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## Criminal Justice [MS] [CJSO]

**Cycles included in this report:**

Jun 1, 2024 to May 31, 2025

## **Program Name: Criminal Justice [MS] [CJSO]**

**Reporting Cycle: Jun 1, 2024 to May 31, 2025**

### **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**

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.

2023-2024:

One example of program improvement that was taken during the 2023-2024 reporting period was the scheduling of graduate classes on a rotating basis so that students will have the opportunity to take the courses that they need to graduate in a timely fashion.

2024-2025:

Professor Hennigan received his Ph.D. in CJUS in December 2024. With that being said, Dr. Hennigan is now able to teach in the M.S. in CJUS degree program. He taught CJUS 604 during the Spring 2025 semester.

#### 4 Program Highlights from the Reporting Year

##### 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.fastonlinemasters.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](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.

##### 2023-2024:

During the current reporting period, our M.S. in CJUS degree program experienced a decline in enrollment (35 students enrolled in the Fall 2023; 33 students enrolled in the Spring 2024 semester). In terms of graduate degrees conferred, 15 students graduated with their M.S. in CJUS degree (9 students during the Fall 2023 term; 6 students during the Spring 2024 term). Finally, one of our graduating M.S. in CJUS students, Angela Guillory, was awarded the outstanding graduate student for the College of Liberal Arts (Fall 2023 semester).

##### 2024-2025:

As it pertains to the current reporting period, our M.S. in CJUS degree program experienced a steady graduate student enrollment (42 students enrolled in the Fall 2024 semester; 42 students enrolled in the Spring 2025 semester). The Fall 2024 enrollment figure represents a 20% increase over the Fall 2023 enrollment numbers, while the Spring 2025 graduate student enrollment constitutes a 27.3% increase over the Spring 2024 enrollment figures. Finally, the Department of SOSC nominated Lauren Morrot for the Spring 2025 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.

### 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	—	—	—	—	—	—
Fall 2023	15	10	67%	6.23	8.10	30.0%
Spring 2024	—	—	—	—	—	—
Fall 2024	16	12	75%	6.67	8.23	23.0%
Spring 2025	—	—	—	—	—	—

#### 7.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

During the 2023-2024 reporting period, two sections of CJUS 601 was taught by two of our adjunct professors, Dr. Jennifer Creel (Fall 2023) and Dr. Paul Lilly (Spring 2024). For reporting purposes, the pre-test/post-test data from Dr. Creel's will be incorporated within the 2023-2024 M.S. in CJUS assessment report.

In Dr. Creel's Fall 2023 CJUS 601 course, the assessment was based on a pre-test/post-test design that included 10 questions. The post-test benchmark score distribution target was set at 75%. An analysis of the data reveals that the actual post-test score distribution (67%) was below the target post-test mark of 75%. Furthermore, there was a 30% change in the average score on the post-test over the pre-test. This finding also fell short of the benchmark figure of a 50% increase in the average score on the post-test over the pre-test.

Given the results from the pre-test/post-test assessment in CJUS 601, the plan for continuous improvement will center on providing additional learning support mechanisms that will enhance the critical thinking skills of the student learners. In this particular vein, outlines and/or study guides will be provided throughout the term that will illustrate key concepts that are relevant to police justice administration.

2024-2025:

During the 2024-2025 reporting period, two sections of CJUS 601 was taught by two professors, Dr. Jennifer Creel (Fall 2024) and Dr. Daniel Hennigan (Spring 2025). Given the fact that Dr. Hennigan was added as a professor for CJUS 601 at the late point in time for the Spring 2025 semester, the pre-test/post-test data from Dr. Creel's class will be the only assessment that will be incorporated within the 2024-2025 M.S. in CJUS assessment report. In Dr. Creel's Fall 2024 CJUS 601 course, the assessment was based on a pre-test/post-test design that included 10 questions. The post-test benchmark score distribution target was set at 75%. An analysis of the data reveals that the actual post-test score distribution was exactly at the targeted figure of 75%. Furthermore, there was a 23% change in the average score on the post-test over the pre-test. This finding fell short of the benchmark figure of a 50% increase in the average score on the post-test over the pre-test.

After assessing the results from the pre-test/post-test assessment in CJUS 601 in the Fall 2024 semester, the plan for continuous improvement will entail an approach that will include a review of course objectives to ensure alignment with current law enforcement best practices, emerging trends, and accreditation standards.

## **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:*

CJUS-602-7WA\_F2020\_WA2 Fall 2020

CJUS-602-7WB\_S2021\_WA4 Spring 2021

## 8.1 Data

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	—	—
Fall 2023	16/19	84%
Spring 2024	—	—
Fall 2024	12/16	75%
Spring 2025	—	—

### 8.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

During the 2023-2024 reporting period, one section of CJUS 602 was taught (Fall 2023). In this particular course, writing assignments were assessed. 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 2023: 16 out of 19 students (84.2%) completing the assignment met the benchmark. The benchmark for this assignment was met. With respect to the submitted assignments, it was found that the majority of student learners were able to apply their knowledge to court administration scenarios. On the other hand, some students failed to follow the instructions of the assignment (i.e., did not go far enough in considering the implications and assumptions that are related to the topic at hand). Finally, there were some issues with grammar and APA formatting.

The plan for continuous improvement will include handouts that will provide instructions and examples of outstanding responses to the writing assignment assessment. By moving toward this end, the percent of students that meet the benchmark will increase.

2024-2025:

With respect to the 2024-2025 reporting period, one section of CJUS 602 was taught (Fall 2024). As it relates to this particular course, writing assignments were assessed. 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 the proper presentation format and understanding of the topic. An analysis of the data reveals the following:

Fall 2024: 12 out of 16 students (75%) completing the assignment met the benchmark. The benchmark for this assignment was not met. An evaluation of the submitted assignments showed the majority of the student learners were able to apply their critical thinking skills to court administration scenarios. On a side note, most of the students who did not meet the benchmark were not diligent in following the instructions for the assignment (i.e., did not include enough conceptual examples to show a fundamental understanding of the issues at hand). Likewise, there were some APR and grammatical problems with their work. The plan for continuous improvement will include the professor reflecting upon teaching strategies and engagement effectiveness. Furthermore, the professor will ensure that the course content reflects real-world court management needs. Finally, the professor will promote critical thinking and applied problem-solving.

## 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:

final cjus 603 2021 new

### 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%
2023-2024	13/14	93%
2024-2025	19/22	86%

#### 9.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:

During the reporting period, one section of CJUS 603 (Fall 2023) was taught by Dr. Clark. Fourteen students completed the writing assignment. An assessment of the data reveals that 93% of the students met the benchmark figure (80%) set for this assignment. Likewise, the mean score class average was 89.64%. The grade distribution was as follows: 100, 97, 94, 94, 93, 91, 90, 90, 90, 87, 86, 86, 84, 73

The plan for continuous improvement will involve elevating the desired performance objectives and/or benchmark that will equip and empower the student learners with the skills needed to be successful critical thinkers as it relates to correctional matters.

2024-2025:

As it relates to the 2024-2025 reporting period, one section of CJUS 603 (Fall 2024) was taught by Dr. Clark. Twenty-two students completed the writing assignment. An analysis of the data reveals that 86% of the students met the benchmark figure (80%) set for this assignment. Likewise, the mean score class average was 86%. The grade distribution was as follows: 96, 95 (2), 93, 92 (4), 88 (2), 87 (2), 86 (3), 84 (2), 80 (2), 73, 70 (2)

The plan for continuous improvement will include assessing how the course content supports professional roles in corrections, policymaking, or advocacy. Likewise, we will benchmark the course objectives of CJUS 603 against peer institutions or national standards. Finally, we will make an effort to diversify the course materials with academic articles, reports, and/or documentaries.

*Files:*

final cjus 603 2021 new

final cjus 603 2021 new

final cjus 603 2021 new

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.

## 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	—	—	—	—	—	—
Spring 2024	21	18	86.0%	6.90	8.50	23.1%
Spring 2025	22	19	86.3%	7.10	8.79	23.8%

### 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.

2023-2024:

During the 2023-2024 reporting period, one section of CJUS 604 was taught by one of our adjunct professors, Dr. Paul Lilly (Spring 2024). For reporting purposes, Dr. Lilly used a 10 question pre-test/post-test in CJUS 604. The data from this pre-test/post-test is incorporated within the 2023/2024 M.S. in CJUS assessment report.

In Dr. Lilly's Spring 2024 CJUS 604 course, the post-test benchmark score distribution target was set at 75%. An analysis of the data reveals that the actual post-test score distribution (86%) was above the target post-test mark of 75%. Furthermore, there was a 23.1% change in the average score on the post-test over the pre-test. This finding fell short of the benchmark figure of a 50% increase in the average score on the post-test over the pre-test.

After analyzing the data from the pre-test/post-test assessment in CJUS 604, it was found that one strength was that the majority of the students have the ability to use their methodological skills to assess various research scenarios. On the other hand, some students had a hard time understanding how statistics can be used in research endeavors. The plan for continuous improvement will center on providing additional learning support mechanisms that will enhance the methodological and statistical skills of the student learners. In this particular vein, outlines and/or study guides will be provided throughout the term that will illustrate key concepts that are relevant to research methods in criminal justice.

2024-2025:

In terms of the 2024-2025 reporting period, one section of CJUS 604 was taught by Dr. Daniel Hennigan (Spring 2025). For reporting purposes, Dr. Hennigan used a 10 question pre-test/post-test in CJUS 604. The data from this pre-test/post-test is included within the 2024-2025 M.S. in CJUS assessment report.

As it pertains to Dr. Hennigan's Spring 2025 CJUS 604 class, the post-test benchmark score distribution target was set at 75%. An assessment of the data shows that the actual post-test score distribution (86.3%) was above the target post-test mark of 75%. In a similar vein, there was a 23.8% change in the average score on the post-test over the pre-test. This finding fell short of the benchmark figure of a 50% increase in the average score on the post-test over the pre-test.

With respect to assessing the data from the pre-test/post-test assessment in CJUS 604, it was found that one strength was that the majority of the students were able to utilize their methodological knowledge to assess various research scenarios. For those students who did not perform well on the assessment, their performance was indicative of their inability to understand how to apply statistics in research endeavors.

The plan for continuous improvement will center on identifying instructional and content-related improvements that can be made to this CJUS 604 course. Likewise, time will be spent to align this research methods class with real-world research demands. Finally, we will ensure that the objectives of the class meet academic and professional research needs.

## **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.

## 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	—	—	—	—	—	—
Fall 2023	—	—	—	—	—	—
Spring 2024	17	13	76.0%	7.03	8.45	20.2%
Fall 2024	—	—	—	—	—	—
Spring 2025	15	8	53.3%	7.23	8.34	15.3%

### 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.

#### 2023-2024:

During the 2023-2024 reporting period, one section of CJUS 605 was taught by one of our adjunct professors, Dr. Jenny Creel (Spring 2024). For reporting purposes, Dr. Creel used a 10 question pre-test/post-test in CJUS 605. The data from this pre-test/post-test is incorporated within the 2023-2024 M.S. in CJUS assessment report.

In Dr. Creel's Spring 2024 CJUS 604 course, the post-test benchmark score distribution target was set at 75%. An analysis of the data reveals that the actual post-test score distribution (76%) was above the target post-test mark of 75%. Furthermore, there was a 20.2% change in the average score on the post-test over the pre-test. This finding fell short of the benchmark figure of a 50% increase in the average score on the post-test over the pre-test.

After analyzing the data from the pre-test/post-test assessment in CJUS 605, it was found that one strength was that the majority of the students have the ability to apply their criminological knowledge within a historical and/or sociological context. On the other hand, some students had a hard time understanding how theories can be viewed on the micro, macro, and bridging levels. The plan for continuous improvement will center on providing additional learning support mechanisms that will help the students understand the contextual, theoretical, and foundational aspects of sociological, psychological, and biological explanations of criminal behavior. In short, outlines and/or study guides will be provided throughout the term that will illustrate the aforementioned points that are relevant to criminological theory.

#### 2024-2025:

With respect to the 2024-2025 reporting period, two sections of CJUS 605 were taught by two of our adjunct professors, Dr. Paul Lilly (Fall 2024) and Dr. Jenny Creel (Spring 2025). For reporting purposes, the assessment data from the Spring 2025 course taught by Dr. Creel will be presented in this assessment report. The principle reason that the data from Dr. Lilly class is omitted from consideration is because he is no longer employed as an adjunct professor for our department. As for Dr. Creel's Spring CJUS 605 course, she used a 10 question pre-test /post-test for her assessment.

The post-test benchmark score distribution target for Dr. Creel's class was set at 75%. An analysis of the data reveals that the actual post-test score distribution (53.3%) was below the target post-test mark of 75%. Furthermore, there was a 15.3% change in the average score on the post-test over the pre-test. This finding fell short of the benchmark figure of a 50% increase in the average score on the post-test over the pre-test.

After analyzing the results from the pre-test/post-test assessment in CJUS 605, it was found that most of the students have the skill set to apply their criminological knowledge within a historical and/or sociological context. On a side note, it is apparent that some of the students struggled with connecting theories to various levels of analysis, be it micro-level, macro-level, or bridging-level.

The plan for continuous improvement will include ensuring that course objectives align with current criminological research, theory, and practical application. Likewise, we will integrate emerging topics like cybercrime, restorative justice, and AI into the criminology course. Finally, we will document what changes are made each term based on the data collected and we will assess their effectiveness.