



Criminal Justice [MS] [CJSO]

Cycles included in this report:

Jun 1, 2019 to May 31, 2020

This PDF document includes any files attached to fields in this report.

To view the attachments you should view this file in Adobe Acrobat XI or higher, or another PDF viewer that supports viewing file attachments.

The default PDF viewer for your device or web browser may not support viewing file attachments embedded in a PDF.

If the attachments are in formats other than PDF you will need any necessary file viewers installed.

Program Name: Criminal Justice [MS] [CJSO]

Reporting Cycle: Jun 1, 2019 to May 31, 2020

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

2016-2017:

Although the M.S. in CJUS program at McNeese is relatively new (established in the fall 2013 semester), we now have in excess of 30 graduate students in our program. In particular, during the spring 2017 semester, our Department of Social Sciences had nine students graduating with their M.S. in CJUS. It is anticipated that our M.S. in CJUS program at McNeese State University will continue to prosper and flourish in the years to come.

2017-2018:

Since the establishment of our M.S. in CJUS program in the fall 2013 semester, there has been a significant increase in the number of students enrolled in our program. An examination of the historical data reveal the following enrollment numbers for our CJUS M.S. program:

Spring 2014 - 9 students

Spring 2015 - 18 students

Spring 2016 - 26 students

Spring 2017 - 41 students

Spring 2018 - 51 students

Fall 2018 - 61 students

Dr. Clark and Dr. Thompson have recognized the intellectual growth of their students, both in terms of their critical thinking skills and in their ability to follow the appropriate APA guidelines in referencing sources within their given assignment. Indeed, an examination of objective scoring data from assessments reported in this document indicate the ability of the students to integrate knowledge in a wise, fruitful, and productive way. Furthermore, those students who have struggled in those aforementioned areas are encouraged to seek assistance from the Writing Center, or from the professor teaching the particular class.

In addition, students are enjoying their journey through our program. Some of the end-of-course sentiments include:

- "Outstanding instructor. Really enjoyed this class overall. He is very detailed when giving feedback on the work that was presented to him. He is highly recommended to be taken over again"
- "Is a great instructor. His courses are always very challenging and I learned a lot"
- "The professor & class were absolutely wonderful! I learned way more than I could have imagined!!!"

As the program continues to develop and grow, we anticipate that improvements will be made which will continue to keep our program on the cutting edge of developing sound, intellectually-gifted, and productive graduates who have the ability to provide professional services to our criminal justice system in large.

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.

4 Program Highlights from the Reporting Year

2016-2017:

According to the exit survey, students are happy with their experiences in the program and feel confident in their ability to apply what they learned in a future career.

2017-2018:

One significant highlight from this reporting year is that we hired Ms. April Ben, a fall 2017 M.S. in CJUS graduate, as an adjunct professor to teach CJUS 241 (U.S. Corrections). In addition, our program enrollment numbers continue to rise, moving from 50 enrolled students during the fall 2017 semester to 61 enrolled students during the fall 2018 semester. Furthermore, in terms of graduate online program enrollment at McNeese State University, the CJUS M.S. program is the second largest (61 students) next to the MSN program in Nursing (147 students). From examining the historical data associated with our M.S. in CJUS program, the future student enrollment numbers for our program should continue to rise. We eagerly look forward to expanding our resources to meet the need of this growing student interest in pursuing the M.S. in CJUS degree from McNeese State University.

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.

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 Evidence-based Research Methodology Assignment

Assessment: CJUS 601 Evidence-based Research Methodology Assignment.

Benchmark: 90% of students will meet or exceed a minimum score of 80% on the evidence-based research methodology assignment.

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

cjus 601 EVIDENCE BASED ASSIGNMENT

Scoring Rubric for the Evidence-Based Assessment CJUS 601

Course Links

CJUS601 [Police Justice Administration (Lec. 3, Cr. 3)]

Outcome Links

Research [Program]

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

7.1 Data

Academic Year	Students that met or exceeded 80%	
	#	%
2017-2018	31/39	80%
2018-2019	26/27	96%
2019-2020	—	—

Course Links

CJUS601 [Police Justice Administration (Lec. 3, Cr. 3)]

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Based upon the analysis of the data collected, we will begin to provide an analysis in future reports on the students' strengths and weaknesses on this assignment. A rubric will be developed to help us assess where improvements can be made in this student learning outcome.

2017-2018:

After utilizing the grading rubric for the assessment of this evidence-based research methodology assignment, a new benchmark was established. In this particular vein, the benchmark will be the following: 90% of students will meet or exceed a minimum score of 80% on the evidence-based research methodology assignment.

An analysis of the grades for this assignment reveals that 92% of students scored at least 87% or better on this evidence-based assignment. Based upon a more detailed examination of the grading rubric, those students who did poorly on this assignment had issues with following APA guidelines in referencing sources. Likewise, a few students needed to expand the depth and breadth of their policy analysis of capital punishment. A decision has been made to keep the present assignment in its present form, and to monitor the strengths and weaknesses of the students as it relates to making sound evidence-based decisions.

2018-2019:

The objectives were met. The rubric is to be evaluated and updated. The CJ program has added a new faculty member to teach the courses with greater diversity.

2019-2020:

During this current reporting period, three sections of CJUS 601 were taught by two different CJUS professors (Dr. Steve Thompson & Dr. Steve Verrill). Based upon the new hiring of Dr. Verrill before the Fall 2019 semester, the assessment for CJUS 601 will be revised by both of the aforementioned professors. Unfortunately, Dr. Verrill is not comfortable with the current assessment. In short, the new assessment by Dr. Thompson and Dr. Verrill will be a fruitful addition to the M.S. in CJUS program plan.

Course Links**CJUS601 [Police Justice Administration (Lec. 3, Cr. 3)]****8 Assessment and Benchmark CJUS 602 Late Term Writing Assignment**

Assessment: CJUS 602 Late Term Writing Assignment.

Based upon a scoring rubric, the benchmark for this new assessment (CJUS 602 Late Term Writing Assignment) will be established.

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

WA Rubric for CJUS 602

Course Links**CJUS602 [Court Justice Administration (Lec. 3, Cr. 3)]****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	—	—	—	—

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

602 assessment data without student names

Course Links**CJUS602 [Court Justice Administration (Lec. 3, Cr. 3)]****8.1.1 Analysis of Data and Plan for Continuous Improvement**

2016-2017:

This is a new assessment that will be implemented in the future to evaluate students' ability to write.

2017-2018:

During the spring 2018 semester, one section of CJUS 602 was taught by Dr. Jenny Creel. Based upon an examination of the data associated with the late term writing assignment, it appears that 50% of the students (six individuals) received a grade of A on this aforementioned assignment, while 50% of the students (six students) received a grade of B on the same required assignment. Given Dr. Creel's commentary in the attached assessment file, it appears that the most problematic aspect for the students on this writing assignment was the mechanical (i.e., grammar and usage) part. In this particular vein, several students had issues with misspelled words and sentence structure. After considering the results of this assignment, a concerted effort will be made to educate future students as to the importance of the mechanical aspects of the written word. In this particular vein, the present grading rubric will be used again to analyze if there is an improvement in students' grades with respect to grammar, usage, and sentence structure.

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.

[Course Links](#)

CJUS602 [Court Justice Administration (Lec. 3, Cr. 3)]

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).

GRADING RUBRIC FOR CJUS 603 Correctional Assignment

[Course Links](#)

CJUS603 [Correctional Justice Administration (Lec. 3, Cr. 3)]

[Outcome Links](#)

Justice Administration [Program]

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

9.1 Data

2016-2017:

New assessment data will be reported in future reports.

2017-2018:

CJUS 603 is a correctional administration course, not a criminological theory class. Therefore, a new assessment will be developed which deals in particular with the concerns related to correctional administrative matters. Likewise, the assessment of the criminological theory assignment will be placed within the confines of the CJUS 605 course, not the CJUS 603 class.

Academic Year	Students scoring 80% or higher	
	#	%
2018-2019	22/25	88%
2019-2020	18/21	86%

[Course Links](#)

CJUS603 [Correctional Justice Administration (Lec. 3, Cr. 3)]

9.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Based upon the analysis of the data collected for the last three years, we will begin to provide an analysis in future reports on the students' strengths and weaknesses on this assignment. A rubric will be developed to help us assess where improvements can be made in this student learning outcome.

2017-2018:

Dr. Latricia Kyle taught two sections of CJUS 603 during the fall 2017 semester. Unfortunately, Dr. Kyle is no longer employed by McNeese State University. Given the departure of Dr. Kyle from McNeese State University, it is unknown if she utilized any rubric for the assessment of the criminological theory assignment. On a side note, this assessment should have been associated with assessing the knowledge of students as it relates to correctional matters, not criminological theory. With that being said, an effort will be made to incorporate an assessment on future M.S. in CJUS academic plans which deal specifically with assessing the critical thinking skills of students as it relates to criminological theory. This assessment should have been incorporated within the CJUS 605 Criminological Theory class, not the CJUS 603 Correctional Administration course. Finally, on future academic plans, a new correctional administration assessment item will be developed for the CJUS 603 class.

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.

Course Links**CJUS603 [Correctional Justice Administration (Lec. 3, Cr. 3)]****10 Assessment and Benchmark CJUS 604 Research Project**

Assessment: CJUS 604 Research Project.

Benchmark: 90% of students will score an 80% or higher on the research project assigned in CJUS 604 Research Methods.

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

final 604 Final Project

GRADING RUBRIC FOR CJUS 604 RESEARCH PROJECT

Course Links**CJUS604 [Research Methods (Lec. 3, Cr. 3)]****Outcome Links**

Research [Program]

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

10.1 Data

Academic Year	Students that met or exceeded 80%	
	#	%
2014-2015	—	100%
2015-2016	—	100%
2016-2017	—	100%
2017-2018	—	—
2018-2019	12/14	86%
2019-2020	—	—

Course Links**CJUS604 [Research Methods (Lec. 3, Cr. 3)]****10.1.1 Analysis of Data and Plan for Continuous Improvement****2016-2017:**

Based upon the analysis of the data collected from the last three years, we will begin to provide an analysis in future reports on the students' strengths and weaknesses on this assignment. A rubric will be developed to help us assess where improvements can be made in this student learning outcome. Began tracking data in 2014-2015. Monitor for one more year. Discuss if the assessment tool needs to be adjusted to increase the difficulty.

2017-2018:

During 2017-2018, Dr. Latricia Kyle taught three sections of CJUS 604 (one class in the fall 2017 semester; two classes in the spring 2018 term). Unfortunately, Dr. Kyle is no longer employed by McNeese State University. With that being said, Dr. Kyle's departure has left a void in the 2017-2018 reporting of assessment data for the Research Project in these three sections of CJUS 604. For the fall 2018 semester, the department head, Gregory Clark, is teaching a section of CJUS 604. Within this particular class, the attached rubric will be used to assess students' strengths and weaknesses on this assignment. The data results will be reported in the next Academic Plan Report for the M.S. in CJUS program.

2018-2019:

One section of CJUS 604 was taught during the 2018-2019 reporting period (Fall 2018). Based upon the reported data, the benchmark for CJUS 604 was not met. As we reflect upon the results of the research project, 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 604.

2019-2020:

During the current reporting period, Dr. Verrill taught two sections of CJUS 604 (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. Latricia Kyle or Dr. Gregory Clark. 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 604 that will align with assessing the critical thinking skills of those graduate students that are enrolled in CJUS 604.

Course Links

CJUS604 [Research Methods (Lec. 3, Cr. 3)]

11 Assessment and Benchmark CJUS 605 Final Project

Assessment: CJUS 605 Final Project.

Benchmark: 90% of students will meet or exceed minimum score of 80% on the final project for CJUS 605 Criminological Theory.

Prior to 2017-2018, the benchmark was 90% of students will meet or exceed a minimum score of 70%.

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

final project for CJUS 605 Spring 18

GRADING RUBRIC FOR CJUS 605 FINAL PROJECT

Course Links

CJUS605 [Criminological Theory (Lec. 3, Cr. 3)]

Outcome Links

Criminological Theory [Program]

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

11.1 Data

Academic Year	Students that met or exceeded 80%	
	#	%
2013-2014	—	100%
2014-2015	—	100%
2015-2016	—	100%
2016-2017	—	100%
2017-2018	21/26	80.77%
2018-2019	24/29	82.76%
2019-2020	—	—

Course Links

CJUS605 [Criminological Theory (Lec. 3, Cr. 3)]

11.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Monitor for one more year. Discuss if the assessment tool needs to be adjusted to increase the difficulty. Students who receive two grades of C in their graduate CJUS courses are dropped from the program.

Based upon the analysis of the data collected for the last three years, we will begin to provide an analysis in future reports on the students' strengths and weaknesses on this assignment. A rubric will be developed to help us assess where improvements can be made in this student learning outcome.

2017-2018:

During 2017-2018, two sections of CJUS 605 were taught (spring 2018 semester). An analysis of the final project in both sections of CJUS 605 reveals the following grade distribution:

CJUS 605 7W2:

- 97% (three students)
- 94% (two students)
- 93%
- 90% (three students)
- 88%
- 87% (two students)
- 84%

CJUS 605 7WB:

- 98% (two students)
- 95%
- 93%
- 91%
- 84% (two students)
- 74%
- 63%
- 45%
- 72%
- 70%
- 80%

For both sections of CJUS 605, a grading rubric was used to assess the knowledge of each student. The mean average of the final project for the CJUS 605 7W2 section was 91%, while the mean average of the same assignment for the CJUS 605 7WB section was 81%. In analyzing the scores based upon the grading rubric used, it appears that the majority of the students who scored low on the final project did not provide the necessary research and support for their responses. Furthermore, many students could have elevated their scores by being more specific in their response to the question asked on the final project. After assessing the outcome of the grades on this assignment, there will be a special focus on directing students to seek out assistance, either professor or Writing Center directed, that will elevate their ability to properly integrate the material in a professional manner.

2018-2019:

During the 2018-2019 reporting period, two sections of CJUS 605 were taught (spring 2019 semester). An analysis of the final project in both sections of CJUS 605 reveals the following grade distribution:

CJUS 605 7WA:

- 97%
- 94%
- 93% (three students)
- 92%
- 89%
- 88%
- 87%
- 86%
- 82%
- 80% (three students)
- 77%
- 72%

CJUS 605 7WB:

- 96%
- 95%

- 93%
- 91%
- 90%
- 84% (two students)
- 83%
- 81%
- 80%
- 73%
- 70% (two students)

For both sections of CJUS 605 in the Spring 2019 semester, a grading rubric was used to assess the knowledge of each student. The mean average of the final project for the CJUS 605 7W2 section was 86%, while the mean average for the same assignment for the CJUS 605 7WB section was 84%. In analyzing the scores based upon the grading rubric used, it is apparent that many students do not grasp the importance of being specific in answering the questions on the final project. In a similar vein, a number of students need to take the time to logically dissect their responses to enhance the logic/clarity score on their grading rubric. After assessing the outcome of the grades on this assignment, there appears to be a slight increase over the performance of the scores from the 2017-2018 reporting period. In sum, there will be a continued focus to direct students to seek out assistance, either through contacting their professor or the MSU writing center, in an concerted effort to elevate the performance of students on this CJUS 605 final project.

2019-2020:

During the current reporting period, Dr. Verrill taught one section of CJUS 605 (Spring 2020). 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. Gregory Clark. 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 605 that will align with assessing the critical thinking skills of those graduate students that are enrolled in CJUS 605.

[Course Links](#)

CJUS605 [Criminological Theory (Lec. 3, Cr. 3)]

End of report