McNeese State University
University of Louisiana System

GRAD Act Annual Report
FY 2015-2016 (Year 6)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2016

and to the
Louisiana Board of Regents,
May 1, 2016

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

1. STUDENT SUCCESS

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

McNeese did not meet its target for graduate completers for 2014-15 due to disincentives for students to pursue graduate degrees in education fields. Teachers in K-12 public school districts no longer receive a pay increase for earning an advanced degree; therefore, enrollment and completers have declined since targets were set.

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

New Initiatives in 2015-2016

1. Developmental Math and English SOWELA Course Offered on the McNeese Campus: Beginning with summer 2015, SOWELA has offered TSEN 0091, Transitional English; TSEN 0093, Transitional Writing; TSMA 0092, Traditional Mathematics; and TSMA 0093, Intermediate Algebra on the McNeese campus.
2. Online Degree Audit: Since spring 2015, McNeese has worked on the implementation of Degree Works, an online degree audit system that helps students navigate degree requirements and potentially shorten time to degree completion. The system will 'go live' August 1, 2016, with faculty and staff training scheduled for the month of August 2016.
3. Degree Roadmaps: As part of the Degree Works implementation, all academic programs were reviewed, clarified, and streamlined in fall 2015 and spring 2016. In the academic catalog, program requirements are now listed in a semester-by-semester format to provide students with roadmaps to use as a supplement to advising. Once the Degree Works degree audit component is live, the Student Educational Planner component will be implemented. This component will provide another semester-by-semester 'roadmap' for students to follow.
4. Improved First-time Freshman Advising and Orientation: Based on formal and informal analysis, McNeese implemented a revised format for first-time freshman advising and orientation for summer and fall 2015 orientation sessions. Our new format combines orientation and advising into a same-day format so students leave campus with their fall schedule in hand. An advising handbook was created for first-time freshmen, which other academic departments are requesting to use. We continue to make improvements to the new Freshman Orientation format.
5. Expanded Advising Delivery: Freshman advising has been expanded to include after-hours and small group formats. Both options accommodate students with difficulties making individual appointments. Group advising has proven beneficial to international students. Offerings of group advising sessions have increased from one group in summer 2014 to six groups in summer 2015. Freshman advisors in General and Basic Studies advise students by face to face appointment, in a small group, in a large group, by email or on paper.

6. Expansion of Testing Services: Testing Services began offering the PRAXIS in spring 2015, which affords McNeese education students with greater access to testing. To date, McNeese has coordinated and proctored over 1000 PRAXIS exams. In spring 2016, McNeese began offering the GRE and TOEFL exams.
7. Governor's Military and Veteran Friendly Campus: The University received designation as a Governor's Military and Veteran Friendly Campus, and as such, provides military and veteran students waivers of application fees, priority class scheduling, prioritized transfer credit evaluation, free tutoring, and career development/resume writing workshops. Two orientation sessions are planned for veterans in June and August 2016.
8. ELS Language Center: The University partnered with ELS Language Centers to begin offering English as a Second Language (ESL) courses on the McNeese campus in January 2016. Discussions are underway to create a bridge program where ESL international students who have not met all admission requirements can transition to a college academic program, by completing the final level of ESL instruction, while enrolling in developmental coursework with SOWELA and a non-intensive writing course at McNeese.
9. Orientation for Online Program Students: A committee has been tasked with developing an online orientation for students considering enrollment in an online program. Implementation has been slated for 2016-17.
10. One-stop Enrollment Center: Renovation of an existing campus building is underway with plans to create a one-stop enrollment center, consisting of Admissions and Recruiting, Community Services and Outreach (dual enrollment), Enrollment Management, Financial Aid, General and Basic Studies (freshman advising), Registrar's Office, Scholarships, and Testing. The opening of the center is tentatively scheduled for late fall 2016.

Initiatives Continued in 2015-2016

1. Board of Regents Developmental Education Co-Requisite Delivery Pilot: Qualifying students enroll in college-level English and math and a co-requisite designed to provide supplemental instruction.
2. Learning Community in Residence Hall: We continue to develop Burton Hall as a residential learning community of high achieving student scholars and leaders with a focus on student interaction, development, and engagement. The program also features low ratio of residents to community assistants and ample study space.
3. Program Offerings at Fort Polk: In fall 2013, McNeese signed an MOUA with Fort Polk to offer several undergraduate and graduate programs on the military installation. We began offering classes to soldiers and their dependents as well as the Fort Polk community in spring 2014 in 8-week sessions. In 2015, the MOUA was revised to reflect changes in program offerings.
4. Students in Crisis Intervention: Since fall 2012, the president issues a "students in crisis memo" every semester to all faculty, staff, and students at McNeese urging those that know of students in crisis and at risk of dropping out to contact the assistant vice president for university services. In response to the referrals, the assistant vice president counsels these students and helps resolve issues that may result in continued enrollment or re-enrollment.

5. English Composition Course for International Students: As part of our increased emphasis on attracting international students, McNeese has created ENGL 104, Freshman Composition I for International Students, for non-native English speakers. This course parallels the content of ENGL 101, Composition I, but adds focus on idioms and difficulties of usage common to non-native speakers. The purpose of this course is to increase the success of international students in English composition courses as well as improve written communication skills.
6. At-Risk Intervention: Since the implementation of mandatory midterm grade reporting in freshman and sophomore courses, voluntary reporting through Early Alert was no longer utilized. Instructors continue to contact advisors in extreme cases or as a requirement of the Co-Requisite Delivery Pilot program. Advisors utilize midterm grades in any advising meetings with students. Advisors met twice a semester with any student placed on an Academic Plan for Improvement because of unsatisfactory academic progress.
7. Midterm Grade Reporting: Students receive a definitive report of their progress at midterm and at-risk students are identified. Beginning with spring 2015, mid-term grading is mandatory for all courses numbered below 300. The Registrar's Office has implemented tracking and notification processes for faculty regarding grade input.
8. Combined Academic Suspension and Financial Aid Appeal Process: The academic suspension and financial aid appeal processes are combined into one electronic process. College committees review both appeals and, if appropriate, place students on academic plans for improvement, which includes prescriptive actions students must take to ensure success.
9. Freshman Orientation: This one-day workshop is designed to aid new students in adjusting to the University and to create a schedule for the following semester. A Parent Orientation is offered simultaneously with the traditional orientation sessions. Evening and compressed formats are offered for non-traditional and transfer students. All orientations are continually reviewed to ensure quality and to meet student needs. In 2015, Transfer and Non-Traditional Student Orientations were combined to maximize resources. Advising and Registration was added to Orientation beginning in May 2015.
10. Enhanced Advising Policies: In order to encourage persistence and success, first-time freshmen may not enroll in more than 18 credit hours in any one term. Exceptions to this are minimized.
11. Pre-session Course Offerings: We continued offering pre-sessions (academic sessions prior to the beginning of a summer, fall, or spring term) designed to help students stay on track, maintain TOPS, and shorten the time to degree.
12. On-Track Program: We continue to offer this program as an incentive for faster degree completion by providing financial support for students to take summer courses to stay on track or get ahead in their programs.

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

New Initiatives in 2015-16

1. Developmental Math and English SOWELA Course Offered on the McNeese Campus: In 2015-16, SOWELA offered TSEN 0091, Transitional English; TSEN 0093, Transitional Writing; TSMA 0092, Traditional Mathematics; and TSMA 0093,

Intermediate Algebra on the McNeese campus. In summer 2015, one section was offered, with nine student enrollments. In fall 2015, nine sections were offered, with 186 student enrollments. In spring 2016, eight sections were offered, with 79 student enrollments.

2. Improved First-time Freshman Advising and Orientation: Surveys indicate that 62.9% of the students felt that Orientation exceeded their expectations.
3. ELS Language Center: With implementation of the center in spring 2016, four sections of English as a Second Language courses have been offered, resulting in 57 enrollments.

Initiatives Continued in 2015-16

1. Board of Regents Developmental Education Co-Requisite Delivery Pilot: In spring 2015, 45 students were enrolled in the English pilot, with an 84.2% passage rate, while 30 students enrolled in the Math pilot, with a 46.4 % passage rate. In fall 2015, 26 students were enrolled in in the English pilot, with an 84.0% passage rate, while 187 students enrolled in the Math pilot, with a 57.5 % passage rate. In spring 2016, 11 students enrolled in the English pilot, while 42 students enrolled in the Math pilot.
2. Learning Community in Residence Hall: Current Burton Hall residents have again renewed leases to continue living on campus at a rate of 71% compared to 49% of the general student population living in comparable style and priced housing (without active learning communities). This is a 4% increase in renewal rates over last year. Overall occupancy in Burton Hall has increased 24% over last year. This change in overall occupancy has increased our ratio of community assistants to residents in Burton Hall from 19:1 to 24:1; however, it remains lower than the ratio of community assistants to residents in other on-campus housing (without active learning communities), which is 50:1. Burton Hall also continues to boast the highest building GPA and lowest number of student conduct incidents out of the seven total residence halls.
3. Program Offerings at Fort Polk: In summer 2015, we offered three classes, with ten enrollments. In fall 2015, we offered nine classes, with 29 enrollments, and spring 2016, we offered ten classes, with 30 enrollments.
4. Students in Crisis Intervention: In spring 2015, the assistant vice president for university services met with all of the seven referred students. Five successfully completed spring 2015 and either graduated or enrolled again in the fall 2015, resulting in a 71% successful intervention rate. In fall 2015, the assistant vice president met with 38 of the 43 referred students. Of those, 34 continued enrollment in spring 2016, resulting in an 89% successful intervention rate. Student issues ranged from personal and family, to financial, to academic difficulties. The majority of students met with reported appreciation and expressed gratitude for feeling like the institution cared for their overall well-being.
5. Midterm Grade Reporting: Fall 14 to Fall 15 comparisons of Math 113 withdrawal rates went from 13.28% to 12.48%; for English 101 the rate decreased from 7.22% to 6.53%. Fall 14 to Fall 15 comparisons of percentages of students whose grades improved after midterm shows for Math 113 a change of 22.93% to 19.6%; and for English 101 a change of 22.93% to 20.6%. Issuing midterm grades appears to vary in its impact, but the practice, in combination with other methods, is worth continuing

especially when approximately 20% of students show improvement over their midterm grades. Even if year-to-year the percentages vary, they still show positive improvement.

6. Combined Academic Suspension and Financial Aid Appeals Process: From spring 2015 through fall 2015, 1270 appeals were submitted and reviewed: 520 in spring 2015, 132 in summer 2015, and 618 in fall 2015. This was an 8.5% reduction in appeals submitted and reviewed when compared to 1388 appeals in 2014.
7. Enhanced Advising Policies: In fall 2015, less than 1% (0.9%) of first-time freshmen enrolled in more than 18 hours; in spring 2016, none of the first-time freshmen enrolled in more than 18 hours.
8. Pre-session Course Offerings: Spring 2016 pre-session data: 10 courses offered, 159 students enrolled, and 92.5% passed.
9. On-Track Program: In summer 2015, 101 students participated in the program, a decrease of 28% from the prior summer. Of the 101 participants, 99.01% continued to the fall semester or completed degree requirements in the summer.

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

First-time freshman are assigned a cohort code in the student information system, which allows for tracking and monitoring of cohort participants' performance. Reports are periodically provided to academic college deans, so that advisors can intervene and encourage students as needed. Mid-term grades are used to 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 help direct the student to the appropriate resources.

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

McNeese maintains dual enrollment partnerships with thirty-three schools in six parishes, including Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, and Pointe Coupee, to teach courses in English, history, science, math, education, and psychology. Additionally, dual enrollment students enroll in main campus courses that meet their academic and scheduling needs.

- Total sections taught at high schools in fall 2015 and spring 2016: 114
- Total course enrollments (high school and main campus) in fall 2015 and spring 2016: 2512

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

1. Applicant Status Summary for students who will graduate from high school in May. This report, provided to both high schools and school districts, includes the number of first-time freshman (FTF) 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 includes total number of FTF applicants accepted, declined, pending, or application withdrawn and the number of accepted applicants who enrolled at McNeese.
3. Performance Summary includes FTF admitted in the fall and their performance at the conclusion of their first semester.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 08 to Fall 09**	**Fall 09 to Fall 10**	**Fall 10 to Fall 11**	**Fall 11 to Fall 12**	**Fall 12 to Fall 13**	**Fall 13 to Fall 14**	**Fall 14 to Fall 15**
# in Fall Cohort	**1275**	**1236***	**1266**	**1332**	**1297**	**1312**	**1240**
# Retained to 2nd Fall semester	**861**	**844***	**852**	**903**	**893**	**914**	**824**
Rate	**67.5%**	**68.3%***	**67.3%**	**67.8%**	**68.9%**	**69.7**	**66.5%**
Target		**69% (67% - 71%)**	**69.1 (67.1% - 71.1%)**	**69.3 (67.3% - 71.3%)**	**69.5% (67.5% - 71.5%)**	**69.7% (67.7% - 71.7%)**	**71% (69% - 73%)**
Actual Fall 10 to Fall 11							**67.3%**
Actual Fall 11 to Fall 12							**67.8%**
Actual Fall 12 to Fall 13							**68.9%**
Avg of Prior Three Years							**68.0%**
Actual Fall 13 to Fall 11							**69.7%**
Actual Fall 14 to Fall 14							**66.5%**
Avg of Most Recent Two Yrs							**68.1%**
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 07 to Fall 09**	**Fall 08 to Fall 10**	**Fall 09 to Fall 11**	**Fall 10 to Fall 12**	**Fall 11 to Fall 13**	**Fall 12 to Fall 14**	**Fall 13 to Fall 15**
# in Fall Cohort	**1252**	**1275**	**1224**	**1266**	**1332**	**1297**	**1312**
# Retained to 3rd Fall semester	**686**	**714**	**694**	**728**	**738**	**752**	**770**
Rate	**54.8%**	**56.0%**	**56.7%**	**57.5%**	**55.4%**	**58.0%**	**58.7%**
Target		**56% (54% - 58%)**	**56.1% (54.1% - 58.1%)**	**56.4% (54.4% - 58.4%)**	**56.8% (54.8% - 58.8%)**	**57.2% (55.2% - 59.2%)**	**58% (56% - 60%)**
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Actual Fall 08 to Fall 10							
Avg of Prior Three Years							
Actual Fall 09 to Fall 11							
Actual Fall 10 to Fall 12							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 2002 cohort through Fall 2008**	**Fall 2003 cohort through Fall 2009**	**Fall 2004 cohort through Fall 2010**	**Fall 2005 cohort through Fall 2011**	**Fall 2006 cohort through Fall 2012**	**Fall 2007 cohort through Fall 2013**	**Fall 2008 cohort through Fall 2014**
# in Fall Cohort	**1358**	**1506**	**1603**	**1311**	**1272**	**1247**	**1272**
# Graduated within 150% of time	**494**	**528**	**562**	**489**	**480**	**476**	**524**
Rate	**36.4%**	**35.1%**	**35.1%**	**37.3%**	**37.7%**	**38.2%**	**41.2%**
Target		**35% (33% - 37%)**	**35.2% (33.2% - 37.2%)**	**35.5% (33.5% - 37.5%)**	**36% (34% - 38%)**	**36.5% (34.5% - 38.5%)**	**39% (37% - 41%)**
Actual Fall 02 cohort							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Prior Three Years							
Actual Fall 05 cohort							
Actual Fall 06 cohort							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
FTE UG Enrollment	**6781**	**7077**	**7251**	**7216**	**6973**	**6758**	**6579**
Expected # of Awards*	**1695**	**1769**	**1812**	**1804**	**1743**	**1690**	**1645**
# Awards	**1171**	**1127**	**1182**	**1250**	**1344**	**1302**	**1210**
Ratio of Awards/ FTE	**.1727**	**.1592**	**.1630**	**.1732**	**.1927**	**.1927**	**.1839**
Award Productivity*	**69.1%**	**63.7%**	**65.2%**	**69.3%**	**77.1%**	**77.0%**	**73.6%**
Target		**64% (62% - 66%)**	**64% (62% - 66%)**	**64% (62% - 66%)**	**64% (62% - 66%)**	**64% (62% - 66%)**	**65% (63% - 67%)**
Actual AY 08-09							
Actual AY 09-10							
Actual AY 10-11							
Avg of Prior Three Years							
Actual AY 11-12							
Actual AY 12-13							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# Freshmen Admitted (Summer)	**128**	**115**	**78**	**105**	**75**	**75**	**87**
# Admitted by Exception	**8**	**4**	**6**	**9**	**8**	**10**	**24**
Rate	**6.3%**	**3.5%**	**7.7%**	**8.6%***	**10.7%***	**13.3%***	**27.6%**
# in Freshmen Admitted (Fall)	**1334**	**1333**	**1386**	**1313**	**1319**	**1260**	**1439**
# Admitted by Exception	**139**	**76**	**60**	**83**	**33**	**81**	**213**
Rate	**10.4%**	**5.7%**	**4.3%**	**6.3%***	**2.5%***	**6.4%***	**14.8%**
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	**147**	**122**	**86**	**80**	**78**	**117**	**68**
# Admitted by Exception	**16**	**12**	**7**	**5**	**4**	**63**	**23**
Rate	**10.9%**	**9.8%**	**8.1%**	**6.3%***	**5.1%***	**53.8%***	**33.8%**
# in Freshmen Admitted	**1609**	**1570**	**1550**	**1498**	**1472**	**1452**	**1594**

(Total)							
# Admitted by Exception	163	92	73	97	45	154	260
Rate	10.1%	5.9%	4.7%	6.5%*	3.1%*	10.6%*	16.3%

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1035	962	964	1089	1160	1131	1063
% Change		-7.1%	-6.9%	5.2%	12.1%	9.3%	2.7%
Target		-7.1%	-6.3% (970)	-5.8% (975)	-4.8% (985)	-3.5% (999)	2.0% (1056)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	0	0	27	26	25	31	28
% Change		0.0%	2700.0%	2600.0%	2500.0%	3100.0%	2800.0%
Target		0.0%(0)	2700.0% (27)	2800.0% (28)	3300.0% (33)	3400.0% (34)	3700.0% (37)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total,	1035	962	991	1115	1185	1162	1091

Undergraduate Completers							
% Change		**-7.1%**	**-4.3%**	**7.7%**	**14.5%**	**12.3%**	**5.4%**
Target		**-7.1%(962)**	**-3.7 (997) (-5.7% - - 1.7%)**	**-3.1% (1003) (-5.1% - - 1.1%)**	**-1.6% (1018) (-3.6% – 1.6%)**	**-0.2% (1033) (-2.2% – 2.2%)**	**5.6% (1093) (3.6% – 7.6%)**
Actual AY 08-09							
Actual AY 09-10							
Actual AY 10-11							
Avg of Prior Three Years							
Actual AY 11-12							
Actual AY 12-13							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, Masters	**294**	**267**	**318**	**278**	**261**	**272**	**236**
% Change		**-9.2%**	**8.2%**	**-5.4%**	**-11.2%**	**-7.5%**	**-19.7%**
Target		**-9.2% (267)**	**0.0% (294)**	**-8.2% (270)**	**-1.4% (290)**	**-3.1% (285)**	**2.5% (301)**

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**

# of Completers, Specialist	**0**	**3**	**9**	**2**	**2**	**0**	**12**
% Change		**300.0%**	**900.0%**	**200.0%**	**200.0%**	**0.0%**	**1200.0%**
Target		**300.0% (3)**	**200.0% (2)**	**100.0% (1)**	**200.0% (2)**	**200.0% (2)**	**300.0% (3)**

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, Graduate Certificate	**0**	**0**	**0**	**0**	**0**	**5**	**5**
% Change							
Target							

	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 Master Certificate	**0**	**0**	**0**	**0**	**0**	**4**	**3**
% Change							
Target							

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Total, Graduate Completers	**294**	**270**	**327**	**280**	**263**	**272**	**256**

% Change		**-3.4%**	**8.2%**	**-4.8%**	**-10.5%**	**-3.4%**	**-12.9%**
Target		**-3.4% (270)**	**0.68% (296) (-1.32% – 2.68%)**	**-7.8% (271) (-9.8% - - 5.8%)**	**-0.68% (292) (-2.68% – 1.32%)**	**-2.4% (287) (-4.4% - - 0.4%)**	**3.4% (304) (1.4% – 5.4%)**
Actual AY 10-11					**294**		**327**
Actual AY 11-12					**270**		**280**
Actual AY 12-13					**327**		**263**
Avg of Prior Three Years					**297**		**290**
Actual AY 13-14					**280**		**272**
Actual AY 14-15					**263**		**256**
Avg of Most Recent Two Yrs					**272**		**264**
Target Met?		**YES**	**YES**	**YES**	**NO**	**NO**	**NO**

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, TOTAL All Degrees	**1329**	**1232**	**1318**	**1395**	**1448**	**1434**	**1347**
% Change from baseline		**-7.3%**	**-0.8%**	**5.0%**	**9.0%**	**7.9%**	**1.4%**

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	20	15	39	26	15	13	14
Fall	418	486	697	660	723	746	806
Winter							
Spring	355	426	661	595	600	640	621
TOTAL	793	927	1397	1281	1338	1399	1441

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	84	64	153	97	54	47	43
Fall	1582	1922	2893	2882	3107	3205	3713
Winter							
Spring	1333	1684	2911	2602	2575	2621	2994
TOTAL	2999	3670	5957	5581	5736	5873	6750

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	75	55	150	97	48	47	43
Fall	1431	1858	2785	2753	3034	3155	3500
Winter							
Spring	1192	1587	2731	2491	2475	2693	2820
TOTAL	2698	3500	5666	5341	5557	5895	6363

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

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%	2014	6	3	50.00%
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%	2015	13	10	76.90%
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%^	2015	33	31	94.00%

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%	2015	9	9	100.00%
51.3801 Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	85.71%^	2015	115	110	95.70%^
51.0911 Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	100.00%	2015	21	21	100.00%

^First-time to take test

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	**10-11**	**11-12**	**12-13**	**13-14**
Number of students who took exams	**200**	**189**	**166**	**139**
Number of students who met standards for passage	**200**	**189**	**166**	**139**
Calculated Passage rate	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Target	**98.0% (96.0% - 100.0%)**	**98.0% (96.0% - 100.0%)**	**98.0% (96.0% - 100.0%)**	**98.0% (96.0% - 100.0%)**
Actual Year				

07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Target Met?	**YES**	**YES**	**YES**	**YES**

2. ARTICULATION AND TRANSFER

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

New Initiatives in 2015-2016

1. Inter-Institutional Collaborative Agreement for BS in Health Systems Management: In December 2014, an agreement was signed between McNeese and Southeastern Louisiana University to collaboratively offer the BS in Health Systems Management. Course offerings began in summer 2015.
2. Email Notifications for Transfer Credit Evaluations: In July 2015, an email process was implemented to notify students, academic advisors, and academic department heads when transfer credit evaluations were completed by the Registrar's Office.
3. LSU-E Reverse Transfer Agreement: A reverse transfer agreement is pending with LSU-E.
4. LSU-E Cross-Enrollment Agreement: A cross-enrollment agreement is pending with LSU-E.
5. Credit for DSST Exams: In spring 2015, McNeese adopted a policy to award credit based on ACE recommendations for DSST exams. Currently, exam content is under review by faculty to determine course equivalencies, and credit recommendations are in draft stage.

Initiatives Continued in 2015-2016

1. University Admissions Panel: Transfer applicants who do not meet admissions standards may make their case for admission by exception by completing an appeal questionnaire. The University Admissions Panel reviews the questionnaire along with other applicant information to determine admissions. Every year the University Admissions Panel reviews and revises internal policies used to make admission exception decisions.
2. Northshore Technical Community College Cross-Enrollment Agreement: In December 2013, a cross-enrollment agreement was signed with Northshore to facilitate McNeese student participation in Northshore's vet tech program.
3. Transfer Student Orientation/Advising Days: Beginning with summer 2013, several transfer orientation/advising days were scheduled throughout the summer. On these days, students attended a 3-hour orientation and then, if needed, met with academic advisors, registered for courses, applied for financial aid, and paid fees.
4. SOWELA Technical Community College Cross-Enrollment Agreement: In August 2013, a cross-enrollment agreement was signed with SOWELA to facilitate the cross-enrollment of McNeese and SOWELA students.
5. Electronic Exchange of Data for Applicant Referrals: Applicant referral data is sent to SOWELA in an electronic and secure format on a daily basis for specified terms. This allows SOWELA to load the data into their student information system, track referrals, and hopefully, report back who enrolled.

6. SOWELA Reverse Transfer Agreement: In December 2013, a reverse transfer agreement was signed with SOWELA to facilitate the implementation of an initiative to assist SOWELA students who have transferred to McNeese in completing a credential at SOWELA.
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. McNeese has officially terminated its ASN program and has entered the teach-out phase to be undertaken for the next 5 years as needed. Since February 2014, no new students have been allowed into the McNeese ASN program. Students interested in an ASN program have been referred to SOWELA to begin general education coursework for the program.
8. Other McNeese-Nursing Partnerships: McNeese has also entered into agreements with BRCC and LSUE to facilitate smooth transfer paths for nursing students.
9. StraighterLine Agreement: In February 2014, an articulation agreement was signed with StraighterLine to encourage ease of transfer for adult students and timely completion of degrees. Through this agreement, McNeese accepts ACE credit recommendations for StraighterLine general education courses as listed on our partner website.
10. Revisions to PLA Portfolio Credit Policy: In fall 2014, McNeese revised its Prior Learning Assessment (PLA) Portfolio credit policy, ensuring a clear, coherent process for both students and faculty evaluators and continues to modify the process as needed. The PLA Portfolio credit process allows a student to petition for college credit for learning obtained through work and life experiences through the submission of a portfolio.

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

1. Inter-Institutional Collaborative Agreement for BS in Health Systems Management: In December 2014, an agreement was signed between McNeese and Southeastern Louisiana University to collaboratively offer the BS in Health Systems Management. Course offerings began in summer 2015, with five courses and 30 student enrollments. In fall 2015, seven courses were offered, resulting in 67 student enrollments.

Initiatives Continued in 2015-2016

1. Northshore Technical Community College Cross-Enrollment: In fall 2015, ten McNeese students cross-enrolled at Northshore, enrolling in nine Vet Tech courses, while in spring 2016, five students enrolled in two courses.
2. Transfer Student Orientation/Advising Days: In summer 2013, we implemented 3-hour transfer student orientation, where representatives from Financial Aid, Services for Students with Disabilities, Career Services, McNeese Bookstore, and Cashier's Office were invited to speak and answer questions. Students were provided information on MyMcNeese, Moodle,

Banner Self-Service, student services and organizations, and academic policies and deadlines. Based on last year's surveys, Transfer Orientation was moved to a day where students would be able to pay tuition and fees, get their student identifications and parking tags. Surveys indicate that 73.5% of students felt that Transfer Orientation provided them with useful information on available academic and campus resources. Advisors stayed in contact with academic departments to let them know whether or not they could expect students. Nearly all students had been advised and registered prior to attending Transfer Orientation. In summer 2016, we plan to add additional Transfer Orientation sessions.

3. SOWELA Technical Community College Cross-Enrollment: In fall 2015, 155 McNeese students cross-enrolled at SOWELA, while in spring 2016, 70 McNeese students cross-enrolled.
4. Electronic Exchange of Data for Applicant Referrals: For summer 2015, fall 2015, and spring 2016 application terms, 602 applicant referral records were sent to SOWELA through the secure, electronic process established between institutions.
5. StraighterLine Agreement: Since our agreement was signed, eighteen students have been awarded McNeese credit for successful completion of StraighterLine courses.
6. PLA Portfolio Credit Policy: In 2015-16, six hours of college credit was awarded to two students through the PLA Portfolio process.

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

McNeese maintains both a transfer admissions page and an AALT/ASLT transfer page on its 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/Chief Articulation Officer ensures the transferability of coursework.

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

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

Agreements in Effect and/or Expanded

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

- Referral agreements: When McNeese denies a first-time freshman student admission, the student is sent a letter that refers him or her to a community college in his or her area, or to SOWELA or LSUE, as appropriate as part of an applicant referral

agreement with these schools. In addition, McNeese submits applicant referral data electronically to SOWELA through a secure, automated process.

- Cross-enrollment agreements: Agreements exist with Northshore and SOWELA to facilitate the cross-enrollment of students between institutions. See #s 2 and 4 under Continued Initiatives.
- Reverse transfer agreement: A reverse transfer agreement exists between McNeese and SOWELA. See #6 under Continued Initiatives.
- Transfer Issue Remedies: The SOWELA to McNeese Transferable Course Listing is updated annually and, at present, is under revision. We also review and revise annually our course equivalency index with LSUE. Both of these course articulation listings contain courses not found in the Louisiana Master Course Articulation Matrix. 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 Two-Year Institutions

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 certificate or diploma, applied associate degree, and transferable associate degree. McNeese sent its sixth feedback reports to SOWELA and LSUE in March detailing the performance of former students who transferred to McNeese in fall 2015. McNeese provides feedback to SOWELA and LSUE during each spring term.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# enrolled	**579**	**665**	**609**	**553**	**436**	**508**	**535**
# retained to next Fall semester	**412**	**461**	**414**	**381***	**333**	**386**	**366**
Rate	**71.2%**	**69.3%**	**68.0%**	**68.9%**	**76.4%**	**76%**	**68.4**

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

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# enrolled in the academic year	**343**	**296**	**354**	**306**
# retained to the next Fall semester	**253***	**237**	**289**	**234**
Rate	**73.8%**	**80.1%**	**81.6%**	**76.5%**
Target	**72.8% (70.8%-74.8%)**	**73.0% (71.0%-75.0%)**	**74.0% (72.0%-76.0%)**	**75.0% (73.0%-77.0%)**
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**	**YES**	**YES**

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of bacc completers	**1007**	**944**	**934***	**1042***	**1124**	**1097**	**1023**
# who began as transfers	**295***	**307***	**296***	**325***	**345**	**337**	**280**
Percentage who began as transfers	**29.3%**	**32.5%**	**31.7%**	**31.2%**	**30.7%**	**30.7%**	**27.4%**

*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 gacrtnsmry 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 baccalaureate recipients (some students have prior baccalaureate 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 baccalaureate recipients (some students have prior back degrees from another state) of whom 325 began as transfer students. The difference of 38 could be students who began at McNeese as a Preparatory student and should be counted as a FTF instead of a transfer student. **Year 4**- numbers from 2012-2013 TTDRPTBOR for Baccalaureate degree dated 4/02/14 shows 379 out of 1,129 baccalaureate completers who began as transfers. McNeese files have 11124 first-time baccalaureate recipients (some students have prior back degrees from another state) of whom 345 began as transfer students. The difference of 34 could be students who began at McNeese as a Preparatory student and should be counted as a FTF instead of a transfer student. **Year 5 –** numbers from 2013-2014 TTDRPTBOR for Baccalaureate degree dated 3/17/15 shows 382 out of 1,111 baccalaureate completers who began as transfers. McNeese files have 1097 first-time baccalaureate recipients (some students began McNeese as preparatory student and should be counted as a FTF instead of a transfer student. **Year 6 -** numbers from 2014-2015 TTDRPTBOR for Baccalaureate degree dated 12/01/15 shows 318 out of 1,032 baccalaureate completers who began as transfers. McNeese files have 1023 first-time baccalaureate recipients (some students have prior back degrees from another state) of whom 280 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)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	53	54	52	59	59	58	56
# Admitted by Exception	6	3	5	5	3	8	11
Rate	11.3%	5.6%	9.6%	8.5%	5.1%*	13.8%*	19.6%*
# Transfers Admitted (Fall)	389	342	332	278	316	331	312
# Admitted by Exception	45	34	32	24	42	38	54
Rate	11.6%	9.9%	9.6%	8.6%*	13.3%*	11.5%*	17.3%*
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	223	213	219	158	219	208	221
# Admitted by Exception	29	14	16	17	12	41	29
Rate	13.0%	6.6%	7.3%	10.8%*	5.5%*	19.7%*	13.1%*
# Transfers Admitted (TOTAL)	665	609	603	495	594	597	589
# Admitted by Exception	80	51	53	46	57	87	94
Rate	12.0%	8.4%	8.8%	9.3%*	9.6%*	14.6%*	16.0%*

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# transfers in	**45**	**56**	**63**	**87**	**95**	**70**	**83**
# retained to next Fall semester	**33**	**44**	**44**	**57**	**81**	**52**	**56**
Rate	**73.3%**	**78.6%**	**69.8%**	**65.5%**	**85.3%**	**74.3%**	**67.5%**

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of bacc completers	**1035**	**962**	**934**	**1042**	**1124**	**1097**	**1023**
# who began as transfers w assoc degree	**26**	**25**	**28**	**30**	**43**	**54**	**57**
Percentage who began as transfers w assoc degree	**2.5%**	**2.6%**	**3.0%**	**2.9%**	**3.8%**	**4.9%**	**5.6%**

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	260	359	659	648	656	813	602

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	0	3	3	0
# retained to next Fall semester	0	0	0	0	3	3	0
Rate	0%	0%	0%	0%	100.0%	100%	0%

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

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT:

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

McNeese meets all relevant targets for this objective for academic year 2015-2016.

- **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 2015-2016, McNeese participated in a Board of Regents low-completer review and has made program modifications in response. As identified on the BOR Tracking database:

  - The following programs were terminated after thorough review of workforce and industry needs and alignment:
    - Graduate Certificate in Counseling Grades K-12
    - Bachelor of Science in Secondary Education and Teaching
    - Post-Baccalaureate Certificate in Pump Reliability Engineering
    - Graduate Certificate in Pump Reliability Engineering
    - Bachelor of Arts in Foreign Languages
    - Bachelor of Science in Nutrition and Food Sciences
    - Bachelor of Science in Athletic Training
    - Post-Baccalaureate Certificate in Nursing Case Management
    - Post-Master's Certificate in Family Nurse Practitioner
    - Bachelor of Arts in Organizational Leadership

- **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.

University Initiatives for Workforce Development

In 2015-2016, McNeese continued to cultivate the following initiatives in support of area workforce needs:

1. The Southwest Entrepreneurial and Economic Development (SEED) Center: The Board of Regents granted approval of the Southwest Economic and Entrepreneurial Development (SEED) Center of Excellence at McNeese State University. The SEED Center announced that 59,800 estimated jobs (e.g., retained, construction, permanent direct and indirect, and permanent

induced jobs) will be created by projects already in progress as well as planned projects that will start in the near future (SWLA Alliance, 2014).

2. The Innovation Marketplace provides a gateway between University intellectual capital and business/industry need. The database will showcase faculty and staff experts and enable regional stakeholders to call on experts for consulting and other related work.
3. The SEED Center also houses the Economic Development Administration (EDA) University Center for Economic Development. The EDA University Center facilitates partnerships and regional engagement activities.
4. Institute for Industry-Education Collaboration (IIEC) and Continuing Education focuses exclusively on offering programs and courses essential to area business and industry. In 2015 the Institute for Industry-Education Collaboration held 51 seminars. These seminars had a total enrollment of 524 people from 171 companies and businesses. This training totaled 1,180 hours of professional development. The IIEC currently has 20 public courses scheduled and 13 custom industry training sessions scheduled for 2016.
5. 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. LERC is under the supervision of the Harold and Pearl Dripps Department of Agricultural Sciences and provides another applied learning opportunity for McNeese Agriculture students.
6. Center for the Advancement of Meat Processing and Production (CAMPP): McNeese State University offers the first educational training facility in the nation for meat processing and marketing. This facility is administered by the Harold and Pearl Dripps Department of Agricultural Sciences.
    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.

- **Activities conducted during the reporting year with local Workforce Investment Board.**
    1. McNeese collaborates with LWC by updating its program information for the Louisiana Workforce Commission's HiRE initiative multiple times per year. The LWC uses this information to assist eligible students with funding for expenses related to their program.
    2. The Drew Center for Business and Economic Analysis provides data on economic activity for the city and five parish region.
    3. The Louisiana Small Business Development Center at McNeese State University supports area jobs and small business. At the end of their most recent fiscal period, the LSBDC facilitated the creation of 97.5 new jobs and 29 new businesses through its

resources, services, and direct support for a total economic impact of over $3,335,567. Additionally, the SBDC worked with 347 different clients and offered 21 training events with 479 individuals in attendance.

- **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**
  1. Senior exit survey employment and graduate school placement data. The following data represents fall-to-fall comparisons because spring data is unavailable at the time of this report. Note: Typically fall term percentages are lower than spring in this category; also, a significant percentage (70.3) do not yet know of their acceptance since the survey is done in mid-fall and most graduate/professional school acceptances are not made until early spring.

Grad Fest Survey Question	Fall 14	Fall 15
Actively seeking employment in major field of study	51.3%	49.4%
Received an offer	27.1%	27.7%
Seeking employment outside of major field of study	4.8%	4.3%
Received an offer	6.2%	6.2%
Percentage pursuing graduate/professional school*	45.3%	37.5%
Percentage accepted*	7.5%	8.7%

     - For Fall 2015, Grad Fest survey also shows that of those obtaining employment, 36.1% accepted employment in their major field of study with 31.8% earning salaries above $30,000.

  2. The Offices of Institutional Research and Effectiveness, Career Services, and the Alumni Center continue to collaborate on improved data sharing and employment and satisfaction instrument development.

- **Improved technology/expanded distance learning offerings during the reporting year.**
  1. In spring 2016, McNeese's application to NC-SARA was renewed by the Board of Regents. Participation in the reciprocity agreement enables us to better attract online students and increase out-of-state enrollment, which results in greater institutional revenues and award productivity.
  2. Expanded distance offerings include the Masters of Business Administration and the Graduate Certificate in Business Administration.
  3. Course-level distance offerings grew: 49 more sections were taught online in 2015-16 than in the previous year, and we saw a 7.6% increase in students enrolled in online courses.
  4. McNeese has launched a mobile application for the university to facilitate communication and services with students, alumni, and other stakeholders.

5. McNeese's substantive change prospectus describing the partnership with United States Army Garrison JRTC at Fort Polk was approved by SACSCOC in 2015.

Revenues/Efficiencies

- A total of $1,013,604 in revenues were generated from distance education/online courses during the 2014 – 2015 academic year. This represents an approximate 2% increase over the previous year.

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

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

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

***Eliminated 15-16: BS Secondary Education and Teaching; BA Foreign Languages; BS Nutrition and Food Sciences; BS Athletic Training; BA Organizational Leadership. These programs will become concentrations in related disciplines. Also terminated were the GCs in Counseling Gr K-12 and Pump Reliability Engineering, the PBCs in Nursing Case Management and Pump Reliability Engineering, and the PMC in Family Nurse Practitioner.**

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

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

*** Programs added or modified in 15-16 include an online MBA in Business Administration and an online M Ed. in School Counseling.**

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# of programs, all degree levels			**72**	**78**	**78**	**79**	**67**
# of programs			**72**	**78**	**78**	**79**	**67**

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

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

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

	Baseline	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of course sections that are 50-99% distance delivered	**98**	**137**	**165**	**204**	**265**	**254**	**136**
# of course sections that are 100% distance delivered	**234**	**318**	**431**	**503**	**499**	**550**	**516**

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	**2048**	**2625**	**3378**	**3848**	**4994**	**4471**	**3211**

delivered							
# of students enrolled in courses that are 100% distance delivered	**4034**	**5794**	**7582**	**9705**	**11,400**	**10657**	**11468**

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

	Year 3	**Year 4**	**Year 5**	**Year 6**
Term of Data	**Baseline (Jan 1, 2013)**	**Jan 1, 2014**	**Jan 1, 2015**	**Jan 1, 2016**
Associate	**2**	**2**	**2**	**2**
Baccalaureate	**6**	**5**	**7**	**6**
Post-Baccalaureate	**2**	**2**	**2**	**1**
Grad Cert		**3**	**3**	**4**
Masters	**5**	**2**	**2**	**4**
PMC	**2**	**2**	**2**	**1**
Specialist			**1**	**1**
Doctoral				
Professional				
TOTAL	**17**	**16**	**19**	**19**
Target (Total Programs)	**9 (8-10)**	**12 (11-13)**	**13 (12-14)**	**14 (13-15)**
Actual 2010				
Actual 2011				
Actual 2012				
Avg of Prior Three Years				
Actual 2013				
Actual 2014				

Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**	**YES**	**YES**

Count for 14-15 AY includes programs that will likely be terminated.

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

3.d.i. Percent of completers found employed.

	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort	2013-2014 Cohort
Baccalaureate	**972**	**976**	**1,100**	**1171**	**1139**
Post-Bacc Certificate	**0**	**27**	**26**	**24**	**31**
Masters	**267**	**318**	**278**	**261**	**272**
Post-Master	**0**	**0**	**0**	**0**	**4**
Educational Specialist	**3**	**9**	**2**	**2**	**0**
Total Completers	**1,242**	**1,330**	**1,406**	**1458**	**1446**
Rate Employed 2014 Q2	**69.5%**	**67.7%**	**65.7%**	**81.7%**	**67.0%**
Rate Employed 2014 Q6	**67.4%**	**0%**	**0%**	**64.0%**	**0%**

4. Institutional Efficiency and Accountability

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

Progress on Eliminating Developmental Course Offerings: All developmental courses on campus have been eliminated. We are also participating in the Board of Regents Developmental Education Co-Requisite Delivery Pilot (see Objective 1, new initiatives, item 1).

Progress on Eliminating Associate Degree Offerings:

Program	Last Term Students will be admitted into Program at McNeese
Associate General Studies	No immediate plans to close. Our three-year completer average is 54. Offering this degree is important for students who for whatever reason may not be able to continue to a baccalaureate degree but have completed enough credits to earn the associate's.
AS Paralegal Studies	Continuing to review.
AS Computer Information Technology	Eliminated June 2013
AS Engineering Technology	Eliminated June 2013
ASN Nursing	Eliminated December 2013

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

Board of Regents action in spring 2015 approved our schedule for increasing non-resident tuition:

Proposed Non-Resident Tuition Schedule 2015-2016		
	2015-2016 Amount	**SREB Category 4 Target**
MSU	18,280	18,280

The fee payment information posted for fall 2015 and spring 2016 reflect this annual non-resident fee increase to $11,075 based on 12-hours per semester.

Impacts on Enrollment and Revenue

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

	Fall 2012	Spring 2013	AY 2012-2013	Fall 2013	Spring 2014	AY 2013-2014	Fall 2014	Spring 2015	AY 2014-2015	Fall 2015	Spring 2016	AY 2015-2016
NR Enrollment	989	900	1889	959	916	1875	1,027	1,030	2,057	1,273	1,165	2,438

For 2014-2015 our non-resident revenue is estimated at $4,601,082, which is relatively stable compared to the 14-15 year.

	14-15	15-16	% change
Annual Non-Resident Tuition & Fees*	17,374	18,280	5.21%
Annual Non-Resident Fee*	11,070	11,075	0.05%

*Based on 12 hours per semester

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Course sections in mathematics	**24**	**24**	**23**	**17**	**17**	**8**	**1**
Course sections in English	**24**	**23**	**18**	**13**	**10**	**6**	**0**
Other developmental course sections	**0**	**0**	**0**	**0**	**0**	**0**	**0**
TOTAL	**48**	**47**	**41**	**30**	**27**	**14**	**1**

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Enrollment in dev mathematics	**872**	**778**	**709**	**524**	**488**	**227**	**30**
Enrollment in dev English	**431**	**345**	**262**	**152**	**137**	**101**	**0**
Enrollment in other developmental courses	**0**	**0**	**0**	**0**	**0**	**0**	**0**
TOTAL	**1303**	**1123**	**971**	**676**	**625**	**328**	**30**

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Number of students enrolled	**488***	**482***	**421***	**373***	**63***	**55***	**57**

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Non-resident tuition/fees (full-time)	**$10,259**	**$11,629**	**$13,176**	**$15,140**	**$16,573**	**$17,374**	**$18,280**
Peer non-resident tuition/fees (full-time)	**13,904**	**14,539**	**15,083**	**15,866**	**16,904**	**$17,354**	**$18,280**
Percentage difference	**-35.5%**	**-25.0%**	**-14.5%**	**-4.6%**	**-2.0%**	**-0.1%**	**0%**

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

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 12-13***	**AY 13-14**	**AY 14-15**	**AY 15-16**
# programs with Mandatory or Recommended accreditation status	**50**	**48**	**47**	**42**
# programs having discipline accreditation	**44**	**42**	**42*^**	**38*^**
% accredited programs	**88.0%**	**88%**	**89%**	**90.0%**
TARGET	**86.0% (84.0%-88.0%)**	**86.0% (84.0%-88.0%)**	**86.0% (84.0%-88.0%)**	**86.0% (84.0%-88.0%)**
Year 09-10				
Year 10-11				
Year 11-12				
Avg of Prior Three Years				
Year 12-13				
Year 13-14				
Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**	**YES**	**YES**

***** Two programs have applied for accreditation: MEd School Counseling, PMC Psychiatric Mental Health NP.
^ per 3/30/2016 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, 2016

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 2015

Undergraduate headcount	**7343**
Graduate headcount	**817**
Total headcount	**8170**

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

Source: 2015-2016 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	**6492.3**
Graduate FTE	**489.3**
Total FTE	**6981.5**

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 2015. Instructional faculty is determined by Primary Function = "IN" (Instruction) and SOC Codes that begin with 251 or 253, excluding 251191 (Graduate Teaching Assistants). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	**390**
FTE Faculty	**295.5**

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 2015.

Undergraduate headcount enrollment	**32,216**
Total number of sections in which the course number is less than or equal to a senior undergraduate level	**1,322**
Average undergraduate class size	**24.3**

d. Average number of students per instructor

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

Source: Budget Request information 2015-2016 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2015.

Total FTE enrollment	**6981.5**
FTE instructional faculty	**295.5**
Ratio of FTE students to FTE faculty	**23.6**

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 2015, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Business	**2**	**2**
College of Education	**3**	**3**
College of Engineering	**1**	**1**

and Computer Science		
College of Liberal Arts	**1**	**1**
College of Nursing and Health Professions	**1**	**1**
College of Science	**1**	**1**

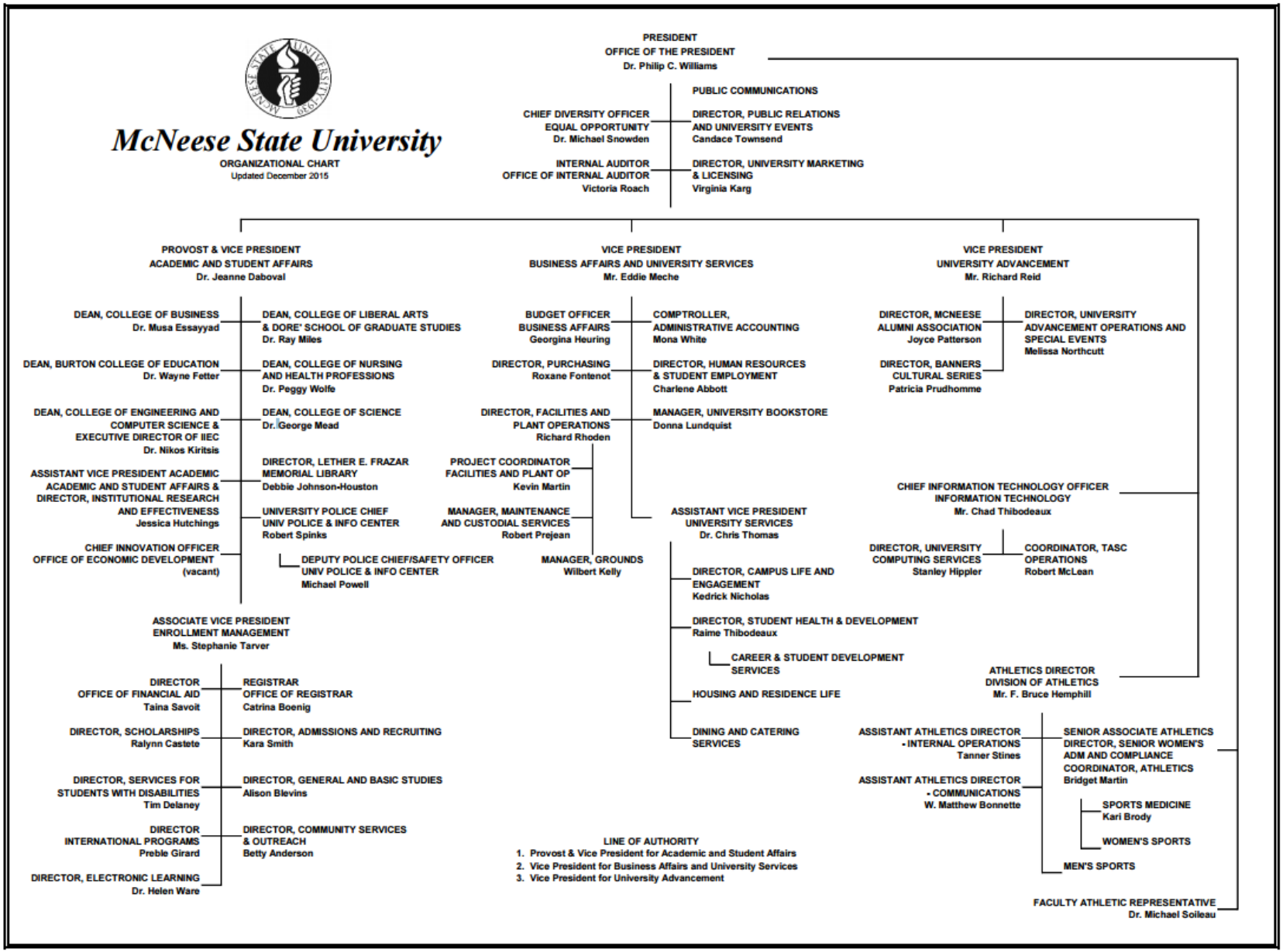
f. Number and FTE of staff in administrative areas

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

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2015, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
President	**10**	**10**
Academic and Student Affairs	**14**	**14**
Business Affairs	**11**	**11**
University Advancement	**3**	**3**
Frazar Memorial Library	**1**	**1**

g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of December 2015).


McNeese State University
ORGANIZATIONAL CHART
Updated December 2015
PRESIDENT
OFFICE OF THE PRESIDENT
Dr. Philip C. Williams
PUBLIC COMMUNICATIONS
CHIEF DIVERSITY OFFICER
EQUAL OPPORTUNITY
Dr. Michael Snowden
DIRECTOR, PUBLIC RELATIONS
AND UNIVERSITY EVENTS
Candace Townsend
INTERNAL AUDITOR
OFFICE OF INTERNAL AUDITOR
Victoria Roach
DIRECTOR, UNIVERSITY MARKETING
& LICENSING
Virginia Karg
PROVOST & VICE PRESIDENT
ACADEMIC AND STUDENT AFFAIRS
Dr. Jeanne Daboval
VICE PRESIDENT
BUSINESS AFFAIRS AND UNIVERSITY SERVICES
Mr. Eddie Meche
VICE PRESIDENT
UNIVERSITY ADVANCEMENT
Mr. Richard Reid
DEAN, COLLEGE OF BUSINESS
Dr. Musa Essayyad
DEAN, COLLEGE OF LIBERAL ARTS
& DORE' SCHOOL OF GRADUATE STUDIES
Dr. Ray Miles
DEAN, BURTON COLLEGE OF EDUCATION
Dr. Wayne Fetter
DEAN, COLLEGE OF NURSING
AND HEALTH PROFESSIONS
Dr. Peggy Wolfe
DEAN, COLLEGE OF ENGINEERING AND
COMPUTER SCIENCE &
EXECUTIVE DIRECTOR OF IIEC
Dr. Nikos Kiritsis
DEAN, COLLEGE OF SCIENCE
Dr. George Mead
ASSISTANT VICE PRESIDENT ACADEMIC
ACADEMIC AND STUDENT AFFAIRS &
DIRECTOR, INSTITUTIONAL RESEARCH
AND EFFECTIVENESS
Jessica Hutchings
DIRECTOR, LETHER E. FRAZAR
MEMORIAL LIBRARY
Debbie Johnson-Houston
UNIVERSITY POLICE CHIEF
UNIV POLICE & INFO CENTER
Robert Spinks
CHIEF INNOVATION OFFICER
OFFICE OF ECONOMIC DEVELOPMENT
(vacant)
DEPUTY POLICE CHIEF/SAFETY OFFICER
UNIV POLICE & INFO CENTER
Michael Powell
ASSOCIATE VICE PRESIDENT
ENROLLMENT MANAGEMENT
Ms. Stephanie Tarver
DIRECTOR
OFFICE OF FINANCIAL AID
Taina Savoit
REGISTRAR
OFFICE OF REGISTRAR
Catrina Boenig
DIRECTOR, SCHOLARSHIPS
Ralynn Castete
DIRECTOR, ADMISSIONS AND RECRUITING
Kara Smith
DIRECTOR, SERVICES FOR
STUDENTS WITH DISABILITIES
Tim Delaney
DIRECTOR, GENERAL AND BASIC STUDIES
Alison Blevins
DIRECTOR
INTERNATIONAL PROGRAMS
Preble Girard
DIRECTOR, COMMUNITY SERVICES
& OUTREACH
Betty Anderson
DIRECTOR, ELECTRONIC LEARNING
Dr. Helen Ware
BUDGET OFFICER
BUSINESS AFFAIRS
Georgina Heuring
COMPTROLLER,
ADMINISTRATIVE ACCOUNTING
Mona White
DIRECTOR, PURCHASING
Roxane Fontenot
DIRECTOR, HUMAN RESOURCES
& STUDENT EMPLOYMENT
Charlene Abbott
DIRECTOR, FACILITIES AND
PLANT OPERATIONS
Richard Rhoden
MANAGER, UNIVERSITY BOOKSTORE
Donna Lundquist
PROJECT COORDINATOR
FACILITIES AND PLANT OP
Kevin Martin
MANAGER, MAINTENANCE
AND CUSTODIAL SERVICES
Robert Prejean
MANAGER, GROUNDS
Wilbert Kelly
ASSISTANT VICE PRESIDENT
UNIVERSITY SERVICES
Dr. Chris Thomas
DIRECTOR, CAMPUS LIFE AND
ENGAGEMENT
Kedrick Nicholas
DIRECTOR, STUDENT HEALTH & DEVELOPMENT
Raime Thibodeaux
CAREER & STUDENT DEVELOPMENT
SERVICES
HOUSING AND RESIDENCE LIFE
DINING AND CATERING
SERVICES
LINE OF AUTHORITY
1. Provost & Vice President for Academic and Student Affairs
2. Vice President for Business Affairs and University Services
3. Vice President for University Advancement
DIRECTOR, MCNEESE
ALUMNI ASSOCIATION
Joyce Patterson
DIRECTOR, UNIVERSITY
ADVANCEMENT OPERATIONS AND
SPECIAL EVENTS
Melissa Northcutt
DIRECTOR, BANNERS
CULTURAL SERIES
Patricia Prudhomme
CHIEF INFORMATION TECHNOLOGY OFFICER
INFORMATION TECHNOLOGY
Mr. Chad Thibodeaux
DIRECTOR, UNIVERSITY
COMPUTING SERVICES
Stanley Hippler
COORDINATOR, TASC
OPERATIONS
Robert McLean
ATHLETICS DIRECTOR
DIVISION OF ATHLETICS
Mr. F. Bruce Hemphill
ASSISTANT ATHLETICS DIRECTOR
- INTERNAL OPERATIONS
Tanner Stines
SENIOR ASSOCIATE ATHLETICS
DIRECTOR, SENIOR WOMEN'S
ADM AND COMPLIANCE
COORDINATOR, ATHLETICS
Bridget Martin
ASSISTANT ATHLETICS DIRECTOR
- COMMUNICATIONS
W. Matthew Bonnette
SPORTS MEDICINE
Kari Brody
WOMEN'S SPORTS
MEN'S SPORTS
FACULTY ATHLETIC REPRESENTATIVE
Dr. Michael Soileau

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, 2011

- **A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2011.**

Position	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014	Total Base Salary, reported Fall 2015
President	$220,000	$220,000	$220,000	$220,000	$228,250 3.75% Service/Merit Increase
Provost & Vice President Academic and Student Affairs	$156,000 (Title changed effective 7/1/2011 from Provost and Vice President Academic Affairs)	$156,000	$156,000	$156,000	$164,190 5.25% Service/Merit Increase
Vice President Administrative & Student Affairs	$0 Position Eliminated				
Vice President Business and University Affairs	$143,000	$143,000 (Title changed effective 7/1/2012 from Vice President Business Affairs)	$143,000	$143,000	$150,508 5.25% Service/Merit Increase

Vice President for University Advancement	**$132,525** **(title changed from VP Development & Public Affairs 7/1/2011)**	**$132,525**	**$132,525**	**$132,525**	**$139,483** **5.25% Service/Merit Increase**
Vice President Special Services & Equity	**$0** ***Position eliminated as of July 1, 2011***				
Dean College of Business	**$130,000** **Position filled with Interim appointment as of 8/10/2011.**	**$145,000** **as of 8/1/2012 New Dean for College of Business hired at a higher salary.**	**$145,000**	**$145,000**	**$148,263** **5.25% Service/Merit Increase**
Dean College of Education	**$118,176**	**$118,176**	**$118,176**	**$118,176**	**$124,380** **5.25% Service/Merit Increase**
Dean College of Engineering and Computer Science	**$139,543**	**$151,543** **Effective 2/1/2012 $12,000 Stipend was added for additional**	**$151,543** **Title changed effective 7/1/2013 from Dean, College of Engineering &**	**$151,543**	**$159,499** **5.25% Service/Merit Increase**

		administrative responsibilities including IIEC and Continuing Education.	**Engineering Technology**		
Dean College of Liberal Arts and the Dore School of Graduate Studies	**$108,622**	**$108,622**	**$108,622**	**$113,622** **Effective 8/18/14 $5,000 stipend was added for serving also as Dean of Graduate Studies; Title changed from Dean**	**$119,587** **5.25% Service/Merit Increase**
Dean College of Nursing and Health Professions	**$115,632**	**$115,632**	**$115,632**	**$115,632**	**$121,703** **5.25% Service/Merit Increase; Title changed effective 8/24/15 from Dean, College of Nursing**
Dean College of Science	**$123,296**	**$123,296**	**$123,296** **Title changed effective 7/1/14 from Dean College of Science & Interim Dean for William J.**	**$123,296**	**$129,769** **5.25% Service/Merit Increase**

			Dore' School of Graduate Studies		
Associate Vice President for Enrollment Management	**$96,265**	**$96,265** **(Title changed effective 7/1/2012 from Dean Enrollment Management)**	**$96,265**	**$96,265**	**$101,319** **5.25% Service/Merit Increase**
Director Library	**$80,000**	**$80,000**	**$80,000**	**$83,000** **$3,000 Salary increase to Associate Professor**	**$87,358** **5.25% Service/Merit Increase**
Dean Student Services	**$0** **Position eliminated**				
Associate Vice President for University Services	**$98,000** **(Position created July 1, 2011)**	**$98,000** **(Title changed effective 7/1/2012 from Associate Vice President for Enrollment Management and Student Affairs)**	**$98,000**	**$98,000**	**$0** **Position eliminated**

i. **A cost performance analysis**

- **i. Total 2014-15 operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.**

Expenditures by Function:	Amount	% of Total
Instruction	$ 25,116,974	41.83%
Research	$ 2,479,284	4.13%
Public Service	$ 0	0.0%
Academic Support**	$ 5,367,936	8.94%
Student Services	$ 3,320,279	5.53%
Institutional Services	$ 7,687,517	12.8%
Scholarships/Fellowships	$ 5,936,711	9.89%
Plant Operations/Maintenance	$ 4,990,285	8.31%
Total E&G Expenditures	$ 54,898,986	91.43%
Hospital	$ 0	0.0%
Transfers out of agency	$ 1,196,931	1.99%
Athletics	$ 3,350,798	5.58%
Other	$ 595,669	0.99%
Total Expenditures	$ 60,042,384	100.0%

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

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

Average yearly cost of attendance	**$ 21,602**

- **iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges. Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF).**

Average Time to Bachelor's Degree	**5.7 years**

- **iv. Average cost per degree awarded in the most recent academic year.**

Average cost per degree awarded	**$ 2,669.00**

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

Average cost per non-completer	**$ 2,669.00**

- **vi. All expenditures of the institution for the most recent academic year. As reported on the Form BOR-3 during the Operational Budget Process.**

All expenditures of the institution for the 14-15AY	**$ 100,813,995**