



**McNeese State University
University of Louisiana System**

**GRAD Act Annual Report
FY 2011-2012 (Year 2)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2012**

**and to the
Louisiana Board of Regents,
May 1, 2012**

Table of Contents

Student Success

Narrative

- | | |
|---|---------|
| | Page 3 |
| 1.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. | Page 6 |
| 1.b. Increase the percentage of program completers at all levels each year. | Page 11 |
| 1.c. Develop partnerships with high schools to prepare students for postsecondary education. | Page 16 |
| 1.d. Increase passage rates on licensure and certification exams and workforce foundational skills. | Page 17 |

Articulation & Transfer

Narrative

- | | |
|---|---------|
| | Page 23 |
| 2.a Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students. | Page 25 |
| 2.b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution. | Page 27 |
| 2.c Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution. | Page 28 |
| 2.d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169. | Page 28 |

Workforce and Economic Development

Narrative

- | | |
|--|---------|
| | Page 29 |
| 3.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. | Page 33 |
| 3.b Increase use of technology for distance learning to expand educational offerings. | Page 34 |

Institutional Efficiency and Accountability

Narrative

- | | |
|---|---------|
| | Page 36 |
| 4.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. | Page 38 |
| 4.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. | Page 39 |
| 4.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. | Page 40 |

1. STUDENT SUCCESS

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

New Initiatives in 2011-2012

McNeese initiated several new programs and changes in AY 11-12 to work toward student success.

1. Administration of ACT ENGAGE: Piloted to first-time freshman orientation attendees. This assessment is designed to measure students' behaviors and psychosocial attributes which are critical components of college success. At present, the data is being reviewed and plans are being developed to use ENGAGE results to help predict first-time freshman retention and success and establish intervention strategies.
2. Established a retention work group to review data and strategies and make recommendations for change.
3. Combined processes for Appealing Academic Suspension and Financial Aid into one. College committees now 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 and counseling referrals as well as specific requirements to enroll in courses directly on the degree path.
4. Participation in the Board of Regents CALLback initiative: This project provides McNeese an opportunity to find former students who did not earn a credential and then recruit them back for degree completion.
5. Expanded Advising Delivery: We created and posted instructional videos on our webpage to assist students new to McNeese with course registration, utilization of the online catalog and online bill payment. The benefit to students is twofold: (1) the advisor will be able to spend more time addressing a student's specific needs and less time discussing the mechanics of registration and (2) the videos will act as a resource available to students anywhere, at any time. This spring, we are also piloting a temporary flextime schedule for our advisors to accommodate students who need late afternoon or early evening appointments during peak advising and registration periods. Our intention is to reach as many students as we can and still maintain quality advising.

Initiatives Continued in 2011-2012

1. Enhanced Advising Policies: We continue to set maximum course loads and minimum requirements that must be met before a student can transfer to an advisor in a specific academic department. These practices are designed to ensure that student start on track and can manage their schedules.
2. At-Risk Intervention: A program where instructors alert academic advisors about at-risk students, so that advisors can follow up with appropriate support or provide the student with relevant resources, such as specialized tutoring or counseling, before the midterm.
3. Intersession: We continued offering spring intersession—an academic term between regular spring and summer terms—designed to help students stay on track and maintain TOPS, since successful completion of these courses can be applied toward the 24-hour requirement for continued eligibility. Registration is currently underway for spring 2012 intersession. This special session has become a permanent part of our academic calendar.
4. PASS Program: A summer bridge program designed to ensure that first-time freshman who meet all other admissions requirements, but still need two developmental courses, can take at least one of these in the summer and increase their chances of meeting admission standards for the upcoming fall and of making adequate progress toward a degree. This program also supports our mission and the ULS [Access and Success](#) initiative to provide access to higher education to students in our region.

5. 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.
6. Admissions Restrictions for Exceptions: Based on prior year data, in 2011-2012, the University Admissions Panel chose to continue the following restrictions to allowable admissions exceptions: 1) Lower the percentage for allowable exceptions prior to the Regent's required deadline of fall 2012. 2) Deny admission by exception to first-time freshman applicants who (a) require two developmental courses and are not a candidate for the summer PASS program, (b) have less than a 2.5 high school GPA and do not meet one or more of the other admission requirements; and 3) Encourage students to dual enroll at Sowela for developmental coursework.
7. Project Win-Win: Identifies students who are no longer enrolled but have earned enough credits to qualify for an associate degree.
8. 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.
9. Midterm Grade Reporting: Students receive a definitive report of their progress at midterm and at-risk students are identified. Expanded in 2011-2012 to include all 100-level and 200-level courses.
10. Baccalaureate Progression Award: A scholarship program that awards students who demonstrate adequate progress toward completing their degree in four years.
11. Professional Exam Support: Students in professional programs such as Athletic Training, Clinical Laboratory Sciences, Education, Nursing, and Radiological Technology undergo rigorous admissions policies to gain entrance to their programs. Each program provides specific courses or other testing support to ensure graduating students pass their exams.

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

Data from each of the above continuing initiatives shows that our efforts have contributed to student success, or in cases where full implementation was not possible, the idea is good enough to justify the pursuing the program.

1. Enhanced Advising Policies: We met our target, and as this process gets streamlined, we anticipate continued improvements.
2. At-Risk Intervention: Through Fall of 2011, instructors initiated 470 reports through our program. A total of 333 (71%) were counseled via email, phone calls or in person appointments and were directed to appropriate services.
3. Intersession: 2011 intersession data: 13 courses offered, 183 students enrolled, 94% passed, and 87.4% enrolled the following fall and/or completed a degree in Summer 2011 term.
4. PASS Program: Because of 2010 results, McNeese increased standards for admission to PASS (GPA, ACT), and made students responsible for cost of the course. The actions resulted in improved performance.

<i>Benchmark</i>	<i>Summer 2010 Results</i>	<i>Summer 2011 Results</i>
75% Pass Rate	≤ 75%	100%
75% Retention Rate	≤ 75%	100%

5. On-Track Program: In Summer 2011, 119 students participated in the program with 99.2% continuing to the fall semester or completing degree requirements. This is an increase over the previous summer's continuation rate of 94.18%
6. Admissions Restrictions for Exceptions: In fall 2011, fewer than 6% of first-time freshmen were admitted by exception, a decrease from the 10% allowable. Retention rate comparison between regularly admitted students and those admitted by exception show a difference of 15-20% greater 1st-2nd year retention rate among regular admissions, and 20% or greater 1st-3rd year retention rate among regular admissions.

7. Project Win-Win: Seven new graduates since last reporting for a total of 56 degrees granted through this project.
8. Degree Road Maps: The academic advisors continue to review and discuss several different models. This program complements the enhanced advising policies and procedures discussed in section 1a that apply to entering freshman. These roadmaps will better assist students and advisors in ensuring adequate and correct progress is being made toward the degree.
9. Midterm Grade Reporting: For fall 2011, 30% of students earning Ds or Fs at midterm improved to a C or better to earn passing grades. No data available for spring 12 as of yet.
10. Baccalaureate Progression Award: Implementation of this program has been delayed until fall 2012 or 2013. The completion of the electronic degree audit program will provide information needed to determine the eligible student population and assess budget impact. With state budget cuts, concerns are that sufficient funding may not be available to fund all eligible students. This award complements the On Track Program by creating not just another incentive for students to stay focused and complete on time, but the means to do so as well.

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

Students who are part of a first-time freshman cohort are assigned a cohort code in the student information system. This code allows for tracking and monitoring of the cohort participants' performance. Reports are periodically provided to academic college deans, so that advisors and departmental personnel can intervene and encourage students as needed. Our At-Risk Intervention (2, above) and Midterm Grades Reporting (9, above) 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 determine their student status and make every effort to contact the student and direct him or her to appropriate resources.

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

McNeese maintains partnerships with twenty-one schools in six parishes, including Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, and Pointe Coupee, to teach courses in English, history, biology, college algebra, pre-calculus, statistics, psychology, education, engineering, and sociology.

- Total Sections Taught: 96
- Fall 2011 enrollment: 954 (27% increase over previous year)
- Spring 2012 enrollment 887 (25% increase over previous year)

In an effort to nurture these partnerships, McNeese provides the following feedback reports:

1. [Applicant Status Summary](#) for students who will graduate from high school in May. [This report](#) 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 as well as the number of accepted applicants who enrolled at McNeese).
3. [Progress of FTF](#) admitted in the fall and [their performance](#).

Additionally, McNeese solicits input from high school principals and counselors on the content and results of these summaries.

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*	1224*	1266*				
# Retained to 2nd Fall semester	860*	846*	852*				
Rate	67.5%	69.1%	67.3%				
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 06 to Fall 07							
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Avg of Prior Three Years							
Actual Fall 09 to Fall 10							
Actual Fall 10 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

*BOR data shows Baseline: 1286 in cohort and 845 retained for rate of 65.7%; Year 1: 1236 in cohort and 844 retained for rate of 68.3%; Year 2: 1267 in cohort and 843 retained for the rate of 67.2%. The chart numbers are based on corrected information sent to BOR Aug 2010, Sept. 2010 and Mar. 2012.

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*				
# Retained to 3 rd Fall semester	674	714*	694*				
Rate	53.8%	56.0%	56.7%				
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 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

*BOR data shows Year 1: 1286 in cohort and 698 retained for rate of 54.3%. Year 2: 1236 in cohort and 689 retained for rate of 55.7%. The chart numbers are based on corrected information sent to BOR Aug 2010, Sept. 2010 and Mar. 2012.

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				
# Graduated within 150% of time	494	528	562				
Rate	36.4%	35.1%	35.1%				
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 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		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				
Expected # of Awards*	1695	1769	1812				
# Awards	1171	1127	1182				
Ratio of Awards/ FTE	.1727	.1592	.1630				
Award Productivity*	69.1%	63.7%	65.2%				
Target		64% (62% - 66%)	64% (62% - 66%)	64% (62% - 66%)	64% (62% - 66%)	64% (62% - 66%)	65% (63% - 67%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		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				
# Admitted by Exception	8	4	6				
Rate	6.3%	3.5%	7.7%				
# in Freshmen Admitted (Fall)	1334	1333	1386				
# Admitted by Exception	139	76	60				
Rate	10.4%	5.7%	4.3%				
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	147	122	86				
# Admitted by Exception	16	12	7				
Rate	10.9%	9.8%	8.1%				
# in Freshmen Admitted (Total)	1609	1570	1550				
# Admitted by Exception	163	92	73				
Rate	10.1%	5.9%	4.7%				

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

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				
% Change		-7.1%	-6.9%				
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				
% Change		0.0%	2700.0%				
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				
% Change		-7.1%	-4.3%				
Target		-7.1% (962)	-3.7 (997) (-5.7 - -1.7)	-3.1% (1003)	-1.6% (1018)	-0.2% (1033)	5.6% (1093)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		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				420
% Change		-9.2%	8.2%				
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				
% Change		300.0%	900.0%				
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, Graduate Completers	294	270	327				
% Change		-3.4%	8.2%				
Target		-3.4% (270)	0.68 (296) (-1.32 – 2.68)	-7.8% (271)	-0.68% (292)	-2.4% (287)	3.4% (304)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		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, TOTAL All Degrees	1329	1232	1318				
% Change from baseline		-7.3%	-0.8%				

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				
Fall	418	486	697				
Winter							
Spring	355	426	661				
TOTAL	793	927	1397				

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				
Fall	1582	1922	2893				
Winter							
Spring	1333	1684	2911				
TOTAL	2999	3670	5957				

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				
Fall	1431	1858	2785				
Winter							
Spring	1192	1587	2731				
TOTAL	2698	3500	5666				

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)	na	2011	3	2	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%	2011	12	12	100.00%
13.1001 SPECIAL EDUCATION MILD/MODERATE Grades 1-12	14 ELEMENTARY ED CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	10	10	100.00%
	235 BIOLOGY CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	na			
	0061 MATHEMATICS CONTENT KNOWLEDGE	Louisiana State Department of Education	na	2010-11	1	1	100.00%
	353 ED OF EXCEPTIONAL STUDENTS: CORE CK	Louisiana State Department of Education	100.00%	2010-11	10	10	100.00%
	542 ED OF EXCEPTIONAL STUDENTS: MTMD	Louisiana State Department of Education	100.00%	2010-11	10	10	100.00%
13.1202 ELEMENTARY EDUCATION GRADES 1-5	14 ELEMENTARY ED CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	69	69	100.00%
	522 PRINCIPLES LEARNING AND TEACHING K-6	Louisiana State Department of Education	100.00%	2010-11	69	69	100.00%
13.1205 SECONDARY EDUCATION GRADES 6-12: BUSINESS EDUCATION	100 BUSINESS EDUCATION	Louisiana State Department of Education	na	2010-11	3	3	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	na	2010-11	3	3	100.00%

13.1205 SECONDARY EDUCATION GRADES 6-12: ENGLISH	41 ENG LANG LIT COMP CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	10	10	100.00%
	43 ENG LANG LIT COMP PEDAGOGY	Louisiana State Department of Education	100.00%	2010-11	10	10	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	10	10	100.00%
13.1205 SECONDARY EDUCATION GRADES 6-12: MATHEMATICS	60 MATHEMATICS	Louisiana State Department of Education	na	2010-11	1	1	100.00%
	61 MATHEMATICS: CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	9	9	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	10	10	100.00%
13.1205 SECONDARY EDUCATION GRADES 6-12: SCIENCE: BIO.	235 BIOLOGY CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	5	5	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	5	5	100.00%
13.1205 SECONDARY EDUCATION GRADES 6-12: SOCIAL STUDIES	81 SOCIAL STUDIES: CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
	83 SOCIAL STUDIES: INTERPRET MATERIALS	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
13.1205 SECONDARY EDUCATION GRADES 6-12: VOCATIONAL FAMILY AND CONSUMER SCIENCE	120 FAMILY AND CONSUMER SCIENCES	Louisiana State Department of Education	100.00%	na (13.1308)			
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	na (13.1308)			
13.1205 SECONDARY EDUCATION GRADES 6-12: FOREIGN LANGUAGE	0173 FRENCH: CONTENT KNOWLEDGE	Louisiana State Department of Education	na	2010-11	1	1	100.00%
	524 PRINCIPLES	Louisiana State Department of	na	2010-11	1	1	100.00%

- FRENCH	LEARNING AND TEACHING 7-12	Education					
13.1205 SECONDARY EDUCATION GRADES 6-12: FOREIGN LANGUAGE - SPANISH	191 SPANISH: CONTENT KNOWLEDGE	Louisiana State Department of Education	na	2010-11	3	3	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	na	2010-11	3	3	100.00%
13.1206 H/PE: HEALTH AND PHYSICAL ED. GRADES K-12	91 PHYS. EDUCATION: CONTENT KNOWLEDGE	Louisiana State Department of Education	na	2010-11	2	2	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	na	2010-11	2	2	100.00%
13.1210 EARLY CHILDHOOD EDUCATION GRADES PK-3	14 ELEMENTARY ED CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	27	27	100.00%
	20 EARLY CHILDHOOD EDUCATION	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
	521 PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD	Louisiana State Department of Education	100.00%	2010-11	29	29	100.00%
	522 PRINCIPLES LEARNING AND TEACHING K-6	Louisiana State Department of Education	na	2010-11	2	2	100.00%
	5014 ELEM ED CONTENT KNOWLEDGE (CD)	Louisiana State Department of Education	na	2010-11	2	2	100.00%
13.1301 AGRICULTURAL EDUCATION GRADES 6-12	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	na			
	700 AGRICULTURE	Louisiana State Department of Education	100.00%	na			
13.1302 ART EDUCATION GRADES K-12	133 ART CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	4	4	100.00%
	522 PRINCIPLES LEARNING AND TEACHING K-6	Louisiana State Department of Education	100.00%	2010-11	1	1	100.00%

	523 PRINCIPLES LEARNING AND TEACHING 5-9	Louisiana State Department of Education	100.00%	2010-11	1	1	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	2	2	100.00%
13.1303 BUSINESS EDUCATION GRADES 6-12	100 BUSINESS EDUCATION	Louisiana State Department of Education	100.00%	2010-11	4	4	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	4	4	100.00%
13.1305 ENGLISH EDUCATION GRADES 6-12	41 ENG LANG LIT COMP CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
	43 ENG LANG LIT COMP PEDAGOGY	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
13.1308 VOCATIONAL FAMILY AND CONSUMER SCIENCE	121 FAMILY AND CONSUMER SCIENCE	Louisiana State Department of Education	100.00% (13.1205)	2010-11	1	1	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00% (13.1205)	2010-11	1	1	100.00%
13.1311 MATHEMATICS EDUCATION GRADES 6-12	61 MATHEMATICS: CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	1	1	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	1	1	100.00%
13.1312 MUSIC EDUCATION : INSTRUMENTAL MUSIC GRADES K-12	113 MUSIC CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	3	3	100.00%
	523 PRINCIPLES LEARNING AND TEACHING 5-9	Louisiana State Department of Education	100.00%	2010-11	1	1	100.00%

	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	2	2	100.00%
13.1312 MUSIC EDUCATION : VOCAL MUSIC GRADES K-12	113 MUSIC CONTENT KNOWLEDGE	Louisiana State Department of Education	na	2010-11	2	2	100.00%
	522 PRINCIPLES LEARNING AND TEACHING K-6	Louisiana State Department of Education	na	2010-11	1	1	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	na	2010-11	1	1	100.00%
13.1314 HEALTH and PHYSICAL EDUCATION GRADES K-12	91 PHYSICAL ED: CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	17	17	100.00%
	523 PRINCIPLES LEARNING AND TEACHING 5-9	Louisiana State Department of Education	100.00%	2010-11	1	1	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	16	16	100.00%
13.1318 SOCIAL STUDIES EDUCATION GRADES 6-12	81 SOCIAL STUDIES: CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	4	4	100.00%
	83 SOCIAL STUDIES: INTERPRET MATERIALS	Louisiana State Department of Education	100.00%	2010-11	4	4	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	4	4	100.00%
13.1322 BIOLOGY EDUCATION GRADES 6-12	235 BIOLOGY CONTENT KNOWLEDGE	Louisiana State Department of Education	100.00%	2010-11	2	2	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	2010-11	2	2	100.00%
13.1331 SPEECH EDUCATION GRADES 6-12	220 SPEECH COMMUNICATION	Louisiana State Department of Education	100.00%	na			
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	100.00%	na			

13.1399 FOREIGN LANGUAGE: SPANISH	191 SPANISH: CONTENT KNOWLEDGE	Louisiana State Department of Education	na	2010-11	1	1	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	na	2010-11	1	1	100.00%
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%^	2010	1	1	100.00%
		Louisiana State Board of Nursing	na	2010	7	7	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	na	2010	3	2	66.67%
51.3801 Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	85.71%^	2010	153	151	98.7%
51.0911 Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	100.00%	2011	16	16	100.00%

^ Report is based on first-time test takers only.

*Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be one year later than what was reported as baseline in Year 1 of GRAD act

**Calculated Passage Rate = # students who met standards for passage/# students who took exam

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 2011-2012

1. Beginning with summer 2012 application term, McNeese will no longer admit transfer students who require both a college-level English course and a college-level math course for admission.

Initiatives Continued in 2011-2012

2. Admissions Restrictions for Exceptions: Adopted a lower percentage for allowable exceptions prior to the Regent's required deadline of fall 2012.
 3. Admissions Panel Questionnaire: Transfer applicants who do not meet admissions standards may make their case for admission by completing this questionnaire. The Admissions Panel reviews the questionnaire along with other applicant information to determine admissions. If the completed questionnaire is not returned within 30 days, the application is not reviewed by the panel, and the applicant is denied admission.
- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**
 1. Admissions Restrictions for Exceptions: Increased restrictions and the panel questionnaire are positive initiatives as they relate to transfer admissions. Percentage of students admitted by exception remains below the accepted BOR threshold.
 - Fall 2011 Transfers admitted by exception rates show a decrease of 2% from the baseline year and 0.3% decrease from the previous.
 - Spring 2012 Transfers admitted by exception rates show a 5.7% decrease from the baseline, for an overall decrease of 3.2% from the baseline year.
 - **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 and LSU-Eunice. These agreements include

- **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. McNeese submits this applicant information (with permission from the applicant) to Sowela and/or LSU-E, as applicable.
- **Transfer Issue Remedies:** In 2011-2012, McNeese [collaborated with Sowela](#) to revise the Sowela to McNeese Transfer Guide, which includes [course by course equivalency](#). We also review and revise annually our [course equivalency index with LSU-E](#). Faculty provides input on all course equivalency agreements. These agreements ensure a seamless transition for students since course equivalencies are easily verifiable.
- **Cross-Enrollment Agreements:** In 2012, we hope to expand our relationship with Sowela through discussions regarding a cross-enrollment agreement, procedures, and regulations. A draft of this agreement is pending in summer 2012 after Sowela's SACSCOC candidacy visit.

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 second feedback reports to Sowela and LSU-E in April detailing the performance of former students who transferred to McNeese in fall 2011. McNeese provides feedback to Sowela and LSU-E at the end of each fall 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				
# retained to next Fall semester	412	461	414				
Rate	71.2%	69.3%	68.0%				

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*				
# who began as transfers	295*	307*	296*				
Percentage who began as transfers	29.3%	32.5%	31.7%				

*Numbers on BOR report TTDPTBOR 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 TTDPTBOR for Baccalaureate degree dated 10/01/11 shows 337 out of 942 bacc 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.

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				
# Admitted by Exception	6	3	5				
Rate	11.3%	5.6%	9.6%				
# Transfers Admitted (Fall)	389	342	332				
# Admitted by Exception	45	34	32				
Rate	11.6%	9.9%	9.6%				
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	223	213	219				
# Admitted by Exception	29	14	16				
Rate	13.0%	6.6%	7.3%				
# Transfers Admitted (TOTAL)	665	609	603				
# Admitted by Exception	80	51	53				
Rate	12.0%	8.4%	8.8%				

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

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				
# retained to next Fall semester	33	44	44				
Rate	73.3%	78.6%	69.8%				

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				
# who began as transfers w assoc degree	26	25	28				
Percentage who began as transfers w assoc degree	2.5%	2.6%	3.0%				

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				

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				
# retained to next Fall semester	0	0	0				
Rate	0%	0%	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				

3. WORKFORCE AND ECONOMIC DEVELOPMENT

- **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 accordance with our policy on [Program Recovery and Enrichment](#), adopted in spring 2011, the Academic Advisory Council reviewed all programs for completer status and workforce alignment at its [March 26, 2012 meeting](#). Our review determined that all of our programs are aligned with workforce needs and that our completer numbers are acceptable or on-track based on progress since the last review in 10-11. Even so, several programs have taken current offerings and repackaged them in ways uniquely suited to workforce demands as noted in the next section.

- **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.**

Academic Program Enhancements

The following Academic Programs modified existing pathways or created new ones for students to earn credentials valuable for advancing their careers:

1. The College of Engineering and Engineering Technology developed both a Post-Baccalaureate Certificate and a Graduate Certificate in Pump Reliability Engineering (approved by Regents in December 2011) that is designed specifically for the working engineer. Accelerated classes, offered concurrently, enable students to complete the certificate on their own time schedule rather than having to follow the traditional semester schedule.
2. The College of Liberal Arts has delivered a letter of intent to develop the MS in Criminal Justice (which will be available through traditional and distance education formats) for BOR consideration in response to area demand from area civic and law enforcement agencies.
3. The College of Nursing has proposed a Post-baccalaureate certificate in Case Management to the BOR in response to demand from area hospitals.

McNeese's State University's six colleges all 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. Additionally, in 2011-2012, our President and his staff have conducted over 30 meetings with campus and community stakeholders in the Southwest Louisiana region and beyond to gather input for shaping the strategic future of the institution as it pertains to enhancing student learning and, in particular, impacting the SWLA region. Of nearly 6000 responses, 20% emphasize McNeese's importance to the region as an institution that prepares the region's workers and supports the region's businesses and civic, industry, healthcare, and K-12 enterprises.

University Initiatives for Workforce Development

In 2011-2012, McNeese initiated the following actions to support area workforce needs:

1. Institute for Industry-Education Collaboration (IIEC) and Continuing Education: We reorganized our community outreach programs by separating Continuing Education from Leisure Learning. Continuing Education, now part of the Institute for Industry-Education

Collaboration, focuses exclusively on offering programs and courses essential to area business and industry. In 2011-2012, thus far, the Institute for Industry-Education Collaboration has provided training to 376 individuals from 64 companies for a total of 807 hours of professional development.

2. [Center for the Advancement of Meat Processing and Production \(CAMPP\)](#): McNeese State University purchased the Racca Meat Processing Plant in Lacassine and leases it to the McNeese Harold and Pearl Dripps Department of Agricultural Sciences, which has created the Center for the Advancement of Meat Processing and Production (CAMPP). This enterprise would be the first educational training facility in the nation for meat processing and marketing. The goals of this project include the following:
 - 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 (see also [Occupational Code 51-3021](#) for SWLA).
3. [The Southwest Entrepreneurial and Economic Development \(SEED\) Center](#) construction is a collaborative effort among McNeese State University, the Calcasieu Parish Policy Jury, the SWLA Chamber Alliance, and the City of Lake Charles. The \$11 million SEED Center is being constructed with funds from Community Development Block Grant, Economic Development Agency, the City of Lake Charles appropriation, and the SELA Alliance. The SEED Center building will house the Chamber Alliance operations, up to 34 small business incubators, the McNeese State University Innovation Center, the McNeese State University Small Business Development Center, classroom and training space. The McNeese State University curriculum core is being 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.
4. [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 currently developing software to assess sediment and ensure open shipping channels. This research centers [supports the Blue Ocean initiatives](#) associated with digital media/software development for ecosystems and water and plant management for coastal restoration.

- **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](#) 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 Economic Development Information Services](#) provides monthly and annual data on economic activity for the city and the five parish region.
3. McNeese's Small Business Development Center supports area jobs and small business. At the end of their most recent fiscal period, the SBDC facilitated the creation of [57 new jobs and 20 new businesses](#) through its resources, services, and direct support for a total economic impact of over \$4 million. Additionally, the SBDC recently [wrote in support of the area](#) Workforce Investment Board's grant application.

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

Each semester we administer a senior exit survey designed to capture information related to post-graduate employment, graduate school placement and other information. The following data represents fall-to-fall comparisons because spring data is unavailable at the time of this report.

Grad Fest Survey Question	Fall 10	Fall 11
Actively seeking employment in major field of study	67.9%	66.6%
Received an offer	29.4%	28%
Seeking employment outside of major field of study	35.5%	32.4%
Received an offer	23.2%	17.4%
Percentage pursuing graduate/professional school*	40.2%	38.7%
Percentage accepted*	18.6%	6.8%

* Note: Typically fall term percentages are lower than spring in this category.

For fall 2011, Grad Fest survey also shows that of those obtaining employment 52.5% found work in their major field of study, with nearly 70% earning salaries above \$30,000.

- **Improved technology/expanded distance learning offerings during the reporting year.**

In 2011-2012, McNeese made several enhancements to its distance education program to support students at all levels, from financial aid and registration, to course offerings, to faculty support and development. These enhancements are as follows:

- Learning Management System: McNeese decided in 2011-2012 to discontinue its use of Blackboard Learning Management System and instead opt for adopting the open-source, Moodle platform beginning in fall 2012. This shift saves the University approximately \$60,000 per year.
- Online Advising: The Division of General and Basic Studies continues to support our distance students with online advising via Skype and, for students with Apple computers or mobile devices, FaceTime. The freshmen advisors have created and posted instructional videos on the webpage to assist students new to McNeese with course registration, utilization of the online catalog and online bill payment.
- Online Tutoring: The McNeese Write to Excellence Center (Writing Center) has developed a pilot program to offer online tutoring for distance education students.
- Online Financial Aid: The Financial Aid appeals process has been moved entirely online, and all other financial aid forms are available online as well.
- Fee Deferral Options: The Office of Administrative Accounting has established a plan to enable distance education student to defer their fees and pay them according to an adjusted schedule.
- Access to Books: The McNeese bookstore has extended its PTA program to allow distance education students to collect their books right away and pay for them with financial aid.
- Faculty Development/Training: The McNeese Office of Electronic Learning regularly provides both face-to-face and asynchronous training for faculty, having trained approximately 130 instructors in the current academic year to learn and improve their facility with web-based learning technologies.
- Accelerated Courses: These offerings increased by 64% in academic year 2011-2012. Additionally, a redesigned accelerated curriculum is being piloted for our PBC and GC in Pump Reliability, which consists of four-week courses that overlap, enabling students to enter the program and complete it at their convenience.

- Distance Education Planning: McNeese is working with [Tom Clay Associates](#) to develop strategies for designing and implementing a comprehensive online education program.

Expanded Offerings and New Distance Learning Programs

McNeese expanded distance education course offerings in 2011-2012 accordingly:

- One-hundred and one more sections were taught in the current academic year than in the previous academic year.
- In 64% of the departments distance learning courses increased over by over 1/3 from the previous academic year.

Additionally, the following programs have been proposed or are in the approval process for distance learning:

1. RN to BSN completer program
2. BS in Business Management
3. MS in Criminal Justice
4. PBC Pump Reliability
5. GC Pump Reliability

Proposed last year but offered for the first time this year is the MEd in Curriculum and Instruction, which offers four concentrations.

Revenues/Efficiencies

- Revenues generated from distance education/online offerings for AY 2011 – 2012 total \$754,284.00, representing a 22.94% increase over the previous year.
- McNeese's shift to Moodle will result in an annual savings of approximately \$60,000.

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.

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*				

Eliminated 10-11:

*McNeese [eliminated and/or consolidated 21 programs](#) in April 2011, after the finalization of Year 1 GRAD Act report and are reported in Year 2.

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*				

* PBC, GC in Pump Reliability; MS in Criminal Justice; PBC Nursing Case Management and also reported are PBC in Reading Specialist, PBC Music Education-Kodaly Studies, BS in Secondary Education & Teaching, BS in Mathematical Sciences, BS in Nutrition and Food Sciences, ASN in Nursing, which were done after the finalization of the GRAD Act report for Year 1 and are reported in Year 2.

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				
# of programs aligned with needs			72				

% of programs aligned			100%				
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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				
# of course sections that are 100% distance delivered	234	318	431				

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				
# of students enrolled in courses that are 100%	4034	5794	7582				

distance delivered							
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3.b.iii. Number of programs offered through 100% distance education by award level (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
Associate	0	0	0				
Baccalaureate	1	2	3				
Post-Baccalaureate	0	0	1				
Masters	1	1	1				
Doctoral	0	0	0				
Professional	0	0	0				
TOTAL	2	3	5				

4. Institutional Efficiency and Accountability

Narrative Report (1-2 pages)

- **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 11-12, we continued to reduce the number of developmental course offerings: 15% reduction in course offerings from our baseline year; 25% reduction in number of students enrolled in developmental courses from baseline year. McNeese is on schedule to offer 30 sections of developmental courses for AY 2012-2013.

Our pace toward elimination is slower than we had intended (i.e. we stated in the last reports we would only offer 20 developmental sections in fall 2012). We are waiting for BOR developments concerning developmental coursework and Sowela's achievement of SACSCOC candidacy to best manage our phase out of the offerings. In the meantime, we have decided to no longer admit students who need to take two developmental courses. Additionally, for fall 2012 all students who transfer in to McNeese will have to have completed college-level math and English before being admitted.

Collaboration on Developmental Courses Offerings: In our 2010-11 Grad Act, we reported that for the current academic year, Sowela would be teaching developmental courses on the McNeese campus in the fall and in the spring. Due to faculty shortages at Sowela, they requested that we postpone the plan, so now in AY 12-13, Sowela will teach one of each developmental course on the McNeese campus in the fall and one of each in the spring.

Progress on Eliminating Associate Degree Offerings: McNeese and Sowela chief academic affairs officers and deans/faculty/program coordinators for nursing have periodic meetings to discuss collaborative efforts going forward. SOWELA will host a SACSCOC visit in April 2012 to determine if the institutional is eligible for Candidacy Status for SACSCOC accreditation. The accreditation status continues to be a concern. Full articulation and collaborative agreements will become a reality when the accreditation is achieved.

Program	Last Term Students will be admitted into Program at McNeese
AS Computer Information Technology	Pushed back to Fall 2013
Associate General Studies*	Fall 2013
AS Paralegal Studies	Fall 2013
AS Engineering Technology	TBD
ASN Nursing	TBD

* Associate General Studies (AGS): Our three-year completer average has increased from 58 to 68, due to an extremely high number of graduates in 2011 (91, see [BOR CRINPROG](#)). Sowell continues to have 0 graduates in its AGS program, largely because students typically do not attend an institution to obtain a general studies degree, but opt for one later as a degree of “last resort.”

- **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 2011](#) approved our schedule for increasing non-resident tuition:

<u>Proposed Non-Resident Tuition Schedule 2011-2012</u>		
	2011-2012 Amount	SREB Category 4 Target
MSU	13,176	15,083

The fee payment information posted in the online schedules for [fall 2011](#) and [spring 2012](#) reflect this annual non-resident fee increase of \$822, based on 12-hours per semester.

	Proposed 2012-13	Proposed 2013-14	Proposed 2014-15	Proposed 2015-16
MSU	14,935	16,563	17,356	18,188
SREB Category 4 Target	15,806	16,563	17,356	18,188

The SREB target reflects an average increase of 4.79% 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 2010	Spring 2011	AY 2010- 2011	Fall 2011	Spring 2012	AY 2011- 2012
NR Enrollment	987	942	1929	966	924	1890

For 2011-2012 our non-resident revenue increased over the previous year in direct proportion to the percentage of the fee increase.

	10-11	11-12	% change
Annual Non-Resident Tuition & Fees*	11,629	13,175	13.29%
Annual Non-Resident Fee*	7,672	8,822	14.99%
Total Non-Resident Fee Revenue	1,994,639	2,286,784	14.65%

*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				
Course sections in English	24	23	18				
Other developmental course sections	0	0	0				
TOTAL	48	47	41				

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				
Enrollment in dev English	431	345	262				
Enrollment in other developmental courses	0	0	0				
TOTAL	1303	1123	971				

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				

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*				

***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				
Peer non-resident tuition/fees (full-time)	13,904	14,539	15,083				
Percentage difference	-35.5%	-25.0%	-14.5%				

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, 2012

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 2011

Undergraduate headcount	7802
Graduate headcount	989
Total headcount	8791

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

Source: 2011-2012 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	7265.4
Graduate FTE	591.5
Total FTE	7856.9

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 2011.

Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	399
FTE Faculty	327.0

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 2011.

Undergraduate headcount enrollment	36,495
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,585
Average undergraduate class size	23.0

d. Average number of students per instructor

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

Source: Budget Request information 2011-2012 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2011.

Total FTE enrollment	7856.9
FTE instructional faculty	327.0
Ratio of FTE students to FTE faculty	24.03

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 2011, EEO category = "1" (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 and Engineering Technology	1	1
College of Liberal Arts	1	1
College of Nursing	1	1
College of Science	1	1

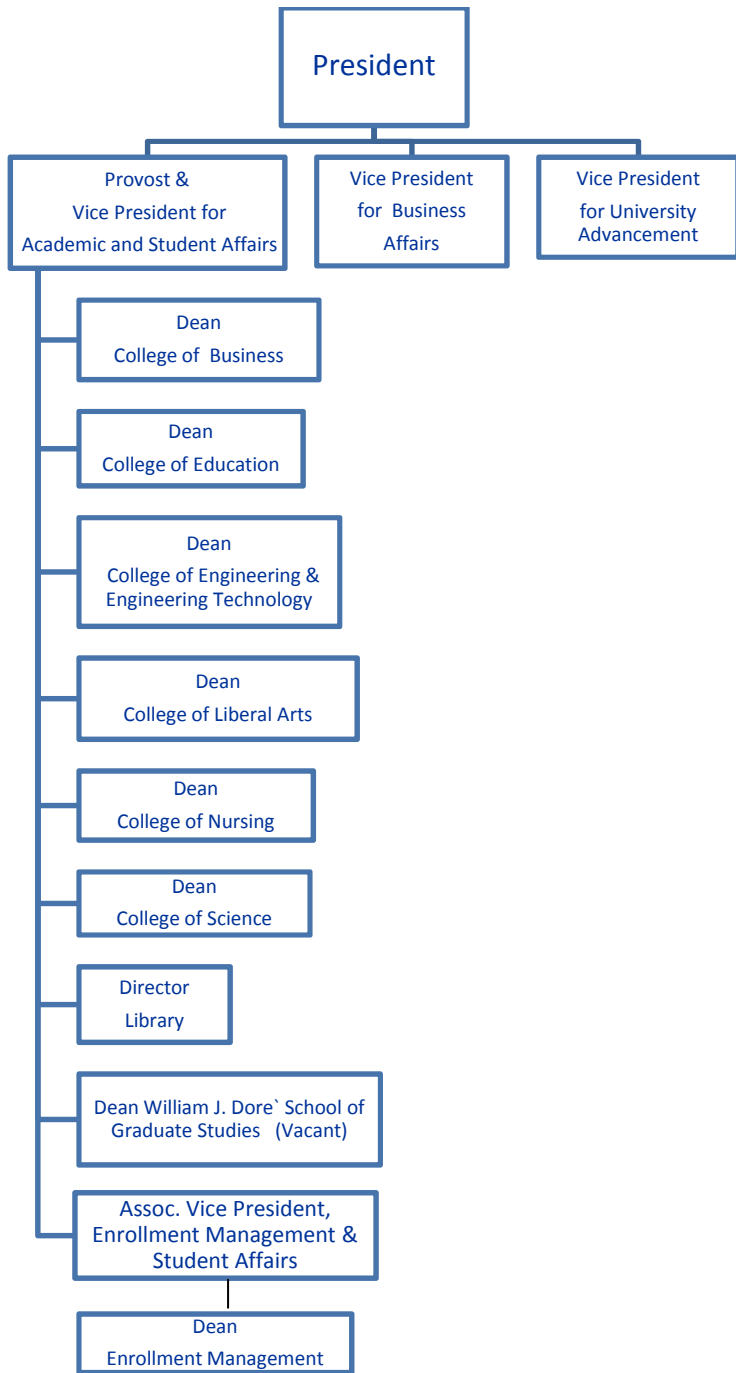
f. Number and FTE of staff in administrative areas

- **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 2011, EEO category = "1" (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	18	18
Business Affairs	10	10
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 2011).**



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
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
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)
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
Vice President Business Affairs	\$143,000	\$143,000 7/1/2008 \$128,505 2009-10 pay increase plan adjustment for performance.	\$143,000
Vice President for University Advancement	\$132,525	\$132,525 7/1/2008	\$132,525 (title changed from

		\$120,525 2009-10 pay increase plan adjustment for performance.	VP Development & Public Affairs 7/1/2011)
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.
Dean College of Education	\$118,176	\$118,176 7/1/2008 \$112,549 2009-10 pay increase plan adjustment for performance.	\$118,176
Dean College of Engineering & Engineering Technology	\$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
Dean College of Liberal Arts	\$108,622	\$108,622 7/1/2008 \$100,592 2009-10 pay increase plan adjustment for performance.	\$108,622
Dean College of Nursing	\$115,632	\$115,632 7/1/2008 \$110,126 2009-10 pay increase plan adjustment for	\$115,632

		performance.	
Dean College of Science & Interim Dean for William J. Dore' School of Graduate Studies	\$123,296	\$123,296 7/1/2008 \$117,425 2009-10 pay increase plan adjustment for performance. (This Dean also temporarily performs duties of Dean for School of Graduate Studies.)	\$123,296
Dean Enrollment Management	\$96,265	\$96,265 7/1/2008 \$91,681 2009-10 pay increase plan adjustment for performance.	\$96,265
Director Library	\$93,487	\$80,000 7/1/2008 \$93,487 New Director hired 4/15/2010	\$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
Associate Vice President for Enrollment Management and Student Affairs (created July 1, 2011)			\$98,000

i.

ii. A cost performance analysis

Note: The Board of Regents will provide the data items i. and iii. – vi. Item ii. will be reported by the institution.

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.

As reported on Form BOR-1 during the Operational Budget Process.

Expenditures by Function	Amount	Percentage
Instruction	\$ 28,151,016	43.7%
Research	\$ 2,902,739	4.5%
Public Service	\$ -	0.0%
Academic Support	\$ 5,773,254	9.0%
Student Services	\$ 3,939,503	6.1%
Institutional Services	\$ 7,518,403	11.7%
Scholarships/Fellowships	\$ 4,619,411	7.2%
Plant Operations/Maintenance	\$ 5,987,647	9.3%
Total E&G Expenditures	\$ 58,891,973	91.5%
Transfers out of agency	\$ 1,665,923	2.6%
Athletics	\$ 3,258,322	5.1%
Other	\$ 559,667	0.9%
Total Expenditures	\$ 64,375,884	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	\$ 17,346
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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), only when the number of graduates is ≥ 10 for the Baccalaureate degree for 4-year universities

Average time to degree	5.7
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iv. Average cost per degree awarded in the most recent academic year.

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.

State dollars per FTE	\$3,886
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vi. All expenditures of the institution for that year most recent academic year.

As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures	\$ 111,027,577.92
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