



## Department of Social Sciences

#9 Plan cycle - 9

Plan cycle 2023/2024

7/1/23 - 6/30/24

## 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.

## 1 Assessment and Benchmark

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.

- PLEG - AA Paralegal Studies (inactive effective 201940)
- CJSO - BS Criminal Justice Online
  - TPS - Terrorism, Preparedness, and Security (inactive effective 201540)
- CJUS - BS Criminal Justice
  - TPS - Terrorism, Preparedness, and Security (inactive effective 201540)
- POLS - BA Political Science
  - GNPS - General Political Science (effective 201940)
  - PLAW - Pre-Law (effective 201940)
  - PLCM - Political Communications
  - PLPH - Political Philosophy
- SOCL - BA Sociology
  - FCST - Family and Child Studies (inactive effective 201940)
  - GSOC - General Sociology
- SOCO - BA Sociology Online
  - FCST - Family and Child Studies (inactive effective 201940)
  - FMSC - Family Science (effective 201940)
  - GSOC - General Sociology

## 2019-2020:

[illegible]

2020-2021:

2021-2022:

[illegible]

|                    |              |          |           |           |           |           |          |           |           |           |            |            |           |           |           |           |            |            |           |
|--------------------|--------------|----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|------------|------------|-----------|
|                    | <b>Total</b> | <b>0</b> | <b>4</b>  | <b>14</b> | <b>23</b> | <b>41</b> | <b>2</b> | <b>11</b> | <b>14</b> | <b>24</b> | <b>49</b>  | <b>98</b>  | <b>7</b>  | <b>8</b>  | <b>8</b>  | <b>23</b> | <b>52</b>  | <b>91</b>  | <b>18</b> |
| <b>Grand Total</b> |              | <b>7</b> | <b>13</b> | <b>26</b> | <b>53</b> | <b>99</b> | <b>5</b> | <b>68</b> | <b>60</b> | <b>66</b> | <b>122</b> | <b>316</b> | <b>19</b> | <b>46</b> | <b>52</b> | <b>55</b> | <b>128</b> | <b>281</b> | <b>46</b> |

2022-2023:

| Major              | Conc.        | Summer   |          |           |           |           |           | Fall      |           |           |            |            |           | Spring    |           |           |           |            |           |
|--------------------|--------------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|
|                    |              | F        | S        | J         | Sr        | T         | CMP       | F         | S         | J         | Sr         | T          | CMP       | F         | S         | J         | Sr        | T          | CMP       |
| CJSO               | (blank)      | 2        | 1        | 3         | 14        | 20        | 2         | 11        | 8         | 12        | 23         | 54         | 6         | 13        | 7         | 16        | 23        | 59         | 10        |
| CJUS               | (blank)      | 2        | 3        | 5         | 12        | 23        | 3         | 26        | 17        | 17        | 30         | 90         | 11        | 17        | 17        | 20        | 23        | 77         | 12        |
| POLs               | GNPS         | 0        | 0        | 0         | 0         | 0         | 0         | 1         | 4         | 2         | 3          | 10         | 1         | 1         | 2         | 3         | 3         | 9          | 1         |
|                    | PLAW         | 0        | 0        | 1         | 2         | 3         | 0         | 6         | 3         | 7         | 5          | 21         | 2         | 3         | 6         | 7         | 5         | 21         | 0         |
|                    | 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         | 1         | 1         | 0         | 0          | 2          | 0         | 0         | 2         | 0         | 0         | 2          | 0         |
|                    | (blank)      | 0        | 0        | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0         | 0         | 0         | 0          | 0         |
|                    | <b>Total</b> | <b>0</b> | <b>0</b> | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>0</b>  | <b>8</b>  | <b>8</b>  | <b>9</b>  | <b>8</b>   | <b>33</b>  | <b>3</b>  | <b>4</b>  | <b>10</b> | <b>10</b> | <b>8</b>  | <b>32</b>  | <b>1</b>  |
| SOCL               | GSOC         | 0        | 0        | 0         | 0         | 0         | 0         | 4         | 3         | 2         | 4          | 13         | 1         | 2         | 0         | 3         | 4         | 9          | 0         |
|                    | (blank)      | 0        | 0        | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0         | 0         | 0         | 0          | 0         |
|                    | <b>Total</b> | <b>0</b> | <b>0</b> | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>4</b>  | <b>3</b>  | <b>2</b>  | <b>4</b>   | <b>13</b>  | <b>1</b>  | <b>2</b>  | <b>0</b>  | <b>3</b>  | <b>4</b>  | <b>9</b>   | <b>0</b>  |
| SOCO               | FCST         | 0        | 0        | 0         | 3         | 3         | 1         | 0         | 0         | 0         | 5          | 5          | 0         | 0         | 0         | 0         | 5         | 5          | 3         |
|                    | FMSC         | 0        | 0        | 12        | 14        | 26        | 2         | 5         | 6         | 18        | 26         | 55         | 6         | 2         | 8         | 12        | 23        | 45         | 9         |
|                    | GSOC         | 0        | 0        | 0         | 8         | 8         | 3         | 1         | 0         | 2         | 8          | 11         | 3         | 1         | 2         | 1         | 5         | 9          | 1         |
|                    | (blank)      | 0        | 0        | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0          | 0          | 0         | 0         | 0         | 0         | 0         | 0          | 0         |
|                    | <b>Total</b> | <b>0</b> | <b>0</b> | <b>12</b> | <b>25</b> | <b>37</b> | <b>6</b>  | <b>6</b>  | <b>6</b>  | <b>20</b> | <b>39</b>  | <b>71</b>  | <b>9</b>  | <b>3</b>  | <b>10</b> | <b>13</b> | <b>33</b> | <b>59</b>  | <b>13</b> |
| <b>Grand Total</b> |              | <b>4</b> | <b>4</b> | <b>21</b> | <b>45</b> | <b>83</b> | <b>11</b> | <b>61</b> | <b>42</b> | <b>60</b> | <b>104</b> | <b>261</b> | <b>30</b> | <b>39</b> | <b>44</b> | <b>62</b> | <b>91</b> | <b>236</b> | <b>36</b> |

2023-2024:

| Major | Conc.        | Summer   |          |          |          |          |          | Fall      |          |          |           |           |          | Spring    |          |          |           |           |          |
|-------|--------------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|-----------|-----------|----------|-----------|----------|----------|-----------|-----------|----------|
|       |              | F        | S        | J        | Sr       | T        | CMP      | F         | S        | J        | Sr        | T         | CMP      | F         | S        | J        | Sr        | T         | CMP      |
| CJSO  | (blank)      | 3        | 0        | 5        | 7        | 15       | 0        | 9         | 14       | 20       | 18        | 61        | 5        | 5         | 11       | 8        | 27        | 51        | 8        |
| CJUS  | (blank)      | 3        | 4        | 7        | 5        | 19       | 0        | 37        | 13       | 19       | 23        | 92        | 5        | 26        | 21       | 20       | 22        | 89        | 10       |
| POLs  | GNPS         | 0        | 0        | 0        | 1        | 1        | 0        | 2         | 0        | 2        | 3         | 7         | 0        | 1         | 4        | 1        | 7         | 13        | 3        |
|       | PLAW         | 1        | 0        | 1        | 2        | 4        | 0        | 11        | 7        | 4        | 10        | 32        | 5        | 4         | 5        | 6        | 5         | 20        | 0        |
|       | PLCM         | 0        | 0        | 0        | 0        | 0        | 0        | 1         | 0        | 0        | 0         | 1         | 0        | 1         | 0        | 0        | 0         | 1         | 0        |
|       | PLPH         | 0        | 0        | 0        | 0        | 0        | 0        | 0         | 1        | 0        | 0         | 1         | 0        | 0         | 0        | 0        | 0         | 0         | 0        |
|       | (blank)      | 0        | 0        | 0        | 0        | 0        | 0        | 0         | 0        | 0        | 0         | 0         | 0        | 0         | 0        | 0        | 1         | 1         | 0        |
|       | <b>Total</b> | <b>1</b> | <b>0</b> | <b>1</b> | <b>3</b> | <b>5</b> | <b>0</b> | <b>14</b> | <b>8</b> | <b>6</b> | <b>13</b> | <b>41</b> | <b>5</b> | <b>6</b>  | <b>9</b> | <b>7</b> | <b>12</b> | <b>35</b> | <b>3</b> |
| SOCL  | GSOC         | 1        | 0        | 0        | 3        | 4        | 0        | 11        | 2        | 1        | 6         | 20        | 1        | 12        | 3        | 1        | 5         | 21        | 3        |
|       | (blank)      | 0        | 0        | 0        | 0        | 0        | 0        | 0         | 0        | 0        | 0         | 0         | 0        | 0         | 0        | 0        | 0         | 0         | 0        |
|       | <b>Total</b> | <b>1</b> | <b>0</b> | <b>0</b> | <b>3</b> | <b>4</b> | <b>0</b> | <b>11</b> | <b>2</b> | <b>1</b> | <b>13</b> | <b>20</b> | <b>1</b> | <b>12</b> | <b>3</b> | <b>1</b> | <b>5</b>  | <b>21</b> | <b>3</b> |
| SOCO  | FCST         | 0        | 0        | 0        | 0        | 0        | 0        | 0         | 0        | 0        | 1         | 1         | 0        | 0         | 0        | 0        | 1         | 1         | 0        |
|       | FMSC         | 1        | 5        | 7        | 8        | 21       | 0        | 6         | 6        | 14       | 19        | 45        | 5        | 2         | 4        | 10       | 20        | 36        | 11       |
|       | GSOC         | 1        | 0        | 0        | 3        | 4        | 0        | 2         | 2        | 2        | 7         | 13        | 1        | 1         | 2        | 1        | 7         | 11        | 2        |
|       | (blank)      | 0        | 0        | 0        | 0        | 0        | 0        | 0         | 0        | 0        | 0         | 0         | 0        | 0         | 1        | 0        | 0         | 1         | 0        |

|                    | <b>Total</b> | <b>2</b>  | <b>5</b> | <b>7</b>  | <b>11</b> | <b>25</b> | <b>0</b> | <b>8</b>  | <b>8</b>  | <b>16</b> | <b>27</b> | <b>59</b>  | <b>6</b>  | <b>3</b>  | <b>7</b>  | <b>11</b> | <b>28</b> | <b>49</b>  | <b>13</b> |
|--------------------|--------------|-----------|----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|
| <b>Grand Total</b> |              | <b>13</b> | <b>9</b> | <b>20</b> | <b>29</b> | <b>68</b> | <b>0</b> | <b>79</b> | <b>45</b> | <b>62</b> | <b>94</b> | <b>273</b> | <b>22</b> | <b>52</b> | <b>51</b> | <b>47</b> | <b>98</b> | <b>245</b> | <b>37</b> |

Percentage Change between 2018-2019:

| Major        | Fall        | Total      | % Change      |
|--------------|-------------|------------|---------------|
| PLEG         | 2018        | 23         | -86.96%       |
|              | 2019        | 3          |               |
| CJSO         | 2018        | 59         | -15.25%       |
|              | 2019        | 50         |               |
| CJUS         | 2018        | 115        | -3.48%        |
|              | 2019        | 111        |               |
| POLS         | 2018        | 21         | 23.81%        |
|              | 2019        | 26         |               |
| SOCL         | 2018        | 20         | -15%          |
|              | 2019        | 17         |               |
| SOCO         | 2018        | 117        | -5.98%        |
|              | 2019        | 110        |               |
| <b>Total</b> | <b>2018</b> | <b>355</b> | <b>-10.7%</b> |
|              | <b>2019</b> | <b>317</b> |               |

Percentage Change between 2019-2020:

| Major        | Fall        | Total      | % Change       |
|--------------|-------------|------------|----------------|
| PLEG         | 2019        | 3          | -66.667%       |
|              | 2020        | 1          |                |
| CJSO         | 2019        | 50         | 14%            |
|              | 2020        | 57         |                |
| CJUS         | 2019        | 111        | 19.819%        |
|              | 2020        | 133        |                |
| POLS         | 2019        | 26         | 46.153%        |
|              | 2020        | 38         |                |
| SOCL         | 2019        | 17         | 0%             |
|              | 2020        | 17         |                |
| SOCO         | 2019        | 110        | 12.727%        |
|              | 2020        | 124        |                |
| <b>Total</b> | <b>2019</b> | <b>317</b> | <b>16.719%</b> |
|              | <b>2020</b> | <b>370</b> |                |

Percentage Change between 2020-2021:

| Major | Fall | Total | % Change |
|-------|------|-------|----------|
| PLEG  | 2020 | 1     | -100%    |
|       | 2021 | 0     |          |
|       |      |       |          |

|              |             |            |                 |
|--------------|-------------|------------|-----------------|
| CJSO         | 2020        | 57         | 0%              |
|              | 2021        | 57         |                 |
| CJUS         | 2020        | 133        | -18.797%        |
|              | 2021        | 108        |                 |
| POLS         | 2020        | 38         | 0%              |
|              | 2021        | 38         |                 |
| SOCL         | 2020        | 17         | -11.764%        |
|              | 2021        | 15         |                 |
| SOCO         | 2020        | 124        | -20.967%        |
|              | 2021        | 98         |                 |
| <b>Total</b> | <b>2020</b> | <b>370</b> | <b>-14.594%</b> |
|              | <b>2021</b> | <b>316</b> |                 |

Percentage Change between 2021-2022:

| Major        | Fall        | Total      | % Change        |
|--------------|-------------|------------|-----------------|
| CJSO         | 2021        | 57         | -5.263%         |
|              | 2022        | 54         |                 |
| CJUS         | 2021        | 108        | -16.666%        |
|              | 2022        | 90         |                 |
| POLS         | 2021        | 38         | -13.157%        |
|              | 2022        | 33         |                 |
| SOCL         | 2021        | 15         | -13.333%        |
|              | 2022        | 13         |                 |
| SOCO         | 2021        | 98         | -27.511%        |
|              | 2022        | 71         |                 |
| <b>Total</b> | <b>2021</b> | <b>316</b> | <b>-17.405%</b> |
|              | <b>2022</b> | <b>261</b> |                 |

Percentage Change between 2022-2023:

| Major        | Fall        | Total      | % Change      |
|--------------|-------------|------------|---------------|
| CJSO         | 2022        | 54         | 12.963%       |
|              | 2023        | 61         |               |
| CJUS         | 2022        | 90         | 2.222%        |
|              | 2023        | 92         |               |
| POLS         | 2022        | 33         | 24.242%       |
|              | 2023        | 41         |               |
| SOCL         | 2022        | 13         | 53.846%       |
|              | 2023        | 20         |               |
| SOCO         | 2022        | 71         | -16.901%      |
|              | 2023        | 59         |               |
| <b>Total</b> | <b>2022</b> | <b>261</b> | <b>4.597%</b> |
|              | <b>2023</b> | <b>273</b> |               |

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

2019-2020:

An analysis of the data that pertains to increasing enrollment, persistence, and graduation rates for each program offered by the department reveals that the only discipline that is meeting the benchmark figure for increasing enrollment by 5% each year is POLS. The percentage change for POLS from 2018-2019 was 23.81%. However, it should be noted that the other SOSC disciplines experienced decreases in enrollment, ranging from -15.25 % for CJSO, -3.48% for CJUS, -15% for SOCL, and -5.98% for SOCO. Collectively, the percent decline in enrollment for the department was -10.7% (355 students in 2018 to 317 students in 2019).

An empirical assessment of the last seven years of Fall enrollment data clearly reveals that the number of students majoring in the degree programs offered by the Department of Social Sciences has gradually declined. Please see the following enrollment numbers:

- Fall 2013---554 students
- Fall 2014---465 students
- Fall 2015---453 students
- Fall 2016---430 students
- Fall 2017---364 students
- Fall 2018---355 students
- Fall 2019---317 students

The above-stated numbers are moving in the wrong direction. With that being said, the Department of Social Sciences must innovate and strategize to increase the students that are enrolling and graduating with their degrees in CJUS, CJSO, POLS, SOCL, and SOCO. Indeed, the present tide is not acceptable. In short, we must adopt a plan for continuous improvement that recognizes the importance of best practices as it relates to retention, advising, teaching, and mentoring. Maintaining the status quo is not an option.

2020-2021:

An analysis of the 2019-2020 data that pertains to increasing enrollment for each degree program offered by the Department of SOSC reveals that the only degree program that failed to meet the benchmark figure of a 5% increase was the SOCL degree program. With that being said, it is important to note that there were significant positive changes from the previous reporting periods. For example, the SOSC percent increases include the following: CJSO--14%; CJUS--19.8%; POLS--46.1%; and SOCO--12.7%. Collectively, the percent increase was 16.7% (317 students were enrolled in SOSC degree programs in 2019, while 370 students were enrolled in SOSC degree programs in 2020). Compared to previous reporting periods, the enrollment numbers for the majority of SOSC disciplines are trending in an upward direction. The plan for continuous improvement will center upon maintaining our position on the cutting edge of best practices as it relates to enhancing enrollment numbers for our degree programs in the Department of SOSC.

2021-2022:

The benchmark that has been set for Performance Objective 1 is the following: "Increase enrollment by 5% each year, overall and in each undergraduate program offered by the department".

An examination of the 2020-2021 data reveals that there was not a single SOSC degree program that met the 5% increase in enrollment for Performance Objective 1. The breakdown of the data indicates that the CJSO and POLS degree programs both experienced a 0% change in enrollment, while the remaining degree programs had a negative percent change in enrollment: SOCL (-11.7%), CJUS (-18.7%), and SOCO (-20.9%). Collectively, the Department of SOSC endured a 14.5 decrease in enrollment from the Fall 2020 semester (370 students) to the Fall 2021 term (316 students). Compared to the previous reporting period, the enrollment numbers for the majority of the SOSC disciplines are trending in a downward direction. The decrease in enrollment comes after the Department showed a 16.7% increase in students during the 2019-2020 reporting period.

The plan for continuous improvement will center on departmental outreach efforts at McNeese Preview Days in the Fall, Spring, and Summer. Likewise, faculty coordinators in each of the academic disciplines within the Department of SOSC will play an active role in the advising, mentoring, and recruiting of



students. Finally, the Department of SOSC will implement strategies that are considered the best practices in maintaining and enhancing the enrollment of students at the collegiate level.

2022-2023:

The benchmark that has been set for Performance Objective 1 is the following: "Increase enrollment by 5% each year, overall and in each undergraduate program offered by the department".

An assessment of the 2021-2022 data reveals that there was not a single SOSC degree program that met the 5% increase in enrollment for Performance Objective 1. In this particular vein, the data shows the following negative percent changes in enrollment: SOCO (-27.51%), CJUS (-16.66%), SOCL (-13.33%), POLS (-13.15), and CJSO (-5.26). Collectively, the Department of SOSC endured a 17.40% decrease in enrollment from the Fall 2021 semester (316 students) to the Fall 2022 term (261 students). Compared to the previous reporting period, the enrollment numbers for the SOSC disciplines are trending in a downward direction. In fact, the last increase in the SOSC student enrollment occurred during the 2019-2020 reporting period (16.7%, with 370 students enrolled in SOSC degree programs).

The plan for continuous improvement must be focused on departmental outreach efforts at McNeese Preview Days in the Fall, Spring, and Summer. As it relates to this goal, faculty coordinators in each of the academic disciplines within the Department of SOSC will be directed to take part in these said recruiting efforts. Furthermore, our advisors must do a better job of serving our student population by standing in the gap that exists between where our students are right now and where our students want to be in the future. In short, our advisors and faculty members must understand and embrace the role of advisor and mentor for their students. Finally, the Department of SOSC will implement strategies that are considered the best practices in maintaining and enhancing the enrollment of students at the collegiate level.

2023-2024:

The benchmark that has been set for Performance Objective 1 is the following: "Increase enrollment by 5% each year, overall and in each undergraduate program offered by the department".

An assessment of the 2022-2023 data reveals that three degree programs met the benchmark that has been integrated within Performance Objective 1: SOCL (53.84%), POLS (24.24%), and CJSO (12.96%). The two remaining SOSC degree programs did not meet the benchmark figure: CJUS (2.22%) and SOCO (-16.90%). Collectively, the Department of SOSC increased enrollment by 4.59%, moving from 261 to 273 students. Compared to the previous reporting period, the enrollment numbers for the SOSC disciplines are trending in an upward direction. As reported in last year's plan, the most recent increase in the SOSC student enrollment occurred during the 2019-2020 reporting period (16.7%, with 370 students enrolled in SOSC degree programs).

The plan for continuous improvement will center on departmental outreach efforts at McNeese Preview Days and Cowboy Camps in the Fall, Spring, and Summer. With respect to this step, faculty coordinators in each of the academic disciplines within the Department of SOSC will be directed to take part in these said recruiting efforts. In a similar vein, our advisors must do a better job of serving our student population by standing in the gap that exists between where our students are right now and where our students want to be in the future. In short, our advisors and faculty members must understand and embrace the role of advisor and mentor for their students. Finally, the Department of SOSC will implement strategies (i.e., recruiting videos that Dr. Okhotnikov and Dr. Clark are working on) that are considered best practices in maintaining and enhancing the enrollment of students at the collegiate level.

[Completer Data by SOSC Major](#) [DOCX 11 KB 2/18/20]

## 2 Assessment and Benchmark

Benchmark: Increase enrollment by 5% each year in each graduate program offered by the department.

Prior to 2020-2021, the benchmark was to 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.   | 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 | 19        | 66 | 65 | 19        | 60 | 49 | 11        | 48 | 55 | 9         | 44 | 33 |

| Major | Conc.   | 2023-2024 |    |    | 2024-2025 |   |   | 2025-2026 |   |   | 2027-2028 |   |   | 2028-2029 |   |   |
|-------|---------|-----------|----|----|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
|       |         | U         | F  | S  | U         | F | S | U         | F | S | U         | F | S | U         | F | S |
| CJSO  | (blank) | 6         | 35 | 33 |           |   |   |           |   |   |           |   |   |           |   |   |

Graduate Completers:

| 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 | 0         | 14 | 12 | 3         | 16 | 13 | 1         | 7 | 12 | 0         | 12 | 13 |

| Major | Conc.   | 2023-2024 |   |   | 2024-2025 |   |   | 2025-2026 |   |   | 2026-2027 |   |   | 2027-2028 |   |   |
|-------|---------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
|       |         | U         | F | S | U         | F | S | U         | F | S | U         | F | S | U         | F | S |
| CJSO  | (blank) | 1         | 9 | 6 |           |   |   |           |   |   |           |   |   |           |   |   |

Percentage Change between 2018-2019:

| Major        | Fall        | Total     | % Change      |
|--------------|-------------|-----------|---------------|
| CJSO         | 2018        | 61        | 8.196%        |
|              | 2019        | 66        |               |
| <b>Total</b> | <b>2018</b> | <b>61</b> | <b>8.196%</b> |
|              | <b>2019</b> | <b>66</b> |               |

Percentage Change between 2019-2020:

| Major        | Fall        | Total     | % Change       |
|--------------|-------------|-----------|----------------|
| CJSO         | 2019        | 66        | -9.091%        |
|              | 2020        | 60        |                |
| <b>Total</b> | <b>2019</b> | <b>66</b> | <b>-9.091%</b> |
|              | <b>2020</b> | <b>60</b> |                |

Percentage Change between 2020-2021:

| Major        | Fall        | Total     | % Change    |
|--------------|-------------|-----------|-------------|
| CJSO         | 2020        | 60        | -20%        |
|              | 2021        | 48        |             |
| <b>Total</b> | <b>2020</b> | <b>60</b> | <b>-20%</b> |
|              | <b>2021</b> | <b>48</b> |             |

Percentage Change between 2021-2022:

| Major        | Fall        | Total     | % Change       |
|--------------|-------------|-----------|----------------|
| CJSO         | 2021        | 48        | -8.333%        |
|              | 2022        | 44        |                |
| <b>Total</b> | <b>2021</b> | <b>48</b> | <b>-8.333%</b> |
|              | <b>2022</b> | <b>44</b> |                |

Percentage Change between 2022-2023:

| Major        | Fall        | Total     | % Change        |
|--------------|-------------|-----------|-----------------|
| CJSO         | 2022        | 44        | -20.454%        |
|              | 2023        | 35        |                 |
| <b>Total</b> | <b>2022</b> | <b>44</b> | <b>-20.454%</b> |
|              | <b>2023</b> | <b>35</b> |                 |

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

2019-2020:

An analysis of the data reveals that we had a record number of individuals complete the requirements for their M.S. in CJUS degree. Likewise, we are maintaining a strong enrollment in our graduate program in CJUS (65 students). Most importantly, the aforementioned numbers suggest that our M.S. in CJUS program has a strong and solid foundation that will continue to grow in future reporting periods. The plan for continuous improvement will focus attention on considering the 4 plus 1 program that was considered during the last reporting period. In retrospect, the COVID pandemic impacted the adoption of the said program that is intended to boost an already strong graduate program in CJUS.

2020-2021:

An analysis of the 2020-21 empirical enrollment data for the M.S. in CJUS degree program reveals that there was a 9% decrease in the number of individuals enrolling in our Master's program in CJUS (i.e., 66 students were enrolled in 2019 compared to 60 students in 2020). The drop in enrollment numbers can be a function of factors that are related to the COVID pandemic and Hurricanes Laura and Delta. The plan for continuous improvement will center on developing a media campaign that will encourage individuals to enroll in our M.S. degree program in CJUS. Likewise, our Graduate Director in CJUS will revisit the 4 plus 1 program that was incorporated in the analysis of data and plan for continuous improvement for the 2019-20 reporting period.

2021-2022:

The benchmark that has been set for Performance Objective 1 is the following: "Increase enrollment by 5% each year in each graduate program offered by the department".

An examination of the 2020-2021 data reveals that the M.S. in CJUS degree program did not meet the 5% increase in enrollment for Performance Objective 1. The breakdown of the data indicates that the CJSO M. S. degree program experienced a 20% decrease in enrollment (60 students were enrolled during the Fall 2020 semester, while 48 students were enrolled in the Fall 2021 term). This 20% decrease in enrollment is 11% greater than the decrease in enrollment that occurred during the 2019-2020 reporting period.

Preliminary data from the Spring 2022 semester shows that 55 students were enrolled in the M.S. CJUS degree program. With this being said, it is anticipated that the Fall 2022 enrollment figures will meet or exceed the enrollment numbers of 48 students that were included in the 2020-2021 data.

The plan for continuous improvement will include the recruitment of highly qualified McNeese undergraduate students for our M.S. in CJUS degree program. Our Department of SOSC recently hired one of our M.S. in CJUS graduates as a tenure-track CJUS Assistant Professor. Since our new CJUS professor is from Southwest Louisiana, he will play a key role in the recruitment effort for our CJUS

Master's degree program. Finally, the 4 plus 1 program that was included in previous reporting periods will be a focal concern in the plan for continuous improvement.

2022-2023:

The benchmark that has been set for Performance Objective 1 is the following: "Increase enrollment by 5% each year in each graduate program offered by the department".

An assessment of the 2021-2022 data reveals that the M.S. in CJUS degree program did not meet the 5% increase in enrollment for Performance Objective 1. The breakdown of the data shows that the CJSO M.S. degree program experienced a 8.3% decrease in enrollment (48 students were enrolled during the Fall 2021 semester, while 44 students were enrolled in the Fall 2022 term). This 8.3% decrease in enrollment is a reduction from the 20% decrease in enrollment that occurred during the 2021-2022 reporting period. Preliminary data from the Spring 2023 semester shows that only 33 students were enrolled in the M.S. CJUS degree program. If this trend continues in future reporting periods, then the percent decrease in enrollment will rise to about a 25% decrease in enrollment.

The plan for continuous improvement must embrace an effort that is centered on recruiting highly qualified McNeese undergraduate students for our M.S. in CJUS degree program. With the current McNeese CJUS undergraduate student enrollment, special attention will be focused on encouraging our undergraduate students to pursue their M.S. degree in CJUS. Indeed, we have had several students that have asked about our 4 + 1 CJUS degree program. Likewise, there are a number of individuals that are working in criminal justice agencies in Southwest Louisiana that have graduated with their undergraduate degrees that we can encourage to enroll in our M.S. in CJUS degree programs. In short, we must channel our recruitment efforts to correct the reduction in student enrollment that we have recently experienced in our M. S. in CJUS degree program.

2023-2024:

The benchmark that has been set for Performance Objective 1 is the following: "Increase enrollment by 5% each year in each graduate program offered by the department".

An analysis of the 2022-2023 data reveals that the M.S. in CJUS degree program did not meet the 5% increase in enrollment for Performance Objective 1. The breakdown of the data shows that the CJSO M.S. degree program experienced a 20.45% decrease in enrollment (44 students were enrolled during the Fall 2022 semester, while 35 students were enrolled in the Fall 2023 term). In short, the SOSC department has experienced a drop in enrollment the last four reporting periods. Data from the Spring 2024 semester shows that only 33 students were enrolled in the M.S. CJUS degree program. It is crucial that our Department embrace a best practices strategy to attract students to our M.S. in CJUS degree program.

The plan for continuous improvement will include a concerted effort that is centered on recruiting highly qualified McNeese undergraduate students for our M.S. in CJUS degree program. First, we will examine the academic records of our undergraduate CJUS/SOCL/POLS students and encourage those students with very good grade point averages to consider applying to our M.S. in CJUS degree program. Second, there are a number of individuals that are working in criminal justice agencies in Southwest Louisiana that have graduated with their undergraduate degrees that we can encourage to enroll in our M.S. in CJUS degree programs. Finally, the key to increasing our enrollment in the M.S. in CJUS degree program must be centered on sharing the good news of our program to those undergraduate students that are still enrolled, and to those individuals that are seeking to advance their professional career by obtaining an M. S. degree in CJUS.

### 3 Assessment and Benchmark

Benchmarks:

- A persistence rate (students retained 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%.

- [illegible]

|               |    |    |      |    |      |    |      |    |      |   |      |    |      |    |      |
|---------------|----|----|------|----|------|----|------|----|------|---|------|----|------|----|------|
| CJUS          | 27 | 21 | 77.8 | 15 | 55.6 | 13 | 48.1 | 11 | 52.3 | 8 | 29.6 | 11 | 40.7 | 11 | 40.7 |
| PLEG          | 2  | 0  | 0.0  | 0  | 0.0  | 0  | 0.0  | 0  | 0.0  | 0 | 0.0  | 0  | 0.0  | 0  | 0.0  |
| POLS          | 5  | 5  | 100  | 4  | 80.0 | 1  | 20.0 | 1  | 20.0 | 2 | 40.0 | 2  | 40.0 | 2  | 40.0 |
| SOCL/<br>SOCO | 6  | 4  | 66.7 | 3  | 50.0 | 1  | 16.7 | 0  | 0.0  | 0 | 0.0  | 0  | 0.0  | 0  | 0.0  |

## Major Retention

| Major         | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |      |        |      |        |      |
|---------------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|------|--------|------|--------|------|
|               |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |      | 5-Year |      | 6-Year |      |
|               |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | %    | #      | %    | #      | %    |
| CJSO/<br>CJUS | 27          | 22               | 81.5 | 13             | 48.1 | 10       | 37.0 | 9        | 33.3 | 6               | 22.2 | 8      | 29.6 | 8      | 29.6 |
| POLS          | 9           | 5                | 55.6 | 4              | 44.4 | 3        | 33.3 | 2        | 22.2 | 3               | 33.3 | 3      | 3.3  | 3      | 3.3  |
| SOCL/<br>SOCO | 8           | 3                | 37.5 | 3              | 37.5 | 1        | 12.5 | 1        | 12.5 | 1               | 12.5 | 1      | 12.5 | 1      | 12.5 |

## Major Retention

| Major         | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |      |        |      |        |      |
|---------------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|------|--------|------|--------|------|
|               |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |      | 5-Year |      | 6-Year |      |
|               |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | %    | #      | %    | #      | %    |
| CJSO/<br>CJUS | 20          | 12               | 60.0 | 5              | 25.0 | 2        | 10.0 | 0        | 0.0  | 1               | 5.0  | 1      | 5.0  | 1      | 5.0  |
| PLEG          | 1           | 1                | 100  | 0              | 0.0  | 0        | 0.0  | 0        | 0.0  | 0               | 0.0  | 0      | 0.0  | 0      | 0.0  |
| POLS          | 7           | 3                | 42.9 | 2              | 28.6 | 2        | 28.6 | 1        | 14.3 | 1               | 14.3 | 1      | 14.3 | 1      | 14.3 |
| SOCL/<br>SOCO | 11          | 6                | 54.5 | 4              | 36.3 | 1        | 9.1  | 1        | 9.1  | 2               | 18.2 | 3      | 27.3 | 3      | 27.3 |

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |      |        |      |        |      |
|------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|------|--------|------|--------|------|
|      |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |      | 5-Year |      | 6-Year |      |
|      |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | %    | #      | %    | #      | %    |
| SOSC | 39          | 24               | 61.5 | 14             | 35.9 | 9        | 23.1 | 6        | 15.4 | 5               | 12.8 | 6      | 15.4 | 6      | 15.4 |

## Major Retention

[illegible]

|               |    |    |      |    |      |   |      |   |      |   |      |   |      |   |      |
|---------------|----|----|------|----|------|---|------|---|------|---|------|---|------|---|------|
| CJUS          | 23 | 16 | 69.6 | 10 | 43.5 | 9 | 39.1 | 8 | 34.8 | 5 | 21.7 | 6 | 26.1 | 8 | 34.8 |
| PLEG          | 2  | 1  | 50.0 | 1  | 50.0 | 0 | 0.0  | 0 | 0.0  | 0 | 0.0  | 0 | 0.0  | 0 | 0.0  |
| POLS          | 3  | 2  | 66.7 | 1  | 33.3 | 1 | 33.3 | 0 | 0.0  | 1 | 33.3 | 1 | 33.3 | 1 | 33.3 |
| SOCL/<br>SOCO | 13 | 10 | 76.9 | 8  | 61.5 | 6 | 46.1 | 5 | 38.5 | 3 | 23.1 | 5 | 38.5 | 5 | 38.5 |

## Departmental Retention

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |      |        |      |        |      |
|------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|------|--------|------|--------|------|
|      |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |      | 5-Year |      | 6-Year |      |
|      |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | %    | #      | %    | #      | %    |
| SOSC | 41          | 29               | 70.7 | 20             | 48.8 | 16       | 39.0 | 14       | 34.1 | 9               | 22.0 | 12     | 29.3 | 14     | 34.1 |

## Fall 2018 Cohort:

## Major Retention

| Major         | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |   |        |   |        |   |
|---------------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|---|--------|---|--------|---|
|               |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |   | 5-Year |   | 6-Year |   |
|               |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | % | #      | % | #      | % |
| CJSO/<br>CJUS | 34          | 19               | 55.9 | 15             | 44.1 | 11       | 32.4 | 10       | 29.4 |                 |   |        |   |        |   |
| PLEG          | 1           | 1                | 100  | 1              | 100  | 1        | 100  | 0        | 0.0  |                 |   |        |   |        |   |
| POLS          | 5           | 3                | 60.0 | 3              | 60.0 | 2        | 40.0 | 1        | 20.0 |                 |   |        |   |        |   |
| SOCL/<br>SOCO | 7           | 3                | 42.9 | 2              | 28.6 | 4        | 57.1 | 4        | 57.1 |                 |   |        |   |        |   |

## Departmental Retention

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |   |        |   |        |   |
|------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|---|--------|---|--------|---|
|      |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |   | 5-Year |   | 6-Year |   |
|      |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | % | #      | % | #      | % |
| SOSC | 47          | 29               | 61.7 | 25             | 53.2 | 20       | 42.6 | 16       | 34.0 |                 |   |        |   |        |   |

## Fall 2019 Cohort:

## Major Retention

| Major         | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |   |        |   |        |   |
|---------------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|---|--------|---|--------|---|
|               |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |   | 5-Year |   | 6-Year |   |
|               |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | % | #      | % | #      | % |
| CJSO/<br>CJUS | 27          | 16               | 59.3 | 12             | 44.4 | 7        | 25.9 | 5        | 18.5 |                 |   |        |   |        |   |
| POLS          | 6           | 4                | 66.7 | 4              | 66.7 | 3        | 50.0 | 2        | 33.3 |                 |   |        |   |        |   |
| SOCL/<br>SOCO | 7           | 4                | 57.1 | 4              | 57.1 | 3        | 42.9 | 2        | 28.6 |                 |   |        |   |        |   |

## Departmental Retention

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |   |        |   |        |   |
|------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|---|--------|---|--------|---|
|      |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |   | 5-Year |   | 6-Year |   |
|      |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | % | #      | % | #      | % |
| SOSC | 40          | 27               | 67.5 | 21             | 52.5 | 14       | 35.0 | 9        | 22.5 |                 |   |        |   |        |   |

## Fall 2020 Cohort:

## Major Retention

| Major     | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |   |        |   |        |   |
|-----------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|---|--------|---|--------|---|
|           |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |   | 5-Year |   | 6-Year |   |
|           |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | % | #      | % | #      | % |
| CJSO/CJUS | 34          | 24               | 70.6 | 20             | 58.8 | 10       | 29.4 | 10       | 29.4 |                 |   |        |   |        |   |
| POLS      | 16          | 11               | 68.8 | 6              | 37.5 | 6        | 37.5 | 6        | 37.5 |                 |   |        |   |        |   |
| SOCL/SOCO | 9           | 7                | 77.8 | 6              | 66.7 | 6        | 66.7 | 4        | 44.4 |                 |   |        |   |        |   |

## Departmental Retention

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |      | Graduation Rate |   |        |   |        |   |
|------|-------------|------------------|------|----------------|------|----------|------|----------|------|-----------------|---|--------|---|--------|---|
|      |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |      | 4-Year          |   | 5-Year |   | 6-Year |   |
|      |             | #                | %    | #              | %    | #        | %    | #        | %    | #               | % | #      | % | #      | % |
| SOSC | 59          | 43               | 72.9 | 32             | 54.2 | 22       | 37.3 | 20       | 33.9 |                 |   |        |   |        |   |

## Fall 2021 Cohort:

## Major Retention

| Major     | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |   | Graduation Rate |   |        |   |        |   |
|-----------|-------------|------------------|------|----------------|------|----------|------|----------|---|-----------------|---|--------|---|--------|---|
|           |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|           |             | #                | %    | #              | %    | #        | %    | #        | % | #               | % | #      | % | #      | % |
| CJSO/CJUS | 25          | 17               | 68.0 | 14             | 56.0 | 11       | 44.0 |          |   |                 |   |        |   |        |   |
| POLS      | 12          | 8                | 66.7 | 8              | 66.7 | 5        | 41.7 |          |   |                 |   |        |   |        |   |
| SOCL/SOCO | 6           | 6                | 100  | 1              | 16.7 | 1        | 16.7 |          |   |                 |   |        |   |        |   |

## Departmental Retention

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |      |          |      |          |   | Graduation Rate |   |        |   |        |   |
|------|-------------|------------------|------|----------------|------|----------|------|----------|---|-----------------|---|--------|---|--------|---|
|      |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |      | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|      |             | #                | %    | #              | %    | #        | %    | #        | % | #               | % | #      | % | #      | % |
| SOSC | 43          | 31               | 72.1 | 23             | 53.5 | 17       | 39.5 |          |   |                 |   |        |   |        |   |



**Fall 2022 Cohort:**

## Major Retention

| Major     | Cohort Size | Persistence Rate |      | Retention Rate |      |          |   |          |   | Graduation Rate |   |        |   |        |   |
|-----------|-------------|------------------|------|----------------|------|----------|---|----------|---|-----------------|---|--------|---|--------|---|
|           |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |   | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|           |             | #                | %    | #              | %    | #        | % | #        | % | #               | % | #      | % | #      | % |
| CJSO/CJUS | 25          | 15               | 60.0 | 10             | 40.0 |          |   |          |   |                 |   |        |   |        |   |
| POLS      | 4           | 3                | 75.0 | 2              | 50.0 |          |   |          |   |                 |   |        |   |        |   |
| SOCL/SOCO | 4           | 3                | 75.0 | 3              | 75.0 |          |   |          |   |                 |   |        |   |        |   |

## Departmental Retention

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |      |          |   |          |   | Graduation Rate |   |        |   |        |   |
|------|-------------|------------------|------|----------------|------|----------|---|----------|---|-----------------|---|--------|---|--------|---|
|      |             |                  |      | Y1 to Y2       |      | Y1 to Y3 |   | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|      |             | #                | %    | #              | %    | #        | % | #        | % | #               | % | #      | % | #      | % |
| SOSC | 33          | 21               | 63.6 | 15             | 45.5 |          |   |          |   |                 |   |        |   |        |   |

**Fall 2023 Cohort:**

## Major Retention

| Major     | Cohort Size | Persistence Rate |      | Retention Rate |   |          |   |          |   | Graduation Rate |   |        |   |        |   |
|-----------|-------------|------------------|------|----------------|---|----------|---|----------|---|-----------------|---|--------|---|--------|---|
|           |             |                  |      | Y1 to Y2       |   | Y1 to Y3 |   | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|           |             | #                | %    | #              | % | #        | % | #        | % | #               | % | #      | % | #      | % |
| CJSO/CJUS | 28          | 21               | 75.0 |                |   |          |   |          |   |                 |   |        |   |        |   |
| POLS      | 14          | 10               | 71.4 |                |   |          |   |          |   |                 |   |        |   |        |   |
| SOCL/SOCO | 13          | 10               | 76.9 |                |   |          |   |          |   |                 |   |        |   |        |   |

## Departmental Retention

| Dept | Cohort Size | Persistence Rate |      | Retention Rate |   |          |   |          |   | Graduation Rate |   |        |   |        |   |
|------|-------------|------------------|------|----------------|---|----------|---|----------|---|-----------------|---|--------|---|--------|---|
|      |             |                  |      | Y1 to Y2       |   | Y1 to Y3 |   | Y1 to Y4 |   | 4-Year          |   | 5-Year |   | 6-Year |   |
|      |             | #                | %    | #              | % | #        | % | #        | % | #               | % | #      | % | #      | % |
| SOSC | 55          | 41               | 74.5 |                |   |          |   |          |   |                 |   |        |   |        |   |

**Summary of Persistence, Retention, and Graduation Rates:**

| Fall Cohort | Cohort Size | Persistence Rate | Retention Rate |          |          |  |  |  | Graduation Rate |        |        |
|-------------|-------------|------------------|----------------|----------|----------|--|--|--|-----------------|--------|--------|
|             |             |                  | Y1 to Y2       | Y1 to Y3 | Y1 to Y4 |  |  |  | 4-Year          | 5-Year | 6-Year |
| 2016        | 39          | 61.5             | 35.9           | 23.1     | 15.4     |  |  |  | 12.8            | 15.4   | 15.4   |
| 2017        | 41          | 70.7             | 48.8           | 39.0     | 34.1     |  |  |  | 22.0            | 29.3   | 34.1   |

|                |             |             |             |             |             |             |             |             |
|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 2018           | 47          | 61.7        | 53.2        | 42.6        | 34.0        |             |             |             |
| 2019           | 40          | 67.5        | 52.5        | 35.0        | 22.5        |             |             |             |
| 2020           | 59          | 72.9        | 54.2        | 37.3        | 33.9        |             |             |             |
| 2021           | 43          | 72.1        | 53.5        | 39.5        |             |             |             |             |
| 2022           | 33          | 63.6        | 45.5        |             |             |             |             |             |
| 2023           | 55          | 74.5        |             |             |             |             |             |             |
| <b>Average</b> | <b>44.6</b> | <b>68.1</b> | <b>49.1</b> | <b>36.1</b> | <b>28.0</b> | <b>17.4</b> | <b>22.4</b> | <b>24.8</b> |

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

2019-2020:

An analysis of the data will be based on an assessment of the attachment that lists the retention rates and graduation rates (2012-2017) for the following disciplines within the Department of Social Sciences: CJUS, POLS, SOCL, and SOCO. Before analyzing the data, it should be noted that only one of the four disciplines (CJUS) has a cohort size of over ten students. With that being said, the small sample size of the cohorts is problematic when assessing the patterns or trends that exist in the retention and graduation rates.

With respect to the retention rates for CJUS students, an analysis of the data reveals that the benchmarks of 70% for Y1 to Y2, 55% from Y1 to Y3, and 45% from Y1 to Y4 were met in 2012. In 2013, none of the aforementioned benchmarks for CJUS were met. For the years of 2014 and 2015, two out of the three CJUS retention marks were met. The two benchmarks that were not met during 2014 and 2015 were very close to reaching the given mark for Y1 to Y4 (2014), and for Y1 to Y2 (2015). Finally, the CJUS retention benchmarks for 2016 were not met.

In terms of the POLS data, an analysis of the data indicates that the benchmarks for Y1 to Y2, Y1 to Y3, and Y1 to Y4 were met for 2012. On a side note, there were only two students in that particular cohort. In addition, the 2013 empirical data illustrates that two of the three benchmarks were achieved (5 individuals in that particular cohort). Furthermore, the 2014 data set shows that only one retention benchmark was met (5 individuals in that particular cohort). In a similar vein, 2015 data affirms that two of the three POLS retention benchmarks were attained (9 individuals are included in that cohort). Finally, none of benchmarks were met in 2016.

With respect to the SOCL data, it was found that none of the benchmarks for Y1 to Y2, Y1 to Y3, or Y1 to Y4 were met. There were 6 to 8 individuals within the SOCL cohort for the years of 2012-2016. On a side note, the SOCL benchmark from Y1 to Y3 was achieved in 2016.

In analyzing the SOCO statistical information, it is found that the benchmarks were not met in 2012. On the other hand, the 2013 data shows that the benchmarks for Y1 to Y2 and Y1 to Y3 were met. It is important to note that there were only two individuals in the 2013 cohort. The benchmark data from 2014 and 2015 are not available. Finally, the benchmark for Y1 to Y2 was reached in 2016.

In terms of the graduation rates for the Department of Social Sciences, the disciplines of CJUS and POLS met the requisite benchmarks of 35%, 40%, and 45% in 2012, while SOCL and SOCO did not. For the year of 2013, CJUS did not meet any of the aforementioned graduation benchmarks. During the same reporting period of 2013, POLS met the 35% and 40% graduation benchmark. In addition, the four year graduation rate in 2013 for SOCL was above the given benchmark of 35%. Finally, for the SOCO students, the 2013 graduation data suggests that the graduation benchmark for the four year and six year was above the given level needed.

The plan for continuous improvement as it relates to retention and graduation rates will include the following:

- the Department of Social Sciences will implement a better strategy to enhance the advising and mentoring of their CJUS, POLS, SOCL, and SOCO students. It is apparent that certain disciplines (SOCL, SOCO) need assistance so that the established retention benchmarks can be met.

- the Department of Social Sciences will broaden their retention efforts by establishing linkages with their students by creating student organizations that will create bonds that exemplify "excellence with a personal touch".
- the Department of Social Sciences will maintain itself on the cutting edge of best practices as it relates to increasing the retention and graduation rates of their CJUS, POLS, SOCL, and SOCO students.
- the Department of Social Sciences will implement a recruitment strategy that will attract more students to major in CJUS, POLS, SOCL, or SOCO. This effort will be coordinated with the MSU Recruiting Office.

2020-2021:

With respect to this assessment, there are several benchmarks. The first benchmark is "**A persistence rate (retained students from Fall Y1 to Spring Y1) of 85%**". Based upon an examination of the 2020 data, the only SOSC Major that met this benchmark was CJSO/CJUS (85.3%). The other Majors (POLS, SOCL/SOCO) were very close to meeting the aforementioned benchmark (81.3% and 77.8% respectively).

As a collective number, the SOSC degree programs had a persistence rate of 83.1%. The second benchmark is "**A retention rate of 70% from Y1 to Y2**". An analysis of the 2019 data reveals that only POLS (83%) met the benchmark figure of 70%. The other majors had retention rates of 59.3% (CJSO/CJUS) and 57.1% (SOCL/SOCO). The total retention rate for all three major groups was 62.5%. The third benchmark is "**A retention rate of 55% from Y1 to Y3**". The empirical data from 2018 indicates that two of the three majors met the retention rate of 55% from Y1 to Y3 (POLS, 80.0% and SOCL/SOCO, 100%). The CJSO/CJUS major was close to meeting the benchmark with a 52.9% retention for Y1 to Y3. The collective percentage for all majors was 63.8%. The fourth benchmark is "**A retention rate of 45% from Y1 to Y4**". For this particular benchmark, the only major from the 2017 cohort that met the 45% retention rate was SOCL/SOCO (46.2%). The percentages for the other majors was 43.5% (CJSO/CJUS) and 33.3% (POLS). As a collective retention rate from Y1 to Y4, the total percentage was 43.9%. For reporting purposes, the PLEG percentages were not presented because that particular degree program was eliminated from our course offerings a few years ago. As it relates to the retention and graduation rates for the Department of Social Sciences, the plan for continuous improvement will consist of the following steps:

- effective advising and mentoring strategies will be utilized by departmental faculty members
- efforts will be undertaken to establish bonds with students by maintaining current student organizations and by broadening the scope of new student organizations for SOCL/SOCO and CJSO/CJUS students
- SOSC faculty advisors will assist the Admissions Office in recruiting outreach efforts.

In short, the retention and graduation rates for the degree programs in the Department of SOSC will only improve by embracing a call for excellence by all SOSC faculty.

2021-2022:

In terms of this assessment, there are several benchmarks. The first benchmark is "**A persistence rate (retained students from Fall Y1 to Spring Y1) of 85%**". An examination of the 2021 data reveals that SOCL/SOCO met the aforementioned benchmark (100% retained students from Fall Y1 to Spring Y1). The other degree programs (CJSO/CJUS & POLS) were very close to meeting the benchmark persistence rate of 85% (83.4% and 84% respectively). Collectively, the Department of SOSC exhibited an 86% persistence rate from Fall Y1 to Spring Y1.

The second benchmark is "**A retention rate of 70% from Y1 to Y2**". An analysis of the 2020 data indicates that CJSO/CJUS (73.5%) and SOCL/SOCO (77.8%) met the benchmark set for the retention rate from Y1 to Y2. On the other hand, the POLS degree program retention rate (50%) did not meet the benchmark figure of 70%. The total retention rate for all three degree programs was 67.8%.

The third benchmark is "**A retention rate of 55% from Y1 to Y3**". An examination of the empirical data from 2019 reveals that the only degree program that met the aforementioned benchmark was POLS (66.7%). The other degree programs, CJSO/CJUS and SOCL/SOCO, fell short of the benchmark with

retention rates of 40.7% and 42.9%, respectively. Finally, the collective retention rates from Y1 to Y3 was 45%.

The fourth benchmark is " **A retention rate of 45% from Y1 to Y4**". For this particular benchmark, the 2018 cohort data was examined. Based upon analyzing and assessing the data, we found that two degree programs met the benchmark for a retention rate of 45% from Y1 to Y4: CJSO/CJUS (47.0%) and SOCL/SOCO (100%). Unfortunately, the POLS degree program did not meet the benchmark (40%). As a collective retention rate for Y1 to Y4, the total percentage was 53.1%.

An analysis of the preceding benchmarks for the collective whole reveals that the Department of SOSC met two of the four benchmarks (Benchmark 1 and Benchmark 4). The plan for continuous improvement for increasing the persistence and retention rates of students in the Department of SOSC will include the following:

- The newly hired Assistant Professor of POLS, Dr. Stefan Brooks, will be tasked with coordinating the POLS degree program. As Dr. Brooks coordinates this said program, he will be advising and mentoring the POLS students within the POLS degree program. This said role will include establishing relationships with POLS students before they are transferred to our Department by the Office of Freshman Advising and Retention.
- The Department of SOSC will focus on maintaining and enhancing the Pre-Law Society. Dr. Brooks will serve as the Faculty Advisor for this organization. Likewise, the newly hired CJUS Assistant Professor, Mr. Daniel Hennigan, and Dr. Gregory Clark will reestablish a Criminal Justice Society for CJUS students. The aforementioned efforts should elevate the persistence and retention numbers for the POLS and CJUS degree programs.
- The Department of SOSC will continue to play an active role in Academic Preview Days during the Fall, Spring, and Summer terms.

2022-2023:

As it relates to this assessment, there are several benchmarks. The first benchmark is " **A persistence rate (retained students from Fall Y1 to Spring Y1) of 85%**". An examination of the 2022 data reveals that there was not any SOSC degree program that met the above-stated benchmark. The persistence rates were as follows: SOCL/SOCO, 75% (3/4); POLS, 75% (3/4); and CJSO/CJUS, 60% (15/25). Collectively, the Department of SOSC had a 63.6% persistence rate from Fall Y1 to Spring Y1.

The second benchmark is " **A retention rate of 70% from Y1 to Y2**". An analysis of the 2021 data indicates that there was not any SOSC degree program that met the above-stated benchmark. The retention rate from Y1 to Y2 for the SOSC degree programs was: CJSO/CJUS (56.0%), POLS (66.7%), and SOCL/SOCO (16.7%). The total retention rate for all three degree programs from Y1 to Y2 was 53.5%.

The third benchmark is " **A retention rate of 55% from Y1 to Y3**". An examination of the empirical data from 2020 reveals that there was not any SOSC degree program that met the above-stated benchmark. The retention rate from Y1 to Y3 for each of the SOSC degree programs was: CJSO/CJUS (29.4%), POLS (37.5%), and SOCL/SOCO (66.7%). Finally, the Department of SOSC collective retention rates from Y1 to Y3 was 37.3%.

The fourth benchmark is " **A retention rate of 45% from Y1 to Y4**". For this particular benchmark, the 2019 cohort data was examined. Based upon analyzing and assessing the data, we found that there was not any SOSC degree program that met the above-stated benchmark. The retention rate from Y1 to Y4 for each of the SOSC degree programs was: CJSO/CJUS (18.5%); POLS (33.3%). and SOCL/SOCO (28.6%). The SOSC collection rates for Y1 to Y4 was 22.5%.

An analysis of the preceding benchmarks for the collective whole reveals that the Department of SOSC did not meet the persistence rate benchmark or the various retention benchmarks (Y1 to Y2; Y1 to Y3, or Y1 to Y4). With respect to the persistence rate data, both the SOCL/SOCO and POLS degree programs were 10% points from meeting the 85% benchmark, while CJSO/CJUS degree programs were 25% from meeting the benchmark figure. In terms of the the retention rate data from Y1 to Y2, the POLS degree program was very close to meeting the 70% retention benchmark for Y1 to Y2 (66.7%), while the CJSO

/CJUS retention rate was 56% and the SOCL/SOCO was 16.7%. Moving to the retention rate data from Y1 to Y3, one degree program, SOCL/SOCO (66.7%), met the 55% benchmark; the other degree programs, POLS (37.5%) and CJSO/CJUS (29.4%), fell short of the aforementioned benchmark. Finally, retention rate benchmark for Y1 to Y4 (45%) was not met by any SOSC degree programs: POLS (33.3%), SOCL/SOCO (28.6%), and CJSO/CJUS (18.5%).

The plan for continuous improvement for increasing the persistence and retention rates of students in the Department of SOSC will include the following:

- One issue with the POLS degree program has been the recent turnover of full-time POLS faculty members. During the Spring 2023 semester, the Department of SOSC was forced to make an emergency hire of a POLS full-time professor because Dr. Stefan Brooks resigned after the Fall 2022 semester. The emergency hire, Ms. Victoria Jeansonne, completed the Spring 2023 semester by teaching four POLS courses and was hired at the end of the Spring 2023 semester as a full-time, tenure-track POLS professor for the Department of SOSC. Ms. Jeansonne will be tasked with coordinating the POLS degree program. As Ms. Jeansonne coordinates this said program, she will be advising and mentoring the POLS students within the POLS degree program. This said role will include establishing relationships with POLS students before they are transferred to our Department by the Office of Freshman Advising and Retention.
- The Department of SOSC will focus on maintaining and enhancing the Pre-Law Society. Ms. Jeansonne will serve as the Faculty Advisor for this organization. With respect to the CJSO/CJUS degree programs, Dr. Gregory Clark and Mr. Daniel Hennigan will be active recruiters during Cowboy Camps and Academic Preview Days. In addition, Mr. Hennigan will be assigned academic advising responsibilities for CJUS students. This assignment of Mr. Hennigan as an advisor will be a positive step in the direction of increasing the persistence and retention rates of CJUS students in the Department of SOSC. Furthermore, steps will be taken to improve the persistence and retention rates of SOCL/SOCO students by adding another SOCL advisor (Dr. Muhammad Haque) to assist Dr. Carol Campbell. Finally, the Department of SOSC faculty members will stand in the gap with our students to increase the persistence and retention rates of the students that are enrolled in the SOSC academic programs. We embrace that calling!

2023-2024:

With respect to this assessment, there are several benchmarks. The first benchmark is "**A persistence rate (retained students from Fall Y1 to Spring Y1) of 85%**". An evaluation of the 2023 data reveals that there was not any SOSC degree program that met the above-stated benchmark. The persistence rates were as follows: SOCL/SOCO, 76.9% (10/13); CJSO/CJUS, 75% (21/28); and POLS, 71.4% (10/14). Collectively, the Department of SOSC had a 74.5% (41/55) persistence rate from Fall Y1 to Spring Y1.

The second benchmark is "**A retention rate of 70% from Y1 to Y2**". An analysis of the 2022 data indicates that SOCL/SOCO (75.0%) met the above-stated benchmark figure. The retention rate from Y1 to Y2 for the other SOSC degree programs were below the benchmark figure: POLS (50.0%), and CJSO/CJUS (40.0%). The total retention rate for all three degree programs from Y1 to Y2 was 45.5%.

The third benchmark is "**A retention rate of 55% from Y1 to Y3**". An examination of the empirical data from 2021 reveals that that there was not any SOSC degree program that met the above-stated benchmark. The retention rate from Y1 to Y3 for each of the SOSC degree programs was: CJSO/CJUS (44.0%), POLS (41.7%), and SOCL/SOCO (16.7%). Finally, the Department of SOSC collective retention rates from Y1 to Y3 was 39.5%.

The fourth benchmark is "**A retention rate of 45% from Y1 to Y4**". For this particular benchmark, the 2020 cohort data was examined. Based upon analyzing and assessing the data, we found that there was not any SOSC degree program that met the above-stated benchmark. The retention rate from Y1 to Y4 for each of the SOSC degree programs was: CJSO/CJUS (29.4%); POLS (37.5%). and SOCL/SOCO (44.4%). The SOSC collection rates for Y1 to Y4 was 33.9%

An analysis of the preceding benchmarks for the collective whole reveals that the Department of SOSC did not meet the persistence rate benchmark or the various retention benchmarks (Y1 to Y2; Y1 to Y3, or Y1 to Y4). With respect to the persistence rate data, both the SOCL/SOCO and POLS degree programs were 10% points from meeting the 85% benchmark, while CJSO/CJUS degree programs were 25% from meeting the benchmark figure. In terms of the the retention rate data from Y1 to Y2, the POLS degree program was very close to meeting the 70% retention benchmark for Y1 to Y2 (66.7%), while the CJSO /CJUS retention rate was 56% and the SOCL/SOCO was 16.7%. Moving to the retention rate data from Y1 to Y3, one degree program, SOCL/SOCO (66.7%), met the 55% benchmark; the other degree programs, POLS (37.5%) and CJSO/CJUS (29.4%), fell short of the aforementioned benchmark. Finally, retention rate benchmark for Y1 to Y4 (45%) was not met by any SOSC degree programs: POLS (33.3%), SOCL/SOCO (28.6%), and CJSO/CJUS (18.5%).

The plan for continuous improvement for increasing the persistence and retention rates of students in the Department of SOSC will include the following:

- As per the email from President Rousse on 5 July 2024, each faculty member within the Department of SOSC will provide at least "one measureable objective" to the department head that will "directly or indirectly support *recruitment, retention, or job placement*of our students". This said objective "should be clearly stated, and the actions to achieve it should be explicitly measurable"
- Currently, Dr. Okhotnikov and Dr. Clark are working on recruiting videos for FMSC degree program and the University writ large.
- SOSC faculty members that have classes that show high D, F, W grade percentages rates (over 30%) will be counseled by the department head and the dean of COLA as to steps that should be taken to lower the aforementioned rates.
- The Department of SOSC will build upon the student organizations that exist within our department (Pre-Law and Politics Society) by establishing pertinent student organizations for CJUS and SOCL students. Likewise, several SOSC faculty (Clark, Campbell, Hennigan, Okhotnikov) will remain active recruiters during Cowboy Camps and Academic Preview Days. In a similar vein, Mr. Hennigan will be assigned academic advising responsibilities for CJUS students. This assignment of Mr. Hennigan as an advisor will be a positive step in the direction of increasing the persistence and retention rates of CJUS students in the Department of SOSC. Furthermore, steps will be taken to improve the persistence and retention rates of SOCL/SOCO students by adding another SOCL advisor (Dr. Muhammad Haque) to assist Dr. Carol Campbell. In short, the Department of SOSC faculty members will be committed to increasing the persistence and retention rates of the students that are enrolled in the SOSC academic programs. We embrace that calling!

[Retention Rate](#) [DOCX 12 KB 2/18/20]  
[Retention Rates for SOSC updated](#) [DOCX 36 KB 10/24/20]

**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%.

**1.1 Data**

| Calendar Year | University SEI Average | Faculty that exceeded University SEI Average |   |
|---------------|------------------------|--|---|
|               |                        | #  | % |
|               |                        |  |   |

|      |      |      |     |
|------|------|------|-----|
| 2018 | 4.38 | 7/18 | 39% |
|------|------|------|-----|

| Academic Year | University SEI Average | Faculty that exceeded University SEI Average |     |
|---------------|------------------------|--|-----|
|               |                        | #  | %   |
| 2019-2020     | 4.41                   | 10/17  | 59% |
| 2020-2021     | 4.39                   | 9/18   | 50% |
| 2021-2022     | 4.52                   | 9/15   | 60% |
| 2022-2023     | 4.54                   | 8/15   | 53% |
| 2023-2024     | 4.56                   | 10/15  | 67% |

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

| Department of Social Sciences<br>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<br>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        | 4.49      | 4.49        |
| 2. The instructor provided pertinent feedback on graded tests and assignments.             | 4.14      | 4.37        | 4.44      | 4.44        |
| 3. The instructor's communication skills were clear and effective.                         | 4.07      | 4.38        | 4.45      | 4.45        |
| 4. The instructor covered material consistent with the stated objectives of the course.    | 4.38      | 4.57        | 4.57      | 4.57        |
| 5. My ratings of this instructor to other students.  | 4.12      | 4.31        | 4.43      | 4.43        |

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

| Department of Social Sciences<br>Analysis of Department of SOSC faculty members SEI scores |           |             |           |             |
|--|-----------|-------------|-----------|-------------|
| University-Wide SEI questions  | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 |

|  |   |      |      |      |
|--|---|------|------|------|
| 1. The instructor provided course content (i.e., lectures, assignments, etc.) in an organized fashion, summarized major points, and used enough examples to clarify concepts | — | 4.43 | 4.38 | 4.53 |
| 2. The instructor clarified objectives for the course and announced assignments and tests well in advance.   | — | 4.46 | 4.46 | 4.61 |
| 3. The instructor allowed and encouraged relevant questions or comments throughout the course.   | — | 4.39 | 4.45 | 4.58 |
| 4. The instructor showed interest and enthusiasm for the course subject.   | — | 4.41 | 4.46 | 4.58 |
| 5. The instructor encouraged me to be responsible for my learning.   | — | 4.49 | 4.51 | 4.61 |

| Department of Social Sciences<br>Analysis of Department of SOSC faculty members SEI scores   |           |             |           |             |
|--|-----------|-------------|-----------|-------------|
| University-Wide SEI questions  | Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 |
| 1. The instructor provided course content (i.e., lectures, assignments, etc.) in an organized fashion, summarized major points, and used enough examples to clarify concepts | 4.62      | 4.54        | 4.59      | 4.54        |
| 2. The instructor clarified objectives for the course and announced assignments and tests well in advance.   | 4.64      | 4.60        | 4.67      | 4.56        |
| 3. The instructor allowed and encouraged relevant questions or comments throughout the course.   | 4.65      | 4.60        | 4.69      | 4.59        |
| 4. The instructor showed interest and enthusiasm for the course subject.   | 4.62      | 4.58        | 4.69      | 4.61        |
| 5. The instructor encouraged me to be responsible for my learning.   | 4.67      | 4.63        | 4.71      | 4.63        |

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

2019-2020:

The Department of SOSC SEI data for the current reporting period reveals that ten faculty members (59%) exceeded the University SEI norm figures for the five questions included on the SEI scoring instrument, while 7 full-time faculty (41%) failed to meet or exceed the SEI norm average for the questions asked on the SEI. Based upon the reported data, the benchmark of "50% of the SOSC departmental faculty members will exceed the University SEI norm figure" was met. In short, the goal of excellence in the classroom will continue to be a goal as the Department Head will emphasize to departmental faculty members 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. The aforementioned points must be a focal point as the vast majority of SOSC classes in the near future will be offered online because of the COVID pandemic.

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

- Stellar Stars - One faculty member
- Captivating Champions - Two faculty members
- Outstanding Orchestrators - Ten faculty members
- Realign, Revise, Refocus - One faculty member
- Embrace Enhancing Your Performance - One faculty member

The plan for continuous improvement will include the following:

- During the Fall 2020 semester, a departmental APR subcommittee was established to reassess and to reformulate the Department of Social Sciences APR scoring mechanism. Dr. Butkus is the chair



of the aforementioned committee. This committee will include the following individuals that represent the interests and concerns of their respective discipline: Dr. Carol Campbell (SOCL), Dr. Stephen Verrill (CJUS), Dr. Elijah Okhotnikov (FMSC), and Steven Rainey (GEOG).

#### 2020-2021:

The Department of SOSC SEI data for the current reporting period reveals that eight full-time faculty members (53%) exceeded the University SEI norm figures for the five questions that are included on the SEI scoring instrument, while seven full-time SOSC professors failed to meet or exceed the SEI norm average for the questions asked on the SEI. It is also instructive to note that the questions used on this present SEI are different from the questions that were incorporated on previous SEI evaluation questionnaires. Based upon the reported data, the benchmark of "50% of the SOSC departmental faculty members will exceed the University SEI norm figure" was met. As we move forward as a Department of Social Sciences, the goal of excellence in the classroom will continue to be a goal for SOSC faculty members. Within the past couple of years, the shift to online classes has created a new teaching environment for many of our faculty members. The majority of our SOSC faculty have adopted well to the shift to the online teaching environment by recognizing the importance of communicating in a clear and concise fashion, providing timely feedback, organizing their classes in a way that connects with their students, and making sure that what is covered in a class matches the stated objectives as so listed on the syllabus. Using the S.C.O.R.E. APR ranking system as implemented during a previous reporting period, the SOSC faculty fell into the following categories:

- Stellar Stars - One faculty member
- Captivating Champions - Two faculty members
- Outstanding Orchestrators - Eight faculty members
- Realign, Revise, Refocus - Two faculty members
- Embrace Enhancing Your Performance - One faculty member

The plan for continuous improvement will include having regular APR subcommittee meetings to reassess and to reformulate the Department of Social Sciences APR scoring mechanism. The APR subcommittee was established during the last reporting period, but has not had the opportunity to meet because of the COVID pandemic and Hurricanes Laura and Delta.

#### 2021-2022:

An analysis of the SEI data for the Department of Social Sciences reveals that nine out of fifteen full-time faculty members (60%) exceeded the University SEI norm figures for the five questions that are included on the SEI scoring instrument. Based upon the assessment of the data, the benchmark of "50% of the SOSC departmental faculty members will exceed the University SEI norm figure" was met. The faculty members within the Department of SOSC will continue to be committed to embracing excellence in the traditional and online classroom settings. An assessment of the data shows an overall improvement of SOSC faculty SEI scores from previous reporting periods. The plan for continuous improvement will once again focus on emphasizing to SOSC faculty members the best teaching practices (i.e., communicating with your students; providing feedback; alignment of class with syllabus; etc.).

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

- Stellar Stars - one faculty member
- Captivating Champions - two faculty members
- Outstanding Orchestrators - six faculty members
- Realign, Revise, Refocus - three faculty members
- Embrace Enhancing Your Performance - zero faculty members

The plan for continuous improvement will include establishing an APR subcommittee to reassess and to reevaluate the APR scoring mechanism that is used in the Department of SOSC. During the present reporting period, the subcommittee had just one meeting that was not very fruitful. With the addition of two new faculty members (POLS & CJUS), it is anticipated that these individuals will serve on the APR subcommittee and will become key contributors to the revision of the APR document.

**2022-2023:**

An assessment of the SEI data for the Department of Social Sciences reveals that eight out of fifteen full-time faculty members (53%) exceeded the University SEI norm figures for the five questions that are included on the SEI scoring device. Based upon an analysis of the data, the benchmark of "50% of the SOSC departmental faculty members will exceed the University SEI norm figure" was met. The faculty members within the Department of SOSC will continue to embrace excellence in the traditional and online classroom settings. An assessment of the data shows that the percentage of full-time faculty members meeting the benchmark decreased from the previous reporting period. The plan for continuous improvement will once again focus on emphasizing to SOSC faculty members the best teaching practices (i.e., communicating with your students; providing feedback; alignment of class with syllabus; etc.).

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

- Stellar Stars - two faculty members
- Captivating Champions - four faculty members
- Outstanding Orchestrators - five faculty members
- Realign, Revise, Refocus - two faculty members
- Embrace Enhancing Your Performance - zero faculty members

During the current reporting period, the Department of SOSC has convened an APR subcommittee that is currently revising the APR objective scoring instrument that is used for APR assessment. As we move into the future reporting periods, the new SOSC faculty members (CJUS, POLS, FMSC) will play a key role in providing input that can be used to establish a robust scoring device for the evaluation of faculty with the Department of SOSC.

**2023-2024:**

An analysis of the SEI data for the Department of Social Sciences reveals that 10 out of 15 full-time faculty members (67%) exceeded the University SEI norm figures for the five questions that are included on the SEI scoring device. Based upon an assessment of the data, the benchmark of "50% of the SOSC departmental faculty members will exceed the University SEI norm figure" was met. The faculty members within the Department of SOSC will continue to build upon the excellence that is being exhibited in the traditional and online classroom settings. An assessment of the data shows that the percentage of full-time faculty members meeting the benchmark increased from the previous reporting period. The plan for continuous improvement will center on mentoring our students by embracing the established best teaching practices (i.e., communicating with your students; providing feedback; alignment of class with syllabus; etc.).

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

- Stellar Stars - two faculty members
- Captivating Champions - three faculty members
- Outstanding Orchestrators - seven faculty members
- Realign, Revise, Refocus - one faculty member
- Embrace Enhancing Your Performance - one faculty member

During the current reporting period, the Department of SOSC has convened an APR subcommittee that is currently revising the APR objective scoring instrument that is used for APR assessment. As we move into the future reporting periods, the new SOSC faculty members (CJUS, POLS, FMSC) will play a key role in providing input that can be used to establish a robust scoring device for the evaluation of faculty with the Department of SOSC.

[2016-2017 SEI Comments](#) [DOCX 13 KB 2/18/20]

[2017-2018 SEI Comments](#) [DOCX 17 KB 2/18/20]

[Department of SOSC](#) [JPG 90 KB 2/18/20]

## 2 Assessment and Benchmark

Assessment: Faculty's professional participation:

- Presentations
- Publications
- Consulting

Benchmark: 70% of the SOSC full-time faculty members will have at least one professional presentation, one publication, or one consulting activity.

## 2.1 Data

2019-2020:

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

- **Todd Furman**--Work in Progress, *Good Shoot, Bad Shoot?: A Legal and Ethical Analysis of Shootings by Law Enforcement*; Editorial Review Board Member for *Teaching Philosophy*
- **Elijah Okhotnikov**--Published an article in a leading peer-reviewed Journal in the field of Family Science: " *Adaptation of the Couples Satisfaction Index into Russian*", *Contemporary Family Therapy*, 1-12 (2019); Presented paper at RRA/SSSR national level conference & poster at NCFR national level conference
- **Joey Tuminello**--Published an article in *Sofia Philosophical Review* entitled, " *Dichotomous Food-Drug Interpretations in Nutritional Science and Western Medicine*"; Short journal book review entitled, " *Review of a Geography of Digestion: Biotechnology and the Kellogg Cereal Enterprise by Nicholas Bauch*"; Attended two professional conferences (Society for the Advancement of American Philosophy 47th Annual Conference in Detroit, MI; Society for the Advancement of American Philosophy 47th Annual Conference in San Miguel de Allende, Guanajuato, Mexico).
- **Steve Thompson**--teaches at the Police Academy
- **Steve Verrill**--awarded Shearman Professorship in Liberal Arts, "Supporting internships and speaker series for Criminal Justice students"; funds awarded \$25,000
- **Diane Verrill**--awarded Juliet Hardtner Women in Arts and Humanities Professorship #3, "Supporting internships and conference room upgrade"; funds awarded \$15,000
- **Matthew Butkus**--awarded JP Morgan Chase Bank Professorship, "Integrative Neuroethics Research (3rd of 3 years); funds awarded \$12,000
- **Gregory Clark**--awarded two endowed professorships: Mr. & Mrs. William D. Blake Endowed Professorship--Criminal Justice, "Equipment and Material Support for the Criminal Justice Program"; funds awarded \$7,000; Murphy/Leaton Professorship in Teaching Excellence, "Travel Fund and Equipment Support for Teaching Excellence in the Department of Social Sciences"; funds awarded \$7,000.
- **Muhammad Hague**--published the following article: K. R. Khan, M. M. Haque, A. Alshemary and A. AbouArkoub, "BLDC Motor-Driven Fluid Pumping System Design: An Extrapolated Active Learning Case Study for Electrical Machines Classes," in *IEEE Transactions on Education*, vol. 63, no. 3, pp. 173-182, Aug. 2020, doi: 10.1109/TE.2020.2965817.
- **Carol Campbell**--attended six scholarly/professional meetings; organizer of a conference; attended seven training seminars, institutes, and educational courses; and was a presenter of training for certification of practitioners and training seminars.
- **Stan Weeber**--published short essays in R. Lawson (Ed.) *Race and Ethnicity in America: From Pre-Contact to the Present* (2019). The essays were "Ku Klux Klan Resurgence in the 1920s" (pp. 126-128); "Occupy Movement" (pp. 199-200); "Jena Six" (pp. 143-144); and "Port Huron Statement" (pp. 197-198). Published a longer book chapter in *Social Policy on the Cusp: Values, Institutions and Change*, entitled "Smart Cities, Resilience and the 5G Revolution".

2020-2021:

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

- **Steve Thompson**--teaches at the Police Academy and provides consulting to outside law enforcement agencies
- **Steve Verrill**--awarded the following endowed professorship: Mr. and Mrs. William D. Blake Endowed Professorship in Criminal Justice, Title of Project: Programmed Instruction Criminal Justice Tutorials

EP#61; Dissertation Manuscript professional assistance with original contribution across time (15 times); attended the following training seminars, institutes, educational courses: (a) Basic First Aid for Medical Emergencies (2021) TAMUC; (b) CITI IRB Basic Course Refresher (2021) Capella University; (c) Accommodating Students with Disabilities (2021) TAMUC; (d) Steps to Make a PowerPoint Presentation Accessible (2021) TAMUC; (e) Clery Act Guidelines (2021) TAMUC; (f) Certification for System Member Employees (2021) TAMUC; (g) How to Survive Your (Hurried) Switch to Online Delivery (2020) OLC; (h) Effective Facilitation of Online Discussions with Students (2020) OLC; (i) Emergency Alert System Notification (2020) TAMUC; (j) Information Security Awareness (2020) TAMUC; (k) Accessibility for Electronic Information Resources (2020) TAMUC; (l) Certification for System Member Employees (2020) TAMUC; (m) Safe Practices During the COVID-19 Pandemic (2020) TAMUC; (n) Clery Act Guidelines (2020) TAMUC; (o) FERPA for Higher Education (2020) Walden University; (p) Introducing Go Programming Language (2021) Walden University

- **Joey Tuminello**--published the following article: "Hermeneutics of Food and Drug Regulatory Policy," *Humana.Mente Journal of Philosophical Studies*, Vol. 13, No. 38 (2020): 255- 280.; holds membership in the following scholarly or professional organizations: Oxford Centre for Animal Ethics (Fellow); International Society for Environmental Ethics; International Association for Environmental Philosophy; Society for the Advancement of American Philosophy; American Philosophical Association; American Association of Philosophy Teachers; Animals & Society Institute; Public Philosophy Network (Founding Member); Society for Indian Philosophy and Religion; North Texas Philosophical Association; Editorial Reviewer for *Academia Letters*
- **Stan Weeber**--had the following paper published in a nonrefereed trade journal: *Georg Simmel and Governmental Secrecy: The Case of MK ULTRA/DELTA*, *Southeastern Social Science Journal* 10: 94-96, 2020 (published in April 2021); had the following chapter incorporated in a non-peer reviewed book: *Increasing Natural Disasters and Cities*. In B. McNicol (Ed.), *Sustainable Planet, Issues and Solutions for Our Environment's Future*. Santa Barbara: ABC-Clio, April 2021. Had the following reprint of articles unrevised: review of Bruce Snow, *Can Everyone Swim*, reprinted in *Et Alia Press Voices* (blog), February 2018 (reprint discovered 2021); *Notes of resistance to Green Grabbing*, reprinted in *CORE Archive*, United Kingdom; *Review of Derek Penslar, Michael Marrus and Janice Gross Stein, Contemporary Antisemitism*, reprinted in *Gale Academic OneFile*; *Review of Christine Hale, The Chinese Continuum of Self Cultivation*, reprinted in *Gale Academic OneFile*; *Antiwar Protest Surveillance, 1960s*, reprinted in *Credo Reference*; *Elite Versus Mass Sociology*, reprinted in *Springer Link*; *Innovation in Austere Times*, reprinted in *Social Science Research Network*; *Evaluation of a Peer and School Based Anti-Smoking Program*, reprinted in *JStor*; Had the following short journal book reviews: *Review of William O'Rourke, Politics and the American Language* (Welcome Rain Publishers, New York, 2020), *Arkansas Review*, April 2021; *Review of Lonny Meinecke, "The Psychologist, St. George and the Dragon," Academic Letters*, March 24, 2021; holds membership in the following scholarly and professional organizations: Mid-South Sociological Association, and the Southern Sociological Society; Editor for the following scholarly and professional journal or magazine: Chief Editor, *Journal of Society, Education and Behavioral Science*, 2020-21; Editor, *Asian Journal of Arts, Humanities and Social Studies*, 2020-21; Editor, *Journal of Global Research in Education and Social Sciences*, 2020-21; Reviewer for the following scholarly and professional journal or magazine: Reviewer, *Journal of Educational Controversy*, 2020-21; Reviewer, *Journal of Global Research in Education and Social Sciences*, 2020-21; Reviewer, *Advances in Applied Sociology*, 2020-21; Attended or took the following training seminars: *21st Century Social Movements*, McGraw-Hill, April 2021; *Dynamic Learning Activities for Diverse Learners*, ULS Bridging the Divide, August 2020 (9 day event); *Remote 2020*, Arizona State University, July 2020; *Virtual Education Summit*, Course Hero, July 2020.
- **Muhammad Haque**--published the following article: Khan, Kaisar R, Muhammad M. Haque, Ashraf Alshemary, and Ahmed AbouArkoub. 2020. *BLDC Motor-Driven Fluid Pumping System Design: An Extrapolated Active Learning Case Study for Electrical Machines Classes*. *The International Journal of Electrical Engineering & Education*; Made the following presentations: *Socio-infrastructure Transformation, Emergence of Millennials and Socio-ethical Implications* (with Morgan Preston, Cristo Y. Perez Ross and Saydee E. Meaux), the 2021 annual meeting of the Southwestern Social Science Association, April 15, 2021, New Orleans, Louisiana; and *Socio-infrastructure Transformation, Emergence of Millennials and Pedagogical Implications* (with Morgan Preston, Cristo Y. Perez Ross and Saydee E. Meaux), the 2020 annual meeting of the Association for Applied and Clinical Sociology, October 6, 2020, Atlanta, Georgia.

- **Diane Verrill**--presented the following papers: "Food Incubators: A Survey of the Industry." authors: Phillips, R., Verrill, D., Kraeger, P. and Weir, J. • Presenting at the International Conference of the Community Development Society (CDS) in July 2021; and "Generating Social Enterprise in Local Food Systems: A Survey of Food Incubator" authors: Phillips, R., Verrill, D. & Kraeger, P.; Awarded the following endowed professorship: William McLeod Professorship, Title of Project: Civic Engagement EP#80 • Presenting at the International Society for Quality-of-Life Studies (ISQOLS) conference in August 2021; attended the following virtual events: ASPA 2020 Digital Experience Conference (Virtual) - 12/14/20 and 12/15/20 • Access to the Ballot Box: A Vision of American Democracy at Its Best – ½ day • Counting Everyone: The 2020 Census – ½ day • Current Structural Challenges to the American System of Government – ½ day • Retrospect and Prospect of Truth and Integrity in State Budgeting – ½ day; Southern Political Science Association 2021 Annual Meeting (Virtual) – 1/6/21 -1/9/21 • Electoral Politics/Electoral Politics - ½ day • International Politics: Conflict and Security/International Politics: Conflict and Security – ½ day • Comparative Politics: Political Behavior/Comparative Politics: Political Behavior – ½ day • Presidential/Executive Politics/Presidential /Executive Politics – ½ day; State Politics/State Politics (Online) – ½ day • Legislative Politics /Legislative Politics (Online) – ½ day • American Political Development/American Political Development (Online) – ½ day; Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education (Virtual) – 3/15/21-3/17/21 • Building Bridges Rather Than Silos: A Panel Discussion of the Multi-Disciplinary Approach to Service-Learning at the University of Arkansas – ½ day • Collaborative Student Leadership in Civic Engagement -½ day • Instructional Approaches to Facilitate ServiceLearning into an Existing Undergraduate Curriculum – ½ day • Community Development through Higher Ed Partnerships – ½ day; American Society for Public Administration-GA (ASPAGA) (Virtual) - 3/26/21 and 3/27/21 • Challenges in Education Finances – ½ day • Public Finance and Revenue -½ day • Understanding Fiscal Health – ½ day • Issues in Local Governance – ½ day
- **Todd Furman**--Work in Progress, *Good Shoot, Bad Shoot?: A Legal and Ethical Analysis of Shootings by Law Enforcement*; Editorial Review Board Member for *Teaching Philosophy*.
- **Gregory Clark**--Awarded the following endowed professorship: Murphy/Leaton Professorship in Teaching Excellence, Title of Project: Travel Fund and Equipment Support for Teaching Excellence in the Department of Social Sciences EP#56.
- **Matthew Butkus**--Awarded the following endowed professorships: JP Morgan Chase Professorship, Title of Project: Integrated Neuroethics Research EP #28; and Matthew Butkus & Joey Tuminello, ATT Professorship, Title of Project: Healthcare Ethics Consultant Certification EP #36.
- **Steven Rainey**--Awarded the following endowed professorship: Juliet Hardtner Women in Arts and Humanities #6, Title of Project: Assessing the Potential for Using Georeferenced Google Earth Images to Compare Riverbank Migration Rates, EP #102.
- **Ilya Okhotnikov**--Peer reviewed publication: Okhotnikov, I. A., & Myers, A. W., (2020 Summer). Moral injury and the military family. CFLE Network: Supporting Military and Veteran Families. NCFR. <https://www.ncfr.org/cfle-network/summer-2020-military-veterans/moral-injury-and-military-family>. Presentations included the following: Okhotnikov, I. A., & Wood, N. D. (2020, November 11). Russian couple's satisfaction: religiosity, equality, and virtues [Interactive paper presentation]. 2020 National Council on Family Relations Annual Conference, St. Louis, MO, United States; and Okhotnikov, I. A. (2021, March 30). The practice of inclusive education in the U.S. State Universities. [PaperPresentation]. Digitalization of Engineering Education; AnInternational Online Conference, Kalashnikov Izhevsk StateTechnical University, Izhevsk, Russia. <http://distant.istu.ru/conf/>
- **Carol Campbell**--attended numerous social work virtual educational conferences or events.

#### 2021-2022:

An assessment of the APR data for the 2021-2022 reporting period reveals the following accomplishments for the full-time faculty members within the Department of Social Sciences:

- **Steven Rainey**—Attended a Conference of Latin American Geographers (Virtual Conference);
- **Todd Furman**—Paper presentation: Gettier-Guns & The Use of Lethal Force by Law Enforcement Officers, 72<sup>nd</sup> Northwest Philosophy Conference, Portland State University; Panel Discussant for Humble Provocateurs by Dr. Derick Hughes, 72<sup>nd</sup> Northwest Philosophy Conference; Panel Discussant for Divinity and Moral Normativity by Dr. Majid Amini, 72<sup>nd</sup> Northwest Philosophy Conference; Editorial Reviewer for Teaching Philosophy; Grant Award: AT&T Endowed Professorship;

- **Steve Thompson**—teaches at the Police Academy and provides consulting to outside law enforcement agencies;
- **Muhammad Haque**—Two papers presented at a professional conference; currently working on three articles;
- **David Armstrong**—completed two courses for certification as a storm spotter for the National Weather Service SKYWARN system;
- **Matthew Butkus**—attended Association of Louisiana Faculty Senate meetings in Alexandria, LA (two times); 400 clinical hours completed for Healthcare Ethics Consultation Certification (HEC-C) at Memorial Hospital (100 half-days); awarded an Endowed Professorship;
- **Elijah Okhotnikov**—paper published in refereed scientific journal; attended three conferences; three papers presented at conferences; reviewer for four scholarly/professional journals; Awarded the Shearman Family Professorship in Liberal Arts Endowed Professorship;
- **Janeal White**—attended four conferences; presented two papers at the NCFR conference; active in scholarly/professional organizations (i.e., NCFR Family Policy Section Student New Professional Rep; NCFR Mentoring Academy Steering Committee; TxCFR MENTOR organization Chair; TxCFR Annual Conference Proposal Reviewer; J Family Theory & Review Digital Scholarship Board); Awarded Juliet Hardtner Women in Arts & Humanities Endowed Professorship;
- **Joey Tuminello**—attended a workshop on Paul B. Thompson's *From Silo to Spoon*, December 17-18, 2021; presented a paper, "Pollution as a Moral Problem", at the Workshop on Paul B. Thompson's *From Silo to Spoon*; paper accepted for presentation but presented by a joint author at the American Association of Geographers 2022 Annual Meeting (virtual), on February, 25, 2022; Editorial Review for *Academia Letters* (x3) and *East Asian Journal of Philosophy*; four invited papers of a local or branch nature;
- **Carol Campbell**—attended six virtual meetings of a scholarly/professional sort; attended six training seminars;
- **Stan Weeber**—published a textbook, *Extremism in the United States*; two papers published in nonrefereed trade journals: "Legitimation Crisis: What We Learned from the U.S. College Football Playoff Controversy (2003-2014)", *International Journal of Arts, Humanities and Social Sciences* 3 (3): 10-20, 2022; "On the 50<sup>th</sup> Anniversary of the Watergate Break-In", *Southeastern Social Science Journal* 11: 97-99, 2021 (published In March 2022); two chapters in non-peer reviewed books; three short journal book reviews; editor or reviewer for six scholarly/professional journals;
- **Gregory Clark**—awarded two endowed professorships: Mr. and Mrs. William D. Blake Endowed Professorship in Criminal Justice and the Murphy/Leaton Professorship in Teaching Excellence.

The faculty accomplishments for Dr. Diane Verrill and Dr. Steve Verrill are not included in the preceding assessment because they resigned from their academic appointments during the reporting period.

2022-2023:

An assessment of the APR data for the 2022-2023 reporting period reveals the following accomplishments for the full-time faculty members within the Department of Social Sciences:

- **Elijah Okhotnikov**--submitted a manuscript #JSSR-OA-06-2022-175 titled " *Impact of religiosity on relational equality, virtues, and couple's satisfaction* " to be considered for the *Journal for the Scientific Study of Religion* W.E.B. DuBois Special Issue on Religion and Social Inequality; submitted a manuscript titled " *Religiosity's Effect on Couple's Satisfaction* " (FR-0284-22) to be considered for the publication in *Family Relations: Interdisciplinary Journal of Applied Family Science*; submitted an Article Proposal titled " *Empowering Parents and Caregivers: Latest Research and Practices in Evidence-based Parenting Education* " to be considered for the *Family Focus* Section of the *NCFR's Focus* magazine Summer 2023 publication; attended professional conference in Austin, TX; membership in four professional organizations; NCFR reviewer for conference, for resumes/CV, for Honors Program, and for TCRM proposals; regional and state judge for LA schools fair; reviewer for *Journal of Social and Personal Relations* and the *Journal of Contemporary Family Therapy*; attended approximately 75 training seminars, institutes, or educational courses; awarded the J. Hardtner Women in Arts & Humanities, Title of Project: "Advancing Family Science Through Supporting Women, Extending Online Teaching, and Providing Equitable Professional Involvement for Female Students" EP #99

- **Carol Campbell**--attended two conferences: Louisiana Association for Marriage and Family Therapy Annual Conference and the Louisiana Mental Health Association Annual Conference; attended ten continuing education training seminars;
- **Stan Weeber**--papers published in nonrefereed trade journals: "The Denton Connection", *Journal of History and Deep Politics*, April 2023; "Use of Fictional Stories as a Tool in Teaching About Social Stratification", *Southeastern Social Science Journal*, Volume 12, 2022, pp. 100-103; chapters in non-peer reviewed books: "Technology and Social Problems" in R. Baikady (Ed.) *Palgrave Handbook of Global Social Problems*. Palgrave: London, 2023; "Ken Hatfield", in *Central Arkansas Library System Encyclopedia of Arkansas*, 2023; "Forty Days and Forty Nights", in *Central Arkansas Library System of Arkansas*, 2023; reprints of articles, unrevised: "Forty Days and Forty Nights", *Academic Search Complete*, 2023; "Corruption", *SAGE Knowledge*, 2023; "Idaho", *SAGE Knowledge*, 2023; "Colorado", *SAGE Knowledge*; "Domestic Terrorism", *SAGE Knowledge*, 2023; short journal book reviews: review of Kai T. Erikson and Lori Peek. *The Continuing Storm* (University of Texas Press), *Arkansas Review*, 2023; a member of two professional organizations; editor for three professional journals; reviewer for four professional journals; attended seven seminars
- **Joey Tuminello**--published a journal article and book chapter publications: Joseph A. Tuminello, III. (2023). Food pharmacies and food addiction: shifting food-drug interpretations in allopathic medicine, psychology, and psychiatry. *Food, Culture & Society* (Online First). DOI: 10.1080/15528014.2023.2186637 o Andrew deCoriolis, Aaron S. Gross, Joseph Tuminello, Steve J. Gross, and Jennifer Channin. (2023). Animal Advocacy's Stockholm Syndrome. In Carol J. Adams, Alice Crary, & Lori Gruen (Eds.), *The Good It Promises, The Harm It Does: Critical Essays on Effective Altruism* (pp. 41-58). Oxford University Press. DOI: 10.1093/oso/9780197655696.003.0004; Joseph Tuminello, Stephanie Van, and Kathleen Kevany. (2023). Food Movements to Foster Adoption of More Planet-Friendly Foods and Sustainable Diets. In Kathleen Kevany & Paolo Prosperi (Eds.), *Routledge Handbook of Sustainable Diets* (pp. 395-408). Routledge. DOI: 10.4324/9781003174417-39; attended professional meeting: The Association for the Study of Food and Society + The Agriculture, Food, and Human Values Society Joint Conference, University of Georgia, Athens, GA, May 18-21, 2022. Defining Applied Jain Studies Conference (Virtual), April 22-23, 2023. Invited Paper: "A Jain Perspective on Faux Meat," presented at the Defining Applied Jain Studies Conference (Virtual), April 22, 2023. Paper presented: "Food Pharmacies and Food Addiction: Shifting Food-Drug Interpretations in Allopathic Medicine, Psychology, and Psychiatry," presented at The Association for the Study of Food and Society + The Agriculture, Food, and Human Values Society Joint Conference, University of Georgia, Athens, GA, May 19, 2022; member of 13 professional organizations; manuscript reviewer for *University of New Mexico Press*, *University of Arkansas Press*; and *Routledge*; training for Healthcare Ethics Consultation Certification (HEC-C)
- **Janeal White**--paper published in nonrefereed trade journal: Allen, S., Gavazzi, S. M., Henderson, J. L., Landers, A. L., Letiecq, B. L., Rose, H. A., & White, J. M. (2022). Building relational accountability with Indigenous Peoples: Reducing barriers and increasing Indigenous visibility within family science. *NCFR Report*, 67.3. <https://www.ncfr.org/ncfr-report/fall-2022/building-relational-accountability-indigenous-peoples-reducing-barriers-increasing-visibility>; chapter in non peer reviewed book: White, J. M. (2022). Homelessness. In Darling, C. A., Cassidy, D., & Ballard, S. M. *Family Life Education: Working with Families across the Lifespan*. Waveland Press; attended four conferences: Future of Teaching and Technology Conference; National Council on Family Relations Annual Conference; Texas Conference on Ending Homelessness; Texas Council on Family Relations Annual Conference; Invited Speaker to two conferences: Texas Conference on Ending Homelessness and Texas Council on Family Relations Annual Conference; paper presented at the following conferences: FTTC Conference, NCFR Conference, Tx. Conference on Ending Homelessness, and Texas Council on Family Relations; participated in two roundtable discussions at professional conferences; organized McNeese Family Science Virtual Conference and the McNeese Family Science Virtual Grad School Meet and Greet
- **Todd Furman**--notified of acceptance of a revised edition of his textbook--Furman (2023) *Critical Thinking and Logic: A Philosophical Workbook* (3rd Edition) Gegensatz Press; editorial reviewer for scholarly journal, *Teaching Philosophy*
- **Steve Rainey**--member of the Conference of Latin Americanist Geographers
- **Steve Thompson**--teaches at the Calcasieu Parish Law Enforcement Training Academy

- **Matt Butkus**--earned HEC-C certification through the ASBH; peer reviewed two articles for *AJOB Neuroscience*; awarded the Shearman Family Professorship in Liberal Arts, "Applied Bioethic Projects", EP #3
- **Daniel Hennigan**--awarded the following endowed professorship: Mr. and Mrs. William D. Blake Endowed Professorship in Criminal Justice, title of project, "Emergency Management/Community" EP#61; member of three professional organizations
- **Muhammad Haque**--presented two papers at professional conferences: Promoting Collaborative Problem-Project Based Learning and Transforming Actors and the Academic Environment (with Darien Boyd, Sambridhi Poudyal and Bonnie Andres), the 2022 Annual Conference of the Association for Applied and Clinical Sociology, October 5, 2022, Louisville, Kentucky; Promoting Collaborative Project-Problem Based Learning, Transforming Actors and the Academic Environment, and Augmenting Students' Interest in Academic and Nonacademic Reading (with Ty D. Terrel), 2023 Annual Meeting, Southwestern Social Science Association, March 31, 2023, Fort Worth, Texas; member of six professional organizations
- **Gregory Clark**--awarded the following endowed professorship: Murphy/Leaton Professorship in Teaching Excellence. Title of Project: Travel Fund and Equipment Support for Teaching Excellence in the Department of Social Sciences, EP #56; lifetime member of the Academy of Criminal Justice Sciences

2023-2024:

An analysis of the APR data for the 2023-2024 reporting period reveals the following accomplishments for the full-time faculty members within the Department of Social Sciences:

- **Stan Weeber**--Published three papers in nonrefereed trade journals; wrote two chapters in non-peer reviewed books; 12 reprints of articles, unrevised; one short journal book review; member of two scholarly/professional organizations; editor for three scholarly/professional journals or magazines; reviewers for four scholarly/professional journals or magazines
- **Elijah Okhotnikov**--one published article; attended two professional conferences; presented a paper at a professional conference; member of five professional organizations; reviewed one manuscript for a professional journal; attended over 50 training seminars, institutes, and/or educational courses; presented twice at training seminars or institutes
- **Joey Tuminello**--one invited publication that was peer-reviewed; attended and presented at one professional conference; member of 13 professional organizations
- **Steven Rainey**--completed one short journal book review; member of a professional organization; conducted fieldwork/research in a foreign country; attended a training seminar
- **Carol Campbell**--attended a professional conference; 18 development training/certifications; member of 26 professional organizations
- **Victoria Jeansonne**--provided an analytical report to the Louisiana Department of Health; attended SSSA professional meeting; member of one professional organization; attended 10 training seminars or institutes
- **Daniel Hennigan**--attended one training seminar or institute; conducted field research for his dissertation; awarded Endowed Professorship
- **Hanno Bulhof**--working on a chapter for a book
- **Todd Furman**--worked on a revised edition of his book; editorial reviewer for scholarly/professional journal or magazine
- **Matt Butkus**--participated in four panel discussions; editorial reviewer for five scholarly/professional journals or magazines; member of two professional organizations; invited paper at ULL; attended four training seminars
- **Aleshia Alexander**--presented paper at the 2023 NCFR Annual Conference; panel discussant at a professional conference; member of three professional organizations; participated in four SWAP meetings during the Fall 2023 semester
- **Muhammah Haque**--two papers presented at professional conferences; member of one professional organization; participated in one training seminar or institute
- **Steve Thompson**--presenter at Calcasieu Parish Law Enforcement Training Academy
- **David Armstrong**--member of one professional organization
- **Gregory Clark**--awarded an Endowed Professorship; lifetime member of a professional organization

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



**2019-2020:**

An analysis of the data reveals that eleven out of seventeen SOSC faculty members (65%) have been involved in professional activities, either in the form of attending and/or presenting at professional conferences or publishing articles and/or books. In addition, several faculty members have been awarded Endowed Professorships. In comparing the data from this reporting period to the preceding periods, it is found that there has been a 15% increase of faculty involvement in the aforementioned professional activities. This increase is a positive movement considering the impact of COVID-19 during the reporting period. The plan for continuous improvement will include analyzing the relationship between the impact of Hurricane Laura and Hurricane Delta on the professional productivity of faculty members in the Department of Social Sciences. To minimize the aforementioned impact, the Department Head will encourage faculty members to utilize delegated Endowed Professorship Funds to facilitate and to enrich their involvement in professional endeavors.

**2020-2021:**

During the 2020-2021 reporting, 12 out of the 15 full-time SOSC faculty members (80%) were very active in either presenting at professional conferences, publishing articles, and providing consulting to outside agencies. In this particular vein, four SOSC faculty had articles published in either a peer-reviewed or non-refereed journal. Likewise, six SOSC professors were awarded COLA or SOSC related Endowed Professorships. Finally, four SOSC individuals were presented papers at professional conferences, either in person or in a virtual way. In short, the benchmark figure for this assessment, "70% of the SOSC full-time faculty members will have at least one professional presentation, one publication, or one consulting activity", was met. When you compare the results of this assessment with the results from the 2019-2020 reporting period, it is instructive to note that there was a 15% increase in the number of SOSC faculty that were active in presenting at professional conferences, publishing articles, and providing consulting to outside agencies. Given the COVID-19 pandemic and impact of Hurricanes Laura and Delta, the Department of SOSC faculty are doing an impressive job of pursuing professional excellence in turbulent times. The plan for continuous improvement will focus on using Endowed Professorship funds to support and to enhance the professional activities of the faculty members of the Department of SOSC.

**2021-2022:**

An assessment of the empirical data from the current reporting period reveals that the majority of the full-time SOSC faculty (12 out of 15 faculty members; 80%) were involved in presenting at professional conferences, publishing articles, and providing consulting services to outside agencies. Furthermore, three SOSC faculty individuals had either a book or an article published in a peer-reviewed or non-refereed journal. In a similar vein, six SOSC professors were awarded COLA or SOSC related Endowed Professorships. Finally, five SOSC faculty presented papers at professional conferences, either in person or in a virtual way. In short, the benchmark figure for this assessment, "70% of the SOSC full-time faculty members will have at least one professional presentation, one publication, or one consulting activity", was met. The empirical results from this reporting period are very similar to the assessment results from the 2020-2021 reporting period. The plan for continuous improvement will center on encouraging faculty members to utilize the travel funds from one of the departmental EP's to attend and to present at professional conferences.

**2022-2023:**

An analysis of the data reveals that the majority of full-time SOSC faculty (12 out of 15 faculty members; 80%) were involved in any or all of the following activities: making presentations at professional conferences; attending professional conferences; publishing articles in refereed or non-refereed publications; writing proposals for endowed professorships; providing consulting services to outside agencies; and revising textbooks. Likewise, four SOSC faculty members had either a book or an article published in a peer-reviewed or non-refereed journal. Furthermore, four SOSC professors were awarded a COLA or SOSC related Endowed Professorship. Finally, four SOSC individuals presented papers at professional conferences, either in person or in a virtual way. Finally, the benchmark figure for this assessment, "70% of the SOSC full-time faculty members will have at least one professional presentation, one publication, or one consulting activity", was met. The empirical assessment for this reporting period is very similar to the assessment results from the recent reporting periods. The plan for continuous improvement will focus on communicating to faculty members that there is departmental travel funds available to travel to professional conferences to present their latest recent findings in their particular field

of study.

2023-2024:

An assessment of the data reveals that the majority of full-time SOSC faculty (12 out of 15 faculty members; 80%) were involved in some or all of the following activities: making presentations at professional conferences; attending professional conferences; publishing articles in refereed or non-refereed publications; writing proposals for endowed professorships; providing consulting services to outside agencies; and revising textbooks. Likewise, three SOSC faculty members had either a book or an article published in a peer-reviewed or non-refereed journal. Furthermore, three SOSC professors were awarded a COLA or SOSC related Endowed Professorship. Finally, five SOSC individuals presented papers at professional conferences, either in person or in a virtual way. Finally, the benchmark figure for this assessment, "70% of the SOSC full-time faculty members will have at least one professional presentation, one publication, or one consulting activity", was met. The empirical assessment for this reporting period is very similar to the assessment results from the recent reporting periods. As in previous reporting periods, the plan for continuous improvement will focus on communicating to faculty members that there is departmental travel funds available to travel to professional conferences to present their latest recent findings in their particular field of study.

### 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     | —  | —   | —                    |
| 2015-2016     | 3  | 3   | 1                    |
| 2016-2017     | 3  | 1   | 1                    |
| 2017-2018     | 1  | 0   | 2                    |
| 2018-2019     | 1  | 0   | 1                    |
| 2019-2020     | 0  | 0   | 0                    |
| 2020-2021     | 0  | 0   | 0                    |
| 2021-2022     | 1  | 0   | 1                    |
| 2022-2023     | 4  | 2   | 5                    |
| 2023-2024     | 5  | 0   | 6                    |

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

2019-2020:

Dr. Clark continues to mentor Mariah Lee, a CJUS student-athlete. In addition, Dr. Diane Verrill acted as a mentor to two POLS students, Alexys Peron and Alexandra Williams. These two POLS science students were selected by Senator Bill Cassidy for an legislative internship experience in Washington, DC.

2020-2021:

During the 2020-2021 reporting period, we did not accomplish our goal of mentoring selected students for various research and writing competitions or academic conferences. The failure to meet our benchmark is a function of the pandemic (i.e., classes were not held in a traditional way; travel to professional conferences was limited because of COVID-19; students were unable to develop mentoring ties with faculty members because of being displaced; etc.).

2021-2022:

As it relates to this reporting period, Dr. Okhotnikov was mentoring an undergraduate student between Fall 2021 and Spring 2022 to write a proposal and submit it (by March 1, 2022) for peer review to present at a national-level(! as an undergraduate student!) premiere professional association's conference (in November 2022). Although the actual presentation will take place in November 2022, the process of mentoring was going on during the academic year 2021-2022.

**Student's Name:** Angelika Salazar, Senior Student, B.A. in Sociology, Major Concentration in Family Science.

**The proposal Title:** "In Light and Shadow of Moral Injury, PTSD, and Mental Health," submission #331, has been accepted as a Poster in the Families and Health (FH) Section, to be presented in person during the 2022 National Council on Family Relations Annual Conference on November 16, 2022.

Dr. Okhotnikov received the acceptance email on May 20, 2022, from no-reply@oxfordabstracts.com.

The plan for continuous improvement will include a directive that focuses on encouraging SOSC faculty to mentor and to support student involvement in presenting papers at professional conferences (local, state, or regional).

2022-2023:

During the reporting period, the following Family Science students attended the 2022 National Council on Family Relations conference: Miranda Charlotte Guidry (Dr. White, mentor), Lily Nguyen (Dr. White, mentor), and Angelika Salazar (Dr. Okhotnikov, mentor). One student, Angelika Salazar presented a paper at the conference, "*In Light and Shadow of Moral Injury, PTSD, and Mental Health*". With respect to the 2023 Texas Council on Family Relations Conference, the following Family Science students attended and presented: Jennifer Perkins (Dr. White, mentor), Lillian Bourque (Dr. White, mentor), and Lisa Grayson (Dr. White, mentor). The title of their presentation was, "*Preparing for Diversity in Family Science Classrooms: Students Perspectives and Educational Strategies*". In terms of the 2023 Family Life Education Virtual Summit, the following students attended: Lily Nguyen (Dr. White, mentor), Jennifer Perkins (Dr. White, mentor), Brooke Bailey (Dr. Okhotnikov, mentor), Elaina Williams (Dr. White, mentor), Madelyn Guidry (Dr. White, mentor), Arielle Randle (Dr. Okhotnikov, mentor), and Susan Pickles (Dr. White, mentor).

During the Spring 2023 semester, a POLS and CJUS double major, Drew Brown, was awarded the honor of writing a paper about civic engagement for the William L. McLeod Endowed Professorship. Drew was mentored by Dr. Gregory Clark and Dr. Henry Sirgo, an Emeritus Professor of Political Science for the Department of SOSC. In a similar vein, one of our M.S. in CJUS students, Mariah Lee, was awarded the outstanding Graduate Student of the year for the College of Liberal Arts. Mariah was mentored and nominated by Dr. Gregory Clark. Finally, Dr. Muhammad Haque and Dr. Joey Tuminello acted as mentors for students during the reporting period.

An analysis of the data reveals that the fact that our faculty members are doing a better job of mentoring their respective students. The plan for continuous improvement will focus on serving our students with a passion that shows that we care about their present and future success in life.

2023-2024:

During this reporting period, Dr. Okhotnikov actively engaged in mentoring undergraduate students to design, conduct, analyze, and interpret results of research projects with the purpose of delivering presentations at professional conferences at regional and national levels, demonstrating a strong dedication to advancing Family Science through rigorous scholarly pursuits and collaborative research presentations.

With respect to the 2023-24 academic year, Dr. Okhotnikov coached one of his major concentration students, Ms. Lilly Zaunbrecher, to implement her within-class pilot study, collect data, analyze the results, and present at the 2024 Southeastern Council on Family Relations Annual Conference. The presentation, titled "Preparing Parents for the Launching Stage," focused on informing parents about the needs of the launching stage and offering strategies and interventions to support parents as their children transition to

independence. This presentation took place on April 12, 2024, in Orange Beach, Alabama (see a reference below). Two students attended this Regional-level professional conference.

In addition, Dr. Okhotnikov mentored Brooke Bailey, and together they presented at the 2023 National Council on Family Relations Annual Conference. Their presentation, "Attachment, Emotion, and Mental Health of Children in COVID-19 Pandemic," addressed the impacts of the pandemic on children's emotional well-being and attachment patterns. This presentation occurred on November 8, 2023, in Orlando, Florida (see a reference below). Two students attended this National-level professional conference.

These presentations and the ongoing mentoring of two additional students to present at professional conferences in the next academic year highlight the continuous efforts to engage students in conducting meaningful undergraduate research and disseminating findings at key professional gatherings, contributing to the advancement of knowledge in Family Science.

As it relates to the mentoring activities of other SOSC professors, Dr. Haque was involved with collaborating with three students on conference-related papers: Dr. Haque coauthored a paper presentation with Ty D. Terrell for the 2023 Annual Conference of the Association for Applied and Clinical Sociology, October 27, 2023. The title of the paper was "Promoting Collaborative Problem-Project Based Learning, Transforming Actors and the Academic Environment, and Augmenting Students' Socioemotional Maturity Through Decreasing Apathy Towards Academic Learning. During the Spring 2024 semester, Dr. Haque coauthored a paper with three students: Ty. D. Terrell, Stephen Olagbaju, and Jaden Dicks. This paper was presented at the 2024 Annual Meeting of the Southwestern Social Science Association, April 18, 2024. The title of the paper was "Promoting Collaborative Problem-Project Based Learning, Transforming Actors and the Academic Environment, and Augmenting Students' Interest in Writing with Non-Academic, Academic and Scientific Orientations".

Finally, the other SOSC faculty that are actively pursuing mentoring roles include: Dr. Tuminello (with PHIL students), Dr. Alexander (with FMSC students), Dr. Clark (with CJUS students and student-athletes), Professor Hennigan (with CJUS students), and Professor Jeansonne (with POLS students).

An analysis of the data reveals that a good number of SOSC professors are doing an effective job of mentoring their students. The plan for continuous improvement will focus on serving our students with a passion that shows that we care about their present and future success in life.

[Academic Summit 2018](#) [JPG 2,199 KB 2/18/20]

## 2 Assessment and Benchmark

Benchmark: Promote involvement in professional student organizations.

### 2.1 Data

2019-2020:

During the current reporting period, 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 still strive to host events that involve guest speakers from the local community. However, it is important to note that during the Spring 2020 semester that these events were placed on hold because of the COVID-19 pandemic.

2020-2021:

The Department of Social Sciences has three student organizations: Pre-Law and Politics Society; Pi Sigma Alpha Honor Society; and the Philosophy Club. However, during the 2020-2021 reporting period, these aforementioned organizations were dormant due to the pandemic and hurricanes.

2021-2022:

Formally, the Department of SOSC still has three student organizations: Pre-Law and Politics Society; Pi Sigma Alpha Honor Society; and the Philosophy Club. During the 2021-2022 reporting period, the only student organization that was active was the POLS Pre-Law and Politics Society. This said organization met on a

regular basis and was led by their faculty advisor, Dr. Diane Verrill. In March of 2022, Dr. Verrill left McNeese for another job opportunity. After the departure of Dr. Verrill, the Pre-Law and Politics Society was able to organize a Mock Trial that was held at one of the courtrooms in the 14th Judicial District Courthouse. This student-led event was a success.

#### 2022-2023:

During the reporting period, the POLS Pre-Law and Politics Society continued to have regular meetings. In terms of the POLS faculty involvement with the Pre-Law and Politics Society, we had a turnover of POLS faculty that impacted the advising for this student organization. For instance, Dr. Stefan Brooks was hired as an Assistant Professor of POLS professor for the Fall 2022-2023 academic year. However, Dr. Brooks resigned from the University after the Fall 2022 semester. An emergency POLS hire (Victoria Jeansonne) was made for the Spring 2023 semester. Ms. Jeansonne has since been officially employed for the 2023-2024 academic year in the Assistant Professor of POLS, Tenure-Track position. With the addition of Ms. Jeansonne as the POLS coordinator, the POLS Pre-Law and Politics Society should benefit from the advice being offered by Ms. Jeansonne as faculty advisor.

#### 2023-2024:

In the 2023-2024 reporting period, the POLS Pre-Law and Politics Society continued to hold regular meetings. Professor Jeansonne, the POLS faculty advisor, assumed the role of advisor for the POLS Pre-Law and Politics Society. During the present reporting period, Professor Jeansonne drove to Baton Rouge in a university vehicle with 11 Pre-Law and Politics Society students to visit Southern University Law School and the Law School at LSU. In addition, Professor Jeansonne was able to host Baylor Law School officials during one of her class sessions. Finally, Professor Jeansonne was a keynote speaker at one of the Pre-Law and Politics Society meetings. Her topic was LSAT Logic Games. In short, Professor Jeansonne and the Pre-Law and Politics Society have shown a passion to promote student involvement in their said organization.

### **2.1.1 Analysis of Data and Plan for Continuous Improvement**

#### 2019-2020:

During the current reporting period, the previous plan for continuous improvement was hampered because of the COVID-19 pandemic. When the concerns related to COVID-19 and the damages caused to the MSU campus by Hurricane Laura diminish or are minimized, the Department of Social Sciences will move to create and sustain a student-based organization for CJUS and SOCL/FMST students.

#### 2020-2021:

During the current reporting period, the previous plan for continuous improvement did not materialize because of the COVID-19 pandemic and damages caused to the MSU campus by Hurricanes Laura and Delta. Likewise, classes were held online which impacted the movement to create and sustain not only the organizations that we currently have in the Department, but also organizations that can be created for CJUS and SOCL/FMST students. In the next reporting period, we will embrace the calling to promote involvement in professional student organizations.

#### 2021-2022:

The plan for continuous improvement calls for a concerted effort by the SOSC department head to install a proactive plan that will elevate the commitment of SOSC faculty members to become mentors for students in the student organizations that exist within our Department. Granted, the COVID-19 pandemic and weather events (hurricanes) have crippled the efforts in recent years to sustain and grow the three formal organizations that we have in the SOSC department. In short, by moving to embrace the aforementioned strategy for improvement, there will be positive changes in future reporting periods.

#### 2022-2023:

An analysis of the data for this benchmark underscores the fact that our Pre-Law and Politics Society has done a good job of meeting on a regular basis without the guidance of faculty involvement. The plan for continuous improvement will center on gaining faculty commitment to support the strategic plan of the Pre-Law and Politics Society. Given conversations with Ms. Jeansonne, it appears that she is willing to provide the faculty leadership needed to support the Pre-Law and Politics Society in a positive way.

#### 2023-2024:

An assessment of the data for this benchmark shows that both our POLS Pre-Law and Politics Society and Professor Jeansonne have done a commendable job of meeting on a regular basis to provide important information to those individuals who are planning to attend Law School after receiving their Bachelor's Degree. The plan for continuous improvement will focus on providing the necessary support and resources that Professor Jeansonne needs to enhance the function and structure of the Pre-Law and Politics Society.

#### **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% |
| 2019-2020     | 4/16   | 25% |
| 2020-2021     | 6/15   | 40% |
| 2021-2022     | 6/15   | 40% |
| 2022-2023     | 4/15   | 27% |
| 2023-2024     | 3/15   | 20% |

[2016-2017 Endowed Professorships](#) [PDF 142 KB 2/18/20]

[2017-2018 Endowed Professorships](#) [PDF 198 KB 2/18/20]

[2018-2019 Endowed Professorships in SOSC](#) [PDF 139 KB 2/18/20]

[Department of Social Sciences 2019-2020 Endowed Professorships](#) [PDF 149 KB 10/21/20]

[Department of SOSC Endowed Professorships 2022-2023 new](#) [PDF 306 KB 7/10/23]

[Department of SOSC Endowed Professorships 2023-2024](#) [DOCX 12 KB 7/24/24]

[Department of SOSC Endowed Professorships for 2020-2021](#) [PDF 197 KB 7/24/21]

[Department of SOSC Endowed Professorships for 2021-2022](#) [PDF 259 KB 7/6/22]

##### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

For the reporting period of 2019-20, four faculty members were awarded a total of five endowed professorships. As is evidenced in the chart, the data represents the same percentages as the 2018-19 reporting period (4/16 faculty members or 25% of the Department of SOSC that received Endowed Professorships). The plan for continuous improvement will center on a campaign to foster a faculty interest in pursuing the Endowed Professorship opportunities that exist within the College of Liberal Arts and within the Department of Social Sciences. When this campaign is successful, it is anticipated that there will be a slight increase in the number of departmental faculty members that are awarded an Endowed Professorship.

2020-2021:

For the reporting year of 2020-21, six faculty members were awarded a total of six endowed professorships. As indicated in the chart, the data shows that 40% of the full-time faculty members in the Department of Social Sciences were awarded an endowed professorship. This said finding shows a 15% increase from previous reporting periods. In short, the benchmark for this assessment was met. The plan

for continuous improvement will embrace a concerted effort to cultivate a faculty interest in applying for future Endowed Professorships that are designated for the College of Liberal Arts and for the Department of Social Sciences.

**2021-2022:**

During the 2021-2022 reporting period, six full-time SOSC faculty members were awarded seven endowed professorships. As evidenced in the chart, the data reveals that 40% of the full-time faculty members in the Department of SOSC were awarded an endowed professorship. This finding is the same as the 2020-2021 reporting period. The benchmark was once again met. The plan for continuous improvement will seek to foster an approach that inspires SOSC faculty to apply for future Endowed Professorships that are affiliated with either the Department of SOSC or the College of Liberal Arts.

**2022-2023:**

With respect to the 2022-2023 reporting period, four full-time SOSC faculty members were awarded four endowed professorships. In analyzing and assessing the chart information, the data indicates that 27% of the full-time faculty members in the Department of SOSC were awarded an endowed professorship. Although the benchmark was met, it is a decline from the two previous reporting periods when 40% of the full-time faculty were awarded an endowed professorship. Finally, the plan for continuous improvement will embrace a philosophy that is centered on encouraging SOSC faculty to apply for future Endowed Professorships, either those that are SOSC related or those that are offered on the College of Liberal Arts level.

**2023-2024:**

As it pertains to the 2023-2024 reporting period, three full-time SOSC faculty members were awarded three endowed professorships. With respect to the reporting chart, the data indicates that 20% of the full-time faculty members in the Department of SOSC were awarded an endowed professorship. Unfortunately, the benchmark figure of "25% of full-time faculty members will receive endowed professorships" was not met. In terms of the plan for continuous improvement, the Department Head of SOSC and the Dean of COLA will make a concerted and cohesive effort to encourage the SOSC faculty to apply for upcoming Endowed Professorships, either those that are SOSC in nature, or for those EP's that are offered at the College of Liberal Arts level.

## **2 Assessment and Benchmark**

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

### **2.1 Data**

**2019-2020:**

The number of dedicated "smart rooms" for the Department of SOSC remains at five. In addition, SOSC continues to share three "smart rooms" with other departments in the College of Liberal Arts.

**2020-2021:**

The number of dedicated "smart rooms" for the Department of SOSC remains at five. Furthermore, SOSC continues to share three "smart rooms" with other departments in the College of Liberal Arts.

**2021-2022:**

During the 2021-2022 reporting period, there were no changes in the number of dedicated "smart rooms" for the Department of SOSC (five smart rooms). Finally, SOSC continues to share three "smart rooms" with other departments in the College of Liberal Arts.

**2022-2023:**

In terms of the present reporting period, the Department of SOSC has been allocated six "smart rooms" in Kaufman Hall. The Department also has the ability to share three "smart rooms" with other departments in the College of Liberal Arts.

**2023-2024:**

As it pertains to the present reporting period, the Department of SOSC still utilize six "smart rooms" in Kaufman Hall. In a similar vein, the Department shares one "smart room" with other departments in the College of Liberal Arts.

### **2.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

During the current reporting period, the Department of SOSC has maintained the same smart room technology as the previous reporting period (Kaufman 214, Kaufman 215, Kaufman 216, Kaufman 219, and Kaufman 220). In addition, we continue to share "smart rooms" with the Department of History and Department of English and Foreign Languages (Kaufman 207, Kaufman 217, and Kaufman 325). Our plan for continuous improvement will be centered on utilizing Endowed Professorship funds to purchase additional "smart room" technology for the classrooms in Kaufman Hall.

2020-2021:

During the 2020-2021 reporting period, McNeese experienced a pandemic, two hurricanes, and a flooding event. At this present time, Kaufman Hall is closed due to damage suffered during the flood. In addition, the classes offered by the Department of SOSC during this reporting period were online. With respect to the smart room technology, the Department of SOSC has maintained the same smart room technology as the previous reporting period (Kaufman 214, Kaufman 215, Kaufman 216, Kaufman 219, and Kaufman 220). Likewise, we continue to share "smart rooms" with the Department of History and Department of English and Foreign Languages (Kaufman 207, Kaufman 217, and Kaufman 325). Once Kaufman Hall is reopened again, our plan for continuous improvement will focus on using some of the equipment funds from EP#56 to acquire additional "smart room" technology for the classrooms in Kaufman Hall.

2021-2022:

In analyzing and assessing the data for this current reporting period, the Department of SOSC has the same smart room technology as the previous reporting periods (Kaufman 214, Kaufman 215, Kaufman 216, Kaufman 219, and Kaufman 220). Furthermore, we continue to share "smart rooms" with the Department of History and the Department of English and Foreign Languages (Kaufman 207, Kaufman 217, and Kaufman 325). In terms of our plan for continuous improvement, we will utilize some of the equipment funds from EP#56 to acquire additional "smart room" technology for the classrooms in Kaufman Hall.

2022-2023:

The assessment of the data for the current reporting period shows that the Department of SOSC has smart room technology in the following classrooms in Kaufman: Kaufman 214, Kaufman 215, Kaufman 216, Kaufman 219, Kaufman 220, and Kaufman 322. Likewise, the Department of SOSC shares "smart rooms" with the Department of History and the Department of English and Foreign Languages (Kaufman 207, Kaufman 217, and Kaufman 325). The plan for continuous improvement will be focused on utilizing any equipment funds from EP #56 to purchase any additional "smart room" technology that might be needed for our allotted classrooms in Kaufman.

2023-2024:

An analysis of the data for this benchmark reveals that the Department of SOSC has smart room technology in the following classrooms in Kaufman: Kaufman 214, Kaufman 215, Kaufman 216, Kaufman 219, Kaufman 220, and Kaufman 322. Furthermore, the Department of SOSC shares three "smart rooms" with the Department of English and Foreign Languages and the Department of History (Kaufman 207, Kaufman 217, and Kaufman 326). As it pertains to the plan for continuous improvement, any monies needed to improve or enhance the "smart room" technology in the above-stated rooms in Kaufman will be taken from the Endowed Professorship funds from EP #56.

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

### **1 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.

#### **1.1 Data**



2019-2020:

Dr. Thompson remains a vital contributor to the aviation unit at the Calcasieu Parish Sheriff's Office. In this particular vein, Dr. Thompson has assisted the CPSO on many crisis situations during the reporting period (i.e., criminal investigations, capturing fugitives, and locating persons for rescue in water environments). Finally, Dr. Thompson provided aviation services to survey storm damage after the two hurricanes.

2020-2021:

Dr. Thompson continues to serve in this role. There was a tragedy. The leader of the unit and close friend of Dr. Thompson was killed in plane crash in February 2021. Dr. Thompson's role was increased to be in charge of training for the unit. He continues to serve as a mission pilot as well from search, rescue, and criminal investigations. He is also recruiting other members to serve in the unit. Unit missions have expanded to other agencies in the state.

2021-2022:

During the 2021-2022 reporting period, Dr. Thompson provided his professional services to the Calcasieu Parish Sheriff's Office. In this particular vein, Dr. Thompson taught at the local Police Academy, and also embraced a training role in providing the necessary skills for the aviation unit at the Calcasieu Parish Sheriff's Office. Finally, Dr. Thompson provided use of force training for individuals within the Ward 3 Marshall's Office.

2022-2023:

Dr. Thompson continues to teach at the Calcasieu Parish Law Enforcement Academy. Likewise, Dr. Thompson is an instrumental figurehead in providing his aviation skills to the Calcasieu Parish Sheriff's Office whenever needed.

2023-2024:

As it relates to the present reporting period, Dr. Thompson is still teaching at the Calcasieu Parish Law Enforcement Academy. This opportunity has provided Dr. Thompson with the ability to encourage those individuals that are attending the Academy to pursue a B.S. degree in CJUS at McNeese. Finally, Dr. Thompson is always willing to provide his aviation experience to the Calcasieu Parish Sheriff's office when needed.

#### **1.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

In examining the data for this benchmark, it is evident the Dr. Thompson is playing a key role in providing aviation services to the Calcasieu Parish Sheriff's Office. The plan for continuous improvement will center on broadening this influence to other areas within the CPSO, to include training law enforcement officers to become licensed pilots and/or back up pilots for emergencies.

2020-2021:

We will recruit and train new members of the unit. We will continue to work on safety improvements such as annual recurrent training for all members. We will continue to expand missions to other agencies in the state.

2021-2022:

As a result of the aviation training by Dr. Thompson, more individuals have become key contributors to this said unit. Furthermore, there is evidence that safety improvements (i.e., annual recurrent training) have occurred during the reporting period. Finally, the plan for continuous improvement involves the continued expansion of missions to other agencies, both on a local and state level.

2022-2023:

The administrators at the Sheriff's Office are pleased with the contributions that are being provided by Dr. Thompson, both in the academy classroom and in the aviation unit. The plan for continuous improvement is centered on enhancing the quality of training that is being provided to the employees of the Sheriff's Office. By moving in this direction, it should will provide an important recruiting mechanism for the B.S. and M.S. degree programs in CJUS within the Department of Social Sciences.

2023-2024:

The officials at the Sheriff's Office are pleased with Dr. Thompson's teaching contributions at the Police Academy. The plan for continuous improvement will include a strategy to encourage those academy participants to pursue a B.S. degree in CJUS. Every individual will be told that after successfully completing the academy that they will be eligible for receiving 12 hours of college credit (via the credit exam route) at McNeese. In short, this recruiting mechanism should be seen as an attractive route for an individual to pursue in the quest for his/her degree.

## 2 Assessment and Benchmark

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

### 2.1 Data

2019-2020:

Dr. Thompson continues to remain an active Board member of the Louisiana Association of Compulsive Gambling. Furthermore, this association has adopted the duties of a suicide hotline.

2020-2021:

Dr. Thompson remains a board member for LACG. He takes part in decisions of the organization to include approving budget and expenditures.

2021-2022:

During the 2021-2022 period, Dr. Thompson was an active board member for the Louisiana Association of Compulsive Gambling. As a board member for LACG, Dr. Thompson is required to make important decisions that impact the budget and expenditures for LACG.

2022-2023:

Dr. Thompson continues to embrace his role as a board member for the Louisiana Association for Compulsive Gambling. His duties as a board member for LACG centers on making decisions that impact the operational practices for LACG.

2023-2024:

Dr. Thompson is no longer a board member for the Louisiana Association for Compulsive Gambling.

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

2019-2020:

With regard to this benchmark, there is no empirical data to report to illustrate the effectiveness of the policies and procedures that have been implemented by the Louisiana Association of Compulsive Gambling. The plan for continuous improvement will include an effort to monitor any empirical assessment of the policies that have been put into place by the aforementioned group. It is anticipated that COVID will increase the need for suicide prevention efforts. Furthermore, there is the possibility of sports betting become legal in Louisiana which could increase the need for the hotline. Finally, if the preceding sports betting become a reality, then our plan for continuous improvement will include a reporting of the training that will be adopted to assure that the Association is prepared for the new gambling service and subsequent addiction problems and issues.

2020-2021:

The LACG is continually monitoring the effectiveness of compulsive gambling treatments and is expanding services to other states and adding additional services such as suicide prevention hotline and drug addiction hotline.

2021-2022:

An analysis of Dr. Thompson's participation with Louisiana Association with Compulsive Gambling reveals that there has been an increase in the number of individuals that are seeking treatment for gambling and other related services. The plan for continuous improvement will center on evaluating the effectiveness of these treatments for the residents of Louisiana.

2022-2023:

An empirical assessment of the data that is available from the Louisiana Association with Compulsive Gambling indicates that there has been an increase in the number of individuals that need treatment for gambling and other relevant services. In terms of the plan for continuous improvement, Dr. Thompson will take steps to evaluate how effective the treatments have been for those individuals with gambling issues.

2023-2024:

Since Dr. Thompson has not indicated that he is involved with the Louisiana Association with Compulsive Gambling, the plan for continuous improvement will include the elimination of this benchmark.

### **3 Assessment and Benchmark**

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

#### **3.1 Data**

2019-2020:

During this current reporting period, both Dr. Clark and Dr. Thompson have been contacted by Pastor Julian K. Woods of Starlight Baptist Church with regard to us examining the Use of Force guidelines that are being used by the Lake Charles Police Department. Pastor Woods and the Baptist Ministers Union of Lake Charles believe that the aforementioned Use of Force guidelines and procedures of the LCPD are not fair or just as it applies to minority population groups in Calcasieu Parish. Finally, Dr. Thompson has met privately with city officials about concerns caused from the discovery of Constitutional Rights violations by police officers and subsequent response to those concerns.

2020-2021:

The organization has been dormant due to COVID.

2021-2022:

During the 2021-2022 reporting period, the organization has remained dormant.

2022-2023:

During the 2022-2023 reporting period, Dr. Clark was approved as a member for the Calcasieu Parish Human Trafficking Advisory Board. As of June 2023, the Board has met three times. The purpose of the Human Trafficking Advisory Board is to provide education to the surrounding area about the serious social problem of human trafficking in Southwest Louisiana.

Dr. Clark was also instrumental in assisting the District Attorney's Office with finding a student who is fluent in Spanish to help in their office. One of our M.S. in CJUS students, Mariah Lee, has been a success in filling that role with helping with the language barrier that exists with some of the clientele in the District Attorney's Office. Finally, Dr. Janeal White has established linkages with governmental agencies that provide internship opportunities for her Family Science students. Although Dr. White is leaving McNeese, we anticipate that our new hire, Dr. Aleshia Alexander, will maintain those strong relationships with these agencies.

2023-2024:

Dr. Clark is no longer an active member of the Calcasieu Parish Human Trafficking Advisory Board. Dr. Alexander, as the Coordinator of FMSC internships, and Dr. Clark, as the Coordinator of the SOSC internships, have maintained linkages with governmental agencies that provide internship opportunities for her Family Science students.

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

2019-2020:

As evidenced by the reporting data, faculty members within the Department of Social Sciences are assisting members of the community in an effort to enhance the relationship between police departments and the citizens they serve. The plan for continuous improvement will focus on broadening the effort to improve the aforementioned relationship. In short, we will be motivated to monitor race relations and will direct our concerns to the City Attorney's Office and Mayor's Office. Furthermore, our efforts will include establishing a direct line of communication with city administrators and implementing a citizen review board.

2020-2021:

No plans or discussion due to COVID.

2021-2022:

Since the committee was dormant during the 2021-2022 reporting period, we are not able to provide any analysis of data or advocate any plan for continuous improvement.

2022-2023:

The goal of "enhancing partnerships between the University and community by assisting local governmental agencies (i.e., law enforcement agencies, the Mayor's office, the district attorney's office, etc.)" can become better with a concerted effort that is centered on linking departmental faculty members with key administrative figureheads in local governmental agencies. With this in mind, we recently hired William Sommers, a recent appointed Director of Security for the Calcasieu Parish School, as an adjunct CJUS professor for our B.S. in CJUS degree program. Mr. Sommers is one of our M.S. in CJUS graduates who has years of experience working for the Calcasieu Parish Juvenile Justice System. In addition, Mr. Sommers was appointed by Governor John Bel Edwards to Deputy Secretary of OJJ in September 2020 to oversee all Juvenile Justice Operations for the State. This appointment included overseeing Secure Care, Residential Care, Probation and Parole, Diversion, Programs, and Budget. Finally, the internship programs, both in SOSC and Family Science, will continue to improve by providing important opportunities for real life experiences for our students.

2023-2024:

An analysis of this present benchmark reveals that there has not been much focus on the criminal justice program working with a committee on improving minority and police relations. The initial development of this benchmark was a function of the George Floyd incident in 2020. As a result of COVID, the establishment of the linkage between the MSU criminal justice program and key governmental figures from Calcasieu Parish was never developed like it should have been. With this being said, it is recommended that the benchmark be changed to creating an internship linkage with community agencies for the betterment of our SOSC and FMSC students.

#### **4 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.

##### **4.1 Data**

2019-2020:

Due to extensive litigation, the organization has been dormant in the past year.

2020-2021:

The LJIF has been shut down. The implementation of research funding has continued and Dr. Thompson monitors the progress. Publication of the research is pending soon and it will give local agencies pertinent data for policy changes and/or expansion of existing policies.

2021-2022:

The LJIF remains shut down. Dr. Thompson is continuing to monitor the progress. Finally, as of yet, there has not been any publication of research that will give local agencies relevant data for policy changes and/or expansion of existing policies.

2022-2023:

The Louisiana Justice Integrity Fund continues to remain shut down.

2023-2024:

The Louisiana Justice Integrity Fund remains shut down.

##### **4.1.1 Analysis of Data and Plan for Continuous Improvement**

2019-2020:

The plan for continuous improvement will involve the monitoring the release of data from the research that this organization has funded.

2020-2021:

The research will continue, funded by \$1,000,000 for at least 4 years into the future. Annual reports are to be issued to monitor outcomes of policies.

2021-2022:

According to Dr. Thompson, the Metropolitan Crime Commission will continue to conduct research into the effectiveness of the policies that this said commission has implemented. As of this writing, there is not any annual report that has been released to assess the methodological strategies that have been adopted by the Metropolitan Crime Commission. The plan for continuous improvement will center on monitoring the release of this said data.

2022-2023:

Since there has not been any recent activity associated with the Louisiana Justice Integrity Fund, the plan for continuous improvement will be focused on monitoring the release of any information that is associated with this benchmark.

2023-2024:

The plan for continuous improvement will include the elimination of this partnership between the University and the community.

## 5 Assessment and Benchmark

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

### 5.1 Data

2019-2020:

Dr. Steve Thompson continues to teach at the SWLA Law Enforcement Academy. Furthermore, he has consulted on numerous cases that have resulted in the filing of criminal charges and in the dropping of criminal charges.

2020-2021:

Dr. Thompson is instructing at the SWLA police academy. He is also instructing the reserve academy. He has been asked to provide de-escalation training for local agencies. He completed an instructor course on de-escalation in Florida. He is scheduled to provide the training to the Ward 3 Marshall's office this Fall.

2021-2022:

Dr. Thompson continues to be an instructor for the SWLA police academy. In addition, Dr. Thompson utilized the knowledge gleaned from his de-escalation training in Florida to train individuals within the Ward 3 Marshall's Office.

2022-2023:

Dr. Thompson remains an instructor for the Southwest Louisiana Police Academy. Furthermore, he continues to provide de-escalation training to individuals within the Ward 3 Marshall's Office.

2023-2024:

According to the APR document submitted by Dr. Thompson, he is still an instructor for the Calcasieu Parish Law Enforcement Academy. Finally, there is no evidence to suggest that Dr. Thompson is still providing de-escalation training to officers within the Ward 3 Marshall's Office.

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

2019-2020:

In analyzing the data for this reporting period, it is found that Dr. Thompson has done an outstanding job of engaging himself with a variety of criminal justice entities that exist in southwest Louisiana. To enhance his interactions with individuals within our local community, Dr. Thompson has joined Nashi, an anti-human trafficking group in Canada. Dr. Thompson was a guest speaker for the group in 2019. He has been invited back as the keynote speaker at their main annual event upon the lifting of the COVID restrictions. Furthermore, Dr. Thompson has provided funding to support a safe house for underage girls in Northwestern Ukraine. The funding provided a swimming pool for the hot summers and a playground for the girls and surrounding community. The home houses 16 girls ages 6-16. They were diverted/saved from

a life in human sex trafficking. Dr. Thompson visited the safe house in 2019 and will return in 2021 or 2022. Dr. Thompson considers these efforts a partnership with our Canadian counterparts. Furthermore, Dr. Thompson while visiting Canada, spent time with Canadian police learning about international efforts to combat sex trafficking of children. These concepts are shared with police academy cadets in the academy to increase knowledge of human trafficking issues. The plan for continuous improvement will center on encouraging Dr. Thompson to work with other police academy instructors to assure consistent training in compliance with new cases that are released by appellate courts.

2020-2021:

De-escalation training courses are to be increased and available to all agencies in SWLA. Dr. Thompson is providing this training at no charge. Dr. Thompson will continue to teach all aspiring police officers who are seeking Louisiana POST certification at the police academy. In terms of human trafficking, Dr. Thompson has become a member, keynote speaker, and sponsor of NASHI. NASHI is a Canadian organization in Canada that works to rescue and provide a safe house for underage girls rescued from human sex trafficking. The home currently houses 16 underage girls in Europe. Dr. Thompson visited the home and saw first hand how the girls have been saved and are cared for. Dr. Thompson will return to Europe in the summer of 2022 and continues to monitor the progress of the home remotely via ZOOM meetings. Dr. Thompson will be a keynote speaker in Saskatoon Canada for the annual fund raiser for the home in the Spring of 2022.

2021-2022:

During the 2021-2022 reporting period, Dr. Thompson provided POST certification training for individuals at the police academy. Likewise, Dr. Thompson has maintained his interest in analyzing and assessing the human trafficking social problem that exists in our world. Finally, during the Spring 2022 semester, Dr. Thompson was a keynote speaker for the annual fundraiser for a safe house in Saskatoon, Canada.

2022-2023:

An analysis of the data reveals that Dr. Thompson is doing an effective job of providing POST certification training for individuals at the police academy. Furthermore, Dr. Thompson's passion for analyzing and assessing human trafficking is still strong as evidenced by his appearance at the annual fundraiser for a safe house in Saskatoon, Canada. The plan for continuous improvement will be focused on enhancing the skills needed to maintain the position on the cutting edge of best practices as it relates to teaching law enforcement proper techniques and to understanding human trafficking trends in the world.

2023-2024:

An interpretation of the data underscores the fact that Dr. Thompson is doing a very good job of providing POST certification training for individuals at the Calcasieu Parish police academy. The plan for continuous improvement will center on embracing the skills needed to maintain the position on the cutting edge of best practices as it relates to teaching law enforcement officials proper techniques.