



## Office of Student Services

#6 Plan cycle - 6  
Plan cycle 2022/2023  
7/1/22 - 6/30/23

## **Performance Objective 1 Continue to make improvements to Holbrook Student Union facilities to enhance aesthetics and provide services to the campus community.**

### **1 Assessment and Benchmark**

Benchmark: Utilize the student union's annual capital outlay budget and additional reserve allocations to make improvements to the student union.

Prior to 2020-2021, the benchmark was to provide no less than \$100,000 in capital investments to Student Union facility improvements.

#### **1.1 Data**

Academic Year	Amount Invested
2018-2019	\$30,000
2019-2020	\$31,354
2020-2021	\$13,000
2021-2022	\$12,664.99
2022-2023	\$245,698.74

2018-2019:

- Cable TV infrastructure and service (in progress, estimated \$9,300)
- Lighting in New Ranch Food Court (\$20,700)

2019-2020:

- Updated furniture for the second level of the new ranch and old ranch (\$26,354)
- Cable TV infrastructure in student union (\$5,000)

2020-2021:

- Refurbished window perf graphics on the exterior windows of the New Ranch
- Completed a wall wrap project on the interiors walls added to closed-off areas of the Old Ranch

2021-2022:

- Exterior graphic design project on the east side of Holbrook Student Union to improve aesthetics (Total: \$12,664.99)
  - Phase 1 - Cafeteria areas (\$2,598.56)
  - Phase 2 - Old lab areas (4,575.52)
  - Phase 3 - Center area (\$5,490.91)

2022-2023:

- Updated TVs in Einstein's (\$1,765.75)
- Updated wall graphics in Mallard Room, Mariner Room, and La Jeunesse Room (\$4,237.60)
- Updated Furniture in Mallard and Mariner Meeting Rooms (\$66,659.94)
- New furniture purchased for Rowdy's Dining Hall (\$173,035.45)

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

2018-2019:

Significant improvements were made during the 2017-2018 year. In 2018-2019, we finished those improvement projects. From this point, we are anticipating progress toward a new student union. Therefore, extensive projects will be limited to preserve funding.

2019-2020:

Items needing to be addressed immediately were prioritized and accomplished. The student body voted and passed a student fee for a new student union. The anticipated completion is within the next 3-4 years. During this time, only necessary improvements will be made to the current student union to maintain attractiveness and modernization as best as possible. This benchmark should be updated to reflect these plans.

2020-2021:

The damages incurred to the Old Ranch have caused a portion of the facility to be closed until demolition occurs. As stated in last year's assessment plan, until the new student union is constructed only necessary improvements will be made to the current student union to maintain attractiveness and modernization as best as possible.

2021-2022:

Next year, there will be a focus on replacing some of the dated furniture in the common areas of the old and new ranch utilizing restoration funding from the storms. As stated in last year's assessment plan, until the new student union is constructed only necessary improvements will be made to the current student union to maintain attractiveness and modernization as best as possible.

2022-2023:

Expenditures were at a much higher lever because of excess revenue available from insurance funds. The finances were a great asset to making improvements in the student union.

## 2 Assessment and Benchmark

Benchmark: Acquire no less than \$5,000 from campus resources created to support facility improvements.

### 2.1 Data

Academic Year	Amount Acquired
2018-2019	\$20,000.00
2019-2020	\$9,000.00
2020-2021	\$11,500.00
2021-2022	\$10,066.42
2022-2023	\$36,130.53

2018-2019:

System Fund Reserve - \$20,000 granted for lighting upgrades in Food Court.

2019-2020:

TASC proposal fall 2019 (completed spring 2020) - \$9,000 granted to replace dated TVs and add additional TVs to areas needed. This award also provided funds to add control panels to three venues in the student union for projector, audio, and projection screen controls from one device.

2020-2021:

Campus Development proposal spring 2021 - \$11,500 granted to fund the graphic design improvement project.

2021-2022:

- \$4,575.52 from Campus Development Committee for portion of graphic design project.
- \$5,490.91 from facility improvement funds for portion of graphic design project.

2022-2023:

- \$36,130.53 from TASC technology assessment to improve the surveillance camera system in the student union.

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

2018-2019:

I did not submit any proposals to TASC or Campus Development in 2018-2019. I plan to evaluate enhanced technology needs for 2019-2020.

The data projectors were updated from appointed to the department. This was not from any grant-funding resources on campus. The HDMI plates were added utilizing revenue-generated funding. No proposals were submitted for funding.

2019-2020:

We will continue to analyze the need for technology improvements in the student union to keep the facility modern while serving our campus community's contemporary needs.

2020-2021:

We will continue to analyze the need for aesthetic and technology improvements in the student union to keep the facility modern while serving our campus community's contemporary needs.

2021-2022:

Next cycle, we plan to utilize some of the remaining insurance restoration funds. Additionally, we will continue to analyze the need for aesthetic and technology improvements in the student union to keep the facility modern while serving our campus community's contemporary needs.

2022-2023:

To maintain an effective cycle of improvements to the student union, it requires support from campus funding resources. We will continue to assess ways the facility can be improved using these resources.

**Performance Objective 2 Contribute student engagement opportunities for McNeese students by providing programs and services that enhance the overall educational experience.**

**1 Assessment and Benchmark**

Benchmark: Conduct at least ten (10) programs that target all students.

Prior to 2019-2020, the benchmark was conduct at least five programs that target all students.

**1.1 Data**

2018-2019:

1. 11th Annual Cowboy Camp - August 2018
2. Howdy Rowdy Welcome Back Activities - August 2018
3. Parents and Family Weekend - September 2018
4. Hazing Education Program - October 2018
5. Homecoming Week Activities - October 2018
6. Finals Late Night Breakfast - December 2018
7. Spring Student Organizations Fair - January 2019
8. Sankofa African American Museum - February 2019
9. Finals Late Night Breakfast - May 2019

2019-2020:

1. Western Welcome Back Week – August 2019
2. Headphone Disco – August 2019
3. Student Life Coalition Meeting – September 2019
4. Student Financial Literacy - September 2019
5. Annual Homecoming Week Activities – October 2019
6. Halloween Haunted House – October 2019
7. Electronic Sports Gaming Tournaments – October 2019
8. Finals Late Night Breakfast - December 2019
9. Student Organization Fair - January 2020
10. Student Experience Night - January 2020

## 2020-2021:

1. Welcome Back Week - August 2020
2. Crawfish Boil - April 2021
3. Finals Late Night Breakfast - May 2021

Due to COVID-19 restrictions and hurricane recovery efforts. This benchmark was not met.

## 2021-2022:

1. Welcome Back Week Activities August 2021
2. Student Life Coalition Meeting August 2021
3. McNeese State Univ. v. Louisiana State Univ. Football Game Student Bus Trip September 2021
4. Barbershop August 2021
5. Trivia Night September 2021
6. Movie Night September 2021
7. Student Life Coalition Meeting September 2021
8. Student Life Coalition Meeting October 2021
9. Homecoming Week Activities October 2021
10. Student Life Coalition Tabling Event November 2021
11. Student Life Coalition Meeting November 2021
12. Student Life Coalition Appreciation Day November 2021
13. Late Night Breakfast November 2021
14. Bowling Nighter January 2022
15. Welcome Back Week Activities
16. Poetry Slam February 2022
17. Wild N' Out February 2022
18. Make A Candle February 2022
19. Student Coalition Meeting February 2022
20. Student Life Coalition Leadership Conference
21. Blue and Gold Pageant
22. Student Life Coalition Meeting March 2022
23. Spring Fling Week Activities
24. Crawfish Boil/Zydeco Fest
25. Silent Disco April 2022
26. Foam Party October 2021/April 2022
27. Student Life Coalition Meeting April 2022
28. Student Life Coalition Appreciation Day April 2022
29. Late Night Breakfast

## 2022-2023:

1. Howdy Rowdy Welcome Weeks August 2022
2. Rowdy's Pool Party August 2022
3. SGA and SLC Day August 2022
4. Student Organization Leadership Training September 2022
5. MSU and Rice Bus Trip September 2022
6. Student Tailgate September 2022
7. Latin Heritage Week September 2022
8. Parents and Family Weekend September 2022
9. Therapy Dogs and Destress September 2022
10. Sexual Violence Prevention and Education October 2022
11. Homecoming Week October 2022
12. Life 101 November 2022
13. Asian Heritage Week November 2022
14. Late Night Breakfast November 2022
15. Howdy Rowdy Week January 2023

16. King Cake Mania February 2023
17. Black Voices in America February 2023
18. Student Experience Night February 2023
19. Make a Valentine's Candle February 2023
20. Soul Food Expo February 2023
21. Free Professional Headshot Day March 2023
22. Glow Roller Disco March 2023
23. Alcohol and Drug Prevention March 2023
24. Spring Fling Week April 2023
25. Stress Less Fest April 2023
26. Late Night Breakfast April 2023

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

2018-2019:

Campus-wide programs affirm the ability to reach all McNeese students through student engagement. Each of these programs were highly successful. The number slightly increased in this academic year.

Five programs will continue to be the baseline for this benchmark.

2019-2020:

Campus-wide programs affirm the ability to reach all McNeese students through student engagement. Each of these programs were highly successful. Programs were postponed or cancelled due to COVID-19 challenges.

A strong focus on virtual interactive programming will be priority going forward.

Ten programs will continue to be the baseline for this benchmark.

2020-2021:

Campus-wide programs reach all McNeese students through student engagement and will be vital to a successful return to campus. Due to COVID-19 restrictions and hurricane recovery efforts, this benchmark was not met. Virtual programs were provided during the spring semester as well as some in-person programs at the end of the semester. Ten programs will continue to be the baseline for this benchmark.

2021-2022:

Campus-wide programs affirm the ability to reach all McNeese students through student engagement. Each of these programs were highly successful. The number slightly increased in this academic year. The benchmark of 10 programs was met.

2022-2023:

Campus-wide programs were highly successful for all McNeese students. Attendance did rise after the restructuring of the Student Engagement and Leadership Office. The benchmark of 10 programs was met.

## **2 Assessment and Benchmark**

Benchmark: Initiate the use of at least one new electronic/online educational and/or engagement platform.

### **2.1 Data**

2018-2019:

3rd Millennium - Alcohol-Wise & Other Drugs, Consent and Respect Educational Modules

2019-2020:

Discord - Free online group chatting platform built for gamers, a general use platform for all sorts of communities.

2020-2021:

Presence.io - Engagement platform to replace CampusLabs Engage. Three year contract initiated April 2021.

2021-2022:

The Office of Student Services purchased a departmental Canva account to assist with graphic design projects for all student services areas.

2022-2023:

Presence.io - Continues to help opportunities for students to get involved. The development of the Presence app has allowed students informational access to events and organizations. Future development will allow students to digitally check into events.

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

2018-2019:

We will continue to remain abreast of electronic tools that can be used to contribute to the mission and goals of the department. These two educational modules allow us to remain compliant with state law and UL System Policy. We plan to implement the AliveTek, Inc. hazing education online training, which is also a state requirement.

2019-2020:

We will continue to remain abreast of electronic tools that can be used to contribute to the mission and goals of the department.

Through our final year under contract with Engage we will explore additional options and avenues for improved student engagement platforms. We plan to implement Presence Campus Engagement software to enhance our engagement opportunities.

2020-2021:

We will continue to remain abreast of electronic tools that can be used to contribute to the mission and goals of the department.

We have moved forward with the Presence Campus Engagement Software to enhance engagement opportunities for students.

2021-2022:

We will continue to remain abreast of electronic tools that can be used to contribute to the mission and goals of the department. We will soon be in the final year of our account with Presence and we evaluate if the tool will be the best choice for student engagement.

2022-2023:

We will continue to stay updated with Presence and use the newest tools as it develops. The use of the new app check-in features will help determine if Presence is still the best choice.

## **3 Assessment and Benchmark**

Benchmark: Maintain at least 100 active student organizations.

### **3.1 Data**

Academic Year	# of active student organizations
2017-2018	102
2018-2019	105
2019-2020	103
2020-2021	25*
2021-2022	75
2022-2023	90

\*Due to the hurricane recovery efforts, most student organizations remained inactive through the school year and did not complete registration.

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

**2018-2019:**

We will continue to maintain a goal of at least 100 RSOs. Now with a professional staff position dedicating 50% of its efforts to student organization development, we anticipate a higher benchmark in subsequent academic years.

**2019-2020:**

We continued to maintain at least 100 RSOs. For the upcoming academic year, the office has an initiative planned to increase new student organizations to form and discover organizations that are operational but have not completed the registration process.

**2020-2021:**

Due to the hurricane recovery efforts, most student organizations remained inactive through the school year and did not complete registration. For the upcoming academic year, initiatives to assist reactivation and creation of new student organizations will be implemented. Campus-wide messaging will be utilized to broaden the scope of information about student organization registration.

**2021-2022:**

Student organization registration saw an incline and is on the path to recovery following the years of COVID and hurricanes. There will be a concerted effort made to engage departments and academic areas that sponsor student organizations along with nurturing the needs of students wanting to start new clubs.

**2022-2023:**

Student organization registration has increased but is still below the benchmark of 100. We are finding that some organizations are not returning at all or can not find leaders to stay active. The Office of Student Engagement and Leadership will be utilizing Presence for a faster and easier way of keeping an organization up-to-date and active.

#### 4 Assessment and Benchmark

Benchmark: Foster the opportunity for at least 20 premier leadership opportunities for undergraduate and graduate students.

##### 4.1 Data

Academic Year	# of leadership opportunities
2017-2018	26
2018-2019	25
2019-2020	26
2020-2021	23
2021-2022	47
2022-2023	61

Position	# of positions available		
	2017-2018	2018-2019	2019-2020
Student Government Association Executive Officers	4	4	6
Student Life Coalition President	1	1	1
Student Life Coalition Program Coordinators	7	7	6



Student Union & Activities Office Graduate Assistants	5	5	5
Greek Life Council Presidents (GUB, NPHC, IFC, Panhellenic)	4	4	4
Cowboy Camp Rangers	5	4	4
Total	26	25	26

Position	# of positions available		
	2020-2021	2021-2022	2022-2023
Student Government Association Executive Officers	8	8	8
Student Life Coalition President	1	1	1
Student Life Coalition Program Coordinators	5	5	6
Student Union & Activities Office Graduate Assistants	5	4	2
Greek Life Council Presidents (GUB, NPHC, IFC, Panhellenic)	4	4	4
Cowboy Camp Rowdy Riders	—	25	28
Ranger Volunteer Program	—	—	12
Total	23	47	61

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

2018-2019:

These are leadership opportunities that provide salaries and/or stipends for student participation. A minimum of 20 each year will continue to be the benchmark.

Leadership positions in 2018-2019 successfully impacted the student experience. This is evident because every student representing one of these positions were retained unless they left the University due to graduation. Students in these positions are role models of student success in the McNeese community. The number of Cowboy Camp rangers decreased to four, which impacted the overall number compared to 2017-2018. The coordinating staff determined that only four rangers were necessary to get the work of this role done effectively.

2019-2020:

These are leadership opportunities that provide salaries and/or stipends for student participation. A minimum of 20 each year will continue to be the benchmark.

Leadership positions in 2019-2020 successfully impacted the student experience. Students in these positions are role models of student success in the McNeese community.

2020-2021:

These are leadership opportunities that provide salaries and/or stipends for student participation. A minimum of 20 each year will continue to be the benchmark.

Leadership positions in 2020-2021 successfully impacted the student experience. Students in these positions are role models of student success in the McNeese community. These students were vital in

implementing programs, hurricane recovery efforts, and assisting in the production of back-to-campus events such as the Crawfish Boil and Cowboy Camp: Freshman Orientation.

2021-2022:

With freshman orientation becoming a function within student services, the number of leadership opportunities increased through the Rowdy Rider Orientation Leaders. The number should grow next year with the addition of resident assistants in residence life.

Leadership positions for students provide the premier opportunity for them to exercise knowledge learned inside the classroom.

2022-2023:

Leadership positions for students have become a high desire for students. They have become more dedicated to helping the university and using their leadership skills. The Ranger volunteer program also allows students to become leaders without pay.

## 5 Assessment and Benchmark

Benchmark: Coordinate eight (8) developmental programs that complement student learning outside of the classroom.

Prior to 2019-2020, the benchmark was coordinate five developmental programs that complement student learning outside of the classroom.

### 5.1 Data

2018-2019:

1. Sexual Assault Prevention Program (September 2018)
2. Time Management Seminar (September 2018)
3. Hazing Education Program (October 2018)
4. Service Learning Summit (October 2018)
5. "McNeese Talks Series" (Spring 2019)
6. Multicultural Student Summit (March 2019)

2019-2020:

1. Greek Retreat for FSL Chapter and Council Leaders (August 2019)
2. Hazing Education Speaker (September 2019)
3. Dave Kelly: Organizational Leadership Speaker (September 2019)
4. Sexual Assault Education & Prevention Speaker (October 2019)
5. Mike Fritz: Engagement Development Speaker (October 2019)
6. Student Organization Leader Seminar (January 2020)
7. FSL New Member Retreat (January 2020)
8. Ted Talk Expo (March 2020)

2020-2021:

Sexual Assault Prevention (March 2021)

Due to COVID-19 Restrictions and Hurricane Recovery Efforts, this metric was not met during the 2020-2021 academic year.

2021-2022:

1. Sexual Assault Prevention Speaker (October 2021)
2. Greek Life New Member Workshop (January 2022)
3. Student Organization Leadership Training (January 2022)
4. Leadership Development Speaker (February 2022)
5. Student Organization Leadership Training (March 2022)

2022-2023:

1. Off-Campus Retreat for Leaders (August 2022)
2. NPHC Retreat (August 2022)
3. Panhellenic Retreat (August 2022)
4. Freshman Convocation Motivational Speaker (August 2022)
5. Student Organization Leadership Training (September 2022)
6. These Hands Don't Haze (September 2022)
7. Sexual Violence Prevention and Education (October 2022)
8. Life 101-Leadership Training (November 2022)
9. Greek Life New Member Workshop (January 2023)
10. Alcohol and Drug Prevention (April 2023)

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

2018-2019:

Annually, at least five developmental programs will be conducted for McNeese students. Each of these programs successfully complemented the performance objective and benchmark. Developmental programs are the hallmark of the co-curricular concept of student engagement.

We will continue to find academic units of the campus that are willing to partner in programming efforts.

2019-2020:

We increased the benchmark to conduct at least eight developmental programs for students. These programs aim at increasing the students' knowledge of various personal skills and risk management knowledge for student leaders. Several programs will be continued as they are effective every year and increase the development of new groups of students. One exceptional program was the Engagement Development Speaker in October. The Student Organization Leader Seminar was effective in the information provided for new student organization leaders but most of the student leaders that attended were experienced and the information was not new or helpful. This program will be completed again, but will take place at the beginning of the year and will be marketed for new leaders or students that need to have the information about leading organizations refreshed.

2020-2021:

Due to COVID-19 Restrictions and Hurricane Recovery Efforts, this metric was not met during the 2020-2021 academic year.

The increased benchmark of 8 programs will remain the baseline moving forward into 2021-2022.

2021-2022:

Due to ongoing recovery efforts, the benchmark of 8 programs was not met. The increased benchmark of 8 programs will remain the baseline moving forward into 2022-2023. The benchmark should easily be met in 2022-2023 now that operations have returned to normal.

2022-2023:

The benchmark of 8 programs has been met. These programs help increase student involvement, leadership, and development skills. The separate retreats allow certain students to excel in their set area, while more open events allow all students to engage with each other. One event that went very well was the Sexual Violence Prevention seminar. The students saw and heard the real truth of sexual violence and how it can happen anywhere. Most importantly how to speak up and report it.

## 6 Assessment and Benchmark

Benchmark: At least 70% of traditional first-time freshmen will complete the required online prevention and awareness training.

Prior to 2021-2022, the benchmark was at least 70% of traditional first-time freshmen will complete the Engage Track for Freshman Orientation.

### 6.1 Data

Academic Year	Freshmen completing Online Training
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	#	%
2019-2020	941/1215	77.45%
2020-2021	1028/1300	79.08%
2021-2022	873/1061	82.28%
2022-2023	897/1156	77.60%

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

2019-2020:

During the second year of the Engage Track, we are pleased to report that we exceeded the goal of 70% completion. The Engage Track is a customizable series of events that helps students get engaged on campus. Students are able to attend events from the pre-selected schedule and alternative programs to create a track that meets their needs to get introduced to involvement opportunities at McNeese.

Due to campus closures, the final event in the Engage Track for Spring 2020 was canceled. We created a new requirement for students to complete virtually which would satisfy their Engage Track requirements.

2020-2021:

Due to the hurricane recovery efforts, the Engage Track was modified to take place virtually and had limited requirements. We will continue to strive to have vast majority of new students compliant with requirements.

2021-2022:

The Engage Track was modified to only be inclusive of the state and federally-mandated prevention and awareness training. This is the only element required to complete ORIN 101 aside from attending the in-person session.

2022-2023:

Because of more effective communication practices, we continue to maintain good compliance with the online training. The 77% compliance number is greater than the retention number for the freshman class.

## Performance Objective 3 Efficiently manage student housing and dining operations.

### 1 Assessment and Benchmark

Benchmark: Acquire no less than 95% of available pre-occupancy leases by June 1 for Burton Hall, Collette Hall, suites, and apartments.

Prior to 2019-2020, the benchmark was increase pre-occupancy leasing of Burton Hall and Collette Hall by 5% over the previous year (for the reporting week of June 1).

#### 1.1 Data

Term	# of pre-occupancy Burton Hall leases	% change	# of pre-occupancy Collette Hall leases	% change
Fall 2013	42	—	71	—
Fall 2014	72	+71.43%	88	+23.94%
Fall 2015	95	+31.94%	129	+46.59%
Fall 2016	89	-6.36%	156	+20.93%
Fall 2017	96	+7%	173	+10%
Fall 2018	116	+21%	189	+9%
Fall 2019	123	+6%	186	-1.6%

Fall	Pre-occupancy Leases							
	Burton		Collette		Suites		Apartments	
	#	%	#	%	#	%	#	%

2020	145/152	95.4%	189/189	100%	408/450	90.7%	174/192	90.6%
2021	—	—	—	—	—	—	—	—

Fall	Pre-occupancy Leases					
	Burton		Collette		Suites/Apartments	
	#	%	#	%	#	%
2022	60/150	40.0%	189/189	100%	515/570	90.4%
2023	135/150	90.0%	92/94	97.8%	551/578	95.3%

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

2018-2019:

- Burton Hall's pre-leasing number slightly increased. As other residence halls become more occupied during the lease renewal period, it is driving more potential residents to Burton.
- Collette Hall was slightly decreased because rooms have progressively been converted to private rooms. This decreases the number of leases in the facility, but also makes an older facility more attractive and economical for students wanting private rooms. We will be doing a cost analysis to potentially increase monthly rent in Collette in consideration of improvements made and those soon to come.

2019-2020:

- Two of the four clusters of properties met the 95% goal.
- Collette maintains a 100% occupancy as in previous years.
- Considering the COVID-19 pandemic and the uncertainty it caused about the fall 20 semester, it is impressive for the housing office to have secured a large number of leases by June 1.
- It is still expected for the facilities to be at full capacity or very close by the start of the fall 20 semester.
- We will continue to work with Rise to make sure our properties are well-kept and up-to-date as financially possible. Improvements will be made as needed.

2020-2021:

This data was not tracked due to the abrupt closure of residence halls due to hurricane damages and the subsequent facility closures due to post-storm construction.

2021-2022:

Numbers in campus housing increased after facilities reopened. With the recent change in management, we are anticipating improvements that will lead to a greater interest in student housing.

2022-2023:

We are extremely pleased with the growing occupancy in campus housing. As units are renovated and the campus housing experience improves, it is expected that the occupancy numbers will grow towards the 100% mark.

## 2 Assessment and Benchmark

Benchmark: At least 25% of campus residents will respond to the annual housing satisfaction survey.

### 2.1 Data

Academic Year	Response Rate	
	#	%
2019-2020	26/97	26.8%
2020-2021	—	—
2021-2022	299/650	46.0%

2022-2023	143/679	21.1%
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### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

The survey was scheduled to be administered in the latter part of the spring semester. However, due to the COVID-19 pandemic, it was not administered until the summer term. The number of residents who remained after students were allowed to move out with no leasing penalties was minimal.

2020-2021:

The survey was not administered because of hurricane recovery's impact on housing occupancy for the academic year.

2021-2022:

The response rate was very good as incentives were built into completion. We hope to maintain this level of participation in future surveys.

2022-2023:

Participation was not as high as the previous year. The logic is that students are much more satisfied with their experiences in housing than in the past. When the survey is administered next year, a more concerted effort will be performed to ensure the goal is met.

## 3 Assessment and Benchmark

Benchmark: Earn a composite score of 3.5/5 on the housing satisfaction survey.

### 3.1 Data

Academic Year	Response Rate	
	#	%
2020-2021	—	—
2021-2022	299/650	46.0%
2022-2023	143/679	21.1%

Housing Satisfaction Survey Average Scores:

Response Item	Academic Year Ending	
	2020	2021
Staff Attitudes - McNeese	4.0/5	—
Staff Attitudes - Rise	3.86/5	—
Work Orders - McNeese	3.30/6	—
Work Orders - Rise	3.55/6	—
Housing Registration Process	4.5/6	—
RA Rating	3.69/6	—

Response Item	Academic Year Ending			
	2022	2023	2024	2025
Customer Service	3.45/5	3.93/5		
Interior Cleanliness	3.57/5	3.70/5		
Maintenance	2.70/5	3.80/5		
Communication	3.27/5	3.87/5		

Programs	3.28/5	3.78/5		
Exterior Cleanliness	3.32/5	3.80/5		
<b>Composite Score</b>	<b>3.27/5</b>	<b>3.81/5</b>		

[HD Survey Summary 2](#) [PDF 1,754 KB 9/12/22]

[Housing and Dining Fall 2022 Survey Report](#) [PDF 1,021 KB 9/18/23]

[Housing and Dining Spring 2022 Survey Report](#) [PDF 2,121 KB 9/12/22]

[McNeese Student Housing Customer Survey](#) [PDF 1,600 KB 7/13/20]

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

2019-2020:

The results of the survey show there is room for improvement in the area of responding to work orders /maintenance requests. Next academic year, the range for response ratings will be consistent throughout the survey so that a composite score can be easily calculated. The staff member assigned to developing the survey did not follow those instructions, which is why some requests have a rating range of 1-5 while others have a rating range of 1-6. Staff attitudes received satisfactory ratings.

2020-2021:

The survey was not administered because of the impact hurricane recovery had on housing occupancy for the academic year.

2021-2022:

The survey results showed that students are fairly satisfied with customer service and programs, but they are not satisfied with maintenance support.

2022-2023:

The report shows that there has been an increase in satisfaction with the campus housing experience. This is a credit to our new management team. They will continue to strive for improved student satisfaction.

## 4 Assessment and Benchmark

Benchmark: At least 25% of students with meal plans will respond to the annual campus dining satisfaction survey.

Prior to 2021-2022, the benchmark was at least 7% of the student population will complete the Voice to Vision campus dining satisfaction survey.

### 4.1 Data

Academic Year	Response Rate	
	#	%
2019-2020	262	3.6%
2020-2021	—	—
2021-2022	299/650	46.0%
2022-2023	143/679	21.1%

[2019 total survey percentage](#) [PDF 303 KB 7/13/20]

[Housing and Dining Spring 2022 Survey Report](#) [PDF 2,121 KB 9/12/22]

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

2019-2020:

This was the first year this benchmark was added to the assessment plan. The number of responses are collected throughout the year beginning at the end of the fall semester. The assumption is that the COVID-19 modified operations impacted the total number of responses for the school year. In 2020-2021, there will be marketing campaigns to promote incentives for completing the surveys.

2020-2021:

The survey was not administered because of the impact hurricane recovery had on dining operations for

the academic year.

2021-2022:

The response rate was very good as incentives were built into completion. We hope to maintain this level of participation in future surveys.

2022-2023:

Participation was not as high as the previous year. The logic is that students are much more satisfied with their experiences in housing than in the past. When the survey is administered next year, a more concerted effort will be performed to ensure the goal is met.

## 5 Assessment and Benchmark

Benchmark: Earn a composite score of 3.5/5 on the residential and retail campus dining satisfaction surveys.

### 5.1 Data

Academic Year	Composite Score	
	Retail	Dining
2019-2020	3.69/5	3.63/5
2020-2021	—	—
2021-2022	—	—
2022-2023	—	—

Response Item	Academic Year Ending			
	2022	2023	2024	2025
Customer Service	3.76/5	3.94/5		
Food Options	2.67/5	3.02/5		
Menu Variety	3.34/5	3.92/5		
Hours of Operation	3.02/5	3.43/5		
Speed of Service	3.64/5	3.97/5		
Overall Quality	2.96/5	3.23/5		
<b>Composite Score</b>	<b>3.23/5</b>	<b>3.59/5</b>		

[2019 Dining scores](#) [PDF 568 KB 7/13/20]

[2019 Retail scores](#) [PDF 441 KB 7/13/20]

[Housing and Dining Fall 2022 Survey Report](#) [PDF 1,021 KB 9/18/23]

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

2019-2020:

Each category reached a benchmark of 3.5 out of five on the satisfaction survey. The campus dining team will continue to provide quality service for the students, faculty, and staff of McNeese State University. The plan is to be comfortable with raising this benchmark with the next couple of years.

2020-2021:

The survey was not administered because of the impact hurricane recovery had on dining operations for the academic year.

2021-2022:

The survey showcased the moderate lack of satisfaction students have with the campus dining program. This led to the University working with a consulting firm to determine ways to improve the dining programs. Some of these improvements will go into effect 2022-2023 and others will go into effect 2023-2024.



2022-2023:

The survey showed slight increases in satisfaction in some areas. However, if the survey was administered later in the academic year, the results may not have been as positive. Due to the continued dissatisfaction with dining services, the university has commenced an RFP process to designate a potentially new dining services provider beginning July 1, 2024.

#### **Performance Objective 4 Foster development of cultural engagement.**

##### **1 Assessment and Benchmark**

Benchmark: Provide no less than 10 cultural development programs and initiatives.

###### **1.1 Data**

2018-2019:

1. McNeese Campus Ministry Day (August 2018)
2. Barbershop on Campus (September 2018)
3. Latin Food Expo (September 2018)
4. Latin Jeopardy (September 2018)
5. Salsa Night (September 2018)
6. Barbershop on Campus (October 2018)
7. Worldwide Talent Night (November 2018)
8. Black Male Initiative (Spring 2019)
9. Barbershop on Campus (February 2019)
10. Soul Food Expo (February 2019)
11. SANKOFA African-American Museum on Wheels (February 2019)
12. Parade of Nations (March 2019)
13. Multicultural Student Summit (March 2019)
14. McNeese Student Auto Show (April 2019)

2019-2020:

1. Latin Food Expo (September 2019)
2. Latin Jeopardy (September 2019)
3. Salsa Night (September 2019)
4. Virtual & Video Games Day 2019
5. Barbershop on Campus (October 2019)
6. NPHC Day Party 2019
7. Veteran Day Observance 2019
8. McNeese Matinee February 2020
9. Barbershop on Campus (February 2020)
10. Soul Food Expo (February 2020)
11. Black History Jeopardy (February 2020))

2020-2021:

Not reported.

2021-2022:

1. Asian Heritage Week (September 2021)
2. Barbershop on Campus (September 2021)
3. Homecoming Parade (October 2022)
4. Poetry/Open Mic Night (November 2021)
5. Veterans Day Observance (November 2021)
6. Soul Food Expo (February 2022)
7. King Cake Tasting Contest (February 2022)
8. Black History Movie Night (February 2022)
9. Spring Fling Crawfish Boil and Zydeco Fest (April 2022)
10. Black Male Initiative travel to ULS Black Male Summit (June 2022)

2022-2023:

1. Latin Heritage Week (September 2022)
2. NPHC Homecoming Step Show (October 2022)
3. Homecoming Parade (October 2022)
4. NPHC New Member Presentation (November 2022)
5. Campus Spa Day (November 2022)
6. King Cake Mania (February 2023)
7. E-Sports Day (February 2023)
8. Soul Food Expo (February 2023)
9. Crawfish Boil (April 2023)
10. Stress Less Fest (April 2023)

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

2018-2019:

These programs exhibits McNeese's commitment to diversity and inclusion. Cultural engagement programs introduce students to different perspectives. This will continue to be a priority in student life.

2019-2020:

Cultural programs saw an average increase on 50% in attendance from the previous academic year. These programs exhibits McNeese's commitment to diversity and inclusion. This will continue to be a priority in student life.

Cultural exposure is paramount to preparing students for life beyond college. Each of these programs were successful in meeting that purpose. The availability to educate students on cultural differences and development has proven valuable during period of social challenges.

2020-2021:

Cultural engagement programming was not present because of hurricane recovery and limited operations in the spring 2021 semester.

2021-2022:

Cultural engagement programs are essential to building a broad understanding of human nature. We hope that a return to normal operations will allow us to build on the momentum established during the 21-22 academic year.

2022-2023:

Cultural engagement programs are essential to building a broad understanding of human nature. We will continue to challenge our staff to find ways to embrace the various cultures represented at McNeese. A goal will be to acknowledge the culture of students with dependents and international students, which are sometimes forgotten about populations.

## 2 Assessment and Benchmark

Benchmark: At least 50 students and 50 faculty/staff members will participate in the C.A.R.E. Mentorship Program.

### 2.1 Data

Academic Year	# of students	# of faculty/staff
2017-2018	54	46
2018-2019	36	52
2019-2020	7	15
2020-2021	—	—
2021-2022	10	10

2022-2023	25	30
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### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

The mentor number increased as more staff on campus are seeing value in participating as mentors. We would like to see the number go even higher in 2019-2020.

The student number has decreased. The program is now being strongly promoted to incoming students and freshmen. With this initiative in place, the number of student participants is expected to return to 2017-2018 numbers at a minimum.

2019-2020:

Program participation numbers increased by 15 new mentors and seven students closing in on the goal to maintain 50 students in the program.

A revised method of active participation has been developed through Moodle to provide a more structured and measurable impact between the C.A.R.E. pairs. We found that using familiar systems alleviated participation queues.

Newly establish partnerships with student organizations will further assist in maintain our desired threshold for participants.

2020-2021:

The CARE program was not operational during the academic year because of fall 2020 displacement and limited on-campus operations spring 2021. The program should reemerge during the 2021-2022 academic year.

2021-2022:

Due to changes in staff and continued recovery, the CARE program did not relaunch until Spring 2022. The coordinator of the program recruited mentors and students to participate. Numbers are expected to increase during the 2022-2023 academic year.

2022-2023:

The CARE program has been shifted to an operation under the recreation and wellness programs area. It is a component of wellness for students to have support persons available to them. The hope is that the move will give the program more attention and support which will lead to greater participation by students and employees.

## 3 Assessment and Benchmark

Benchmark: Develop a Student Services Cultural Climate survey. Achieve a minimum response rate of 8% of total enrollment.

### 3.1 Data

Academic Year	Response Rate	
	#	%
2019-2020	—	—
2020-2021	—	—
2021-2022	—	—
2022-2023	—	—

2019-2020:

The cultural climate survey was not administered in the fall 2019 semester. It was scheduled to be administered during the spring 2020 semester. Due to the switch to modified operations because of COVID-19, the survey was no longer prioritized. Thus, no data was captured.

2021-2022

The cultural climate survey was not administered.

2020-2021:

The cultural climate survey was not administered because of hurricane recovery and modified/limited campus operations as a result.

2022-2023:

This project continues to be delayed. In the middle of the last academic year, there was a staffing change that impacted completion. Additionally, a climate survey initiative is coming down from the state level that will have an effect on the content included in the survey. There is still a goal to have a cultural climate survey completed.

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

2019-2020:

The dean of students, multicultural engagement coordinator, and chief diversity officer will work collaboratively to prepare the survey for distribution in the latter weeks of the fall 2020 semester and again in the spring 2021 semester to make comparisons.

2020-2021:

The dean of students, director of student activities and cultural engagement, and chief diversity officer will work collaboratively to prepare the survey for distribution in the latter weeks of the fall 2021 semester and provide an analysis report and recommendations for improvement during the spring 2022 semester.

2021-2022:

We hope that continuity in staff will allow this project to take form during the 2022-2023 academic year.

2022-2023:

This project continues to be delayed. In the middle of the last academic year, there was a staffing change that impacted completion. Additionally, a climate survey initiative is coming down from the state level that will have an effect on the content included in the survey. There is still a goal to have a cultural climate survey completed.

## Performance Objective 5 Foster development of Fraternity and Sorority Life (FSL)

### 1 Assessment and Benchmark

Benchmark: Retain 95% of Greek life students who are non-graduates from the fall to spring semester.

#### 1.1 Data

2018-2019:

An estimated 98% of Greek Life students were retained from fall 2018 to spring 2019 (retention data from fall to spring was not precisely captured).

This number was calculated by evaluating the number of Greek Life students that remained enrolled at McNeese from the fall 2018 to the spring 2019 semester. Students that graduated in the fall 2019 semester were not included in this estimated calculation.

Academic Year	FSL student persistence	
	#	%
2019-2020	554/570	97.193%
2020-2021	497/500	99.4%
2021-2022	472/495	95.1%
2022-2023	508/464	91.33%

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

2018-2019:

Due to staff turnover in the middle of the spring semester, this measure was not accurately captured as planned. The current professional in place has been trained to have a procedure for evaluating this data. We will also look to consider retention from spring to fall (excluding graduates).

2019-2020:

With accurate data capture, we please to remain above the 95% retention goal. Students involved with FSL (Fraternity & Sorority Life) organizations had a persistence rate of 97.193% from Fall 2019 to Spring 2020.

2020-2021:

We remain above the 95% retention goal. Due to the hurricane recovery efforts, only once council was able to complete recruitment/intake. Due to this, there were substantially fewer freshmen in FSL organizations during the fall 2020 semester.

2021-2022:

We are pleased to have met the 95% retention goal. After the hurricane recovery efforts completed, we maintained our FSL numbers from the previous year.

2022-2023:

Retention has fallen below a 95% for this year. The number of students leaving McNeese because of financial, family, and/or grades has increased in the FSL organizations. Set planned study nights and support is available for the FSL student to help them succeed.

## 2 Assessment and Benchmark

Benchmark: At least 7% of McNeese students will be members of a Greek Life organization.

### 2.1 Data

2018-2019:

527 students, or 8.02% of the McNeese student body, were members of Greek Life organizations.

This percentage was generated by using Greek Life student enrollment at its highest point of the 2018-2019 academic year, compared to McNeese undergraduate student enrollment at its highest point of the 2018-2019 academic year.

2019-2020:

During the Fall 2019 semester, 570, or 8.5% of students were in Fraternity & Sorority Life Organizations.

During the Spring 2020 semester, 509, or 8.4%, of students were in Fraternity & Sorority Life Organizations.

Term	FSL Participation	
	#	%
Fall 2019	570/6,693	8.5%
Spring 2020	509/6,037	8.4%
Fall 2020	500/6,691	7%
Spring 2021	490/5,870	8.3%
Fall 2021	515/5,882	8.7%
Spring 2022	495/5,243	9.44%
Fall 2022	508/5,707	8.90%
Spring 2023	464/5,110	9.08%

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

2018-2019:

Fraternity & Sorority Life (formerly branded Greek Life) will continue to be premier student involvement and leadership in the McNeese community. The slight growth in percentage despite decreases in student enrollment exhibits its ability to remain a strong force of student engagement.

2019-2020:

Fraternity & Sorority Life continues to be a premier student experience for McNeese students. The community experienced another year of growth including a returning chapter which had been inactive for a few years.

2020-2021:

Due to hurricane recovery efforts, only one council was able to complete recruitment/intake prior to the storm. Due to this, FSL organizations did not grow in membership like in previous years. Regardless, the community was able to reach the 7% baseline of the total campus community.

2021-2022:

The FSL organizations maintained their numbers during 2021-2022. The overall student population has decreased, giving FSL strong percentage of overall students at 9.4%.

2022-2023:

The FSL organizations have maintained their numbers of 7% or higher from the student population. FSL has maintained its strong percentage and has also gained a new organization. McNeese FSL now has 13 active organizations compared to last years of 12.

### 3 Assessment and Benchmark

Benchmark: The average semester and cumulative GPAs of Greek students will exceed the average semester and cumulative GPAs of the entire undergraduate student population each term.

#### 3.1 Data

Term	Average Semester GPA		Average Cumulative GPA	
	Greek	Undergrad	Greek	Undergrad
Fall 2017	2.83	2.697	2.81	2.84
Spring 2018	2.94	2.755	3.04	2.91
Fall 2018	3.05	2.83	3.08	2.80
Spring 2019	3.04	2.82	3.08	2.87
Fall 2019	2.93	2.772	3.02	2.833
Spring 2020	3.33	3.03	3.15	2.978
Fall 2020	3.45	2.79	3.54	2.97
Spring 2021	3.18	2.82	3.08	2.99
Fall 2021	2.89	2.73	3.07	2.89
Spring 2022	2.97	2.85	3.00	2.85
Fall 2022	2.76	2.79	2.93	87
Spring 2023	2.81	2.85	2.91	2.95

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

2018-2019:

We are pleased that the all-Greek GPA remains above the all-student GPA. The FSL (Fraternity & Sorority Life) Scorecard has motivated FSL students to continue this feat and hopefully increase the gap. The scorecard is a publicly published document containing the successes and challenges of Greek organizations at McNeese.

2019-2020:

We are pleased that the all-Greek GPA remains above the all-student GPA. The FSL Scorecard continues to motivate FSL students to continue this feat and hopefully increase the gap. The scorecard is a publicly published document containing the successes and challenges of Greek organizations at McNeese.

2020-2021:

We are pleased that the all-Greek GPA remains above the all-student GPA. The FSL Scorecard continues

to motivate FSL students to continue this feat and hopefully increase the gap.

2021-2022:

The FSL office is pleased that semester and overall GPA remains above the all-student GPA. Updating the Scorecard will bring back the idea and goals of high GPAs.

2022-2023:

The FSL office is saddened that the semester and overall GPA has fallen below the all-student GPA. The GPA is very close and we have many set greek study nights planned for the upcoming semester to help improve. Each chapter will be putting their students with low GPAs on probation.

#### 4 Assessment and Benchmark

Benchmark: A minimum of 70% of Fraternity & Sorority Life students will complete the FSL Education Plan (EP) and the New Member Education Plan (NMEP).

##### 4.1 Data

Academic Year	FSL students completing EP		FSL students completing NMEP	
	#	%	#	%
2019-2020	448/509	88%	134/189	70.9%
2020-2021	—	—	—	—
2021-2022	327/494	66.1%	80/112	71.4%
2022-2023	368/508	72.44%	120/156	76.9%

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

2019-2020:

The new FSL (Fraternity & Sorority Life) Education Plan aimed to increase the number of members attending educational programs. Each member was tasked with attending two risk management programs, two leadership programs, and completing the online risk management programs provided by the Office of Student Services. The program was modified due to the COVID-19 campus closure as several events in the program were canceled. Even with the changes, 88% of FSL students complied with the program as most students attended events during the fall semester. The New Member Education Plan includes the FSL Education Plan requirements as well as a New Member Orientation in September and New Member Workshop in January.

2020-2021:

Due to COVID-19 restrictions and hurricane recovery efforts, this benchmark was not met. The FSL EP and NMEP were temporarily suspended to allow students to focus on their personal hurricane recovery and health. The program will begin again in the fall semester.

2021-2022:

Only a few events were held for FSL EP and NMEP because of recovery to the campus and the slow return of students on campus. The program will be updated and start fresh for the Fall 2022 semester.

2022-2023:

Over 70% of FSL attended the Sexual Violence Prevention and Drug and Alcohol Prevention. In Fall 2022, over 70% of FSL members completed the hazing training on the old platform. High attendance from the new members as well!

#### Performance Objective 6 Organize office structure and operations to maximize finances and efficiency.

##### 1 Assessment and Benchmark

Benchmark: A minimum of five co-hosted programs and funding endeavors among areas of the Student Services unit.

##### 1.1 Data

**2018-2019:**

1. Homecoming Pep Rally - Student Life Coalition & Student Government Association (October 2018)
2. McNeese Matinee Movie Series - Multicultural Engagement & Student Life Coalition (Fall 2018)
3. Hispanic Heritage Week - Multicultural Engagement & Student Life Coalition (Fall 2018)
4. Halloween Haunted House - Multicultural Engagement, Greek Life, & Student Life Coalition (October 2018)
5. *Smash Brothers* Game Tournament - Multicultural Engagement & Student Life Coalition (January 2019)
6. Multicultural Student Summit - Multicultural Engagement, Greek Life, & Student Life Coalition (October 2018)

**2019-2020:**

1. Freedom Day Celebration – Student Life Coalition, Multicultural Engagement, & Housing (July 2019)
2. Hispanic Heritage Week – Multicultural Engagement & Student Life Coalition (September 2019)
3. Homecoming Pep Rally – Student Life Coalition & Student Government Association (October 2019)
4. Halloween Haunted House - Multicultural Engagement, Greek Life, & Student Life Coalition (October 2019)
5. Student Experience Night – Dean of Students, Fraternity & Sorority Life, Student Organizations, Multicultural Engagement, Student Life Coalition, Intramurals, Upward Bound (January 2020)
6. Asian Cultural Appreciation Day – Student Life Coalition & Multicultural Engagement (February 2020)
7. King Cake Tasting Event – Student Life Coalition & Fraternity & Sorority Life (February 2020)
8. Women's Empowerment Expo – Student Life Coalition & Fraternity & Sorority Life (March 2020, cancelled due to COVID-19 closures)
9. To-Go Crawfish Boil – Student Life Coalition & Housing (April 2020)

**2020-2021:**

None to report.

**2021-2022:**

1. McNeese vs LSU Bus Trip 2021 (Student Services, Athletics)
2. Homecoming Week Activities 2021 (Student Life Coalition, Student Government Association)
3. Spring Fling Week Activities 2022 (Student Life Coalition, Student Government Association, Fraternity and Sorority Life)
4. Greek Week 2022 (Fraternity and Sorority Life, Student Government Association)
5. Student Leadership Banquet 2022 (Student Government Association, Student Life Coalition)

**2022-2023:**

1. SGA/SLC Day during Welcome Week (Student Life Coalition, Student Government Association)
2. Homecoming Week Activities 2022 (Student Life Coalition, Student Government Association)
3. National Coffee Day (Student Life Coalition, Student Government Association, Fraternity and Sorority Life)
4. Alcohol and Drug Abuse Prevention (Counseling Center, Fraternity and Sorority Life, Athletics)
5. Stress Less Fest (Student Government Association, Student Life Coalition, Recreation and Wellness)

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

The Student Union & Activities Office name is no longer applicable. The unit is revised to Office of Student Services (OSS), including previous elements of Student Union & Activities among other areas of campus. The plan for 2019-2020 is for partnerships to extend beyond areas of student engagement to include other OSS units such as Upward Bound, campus housing, campus dining, and intramural and recreational sports.

**2019-2020:**

For the 2019-2020 academic year, the Office of Student Services (OSS) increased their collaborative programming with the other areas of the OSS unit. The plan for 2020-2021 is to increase partnerships and



combine similar programs to produce more effective programming for the student of McNeese.

2020-2021:

The disruptions of operations due to hurricane recovery and COVID-19 limited the ability for routine collaborations among student services units.

2021-2022:

Collaboration continues with areas within student services. Now with the addition of residence life as a functional area separate from housing, student services directors have been challenged to partner with the area to engage campus residents on an elevated level.

2022-2023:

Partnerships are essential to expanding the financial resources available to student affairs units. Functional areas have clear expectations to work together to minimize overlap and maximize impact.

## 2 Assessment and Benchmark

Benchmark: Partner with at least three off-campus entities to contribute to the financial needs of operations.

### 2.1 Data

2018-2019:

Sponsors/partners	Contributions
Papa Johns	Match-sponsorship valued at an estimated \$1,000
Lake Charles Toyota	In-kind donations valued at an estimated \$2,000
Coca Cola	In-kind donations valued at an estimated \$1,500
Jeff Davis Bank	In-kind donations valued at an estimated \$1,500
Southwestern Louisiana Credit Union	In-kind donations valued at an estimated \$1,500
SASOL	\$2,500 in funding

2019-2020:

Sponsors/partners	Contributions
Papa Johns	Match-sponsorship valued at an estimated \$1,000 (Cowboy Camp 2019)
Lake Charles Toyota	In-kind donations valued at an estimated \$2,000 (Housing Move-In 2019)
Coca Cola	In-kind donations valued at an estimated \$1,000 (Homecoming Week 2019)
Southwestern Louisiana Credit Union	In-kind donations valued at an estimated \$1,500 (Cowboy Camp 2019)
SASOL	\$2,500 in funding (Cowboy Camp 2019)

2020-2021:

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Sponsors/partners	Contributions
Southwestern Louisiana Credit Union	In-kind donations valued at an estimated \$1,500 (Parent Orientation 2021)
Coca Cola	In-kind donations valued at an estimated \$1,000 (Spring Fling Crawfish Boil)

2021-2022:

Sponsors/partners	Contributions
Southwestern Louisiana Credit Union	\$3,000 sponsorship for Cowboy Camp Orientation
Coca Cola	In-kind donations valued at an estimated \$500 (Spring Fling Crawfish Boil)
Lake Charles Toyota	\$3,000 sponsorship for Cowboy Camp Orientation

2022-2023:

Sponsors/partners	Contributions
Southwestern Louisiana Credit Union	\$3,000 sponsorship for Cowboy Camp
Coca Cola	In-kind donations valued at an estimated \$2,000 (Student Tailgate Series and Spring Fling Crawfish Boil)
Port Printing	In-kind donations valued at an estimated \$500 (Cowboy Camp)
Raising Cane's	In-kind donations valued at an estimated \$1,000 (Cowboy Camp)

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

2018-2019:

In 2018-2019, Lake Charles Toyota joined contributors. They sponsored refreshments for housing move-in operations. Partnerships with off-campus partners allow student engagement areas to have a larger impact on students and the campus. With limited budgets for programs and operations, this support provides the ability to get more out of the financial resources we have. These partnerships also give us a solid connection to the local community and vice versa.

Raising Canes was not solicited because their contributions were not needed. The benchmark will remain at five entities at this time.

2019-2020:

Relationships were maintained with corporate partners from the previous year with the exception of Jeff Davis Bank. We will continue to seek ways to connect with the community through financial partnerships.

2020-2021:

Partnerships were reduced due to no activities during the fall 2020 semester and limited activities during the spring 2021 semester. The anticipation is that partnerships will return to their normal frequency during the 2021-2022 academic year.

2021-2022:

Contributions from partners returned after not being present due to recovery efforts. We are pleased that we recruited two title sponsors for Cowboy Camp orientation in Lake Charles Toyota and Southwest Louisiana Credit Union.

2022-2023:

We were able to increase our partnerships this past year after having a prior year of stability. We hope that community contributions will continue to be accessible to assist us with student engagement endeavors.

## **Performance Objective 7 Promote academic integrity and ethical conduct.**

### **1 Assessment and Benchmark**

Benchmark: Develop an annual report of student conduct and academic integrity violations including demographic information pertinent to research and tracking.

Prior to 2019-2020, the benchmark was an Excel spreadsheet tracks multiple variables for every case of academic integrity or student code violations. This report serves to provide a rich overview of "who and what" is happening at McNeese.

#### **1.1 Data**

Semester	# of Academic Integrity Cases	# of Discipline Cases	Total # of Cases
Fall 2018	36	26	62
Spring 2019	32	20	52
Fall 2019	24	8	32
Spring 2020	35	8	43
Fall 2020	44	5	49
Spring 2021	19	13	32
Fall 2021	24	17	48
Spring 2022	12	10	22
Fall 2022	12	37	49
Spring 2023	21	19	40

\*Data not available due to staffing changes

Summary GPA Data for Cases:

Academic Year	Average GPA		
	Fall	Spring	Cumulative
2019-2020	2.55	2.71	2.70
2020-2021	2.87	2.50	2.81
2021-2022	2.13	2.40	2.28
2022-2023	2.15	2.37	2.26

Breakdown by Race/Ethnicity:

Race/Ethnicity	2019-2020		2020-2021		2021-2022	
	#	%	#	%	#	%
Asian	0	0%	1	1.2%	0	0%
American Indian or Alaskan Native	0	0%	3	3.6%	0	0%
Black, Non-Hispanic	13	20.0%	17	20.5%	24	38.1%

White, Non-Hispanic	27	41.5%	42	50.6%	19	30.2%
Foreign/Non-Resident Alien	18	27.7%	15	18.1%	14	22.2%
Hispanic	4	6.2%	0	0%	3	4.8%
Two or More Races	3	4.6%	4	4.8%	3	4.8%
Unknown	0	0%	1	1.2%	0	0%
<b>Total</b>	<b>65</b>	<b>—</b>	<b>83</b>	<b>—</b>	<b>63</b>	<b>—</b>

## Breakdown by Race/Ethnicity:

Race/Ethnicity	2022-2023		2024-2025		2025-2026	
	#	%	#	%	#	%
Asian	1	1.1%				
American Indian or Alaskan Native	2	2.2%				
Black, Non-Hispanic	38	42.7%				
White, Non-Hispanic	20	22.5%				
Foreign/Non-Resident Alien	17	19.1%				
Hispanic	3	3.4%				
Two or More Races	5	5.6%				
Unknown	3	3.3%				
<b>Total</b>	<b>89</b>	<b>—</b>				

## Breakdown by Classification:

Classification	2019-2020		2020-2021		2021-2022	
	#	%	#	%	#	%
Freshman	12	18.5%	14	16.9%	29	46.0%
Sophomore	14	21.5%	16	19.3%	9	14.2%
Junior	19	29.2%	10	12.0%	11	17.4%
Senior	18	27.7%	40	48.2%	11	17.4%
Graduate	2	3.1%	3	3.6%	0	0%
Unknown	0	0%	0	0%	3	4.8%
<b>Total</b>	<b>65</b>	<b>—</b>	<b>83</b>	<b>—</b>	<b>63</b>	<b>—</b>

## Breakdown by Classification:

Classification	2022-2023		2023-2024		2025-2026	
	#	%	#	%	#	%
Freshman	44	49.4%				
Sophomore	21	23.6%				
Junior	5	5.6%				
Senior	12	13.5%				
Graduate	5	5.6%				
Unknown	2	2.2%				
<b>Total</b>	<b>89</b>	<b>—</b>				

## Breakdown by Major:

Major	Academic Year Ending				
	2020	2021	2022	2023	2024
Accounting	1	6	1	5	
Agricultural Sciences	1	4	0	5	
Art	2	0	2	3	
Biological Science	3	6	3	3	
Business Administration*	3	5	7	3	
Chemical Engineering	0	6	1	1	
Chemistry	2	0	0	1	
Computer Science	7	2	3	9	
Criminal Justice	2	2	3	4	
Early Childhood Education	2	0	0	1	
Elementary Education	0	0	0	0	
English	0	0	0	2	
Engineering	13	9	0	5	
Finance	1	2	1	2	
General Studies	4	2	11	8	
Health and Human Performance*	6	8	7	6	
Health Systems Management	0	1	1	1	
History	0	0	0	1	
Humanities	1	0	1	0	
Management	4	3	0	1	
Marketing	0	1	1	1	
Mass Communication	1	0	2	1	
Mechanical Engineering	2	4	1	1	
Medical Laboratory Science	0	4	1	0	
Music	1	0	0	0	
Nursing	5	8	5	6	
Political Science	0	1	2	1	
Psychiatric Mental Health NP	1	1	0	0	
Psychology*	2	4	2	9	
Radiologic Sciences	0	4	0	2	
Sociology	0	0	1	0	

\*Includes undergraduate and graduate students of majors with the same name.

[Copy of GPA-Case Data for Xitracts 21-22](#) [XLSX 27 KB 9/12/22]

[Xiracs Report 2022-2023](#) [XLSX 20 KB 9/19/23]

[Xitracs 2019-2020 Report](#) [XLSX 40 KB 7/7/20]

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

2018-2019:

There was an increase in cases in 2018-2019. Certain online courses such as PHIL 251 and OSBC 207

produce several academic integrity cases. Additionally, there was a minor hazing violation in fall 2018 which contributed to the higher number of discipline violations.

We are still looking at the academic integrity process to potentially have lower-level cases to be adjudicated within the department or college. Additionally, I will be looking into a platform to manage conduct records electronically along with other early alert information that can be shared among professionals on campus.

2019-2020:

The ratio of academic integrity cases to conduct/discipline cases remains relative. Midway during the academic year, the academic integrity reporting procedures were updated. Low-level cases are now adjudicated within a college. Records are forwarded to the Office of Student Services for further appeals or upon completion.

The demographic data captured serves as a good baseline to continue to track and make comparisons to data for the general student community. The data for race/ethnicity percentages are disproportionate to percentages of the student population. Another data point noticeable is the number of cases for students who come from the College of SEM.

The Maxient case management platform has been purchased and will aid in more in-depth tracking beginning in the 2020-2021 academic year.

2020-2021:

Tracking has begun in the Maxient platform, but it was not initiated until the spring 2021 semester. There were delays because of hurricane recovery.

Academic integrity cases being handled within academic areas has allowed the process to operate more efficiently.

2021-2022:

The GPA performance of this student population dictated their academic struggles. Identifying subclasses of students by major and demographics assists with determining at-risk populations. It also assists in encouraging professors of certain disciplines to be more instructional regarding academic dishonesty prevention.

2022-2023:

Trends from the prior academic year continue in terms of conduct and academic integrity issues being a reflection of academic struggles. Additionally, certain majors stand out more than others. We are encouraging faculty to be more assertive in ensuring students are aware of academic integrity policies. The Student Code of Conduct is consistently covered at orientation events to introduce new students to the university's expectations.

## **2 Assessment and Benchmark**

Benchmark: Perform an annual review of the Student Handbook. Make changes and improvements as necessary.

Prior to 2019-2020, the benchmark was ensure the Student Handbook is updated and compliant.

### **2.1 Data**

2018-2019:

The Student Handbook was updated in June of 2019 to address requested changes by FIRE (Foundation For Individual Rights in Education) among other nomenclature modifications necessary. Lastly, wording concerning reporting results of cases to the President's Office was clarified.

2019-2020:

The student handbook was last updated in January 2020 to address grammatical errors and modifications of wording conflicting with updates to the academic integrity reporting procedures.

2020-2021:

See below.

2021-2022:

There were no updates made to the student handbook in 2021-2022. There will be significant updates made at the beginning of 2022-2023 due to legislation going into effect August 1 (Student Due Process and Fairness Act).

2022-2023:

Several changes were made to the handbook that went into effect on August 23, 2022 as a result of the Student Due Process and Fairness Act. Additionally, new code violations and sanctions were added to the handbook to be consistent with disciplinary trends nationwide.

[Student Handbook - v.8.23.22](#) [PDF 465 KB 9/18/23]

[Student Handbook REV\\_081420](#) [PDF 684 KB 8/4/21]

[Student Handbook\\_2020-01-24](#) [PDF 718 KB 7/7/20]

[Student\\_Handbook\\_6-24-19](#) [PDF 673 KB 9/5/19]

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

2018-2019:

The Student Handbook is review several times during each academic year to ensure it reads consistent with University policy and current operations.

2019-2020:

Considering changes to the federal Title IX policy, which is heavily connected to conduct violations involving Title IX related offenses, the document will be further reviewed to ensure it remains in compliance. New Title IX policies are effective on 8/14/20.

2020-2021:

Updates were made to the Student Handbook in August of 2020 following the change in federal regulations. Additional updates may be necessary following new state of Louisiana legislation (Act. 432).

2021-2022:

The information listed in the data section speaks to the analysis of data and plan for continued improvements. Updates will be launched in August 2022.

2022-2023:

The Student Handbook will be reviewed annually to ensure it fully reflects best practices and trends in higher education.