction with and mistrust of academic advisors directly contributed to attrition in Kowalski's research. Dukelow (1980) advised graduate students to actively seek the graduate advisor out and obtain as much information as possible about the program and what is expected. However, this was also seen as a drawback to good advising, in that the graduate advisor should seek out the student and actively provide assistance.

Student satisfaction with the academic environment and the quality of advisement (among other factors) were studied by Cooper and Bradshaw (1984). Use of a survey instrument known as the Monitor of student satisfaction (MOSS) (Cooper and Bradshaw 1984) yields results that may assist in changes to improve department and university programs. Analysis of data from the MOSS survey instrument may be used to predict percentages of dissatisfied students planning to drop out of school, deficiencies in advising, faculty interaction, and overall quality of academic programs. This survey instrument would give administrators much valuable information if used properly.

Wide disparity may exist in the perceptions of the quality of academic advising within a university. In a study of academic advising at the University of California

at Santa Barbara (UCSB), McKinney and Hartwig (1981) found that nearly 80% of the faculty at UCSB thought that they were sufficiently involved with students and that advising was adequate. However, over 70% of students felt that advising was inadequate and wanted more faculty involvement. Such disparity can have a negative effect on how students view the university, and whether academic advisors are trusted to provide accurate information.

In summary, literature in this area of retention and advising puts the onus on the university to change and adapt to the ever decreasing numbers of available students. Competition is fierce for candidates and the universities and colleges of today must advertise, market, and sell their images and programs to remain viable in the race for students and dollars. Their very survival depends on this adaptation.

Chapter 3

Research Methodology

Data Collection

Data collection for this research project consisted of several distinct steps which led to a final structure. Upon deciding on the nature of the study, the researcher reviewed the files of the graduate advisor for the CSULB Criminal Justice Department to determine the number of dropouts on whom files had been kept. This was a time consuming undertaking in itself in that the files were virtually untouched, in many cases since the early 1970s when the last entries were made. There was no consistent or standardized group of documents found in each folder. Some contained only an application for the university, some grade reports, resumes, thesis proposals, and other miscellaneous documents. Last known addresses for all the dropouts were obtained so that survey instruments could be mailed out to a random sample.

The primary method for determining the reasons for students dropping out, and to obtain suggestions on how to improve the program was through the use of a self-reporting mailed survey instrument. The background for construction of the instrument itself was obtained from Oppenheim (1966) and D. Miller (1983) whose works were devoted to the design

of measuring devices for social research. An adaptation was finally made of the community satisfaction instrument in Miller because of its effective use of the Likert-type scale for the recording of responses. Satisfaction with various aspects of the program, faculty, advising, admissions and records, and the university enrollment were solicited in each survey instrument. The instrument itself was modified in three forms to ask questions of each group of subjects in the proper tense, and to obtain information that only the particular group in question could provide. Color coding was used to identify the graduates of the master's program (green), dropouts from the program (white), and current students (blue). Listings of the names and addresses of current students were taken from the active files of the graduate advisor. Graduates' names and addresses were requested through the Office of Alumni Affairs. Dropouts' names and addresses were again obtained from the inactive files of the graduate advisor. To ensure that the most current information was being used in the case of the dropouts, copies of university transcripts were requested for those in the final sample population, in order to use the best possible address for each dropout. This was necessary because of the long time period since leaving the program for some dropouts, in some cases since the early 1970s. An additional reason for obtaining the university transcripts was to determine the average number

of units of graduate work completed before leaving the program by the members of the dropout sample population.

Selection of the sample for survey from the population of graduates, current students, and dropouts was by matching the numbers 1, 3, 5, and 7 with the last digit of the social security account number. This is also the student identification number for the university, and does not change even if a change of name occurs (as with students who marry, divorce, etc.), thereby making it the ideal tracking mechanism. Use of this systematic method to select the sample was an attempt to introduce randomness into the selection process, but keep the numbers at a manageable level. This matching yielded a sample of 160 students for study, consisting of 63 graduates, 71 dropouts, and 26 current students.

Prior to any mailings of the survey instruments to actual subjects for study, a pretest of the survey instrument was performed on 14 undergraduate students in the Department of Criminal Justice program. Five were placed in the hypothetical position of being dropouts, five in the position of graduates of the master's program, and four in the current graduate degree program. Survey instruments were filled out by the students, and feedback obtained by the researcher. No significant changes were required of the instrument due to pretesting. Instructions were felt to be very clear by the students, and the questions were

easily understood. The use of the Likert-type scale was reacted to favorably by all of the pretest subjects, with responses ranging from "Very Dissatisfied" to "Very Satisfied" by each subject. The researcher was satisfied that the instrument would perform as intended after the pretest.

Names and addresses of each group of survey subjects were typed onto Xerox labels that could be reproduced from originals. Four sets of labels were made, with the first being used to address the envelope, the second used as a tracking label for the instrument, and the third and fourth as follow-up mailing materials. Business reply return envelopes were provided with the survey for ease of return to the Criminal Justice Department by the survey subjects. An introduction letter was signed by the department chair which asked each respondent to take a few minutes to fill out the survey and assist the department in improving the program. Permission was then obtained from the university Office of Research to conduct the survey, based on the need for protection of human subjects. No damage, anxiety, or stress was believed to be caused by responding to the survey instrument by the university researcher.

The first mailing of surveys was sent to the 160 subjects based on the last known addresses available. The first mailing resulted in 71 returns. Returning surveys were tracked by the removal of mailing labels from the reproduced sheets prepared for the second mailing, thus

eliminating the possibility of duplication. After 3 weeks, a second mailing was prepared for those that had not responded. This second mailing to the remaining 89 subjects resulted in 23 additional returns, with 66 surveys coming back as undeliverable for various reasons. The primary reason cited for nondelivery was the expiration of forwarding address information on some of the "older" dropouts (prior to 1975). This additional 23 returns gave a total return rate of 58.75%, which satisfied the researcher's arbitrary cutoff of 55% or greater, based on the lack of current data for the largest sample, the dropouts. If the 55% figure had not been obtained from the samples selected, the researcher was prepared to reselect another sample based on another set of numbers for matching with the social security/student identification numbers. This, however, proved to be unnecessary.

Data Analysis

Data analysis for the survey results consisted of consolidation of the scale results and demographic information into a table format. Areas of concern for this study were those where the satisfaction was at level 6 or less on a scale of 1 to 10. The number of answers to each question by scale response provided areas for the Department of Criminal Justice to concentrate on to improve the program. The suggestions written by survey respondents are presented

as groupings or trends in Chapter 4 of this thesis; however, specific single responses are reported verbatim. Knowledge of the numbers and percentages of students satisfied or dissatisfied with particular aspects of the program can aid in bringing about the changes needed to improve the retention of those pursuing a master's degree.

During the period the researcher was waiting for survey returns, a literature review of university historical documents was begun. As outlined in Chapter 2, literature on the retention of college students dealt primarily with undergraduates and doctoral students, with very few studies having dealt with master's degree programs. A comparison was made of the catalog literature for schools within California granting master's degrees in criminal justice or criminology. Course offerings, departmental information, telephone numbers, department chair and graduate advisor names, faculty listings, and general content were analyzed to obtain possible areas to improve the catalog information for the program at CSULB. Consistency of courses offered over time, and whether or not the programs had major course changes were examined. The information obtained from the catalogs of CSULB since 1970 was compared with the records of the department regarding the department chair and courses offered. Major discrepancies in catalog information were discovered. The listing of department chairs, courses offered and other

information on the master's program was found to be inaccurate or not included.

A single historical document for the university, such as a consolidated history of the activities of the entire school, was found not to exist. Catalogs, graduate bulletins, and departmental literature are the only "official" documents that provided a record of the activities of the university. Population trends, enrollments, degrees granted, and demographic information were obtained from a variety of sources. Among these were the School of Applied Arts and Sciences Dean's Office, the university Office of Management Information, the university Library, and the Department of Criminal Justice. Fragmentary information was obtained from each source, and consolidated to provide a continuous picture of enrollment for the university, degrees granted in the School of Applied Arts and Sciences, and Criminal Justice Master's Degrees granted since 1970. Minor discrepancies were found to exist between the numbers of degrees in Code 1031 reported by the Office of Alumni Affairs, and the School of Applied Arts and Sciences; however, this appeared to be insignificant.

In an attempt to obtain a computer program for the IBM computer that the Department of Criminal Justice had at the time of the present study, contact was made with faculty of the Computer Sciences Department of the university. The problem was outlined to these experts in computing

problems, and the desire for a program to aid in advising explained. The requirement for accurate tracking by the academic advisor, coupled with up-to-date information on each student would lend a personal touch to interviews and advising sessions. The faculty of the Computer Sciences Department told the researcher that the use of the IBM DBASE III program available with the computer would allow for creation of the relative files and forms necessary for tracking the small numbers of graduate students in the department. Creation of a new program by faculty or students was not deemed cost-effective in terms of time expended, and was therefore not pursued. The lack of cooperation and perception that the research being done "wasn't important" typified the responses from the Computer Sciences Department, and was repeated with other offices in the university throughout the course of the study. Information that was not of a personal nature, and contained no identification of individual students was not released to the researcher, but often had to be requested by the department chair. This tended to slow down the gathering of data, and in some cases data could not be obtained.

Finally, the information on population and demographics, as well as the numbers of graduates by year, was compared with the general population of the university, department, faculty personnel listings, and enrollments. Other factors may have had an impact on the numbers of

students enrolled in the program. Among these were the changes in the funding of police and law enforcement education by the Federal government after 1978. The impact of Proposition 13 on the funding of schools throughout the State was examined to determine if changes in programs could have effected retention of students. The last area examined was the views of current students about the Department of Criminal Justice program in general. This was accomplished through the administration of additional surveys beyond those of the mailed sample, and by informal interviews to obtain candid comments on the department, program, and faculty. Dissatisfaction with the state of affairs at the time of this study was a common trait of those students currently enrolled. Suggestions made by those who were presently enrolled in the program are reported as part of Chapter 4 of this thesis, which has been submitted to the department leadership for consideration.

Chapter 4

Presentation of Findings

Introduction

This study yielded a "mixed bag" of results that included many positive comments about individual faculty members, classes, and portions of the graduate program as well as much criticism of the advisement and administration of the graduate portion of the Department of Criminal Justice at CSULB. Through the use of the survey instrument, the researcher was able to compile recommendations about possible future direction for the department and express the needs of the students. Enrollment trends for the School of Applied Arts and Sciences showed that a modest recovery was beginning as of the time of this study, but the large numbers of students present in the 1970s will not be repeated for reasons that the department or university cannot control. Shifting age cohorts, diminishing funds for educational programs, and other factors will play a more pronounced role in the way colleges and universities do business in the future.

Overall Survey Return Rate

The self-reporting mailed survey proved to be a satisfactory method of obtaining feedback about the Department

of Criminal Justice Master's Degree program from graduates, dropouts, and current students. Of the 160 survey instruments mailed, 94 were returned with responses, for a rate of 58.75%. As previously mentioned, this exceeded the researcher's arbitrary cutoff of 55%, allowing analysis to proceed. Since feedback about the program was the objective of the survey, rather than an "experimental" result, randomness was introduced into the selection of the sample only to ensure an equal representation of subjects. If the initial sample had not produced the desired response rate, another sample could have been selected and surveyed. This would have introduced a possible sampling error into the results by reducing the population from which the sample was drawn. This error would have been worth the risk, however, to obtain the necessary information. The ultimate objective of the survey was to obtain feedback on how to both retain graduate students and improve the program.

Data Collected from the Program Dropouts

Information obtained from the survey instruments and transcripts of the dropouts sampled was by far the most important of all in this research. Those who left the program prior to completion of the degree, for whatever reason, made a conscious decision to give up varying amounts of work, time, and money invested in pursuit of the master's degree. Their reasons for leaving paint the most

accurate picture of the graduate program, but are also biased in that those who have left may feel bitterness and animosity that is not justified. Their suggestions and ratings of various areas of the department and program may reflect this animosity, and that possibility should be kept in mind when viewing results.

The return rate on the survey instruments sent to the dropouts of the program was 46.4%, or 33 out of 71 instruments sent. This group yielded the lowest return rate due to the time lapse since the student left the university, in some cases nearly 15 years.

Demographics and Recommendations for Program Improvement As Reported by the Program Dropouts

The demographics of the dropouts of the program are summarized in Table 1.

The recommendations for program improvement made by the program dropouts are shown in Table 2.

Satisfaction with the Program As Reported by the Program Dropouts

Student satisfaction rated less than 6 on the scale of 1 to 10 should result in evaluation of the particular area by the faculty and leadership of the department. The areas over which the department has control are listed first, and those controlled by the university mentioned last. The

Table 1. Demographics of the Program Dropouts

Response	No.[a]	%[a]
Item 1: "Why did you choose CSULB?"		
Good program/reputation	12	36
Proximity to home/work	6	18
Faculty quality	7	21
Reputation	4	12
Graduate of CSULB (BA/BS)	4	12
Item 2: "How did you learn of the CSULB Criminal Justice Master's Degree program?"		
From others	14	42
The catalog	6	18
Graduates of CSULB (BA/BS)	4	12
Advertising	2	6
Graduate advisor of the program	3	9
Other school's advisors	4	12
Item 3: "What year did you begin your Master's program?"		
Earliest 1970	-	-
Latest 1981	-	-

Table 1. (continued)

Response	No.[a]	%[a]
Item 4: "While in the program, did you work? Hours per week?"		
40 or more	21	64
30-40	8	24
20-30	2	6
Less than 20 or not working	2	6
Item 5: "While in the program, were you employed in the Criminal Justice field? In what area?"		
In the field	18	55
In a related field	7	21
Not in the field	8	24
Item 6: "How was your degree program funded?"		
Self-funded	4	12
Employer funded	9	27
VA benefits	7	21
Law Enforcement Education Program (Federal funding)	13	39
Student loan programs	0	0
Other funding sources	0	0

[a]A hyphen (-) in the column indicates that data were not quantifiable.

Table 2. Recommendations for Program Improvement Made by the Program Dropouts

Response	No.[a]	%[a]
Item 7: "Did the schedule of afternoon and evening classes contribute to your leaving the program? If so . . . How?"		
Contributed	10	30
Did not contribute	19	58
No response	2	6
Item 8: "Did the courses offered contribute to your leaving the program? If so . . . how?"		
Contributed	4	12
Did not contribute	27	82
No response	2	6
Item 9: "Please list any courses you would like to see added to the program."[b]		
Police department management	-	-
Interpersonal communication	-	-
Leadership in the organization	-	-
Industrial security	-	-
Prison administration	-	-

Table 2. (continued)

Response	No.[a]	%[a]
Item 10: "Would you have completed your degree if the seven year limit had been longer? If so . . . how long?"		
No	32	97
Yes	1	3
Item 11: "Should waivers to the seven year limit be granted for special cases, such as work-related moves, military service, etc.?"		
Yes	33	100
No	0	0
Item 12: "Please give your specific reason(s) for leaving the Criminal Justice Master's program at CSULB."[b]		
Academic advising (quality)	16	48
Faculty indifference	8	24
Scheduling conflicts	4	12
Family/job related	3	9
Other (distance/major change)	2	6
Item 13: "Tell us how we can improve the program here at CSULB."[b]		
Morning class offerings	-	-
More "practical" courses	-	-

Table 2. (continued)

Response	No.[a]	%[a]
Improve academic advising and the interaction of faculty with students	-	-
Improve research materials in the department and library	-	-
Coursework should be mentally challenging	-	-

[a]A hyphen (-) in the column indicates that data were not quantifiable.

[b]Listed by major category.

areas where more than 50% of the respondents expressed dissatisfaction at less than 6 on the scale were:

Instructor quality: Nineteen of the 33 (58%) of the respondents rated the quality of the instructors in the department at less than 6 on the scale. Comments about the instructors included such things as unavailability, lack of interaction with the students, and that instructors simply did not care about the students as people. A common comment of the respondents was that the instructors seemed to be more involved in their own research than in teaching, but this comment only applied to the full-time faculty members. Part-time instructors were consistently given favorable comments by the respondents.

Classwork load: Classwork loadings were criticized by 24 of the 33 respondents (73%). The major criticism raised by the students who dropped the program was that the classwork required for some of the courses had little to do with the subject at hand, or was not "graduate" level work. However, since no generally accepted definition of graduate work exists, it is difficult to give specific examples of what graduate work should be.

Instructor concern: Thirty of 33 respondents (91%) felt that the full-time faculty was not concerned about them as students or individuals. The majority who made written comments about faculty stated that there was a noticeable lack of interaction of faculty with students,

and that the lack of that interaction had influenced their decision to leave. Again, part-time faculty received favorable comments regarding concern and sincerity, as well as being rated by most who commented as more competent than the full-time staff.

Instructor availability: Twenty-two of 33 (67%) of the respondents were dissatisfied with the availability of instructors. Those who commented stated that the full-time staff never seemed to "be around" when needed, and were usually "too busy" to interact with students. Some commented on the inability to even make telephone contact with instructors through the office of the department; however, these comments were from students who left more than 10 years ago.

Academic advisement: Thirty-three of 33 (100%) of the respondents expressed dissatisfaction with their academic advisement. Those who commented stated that the graduate advisor was unavailable, disorganized, and did not give reliable information to the students. Some related that they had never received any academic advising at all. Interaction with the graduate advisor was desired by the majority who commented, with the role of mentor or friend also cited as desirable roles for the graduate advisor.

Department/instructor support: While all 33 respondents answered this question, it may not have asked for the right information. This is an area that would not have

been applicable to all those who dropped, based on the number of units of work that were completed. Twenty of the 33 (64%) were dissatisfied with department support for petitions, add/drop, etc. Those who commented stated that the instructors were "never available" to sign paperwork if needed.

Class scheduling: Twenty-eight of the 33 respondents (85%) were dissatisfied with class scheduling. The main reason cited in written comments was the lack of more than one section of each required class for students to choose from, lack of morning sections of classes, and the intensive format. The intensive weekend format was very unpopular with students, because of the need to "cram" everything into a 2 day period, with a lack of feedback on progress until it is usually too late to withdraw.

Thesis/project guidance: Only 24 of the 33 respondents answered this question as it was not applicable to all of the sample. However, 100% of those who responded were dissatisfied with the guidance they had received on their thesis or project work, both in the thesis and integrated analysis tracks. Those who made written comments were critical of the "lack of direction" given by the graduate advisor on thesis preparation, and the lack of a requirement that research methodology be taken prior to the start of the thesis preparation. It was also recommended

that the methodology class be required prior to directed research for the thesis.

Individual satisfaction: Thirty of the 33 respondents (91%) were dissatisfied with the program and rated it at 5 or less on the scale of 1 to 10.

Overall evaluation: Twenty-four of the 33 respondents (72%) rated the program at less than 6 on the scale of 1 to 10.

Admissions and records: Twenty-one of the 33 respondents (64%) criticized the admissions and records function. Lack of understanding and "bureaucracy" were most often cited as problems by those who commented about this particular area. Financial aid was also criticized by several dropouts for lack of timely response or service, and one even stated that he left the program because of the Admissions and Records Office.

Student parking: Thirty-three of 33 (100%) of the respondents were dissatisfied with student parking, both the amount of parking and the location. Close-in parking for employees was criticized in written comments, as was the cost of parking permits.

Data Collected from the Program Graduates

Graduates of the program should have provided the best feedback on the changes that need to be made, if any. They had successfully completed their degrees and could look

with an unbiased eye on their experience. Success in the program would have most likely resulted in the least animosity toward the school and department of any of the three samples, since time tends to erase all but the best of memories. Of the 63 graduates selected for the survey, 41 responded for a rate of 65%.

Demographics and Recommendations for Program Improvement As Reported by the Program Graduates

The demographics of the graduates of the program are shown in Table 3.

The recommendations for program improvement made by the program graduates are presented in Table 4.

Satisfaction with the Program As Reported by the Program Graduates

Student satisfaction rated less than 6 on the scale of 1 to 10 should result in evaluation of the particular area by the faculty and leadership of the department. The areas where more than 50% of the respondents expressed dissatisfaction at less than 6 on the scale were:

Student parking: Forty-one of the 41 respondents (100%) were dissatisfied with the student parking of the campus. Both the amount of parking and the location of student parking areas were criticized by the graduates of the program.

Table 3. Demographics of the Program Graduates

Response	No.[a]	%[a]
Item 1: "Why did you choose CSULB?"		
Good program/reputation	13	32
Proximity to home/work	9	22
Faculty quality	4	10
Reputation	9	22
Graduate of CSULB (BA/BS)	4	10
Other (scholarship/grant)	2	5
Item 2: "How did you learn of the CSULB Criminal Justice Master's Degree program?"		
From others	10	24
The catalog	7	17
Graduates of CSULB (BA/BS)	4	10
Graduate advisor of the program	10	24
Advertising	4	10
Other school advisors	6	15
Item 3: "What year did you begin your Master's program?"		
Earliest 1969	-	-
Latest 1981	-	-

Table 3. (continued)

Response	No.[a]	%[a]
Item 4: "While in the program, did you work? Hours per week?"		
40 or more	32	78
30-40	6	15
20-30	2	5
Less than 40 or not working	1	2
Item 5: "While in the program, were you employed in the Criminal Justice field? In what area?"		
In the field	34	83
In related field	4	10
Not in the field	3	7
Item 6: "How was your degree program funded?"		
Self-funded	15	36
Employer funded	6	15
VA benefits	10	24
Law Enforcement Education Program (Federal funding)	10	24
Student loan programs	0	0
Other funding sources	0	0

[a]A hyphen (-) in the column indicates that data were not quantifiable.

Table 4. Recommendations for Program Improvement Made by the Program Graduates

Response	No.[a]	%[a]
Item 7: "Would you change the class schedule? If so . . . how?"		
No change (no response)	31	76
More a.m. classes	5	12
More class sections	5	12
Item 8: "Would you change the program? If so . . . how?"[b]		
Management and leadership theory and practice classes	-	-
Balance the program to allow learning about all aspects of criminal justice	-	-
Financial and budget management classes for administrators	-	-
Personnel management classes	-	-
Tie the theory taught to the real world	-	-
Instructors with practical experience	-	-
Item 9: "Please list any courses you would like to see added to the program."[b]		
Management/leadership	-	-
Budget/finance	-	-
Personnel management	-	-
Law courses (the theory behind the law)	-	-

Table 4. (continued)

Response	No.[a]	%[a]
Item 10: "Would you like to see the seven year limit for degree completion extended? If so . . . how long should it be?"		
No	41	100
Yes	0	0
Item 11: "Should waivers to this limit be granted for special cases, such as work related moves, military service, etc.?"		
Yes	41	100
No	0	0
Item 12: "Please tell us how we can improve the program here at CSULB."[b]		
Improve communication and interaction with other departments	-	-
Increase the amount of "real world" instruction	-	-
Increase the numbers of instructors who work in the field (practical experience)	-	-
Increase the use of the seminar approach	-	-
Computerize the advising function	-	-

[a]A hyphen (-) in the column indicates that data were not quantifiable.

[b]Listed by major category.

No other area of the program was rated less than 6 on the satisfaction scale by more than 50% of the graduates. This indicated that the graduates of the program were successful in completing the requirements, feel that improvements could be made, but were not significantly dissatisfied.

Data Collected from the Current Students of the Program

Current students in the program were able to provide the most relevant feedback about what was going on in the department at the time of this study. Of 26 selected for the survey, 20 responded, for a rate of 76.9%. Suggested changes to the program were abundant in the current students' responses, many of which have merit.

Demographics and Recommendations for Program Improvement As Reported by the Current Students of the Program

The demographics of the current students of the program are shown in Table 5.

The recommendations for program improvement made by the current students of the program are summarized in Table 6.

Table 5. Demographics of the Current Students of the Program

Response	No.[a]	%[a]
Item 1: "Why did you choose CSULB?"		
Good program/reputation	14	70
Proximity to home/work	3	15
Faculty quality	2	10
No response	1	5
Item 2: "How did you learn of the CSULB Criminal Justice Master's Degree program?"		
From others	9	45
The catalog	3	15
Graduates of CSULB (BA/BS)	4	20
Advertising	2	10
Graduate advisor of the program	2	10
Item 3: "What year did you begin your Master's program?"		
After 1981	20	100
Item 4: "Are you presently working? ____hours per week."		
40 or more	16	80
30-40	2	10
Less than 30 or not working	2	10

Table 5. (continued)

Response	No.[a]	%[a]
Item 5: "Are you now employed in the Criminal Justice field? In what area?"		
In the field	10	50
In a related field	4	20
Not in the field	6	30
Item 6: "If you're not employed in the field, what is your job?"[b]		
Answers varied from housewife to plumber, teacher, research assistant, and full-time student	-	-

[a]A hyphen (-) in the column indicates that data were not quantifiable.

[b]Listed by major category.

Table 6. Recommendations for Program Improvement Made by Current Students of the Program

Response	No.[a]	%[a]
Item 7: "How many units have you completed toward your degree?"		
Minimum 6	-	-
Maximum 30	-	-
Item 8: "How is your degree program funded?"		
Self-funded	12	60
Employer funded	3	15
VA benefits	1	5
Student loan programs	2	10
Other funding sources	2	10
Item 9: "Would you change the class schedule? If so . . . how?"[b]		
More a.m. classes	-	-
Additional sections of required courses	-	-
Drop the intensive format	-	-
Item 10: "Would you change the program? If so . . . how?"[b]		
Being able to specialize in the MS	-	-
Less theory and more practical classes	-	-
Leadership and management emphasis on coursework	-	-

Table 6. (continued)

Response	No.[a]	%[a]
Budgeting and finance emphasis	-	-
Personnel management coursework	-	-
Item 11: "Please list any courses you would like to see added to the program."[b]		
Law theory classes	-	-
Graduate correctional administration	-	-
Graduate parole/probation systems	-	-
Item 12: "Would you like to see the seven year limit for degree completion extended? How long should it be?"		
Extended	0	0
Not extended	20	100
Item 13: "Please tell us how we can improve the program here at CSULB."[b]		
Dropping the thesis requirement and substituting integrated analysis or comprehensive examinations only	-	-
More personalized thesis guidance	-	-
Improve the academic advising of the department	-	-

Table 6. (continued)

Response	No.[a]	%[a]
Full-time academic advisor	-	-
Consistency in advisement	-	-

[a]A hyphen (-) in the column indicates that data were not quantifiable.

[b]Listed by major category.

Satisfaction with the Program
As Reported by Current
Students of the Program

Student satisfaction rated less than 6 on the scale of 1 to 10 should result in evaluation of the particular area by the faculty and leadership of the department. The areas where more than 50% of the respondents expressed dissatisfaction at less than 6 on the scale were:

Instructor quality: Eleven of the 20 respondents (55%) expressed concern in the area of instructor quality. Full-time faculty were criticized as being "out of touch with reality" by those who commented, as well as "usually unavailable" to students. The part-time instructors were rated higher in satisfaction in written comments because of their exposure to the daily routine of the criminal justice field. This appeared to be a consistent criticism, even among the graduates of the program.

Instructor concern: Specific faculty members were praised in written comments for their concern for the students in the graduate program; however, 14 of the 20 respondents (70%) rated this area less than 6 on the scale. Written comments of the students reflected an attitude that the faculty of the program are more concerned with research and promotions than the graduate students. Lack of interaction with students in other than the classroom environment was also criticized, and may be directly related to the perceived concern of the faculty.

Instructor availability: Fifteen of the 20 respondents (75%) were highly dissatisfied with this area. Written comments reflected unavailability even during posted office hours of some faculty. The unavailability of faculty made the graduate students "feel unimportant," and this was reflected in more than one set of written comments.

Academic advisement: Sixteen of the 20 respondents (80%) were critical of the academic advisement in the department. Written comments included such phrases as "I don't trust the advisor's information," "Be sure to check the catalog," and "If he can be found . . . ." Other recommendations were that the graduate advisor visit each graduate class to ensure that students have contact with him, informal meetings be scheduled for personal interaction, and that the graduate advisor improve his system for tracking student progress.

Satisfaction of individual needs: Fourteen of the 20 respondents (70%) expressed dissatisfaction with the ways in which their individual needs were being met. Among the written comments of the students were criticisms of the sometimes inappropriate coursework in classes, lack of interaction with faculty, and feelings of being alone. This contrasts the satisfaction expressed with the overall rating of the department, where 13 of the 20 respondents expressed satisfaction greater than 6. While individual

needs are not being met in some cases, there appeared to be general satisfaction with the department as a whole.

Admissions and records: The admissions and records function was criticized by 15 of the 20 respondents (75%). Most of the written comments were about waiting in lines, inefficiency and uncaring attitudes by admissions and records personnel, and unnecessary delays in "getting anything done."

Campus bookstore: Fifteen of the 20 respondents (75%) criticized the bookstore, mostly for delays in obtaining required texts, incorrect text information for classes, and overpricing of books.

Student parking: Twenty of the 20 respondents (100%) criticized parking, both for lack thereof and cost for parking permits. This was a general criticism of all the survey respondents, including graduates and dropouts.

The Catalog

The university catalog is a vitally important document that may be the only source of information for the potential applicant to the school. Ensuring that the correct information about program requirements is included in the catalog is very important. The potential applicant may make a decision on which college to attend based strictly on what he or she sees in the catalog.

The general information sections of the catalog are not under the control of the department, and therefore were not covered in this research. The departmental portions of the CSULB catalog were compared with those of California State University, Sacramento and Claremont Graduate School. All in all, departmental portions of these documents were very straightforward and unimaginative. Information about the program requirements was listed for the undergraduate and graduate programs of each school, course offerings and descriptions provided, and faculty information given. In each catalog, the school in which the criminal justice department resided was allowed to enhance its portion of the catalog with pictures, drawings, photographs, and other methods of selling the student.

Other than ensuring the accuracy of the catalog, which has been difficult due to the time delay for printing, improvement to the departmental section of the CSULB catalog could include photographs, additional faculty information, and a more "marketing oriented" format for the selling of the program. The competition is fierce for students, and selling the program is very important.

Historical Development of the Program

Growth in the graduate program of the Department of Criminal Justice at CSULB was generally steady from 1970 until 1978, and occurred in the undergraduate program as

well. This steady growth was reflected in the numbers of students granted degrees in the School of Applied Arts and Sciences during this same period. The peak year for the school was 1975-1976, when 1,246 bachelor's degrees were granted, of which 243 (20%) were in the Criminal Justice Department. However, the peak year for master's degrees granted in the school was 1976-1977, when 165 were awarded. The Criminal Justice Department only awarded 15 during 1976-1977, or about 9% of the school total. The peak year for the Criminal Justice Department's master's degree production was 1978-1979. Twenty-three degrees were awarded during that watershed year, of about 16% of the school's total (McConnell 1985).

The growth of the department from 1970-1978 coincided with a period in which the department leadership remained nearly constant, course offerings were virtually unchanged, and the university remained almost constant in population. Course offerings during this period emphasized basic knowledge of the field, and provided a concentrated examination of criminal justice. Table 7 lists the graduate courses offered by the Criminal Justice Department at CSULB for the periods of 1969-1977, 1977-1981, and 1981-1985.

Discussion of Results

The period of 1969-1977, during which the course offerings remained virtually unchanged, and stability in

Table 7. Graduate Courses Offered by the Criminal Justice Department at California State University, Long Beach for the Periods 1969-1977, 1977-1981, and 1981-1985

Course Number	Course Title
	1969-1977
CJ 511	Criminal Justice Education Systems
CJ 512	Problems in Urban Criminal Justice
CJ 521	Criminal Justice Administration
CJ 551	Criminal Justice Legal Systems
CJ 581	Theories of Crime Causation and Prevention
CJ 599	Special Topics (added 1973)
CJ 621	Seminar in Criminal Justice Administration
CJ 622	Seminar in Criminal Justice Information Systems
CJ 623	Seminar in Comparative Criminal Justice Systems
CJ 624	Seminar in Criminal Justice Problems
CJ 696[a]	Research Methodology
CJ 697	Directed Research
CJ 698	Thesis or Project

Department Chair: Dr. Felkenes (1969-1971)

Dr. Whisenand (1971-1976)

Dr. Adams (1976-1983)

Table 7. (continued)

Course Number	Course Title
	1977-1981
CJ 512	Problems in Urban Criminal Justice
CJ 521	Criminal Justice Administration
CJ 541[b]	Correctional Counseling and Case Management
CJ 551[a]	Criminal Justice Legal Systems
CJ 581[a]	Theories of Crime Causation and Prevention
CJ 599	Special Topics
CJ 621[a]	Seminar in Criminal Justice Administration
CJ 622	Seminar in Criminal Justice Information Systems
CJ 623	Seminar in Comparative Criminal Justice Systems
CJ 624	Seminar in Criminal Justice Problems
CJ 640	Seminar in Police Administration
CJ 641[b]	Seminar in Correctional Administration
CJ 650[b]	Seminar in Juvenile Justice
CJ 690[a,b]	Seminar in Criminal Justice Program Evaluation
CJ 696[a]	Research Methodology
CJ 697	Directed Research
CJ 698	Thesis or Project
CJ 699[b]	Integrated Analysis (added 1979)

Department Chair: Dr. Adams (1976-1983)

Table 7. (continued)

Course Number	Course Title
	1981-1985
CJ 512	Problems in Urban Criminal Justice
CJ 521	Criminal Justice Administration
CJ 541	Correctional Counseling and Case Management
CJ 551	Criminal Justice Legal Systems
CJ 581[a]	Theories of Crime Causation and Prevention
CJ 599	Special Topics
CJ 621	Seminar in Criminal Justice Administration
CJ 622	Seminar in Criminal Justice Information Systems
CJ 623	Seminar in Comparative Criminal Justice Systems
CJ 624	Seminar in Criminal Justice Problems
CJ 630[b]	Seminar in Organized Crime
CJ 640	Seminar in Police Administration
CJ 641	Seminar in Correctional Administration
CJ 650	Seminar in Juvenile Justice
CJ 690	Seminar in Criminal Justice Program Evaluation
CJ 696[a]	Research Methodology
CJ 697[a]	Directed Research
CJ 698[a]	Thesis or Project

Table 7. (continued)

Course Number	Course Title
CJ 512	Problems in Urban Criminal Justice
CJ 699[a]	Integrated Analysis
Department Chair:	Dr. Adams (1976-1983)
	Dr. Becker (1983-1985)
	Dr. Kaci (1985-present)

Note. For years 1969-1977, from California State University, Long Beach, bulletin: General catalog, fall and spring semesters 1969-1970, May 1969, Long Beach: CSULB, pp. 73-77; California State University, Long Beach, bulletin: General catalog, fall and spring semesters 1970-1971, April 1970, Long Beach: CSULB, pp. 81-86; California State University, Long Beach, bulletin: General catalog, fall and spring semesters 1971-1972, May 1971, Long Beach: CSULB, pp. 99-104; California State University, Long Beach, bulletin: General catalog, fall and spring semesters 1972-1973, May 1972, Long Beach: CSULB, pp. 107-112; California State University, Long Beach, bulletin: General catalog, fall and spring semesters 1973-1974, May 1973, Long Beach: CSULB, pp. 133-138; California State University, Long Beach, bulletin: Undergraduate catalog, fall and spring semesters 1974-75, May 1974, Long Beach: CSULB, pp. 149-154; California State University, Long Beach, bulletin: Undergraduate catalog, fall and spring semesters 1975-76, May 1975, Long Beach: CSULB, pp. 143-148; California State University, Long Beach, 1969-70 graduate bulletin, May 1969, Long Beach: CSULB, pp. 75-77; California State University, Long Beach, 1970-71 graduate bulletin, April 1970, Long Beach: CSULB, pp. 83-86; California State University, Long Beach, 1971-72 graduate bulletin, May 1971, Long Beach: CSULB, pp. 99-102; California State University, Long Beach, 1972-73 graduate bulletin, May 1972, Long Beach: CSULB, pp. 112-115; California State University, Long Beach, 1973-75 graduate bulletin, May 1973, Long Beach: CSULB, pp. 127-130; California State University, Long Beach, 1975-77 graduate bulletin, May 1975, Long Beach: CSULB, pp. 122-125. For years 1977-1981, California State University, Long Beach, bulletin: Undergraduate and graduate catalog, 1979-1981, May 1979, Long Beach: CSULB,

pp. 257-265; California State University, Long Beach bulletin: Undergraduate catalog, fall and spring semesters, 1977-78, May 1977, Long Beach: CSULB, pp. 105-110; California State University, Long Beach, bulletin: Undergraduate catalog, fall and spring semesters 1978-79, May 1978, Long Beach: CSULB, pp. 115-120; California State University, Long Beach, 1977-79 graduate bulletin, October 1977, Long Beach: CSULB, pp. 127-130. For years 1981-1985, California State University, Long Beach, bulletin: Undergraduate and graduate catalog, 1981-1983, May 1981, Long Beach: CSULB, pp. 251-260; California State University, Long Beach, bulletin: Undergraduate and graduate catalog, 1983-1985, May 1983, Long Beach: CSULB, pp. 98-102.

[a]Required course.

[b]New course.

the Criminal Justice Department leadership existed, was also the time of growth in the program. Numbers of students enrolled steadily increased, and degrees granted also rose. The number of candidates enrolled in the program peaked at 114 in 1974, and declined gradually until 1978, when a 22% drop occurred in a single year, from 73 to 57 candidates. Another large drop in candidates in the program occurred in 1982. From spring to fall of that year, the number of candidates dropped from 46 to 28, or 39% (CSULB, Department of Criminal Justice 1986). These declines in enrollment corresponded to two distinct events which could have had an impact on students seeking a master's degree. The first of these is the demise of the Law Enforcement Assistance Administration (LEAA) in 1978, which forced many police officers and criminal justice professionals who were attending college on Federal grants to stop. Law Enforcement Assistance Administration monies were not replaced by city and county governments because of the influence of Proposition 13, limiting the amount of property tax revenue. The drop in 1982 was probably based on the economic recovery and the ability of graduates to obtain high paying jobs versus pursue a master's degree. No other significant events occurred during that period which could have had such a dramatic impact on enrollment.

Chapter 5

Discussion, Conclusions and Implications, and Recommendations for Program Improvement

Discussion

This research revealed a great deal of emotion in the responses of both current and former students of the Department of Criminal Justice program at CSULB, whether graduates or dropouts. The ideas of the students who had experienced the program have merit, and many of these ideas should be considered by the department's leadership as ways to improve the quality of the degree program. It must also be said that while the majority of the questions in the initial survey instrument were "negative" in nature, that is, asking for ways to improve and what is wrong with the program, positive answers and suggestions were given by many of the survey respondents. A tremendous amount of high quality instruction and positive interaction was taking place in the department at the time of the present study, particularly in the graduate portion of the program. Those instructors who took an active interest in their students and were willing to assist in any way they could are to be commended. The part-time instruction staff received many comments praising their concern and sincerity. In the case of the current students and the

graduates of the program, even though some who answered the survey felt that their individual needs had not been or were not being met, the overall satisfaction with the department was high. This showed the graduate program was in good shape, generally, but some improvement could be made.

The dropouts of the program expressed the highest dissatisfaction with the department. This, however, may have been a result of their individual lack of success in the pursuit of a graduate degree, or other factors beyond the control of the department. The consistently negative comments of the dropouts, even after several years in some cases, showed how deep the feelings of those who dropout can be. It would be an interesting study to follow up on the emotional status of dropouts over a period of years, to determine if nonpersistence has a lasting effect. Cope and Hannah (1975) performed this type of study on undergraduate students, revealing lower income, less marital success, and more involvement with crime of undergraduate students who do not finish college. Graduate students who do not finish, however, may not fit this pattern because of their completion of undergraduate degrees.

The dropouts of the CSULB Criminal Justice Department program were particularly critical of the faculty of the department in written comments and on the satisfaction scale used in the survey instrument. Their low ratings of

the quality of the instructors, the coursework in graduate classes, lack of availability of the faculty, and lack of faculty concern revealed a common need for interpersonal interaction on the part of the students. The nature of the items on the survey instrument could have caused some misinterpretation of concern, availability and quality, causing these areas to be erroneously lumped together as the same response. However, this still revealed a problem area that should be addressed. Part of this emotional response may have been due to lack of success, but a degree of truth was likely present.

Criticism of the academic advisement function in the department revealed a particularly critical area that needs evaluation. The advising function has been found by several researchers (Connel and Gardner 1982; McKinney and Hartwig 1981; Winston and others 1984) to be one of the most critical in any academic discipline. Interaction with the undergraduate advisor or graduate advisor can set either a positive, caring tone for education, or a negative, "assembly line" attitude on the part of the prospective student. Those dropouts in the present study who stated that they had received no graduate advisement of any kind have uncovered a problem that must be addressed. Each and every student must be advised on a regular basis. To do anything less is a disservice to the student and the department.

The class scheduling within the department was a major dissatisfier of those who responded to the survey. Additional sections of required classes was a common suggestion made by the dropouts. The intensive format was highly criticized by the dropouts, as well as graduates and current students. Intensives have a built-in lack of feedback on student progress until after the date to drop the classes which many students are fearful of. Work schedules generally preclude students from attending the intensive classes, forcing many to delay graduation until the classes are offered on a normal (once per week) schedule.

Thesis and project guidance was another major dissatisfier of the dropouts of the program. The most common comment about this area was that no guidance was given by the graduate advisor, and many theses were not evaluated adequately. The expectation that the student would learn how to write a thesis on his or her own exasperated many of the dropouts. Personal interaction and guidance is considered critical in the preparation of a major project, giving the student the feeling that his or her work is important. Dropout evaluation of the admissions and records function of the university showed much dissatisfaction. A feeling of being overwhelmed by the "bureaucratic maze" came through in written comments about the Admissions and Records Office. Delays, waiting in lines, and uncaring

personnel were the most often cited reasons for this dissatisfaction. This is obviously an area that the department had no control over; however, improvements are needed.

Student parking was a universally criticized part of the university by dropouts, graduates, and current students. The sheer numbers of students who attend CSULB make parking a problem that may not have a solution.

Individual satisfaction and overall evaluation of the department showed that the dropouts of the program were not satisfied with their experience in the Criminal Justice Department. Faculty interaction with the student, be it in the classroom, informal interpersonal relationships, or advisement, appeared to be the area that dissatisfied most of the dropouts of the program. Research in the area of retention cited faculty interaction as vitally important to the student, not only as guidance on academic progress, but as friend and mentor. Lack of this interaction within the department could contribute greatly to dropping retention.

Graduates of the program provided valuable feedback about course offerings, changes to the schedule, and the needs of students in the real world of work. The feedback from the graduates has the most value in the mind of the present researcher, due to the passage of time and opportunity for those graduates to use their knowledge. Coursework suggestions were based on what the graduates had

discovered they needed in day to day jobs. Providing students with this type of knowledge would enhance the value of the master's degree for those who follow.

Suggested course changes by the graduates of the program expressed a desire for management oriented learning. Personnel, finance, and leadership were the most commonly suggested courses to be added. Another area of concern by the graduates was that the teaching of theoretical ideas is good, but tends to have little application in the outside world. Tying the theory to the real world environment of criminal justice, showing how the theory applies, and providing the students with instructors that have practical experience were other common suggestions. The graduates of the program were highly satisfied with their experience in the department, and individual needs of the graduates were met in most cases. A suggestion that has special merit from the graduates of the program was that the advising function of the department be computerized. This would assist in the tracking of graduate student progress, eliminate the tedious job of hand tracking records, and provide the graduate advisor with printed products that could be presented to the student during advising sessions. This would be particularly useful for the undergraduate advisor in the department, since additional requirements for the baccaulaureate degree exist.

The current students in the department at the graduate level appeared to be dissatisfied with the program in many areas. The faculty were criticized for their lack of availability to the students, lack of concern for the students as individuals, and quality of instruction. The most common criticism of the faculty was in the area of research versus teaching. If an instructor was not available to a student at his or her office hours, the perception was that the faculty member was doing research. Research was not thought of as "bad," per se, but if it detracted from the student's ability to interact with faculty, it took on a negative connotation. Research in that case was viewed as serving only the interest of the faculty member, not the student. Use of paid graduate assistants to do research for faculty members was particularly irritating to students, who viewed this practice as a double standard--that faculty could have research done for them in order to be promoted, but students could not in order to pass courses.

Interaction with faculty members was desired by current students. Written comments by these students made reference to the fact that faculty were only on campus during their posted office hours. More interaction in an informal environment, initiated by the faculty members, was cited as a solution to the problem of lack of interaction. The graduate student in particular needed this informal

interaction to feel that his or her worth was somewhat greater than the numerous undergraduates in the department. Graduate students wanted to feel "special" because of their status, and to be viewed as almost peers by faculty. Faculty members have the opportunity to provide a good example to graduate students through this interaction, passing on their philosophy, interesting students in the academic environment, and furthering interest in research and graduate education.

The catalog for the university is apparently unchangeable in format. Compared to the catalogs of other master's degree granting institutions, the CSULB catalog was equivalent in content. Delays in the printing of past catalogs from the submission of information made whatever was printed virtually out of date on the date of publication. The use of supplements to the catalog to provide current information, and the advent of annual publication versus biannual would eliminate some, but not all, of this out of date information. Published literature in the department should be updated regularly to provide applicants with the most current information about the program and requirements. The presence of faculty who can advise applicants on a daily basis would also assist those desiring information. At the time of the present study, this function was handled by the department secretary in many cases, or by the department chair. This interfered with the department

chair's other responsibilities, and detracted from her ability to manage the department effectively.

The history of the department showed growth during the early years from 1970 to 1978. This growth can only be attributed to the quality of the department and the availability of Federal Law Enforcement Education Program (LEEP) and veteran's benefits funds for the education of police officers and other criminal justice professionals. Termination of these funds in 1978 caused a drop in enrollment in the master's program, and was the start of a decline in enrollment that existed even at the time of the present study. The steady decline in degrees granted, as well as numbers of candidates in the department, reflected both the scarcity of funds and the improvement in the economic climate of the nation. Prospective students appeared to be obtaining jobs versus pursuing graduate degrees. This may change in the future, however, with continued economic recovery and shifting age cohorts. At the time of the present study, the department had stabilized with approximately 30 master's degree candidates enrolled, and this appeared to this researcher to be the trend for the foreseeable future. An active recruitment program and advertising campaign would likely increase applications to the graduate program, but without changes in the interaction of faculty with students and additional guidance for graduate

students, applications may not result in degree production in the future.

Conclusions and Implications

Although the Department of Criminal Justice at CSULB had experienced a decline in enrollment in the master's degree program over the 5 years prior to the present study, the enrollment had stabilized. About 30 candidates were enrolled in the program at that time, and this number can be projected into the future with relative certainty. This researcher feels that the program was in a present period of equilibrium. Efforts by personnel in the department to recruit additional students into the program would result in additional enrollments for future years, and some growth in the program. The use of marketing and content analysis for the literature of the department, along with targeting those potential applicants who would be interested in the program for professional advertising, could have a significant impact on enrollment. The use of advertising has been shown to have a dramatic impact on recruitment by such researchers as Goldstein (1979) and Miklich (1985). Linking effective advertising with active involvement by faculty and administrators of the university could prove to be extremely valuable in the recruitment of new students. Jackson's 1985 study on alumni recruitment showed dramatic results when the graduates were actively involved with

future applicants. The key to success appears to be interpersonal interaction with the applicant, and continuing interaction throughout the graduate course of study.

Efforts within the department must be made to enhance the image of faculty. The perceptions of the students about the quality of instruction, and the value of the degree appeared to be directly linked to the amount of interaction with faculty members outside the classroom. Those faculty who took the time to speak to students, seek interaction, and provide effective feedback of academic progress received the highest marks from students surveyed. The informal interviews performed by the present researcher about satisfaction of the currently enrolled students confirmed this. Faculty who were readily available to the students were more highly regarded than those who were not available. The accessibility of faculty at other than posted office hours was viewed positively by graduate students, and was seen as a sign of concern for their needs. A long term benefit of this improved image would be the positive portrayal of the program by word of mouth to other potential applicants. Graduates of the program may well provide the best advertising that can be had by the department.

The role of the graduate advisor in the department was somewhat nebulous at the time of the present study. Many

of the functions that should have been performed by the graduate advisor had been shifted to the department secretary or, as a last resort, the department chair. Such important functions as providing written permission to enroll in classes, graduate studies extension courses, and some actual advisement were performed by the secretary and department chair. The graduate advisor was only available to students 6 hours per week, and only during the day when no graduate classes were meeting. He was not even always available during those hours. This left many of the graduate students with a feeling that they were "unimportant" to the graduate advisor. This was especially true of the students who worked full time, since they had to take time off the job to visit the graduate advisor during his "daytime only" hours. This feeling of unimportance was carried over from the previous graduate advisor who had retired. Both individuals were regarded by graduates and current students as "nice people," but were not considered credible as graduate advisors. A feeling of distrust was common among students, resulting in the obtaining of "second opinions" on important matters relating to the catalog and graduation requirements. The presence among students of horror stories about graduate advising tended to perpetuate this less than desired image. Students not graduating on time, rejection of theses, lack of units for graduation, and other tales, which may or may not be based

in fact, were common. Having the graduate advisor present during other than posted office hours, and visits to night classes to answer questions were common suggestions of graduate students. Office hours during one or two evenings per week, preferably on those nights when the majority of graduate classes meet, would dramatically enhance the interaction of the graduate advisor and students, to the mutual benefit of both.

Winston and others (1984) cited four important roles for the graduate advisor in order to be termed successful. The first of these is a reliable information source. Compilation of clear and concise statements of department and school policy relating to graduate work, and distribution of that information to every graduate student, is essential. The second role is that of department socializer. The graduate advisor must assist the student in interpretation of the system within the university, and help him or her overcome the inevitable obstacles in his or her path. Among the most important roles of the graduate advisor in this capacity is frequent interpersonal contact during the first weeks of each semester, initiated by the graduate advisor. The third role is that of advocate. As one of the power figures of the department, students should feel that the graduate advisor will "go to bat" for them if needed. The graduate advisor in the advocate role for the student may never be used by some individuals, but will

become well known nonetheless. The fourth role for the graduate advisor is that of role model. Teaching by example is cited as very important to the graduate student, as the graduate advisor may have the most interpersonal contact with the student. A desirable role for the graduate advisor is mentor. Encouragement of students to perform to their best ability and provide quality research and work is another important form of advising. This role can have a long term influence on the pursuits of graduate students, for this role modeling may motivate students to pursue an academic career. Obviously, these are ideal roles, and individual styles of leadership and management come into play, but each role should be assumed to some extent by the graduate advisor. Modification for individual needs of students and faculty to meet the ever changing situation at CSULB would only enhance the role of the graduate advisor.

Advertising of the department's graduate program in target markets such as police departments, courts, and schools offering baccalaureate degrees in related fields would likely produce many more applicants than were seeking to enter the program at the time of the present study. Use of alumni in these recruiting efforts (not faculty alumni) may have an impact on the credibility of the recruiting effort. Professional advertisers or agencies should be secured to assist in the advertising efforts. Many

agencies may be willing to reduce rates in order to secure the business of the university. The value of having the advertising campaign of a major university in the agency portfolio would increase the willingness of agencies to perform this work. Miklich (1985) referred to the use of logos and professional advertising in the Los Angeles area as the key to success in recruitment of several institutions. However, according to Miklich, the trend was not taking hold and taking off. Academia tended to not want to have to advertise, much as lawyers in the past. Miklich further stated that a combined use of radio, magazines, and newspapers produced the best results. An effective balance of these media could provide CSULB with the applicants desired, or as Miklich stated, "professionally done advertising tripled responses in one case" (1985, p. 269). This statement tends to lend credibility to the need for effective use of the media.

Finally, the department needs to consistently rate the satisfaction of the students. Cooper and Bradshaw's (1984) Monitor of Student Satisfaction (MOSS) survey instrument could be effectively used for both the undergraduate and graduate students in the program to measure how effectively the department is meeting the goals of the students, and vice versa. Knowledge of the satisfaction of the students in the program on a continuous basis would allow department leadership to shift emphasis or change course to

retain those who have already entered the program and are qualified to attend the university. Use of the MOSS instrument would provide feedback to the leadership of the department in a timely manner, possibly averting the dropping out of students without the knowledge of, or intervention by, the graduate advisor and faculty members.

Recommendations for Program Improvement

The following recommendations are based on the observations of the present researcher, survey feedback from current and former students, and appropriate literature about student retention, graduate advisement, and collegiate marketing, as well as the previous management experience of the researcher. While not perfect, they may have an impact on the recruitment and retention of graduate students in the Department of Criminal Justice at CSULB, if implemented.

The first and most important recommendation for the department is to increase the interaction of the faculty with students, both undergraduate and graduate. Faculty members should be encouraged to be available to the students in their offices both during the day and evening. The undergraduate students in the program would benefit most from additional daytime hours for faculty, but graduate students need both faculty and the graduate advisor to

be available after normal business hours, when the bulk of students in the graduate program attend classes.

The second recommendation is that the department engage the services of a professional advertiser or agency to assist in the recruitment of students for both the undergraduate and graduate program. A thorough and professional content analysis of literature for the programs should be performed, and effective use of all type of media made to reach the most members of the target audience. Use of the resources available in the university will not yield the results desired, based on the previous work that the present researcher has seen. Professionally done advertising would yield tremendous benefit to the department and the university. The cost of advertising in this manner may be beyond the department's budget limits, so more than one department could use the services of the advertiser, increasing the value of the dollars spent. The evidence presented in Miklich's 1985 study showed that the return for dollars spent in the Los Angeles area through the use of professional advertising is very high. Advertising is a bargain, and should be used to its best advantage.

The third recommendation is that the graduate advising function in the department be transferred to a faculty member who is willing to devote the time and energy required for the job. The previous graduate advisor was very disorganized, as evidenced by the records kept on

AD-A172 918 GRADUATE RETENTION IN THE DEPARTMENT OF CRIMINAL JUSTICE AT CALIFORNIA ST (U) AIR FORCE INST OF TECH WRIGHT-PATTERSON AFB OH T M LANGLEY AUG 86 2/2

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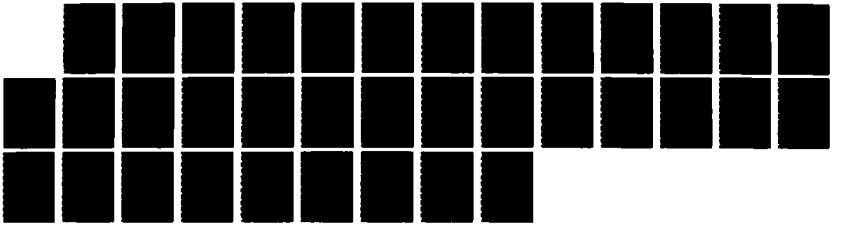

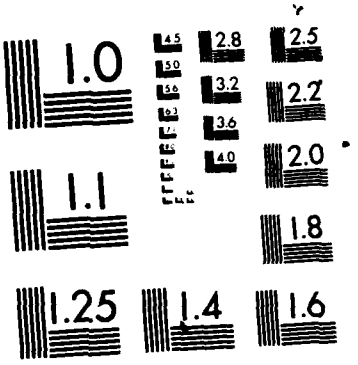

MICROCOPY RESOLUTION TEST CHART
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students. This was also true of the current graduate advisor. The attitude of students who were currently enrolled in the program was that the advisor was more interested in writing and obtaining promotions than in the students under his care. The graduate advisor's office hours should be expanded or he should make himself available to the graduate students during evening hours on nights when graduate classes meet. In that way, students who need assistance can get it on a walk-in basis. Although the current graduate advisor was willing to take telephone calls at home, many students were hesitant to call faculty at their residences, but were willing to telephone the office of the graduate advisor. For this reason alone, additional office hours are needed if only to prevent advisement by the department secretary or department chair. This recommendation ties in with the first regarding faculty interaction with the students in the program. Additional quality interaction is needed desperately with the graduate advisor.

The fourth recommendation is that the advisory function of the department at both the graduate and undergraduate levels be computerized. Students who receive an individual printout of their academic record and requirements needed for graduation during advisement would feel that the advisor has taken the time to prepare for their individual meeting. This would most likely increase the

quality of interaction with the student, and enhance the image of the academic advisor. Personal interaction is the key to success in computerization. As Spencer and others have pointed out, having the record of a student available and packed with up to date information is only valuable if an academic advisor is "knowledgeable, available, and interested" (1982, p. 171). The Computer Sciences Department of CSULB should be tasked to prepare advisement packages that would fit the needs of each department, through consultation with the individual faculty advisors. Special needs could easily be met with available computer resources, such as the two IBM PCs that the department still owned at the time of the present study. The IBM PC is extremely versatile and powerful. Use of the DBASE III program to create computer files for the graduate advisor is possible if the resources of the university are not used. The small relative files necessary to hold the information on students in the graduate program could be easily created given the time.

The final recommendation is that the role of the department chair be evaluated and enhanced. The department chair is the manager of the department's resources, and as such takes on responsibility for leadership, management, and results. Members of the faculty should cooperate with the department chair, who was still in office at the time of this study, in her efforts to enhance the program, as

opposed to the political infighting that was present in the department at that time. Adding of classes to the schedule, computerization of the department, increasing recruitment, and improving the image of the program would require the efforts of all the faculty. Moving out of individual "comfort zones" of the minimum hours of work possible for instructors, attention to other pursuits, and lack of interaction with students would be necessary in order to make the department grow. Improvement and growth in the program through the suggestions in this thesis would only be possible with careful orchestration by the department chair, and coooperation and support of faculty members who can teach the additional classes, provide meaningful suggestions, and do some of the legwork required. This is the "bottom line" in enhancing the retention of graduate students in the Department of Criminal Justice at CSULB. The department should be made to function as a cohesive unit, as businesses in the outside world do, and the program will grow by leaps and bounds. But if cohesion is not achieved, the decline in graduate enrollment is certain to continue, leaving criminal justice professionals with one less graduate program at some time in the future.

Appendices

Appendix A

Cover Letter and Survey Instrument for Program Dropouts

DEPARTMENT OF CRIMINAL JUSTICE
(212) 498-4738

June 25, 1985

Dear Student:

In our ongoing effort to improve the quality of the Criminal Justice graduate program here at California State University, Long Beach, we've designed a survey to elicit your feelings about the program. We're looking for candid comments, both positive and negative, on how we can better serve you and help you reach both your academic and career objectives.

Please take a few minutes to answer the attached survey, and return it in the post-paid envelope provided. Attach any additional comments to the survey or write them in the spaces provided for your convenience.

Thank you for your assistance. Please remember, your comments can make a difference.

Sincerely,

Judy Hails Kaci

Judy Hails Kaci, Chair
Department of Criminal Justice

JHK: ef
encl.

GRADUATE RETENTION SURVEY
DEPARTMENT OF CRIMINAL JUSTICE

1. Why did you choose CSULB?_____

_____

2. How did you learn of the CSULB Criminal Justice Master's Degree program?_____

_____

_____

3. What year did you begin your Master's program?_____

4. While in the program, did you work? Hours per week_____

5. While in the program, were you employed in the Criminal Justice field? In what area?_____
police, courts, probation, corrections, other

6. How was your degree program funded?

___Self (____%)

___Employer (____%)

___Veteran's Benefits (____%)

___Law Enforcement Education Program (LEEP) funds (____%)

___Student Loan Program (____%)

___Other_____(____%)

****

Please rate your satisfaction with the following areas by circling your response: very dissatisfied 1 2 3 4 5 (6) 7 8 9 10 very satisfied

****

Instructor quality.....	1	2	3	4	5	6	7	8	9	10
Course content.....	1	2	3	4	5	6	7	8	9	10
Classwork load.....	1	2	3	4	5	6	7	8	9	10
Instructor concern for <u>you</u> as an individual.....	1	2	3	4	5	6	7	8	9	10
Instructor availability outside the classroom.....	1	2	3	4	5	6	7	8	9	10
<u>Your</u> academic advisement.....	1	2	3	4	5	6	7	8	9	10
Library services.....	1	2	3	4	5	6	7	8	9	10
Admissions and Records.....	1	2	3	4	5	6	7	8	9	10
Campus bookstore.....	1	2	3	4	5	6	7	8	9	10
Extension (summer) services.....	1	2	3	4	5	6	7	8	9	10
Registration procedures.....	1	2	3	4	5	6	7	8	9	10
Department/Instructor support for appeals, petitions, etc.....	1	2	3	4	5	6	7	8	9	10

Please continue....

Note. By Thomas M. Langley.

Class scheduling.....1 2 3 4 5 6 7 8 9 10

Student parking.....1 2 3 4 5 6 7 8 9 10

Thesis or project guidance by faculty and department.....1 2 3 4 5 6 7 8 9 10

Satisfaction of your individual needs (academic & personal).1 2 3 4 5 6 7 8 9 10

Your overall evaluation of the Criminal Justice Department.....1 2 3 4 5 6 7 8 9 10

Please comment on any area you feel needs improvement_____

_____

_____

_____

_____

_____

_____

_____

_____(use reverse if needed)

7. Did the schedule of afternoon and evening classes contribute to your leaving the program? If so...how?_____

_____

_____

_____

8. Did the courses offered contribute to your leaving the program? If so...how?_____

_____

_____

_____

9. Please list any courses you would like to see added to the program_____

_____

_____

_____

10. Would you have completed your degree program if the seven year limit had been longer? If so...how long?_____

11. Should waivers to this seven year limit be granted for special cases, such as work-related moves, military service, etc?_____Yes

_____No

12. Please give your specific reason(s) for leaving the Criminal Justice Master's program at CSULB_____

_____

Please continue.....

12. Continued_____

_____

_____

_____

_____

_____

_____(use reverse if needed)

13. Tell us how we can improve the program here at CSULB_____

_____

_____

_____

_____

_____

_____

_____(use reverse if needed)

Thank you for your time and assistance in completing this survey

Please check below if you would like a copy of the results of this survey.

____Yes

____No

My correct address is:_____

_____

_____

_____

ZIP

Appendix B

Cover Letter and Survey Instrument for Program Graduates

DEPARTMENT OF CRIMINAL JUSTICE
(212) 498-4738

June 25, 1985

Dear Student:

In our ongoing effort to improve the quality of the Criminal Justice graduate program here at California State University, Long Beach, we've designed a survey to elicit your feelings about the program. We're looking for candid comments, both positive and negative, on how we can better serve you and help you reach both your academic and career objectives.

Please take a few minutes to answer the attached survey, and return it in the post-paid envelope provided. Attach any additional comments to the survey or write them in the spaces provided for your convenience.

Thank you for your assistance. Please remember, your comments <u>can</u> make a difference.

Sincerely,

Judy Hails Kaci

Judy Hails Kaci, Chair
Department of Criminal Justice

JHK: ef
encl.

GRADUATE RETENTION SURVEY
DEPARTMENT OF CRIMINAL JUSTICE

1. Why did you choose CSULB?_____

_____

2. How did you learn of the CSULB Criminal Justice Master's program?_____

_____

_____

3. What year did you begin your Master's program?_____

4. While in the program, did you work? Hours per week_____

5. While in the program, were you employed in the Criminal Justice field? In what area?_____
police, courts, probation, corrections, other

6. How was your degree program funded?

____Self (____%)

____Employer (____%)

____Veteran's Benefits (____%)

____Law Enforcement Education Program (LEEP) funds (____%)

____Student Loan Program (____%)

____Other_____(____%)

****

Please rate your satisfaction with the following areas by circling your response: Very Dissatisfied 1 2 3 4 5 (6) 7 8 9 10 Very Satisfied

****

Instructor quality.....	1	2	3	4	5	6	7	8	9	10
Course content.....	1	2	3	4	5	6	7	8	9	10
Classwork load.....	1	2	3	4	5	6	7	8	9	10
Instructor concern for <u>you</u> as an individual.....	1	2	3	4	5	6	7	8	9	10
Instructor availability outside the classroom.....	1	2	3	4	5	6	7	8	9	10
<u>Your</u> academic advisement.....	1	2	3	4	5	6	7	8	9	10
Library services.....	1	2	3	4	5	6	7	8	9	10
Admissions and Records.....	1	2	3	4	5	6	7	8	9	10
Campus bookstore.....	1	2	3	4	5	6	7	8	9	10
Extension (summer) services.....	1	2	3	4	5	6	7	8	9	10
Registration procedures.....	1	2	3	4	5	6	7	8	9	10
Department/Instructor support for appeals, petitions, etc.....	1	2	3	4	5	6	7	8	9	10

Please continue...

Note. By Thomas M. Langley

Class scheduling.....1 2 3 4 5 6 7 8 9 10

Student parking.....1 2 3 4 5 6 7 8 9 10

Thesis or project guidance by faculty and department.....1 2 3 4 5 6 7 8 9 10

Satisfaction of your individual needs (academic & personal)...1 2 3 4 5 6 7 8 9 10

Your overall evaluation of the Criminal Justice Department.....1 2 3 4 5 6 7 8 9 10

Please comment on any area you feel needs improvement_____

_____

_____

_____

_____

_____

_____

_____

_____(use reverse if needed)

7. Would you change the class schedule? If so...how? (the present schedule is primarily afternoon and evening classes)_____

_____

_____

_____

_____

_____

8. Would you change the program? If so...how?_____

_____

_____

_____

_____

9. Please list any courses you would like to see added to the program_____

_____

_____

_____

10. Would you like to see the seven year limit for degree completion extended? If so...how long should it be?_____

11. Should waivers to this limit be granted for special cases, such as work related moves, military service, etc?____Yes ____No

Please continue.....

12. Please tell us how we can improve the program here at CSULB____

_____

_____

_____

_____

_____

_____

_____

_____(use reverse if needed)

Thank you for your time and assistance in completing this survey

Please check below if you would like a copy of the results of this survey.

____Yes

____No

My correct address is:_____

_____

_____

_____
ZIP

Appendix C

Cover Letter and Survey Instrument for Current Students of the Program

DEPARTMENT OF CRIMINAL JUSTICE
(212) 498-4738

June 25, 1985

Dear Student:

In our ongoing effort to improve the quality of the Criminal Justice graduate program here at California State University, Long Beach, we've designed a survey to elicit your feelings about the program. We're looking for candid comments, both positive and negative, on how we can better serve you and help you reach both your academic and career objectives.

Please take a few minutes to answer the attached survey, and return it in the post-paid envelope provided. Attach any additional comments to the survey or write them in the spaces provided for your convenience.

Thank you for your assistance. Please remember, your comments can make a difference.

Sincerely,

Judy Hails Kaci

Judy Hails Kaci, Chair
Department of Criminal Justice

JHK: ef
encl.

GRADUATE RETENTION SURVEY
DEPARTMENT OF CRIMINAL JUSTICE

1. Why did you choose CSULB?_____

_____

2. How did you learn of the CSULB Criminal Justice Master's Degree program?_____

_____

_____

3. What year did you begin your Master's program?_____

4. Are you presently working?_____hours per week.

5. Are you now employed in the Criminal Justice field? In what area?_____
police, courts, probation, corrections, other....

6. If you're not employed in the field, what is your current job?

_____

7. How many units have you completed toward your degree?_____

****

Please rate your satisfaction with the following areas by circling your response: very dissatisfied 1 2 3 4 5 (6) 7 8 9 10 very satisfied

****

Instructor quality.....	1	2	3	4	5	6	7	8	9	10
Course content.....	1	2	3	4	5	6	7	8	9	10
Classwork load.....	1	2	3	4	5	6	7	8	9	10
Instructor concern for <u>you</u> as an individual.....	1	2	3	4	5	6	7	8	9	10
Instructor availability outside the classroom.....	1	2	3	4	5	6	7	8	9	10
<u>Your</u> academic advisement.....	1	2	3	4	5	6	7	8	9	10
Library services.....	1	2	3	4	5	6	7	8	9	10
Admissions and Records.....	1	2	3	4	5	6	7	8	9	10
Campus bookstore.....	1	2	3	4	5	6	7	8	9	10
Extension (summer) services....	1	2	3	4	5	6	7	8	9	10
Registration procedures.....	1	2	3	4	5	6	7	8	9	10
Department/Instructor support for appeals, petitions, etc....	1	2	3	4	5	6	7	8	9	10
Class scheduling.....	1	2	3	4	5	6	7	8	9	10
Student parking.....	1	2	3	4	5	6	7	8	9	10
Thesis or project guidance by faculty and department.....	1	2	3	4	5	6	7	8	9	10

Please continue.....

Note. By Thomas M. Langley.

Satisfaction of your individual needs (academic & personal)..1 2 3 4 5 6 7 8 9 10

Your overall evaluation of the Criminal Justice Department.....1 2 3 4 5 6 7 8 9 10

Please comment on any area you feel needs improvement_____

_____

_____

_____

_____

_____

_____

_____

_____ (use reverse if needed)

8. How is your degree program funded?

____Self (____%)

____Employer (____%)

____Veteran's Benefits (____%)

____Law Enforcement Education Program (LEEP) funds (____%)

____Student Loan Program (____%)

____Other _____(____%)

9. Would you change the class schedule? If so...how?_____

_____

_____

_____

_____

_____

10. Would you change the program? If so...how?_____

_____

_____

_____

_____

_____

11. Please list any courses you would like to see added to the program_____

_____

_____

_____

_____

Please continue....

12. Would you like to see the seven year limit for degree completion extended? How long should it be?_____

13. Should waivers to this limit be granted in special cases, such as job related moves, military service, etc? _____Yes _____No

14. Please tell us how we can improve the program here at CSULB____

_____

_____

_____

_____

_____

_____

_____

_____

_____(use reverse if needed)

Thank you for your time and assistance in completing this survey

Please check below if you would like a copy of the results of this survey.

_____Yes

_____No

My correct address is:_____

_____

_____

_____
ZIP

Appendix D

Cooper and Bradshaw's Monitor of Student Satisfaction Instrument: Adapted for Use by the Department of Criminal Justice at California State University, Long Beach

California State University, Long Beach

Department of Criminal Justice

Monitor of Student Satisfaction

Our department is interested in learning more about student opinions of its programs, courses, and advising. The information you and othe students provide to this questionnaire will be used to further improve the quality of the program and better prepare you for your career.

Please respond to all questions by marking darkly in the appropriate space, using a #2 pencil.

Age	Sex	Race/Ethnic Origin	Class level	Cum. GPA
O>18	OM	OAfro Am./Black	OFreshman	O>2.0
O19-20	OF	OAm. Indian/Native	OSophomore	O2.0-2.49
O21-22		OCaucasian	OJunior	O2.5-2.99
O23-25		OHispanic/Mexican	OSenior	O3.0-3.49
O26-28		OAsian	OMaster's	O3.5-4.0
O29+		OOther	OOther	

Use the following key:

1 Very Satisfied	3 Neutral	5 Very Dissatisfied
2 Satisfied	4 Dissatisfied	6 Insufficient Info

Indicate your satisfaction with THIS DEPARTMENT due to:

Contribution to your academic/ intellectual development	1 2 3 4 5 6
Relevance of the department program content to your career aspriations	1 2 3 4 5 6

Note. Adapted from C. Cooper and R. A. Bradshaw, 1984, "How green is your academic climate? Check it out with MOSS: A Monitor of Student Satisfaction," College and University, 59(3), 259-260, for use by the Department of Criminal Justice, California State University, Long Beach.

Flexibility of the program to meet your educational needs	1 2 3 4 5 6
Overall quality of the academic program	1 2 3 4 5 6
Opportunity to apply what is learned in the classroom	1 2 3 4 5 6
Availability of instructors out of class	1 2 3 4 5 6
Overall quality of instruction	1 2 3 4 5 6
Attitude of faculty toward students	1 2 3 4 5 6
Attitude of department chairperson toward students	1 2 3 4 5 6
Faculty concern for your academic/intellectual development	1 2 3 4 5 6
Accessability of your advisor	1 2 3 4 5 6
Your advisor's knowledge of procedure course content, curriculum options, etc.	1 2 3 4 5 6
Quality of career advising/counseling	1 2 3 4 5 6
Attitude of your advisor toward students	1 2 3 4 5 6
Attitude of departmental secretarial staff toward students and their needs	1 2 3 4 5 6
Atttitude of departmental administrative staff toward students and their needs	1 2 3 4 5 6
Equal treatment of women and men	1 2 3 4 5 6
Equal treatment of ethnic minority and minority students	1 2 3 4 5 6
Satisfaction with initial contacts with those in your department	1 2 3 4 5 6
Opportunities for involvement in departmental professional activities	1 2 3 4 5 6
This department in general	1 2 3 4 5 6

Which word or number best describes:

The average number of out of class faculty contacts in this department you have had per term for academic and/or career advising?

None 1-2 3-4 5-6 7-8 9+

The number of extracurricular professional activities clubs available to you in THE DEPARTMENT

None 1 2 3 4

Your involvement in extracurricular DEPARTMENTAL activities

None Occasional 1 club/activity more than 1 club/activity

Your leadership role in extracurricular DEPARTMENTAL activities

None 1 2 3 4 or more

Number of students you know on a first name basis in THIS DEPARTMENT

0-5 6-10 11-15 16-20 21+

What are your future plans for next term?

I plan to remain in this department because

O I'm very satisfied

O I'm basically satisfied

O Although I am not satisfied (please explain)

I plan to (next term)

O Graduate
O Transfer to a different major
O Transfer to a different college
O Dropout and return later
O Dropout and not return

I plan to transfer out of this department because of (next term)

O Lack of carreer opportunities
O Change in career interests
O Uncertainty about career plans
O Dissatisfaction with the academic program

OOissatisfaction with the quality of instruction

OOther (please explain)

Please provide written comments on the back of this form for any answers in which you were dissatisfied or very dissatisfied. Please number your responses.

What were you most satisfied with in the department?

What would you do to improve our academic climate and help us improve the training we provide for your career?

Thank you for your assistance.

Appendix E

Means and Standard Deviations for Student Satisfaction Ratings

Table 8. Means and Standard Deviations for Student Satisfaction Ratings: Program Dropouts, Program Graduates, and Current Students of the Program

	Dropouts		Graduates		Current Students	
Survey Rating Item	M	SD	M	SD	M	SD
Instructor quality	3.3	3.83	4.1	4.70	2.0	2.26
Course content	3.3	3.86	4.1	6.05	2.0	2.45
Classwork load	3.6	3.56	4.1	5.10	2.0	2.49
Instructor concern for you as an individual	2.9	3.38	4.1	6.29	2.0	1.56
Instructor availability outside the classroom	3.3	2.16	4.1	5.57	2.0	2.40
Your academic advisement	3.3	4.67	4.1	5.57	2.0	3.20
Library services	3.8	3.88	4.1	5.09	2.0	1.83
Admission and records	3.3	3.16	4.1	5.80	2.0	1.63
Campus bookstore	3.3	3.95	4.1	5.65	2.0	2.21
Extension services	0.8	1.23	1.2	1.14	0.8	1.48
Registration procedures	3.3	3.02	4.1	4.12	2.0	1.82
Department/advisor support for appeals, petitions, etc.	3.8	3.39	1.3	1.57	0.3	0.7
Class scheduling	3.3	3.53	4.1	5.23	2.0	2.75
Student parking	3.2	5.49	4.1	5.23	2.0	4.62
Thesis or project guidance by faculty and department	2.4	3.20	4.1	5.45	0.5	0.97

Table 8. (continued)

Survey Rating Item	Dropouts		Graduates		Current Students	
	M	SD	M	SD	M	SD
Satisfaction of your individual needs (academic and personal)	3.3	4.22	4.1	5.84	2.0	3.20
Your overall evaula-tion of the Criminal Justice Department	3.5	3.43	4.1	4.72	2.0	3.09

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