



Introduction

The mission of Enrollment Management is to formulate and implement policies and initiatives related to recruitment, admissions, scholarships, financial aid, high school dual enrollment, testing, freshman advising, records, registration, international programs, athletic eligibility, veterans affairs, and online degree audit. The unit strives to enhance recruitment, improve retention, increase graduation rates, and maintain compliance with accreditation criteria through quality customer service, strong leadership, and student-centered initiatives. It serves prospective students, current students, the campus community, and the global community by providing essential enrollment services as well as accurate and timely information. Enrollment Management consists of the following offices: Career and Professional Development Services, Financial Aid, Freshman Advising, International Programs, Recruiting, Registrar and Admissions, Scholarships, and Student Central.

Performance Objective 1 Improve yield rates of new incoming domestic fall freshman admits.

1 Assessment and Benchmark

Benchmark: Increase start rate of accepted domestic fall freshmen by 1.0% over the prior academic year and exceed the average start rate of 61% (the five-year average for 2015-2019).

1.1 Data

Domestic FTF Start Data:

Start Term	FTF Accepted	FTF Starts	Start Rate	% Change
Fall 2021	1649	963	58%	-3%
Fall 2022				
Fall 2023				

Note: The average start rate (yield) for first time admitted freshmen between 2015 and 2019 is 61%.

1.1.1 Analysis of Data

2021-2022:

Start rates of accepted domestic freshmen decreased from a prior five-year average of 61% to 58%, which was lower than expected for setting a benchmark year. This is likely due, in large part, to the following concerns:

- Lingering effects of COVID-19 impacts on ACT and related testing among high school students and corresponding limits on access to school campuses for recruiting activities;
- Decreased numbers of high school students nationwide pursuing post-secondary education;
- Decreased numbers of high school early admission/dual enrollment students matriculating then actively engaging throughout the prospective freshman student recruiting life cycle;
- Lingering effects of hurricanes and other natural disasters on high school students and families (housing availability; temporary or permanent dislocation/relocation from the area) in the University's primary service region (Southwest Louisiana and far Southeast Texas); lack of access to school campuses due to damages.

1.1.2 Plan for Continuous Improvement

2021-2022:

The following measures have been undertaken in an effort to improve start rates of accepted freshmen for the Fall 2022 semester:

- Promotion of ACCUPLACER testing options for placement in select math and English courses;
- Full transition of new student orientation programs (Cowboy Camp) to the Division of Student Affairs with enhanced attention to building an incoming freshman culture focused on the total student experience;
- Shifting initial new domestic freshmen advising and registration activities earlier in the recruiting life cycle (previously conducted in May-August; will be conducted in March-June);
- Offering multiple small-group advising and course registration sessions to incoming domestic freshmen before conclusion of their high school senior year (multiple day, evening, weekend offerings);
- Reduction of questions on the application for admission and streamlined processes to reduce barriers to admission and enrollment for first time freshmen (resulting from June/July 2021 Process Improvement consultations);
- Improvements to transfer transcript evaluation procedures to reduce need and number of transcript reviews by academic departments and increase speed with which reviews are completed;
- Immediate notification to applicants of acceptance to the University with later clarification of whether admission status is regular (AC) or conditional (CA) in relation to remedial/co-requisite course placement and admission exception criteria;
- Development of the ALEKS Math Round Up program by Department of Mathematical Sciences to help students "place up" in math and avoid remedial and/or co-requisite courses.

Performance Objective 2 Improve internal satisfaction with enrollment management leadership.

1 Assessment and Benchmark

Benchmark: Aggregate average score of at least 4.50 (on a 5.00 scale) on each Administrative Performance Evaluation item for all administrators within Enrollment Management who participate in the Administrative Performance Evaluation process.

1.1 Data

Evaluation Item	Academic Year Ending			
	2015	2016	2017	2018
Shows a positive attitude about McNeese.	4.62	4.60	4.65	4.85
Shows consideration of others.	4.53	4.49	4.59	4.61
Performs work in a professional manner.	4.59	4.56	4.58	4.75
Communicates and listens well.	4.47	4.43	4.54	4.53
Is accessible.	4.43	4.44	4.53	4.45
Demonstrates initiative.	4.60	4.55	4.60	4.70
Considers input to improve services.	4.44	4.46	4.58	4.54
Overall Score	4.53	4.50	4.58	4.63

Evaluation Item	Academic Year Ending			
	2019	2020	2021	2022
Shows a positive attitude about McNeese.	4.71	4.67	4.77	4.60
Shows consideration of others.	4.62	4.49	4.58	4.39
Performs work in a professional manner.	4.65	4.52	4.66	4.46
Communicates and listens well.	4.62	4.42	4.56	4.36
Is accessible.	4.54	4.47	4.60	4.43
Demonstrates initiative.	4.69	4.65	4.69	4.63
Considers input to improve services.	4.56	4.46	4.51	4.38
Overall Score	4.63	4.53	4.58	4.46

1.1.1 Analysis of Data

2021-2022:

Data indicate the average score is 4.46, which is slightly under the target of 4.50. Data were collected from the Annual Performance Evaluation (APE) reports of fall evaluations of directors within the Division of Enrollment Management provided by the Office of Institutional Research and Effectiveness. When reviewing the individual director results, one director's average score across all criteria is 4.98; another director averages 4.55; three directors average between 4.39 and 4.29; and a final director averages 4.26. The lowest average scoring director serves in a role where compliance with rigorous federal regulations for students places them in a position of inflexibility that may be perceived as rigid and uncooperative. Interestingly, the higher scoring director across all criteria also serves in a position where compliance with rigorous federal regulations also places them in a position of less flexibility. The typical director scores indicate potential to reach the aspirational goal of 4.50 with a modicum of effort. It is notable one director's overall scores increased over the prior year, and this director was recently heavily involved in outreach and communications with academic deans, department heads, and faculty program coordinators in activities aimed at simplifying administrative procedures for students and faculty in association with work involving an external consultant advising McNeese on process improvement that began in June 2021. Anecdotally, it is noteworthy that March 2020 to the end of this reporting period constitutes one of the most stressful, upending periods in the history of the institution considering COVID-19, multiple natural disasters impacting the region, a nationwide dip in post-secondary enrollment, and the corresponding reduction of 25% of personnel positions in Enrollment Management.

1.1.2 Plan for Continuous Improvement

2021-2022:

Continuous improvement going forward will be pursued by engaging all directors in Enrollment Management to engage academic deans, department heads, and degree program coordinators in conversations to identify process improvements opportunities that will improve the student experience and reduce faculty and administrative "pain points." The specific aim of these efforts is to improve perceptions of professionalism, initiative, and accessibility of Enrollment Management directors and are expected to improve student experiences navigating campus administrative systems. Specific activities to be undertaken include:

- Mutually beneficial "How to Sell Your Program" sessions led by Recruiting staff in partnership with select academic programs with a track record of successful student recruiting activities.
- Training presentations for faculty, in conjunction with McNeese Week, led by Student Central, Freshman Advising, and International Programs to enhance faculty advisor awareness on referring students to enrollment and related support services with an eye toward "first time right" outcomes.
- Continued periodic review and revision of administrative processes and procedures associated with student enrollment to create and maintain ease of navigation, eliminate unnecessary barriers, and perpetuate a culture of excellence with a personal touch that changes students lives over the course of their collegiate experience, especially in admission, recruiting, and freshman advising activities.
- Continued use of Dynamic Forms, Degree Works, and other technology tools to ease administrative burdens on faculty, increase administrative efficiency for enrollment staff, and improve satisfaction for students.

Performance Objective 3 Increase external corporate sponsorship support for Career and Professional Development Services.

1 Assessment and Benchmark

Benchmark: Raise at least \$10,000 in external corporate sponsorships each academic year.

1.1 Data

Academic Year	Amount Raised
2021-2022*	\$15,500
2022-2023	
2023-2024	
2024-2025	

*Career and Professional Development Services also raised \$3,500 in funds specifically earmarked for the Cowboy Closet initiative and received an earmark of \$20,000 (targeted for student career development initiatives) from a Citgo Petroleum gift to the University. The \$15,500 amount raised noted above is exclusively for corporate sponsorships related to Career Expo and related activities.

1.1.1 Analysis of Data

2021-2022:

Career and Professional Development Services exceeded its benchmark for year one corporate sponsorship funding by \$5,500. Employer partners appear to be enthusiastic about their return to campus-based employment recruiting and career development outreach efforts. Lingering COVID-19 labor shortages and population shifts due to lack of affordable housing in the region following hurricane impacts between 2020 and 2021 continue to result in increased employment opportunities across the SWLA region and further into key metropolitan centers in Louisiana and Texas.

Fall and Spring Career Expo events were at full capacity and employers continue to solicit assistance with recruiting new employees from among the McNeese student and alumni population as evidenced by increases in employer registrations and job postings on the McNeese Handshake job posting system.

The outlook for 2022-2023 is not quite as optimistic given the rise of inflation, rising fuel prices, and continuing supply chain problems associated with COVID-19 and other factors. With an economic recession potentially unfolding, it is possible employer partners will be less generous with corporate sponsor dollars in the next 12 months.

1.1.2 Plan for Continuous Improvement

2021-2022:

Career and Professional Development Services will seek to maintain at least \$15,000 in corporate sponsorship funding for the forthcoming 2022-2023 academic year. The objective is to retain at least \$10,000 in current sponsorship dollars and obtain an additional \$5,000 in new sponsorship dollars.