

Strategic Planning Outcomes Report (June 30, 2014 / Second Progress Report)

The strategic plan identifies specific, mission-driven activities and outcomes designed for institutional improvement. Each outcome is associated with a specific individual or unit and reporting on these objectives will be coordinated by the Office of Institutional Research and Effectiveness with identified lead personnel.

Vision Statement: *Through the promotion of innovative teaching and learning methodologies, regional partnerships, service-learning opportunities, applied research, cultural engagement, and athletic excellence, McNeese will play an active leadership role in the civic and economic renaissance likely to transform Southwest Louisiana over the next five years.*

Goal #1: Cultivate Innovative Teaching and Learning

Core Values: Academic Excellence, Student Success

Objective 1.a. Expand online offerings in line with the recommendations outlined in the report drafted by Tom Clay and Associates, Inc.

- 1.a.1: We will build and manage our online degree programs in such a way that they will enhance McNeese’s institutional health and wellbeing, and advance its reputation for excellence. In so doing, we will ensure that their success will support McNeese’s onsite programs and other activities, rather than come at their expense.

- 1.a.1.1: # of degree programs (all levels) offered fully online:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 2	B + 4	B + 6	[B + 7]	B + 8
5	17	17				

Program numbers based on figures reported in Annual Grad Act report submitted to ULS April 1 each year; baseline is from 2012 report; May 2014 is from 2014 Grad Act report submitted 4-1-2014 to ULS. Change in total results from an assessment of actual delivery methods rather than by approval, differentiating between fully online and hybrid. See <http://www.mcneese.edu/f/c/20b85f13>

- 1.a.1.2: Program enrollments for each ONLINE program:

Program	Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
	Baseline	[--]	B + 5%	B + 10%	B + 15%	[B + 17%]	B + 20%
General Studies (AGS)	0	0	0				

Paralegal Studies (AA)	0	0	0				
General Studies (BGS)	0	0	1				
Criminal Justice (B.S.)	82	93	108				
Management (B.S.)	31	51	102				
Nursing (RN to B.S.N.)	27	45	61				
Sociology (B.A.)	127	128	180				
Organizational Leadership (BA)	0	0	2				
School Librarian (PBC)	9	7	14				
Nursing Case Management (PBC)	0	0	0				
Criminal Justice (MS)	0	0	9				
Nursing (MSN)	122	125	160				
Immersion Education (GC)	0	0	0				
Educational Diagnostician (GC)	1	2	2				
Reading Specialist (GC)	2	3	4				
Family Nurse Practitioner (PMC)	0	0	3				
Family Psyc Nurse Practitioner (PMC)	0	0	1				
HYBRID Programs							
Gifted Education (GC)	0	0	0				
Business Administration (GC)	0	0	3				
Curriculum & Instruction (MEd)	15	13	16				
Educational Technology Leadership (MEd)	13	11	12				
Instructional Technology (MS)	25	22	25				

* All programs exceed benchmark except those with zero enrollment.

1.a.1.3: Program enrollments for each comparable ON-SITE program:

Program	Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
	Baseline	No change	No change	No change	No change	No change	No change
General Studies (AGS)	18	32	32				
Paralegal Studies (AA)	26	26	29				
General Studies (BGS)	431	432	586				
Criminal Justice (B.S.)	185	148	200				
Management (B.S.)	171	158	208				
Nursing (B.S.N.)	1028	861	1121				
Sociology (B.A.)	61	55	77				

LEAD AGENCY/INDIVIDUAL: Executive Director of Extended Education (Online Programs)

- 1.a.2: We will share the rewards of programs’ success. This will include a revenue sharing model that will direct discretionary funds to participating departments and adjustments to McNeese’s reward system so that participation and excellence in McNeese’s online education programs are valued in annual performance reviews and merit level decisions.

- 1.a.2.1: Revenue-sharing template:

	Yes	No	In-progress
Model Developed			Due to the low cost of tuition, a revenue sharing model is not currently feasible. As enrollments change and tuition is adjusted, the development of prospective models may be undertaken.
Approved by Academic Affairs			
Approved by President			
Implemented Effective Fall 2013			

- 1.a.2.2: Fund appropriations prototype template: **See progress note on 1.a.2.1.**

Total Revenue	Amount Distributed	Unit

- 1.a.2.3: Annual Performance Review modification template (for each academic department): **See progress note on 1.a.2.1.**

	Yes	No	In-progress
Model Developed			
Approved by Academic Affairs			
Approved by President			
Implemented Effective Fall 2013			

LEAD AGENCY/INDIVIDUAL: Provost and Vice President for Academic and Student Affairs

- 1.a.3: We will continue to adjust our administrative and technology-related policies, processes, systems, and infrastructure so that they will optimally serve the needs of McNeese students who may never set foot on campus.
 - Ongoing Needs Analysis Template (to be completed no less often than annually; should include review of policies, fees, technology support, and learning support including tutoring, advising, registration, book acquisition, and so on).

Areas Analyzed	Analysis Completed	Date	Actions/Recommendations

	(Y/N)		
Bandwidth	Y	6/10/14	Monitoring shows that current bandwidth is more than adequate. No upgrades needed at this time.
Servers/Storage	Y	6/10/14	Servers continue to perform reliably and storage levels are sufficient for growth.
Data Center	Y	6/10/14	Two new UPS controller units have been installed to provide additional backup power.
Disaster Recovery Plan	Y	6/10/14	Equipment at disaster recovery site continues to be tested and monitored. Data replication occurs on a nightly basis.
Portal	Y	6/10/14	Development still underway. New services were introduced with the outsourcing of student email to Google.
Infrastructure	Y	6/10/14	Upgrades continue to take place in academic buildings to assist faculty with online content delivery. Areas include Farrar, Hardtner, Frasch, Kaufman, Kirkman, & BBC.

*NOTE: We have added a new focus area for enhanced security.

LEAD AGENCY/INDIVIDUAL: Chief Information Technology Officer

Objective 1.b. Steadily increase the number of McNeese graduates who have completed one or more courses in the new Innovation Engineering™ curriculum.

- 1.b.1: Number of Graduates Completing an INOV class:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 20%	B + 30%	B + 40%	[B = 45%]	B + 50%
4	9	22				

Based on fall 2012 and spring 2013 graduating classes; subsequently, all terms in AY will be combined.

LEAD AGENCY/INDIVIDUAL: Coordinator of SEED Center Programming

Objective 1.c. Significantly increase the extent to which courses taken by freshmen and sophomores are taught using data-driven methods proven to promote student learning and retention.

- 1.c.1: Percentage [increase in] Freshman- and Sophomore-level SCHs taught using “clicker” technology:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 5%	B + 10%	B + 40%	[B + 45%]	B + 50%
9 sections; (18 CHs)	7 sections (21 CHs)	31 sections (77 CHs)				

LEAD AGENCY/INDIVIDUAL: Chief Information Technology Officer

○ 1.c.2: General Education Outcomes Attainment

Gen Ed Outcome	Fall 2012 Baseline	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
1 Writing	91% (10/11)	64%* (9/14)	100% ^{*1} (7/7)				
2 Math	71% (5/7)	71% (5/7)	66.7% ^{*2} (4/6)				
3 Science	43% (3/7)	33% (3/9)	50% (3/6)				
4 Critical Thinking	100% (3/3)	67%* (4/6)	56% (5/9) ^{*3}				
5 Fine Arts	91% (10/11)	92% (11/12)	67% (8/12)				
6 Independent Learning	100% (1/1)	0%* (0/2)	100% (2/2)				

Percentage based on number of assessments for which proficiency benchmarks have been attained. Number of assessments varies from term to term depending on course offerings.

*Adjusted in Nov'13 after late spring data arrived.

*1. Writing—not all individual benchmarks met, but value-added (improvement) shown on all pre-to-post assessments.

*2. Math—113 and 170 missed benchmarks for first time in 7 years.

*3. CT—a baseline benchmark of 70% met; rate of improvement (10%) not met for 2/9 overall.

○ 1.c.3: General Education Progression Policy

Baseline Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
12.8% (571/4459)	11.6% (508/4389)	Fall 11.5% (503/4363) Spring 10.0% (435/4360)				

Baccalaureate-seeking students must complete 3CH hours Math, 3 CH Science, 6CH English before enrolling in 300-level or higher courses. Calculated by determining the number of students who have earned 46 or more hours without having completed all required GE pre-reqs.

LEAD AGENCY/INDIVIDUAL: Chair, General Education Advisory Council

Objective 1.d. In partnership with regional business and industry, continue to increase the number of post-baccalaureate certificate training opportunities available at McNeese.

- 1.d.1: # of Post-baccalaureate certificates offered:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 5% (1)	B + 10% (1)	B + 15% (2)	[B + 17% (2)]	B + 20% (3)
12	12	12				

Calculation: # of programs offered based on academic catalog year, B=12-13AY.
 Other certificate programs include GC (4 in '12-13, 5 in '14-15); and PMC (2 offered since '12-13).

LEAD AGENCY/INDIVIDUAL: Academic Advisory Council

Objective 1.e. Significantly increase opportunities for faculty and students to engage in service-learning coursework designed to promote community service while also enhancing the quality of student learning.

- 1.e.1: Aggregate completers* of Service Learning courses as defined by Service Learning Committee:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 5%	B + 10%	B + 15%	[B + 17%]	B + 20%
86	90 (AY 176)	270				

Notes:
 1. Academic Advisory Council approved language at its July 1, 2013 meeting to define service learning courses in order to accurately survey the curriculum and solicit proposals for service learning courses.
 *2. Measure changed to reflect students completing service learning courses rather than degree completers who have taken service learning.

LEAD AGENCY/INDIVIDUAL: Service Learning Coordinator

Objective 1.f. Significantly increase opportunities for students to engage in undergraduate research in close cooperation with McNeese faculty mentors.

- 1.f.1: # of students engaged in faculty-guided research:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 5%	B + 10%	B + 15%	[B + 17%]	B + 20%

24	27	64				
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Based on number of students working in grant-funded positions. Report run from Student Employment.

LEAD AGENCY/INDIVIDUAL: Office of Research Services

Objective 1.g. Significantly increase the percentage of McNeese students who are engaged in career-related internships prior to their graduation.

- 1.g.1: % of graduates who have completed an internship component as part of their degree vs. total graduates:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 5%	B + 10%	B + 15%	[B + 17%]	B + 20%
ND	27% (168/628)	45.1% (442/981)				

Calculation: # of baccalaureate completers with internships vs. total # of baccalaureate completers (headcount); data obtained from Grad Fest Survey. May 2013 data from spring 2013 survey; May 2014 from fall and spring GradFest combined.

LEAD AGENCY/INDIVIDUAL: University Internship Coordinator

Objective 1.h. Significantly increase the percentage of McNeese students who engage in one or more experiences in universities located outside the United States.

- 1.h.1: No. of graduates who have completed a Study Abroad component as part of their degree:

Jan 2013 (Fall '12)	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 2%	B + 4%	B + 6%	[B + 7%]	B + 8%
2	7	5				

Outcome modified to show % increase in study abroad students; based on transfer work school codes of baccalaureate completers. Also, hired Director of International Programs to begin in fall '13 to facilitate services for study abroad and international students.

LEAD AGENCY/INDIVIDUAL: Provost and Vice President for Academic and Student Affairs / Director of International Programs

Goal #2: Cultivate Innovative Collaboration with an Expanding List of Regional Partners

Core Value: University-Community Alliances

Objective 2.a. In partnership with the Southwest Louisiana Alliance and its civic, business and governmental constituents in the five-parish Imperial Calcasieu region, develop a leadership role as a facilitator of collaborative projects at the Southwest Louisiana Entrepreneurship and Economic Development (SEED) Center.

- 2.a.1: # of formal regional partnerships facilitated through SEED Center.

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 2	B + 4	B + 6	[B + 7]	B + 8
0	[9]	39				

McNeese-SEED Center Offices, Programs and Services include the following: Office of Economic Development-EDA University Center; Louisiana Small Business Development Center; Institute for Industry-Education Collaboration (IIEC); Office of Career Services Internships; McNeese Innovation Center; Center for Advancement of Meat Production and Processing (CAMPP); Community Health Care Center; H.C. Drew Center for Business and Economic Analysis; Louisiana Environmental Research Center (LERC); McNeese’s Six Colleges, and Graduate School and Extended Education. Data is based on activities through OED/EDA and Innovation Center; other units’ outcomes detailed elsewhere.

LEAD AGENCY/INDIVIDUAL: Coordinator of SEED Center Programming

Objective 2.b. Significantly increase the number of mutually beneficial academic programs undertaken in collaboration with Sowela Technical Community College.

- 2.b.1: # of active degree program articulations with SOWELA.

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 1	B + 2	B + 3	[B + 3]	B + 4
2	2*	3				

**Degree programs include Criminal Justice, Louisiana Transfer Degree, and ASN/BSN (Process Technology (PTEC) eliminated end of spring '13. Additional collaborations include: MOU for consideration of reduced tuition; MOU housing agreement; Transfer-articulation guide (updated annually); Applicant referral program; Transfer Student Progress Feedback; Cross-enrollment agreement; Reverse-transfer agreement.*

LEAD AGENCY/INDIVIDUAL: Associate Vice President for Enrollment Management

Objective 2.c. Expand the number of course offerings to, and student enrollment from, the greater Fort Polk community.

- 2.c.1: # of courses offered at Fort Polk:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	5	10	15	[17]	18

0	0	10 (28 CHs)				
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MOU in progress; SACSCOC notification accepted Feb 1, 2013 to offer courses on-site; prospectus due 3 mos. prior to point where 50% of a program's credits are offered on site.

- 2.c.2: End of term enrollment in courses offered at Fort Polk:

Jan 2014	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	50	100	150	[175]	200
0	0	25				

Enrollment based on academic year (e.g. baseline and May 2013, AY 2012-2013; Dec '17 fall term only).

LEAD AGENCY/INDIVIDUAL: Provost and Vice President for Academic and Student Affairs

Objective 2.d. Significantly increase McNeese engagement with public and private K-12 partners in the five-parish Imperial Calcasieu region—including an increase in the number of K-12 students who visit McNeese and an increase in the number of events involving visits by McNeese to the K-12 institutions, including an expansion in dual enrollment and increasing the number of students who experience events offered by the Banners Cultural Series.

- 2.d.1: # of persons attending campus-based K-12 oriented activities:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 3%	B + 5%	B + 8%	[B + 9]	B + 10%
350	350	714				

Baseline & May '13 estimates based on activities from July 2012 – Dec 31; Jan 1 – June 30.

2013-14 figures: Banners (275); Teaching and Learning Conference (83); School Counselor Workshops (21); Reading Clinic (19); Economics Day Conference (150); Dore Counseling Autism Services (35); Federal Reserve Bank Econ Wkshp (105); Stock Market Game Wkshp (15); Kids College (11).

- 2.d.2: # of Visits by McNeese to K-12 schools in the five-parish region, including Banners Cultural Series events:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 3%	B + 5%	B + 8%	[B + 9%]	B + 10%
[30]	[30]	331*				

Baseline and May '13 numbers based on Banners Series outreach programs for AY'12-'13. Activities also identified for calculation and inclusion in subsequent progress reports are K-12 Reading Diagnostic Services; McNeese Reading Room at Children's Museum; and others. Actual number exceeds what is reported; identification and tracking methods are being developed.

**UPDATE:* Results expressed as contacts--# of visits + volunteers to related programs. Banners Outreach 60 visits; K-12 Reading Diagnostics, 55 visits; MSU Volunteer’s at Children’s Museum Reading Room, 197 (Children’s Museum attendees approx. 23,000); MSU Volunteers working with Junior Achievement Program, 19 (Junior Achievement participants, 630.) Actual cultural impact: conservative estimate is 25,000 students in region have some direct experience with McNeese personnel and programs.

- 2.d.3: --DUAL ENROLLMENT--# of semester credit hours completed by high school students with a passing grade:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 3%	B + 5%	B + 8%	[B + 9%]	B + 10%
2,918	2,431	5,367				

Fall 2012 completers; spring 2013 completers.

LEAD AGENCY/INDIVIDUAL: Director of McNeese Banners Cultural Series

Objective 2.e. Significantly increase the number of opportunities for adult learners; including, but not necessarily limited to, leisure-learning opportunities.

- 2.e.1: # of students in CALL and Completer Programs:

	Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
	Baseline	[--]	B + 5%	B + 10%	B + 12%	[B + 13]	B + 15%
Enrolled	276	297	395				
Completers	26	16	54				

LEAD AGENCY/INDIVIDUAL: Director of E-Learning

- 2.e.2: # of courses offered by the Institute of Industry Education Collaboration:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 5%	B + 10%	B + 12%	[B + 13]	B + 15%
19	33	57				

Based on information provided for the 2014 LA GRAD Act Report.

LEAD AGENCY/INDIVIDUAL: Director of the Industry Education Institute

Goal #3: While Retaining the Current McNeese Logos, Cultivate a McNeese “Brand” that Embraces a Culture of Innovation

Core Value: Fiscal Responsibility

Objective 3.a. Capitalize on the 75th Anniversary of McNeese as an occasion to promote McNeese to all constituents as a dynamic center of academic and economic innovation.

- 3.a.1: Percentage increase in McNeese Foundation Endowment:

	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
	Baseline (7-1-12 to 6-30-13)	B + 5%	B + 10%	B + 15%	[B + 17%]	B + 20%
In-year:	\$1,088,492	\$2,701,799				
% Change	--	148.21%				
Balance:	\$41,749,632	\$44,451,431				
% Change	--	6.47%				

**Notes: Previous data adjusted to include all funds; report modified to compare full FY to FY.*

LEAD AGENCY/INDIVIDUAL: Vice President for University Advancement

Objective 3.b. Promote a culture of marketing synergy—not only by generating ideas from the Department of Athletics, Department of Marketing and Licensing, the McNeese Bookstore, and the Department of Public Relations—but also soliciting input from faculty and students having expertise in academic disciplines relating to marketing and mass communications.

- 3.b.1: Annual review of combined marketing idea input sessions involving these administrative departments, faculty, and students.

Progress: Created student chapter of American Advertising Federation in fall '12; gathered marketing plans from MKTG 444, fall '12; meeting planned among all constituents for late July, early August 2013.

UPDATE: Established internship in Marketing and Graphic Design in University Marketing Office; AAF and course-related connections were set aside while 75th-anniversary committee (students, staff, faculty, community) developed advertising specific to 75th-Anniversary and worked with outside agency (includes MSU alumnae) to launch program; Conduct monthly ECAT meetings and surveys of campus/community to gauge effectiveness of media placement and methods.

LEAD AGENCY/INDIVIDUAL: External Communications Advisory Committee in consultation with Faculty Senate and SGA leadership

Objective 3.c. Develop innovative advertising strategies to maximize auxiliary and unconventional revenue sources.

- 3.c.1: Amount of revenue received from sources other than tuition and state appropriations:

June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline (7-1-12 to 6-30-13)	B + 2%	B + 5%	B + 8%	[B + 9%]	B + 10%
\$48,814.41	\$43,277.40				

**Amount based on CLC Revenue only pending review of funding sources that can be linked to advertising strategies.*

UPDATE: Programs as part of UML 5-year plan—Launched Geaux Blue Ambassadors to enhance community support; Cont. Crafter’s Licensing Program; invest \$2,000 CLC allowance in promotional materials for area businesses; implement retail lobby in KBYS; expand MSU merchandise to 5-parish area retailers and beyond.

LEAD AGENCY/INDIVIDUAL: Director of Marketing and Licensing

Objective 3.d. Link the McNeese name more directly with the Banners Cultural Series and other cultural events sponsored by entities operating within the McNeese umbrella.

- 3.d.1: Develop Banners Cultural Series logos that integrate McNeese trademarks and ensure that these integrated marks are used in all Banners advertising materials.

Progress: **Completed** and fully implemented in June 2013.

LEAD AGENCY/INDIVIDUAL: Director of Marketing and Licensing

Goal #4: Cultivate a Physical Environment that Promotes a Spirit of Innovation

Core Value: Academic Excellence, Student Success, Fiscal Responsibility

Objective 4.a. Initiate creative development projects that promote enrollment and retention, such as the restoration of Contraband Bayou and the development of a “one stop shop” to address the needs of prospective students.

- 4.a.1: Completion of Contraband Bayou Beautification Project on or before August 2016:

Progress: Architect (Meyer & Associates) began Jan 10, 2013; Capital outlay for FY 2013-14, \$440,000 for planning; FY 2014-15, \$3,960,000 for construction to begin.

UPDATE: Planning is projected to be completed December 2014; estimate has been increased by \$1.5 million over and above the previous funding; funding currently available for planning and construction is \$5.9 million; project completion target remains August 2016.

- 4.a.2: Completion of Chozen Hall Renovation Project on or before August 2016:

Progress: \$2,060,000 in capital outlay; designer’s document reviewed by MSU, under review by FP&C; est. cost \$1,950,000. Construction to begin late summer 2013.

UPDATE: Estimated cost remains an accurate number; construction is estimated to begin early Fall 2014; project completion is now envisioned for Spring 2016 instead of Fall 2016.

LEAD AGENCY/INDIVIDUAL: Director of Facilities and Planning

Objective 4.b. Continue to expand the physical footprint of the McNeese campus to create space for innovative academic, cultural, and athletic initiatives and community partnerships.

- 4.b.1: Completion of Health and Human Performance Complex on or before December 31, 2017.

Progress: Wynn & Wyatt, Consulting Engineers began Jan 10, 2013, developing abatement and demolition plans, approximately 1 year for development and review; Capital outlay funded \$4,142,725 in FY ’13-’14.

UPDATE: Phase I of this project is the abatement and demolition of the Pine Haven apartment complex; \$1 million for planning and construction is allocated for this phase; bid date June 19, 2014; completion is expected January 2015.

UPDATE: Phase II of this project is new construction; designer selection is on the June 26, 2014 docket; design period is expected to be 14 months; target bid date for the construction contract is estimated for Dec 2015; construction completion estimated for December 2017.

- 4.b.2: Develop strategic plan for the development of the former Charles Cinema Property for academic and community events on or before December 31, 2013.

Progress: Property has served as additional parking until parking garage opened in summer 2013. Discussion will now focus on development and use of the land.

UPDATE: With the parking garage now open and operating, the need for temporary parking no longer exists, although some students continue to park there anyway; the land remains under the ownership of the McNeese Foundation, and there are no definite plans at this time for development.

LEAD AGENCY/INDIVIDUAL: Director of Facilities and Planning

Objective 4.c. Promote a culture of cleanliness and respect for the landscaping and grounds that comprise the McNeese campus.

- 4.c.1: # of activities adopted to promote cleanliness on campus:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline	[--]	B + 2	B + 4	B + 6	[B + 7]	B + 8
[1]	[1]	4				

LEAD AGENCY/INDIVIDUAL: Director of Student Union and Activities

Objective 4.d. Continue to reduce levels of deferred maintenance in existing facilities on campus.

- 4.d.1: # of deferred maintenance projects identified on campus:

Jan 2013	June 2013	June 2014	June 2015	June 2016	June 2017	Jan 2018
Baseline		B - 1	B - 2	B - 3	[B - 3]	B - 4
129 (\$27.27 million)		119 (\$24.18 million) -11%				

Note: The baseline number of projects above indicates the university's maintenance and repair projects, known as public works, and are not actually deferred maintenance or major repairs. It is important to note the public works projects, though, because they eliminate/resolve problems that would become deferred maintenance projects in the future.

Public Works in FY'14: 87 new projects totaled \$1,748,533.71, along with the \$464,119.30 that was rolled from the previous year, reached an overall impact of \$2,212,653.01. All project carried over from last year were completed this year. \$155,751.38 of this year's total will be rolled over into FY'15 as work in progress.

LEAD AGENCY/INDIVIDUAL: Director of Facilities and Planning

Release Notes

Changes to this progress report include the following:

1. The dates for each objective have been changed to align the academic year with the fiscal year. In previous drafts, the date for comparison was identified as May, signifying the end of the academic year; for this report and subsequent reports, the date will be identified as June, with the culmination of the plan ending in January 2018, which will cover the first half of the 2018 fiscal year and summer and fall 2017 academic terms.
2. In some cases baseline data was adjusted to better reflect more accurate methods. Details on adjustments and methodology are noted for each objective.