

Academic Affairs & Enrollment Mgmt

Office of Academic Affairs and Enrollment Management

Performance Objective 1 **McNeese will be considered a "First Choice" university.**

1 Assessment and Benchmark

For the 2017-2018 academic year, our goal was to develop a vision and mission for the University and begin the process of disseminating that message. As a result, the following Vision, Mission, and Values statements were created and published.

- Our Mission: Changing lives through excellence with a personal touch!
- Our Vision: To be the first choice for Southwest Louisiana:
 - The First Choice for the brightest new faculty
 - The First Choice for potential students seeking a university degree
 - The First Choice for employers seeking the best employees
 - The First Choice for donors who want to make an investment in the future
 - The First Choice for organizations seeking professional expertise
- Our Values: Trust and Mentoring:
 - Trust we will act with courage and integrity
 - Trust we will respect one another
 - Trust we will have the courage to do the right thing
 - Trust we will do what is best for our students, our University, and our state
 - Mentor our peers and inspire them to maintain excellence
 - Mentor our students and inspire them to achieve excellence

We have presented the vision and mission via personal presentations to units all across campus. We have presented this information to several community organizations and will continue to do so during each academic year.

1.1 Data

2017-2018:

Presented to:

1. Grounds and Maintenance - 2/28/2018
2. Athletics - 3/6/2018
3. College of Nursing and Health Professions - 3/5/2018
4. Library - 3/6/2018
5. College of Liberal Arts - 3/7/2018
6. Faculty Senate - 3/7/2018
7. Computing Services - 3/12/2018
8. College of Business - 3/13/2018
9. College of Science and Agriculture - 3/14/2018
10. College of Engineering and Computer Science - 3/16/2018
11. SEED Center - 3/16/2018
12. Student Affairs - 3/22/2018
13. Enrollment Management - 3/22/2018
14. College of Education - 3/22/2018
15. Accounting and Finance - 3/26/2018
16. Petrochem Club - 3/26/2018
17. General Campus - 3/28/2018
18. Quarterback Club - 4/9/2018
19. Dugout Club - 4/9/2018
20. Cowboy Club - 4/24/2018
21. Angel Investors - 4/24/2018
22. H.C. Drew Foundation Board - 5/17/2018
23. Regional Legislators at Capitol - 5/29/2018

2018-2019:

1. Rotary Club - 6/6/2018
2. Lake Area Industrial Alliance Members - 6/19/2018
3. Lake Area Industrial Alliance Members - 6/27/2018
4. Lake Charles Kiwanis Club - 7/12/2018
5. Sulphur Kiwanis Club - 8/8/2018

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We have met our initial goal of creating and disseminating a new vision and mission. The vision and mission statements were well received by the campus community and by the general public. We are continuing to share the vision and mission to additional stakeholders as the opportunity presents itself. We have also begun the process of using the vision as the foundation for establishing a new strategic plan.

2018-2019:

We continue to repeat mission and vision at all meetings and we continue to keep our mission at the core of our decision making process.

Performance Objective 2 Increase student enrollment.

1 Assessment and Benchmark

As a result of reduced state support, student tuition and fees are the primary source of University funding. To increase revenue, we must increase enrollment. Over the next five years, our goal is to increase total enrollment to 10,000 students.

1.1 Data

2017-2018:

We have made adequate progress at this point. Changes in enrollment data will be available as we begin the process of program and process change.

Level	Academic Year Ending				
	2018	2019	2020	2021	2022
Undergraduate	6,965	7,033			
Graduate	673	616			
Total	7,638	7,649			

*based on 14th day enrollment in the fall

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- Our total enrollment is at 6,275 as of 8/6/2018, 112 more students than this time last year.
- Ruffalo Noel Levitz: We have finalized contract negotiation with Noel Levitz (consulting firm). They will start work mid-August. Their role will be to evaluate our enrollment management processes and help bring our processes and activities up to date. We will implement their recommendations!
- Redesign Enrollment Management per RNL.

2018-2019:

Fall 2018 saw a slight increase in enrollment. Changes were made in Enrollment Management and bottlenecks to flow were discovered. New personnel and new processes have been implemented.

2 Assessment and Benchmark

Over the next five years, our goal is to increase international student enrollment to 800 students.

2.1 Data

Academic Year	Enrollment
2017-2018	516
2018-2019	421
2019-2020	
2020-2021	
2021-2022	

*based on 14th day enrollment in the fall

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- International Recruiting: Our Office of International Programs has been working with a consultant to revise our recruiting efforts and revise our course and campus life offerings to better support international students. As of 8/6/2018, the Director of International Programs is developing a strategic plan for her office. It is recognized that many of the needs noted by international students are also needs of our traditional students, so it is expected that we will work closely with Student Affairs to develop a comprehensive student experience.
- Create international alumni affiliations.

2018-2019:

International enrollment is increasing. We have created new standardized forms for retaining field agents to serve as recruiters. Other recruiting processes remain in place.

3 Assessment and Benchmark

Over next five years, our goal is to increase online student enrollment to 1,500 students.

3.1 Data

Academic Year	Enrollment
2017-2018	833
2018-2019	869
2019-2020	
2020-2021	
2021-2022	

*based on 14th day enrollment in the fall

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- iDesign: We are in the process of contracting with iDesign to redesign our online programs. They will begin with our RN to BSN program in nursing. Once the delivery model is complete, iDesign will help to market the program. Once the RN to BSN is finalized, our plan is to expand to other online programs across campus.
- Market revised programs through iDesign.

2018-2019:

The iDesign RN to BSN program has started Fall 2019 and enrollment has passed 20 students, so growth is on track. The UL System has started a CompeteLA program encouraging former students who have not completed a degree to return to online classes. We are participating in this program.

Performance Objective 3 Support student success through coherent and engaging academic programs and initiatives.

1 Assessment and Benchmark

Benchmark: Develop a coherent general education curriculum that prepares students to be productive members of society.

1.1 Data

2017-2018:

GERT Force will review and revise general education student learning outcomes and the course distribution structure to ensure a purposeful core curriculum.

2018-2019:

The general learning objectives for general education have been decided. The committee is still in the process of redesigning the curriculum.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

GERT Force and IRE will design and implement an assessment process for general education that advances student learning.

2018-2019:

The student learning outcomes for general education have been decided. Next steps include prioritizing courses for redesign, creating assessment rubrics for each of the new outcomes, and developing a new assessment plan /process.

2 Assessment and Benchmark

Benchmark: Develop a first year academic experience that immerses students in a learning community.

2.1 Data

2018-2019: A campus-wide task force has been created to establish a "Life 101" curriculum.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

GERT Force will partner with Student Affairs to create a co-curricular experience, especially for the first year.

2018-2019

The Life Skills 101 task force, chaired by Morgan Turpin, will create sets of online instruction modules for each of the four years of the undergraduate experience. The instruction will include elements of financial literacy, information literacy, health and wellness, study skills, and other topics relevant to the particular level of student. The instruction will either be in Moodle or Engage, and students will be required to complete Life Skills 101 each year before matriculating.

3 Assessment and Benchmark

Benchmark: Require an experiential learning activity within each major.

3.1 Data

2018-2019:

Liberal Arts is creating a required experience as part of their curriculum. Business and engineering are progressing toward this goal. Education, nursing, radiology, and mass communication are already participating.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Each college/department will develop an experiential learning plan for each academic program, such as internship, co-op, student teaching, clinical, etc.

2018-2019

Information about experiential learning activities will be entered into each academic program's assessment plan. The coming year will involve ensuring more academic programs integrate these activities.

4 Assessment and Benchmark

Benchmark: Strive for >70% employment rate for graduates within six months of graduation.

4.1 Data

2018-2019: Survey in progress. First round of data collection is complete.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Survey all new graduates to determine employment data.

2018-2019:

We have evaluated results first to determine if we are asking the correct questions to receive the data we need for program improvement. Data collection will continue with information forwarded to each college.

Performance Objective 4 Support faculty success and development to ensure quality and prestige of academic programs.

1 Assessment and Benchmark

We have begun the process of cultural change to transition from our old title of "teaching college" to a better descriptor of "student-centric university." As a "teaching college," faculty felt that the only priority was teaching courses. This de-

emphasized the value of scholarly activity and in many cases we have faculty whose credentials have "gone stale" as they have not kept up with their discipline. As part of our statement of purpose, we claim McNeese State University is a comprehensive, student-centric university, primarily focused on baccalaureate and master's level programs.

We believe that scholarly activity and ongoing faculty development are critical for keeping faculty up-to-date in their discipline. Faculty must constantly evaluate courses and programs for content accuracy. Our goals for improving faculty development are to:

1. Have each college/department develop a standard of scholarly activity both for hiring and for maintenance of credentials.
2. Have each college/department develop a standard of expectations for faculty development in pedagogy and accreditation for maintenance of credentials.
3. Measure faculty performance against those published standards by integrating them into annual performance reviews.

1.1 Data

2017-2018:

As of 8/6/2018, we are in the process of discussing the concept of using scholarly activity and pedagogical development as a standard for maintenance of faculty credentials.

We have earmarked approximately \$50,000 through Institutional Research and Effectiveness to apply to faculty development across campus.

2018-2019:

Deans have been tasked with developing a universal baseline of standards as well as college and department-specific standards for faculty qualifications for academic rank. New standards will begin in Spring 2020.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We are on track as per our current plan and will have standards for faculty scholarly activity and development in place by the end of Spring 2019.

We will establish a "Center for Faculty Development" through the Office of Institutional Research and Effectiveness and the Department of Education Professions. Various developmental topics will be offered through the course of the year. It is expected our first topic offerings will be available in the spring semester of 2019.

2018-2019:

Because we have several new deans who are learning policies and processes, conversations about standards for faculty qualifications and academic rank are ongoing. The Provost and deans would like to present refined standards during the upcoming APR cycle.

2 Assessment and Benchmark

Benchmark: Review and improve academic program content.

2.1 Data

2017-2018:

McNeese has several new deans and department heads who are learning policies and processes, in addition to learning about their academic programs. Few revisions to content were made this year as new leaders learned their jobs.

2018-2019:

To date, advisory councils exist for the College of Business, the Burton College of Education, and the College of Science, Engineering, and Mathematics. The College of Agricultural Sciences is developing an advisory group and the College of Liberal Arts has developed some department-specific groups.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

IRE works with academic departments to assess student learning and report results each year on assessment plans. These plans and other data about academic programs will be used to develop an Academic Program Review process. Deans and department heads will develop appropriate advisory councils for each program.

2018-2019:

New strategic goals developed in Fall 2019 will initiate new assessment standards. A reevaluation of assessment processes and goals is underway as of Fall 2019.

3 Assessment and Benchmark

Benchmark: Develop a Center for Faculty Development

3.1 Data

2018-2019:

A Ruffalo Noel Levitz action plan was created to establish a Center for Faculty Development, however funds are not available to launch the entire project.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

IRE and others will work to create a faculty onboarding process for the next academic year. IRE and E-learning will work with the general education redesign task force to update courses in the core curriculum using best practices.

4 Assessment and Benchmark

Benchmark: Improve faculty compensation.

4.1 Data

2017-2018:

Improve merit-pay structures.

2018-2019:

Limited funding has held off across-the-board merit pay. There have been a few limited equity adjustments across campus.

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Increase tuition and/or fees.

2018-2019:

We raised a fee of \$15 per credit hour in 2018. This allowed us to give a 4% standard of living increase across campus during that academic year. We also added a fee in music instruction to help pay for maintenance and upkeep of musical instruments.

Performance Objective 5 Navigate Your Future.

1 Assessment and Benchmark

Benchmark: Students will demonstrate competency in professional writing, which will prepare them for a work environment.

1.1 Data

2018-2019:

The QEP implementation is on track with 79.6% of tagged courses implementing assignments. The QEP assessment information has not yet been compiled for 2018-2019, however, this section will be updated with appropriate information as soon as possible.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Implementation continues with a goal of 100% of tagged courses implementing appropriate assignments. The new dean for the College of Business ensures the college's QEP participation this year.

2 Assessment and Benchmark

Benchmark: Students will present themselves professionally as appropriate to their field of study.

2.1 Data

2018-2019:

The QEP implementation is on track with 79.6% of tagged courses implementing assignments. The QEP assessment information has not yet been compiled for 2018-2019, however, this section will be updated with appropriate information as soon as possible.

Most of the QEP tagged courses are implementing writing assignments rather than presentation assignments.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Most of the QEP tagged courses are implementing writing assignments rather than presentation assignments. Implementation continues with a goal of 100% of tagged courses implementing appropriate assignments.

3 Assessment and Benchmark

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

3.1 Data

2017-2018:

Connect Enrollment Management, Basic Studies, and AAC to recognize critical junctures and establish protocols for communication with students from admissions to graduation.

2018-2019:

Register Blast is an appointment-setting tool that Andrea Burton is managing. Departments are using this to help schedule advising visits. Other initiatives such as the advising workshop and evaluations of advising are ongoing. The official advising week has been eliminated, and advising now occurs throughout the semester.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Establish faculty mentoring and advising policies and procedures to ensure students matriculate and are prepared for life after graduation. Include greater influence of advising in APR.

2018-2019:

The membership of the Academic Advising Committee has been revised to include a representative from each academic department. In 2018-2019, the committee will work on creating advising resources for students and faculty in an effort to increase student retention.