



**McNeese State University
University of Louisiana System**

**GRAD Act Annual Report
FY 2010-2011**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2011**

**and to the
Louisiana Board of Regents,
May 1, 2011**

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NOTE(s):

1. All data tables can be found in excel format at <http://www.mcneese.edu/ie/gradactexhibits.html>. Click on "All Data Tables."

1. Student Success

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.

Narrative Report:

- **Policy/policies adopted by the management board;**

On October 23, 2009, the Board of Supervisors for the University of Louisiana System resolved to increase admission standards for first-time freshman and transfer students. The Board also implemented policy imposing limits on total credit hours for a degree.

- **Subsequent policy/policies adopted by the institution;**

After the 2009 ULS meeting, McNeese initiated actions aimed at improving our graduation rates and productivity goals. First, McNeese implemented increased first-time freshman admission standards in spring 2011, earlier than required by Board policy. For academic year 2010-2011, we enhanced our advising policies and procedures by setting maximum course loads and minimum requirements that must be met before students can transfer from our freshman advising department to an academic department for advising. These enhancements are designed to ensure that students make progress toward degree completion with the appropriate coursework, a manageable schedule, and a clear understanding of degree program requirements.

Prior to the 10-11 academic year, we piloted an **At-Risk Intervention program** whereby instructors alert appropriate advisors and tutors about the needs of specific at-risk students, then academic advisors contact students and get them the academic or counseling help they need. In spring of 2010, the pilot semester for this program, 197 reports were filed. All of these students were offered help and advisors and counselors served 86 students (44%) who sought additional support.

In May 2010, in response to a TOPS rule change, McNeese offered courses in an intersession, which is an academic term between normal semesters designed to help students stay on track or get ahead in their programs. The rule change requires TOPS students to earn 24 hours by the beginning of the summer term, which means that spring intersession courses can be applied toward the 24-hour requirement. In our first spring intersession, we offered 10 courses with 126 students enrolled. Of the enrolled students, 122 passed for a 97% passage rate. Of these 122 students, 117 enrolled in the following fall for a 93% retention rate. Twelve courses are offered for the May 2011 intersession, with registration currently underway.

Over the past year, McNeese has also continued two key programs designed to help students get or stay on-track and increase graduation and productivity rates. First, the PASS Program, is 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 following 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. Based on data analysis, McNeese's goal is 75% passage and retention rates for this program. In summer 2010, of the 36 students enrolled the passage rates for Math and English fell below this benchmark (44% and 65% respectively), and the retention rate was 61%. Thus, in spring 2011, a decision was made to lengthen the summer PASS courses from three weeks to six weeks and to further restrict enrollment in PASS course to those applicants invited to participate. These decisions are expected to result in increased PASS course passage rates, as well as subsequent enrollment, passage, and retention rates.

The second program directly supports retention and progression. Our On-Track program incentivizes progress toward a degree by providing financial support to eligible students to take summer courses so they may stay on-track or even get ahead in their programs. In summer 2010, in an effort to increase student buy-in and participation, the number of financial awards increased, while the amount of the each award decreased. This resulted in increased participation from 94 students in summer 2009 to 134 in summer 2010. Data also shows that on-track students continue to the following fall at a rate of 94.18%.

Based on prior year data, in 2010-2011, the University Admissions Panel chose to implement the following restrictions to allowable admissions exceptions: 1) Lower the percentage for allowable exceptions prior to the Regent's required deadline of fall 2012. In fall 2011, fewer than 6% of first-time freshmen were admitted by exception, a decrease from the 10% allowable; 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 Sowell for developmental coursework.

• **Timeline for implementing the policy/policies**

- Spring 2010: Piloted At-Risk Intervention program;
- May 2010: Offered intersession courses;
- Summer 2010: Modified On-Track Program financial support to increase student buy-in and broaden award distribution;
- Fall 2010: Implemented enhanced advising policies and procedures;
- Spring 2011: Implemented increased admission standards; and changed PASS Program course length and restrictions;
- Summer 2011: Required all programs to limit total credit hours for the degree to 120 by this time;
- Fall 2012: Increase admission standards for First-Time Freshmen more stringent than BOR requirements (pending approval).

• **Performance of entering freshmen students admitted by exception (4-year universities)**

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.

1.a.i.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	1275*	1236					
# Retained to 2 nd Fall semester	861*	844					
Rate	67.5%	68.3%					
Target		67% - 71%	67.1% - 71.1%	67.3% - 71.3%	67.5% - 71.5%	67.7% - 71.7%	69% - 73%
Target Met?		YES					

*BOR data shows 1286 in cohort and 845 retained for rate of 65.7%. The chart numbers are based on corrected information sent to BOR 9/15/2010.

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*					
# Retained to 3 rd Fall semester	674	714*					
Rate	53.8%	56.0%					
Target		54% - 58%	54.1% - 58.1%	54.4% - 58.4%	54.8% - 58.8%	55.2% - 59.2%	56% - 60%
Target Met?		YES					

*BOR data shows 1286 in cohort and 698 retained for rate of 54.3%. The chart numbers are based on corrected information sent to BOR 9/15/2010.

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					
# Graduated within 150% of time	494	528					
Rate	36%	35%					
Target		33% - 37%	33.2% - 37.2%	33.5% - 37.5%	34% - 38%	34.5% - 38.5%	37% - 41%
Target Met?		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	6781.1	7077.13					
# Awards	1171	1127					
Ratio of Awards/ FTE	.17	.16					
Expected # of Awards*	1695	1769					
Award Productivity*	69%	64%					
Target		62% - 66%	62% - 66%	62% - 66%	62% - 66%	62% - 66%	63% - 67%
Target Met?		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					
# Admitted by Exception	8	4					
Rate	6.25%	3.48%					
# in Freshmen Admitted (Fall)	1334	1333					
# Admitted by Exception	139	76					
Rate	10.42%	5.7%					
# in Freshmen Admitted (Spring)	147	122					
# Admitted by Exception	16	12					
Rate	10.88%	9.84%					
# in Freshmen Admitted (Total)	1609	1570					
# Admitted by Exception	163	92					
Rate	10.13	5.86					

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

1. Student Success

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

Narrative Report:

McNeese places a distinct priority on increasing the percentage of completers at all levels. Beginning in academic year 2009–2010, McNeese participated in a pilot study developed by the Institute for Higher Education Policy (IHEP) in cooperation with Education Trust. Project Win-Win identifies students who are no longer enrolled but have earned enough credits to qualify them for an associate degree. Through this program, McNeese has awarded 49 degrees (Fall 2010—29 graduates; Summer 2010—3 graduates; Spring 2010—17 graduates).

In 2010-2011 academic year, McNeese initiated and/or expanded three programs to increase the percentage of program completers. The first program involves developing degree program road-maps. (See sample 1 and sample 2.) Faculty in all programs, led by an interdisciplinary group of academic faculty advisors, are developing one-page roadmaps that identify what courses should be taken when and how courses in general education and the major relate to each other. 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.

Also in 2010-2011, McNeese expanded its Midterm Grade Reporting program (piloted in fall 2008) to include all 100-level and 200-level courses, that is, all general education and core courses, along with some key introductory courses in each major. Students receive a definitive report on their progress in a course at midterm, and at-risk students are identified. In fall 2010, for example, faculty and advisors identified 265 at-risk students in math and 288 at-risk students in English and directed those students to the appropriate academic tutoring centers. This program complements the At-Risk Intervention program discussed in 1a and has the advantage of also encouraging students who are performing well.

Also, in 2010-2011, McNeese designed and instituted a Baccalaureate Progression Award, a scholarship that is awarded to students who demonstrate adequate progress toward completing their degree in four years. This program will be advertised throughout the next academic year. The first eligible cohort of students will be first-time freshmen entering in summer 2011. Like the two programs just mentioned, the Baccalaureate Progression Award complements the On Track Program discussed in 1a by creating not just another incentive for students to stay focused and complete on time, but the means to do so as well.

All total, the narratives for sections 1a and 1b show that in 2010-2011, McNeese initiated six programs and policy changes aimed directly at increasing graduation rates, increasing productivity goals, and raising the number of completers at all levels. These efforts at improvement build on four additional programs that were started prior to, but expanded or enhanced, in the current academic year.

These coordinated efforts demonstrate a full-scale agenda designed to support students at every level through enhanced strategies for success—Advising policies, spring intersession—and extended monitoring of progress—Mid-term Grades, At-Risk Intervention—and to reward those students who are successfully engaged in their academic progress—On-Track Program, Baccalaureate Progression Award, and Project Win-Win.

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					
% Change		-7.05%					
Target		-7.05%	-8.26% - - 4.26%	-7.8% - -3.8%	-6.83% - - 2.83%	-5.48% - - 1.48%	-1% - +3%
Target Met?		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, Post-Baccalaureate	0	0					
% Change		0%					
Target		0%	2200% - 3200%	2300% - 3300%	2800% - 3800%	2900% - 3900%	3400% - 4000%
Target Met?		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					
% Change		-9.18%	-2% - +2%	-10.16 - -6.16%	-.64% - +3.36%	-5.06% - - 1.06%	0% - +5%
Target		-9.18%					
Target Met?		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, Educ Specialist	0	3					
% Change		300%					
Target		300%	100% - 300%	0% - 200%	100% - 300%	100% - 300%	200% - 400%
Target Met?		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					
% Change		-7.3%					

1. Student Success

c. Develop partnerships with high schools to prepare students for postsecondary education.

Narrative Report:

- **examples of newly created partnerships**

In 2010-2011, McNeese developed a new partnership with Bunkie, H.S., for the teaching of two courses in American History. Twenty-five students enrolled in these courses. This partnership expands our territory for offering dual enrollment and provides Bunkie, H.S. school with a course they did not previously offer.

- **examples of strengthening existing partnerships**

In 2010-2011, McNeese strengthened partnerships with 12 schools in five parishes. Ten courses were taught in subjects such as English, History, Biology, College Algebra, Pre-calculus and Art Appreciation, for a total of 27 sections. The number of students enrolled was 695 students in fall 2010 and 661 in spring 2011, which is 429 (46%) more than in previous academic year. Ninety-five percent of students in dual enrollment courses passed and earned college credit for fall 2010. McNeese holds agreements with the following schools and/or parishes: Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, Livonia H.S.

- **examples of feedback reports to high schools**

Beginning Spring 2011, the office of Admissions and Recruiting reports to high schools and school boards the following applicant and enrollment summary data for first-time freshmen:

1. Every spring, McNeese sends an applicant status summary for students who will graduate from high school in May. This report, sent to high schools and school boards, includes the number of first-time freshmen applicants from each high school broken down by number accepted, declined, pending, or application withdrawn at the time of the reporting.
2. Every fall, McNeese sends an applicant and enrollment summary report to high schools and school boards for those who graduated from high school the previous May. This report includes the total number of first-time freshmen applicants from each high school broken down by number accepted, declined, pending, or application withdrawn as well as the number of accepted applicants who enrolled at McNeese during the fall semester.
3. Then every spring, McNeese sends an additional summary report pertaining to those who graduated from high school the previous May to high schools and school boards. This report includes the number enrolled in the fall term and their performance as well as the number returning for the spring term.
4. McNeese solicits input from high school principals and counselors on the content and results of feedback summaries.

- **examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores).**

In 2010-2011, McNeese tracked the following types of progress in an effort to evaluate dual enrollment partnerships and student readiness:

1. The number of dual-enrollment courses offered;
2. Enrollment in dual enrollment courses;
3. Passage rates in dual enrollment courses;
4. The number of high schools and/or teachers SACS-COC qualified to teach dual-enrollment courses;
5. The number and percentage of dual enrollment students who applied to McNeese;
6. The number and percentage of dual enrollment students enrolled at McNeese;
7. Students admitted to McNeese as detailed in high school feedback reports to include:
 - a. Number of hours earned prior to college enrollment;
 - b. Number on President's honor list or honor roll designees;
 - c. GPA distributions;
 - d. Number of students who required developmental coursework;
 - e. Average ACT scores;
 - f. Number of TOPS students; scholarship and financial aid recipients.

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					
Fall	418	486					
Winter							
Spring	355	426					
TOTAL	793	927					

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					
Fall	1582	1922					
Winter							
Spring	1333	1684					
TOTAL	2999	3670					

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					
Fall	1431	1858					
Winter							
Spring	1192	1587					
TOTAL	2698	3500					

1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Narrative Report:

All McNeese programs, where examinations form a part of the student's path to the profession, have efforts to support student success on licensure and certification exams.

1. In 2010-2011, the Athletic Training Education Program designed and offered HHP 495 Preparatory Board of Certification (BOC) Exam. This course will be required of all students beginning with the 2011-2012 academic year. The course involves review of key content and teaches strategies for taking the exam.
2. Clinical Laboratory Sciences (Medical Technology) ensures that its students will be successful on the exam through rigorous checks and balances throughout the program. The program is comprised of two parts: pre-clinical and the clinical internship. In order to be admitted to the clinical phase, students must meet GPA requirements, have repeated no more than two courses due to grades, and demonstrated potential for success. Completion of the degree qualifies students to sit for the ASCP and/or NCA national certification examinations. The program annually reviews its completers' success on these exams as part of its program master planning process and makes curricular changes as necessary. Program personnel encourage students to sit for the exam immediately after graduation. Evidence shows that students who do not pass have postponed taking the exam until 6 months or more after graduation.
3. The College of Education offers EDUC 191, Praxis Test-Taking Preparation for all teacher education students, a course which reviews key content and teaches strategies for taking the exam. Beginning with the 2010-2011 academic year, this course is offered every semester as a means to ensure higher first-time passage rates. Sections of the course differ depending on the grade levels or subjects in which students are seeking certification.
4. The College of Nursing has in place an NCLEX Preparation and Student Mentoring Program designed to promote retention and facilitate student learning through active faculty-student engagement. In the preparation phase of this program, every semester students are assigned to faculty mentors and undertake a specific curriculum of test questions and case studies culminating in a practice test, the results of which are reviewed individually or in small groups with the mentoring faculty. Additionally, the college requires that all students who score less than 80% on any exam in the curriculum must remediate that work with the faculty for the course and begin an individualized NCLEX preparation program.
5. The program in Radiological Technology maintains a rigorous, competitive process for admission to the professional phase of the program. Completion of the degree qualifies students to sit for the AART exam, and the program annually reviews its completers' success on these exams as part of its program master planning process and makes curricular changes as necessary. These practices have resulted in a 100% pass rate.

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

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS LICENSURE/CERTIFICATION (source for reporting)	BASELINE 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)	2010**			
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)	2010	12	11	91.67%
13.1001 SPECIAL EDUCATION MILD/MODERATE Grades 1-12	14 ELEMENTARY ED CONTENT KNOWLEDGE	Louisiana State Department of Education	2009-10	11	11	100.00%
	235 BIOLOGY CONTENT KNOWLEDGE	Louisiana State Department of Education	2009-10	1	1	100.00%
	353 ED OF EXCEPTIONAL STUDENTS: CORE CK	Louisiana State Department of Education	2009-10	11	11	100.00%
	542 ED OF EXCEPTIONAL STUDENTS: MTMD	Louisiana State Department of Education	2009-10	11	11	100.00%
13.1202 ELEMENTARY EDUCATION GRADES 1-5	14 ELEMENTARY ED CONTENT KNOWLEDGE	Louisiana State Department of Education	2009-10	49	49	100.00%
	522 PRINCIPLES LEARNING AND TEACHING K-6	Louisiana State Department of Education	2009-10	51	51	100.00%
13.1205 SECONDARY EDUCATION GRADES 6-12: ENGLISH	41 ENG LANG LIT COMP CONTENT KNOWLEDGE	Louisiana State Department of Education	2009-10	5	5	100.00%
	43 ENG LANG LIT COMP PEDAGOGY	Louisiana State Department of Education	2009-10	5	5	100.00%

	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	5	5	100.00%
13.1205 SECONDARY EDUCATION GRADES 6- 12: MATHEMATICS	61 MATHEMATICS: CONTENT KNOWLEDGE 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	2	2	100.00%
		Louisiana State Department of Education	2009-10	2	2	100.00%
13.1205 SECONDARY EDUCATION GRADES 6- 12: SCIENCE: BIO.	235 BIOLOGY CONTENT KNOWLEDGE 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	2	2	100.00%
		Louisiana State Department of Education	2009-10	2	2	100.00%
13.1205 SECONDARY EDUCATION GRADES 6- 12: SOCIAL STUDIES	81 SOCIAL STUDIES: CONTENT KNOWLEDGE 83 SOCIAL STUDIES: INTERPRET MATERIALS 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	3	3	100.00%
		Louisiana State Department of Education	2009-10	3	3	100.00%
		Louisiana State Department of Education	2009-10	3	3	100.00%
13.1205 SECONDARY EDUCATION GRADES 6- 12: VOCATIONAL FAMILY and CONSUMER SCIENCE	120 FAMILY AND CONSUMER SCIENCES 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	2	2	100.00%
		Louisiana State Department of Education	2009-10	3	3	100.00%
13.1210 EARLY CHILDHOOD EDUCATION GRADES PK-3	14 ELEMENTARY ED CONTENT KNOWLEDGE 20 EARLY CHILDHOOD EDUCATION 521 PRINCIPLES LEARNING AND TEACHING EARLY	Louisiana State Department of Education	2009-10	19	19	100.00%
		Louisiana State Department of Education	2009-10	12	12	100.00%
		Louisiana State Department of Education	2009-10	7	7	100.00%

	CHILDHOOD					
13.1301 AGRICULTURAL EDUCATION GRADES 6-12	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	3	3	100.00%
	700 AGRICULTURE	Louisiana State Department of Education	2009-10	3	3	100.00%
13.1302 ART EDUCATION GRADES K-12	133 ART CONTENT KNOWLEDGE	Louisiana State Department of Education	2009-10	7	7	100.00%
	522 PRINCIPLES LEARNING AND TEACHING K-6	Louisiana State Department of Education	2009-10	3	3	100.00%
	523 PRINCIPLES LEARNING AND TEACHING 5-9	Louisiana State Department of Education	2009-10	2	2	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	2	2	100.00%
13.1303 BUSINESS EDUCATION GRADES 6-12	100 BUSINESS EDUCATION	Louisiana State Department of Education	2009-10	3	3	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	3	3	100.00%
13.1305 ENGLISH EDUCATION GRADES 6-12	41 ENG LANG LIT COMP CONTENT KNOWLEDGE	Louisiana State Department of Education	2009-10	4	4	100.00%
	43 ENG LANG LIT COMP PEDAGOGY	Louisiana State Department of Education	2009-10	4	4	100.00%
	524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	4	4	100.00%

13.1311 MATHEMATICS EDUCATION GRADES 6- 12	61 MATHEMATICS: CONTENT KNOWLEDGE 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	6	6	100.00%
		Louisiana State Department of Education	2009-10	6	6	100.00%
13.1312 MUSIC EDUCATION : INSTRUMENTAL GRADES K-12	113 MUSIC CONTENT KNOWLEDGE 523 PRINCIPLES LEARNING AND TEACHING 5-9 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	5	5	100.00%
		Louisiana State Department of Education	2009-10	1	1	100.00%
		Louisiana State Department of Education	2009-10	4	4	100.00%
13.1314 HEALTH and PHYSICAL EDUCATION GRADES K-12	91 PHYSICAL ED: CONTENT KNOWLEDGE 523 PRINCIPLES LEARNING AND TEACHING 5-9 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	17	17	100.00%
		Louisiana State Department of Education	2009-10	1	1	100.00%
		Louisiana State Department of Education	2009-10	17	17	100.00%
13.1318 SOCIAL STUDIES EDUCATION GRADES 6- 12	81 SOCIAL STUDIES: CONTENT KNOWLEDGE 83 SOCIAL STUDIES: INTERPRET MATERIALS 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	7	7	100.00%
		Louisiana State Department of Education	2009-10	7	7	100.00%
		Louisiana State Department of Education	2009-10	7	7	100.00%
13.1322 BIOLOGY EDUCATION GRADES 6- 12	235 BIOLOGY CONTENT KNOWLEDGE 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	3	3	100.00%
		Louisiana State Department of Education	2009-10	3	3	100.00%

13.1331 SPEECH EDUCATION GRADES 6-12	220 SPEECH COMMUNICATION 524 PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana State Department of Education	2009-10	1	1	100.00%
		Louisiana State Department of Education	2009-10	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)	Louisiana State Board of Nursing	2009	16	13	81.25%
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	2009	(Note: Report indicated number of candidates is too small for reporting purposes.)		
51.3801 Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2009**	154	132	85.71%
51.0911 Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2010	14	14	100.00%

*3 students self-reported scores for the CY 2010; however this data cannot be verified with the testing agency and therefore is not being reported. Verified data for CY 2011 will be reported in next year's GRAD Act report.

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

2. Articulation and Transfer

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.

Narrative report:

- **policy/policies adopted by the management board;**

At its October 23, 2009 meeting, the Board of Supervisors for the University of Louisiana System resolved to increase admission standards for transfer students entering fall 2011 or later. The principal changes to the standards are that 1) transfer students cannot be admitted if they require developmental coursework, and 2) transfer students will be required to have increasing hours of college-level work to be exempt from also meeting first-time freshmen admission standards. Subsequent to the ULS policy change, the Board of Regents raised admission standards for fall 2012 beyond the UL System levels, requiring transfer students to have at least 18 hours of college work for fall 2012 (instead of the UL System's required of 15), and requiring completion of a college-level English and mathematics course designed to fulfill general education requirements. The Board of Regents also reduced the percentage of allowable exceptions to this policy from 10% to 8% for regional institutions such as McNeese and has specified that the percentages be calculated from the previous year's entering transfer class, rather than the current year.

- **subsequent policy/policies adopted by the institution;**

In 2010-2011, McNeese adopted current Board of Regents and UL System admission requirements for transfer students. Also, in 2010-2011, McNeese's University Admissions Panel implemented the following restrictions to allowable exceptions:

- Adopted a lower percentage for allowable exceptions prior to the Regent's required deadline of fall 2012. In spring 2011, 7.42% of transfer students were admitted by exception, a decrease of 2.58% from the 10% allowable.
- Required transfer applicants who do not meet admission standards to make their case for admission by exception by completing the Admissions Panel Questionnaire. This document, which must be returned within thirty days, is reviewed by the Admissions Panel, along with other documents pertaining to the student's application. If the completed questionnaire is not returned within 30 days, the application is not reviewed by the panel, and the applicant is denied admission.
- Denied admission by exception to transfer applicants who require both developmental English and math courses.

- **timeline for implementing the policy/policies;**

- Fall 2010: Implemented 30-day deadline for return of Admissions Panel Questionnaire;
- Spring 2011: Lowered allowable exceptions to admission standards for transfers from 10% to 8% (calculated from current year's entering transfer class) and denied admission by exception to transfer applicants who required two developmental courses;
- Fall 2011: Beginning with this term, transfer students who require any developmental coursework will not be admitted;

➤ Fall 2012: Raise standards to Regents specified schedule; consider further limiting exceptions to 6% instead of 8%.

• **performance of entering transfer students admitted by exception (4-year universities).**

At least annually, the University Admissions Panel reviews the performance of transfer students admitted by exception and revises applicable internal policies as needed. Retention rate comparisons between regularly admitted students and those admitted by exception show a difference. Fall 2008 cohort data shows that 23% fewer students admitted by exception were retained the following spring term as compared to regularly admitted students. The 1st-3rd year retention among those admitted by exception is 17% lower than for regularly admitted students.

When admission exceptions were limited in 2009, the retention rate differential dropped to 14% for fall-to-spring retention (meaning that those admitted by exception were retained at a 14% lower rate than regular admissions). Reducing exceptions in 2010 dropped that differential to 4%, thus justifying the policies planned for implementation.

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					
# retained to next Fall semester	412	461					
Rate	71.2%	69.3%					

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

*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 gacrtmsmry FL08-FL09. These reductions represent students who started at McNeese as a Preparatory student and should be counted as a FTIF 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					
# Admitted by Exception	6	3					
Rate	11.32%	5.56%					
# Transfers Admitted (Fall)	389	342					
# Admitted by Exception	45	34					
Rate	11.57%	9.94%					
# Transfers Admitted (Spring)	223	213					
# Admitted by Exception	29	14					
Rate	13.0%	6.57%					
# Transfers Admitted (TOTAL)	665	609					
# Admitted by Exception	80	51					
Rate	12.03%	8.37%					

2. Articulation and Transfer

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

Narrative report:

- **examples of new or strengthened feedback reports to the college(s)**

In spring 2011, McNeese collaborated with Sowela and LSU-Eunice to develop transfer student feedback reports that detail progress for former students of these institutions.

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 first feedback reports to Sowela and LSU-E in April detailing the performance of former students who transferred to McNeese in fall 2010.

McNeese provides feedback to Sowela and LSU-E at the end of each term.

- **processes in place to identify and remedy student transfer issues**

In 2010-2011, McNeese collaborated with Sowela to create the Sowela to McNeese Transfer Guide, which includes course by course equivalency (which is necessary because Sowela does not hold SACS accreditation). 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.

In 2010-2011, McNeese made significant changes to its processes for enhancing student transfer and articulation. First, McNeese developed a website for Transfer students, which includes information on admissions, application forms, scholarships, financial aid, and housing. McNeese appointed April Millet (Registrar) as the Chief Articulation Officer, who ensures transferability of coursework. Academic department heads handle initial contact with students, ensure that students meet with appropriate advisors in their chosen field, and address discipline-specific issues immediately. Where necessary, a liberal course substitution policy is employed to give the student maximum credits for transfer. In some cases, the College or department will offer credit exams at little or no cost to the student so that students who have work-related knowledge or academic work in a related area may demonstrate their background in lieu of taking a required course. The Dean of Enrollment Management is the contact for dealing with and resolving transfer issues.

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

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

2. Articulation and Transfer

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

Narrative report:

- **examples of the agreements with Louisiana institutions**

In 2010-2011, McNeese developed applicant referral agreements with [Sowela Technical and Community College \(STCC\)](#) and [LSU-Eunice](#).

As part of these agreements, McNeese sends information to the student about Sowela, LSU-E, or a community college in his or her area along with a guide to transferable courses. McNeese submits this applicant information (with permission from the applicant) to Sowela and/or LSU-E, as applicable. McNeese is establishing a schedule for notification of referrals with both institutions and has designated a representative, the Admissions Director, Kara Smith, to oversee the applicant referral program.

- **processes in place to identify and refer these students.**

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. Accompanying this letter is a [Sowela to McNeese Transfer Guide](#) that identifies transferrable courses and includes the process for transfer admission and scholarship and financial aid contact information.

Additionally, transfer applicants denied admission receive a phone call from the director or assistant director of Admissions and Recruiting who explains the decision and offers guidance for future enrollment. Such guidance can include referring the student to his or her former institution or to a local community college and suggesting ways to overcome developmental course deficiencies, including test preparation options and opportunities.

**2.c.i. Number of students referred at anytime 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					

2. Articulation and Transfer

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

Narrative report:

- **examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs**

UL System schools collaborated in 2009-2010 on a system-wide effort to review all general education and core courses to enhance the transfer process by developing specific transfer degrees. Representatives from McNeese included the Academic Affairs staff and faculty who worked with all other system schools to make system-wide recommendations to the state committee (comprised of representatives from all Louisiana Systems of Higher Education) as to the content and scope of these transfer degrees. Multiple meetings were held through academic years 2009-2010 and into 2010-2011 as details were finalized.

Despite the scope of this effort, some degree programs were unable to fit into the AALT/ ASLT format due to their specialized nature and professional accreditation issues. Toward that end, in 2010-2011 additional statewide committees have been formed to develop transfer articulation degrees in Engineering, Nursing and Business. Representatives from McNeese's College of Engineering and the College of Nursing serve on these statewide committees, and faculty in these programs meet internally to study these proposed programs. The College of Business at McNeese coordinated the development of an Associates of Science for Transfer in Business among all schools in Louisiana. The proposal has been submitted to the Board of Regents.

- **processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.** In 2010-2011, McNeese made significant changes to its processes for remedying student transfer issues. In compliance with the Transfer-Articulation Degree guarantee, McNeese created a transfer website with information on transfer degrees, advising resources and advising templates for each program that show transfer equivalent courses for general education and core curriculum. McNeese also named a Chief Articulation Officer (April Millet, Registrar) who ensures transferability of courses. McNeese has also designed a single contact person for all AALT and ASLT transfers (the Dean of Enrollment Management) who handles initial contact with students and liaises with the Departments to ensure that the student meets with the appropriate advisors in their chosen field and any discipline-specific issues can be addressed immediately.

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					
# retained to next Fall semester	0	0					
Rate	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					

3. Workforce and Economic Development

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.

Narrative Report:

- **a description of the institution's current review processes to identify academic programs that have low student completion rates or are not aligned with current or strategic workforce needs**

In fall 2010, McNeese undertook a comprehensive review of all academic programs that included multiple data points including completion rates and workforce alignment. Faculty in each program analyzed relevant data and then department faculty prioritized their programs according to data points such as enrollment and completers, credit hour production, and workforce demand based on LWC and LED workforce and industry projections. Each college prioritized its programs before sending this information to a university-wide review team consisting of faculty senate members and department heads. Finally, a University-wide review team consisting of deans, vice-presidents, and key staff reviewed all programs and made recommendations to the President of what actions McNeese needed to make to align programs to employer needs. As a result of this review, McNeese elected to terminate four programs pending Regents approval.

In conjunction with Board of Regents low completer review, McNeese has chosen to consolidate fourteen programs, and terminate and consolidate four more programs. This review reduced McNeese's individual degree offerings by nearly 25%. Also, as a result of the fall 2010 institutional review, McNeese developed a Policy on Program Recovery and Enrichment, which formalizes an annual process to review programs and monitor enrollment, retention, and completion rates at the program level. This spring, McNeese's faculty senate approved the policy. During this annual program review process, the Academic Advisory Council plans to formalize its review of workforce projections.

- **a description of the institution's collaboration efforts with the LWC and LED to identify academic programs that are aligned with current or strategic workforce needs**

McNeese collaborates with LWC by updating its program information on the Louisiana Workforce Commission website multiple times per year. The Louisiana Workforce Commission uses this information to assist eligible students with funding for expenses related to their program.

In 2010-2011, McNeese added numerous post-baccalaureate certificates in Education to meet demands. LWC Industry Projections shows demand increasing by 8.9% for Educational Services, and a review of demand by career cluster shows increases in growth for all areas in Education and Training, including in each area for which we have created a post-baccalaureate certificate program: Special

Education Mild/Moderate, Early Intervention Birth-5; Grades 1-5 and 6-12; Educational Diagnostician; Counseling Grades K-12; Early Childhood, Elementary, Middle School, Secondary Education, and Multiple levels; and, School Librarian.

In addition, McNeese has requested that the Board of Regents allow us to continue our Bachelor of Science in Computer Science, which averages 7.7 completers (and has significant enrollment), because LWC Projections place careers like Computer Systems Analysts (Occupational Code 15-1051, requires a BS) in Demand Area 1.

In 2009-2010, McNeese added concentrations to programs in Business, Psychology, Health and Human Performance (with Dietetics), Liberal Studies, and Mass Communication that drew on LWC and LED forecasts both statewide and, in particular, for Regional Labor Market 5, which includes Lake Charles.

- **a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region**

McNeese State University has six colleges, all of which are involved in periodic, ongoing external reviews of their programs. Professional programs (Nursing, Engineering, Education, Business, and Health Sciences), in particular, network with area stakeholders and modify curricula in response to changing professional demands. For example, the College of Business receives feedback that is used in program and strategic planning development from two external stakeholders: 1) the Corporate Advisory Council; and, 2) the Alumni Advisory Council. The Small Business Development Center and the active and successful Internship Program in the College of Business also serve as methods for informal feedback regarding workforce needs and the College's ability to meet those needs.

Additionally, the McNeese Office of Continuing Education brings together faculty with the region's workforce to provide training and education specifically for workforce needs. In 2010-2011, Continuing Education provided training to employees of 245 companies.

McNeese also broke ground in 2010-2011 on the Southwest Louisiana Entrepreneurial and Economic Development Center (SEED), a partnership between McNeese, the Calcasieu Parish Police Jury, the City of Lake Charles, and the Southwest Louisiana Economic Development Alliance. In addition to housing SWLA Chamber Alliance Offices, the Louisiana Small Business Development Center, Business Incubators, and more, the SEED Center will also provide the space for our new multi-disciplinary concentration in Innovation Engineering, a systematic approach to innovation that teaches students how to create, communicate, and commercialize meaningful ideas in any field of study, from business to science, engineering, education, and the arts. McNeese's Innovation Engineering Program is the first, and only, in this region of the United States.

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*					

Eliminated 09-10:

BA Special Education, General; MAT Special Education, Mild/Moderate;

Eliminated 10-11:

*McNeese has proposed 21 terminations, and terminations and consolidations.

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*					

Added/modified 09-10:

Added Natural Resource Conservation Management (comprised of two terminated programs); Revised—BA Spanish Education Gr 6-12, BA French Education Gr 6-12, BA Latin Education Gr 6-12 (split out from BA Foreign Language Education Gr 6-12). Concentrations added to the following programs: BA Liberal Studies; BS Mass Communication; BS Management, BS Marketing, BS Business Administration, BS Finance, BS Accounting, BS Psychology, MS Health and Human Performance, MBA (Accounting Concentration).

Added/modified 10-11:

Added post-baccalaureate certificates in Special Education Mild/Moderate, Early Intervention Birth-5; Grades 1-5 and 6-12; Educational Diagnostician; Counseling Grades K-12; Early Childhood, Elementary, Middle School, Secondary Education, and Multiple levels; and, School Librarian.

* Proposed consolidations (noted in the link on the above table) constitute additional modifications.

3. Workforce and Economic Development

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

Narrative Report:

- **description of current initiatives to improve technology for distance learning**

In 2010-2011, McNeese improved its technology to enhance distance learning all the way from recruitment to graduation. All of our applications and admissions forms are available online, and we are enhancing our software to shift to fully electronic forms of correspondence with students and developing secure, online submissions for essential forms like financial aid, scholarship applications, and transcript requests.

To enhance technical support and online security, McNeese has improved procedures for students to safely access their information and retrieve PINs and passwords. These processes make the distance learning experience less complicated for students.

Also, in spring 2011, approximately 65 McNeese faculty and staff underwent training to ensure that all online documents produced at McNeese meet federal ADA requirements for accessibility. This will ensure that all correspondence with students, whether administrative or educational, will be accessible to anyone with a disability.

Also in 2010-2011, McNeese has enhanced its freshman and new transfer student advising outreach by developing a pilot program for advisors in our division of General and Basic Studies to contact students via interactive video web technologies such as Skype. As online academic programs increase, we plan to take this experience to train additional faculty and staff on Skype and other related technologies to ensure we maintain close contact with our distance students.

- **description of current initiatives to create and expand educational offerings by distance education**

Beginning in 2009, McNeese convened an E-Learning Task Force to review distance education technologies and programs and make recommendations concerning policy, infrastructure, and strategic planning to the university community regarding distance learning. This Task Force consists of faculty and staff from multiple divisions of campus. Based, in part, on the recommendations of this task force in 2010-2011, McNeese has been engaged in conversations with a company called Academic Partnerships to develop and expand distance learning opportunities nationwide.

Also, in 2010-2011, we increased our 100% distance course offerings over the baseline year by 36%, and increased the number of students enrolled in 100% distance courses by 43%. We've also increased our hybrid—50-99% distance taught—course sections by 40%, and the number of students enrolled in these sections by 28% over the baseline year.

- **description of any efficiencies realized through distance education**

Note: for purposes of this report we looked at students enrolled in distance learning courses for 100% of their education, that is, students who, were it not for online courses, would not be at McNeese at all.

In 2010-2011 McNeese devoted resources necessary to establishing a strong distance education foundation as noted in the first bullet of this measure. Our latest revenue figures for spring 2010 show that students taking 100% distance courses generated \$248,388.75—a figure more than double what it was in 2008. Fall 2010 figures have not been finalized at the time of this report, but we estimate them at around \$225,000. Trend data shows that in the fall term, students typically take a blend of distance learning and face-to-face courses, whereas in spring and summer terms, they appear more inclined to enroll in 100% distance learning courses.

Presently, all of our general education offerings (all 39 hours of required core courses) can be taken through distance education and three programs are available fully online, thus our online efforts benefit all students, particularly at the lower levels, by offering additional opportunities year round to stay on track.

Two fully online programs—the BS in Criminal Justice (through the CALL program) will complete 16 students in academic year 2010-2011, six more than in the previous year—and, the Masters in Nursing (MSN) degree, fully online, has a three-year average of 22.3 completers. (The BS in Family and Consumer Sciences went fully online in 09-10 and has not yet completed any students in the online option of the program.)

McNeese's participation in the online Nursing master's degree program consortium with the University of Louisiana – Lafayette and Southeastern Louisiana University saves MSU approximately one FTE faculty position a year (~\$90,000, including benefits).

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

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

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					
Baccalaureate	1	2					
Post-Baccalaureate	0	0					
Masters	1	1					
Doctoral	0	0					
Professional	0	0					
TOTAL	2	3					

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration efforts with the two-year college(s) in the region**

On April 7, 2011 McNeese and Sowela Provosts met and developed a plan for Sowela to assume teaching of all developmental courses. In the upcoming academic year (2011-2012), Sowela will teach four remedial courses (two in fall, two in spring) on the McNeese campus.

- **timeline for elimination of developmental course offering**

McNeese will eliminate the need to offer developmental coursework by increasing admission standards. By fall 2014, students requiring any developmental coursework will not be admitted, nor will McNeese offer any such coursework. Until that time, and in keeping with our developing agreement with Sowela, we are proposing the following increase in admission standards regarding ACT minimums to gradually phase out the need for remedial coursework. Between these increased standards and the increased presence of Sowela teaching remedial coursework, we estimate the following scheduled decreases in the number of development course offerings:

1. In fall 2011, Sowela will teach four remedial course offerings (two fall; two spring).
 - This, combined with increased admission standards, will result in an estimated decrease in offerings from 47 in AY 2010-2011 to 37 in AY 2011-2012.
2. Beginning Fall 2012, students entering McNeese must have an ACT score of 17 in Math, 16 in English.
 - This, combined with Sowela's efforts, will result in an estimated decrease from approximately 37 to 20 remedial sections.
3. Beginning Fall 2013, students entering McNeese must have an ACT score of 18 in Math, 17 in English.
 - This, combined with Sowela's efforts, will result in an estimated decrease from approximately 20 to 9 remedial sections.
4. Beginning Fall 2014, students entering McNeese must have an ACT score of 19 in Math, 18 in English.
 - This, combined with Sowela's efforts, will result in an estimated decrease from approximately 9 to 0 remedial sections.

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

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

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration with two-year college(s) in the region**

McNeese and Sowela have engaged in several meetings to strategize how best to phase out associate degree offerings at McNeese and ensure their development at Sowela. Topics at such meetings include sharing faculty and space resources where specific programs could benefit. In addition, faculty members from both institutions (e.g. Engineering Technology program, Computer Science program) have met where common program interests exist to collaborate on 2-year program development and articulation to four-year programs.

This chart details the collaborations between McNeese and Sowela on 2-year programs.

Program	Discussion
Associate General Studies (AGS)	In spring 2011, McNeese and Sowela met to discuss issues related to the AGS General Studies. McNeese's AGS has a three-year completer average of 58 students; whereas Sowela's is on the BOR low-completer list. Partly, this is a result of the fact that students typically do not attend an institution to obtain a general studies degree, but opt for one later as a degree of "last resort." McNeese intends to offer the AGS until a decision is made regarding Sowela's degree.
AS Paralegal Studies	McNeese's paralegal program is strong and at this time Sowela does not offer one. McNeese is working with Sowela on reviewing and developing the curriculum and recruiting faculty to teach in the program.
AS Computer Information Technology	Math and Computer Science faculty members at McNeese and Sowela are collaborating to align Sowela's AAS degree to create a seamless 2+2 program to transition to McNeese's BS in Computer Science.
Associate Nursing (ADN)	McNeese and Sowela have already begun discussion on sharing facilities and faculty to enable as much knowledge and resource sharing as possible; however, the process to develop such a program, which currently does not exist at Sowela, will require extensive time and work. Sowela must first acquire full regional SACS-COC accreditation (pending); second, acquire approval to offer the program; third, obtain professional accreditation; fourth, obtain Louisiana Board of Nursing approval. This process will take a minimum of three full academic years once Sowela obtains regional accreditation—at the earliest December 2011. Given that <u>LWC 08-18 projections</u> for Health Care and Social Assistance for Regional Labor Market 5 (Lake Charles) show and overall demand increase of 22.7%, both institutions strongly

	agree that maintaining some program in the region is essential.
AS Engineering Technology	<p>On the surface, it may appear that McNeese and Sowela both offer programs in this area. McNeese offers an AS in Engineering Technology with concentrations in Process Plant Technology and Instrumentation, which is a seamless 2+2 with the baccalaureate at McNeese. The program is also SACS and ABET (Engineering) accredited. Sowela, by contrast, offers Associates of Applied Science (AAS) in Process Technology and Industrial Instrumentation. The Applied Science degree is a terminal degree (job-specific), not easily transferable to a bachelor's degree and is not eligible for ABET accreditation.</p> <p>Industry recognizes the distinction between the programs, and students from both programs are in high-demand.</p> <p>McNeese and Sowela meet regularly to discuss transferability from the AAS to the BS in Engineering Technology, but at this stage, due to regional and professional accreditation and the differing course requirements (specifically Math and Chemistry) of the two programs, transfer issues remain. Students with the AAS may transfer but must complete additional prerequisite courses or take equivalency exams.</p> <p>McNeese and Sowela will continue to have discussions on these topics, but given the high workforce demand, McNeese will continue to offer the program in the near future.</p>

- **timeline for elimination of associate degree programs**

In 2010-2011, McNeese drafted the following timeline for elimination of its associate degree programs:

Program	Last Term Students will be admitted into Program at McNeese
AS Computer Information Technology	Fall 2012
Associate General Studies	Fall 2013
AS Paralegal Studies	Fall 2013
AS Engineering Technology	TBD
ADN Nursing	TBD

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					

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*					

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

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **annual plan for increasing non-resident tuition amounts**

In 2010, McNeese devised a non-resident fee schedule, which the University of Louisiana System approved on August 27, 2010 (p. 5; H3).

Proposed Non-Resident Tuition Schedule 2010-2011		
	2010-2011 Amount	SREB Category 4 Target
MSU	11,629	14,539

The fee payment information posted in the online schedules for fall 2010 and spring 2011 reflect this annual non-resident fee increase of \$7672, based on 12-hours per semester.

Proposed Non-Resident Tuition Schedule 2011-2012 to 2015-2016					
	Proposed 2011-12	Proposed 2012-13	Proposed 2013-14	Proposed 2014-15	Proposed 2015-16
MSU	13,176	14,935	16,625	17,385	18,179
SREB Category 4 Target	15,203	15,898	16,625	17,385	18,179

The SREB target reflects an average increase of 4.57% in keeping with Board methodology for calculating 5-year rolling SREB average.

- **impact 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 2009	Spring 2010	AY 2009-2010	Fall 2010	Spring 2011	AY 2010-2011
NR Enrollment	998	931	1929	987	942	1929

For 2010-2011 our non-resident revenue increased over the previous year in direct proportion to the percentage of the fee increase.

	09-10	10-11	% change
Annual Non-Resident Tuition & Fees*	10,259	11,629	13.35%
Annual Non-Resident Fee*	6,672	7,672	14.99%
Total Non-Resident Fee Revenue	1,739,217	1,994,639	14.69%

*Based on 12 hours per semester

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					
Peer non-resident tuition/fees (full-time)	\$13,904	\$14,539					
Percentage difference	-35.5%	-25.0%					