



Criminal Justice [BS] [CJUS]

Cycles included in this report:

Jun 1, 2024 to May 31, 2025

Program Name: Criminal Justice [BS] [CJUS]**Reporting Cycle: Jun 1, 2024 to May 31, 2025****1 Is this program offered via Distance Learning?**

100% Distance and Traditional

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**

2020-2021:

The university has reduced faculty therefore limiting the diversity of instructors available. Undergraduate courses have been limited due to COVID and hurricane damage. The university switched to online only for most if not all courses. Faculty have adjusted to online only in an effort to continue the level of quality. Video lectures have been posted in courses to supplement the lack of face to face interaction.

2021-2022:

The program is still almost all online due to Covid. Campus classes are being reintroduced. There is still a shortage of faculty to teach the full diversity of classes needed for the program including the elimination of all adjunct faculty members. Required classes are not being offered resulting in numerous permits to substitute for other courses. This issue is now compounded that Dr. Verrill, a CJUS faculty member, has resigned. The department is in the process of hiring another professor.

2022-2023:

An example of program improvement for the reporting period includes the hiring of Daniel Hennigan as a tenure-track Assistant Professor of CJUS. Mr. Hennigan has been a tremendous asset to our Department of SOSC as he teaches a wide variety of courses for our undergraduate CJUS B.S. degree program. In short, the addition of Mr. Hennigan to our CJUS faculty has improved our ability to offer the CJUS classes that our undergraduate population, both traditional and online, need to graduate with their CJUS degree.

2023-2024:

During the 2023-2024 reporting period, our CJUS professors offered students more exposure to various avenues to help them when they begin their criminal justice career. For example, career professionals were brought into the classroom setting to explain the nature of their given occupational endeavor. Likewise, CJUS students were given the opportunity to gain real world experience through the SOSC internship courses that we have in our Department of SOSC.

2024-2025:

Program improvement includes diversifying course presentation (rotating online vs traditional classes), scaffolding course offerings, and establishing relationships with community stakeholders for internships.

4 Program Highlights from the Reporting Year

2020-2021:

The enrollment in the program remains high. Dr. Thompson continues to teach at the police academy in criminal procedure. He is adding subject matter to the academy curriculum in the area of de escalation by becoming a de-escalation instructor.

2021-2022:

The program continues to have good enrollment. Dr. Thompson continues teaching at the police academy and offering college credit for attendees. He has expanded to use of force instructing and expert analysis given the environment post George Floyd. The university has no more adjunct faculty members and Dr. Verrill recently resigned. A replacement is being sought.

2022-2023:

During the Spring 2023 semester, Dr. Clark served on the Louisiana Board of Regents CJUS transfer pathway committee. The intent of the statewide committee was to establish a CJUS transfer pathway for students that will act as a transitional bridge from a two-year institution to a four-year institution, or from a four-year institution to another four-year institution.

2023-2024:

During the Spring 2024 semester, we had a student, Patrick Stevens, participate in an internship with the Louisiana Department of Wildlife and Fisheries. Patrick was able to present a powerpoint presentation about his internship experience in Daniel Hennigan's CJUS 381 class. There were two LWF agents in attendance in class during his presentation.

2024-2025:

Successful completion of an intensive internship with Gulf Coast Forensics by Grace Smith which ultimately led to job placement.

5 Program Mission

The BS in Criminal Justice improves public safety through education and provides graduates with knowledge of police, courts, and corrections.

6 Institutional Mission Reference

Provides evidence-based academic foundation for practitioners in the criminal justice system. McNeese mission is to be the first choice. The program produces educated students and or enhances current practitioners to enter the program. Agencies seek McNeese graduates as a first choice.

7 Assessment and Benchmark CJUS 231 Final Exam

Assessment: CJUS 231 Final Exam.

Benchmark: 70% of students will earn a score of 80% or higher on the CJUS 231 final exam.

7.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2020-2021	6/16	37.5%	0/1	0%
2021-2022	—	—	—	—
2022-2023	14/14	100%	6/6	100%
2023-2024	18/20	90%	3/4	75%
2024-2025	20/32	62.5%	—	—

7.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

During the 2020-2021 reporting period, CJUS 231 was offered during the Fall 2020 semester. The enrollment in CJUS 231 included sixteen CJUS students and one CJSO student. The scores for the final exam are as follows:

(CJUS students): 97, 90, 88, 82 (3), 79, 77 (2), 70, 66 (3), 62, 60, 43

(CJSO student): 52

An examination of the above-stated data reveals that only 6 out of 16 CJUS students (37.%) scored at least 80% on the final, while the one CJSO student failed the test. In short, the benchmark for this assessment was not met. The reason for the poor performance on the final exam may be a function of a number of factors: shift to online learning for students that are more receptive to a traditional learning environment; the impact of Hurricanes Laura and Delta on the lives of students; and the stress caused by the pandemic and the aforementioned factors. The plan for continuous improvement must include embracing the steps needed to enhance the performance of students on the final exam. Finally, these steps will include any or all of the following: revamping the final; final exam review sessions; and encouraging students to reach out to me if they have any questions that need to be answered.

2021-2022:

This final exam assessment for CJUS 231 was not used during the 2021-2022 reporting period. During the Fall 2021 semester, one section of CJUS 231 was taught by Dr. Stephen Verrill. The assessment for CJUS 231 utilized by Dr. Verrill was a pre-test/post-test. Based upon an email correspondence from Dr. Verrill on May 6, 2022, the only information that Dr. Clark received was the pre-test scores (5.31) and post-test scores (8.23). Once a new CJUS faculty member is hired to teach CJUS 231, the plan for continuous improvement will include establishing a new assessment for CJUS 231 that will be more robust and vigorous than the pre-test/post-test assessment.

2022-2023:

During the reporting period, one section of CJUS 231 was taught (Fall 2022). An analysis of the data reveals that 100% of the traditional CJUS students and 100% of the online students scored 80% or higher on the Final Exam. For future course improvement, a consistent exam question will be used. This will allow objective comparisons across academic assessment reporting periods. More specifically, a case study will be used. This will encourage free and critical thought, while also ensuring application of course materials to a specific, timely, and real example.

2023-2024:

With respect to the present reporting period, one section of CJUS 231 was taught (Fall 2023). An assessment of the data reveals that

The primary shortcoming for students was based on APA formatting, sentence structure and grammar (fundamental of writing). The plan for continuous improvement will include: implementing smaller writing tasks that emphasize fundamental of writing rather than content analysis or mastery, and modeling prior semester student writing (samples).

2024-2025:

With respect to the present reporting period, one section of CJUS 231 was taught (Fall 2024). An assessment of the data reveals that:

The primary shortcoming for students was based on attendance and distraction free environments. The plan for continuous improvement will include adjusting the course syllabus to require reduced distractions (i.e. phone use), create mechanisms that further encourage class attendance, utilize WN for students that do not attend appropriately.

8 Assessment and Benchmark CJUS 252 Final Exam

Assessment: CJUS 252 Final Exam.

Benchmark: 70% of students will earn a score of 80% or higher on the CJUS 252 final exam.

8.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2020-2021	—	—	—	—
2021-2022	24/28	85.7%	—	—
2022-2023	17/19	89.4%	6/8	75%
2023-2024	20/27	74.0%	2/2	100%
2024-2025	9/22	40.9%	—	—

8.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

Course being redesigned for fall.

2021-2022:

The professor teaching this class resigned and did not provide the data.

2022-2023:

During the reporting period, one section of CJUS 252 was taught (Fall 2022). An analysis of the data reveals that 89% of the traditional students and 75% of the online students met the benchmark of passing the final exam with an 80% or higher. As it relates to future course improvement, a consistent exam question will be used. This will allow objective comparisons across academic assessment reporting periods. More specifically, a case study example will be used. This will encourage free and critical thought, while also ensuring application of course material to a specific, timely, and real example.

2023-2024:

During the reporting period, one section of CJUS 252 was taught (Spring 2024). An analysis of the data reveals that 27 traditional CJUS students and 2 online CJUS students took the final exam. The scores are listed below:

CJUS traditional students: 100, 100, 100, 100, 98, 96, 95, 95, 94, 94, 91, 91, 87, 87, 84, 84, 83, 83, 81, 78, 69, 58, 39, 0, 0, 0, 0 Average: 73.81%

CJUS online students: 89, 85 Average: 87%

The disparity in the average scores between the CJUS traditional students and CJUS online students can be attributed to the four CJUS traditional students who scored "0" on their final exam.

Professor Hennigan found that students that attend frequently (greater than 75%) perform well (85%-100%) on the final exam. This said exam is a series of short answer and matching questions that are designed to analyze Constitutional fundamentals, case law, legal scenarios, and the students ability to recall and apply information.

The plan for continuous improvement will center on creating a bonus system or accountability system to encourage student attendance.

2024-2025:

During the reporting period, one section of CJUS 252 was taught (Spring 2025). An analysis of the data reveals that 22 traditional CJUS students and 0 online CJUS students took the final exam.

9 of the 22 students achieved an 80% or higher on the final exam. The analysis of the data notes that students that attended class regularly and are distraction free, achieve at a high level. The primary shortcoming for students was based on recall information. Students applied knowledge of Criminal Law well.

A plan for continuous improvement includes:

- Implementing smaller recall tasks that emphasize *how* to recall.
- Allowing group application of recall tasks.
- Adjust syllabus to require reduced distractions (i.e. phone use)
- Enforce "WN"

9 Assessment and Benchmark CJUS 310 Final Project

Assessment: CJUS 310 Final Paper.

Benchmark: 70% of students will earn a score of 80% or higher on the CJUS 310 final project.

9.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2020-2021	—	—	—	—
2021-2022	33/33	100%	—	—
2022-2023	13/14	92%	17/19	89%
2023-2024	—	—	—	—
2024-2025	17/19	89%	—	—

9.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The course was not taught. We hope to resume teaching the course in the spring of 2022 dependent on staffing.

2021-2022:

This course was taught by Dr. Thompson as one of the first to return after Covid. The course was interactive with real world case analysis and ethical theory application.

2022-2023:

During the reporting period, one section of CJUS 310 was taught (Spring 2023). An analysis of the data reveals that 92% of the traditional CJUS students and 89% of the online CJUS students scored an 80% or higher on the final project. According to Dr. Thompson, "my thoughts on continuous improvement will remain with me. I shall not share plans for continuous improvement as my communication in such areas and many other areas is ignored and futile" (email sent to Dr. Gregory Clark, Department Head of SOSOC on 10 May 2023).

2023-2024:

For future B.S. in CJUS assessment reports, I am politely requesting that CJUS 310 be deleted from the CJUS program assessment report.

2024-2025:

The plan for continuous improvement includes encouraging attendance for in-person students and communicating academic honesty policies and best practices.

10 Assessment and Benchmark CJUS 352 Final Exam

Assessment: CJUS 352 Final Exam.

Benchmark: 70% of students will earn a score of 80% or higher on the CJUS 352 final exam.

10.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2020-2021	—	—	92/105	87%
2021-2022	14/15	93%	1/2	50%
2022-2023	18/18	100%	9/9	100%
2023-2024	—	—	—	—
2024-2025	24/24	100%	—	—

10.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The course was changed to online only. Due to the pandemic and hurricanes. Dr. Thompson recorded video lectures to maintain the quality of the courses. The final exam remained the same and was shown to be academically rigorous.

2021-2022:

In terms of the analysis of the data, the benchmark figure of at least 80% for the final exam was met by 93% of the traditional students. With respect to the online CJUS students, the data shows that one out of two students met the 80% benchmark that was set for the final exam. The plan for continuous improvement will involve meeting with the CJUS faculty to simplify the assessment of the CJUS program by identifying a beginning, middle, and final course to be included within the assessment of our CJUS program.

2022-2023:

During the reporting period, one section of CJUS 352 was taught (Fall 2022). An analysis of the data reveals that 100% of the traditional CJUS students and 100% of the online CJUS students scored an 80% or higher on the final exam. According to Dr. Thompson, "my thoughts on continuous improvement will remain with me. I shall not share plans for continuous improvement as my communication in such areas and many other areas is ignored and futile" (email sent to Dr. Gregory Clark, Department Head of SOSC on 10 May 2023).

2023-2024:

For future B.S. in CJUS assessment reports, I am politely requesting that CJUS 352 be deleted from the CJUS program assessment report.

2024-2025:

Although the average final exam grade was a 94% and 100% of students achieved the standard, continuous improvement plans include synchronizing with other CJUS classes (scaffolding) and encouraging student attendance and communicating culminating achievements within CJUS program.

11 Assessment and Benchmark CJUS 432 Final Exam

Assessment: CJUS 432 Final Exam.

Benchmark: 70% of students will earn a score of 80% or higher on the CJUS 432 final exam essay.

Prior to 2022-2023, the benchmark was 70% of students will earn a score of 80% or higher on the CJUS final exam.

11.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2020-2021	—	—	—	—
2021-2022	—	—	—	—
2022-2023	22/25	88%	10/12	83%
2023-2024	17/19	89%	2/2	100%
2024-2025	22/35	62.8%	11/16	68.75%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

During the 2020-2021 reporting period, two CJUS 432 classes were taught by Dr. Verrill (Fall 2020, Spring 2021). Dr. Verrill adopted a new assessment for CJUS 432. This new assessment was based on a pretest-posttest that included 10 questions. The posttest benchmark score distribution target was set at 84%. An analysis of the Fall 2020 data reveals that the actual posttest score distribution (80%) was below the targeted posttest mark of 84%. With respect to the Spring 2021 data, the actual posttest score distribution (75%) was below the targeted posttest mark of 84%. The data for the Fall 2020 and Spring 2021 CJUS 432 classes are found below:

Fall 2020:

Course Score Mean: 87.06; $n=10$
 Course Grade Distribution: A=6, B=2, C=1, D=1, F=0
 Normal Distribution: A=2%, B=14%, C=68%, D=14%, F=2%
 Course Grade Benchmark Distribution Target: C or Better = 84%
 Course Grade Benchmark Actual Grade Distribution: C or Better = 90%
 Pretest Mean (10 Questions): 5.40; $n=10$
 Pretest Score Distribution: A=1, B=0, C=1, D=2, F=6
 Posttest Mean (10 Questions): 6.80; $n=10$
 Posttest Score Distribution: A=2, B=2, C=4, D=0, F=2
 Posttest Score Benchmark Distribution Target: C or Better = 84%
 Posttest Score Benchmark Actual Score Distribution: C or Better = 80%
 *Banner shows program as Criminal Justice for each entry.

Spring 2021:

Course Score Mean: 88.08; $n=9$
 Course Grade Distribution: A=4, B=4, C=1, D=0, F=0
 Normal Distribution: A=2%, B=14%, C=68%, D=14%, F=2%
 Course Grade Benchmark Distribution Target: C or Better = 84%
 Course Grade Benchmark Actual Grade Distribution: C or Better = 100%
 Pretest Mean (10 Questions): 6.63; $n=8$
 Pretest Score Distribution: A=1, B=3, C=1, D=1, F=2
 Posttest Mean (10 Questions): 7.63; $n=8$
 Posttest Score Distribution: A=3, B=1, C=2, D=2, F=0
 Posttest Score Benchmark Distribution Target: C or Better = 84%
 Posttest Score Benchmark Actual Score Distribution: C or Better = 75%
 *Banner shows program as Criminal Justice for each entry.

Based upon the findings of the pretest/posttest design in the two CJUS 432 classes, the plan for continuous improvement will center of weekly reflection essays over the assigned reading material.

2021-2022

During the 2021-2022 reporting, CJUS 432 was taught by Dr. Stephen Verrill (Fall 2021). As described in the last reporting period, Dr. Verrill changed the assessment for CJUS 432 to a Pretest/Posttest. Dr. Clark and Dr. Thompson received from Dr. Verrill the pretest/posttest averages for CJUS 432 on May 6, 2022. Within the email correspondence from Dr. Verrill, there was no data interpretation or plan for continuous improvement offered by Dr. Verrill. This is a function of Dr. Verrill resigning from McNeese at the end of the Spring 2022 semester. Finally, the only data sent by Dr. Verrill includes the following:

Pretest Average: 6.43 Posttest Average: 7.67

For future reporting periods, the plan for continuous improvement includes reassessing the benchmark for CJUS 432.

2022-2023:

During the reporting period, two sections of CJUS 432 were taught (Fall 2022, Spring 2023). An analysis of the CJUS 432 Fall 2022 data reveals that 88% of the CJUS traditional students and 83% of the online CJUS students scored an 80% or higher on their final exam essay. With respect to the Spring 2023 final exam essay assessment data, 100% of the traditional CJUS students and 100% of the online CJUS students scored an 80% or higher on their final exam essay. As it relates to future course improvement, a consistent essay prompt will be used. This will allow objective comparisons across academic reporting periods. More specifically, a case study example for the final exam will be used. This will encourage free and critical thought, while also ensuring application of course material to a specific, timely, and real example.

2023-2024:

During the reporting period, one section of CJUS 432 was taught (Spring 2024). An analysis of the data reveals that 19 traditional CJUS students and 2 online CJUS students took the final exam. The scores are listed below:

CJUS traditional students: 100, 100, 100, 100, 100, 100, 90, 90, 90, 90, 90, 90, 90, 90, 90, 85, 85, 0, 0 Average: 82.35 %
 CJUS online students: 90, 90 Average: 90%

The disparity in the average scores between the CJUS traditional students and CJUS online students can be attributed to the two CJUS traditional students who scored "0" on their final exam.

Professor Hennigan found that students that attend frequently (greater than 75%) performed at an acceptable level, indicating subject-matter competence. The primary shortcoming for students was based on APA formatting, sentence structure and grammar (fundamentals of writing). This exam is a series of case/video scenarios in which students must conduct an Internal Affairs investigation. Students grades reflect content mastery but communicative deficiencies.

The plan for continuous improvement will center on the following:

- Implementing smaller writing tasks that emphasize fundamentals of writing rather than content analysis or mastery.
- Modeling prior semester student writing (samples).
- Implementing peer review or group writing tasks.

2024-2025:

During the reporting period, two sections of CJUS 432 were taught (Fall 2024, Spring 2025). Out of 51 students, 33 scored an 80% or higher on the final exam. An analysis of the data suggests that students who attended class regularly and are distraction free, achieve at a high level (whether in-person or online). The primary shortcoming for students was based on use of Artificial Intelligence to answer prompts-which significantly skews the results.

The plan for continuous improvement includes:

- Adjust syllabus in regards to Artificial Intelligence use
- Encourage attendance through other means.

12 Assessment and Benchmark CJUS 461 Research Paper

Assessment: CJUS 461 Research Paper. Students will demonstrate effective writing skills by completing a research paper in their major.

Benchmark: 85% of students will earn a score of 85% or higher on their research paper in their major for CJUS 461.

Prior to 2023-2024, the benchmark was 85% of students will earn a score of 80% or higher on their research paper in their major for CJUS 461.

Files:

GRADING RUBRIC FOR CJUS 461

GRADING RUBRIC FOR CJUS 461

12.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2020-2021	4/4	100%	5/5	100%
2021-2022	16/16	100%	5/5	100%
2022-2023	4/4	100%	13/15	86.6%

Academic Year	Students earning 85% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2023-2024	3/7	43%	4/7	57%
2024-2025	5/7	71%	1/2	50%

12.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The CJUS 461 research paper is designed to assess a student's ability to critically analyze a contemporary issue or trend within the criminal justice system. During the 2020-2021 reporting period, nine CJUS students were enrolled in CJUS 461 (five students during the Fall 2020 semester--two CJUS students, three CJSO students; four students during the Spring 2021 semester--two CJUS students, two CJSO students). The final scores for the term paper requirement for CJUS 461 class are as follows:

Fall 2020 (CJUS students) 93, 84
(CJSO students) 92, 90, 80

Spring 2021 (CJUS students) 87, 86
(CJSO students) 90, 85

An examination of the data reveals that the benchmark was met for this assessment. Indeed, every CJUS/CJSO student scored at or above 80% for this required assignment.

Furthermore, the average score for CJUS students was 87.5%, while the average score for CJSO students was 87.4%. Overall, the empirical assessment results indicate that CJUS /CJSO students that were enrolled in CJUS 461 during the 2020-2021 reporting period were proficient in analyzing and assessing the implications and assumptions that are associated with their particular subject matter topic for the CJUS 461 assignment. Finally, the plan for continuous improvement for the CJUS 461 assessment will center on a refinement of the requirements associated with the term paper assignment.

2021-2022:

The research paper in CJUS 461 is designed to assess a student's ability to critically analyze a contemporary issue or trend within the criminal justice system. During the 2021-2022 reporting period, 16 traditional CJUS students were enrolled in CJUS 461 (four students during the Fall 2021 semester--12 CJUS students during the Spring 2021 semester). In addition, five CJUS online students were enrolled in the Spring 2022 semester. The final scores for the term paper requirement for CJUS 461 class are as follows:

Fall 2021: 93, 85, 82, 80 (all CJUS traditional students)

Spring 2022: 93, 92, 90, 90, 87, 87, 86, 85, 84, 80, 80 (CJUS traditional students)

Spring 2022: 93, 92, 92, 92, 90 (CJUS online students)

An assessment of the data reveals that the benchmark was met for this assessment. In this particular vein, every CJUS/CJSO student scored at or above 80% for this required assignment. Furthermore, the average score for CJUS students was 86.5%, while the average score for CJSO students was 91.8%. Overall, the empirical assessment results indicate that CJUS/CJSO students that were enrolled in CJUS 461 during the 2021-2022 reporting period were proficient in analyzing and assessing the implications and assumptions that are associated with their particular subject matter topic for the CJUS 461 assignment. In terms of the plan for continuous improvement, a rough draft assignment will be incorporated within the parameters of the course requirements to address some of the organizational and grammatical issues that are present within the final research papers.

2022-2023:

The research paper in CJUS 461 is designed to assess a student's ability to critically analyze a contemporary issue or trend within the criminal justice system. During the 2022-2023 reporting period, four traditional CJUS students were enrolled in CJUS 461 (two students during the Fall 2022 semester--two CJUS students during the Spring 2023 semester). In addition, eight CJUS online students were enrolled in the CJUS 461 class during the 2022 Fall semester, while seven CJUS online students were enrolled in CJUS 461 course during the Spring 2023 semester. The final scores for the term paper requirement for the CJUS 461 class are as follows:

Fall 2022: 92, 85 (CJUS traditional students)

Fall 2022: 94, 93, 93, 92, 86, 84, 84, 82 (CJUS online students)

Spring 2023: 94, 86 (CJUS traditional students)

Spring 2023: 93, 90, 87, 85, 83, 75, 73 (CJUS online students)

An assessment of the data reveals that the benchmark was met for this assessment. In this particular vein, only two students (both CJSO) failed to meet the benchmark for this assessment. Furthermore, the average score for CJUS students was 89.25%, while the average score for CJSO students was 86.26%. Overall, the empirical assessment results indicate that CJUS/CJSO students enrolled in CJUS 461 during the 2022-2023 reporting period were proficient in analyzing and assessing the implications and assumptions associated with their particular subject matter topic for the CJUS 461 assignment. In terms of the plan for continuous improvement, a rough draft assignment and some additional videos describing the assignment will be incorporated within the parameters of the course requirements to enhance the overall quality of the final research paper. We will also increase the benchmark for next year to 85% of students will earn a score of 85% or higher.

2023-2024:

The research paper in CJUS 461 is structured to pinpoint a student's ability to critically analyze a contemporary issue or trend within the criminal justice system. During the 2023-2024 reporting period, seven traditional CJUS students were enrolled in CJUS 461 (three students during the Fall 2023 semester--four CJUS students during the Spring 2024 semester). In addition, five CJUS online students were enrolled in the CJUS 461 class during the 2023 Fall semester, while two CJUS online students were enrolled in CJUS 461 course during the Spring 2024 semester. The final scores for the term paper requirement for the CJUS 461 class are as follows:

Fall 2023: 90, 84, 82, 82 (CJUS traditional students)
 Fall 2023: 92, 87, 86, 86, 80 (CJUS online students)
 Spring 2024: 94, 90, 84 (CJUS traditional students)
 Spring 2024: 82, 60 (CJUS online students)

An analysis of the data reveals that the benchmark, "85% of students will earn a score of 85% or higher on their research paper in their major for CJUS 461", was not met. Furthermore, only 43% of the traditional CJUS students (three students out of seven) and only 57% of the online CJUS students (four students out of seven) were able to meet the benchmark for this assessment. Likewise, the average score for the assessment assignment for the Fall 2023 term was 84.5% for the traditional CJUS students, and 86.2% for the CJUS online students. In terms of the Spring 2024 semester, the average score for the CJUS students was 89.3%, and for the CJUS online students, the average score was 71%. Overall, the empirical assessment results indicate that CJUS/CJSO students enrolled in CJUS 461 during the 2023-2024 reporting period were proficient in analyzing and assessing the implications and assumptions associated with their particular subject matter topic for the CJUS 461 assignment. In terms of the plan for continuous improvement, there will be a concerted effort to enhance the performance levels of students completing the research assignment for CJUS 461. With this being said, students will be emailed an example of a very good term paper. In essence, many students fail to understand the following qualities of an excellent paper: integrating subsections within the body of the paper; including references at strategic places to enhance the quality of the presentation of thoughts and ideas; meeting the length requirements of the assignment; etc. In short, by following the aforementioned plan for continuous improvement, the scores for the term paper will be enhanced.

2024-2025:

The research paper in CJUS 461 is designed to pinpoint a student's ability to critically analyze a contemporary issue or trend within the criminal justice system. During the 2024-2025 reporting period, seven traditional CJUS students were enrolled in CJUS 461 (four students during the Fall 2024 semester--three CJUS students during the Spring 2025 semester). In addition, one CJUS online student was enrolled in the CJUS 461 class during the Fall 2024 semester, while one CJUS online student was enrolled in CJUS 461 course during the Spring 2025 semester. The final scores for the term paper requirement for the CJUS 461 class are as follows:

Fall 2024: CJUS students 93, 92, 86, 82 CJSO students 84
 Spring 2025: CJUS students 95, 94, 82 CJSO students 91

An analysis of the data reveals that the benchmark, "85% of students will earn a score of 85% or higher on their research paper in their major for CJUS 461", was not met. Furthermore, only 71% of the traditional CJUS students (five students out of seven) and only 50% of the online CJUS students (one student out of two) were able to meet the benchmark for this assessment. Likewise, the average score for the assessment assignment for the Fall 2024 term was 88% for the traditional CJUS students, and 84% for the CJUS online student. As it relates to the Spring 2025 semester, the average score for the CJUS students was 90.3%, and for the CJUS online student, the average score was 91%. Overall, the empirical assessment results indicate that CJUS/CJSO students enrolled in CJUS 461 during the 2024-2025 reporting period were proficient in analyzing and assessing the implications and assumptions associated with their particular subject matter topic for the CJUS 461 assignment.

With respect to the plan for continuous improvement, there will be a concerted effort to implement formative assessments that are designed to enhance the overall quality of the research term paper. Examples include: require students to submit a short paragraph outlining their research topic and question; request that students submit a detailed outline with thesis statements and major points; encourage or require visits for draft support; and hold end-of-semester feedback sessions to gather student input.

13 Assessment and Benchmark SOSC 499 Capstone Assignments

Assessment: SOSC 499 Capstone Assignments. Students will successfully develop a prospectus for future research as their capstone assignment.

Benchmark: 75% of students will earn a score of 85% or higher on the SOSC 499 capstone assignment.

Prior to 2023-2024, the benchmark was 70% of students will earn a score of 80% or higher on the SOSC 499 capstone assignment.

Prior to 2016-2017, the benchmark was that 100% of students will successfully earn a B or better.

Files:

GRADING RUBRIC FOR SOSC 499

GRADING RUBRIC FOR SOSC 499

13.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2020-2021	15/15	100%	7/7	100%
2021-2022	16/17	94.1%	10/11	90.9%
2022-2023	22/22	100%	15/18	83.3%

Academic Year	Students earning 85% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2023-2024	11/15	73%	8/15	53%
2024-2025	16/17	94.1%	11/12	91.7%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The SOSC capstone assignment that is used to assess the QEP outcome for demonstrating competency in professional writing involved each CJUS and CJSO student to develop a prospectus for future research (please see the attached assignment). Simply put, this assignment allowed the student to demonstrate his or his critical thinking skills with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem. During the 2020-2021 reporting period, twenty-two CJUS/CJSO students were enrolled in SOSC 499 (15 students in the Fall 2020 semester, 12 of which were CJUS students and 3 of which were CJSO students; 7 students in the Spring 2021 semester, 3 of which were CJUS students and 4 of which were CJSO students). When you combine the SOSC 499 data together for the Fall and Spring terms, the benchmark for this assessment was met. The final scores for the capstone project are listed below:

Fall 2020 (CJUS students): 94, 93 (3), 92 (3), 90 (2), 87, 86, 80

(CJSO students): 87 (2), 85

Spring 2021 (CJUS students): 86, 85, 80

(CJSO students): 97, 93, 90, 86

After analyzing the data, it is apparent that the majority of the students have an excellent command of how to analyze and assess a contemporary social problem by applying their critical thinking skills that they have acquired by taking courses at McNeese. Finally, a plan for continuous improvement will include an examination of the capstone project to fine tune aspects of the said assignment that students find confusing (i.e., methodological strategy; sampling issues; data analysis; etc.).

2021-2022:

The SOSC capstone assignment that is used to assess the QEP outcome for demonstrating competency in professional writing involved each CJUS and CJSO student to develop a prospectus for future research (please see the attached assignment). Simply put, this assignment allowed the student to demonstrate his or his critical thinking skills with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem. During the 2021-2022 reporting period, twenty-eight CJUS/CJSO students were enrolled in SOSC 499 (11 students in the Fall 2021 semester, 5 of which were CJUS students and 6 of which were CJSO students; 17 students in the Spring 2022 semester, 12 of which were CJUS students and 5 of which were CJSO students). When you combine the SOSC 499 data together for the Fall and Spring terms, only two students were not able to meet the stated benchmark of a grade of "B". The final scores for the capstone project are listed below:

Fall 2021: 94 (CJUS), 94 (CJUS), 93 (CJUS), 80 (CJUS), 77 (CJUS)
 Fall 2021: 93 (CJSO), 90 (CJSO), 87 (CJSO), 87 (CJSO), 80 (CJSO), 65 (CJSO)
 Spring 2022: 93 (CJUS), 92 (CJUS), 90 (CJUS), 90 (CJUS), 90 (CJUS), 87 (CJUS), 87 (CJUS), 86 (CJUS), 85 (CJUS), 84 (CJUS), 80 (CJUS), 80 (CJUS)
 Spring 2022: 93 (CJSO), 92 (CJSO), 92 (CJSO), 92 (CJSO), 90 (CJSO)

After analyzing the data, it was noted that the Fall 2021 average for the five CJUS students was 87.6%, while the Fall 2021 average for the six CJSO students was 83.6%. In terms of the Spring 2022 data, the average for twelve CJUS students was 87.0%, while the five CJSO students were able to compile an average of 91.8%. An assessment of the capstone projects reveal that most of the students were able to articulate how they would use a particular research methodological approach to study or to understand a given problem that has criminal justice implications. On a side note, it should be stated that some students did have some issues with explaining the rationale for their sampling and data collection choices. In short, although the current empirical assessment results are fine for the CJUS/CJSO students enrolled in SOSC 499, my plan for continuous improvement will include a rough draft assignment that will be due at the approximate midpoint of the semester.

2022-2023:

The SOSC capstone assignment that is used to assess the QEP outcome for demonstrating competency in professional writing involved each CJUS and CJSO student developing a prospectus for future research (please see the attached assignment). In short, this assignment allowed the student to demonstrate his or his critical thinking skills with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem. During the 2022-2023 reporting period, 40 CJUS /CJSO students were enrolled in SOSC 499 (17 students in the Fall 2022 semester, 10 of which were CJUS students and 7 of which were CJSO students; 23 students were enrolled in SOSC 499 in the Spring 2023 semester, 12 of which were CJUS students and 11 of which were CJSO students). When you combine the SOSC 499 data together for the Fall and Spring terms, only three students were not able to meet the stated benchmark of a grade of "B". The final scores for the capstone project are listed below:

Fall 2022: 93 (CJUS), 93 (CJUS), 92 (CJUS), 92 (CJUS), 90 (CJUS), 90 (CJUS), 87 (CJUS), 86 (CJUS), 86 (CJUS), 85 (CJUS)
 Fall 2022: 94(CJSO), 93 (CJSO), 92 (CJSO), 92 (CJSO), 85 (CJSO), 85 (CJSO), 77 (CJSO)
 Spring 2023: 94 (CJUS), 94 (CJUS), 93 (CJUS), 93 (CJUS), 93 (CJUS), 90 (CJUS), 87 (CJUS), 86 (CJUS), 86 (CJUS), 86 (CJUS), 85 (CJUS), 80 (CJUS)
 Spring 2023: 93 (CJSO), 92 (CJSO), 90 (CJSO), 90 (CJSO), 90 (CJSO), 90 (CJSO), 87 (CJSO), 85 (CJSO), 80 (CJSO), 77 (CJSO), 72 (CJSO)

After analyzing the data, it was noted that the Fall 2022 average for the 10 CJUS students was 89.4%, while the Fall 2022 average for the seven CJSO students was 88.28%. In terms of the Spring 2023 data, the average for 12 CJUS students was 88.9%, while the 11 CJSO students were able to compile an average of 86.0%. An assessment of the capstone projects reveal that most of the students were able to articulate how they would use a particular research methodological approach to study or to understand a given problem that has criminal justice implications. On a side note, it should be stated that some students did have some issues with explaining the rationale for their sampling and data collection choices. With respect to this reporting period, I did implement a rough draft option that some students pursued before turning in their final report. With respect to future plans for continuous improvement, I will still encourage my students to pursue the rough draft option before they submit their final capstone assignment. We will also increase the benchmark for next year to 75% of students will earn a score of 85% or higher.

2023-2024:

The SOSC capstone assignment used to assess the QEP outcome of demonstrating competency in professional writing involved each CJUS student developing a prospectus for future research (please see the attached assignment from previous assessment periods). In short, this assignment allowed the student to demonstrate his or her competency with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem.

During the 2023-2024 reporting period, thirty CJUS/CJSO students were enrolled in SOSC 499 (seven CJSO students and five CJUS students for the Fall 2023 semester; eight CJSO students and ten CJUS students for the Spring semester).

The final scores for the Capstone assignment are as follows:

Fall 2023: 94, 92, 90, 84, 82, 80, 76 CJSO Average: 85.4%
90, 86, 85, 85, 0 CJUS Average: 69.2%

Spring 2024: 94, 94, 94, 90, 90, 80, 75, 75 CJSO Average: 86.5%
95, 92, 92, 92, 90, 90, 86, 83, 80, 70 CJUS Average: 87.0%

After assessing the data, it was found that during the 2023-2024 reporting period that 73% (11/15) of the traditional CJUS students and 53% (8/15) of the online CJUS degree students scored 85% or higher on the SOSC 499 capstone assessment. An analysis of the capstone projects reveal that neither group, CJUS traditional students or the CJUS online students, were able to meet the established benchmark for this assessment ("75% of students will earn a score of 85% or higher on the SOSC 499 capstone assessment"). Finally, when comparing the performance of the traditional versus the online CJUS students, the data reveals that the traditional students were closer to scoring 85% or higher on the capstone assignment than the online CJUS students.

My plan for continuous improvement will center on encouraging students to submit rough drafts of their capstone assignment. Likewise, I will hold a Zoom or Teams meeting with the class at the mid-point of the semester to answer any questions that students have that pertain to completing the assignment for their capstone project. By pursuing the aforementioned plan activities, the percentage of students meeting the benchmark for this assessment should be enhanced.

2024-2025:

The SOSC capstone assignment used to assess the QEP outcome of demonstrating competency in professional writing involved each CJUS student developing a prospectus for future research (please see the attached assignment from previous assessment periods). In short, this assignment allowed the student to demonstrate his or her competency with respect to explaining how he or she would use a particular research methodological approach to study or to understand a societal issue or problem.

During the 2024-2025 reporting period, 29 CJUS/CJSO students were enrolled in SOSC 499 (five CJSO students and 10 CJUS students for the Fall 2024 semester; seven CJSO students and seven CJUS students for the spring semester).

The final scores for the Capstone assignment are as follows:

Fall 2024: CJUS- 95, 93, 93, 92, 90, 90, 86, 85, 85, 72 Average: 88.1%

CJSO- 95, 90, 90, 87, 86 Average: 89.6%

Spring 2025: CJUS- 95, 94, 93, 92, 86, 85, 85 Average: 90.0%

CJSO- 94, 94, 92, 86, 85, 82, 72 Average: 86.4%

After assessing the data, it was found that during the 2024-2025 reporting period that 94.1% (16/17) of the traditional CJUS students and 91.7% (11/12) of the online CJUS degree students scored 85% or higher on the SOSC 499 capstone assessment. An analysis of the capstone projects reveal that both groups of students were able to meet the established benchmark for this assessment ("75% of students will earn a score of 85% or higher on the SOSC 499 capstone assessment").

The plan for continuous improvement for SOSC 499 will be to integrate research design refresher materials that will enhance the final capstone project. Furthermore, we will provide access to writing support, data analysis tutorials, and citation/reference tools. Finally, we will collect structured reflections on the capstone process, including challenges and skill gains.

Files:

SOSC 499 assignment Spring 2022

SOSC 499 assignment Spring 2022

SOSC 499 Rubric Spring 2022

SOSC 499 Rubric Spring 2022