

McNeese State University Quality Enhancement Plan



Navigate Your Future
CHARTING SUCCESS THROUGH ENHANCED ADVISING AND CAREER READINESS

SACSCOC On-Site Visit
March 7-9, 2017

Revised August 3, 2017

Table of Contents

Lists of Tables and Figures	iv
Chapter I: Executive Summary	1
Chapter II: Process Used to Develop the QEP	3
Institutional Profile	3
QEP Development.....	4
Chapter III: Topic Identification	8
Scope of <i>Navigate Your Future</i>	8
Factors in Choosing Career Readiness and Professionalism	9
2011 Strategic Planning.....	9
2014 Faculty Survey Report	9
General Education Assessment	9
National Survey of Student Engagement (NSSE)	11
Grad Fest Data	11
Factors in Incorporating an Enhanced Advising Outcome	13
2011 Strategic Planning.....	13
2014 Faculty Survey Report	14
Noel Levitz Student Satisfaction Inventory (SSI)	15
Chapter IV: <i>Navigate Your Future</i> Outcomes	17
Chapter V: Review of Literature and Best Practices	18
Historical Context of Academic Advising, Career Planning & Professionalism	18
Career Readiness and Professionalism	19
Advising.....	21
Successful QEP Models.....	23
Chapter VI: Implementation	25
Student Learning Outcome Implementation	25
Faculty Development	26
Learning Environment Outcome Implementation	27
Degree Works.....	27
Advising Software	27
Advising Workshop	28
CARE: Connect, Accelerate, Retain, Engage.....	28
Chapter VII: Timeline	29
Chapter VIII: Organizational Structure	37

Chapter VIII: Organizational Structure	37
Description of Roles	38
Provost and Vice President for Academic Affairs and Enrollment Management	38
Assistant Vice President for Academic Affairs and Director of Institutional Research and Effectiveness	38
Administrative Support Staff	38
Accreditation Review Council and QEP Steering Committee	38
QEP Coordinator	38
QEP Implementation Team	39
QEP Assessment Team	39
Academic Departments	40
Academic and Student Services	40
Chapter XI: Resources.....	41
Budget	41
Existing Resources.....	41
Chapter X: Assessment	43
Assessing Student Learning.....	43
Outcome 1 Direct Assessment	44
Outcome 1 Indirect Assessment.....	44
Outcome 2 Direct Assessment	45
Outcome 2 Indirect Assessment.....	45
Outcome 3 Assessment.....	45
Programmatic Assessment	46
Appendix A: Bibliography.....	52
Appendix B: McNeese State University Mission	56
Audiences	56
Array of Programs and Services.....	56
Special Programs/Features	57
Appendix C: Accreditation Review Council Roster	58
Appendix D: Accreditation Review Council QEP Topic Survey Results	59
Appendix E: Student QEP Vote on Homecoming Ballot	60
Appendix F: <i>Navigate Your Future</i> Implementation Team	61
Appendix G: Analysis of the NSSE Questions about Student-Faculty Interaction and Effective Teaching Practices	62
Appendix H: Analysis of the NSSE Advising Module.....	68

Appendix I: Courses tagged for <i>Navigate Your Future</i> Assessment.....	72
Appendix J: 2016-17 Assignment Pilot Volunteers	74
Appendix K: <i>Navigate Your Future</i> Interviewing Rubric.....	76
Appendix L: <i>Navigate Your Future</i> Presentation Rubric	77
Appendix M: <i>Navigate Your Future</i> Writing Rubric	78
Appendix N: Student Evaluation of Advising.....	79
Appendix O: Faculty Evaluation of Advising	81
Appendix P: Program Evaluation Survey	82
Appendix Q: Application for <i>Navigate Your Future</i> Development Stipend.....	85
Appendix R: CARE Mentorship Program.....	86

Lists of Tables and Figures

Table 1: Rubric-Scored Essay	10
Table 2: Grammar Post-Test Scores	10
Table 3: Writing Artifact Assessment Scores 2015-2016.....	10
Table 4: Number of Perceived Pages of Writing in a Year	11
Table 5: Sources of Advice Regarding Academic Plans.....	14
Table 6: Noel Levitz SSI 2013 Advising Scores.....	15
Table 7: <i>Navigate Your Future</i> Budget	42
Figure 1: Fall Grad Fest Writing Responses	11
Figure 2: Spring Grad Fest Writing Responses	12
Figure 3: Fall Grad Fest Adequate Preparation for Employment Response.....	12
Figure 4: Spring Grad Fest Adequate Preparation for Employment Response	12
Figure 5: Fall Grad Fest Adequate Preparation for Graduate/Professional School Response ...	13
Figure 6: Spring Grad Fest Adequate Preparation for Graduate/Professional School Response	13

Chapter I: Executive Summary

McNeese State University is a regional, public, comprehensive university located in Lake Charles, Louisiana. Founded in 1939, McNeese is primarily a teaching institution serving the needs of employers and communities in Southwest Louisiana (SWLA). McNeese's core values of academic excellence, student success, fiscal responsibility, and University-community alliances underlie institutional goals and impact institutional decisions. *Navigate Your Future: Charting Success through Enhanced Advising and Career Readiness*, McNeese's Quality Enhancement Plan (QEP), is an expression of these core values at a pivotal time in the history of Southwest Louisiana.

The SWLA population is rapidly increasing due to expanding industrial activity along the Calcasieu Ship Channel, an economic driver of the region. To build and maintain this infrastructure requires not only people who are skilled in engineering and business, but also people who will maintain the quality of life as regional communities develop. Families need capable and qualified teachers for their children and a strong healthcare workforce to care for the infirm. Southwest Louisiana needs scientists who can positively impact the area's agricultural and petro-chemical industries, as well as protect coastal communities and marshland habitats from hurricanes and erosion. Future citizens and leaders need to think critically and creatively about addressing the challenges and growing pains facing SWLA and the rest of the state in years to come.

Navigate Your Future: Charting Success through Enhanced Advising and Career Readiness seeks to positively impact student learning at McNeese State University in a way that supports regional economic development.

Navigate Your Future's goal is to make a positive impact on student learning, undergraduates will attain professional and career preparation skills as part of their course of study at McNeese.

Outcome 1) Students will demonstrate competency in professional writing, which will prepare them for a work environment.

Outcome 2) Students will present themselves professionally as appropriate for their fields of study.

Outcome 3) The University community will implement tools and processes that increase the effectiveness of academic advising.

Students at McNeese State University will encounter at least three courses during their undergraduate academic programs that teach *Navigate Your Future* student learning outcomes related to professional writing and presentation. Instructors for these introductory, midpoint, and capstone courses will attend faculty development events and collect assessment data to submit to the Office of Institutional Research and Effectiveness (IRE).

Navigate Your Future seeks to improve academic advising by implementing new tools and training opportunities for advisors and students. Tools such as Degree Works allow

students quick access to information about academic programs, such as how many credits remain until graduation and which courses would apply to a changed major. Additional training opportunities allow advisors to keep their knowledge current about undulating issues such as financial aid, athletic eligibility, and curricula development.

The QEP coordinator will administer *Navigate Your Future* through the Office of Institutional Research and Effectiveness (IRE) with the assistance of the *Navigate Your Future* Implementation Team. The Office of IRE will integrate all assessment procedures for *Navigate Your Future* outcomes into existing processes. The QEP coordinator will write an annual progress report that integrates *Navigate Your Future* achievements with institutional data and submit it to the Implementation Team for feedback regarding program improvement.

Chapter II: Process Used to Develop the QEP

Institutional Profile

McNeese State University opened in 1939 as Lake Charles Junior College to serve the higher education needs of the Southwest Louisiana area. The following year, the school changed its name to John McNeese Junior College of Louisiana State University to honor the renowned Southwest Louisiana educator and the first superintendent of schools in Imperial Calcasieu Parish, which has since divided into five adjacent parishes surrounding Lake Charles. In 1950, McNeese became a four-year college under the authority of the Louisiana Board of Education and achieved accreditation with the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC) four years later. In 1970, the institution adopted its current name, McNeese State University.

McNeese is primarily a teaching institution serving the needs of employers and communities in Southwest Louisiana (SWLA). McNeese's core values of academic excellence, student success, fiscal responsibility, and University-community alliances underlie institutional goals and impact institutional decisions.

McNeese State University has maintained its regional accreditation status through the Southern Association of Colleges and Schools – Commission on Colleges since 1954 and is currently classified as a Level IV institution authorized to award associate, baccalaureate, master, and specialist degrees, as well as post-baccalaureate, graduate, and post-master's certificates. As a member of the University of Louisiana System and a selective admissions institution, the University offers programs through the Department of General and Basic Studies, the William J. Doré, Sr. School of Graduate Studies, and six academic colleges. McNeese State University's athletic programs are NCAA-certified and compete in the Southland Conference at the Division I and Division I-Football Championship Subdivision (FCS) levels.

McNeese State University primarily serves the population of the five-parish region of Southwest Louisiana. Of the 7,626 students enrolled at the University in Fall 2016, 85.0% domiciled within the state, 7.7% were from out of state, and 7.3% were from other countries. White, non-Hispanic students comprised 69.1%, African American students comprised 16.4%, foreign students 6.4%, Hispanic students 3.0%, Asian students 1.5%, and students of more than one ethnicity represented 3.1% of the total student body. Undergraduate students comprised 91.3% of the total student body.

Two strategic planning documents describe efforts to fulfill the institutional mission. McNeese State University has an internally-developed strategic plan that emphasizes innovative teaching and learning as well as collaboration with regional partners. The Louisiana Board of Regents provides an additional strategic plan, which states that McNeese is responsible for serving the following constituents:

- Residents of Southwest Louisiana who have completed high school and are seeking either a college degree or continuing professional education;

- Two-year college transfer students, particularly those from SOWELA Technical Community College;
- Employers in the region, both public and private, school districts, health care providers, local governments, and private businesses;
- Economic development interests and regional entrepreneurs; and
- The area community, by providing a broad range of academic and cultural activities and public events.

QEP Development

In support of the University's mission to provide education to undergraduate students and services to the employers and communities in Southwest Louisiana, the Quality Enhancement Plan (QEP) selection process considered the needs of these stakeholders first. In Fall 2014, the Office of Institutional Research and Effectiveness (IRE) formed a steering committee composed of 25 members representing a diverse cross-section of the campus community, which included administration, faculty, staff, students, alumni, and community members. The committee met in November 2014 to familiarize members with accreditation and the QEP process, as well as solicit ideas. The group agreed that the QEP topic selection process should be democratic, with the committee members canvassing the campus and community to identify critical needs that a QEP could address in the context of the University's mission. The steering committee reviewed various data, solicited ideas for the QEP through self-reflection, building meetings, town-hall meetings, student-led forums, and other venues, as well as through a topic submission form on the IRE website. Additionally, several faculty members presented QEP proposals for consideration.

The following spring, the steering committee reported its findings and recommendations to the Accreditation Review Council (ARC), a 32-member body consisting of faculty and staff representatives from across the University. The ARC received and discussed all submissions and information presented by the steering committee, and they distilled the input into 17 broad QEP topics that would impact student learning. The ARC administered a survey asking committee members to choose their top three QEP topics. Six topics emerged as clear contenders as a result of this survey: Student Advising, Service Learning, Learning Communities, Student Professional Development and Career Planning, Financial Literacy, and Critical Thinking. The topics were refined further to four options that could impact student learning as well as the learning environment.

The IRE Office examined the four remaining topics in the context of institutional data. Internal research gleaned from strategic planning sessions, general education and academic program assessment and faculty and graduate surveys all reflected information that could be used to provide background and support for all four topics. Additionally, IRE recognized that the National Survey for Student Engagement (NSSE) and the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) were useful sources of information about our students' thoughts.

In Fall 2015 during Homecoming elections, the student body voted to select one of the four remaining proposals as the QEP topic. IRE publicized the vote through campus LISTSERV

announcements, the campus newspaper, and electronic bulletin boards throughout high-traffic areas of the campus. Additionally, IRE educated voters by providing synopses of the suggested QEP topics on the IRE website. Of the 1,295 students that voted in this election, 40.1% chose advising for the Quality Enhancement Plan topic.

Shortly after the 2015 Homecoming elections, Dr. Jeanne Daboval, provost and vice president for academic and student affairs, and Ms. Jessica Hutchings, assistant vice president for academic and student affairs and director of IRE, met to select a QEP director. They chose Dr. Son Mai, instructor of history, to begin the QEP development process in January 2016. President Phillip Williams also appointed a QEP Implementation Team consisting of 15 members, including representatives from the six academic colleges, academic and student support offices, the student body (both undergraduate and graduate), and the Student Government Association (SGA).

In January 2016, shortly after its formation, the QEP Implementation Team met with Dr. John N. Gardner of the John N. Gardner Institute for Excellence in Undergraduate Education. Dr. Gardner gave a presentation to McNeese faculty and staff in which he emphasized students' needs, especially during the first-year experience and during the transition between the first year and the second year.

The IRE Office and the QEP Implementation Team conducted a series of focus groups between January and March 2016 to further investigate advising practices at McNeese and determine ways to improve. Faculty members in each of the six colleges and in the Department of General and Basic Studies participated in their own focus groups. Staff members in academic and student support offices held their own focus group, and students also participated in an open-invitation focus group incentivized with door prizes.

The output from these focus groups demonstrated a common desire for making advising a part of the student's learning process and more than part of a registration process; it should be an opportunity for students to learn about and improve professional prospects and prepare for post-undergraduate career goals. Additionally, the focus groups expressed a common refrain about the lack of clear communication between the Department of General and Basic Studies and the academic departments, thus hindering students' matriculation into their majors. The focus group participants also echoed a common request to improve training opportunities for faculty and staff in advising and to make advising resources more available to the campus community.

Throughout 2016, the QEP Implementation Team met on a biweekly basis during regular semesters and weekly during the summer 2016 session. During these meetings, the Team discussed and debated the future of advising at McNeese, and it became clear that advising was only one side of the problem. McNeese also needed to develop the professionalism of students.

In March 2016, the QEP Implementation Team met with two guests from the Southwest Louisiana Chamber of Commerce and Economic Alliance, Dr. (Hon.) George Swift, president, and Mr. R.B. Smith, vice president for workforce development. Swift and Smith both expressed

a strong need for “soft skills”—primarily those connected to the professionalism expected of a university-educated person. These soft skills include characteristics such as writing professionally, giving professional presentations, conducting meetings, and interviewing. The meeting with Dr. Swift and Mr. Smith spurred the QEP Implementation Team to reconsider the prior exclusion of career preparation and professionalism as a QEP topic.

By the end of the spring 2016 semester, the Team developed two goals with corresponding outcomes. The first goal emphasized student learning in the areas of professionalism and career development, and the second goal emphasized the learning environment as it related to academic advising. Many subsequent activities contributed to the evolution of the plan:

- In June 2016, SACSCOC Vice President Dr. Nuria Cuevas visited campus and conferred with the QEP Implementation Team. Dr. Cuevas suggested that the QEP focus be narrow enough to realistically achieve.
- McNeese sent four QEP Implementation Team members to the SACSCOC Summer Institute in July 2016. Team members attended sessions covering topics including assessment, stakeholder buy-in, implementation, best practices, and sustainability. Dr. Pat Hutchings held a session about the National Institute of Learning Outcomes Assessment (NILOA) and introduced the audience to the “charrette.” Charrettes are sessions in which faculty bring assignments for colleagues to evaluate and provide suggestions for improvement.
- The QEP naming process began in September 2016 with a focus group consisting of 15 student leaders as well as students majoring in marketing and art. In October, the QEP Implementation Team passed along the ideas from the focus group to alumni-owned/operated marketing and public relations firms in the community for refinement. The O’Carroll Group responded with their recommendations which were further refined by the QEP Implementation Team, representatives from the Office of Public Relations and University Events, and the Office of Marketing and Licensing. Through their contributions, the QEP Implementation Team ultimately chose *Navigate Your Future: Charting Success through Enhanced Advising and Career Readiness* as the title of the QEP.
- In October 2016, two members of the QEP Implementation Team attended the National Academic Advising Association’s (NACADA) annual meeting in Atlanta, Georgia. Team members attended several sessions about best practices on enhanced advising, learning outcomes, and implementing effective advising programs. QEP Implementation Team members also conferred with colleagues from other institutions that had QEPs focused on advising, professionalism, and/or career development in previous years.
- In December 2016, McNeese sent a delegation of eight professional staff members, several of whom are on the QEP Implementation Team, to the SACSCOC Annual Meeting in Atlanta, Georgia. As the SACSCOC on-site visit was nearing, every member

of the delegation attended sessions about QEP implementation and the upcoming on-site visit. During the conference, the delegation was able to ask last-minute questions and receive answers from SACSCOC Vice President Dr. Cuevas before the on-site visit in March 2017.

- During the last week of the Fall 2016 semester, the McNeese Faculty Senate was briefed on *Navigate Your Future: Charting Success Through Enhanced Advising and Career Readiness*—and the Senate expressed its support.
- In March 2017, a SACSCOC Team conducted its decennial on-site visit at the McNeese campus. During the visit, the Onsite Team interviewed students, the QEP Implementation Team, and faculty members for feedback, and recommendations regarding *Navigate Your Future*.

Chapter III: Topic Identification

Navigate Your Future: Charting Success through Enhanced Advising and Career Readiness addresses the professional dispositions and effective communication skills that are consistent with the mission of the institution, which states, “McNeese graduates achieve success through the studied acquisition of content knowledge, the demonstration of discipline-specific skills and dispositions as well as mastery of general education competencies such as critical thinking, effective communication, and independent learning.”

Navigate Your Future also aligns with policies and initiatives of Louisiana higher education governing bodies. The Louisiana Board of Regents administers the *Master Plan for Postsecondary Education in Louisiana*, and Objective 3-5 of the plan requires institutions to “demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.” In particular, it encourages the use of common outcome assessments for courses and programs, which *Navigate Your Future* establishes across McNeese.

In 2015, the Board of Regents adopted *Elevate Louisiana: Educate and Innovate*, an initiative to address the fiscal situation of Louisiana higher education. One of its four guiding principles states that, “postsecondary resources must be targeted to respond to local/regional workforce needs.” *Navigate Your Future* establishes student learning outcomes in written and oral communication that emphasize professionalism and career readiness, and the plan improves technological and administrative resources to facilitate students’ academic program completion.

Navigate Your Future builds upon established infrastructure and plans that were already underway at McNeese in the areas of assessment and advising. The Office of Institutional Research and Effectiveness (IRE), a division of Academic Affairs and Enrollment Management, can integrate assessment and professional development efforts for *Navigate Your Future* into processes already in place. The Office of Enrollment Management oversees several student service offices, including Financial Aid, Admissions and Recruiting, General and Basic Studies, Registrar, Community Services and Outreach, and Scholarships. The University recently relocated these offices into Chosen Student Central, a “one-stop shop” for current and prospective students. Campus constituents will benefit from many student support services now assembled into a central location.

Scope of *Navigate Your Future*

Navigate Your Future focuses on improving the professionalism of students’ presentation and written communication skills by providing students with assignments, experiences, and tools that will prepare them for their career and/or post-graduation goals. To support the goals of the QEP, academic programs will administer *Navigate Your Future* assignments related to professionalism and career readiness at three points: introductory, midpoint, and capstone. Faculty will be given opportunities to participate in professional

development events about teaching and advising to support *Navigate Your Future* and other student learning initiatives at McNeese.

Factors in Choosing Career Readiness and Professionalism

As described in the previous chapter, IRE gathered initial input for the QEP through data review, town hall meetings, focus groups, submission forms, and committee votes. These all indicated the need for McNeese to improve students' abilities to identify and accomplish career goals and learn skills related to professionalism. This information and other available data about student learning at McNeese provide an informed basis for choosing the specific student learning outcomes related to professional writing and presentation and for creating faculty development opportunities to support these outcomes.

2011 Strategic Planning

In Fall 2011, IRE hosted over 30 brainstorming sessions as part of the development of McNeese's five-year strategic plan and collected responses to the question, "What could McNeese do to improve student learning?" Each of the 483 responses were grouped into categories and coded by theme, and the two most discussed categories were about the student learning experience and about faculty-teaching issues. The student learning experience category received 194 responses, and professional preparation was its second most popular theme. Faculty-teaching issues received 128 responses, and the two most popular themes in this category indicated the need for faculty professional development.

2014 Faculty Survey Report

The McNeese Faculty Senate administered an extensive survey to the faculty about many areas of the University and facets of faculty life, including academic support services, working conditions, and facilities. Out of 77 responses, 45% disagreed or strongly disagreed with the statement, "I am satisfied with the support I have received in developing writing assignments in my discipline-specific courses."

General Education Assessment

The first student learning outcome in the General Education Core Curriculum says, "Students will communicate effectively in written English," and the General Education Assessment Committee (GEAC) has several years of assessment data for this outcome collected from English 101 and 102 courses. These courses administer rubric-scored essays and grammar pre- and post-tests. For all but one of the past six semesters, students in English 101 and 102 have met the 70% benchmark for the rubric-scored essays, and the grammar post-test scores finally reached the 70% benchmark in Spring 2016 after many semesters of improvement, as demonstrated in Tables 1 and 2 below.

Table 1: Rubric-Scored Essay

Semester	English 101	English 102
Fall 2013	64.5%	92.2%
Spring 2014	85.4%	95.3%
Fall 2014	71%	78%
Spring 2015	70%	77%
Fall 2015	76%	82%
Spring 2016	73%	83%

Table 2: Grammar Post-Test Scores

Semester	English 101	English 102
Fall 2013	38.6%	54.0%
Spring 2014	49.0%	53.9%
Fall 2014	46%	78%
Spring 2015	56%	66%
Fall 2015	48%	67%
Spring 2016	52%	71%

Beginning in 2015, the GEAC held regular assessment sessions to directly evaluate student artifacts from courses in the General Education Core Curriculum, as well as from capstone courses in most academic programs. The GEAC has one year of artifact assessment data for the writing competency that indicates students are weakest in the areas of providing sources and evidence to support their assertions and adhering to writing conventions as appropriate to the discipline. Evaluators used a rubric based on the VALUE Rubric for Written Communication, and Table 3 shows scores on a scale of 0-4, with 4 indicating the best work.

Table 3: Writing Artifact Assessment Scores 2015-2016

	Context and Purpose	Content Development	Genre and Conventions	Sources and Evidence	Syntax and Mechanics
Gen Ed Fall 2015	2.16	2.05	2.11	2.03	2.11
Gen Ed Spring 2016	1.13	1.13	1.11	1.17	1.44
Capstone 2014-15	1.67	1.81	1.37	0.91	1.74

Capstone 2015-16	1.76	1.79	1.52	0.95	1.91
---------------------	------	------	------	------	------

National Survey of Student Engagement (NSSE)

McNeese administers the NSSE biannually to freshmen and senior students. The 2016 Multi-Year Report for McNeese State University points to many issues that *Navigate Your Future* should address. The responses to NSSE survey items related to effective teaching practices and faculty-student interactions are demonstrated in Appendix G. The data show that students perceive that teaching has become less effective and student-faculty interaction has decreased since 2014. McNeese is falling behind its peers in several areas. The chart below indicates that freshmen students at McNeese in 2016 perceive that they are writing more pages than 2014 freshmen, but seniors perceive they are writing less.

Table 4: Number of Perceived Pages of Writing in a Year

	Assigned Pages to Write
2014 Freshmen	31.3
2016 Freshmen	50.1
2014 Seniors	57.6
2016 Seniors	51.0

Grad Fest Data

The IRE Office administers the Grad Fest Survey each semester to graduating seniors. For the past three years, students responded to the statement, “My coursework and experiences at MSU improved my ability to write effectively.” The students choose from a range of 1 to 5 on a Likert scale, where 1 represents “Strongly Disagree” and 5 represents “Strongly Agree.” Figures 1 and 2 below show slight downward trends in the average scores during the past three years. Fall graduates tend to rank this question higher than spring graduates, so separate figures for fall and spring more clearly illustrate the decline.

Figure 1: Fall Grad Fest Writing Responses

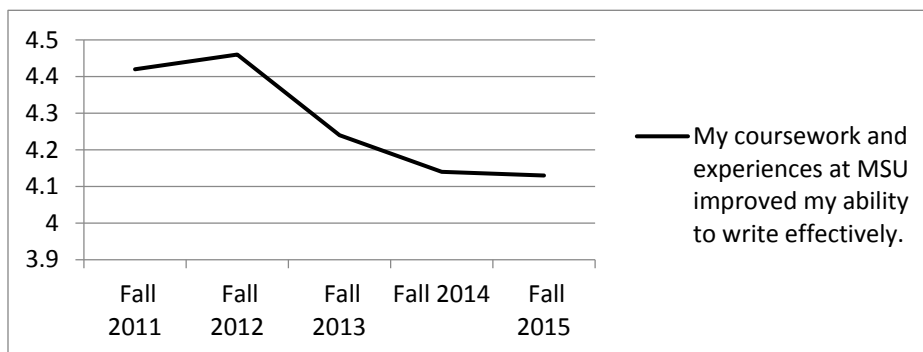
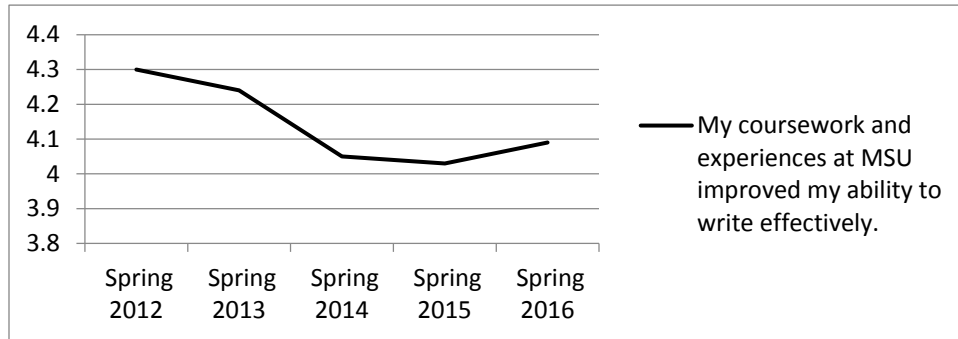


Figure 2: Spring Grad Fest Writing Responses



Additional items from the survey discuss student satisfaction with post-graduation preparation. Figures 3 and 4 below show five years of average responses to the statement, “I feel that McNeese has adequately prepared me for employment in my chosen field.” After many semesters of decreasing, the 2015-16 academic year shows some improvement. Students graduating in most fall semesters seem to feel more adequately prepared for employment than the spring semesters succeeding them.

Figure 3: Fall Grad Fest Adequate Preparation for Employment Response

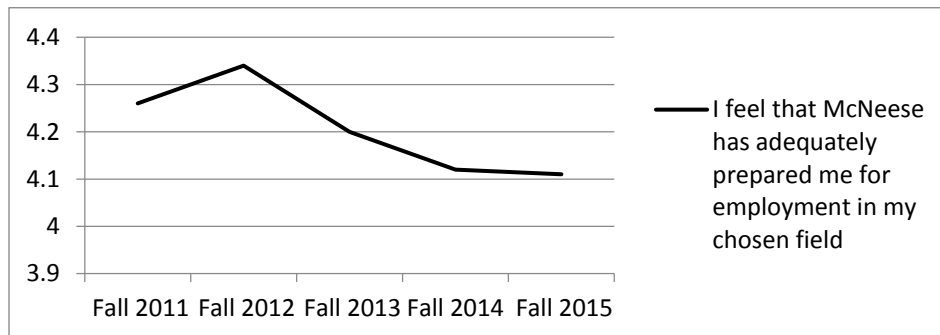
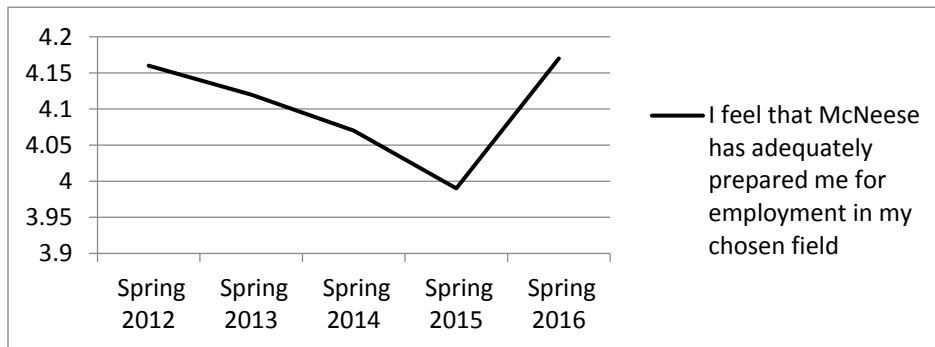


Figure 4: Spring Grad Fest Adequate Preparation for Employment Response



Figures 4 and 5 below show five years of average responses to the statement, “I feel that McNeese has adequately prepared me for graduate/professional school.” After trending

down for several years, the 2015-16 academic year shows improvement with a pattern similar to the previous item.

Figure 5: Fall Grad Fest Adequate Preparation for Graduate/Professional School Response

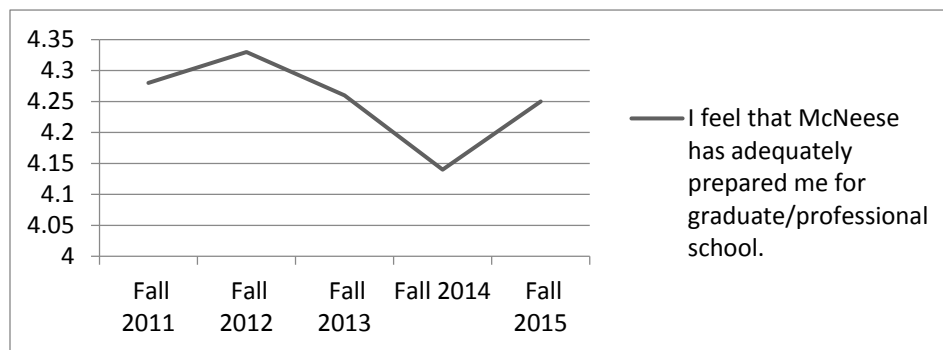
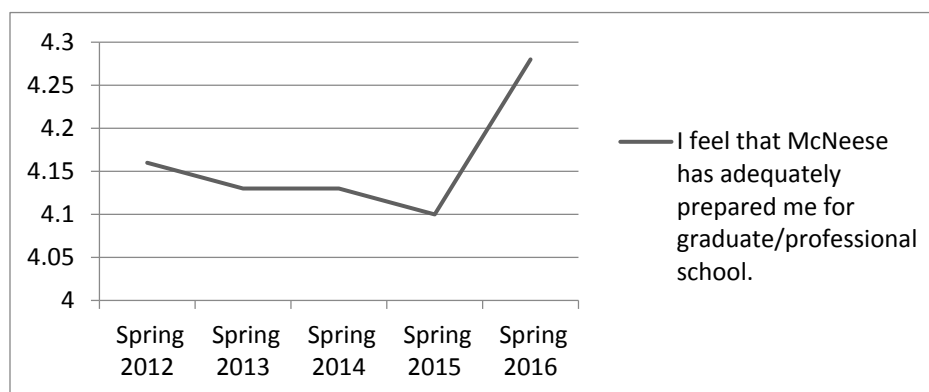


Figure 6: Spring Grad Fest Adequate Preparation for Graduate/Professional School Response



Factors in Incorporating an Enhanced Advising Outcome

Student advising was the top choice for the QEP as shown in votes by the Accreditation Review Council and the student body. Participants in focus groups held in the early stages of QEP development expressed the need for improved communication among departments and efficient tools and processes to cope with loss of personnel. Other institutional data about advising at McNeese provided further support for *Navigate Your Future's* outcomes related to improved advising.

2011 Strategic Planning

Goal 4 of the University's strategic plan is to "cultivate an environment that promotes a spirit of innovation." Objective 4.a states that McNeese will "initiate creative development projects that promote enrollment and retention, such as the restoration of Contraband Bayou and the development of a 'one-stop shop' to address the needs of prospective students." Chozen Student Central is complete and opened in July 2017.

2014 Faculty Survey Report

The 2014 survey administered by the McNeese Faculty Senate included an item about training for faculty advisors. Out of 87 responses, 49% disagreed or strongly disagreed with the statement, “I am satisfied with the student advising training I received.”

National Survey of Student Engagement (NSSE) Academic Advising Module

McNeese participated in the Academic Advising Module by NSSE during 2014 and 2016. The NSSE Academic Advising Module asks first-year students and seniors questions about their advising experiences. When asked about the number of times they discussed academic interests, course selections, or academic performance, the indicator for first-year students dropped from 2.1 to 1.9 from 2014 to 2016, and the 2016 score is significantly lower than the comparison group’s score of 2.3. For seniors, this indicator dropped from 2.7 to 2.3. The second part of the survey asks students about eight types of interactions with advisors. Appendix H provides an analysis of 2014 and 2016 data that demonstrate a decrease in the quality of advising at McNeese during the past two years.

The final question on the NSSE asks students for the source of advice regarding their academic plans. Table 5 uses data from the NSSE Academic Advising Module to show that students, especially first-year students, relied less on institutional advisors and more on their own research and the advice of friends and family when choosing majors and courses.

Table 5: Sources of Advice Regarding Academic Plans

	2014 Freshmen	2016 Freshmen	2014 Senior	2016 Senior
Academic advisor or other faculty member	43%	38%	63%	62%
Own research in institutional publications	8%	8%	6%	9%
Family, friends, other students	35%	45%	23%	20%
Other	1%	2%	2%	2%
Did not seek advice	3%	9%	6%	6%

The 2016 NSSE included an additional question about how often academic advisors reached out to their students about their academic progress and performance. First-year students averaged 1.8 in this category, which is significantly below the statistical comparison. Seniors scored 1.9, which is equivalent to the statistical comparison.

Noel Levitz Student Satisfaction Inventory (SSI)

A sample of 718 McNeese students completed the Noel Levitz SSI in 2013, and results in Table 6 indicate that McNeese students perceived academic advising effectiveness and instructional effectiveness as the two most important areas studied by the inventory. Students rated survey items on a Likert scale from 1 to 7, with 7 indicating strong agreement. Four items in particular discuss the importance of academic advising to students, and the instrument provides the students' perceived level of importance for these items alongside their level of satisfaction. The difference between these two numbers is known as a performance gap.

Table 6: Noel Levitz SSI 2013 Advising Scores

Scale/Item	Importance	Satisfaction/Standard Deviation	Performance Gap
Academic Advising Effectiveness	6.41	5.57 / 1.20	0.84
10. My academic advisor helps me set goals to work toward.	6.33	5.45 / 1.59	0.87
16. My academic advisor is available when I need help.	6.45	5.70 / 1.42	0.75
21. My academic advisor is knowledgeable about requirements in my major.	6.64	5.99 / 1.37	0.65
38. I receive ongoing feedback about progress toward my academic goals.	6.21	5.10 / 1.52	1.11

These scores indicate that in 2013, students were generally satisfied with academic advising, although there is a significant performance gap between the importance of receiving ongoing feedback about academic progress and student satisfaction with this feedback.

In 2017, McNeese administered the SSI again, asking the same four questions and using the same 7 point Likert scale as from the earlier survey. A sample of 770 students completed the 2017 SSI, and while the results showed improvement in the performance gap in overall academic advising effectiveness, there is still room for improvement.

Table 7: Noel Levitz SSI 2017 Advising Scores

Scale/Item	Importance	Satisfaction/Standard Deviation	Performance Gap
Academic Advising Effectiveness	6.44	5.69 / 1.19	0.75

10. My academic advisor helps me set goals to work toward.	6.34	5.48 / 1.63	0.86
16. My academic advisor is available when I need help.	6.46	5.87 / 1.36	0.59
21. My academic advisory is knowledgeable about requirements in my major.	6.61	5.95 / 1.41	0.66
38. I receive ongoing feedback about progress toward my academic goals.	6.34	5.45 / 1.45	0.89

Chapter IV: *Navigate Your Future Outcomes*

Between January and March 2016, the Office of Institutional Research and Effectiveness (IRE) conducted a series of focus groups regarding academic advising at McNeese. Common responses from these focus groups indicated that the students, faculty, and staff at McNeese viewed advising as:

- More than just course registration, but a chance to impart/receive information about professional opportunities after graduation;
- Disruptive, as there is discontinuity between students transitioning out of the Department of General and Basic Studies and into their major departments;
- Sparse, with major advisors and students recognizing that they are unaware of available academic and student services.

A majority of faculty advisors also expressed a lack of adequate training opportunities in advising, with many feeling they were “thrown into” the process.

Additional interviews with area business leaders—many of whom are McNeese graduates themselves—indicated that local industries are less concerned about which academic program the student completed, but are more interested in candidates who possess “soft skills” such as integrity, communication, courtesy, responsibility, professionalism, flexibility, teamwork, and work ethic.

With all of these concerns in mind, the *Navigate Your Future* Implementation Team concluded that the QEP needed outcomes related to improving student learning through increased knowledge of professionalism. The *Navigate Your Future* Implementation Team also noted the need to improve the tools, processes, and knowledge about academic advising. The following overarching goal encompasses three focused and measurable outcomes below, which will positively impact student learning and the learning environment at McNeese:

Navigate Your Future Goal: Students will attain professional and career preparation skills as part of their undergraduate course of study at McNeese.

Outcome 1) Students will demonstrate competency in professional writing, which will prepare them for a work environment.

Outcome 2) Students will present themselves professionally as appropriate to their field of study.

Outcome 3) The University community will implement tools and processes that increase the effectiveness of academic advising.

Chapter V: Review of Literature and Best Practices

This literature review provides a historical context for *Navigate Your Future* and covers highlights from the professional literature about each of the complementary goals. The references listed in Appendix A include additional materials than those cited here, but they were useful in educating committee members about pedagogy and assessment.

Historical Context of Academic Advising, Career Planning & Professionalism

When Colonial Americans founded the first colleges and universities, they introduced the concept of academic advising. Professors at these new institutions acted *in loco parentis*, or in place of parents, and advising mirrored an apprenticeship system similar to what would eventually become vocational and technical education. By the late 19th century, as the nation entered the second Industrial Revolution, the need for more professionalized college education led to the development of the first specialized advising departments at Johns Hopkins University (Cook, 2001). In the early 20th century, progressive social reformers such as Frank Parsons believed that faculty within specialized curricula should take charge of guiding students to the classes they needed. Parsons developed the “three imperatives for personal development,” which emphasized career-focused counseling and advising in the collegiate environment (Gillespie, 2003).

With the introduction of the U.S. Army skills and intelligence tests during World War I—the forerunners of the Armed Forces Vocational Aptitude Battery (ASVAB)—colleges and universities accepted the concept of career planning through psychometric examinations. Oberlin College lead the way in this regard by providing students with career information after graduation. By the end of the 1930s, most colleges and universities had implemented various systems of academic advising and career planning into their organizational structures. At that time, the term “student personnel work” began appearing in higher education literature about practices of educational guidance and vocational counseling, but the term remained largely undefined (American Council on Education Studies, 1937).

The post-World War II era ushered another major cultural change in higher education. The Servicemen’s Readjustment Act, or G.I. Bill, brought an influx of almost 1.2 million first-generation college students by the end of 1965. Additionally, the “Baby Boom” generation, born after the War from 1945-1965, also introduced an inflow of new students. For the next 20 years the majority of these new students were first-generation college students. These new student populations were unfamiliar with the curricular offerings of each institution, and high attrition rates necessitated a need for improved academic advising. By the 1970s, the Carnegie Commission on Higher Education and studies by Crookston (1994) and O’Banion (1994) recommended to colleges and universities that improved academic advising is a necessity for increasing student retention. In 1979, the National Academic Advising Association (NACADA) established itself as a professional organization dedicated to improving the academic advising process at colleges and universities. At the same time, an article by E. Michael Walsh (1979) introduced the first list of best practices in academic advising to shift the roles away from a

bureaucratic activity of course registration and academic record-keeping to a more proactive role of answering questions related to students' education and their post-college career plans.

These changes coincide with an era which sociologists and historians also refer to as the “Me” generation. This Baby Boomer/Me group came of age at the same time as many of the sociocultural changes across the country during the 1960s and 1970s. In addition to being the first in the family to attend college, students in the “Me” generation are also characterized by cultural experimentation, political protests, and greater independence compared to prior peer groups. The result of this cultural change is a move away from professionalism towards what many business and industrial leaders refer to as “uncivil behavior”—the lack of etiquette and demeanor proper for a professional work environment (Twenge, 2014).

By the 1980s, the Baby Boomers became parents to a group sociologists deem the millennial generation, so named because they came of age after the year 2000. This generation has not only been instilled with the values of their Baby Boomer parents, but they have also been exposed to a higher level of new media and technology. Current research on this millennial generation suggests that this group carries different attitudes regarding career goals and selection of majors. This generation continues the Baby Boomers' desire for individual attention as seen in the “Me” generation, but it is also more likely to experience external pressures to perform well, particularly from parents. While performance pressure may drive achievement, some suggest that this group is more likely to respond negatively to failure. In the case of millennial college students, this makes them more likely to withdraw from classes or the institution altogether upon missing performance expectations. Finally, this group is more apt to be dependent on others, particularly parents, for support (Montag, Campo, Weissman, Walmsley, and Snell, 2012).

These developments have had a profound impact on advising practices at the collegiate level. At the same time, employer expectations for professionalism among college graduates has remained high. A 2009 study suggests that colleges need to change how they prepare their students for the working world, particularly by reinforcing “soft skills” such as honoring workplace etiquette and having a professional demeanor (Moltz, 2009).

Career Readiness and Professionalism

Colleges and universities are increasingly emphasizing professionalism as it relates to career preparation. The legacies of the “Me” generation, including its focus on the self over the whole organization, have strained relations between supervisor and employee in the workplace, and business leaders are concerned about the communication, presentation, and demeanor of college graduates (Holdcroft, 2014). The benefits of improving professionalism at the collegiate level include refined time management and multitasking skills, an improved work ethic, professional etiquette and demeanor, and an awareness of the importance of meeting deadlines. These skills are not only valued at the collegiate level, but are also desirable in the workplace.

The National Association of Colleges and Employers (NACE) aims to be the leading voice and authority related to the career development, recruitment, and hiring of the college

educated, as described in its strategic goals. This organization defines career readiness as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (NACE, 2015). Of their seven competencies, three in particular directly address the *Navigate Your Future* goals and outcomes:

- Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management) and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- Career Management: Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace (NACE, 2015).

NACE encourages career services departments to help students develop self-knowledge by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics. NACE also emphasizes the need for education and occupational information to aid students in career and educational planning and to develop their understanding of the world of work. The expected outcomes of these practices is that students will be able to select personally suitable academic programs and opportunities that optimize future educational and employment options and take responsibility for developing career decisions, graduate/professional school plans, employment plans, and/or job search activities (NACE, n.d.).

Several professional organizations such as the American Institute of Certified Public Accountants (AICPA) and the American Psychological Association (APA) discuss career preparation and professionalism in their governing documents. The CPA Vision 2011 Project of the AICPA states that successful accountants have communication and leadership skills and are able to “give and exchange information within a meaningful context and with appropriate delivery” (Kermis and Kermis, 2010). The APA identified career planning and development as one of its 10 learning goals, which could be applicable to all undergraduate students as a part of career development. Prehar and Ignelzi (2012) wrote about four stages of career development implemented in an undergraduate psychology program that included 1) self-assessment; 2) career exploration; 3) gaining experience; and 4) implementing a plan. The writers argue that the benefits of this process require students to answer such questions as “What am I good at?,” “What do I like to do?,” and “What’s important to me in a job?” The process also enables students to better understand that a major does not permanently lock a person into a particular occupational choice. Furthermore, students may gain professional experience through

internships, undergraduate research experiences, jobs, and volunteer work. The overall benefit of this process is that students will be better prepared to implement plans and follow career paths.

The idea of teaching professionalism in a post-secondary setting appears frequently in scholarly literature from the field of medical education. Medical educators do not see professionalism as a solitary skill, but as a multi-dimensional aptitude with many attributes. For example, the American Association of Medical Colleges and the National Board of Medical Examiners established seven categories of professionalism: altruism, honor and integrity, caring and compassion, respect, responsibility and accountability, excellence and scholarship, and leadership (Atwa, Ghaly, & Hosny, 2016). These professional attributes can be applied to particular settings and skills, such as online communication. In an era when an online profile could negatively impact job prospects, one institution created training for medical students about digital professionalism (John, Cheema, & Byrne, 2012).

Other literature from the education professions describes courses, assignments, and assessments related to career readiness and professionalism. Stephen Bear describes an undergraduate career strategies course in which business students develop such skills as:

- Creating career goals and identifying career paths and strategies to achieve them;
- Maximizing job performance by understanding and adapting to organizational culture;
- Defining and managing work-life balance; and
- Developing skills to ensure inter-organizational mobility (Bear, 2016).

McCale (2008) describes using client-based learning techniques in upper-level marketing courses, and she provides an assessment tool that measures skills related to professionalism such as writing, communication, and presentation abilities. Blau and Snell (2013) describe efforts to engage undergraduates with professional development by hosting mock interviews and résumé development/critique sessions.

Within the last decade, several schools, such as York College of Pennsylvania, have created centers on their campuses devoted to professionalism, and they seek to equip students with the professional polish necessary to be poised and well-spoken. Most notably, York College of Pennsylvania's Center for Professional Excellence has been showcased in national media and has released a National Professionalism Study which identifies elements of professionalism present in businesses and other institutions. Their survey targets different populations, and their 2015 National Professionalism Survey of recent graduates is a rich source of data about perceptions of professionalism at the workplace. For example, respondents most often associated the following qualities describing professionalism: focused, punctuality/attendance, humble, diligent, and communication skills. (Center for Professional Excellence, 2015)

Advising

Scholarly literature on advising reflects both prescriptive and developmental advising strategies, with developmental advising proving to be the more effective of the two. As Walsh

(1979) mentioned in his list of best practices, academic advising is more than just course registration and academic recordkeeping; it also includes elements of career planning. Advisors who use a prescriptive method simply assign courses each term to get students through their degree plans. Developmental advisors integrate students' academic, career, and personal goals to provide advice, connect students to resources, share concerns, and assist in making decisions (Hale, Graham, & Johnson, 2009). This type of advising works best when advisors get to know their students, which requires more than just one meeting to discuss course scheduling. Developmental advising thus leads to a reciprocal relationship between advising and career planning that is an integral part of contemporary academic advising practices.

An article from the *NACADA Journal* demonstrates the benefits for students at institutions that use robust advising services to improve student satisfaction and retention and to assist them in selecting and committing to a major. Pascarella and Terenzini pointed out that academic advising is beneficial in that it “both directly influences students’ persistence and affects students’ grades, intentions, and satisfaction with their own role, factors that lead indirectly to student retention” (as cited in Montag et al., 2012, p.26). Other data suggest that multiple meetings with advisors during the year increases retention (Swecker, Fifolt, & Searby, 2013). Yarbrough (2002) adds that even brief exchanges between the advisor and advisee may have a great impact on a student’s sense of self-efficacy in completing degree requirements. In other words, students at institutions with increased academic advisor access are more likely to persist in completing their degree requirements compared to students at institutions where there are fewer encounters with advisors.

Some institutions have incorporated advising initiatives geared toward particular majors. Kevin Brown (2009) discusses the need for English majors to be aware of the breadth of opportunities available to them upon graduation, other than teaching or graduate school. He argues that institutions “should not revise our degrees to make them more practical; instead, we must reshape the way we communicate our discipline to our students” (Brown, 2009, p. 5). Rodgers, Blunt, and Tribble (2014) describe the Pathways Leading to Undergraduate Success in the Sciences (PLUSS), an innovative way to advise students by targeting underprepared students and pairing them with faculty mentors. These students receive “enhanced advising experiences starting at orientation with the assignment of a PLUS advisor” (Rodgers, et al., 2014, p. 37) These advisors are faculty members with strong teaching skills, enthusiasm for the PLUS program, and familiarity with institutional policies and procedures (Rodgers, et al., 2014).

The National Academic Advising Association (NACADA) is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in academic advising. NACADA endorses three “Pillar” documents to guide advisors: the *NACADA Concept of Academic Advising*, the *NACADA Statement of Core Values*, and *Academic Advising Programs: CAS Standards and Guidelines*, produced by the Council for the Advancement of Standards (CAS) in Higher Education. According to the *NACADA Concept of Academic Advising*, “these sets of guiding principles affirm the role of academic advising in higher education, thereby supporting institutional mission, while at the same time, anticipating the needs of 21st century students, academic advisors, and institutions” (NACADA, 2006).

The *NACADA Concept of Academic Advising* framework has three facets: curriculum, pedagogy, and learning outcomes. Besides the selection of academic programs and courses, the advising curriculum should include the mission, culture, and expectations of the institution; the development of life and career goals; campus/community resources and policies; and other topics related to successful matriculation, graduation, and post-graduation employment. The pedagogy of advising should incorporate the preparation, facilitation, documentation, and assessment of advising interactions. Specific student learning outcomes in the framework include the following:

- 1) Craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values;
- 2) Use complex information from various sources to set goals, reach decisions, and achieve those goals;
- 3) Assume responsibility for meeting academic program requirements;
- 4) Articulate the meaning of higher education and the intent of the institution's curriculum;
- 5) Cultivate the intellectual habits that lead to a lifetime of learning; and
- 6) Behave as citizens who engage in the wider world around them (NACADA, 2006).

The *NACADA Statement of Core Values of Academic Advising* intends to “affirm the importance of advising within the academy and acknowledge the impact that interactions can have on individuals, institutions, and society (NACADA, 2005).” The NACADA core values assert that advisors are responsible to the individuals they advise, for involving others in the advising process, to their institutions, to higher education, to their educational community, for their professional practices, and for themselves personally. The *Statement of Core Values* elaborates on ways for advisors to fulfill each of these responsibilities based on their own philosophies, strengths, and opportunities, as well as the philosophies and values of their institutions (NACADA, 2005).

These two NACADA statements are further articulated by *Academic Advising Programs: CAS Standards and Guidelines*, produced by the Council for the Advancement of Standards (CAS) in Higher Education. The CAS document states that academic advising programs should assist students as they define, plan, and achieve their educational goals, and advisors must encourage student success and persistence (CAS, 2016). The document suggests best advising practices in the realms of leadership, human resources, governance and ethics, diversity, financial resources, technology, facilities, and assessment.

Successful QEP Models

In recent years, a few SACSCOC member institutions have implemented similar QEPs focusing on one or a combination of advising, career planning, and professionalism attributes. These colleges and universities include:

- 1) Northwestern State University (2007) implemented *ACE: Academic and Career Engagement*;

- 2) Texas State University (2010) implemented *PACE: Personalized Academic and Career Exploration – A Focus on Freshmen*;
- 3) The University of Dallas (2014) implemented *Discern, Experience, Achieve: Preparing for Life and Work in a Changing World*; and
- 4) Rollins College (2015) implemented *R-Compass: Preparing Students for Lives and Careers After Graduation*.

Northwestern State University's *ACE* initiative focused on advising intervention with an emphasis on career development. This initiative utilized an "advising as pedagogy" approach, which presented professional academic advisors with opportunities to educate advisees on career exploration processes, with an emphasis on utilizing a centralized advising center. The Northwestern *ACE* initiative is similar to Texas State University's 2010 *PACE* QEP which also called for a centralized advising center, but with a focus on the first-year experience. McNeese will retain the transitioning model of "General and Basic Studies to academic department;" however, the Chosen Student Central will provide a centralized location for many of the auxiliary student services that advisors often recommend to students.

Two institutions with QEPs most similar to *Navigate Your Future* are the University of Dallas in Irving, Texas and Rollins College in Winter Park, Florida. In 2014, the University of Dallas implemented the *Discern, Experience, and Achieve* QEP on its campus. In addition to advising initiatives, the University of Dallas QEP also contains professional or vocational – in the Roman Catholic sense of the word – components which allowed students to explore possible career paths utilizing interest inventory assessment tools. Rollins College's *R-Compass* initiative is also similar to *Navigate Your Future* in that it includes a combination of all three features of career preparation, professionalism, and advising. Both QEPs for the University of Dallas and Rollins College are current initiatives on their respective campuses.

Chapter VI: Implementation

The implementation of *Navigate Your Future* builds upon many initiatives already underway at McNeese State University. The collection of student learning outcome data and artifacts required for Outcomes 1 and 2 aligns with the current general education assessment process. Activities associated with Outcome 3 build upon plans already underway at McNeese to develop a central location on campus for critical academic and student services.

Student Learning Outcome Implementation

The *Navigate Your Future* Implementation Team, with support from the Office of Institutional Research and Effectiveness (IRE), identified introductory, midpoint, and capstone courses in each academic program to designate as *Navigate Your Future* assessment points, as listed in Appendix I.

- 1) Introductory: These courses were chosen because they either provide an introduction to a particular profession or area of knowledge, or because they are common introductory-level courses across several academic programs. Instructors must administer assignments addressing elemental skills related to professional writing and professional presentation. Instructors for these courses may also consider working with the Career and Student Development Center to administer the TypeFocus Careers assessment, which is based on the Myers-Briggs Type Indicator (MBTI) but is also enhanced with a list of potential career paths based on their skills and interests. Instructors will then assign a written statement about what the student learned from the assessment and how it impacted their professional choices.
- 2) Midpoint: These courses provide appropriate intermediate points of assessment in undergraduate academic programs. Most of these courses are methods classes that introduce students to professional concepts and practices in students' fields of study. Instructors must administer assignments addressing intermediate-level skills related to professional writing and/or presentation. These midpoint-level courses not only reinforce the elemental aspects of professional writing and presentation from the introductory-level, but they also introduce students to specialized professional practices, principles, and methodologies in the field of study.
- 3) Capstone: These senior-level courses include components such as internships, professional presentations, recitals, theses, clinicals, field studies, and portfolios. Instructors must administer assignments addressing advanced-level skills related to professional writing and presentation. These courses are designed to reinforce introductory and midpoint level experiences, but will also include further advanced instruction and refinement in professional concepts to prepare students for their careers and/or further postgraduate study. Instructors may collaborate with community members to conduct mock interviews with McNeese students, or the Career and Student Development Center will administer the Interview Stream

software for instructors who would prefer to assign mock interviews in their courses without arranging external interviewers.

The assignments administered by teaching faculty will include content regarding career readiness and professional practices as appropriate to the discipline. It is to the discretion of the instructor to decide the course assignments they feel will best impart the *Navigate Your Future* student learning outcomes, and the assignments can contain specific content related to the course. To ensure measurable and usable data, instructors must use the *Navigate Your Future* rubrics to score student QEP assignments.

McNeese will implement *Navigate Your Future* student learning outcomes into courses in phases. The QEP coordinator will work with departments to determine how the current list of tagged courses might be improved and which outcomes will be taught and assessed in each course. McNeese State University introduced a limited *Navigate Your Future* pilot in Fall 2016 with a cohort of 12 faculty members to obtain benchmark information and experiment with tools and procedures, and the pilot expanded in Spring 2017 with 26 faculty participants. McNeese will initiate the formal, phased implementation in Fall 2017.

By Fall 2017, McNeese should deliver outcomes in at least 50% of the tagged courses, 75% by Fall 2018, and 100% by Fall 2019. The QEP coordinator will work with college deans and department heads each summer to determine which courses should be added each year to maintain implementation goals. At the beginning of each semester, department heads will meet to collaborate with their faculty colleagues on assignment delivery in the tagged courses. Courses delivering *Navigate Your Future* instruction will be tagged in the *Academic Catalog* and the Banner student information system to assist with tracking.

The IRE Office will integrate assessment processes for these courses with those already in place for general education assessment. At the end of each semester, *Navigate Your Future* instructors must submit the assignment descriptions along with students' scores and samples of student artifacts to the QEP coordinator through a submission form link on the IRE website. The information will be used in the *Navigate Your Future* annual report. A *Navigate Your Future* Assessment Team will meet each semester to assess a sample of submitted artifacts using the rubrics developed by the *Navigate Your Future* Implementation Team.

Faculty Development

In 2016, the IRE Office revived the annual Faculty and Staff Retreat, which had been discontinued due to the loss of personnel. The 2016 retreat provided sessions for faculty advisors to update their knowledge about academic and student services and to become aware of new technology initiatives on campus. A subsequent advising workshop in January 2017 conducted by the Department of General and Basic Studies provided a better model for advisor training, so the Faculty and Staff Retreat will change format to reflect these improvements in Fall 2017.

Two faculty development events hosted in January 2016 and January 2017 brought experts to campus to present workshops about advising, pedagogy, and assessment. Dr. John Gardner's 2016 presentation emphasized students' advising needs, especially during the first

year experience and during the transition between the first and second years. Dr. Ken Ryalls' 2017 presentation educated faculty about the fundamentals of student learning outcomes and curriculum maps. He described how to use student learning outcomes to structure curriculum and assignment design.

In Fall 2016, the IRE Office sponsored two small, informal faculty development events called “charrettes” as coined by the National Institute of Learning Outcomes Assessment (NILOA). Charrettes, from the French word meaning “carts,” were originally used in the architectural professions to describe a method for critiquing peers’ designs (Hutchings, Jankowski, & Ewell, 2014). NILOA adapted the idea to use as a tool for improving assignment design, and the events have become a part of *Navigate Your Future* professional development. Instructors from disparate areas of campus come together in a relaxed setting to improve the design of *Navigate Your Future* assignments.

In Fall 2016, two faculty members used the Violet Howell Professorship to attend the annual meeting of the National Academic Advising Association (NACADA). Funding is allocated for the *Navigate Your Future* Development Stipend that is made available to each college and the Division of General and Basic Studies to support implementation of QEP-related initiatives, and recipients may use those funds to attend and/or present at professional conferences related to improving student learning.

Learning Environment Outcome Implementation

Outcome 3 states, “The University community will implement tools and processes that increase the effectiveness of academic advising.”

Degree Works

In August 2016, McNeese State University implemented Degree Works, a degree auditing software that compares a student’s academic course history with degree requirements. This allows students and advisors to easily see progression towards completing degree requirements, which are organized in the following blocks: degree, general education core curriculum, major, and additional requirements, as well as concentration and/or minor if applicable. Courses appear in different colors according to whether they are complete, in progress, or incomplete. Degree Works enables advisors, department heads, and deans to enter notes on a student’s audit, such as student career plans or referrals to another office on campus. The “What If” feature allows students and/or advisors to see how courses already taken would apply to a different degree program before initiating a formal curriculum change.

Advising Software

The Department of General and Basic Studies uses Appointment Plus software to assist in scheduling advising appointments with students, and *Navigate Your Future* seeks to implement an *equivalent* software package in campus academic departments that could benefit from its efficiency. These software packages normally include features to automate tasks such as setting hours of availability, scheduling appointments, and sending reminders through email.

Advising Workshop

The Department of General and Basic Studies sponsored an advising workshop and invited all faculty to attend the event on January 10, 2017. The advising workshop featured representatives from Financial Aid, Scholarships, the Career and Student Development Center, Institutional Research and Effectiveness, the Registrar's Office, and Athletic Advising, who presented information frequently requested from their offices by advisors. The presenters provided updated information about impending deadlines, academic and student support services, information technology resources, *Navigate Your Future*, and information about Chozen Student Central, the "one-stop shop" for student services which recently opened in a renovated campus building. Following the departmental presentations, attendees participated in discipline-specific round table discussions about how advising processes can improve when students transition to an academic department from General and Basic Studies upon meeting the necessary criteria.

CARE: Connect, Accelerate, Retain, Engage

In Spring 2017, the Student Union and Activities Office implemented a pilot initiative entitled *CARE: Connect, Accelerate, Retain, Engage*. This mentorship program connects at-risk students with mentors, which may include faculty, staff, and successful graduate and undergraduate senior students (Appendix R). Student participants in CARE will be tracked for retention and graduation, and the director of campus life, engagement, and student retention will produce annual reports on CARE outcomes, which include:

- 1) Connect: Students will connect to resources and opportunities at McNeese.
- 2) Accelerate: Students will accelerate progression towards program completion.
- 3) Retain: Students will be retained due to the connections they build.
- 4) Engage: Students will engage with the campus and student life.

Chapter VII: Timeline

The following timelines reflect activities for planning and implementing *Navigate Your Future*:

- Timeline for Planning and Implementation: This timeline is a chronology of the various activities leading up to the submission of the QEP to SACSCOC.
- Timeline for Faculty Development: This timeline includes faculty development activities associated with *Navigate Your Future*.
- Timeline for Assessment: This table presents a brief overview of the timeframe for assessment activities.

Table 8: Timeline for Planning and Implementation

Date	Tasks	Activities	Participants
Fall 2014	Initiate campus dialogue about QEP topic selection	• Presented QEP information session at Fall Faculty and Staff Retreat. • Developed a QEP page on the IRE website. • Established the QEP Steering Committee and held charge meeting, November 18, 2014.	IRE Director, QEP Steering Committee
Spring 2015	Foster campus dialogue and topic solicitations/selection; update campus on progress toward reaffirmation and QEP development; examine institutional data	• Discussed upcoming reaffirmation and QEP topic selection at building meetings across campus with the President and Provost. Solicited input for the QEP topic.	President, Provost, IRE Director, deans, faculty, staff
Summer 2015	Topic selection – Narrowing	• IRE Director and support staff evaluated institutional data on student learning, including surveys and learning outcome data from program master plans, general education, and other sources to	IRE Director, support staff, Senior Staff (composed of President, Provost, and other administration officials), Accreditation Review Council (ARC)

		identify trends, gaps, and opportunities. - IRE Director condensed suggested QEP topics into a list of 17 viable topics and presented it to the Accreditation Review Council (ARC) and Senior Staff (composed of President, Provost, and other administration officials). - ARC members voted on their top three choices, and voters preferred six topics. Two were eliminated due to limited resources.	
Fall 2015	Choosing the QEP topic	- IRE released summaries of the final four topics to the campus community. - IRE developed a webpage that provided details on each proposal. - The campus voted on the QEP topic during Homecoming elections in October 2015. - President Williams announced the topic to the McNeese campus community.	IRE Director, support staff, students
December 2015	Appoint QEP Director and establish QEP Implementation Team	- Dr. Son Mai hired to serve as QEP Director. - Provost and IRE Director worked with	Provost, IRE Director, QEP Director, QEP Implementation Team

		deans and department heads to create the Implementation Team.	
Spring 2016	Gather input about advising from the campus community; Identify goals and learning outcomes; conduct literature review	- The IRE Director and QEP Director worked with the Implementation Team to host a series of focus groups for different populations including academic colleges, students, academic and student service departments, and community leaders. - Implementation Team began drafting a plan to identify goals, learning outcomes, and establish a small pilot group for Fall 2016. - QEP Director began the literature review.	IRE Director, QEP Director, QEP Implementation Team, faculty, staff, students, area leaders
Summer 2016	Identify and refine goals and outcomes; draft rubric for professional writing; study institutional data to draft an assessment plan; prepare for Fall 2016 pilot	- QEP Implementation Team held weekly meetings to refine goals and outcomes associated with career preparation, professionalism, and advising. - Identified courses meeting criteria for the proposed goals and outcomes. - QEP Implementation Team recruited faculty and prepared for a Fall 2016 pilot. - Subcommittee drafted common rubric for professional writing.	IRE Director, QEP Director, QEP Implementation Team, faculty volunteers

		IRE Director compiled institutional data about advising, career preparation, and professionalism.	
June 7, 2016	SACSCOC Advisory Visit	Received feedback from SACSCOC Vice President Dr. Nuria Cuevas on June 7, 2016, during an advisory visit suggesting that the plan have a narrower focus.	SACSCOC Vice President Dr. Nuria Cuevas, Provost, IRE Director, QEP Director, QEP Implementation Team
September 2016	Begin pilot	- Degree Works launched. 12 faculty volunteers piloted <i>Navigate Your Future</i> assignments in their classes. - Hosted Faculty/Staff Retreat.	Faculty, staff, students
September 9, 2016	Develop a name and branding	Focus group with student leaders and students from marketing and visual arts generated ideas for names and images to associate with the QEP.	IRE Director, QEP Director, QEP Implementation Team, Director of Marketing and Licensing, University Graphic Designer, Peerleaders, and marketing and visual arts students
October 2016	Develop a name and branding	- Reached out to alumni-owned marketing and public relations firm to refine proposed QEP names. - QEP Implementation Team voted for <i>Navigate Your Future</i> to be the name of the QEP.	QEP Director, QEP Implementation Team, O'Carroll Group, Director of Marketing and Licensing, University Graphic Designer
November 18,	Observe similar	The QEP Director and	QEP Director, two

2016	programs at peer institutions.	two QEP Implementation Team members visited the Center for Career and Professional Development at Stephen F. Austin State University.	QEP Implementation Team members
December 2016-January 2017	Finish the QEP document		IRE Director, QEP Director, QEP Implementation Team; IRE staff
Spring 2017	Receive artifacts and data from initial pilot; Begin spring pilot; Finalize rubrics for presentations and interviewing; Finalize faculty evaluation of advising		IRE Director, QEP Director, faculty volunteers
February 7, 2017	Submit QEP with Focused Report to SACSCOC		IRE Director
March 7-9, 2017	SACSCOC On-Site Review		Entire campus
Post-On-site Review	Review and development of response report		Provost, IRE Director, QEP Director, QEP Implementation Team
Summer 2017	Work with deans, department heads, and program coordinators to prepare for fall implementation of student learning outcomes in 50% of tagged courses		IRE, QEP Director, QEP Implementation Team, deans, department heads, program coordinators, faculty
August 9, 2017	Deadline for response report to commission		Provost, IRE, QEP Director, QEP Implementation Team
Fall 2017	First academic year of formal implementation	At least 50% of tagged courses will deliver student learning outcomes.	Entire campus
Summer 2018	Work with deans,		IRE, QEP Coordinator,

	department heads, and program coordinators to prepare for fall implementation of student learning outcomes in 75% of tagged courses.		QEP Implementation Team, deans, department heads, program coordinators, faculty
Fall 2018	Second academic year of implementation	At least 75% of tagged courses will deliver student learning outcomes.	
Summer 2019	Work with deans, department heads, and program coordinators to prepare for fall implementation of student learning outcomes in 100% of tagged courses.		IRE, QEP Coordinator, QEP Implementation Team, deans, department heads, program coordinators, faculty
Fall 2019	Third academic year of implementation	100% of tagged courses will deliver student learning outcomes.	
March 2022	Submit 5 th Year Impact Report on Quality Enhancement Plan to SACSCOC		IRE Director, QEP Coordinator

Table 9: Timeline for Faculty Development

Date	Activity	Participants
January 12-13, 2016	Faculty development workshop hosted by Dr. John Gardner	Faculty, staff
July 17-20, 2016	SACSCOC Summer Institute	IRE, QEP Director, 2 members of Implementation Team
August 16, 2016	General Faculty/Staff Meeting and Retreat	IRE Director, QEP Director, faculty, staff
September 15, 2016	Charrette	IRE Director, QEP Director, faculty volunteers

October 5-8, 2016	National Academic Advising Association (NACADA) Annual Meeting	QEP Director, one QEP Implementation Team member
November 16, 2016	Charrette	Initial pilot faculty
December 3-6, 2016	SACSCOC Annual Meeting	President, Provost, Chief Financial Officer, IRE, QEP Director
January 10, 2017	Advising workshop	Faculty, staff
January 12, 2017	Faculty development workshop hosted by Dr. Ken Ryalls	Faculty, staff
February 3, 2017	Charrette	Faculty
March 30, 2017	Charrette	Faculty
August 15, 2017	General Faculty/Staff Meeting and Retreat; Faculty development workshop	Faculty, staff
September and October 2018	Charrettes	QEP Coordinator, faculty
January 2018-2022	Advising Workshop	Faculty, staff
February and March 2018-2022	Charrettes	QEP Coordinator, faculty
August 2018-2022	General Faculty/Staff Meeting and Retreat; Announcement of annual professorship award for advising development; departmental focus groups for assignment development.	Faculty, staff

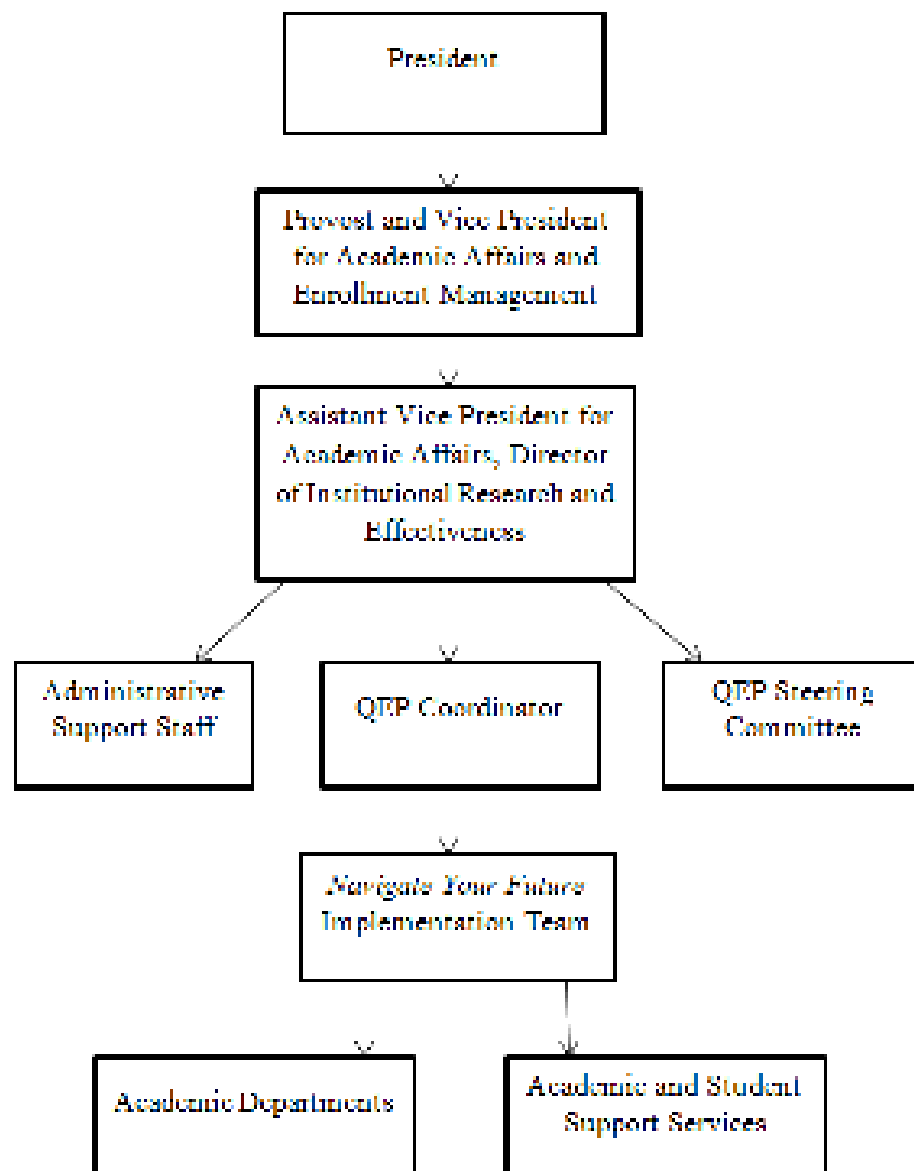
Table 10: Annual Cycle for *Navigate Your Future* Assessment

Date	Activity		Participants
January	Advising Workshop evaluation; Direct artifact assessment		Faculty, staff, QEP coordinator; QEP Assessment Team
February	Administer Noel Levitz SSI in odd-numbered years; Grad Fest Survey	Administer NSSE in even-numbered years; Grad Fest Survey	IRE, students, degree candidates
March			
April			
	Student Evaluation of Advising and Faculty Evaluation of Advising		IRE, students, faculty
May	Grad Fest Survey, <i>Navigate Your Future</i> program evaluation, Student learning outcome data and artifact collection; Direct artifact assessment		IRE, faculty, staff, department heads, program coordinators, QEP coordinator, QEP Assessment Team
August	<i>Navigate Your Future</i> Annual Report due August 1		QEP Director/Coordinator
September	Faculty and Staff Retreat evaluation		Faculty, staff
October	Grad Fest Survey		Degree candidates
November	Student Evaluation of Advising and Faculty Evaluation of Advising		IRE, students, faculty
December	Grad Fest survey, Student learning outcome data and artifact collection		Graduating students, IRE, faculty, department heads, program coordinators

Chapter VIII: Organizational Structure

Chapter VIII: Organizational Structure

The Office of Institutional Research and Effectiveness (IRE) will administer *Navigate Your Future* under the supervision of the provost and vice president for academic affairs and enrollment management. The assistant vice president for academic affairs and director of institutional research and effectiveness is the SACSCOC liaison, and will guide the implementation of the QEP over the next five years. The *Navigate Your Future* coordinator will execute the plan with the assistance of the *Navigate Your Future* Implementation Team.



Description of Roles

Provost and Vice President for Academic Affairs and Enrollment Management

The provost oversees all academic activities at the University and will closely monitor the implementation of *Navigate Your Future*.

Assistant Vice President for Academic Affairs and Director of Institutional Research and Effectiveness

The assistant vice president for academic affairs and director of Institutional Research and Effectiveness assists the provost in academic matters, oversees assessment efforts at McNeese, and serves as SACSCOC liaison. She will provide guidance to the *Navigate Your Future* coordinator and Implementation Team to integrate *Navigate Your Future* assessment efforts into existing procedures, including data collection and direct artifact assessment activities.

Administrative Support Staff

Staff members in Institutional Research and Effectiveness will assist with the following responsibilities:

- Student learning outcome data and artifact collection;
- Administration of student and faculty evaluations of advising through Class Climate software;
- Administration of the NSSE and the Noel Levitz SSI;
- Administration of Grad Fest survey and *Navigate Your Future* program survey; and
- Provide support and/or content for faculty development events.

Accreditation Review Council and QEP Steering Committee

These two committees completed their responsibilities to prepare the University for the 2017 SACSCOC reaffirmation. The QEP Steering Committee conducted research and provided input during the early stages of QEP development, and the group has now disbanded. The Accreditation Review Council (ARC) reviewed the Steering Committee's research and chose QEP topics that were put to a vote by campus constituents.

QEP Coordinator

The *Navigate Your Future* coordinator reports to the assistant vice president for academic affairs. The coordinator will work with the QEP Implementation Team to ensure the successful implementation of *Navigate Your Future* across McNeese State University. The coordinator will also:

- Work with academic departments to ensure implementation and assessment of *Navigate Your Future* student learning outcomes in academic programs;

- Collect and maintain an inventory of *Navigate Your Future* assessment point courses and the instructors teaching them with resource support of IRE staff;
- Work with academic and student services departments to ensure implementation and assessment of *Navigate Your Future* learning environment outcomes;
- Set agendas and conduct meetings for the *Navigate Your Future* Implementation Team;
- Assist in coordinating the annual Faculty and Staff Retreat and other events associated with *Navigate Your Future*;
- Coordinate *Navigate Your Future* charrettes and artifact assessment sessions;
- Report on the progress of *Navigate Your Future* implementation to the campus community;
- Collaborate with the Office of Marketing and Licensing and the University graphic designer and multimedia specialist to market and promote *Navigate Your Future* initiatives;
- Compile an assignment library of *Navigate Your Future* assignments;
- Write and distribute the annual *Navigate Your Future* assessment report; and
- Write the final QEP Impact Report in 2022.

In the 2016-2017 year, the director received an 80% course load reduction to allow sufficient time to prepare the QEP for implementation. Beginning in Fall 2017, the director will return to his original academic unit and continue to perform the aforementioned duties as QEP coordinator.

QEP Implementation Team

The *Navigate Your Future* Implementation Team consists of representatives from each academic college, several academic and student service offices, and students at McNeese State University. Implementation Team members should:

- Promote the development of the *Navigate Your Future* to their respective colleges and departments;
- Assist faculty in their respective colleges and departments who teach or are preparing to teach an assessment point course;
- Provide oversight in the *Navigate Your Future* implementation process;
- Review *Navigate Your Future* reports and provide recommendations; and
- Attend regular meetings as needed.

QEP Assessment Team

The *Navigate Your Future* Assessment Team will convene annually to conduct the following tasks:

- Examine student learning outcome data reported from courses;
- Directly assess a sample of artifacts from tagged courses using the rubric for writing;
- Examine learning environment outcome data; and
- Provide recommendations for program improvement.

Academic Departments

College deans, academic department heads, and program coordinators will work together to implement *Navigate Your Future* student learning outcomes into introductory, midpoint, and capstone courses in each academic program. Each semester, program coordinators will submit *Navigate Your Future* participation and assessment information through the same process as general education data collection.

Faculty will have many opportunities to participate in faculty development events and advisor training as described in the Implementation Plan. Each college and the Department of General and Basic Studies will be given funds to implement *Navigate Your Future* initiatives in the ways that best suit their needs.

Academic and Student Services

Each January, General and Basic Studies will coordinate an advising workshop with the assistance of IRE and other academic and student support offices. Departments including Financial Aid, Scholarships, and the Library will be expected to participate in advisor training by providing current information about resources available to assist students. The Career and Student Development Center will administer Type Focus Career and personality inventories and Interview Stream sessions for those instructors who would like to integrate these assignments into their courses. The Student Union and Activities Office will administer and assess the progress of the CARE Program, which links at-risk students with campus mentors and share results with the *Navigate Your Future* coordinator and Implementation Team.

Chapter XI: Resources

Budget

Under the direction of the provost and vice president for academic affairs and enrollment management, the Implementation Team planned a budget for implementing and sustaining *Navigate Your Future* through its five-year life cycle. Budget categories include personnel, faculty development, promotion, technology, and administrative resources. Existing resources on campus supplement *Navigate Your Future* efforts.

The personnel category includes funds to provide supplemental pay for the QEP coordinator and for student labor throughout the calendar year. The QEP coordinator administratively returns to his original academic unit in Fall 2017, and that college will provide his base salary, and IRE will provide supplemental pay for his continued role as QEP coordinator. Funding for faculty development includes campus-wide faculty development events, the travel budget for the QEP coordinator, and a \$5,000 stipend for each college and for the Department of General and Basic Studies to apply toward their own *Navigate Your Future* initiatives (Appendix Q). The budget provides a large fund for the initial promotion of *Navigate Your Future*, with small amounts in subsequent years to replenish materials as needed.

Money for the Interview Stream program will come from the QEP budget, however other technologies associated with *Navigate Your Future* come from existing budgets in other departments, such as Enrollment Management. Additional funds are in place for administrative purposes, such as supplies and operating expenses.

Existing Resources

Many *Navigate Your Future* initiatives build on processes and infrastructure already in place at McNeese State University. The Career and Student Development Center has used the Type Focus Career assessment for several years, so implementing this into course assignments will not cost additional money. The Office of Enrollment Management administers Degree Works, and funds for this software were secure before QEP development.

The Office of Institutional Research and Effectiveness (IRE) maintains a subscription to Class Climate and employs personnel trained in using it. IRE will administer all surveys related to *Navigate Your Future* assessment through Class Climate and keep the data on file. IRE also administers the National Survey of Student Engagement (NSSE) during even-numbered years and the Noel Levitz Student Satisfaction Inventory (SSI) during odd-numbered years. In past years, the University of Louisiana System paid for these tests to be administered system-wide, so these do not have to come from QEP funds. However, if funding from this ULS source ceases, these surveys will be paid out of the QEP Budget.

Table 7: *Navigate Your Future* Budget

	Year 0: 2016-17	Year 1: 2017-2018	Year 2: 2018-2019	Year 3: 2019- 2020	Year 4: 2020- 2021	Year 5: 2021-2022
Personnel						
QEP Director/Coordinator	\$56,356.00	\$13,983.00	\$13,983.00	\$13,983.00	\$13,983.00	\$13,983.00
Non Pro Student Labor	\$12,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Subtotal Personnel	\$68,356.00	\$23,983.00	\$23,983.00	\$23,983.00	\$23,983.00	\$23,983.00
Faculty Development						
Faculty /Staff Development Events (Professional Services)	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
Travel for Professional Development	\$7,500.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
<i>Navigate Your Future</i> Development Stipends for each college and General and Basic Studies	\$0.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00
Subtotal Faculty Development	\$15,000.00	\$47,500.00	\$47,500.00	\$47,500.00	\$47,500.00	\$47,500.00
Promotion	\$7,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Technology						
Interview Stream	\$2,750.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Subtotal Technology	\$2,750.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
Administrative						
Supplies	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Operating Expenses	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Subtotal Administrative	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Total	\$99,606.00	\$82,483.00	\$82,483.00	\$82,483.00	\$82,483.00	\$82,483.00

Chapter X: Assessment

The campus chose academic advising as a broad topic for McNeese's QEP, which was supported by institutional data provided by the Office of Institutional Research and Effectiveness (IRE). The *Navigate Your Future* Implementation Team conducted a series of focus groups, reviewed institutional data and professional literature, and considered strategies that could positively impact advising. While exploring resources to improve advising, the committee needed an endgame: what student learning outcomes should improved advising accomplish?

Ideally, improvements in academic advising will lead to improved learning and provide students with more information to help them proceed through their academic programs so they may graduate and continue with career or post-baccalaureate goals. Providing academic advice alone did not seem like it would have enough impact to improve student learning, nor would academic advice necessarily ensure career readiness or lead to improved professionalism. The Team determined that putting student learning outcomes related to professionalism and career readiness into courses would complement improvements to the institution's advising processes. This decision supported previous campus and community input suggesting that McNeese students could improve learning and benefit from training in these areas.

The early stages of *Navigate Your Future* included a list of suggestions for improving advising and a list of ideas for classroom activities geared toward career readiness. These lists coalesced to the following goal and three outcomes:

Navigate Your Future Goal: Students will attain professional and career preparation skills as part of their undergraduate course of study at McNeese.

Outcome 1) Students will demonstrate competency in professional writing, which will prepare them for a work environment. (Student Learning Outcome)

Outcome 2) Students will present themselves professionally as appropriate to their fields of study. (Student Learning Outcome)

Outcome 3) The University community will implement tools and processes that increase the effectiveness of academic advising. (Learning Environment Outcome)

The Office of Institutional Research and Effectiveness will direct *Navigate Your Future* assessment efforts in three parts: student learning, learning environment, and program success.

Assessing Student Learning

Courses that administer *Navigate Your Future* assignments will choose to address one or both student learning outcomes related to professional writing and presentations. Both outcomes have direct and indirect assessment measures to determine student learning achievement.

Outcome 1 - Students will demonstrate competency in professional writing related to their major, which will prepare them for a work environment.

Outcome 1 Direct Assessment

Faculty members will administer one or more assignments that they feel best impart professional writing skills to their students. These assignments should address career readiness and professionalism, and can contain specific course-related content.

Instructors for participating introductory courses will be encouraged to work with the Career and Student Development Center to administer the Type Focus Careers assessment, which provides students with a list of potential career paths based on their skills and interests. Instructors will then assign a written statement about what the student learned from the assessment and how it impacted their professional choices.

Instructors for capstone level courses must administer an appropriate assignment for professional writing and/or professional presentation. To fulfill this outcome, instructors may require students to compile résumés or portfolios of professional work. Instructors may create assignments related to evaluating and pursuing job prospects and graduate school opportunities. Capstone courses with field experience components will require a writing assignment or presentation in which the student reflects upon how the experience impacted his/her career readiness.

At the end of each semester, instructors teaching *Navigate Your Future* tagged courses must submit the assignment descriptions along with students' scores and samples of student artifacts to a provided link on the IRE website. The QEP coordinator will use these submitted materials to compile data in the *Navigate Your Future* annual report. A *Navigate Your Future* assessment team will meet each semester to assess a sample of submitted artifacts using the writing rubric developed by the *Navigate Your Future* Implementation Team (Appendix M).

Outcome 1 Indirect Assessment

McNeese State University will administer the National Survey of Student Engagement (NSSE) during even-numbered years. Data gleaned from questions about effective teaching practices and student faculty interactions will demonstrate the effectiveness of faculty development events. NSSE also reports the average perceived number of required pages of writing, and this number should eventually reflect increased writing assignments throughout academic programs.

A set of items on the Grad Fest survey about general education student learning outcomes includes the statement, "My coursework and experiences at MSU improved my ability to write effectively." Several semesters of survey results show a decrease in agreement with this statement. To match *Navigate Your Future* goals, this item will be added to read, "My course work and experiences at MSU improved my ability to write *professionally*," and this will serve as another indirect assessment measure for Outcome 1.

Outcome 2 - Students will present themselves professionally as appropriate to their fields of study.

Outcome 2 Direct Assessment

Faculty members will administer one or more assignments that they feel will best impart professional presentation skills to their students. These assignments will be about career readiness and professionalism and can contain specific course-related content.

Professional presentation includes such components as oral communication, nonverbal communication, and behaviors that are specific to fields of study. Instructors of participating courses will include individual or group presentation assignments and assess them using a presentation rubric developed by the *Navigate Your Future* Implementation Team (Appendix L).

Instructors teaching courses with field experiences, clinicals, internships, recitals, or other types of professional practice will require that people supervising these experiences complete surveys about the professionalism demonstrated by students.

Instructors teaching capstone courses will provide students with a mock interview experience and assess it using an interview rubric developed by the *Navigate Your Future* Implementation Team (Appendix K). Individual instructors, departments, or colleges may collaborate with community members who are willing to participate in a mock interview process with McNeese students. The Career and Student Development Center will administer the InterviewStream software for instructors who would like to assign mock interviews in their courses without arranging external interviewers.

Outcome 2 Indirect Assessment

McNeese State University will administer the National Survey of Student Engagement (NSSE) during even-numbered years. Data gleaned from questions about effective teaching practices and student faculty interactions will demonstrate the effectiveness of faculty development events.

An additional item will be added to the Grad Fest survey to indirectly assess this outcome each semester: "My coursework and experiences at MSU improved my ability to present myself professionally."

Outcome 3: The University community will implement tools and processes that increase the effectiveness of academic advising.

Outcome 3 Assessment

The IRE Office and the *Navigate Your Future* Implementation Team developed a Student Evaluation of Advising that will commence in Fall 2017 (Appendix N). This evaluation asks respondents about their satisfaction with advising tools, advisors, and information obtained from advising sessions. A faculty evaluation of advising has been developed by the *Navigate Your Future* Implementation Team, and it will also commence in Fall 2017 (Appendix O).

Results from each item on the Academic Advising module of NSSE, administered during even-numbered years, will be used to determine if advising tools, practices, and information

improved for first-year students and seniors. Results from the 2017 Noel Levitz Student Satisfaction Inventory (SSI) will include data from four items about advising to use as a benchmark. McNeese State University will administer the SSI system-wide during odd-numbered years.

Programmatic Assessment

McNeese will implement *Navigate Your Future* student learning outcomes into courses in phases, and the QEP coordinator will work with departments to determine how the current list of tagged courses might be improved. By Fall 2017, McNeese will be expected to deliver outcomes in at least 50% of the tagged courses, 75% by Fall 2018, and 100% by Fall 2019. Courses delivering *Navigate Your Future* instruction will be tagged in the *Academic Catalog* and the Banner student information system to assist with tracking.

After a full year of implementation, the IRE Office will distribute a survey to all faculty and staff about *Navigate Your Future* elements, including student learning, faculty development, advisor training and resources, and opportunities for students to develop career readiness and professionalism (Appendix P).

The QEP coordinator and the IRE Office will compile the *Navigate Your Future* annual assessment report describing implementation progress, feedback on faculty development events, data from all of the outcomes described above, and information about sustainability. The report will include all outcome data, analysis, and plans for continuous improvement.

<i>Navigate Your Future</i> Assessment Plan					
GOAL: Students will attain professional and career preparation skills as part of their undergraduate course of study at McNeese.					
Outcome 1: Students will demonstrate competency in professional writing related to their major, which will prepare them for a work environment.					
Activities	Examples	Assessment Methods	Assessment Expectations	Timeline	Agents Responsible
Writing assignments	Type Focus Careers Assessment Inventory and reflection paper	Course instructors will assess assignments using the <i>NYF</i> writing rubric. Instructors	At least 70% of instructor- reported scores and directly- assessed artifacts from introductory <i>NYF</i> courses	IRE collects data and artifacts at the end of each semester beginning in Fall 2017. <i>NYF</i> Assessment Team directly	Career and Student Development Center, Faculty, IRE, <i>NYF</i> Assessment Team; <i>NYF</i> Implementation Team

	Course-specific writing assignment Other writing assignment related to career readiness and/or professionalism	will submit data, assignment descriptions, and samples of artifacts each semester to IRE. The <i>NYF</i> Assessment Team will convene annually to assess a sample of collected artifacts.	will receive minimum writing score of 10/40. At least 80% of instructor-reported scores and directly-assessed artifacts from midpoint <i>NYF</i> courses will receive minimum writing score of 20/40. At least 90% of instructor-reported scores and directly-assessed artifacts from capstone <i>NYF</i> courses will minimum writing score of 25/40.	assesses artifacts annually beginning in Spring 2018. <i>NYF</i> Implementation Team reviews results and provides recommendations annually beginning in Fall 2018.	
NSSE		Average number of pages of assigned writing as summarized in the NSSE Snapshot.	The average number of pages for writing assignments reported by McNeese seniors and summarized in the NSSE snapshot will increase to 60 by 2018 and reach or exceed the Louisiana average by 2022.	Even-numbered years.	University of Louisiana System and/or IRE
Grad Fest		Response to statement, "My coursework and	Average scores for this statement will be at least 4.0, where 1	Each semester beginning in Fall 2017.	IRE

		experiences and MSU improved my ability to write professionally."	represents "strongly disagree" and 5 represents "strongly agree."		
Outcome 2: Students will exhibit professional demeanor as appropriate to their field of study.					
Activities	Examples	Assessment Methods	Assessment Expectations	Timeline	Agents Responsible
Presentations	Course-specific presentation or presentation related to career readiness and/or professionalism	Course instructors will assess assignments using the <i>NYF</i> presentation rubric. Instructors will submit data, assignment descriptions, and samples of artifacts each semester to IRE.	*At least 70% of instructor-reported scores from introductory <i>NYF</i> courses will receive a presentation score of at least 15/60. *At least 70-80% of instructor-reported scores from midpoint <i>NYF</i> courses will receive a presentation score of at least 30/60. *At least 70-90% of instructor-reported scores from capstone <i>NYF</i> courses will receive a presentation score of at least 37.5/60.	IRE collects data at the end of each semester beginning in Fall 2017. <i>NYF</i> Implementation Team reviews results and provides recommendations annually beginning in Fall 2018.	Faculty, IRE, <i>NYF</i> Implementation Team

Interviews	Interview Stream or community-hosted mock interviews scored with the <i>NYF</i> interviewing rubric	Course instructors or volunteer interviewers will assess professional demeanor during the interview using the <i>NYF</i> interviewing rubric.	At least 70% of instructor-reported scores from capstone <i>NYF</i> courses will receive an interviewing score of at least 37.5/60.	IRE collects data at the end of each semester beginning in Fall 2017. <i>NYF</i> Implementation Team reviews results and provides recommendations annually beginning in Fall 2018.	Career and Student Development Center, Faculty, Volunteer Interviewers, IRE, <i>NYF</i> Implementation Team
Field Experiences and Internships		Supervisors of students in field experiences and internships will assess professional demeanor using a questionnaire based on the <i>NYF</i> professionalism interviewing rubric.	At least 70% of professionalism questionnaires will receive scores of at least 3.5/5.0.	IRE collects data at the end of each semester beginning in Fall 2017. <i>NYF</i> Implementation Team reviews results and provides recommendations annually beginning in Fall 2018.	Faculty, Field Experience/ Internship Supervisors, IRE, <i>NYF</i> Implementation Team
Grad Fest		Responses to the statement, "My coursework and experiences at MSU improved my ability to present myself professionally."	Average scores for this statement will be at least 4.0, where 1 represents "strongly disagree" and 5 represents "strongly agree."	Each semester beginning in Fall 2017	IRE
Outcome 3: The University community will implement tools and processes that increase the effectiveness of academic advising.					
Activities		Assessment Methods	Assessment Expectations	Timeline	Agents Responsible

Advising tools and processes	Student Evaluations of Advising and Faculty Evaluations of Advising; Noel Levitz Student Satisfaction Inventory (SSI)	2017-18 will provide benchmark measurements from which the Student Union and Activities Office will establish future achievement levels. 2017-18 will provide benchmark measurements from which IRE will establish future achievement levels.	IRE will administer the Student Evaluation of Advising and Faculty Evaluation of Advising surveys annually in April beginning in 2017. The Noel Levitz SSI will be administered in odd-numbered years.	IRE and/or University of Louisiana System
C.A.R.E.	Numbers of faculty and student participants will be tracked; student participants will be monitored for retention and graduation.	2017-18 will provide benchmark measurements from which the Student Union and Activities Office will establish future achievement levels.	C.A.R.E. begins in Fall 2017.	Student Union and Activities Office, IRE, Faculty/Staff Participants
PROGRAMMATIC ASSESSMENT				
Phased Implementation	Code participating courses in the <i>Academic Catalog</i> and Banner to track numbers and compare them to the chart of tagged <i>NYF</i> courses.	50% implementation by Fall 2017 75% implementation by Fall 2018 100% implementation by Fall 2019	Annually	NYF Coordinator and Implementation Team, IRE, Deans, Department Heads, Faculty

Faculty Development Events, such as charrettes, advising workshops, faculty retreats, and others	Evaluations for each event will be distributed to participants	2017-18 will provide benchmark measurements	Evaluations will be administered for each event and collectively reported in the <i>NYF</i> annual report.	<i>NYF</i> Coordinator, IRE, General and Basic Studies
<i>NYF</i> program survey	A survey assessing each facet of <i>Navigate Your Future</i> will be sent to all faculty and staff.	2017-18 will provide benchmark measurements	Annually	IRE

Appendix A: Bibliography

- American Council on Education Studies. (1937). *The student personnel point of view: A report of a conference on the philosophy and development of student personnel work in college and university*. Washington, DC: American Council on Education Studies.
- Atwa, H., Ghaly, M., & Hosny, S. (2016). Teaching and assessment of professionalism: A comparative study between two medical schools. *Education in Medicine Journal*, 8(3), 35-47. <http://dx.doi.org/10.5959/eimj.v8i3.441>
- Barefoot, B. O., Gardner, J. N., Cutright, M., Morris, L. V., Schroeder, C. C., Schwartz, S. W.,...Swing, R. L. (2005). *Achieving and sustaining institutional excellence in the first year of college*. San Francisco, CA: Jossey-Bass Publishing.
- Barnes, M. (2000). Engaging alumni in students' career development. *Journal of Career Planning & Employment*, 61(1), 44-49.
- Bear, S. E. (2016). A new career strategies course for undergraduate business students. *Business Education Innovation Journal*, 8(2), 79-84.
- Blau, G. & Snell, C. M. (2013). Understanding undergraduate professional development engagement and its impact. *College Student Journal*, 47(4), 689-702.
- Bowers, P. J., Dickman, M. M., & Fuqua, D. R. (2001). Psychological and career development related to employment of graduating seniors. *NASPA Journal*, 38(3), 326-347.
- Brown, K. (2009). What can they do with an English major? Showing students the breadth of the discipline through the introductory course to the discipline and advising. *The CEA Forum*, 38(2). Retrieved from <http://files.eric.ed.gov/fulltext/EJ1097576.pdf>
- Center for Professional Excellence. (2015). *National professionalism survey* (Rep.). Retrieved from <https://www.ycp.edu/media/york-website/cpe/2015-National-Professionalism-Survey---Recent-College-Graduates-Report.pdf>
- Cook, S. (2001). A chronology of academic advising in America. *The Mentor: An Academic Advising Journal*, 3(4). Retrieved from <https://dus.psu.edu/mentor/old/articles/011015sc.htm>
- Crookston, B. B. (1994). A developmental view of academic advising as teaching. *NACADA Journal*, 14(2), 5-9. (Reprinted from *Journal of College Student Personnel*, 13, 1972, 12-17)
- Council for the Advancement of Standards (CAS) in Higher Education. (2016). *CAS General Standards*. Retrieved from <http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

- Driscoll, A., & Cordero de Noriega, D. (Eds.). (2006). *Taking ownership of accreditation: Assessment processes that promote institutional improvement and faculty engagement*, 1st ed. Sterling, VA: Stylus Publishing.
- Driscoll, A., & Wood, S. (2007). *Developing outcomes-based assessment for learner-centered education: A faculty introduction*, 1st ed. Sterling, VA: Stylus Publishing.
- Duke, L. J., Francisco, G. E., Herist, K. N., McDuffie, C. H., & White, C. A. (2005). Student professionalism: Development and implementation of a curricular competency statement and professionalism policy at the University of Georgia College of Pharmacy. *Journal of Pharmacy Teaching*, 12(2), 5-24. doi:10.1300/J060v12n02_02
- Duke, L. J., Kennedy, W. K., McDuffie, C. H., Miller, M. S., Sheffield, M. C., & Chisholm, M. A. (2005). Student attitudes, values, and beliefs regarding professionalism. *American Journal of Pharmaceutical Education*, 69(5), 1-11.
- Gardner, J., & Barefoot, B. (2014). *Step by step: To college and career success*, 6th ed. New York, NY: Bedford/St. Martin's.
- Gardner, J. N., & Van der Veer, G. (1999). *The senior year experience: Facilitating integration, reflection, closure, and transition*. San Francisco, CA: Jossey-Bass Publishing.
- Gillispie, B. (2003). History of academic advising. Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/History-of-academic-advising.aspx>
- Green, R. J., McCord, M., & Westbrook, T. (2005). Student awareness of educational requirements for desired careers and the utility of a careers in psychology course. *College Student Journal*, 39(2), 218-222.
- Hale, M. D., Graham, D. L., & Johnson, D. M. (2009). Are students more satisfied with academic advising when there is congruence between current and preferred advising styles? *College Student Journal*, 43(2), 313-324.
- Holdcroft, B. (2014). Student incivility, intimidation, and entitlement in academia. *Academe*. Retrieved from <https://www.aaup.org/article/student-incivility-intimidation-and-entitlement-academia#.WI6-ChkrK72>
- Hunter, M. S., Tobolowsky, B. F., Gardner, J. N., Evenbeck, S. E., Pattengale, J. A., Schaller, M. A., & Schreiner, L. A. (2010). *Helping sophomores succeed: Understanding and improving the second-year experience*. San Francisco, CA: Jossey-Bass Publishing.
- Hutchings, P., Jankowski, N.A., and Ewell, P.T. (2014). *Catalyzing assignment design activity on your campus: Lessons from NILOA's assignment design initiative*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

- John, B., Cheema, A., & Byrne, D. (2012). Raising digital professionalism awareness in undergraduate medical training. *Medical Education*, 46, 1129. doi:10.1111/medu.12007
- Kermis, G., & Kermis, M. (2010). Professional presence and soft skills: A role for accounting education. *Journal of Instructional Pedagogies*, 2, 1-10.
- Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P., & Kinzie, J. (2015). *Using evidence of student learning to improve higher education*. San Francisco, CA: Jossey-Bass Publishing.
- Lounsbury, J. W., Saudargas, R. A, Gibson, L. W., & Leong, F. T. (2005). An investigation of broad and narrow personality traits in relation to general and domain-specific life satisfaction of college students. *Research in Higher Education*, 46(6), 707-729. doi:10.1007/s11162-004-4140-6
- McCale, C. (2008). It's hard work learning soft skills: Can client based projects teach the soft skills students need and employers want? *The Journal of Effective Teaching*, 8(2), 50-60.
- Moltz, D. (2009). Are today's grads unprofessional? Retrieved from <https://www.insidehighered.com/news/2009/10/23/professionalism>
- Montag, T., Campo, J., Weissman, J., Walmsley, A., & Snell, A. (2012). In their own words: Best practices for advising millennial students about majors. *NACADA Journal*, 32(2), 26-35.
- Most, R., & Wellmon, C. (2015). Engaging students in advising and general education requirements. *JGE: The Journal of General Education*, 64(2), 106-116.
- National Academic Advising Association (NACADA). (2005). Statement of core values of academic advising. Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx>
- NACADA. (2006). Concept of academic advising. Retrieved from <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>
- National Association of Colleges and Employers (NACE). (n.d.). About the association. Retrieved from <https://www.nacweb.org/about-us/index.aspx>
- NACE. (2015). Career readiness defined. Retrieved from <http://www.nacweb.org/knowledge/career-readiness-competencies.aspx>
- National Institute for Learning Outcomes Assessment (NILOA). (n.d.). Guidelines for Assignment-Design Charrette Facilitators. Retrieved from <http://degreeprofile.org/wp-content/uploads/2016/05/Guidelines-for-assignment-design-charrette-facilitators.pdf>

- O'Banion, T. (1994). An academic advising model. *NACADA Journal*, 14(2), 10-16. (Reprinted from *Junior College Journal*, 42[6], 1972, pp. 62, 63, 66-69)
- Prehar, C. A., & Ignelzi, D. A. (2012). Reaching psychology majors early about the importance of career planning: A classroom presentation. *Teaching of Psychology*, 39(2), 125-127. doi:10.1177/0098628312437695
- Rodgers, K., Blunt, S., & Tribble, L. (2014). A real PLUS: An intrusive advising program for underprepared STEM students. *NACADA Journal*, 34(1), 35-42. doi:10.12930/NACADA-13-002.
- Ryken, A. (2006). Multiple choices, multiple chances: Fostering re-entry pathways for first generation college students. *Community College Journal of Research & Practice*, 30(8), 593-607.
- Schnoebelen, A. (2013). Many professors say their students lack professional qualities for future jobs. *Chronicle of Higher Education*, 59(29), A21.
- Schwartz, S., Hartel, W., & Gardner, J. N. (1994) *Ready for the real world*. Belmont, CA: Wadsworth Publishing Company.
- Sherrill, C. (2006). Giants, role models, and self identity: Issues in professionalism. *Palaestra*, 22(3), 56-57.
- Stoeber, J., Mutinelli, S., & Corr, P. J. (2016). Perfectionism in students and positive career planning attitudes. *Personality and Individual Differences*, 97(1), 256-259.
- Swecker, H. K., Fifolt, M., & Searby, L. (2013). Academic advising and first-generation college students: A quantitative study on student retention. *NACADA Journal*, 33(1), 46-53. doi:10.12930/NACADA-13-192
- Twenge, J. M. (2014). *Generation me: Why today's young Americans are more confident, assertive, entitled—and more miserable than ever*. New York, NY: Atria Paperback.
- Upcraft, M. L., & Gardner, J. N. (1989). *The freshman year experience: Helping students survive and succeed in college*. San Francisco, CA: Jossey-Bass Publishing.
- Walsh, E. M. (1979). Revitalizing academic advisement. *Personnel & Guidance Journal*, 57(9), 446.
- Yarbrough, D. (2002). The engagement model for effective academic advising with undergraduate college students and student organizations. *Journal of Humanistic Counseling, Education & Development*, 41(1), 61-68.

Appendix B: McNeese State University Mission

McNeese State University is primarily a teaching institution whose mission is successful education of the undergraduate students and services to the employers and communities in its region. McNeese uses a traditional admissions process based on courses completed, GPA, and standardized test scores.

All academic programs at McNeese State University emphasize in-depth disciplinary knowledge and its application to academic and professional environments. McNeese graduates achieve success through the studied acquisition of content knowledge, the demonstration of discipline-specific skills and dispositions as well as mastery of general education competencies such as critical thinking, effective communication, and independent learning.

Audiences

McNeese is responsible for serving:

- a. Residents of southwest Louisiana who have completed high school and are seeking either a college degree or continuing professional education;
- b. Two-year college transfer students, particularly those from SOWELA Technical Community College;
- c. Employers in the region, both public and private, school districts, health care providers, local governments, and private businesses;
- d. Economic development interests and regional entrepreneurs; and
- e. The area community, by providing a broad range of academic and cultural activities and public events.

Array of Programs and Services

- a. An array of liberal arts programs at the baccalaureate level - arts and humanities, social sciences, natural sciences - appropriate to a teaching institution with a predominately undergraduate student body.
- b. Baccalaureate programs in education, engineering, business, nursing, selected allied health fields, mass communication, and criminal justice.
- c. Masters programs primarily related to education, engineering, arts and sciences, nursing, and business.
- d. Support for area K-12 schools seeking college general education courses for advanced students and assistance in ensuring that their graduates are college- and career-ready.
- e. Services specifically designed to meet the needs of regional economic development (small business development, support for entrepreneurs, problem-solving).

Special Programs/Features

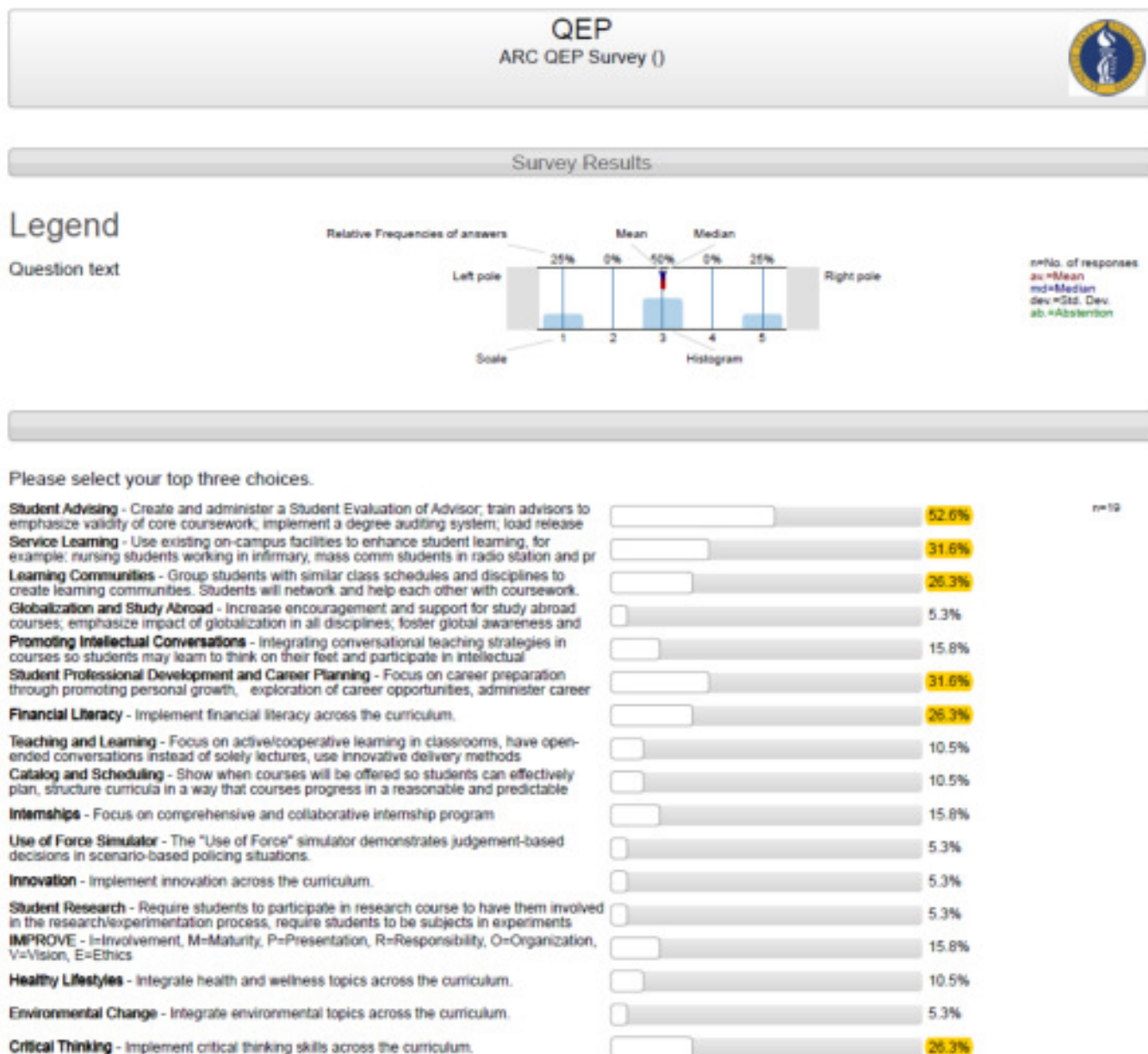
- a. Programs in innovation, entrepreneurship, and small business development supported by the Southwest Entrepreneurial and Economic Development Center.
- b. Agricultural and related sciences with opportunities for experiential learning at three working farms and the Center for Advancement of Meat Processing and Production.
- c. Custom academic programs and professional certifications integrated with area business and industry.
- d. Applied undergraduate research partnerships in engineering, sciences, allied health and the Louisiana Environmental Research Center.
- e. Cultural events are designed to connect McNeese with the regional arts community and K-12 education.

Appendix C: Accreditation Review Council Roster

1. President—Dr. Philip Williams
2. VPASA/Provost—Dr. Jeanne Daboval
3. SACSCOC Liaison—Dr. Tom Dvorske
4. Vice President for Business Affairs and University Services—Mr. Eddie Meche
5. Associate Vice President for University Services—Dr. Toby Osburn
6. Associate Vice President for Enrollment Management—Ms. Stephanie Tarver
7. Chief Diversity Officer—Dr. Michael Snowden
8. Chief Information Technology Officer—Mr. Chad Thibodeaux
9. Internal Auditor—Ms. Victoria Roach
10. Faculty Senate President—Dr. Michelle Haj-Broussard
11. Faculty Senate representative—Mr. Lonnie Beene
12. College of Business representative—Dr. Susie Cox
13. College of Education representative—Dr. Jan Broussard
14. College of Engineering representative—Dr. Jonathan Sullivan
15. College of Nursing representative—Dr. Amy Bufford
16. College of Science representative—Ms. Jennifer Bushnell
17. College of Liberal Arts representative—Ms. Lisa Reinauer
18. Library representative—Ms. Jessica Hutchings
19. Graduate School and Extended Education representative—Dr. Dustin Hebert
20. Athletics representative—Ms. Bridget Martin
21. Administrative representative at-large—Ms. Melissa Northcutt

The Accreditation Review Council completed its roles in 2014.

Appendix D: Accreditation Review Council QEP Topic Survey Results



Appendix E: Student QEP Vote on Homecoming Ballot

Student Government Student Government 2015 - Homecoming Ballot

Every ten years, McNeese undergoes re-accreditation, which includes the development and implementation of a Quality Enhancement Plan (QEP). After gathering input and data for several months, the Office of Institutional Research and Effectiveness has developed 4 QEP topic proposals. Vote for the topic that has the greatest potential to positively impact student learning at McNeese.



“Every ten years, McNeese undergoes re-accreditation, which includes the development and implementation of a Quality Enhancement Plan (QEP). After gathering input and data for several months, the Office of Institutional Research and Effectiveness has developed 4 QEP topic proposals. Vote for the topic that has the greatest potential to positively impact student learning at McNeese.

n=1295

Advising: This QEP will explore online advising methods, developing a mentorship relationship between students and advisors, advising students in groups, faculty advising.
40.1%

Learning Communities: This QEP may establish student cohorts for general education courses, study centers for specific areas of study, or implement a curriculum topic theme.
25.6%

Service (Experiential) Learning: This QEP will implement experiential learning requirements for all students, such as internships, service learning, and student research.
24.5%

Critical Thinking: This QEP may implement a campus-wide critical thinking rubric or create a university-wide assessment process using existing standardized tests or rubrics.
9.9%”

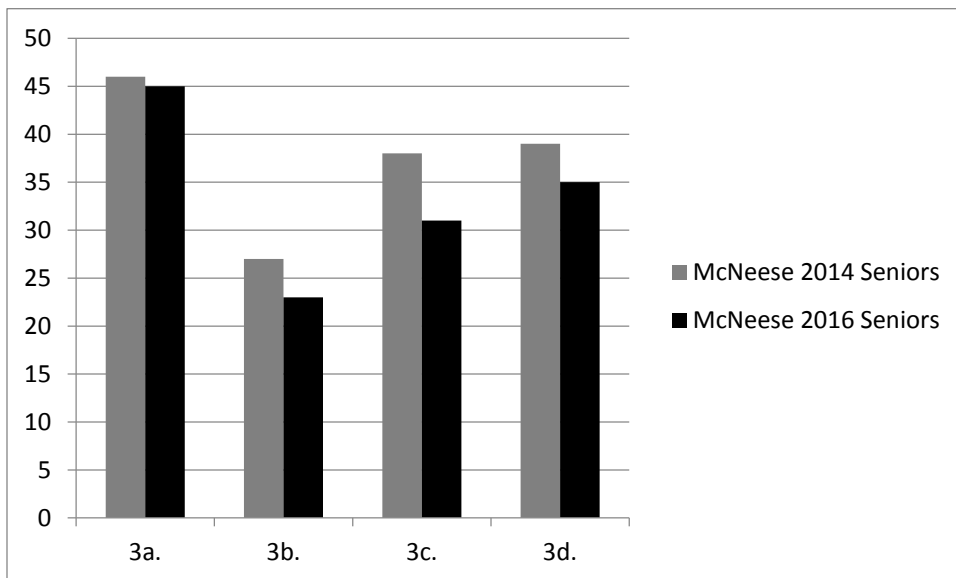
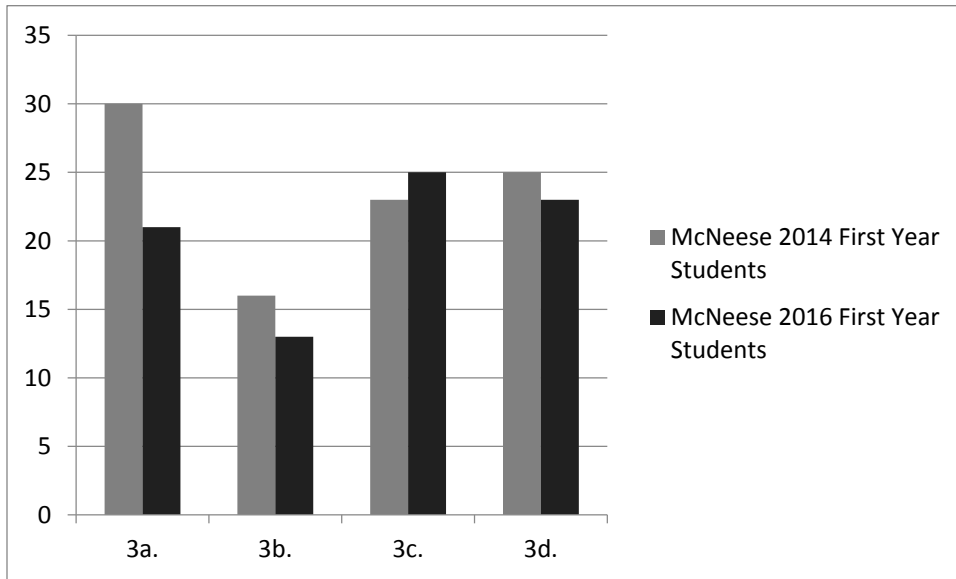
Appendix F: *Navigate Your Future* Implementation Team

Name	Department
Albarado, Alexis	General and Basic Studies, Student Athlete Representative
Boenig, Catrina	Registrar's Office
Broussard, Jan	Faculty, Burton College of Education
Burgess, Lindsley	Career and Student Development Center
Carter, Katrina	Faculty, College of Nursing and Health Professions
Dermisis, Demitrios	Faculty College of Engineering and Computer Science
Drayton, Randee	Graduate Student
Fontane, Walt	Frazar Memorial Library
Guidry, Marshal	Director of General and Basic Studies
Guillory, Shannon	Financial Aid
Hutchings, Jessica	Institutional Research and Effectiveness
Landry, Shawri	Faculty, College of Science and Agriculture
LeJeune, Wesley	Institutional Research and Effectiveness
Mai, Son	QEP Director
McDaniel, Bridget	Faculty, College of Liberal Arts, Innovation Instructor
Mott, Maggie	Student Government Association Vice President (2016-2017)
Reinauer, Lisa	Faculty, College of Liberal Arts
Schmitt, Abigail	Undergraduate Student
Thibodeaux, Raime	Counseling Center
Turpin, Lonnie	Faculty, College of Business

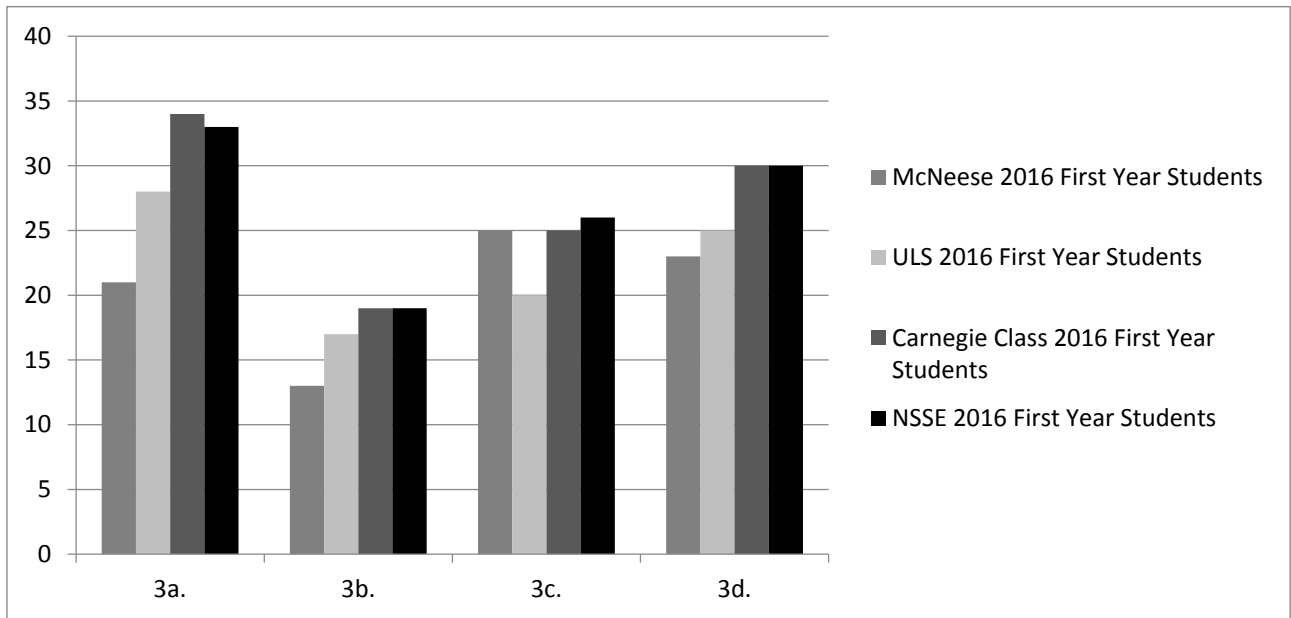
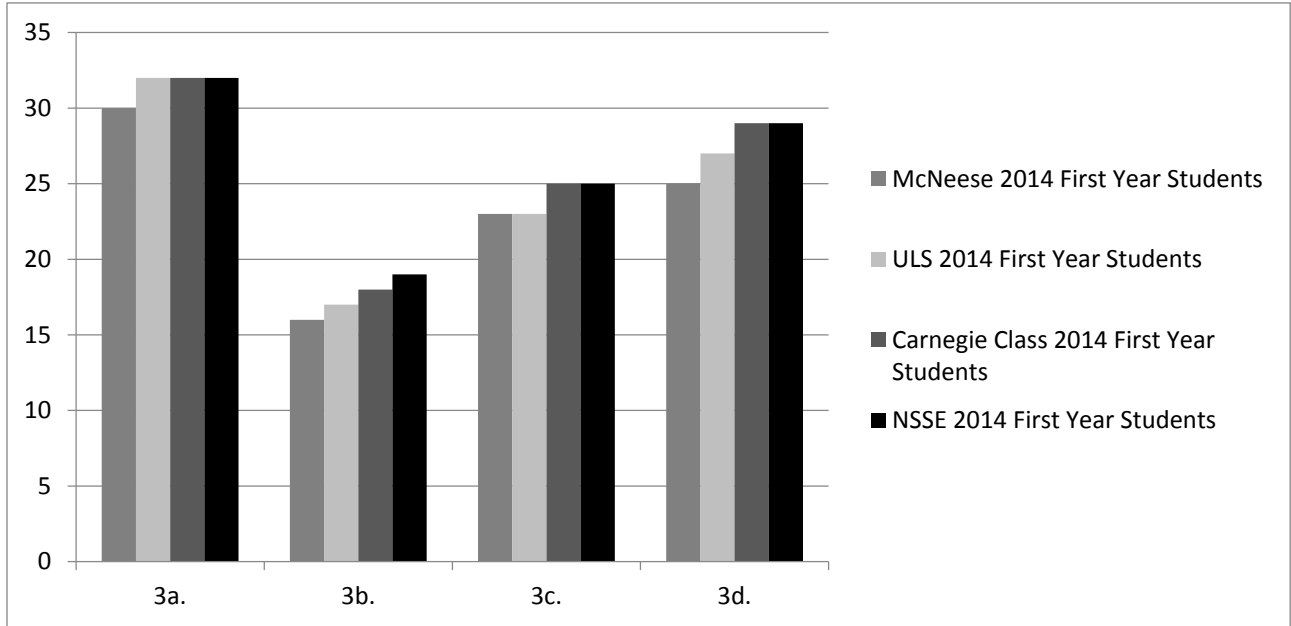
Appendix G: Analysis of the NSSE Questions about Student-Faculty Interaction and Effective Teaching Practices

The charts below compare responses between 2014 and 2016 from **first-year students** and **seniors** at McNeese. They show the percentage of students who responded “very often” or “often” to the following statements about student-faculty interaction:

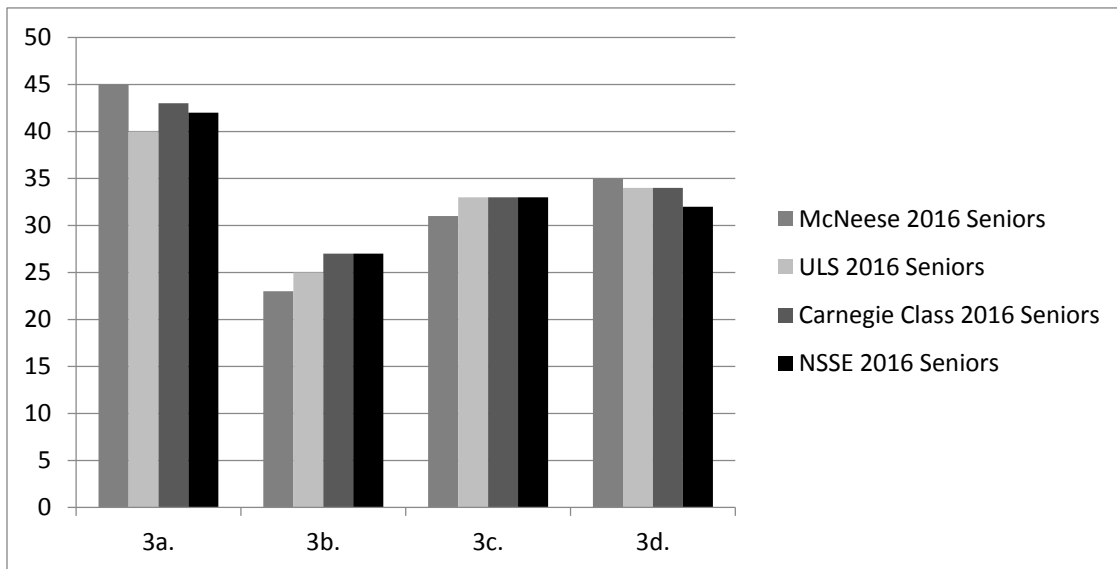
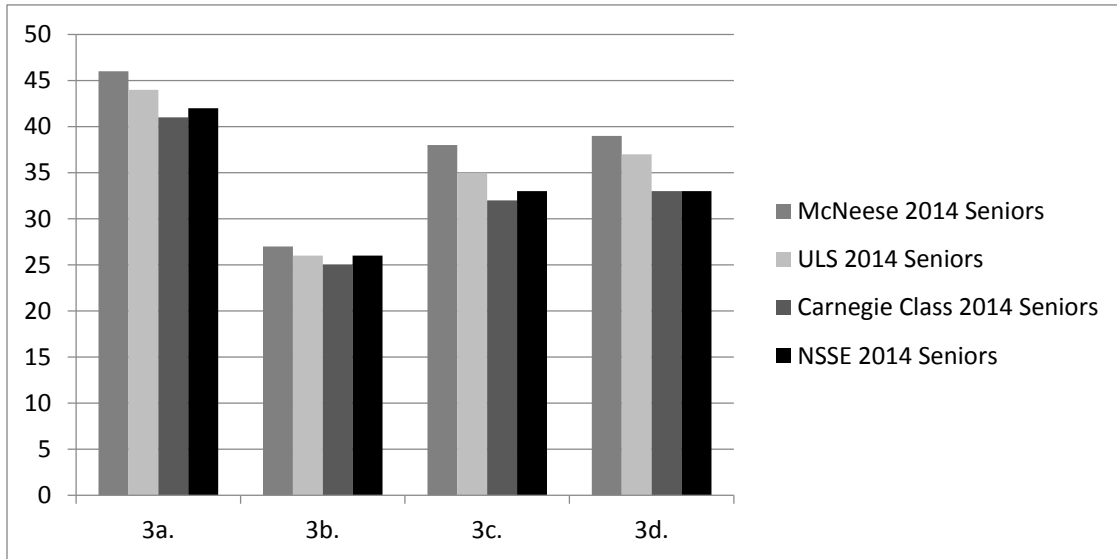
- 3a. Talked about career plans with a faculty member
- 3b. Worked with faculty on activities other than coursework
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member



The charts below, one for 2014 and another for 2016, compare results for **first-year students** for the same statements about student-faculty interaction. They compare McNeese to NSSE participants in the University of Louisiana System, peers in our Carnegie class, and others who participated in NSSE in respective years.

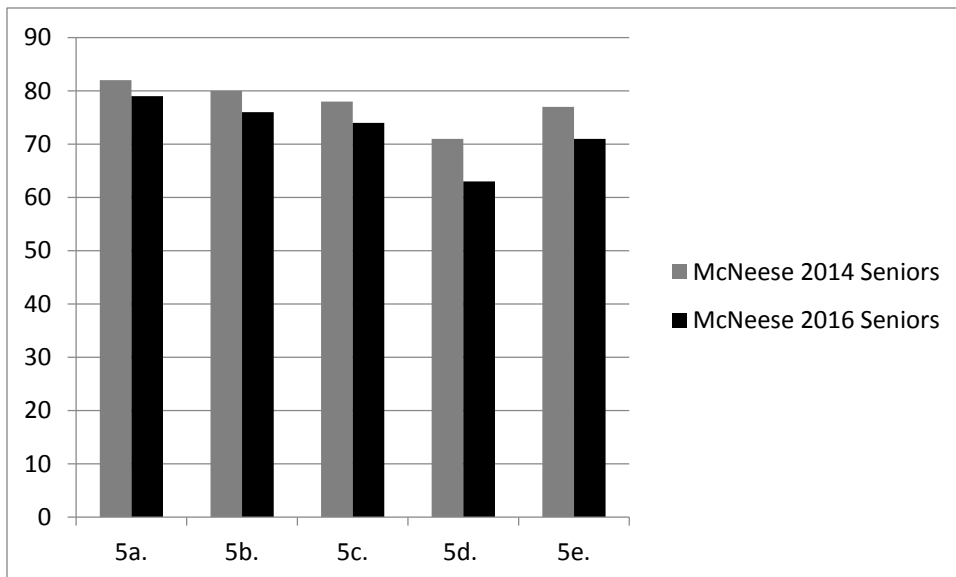
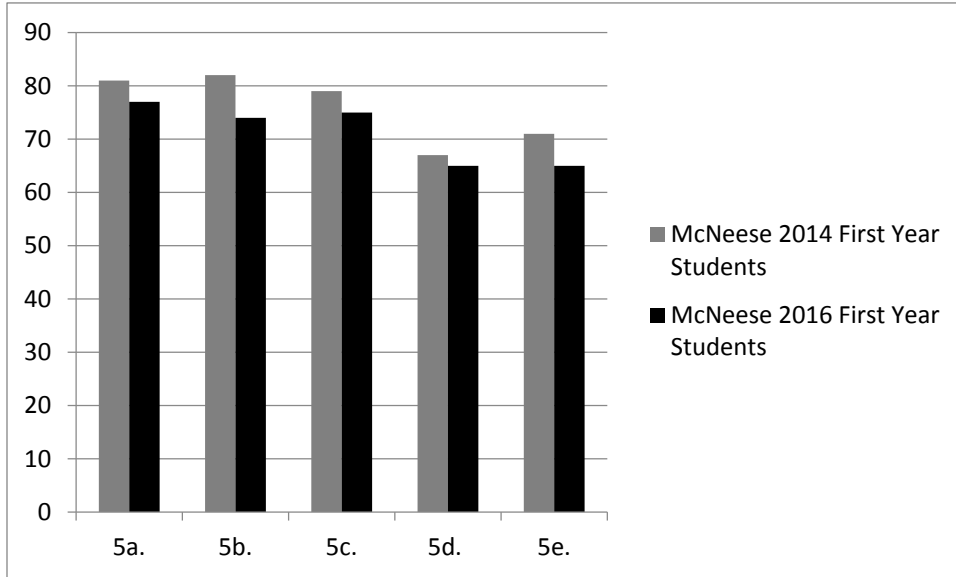


The charts below, one for 2014 and another for 2016, compare results for **seniors** for the same statements about student-faculty interaction. They compare McNeese to NSSE participants in the University of Louisiana System, peers in our Carnegie class, and others who participated in NSSE in respective years.

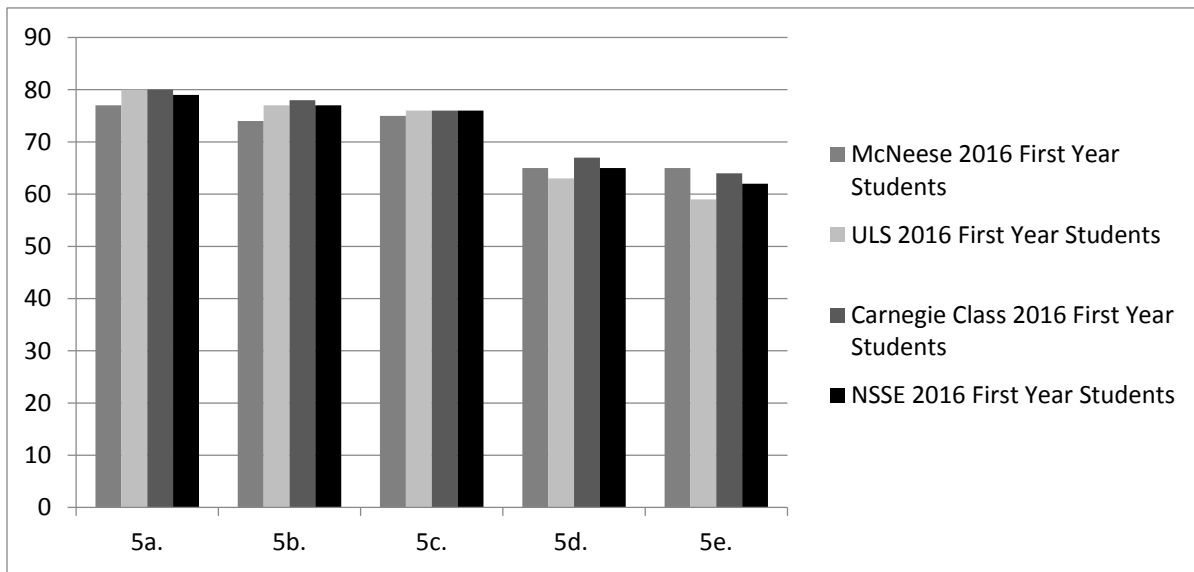
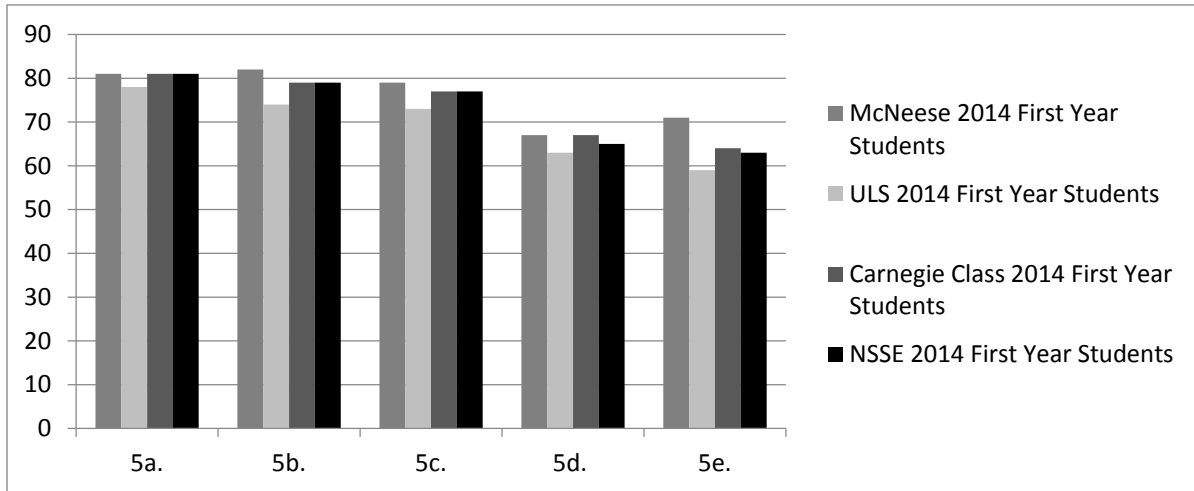


The charts below compare responses between 2014 and 2016 from **first-year students** and **seniors** at McNeese. They show the percentage of students who responded “very often” or “often” to the following statements about **effective teaching practices**:

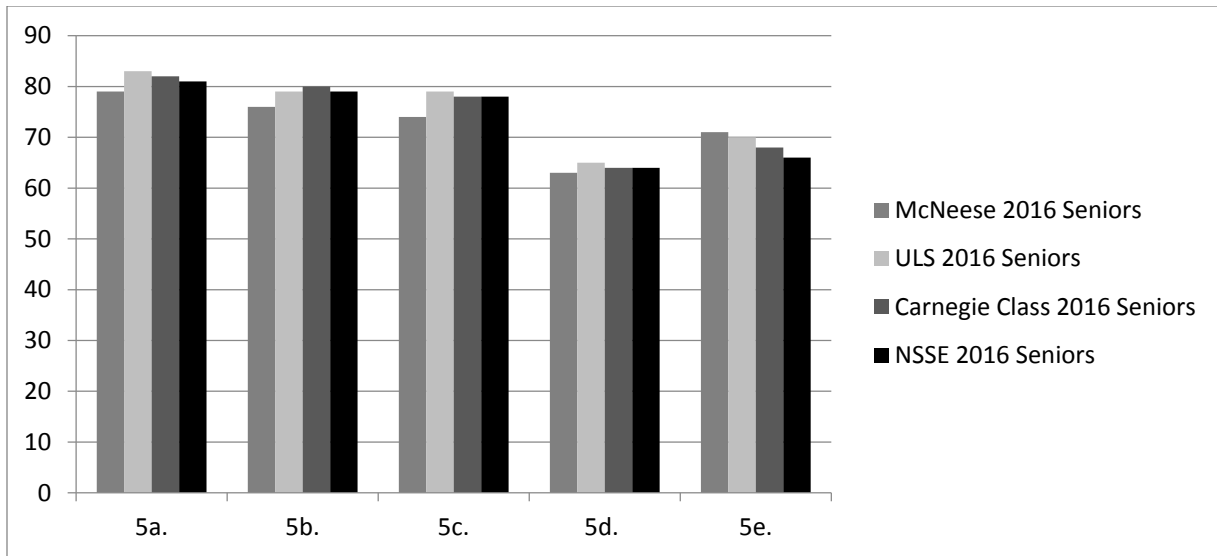
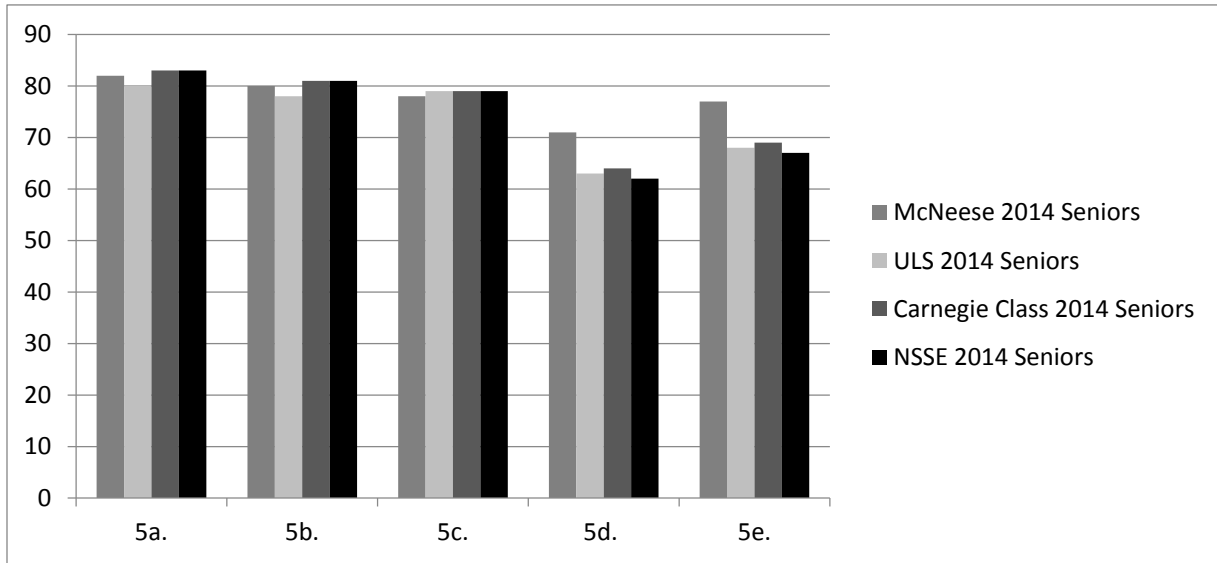
- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments



The charts below, one for 2014 and another for 2016, compare results for **first-year students** for the same statements about **effective teaching practices**. They compare McNeese to NSSE participants in the University of Louisiana System, peers in our Carnegie class, and others who participated in NSSE in respective years.



The charts below, one for 2014 and another for 2016, compare results for **seniors** for the same statements about **effective teaching practices**. They compare McNeese to NSSE participants in the University of Louisiana System, peers in our Carnegie class, and others who participated in NSSE in respective years.



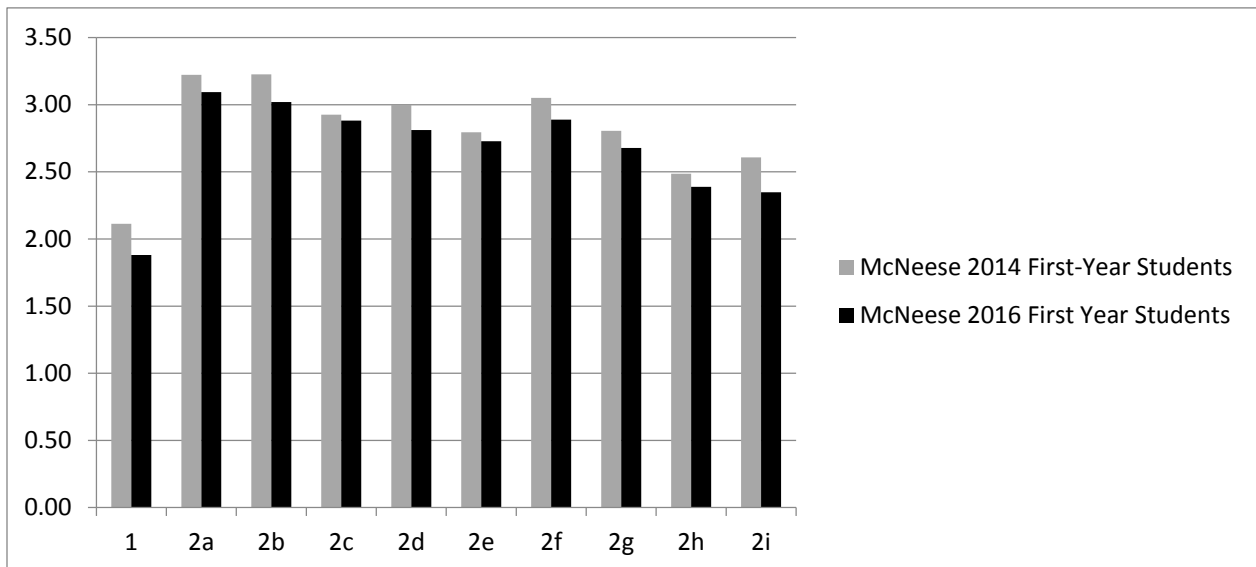
Appendix H: Analysis of the NSSE Advising Module

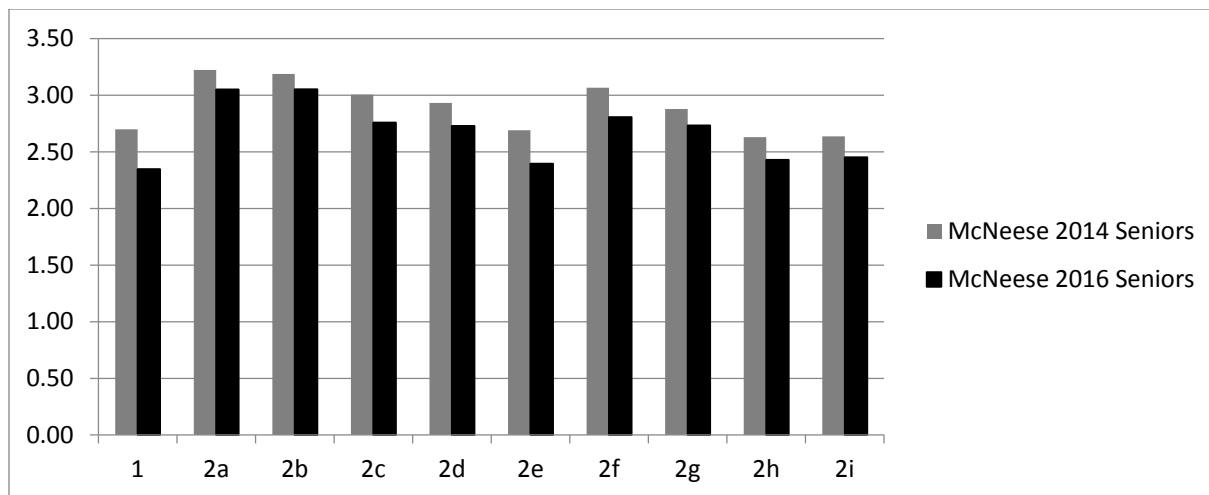
The charts below compare responses between 2014 and 2016 from **first-year students** and **seniors** at McNeese. They show the percentage of students who responded “very often” or “often” to the following statements about student-faculty interaction:

1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

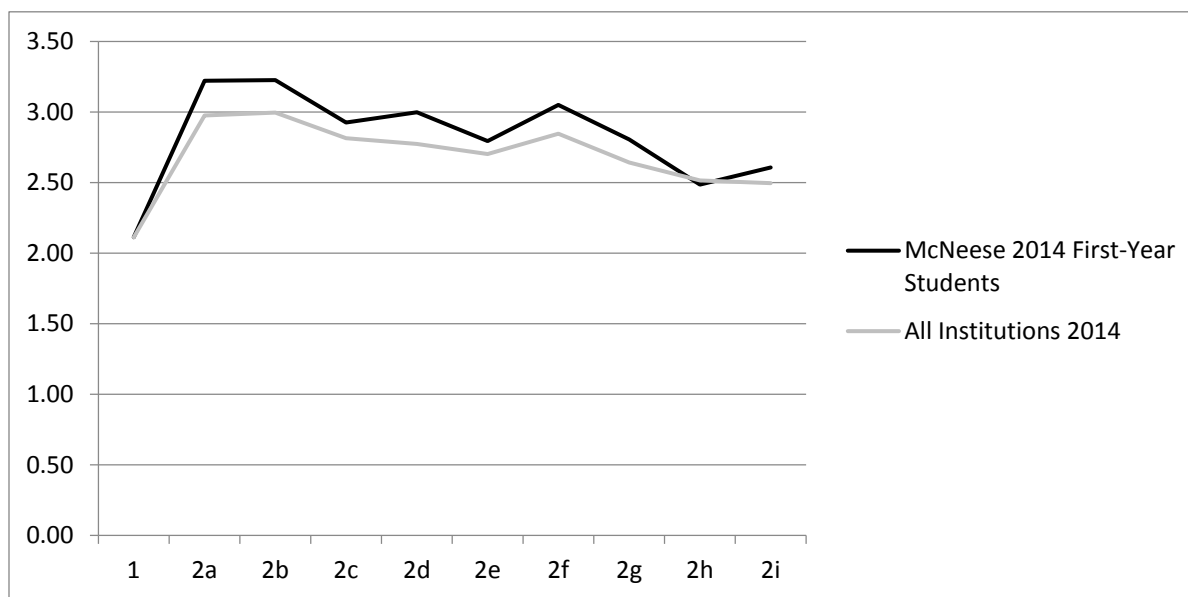
2. During the current school year, to what extent have your academic advisors done the following?

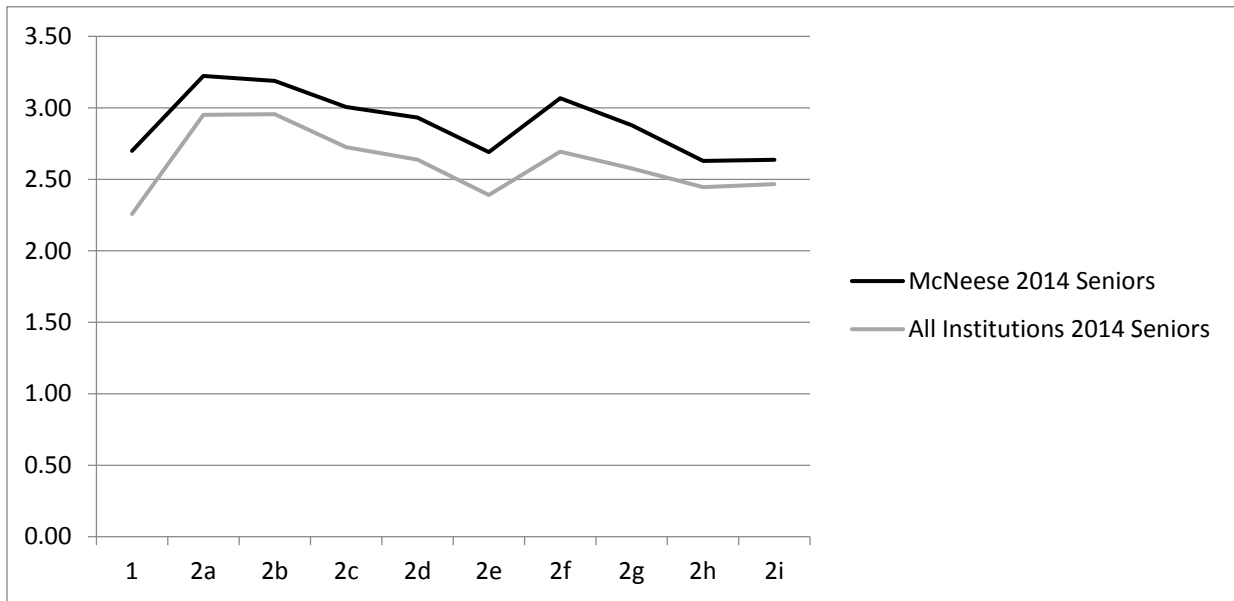
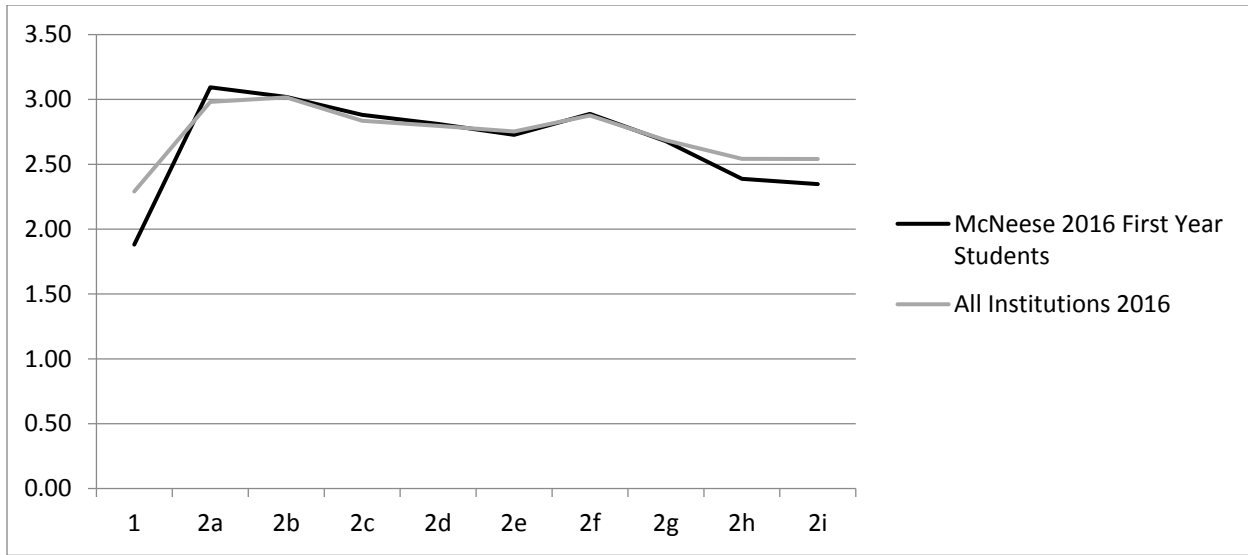
- a. Been available when needed
- b. Listened closely to your concerns and questions
- c. Informed you of important deadlines
- d. Helped you understand academic rules and policies
- e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)
- f. Provided useful information about courses
- g. Helped you when you had academic difficulties
- h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)
- i. Discussed your career interests and post-graduation plans

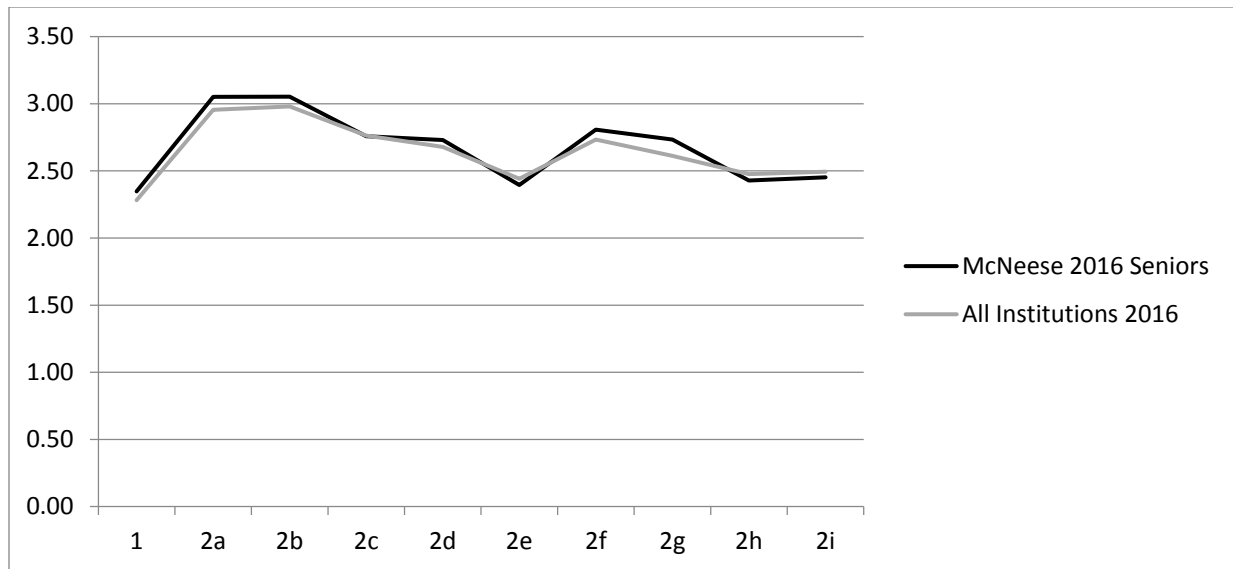




The charts above demonstrate that each question on the advising module scored lower in 2016 than in 2014, and the charts below show our scores compared to all institutions who took the NSSE Academic Advising Module in both years. McNeese's advising practices were generally ranked higher than other institutions in 2014, however in 2016, our scores are much closer to, and in some cases lower than, the other participating institutions.







Appendix I: Courses tagged for *Navigate Your Future* Assessment

Introductory Assessment
CHEM 101 - General Chemistry I
COMM 201 - Fundamentals of Public Speaking
CSCI 100 - Foundations for College of Engineering Freshmen
EDUC 204 - Orientation to Multicultural and Special Education
ENGR 100 - Foundations for College of Engineering Freshmen
FFND 101 - Freshmen Foundations
HIST 201 - American History to 1877
MUSC 230 - Form and Analysis
NURS 100 - Introduction to Nursing
PSYC 101 - Introduction to Psychology

Midpoint Assessment
AGRI 340 - Junior Seminar
ART 200 - Sophomore Portfolio Review
CHEM 301 - Organic Chemistry I
CJUS 271 - Police and Policing
COMM 306 - Interviewing
CSCI 410 - Software Engineering I
EDUC 203 - Theories and Principles of Learning and Teaching
ENGL 200 - Introduction to the Study of Literature
ENGR 242 - Engineering Economics
HHP 345 - Physiology of Exercise
HIST 300 - Introduction to Research and Writing
HSM 240 - Human Resource Management
MATH 307 - Foundations of Mathematics
MGMT 300 - Management Concepts and Practices
MLS 210 - Introduction to Medical Laboratory Science
MUSC 363 - Music History and Literature II
NRCM 222 - Career Development in Natural Resource Conservation and Management
NURS 303 - Wellness Promotion Across the Lifespan
PSYC 404 - History and Theories of Psychology
RADS 355 - Clinical Radiography II
SOCL 320 - Social Research Methods

Capstone Assessment
AGRI 441 - Seminar
ART 400 - Senior Art Portfolio Exhibition/Review
BIOL 481 - Biology Seminar
CHEM 451 - Undergraduate Research
CSCI 491 - Seminar
EDUC 440 - Practicum in Secondary Education
EDUC 468[n] - Student Teaching
ENGL 410 - Research Practicum
ENGR 491 - Senior Design Project II
FCST 400 - Senior Seminar
GEOG 499 - Senior Research Project
GNST 400 - General Studies Capstone
HHP 418 - Practicum in Health and Human Performance
HHP 459 - Internship in Exercise Science
HHP 468 - Directed Observation and Student Teaching
HIST 410 - Research Seminar in History
HSM 430 - Institutional Collaboration and Communication in Health Care
HSM 497 - Internship in Healthcare Management
HSM 498 - Internship in Healthcare Quality Improvement
MATH 491 - Seminar
MCOM 400 - Seminar in Professional Practices
MGMT 481 - Strategic Management
MLS 434 - Special Topics
MUED 442 - Directed Observation and Student Teaching
MUSC 492 - Senior Recital for Music Performance
NURS 425 - Implementation of the Leadership Role
NURS 427 - Leadership Role for the RN
PHIL 484 - Research Seminar in Philosophy
PSYC 499 - Advanced General Psychology
RADS 462 - Diversity and Global Management of Health Care
SOSC 499 - Senior Research Seminar Capstone Experience
THEA 410 - Senior Showcase

Appendix J: 2016-17 Assignment Pilot Volunteers

Fall 2016 Assignment Pilot		
Course	Instructor	Assignment
COMM 201 - Fundamentals of Public Speaking	Robert Markstrom	Presentation/Cover letter/Resume
ENGR 242 - Engineering Economics	John Griffith	Professional writing - Project proposal
FFND 101 - Freshmen Foundations	Lisa Reinauer	Interest inventory/Reflection
FFND 101 - Freshmen Foundations	Tracy Standley	
FFND 101 - Freshmen Foundations	Elizabeth Hait	Interest inventory/Reflection
HIST 201 - American History to 1877	Kathy Jones	Professional writing - Paper utilizing primary sources
NURS 100 - Introduction to Nursing	Katrina Carter	Interest inventory/Reflection
PHIL 251 - Biomedical Ethics and Decision Making	Matt Butkus	Professional writing - Ethics paper
POLS 201 - American Government	Henry Sirgo	Professional writing - Editorial analysis
SOCI 201 - Introductory Sociology	Stan Weeber	Professional writing - Incident report
Spring 2017 Assignment Pilot		
Course	Instructor	Proposed assignment
ART 200 - Sophomore Portfolio Review	Fleming, Meghan A	Documents for a professional application packet
ART 400 - Senior Art Portfolio Exhibition/Review	Fleming, Meghan A	Documents for a professional application packet
COMM 201 - Fundamentals of Public Speaking	Bell, Christa	Professional presentation
COMM 201 - Fundamentals of Public Speaking	Hebert, Jarvis	Professional presentation
COMM 201 - Fundamentals of Public Speaking	Rathbun, Diane	Professional presentation
COMM 201 - Fundamentals of Public Speaking	Stratton, Gregory	Professional presentation
COMM 201 - Fundamentals of Public Speaking	Veuleman, Amy Lynn	Professional presentation
COMM 306 - Interviewing	Markstrom, Robert L	Mock interview/Resume/Cover letter
CSCI 100 - Foundations for College of Engineering Freshmen	Kiritsis, Nikos	Career interest inventory
EDUC 204 - Orientation to Multicultural and Special Ed.	Duhon, Gwendolyn	Career interest inventory/Reflection
ENGR 100 - Foundations for College of Engineering Freshmen	Kiritsis, Nikos	Career interest inventory
FFND 101 - Freshmen Foundations	Hait, Elizabeth	Career interest inventory/Reflection
FFND 101 - Freshmen Foundations	King, Deborah M	Career interest inventory/Reflection
GNST 400 - General Studies	Albarado, Alexis	

Capstone		
GNST 400 - General Studies	Willis, Jodi	
Capstone		
HIST 201 - American History to 1877	Jones, Kathy	Professional writing
MCOM 400 - Seminar in Professional Practices	Standley, Tracy C	
MGMT 300 - Management Concepts and Practices	Adrian, Mitch	Resume/Cover letter assignment
MGMT 300 - Management Concepts and Practices	Phelps, Lonnie	Resume/Cover letter assignment
MGMT 300 - Management Concepts and Practices	Stevens, Jeff	Resume/Cover letter assignment
NURS 100 - Introduction to Nursing	Barrow, Jennifer	Career interest inventory/Reflection
POLS 201 - American Government	Sirgo, Henry	
PSYC 404 - History and Theories of Psychology	Scott-McLemore, Tracy	
PSYC 499 - Advanced General Psychology	Brannon, Linda L	Resume/Cover letter/CV assignment; Exploring graduate/professional school assignment
SOCL 201 - Introductory Sociology	Haque, Muhammad	Professional writing assignment on globalization
SOCL 201 - Introductory Sociology	Weeber, Stan	Professional writing assignment

Appendix K: Navigate Your Future Interviewing Rubric

Nonverbal Communication					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
First Impression <i>Professional demeanor; proper introduction of self; presentation of documents</i>	4	3	2	1	0
Eye Contact <i>Maintains proper eye contact and matches with appropriate facial expressions; conveys interest; doesn't stare.</i>	4	3	2	1	0
Appearance <i>Professional dress; proper grooming</i>	4	3	2	1	0
Preparedness <i>Research of the position evident; knowledge of job description; able to relate personality and skills to the job; document preparation</i>	4	3	2	1	0
Poise <i>Listens; good posture; sits straight and leans forward; avoids distracting mannerisms</i>	4	3	2	1	0
Conclusion <i>Poses appropriate questions of interviewer; appropriate thanks and exit</i>	4	3	2	1	0
Nonverbal Communication Subtotal (24)					
Verbal Communication					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
Concise <i>Answers with logical and organized thoughts</i>	4	3	2	1	0
Confident <i>Exhibits self-confidence with words and body language</i>	4	3	2	1	0
Discretion/Tact <i>Shares appropriate information and does not create an awkward situation through responses</i>	4	3	2	1	0
Emphasize Strengths <i>Turns negative questions into positive answers; knowledge of self</i>	4	3	2	1	0
Enunciation/Grammar <i>Avoids slang and/or filler words</i>	4	3	2	1	0
Persuasive <i>Leads the interview in a direction that enables them to expand so their skills are expressed</i>	4	3	2	1	0
Sincere <i>Expresses true interest in the position they are seeking</i>	4	3	2	1	0
Sociable/Personable <i>Overall warm and friendly, but professional, tone</i>	4	3	2	1	0
Volume <i>Speaks with proper volume for room to be heard clearly; not too loud, not too soft</i>	4	3	2	1	0
Verbal Communication Subtotal (36)					
Total (60)					
Comments:					

Appendix L: Navigate Your Future Presentation Rubric

Organization					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
Greeting <i>Guides the audience into the topic</i>	4	3	2	1	0
Outline <i>Identifies the main points of the presentation</i>	4	3	2	1	0
Purpose <i>The presentation is focused and relevant to the topic</i>	4	3	2	1	0
References <i>References come from current and meaningful sources that enhance the presenter's arguments</i>	4	3	2	1	0
Conclusion <i>Emphasizes the topic's main points</i>	4	3	2	1	0
Organization Subtotal (20)					
Verbal Delivery					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
Accuracy/Completeness <i>States major points accurately; Does not omit major points</i>	4	3	2	1	0
Appropriateness <i>Uses language appropriate for the audience</i>	4	3	2	1	0
Conciseness <i>Presents information in an understandable yet direct manner</i>	4	3	2	1	0
Sequence <i>Conveys information in a logical and meaningful sequence; easy to follow</i>	4	3	2	1	0
Tone <i>Appropriate speaking voice; maintains a comfortable pace; uses pauses effectively</i>	4	3	2	1	0
Verbal Delivery Subtotal (20)					
Nonverbal Delivery					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
Appearance <i>Dresses in a manner appropriate for the presentation</i>	4	3	2	1	0
Enthusiasm/Confidence <i>Conveys a sense of confidence in knowledge of information</i>	4	3	2	1	0
Eye Contact <i>Directs eyes towards the audience for most of the presentation</i>	4	3	2	1	0
Gestures <i>Uses hands as appropriate to convey meaning</i>	4	3	2	1	0
Movement <i>Displays appropriate, relaxed movement during the presentation; avoids excessive shifts; avoids excessive stiffness</i>	4	3	2	1	0
Nonverbal Delivery Subtotal (20)					
Total (60)					
Comments:					

Appendix M: Navigate Your Future Writing Rubric

Navigate Your Future Writing Rubric					
Content					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
<i>Grasp of subject matter</i>	4	3	2	1	0
<i>Applies key concepts and terminology appropriate to discipline</i>	4	3	2	1	0
<i>Supported with effective and appropriate examples, research, or evidence</i>	4	3	2	1	0
Content Subtotal (12)					
Audience/Style					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
<i>Reflects keen awareness of intended audience/purpose</i>	4	3	2	1	0
<i>Format highly appropriate to purpose and disciplinary conventions</i>	4	3	2	1	0
<i>Succinct and easy to understand</i>	4	3	2	1	0
Audience/Style Subtotal (12)					
Structure/Mechanics					
Indicator	Excellent	Good	Fair	Needs Improvement	Not Demonstrated
<i>Applies standard grammar and mechanics</i>	4	3	2	1	0
<i>Develops effective sentence structure</i>	4	3	2	1	0
<i>Consistently applies organizational structure</i>	4	3	2	1	0
<i>Reflects careful proofreading and editing</i>	4	3	2	1	0
Structure/Mechanics Subtotal (16)					
Total (40)					
Comments:					

Appendix N: Student Evaluation of Advising



McNeese State University

Questions

1. What is your classification?

- ☐ Freshman
 ☐ Sophomore
 ☐ Junior
 ☐ Senior
 ☐ Graduate

2. Which college are you located in?

- ☐ College of Business
☐ Burton College of Education
☐ College of Engineering & Computer Science
☐ College of Liberal Arts
☐ College of Nursing & Health Professions
☐ College of Science & Agriculture
☐ General & Basic Studies
☐ William J. Dore, Sr. School of Graduate Studies

3. Have you been advised for the upcoming semester?

- ☐ Yes
 ☐ No

For question 4, the rating scale is as follows: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied

4. How satisfied were you with:

Amount of time in your advising session

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

Availability of your academic advisor during office hours

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

Information about degree requirements

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

Information about financial aid and/or scholarships

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied | ☐ N/A

Information about professional engagement within my field of study

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied | ☐ N/A

Information about deadlines related to institutional policies and procedures (academic regulations, financial aid, etc.)

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied | ☐ N/A

Overall quality of academic advising that you received

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

5. Please rate your academic advisor on the following criteria. Use the following scale: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied

My advisor provided me with accurate information regarding my career plans and goals.

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied | ☐ N/A

My advisor referred me to appropriate campus resources as needed.

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied | ☐ N/A

Which campus resources were you referred to? (select all that apply)

- ☐ Career & Student Development Center
- ☐ Counseling Center
- ☐ Office of Financial Aid
- ☐ Office of the Registrar
- ☐ Office of Scholarships
- ☐ Office of Testing Services
- ☐ Student Health Services
- ☐ Tutoring Center
- ☐ Write to Excellence Center
- ☐ Other (Please specify in the box below)

Appendix O: Faculty Evaluation of Advising



McNeese State University

Questions

1. Which academic department are you affiliated with?

Please select...

2. How satisfied are you with:

The tools and resources available to complete your academic advising duties?

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

Your academic advising load?

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

The way your academic department manages its academic advising policies and procedures?

Very Satisfied ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

3. You feel you are prepared when performing academic advising duties with students.

Strongly Agree ☐ ☐ ☐ ☐ ☐ Strongly Disagree

4. Compared to other job-related duties, your academic advising duties are a worthwhile use of your time.

Strongly Agree ☐ ☐ ☐ ☐ ☐ Strongly Disagree

5. Have you ever referred a student to another department or student service?

☐ Yes ☐ No

a. If yes, which department(s) or student service(s) did you refer the student to?

6. Comments

Close Window

Appendix P: Program Evaluation Survey

QEP Program Evaluation Survey

Please select your classification: **(Faculty/Staff/Student)**

Faculty

1. Please rate your satisfaction with the faculty development opportunities offered this past year: **[Very Satisfied (5) → Very Unsatisfied (1); include "Did Not Attend" column]**
 - a. Dr. John Gardner Professional Development Workshop (January 2016)
 - b. General Faculty and Staff Meeting/Retreat (August 2016)
 - c. Faculty Advising Workshop (January 2017)
 - d. Dr. Ken Ryalls Faculty Development Workshop (January 2017)
 - e. QEP Charrettes (Fall 2016-Spring 2017)
 - f. Other (please explain):

2. Did you administer an assignment in your course(s) for the Navigate Your Future Quality Enhancement Plan (QEP)? **(Yes/No)**
 - a. If yes:
 - i. Briefly describe your assignment: **(Text Box)**
 - ii. Rate your satisfaction with the following: **[Very Satisfied (5) → Very Unsatisfied (1)]**
 1. Effectiveness of assignment in improving student learning
 2. Assessment reporting processes
 3. Applicability of the QEP rubric
 4. Support provided for assignment development and administration
 - iii. Do you have any plans to make improvements for next year? **(Yes/No)**
 1. If yes:
 - a. Please explain: **(Text Box)**
 - b. If no:
 - i. Do you administer assignments in your course(s) that teach professional writing or professional presentation skills? **(Yes/No)**
 1. If yes:
 - a. Which course(s) do you administer these assignments in? **(Text Box)**
 - b. Please describe your assignment(s): **(Text Box)**

3. Are there active professional organizations on campus related to your discipline? **(Yes/No)**

4. Does your department support other professional development opportunities for students? **(Yes/No)**
 - a. If yes:
 - i. What kind of professional development opportunities does your department support? **(Select all that apply)**
 1. Conferences
 2. Presentations
 3. Undergraduate research
 4. Field experience
 5. Internships
 6. Other (please explain): **(Text Box)**

5. Are you aware of the University's Quality Enhancement Plan, *Navigate Your Future*? **(Yes/No)**
 - a. If yes:
 - i. How did you hear about us? **(Select all that apply)**
 1. Social Media
 2. Colleagues

3. Campus marketing
4. Campus Digest
5. Other (please explain): *(Text Box)*

Staff

1. Are you in an academic or student support office? **(Yes/No)**
2. Have you noticed that students are more aware and/or knowledgeable of your area? **(Yes/No)**
3. How satisfied are you with the following: **[Very Satisfied (5) → Very Unsatisfied (1); include "Not Sure" column]**
 - a. Advisors' knowledge of your area
 - b. Training opportunities that were provided for advisors about your area
4. Do you have any suggestions to improve issues related to advising? **(Text Box)**
5. Are you aware of the University's Quality Enhancement Plan, *Navigate Your Future*? **(Yes/No)**
 - a. If yes:
 - i. How did you hear about us? **(Select all that apply)**
 1. Social Media
 2. Colleagues
 3. Campus marketing
 4. Campus Digest
 5. Other (please explain): **(Text Box)**

Students

1. What is your classification? **(Freshman/Sophomore/Junior/Senior)**
2. Are you aware of the University's Quality Enhancement Plan, *Navigate Your Future*? **(Yes/No)**
 - a. If yes:
 - i. How did you hear about us? **(Select all that apply)**
 1. Facebook
 2. Twitter
 3. LinkedIn
 4. Instagram
 5. Snapchat
 6. Faculty
 7. Campus marketing
 8. Student Digest e-mails
 9. Other (please explain): **(Text Box)**
3. In your classes, have you done assignments related to professional writing and/or professional presentation? **(Yes/No)**
 - a. If yes:
 - i. What kind of assignments have you done? **(Select all that apply)**
 1. Resumes
 2. Cover letter
 3. Career inventory (i.e., Type Focus)
 4. Career exploration assignment
 5. Mock interview
 6. Field experience

7. Undergraduate research
 8. Other professional writing/presentation assignments
4. Do you feel that your courses are adequately preparing you for graduate school and/or the workforce?
(Yes/No)
5. Are you involved in any professional organizations related to your field of study? (Yes/No)
- a. If yes:
 - i. Please tell us your level of involvement: *(Select all that apply)*
 1. Active Member
 2. Inactive Member
 3. Officer
 4. Committee Chair
 5. Committee Member
 - ii. Please rate your satisfaction with the following: *[Very Satisfied (5) → Very Unsatisfied (1); include "N/A" column]*
 1. Networking/social opportunities
 2. Level of organizational activity
 3. Types of organizational activities
 - b. If no:
 - i. What has prevented you from being involved in professional organizations: *(Select all that apply)*
 1. Lack of time
 2. Lack of money
 3. Lack of opportunities in my field of study
 4. Lack of interest
 5. Lack of awareness
 6. Unsure how to become involved
 7. Other personal obligations
 8. Other (please explain): *(Text Box)*

Appendix Q: Application for *Navigate Your Future* Development Stipend



Navigate Your Future
CHARTING SUCCESS THROUGH ENHANCED ADVISING AND CAREER READINESS

**Application for *Navigate Your Future* QEP Development Stipend
2017-2018 Academic Year**

Name: _____

College/Division: _____

Please describe the intended use of the funds and how it will support the *Navigate Your Future* QEP goal. Include applicable dates or deadlines.

Please submit to: qep@mcneese.edu. The QEP Implementation Team kindly requests the submission by September 15, 2017.

Appendix R: CARE Mentorship Program



C.A.R.E. Mentorship Program

Pilot - Spring 2017

Official launch - Fall 2017



The C.A.R.E. Mentorship Program has been developed as an outreach and retention-supporting program for McNeese students. The program is open to all McNeese students and targets minority students, at-risk students, and other sectors of students that may require a deeper connection to the University and its resources. The acronym C.A.R.E. breaks down as follows:

- C (onnect)** - Students will be connected to resources and opportunities the University offers.
- A (ccelerate)** - Students will accelerate progression toward completing a degree plan.
- R (etain)** - Students will be retained due to the connections they build.
- E (ngage)** - Students will be engaged to the campus and student life.

The success of these outcomes will be achieved by connecting C.A.R.E. program students with a personal resource on campus that will serve as their mentor. Mentors are faculty/staff members of the University, or successful graduate students and seniors that have a passion to assist with the development of their peers.



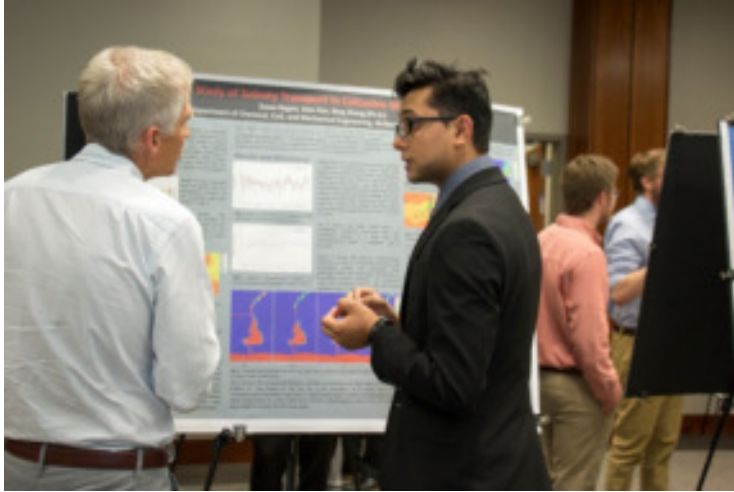
Administration

The C.A.R.E. program is operated within the Student Union & Activities Office. It is administered by the Director of Campus Life & Engagement. The Multicultural Engagement Coordinator and supporting staff will coordinate the day-to-day management of program's activity.

PARTICIPANT INFORMATION

C.A.R.E. Program Mentors

- Individuals serving as C.A.R.E. mentors should be classified as full-time faculty/staff, graduate student, or senior undergraduate student (90+ credit hours completed).
- Undergraduate (senior) student mentors are required to hold a 2.5 or higher overall grade point average.
- Undergraduate students can only mentor students on the freshman level.
- Graduate student mentors are required to hold and maintain a 3.0 or higher overall grade point average.
- Graduate students can only mentor students on the sophomore and freshmen levels.
- Faculty/staff mentors should be genuinely committed to the development of McNeese students.
- **Mentor Registration**
 - All mentors are required to register by completing the online form located at: www.mcneese.edu/studentlife/form/carementor. This form will collect information regarding the background and interests of prospective mentors to ensure they are matched with a compatible student.
 - Mentors are required to commit for one academic year. The commitment will be renewed annually beginning June 1.



C.A.R.E. Program Student Participants (Mentees)

- Any part-time or full-time McNeese student can be a participant in the C.A.R.E. program.
- Similar to prospective mentors, C.A.R.E. program students will complete an information form to collect information regarding the background and interests of the student to ensure they are matched with the most compatible mentor. The form is available online at: www.mcneese.edu/studentlife/form/caresetudent.
- **Student Enrollment**
 - Students that voluntarily enroll in the program are encouraged to complete one calendar year in the program, but are free to discontinue their participation when necessary. Written notice is expected if a student discontinues the program.
 - Students who are enrolled in the program to fulfill a mandate must remain enrolled for one calendar year.
 - Students may be mandated to enroll in the program for various reasons. These reasons include, but are not limited to: fulfilling a discipline or academic integrity sanction, as a condition for re-admittance due to academic suspension, as a condition for an admissions exception, or any other identified cause a University faculty or staff member may mandate a student's enrollment.
 - Students are welcome to remain in the program as long as they are enrolled in classes at the University.

For more information about the C.A.R.E. Mentorship Program contact Kedrick Nicholas, Director of Campus Life & Engagement at 337-475-5610 or email knicholas@mcneese.edu.