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Eastern Kentucky University

College of Law Enforcement

GRADUATE CURRICULUM EVALUATION PROJECT

Report of the Consultant Team

Prepared by

Dr. Peter P. Lejins, Chairman

March 1976

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ACQUISITIONS

This report is based on the materials made available to the consultants with regard to the Graduate Program of the College of Law Enforcement, the Graduate School and the Administration of Eastern Kentucky University prior to and during the site visit by the consultants, as well as, of course, on their observations, interviews with the faculty and the graduate students, meetings held with the Dean of the Graduate School, the Dean of the College of Law Enforcement, the chairmen of the Departments in the College, the Director of the Criminal Justice Coordinating Center, and the Graduate Coordinator. The consultants held several meetings among themselves in the course of the site visit and prepared drafts of their observations and recommendations which they submitted to the Chairman at the end of the visit. The report prepared by the Chairman was sent to all the consultants and should be considered as the report of the team. With regard to some issues, where it was felt appropriate, reference is made to the fact that some points were made by just one consultant or were especially emphasized by one or two consultants. The Consultant Team was on the campus of Eastern Kentucky University March 3-, 1976, the consultants spending differing amounts of time on the campus, but all being present on March 5 and 6.

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The Consultant Team was composed of Professor Arthur Brandstatter, Dean, School of Criminal Justice, Michigan State University; Dr. Vernon Fox, Professor of Criminology, Florida State University; Dr. Peter P. Lejins, Director, Institute of Criminal Justice and Criminology and Professor of Sociology, University of Maryland, Chairman, Consultant Team; and Dr. Charles Teckman, Chairman, Department of Educational Leadership, Miami University, Ohio.

The General Setting of the Graduate Program

The Master's Degree Program in the College of Law Enforcement at Eastern Kentucky University was started in 1970. It was one of the earlier new M.A. programs in criminal justice in the current unprecedented expansion of educational programs in this area. Quite soon it attracted national attention, both by the number of students enrolled and its carefully planned and thought through content. Beginning with July 1, 1973, Eastern Kentucky University became one of the seven universities in the National Criminal Justice Education Consortium. The purpose of the Consortium was the development and/or strengthening of doctoral programs in the area of criminal justice for the purpose of producing planners, evaluators, researchers and teachers for this field. A sizable grant (\$601,000) for three years, plus graduate research fellowship monies, availability of internships and LEEP funds, made such considerable strengthening and expansion possible. It must be kept in mind that in the case of Eastern Kentucky University the development of an independent doctoral program was made impossible by State law, which limits such programs to specific universities and excludes Eastern Kentucky University. Thus, only a combined or joint doctoral program with other universities was possible and was accordingly developed. The major organizational development as the result of the Consortium grant was the establishment of the Criminal Justice Coordinating Center within the College of Law Enforcement, which provided additional faculty.

for the teaching of the graduate courses, additional advisement for the graduate students in their research, as well as research opportunities for the College of Law Enforcement in general.

Curricular Matters

Approximately 25 graduate courses offered in the program represent a rich and quite diversified graduate curriculum, fully adequate for the purposes of an M.A. program as well as for the first year of doctoral study. There are courses dealing with both adult and juvenile areas, with administration of criminal justice and with corrections, with criminological theory and criminal law, as well as with methodology and statistics as these are needed in the field of criminal justice. Such topics as social change, victimization and criminal justice planning are also represented. The descriptions of the courses reveal the usual appropriate content.

Some of the consultants felt that it might be helpful to have additional courses in the area of administration of criminal justice, since the curriculum in general stresses administration, management, personnel systems and budgeting. Others felt that stronger representation of the field of criminological theory, especially etiology, would be appropriate. On the other hand, at least one consultant strongly felt, and others seemed to concur, that the graduate seminar in Criminal Investigation is somewhat out of place, because this program does not envisage any deeper specialization in the investigation area and for the purposes of informing the graduate students who did not have any introduction to criminal investigation, a conventional undergraduate course in criminal investigation would be sufficient.

The consultants raised the question of the mission of the College of Law Enforcement and more specifically of the Graduate Program within that College. No formal statement of the goals and objectives of the Program was produced or seems to exist, except for the statement, "The Masters of Science Degree Program in

Criminal Justice is designed to prepare the student to enter supervisory positions within the criminal justice system or college teaching." A statement of the mission, the goals and the objectives would be quite helpful and is, as a matter of fact, necessary to provide the basis for a rationally planned curriculum.

Faculty

The list of faculty which was supplied to the consultants gives 28 faculty positions within the College of Law Enforcement, exclusive of the faculty of the Departments of Fire Prevention and Control and Traffic Safety.

At Eastern Kentucky University the faculty which serves in the Graduate School is divided into three categories.

- a. Full membership in the graduate faculty
- b. Probationary membership in the graduate faculty
- c. Graduate instruction

In terms of this plan, according to the Graduate Dean, there are 11 faculty members in the College of Law Enforcement who hold full membership in the graduate faculty; 4 members have probationary membership; and 9 members are allowed to teach specific graduate courses.

On the basis of inquiries with the administrators it was established that 7 members of the faculty hold Ph.D. degrees. Of these, 3 are located in the Criminal Justice Coordinating Center. In addition, 3 of the faculty members are very close to obtaining their Ph.D.'s and are lacking only the dissertations.

It appears that the graduate faculty strength for the program as it exists at the present time, that is, the M.S. Program and the first year of the Ph.D. Program, is reasonably adequate. The consultants were informed, however, that there is a possible weakening of the graduate faculty since the Criminal Justice Coordinating

Center will not be continued after September 30 of this year and its five faculty members, 3 of whom hold doctoral degrees, may leave. This will constitute a serious weakening of the entire graduate program, since the present strength in theory and research will be lost.

Graduate Faculty Teaching Loads

The graduate faculty teaching loads at Eastern Kentucky University appear to be the same as for faculty in general, that is, four 3-credit courses. This load was considered by the consultants as clearly excessive, especially if one takes into consideration that the same faculty is also advising approximately 90 graduate students, some of them in the first year of the doctoral program. The consultants are aware of the fact that part of the teaching load of some of the graduate faculty at times consists in courses which actually involve thesis supervision. This does not appear, however, to be an across-the-board and all-time practice. Given the fact that, as the Consultant Team was informed, a number of the faculty members are teaching additional courses elsewhere on an overload basis and the five faculty members of the Criminal Justice Coordinating Center do their teaching over and above a full working day in the Center, the complaints of many students that the faculty is not accessible for advisement and for guidance of student research on their theses committees appears justified. The Consultant Team was unanimous in feeling that the graduate faculty teaching load should be reduced at least by one course to bring it in line with what appears to be the national practice. Even then, depending on the number of advisees and service on theses committees, further credit in terms of teaching hours might be considered. In addition to increased direct service to the students, such a more conventional graduate faculty teaching load should result in more productive involvement in research and in more numerous publications.

The Graduate Student Body

Graduate Admission Requirements

The Consultant Team was unanimous in considering the overall grade point average of 2.6 expected of the applicants as being too low. The consultants also heard that in actual practice a 2.4 grade point average is often accepted. The Consultant Team felt that the usual 3.0 or "B" average in the undergraduate studies should be expected of the applicants.

While the General Education Requirement of a combined verbal and quantitative score of 680 is indicated as required, it became clear in the conversations that the GRE score actually is not required at admission but must be obtained by the graduate student in the first year of his/her studies. If the level of 680 is not reached, the GRE must be taken over. It never became quite clear what happens to the graduate student who is not able, even after several attempts, to reach the above score. The members of the Consultant Team recommend that the Graduate Record Examination score be required at the time of admission and that a higher performance, that is, a combined grade of 900 or 1,000 should be set as a minimum. The recommendations in this respect, as well as the recommendations for the level of the grade point average for admission, were based on the experience of the consultants in their own programs, as well as on their information with regard to other existing graduate programs in the area of criminal justice.

In accordance with the information provided by the Graduate Dean, after being checked for the presence of minimum qualifications the applications for graduate study are sent to the respective academic units. These academic units have full opportunity to have graduate faculty committees examine the qualifications of the applicants and make their recommendations. It appears that the College of Law Enforcement, in its graduate program, does not make use of these procedures. As the

Consultant Team could establish in repeated queries of the graduate faculty, no graduate admissions committee exists in the College of Law Enforcement and the Coordinator of Graduate Studies, upon receipt of the applications from the Graduate School, simply indicates the acceptance of those applicants who have the minimum standards for admission. The Consultant Team strongly urges an increased input of the graduate faculty into the admissions procedures and suggests the use of a graduate faculty committee or committees for the examination of the qualifications of the applicants and the recommendation of such committees for admission or rejection of applications. This absence of faculty input into the admissions procedures was considered by the Consultant Team as one of the most serious weaknesses of the program at Eastern Kentucky University.

Organization of the Graduate Program

The present structure of the Graduate Program, which consists of a Coordinator of Graduate Studies who is appointed by the Administration, is inadequate. No criticism was intended by the Consultant Team with regard to the way the present Coordinator performs his functions within the limits of his authority. The Consultant Team felt unanimously and very strongly that both a position of Director of Graduate Studies and an organization of the graduate faculty within the College, perhaps under the name of the Graduate Studies Committee, should be introduced. The Director and the Committee then would be responsible for the policies, the rules and administration of the Graduate Program within the College. The faculty for the Graduate Program leading to the Master of Science Degree in Criminal Justice could remain assigned, as is the case at the present time, to the departments within the College of Law Enforcement. Those faculty members who are qualified to teach, advise and supervise the preparation of theses would take part in the Graduate Program. The graduate courses presently offered, depending on their

present nature, would be included in the offerings of the Departments. The three Department Chairmen would meet regularly with the Director of Graduate Studies and agree as to the release of faculty to handle courses in the Master of Science Degree Program. Disagreements which may arise in the course of this planning would have to be resolved by the College Dean. The faculty administration for salary, promotion, tenure and professional assignments would be under the authority of the Department Chairmen. The Director of Graduate Studies would help the Department Chairmen support requests for additional faculty or adjustments in faculty loads where graduate education and research quality are at stake.

Thesis Versus Non-Thesis M.S. Degree

At the present time all of the students in the Master of Science Program are required to write and defend a thesis. The course work requirement is 30 semester hours and, in addition, six hours or thesis credit. Both among the faculty and the students there is a strong opinion that a non-thesis M.S. Degree option should also be available. In motivating this proposal, reference is made to the presumable national trend in the direction of eliminating the thesis requirement. The difficulties specifically present in the current program with the thesis requirement are also mentioned especially by the students, that is, the difficulty of securing the necessary faculty time for supervision of the thesis work. A faculty poll showed that 16 faculty members favor a non-thesis option and 9 wish to retain the present thesis requirement for all of the students. Discussions with the students revealed divided opinions, with a majority favoring a non-thesis option.

The members of the Consultant Team did not voice a very strong opinion in favor of one or the other of the two plans. Each one has its advantages. The programs represented by the consultants vary in that respect. Each of the two plans has its advantages, and the availability of the two options for the graduate student is probably the best solution.

The thesis option should be retained for those students who plan an academic teaching or research career, since in both cases the experience in preparing a thesis is obviously quite important. On the other hand, those who plan to go into criminal justice practice after the completion of the degree, in the sense of employment in the operational agencies, do not necessarily have to have a thesis preparation experience and would profit more from additional course work. This reasoning is applicable also to the M.S. Program at Eastern Kentucky University and is therefore recommended by the Consultant Team. For those opting for a non-thesis plan, six additional credit hours and course work should be added, making a total of 36 hours. The additional course work might be especially in management, finance and budgeting as was also indicated by a number of the students who were consulted. In line with the plan frequently used on a national basis, at least two papers in two of the graduate courses or seminars taken by the student should be required, as well as comprehensive examinations on the materials included in the Master's Program.

The preparation of a Master's thesis is often required and indispensable for those who are planning to continue their graduate education in terms of a doctoral degree. On the other hand, there are programs in higher education leading to a doctoral degree which, because of the need for a doctoral dissertation, consider the writing of a Master's thesis superfluous.

The Consultant Team was provided with a list of theses prepared since the establishment of the Master's Degree Program at the University. This list contains information on 89 such theses. There was also an opportunity to review a sample of these theses, which was done. This review revealed in general a rigorous observance of the usual requirements with regard to format, basic planning of the project, references, etc. As might be expected, while some of the theses struck one as

being quite impressive in the sense of the topics selected and new knowledge contributed, others appeared to be just fulfilling the necessary formality for obtaining the degree and representing perhaps an exercise but not a true research project.

Evaluation of the Master's Program by the Students

Two formally organized meetings of the students with the Consultant Team took place. Fifty students participated in the first and about 15 in the second. In addition, there were contacts on an informal basis with individual students, in the course of which evaluations and opinions were also expressed. In addition, the Consultant Team was provided with the student ratings of the courses offered, with the categories being "poor", "fair", "good", and "excellent".

The members of the Consultant Team were struck by the very skeptical attitude toward the program expressed by many students, especially in one (the first) meeting. These attitudes can clearly be characterized as "low morale". All of the members of the Consultant Team also agreed that the attitudes of the students in the Criminology and Corrections Curriculum were much better than those of the students in the Law Enforcement and Police Administration Curriculum.

Student critical comments, offered quite freely, even eagerly, and by many students with regard to the program itself, complained about the lack of good planning, absence of cohesiveness and skepticism about the "integrity of the degree" which they will receive. With regard to the faculty, the complaint was about the "lack of dedication" and "lack of concern" both for the program as such and for the students. The difficulty in obtaining advice and guidance, in finding faculty members willing to serve on the theses committees were repeated by many students.

Perhaps one of the reasons for the skeptical attitudes of the students is the fact that apparently there is no student input into development of the program.

Thus a number of the students spoke about being faced in January of 1974 with 12 new courses without knowing why these suddenly were introduced and what was the supporting rationale. Apparently these were the courses introduced in connection with the strengthening of the program as the result of the Consortium grant. Certainly full awareness of the students of this strengthening of the program should have been promoted by involving the students in the planning.

Another complaint on the part of the students is the practical absence of electives in the program. They point out that they are required to take 4 courses each semester and the electives must be filled with statistics and methodology courses, so that for all practical purposes there is no room in the curriculum for any selections by the student.

The members of the Consultant Team noted the fact that the ratings of courses by students taking these courses, the tabulation of which was provided, showed a rather interesting peculiarity, viz., the courses which were rated by the students as the most important ones were severely criticized as to quality of teaching. This falls in line, of course, with the above-noted low morale of the graduate student body and at the same time can be interpreted as independence of the students' judgement with regard to the curricular priorities in the program, which are evaluated independently from the performance of the instructor.

The Library

Stratton Building, where the College of Law Enforcement is located, has a very modern and spacious library, which serves as a branch library of the John Grant Crabbe Library -the main library of the University, and a convenient study room for the students. The book collection is quite small, however, and the students must depend on the main library, which has approximately 500,000 volumes. The student and faculty comments indicate that the main library is not adequate and

that for more advanced study and research both faculty and students have to go to the University of Kentucky Library which has approximately 1,200,000 volumes but is located some 30 miles away and does not allow persons who are not enrolled to check out books. Since Stratton Building is located far from the main campus, the use of the main library is a rather cumbersome procedure because of the long walking distance and scarce parking facilities.

The Consultant Team was asked the policy question, viz., whether the Law Enforcement College should strive to develop its own branch library or make do with the main library and strive to enrich the resources of the latter in the area of criminal justice and criminology. The member of the Consultant Team who was assigned to study the library situation and the Consultant Team as a whole gave the matter considerable attention. The consensus was that to rob the main library of books to stock a branch library is counterproductive, especially in the case of the field of criminal justice, which is clearly an interdisciplinary field and requires familiarity with and study of materials which are identified with other fields and could not possibly be transferred to the branch library. Having only specific criminal justice books available to them in their own building, the students would be induced to limit their studies to these materials, thus losing the interdisciplinary approach and broader perspectives which include sociology, psychology, political science, public administration, management, counselling and many other disciplines and professions.

The use of a branch library, in addition to limiting the perspective of the students, in this particular case would further separate the College of Law Enforcement, its students and faculty, from the rest of the academic community of Eastern Kentucky University, since it is already geographically separated and estranged from the rest of the University.

If the branch library is to be maintained, it should be stocked with duplicate volumes primarily of a reference nature, and should be perceived primarily as a convenient study room with basic sources at hand.

Laboratories

Stratton Building contains several large laboratories well equipped for forensic studies and various types of criminal investigation. The relevance of an introductory graduate course in criminal investigation was questioned by the members of the Consultant Team, as was already mentioned above. If the availability of the laboratory facilities were to be made use of for undergraduate instruction especially as a practicum, the service function could be built in. Both prosecution and defense could be provided with this service. In that case also graduate students under the guidance of an experienced and competent criminalist could benefit from a certain degree of exposure to criminalistics.

Joint Doctoral Programs in Criminal Justice

Prohibited by State law from developing an independent doctoral program in criminal justice, the College of Law Enforcement, especially after becoming a member of the National Criminal Justice Educational Consortium, and the corresponding Law Enforcement Assistance Administration grant began the development of joint doctoral programs with other universities which do offer Ph.D. degrees. Such joint programs have been developed with three universities, two of these, Michigan State University and the University of Maryland, being members of the Consortium, and with the University of Kentucky. Each of these cooperative Ph.D. programs is designed to provide emphasis on different areas of the criminal justice field. They also differ somewhat in requirements for candidacy and the manner of sharing responsibility between the university and the Law Enforcement College.

The cooperative program with the University of Kentucky leads to an Ed.D degree with an emphasis on criminal justice education. Most of the course work is in the Department of Social and Philosophical Studies in Education at the University of Kentucky.

The joint program with the University of Maryland is highly individualized in accordance with the candidate's interest and needs. It is interdisciplinary in nature, with a strong emphasis on methodology and statistics. A strong background in one of the basic social science disciplines is one of the prerequisites.

The multidisciplinary program with Michigan State University offers a Ph.D. in Social Science with a specialization in criminal justice.

The cooperative aspect of these doctoral programs generally speaking consists in the opportunity for the doctoral student to complete his first year of the doctoral program at Eastern Kentucky University. Admission to this program is by and large in line with the requirements of the University at which the doctoral program will be completed and which will award the degree. The work during the first year is planned in line with the requirements of the respective university.

Two of the members of the Consultant Team represented the universities with which Eastern Kentucky has joint doctoral programs, and in that sense the information on these programs was directly available to the Team. Of the three programs the most developed one at this point appears to be the joint program with the University of Maryland. The representative of that University highly commended the way in which the program was planned and organized on the part of Eastern Kentucky and the meticulous fashion in which it is being carried out. At the present time a very capable graduate student who did one year of graduate study at Kentucky, is completing his second semester at Maryland. It is anticipated that three more students will be coming to Maryland next Fall. As the Maryland

representative put it, the graduate faculty of the Institute of Criminal Justice and Criminology of the University of Maryland considers this affiliation with the Law Enforcement College as very desirable, being a source of well qualified and prepared Ph.D. candidates.

Summary


Compared with other programs of this type, the Consultant Team found the graduate program of the Law Enforcement College interesting and promising and in possession of diversified resources, but as yet somewhat uneven in nature. The major points which should be given attention and with regard to which the Consultant Team recommends additions, improvements and strengthening are listed in the foregoing report and by way of a brief summary are as follows:

1. Establishment of the position of Director of Graduate Studies in the Law Enforcement College, with a considerable amount of authority and corresponding responsibility.
2. Introduction of a Graduate Studies Committee with responsibility for the policies for the graduate program in the Law Enforcement College.
3. Formulation of a statement of the mission of the program on the basis of which the objectives and standards for the program can be clearly articulated and on which an evaluation of the program could be based.
4. In general, a greater input both of the faculty and of the students into the formulation of policies, planning and the management of the program is needed.

5. The admission standards must be substantially raised both in terms of the grade point average, which should be the same as the general national standard, i.e. a "B" average. The Graduate Record Examination score should be required at admission and the minimum cumulative score should be 1,000. Exceptions to this general rule might be made upon careful consideration, but the baseline for admission should be maintained at the above level.
6. The graduate faculty teaching load should not exceed nine hours, which is also a national standard, with potentially some further credit for excessive graduate student advisement and work on M.S. committees. This would enhance the amount and quality of faculty research and publications and satisfy the student need for guidance.
7. Much greater availability of the graduate faculty for the advisement of the graduate students is clearly indicated on the basis of practically the unanimous complaints of the students. The above-mentioned reduction of the teaching load would be the first indispensable step in this direction.
8. As requested by the students and supported by the majority of the faculty, a non-thesis option for the M.S. degree should be introduced with a corresponding increase in course work, research papers and comprehensive examinations.

Additional and more detailed recommendations can be found in the body of this report.

The Consultant Team was impressed with the breadth and content of the course offerings as reflected in the curriculum description provided the Team. It was also impressed with the qualifications and strong motivation of a number of the faculty members and especially with the strength in terms of theory and research methodologies represented by the faculty of the Criminal Justice Coordinating Center.

 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		DISCRETIONARY GRANT PROGRESS REPORT	
GRANTEE	LEAA GRANT NO.	DATE OF REPORT	REPORT NO.
Eastern Kentucky University	73-CD-99-0004	6/2/76	11
IMPLEMENTING SUBGRANTEE	TYPE OF REPORT		
	<input checked="" type="checkbox"/> REGULAR QUARTERLY <input type="checkbox"/> SPECIAL REQUEST <input type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT	GRANT AMOUNT		
LEAA 406E Criminal Justice Coordinating Center	\$601, 533		
REPORT IS SUBMITTED FOR THE PERIOD	THROUGH		
1/1/76	3/31/76		
SIGNATURE OF PROJECT DIRECTOR	TYPED NAME & TITLE OF PROJECT DIRECTOR		
<i>James W. Fox</i>	James W. Fox, Director		

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Schedule of Grant Activities

The third quarter of the third year of the grant witnessed the beginning of a "winding down" phase as well as the continuation of certain other efforts. Included among the "winding down" activities were: 1) notification to staff that they should plan to seek other employment as of September 30, 1976, 2) notification to mini-grant monitors that projects should have "products" ready before school opens in August, 1976, and 3) the visitation by curriculum evaluation consultants. Among the continued activities were: 1) the manpower project, 2) the graduate assistantship and fellowship programs, and, 3) various research projects.

During the first week of this quarter the staff of the Center were informed that they should commence efforts to find other employment upon the completion of the 406E grant. The budget, as revised by the state budgetary office, did not include funding for the continuation of the Center. The Director was informed by the Dean of the College that every effort would be made to keep essential staff members on the teaching faculty, but it would not be wise to hold out that hope. The impact of this announcement will be discussed later in this report.

The staff members who serve as "mini-grant" monitors met with the directors of the projects to remind them of time-task schedules and to urge "product" preparation.

A major activity of this quarter, however, was the graduate curriculum evaluation project. This project was under Dr. Fox's direction and involved four phases, two of which were conducted during this quarter. These phases include: a) data collection, b) evaluation by consultants, c) review of findings by a faculty-student committee, and d) review of composite report by the Dean of the College of Law Enforcement for appropriate action. The first two phases are now complete.

During the first phase surveys of all faculty, graduate students and recent graduates from the graduate program were conducted. Summaries of the results of these surveys are attached to this report. It was noted with pride that the courses which were taught by the staff of the Center received very high ratings from the students. In fact, with the one exception of the research methodology course, all were in the upper half of the ratings. The courses which had been added by the

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efforts of the curriculum enrichment program of the grant were also among the highest rated. Of course, a more adequate evaluation would involve a follow-up of the doctoral students during the following year. This would also provide a reinforcement of commitment on the part of the University and LEAA.

Data were also collected for such areas as faculty load, student course load, student and faculty recruitment, faculty qualifications, library facilities and curriculum content. These data and the data from the surveys were made available to the Curriculum Evaluation Team. This team, composed of Dr. Peter Lejins (chairman), Mr. Arthur Brandstatter, Dr. Vernon Fox and Dr. Charles Teckman, visited the campus for four days (March 3 to March 6). They reviewed the data, interviewed faculty and students, inspected the facilities and the library and reviewed faculty and student records. Their report is also attached to this report.

This report was viewed as being quite supportive of the efforts of the Center staff under the 406E grant.

Under the grouping of "continued activities" are the mini-grant projects. The Thailand project (Dr. Richard Snarr, Director) is in the report writing stage. The Rokeach Value Study (Mr. Thomas Reed, Director) has hit a delay as a result of staffing difficulties.

The Jury Study Project (Dr. Fox, Director) is in the data collecting stage at this time, with series of subject groups being run through simulated jury situations. This stage has been prolonged considerably by the difficulty in accommodating to the schedules of the participants. It is extremely important that specific participants be included in order to protect the random nature which is the crux of the study.

The dietary training project for correctional food service personnel (Dr. Shirley Snarr, Director) is almost to the data collecting stage. Recent staffing changes in the Kentucky Bureau of Corrections (20 top administrators dismissed) has created unforeseen delays here also.

The Manpower research project (Dr. Robert Ullman, Director) is in the data analysis stage this quarter and should have the report written by June 30, 1976.

The victimization study (Dr. Fox, Director) has met with some delay as a result of the need for the director to involve himself in increasingly complex staffing problems in the Center. (See "problem areas.")

Several projects have been discussed with faculty in and outside of the College of Law Enforcement. One project involves a conference on Arson, to be conducted in cooperation with the Department of Fire Prevention. Another is a conference on criminal justice data banks and privacy issues, to be conducted in cooperation with various humanities faculty and the Kentucky Civil Liberties Union, the Kentucky Endowment for the Humanities, and the Kentucky Educational Association. Yet another is a conference on psychological techniques in rehabilitation, to be conducted by members of the Law Enforcement faculty. Other projects were designed, involving faculty from the College of Law Enforcement and other departments at Eastern as well as faculty from

other Kentucky universities. These have been submitted to other agencies for funding, but no response has been received at this time.

In addition, the staff of the Center continued to teach. Fox, Ullman and Lewis taught two courses and Skinner and Moser taught one course each.

Dr. Skinner and Mr. Lewis continued their activities with the Job Information Center and Dr. Ullman and Mr. Lewis continued their activities in the Research Advisory Service.

Dr. Ullman and Mr. Lewis continued to serve on the data processing committees of which they are members.

Anticipated Changes

None at this time, other than as noted below.

Problem Areas

The primary problem area this quarter has been the anticipated discontinuation of the Center as a distinct administrative entity when the grant is terminated. The impact of this termination upon the morale and levels of continued activity of the staff has been great. Pride in the verifiable success of the 406E project at Eastern is tempered greatly by the feeling that this effort has not resulted in the continuation of the Center. While the desire of the university to continue the program is recognized, the failure of the state to allocate necessary funds has taken its toll on the overall effectiveness of the Center staff.

Other problem areas have been referred to in earlier comments, above. These include a staffing problem with the Rokeach Value study, wherein it appears that we may need to replace the present director; a problem in scheduling the participants for the jury study; a series of problems evolving from major staff changes in the State Bureau of Corrections which have effected the Correctional Food Service Project; and a delay in completion of the victimization project as a result of increased demands upon the director (Dr. Fox). These problems have led to some concern lest the overall project face some delay.

Data Source Identification


None, other than noted previously.

Additional Information

None.

NCRS

OMB APPROVAL NO. 43-R0525
EXPIRATION DATE 6-30-74

 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		DISCRETIONARY GRANT PROGRESS REPORT	
GRANTEE Eastern Kentucky University	LEAA GRANT NO. 74-NI-99-1003	DATE OF REPORT June 1, 1976	REPORT NO. 11 (Final)
IMPLEMENTING SUBGRANTEE	TYPE OF REPORT <input type="checkbox"/> REGULAR QUARTERLY <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT LEAA Fellowship Program	GRANT AMOUNT \$28,285		
REPORT IS SUBMITTED FOR THE PERIOD 4/1/76		THROUGH 6/30/76	
SIGNATURE OF PROJECT DIRECTOR <i>James W. Fox</i>	TYPED NAME & TITLE OF PROJECT DIRECTOR James Fox, Director Criminal Justice Center		
COMMENCE REPORT HERE (Add continuation pages as required.) <p>This is the final report on GRF grant #74-NI-99-1003. The funds from this grant were expended in April 1976. All continuing fellowship recipients, receiving monies under this grant, were transferred to GRF grant #75-NI-99-0051.</p> <p>Attached is a summary of the students funded with GRF funds from this grant.</p> <p style="text-align: right;"><i>6/7/76 Reviewed & accepted Carol Hamm for Jean & Moore</i></p>			
RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official)			DATE

LEAA Fellowship Recipients
Eastern Kentucky University
GRF Grant #74-NI-99-1003


NAME	AWARD PERIOD	DEGREE PROGRAM	THESIS TITLE	PRESENT POSITION
Arnett, Vance E.	8/15/75--8/14/76	Ph.D. (incomplete): Michigan State University		Pursuing doctorate degree at M.S.U.
Barker, Eddie L.	8/15/75--8/14/76	Ed.D. (incomplete): University of Kentucky		Instructor: Eastern Kentucky University. Pursuing doctorate degree at University of Kentucky.
Belcher, Dennis W.	1/1/74--8/31/74	M.S. (1975): EKU	"The Status of Criminal Justice Education and Manpower Needs in Region IV"	Coordinator: KY Dept. of Human Resources.
Bowling, J. C.	8/15/75--11/14/75	Ph.D. (incomplete): Michigan State University		Unknown
Brown, Stephen E.	6/1/74--8/31/74 8/15/75--6/14/76	M.S. (1975): EKU Ph.D. (incomplete): University of Maryland	"Police Professionalism and Role Perception"	Pursuing doctorate degree at U.M.
Cummings, J. Richard	6/15/75--6/14/76	Ph.D. (incomplete): University of Maryland		Pursuing doctorate degree at U.M.
Daniels, David L.	6/1/74--8/31/74	M.S. (incomplete): EKU		Unknown
Hudley, Richard A.	1/15/76--8/14/76	M.S. (incomplete): EKU		Pursuing Master's degree at EKU. Anticipates entering doctorate program at University of Maryland.
Montgomery, Michael	6/1/74-8/31/74	M.S. (incomplete): EKU		Ombudsman: Ky. Dept. of Corrections.
Riggs, Denise H.	8/15/75-8/14/76	Ed.D. (incomplete): U.K.		Pursuing doctorate degree at U.K.
Spain, Norman M.	8/15/75-8/14/76	M.S. (incomplete): EKU		Pursuing master's degree at EKU. Anticipates entering doctorate program at U.K.

LEAA Fellowship Recipients
Continued

NAME	AWARD PERIOD	DEGREE PROGRAM	THESIS TITLE	PRESENT POSITION
Tillett, Bill G.	1/15/76--8/14/76	Ed.D.(incomplete): University of Kentucky		Assistant Professor: East Kentucky University. Pursuing doctorate degree at University of Kentucky.
Weimer, Roberta	6/1/74--8/31/74	M.S.(incomplete): ECU		Unknown

NCIRS

OMB APPROVAL NO. 43-R0525
EXPIRATION DATE 6-30-74

 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		DISCRETIONARY GRANT PROGRESS REPORT	
GRANTEE	LEAA GRANT NO.	DATE OF REPORT	REPORT NO.
Eastern Kentucky University	73-NI-99-1024	6/1/76	10 (Final)
IMPLEMENTING SUBGRANTEE	TYPE OF REPORT		
	<input type="checkbox"/> REGULAR QUARTERLY <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT	GRANT AMOUNT		
LEAA Fellowship Program	. \$21,000		
REPORT IS SUBMITTED FOR THE PERIOD July 1, 1975		THROUGH September 30, 1975	
SIGNATURE OF PROJECT DIRECTOR	TYPED NAME & TITLE OF PROJECT DIRECTOR		
<i>James W. Fox</i>	Dr. James W. Fox, Director Criminal Justice Coordinating Center		
COMMENCE REPORT HERE (Add continuation pages as required.) <p>This is the final report on GRF grant #73-NI-99-1024. The funds from this grant were expended in August, 1975. All continuing fellowship recipients, receiving monies under this grant, were transferred to GRF grant #74-NI-99-1003.</p> <p>Attached is a summary of the students funded with GRF funds from this grant.</p>			
RECEIVED BY GRANTEE STATE PLANNING AGENCY (Official)			DATE

6/7/76
 reviewed & accepted
 called for
 for more

LEAA Fellowship Recipients
 Eastern Kentucky University
 GRF Grant #73-NI-99-1024

NAME	AWARD PERIOD	DEGREE PROGRAM	THESIS TITLE	PRESENT POSITION
Barker, Eddie L.	9/1/73--8/31/74	M.S.(1975): ECU	"Responses to Criminal Offenders: The Influence of Seriousness of the Offender's Crime and the Offender's Race"	Instructor: Eastern Kentucky University. Pursuing doctorate degree at University of Kentucky
Cummings, J. Richard	6/15/75--6/14/76	Ph.D.(incomplete): University of Maryland		Pursuing doctorate degree at University of Maryland
Daniels, David L.	6/15/75--8/15/75	M.S.(incomplete): ECU		Unknown
Halstead, Daniel	9/1/73--8/31/74	M.S.(incomplete): ECU		Unknown
Harlan, John P.	9/1/73--8/31/74	M.S.(1974): ECU	"The Non-Standard Functions of Police Manpower During Periods of Mass Crisis: A Theoretical Perspective of the Command Post"	Assistant Professor: Guilford College
Mandt, Edward J.	9/1/73--8/31/74	M.S.(1974): ECU	"Attribution of Responsibility to Criminal Offenders"	Instructor/Coordinator: Bureau of Training, KY Law Enforcement Council
Palmer, Clyde M.	9/1/73--8/31/74	M.S.(1974): ECU	"A Comparison of Consolidated Police Service with Fragmented Police Service"	Patrol Sgt.: Layton City Police Department
Tillett, Bill G.	5/15/75--8/14/75	Ed.D.(incomplete): University of Kentucky		Instructor: Eastern Kentucky University. Pursuing doctorate degree at University of Kentucky.
Wells, Thomas L.	9/1/73--8/31/74	M.S.(1974): ECU	"The Theoretical Application of Interaction Analysis to the Correctional Setting"	Instructor: Eastern Arizona College

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