



Criminal Justice [MS] [CJSO]

Cycles included in this report:

Jun 1, 2022 to May 31, 2023

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Program Name: Criminal Justice [MS] [CJSO]

Reporting Cycle: Jun 1, 2022 to May 31, 2023

1 Is this program offered via Distance Learning?

100% Distance only

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2018-2019:

A new professor was hired, Dr. Verrill. Dr. Verrill has an extensive history in research and publications. He is expected to add to the quality of the program and diversity in additional expertise. He is actively seeking roles with the local community. Dr. Thompson is making more community partnerships including international efforts to fight human trafficking. The students are making an impact in the community including promotions in local law enforcement agencies. We will continue to recruit and graduate students in the program to increase the effectiveness and efficiency in the MSCJ program.

2019-2020:

We have improved the quality of our M.S. in CJUS program by adding Dr. Steve Verrill to our CJUS graduate faculty. During the present reporting period, Dr. Verrill has shown his teaching versatility by teaching four of the five required graduate level courses. It is important to note that this flexibility was important for our program because there were College of Liberal Art cutbacks that occurred in the area of adjunct professors for our graduate program. Fortunately, we were able to add Dr. Jenny Creel as an adjunct professor during the Fall 2020 term to help teach some of the courses that we need to offer to our graduate students.

2020-2021:

During the 2020-2021 reporting period, an example of program improvement involved an assessment of our scheduling of classes. This program enhancement was driven by the recognition that many students enrolled in our program are not able to graduate because the class or classes that they need are not being offered in their last semester. When a situation like this occurs, a graduate level class may be offered to those students who are facing the dilemma of not having a class or classes to take to graduate. It is our desire that with the proper scheduling of classes that fewer students will be faced with dealing with the lack of classes to take to graduate.

2021-2022:

As it relates to the 2021-2022 reporting period, we continued to monitor the scheduling of classes for our Master's students. Given the budgetary constraints, it is difficult to meet the scheduling demands of our students. However, during the reporting period, we found that less petitions were filed in Degree Works to help students graduate on time. It should be noted that less petitions were filed because we utilized Dr. Stephen Verrill to teach a double overload for both the Fall 2021 and Spring 2022 semesters. We also relied heavily on Dr. Jenny Creel to teach a couple of graduate level classes each term. With the resignation of Dr. Verrill, the individual that will be hired to fill the Assistant Professor of Criminal Justice position must be a team player that is willing to contribute to not only the graduate level program in CJUS, but also the undergraduate degree program as well.

2022-2023:

During the 2022-2023 reporting period, we have added one visiting professor, Dr. Paul Lilly, to teach in our graduate program. With the addition of Dr. Lilly to our graduate teaching faculty, we are moving toward the end of meeting the scheduling demands of our graduate student population. In a similar vein, it is evident that fewer student petitions for substitutions have been filed in Degree Works. In short, we are doing the best that we can with the limited amount of resources available for the administration of our M.S. in CJUS degree program.

4 Program Highlights from the Reporting Year

2018-2019:

We continue to graduate more students. They are serving in leadership positions in Calcasieu Parish Sheriff's Office, Office of Juvenile Justice Services, and Lake Charles Police Department, etc. Some of our graduates have been awarded teaching positions at other institutions of higher learning.

2019-2020:

An assessment of our graduate program from the Fall 2013 semester to present time reveals that 89 students have graduated with their M.S. in CJUS degree. We currently have 65 students enrolled in our program and should be close to reaching the 100 graduate level by the MSU Fall graduation date in December 2020. As our M.S. in CJUS program flourishes, we will continue to be on the cutting edge of best practices when it comes to delivering our online classes to our graduate students. In short, we anticipate a continued growth of our program in terms of student enrollment, and in the area of faculty support services.

2020-2021:

During the 2020-2021 reporting period, there were 29 individuals that graduated from our M.S. in CJUS degree program (16 students during the Fall 2020 semester; 13 students during the Spring 2021 semester). At the beginning of the Spring 2021 term, 49 individuals were enrolled in the M.S. in CJUS degree program. When you compare the student enrollment numbers to the enrollment numbers of previous reporting periods, it appears that there has been a decrease in the number of enrolled students. This said decrease in the enrollment numbers may be related to a number of factors, such as: the pandemic and the destruction from Hurricanes Laura and Delta.

2021-2022:

In terms of the 2021-2022 reporting period, the M.S. in CJUS degree program at McNeese was ranked 19th in the Top 40 Most Affordable Accelerated Master's in Criminal Justice Programs Online nationwide (see <https://www.fastonline masters.com/affordable/criminal-justice/>). Likewise, in November 2021, our M.S. in CJUS degree program was ranked 41st Best Master Degree Program in CJUS in the nation (see https://bestaccreditedcolleges.org/degrees/masters-degrees-in-criminal-justice.html?fbclid=IwAR1emQV5uzzwS3U_Z4DntDXkgVxr3USHUyV77FSt2CGwi4v-D5C5SRQTQuk#wo). As it relates to enrollment numbers, our M.S. in CJUS degree program experienced a 12% growth in enrollment from the Fall 2021 semester to the Spring 2022 semester (48 individuals were enrolled in the Fall, while 55 individuals were taking M.S. in CJUS classes during the Spring). Finally, 19 students graduated with their M.S. in CJUS degree during the 2021-2022 reporting period (7 individuals during the Fall 2021 term; 12 students in the Spring 2022 term).

2022-2023:

During the current reporting period, our M.S. in CJUS degree program experienced a decline in enrollment (44 students enrolled in the Fall 2022 semester; 33 students enrolled in the Spring 2023 semester). With that being said, the Department Head of SOSC and the CJUS faculty will make a concerted effort to recruit new students to our graduate program and to retain those individuals that we already have enrolled in our degree program. In terms of graduate degrees conferred, 25 students graduated with their M.S. in CJUS degree (12 students during the Fall 2022 term; 13 individuals during the Spring 2023 term). Finally, one of our graduating M.S. in CJUS students, Mariah Lee, was awarded the outstanding graduate student for the College of Liberal Arts.

5 Program Mission

The mission of the Master of Science in Criminal Justice online program is to provide advanced study in a range of fields associated with criminal justice including but not limited to corrections; terrorism, preparedness, and security; and justice administration (policy and legal aspects). Students engage in research and theory appropriate to their area of concentration.

6 Institutional Mission Reference

The Master of Science in Criminal Justice provides a foundation for practitioners. The program provides students with the ability to analyze the literature and make sound evidence-based decisions.

7 Assessment and Benchmark CJUS 601 Pre-Test/Post-Test

Assessment: CJUS 601 pre-test and post-test.

Benchmark: 75% of students will correctly answer eight of the 10 questions on the post-test, and there will be a 50% increase in the average score on the post-test over the pre-test.

Prior to 2021-2022, the benchmark was 84% of students will earn a score of 80% or higher on the post-test.

Outcome Links

Research [Program]

Students will learn methodology to conduct research in the field of criminal justice.

7.1 Data

Term	# of students completing pre- and post-test	Students meeting benchmark		Average scores		% change from pre- to post-test
		#	%	Pre-test	Post-test	
Fall 2020	9	4	44.4%	4.77	6.11	28.1%
Fall 2021	—	—	—	5.33	5.45	2.2%
Spring 2022	—	—	—	4.71	6.64	41.0%
Fall 2022	—	—	—	—	—	—
Spring 2023	—	—	—	—	—	—

7.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

During the 2020-2021 reporting period, Dr. Steve Verrill taught CJUS 601 (Fall 2020). Dr. Verrill adopted a new assessment for CJUS 601. This new assessment was based on a pre-test/post-test design that included 10 questions. The post-test benchmark score distribution target was set at 84%. An analysis of the data reveals that the actual post-test score distribution (44%) was below the target post-test mark of 84%.

Based upon the findings of the pre-test/post-test design, the plan for continuous improvement will center on weekly reflection essays over the assigned reading material.

2021-2022:

During the 2021-2022, Dr. Stephen Verrill taught two sections of CJUS 601 (one section in the Fall 2021 semester, and one section in the Spring 2022 semester). Unfortunately, Dr. Verrill only reported the pre-test and post-test averages for his pre-test and post-test assessment. In retrospect, the failure to provide complete assessment data for CJUS 601 is a function of Dr. Verrill resigning from his Assistant Professor of CJUS position at McNeese, effective May 14, 2022. The following statement by Dr. Verrill was included in an email to Dr. Clark on May 6, 2022: "I gave you the data. How you interpret it is up to you. I have nothing to add". For clarification purposes, the data from Dr. Verrill only included the pre-test and post-test averages, nothing else. In short, I cannot interpret information that is methodologically flawed and inherently weak.

The plan for continuous improvement will include adopting the suggested IRE benchmark for CJUS 601. With this being said, the new benchmark for the pre-test and post-test assessment for CJUS 601 will be: 75% of students will correctly answer eight of the 10 questions on the post-test, and there will be a 50% increase in the average score on the post-test over the pre-test.

2022-2023:

During the reporting period, one section of CJUS 601 was taught by one of our adjunct professors, Dr. Paul Lilly (Fall 2022). The previous professor for this class, Dr. Stephen Verrill, is no longer with McNeese. With this being said, Dr. Lilly did not include Dr. Verrill's pre-test/post-test assessment for his CJUS 601 class. For the next reporting period, a new assessment for CJUS 601 will be implemented by Dr. Lilly.

8 Assessment and Benchmark CJUS 602 Late Term Writing Assignment

Assessment: CJUS 602 Late Term Writing Assignment.

Benchmark: 80% of students will earn a score of 85% on the CJUS 602 writing assignment.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

CJUS-602-7WA_F2020_WA2 Fall 2020

CJUS-602-7WB_S2021_WA4 Spring 2021

Outcome Links

Justice Administration [Program]

Students will demonstrate a thorough understanding and application of justice administration.

8.1 Data

Academic Year	Students that received an A		Students that received a B	
	#	%	#	%
2017-2018	6/12	50%	6/12	50%
2018-2019	11/38	29%	24/38	63%
2019-2020	—	—	—	—

Term	Students scoring 85% or higher	
	#	%
Fall 2020	23/29	79%
Spring 2021	10/15	67%
Fall 2021	14/23	61%
Spring 2022	13/19	68%
Fall 2022	7/10	70%
Spring 2023	—	—

8.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Utilizing the grading rubric from the previous year 2017-2018 for data year 2018-2019, students demonstrated improvement relative to their writing mechanics with respect to grammar, usage, and sentence structure. However, another weakness was identified relative to proper APA usage. In this particular vein, a number of students lack the basic understanding of APA formatting and referencing relative to formal writing assignments. The plan for continuous improvement in writing assignments will include the reinforcement of proper APA usage and understanding of peer-reviewed documents by providing students with a sample paper. A decision to provide students with access to a current APA Manual will reinforce the proper use APA format and references. Future assessment of writing assignments will include the basic understanding and usage of APA format and references.

2019-2020:

During the current reporting period, Dr. Verrill taught one section of CJUS 602 (Fall 2019). Given the fact that Dr. Verrill was hired before the start of the Fall 2019 semester, he was not aware of the previous assessment that was used by Dr. Jenny Creel. With that being said, Dr. Verrill has requested permission to establish his own assignment for assessment purposes for future program reporting periods. In short, it is anticipated that Dr. Verrill will fulfill the goal of establishing an assignment for CJUS 602 that will align with assessing the critical thinking skills of those graduate students that are enrolled in CJUS 602.

2020-2021:

During the 2020-2021 reporting period, two sections of CJUS 602 were taught (Fall 2020 & Spring 2021). In each of these sections, writing assignments were assessed (please see the attachments). The benchmark established for this new assessment was as follows: 80% of the students completing this writing assignment will achieve an 85 or better relative to proper presentation format and understanding of the topic. An analysis of the data reveals the following:

Fall 2020: 23/29 students (79%) completing the assignment met the benchmark. The percent is a bit short of the level established for this assignment. After analyzing and assessing the assignment responses, many of them were weak relative to presentation format required for the course assignment. The student strengths related to topic understanding.

Spring 2021: 10/15 students (67%) completing the assignment met the benchmark. Given the aforementioned results, the students failed to meet the benchmark set for this assignment. After analyzing and assessing the assignment responses, it was found that many students were weak relative to presentation format required for this particular assignment. The student strengths were found to be understanding of the topic.

The plan for continuous improvement will be focused on giving students access to proper APA formats and writing mechanics.

2021-2022:

During the 2021-2022 reporting period, two sections of CJUS 602 were taught (Fall 2021 & Spring 2022). In each of these sections, writing assignments were assessed (please see the attachments). The benchmark established for this new assessment was as follows: 80% of the students completing this writing assignment will achieve an 85 or better relative to proper presentation format and understanding of the topic. An analysis of the data reveals the following:

Fall 2021: 14/23 students (61%) completing the assignment met the benchmark. This given percentage falls short of the established benchmark for this assessment. In analyzing and assessing the submitted assignments, it is clear that some students did not go far enough in considering the implications and assumptions that are related to the topic at hand. Furthermore, there were some issues with grammar and APA formatting.

Spring 2022: 13/19 students (68%) completing the assignment met the benchmark. Once again, the established benchmark was not met. In examining the assignment responses, there were some noted flaws that were associated with the lack of critical thinking and reasoning. In addition, a few individuals struggled with understanding how to properly present their position on the judicial matter found in the assignment.

The plan for continuous improvement will include detailed assignment instructions as to how to logically frame an intelligent response to the judicial assignment. By moving in this direction, the percent of students that meet the benchmark will increase.

2022-2023:

During the 2022-2023 reporting period, one section of CJUS 602 was taught (Fall 2022). In this particular course, writing assignments were assessed (please see the attachments). The benchmark established for this assessment was as follows: 80% of the students completing this writing assignment will achieve an 85 or better relative to proper presentation format and understanding of the topic. An analysis of the data reveals the following:

Fall 2022: 7/10 students (70%) completing the assignment met the benchmark. This given percentage falls short of the established benchmark for this assessment. With respect to the submitted assignments, it is apparent that some students did not go far enough in considering the implications and assumptions that are related to the topic at hand. Furthermore, there were some issues with grammar and APA formatting.

The plan for continuous improvement will center on providing instructions to the enrolled students as to how to present a response to this assessment assignment that shows that they have the ability to critically analyze and assess the implications and assumptions that are associated with the question at hand. By moving toward this end, the percent of students that meet the benchmark will increase.

9 Assessment and Benchmark CJUS 603 Correctional Justice Administration Assignment

Assessment: CJUS 603 Correctional Justice Administration Assignment.

Benchmark: 90% of students will meet or exceed a minimum score of 80% on the correctional justice administration assignment.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

final cjus 603 2021 new

Outcome Links

Justice Administration [Program]

Students will demonstrate a thorough understanding and application of justice administration.

9.1 Data

Academic Year	Students scoring 80% or higher	
	#	%
2018-2019	22/25	88%
2019-2020	18/21	86%
2020-2021	21/21	100%
2021-2022	14/19	74%
2022-2023	11/11	100%

9.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

During the reporting period of 2018-2019, Dr. Clark taught two sections of CJUS 603 (Fall 2018). Based upon the reported data, the benchmark for CJUS 603 was not met. As we reflect upon the results of the correctional administration assignment, it appears that some students need to do a better job of specifically defining the key components within their given responses. Likewise, some students fell short of considering the implications and assumptions associated with the questions on the research project. As this course is taught in the future, our plan for continuous improvement should include a process to reach out to the enrolled students and inform them of the importance of following the assigned rubric for this assignment. In short, the aforementioned step should move us beyond the benchmark figure (90%) established for CJUS 603.

2019-2020:

One section of CJUS 603 was taught during the current reporting period (Fall 2019). An analysis of the empirical data reveals that 11 out of the 21 enrolled students in CJUS 603 scored at least 90% or above on this correctional assignment. In addition, seven students received grades ranging from 80-89%. Unfortunately, three students scored at the 60% or below range. Based upon the aforementioned data, the benchmark for this assessment was not achieved. In retrospect, the class average for this assignment was five percentage points from meeting the established benchmark. The plan for continuous improvement will be focused on identifying aspects of the assignment that can be enhanced for assessment purposes.

2020-2021:

During the 2020-2021 reporting period, one section of CJUS 603 (Spring 2021) was taught by Dr. Clark. Twenty-one students completed the writing assignment (please see the attachment for a copy of the assignment). An analysis of the data reveals that 100% of the students met the benchmark score (80%) set for this assignment. Furthermore, the mean class average was 88.6%. The grade distribution was as follows:

96 (2), 95, 94 (2) 92 (2), 91, 90 (2)
89, 88, 87 (2), 85, 84, 83 (3), 82, 80

The plan for continuous improvement will include a modification of the writing assignment. Although the benchmark was met for this assessment, it appears that some students were not able to assess and analyze the implications and assumptions associated with the future of corrections and/or with the importance of reaffirming rehabilitation as a correctional goal.

2021-2022:

During the 2021-2022 reporting period, one section of CJUS 603 (Fall 2021) was taught by Dr. Clark. Nineteen students completed the writing assignment (please see the attachment for a copy of the assignment). An analysis of the data reveals that 74% of the students met the benchmark score (80%) set for this assignment. Furthermore, the mean class average was 86.3%. The grade distribution was as follows:

98, 95, 94, 92, 91, 91, 91, 90, 90, 90, 88, 85, 84, 80, 78, 78, 76, 76, 73

The plan for continuous improvement will center on establishing a set of assignment instructions that will delineate exactly what the scope of analysis should include in the responses to the questions. By moving in this direction, the percentage of students meeting the benchmark figure should increase.

On a side note, Dr. Jenny Creel, an adjunct professor, taught a section of CJUS 603 in the Spring 2022 semester. However, she did not provide any assessment information for her class.

2022-2023:

During the reporting period, one section of CJUS 603 (Fall 2022) was taught by Dr. Clark. Eleven students completed the writing assignment. An analysis of the data reveals that 100% of the students met the benchmark score (80%) set for this assignment.

Furthermore, the mean class average was 87.11%. The grade distribution was as follows: 95, 93, 93, 92, 88, 88, 86, 85, 83, 83, 80

The plan for continuous improvement will include creating a more refined assignment that will integrate a new critical thinking component that will challenge the students to be able to analyze and assess a contemporary correctional issue or trend.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

final cjus 603 2021 new

10 Assessment and Benchmark CJUS 604 Pre-Test/Post-Test

Assessment: CJUS 604 pre-test and post-test.

Benchmark: 75% of students will correctly answer eight of the 10 questions on the post-test, and there will be a 50% increase in the average score on the post-test over the pre-test.

Prior to 2021-2022, the benchmark was 84% of students will earn a score of 80% or higher on the post-test.

Outcome Links

Research [Program]

Students will learn methodology to conduct research in the field of criminal justice.

10.1 Data

Term	# of students completing pre- and post-test	Students meeting benchmark		Average scores		% change from pre- to post-test
		#	%	Pre-test	Post-test	
Spring 2021	23	9	39.1%	4.30	5.61	30.5%
Spring 2022	—	—	—	4.15	5.21	25.5%
Spring 2023	—	—	—	—	—	—

10.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

During the 2020-2021 reporting period, Dr. Steve Verrill taught CJUS 604 (Spring 2021). Dr. Verrill adopted a new assessment for CJUS 604. This new assessment was based on a pre-test/post-test design that included 10 questions. The post-test benchmark score distribution target was set at 84%. An analysis of the data reveals that the actual post-test score distribution (39%) was below the target post-test mark of 84%.

Based upon the findings of the pre-test/post-test design, the plan for continuous improvement will center on weekly reflection essays over the assigned reading material.

2021-2022:

During the 2021-2022 reporting period, Dr. Stephen Verrill taught one section of CJUS 604 (one section in the Spring 2022 semester). Unfortunately, Dr. Verrill only reported the pretest and posttest averages for his pretest and posttest assessment. In retrospect, the failure to provide complete assessment data for CJUS 604 is a function of Dr. Verrill resigning from his Assistant Professor of CJUS position at McNeese, effective May 14, 2022. The following statement by Dr. Verrill was included in an email to Dr. Clark on May 6, 2022: "I gave you the data. How you interpret it is up to you. I have nothing to add". For clarification purposes, the data from Dr. Verrill only included the pretest and posttest averages, nothing else. In short, I cannot interpret information that is methodologically flawed and inherently weak.

The plan for continuous improvement will include adopting the suggested IRE benchmark for CJUS 604. With this being said, the new benchmark for the pre-test and post-test assessment for CJUS 604 will be: 75% of students will correctly answer eight of the 10 questions on the post-test, and there will be a 50% increase in the average score on the post-test over the pre-test.

2022-2023:

During the reporting period, one section of CJUS 604 was taught by one of our adjunct professors, Dr. Paul Lilly (Spring 2023). The previous professor for this class, Dr. Stephen Verrill, is no longer with McNeese. With this being said, Dr. Lilly did not include Dr. Verrill's pre-test/post-test assessment for his CJUS 604 class. For the next reporting period, a new assessment for CJUS 604 will be implemented by Dr. Lilly.

11 Assessment and Benchmark CJUS 605 Pre-Test/Post-Test

Assessment: CJUS 605 pre-test and post-test.

Benchmark: 75% of students will correctly answer eight of the 10 questions on the post-test, and there will be a 50% increase in the average score on the post-test over the pre-test.

Prior to 2021-2022, the benchmark was 84% of students will earn a score of 80% or higher on the post-test.

Outcome Links

Criminological Theory [Program]

Students demonstrate a comprehensive knowledge of criminological theory and research methods.

11.1 Data

Term	# of students completing pre- and post-test	Students meeting benchmark		Average scores		% change from pre- to post-test
		#	%	Pre-test	Post-test	
Fall 2020	—	—	—	—	—	—
Spring 2021	7	3	42.9%	4.71	5.71	21.2%
Fall 2021	—	—	—	4.50	5.78	28.4%
Spring 2022	—	—	—	—	—	—
Fall 2022	—	—	—	—	—	—
Spring 2023	—	—	—	—	—	—

11.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

During the 2020-2021 reporting period, two CJUS 605 classes were taught by Dr. Verrill (Fall 2020, Spring 2021). Dr. Verrill adopted a new assessment for CJUS 605. This new assessment was based on a pre-test/post-test design that included 10 questions. The post-test benchmark score distribution target was set at 84%. An analysis of the data reveals that the pre-test/post-test results are not available for the Fall 2020 section. This is a function of the Hurricanes (Laura and Delta) that occurred during the Fall 2020 term. In terms of the Spring 2021 CJUS 605 class, the pre-test/post-test was administered. An analysis of the data reveals that the actual post-test score distribution (43%) was below the target post-test mark of 84%.

Based upon the findings of the pre-test/post-test design from the CJUS 605 Spring 2021 class, the plan for continuous improvement will center on weekly reflection essays over the assigned reading material.

2021-2022:

During the 2021-2022 reporting period, Dr. Stephen Verrill taught a section of CJUS 605 (Fall 2021 semester). Unfortunately, Dr. Verrill only reported the pre-test and post-test averages for his pre-test and post-test assessment. In retrospect, the failure to provide complete assessment data for CJUS 605 is a function of Dr. Verrill resigning from his Assistant Professor of CJUS position at McNeese, effective May 14, 2022. The following statement by Dr. Verrill was included in an email to Dr. Clark on May 6, 2022: "I gave you the data. How you interpret it is up to you. I have nothing to add". For clarification purposes, the data from Dr. Verrill only included the pre-test and post-test averages, nothing else. In short, I cannot interpret information that is methodologically flawed and inherently weak.

The plan for continuous improvement will include adopting the suggested IRE benchmark for CJUS 605. With this being said, the new benchmark for the pre-test and post-test assessment for CJUS 605 will be: 75% of students will correctly answer eight of the 10 questions on the post-test, and there will be a 50% increase in the average score on the post-test over the pre-test.

2022-2023:

During the reporting period, two sections of CJUS 605 was taught by two of our adjunct professors, Dr. Paul Lilly (Fall 2022) and Dr. Jenny Creel (Spring 2023). The previous professor for this class, Dr. Stephen Verrill, is no longer with McNeese. With this being said, Dr. Lilly and Dr. Creel did not include Dr. Verrill's pre-test/post-test assessment for their respective CJUS 605 course. For the next reporting period, a new assessment for CJUS 605 will be implemented by Dr. Lilly and Dr. Creel.

End of report