

# CLASS OF 2007

## REAFFIRMATION OF ACCREDITATION HANDBOOK

**McNeese**  
STATE UNIVERSITY  
*A Member of the University of Louisiana System*

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## TABLE OF CONTENTS

Introduction and Background .....	1
Principles of Accreditation: Foundations for Quality Enhancement .....	2
The Reaffirmation Process .....	3
Committee Appointments .....	4
Leadership Team Duties .....	5
Leadership Team Roster .....	8
Compliance Review Steering Committee Duties .....	10
Compliance Review Steering Committee Roster .....	13
Quality Enhancement Plan (QEP) Steering Committee Duties .....	15
Quality Enhancement Plan (QEP) Steering Committee Roster .....	16
McNeese Assessment Team (MAT) Duties .....	20
McNeese Assessment Team (MAT) Roster .....	21
Editor Duties .....	23
Committee Chair Duties .....	24
Fusion .....	25
ListServe .....	27
Editorial Guidelines .....	28
Writing Guidelines .....	29
Appendix	
Mission Statement.....	30
Institutional Goals.....	31
Compliance Assignments.....	32
Reaffirmation Timeline.....	34
Compliance Review Reference Guide.....	37
Document Repository Key .....	43
Notes .....	46

## **INTRODUCTION AND BACKGROUND**

McNeese State University is accredited by The Commission on Colleges of the Southern Association of Colleges and Schools (SACS/COC), the regional body for the accreditation of higher education institutions in the Southern states that award associate, baccalaureate, master's, or doctoral degrees. Regional accreditation determines the eligibility for Title IV funds. McNeese was first admitted to the Southern Association of Colleges and Schools in 1954. Since that time, McNeese State University has undergone reaffirmation of accreditation on a ten-year cycle. The last self-study leading to reaffirmation was completed in 1996. McNeese will be reaffirming its accreditation during the spring of 2007.

In reaffirming accreditation, The Commission on Colleges signifies that a university has fulfilled its mission as a higher education institute and that adequate resources, programs, and services are available to support and sustain that mission. In addition, accreditation demonstrates that a university has clearly stated learning outcomes that are congruent to the degrees offered, supportive of the mission, and assessed for performance. Universities accredited by The Commission on Colleges are reviewed by peer institutions as a form of self-regulation. The review is not of a competitive nature. Instead, each institution stands alone on its own merits.

The result of reaffirmation by SACS/COC is the understanding that McNeese is institutionally effective in its ability to provide programs and services that support its higher education mission. In turn, by accepting the reaffirmed status, McNeese makes a commitment to SACS/COC and its peer institutions that it is committed to the principles and philosophy of accreditation.

## **PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT**

SACS/COC evaluates an institution and determines accreditation status based on the following:

- Compliance with the *Principles of Accreditation*, defined as integrity and commitment to quality enhancement.
- Compliance with the Core Requirements.
- Compliance with the Comprehensive Standards.
- Compliance with additional Federal Requirements.

### Core Requirements

Institutions seeking accreditation must comply with each Core Requirement as specified in the *Principles of Accreditation*. Universities report compliance, partial compliance, or non-compliance. Instances of partial or non-compliance must include a plan to bring the institution into compliance. One of the core requirements that must be met for reaffirmation is Requirement 2.12, the Quality Enhancement Plan (QEP). The institution must develop a QEP which focuses on student learning and which incorporates campus-wide ongoing assessment and planning.

### Comprehensive Standards

The Comprehensive Standards address the institutional mission, governance and institutional effectiveness, program, and resources. Universities respond to Comprehensive Standards by confirming compliance, partial compliance, or non-compliance and detail plans to bring partial or non-compliance standards into compliance.

### Federal Requirements

Accredited institutions demonstrate to the public that they are eligible to receive Title IV funds as authorized in the 1998 *Higher Education Amendments* and other federal programs. The same requirements for documenting compliance, partial compliance, or non-compliance are required when addressing federal requirements.

## **THE REAFFIRMATION PROCESS**

An off-site peer review of an institution's compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements is conducted in the fall semester prior to the reaffirmation year. As a Class of 2007 candidate, McNeese's Compliance Certification is due September 6, 2006, for off-site review. The review team consists of a chair and approximately eight evaluators who review narratives and documentation provided by each institution. Generally, off-site review teams evaluate similar groups of institutions that operate under similar governance structures and that offer comparable degrees. The off-site review team prepares a report for each institution and forwards it to the on-site review team and the institution. The off-site review team makes recommendations for the on-site committee's use.

An on-site review committee will come to McNeese for approximately three days between the months of January and April 2005. The on-site team's primary purpose is to assess the QEP and to investigate issues of partial or non-compliance as detailed in the off-site review team report.

McNeese will have the opportunity to address partial or non-compliance issues during the time between the off-site review and the on-site visit in a document called "The Focused Report." The Focused Report will be given to the on-site team prior to their arrival at the university. The on-site review team will prepare a report for SACS/COC regarding the institution's compliance with the Core Requirements, Comprehensive Standards, and Federal Regulations. In addition to meeting compliance requirements, each institution must also submit an acceptable QEP.

## COMMITTEE APPOINTMENTS

The University President has appointed four teams to facilitate assessment and the reaffirmation of accreditation process: the Leadership Team; the Compliance Review Steering Committee; the Quality Enhancement Plan (QEP) Steering Committee; and the McNeese Assessment Team (MAT).

The SACS Leadership Team coordinates and manages the reaffirmation process and development of the Quality Enhancement Plan. The Leadership Team will serve throughout the reaffirmation process and post-reaffirmation implementing the QEP. The Leadership Team consists of the following members:

0. Dr. Robert Hebert, Chair, McNeese State University President;
0. Dr. Jeanne Daboval, Co-Chair, Provost and Vice President of Academic Affairs;
0. Marianne Hartman, Director of Reaffirmation and Liaison to SACS, Director of Institutional Effectiveness;
0. Kay Dougay, Director of Institutional Research;
0. Mike Graham, Chief Information Technology Officer, Coordinator of Reaffirmation Accreditation;
0. Dr. Delma McLeod-Porter, Editor and Faculty Liaison, Associate Professor of Languages.
0. Eddie Meche, Vice President of Business Affairs. Mr. Meche is responsible for ensuring the legislative audit is completed by fall 2006.

The Leadership Team letter of appointment, dated January 3, 2005, may be found at:

[http://www.mcneese.edu/assessment/sacs\\_pdfs/leadershipteamappointmentletter.pdf](http://www.mcneese.edu/assessment/sacs_pdfs/leadershipteamappointmentletter.pdf)

The QEP Steering Committee letter of appointment, dated February 22, 2005, may be found at:

[http://www.mcneese.edu/assessment/sacs\\_pdfs/qep\\_steering\\_committee\\_appointment\\_letter.pdf](http://www.mcneese.edu/assessment/sacs_pdfs/qep_steering_committee_appointment_letter.pdf)

The Compliance Review Steering Committee letter of appointment, dated March 4, 2005, may be found at:

[http://www.mcneese.edu/assessment/sacs\\_pdfs/comp\\_steering\\_committee\\_appointment\\_letter.pdf](http://www.mcneese.edu/assessment/sacs_pdfs/comp_steering_committee_appointment_letter.pdf)

The MAT letter of appointment, dated March 10, 2005, may be found at:

[http://www.mcneese.edu/assessment/sacs\\_pdfs/matletter.pdf](http://www.mcneese.edu/assessment/sacs_pdfs/matletter.pdf)

## LEADERSHIP TEAM DUTIES

The Leadership Team will coordinate and manage the compliance reaffirmation process and develop the structure and timelines for ensuring the timely completion of Reaffirmation and the Quality Enhancement Plan (QEP). The SACS/COC *Principles of Accreditation: Foundations for Quality Enhancement* (First Edition, December 2001) serves as the guidebook for reaffirmation. The Leadership Team will select steering committee members for Compliance and for QEP. Steering Committee members are encouraged to ask others to serve on subcommittees.

The Leadership Team will assist in the interpretation of core requirements, comprehensive standards, and federal regulations, when necessary. The Leadership Team meets on average, bi-monthly in the President's Conference Room.

The Leadership Team will evaluate compliance reports and make the final recommendation for the Quality Enhancement Plan. The QEP is governed by three criteria: it must fall within the boundaries of university resources; it must be measurable; and it must be achievable. The Leadership Team will select a SACS-approved reviewer for the QEP. If necessary, the Leadership Team will develop the Focused Report to address partial or non-compliance issues as cited by the Off-Site Peer Review Committee.

### Chair, Reaffirmation of Accreditation

- Identifies the primary shareholders for the University.
- Ensures the integrity of the internal review process and the accuracy of the Compliance Certification.
- Facilitates structuring the internal review process, selecting steering committee members, and setting timelines for action.
- Generates a list of possible QEP focus areas or goals based on the assessment data provided.
- Ensures that the university community's input regarding QEP topics is considered when making the final selection.
- Works with Co-Chair of Reaffirmation on final QEP topic selection.
- Ensures that the University community is engaged in the compliance process and is kept abreast of the progress of the review.
- Signs final documents, with Director of Reaffirmation Accreditation, for submission to COC.
- Acts as the final authority for QEP budget and line items.
- Ensures that McNeese maintains on-going compliance with the Principles of Accreditation and The Commission standards, policies, and procedures following reaffirmation.

### Co-Chair Reaffirmation of Accreditation

- Presents a list of potential QEP topics to Leadership Team.
- Works with Chair of Reaffirmation on final QEP topic selection.
- Reviews “partial” or “non-compliance” standards and determines a plan of action.
- Demonstrates institutional effectiveness through compliance documents and the QEP.
- Serves as final authority on issues related to faculty credentialing.
- Provides guidance to the Leadership Team regarding standards related to planning and evaluation.
- Guides QEP steering committee toward the development of a plan that meets budget requirements, maintains quality, sets realistic goals, and provides measurable results.
- Secures outside reviewer to ensure success of compliance audit final draft.

### Director of Reaffirmation Accreditation/Liaison to SACS

- Serves as point-of-contact for University community in relation to compliance reaffirmation and QEP.
- Serves as point-of-contact for Leadership Team in relation to compliance review and QEP status.
- Serves as liaison to SACS for compliance reaffirmation and all related issues.
- Serves as lead trainer for orientation on assessment, compliance review, and the QEP.
- Sets up repository for documentation and information related to reaffirmation and the QEP.
- Reviews final draft of compliance audit to ensure links are appropriate and successful.
- Submits Certification of Compliance document to Leadership Team for approval.
- Co-signs final documents with Chair of Reaffirmation for submission to COC.
- Facilitates on-site review team visit.
- Ensures the timely submission of annual institutional profiles and other reports as requested by the Commission.

### Director of Institutional Research/Data Liaison

- Works with academic units, department heads, administrative units, and support services to ensure assessment measures, both quantitative and qualitative, are included in the Master Plan and incorporated appropriately in the QEP.
- Serves as resource for university members seeking assistance with assessment instruments and measures.
- Works with the QEP steering committee to ensure that topic discussion includes consideration of the availability of adequate data.
- Tabulates QEP topic submissions from e-mail, web, orientation, mail, or alternative methods. Submits top four topics to Leadership Team.
- Serves as a resource for university members seeking data measurement.
- Keeps Leadership Team abreast of issues related to institutional research.
- Assists with on-site review team visit.

#### Chief Information Technology Officer/Technology Liaison

- Serves as the link between Leadership Team and steering committees for reaffirmation and QEP with regard to technology.
- Facilitates all information related to assessment, institutional effectiveness, reaffirmation compliance, and QEP placed on web.
- Develops the web-tool, working with the IT group, to assess compliance with core requirements, comprehensive standards, and federal regulations.
- Establishes a repository for compliance audit narrative and supporting evidence and links.
- Serves as help-desk for issues related to linking compliance audit to appropriate supporting evidence.
- Guides the QEP steering committee in tying selected topic to appropriate technology.

#### Coordinator, Reaffirmation of Accreditation/Editor and Faculty Advisor

- Serves as Editor of final compliance certification.
- Serves as Editor of final QEP.
- Serves as communication link between Leadership Team and all faculty.
- Apprises Leadership Team of information that needs to be disseminated to all faculty (adjunct, part-time, full-time, visiting lecturers).
- Advises Leadership Team, Compliance Reaffirmation Steering Committee, and QEP Steering Committee on the most appropriate means of communicating to faculty.
- Acts as liaison on issues between Leadership Team and faculty.

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## COMPLIANCE REVIEW STEERING COMMITTEE DUTIES

SACS/COC requires that McNeese State University complete a *Compliance Certification* report due September 6, 2006, for review by an off-site committee prior to the on-site visit in spring 2007. In order to complete the *Compliance Certification*, McNeese must show evidence of support for each of the Core Requirements (15), Comprehensive Standards (57), and Federal Requirements (8).

### Conducting the Compliance Review

The process for conducting the Compliance Review is outlined below:

Committee members should begin by carefully interpreting the Core Requirements and Comprehensive Standards in order to understand each aspect and what information and data must be assembled to document compliance. Institutions may be found to be compliant, partially compliant, or non-compliant. These designations are defined below:

*Compliance* – The institution adequately meets the requirement or standard and supports this judgment in a narrative response supported by documentation.

*Partial Compliance* – The institution meets some but not all aspects of the requirement or standard and supports this judgment in a narrative response supported by documentation. The narrative response addresses issues of partial compliance by providing an explanation for the partial non-compliance submitting a detailed action plan for bringing the institution into compliance. The action plan includes a list of documents supporting compliance and establishes a timeline for completing the plan.

*Non-Compliance* – The institution does not meet the requirement or standard and provides a thorough explanation for its non-compliance and a detailed action plan for bringing the institution into compliance. The action plan includes a list of documents supporting compliance and establishes a timeline for completing the plan.

In fulfilling the Core Requirements and Comprehensive Standards, the University demonstrates that all programs and services support the institution's mission, that personnel are qualified, and that programs and services are effective and meet the requirements of accrediting agencies.

### Documenting Compliance

In order to document compliance, committee members should follow the process outlined below:

1. Develop an understanding of what documentation is needed to demonstrate compliance with each Core Requirement and Comprehensive Standard.
2. Collect and review all available records, documents, databases, policy manuals, curriculum documentation, assessment records, committee minutes, board of trustee minutes, planning documents, reports to external audiences, case studies, and other

sources of information relevant to assessing compliance with the Core Requirements and Comprehensive Standards.

Sources of evidence may include:

- College catalog.
- Organizational chart.
- Bylaws of the governing board.
- Description of institutional effectiveness methods and results.
- Evaluation and documents addressing student achievement.
- Faculty files containing credentials denoting qualifications.
- Faculty handbook.
- Documentation that describes the library holdings and services as well as other learning resources, services, and facilities available to students, including electronic access to information.
- Description of off-campus/distance learning programs and faculty, staff, and learning resources to support them.
- Documentation of all consortium memberships and other inter-institutional agreements for providing instruction or sharing resources.
- Student handbook.
- Financial audits, management letters, financial aid audits for the current and recent fiscal years, and any other relevant financial statements.

During the survey of available documents, the institution should identify areas where evidence may be insufficient to demonstrate compliance and develop strategies to address these gaps.

### Presenting Documentation

In presenting documentation, committee members should determine what constitutes sufficient evidence of compliance. A more complex requirement or standard may require multiple sources of documentation. For example, in reviewing Core Requirement 2.5, the institution should look for a pattern of evidence to support compliance. A “pattern of evidence” is a set of multiple measures/indicators that exhibit coherence and a unifying theme. A pattern of evidence to support this requirement might be found in:

- Strategic planning.
- Resource allocation based on planning and setting priorities.
- Public accountability reports.
- Systematic, mission-driven, institution-wide evaluation and the use of the results for continuous improvement.

Examples of separate measures/indicators that may be combined to produce a pattern of evidence to support compliance include the following:

- Trend data
- Survey data
- Benchmarking
- Student satisfaction indices
- National norms of student learning outcomes results
- Major field test scores
- Licensure/certification rates
- Program accreditation results
- Program peer review results
- Focus group findings

The narrative and documentation should make a convincing enough case to allow the Off-Site Review Committee to determine compliance with many of the requirements and standards without having to review all the actual documents.

### Evaluating the Evidence

Evidence should be coherent and focused to demonstrate compliance. Evidence should have the following characteristics:

- Reliability - The evidence can be consistently interpreted.
- Current – The information supports an assessment of the current status of the institution.
- Verifiable – The meaning assigned to the evidence can be corroborated, and the information can be replicated.
- Coherent – The evidence is orderly, logical, and consistent with other patterns of evidence presented.
- Objective – The evidence is based on observable data and information.
- Relevant – The evidence directly addresses the requirement or standard under consideration and should provide the basis for the institution’s actions designed to achieve compliance.
- Representative – Evidence must reflect a larger body of evidence and not an isolated case.

Evidence should also entail interpretation and reflection; those responsible for submitting the evidence should have thought about its meaning and be able to interpret it appropriately to support a conclusion. It should represent a combination of trend and “snapshot” data and draw from multiple indicators.

It is the responsibility of the institution to demonstrate compliance. It is the responsibility of peer reviewers to determine whether the institution has sufficiently demonstrated compliance.

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## **QEP STEERING COMMITTEE DUTIES**

The QEP Steering Committee will research topics for the Quality Enhancement Plan and recommend strategies for successful implementation of the plan. Based on the final topic selected by the Leadership Team, the Committee will determine how the topic, which must be focused on student learning, will be integrated across the campus. Members will research other institutions for ideas and samples of QEP topics. The team will facilitate focus groups comprised of faculty, staff, students, and outside constituents.

The Team will meet monthly or as called by The Leadership Team. Responsibilities include conducting the data research, assessing university resources (physical, financial, human), formulating the narrative, gathering the supporting evidence, publicizing the QEP activities, documenting the process, and serving as community educators. The QEP Steering Committee will ensure that the plan is measurable and measured for a minimum of five years from the date of implementation.

## QUALITY ENHANCEMENT PLAN (QEP) STEERING COMMITTEE ROSTER

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## MCNEESE ASSESSMENT TEAM DUTIES

The McNeese Assessment Team (MAT) was established in an effort to assist academic and non-academic units in understanding the concept of assessment, incorporating assessment methodologies into learning outcomes and objectives, and planning for continuous improvement. The MAT will be responsible for reviewing and evaluating individual Master Plans/Progress Reports to ensure that assessment and continuous improvement are key components of each program or unit.

The purpose of the MAT is to assist administrative units and academic programs with the assessment process by providing education and support and to serve as reviewers to the *2005 Master Plan/Progress Report*. Core Requirement 2.5 states that “[t]he institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission.” Comprehensive Standard 3.1.1 states that “[t]he institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.” Given these mandates, it is imperative that McNeese continue to strengthen assessment in areas where it is already being conducted and to introduce assessment in areas that have not previously evaluated performance. MAT will work toward a campus-wide compliance with these mandates.

### MAT Duties

The MAT is responsible for the following:

- Setting policies and procedures to increase institutional effectiveness and to incorporate assessment and continuous improvement across all units.
- Educating and training academic and non-academic units in the concept of assessment, the incorporation of assessment, and the evaluation of assessment results.
- Reviewing individual Master Plans/Progress Reports to ensure that assessment and continuous improvement are key components of the plan.
- Recommending Master Plan/Progress Report approval or revisions, as needed.
- Guiding units in improving assessment processes as needed.
- Serving as consultants and advisors to increase the institutional effectiveness efforts of the University.
- Posting educational materials, assessment links, and other helpful information on the [www.mcneese.edu/assessment](http://www.mcneese.edu/assessment) website.
- Setting deadlines for submission of drafts and final documents.
- Researching assessment and continuous improvement methodologies, workshop opportunities, and best practices in higher education.
- Disseminating information to academic and non-academic units.

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## **EDITOR DUTIES**

The Editor is responsible for producing the final *Compliance Certification* document and presenting the evidence submitted by the Compliance Review Steering Committee in a cohesive manner. In addition, the Editor composes the final QEP Report based on the materials submitted by the QEP Steering Committee. As a member of the Leadership Team, the Editor attends all Compliance Review Steering Committee and QEP Steering Committee meetings. The Editor will also attend college meetings, student focus groups, round-table discussions, and other meetings that might prove valuable in establishing compliance, incorporating assessment, and developing the QEP.

The Editor monitors the FUSION website, along with the Director of Reaffirmation, periodically to determine progress of Compliance Review document. The Editor sets the writing and editorial guidelines for formatting the compliance review and the QEP and informs steering committee members of writing conventions.

The Editor records attendance and takes minutes at the Leadership Team meetings, Compliance Review Steering Committee meetings, and the QEP Steering Committee meetings. The minutes are submitted to the Director of Reaffirmation of Accreditation for distribution to committee members, post on the MSU website, and archive.

## **COMMITTEE CHAIR DUTIES**

Committee chairs provide leadership, serve as resources, approve meeting agendas, monitor workflow, and assign responsibilities. The Director of Reaffirmation of Accreditation serves as a support for the committee chair and facilitates meetings to include notifying committees of upcoming meetings, securing meeting locations, addressing logistical issues such as technology, and archiving all documents.

## FUSION

Each committee member working on compliance certification will be issued a user name and a password to access FUSION (Facilitating University SACS Informational Online Navigation). FUSION is the electronic resource designed by the Reaffirmation Technology Team for electronic submission of the compliance certification documents.

FUSION may be accessed in the following ways:

First Method -

1. Go to the McNeese home page and type in the word FUSION in the web address line.
2. A security alert screen will pop up. Click “yes.”
3. You will then see “MSU Sentinel Wiki.” Type in your user name and password. (Please retain this information in a secure place where you can easily access it).

Alternative Method –

1. Go to any computer and link to internet.
2. Type the following URL:  
<https://sentinel.mcneese.edu/twiki/bin/view/Fusion/WebHome>
3. A security alert screen will pop up. Click “yes.”
4. You will then see “MSU Sentinel Wiki.” Type in your user name and password. (Please retain this information in a secure place where you can easily access it).

Once you get to the website, you will see:

**Section 1: Core Requirements**

**Section 2: Comprehensive Standards**

**Section 3: Federal Requirements**

### Steps to Input Compliance Narrative and Documents

1. Click on the Core Requirement (CR), Comprehensive Standard (CS), or Federal Regulation (FR) you have been assigned. Each requirement, standard, and regulation is preceded by a numerical code provided by SACS. It is imperative that any documentation you submit be clearly marked with the requirement, standard, or regulation code that it pertains to.
2. Click “Kupu Edit” (in grey print at the top of the page).
3. Insert Key Contact name. The key contact is the primary facilitator for the narrative and supporting evidence related to the assigned requirement or standard. If the assignment can be handled quickly by one person, committee members are not necessary. However, in most cases, the requirement or standard will require more than one committee member to complete the task. Committee chairs are encouraged to recruit participants; however, committee chairs are responsible for the final product.
4. Insert Committee Member(s) name(s).

5. Insert narrative. The Key Contact will have ultimate responsibility for submitting the narrative. The narrative should explain how the University complies with the standard or requirement and be supported with appropriate documents.
0. Insert supporting evidence. Committee members will insert supporting evidence that demonstrates compliance with the requirement, standard, or regulation in Column 3. It will be the responsibility of the Key Contact to ensure that information is accurate, concise, and direct. If the source of the evidence is web-based, the reference should include, at a minimum the following:
  - Document title.
  - Document web address (if applicable).
  - Document date (if pertinent).
  - Document page number (if applicable).

The most effective method for including evidence is to access the document in its entirety and then note the relevant page and reference or highlight the relevant section. If the source of the evidence is a paper copy, a clear, legible copy should be provided to the Key Contact for approval prior to submission. The identifying code for the requirement, standard, or regulation should be applied to the paper copy. (Paper documents will be scanned and uploaded to FUSION when document is prepared in its final form.)

0. Click on “save” (the diskette icon located on the taskbar). You can save and close FUSION at any time in the process. Be sure to save or work will be lost.

FUSION is designed to identify each person that accesses and/or edits documents that have been uploaded. The Key Contact should review, consolidate, and proof all information as it is entered to ensure that sections are adequately developed and supported.

The Editor will edit documents when notified that committee members have completed their assignments to the satisfaction of the Key Contacts. The Editor may contact committee members and Key Contacts for additional information during the final edit.

## **Help Desk**

Contact Marianne Hartman, Director of SACS Reaffirmation, with questions about individual standards, documentation, or the process for reaffirmation. Contact Michael Graham, Information Technology, with questions about technology or FUSION.

## **LISTSERVE**

McNeese State University has established a ListServe for the Compliance Review Steering Committee, the QEP Steering Committee, and the MAT. The ListServe allows members of each team to discuss upcoming meetings or events, compliance issues, assessment research, and other areas specific to each team.

Messages sent through ListServe are first directed to the ListServe moderator. Messages are forwarded to all Listserve members when appropriate. Other messages may be answered privately and not submitted to Listserve members. Distribution is at the discretion of the Listserve moderator.

## EDITORIAL GUIDELINES

Narrative reports should be both analytical and evaluative and reflect the principles of good report writing: clarity, coherence, conciseness, and correctness.

### CLARITY

- 0. Assume an audience of intelligent non-specialists. Whenever possible, avoid technical jargon. If specialized vocabulary or acronyms are unavoidable, define the terms.
- 0. Strive for simplicity in sentence structure. Longer is not necessarily better.
- 0. Use concrete nouns and specific verbs. When you have the choice between a verb and a noun constructed from a verb, opt for the verb form: *recommends* rather than *makes a recommendation*; *facilitates* rather than *takes responsibility for the facilitation of* . . .
- 0. Avoid overusing *to be* verbs: *The Office of Basic Studies advises all incoming freshmen* rather than *The Office of Basic Studies is responsible for advising all incoming freshmen*.

### COHERENCE

- 1. Support all generalizations with factual evidence.
- 1. Avoid vague pronoun reference (e.g., *this, it, they, which*).
- 1. Combine short paragraphs about related issues. Divide excessively long paragraphs.

### CONCISION

- 0. Combine short, choppy sentences to eliminate unnecessary words or repetition.
- 0. Delete any material that is not vital to communicate a particular point.
- 0. Eliminate deadwood expressions like *due to the fact that, in a situation in which, or there is a necessity for*.

### CORRECTNESS

- 0. The narratives should have the tone of an analytical report and should be written in third person point of view exclusively.
- 0. Use a style characterized by a straightforward, constructive tone, even in the discussion of weaknesses and problems.
- 0. Avoid assigning blame for problems or weaknesses.
- 0. Review documents to ensure accuracy and relevance.

## WRITING GUIDELINES

1. Use Microsoft Word to prepare narratives and documents which may be cut and pasted into FUSION.
1. Use Times New Roman, 12-point font.
1. Use MLA documentation style. Copies of the MLA Handbook for Writers of Research Papers are available in the Campus Bookstore and in the Frazar Library. If in doubt about proper citation and documentation styles, contact editor.
1. Use active voice whenever possible: *The President appointed twelve faculty members to the QEP Committees* rather than *Twelve faculty members were appointed to the QEP Committees.*
1. Avoid sexist language.
1. Capitalize titles only when they refer to specific individuals. Be consistent when using titles. Check current MSU Catalog and University organization chart to determine appropriate titles.
1. Place commas and periods inside quotation marks, colons and semicolons outside.
1. Use parallel grammatical structures in lists.

Check with Editor with questions regarding format and writing conventions.

## **UNIVERSITY MISSION STATEMENT**

McNeese State University, a selective admissions institution, provides education, research, and service that support our core values of student success, academic excellence, fiscal responsibility, and university-community alliances. The University's fundamental educational mission is to offer associate, baccalaureate, and specific graduate curricula distinguished by academic excellence. The University engages in collaborative ventures to benefit industry and to enhance economic development and cultural growth in this region and beyond.

The foundation for student success begins with faculty commitment to excellence in teaching, research, and creative and scholarly activity. At McNeese State University, a member of the University of Louisiana System, students cultivate skills for critical thinking and effective expression and gain an understanding of the global community. The learning and social environment integrates discipline-specific knowledge with the values of lifelong learning, ethical responsibility, and civic engagement.

## **INSTITUTIONAL GOALS**

### **CORE VALUE – *STUDENT SUCCESS***

1. Foster a climate that enhances student learning, focuses on retention, values advising, and enriches the quality of campus-life.
2. Nurture an environment to support cultural diversity.
3. Present students opportunities for leadership.
4. Provide venues for learning to attract non-traditional students.
5. Provide an aesthetically-pleasing campus, functional facilities, and state-of-the-art equipment.

### **CORE VALUE – *ACADEMIC EXCELLENCE***

1. Emphasize excellence in instruction.
2. Develop programs that are viable, innovative, and relevant to market needs.
3. Infuse a global outlook and ethical standards in course content and curriculum development.
4. Uphold the commitment to regional and national program accreditation.
5. Encourage undergraduate and graduate research in appropriate disciplines.

### **CORE VALUE – *FISCAL RESPONSIBILITY***

1. Engage in continuous assessment, evaluation, and improvement.
2. Utilize the role of technology to increase the efficiency and effectiveness of campus operations.
3. Garner outside funding sources to support the University mission.
4. Capitalize on efficient use of resources.
5. Support efforts to obtain federal funding.

### **CORE VALUE – *UNIVERSITY-COMMUNITY ALLIANCES***

1. Support mutually beneficial university/community collaborations.
2. Strengthen economic development through partnerships that provide technical assistance and information transfer to business and industry.
3. Expand opportunities for the arts and humanities.
4. Retain certification and maintain competition in NCAA athletic programs.
5. Partner with educational agencies to improve the quality of life in our region.

## COMPLIANCE ASSIGNMENTS

Section 2: Core Req.	Section 3: Comprehensive Standards (contd.)	Section 3: Comprehensive Standards (contd.)
CR2.1 (T. Osburn)	CS3.2.12(G&A) (Dr. Gray)	CS3.7.3(F) (Dr. Fetter)
CR2.2 (T. Osburn)	CS3.2.13(G&A) (Dr. Gray)	CS3.7.4(F) (Dr. Fetter)
CR2.3 (T. Osburn)	CS3.2.14(G&A) (Dr. Gray)	CS3.7.5(F) (Dr. Fetter)
CR2.4 (T. Osburn, Dr. Wolfe)	INSTITUTIONAL EFFECTIVENESS	LIBRARY & LEARN. RESOURCES
CR2.5 (Dr. Wolfe, R. Castette)	CS3.3.1(IE) (T. Osburn, Dr. Wolfe, R. Castete, E. Meche)	CS3.8.1(RE) (Dr. Wolfe)
CR2.6 (T. Osburn)	EDUCATIONAL PROGRAMS	CS3.8.2(RE) (Dr. Wolfe)
CR2.7.1 (R. Castete)	CS3.4.1(EP) (Dr. Fetter, D. Ortego)	CS3.8.3(RE) (Dr. Wolfe)
CR2.7.2 (T. Osburn)	CS3.4.2(EP) (T. Osburn, R. Castete, Dr. Wolfe, Dr. Mead)	STUDENT AFFAIRS & SERVICES
CR2.7.3 (Dr. Wolfe, R. Castete)	CS3.4.3(EP) (J. Woolman)	CS3.9.1(SA&S) (Dr. Gray)
CR2.7.4 (Mead)	CS3.4.4(EP) (J. Woolman)	CS3.9.2(SA&S) (Dr. Gray)
CR2.8 (T. Osburn)	CS3.4.5(EP) (Dr. Fetter, T. Osburn, J. Woolman, Dr. Gray)	CS3.9.3(SA&S) (Dr. Gray)
CR2.9 (Dr. Gray)	CS3.4.6(EP) (Dr. Mead)	FINANCIAL & PHYSICAL RESOURCES
CR2.10 (J. Patterson)	CS3.4.7(EP) (Dr. Mead)	CS3.10.1(F&PR) (R. Castete)
CR2.11 (R. Castete)	CS3.4.8(EP) (Dr. Woolman)	CS3.10.2(F&PR) (R. Castete)
CR2.12 (QEP -on hold)	CS3.4.9(EP) (Dr. Fetter)	CS3.10.3(F&PR) (V. Stelly , J. Daboval)
<b>Section 3: Comprehensive Standards</b>	CS3.4.10(EP) (J. Woolman)	CS3.10.4(F&PR) (J. Stubblefield)
INSTITUTIONAL MISSION	CS3.4.11(EP) (J. Patterson)	CS3.10.5(F&PR) (J. Stubblefield)
CS3.1.1(IM) (T. Osburn)	CS3.4.12(EP) (Dr. Fetter)	CS3.10.6(F&PR) (E. Meche)
GOVERNANCE & ADMINISTRATION	CS3.4.13(EP) (J. Woolman)	CS3.10.7(F&PR) (E. Meche)
CS3.2.1(G&A) (T. Osburn)	CS3.4.14(EP) (J. Woolman)	<b>Section 4: Fed. Req.</b>
CS3.2.2(G&A) (T. Osburn)	ED PROGRAMS: UNDERGRAD	FR4.1 (Dr. Mead)
CS3.2.3(G&A) (Dr. Wolfe)	CS3.5.1(UP) (J. Woolman, R. Castete)	FR4.2 (T. Osburn)
CS3.2.4(G&A) (V. Stelly , J. Daboval)	CS3.5.2(UP) (Dr. Mead)	FR4.3 (R. Castete)
CS3.2.5(G&A) (T. Osburn)	ED: GRAD & POST -BACC. PROFESSIONAL	FR4.4 (Dr. Mead)
CS3.2.6(G&A) (T. Osburn)	CS3.6.1(GP) (J. Woolman)	FR4.5 (E. Meche)
CS3.2.7(G&A) (V. Stelly , J. Daboval)	CS3.6.2(GP) (J. Woolman)	FR4.6 (J. Patterson)

CS3.2.8(G&A) (D. Ortego)		CS3.6.3(GP) (J. Woolman)		FR4.7 (T. Osburn)	
CS3.2.9(G&A) (V. Stelly , J. Daboval)		FACULTY		FR4.8 (E. Meche)	
CS3.2.10(G&A) (E. Meche)		CS3.7.1(F) (D. Ortego)			
CS3.2.11(G&A) (V. Stelly)		CS3.7.2(F) (T. Osburn)			

## McNeese State University

### Reaffirmation Timeline

(Updated 6/16/05)

September 16-17, 2004	Margaret Sullivan visits MSU as SACS consultant.
December 2004	Leadership Team named. FUSION website developed.
January 3, 2005	Leadership Team appointed.
January 2005	Leadership Team determines committee assignments for QEP and Reaffirmation Compliance. Mission Statement is reviewed by Academic Departments, Support Services, and Administrative Units.
February 2005	Institutional goals are reviewed and revised.
February 22, 2005	QEP Steering Committee appointed.
Spring 2005	SACS/QEP/Master Plan Orientation sessions held for administrative and support units, Program Coordinators, Department Head Institute, Colleges, and unclassified personnel.
March 4, 2005	Compliance Review Steering Committee appointed.
April 2005	Mission Statement approved by Board of Supervisors. FUSION components are determined. Assessment website and SACS website established. Legislative audit for fy 2004-05 requested.
May 1, 2005	Master Plans due.
Spring 2005 - Summer 2005	Leadership Team notifies Compliance Review Steering Committee and QEP Steering Committee regarding assignments. Student Focus Groups held regarding improvements to student learning.
June 13, 2005	Leadership Team members Hebert, Daboval, Hartman, & Porter, & the VP-Business Affairs, Meche, attend orientation meeting in Atlanta.
Summer 2005	Master Plans reviewed by McNeese Assessment Team.

Summer 2005	Review and revise all Handbooks & Organization Chart.
Summer 2005	Compliance Review Steering Committee researches compliance issues, identifies gaps, and begins input on FUSION.
August 17, 2005	General Faculty Meeting; QEP Topic Focus Narrowed.
Fall 2005	Review and approve Master Plan and present to Board for approval. Post to Web. Post revised handbooks and organization chart to web.
Fall 2005	Begin sending compliance narrative to outside consultant (Margaret Sullivan) for review.
Fall 2005 - Spring 2006	Compliance Review Steering Committee submits compliance determination, narrative, and evidence of support on-line via FUSION. Leadership Team reviews responses and makes request for further clarification, as needed.
Fall 2005 - Fall 2006	Upload faculty roster. Ensure credentials are complete and thorough. Request missing transcripts.
February 1, 2006	Draft of <i>Compliance Review</i> document given to Editor.
Spring 2006	Reaffirmation and the QEP are introduced to Alumni Foundation, University Foundation, Board Members, student body organizations, classified personnel and other university constituents.
March 2006	Send draft of entire <i>Compliance Certification</i> to outside reviewer (Margaret Sullivan).
September 8, 2006	<i>Compliance Certification</i> due to SACS including audit reflecting July 2005-June 2006 fiscal year (with 2004 and 2005 information) to SACS.
October 20, 2006	Final day to submit 2006 audit information to off-site review committee.
November 6, 2005	MSU completes recommendations for QEP evaluator; submit to SACS in early December.
November 6-9, 2006	Off-site Committee review conducted.
After November 20, 2006	Disclosure of findings from the Report of the Off-Site Review Committee.

No later than 8 weeks prior on-site review	Submission of names of individuals confirmed to serve as QEP reviewers.
December 2006-February 2007	Focused Report Due. Address partial or non-compliance, if applicable. If audit not previously submitted, send with focused report.
January 2007 (6 wks. advance of on-site visit)	McNeese submits QEP to SACS.
January 22-April 20, 2005	On-Site Committee review conducted.
December 1-3, 2007	Review by Commission on Colleges.

## COMPLIANCE REVIEW REFERENCE GUIDE

WHO IS IT?	WHAT IS IT?	WHERE IS IT?
Board of Regents	Approved Academic Terms or Degree Designations	<a href="http://asa.regents.state.la.us/PP/Policies/2.11">http://asa.regents.state.la.us/PP/Policies/2.11</a>
Board of Regents	Approved Degree Designations	<a href="http://asa.regents.state.la.us/PP/Attachments/I">http://asa.regents.state.la.us/PP/Attachments/I</a>
Board of Regents	Article VII: Revenue & Finance--Higher Education LA Partnership Fund	<a href="http://www.regents.state.la.us/Board/articlevii-10.4.htm">http://www.regents.state.la.us/Board/articlevii-10.4.htm</a>
Board of Regents	Article VII: Revenue & Finance--Quality Trust Fund	<a href="http://www.regents.state.la.us/Board/articlevii.htm">http://www.regents.state.la.us/Board/articlevii.htm</a>
Board of Regents	Article VIII: Education--creation, membership, vacancy, powers	<a href="http://www.regents.state.la.us/Board/articleviii.htm">http://www.regents.state.la.us/Board/articleviii.htm</a>
Board of Regents	Congressional Districts	<a href="http://www.regents.state.la.us/Board/regents_expire.htm">http://www.regents.state.la.us/Board/regents_expire.htm</a>
Board of Regents	Constitutional Authority	<a href="http://asa.regents.state.la.us/PP/Policies/2.01">http://asa.regents.state.la.us/PP/Policies/2.01</a>
Board of Regents	Definitions of Undergraduate Certificates and Degrees	<a href="http://asa.regents.state.la.us/PP/Policies/2.15">http://asa.regents.state.la.us/PP/Policies/2.15</a>
Board of Regents	Delivery of Degree Programs Through Distance Learning	<a href="http://asa.regents.state.la.us/PP/Policies/2.12">http://asa.regents.state.la.us/PP/Policies/2.12</a>
Board of Regents	Governance Structure	<a href="http://www.regents.state.la.us/Board/governance2.htm">http://www.regents.state.la.us/Board/governance2.htm</a>
Board of Regents	Members	<a href="http://www.regents.state.la.us/Board/regents.htm">http://www.regents.state.la.us/Board/regents.htm</a>
Board of Regents	Minimum Requirements for entry level into college-level Math or English	<a href="http://asa.regents.state.la.us/PP/Policies/2.18">http://asa.regents.state.la.us/PP/Policies/2.18</a>
Board of Regents	Program Accreditation	<a href="http://asa.regents.state.la.us/PP/Policies/2.13">http://asa.regents.state.la.us/PP/Policies/2.13</a>
Board of Regents	Requests for Revision or Elimination of Programs	<a href="http://asa.regents.state.la.us/PP/Policies/2.08">http://asa.regents.state.la.us/PP/Policies/2.08</a>
Board of Regents	Review of Academic Programs	<a href="http://asa.regents.state.la.us/PP/Policies/2.06">http://asa.regents.state.la.us/PP/Policies/2.06</a>

Board of Regents	Review of Proposals for New Academic Programs	<a href="http://asa.regents.state.la.us/PP/Policies/2.05">http://asa.regents.state.la.us/PP/Policies/2.05</a>
Board of Regents	Statewide General Education Requirements	<a href="http://asa.regents.state.la.us/PP/Policies/2.16">http://asa.regents.state.la.us/PP/Policies/2.16</a>
Board of Regents	Administrative policies and procedures	<a href="http://www.regents.state.la.us/Admin/administrative_policy_and_proced.htm">http://www.regents.state.la.us/Admin/administrative_policy_and_proced.htm</a>
Board of Regents	Administrative salary policy guideline	<a href="http://www.regents.state.la.us/pdfs/Board/admin%20salary%20guide.pdf">http://www.regents.state.la.us/pdfs/Board/admin%20salary%20guide.pdf</a>
Board of Regents	BOR members	<a href="http://www.regents.state.la.us/Board/regents.htm">http://www.regents.state.la.us/Board/regents.htm</a>
Board of Regents	Constitutional Authority	<a href="http://www.regents.state.la.us/Board/amendmen.htm">http://www.regents.state.la.us/Board/amendmen.htm</a>
Board of Regents	Data and publications, articulation, reporting	<a href="http://www.regents.state.la.us/Reports/datapub.htm">http://www.regents.state.la.us/Reports/datapub.htm</a>
Board of Regents	Electronic learning policy	<a href="http://elearn.regents.state.la.us/policies.htm">http://elearn.regents.state.la.us/policies.htm</a>
Board of Regents	Facilities policy	<a href="http://www.regents.state.la.us/pdfs/Finance/BOR%20Facilities%20Policy%202005.pdf">http://www.regents.state.la.us/pdfs/Finance/BOR%20Facilities%20Policy%202005.pdf</a>
Board of Regents	Finance committee reports	<a href="http://www.regents.state.la.us/Finance/fin_committee_rpts.htm">http://www.regents.state.la.us/Finance/fin_committee_rpts.htm</a>
Board of Regents	Formula funding	<a href="http://www.regents.state.la.us/Finance/formula.htm">http://www.regents.state.la.us/Finance/formula.htm</a>
Board of Regents	Minutes, archived	<a href="http://www.regents.state.la.us/Board/minutes.htm">http://www.regents.state.la.us/Board/minutes.htm</a>
Board of Regents	Planning, research, and performance	<a href="http://www.regents.state.la.us/Planning/prphome.htm">http://www.regents.state.la.us/Planning/prphome.htm</a>
Board of Regents	Policies & Procedures	<a href="http://asa.regents.state.la.us/PP">http://asa.regents.state.la.us/PP</a>
Board of Regents	Policy for state fund usage in athletic programs	<a href="http://www.regents.state.la.us/pdfs/Finance/policies.pdf">http://www.regents.state.la.us/pdfs/Finance/policies.pdf</a>
Board of Regents	Policy on reservists and national guard	<a href="http://www.regents.state.la.us/pdfs/National%20Guard%209-01.pdf">http://www.regents.state.la.us/pdfs/National%20Guard%209-01.pdf</a>
Board of Regents	Post secondary education governance structure	<a href="http://www.regents.state.la.us/Board/governance2.htm">http://www.regents.state.la.us/Board/governance2.htm</a>
Board of Regents	Public comment policy	<a href="http://www.regents.state.la.us/Board/publicpolicy.htm">http://www.regents.state.la.us/Board/publicpolicy.htm</a>
Board of Regents	Academic Common Market-waiving out-of-state tuition	<a href="http://asa.regents.state.la.us/ACM">http://asa.regents.state.la.us/ACM</a>

Board of Regents	Academic Student Affairs Committee- Agendas	<a href="http://asa.regents.state.la.us/Agendas">http://asa.regents.state.la.us/Agendas</a>
Board of Regents	Academic programs, research units, administrative requests	<a href="http://asa.regents.state.la.us/Tracking">http://asa.regents.state.la.us/Tracking</a>
Board of Regents	Minutes & agendas	<a href="http://asa.regents.state.la.us/CAO/Minutes">http://asa.regents.state.la.us/CAO/Minutes</a>
LA State Constitution of 1974	Vesting for BOR to approve programs	<a href="http://senate.legis.state.la.us/Documents/Constitution/Default.htm">http://senate.legis.state.la.us/Documents/Constitution/Default.htm</a>
LOUIS Library System	LOUIS - LA Library Network	<a href="http://app1003.lsu.edu/ocsweb/louishome.nsf/index">http://app1003.lsu.edu/ocsweb/louishome.nsf/index</a>
McNeese State University	Academic freedom (page 8)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Academic Ranks (page 29)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Admissions	<a href="http://www.mcneese.edu/admissions/">http://www.mcneese.edu/admissions/</a>
McNeese State University	Advanced Placement (page 71)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Advising Handbook (will be reviewed/revised Fall 05)	<a href="http://www.mcneese.edu/faculty/advising_handbook.pdf">http://www.mcneese.edu/faculty/advising_handbook.pdf</a>
McNeese State University	Athletic Foundation Board of Directors	<a href="http://www.mcneesefoundation.com/athletic-board.htm">http://www.mcneesefoundation.com/athletic-board.htm</a>
McNeese State University	Catalog	<a href="http://www.mcneese.edu/catalog/0506/0506_complete.pdf">http://www.mcneese.edu/catalog/0506/0506_complete.pdf</a>
McNeese State University	Class Attendance Policy	<a href="http://www.mcneese.edu/policy/attendance.htm">http://www.mcneese.edu/policy/attendance.htm</a>
McNeese State University	Classified Civil Service Handbook (updated as needed)	<a href="http://www.mcneese.edu/hr/pdfs/classified.pdf">http://www.mcneese.edu/hr/pdfs/classified.pdf</a>
McNeese State University	Code of Ethics Policy (page 26)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Colleges & curricula	<a href="http://www.mcneese.edu/colleges/">http://www.mcneese.edu/colleges/</a>

McNeese State University	Continuing Education/Leisure Learning	<a href="http://www.mcneese.edu/conted/">http://www.mcneese.edu/conted/</a>
McNeese State University	Diversity Awareness Policy	<a href="http://www.mcneese.edu/policy/diversity.htm">http://www.mcneese.edu/policy/diversity.htm</a>
McNeese State University	Diversity Awareness Policy (page 9)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Employee Evaluation (page 39)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Employee Newsletter	<a href="http://www.mcneese.edu/faculty/newsletter.pdf">http://www.mcneese.edu/faculty/newsletter.pdf</a>
McNeese State University	Evaluation of curriculum offerings (page 73)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Evaluations (page 65)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Faculty Senate	<a href="http://www.mcneese.edu/depts/facsenate/">http://www.mcneese.edu/depts/facsenate/</a>
McNeese State University	Faculty/Staff Handbook (revised perpetually)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Faculty/Staff Training by Office of Special Services & Equity	<a href="http://www.mcneese.edu/administration/vpsse/training.asp">http://www.mcneese.edu/administration/vpsse/training.asp</a>
McNeese State University	Financial Aid	<a href="http://www.mcneese.edu/admissions/finaid.asp">http://www.mcneese.edu/admissions/finaid.asp</a>
McNeese State University	Foundation (page 84)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Foundation Board of Directors	<a href="http://www.mcneesefoundation.com/board.htm">http://www.mcneesefoundation.com/board.htm</a>
McNeese State University	Foundation Homepage	<a href="http://www.mcneesefoundation.com/">http://www.mcneesefoundation.com/</a>
McNeese State University	Graduate Assistantship Policy (page 71)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Hiring Graduate Asst. & Visiting Lecturers	<a href="http://www.mcneese.edu/hr/vlhiringplan.htm">http://www.mcneese.edu/hr/vlhiringplan.htm</a>
McNeese State University	Hiring Plan Procedures & Checklist	<a href="http://www.mcneese.edu/hr/hiringplanlink.htm">http://www.mcneese.edu/hr/hiringplanlink.htm</a>

McNeese State University	Institutional Goals	<a href="http://www.mcneese.edu/assessment/sacs_pdfs/institutional_goals.pdf">http://www.mcneese.edu/assessment/sacs_pdfs/institutional_goals.pdf</a>
McNeese State University	International Students	<a href="http://www.mcneese.edu/international/">http://www.mcneese.edu/international/</a>
McNeese State University	Internet or Web-based course policy (page 21)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Job Descriptions (page 54)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	LAMP Program-Minority participation	<a href="http://www.mcneese.edu/lamp/Purpose.htm">http://www.mcneese.edu/lamp/Purpose.htm</a>
McNeese State University	Library	<a href="http://www.library.mcneese.edu">http://www.library.mcneese.edu</a>
McNeese State University	Loss Prevention Manual	<a href="http://www.mcneese.edu/administration/vpba/safety/manual/100.pdf">http://www.mcneese.edu/administration/vpba/safety/manual/100.pdf</a>
McNeese State University	Master Plan/Progress Report (currently being updated)	<a href="http://www.mcneese.edu/faculty/masterplan.pdf">http://www.mcneese.edu/faculty/masterplan.pdf</a>
McNeese State University	Minimum length for academic courses (page 71)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Mission (see Marianne)	<a href="http://www.mcneese.edu/assessment/sacs_pdfs/mission.pdf">http://www.mcneese.edu/assessment/sacs_pdfs/mission.pdf</a>
McNeese State University	New Admission Requirements	<a href="http://www.mcneese.edu/admissions/requirements_list.asp">http://www.mcneese.edu/admissions/requirements_list.asp</a>
McNeese State University	Organization Chart (will be reviewed/revised Fall 05)	<a href="http://www.mcneese.edu/faculty/chart.pdf">http://www.mcneese.edu/faculty/chart.pdf</a>
McNeese State University	Patents (page 54)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Promotions (page 34)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Responsibilities of academic staff (page 37)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Student Employment Policy	<a href="http://www.mcneese.edu/hr/studentdocs/student_employment_policy.pdf">http://www.mcneese.edu/hr/studentdocs/student_employment_policy.pdf</a>
McNeese State University	TASC	<a href="http://www.mcneese.edu/tasc/focus.htm">http://www.mcneese.edu/tasc/focus.htm</a>
McNeese State	Tenure (page 44)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>

University		
McNeese State University	The Center for Teaching & Learning	<a href="http://www.mcneese.edu/training/">http://www.mcneese.edu/training/</a>
McNeese State University	The Contraband	<a href="http://www.msucontraband.com/">http://www.msucontraband.com/</a>
McNeese State University	Training Programs (page 17)	<a href="http://www.mcneese.edu/faculty/faculty_handbook.pdf">http://www.mcneese.edu/faculty/faculty_handbook.pdf</a>
McNeese State University	Transfer Students	<a href="http://www.mcneese.edu/admissions/transfer.asp">http://www.mcneese.edu/admissions/transfer.asp</a>
McNeese State University	Visiting Lecturer Handbook (will be reviewed/revised Fall 05)	<a href="http://www.mcneese.edu/faculty/vlecturerhb.pdf">http://www.mcneese.edu/faculty/vlecturerhb.pdf</a>
SACS / Commission on Colleges	Policies, guidelines, good practices	<a href="http://www.sacscoc.org/commpub1.asp">http://www.sacscoc.org/commpub1.asp</a>
University of LA System	Articulation system	<a href="http://app1008.lsu.edu/bor/articulation.nsf/SchoolInfoMain?OpenForm">http://app1008.lsu.edu/bor/articulation.nsf/SchoolInfoMain?OpenForm</a>
University of LA System	Board approval for 3% tuition increase (look under "News")	<a href="http://www.ulsystem.net/">http://www.ulsystem.net/</a>
University of LA System	MSU 5-year strategic plan	<a href="http://www.ulsystem.net/site100-01/1001055/docs/final-mcneese_5_year_plan_-_fy05-09.pdf">http://www.ulsystem.net/site100-01/1001055/docs/final-mcneese_5_year_plan_-_fy05-09.pdf</a>
University of LA System	ULS Board Meetings (look under "Board")	<a href="http://www.ulsystem.net/">http://www.ulsystem.net/</a>
University of LA System	ULS Board Members (look under "Board")	<a href="http://www.ulsystem.net/">http://www.ulsystem.net/</a>
University of LA System	ULS Homepage	<a href="http://www.ulsystem.net/">http://www.ulsystem.net/</a>
University of LA System	ULS Mission	<a href="http://www.ulsystem.net/">http://www.ulsystem.net/</a>
University of LA System	ULS Policies & Procedures	<a href="http://www.ulsystem.net/">http://www.ulsystem.net/</a>

## DOCUMENT REPOSITORY KEY

The Compliance Review Steering Committee is encouraged to use the Document Repository located in the Office of Institutional Effectiveness. The Document Repository maintains an archive of the 1996 SACS Accreditation, assorted manuals and handbooks, policies, resources, and other information that may assist in demonstrating compliance. Documents may be checked out for overnight use.

Office of Institutional Effectiveness staff may assist committee members when necessary. The following is the key to the contents on the bookshelves of the Document Repository, located in the Public Information Office, BBC-Room 431:

### **First Brown Bookshelf - First Shelf - BBC 431**

SACS Proceedings 1990-91  
SACS Proceedings 1991-92  
SACS Proceedings 1992-93  
SACS Proceedings 1993-94  
SACS Proceedings 1995-95  
SACS Proceedings 1995-96  
SACS Proceedings 1996-97  
SACS Proceedings 1997-98  
SACS Proceedings 1998-99  
SACS Proceedings 1999-00  
SACS Proceedings 2000-01  
SACS Proceedings 2001-02  
SACS Proceedings 2002-03

### **First Brown Bookshelf - Second Shelf - BBC 431**

COC Annual Report 1989-2004 (blue binding)

#### ***Filebox #1***

Self-Study - Burton College of Education 1996  
Self-Study - Department of Administration & Supervision 1996  
Self-Study - Department of Curriculum & Instruction 1996  
Self-Study - Department of Health & Human Performance 1996  
Self-Study - Department of Military Science 1996  
Self-Study - Department of Psychology 1996  
Self-Study - Department of Special Education 1996  
Self-Study - College of Engineering & Technology 1996  
Self-Study - Department of Technology 1996  
Self-Study - Department of Engineering 1996  
Self-Study - College of Liberal Arts 1996  
Self-Study - Department of History 1996  
Self-Study - Department of Languages 1996  
Self-Study - Department of Social Sciences 1996  
Self-Study - Department of Speech & Theatre Arts 1996  
Self-Study - Department of Visual Arts 1996  
Self-Study - College of Science 1996  
Self-Study - Department of Agriculture 1996  
Self-Study - Department of Biological & Environmental Science 1996

Self-Study - Department of Chemistry 1996  
Self-Study - Department of Math, Computer Science, & Statistics 1996  
Self-Study - Department of Physics 1996

**Filebox #2**

Action Taken as a Result of Self-Study 1996  
Institutional Self-Study 1996  
Response to the Report of the Reaffirmation Committee July 8, 1996  
Response to the Report of the Reaffirmation Committee July 8, 1996  
Reaffirmation Committee Report February 5-8, 1996  
Institutional Rejoinder to the Board of Examiners Report July 1996

**Filebox #3**

CHEA International Quality Review and Distance Learning: Lessons from Five Countries January 2005  
CHEA Quality Review 2003  
CHEA Statement of Mutual Responsibilities for Student Learning Outcomes: Accreditation, Institutions, and Programs September 2003  
CHEA Council for Higher Education Fundamentals of Accreditation September 2002  
CHEA Specialized Accreditation & Assuring Quality in Distance Learning Series 2002  
CHEA Accreditation & Assuring Quality in Distance Learning Series 2002  
CHEA International Quality Review: Values, Opportunities, & Issues August 2002  
CHEA Different Perspectives on Information about Educational Quality: Implications for the Role of Accreditation April 2002  
CHEA Accreditation & Student Learning Outcomes: A Proposed Point of Departure September 2001  
CHEA Distance Learning: Academic & Political Challenges for Higher Education Accreditation Series 2001  
CHEA Core Academic Values, Quality, & Regional Accreditation; The Challenge of Distance Learning Series 2000  
CHEA A Statement to the Community: Transfer and the Public Interest November 2000  
CHEA Internalizing Quality Assurance in Higher Education July 1999  
CHEA Quality Review 1999  
Fifth Year Report 1991  
CHEA Updates

**Filebox #4**

Handbook for Review Committees COC/SACS 2003  
The Principles of Accreditation: Foundations for Quality Enhancement COC/SACS December 2001  
Principles of Accreditation: Foundations for Quality Enhancement A Draft Workbook Fall 2002-Winter 2003  
Principles of Accreditation: Foundations for Quality Enhancement; A Proposal COC/SACS December 2001  
Policies, Procedures, & Guidelines COC/SACS 1996 Edition (including 1998 addendum)  
Criteria for Accreditation COC/SACS 1996  
The Continuing Education Unit: Guidelines COC/SACS 1994  
Handbook for Institutional Self-Study 1994 COC/SACS  
Institutional Self-Study Manual 1994-95  
Policies, Procedures, & Guidelines of the COC 1993-94 Edition  
Handbook for Peer Evaluators 1991 & 1993  
Criteria for Accreditation COC/SACS 1992-93  
Designing & Implementing a Functional Institutional Effectiveness System, SACS Annual Meeting, December 1992  
Criteria for Accreditation COC/SACS 1991  
The Policies & Standards of the Commission on Occupational Education Institutions 1991 Edition

**Filebox #5**

The Principles of Accreditation: Foundations for Quality Enhancement 2001 (extra copies)  
The Principles of Accreditation: Foundations for Quality Enhancement 2004  
Handbook for Review Committees 2003  
Handbook for Reaffirmation of Accreditation 2004

***Filebox #35***

Improving Institutional Practice  
A Guide for Institutions and Evaluators  
Preparing Teams for Effective Deliberation  
First Brown Bookshelf - Third Shelf - BBC 431  
MSU Advising Handbook, 1995  
MSU Faculty/Staff Handbook, 1996-97  
MSU Faculty/Staff Handbook, 1998-99  
MSU Visiting Lecturer Handbook/Graduate Student Orientation Handbook, 1995-03  
MSU Faculty/Staff Handbook, 1999-00  
MSU Faculty/Staff Handbook, 2000-01  
MSU Faculty/Staff Handbook, 2001-02  
MSU Faculty/Staff Handbook, 2002-03  
MSU Faculty/Staff Handbook, 2003-04  
MSU Orientation 101 Handbook & Calendar 2005-2006  
Parent & Support Group Orientation Handbook 2005-2006  
Filebox #6  
MSU Hiring Plan, 1996  
MSU Diversity Awareness Policy, 1996  
Career Services Manual, 1997-98  
University Safety Manual, 1998  
Classified Employee Civil Service Handbook, December 2002  
Natural Disaster Preparedness Plan  
Hiring Procedures, 2002  
Code of Student Conduct  
Student Handbook  
Student Athlete Handbook

## NOTES