

# **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 Sciences.
- To offer an online Master of Science degree in Criminal Justice.
- 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 Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.

### 1 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019, the benchmark was 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
	<b>Total</b>	<b>4</b>	<b>1</b>	<b>13</b>	<b>19</b>	<b>37</b>	<b>2</b>	<b>6</b>	<b>14</b>	<b>32</b>	<b>39</b>	<b>91</b>	<b>9</b>	<b>4</b>	<b>5</b>	<b>25</b>	<b>45</b>	<b>79</b>	<b>13</b>
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
	<b>Total</b>	<b>2</b>	<b>12</b>	<b>16</b>	<b>31</b>	<b>61</b>	<b>7</b>	<b>53</b>	<b>32</b>	<b>34</b>	<b>48</b>	<b>167</b>	<b>17</b>	<b>39</b>	<b>29</b>	<b>29</b>	<b>46</b>	<b>143</b>	<b>20</b>
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
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>17</b>	<b>43</b>	<b>2</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>15</b>	<b>37</b>	<b>7</b>
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
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>14</b>	<b>1</b>	<b>15</b>	<b>12</b>	<b>12</b>	<b>21</b>	<b>60</b>	<b>6</b>	<b>20</b>	<b>16</b>	<b>9</b>	<b>16</b>	<b>61</b>	<b>7</b>
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
	<b>Total</b>	<b>6</b>	<b>3</b>	<b>11</b>	<b>23</b>	<b>43</b>	<b>0</b>	<b>29</b>	<b>19</b>	<b>39</b>	<b>51</b>	<b>138</b>	<b>9</b>	<b>17</b>	<b>24</b>	<b>41</b>	<b>60</b>	<b>142</b>	<b>17</b>
<b>Grand Total</b>		<b>15</b>	<b>21</b>	<b>27</b>	<b>88</b>	<b>187</b>	<b>11</b>	<b>125</b>	<b>114</b>	<b>135</b>	<b>180</b>	<b>554</b>	<b>43</b>	<b>96</b>	<b>91</b>	<b>113</b>	<b>181</b>	<b>481</b>	<b>65</b>

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
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>18</b>	<b>29</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>45</b>	<b>85</b>	<b>13</b>	<b>9</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>79</b>	<b>17</b>
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
	<b>Total</b>	<b>7</b>	<b>7</b>	<b>13</b>	<b>17</b>	<b>44</b>	<b>1</b>	<b>44</b>	<b>40</b>	<b>29</b>	<b>41</b>	<b>154</b>	<b>10</b>	<b>39</b>	<b>31</b>	<b>34</b>	<b>35</b>	<b>139</b>	<b>8</b>
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
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>12</b>	<b>0</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>13</b>	<b>30</b>	<b>5</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>35</b>	<b>9</b>
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
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>19</b>	<b>1</b>	<b>15</b>	<b>16</b>	<b>14</b>	<b>7</b>	<b>52</b>	<b>4</b>	<b>14</b>	<b>15</b>	<b>12</b>	<b>13</b>	<b>54</b>	<b>5</b>
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
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>10</b>	<b>21</b>	<b>37</b>	<b>0</b>	<b>9</b>	<b>25</b>	<b>30</b>	<b>66</b>	<b>130</b>	<b>18</b>	<b>9</b>	<b>22</b>	<b>32</b>	<b>65</b>	<b>128</b>	<b>21</b>
<b>Grand Total</b>		<b>15</b>	<b>18</b>	<b>42</b>	<b>70</b>	<b>145</b>	<b>3</b>	<b>89</b>	<b>105</b>	<b>98</b>	<b>173</b>	<b>465</b>	<b>52</b>	<b>81</b>	<b>95</b>	<b>106</b>	<b>166</b>	<b>448</b>	<b>61</b>

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
	<b>Total</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>16</b>	<b>28</b>	<b>2</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>36</b>	<b>75</b>	<b>11</b>	<b>6</b>	<b>7</b>	<b>16</b>	<b>32</b>	<b>61</b>	<b>13</b>
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
	<b>Total</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>16</b>	<b>34</b>	<b>4</b>	<b>56</b>	<b>24</b>	<b>30</b>	<b>35</b>	<b>145</b>	<b>10</b>	<b>46</b>	<b>26</b>	<b>33</b>	<b>40</b>	<b>145</b>	<b>21</b>
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
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>13</b>	<b>13</b>	<b>11</b>	<b>5</b>	<b>42</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>17</b>	<b>6</b>	<b>39</b>	<b>3</b>
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
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>11</b>	<b>0</b>	<b>16</b>	<b>12</b>	<b>4</b>	<b>13</b>	<b>45</b>	<b>2</b>	<b>12</b>	<b>10</b>	<b>6</b>	<b>14</b>	<b>42</b>	<b>7</b>
	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

SOCO	(blank)	2	1	2	6	11	0	6	7	14	20	47	3	3	6	11	20	40	5
	<b>Total</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>19</b>	<b>31</b>	<b>0</b>	<b>17</b>	<b>21</b>	<b>36</b>	<b>57</b>	<b>131</b>	<b>17</b>	<b>14</b>	<b>19</b>	<b>29</b>	<b>61</b>	<b>123</b>	<b>16</b>
<b>Grand Total</b>		<b>11</b>	<b>15</b>	<b>30</b>	<b>59</b>	<b>115</b>	<b>8</b>	<b>116</b>	<b>89</b>	<b>102</b>	<b>147</b>	<b>453</b>	<b>45</b>	<b>87</b>	<b>74</b>	<b>107</b>	<b>154</b>	<b>422</b>	<b>70</b>

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
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>10</b>	<b>15</b>	<b>0</b>	<b>7</b>	<b>13</b>	<b>16</b>	<b>29</b>	<b>65</b>	<b>8</b>	<b>5</b>	<b>13</b>	<b>17</b>	<b>26</b>	<b>61</b>	<b>7</b>
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
	<b>Total</b>	<b>8</b>	<b>4</b>	<b>10</b>	<b>12</b>	<b>34</b>	<b>1</b>	<b>38</b>	<b>33</b>	<b>25</b>	<b>31</b>	<b>127</b>	<b>10</b>	<b>29</b>	<b>22</b>	<b>22</b>	<b>34</b>	<b>107</b>	<b>22</b>
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
	<b>Total</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>16</b>	<b>10</b>	<b>8</b>	<b>19</b>	<b>53</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>12</b>	<b>18</b>	<b>46</b>	<b>8</b>
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
	<b>Total</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>33</b>	<b>4</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>26</b>	<b>3</b>
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
	<b>Total</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>16</b>	<b>28</b>	<b>0</b>	<b>16</b>	<b>27</b>	<b>39</b>	<b>59</b>	<b>141</b>	<b>22</b>	<b>13</b>	<b>17</b>	<b>34</b>	<b>62</b>	<b>126</b>	<b>11</b>
<b>Grand Total</b>		<b>13</b>	<b>15</b>	<b>22</b>	<b>45</b>	<b>95</b>	<b>1</b>	<b>98</b>	<b>89</b>	<b>95</b>	<b>148</b>	<b>430</b>	<b>56</b>	<b>69</b>	<b>69</b>	<b>90</b>	<b>151</b>	<b>379</b>	<b>55</b>

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
	<b>Total</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>14</b>	<b>27</b>	<b>1</b>	<b>7</b>	<b>10</b>	<b>18</b>	<b>23</b>	<b>58</b>	<b>10</b>	<b>5</b>	<b>8</b>	<b>15</b>	<b>24</b>	<b>52</b>	<b>3</b>
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
	<b>Total</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>17</b>	<b>0</b>	<b>34</b>	<b>20</b>	<b>24</b>	<b>24</b>	<b>101</b>	<b>7</b>	<b>23</b>	<b>19</b>	<b>24</b>	<b>25</b>	<b>91</b>	<b>13</b>
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
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>13</b>	<b>34</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>27</b>	<b>8</b>
	FCST	1	0	0	0	1	0	5	0	0	0	5	1	1	0	0	0	1	0

SOCL	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
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>15</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>29</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>7</b>	<b>20</b>	<b>1</b>
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
	<b>Total</b>	<b>3</b>	<b>1</b>	<b>8</b>	<b>22</b>	<b>34</b>	<b>2</b>	<b>13</b>	<b>20</b>	<b>28</b>	<b>64</b>	<b>125</b>	<b>18</b>	<b>6</b>	<b>24</b>	<b>24</b>	<b>55</b>	<b>109</b>	<b>18</b>
<b>Grand Total</b>		<b>12</b>	<b>10</b>	<b>18</b>	<b>53</b>	<b>93</b>	<b>6</b>	<b>80</b>	<b>65</b>	<b>86</b>	<b>130</b>	<b>364</b>	<b>44</b>	<b>51</b>	<b>62</b>	<b>78</b>	<b>125</b>	<b>316</b>	<b>43</b>

2018-2019:

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)	2	1	1	2	6	0	8	6	4	5	23	0	3	5	4	3	15	0
CJSO	(blank)	3	4	6	14	27	0	9	7	16	27	59	0	6	3	13	21	43	0
CJUS	(blank)	5	7	10	4	26	0	40	23	25	27	115	0	25	29	20	24	98	0
POLS	PLCM	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	PLPH	0	0	0	0	0	0	2	1	0	0	3	0	2	2	0	0	4	0
	(blank)	1	0	1	2	4	0	1	6	6	5	18	2	4	2	2	8	16	4
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>21</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>20</b>	<b>4</b>
SOCL	GSOC	0	1	1	5	7	1	1	3	5	6	15	1	1	3	3	7	14	3
	(blank)	1	0	0	0	1	0	2	3	0	0	5	0	0	4	0	0	4	0
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>20</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>18</b>	<b>3</b>
SOCO	FCST	1	8	5	8	22	0	11	21	20	31	83	8	12	15	22	29	78	11
	GSOC	0	1	3	6	10	1	1	4	7	13	25	3	0	3	5	11	19	4
	(blank)	0	0	1	0	1	0	2	1	1	5	9	0	4	2	4	1	11	0
	<b>Total</b>	<b>1</b>	<b>9</b>	<b>9</b>	<b>14</b>	<b>33</b>	<b>1</b>	<b>14</b>	<b>26</b>	<b>28</b>	<b>49</b>	<b>117</b>	<b>11</b>	<b>16</b>	<b>20</b>	<b>31</b>	<b>41</b>	<b>108</b>	<b>15</b>
<b>Grand Total</b>		<b>13</b>	<b>22</b>	<b>29</b>	<b>41</b>	<b>105</b>	<b>2</b>	<b>77</b>	<b>75</b>	<b>84</b>	<b>119</b>	<b>355</b>	<b>14</b>	<b>57</b>	<b>68</b>	<b>73</b>	<b>104</b>	<b>302</b>	<b>22</b>

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
PLEG	2017	14	64.285%
	2018	23	
CJSO	2017	58	1.724%
	2018	59	
CJUS	2017	101	13.861%
	2018	115	
POLS	2017	34	-38.235%
	2018	21	
SOCL	2017	29	-31.034%
	2018	20	
SOCO	2017	125	-6.4%
	2018	117	
	<b>2017</b>	<b>364</b>	

Total	2018	355	-2.472%
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**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 SOSC 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).

2018-2019:

For analysis purposes, the completer data has been incorporated into the attached chart:

Completer Data by SOSC Major

2013-2019

Based upon an examination of the completer data as shown in the attached chart, the following conclusions can be made:

- Sociology completers have increased due to the online sociology program, 26 students in 2013-14 to 38 students in 2017-2018.
- POLS completer student numbers have been erratic, ranging from a low of five completers in 2015-16 to a high of fourteen completers in 2014-15.
- CJUS completer data, for both the traditional and online degree programs, have been reduced by half (44 students to 20 students for the traditional CJUS program; 30 students to 14 students in the online CJUS degree program).

The plan for continuous improvement will include a proactive effort to retain students from Y1 to Y2. If we successfully adopt the retention suggestions of RNL, then the percentage of our completer numbers in CJUS, SOCL, and POLS should increase. Furthermore, during the 2018-2019 reporting period, the Department of SOSC hired a new faculty member for each of the following disciplines: CJUS and POLS. It is anticipated that the integration of new faculty members in the aforementioned degree programs will contribute to an increase in the completer numbers of CJUS and POLS in future reporting periods. Finally, our plan for continuous improvement will include a cutting edge approach to embracing best practices as it relates to advising, mentoring, and teaching.

[Completer Data by SOSC Major](#) [DOCX 11 KB 2/13/20]

**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
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Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CJSO	(blank)	12	61	54												

## 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

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CJSO	(blank)	1	7	8												

**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.

2018-2019:

An analysis of the data reveals that, during this current reporting period, 16 students graduated with their M.S. in CJUS. Likewise, the M.S. in CJUS degree program has a Fall 2019 student enrollment of 66 students. Most importantly, this number represents a 8.2% increase over the Fall 2018 enrollment numbers for the M.S. in CJUS program. Furthermore, there is good evidence to suggest that the aforementioned degree program has a solid foundation to which to grow upon in future reporting periods. Our CJUS master's program is the second online graduate program, surpassed only by M.S.N. program in Nursing. The plan for continuous improvement will include a focus to build upon the enrollment and completer numbers by establishing a 4 plus 1 program for those undergraduate CJUS students that have the potential to move directly into our M.S. in CJUS program. In short, the establishment of the aforementioned program should boost an already strong graduate CJUS degree program.

**3 Assessment and Benchmark**

Benchmarks:



- A persistence rate (retained students from fall Y1 to spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

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)

### 3.1 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	1	50.0	1	50.0
		<b>Total</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>1</b>	<b>50.0</b>	<b>1</b>	<b>50.0</b>	<b>1</b>	<b>50.0</b>	<b>1</b>	<b>50.0</b>
CJUS	27*	Same	14	51.9	10	37.0	8	29.6	8	29.6	7	25.9	8	29.6	9	33.3
		Changed	9	33.3	9	33.3	8	29.6	9	33.3	7	25.9	7	25.9	7	25.9
		<b>Total</b>	<b>23</b>	<b>85.2</b>	<b>19</b>	<b>70.4</b>	<b>16</b>	<b>59.3</b>	<b>17</b>	<b>63.0</b>	<b>14</b>	<b>51.9</b>	<b>15</b>	<b>55.6</b>	<b>16</b>	<b>59.3</b>
GOVT	2	Same	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	1	50.0	2	100	2	100	1	50.0	1	50.0	1	50.0	1	50.0
		<b>Total</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>1</b>	<b>50.0</b>	<b>1</b>	<b>50.0</b>	<b>1</b>	<b>50.0</b>	<b>1</b>	<b>50.0</b>
SOCL	6	Same	1	16.7	2	33.3	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
		Changed	2	33.3	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		<b>Total</b>	<b>3</b>	<b>50.0</b>	<b>3</b>	<b>50.0</b>	<b>1</b>	<b>16.7</b>	<b>1</b>	<b>16.7</b>	<b>1</b>	<b>16.7</b>	<b>1</b>	<b>16.7</b>	<b>1</b>	<b>16.7</b>
SOCO	7	Same	4	57.1	2	28.6	1	14.3	1	14.3	1	14.3	1	14.3	1	14.3
		Changed	2	28.6	2	28.6	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0
		<b>Total</b>	<b>6</b>	<b>85.7</b>	<b>4</b>	<b>57.1</b>	<b>2</b>	<b>28.6</b>	<b>1</b>	<b>14.3</b>	<b>1</b>	<b>14.3</b>	<b>1</b>	<b>14.3</b>	<b>1</b>	<b>14.3</b>
<b>Total</b>	44	Same	22	50.0	15	34.1	10	22.7	10	22.7	9	20.5	10	22.7	11	25.0
		Changed	14	31.8	15	34.1	13	29.5	11	25.0	9	20.5	9	20.5	9	20.5
		<b>Total</b>	<b>36</b>	<b>81.8</b>	<b>30</b>	<b>68.2</b>	<b>23</b>	<b>52.3</b>	<b>21</b>	<b>47.7</b>	<b>18</b>	<b>40.9</b>	<b>19</b>	<b>43.2</b>	<b>20</b>	<b>45.5</b>

\*3 students were undeclared before declaring CJUS.

2013:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
		Same	20	66.7	14	46.7	11	36.7	5	16.7						







		<b>Total</b>	<b>1</b>	<b>100</b>												
<b>Total</b>	47	Same	26	55.3												
		Changed	15	31.9												
		<b>Total</b>	<b>41</b>	<b>87.2</b>												

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJSO		Same														
		Changed														
		<b>Total</b>														
CJUS		Same														
		Changed														
		<b>Total</b>														
POLS		Same														
		Changed														
		<b>Total</b>														
SOCL		Same														
		Changed														
		<b>Total</b>														
SOCO		Same														
		Changed														
		<b>Total</b>														
<b>Total</b>		Same														
		Changed														
		<b>Total</b>														

**3.1.1 Analysis of Data and Plan for Continuous Improvement**

2018-2019:

To make sense of the retention rates for the various degree programs in SOSC, the attached chart was compiled.

Baed upon the attached retention chart for the years of 2012-2017, several things should be noted:

- the retention rate from Y1 to Y3 for the CJUS B.S. program dipped sharply from the 2015 reporting period (63%) to the 2016 reporting period (26.3%). The prior year reporting periods for Y1 to Y3 were consistently in the 50% range;
- the retention rate from Y1 to Y3 for the POLS B.A. program showed similar results (77.8% to 42.9%);
- with regard to the SOCL B.A. program, there was a significant increase in the retention rate from Y1 to Y3 (37.5% to 57.1%).
- the retention rates from Y1 to Y2 for the CJUS B.S. program have met the benchmark figure of 70% for the reporting period of 2012 and 2014. Recently, however, it appears that the retention numbers for the CJUS degree program has experienced a significant decline for Y1 to Y2 (52.6% and 54.5% for the 2016 and 2017 reporting periods);
- the retention rates from Y1 to Y2 for the POLS B.A. program have also met the benchmark figure of 70% for the reporting periods of 2012, 2014, and 2015. As with the CJUS program retention numbers, there was a dramatic decline in the POLS retention rates during the 2016 reporting period (42.9%);
- with regard to the SOCL B.A. program retention rates from Y1 to Y2, the data reveals that the retention percentages did not meet the 70% benchmark for each reporting period.

Given the data reported for the 2016 year, it appears that the benchmark retention figure of 55% from Y1 to Y3 was only achieved for the SOCL B.A. program. Likewise, the retention data from Y1 to Y2 for the CJUS and POLS degree programs has been relatively good, whereas the SOCL retention percentages have failed in meeting the benchmark figure of 70% for Y1 to Y2. A plan for continuous improvement should include an examination of suggestions being offered by RNL as to what steps should be taken to increase the retention rate of our student population in the Department of SOSC. Furthermore, RNL is looking at best practices as it relates to the transfer of students from Basic Studies to other departments on campus. Through the adoption of these retention suggestions, our department should be able to increase the retention rates of students in CJUS, POLS, and SOCL.

[Retention Rate](#) [DOCX 12 KB 2/13/20]

## Performance Objective 2 Promote excellence in teaching amongst faculty.

### 1 Assessment and Benchmark

Benchmark: 50% of the SOSC departmental faculty members will exceed the University SEI norm figure.

Prior to 2018-2019, the benchmark was 80%.

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

#### 1.1 Data

Calendar Year	University SEI Average	% of department FT faculty that exceeded University SEI Average
2013	4.53	78.9%
2014	4.52	N/A
2015	4.50	82.0%
2016	4.46	35.0%
2017	4.47	44.0%

Calendar Year	University SEI Average	Faculty that exceeded University SEI Average	
		#	%
2018	4.38	7/18	39%

\*Prior to 2018, the department SEI scores were for full-time faculty only.

Department of Social Sciences Analysis of Full-Time Department of SOSC faculty members SEI scores				
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

Department of Social Sciences Analysis of Department of SOSC faculty members SEI scores				

University-Wide SEI questions	Fall 2018	Spring 2019	Fall 2019	Spring 2020
1. The instructor organized the course in a logical and effective fashion.	4.23	4.47		
2. The instructor provided pertinent feedback on graded tests and assignments.	4.14	4.37		
3. The instructor's communication skills were clear and effective.	4.07	4.38		
4. The instructor covered material consistent with the stated objectives of the course.	4.38	4.57		
5. My ratings of this instructor to other students.	4.12	4.31		

\*Prior to fall 2018, the department SEI scores were for full-time faculty only.

### 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.

2018-2019:

The Department of SOSC SEI data for the current reporting period reveals that seven faculty members (39%) exceeded the University SEI norm figures for the five questions included on the SEI scoring instrument, while 11 full-time faculty (61%) failed to meet or exceed the SEI norm average for the questions asked on the SEI. Based upon the aforementioned data, the department head has communicated to SOSC faculty members the importance of elevating individual performances within the classroom setting, be it in a traditional or online setting. As with the previous reporting period, the department head reiterated the importance of such practices as utilizing communication techniques that are clear and effective, providing feedback that is timely and consistent, organizing the course in a way that connects with the students, and making sure that what is being covered in class matches the stated objectives as so listed on the syllabus.

Using the S.C.O.R.E. APR ranking system as implemented during the last reporting period, the SOSC faculty fell into the following categories:

- Stellar Stars - Three faculty members
- Captivating Champions - Five faculty members
- Outstanding Orchestrators - Five faculty members
- Relign, Revise, Refocus - Four faculty members
- Embrace Enhancing Your Performance - Zero faculty members

The plan for continuous improvement will include the following goals:

- establishing a committee of peer reviewers to assess the quality of teaching for faculty whose SEI scores are below the departmental and University threshold for satisfactory reporting. In short, the process is intended to enhance the quality of teaching that is being provided by our faculty members, not to act as a punitive measure. With the input from the SOSC faculty members, the process and structure of peer review of teaching will be formulated; and
- reassessing the Department of Social Sciences APR scoring mechanism.

[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".

2018-2019:

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

- Todd Furman-published *Critical Thinking & Logic (2nd Edition)*; editorial review board for *Teaching Philosophy*.
- Matt Butkus-published "Moral Expertise in Medical Ethics". *Moral Expertise: New Essays from Theoretical and Clinical Bioethics* (eds. Jamie Watson and Laura Guidry-Grimes). Springer, 2018. Presented "Neuroscience and Ethical Decision-Making in Artificial Agents"--Illinois Institute of Technology (Chicago, IL), May 11, 2018; Presented "Higher Education as a Public Good"--University of Louisiana 2019 Conference at Lafayette, LA. (February 2019).
- Stan Weeber-published ten journal articles or book chapters.
- Muhammad Haque-published one research excerpt and presented at one conference.
- David Armstrong-was the presenter of training seminars for concealed gun purposes.
- Steve Thompson-teaches at the Police Academy.
- Carol Campbell-presented a paper at the Louisiana School-Based Health Alliance, April 2019; participated in four panel discussions at the Connections Count Conference, February 7-9, 2019.
- Elijah Okhotnikov-presented papers at two national conferences: NCFR & RRA.

### 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.

2018-2019:

Based upon the examination of APR data, it was found that approximately 50% of faculty members in the Department of SOSC are involved in professional activities, either in the form of attending and/or presenting at professional conferences or publishing articles and/or books. Likewise, the percent figure is similar to the previous reporting period.

Given the results of this reporting period as compared with the findings of previous reports, the plan for continuous improvement will include establishing an assessment benchmark figure that is centered on the following: 70% of full-time faculty members in the Department of SOSC will achieve the goal of publishing an article or presenting a paper at a professional conference.

In an effort for the aforementioned goal to be achieved, the department head will encourage SOSC faculty members to use endowed professorship travel funds to attend and to present papers at professional conferences. Furthermore, special attention will be paid to reinforcing faculty members efforts to publish professional articles/essays/books.

### **Performance Objective 3 Promote professionalism amongst 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
2018-2019	1	0	1

##### **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.

2018-2019:

During his last year of teaching at McNeese, Dr. Henry Sirgo mentored a number of POLS students in the Pre-Law Society and in his classes. In particular, Dr. Sirgo made a concerted effort to encourage students to attend professional conferences with him. The analysis of data reveals that Dr. Sirgo was instrumental in his role as mentor in taking one student with him to a professional conference. In addition, Dr. Gregory Clark was specifically asked by the parents of a freshman student-athlete to mentor their daughter. This request was made after Dr. Clark presented at the 2018 Fall Preview Day. The plan for continuous improvement will include an outreach initiative to SOSC faculty to track their efforts at mentoring MSU students.

[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.

2018-2019:

The Department of Social Sciences still maintains three student organizations: Pre-Law and Politics Society; Pi Sigma Alpha Honor Society; and the Philosophy Club. These student organizations are primarily involved with hosting events that 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.

2018-2019:

The three student organizations in the Department of Social Sciences have membership numbers ranging from 10-15 individuals. The student involvement in these SOSC organizations have been consistent over the last three reporting periods. The plan for continuous improvement will include a movement to establish and to organize both a CJUS and SOCL-based student organization. In a similar vein, a Family Science student organization should prove to be a fruitful plan. Given the number of student majors in CJUS and SOCL, our Department should be able to improve upon the number of SOSC students that are affiliated with student organizations.

## **Performance Objective 4 Utilize funds effectively to positively impact the community.**

### **1 Assessment and Benchmark**

Benchmark: 25% of full-time faculty members will receive endowed professorships.

#### **1.1 Data**

Academic Year	Full-time faculty that received endowed professorships	
	#	%
2013-2014	3	
2014-2015	—	
2015-2016	3	
2016-2017	5	—
2017-2018	4	—
2018-2019	4	25%

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

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

[2018-2019 Endowed Professorships in SOSC](#) [PDF 139 KB 9/6/19]

#### **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.

2018-2019:

For the reporting period of 2018-19, four faculty members were awarded a total of five endowed professorships. The aforementioned figure represents approximately 25% of the faculty members in the Department of Social Sciences. The plan for continuous improvement includes a concerted effort to encourage our SOSC faculty to apply for not only Departmental endowed professorships, but also those endowed professorships that are open to any faculty member within the College of Liberal Arts. By moving toward this end of the continuum, the overall percent of SOSC faculty receiving should increase in future reporting periods.

## 2 Assessment and Benchmark

Benchmark: Number of visiting lecturers (VLs) teaching online courses in sociology (family sciences) 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
2018-2019	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.

2018-2019:

With the current reporting period, the Department of Social Sciences maintained the same level of visiting lecturers for our online programs. The anticipated increase of VLs from 12 to 14 did not occur. In analyzing the data, it is assumed that the increase was not achieved because of financial considerations. Our plan for continuous improvement includes an effort to assess our various online programs to determine the best use of VLs in teaching our online classes. In short, given the lack of funding to hire VLs or even to hire full-time faculty to teach overloads, it is imperative that we implement strategic planning as it relates to the scheduling of our online classes.

## 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.

2018-2019:

The number of dedicated "smart rooms" for the Department of SOSC stands at five. Likewise, SOSC shares three "smart rooms" with other departments in the College of Liberal Arts.

#### 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.

2018-2019:

The Department of SOSC has the ability to use the following classrooms in Kaufman that have smart room technology: Kaufman 214, Kaufman 215, Kaufman 216, Kaufman 219, and Kaufman 220. Since the various departments in the College of Liberal Arts are also pursuing the use of "smart room" technology, our Department of SOSC is sharing the following "smart room" classrooms with the Department of History and with the Department of English and Foreign Languages: Kaufman 207, Kaufman 217, and Kaufman 325. Our plan for continuous improvement should include a concerted effort to obtain funds to purchase additional "smart room" technology for the classrooms in Kaufman Hall. By moving toward this "smart room" cutting edge, our students will be the beneficiaries of this technological advancement.

## **Performance Objective 5 Enhance partnerships between the University and the community.**

### **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.

2018-2019:

With respect to Restart Louisiana, it appears that this particular effort has been suspended. In retrospect, there were no meetings during the 2018-2019 academic reporting period.

#### **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.

2018-2019:

It is not readily apparent why there were no meetings of Restart Louisiana during the 2018-2019 reporting period. The plan for continuous improvement should included an effort to ascertain why Restart Louisiana has been suspended.

## 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 SOSC continues to maintain its stay on the cutting edge of assisting and supporting local criminal justice agencies.

2018-2019:

Dr. Steve Thompson was sent for a week of training to be the aviation unit manager at the Calcasieu Parish Sheriff Office. In short, Dr. Thompson completed the training, and is considered an instructor pilot and chief pilot for CPSO.

#### 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.

2018-2019:

An analysis of the data reveals that Dr. Thompson has continued his involvement as an instructor pilot and chief pilot for the CPSO. Likewise, Dr. Thompson has been a participant in training to enhance his role as aviation unit manager at CPSO. The plan for continuous improvement will include an examination of the various areas of assistance that is provided by Dr. Thompson to the CPSO.

## 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.

2018-2019:

During the current reporting period, Dr. Steve Thompson attended quarterly meetings. Likewise, this particular compulsive gambling group opened a new in-patient facility and center in Shreveport, LA. Furthermore, the group is also handling a suicide prevention hotline. Finally, the group votes and approves the budget, advertising, etc.

### **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.

2018-2019:

An examination of the data reveals that there is an increase in gambling problems and that this compulsive gambling group offering one of the available treatment options. The plan for continuous improvement will include the reporting of empirical data to reveal the fruitful results of the rational and sound policies being developed by this group.

## **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.

2018-2019:

Unfortunately, there were no meetings of the SWLA Re-entry Alliance.

### **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.

2018-2019:



It is not readily apparent why there were no meetings of the SWLA Re-entry alliance during the 2018-2019 reporting period. The plan for continuous improvement should included an effort to ascertain why the SWLA Re-entry Alliance has not been meeting. In short, it is important to establish our link to the aforementioned Alliance because it benefits our CJUS graduate students.

## 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.

2018-2019:

During this current reporting period, Dr. Steve Thompson submitted a formal complaint on excessive force upon a minority. Likewise, Dr. Thompson is assisting in multiple lawsuits against minorities. Furthermore, Dr. Thompson trains officers in community relations issues.

#### 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.

2018-2019:

An analysis of the data reveals that the minority and police relations are improving as evidenced by peaceful protests in response to the shooting of a minority by local law enforcement. The plan for continuous improvement will include an effort to reach out to the local law enforcement agencies with a purpose centered on providing evidence-based practices which can be useful in improving the relationship between police departments and the citizens they serve.

## 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.

2018-2019:

According to Dr. Steve Thompson, the Louisiana Justice Integrity Fund made a \$5,000 donation to the local women's shelter. In addition, the aforementioned group is pending data from the research they funded.

### 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.

2018-2019:

The analysis of data reveals that the Louisiana Justice Integrity Fund is pending data from the research that they funded. This particular research is being conducted by the Metropolitan Crime Commission. The plan for continuous improvement will include assessing the results that will be provided by the Metropolitan Crime Commission. Furthermore, an effort will be made to track the donations made by the Louisiana Justice Integrity Fund.

## 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. .

2018-2019:

During this current reporting period, Dr. Steve Thompson continued his teaching at the SWLA Law Enforcement Academy. Likewise, Dr. Thompson has consulted in many criminal justice cases. For instance, Dr. Thompson assisted the local public defender's office that led to the acquittal of an innocent man. Furthermore, Dr. Thompson assisted the district attorney's office on a death penalty case.

#### 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.

2018-2019:

An examination of the data reveals that our B.S. in CJUS student enrollment has experienced a slight decrease (7.5 %), while our M.S. in CJUS enrollment numbers have experienced a slight increase (8.2%). These percentages are based on an examination of the fall 2018 and fall 2019 enrollment numbers provided by the MSU Registrar's Office. The plan for continuous improvement will include a focus on recruiting and retaining students that have a desire to pursue degrees in CJUS, B.S. and M.S.