



Criminal Justice [BS] [CJUS]

Cycles included in this report:

Jun 1, 2020 to May 31, 2021

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 [BS] [CJUS]

Reporting Cycle: Jun 1, 2020 to May 31, 2021

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.

Online.

3 Example of Program Improvement

2017-2018:

New courses have been developed and offered to keep the program contemporary and in line with similar programs throughout the nation.

- CJUS 310 Ethics & Criminal Justice
 - There was no ethics course. This is an important component for assuring effectiveness, efficiency, and public trust in improving public safety.
 - Enrollment in the ethics course has been significant and student satisfaction has been high.
- CJUS 492 Police Academy Certification
 - This course allowed us to include the law enforcement community in attaining educational success. Educated criminal justice practitioners are more successful than those without.
 - Many SWLA criminal justice practitioners have a degree from McNeese.

Furthermore, based upon the actual data from previous assessments, we have made a decision to use rubrics in future assessments to help us assess where improvements can be made in our various student learning outcomes.

2018-2019:

We have hired more diverse faculty to expand the quality of course offerings. Specifically, Dr. Steve Verrill and Instructor April Ben. The courses are taught with a more broad perspective from the diversity in backgrounds in experience.

The increase of educated practitioners increases the effectiveness and efficiency of our local criminal justice system. The use of rubrics has standardized the performance objectives to make goals for the students more easily identifiable.

2019-2020:

Added faculty members have expanded the course offerings for courses that were previously not taught consistently such as juvenile delinquency. Dr. Verrill and Ms. Ben have introduced diversity in the instruction from their individual backgrounds. The university suffered the elimination of adjunct professors which has limited course diversity offerings. In response, Dr. Thompson is teaching in the undergraduate program as needed to maintain sufficient course availability. The reinstatement of adjuncts is desired to bring back courses previously taught such as CJUS 252 by Mr. Greene.

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.

4 Program Highlights from the Reporting Year

2016-2017:

This program continues to graduate large numbers of majors, almost all of whom find employment in their area of interest both within and without the criminal justice system at large. In short, our students are being actively recruited by local agencies.

2017-2018:

There are recruiting efforts to get local criminal justice practitioners to complete the degree and form a partnership with McNeese. In 2018 and planned for 2019, a Criminal Justice professor from McNeese is now teaching at the local police academy and actively engaging practitioners to complete a degree at McNeese.

2018-2019:

Dr. Thompson teaches at the police academy. He offers the same course to the academy (CJUS352). He gives the students the option of applying the course to their degree at McNeese meaning they get the opportunity to finish the academy and get college credit. Many students from the police academy have inquired and started the program at McNeese.

2019-2020:

The program continues to graduate large numbers. Those graduates often feed the graduate program. Dr. Thompson continues to teach at the police academy. This has served to bring students into the CJ program. The CJ program is popular at the university and two full time professors have been added, Dr. Verrill, and Ms. Ben. The addition of faculty has improved the ability to teach necessary courses to complete the program.

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 deescalation instructor.

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.

Outcome Links

Criminal Conduct, Law, and Procedure [Program]

Students will be able to analyze criminal conduct and apply criminal law and procedure.

7.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2017-2018	9/24	37.5%	4/10	40%
2018-2019	7/28	25.0%	—	—
2019-2020	5/13	38.0%	0/1	—
2020-2021	6/16	37.5%	0/1	0%

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin in the 2017-2018 academic year.

2017-2018:

The initial tracking of the assessment data associated with the Final Exam in CJUS 231 reveals that we have not met the benchmark of "70% of students will earn a score of 80% or higher on the CJUS 231 final exam". Furthermore, an analysis of the empirical data shows that there is not a significant difference between the traditional and online CJUS 231 final exam scores. Finally, a decision has been made to revise the CJUS 231 final exam in an effort to come closer to meeting the aforementioned benchmark figure for this assessment item.

2018-2019:

The final exam has been or will be updated. The results are not yet available. The test will be evaluated once scores are available to determine if it should be improved.

2019-2020:

CJUS 231 was offered in the Fall 2019 semester. In an effort to improve upon the performance of the Criminology students on the final exam, this said assessment was revised prior to the administration of the test. The final exam scores for the CJUS/CJSO students are as follows:

(CJUS students): 86 (3), 82, 80, 78, 76, 72 (2), 66, 56, 42, 28
(CJSO student): 58

Based upon an analysis of the final exam scores in CJUS 231, only 5 out of the 13 CJUS students (38%) scored above 80% on the final exam, while the one CJSO student failed the final. The plan for continuous improvement will entail a more detailed refinement of the CJUS 231 final exam assessment.

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.

8 Assessment and Benchmark CJUS 231 Term paper

Assessment: CJUS 231 Term Paper.

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

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

GRADING RUBRIC FOR CJUS 231

[Outcome Links](#)

Writing [Program]

Graduates demonstrate effective written communication skills.

8.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2017-2018	—	90%	—	—
2018-2019	27/27	100%	—	—
2019-2020	11/12	92%	0/1	0%
2020-2021	—	—	—	—

8.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin in the 2017-2018 academic year. Based upon an analysis of the data collected from the term paper requirement in CJUS 231, strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' skills to communicate effectively in a written way. A rubric will be utilized to help us assess where improvements can be made in this student learning outcome.

2017-2018:

An analysis of the empirical data for the Term Paper in CJUS 231 reveals that the benchmark of "70% of students will earn a score of 80% or higher" was met. Based upon the scoring rubric used for this course requirement (see attachment), the majority of students (90%) scored above 80% on the term paper essay. In this particular vein, students exhibited the ability to present the subject matter of their response in a logical, clear, and specific way. Likewise, it is evident that students were able to couch their answer within the parameters of the proper APA formatting guidelines. After analyzing the performance on this assessment, it is recommended that the degree of difficulty of the term paper requirement in CJUS 231 be adjusted. In this particular vein, the modification of this present assignment should elevate the critical thinking skills of the student population, while also achieving the goal of creating the opportunity to improve the written communication skills of the students enrolled in CJUS 231.

2018-2019:

Since the students met the desired scores, the rubric should be continually evaluated to increase the academic rigor in writing, critical thinking, and applicability.

2019-2020:

CJUS 231 was offered during the Fall 2019 semester. The final paper assessment required each student to apply a criminological theory to several questions within this given assignment. During this reporting period, there were 13 CJUS/CJSO (12 CJUS, 1 CJSO) students enrolled in the CJUS course. The scores for the final paper are as follows:
(CJUS students): 96, 95, 94 (2), 92, 90 (4), 84, 82, 70
(CJSO student): 75

Given an examination of the results of this reflection paper, it is evident that the majority of the students in the class were able to take what they have learned during the semester and effectively apply their knowledge to the situational questions found in their chosen topic. In particular, 11 out of 13 students (85%) achieved a grade of 80% or higher on this assignment. Indeed, there were only 2 students out of 13 that failed to meet the benchmark figure that has been established for this assessment. The plan for continuous improvement will include an additional refinement or modification of the final paper assignment in an effort to enhance the critical thinking skills of the students enrolled in CJUS 231.

2020-2021:

During the 2020-2021 reporting period, the final paper was not assigned. The factors that led to this decision centered on the following:

- the shift to online learning because of the pandemic
- Hurricane Laura, and
- Hurricane Delta

It is anticipated that the term paper assessment for CJUS 231 will be revisited in future reporting periods.

9 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.

Outcome Links

Criminal Conduct, Law, and Procedure [Program]

Students will be able to analyze criminal conduct and apply criminal law and procedure.

9.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2017-2018	—	—	—	—
2018-2019	—	—	—	—
2019-2020	—	—	—	—
2020-2021	—	—	—	—

9.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Based upon an analysis of the data collected from the final exam in CJUS 252, strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' ability to analyze criminal conduct and to apply criminal law and procedure. An analysis of the final exam scores will be conducted to help us assess where improvements can be made in this student learning outcome.

2017-2018:

There was a significant increase in test scores.

Continuous improvement: Student access to course materials is limited due to high text book prices. Students are now provided with text books at no charge due to a partnership with a local law enforcement agency. The test scores are currently satisfactory. The professor will increase the rigor of the test with a review of current test questions.

2018-2019:

CJUS 252 is a night class taught by a visiting attorney. Given the lack of reporting of empirical data by the visiting lecturer for previous reporting periods and this current reporting period, I recommend that the plan for continuous improvement include a full-time CJUS faculty member teaching this class. From a discussion with Dean Buckles, it is apparent that all visiting lecturers for the Department of SOSC will not be hired for the Spring 2019 reporting period, and perhaps for semesters beyond the aforementioned period. By moving in the direction of having this class taught by a full-time CJUS faculty member, it will be easier to obtain the data for a given reporting period.

2019-2020:

This class can and is commonly substitute with CJUS 352. The only professor teaching the course was laid off by the university so no one is teaching the course. There is no data available for updating.

2020-2021:

Course being redesigned for fall.

10 Assessment and Benchmark CJUS 310 Final Project

Assessment: CJUS 310 Final Paper.

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

Outcome Links

Leadership [Program]

Students will apply leadership theories and methods to criminal justice environments.

10.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2017-2018	21/21	100%	21/21	100%
2018-2019	31/32	96%	31/32	96%
2019-2020	22/22	100%	0	—
2020-2021	0	—	0	—

10.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Based upon an analysis of the data collected from the final paper requirement in CJUS 310, strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' ability to apply leadership theories and methods to criminal justice environments. A rubric will be utilized to help us assess where improvements can be made in this student learning outcome.

2017-2018:

The objectives were met. The current method is participation results in full credit. A grading rubric is to be developed to make the project more challenging and relevant in criminal justice ethical applications.

2018-2019:

The objectives were met. The rubric is to be adjusted to increase academic rigor by more in depth analysis and application of ethical theories.

2019-2020:

The objectives were met. The course is to be taught in the future by different professors who will adjust and update the rubric.

2020-2021:

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

11 Assessment and Benchmark CJUS 352 Final Exam

Assessment: CJUS 352 Final Exam.

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

Outcome Links

Criminal Conduct, Law, and Procedure [Program]

Students will be able to analyze criminal conduct and apply criminal law and procedure.

11.1 Data

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2017-2018	21/21	100%	21/21	100%
2018-2019	31/32	96%	31/32	96%
2019-2020	12/16	75%	20	85%
2020-2021	—	—	92/105	87%

11.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Based upon an analysis of the data collected from the final exam in CJUS 352, strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' ability to analyze criminal conduct and to apply criminal law and procedure. An analysis of the final exam scores will be conducted to help us assess where improvements can be made in this student learning outcome.

2017-2018:

The objectives were met.

Continuous improvement: Student access to course materials is limited due to high text book prices. Students are now provided with text books at no charge due to a partnership with a local law enforcement agency. The test scores are currently satisfactory. The professor will increase the rigor of the test with a review of current test questions.

2018-2019:

The objectives were met. The performance at 80% objective was achieved. The performance was reduced from 100% indicating the rigor was increased. The exam will continue to be monitored. To improve text reading, Dr. Thompson is supplying the texts to the students at no cost to the students.

2019-2020:

The test was made even more rigorous and resulted in reduction of scores. The text availability for free was appreciated by the students and guaranteed all students had access to the text. Scores averaged at 90% showing the test is challenging but appropriate rigor. The test will continue to be evaluated prior to administration each semester.

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.

12 Assessment and Benchmark CJUS 432 Final Exam

Assessment: CJUS 432 Final Exam.

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

Outcome Links**Leadership [Program]**

Students will apply leadership theories and methods to criminal justice environments.

12.1 Data

	Students earning 80% or higher	
	#	%

Academic Year	Traditional Program		Online Program	
	#	%	#	%
2017-2018	—	87%	18/18	100%
2018-2019	—	100%	31/44	71%
2019-2020	24/26	92%	18/20	90%
2020-2021	—	—	—	—

12.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Based upon an analysis of the data collected from the final paper requirement in CJUS 432, strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' ability to apply leadership theories and methods to criminal justice environments. A rubric will be utilized to help us assess where improvements can be made in this student learning outcome.

2017-2018:

The objectives were met.

Continuous improvement: The test scores are currently satisfactory. The professor will increase the rigor of the test with a review of current test questions.

2018-2019:

Academic rigor was increased indicated by reduced test scores. The tests are to be updated and new professors are being added to teach the courses for more diversity in instruction.

2019-2020:

The benchmarks were reached. We lost an adjunct professor who taught the course. The course will be taught by new professors in the future. The final project will be evaluated and improved as needed by Dr. Verrill and or Ms. Ben.

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

CJUS 432

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

CJUS 432

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.

13 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 80% or higher on their research paper in their major for CJUS 461.

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

GRADING RUBRIC FOR CJUS 461

Outcome Links

Writing [Program]

Graduates demonstrate effective written communication skills.

13.1 Data

Academic Year	% of students that earned 80% or higher
2013-2014	—
2014-2015	—
2015-2016	99%

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2016-2017	21/22	95.5%	5/5	100%
2017-2018	—	98%	—	98%
2018-2019	11/13	85%	10/12	83.3%
2019-2020	1/3	33%	8/9	89%
2020-2021	4/4	100%	5/5	100%

13.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Earlier students used SOCL 320 (methods) to demonstrate effective writing. This requirement was changed to CJUS 461 (special topics) to more appropriately reflect end of program achievement in the student's discipline. Based upon the results of this student learning outcome, we have decided to take a step to analyze the strengths and weaknesses of the students' work on this research paper. A rubric will be developed to help us assess where improvements can be made in this student learning outcome.

2017-2018:

Data reported will be research paper grades, not overall course grades.
 Continuous improvement: An assignment rubric should be developed with specific objectives to assist in evaluating outcomes for the course.

2018-2019:

New faculty are to be assigned to grading the assignments. An objective grading rubric will be utilized in evaluating each student's performance on the CJUS 461 research paper. The rubric will be similar to the one used in other CJUS classes.

2019-2020:

CJUS 461 is offered every Fall and Spring Semester. During the reporting period, the assessment data reveals that the five students (1 CJUS student; 4 CJSO students) in CJUS 461 during the Fall 2019 semester had a final grade on the research paper that was at or above the 85% range (four of the five students scored above 90%). For the Spring 2020 semester, 7 students were enrolled in CJUS 461 (2 CJUS students; 5 CJSO students). Unfortunately, the two CJUS students scored at or below 70%, while 4 out of the 5 students enrolled as CJSO students scored at the level of 80% or above. The scores for the CJUS 461 paper are listed below:

Fall 2020 (CJUS students): 95
 (CJSO students): 95, 93, 90, 85
 Spring 2021 (CJUS students): 70, 65
 (CJSO students): 90 (3), 80, 65

After analyzing the data, it is apparent that some students are not aware of the proper way to cite sources within the confines of their paper. Likewise, some students are not meeting the guidelines for proper use of the English language in communicating their thoughts. The plan for continuous improvement will be centered on establishing an option for students to submit a rough draft document for review by the professor before the final paper submission is required. By moving in the aforementioned direction, the grades on these research papers should improve.

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, 9 CJUS students were enrolled in CJUS 461 (5 students during the Fall 2020 semester--2 CJUS students, 3 CJSO students; 4 students during the Spring 2021 semester--2 CJUS students, 2 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.

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

GRADING RUBRIC FOR SOSC 499

Outcome Links

Critical Thinking [Program]

Graduates apply critical thinking in academic and professional environments.

Writing [Program]

Graduates demonstrate effective written communication skills.

14.1 Data

Academic Year	# of students that earned a B or higher in Fall	# of students that earned a B or higher in Spring	% of students that earned a B or higher
2013-2014	—	—	91%
2014-2015	—	—	80%
2015-2016	43	26	98%

Academic Year	Students earning 80% or higher			
	Traditional Program		Online Program	
	#	%	#	%
2016-2017	—	100%	—	93%
2017-2018	—	97%	—	97%
2018-2019	17/20	85%	10/12	83.3%
2019-2020	14/17	82%	10/12	83.3%
2020-2021	15/15	100%	7/7	100%

14.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

This is a new assessment. Data tracking will begin in the 2017-2018 academic year. Based upon an analysis of the data collected from the capstone assignment in SOSC 499, strengths and weaknesses will be identified, and strategic decisions will be made as to what steps need to be taken to enhance the students' skills to communicate effectively in a written way. A rubric will be utilized to help us assess where improvements can be made in this student learning outcome.

Only one student earned a grade of C each semester of the reporting period. This is primarily because they did not turn in all of the required materials on a timely basis. In the future the data collected will be the grade of the assignment, not the course grade. Also the data will only include CJUS students.

2017-2018:

The current benchmark was virtually met. The current plan is to begin using a recently developed rubric. It is anticipated that this said rubric will reveal where new student learning outcomes can be developed and utilized.

2018-2019:

New faculty are to be assigned to grade the assignments with an update and evaluation of the existing rubric.

2019-2020:

SOSC 499 is offered every Fall and Spring Semester. During the reporting period, the assessment data reveals that seven out of eight CJUS students enrolled in SOSC 499 during the Fall 2019 semester had a final grade on the capstone assignment that was at or above the 84% range. The Fall 2019 data for the CJSO students enrolled in SOSC 499 found that four out of five students had a score above 85%. Within the Spring 2020 semester, seven out of nine CJUS students scored at least 85% on the final project, while six out of seven CJSO students reached the 85% level. When you combine the SOSC 499 data together for the Fall and Spring terms, the benchmark for this assessment was met. The scores are listed below:

Fall 2019 CJUS scores: 94, 93, 93, 92, 92, 90, 84, 72

CJSO scores: 92, 92, 90, 85, 70

Spring 2020 CJUS scores: 95, 95, 93, 93, 92, 90, 85, 70, 70

CJSO scores: 95, 90, 90, 85, 85, 85, 75

After analyzing the data, it is apparent that some students are not aware of the proper way to cite sources within the confines of their paper. Likewise, some students are not meeting the guidelines for proper use of the English language in communicating their thoughts. The plan for continuous improvement will be centered on establishing an option for students to submit a rough draft document for review by the professor before the final capstone submission is required. By moving in the aforementioned direction, the grades on this capstone assignment should be enhanced in future reporting periods.

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.).

End of report