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The Relationship of Diversity Education on Perceptions of Criminal Justice Majors

Deborah Palicia
Walden University

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Walden University

College of Social and Behavioral Sciences

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Deborah Palicia

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Walden University
2022

Abstract

The Relationship of Diversity Education on Perceptions of Criminal Justice Majors

by

Deborah Palicia

MPhil, Walden University, 2020

MA, John Jay College of Criminal Justice, 1996

BS, John Jay College of Criminal Justice, 1990

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy & Administration

Walden University

February 2022

Abstract

In a world of ever-changing demographics, it is imperative that criminal justice practitioners acquire the knowledge and skills needed to effectively interact with the communities they serve. The purpose of this nonexperimental study was to ascertain the relationship between perceptions of diversity of undergraduate criminal justice majors at a Northeastern college who had taken a diversity course to those who had not. Bandura's social cognitive theory guided this study. Data were collected using McMorris' Perceptions of Criminality survey with a purposive nonprobability sample of 72 criminal justice majors at a Northeastern college who were 18 years of age or older. Data were analyzed using chi-square test. Results indicated there was a significant difference ($p < .05$) in the diversity perspectives of criminal justice students who took a diversity course and those of students who had not for four offenses: larceny/theft least likely to commit, fraud least likely to commit, weapons violations most likely to commit, and kidnapping least likely to commit. For the two groups of criminal justice students, those who had taken a diversity course and those who had not, there was no significant difference ($p > .05$) between male and female criminal justice students' perceptions of diversity. A diversity course had an effect on the perceptions of diversity of the criminal justice students, which should be investigated further. The implications for positive social change are directed toward criminal justice educators, policymakers, and leaders to look for ways to include diversity courses into the core criminal justice curriculum, potentially improving the relationships between criminal justice practitioners and the communities they serve.

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Dedication

To my parents, Melvin and Joan Palicia for providing me a lifetime of opportunities that otherwise would have been nonexistent. Thank you!

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I am very thankful that I was able to complete this dissertation. During this academic journey, I was faced with many obstacles that I was able to overcome with the assistance of faculty, family, and friends. Thank you!

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Chapter 1: Introduction to the Study

United States society has become increasingly diverse, especially in the states of New Jersey and New York. According to the U.S. Census Bureau between 2000 and 2010, New Jersey reported a decline of 14.1% for European Americans and increases of 4.0% for Latinx, and 2.9% for Asian Americans, and stabilization at 13.6% of the population for African Americans. For the same period, New York City reported a decrease of 23.9% for European Americans and 2.9% for African Americans, and an increase of 2.2% for Latinx and 3.1% for Asian Americans. With an ever-changing society, it is essential for criminal justice practitioners to progress at the same rate as our changing society. Despite the establishment of community partnerships with criminal justice practitioners, community opinions have become increasingly negative due to civil disturbances in the United States (Sereni-Massinger & Wood, 2016).

Criminal Justice education began in 1916 with the first baccalaureate degree granting program established at the University of California in collaboration with a local police chief, August Vollmer. The degree was titled Criminology and included courses on police practice, criminal law, biology, chemistry, and toxicology (Oliver, 2015). This criminology degree developed into the modern criminology and criminal justice programs currently offered over 100 years later. Historically, criminal justice education focused on police practice and criminology and was considered a liberal arts program.

Exploring if the inclusion of diversity courses into the core criminal justice curriculum will change the perceptions of cultural diversity starts a conversation. Modifications to the core criminal justice courses across the curriculum can result if the

data analysis reveals a statistical significance. Students better prepared to enter the workforce and interact with society have the potential to change community relationships for the better. Reducing tensions between criminal justice professionals and the communities they serve could address the historical dilemma of the us-versus-them mentality (Allen & Parker, 2013). Diversity education raises awareness and promotes an understanding of race, ethnicity, gender, social class, and other differences between individuals in society.

This study was guided by the social cognitive theory (Bandura, 2002) as the framework to quantitatively measure the effects of a diversity course on the perceptions of diversity of criminal justice majors. This study included surveying criminal justice majors who had taken a diversity course and those who had not taken a diversity course to determine if there is a significant difference in their perceptions of cultural diversity. Bandura's theory, which was initially defined in 1963, suggests that learning is a cognitive process set in a social context and not solely behavioral.

Bandura (2002) suggested that learning occurs in a social arena with mutual interaction that includes the environment, personal experiences, and the actions of others. The theory explains how individuals learn attitudes, behaviors, and values. Directly related to the study, students learn in a classroom while interacting with peers and instructors. Experiences are shared, which impact those who are exposed to the educational arena. A key factor is that the behavior of the observer may resemble the actions observed but is not identical.

It is important to measure the effects of diversity courses on the perceptions of diversity of criminal justice students because the demographics of the United States are changing rapidly and are predicted to be significant. According to the U.S. Census estimated report (2015), populations are expected to increase for Asian Americans, African Americans, and Latinx, while European Americans are expected to continue to decline. Since 2010, the U.S. Population has increased by 5.96%. Additionally, criminal justice programs have grown substantially over the past 40 years (Finckenauer, 2005). It is also sensible to surmise that criminal justice majors will become criminal justice practitioners and in varying capacities will serve these diverse populations and communities.

Background of the Study

Criminal Justice education is over 100 years old and has evolved from police training to formal education. Historically rooted in the early 1900s, this field has seen an advanced evolution that has included police academy training, the impact from the Law Enforcement Education Program (LEEP) and college degree programs at both undergraduate and graduate levels (Oliver, 2015). Based on the climate of our current society and needs of individual communities, training and education must evolve to meet those needs and remain abreast of future trends.

One such trend is the diversification of today's society as indicated by the U.S. Census Bureau data between the years 2000 and 2010. The 2020 census was conducted; however, the data has yet to be released. Sereni-Massinger and Wood (2016) discussed past civil disturbances which resulted from the growth of multiculturalism that had

negatively impacted the opinion of criminal justice practitioners. They believed this to be the result of the lack of cross-cultural competencies, which would be mitigated via continued education.

Research shows that diversity education is being explored at the college level with populations that include students with different majors and career aspirations (Brown, 2004; Hirschinger-Blank et al., 2009; Kernahan & Davis, 2007; & Paone et al., 2015.) Additional research shows studies conducted with police officers and recruits (Allen & Parker, 2013; Conti, 2006; Schlosser, 2013.) Researchers have concluded that student input is an essential aspect of curriculum while questions remain regarding the perceptions of police officers and the communities they serve (Birzer, 2004; Chan 2010; & Kelley, 2004.) There is a gap in the research that examines the relationship between diversity courses and the effects on the diversity perspectives of undergraduate criminal justice majors. Additionally, previous studies focused on qualitative and mixed methods approaches rather than quantitative.

A primary goal of education is to provide students with the intellectual tools and self-regulatory capabilities to use throughout their lifetime. Bandura's (2002) social cognitive theory examines personal, proxy, and collective agencies, which essentially addresses individual actions, acting to secure desired outcomes, and group actions. This theory directly relates to acquired knowledge through the process of learning and the utilization and interpretation of the material that will yield a decision and outcome that affects a specific faction of society. Education and learning are rooted in pedagogy; however, Knowles (1980) advanced the theory of andragogy in the 1970s, which looked

at learning beyond the years of a child. Knowles introduced six assumptions: self-directedness, need to know, use of experience in learning, readiness to learn, orientation to learning, and internal motivation. This theory directly targeted adult learners and the way they learn, thereby opening a new path of exploration for adults that not only addresses how they learn but also posits the notion of lifelong learning.

Statement of the Problem

Research suggests that diversity education affects attitudes and perspectives of students across many disciplines (Brown, 2004; Case, 2007; Kernahan & Davis, 2007; Mistry et al., 2012; Paone et al., 2015; Saleh & Boating, 2010). Historically, criminal justice education focused on police practice and criminology and was considered a liberal arts program (Oliver, 2015). The problem that I explored is the lack of cultural diversity education involving criminal justice majors and the communities they serve as practitioners. Kernahan and Davis (2007) found that undergraduate students who participated in a Psychology of Prejudice and Racism course demonstrated an increased awareness of racism, white guilt, and white privilege. Graduate students in a counseling program produced positive growth in the increased awareness of the costs of racism, increased awareness of white privilege, a reduction in levels of color blindness, and positive racial identity growth (Paone et al., 2015). Students look at a college education as preparation for becoming part of the working world and expect to learn the necessary skills. How and what students learn is critical in preparing them for employment (Chan, 2010). Research concerning cultural diversity and learning theories indicates that the delivery method has a more notable impact than the course materials themselves.

According to Brown (2004), the method by which students learn is just as significant as the subject matter. Hirschinger-Blank et al. (2009) measured the differences in service-learning outcomes for students that showed positive increases to political awareness and course value and a decrease in problem-solving and long-term and short-term participation. Service-learning also impacted attitudes regarding, intellectual, personal, and interpersonal development around diversity. However, there is a gap in the research that examines the relationship between diversity courses and the effects on the diversity perspectives of undergraduate criminal justice majors. Additionally, previous studies focused on qualitative and mixed methods approaches rather than quantitative (Conti, 2006; Hirschinger-Blank, et al. 2009; Williams et al., 2016). Particular attention is lacking when it comes to the criminal justice population and the impact of diversity education. Furthermore, learning theories present different avenues for exploration regarding behavior, environment, and personal/cognitive factors. However, careful consideration should reflect the effect of these factors on the criminal justice field. What is unknown is if the inclusion of a diversity-focused courses will change the perceptions of cultural diversity for undergraduate criminal justice majors.

Purpose of the Study

The purpose of this nonexperimental quantitative study was to ascertain the relationship between perceptions of diversity of undergraduate criminal justice majors at a Northeast U.S. college who had taken a diversity course to those who had not. The sample population consisted of undergraduate criminal justice majors at a Northeast U.S. college with locations on site and online. The dependent variable in the study was

perceptions of diversity and the independent variables included a diversity course and gender. Student's perceptions of diversity were measured through the use of the Perceptions of Criminality self-administered electronic survey.

I calculated the sample size using statistical power analysis G*Power 3.1.9.7. I made a written application to the Northeastern college to send criminal justice majors online surveys using their student email accounts via SurveyMonkey. All invitees were actively enrolled in the criminal justice program at the Northeastern college, 18 years of age or older, and were attending classes either onsite or online at the time of the survey distribution.

Research Questions and Hypotheses

To compare the diversity perspectives of the criminal justice students at a Northeastern college who took a diversity course to the criminal justice students at the same Northeastern college who did not take a diversity course, I used a nonexperimental quantitative research study. I addressed the following research questions and hypothesis:

RQ1: Is there a significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not?

H_0 1: There is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not.

*H*₁₁: There is a significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not.

RQ2: Is there a significant difference between male and female criminal justice students' diversity perspectives?

*H*₀₂: There is no significant difference between male and female criminal justice students' diversity perspectives.

*H*₁₂: There is a significant difference between male and female criminal justice students' diversity perspectives.

Theoretical Framework

The theoretical framework is the foundation that supports and provides structure to any dissertation study. The literature review process has identified several theories that may be appropriate for the proposed topic. Because this problem includes criminal justice majors, diversity education, learning, and practitioners, the focus for the theoretical basis was learning. Education is a foundation of training and guidance that is the precursor and gateway to employment (Chan 2010). The social cognitive theory supports the goal of education and self-efficacy, which is essential to successful employment. A cursory explanation of the theory is provided in this section with a detailed clarification provided in Chapter 2.

Social cognitive theory suggests that people contribute to and are products of social systems. The focus is on personal agency including proxy and collective agency. Bandura (2002) described the social cognitive theory from several aspects including

cross-cultural theoretical generalizability and development and cultural context. For this topic, the goal of education is to provide knowledge and skills to use in the future as a practitioner. A significant goal of education is to impart intellectual tools and self-regulatory powers to continue education throughout the life span (Bandura, 2002). Because cultures are diverse and customs are established, the knowledge and skills learned in a higher education setting have the potential to change the perspective and the abilities of each practitioner. Social cognitive theory addresses the moral self as moral reasoning linking to moral conduct. According to Bandura (2002), a strong sense of self-efficacy will manifest itself when a person is faced with a dilemma and will provide the required restraining power. With students better prepared to enter the workforce and interact with society, the education has the potential to change community relationships for the better and reduce tensions between criminal justice practitioners and the communities they serve.

Nature of the Study

In this study, I compared the cultural diversity perspectives of the criminal justice students at a Northeastern college who took a diversity course to the criminal justice students at the same Northeastern college who did not take a diversity course. Quantitative research methods emphasize objective measurement and the statistical, numerical, or mathematical analysis of data (Babbie, 2017). Of the four types of quantitative research designs, correlational, descriptive, experimental, and nonexperimental, I selected the nonexperimental design. A researcher using a nonexperimental design seeks to establish a relationship between two or more variables.

Identified control groups are exposed to a variable and compared to the group that was not exposed to the variable. This research design was appropriate because I attempted to determine the differences between two groups and not individuals (Rudestam & Newton, 2015). I used a quantitative nonexperimental design and focused on the research questions, which made comparisons of two variables such as differences in diversity perspectives between the two groups and gender. The best way to answer the research questions and hypotheses was by using quantitative analysis.

I received permission from the vice president for academic affairs, and Institutional Review Board (IRB) at the Northeastern college. For data collection I used the Perceptions of Criminality survey developed by McMorris (2001), which was designed to assess a participant's perceptions of race in relation to crime and demographic information. The Perceptions of Criminality survey is a reliable and valid measure of student perceptions of cultural diversity based on previous field testing. This study was conducted in accordance with the Walden University's IRB to make sure the necessary ethical protection of the participants was established. Prior to the data collection, I contacted the Criminal Justice Department assistant chair to coordinate the data collection. I provided the invitation to participate letter and copy of the consent form, which was distributed electronically to all the criminal justice majors. The reason why the students were sent the consent form was a proactive gesture guarding against technical difficulties of printing and saving the documents on SurveyMonkey. This ensured that the participants could access the consent form and contact the Walden

University representative if they had questions or to speak candidly about participants' rights.

The consent form was the first step of the survey process, and acknowledgment of the reading of the form allowed advancement to the actual survey on SurveyMonkey. Participants gave implied consent as opposed to signed consent as they were notified in the consent form. Completing the web-based survey constituted their voluntary consent to participate in the study. The SurveyMonkey account used the complete anonymity setting so I was not able to uncover the participants' identities based upon their submitted responses, thereby making their identity anonymous.

I used the Statistical Package for Social Sciences (SPSS) Version 25.0 to analyze the data. Analysis included descriptive statistics of mean and standard deviation and chi-square tests. Data will be housed in a secure fire and waterproof locked safe and on a password protected computer in my home office for the required 5 years as dictated by the Walden University's guidelines. I am the only one with access to the safe and computer. In Chapter 3, I discuss the nature of the study in additional detail.

Operational Definition of Terms

Criminal justice major: An interdisciplinary course of study that includes the areas of law, public administration, sociology, psychology, and more (College Board, 2019).

Criminal justice practitioner: An individual who works in federal, state, or local jurisdictions within the smaller systems of the courts, corrections, and law enforcement (Tarver, 2003).

Cultural diversity: A variety of ethnic groups within a society (Blakemore et al., 1995).

Delivery method: A mode of instruction that can be traditional, as in face-to-face, or innovative, with the use of technology (Danver, 2016).

Diversity: “The condition of having or being composed of differing elements: Variety” (Merriam-Webster, 2019).

Perception: A mental impression based on a person’s interpretation of their senses. (Merriam-Webster, 2019).

Perspective: a point of view (Kernahan & Davis, 2007)

Self-efficacy: An individual’s confidence in their own ability to execute a specific behavior (Bandura, 2002).

Stereotype: An untrue or unfair belief about a person or thing with a specific characteristic (Allen & Parker, 2013).

Student motivation: Stimulation to engage in specific activities related to learning and increased awareness of importance related to a specific topic. (Williams et al., 2016).

White guilt: An emotion felt by some European American individuals for harm of racial treatment of ethnic minorities (Kernahan & Davis, 2007).

White privilege: Unearned benefits and advantages that are not seen by a dominant group (Case, 2007).

Assumptions

Assumptions of this study were as follows:

1. The perceptions of diversity can be measured by a previously validated tool.

2. The McMorris (2001) Perceptions of Criminality survey is an accurate measure of what it was intended to measure.
3. The format and phraseology of the survey is clear for the participants to understand what is expected and asked of them.
4. Participants will answer the survey questions freely and honestly.
5. Perceptions of diversity matter to society as a whole to improve the relationship of criminal justice practitioners and the communities they serve.
6. Participants will be future criminal justice practitioners.
7. The findings from the study may be generalized to other institutions of higher education with undergraduate criminal justice programs.
8. The results of the study will lead to positive social change.

Scope

This study's participants included undergraduate criminal justice majors at a Northeastern college with locations onsite and online who took a diversity course and the criminal justice students who had not taken a diversity course. The focal point of the study centered on the perceptions of cultural diversity for the criminal justice students. This study did not include other institutions of higher education or other program majors. Generalizations based on the findings of this study were limited to similar populations in higher education institutions and geographical locale. To address ethical concerns, I did not include anyone in the study with whom I held a professional or personal relationship. As a higher education professional, I did not have any direct contact with the population and did not have an authoritative position over any of the participants.

Delimitations

Delimitations are certain characteristics that limit the scope of a study (Burkholder et al., 2016). Researchers have the ability to control delimitations. Once such delimitation was the narrow focus on the survey group. This study was confined to only enrolled criminal justice majors at a Northeastern college with locations on site and online. As a result, findings from this study were only generalized to enrolled criminal justice majors at a Northeastern college and not other college majors in other geographical locations.

Limitations

Limitations are shortcomings, conditions or influences that cannot be controlled by the researcher (Babbie, 2017). This nonexperimental quantitative research study had some limitations. Generalization of the findings was one such limitation due to the purposive sampling of the number of criminal justice students who had taken a diversity course and the number of criminal justice students who had not. The findings are limited to criminal justice students at a Northeastern college that can only be generalized to a similar population in higher education. To address this limitation, the replication of future studies should include students with other majors and levels of academia so the findings could be compared to those of this study.

A second limitation stems from the self-reporting of students' perceptions of diversity, which were needed to obtain the information. Additional measures of criminal justice students' perceptions of diversity should be integrated in future studies. Based on the nonexperimental design, there was only one measurement for each variable and each

participant. However, this design assisted in determining the strength and direction of the association between the variables.

Thirdly, social desirability bias was contemplated because participants may have wanted to be perceived positively. As such, they may not have answered the questions honestly. To address this limitation, I assumed the participants did answer the survey questions freely and honestly. Additionally, participants may not accurately or thoroughly self-evaluate when completing self-report data. However, this bias was addressed with the survey instrument, which used a selection of response choices, thereby not allowing participants to provide additional information they may have felt would be of importance.

A possible fourth limitation stems from the platform SurveyMonkey, which was used to collect the anonymous data. Although a method considered acceptable by Walden University's IRB, online surveys are not infallible. Typically, response rates are affected by the method of administration and the length of the survey. Additionally, follow-up can be burdensome due to complete anonymity of the survey participants.

Finally, the study had a limited scope because students' perceptions were solely examined for diversity and not other concepts or areas in the criminal justice arena. The overlapping circles of criminal justice, the police, courts, and corrections, present other areas where perceptions can have an impact on the way practitioners approach their day-to-day tasks. This suggests that future studies could focus on undergraduate criminal justice perceptions of these internal organizations and potentially improve internal and interdepartmental relationships.

Significance of the Study

This nonexperimental quantitative study has extensive social change implications by presenting value and significance to the world of academia, local communities, the United States, and possibly globally. Despite the establishment of community partnerships with criminal justice practitioners, community opinions have become increasingly negative due to civil disturbances in the United States (Sereni-Massinger & Wood, 2016). Exploring if the inclusion of diversity courses into the core criminal justice curriculum will change the perceptions of cultural diversity starts a conversation. Modifications to the core criminal justice courses across the curriculum can result if the data analysis reveals a statistical significance. With students better prepared to enter the workforce and interact with society, the study has the potential to change community relationships for the better. Reducing tensions between criminal justice professionals and the communities they serve begins to address the historical dilemma of an us-versus-them mentality (Allen & Parker, 2013).

Along with the area of public policy and administration, a broad scope of other areas may benefit from the research findings, including but not limited to criminal law, education, forensic psychology, and sociology. The findings are also relevant to organizations and agencies, including but not limited to the Department of Education, criminal justice agencies, police academies, and community and neighborhood organizations. Research findings may be of particular interest to leaders in higher education, including but not limited to provosts; vice presidents of academic affairs;

school deans; department chairs of Criminal Justice, Public Administration, and Sociology; academic advisors; and career services placement associates.

Summary

In this Chapter, I included the introduction, background of the study, statement of the problem, purpose of the study, research questions and hypothesis, theoretical framework, nature of the study, operational definition of terms, assumptions, scope and delimitations, limitations, significance of the study, and summary. In Chapter 2, I include the introduction, literature search strategy, theoretical framework, literature review, summary, and conclusions. In Chapter 3, I include the introduction, research design and rationale, methodology, data analysis plan, threats to reliability and validity, informed consent, and ethical considerations. In Chapter 4, I will include the introduction, data collection, results, and a summary. In Chapter 5, I include the introduction, interpretation of findings, limitations of the study, recommendations, implications, and a conclusion to the study.

Chapter 2: Literature Review

Introduction

The purpose of this nonexperimental quantitative study was to ascertain the relationship between perceptions of diversity of undergraduate criminal justice majors at a Northeastern college who had taken a diversity course to those who had not. The sample population consisted of undergraduate criminal justice majors at a Northeastern college with locations onsite and online. Researchers have found diversity education is being explored at the high school and college levels with populations that include students with different majors and career aspirations (Brown, 2004; Case, 2007; Kernahan & Davis, 2007; Mistry et al., 2012; Paone et al., 2015; Saleh & Boating, 2010). Additional areas of diversity education include police recruits and police officers (Allen & Parker, 2013; Blakemore, et al. 1995; Conti, 2006; Conti & Doreian, 2010; Schlosser, 2013; Sereni-Massinger & Wood, 2016). Recognizing and understanding differences is an area that we should embrace in times when our society is becoming more diversified. It would be beneficial to society.

A significant number of researchers have explored the effects of diversity education on attitudes and perspectives of students across many disciplines (Brown, 2004; Case, 2007; Kernahan & Davis, 2007; Mistry et al., 2012; Paone et al., 2015; Saleh & Boating, 2010). This research suggests that diversity education affects student attitudes and perspectives; however, studies are sparse in regard to criminal justice majors. Oliver (2015) asserts that criminal justice education has focused on policing and crime. Core criminal justice program requirements lack diversity courses. These courses are

categorized as electives for students to select; however, they are required to fulfill the degree requirements of the program. Criminal Justice programs at the associate and bachelor's degree levels lack cultural diversity courses that could be beneficial for preparing criminal justice majors to become practitioners in the communities they will serve.

U.S. society has become increasingly diverse. According to the U.S. Census Bureau for two Northeastern states, between 2000 and 2010, New Jersey reported a decline of 14.1% for European Americans, an increase of 4.0% for Latinx and 2.9% for Asian Americans, and stabilization at 13.6% of the population for African Americans. For the same period, New York City reported a decrease of 23.9% for European Americans and 2.9% for African Americans, and an increase of 2.2% for Latinx and 3.1% for Asian Americans (Table 1). With the results of the 2020 census pending, the historical data continues to support the potential for substantial changes in the demographic construct of the United States.

Table 1

United States Census Demographic Changes 2000-2010

	European American	Latinx	Asian American	African American
New Jersey	-14.1%	4.0%	2.9%	13.6%
New York	-23.9%	2.2%	3.1%	-2.9%

Strong community ties and relationships between criminal justice practitioners and the communities they serve are increasingly tested and are trending in a downward pattern. U.S. society is becoming multicultural at a rapid pace (U.S. Census, 2000 & U.S.

Census, 2010). Despite the establishment of community partnerships with criminal justice practitioners, community opinions have become increasingly negative due to civil disturbances in the United States (Sereni-Massinger & Wood, 2016). Contact with criminal justice practitioners, specifically police officers, play a role in citizen opinions and perceptions. Education is an available mechanism to address the issues and explore the root causes of the disconnect in an attempt to improve the relationships between criminal justice practitioners and the communities they serve.

In the literature review, I explored the social cognitive theory, which was the theoretical foundation for the study. Historical information related to criminal justice education in the United States; criminal justice curriculum; teaching methods and practices, specifically different methods by which individuals learn; and pedagogy and andragogy are also explored. Finally, other diversity research including those which specifically address perceptions of diversity were synthesized.

Literature Search Strategy

The literature search strategy included a comprehensive mining of the Walden University Library research databases including ProQuest and ProQuest Criminal Justice, EBSCOhost databases, such as Sage premier, and Google Scholar. The search words included *criminal justice, criminal justice students/majors, diversity, cultural diversity, education, college curriculum, criminal justice curricula, police education, gender, race, and class, higher education, social cognitive theory, social learning theory, and social cognitive career theory*. The research for this study commenced approximately 6 years ago, although some sources date back to publications in the early 1970s. Review of

selected peer-reviewed scholarly articles and dissertations included a review of the reference sections to secure additional literature.

Theoretical Foundation

Bandura's (1986) social cognitive theory served as the theoretical foundation for this study. Derived from his social learning theory in the 1960s Bandura expanded the social learning theory by including social influence and its prominence related to internal and external behaviors. In this section I discuss the theoretical constructs and how they relate in ways that are similar to this study. This section is organized in the following subsections: Social Cognitive Theory, Social Learning Theory, and the Social Cognitive Career Theory.

Overview

Bandura (1986) used the social cognitive theory to clarify how individuals synchronize their behavior through control and strengthening to attain a determined behavior over a period of time. Born from the social learning theory, with the social cognitive theory Bandura theorized that inner forces do not move individuals but rather they are influenced by the environment. Individuals partake in a reciprocal interaction between behavior and controlling conditions (Bandura, 1971). Expanded further, the social cognitive career theory addresses the development of career interests, education and career choices, and obtaining academic and career success (Lent et al., 1994). These theories pertain to individuals from infancy to adulthood and speak to the ways in which people learn and make choices in life, including academic and career decisions.

Social Cognitive Theory

Bandura's social cognitive theory dates back to 1986 and is an expansion of the previous social learning theory. Social cognitive theory suggests that individuals are products of the social systems in which they make contributions. The theory is focused on personal agency, which includes proxy and collective agency. Bandura (2002) developed the social cognitive theory from several concepts including cross-cultural theoretical generalizability and development and cultural context. For this research, I posit that the goal of education is to provide knowledge and skills for use in the future as a criminal justice practitioner. A significant goal of education is to impart intellectual tools and self-regulatory powers to educate individuals throughout their life (Bandura, 2002). Because cultures are diverse and customs are established, the knowledge and skills learned in a higher education setting have the potential to change the perspectives, attitudes, and actions of each practitioner.

Social cognitive theory addresses the moral self as moral reasoning linked to moral conduct. According to Bandura (2002), a strong sense of self-efficacy will manifest itself when faced with a dilemma and will provide the required restraining power. With criminal justice students better prepared to enter the workforce and interact with society, the result would be the potential to change community relationships for the better and reduce tensions between criminal justice practitioners and the communities they serve.

The social cognitive theory has served as the theoretical framework pertaining to studies addressing behavioral change, self-efficacy, cross-cultural training, cognitive skills, social justice outcomes, and pedagogical practices. Based on past experiences and

knowledge, individuals make decisions and react using preconceived notions (Bhawuk, 1998). Providing new knowledge and gaining innovative experiences can directly affect choices and actions. Studies have supported that education affects awareness and cultural knowledge (Allen & Parker, 2013, Brown, 2004, Conti, 2006, Hirschinger-Blank, et al., 2009, Kernahan & Davis, 2007, Mistry et al., 2012, Paone, et al. 2015, & Schlosser, 2013).

Past researchers applied the social cognitive theory to areas of academic rigor and changing attitudes and behaviors. According to Black and Mendenhall (1990), as rigor increases, so does the level at which students learn. Retention of the material and skills learned is correlated with the level of rigor. Challenging individuals to expand their knowledge and accept new ideas suggests that changes in behaviors and actions are attainable.

Social Learning Theory

Bandura's social learning theory dates back to the 1960s when he conducted several experiments on observational learning. These studies were known as the Bobo doll experiments and focused on social behaviors, specifically aggression. Bandura's theory suggested that social behaviors can be gained through observation and imitation. In its most straightforward form, individuals learn from one another; they observe, ape, and model. Others' attitudes, behaviors, and outcomes of those behaviors are how individuals learn.

Bandura (2002) posited effective modeling as the culmination of the following components: attention, retention, reproduction, and motivation. He introduced the

concept of reciprocal determination as a direct correlation to his social learning theory. Reciprocal determination is the idea that a person's behavior and the environment cause each other. In his study of adolescent aggression, he asserted that, behavior also causes environment.

Social Cognitive Career Theory

The social cognitive career theory is a relatively new theory and is an expansion of Bandura's theories. Lent, Brown, and Hackett's social cognitive career theory dates back to 1994 and uses Bandura's Social Cognitive Theory as a unifying framework for the social cognitive career theory. This theory includes the development of fundamental academic and career interests, how educational and career choices are made, and how academic and career success is achieved. An emphasis is placed on self-efficacy and expected outcomes.

The social cognitive career theory's framework is similar to Bandura's social cognitive theory. It focuses on how individuals implement personal agency in their career development process along with personal factors (Lent, et al. 1994). Both theories look at cognitive and motivational processes that stem from self-efficacy. Although the social cognitive theory is the focus for this study, its roots and future applications are worth mentioning to illustrate the entire scope and direction for future studies.

The selected social cognitive theory relates to the study by supporting the manner in which we learn and are products of our environments. The research questions and hypothesis involved education and the outcomes of learning in a higher education setting. The selected study population, criminal justice students, added to the other population's

studies in terms of effects of diversity education relating to their perceptions as well as the knowledge, and skills needed in a particular employment field.

The social cognitive theory relates to the study by supporting learning through social interaction and environment. Previous studies included behavioral change, self-efficacy, cross-cultural training, cognitive skills, social justice outcomes, and pedagogical practices. The research questions sought to answer if a significant differences exist in the diversity perspectives of criminal justice students who took a diversity course and criminal justice students who had not. Additionally answering if a significant difference existed between male and female criminal justice students perceptives of diversity. These questions relate to moral self, moral reasoning, and moral conduct which are necessary characteristics for criminal justice practitioners. Past experiences and knowledge influence decisions which can lead to a positive change in actions.

Introduction

Numerous researchers have explored the effects of diversity education on student populations across the United States (Allen & Parker, 2013, Brown, 2004, Conti, 2006, Hirschinger-Blank, et al., 2009, Kernahan & Davis, 2007, Mistry et al., 2012, Paone, et al. 2015, &, Schlosser, 2013). The researchers explained that diversity education had an effect on the perceptions of individuals regarding diversity. Areas including culture, race, white privilege, white guilt, and gender showed positive perception changes. Awareness and understanding played a role in the shift of perceptions of different populations who were exposed to a course or modules in an educational setting.

In the literature review I explored the various sources of diversity education on the perspectives of diversity of various populations, which is in line with my hypothesis. The literature review is organized in the following sections: history of criminal justice education, criminal justice curriculum, teaching methods and practices, diversity education research, and summary and conclusions.

History of Criminal Justice Education

Criminal Justice Education can be traced back to the early 19th Century when standards for police officers were nonexistent. As early as 1916, police administrators began to look at professionalism and the role that higher education would play in the years to come. A. Volmer, a local police chief in California, was one administrator who was a proponent for education and police professionalism. Volmer, O.W. Wilson, and V.A. Leonard were considered to be pioneers of police professionalism and the need for higher education in the United States during the 1920-1930 (Finckenauer, 2005). The first baccalaureate degree granting program was established at the University of California in collaboration with Chief, A. Vollmer.

Volmer's first police professor position was at the University of Chicago from 1929-1931. Vollmer returned to the University of California, Berkeley to fulfill the newly created position of professor of police administration. It was at this institution that the Bachelor's Degree in Criminology was established and included courses on police practice, criminal law, biology, chemistry, and toxicology (Oliver, 2015). This criminology degree developed into the modern criminology and criminal justice

programs currently offered over 100 years later. Historically, criminal justice education focused on police practice and criminology and was considered a liberal arts program.

Several events over the years have played a role in the development of police education or criminal justice as we know it today. In 1967, President Lyndon B. Johnson formed The President's Commission on Law Enforcement and Administration of Justice to study the American criminal justice system. From this study, the call for college education for police officers was made along with other recommendations. In 1968, the Omnibus Crime Control and Safe Streets Act, was passed which created the Law Enforcement Assistance Administration (LEAA) and its LEEP initiative. The LEEP funding allowed police officers and criminal justice practitioners to pursue an education at colleges and universities which was no longer focused on policing but emphasized sociology and paid particular attention to criminological theories (Finckenauer, 2005 and Oliver, 2015). The funding assisted in moving the programs forward by helping fund the tuition for police officers and also adjust and create the programs to meet the supply and demand of criminal justice practitioners and society.

Although the LEAA and funding from the LEEP vanished in 1978, the demand for police professionalism and criminal justice programs continued. This demand precipitated the need for criminal justice programs to stand on their own. Previously housed in departments of sociology, political science, and public administration, differences existed that went beyond the subject matter (Oliver, 2015). The quest for the establishment of minimum standards and quality measures ensued with the National Advisory Commission on Higher Education for Police Officers. Southerland (2002)

proposed that the Academy of Criminal Justice Sciences (ACJS) initiate a procedure for accreditation. This was a result of a comparison of his two studies conducted about the criminal justice curricula in the United States for periods of 1988-1989 and 1999-2000.

In the latter part of 1998, the ACJS established the Minimum Standards for Criminal Justice Education- Guidelines for College and University-Level Programs. Designed to advance quality criminal justice education, the ACJS established a self-examination process along with an opportunity to request external reviewers who were experts in criminal justice curriculum. In May 2005, the ACJS Certification Standards for College/University Criminal Justice Degree Programs were established and began certifying programs that only meet their standards; one of which is accreditation. Having established standards can have a positive impact on the quality of a program; however, if they are not being met, this poses a more significant problem (Finckenauer, 2005). Certification is a voluntary process whereby accreditation is a form of licensure and provides a quality seal indicating that approved standards have been met.

For over 100 years, police and criminal justice practitioners have been faced with professionalism problems and educational barriers. According to Finckenauer (2005) the history of criminal justice education reveals that certification and accreditation are required for the future, and the longevity of these programs relies on this premise. Criminal justice programs are expanding which is documented by the increasing graduation rates. Additionally, criminal justice programs continue to grow, and most colleges and universities find that this program has consistently high enrollment. According to Martin and Hanrahan (2004) criminology and criminal justice programs

have not witnessed a decline in enrollment when overall enrollment is declining at every institution. Without quality standards, certification, and accreditation, there is a potential for these programs to cease to exist in the future.

Criminal Justice Curriculum

Looking at the past five decades, the number of students interested in criminal justice programs has increased. The demand has been met by the increasing number of colleges and universities offering criminal justice as a major. It is estimated that between 1986 and 1987, there were 140,000 students majoring in criminal justice (Pezzella et al., 2014). An offshoot of this occurrence has prompted researchers to study class size, teaching methods, learning outcomes, and criminal justice curriculum.

Previous research conducted on criminal justice curricula in the United States indicated positive and negative aspects as well as trends, and regional differences. Some positives included required courses focusing on policing, research methods, ethics, and juvenile justice. However courses that focus on the components of the criminal justice system; namely the courts and corrections showed a backslide from 1989-2000 (Southerland, 2002). Trends included establishment of required courses, electives, and the number of courses offered.

Criminal Justice programs contain core curriculum which traditionally does not include any required diversity courses. Kelley (2004) concluded that based on student surveys, courses including race and gender issues were found to be “somewhat” or “very” important. With the increase of women and minorities as practitioner’s curriculum should be multicultural and diverse. Because criminal justice practitioners provide services to

individuals and communities in diverse settings, they need knowledge and skills in these areas which will give them the ability to be successful in their day-to-day tasks.

Teaching Methods and Practices

The manner in which individuals learn is debatable and based on the ideas of pedagogy and andragogy. Pedagogy has a long-standing tradition of teaching and learning. Training and learning can be traced back to the Stone Age and focuses on the transferring of skills from parent to children (Chan, 2010). In contrast to pedagogy, andragogy is the art and science of helping adults learn. The goal of pedagogy is to collaborate via communication and establish the content and structural design that works best for the student. This concept was propelled forward by Knowles in the 1970's.

Knowles proposed six assumptions self-directedness, need to know, use of experience in learning, readiness to learn, orientation to learning, and internal motivation. Addressing adult education, he believes that the needs and goals should focus on the individuals, the institution, and society (Knowles, 1980). His focus is on lifelong learning of adults and is supported by many scholars. Brown (2004) argues that the method of learning is an important concept. Chan (2010) stated how and what students learn is imperative in preparing them for employment. Individuals look at achieving a degree as the first step in securing and establishing a career path to ultimately obtaining an entry-level position in their major or program of study. Not all criminal justice jobs require a degree; however, Martin and Hanrahan (2004) pointed out that having a college degree assists in obtaining employment, enhances promotion opportunities, and increases earning potential within the criminal justice system job arena. Krimmel and Tartaro

(1999) and Dantzker (2003) concurred that individual's select criminal justice as a major because of its relevance but also a means to criminal justice employment which is perceived as exciting and interesting.

Pedagogy

For many years pedagogy was the standalone method for teaching and learning. The literal translation of the word pedagogy is the art and science of teaching children (Knowles, 1980). The premise was based on observation and regurgitation of information and skills; namely reading and writing. Traditional classrooms presented a didactic environment which, later posed a challenge for adult learners.

Pedagogy holds the teacher responsible for the learning process by determining what is to be learned, how it will be learned, when it will be learned, and if it will be learned at all. Learners possess an inactive role as teachers use transmitting techniques. Didactic measures such as lecture, assigned readings, and audio-visual presentations are age-appropriate and have been proven as effective for transferring knowledge and developing awareness; however, they do not facilitate changes in individual actions or behaviors and pertain to only one group of learners (Mayhew & Fernandez, 2007). With the emergence of adult education in the 1920s, transmitting information transformed into an idea of lifelong learning.

Andragogy

Andragogy is the art and science of helping adults learn, which is in contrast to pedagogy the art and science of teaching students. Adult learners are abstract thinkers and present a thrust for knowledge beyond the transmittal of information (Knowles, 1980).

They engage in learning for various reasons such as, a requirement to start a certain career, a means of advancing a current career, to learn something they are curious about, or to simply gain more knowledge. Conversely, student centered classrooms allow for the sharing of experiences beyond one individual controlling what is to be learned, how it will be learned, when it will be learned, and if it will be learned at all. Andragogy has found a home in higher education institutions and police academies alike.

Traditionally, undergraduate college classrooms are teacher centered as opposed to transactional teaching and learning arenas, and this is no exception for criminal justice students. Researchers have explored the introduction of andragogy into adult learning for this population. Birzer (2004) found that student centered learning has been researched in conjunction with criminal justice ethics courses and implemented in police investigation courses. He established an andragogical guide for criminal justice programs which includes aptitudes and qualities that are desirous in criminal justice practitioners.

A large number of criminal justice students become police officers and are required to attend and graduate police academies before commencing employment. Due to their militaristic nature, knowledge and skills are rooted in teacher centered training. With a move toward community policing and improved relationships between practitioners and communities, we see a shift toward student centered learning. According to Birzer (2003), andragogy is a viable option to bridge the gap between theory and practice. With the multicultural shift in society and a changing police profession, teaching and learning strategies within police academies require adjustments to meet the desired learning outcomes.

Diversity Course Research

Kernahan and Davis (2007) found that undergraduate students who participated in a Psychology of Prejudice and Racism course demonstrated an increased awareness of racism, white guilt, and white privilege. Participation in the course, showed that a change in racial awareness is important due to a high level of existing racism denial. They were able to validate importance and necessity of the inclusion of diversity courses. Case (2007) concluded that diversity course in psychology appeared to increase awareness of white privilege, and racism along with support for affirmative action. Paone, et al. (2015) found that graduate students in a counseling program produced positive growth in the increased awareness of the costs of racism, increased awareness of white privilege, a reduction in levels of color blindness, and positive racial identity growth. Their findings suggest from the beginning to the end of a race-based course, participants experienced a positive change. Finally Saleh et al. (2011) found the addition of diversity modules made a difference in knowledge, attitudes, or self-reported behavior for undergraduate and graduate social work students. They suggest that time is a factor and recommend that diversity infusion modules be introduced as early as in introductory courses as a building block and anchor to future course throughout their academic careers.

Research suggests that the introduction of diversity courses as early as the 8th grade has a positive impact on students. Specifically looking at poverty and inequality, Mistry, et al. (2012) found that the implemented curriculum was partially effective in increasing beliefs of poverty. Perhaps this is an indicator that diversity education in a formalized setting should be implemented with more mature populations rather than

young adolescents to have a more significant impact. Brown, 2004, Case, 2007, Kernahan & Davis, 2007, Paone, et al. 2015, & Saleh et al., 2010, achieved positive results from the studies they conducted with populations consisting of adults.

Previous studies prove that the inclusion of a diversity course or diversity modules resulted in a change of perspective for undergraduate and graduate students. These studies have focused on students in majors other than criminal justice. Psychology, Counseling, and Social Work students all provide services and interact with individuals and communities similar to criminal justice practitioners. Learning and becoming aware of cultural differences is an essential skill for acceptable job performance. Saleh et al. (2011) stated learning to respect cultural uniqueness contributes to the level of competence and ethical standards of the individual.

Prior studies varied in methodology based on the research questions or hypothesis. All three methods; quantitative, qualitative, and mixed methods presented similar results and supported the notion of diversity courses changing in various extents and content the perceptions of cultural diversity. One common thread was that evidence did exist that when students from different majors were exposed to various diversity courses all showed a change. Additionally, recommendations included additional research. Paone et al. (2015) believes, that there is a need to increase exposure of students to diversity curricula. They suggest inclusion in current courses and standalone courses as well.

Other researchers studied the most vast and visible criminal justice practitioners; police officers and recruits. Conti (2006) conducted a study to examine the process by

which individuals seek and elevation of status via selection into a police academy. He experienced a loss of characterizes of civilian life, and adoption of characteristics of police life via daily association while in the academy. The need to complete and graduate became a driving force since failure to graduate would remove any chance of status elevation and a position of power and authority. The perception that an occupation would elevate status within society is not always reality and can play into the performance when interacting with society. This supports the social cognitive theory, which suggests that individuals are products of the social systems and the interactive nature of learning and the environment.

Recruits spent approximately 20 weeks in the academy and during this time relationships, which included friendships formed with fellow recruits. Conti and Doreian (2010) conducted a study at a police academy that included social networking engineering and race. Seating assignments and squads included mixed races and diversity training sessions were implemented at the beginning and end. The recruits exhibited divisions on issues concerning race and gender. The results showed that within the police academy race is not a strong predictor of cultural knowledge or friendship. It is beneficial to manage diversity issues rather than to attempt to concur it.

Researchers have studied the attitudes and beliefs of police recruits regarding race and racism when entering and leaving the police academy. Schlosser (2013) found that at a Midwest Police Academy, the current training was not contributing to a positive impact on the racial attitudes of police recruits. Based on a pretest-posttest, upon entering the academy scores indicated a great unawareness of racial privilege or high level of racial

colorblindness and institutional discrimination and the 12 week scores showed no significant changes from the previous thereby suggesting a need for change in the curriculum for cultural diversity training. The study further revealed that effective diversity training is needed to be successful when working in diverse communities.

Approximately 2 years later, Zimny (2015) conducted a follow-up study at the same Midwest Police Academy utilizing the same methodology and survey instrument. As a recommendation from Schlosser's 2013 study, he changed the cultural diversity training. That said, the results were similar and showed no significant changes in the attitudes and beliefs of the police recruits regarding race and racism. He denotes the need for better communication skills and that more time maybe is needed to facilitate an impact on the recruits. A possible modification that could effectuate a significant change would include an increased time period for covering the material, possible within the confines of pursuing a college degree.

Cultural diversity awareness training for police officers has been around for decades. Commencing in the 1960s it was known as sensitivity training. The goal was to teach police officers how to do their jobs without inciting society and reducing hostility. According to Blakemore et al. (1995), emphasis was placed on improving police officers communication and enhancing conflict resolution skills. They examined the methods and strategies used in diversity training to establish a process for police diversity training. The premise was based on learning and experiencing while prompting a connection between the officer and the community they serve, thereby suggesting a change in the content and process.

Throughout the years and with the changing demographics of society, the focus of diversity training has turned away from skills relating to solely communication and conflict toward knowledge and awareness of culture and societies and problem-solving. Concurrent with societal changes opinions of the community have changed regarding criminal justice practitioners; more specifically police officers. Sereni-Massinger and Wood (2016) suggest that cross-cultural leadership or the lack thereof is the major reason for conflict within society. Their research indicates that because the roles of law enforcement officers have moved to problem-solving education and training must follow suit. Archaic methods and topics of training should be modernized and relevant, and showcased as formal education.

Summary and Conclusions

The notion of promoting change in an individual's perceptions through education is not a recent realization. Researchers have explored the various ways that diversity education affects different types of students in an educational setting (Brown, 2004, Case, 2007, Hirschinger-Blank et al., 2009, Kernahan & Davis, 2007, Mistry et al., 2012, & Paone et al., 2015). Additional populations and arenas of diversity education include police recruits and police officers (Allen & Parker, 2013, Conti, 2006, & Schlosser, 2013). However, there is a gap in the research literature addressing undergraduate criminal justice majors and the effects of a diversity course on undergraduate criminal justice majors at a northeast college. Because criminal justice practitioners serve our communities, it is imperative that relationships are strong, trustworthy, and positive. Sereni-Massinger and Wood. (2016) found that despite the establishment of community

partnerships with criminal justice practitioners, community opinions have become increasingly negative due to civil disturbances in the United States.

The demographics of the United States has demonstrated a shift in Latinx and Asian American populations increasing in New Jersey and New York between 2000 and 2010 (U.S. Census, 2000 & U.S. Census, 2010). Our current climate indicates that a continued change is producing a trend which will be solidified in the upcoming 2020 census. All criminal justice practitioners have frequent contact with the public, thereby placing them in challenging situations where their actions can be misconstrued as negative. Because they are continuing to work in diverse communities with diverse populations it is crucial they implore the knowledge and skills needed to be effective and productive in addition to creating a positive climate for everyone.

The social cognitive theory posits that learning is social and is a reciprocal action between the environment, behavior, and the person (Bandura, 1971). Previous researchers have used different arenas for learning, including the higher education setting, and police academies. In these settings, adults learn differently than children as abstract thinkers. Andragogy or interactive learning is the chosen method and has been explored by Birzer in police academies as well as student centered classrooms in criminal justice programs. Individuals react to different situations base on experiences and knowledge (Bhawuk, 1998). According to Black and Mendenhall (1990) challenging and learning are dependent on each other. As the challenge of learning increases, so does the level of knowledge.

Despite robust enrollment in Criminal Justice Programs, criminal justice education has faced challenges concerning standards and accreditation. Researchers agree that the continuance and future of this program of study are dependent on the establishment and maintenance of such standards (Finckenauer, 2005 Martin & Hanrahan 2004, and Oliver, 2015). Examining current criminal curriculum as well as individual courses, has proven fruitful. Kelley (2004) found that student input is vital to their learning as they indicated the topic of diversity as meaningful. Southerland (2002) identified trends that included a decline in two of the essential circles of criminal justice; the courts and corrects. Courses about the police remained constant over time.

Perceptions of diversity are just that, perceptions or the state of awareness of something through seeing and hearing. Research has proven that awareness increases when it comes to students taking a diversity course. For Case (2007) it was white privilege and racism for a psychology diversity course. For Kernahan and Davis (2007) it was racism, white guilt, and white privilege for undergraduate students. For Paone et al. (2015) it was the cost of racism, white privilege, color blindness, and racial identity for graduate students in a counseling program. Other researchers found positive changes and increases in knowledge, attitudes, and beliefs in various areas among pre-college students, and undergraduate and graduate social work students (Mistry et al., 2012, and Saleh, et al., 2011). However, research was sparse concerning if a diversity course had an effect on the perceptions of diversity of criminal justice majors at a northeast college. This study assisted in fulfilling the gap relating to a quantitative study of criminal justice students and the differences in their perceptions of diversity between those who had taken

a diversity course and those who had not at a northeast college in the existing body of literature.

In Chapter 2, I included the introduction, literature search strategy, theoretical foundation, introduction to the literature review, history of criminal justice education, criminal justice curriculum, teaching methods and practices, diversity education, and a summary and conclusions. In Chapter 3, I include the introduction, research design and rationale, methodology, data analysis plan, threats to validity and reliability, informed consent and ethical considerations, and a summary. In Chapter 4, I include the introduction, data collection, results, and a summary. In Chapter 5, I include the introduction, interpretation of findings, limitations of the study, recommendations, implications, and a conclusion to the study.

Chapter 3: Research Method

Introduction

The purpose of this nonexperimental quantitative study was to ascertain the relationship between perceptions of diversity of undergraduate criminal justice majors at a Northeastern college who had taken a diversity course to those who had not. The sample population consisted of undergraduate criminal justice majors at a Northeastern college with locations onsite and online. I received permission to use the Perceptions of Criminality survey developed by McMorris (2001) to measure the perceptions of diversity of the criminal justice majors. This survey has been used on several occasions with different populations including police recruits and students. McMorris (personal communication, January 22, 2019), has used the survey instrument at the following institutions:

- Capital University of Economics & Business (Beijing, China) in 2001/2002
- Beijing Polytechnic University (Beijing, China) in 2002/2003
- Ferris State University (Michigan) in 2001
- City University of New York (CUNY)- Kingsborough Community College in 2019

Using SurveyMonkey, the students who had taken a diversity course and those who had not had the opportunity to complete the survey. This allowed for the participants' identities to remain anonymous. I used SPSS to analyze whether there is a significant difference in the perceptions of diversity between the students who had taken a diversity course and those who had not. Additionally, I analyzed participants' gender in

relation to their perceptions of diversity. I conducted the study according to the guidelines set by Walden University's IRB to make certain the ethical protection of the participants. In Chapter 3, I include the research design, rationale, methodology, data analysis plan, threats to reliability and validity, informed consent, ethical considerations, and a summary.

Research Design and Rationale

I used a nonexperimental quantitative research design in this study. This research design was selected because it was not solely experimental due to the lack of random assignment for the sample population. An intact group; active criminal justice majors at a Northeastern college, were the participants; some had taken a diversity course and others had not. The design was selected to show a relationship between two or more variables.

A variable is a logical set of attributes that can be observed or measured (Babbie, 2017). Variables can be independent or dependent based on a cause-and-effect relationship. The identified control group of criminal justice students was exposed to the treatment variable, in this case a diversity course, and compared to the criminal justice students who had not been exposed to the treatment variable. In this study, the two independent variables were a diversity course and gender. The dependent variable was the perceptions of diversity. I used McMorris' (2001) Perceptions of Criminality survey in this study. A chi-square test was run to determine if a relationship existed between the variables for each of the two groups, those who took a diversity course and those who had not. I used SPSS Version 25.0 to analyze the data.

Methodology

The methodology is discussed in this section. For study replication purposes sufficient depth of the methodology is provided. I organized the section using the following subsections: population, sampling and sampling procedure, recruitment procedure, participation, data collection, and the instrument.

Population

For this study, I employed a purposive sample of criminal justice students who were 18 years of age or older from a Northeastern college who took a diversity course and criminal justice students who had not. A total of 72 criminal justice students' perceptions from the Northeastern college were surveyed and compared to see if there was a statistical significance between the perceptions of the criminal justice students who had taken a diversity course to those who had not. All students were actively pursuing their Criminal Justice Degree at the time the study was conducted.

Sampling and Sampling Procedures

Purposive sampling is a type of nonprobability sampling that is a nonrepresentative subset of a larger population (Babbie, 2017); it was used in this study. For this study the selection was based on my knowledge of the existing population, criminal justice students. This type of sampling allows for a researcher to rely on subjective judgment; therefore, I made every effort to select participants who represented the population. Only criminal justice majors who were 18 years of age or older and actively enrolled at the time the study was conducted were invited to participate in the study. This information was provided by the Criminal Justice Department assistant chair

at the Northeastern college. The sample size for the treatment and control groups was determined once the study site was approved. The participant pool included all students actively enrolled in the criminal justice program who were 18 years of age or older at the Northeastern college and were attending classes either onsite or online at the time of the survey distribution. The sample size was calculated using G*Power 3.1.9.7. I conducted an a priori power analysis to determine the sample population. Statistical power was set at .80 and alpha (α) was set at .05, which are the standard values used for calculation.

I completed the National Institute of Health Office of Extramural Research human research protections training prior to approval to start data collection (Appendix A). Additionally, I complied with all federal and state regulations, including protection of human research participant requirements. I submitted the required research application, including all requested documentation to the IRB at the Northeastern college to request permission to conduct the study.

I received final approval from the Walden University IRB (10-28-19-0595488) and contacted the chair of the Institutional Review Board Department as well as the Criminal Justice Department assistant chair to coordinate the data collection. I provided an invitation to participate letter and copy of the consent form, which was distributed electronically to the active criminal justice majors at the Northeastern college. The reason why the students were sent the consent form was a proactive gesture guarding against technical difficulties of printing and saving the documents on SurveyMonkey. This ensured that the participants could access the consent form and contact the Walden

University representative if they had questions or wanted to speak candidly about participants' rights.

The consent form contained the link to the SurveyMonkey survey (<https://www.surveymonkey.com/r/WB759ZV>). Participants had to read the form before access to complete the survey was granted. The link to access the survey was included at the end of the consent form. Implied consent was given by each participant rather than a written or signed consent because participants were informed that accessing the web link to the survey implied their voluntary consent to participate in the study. There were several advantages to using SurveyMonkey, and one such advantage was the ability to collect anonymous data. The SurveyMonkey account was set to complete anonymity so that participants could not be identified based on their responses. Although demographic information was asked, to maintain anonymity no information was asked that would identify the participants; therefore the participant's identity remained anonymous. Another reason for using SurveyMonkey related to the data storage. Data collected was stored and available in the Excel format. This was the preferred format because it is compatible with the SPSS data analysis package. Data was scrubbed prior to uploading into SPSS. Because the survey was set to answer each question before moving on, there was no missing data for any of the questions. I was able to ascertain if the participant took a diversity course or not because this was asked of them on the survey.

It was not likely that the participants in the study would experience any discerning discomfort; however, to address guarding against distress from psychological harm, the informed consent included information regarding free counseling from the college

counselors in case they experienced any negative effects from the participation in the research project. I analyzed data obtained from SurveyMonkey using SPSS. Once the study was completed and final approval was obtained, I emailed a summary of the findings to the chair of the Institutional Review Board, and Criminal Justice Department assistant chair at the Northeastern college. Because the identities of the participants were unknown, it was impossible to only provide those who participated directly with the results. In this case, the findings were made available to criminal justice students who chose not to participate as well as those who did with copies available in the Criminal Justice Office through a notification post. I also shared the results of the study via the dissertation process. Data will be housed in a secure, fire and waterproof, locked safe and password protected computer in my home office for the required 5 years as dictated by the Walden University guidelines.

Instrument and Operationalization of Constructs

A comprehensive mining of the literature was conducted to determine if a survey instrument was available to measure the perceptions of diversity of undergraduate criminal justice students who had taken a diversity course to those who had not. McMorris' (2001) Perceptions of Criminality survey was created and used in his study, titled, Perceptions of Criminality: Michigan Police Recruits Rank Likely Criminal Types. McMorris' study was designed to examine if stereotyping by recruits existed, if racial profiling and criminal stereotyping was encouraged in the academy setting, and to determine if training enabled recruits to effectively serve a diverse society. McMorris administered the survey to police recruits. Specifically, the participant's consisted of 135

preservice, men and women, police recruits selected from three Michigan Police Training Schools.

Undergraduate criminal justice students who had taken the diversity course and those who had not had an opportunity to complete McMorris's (2001) survey. McMorris' survey was validated by a panel of experts who were identified along with their comments regarding reliability and validity; summaries were provided indicating the survey instrument is valid. Regarding reliability a test/retest was conducted and the results were explained with Tables provided for Chronbach's Alpha and paired t tests. Based on the Chronbach's Alpha, t tests, and the panel of experts the survey was found to be valid and reliable. The survey used a modified Likert scale format ranging from least likely to most likely. Students completed the survey via SurveyMonkey for anonymity purposes. The estimated time to complete the survey was 7 minutes. Permission to use the survey was requested and granted from McMorris (see Appendix B). Although demographic information was included in the survey, items that could potentially identify participants were not included so participant's identity could not be revealed. SurveyMonkey had several advantages including a complete anonymity setting. Additionally, the data was saved in an Excel format which was compatible for uploading to SPSS for data analysis. Because the survey asked if the participant took a diversity course or not, I was able to ascertain the participants in the control group from the onset of the study data analysis.

It was not likely that the participant's in the study would experience any discerning discomfort; however to address guarding against distress from psychological

harm, the informed consent included information regarding free counseling from the college counselors in case they experienced any negative effects from the participation in the research project. The data obtained from the completed surveys was collected via SurveyMonkey, scored and analyzed using SPSS using a nominal scale of measurement. Once the study was completed and approved, a summary report was distributed to the stakeholders.

Data Analysis Plan

In this section, I discuss the data analysis plan. I also provide comprehensive information of how the research questions and hypothesis were analyzed. This section is organized in the following subsections: data analysis, and research questions and hypotheses.

Data Analysis

To compare the perceptions of diversity of criminal justice students at a northeast college who took a diversity course, to the criminal justice students at the same northeast college who had not, a total of 46 questions were asked from the McMorris (2001) Perceptions of Criminality survey. Included were, 10 demographic questions to determine the participant's race, gender, age, family income, participation in the course or lack thereof, and delivery method of the diversity course. Cronbach's alpha was computed on the items in McMorris' survey after the summation of the scales. This step ensured that the survey results were reliable and added statistical support.

The data obtained from the surveys was analyzed using SPSS to determine the degree of statistical significance between the variables. The survey was structured so that

each question needed a response before moving forward; thereby ensuring there was no missing data. To answer the two research questions, statistical analysis included descriptive statistics and chi-square. To meet the assumption of the 2 X 2 contingency, diversity course taken Online or onsite was recoded as 1 yes response. To meet the assumption of each cell ≥ 5 some questions were recoded. To test the two hypothesis I used chi-square to test the differences in the sample mean for perceptions of diversity for the two groups: criminal justice students who took the diversity course and the criminal justice students who had not. I also used chi-square to compare the difference between the male and female criminal justice students who participated. Post hoc tests were not conducted because there were less than three groups of the independent variable.

Research Questions and Hypothesis

To compare the cultural diversity perspectives of the criminal justice students at a northeast college who took a diversity course to the criminal justice students at the same northeast college who did not take a diversity course, a nonexperimental quantitative research study was used. I addressed the following research questions and hypothesis:

RQ1: Is there a significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not?

H_0 1: There is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not.

*H*₁₁: There is a significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not.

RQ2: Is there a significant difference between male and female criminal justice students' diversity perspectives?

*H*₀₂: There is no significant difference between male and female criminal justice students' diversity perspectives.

*H*₁₂: There is a significant difference between male and female criminal justice students' diversity perspectives.

Threats to Validity and Reliability

Validity relates directly to the survey instrument measuring what it is designed to measure (Frankfort-Nachmias & Nachmias, 2008). The validity of this study relied on the accuracy of the McMorris modified likert scale survey that was used to measure the perceptions of diversity of the criminal justice students. The Perceptions of Criminality survey has been field tested and is a valid and reliable measure of student perceptions of crime and diversity. Although this is a strong, and reliable instrument based on previous use and study findings, there are some weaknesses. One such weakness speaks to the inflexibility of surveys. The instrument is a modified Likert scale containing basic demographic questions. According to Babbie (2017) this survey format can sometimes produce resistance as questions can be viewed as ambiguous. Because this survey was electronic, I was not available to answer any questions that participant's may have had. Another weakness associated with utilizing a standardized instrument was bias. In an

attempt to look good or provide answers participants think they should, social desirability bias may have caused responses to be dishonest. It was assumed that participants were honest and did not exhibit any bias when they answered the questions. The specific threats to external validity, internal validity, and construct validity are discussed below.

External Validity

External validity relates to the generalizability of the study results to other populations of individuals who possess the same characteristics of the study participants. According to Frankfort-Nachmias and Nachmias (2008) external validity is ensued when the characteristics of the sample population are representative of the overall population. It is crucial that the researcher select a population of participants that meets this criteria. Representativeness of the sample is a major known threat to external validity in any study. There are other known threats such as testing effects, multiple treatment inferences, and reaction of awareness of being studied which were not applicable to the outcome of this study. The main threat to external validity for this study was selection bias. This study was intended to measure the perceptions of diversity of criminal justice students who had taken a diversity course to those who had not. Because the selected design could not accommodate random sampling other methods of sampling were researched regarding bias. To address selection bias, purposive sampling of criminal justice students was used to select the population.

The selection of purposive sampling was appropriate for this study because the sample population included a specific predefined group. In this case, active criminal justice students at a northeast college who had taken a diversity course and others who

had not. Rather than using a random sample, the purposive sample eliminated the likelihood of a population that was nonrepresentative of the intended population. This type of nonprobability sampling, which was a nonrandomization approach was to ensure the responses to the survey questions, were from a targeted group. Because the sample was representative of the targeted population, the results of the study were generalized to the criminal justice students.

Internal Validity

Concerning internal validity, the findings from the survey must address if a change in the independent variable did, in fact, cause a change in the dependent variable (Frankfort-Nachmias & Nachmias, 2008). In this case, the independent variables were a diversity course and gender, while the dependent variable was the perceptions of diversity. Changes to the element investigated which occurred during the period of testing produced a significant threat to the internal validity of the study. Nonexperimental designs present a threat to internal validity from confounding factors. Campbell and Stanley (1963) stated that confounding variables need to be identified and controlled for so as not to affect the internal validity of a study.

The first confounder was the self-reporting of criminal justice students' perceptions of diversity. Because there was only one measurement for each variable and each participant, the design assisted in determining the strength and direction of the association between the variables. Second was social desirability bias. To be perceived positively, the participants may not answer the questions honestly. To address this factor, it was assumed the participants answered the survey questions freely and honestly.

Additionally, instructions included a sentence stating that there were no right or wrong answers to the survey questions. Lack of participants to possibly not accurately or thoroughly self-evaluate themselves when completing self-report data was addressed with the survey instrument. The survey was designed to use a selection of response choices, thereby not allowing participants to provide additional information they may feel was of importance. There were not any threats caused by maturation for this study.

History could be a third confounder. According to Campbell and Stanley (1963), events independent of the data collection have the potential to affect the results. Social contamination and the impact of demographics were addressed by the selected site. The proposed northeast college was a commuter college. Criminal Justice students commuted to class rather than live on campus. Typically, students continued to reside at home while attending college and continued to be exposed to their current environmental and social factors. There were no threats to internal validity, such as maturation for this study since the survey was taken one time, and criminal justice student perceptions were not measured over time.

Construct Validity

Construct validity is inspired by a logical relationship between the variables and is obtained when the study's theoretical concept is related to the instrument (Frankfort-Nachmias & Nachmias, 2008). Theoretically speaking, it is how we think or believe how the variable in question will relate the other variables. For this study, construct validity pertained to measuring the comparison between the perceptions of diversity of

undergraduate criminal justice majors who had taken a diversity course at a northeastern college to those who had not, as well as the difference between participants' gender.

Informed Consent and Ethical Considerations

This study was conducted within the perimeters set forth by the Walden University IRB to ensure the ethical protection of the research participants. I took all steps necessary to ensure that the participants were protected during the course of this study. Participants of this study were the result of a purposive sample of criminal justice students at a northeast college. I completed the National Institute of Health training. Approval for the study was secured through the chair of the Institutional Review Board at the Northeastern College, and the approval letter was sent to the Walden University IRB. The data collection phase began after approval was garnered from the Walden University IRB. I provided an electronic copy of the Informed Consent to the Chair of the Institutional Review Board at the northeast college in the event the participants were not able to save or print a copy. This ensured they had the contact information for the Walden University representative who was able to answer any questions or concerns regarding participant's rights.

The consent form outlined the minimal to nonexistent risks; psychological or physical that participants could experience. It was also noted that although they were invited to participate in the study, they were not obligated to do so or to complete any part of the survey that they did not feel comfortable doing. The SurveyMonkey account used the complete anonymity setting so I was not be able to uncover the identity of the participants based upon their submitted responses thereby making their identity

anonymous. Additionally, the demographic information requested did not identify the participants. It was unlikely that any of the participants who were in the study experienced any acute discomfort. As a precaution, the informed consent advised participant's they could avail themselves of free counseling at the college counseling office if they experienced any negative effects as a result of taking part in the study. This reasonably protected the participant's from undo psychological harm and distress. Once the study was completed and approved a summary of the findings was shared with the chair of the Institutional Review Board, and the Criminal Justice Department assistant chair at the northeast college. Findings were also be made available to the participants. Data is housed in a secure; fire and waterproof, locked safe and password protected computer in my home office for the required five years as dictated by the Walden University's guidelines. I am the only one with access to the safe and computer.

Summary

The purpose of this nonexperimental quantitative study was to ascertain the relationship between perceptions of diversity of undergraduate criminal justice majors at a Northeastern college who had taken a diversity course to those who did not. Using SPSS, data was analyzed using various types of statistical analysis including descriptive statistics, Cronbach's alpha, and chi-square. This study was conducted in accordance with the parameters set forth by the Walden University IRB for assurance of ethical protection of the research participants. A purposive sample of criminal justice students was used from the northeast college. The consent form provided the contact information of the

Walden University representative who they could speak with privately concerning participant rights.

In Chapter 3, I included the introduction, research design and rationale, methodology, data analysis plan, threats to internal validity and reliability, informed consent and ethical considerations, and a summary. In conclusion this chapter summarized what the study was thought to accomplish, how the research was conducted, and the strides that were made to ensure ethical procedures. In Chapter 4, I include the introduction, data, collection, results, and a summary. In Chapter 5, I include the introduction, interpretation of the findings, limitations of the study recommendations, implications, and a conclusion.

Chapter 4: Results

Introduction

The purpose of this nonexperimental quantitative study was to ascertain the relationship between perceptions of diversity of undergraduate criminal justice majors at a Northeastern college who had taken a diversity course to those who had not. The sample population consisted of undergraduate criminal justice majors at a Northeastern college with locations on site and online. The dependent variable in the study was perceptions of diversity, and the independent variables were a diversity course and gender. Two research questions were examined. The first question determined if there was a significant difference in the diversity perspectives between the criminal justice students who took a diversity course and students who had not. The second question determined if there was a significant difference between male and female criminal justice students' perceptions of diversity. I used SPSS to analyze the data. In Chapter 4, I present the data collection, results, and summary.

Data Collection

I only invited actively enrolled criminal justice majors who were 18 years or older who had either taken a diversity course or who had not to participate in the study. They were directed, after giving implied consent, to proceed to the SurveyMonkey link noted in the informed consent. The survey was available for 4 months, and during that time, reminders regarding the study were sent three times after the initial invite by the Criminal Justice Department assistant chair. These reminders were prompted by the participation rates to increase the response rate. There were 410 students who met the study sample

criteria of being an actively enrolled criminal justice majors who were 18 years and older at the Northeastern college who were invited to participate anonymously in the study.

The study's response rate consisted of 72 actively enrolled criminal justice majors from a Northeastern college who took a diversity course and those who did not take a diversity course.

The summaries of the demographic information can be found in Table 2. There were slightly more female students ($n = 39$; 54.2%) compared to male students ($n = 33$; 45.8%). Over half were between the age of 18-21 ($n = 43$; 59.7%) compared to age range 22-25 ($n = 11$; 15.3%) with the remaining quarter over the age of 25 ($n = 18$; 25.05%). A majority of the students were European American ($n = 44$; 61.15%), followed by Latinx ($n = 15$; 20.8%), with equal proportions of African American and Other ($n = 5$; 6.9%) and the remaining participants Asian American ($n = 3$; 4.2%). The family's household income while growing up showed a majority were middle class ($n = 59$; 81%) with lower class numbers significantly lower ($n = 12$; 16.7%), as were those for upper class ($n = 1$; 1.4%). The participants mostly resided in suburban areas ($n = 59$; 81.9%) followed by rural ($n = 7$; 9.7%), with the remaining from urban areas ($n = 6$; 8.3%). Lastly, for those who had taken a diversity course, less than half ($n = 32$; 45.8%) out of the 72 students had taken a diversity course, while more ($n = 40$; 55.6%) had not.

Table 2*Frequency and Percentage Summary of Demographic Information*

	Frequency	%
Gender		
Male	33	45.8
Female	39	54.2
Age		
18-21 years	43	59.7
22-25 years	11	15.3
Over 25 years	18	25.0
Race		
White	44	61.1
Black	5	6.9
Hispanic	15	20.8
Asian American	3	4.2
Other	5	6.9
Family Household Income		
Upper Class	1	1.4
Middle Class	59	81.9
Lower Class	12	16.7
Geographic Community		
Rural	7	9.7
Urban	6	8.3
Suburban	59	81.9
Taken a Diversity Courses		
Yes	32	44.4
No	40	55.6

Note. (N=72).

Results

In this section, I discuss the descriptive statistics that appropriately characterize the sample. I also discuss the statistical analysis findings, which are organized by the research questions. I organized this section with the following subsections: Descriptive Statistics of the Study Variables, cronbach's alpha results, chi-square results, and research questions and hypotheses.

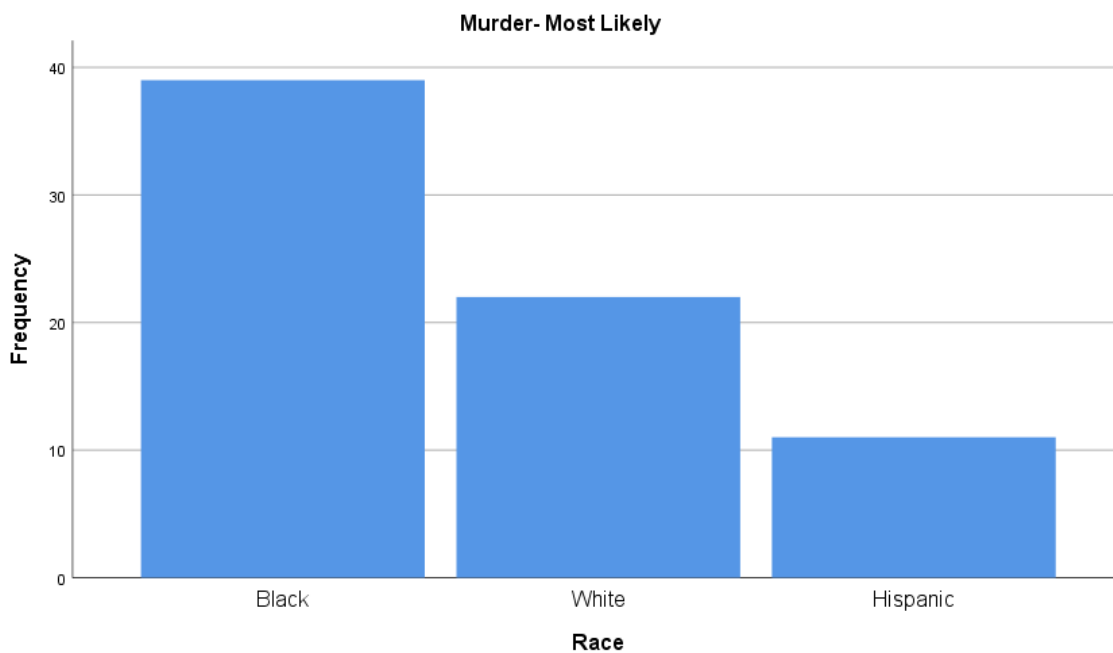
Descriptive Statistics of Study Variables

Table 3-Table 32 depict the descriptive statistics for the dependent variable of perceptions of diversity of the criminal justice students. There were five scores for the perceptions for the FBI Type I Index Crimes, Type II Selected Offenses, and Miscellaneous Criminal Offenses: (a) Black, (b) White, (c) Hispanic, (d) Native American, and (3) Asian American. For the 15 crimes for those most likely to commit, the perception was that African Americans were most likely to commit eight and European Americans were most likely to commit seven of the crimes. For the 15 offenses for those least likely to commit, the perception was that Native Americans were least likely to commit four, and Asian Americans were least likely to commit 11 of the crimes.

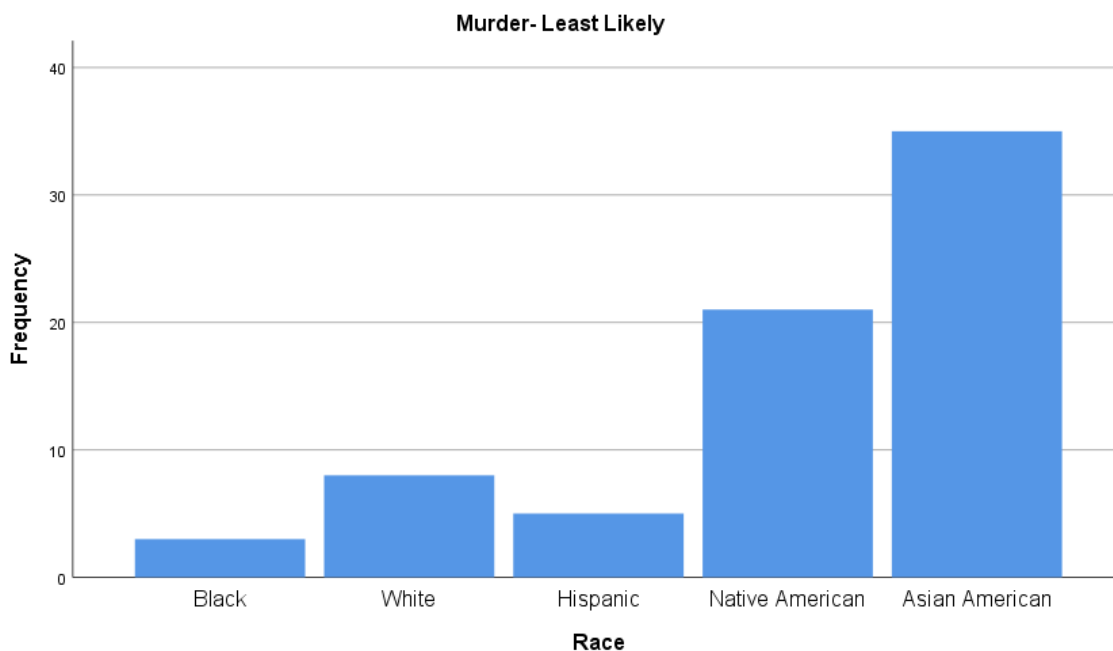
Table 3

Race for Murder Most Likely to Commit

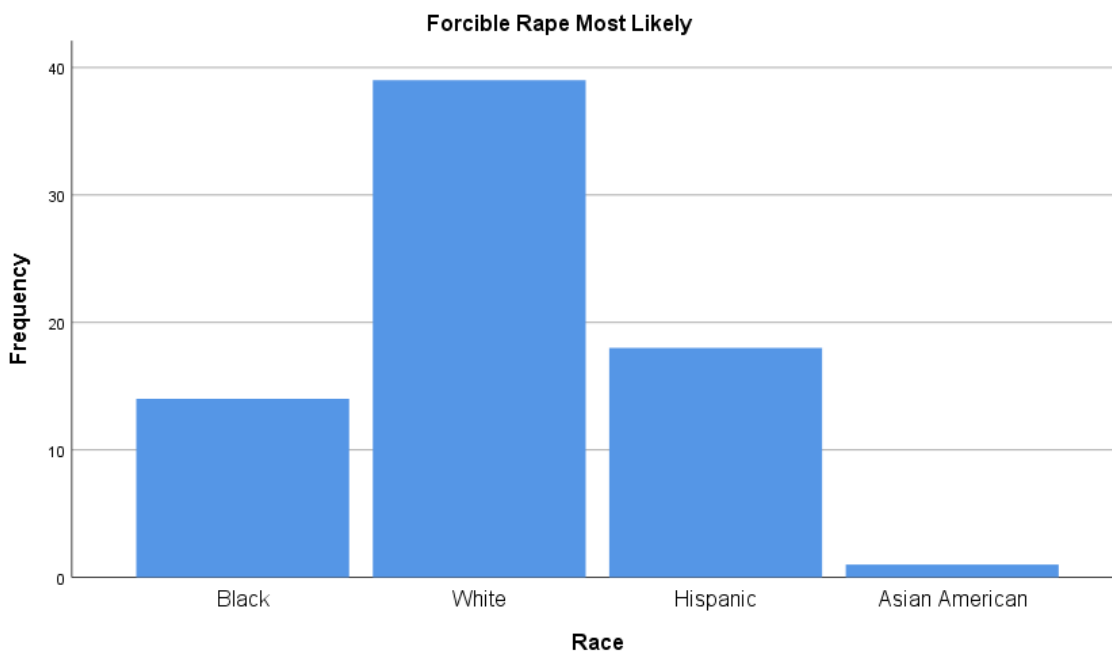
Race	Frequency	Percent
Black	39	54.2
White	22	30.6
Hispanic	11	15.3
Total	72	100

Figure 1*Race for Murder- Most Likely to Commit Bar Chart***Table 4***Race for Murder-Least Likely to Commit*

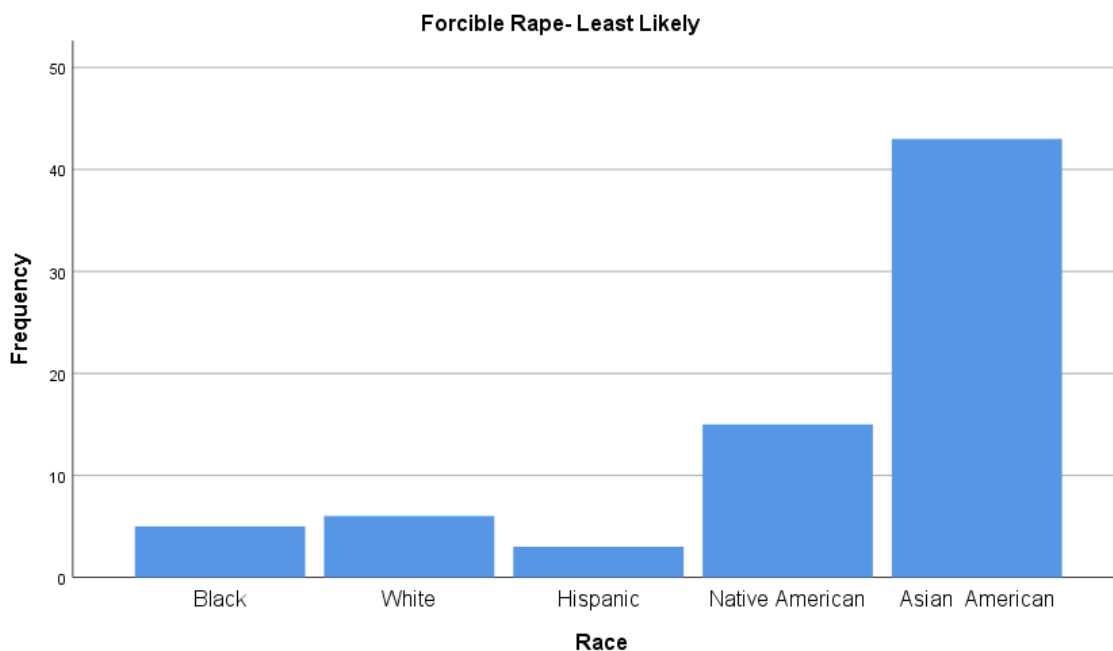
Race	Frequency	Percent
Black	3	4.2
White	8	11.1
Hispanic	5	6.9
Native American	21	29.2
Asian American	35	48.6
Total	72	100

Figure 2*Race for Murder- Least Likely to Commit Bar Chart***Table 5***Race for Forcible Rape Most Likely to Commit*

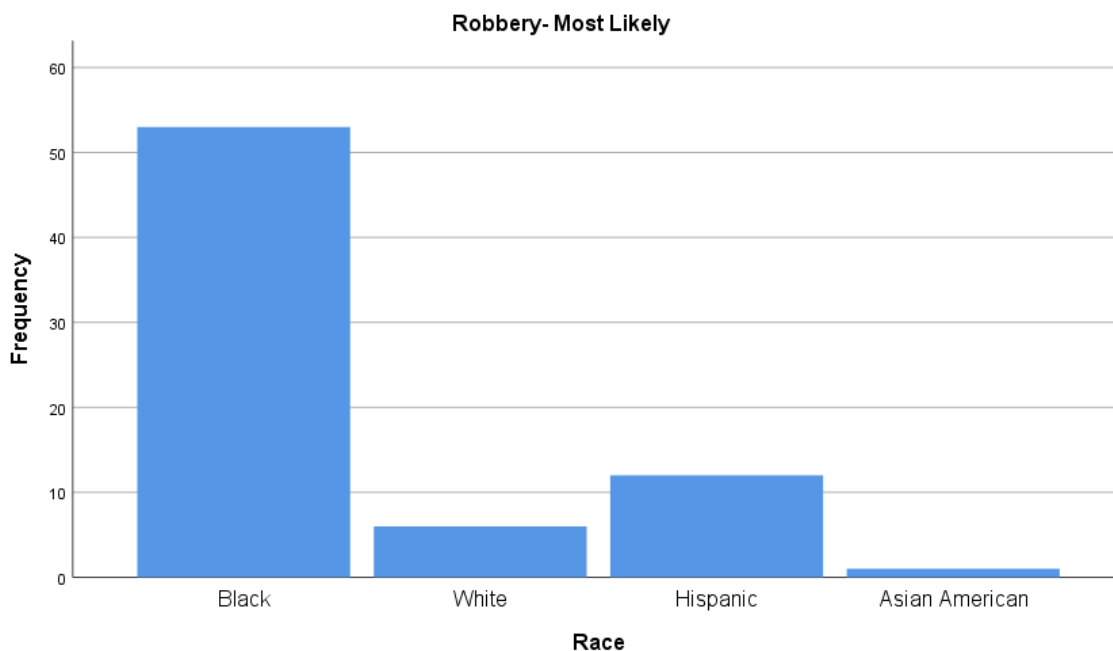
Race	Frequency	Percent
Black	14	19.4
White	39	54.2
Hispanic	18	25.0
Asian American	1	1.4
Total	72	100

Figure 3*Race for Forcible Rape- Most Likely to Commit Bar Chart***Table 6***Race for Forcible Rape Least Likely to Commit*

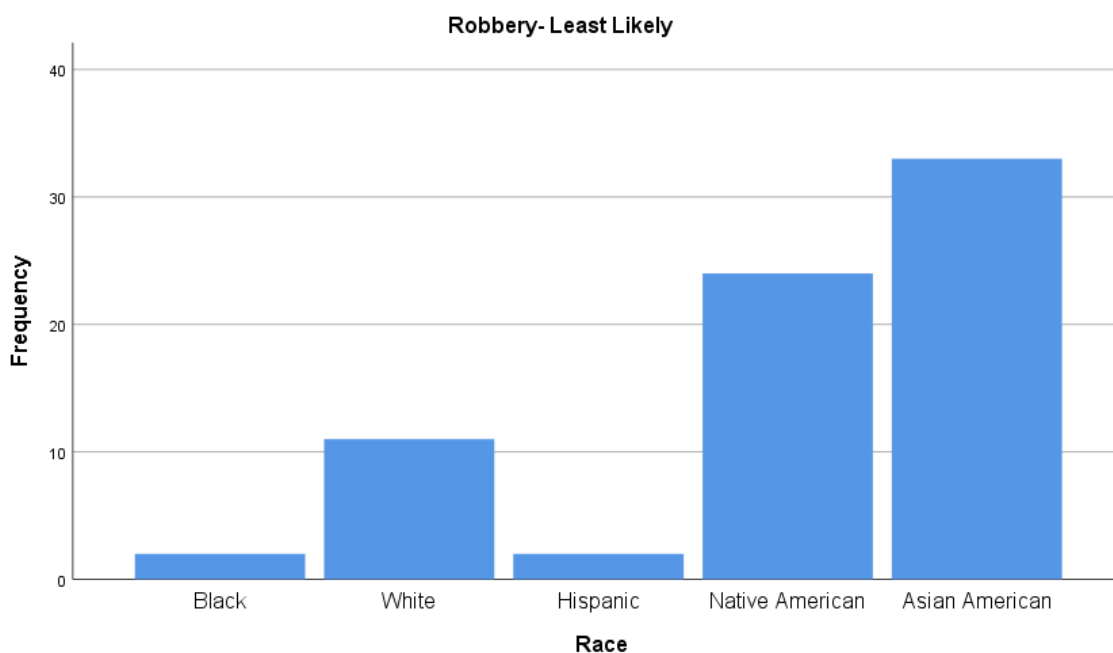
Race	Frequency	Percent
Black	5	6.9
White	6	8.3
Hispanic	3	4.2
Native American	15	20.8
Asian American	43	59.7
Total	72	100

Figure 4*Race for Forcible Rape- Least Likely to Commit Bar Chart***Table 7***Race for Robbery Most Likely to Commit*

Race	Frequency	Percent
Black	53	73.6
White	6	8.3
Hispanic	12	16.7
Asian American	1	1.4
Total	72	100

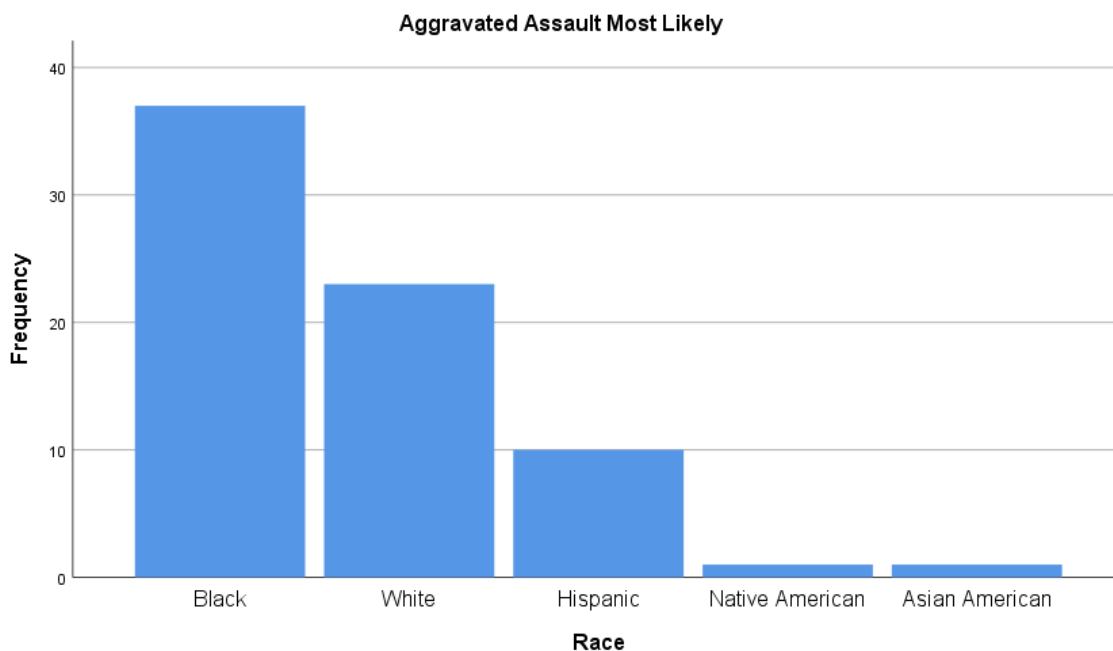
Figure 5*Race for Robbery- Most Likely to Commit Bar Chart***Table 8***Race for Robbery Least Likely to Commit*

Race	Frequency	Percent
Black	2	2.8
White	11	15.3
Hispanic	2	2.8
Native American	24	33.3
Asian American	33	45.8
Total	72	100

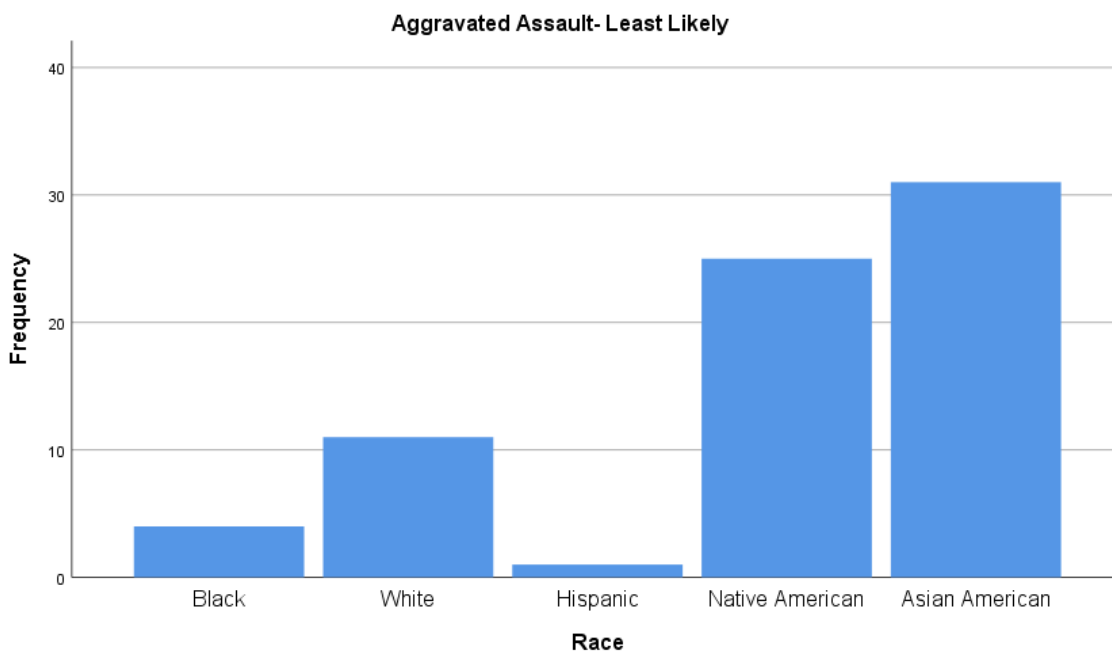
Figure 6*Race for Robbery- Least Likely to Commit Bar Chart***Table 9***Race for Aggravated Assault Most Likely to Commit*

Race	Frequency	Percent
Black	37	51.4
White	23	31.9
Hispanic	10	13.9
Native American	1	1.4
Asian American	1	1.4
Total	72	100

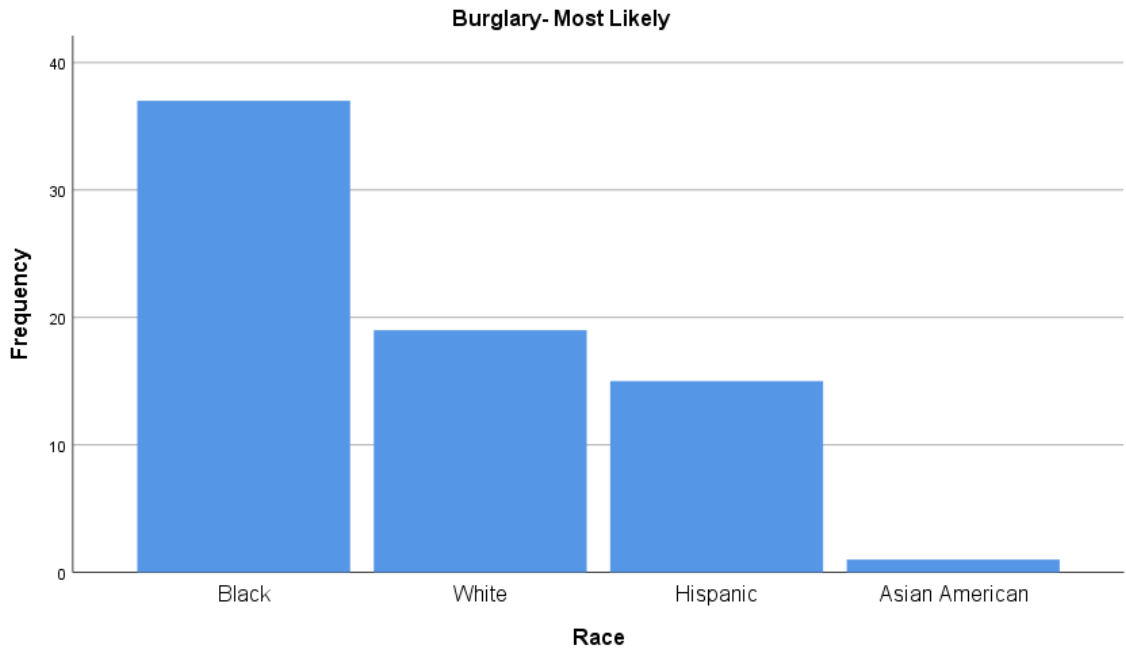
Figure 7

Race for Aggravated Assault- Most Likely to Commit Bar Chart**Table 10***Race for Aggravated Assault Least Likely to Commit*

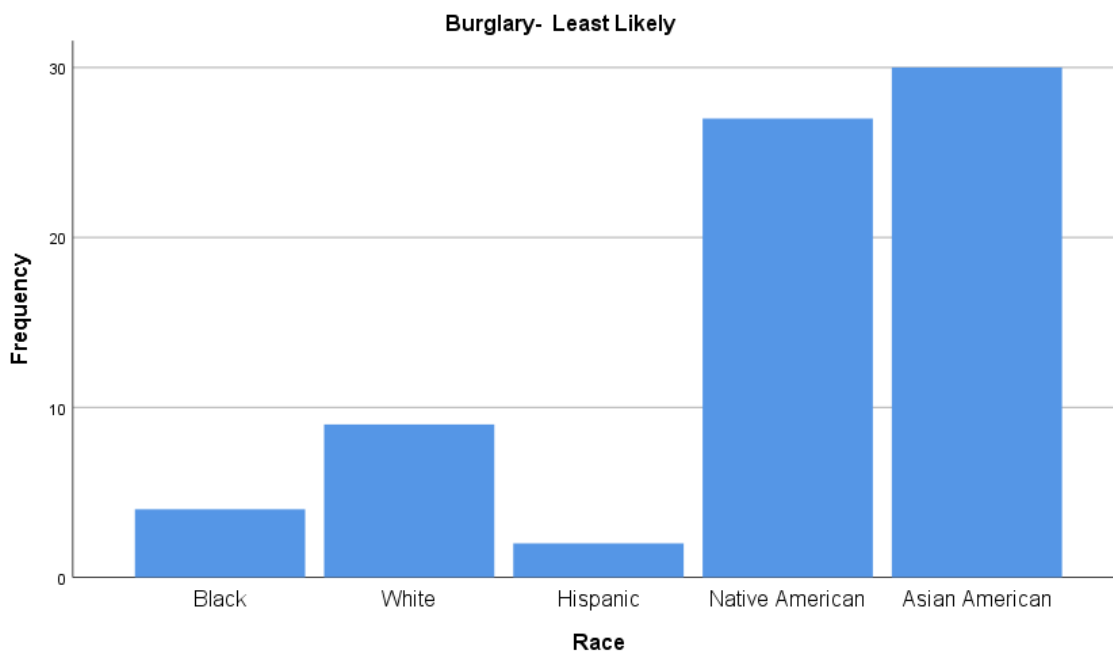
Race	Frequency	Percent
Black	4	5.6
White	11	15.3
Hispanic	1	1.4
Native American	25	34.7
Asian American	31	43.1
Total	72	100

Figure 8*Race for Aggravated Assault Least Likely to Commit Bar Chart***Table 11***Race for Burglary Most Likely to Commit*

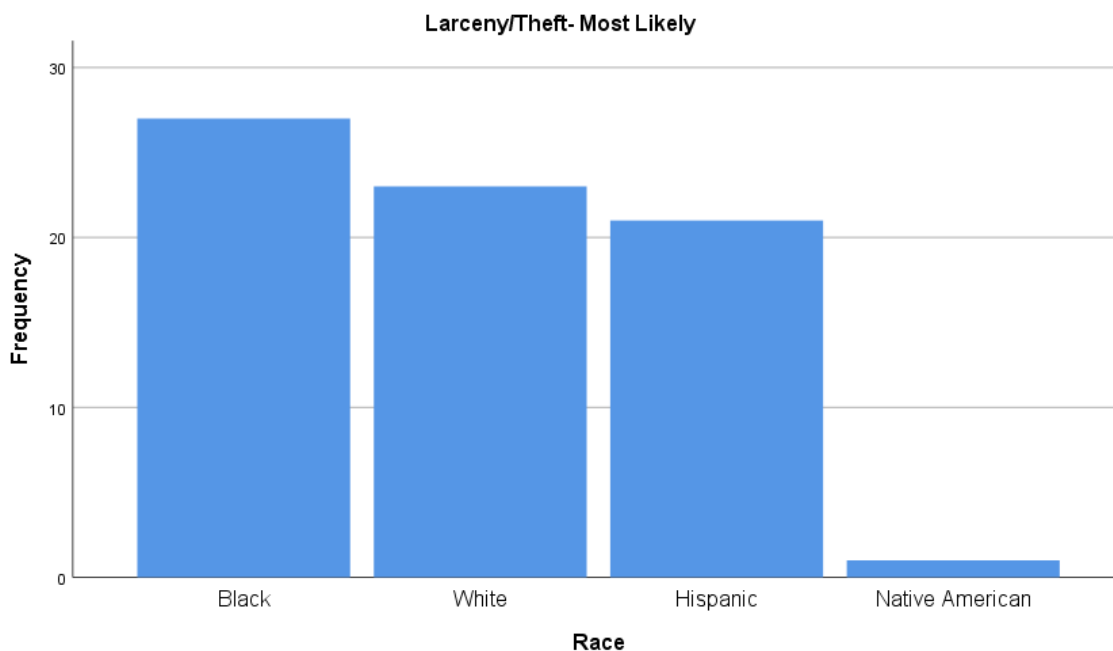
Race	Frequency	Percent
Black	37	51.4
White	19	26.4
Hispanic	15	20.8
Asian American	1	1.4
Total	72	100

Figure 9*Race for Burglary Most Likely to Commit Bar Chart***Table 12***Race for Burglary Least Likely to Commit*

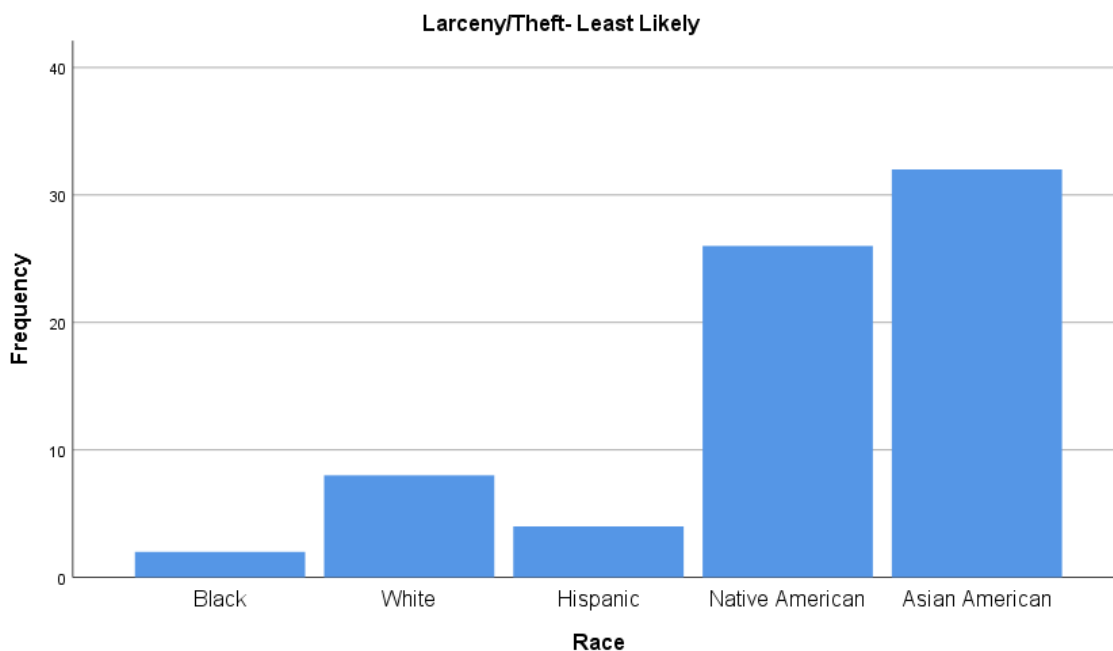
Race	Frequency	Percent
Black	4	5.6
White	9	12.5
Hispanic	2	2.8
Native American	27	37.5
Asian American	30	41.7
Total	72	100

Figure 10*Race for Burglary Least Likely to Commit Bar Chart***Table 13***Race for Larceny/Theft Most Likely to Commit*

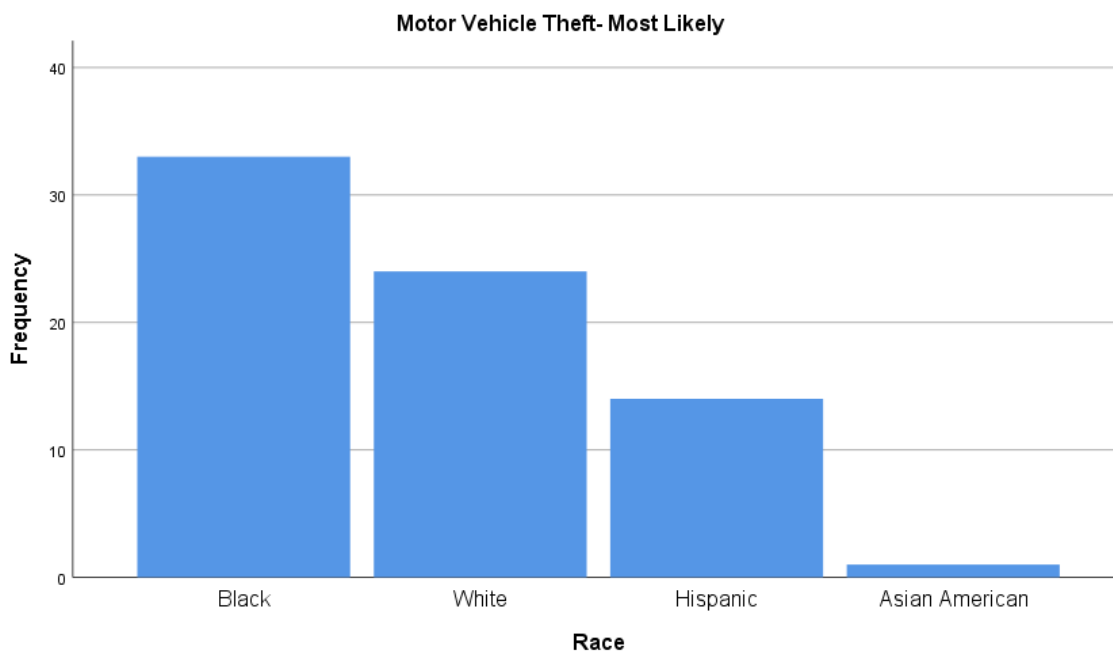
Race	Frequency	Percent
Black	27	37.5
White	23	31.9
Hispanic	21	29.2
Native American	1	1.4
Total	72	100

Figure 11*Race for Larceny/Theft Most Likely to Commit Bar Chart***Table 14***Race for Larceny/Theft Least Likely to Commit*

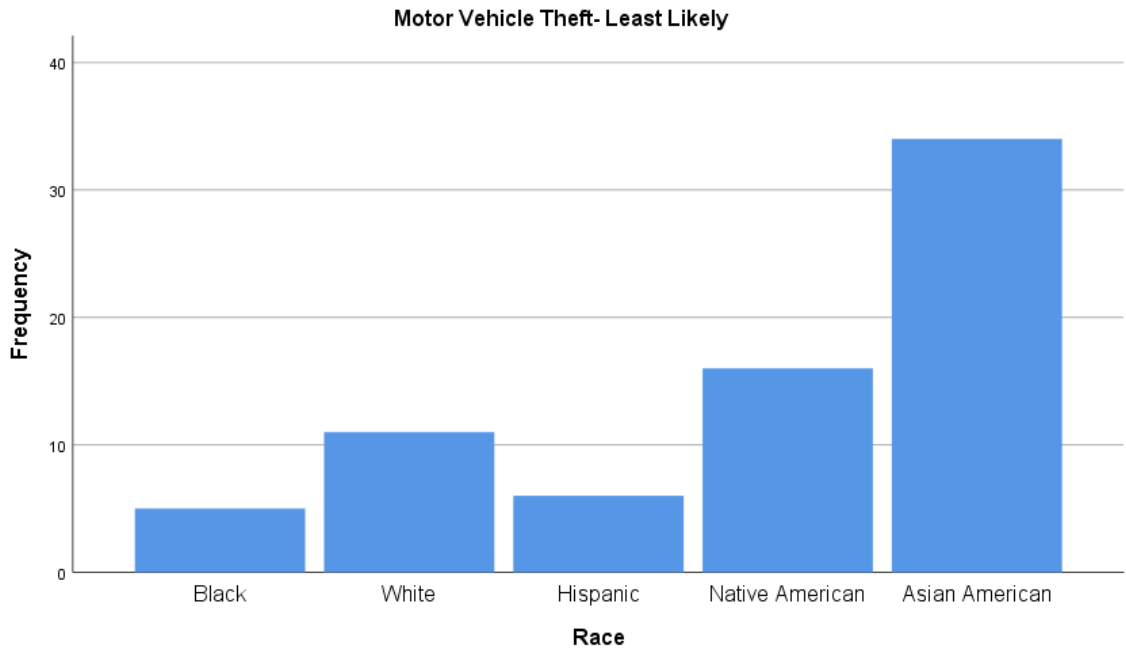
Race	Frequency	Percent
Black	2	2.8
White	8	11.1
Hispanic	4	5.6
Native American	26	36.1
Asian American	32	44.4
Total	72	100

Figure 12*Race for Larceny/Theft Least Likely to Commit Bar Chart***Table 15***Race for Motor Vehicle Theft Most Likely to Commit*

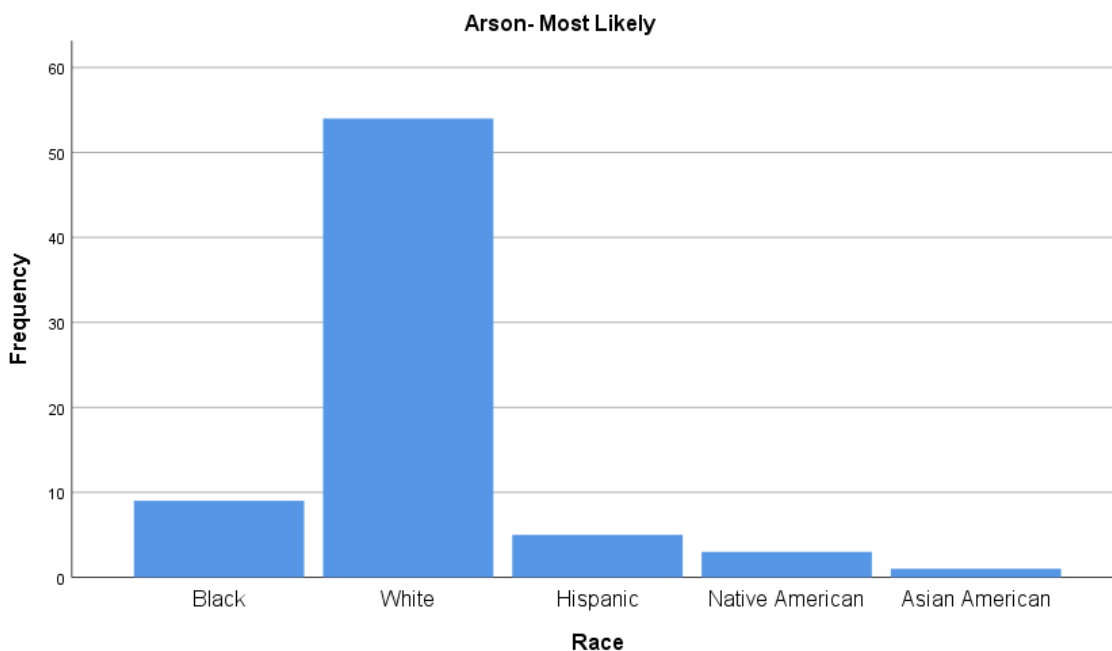
Race	Frequency	Percent
Black	33	45.8
White	24	33.3
Hispanic	14	19.4
Asian American	1	1.4
Total	72	100

Figure 13*Race for Motor Vehicle Theft Most Likely to Commit Bar Chart***Table 16***Race for Motor Vehicle Theft Least Likely to Commit*

Race	Frequency	Percent
Black	5	6.9
White	11	15.3
Hispanic	6	8.3
Native American	16	22.2
Asian American	34	47.2
Total	72	100

Figure 14*Race for Motor Vehicle Theft Most Likely to Commit Bar Chart***Table 17***Race for Arson Most Likely to Commit*

Race	Frequency	Percent
Black	9	12.5
White	54	75.0
Hispanic	5	6.9
Native American	3	4.2
Asian American	1	1.4
Total	72	100

Figure 15*Race for Arson Most Likely to Commit Bar Chart***Table 18***Race for Arson Least Likely to Commit*

Race	Frequency	Percent
Black	9	12.5
White	8	11.1
Hispanic	3	4.2
Native American	16	22.2
Asian American	36	50.0
Total	72	100

Figure 16

Race for Arson Least Likely to Commit Bar Chart

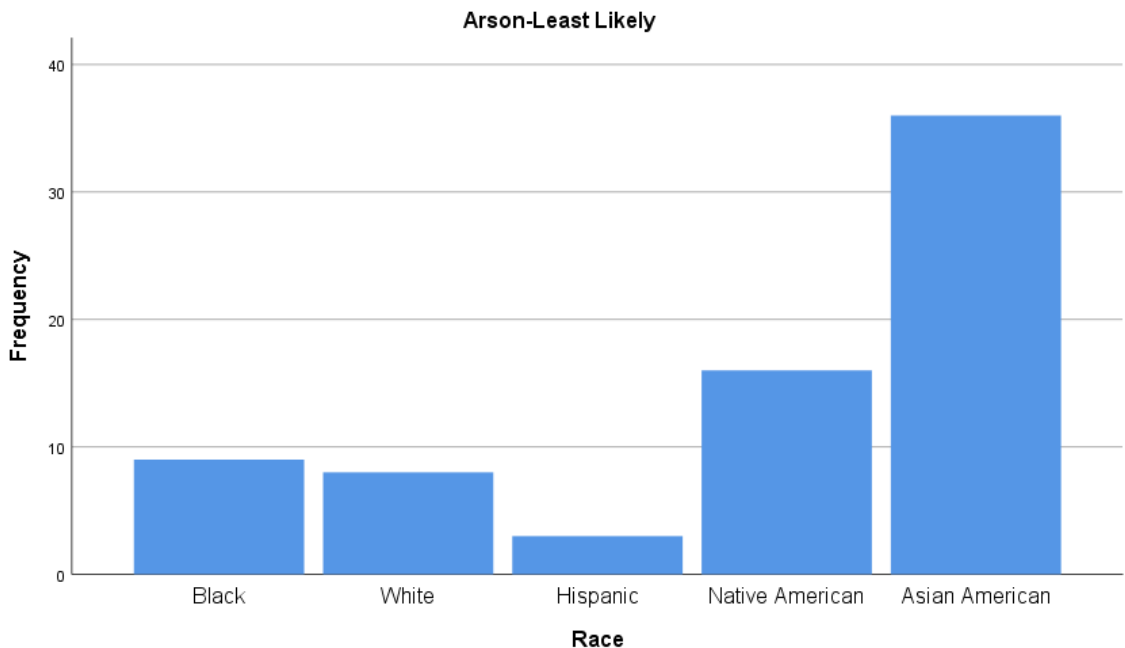
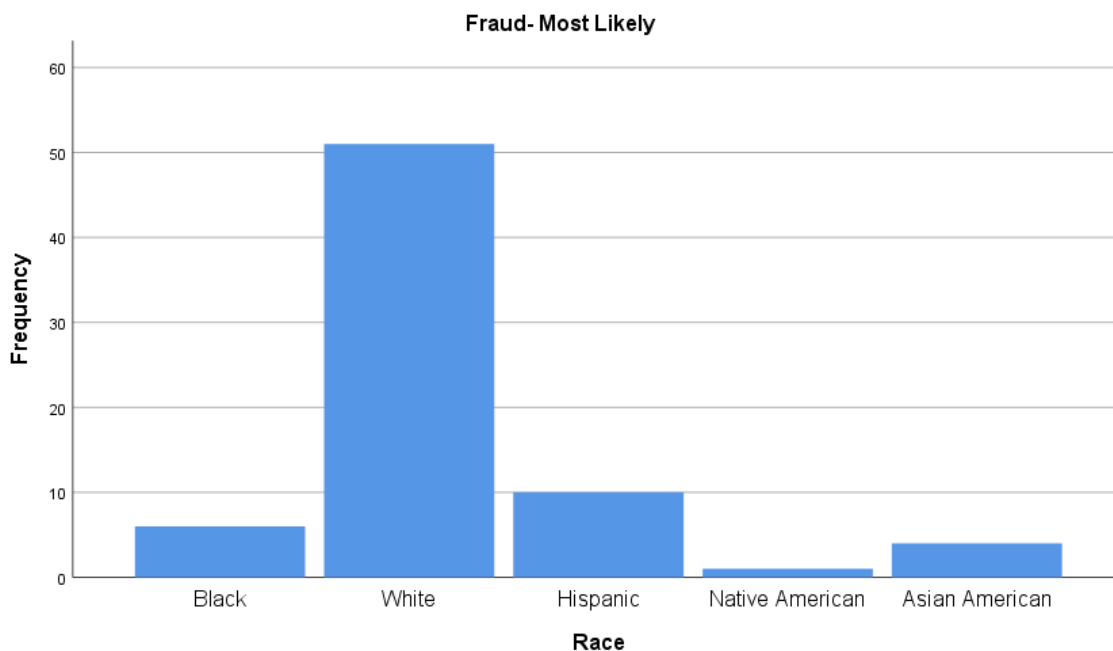


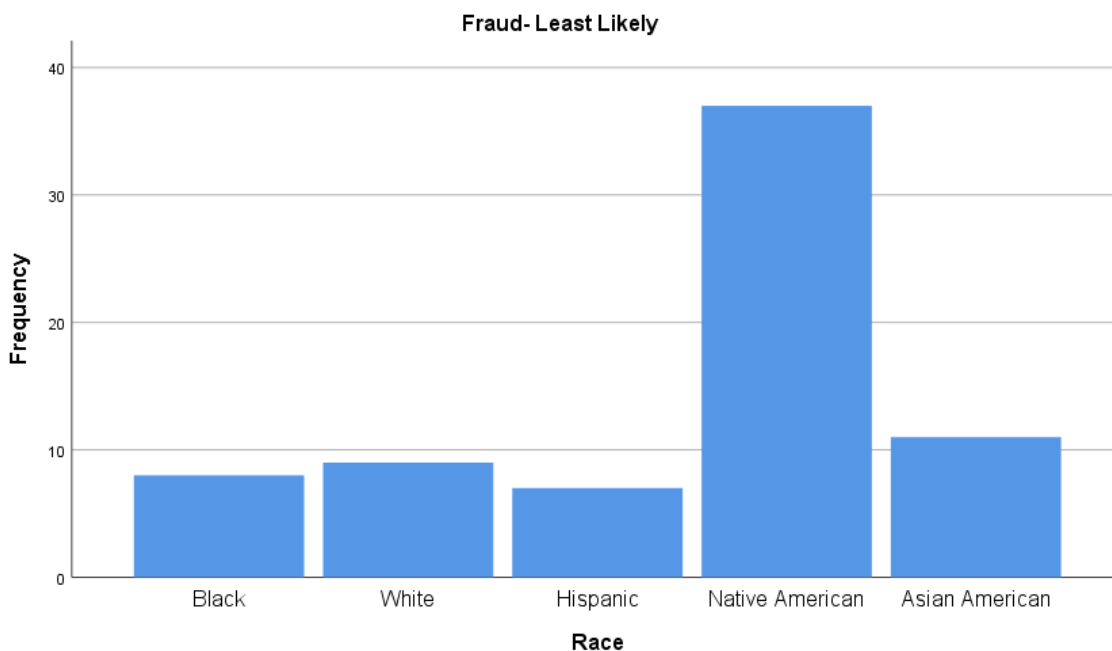
Table 19

Race for Fraud Most Likely to Commit

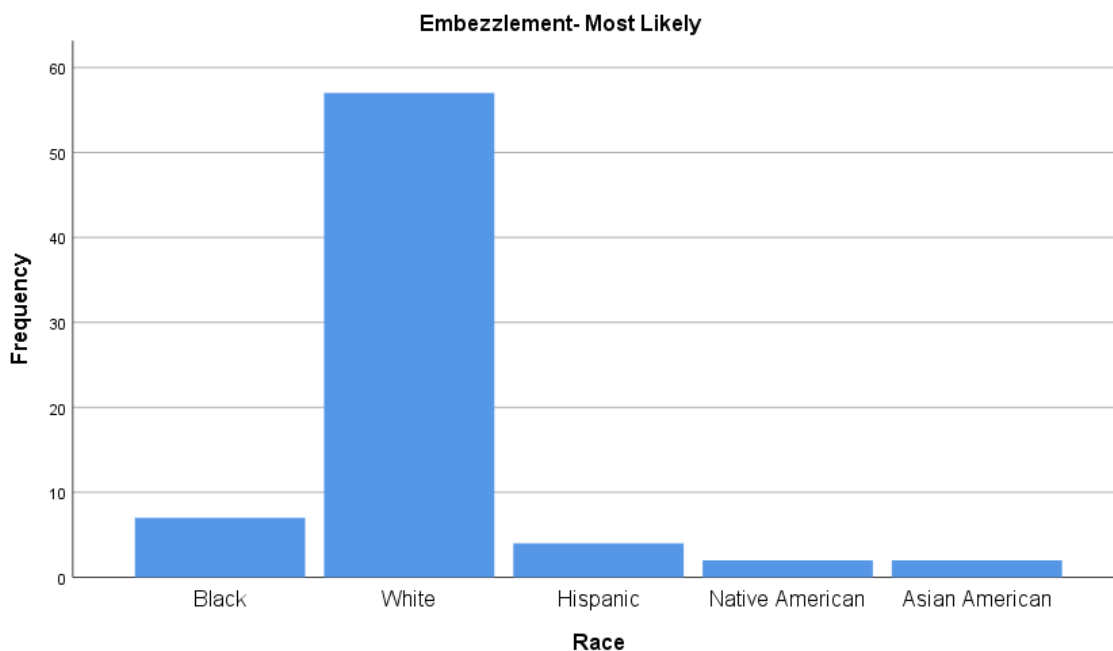
Race	Frequency	Percent
Black	6	8.3
White	51	70.8
Hispanic	10	13.9
Native American	1	1.4
Asian American	4	5.6
Total	72	100

Figure 17*Race for Fraud Most Likely to Commit Bar Chart***Table 20***Race for Fraud Least Likely to Commit*

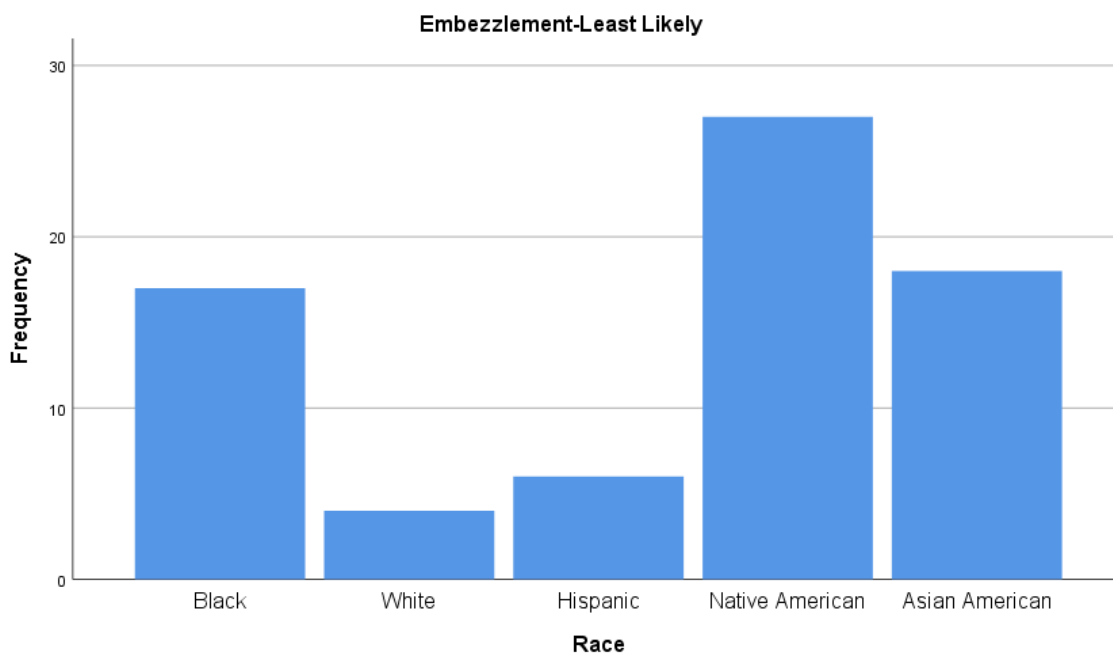
Race	Frequency	Percent
Black	8	11.1
White	9	12.5
Hispanic	7	9.7
Native American	37	51.4
Asian American	11	15.3
Total	72	100

Figure 18*Race for Fraud Least Likely to Commit Bar Chart***Table 21***Race for Embezzlement Most Likely to Commit*

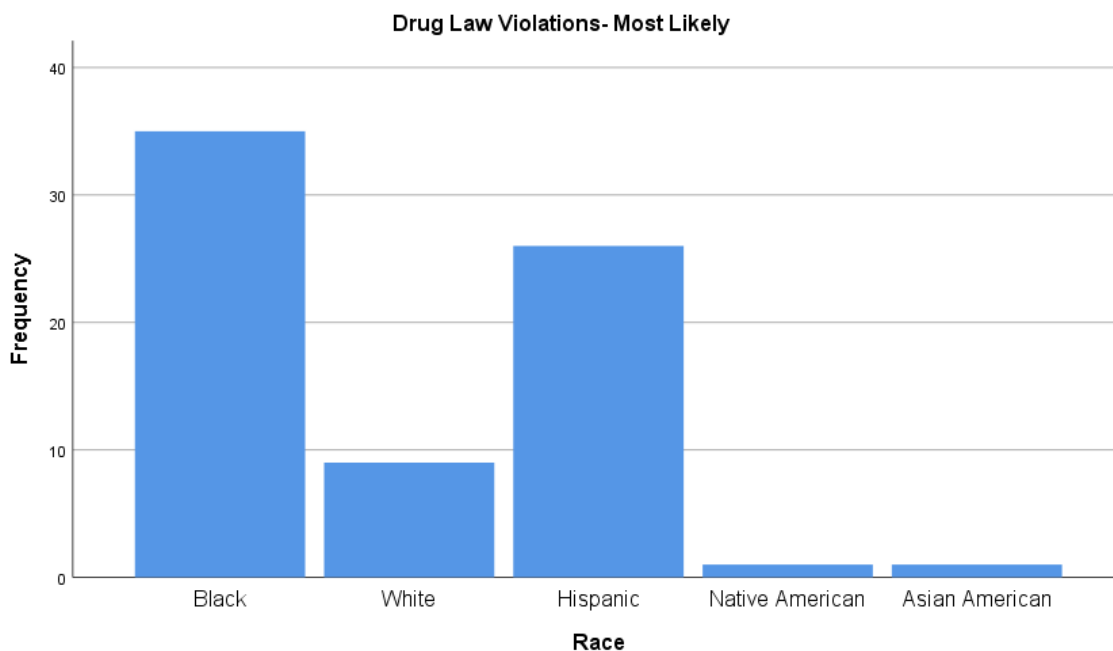
Race	Frequency	Percent
Black	7	9.7
White	57	79.2
Hispanic	4	5.6
Native American	2	2.8
Asian American	2	2.8
Total	72	100

Figure 19*Race for Embezzlement Most Likely to Commit Bar Chart***Table 22***Race for Embezzlement Least Likely to Commit*

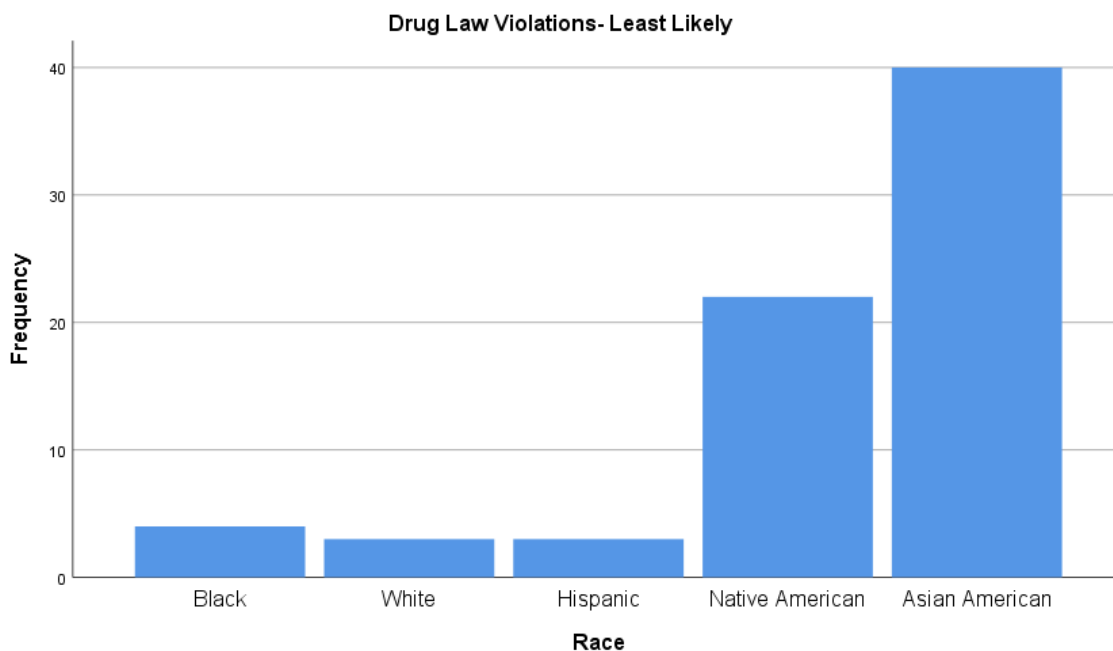
Race	Frequency	Percent
Black	17	23.6
White	4	5.6
Hispanic	6	8.3
Native American	27	37.5
Asian American	18	25.0
Total	72	100

Figure 20*Race for Embezzlement Least Likely to Commit Bar Chart***Table 23***Race for Drug Law Violations Most Likely to Commit*

Race	Frequency	Percent
Black	35	48.6
White	9	12.5
Hispanic	26	36.1
Native American	1	1.4
Asian American	1	1.4
Total	72	100

Figure 21*Race for Drug Law Violations Most Likely to Commit Bar Chart***Table 24***Race for Drug Law Violations Least Likely to Commit*

Race	Frequency	Percent
Black	4	5.6
White	3	4.2
Hispanic	3	4.2
Native American	22	30.6
Asian American	40	55.6
Total	72	100

Figure 22*Race for Drug Law Violations Least Likely to Commit Bar Chart***Table 25***Race for DUI Most Likely to Commit*

Race	Frequency	Percent
Black	2	2.8
White	60	83.3
Hispanic	9	12.5
Native American	1	1.4
Total	72	100

Figure 23

Race for DUI Most Likely to Commit Bar Chart

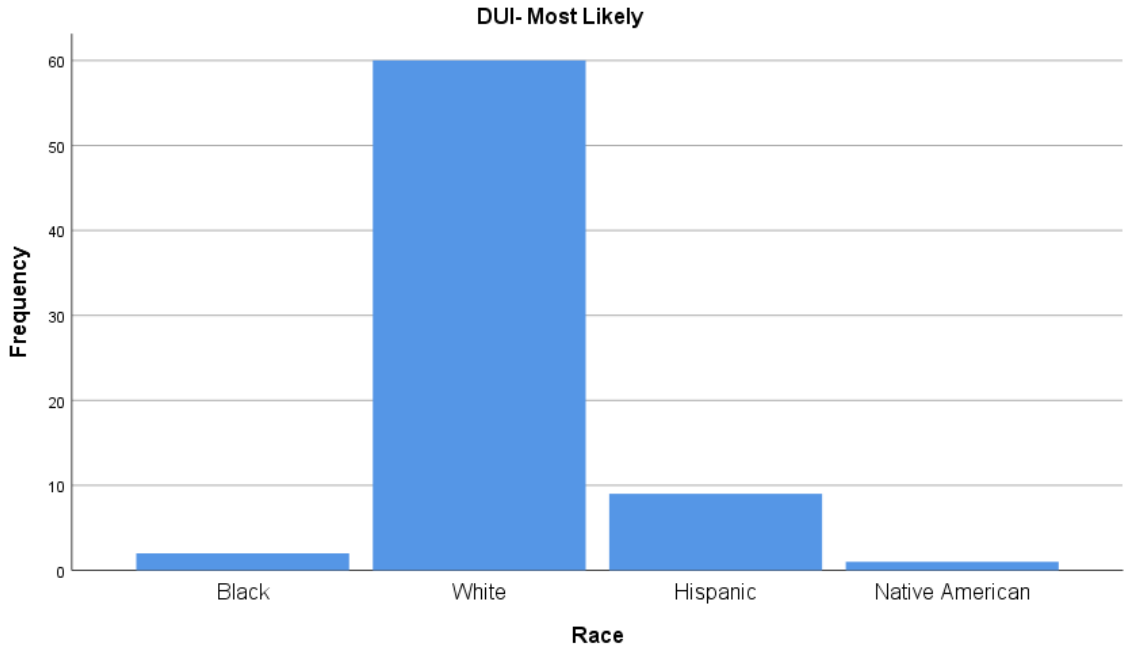
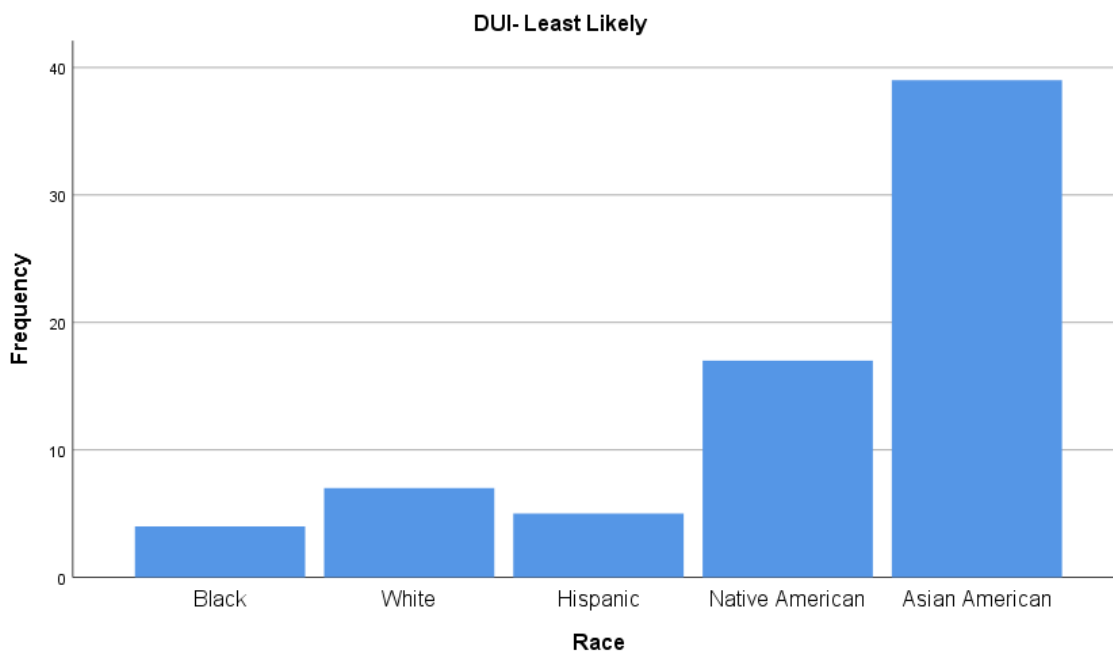


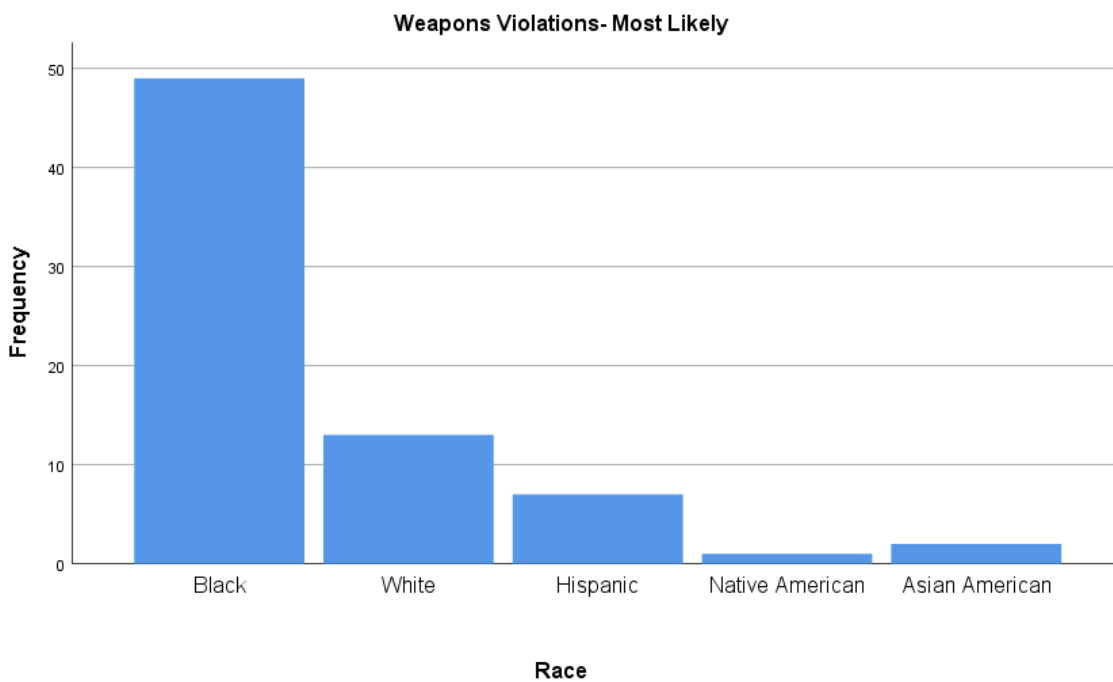
Table 26

Race for DUI Least Likely to Commit

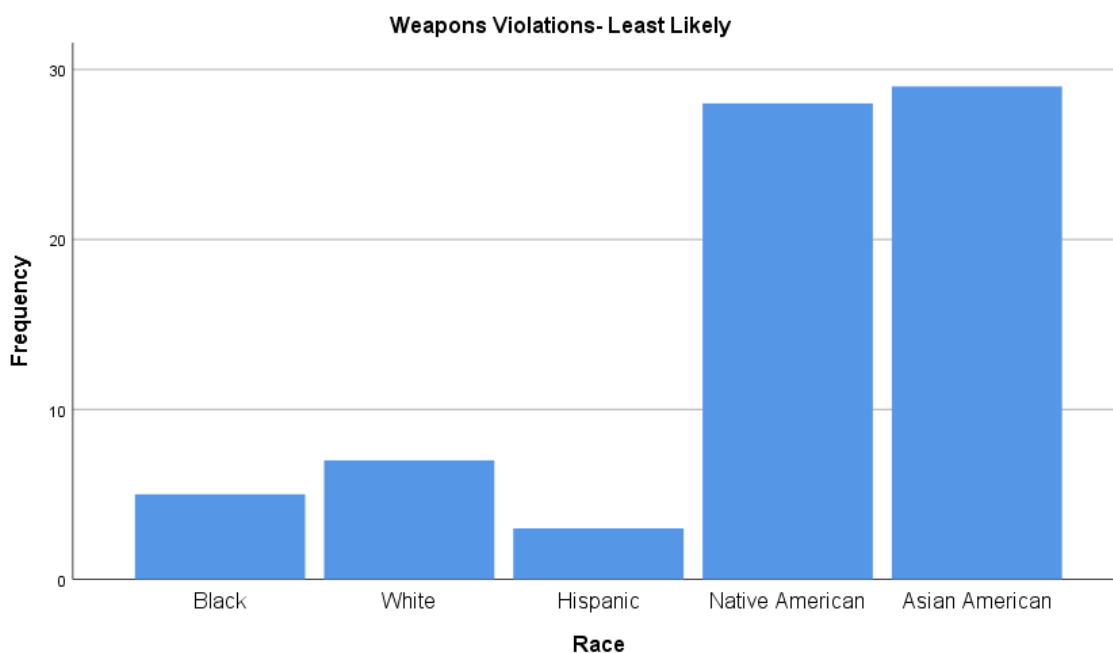
Race	Frequency	Percent
Black	4	5.6
White	7	9.7
Hispanic	5	6.9
Native American	17	23.6
Asian American	39	54.2
Total	72	100

Figure 24*Race for DUI Least Likely to Commit Bar Chart***Table 27***Race for Weapons Violations Most Likely to Commit*

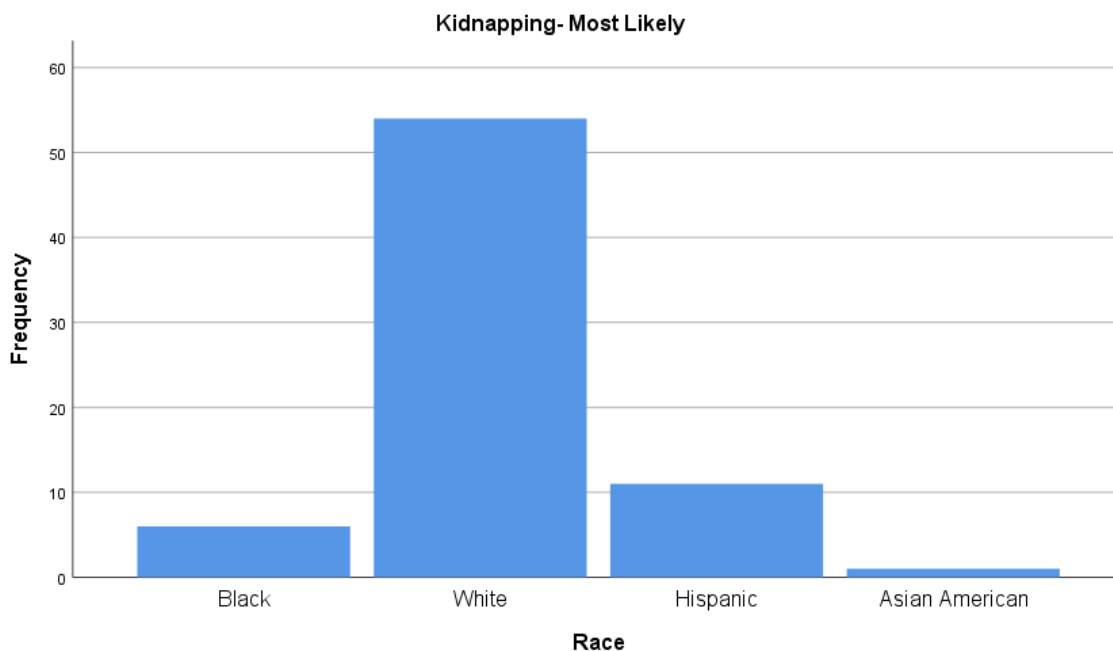
Race	Frequency	Percent
Black	49	68.1
White	13	18.1
Hispanic	7	9.7
Native American	1	1.4
Asian American	2	2.8
Total	72	100

Figure 25*Race for Weapons Violations Most Likely to Commit Bar Chart***Table 28***Race for Weapons Violations Least Likely to Commit*

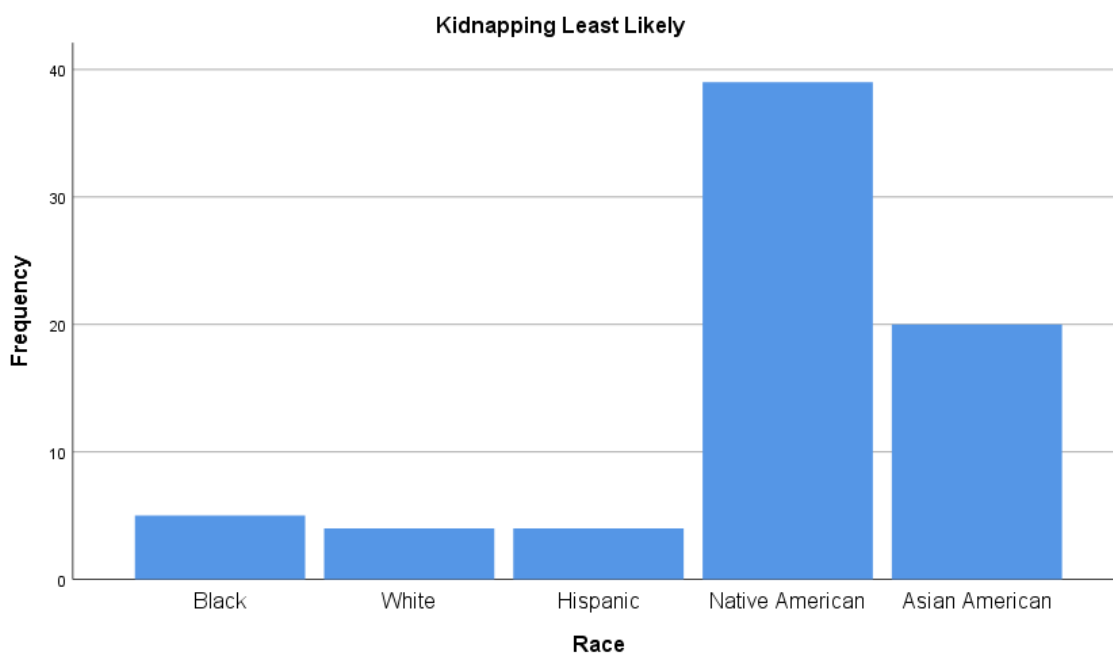
Race	Frequency	Percent
Black	5	6.9
White	7	9.7
Hispanic	3	4.2
Native American	28	38.9
Asian American	29	40.3
Total	72	100

Figure 26*Race for Weapons Violations Least Likely to Commit Bar Chart***Table 29***Race for Kidnapping Most Likely to Commit*

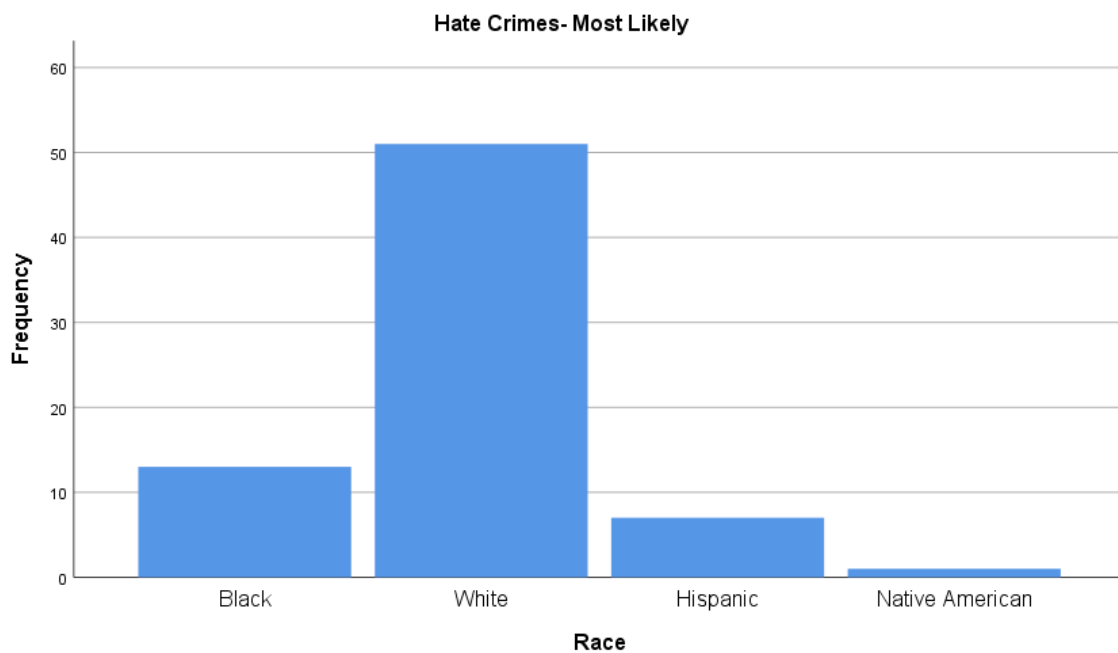
Race	Frequency	Percent
Black	6	8.3
White	54	75.0
Hispanic	11	15.3
Asian American	1	1.4
Total	72	100

Figure 27*Race for Kidnapping Most Likely to Commit Bar Chart***Table 30***Race for Kidnapping Least Likely to Commit*

Race	Frequency	Percent
Black	5	6.9
White	4	5.6
Hispanic	4	5.6
Native American	39	54.2
Asian American	20	27.8
Total	72	100

Figure 28*Race for Kidnapping Least Likely to Commit Bar Chart***Table 31***Race for Hate Crime Most Likely to Commit*

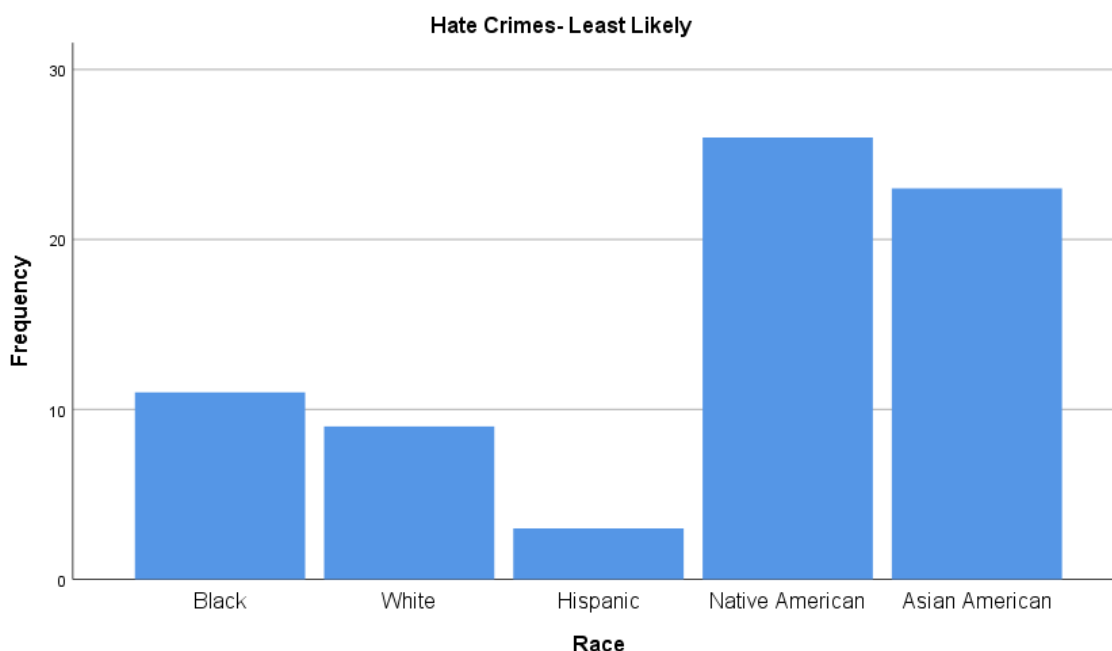
Race	Frequency	Percent
Black	13	18.1
White	51	70.8
Hispanic	7	9.7
Native American	1	1.4
Total	72	100

Figure 29*Race for Hate Crimes Most Likely to Commit Bar Chart***Table 32***Race for Hate Crime Least Likely to Commit*

Race	Frequency	Percent
Black	11	15.3
White	9	12.5
Hispanic	3	4.2
Native American	26	36.1
Asian American	23	31.9
Total	72	100

Figure 30

Race for Hate Crimes Least Likely to Commit Bar Chart



I used McMorris's (2001) survey instrument in this study. Cronbach's alpha was the statistical method used to measure the validity and reliability of the survey instrument. Test results displayed in Table 33 verified that the internal consistency of construct to measure the dependent variable of perceptions of diversity of the criminal justice students. An alpha of .7 denotes an acceptable level of consistency for the denoted items. Whereas an alpha of .8 denotes a good level of consistency for the denoted items. The level of internal consistency for the 30 items in the McMorris survey were all acceptable. The level of consistency for effort expectancy (.82) as well as the level of constancy for performance expectancy (.82) was more than acceptable and was in the

good level of consistency. This indicated that the reliability of the 30 items on the McMorris survey instrument was established in this study.

Table 33

Cronbach's Alpha Coefficient for McMorris's Survey

α	Number of Items
.823	30

Note. α = Cronbach's alpha

Research Questions and Hypotheses

In this subsection, I discussed the results of the two research questions. The findings are organized by research questions, where the chi-square Cramér's V results for perceptions of diversity by diversity course and gender results of the differences of perceptions of diversity of taking a diversity courses and gender are discussed. This subsection is organized in the following areas: Research Question 1 and Research Question 2.

Research Question 1

RQ1: Is there a significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not?

H_01 : There is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not.

*H*₁₁: There is a significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not.

Chi-square results for diversity perspectives between those who took a diversity course and those who had not. A chi-square test of independence was conducted to determine whether there was a significant association between the diversity perspectives and a diversity course. To meet the assumptions of chi-square questions 2-30 were recoded to ensure that each cell was ≥ 5 . The dependent variable of those who had taken a diversity course and those who had not was also recoded because yes had two categories; onsite or online. For the purpose of this study, the mode of delivery did not need to be differentiated. The recoding was necessary to meet the qualification of a 2 X 2 contingency because I compared two groups with a dichotomous dependent variable. The results of the analysis are shown in Tables 34-63. The results of the chi-square test of independence for RQ1 showed that there was a significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not regarding 4 different crimes; Larceny/Theft least likely to commit $\chi^2(1, N = 72) = 4.82, p = .03$, Fraud least likely to commit $\chi^2(1, N = 72) = 7.00, p = .01$, Weapons Violations most likely commit $\chi^2(1, N = 72) = 7.06, p = .01$, and Kidnapping least likely to commit $\chi^2(1, N = 72) = 7.06, p = .01$ as represented in Tables 34-37 below. This was because the *p* values were all less than the level of significance value of .05. With this result for these 4 crimes and likelihood of commission, the null hypothesis for Research Question 1, that there is no significant

difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not, was rejected. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted. Post hoc tests were not conducted because there are less than three groups of the independent variable. The results of the chi-square test of independence for the remaining crimes that did not show a significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not are illustrated in Tables C1-C26 and can be found in Appendix C.

Table 34

Q12 Cross Tabulations and Chi-Square Results for Larceny/Theft Least Likely by

Diversity Course

Race-least likely	Diversity course enrollment		Total	χ^2	df	p
	Yes	No				
Native American	16	10	26	4.816	1	.028
Black, White, Hispanic, Asian	16	30	46			
American						
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a significant association between the diversity perspectives of larceny/theft least likely to commit and a diversity course: $\chi^2(1, N = 72) = 4.82, p = .03$ (as shown in Table 34). Thus, I concluded that there is an association between the diversity perspectives of those least likely to commit larceny/theft and enrollment in a diversity course, and the null hypothesis that those who

took a diversity course are least likely to commit larceny/theft with equal proportions can be rejected.

Table 35

Q18 Cross Tabulations and Chi-Square Results for Fraud Least Likely by Diversity

Course

Race-least likely	Diversity course			χ^2	df	p
	Yes	No	Total			
Native American	22	15	37	6.950	1	.008
Black, White, Hispanic, Asian American	10	25	35			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a significant association between the diversity perspectives of fraud least likely to commit and a diversity course: $\chi^2(1, N = 72) = 7.00, p = .01$ (as shown in Table 35). Thus, I concluded that there is a statistically significant association between the diversity perspectives of those least likely to commit fraud and a diversity course, and the null hypothesis that those who took a diversity course are least likely to commit fraud with equal proportions can be rejected.

Table 36

Q25 Cross Tabulations and Chi-Square Results for Weapons Violations Most Likely by Diversity Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	27	22	49	7.056	1	.008
White, Hispanic, Native American, Asian American	5	18	23			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a significant association between the diversity perspectives of weapons violations most likely to commit and a diversity course: $\chi^2(1, N = 72) = 7.06, p = .01$ (as shown in Table 36). Thus, I concluded that there is a statistically significant association between the diversity perspectives of those most likely to commit weapons violations and a diversity course, and the null hypothesis that those who took a diversity course are most likely to commit weapons violations with equal proportions can be rejected.

Table 37

Q28 Cross Tabulations and Chi-Square Results for Kidnapping Least Likely by Diversity

Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	23	16	39	7.276	1	.007
Black, White, Hispanic, Asian	9	24	33			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a significant association between the diversity perspectives of kidnapping least likely to commit and a diversity course: $\chi^2(1, N = 72) = 7.28, p = .01$ (as shown in Table 37). Thus, I concluded that there is a statistically significant association between the diversity perspectives of those least likely to commit kidnapping and a diversity course, and the null hypothesis that those who took a diversity course are least likely to commit kidnapping with equal proportions can be rejected.

Research Question 2

RQ2: Is there a significant difference between male and female criminal justice students' diversity perspectives?

H_0 2: There is no significant difference between male and female criminal justice students' diversity perspectives.

H_1 2: There is a significant difference between male and female criminal justice students' diversity perspectives.

Chi-square results for diversity perspectives between gender; male and female. Chi-square test of independence was conducted to determine whether there was a significant association between the diversity perspectives and gender. To meet the assumptions of chi-square questions 2-30 were recoded to ensure that each cell was ≥ 5 . The dependent variable of gender had two categories and was not recoded as it met the criteria of a 2 X 2 contingency because I compared two groups with a dichotomous dependent variable. The results of the chi-square are presented in Tables D1-D30 (see Appendix D). The results of the chi-square showed that there was no significant difference between male and female criminal justice students' diversity perspectives. The chi-square analysis did not find any relationship between the independent variable gender and the perceptions of diversity for the offenses murder, forcible rape, robbery, aggravated assault, burglary, larceny/theft, motor vehicle theft, arson fraud, embezzlement, drug law violations, driving under the influence, weapons violations, kidnapping, and hate crimes. This was because the *p* values were all greater than the level of significance value of .05. With this result, the null hypothesis for Research Question 2 that there is no significant difference between male and female criminal justice students' diversity perspective was not rejected. Thus, the null hypothesis was accepted, and the alternative hypothesis was rejected. Post-hoc tests were not conducted because there were less than three groups of the independent variable.

Summary

In this nonexperimental quantitative study, I determined the relationship between perceptions of diversity of undergraduate criminal justice majors at a Northeastern

college who had taken a diversity course to those who had not. The results of the chi-square test of independence for RQ1 showed that there was a significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not regarding four different crimes and likelihood of commission; Larceny/Theft least likely to commit, Fraud least likely to commit, Weapons Violations most likely commit, and Kidnapping least likely to commit. Thereby rejecting the null hypothesis. The results of the chi-square test of independence for RQ2 showed that there was no significant difference between male and female diversity perspectives of the criminal justice students who took a diversity course and those who had not. Thereby accepting the null hypothesis. In Chapter 4, I included the introduction, data collection, results, and summary of the chapter. In Chapter 5, I include the introduction, interpretation of findings, limitations of the study, recommendations, implications, and a conclusion to the study.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

In this nonexperimental quantitative study, I compared the perceptions of diversity of undergraduate criminal justice students at a Northeastern college who took a diversity course to those who did not take a diversity course. The instrument for this study was McMorris' (2001) survey. This study was designed to answer two research questions:

RQ1: Is there a significant difference in the diversity perspectives of the criminal justice students who took a diversity course and the criminal justice students who did not?

RQ2: Is there a significant difference between male and female criminal justice students' diversity perspectives?

The results of the study indicated that there was a significant difference for least likely to commit Larceny/Theft, least likely to commit Fraud, most likely to commit weapons violations, and least likely to commit Kidnapping in the perceptions of diversity between students who had taken a diversity course and students who had not. Additionally, the results indicated that there was no significant difference between male and female criminal justice students' perceptions of diversity. In Chapter 5, I discuss the interpretation of the findings, limitations of the study, recommendations, implications, and a conclusion to the study.

Interpretation of Findings

To compare the perceptions of diversity of criminal justice students who took a diversity course to criminal justice students who did not take a diversity course, in this nonexperimental quantitative research study I examined two research questions. The findings are interpreted in the context of the literature review and the theoretical foundation. This section is organized in the following subsections: Research Question 1 and Research Question 2.

Research Question 1

RQ1: Is there a significant difference in the diversity perspectives of criminal justice students who took a diversity course and students who did not?

The chi-square results showed that the perceptions of diversity were significantly different for Larceny/Theft least likely to commit $\chi^2(1, N = 72) = 4.82, p = .03$, Fraud least likely to commit $\chi^2(1, N = 72) = 7.00, p = .01$, Weapons Violations most likely to commit $\chi^2(1, N = 72) = 7.06, p = .01$, and Kidnapping least likely to commit $\chi^2(1, N = 72) = 7.28, p = .01$, between the two groups of criminal justice students who had taken a diversity course and those who had not taken a diversity course. Therefore, the null hypothesis was rejected for these four different offenses and the likelihood of commission.

The research results revealed that criminal justice students who took a diversity course were more likely than criminal justice students who did not take a diversity course to have a significant difference in their perceptions of diversity for four of the crimes. The findings may be attributed to Bandura's (2002) social cognitive theory, which

suggests the social arena with mutual interaction supports learning. Students learn in the classroom while interacting with peers and instructors. Bandura's theory suggests that learning is a cognitive process set in a social context and not solely behavioral.

Accordingly, the information, knowledge, and experiences of others provide an exposure beyond a person's thoughts and beliefs that offers an opportunity to increase their breadth of knowledge.

Research Question 2

RQ2: Is there a significant difference between male and female criminal justice students' perceptions of diversity?

The respondents included slightly more females, 39 (54.2%) than males, 33 (45.8%). The result of the chi-square showed that there was no significant difference between male and female criminal justice students' diversity perspectives. This was because the p values were all greater than the level of significance value of .05. Therefore, the null hypothesis was accepted, and the alternative hypothesis was rejected. The findings may be attributed to Bandura's (2002) social cognitive theory, which suggests that learning is social and is a reciprocal action between the environment, behavior, and the person. Perceptions of diversity are just that, perceptions, or the state of awareness of something through seeing and hearing. Perceptions can change over time or be based on certain circumstances.

Findings from the study may be attributed to past experiences and knowledge influencing decisions that can lead to a positive change in actions. It is possible that the male and female criminal justice students' perspectives are similarly based upon these

factors as commuter students who reside in a specific geographical location and their interaction or lack of interaction with cultural diversity. Decision-making and individual reactions are based on preconceived notions (Bhawuk, 1998). Therefore, these criminal justice students, both male and female, may have similar perceptions of diversity when it comes to the commission of crimes.

Limitations of the Study

Limitations are shortcomings, conditions, or influences that cannot be controlled by the researcher (Babbie, 2017). This nonexperimental quantitative research study had several limitations. Generalization of the findings was one such limitation due to the purposive sampling of the number of criminal justice students who had taken a diversity course and the number of criminal justice students who had not. The findings were limited to criminal justice students at a northeast college, which can only be generalized to a similar population in higher education and not students with declarations of different majors or levels of academia. To address this limitation, the replication of future studies should include students with other majors and levels of academia so the findings could be compared to those of this study.

A second limitation stems from the self-reporting of students' perceptions of diversity which were needed to obtain the information. Additional measures of criminal justice students' perceptions of diversity should be integrated into future studies. Based on the nonexperimental design, there was only one measurement for each variable and each participant. However, this design assisted in determining the strength and direction of the association between the variables.

Thirdly, social desirability bias was contemplated because participants may have wanted to be perceived positively. As such, they may not have answered the questions honestly. To address this limitation, I assumed the participants did answer the survey questions freely and honestly. Additionally, participants may not accurately or thoroughly self-evaluate when completing self-report data. However, this bias was addressed with the survey instrument, which used a selection of response choices, thereby not allowing participants to provide additional information they may have felt would have been of importance.

A possible fourth limitation stems from the platform SurveyMonkey, which was used to collect the anonymous data. Although a method considered acceptable by Walden University's IRB, online surveys are not infallible. Typically, response rates are affected by the method of administration and the length of the survey. Additionally, follow-up can be burdensome due to the complete anonymity of the survey participants.

Finally, the study had a limited scope because students' perceptions were solely examined for diversity and not other concepts or areas in the criminal justice arena. The overlapping circles of criminal justice, the police, courts, and corrections, present other areas where perceptions can have an impact on the way practitioners approach their day-to-day tasks. This suggests that future studies could focus on undergraduate criminal justice perceptions of these internal organizations and potentially improve internal and interdepartmental relationships.

Recommendations for Future Research

I discussed some of the recommendations for future research in the limitations of the study section. Limitations included the recommendation to replicate the study with students with other majors and levels of academia, and the results could be compared to the findings in this study. In this study, participants were all criminal justice majors who attended a Northeastern community college. It is recommended that in future studies, researchers examine criminal justice majors' perceptions of diversity in the four other geographical locations, such as Southwest, West, Southeast, and Midwest. In addition, future studies could be conducted using a different data collection procedure, such as collecting data in the classroom, which would ensure a more robust participation rate. The surveys could be coded to protect the participants' identities. In future studies, researchers could include other measures of criminal justice majors' perceptions of diversity, as well as expand the scope to include the other two areas in the criminal justice system, the courts and corrections.

Findings indicated that there was a significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not regarding four crimes and likelihood of commission; Larceny/Theft least likely to commit, Fraud least likely to commit, Weapons Violations most likely commit, and Kidnapping least likely to commit. Thereby rejecting the null hypothesis. In addition, findings indicated that there was no significant difference between male and female diversity perspectives of the criminal justice students who took a diversity course and those who had not. Thereby accepting the null

hypothesis. It is recommended that in future studies, a specific diversity course is selected because previous research indicated that students in a Psychology of Prejudice and Racism course demonstrated an increased awareness of racism, white guilt, and white privilege (Kernahan & Davis, 2007) and a Psychology course demonstrated an increased awareness of white privilege, racism, and affirmative action support (Case, 2007). Additionally, a pretest-posttest design where students would be measured in terms of the dependent variable before taking the course and remeasured after course completion would also determine any differences that would be attributed to the independent variable.

The McMorris (2001) Perceptions of Criminality survey was used for this study and several times between 2001 and 2020. It is recommended that this study be replicated using a modified version of the survey instrument based on the ever-changing demographic construct of the United States. The 2020 U.S. Census was recently completed, which will encompass the demographic period of 2011-2020. The current survey includes five distinct categories of race and should be updated to include those reflected in the new census data, once available, or at the very least include a category of “other” for the participants to select. Additionally, the categories of Offenses should also be updated to reflect those that are new, increased, or viewed as a future threat to the safety and wellbeing of the citizens of the United States of America.

Implications for Positive Social Change

Even though the findings indicated that there was only a significant difference in the diversity perspectives of the criminal justice students who took a diversity course

between the criminal justice students who had not regarding four crimes and their likelihood of commission; Larceny/Theft least likely to commit, Fraud least likely to commit, Weapons Violations most likely commit, and Kidnapping least likely to commit, and no significant difference between male and female diversity perspectives of the criminal justice students who took a diversity course and those who had not, this nonexperimental quantitative study has far-reaching implications concerning social change at individual, familial, organizational, societal, and political levels. Findings from the study advanced knowledge related to diversity perspectives and added to the existing literature by filling a gap in public policy and administration literature regarding criminal justice major's perception of diversity. Even though a significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not regarding four crimes and their likelihood of commission; Larceny/Theft least likely to commit, Fraud least likely to commit, Weapons Violations most likely commit, and Kidnapping least likely to commit, and no significant difference between male and female diversity perspectives of the criminal justice students who took a diversity course and those who had not, education policymakers may be encouraged to continue to look for ways to improve criminal justice students perceptions of diversity, and the relationships between law enforcement personal and communities, but not utilizing a specific course may not be the best way to accomplish this task. As previous researchers Case, 2007 and Kernahan and Davis, 2007 found that utilizing a specific course with a specific population of students demonstrated an increase in awareness based on a denial of racism validated the need to include

diversity courses. Additionally, specific programs or diversity modules within a program yielded an increase in awareness as documented by Paone et al. (2015), and Saleh et al. (2011).

In addition, along with the field of public policy and administration, a variety of other fields might be interested in the research findings, including criminal law, education, forensic psychology, and sociology. The findings are also applicable to several organizations and agencies, including but not limited to the department of education, criminal justice agencies, police academies, and community and neighborhood organizations. Research findings may be of particular interest to leaders in higher education, including but not limited to provosts, vice presidents of academic affairs, school deans, department chairs of criminal justice, public administration, and sociology, as well as academic advisors, and career services placement associates. Findings from this study will lead to positive social change by assisting students, parents, educators, government officials, and law enforcement professions to better understand the relationship between criminal justice students perceptions of diversity and a diversity course, which in turn can be used to develop policies and programs geared towards improving the relationships between law enforcement and the communities they serve.

Conclusion

The chi-square results showed that the perceptions of diversity were significantly different, for Larceny/Theft least likely to commit, Fraud least likely to commit, Weapons Violations most likely to commit, and Kidnapping least likely to commit, between the two groups of criminal justice students who had taken a diversity course and

those who had not taken a diversity course. These findings may be attributed to Bandura's (2002) Social Cognitive Theory which has served as the theoretical framework pertaining to studies addressing behavioral change, self-efficacy, cross-cultural training, cognitive skills, social justice outcomes, and pedagogical practice. Additionally, the teaching method of andragogy, focusing on adult abstract thinkers, assists in sustaining the path between theory and practice (Birzer, 2003). Findings in this study are encouraging as past research on the effectiveness of diversity education on adult learners have yielded positive increases in awareness (Brown, 2004, Case, 2007, Hirschinger-Blank, et al., 2009, Kearnan & Davis, 2007, Mistry et al. 2012, & Paone et al., 2015). Therefore, professionals should seek to modify criminal justice curriculum to include diversity courses or at the very least require one diversity course. By doing this, criminal justice students will be introduced to new knowledge and experiences which affect future choices and actions.

Even though there were some significant findings in this study, education should be used to enhance the learning experiences of criminal justice students and better prepare them for the careers they desire to pursue upon graduation. Numerous researchers have examined the effects of diversity education on attitudes, perceptions, behaviors, and awareness of undergraduate and graduate students, and police recruits (Allen & Parker, 2013, Brown, 2004, Case, 2007, Conti, 2006, Hirschinger-Blank, et al., 2009, Kearnan & Davis, 2007, Mistry et al., 2012, & Paone et al., 2015, Saleh et al., 2011, & Schlosser, 2013). Therefore criminal justice educators, policymakers, and leaders should continue to look for ways to include diversity courses into the core criminal justice curriculum. This

will lead to students who are better prepared to enter the workforce and interact with society. The end product has the potential to change community relationships for the better by reducing tensions between criminal justice practitioners and the communities they serve.

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Appendix A: National Institute of Health (NIH) Certificate



Appendix B: Email Permission to Use Instrument

Deborah Palicia

Reply all

Tue 11/6/2018, 3:50 PM

Sent Items

Hello Dr. **McMorris**,

My name is Deborah Palicia and I am a doctoral student at Walden University working on my dissertation entitled: The Relationship of Diversity Education on the Perceptions of Criminal Justice Majors. While conducting my research I found your dissertation and survey. I am seeking permission to use your survey for my study.

If you would like to speak with me regarding the details or have any questions, please let me know when would be a good time to talk or feel free to call me on my phone number below.

I thank you for your time and hope to hear back from you.

Enjoy the day!!

Deborah Palicia

Michael McMorris

Reply all

Sat 12/8/2018, 10:02 AM

Deborah Palicia

Good morning **Deborah**,

I have received the \$200 payment, via PayPal. Please enjoy using my survey instrument to assist you in your research, for your Dissertation. Please let me know if there is anything else I can do for you.

Feel welcome to contact me anytime via email or cell

Thank you, **Michael**

P.S. What is the title of your Dissertation?

Dr. Michael A. McMorris

Appendix C: Research Question 1 Chi-Square Analysis

Table C1*Q1 Cross Tabulations and Chi-Square Results for Murder Most Likely by Diversity**Course*

Race-most likely	Diversity course		Total	χ^2	<i>df</i>	<i>p</i>
	Yes	No				
Black	20	19	39	2.203	2	.332
White	7	15	22			
Hispanic	5	6	11			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of murder most likely to commit and a diversity course: $\chi^2(2, N = 72) = 2.20$, $p = .33$ (as shown in Table 38). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit murder and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C2

Q2 Cross Tabulations and Chi-Square Results for Murder Least Likely by Diversity

Course

Race-least likely	Diversity course			χ^2	df	p
	Yes	No	Total			
Native American	8	13	21	1.282	2	.527
Asian American	15	20	35			
Black, White, Hispanic	9	7	16			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of murder least likely to commit murder and a diversity course: $\chi^2(2, N = 72) = 1.28, p = .53$ (as shown in Table 39). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit murder and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C3

Q3 Cross Tabulations and Chi-Square Results for Forcible Rape Most Likely by Diversity

Course

Race most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	9	5	14	2.840	2	.242
White	15	24	39			
Hispanic, Asian American	8	11	17			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of forcible rape most likely to commit and a diversity course: $\chi^2(2, N = 72) = 2.84, p = .24$ (as shown in Table 40). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit forcible rape and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C4

Q4 Cross Tabulations and Chi-Square Results for Forcible Rape Least Likely by Diversity Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Asian American	20	23	43	.185	1	.667
Black, White, Hispanic, Native American	12	17	29			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of forcible rape least likely to commit and a diversity course: $\chi^2(1, N = 72) = .19, p = .67$ (as shown in Table 41). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit forcible rape and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C5

Q5 Cross Tabulations and Chi-Square Results for Robbery Most Likely by Diversity

Course

Race- Most Likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	22	31	53	.701	1	.403
White, Hispanic, Asian American	10	9	19			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of robbery most likely to commit and a diversity course: $\chi^2(1, N = 72) = .70, p = .40$ (as shown in Table 42). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit robbery and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C6

Q6 Cross Tabulations and Chi-Square Results for Robbery Least Likely by Diversity

Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Asian American	15	18	33	0.25	1	.874
Black, White, Hispanic, Native American	17	22	39			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of robbery least likely to commit and a diversity course: $\chi^2(1, N = 72) = .025, p = .87$ (as shown in Table 43). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit robbery and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C7

Q7 Cross Tabulations and Chi-Square Results for Aggravated Assault Most Likely by Diversity Course.

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	16	21	37	0.44	1	.833
White, Hispanic, Native American, Asian American	15	19	35			

Total	31	41	72
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The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of aggravated assault most likely to commit and a diversity course: $\chi^2(2, N = 72) = .44, p = .83$ (as shown in Table 44). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit aggravated assault and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C8

Q8 Cross Tabulations and Chi-Square Results for Aggravated Assault Least Likely by Diversity Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	9	16	25	4.179	2	.124
Asian American	18	13	31			
Black, White, Hispanic	5	11	16			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of aggravated assault least likely to commit and a diversity course: $\chi^2(2, N = 72) = 4.18, p = .12$ (as shown in Table 45). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit aggravated assault and enrollment in a diversity course. Therefore,

the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C9

Q9 Cross Tabulations and Chi-Square Results for Burglary Most Likely by Diversity

Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	19	18	37	3.44	2	.179
White	5	14	19			
Hispanic, Asian American	8	8	16			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of burglary most likely to commit and a diversity course: $\chi^2(2, N = 72) = 3.44, p = .18$ (as shown in Table 46). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit burglary and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C10

Q10 Cross Tabulations and Chi-Square Results for Burglary Least Likely by Diversity

Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Asian American	17	13	30	3.111	1	0.78
Black, White, Hispanic, Native American	15	27	42			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of burglary least likely to commit and a diversity course: $\chi^2(2, N = 72) = 3.11, p = .08$ (as shown in Table 47). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit burglary and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C11

Q11 Cross Tabulations and Chi-Square Results for Larceny/Theft Most Likely by

Diversity Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	12	15	27	0.18	2	.991
White	10	13	23			
Hispanic, Native American	10	12	22			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of larceny/theft most likely to commit and a diversity course: $\chi^2(2, N = 72) = .20, p = .99$ (as shown in Table 48). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit larceny/theft and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C12

Q13 Tabulations and Chi-Square Results for Motor Vehicle Theft Most Likely by

Diversity Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	14	19	33	.101	1	.751
White, Hispanic, Asian American	18	21	39			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of motor vehicle theft most likely to commit and a diversity course: $\chi^2(1, N = 72) = .10, p = .75$ (as shown in Table 49). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit motor vehicle theft and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C13

Q14 Cross Tabulations and Chi-Square Results for Motor Vehicle Theft Least Likely by Diversity Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	9	7	16	1.162	2	.559
Asian American	14	20	34			
Black, White, Hispanic	9	13	22			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of motor vehicle theft least likely to commit and a diversity course: $\chi^2(2, N = 72) = 1.16, p = .56$ (as shown in Table 50). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit motor vehicle theft and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C14

Q15 Cross Tabulations and Chi-Square Results for Arson Most Likely by Diversity

Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
White	22	32	54	1.200	1	.273
Black, Hispanic, Native American, Asian American	10	8	18			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of arson most likely to commit and a diversity course: $\chi^2(1, N = 72) = 1.20, p = .27$ (as shown in Table 51). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit arson and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C15

Q16 Cross Tabulations and Chi-Square Results for Arson Least Likely by Diversity

Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Asian American	18	18	36	.900	1	.343
Black, White	14	22	36			
Hispanic, Native American						
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of arson least likely to commit and a diversity course: $\chi^2(1, N = 72) = .90, p = .34$ (as shown in Table 52). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit arson and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C16

Q17 Cross Tabulations and Chi-Square Results for Fraud Most Likely by Diversity

Course

Race-most likely	Diversity course			χ^2	df	p
	Yes	No	Total			
White	20	31	51	1.936	1	.164
Black, Hispanic, Native, American, Asian American	12	9	21			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of fraud most likely to commit and a diversity course: $\chi^2(1, N = 72) = 1.94, p = .16$ (as shown in Table 53). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit fraud and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C17

Q19 Cross Tabulations and Chi-Square Results for Embezzlement Most Likely by

Diversity Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
White	25	32	57	.038	1	.846
Black, Hispanic, Native American, Asian American	7	8	15			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of embezzlement most likely to commit and a diversity course: $\chi^2(1, N = 72) = .04, p = .85$ (as shown in Table 54). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit embezzlement and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C18

Q20 Cross Tabulations and Chi-Square Results for Embezzlement Least Likely by Diversity Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	12	15	27	.375	2	.829
Asian American	9	9	18			
Black, White, Hispanic	11	16	27			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of embezzlement least likely to commit and a diversity course: $\chi^2(2, N = 72) = .38, p = .83$ (as shown in Table 55). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit embezzlement and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C19

Q21 Cross Tabulations and Chi-Square Results for Drug Law Violations Most Likely by Diversity Course

Race- Most Likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Black	13	22	35	1.471	1	.225
White, Hispanic, Native American, Asian American	19	18	37			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of drug law violations most likely to commit and a diversity course: $\chi^2(1, N = 72) = 1.47, p = .23$ (as shown in Table 56). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit drug law violations and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C20

Q22 Cross Tabulations and Chi-Square Results for Drug Law Violations Least Likely by Diversity Course

Race-least likley	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	11	11	22	.720	2	.698
Asian American	16	24	40			
Black, White, Hispanic	5	5	10			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of drug law violation least likely to commit and a diversity course: $\chi^2_{(2, N = 72)} = .72, p = .70$ (as shown in Table 57). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit drug law violations and enrollment in a diversity course. Therefore, the null that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C21

Q23 Cross Tabulations and Chi-Square Results for Driving Under the Influence Most

Likely by Diversity Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
White	26	34	60	.180	1	.671
Black, Hispanic, Native American	6	6	12			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of driving under the influence most likely to commit and a diversity course: $\chi^2(1, N = 72) = .18, p = .67$ (as shown in Table 58). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit driving under the influence and enrollment in a diversity course. Therefore, the null hypothesis that *there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not* cannot be rejected.

Table C22

Q24 Cross Tabulations and Chi-Square Results for Driving Under the Influence Least

Likely by Diversity Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	5	12	17	3.265	2	.195
Asian American	21	18	39			
Black, White, Hispanic	6	10	16			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of driving under the influence least likely to commit and a diversity course: $\chi^2(2, N = 72) = 3.27, p = .20$ (as shown in Table 59). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit driving under the influence and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C23

Q26 Cross Tabulations and Chi-Square Results for Weapons Violations Least Likely by Diversity Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	12	16	28	1.401	2	.496
Asian American	15	14	29			
Black, White, Hispanic	5	10	15			
Total	32	40	72			

The results of the chi-square analysis for RQ26 revealed a nonsignificant association between the diversity perspectives of weapons violations least likely to commit and a diversity course: $\chi^2(2, N = 72) = 1.40, p = .50$ (as shown in Table 60). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit weapons violations and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C24

Q27 Cross Tabulations and Chi-Square Results for Kidnapping Most Likely by Diversity

Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
White	24	30	54	.000	1	1.0
Black, Hispanic, Asian American	8	10	18			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of kidnapping most likely to commit and a diversity course: $\chi^2(1, N = 72) = .00, p = 1.00$ (as shown in Table 61). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit kidnapping and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C25

Q29 Cross Tabulations and Chi-Square Results for Hate Crimes Most Likely by Diversity

Course

Race-most likely	Diversity course		Total	χ^2	df	p
	Yes	No				
White	19	32	51	3.661	1	.056
Black, Hispanic, Native American	13	8	21			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of hate crimes most likely to commit and a diversity course: $\chi^2(1, N = 72) = 3.66, p = .06$ (as shown in Table 62). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit hate crimes and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Table C26

Q30 Cross Tabulations and Chi-Square Results for Hate Crimes Least Likely by

Diversity Course

Race-least likely	Diversity course		Total	χ^2	df	p
	Yes	No				
Native American	15	11	26	3.685	2	1.58
Asian American	10	13	23			
Black, White, Hispanic	7	16	23			
Total	32	40	72			

The results of the chi-square analysis for RQ1 revealed a nonsignificant association between the diversity perspectives of hate crimes least likely to commit and a diversity course: $\chi^2(2, N = 72) = 3.69, p = .16$ (as shown in Table 63). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit hate crimes and enrollment in a diversity course. Therefore, the null hypothesis that there is no significant difference in the diversity perspectives of the criminal justice students who took a diversity course between the criminal justice students who had not cannot be rejected.

Appendix D: Research Question 2 Chi-Square Analysis

Table D1*Q1 Cross Tabulations and Chi-Square Results for Murder Most Likely by Gender*

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
Black	19	20	39	.346	2	.841
White	9	13	22			
Hispanic	5	6	11			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of murder most likely to commit and gender: $\chi^2(2, N = 72) = .35, p = .84$ (as shown in Table 64) . Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit murder and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D2*Q2 Cross Tabulations and Chi-Square Results for Murder Least Likely by Gender*

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	12	9	21	1.590	2	.452
Asian American	14	21	35			
Black, White, Hispanic	7	9	16			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of murder least likely to commit and gender: $\chi^2(2, N = 72) = 1.59, p = .45$ (as shown in Table 65). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit murder and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D3

Q3 Cross Tabulations and Chi-Square Results for Forcible Rape Most Likely by Gender

Race- most likely	Gender		Total	χ^2	df	p
	Male	Female				
Black	8	6	14	.907	2	.635
White	17	22	39			
Hispanic, Native American, Asian American	8	11	19			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of forcible rape most likely to commit and gender: $\chi^2(2, N = 72) = .91, p = .64$ (as shown in Table 66). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit forcible rape and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D4

Q4 Cross Tabulations and Chi-Square Results for Forcible Rape Least Likely by Gender

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Asian American	17	26	43	1.706	1	.192
Black, White, Hispanic, Native American	16	13	29			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of forcible rape least likely to commit and gender: $\chi^2(1, N = 72) = 1.71, p = .19$ (as shown in Table 67). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit forcible rape and gender. Therefore the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D5

Q5 Cross Tabulations and Chi-Square Results for Robbery Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
Black	26	27	53	.840	1	.359
White, Hispanic, Asian American	7	12	19			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of robbery most likely to commit and gender: $\chi^2(1, N = 72) = .84, p = .36$ (as shown in Table 68). Thus, I concluded that there

is no association between the diversity perspectives of those most likely to commit robbery and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D6

Q6 Cross Tabulations and Chi-Square Results for Robbery Least Likely by Gender

Race-least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	12	12	24	.375	2	.829
Asian American	15	18	33			
Black, White, Hispanic	6	9	15			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of robbery least likely to commit and gender: $\chi^2(2, N = 72) = .38, p = .83$ (as shown in Table 69). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit robbery and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D7

Q7 Cross Tabulations and Chi-Square Results for Aggravated Assault Most Likely by

Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
Black	20	17	37	2.072	1	.150
White, Hispanic, Native American, Asian American	13	22	35			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of aggravated assault most likely to commit and gender: $\chi^2(1, N = 72) = 2.07, p = .15$ (as shown in Table 70). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit aggravated assault and gender. Therefore, null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D8

Q8 Cross Tabulations and Chi-Square Results for Aggravated Assault Least Likely by

Gender

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	11	14	25	.151	2	.927
Asian American	14	17	31			
Black, White, Hispanic	8	8	16			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of aggravated assault least likely to commit and gender: $\chi^2(2, N = 72) = .15, p = .92$ (as shown in Table 71). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit aggravated assault and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D9

Q9 Cross Tabulations and Chi-Square Results for Burglary Most Likely by Gender

Race- most likely	Gender		Total	χ^2	df	p
	Male	Female				
Black	16	21	37	.906	2	.636
White	8	11	19			
Hispanic, Asian American	9	7	16			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of burglary most likely to commit and gender: $\chi^2(2, N = 72) = .91, p = .64$ (as shown in Table 72). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit burglary and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D10*Q10 Cross Tabulations and Chi-Square Results for Burglary Least Likely by Gender*

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	12	15	27	.436	2	.804
Asian American	15	15	30			
Black, White, Hispanic	6	9	15			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of burglary least likely to commit and gender: $\chi^2(2, N = 72) = .44, p = .80$ (as shown in Table 73). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit burglary and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D11*Q11 Cross Tabulations and Chi-Square Results for Larceny Most Likely by Gender*

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
Black	11	16	27	.656	2	.720
White	12	11	23			
Hispanic, Native American	10	12	22			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of larceny most likely to commit and

gender: $\chi^2(2, N = 72) = .66, p = .72$ (as shown in Table 74). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit larceny and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D12

Q12 Cross Tabulations and Chi-Square Results for Larceny Least Likely by Gender

Race-least likely	Gender		Total	χ^2	df	p
	Male	Female				
Native American	13	13	26	.629	2	.730
Asian American	13	19	32			
Black, White, Hispanic	7	7	14			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of larceny least likely to commit and gender: $\chi^2(2, N = 72) = .63, p = .73$ (as shown in Table 75) Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit larceny and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D13

Q13 Cross Tabulations and Chi-Square Results for Motor Vehicle Theft Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
Black	14	19	33	1.031	2	.597
White	13	11	24			
Hispanic, Asian American	6	9	15			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of motor vehicle theft most likely to commit and gender: $\chi^2(2, N= 72) = 1.03, p = .60$ (as shown in Table 76) . Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit motor vehicle theft and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D14

Q14 Cross Tabulations and Chi-Square Results for Motor Vehicle Theft Least Likely by Gender

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	9	7	16	2.678	2	.262
Asian American	17	17	34			
Black, White, Hispanic	7	15	22			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of motor vehicle theft least likely to commit and gender: $\chi^2(2, N = 72) = 2.68, p = .26$ (as shown in Table 77) . Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit murder and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D15

Q15 Cross Tabulations and Chi-Square Results for Arson Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
White	28	26	54	3.152	1	.076
Black, Hispanic, Native American, Asian American	5	13	18			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of arson most likely to commit and gender: $\chi^2(1, N = 72) = 3.15, p = .08$ (as shown in Table 78) . Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit arson and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D16

Q16 Cross Tabulations and Chi-Square Results for Arson Least Likely by Gender

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	10	6	16	2.316	2	.314
Asian American	15	21	36			
Black, White, Hispanic	8	12	20			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of arson least likely to commit and gender: $\chi^2(2, N = 72) = 2.32, p = .31$ (as shown in Table 79). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit murder and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D17

Q17 Cross Tabulations and Chi-Square Results for Fraud Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
White	24	27	51	1.06	1	.745
Black, Hispanic, Native American, Asian American	9	12	21			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of fraud most likely to commit and gender: $\chi^2(1, N = 72) = 1.06, p = .75$ (as shown in Table 80). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit fraud and

gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D18

Q18 Cross Tabulations and Chi-Square Results for Fraud Least Likely by Gender

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	18	19	37	.287	2	.866
Asian American	5	6	11			
Black, White, Hispanic	10	14	24			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of fraud least likely to commit and gender: $\chi^2(2, N = 72) = .29, p = .87$ (as shown in Table 81) . Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit fraud and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D19

Q19 Cross Tabulations and Chi-Square Results for Embezzlement Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
White	28	29	57	1.192	1	.275
Black, Hispanic, Native American, Asian American	5	10	15			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of embezzlement most likely to commit and gender: $\chi^2(1, N = 72) = 1.19, p = .28$ (as shown in Table 82). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit embezzlement and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D20

Q20 Cross Tabulations and Chi-Square Results for Embezzlement Least Likely by

Gender

Race- least likely	Gender		Total	χ^2	df	p
	Male	Female				
Native American	13	14	27	.093	2	.954
Asian American	8	10	18			
White, Hispanic	12	15	27			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of embezzlement least likely to commit and gender: $\chi^2(2, N = 72) = .09, p = .95$ (as shown in Table 83) . Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit embezzlement and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D21

Q21 Cross Tabulations and Chi-Square Results for Drug Law Violations Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
Black	16	19	35	.002	2	.999
Hispanic	12	14	26			
White, Native American, Asian American	5	6	11			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of drug law violations most likely to commit and gender: $\chi^2(2, N = 72) = .00, p = 1.0$ (as shown in Table 84). Thus, I concluded that there is no statistically between the diversity perspectives of those most likely to commit drug law violations and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D22

Q22 Cross Tabulations and Chi-Square Results for Drug Law Violations Least Likely by Gender

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Asian American	22	18	40	3.046	1	.081
Black, White, Hispanic, Native American	11	21	32			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of drug law violations least likely to commit and gender: $\chi^2(1, N = 72) = 3.05, p = .08$ (as shown in Table 85) . Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit drug law violations and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D23

Q23 Cross Tabulations and Chi-Square Results for Driving Under the Influence Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
White	28	32	60	.101	1	.751
Black, Hispanic, Native American	5	7	12			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of driving under the influence most likely to commit and gender: $\chi^2(1, N = 72) = .10, p = .75$ (as shown in Table 86). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit driving under the influence and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D24

Q24 Cross Tabulations and Chi-Square Results for Driving Under the Influence Least Likely by Gender

Race- least likely	Gender		Total	χ^2	df	p
	Male	Female				
Native American	8	9	16	.040	2	.980
Asian American	18	21	39			
Black, White, Hispanic	7	9	16			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of driving under the influence least likely to commit and gender: $\chi^2(2, N = 72) = .04, p = .98$ (as shown in Table 87). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit driving under the influence and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D25

Q25 Cross Tabulations and Chi-Square Results for Weapons Violations Most Likely by Gender

Race- most likely	Gender		Total	χ^2	df	p
	Male	Female				
Black	23	26	49	.076	1	.783
White, Hispanic, Native American, Asian American	10	13	23			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of weapons violations most likely to commit and gender: $\chi^2(1, N = 72) = .08, p = .78$ (as shown in Table 88). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit weapons violations and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D26

Q26 Cross Tabulations and Chi-Square Results for Weapons Violations Least Likely by Gender

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	15	13	28	1.631	2	.442
Asian American	13	16	29			
Black, White, Hispanic	5	10	15			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of weapons violations least likely to commit and gender: $\chi^2(2, N = 72) = 1.63, p = .44$ (as shown in Table 89) . Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit weapons violations and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D27

Q27 Cross Tabulations and Chi-Square Results for Kidnapping Most Likely by Gender

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
White	24	30	54	.168	1	.682
Black, Hispanic, Asian American	9	9	18			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of kidnapping most likely to commit and gender: $\chi^2(1, N = 72) = .17, p = .68$ (as shown in Table 90). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit kidnapping and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D28

Q28 Cross Tabulations and Chi-Square Results for Kidnapping Least Likely by Gender

Race- least likely	Gender		Total	χ^2	df	p
	Male	Female				
Native American	20	19	39	1.025	2	.599
Asian American	8	12	20			
Black, White, Hispanic	5	8	13			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of kidnapping least likely to commit and gender: $\chi^2(2, N = 72) = 1.03, p = .60$ (as shown in Table 91). Thus, I concluded that there is no association between the diversity perspectives of those least likely to commit kidnapping and gender. Therefore, the null hypothesis there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D29*Q29 Cross Tabulations and Chi-Square Results for Hate Crimes Most Likely by Gender*

Race- most likely	Gender			χ^2	df	p
	Male	Female	Total			
White	25	26	51	.715	1	.398
Black, Hispanic, native American	8	13	21			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of hate crimes most likely to commit and gender: $\chi^2(1, N = 72) = .72, p = .40$ (as shown in Table 92). Thus, I concluded that there is no association between the diversity perspectives of those most likely to commit hate crimes and gender. Therefore, the null hypothesis that there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.

Table D30*Q30 Cross Tabulations and Chi-Square Results for Hate Crimes Least Likely by Gender*

Race- least likely	Gender			χ^2	df	p
	Male	Female	Total			
Native American	15	11	26	2.305	2	.316
Asian American	9	14	23			
Black, White, Hispanic	9	14	23			
Total	33	39	72			

The results of the chi-square analysis for RQ2 revealed a nonsignificant association between the diversity perspectives of hate crimes least likely to commit and gender: $\chi^2(2, N = 72) = 2.31, p = .32$ (as shown in Table 93). Thus, I concluded that there

is no association between the diversity perspectives of those least likely to commit hate crimes and gender. Therefore, the null hypothesis that there is no significant difference between male and female criminal justice student's diversity perspectives cannot be rejected.