



**McNeese State University
University of Louisiana System**

**GRAD Act Annual Report
FY 2013-2014 (Year 4)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2014**

**and to the
Louisiana Board of Regents,
May 1, 2014**

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All Exhibits may be found within this document and at <http://www.mcneese.edu/policy/gradact%20exhibits>

1. STUDENT SUCCESS

- **An explanation for or observation on any *Targeted* measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

McNeese did not meet its target for graduate completers for '12-'13 due to disincentives for students to pursue graduate degrees in education fields. Teachers who are teaching in K-12 districts no longer receive a pay increase for earning the advanced degree; therefore, enrollment and completers have declined significantly—e.g. spring '12 to '13 enrollment dropped 21.9% (64 students).

- **Student success policies/programs/initiatives implemented/continued during the reporting year.**

New Initiatives in 2013-2014

McNeese initiated several new programs and changes in AY 13-14 to work toward student success.

1. Participation in the Board of Regents Developmental Education Co-Requisite Delivery Pilot: Students enroll in college-level English and math and a co-requisite designed to provide supplemental instruction. Students with an ACT math subscore of 17 or 18 enroll in both college algebra recitation (MATH 110) and college algebra (MATH 113) simultaneously, while students with an ACT English subscore of 16 or 17 enroll in both college composition and mechanics (ENGL 100) and English composition I (ENGL 101).
2. Learning Community in Residence Hall: McNeese opened Burton Hall in fall 2013 as a residential learning community of high achieving student scholars and leaders. This project focuses on student interaction, development, and engagement, through programs and events specifically for these residents with these themes in mind. We maintain a low residents to community assistant ratio and maximize study spaces to create an environment that promotes resident interaction.
3. Program Offerings at Fort Polk: In fall 2013, McNeese signed an [MOUA with Fort Polk](#) to offer several undergraduate programs on the military installation: agricultural sciences; computer science; elementary education; engineering technology; general studies; health and human performance; mass communication; and, natural resource conservation management. Graduate programs in health and human performance; elementary education; and, secondary education are also offered. We began offering classes to soldiers and their dependents as well as the Fort Polk community in spring 2014 in 8-week sessions.
4. Online Degree Audit: McNeese will implement [Degree Works](#), an online degree audit system that helps students navigate degree requirements and shorten time to degree completion.
5. Expanded Advising Delivery: This program sets aside time for walk-in advising to ensure that everyone has a chance to meet with an advisor in-person prior to registration. Advisors visit English 101 classes to encourage students to make advising appointments. Advisors provide first-time freshmen with a folder that includes registration instructions, a copy of their degree plan, information on Higher One, and other items. This process makes advising more efficient for both students and advisors.
6. Revision of Withdrawal Policy: In fall 2013, we implemented a course withdrawal fee of \$50 for withdrawals which exceed the number allowable for a student's undergraduate career to encourage course completion.

7. ESL Pathway Program: McNeese, ESLI, and SOWELA are creating a bridge program where international students who have not met all admission requirements can transition to a college academic program. Students can complete an additional level of ESL instruction, while enrolling in developmental coursework with SOWELA and a non-intensive writing course at McNeese.

Initiatives Continued in 2013-2014

1. Students in Crisis Intervention: Since fall 2012, Dr. Williams issues a “students in crisis memo” every semester to all faculty, staff, and students at McNeese urging those that know of students in crisis and at risk of dropping out to contact the Director of Student Life. In response to the referrals, the Director counsels these students and helps resolve issues that may result in continued enrollment or re-enrollment.
2. At-Risk Intervention: The Early Alert system is a program where instructors alert academic advisors about at-risk students prior to midterm, and Academic Plans are agreements students sign to achieve satisfactory academic progress continue to receive student aid. In fall '13 instructors in the Department of Biology and Health Sciences utilized Early Alert for classes with especially high withdrawal/failure rates. Students on Academic Plans are now required to meet with an advisor at least twice each semester.
3. Midterm Grade Reporting: Students receive a definitive report of their progress at midterm and at-risk students are identified.
4. ACT ENGAGE: ENGAGE was administered to freshmen as part of the Freshman Foundations course from spring 2012 through fall 2013. This assessment measures components critical to students’ success. We load survey data into our student information system and review it with ACT, COMPASS scores, high school GPA, university GPA, hours earned, retention rates, and other relevant student information.
5. Combined Academic Suspension and Financial Aid Appeal Process: College committees review both appeals and place students on academic plans for improvement. The plan includes prescriptive actions students must take to ensure success and includes tutoring, counseling referrals, and specific requirements to enroll in courses specifically on the degree path. This electronic process continues to be reviewed and revised to meet the needs of students as well as the college committees.
6. Enhanced Advising Policies: Maximum course loads and minimum requirements that must be met before a student can transfer to an advisor in a specific academic department. In spring 2013, we adopted an upper-level course prerequisite requiring students seeking a baccalaureate degree to successfully complete certain general education prerequisites—English Composition, one Math, one Science—prior to enrolling in upper-level (300 and 400) major courses.
7. Admissions Exceptions: The University Admissions Panel continues to lower the percentage for allowable exceptions for first-time freshmen.
8. Freshman Orientation: A one-day workshop designed to aid new students in adjusting to the University. A Parent Orientation is offered simultaneously with the traditional orientation sessions. In summer 2013, Orientation for Transfer Students was added. This is another compressed format of traditional orientation.

9. Revised Freshman Foundations program (FFND 101): For 2013 McNeese has revised the freshman experience course to improve student experience with their chosen major, vary methods and modes of delivery, and allow for more innovation in course content to support retention and progression goals.
10. Degree Road Maps: An effort undertaken by all academic programs to map out the path toward the degree with explanations as to how general education courses relate to concepts and skills taught in major courses.
11. Pre-session: We continued offering pre-sessions—academic sessions prior to the beginning of a summer, fall, or spring term—designed to help students stay on track, maintain TOPS, and shorten the time to degree.
12. On-Track Program: This program incentivizes progress toward degree by providing financial support for students to take summer courses to stay on track or get ahead in their programs.
13. Project Win-Win: Identifies students who are no longer enrolled but have earned enough credits to qualify for an associate degree.
14. Professional Exam Support: Students in professional programs undergo rigorous admissions policies to gain entrance to their programs. Each program provides specific courses or testing support to ensure graduating students pass their exams.

• **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

Evaluation of New Initiatives:

1. Board of Regents Developmental Education Co-Requisite Delivery Pilot: In spring 2013, seven students were enrolled in the English pilot, with an 86% passage rate, while 13 students were enrolled in the math pilot, with a 38% passage rate. In fall 2013, ten students participated in the English portion of the pilot, with a 100% passage rate, and 14 students participated in the math portion of the pilot with a 43% passage rate. Of the ten students who completed the English pilot, seven are currently enrolled in English composition II with passing midterm grades. For spring 2014, seven students are enrolled in the English pilot, while 22 students are enrolled in the math pilot.
2. Learning Community in Residence Hall: Current Burton Hall residents have renewed leases to continue living on campus at a rate of 67% compared to 40% of the general student population living in comparable style and priced housing (without active learning communities). Our ratio of community assistants to residents in Burton Hall is a 10:1 ratio while in comparable housing (without active learning communities) it is closer to a 50:1 ratio. We will continue to maintain low student to community assistant ratio in Burton Hall.
3. Program Offerings at Fort Polk: In spring 2014, we offered 7 classes, with 40 enrollments.
4. Expanded Advising Delivery: We've modified the program to better serve commuter students, and now advisors will offer after-hours appointments specifically to those students. Because group advising works well for the College of Nursing, we have increased group advising times to include all nursing students in the five parish area. We also notify all continuing students about upcoming advising and registration dates via email and Personal Alerts on Banner Self-Service.

5. Revision of [Withdrawal Policy](#): Since the implementation of the revised withdrawal policy in fall 2013, we have seen a decrease in the percentage of withdrawals. In fall 2012, the withdrawal rate for undergraduate courses was 9.22%, while in fall 2013, the rate decreased to 7.54%, a decrease of 1.68 percentage points over the previous fall.

Evaluations of Continuing Initiatives:

1. Students in Crisis Intervention: In fall 2012, 13 students were referred to the Director of Student Life; he met with 10, and 7 of the 10 completed the fall semester. In spring 2013, 22 students were referred; the Director met with 15, and 7 of the 15 completed the spring semester. In fall 2013, 38 students were referred, and the Director met with 30. Of the 30, 17 completed fall 13, and 25 continued enrollment in spring 2014.
2. At-Risk Intervention: Instructors initiated Early Alert reports for 171 students from fall 2013 through spring 2014, and those students were counseled via email, in person or phone call. Advisors met twice a semester with any student placed on an Academic Plan for Improvement because of unsatisfactory academic progress.
3. Midterm Grade Reporting: In Math 113 (College Algebra) and English 101 (Composition), data has been collected since spring 2009. Over the past 5 years, data has shown a decline in the percentage of withdrawals (from 37% to 29%) in Math 113 with an increase in the percentage of students improving their overall grade (from 10% to 22%) once the midterm grade was recorded. In English 101, the percentage of withdrawals began declining each of the fall semesters while improvement in student's grade, after the midterm grade was recorded, resulted in improved grades ranging from 24% to 47%.
4. Administration of ACT ENGAGE: ENGAGE was administered to 948 freshmen as part of the Freshman Foundations course. Existing data will be used in a broad study of student retention.
5. Combined Academic Suspension and Financial Aid Appeals Process: In spring 2013, 588 appeals were submitted and reviewed; in summer 2013, 135 appeals, in fall 2013, 663 appeals, and in spring 2014, 592 appeals to date.
6. Enhanced Advising Policies: In order to encourage persistence and success, first-time freshmen may not enroll in more than 18 credit hours in any one term. Exceptions to this are minimized: in fall '13 only 1.2% of first-time freshmen enrolled in more than 18 hours; in spring '14, 0% of first-time freshmen enrolled in more than 18 hours. The upper-level course prerequisite policy has been disseminated to all advisors and incoming and continuing freshman.
7. Admissions Exceptions: In fall 2013, thirty-three first-time freshmen were admitted by exception, which is 2.51% of the previous year's entering freshman class. This is 5.49 percentage points below the maximum allowable exceptions of 8%.
8. Orientation: Freshman and Parent Orientation are consistently reviewed so that the needs of an ever-changing population are met. Feedback on transfer student orientation was uniformly positive.
9. Revised Freshman Foundations Curriculum: Fall-to-fall pass rates increased from 83.86% to 87.89% and the withdrawal rate dropped from 5.93% to 5.07% from fall '12 to fall '13.
10. Degree Road Maps: University Computing Services is creating a template for departments to enter and maintain roadmaps. Academic departments provide freshmen with a copy of their degree plan via the freshman advisors.
11. Pre-session: Spring 2014 pre-session data: 13 courses offered, 139 students enrolled, and 91.4% passed.

12. On-Track Program: In summer 2013, 134 students participated in the program, a decrease of 7% from the prior summer. Of the 134 participants, 99.3% continued to the fall semester or completed degree requirements in the summer.
13. Project Win-Win: A total of 57 associate degrees were awarded under Project Win-Win. General Studies advisors will use Project Win-Win as a template for a recruit back program for students who have a significant number of credits but no academic credentials. In fall 2014, we will identify a new cohort of students to evaluate for associate degrees.
14. Professional Examination Support: See results in table 1.d.i.

• **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**

McNeese continues to utilize mechanisms developed in response to this objective. First-time freshman students are assigned a cohort code in the student information system. This code allows for tracking and monitoring of cohort participants' performance. Reports are periodically provided to academic college deans, so that advisors can intervene and encourage students as needed. Our At-Risk Intervention and Midterm Grades Reporting programs alert advisors to students in the cohort who may be at-risk of falling behind or dropping out. Once a student is identified as at-risk, advisors can help direct the student to the appropriate resources.

• **Development/use of external feedback reports during the reporting year.**

McNeese maintains dual enrollment partnerships with thirty-one schools in seven parishes, including Acadia, Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, and Pointe Coupee, to teach courses in English, history, biology, calculus, chemistry, developmental math, college algebra, pre-calculus, statistics, psychology, and athletic training.

- Total Sections Taught: 133 (35, or 35.7%, increase from previous year)
- Fall 2013 course enrollments: 1061
- Spring 2014 course enrollments: 931
- Total course enrollments: 1992 (141, or 7.6%, increase over previous year)

In an effort to nurture its partnerships with local high schools, McNeese provides the following feedback reports:

1. [Applicant Status Summary](#) for students who will graduate from high school in May. This report, provided to both [high school](#) and [district](#), includes the number of first-time freshman applicants from each high school broken down by number accepted, declined, pending, or application withdrawn at the time of reporting.
2. [Applicant and enrollment summary](#) letter and [report includes](#) total number of FTF applicants accepted, declined, pending, or application withdrawn and the number of accepted applicants who enrolled at McNeese.
3. [Progress of FTF](#) admitted in the fall and [their performance](#).

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.1 Retention of first-time, full-time, degree-seeking students, 1st to 2nd Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	1275	1236*	1266	1332	1297		
# Retained to 2nd Fall semester	861	844*	852	903	893		
Rate	67.5%	68.3%*	67.3%	67.8%	68.9%		
Target		69% (67% - 71%)	69.1 (67.1% - 71.1%)	69.3 (67.3% - 71.3%)	69.5% (67.5% - 71.5%)	69.7% (67.7% - 71.7%)	71% (69% - 73%)
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Actual Fall 09 to Fall 10							
Avg of Prior Three Years							
Actual Fall 10 to Fall 11							
Actual Fall 11 to Fall 12							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

*Fall 2009 cohort does not match in 1st to 2nd year retention and 1st to 3rd year retention because of changes reported for Year 2 reporting. 1st to 2nd year retention would have been 846 of 1224 (69.1%) if changes had been reported for Year 1 reporting.

1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1252	1275	1224	1266	1332		
# Retained to 3rd Fall semester	686	714	694	728	738		
Rate	54.8%	56.0%	56.7%	57.5%	55.4%		
Target		56% (54% - 58%)	56.1% (54.1% - 58.1%)	56.4% (54.4% - 58.4%)	56.8% (54.8% - 58.8%)	57.2% (55.2% - 59.2%)	58% (56% - 60%)
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Actual Fall 08 to Fall 10							
Avg of Prior Three Years							
Actual Fall 09 to Fall 11							
Actual Fall 10 to Fall 12							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1358	1506	1603	1311	1272		
# Graduated within 150% of time	494	528	562	489	480		
Rate	36.4%	35.1%	35.1%	37.3%	37.7%		
Target		35% (33% - 37%)	35.2% (33.2% - 37.2%)	35.5% (33.5% - 37.5%)	36% (34% - 38%)	36.5% (34.5% - 38.5%)	39% (37% - 41%)
Actual Fall 02 cohort							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Prior Three Years							
Actual Fall 05 cohort							
Actual Fall 06 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

1.a.vi. Academic Productivity: Award Productivity (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	6781	7077	7251	7216	6973		
Expected # of Awards*	1695	1769	1812	1804	1743		
# Awards	1171	1127	1182	1250	1344		
Ratio of Awards/ FTE	.1727	.1592	.1630	.1732	.1927		
Award Productivity*	69.1%	63.7%	65.2%	69.3%	77.1%		
Target		64% (62% - 66%)	64% (62% - 66%)	64% (62% - 66%)	64% (62% - 66%)	64% (62% - 66%)	65% (63% - 67%)
Actual AY 08-09							
Actual AY 09-10							
Actual AY 10-11							
Avg of Prior Three Years							
Actual AY 11-12							
Actual AY 12-13							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.

1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Freshmen Admitted (Summer)	128	115	78	105	75		
# Admitted by Exception	8	4	6	9	8		
Rate	6.3%	3.5%	7.7%	8.6%*	10.7%*		
# in Freshmen Admitted (Fall)	1334	1333	1386	1313	1319		
# Admitted by Exception	139	76	60	83	33		
Rate	10.4%	5.7%	4.3%	6.3%*	2.5%*		
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	147	122	86	80	78		
# Admitted by Exception	16	12	7	5	4		
Rate	10.9%	9.8%	8.1%	6.3%*	5.1%*		
# in Freshmen Admitted	1609	1570	1550	1498	1472		

(Total)							
# Admitted by Exception	163	92	73	97	45		
Rate	10.1%	5.9%	4.7%	6.5%*	3.1%*		

Numbers are based on McNeese 14th / 7th Day Memorandums for Admission Exceptions

*Maximum allowable % of admission exceptions changed to 8% of the previous year's entering freshmen class beginning with the Fall 2012 term.

b. Increase the percentage of program completers at all levels each year.

1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1035	962	964	1089	1160		
% Change		-7.1%	-6.9%	5.2%	12.1%		
Target		-7.1%	-6.3% (970)	-5.8% (975)	-4.8% (985)	-3.5% (999)	2.0% (1056)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	0	0	27	26	25		
% Change		0.0%	2700.0%	2600.0%	2500.0%		
Target		0.0%(0)	2700.0% (27)	2800.0% (28)	3300.0% (33)	3400.0% (34)	3700.0% (37)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Undergraduate Completers	1035	962	991	1115	1185		
% Change		-7.1%	-4.3%	7.7%	14.5%		
Target		-7.1%(962)	-3.7 (997) (-5.7% -- 1.7%)	-3.1% (1003) (-5.1% -- 1.1%)	-1.6% (1018) (-3.6% -- 1.6%)	-0.2% (1033) (-2.2% -- 2.2%)	5.6% (1093) (3.6% -- 7.6%)
Actual AY 08-09							
Actual AY 09-10							

Actual AY 10-11							
Avg of Prior Three Years							
Actual AY 11-12							
Actual AY 12-13							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	294	267	318	278	261		
% Change		-9.2%	8.2%	-5.4%	-11.2%		
Target		-9.2% (267)	0.0% (294)	-8.2% (270)	-1.4% (290)	-3.1% (285)	2.5% (301)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Specialist	0	3	9	2	2		
% Change		300.0%	900.0%	200.0%	200.0%		
Target		300.0% (3)	200.0% (2)	100.0% (1)	200.0% (2)	200.0% (2)	300.0% (3)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total,	294	270	327	280	263		

Graduate Completers							
% Change		-3.4%	8.2%	-4.8%	-10.5%		
Target		-3.4% (270)	0.68% (296) (-1.32% – 2.68%)	-7.8% (271) (-9.8% - - 5.8%)	-0.68% (292) (-2.68% – 1.32%)	-2.4% (287) (-4.4% - - 0.4%)	3.4% (304) (1.4% – 5.4%)
Actual AY 08-09					294		
Actual AY 09-10					270		
Actual AY 10-11					327		
Avg of Prior Three Years					297		
Actual AY 11-12					280		
Actual AY 12-13					263		
Avg of Most Recent Two Yrs					272		
Target Met?		YES	YES	YES	NO		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	1329	1232	1318	1395	1448		
% Change from baseline		-7.3%	-0.8%	5.0%	9.0%		

1.c.i. Number of high school students enrolled at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	20	15	39	26	15		
Fall	418	486	697	660	723		
Winter							
Spring	355	426	661	595	600		
TOTAL	793	927	1397	1281	1338		

1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	84	64	153	97	54		
Fall	1582	1922	2893	2882	3107		
Winter							
Spring	1333	1684	2911	2602	2575		
TOTAL	2999	3670	5957	5581	5736		

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	75	55	150	97	48		
Fall	1431	1858	2785	2753	3034		
Winter							
Spring	1192	1587	2731	2491	2475		
TOTAL	2698	3500	5666	5341	5557		

1.d.i. Passages rates on licensure exams (Tracked)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE Year Passage rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
51.0913 Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)	66.67%	2012	6	4	66.67%
51.1005 Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	91.67%	2013	15	13	86.7%
51.3801 Nursing (APRN) Adult Nurse Practitioner	Pass certification exam administered by the following certifying body: American Nurses Credentialing Center, (ANCC) or American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing	81.25%^	2012	12	12	100.00%

51.3801 Nursing (APRN) Adult Psychiatric and Mental Health Nurse Practitioner	Pass certification exam administered by the following certifying body: American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	66.67%	2012	4	4	100.00%
51.3801 Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	85.71%^	2012	119	113	94.96%^
51.0911 Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	100.00%	2013	19	19	100.00%

^First-time to take test

1.d.i.b. Passage rate on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	10-11	11-12	12-13	13-14
Number of students who took exams	200	189		
Number of students who met standards for passage	200	189		
Calculated Passage rate	100.0%	100.0%		
Target	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES		

2. ARTICULATION AND TRANSFER

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

New Initiatives in 2013-2014

1. [Northshore Technical Community College Cross-Enrollment Agreement](#): In December 2013, a cross-enrollment agreement was signed with Northshore to facilitate McNeese student participation in Northshore's vet tech program.
2. [Transfer Student Orientation/Advising Days](#): Beginning with summer 2013, several transfer orientation/advising days were scheduled throughout the summer. On these days, students attended a 3-hour orientation and then, if needed, met with academic advisors, registered for courses, applied for financial aid, and paid fees.
3. [SOWELA Technical Community College Cross-Enrollment Agreement](#): In August 2013, a cross-enrollment agreement was signed with SOWELA to facilitate the cross-enrollment of McNeese and SOWELA students.
4. [Electronic Exchange of Data for Applicant Referrals](#): We send applicant referral data to SOWELA in an electronic and secure format on a daily basis for specified terms. This allows SOWELA to load the data into their student information system, track who was referred, and hopefully, report back who enrolled. In 2014, we hope to implement this electronic exchange of data with LSU-Eunice as well.
5. [SOWELA Reverse Transfer Agreement](#): In December 2013, a reverse transfer agreement was signed with SOWELA to facilitate the implementation of an initiative to assist SOWELA students who have transferred to McNeese in completing a credential at SOWELA. In 2014-15, we hope to sign a similar agreement with LSU-Eunice.
6. [SOWELA-McNeese Nursing Partnership](#): McNeese and SOWELA nursing faculty and administration are collaborating to smoothly [transition the McNeese ASN program to SOWELA](#) and to develop a [concurrent enrollment agreement for SOWELA ASN students intending to transfer as McNeese BSN students](#). McNeese has officially terminated its ASN program and has entered the teach-out phase to be undertaken for the next 5 years as needed.
7. [Other McNeese-Nursing Partnerships](#): McNeese has also entered into agreements with [BRCC](#) and [LSUE](#) to facilitate smooth transfer paths for nursing students.
8. [Central Texas College-McNeese Partnership](#): We are currently working on cross-enrollment and articulation agreements with the Fort Polk location of Central Texas College and are encouraging our students at Fort Polk to enroll in appropriate general education courses through Central Texas College.
9. [Developing Partnership with Straighterline](#): McNeese is close to an agreement to accept general education coursework from students through Straighterline to encourage ease of transfer for adult students.

Initiatives Continued in 2013-2014

1. University Admissions Panel: Transfer applicants who do not meet admissions standards may make their case for admission by exception by completing an appeal questionnaire. The University Admissions Panel reviews the questionnaire along with other applicant information to determine admissions. Every year the University Admissions Panel reviews and revises internal policies used to make admission exception decisions.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

1. Northshore Technical Community College Cross-Enrollment: In spring 2014, six McNeese students cross-enrolled at Northshore, enrolling in two Vet Tech courses.
2. Transfer Student Orientation/Advising Days: In summer 2013, we implemented 3-hour transfer student orientation, where representatives from Financial Aid, Services for Students with Disabilities, Career Services, McNeese Bookstore, and Cashier's Office were invited to speak and answer questions. Students were provided information on MyMcNeese, Moodle, Banner Self-Service, student services and organizations, and academic policies and deadlines. Surveys indicated that 96% of the students felt they were provided useful information on available academic and campus resources. After each orientation, academic departments and student support areas were prepared to advise and assist students in a central location on campus; however, by the date of each orientation, nearly all students had been advised and registered and needed little or no assistance. We plan to follow the same format for summer 2014.
3. SOWELA Technical Community College Cross-Enrollment: In spring 2014, one McNeese student cross-enrolled at SOWELA under the new agreement.
4. Electronic Exchange of Data for Applicant Referrals: Since July 30, 2013, we have sent 619 applicant referral records to SOWELA through the secure, electronic process that was established between institutions.
5. SOWELA-McNeese Nursing Partnership: McNeese allowed students to enter the ASN program, either by application to the University or through a curriculum change request, through February 7, 2014. Since then, no new students have been allowed into the program.
6. University Admissions Panel: In 2014, panel revised their [internal policies document](#).

- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

McNeese maintains both a [transfer student website](#) and an [AALT, ASLT, or AST transfer website](#), which serves as the first important contact in the transfer student's experience. These sites include information on admissions, application forms, scholarships, financial aid, and housing. Our Registrar and Chief Articulation Officer ensures the transferability of coursework.

The next point of contact is with academic department heads who handle the initial contact with students, ensure that students meet with appropriate advisors in their chosen field, and address discipline-specific issues immediately. Issues include appropriate course substitutions to ensure transfer of credit to directing students to resources that will support their academic achievement.

- **Development/use of agreements/external feedback reports during the reporting year.**

Agreements in Effect and/or Expanded

McNeese maintains several agreements with SOWELA, LSU-Eunice, and Northshore Technical Community College. These agreements include the following:

- **Referral agreements:** When McNeese denies a first-time freshman student admission, [the student is sent a letter](#) that refers him or her to a community college in his or her area, or to [SOWELA](#) or [LSUE](#), as appropriate as part of an applicant referral agreement with these schools. In addition, McNeese submits applicant referral data electronically to SOWELA through a secure, automated process.
- **Cross-enrollment agreements:** Agreements exist with Northshore and SOWELA to facilitate the cross-enrollment of students between institutions. See #s 1 and 3 under New Initiatives.
- **Reverse transfer agreement:** A reverse transfer agreement was signed between McNeese and SOWELA. See #5 under New Initiatives.
- **Transfer Issue Remedies:** The [SOWELA to McNeese Transfer Guide](#) is updated annually and, at present, is under revision. In the updated iteration, the guide has been expanded to include 109 courses, an 11% increase over last year. We also review and revise annually our [course equivalency index with LSUE](#). Faculty provides input on all course equivalency agreements. These agreements ensure a seamless transition for students since course equivalencies are easily verifiable.

Feedback Reports Provided to LCTCS Schools

McNeese provides feedback reports to [SOWELA](#) and [LSUE](#). These reports include average hours attempted, average hours earned, and end of term McNeese GPA for entering transfer students who met admission requirements, as well as those who were admitted by exception. Additionally, the report lists this performance data by type of credential earned—no degree, technical diploma, associate of applied science, and associate of applied technology. McNeese sent its fourth feedback reports to SOWELA and LSUE in March detailing the performance of former students who transferred to McNeese in fall 2013. McNeese provides feedback to SOWELA and LSUE during each spring term.

a. Phase in increased admission standards and other necessary policies in order to increase transfer student retention and graduation rates.

2.a.i. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	579	665	609	553	436		
# retained to next Fall semester	412	461	414	381*	333		
Rate	71.2%	69.3%	68.0%	68.9%	76.4%		

*One transfer student who received a degree in the summer 2012 is not included in this number. The number retained would be 382 and the rate would be 69.1% if this transfer student was included.

2.a.i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry (as identified in SSPS) (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled in the academic year	343	296		
# retained to the next Fall semester	253*	237		
Rate	73.8%	80.1%		
Target	72.8% (70.8%-74.8%)	73.0% (71.0%-75.0%)	74.0% (72.0%-76.0%)	75.0% (73.0%-77.0%)
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				

Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
Met?	YES	YES		

*One transfer student who received a degree in the summer 2012 is not included in this number. The number retained would be 254 and the rate would be 74.1% if this transfer student was included.

2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1007	944	934*	1042*	1124		
# who began as transfers	295*	307*	296*	325*	345		
Percentage who began as transfers	29.3%	32.5%	31.7%	31.2%	30.7%		

*Numbers on BOR report TTDRPTBOR for Baccalaureate years 2008-09 is 337 and 2009-10 is 367. These numbers have been reduced by 42 for 08-09 and 60 for 09-10 based on the BOR data file gacrtsmry FL08-FL09. These reductions represent students who started at McNeese as a Preparatory student and should be counted as a FTF instead of transfer. **Year 2-** numbers from 2010-2011 TTDRPTBOR for Baccalaureate degree dated 10/01/11 shows 337 out of 942 baccalaureate completers who began as transfers. McNeese files have 934 first-time bacc recipients (some students have prior bacc degrees from another state) of whom 296 began as transfer students. The difference of 41 could be students who began at McNeese as a Preparatory student and should be counted as a FTF instead of transfer. **Year 3-** numbers from 2011-2012 TTDRPTBOR for Baccalaureate degree dated 3/22/13 shows 363 out of 1,056 baccalaureate completers who began as transfers. McNeese files have 1042 first-time bacc recipients (some students have prior bacc degrees from another state) of whom 325 began as transfer students. The difference of 38 could be students who began at McNeese as a Preparatory student and should be counted as a FTF instead of a transfer student. **Year 4-** numbers from 2012-2013 TTDRPTBOR for Baccalaureate degree dated 4/02/14 shows 379 out of 1,129 baccalaureate completers who began as transfers. McNeese files have 11124 first-time bacc recipients (some students have prior bacc degrees from another state) of whom 345 began as

transfer students. The difference of 34 could be students who began at McNeese as a Preparatory student and should be counted as a FTF instead of a transfer student.

2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	53	54	52	59	59		
# Admitted by Exception	6	3	5	5	3		
Rate	11.3%	5.6%	9.6%	8.5%	5.1%*		
# Transfers Admitted (Fall)	389	342	332	278	316		
# Admitted by Exception	45	34	32	24	42		
Rate	11.6%	9.9%	9.6%	8.6%*	13.3%*		
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	223	213	219	158	219		
# Admitted by Exception	29	14	16	17	12		
Rate	13.0%	6.6%	7.3%	10.8%*	5.5%*		
# Transfers Admitted (TOTAL)	665	609	603	495	594		

# Admitted by Exception	80	51	53	46	57		
Rate	12.0%	8.4%	8.8%	9.3%*	9.6%*		

Numbers are based on McNeese 14th / 7th Day Memorandums for Admission Exceptions and includes Bachelor degree-seeking students only.

*Maximum allowable admission exceptions for transfer students changed to 8% of the previous year's entering transfer class beginning with the Fall 2012 term.

b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	45	56	63	87	95		
# retained to next Fall semester	33	44	44	57	81		
Rate	73.3%	78.6%	69.8%	65.5%	85.3%		

2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1035	962	934	1042	1124		
# who began as transfers w assoc degree	26	25	28	30	43		
Percentage who began as transfers w assoc degree	2.5%	2.6%	3.0%	2.9%	3.8%		

c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

**2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges.
(Descriptive)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	260	359	659	648	656		

d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	0	3		
# retained to next Fall semester	0	0	0	0	3		
Rate	0%	0%	0%	0%	100.0%		

2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of completers who began as transfer degree students	0	0	0	0	0		

3. WORKFORCE AND ECONOMIC DEVELOPMENT:

- **An explanation for or observation on any *Targeted* measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

McNeese meets all relevant targets for this objective for academic year 2013-2014.

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

In 2013-2014 McNeese reviewed its programs and [grouped them along workforce/industry sector](#), especially as it pertains to southwest Louisiana needs. As part of this study, we reviewed five years' of completers and calculated rough projections of completers for each program in an effort to more closely monitor program health and align our programs with local needs. This activity was done in accordance with our policy on [Program Recovery and Enrichment](#), adopted in spring 2011, and extends its scope to align programs with industry sector.

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

McNeese State University engages in enhancements to academic program offerings and university services to support workforce development.

Academic Program Enhancements

Programs Added: As identified on the [BOR Tracking database](#), McNeese added three new programs in the '13-14 academic year and has issued letters of intent/proposals for three more:

- New Programs Added:
 - GC Business Administration (Demand-level 1 for selected SOCs 11-1011, 11-3051; 11-3061, 11-2022; 13-1111, and others);
 - GC in Immersion Education (Demand-level 2 for SOCs 25-2012, 25-2021, 25-2022, 25-2031);
 - GC Add On Certification in Academically Gifted Education Content Area (Demand-level 2 for SOCs 25-2012, 25-2021, 25-2022, 25-2031);
- New Programs in Process:
 - [BS Health Management Systems](#) (Demand-level 1, SOC 11-1911);
 - [PBC Human Resource Management](#) (Demand-level 1; SOCs 13-1111, 13-1141, 13-1151);
 - [PBC Accounting for Financial Analysis](#) (Demand-levels 1 & 2 for selected SOCs 11-3031, 13-2011, 13-1051, 13-2051, 13-2052, 13-2081, 41-3031).

New academic program assessment enhancements have been added that include enrollment and retention tracking at the program-level, program objectives related to workforce needs and university mission aspirations, and selected program-specific objectives for operational improvement. McNeese's six colleges offer professional programs. Each program networks with area stakeholders to determine appropriateness of curricula and demand for specific skill sets. Curricula are modified accordingly and new concentrations or programs are developed in response to stakeholder needs. Additionally, nearly all of our programs offer internship opportunities to our students. Area employers provide useful feedback on the quality of our students, which informs our curricular decisions. These activities have been added to each academic program's annual assessment plan/progress report as part of our compliance with SACSCOC Principles of Accreditation for Institutional Effectiveness.

University Initiatives for Workforce Development

In 2013-2014, McNeese continued to cultivate the following initiatives in support of area workforce needs:

1. [The Southwest Entrepreneurial and Economic Development \(SEED\) Center](#) is a collaborative effort among McNeese State University, the Calcasieu Parish Policy Jury, the SWLA Chamber Alliance, and the City of Lake Charles. The \$13 million SEED Center houses the Chamber Alliance operations, up to 34 small business incubators, the McNeese State University [Innovation Center](#), the Louisiana [Small Business Development Center](#), classroom and training space. The McNeese State University core curriculum has been revised to include innovation engineering and will offer students in all majors an opportunity to learn how to create, communicate, and commercialize meaningful ideas for business creation and growth. The SEED Center also houses the [Economic Development Administration \(EDA\) University Center for Economic Development](#).
2. [Institute for Industry-Education Collaboration \(IIEC\) and Continuing Education](#) focuses exclusively on offering programs and courses essential to area business and industry. As of April 3, 2014, the Institute for Industry-Education Collaboration has held 35 training sessions this fiscal year. Since July 1, 2013 we have trained 462 people, from over 50 companies for a total of 786 hours of professional development. We have another 16 public courses and 6 custom trainings scheduled before June 30, 2013. These upcoming public courses represent a total of 248 hours of professional development.
3. [The Louisiana Environmental Research Center \(LERC\)](#) at McNeese conducts research focused on environmental problems of importance to southwest Louisiana and the Gulf of Mexico region and to provide information and data to other agencies, researchers and industry on the impact of environmental hazards. Currently, LERC is engaged in two projects that support Blue Ocean Initiatives: A [Hydronomic Simulation](#) for coastal and city protection on behalf of the Calcasieu Parish Police Jury; and, an [public tree inventory and re-tree effort on behalf of the City of Lake Charles](#).
4. [Center for the Advancement of Meat Processing and Production \(CAMPP\)](#): McNeese State University offers the first educational training facility in the nation for meat processing and marketing. This facility, administered by the Harold and Pearl Dripps Department of Agricultural Sciences, supports [RLMA SOCs 29-9011, 11-9013](#).
 - a. Educate students and industry through workforce training in meat processing, packaging, preservation, marketing, and transportation.

- b. Provide workshops and seminars for the community on food safety, basic meat processing, and product preparation.
 - c. Partner with Sowela Technical Community College to establish a meat processing and culinary certificate program.
 - d. Promote economic development in Southwest Louisiana.
5. McNeese [Research Programs designed for the benefit of SWLA](#): McNeese engages in extensive applied research programs partnering with business, industry and other regional stakeholders.

• **Activities conducted during the reporting year with local Workforce Investment Board.**

1. McNeese collaborates with LWC by updating its program information for the [Louisiana Workforce Commission’s HiRE](#) initiative multiple times per year. The LWC uses this information to assist eligible students with funding for expenses related to their program.
2. The [Drew Center for Business and Economic Analysis](#) provides data on economic activity for the city and five parish region.
3. The [Louisiana Small Business Development Center at McNeese State University](#) supports area jobs and small business. At the end of their most recent fiscal period, the LSBDC facilitated the creation of 10 new jobs and 16 new businesses through its resources, services, and direct support for a total economic impact of over \$679,984. Additionally, the SBDC worked with 235 different clients and offered 28 training events with 400 individuals in attendance.

• **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

1. Senior exit survey employment and graduate school placement data. The following data represents fall-to-fall comparisons because spring data is unavailable at the time of this report. Note: Typically fall term percentages are lower than spring in this category; also, a significant percentage (70.3) do not yet know of their acceptance since the survey is done in mid-fall and most graduate/professional school acceptances aren’t made until early spring.

Grad Fest Survey Question	Fall 12	Fall 13
Actively seeking employment in major field of study	59.9%	54.3%
Received an offer	23.7	29.8%
Seeking employment outside of major field of study	16.1%	12.7%
Received an offer	10%	8.5
Percentage pursuing graduate/professional school*	37.7%	43.5%
Percentage accepted*	4.9%	9.2%

- For fall 2013, Grad Fest survey also shows that of those obtaining employment, 41.2% accepted employment in their major field of study(over 8% higher than previous), with 33% earning salaries above \$30,000.
2. In spring of 2014, the Offices of Institutional Research and Effectiveness, Career Services, and the Alumni Center collaborated to improve data sharing on graduates and develop follow-up instruments to track employment status and institutional satisfaction.

- **Improved technology/expanded distance learning offerings during the reporting year.**
 1. [Expanded distance offerings to include three new certificate programs](#): PBC Nursing Case Management; PMC Family Nurse Practitioner; PMC Psychiatric Mental Health Nurse Practitioner.
 2. Modified three programs at the Master's level in education from online to hybrid to support assessment data. Some concentrations within these programs can be earned 100% online. Additionally, a distance education curriculum inventory done in collaboration with the Board of Regents in fall '13 resulted in reclassifying our BSN program. The program is traditionally delivered, but the concentration from RN-BSN is available fully online. The net result is, according to the inventory, one fewer online program than in previous year, but our aggregate is still greater than the targets.
 3. Course-level distance offerings grew: fifty-seven more sections were taught online or online-hybrid in '13-14 than in the previous year, and we saw a 21% increase in students enrolled in online or online-hybrid courses.
 4. McNeese has launched [a mobile application](#) for the university to facilitate communication and services with students, alumni, and other stakeholders.
 5. Established an [off-site campus location at the United States Army Garrison JRTC at Fort Polk](#), appointed a Director to oversee Fort Polk Programs, and began offering classes at that location.

Revenues/Efficiencies

- Revenues generated from distance education/online offerings for AY 2013 – 2014 total \$995,668 representing a 5.5% increase over the previous year.

a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission and Louisiana Economic Development.

3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of eliminated programs	3	0	21	0	1		

Eliminated 13-14: AS in Nursing was eliminated in Dec 2013 and entered into a teach-out phase that will last until SOWELA can assume a full ASN program.

3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs modified or added	14	11	6	7	6		

Six programs added/proposed in '13-14: GC in Immersion Education; GC in Business Administration; BS Health Management Systems (letter of intent); GC Add-On Certification in Academically Gifted Education Content Area (on [Current BOR Database](#)). Additionally, two programs are currently [under staff review at the BOR](#): PBC in Accounting for Financial Analysis; and, PBC Human Resources Management.

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents utilizing LWC or LED published forecasts. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			72	78	78		
# of programs			72	78	78		

aligned with needs							
% of programs aligned			100%	100%	100%		

b. Increase use of technology for distance learning to expand educational offerings.

3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of course sections that are 50-99% distance delivered	98	137	165	204	265		
# of course sections that are 100% distance delivered	234	318	431	503	499		

3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	2048	2625	3378	3848	4994		
# of students enrolled in courses that are 100% distance delivered	4034	5794	7582	9705	11,400		

3.b.iii. Number of programs offered through 100% distance education by award level (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	Baseline (Jan 1, 2013)	Jan 1, 2014	Jan 1, 2015	Jan 1, 2016
Associate	2	2		
Baccalaureate	6	5		
Post-Baccalaureate	2	2		
Grad Cert		3		
Masters	5	2		
PMC	2	2		
Specialist				
Doctoral				
Professional				
TOTAL	17	16		
Target (Total Programs)	9 (8-10)	12 (11-13)	13 (12-14)	14 (13-15)
Actual 2010				
Actual 2011				
Actual 2012				
Avg of Prior Three Years				
Actual 2013				
Actual 2014				
Avg of Most Recent Two Yrs				
Met?	YES	YES		

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

3.d.i. Percent of [completers found employed](#) (Descriptive).

	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Baccalaureate	972	976	1,100
Post-Bacc Certificate	0	27	26
Masters	267	318	278
Educational Specialist	3	9	2
Total Completers	1,242	1,330	1,406
Rate Employed 2014 Q2	69.5%	67.7%	65.7%
Rate Employed 2014 Q6	67.4%	0%	0%

4. Institutional Efficiency and Accountability

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**

Progress on Eliminating Developmental Course Offerings: In AY 13-14, we continued to reduce the number of developmental course offerings: 44% reduction in course offerings from our baseline year; 52% reduction in number of students enrolled in developmental courses from baseline year. We are also participating in the Board of Regents Developmental Education Co-Requisite Delivery Pilot (see Objective 1, new initiatives, item 1).

Progress on Eliminating Associate Degree Offerings:

Program	Last Term Students will be admitted into Program at McNeese
Associate General Studies	No immediate plans to close. Our three-year completer average is 68. Offering this degree is important for students who for whatever reason may not be able to continue to a baccalaureate degree but have completed enough credits to earn the associate’s. Sowela has had 2 graduates in the last three years; the program is not in demand among their student population, but fills an important niche among McNeese’s offerings.
AS Paralegal Studies	No immediate plans to close; SOWELA has informed us they are not interested in the program at this time.
AS Computer Information Technology	Eliminated June 2013
AS Engineering Technology	Eliminated June 2013
ASN Nursing	Eliminated December 2013

- **Progress toward increasing non-resident tuition as compared to [SREB averages](#) during the reporting year; impact on enrollment/revenue.**

[Board of Regents action in spring 2013 approved](#) our schedule for increasing non-resident tuition:

Proposed Non-Resident Tuition Schedule 2013-2014		
	2013-2014 Amount	SREB Category 4 Target
MSU	15,857	16,904

The fee payment information posted for fall 2013 and spring 2014 reflect this annual non-resident fee increase to \$10,902, based on 12-hours per semester.

	Proposed 2014-15	Proposed 2015-16
MSU	17,374	18,890
SREB Category 4 Target	17,869	18,890

The SREB target reflects an average increase of 5.71% in keeping with Board methodology for calculating 4-year rolling SREB average.

Impacts on Enrollment and Revenue

Thus far, the tuition increase appears to have had no measurable impact on enrollment by students from out of state:

	Fall 2012	Spring 2013	AY 2012- 2013	Fall 2013	Spring 2014	AY 2013- 2014
NR Enrollment	989	900	1889	959	916	1875

For 2013-2014 our non-resident revenue is estimated at \$2,274,253, which is relatively stable compared to the 12-13 year.

	12-13	13-14	% change
Annual Non-Resident Tuition & Fees*	15,140	16,573	10.65%
Annual Non-Resident Fee*	10,082	10,902	8.13%

*Based on 12 hours per semester

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	24	24	23	17	17		
Course sections in English	24	23	18	13	10		
Other developmental course sections	0	0	0	0	0		
TOTAL	48	47	41	30	27		

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	872	778	709	524	488		
Enrollment in dev English	431	345	262	152	137		
Enrollment in other developmental courses	0	0	0	0	0		
TOTAL	1303	1123	971	676	625		

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

4.b.i. Number of active associate degree programs offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of associate degree programs	5	5	5	5	2		

4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	488*	482*	421*	373*	63*		

*Unduplicated count from summer, fall, and spring terms.

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

4.c.i. Total tuition and fees charged to non-resident students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$10,259	\$11,629	\$13,176	\$15,140	\$16,573		
Peer non-resident tuition/fees (full-time)	13,904	14,539	15,083	15,866	16,904		
Percentage difference	-35.5%	-25.0%	-14.5%	-4.6%	-2.0%		

4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13*	AY 13-14	AY 14-15	AY 15-16
# programs with Mandatory or Recommended accreditation status	50	48		
# programs having discipline accreditation	44	42*^		
% accredited programs	88.0%	88%		
TARGET	86.0% (84.0%-88.0%)	86.0% (84.0%-88.0%)	86.0% (84.0%-88.0%)	86.0% (84.0%-88.0%)
Year 09-10				
Year 10-11				
Year 11-12				
Avg of Prior Three Years				
Year 12-13				
Year 13-14				
Avg of Most Recent Two Yrs				
Met?	YES	YES		

* Four programs have applied for accreditation: MEd School Counseling, GC Counseling Gr. K-12, PMC Family Nurse Practitioner, PMC Psychiatric Mental Health NP.

^ per 2/6/2014 BoR accreditation status report.

Organizational Data

**Submitted to
the Board of Supervisors of the
University of Louisiana System and
the Louisiana Board of Regents**

**In partial fulfillment of the requirements of Act 741
Louisiana GRAD Act
Section 5**

**McNeese State University
University of Louisiana System**

April 1, 2013

a. **Number of students by classification**

- **Headcount, undergraduate students and graduate/professional school students**

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLoad, Fall 2013

Undergraduate headcount	7500
Graduate headcount	848
Total headcount	8348

- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Source: 2013-2014 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	6821.8
Graduate FTE	512.0
Total FTE	7333.8

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2013. Instructional faculty is determined by Primary Function = "IN" (Instruction) and SOC Codes that begin with 251 or 253, excluding 251191 (Graduate Teaching Assistants). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	381
FTE Faculty	302.9

c. **Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution in the fall of the reporting year**

Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2013.

Undergraduate headcount enrollment	34,739
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,417
Average undergraduate class size	24.5

d. Average number of students per instructor

- **Ratio of FTE students to FTE instructional faculty**

Source: Budget Request information 2013-2014 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2013.

Total FTE enrollment	7333.8
FTE instructional faculty	302.9
Ratio of FTE students to FTE faculty	24.2

e. Number of non-instructional staff members in academic colleges and departments

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2013, EEO category = "I" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Business	2	2
College of Education	2	2
College of Engineering	1	1

College of Liberal Arts	1	1
College of Nursing	1	1
College of Science	1	1

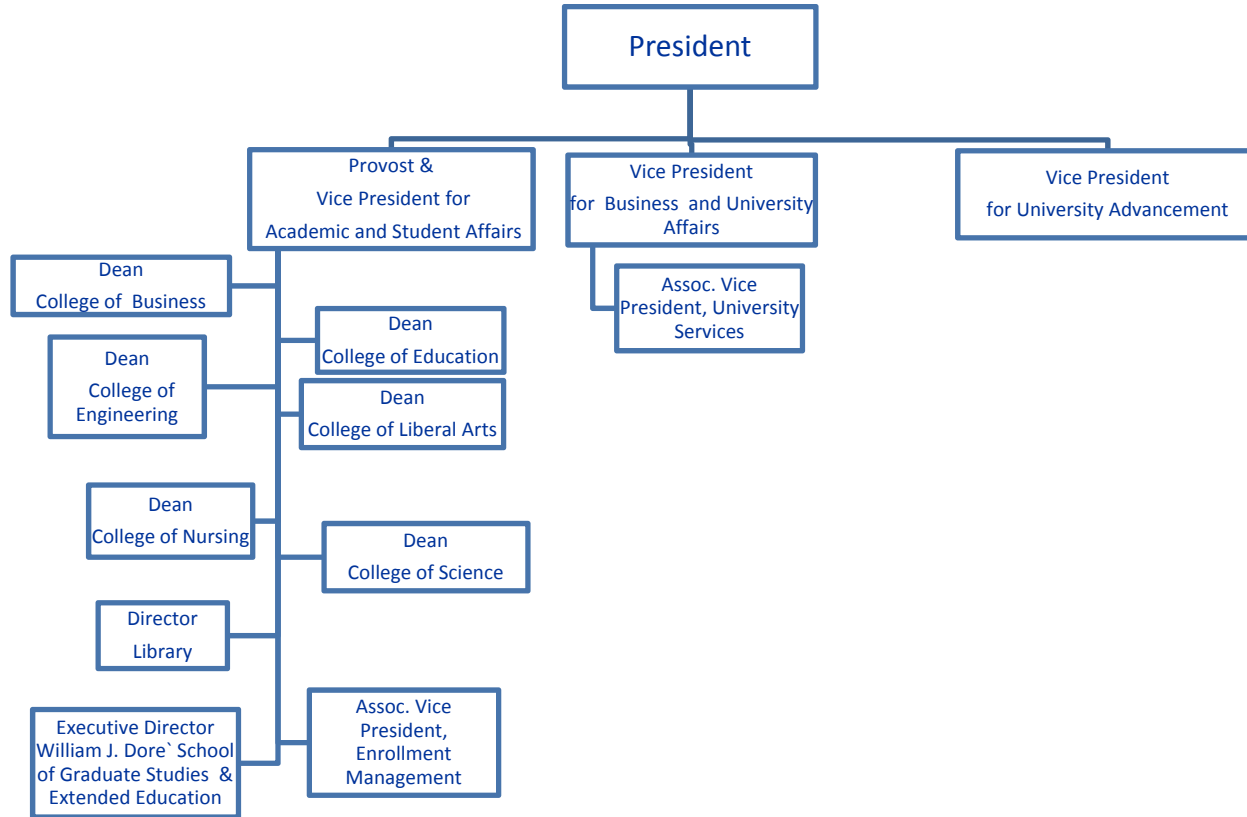
f. Number and FTE of staff in administrative areas

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2013, EEO category = “I” (Executive, Administrative, Managerial) and a Primary Function not equal to “IN” (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
President	8	8
Academic and Student Affairs	17	17
Business Affairs	12	12
University Advancement	3	3
Frazar Memorial Library	1	1

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2013).**



h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008

- A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013
President	\$201,596	\$220,000 as of 7/1/2010 New President hired at a higher salary from rate as of 7/1/2008 of \$201,596	\$220,000	\$220,000	\$220,000
Provost & Vice President Academic and Student Affairs	\$156,000	\$156,000 7/1/2008 \$133,662 2009-10 pay increase plan adjustment for performance and \$3,000 promotion to Associate Professor rank.	\$156,000 (Title changed effective 7/1/2011 from Provost & Vice President Academic Affairs)	\$156,000	\$156,000
Vice President Administrative & Student Affairs	\$131,812	\$131,812 7/1/2008 \$119,812 2009-10 pay increase plan adjustment for performance.	\$0 Position vacant and held	\$0 Position vacant and held	\$0 Position vacant and held

Vice President Business and University Affairs	\$143,000	\$143,000 7/1/2008 \$128,505 2009-10 pay increase plan adjustment for performance.	\$143,000	\$143,000 (Title changed effective 7/1/2012 from Vice President Business Affairs)	\$143,000
Vice President for University Advancement	\$132,525	\$132,525 7/1/2008 \$120,525 2009-10 pay increase plan adjustment for performance.	\$132,525 (title changed from VP Development & Public Affairs 7/1/2011)	\$132,525	\$132,525
Vice President Special Services & Equity	\$116,745	\$116,745 7/1/2008 \$104,745 2009-10 pay increase plan adjustment for performance.	\$0 <i>Position eliminated as of July 1, 2011</i>		
Dean College of Business	\$139,484	\$139,484 7/1/2008 \$132,842 2009-10 pay increase plan adjustment for performance.	\$130,000 Position filled with Interim appointment as of 8/10/2011.	\$145,000 as of 8/1/2012 New Dean for College of Business hired at a higher salary.	\$145,000
Dean College of Education	\$118,176	\$118,176 7/1/2008 \$112,549 2009-10 pay increase	\$118,176	\$118,176	\$118,176

		plan adjustment for performance.			
Dean College of Engineering	\$139,543	\$139,543 7/1/2008 \$121,279 2009-10 pay increase plan adjustment for performance and \$4,000 promotion to Professor rank.	\$139,543	\$151,543 Effective 2/1/2012 \$12,000 Stipend was added for additional administrative responsibilities including IIEC and Continuing Education.	\$151,543 Title changed effective 7/1/2013 from Dean, College of Engineering & Engineering Technology
Dean College of Liberal Arts	\$108,622	\$108,622 7/1/2008 \$100,592 2009-10 pay increase plan adjustment for performance.	\$108,622	\$108,622	\$108,622
Dean College of Nursing	\$115,632	\$115,632 7/1/2008 \$110,126 2009-10 pay increase plan adjustment for performance.	\$115,632	\$115,632	\$115,632
Dean College of Science	\$123,296	\$123,296 7/1/2008 \$117,425 2009-10 pay increase plan adjustment for	\$123,296	\$123,296	\$123,296 Title changed effective 7/1/2014 from Dean College of Science &

		performance. (This Dean also temporarily performs duties of Dean for School of Graduate Studies.)			Interim Dean for William J. Dore' School of Graduate Studies
Associate Vice President for Enrollment Management	\$96,265	\$96,265 7/1/2008 \$91,681 2009-10 pay increase plan adjustment for performance.	\$96,265	\$96,265 (Title changed effective 7/1/2012 from Dean Enrollment Management)	\$96,265
Director Library	\$93,487	\$80,000 7/1/2008 \$93,487 New Director hired 4/15/2010	\$80,000	\$80,000	\$80,000
Dean Student Services	\$76,039	\$76,039 7/1/2008 \$70,513 2009-10 pay increase plan adjustment for performance; \$2,000 for additional duties	\$0 Position vacant and being held	\$0 Position vacant and being held	\$0 Position vacant and being held
Associate Vice President for University Services			\$98,000 (Position created July 1, 2011)	\$98,000 (Title changed effective 7/1/2012 from Associate Vice President for Enrollment	\$98,000

				Management and Student Affairs)	
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i. A cost performance analysis

- i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

Expenditures by Function:	Amount	% of Total
Instruction	\$ 24,683,764	42.9%
Research	\$ 2,976,921	5.2%
Public Service	\$ -	0.0%
Academic Support**	\$ 5,309,942	9.2%
Student Services	\$ 3,516,437	6.1%
Institutional Services	\$ 6,764,860	11.8%
Scholarships/Fellowships	\$ 4,744,368	8.2%
Plant Operations/Maintenance	\$ 4,251,845	7.4%
Total E&G Expenditures	\$ 52,248,136	90.8%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 1,752,216	3.0%
Athletics	\$ 3,271,393	5.7%
Other	\$ 266,240	0.5%
Total Expenditures	\$ 57,537,985	100.0%

- ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

Source: As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.” Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Average yearly cost of attendance	\$ 19,409
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- iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges. Utilizing Board of Regents’ Time to Degree report for fulltime first time freshmen (FTF).

Average Time to Bachelor's Degree	5.7 years
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- iv. Average cost per degree awarded in the most recent academic year.

Average cost per degree awarded	\$ 3,084.00
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- v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

Average cost per non-completer	\$ 3,084.00
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- vi. All expenditures of the institution for the most recent academic year. As reported on the Form BOR-3 during the Operational Budget Process.

All expenditures of the institution for the 12-13AY	\$ 101,591,333
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