Social Sciences

#5 Plan cycle - 5
Plan cycle 2019/2020
7/1/19 - 6/30/20

Introduction

The purposes of the Department of Social Sciences are:

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

Performance Objective 1 **Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.**

1 Assessment and Benchmark

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

Prior to 2018-2019, the benchmark was track undergraduate student enrollments and completers at all levels for programs offered by the Department of Social Sciences. Maintain or exceed 2014-2015 levels.

Undergraduate Programs:
- PLEG - AA Paralegal Studies (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)
- FMCS - BS Family and Consumer Sciences (inactive effective 201240)
  - FCST - Family and Child Studies
- 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

1.1 Data

2013-2014:

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

Major	Conc.	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
SOCO	(blank)	2	1	3	5	11	0	12	2	9	13	36	1	9	4	14	15	42	3
	Total	*6*	*3*	*11*	*23*	*43*	*0*	*29*	*19*	*39*	*51*	*138*	*9*	*17*	*24*	*41*	*60*	*142*	*17*
Grand Total		15	21	27	88	187	11	125	114	135	180	554	43	96	91	113	181	481	65

2014-2015:

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

2015-2016:

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

Major	Conc.	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
SOCL	(blank)	1	1	2	7	11	0	16	12	4	13	45	2	0	0	1	1	2	0
	Total	*1*	*1*	*2*	*7*	*11*	*0*	*16*	*12*	*4*	*13*	*45*	*2*	*12*	*10*	*6*	*14*	*42*	*7*
SOCO	FCST	0	2	5	12	19	0	10	13	22	37	82	14	11	13	18	41	83	11
	GSOC	0	0	0	1	1	0	1	1	0	0	2	0	0	0	0	0	0	0
	(blank)	2	1	2	6	11	0	6	7	14	20	47	3	3	6	11	20	40	5
	Total	*2*	*3*	*7*	*19*	*31*	*0*	*17*	*21*	*36*	*57*	*131*	*17*	*14*	*19*	*29*	*61*	*123*	*16*
Grand Total		**11**	**15**	**30**	**59**	**115**	**8**	**116**	**89**	**102**	**147**	**453**	**45**	**87**	**74**	**107**	**154**	**422**	**70**

2016-2017:

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

2017-2018:

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

Major	Conc.	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
POLS	PLCM	0	1	0	0	1	0	0	1	0	1	2	1	0	0	1	0	1	0
	PLPH	0	0	0	0	0	0	1	1	0	0	2	0	0	0	1	1	2	0
	(blank)	1	0	0	5	6	1	5	6	7	12	30	3	3	6	4	11	24	8
	Total	*1*	*1*	*0*	*5*	*7*	*1*	*6*	*8*	*7*	*13*	*34*	*4*	*3*	*6*	*6*	*12*	*27*	*8*
SOCL	FCST	1	0	0	0	1	0	5	0	0	0	5	1	1	0	0	0	1	0
	GSOC	0	0	0	0	0	1	2	2	3	1	8	0	2	1	5	7	15	1
	(blank)	1	0	0	3	4	0	8	1	3	4	16	0	4	0	0	0	4	0
	Total	*2*	*0*	*0*	*3*	*5*	*1*	*15*	*3*	*6*	*5*	*29*	*1*	*7*	*1*	*5*	*7*	*20*	*1*
SOCO	FCST	3	1	4	17	25	2	8	16	15	46	85	12	4	17	16	34	71	14
	GSOC	0	0	1	3	4	0	1	3	4	11	19	6	1	7	8	21	37	4
	(blank)	0	0	3	2	5	0	4	1	9	7	21	0	1	0	0	0	1	0
	Total	*3*	*1*	*8*	*22*	*34*	*2*	*13*	*20*	*28*	*64*	*125*	*18*	*6*	*24*	*24*	*55*	*109*	*18*
Grand Total		**12**	**10**	**18**	**53**	**93**	**6**	**80**	**65**	**86**	**130**	**364**	**44**	**51**	**62**	**78**	**125**	**316**	**43**

2018-2019:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PLEG	(blank)	2	1	1	2	6	0	8	6	4	5	23	0	3	5	4	3	15	0
CJSO	(blank)	3	4	6	14	27	0	9	7	16	27	59	0	6	3	13	21	43	0
CJUS	(blank)	5	7	10	4	26	0	40	23	25	27	115	0	25	29	20	24	98	0
POLS	PLCM	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	PLPH	0	0	0	0	0	0	2	1	0	0	3	0	2	2	0	0	4	0
	(blank)	1	0	1	2	4	0	1	6	6	5	18	2	4	2	2	8	16	4
	Total	*1*	*0*	*2*	*2*	*5*	*0*	*3*	*7*	*6*	*5*	*21*	*2*	*6*	*4*	*2*	*8*	*20*	*4*
SOCL	GSOC	0	1	1	5	7	1	1	3	5	6	15	1	1	3	3	7	14	3
	(blank)	1	0	0	0	1	0	2	3	0	0	5	0	0	4	0	0	4	0
	Total	*1*	*1*	*1*	*5*	*8*	*1*	*3*	*6*	*5*	*6*	*20*	*1*	*1*	*7*	*3*	*7*	*18*	*3*
SOCO	FCST	1	8	5	8	22	0	11	21	20	31	83	8	12	15	22	29	78	11
	GSOC	0	1	3	6	10	1	1	4	7	13	25	3	0	3	5	11	19	4
	(blank)	0	0	1	0	1	0	2	1	1	5	9	0	4	2	4	1	11	0
	Total	*1*	*9*	*9*	*14*	*33*	*1*	*14*	*26*	*28*	*49*	*117*	*11*	*16*	*20*	*31*	*41*	*108*	*15*
Grand Total		**13**	**22**	**29**	**41**	**105**	**2**	**77**	**75**	**84**	**119**	**355**	**14**	**57**	**68**	**73**	**104**	**302**	**22**

2019-2020:

Major	Conc.	Summer						Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
PLEG	(blank)	0	1	0	0	1	2	1	2	0	0	3	2	0	0	0	0	0	0
CJSO	(blank)	2	1	3	10	16	2	8	8	14	20	50	7	6	7	11	21	45	5
CJUS	(blank)	8	2	8	9	27	0	38	21	26	26	111	5	24	29	21	30	104	8
	GNPS	0	0	0	0	0	0	1	0	1	0	2	0	0	2	2	1	5	0
	PLAW	0	0	0	0	0	0	3	4	1	0	8	0	3	0	5	0	8	0
	PLCM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

POLS	PLPH	0	0	0	0	0	0	1	1	0	0	2	0	2	2	0	0	4	0
	(blank)	1	0	0	2	3	0	2	5	2	5	14	0	1	4	2	2	9	0
	Total	1	0	0	2	3	4	7	10	4	5	26	14	6	8	9	3	26	13
SOCL	GSOC	0	1	0	1	2	0	4	5	3	3	15	1	1	1	4	2	8	0
	(blank)	0	1	0	0	1	0	1	1	0	0	2	0	1	0	0	0	1	0
	Total	0	2	0	1	3	0	5	6	3	3	17	1	2	1	4	2	9	0
SOCO	FCST	0	3	6	12	21	0	6	9	17	20	52	8	0	11	11	20	42	5
	FMSC	2	0	1	3	6	0	7	4	4	8	23	1	8	11	16	9	44	0
	GSOC	0	3	1	5	9	0	2	7	4	17	30	1	1	6	4	15	26	4
	(blank)	1	0	0	0	1	0	2	1	2	0	5	0	0	0	0	1	1	0
	Total	3	6	8	20	37	0	17	21	27	45	110	10	9	28	31	45	113	9
Grand Total		14	12	19	42	87	4	76	68	74	99	317	25	47	73	76	101	297	22

Percentage Change between 2017-2018:

Major	Fall	Total	% Change
PLEG	2017	14	64.285%
	2018	23	
CJSO	2017	58	1.724%
	2018	59	
CJUS	2017	101	13.861%
	2018	115	
POLS	2017	34	-38.235%
	2018	21	
SOCL	2017	29	-31.034%
	2018	20	
SOCO	2017	125	-6.4%
	2018	117	
Total	**2017**	**364**	**-2.472%**
	2018	**355**	

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	
Total	**2018**	**355**	**-10.7%**
	2019	**317**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Undergraduate enrollments have decreased compared to 2013-2014 enrollments. This is most likely due to tuition increases. Continue to track data. Criminal Justice and Sociology programs have the strongest enrollment numbers.

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

2018-2019:
For analysis purposes, the completer data has been incorporated into the attached chart:
Completer Data by SOSC Major
2013-2019

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

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

relates to advising, mentoring, and teaching.

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.

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

2 Assessment and Benchmark

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

Graduate Programs:
- CJSO - MS Criminal Justice

2.1 Data

Graduate Enrollment:

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

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									

Graduate Completers:

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

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
CJSO	(blank)	1	7	8	0	14	12									

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
The master's degree in CJUs has grown steadily and has now reached near capacity for the number of faculty qualified to teach graduate CJUS classes.

2016-2017:
In January 2013, the Louisiana Board of Regents approved a proposal by McNeese State University to establish a Masters of Criminal Justice online program. This program became effective with the fall 2013 semester. The enrollment numbers in the table above represent the extent of the growth of our Masters in CJUS program from 2013-2017. As evidenced by the enrolled students and completers of our program, it is readily apparent that the Masters of Criminal Justice program at McNeese State University is flourishing, with an average number of 25 students in each CJUS 600 level taught during the reporting period. Furthermore, 41 students are actively pursuing classes in our Masters program. Most importantly, from the inception of our program, 24 students have graduated with their M.S. degree in CJUS from McNeese State University. As we navigate through the academic waters ahead, we look forward to maintaining this educational Masters path which is in place to help our students accomplish their goals in life. The future looks bright for our M.S. degree program in CJUS at McNeese State University.

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

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

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.

3 Assessment and Benchmark

Benchmarks:
* A persistence rate (retained students from fall Y1 to spring Y1) of 85%.

- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

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

3.1 Data

2012:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJSO	2	Same	2	100	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	0	0.0	1	50.0	2	100	1	50.0	1	50.0	1	50.0	1	50.0
		Total	*2*	*100*	*2*	*100*	*2*	*100*	*1*	*50.0*	*1*	*50.0*	*1*	*50.0*	*1*	*50.0*
CJUS	27*	Same	14	51.9	10	37.0	8	29.6	8	29.6	7	25.9	8	29.6	9	33.3
		Changed	9	33.3	9	33.3	8	29.6	9	33.3	7	25.9	7	25.9	7	25.9
		Total	*23*	*85.2*	*19*	*70.4*	*16*	*59.3*	*17*	*63.0*	*14*	*51.9*	*15*	*55.6*	*16*	*59.3*
GOVT	2	Same	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	1	50.0	2	100	2	100	1	50.0	1	50.0	1	50.0	1	50.0
		Total	*2*	*100*	*2*	*100*	*2*	*100*	*1*	*50.0*	*1*	*50.0*	*1*	*50.0*	*1*	*50.0*
SOCL	6	Same	1	16.7	2	33.3	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
		Changed	2	33.3	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Total	*3*	*50.0*	*3*	*50.0*	*1*	*16.7*	*1*	*16.7*	*1*	*16.7*	*1*	*16.7*	*1*	*16.7*
SOCO	7	Same	4	57.1	2	28.6	1	14.3	1	14.3	1	14.3	1	14.3	1	14.3
		Changed	2	28.6	2	28.6	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0
		Total	*6*	*85.7*	*4*	*57.1*	*2*	*28.6*	*1*	*14.3*	*1*	*14.3*	*1*	*14.3*	*1*	*14.3*
Total	44	Same	22	50.0	15	34.1	10	22.7	10	22.7	9	20.5	10	22.7	11	25.0
		Changed	14	31.8	15	34.1	13	29.5	11	25.0	9	20.5	9	20.5	9	20.5
		Total	**36**	**81.8**	**30**	**68.2**	**23**	**52.3**	**21**	**47.7**	**18**	**40.9**	**19**	**43.2**	**20**	**45.5**

*3 students were undeclared before declaring CJUS.

2013:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%

Major	Cohort Size	Same Major?	Persistence Rate #	Persistence Rate %	Y1 to Y2 #	Y1 to Y2 %	Y1 to Y3 #	Y1 to Y3 %	Y1 to Y4 #	Y1 to Y4 %	4-Year #	4-Year %	5-Year #	5-Year %	6-Year #	6-Year %
CJUS	30*	Same	20	66.7	14	46.7	11	36.7	5	16.7	6	20.0	0	0.0	0	0.0
		Changed	5	16.7	5	16.7	4	13.3	4	13.3	0	0.0	1	3.33	0	0.0
		Total	*25*	*83.3*	*19*	*63.3*	*15*	*50.0*	*9*	*30.0*	*6*	*20.0*	*1*	*3.33*	*0*	*0.0*
PLEG	3	Same	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Changed	1	33.3	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0
		Total	*2*	*66.7*	*1*	*33.3*	*1*	*33.3*	*1*	*33.3*	*0*	*0.0*	*0*	*0.0*	*0*	*0.0*
POLS	5	Same	5	100	2	40.0	3	60.0	3	60.0	2	40.0	1	20.0	0	0.0
		Changed	0	0.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Total	*5*	*100*	*3*	*60.0*	*3*	*60.0*	*3*	*60.0*	*2*	*40.0*	*1*	*20.0*	*0*	*0.0*
SOCL	7**	Same	6	85.7	4	57.1	1	14.3	1	14.3	0	0.0	0	0.0	0	0.0
		Changed	1	14.3	0	0.0	2	28.6	2	28.6	0	0.0	1	14.3	0	0.0
		Total	*7*	*100*	*4*	*57.1*	*3*	*42.9*	*3*	*42.9*	*0*	*0.0*	*1*	*14.3*	*0*	*0.0*
SOCO	2	Same	2	100	2	100	2	100	2	100	0	0.0	1	50.0	0	0.0
		Changed	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Total	*2*	*100*	*2*	*100*	*2*	*100*	*2*	*100*	*0*	*0.0*	*1*	*50.0*	*0*	*0.0*
Total	47	Same	34	72.3	22	46.8	17	36.2	11	23.4	8	17.0	2	4.3	0	0.0
		Changed	7	14.9	7	14.9	7	14.9	7	14.9	0	0.0	2	4.3	0	0.0
		Total	**41**	**87.2**	**29**	**61.7**	**24**	**51.1**	**18**	**38.3**	**8**	**17.0**	**4**	**8.6**	**0**	**0.0**

*1 student was previously undeclared before declaring CJUS.
**1 student was previously undeclared before declaring SOCL.

2014:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJUS	27	Same	21	77.8	15	55.6	12	44.4	9	33.3						
		Changed	4	14.8	4	14.8	3	11.1	3	11.1						
		Total	*25*	*92.6*	*19*	*70.4*	*15*	*55.6*	*12*	*44.4*						
PLEG	2	Same	0	0.0	0	0.0	0	0.0	0	0.0						
		Changed	0	0.0	0	0.0	0	0.0	0	0.0%						
		Total	*0*	*0.0*	*0*	*0.0*	*0*	*0.0*	*0*	*0.0*						
POLS	5	Same	5	100	4	80.0	1	20.0	1	20.0						
		Changed	0	0.0	0	0.0	1	20.0	1	20.0						
		Total	*5*	*100*	*4*	*80.0*	*2*	*40.0*	*2*	*40.0*						
SOCL	6	Same	4	66.7	3	50.0	1	16.7	0	0.0						
		Changed	1	16.7	0	0.0	0	0.0	0	0.0						
		Total	*5*	*83.3*	*3*	*50.0*	*1*	*16.7*	*0*	*0.0*						
Total	40	Same	30	75.0	22	55.0	14	35.0	10	25.0						
		Changed	5	12.5	4	10.0	4	10.0	4	10.0						
		Total	**35**	**87.5**	**26**	**65.0**	**18**	**45.0**	**14**	**35.0**						

2015:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJUS	27	Same	22	81.5	13	48.1	10	37.0	9	33.3						
		Changed	3	11.1	4	14.8	7	25.9	4	14.8						
		Total	25	92.6	17	63.0	17	63.0	13	48.1						
POLS	9	Same	5	55.6	4	44.4	3	33.3	2	22.2						
		Changed	4	44.4	4	44.4	4	44.4	2	22.2						
		Total	9	100	8	88.9	7	77.8	4	44.4						
SOCL	8	Same	3	37.5	3	37.5	1	12.5	1	12.5						
		Changed	2	25.0	2	25.0	2	25.0	1	12.5						
		Total	5	62.5	5	62.5	3	37.5	2	25.0						
Total	44	Same	30	68.2	20	45.5	14	31.8	12	27.3						
		Changed	9	20.5	10	22.7	13	29.5	7	15.9						
		Total	39	88.6	30	68.2	27	61.4	19	43.2						

2016:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJSO	1	Same	1	100	0	0.0	0	0.0	0	0.0						
		Changed	0	0.0	1	100	1	100	1	100						
		Total	1	100	1	100	1	100	1	100						
CJUS	19	Same	11	57.9	5	26.3	2	10.5	0	0.0						
		Changed	3	15.8	5	26.3	3	15.8	4	21.1						
		Total	14	73.7	10	52.6	5	26.3	4	21.1						
PLEG	1	Same	1	100	0	0.0	0	0.0	0	0.0						
		Changed	0	0.0	1	100	1	100	1	100						
		Total	1	100	1	100	1	100	1	100						
POLS	7	Same	3	42.9	2	28.6	2	28.6	1	14.3						
		Changed	2	28.6	1	14.3	1	14.3	1	14.3						
		Total	5	71.4	3	42.9	3	42.9	2	18.6						
SOCL	7	Same	3	42.9	1	14.3	0	0.0	0	0.0						
		Changed	3	42.9	2	28.6	4	57.1	3	42.9						
		Total	6	85.7	3	42.9	4	57.1	3	42.9						
SOCO	4	Same	3	75.0	3	75.0	1	25.0	1	25.0						
		Changed	0	0.0	1	25.0	1	25.0	2	50.0						
		Total	3	75.0	4	100	2	50.0	3	75.0						
Total	39	Same	22	56.4	11	28.2	5	12.8	2	5.1						
		Changed	8	20.5	11	28.2	11	28.2	12	30.8						
		Total	30	76.9	22	56.4	16	41.0	14	35.9						

2017:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJSO	1	Same	0	0.0	0	0.0	0	0.0								
		Changed	0	0.0	0	0.0	0	0.0								
		Total	0	0.0	0	0.0	0	0.0								
CJUS	22	Same	16	72.7	10	45.5	9	40.9								
		Changed	1	4.5	2	9.1	2	9.1								
		Total	17	77.3	12	54.5	11	50.0								
PLEG	2	Same	1	50.0	1	50.0	0	0.0								
		Changed	0	0.0	0	0.0	1	50.0								
		Total	1	50.0	1	50.0	1	50.0								
POLS	3	Same	2	66.7	1	33.3	1	33.3								
		Changed	1	33.3	2	66.7	2	66.7								
		Total	3	100	3	100	3	100								
SOCL	12	Same	5	41.7	3	25.0	2	16.7								
		Changed	5	41.7	5	41.7	5	41.7								
		Total	10	83.3	8	66.7	7	58.3								
SOCO	1	Same	1	100	1	100	0	0.0								
		Changed	0	0.0	0	0.0	1	100								
		Total	1	100	1	100	1	100								
Total	41	Same	25	61.0	16	39.0	12	29.3								
		Changed	7	17.1	9	22.0	11	26.8								
		Total	32	78.0	25	61.0	23	56.1								

2018:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJSO	1	Same	1	100	1	100										
		Changed	0	0.0	0	0.0										
		Total	1	100	1	100										
CJUS	33	Same	18	54.5	14	42.4										
		Changed	9	27.3	6	18.2										
		Total	27	81.8	20	60.6										
PLEG	1	Same	1	100	1	100										
		Changed	0	0.0	0	0.0										
		Total	1	100	1	100										
POLS	5	Same	3	60.0	3	60.0										
		Changed	2	40.0	2	40.0										

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate Y1 to Y2		Y1 to Y3		Y1 to Y4		Graduation Rate 4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
		Total	*5*	*100*	*5*	*100*										
SOCL	6	Same	2	33.3	1	16.7										
		Changed	4	66.7	5	83.3										
		Total	*6*	*100*	*6*	*100*										
SOCO	1	Same	1	100	1	100										
		Changed	0	0.0	0	0.0										
		Total	*1*	*100*	*1*	*100*										
Total	47	Same	26	55.3	21	44.7										
		Changed	15	31.9	13	27.7										
		Total	**41**	**87.2**	**34**	**72.4**										

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate Y1 to Y2		Y1 to Y3		Y1 to Y4		Graduation Rate 4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
CJSO	2	Same	2	100												
		Changed	0	0.0												
		Total	*2*	*100*												
CJUS	25	Same	14	56.0												
		Changed	4	16.0												
		Total	*18*	*72.0*												
POLS	6	Same	4	66.7												
		Changed	2	33.3												
		Total	*6*	*100*												
SOCL	5	Same	2	40.0												
		Changed	1	20.0												
		Total	*3*	*60.0*												
SOCO	2	Same	2	100												
		Changed	0	0.0												
		Total	*2*	*100*												
Total	40	Same	24	60.0												
		Changed	7	17.5												
		Total	**31**	**77.5**												

2020:

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

CJUS		Changed																
		Total																
POLS		Same																
		Changed																
		Total																
SOCL		Same																
		Changed																
		Total																
SOCO		Same																
		Changed																
		Total																
Total		Same																
		Changed																
		Total																

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:
To make sense of the retention rates for the various degree programs in SOSC, the attached chart was compiled.

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

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

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.

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

1.1 Data

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

Calendar Year	University SEI Average	Faculty that exceeded University SEI Average	
		#	%
2018	4.38	7/18	39%
2019-2020	4.41	10/17	59%

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

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

Department of Social Sciences Analysis of Department of SOSC faculty members SEI scores				
University-Wide SEI questions	Fall 2018	Spring 2019	Fall 2019	Spring 2020
1. The instructor organized the course in a logical and effective fashion.	4.23	4.47	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.

1.1.1 Analysis of Data and Plan for Continuous Improvement

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

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

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

2017-2018:
The Department of SOSC SEI data for the current reporting period reveals that seven faculty members (44%) exceeded the University SEI norm figures, while nine faculty members (56%) failed to meet the SEI norm average numbers for the five university wide questions asked on the SEI. During the spring 2018 semester, the department head met with each departmental faculty member to discuss what steps need to be taken to increase their performance in the classroom, be it in an online environment or in a traditional classroom setting. During each meeting with his faculty members, the department head stressed the importance of the following:
- utilizing communication techniques which are clear and effective;
- providing feedback which is timely, consistent, and motivational;
- organizing the course in a way which connects with the students; and
- making sure that what you are covering in class matches the stated objectives as so listed on the syllabus.

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

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

2018-2019:
The Department of SOSC SEI data for the current reporting period reveals that seven faculty members (39%) exceeded the University SEI norm figures for the five questions included on the SEI scoring instrument, while 11 full-time faculty (61%) failed to meet or exceed the SEI norm average for the questions asked on the SEI. Based upon the aforementioned data, the department head has communicated to SOSC faculty members the importance of elevating individual performances within the classroom setting, be it in a traditional or online setting. As with the previous reporting period, the department head reiterated the importance of such practices as utilizing communication techniques that are clear and effective, providing feedback that is timely and consistent, organizing the course in a way that connects with the students, and making sure that what is being covered in class matches the stated objectives as so listed on the syllabus. Using the S.C.O.R.E. APR ranking system as implemented during the last reporting period, the SOSC faculty fell into the following categories:
- Stellar Stars - Three faculty members
- Captivating Champions - Five faculty members
- Outstanding Orchestrators - Five faculty members
- Relign, Revise, Refocus - Four faculty members
- Embrace Enhancing Your Performance - Zero faculty members

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

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:

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

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

Deptartmemt of SOSC [JPG 90 KB 2/18/20]

2 Assessment and Benchmark

Assessment: Faculty's professional participation:
- Presentations
- Publications
- Consulting

Benchmark:

2.1 Data

2016-2017:
Based upon an examination of APR data, the following represents the accomplishments of the departmental faculty members in SOSC during this reporting period:
- Stan Weeber - published eight journal articles or book chapters;
- Jamie Whelan - published a religion-oriented poem;
- David Armstrong - presented educational seminar regarding use of force/security issues for civilians in relation to the YOURWAY Project, roughly three-hours;
- Matt Butkus - publication dealing with Stephen King and Philosophy ("Rama of Gilead") and book review of *Neurophilosophy and the Healthy Mind*;
- Rathnam Indurthy - published an article in the International Journal on World Peace;
- Henry Sirgo - published "Constitutional Monarchy", and "The Spanish Constitution of 1812." In H. Micheal Tarver, editor. *The Spanish Empire*;
- Steve Thompson - published two articles in Lockdown Nation; volunteer consultant for criminal justice agencies.

2017-2018:
Based upon an examination of APR data, the following represents the accomplishments of the Department of SOSC faculty members for this present reporting period:
- Steven Rainey - CLAG New Orleans, Paper Presented; Catena manuscript review (peer reviewer).
- Matt Butkus - two book chapters & ALFS report.
- Rathnam Indurthy - published an article entitled, "The Indo-Pak Recurring Wars and Crisis Over Kashmir: Discussion, and Explanations, 1947-Present".
- Muhammad Haque - two paper presentations at professional conference.
- Stan Weeber - two journal articles or book chapters; review of *Can Everybody Swim? A Survival Story from Katrina's Superdome. Arkansas Review, Volume 48 (3), 2017, pp. 228- 230.*

- Steve Thompson - two Louisiana Sage Presentations; Louisiana Highway Safety Keynote Speaker research presentation.
- Todd Furman - published book entitled, " *The Ethics of Poker";* published peer reviewed journal article in *The Psychological Record;* had published an invited article in a Nonrefereed Trade Journal.
- Henry Sirgo - presented to the State and Electoral Politics Panel; Discussant, Politics and Policy in the American States Session; Chair/Discussant, Constitutionalism in Theory and Reality Session.
- Gregory Clark - published a book entitled, "A Faith-Based Approach to Transforming Your Mind- Set, It is a Happy Day, Positive affirmations that will transform your mind, body, and soul".

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

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".

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
This is a new assessment. APRs will be used as part of the assessment tool. Benchmarks will be established after three years of data is collected.

2016-2017:
With respect to this criterion, we are still collecting data to help us in establishing benchmarks for our assessment.

2017-2018:
An evaluation of APR data reveals that approximately 50% of SOSC faculty members were involved in professional activities, either in the form of writing journal articles/books or attending professional conferences or seminars. Furthermore, the extent of faculty involvement in the aforementioned professional activities appears to be an improvement upon the number of faculty members who were pursuing similar activities during the 2016-2017 academic year.

2018-2019:
Based upon the examination of APR data, it was found that approximately 50% of faculty members in the Department of SOSC are involved in professional activities, either in the form of attending and/or presenting at professional conferences or publishing articles and/or books. Likewise, the percent figure is similar to the previous reporting period.

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

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

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.

Performance Objective 3 Promote professionalism amongst students.

1 Assessment and Benchmark

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

1.1 Data

Academic Year	# of students that presented papers at conferences	# of students that won awards for presentations	# of faculty mentors
2013-2014	2	2	1
2014-2015	N/A	N/A	N/A
2015-2016	3	3	1
2016-2017	3	1	1
2017-2018	1	0	2
2018-2019	1	0	1
2019-2020	0	0	0

1.1.1 Analysis of Data and Plan for Continuous Improvement

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

2017-2018:
Within this reporting period, the Department of Social Sciences had two examples of mentoring which illustrates the commitment to promoting professionalism among students:

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

Dr. Henry Sirgo, a POLS professor, continues to provide the mentoring and tutelage for students who are actively involved in pursuing degrees beyond the B.A. in POLS. In this particular vein, Collier Litel, a current POLS student, presented a paper at the Louisiana Academic Summit at UNO this spring 2018 semester. Likewise, Litel also presented a paper at the Louisiana Political Science Association meeting at Pineville on March 17, 2018. On a side note, Joseph Dronet, a POLS student who was selected as a McLeod Endowed Scholar during the 2016-2017 reporting period, was admitted to LSU Law School during the present reporting period. The above-stated examples illustrate how the mentoring of students can impact the lives of the given student, as well as the faculty member. The department head will continue to encourage all faculty members to embrace "excellence with a personal touch" when it comes to mentoring the students in their respective disciplines. Indeed, this is our mission as faculty members at McNeese State University.

2018-2019:

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

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.

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

2 Assessment and Benchmark

Benchmark: Promote involvement in professional student organizations.

2.1 Data

2015-2016:
New item to track beginning in 2016-2017.

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

2017-2018:
An assessment of departmental student organizational data reveals that there are still three student organizations which are affiliated with the Department of Social Sciences: Pre-Law and Politics Society; Pi Sigma Alpha Honor Society; and the Philosophy Club. As with previous reporting periods, these organizations host activities which involve guest speakers from the local community.

2018-2019:
The Department of Social Sciences still maintains three student organizations: Pre-Law and Politics Society; Pi Sigma Alpha Honor Society; and the Philosophy Club. These student organizations are primarily involved with hosting events that involve guest speakers from the local community.

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.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
New assessment. Assessment tools (such as # of organizations, # of members in organizations, # of events hosted by organizations, etc.) will be implemented for the next cycle. Benchmarks will be set after three years of data are collected.

2016-2017:
There are three student organizations in the Department of Social Sciences: Pre-Law and Politics Society (professional Political Science student organization, consisting of approximately 15 student members); Pi Sigma Alpha Honor Society (honor society for POLS students, consisting of approximately 12 student members); and the Philosophy Club (professional organization for Philosophy students, consisting of approximately 10 student members).

2017-2018:
During this current reporting period, there are still three student organizations in the Department of Social Sciences. Based upon an examination of the three organizations (i.e. Pre-Law and Politics Society, Pi Sigma Alpha Honor Society, and the Philosophy Club), it appears that the membership numbers are approximately the same as previous reporting periods. Likewise, it appears that most events hosted by these aforementioned groups include guest speakers from the local community. The department will continue to monitor the membership numbers of these said groups and will encourage other social sciences disciplines, in particular Criminal Justice and Sociology, to actively pursue establishing discipline specific organizations or honor societies.

2018-2019:
The three student organizations in the Department of Social Sciences have membership numbers ranging from 10-15 individuals. The student involvement in these SOSC organizations have been consistent over the last three reporting periods. The plan for continuous improvement will include a movement to establish and to organize both a CJUS and SOCL-based student organization. In a similar vein, a Family Science student organization should prove to be a fruitful plan. Given the number of student majors in CJUS and SOCL, our Department should be able to improve upon the number of SOSC students that are affiliated with student organizations.

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.

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%

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]

[PDF 149 KB 10/21/20]

1.1.1 Analysis of Data and Plan for Continuous Improvement

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

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

2018-2019:
For the reporting period of 2018-19, four faculty members were awarded a total of five endowed professorships. The aforementioned figure represents approximately 25% of the faculty members in the Department of Social Sciences. The plan for continuous improvement includes a concerted effort to encourage our SOSC faculty to apply for not only Departmental endowed professorships, but also those endowed professorships that are open to any faculty member within the College of Liberal Arts. By moving toward this end of the continuum, the overall percent of SOSC faculty receiving should increase in future reporting periods.

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.

2 Assessment and Benchmark

Benchmark: Number of visiting lecturers (VLs) teaching online courses in sociology (family sciences) and criminal justice.

2.1 Data

Academic Year	# of VLs teaching in online programs
2013-2014	7
2014-2015	N/A
2015-2016	7
2016-2017	12
2017-2018	12
2018-2019	12
2019-2020	8

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
The department continues to identify qualified VLs to expand our offerings as less expense than full-time faculty.

2017-2018:
The Department of Social Sciences maintained the same number of VLs as last year. As some of our programs continue to grow (i.e., M.S. degree in CJUS and B.S. in CJUS), we will need to identify qualified CJUS adjunct faculty to teach some of our course offerings. Likewise, with the retirement of Thomas Baril, we may have to employ an adjunct faculty member who has a Ph.D. in Philosophy to teach an online section(s) of Phil 251 (Biomedical Ethics). Within the next academic year (2018-2019), we anticipate that the number of VLs teaching in our various online programs will increase from 12 to 14. In short, this increase will occur within the confines of our B.S. and M.S. degrees in CJUS, or perhaps within a section of PHIL 251.

2018-2019:
With the current reporting period, the Department of Social Sciences maintained the same level of visiting lecturers for our online programs. The anticipated increase of VLs from 12 to 14 did not occur. In analyzing the data, it is assumed that the increase was not achieved because of financial considerations. Our plan for continuous improvement includes an effort to assess our various online programs to determine the best use of VLs in teaching our online classes. In short, given the lack of funding to hire VLs or even to hire full-time faculty to teach overloads, it is imperative that we implement strategic planning as it relates to the scheduling of our online classes.

2019-2020:
During the Fall 2019 semester, the Department of Social Sciences had a total of 8 visiting lecturers teaching in our online programs, specifically in the CJUS program and the FMSC program. Most of these said individuals taught more than one course for the aforementioned degree programs. On a side note, budgetary shortfalls led to a significant drop in VL's for the Spring 2020 semester. In fact, only one professor, Janeal White, was employed as a VL during the Spring 2020 term. She taught three FMSC classes for the Department of Social Sciences. As we plan for the future, we will develop a proposal to the Dean of the College of Liberal Arts and the higher administration to increase the VL funding levels so that we can once again hire visiting lecturers to supplement the course offerings that we need to offer to our CJUS and FMSC students.

3 Assessment and Benchmark

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

3.1 Data

2016-2017:
These requests have been merged with COLA requests to increase the number of "smart rooms" in Kaufman Hall.

2017-2018:
The number of shared "smart rooms" for the Department of SOSC has increased from one to three.

2018-2019:
The number of dedicated "smart rooms" for the Department of SOSC stands at five. Likewise, SOSC shares three "smart rooms" with other departments in the College of Liberal Arts.

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.

3.1.1 Analysis of Data and Plan for Continuous Improvement

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

2017-2018:
The Department of SOSC worked closely with the Dean of COLA in an effort to maintain or expand upon the availability of smart rooms for faculty members who desire to use such a room when teaching their courses. Based upon an examination of departmental records, our department still assigns traditional classes in the "smart rooms" located in Kaufman 214, Kaufman 215, and Kaufman 216. Since the various Departments in COLA are also pursuing the use of "smart room" technology, our Department of SOSC is sharing three "smart rooms" with the Department of English and Foreign Languages and the Department of History. These rooms are located in Kaufman 207, Kaufman 217, and Kaufman 325. When comparing the present reporting data to the data from the 2016-2017 academic year, you can see that our department has increased from one shared "smart room" to three shared "smart rooms". Based upon future projections, it is anticipated that the demand for "smart room" technology will continue. With that being said, the department head will encourage departmental faculty members to actively pursue TASC and Gaming grants, when available, to purchase select technological equipment for their classrooms. In short, since the Department of Mass Communication has recently moved their offices and classes to Kaufman, it is a necessity to begin pursuing any opportunity or avenue which avails itself to expand the number of "smart rooms" in Kaufman Hall, for our department, and for COLA writ large.

2018-2019:
The Department of SOSC has the ability to use the following classrooms in Kaufman that have smart room technology: Kaufman 214, Kaufman 215, Kaufman 216, Kaufman 219, and Kaufman 220. Since the various departments in the College of Liberal Arts are also pursuing the use of "smart room" technology, our Department of SOSC is sharing the following "smart room" classrooms with the Department of History and with the Department of English and Foreign Languages: Kaufman 207, Kaufman 217, and Kaufman 325. Our plan for continuous improvement should include a concerted effort to obtain funds to purchase additional "smart room" technology for the classrooms in Kaufman Hall. By moving toward this "smart room" cutting edge, our students will be the beneficiaries of this technological advancement.

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.

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

1 Assessment and Benchmark

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

1.1 Data

2015-2016:
Three students each have graduated from the CPSO Law Enforcement Academy for the last three sessions of the academy. Two students have won awards.

2016-2017:
Graduate students are being assigned to evaluate the proposed policies using skills learned in the graduate

program.

2017-2018:
Based upon their professional experience and expertise, CJUS faculty members will be instrumental in providing assistance, where needed, for local and state-affiliated criminal justice entities.

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

2019-2020:
As with the last reporting period, it appears that the efforts of Restart Louisiana remains suspended. COVID-19 is the presumed reason behind the dormant nature of Restart Louisiana. In addition, many of the activists are involved with the George Floyd protests in other areas of our state.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
The department is monitoring the progress of the proposed programs and their implementation in the community.

2017-2018:
During the reporting period, Dr. Steve Thompson was asked by Mr. Seth Smith, Chief of Operations for the LA Department of Public Safety and Corrections, to evaluate some proposed policies for the LA Department of Public Safety and Corrections. Dr. Thompson evaluated and assessed the "Standard Operating Procedures for Transitional Work Programs." This professional relationship continues to be ongoing.

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

2019-2020:
Since Restart Louisiana remains suspended, the plan for continuous improvement will look to remove this particular benchmark from future reports.

2 Assessment and Benchmark

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

2.1 Data

2016-2017:
The department is active in supporting local criminal justice agencies.

2017-2018:
The Department of SOSC continues to maintain its stay on the cutting edge of assisting and supporting local criminal justice agencies.

2018-2019:
Dr. Steve Thompson was sent for a week of training to be the aviation unit manager at the Calcasieu Parish Sheriff Office. In short, Dr. Thompson completed the training, and is considered an instructor pilot and chief pilot for CPSO.

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.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Based upon his law enforcement work experience, Dr. Steve Thompson has been able to maintain the link between our Criminal Justice program and local/state criminal justice agencies in Southwest Louisiana. Indeed, various administrators for the aforementioned criminal justice agencies have expressed their gratitude to the Department Head for the assistance provided by Dr. Thompson.

2017-2018:
During the current reporting period, Dr. Thompson has documented many instances where he has assisted in investigations and/or fugitive apprehension. In this particular vein, Dr. Thompson was called out by the Calcasieu Parish Sheriff's Department to assist in apprehending a fleeing felon. Since Dr. Thompson is an instructor-pilot, he was asked by the Sheriff's Department to fly his plane over the Lake Street/Sallier Street area where the fleeing felon was assumed to be located. To make a long story short, the fleeing felon was captured by the Sheriff's Department. It is also important to note that Dr. Thompson has been made an Instructor-Pilot for the Calcasieu Parish Sheriff's Department. It is anticipated that this relationship between Dr. Thompson and the Sheriff's Department will remain steadfast and strong in the years to come.

2018-2019:
An analysis of the data reveals that Dr. Thompson has continued his involvement as an instructor pilot and chief pilot for the CPSO. Likewise, Dr. Thompson has been a participant in training to enhance his role as aviation unit manager at CPSO. The plan for continuous improvement will include an examination of the various areas of assistance that is provided by Dr. Thompson to the CPSO.

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.

3 Assessment and Benchmark

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

3.1 Data

2016-2017:
The department assists in supporting evidence-based treatments to reduce societal impacts from compulsive gambling through evidence-based analysis.

2017-2018:
The department continues to thrive in the area of providing evidence-based research to evaluate proposed policies which are designed to curtail the societal impacts from compulsive gambling.

2018-2019:
During the current reporting period, Dr. Steve Thompson attended quarterly meetings. Likewise, this particular compulsive gambling group opened a new in-patient facility and center in Shreveport, LA. Furthermore, the group is also handling a suicide prevention hotline. Finally, the group votes and approves the budget, advertising, etc.

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.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
As an active board member of the Louisiana Association of Compulsive Gambling, Dr. Thompson regularly meets with other board members to discuss policies which are designed to curtail the problems associated with compulsive gambling.

2017-2018:
With regard to analyzing the data associated with this assessment, it can be said that Dr. Thompson has provided insight, knowledge, and wisdom to the Louisiana Association of Compulsive Gambling to assist them in developing a rational and sound policy which is designed to diminish the societal impact from compulsive gambling. In this particular vein, Dr. Thompson recently traveled to Shreveport for a board meeting to provide the board with evidence-based research to assist them in their evaluation of proposed compulsive gambling policies. It is anticipated that this relationship between Dr. Thompson and the board will continue to flourish.

2018-2019:
An examination of the data reveals that there is an increase in gambling problems and that this compulsive gambling group offering one of the available treatment options. The plan for continuous improvement will include the reporting of empirical data to reveal the fruitful results of the rational and sound policies being developed by this group.

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.

4 Assessment and Benchmark

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

4.1 Data

2016-2017:
Graduate students are to be assigned as needed to evaluate the proposed policies using skills learned in the graduate program.

2017-2018:
Since the CJUS program in the Department of SOSC has strong ties with the Southwest Louisiana Re-Entry Alliance, it is important that qualified students, particularly CJUS graduate students, be assigned to evaluate evidence-based practices before these said practices are implemented.

2018-2019:
Unfortunately, there were no meetings of the SWLA Re-entry Alliance.

2019-2020:
As with the last reporting period, there have been no meetings of the SWLA Re-entry Alliance.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

State and regional recidivism and incarceration rates.

2017-2018:
During this current reporting period, four graduate students have evaluated evidence-based practices for implementation. These students have attended meetings and have provided fruitful feedback, when requested. The department anticipates that the number of graduate students placed in this program, or a similar community-based reentry initiative, will stay at least at the level of four students, or slightly increase in the years to come.

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

2019-2020:
Based upon the fact that the SWLA Re-entry Alliance has not been meeting, it is recommended that this particular benchmark be removed from future reports.

5 Assessment and Benchmark

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

5.1 Data

2016-2017:
Faculty participation in speaking engagements with community leaders.

2017-2018:
CJUS faculty members are actively involved with the community in an attempt to improve minority and police relations.

2018-2019:
During this current reporting period, Dr. Steve Thompson submitted a formal complaint on excessive force upon a minority. Likewise, Dr. Thompson is assisting in multiple lawsuits against minorities. Furthermore, Dr. Thompson trains officers in community relations issues.

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.

5.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
The department is monitoring the state of police community relations for improvement or declination.

2017-2018:
CJUS faculty members, Dr. Clark and Dr. Thompson, have attended several meetings and have provided expert guidance to community leaders as to what steps can be taken to improve the relationship between the police and minority residents of Southwest Louisiana. In this particular vein, two community meetings have been held at Starlight Baptist Church, located at 1523 4th Avenue, in Lake Charles. These meetings were attended by important community leaders (i.e., representatives from the Mayor's Office, Police Department, politicians, religious leaders) and by Dr. Clark. Given the rhetoric being espoused at these

meetings, it is evident that the CJUS program at McNeese State University is in a position where they have the opportunity to provide evidence-based best practices which can be used to improve the state of the relationship between the police and the residents residing in Southwest Louisiana.

2018-2019:
An analysis of the data reveals that the minority and police relations are improving as evidenced by peaceful protests in response to the shooting of a minority by local law enforcement. The plan for continuous improvement will include an effort to reach out to the local law enforcement agencies with a purpose centered on providing evidence-based practices which can be useful in improving the relationship between police departments and the citizens they serve.

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.

6 Assessment and Benchmark

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

6.1 Data

2016-2017:
Current statistics are being collected on conviction rates and other criteria of effectiveness. Reporting services are being provided by the Metropolitan Crime Commission.

2017-2018:
To curtail the extent of public corruption in the State of Louisiana and to improve the efficiency of the criminal justice system in our state, the Metropolitan Crime Commission is committed to provide statistics and/or data to the Louisiana Justice Integrity Fund. Dr. Thompson, a CJUS faculty member, is the Chairman of the Board of the aforementioned Integrity Fund. As evidenced by the data provided below, the Louisiana Justice Integrity Fund has a steadfast purpose to diminish public corruption in the State of Louisiana.

2018-2019:
According to Dr. Steve Thompson, the Louisiana Justice Integrity Fund made a $5,000 donation to the local women's shelter. In addition, the aforementioned group is pending data from the research they funded.

2019-2020:
Due to extensive litigation, the organization has been dormant in the past year.

6.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Conviction rates and case disposition times will be evaluated based on the recommended improvements.

2017-2018:
The Louisiana Justice Integrity Fund has committed $30,000 to prevent public corruption in the State of Louisiana. Likewise, they have devoted $10,000 to the Oasis Women Shelter. Finally, based upon the work on the Metropolitan Crime Commission and the Louisiana Integrity Fund, a local law enforcement officer was recently convicted of a felony associated with his work with the LACE program. As the Metropolitan Crime Commission continues to monitor data associated with the administration of justice (both locally and statewide), you can rest assured that more acts of malfeasance will be revealed.

2018-2019:
The analysis of data reveals that the Louisiana Justice Integrity Fund is pending data from the research that they funded. This particular research is being conducted by the Metropolitan Crime Commission. The plan for continuous improvement will include assessing the results that will be provided by the Metropolitan Crime Commission. Furthermore, an effort will be made to track the donations made by the Louisiana Justice Integrity Fund.

2019-2020:
The plan for continuous improvement will involve the monitoring the release of data from the research that this organization has funded.

7 Assessment and Benchmark

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

7.1 Data

2016-2017:
Current student enrollment and public references to McNeese State University as a source of information.

2017-2018:
A CJUS faculty member, Dr. Steve Thompson, is teaching criminal law at the SWLA Law Enforcement academy. The course will be offered as a McNeese State University CJUS course and is intended to recruit students to finish their CJUS degree. The fall 2018 semester will be the first time it is taught using this methodology. Each student who participates will receive 18 semester hours of credit. .

2018-2019:
During this current reporting period, Dr. Steve Thompson continued his teaching at the SWLA Law Enforcement Academy. Likewise, Dr. Thompson has consulted in many criminal justice cases. For instance, Dr. Thompson assisted the local public defender's office that led to the acquittal of an innocent man. Furthermore, Dr. Thompson assisted the district attorney's office on a death penalty case.

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.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
The department is monitoring services provided to criminal justice agencies, retention, and enrollment as a result of the increased community collaboration.

2017-2018:
Based upon the involvement of CJUS faculty members in the community, it is anticipated that the student enrollment in the CJUS programs, both B.S. and M.S. will continue to increase in future academic years.

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

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.