Admissions and Recruiting

Office of Admissions and Recruiting

Introduction

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

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

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

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

1 Assessment and Benchmark

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

Note: For 2015-2016, re-entry numbers will increase due to a change in re-entry policy. In the past, a former student applied for re-entry after non-attendance for one year. The new policy states a former student must apply for re-entry after non-attendance for a fall or spring semester.

1.1 Data

Enrolled Applicants	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	Enrolled	% Change	Enrolled	% Change	Enrolled	% Change	Enrolled	% Change
FTF	1260	-4.47	1439	14.2	1244	-13.55	1322	6.27
UG Transfer	331	-8.05	312	-5.74	316	1.28	324	2.53
UG Readmit	275	-7.09	386	40.36	365	-5.44	355	-2.73
FT Grad	184	-4.14	160	-13.51	148	-7.5	162	9.45
Grad Transfer	24	84.61	35	45.83	20	-42.86	21	5.0
Grad Readmit	48	6.66	36	-25	26	-27.77	40	53.84
Totals	2122	-2.74	2368	11.59	2119	-10.51	2224	4.95

Enrolled Applicants	Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Enrolled	% Change	Enrolled	% Change	Enrolled	% Change	Enrolled	% Change
FTF	1373	3.86						
UG Transfer	327	0.93						
UG Readmit	317	-10.7						
FT Grad	137	-15.4						
Grad Transfer	24	14.3						
Grad Readmit	39	-2.5						
Totals	2217	-0.31						

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
This objective use to be separate for undergraduate and graduate students. It will be combined moving forward. The number of new enrolled undergraduate students (transfer, re-entry, and first-time freshmen) decreased -7.24% over the prior academic year. The performance indicator was not met. Continue to make revisions to marketing plan for undergraduate students to improve enrollment numbers.

The number of newly enrolled graduate students (transfers, re-entry, and first-time) decreased -6.43% over prior year.

Put more focus on applying resources to areas of opportunity (online programs).

2017-2018:
The number of enrolled students increased by 4.95% over the prior academic year. The benchmark was met. For next year, we need to create separate communication plans for transfer, re-entry, and graduate students (texting & emails). We also need to develop transfer and graduate brochures for fairs and mailings.

Once we know the direction the university wants go with its strategic plan, we can focus our recruiting efforts on particular academic programs. Lastly we can research our McNeese graduates to determine predictors for success and identify the high schools they graduated from.

2018-2019:

Although benchmarks were not met for this past academic year, we are still on a steady incline for FTF since 2016. New focus has been placed on the Admissions & Recruiting office with the structural re-organization, along with additional transfer and graduate training for all admissions counselors. Strategic plans have been put into place to engage recruitment efforts for all student types.

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

1 Assessment and Benchmark

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

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

1.1 Data

Total Student Start Data:

Academic Year	FTF Accepted	Transfer Accepted	UG Readmit	FT Grad	Grad Readmit	Grad Transfer	Total Accepted	Total Starts	Start Rate	% Change
2014	1987	447	510	264	72	40	3320	2123	63.94%	0.83%
2015	2385	428	699	235	55	43	3845	2368	61.58%	2.36%
2016	1943	389	632	197	41	29	3231	2119	65.58%	-4.0%
2017	1982	408	631	226	52	28	3327	2224	66.94%	1.36%
2018	2193	400	581	164	49	33	3888	2217	57.02%	-9.92%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
This objective use to be separated between undergraduate & graduate school. Moving forward it is now combined.

The start rate of accepted first-time freshmen and undergraduate transfer students increased 2.5% over the prior academic year. The performance indicator was met. The start rate of accepted first-time freshmen and undergraduate transfer students was 66.0%, which was higher than the average start rate of the three previous academic years. The performance indicator was met. Continue to revise marketing plan for undergraduate transfer students to increase start rate. Focus on applying resources to areas of opportunity (transfer students and online programs).

The start rate of accepted transfer and first-time graduate students increased 4.1% over prior year. The performance indicator was met.

The start rate of accepted graduate students was 72.4%, the performance indicator for average state rate was not met.

2017-2018:
With the percentage change from prior year of 1.36%, we have met our benchmark for yield. The average start rate for 2014-2015, 2015-2016, and 2016-2017 is 63.7%. For 2017, we exceeded our goal with an increase of 3.2%.

We will work on the communication plans (emails, texting, marketing) that go to accepted students. I do not think that application numbers and numbers of accepted students are our problem; it is getting them to enroll and be here for the first day of class.

2018-2019:
As the 2018 statistics will show, we are on a substantial incline for accepted FTF. The focus of this past academic year has been put on this student type and our efforts have shown to be effective. As we place more efforts on all student types, our hope is to increase acceptance numbers across the board for the next academic year.

The entire Enrollment Management team also needs to be placing efforts on accepted students who have yet to enroll. We understand that this is an issue that needs to be addressed with several departments.

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

recruitment and retention efforts.

1 Assessment and Benchmark

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

Note: For 2015-2016, due to change in administration, the surveys were not completed that year.

1.1 Data

Campus Tour Survey:

Item	Academic Year Ending			
	2015	2016	2017	2018
I was welcomed when I arrived at Student Central.	5.0	N/A	5.0	4.8
After my campus tour I am more likely to attend McNeese.	4.7	N/A	4.64	5.0
My tour guide answered my questions completely.	5.0	N/A	5.0	5.0
My tour guide was knowledgeable about McNeese.	5.0	N/A	5.0	5.0
My tour guide took me to all the places I expected to see.	4.9	N/A	4.91	5.0
My tour guide showed me more than I thought I'd see.	4.9	N/A	4.73	4.9
My tour guide showed genuine interest in my visit.	5.0	N/A	4.91	5.0
I feel my tour guide communicated well.	5.0	N/A	5.0	4.9

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

Catalog Year	Response rate	
	#	%
2018-2019	11/66	16.0
2019-2020		

2020-2021		

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Campus Tour Surveys were emailed to students and parents returning from their tour. We are meeting our performance indicators.

We will take suggestions from the consulting company when they start their visits and data is analyzed. They did suggest in their first visit to McNeese that we use current McNeese students attending the university as campus tour guides, so we have started implementation.

2018-2019:
Implementation continues as we utilize student workers, majority of which are Peerleaders, as tour guides. While benchmarks were still met, indicators show that student workers need additional training. Also consider less than 10% of our tours are completing the survey.

2 Assessment and Benchmark

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

Note: For 2015-2016, Counselor Surveys were not given to participants at the annual counselor's conferences held at McNeese, in Lafayette, Gonzalez, Alexandria, and Beaumont. Due to change in administration, the surveys were not completed that year.

2.1 Data

Counselor's Conference Survey:

Item	Academic Year Ending			
	2015	2016	2017	2018
My need for information about McNeese was addressed today.	4.95	N/A	5.0	4.89
The Scholarships presentation was helpful.	4.90	N/A	5.0	4.94
The Admissions presentation was helpful.	4.95	N/A	4.96	4.95
The academic programs presentation was helpful.	4.90	N/A	4.92	4.89
The Dual Enrollment presentation was helpful.	4.60	N/A	4.88	4.84
The Financial Aid presentation was helpful.	4.94	N/A	4.5	4.84

Item	Academic Year Ending			
	2019	2020	2021	2022
My need for information about McNeese was addressed today.	5.0			
The Scholarships presentation was helpful.	5.0			
The Admissions presentation was helpful.	5.0			
The academic programs presentation was helpful.	5.0			
The Dual Enrollment presentation was helpful.	5.0			
The Financial Aid presentation was helpful.	5.0			

Catalog Year	Response rate	
	#	%
2018-2019	20/55	36.3
2019-2020		
2020-2021		

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Counselor surveys were given to participants at the annual counselor conferences held at McNeese, Lafayette, and Beaumont (Due to flooding, the Alexandria and Gonzalez conferences were cancelled). We are meeting our performance indicators.

Revise handouts illustrating programs highlights for counselors to take back to their schools.

2017-2018:
Counselor Surveys were emailed to participants at the annual counselor's conferences held at McNeese and in Lafayette. Due to Hurricane Harvey, we were not able to host a conference in Beaumont, TX. We are meeting our performance indicators.

We know that the relationships with high school counselors are extremely important. These conferences are a great tool to connect and share resources. We look forward to the consulting company giving us suggestions on ways to improve these sessions.

Next year, we will review our survey and see if we can be more specific with the questions we ask about topics presented on during the event.

2018-2019:
Benchmarks were met. This year, we were only able to do one on-campus counselor conference. We felt like it was effective because we had 50 plus counselors attend (including counselors from SE Texas, the Lafayette area, and local).

We hope to move to offering off-site conferences again to help inform and increase our awareness in LA and TX.

3 Assessment and Benchmark

Benchmark: On the Fall Preview Day survey:
- Score at least 4.0 (agree) on all items.
- At least 65% of respondents will indicate that they are more likely to attend McNeese after Fall Preview Day.

3.1 Data

Catalog Year	Response rate	
	#	%
2018-2019	17/288	5.9%
2019-2020		
2020-2021		

Fall Preview Day Survey:

Item	Academic Year Ending			
	2015	2016	2017	2018
Overall, Fall Preview Day was helpful.	4.53	4.69	4.77	4.78
Overall, my Fall Preview Day experience was enjoyable.	4.53	4.38	4.77	4.83
The information at the welcome session was helpful.	4.42	4.31	4.65	4.61
The information at the Departmental and Organizational fair was helpful.	4.32	4.08	4.54	4.5
The financial aid and scholarship presentation was helpful.	4.40	4.56	4.72	4.79
The housing presentation was helpful.	4.40	4.75	4.82	4.6

The student services (parents) presentation was helpful.	4.36	4.2	4.5	4.55
The campus tour was helpful.	4.19	4.45	4.78	4.5
The housing tour was helpful.	4.17	4.57	4.69	4.5
The student life (students) presentation was helpful.	4.35	4.63	4.53	4.57
The Departmental Open House was helpful.	4.59	4.25	4.65	4.6
After attending this event I have selected McNeese as my school of choice for next fall. (For attendees who stated they had not selected McNeese prior to attending Fall Preview Day)	57.5%	50%	47.8%	55.6%

Item	Academic Year Ending			
	2019	2020	2021	2022
Overall, Fall Preview Day was helpful.	4.6			
Overall, my Fall Preview Day experience was enjoyable.	4.6			
The information at the welcome session was helpful.	4.5			
The information at the Departmental and Organizational fair was helpful.	4.7			
The financial aid and scholarship presentation was helpful.	4.6			
The housing presentation was helpful.	4.3			
The student services (parents) presentation was helpful.	4.3			
The campus tour was helpful.	4.7			
The housing tour was helpful.	4.5			
The student life (students) presentation was helpful.	4.5			
The Departmental Open House was helpful.	4.6			
After attending this event I have selected McNeese as my school of choice for next fall. (For attendees who stated they had not selected McNeese prior to attending Fall Preview Day)	41.2%			

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Q&A Day Surveys were distributed to all participants and their parents via e-mail after the fall preview day.
On the survey, the average score on all items exceeded the performance indicator of 4.0 (agree). There were

decreases in scores on the campus tour, housing tour, and the housing presentation. We will meet with the housing department to discuss if and how things were delivered this year. See if there can be improvements with different handouts or visual aids. We will also meet with our student tour guides that give the campus tours for this event. We will increase training before the event and see if we need to adjust their route to make the tour more enjoyable.

Only 55.6.% of the respondents indicated that they were more likely to attend McNeese after Q&A Day, which did not meet the performance indicator.

Next year, we want to change the performance indicator to 60% for most likely to attend McNeese after Preview Day. We also want to change the average score on the performance indicator to 4.6 (agree). We will take suggestions from the consulting company on ways to improve this event.

2018-2019:
While some benchmarkers weren't met this past year, the Admissions office is working to re-vamp this upcoming year's preview days in several ways.

- 1. We will be offering two preview days this fall semester to reach students earlier in their decision-making process.
- 2. We will meet with housing to create a better experience for our prospective families.
- 3. We are condensing the welcome session to make the information more absorbable.
- 4. In light of some of the decreased percentages in the information sessions, we will be sharing the survey results with the presenters and collaborate ways to engage or improve the sessions.

We will continue to use the 4.0% benchmark on the upcoming preview days. To set a more realistic goal, the benchmark for more likely to attend McNeese percentage will be set at 50%.

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

1 Assessment and Benchmark

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

1.1 Data

Number of Visits to K-12 Institutions by Admissions and Recruiting:

Month	Academic Year Ending					
	2013	2014	2015	2016	2017	2018
May	6	15	11	11	12	17
June	3	1	1	2	3	2
July	3	2	0	0	1	1
August	1	1	0	2	1	3
September	45	51	82	81	89	74
October	79	101	83	88	90	97
November	22	19	21	27	11	32
December	2	4	0	0	1	2
January	8	0	1	5	14	8
February	21	7	4	17	20	11
March	16	3	10	6	22	33
April	14	2	3	6	11	18
Total	220	206	216	245	275	298

Month	Academic Year Ending					
	2019	2020	2021	2022	2023	2024
May	25					

June	2					
July	0					
August	1					
September	67					
October	80					
November	24					
December	1					
January	5					
February	22					
March	29					
April	6					
Total	262					

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Develop additional data points to determine the high schools with the largest number of students choosing McNeese and highest retention rates. Use this information when scheduling recruiting visits.

2017-2018:
The number of visits to K-12 institutions for 2017-2018 was 298, exceeding the performance indicator. We tried to schedule more private visits this year and also worked closely with Betty Anderson to send a recruiter when she traveled the five parish area high schools in the spring semester to present on the dual enrollment program. Develop additional data points to determine the high schools with the largest number of students choosing McNeese and highest retention rates. Use this information when scheduling recruiting visits (this was not done last year, so I would want to implement it this year). The consulting company will play a large part in strategically planning recruiting efforts next year based on previous enrollment data.

2018-2019:
The number of visits to K-12 institutions for 2018-2019 was 262, which did not meet the performance indicator. This is not a bad outcome, because we were strategic with the college fairs that we attended this year using data from the CRM and guidelines from RNL. We only attended college fairs where we had received applications in the past and areas of growth like Texas. We also only had half the recruiting staff for the last portion of the year, so the number of private visits were not as high.