# Student Services

#3 Plan cycle - 3
Plan cycle 2019/2020
7/1/19 - 6/30/20

**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 |
| 2019-2020 | $31,354 |

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)

2019-2020:
- Updated furniture for the second level of the new ranch and old ranch ($26,354)
- Cable TV infrastructure in student union ($5,000)

#### 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.

2019-2020:
Items needing to be addressed immediately were prioritized and accomplished. The student body voted and passed a student fee for a new student union. The anticipated completion is within the next 3-4 years. During this time, only necessary improvements will be made to the current student union to maintain attractiveness and modernization as best as possible. This benchmark should be updated to reflect these plans.

**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 |
| 2019-2020 | $9,000.00 |

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.

2019-2020:
- TASC proposal fall 2019 (completed spring 2020) - $9,000 granted to replace dated TVs and add additional TVs to areas needed. This award also provided funds to add control panels to three venues in the student union for projector, audio, and projection screen controls from one device.

**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.

2019-2020:
We will continue to analyze the need for technology improvements in the student union to keep the facility modern while serving our campus community's contemporary needs.

**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 ten (10) programs that target all students.

Prior to 2019-2020, the benchmark was 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

2019-2020:
1. Western Welcome Back Week – August 2019
2. Headphone Disco – August 2019
3. Student Life Coalition Meeting – September 2019
4. Student Financial Literacy - September 2019
5. Annual Homecoming Week Activities – October 2019
6. Halloween Haunted House – October 2019
7. Electronic Sports Gaming Tournaments – October 2019
8. Finals Late Night Breakfast - December 2019
9. Student Organization Fair - January 2020
10. Student Experience Night - January 2020

### 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.

2019-2020:
Campus-wide programs affirm the ability to reach all McNeese students through student engagement. Each of these programs were highly successful. Programs were postponed or cancelled due to COVID-19 challenges.

A strong focus on virtual interactive programming will be priority going forward.

Ten 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

2019-2020:
1. Discord - Free online group chatting platform built for gamers, a general use platform for all sorts of communities. McNeese E Sports

### 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.

2019-2020:
We will continue to remain abreast of electronic tools that can be used to contribute to the mission and goals of the department.

Through our final year under contract with Engage we will explore additional options and avenues for improved student engagement platforms. We plan to implement Presence Campus Engagement software to enhance our engagement opportunities.

## 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 |
| 2019-2020 | 103 |

#### 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.

2019-2020:
We continued to maintain at least 100 RSOs. For the upcoming academic year, the office has an initiative planned to increase new student organizations to form and discover organizations that are operational but have not completed the registration process.

## 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 |
| 2019-2020 | 26 |

| Position | # of positions available | | |
|---|---|---|---|
| | 2017-2018 | 2018-2019 | 2019-2020 |
| Student Government Association Executive Officers | 4 | 4 | 6 |
| Student Life Coalition President | 1 | 1 | 1 |
| | | | |

| | | | |
|---|---|---|---|
| Student Life Coalition Program Coordinators | 7 | 7 | 6 |
| Student Union & Activities Office Graduate Assistants | 5 | 5 | 5 |
| Greek Life Council Presidents (GUB, NPHC, IFC, Panhellenic) | 4 | 4 | 4 |
| Cowboy Camp Rangers | 5 | 4 | 4 |
| Total | 26 | 25 | 26 |

### 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.

2019-2020:
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 2019-2020 successfully impacted the student experience. Students in these positions are role models of student success in the McNeese community.

## 5 Assessment and Benchmark

Benchmark: Coordinate eight (8) developmental programs that complement student learning outside of the classroom.

Prior to 2019-2020, the benchmark was coordinate five developmental programs that complement 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)

2019-2020:
1. Greek Retreat for FSL Chapter and Council Leaders (August 2019)
2. Hazing Education Speaker (September 2019)
3. Dave Kelly: Organizational Leadership Speaker (September 2019)
4. Sexual Assualt Education & Prevention Speaker (October 2019)
5. Mike Fritz: Engagement Development Speaker (October 2019)
6. Student Organization Leader Seminar (January 2020)
7. FSL New Member Retreat (January 2020)
8. Ted Talk Expo (March 2020)

### 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 complemented 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 complemented 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.

2019-2020:
We increased the benchmark to conduct at least eight developmental programs for students. These programs aim at increasing the students' knowledge of various personal skills and risk management knowledge for student leaders. Several programs will be continued as they are effective every year and increase the development of new groups of students. One exceptional program was the Engagement Development Speaker in October. The Student Organization Leader Seminar was effective in the information provided for new student organization leaders but most of the student leaders that attended were experienced and the information was not new or helpful. This program will be completed again, but will take place at the beginning of the year and will be marketed for new leaders or students that need to have the information about leading organizations refreshed.

## 6 Assessment and Benchmark

Benchmark: At least 70% of traditional first-time freshmen will complete the Engage Track for Freshman Orientation.

### 6.1 Data

| Academic Year | Freshmen completing Engage Track |
|---|---|

| | # | % |
|---|---|---|
| 2019-2020 | 941/1215 | 77.45% |

### 6.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
During the second year of the Engage Track, we are pleased to report that we exceeded the goal of 70% completion. The Engage Track is a customizable series of events that helps students get engaged on campus. Students are able to attend events from the pre-selected schedule and alternative programs to create a track that meets their needs to get introduced to involvement opportunities at McNeese.

Due to campus closures, the final event in the Engage Track for Spring 2020 was canceled. We created a new requirement for students to complete virtually which would satisfy their Engage Track requirements.

## Performance Objective 3  Efficiently manage student housing and dining operations.

### 1  Assessment and Benchmark

Benchmark: Aquire no less than 95% of available pre-occupancy leases by June 1 for Burton Hall, Collette Hall, suites, and apartments.

Prior to 2019-2020, the benchmark was increase pre-occupancy leasing of Burton Hall and Collette Hall by 5% over the previous year (for the reporting week of June 1).

#### 1.1  Data

| Term | # of pre-occupancy Burton Hall leases | % change |
|---|---|---|
| Fall 2013 | 42 | N/A |
| Fall 2014 | 72 | +71.43% |
| Fall 2015 | 95 | +31.94% |
| Fall 2016 | 89 | -6.36% |
| Fall 2017 | 96 | +7% |
| Fall 2018 | 116 | +21% |
| Fall 2019 | 123 | +6% |

| Term | # of pre-occupancy Collette Hall leases | % change |
|---|---|---|
| Fall 2013 | 71 | N/A |
| Fall 2014 | 88 | +23.94% |
| Fall 2015 | 129 | +46.59% |
| Fall 2016 | 156 | +20.93% |
| Fall 2017 | 173 | +10% |
| Fall 2018 | 189 | +9% |
| Fall 2019 | 186 | -1.6% |

| Fall | Pre-occupancy Leases | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Burton | | Collette | | Suites | | Apartments | |
| | # | % | # | % | # | % | # | % |
| | 145 | | 189 | | 408 | | | |

| 2020 | /152 | 95.4 | /189 | 100 | /450 | 90.7 | 174/192 | 90.6 |

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
- We created new and improved promotional residential student life information in collaboration with Chartwells and Ambling.
- We purchased the pull up style promotional banners showcasing residential life used at college fairs and orientations.
- Reports from parents/students regarding Burton say they are looking to move into less expensive housing.
- Continue in effort in increasing year over leasing activities in relation to University auxiliary revenue generation in student success efforts.

2017-2018:
- Survey results from students report increased desire to remain on campus so we are seeing higher pre-leasing across all properties. Burton saw 21% increase in pre-leasing and Collette saw 9% increase last year.
- We are continuing to use the new promotional material to market housing options to new and returning students.
- Adding housing to Academic Signing Day increased pre-leasing of incoming students in April.
- We are looking at increasing the cost of single rooms at Collette since we are now at 100% occupancy. Expect to raise the cost by 15%-20% to have some rooms open when classes start in fall.

2018-2019:
- Burton Hall's pre-leasing number slightly increased. As other residence halls become more occupied during the lease renewal period, it is driving more potential residents to Burton.
- Collette Hall was slightly decreased because rooms have progressively been converted to private rooms. This decreases the number of leases in the facility, but also makes an older facility more attractive and economical for students wanting private rooms. We will be doing a cost analysis to potentially increase monthly rent in Collette in consideration of improvements made and those soon to come.

2019-2020:
- Two of the four clusters of properties met the 95% goal.
- Collette maintains a 100% occupancy as in previous years.
- Considering the COVID-19 pandemic and the uncertainty it caused about the fall 20 semester, it is impressive for the housing office to have secured a large number of leases by June 1.
- It is still expected for the facilities to be at full capacity or very close by the start of the fall 20 semester.
- We will continue to work with Rise to make sure our properties are well-kept and up-to-date as financially possible. Improvements will be made as needed.

## 2 Assessment and Benchmark

Benchmark: At least 25% of campus residents will respond to the annual housing satisfaction survey.

### 2.1 Data

| Academic Year | Response Rate | |
|---|---|---|
| | # | % |
| 2019-2020 | 26/97 | 26.8% |

### 2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
The survey was scheduled to be administered in the latter part of the spring semester. However, due to the COVID-19 pandemic, it was not administered until the summer term. The number of residents who remained after students were allowed to move out with no leasing penalties was minimal.

## 3  Assessment and Benchmark

Benchamrk: Earn a composite score of 3.5/5 on the housing satisfaction survey.

### 3.1  Data

| Academic Year | Average Scores | | | | | |
|---|---|---|---|---|---|---|
| | Staff Attitudes McNeese | Staff Attitudes Rise | Work Orders McNeese | Work Orders Rise | Housing Registration Process | RA Rating |
| 2019-2020 | 4.0/5 | 3.86/5 | 3.30/6 | 3.55/6 | 4.5/6 | 3.69/6 |

McNeese Student Housing Customer Survey  [PDF  1,600 KB  7/13/20]

#### 3.1.1  Analysis of Data and Plan for Continuous Improvement

2019-2020:
The results of the survey show there is room for improvement in the area of responding to work orders /maintenance requests. Next academic year, the range for response ratings will be consistent throughout the survey so that a composite score can be easily calculated. The staff member assigned to developing the survey did not follow those instructions, which is why some requests have a rating range of 1-5 while others have a rating range of 1-6. Staff attitudes received satisfactory ratings.

## 4  Assessment and Benchmark

Benchmark: At least 7% of the student population will complete the Voice to Vision campus dining satidfaction survey.

### 4.1  Data

| Academic Year | Response Rate | |
|---|---|---|
| | # | % |
| 2019-2020 | 262 | 3.6 |

2019 total survey percentage  [PDF  303 KB  7/13/20]

#### 4.1.1  Analysis of Data and Plan for Continuous Improvement

2019-2020:
This was the first year this benchmark was added to the assessment plan. The number of responses are collected throughout the year beginning at the end of the fall semester. The assumption is that the COVID-19 modified operations impacted the total number of responses for the school year. In 2020-2021, there will be marketing campaigns to promote incentives for completing the surveys.

## 5  Assessment and Benchmark

Benchamrk:  Earn a composite score of 3.5/5 on the residential and retail campus dining satisfaction surveys.

### 5.1  Data

| Academic Year | Composite Score | |
|---|---|---|
| | Retail | Dining |
| 2019-2020 | 3.69/5 | 3.63/5 |

2019 Dining scores   [PDF  568 KB  7/13/20]

2019 Retail scores   [PDF  441 KB  7/13/20]

### 5.1.1  Analysis of Data and Plan for Continuous Improvement

2019-2020:
Each category reached a benchmark of 3.5 out of five on the satisfaction survey. The campus dining team will continue to provide quality service for the students, faculty, and staff of McNeese State University. The plan is to be comfortable with raising this benchmark with the next couple of years.

## 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)

2019-2020:
1. Latin Food Expo (September 2019)
2. Latin Jeopardy (September 2019)
3. Salsa Night (September 2019)
4. Virtual & Video Games Day 2019
5. Barbershop on Campus (October 2019)
6. NPHC Day Party 2019
7. Veteran Day Observance 2019
8. McNeese Matinee February 2020
9. Barbershop on Campus (February 2020)

10. Soul Food Expo (February 2020)
11. Black History Jeopardy (February 2020))

### 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.

2019-2020:
Cultural programs saw an average increase on 50% in attendance from the previous academic year. These programs exhibits McNeese's commitment to diversity and inclusion. This will continue to be a priority in student life.

Cultural exposure is paramount to preparing students for life beyond college. Each of these programs were successful in meeting that purpose. The availability to educate students on cultural differences and development has proven valuable during period of social challenges.

## 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 |
| 2019-2020 | 7 | 15 |

### 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.

2019-2020:
Program participation numbers increased by 15 new mentors and seven students closing in on the goal to maintain 50 students in the program.

A revised method of active participation has been developed through Moodle to provide a more structured and measurable impact between the C.A.R.E. pairs. We found that using familiar systems alleviated participation queues.

Newly establish partnership with student organizations will further assist in maintain our desired threshold for participants.

## 3 Assessment and Benchmark

Benchmark: Develop a Student Services Cultural Climate survey. Achieve a minimum response rate of 8% of total enrollment.

### 3.1 Data

| Academic Year | Response Rate | |
|---|---|---|
| | # | % |
| 2019-2020 | N/A | N/A |
| | | |

2019-2020:
- The cultural climate survey was not administered in the fall 2019 semester. It was scheduled to be administered during the spring 2020 semester. Due to the switch to modified operations because of COVID-19, the survey was no longer prioritized. Thus, no data was captured.

#### 3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
The dean of students, multicultural engagement coordinator, and chief diversity officer will work collaboratively to prepare the survey for distribution in the latter weeks of the fall 2020 semester and again in the spring 2021 semester to make comparisons.

## Performance Objective 5  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.

2019-2020:

| Academic Year | FSL student persistence | |
| --- | --- | --- |
| | # | % |
| 2019-2020 | 554/570 | 97.193% |

### 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).

2019-2020:
With accurate data capture, we please to remain above the 95% retention goal. Students involved with FSL (Fraternity & Sorority Life) organizations had a persistence rate of 97.193% from Fall 2019 to Spring 2020.

## 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.

2019-2020:
During the Fall 2019 semester, 570, or 8.5% of students were in Fraternity & Sorority Life Organizations.
During the Spring 2020 semester, 509, or 8.4%, of students were in Fraternity & Sorority Life Organizations.
2019-2020:

| Term | FSL Participation | |
| --- | --- | --- |
| | # | % |
| Fall 2019 | 570/6,693 | 8.5% |
| Spring 2020 | 509/6,037 | 8.4% |

### 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.

2019-2020:
Fraternity & Sorority Life continues to be a premier student experience for McNeese students. The community experienced another year of growth including a returning chapter which had been inactive for a few years.

## 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 | 2.93 | 2.772 | 3.02 | 2.833 |
| Spring 2020 | 3.33 | 3.03 | 3.15 | 2.978 |

#### 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 the successes and challenges of Greek organizations at McNeese.

2019-2020:
We are pleased that the all-Greek GPA remains above the all-student GPA. The FSL Scorecard continues

to motivate FSL students to continue this feat and hopefully increase the gap. The scorecard is a publicly published document containing the successes and challenges of Greek organizations at McNeese.

### 4 Assessment and Benchmark

Benchmark: A minimum of 70% of Fraternity & Sorority Life students will complete the FSL Education Plan (EP) and the New Member Education Plan (NMEP).

#### 4.1 Data

| Academic Year | FSL students completing EP | | FSL students completing NMEP | |
|---|---|---|---|---|
| | # | % | # | % |
| 2019-2020 | 448/509 | 88% | 134/189 | 70.9% |

#### 4.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
The new FSL (Fraternity & Sorority Life) Education Plan aimed to increase the number of members attending educational programs. Each member was tasked with attending two risk management programs, two leadership programs, and completing the online risk management programs provided by the Office of Student Services. The program was modified due to the COVID-19 campus closure as several events in the program were canceled. Even with the changes, 88% of FSL students complied with the program as most students attended events during the fall semester. The New Member Education Plan includes the FSL Education Plan requirements as well as a New Member Orientation in September and New Member Workshop in January.

## Performance Objective 6  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)

2019-2020:
1. Freedom Day Celebration – Student Life Coalition, Multicultural Engagement, & Housing (July 2019)
2. Hispanic Heritage Week – Multicultural Engagement & Student Life Coalition (September 2019)

3. Homecoming Pep Rally – Student Life Coalition & Student Government Association (October 2019)
4. Halloween Haunted House - Multicultural Engagement, Greek Life, & Student Life Coalition (October 2019)
5. Student Experience Night – Dean of Students, Fraternity & Sorority Life, Student Organizations, Multicultural Engagement, Student Life Coalition, Intramurals, Upward Bound (January 2020)
6. Asian Cultural Appreciation Day – Student Life Coalition & Multicultural Engagement (February 2020)
7. King Cake Tasting Event – Student Life Coalition & Fraternity & Sorority Life (February 2020)
8. Women's Empowerment Expo – Student Life Coalition & Fraternity & Sorority Life (March 2020, cancelled due to COVID-19 closures)
9. To-Go Crawfish Boil – Student Life Coalition & Housing (April 2020)

### 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.

2019-2020:
For the 2019-2020 academic year, the Office of Student Services (OSS) increased their collaborative programming with the other areas of the OSS unit. The plan for 2020-2021 is to increase partnerships and combine similar programs to produce more effective programming for the student of McNeese.

## 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 |
| | In-kind donations valued at an |

| | |
|---|---|
| Jeff Davis Bank | estimated $1,500 |
| Southwestern Louisiana Credit Union | In-kind donations valued at an estimated $1,500 |
| SASOL | $2,500 in funding |

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 Union | In-kind donations valued at an estimated $1,500 |
| SASOL | $2,500 in funding |

2019-2020:

Off-campus sponsors/partners for student engagement:

| Sponsors/partners | Contributions |
|---|---|
| Papa Johns | Match-sponsorship valued at an estimated $1,000 (Cowboy Camp 2019) |
| Lake Charles Toyota | In-kind donations valued at an estimated $2,000 (Housing Move-In 2019) |
| Coca Cola | In-kind donations valued at an estimated $1,000 (Homecoming Week 2019) |
| Southwestern Louisiana Credit Union | In-kind donations valued at an estimated $1,500 (Cowboy Camp 2019) |
| SASOL | $2,500 in funding (Cowboy Camp 2019) |

### 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.

2019-2020:
Relationships were maintained with corporate partners from the previous year with the exception of Jeff Davis Bank. We will continue to seek ways to connect with the community through financial partnerships.

**Performance Objective 7   Promote academic integrity and ethical conduct.**

**1  Assessment and Benchmark**

Benchmark: Develop an annual report of student conduct and academic integrity violations including demographic information pertinent to research and tracking.

Prior to 2019-2020, the benchmark was an Excel spreadsheet tracks multiple variables for every case of academic integrity or student code violations. This report serves to provide a rich overview of "who and what" is happening at McNeese.

**1.1  Data**

| Semester | # of Academic Integrity Cases | # of Discipline Cases | Total # of Cases |
|---|---|---|---|
| Fall 2013 | 23 | 16 | 39 |
| Spring 2014 | 28 | 26 | 53 |
| Fall 2014* | — | — | — |
| Spring 2015 | 22 | 12 | 34 |
| Fall 2015 | 20 | 29 | 49 |
| Spring 2016 | 21 | 11 | 32 |
| Fall 2016 | 25 | 15 | 40 |
| Spring 2017 | 24 | 8 | 32 |
| Fall 2017 | 21 | 14 | 35 |
| Spring 2018 | 13 | 5 | 18 |
| Fall 2018 | 36 | 26 | 62 |
| Spring 2019 | 32 | 20 | 52 |
| Fall 2019 | 24 | 8 | 32 |
| Spring 2020 | **35** | **8** | **43** |

*Data not available due to staffing changes

**Summary Data for 2019-2020 Cases**

| | | | |
|---|---|---|---|
| | | | |

| Fall 2019 GPA | Spring 2020 GPA | Cumulative GPA |
|---|---|---|
| 2.55 | 2.71 | 2.70 |

| Race/Ethnicity | Count | Percentage |
|---|---|---|
| Black, Non-Hispanic | 13 | 20.0% |
| White, Non-Hispanic | 27 | 41.5% |
| Foreign/ Non-Resident Alien | 18 | 27.7% |
| Hispanic | 4 | 6.2% |
| Two or More Races | 3 | 4.6% |
|  | 65 |  |

| Classification | Count | Percentage |
|---|---|---|
| Freshman | 12 | 18.5% |
| Sophomore | 14 | 21.5% |
| Junior | 19 | 29.2% |
| Senior | 18 | 27.7% |
| Graduate | 2 | 3.1% |
|  | 65 |  |

| Major | Count |
|---|---|
| Accounting | 1 |
| Agricultural Sciences | 1 |
| Art | 2 |
| Biological Sciences | 3 |
| Business Administration | 1 |
| Chemistry | 2 |
| Computer Science | 7 |
| Criminal Justice | 2 |
| Early Childhood Education | 2 |
| Engineering | 13 |
| Finance | 1 |
| General Business Administration | 2 |
| General Studies | 4 |
| H&HP | 6 |
| Liberal Studies | 1 |
| Management | 4 |
| Mass Communication | 1 |
| Mechanical Engineering | 2 |
| Music | 1 |
| Nursing | 5 |
| Psychiatric Mental Health NP | 1 |
| Psychology | 2 |

Xitracs 2019-2020 Report  [XLSX  40 KB  7/7/20]

### 1.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Based on previous years case numbers, the 2015-2016 year was on average compared to prior years. Academic integrity cases increased in the Spring and discipline cases decreases. These trends are historic and do not deviate too far out of the previous year's ranges for cases.

2016-2017:
Based on previous years case numbers, the 2016-2017 year was slightly below average compared to prior years. Academic integrity cases decreased in the spring as well as discipline cases decreased. These trends are historic and do not deviate too far out of the previous year's ranges for cases.

Annual submission of this data to Senior staff (first month of the following semester) allows them to make timely judgments and recommendations on trends in multiple areas of campus life. Dr. Thomas is again in the role as the primary conduct adjudicator for the campus. He has strengthened his relationship with Housing, Academic Departments, and with University PD in order to more effectively serve the campus community through proper code adjudication.

2017-2018:
Cases remain at yearly averages with slight drops. Professors' use of TurnItIn has helped to reduce cheating on papers. We continue to work with Housing to adjudicate minor conduct offenses, and this has reduced the number of cases handled by this office.

Continued discussions with the president and provost regarding improving academic integrity processes are ongoing. Changes to the process that would make it easier for faculty to report cheating are anticipated, and this office would continue with student due process and file storing.

2018-2019:
There was an increase in cases in 2018-2019. Certain online courses such as PHIL 251 and OSBC 207 produce several academic integrity cases. Additionally, there was a minor hazing violation in fall 2018 which contributed to the higher number of discipline violations.

We are still looking at the academic integrity process to potentially have lower-level cases to be adjudicated within the department or college. Additionally, I will be looking into a platform to manage conduct records electronically along with other early alert information that can be shared among professionals on campus.

2019-2020:
The ratio of academic integrity cases to conduct/discipline cases remains relative.  Midway during the academic year, the academic integrity reporting procedures were updated.  Low-level cases are now adjudicated within a college. Records are forwarded to the Office of Student Services for further appeals or upon completion.

The demographic data captured serves as a good baseline to continue to track and make comparisons to data for the general student community. The data for race/ethnicity percentages are disproportionate to percentages of the student population.  Another data point noticeable is the number of cases for students who come from the College of SEM.

The Maxient case management platform has been purchased and will aid in more in-depth tracking beginning in the 2020-2021 academic year.

## 2  Assessment and Benchmark

Benchmark: Perform an annual review of the Student Handbook. Make changes and improvements as necessary.

Prior to 2019-2020, the benchmark was ensure the Student Handbook is updated and compliant.

### 2.1  Data

2018-2019:
The Student Handbook was updated in June of 2019 to address requested changes by FIRE (Foundation For Individual Rights in Education) among other nomenclature modifications necessary. Lastly, wording concerning reporting results of cases to the President's Office was clarified.

2019-2020:
The student handbook was last updated in January 2020 to address grammatical errors and modifications of wording conflicting with updates to the academic integrity reporting procedures.

Student Handbook_2020-01-24   [PDF  718 KB  7/7/20]

Student_Handbook_6-24-19   [PDF  673 KB  9/5/19]

### 2.1.1  Analysis of Data and Plan for Continuous Improvement

2018-2019:
The Student Handbook is review several times during each academic year to ensure it reads consistent with University policy and current operations.

2019-2020:
Considering changes to the federal Title IX policy, which is heavily connected to conduct violations involving Title IX related offenses, the document will be further reviewed to ensure it remains in compliance.  New Title IX policies are effective on 8/14/20.