

12-2017

Does a Criminal Justice Degree Produce Law Enforcement Officers?

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DOES A CRIMINAL JUSTICE DEGREE PRODUCE LAW ENFORCEMENT OFFICERS?

A Thesis

by

BRYAN KEITH MURRAY

Submitted to the Graduate College of
The University of Texas Rio Grande Valley
In partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

December 2017

Major Subject: Criminal Justice

DOES A CRIMINAL JUSTICE DEGREE PRODUCE LAW ENFORCEMENT OFFICERS?

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December 2017

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ABSTRACT

Murray, Bryan Keith, Does a Criminal Justice Degree Produce Law Enforcement Officers?

Master of Science (MS), December, 2017, 61 pp., 6 tables, references, 31 titles.

Police departments are being asked to diversify their ranks in a job field dominated by White males. Hispanics are predicted to be the majority-minority by 2043, few studies were conducted to explore whether Hispanic students majoring in criminal justice will pursue a career in law enforcement agencies upon graduation. Therefore, it is necessary and important to investigate the willingness of Hispanic students perusing a career in law enforcement agencies and what kind of factors behind this pursuit. This research anonymously surveyed 203 students currently enrolled in a four-year Hispanic university. Gender and the liberalizing effect served as the independent variables. The outcomes of binary logistic regression indicate that gender has a significant effect on the outcome variable while the liberation effect does not. This study hopes to add knowledge of Hispanic undergraduate criminal justice majors aiding law enforcement agencies and university to recruit Hispanics into their ranks better.

DEDICATION

The completion of my graduate studies would not have been possible without the love, sacrifice, understanding, and support of my family.

First, I would like to dedicate this thesis to my partner in crime, Anna Garcia Gittins. Every day you drive me to be better than I was the day before reminding me of the greatness inside of me. You remind me of the importance of setting the example for our children so they may have a strong foundation for their lives to be built upon. When we first started dating, you mentioned how we were going to be such a dynamic couple. We are on our way to finding our little piece of heaven. Your love drives me every day to be better than I was the day before. Lastly, thank you for believing in me and riding me like a bucking bronco through graduate school scolding me the whole way.

For my children, I know I have been missing from large portions of your lives due to my military commitments, but it is my hope I have left you with an understanding of what dedication, commitment, determination, and sacrifice entails. My love for all three of you knows no bounds. No matter what you choose to do in life, make sure you better yourself and those around you to make this world a better place.

To my oldest son, Mathew Alexander Murray, I am so proud of you. You challenged me to finish school without knowing it, so I could set the example encouraging you to exceed me in every possible way.

To my twins, Gavin Joseph Murray and Alex Sean Murray, you two have tested me in ways unimaginable. I know you both have an unlimited ability and potential within yourselves to be successful in whatever path you choose to travel.

To Deborah, Keannu, and Emmanuel, I know we have been in each other's lives for just a short period, but I see your mother's strength and life lessons engrained into your lives. I hope is that I have been able to provide a positive influence in your lives and I will be here to help you with whatever you'll need.

To Diane Klehn, thank you for the gentle suggestion to go to college when I was unsure of where or what I was going to do in my life. A little over three years later, I have earned my Associate's Degree, Bachelor's Degree, and my graduate degree.

To the rest of my family, everyone has provided me with encouragement every time you ask me about school. Everyone always has told me I have this in the bag. I did and I thank you.

ACKNOWLEDGMENTS

I wish to acknowledge those individuals who were critical of my ability to write and defend my master thesis enabling me to graduate on time. Their direction and advice on my thesis greatly ensured the intellectual quality of my work.

I appreciate the confidence and mentorship my thesis chair, Dr. Yudu Li, who guided me through the many months I spent working on my thesis. You encouraged me every day where I was knocking on your door more than the janitor seeking guidance and advice. Thank you for your professionalism and academic knowledge.

My deepest heartfelt appreciation to Dr. Lucas Espinoza who without his insight, encouragement, professionalism, collegiality, and calm demeanor allowed me to complete my thesis. Without your help, my thesis would have been tremendously harder to complete and unlikely completed on time.

I am appreciative to Dr. Luis Espinoza for his assistance on the data analysis and proofreading of my study. Without this assistance, I could not have completed my study.

My deepest thanks to Dr. Philip Ethridge who constantly asked me how I was doing and encouraged me every day. You were right when you told me this would be a level of academia I have not encountered yet.

To my friend, George Cruz, my graduate buddy, who laughed with me as I became frustrated joking to quit every day. You helped clean my data and scrubbing my references when

you had other tasks to complete. I will miss our time in the library among the undergraduates entertaining ourselves on a daily basis.

Additionally, I would like to thank my peers and classmates who constantly asked me how I was doing and were interested in me personally. You guys laughed at me and with me, so I cannot thank you guys enough for your support and encouragement.

Lastly, I want to thank the rest of the graduate criminal justice faculty.

Special thanks to Dr. Resindez, for her suggestion on how to style my survey making it flow better.

To Dr. White and Dr. Dawkins, I am humbled by your genuine interest in my thesis by attending my thesis defense. Moreover, my deepest gratitude to Dr. White who saw any paperwork I needed to fruition.

Thanks to Christina for her constant assistance to get any necessary paperwork signed and sent to the proper persons to gather necessary signatures to allow my thesis to transverse the graduate college effortlessly.

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CHAPTER I

INTRODUCTION

August Vollmer, the first police chief of the Berkley Police Department, had a vision of a college educated, professional police force in America with his initiatives still influencing police departments to this day (Roth, 2005; Wilson, 1953). Vollmer set his sights on eradicating corruption from ranks of policing. Jones (2011) cites that Vollmer was the “father of American policing.” Moreover, Orlando Wilson, Vollmer’s protégé, wrote that Vollmer “will be recorded in American police history as the man who contributed most to the police professionalization by promoting the application of scientific principles to police service.” (pp. 1).

Wilson (1953) writes in detail the long list of achievements, contributions, and techniques used by Vollmer. During the early 1900’s, a high school education was not required to become a police officer, but Vollmer saw the need for a forward thinking and advance policing techniques to better serve American society (Roth, 2005; Wilson, 1953). Vollmer’s innovations included in-service training, first-time offender’s probation, supported the lie detector test, applied the single fingerprint classification system, and police using bicycles, motorcycles, and cars to patrol (Roth, 2005; Wilson, 1953).

Vollmer put his vision into motion when he initiated the first college-level training programs for police in 1908 at the University of California at Berkley referred to as the Berkley Police School (Roth, 2005). As a society, we always need to reflect on our history with the lessons it has supplied for the betterment and continual need to perfect our criminal justice (CJ)

system. Policing at every level has become an essential governmental function providing public servants that are devoted to the public's safety and their service. Over the past century, law enforcement agencies and departments have made progress toward Vollmer's vision of a highly professional policing force.

Austin and Hummer (2008) noted the role of a police officer is order maintenance and service-oriented. But, today's misdirection conveyed to our youth on the true nature of police work, television's crime dramas illustrate policing as a high adrenaline rush and dangerous (Austin & Hummer, 2008; Crawford, 1999). Farnworth, Longmire, and West (1998) feel some CJ major's opinions will fluctuate according to what courses each student's coursework involved during their schooling. Carlan and Byxbe (2000) reflected on the Stanford Experiment identifying a "police personality," but they viewed previous research identifying police officers as authoritarians are lessened with a college education noting educated police officers were intended to be more humanistic rather than free thinkers. Furthermore, they believed current research did not support that police-oriented college students were dogmatic and authoritarian.

Current Research

Law enforcement's human resource departments are tasked with hiring more women and minorities to answer the public's outcry for police departments to match their hiring practices to represent the public's demographic makeup (Advancing, 2016). Moreover, Jordan, Fridell, Faggiani, and Kubu (2009) touch upon that some law enforcement agencies may have a legal mandate to diversify their agencies per court order. Within their study, they observed that over 50% of the smallest law enforcement agencies did not have female or minority applicants and those agencies with female applicants noted females were well underrepresented.

In addition, research on CJ students is scarce (Fanworth, Longmire, & West, 1998), especially concerning Hispanics pursuing a CJ degree to include how they intend to use such a degree. A report by the U.S. Equal Employment Opportunity Commission in October of 2016 titled, *Advancing Diversity in Law Enforcement Report*, highlighted the diversity within hiring practices of law enforcement would not permanently remedy the social distance between the police and the public. However, police departments are building stronger social bonds with their communities. More so, Lopez and Krogstad (2017) revealed Hispanics have grown to be the most employed racial/ethnicity group by law enforcement agencies in the US, but are still underrepresented by their representation of the population. Blacks have been able to close this gap more effectively.

The CJ field and policing itself have been a white male dominated field (Raganella & White, 2004; Austin & Hummer, 2000) with research showing that whites are the majority of individuals interested in a career in law enforcement and nonwhites desire a career in non-law enforcement jobs (Krimmel & Tartaro, 1999). Unless human resource departments can overcome this deficit, law enforcement agencies will remain dominated by white males. Raganella and White (2004) further supported this claim when the demographics of their study of police cadets showed 80% were male and about 50% were White, 20% Black and 30% other. Also, Ermer (1978) stated that recruitment as part of the initial step creates an effective department establishing the power the individual perceives the department holds over them establishing their behavioral patterns.

To elaborate, Raganella and White (2004) found that males and females did not seek employment as a law enforcement officer for salary, power, military structure, or lack of career alternatives. Hispanics and Blacks had identical motivating factors for accepting employment as

a law enforcement officer which included the opportunity to help people, job security, job benefits, and opportunities for career advancement (Raganella & White, 2004). Using a portion of the research from Gabbidon, Penn, and Richards (2003) and Krimmel and Tartaro (1999) to explore the reasons why Hispanic CJ students would be interested in employment in a law enforcement agency.

According to Gabbidon et al. (2003), there was limited research for why students seek CJ degrees at historically black colleges and universities (HBCU). This research was limited to some academic or published sources concerning Hispanics (Ballinas, 2017; López & Krogstad, 2017; Morin et. al, 2017; Lantigua, 2016; Hispanics, 2014), but none concerning CJ students. Lantigua (2016) arrives at the heart of the problem while interviewing Alex Piquero, a criminologist at the University of Texas-Dallas. Piquero explains how the data collection for Hispanics is lacking, which Hispanics (2014) agree with their report from the *Violence Policy Center*.

More importantly, the ability to understand the determinants affecting CJ students' decisions seeking employment as a law enforcement officer will assist universities to tailor their curriculum development to meet the current job market allowing students to be competitive (Espinoza, 2016). The ability to collect and analyze data concerning Hispanics will aid in the comprehension of Hispanic's experience or contact with the CJ system no matter if it is a victim or as an offender. Additionally, one would think to raise the prestige of their university's CJ program to create a larger, more competitive applicant pool a legitimate objective.

Franks (2009) dissertation research questions help bring into focus CJs higher education's concerns. Franks asked, "are there specific areas of criminal justice higher education that need to be enhanced to provide a better educational background for graduates entering law

enforcement service?” (pp. 6) In addition, “would criminal justice graduates working in a law enforcement career recommend a CJ higher education degree to others wishing to enter the field?” (pp. 6) Franks supported the concerns raised by the research of Wimhurst and Allard (2007), which were the lack of interest placed on the outcome of employment opportunities, and how undergraduates evaluate their CJ degree. Another concern raised by Raganella and White (2004) addresses the point college graduates might not be interested in law enforcement opportunities with possible better salaried jobs available.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter will discuss why CJ students seek employment discussing their attitudes toward criminal justice. Furthermore, it will include the current knowledge and literature concerning gender, liberalizing effect, and common variables found in criminal justice research. Lastly, it will state the research hypotheses.

Criminal Justice Knowledge

When individuals decide to pursue a CJ degree, they may not necessarily be seeking to become a law enforcement officer. However, a substantial percentage of CJ students have precisely that in mind. Austin and Hummer (2008) point out the frustration with most students falling into the myth that officers naturally chase criminals rather than the police are an order maintenance, and service-oriented organization. The CJ field has a wide range of careers available for civilian and government positions across agencies and departments. The research of Courtright and Mackey (2004) shows a career in law enforcement among CJ majors is highly desirable. Moreover, Walters and Kremser (2016) pointed out that a CJ degree is more sensible, while graduates seek employment after graduation instead of continuing to pursue a higher degree.

Crime has been such a dominant story across all forms of media for decades, but precisely what is CJ? Schubert (2017) teaches that CJ “is an intertwining of agencies and processes which seek to achieve control of crime, minimization of crime and the imposition of penalties for the

commission of crimes” (p. 1). Another way to view CJ is how do we recognize trends in order to deter and prevent crime, what to do once we have a person(s) identified as committing a crime, what is the best way to punish/sentence them, and how do we rehabilitate said criminal in order to lowering the recidivism rate to deter from offending again?

A CJ degree encompasses numerous job fields such as juvenile justice (Walters & Kremser, 2016; Schanz, 2013; Krimmel & Tartaro, 1999), probation and parole (Walters & Kremser, 2016; Schanz, 2013; Courtright & Mackey, 2004), courts and corrections (Walters & Kremser, 2016; Schanz, 2013; Courtright & Mackey, 2004; Krimmel & Tartaro, 1999), private security (Walters & Kremser, 2016; Courtright & Mackey, 2004; Gabbidon, Penn, & Richards, 2003), legal profession (Gabbidon et al., 2003; Krimmel & Tartaro, 1999), federal law enforcement (Walters & Kremser, 2016; Courtright & Mackey, 2004), state law enforcement (Walters & Kremser, 2016; Courtright & Mackey, 2004), local law enforcement (Walters & Kremser, 2016; Courtright & Mackey, 2004), and academics (Courtright & Mackey, 2004; Krimmel & Tartaro, 1999). With many different jobs within criminal justice, Cuvelier, Jia, and Jin (2015) discussed how police work falls into one of four concentrations; order maintenance, preventive patrol, law enforcement, and community building. Additionally, CJ careers can extend to positions internationally as well, for example, Interpol.

Students studying CJ found it attributable to its interesting nature with the material being relevant to the real world increasing the potential of their job status (Gabbidon et al., 2003; Krimmel & Tartaro, 1999). Schanz (2013) notes that individual factors may affect students’ perception of a CJ degree, which they discuss three variables that showed a significant effect on student’s attitudes: academic major, employment status, and marital status. However, gender, race/ethnicity, and age did not show a significant effect in obtaining a four-year degree in CJ.

There is research that shows age (Gabbidon et al., 2003), race (Gabbidon et al., 2003) and gender (Austin & Hummer, 2008) are some significant determinants with concern to selecting an academic major. Additionally, students felt that mathematics and scientific content did not influence their choice to study CJ or believed a CJ degree would be easier than other degrees.

Courtright and Mackey (2004) discussed how students should participate where it serves a two-fold function: first, it allowed recruits to see first-hand what policing entails. Second, it assists with closing the social distance between potential recruits and law enforcement. Wimhurst and Allard (2007) research was conducted in Australia, but raised an important point concerning CJ majors realizing much is unknown about CJ employment destinations and how they arrive at those goals; especially true among Hispanic college students.

In an attempt to attract the best candidates possible, law enforcement officers are committing a significant portion of their annual budgets toward advertising (Rivera, 2011). Tartaro and Krimmel (2003) note that professionalizing an organization would include educating their employees as a fundamental step. Ermer (1978) believes the initial action to a strong police department starts with the recruitment of personnel. Carlan and Byxbe (2000) makes the point law enforcement agencies seek better-educated officers increasing the need for institutions of higher learning to meet this demand with CJ programs. The perception of a college-educated officer is a better prepared to solve the complexities of law enforcement softening their image as authoritarians.

Capsambelis (2004) sampled police cadets and police officers from different departments in an attempt to understand what are the best recruiting strategies for police departments. However, he annotates that police recruiting efforts have difficulty competing with the better wages and benefits offered in the private sector identifying a lack of interest in potential recruits, which it

appears the United Kingdom has similar problems attempting to recruit more minorities into their ranks. Hanson, and McCullagh (1995) believed employers needed to improve their economic status to attract and hire the best-qualified candidates. Jordan, Fridell, Faggiani, and Kubu (2009) saw an adverse effect when police departments increased their starting salaries of officers attracting more underqualified applicants. Jordan et al. (2009) showed a budget increase attracted more females and minorities than an increase in law enforcement salaries. Furthermore, Jordan, et al. (2009) noted larger departments might have a legal mandate to diversify officers, but agencies who adjusted to specific recruiting strategies exhibited an increase in the hiring of minorities.

Moreover, Capsambelis (2004) discovered the top three methods that attracted respondents into a policing career were: 1) referrals from police officers 2) website/internet 3) high school/college career centers with the top reasons for pursuing a police career as 1) pension/retirement 2) health benefits 3) job security. However, many respondents felt television was the best method to reach potential recruits. Capsambelis (2004) added officer referrals was the dominant recruiting tool which officers should be able to engage and answer questions from the public concerning law enforcement careers. Ermer (1978) mentioned the importance of concentrating on factors that attract females to be recruited into law enforcement decades ago. The process of recruitment to a trained officer able to work independently in the field is costly, as well as time-consuming. The research conducted for this paper did not come across a nominal value these departments and agencies commit from their annual budgets investing in new officers.

Gender

Gender presents itself as a visible variable worthy of study given the significant findings between males and females interested in pursuing a CJ degree (Walters & Kremser, 2016; Gabbidon et al., 2003; Krimmel & Tartaro, 1999). Previous research showed that a majority of

males were interested in a law enforcement career (Yim, 2009; Krimmel & Tartaro, 1999), while females primarily sought to attend law school (Krimmel & Tartaro, 1999) highlighting a clear occupational divide within CJ. Yim (2009) noted males viewed masculinity as required for being a police officer, but women believed both genders were equally capable of doing the job. Yim (2009) remarked that men were less likely than females to agree that females were capable of being correctional officers or law practitioners, but felt they both stood an equal chance of being employed in a CJ job.

In addition, men were found to hold negative attitudes toward females within CJ jobs. Female respondents felt their perception of their ability to be a police officer was lower than male respondents. Nonetheless, a study in Australia discovered that differences concerning gender did not appear as relevant there as in North American studies (Wimshurst & Allard, 2007). Courtright and Mackey (2004) found females have more empathy toward individuals, while males are more punitive toward individuals. Research points to the fact that CJ is a male dominated field (Austin & Hummer, 2008; Courtright & Mackey, 2004; Raganella & White, 2004;) with males more likely than females to select law enforcement programs (Walters & Kremser, 2016; Shanz, 2013; Yim, 2009). Whereas, Krimmel and Tartaro, (1999) found it promising that about one-fourth of women were looking into law enforcement as a future career.

Research has demonstrated numerous reasons why males sought a criminal justice degree such as, career advancement (Shanz, 2013), a job that they can wear a uniform (Gabbidon et al., 2003), interested in making arrest (Gabbidon et al., 2003; Tartaro & Krimmel, 2003), found criminal justice degree more applicable to their current employment (Gabbidon et al., 2003), and offers security (Capsambelis, 2004; Hanson, & McCullagh, 1995; Ermer, 1978). On the other hand, Capsambelis (2004) found that officers were more interested in salary and benefits with

pension/retirement topping the list. In addition, the research of Gabbidon et al. (2003) and Hanson, and McCullagh (1995) found men focused on income and advancement more so than women. This supported the work of Ermer (1978) who expressed that females in the late 1970's found economic reasons as their motivation for becoming a police officer.

Ermer (1978) found females decided to join law enforcement because it was the best paying job available to them at the time with white females the least interested in policing. Today police departments like Houston Police Department pay their officers according to time on the force, patrol years, education level, language skills, and specific skills (BUILD, 2017). However, this may not be representative of all police agencies nationwide.

The research identified the following variables for females as the reasons why they are interested in a law enforcement career. They are personal satisfaction (Shanz, 2013), more excited about the career field (Gabbidon et al., 2003), found the degree more relevant to the real world (Walters & Kremser, 2016; Gabbidon et al., 2003; Krimmel & Tartaro, 1999), had stronger attitudes toward protecting the constitution (than men) (Gabbidon et al., 2003), strongly agreed that criminal justice was interesting (Walters & Kremser, 2016; Krimmel & Tartaro, 1999; Ermer, 1978), desired to help people solve problems (Krimmel & Tartaro, 1999; Hanson, & McCullagh, 1995; Ermer, 1978), wanted a decent salary (Gabbidon et al., 2003; Krimmel & Tartaro, 1999; Ermer, 1978), possessed higher ethical standards (Bjerregaard & Lord, 2004), and found to view abuse of authority and criminal offenses more severely than males (Bjerregaard & Lord, 2004).

Moreover, most females did not believe CJ was easier than other degrees (Krimmel & Tartaro, 1999). Shanz (2013) identified promotions as the least desirable reason for females to seek a CJ degree. Though, research found women were more likely to seek employment in

corrections or probation more than men (Walters & Kremser, 2016; Yim, 2009; Courtright & Mackey, 2004). Additionally, Fridell, Faggiani, and Kubu (2009) agreed salary had a significant value to both females and minorities with altruistic reasons being their second. Much of the research shows a strong motivation for law enforcement careers as altruistic reasons (Ermer, 1978; Yim 2009). Altruism was the dominant reason for black women (Ermer, 1978), as well as social work students in general (Hanson, & McCullagh, 1995).

Austin & Hummer (2008) stated respondents with family members in law enforcement were less supportive of female officers than those students who did not have family members in law enforcement. Yet, they found support for policewomen have increased compared to research done over a decade ago under similar conditions. Most importantly, research underlines there is a solid interest by females desiring a career in law enforcement (Krimmel & Tartaro, 1999) enabling employers to look into a larger, more diversified and educated pool of applicants increasing law enforcement's ability to better serve and reflect the demographics of the communities they serve.

Liberalizing Effect

A significant amount of research discusses how the "liberalizing effect" influences college student's attitudes (Courtright & Mackey, 2004; Mackey & Courtright, 2000; Fanworth, Longmire, & West, 1998; Brouillette, 1985). Even though there has been a fair amount of literature discussing the "liberalizing effect," the literature does not define it (Courtright & Mackey, 2004; Mackey & Courtright, 2000; Fanworth, Longmire, & West, 1998; Brouillette, 1985; Rich, 1977), but, Brouillette (1985) does define what a conservative and a liberal are in his research. Rich (1977) appears to sum up most of the earlier research concerning the liberalizing effect as simply the college experience combined with their background characteristics.

Haider (2016) cites that a liberal arts education can be traced back to Greece with its roots in what was called the *trivium* (grammar, rhetoric, and logic) later adding the *quadrivium* (arithmetic, geometry, music and astronomy) as a secondary level of education. She explains how a current liberal arts education has expanded to include the humanities, social sciences, natural science, and formal sciences mentions too. The Association of American Colleges and Universities (2015) defines a liberal arts education as

Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. (pp. 1).

Correlated skills gained from a liberal arts degree in connection to the liberalizing effect are the “ability to learn and synthesize new ideas,” “ethical decision-making skills,” “ability to be sensitive to others,” and “be tolerant of cultural differences” (Haider, 2016).

Later research by Mackey and Courtright (2000) binds one’s punitive level into the liberalizing effect where they define punitiveness as “an attitude toward sanctioning and punishment that includes retribution, incapacitation, and a lack of concern for offender rehabilitation” (p. 430). Additionally, Lambert (2004) found the variables for age, race, political ideology, education level, and gender accounted for deviations in the perspectives on crime and punishment. The research of Mackey and Courtright (2000) showed criminal justice majors are more punitive than other majors with freshmen more punitive than seniors and white males being the most punitive identifying a liberalizing effect. They believe four variables identified this effect in their research: grade level, political ideology, size of student’s town, and an index variable for the respondent’s attractiveness to law enforcement. Rich (1977) identified the

“number of classes taken in which social and political issues predominate” (p. 206) to be his most valuable independent variable.

Mackey and Courtright (2000) acknowledge more recent research identified attitudinal changes in higher education and punitive views may develop a liberalizing effect. Fanworth, Longmire, and West (1998) believe a criminal justice education lessens the effects of the liberalizing effect. They compared noncriminal justice majors to criminal justice majors concerning capital punishment finding noncriminal justice seniors scored 24 percent higher than freshman, whereas criminal justice seniors scored only 3 percent higher than the freshman. Rich (1977) mentioned it was a common practice to compare freshman and seniors identifying the liberalizing effect. Moreover, Fanworth et al. (1998) believed their hypothesis concerning the college experience modified criminal justice student’s views supporting the liberalizing effect. Lambert (2004) appears to support the stance of Fanworth et al. (1998) by mentioning that criminal justice students see crime as a serious social problem with the courts being too lenient on criminals, whereas noncriminal justice students are more lenient with criminals willing to show mercy.

Mackey and Courtright (2000) used a pre-test/post-test survey method within their study compared to the research done by Fanworth et al. (1998) where they used a single survey comparing the lowerclassmen to the upperclassmen to identify their liberalizing effect. Eskridge (1999) called the data used by Fanworth et al. (1998), which identified a liberalizing effect as an “inappropriate leap” and methodically flawed suggesting they should have used a “comparison group into the panel design” (p. 293) using college-age youth not attending college as a control for the liberalizing effect. However, Rich (1977) 21 years earlier did just that mailing surveys to college students and non-college student to compare for a liberalizing effect. He discovered

when the college students were not compared to a control group they were more liberal, but when compared to a control group both tended to be more liberal. He acknowledged there was an unknown element that caused both groups to test more liberal.

Courtright and Mackey (2004) found that attractiveness to law enforcement declined the longer students were in school with a higher concentration of interest in underclassmen rather than the upperclassmen. They believed those interested in law enforcement would have more of conservative ideology. Brouillette (1985) found that regardless of the student's age and the professor's political affiliation, taking a sociology class had a liberalizing effect on students. He discovered his hypothesis was supported by the difference between the pre-test and the post-test surveys. Rich (1977) observed social science classes were the most liberal students within his study to include students with higher GPA's and from larger cities, but gender was not a factor.

This study seeks to explore the attitudes and desire to seek employment as a law enforcement officer. With creating a survey, this study wishes to gather data to analyze student attitudes gaining new knowledge to offer the criminal justice community. This study is unique and originally sample a homogenous population previous research has not tapped into as of yet.

The research hypothesis' are as follows:

Hypothesis 1: Hispanic males who major in CJ are more interested in a law enforcement career than Hispanic females.

Hypothesis 2: The more liberal Hispanic CJ majors are the less likely they are interested in becoming a law enforcement officer.

CHAPTER III

METHODOLOGY AND FINDINGS

Introduction

This chapter presents information about the data, sample, and variable measurements employed to test the hypothesis presented in Chapter two. This chapter will include the method of data analysis on the DV, IV's, and the control variables.

Research Design

To assess the research hypothesis a structured questionnaire was created consisting of 82 question survey with 53 questions using a five-point Likert scale format (i.e., 1 = strongly disagree, 2= disagree, 3 = not relevant, 4 = agree, 5 = strongly agree). Several surveys were used to either borrow their survey questions or develop new ones.

- Questions 1 – 19 were borrowed from the survey questions from Krimmel and Tartaro (1999). Their questions were designed to aid them in understanding the “personal, social, and demographic attributes of criminal justice undergraduate students” and what these undergraduates hoped to gain from a CJ degree.
- Questions 19 - 21 was borrowed by the research of Walters and Kresmer (2016) who included in their research how certain influences affect CJ undergraduate future employment choices.
- Question 22 was derived by the research of Courtright and Mackey (2004) when they suggested that ride-a-longs could help dispel rumors and misconceptions within CJ. Question

- 33 – 41 and was borrowed from the research of Mackey and Courtright (2000) when they desired to study the punitiveness of CJ undergraduates. They also explored how an undergraduate’s punitiveness may contribute to the liberalizing effect.
- Question 43 was derived from the curious question of Mackey and Courtright (2000). During their summary, they were curious how an undergraduate’s socialization played a part in their punitiveness if the undergraduate or their family had been victimized for future research.
- Question 42 was derived by reviewing the research of Brouillette (1985) where he found undergraduates who took a sociology class had an impact on them demonstrating a liberalizing effect.
- Questions 44 – 65 were borrowed from a telephonic questioner addressing concerns of the Houston Police Department and crime in their communities (Li, Ren, & Luo, 2016).

These questions were used to understand how a homogeneous minority population viewed police officers within their communities. Gabbidon et al. (2003) replicated the research of Krimmel and Tartaro (1999), while other research papers were questioned of using the research of Krimmel and Tartaro (1999) to drive their research questions were Tartaro and Krimmel (2003), Raganella and White (2004), Yim (2009), and Walters and Kresmer (2016) since all these papers listed them as a reference. However, the motivation for Krimmel and Tartaro (1999) survey questions were inspired by the study of Ermer (1979), since they contain his study in their references.

Setting

Hidalgo County is one of the southernmost counties in Texas bordering Mexico (Hidalgo, 2015). The county is considered almost 95 percent urban. The population of the county

as of 2016 was 849,843 with a population density as of 2010 of 493. The breakdown of the population was more than 25 percent male (214,489) and more than 27 percent female (229,573) between the ages of 20 to 64 years of age with 29.1 as the median age. Hidalgo County is almost 92 percent Hispanic with 31 percent of the population considered to be living in poverty. Roughly 62 percent of the population in Hidalgo County has a high school education with more than 16 percent earning a bachelor degree or higher. The median income was at \$35,441 with an unemployment rate near 8 percent in 2016, but was over 10 percent in 2012.

The University of Texas Rio Grande Valley (UTRGV) is a liberal arts institution as it embraces its mission as a “Hispanic Serving Institution that prepares students for success in complex, diverse, and constantly changing world through our disciplinary strengths and engaged teaching in the Humanities, Social Sciences, and STEM fields. UTRGV’s faculty is committed to both theoretical and engaged/applied scholarship that serves their professions and their communities, emphasizes critical thinking, research mentoring, experimental and service learning to prepare bilingual, biliterate, and bicultural graduates to serve their communities, nation, and world” (Resendiz, 2017).

As UTRGV has the most substantial Hispanic college population in Texas at nearly 89% (24,542 students), the 9th largest college by population (27,504 students) in Texas, and the 4th largest in the University of Texas system for Fall 2016 (University A, 2017.). UTRGV is, without a doubt, homogenous leaving 11% (3,018 students) of the student body as non-Hispanic. The average age for an undergraduate was 22 years of age with undergraduates making up almost 89% of the student body. Additionally, females were the majority at 57% and males at 43%. The overall Mexican nationals enrolled at UTRGV were more than 2% (609 students).

More so, UTRGV witnessed 3,944 freshmen enrolling in the Fall 2016 term with the average age at 18 years old (University A, 2017). UTRGV calculated a total of 1,769 students enrolled seeking a criminal justice degree in the Fall 2016 term making it the most extensive program within the Liberal Arts. Of the total number of criminal justice students, 1,703 were Hispanic with 56% male and 44% female. For the Cohort year 2010, UTRGV had a 4-year graduation rate (YDR) of 37%, 5-year YDR of 69%, and a 6-year YDR of 82%. Graduation data leads to the believe that UTRGV students may have some difficulty paying for school with the majority of students surveyed working (detailed under the participants) and 90% using student aid. UTRGV graduated 324 students with their bachelor of science in Criminal Justice for the fiscal year 2016.

IRB Board and Survey

In order to conduct this study, the approval of the Institutional Review Board at UTRGV was obtained. An application packet needed to be submitted containing the application form, a copy of the survey, the professor and student scripts, Informed Consent Form, outside affiliations disclosure certificate, and verification that the Collaborative Institutional Training Initiative (CITI) for Human Subjects Research and Humanities Responsible Conduct of Research Conduct Course was successfully completed by the researcher and the thesis chair. Approval by the UTRGV IRB Board was granted on 14 September, 2017 and was assigned IRB approval # 2017-201-08.

Sample

Upon approval by the University's IRB in 14 September, 2017, the surveys were administered and collected in late September 2017. A non-probability sample (purposive and convenience) was used to recruit respondents from CJ core classes and their electives (five

classes in total); CJ Capstone course, Statistical Analysis course, Organize Crime/White Collar Crime, and CJ Administration. Two-hundred and thirty-two student scripts (See Appendix) were presented to the volunteering students explaining the study and its purpose. Student's participation was voluntary complying with guidelines for human subject research. Those students who did not wish to participate were asked to return their questionnaires unanswered and asked not to disturb those students who did volunteer.

Surveys were handed to the participating students after their consent was obtained. Printed-paper surveys were administered by the researcher to the participants in a controlled classroom environment, who were undergraduate students within the CJ program. The researcher decided to survey only undergraduate criminal justice students and not include the criminal justice graduate student's due to the small size of the program. A total of 203 surveys with all questions were answered were completed.

The anonymity of the research was ensured by explaining to the participants that no personal information was being collected and not to mark any personal identifying information on the paper surveys themselves. Once received, they were put face down on the table and not reviewed at any point while students were present. The undergraduates who agreed to participate were given 30 minutes to finish the survey at the beginning of their classes and then returned the paper survey to the researcher once completed. The time permitted allowed respondents to complete the questionnaire without being interrupted. The only persons who had access to the surveys were the researcher and the thesis committee. Once all paper surveys were collected, they were numbered and coded into SPSS by the researcher. The researcher is the only person with access to the SPSS data. The data was sent to the members of the thesis committee upon

request. Since there was no personal information collected, there was not a concern of handling any personal information.

Bootstrapping was done in logistic regression to make the sample more representative of the population through multiple resamplings of the 203 respondents. This method was utilized to derive estimates for confidence intervals and standard errors for complex parameters.

Bootstrapping is also appropriate to determine if the results are accurate and stable.

Data Analysis

In order to address the hypotheses posed in this thesis, the following statistical techniques were utilized. Descriptive statistics such as percentages, mean, and standard deviation were used to describe the characteristics of the sample, to check for violations of the assumptions underlying certain statistical techniques used, and to describe the dependent variable. The main method of analysis was binary logistic regression. Logistic regression is most appropriate because the primary dependent variable is dichotomous.

Dependent Variable

The dependent variable (DV) used for this study was the desire of CJ undergraduates to seek becoming a law enforcement officer upon graduation. The DV was derived by reviewing the research of Gabbidon et al. (2003) and Krimmel and Tartaro (1999) addressing the question of why students pursue a criminal justice degree addressing the amount of interest in becoming a law enforcement officer. The research of Krimmel and Tartaro (1999) found that 45% of respondents desired to enter law enforcement, while 26% of respondents did with Gabbidon et al. (2003). The race/ethnicity found within the research of Gabbidon et al. (2003) was completely African-American leaving a gap in knowledge regarding Hispanics.

The DV was measured by the question, “Do you desire to become a law enforcement officer once you graduate?” This question was presented as a dichotomous choice with the answer being either yes or no with a follow-up question (See Table 2).

Independent Variables

There were two primary independent variables (IVs): gender and the liberalizing effect. Gender was used to identify if there was a significant effect between Hispanic males and Hispanic females concerning an interest in law enforcement, especially predicting future employment of Hispanics to diversify law enforcement departments. Gender was dummy coded (men = 1 and women = 0) to better identify if there was a significant difference and if that difference was for males or females (See Table 3).

The other IV evaluated the liberalizing effect on undergraduate CJ students. This research desired to see if there was a liberalizing effect on (Hispanic) undergraduate CJ students’ decision to pursue law enforcement. Mackey and Courtright (2000) used a punitive measurement to assist them in identifying a liberalizing effect, which the research of Courtright and Mackey (2004) suggested as well. Mackey and Courtright (2000) reviewed the research of Farnworth, Longmire, and West (1998) agreeing with this conclusion.

Several variables were used to form a single punitive scale to aid in determining if a liberalizing effect existed. There were 9 variables grouped into one variable used to develop the variable for the liberalizing effect consisting of the following: I believe...

- ... we are entirely too soft on people convicted of crime [var: toosoft]
- ...prisons today are much too lenient [var: prisonslenient]
- ...using the death penalty helps us better control crime [var: deathpenalty]
- ...probation and/or parole is a joke [var: probationparole]

- ...a person who has three convictions for very serious crimes (felonies) should receive life without the possibility of parole [var: threeconvictions]
- ...people choose to commit crimes; therefore, they deserve the punishment they get [var: deservepunishment]
- ...harsh and severe punishments are necessary to preserve a sense of justice in our society [var: severeunishment]
- ...a person who sexually abuses children should never be released from prison [var: abusechildren]
- ...offenders should be harshly punished to make them pay for their crimes [var: HarshlyPunished]

The control variables used were respondent's year in college [var: CollegeDummy], GPA [var: GPADummy], age [var: AgeDummy], political affiliation (Democrat [var: PoliticalDemocratDummy] and Republican [var: PoliticalRepublicanDummy], household income [var: Income], employment status [var: EmploymentDummy], and CJ degree is interesting [var: Interesting]. Literature shows these control variables are common demographic questions. Several control variables were recoded to better interpret results. The variables dummy coded were years of college, gpa, age, Democrat, Republican, and employment status. These specific variables were used because literature showed them to be good control measures (Courtright & Mackey, 2004; Gabbidon et al., 2003; Mackey & Courtright, 2000; Krimmel & Tartaro, 1999).

The variable, years of college [var: CollegeRecoded], was recoded due to the large number of upperclassmen (192) compared to underclassmen (26). The local high schools, which feed the university, have a dual credit program permitting students to graduate high school with college credit. High school students have the ability to earn up to an Associate's Degree at the same time they graduate high school. The ability of high school students to earn college credit before starting college enables them to enter college as sophomores and juniors. The ability to earn college credit before entering college at a higher year of college rather than being a freshman would explain the lower numbers of underclassmen. Barely more than half of those

surveyed identified as juniors. To make years of college a dummy variable, juniors were marked as “0” and all others marked as “1” to help identify if a significant effect existed (See Table 4).

The other variables, GPA (3.0 – 3.4 = 0; All Others = 1) [var: GPADummy], Age (17-21 = 0; All Others = 1) [var: AgeDummy], Political Affiliation (Democrat = 0; All Others = 1) [var: PoliticalDemocratDummy], Political Affiliation (Republican = 0; All Others = 1) [PoliticalRepublicanDummy], and Employment Status (Employed Part-time = 0; All Others = 1) [var: EmploymentDummy] were placed into a dichotomous variable as shown. The variables Household Income and “I chose criminal justice degree because the subject matter was interesting” were not made into dichotomous variable (See Table 4).

Results

Exploratory factor analysis was done to see if all 9 liberalizing effect variables were appropriate. All nine variables were determined to be part of one factor. In addition to, Cronbach’s alpha was used on the IV and the value was .741, hence it was appropriate. Cronbach’s alpha is a measure of reliability between a group of variables that are closely aligned with each other with an acceptable score being .7 or higher. The higher the score the better aligned the variables are with each other (UCLA: Institute for Digital Research and Education, 2015). For further explanation on the development of this instrument, please review the research of Mackey and Courtright (2000) (See Table 1).

The nine variables were originally coded in a five-point Likert scale format (i.e., 1 = strongly disagree, 2= disagree, 3 = not relevant, 4 = agree, 5 = strongly agree). Once the liberalizing effect was made into a single variable, the new scale range when analyzed through SPSS was coded as 16 – 45. It was identified that the lowest punitive score was 16 setting the minimum score of the least liberalized respondent with none of the respondents scoring lower.

The measurement of 30 was identified as the middle of the scale with those scoring 28 - 32 identified as moderate. The lower the number on the scale below 28 identifies the respondent as being more liberal and the higher the number over 32 would identify them as being more conservative.

Table 1: Punitive Scale Variables

<u>Variable</u>	<u>Frequency</u>	<u>Mean</u>	<u>Std. Dev.</u>
Toosoft	203	3.21	1.071
Prisonslenient	203	2.94	1.070
Deathpenalty	203	3.03	1.208
Probationparole	203	2.43	1.108
Threeconvictions	203	3.51	1.216
Deservepunishment	203	3.99	.912
Severepunishment	203	3.69	1.051
Abusechildren	203	4.27	1.019
HarshlyPunish	203	3.37	1.051

Descriptive Statistics For All Variables

A total of 203 respondents were utilized for all analyses. The dependent variable shows more than 80% of respondents showed a desire for employment in a law enforcement agency with males showing more interest than females (See Table 2).

Table 2: Dependent Variable

<u>Dependent Variable</u>		<u>Frequency</u>	<u>Percent</u>	<u>Male</u>	<u>Female</u>
Do you want to become a law enforcement officer when you graduate?	Yes	163	80.3	97	66
	No	40	19.7	17	23
Total		203	100	114	89

Gender shows a slim majority for males at 56.2% and 43.8% for females with 58% being 17 - 21 years of age. Considering the liberalizing effect, 33.9% of respondents fall within the moderate scale (28 – 32), 29.9% fall under the conservative category (16 – 27), and 36.2% fall into the liberal category (33 – 45) (See Table 1 and Table 3).

Table 3: Independent Variables

<u>Independent Variable</u>	<u>N</u>	<u>Mean</u>	<u>Std. Dev.</u>
Gender	203	.4384	.49742
Liberalizing Effect	203	30.4352	5.48459

Respondent's conveyed that 44.3% have a 3.0 – 3.4 GPA with 50.6% identified as Juniors. Respondents mirrored their parents in their political affiliation with 42.4% identifying as Democrats more than the 13% identifying as Republican and 35.5% did not identify with a political party. With the larger-majority of respondents, 48.1% hold a part-time job. Lastly, 93.9% of respondents find criminal justice interesting.

Table 4: Control Variables

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percent</i>	<i>Mean</i>	<i>SD</i>
Year of College	Juniors	117	50.6	.4868	.50098
	All Others	111	48.1		
GPA	3.0 – 3.4	100	43.3	.5652	.49681
	All Others	130	56.3		
Age	17 – 21	134	58	.4123	.49333
	All Others	94	40.7		
Political Affiliation	Democrat	98	42.4	.5605	.49744
	All Others	125	54.1		
Political Affiliation	Republicans	30	13	.8655	.34199
	All Others	193	83.5		
Household Income	Less than \$20,000	46	19.9	2.98	1.543
	\$20,001 - \$40,000	48	20.8		
	\$40,001 - \$60,000	51	22.1		
	\$60,001 - \$80,000	38	16.5		
	\$80,000 - \$100,000	19	8.2		
	More Than \$100,001	20	8.7		
	Missing	9	3.9		
Employment Status	Employed Part-Time	111	48.1	.5110	.50098
	All Others	116	50.2		
I chose criminal justice degree because the subject matter was interesting	Strongly Disagree	1	.4	4.59	.660
	Disagree	2	.9		
	Not Relevant	10	4.3		
	Agree	65	28.1		
	Strongly Agree	152	65.8		

Binary Logistic Regression Analysis

We accessed the data from multicollinearity. A correlation matrix was performed to analyze for a correlation between the IVs and control variables, as well as checking for multicollinearity issues. Hence, the correlation matrix was inspected for evidence of

inappropriate high correlation between independent variables. None of the variables had inter-item correlations higher than .70 (See Appendix A).

To test both hypotheses binary logistic regression was used because the dependent variable was dichotomous. The study tested a series of 4 logistic regression models for the study in order to determine the unique contribution of certain control variables added to independent variables of interest. This section reports these results.

Table 5 covers the logistic regression results observing how the explanatory variables on a respondent's desire to seek employment as a law enforcement officer in four models. In looking at Table 5, the best model fit statistics must be used to determine the best fitting model. Using the -2 likelihood for Model 1 (232.734a), Model 2 (226.247a), Model 3 (217.017a), and Model 4 (175.492a), the smaller value of Model 4 indicates the better fitting model. When looking at the chi-square the larger the value indicates a better fit so Model 3 is selected with 9.707. When looking at the R-square the larger value indicates a better fit so Model 4 is the better fit with .191. All the predictor variables explain 19.1 % of the variation in the likelihood of seeking employment in law enforcement amongst participants in the study.

Results of Model 1 shows how being male effects the desire for employment in a law enforcement agency. In other words, there is a positive relationship between being male and a desire for law enforcement. Men are 1.988 times as likely as women to desire for employment in a law enforcement career ($p < 0.05$).

The results of Model 3 applied both Male and the liberalizing effect on the desire employment for law enforcement. In other words, there was positive relationship between being male and a desire for law enforcement. The odds ratio from male increased 2.1% from Model 1

to Model 3. Men are 2.009 times as likely as women to desire employment in a law enforcement career ($p < 0.05$). (See Table 5 Model 3).

The results of Model 3 applied both IVs on the DV. When the liberalizing effect was combined with gender, the data found that the liberalizing effect did not have a significant effect unlike gender did on the desire for a law enforcement career (See Table 5 Model 3).

The results of Model 2 in Table 5 explored the effect the liberalizing effect had on respondent's desire to seek law enforcement employment. After reviewing the data, the liberalizing effect did not have a significant effect on the desire for a law enforcement career (See Table 5 Model 2).

Model 4 contained all IVs and control variables to include the dummy variables applied to the DV. Three variables were found to have significant effects on the outcome variables; Male, CJ is interesting, and college years. In other words, when controlling for all variables there is a positive significant relationship between men and women in their desire for law enforcement career. There is a positive significant relationship between finding CJ interesting and having a desire for law enforcement. For each level increase in finding CJ interesting the desire for a law enforcement career increases by 1.305. There is a negative significant relationship between juniors and all other majors in their desire for law enforcement career. Juniors are 56.2% less likely than other academic ranks to be interested in law enforcement. There is no statistical difference between the remaining control variables (See Table 5 Model 4).

Table 5: Models for Binary Logistical Regression

<i>Variables</i>	<i>Model 1</i>			<i>Model 2</i>			<i>Model 3</i>			<i>Model 4</i>		
	B	S.E.	OR	B	S.E.	OR	B	S.E.	OR	B	S.E.	OR
Male	.687*	.363	1.988				.697*	.366	2.009	1.197*	.419	3..310
Liberalizing Effect				.031	.037	1.032	.047	.031	1.034	.039	.035	1.039
Interesting										.835**	.407	2.305
GPA										-.304	.406	.738
Age										-.521	.399	.594
Political Affiliation										-.050	.655	.951
Income										-.124	.124	.884
College Years										-.826**	.404	.438
Employment Status										.203	.393	1.224
Constant	1.686	.243	5.400	-.095	.900	.909	.358	.937	1.430	-1.862	1.824	.155
-2 log likelihood	232.734a			226.247a			217.017a			175.492a		
Chi-Square	.000			2.476			9.707			7.458		
R-Square	.037			.017			060			.191		

Notes: n=1000. *p<0.05; **p<0.01

CHAPTER IV

SUMMARY AND CONCLUSION

Introduction

This chapter summarizes the major finding of the study, discusses the implications of the findings, assesses the contributions and limitations of the study, and discusses recommendations for future research.

Discussion

This study was unable to find research on the career decisions, attitudes, or characteristics of Hispanics specifically addressing law enforcement. Police departments interested in diversifying their departments should be interested in understanding what drives Hispanic's attitudes, career choices, and educational goals possibly directing them toward being a law enforcement officer enabling them to adequately recruit Hispanics.

The first hypothesis Hispanic males who major in CJ are more interested in a law enforcement career than Hispanic females is supported and there is a significant effect between being male and a desire for employment in a law enforcement agency. In being male, and pursuing a job in law enforcement is supported by the work of Yim (2009) and Krimmel and Tartaro (1999). It is also believed the research of Gabbidon, Penn, and Richards (2003) support these finding as well stating their finding mirrored the findings of Krimmel and Tartaro (1999) making males the dominant party seeking employment as law enforcement officers no matter if they are White, Black, or Hispanic.

Krimmel and Tartaro, (1999) found it promising that almost 25 percent of females were looking into law enforcement as a future career. Nearly 32% of females in this study showed an interest in becoming a law enforcement officer upon graduating. This is 7% higher than the study conducted by Krimmel and Tartaro, (1999). The slight increase regarding the interest in law enforcement employment between this study and the study of Krimmel and Tartaro, (1999) is difficult to determine if this is a racial difference or the law enforcement field has become more enticing creating more interest with females. Jordan, Fridell, Faggiani, and Kubu (2009) discovered agencies specifically targeting minorities showed a 3.2 times greater increase in minority hires. To compare the percentage of Hispanic females interested in law enforcement to African-Americans was not possible because Gabbidon et al. (2003) did not record one and one was not found in other research.

The second hypothesis: The more liberal Hispanic CJ majors are the less likely they are interested in becoming a law enforcement officer is not supported and there is no significant effect between liberalizing effect and a desire for employment in a law enforcement agency. Research shows mixed reviews evaluating the liberalizing effect. Mackey and Courtright (1999) suggested the findings from Farnworth et al. (1998) suggested a liberalizing effect when seniors and freshmen were compared to each other on a punitive scale, since seniors held less punitive scores than freshmen.

Eskridge (1999) faulted the study of Farnworth et al. (1998) in their analysis. He stated that only conducting research over one semester without a pre-test and post-test was not a true measure to be compared in order to identify a liberalizing effect. Farnworth, et al. (1998) did conclude the punitive views of criminal justice majors did not show much shift as it did in other majors.

Brouillette (1985) found taking a sociology class had a liberalizing effect finding sociology majors were more liberal where economic students did not show this shift to liberalism. He found more conservative students found it difficult to hold on to them beliefs after taking a sociology class. However, he suggests that the liberalizing effect is not permanent, especially for students who are not sociology majors. There was a question included on the survey asking, "Have you taken an Introduction to Sociology class?" [var: Sociology]. This question was not added into the punitive scale because it was shown not to be a good fit lowering the Cronbach's alpha and factor analysis demonstrated that it was not a good measure of the scale (Table 3; Table 5).

Research of this nature provides a means to examine this topic and provides answers regarding why students pursue a CJ degree and where they expect that degree to take them. The first hypothesis was supported showing males were more interested in a law enforcement career than women. The finding from this study supports the research of Austin and Hummer (2000) and Raganella and White (2004) finding law enforcement is male dominated or at least more males than females desire employment as a law enforcement officer. Of the 181 people who desired to become a law enforcement officer, 73 females (40%) showed an interest leading to the hope more Hispanic females are looking law enforcement employment. However, this sample is not large enough to accurately convey to law enforcement agencies that Hispanic females will be applying to their agencies resolving the diversity among their departments.

With concerns to the liberalizing effect, defining the variable could have been designed and modeled similar to the variable in the research of Rich (1977) using various methods to strengthen it. These measures included a control group and more of a collection of coursework identified as more liberal instead of using a single variable. Even though the liberalizing effect

was a cluster of different questions, these questions were combined together to form a singular variable. The survey was too large making the ability to focus on only those variables identified to test for the liberalizing effect arduous (Table 3; Table 5).

The large-majority (nearly 94%) of respondents in this study found CJ interesting with 78% desiring employment in a law enforcement agency, but of the remaining 22% of respondent, 18% desired to work within the criminal justice field. This makes a statement that 96% of criminal justice majors plan to work within the criminal justice field. The remaining 4% of respondents not interested in working in criminal justice could be the very small amount of people who were not criminal justice majors taking one of the classes as a requirement or as an interest. The top three criminal justice jobs student were interested after law enforcement were juvenile justice, probation and parole, and law school.

The internship course at UTRGV for the criminal justice degree is offered to their undergraduates (University, 2017). The internship program offered within criminal justice degree allowed previous students to gain first-hand experience and employers to acquire a taste of what the criminal justice students can offer their agency or business. The internship course is an exit option through the UTRGV Brownsville campus offering placements at places like the city courts, district attorney's office, and a lucky couple getting placed at federal locations. A student was placed with the Federal Bureau of Investigation (FBI) in San Antonio and another with the Drug Enforcement Agency (DEA). This is an excellent way for criminal justice students to audition for open positions through their work ethic. Also, it allows students to know if they are truly interested in the line of work they are preparing for after graduation.

Contributions to Literature

This study is original and unique due to the homogenous sample and population not being studied before in CJ. This study has the potential to trigger interest in academia to pursue a deeper dive in concentrating on research of Hispanics attitudes in criminal justice and their future employment outlook.

This study adds knowledge of why criminal justice students chose to become a law enforcement officer supporting law enforcement agencies to modify their recruiting message to target the quality recruits they desire. In addition, this study adds knowledge to the university to better understand the future aspirations of the students and how they intend to use their degree. Knowing how a student wishes to use their degree permits the university to offer classes producing a better fit between the student and their future aspirations (Krimmel & Tartaro, 1999).

Lastly, the knowledge concerning how Hispanics undergraduates view employment as law enforcement officers is non-existent. This research initiates the collection of data to be used in future research and recruiting efforts involving Hispanic undergraduates. Few schools offer the opportunity to survey a homogeneous Hispanic population for their attitudes and opinions. Courtright and Mackey (2004) were correct when they said, “we owe it to our students to prepare them as best as we can for career entry” (p. 323). The more literature academia can provide the better we can serve the shortages and lack of knowledge we identified within criminal justice hopefully leading to changes nationally within the criminal justice system.

Interestingly, nearly 78% (Hispanics) of respondents showed a desire to pursue employment in law enforcement compared to 45% (Whites) with Krimmel and Tartaro (1999) and 26% (Blacks) with Gabbidon et al. (2003). The education of the respondent’s parents showed that mothers were more educated than their fathers, which was in line with the study of

Gabbidon et al. (2003). This gender break-down in this study was relatively close to an even distribution comparable to Tartaro and Krimmel (2003) and Courtright & Mackey (2004) participating in their research.

It is unknown if Hispanics believe a college degree is necessary before applying for employment as a law enforcement officer with over 78% of respondents marking an interest in law enforcement. However, almost 50% of respondents highlighted interest in a federal law enforcement positions which agencies like the FBI require a college degree to apply. Tartaro and Krimmel (2003) speculated that nonwhites straight of high school might be more interested in a law enforcement career since most police departments do not require a college degree to be hired. However, Kaminski (1993) discovered Blacks were more likely to accept a job offer if they believed the police department had a higher percentage of minorities within its ranks. In order to increase the likelihood of recruiting more females and minorities into law enforcement agencies, recruitment efforts need to be directed more at specifics that attract females (Ermer, 1978). More so, there needs to be an educating parents on the actual dangers of policing, high school counselors better-advising minorities on their actual abilities and not the counselor's biases, and possibly offering tuition or tuition reimbursement to attract more Blacks (Kaminski, 1993).

In reviewing the contribution of this research, it also identifies some of the knowledge lacking within the field as well. This study shows nearly 25% of respondents identified them or a family member having been victimized with more than 68% of victims reported their victimization. This could be an opportunity for academia to look into how victimization affects Hispanics attitudes toward the criminal justice system and employment within the field. Unfortunately, this aspect was not a variable I was able to use in this research. Another aspect of

the data collected but not used in this study is the collection of data on Hispanic's attitudes toward police officers in their communities. There are plenty of studies examining the perception of law enforcement agencies throughout the country, but none I found probing law enforcement agencies operating in close proximity to the border with Mexico. An additional aspect is how local law enforcement agencies interact with the federal agencies working within the same space. The Rio Grande Valley offers a unique opportunity due to its homogenous population across all strata near the border.

Policy Implications

This research is important when looking at the future forecast in how the Hispanic population in the U.S. will become the majority-minority by 2043 showing an 86% Hispanic growth rate between 2015 and 2050 (Krogstad, 2014). This prediction alone should draw attention to the demand of Hispanic interests and understanding their attitudes toward the criminal justice system. This will allow a better prediction of the direction of how criminal justice as one aspect in the U.S. will change looking at law enforcement agencies.

The implications of this research show there is a large majority of Hispanic students desiring to become law enforcement officers. However, the largest law enforcement agency in the area the respondents are exposed to is the Border Patrol. It is not understood if this is the main law enforcement agency respondents are interested in gaining employment, but this information presents an opportunity for law enforcement agencies around the country hoping to tap into hiring Hispanics to diversify their law enforcement agencies as an opportunity to court them with a job opportunity enticing them to leave the Rio Grande Valley area. With the growing demand for natural Spanish speakers spreading further north, this could be an opportunity for northern law enforcement agencies to lure natural Spanish speakers into their

ranks enabling them to expand their skill sets. Gabbidon et al. (2003) highlight this option as well encouraging law enforcement agencies to recruit on Black colleges to diversify their ranks.

Limitations of the Study

There were several delimiting factors with this study. The first delimiting factor was race composing 90% of the sample identifying themselves as Hispanic. This would be expected since the sample was surveyed at a predominately Mexican-American serving institution where the large-majority of the community is Hispanic as well. The second is religion with a little over 82% of respondents marking either Catholic or Christian. This is not surprising as the majority of Hispanic identify as Catholic. Lastly, college major was a delimiting factor because all respondents were surveyed from CJ classes. There were a few respondents expected to be in CJ classes either taking the class as a requirement for another major or fulfilling a free elective requirement, but this study believes that number to be insignificantly small.

As much as the researcher wishes this studies results can be generalized to the greater population, they cannot be used for that purpose. The sample size fell short of desired number leading the sample to be bootstrapped for intermediate statistics even though this helps the data in some cases to be better translated. A study using random sampling was desired, but this study due to time restraints used convenience sampling from a single university. The study of Walters and Kremser (2016) was limited by only conducting it at one college unable to generalize it to the broader population. This study could have been conducted at several Hispanic serving colleges in the Rio Grande Valley area to be able to generalize better to the broader Hispanic student population.

CJ majors are interested in becoming law enforcement officers, but there may be other undergraduates in different disciplines interested in a law enforcement career as well. Including

other majors would help in understanding this dynamic and understand if there are other majors interested in law enforcement identifying the interest of each major. Additionally, Shanz (2013) listed one of their shortcomings as sampling current students instead of including graduates working in the criminal justice field as well. The results of this study identified over 78% of respondents desiring to become a law enforcement officer, but what percentage actually will apply and be hired as a law enforcement officer?

Another shortcoming was only conducting surveys during one semester instead of conducting a pre-test and post-test study or a longitudinal research design to better understand and analyze the data for the liberalizing effect. In addition, Eskridge (1999) warns of conducting analysis on data where only one of two compared variables were exposed to the treatment being studied. For example, comparing seniors to freshmen where seniors have been exposed to the college experience and freshmen who have not yet.

The students surveyed did not present much diversity with over 50% being juniors and 2% freshmen. The lack of diversity in the years of college made it difficult to compare underclassmen to upperclassmen. Years of college was recoded putting juniors in their own category and seniors were put with the underclassmen to make a dichotomous variable. Recoding this variable did not permit for reasonable comparison between the underclassmen and upperclassmen. Tartaro and Krimmel (2003) noted that parental income figures might be inaccurate because students likely have to guess their parent's income. It is assumed undergraduates will know whose income is being asked for when the question household income is asked in the survey.

Future Research

Courtright and Mackey (2004) believes the media has a strong influence on college students, but the effect the media has on students attitudes toward a law enforcement career was not studied in this research. However, the negative coverage the police has received over the past few years has intensified likely affecting the decision of student's choices in becoming a police officer. This should be an area of interest worthy of exploring to the benefit of criminal justice programs and law enforcement agencies alike.

Another point of interest was concerning the variable, "I believe police officers should enforce immigration laws", show that more than half (55.9%) of the respondents disagree that police officers should enforce immigration laws. Lopez and Krogstad (2017) found the similar opinion in the majority of Blacks (64%) and Hispanics (60%) officers stated they believed federal law enforcement agencies should enforce immigration laws. With the majority of respondents interested in employment in law enforcement at the federal level, it might be worth exploring the opinions of these same respondents after becoming federal law enforcement officers. Would their opinions on enforcing immigration laws change since most believe immigration enforcement should be a federal responsibility?

One possible approach to better operationalize the liberalizing effect is to recreate the research of Rich (1977). He conducted his research with several measures to protect the results of his study. He used a control group to compare the college students from the same graduating cohort from high school. He compared the liberalism of college students to those who did not attend college to identify if college students were more liberal. Also, he used several classes from social and political issues instead of a single class like Brouillette (1985).

Further research could include following up on how many students actually applied and became a law enforcement officer. The study needs to include why those who were initially interested did not become a law enforcement officer and what employment did they find. This would include how well their degree choice prepared them for their job, and in what manner it helped. Another research opportunity could compare college educated and non-college educated police officers comparing their attitudes and job performance. The ability to truly understand how a college education effects the performance of a police officer in the execution of their duties could help university programs better serve their communities.

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APPENDIX A

APPENDIX A

CORRELATION MATRIX

TABLE 6: Correlations

<i>Variables</i>		<i>Liberalizing effect</i>	<i>Gender</i>	<i>CJ Interesting</i>	<i>GPA</i>	<i>Age</i>	<i>Political (D)</i>	<i>Political (R)</i>	<i>Income</i>	<i>College</i>	<i>Employment</i>
<i>Liberalizing effect</i>	Pearson	1									
<i>Gender</i>	Pearson	-.010	1								
<i>CJ Interesting</i>	Pearson	.056	.212**	1							
<i>GPA</i>	Pearson	-.049	-.087	-.049	1						
<i>Age</i>	Pearson	.095	-.033	-.073	.184**	1					
<i>Political (D)</i>	Pearson	.069	-.040	.017	-.022	.093	1				
<i>Political (R)</i>	Pearson	-.152*	.109	-.026	-.051	-.038	-.349**	1			
<i>Income</i>	Pearson	.090	-.125*	-.031	-.058	.058	.060	-.167**	1		
<i>College</i>	Pearson	.017	-.105	-.120*	-.120*	.132*	-.030	.035	.146*	1	
<i>Employment</i>	Pearson	.113*	.092	.043	-.020	.088	.049	.019	-.008	.009	1

Notes: n=231. *p<0.05; **p<0.01

APPENDIX B

APPENDIX B

IRB BOARD APPROVAL ITEMS



The Institutional Review Board for Human Subjects Protection (IRB)
Division of Research, Innovation, and Economic Development
Office of Research Compliance

September 29, 2017

To: Bryan Murray, BSCJ

Cc: Dr. Yudu Li, Faculty Advisor

From: Institutional Review Board

Subject: Approval of a New Human Research Protocol

IRBNet ID: 1072296-1

IRB# 2017-201-08

Project Title: Does a Criminal Justice Degree Still Produce Police Officers?

Dear Researcher,

The IRB protocol referenced above has been reviewed and **APPROVED ON September 14, 2017**.

Basis for approval: Exempt, Category # 2

Approval expiration date: September 13, 2020

Recruitment and Informed Consent: You must follow the recruitment and consent procedures that were approved. If your study uses an informed consent form or study information handout, you will receive an IRB-approval stamped PDF of the document(s) for distribution to subjects.

Modifications to the approved protocol: Modifications to the approved protocol (including recruitment methods, study procedures, survey/interview questions, personnel, consent form, or subject population), must be submitted to the IRB for approval. Changes should not be implemented until approved by the IRB.

Approval expiration and renewal: Your study approval expires on the date noted above. Before that date you will need to submit a continuing review request for approval. Failure to submit this request will result in your study file being closed on the approval expiration date.

Data retention: All research data and signed informed consent documents should be retained for a *minimum* of 3 years after *completion* of the study.

Closure of the Study: Please be sure to inform the IRB when you have completed your study, have graduated, and/or have left the university as an employee. A final report should be submitted for completed studies or studies that will be completed by their respective expiration date.

Approved by: Laura D. Seligman
Laura D. Seligman
Interim Chair, Institutional Review Board

The University of Texas Rio Grande Valley

Consent Form

Does a Criminal Justice Degree Still Produce Police Officers?

Investigator: Bryan K Murray, BS in Criminology; AA in General Studies.

My name is Bryan K Murray and my thesis committee chair is Dr. Li. I am conducting a research study titled, *Does a Criminal Justice Degree still produce Law Enforcement Officers?* This study is being conducted as partial fulfillment of a Master's degree in Criminal Justice. I wish to survey undergraduate students to gather information concerning attitudes, characteristics, and career choices. Currently, research is lacking in criminal justice concerning Hispanics. In order to participate you must be a UTRGV student between the ages of 18 to 44 who can speak and write in the English language. I am using the age requirement for most police departments to be eligible to apply for employment as a law enforcement officer.

As a participant, you will be asked complete a survey. The survey should take approximately 30 minutes to complete requiring only a single session. Your responses are anonymous; you should not include any identifying information on the survey. Some students may find citizenship/immigration status as a sensitive question. Any participant may refuse to answer any question that they do not wish to answer, or they may withdraw from the study at any time without penalty. If for any reason, you decide that you would like to discontinue your participation, simply stop. You can simply return the blank or incomplete survey to the primary researcher. If you would like to participate in this research study, the professor has agreed to give you time to fill out the study at the beginning of class as soon as I leave. The professor has been asked to exit the classroom prior to and during students' involvement in my study to reduce any possible feeling of coercion to participate in the study.

For questions about the research itself, or to report any adverse effects during or following participation, contact the researcher, Bryan K Murray at 931-494-6088 or bryan.murray01@utrgv.edu. The committee chair is Dr. Li at 956-665-2339 or yudu.li@utrgv.edu.

This research has been reviewed and approved by the Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at (956) 665-2889 or irb@utrgv.edu.

Your completion and return of this questionnaire indicates your consent to participate in this research.



APPENDIX C

APPENDIX C

THESIS SURVEY

CRIMINAL JUSTICE SURVEY

INSTRUCTIONS: You will be presented with a series of statements or questions in five different sections. The sections are titled The Attitudes For Pursuing A Criminal Justice Degree, My Career Plans After Graduation, Attitudes Toward The Criminal Justice System, Attitudes Toward Law Enforcement Officers, And Demographics. Remember, this survey is **ANONYMOUS**. Each section is designed to capture your opinions, attitudes, perceptions, and demographic information for the researcher. If you mark an answer to a statement and find another answer better suited, please draw a solid line through the incorrect answer and circle the correct answer. In most sections, you will be presented with a statement from the following five choices: **STRONGLY DISAGREE, DISAGREE, NOT RELEVANT, AGREE, and STRONGLY AGREE**. Please mark the best answer that corresponds to you.

SECTION I: THE ATTITUDINAL ASPECTS A CRIMINAL JUSTICE DEGREE

I chose a criminal justice degree because ...						
1	... the subject matter is interesting	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
2	... it is relevant to the real world	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
3	... it would improve my job status	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
4	... it was easier than other majors	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
5	... it would be easy to find a job	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
6	... I was told it was appropriate for pre-law	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
I chose a criminal justice degree because I seek a position where ...						
7	... I can earn a good salary	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
8	... I can help people solve problems	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
9	... I can protect the constitution	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
10	... I can protect people from oppression	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
11	... people are treated equally	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree

12	... I can excel (get promoted)	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
13	... I seek an exciting position	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
14	... I can meet lots of people	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
15	... I can wear a uniform	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
16	... with job security	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
17	... I can arrest criminals	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
18	... I can effect social change	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree

I was influenced by ...

19	... a family member to pursue a criminal justice degree	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
20	... someone outside of my family to pursue a criminal justice degree	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
21	... TV/movies to seek a criminal justice degree	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
22	I would like to participate in police ride-along	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree

23	Do you have a family member who is a law enforcement officer?	YES (1)	NO (2)
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If **YES**, please specify who and with what type of agency (local, state, federal and): _____

SECTION II: MY CAREER PLANS

24	To the best of my knowledge, I am qualified to apply to become a police officer?	YES (1)	NO (2)
----	--	---------	--------

If **NO**, then why?

- 1) I am physically disqualified
- 2) I have criminal convictions disqualifying me from applying
- 3) I am unable to pass the physical testing requirement
- 4) I am unable to pass the academic test
- 5) Other: _____

25	Do you want to become a local, state, or federal law enforcement officer once you graduate?	YES (1)	NO (2)
If you marked YES to the above question, please mark the following in order of preference from the choices below.			
	Local Police Officer	1 st Choice (1)	2nd Choice (2)
	State Police Officer	1 st Choice (1)	2nd Choice (2)
	A Federal Agent	1 st Choice (1)	2nd Choice (2)

26	If you answered no to question 25 , then are you interested in working within the criminal justice career field?	YES (1)	NO (2)
----	---	---------	--------

27	What career field would you like to work within once you graduate with your degree?
----	---

- 1) Juvenile Justice Department
- 2) Probation and Parole
- 3) Corrections
- 4) Private Security
- 5) Border Patrol (administrative position)
- 6) Legal Profession
- 7) Law Enforcement (administrative position)
- 8) Attend law school
- 9) Criminal Justice Instructor/Teacher/Professor
- 10) Other employment opportunity, please specify _____

I believe ...						
28	... a college degree is important for employment in law enforcement	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
29	... social justice is very important aspect of criminal justice	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
30	... my degree plan was well designed for my intended career path	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
31	I thought criminal justice would be more vocationally oriented (hands on)	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree

32	Do you currently work within the criminal justice field?	YES (1)	NO (2)
----	--	---------	--------

If YES, please specify:

- 1) Juvenile Justice Department
- 2) Probation and Parole
- 3) Corrections
- 4) Private Security
- 5) Border Patrol
- 6) Legal Profession
- 7) Law Enforcement
- 8) Attend law school
- 9) Criminal Justice Instructor/Teacher/Professor
- 10) Other _____

SECTION III: ATTITUDES TOWARD THE CRIMINAL JUSTICE SYSTEM

I believe ...						
33	... we are entirely too soft on people convicted of crime	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
34	...offenders should be harshly punished to make them pay for their crimes	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
35	...prisons today are much too lenient	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
36	...using the death penalty helps us to better control crime	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
37	...probation and/or parole is a joke	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
38	...a person who has three convictions for very serious crimes (felonies) should receive life without the possibility of parole	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
39	...people choose to commit crimes; therefore, they deserve the punishment they get	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
40	...harsh and severe punishments are necessary to preserve a sense of justice in our society	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
41	...a person who sexually abuses children should never be released from prison	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree

42	Have you taken an Introduction to Sociology class?	YES (1)	NO (2)
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43	Have you or a member of your household ever been victimized?	YES (1)	NO (2)
If YES , was the victimization reported to the police?		YES (1)	NO (2)

SECTION IV: ATTITUDES TOWARD LAW ENFORCEMENT OFFICERS

I believe ...						
44	...police officers are hard-working	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
45	...police officers are well-trained professionals	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
46	...police officers should enforce immigration laws	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
47	...law enforcement should only employ males	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
48	...females are physically capable of working within law enforcement	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
49	...minorities are well represented within law enforcement	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
50	...law enforcement officers are accurately portrayed in the media	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
Officers in my neighborhood ...						
51	...treat all citizens equally fair	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
52	...are honest	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
53	...are good at deterring crime	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
54	...are professional	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
55	...are supported fully by its citizens	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
56	...reflect its demographics	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
57	...are effective communicators	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
58	...are great at providing a safe environment	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
59	...provide adequate services	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
60	...interact with its citizens regularly	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree
61	...have a good relationship with its citizens	Strongly Disagree	Disagree	Not Relevant	Agree	Strongly Agree

62	Have you had contact with any law enforcement officer in the past 6 months?	YES (1)	NO (2)
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If **YES**, then who initiated contact?

- 1) I did
- 2) Law enforcement officer did

63	What was the nature of the contact between you and the law enforcement officer?
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- 1) You were involved in an accident
- 2) You were the subject of a traffic stop
- 3) You reported a crime to law enforcement
- 4) Law enforcement provided you with assistance
- 5) Law enforcement was investigating a crime
- 6) Law enforcement suspected you of a crime
- 7) Other, please specify: _____

64	During this contact, do you feel the law enforcement officer was respectful?	YES (1)	NO (2)
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65	During this contact, do you feel the law enforcement officer was professional?	YES (1)	NO (2)
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SECTION V: DEMOGRAPHICS

66	Are you a first-generation college student?	YES (1)	NO (2)
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66	What is your gender	Male (1)	Female (2)
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68	What year of college are you currently in?	Freshman	Sophomore	Junior	Senior	OTHER:
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69	What is your current GPA?	2.4 and below	2.5 – 2.9	3.0 – 3.4	3.5 – 4.0
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70	What is your current age in years?	
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71 | What is your current religious preference?

- 1) Catholic
- 2) Christian
- 3) Muslim
- 4) Jewish
- 5) Buddhist
- 6) Non-religious
- 7) Other: Please Specify_____

72 | What political affiliation do you claim?

- 1) Republican
- 2) Democrat
- 3) Independent
- 4) None
- 5) Other: Please Specify_____

73 | What political affiliation does your father claim?

- 1) Republican
- 2) Democrat
- 3) Independent
- 4) None
- 5) Other: Please Specify_____

74 | What political affiliation does your mother claim?

- 1) Republican
- 2) Democrat
- 3) Independent
- 4) None
- 5) Other: Please Specify_____

75 | What is the highest education of your Father?

- 1) Less than a High School education
- 2) A High School or GED diploma
- 3) Technical Trade School
- 4) Some college but no degree
- 5) A Bachelor Degree
- 6) A Graduate Degree
- 7) A Doctorate Degree
- 8) Other: Please Specify_____

76 | What is the highest education of your Mother?

- 1) Less than a High School education
- 2) A High School or GED diploma
- 3) Technical Trade School
- 4) Some college but no degree
- 5) Associates Degree
- 6) A Bachelor Degree
- 7) A Graduate Degree
- 8) A Doctorate Degree
- 9) Other: Please Specify _____

77 | How would you identify your race/ethnicity? Check all that apply.

- 1) White
- 2) Black
- 3) Hispanic (any race)
- 4) Asian or Pacific Islander
- 5) Native American
- 6) Other (Please Specify): _____

78 | What is your household's estimate yearly income?

- 1) Less than \$20,000
- 2) \$20,001 - \$40,000
- 3) \$40,001 - \$60,000
- 4) \$60,001 - \$80,000
- 5) \$80,001 - \$100,000
- 6) More than \$100,001

79 | What is your immigration status?

- 1) US Citizen
- 2) Lawful Permanent Resident (Green Card Holder)
- 3) Other (Non-LPR) lawful immigration status
- 4) Undocumented/no lawful status
- 5) Visa (worker, student, tourist, etc.)
- 6) Other, Please Specify: _____

80	What is your employment status?
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- 1) Employed Full-Time (40 or more hours/week)
- 2) Employed Part-time (Less than 40 hours/week)
- 3) Not in labor force (retired, homemaker, etc.)
- 4) Unemployed
- 5) Other, please specify: _____

81	What city do you live in?	
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82	How long have you lived at your current residence?	Years	Months
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BIOGRAPHICAL SKETCH

Mr. Bryan Keith Murray has three sons: Mathew (21) is a senior at Oglethorpe University and his twins, Gavin (16) and Alex (16), are sophomores in high school. His career started in the United States Army as an Infantryman. In a 20-year career, he has served as an M-60 gunner, Company Communications Non-Commissioned Officer (NCO), Infantry Fire-Team Leader, Army Recruiter, an Infantry Squad Leader, Platoon Sergeant, Mosul Detention NCOIC, and a Senior Strategic Debriefing Officer. He has held Military Occupational Skills for Infantryman and Human Intelligence Collector. He has deployed to Iraq three times: 2003, 2006, and 2009. His military awards include the Combat Infantry Badge, Expert Infantry Badge, Airborne wings, Air Assault wings, Gold Recruiter Badge, German Armed Forces Proficiency Badge Silver, Meritorious Service Medal, Army Commendation Medal, Army Achievement Award (7th Award), Army Good Conduct Medal (6th Award), Iraqi Campaign Medal with three campaign stars, National Service Defense Medal (2nd Award), Global War on Terrorism Expeditionary Medal, Global War on Terrorism Service Medal, Korean Service Defense Medal, NCO Professional Development Ribbon (3rd Award), Army Service Ribbon, and Overseas Service Ribbon (3rd Award). As a civilian, he served one tour in Afghanistan as a Human Intelligence Analyst supporting a Romanian Infantry Battalion. He has earned his Associates of Art in General Studies from San Jacinto College in 2014; Bachelor of Science in Criminology from the University of Houston-Clear Lake; and plans to graduate from the University of Texas Rio Grande Valley in December 2017 with his Master of Science in Criminal Justice. E-Mail 1b9k7m3@gmail.com.