



## Office of International Programs

#8 Plan cycle - 8

Plan cycle 2022/2023

7/1/22 - 6/30/23

## Introduction

The Office of International Programs supports the educational mission of the University by providing information, services and advising to students, faculty, staff, and the community. The department endeavors to be an effective resource for the University and local communities and strives to foster ties that promote positive relationships and meaningful engagements among the various stakeholders.

The Office of International Programs is responsible for all aspects of international student recruitment, admissions, international student advising with a special emphasis on US immigration regulations and management of the McNeese State University SEVIS (Student and Exchange Visitor Information System) database as required by the Department of Homeland Security. The Office of International Programs provides a vast array of services to students on non-immigrant visas and to all students who wish to study abroad. Specifically, for students on non-immigrant visas, the Office of International Programs provides services during the recruitment phase, at the point of admission (advising on how to obtain an F-1 visa, housing options, processing of transfer credit and contacts with student groups, conditional admission), during orientation (presentation of F-1 regulations, student services, University processes and procedures and American life and culture) as well as continued cultural outreach (newsletters) and immigration advising (monitoring, SEVIS reporting and assistance in filing for benefits) throughout the duration of studies and post-studies in the Optional Practical Training period. We also service all government-sponsored students by providing necessary verifications of enrollment, degree progress as well as liaising to ensure that sponsors' criteria are met.

SEVIS compliance is the most important duty overseen by the Office of International Programs, which includes regular reporting, monitoring and the recertification processing every two years. Each semester, we monitor enrollment to ensure that students meet the minimum face-to-face requirements to maintain their lawful, full-time status. We also actively monitor academic programs to ensure that they maintain a format that is consistent with F-1 regulations. The Office of International Programs works closely with academic departments where internships and clinicals are required, as CPT authorization is required for F-1 students. Furthermore, many government-sponsored students are prohibited by their sponsors from taking on-line classes, and the Office of International Programs services students by verifying that they have met these guidelines.

The Office of International Programs is also the primary point of contact for transfer articulation agreements with non-US institutions, which, as they expands, will require managing the off-site compliance of the agreement as well as facilitating the admission, transfer credit evaluation and initial advising of students participating in such programs. The Office of International Programs also manages the execution and maintenance of agreements with third-party recruiters as well as offering branded materials and training to help promote McNeese within the agents' respective networks.

For students studying abroad, the Office of International Programs has worked with the College of Liberal Arts to develop cross-enrollment courses that are conducted in tandem with the study abroad experience. These courses serve to facilitate study abroad and provide a conduit to offer ongoing advising and instruction during the study abroad period. The director of the Office of International Programs serves as the instructor of record for Study Abroad 100 as well as the study abroad advisor. The Office of International Programs manages both outgoing and incoming exchange students, whose study abroad is made possible through our membership in ISEP. This membership and all related administrative duties are managed by the Office of International Programs. ISEP duties include but are not limited to: securing housing and class schedules, acting as an liaison with J-1 sponsor, processing transcripts, and updating the ISEP portal.

## Performance Objective 1 To assist University efforts to recruit and retain culturally diverse students.

### 1 Assessment and Benchmark

Benchmark: Achieve a minimum 25% yield rate for new international students enrolled compared to total accepted international student applicants in the fall and spring semesters.

#### 1.1 Data

International Student Yield Rate - Accepted vs. Enrolled:

Academic Year	Fall			Spring		
	Accepted	Enrolled	Yield	Accepted	Enrolled	Yield
2009-2010	183	114	62.3%	92	60	65.2%
2010-2011	125	87	69.6%	74	57	77.0%
2011-2012	129	68	52.7%	55	39	70.9%
2012-2013	91	70	76.9%	59	42	71.2%
2013-2014	107	74	69.1%	83	54	65.0%
2014-2015	177	109	61.5%	161	109	67.7%
2015-2016	370	237	64.0%	133	82	61.6%
2016-2017	178	104	58.4%	104	55	52.8%
2017-2018	289	111	38.4%	134	47	35%
2018-2019	261	74	28.3%	92	50	54.3%
2019-2020	323	102	31.5%	106	40	37.7%
2020-2021	253	70	27.6%	105	38	36.1%
2021-2022	209	87	41.6%	154	16	10.3%
2022-2023	477	114	23.8%	353	49	7.2%

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

##### 2018-2019:

- The benchmarks were not met; however, they are outside industry norms, which is closer to 24%. We exceeded the average industry yield. The benchmark should be re-established to reflect more realistic goals, 24-25%.
- Recruitment efforts have focused heavily on the Indian sub-continent, Vietnam, and Africa, where our market analysis shows that our programs and price point are desirable.
- We are seeking to engage agents in these markets, especially in Asia, where agents are the norm. This is an articulated goal and action plan; however, lack of support from upper administration has prevented any agreements from being signed.
- We are also seeking out strategic partnerships in Vietnam and West Africa, whereby facilitating the mobility of qualified transfer students. These agreements are all effectively stalled due to administrative review.
- Six Action Plans related to recruitment initiatives to be included with RNL efforts have been written, but no feedback has been received.

##### 2019-2020:

- Revised benchmark of 25% was met and exceeded.
- Closer review of the data shows that we have a 74.4% yield rate for transfer students (Fall 2019) and 76.1% (Spring 2020). This is very significant and shows that efforts must be focused on meeting the needs of transfer students.
- COVID-19 forced most recruitment efforts to be canceled, as there are travel restrictions and visas issuance has been postponed for Fall 2020 due to embassy closures. Fall 2020 numbers will be significantly impacted. Emphasis has shifted to Spring 2021 and initiatives are now being hosted online.

- We began signing agents in late fall 2019. The data above does not reflect students referred by agents; but Spring 2021 onward should allow us to see the impact of agents on overall applications and yield.

#### **2020-2021:**

- This was the best yield rate in the last 5 years in spite of an overall downturn in the market as a whole. (IIE reported that there was a 16% decrease in international enrollments overall and a 43% decline in new international student enrollment overall.)
- Overall the number of applications was less than in previous years, but the yield was still higher. We recruited better and more viable candidates and instituted measures to ensure that admits were converted into enrollments. Some of these measures included: 1.) a dedicated Microsoft Team for admitted students, guiding them from admission through pre-arrival and then enrollment; 2.) pre-registration initiatives with FRAD, which included getting students to sign waivers allowing advisers to register students, reducing the amount of back-and-forth communication and allowing students to get schedules and bills pre-arrival; 3.) separating the admissions process from the issuance of the I-20, which speeds up admission and focuses I-20 issuance workload on the most motivated students.
- While admission requirements were waived and modified for other groups of applicants, international applicants were largely unimpacted by these modifications, as English proficiency standards are required for I-20 issuance and testing criteria is required for non-resident fee waivers, which are very important to our cost-sensitive students. So, this data should not be viewed as representing exceptions or modified admissions criteria. On the contrary, this represents admissions criteria that was largely unchanged and put us in a difficult position as most of our competitors were test-optional.

#### **2021-2022:**

- Our yield rate dropped considerably and was below the benchmark of 25%.
- While we processed a record number of applications for Fall 2022 (861 total applications/477 admits versus the previous record of 657 applications/288 admits for Fall 2017), our yield was weak.
- Two factors stand out: 1.) there were fewer application updates due to COVID and hurricane slowdowns the semesters prior; 2.) the Access Award was discontinued on April 1, 2022, so anyone admitted after that date was not eligible, essentially increasing the cost by \$2,000/year for those students. Similarly, scholarships are not being awarded after the deadline set for domestic students, so we have very little room to incentivize offers of admission to McNeese. The domestic deadlines do not take into account the international admissions process, which is not conditional and, therefore, takes longer. This is exacerbated by the fact that applications are not available (made live in Radius) until very late (i.e. October for Fall intakes), when there is a December scholarship deadline.

#### **2022-2023:**

- Yield rate continues to decline steeply. While we are receiving high numbers of applications, most students are not enrolling and cite lack of university funding as primary reason.
- The high number of applications, admissions, and initial I-20 issuance results in a significant workload for a much-reduced staff; the results do not justify the workload.
- Only actionable way to address the decline in yield is by increasing funding either via scholarships or non-resident fee waivers.

## **2 Assessment and Benchmark**

Benchmark: Achieve total international student enrollment equal to or greater than 400 students in the fall and spring semesters.

### **2.1 Data**

International Student Enrollment:

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Academic Year	Fall	Spring
2009-2010	438	419
2010-2011	423	411
2011-2012	376	363
2012-2013	343	315
2013-2014	317	314
2014-2015	359	413
2015-2016	560	553
2016-2017	488	453
2017-2018	454	443
2018-2019	404	406
2019-2020	428	404
2020-2021	366	327
2021-2022	334	342
2022-2023	354	354

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

#### 2018-2019:

Performance indicator was met. Recruitment plans are in place to support and increase enrollment including new markets and strategic partnerships. We are also working on retention efforts, including Campus Buddies, expanded CPT opportunities, and increased facilitation of fee payments.

#### 2019-2020:

Objective was met. We have seen a significant growth in students from Africa, one of our major target markets. We signed agents for targeted recruitment in new and expanded markets. COVID-19 required us to halt all recruitment travel for Spring 2020 and Fall 2020, and we have undertaken several virtual initiatives to fill this void. Current immigration regulations and travel limitations due to COVID-19 are impacting our ability to recruit and retain students, as they cannot enter the U.S. and our ability to offer face-to-face instruction (and meet F-1 regulations) has been disrupted.

#### 2020-2021:

- The objective was not met, but COVID remains a challenge as major markets are still under lockdown, making transcripts and standardized testing requirements key obstacles.
- International recruitment is significantly limited.
- Housing limitations remain an obstacle post-Laura, as we continue to have young and cost-sensitive applicants.
- Recruitment of returning students was made difficult by limited scholarships and non-resident fee waiver options at the graduate level.
- Current SEVP COVID modifications that allow students to enroll in additional online classes has been beneficial to McNeese as certain programs are increasingly offering online classes to the extent that their programs risk not being able to meet the face-to-face requirements that would normally exist.
- Recruitment and retention is a challenge in certain graduate programs that are no longer offering a full load of classes each semester.

#### 2021-2022:

- McNeese is still operating with SEVP COVID modifications due to the fact that many programs are still online or do not have sufficient face-to-face offerings. This is largely due to the lack of space which is a result of hurricane damage.
- Recruitment remains a challenge, as no funds are available for travel. We are reaping the final products of our earlier recruitment travel and relationships, which will not be sustainable for much

longer as we are being eclipsed by other institutions. We are working with two core student feeder populations (Nigeria and Nepal), which puts the institution in a very precarious situation, as currency devaluation and political stability are persistent issues. In order to have a healthy and diversified recruitment strategy, McNeese needs to invest in other markets, which requires financial priorities to be realigned.

- The changes to non-resident fees have increased the cost of attendance for qualified prospective students. These changes also mean that no school support is shown on the form I-20, making visa approval more tenuous. This is coupled with the relative strength of the U.S. dollar, which means McNeese is more expensive than ever for many students.
- Scholarships are not being awarded or are being held to deadlines that only pertain to domestic applicants. As such, many applicants are frustrated and do not enroll after admission without some sort of scholarship offer. (Previously, the McNeese Access Award could be automatically awarded to all qualified students.)

#### 2022-2023:

- While current enrollment is somewhat steady, additional funding will be needed to maintain current enrollment numbers let alone grow enrollment.
- Students from particular regions -- namely, Nepal and India -- would be more likely to choose McNeese with more financial support (scholarships and/or non-resident fee waivers).

### 3 Assessment and Benchmark

Benchmark: Achieve a 1st to 2nd year retention rate for first-time, full-time, degree-seeking, international students equal to or exceeding the University targeted retention rate for all students in the cohort.

#### 3.1 Data

1st to 2nd Year First-time Freshman Retention Rate:

Term (Fall - Fall)	International students in cohort	International students retained	International student retention rate	University targeted retention rate**
2008-2009	30	27	90.0%	67.5%*
2009-2010	31	28	90.3%	67-71%
2010-2011	31	29	93.5%	67.1-71.1%
2011-2012	22	22	100%	67.3-71.3%
2012-2013	19	19	100%	67.5-71.5%
2013-2014	32	26	81.3%	67.7-71.7%
2014-2015	50	47	94.0%	67.3%
2015-2016	146	100	68.5%	66.1%
2016-2017	63	53	84.1%	68.1%
2017-2018	72	50	69.40%	69.7%
2018-2019	32	23	71.9%	69%
Data has been reformatted in an updated table below as of 2019				

\*Baseline

\*\*Note, with the end of the LA Grad Act, targets are no longer being articulated; however, the stated rate in this field represents the University retention rates as a whole.

1st to 2nd Year First-time Freshman Retention Rate:

Term (Fall - Fall)	International students in cohort	International students retained	International student retention rate	Overall retention of all FTF
2019-2020	43	37	86.05%	71.63%
2020-2021	15	11	73.33%	69.32%
2021-2022	53	47	88.6%	68.5%

2022-2023				
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For 2019 and beyond, the international retention rate is compared to the overall retention rate of the same cohort for the whole university. It should be noted that international students contribute to the overall retention rate.

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

#### 2018-2019:

- The Office of International Programs has pending initiatives to address retention issues, specifically advising and student experience as they relate to international students, including: Campus Buddies program, Friendship Families, and pathway agreements.
- Participation in off-campus excursions has been constant, and the Office of International Programs has requested student input to guide future destinations and event development.
- A new SGA Senator position has been created and the Office of International Programs has recommended a student leader to represent the needs of international students.

#### 2019-2020:

- Data shows a 2.5% gain in retention from FTF from the first to second year.
- Enhanced advising in Basic Studies and coordinated, proactive "hand offs" to academic departments may be part of the increased retention.
- The growing emphasis on career guidance and internship placement in core majors may also be reflected in the positive retention trend, which give students a greater desire to persist.
- Recruitment of high (higher) achieving FTF (fewer admissions by exception) likely also plays a role in the positive retention trend. For Fall 2018 and 2019, 6.5% and 7% respectively of FTF were admitted by exception as opposed to Fall 2016 and 2017, which had FTF admission exception rates of 9.6%. In that time we have also more than doubled the number of admitted FTF from 104 (Fall 2016) to 240 (Fall 2019).

#### 2020-2021:

- Retention of this cohort is very exceptional, as these students were admitted during COVID and were labeled our "online cohort". Some of these students have not persisted due to visa issuance obstacles that are beyond the control of the student and university, and they were in degree programs that cannot be completed fully online (i.e. Biological Sciences).

#### 2021-2022:

- Retention of this cohort remains very strong and is a testament to the proactive synergy that exists between Freshman Advising and International Programs. Reports from SEVIS are used to help FRAD advisors identify students most likely to enroll, allowing them to enroll early and establish a strong relationship from the very beginning.
- The Office of International Programs has, likewise, moved the mandatory F-1 check-in to the first Friday of each semester, which removes roadblocks to the onboarding process. FRAD has also been very cognizant of providing information about academic resources to all students and making sure that International Programs also has that information to share.
- The abundance of on-campus jobs post-COVID has also been a strong factor in retention. F-1 students used to struggle to find on-campus employment during the first semester/year. That is no longer the case, as there are ample opportunities and international students appear to be prioritized in some cases. The on-campus job helps build attachment and a sense of students as stakeholders.

#### 2022-2023:

Admissions and recruiting are gradually taking over the A&R functions of OIP. This office will continue to assist in those efforts but will not be primarily responsible for A&R.

## 4 Assessment and Benchmark

Benchmark: Achieve a 1st to 3rd year retention rate for first-time, full-time, degree-seeking, international students equal to or exceeding the University targeted retention rate for all students in the cohort.

#### 4.1 Data

1st to 3rd Year First-time Freshman Retention Rate:

Term (Fall - Fall)	International students in cohort	International students retained	International student retention rate	University targeted retention rate**
2007-2009	42	26	61.9%	53.8%*
2008-2010	30	24	80.0%	54-58%
2009-2011	31	26	83.9%	54.1-58.1%
2010-2012	31	27	87.1%	54.4-58.4%
2011-2013	22	20	90.9%	54.8-58.8%
2012-2014	19	17	89.5%	55.2-59.2%
2013-2015	32	22	68.8%	67.3%
2014-2016	50	38	76.0%	53.6%
2015-2017	146	66	45.2%	53.2%
2016-2017	63	47	74.6%	58.1%
2017-2019	72	47	65.3%	61.7%
2018-2020	32	20	62.5%	60.4%
Data has been reformatted in an updated table that appears below starting 2019				

\*Baseline

\*\*Note, with the end of the LA Grad Act, targets are no longer being articulated; however, the stated rate in this field represents the University retention rates as a whole.

1st to 3rd Year First-time Freshman Retention Rate:

Term (Fall - Fall)	International students in cohort	International students retained	International student retention rate	Overall retention of all FTF
2019-2021	43	29	67.44%	57.49%
2020-2022	15	11	73.3%	56.4%
2021-2023				

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

###### 2018-2019:

See notes for YR1-2 retention. Additionally, higher retention rates for YR1-3 is indicative of a need for more intensive advising and intervention in the first year.

###### 2019-2020:

Retention exceeded that of overall University retention for the same group. Fall 2020 numbers may have been impacted by COVID and Hurricane Laura. The implementation of the new Cowboy Camp/Orientation for Fall 2020 looks promising and hopefully will show an impact with retention in the future.

###### 2020-2021:

Retention continues to exceed the average overall university retention rate.

###### 2021-2022:

International retention continues to exceed the average overall university retention rate; however the overall university retention rate is very low, so this is not a notable accomplishment. Of note, we are seeing students depart due to programs that are not operationally aligned with the way they are advertised. For example, the Engineering program is no longer promoting co-op, the graduate Chemistry program can no longer offer enough classes in a single semester for students to be full-time, the graduate Psychology



program has reported that most classes are now online and may not meet F-1 regulations, and finally CIP codes assigned to programs are not approved for STEM extension OPT. All of which prompt students to depart for other institutions that have sought to align their programs and policies in an "international-friendly" manner.

#### **2022-2023:**

Admissions and recruiting are gradually taking over the A&R functions of OIP. This office will continue to assist in those efforts but will not be primarily responsible for A&R.

## **5 Assessment and Benchmark**

Benchmark: Achieve a percentage of international student population as compared to total student population of 4% or higher.

### **5.1 Data**

Student Population – International vs. Total:

Academic Year	Fall Enrollment			Spring Enrollment		
	Total	International	%	Total	International	%
2009-2010	8645	438	5.1%	8099	419	5.2%
2010-2011	8941	423	4.7%	8313	411	4.9%
2011-2012	8791	376	4.3%	8136	363	4.5%
2012-2013	8588	343	4.0%	7767	315	4.1%
2013-2014	8349	317	3.7%	7646	314	4.1%
2014-2015	8242	359	4.3%	7395	413	5.5%
2015-2016	8162	560	6.8%	7252	553	7.6%
2016-2017	7626	488	6.3%	6866	453	6.5%
2017-2018	7638	454	5.9%	6827	443	6.4%
2018-2019	7649	404	5.2%	6844	406	5.9%
2019-2020	6693	428	6.3%	6634	404	6.0%
2020-2021	7287	366	5.0%	6428	327	5.0%
2021-2022	6456	334	5.1%	5764	342	5.9%
2022-2023	6236	354	5.6%			

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

##### **2018-2019:**

The benchmark was exceeded. See comments on retention and recruitment efforts in previous benchmark analyses. Additionally, efforts to make inroads on quality of life initiatives both on campus and in the community and making scholarships more accessible and visible will also impact this goal.

##### **2019-2020:**

Objective was exceeded. Retention rates are positive and may reflect increased and proactive advising efforts and expanded CPT coordination with departments.

##### **2020-2021:**

The objective was exceeded. Proactive F-1 advising remains important, and the F-1 Hub is a key resource. Affordable housing is also a core element to recruiting and retaining international students. Current SEVP COVID modifications that allow students to enroll in additional online classes has been beneficial to McNeese as certain programs are increasingly offering online classes to the extent that their programs risk not being able to meet the face-to-face requirements that would normally exist. Recruitment and retention is a challenge in certain graduate programs that are no longer offering a full-load of classes each semester.

##### **2021-2022:**

The objective was exceeded. It is important to note that the overall student population reported by the

University also includes Dual Enrollment students; therefore, if the percentage of international students was only compared to degree-seeking students, the percentage of the student population represented by international students would be even higher. Furthermore, the University should look carefully at the student profile of international students whose SAT and ACT scores are collectively higher than those of the overall student body.

#### 2022-2023:

Admissions and recruiting are gradually taking over the A&R functions of OIP. This office will continue to assist in those efforts but will not be primarily responsible for A&R.

### Performance Objective 2 To provide exemplary customer service that meets the needs of applicants, students, faculty, staff, and other patrons of the University.

#### 1 Assessment and Benchmark

Benchmark: On the Office of International Programs Survey for Students, score at least 4.00 (satisfied), on a 5.00 scale.

##### 1.1 Data

Indicator	Academic Year Ending		
	2018	2019	2020
Overall, the Office of International Programs treats me in a <b>courteous</b> manner.	4.49	4.72	—
Overall ,the Office of International Programs Staff provides services in an <b>efficient</b> manner.	4.41	4.43	—
Overall, the Office of International Programs Staff provides service in a <b>timely</b> manner.	4.35	4.56	—
Overall, I feel that the Office International Programs is <b>accessible</b> .	4.41	4.56	—
Overall, I feel the information received from the Office of International Programs is <b>accurate</b> .	4.28	4.58	—
Overall, I feel that my needs are addressed by the Office of International Programs.	4.19	4.5	—
Overall, I feel that my students' needs are addressed by the Office of International Programs.	4.11	4.47	—
<b>Average</b>	4.32	4.44	—
Average of 7 sub-scores of specific advising or service areas	3.96	4.45	—

Indicator	Academic Year Ending			
	2021 N=12	2022 N=	2023 N=	2024 N=
Overall, the Office of International Programs treats me in a <b>courteous</b> manner.	3.91	NA		
Overall ,the Office of International Programs Staff provides services in an <b>efficient</b> manner.	4.0	NA		
Overall, the Office of International Programs Staff provides service in a <b>timely</b> manner.	3.91	NA		
Overall, I feel that the Office International Programs is <b>accessible</b> .	4.0	NA		
Overall, I feel the information received from the Office of International Programs is <b>accurate</b> .	4.27	NA		
Overall, I feel that the Office of International Programs provides professional, courteous service.	3.91	NA		

<b>Average</b>	4.0			
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Advising/Service Area	Academic Year Ending			
	2021	2022	2023	2024
General immigration advising	4.0	NA		
F-1 Hub	4.0	NA		
Admissions questions	4.0	NA		
Assistance communicating with another McNeese office	4.0	NA		
General assistance	4.09	NA		
Updates/newsletters/notices	4.0	NA		
OPT/CPT filing	3.56	NA		
Study abroad	4.0	NA		
Assistance with personal issues on-campus	3.7	NA		
<b>Average</b>	3.92	—		

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

#### 2018-2019:

Stated goals were met, and scores in all areas met or exceeded the benchmark. Written comments indicate that more visibility for study abroad is desired, and current efforts with ISEP respond to this. Written comments also indicate a desire for more department-specific guidance (specific to CPT, OPT, and program offerings); however, that has been attempted and lack of responsiveness from the departments and deans has limited our efforts.

#### 2019-2020:

Data was not collected for 2019-2020. There was a misunderstanding about the automation of the new survey, which was understood to be administered at the same time as the faculty/staff survey, which is automated. This is being addressed.

#### 2020-2021:

- The new combined survey was administered for the first time Summer 2021.
- This survey only goes to current students.
- Goal of 4.0 or higher in all areas and overall average was not achieved.
- Comments are somewhat inconsistent and may represent certain misunderstandings or misperceptions by students due to COVID office modifications or changes within the USCIS for which the Office of International Programs becomes the messenger.
- Comments may also reflect discomfort with some of our technology-driven moves, necessitated by staffing gaps (i.e. F-1 for requests).
- Comments may also reflect frustrations surrounding Hurricane Laura/evacuation services, which were limited and sometimes stressful.

#### 2021-2022:

The survey was not administered due to an administrative oversight. The Director was out with COVID at the time that approval for the survey was requested by IRE. As a result of the backlog of emails, the oversight was not noted until it was too late for this reporting cycle.

#### 2022-2023:

I do not have access to this data. I cannot provide feedback. The prior benchmark of 4.0 will remain as before.

## 2 Assessment and Benchmark

Benchmark: On the Office of International Programs Survey for Faculty and Staff, score at least 4.00 (satisfied) on

a 5.00 scale.

## 2.1 Data

Academic Year	Response Rate	
	#	%
2019-2020	162/634	25.6%
2020-2021	176/600	29.3%
2021-2022	163/561	29.1%
2022-2023	142/533	27%

Indicator	Academic Year Ending			
	2018	2019	2020	2021
Overall, the Office of International Programs treats me in a <b>courteous</b> manner.	4.71	4.92	4.57	4.41
Overall, the Office of International Programs Staff provides services in an <b>efficient</b> manner.	4.55	4.77	4.56	4.4
Overall, the Office of International Programs Staff provides service in a <b>timely</b> manner.	4.6	4.85	4.49	4.33
Overall, I feel that the Office International Programs is <b>accessible</b> .	4.62	4.77	4.61	4.32
Overall, I feel the information received from the Office of International Programs is <b>accurate</b> .	4.56	4.77	4.59	4.47
Overall, I feel that my needs are addressed by the Office of International Programs.	4.55	4.77	4.6	4.39
Overall, I feel that my students' needs are addressed by the Office of International Programs.	4.59	4.82	4.62	4.19
<b>Average</b>	<b>4.59</b>	<b>4.81</b>	<b>4.57</b>	<b>4.32</b>

Indicator	Academic Year Ending			
	2022	2023	2024	2025
Overall, the Office of International Programs treats me in a <b>courteous</b> manner.	4.59	4.36		
Overall, the Office of International Programs Staff provides services in an <b>efficient</b> manner.	4.46	4.21		
Overall, the Office of International Programs Staff provides service in a <b>timely</b> manner.	4.47	4.18		
Overall, I feel that the Office International Programs is <b>accessible</b> .	4.37	4.11		
Overall, I feel the information received from the Office of International Programs is <b>accurate</b> .	4.51	4.49		
Overall, I feel that my needs are addressed by the Office of International Programs.	4.44	4.28		
Overall, I feel that my students' needs are addressed by the Office of International Programs.	4.29	4.3		
<b>Average</b>	<b>4.45</b>	<b>4.28</b>		

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

2018-2019:

All goals were met. Written comments indicate that more visibility and explanation of services would be appreciated, as well as more information on how policies and admissions standards are created and set, as there is a misconception that the Office of International Programs controls this.

**2019-2020:**

All goals were met. Written comments continue to show a lack of understanding of the role and services provided by International Programs. Newly implemented efforts to route all communication from Athletics via the Compliance Officer should help with continuity and ensuring that questions go to the correct staff members.

**2020-2021:**

All goals were met. The lowest rating was in the area of perception that students' needs are met by the Office of International Programs. Much of what we do is compliance-based, so we cannot always give students what they want, and other stakeholders often confuse students' wants and needs. The F-1 Hub is intended to offer a very transparent guide to our services and establish realistic expectations for service while upholding all compliance standards. This may also reflect frustrations related to Hurricane Laura and COVID, where expectations of specialized services and provision of special assistance was mistakenly assumed by certain faculty and staff, who were not following campus-wide communications regarding these issues.

**2021-2022:**

While the objective was met, the written comments on the survey make clear that very few respondents understand the size or scope of our office and responsibilities. Many written comments reference employees who are no longer employed and a misunderstanding of how shared in-boxes are handled (i.e. all staff reply). Many written comments focus on student life issues, which should come under the purview of Student Life, and there is an overall overemphasis on recruitment, whereas SEVP compliance and reporting are our most important duties.

**2022-2023:**

I do not have access to the survey data to provide comments or plan.

**Performance Objective 3 To accurately maintain data in the SEVIS database for McNeese State University in accordance with regulations of US Immigration and Customs Enforcement under the Department of Homeland Security.**

**1 Assessment and Benchmark**

Benchmark: Achieve a zero audit finding rate during SEVIS site visits.

**1.1 Data**

**2018-2019:**

- SEVIS visit was successfully completed on May 2, 2019. Follow up communication indicated no areas of concern.
- The J-1 program was ended and all necessary communication to complete this was sent to the Department of State.
- Pending re-certification of F-1 program. All materials have been submitted and field representative was informed of extreme delay.

**2019-2020:**

- SEVIS recertification was confirmed on November 30, 2019.
- Successful SEVP site visit on February 12, 2020 with no cited areas of concern.
- Successful submission of SEVP COVID-19 School Operations Modifications (with two subsequent updates, now valid until 1/11/21).

**2020-2021:**

- Mandatory emergency communication and SEVP reporting was completed during Hurricanes Laura and Delta.

- COVID-19 operational modifications were reported and maintained.
- Successful SEVP field representative visit on August 17, 2021.
- New F-1 Hub for advising and immigration compliance was established and communicated with students.

**2021-2022:**

- Benchmark was met.

**2022-2023:**

Benchmark was met.

**1.1.1 Analysis of Data and Plan for Continuous Improvement****2018-2019:**

Develop

- Finalize UCS report request for emergency communication as required by SEVIS (request submitted April 2019)
- Communicate new SEVIS fees with administration and students.
- Create new procedures to meet SEVIS rules on I-20 shipment.

**2019-2020:**

- Maintain compliance with COVID-19 operational modifications.
- Communicate implications of COVID-19 changes to all stakeholders, including students, Senior Staff, Athletics, programs and faculty.

**2020-2021:**

- Maintain compliance with COVID-19 operational modifications.
- Complete all SEVP required F-1 training in anticipation of training being mandated for all P/DSOs.
- Clarify and communicate policies regarding NIL changes for F-1 athletes.

**2021-2022:**

- Non-vital processes and services continue to be withdrawn in accordance with F-1 regulations. Transfer forms are no longer signed or completed. Electronic transmission of the form I-20 is used in accordance with DHS policy to reduce postage costs.
- Future compliance may be in jeopardy as SEVP COVID modifications come to an end. Many programs have moved their classes online. There is also evidence that some departments may be coding classes as WH but conducting them as fully online classes, which should be coded as W. All instances of such cases that have been observed to date have been reported to the Office of the Registrar, and students have been forced to modify schedules in order to remain F-1 compliant.
- Summer admissions may also be a compliance issue, as many classes are only offered in online formats, which creates F-1 compliance issues for first-time students.

**2022-2023:**

- We continue to work with departments and professors to ensure F-1 compliance. I have reached out to professors on behalf of students to devise individualized support when online course options pose obstacle to ensure a significant "face to face" component.
- Since all F-1 advising is now dependent on one person, I continue to create more efficient ways of assisting students with complicated processes (such as detailed step-by-step OPT and STEM OPT filing guides) to reduce the amount of time a student may need in-person assistance and guidance
- Future goal is still set for adding an additional DSO from existing personnel to protect McNeese's F-1 students in the event of unforeseen circumstances

**1.2 Data**

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

## 2 Assessment and Benchmark

Benchmark: Meet all SEVIS update and recertification deadlines (every two years).

### 2.1 Data

#### 2018-2019:

SEVIS recertification is still pending. SEVIS Field Representative is aware of extended pending status. Escalation of adjudication has been requested.

#### 2019-2020:

SEVIS recertification was confirmed on December 10, 2019.

#### 2020-2021:

Next SEVIS recertification is scheduled for May 2022.

#### 2021-2022:

SEVIS recertification was filed in a timely manner with the necessary filing fee. Receipt of the petition was received March 31, 2022. It is currently pending.

#### 2022-2023:

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

#### 2018-2019:

- J-1 program was officially ended due to low participation and the University's decision to disengage with partners sending exchange students where the partnerships were viewed as unbalanced.
- The new, automated course withdrawal system has been developed with policies to ensure F-1 compliance.

#### 2019-2020:

- Benchmark was met; however, COVID-19 is creating new challenges and constant regulatory changes. Innovative ways to maintain and monitor compliance will be necessary.

#### 2020-2021:

- Benchmark was met. New DSOs were successfully added. Program costs for I-20 will be updated for 2021-2022.

#### 2021-2022:

- Program costs were updated.
- All program information was updated prior to the submission of the recertification petition.
- All academic programs need to remain cognizant of the minimum F-1 requirements for face-to-face instruction in order for a program to be listed on the I-17. Programs not listed on the I-17 cannot admit F-1 students.

#### 2022-2023:

- Benchmark met.
- Will continue to look for current staff member willing to become a DSO now that there is only one on campus

## Performance Objective 4 To promote awareness of and to expand participation in study and service abroad opportunities.

### 1 Assessment and Benchmark

Benchmark: Increase the number of study abroad inquiries, ISEP applications, ISEP placement, and study abroad

completers.

Prior to 2019-2020, the benchmark was to achieve an above average level of satisfaction (3.5 or higher) for services related to study abroad as measured on student and faculty/staff surveys as well as promote increased engagement with study abroad as measured by inquiries and self-reported levels of awareness and interest.

### 1.1 Data

	Spring 2019	
	Faculty/Staff Responses	Student Responses
Percentage of Interaction with OIP (out of total interactions reported with OIP)	7.7%	5.6%
Have you ever inquired about SA?	—	7.3%
How important is SA to you as a student? (percentage reporting very important or important)	—	36.6%
General perception of OIP (on 5 point scale)	4.11	4.01

- The data bench mark above will be discontinued, as the nature of study abroad has changed. Our focus is now more on student advising and advocacy related to our current offerings and less on promotion of the concept of study abroad, which has already been established.
- New data will be collected measuring inquiries, ISEP applications and ISEP placement. See below:

	Academic Year Ending			
	2020	2021	2022	2023
Study Abroad Inquiries	10	9	14	
ISEP Applications	4	5	3	
ISEP Placement	2	3	3	
Study Abroad Completed	1	3	3	

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

##### 2018-2019:

- Data for Spring 2019 is intended for benchmarking purposes. Future assessments will seek to show an increase in interactions and inquiries related to Study Abroad (SA), as well as an increased level of perceived importance of both SA and the services provided by the Office of International Programs (OIP).
- Complete implementation of the ISEP network, related advising, and the launching of a new minor in the Department of Social Sciences will play a vital role in achieving this goal.

##### 2019-2020:

- Our first ISEP study abroad student from McNeese studied in the UK for Spring 2020, but had to return home due to COVID; however, she was able to complete her work online and met all requirements for credit.
- Our first ISEP placement (Fall 2020) was confirmed and then cancelled due to COVID. He has been deferred to Spring 2021.
- Given the unprecedented impact of COVID-19, Study Abroad activities were not promoted.
- Study Abroad will face uncertain challenges in the next year, as we respond to COVID-19. Promotional efforts will focus on future and incoming freshmen, for whom study abroad may be an option in 1-2 years, rather than the immediate present or near future.



**2020-2021:**

- Three students successfully completed ISEP exchange placements in spite of COVID restrictions and limitations. The students attended host programs in Lithuania (1) and South Korea (2).
- Study abroad opportunities have been given a soft promotion through Cowboy Camp.
- McNeese will host its first incoming ISEP exchange students Fall 2021 and procedures and timelines are being refined.
- End of program survey data shows that: 100% of respondents stated that their study abroad experience had a great deal of impact on them as individuals; 100% were satisfied with the overall study abroad experience (of which 66% were very satisfied).
- Study Abroad promotion will focus on the establishment of a web site. (A stand alone email, studyabroad@mcneese.edu, was established in June 2021 and will be used in conjunction with the proposed web site, when available.)
- Collaboration with the UL System will be maintained through initiatives driven by Dr. Marcus Jones.

**2021-2022:**

- Three students successfully completed semesters abroad in Ireland, Belgium and Bulgaria.
- All respondents indicated that they were "very satisfied" with the study abroad experience.
- Survey responses indicate that global awareness and self-awareness were the highest ranked skills acquired or enhanced by students during the study abroad experiences.
- All respondents indicated that the study abroad experience had "a great deal of impact" on them as individuals. Responses on the academic (student) impact of the experiences varied from "a lot of impact" to "a little impact".
- There has been no promotional activities for study abroad, as institutional support for continued ISEP membership has not been guaranteed, and the Office of International Programs had to defray the membership cost out of remaining funds generated by non-renewable sources.
- All inquiries from prospective students have been organic and have included two from local high school guidance counselors.
- Information about scholarship applicability remains difficult to obtain for study abroad applicants, as inquiries to the Scholarship Office do not receive responses.
- Diversification of the student profile of McNeese students studying abroad should be an institutional priority but will require an acknowledgement of the holistic value of study abroad as well as support that currently does not exist.

**2022-2023:**