Student Services

Office of Student Services

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

1 Assessment and Benchmark

Benchmark: Provide no less than $100,000 in capital investments to Student Union facility improvements.

1.1 Data

Academic Year	Amount Invested
2017-2018	$266,090.01
2018-2019	$30,000

2017-2018:
- Parra Ballroom technology enhancement (spring 2018) - $6,465.12
- Meeting room TV upgrades (spring 2018) - $1,624.89
- Parra Ballroom remodeling project (spring 2018) - $28,000
- New and Old Ranch remodeling project (spring/summer 2018) - $230,000 (in progress)
  - Painting
  - New Furniture in New Ranch Atrium and Retail Dining
  - Lighting upgrades
  - Charging stations
  - Flooring upgrades and enhancements
  - Interior designer fees

2018-2019:
- Cable TV infrastructure and service (in progress, estimated $9,300)
- Lighting in New Ranch Food Court ($20,700)

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
We will continue to determine ways to improve the Student Union facility as we progress toward the construction of a new facility. The benchmark for 2018-2019 will likely need to be adjusted since so much was accomplished in this last cycle. Next year's focus will be determined based on what areas of the facility need attention along with any phases of the 2017-2018 project that remain incomplete. Because we are striving toward a new student union facility, investments in the current facility will be limited.

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

2 Assessment and Benchmark

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

2.1 Data

Academic Year	Amount Acquired
2017-2018	$33,000.00
2018-2019	$20,000.00

2017-2018:
- TASC Proposal fall/spring 2018 - $8,000 granted for technology improvement project
- System Fund Reserve - $28,000 granted for Parra Ballroom improvement project

2018-2019:
- System Fund Reserve - $20,000 granted for lighting upgrades in Food Court.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

This benchmark will continue to be an annual ambition. The TASC technology project fund has been vital to ensuring that the Student Union maintains the most updated technology. The Campus Development Fund contributes to the upkeep of the facility and aesthetics.

In 2018-2019 I will target outdated technology in the facility. A couple of the data projectors are dated. The Mariner and Mallard meeting rooms require HDMI wall plates for compatibility with new TVs recently installed.

2018-2019:

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

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

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

1   Assessment and Benchmark

Benchmark: Conduct at least five programs that target all students.

1.1   Data

2017-2018:
1. 10th Annual Cowboy Camp - August 2017
2. Howdy Rowdy Welcome Back Activities - August 2017
3. Parents and Family Weekend - September 2017
4. Homecoming Week Activities - October 2017
5. Finals Late Night Breakfast - December 2017
6. Spring Student Organizations Fair - January 2018
7. Finals Late Night Breakfast - May 2018

All programs are hosted departmentally by various campus entities, targeting all students enrolled at McNeese for participation.

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

1.1.1   Analysis of Data and Plan for Continuous Improvement

2017-2018:

Campus-wide programs affirm the ability to reach all McNeese students through student engagement. Each of these programs were highly successful with the exception of Parents and Family Weekend. Our campus culture of most students being Southwest Louisiana residents impacts the motivation for parents to attend. As we better integrate departments with the reorganization of the student affairs division, we will determine improvements that can be made to make the program as successful as possible.

Regarding the programs that were successful, a concerted effort will be made to enhance each program's impact through better use of technology and other resources available to us.

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

2018-2019:
Campus-wide programs affirm the ability to reach all McNeese students through student engagement. Each of these programs were highly successful. The number slightly increased in this academic year.

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

2 Assessment and Benchmark

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

2.1 Data

2017-2018:
1. Campus Labs *Engage* Platform - three year contract initiated June 15, 2018.
2. *DignityU* & *ReliAbility* online educational programs for bystander intervention and risk behavior awareness - annual subscription initiated June 20, 2018.

2018-2019:
1. 3rd Millennium - Alcohol-Wise & Other Drugs, Consent and Respect Educational Modules

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
We will continue to remain abreast of electronic tools that can be used to contribute to the mission and goals of the department.
These two platforms have dramatically changed our ability to communicate with students. They have also improved the overall student experience. We have witnessed extreme success with having these resources accessible.

Through next year, we will determine more ways to incorporate the educational platforms in student programming. The Engage platform will deepen its impact on student organizations and their operations. Students will be trained on how to fully utilize its capabilities aside from student organization registration and management.

2018-2019:
We will continue to remain abreast of electronic tools that can be used to contribute to the mission and goals of the department. These two educational modules allow us to remain compliant with state law and UL System Policy. We plan to implement the AliveTek, Inc. hazing education online training, which is also a state requirement.

3 Assessment and Benchmark

Benchmark: Maintain at least 100 active student organizations.

3.1 Data

Academic Year	# of active student organizations
2017-2018	102
2018-2019	105

OrganizationDirectory (1)   [CSV 9 KB 8/6/19]

Student Organization Contact Information 2017-2018 (Spring Updates)   [XLSX 40 KB 1/28/19]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
We will continue to maintain a goal of at least 100 RSOs. In the years to come, it will become a priority to capture organizations from student groups within academic units, who have a tendency to operate without registering with the University.

2018-2019:
We will continue to maintain a goal of at least 100 RSOs. Now with a professional staff position dedicating 50% of its efforts to student organization development, we anticipate a higher benchmark in subsequent academic years.

4 Assessment and Benchmark

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

4.1 Data

Academic Year	# of leadership opportunities
2017-2018	26
2018-2019	25

Position	# of positions available	
	2017-2018	2018-2019
Student Government Association Executive Officers	4	4
Student Life Coalition President	1	1
Student Life Coalition Program Coordinators	7	7
Student Union & Activities Office Graduate Assistants	5	5
Greek Life Council Presidents (GUB, NPHC, IFC, Panhellenic)	4	4
Cowboy Camp Rangers	5	4
Total	26	25

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
These are leadership opportunities that provide salaries and/or stipends for student participation. A minimum of 20 each year will continue to be the benchmark.

Leadership positions in 2017-2018 successfully impacted the student experience. Students in these positions are role models of student success in the McNeese community. To improve in the future, we will strive for opportunities to better market these opportunities for student development and have students in the positions represent a more diverse subset of the student body.

2018-2019:
These are leadership opportunities that provide salaries and/or stipends for student participation. A minimum of 20 each year will continue to be the benchmark.

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

5 Assessment and Benchmark

Benchmark: Coordinate five developmental programs that compliment student learning outside of the classroom.

5.1 Data

2017-2018:
1. Sexual Assault Prevention Program (September 2017)

2. Self Defense and Sexual Misconduct Seminar (September 2017)
3. Black Student Summit (October 2017)
4. Professional Development Seminar (November 2017)
5. Personal Branding Seminar (January 2018)
6. Best Practices Workshop (February 2018)
7. Service Learning Seminar (March 2018)

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

5.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Annually, at least five developmental programs will be conducted for McNeese students. Each of these programs successfully complimented the performance objective and benchmark. Developmental programs are the hallmark of the co-curricular concept of student engagement.

To improve, we will seek to find academic units of the campus that are willing to partner in programming efforts. This will assist in impacting a larger number of students.

2018-2019:
Annually, at least five developmental programs will be conducted for McNeese students. Each of these programs successfully complimented the performance objective and benchmark. Developments programs are the hallmark of the co-curricular concept of student engagement.

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

Performance Objective 3 Foster development of Fraternity and Sorority Life (FSL)

1 Assessment and Benchmark

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

1.1 Data

2017-2018:
An estimated 98% of Greek Life students were retained from fall 2017 to spring 2018 (retention data from fall to spring was not precisely captured).

This number was calculated by evaluating the number of Greek Life students that remained enrolled at McNeese from the fall 2017 to the spring 2018 semester. Students that graduated in the fall 2017 semester were not included in this estimated calculation.

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

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

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Data will be captured in the 2018-2019 school year.

2018-2019:
Due to staff turnover in the middle of the spring semester, this measure was not accurately captured as planned. The

current professional in place has been trained to have a procedure for evaluating this data. We will also look to consider retention from spring to fall (excluding graduates).

FSL measures retention fall to spring to exhibit the fact it keeps first-year students at McNeese. The largest drop off for students each year occurs from the fall semester to the spring semester. Fall to fall will be considered as well.

2 Assessment and Benchmark

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

2.1 Data

2017-2018:
507 students, or 7.6% of the McNeese student body, were members of Greek Life organizations.

This percentage was generated by using Greek Life student enrollment at its highest point of the 2017-2018 academic year, compared to McNeese undergraduate student enrollment at its highest point of the 2017-2018 academic year.

2018-2019:
527 students, or 8.02% of the McNeese student body, were members of Greek Life organizations.

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

FSL Scorecard 2018-2019 Final   [PDF 14,237 KB 8/7/19]

Greek Stats   [JPG 127 KB 1/28/19]

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
Each year, we will attempt to increase the number of students in Greek Life organizations according to feasibility of operations. Our percentages are standard compared to peer institutions, which is the very least that we strive for.

The stature of Greek Life will be elevated to make it more attractive to students. Financial burden is another hindrance for students joining Greek Life organizations. We are discussing grant programs to subsidize membership costs for students that want to join organizations, but don't have the financial means to do so.

2018-2019:
Fraternity & Sorority Life (formerly branded Greek Life) will continue to be premier student involvement and leadership in the McNeese community. The slight growth in percentage despite decreases in student enrollment exhibits its ability to remain a strong force of student engagement.

3 Assessment and Benchmark

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

3.1 Data

Term	Average Semester GPA		Average Cumulative GPA	
	Greek	Undergraduate	Greek	Undergraduate
Fall 2017	2.83	2.697	2.81	2.84
Spring 2018	2.94	2.755	3.04	2.91
Fall 2018	3.05	2.83	3.08	2.80
Spring 2019	3.04	2.82	3.08	2.87
Fall 2019				
Spring 2020				

FSL Scorecard 2018-2019 Final   [PDF 14,237 KB 8/7/19]

McNeese Greek Life Grade Data_Fall2017   [PDF 304 KB 1/28/19]

McNeese Greek Life Grade Data_Spring2018   [PDF 185 KB 1/28/19]

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
It is a continued priority for the average GPAs of Greek students to exceed the average GPAs of all undergraduate students to showcase the increased probability of academic success associated with Greek Life affiliations.

We are pleased that the all-Greek GPA remains above the all-student GPA. To motivate our Greek students to continue this feat and hopefully increase the gap, we are instituting a Greek Life Score Card. This will be a publicly published document containing successes and challenges of Greek organizations at McNeese. Academic success of chapters is featured in the document.

2018-2019:
We are pleased that the all-Greek GPA remains above the all-student GPA. The FSL (Fraternity & Sorority Life) Scorecard has motivated FSL students to continue this feat and hopefully increase the gap. The scorecard is a publicly published document containing successes and challenges of Greek organizations at McNeese.

Performance Objective 4 Foster development of cultural engagement.

1 Assessment and Benchmark

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

1.1 Data

2017-2018:
1. Salsa Night (September 2017)
2. Barbershop on Campus (September 2017)
3. Black Student Summit (October 2017)
4. Worldwide Talent Night (November 2017)
5. Barbershop on Campus (February 2018)
6. Soul Food Expo (February 2018)
7. Black History Jeopardy Night (February 2018)
8. "State of the Black Male" Forum (March 2018)
9. Chinese Lantern Festival (March 2018)
10. Celtic Day (March 2018)

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

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
This benchmark will continue as stated.
These programs are very necessary for the McNeese student community. Cultural exposure is paramount to preparing students for life beyond college. Each of these programs were successful in meeting that purpose.

To improve, we plan to engage more students in these programs. Cultural programs have a tendency to attract

students that represent the culture featured. We would like to see this pendulum shift to impact more students who can value from exposure to alternate cultures.

Each of these programs will continue, budget and scheduling pending.

2018-2019:
These programs exhibits McNeese's commitment to diversity and inclusion. Cultural engagement programs introduce students to different perspectives. This will continue to be a priority in student life.

2 Assessment and Benchmark

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

2.1 Data

Academic Year	# of students	# of faculty/staff
2017-2018	54	46
2018-2019	36	52

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
The goal will remain to keep 50 students and 50 faculty/staff engaged each school year.
The CARE program was very successful in its first year. We were just short of the faculty/staff engagement goal, but I anticipate that we will meet this benchmark in 2018-2019. The program has had a distinct impact on the experience of students as well as employees who are becoming better aware of the challenges students face.

We plan to maintain participants in the program by keeping them engaged and adding value to the program. This will be done by hosting programs and workshops specifically for CARE program participants, or inviting their teams to programs that can enhance their mentor/mentee relationships.

2018-2019:
The mentor number increased as more staff on campus are seeing value in participating as mentors. We would like to see the number go even higher in 2019-2020.

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

Performance Objective 5 Organize office structure and operations to maximize finances and efficiency.

1 Assessment and Benchmark

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

1.1 Data

2017-2018:
1. Homecoming Pep Rally - Student Life Coalition & Student Government Association (October 2017)
2. Worldwide Talent Night - Multicultural Engagement & Student Life Coalition (November 2017)
3. Soul Food Expo - Multicultural Engagement & Student Life Coalition (February 2018)
4. Chinese Lantern Festival - Multicultural Engagement & Student Life Coalition (March 2018)
5. Service Learning Leadership Seminar - Greek Life & Student Life Coalition (April 2018)

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

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The plan is to continue this goal annually. It will be a deeper focus in years to come, which may call for an increase in the total number.

Each of these events achieved success. The strengths of the program were large in part because of the collaborative efforts. This included better planning and execution that most programs that involve less staff support.

There were no obvious weaknesses for any of these programs. One weakness for the Chinese Lantern Festival was the selected day and time. The program was hosted on a Friday afternoon, which is not the best time for our campus community.

Next year, areas within the Student Union & Activities Office will determine different programs to co-sponsor in an effort of deepening their interrelationships of fostering student engagement.

2018-2019:

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

2 Assessment and Benchmark

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

2.1 Data

2017-2018:
Off-campus sponsors/partners for student engagement:

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

2018-2019:
Off-campus sponsors/partners for student engagement:

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

| Union | estimated $1,500 |
| SASOL | $2,500 in funding |

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:
This benchmark will continue as it has been very beneficial to the department.

Partnerships with off-campus partners allow student engagement areas to have a larger impact on students and the campus. With limited budgets for programs and operations, this support provides the ability to get more out of the financial resources we have. These partnerships also give us a solid connection to the local community and vice versa.

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

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