

Social Sciences

Department of Social Sciences

Introduction

The purposes of the Department of Social Sciences are:

- To offer every student an opportunity to broaden their knowledge and increase their understanding of the past and present of humankind's governmental and social endeavor, including studies in anthropology, geography, and philosophy.
- To provide students with a solid liberal arts course of study leading to a Bachelor of Arts degree in Political Science or Sociology, or a Bachelor of Science degree in Criminal Justice. Sociology now offers a concentration in General Sociology or Family and Child Studies.
- To offer an online Master of Science degree in Criminal Justice.
- To offer specialized study leading toward an Associate of Arts degree in Paralegal Studies.
- To offer minors in Criminal Justice, Government, Sociology, Geography, and Philosophy.
- To serve the University, the larger academic community, and the Southwest Louisiana area through quality teaching, research and publication and University and community service.
- The Department of Social Sciences and the departmental degree programs support the University's fundamental mission to offer baccalaureate curricula in service to the residents and employers of the SWLA region and beyond. It provides opportunities for student internships in local industry and prepares students to become effective in academic and professional environments.
- To provide excellent instruction and advising to all Social Science majors and other students accompanied by academic excellence with a personal touch both in and out the classroom.

Performance Objective 1 Ensure viable enrollment and completers for each program offered by the department.

1 Assessment and Benchmark

Benchmark: Track undergraduate student enrollments and completers at all levels for programs offered by the Department of Social Sciences. Maintain or exceed 2014-2015 levels.

Undergraduate Programs:

- PLEG - AA Paralegal Studies
- CJSO - BS Criminal Justice Online
 - TPS - Terrorism, Preparedness, and Security
- CJUS - BS Criminal Justice
 - TPS - Terrorism, Preparedness, and Security
- FMCS - BS Family and Consumer Sciences
 - FCST - Family and Child Studies
- POLS - BA Political Science
 - PLCM - Political Communications
 - PLPH - Political Philosophy
- SOCL - BA Sociology
 - FCST - Family and Child Studies
 - GSOC - General Sociology
- SOCO - BA Sociology Online
 - FCST - Family and Child Studies
 - GSOC - General Sociology

1.1 Data

2013-2014:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PLEG	(blank)	0	3	1	0	4	1	7	11	4	0	22	8	7	10	1	0	18	4
CJSO	TPS	0	0	0	2	2	0	0	0	1	3	4	0	0	0	1	3	4	1
	(blank)	4	1	13	17	35	2	6	14	32	36	88	9	4	5	25	42	76	12
	Total	4	1	13	19	37	2	6	14	32	39	91	9	4	5	25	45	79	13
CJUS	TPS	0	0	0	1	1	0	2	2	0	0	4	0	1	1	1	0	3	0
	(blank)	2	12	16	30	60	7	51	31	34	48	164	17	38	28	28	46	140	20
	Total	2	12	16	31	61	7	53	32	34	48	167	17	39	29	29	46	143	20
FMCS	FCST	0	0	1	4	5	0	0	1	2	4	7	0	0	0	0	1	1	1
POLS	PLCM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PLPH	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	0
	(blank)	0	0	0	0	0	0	7	9	9	17	42	2	9	5	7	15	36	7
	Total	0	0	0	0	0	0	7	10	9	17	43	2	9	5	8	15	37	7
SOCL	GSOC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	(blank)	2	2	2	8	14	1	15	11	12	21	59	6	20	16	9	16	61	7
	Total	2	2	2	8	14	1	15	12	12	21	60	6	20	16	9	16	61	7
SOCO	FCST	4	2	8	18	32	0	17	17	29	38	101	8	8	20	26	45	99	14
	(blank)	2	1	3	5	11	0	12	2	9	13	36	1	9	4	14	15	42	3
	Total	6	3	11	23	43	0	29	19	39	51	138	9	17	24	41	60	142	17
Grand Total		15	21	27	88	187	11	125	114	135	180	554	43	96	91	113	181	481	65

2014-2015:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PLEG	(blank)	1	2	1	0	4	1	5	7	1	1	14	2	1	7	2	3	13	1
CJSO	TPS	0	0	0	1	1	0	0	0	0	3	3	1	0	0	0	1	1	0
	(blank)	1	2	8	17	28	0	10	10	20	42	82	12	9	10	20	39	78	17
	Total	1	2	8	18	29	0	10	10	20	45	85	13	9	10	20	40	79	17
CJUS	TPS	0	0	0	0	0	0	1	1	2	0	4	0	0	1	2	2	5	1
	(blank)	7	7	13	17	44	1	43	39	27	41	150	10	39	30	32	33	134	7
	Total	7	7	13	17	44	1	44	40	29	41	154	10	39	31	34	35	139	8
POLS	PLCM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PLPH	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0
	(blank)	0	1	3	7	11	0	6	7	3	13	29	5	9	10	6	10	35	9
	Total	0	1	4	7	12	0	6	7	4	13	30	5	9	10	6	10	35	9
SOCL	GSOC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	(blank)	3	3	6	7	19	1	15	16	14	7	52	4	14	15	12	13	54	5
	Total	3	3	6	7	19	1	15	16	14	7	52	4	14	15	12	13	54	5
SOCO	FCST	1	3	6	16	26	0	5	20	22	48	95	13	5	15	24	47	91	17
	(blank)	2	0	4	5	11	0	4	5	8	18	35	5	4	7	8	18	37	4
	Total	3	3	10	21	37	0	9	25	30	66	130	18	9	22	32	65	128	21
Grand Total		15	18	42	70	145	3	89	105	98	173	465	52	81	95	106	166	448	61

2015-2016:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PLEG	(blank)	3	1	3	1	8	2	1	5	8	1	15	3	3	2	6	1	12	10
CJSO	TPS	0	0	0	0	0	0	1	0	0	1	2	0	0	0	1	0	1	0
	(blank)	2	4	6	16	28	2	12	14	13	35	73	11	6	7	15	32	60	13
	Total	2	4	6	16	28	2	13	14	13	36	75	11	6	7	16	32	61	13
CJUS	TPS	0	0	0	1	1	0	3	1	1	1	6	0	1	0	3	1	5	0
	(blank)	3	5	10	15	33	4	53	23	29	34	139	10	45	26	30	39	140	21
	Total	3	5	10	16	34	4	56	24	30	35	145	10	46	26	33	40	145	21
POLS	PLCM	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0
	PLPH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	(blank)	0	1	2	0	3	0	13	13	10	5	41	2	6	10	16	6	38	3
	Total	0	1	2	0	3	0	13	13	11	5	42	2	6	10	17	6	39	3
SOCL	FCST	0	0	0	0	0	0	0	0	0	0	0	0	2	1	2	1	6	0
	GSOC	0	0	0	0	0	0	0	0	0	0	0	0	10	9	3	12	34	7
	(blank)	1	1	2	7	11	0	16	12	4	13	45	2	0	0	1	1	2	0
	Total	1	1	2	7	11	0	16	12	4	13	45	2	12	10	6	14	42	7
SOCO	FCST	0	2	5	12	19	0	10	13	22	37	82	14	11	13	18	41	83	11
	GSOC	0	0	0	1	1	0	1	1	0	0	2	0	0	0	0	0	0	0
	(blank)	2	1	2	6	11	0	6	7	14	20	47	3	3	6	11	20	40	5
	Total	2	3	7	19	31	0	17	21	36	57	131	17	14	19	29	61	123	16

Grand Total	11	15	30	59	115	8	116	89	102	147	453	45	87	74	107	154	422	70
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2016-2017:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PLEG	(blank)	1	0	0	1	2	0	6	1	2	2	11	7	4	4	0	5	13	4
CJSO	TPS	0	0	1	0	1	0	0	0	1	1	2	0	0	0	0	1	1	0
	(blank)	1	1	2	10	14	0	7	13	15	28	63	8	5	13	17	25	60	7
	Total	1	1	3	10	15	0	7	13	16	29	65	8	5	13	17	26	61	7
CJUS	TPS	1	1	0	0	2	0	1	1	2	0	4	0	0	0	1	0	1	0
	(blank)	7	3	10	12	32	1	37	32	23	31	123	10	29	22	21	34	106	22
	Total	8	4	10	12	34	1	38	33	25	31	127	10	29	22	22	34	107	22
POLS	PLCM	0	0	0	0	0	0	1	0	0	1	2	0	1	0	0	1	2	0
	PLPH	0	0	0	0	0	0	2	0	0	0	2	0	2	1	0	0	3	0
	(blank)	2	3	2	6	13	0	13	10	8	18	49	5	6	6	12	17	41	8
	Total	2	3	2	6	13	0	16	10	8	19	53	5	9	7	12	18	46	8
SOCL	FCST	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
	GSOC	0	2	0	0	2	0	9	4	2	4	19	2	5	5	1	3	14	3
	(blank)	0	0	1	0	1	0	6	1	3	4	14	2	3	1	4	3	11	0
	Total	0	2	1	0	3	0	15	5	5	8	33	4	9	6	5	6	26	3
SOCO	FCST	0	4	4	9	17	0	11	17	29	42	99	16	9	12	23	46	90	9
	GSOC	0	1	1	7	9	0	1	6	6	14	27	6	1	2	6	10	19	2
	(blank)	1	0	1	0	2	0	4	4	4	3	15	0	3	3	5	6	17	0
	Total	1	5	6	16	28	0	16	27	39	59	141	22	13	17	34	62	126	11
Grand Total	13	15	22	45	95	1	98	89	95	148	430	56	69	69	90	151	379	55	

2017-2018:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PLEG	(blank)	0	0	0	3	3	1	5	4	3	2	14	4	7	4	4	2	17	0
CJSO	TPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	(blank)	2	4	7	14	27	1	7	10	18	23	58	10	5	8	15	24	52	3
	Total	2	4	7	14	27	1	7	10	18	23	58	10	5	8	15	24	52	3
CJUS	TPS	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
	(blank)	4	4	3	6	17	0	34	20	24	23	100	7	23	19	24	25	91	13
	Total	4	4	3	6	17	0	34	20	24	24	101	7	23	19	24	25	91	13
POLS	PLCM	0	1	0	0	1	0	0	1	0	1	2	1	0	0	1	0	1	0
	PLPH	0	0	0	0	0	0	1	1	0	0	2	0	0	0	1	1	2	0
	(blank)	1	0	0	5	6	1	5	6	7	12	30	3	3	6	4	11	24	8
	Total	1	1	0	5	7	1	6	8	7	13	34	4	3	6	6	12	27	8
SOCL	FCST	1	0	0	0	1	0	5	0	0	0	5	1	1	0	0	0	1	0
	GSOC	0	0	0	0	0	1	2	2	3	1	8	0	2	1	5	7	15	1
	(blank)	1	0	0	3	4	0	8	1	3	4	16	0	4	0	0	0	4	0

	Total	2	0	0	3	5	1	15	3	6	5	29	1	7	1	5	7	20	1
SOCO	FCST	3	1	4	17	25	2	8	16	15	46	85	12	4	17	16	34	71	14
	GSOC	0	0	1	3	4	0	1	3	4	11	19	6	1	7	8	21	37	4
	(blank)	0	0	3	2	5	0	4	1	9	7	21	0	1	0	0	0	1	0
	Total	3	1	8	22	34	2	13	20	28	64	125	18	6	24	24	55	109	18
Grand Total		12	10	18	53	93	6	80	65	86	130	364	44	51	62	78	125	316	43

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Undergraduate enrollments have decreased compared to 2013-2014 enrollments. This is most likely due to tuition increases. Continue to track data. Criminal Justice and Sociology programs have the strongest enrollment numbers.

2017-2018:

Within this Department of Social Sciences unit assessment report, there are undergraduate and graduate enrollment numbers for our degree programs. Based upon an examination of enrollment data since the fall 2013 semester, the number of students actively pursuing an undergraduate degree in Political Science has slightly dropped from the average of previous years. Likewise, the number of PLEG studies is relatively low. On the departmental level, an assessment of the data reveals that there has been a decline from a high of 527 undergraduate students in the fall 2013 semester to a low number of 361 undergraduate students in the fall 2017 semester. Likewise, the spring semester of 2014 had 500 undergraduate students pursuing degrees affiliated with the department, while only 316 undergraduate students were designated as SOCO students in the spring 2018 semester. As previous reports have indicated, the B.S. in CJUS and B.A. in SOCL continue to represent the disciplines which are strong in terms of enrollment numbers. Indeed, if you look at completer numbers, 36 out of 44 students graduating in the fall 2017 semester were awarded a B.S. degree in CJUS or a B.A. degree in SOCL. Likewise, the completer numbers for the spring 2018 semester represented virtually the same outcome (i.e., 35 out of 43 students completing their degrees were awarded a B.S. degree in CJUS or a B.A. degree in SOCL).

2 Assessment and Benchmark

Benchmark: Track graduate student enrollment and completers. Maintain or exceed 2014-2015 levels.

Graduate Programs:

- CJSO - MS Criminal Justice

2.1 Data

Graduate Enrollment:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CJSO	(blank)	0	7	9	5	11	18	10	26	26	13	41	41	20	50	51

Graduate Completers:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CJSO	(blank)	0	0	0	0	3	0	1	3	4	0	4	9	0	7	13

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

The master's degree in CJUs has grown steadily and has now reached near capacity for the number of faculty qualified to teach graduate CJUS classes.

2016-2017:

In January 2013, the Louisiana Board of Regents approved a proposal by McNeese State University to establish a Masters of Criminal Justice online program. This program became effective with the fall 2013 semester. The enrollment numbers in the table above represent the extent of the growth of our Masters in CJUS program from 2013-2017. As evidenced by the enrolled students and completers of our program, it is readily apparent that the

Masters of Criminal Justice program at McNeese State University is flourishing, with an average number of 25 students in each CJUS 600 level taught during the reporting period. Furthermore, 41 students are actively pursuing classes in our Masters program. Most importantly, from the inception of our program, 24 students have graduated with their M.S. degree in CJUS from McNeese State University. As we navigate through the academic waters ahead, we look forward to maintaining this educational Masters path which is in place to help our students accomplish their goals in life. The future looks bright for our M.S. degree program in CJUS at McNeese State University.

2017-2018:

In terms of the M.S. degree in CJUS, there is a consistent number of 51 students enrolled in this program. Furthermore, 20 students graduated with their M.S. degree in CJUS during the 2017-2018 academic year. After examining the data from the last five years, it is anticipated that the number of students enrolled in the M.S. degree program in CJUS at McNeese will continue to rise in future semesters. With the anticipated growth in the number of students pursuing the aforementioned degree, the department will have to develop a strategic plan with respect to the following areas: course offerings; appointment of adjunct faculty members; program assessment; and perhaps, the development of an online Ph.D. program in CJUS.

3 Assessment and Benchmark

Benchmark: Maintain or exceed 2013-2014 levels of retention.

- PLEG - AA Paralegal Studies
- CJSO (BS) - BS Criminal Justice Online
- CJSO (MS) - MS Criminal Justice Online
- CJUS - BS Criminal Justice
- POLS - BA Political science
- SOCL - BA Sociology
- SOCO - BA Sociology Online

3.1 Data

Fall 2013-Fall 2014:

Major	# of retained students	Retention rate
CJSO	48	68.57%
CJSO (MS)	6	85.71%
CJUS	76	58.46%
PLEG	4	23.53%
POLS	19	57.58%
SOCL	24	53.33%
SOCO	78	68.42%

Fall 2014-Fall 2015:

Major	# of retained students	Retention rate
CJSO	41	73.21%
CJSO (MS)	5	45.45%
CJUS	69	51.49%
PLEG	5	38.46%
POLS	16	88.89%
SOCL	19	45.24%
SOCO	60	66.67%

Fall 2015-Fall 2016:

	# of retained	

Major	students	Retention rate
CJSO	32	58.18%
CJSO (MS)	13	68.42%
CJUS	68	59.13%
PLEG	0	0.00%
POLS	32	84.12%
SOCL	16	42.11%
SOCO	66	66.00%

Fall 2016-Fall 2017:

Major	# of retained students	Retention rate
CJSO	24	48.98%
CJSO (MS)	16	57.14%
CJUS	51	53.13%
PLEG	1	16.67%
POLS	22	55.00%
SOCL	6	23.08%
SOCO	70	65.42%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

By examining the Department of Social Sciences retention data for the last five years, one can ascertain that most of the disciplines within the department are near or above the rate of 50% for retention. Two particular disciplines, Paralegal Studies and Sociology (traditional degree), had retention rates below 25% for the fall 2016-fall 2017 time period. For the SOCL traditional degree, it is apparent that many students are opting to pursue their SOCL degree online (retention rate of 65%). Indeed, within the Department of SOSC, an online degree program (i.e., CJUS, SOCL, FCST) is a viable option for a working student who desires to complete his/her degree. Finally, the retention rate for PLEG students was below 24% for three of the four years examined in this Department of SOSC report. This particular trend does not bode well for the future of PLEG studies at McNeese State University.

4 Assessment and Benchmark

Major:

- CJSO - Bachelor of Science in Criminal Justice (Online)
- CJUS - Bachelor of Science in Criminal Justice
- FMCS - Bachelor of Science in Family and Consumer Studies
- GOVT - Bachelor of Arts in Government
- PLEG - Associate of Arts in Paralegal Studies
- POLS - Bachelor of Arts in Political Science
- SOCL - Bachelor of Arts in Sociology
- SOCO - Bachelor of Arts in Sociology (Online)

4.1 Data

2012:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJSO	2	Same	2	100%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Changed	0	0.0%	1	50.0%	2	100%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
		Total	2	100%	2	100%	2	100%	1	50.0%	1	50.0%	0	0.0%	0	0.0%

		Total																
CJUS		Same																
		Changed																
		Total																
FMCS		Same																
		Changed																
		Total																
GOVT		Same																
		Changed																
		Total																
PLEG		Same																
		Changed																
		Total																
POLS		Same																
		Changed																
		Total																
SOCL		Same																
		Changed																
		Total																
SOCO		Same																
		Changed																
		Total																
Total		Same																
		Changed																
		Total																

4.1.1 Analysis of Data and Plan for Continuous Improvement

Performance Objective 2 Excellence in teaching.

1 Assessment and Benchmark

Benchmark: 80% of departmental faculty will exceed the University SEI norm figure.

Prior to 2015-2016, the benchmark was 70%.

1.1 Data

Academic Year	University SEI Average	% of department FT faculty that exceeded University SEI Average
2013-2014		78.9%
2014-2015		NA
2015-2016		82%
2016-2017		35%
2017-2018		44%

University-Wide SEI questions	Fall 2016	Spring 2017	Fall 2017	Spring 2018
1. The instructor organized the course in a logical and effective fashion.	4.46	4.53	4.43	4.46
2. The instructor provided pertinent feedback on graded tests and assignments.	4.4	4.47	4.29	4.36
3. The instructor's communication skills were clear and effective.	4.35	4.41	4.26	4.36
4. The instructor covered material consistent with the stated objectives of the course.	4.58	4.63	4.54	4.58
5. My ratings of this instructor to other students.	4.38	4.44	4.25	4.35

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Based upon an examination of the SEI data for the Department of SOSC for the reporting period of 2016-2017, six full-time SOSC faculty members (35%) exceeded the University SEI average. For the same reporting period, there were seven full-time SOSC faculty members (41%) who did not exceed the University SEI average. In addition to the aforementioned groups, there were four individuals (24%) who did not meet the University SEI average on at least one of the five University evaluation questions.

Implications:

Given the breakdown and analysis of the above SEI data for the Department of Social Sciences, it is imperative that steps be taken to elevate the teaching excellence of those members of the Department who are not meeting the University SEI norm figure. Indeed, the Department is falling short (35% SEI score of Departmental faculty) of satisfying the benchmark figure (80% SEI score of Departmental faculty) which was set for the 2016-2017 reporting period. With this in mind, the department head will meet with each departmental faculty member who has scored below the University SEI norm. During these said meetings, the department head will inform the faculty members of steps which can be taken to elevate the performance on their future SEI's. An examination of the 2016-2017 SEI reported data reveal that some SOSC faculty members need to implement best practices within their courses which must be centered on the following:

- Organizing the course in a logical and effective fashion
- Providing feedback on graded tests and assignments
- Utilizing communication skills which are clear and effective
- Making sure that the covered material is consistent with the stated objectives of the course

If the faculty members in SOSC continue to maintain or embrace "excellence with a personal touch" by implementing the above strategies in their classes, then there will be an increase in the overall SEI scores on future reporting periods. In short, the department head is looking forward to documenting the improvement in SOSC faculty member SEI scores on future assessment plans for the Department of Social Sciences.

2017-2018:

The Department of SOSC SEI data for the current reporting period reveals that seven faculty members (44%) exceeded the University SEI norm figures, while nine faculty members (56%) failed to meet the SEI norm average numbers for the five university wide questions asked on the SEI. During the spring 2018 semester, the department head met with each departmental faculty member to discuss what steps need to be taken to increase their performance in the classroom, be it in an online environment or in a traditional classroom setting. During each meeting with his faculty members, the department head stressed the importance of the following:

- utilizing communication techniques which are clear and effective;
- providing feedback which is timely, consistent, and motivational;
- organizing the course in a way which connects with the students; and
- making sure that what you are covering in class matches the stated objectives as so listed on the syllabus.

In addition to emphasizing the above-stated best practices in the classroom, the department head presented a five-tier model for merit pay, which he describes as the S.C.O.R.E. model for APR consideration. Simply put, the top category is the Stellar Star, the second tier is the Captivating Champion, the third rank is the Outstanding Orchestrator, and the bottom two positions in this model are Realign, Revise, and Refocus and Embrace Enhancing Your Performance. The

model is represented below. The movement to a five-tier model for APR purposes was done to satisfy the University-wide mandate for such a move. Based upon an evaluation of faculty performance for the 2017 academic year, four SOSC faculty members were considered Stellar Stars, four were designated as Captivating Champions, four individuals achieved the Outstanding Orchestrator designation, and two faculty members need to Realign, Revise, and Refocus. Finally, one departmental colleague needs to Embrace Enhancing His Performance. As the department head has stated on previous plans, if the faculty members in SOSC continue to maintain or embrace "excellence with a personal touch" by implementing best practices in the classroom setting (online or traditional), then there will be an increase in the overall SEI scores on future reporting periods. It takes a personal commitment to achieve excellence in your given discipline of study. This particular department head will work hand in hand with each faculty member to minimize their weaknesses while, at the same time, maximizing their strengths. In short, the Department of Social Sciences is transitioning into a model of excellence which will make McNeese State University the First Choice for residents in the greater Southwest Louisiana area.

[2016-2017 SEI Comments](#) [DOCX 13 KB 4/5/19]

[2017-2018 SEI Comments](#) [DOCX 17 KB 4/5/19]

[Department of SOSC](#) [JPG 90 KB 4/5/19]

2 Assessment and Benchmark

Assessment: Faculty's professional participation:

- Presentations
- Publications
- Consulting

Benchmark:

2.1 Data

2016-2017:

Based upon an examination of APR data, the following represents the accomplishments of the departmental faculty members in SOSC during this reporting period:

- Stan Weeber - published eight journal articles or book chapters;
- Jamie Whelan - published a religion-oriented poem;
- David Armstrong - presented educational seminar regarding use of force/security issues for civilians in relation to the YOURWAY Project, roughly three-hours;
- Matt Butkus - publication dealing with Stephen King and Philosophy ("Rama of Gilead") and book review of *Neurophilosophy and the Healthy Mind*;
- Rathnam Indurthy - published an article in the International Journal on World Peace;
- Henry Sirgo - published "Constitutional Monarchy", and "The Spanish Constitution of 1812." In H. Micheal Tarver, editor. *The Spanish Empire*;
- Steve Thompson - published two articles in Lockdown Nation; volunteer consultant for criminal justice agencies.

2017-2018:

Based upon an examination of APR data, the following represents the accomplishments of the Department of SOSC faculty members for this present reporting period:

- Steven Rainey - CLAG New Orleans, Paper Presented; Catena manuscript review (peer reviewer).
- Matt Butkus - two book chapters & ALFS report.
- Rathnam Indurthy - published an article entitled, "The Indo-Pak Recurring Wars and Crisis Over Kashmir: Discussion, and Explanations, 1947-Present".
- Muhammad Haque - two paper presentations at professional conference.
- Stan Weeber - two journal articles or book chapters; review of *Can Everybody Swim? A Survival Story from Katrina's Superdome. Arkansas Review, Volume 48 (3), 2017, pp. 228- 230.*
- Steve Thompson - two Louisiana Sage Presentations; Louisiana Highway Safety Keynote Speaker research presentation.
- Todd Furman - published book entitled, " *The Ethics of Poker*"; published peer reviewed journal article in *The Psychological Record*; had published an invited article in a Nonrefereed Trade Journal.
- Henry Sirgo - presented to the State and Electoral Politics Panel; Discussant, Politics and Policy in the American States Session; Chair/Discussant, Constitutionalism in Theory and Reality Session.
- Gregory Clark - published a book entitled, "A Faith-Based Approach to Transforming Your Mind- Set, It is a Happy Day, Positive affirmations that will transform your mind, body, and soul".

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

This is a new assessment. APRs will be used as part of the assessment tool. Benchmarks will be established after three years of data is collected.

2016-2017:

With respect to this criterion, we are still collecting data to help us in establishing benchmarks for our assessment.

2017-2018:

An evaluation of APR data reveals that approximately 50% of SOSC faculty members were involved in professional activities, either in the form of writing journal articles/books or attending professional conferences or seminars. Furthermore, the extent of faculty involvement in the aforementioned professional activities appears to be an improvement upon the number of faculty members who were pursuing similar activities during the 2016-2017 academic year.

Performance Objective 3 Promote professionalism among students.

1 Assessment and Benchmark

Benchmark: Departmental faculty are encouraged to mentor selected students for various research and writing competitions or academic conferences.

1.1 Data

Academic Year	# of students that presented papers at conferences	# of students that won awards for presentations	# of faculty mentors
2013-2014	2	2	1
2014-2015	N/A	N/A	N/A
2015-2016	3	3	1
2016-2017	3	1	1
2017-2018	1	0	2

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Faculty continue to be encouraged to mentor students. During the 2016-2017 reporting period, two students presented papers at conferences and/or academic summits. The Department of SOSC had one student win a medal for a poster presentation at the spring 2017 academic summit. In addition, one of our POLS students, Joseph Dronet, was selected as a McLeod Endowed Scholar.

2017-2018:

Within this reporting period, the Department of Social Sciences had two examples of mentoring which illustrates the commitment to promoting professionalism among students:

After graduating from our M.S. in CJUS program in December 2017, April Ben was chosen by our department to teach a CJUS 241 class during the spring 2018 semester. Dr. Steve Thompson, a CJUS professor, assisted and mentored Ms. Ben with the transition from being a graduate student to becoming an adjunct instructor in our Department of SOSC. It is anticipated that Ms. Ben will continue to teach for our department in an adjunct capacity, and will continue to be mentored by Dr. Thompson and other CJUS faculty members. During future reporting periods, it is anticipated that the department will identify other qualified M.S. in CJUS graduates who have the wisdom, knowledge, and motivation to teach undergraduate CJUS courses in our department.

Dr. Henry Sirgo, a POLS professor, continues to provide the mentoring and tutelage for students who are actively involved in pursuing degrees beyond the B.A. in POLS. In this particular vein, Collier Litel, a current POLS student, presented a paper at the Louisiana Academic Summit at UNO this spring 2018 semester. Likewise, Litel also presented a paper at the Louisiana Political Science Association meeting at Pineville on March 17, 2018. On a side note, Joseph Dronet, a POLS student who was selected as a McLeod Endowed Scholar during the 2016-2017 reporting period, was admitted to LSU Law School during the present reporting period. The above-stated examples

illustrate how the mentoring of students can impact the lives of the given student, as well as the faculty member. The department head will continue to encourage all faculty members to embrace "excellence with a personal touch" when it comes to mentoring the students in their respective disciplines. Indeed, this is our mission as faculty members at McNeese State University.

[Academic Summit 2018](#) [JPG 2,199 KB 4/5/19]

2 Assessment and Benchmark

Benchmark: Promote involvement in professional student organizations.

2.1 Data

2015-2016:

New item to track beginning in 2016-2017.

2016-2017:

This is a new assessment. Based upon the 2016-2017 reporting period, the following active professional student organizations are affiliated with the Department of Social Sciences: Pre-Law and Politics Society (professional Political Science student organization, consisting of approximately 15 members), Pi Sigma Alpha Honor Society (honor society for POLS students, consisting of approximately 12 members), and the Philosophy Club (professional organization for Philosophy students, consisting of approximately 10 members). Most of these organizations host events which include guest speakers talking to the group members.

2017-2018:

An assessment of departmental student organizational data reveals that there are still three student organizations which are affiliated with the Department of Social Sciences: Pre-Law and Politics Society; Pi Sigma Alpha Honor Society; and the Philosophy Club. As with previous reporting periods, these organizations host activities which involve guest speakers from the local community.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

New assessment. Assessment tools (such as # of organizations, # of members in organizations, # of events hosted by organizations, etc.) will be implemented for the next cycle. Benchmarks will be set after three years of data are collected.

2016-2017:

There are three student organizations in the Department of Social Sciences: Pre-Law and Politics Society (professional Political Science student organization, consisting of approximately 15 student members); Pi Sigma Alpha Honor Society (honor society for POLS students, consisting of approximately 12 student members); and the Philosophy Club (professional organization for Philosophy students, consisting of approximately 10 student members).

2017-2018:

During this current reporting period, there are still three student organizations in the Department of Social Sciences. Based upon an examination of the three organizations (i.e. Pre-Law and Politics Society, Pi Sigma Alpha Honor Society, and the Philosophy Club), it appears that the membership numbers are approximately the same as previous reporting periods. Likewise, it appears that most events hosted by these aforementioned groups include guest speakers from the local community. The department will continue to monitor the membership numbers of these said groups and will encourage other social sciences disciplines, in particular Criminal Justice and Sociology, to actively pursue establishing discipline specific organizations or honor societies.

Performance Objective 4 Effective use of funds to positively impact community.

1 Assessment and Benchmark

Benchmark: Number of departmental faculty that received endowed professorships.

1.1 Data

Academic Year	# of faculty that completed & submitted research project reports

2013-2014	3
2014-2015	N/A
2015-2016	3
2016-2017	5
2017-2018	4

[2016-2017 Endowed Professorships](#) [PDF 142 KB 4/5/19]

[2017-2018 Endowed Professorships](#) [PDF 198 KB 4/5/19]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Departmental faculty are strongly encouraged to apply for endowed professorships and other sources of support when available. During the 2016-2017 reporting period, five faculty members within the Department of Social Sciences received endowed professorships.

2017-2018

Departmental faculty are continuing to take steps to pursue endowed professorships and other sources of support when those outlets are available. With that being said, the Department of Social Sciences had four faculty members awarded endowed professorships during the 2017-2018 reporting period. These faculty members have demonstrated their commitment to pursuing excellence in their respective fields of academic interest. In short, the achievements of these said faculty should inspire other departmental colleagues to apply for similar endowed professorships in the academic years to come.

2 Assessment and Benchmark

Benchmark: Number of visiting lecturers (VLs) teaching online programs in Sociology (Family and Child Studies) and Criminal Justice.

2.1 Data

Academic Year	# of VLs teaching in online programs
2013-2014	7
2014-2015	N/A
2015-2016	7
2016-2017	12
2017-2018	12

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department continues to identify qualified VLs to expand our offerings as less expense than full-time faculty.

2017-2018:

The Department of Social Sciences maintained the same number of VLs as last year. As some of our programs continue to grow (i.e., M.S. degree in CJUS and B.S. in CJUS), we will need to identify qualified CJUS adjunct faculty to teach some of our course offerings. Likewise, with the retirement of Thomas Baril, we may have to employ an adjunct faculty member who has a Ph.D. in Philosophy to teach an online section(s) of Phil 251 (Biomedical Ethics). Within the next academic year (2018-2019), we anticipate that the number of VLs teaching in our various online programs will increase from 12 to 14. In short, this increase will occur within the confines of our B.S. and M.S. degrees in CJUS, or perhaps within a section of PHIL 251.

3 Assessment and Benchmark

Benchmark: The department actively applies for TASC and Gaming grants when available to purchase select technology.

3.1 Data

2016-2017:

These requests have been merged with COLA requests to increase the number of "smart rooms" in Kaufman Hall.

2017-2018:

The number of shared "smart rooms" for the Department of SOSC has increased from one to three.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department continues to coordinate with the Dean of COLA in this regard. Kaufman Hall (Social Sciences building) received three new smart rooms (located in Kaufman 214, Kaufman 215, and Kaufman 216) available beginning Fall 2016. During the 2016-2017 reporting period, the department has not added any "smart rooms." However, the department is sharing a fourth smart room with the Department of English and Foreign Languages and the Department of History (Kaufman 207).

2017-2018:

The Department of SOSC worked closely with the Dean of COLA in an effort to maintain or expand upon the availability of smart rooms for faculty members who desire to use such a room when teaching their courses. Based upon an examination of departmental records, our department still assigns traditional classes in the "smart rooms" located in Kaufman 214, Kaufman 215, and Kaufman 216. Since the various Departments in COLA are also pursuing the use of "smart room" technology, our Department of SOSC is sharing three "smart rooms" with the Department of English and Foreign Languages and the Department of History. These rooms are located in Kaufman 207, Kaufman 217, and Kaufman 325. When comparing the present reporting data to the data from the 2016-2017 academic year, you can see that our department has increased from one shared "smart room" to three shared "smart rooms". Based upon future projections, it is anticipated that the demand for "smart room" technology will continue. With that being said, the department head will encourage departmental faculty members to actively pursue TASC and Gaming grants, when available, to purchase select technological equipment for their classrooms. In short, since the Department of Mass Communication has recently moved their offices and classes to Kaufman, it is a necessity to begin pursuing any opportunity or avenue which avails itself to expand the number of "smart rooms" in Kaufman Hall, for our department, and for COLA writ large.

Performance Objective 5 University-Community Alliances

1 Assessment and Benchmark

Benchmark: The criminal justice program is working with a local non-profit (Restart Louisiana, Alternatives to Incarceration) to assist in evaluating evidence-based practices for implementation.

1.1 Data

2015-2016:

Three students each have graduated from the CPSO Law Enforcement Academy for the last three sessions of the academy. Two students have won awards.

2016-2017:

Graduate students are being assigned to evaluate the proposed policies using skills learned in the graduate program.

2017-2018:

Based upon their professional experience and expertise, CJUS faculty members will be instrumental in providing assistance, where needed, for local and state-affiliated criminal justice entities.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department is monitoring the progress of the proposed programs and their implementation in the community.

2017-2018:

During the reporting period, Dr. Steve Thompson was asked by Mr. Seth Smith, Chief of Operations for the LA Department of Public Safety and Corrections, to evaluate some proposed policies for the LA Department of Public Safety and Corrections. Dr. Thompson evaluated and assessed the "Standard Operating Procedures for Transitional Work Programs." This professional relationship continues to be ongoing.

2 Assessment and Benchmark

Benchmark: A criminal justice faculty member is working with the Calcasieu Parish Sheriff's Office Aviation Unit as a reserve deputy to assist with disaster response and criminal investigations requiring aviation assets.

2.1 Data

2016-2017:

The department is active in supporting local criminal justice agencies.

2017-2018:

The Department of SOSOC continues to maintain its stay on the cutting edge of assisting and supporting local criminal justice agencies.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Based upon his law enforcement work experience, Dr. Steve Thompson has been able to maintain the link between our Criminal Justice program and local/state criminal justice agencies in Southwest Louisiana. Indeed, various administrators for the aforementioned criminal justice agencies have expressed their gratitude to the Department Head for the assistance provided by Dr. Thompson.

2017-2018:

During the current reporting period, Dr. Thompson has documented many instances where he has assisted in investigations and/or fugitive apprehension. In this particular vein, Dr. Thompson was called out by the Calcasieu Parish Sheriff's Department to assist in apprehending a fleeing felon. Since Dr. Thompson is an instructor-pilot, he was asked by the Sheriff's Department to fly his plane over the Lake Street/Sallier Street area where the fleeing felon was assumed to be located. To make a long story short, the fleeing felon was captured by the Sheriff's Department. It is also important to note that Dr. Thompson has been made an Instructor-Pilot for the Calcasieu Parish Sheriff's Department. It is anticipated that this relationship between Dr. Thompson and the Sheriff's Department will remain steadfast and strong in the years to come.

3 Assessment and Benchmark

Benchmark: A criminal justice faculty member is a Board Member of the Louisiana Association of Compulsive Gambling.

3.1 Data

2016-2017:

The department assists in supporting evidence-based treatments to reduce societal impacts from compulsive gambling through evidence-based analysis.

2017-2018:

The department continues to thrive in the area of providing evidence-based research to evaluate proposed policies which are designed to curtail the societal impacts from compulsive gambling.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

As an active board member of the Louisiana Association of Compulsive Gambling, Dr. Thompson regularly meets with other board members to discuss policies which are designed to curtail the problems associated with compulsive gambling.

2017-2018:

With regard to analyzing the data associated with this assessment, it can be said that Dr. Thompson has provided insight, knowledge, and wisdom to the Louisiana Association of Compulsive Gambling to assist them in developing a rational and sound policy which is designed to diminish the societal impact from compulsive gambling. In this particular vein, Dr. Thompson recently traveled to Shreveport for a board meeting to provide the board with evidence-based research to assist them in their evaluation of proposed compulsive gambling policies. It is anticipated that this relationship between Dr. Thompson and the board will continue to flourish.

4 Assessment and Benchmark

Benchmark: The criminal justice program is working with the SWLA Re-Entry Alliance to assist in evaluating evidence-based practices for implementation.

4.1 Data

2016-2017:

Graduate students are to be assigned as needed to evaluate the proposed policies using skills learned in the graduate

program.

2017-2018:

Since the CJUS program in the Department of SOSC has strong ties with the Southwest Louisiana Re-Entry Alliance, it is important that qualified students, particularly CJUS graduate students, be assigned to evaluate evidence-based practices before these said practices are implemented.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

State and regional recidivism and incarceration rates.

2017-2018:

During this current reporting period, four graduate students have evaluated evidence-based practices for implementation. These students have attended meetings and have provided fruitful feedback, when requested. The department anticipates that the number of graduate students placed in this program, or a similar community-based reentry initiative, will stay at least at the level of four students, or slightly increase in the years to come.

5 Assessment and Benchmark

Benchmark: The criminal justice program is working with a committee on improving minority and police relations.

5.1 Data

2016-2017:

Faculty participation in speaking engagements with community leaders.

2017-2018:

CJUS faculty members are actively involved with the community in an attempt to improve minority and police relations.

5.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department is monitoring the state of police community relations for improvement or declination.

2017-2018:

CJUS faculty members, Dr. Clark and Dr. Thompson, have attended several meetings and have provided expert guidance to community leaders as to what steps can be taken to improve the relationship between the police and minority residents of Southwest Louisiana. In this particular vein, two community meetings have been held at Starlight Baptist Church, located at 1523 4th Avenue, in Lake Charles. These meetings were attended by important community leaders (i.e., representatives from the Mayor's Office, Police Department, politicians, religious leaders) and by Dr. Clark. Given the rhetoric being espoused at these meetings, it is evident that the CJUS program at McNeese State University is in a position where they have the opportunity to provide evidence-based best practices which can be used to improve the state of the relationship between the police and the residents residing in Southwest Louisiana.

6 Assessment and Benchmark

Benchmark: A criminal justice faculty member is the Chairman of the Board of the Louisiana Justice Integrity Fund, which is committed to reducing public corruption and improving the efficiency of the criminal justice system.

6.1 Data

2016-2017:

Current statistics are being collected on conviction rates and other criteria of effectiveness. Reporting services are being provided by the Metropolitan Crime Commission.

2017-2018:

To curtail the extent of public corruption in the State of Louisiana and to improve the efficiency of the criminal justice system in our state, the Metropolitan Crime Commission is committed to provide statistics and/or data to the Louisiana Justice Integrity Fund. Dr. Thompson, a CJUS faculty member, is the Chairman of the Board of the aforementioned Integrity Fund. As evidenced by the data provided below, the Louisiana Justice Integrity Fund has a steadfast purpose to diminish public corruption in the State of Louisiana.

6.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Conviction rates and case disposition times will be evaluated based on the recommended improvements.

2017-2018:

The Louisiana Justice Integrity Fund has committed \$30,000 to prevent public corruption in the State of Louisiana. Likewise, they have devoted \$10,000 to the Oasis Women Shelter. Finally, based upon the work on the Metropolitan Crime Commission and the Louisiana Integrity Fund, a local law enforcement officer was recently convicted of a felony associated with his work with the LACE program. As the Metropolitan Crime Commission continues to monitor data associated with the administration of justice (both locally and statewide), you can rest assured that more acts of malfeasance will be revealed.

7 Assessment and Benchmark

Benchmark: A criminal justice member is consulting and instructing for SWLA criminal justice agencies.

7.1 Data

2016-2017:

Current student enrollment and public references to McNeese State University as a source of information.

2017-2018:

A CJUS faculty member, Dr. Steve Thompson, is teaching criminal law at the SWLA Law Enforcement academy. The course will be offered as a McNeese State University CJUS course and is intended to recruit students to finish their CJUS degree. The fall 2018 semester will be the first time it is taught using this methodology. Each student who participates will receive 18 semester hours of credit.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The department is monitoring services provided to criminal justice agencies, retention, and enrollment as a result of the increased community collaboration.

2017-2018:

Based upon the involvement of CJUS faculty members in the community, it is anticipated that the student enrollment in the CJUS programs, both B.S. and M.S. will continue to increase in future academic years.