McNeese State University
University of Louisiana System

GRAD Act Annual Report
FY 2014-2015 (Year 5)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2015

and to the
Louisiana Board of Regents,
May 1, 2015

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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 has met all of its targets for the reporting year.

• Student success policies/programs/initiatives implemented/continued during the reporting year.
New Initiatives in 2014-2015
McNeese initiated several new programs and changes in AY 14-15 to work toward student success.
1. Improved First-time Freshman Advising and Orientation: Based on formal and informal analysis, McNeese has revised the format of first-time freshman advising and orientation for 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 is being created, which should result in a more thorough understanding of course requirements and choices.
2. Expansion of Prior Learning Assessment (PLA) Policies: The PLA portfolio policy underwent its first real test cases in fall 2014. Also, McNeese has adopted a DSST exam credit policy as well as an International Baccalaureate exam credit policy (see chart). These PLA policies will allow students to gain credit for recognized exams and personal knowledge of course objectives, which can expedite time to graduation.
3. Transitional SOWELA on the McNeese Campus: Plans are underway for SOWELA to offer math and English transitional (developmental) courses on the McNeese campus in fall 2015.
4. 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 for native English speakers, 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.
5. Ad Hoc Retention Committee: During 2015-16, an ad hoc retention committee met to study retention data of first-time freshmen. The committee found that attendees at the last fall orientation session are retained at a lower rate than other first-time freshmen. The committee is discussing potential strategies and interventions for increasing success of this group.
6. Online Psychology Program Offered: In June 2014, the Board of Regents approved our BS in Psychology program for online delivery, which can facilitate degree completion for adult learners. Currently, we have 29 students enrolled in this online program.
7. In-House Survey Replacing ACT ENGAGE: An in-house survey is being developed to replace the ACT ENGAGE, which was administered to freshmen as part of the Freshman Foundations course from spring 2012 through fall 2013. Like the ACT ENGAGE, the in-house survey will measure components critical to students' success. Survey results will be compared to university GPA, hours earned, retention rates, and other relevant student information.

8. Career Testing and Counseling Services: McNeese has moved career testing to Counseling Services, where professionals with counseling backgrounds can assist students on their educational plans more efficiently. The Strong Interest Inventory and the Myers Briggs Type Indicator is offered, as well as a follow-up career counseling appointment with a licensed counselor.
9. Expansion of Testing Services: Testing Services is now an approved PRAXIS test site, which affords McNeese education students with greater access to testing. Testing Services also offers automated registration and fee payment for other testing opportunities offered at McNeese.

Initiatives Continued in 2014-2015
1. Participation in the 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.
4. Online Degree Audit: McNeese has purchased Degree Works, an online degree audit system that helps students navigate degree requirements and shorten time to degree completion, and is moving forward with that implementation. An initial site visit with Degree Works consultants has been scheduled for April 2015. Tentative 'go live' date will be spring 2016.
5. ESL Pathway Program: McNeese, ESLI, and SOWELA are creating a bridge program where international students who have not met all admission requirements can transition to a college academic program. Students can complete an additional level of ESL instruction, while enrolling in developmental coursework with SOWELA and a non-intensive writing course at McNeese.
6. At-Risk Intervention: Instructors utilize an Early Alert System to identify students who may be at risk due to excessive absences or poor class performance. Advisors and students work together to determine the problem and seek appropriate solutions through McNeese services.
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. Admissions Exceptions: The University Admissions Panel continues revise policies for first-time freshman and transfer admissions exceptions as student performance and retention data is reviewed.
9. Freshman Orientation: This one-day workshop is designed to aid new students in adjusting to the University. A Parent Orientation is offered simultaneously with the traditional orientation sessions. Evening and compressed formats are offered for non-traditional and transfer students.

10. <u>Revised Freshman Experience program (FFND 101)</u>: We continue to decentralize our freshman experience course. Effective fall '15, each academic area will implement its own course or process within some broad institutional parameters to support learning and retention. This change enables instructors to be more flexible and responsive to student needs.
11. <u>Degree Road Maps</u>: All academic programs continue to provide degree road-maps so that student can see a semester-by-semester path to graduation. These roadmaps have been reviewed and made a regular part of the degree plans in the Academic Catalog for '15-16.
12. <u>Pre-session</u>: 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.
13. <u>On-Track Program</u>: 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.
14. <u>Project Win-Win</u>: Identifies students who are no longer enrolled but have earned enough credits to qualify for an associate degree.
15. <u>Professional Exam Support</u>: Profession programs continuously improve offerings and support services for students who must sit for professional and licensing exams.

• **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**
1. <u>Board of Regents Developmental Education Co-Requisite Delivery Pilot</u>: In spring 2014, seven students were enrolled in the English pilot, with a 71.4% passage rate, while 22 students were enrolled in the math pilot, with a 40.9% passage rate. In fall 2014, 32 students participated in the English portion of the pilot, with an 81.3% passage rate, and 152 students participated in the math portion of the pilot with a 50.7% passage rate. For spring 2015, eight students are enrolled in the English pilot, while 30 students are enrolled in the math pilot.
2. <u>Learning Community in Residence Hall</u>: Current Burton Hall residents have again renewed leases to continue living on campus at a rate of 67% compared to 36% of the general student population living in comparable style and priced housing (without active learning communities). While we have increased our ratio of community assistants to residents in Burton Hall from 10:1 to 19:1 ratio, it is still lower than the ratio of community assistants to residents in other on-campus housing (without active learning communities), which is 50:1 ratio. We will continue to maintain low student to community assistant ratio in Burton Hall.
3. <u>Program Offerings at Fort Polk</u>: In summer 2014, we offered 7 classes, with 58 enrollments. In fall 2014 and spring 2015, we offered 17 classes in each semester. In fall, we had 116 enrollments, while in spring, enrollments increased to 135. After a review of student demand, we are working with Fort Polk to modify our MOU to ensure we offer programs that students want.
4. <u>Expanded Advising Delivery</u>: We have expanded advising to include after-hours and small group formats. Both options accommodate students with difficulties making individual appointments. Group advising has proven beneficial to students seeking degrees in Nursing or Engineering and students who are part of our international population.

5. <u>Course Withdrawal Monitoring</u>: We continue to monitor course withdrawal rates (8.18% for undergraduate courses) with an eye to revising policies to minimize the behavior.
6. <u>Students in Crisis Intervention</u>: In spring 2014, the Director of Student Life met with 30 of 34 referred students. Twenty-seven successfully completed spring 2014 and either graduated or enrolled again in the fall 2014. In fall 2014, the Director met with 26 of 32 referred students. Of those 26, two graduated and 19 continued enrollment in spring 2015.
7. <u>At-Risk Intervention</u>: Instructors initiated Early Alert reports for 123 students from fall 2014 through spring 2015, and those students were counseled via email, in person, or by phone call. Advisors met twice a semester with any student placed on an Academic Plan for Improvement because of unsatisfactory academic progress.
8. <u>Midterm Grade Pilot</u>: Fall 13 to fall 14 comparisons of Math 113 withdrawal rates went from 8.83% to 13.28%; for ENGL 101 the rate increased from 5.91% to 7.22%. Fall 13 to fall 14 comparisons of percentages of students whose grades improved after midterm shows for Math 113 a change of 18.06% to 22.93%; and for ENGL 101 a change of 33.56% to 22.93%. Issuing midterm grades appears to vary in its impact, but the practice, in combination with other methods, is worth continuing especially when such high percentages show improvement over their midterm grades. Even if year-to-year the percentages vary, they still show positive improvement.
9. <u>Administration of the ACT Engage</u>: We have discontinued this survey and are developing a similar internal one. We have used the results from the most recent administration to develop some options for retention programs.
10. <u>Combined Academic Suspension and Financial Aid Appeals Process</u>: In spring 2014, 602 appeals were submitted and reviewed; in summer 2014, 131 appeals, in fall 2014, 653 appeals, and in spring 2015, 511 appeals to date.
11. <u>Enhanced Advising Policies</u>: In order to encourage persistence and success, first-time freshmen may not enroll in more than 18 credit hours in any one term. Exceptions to this are minimized: in fall 2014 only 1.3% of first-time freshmen enrolled in more than 18 hours; in spring 2015, 1.7% of first-time freshmen enrolled in more than 18 hours. The upper-level course prerequisite policy has been disseminated to all advisors and incoming and continuing freshman.
12. <u>Admissions Exceptions</u>: In fall 2014, 81 first-time freshmen were admitted by exception, which is 6.14% of the previous year's entering freshman class. This is 1.86 percentage points below the maximum allowable exceptions of 8%.
13. <u>Orientation</u>: Freshman, Non-Traditional, Transfer and Parent Orientation are consistently reviewed to ensure quality and to meet student needs. In 2014, Transfer Orientation was moved to late July in response to student requests to do so.
14. <u>Freshman Foundations/Experience</u>: The Fall Pass rate fell from 87.89 to 85.59, but remains higher than previous years; the withdrawal rate increased from 5.07 to 6.62%; and, although it is an increase, it remains within our margin of error.
15. <u>Degree Road Maps</u>: The implementation of Degree Works, a degree auditing program created by Ellucian, will require departments to consistently update and verify degree information. From that information, advisors will be able to easily construct a roadmap for students to use as a supplement to advising.
16. <u>Pre-session</u>: Spring 2015 pre-session data: 12 courses offered, 137 students enrolled, and 99.2% passed.

17. On-Track Program: In summer 2014, 141 students participated in the program, an increase of 5.2% from the prior summer. Of the 141 participants, 99.2% continued to the fall semester or completed degree requirements in the summer.
18. Project Win-Win: A total of 57 associate degrees were awarded under Project Win-Win. General Studies advisors will use Project Win-Win as a template for a recruit back program for students who have a significant number of credits but no academic credentials. Once Degree Works is implemented, advisors will be able to identify a new cohort of students to evaluate for associate degrees.

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

• Development/use of external feedback reports during the reporting year.
McNeese maintains dual enrollment partnerships with thirty-three schools in seven parishes, including Acadia, Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis, and Pointe Coupee, to teach courses in English composition and literature, American history, world history, western civilization, anatomy and physiology, calculus, chemistry, college algebra, pre-calculus, statistics, and psychology. Additionally, dual enrollment students enroll in main campus courses that meet their academic and scheduling needs.
- Total Sections Taught at High Schools: 111
- Fall 2014 course enrollments (high school and main campus): 1224
- Spring 2015 course enrollments (high school and main campus): 1028
- Total course enrollments (high school and main campus): 2252

In an effort to nurture its partnerships with local high schools, McNeese provides the following feedback reports:
1. Applicant Status Summary for students who will graduate from high school in May. This report, provided to both high school and district, includes the number of first-time freshman applicants from each high school broken down by number accepted, declined, pending, or application withdrawn at the time of reporting.
2. Applicant and enrollment summary letter and report includes total number of FTF applicants accepted, declined, pending, or application withdrawn and the number of accepted applicants who enrolled at McNeese.
3. Progress of FTF admitted in the fall and their performance.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	1275	1236*	1266	1332	1297	1312	
# Retained to 2nd Fall semester	861	844*	852	903	893	915	
Rate	67.5%	68.3%*	67.3%	67.8%	68.9%	69.7%	
Target		69% (67% - 71%)	69.1 (67.1% - 71.1%)	69.3 (67.3% - 71.3%)	69.5% (67.5% - 71.5%)	69.7% (67.7% - 71.7%)	71% (69% - 73%)
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Actual Fall 09 to Fall 10							
Avg of Prior Three Years							
Actual Fall 10 to Fall 11							
Actual Fall 11 to Fall 12							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES	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	
# Retained to 3rd Fall semester	686	714	694	728	738	751	
Rate	54.8%	56.0%	56.7%	57.5%	55.4%	57.9%	
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	

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	
# Graduated within 150% of time	494	528	562	489	480	476	
Rate	36.4%	35.1%	35.1%	37.3%	37.7%	38.2%	
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	

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	
Expected # of Awards*	1695	1769	1812	1804	1743	1690	
# Awards	1171	1127	1182	1250	1344	1302	
Ratio of Awards/ FTE	.1727	.1592	.1630	.1732	.1927	.1927	
Award Productivity*	69.1%	63.7%	65.2%	69.3%	77.1%	77.0%	
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	

* 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	
# Admitted by Exception	8	4	6	9	8	10	
Rate	6.3%	3.5%	7.7%	8.6%*	10.7%*	13.3%*	
# in Freshmen Admitted (Fall)	1334	1333	1386	1313	1319	1260	
# Admitted by Exception	139	76	60	83	33	81	
Rate	10.4%	5.7%	4.3%	6.3%*	2.5%*	6.4%*	
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	147	122	86	80	78	117	
# Admitted by Exception	16	12	7	5	4	63	
Rate	10.9%	9.8%	8.1%	6.3%*	5.1%*	53.8%*	
# in Freshmen Admitted	1609	1570	1550	1498	1472	1452	

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1035	962	964	1089	1160	1131	
% Change		-7.1%	-6.9%	5.2%	12.1%	9.3%	
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	
% Change		0.0%	2700.0%	2600.0%	2500.0%	3100.0%	
Target		0.0%(0)	2700.0% (27)	2800.0% (28)	3300.0% (33)	3400.0% (34)	3700.0% (37)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Undergraduate Completers	1035	962	991	1115	1185	1162	
% Change		-7.1%	-4.3%	7.7%	14.5%	12.3%	
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**	

	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**	
% Change		**-9.2%**	**8.2%**	**-5.4%**	**-11.2%**	**-7.5%**	
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**	
% Change		**300.0%**	**900.0%**	**200.0%**	**200.0%**	**0.0%**	
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	0	
% 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	0	
% 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	
% Change		-3.4%	8.2%	-4.8%	-10.5%	-3.4%	
Target		-3.4% (270)	0.68% (296) (-1.32% – 2.68%)	-7.8% (271) (-9.8% - -5.8%)	-0.68% (292) (-2.68% – 1.32%)	-2.4% (287) (-4.4% - -0.4%)	3.4% (304) (1.4% – 5.4%)
Actual AY 08-09					294		
Actual AY 09-10					270		

Actual AY 10-11					327	
Avg of Prior Three Years					297	
Actual AY 11-12					280	
Actuall AY 12-13					263	
Avg of Most Recent Two Yrs					272	
Target Met?		YES	YES	YES	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	
% Change from baseline		-7.3%	-0.8%	5.0%	9.0%	7.9%	

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	
Fall	418	486	697	660	723	746	
Winter							
Spring	355	426	661	595	600	640	
TOTAL	793	927	1397	1281	1338	1399	

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	
Fall	1582	1922	2893	2882	3107	3207	
Winter							
Spring	1333	1684	2911	2602	2575	2726	
TOTAL	2999	3670	5957	5581	5736	5980	

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	
Fall	1431	1858	2785	2753	3034	3145	
Winter							
Spring	1192	1587	2731	2491	2475	2693	
TOTAL	2698	3500	5666	5341	5557	5885	

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%	2013	5	5	100.00%
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%	2014	11	8	72.7%
51.3801 Nursing (APRN) Adult Nurse Practitioner	Pass certification exam administered by the following certifying body: American Nurses Credentialing Center, (ANCC) or American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing	81.25%^	2013	28	27	96.43%
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%	2013	2	2	100.00%

51.3801 Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	85.71%^	2013	171	149	87.13%^
51.0911 Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	100.00%	2014	20	19	95.00%

^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	
Number of students who met standards for passage	200	189	166	
Calculated Passage rate	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	

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 2014-2015
1. LSU-E Reverse Transfer Agreement: A draft reverse transfer agreement has been sent to LSU-E for review and consideration.
2. LSU-E Cross-Enrollment Agreement: A draft cross-enrollment agreement has been sent to LSU-E for review and consideration.
3. Electronic Exchange of Data with LSU-E for Applicant Referrals: A proposal has been sent to LSU-E for review and consideration. If this proposal is agreed upon, McNeese will send applicant referral data to LSU-E in an electronic and secure format on a weekly basis for specified terms.
4. Central Texas College Cross-Enrollment Agreement: A draft cross-enrollment agreement has been sent to Central Texas College for review and consideration.
5. 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 will accept ACE credit recommendations for StraighterLine general education courses as listed on our partner website.
6. 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.
7. Revision 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. The PLA Portfolio credit allows a student to petition for college credit for learning obtained through work and life experiences.

Initiatives Continued in 2014-2015
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: We send applicant referral data to SOWELA in an electronic and secure format on a daily basis for specified terms. This allows SOWELA to load the data into their student information system, track who was referred, and hopefully, report back who enrolled.
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.
8. Other McNeese-Nursing Partnerships: McNeese has also entered into agreements with [BRCC]() and [LSUE]() to facilitate smooth transfer paths for nursing students.

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

New Initiatives in 2014-2015
1. StraighterLine Agreement: Since our agreement was signed, three students have been awarded McNeese credit for successful completion of StraighterLine courses.
2. Revision to PLA Portfolio Credit Policy: In fall 2014, three hours of college credit was awarded to the first student to seek credit through the PLA Portfolio process.

Initiatives Continued in 2014-2015
1. Northshore Technical Community College Cross-Enrollment: In fall 2014, four McNeese students cross-enrolled at Northshore, enrolling in five Vet Tech courses, while in spring 2015, four students enrolled in six 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 and get their student ID cards 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 2015, we plan to add additional Transfer Orientation sessions.

3. SOWELA Technical Community College Cross-Enrollment: In spring 2015, one McNeese student cross-enrolled at SOWELA under the new agreement.
4. Electronic Exchange of Data for Applicant Referrals: From March 2014 to March 2015, we have sent 829 applicant referral records to SOWELA through the secure, electronic process that was established between institutions.
5. SOWELA-McNeese Nursing Partnership: 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.
6. University Admissions Panel: In 2015, panel revised their internal policies document.

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

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

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

- **Development/use of agreements/external feedback reports during the reporting year.**
Agreements in Effect and/or Expanded

McNeese maintains several agreements with SOWELA, LSU-Eunice, and Northshore Technical Community College. These agreements include the following:
- Referral agreements: When McNeese denies a first-time freshman student admission, the student is sent a letter that refers him or her to a community college in his or her area, or to SOWELA or LSUE, as appropriate as part of an applicant referral agreement with these schools. In addition, McNeese submits applicant referral data electronically to SOWELA through a secure, automated process.
- Cross-enrollment agreements: Agreements exist with Northshore and SOWELA to facilitate the cross-enrollment of students between institutions. See #s 2 and 4 under Continued Initiatives.

- Reverse transfer agreement: A reverse transfer agreement was signed 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 LCTCS Schools

McNeese provides feedback reports to SOWELA and LSUE. These reports include average hours attempted, average hours earned, and end of term McNeese GPA for entering transfer students who met admission requirements, as well as those who were admitted by exception. Additionally, the report lists this performance data by type of credential earned—no degree, technical certificate or diploma, applied associate degree, and transferable associate degree. McNeese sent its fifth feedback reports to SOWELA and LSUE in March detailing the performance of former students who transferred to McNeese in fall 2014. McNeese provides feedback to SOWELA and LSUE during each spring term.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	579	665	609	553	436	508	
# retained to next Fall semester	412	461	414	381*	333	386	
Rate	71.2%	69.3%	68.0%	68.9%	76.4%	76.0%	

*One transfer student who received a degree in the summer 2012 is <u>not</u> 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	
# retained to the next Fall semester	253*	237	289	
Rate	73.8%	80.1%	81.6%	
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	

*One transfer student who received a degree in the summer 2012 is <u>not</u> 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	
# who began as transfers	295*	307*	296*	325*	345	337	
Percentage who began as transfers	29.3%	32.5%	31.7%	31.2%	30.7%	30.7%	

*Numbers on BOR report TTDRPTBOR for Baccalaureate years 2008-09 is 337 and 2009-10 is 367. These numbers have been reduced by 42 for 08-09 and 60 for 09-10 based on the BOR data file 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 bacc recipients (some students have prior bacc degrees from another state) of whom 296 began as transfer students. The difference of 41 could be students who began at McNeese as a Preparatory student and should be counted as a FTF instead of transfer. **Year 3**- numbers from 2011-2012 TTDRPTBOR for Baccalaureate degree dated 3/22/13 shows 363 out of 1,056 baccalaureate completers who began as transfers. McNeese files have 1042 first-time back 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 1124 first-time bacc 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 bacc recipients (some students have prior back degrees from another state) of whom 337 began as transfer students. The difference of 45 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	
# Admitted by Exception	6	3	5	5	3	8	
Rate	11.3%	5.6%	9.6%	8.5%	5.1%*	13.8%*	
# Transfers Admitted (Fall)	389	342	332	278	316	331	
# Admitted by Exception	45	34	32	24	42	38	
Rate	11.6%	9.9%	9.6%	8.6%*	13.3%*	11.5%*	
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	223	213	219	158	219	208	
# Admitted by Exception	29	14	16	17	12	41	

Rate	13.0%	6.6%	7.3%	10.8%*	5.5%*	19.7%*	
# Transfers Admitted (TOTAL)	665	609	603	495	594	597	
# Admitted by Exception	80	51	53	46	57	87	
Rate	12.0%	8.4%	8.8%	9.3%*	9.6%*	14.6%*	

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

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

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

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

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

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

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

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	

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	
# retained to next Fall semester	0	0	0	0	3	3	
Rate	0%	0%	0%	0%	100.0%	100%	

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. 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 2014-2015.

- **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 2014-2015, McNeese participated in a Board of Regents low-completer review and has made several program modifications in response. Additionally, McNeese has collaborated with Southeastern Louisiana University to offer a BS in Health Systems Management in response to healthcare workforce needs in our respective regions. We continue to move key programs online to meet adult learner needs and to review all programs on an annual basis in accordance with our policy on Program Recovery and Enrichment, adopted in spring 2011.

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

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

Academic Program Enhancements

Programs Added: As identified on the BOR Tracking database, McNeese added three new programs in the '14-15 academic year:
- New Programs Added:
  - BS Health Management Systems (Demand-level 1, SOC 11-1911);
  - PBC Human Resource Management (Demand-level 1; SOCs 13-1111, 13-1141, 13-1151);
  - PBC Accounting for Financial Analysis (Demand-levels 1 & 2 for selected SOCs 11-3031, 13-2011, 13-1051, 13-2051, 13-2052, 13-2081, 41-3031).
- Existing Programs Modified or Discontinued:
  - New Distance Learning Programs include the MS in Health and Human Performance, and the BS in Psychology.
  - The Graduate Certificate in Reading Specialist was reconfigured to meet Parish and State teacher education needs.
  - The BS in Engineering Technology was terminated after thorough review of workforce and industry needs and alignment.

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

University Initiatives for Workforce Development
In 2014-2015, 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 conditional approval of the proposed 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. Innovate McNeese Week: The EDA University Center for Economic Development, in partnership with the Innovation Center, led an effort to cultivate business creativity, innovation, and invention. Innovate McNeese Week ran November 3-7, 2015 and is the first week-long campus-wide initiative celebrating innovation, building community partnerships, and recognizing the unique contributions of faculty, staff, and students. The effort brought in industry sponsorships and personnel who learned about how McNeese's innovation center can improve their businesses.
4. The SEED Center also houses the Economic Development Administration (EDA) University Center for Economic Development. The EDA University Center facilitated over 100 different partnerships and regional engagement activities during the 2014-2015 fiscal year.
5. Institute for Industry-Education Collaboration (IIEC) and Continuing Education focuses exclusively on offering programs and courses essential to area business and industry. As of April 9, 2015, the Institute for Industry-Education Collaboration has held 44 training sessions this fiscal year. Since July 1, 2014, we have trained 389 people from over 100 companies for a total of 1,026.5 hours of professional development. We have another ten public courses scheduled before June 30, 2015. These upcoming public courses represent an additional 178 hours of professional development. We also have an additional six custom training courses scheduled.

6. 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. In the coming year, LERC will fall under supervision of the Harold and Pearl Dripps Department of Agricultural Sciences and provide another applied learning opportunity for McNeese Agriculture students.
7. Center for the Advancement of Meat Processing and Production (CAMPP): McNeese State University offers the first educational training facility in the nation for meat processing and marketing. This facility, administered by the Harold and Pearl Dripps Department of Agricultural Sciences, supports RLMA SOCs 29-9011, 11-9013:
   a. Educate students and industry through workforce training in meat processing, packaging, preservation, marketing, and transportation.
   b. Provide workshops and seminars for the community on food safety, basic meat processing, and product preparation.
   c. Partner with Sowela Technical Community College to establish a meat processing and culinary certificate program.
   d. Promote economic development in Southwest Louisiana.
8. McNeese Research Programs designed for the benefit of SWLA: McNeese engages in extensive applied research programs partnering with business, industry and other regional stakeholders.

- **Activities conducted during the reporting year with local Workforce Investment Board.**
1. McNeese collaborates with LWC by updating its program information for the Louisiana Workforce Commission's HiRE initiative multiple times per year. The LWC uses this information to assist eligible students with funding for expenses related to their program.
2. The Drew Center for Business and Economic Analysis provides data on economic activity for the city and five parish region.
3. The Louisiana Small Business Development Center at McNeese State University supports area jobs and small business. At the end of their most recent fiscal period, the LSBDC facilitated the creation of 20.5 new jobs and 10 new businesses through its resources, services, and direct support for a total economic impact of over $4,066,964. Additionally, the SBDC worked with 297 different clients and offered 23 training events with 411 individuals in attendance.

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

Grad Fest Survey Question	Fall 13	Fall 14

Actively seeking employment in major field of study	54.3%	51.3%
Received an offer	29.8%	27.1%
Seeking employment outside of major field of study	12.7%	4.8%
Received an offer	8.5	6.2%
Percentage pursuing graduate/professional school*	43.5%	45.3%
Percentage accepted*	9.2%	7.5%

- For fall 2014, Grad Fest survey also shows that of those obtaining employment, 37.7% accepted employment in their major field of study with 32.1% 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 2015, McNeese's application to NC-SARA was approved 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 now include the BS in Psychology and the MS in Health and Human Performance.
  3. Course-level distance offerings grew: forty more sections were taught online or online-hybrid in '14-15 than in the previous year, and we saw a 3% increase in students enrolled in online or online-hybrid courses.
  4. McNeese has launched a mobile application for the university to facilitate communication and services with students, alumni, and other stakeholders.
  5. McNeese continues to work with the United States Army Garrison JRTC at Fort Polk to adjust program offerings to meet the needs of the students at that location.

Revenues/Efficiencies
- Revenues generated from distance education/online offerings for AY 2014 - 2015 total $1,013,604 representing about a 2% increase over the previous year.

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

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

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

*Eliminated 14-15: BS Engineering Technology; we are also working on strategies that will include eliminating the following programs: BS Organizational Leadership; BS Athletic Training; BS Secondary Education and Teaching. These programs will become concentrations in related disciplines. Also slated to terminate are the PBCs in Nursing Case Management and 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	

Programs added in 14-15 include a PBC in Accounting for Financial Analysis; a PBC in Human Resources Management; and a BS in Health Systems Management.

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of course sections that are 50-99% distance delivered	**98**	**137**	**165**	**204**	**265**	**210**	
# of course sections that are 100% distance delivered	**234**	**318**	**431**	**503**	**499**	**467**	

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of students enrolled in courses that are 50-99% distance delivered	**2048**	**2625**	**3378**	**3848**	**4994**	**4471**	
# of students enrolled in courses that are 100% distance delivered	**4034**	**5794**	**7582**	**9705**	**11400**	**10657**	

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

Term of Data	Year 3 Baseline (Jan 1, 2013)	Year 4 Jan 1, 2014	Year 5 Jan 1, 2015	Year 6 Jan 1, 2016
Associate	2	2	2	
Baccalaureate	6	5	7	
Post-Baccalaureate	2	2	2	
Grad Cert		3	3	
Masters	5	2	2	
PMC	2	2	2	
Specialist			1	
Doctoral				
Professional				
TOTAL	17	16	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	

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

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

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

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

4. Institutional Efficiency and Accountability

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

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

Progress on Eliminating Associate Degree Offerings:

Program	Last Term Students will be admitted into Program at McNeese
Associate General Studies	No immediate plans to close. Our three-year completer average is 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 2014 approved our schedule for increasing non-resident tuition:

Proposed Non-Resident Tuition Schedule 2014-2015		
	2014-2015 Amount	**SREB Category 4 Target**
MSU	17,374	17,354

The fee payment information posted for fall 2014 and spring 2015 reflect this annual non-resident fee increase to $11,070, based on 12-hours per semester.

	Proposed 2015-16

MSU	18,280
SREB Category 4 Target	18,280

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

Impacts on Enrollment and Revenue

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

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

For 2014-2015 our non-resident revenue is estimated at $2,853,543, which is an increase of 25% compared to the 13-14 year.

	13-14	14-15	% change
Annual Non-Resident Tuition & Fees*	16,573	17,374	4.8%
Annual Non-Resident Fee*	10,902	11,070	1.5%

*Based on 12 hours per semester

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

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

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

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	
Enrollment in dev English	431	345	262	152	137	101	
Enrollment in other developmental courses	0	0	0	0	0	0	
TOTAL	1303	1123	971	676	625	328	

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**	

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***	

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

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

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

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

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	
# programs having discipline accreditation	44	42	42*^	
% accredited programs	88.0%	88.0%	89.0%	
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	

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

^ per 2/27/2015 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, 2015

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 2014

Undergraduate headcount	7427
Graduate headcount	810
Total headcount	8237

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

  Source: 2014-2015 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	6556.8
Graduate FTE	493.8
Total FTE	7050.6

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 2014. 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	375
FTE Faculty	298.6

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 2014.

Undergraduate headcount enrollment	**34,083**
Total number of sections in which the course number is less than or equal to a senior undergraduate level	**1,467**
Average undergraduate class size	**23.6**

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

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

Source: Budget Request information 2014-2015 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2014.

Total FTE enrollment	**7050.6**
FTE instructional faculty	**298.6**
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 2014, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

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

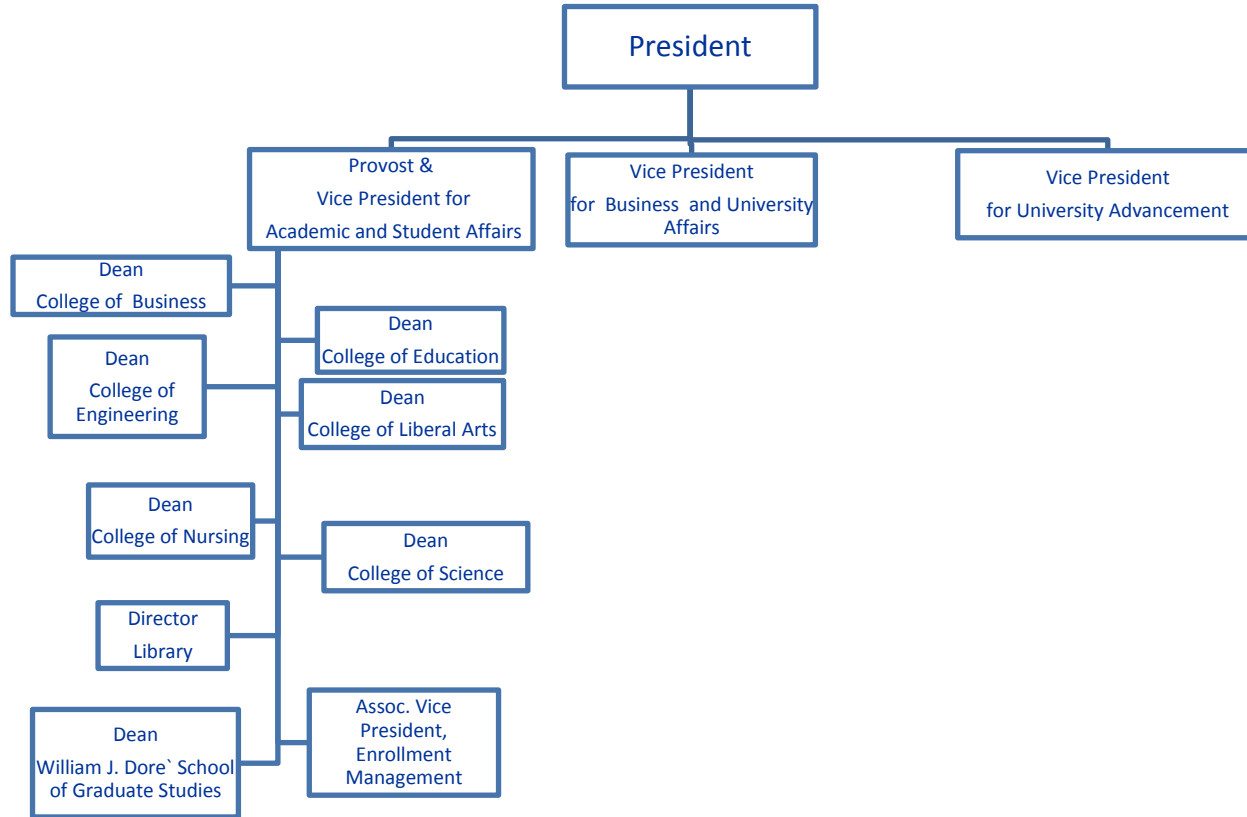|		
College of Liberal Arts	1	1
College of Nursing	1	1
College of Science	1	1

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

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

    Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2014, 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	9	9
Academic and Student Affairs	16	16
Business Affairs	12	12
University Advancement	3	3
Frazar Memorial Library	1	1

g.   **Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2014).**

President

Provost &
Vice President for
Academic and Student Affairs

Vice President
for Business and University
Affairs

Vice President
for University Advancement

Dean
College of Business

Dean
College of Education

Dean
College of
Engineering

Dean
College of Liberal Arts

Dean
College of Nursing

Dean
College of Science

Director
Library

Dean
William J. Dore` School
of Graduate Studies

Assoc. Vice
President,
Enrollment
Management

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

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

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014
President	$201,596	$220,000 as of 7/1/2010 New President hired at a higher salary from rate as of 7/1/2008 of $201,596	$220,000	$220,000	$220,000	$220,000
Provost & Vice President Academic and Student Affairs	$156,000	$156,000 7/1/2008 $133,662 2009-10 pay increase plan adjustment for performance and $3,000 promotion to Associate Professor rank.	$156,000 (Title changed effective 7/1/2011 from Provost & Vice President Academic Affairs)	$156,000	$156,000	$156,000
Vice President Administrative & Student	$131,812	$131,812 7/1/2008	$0 Position vacant	$0 Position vacant	$0 Position	$0 Position vacant

Affairs		**$119,812 2009-10 pay increase plan adjustment for performance.**	**and held**	**and held**	**vacant and held**	**and held**
Vice President Business and University Affairs	**$143,000**	**$143,000** **7/1/2008 $128,505 2009-10 pay increase plan adjustment for performance.**	**$143,000**	**$143,000** **(Title changed effective 7/1/2012 from Vice President Business Affairs)**	**$143,000**	**$0** **Position vacant and held**
Vice President for University Advancement	**$132,525**	**$132,525** **7/1/2008 $120,525 2009-10 pay increase plan adjustment for performance.**	**$132,525** **(title changed from VP Development & Public Affairs 7/1/2011)**	**$132,525**	**$132,525**	**$132,525**
Vice President Special Services & Equity	**$116,745**	**$116,745** **7/1/2008 $104,745 2009-10 pay increase plan adjustment for performance.**	**$0** *Position eliminated as of July 1, 2011*			
Dean College of Business	**$139,484**	**$139,484** **7/1/2008 $132,842**	**$130,000** **Position filled with Interim**	**$145,000** **as of 8/1/2012 New Dean for**	**$145,000**	**$145,000**

		2009-10 pay increase plan adjustment for performance.	**appointment as of 8/10/2011.**	**College of Business hired at a higher salary.**		
Dean College of Education	$118,176	$118,176 **7/1/2008 $112,549 2009-10 pay increase plan adjustment for performance.**	$118,176	$118,176	$118,176	$118,176
Dean College of Engineering	$139,543	$139,543 **7/1/2008 $121,279 2009-10 pay increase plan adjustment for performance and $4,000 promotion to Professor rank.**	$139,543	$151,543 **Effective 2/1/2012 $12,000 Stipend was added for additional administrative responsibilities including IIEC and Continuing Education.**	$151,543 **Title changed effective 7/1/2013 from Dean, College of Engineering & Engineering Technology**	$151,543
Dean College of Liberal Arts & Dean of Doré School of Graduate Studies	$108,622	$108,622 **7/1/2008 $100,592 2009-10 pay increase plan adjustment for performance.**	$108,622	$108,622	$108,622	$113,622 **Effective 8/18/2014 Title changed from Dean College of Liberal Arts. $5,000 for**

						Dean of Doré School of Graduate Studies
Dean College of Nursing	$115,632	$115,632 **7/1/2008 $110,126 2009-10 pay increase plan adjustment for performance.**	$115,632	$115,632	$115,632	$115,632
Dean College of Science	$123,296	$123,296 **7/1/2008 $117,425 2009-10 pay increase plan adjustment for performance. (This Dean also temporarily performs duties of Dean for School of Graduate Studies.)**	$123,296	$123,296	$123,296 **Title changed effective 7/1/2014 from Dean College of Science & Interim Dean for William J. Dore' School of Graduate Studies**	$123,296
Associate Vice President for Enrollment Management	$96,265	$96,265 **7/1/2008 $91,681 2009-10 pay**	$96,265	$96,265 **(Title changed effective 7/1/2012 from**	$96,265	$96,265

		increase plan adjustment for performance.		Dean Enrollment Management)		
Director Library	**$93,487**	**$80,000** **7/1/2008** **$93,487** **New Director hired 4/15/2010**	**$80,000**	**$80,000**	**$80,000**	**$83,000** **8/18/2014** **$3,000** **Promotion to Associate Professor**
Dean Student Services	**$76,039**	**$76,039** **7/1/2008** **$70,513** **2009-10 pay increase plan adjustment for performance;** **$2,000 for additional duties**	**$0** **Position vacant and being held**	**$0** **Position vacant and being held**	**$0** **Position vacant and being held**	**$0** **Position vacant and being held**
Associate Vice President for University Services			**$98,000** **(Position created July 1, 2011)**	**$98,000** **(Title changed effective 7/1/2012 from Associate Vice President for Enrollment Management and Student Affairs)**	**$98,000**	**$98,000**

i.   **A cost performance analysis**

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

Expenditures by Function:	Amount	% of Total
Instruction	$ 23,110,743	40.2%
Research	$ 2,742,291	4.8%
Public Service	$ -	0.0%
Academic Support**	$ 5,630,247	9.8%
Student Services	$ 3,380,273	5.9%
Institutional Services	$ 6,780,481	11.8%
Scholarships/Fellowships	$ 5,039,780	8.8%
Plant Operations/Maintenance	$ 4,967,396	8.6%
Total E&G Expenditures	$ 51,651,211	89.8%
Hospital	$ -	0.0%
Transfers out of agency	$ 1,583,523	2.8%
Athletics	$ 3,163,901	5.5%
Other	$ 1,091,204	1.9%
Total Expenditures	$ 57,489,840	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	**$ 20,254**

- **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	**$ 2,410.00**

- **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	**$ 2,410.00**

- **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 13-14AY	**$ 97,450,258**