

# **The ACJS Directory of Justice-Related Degree Programs Project**

## **Part I: Methods**

John J. Sloan III\*  
The University of Alabama at Birmingham  
Co-Principal Investigator

Bonnie S. Fisher  
University of Cincinnati  
Co-Principal Investigator

Timothy Engle  
University of Cincinnati  
Research Assistant

with

Logan Lanson  
Wood County (OH) Board of Developmental Disabilities  
Research Assistant

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## About the Directory Project Team

**John Sloan** is Professor Emeritus of criminal justice and a Senior Scientist with the Institute for Human Rights at The University of Alabama at Birmingham (UAB). Over his 30 year career at UAB, he served as director of two graduate programs in, and Interim Chair and Chair of, the J. Frank Barefield, Jr. Department of Criminal Justice. He also co-founded, served as Associate Director and Director of the UAB Center for Cybersecurity and on the Advisory Board of the UAB Institute for Human Rights. He has also served as a professional consultant to RTI International, EAB Research, and ICF International and as an expert witness in federal and state litigation relating to criminal sentencing policy. A sociologist by training, his research interests include crime and security issues on college and university campuses, including campus police; criminal justice policy; police recruitment, training, and integrity; and undergraduate education. His work has been funded by the National Science Foundation, Bureau of Justice Assistance, the COPS office, and National Institute of Justice and appeared in a variety of scholarly journals including *Criminology*, *Journal of Criminal Justice*, *American Journal of Criminal Justice*, *Criminology & Public Policy*, and *Social Forces*. He is author or co-author of 10 books, most recently *Cops on Campus: Rethinking Safety and Confronting Police Violence* (in press; University of Washington Press) and with Bonnie S. Fisher, *Campus Crime: Legal, Social and Policy Perspectives* (4<sup>th</sup> ed.; Charles C. Thomas Ltd.).

**Bonnie S. Fisher** is Distinguished Research Professor and Fellow of the Graduate School at the University of Cincinnati (UC). Her research interests span victimological topics ranging from the measurement of interpersonal violence against college students to the identification of theory-based predictors of interpersonal victimization and its consequences to understanding state-level regulation of campus conceal carry laws to evaluating bystander intervention behavior and training. She was the Co-PI, with David Cantor, on the 2015 and 2019 Association of American University's (AAU) Campus Climate Survey on Sexual Assault and Misconduct. Dr. Fisher also was instrumental in revising the 2019 AAU into the 2023 Higher Education Sexual Misconduct and Awareness survey. She acted as a co-lead consultant, with Professor Sandy Martin, on the University of Hawai'i's 2017, 2019, 2021, and 2023 Student Climate Survey on Sexual Harassment and Gender-Based Violence. During her career, she has published her work in *Criminology*, *Justice Quarterly*, *Journal of Quantitative Criminology*, *Journal of Interpersonal Violence*, *Psychology of Violence*, *Feminist Criminology*, *Journal of School Violence*, *American Journal of Public Health*, *American Journal of College Health*, and *Violence Against Women*. She is the coauthor of the *Dark Side of the Ivory Tower* (Cambridge University Press), *Introduction to Victimology* (Oxford University Press), *Unsafe in the Ivory Tower* (Sage Publishers) and *Campus Crime: Legal, Social and Policy Perspectives* 4<sup>th</sup> Edition (Charles C. Thomas Ltd., Publisher).

**Tim Engle** is a doctoral student in the School of Criminal Justice at the University of Cincinnati (UC), where he is concurrently completing a master's degree in information technology and from which he earned a master's degree in criminal justice in 2021 as well as graduate certificates in criminal behavioral analysis and information technology. He earned a bachelor's degree in criminal justice from Bellarmine University in 2019. His research interests include cybercrime and victimization, the intersection of immigration and cybercrime, and cryptocurrency-related offending. He is currently working on papers relating to the success of popular plagiarism detection software used in educational settings at identifying AI generated research papers and a large-scale study of gang members and cybercrime using data collected from countries in the European Union. He has recently been serving as a manuscript reviewer for the *Security Journal*.

**Logan Lanson** is an Investigative Agent with the Wood County Board of Developmental Disabilities in Bowling Green (OH). He has experience as both a researcher and instructor in the field of criminal justice. He has given national and regional presentations on various criminal justice and social policy topics, has taught undergraduate courses on law enforcement and institutional and community corrections, and developed and taught an upper division undergraduate course on race and socioeconomic inequality in the criminal justice system. He earned bachelor's (2018) and master's (2020) degrees in criminal justice from Bowling Green State University. His master's thesis explored the existence of "consumer-style" courses among a sample of 2,957 individual criminal justice, criminology, and related courses at 119 four-year public and private postsecondary institutions in the U.S. during the 2019-2020 academic year.

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## Executive Summary

The ACJS Directory of Justice-Related Degree Programs project originated from requests for such a directory received by the organization's national office. In response to these requests, in 2019 ACJS's national office published a Request for Proposals "to develop a directory of degree programs in criminology, criminal justice, and other justice-related disciplines throughout the United States and its territories," envisioning:

The development and maintenance of a national degree directory as one step on a path toward improving its institutional membership offerings and serving the membership with resources and information that can be used to support and strengthen criminal justice, criminology, and justice-related education both domestically and abroad. (ACJS, 2019)

The contract was awarded to the University of Cincinnati with Professors Bonnie Fisher and John Sloan serving as co-PIs. After an 18-month Covid-related delay, the Directory Team officially began its work in the summer of 2021 and submitted the completed Directory database to the ACJS Executive Director and members of the Executive Board in May of 2023.

Part I of the report provides to interested constituencies a detailed overview of the specific steps taken to create the Directory, including primary and secondary data used and their sources, how the data were manipulated and consolidated into a useable database, quality control and related checks used, and a top-line overview of the characteristics of justice-related degree programs (JRDPs) contained in the Directory database. Part II of the report, a supplementary document, contains a total of 16 tables – and take aways from them – that present the results of a series of crosstabulations of JRDPs degree level (associate, bachelor's, master's, and doctoral) by type of JRDP and classification of the postsecondary institutions (PSIs) housing them (e.g., two-year private non-profit, four-year public) for the following: (1) credit hours, including tables for total credit hours, required credit hours, and elective credit hours, (2) type of degree awarded

(e.g., AA, BS, MSCJ, Ph.D.), and (3) mode of program delivery, including in-person only, online only, hybrid programs, or combination programs.

In total, the Directory includes 1,673 two- and four-year public and private degree-granting PSIs at which 30 general classes of instructional programs translated to 2,350 JRDPs operating in the United States during the 2021-2022 academic year. These programs are incredibly wide-ranging and include degree programs that are based in the social sciences, philosophy, and law (e.g., criminal justice, criminology, law and society), the natural sciences (e.g., forensic science, criminalistics), and computer and information sciences (e.g., computer forensics, cybersecurity). That JRDPs encompass such a wide range of programs may well be unique in higher education, and potentially explains their popularity among students.

Both within and across JRDPs one finds incredible variability in the distribution of credit hours in them. For example, one may earn a bachelor's degree in general criminal justice by completing a program in which all of the hours are required, one in which a large majority of hours are elective credits, or a program with about equal division between required and elective hours.

JRDPs are also found at a host of different types of PSIs – two- and four-year; public and private; non-profit and for-profit. However, the vast majority of JRDPs are found at two- and four-year public and private, non-profit PSIs.

A host of different degrees are awarded by PSIs to students completing the requirements of a JRDP. Traditionally available associate, bachelor's, master's, and doctoral degrees like the AA, BA, MA, and PhD are awarded most often. But there are also many “other” degrees awarded as well, including but not limited to an associate of applied science (AAS), a bachelor of criminal justice (BCJ), a master's in forensic science (MSFS), or a doctor of criminal justice (DCJ) that is modeled after the PsyD in psychology or the DPA in public administration.



There is also wide variability in the mode of JRDP delivery within and across degree levels. For example, at the associate level, a combination of in-person only, online only, and hybrid was the most common mode. At the bachelor's level, in-person only was the modal delivery mechanism, but not by much. Similarly, at the master's level, in-person only mode of delivery was the most common. However, combined programs and online only programs were close behind which means greater access for many different kinds of students ranging from those looking for a "traditional," in-person campus-based experience to those who are working full-time and have a busy family life. The flexibility in program mode of delivery at both the bachelor's and master's level explains the potential popularity of JRDPs. At the doctoral level, in-person only was – by a clear and convincing margin – used most often to deliver JRDPs to doctoral students.

Finally, looking across JRDPs there are a dozen U.S. Department of Education Classifications of Instructional Programs (CIP) codes – out of as many as 40 possibilities – that represent nearly 95 percent of all JRDPs operating during 2021-2022. Included here, in descending order by number of programs, were the following: CJ/Safety Studies, CJ/Law Enforcement Administration, General Criminal Justice, CJ/Policing Science, Criminology, Laboratory Forensics (e.g., forensic science), Cyber/Computer Forensics, Legal Studies, Cybersecurity and Defense Strategy, Homeland Security, Corrections, and Crisis/Disaster Management.

## **Introduction**

There is little doubt that we are living in an age of easy access to substantial amounts of information. Thanks to the Internet, individuals have new opportunities to globalize business, earn a degree or certificate, receive healthcare, and connect with others. One now has the ability to find information about almost anything nearly instantaneously, including information on postsecondary institutions (PSIs): How much is tuition? Is there on-campus housing? Is the PSI public or private? One important piece of information, especially for college-bound high school students, are the majors available at PSIs of interest. A directory featuring such information is one useful way to find out which PSIs offer degree programs of interest, including a justice-related major, how many credit hours are needed to fulfill the major requirements, and so forth. The ACJS Directory of Justice-Related Degree Programs (the Directory) contains exactly the kind of information prospective majors often seek, and then some.

## **Background**

The Directory project originated from requests for a directory of criminal justice/criminology programs received by the organization's national office. In response to these requests, in 2019 ACJS's national office published a request for proposals "to develop a directory of degree programs in criminology, criminal justice, and other justice-related disciplines throughout the United States and its territories," envisioning:

[The] development and maintenance of a national degree directory as one step on a path toward improving its institutional membership offerings and serving the membership with resources and information that can be used to support and strengthen criminal justice, criminology, and justice-related education both domestically and abroad. (ACJS, 2019)

The contract was awarded to the University of Cincinnati with Professors Bonnie Fisher and John Sloan serving as co-PIs. After an 18-month Covid-related delay, the Directory Team officially began its work in the Summer of 2021 and submitted the completed Directory to the ACJS Executive Director and members of the Executive Board in May of 2023.

### **Organization and Contents**

Within the subsequent sections of this report is a comprehensive review and discussion of the steps taken to create the Directory and presentation of the top-line descriptive characteristics of the justice-related degree programs (JRDPs) contained in it. The Methods section that follows is intentionally detailed in the name of transparency. Following the steps described should allow one to faithfully replicate, extend and update the Directory as well as generate descriptive statistics for selected characteristics of the JRDPs contained in the Directory. Also included in the Methods section is an interactive ArcGIS ACJS Directory Database map created using PowerBI that can be accessed at the ACJS website (<https://www.acjs.org/>). Finally, descriptive statistics of various characteristics of programs in the Directory are presented.

The report ends with conclusions the Directory Team has reached about the state of JRDPs during 2021-2022, as well as discussion of anticipated future events that either focus on – or are inspired by – the Directory project and the findings presented herein.

## Methods

To collect data for the ACJS Directory of Justice-Related Degree Programs (the Directory), primary and secondary data were collected or consulted that provided information about the characteristics of justice-related degree programs (JRDPs) and the postsecondary institutions (PSIs) housing them. These data were collected by the Directory Team, co-led by Professors John Sloan and Bonnie Fisher. Two University of Cincinnati doctoral students, Tim Engle and Logan Lanson, assisted with the project. Mr. Lanson worked on the Directory during the 2020-2021 academic year. Mr. Engle worked on the Directory from the Summer of 2021 through July of 2023.

### Data Collection

Data collection was executed in three stages, beginning in the Summer of 2021, and ending in the Fall of 2022. The tasks performed in each stage are described below.

#### *Stage 1*

A list of all PSIs housing JRDPs does not exist, so our first task was to create one. The U.S. Department of Education's (ED) Integrated Postsecondary Education Data System (IPEDS), Classification of Instructional Programs (CIP), and College Navigator search engine were the primary data sources used for creating this list. Additionally, the IPEDS institutional classifications for postsecondary institutions was used to identify select characteristics of PSIs offering JRDPs such as control (e.g., private not-for-profit, private for profit, or public), and level (e.g., at least two years but less than four or four or more years).

**The Integrated Postsecondary Education Data System.** The Integrated Postsecondary Education Data System, commonly referred to as IPEDS, was established as the core postsecondary education data collection program for the ED's National Center for Education

Statistics (NCES) (National Center for Education Statistics, 2023a). The IPEDS is constructed annually using a system of interrelated mandatory surveys that collect data from all Title IV eligible primary providers of postsecondary education in the United States. Among the types of data collected are institution-level characteristics such as academic libraries, admissions, degree completions, fall and 12-month enrollments, finances, graduation rates, human resources, institutional campus setting, institutional control, and cost of attendance.

The process for creating the IPEDS database follows a series of steps. Participating PSIs first complete their surveys and enter their data into the IPEDS Data Collection System where edit checks are performed and a six-digit identifier is assigned to each PSI. Once data checks are completed and errors corrected, the data migrate to the Collection Level Center for quality control (QC) procedures. Once QC results are reviewed and accepted, the data migrate to the “Preliminary Release Data” section of the public facing IPEDS website where it can then be accessed. After additional QC procedures are completed and data from missing PSI are imputed, the data move to the Provisional Release Data section of the public facing IPEDS website and are made available to the public for downloading. Once final corrections/revisions are made by PSIs and final QC procedures completed by NCES, the data move to the Final Release Data section of the IPEDS website where they can be downloaded. For this project, we used Final Release Data for academic year 2021-2022 to identify prospective PSIs offering JRDPs (National Center for Education Statistics, 2023b). Figure 1 shows the IPEDS homepage and some of the options available to users.

**Classification of Instructional Programs.** To determine which JRDPs would be included in the Directory, we used ED’s Classification of Instructional Programs (CIP). Originally developed by ED’s NCES in 1980, CIP is a taxonomic scheme designed to support

## Figure 1

### 2023 Homepage for IPEDS

IES :: NCES National Center for Education Statistics

IPEDS Integrated Postsecondary Education Data System

Search IPEDS

IPEDS Data Use Help Desk (866) 558-0658 or [ipedstools@ed.gov](mailto:ipedstools@ed.gov)

### Use the Data

Access IPEDS data submitted to NCES through our data tools or download the data to conduct your research

- Data Explorer**  
Search for tables, charts, publications, or other products related to postsecondary education by keywords and filters.
- IPEDS Survey Components**  
Learn more about the individual IPEDS survey components: view training videos, infographics, answers to frequently asked questions, survey forms, and more.
- Data Trends**  
Use the Trend Generator to view trends on most frequently asked subject areas including: Enrollment, Completions, Graduation Rates, Employees and Staff, Institutional Revenues, and Financial Aid.
- Look Up an Institution**  
Look up information for one institution at a time. Data can be viewed in two forms: institution
- Compare Institutions**  
Download IPEDS data files for more than 7,000 institutions and up to 250 variables. Data files are provided in comma separated value (\*.csv) format.
- Survey Data**  
Data are available starting with the 1980-81 collection year for the *Complete data files* and *Custom data files* functions, which zip the data into comma separated value (\*.csv). Beginning with the 2004-05 collection year, data for each collection year are compiled into an *Access database*.
- Shortcuts**  
Use these shortcuts to expedite the research process if you are a frequent or returning data user.

accurate tracking and reporting on PSI fields of study and program completion activity. CIP titles and program descriptions are general categories into which program completions data can then be placed (CIP, 2023). Figure 2 shows the CIP homepage and available options for users.

The CIP taxonomy is organized on three levels: a two-digit series, a four-digit series, and a six-digit series. Standard formats for the series take these forms: two-digit codes (##), four-digit codes (##.##), and six-digit codes (##.#####). The two-digit codes refer to the most general class of program. For example, CIP code 43 is the general class “Homeland Security, Law Enforcement, Firefighting, and Related Protective Services.” The four-digit code identifies a subcategory within the larger two-digit code general category. This four-digit code consists of a list of six-digit codes whose associated programs contain relevant instructional content. For example, CIP 43.01 includes programs identified by codes 43.0100 – 43.9999. Additionally, potentially related CIP codes for one or more different general classes of instructional programs

**Figure 2.***CIP homepage*

The screenshot shows the homepage of the National Center for Education Statistics (NCES) for the Classification of Instructional Programs (CIP). The header includes the IES and NCES logos, the text 'National Center for Education Statistics', and a 'MENU' button. A search bar with a 'Go' button is also present. Below the header, the main navigation bar features 'CIP THE CLASSIFICATION OF INSTRUCTIONAL PROGRAMS', a 'CIP 2020 Change Year' dropdown, and a 'Quick CIP' search box with a 'Go' button. A secondary navigation bar contains buttons for 'Search Options', 'FAQs', 'Resources', 'Help', 'Contact', and 'CIP Wizard'. The main content area starts with the heading 'What is the CIP?' followed by a paragraph explaining the CIP's purpose and history. Below this, there are three 'NEW RELEASE' links: 'CIP Website Training Video', 'Updated CIP FAQs', and '2020 CIP/SOC Crosswalk'. To the right is a 'Search' section with a search input field, 'Clear' and 'Search' buttons, and an 'Advanced Search' link. Below the search field are filters for 'Search within' (Title, Definition, Examples), '2-digit series' (All), and 'CIP types' (2 digit CIP code, 4 digit CIP code, 6 digit CIP code). On the left, there is an 'Ask the CIP Specialist' section with a blog post titled 'Changing CIP Codes and the Use of "Other" Codes'.

Resources Law Enforcement and Protective Services” is possibly related. Finally, the six-digit code identifies a specific program type identified by the four-digit subcategory. For example, CIP 43.0100 is a program of study in “Criminal Justice and Corrections, General.” There are currently 51 general classes of instructional programs (two-digit CIP codes) and upwards of 500 six-digit programs of study.

Each general class and program category also has a definition. For example, CIP code 43 is defined as “instructional programs that focus on the principles and procedures for providing homeland security, police, fire, and other safety services and managing penal institutions.” The six-digit code identifies a specific program whose instructional content is relevant to the larger two-digit class of instructional programs. For example, 43.0100, “Criminal Justice, General,” is defined as “A program of study that focuses on the general study of criminal justice and

corrections. Includes instruction in criminology, criminal justice, correctional science, forensic science, law enforcement, psychology, and ethics.” Table 1 lists the 40 CIP six-digit codes, along with its title and instructional program definition, that the Directory Team deemed as eligible for inclusion in the Directory.

**Table 1**

*Classification of Instructional Program (CIP) Codes, Program Names, and Definitions for Justice-Related Programs*

<b>CIP Code</b>	<b>Name of Instructional Program</b>	<b>Instructional Program Definition</b>
43.0100	Criminal Justice and Corrections--General	A program of study that focuses on the general study of criminal justice and corrections. Includes instruction in criminology, criminal justice, correctional science, forensic science, law enforcement, psychology, and ethics.
43.0102	Corrections	A program that prepares individuals to study the theories and principles, of correctional science and to function as professional corrections officers and other workers in public and/or private incarceration facilities.
43.0103	Criminal Justice/ Law Enforcement Administration	A program that prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. Includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership.
43.0104	Criminal Justice/ Safety Studies	A program that focuses on the criminal justice system, its organizational components and processes, and its legal and public policy contexts. Includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues.
43.0106	Forensic Science and Technology	A program that focuses on the application of the physical, biomedical, and social sciences to the analysis and evaluation of physical evidence, human testimony, and criminal suspects. Includes instruction in forensic medicine, forensic dentistry, anthropology, psychology, entomology, pathology, forensic laboratory technology and autopsy procedures, DNA and blood pattern analysis, crime scene analysis, crime scene photography, fingerprint technology, document analysis, witness and suspect examination procedures, applicable law and regulations, and professional standards and ethics.
43.0107	Criminal Justice/ Police Science	A program that prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation and



CIP Code	Name of Instructional Program	Instructional Program Definition
		maintenance, report preparation and other routine law enforcement responsibilities.
43.0109	Security and Loss Prevention Services	A program that prepares individuals to perform routine inspection, patrol, and crime prevention services for private clients. Includes instruction in the provision of personal protection as well as property security.
43.0110	Juvenile Corrections	A program that prepares individuals to specialize in the provision of correction services to underage minor populations. Includes instruction in corrections, juvenile delinquency, juvenile development and psychology, juvenile law and justice administration, social services, record-keeping procedures, and communication skills.
43.0112	Securities Services Administration/Management	A program that prepares individuals to plan, manage, and supervise services providing private security protection for people and property and related investigative and consulting functions. Includes instruction in security and loss prevention services, private security and investigation techniques, security technologies, personnel management, business operations, marketing, applicable law and regulations, and client relations.
43.0113	Corrections Administration	A program that prepares individuals to plan and manage institutional facilities and programs for housing and rehabilitating prisoners in the public and/or private sectors. Includes instruction in the principles and practice of correction, facilities planning and management, safety and security, social and health services, staff and inmate management, budgeting, communication skills, correctional psychology, and applications to specific types of correctional facilities approaches.
43.0114	Law Enforcement Investigation and Interviewing	A program focusing on the principles, procedures, techniques, legal concerns, and problems associated with a criminal investigation. Includes instruction in administrative law and procedures, courtroom evidence management and preparation, case presentation and court testimony, description and identification, state and federal criminal law and procedures, informant and suspect rights, officer liability, informant and witness management, victim awareness, tactical interviewing, psychology, criminal investigation methods and procedures, report writing and documentation, investigative techniques, and case management.
43.0115	Law Enforcement Record-Keeping and Evidence Management	A program focusing on the principles and procedures for managing records in police or other security offices, including storing and retrieving evidence and related data. Includes instruction in administrative law and procedures, office management, report preparation, organizational software, database software, physical and digital evidence properties, controlled storage and retrieval, investigative file inventories, case management, security systems, and communications skills.
43.0403 <sup>a</sup>	Cyber/Computer Forensics and Counterterrorism	A program focusing on the principles and techniques used to identify, search, seize and analyze digital media and to conduct cyber investigations against criminal and terrorist activity. Includes instruction in computer boot processes and drives, jumper setting, file access and reconstruction, hacking, network systems, cryptography, programming, investigative techniques, forensic imagery, web-based investigation methods, cyberterrorism, and applicable laws and administrative procedures.

CIP Code	Name of Instructional Program	Instructional Program Definition
43.0408 <sup>a</sup>	Law Enforcement Intelligence Analysis	A program focusing on the preparation of law enforcement personnel to perform intelligence and surveillance operations and to analyze and use data collected via such operations. Includes instruction in the intelligence cycle, information sources, data retrieval, digital investigation, financial investigations, document analysis, external sources, geographic information systems, link analysis, operation planning and security, case management, applicable law and regulations, and case preparation.
43.0408 <sup>a</sup>	Critical Incident Response/ Special Police Operations	A program focusing on the principles and techniques for dealing with police emergencies such as hostage situations, bomb threats, barricades, and terrorist incidents. Includes instruction in crisis management, command procedures, incident containment, information collection and debriefing, first responder negotiation, victim and criminal psychology, site survey and surveillance, special weapons and tactics, interagency communications and joint operations, pre-confrontation and contingency planning, assault and rescue operations, security and crowd control, media relations, and post-operation procedures.
43.0120	Protective Services Operations	A program focusing on the principles and techniques of providing physical security protection to clients in various environments and situations. Includes instruction in security intelligence and information resources, operations planning and surveying, operations security, weapons and explosives, defense and offense techniques, security and surveillance systems, communications systems, perimeter and access control, weapons of mass destruction, contingency planning, crowd control, cover and evacuation, combat and vehicle techniques, and applicable legal and administrative responsibilities.
43.0121	Suspension and Debarment Investigation	A program focusing on the principles and techniques for investigating criminal behavior among government contractors and grantees at different levels. Includes instruction in financial fraud and money-laundering, auditing, computer investigations, legal concepts and applications, procurement law, non-procurement debarment, jurisdiction and lead agency, analytical methods, suspension, parallel proceedings, evidence protection, equitable considerations, investigative techniques, administrative and global solutions, case management and preparation.
43.0122	Maritime Law Enforcement	A program focusing on the application of law enforcement and security principles and procedures to the marine environment. Includes instruction in criminal and nautical law, nautical terminology, seamanship and vessel operation, vessel maintenance, navigation and navigation systems, meteorology, vessel and passenger safety, radar and remote sensing systems, communications systems, vessel pursuit and stop, boarding and arrest techniques, investigative and evidence techniques, weaponry and applications to specific situations such as piracy, drug trafficking and smuggling.
43.0123	Cultural/Archeological Resource Protections	A program focusing on the application of law enforcement principles and techniques to the protection of cultural resources and the investigation of related crimes. Includes instruction in cultural resources law, archaeological standards of value, site damage assessment, evidence collection, surveillance techniques, investigative techniques, case management and preparation.

<b>CIP Code</b>	<b>Name of Instructional Program</b>	<b>Instructional Program Definition</b>
43.0199	Corrections and Criminal Justice--Other	Any instructional program in corrections and criminal justice not listed above
43.0301	Homeland Security	A program focusing on security policy, planning and operations dedicated to the protection of U.S. territory, assets, infrastructure, institutions, and citizens from external threats. Includes instruction in national security policy, government relations, intelligence, law enforcement, security technology, communications and information technology, homeland security planning and operations, disaster planning and applications to specific threat scenarios.
43.0302	Crisis/Emergency/Disaster Management	A program focusing on the application of the incident command system model to formulating and implementing effective response to natural and manufactured disasters. Includes instruction in contingency planning, hazard and risk assessment, joint operations, law and ethics, emergency response and recovery, event mitigation, emergency rescue and medical operations, incident command, terrorism and national security issues, law enforcement, relief administration, volunteer and citizen coordination, public relations, and applications to specific types of incidents.
43.0303	Critical Infrastructure Protections	A program focusing on the design, planning and management of systems and procedures for protecting critical national physical and cyber infrastructure from external threats, including terrorism. Includes instruction in homeland security policy, critical infrastructure policy, information security, matrix vulnerability assessment, threat assessment, physical security, personnel security, operational security, contingency planning, case analyses of specific industries and systems, redundancy planning, emergency and disaster planning, security systems, and intelligence operations.
43.0304	Terrorism and Counterterrorism Operations	A program focusing on the study of terrorism as a global and national threat and the methods for analyzing and countering it. Includes instruction in psychology, cultural studies, terrorist history and organization, terrorist capabilities, terrorist finance and international money-laundering, threat assessment, intelligence operations, incident command systems, border security, emergency response, joint operations, surveillance and communications systems, cyberterrorism, weapons of mass destruction, counterterrorist operations, and applications to specific terrorist organizations and threats.
43.0399	Homeland Security--Other	Any instructional program in homeland security not listed above.
43.0401	Security Science and Technology--General	A program of study that focuses on the general application of science and technology to security.
43.0402	Criminalistics and Criminal Science	A program that focuses on the application of clinical and criminal laboratory science, investigative techniques, and criminology to the reconstruction of crimes and the analysis of physical evidence. Includes instruction in laboratory science, laboratory procedures, criminology and police science, evidentiary testing and analysis, computer applications, record-keeping, reconstruction techniques, evidence handling and storage, and applications to specific types of evidence and crimes.
43.0403	Cyber/ Computer Forensics and Counterterrorism	A program focusing on the principles and techniques used to identify, search, seize and analyze digital media and to conduct cyber investigations against criminal and terrorist activity. Includes instruction in computer boot processes and drives, jumper setting, file access and reconstruction, hacking, network systems, cryptography,

CIP Code	Name of Instructional Program	Instructional Program Definition
		programming, investigative techniques, forensic imagery, web-based investigation methods, cyberterrorism, and applicable laws and administrative procedures.
43.0404	Cybersecurity and Defense Strategy/Policy	A program that focuses on the study of strategy, policy, and standards regarding the security of and operations in cyberspace. Includes instruction in incident response, information assurance, recovery policies, vulnerability reduction, deterrence, threat reduction, and resiliency.
43.0405	Financial Forensics and Fraud Investigation	A program focusing on the principles and techniques of conducting investigations into financial crime, terrorist activity, and the analysis and use of accounting data as evidence. Includes instruction in the principles of accounting, investigative auditing, computer investigations, accounting system documents and software, business corruption, criminal and terrorist financial networks, international money markets and movement, net worth analysis, financial fraud, exposing concealed assets, records seizure, fraud and money laundering statutes, fraud case initiation, case management, and case presentation.
43.0406	Forensic Science and Technology	A program that focuses on the application of the physical, biomedical, and social sciences to the analysis and evaluation of physical evidence, human testimony, and criminal suspects. Includes instruction in forensic medicine, forensic dentistry, anthropology, psychology, entomology, pathology, forensic laboratory technology and autopsy procedures, DNA and blood pattern analysis, crime scene analysis, crime scene photography, fingerprint technology, document analysis, witness and suspect examination procedures, applicable law and regulations, and professional standards and ethics.
43.0407 <sup>a</sup>	Geospatial Intelligence	A program that prepares individuals to analyze security and intelligence problems using a geographic perspective by relating human actions to cultural, political, economic, social, and physical landscapes. Includes instruction in aerial photography analysis, cartography, geographic information systems, physical geography, remote sensing, spatial programming, and quantitative methods in geographic research.
43.0408 <sup>a</sup>	Law Enforcement Intelligence Analysis	A program focusing on the preparation of law enforcement personnel to perform intelligence and surveillance operations and to analyze and use data collected via such operations. Includes instruction in the intelligence cycle, information sources, data retrieval, digital investigation, financial investigations, document analysis, external sources, geographic information systems, link analysis, operation planning and security, case management, applicable law and regulations, and case preparation.
43.0499	Security Science and Technology--Other	Any instructional program in security science and technology not listed above.
43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services--Other	Any instructional program in homeland security, law enforcement, firefighting, and related protective services not listed above.
44.0703	Forensic Social Work	A program that prepares individuals to serve as social workers in correctional facilities, mental health hospitals, the justice system, substance abuse treatment programs, and victim assistance. Includes instruction in forensic social work, criminal justice administration,

CIP Code	Name of Instructional Program	Instructional Program Definition
		domestic violence, ethics, juvenile justice systems, mental illness and crime, program evaluation, and research methods.
45.0205	Forensic Anthropology	A program that focuses on the application of the biological sciences and skeletal anthropology in medicolegal death investigations. Includes instruction in biological anthropology theory, crime scene investigation, forensic anthropology field methods, forensic anthropological techniques and procedures, human anatomy, methods of human identification, mortuary archaeology, osteology, and taphonomy.
45.0401	Criminology	A program that focuses on the systematic study of crime as a sociopathological phenomenon, the behavior of criminals, and the social institutions evolved to respond to crime. Includes instruction in the theory of crime, psychological and social bases of criminal behavior, social value systems and the theory of punishment, criminal law and criminal justice systems, penology, rehabilitation and recidivism, studies of specific types of crime, social attitudes and policy, and applications to specific issues in law enforcement administration and policy.
03.0208	Environmental/Natural Resources Law Enforcement and Protective Services	A program that prepares individuals to enforce natural resource and environmental protection regulations and laws; and to perform emergency duties to protect human life, property, and natural resources, including fire prevention and control measures, and emergency and rescue procedures. Includes instruction in natural and physical sciences, natural resource management, outdoor field skills, firearms and outdoor equipment and vehicle operation, evidence collection and environmental sampling and monitoring, natural resource legislation, environmental compliance techniques, patrol procedures, investigation and report writing, interpersonal skills and crisis intervention, community liaison, public safety, public education, and public relations.
22.0000	Legal Studies	A program of study that focuses on law and legal issues from the perspective of the social sciences and humanities.

Source: CIP (2023)

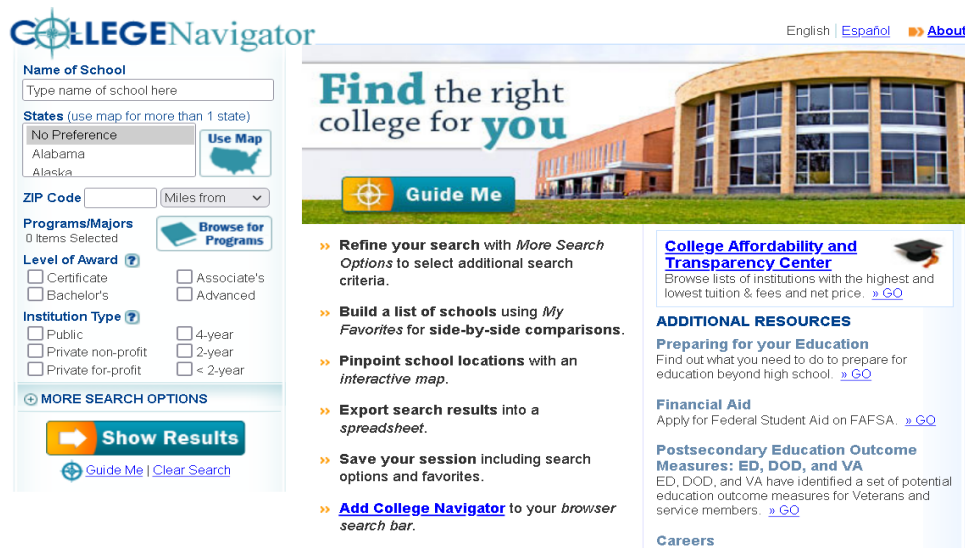
Note: <sup>a</sup>CIP code per changes implemented by ED in 2020

**The College Navigator.** To identify which PSIs offered one or more of the above list of JRDPs during 2021-2022, we used the College Navigator tool found at the NCES website (National Center for Education Statistics, 2023a). The College Navigator is designed to search the latest IPEDS database for the presence of degree program offerings based on CIP codes and make the search results available as an exportable Excel file that can be downloaded. Using the “Browse for Programs” feature of the Navigator, the Directory Team conducted multiple searches using the 40 CIP program key words listed in Table 1, filtering the searches by two-year, four-year, and advanced degree-granting public, private non-profit, and private for-profit

PSIs. As a result of these searches, we identified 2,042 PSIs offering 3,487 JRDPs during the 2021-2022 academic year. Figure 3 shows the College Navigator homepage along with available options for users interested in learning more about PSIs and their academic programs.

**Figure 3.**

*The College Navigator homepage*



## *Stage 2*

To identify JRDP points-of-contact, the Directory Team googled each of the 2,042 PSIs to find its website. Once at the PSI website, we then searched for the respective JRDP(s). Finally, we searched each JRDP's website for the program's point-of-contact. If no program point-of-contact was listed, the department chair or program coordinator was designated as the program contact. Program point-of-contact information was then recorded, including the person's name, email address, and telephone number.

During this stage, the Directory Team also performed a series of quality checks on the data we collected to ensure we had created a valid list of PSIs offering at least one JRDP during 2021-2022. Four criteria were used to exclude a PSI from the original list, as follows. First, PSIs were excluded if we were unable to find a JRDP actually being offered. Second, PSIs were

excluded if they had been improperly identified by CIP or IPEDS as offering a JRDP (e.g., a program offered a bachelor's degree in sociology with a concentration in criminology). Third, PSIs were excluded if we determined that only a certificate in a justice-related area was offered and not a degree. Finally, PSIs that had ceased operations, were no longer accepting new students, or had merged with another PSI were excluded. This culling left the Directory Team with a total of 1,673 PSIs offering 2,346 JRDPs. Among the remaining JRDPs, we were only able to identify a point-of-contact for 1,642 programs. This was largely due to the fact many PSIs do not provide a way of identifying faculty employed by them such as including them in an institutional directory. This was particularly true for two-year PSIs and four-year private PSIs whether non-profit or for profit.

**Survey of Program Directors.** To collect detailed information about the JRDPs, the Directory Team designed a Directory Survey to send to each JRDP point-of-contact we had identified. This survey contained questions about the program (e.g., type of program, degree type offered, number of faculty associated with a program and their rank), and about the home institution's characteristics (e.g., control, name of department and name of the division, school or college within which the department or program was housed) during the 2021-2022 academic year. In total, over 50 different pieces of information were collected by the Directory Survey. The survey was then converted for use in Qualtrics, an online platform commonly used for online survey research.

After identifying the program point-of-contact for each JRDP and confirming the presence of a JRDP, the Directory Team emailed to each point-of-contact an invitation to participate in the Directory. The invitation described the purpose of the Directory project, provided instructions on how to complete the Directory Survey using the Qualtrics platform, and

included an embedded unique Qualtrics link to the survey for each PSI's JRDP. For example, if two JRDPs existed at a PSI, each was assigned a unique ID. The point-of-contact was then asked to complete one survey for each program. Contact information for the Directory Team was also included in the invitation. The invitations were then sent in blocks of several hundred at a time over consecutive weeks in September of 2021 using Microsoft Word Mail Merge software. When a survey was completed, its information was automatically stored in a database for the Directory project that was created by Qualtrics. The database could then be downloaded by members of the Directory Team in various forms, such as an Excel file.

Four reminders to complete the survey were emailed to program points-of-contact over the following three months. The Directory Survey closed at midnight on December 31, 2021. At that time, a total of 527 surveys had been returned, with each survey representing one JRDP. After excluding 63 surveys because they were incomplete or otherwise problematic, a total of 464 JRDP points-of-contact had submitted a usable survey for their program(s), resulting in a participation rate of 28.3 percent (464/1,642).

### *Stage 3*

For those JRDPs for which a survey was not returned, no point-of-contact was able to be identified, or the survey was incomplete (n = 1,882), the Directory Team then undertook hand look ups of these programs on the Internet to gather program information. To do this, members of the team visited each PSI's website and found the program of interest. The program's homepage was then pulled up and scanned to see if the information sought was available. If not, the most recent online institutional, undergraduate, or graduate catalog was consulted to find information about the JRDP(s) being offered. Program information obtained from JRDP homepages, online catalogs, or both sources was then entered into the Excel file that had been



created by Qualtrics and contained Directory Survey data. Those sources were also used to check the accuracy of completed surveys and add missing information to surveys that had been submitted but were incomplete. If an additional program was found, we added it to the Excel file and collected all relevant information for it.

Throughout Stage 3, multiple QC measures were employed. First, the Directory Team checked to confirm that the PSIs IPEDS reported as having an eligible JRDP actually had one during the 2021-2022 academic year. While doing this, an additional 105 eligible JRDPs – not contained in the IPEDS database – were identified. Second, when possible, missing data fields were filled in or errors found in the returned survey responses were corrected using information found at JRDP websites or online catalogs. Third, to collect additional data about PSIs housing JRDPs that is available in the IPEDS database but minimize data copying and transposing errors, the Directory Team used an open-source Google Chrome extension web scraper (“Instant Data Scraper”) to scrape the IPEDS database and collect data about each institution such as enrollment figures, tuition costs, and campus setting. These additional pieces of information were merged into the Excel database. Thus, each JRDP had information about the program that was entered either via the online survey completed by program points-of-contact or as a result of a hand lookup. The JRDP also had additional fields of information attached to it that included characteristics of the PSI housing it. Data for those fields were scraped from the IPEDS database. In total 103 fields of information exist for each JRDP in the Excel database that constitutes the source for the Directory.

After removing PSIs which no longer existed or were misreported by IPEDS as being eligible for inclusion and adding the JRDPs discovered during hand look ups, the final counts for the Directory database are 1,673 PSIs and 2,350 JRDPs.

## **Key Indicators**

### ***PSI Classification***

Among the information which is collected by IPEDS is the classification of PSIs based upon a classification system developed by IPEDS. Each category in the classification indicates characteristics of the PSI, including level and type of degree offered, institutional control, and tax-exempt status. For example, the four categories for level of institution and type of degree offered are less than two-year, two-year, four-year primarily associates, and four-year PSIs. In total, there are nine classifications in the IPEDS institutional classification scheme.

There are three noteworthy distinctions within the IPEDS institutional classifications. First, the level of the PSI is defined by four categories: less than two-year, two-year, four-year primarily associate, and all other four-year. Less than two-year PSIs are those which only offer an associate-level certificate but not a two-year degree. Two-year PSIs are institutions offering only associate-level degrees and/or certificates. Four-year primarily associate PSIs offer almost exclusively associate-level degrees or certificates and a limited number of bachelor's degrees or certificates. The four-year PSIs offer bachelor's degrees or bachelor's-level certificates; they may also offer advanced degrees.

Type of control, is defined by two categories: public and private. Public PSIs are those controlled by a governing body (e.g., a board of trustees) whose members are either publicly elected or appointed by the governor (or comparable executive) and supported primarily by public funding (e.g., University of Cincinnati). Privately controlled PSIs are all institutions not controlled by a public board and funded by the public (e.g., Bellarmine University, Harcum College).

Third, the IPEDS database also includes the tax-exempt status of the PSIs. The two

categories are for-profit and non-profit. The for-profit category refers to privately controlled PSIs which do not meet the requirements of a tax-exempt organization under the Internal Revenue Code. Non-profits, conversely, are private PSIs which have met Internal Revenue Code requirements and are tax exempt.

The nine IPEDS institutional classifications were used in the Directory database of PSIs offering at least one JRDP: two-year private for-profit, two-year private non-profit, two-year public, four-year private primarily associate for-profit, four-year private primarily associate non-profit, four-year primarily associate's public, four-year private for-profits, four-year private non-profits, and four-year public.<sup>1</sup>

### ***Program Classification***

As described above, CIP codes are assigned and maintained by ED. Recall that each program offered at a PSI was assigned two-, four- and six-digit CIP codes. Within the CIP code titles, a "/" indicates that ED does not draw a distinction between the two kinds of programs. For example, the ED does not recognize a substantive difference within a program under CIP code 43.0104 which refers to Criminal Justice/Safety Studies and thus can comprise both Criminal Justice and Safety Studies programs. However, CIP does recognize a difference between CIP code 43.0104, Criminal Justice/Safety Studies, and CIP code 43.0103 Criminal Justice/Law Enforcement Administration despite sharing a similar title. CIP codes with "and" in the title, such as CIP code 43.0404, Cybersecurity and Defense Strategy/Policy, are programs considered by ED to be so similar in scope that it does not make practical sense to separate them.

The Directory database contains both the six-digit CIP code and the title of the six-digit

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<sup>1</sup> Note that there are three additional IPEDS institutional classifications including less than two-year for-profits, less than two-year non-profits, and less than two-year public PSIs. These categories are not included in the Directory database because these types of PSIs by definition do not offer a degree program.

CIP code. Out of the 40 potential six-digit CIP codes identified in Table 1 above as relating to a JRDP, only 30 six-digit CIP codes were identified as being an active program during 2021-2022. Table 2 lists the 30 six-digit CIP program titles and their frequency, percentage and cumulative percentage of the total CIP codes identified as offered by two- and four-year public and private PSIs contained in the IPEDs database.

As shown in Table 2, within the 30 identified program titles, there are 11 program titles that comprised 94.2 percent of all the titles of JRDPs offered at PSIs included in the Directory database. Four program titles—Criminal Justice/Safety Studies, Criminal Justice/Law Enforcement Administration, Criminal Justice General, and Criminal Justice Police Science—comprised fully 66.4 percent of *all* CIP program titles. The 19 remaining CIP program titles collectively comprised only 5.83 percent of the titles of JRDPs being offered; each is less than two percent of the total number of program titles in the Directory database.

**Table 2**

*CIP Programs Represented in the ACJS Directory Database*

<b>CIP Program Title<sup>a</sup></b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
CJ/Safety Studies	476	20.26	20.26
CJ/Law Enforcement Admin	394	16.77	37.03
General Criminal Justice	361	15.36	52.39
CJ/Policing Science	329	14.00	66.39
Criminology	180	7.66	74.05
Laboratory Forensics <sup>b</sup>	125	5.32	79.37
Cyber/Computer Forensics	92	3.91	83.28
Legal Studies	79	3.36	86.64
Cybersecurity and Defense Strategy	70	2.98	89.62
Homeland Security	56	2.38	92.00
Corrections	51	2.17	94.17
Crisis/Disaster Management	26	1.11	95.28
Corrections/CJ Other	23	0.98	96.26
Homeland Security, Law Enforcement Other	20	0.72	96.98
Natural Resources Law Enforcement	8	0.34	97.32
Forensic Psychology	8	0.34	97.66
Security/Loss Prevention	7	0.30	97.96
Homeland Security Other	7	0.30	98.26

CIP Program Title <sup>a</sup>	Frequency	Percentage	Cumulative Percentage
Financial Forensics	7	0.30	98.56
Criminalistics and Criminal Science	5	0.21	98.77
Law Enforcement Investigations	4	0.17	98.94
Terrorism Operations	4	0.17	99.11
Security Science/Tech General	4	0.17	99.28
Security Services Admin	3	0.13	99.41
Protective Services	3	0.13	99.54
Law Enforcement Intelligence	3	0.13	99.67
Forensic Science and Technology	3	0.13	99.8
Juvenile Corrections	2	0.09	99.89
Critical Infrastructure Protection	2	0.09	99.98
Geospatial Intelligence	1	0.04	100.02

Notes: <sup>a</sup>Based on U.S. Dept. of Education (2020) Classification of Instructional Programs (CIP, 2023).

<sup>b</sup>Includes laboratory-based (“wet”) forensics (e.g., forensic biology and chemistry, biochemistry, and forensic science).

The Directory Team decided, for current analytical purposes, these 19 programs would be consolidated into an “Other” category. Thus, for the purposes of this report, there are 12 CIP program categories of justice-related programs. Table 3 presents the 12 primary CIP program titles used throughout the analyses presented below and in the sections that follow.

**Table 3**

*Consolidated CIP Program Titles Represented in ACJS Directory Database*

Twelve CIP Program Titles Represented in ACJS Directory Database <sup>a</sup>	
CJ/Law Enforcement	Cyber/Computer Forensics
CJ/Policing Science	Laboratory Forensics <sup>b</sup>
CJ/Safety Studies	General CJ
Corrections	Homeland Security
Criminology	Legal Studies
Cybersecurity and Defense Strategy	Other <sup>c</sup>

Notes: <sup>a</sup>Based on U.S. Dept. of Education 2020 Classification of Instructional Programs (CIP, 2023). <sup>b</sup>Includes “wet” (laboratory-based) forensics (e.g., biology, chemistry, forensics science). <sup>c</sup>Other contains the CIP program categories of Crisis/Disaster Management, Corrections/CJ Other, Homeland Security, Law Enforcement Other, Natural Resources Law Enforcement, Financial Forensics, Criminalistics and Criminal Science, Law Enforcement Investigations, Terrorism Operations, Security Science/Tech General, Security Services Admin, Protective Services, Law Enforcement Intelligence, Forensic Science and Technology, Juvenile Corrections, Critical Infrastructure Protection, and Geospatial Intelligence.

## Data Analytic Plan

Using the Directory database, for the report the Directory Team generated a series

of frequency distributions for categories of interest (e.g., CIP program types, state program location). Cross-tabulations of the IPEDS institutional classifications by CIP Program categories were then generated (e.g., number of faculty, credit hours required for each level of degree, type of degree for each level of degree). These tables were populated with measures of central tendency (e.g., average number of faculty, average number of credit hours for the degree level, number, and percentage of program delivery modes) for each degree level (e.g., associate, bachelor's, master's, and doctoral).

## **Directory Statistics**

### ***PSIs***

Table 4 presents descriptive statistics for the 1,520 PSIs in the Directory for which an IPEDS institutional classification was found – 153 PSIs not included in the IPEDS database did not have institutional classifications – nearly 60 percent of PSIs offering at least one active JRDP are four-year colleges and universities (59.6%); the remainder are two-year PSIs (40.4%). As for type of control, 69.9 percent are public and 30.1 percent are privately controlled. As for the tax-exempt status of the PSIs, 97.2 percent were non-profits.

Noteworthy in Table 4 is that two-year public PSIs comprise the largest percentage of all the PSI offering at least one JRDP (39.7%), followed by four-year private non-profit PSIs (26.1%) and four-year public PSIs (21.9%). The remaining types of PSIs represent between 0.33 percent (two-year private for profit and two-year private non-profit) and 8.3 percent (four-year primarily associate's public) of all the PSIs in the Directory database which had an IPEDS institutional classification.

### ***CIP Program Types***

Table 5 presents descriptive statistics for JRDP types. As can be seen in Table 5,

**Table 4***IPEDS Institutional Classifications: Number and Percentage of PSIs*

<b>IPEDS Institutional Classifications</b>	<b>Number of PSIs</b>	<b>Percentage</b>
Two-Year Public	604	39.74
Two-Year Private For-Profit	5	0.33
Two-Year Private Non-Profit	5	0.33
Four-Year Private Non-Profit	396	26.05
Four-Year Public	333	21.91
Four-Year Primarily Associate Public	126	8.29
Four-Year Private For-Profit	21	1.38
Four-Year Primarily Associate Private For-Profit	16	1.05
Four-Year Primarily Associate Private Non-Profit	14	0.92
<b>Total</b>	<b>1520</b>	<b>100.00</b>

*Note:* Figures do not include 153 PSIs not included in the IPEDs database and therefore did not have an institutional classification.

CJ/Safety Studies is the largest JRDP in the Directory database (20.3%), followed by CJ/Law

Enforcement Administration (16.8%), General CJ (15.4%), and CJ/Police Science (14.0%).

Among the remaining eight JRDPs, each represents less than 8 percent of all the CIP programs

found in the Directory database.

**Table 5***Consolidated CIP Program Types Represented in ACJS Directory database*

<b>CIP Program Title<sup>a</sup></b>	<b>Frequency</b>	<b>Percent</b>
CJ/Safety Studies	476	20.26
CJ/Law Enforcement Administration	394	16.77
General CJ	361	15.36
CJ/Police Science	329	14.00
Criminology	180	7.66
Other <sup>b</sup>	137	5.83
Laboratory Forensics <sup>c</sup>	125	5.32
Cyber/Computer Forensics	92	3.91
Legal Studies	79	3.36
Cybersecurity and Defense Strategy	70	2.98
Homeland Security	56	2.38
Corrections	51	2.17

*Notes:* <sup>a</sup>Based on U.S. Dept. of Education 2020 Classification of Instructional Programs (CIP, 2023). <sup>b</sup>Other contains the CIP program categories of Crisis/Disaster Management, Corrections/CJ Other, Homeland Security, Law Enforcement Other, Natural Resources Law Enforcement, Financial Forensics, Criminalistics and Criminal Science, Law Enforcement Investigations, Terrorism Operations, Security Science/Tech General, Security Services Admin, Protective Services, Law Enforcement Intelligence, Forensic Science and Technology, Juvenile Corrections, Critical Infrastructure Protection, and Geospatial Intelligence. <sup>c</sup> Includes “wet” (laboratory-based) forensics (e.g., biology, chemistry, forensics science).

### ***ACJS Directory Database Map***

The Directory Team also examined how the PSIs and their JRDPs in the ACJS Directory database were dispersed geographically in the United States. For this examination, an ArcGIS map was created using PowerBI which allows users to interact with the map and underlying Directory data. Figure 4 provides an image of the Directory database map.

As can be seen in the figure, the Directory database map has a colored dot called a “pin” denoting the location of each JRDP within a state’s boundaries for which an address could be found in the IPEDs database. If an address could not be found from the scraped IPEDS data, the PSI was not included in Figure 4. For example, the state of Alaska has no pins because the addresses of PSIs offering at least one JRDP during 2021-2022 academic year were not among the scraped address data taken from IPEDs. Beyond denoting location, each pin contains select information for a specific JRDP including its title, the name of the PSI housing the program, and its address. Further, each pin color represents a different JRDP . For example, a blue pin represents the CIP category of General Criminal Justice.

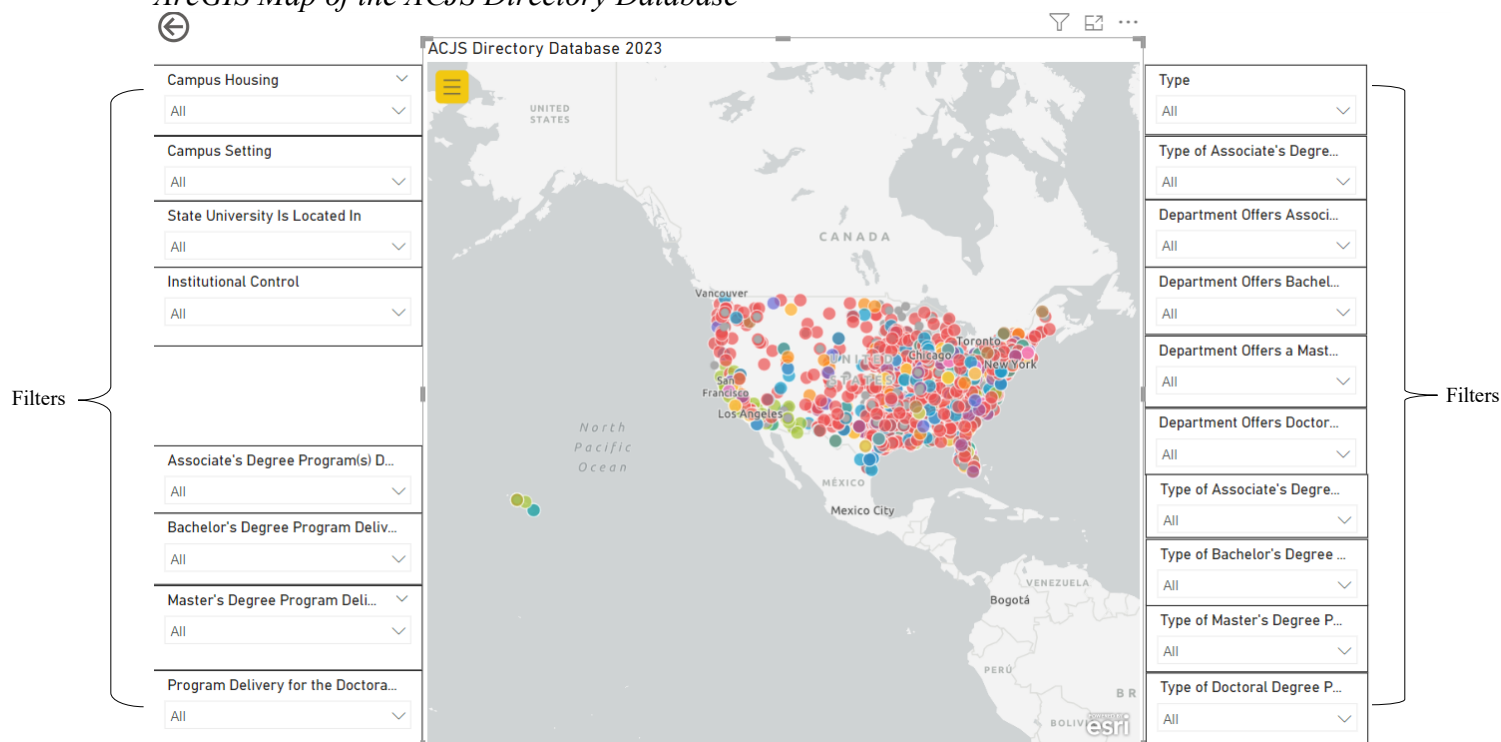
The Figure also shows that on both sides of the map are filters that users can select to change what is visually displayed on the map. The filters fall into two general categories: program and institutional. The program filters allow users to display specific characteristics of the JRDPs including degree level and type, and program mode of delivery. The institutional filters allow users to filter by PSI characteristics including JRDP titles, campus setting, and institutional control. Additionally, U.S. Census data are built into the ArcGIS map so users can



apply an overlay of Census information for the area surrounding the PSI location onto the Directory map. Census data include population characteristics such density, age breakdown, and median income in the areas surrounding the PSI. Access to the ArcGIS map and platform is found at the ACJS website (<https://www.acjs.org/>).

**Figure 4**

*ArcGIS Map of the ACJS Directory Database*



### Descriptive Statistics for JRDPs

Additional sample statistics were generated for program characteristics for all the JRDPs in the Directory; these characteristics are used in tables presented in the supplementary document *The ACJS Directory of Justice-Related Degree Programs Project Part II: Findings by Degree Level* each degree level section that follows this section of the report. The JRDP statistics presented below describe the degree types offered (associate, bachelor's, master's, doctoral), the average number of faculty (regular faculty, instructors/adjuncts), JRDP mode of delivery (in-person only,

online only, hybrid only, or a combination of delivery), and the average number of credit hours (total hours, required hours, and elective hours). Descriptive statistics for these characteristics are presented in Tables 6, 7, and 8.

### ***Degree Level and Faculty***

Table 6 provides descriptive statistics for degree level (associate, bachelor's, master's, and doctoral) and total faculty. A single JRDP may be offered at one or more levels, up to all four degree levels. In total, the 2,350 JRDPs were offered 2,956 times across degree levels. As can be seen in Table 6, PSIs most frequently offered a bachelor's degree (43.06%) in a JRDP, followed by associate degrees (39.68%). As would be expected, the two graduate degrees, master's and doctoral, were offered much less frequently (15.05% and 2.20%, respectively). Table 6 also presents means and standard deviations for the number of faculty associated with JRDPs, as well as minimum and maximum faculty numbers. Faculty were divided into two groups: regular faculty, and instructor/adjuncts. Regular faculty included full, associate, and assistant professors when ranks were used by PSIs or full-time faculty when ranks were not used. Instructors/adjuncts refer to faculty rank of instructor and adjunct when ranks were used and part-time faculty when ranks were not. On average, there are slightly more instructors/adjuncts ( $M = 6.02$ ) than regular faculty ( $M = 5.56$ ) associated with JRDPs in the Directory. Table 6 also shows that the range of number of instructors/adjuncts associated with the JRDPs is considerably larger (0–236) than the range for regular faculty (0–69).

### ***Mode of Program Delivery***

Table 7 presents descriptive statistics for JRDP mode of delivery for each degree level. Mode of delivery was divided into four categories: in-person only, online only, hybrid only, and combination. In-person only refers to JRDPs that are only offered via in-person instruction.

**Table 6***Descriptive Statistics for JRDPs – Degree Levels Offered & Total Faculty*

Program Degree Level	Descriptive Statistics	
	Frequency	Percentage
Associate	1173	39.68
Bachelor's <sup>a</sup>	1273	43.06
Master's <sup>b</sup>	445	15.05
Doctoral <sup>c</sup>	65	2.20
Total	2956	99.99
Program Faculty	Mean (SD)	Min, Max
<b>Total Faculty<sup>d</sup></b>		
Regular Faculty <sup>e</sup>	5.56 (7.47)	0, 69
Instructors/Adjuncts <sup>f</sup>	6.02 (16.5)	0, 236
Total	11.59 (20.81)	0, 294

Notes: <sup>a</sup>There were four JRDPs for which it could not be determined if they offered a bachelor's degree. <sup>b</sup>There were seven JRDPs for which could not be determined if they offered a master's degree. <sup>c</sup>There were twelve JRDPs for which it could not be determined if they offered a doctoral degree. <sup>d</sup>Regular faculty consist of Full, Associate, and Assistant Professors when ranks are used. Some PSIs include Instructors as a rank. Part-time faculty include Instructors and adjuncts. <sup>e</sup>There were 1,028 JRDPs for which regular faculty were either not listed on the institutional website or were listed in a way in which JRDP faculty could not be separated from non-JRDP faculty (e.g., only listed faculty at the department or PSI level). <sup>f</sup>There were 1,036 JRDPs for which instructor/adjuncts were not listed on the program, department, college or school, or institutional websites, or were listed in a way in which JRDP faculty could not be separated from non-JRDP faculty.

Online only refers to JRDPs that are only offered via virtual instruction. Hybrid only refers to JRDPs that are only offered via a combination of virtual and in-person instruction. Combination refers to JRDPs that are offered via a combination of in-person, online, and hybrid instruction. It is possible for the same JRDP to be offered in one or more of the modes. For example, a JRDP may be offered as bachelor's degree available both in-person only and online only. Typically, the two are treated as separate programs within a sponsoring academic unit despite the curricula being similar, if not the same, and both leading to the same associate, bachelor's, or master's degree. It is also the case that students pursuing the online only program are usually excluded from taking in-person courses and vice versa.

Noteworthy in Table 7 is that within degree levels, the largest percentage of JRDPs are delivered via in-person only instruction. This includes 56.4 percent of associate-level programs, 48 percent of all bachelor's programs, 40.6 percent of all master's programs, and 79.7 percent of all doctoral programs. Across all degree levels, in-person program delivery remains the most common (51%), followed by combination (40%), online only (8.5%) and hybrid only (.63%). For the associate, bachelor's and doctoral degree levels, a combination of instructional methods was the second most frequent category of program delivery within each degree level (40.1%, 44.9%, and 10.9%, respectively). Noteworthy is that the percentage of doctoral level JRDPs offered via a combination of instructional methods is much smaller than is found within associate, bachelor's, or master's level programs. Regardless of degree level, the smallest percentage of delivery method within each degree level was the hybrid only method. Less than two percent (1.8%) of the master's degree level JRDPs were offered via hybrid, while less than one percent of the associate or bachelor's degree programs were offered via this a method. None of the doctoral programs offered a hybrid only method.

**Table 7**

*Descriptive Statistics for JRDPs – Mode of Program Delivery*

Program Characteristics	Within Degree Level Mode of Delivery				
	In-Person Only	Online Only	Hybrid Only	Combination	Total
	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)
Associate <sup>a</sup>	657 (56.4)	27 (2.3)	5 (<1.0)	476 (40.1)	1,165 (100)
Bachelor's <sup>b</sup>	572 (48.0)	80 (6.7)	5 (<1.0)	535 (44.9)	1,192 (100)
Master's <sup>c</sup>	179 (40.6)	130 (29.5)	8 (1.8)	124 (28.1)	441 (100)
Doctoral <sup>d</sup>	51 (79.7)	6 (9.4)	0 (0.0)	7 (10.9)	64 (100)
Total	1,459	243	18	1,142	2,862

*Notes:* <sup>a</sup>There were eight associate degree programs for which a program delivery type could not be found. <sup>b</sup>There were 81 bachelor's degree programs for which a program delivery type could not be found. <sup>c</sup>There were four master's degree programs for which a program delivery type could not be found. <sup>d</sup>There was one doctoral degree program for which a program delivery type could not be found.

### ***JRDP Credit Hours***

Table 8 presents descriptive statistics for the semester credit hours needed to complete a major at a given degree level. The credit hours required for a degree were divided into three categories: total, required, and elective.<sup>2</sup> Total hours refer to the total number of credit hours that must be completed for the major. Required hours refer to the number of credit hours of required courses that must be completed within the major. Elective hours refer to the number of elective credit hours available within the major. For example, a bachelor's degree may require a total of 60 hours for the major. Forty of those hours must come from required courses, while the remaining 20 hours accrue from elective courses taken either within or outside the JRDP, or through some combination of them. Required and elective hours within JRDPs at the master's and doctoral level were not collected (NC).

There are several takeaways from Table 8. First, there is a wide range in the total credit hours needed to complete the major. For example, for the bachelor's degree total credit hours, the number of hours ranged from 15 hours to 135 hours and for the associate degree, the total credit hours ranged from 6 hours to 96 hours. Both graduate-level degrees also had a wide range of total credit hours, 3 to 60 hours for the master's level and 27 to 99 hours beyond the bachelor's degree for the doctoral level. Second, as a consequence of the pattern found for total hours, there is a wide range of required credit hours seen in associate and bachelor's degree programs. An associate degree required hours ranged from 0 hours to 78 hours

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<sup>2</sup> In rare instances where a JRDP was housed at a PSI on the quarter academic calendar, we converted quarter hours to semester hours using the formula  $S = Q/1.5$ , where S = one semester hour of credit and Q = one quarter hour of credit. See <https://www.cpp.edu/semester/unit-converter-tool.shtml>

**Table 8***Descriptive Statistics for JRDPs – Degree Credit Hours (Semester Hours)*

Program Characteristics	Descriptive Statistics of Degree Credit Hours for the Major		
	Total Credit Hours	Required Credit Hours	Elective Credit Hours
	Mean (SD)	Mean (SD)	Mean (SD)
Degree Level	Min, Max	Min, Max	Min, Max
Associate <sup>a</sup>	32.41 (12.00) 6, 96	26.33 (12.75) 0, 78 <sup>f</sup>	6.05 (7.45) 0, 47 <sup>f</sup>
Bachelor's <sup>b</sup>	50.52 (15.42) 15, 135	36.15 (15.79) 0, 103 <sup>f</sup>	13.93 (10.47) 0, 67 <sup>g</sup>
Master's <sup>c</sup>	43.9 (33.38) 3, 60	NC <sup>e</sup>	NC <sup>e</sup>
Doctoral <sup>d</sup>	67.19 (17.69) 27, 99	NC <sup>e</sup>	NC <sup>e</sup>

Notes: <sup>a</sup>There were 23 associate degree programs for which the credit hour requirements could not be found. <sup>b</sup>There were 166 bachelor's degree programs for which the credit hour requirements could not be found. <sup>c</sup>There were 39 master's degree programs for which the credit hour requirements could not be found. <sup>d</sup>There were seven doctoral degree programs for which the credit hour requirements could not be found. <sup>e</sup>NC means the information was not collected. <sup>f</sup>There were JRDPs that did not have required courses for students to take. Instead, students selected from a pool of elective courses to fulfill total credit hour requirements. <sup>g</sup>There were JRDPs in which students only took classes from a required course list and thus no elective options were available within the major.

and bachelor's degree required hours ranged from 0 hours to 103 hours. Third, not unexpectedly given the patterns for total and required hours for the major, a wide range of elective credit hours also characterized associate and bachelor's degree JRDPs, ranging from 0 hours to 47 hours and 0 hours to 67 hours, respectively. As would be expected, the doctoral level averaged the highest number of required hours (M = 67.19, SD = 17.69), and the associate level averaged the fewest number of such hours (M = 32.41, SD = 12.00).

### Summary

This section described the methods used by the Directory Team to create the Directory database which houses information on all PSIs that offered at least one active JRDP during the 2021-2022 academic year. Each of the three stages used to create the Directory database and the

tasks performed during each stage was explained, including the types of information collected and their sources. Importantly, institutional classifications and program types were defined and descriptive statistics for them were presented along with other statistics of interest.

## Conclusion

The Directory data described in the preceding sections attain two primary goals. First, these data provide information to prospective undergraduate and graduate students about certain key characteristics of JRDPs, none the least of which is their scope. JRDPs are grounded not only in the social sciences, philosophy, and law, but in the natural sciences and computer and information sciences as well. Second, the Directory data can serve as a much-welcomed update to extant knowledge about the scope of justice-related education in the United States and a check on its academic “health.”

Parts I and II of this report represent the first in a series of planned activities that will involve much deeper dives into, and further analyses of, the Directory data. Conference roundtables and papers; articles for *ACJS Today* and the *Criminologist*; and a Special Issue of the *Journal of Criminal Justice Education* will provide ample opportunity for discussion, reflection, and healthy debate over the state of contemporary justice-related education in the United States at all degree levels. The Directory Team is looking forward to these next activities and to working with the ACJS Executive Director and Board in moving forward with the ACJS Directory of Justice-Related Degrees Programs project.



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