



**McNeese State University  
University of Louisiana System**

**GRAD Act Annual Report  
FY 2012-2013 (Year 3)**

**Submitted to the  
Board of Supervisors, University of Louisiana System  
April 1, 2013**

**and to the  
Louisiana Board of Regents,  
May 1, 2013**

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## 1. STUDENT SUCCESS

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

#### New Initiatives in 2012-2013

McNeese initiated several new programs and changes in AY 12-13 to work toward student success.

1. Participation in the Board of Regents Developmental Education Co-Requisite Delivery Pilot: Through the pilot, students with an ACT math subscore of 18 enroll in both developmental math (Math 092) 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). Through the pilot, students enroll in college-level English and math and a corresponding co-requisite designed to provide 'just in time' supplemental instruction.
2. Learning Community in Residence Hall: Plans are underway to create a living and learning experience in Burton Hall, a residence hall currently under construction. With the opening of Burton Hall in fall 2013, the intention is to create a community of high achieving student scholars and leaders focused on student interaction and engagement, high academic performance, and individualized mentoring and support initiatives. Optimally, the learning community will be representative of campus demographics and will include students who meet high school GPA and ACT score requirements.
3. 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 variation in course content to support retention and progression goals.
4. Proposed Revision of Withdrawal Policy: A proposed revision of the withdrawal policy intended to discourage withdrawal grades and encourage completion is currently under review for possible implementation with the 2013-14 academic year. The proposed revision imposes a course withdrawal fee for withdrawals which exceed the number allowable for a student's classification level and hours earned (i.e. freshman, sophomore, junior, senior, senior with 120 or more earned hours).

#### Initiatives Continued in 2012-2013

1. Administration of ACT ENGAGE: Administered to freshmen as part of the Freshman Foundations course. This assessment is designed to measure students' behaviors and psychosocial attributes which are critical components of college success. At present, the data from the assessment has been loaded into Banner, the student information system, and is currently being reviewed with ACT and COMPASS scores and high school GPAs as well as university GPAs, hours earned, and retention rates.
2. Retention work group reviewed the previous retention plan authored with the assistance and guidance of Noel-Levitz consultants. The work group determined that additional data review is needed before strategies can be recommended.
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. This electronic process continues to be reviewed and revised to meet the needs of students as well as the college committees.
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: This summer, we will pilot two different group advising models for our largest populations. One model will have our advisor for the College of Nursing visit high school seniors who are dually enrolled in an Anatomy and Physiology course during class time at their high school. The second model will be evening group advising for our largest populations of students over a two week period. We anticipate that this model will undergo several revisions over the next few semesters before we can definitively state whether or not it is successful. With the intention of reaching as many students as possible while maintaining quality advising, we continue to offer a temporary flextime schedule for our advisors to accommodate students who need late afternoon or early evening appointments during peak advising and registration periods.
6. 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. In spring 2013, we adopted an upper-level course prerequisite requiring students seeking a baccalaureate degree to successfully complete certain general education prerequisites prior to enrolling in upper-level (300 and 400) courses. The upper-level course prerequisite, which will be implemented in phases, requires students to complete six credit hours of general education English, three credit hours of general education mathematics, and three credit hours of general education science prior to enrolling in upper-level courses. In summer 2013, all entering freshmen, as well as transfer students with less than 18 college-level hours earned, must meet the upper-level course prerequisite prior to enrolling in upper-level courses. In fall 2014, all students, except visiting students, must meet the upper-level course prerequisite prior to enrolling in upper-level courses.
7. 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. Instructors (primarily English instructors) have initiated reports of 402 students from Fall 2012 through Spring 2013, and those students were counseled via email or phone call. Advisors discuss the importance of the portfolio in freshman English courses and encourage students to meet with those instructors to determine if the course can be successfully completed. Additionally, students who are now under an Academic Plan due to unsatisfactory academic progress under the terms set forth by our Financial Aid Office are considered at risk and are required to meet with an advisor at least twice each semester.
8. 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. The spring 2012 intersession, or summer 2012 pre-session, was the last intersession offered. Beginning with the 2012-13 academic calendar, some intersessions were eliminated, and with the adoption of the 2013-14 academic calendar, all intersessions have now been eliminated. This change was in response to two main concerns: (1) With the expansion of accelerated and online course offerings, the need to allow for additional parts of term for each term offered has increased; and (2) With additional changes to TOPS regulations, students can now complete the 24-hour requirement in fall, spring, and summer, negating the need for the intersession. Students who do not meet the 24-hour requirement in fall and spring are encouraged to enroll in the summer session to complete the necessary hours.
9. PASS Program: This summer bridge program, designed to ensure FTF who need developmental coursework can start in the fall, has been discontinued after review of the retention and progression data of PASS participants. The University Admissions Panel made the decision to discontinue the program and to refer applicants to Sowell Technical Community College or a community college in their local area, which better support GRAD Act goals for LCTC and 4-year collaboration.
10. 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.

11. Admissions Restrictions for Exceptions: Based on prior year data, in 2012-2013, the University Admissions Panel chose to discontinue PASS, the summer bridge program, and to implement the following restrictions to allowable admissions exceptions: 1) Continue to lower the percentage for allowable exceptions. 2) Deny admission by exception to transfer students who require both a college-level math and a college-level English course. 3) Deny admission by exception to international students transferring from foreign institutions with less than a 2.25 overall GPA.
12. Project Win-Win: Identifies students who are no longer enrolled but have earned enough credits to qualify for an associate degree.
13. 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.
14. Midterm Grade Reporting: Students receive a definitive report of their progress at midterm and at-risk students are identified.
15. Baccalaureate Progression Award: A scholarship program that awards students who demonstrate adequate progress toward completing their degree in four years.
16. 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.
17. Freshman Orientation: This one-day workshop is designed to aid new students in adjusting to the University and emphasizes University policies and procedures, registration, available services, placement tests, campus social life, and location of various University facilities. Orientation is offered in both traditional and compressed non-traditional formats. Parent Orientation, a workshop for parents of entering freshmen, is offered simultaneously with the traditional orientation sessions.

**• 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. Administration of ACT ENGAGE: ENGAGE was administered to 738 freshmen as part of the Freshman Foundations course. At present, the data is being reviewed and analyzed.
2. Established a retention work group: At present, the retention work group is undergoing a restructuring.
3. Combined processes for Appealing Academic Suspension and Financial Aid: The combined appeal process has been revised as needed and is viewed favorably by students and college committees. In spring 2012, 736 appeals were submitted and reviewed; in summer 2012, 251 appeals, in fall 2012, 619 appeals, and in spring 2013, 582 appeals to date.
4. Participation in the Board of Regents CALLback initiative: Data have been loaded into our student information system, and letters and emails have been sent, followed up by phone calls. At present, we are assessing our response and recruit back rates.
5. Expanded Advising Modes: The instructional videos and flextime advising schedules both worked well and helped us meet our goal of quality advising. Additionally, expanded advising modes support increased online program offerings and SACSCOC compliance.
6. Enhanced Advising Policies: We met our target, and as this process gets streamlined, we anticipate continued improvements. In order to encourage persistence and success, first-time freshmen are restricted to enrollment in 18 or fewer credit hours in the fall and spring terms. Requests to enroll in more than 18 hours must be because of extraordinary circumstances and must be approved by the Director of General and Basic Studies. We continue efforts to minimize exceptions to the maximum enrollment restriction. In fall 2012, only 2.1% of the first-time freshmen enrolled in more than 18 hours. In spring 2013, none of the first-time freshmen enrolled in more than 18 hours.

7. At-Risk Intervention: Through the Early Alert system, instructors (primarily English instructors) initiated reports of 402 students from Fall 2012 through Spring 2013, and those students were counseled via email or phone call. During the counseling session for English course interventions, advisors discussed the importance of the portfolio in freshman English courses and encouraged students to meet with those instructors to determine if the course could be successfully completed. In addition to Early Alert interventions, advisors meet twice a semester with any student who has been placed on an Academic Plan for Improvement because of unsatisfactory academic progress.
8. Intersession: 2012 intersession data: 8 courses offered, 91 students enrolled, 87.9% passed, and 87.9% enrolled the following fall and/or completed a degree in summer 2012 term.
9. PASS Program: The program was discontinued and was not offered in summer 2012.
10. On-Track Program: In summer 2012, 144 students participated in the program. This was an increase in participation of 21% from the prior summer. Of the 144 participants, 97.9% continued to the fall semester or completed degree requirements in the summer.
11. Admissions Restrictions for Exceptions: In fall 2012, 83 first-time freshmen were admitted by exception, which is 6.16% of the previous year's entering freshman class. This is 1.84 percentage points below the maximum allowable exceptions of 8%. Retention rate comparison between regularly admitted students and those admitted by exception indicate that regularly admitted students are retained at a higher rate. First to second year retention rates (Fall 2011 to Fall 2012) show that regularly admitted students' retention rate is 5.8% greater than that of those admitted by exception. First to third year retention rates (Fall 2010 to Fall 2012) show that regularly admitted students' retention rate is 31.6% greater than that of those admitted by exception.
12. Project Win-Win: One new graduate since last reporting for a total of 57 degrees granted through this project.
13. Degree Road Maps: A model for the degree road maps has been selected, and departments have submitted degree roadmaps for use at freshman (and possibly transfer student) levels as a supplement to advising. Currently, the degree road maps are being revised to reflect the general education and curricula changes for the 2013-14 catalog.
14. Midterm Grade Reporting: In Mathematics 113 (College Algebra) and English 101 (Composition), data has been collected since Spring 2009. Over the past 4 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 20%) 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 27% to 47%.
15. Baccalaureate Progression Award: With state budget cuts, funds are not currently available to implement this program.
16. Board of Regents Developmental Education Co-Requisite Delivery Pilot: In fall 2012, three students participated in the English portion of the pilot, with a 67% passage rate. Regarding the two students who successfully completed the English pilot, both are currently enrolled in English composition II with passing midterm grades. For spring 2013, seven students are enrolled in the English pilot, while 13 students are enrolled in the math pilot.
17. Orientation: Freshman and Parent Orientation are consistently reviewed so that the needs of an ever-changing population are met. In summer 2012, freshman students who were surveyed expressed their interest in more interaction with current students, so we increased our Blue Gold Peer Leaders from 20 to 24. This increase will also allow us to pilot three Transfer Orientation sessions in summer 2013. Transfer Orientation will be piloted with the coordination of academic and service departments so as to best serve those students who need assistance with advising, registration, or financial aid for the fall. Once again, the format of Parent Orientation will be revised summer 2013 as construction of campus common areas continues to impact our available resources.

• **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 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 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 dual enrollment partnerships with twenty-two schools in seven parishes, including Acadia, Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, and Pointe Coupee, to teach courses in English, history, biology, calculus, chemistry, college algebra, pre-calculus, statistics, psychology, education, engineering, and sociology.

- Total Sections Taught: 98 (+2 from previous year)
- Fall 2012 course enrollments: 1004
- Spring 2013 course enrollments: 847
- Total course enrollments: 1851 (2% 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, [provide 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 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, 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term of Data</b>	<b>Fall 08 to Fall 09</b>	<b>Fall 09 to Fall 10</b>	<b>Fall 10 to Fall 11</b>	<b>Fall 11 to Fall 12</b>	<b>Fall 12 to Fall 13</b>	<b>Fall 13 to Fall 14</b>	<b>Fall 14 to Fall 15</b>
<b># in Fall Cohort</b>	1275	1224	1266	1332			
<b># Retained to 2<sup>nd</sup> Fall semester</b>	860	846	852	903			
<b>Rate</b>	67.5%	69.1%	67.3%	67.8%			
<b>Target</b>		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%)
<b>Actual Fall 06 to Fall 07</b>							
<b>Actual Fall 07 to Fall 08</b>							
<b>Actual Fall 08 to Fall 09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 09 to Fall 10</b>							
<b>Actual Fall 10 to Fall 11</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		YES	YES	YES			



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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 07 to Fall 09</b>	<b>Fall 08 to Fall 10</b>	<b>Fall 09 to Fall 11</b>	<b>Fall 10 to Fall 12</b>	<b>Fall 11 to Fall 13</b>	<b>Fall 12 to Fall 14</b>	<b>Fall 13 to Fall 15</b>
<b># in Fall Cohort</b>	1252	1275	1224	1266			
<b># Retained to 3<sup>rd</sup> Fall semester</b>	674	714	694	728			
<b>Rate</b>	53.8%	56.0%	56.7%	57.5%			
<b>Target</b>		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%)
<b>Actual Fall 05 to Fall 07</b>							
<b>Actual Fall 06 to Fall 08</b>							
<b>Actual Fall 07 to Fall 09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 08 to Fall 10</b>							
<b>Actual Fall 09 to Fall 11</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		YES	YES	YES			

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 2002 cohort through Fall 2008</b>	<b>Fall 2003 cohort through Fall 2009</b>	<b>Fall 2004 cohort through Fall 2010</b>	<b>Fall 2005 cohort through Fall 2011</b>	<b>Fall 2006 cohort through Fall 2012</b>	<b>Fall 2007 cohort through Fall 2013</b>	<b>Fall 2008 cohort through Fall 2014</b>
<b># in Fall Cohort</b>	<b>1358</b>	<b>1506</b>	<b>1603</b>	<b>1311</b>			
<b># Graduated within 150% of time</b>	<b>494</b>	<b>528</b>	<b>562</b>	<b>489</b>			
<b>Rate</b>	<b>36.4%</b>	<b>35.1%</b>	<b>35.1%</b>	<b>37.3%</b>			
<b>Target</b>		<b>35% (33% - 37%)</b>	<b>35.2% (33.2% - 37.2%)</b>	<b>35.5% (33.5% - 37.5%)</b>	<b>36% (34% - 38%)</b>	<b>36.5% (34.5% - 38.5%)</b>	<b>39% (37% - 41%)</b>
<b>Actual Fall 00 cohort</b>							
<b>Actual Fall 01 cohort</b>							
<b>Actual Fall 02 cohort</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 03 cohort</b>							
<b>Actual Fall 04 cohort</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>			

## 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			
Expected # of Awards*	1695	1769	1812	1804			
# Awards	1171	1127	1182	1250			
Ratio of Awards/ FTE	.1727	.1592	.1630	.1732			
Award Productivity*	69.1%	63.7%	65.2%	69.3%			
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	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			
# Admitted by Exception	8	4	6	9			
Rate	6.3%	3.5%	7.7%	8.6%*			
# in Freshmen Admitted (Fall)	1334	1333	1386	1313			
# Admitted by Exception	139	76	60	83			
Rate	10.4%	5.7%	4.3%	6.3%*			
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	147	122	86	80			
# Admitted by Exception	16	12	7	5			
Rate	10.9%	9.8%	8.1%	6.3%*			
# in Freshmen Admitted (Total)	1609	1570	1550	1498			
# Admitted by Exception	163	92	73	97			
Rate	10.1%	5.9%	4.7%	6.5%*			

Numbers are based on McNeese 14<sup>th</sup> / 7<sup>th</sup> 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)**

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Total, Undergraduate Completers</b>	<b>1035</b>	<b>962</b>	<b>991</b>	<b>1115</b>			
<b>% Change</b>		<b>-7.1%</b>	<b>-4.3%</b>	<b>7.7%</b>			
<b>Target</b>		<b>-7.1%(962)</b>	<b>-3.7 (997) (-5.7% - -1.7%)</b>	<b>-3.1% (1003) (-5.1% - -1.1%)</b>	<b>-1.6% (1018) (-3.6% - 1.6%)</b>	<b>-0.2% (1033) (-2.2% - 2.2%)</b>	<b>5.6% (1093) (3.6% - 7.6%)</b>
<b>Actual AY 06-07</b>							
<b>Actual AY 07-08</b>							
<b>Actual AY 08-09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual AY 09-10</b>							
<b>Actual AY 10-11</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>			

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

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Total, Graduate Completers</b>	<b>294</b>	<b>270</b>	<b>327</b>	<b>280</b>			
<b>% Change</b>		<b>-3.4%</b>	<b>8.2%</b>	<b>-4.8%</b>			
<b>Target</b>		<b>-3.4% (270)</b>	<b>0.68% (296)</b> <b>(-1.32% – 2.68%)</b>	<b>-7.8% (271)</b> <b>(-9.8% - -5.8%)</b>	<b>-0.68% (292)</b> <b>(-2.68% – 1.32%)</b>	<b>-2.4% (287)</b> <b>(-4.4% - -0.4%)</b>	<b>3.4% (304)</b> <b>(1.4% – 5.4%)</b>
<b>Actual AY 06-07</b>							
<b>Actual AY 07-08</b>							
<b>Actual AY 08-09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual AY 09-10</b>							
<b>Actual AY 10-11</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>			



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

**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)**

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

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

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

**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)**

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

## 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%	2011	5	5	100.0%
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%	2012	17	14	82.5%
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%^	2011	20	20	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%	2011	2	2	100.0%

<b>51.3801 Nursing (RN)</b>	NCLEX-RN	Louisiana State Board of Nursing	85.71%^	2011	121	107	88.43%^
<b>51.0911 Radiologic Technology</b>	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	100.00%	2012	12	12	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)**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Number of students who took exams</b>	<b>200</b>			
<b>Number of students who met standards for passage</b>	<b>200</b>			
<b>Calculated Passage rate</b>	<b>100.0%</b>			
<b>Target</b>	<b>98.0%</b> <b>(96.0% - 100.0%)</b>	<b>98.0%</b> <b>(96.0% - 100.0%)</b>	<b>98.0%</b> <b>(96.0% - 100.0%)</b>	<b>98.0%</b> <b>(96.0% - 100.0%)</b>
<b>Actual Year 06-07</b>				
<b>Actual Year 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 09-10</b>				
<b>Actual 10-11</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Target Met?</b>	<b>YES</b>			

## 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 2012-2013

1. In March 2013, McNeese signed a [memorandum of understanding with Northshore Technical Community College](#) for a 2+2 Veterinary Technology Program between the two institutions.
2. Transfer Student Advising Days: Discussions are underway to create several transfer advising days throughout the summer, with implementation occurring during summer 2013. Ideally, during these transfer advising days, transfer students could meet with academic advisors, register for courses, apply for financial aid, and pay fees.
3. Transfer Student Orientation: A transfer student orientation is being developed, with implementation planned for summer 2013.
4. SOWELA Cross-Enrollment Agreement: A draft of the SOWELA-McNeese Cross-Enrollment Agreement is nearing final stages. Once approved, the agreement will be in effect for 2013-14.
5. Electronic Exchange of Data for Applicant Referrals: We are currently working on sending applicant referral data to SOWELA in an electronic and secure format on a periodic basis (i.e. weekly). This will allow SOWELA to load the data into their student information system, track who was referred, and hopefully, report back who enrolled.
6. Reverse Transfer: Reverse transfer partnerships are being explored with LSUE and SOWELA Technical Community College, with possible implementation in 2013-14.
7. 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.

### Initiatives Continued in 2012-2013

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

- For fall 2012, the BOR acceptable threshold for transfer admission exceptions was 8% of 349, the previous year's entering transfer class. McNeese's percentage of transfer exceptions was 6.88%, 1.12 percentage points below the acceptable threshold.
- For spring 2013, the BOR acceptable threshold for transfer admission exceptions was 8% of 86, the previous year's entering transfer class. McNeese's percentage of transfer exceptions was 5.81%, 2.19 percentage points below the acceptable threshold.

- **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 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. McNeese submits this applicant information (with permission from the applicant) to Sowela and/or LSUE, as applicable. We are expanding this process to include regular electronic transfer of referrals and feedback.
- **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 98 courses, a 53% increase. 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 third feedback reports to Sowela and LSUE in April detailing the performance of former students who transferred to McNeese in fall 2012. McNeese provides feedback to Sowela and LSUE 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)**

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

\*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)**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># enrolled in the academic year</b>	<b>343</b>			
<b># retained to the next Fall semester</b>	<b>253*</b>			
<b>Rate</b>	<b>73.8%</b>			
<b>Target</b>	<b>72.8%</b> <b>(70.8%-74.8%)</b>	<b>73.0%</b> <b>(71.0%-75.0%)</b>	<b>74.0%</b> <b>(72.0%-76.0%)</b>	<b>75.0%</b> <b>(73.0%-77.0%)</b>
<b>Actual Year 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Actual Year 09-10</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 10-11</b>				
<b>Actual 11-12</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Met?</b>	<b>YES</b>			

\*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)**

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

\*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 gacrtmsmry 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.

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># Transfers Admitted (Summer)</b>	<b>53</b>	<b>54</b>	<b>52</b>	<b>59</b>			
<b># Admitted by Exception</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>5</b>			
<b>Rate</b>	<b>11.3%</b>	<b>5.6%</b>	<b>9.6%</b>	<b>8.5%</b>			
<b># Transfers Admitted (Fall)</b>	<b>389</b>	<b>342</b>	<b>332</b>	<b>278</b>			
<b># Admitted by Exception</b>	<b>45</b>	<b>34</b>	<b>32</b>	<b>24</b>			
<b>Rate</b>	<b>11.6%</b>	<b>9.9%</b>	<b>9.6%</b>	<b>8.6%*</b>			
<b># Transfers Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># Transfers Admitted (Spring)</b>	<b>223</b>	<b>213</b>	<b>219</b>	<b>158</b>			
<b># Admitted by Exception</b>	<b>29</b>	<b>14</b>	<b>16</b>	<b>17</b>			
<b>Rate</b>	<b>13.0%</b>	<b>6.6%</b>	<b>7.3%</b>	<b>10.8%*</b>			
<b># Transfers Admitted (TOTAL)</b>	<b>665</b>	<b>609</b>	<b>603</b>	<b>495</b>			
<b># Admitted by Exception</b>	<b>80</b>	<b>51</b>	<b>53</b>	<b>46</b>			
<b>Rate</b>	<b>12.0%</b>	<b>8.4%</b>	<b>8.8%</b>	<b>9.3%*</b>			

Numbers are based on McNeese 14<sup>th</sup> / 7<sup>th</sup> 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)**

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

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

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

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			

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			
# retained to next Fall semester	0	0	0	0			
Rate	0%	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	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 2012-2013 McNeese undertook three interrelated activities to review programs with respect to completers and workforce needs.

1. McNeese reviewed all of its programs for completer status and workforce alignment in accordance with our policy on Program Recovery and Enrichment, adopted in spring 2011.
2. McNeese conducted an extensive cost-study analysis of all programs in fall 2012 and divided programs into quadrants based on a detailed cost/revenue analysis.
3. McNeese reviewed program completers in adherence to Board of Regents' low-completer program review.

- **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

McNeese modified three programs and added four to support strategic workforce needs. Modified programs include the PBC-Educational Diagnostician was added then modified to GC-Educational Diagnostician; a PBC-Counseling GR K-12 was modified to GC-Counseling GR K-12; a PBC-Reading Specialist was modified to GC-Reading Specialist.

Four programs were added in the current academic year: BA-Organizational Leadership; PBC-Nursing Case Management; PMC-Family Nurse Practitioner; and PMC-Family Psych/Mental Health Nurse Practitioner.

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.

#### University Initiatives for Workforce Development

In 2012-2013, McNeese continued the following initiatives in support of area workforce needs:

1. [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 2, 2013, the Institute for Industry-Education Collaboration has held 31 training sessions. Since July 1, 2012 we have trained 552 people, from 59 companies for a total of 687 hours of professional development. We have another 19 trainings scheduled before June 30, 2013. As of now these sessions have a current enrollment of 201 and will represent 223 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 55 new jobs and 12 new businesses through its resources, services, and direct support for a total economic impact of over \$8.8 million. Additionally, the SBDC worked with 234 different clients and offered 41 training events with 383 individuals in attendance.

- **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.

<b>Grad Fest Survey Question</b>	<b>Fall 11</b>	<b>Fall 12</b>
Actively seeking employment in major field of study	66.6%	59.9%
Received an offer	28%	23.7
Seeking employment outside of major field of study	32.4%	16.1%
Received an offer	17.4%	10%
Percentage pursuing graduate/professional school*	38.7%	37.7%
Percentage accepted*	6.8%	4.9%

\* 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 late fall or early spring.

For fall 2012, Grad Fest survey also shows that of those obtaining employment 32.8% found work in their major field of study, with the same percentage earning salaries above \$30,000.

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

In the current academic year, McNeese State University significantly expanded its online offerings in terms for both courses offered and number of programs available online. One-hundred eleven more sections were taught online or online-hybrid in '12-13 than in the previous year, and 24% more students enrolled in online or online-hybrid courses. Also, we have increased online program offerings from 5 to 17, and, as of January 1, opened the School of Extended Education, an administrative arm aimed at coordinating and implementing online programs in support of our [Strategic Plan](#). McNeese is also close to finalizing development of a mobile application for the university to facilitate communication and services with students, alumni, and other stakeholders.

### **Revenues/Efficiencies**

- Revenues generated from distance education/online offerings for AY 2012 – 2013 total \$943,776, representing a 25.1% 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.**

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

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

**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)**

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

\* 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.

^ Program PBC-Educational Diagnostician was added then modified to GC-Educational Diagnostician; Program PBC-Counseling GR K-12 was modified to GC-Counseling GR K-12; Program PBC-Reading Specialist was modified to GC-Reading Specialist; Following four programs were added: BA-Organizational Leadership, PBC-Nursing Case Management; PMC-Family Nurse Practitioner, and PMC-Family Psyc/Mental Health Nurse Practitioner.

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

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># of programs, all degree levels</b>			<b>72</b>	<b>78</b>			
<b># of programs aligned with needs</b>			<b>72</b>	<b>78</b>			
<b>% of programs aligned</b>			<b>100%</b>	<b>100%</b>			

**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)**

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

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

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

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Associate</b>	2			
<b>Baccalaureate</b>	6			
<b>Post-Baccalaureate</b>	2			
<b>Grad Cert</b>				
<b>Masters</b>	5			
<b>PMC</b>	2			
<b>Specialist</b>				
<b>Doctoral</b>				
<b>Professional</b>				
<b>TOTAL</b>	<b>17</b>			
<b>Target (Total Programs)</b>	<b>9 (8-10)</b>	<b>12 (11-13)</b>	<b>13 (12-14)</b>	<b>14 (13-15)</b>
<b>Actual Year 07-08</b>				
<b>Actual Year 08-09</b>				
<b>Actual Year 09-10</b>				
<b>Avg of Prior Three Years</b>				
<b>Actual 10-11</b>				
<b>Actual 11-12</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Met?</b>	<b>YES</b>			

#### 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 12-13, we continued to reduce the number of developmental course offerings: 37% reduction in course offerings from our baseline year; 48% reduction in number of students enrolled in developmental courses from baseline year. McNeese is on schedule to offer 20 sections or fewer of developmental courses for AY 2012-2013.

#### Progress on Eliminating Associate Degree Offerings:

Program	Last Term Students will be admitted into Program at McNeese
AS Computer Information Technology	Eliminated June 1, 2013
Associate General Studies*	Fall 2013
AS Paralegal Studies	Fall 2013
AS Engineering Technology	To be eliminated at April or May BOR meeting
ASN Nursing	TBD

\*Associate General Studies (AGS): Our [three-year completer average](#) is 69. Sowela 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 2012](#) approved our schedule for increasing non-resident tuition:

<a href="#">Proposed Non-Resident Tuition Schedule 2012-2013</a>		
	2012-2013 Amount	SREB Category 4 Target
MSU	14,494	15,866

The fee payment information posted for fall 2012 and spring 2013 reflect this annual non-resident fee increase to \$10,082, based on 12-hours per semester.

	<b>Proposed 2013-14</b>	<b>Proposed 2014-15</b>	<b>Proposed 2015-16</b>
<b>MSU</b>	15,857	17,220	18,583
<b>SREB Category 4 Target</b>	16,725	17,629	18,583

The SREB target reflects an average increase of 5.41% 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:

	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>AY 2011- 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>AY 2012- 2013</b>
<b>NR Enrollment</b>	966	924	1890	989	900	1889

For 2012-2013 our non-resident revenue is estimated at \$2,238,879, which is relatively stable compared to the 11-12 year.

	<b>11-12</b>	<b>12-13</b>	<b>% change</b>
<b>Annual Non-Resident Tuition &amp; Fees*</b>	13,175	15,140	14.91%
<b>Annual Non-Resident Fee*</b>	8,822	10,082	14.28%

\*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			
Course sections in English	24	23	18	13			
Other developmental course sections	0	0	0	0			
<b>TOTAL</b>	<b>48</b>	<b>47</b>	<b>41</b>	<b>30</b>			

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			
Enrollment in dev English	431	345	262	152			
Enrollment in other developmental courses	0	0	0	0			
<b>TOTAL</b>	<b>1303</b>	<b>1123</b>	<b>971</b>	<b>676</b>			

**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)**

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

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

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

**\*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)

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

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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 12-13*</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># programs with Mandatory or Recommended accreditation status</b>	<b>50</b>			
<b># programs having discipline accreditation</b>	<b>44</b>			
<b>% accredited programs</b>	<b>88.0%</b>			
<b>TARGET</b>	<b>86.0%</b> <b>(84.0%-88.0%)</b>	<b>86.0%</b> <b>(84.0%-88.0%)</b>	<b>86.0%</b> <b>(84.0%-88.0%)</b>	<b>86.0%</b> <b>(84.0%-88.0%)</b>
<b>Year 08-09</b>				
<b>Year 09-10</b>				
<b>Year 10-11</b>				
<b>Avg of Prior Three Years</b>				
<b>Year 11-12</b>				
<b>Year 12-13</b>				
<b>Avg of Most Recent Two Yrs</b>				
<b>Met?</b>	<b>YES</b>			

\*per January 2013 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 2012*

<b>Undergraduate headcount</b>	<b>7702</b>
<b>Graduate headcount</b>	<b>877</b>
<b>Total headcount</b>	<b>8579</b>

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

*Source: 2012-2013 Budget Request data submitted to Board of Regents as per SCHBRCRPT.*

<b>Undergraduate FTE</b>	<b>7120.9</b>
<b>Graduate FTE</b>	<b>549.8</b>
<b>Total FTE</b>	<b>7670.7</b>

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 2012. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

<b>Total Headcount Faculty</b>	<b>384</b>
<b>FTE Faculty</b>	<b>319.5</b>

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 2012.*

<b>Undergraduate headcount enrollment</b>	<b>35,849</b>
<b>Total number of sections in which the course number is less than or equal to a senior undergraduate level</b>	<b>1,572</b>
<b>Average undergraduate class size</b>	<b>22.8</b>

d. **Average number of students per instructor**

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

*Source: Budget Request information 2012-2013 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2012.*

<b>Total FTE enrollment</b>	<b>7670.7</b>
<b>FTE instructional faculty</b>	<b>319.5</b>
<b>Ratio of FTE students to FTE faculty</b>	<b>24.0</b>

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 2012, 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.*

<b>Name of College/School</b>	<b>Number of non-instructional staff</b>	<b>FTE non-instructional staff</b>
<b>College of Business</b>	<b>2</b>	<b>2</b>
<b>College of Education</b>	<b>2</b>	<b>2</b>
<b>College of Engineering and Engineering Technology</b>	<b>1</b>	<b>1</b>
<b>College of Liberal Arts</b>	<b>1</b>	<b>1</b>
<b>College of Nursing</b>	<b>1</b>	<b>1</b>
<b>College of Science</b>	<b>1</b>	<b>1</b>

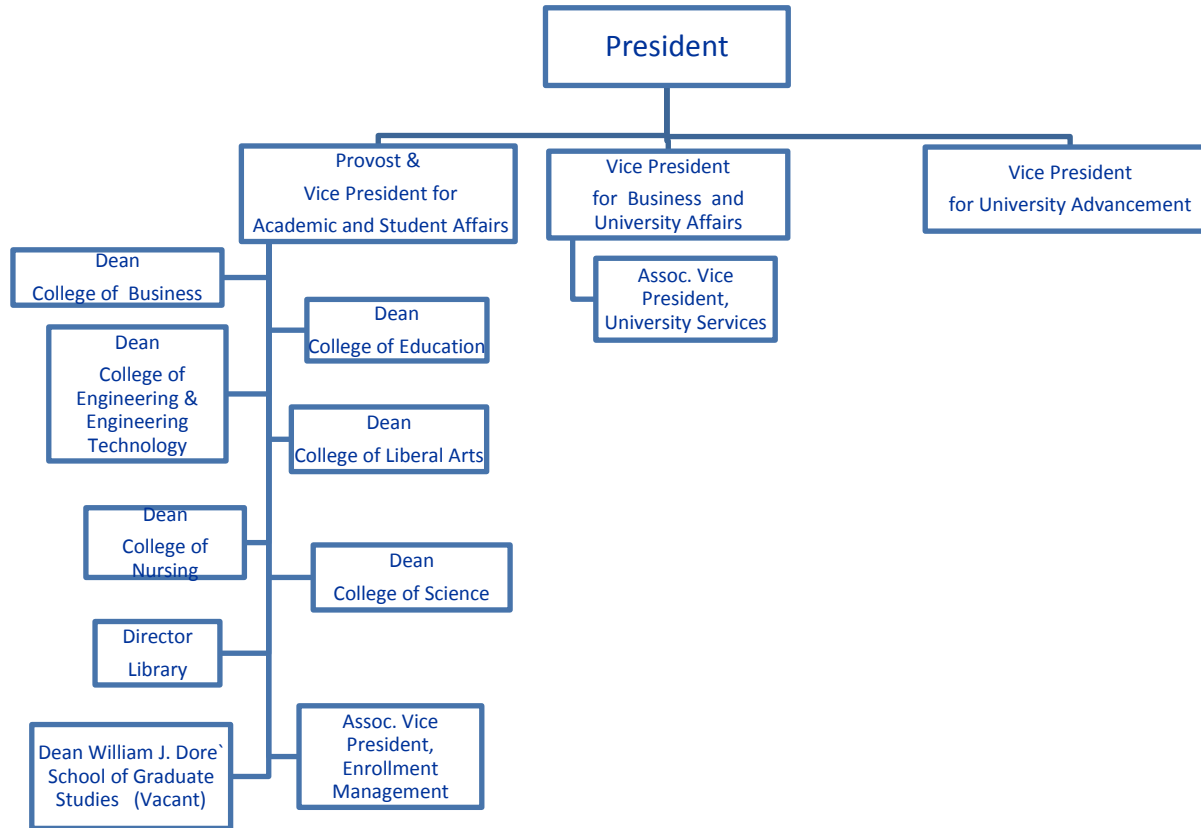
**f. Number and FTE of staff in administrative areas**

- **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 2012, 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.*

<b>Name of Division</b>	<b>Number of staff</b>	<b>FTE staff</b>
<b>President</b>	<b>8</b>	<b>8</b>
<b>Academic and Student Affairs</b>	<b>15</b>	<b>15</b>
<b>Business Affairs</b>	<b>13</b>	<b>13</b>
<b>University Advancement</b>	<b>3</b>	<b>3</b>
<b>Frazar Memorial Library</b>	<b>1</b>	<b>1</b>

- 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 2012).





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.

<b>Position</b>	<b>Total Base Salary, reported Fall 2009</b>	<b>Total Base Salary, reported Fall 2010</b>	<b>Total Base Salary, reported Fall 2011</b>	<b>Total Base Salary, reported Fall 2012</b>
<b>President</b>	<b>\$201,596</b>	<b>\$220,000</b>  as of 7/1/2010 New President hired at a higher salary from rate as of 7/1/2008 of \$201,596	<b>\$220,000</b>	<b>\$220,000</b>
<b>Provost &amp; Vice President Academic and Student Affairs</b>	<b>\$156,000</b>	<b>\$156,000</b>  7/1/2008 \$133,662 2009-10 pay increase plan adjustment for performance and \$3,000 promotion to Associate Professor rank.	<b>\$156,000</b>  (Title changed effective 7/1/2011 from Provost & Vice President Academic Affairs)	<b>\$156,000</b>
<b>Vice President Administrative &amp; Student Affairs</b>	<b>\$131,812</b>	<b>\$131,812</b>  7/1/2008 \$119,812 2009-10 pay increase plan adjustment for performance.	<b>\$0</b>  Position vacant and held	<b>\$0</b>  Position vacant and held
<b>Vice President Business and</b>	<b>\$143,000</b>	<b>\$143,000</b>	<b>\$143,000</b>	<b>\$143,000</b>

University Affairs		7/1/2008 \$128,505 2009-10 pay increase plan adjustment for performance.		(Title changed effective 7/1/2012 from Vice President Business Affairs)
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
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.
Dean College of Education	\$118,176	\$118,176  7/1/2008 \$112,549 2009-10 pay increase plan adjustment for performance.	\$118,176	\$118,176
Dean College of Engineering &	\$139,543	\$139,543  7/1/2008	\$139,543	\$151,543  Effective 2/1/2012

<b>Engineering Technology</b>		<b>\$121,279</b> <b>2009-10 pay increase plan adjustment for performance and \$4,000 promotion to Professor rank.</b>		<b>\$12,000 Stipend was added for additional administrative responsibilities including IIEC and Continuing Education.</b>
<b>Dean College of Liberal Arts</b>	<b>\$108,622</b>	<b>\$108,622</b>  <b>7/1/2008 \$100,592</b> <b>2009-10 pay increase plan adjustment for performance.</b>	<b>\$108,622</b>	<b>\$108,622</b>
<b>Dean College of Nursing</b>	<b>\$115,632</b>	<b>\$115,632</b>  <b>7/1/2008 \$110,126</b> <b>2009-10 pay increase plan adjustment for performance.</b>	<b>\$115,632</b>	<b>\$115,632</b>
<b>Dean College of Science &amp; Interim Dean for William J. Dore' School of Graduate Studies</b>	<b>\$123,296</b>	<b>\$123,296</b>  <b>7/1/2008 \$117,425</b> <b>2009-10 pay increase plan adjustment for performance.</b> <b>(This Dean also temporarily performs duties of Dean for School of Graduate Studies.)</b>	<b>\$123,296</b>	<b>\$123,296</b>
<b>Associate Vice President for Enrollment Management</b>	<b>\$96,265</b>	<b>\$96,265</b>  <b>7/1/2008 \$91,681</b> <b>2009-10 pay increase</b>	<b>\$96,265</b>	<b>\$96,265</b>  <b>(Title changed effective 7/1/2012)</b>

		<b>plan adjustment for performance.</b>		<b>from Dean Enrollment Management)</b>
<b>Director Library</b>	<b>\$93,487</b>	<b>\$80,000</b>  <b>7/1/2008 \$93,487</b> <b>New Director hired</b> <b>4/15/2010</b>	<b>\$80,000</b>	<b>\$80,000</b>
<b>Dean Student Services</b>	<b>\$76,039</b>	<b>\$76,039</b>  <b>7/1/2008</b> <b>\$70,513</b> <b>2009-10 pay increase</b> <b>plan adjustment for</b> <b>performance; \$2,000</b> <b>for additional duties</b>	<b>\$0</b>  <b>Position vacant and</b> <b>being held</b>	<b>\$0</b>  <b>Position vacant and</b> <b>being held</b>
<b>Associate Vice President for University Services</b>			<b>\$98,000</b>  <b>(Position created</b> <b>July 1, 2011)</b>	<b>\$98,000</b>  <b>(Title changed</b> <b>effective 7/1/2012</b> <b>from Associate Vice</b> <b>President for</b> <b>Enrollment</b> <b>Management and</b> <b>Student Affairs)</b>

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.

<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$ 27,316,141	43.4%
Research	\$ 2,838,500	4.5%
Public Service	\$ -	0.0%
Academic Support**	\$ 5,494,522	8.7%
Student Services	\$ 3,964,997	6.3%
Institutional Services	\$ 7,604,326	12.1%
Scholarships/Fellowships	\$ 4,970,294	7.9%
Plant Operations/Maintenance	\$ 5,352,776	8.5%
<b>Total E&amp;G Expenditures</b>	<b>\$ 57,541,556</b>	<b>91.4%</b>
Hospital	\$ -	0.0%
Transfers out of agency	\$ 1,695,532	2.7%
Athletics	\$ 3,145,385	5.0%
Other	\$ 565,079	0.9%
<b>Total Expenditures</b>	<b>\$ 62,947,552</b>	<b>100.0%</b>

- 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	\$ 18,604
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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).**

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

<b>Average cost per degree awarded</b>	<b>\$ 3,386.00</b>
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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.**

<b>Average cost per non-completer</b>	<b>\$ 3,386.00</b>
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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.**

<b>All expenditures of the institution for the 11-12AY</b>	<b>\$ \$102,598,466</b>
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