Office of Recruiting

#9 Plan cycle - 9
Plan cycle 2023/2024
7/1/23 - 6/30/24

Introduction

The mission of the Office of Admissions and Recruiting is to organize, promote, and conduct collegiate recruiting efforts and to disseminate accurate information about the University which will result in an increase of qualified new applicants and enrolled students to the University. The unit is also responsible for marketing to prospective students and processing all domestic applications for admissions.

The Office of Admissions and Recruiting provides prospective students with information on admission to the University in person and via the website, phone, mail, and email. This office also processes paperwork for all incoming domestic students and sends correspondence with the status of the prospective student's admission application. The office coordinates open houses and campus tours and represents the University at college and career fairs as additional avenues to disseminate information to prospective students.

To assist our distance education students, this office provides all information and forms on our website and accepts documents by fax, mail, or email. In addition, our students communicate daily by email to ask questions, seek guidance, and/or submit any necessary documents.

Performance Objective 1 Increase the number of enrolled students to the University.

1 Assessment and Benchmark

Benchmark: Increase enrolled students by 1.5% over the prior academic year.

1.1 Data

Enrolled Applicants	Fall 2017		Fall 2018		Fall 2019	
	Enrolled	% Change	Enrolled	% Change	Enrolled	% Change
FTF	1,322	6.27	1,373	3.86	1,215	-11.5
UG Transfer	324	2.53	327	0.93	319	-2.44
UG Readmit	355	-2.73	317	-10.7	271	-14.5
FT Grad	162	9.45	137	-15.4	146	6.56
Grad Transfer	21	5.0	24	14.3	11	-54.1
Grad Readmit	40	53.84	39	-2.5	21	-46.1
Totals	**2,224**	**4.95**	**2,217**	**-0.31**	**1,983**	**-10.5**

Enrolled Applicants	Fall 2020		Fall 2021		Fall 2022	
	Enrolled	% Change	Enrolled	% Change	Enrolled	% Change
FTF	1,231	1.3	1,020	-17.1	1,054	3.33
UG Transfer	340	6.6	248	-27.1	285	14.92
UG Readmit	271	0	218	-19.6	235	7.80
FT Grad	141	-3.4	114	-19.1	118	3.5
Grad Transfer	15	36.4	7	-53.3	32	357.1
Grad Readmit	25	19.0	24	-4.0	23	-4.2
Totals	**2,023**	**2.02**	**1631**	**-19.3**	**1,747**	**7.11**

Enrolled Applicants	Fall 2023		Fall 2024		Fall 2025	
	Enrolled	% Change	Enrolled	% Change	Enrolled	% Change
FTF	1,063	0.9				
UG Transfer	297	4.2				
UG Readmit	205	-12.8				
FT Grad	106	-10.2				
Grad Transfer	15	-53.1				
Grad Readmit	26	13.0				
Totals	**1,712**	**-2.0**				

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
The objective to increase by 1.5% from the year prior was not met. Between Fall 2018 and Fall 2019, several changes had been made in the Admissions & Recruiting office. The structural re-organization of the office occurred mid-year, which resulted in a gap of employment for certain critical positions. In addition, the office experienced a high turnover with admissions counselor (three mid-year) and analysts positions. New leadership changed our focus efforts, which required time for strategic initiatives to be implemented.

Special attention is being placed on efficiency measures referenced in Objective 1, consistent job employment with existing positions, improved hiring processes and training methods, and employee

benchmarks. Implementation of these actions should help realize success in this objective.

2020-2021:
The objective to increase by 1.5% from the year prior was met. Even though we were placed under COVID-19 restrictions and all classes moved to a virtual atmosphere, we were able to increase our total Fall 2020 class. We don't forecast the Fall 2021 class to increase in numbers; however, we are currently re-analyzing processes and discussing new best practices with decreased staff and resources.

2021-2022:
The objective to increase enrollment by 1.5% from the year prior was not met. I believe these results occurred due to several reasons. The first one is that we were still experiencing COVID-19 restrictions in the high school facilities. We were still not able to get into several high schools for visits and attend face-to-face college fairs due to these restrictions. Several students were not able to take the ACT in the State of Louisiana until later in the year which also did not allow us to buy ACT names to receive their contact information (emails/mailing addresses) to communicate with them. Lastly, several universities, specifically LSU, changed their requirements to be test optional which gave opportunities to students who would normally not have been eligible for admissions to attend their colleges. Even though we changed our admission processes & accepted more students as exceptions, we still did not meet the goal.

Several meetings with administration and Enrollment Management have occurred to try to be more strategic with recruiting next year. We will have several more visits to the five-parish area and SE Texas. We will work with the Vice President of Academic Affairs and the Deans to overly involve faculty in the recruiting plan. Everyone will be involved in recruiting more first-time freshman, dual enrollment, and transfer students, not just the Office of Recruiting.

2022-2023:
The objective to increase by 1.5% from the year prior was met, except graduate readmits. COVID restrictions decreased and we were able to do more face-to-face visits and college fairs. We also were able to provide physical campus tours(individual and group) as well as more organizational groups, such FFA, Ed Rising, and T3, hosted their events back on campus.

2023-2024:
The objective to increase total new admits by 1.5% from the year prior was not met. The University has partnered with Navigate Moonshot to come up with strategies specifically for UG transfers and readmits with some of the suggestions already implemented. Recruiting for graduate transfers needs to be a priority across the University.

Performance Objective 2 Increase start rate of all student types and measure yield.

1 Assessment and Benchmark

Benchmark: Increase start rate of accepted students by 1.0% over the prior academic year.

Meet or exceed the average start rate of the three previous academic years.

1.1 Data

Total Student Start Data:

Academic Year	FTF Accepted	UG Readmit	FT Grad	Grad Readmit	Grad Transfer	Total Accepted	Total Starts	Start Rate	% Change
2014	1,987	510	264	72	40	3,320	2,123	63.94%	0.83%
2015	2,385	699	235	55	43	3,845	2,368	61.58%	2.36%
2016	1,943	632	197	41	29	3,231	2,119	65.58%	-4.0%
2017	1,982	631	226	52	28	3,327	2,224	66.94%	1.36%
2018	2,193	581	164	49	33	3,888	2,217	57.02%	-9.92%
2019	1,897	517	199	29	15	3,031	1,983	65.42%	8.40%
2020	1,997	519	182	31	15	3,137	2,023	64.49%	-1%

2021	1,632	381	142	31	14	2,200	1,383	62.87%	-1.62%
2022	2,121	438	147	33	34	2,773	1,462	52.72%	-10.15%
2023	2,713	407	195	31	17	3,363	1,415	57.9%	-3.2%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
By applying efficiency efforts such as productivity measures, utilization of technological tools, integrating the RNL Forecast Model Plus scores, embracing the theoretical and philosophical framework of RNL, and making decisions in a more timely manner, we were able to substantially increase our yield.

In addition, we cleaned up the applicant file for FTF with decisions. We also withdrew 788 applicants that were accepted to have cleaner data for yield. Overall, substantial efforts are being made to improve the yield on our current accepted and pending students.

2020-2021:
Even through COVID-19, we were able to increase every student type except graduate transfers, where we maintained the same number. We continued to implement the practices from the prior year. With productivity measures in place, efforts to decrease response time and increase yield were successful.

2021-2022:
We did not meet the benchmark to increase start rate of accepted students by 1.0% over the prior academic year, but our yield from accepted to registered FTF was 63% and First Time Grad was 80%. These both fall right in the percentage range McNeese is used to tracking, if not better. The University will focus more on FTF yield strategies with more communication after acceptance by working with the freshman advising area and student services.

2022-2023:
We did not meet the benchmark to increase start rate of accepted students by 1.0% over the prior academic year. The University's administration decided to adjust admissions criteria to allow more students the opportunity to be admitted. For the next year, we will implement a weekly meeting with the University Marketing team to strategize communication plans for prospective students. We will also invite Freshman advising and Admissions to our weekly CRM meeting to collaborate with outreach focusing on pushing students that are accepted to register as well as checking in with the processing of applications.

2023-2024:
We did not meet the benchmark to increase start rate of accepted students by 1.0% over the prior academic year. Several universities decided to lower their admissions standards (including becoming test optional) which gave students who would normally not have been admitted a chance to attend larger universities (LSU, ULL, LA Tech, etc).

Nation drive towards less emphasis on the importance of college degrees and a larger availability of Community College/Technical schools.

Performance Objective 3 **Provide exemplary customer service to prospective students, students, faculty, staff, and other patrons of the University in an effort to support the University's recruitment and retention efforts.**

1 Assessment and Benchmark

Benchmark: On the campus tour survey, score at least 4.0 (agree) on all items.

1.1 Data

Catalog Year	Response Rate	
	#	%
2018-2019	11/66	16.0%
2019-2020	8/113	7.0%
2020-2021	—	—

2021-2022	7/72	9.7%
2022-2023	3/274	1.1%
2023-2024	6/219	2.7%

Campus Tour Survey:

Item	Academic Year Ending					
	2019	2020	2021	2022	2023	2024
I was welcomed when I arrived at Student Central.	4.8	4.33	—	5.0	5.0	4.83
After my campus tour I am more likely to attend McNeese.	4.8	5.0	—	4.57	5.0	4.67
My tour guide answered my questions completely.	4.8	4.67	—	5.0	5.0	4.8
My tour guide was knowledgeable about McNeese.	4.8	4.67	—	5.0	5.0	4.83
My tour guide took me to all the places I expected to see.	4.4	4.67	—	5.0	5.0	4.83
My tour guide showed me more than I thought I would see.	4.0	4.33	—	4.71	4.67	4.83
My tour guide showed genuine interest in my visit.	4.9	4.67	—	5.0	5.0	4.83
I feel my tour guide communicated well.	4.9	5.0	—	5.0	5.0	4.83

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Out of the eight responses we received on these surveys, all benchmarks were met. We decreased slightly in a few key areas, which has caused us to increase our standardization efforts with each tour guide. In addition, we have also seen an increase in areas where we fell short the year prior. All "other" comments that were provided by the survey responses were all positive with little to no suggestions for improvement.

To rectify the decrease in those key areas, our procedures will be re-evaluated and conversations will be had with Student Central.

2020-2021:
Due to COVID-19 and Hurricanes Laura and Delta, tours were not offered until April 2021. During this time, we took the opportunity to re-evaluate procedures for admissions counselors and tour guides and implement new protocol for tours. Some of these items include: personal phone calls upon receipt of tour schedule, obtaining additional "wish list" from student of these to view and discuss while on tour, and creation of agenda to send to student prior to arrival. Additional training items include: back pocket questions, understanding roles and responsibilities on tour, and learning about implicit biases.

In additon, we implemented virtual meeting options for prospective students and an online scheduling platform called Calendly. This boosted our competitive advantage by allowing students to sign up for a meeting with an admissions counselor by phone, zoom, or in-person. We also conducted a training with the Office of Freshman Advising, administered Calendly as well.

2021-2022:
We exceeded the benchmark with responses for our campus tours. We were able to offer on-campus tours this year and also continued to offer the Calendly option for virtual meetings as well. We are implementing the new CRM Recruit next year which the campus tour survey is part of the "thank you for attending" email, and we hope to have better responses with the new implementation.

2022-2023:
We well exceeded the benchmark with responses way over the 4.0 response rate. It does not seem that we have an issue with the quality of our tours but an issue with having the attendees completing the survey. We will adjust the ending of our tours to consider incentivizing prospective students to fill out the survey before they leave campus.

2023-2024:
We well exceeded the benchmark with responses way over the 4.0 response rate. Again, it does not seem that we have an issue with the quality of our tours but an issue with having the attendees completing the survey. I have an entire new staff of recruiters this year so maybe they have some new ideas with this issue. We will also have a meeting with Dr. Eddie Lyons (who's son visited several colleges this summer to give us his experience) as well as feedback from Christy Armand and her team with Healthy Image Marketing firm to see if we need to make tour adjustments.

2 Assessment and Benchmark

Benchmark: On the high school counselor survey, score at least 4.0 (agree) on all items.

2.1 Data

Catalog Year	Response Rate	
	#	%
2018-2019	20/55	36.3%
2019-2020	12/36	33.3%
2020-2021	—	—
2021-2022	13/45	28.8%
2022-2023	9/38	23.7%;
2023-2024	10/49	20.4%

Counselor's Conference Survey:

Item	Academic Year Ending					
	2019	2020	2021	2022	2023	2024
My need for information about McNeese was addressed today.	5.0	4.67	—	4.85	4.78	4.9
The Scholarships presentation was helpful.	5.0	4.67	—	4.92	4.89	4.7
The Admissions presentation was helpful.	5.0	4.67	—	4.85	4.89	4.7
The Academic Programs presentation was helpful.	5.0	4.67	—	4.92	4.78	5.0
The Dual Enrollment presentation was helpful.	5.0	—	—	4.85	—	4.7
The Financial Aid presentation was helpful.	5.0	5.0	—	4.92	4.75	4.8

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Benchmarks were met. We believe there may have been a miscommunication with how to complete the survey. One survey gave all "1s", but, all comments received were very positive. This led us to believe that he or she meant to put "5s" for each choice.

An off-site conference in Texas was originally organized between Lamar State College-Orange and McNeese but was canceled due to a calendar conflict. Immediately following, COVID-19 caused a lapse in opportunity to reschedule.

2020-2021:
Because of COVID-19 restrictions and both hurricanes, McNeese did not host a counselor conference. Facilities were not functional and most 5-parish schools did not have the ability to attend an event, even as a virtual option.

2021-2022:
We received almost perfect scores in all categories of the survey. Not only did we host the counselor conference in October but chose to host an additional conference in January that same year. This was to follow up about discussions of campus engagement with high schools and counselors' thoughts of McNeese as well as discussion of Dual Enrollment requirements and policies.

Since the two meetings went so well, we will continue to host the Spring meeting from now on.

2022-2023:
We received almost perfect scores in all categories of the survey. Again, it seems that we are not having an adequate amount of attendees completing the survey. We will try to identify a way to incentivize completing the survey before they leave the event.

Due to budget cuts & reduction in staffing, we did not host a spring counselor event.

2023-2024:
All of our benchmarks were met. We changed up our agenda this year and the counselors seemed to love it. Instead of having the departmental administrators present at the meeting, we loaded them in the McNeese bus and brought them to tour the Nursing & Health Professions Departments and Engineering & Computer Science Departments. We will continue to do this for next year but tour different departments and maybe their ticket off the bus will be for them to scan a QR code to fill out the survey so we can receive more feedback.

3 Assessment and Benchmark

Benchmark: On the Fall Preview Day survey:
- Score at least 4.0 (agree) on all items.
- At least 50% of respondents will indicate that they are more likely to attend McNeese after Fall Preview Day.

Prior to 2019-2020, the benchmark was at least 65% of respondents will indicate that they are more likely to attend McNeese after Fall Preview Day.

3.1 Data

Catalog Year	Response Rate	
	#	%
2018-2019	17/288	5.9%
2019-2020	83/543	15.2%
2020-2021	—	—
2021-2022	1/200	0.5%
2022-2023	5/371	1.35%
2023-2024	42/490	11.6%

Fall Preview Day Survey:

Item	Academic Year Ending					
	2019	2020	2021	2022	2023	2024
Overall, Fall Preview Day was helpful.	4.6	4.68	—	—	4.4	4.79

Overall, my Fall Preview Day experience was enjoyable.	4.6	4.71	—	—	4.8	4.69
The information at the welcome session was helpful.	4.5	4.37	—	—	—	—
The information at the Departmental and Organizational fair was helpful.	4.7	4.61	—	—	4.2	4.55
The financial aid and scholarship presentation was helpful.	4.6	4.65	—	—	4.25	4.63
The housing presentation was helpful.	4.3	4.47	—	—	—	—
The student services (parents) presentation was helpful.	4.3	4.42	—	—	—	—
The campus tour was helpful.	4.7	4.67	—	—	3.67	4.48
The housing tour was helpful.	4.5	4.56	—	—	—	—
The student life (students) presentation was helpful.	4.5	4.56	—	—	—	—
The Departmental Open House was helpful.	4.6	4.56	—	—	—	4.67
After attending this event, I have selected McNeese as my school of choice for next fall. (For attendees who stated they had not selected McNeese prior to attending Fall Preview Day.)	41.2%	55.4%	—	—	80%	42.1

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
The 4.0% benchmark was met for the last preview days. We decreased slightly in the welcome presentation. Focus is placed on reevaluating this portion of the day every year, with changes and updates being implemented every time. We received really positive feedback in the "other" comments, with some great suggestions for better signage, communication efforts, and discussions with departments and colleges. The benchmark we updated last year with the more likely to attend McNeese at 50% was also met.

For this upcoming year, a task force has put together to discuss how we will proceed with preview days. We will have to be creative in dealing with issues surrounding COVID-19.

2020-2021:
Because of COVID-19 restrictions and both hurricanes, McNeese did not host a Fall Preview Day. Preview day was set to occur virtually. Unfortunately, both dates were canceled due to hurricanes.

Two Spring Preview Days were created as an alternative. We also hosted the first Summer Preview Day. In addition, the Office of Admissions and Recruiting hosted a few departmental open houses that included faculty and staff from the respective departments.

2021-2022:
Since only one person responded to the survey, the information is void. We will work with the scholarship and alumni offices to see if they can assist us with incentivizing responses to the survey to get more feedback.

2022-2023:
We decided this year to use the same survey for all three preview days. Since we do not use the same agenda for each preview day, we could not offer the same questions as years past on the survey that is why there are blank responses. We met our benchmark for each question except the campus tour. We reviewed the comments area on the survey, to make sure we address any topics in reference to the campus tour. It seems we need to give more instruction/training to our student tour guides.

We still have the issue of not enough attendees filling out the survey. We will look at trying to force participants to fill it out before they leave the event whether: its a final presentation and give them a QR code or have an incentive for a special prize if they fil out the survey.

2023-2024:
The 4.0% benchmarks were met with event participants, but we did not meet the benchmark of "those that didn't plan to attend McNeese before coming to the event that are now most likely to attend." With the new administration and recruiting staff in place, we plan to look at the overall event to see if adjustments need to be made to decorations, signage, and overall student experience. We need to do more with these three events being our largest recruiting events of the year. Now that the administration has "recruiting efforts" as a priority, I feel that our responses will improve.

Performance Objective 4 Increase the number of visits to K-12 institutions.

1 Assessment and Benchmark

Benchmark: Meet or exceed the average number of visits to K-12 institutions for the two previous academic years.

1.1 Data

Number of Visits to K-12 Institutions:

Month	Academic Year Ending					
	2019	2020	2021	2022	23-24	24-25
May	25	12	0	4	12	
June	2	3	0	1	0	
July	0	2	0	0	2	
August	1	3	0	0	10	
September	67	100	7	31	36	
October	80	95	148	57	60	
November	24	26	71	12	13	
December	1	10	14	3	7	
January	5	13	18	8	6	
February	22	34	19	31	17	
March	29	19	32	11	22	
April	6	0	22	10	10	
Total	**262**	**314**	**331**	**168**	**195**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Even with COVID 19, we exceeded this objective. Had we had the opportunity to include more spring private visits, transfer fairs, and two large NACAC fairs that should have taken place in April, we would have seen an even higher number of visits. Because physical representation was not possible, we utilized direct mailings and virtual meetings as much as possible.

Next year's efforts will be realized by increasing virtual opportunities and out-of-the-box recruiting possibilities. Within the CRM, we added a new descriptor for virtual visits.

2020-2021:
We exceeded this objective by increasing the number of virtual visits offered to us through LACRAO and TACRAO. The events attended did not have an effect on yield.

We anticipate next year to be lower due to a cut in travel funds and staff. We will be more strategic by using 3-year enrollment data and RNL Forecast Plus Model scores to determine best use of resources.

2021-2022:
Our visits in the K-12 schools were down because we were still under COVID-19 restrictions and schools were not allowing us to visit nearly as much as they had in the past. Several schools allowed us to participate in virtual options but they were just not as effective or well attended.

2022-2023:
Our visits in the K-12 schools were up from prior year since COVID restrictions were being removed in the schools more. There would be more school visits, but with the retirement of Betty Anderson from Dual Enrollment and the position responsibilities moving over to the admissions area, the schools were not visited as many times that they were in the past. There were also only three recruiters for the entire year instead of four, so we were not able to go to as many places as we have in the past.

2023-2024:
We did not meet the benchmark of 250 visits this year which is the average of the prior two years. The number of visits have tremendously been affected by the Dual Enrollment program changes over the last two years as well our participation with the award ceremonies due to personnel resources and change of culture from Covid in the high schools.