

## **2007 MASTER PLAN SUMMARY REPORT**

### **Student Learning Outcomes (SLO) Educational Unit Performance Objectives (EPO) Administrative Unit Performance Objectives (APO)**

The Executive Staff evaluates program and unit plans for expected levels of achievement and actual results reported to determine the degree of success in meeting the institutional goals. The goals are evaluated by reviewing program and unit assessment, by benchmarking with external verifiable data (such as found in NSEE, SOS, and CAAP data), by making comparisons to regionally-normed measures (such as found in graduation/retention rates), and by reviewing advisory council and community input. The findings are considered in allocating resources (personnel, funding, space, equipment, etc.) and taking action. Evaluation findings are consolidated by the Offices of Institutional Effectiveness and Research and presented to the member groups with key roles in strategic planning according to the planning assessment model.

#### **Levels of Achievement**

##### **Rating 4.0**

Goal achievement is satisfactory. The majority of the expected levels of achievement have been attained. Continue to monitor data from goals met. Review and adjust strategies for goals unmet. (85-100% of expected levels of achievement are actually attained.)

##### **Rating 3.0**

Goal achievement is almost satisfactory. Some expected levels of achievement have been attained. Continue to monitor data from goals met. Evaluate and adjust strategies for goals unmet. (70-84% of expected levels of achievement are actually attained.)

##### **Rating 2.0**

Goal achievement is less than satisfactory. Few expected levels of achievement have been attained. Continue to monitor data from goals met. Evaluate and adjust strategies and assessment processes of goals unmet. (50-69% of expected levels of achievement are actually attained).

##### **Rating 1.0**

Goal achievement is unsatisfactory. Few to any expected levels of achievement have been attained. While not discarding the goals being met, the goals and strategies for evaluation should be carefully reviewed and to undergo a major revision. (1-49% of expected levels of achievement are actually attained.)

SLO1 Graduates apply critical thinking in academic and professional environments.			
UNIT	EVIDENCE	LEVEL	COMMENTS
AS Computer Information Technology	4.5 mean response of graduates on the graduate survey to questions related to the ability to use critical thinking in computer science classes. 75.6% mean correct responses on exit survey for 2005-2006 graduates.	4.0	Computer science faculty will continue to monitor data; new surveys will be introduced in fall.
AS Engineering Technology	23% of course outcomes were met based on student performance. 100% of course outcomes were met based on end-of-course student surveys.	2.0	Department will ensure that outcome surveys are done for all core courses and that visiting lecturers use the course outcomes developed by the department. Also, further group/lab/in-class activities that could be utilized for this assessment will be researched and considered.
AGS General Studies	19% of our graduates completed at least 3 hours of courses where critical thinking was assessed.	1.0	The current curriculum will be strengthened to compel students to take courses that assess particular competencies.
ADN Nursing	96% pass rate of first-time test takers on NCLEX. National Council of State Boards of Nursing reported the following scores: 43 <sup>rd</sup> percentile on assessment; 65 <sup>th</sup> percentile, analysis; 60 <sup>th</sup> percentile, planning; 46 <sup>th</sup> percentile, implementation; 41 <sup>st</sup> percentile, nursing process. On standardized tests, spring 2007 scores were equal to or greater than the national HESI composite score of 850 on the Critical Thinking category, with the exception of: Psyc/Mental Health (818). Spring 2006 scores were equal to or greater than national recommended HESI score, with the exception of the Exit Exam (816). 100% of students achieved satisfactory clinical evaluations related to critical thinking. There was a 3.38 mean response of alumni on terminal objective: ability to use critical thinking as appropriate.	4.0	Undergraduate faculty implements the use of concept mapping to improve student's abilities to assess, critically think, and document; Faculty Congress voted to increase the HESI admission score; Faculty Excellence Committee creating a rubric to evaluate all course tests for application of concepts, etc.
BS Accounting	Student papers are analyzed by a team of reviewers from across disciplines who apply a rubric measuring six characteristics that show evidence of critical thinking skills. 50% of students scored a "pass" (average or greater) on the assessment rubric. Employers of student interns responded with an average 3.94 (on a 4 point scale) to the question " <i>The intern demonstrated good analytical/critical thinking skills</i> " on the Supervisor's Evaluation form.	2.0	A new rubric will be designed that better captures critical thinking skills required by the college; team or group papers will no longer be considered acceptable for the rubric.
BA Art	78% of sophomore met or exceeded an expected level of achievement. 100% of degree candidates met or exceeded goal scores.	4.0	Faculty review committee recommended review of art core; committee determined students are better served when portfolio is focused on concentration
BA Art Education, K-12	78 % of students met or exceeded an expected level of achievement of (score of 70% on critical thinking components) on sophomore portfolios. 100% of degree candidates achieved scores to meet (14-17) or exceed (18+) expectations on senior portfolio evaluation. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 was 4.4. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 was <u>4.4</u> .	4.0	Sophomore faculty review committee recommends review of art core; senior faculty review committee determined that assessment appears better served when students focus portfolio on concentration.

BS Business Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.56. Business Education students far surpass the 3.5 expected mean score indicating strong achievement in lesson planning, higher order thinking, and creative/critical thinking skills. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.60. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.85. Business education candidates achieved higher scores than the college mean and surpassed the target mean each semester indicating strong teacher preparation in planning and instruction. 77% of the students in OSBC 307 were able to analyze, synthesize and report data using database commands in MS Excel. 90% of the students in OSBC 102 were able to demonstrate critical thinking skills applying MS Word to a variety of business documents.	4.0	Scales were modified to ensure consistency across assessment instruments; Praxis subscores will be requested for content areas; pretest-posttest measures will be developed.
BS Chemistry	42% of program graduates published at least one peer-reviewed article based on research done at McNeese within one year of graduation. 80% of graduates have participated in a regional or national chemistry symposium. 40% of graduates have presented either a poster or an oral seminar at a regional or national chemistry symposium.	4.0	The department will continue to engage students in challenging research and provide them with opportunities to have their work/presentations/scholarly activity assessed by external peer review.
BS Chemistry Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/07 year was "5". A 100% pass rate on Praxis II for program completers was achieved. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 was 5.0.	3.0	Content-related indicators will be added to FFEEIII for Fall 2007. FFEEIII will be implemented in Fall 2007 to facilitate pretest/posttest effect. Subscores indicating performance in specific areas for Praxis II will be requested for all content areas. The Likert scale used for the SES assessment was modified from a 4-point scale to a 5-point scale to ensure consistency throughout assessment instruments.
BS Clinical Laboratory Science	90% of graduates passed the ASCP or NCA certification exams on first take. Student, Graduate, alumni and Employers Surveys: 3.85 mean response on questions related to the ability to use critical thinking as a generalist entry-level clinical laboratory scientist	4.0	Review and practice tests will be developed.
BS Computer Science	≥4.5 mean response of graduates on the graduate survey related to the ability to use critical thinking in computer science classes. ≥4.3 mean response of questions related to the ability to use critical thinking on CSCI 491. Percentiles achieved were 61 for programming fundamentals, 27 for discrete structures and algorithms, and 44 for systems including architecture and algorithms, and 44 for systems including architecture, operating systems, networks, and database.	2.0	New surveys are in development. Rubrics for student projects will be revised. Students will be interviewed to determine areas of potential improvement.
BS Early Childhood Education, PK-3	59% of candidates scored 174 or higher on their first Praxis I: Reading attempt. 63% of candidates scored 172 or higher on their first Praxis I: Math attempt. Student teachers earned 2.82, 2.88 and 2.9 in technology/classroom management/instructional impact Professional Portfolio reflection pieces. Student teachers earned 13.99 on Professional Education Programs' conceptual framework reflection.	2.0	Enrollment advice and workshop opportunities provided to low performers; evaluation and rubric methods under development; evaluation criteria under review.
BS Elementary Education, 1-5	59% of candidates scored 174 or higher on their first Praxis I: Reading exam attempt. 63% of candidates scored 173 or higher on their first Praxis I: Writing exam attempt. 74% of candidates scored 172 or higher on their first Praxis I: Mathematics exam attempt. Mean scores on Professional Portfolio Reflections project were: Technology integration, 2.89; Classroom management, 2.97; Instructional impact: 2.94. Mean score: 14.55. Mean score: 20.55	2.0	Recommendations will be made to candidates who score below the desired level(s) of achievement. Expected levels of achievement will be re-evaluated to determine if levels need to be more rigorous.

BS Engineering	October 2006: 11 students passed the FE Exam out of 19 total students taking it, resulting in a pass rate of 58%. April 2007: 6 students passed the FE Exam out of 11 total students taking it, resulting in a pass rate of 55%. Average score of 4.4 was achieved on faculty evaluations of student capstone senior design projects for ABET criteria 3(a, b, c, e, k) which directly correspond to student critical thinking. Average score of 4.2 was achieved on employer's evaluation of Co-Op students related to critical thinking.	2.0	Policies will be developed to require all students to take the FE exam to provide a larger sample. Surveys will be developed, distributed and collected in the fall to further measure this component.
BS Engineering Technology	21% of course outcomes were met based on student performance. 100% of course outcomes were met based on end-of-course student surveys.	2.0	Department will ensure that outcome surveys are done for all core courses and that visiting lecturers use the course outcomes developed by the department. Also, further group/lab/in-class activities that could be utilized for this assessment will be researched and considered.
BA English	94% of scores on the critical thinking rubric of the senior portfolio were "good" or better. 76% of scores on the research paper rubric of the senior portfolio were "good" or better. 94% of scores on the students' evaluation of their experiences with the department rubric were "good" or better.	2.0	The ENGL 102 portfolio has been reviewed. In discussion are midpoint critical essays, essays reflecting literary aesthetic in senior portfolio, new course for sophomore-level English majors, additional prerequisites for 300+ courses. Courses following under the General Education component are currently under review.
BA English Education, 6-12	3.5 mean score was exceeded on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome, for all candidates completing this program. . 100% pass rate on Praxis II for program completers was achieved. The mean score for Fall 2006 program completers is 164. 100% of the Fall 2006 graduates passed the exam on the first try. Spring 2007 data are not yet available. 100% pass rate on PLT for program completers was achieved. The mean score for Fall 2006 program completers is 171. 100 % of the Fall 2006 graduates passed the exam on the first try. Spring 2007 data are not yet available. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.25. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.5. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.25.	3.0	Additional indicators will be added to FFEE; sub-scores in certain Praxis and PLT exam areas will be requested.
BS Family and Consumer Sciences	Based on a graduate survey, graduates rate this competency at 3.94. Based on an alumni survey, alums rate the competency at 3.60. Based on employer survey, employers rate this competency at 4.0.	3.0	Surveys are under revision.
BS Finance	50% of students sampled scored average or greater on the assessment rubric for paper(s). Employers of student interns responded with an average of 3.94 to the question: "The intern demonstrated good analytical/critical thinking skills."	2.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BS Foreign Lang. Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 5. 100% Praxis II pass rate for program completers was achieved. The mean score for 2006/2007 program completers was 187. 100. % of the 2006/2007 graduates passed the exam on the first try. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 4.4. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.5.	4.0	Content-related indicators will be added to FFEE; subscores on Praxis II and PLT will be requested; assessments will be further developed
BA French	100% of French majors reached the ACTFL level of Intermediate-Mid in 2007. 100% of French majors reached the Advanced level in FREN 311, 100% of French majors reached the Advanced+ level in FREN 321 and FREN 322.	4.0	A rubric based on the ACTFL has been created to measure levels of all competencies. Embedded questions will be developed. A capstone course has been created. Essays have been developed as a requirement in some courses.

BS General Business Administration	Results from student papers and research projects analyzed by a team of reviewers from various disciplines, using a rubric that measures six characteristics relative to critical thinking – 50% scored average or greater. Employers of student interns responded with an average 3.94 to the question: “The intern demonstrated good analytical/critical thinking skills” on the Supervisor’s Evaluation Form.	4.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BGS General Studies	85% of graduates completed at least 3 hours of courses where critical thinking was assessed.	1.0	Curriculum will be strengthened to compel students to take courses that assess particular competencies.
BS Health and P.E., K-12	100% pass rate for program completers on Praxis II was achieved. 100% pass rate for Principles of Teaching and Learning exam was achieved. Indicators measured on the Senior Exit Survey were: Planning, 3.5; Instruction, 4.3, for 2006; and Planning, 3.5, Instruction, 4.7, for Spring 2007.	4.0	Embedded questions will be used in the future and are in development.
BA History	92% successfully completed a critical analysis of archival documents. On SEI evaluations for spring/fall, 98% rated their instructor a 3 or better.	4.0	Instructor has reassigned class time spent on critical thinking assignments
BA Liberal Studies	92% of students in History 410 successfully completed a critical analysis of archival documents. 73% of students in Humanities 201 successfully completed an exercise in which they cite historical sources and critically analyze historical documents. 98% of students completing the Instruction Evaluation Questionnaire (SEI) in the upper-division history courses and Humanities 201, where the scale is 1 to 5 and 5 is “excellent,” rated their instructor at 3 or above on item #7, which reads: “the instructor requires students to think critically about the people and events of the past.”	4.0	Practice exercises will be developed; pretest/posttest will be implemented.
BS Management	Results from student papers and research projects analyzed by a team of reviewers from various disciplines, using a rubric that measures six characteristics relative to critical thinking – 50% of students sampled scored average or greater. Employers of student interns responded with an average 3.94 on the question: “The intern demonstrated good analytical/critical thinking skills.”	4.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BS Marketing	Results from student papers and research projects analyzed by a team of reviewers from various disciplines, using a rubric that measures six characteristics relative to critical thinking – 50% scored average or greater. Employers of student interns responded with an average 3.94 on the question: “The intern demonstrated good analytical/critical thinking skills.”	4.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BS Mathematics	Mean score on Major Fields Test in mathematics was 155 in Fall 2006 and 162 in Spring 2007, falling above the 50 <sup>th</sup> percentile.	4.0	The department has developed an employer survey and alumni survey to assist in the assessment. A course embedded assessment was also developed.
BS Mathematics Education, 6-12	The mean score of FFEE indicators aligned with this outcome was 5. 100% pass rates of program completers on Praxis II. 100% pass rate for program completers in Principles of Learning and Teaching. Mean score of course embedded assessment indicators aligned with this outcome was 2.14. Mean score of senior exit survey indicators aligned with this outcome is 4.5.	4.0	Content related indicators will be added to FFEEIII for fall 2007. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. Likert scale used for this assessment on SES was modified from a 4 point to a 5 point scale to ensure consistency across assessment instruments.
BMed Music Education	70% of ten program candidates who completed the Praxis I did so on the first attempt. 100% of spring 2007 program candidates completed the 200-level major performance requirement on the first attempt. 100% of program completers passed the PLT on the first attempt. 100% of program completers passed the music content knowledge test on the first attempt, earning a mean score of 166. Mean score specific to this outcome was 3.82 on the Instrumental Final Evaluation Form. Program completers earned 93.75% mean score on the Professional Portfolio Assessment.	4.0	Music education program coordinators will continue to analyze, assess, and monitor the processes and curriculum related to this outcome. The MEPC recommended that a rubric be designed and implemented by the music theory faculty. Data from new evaluation rubrics will be compiled and studied.
BM Music Performance	In fall 2006, 87% of first-time program candidates earned a score of 70% or above on the three indicators related to critical thinking, which was evaluated as a component of the entrance diagnostic performance audition. 100% of candidates who undertook the MUSC 200, MUSC 491, MUSC 492, and Junior Recital requirements, which assess	4.0	Course summary forms will be utilized in MUSC. Evaluation tools have been revised. A 100-level performance study will be available for students who are not adequately prepared for credit study. Redesign initiatives are underway. A research/synthesis

	the component, achieved the benchmark. A mean score response of $\geq 4.00$ was achieved on critical thinking/problem-solving questions.		project will be added to the requirements of MUSC 492. More detailed interim assessment rubrics were developed in some cases.
BSN Nursing	98% pass rate of first-time test takers on NCLEX. National Council of State Boards of Nursing reported the following scores: 44 <sup>th</sup> percentile on assessment; 61 <sup>st</sup> percentile, analysis; 49 <sup>th</sup> percentile, planning; 41 <sup>st</sup> percentile, implementation; 61 <sup>st</sup> percentile, nursing process. On standardized tests, spring and fall 2006 scores were equal to or greater than the national HESI composite score of 850 on the Critical Thinking category, with the exception of: Pediatrics, Maternity, Fundamentals, Mental Health and Pharmacology. 100% of students achieved satisfactory clinical evaluations related to critical thinking. There was a 3.96 mean response of alumni on terminal objective: ability to use critical thinking as appropriate.	4.0	Undergraduate faculty implements the use of concept mapping to improve student's abilities to assess, critically think, and document; Faculty Congress voted to increase the HESI admission score; new textbooks accepted; faculty creating a rubric to evaluate course tests.
BS Radiologic Technology	100% pass-rate of first-time test takers on ARRT radiographic exam. $\geq 83\%$ of students indicated a 4 or higher on various abilities to use critical thinking skills in the professional environment.	4.0	The Radiologic Technology Advisory committee continues to monitor outcome data and has developed a new component of the clinical competency evaluation system.
BA Social Studies Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.66. 100% pass rate on Praxis II for program completers was achieved. The mean score for 2006/2007 program completers for S.S. Content is 159.66 and for S.S. Interpretation of Materials is 165.33. 100% of the 2006/2007 graduates passed the exams on the first try. 100% PLT pass rate for program completers was achieved. The mean score for 2006/2007 program completers is 165.33. 100% of the 2006/2007 graduates passed the exam on the first try. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.0. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.5.	4.0	Related indicators will be added to FFEE; subscores on Praxis II and PLT will be requested; assessments will be further developed.
BA Spanish	100% of Spanish majors in Spanish 201 reached at least the level of Intermediate-Mid in various critical thinking skill sets. 50% in SPAN 201 reached intermediate-high in listening. 50% reached intermediate-high in reading in SPAN 201. 50% reached intermediate-high in speaking, listening, and writing in SPAN 304. 50% reached advanced level in speaking, listening, and writing in SPAN 304. 100% reached the advanced level in reading in SPAN 304 and the advanced level in all skill sets for SPAN 312 and SPAN 341. 50% reached superior level in reading in SPAN 304. 50% reached advanced level in all skill sets in SPAN 312 and SPAN 341.	1.0	A rubric has been created to measure levels of all competencies. Changes were made to SPAN 304 to allow majors the opportunity for additional critical thinking component(s). A pretest was developed to identify areas of weakness early in the process.
BA Speech Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program was 4.6. 100% pass rate on Praxis II was achieved, with 49% passing on the first attempt. 100% pass rate for program completers on Principles of Learning and Teaching was achieved. The mean score of the course embedded assessment indicators was 2.5. The mean score of SES indicators aligned with this outcome for candidates completing this program is 3.7.	4.0	Subscores indicating performance in specific areas for PLT exam will be requested for all content areas. Minimum number and level of hours in the content area are suggested as a requirement for admission to the MAT program.
BA Theatre	Five program candidates enrolled in THEA 375 in fall 2006. 100% of program candidates earned a score of 70% or above (100% mean score) on indicators related to critical thinking. Two program candidates were enrolled in THEA 262 in spring 2007. 100% of program candidates earned a score of 70% or above (all candidates=100% mean score). Eight program candidates enrolled in THEA 471 in spring. 75% earned a score of 80% or above. In 2006-07, one program completer did not meet expected level of achievement.	2.0	Curriculum changes will be made; changes include re-sequencing of courses and identification of clearer prerequisite experiences assessment points in major course, and outcomes expectations. An assessment rubric will be utilized. Evaluation project expectations will be better defined in a revised rubric. Assessment tools will be revised to more accurately evaluate program outcomes.

SLO2 Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.			
UNIT	EVIDENCE	LEVEL	COMMENTS
AS Computer Information Technology	5.0 mean response of graduates on the graduate survey to questions related to oral, written, and/or technological communication in the computer science classes.	4.0	Modified evaluation will be introduced in the fall; faculty will continue to monitor data.
AS Engineering Technology	69% of course outcomes were met based on student performance. 100% of course outcomes were met based on end-of-course student surveys.	2.0	Department will ensure that outcome surveys are done for all core courses and that visiting lecturers use the course outcomes developed by the department. Also, further group/lab/in-class activities that could be utilized for this assessment will be researched and considered.
AGS General Studies	42% of our graduates completed at least 3 hours of courses where oral communication competency was assessed. 100% of our graduates completed at least 6 hours of courses where written competency was assessed. 75% of our graduates completed at least 3 hours of course where technological communication competency was assessed.	2.0	Curriculum will be strengthened to compel students to take courses that assess particular competencies.
ADN Nursing	On standardized tests, spring 2007 scores were equal to or greater than the national HESI composite score of 850 in the documentation category; in the communication category with the exception of Psyc/Mental Health (827), and on information and health care technology with the exception of Fundamentals (689). Fall 2006 scores were equal to or greater than national recommended HESI score for documentation, with the exception of the Fundamentals (739); for communication, with the exception of Exit Exam (776); and for information and health care technology, with the exception of Maternal/Pedi (663). 100% of students achieved satisfactory clinical evaluations related to communication. There was a 3.75 mean response of alumni on terminal objective: ability to use critical thinking as appropriate.	4.0	Elective related to documentation was developed; faculty implements use of concept mapping to improve student's abilities to document; Curriculum committee approved increased emphasis on documentation in lecture, etc.
BS Accounting	Forty-five percent of students sampled scored average or greater on the assessment rubric on research paper(s). Employers of student interns responded with an average 2.56 to the question: "Please rate the communication skills of the intern using the following categories: Written / Verbal." Seventy-nine percent of students sampled scored average or greater on presentation(s).	3.0	Individual student work will be sampled and analyzed; a new rubric will be designed; a common writing format and assessment standard will be created; faculty will present the rubric/expectations to students early in the semester.
BA Art	83% of sophomore met or exceeded an expected level of achievement on the portfolio evaluation in the 2 categories related to written communication and technology. 44% of degree candidates met or exceeded an expected level of achievement on the evaluation in the category of written communication. 93% of degree candidates met or exceeded an expected level of achievement with scores 70% or above on the senior capstone presentation project.	2.0	Faculty review committee recommended an expanded portfolio review process; senior faculty review committee recommended increased emphasis on communication skills; assessment committee recommended changes in evaluation of capstone project
BA Art Education, K-12	83% of students achieved score of 70% or above on the sophomore portfolio evaluation in the 2 categories related to written communication and technology. 44% of degree candidates achieved a score of 70% or above on the senior portfolio evaluation in the categories related to written communication. 93% of degree candidates met or exceeded an expected level of achievement with scores of 70% or above on the senior exhibition presentation project involving oral, written, and technological communication. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 was <u>4.4</u> . The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 was <u>4.4</u> .	3.0	Faculty review committee recommended an expanded portfolio review process; senior faculty review committee recommended increased emphasis on communication skills; assessment committee recommended changes in evaluation of capstone project; committee recommends senior exhibition project.
BS Biological Science	Required enrollment in courses that assess oral and written communication skills.	1.0	Courses have not previously been required; faculty will be encouraged to add a communication component to all upper-division classes.

BS Business Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.83. Business education candidates far surpassed the college mean of 3.5 and therefore indicate strong preparation in the use of technology and the ability to communicate effectively with students using correct oral and written English. . The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.60. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 5.0. 81% of the students in OSBC 307 were able to communicate data effectively through spreadsheet and charts applying MS Excel commands and functions. 76% of the students in OSBC 102 were able to demonstrate keyboarding skills at a minimum rate of 40 wpm at the computer keyboard as measured on the student's average of the highest three timed writings.	4.0	Scales were modified to ensure consistency across assessment instruments; Praxis subscores will be requested for content areas; pretest-posttest measures will be developed.
BS Chemistry	All graduates demonstrated competency in oral and technological communications by appropriate delivery and use of PowerPoint and ChemDraw programs in CHEM 441/695. 80% of graduates presented either a poster or oral seminar at a regional or national chemistry symposium and 40% published at least one peer-reviewed articles based on research done at McNeese.	4.0	The department will continue to engage students in challenging research and provide them with opportunities to have their work assessed by external peer review. The department will also continue to support and encourage oral competency and appropriate use of scientific technology, and encourage networking and observation of other scientists.
BS Chemistry Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in 2006-07 was 5. A 100% pass rate on Praxis II was achieved.	4.0	Content-related indicators will be added to FFEEIII for Fall 2007. FFEEIII will be implemented in Fall 2007 to facilitate pretest/posttest effect. Subscores indicating performance in specific areas for Praxis II will be requested for all content areas. The Likert scale used for the SES assessment was modified from a 4-point scale to a 5-point scale to ensure consistency throughout assessment instruments.
BS Clinical Laboratory Science	100% of students achieved satisfactory clinical evaluations related to communication. Graduate, alumni, and employer Surveys: 3.89 mean response on questions related to the ability to communicate as a CLS professional.	4.0	An exit exam with specific questions on global community will be developed. Surveys will be revised to better assess students knowledge and understanding of all forces that impact the health care system. Curriculum will be developed to integrate this component.
BS Computer Science	5.0 mean response of graduates on the graduate survey related to oral, written and/or technological communication in the computer science classes. $\geq 3.5$ mean responses related to oral, written, and/or technological communication. $\geq 4.4$ mean response related to oral, written, and/or technological communication.	4.0	Evaluation will be developed in fall of each year. Faculty will continue to monitor data.
BS Elementary Education, 1-5	Mean score on all Final Field Experience Evaluation indicators was 4.9. Mean score on Professional Education Program Exit Survey was 3.84. Mean score on State Teacher Preparation Accountability Survey was 4.74. Itemized Praxis II content item data will be collected on all Praxis scores beginning June 2007.	3.0	Faculty will continue to monitor changes in LATAAP criteria and make course adjustments accordingly. Faculty will also continue to monitor exit survey results and Praxis II content item data.
BS Engineering	Average score of 4.4 was achieved on faculty evaluations of student capstone senior design projects for ABET criterion 3g which directly corresponds to oral, written, and/or technological communication. Average score of 4.3 was achieved on employer's evaluation of Co-Op students related to oral, written, and/or technological communication.	2.0	Writing enriched courses will be identified for the discipline, Rubrics will be developed. Speech will be required in lieu of humanities elective.
BS Engineering Technology	67% of course outcomes were met based on student performance. 100% of course outcomes were met based on end-of-course student surveys.	2.0	Department will ensure that outcome surveys are done for all core courses and that visiting lecturers use the course outcomes developed by the department. Also, further group/lab/in-class activities that could be utilized for this assessment will be researched and considered.

BA English	83% of all scores on the effectiveness of writing rubric of the senior portfolio scored at "good" or better. 83% of all scores on the correct use of spoken English rubric scored "good" or better.	4.0	Rubrics are now being used in ENGL 101-102 to clarify for students their problems with effective writing. Other changes include an objective exam on grammar and style, evaluation of ENGL 102 portfolios for majors, midpoint critical essay, and a new sophomore-level course.
BA English Education, 6-12	3.5 mean score was exceeded on indicators of Final Field Experience Evaluation III (FFEE) that measure this outcome. 100% pass rate on Praxis II for program completers was achieved. The mean score for the Fall 2006 program completers is 164. 100 % of the Fall 2006 graduates passed the exam on the first try. Spring 2007 data are not yet available. 100% pass rate on PLT for program completers was achieved. The mean score for the Fall 2006 program completers is 171. 100 % of the Fall 2006 graduates passed the exam on the first try. Spring 2007 data are not yet available. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.75. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.75. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.75.	4.0	Pretest/posttest will be facilitated; subscores in Praxis II and PLT will be requested; rubric will be developed; objective exam will be implemented; assessments for oral communication skills will be initiated; more developed research projects will be implemented.
BS Family and Consumer Sciences	Based on a graduate survey, graduates rate this competency at 4.41. Based on an alumni survey, alums rate the competency at 3.36. Based on an employer survey, employers rate the competency at 4.0.	2.0	Course content and surveys are under revision; pre/post test is in development.
BS Finance	45% of students sampled scored average or greater on the assessment rubric for student paper(s). Employers of student interns responded with an average 2.56 / 2.61 to the question: "Please rate the communication skills of the intern using the following categories: Written / Verbal." 79% of students sampled scored average or greater on the assessment rubric for student presentation(s).	3.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BS Foreign Lang. Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 5. 100% Praxis II pass rate for program completers was achieved. The mean score for 2006/2007 program completers is 187. 100% of the 2006/2007 graduates passed the exam on the first try. 100% pass rate on PLT for program completers was achieved. 100% of the 2006/2007 graduates passed the exam on the first try. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 4.4. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.5.	4.0	Faculty creating rubric to evaluate communication skills based on ACTFL guidelines; foreign language resource course introduced; methodology course geared toward methodology will be developed, etc.
BA French	100% of French BA graduates scored at least 3 on a scale of 5 on the capstone portfolio.	4.0	An ACTFL rubric will also assess communication skills as applicable to the associate's degree. A final recording assignment will be used as embedded material. Initial writing samples, including tests in grammar, have been developed. A new textbook will be incorporated.
BS General Business Administration	Results from student papers and research projects analyzed by a team of reviewers from various disciplines, using a rubric that measures eight characteristics relative to oral, written, and/or technological communication skills – 45% scored average or greater on written assignment/79% scored average or greater on presentation(s). Employers of student interns responded with an average 2.56/2.61 on the question: "Please rate the communication skills written/verbal of the intern."	3.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BGS General Studies	73% of graduates completed at least 3 hours of courses where oral communication competency was assessed. 100% completed at least 6 hours where written competency was assessed. 53% of graduated completed at least 3 hours where technological communication competency was assessed.	1.0	Curriculum will be strengthened to compel students to take courses that assess particular competencies.
BS Health and P.E., K-12	100% pass rate for program completers on Principles of Teaching and Learning exam	4.0	Subscores indicating performance in specific areas for PLT exam

	was achieved. Eighty-nine percent of students were able to utilize laboratory equipment in order to demonstrate selected motor learning principles. 100% of students were able to perform and evaluation physical performance tests.		will be requested in all content areas. Data will continue to be monitored. Expected levels of achievement will be increased.
BS Management	Results from student papers and research projects analyzed by a team of reviewers from various disciplines, using a rubric that measures eight characteristics relative to oral, written, and/or technological communication skills – 45% scored average or greater in written communication/79% scored average or greater on student presentation(s). Employers responded with average of 2.56 / 2.61 to the question: “Please rate the communication skills written / verbal of the intern.”	3.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BS Marketing	Results from student papers and research projects analyzed by a team of reviewers from various disciplines, using a rubric that measures eight characteristics relative to oral, written, and/or technological communication skills – 45% scored average or greater in written communication/79% scored average or greater on student presentation(s). Employers responded with average of 2.56 / 2.61 to the question: “Please rate the communication skills written / verbal of the intern.”	3.0	Individual student work will be sampled and analyzed. A new rubric will be designed that better addresses assessment needs. The use of rubrics will continue to be implemented.
BS Mathematics	Presentation for Capstone Project – Each student exceeded 3.5 on the following items from the evaluation form filled out by faculty members (1) effectiveness of communication (2) visual aids and (3) organization	4.0	The department has developed an employer survey and alumni survey to assist with the assessment.
BS Mathematics Education, 6-12	The mean score of FFEE indicators aligned with this outcome was 4.67. 100% pass rates of program completers on Praxis II. 100% pass rate for program completers in Principles of Learning and Teaching. Mean score of course embedded assessment indicators aligned with this outcome was 2.57. Mean score of senior exit survey indicators aligned with this outcome is 4.5.	4.0	Content related indicators will be added to FFEEIII for fall 2007. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. Likert scale used for this assessment on SES was modified from a 4 point to a 5 point scale to ensure consistency across assessment instruments.
BMed Music Education	80% of the ten program candidates who completed Praxis I did so on the first attempt. Mean scores of 4.20 on Major Performance Area/Capstone Senior Recital were achieved. 100% of program completers passed the PLT on the first attempt. 100% passed the Music Content Knowledge Test on the first attempt. The mean score of the IFEF indicators specific to this outcome was 3.83. Program completers earned a 100% mean score on PPA indicators.	4.0	Data from the new evaluation rubric will be compiled and studied. The MEPC will continue to analyze, assess, and monitor the processes and curriculum related to this outcome and recommended that a rubric be designed and implemented by the music theory faculty. The MEPC recommended that a rubric be designed and implemented by the music theory faculty.
BM Music Performance	≥85% of program completers who undertook courses that assess this competency as part of their performance study – Junior recital, MUSC 492, MUSC 202, and MUSC 491 – met the benchmark.	4.0	A synthesis/research component will be added to several courses. MUSC 485 (Music Seminar) will be offered in upcoming curriculum as part of a redesign initiative. A rubric will be designed and implemented by the music theory faculty with specific application to communication and technology indicators.
BSN Nursing	HESI composite score related to documentation, communication and information and health care technology; clinical evaluations related to communication; mean response of graduates, alumni and employers related to the ability to communicate as a profession nurse were equal to or greater than the national HESI composite score, with some exceptions. 100% of students achieved satisfactory clinical evaluations related to communication. There was a >4.67 mean response of graduates, alumni, and employers on terminal objective related to ability to communicate.	4.0	One-hour elective approved with focus on documentation; HESI admission score increased; revision of curriculum in process; increased emphasis on documentation in lecture and lab in process, etc.
BS Psychology	96% of students who graduated in 2006 scored 70% or higher on the term paper in PSYC 204: History and Theories in Psychology.	4.0	Further assessment methods will be researched and developed.
BS Radiologic Technology	≥82% of employers indicated a 4 or higher on various abilities to communicate effectively through oral, written, and/or technological communications.	3.0	The Radiologic Technology Advisory committee continues to monitor outcome data and has developed a new component of the clinical competency evaluation system.
BA Social Studies Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.85. 100% pass rate on Praxis II for program completers was achieved. The mean score for 2006/2007 program completers for S.S. Content is 159.66 and for S.S. Interpretation of Materials	4.0	Related indicators will be added to FFEE; subscores on Praxis II and PLT will be requested; assessments will be further developed.

	<p>is 165.33. 100 % of the 2006/2007 graduates passed the exams on the first try. 100% PLT pass rate for program completers was achieved. The mean score for 2006/2007 program completers is 165.33. 100 % of the 2006/2007 graduates passed the exam on the first try.</p> <p>The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.5. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.75.</p>		
BA Spanish	50% of graduates scored at least a 3 / 4.4 / and 4.8 on a scale of 5 on the capstone portfolio.	1.0	Additional teaching components have been initiated into several courses; a new textbook was incorporated to increase levels of proficiency; embedded questions will be developed; exit requirements for the senior portfolio will be better emphasized; online essays will be encouraged.
BS Speech Education, 6-12	The mean score of the Final Field Experience Evaluation III indicators aligned with this outcome is 4.9. 100% pass rate on Praxis II was achieved, with 49% passing on the first attempt. 100% pass rate on PLT was also achieved. The mean score of the course embedded assessment indicators was 2.4. The mean score of the SES indicators aligned with this outcome was 3.8 in fall and 4.8 in spring.	4.0	Subscores indicating performance in specific areas for PLT exam will be requested for all content areas. Minimum number and level of hours in the content area are suggested as a requirement for admission to the MAT program.
BA Theatre	100% program candidates earned a score of $\geq 70\%$ or above on indicators related to communications and technology achievements.	4.0	An assessment rubric will be utilized. Evaluation project expectations will be better defined in a revised rubric. Assessment tools will be revised to more accurately evaluate program outcomes.

SLO3 Graduates analyze the global community to make sound judgments in academic and professional environments.			
UNIT	EVIDENCE	LEVEL	COMMENTS
AS Computer Information Technology	4.8 mean response of graduates on the graduate survey to questions related to working in groups.	4.0	Modified evaluation will be introduced in the fall; faculty will continue to monitor data.
AS Engineering Technology	83% of course outcomes were met based on student performance. 100% of course outcomes were met based on end-of-course student surveys.	4.0	Continue to monitor the status of outcomes to see if these results are consistent over two to three years.
AGS General Studies	69% of our graduates completed at least 3 hours of courses where diversity was assessed.	1.0	Curriculum will be strengthened to compel students to take courses that assess particular competencies.
ADN Nursing	HESI composite scores relative to health care systems and policies, the global health care system, and human diversity, were equal to or greater than the national recommended HESI composite score, with the exception of Fundamentals in spring 2007 (648) and Exit Exam in Fall 2006 (673). Graduate responses on ability to recognize the impact to health care related to demographic forces on health care delivery; support and communication; educational levels; and changing environments was $\geq 4.15$ .	4.0	Faculty creating a rubric to evaluate course tests for application of concepts; curriculum committee accepted faculty recommendation to relocate leadership seminar.
BS Accounting	Students scored an overall mean of 53% correct on the global component of the ETS Major Field Test.	1.0	A system will be created in which embedded questions will measure student understanding of global markets/cultural differences.
BA Art	84% of art/art education majors met or exceeded an expected level of achievement on the art content questions embedded in course exit exams and roles of art within the evolution of contemporary culture. 90% of Art 450 students achieved a score of 80%+ on embedded quiz questions addressing contemporary professional and ethical issues in art.	2.0	Assessment committee recommends the tool for art history assessment be revised and capstone course content be expanded.
BA Art Education, K-12	89% of art majors met or exceeded an expected level of achievement = 70% + on questions embedded in course exit exam on course content and roles of art within the evolution of contemporary culture. On capstone project, 90% of Art/ARED students achieved a score of 80% + on embedded quiz questions addressing contemporary professional and ethical issues in art. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 was 4.25. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 was 4.4.	4.0	Assessment committee recommends the tool for art history assessment be revised and capstone course content be expanded; there was also a recommendation that pretest/posttest tools be implemented.
BS Biological Science	Enrollment in courses that relate to global health care.	1.0	50% of student enrolled in such courses; goal was 75%
BS Business Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.66. Business education candidates far surpassed the college mean score, therefore indicating the ability to plan and accommodate for individual differences and to convey sensitivity to community and cultural norms. Praxis II – 100% pass rate on the Praxis II, Content Knowledge. Principles of Learning and Teaching - 100% pass rate on the PLT for all candidates completing this program. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 3.80. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 5.0. Business education candidates indicate strong planning and application of instructional strategies for accommodating students with individual differences.	3.0	Scales were modified to ensure consistency across assessment instruments; Praxis subscores will be requested for content areas; pretest-posttest measures will be developed.
BS Chemistry	50% of graduates actively participated in departmental outreach activities to local elementary, middle, and high schools. 80% of program graduates attended at least 80% of departmental seminars, including those that cover the global chemistry enterprise, and/or scientific misconduct.	2.0	The department will encourage students to attend seminars and gain perspectives on chemistry as an evolving global enterprise.

BS Chemistry Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in 2006-07 was 5. A 100% pass rate on Praxis II was achieved.	4.0	Content-related indicators will be added to FFEEIII for Fall 2007. FFEEIII will be implemented in Fall 2007 to facilitate pretest/posttest effect. Subscores indicating performance in specific areas for Praxis II will be requested for all content areas. The Likert scale used for the SES assessment was modified from a 4-point scale to a 5-point scale to ensure consistency throughout assessment instruments.
BS Clinical Laboratory Science	100% of students achieved satisfactory clinical evaluations related to the clinical laboratory scientist role in health care and Professionalism. Student, graduate, alumni and employer surveys: 3.9 mean response on questions recognizing the impact of economic, political, social and demographic forces on the health care system. Student, graduate, alumni and employers survey: 3.9 mean response on questions related to utilizing information technology to support and communicate the CLS role in health care. Student, graduate, alumni and employers survey: 3.6 mean response on questions related to integrating the role of CLS in coordinating and delivering health care through collaboration with persons and members of the interdisciplinary health care team.	4.0	An exit exam will be developed specifically to assess critical thinking competency.
BS Computer Science	≥ 4.1 mean response related to analyzing the global community to make sound judgments on CSCI 491 projects.	4.0	Evaluations will be developed fall of each year. Faculty will continue to monitor data. Rubrics will be revised to better assess outcome.
BS Elementary Education, 1-5	Mean score on all Final Field Experience Evaluation indicators was 4.9. Mean score on Professional Education Program Exit Survey was 4.9. Mean score on State Teacher Preparation Accountability Survey was 4.9. Itemized Praxis II content item data will be collected on all Praxis scores beginning June 2007.	4.0	Faculty will continue to monitor changes in LATAAP criteria and make course content adjustments accordingly. Itemized Praxis II content item data will be collected and used to determine deficiencies in candidate content mastery and used to make necessary adjustments.
BS Engineering	Average score of 4.5 was achieved on faculty evaluations of student capstone senior design projects for ABET criteria 3(c, f, h, j) which directly correspond to global community analysis for sound academic and professional judgments. Average score of 4.0 was achieved on employer's evaluation of Co-Op students related to global community analysis for sound academic and professional judgments.	4.0	Faculty will explore opportunities to demonstrate and reinforce the importance of the global perspective. Seminars that include featured speakers will be developed. Exit surveys for graduating seniors will be distributed in fall 2007 to further assess this component.
BS Engineering Technology	89% of course outcomes were met based on student performance. 67% of course outcomes were met based on end-of-course student surveys.	2.0	In PRTC 310, department will link outcomes to student work. Also, continue to monitor the status of outcomes to see if these results are consistent over two or three years.
BA English	All graduates passed four or more history courses. Ninety-four percent of all scores on the students' evaluation of their experience with the department rubric were "good" or better. Ninety-four percent of all scores on the plans after graduation component were "good" or better.	4.0	An English major component will be implemented in the new Freshman Foundations program. ENGL 410 is further being developed and is now required for all majors. The department also continues to encourage study abroad.
BA English Education, 6-12	In the 2006-2007 academic year, 3 English Education majors moved into the Teacher Education Program. All three scored above 15/20 on the autobiography rubric. The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year exceeded 3.5. 100% pass rate on Praxis II for program completers was achieved. The mean score for the Fall 2006 program completers is 164. 100 % of the Fall 2006 graduates passed the exam on the first try. Spring 2007 data are not yet available. 100% pass rate on PLT for program completers was achieved. The mean score for the Fall 2006 program completers is 171. 100% of the Fall 2006 graduates passed the exam on the first try. Spring 2007 data are not yet available. The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 2.	4.0	Pretest/posttest will be facilitated; subscores in Praxis II and PLT will be requested; rubric will be developed; objective exam will be implemented; further embedded questions will be developed.
BS Finance	Students scored an overall mean of 53% correct on the global component of the ETS Major Field Test.	1.0	A system will be developed that allows faculty to use embedded questions in required courses to measure student understanding.

BS Foreign Lang. Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year was 5. 100% Praxis II pass rate for program completers was achieved. The mean score for 2006/2007 program completers is 187. 100% of the 3006/7 graduates passed the exam on the first try. 100% pass rate for program completers was achieved. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Fall 2006 is 4.4. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.5.	4.0	Target scores are being discusses; subscores on Praxis and PLT will be requested.
BA French	100% of students in FREN 311 achieved understanding of living in a neighborhood of Paris through computer generated virtual living. 100% of students in FREN 312 achieved the scoring benchmark on embedded questions. 100% of French majors successfully answered embedded questions in FREN 321 and FREN 322.	4.0	An ACTFL rubric will also assess the ability to analyze the global community. Faculty members will continue to encourage overseas study. An immersion course in Belgium was developed through CODOFIL.
BS General Business Administration	Students scored an overall mean of 53% on the global component of the ETS Major Field Test.	1.0	A system will be developed that allows faculty to use embedded questions in required courses to measure student understanding.
BGS General Studies	78% of graduates completed at least 3 hours of courses where diversity was assessed.	1.0	Curriculum will be strengthened to compel students to take courses that assess particular competencies.
BS Health and P.E., K-12	100% pass rate for program completers on Principles of Learning and Teaching exam was achieved. Nine-five percent of student teachers demonstrated an understanding of their roles and responsibilities in a diverse learning environment. Senior Exit Survey indicators reflected the following for Fall 2006 / Spring 2007: "Plan for individual differences, including cultural diversity and children with exceptionalities, 3.5 / 4.3," "Employ a variety of teaching strategies, 3.8 / 4.4."	4.0	Subscores indicating performance in specific areas for PLT exam will be requested for all content area. The Likert scale used for the SES was modified from a 4-point scale to a 5-point scale to ensure consistency across assessment instruments.
BS Management	Students scored an overall mean of 53% on the global component of the ETS Major Field Test.	1.0	A system will be created in which embedded questions will measure student understanding of global markets/cultural differences.
BS Marketing	Students scored an overall mean of 53% on the global component of the ETS Major Field Test.	1.0	A system will be created in which embedded questions will measure student understanding of global markets/cultural differences.
BS Mathematics Education, 6-12	The mean score of FFEE indicators aligned with this outcome was 4.33. 100% pass rates of program completers on Praxis II. 100% pass rate for program completers in Principles of Learning and Teaching. Mean score of course embedded assessment indicators aligned with this outcome was 2.14. Mean score of senior exit survey indicators aligned with this outcome is 5.	4.0	Content related indicators will be added to FFEEIII for fall 2007. Subscores indicating performance in specific areas for Praxis II exam will be requested for all content areas. Likert scale used for this assessment on SES was modified from a 4 point to a 5 point scale to ensure consistency across assessment instruments.
BMed Music Education	100% of program completers passed the PLT on the first attempt. 100% of program completers passed the Music Content Knowledge Text on the first attempt. The mean score of the IFEF indicators specific to this outcome was 4.0.	4.0	Embedded test questions will be developed by the MEPC. The MEPC recommended that a rubric be designed and implemented by the music theory faculty for use in assessing research papers.
BM Music Performance	83% of program candidates earned a score of 70% or above on the embedded listening analysis projects. 75% of program candidates earned a score of 70% or above on the MUSC 202 final research project, which measures the candidate's ability to synthesize their knowledge of theoretical analysis techniques, historic/style elements, technology, and research skills. >4.00 mean scores on tolerance/diversity and music history/literature evaluation questions.	4.0	A pre-test and post-test will be developed for MUSC 263 to measure program candidates' understanding of music's function and nature in its historic and contemporary contexts. A rubric will be designed and implemented by the music theory faculty. Curriculum changes will be made a necessary relative to assessment and redesign initiatives.
BSN Nursing	HESI composite score related to global health scare systems and policy were equal to or greater than the national HESI composite score, with some exceptions. 100% of students achieved satisfactory clinical evaluations related to communication. There was a $\geq$ 4.40 mean response of graduates, alumni, and employers on various objectives related to the ability to recognize the health care impact of demographic and global factors.	4.0	Faculty creating a rubric to evaluate course tests; revision of curriculum in progress; committee in discussion regarding threads related to global diversity, etc.
BA Social Studies Education, 6-12	The mean score of the FFEE indicators aligned with this outcome for candidates completing this program in the 2006/2007 academic year is 4.68. 100% pass rate on Praxis II for program completers was achieved. The mean score for 2006/2007 program completers for S.S. Content is 159.66 and for S.S. Interpretation of Materials	4.0	Related indicators will be added to FFEE; subscores on Praxis II and PLT will be requested; assessments will be further developed.

	<p>is 165.33. 100 % of the 2006/2007 graduates passed the exams on the first try. 100% PLT pass rate for program completers was achieved. The mean score for 2006/2007 program completers is 165.33. 100 % of the 2006/2007 graduates passed the exam on the first try.</p> <p>The mean score of the Course Embedded Assessment indicators aligned with this outcome for candidates completing this course in Spring 2007 is 0.25. The mean score of the SES indicators aligned with this outcome for candidates completing this program in Spring 2007 is 4.55.</p>		
BA Spanish	<p>25% of Spanish majors studied in Mexico or abroad. Collection of statistics on responses to embedded questions will begin in Fall 2007.</p>	1.0	<p>Immersion courses will continue to be encouraged. The capstone course will promote the ability to make sound judgments in a professional environment. An ACTFL rubric will be developed to assess this component.</p>
BS Speech Education, 6-12	<p>The mean score of the FFEE indicators aligned with this outcome was 4.5. 100% pass rate on Praxis II was achieved, with 49% passing on the first attempt. 100% pass rate on PLT was also achieved. The mean score of the course embedded assessment indicators is 2.2. The mean score of the SES indicators aligned with this outcome for candidates completing this program in spring 2007 is 4.5.</p>	4.0	<p>Subscores indicating performance in specific areas for PLT exam will be requested for all content areas. Minimum number and level of hours in the content area are suggested as a requirement for admission to the MAT program.</p>
BA Theatre	<p>50% of program candidates earned a score of 80% or above on "position papers" in fall 2006 and 33% of program candidates earned a score of 80% or above in spring 2007. Evaluation indicators was not met in 2006-07.</p>	1.0	<p>An assessment rubric will be utilized. Evaluation project expectations will be better defined in a revised rubric. Assessment tools will be revised to more accurately evaluate program outcomes.</p>

<b>EPO1 Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.</b>			
<b>DEPARTMENT</b>	<b>EVIDENCE</b>	<b>LEVEL</b>	<b>COMMENTS</b>
Accounting, Finance, and Economics	100% of faculty were engaged in service to the university and/or community through participation in community activities, university committees, and/or departmental committees. Three faculty members were asked to serve as experts in their field and two performed research or consulting for one or more community organizations.	4.0	The department will better advertise faculty capabilities and expertise to the general community and continue to support full engagement of faculty to university and community.
Agriculture	100% of faculty serve as academic advisors. All faculty serve on departmental or university committees. All faculty serve as resource persons in their area of expertise for the local community. Ten field days, seminars, or clinics were conducted in 2006.	4.0	The department will continue to support interaction with students and community, with efforts documented in faculty APRs. All faculty are expected to participate in community outreach.
Biological and Environmental Sciences	100 percent of the faculty served on department committees. 18 faculty (78.2 percent) of the faculty served on college and/or university committees. 17 faculty (73.9 percent) of the faculty served as resource persons for the community. In addition, faculty gave presentations at local schools and civic events, judged science fairs, and identified organisms and answered scientific questions asked by local residents.	2.0	Current levels will be encouraged and maintained; changes to APR are in discussion
Educational Leadership	EDTC 245Z was offered at St. John elementary school in Fall 2006 to promote mentor/mentee experiences for sophomore level teacher education candidates. The same course section was scheduled in Spring 2007 but due to low enrollment, the course was cancelled. 60% of the full time faculty (100% of EDTC faculty) were involved in the writing and implementation of Technology Enhancement grant with St. John Elementary.	4.0	Department will continue to encourage on-site and continuing education.
Engineering	25% of faculty and all of the engineering student societies participated in E-week activities. 80% of engineering student organizations attended regional conferences. Two LAI/MEP seminars were organized.	1.0	Department will encourage greater faculty participation in E-week activities, promote and clarify E-Week participation through APR.
Engineering Technology	Enrollment in STEP summer camp increased by 40%. LAIA Advisory Board met 10 times this year. Department head serves as chair of the state PTEC education committee and co-chair of the standards and quality committee. Not all concentrations participated in campus activities. Renewal of endorsed college status was received.	3.0	Increase promotion of summer camp in recruiting activities. Encourage faculty in all concentrations to participate in E-Week activities. Maintain involvement in state committees.
English and Foreign Languages	100% of faculty members participated in service to the University and/or community. Of the 23 faculty members who received an APR, 13 served on University/departmental committees, 2 served on the Faculty Senate, 10 served as advisors, 1 served as advisor for a student publication, 3 served as advisors for student organizations, 2 served as directors of community programs for public libraries, 4 worked for the Banners program, 5 worked for literary rally, 2 worked for the Calcasieu Preservation society, 3 were engaged in lay ministry, 1 engaged in extensive tutoring in Latin for community members. (This is not meant to be a comprehensive listing and adds up to more than 21, since many faculty members engage in several university/community activities.) The MFA program sponsored 7 readings this semester. The department also cosponsored a program on the art of Alvin Batiste as part of Black History Month and a Banners reading by Robert Olen Butler.	4.0	The department continues to research effective means to sponsor cultural events.
Health and Human Performance	Four of 11(36%) HHP faculty engaged in 28 collaborative activities with local/regional school districts and other university entities. Seven of 11 (63%) HHP faculty engaged in seventeen collaborative activities involving business/industrial organizations including recruiting new internship sites. 11 of 11(100%) HHP faculty engaged in 4 collaborative activities involving community agencies including Senior Olympic Sponsorship, and American Heart Association Heartwalk involvement.	2.0	Department will seek to increase participation through emphasis on collaboration with local business and agencies
History	80 percent (5/6) of full-time faculty participated in community events. Department members organized a total of seven community events. For example, one faculty member helped organize a tax session for foreign students on campus. Another received a grant from the	2.0	Involvement will be considered during annual performance reviews.

	Louisiana Endowment for the Humanities for the Banners Humanities Series. Another organized a movie / debate session on the Atlantic slave trade as part of Black History Month and delivered a lecture on the history of Peru for the Banners Series. Phi Alpha Theta initiated a total of six new members.		
Management, Marketing, and General Business	100% of faculty were engaged in service to the university and/or community through participation in community activities, university committees, and/or departmental committees. No faculty members were asked to serve as experts in their field and one performed research or consulting for one or more community organizations.	2.0	The department will better advertise faculty capabilities and expertise to the general community and continue to support full engagement of faculty to university and community.
Mass Communication	The department realized 100% participation from full-time faculty in departmental activities, university committees or activities, and community ventures.	4.0	The department will continue to monitor faculty activities and encourage participation.
Mathematics, Computer Science, and Statistics	55% of faculty serve as academic advisors. 36% serve on college or university committees. 27% are involved in recruiting students.	4.0	Dual enrollment classes will be developed to meet needs of high school. Two additional faculty members were made advisors. Efforts will be expanded to reach area high schools with faculty to recruit math students.
Nutrition and Family Studies	66% of the NUFS faculty scored 750 or more points on the 2007 APR for University and Community Service. 66% of the NUFS faculty participated in one or more recruitment presentations and/or outreach activities 83% of the NUFS faculty are members of one or more professional organizations. 66% of the NUFS faculty engaged in unpaid service to the community in their area of expertise. 33% of the NUFS faculty conducted one or more workshops	4.0	Department will continue to encourage collaborative ventures with the university and community.
Performing Arts	100% of evaluated faculty earned 4.25 on this portion of the APR. Approval rating on audience evaluation questionnaires for events was 3.82 for the 06-07 events season. No symposium/workshop evaluations were completed. PART exceeded its expected level of activity for the 2006-07 academic year by >19%, offering 31 cultural events on campus.	3.0	An ad hoc committee was established to analyze the current faculty evaluation process and articulate recommended changes. Symposium/workshop evaluation questionnaires will be revised to reflect a 5.00>1.00 scale to conform with other evaluation tools.
Psychology	All full-time faculty engaged in some form of community service or involvement in 2006. All psychology department faculty members served on university committees in 2006.	4.0	Maintain active involvement in university and community service.
Social Sciences	For the Academic year 2006-2007, all Departmental faculty engaged in University/Community service. This data is cited on the APR individual forms for each faculty. For the Academic year 2006-2007, four (4) Departmental faculty collaborated on research efforts and co-authored manuscripts in referred sources of publication.	4.0	Faculty will continue to be encouraged to engage in campus activities.
Teacher Education	Fourteen of 16 (87.5%) teacher education faculty engaged in 109 collaborative activities with local/regional school districts and other university entities. Four of 16 (25%) teacher education faculty engaged in three collaborative activities involving business/industrial organizations. Nine of 16 (56%) teacher education faculty engaged in 34 collaborative activities involving community agencies. Seven of 16 (44%) teacher education faculty participated in the application and receipt of 13 funded grants in collaboration with school districts and/or community agencies in 2006.	3.0	Department will seek to increase participation through emphasis on collaboration with local business and agencies.
Visual Arts	[78%] of Visual Arts faculty achieved expected APR goal scores of 80 + or above service component including contributions to and collaborations with the university and community supporting cultural growth on service with [33%] exceeding expected goals with scores of 90+ The Visual Arts Department met or exceeded its expected level of activity by offering [16] cultural events this year ,supporting our commitment to the Arts and Humanities in southwest Louisiana.	2.0	Partnerships have been developed within the community to offer art/cultural programs.

EPO2 Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.			
DEPARTMENT	EVIDENCE	LEVEL	COMMENTS
Accounting, Finance, and Economics	82% of faculty SEI percentage scores were >85%. The combined departmental faculty achieved an overall student mean response of 4.48. No faculty were selected to attend the Master Teacher training program. One faculty member was recognized with a teaching award from the college of business.	3.0	Faculty assessment of teaching will include a greater emphasis on observation and teaching goals. Visiting lecturers who score below 85% for two consecutive years will not be rehired.
Agriculture	SEI averaged 97%. The average percent satisfaction of graduating seniors with their educational experience was 95%. Job placement rate was 56% in agriculture field. Six students have continued to graduate/professional school. 83% of faculty members participated in seminars and scientific meetings. 67% of faculty submitted teaching related grants.	2.0	Faculty meetings will be developed to discuss teaching methods. Faculty will be encouraged to attend on-campus seminars, workshops, and short courses. A grant-writing workshop will be developed. Curriculum will continue to be evaluated.
Biological and Environmental Sciences	SEI averaged 88.96%. Although this objective was not met, the department average improved 0.62% over that of the previous year. Graduating seniors on average were 92.46% satisfied with their experience in the department. This is an improvement over last year's 89.95% satisfaction level. 95.7 percent of the faculty achieved at least 800 points on the Teaching section of the APR. Although this objective was not met, this is an improvement over last year (90.9 percent). 9 of the faculty (39.1 percent) attended seminars, workshops, or short courses on topics relevant to teaching or advising. Although this objective was not met, this is an improvement over last year (30.4 percent).	1.0	Committee was formed; department plans on encouraging administration to offer more professional development opportunities.
Educational Leadership	75% of the ELIT full time faculty rated higher than the university average on the combined Spring/Fall 2006 Student Evaluation of Instruction (SEI) report (all questions). 90% of the ELIT full-time faculty presented at local, state and/or national conferences during the 2006/2007 academic year.	1.0	Faculty members falling below the university average were counseled. Schedule changes were accommodated.
Engineering	The Departmental SEI average was 88.65%. No full-time faculty engaged in recruiting activities outside of MSU. 49.2% of the department's freshmen in the fall of 2005 returned as sophomores in the fall of 2006. The Departmental undergraduate enrollment increased by 4.03% between the fall of 2005 and the fall of 2006.	1.0	Faculty response to survey was sporadic; improve assessment instrument. Increase faculty engagement in recruiting activities. Promote recruiting events for entering freshmen and transfer students. Develop an evaluation form for advisors. Establish and maintain effective methods of tracking employment data of recent graduates.
Engineering Technology	Average faculty SEI is 90%. 42.9% of faculty engaged in recruitment activities. The department undergraduate enrollment increased by 3.70%. Graduate placement was 92.3% and placement in process plant BS program was 100%.	2.0	Increase faculty involvement in recruitment. Promote recruiting events for entering freshmen and transfer students. Require a minimum of 10 high school visits in the fall and spring semester. Improve tracking of all concentrations.
English and Foreign Languages	15 of 23 faculty (65%) scored above the university average SEI. 15 of 23 (65%) engaged in activities promoting recruitment, retention, and graduation. 11 were involved in advising (retention and graduation), 5 directly recruited students, and 6 took part in the State Literary Rally. (There is some overlap since some teachers engaged in more than one of these roles.) In addition to the activities officially mentioned most faculty members promote recruitment and retention in ways that cannot be measured, such as discussions with friends who have college-aged children.	4.0	The director of freshmen composition reviewed comments on SEIs, compiled the findings, and presented the information to faculty. The director also sponsored several seminars on teaching and grading composition. The department head will continue to meet annually as part of APRs. Three of faculty who scored below the average and were hired on one-year contracts were not rehired. The department will continue to promote recruiting and advising, and encourage the sponsors of student organizations.
Health and Human Performance	The average SEI score for department faculty was 4.75. The average department SEI score of 4.75 was above the university SEI score of 4.47. The average department score on advising was 3.47, with 4 of 11 faculty advisors within the department scoring above the target score of 4.0.	2.0	Faculty with undesirable results will be consulted.

History	All but one full-time faculty members scored 80 percent or more. Average scores were 89.48 percent (Spring-Fall 2006). Eight of the 14 people who taught in the department scored at or above the university average for the five universal questions on the SEI. The sixth question of the Exit Survey addresses faculty accessibility. The overall faculty rating was 4.00 (Fall 2006) and 3.64 (Spring 2007). The seventh question addresses quality of instruction. The overall rating was 4.00 (Fall 2006) and 3.78 (Spring 2007). Peer reviews were performed again after a one-year hiatus due to hurricane Rita. All full-time faculty were considered satisfactory or better. Twenty pre / post test embedded questions were introduced for the time as a pilot program in all sessions of HIST 201 and 202 in the Spring of 2007. The proportion of correct questions grew from 2800 / 7360 (38%) to 3233/5460 (59%) in HIST 201. The proportion of correct questions grew from 3909 / 9100 (42%) to 4334/7021 (62%) in HIST 202. Most history classes require significant writing components, but professors were only instructed to start keeping statistics half-way through the Spring 2007 semester and there is thus no available data yet.	3.0	Embedded questions will soon be introduced in more courses.
Management, Marketing, and General Business	90% of faculty SEI percentage scores were $\geq 85\%$ . The combined departmental faculty achieved an overall student mean response of 4.55. One faculty member was selected to attend the Master Teacher training program. Two faculty members was recognized with a teaching award from the college of business.	4.0	Faculty assessment of teaching will include a greater emphasis on observation and teaching goals. Faculty members who score below 85% for two consecutive years will work with the department head and dean to develop strategies for improvement of teaching scores.
Mass Communication	2006 combined SEI scores for departmental faculty averaged 93.13%. 2006 combined SEI scores for additional questions for departmental faculty averaged 94.46%. 100% of full-time faculty were rated at the acceptable level for reviewed course materials.	4.0	The department will continue to monitor SEI scores.
Mathematics, Computer Science, and Statistics	SEI averaged 87.6%. Average score on the Major Fields Exam in math exceeded the 50 <sup>th</sup> percentile. The average percent satisfaction of graduating seniors with their educational experience was 93%. Fifteen faculty achieved at least 70 percent on the teaching section of the APR. 18% of faculty submitted teaching-related grant proposals.	2.0	A new position of coordinator of computer science was approved. A course in real analysis was created for mathematics education majors. Prompted by the SEI results from Math 113, plans have been approved to fund a Mat 113 lab, hire additional instructors, and emphasize instructional technology.
Nutrition and Family Studies	100% of the NUFS faculty received 720 points or more on the 2007 APR for teaching. 100% of the NUFS faculty scored 70 % or higher on SEI's for the academic year 2006-07. 66% of the NUFS faculty developed a new course or revised an existing course. 50% of the NUFS faculty developed or revised a web or web-enhanced course.	4.0	Maintain and continue to review data.
Performing Arts	SEI for 2006 was 4.69, exceeding expectations and university scores. 91.6% of faculty earned an SEI of 4.50 or above. 100% of faculty evaluated earned a minimum of 4.50 in the "teaching accomplishment" category. The result of the Graduating Students Exit Survey for the department was -.11 below expected level of achievement. On same survey, quality of teachers scored +.23 above expected level. Quality of instruction scored +.12 above expected level, and concern for students scored .21 above level. Enrollment rates fell.	2.0	A statement concerning the responsibility to actively participate in recruitment appears in all faculty job descriptions. Recruiting teams will meet to review processes and recommend changes. An open forum will be held for students to express any concerns or ideas. Department head will meet with faculty whose composite SEI fell below 4.50.
Psychology	SEI data indicated 21 of 22 instructors earned average SEI ratings of 4.00. All full-time faculty members altered course syllabi to reflect catalog changes or newly added concentrations. The department sought and achieved approval for two new concentrations in the M.A. degree.	4.0	SEI ratings are discussed annually with each faculty member, visiting lecturer, and graduate teaching assistant. Syllabi will continue to be revised as needed. Data will be collected to evaluate course impact on student learning.
Social Sciences	For the Academic year 2006-2007, 90 percent of Departmental faculty exceeded the SEI norm figure for the University. Printouts from MSU office of IE are part of the APR format. All departmental full-time faculty currently possess the terminal degree in their teaching discipline. 100 percent of Departmental faculty completed packets for APR.	4.0	Department will continue recruitment of qualified and dedicated faculty.
Teacher Education	The average SEI score for department faculty was 4.56. The average department SEI score of 4.56 was above the university SEI score of 4.47. The average department score on advising was 4.41, with 10 of 14 faculty advisors within the department scoring above the target score of 4.5.	2.0	Faculty with undesirable results will be consulted.

Visual Arts	<p>APR Teaching: [89%] of visual arts faculty met or exceeded APR expected scores on teaching component.</p> <p>APR Teaching Components:</p> <ul style="list-style-type: none"> <li>• SEI 100%</li> <li>• Teaching Notebook 44%</li> <li>• Portfolio 100%</li> <li>• Collegiality 89%</li> </ul> <p>SENIOR EXIT SURVEY- Teaching</p> <p>[92 %] achieved expected level of achievement on questions related to overall quality of instruction.</p> <p>[87 %] achieved expected level of achievement on questions related to overall individual faculty classroom strengths</p> <p>APR- Advising : [89%] of Visual Art Faculty met or exceeded the expected score on the APR in the area of advising.</p> <p>SENIOR EXIT SURVEY- Advising [87 %] Achieved expected level of achievement of scores 4 /5 or above related to quality of advising</p> <p>RECRUITMENT &amp; RETENTION ACTIVITIES</p> <ul style="list-style-type: none"> <li>• Visual Arts Orientations held Fall &amp; Spring</li> <li>• 2006-07 Visual Arts Handbook Publication –</li> <li>• Faculty participated in Cowboy Q and A Day</li> <li>• Conducted [5] individual and [3] group/school tours</li> <li>• Print Workshop – Barbe High School, March 2006</li> <li>• AP Art course reviews – Spring 2006</li> <li>• Recruited/awarded [5] freshman art scholarships F 07</li> <li>• \$3,000 raised with Affaire d-Art to support art scholarship fund.</li> </ul>	4.0	APR will be evaluated; course summaries will be completed; training sessions will be developed, faculty committee recommended monitoring of retention rates.
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EPO3 Demonstrate commitment to research and creative and scholarly activity.			
DEPARTMENT	EVIDENCE	LEVEL	COMMENTS
Accounting, Finance, and Economics	92% of departmental faculty are considered AQ/PQ as per the procedures manual. 82% o are considered AQ as per the procedures manual. Four departmental faculty scored 80 points or more per the procedures manual and received awards for intellectual contributions.	4.0	Newly hired faculty will meet AQ standards. All faculty members who do not currently meet AQ/PQ will meet with the department head and dean to discuss opportunities for research and publication necessary to retain such status.
Agriculture	20% of doctorate faculty published journal articles. 17% of total faculty gave at least one professional presentation. 33% of faculty attended professional society meetings. 83% of faculty hold membership in five professional societies. 100% of faculty participated in activities of professional societies. 20% of faculty holding doctorates submitted externally funded research grant proposals. 20% of faculty who submitted externally funded grant proposals during 2006 received funding for a total of one grant during 2006.	2.0	Faculty holding doctorates and conducting research will be encouraged to submit manuscripts to peer-reviewed journals in a timely manner. Faculty holding doctorates and not conducting research will be encouraged to begin research projects that lead to publication. Additional restricted departmental funds will be made available for travel to professional society meetings.
Biological and Environmental Sciences	Two (13.3 percent) of the faculty holding doctorates published three refereed journal articles. This objective was not met Four (26.6 percent) of the faculty holding doctorates served as peer reviewers for 9 manuscripts. This objective as met. Thirteen (56.5 percent) of all faculty gave a total of 43 professional meeting presentations. This objective was met. 21 (91.3 percent) of the faculty hold membership in 86 professional societies. This objective was not met. Eleven (52.4 percent) of the faculty participate in activities of professional societies. This objective was met.	2.0	Departmental committee was form; research space has been attained.
Educational Leadership	90% of the ELIT full-time faculty presented at local, state and/or national conferences during the 2006/2007 academic year. 30% of faculty were successful in submitting publications to nationally recognized journals.	1.0	Faculty will work collaboratively in joint research and publications.
Engineering	42% of faculty served as Co-PIs in grant proposals submitted by the College to external funding agencies. 8.3% of the faculty attended at least one professional conference outside the state of Louisiana. Three graduate students graduated under thesis option.	1.0	Promote grant writing. Improve assessment instrument on survey in response to sporadic faculty response. Seek travel funds and promote conference attendance. Maintain graduation numbers.
Engineering Technology	85% of faculty participated in internal grant-writing activities. 28.6% participated in writing external grants. 14% of faculty attended a national conference.	2.0	Encourage all faculty to write grants. Make grant writing have valued points in APR system. Encourage faculty to attend conferences.
English and Foreign Languages	19 of 23 (83%) faculty members reported engaging in a creative or scholarly activity beyond preparation for classes or personal reading. A sampling of scholarly activity is as follows: 8 books, 21 articles, poems, or book chapters, 10 papers read at conferences, and editorship of a journal. 12 of 23 (52%) faculty members had some creative writing or research published.	4.0	The department head will use creative and scholarly activity as a major criterion in judging APRs. The department will seek to maintain released time and sabbaticals for faculty members who need them for scholarship or administrative duties.
Health and Human Performance	Five of 11 (45%) HHP faculty produced 4 journal articles, 7 conference presentations in 2006. Ten of 11 (90%) HHP faculty completed grant applications; of these, 3 were funded. Eleven of 11 (100%) HHP participated in at least one professional conference in 2006. Every faculty member (100%) in the department successfully completed at least one scholarly activity in 2006.	4.0	The department will continue to support research and scholarly activity among faculty.
History	The department far exceeded the expected level of achievement. Department faculty published nine Tier-2 publications and 16 Tier-3 publications—an exceptional output for a small department at a teaching institution. One faculty member received an advance contract from the University of Georgia Press for a book of biographical essays on Louisiana women and will complete her project during a sabbatical (2007-2008). Five out of six department faculty attended	4.0	Faculty expressed concern that additional administrative duties could hinder this EPO.

	conferences. They presented a total of 4 papers and attended 9 conferences altogether. One such paper was presented at the prestigious annual meeting of the Organization of American Historians in Minneapolis (March 2007). Four faculty members belonged to a total of 8 professional organizations. For example, one faculty member served on the membership committee for the Southern Historical Association and the Southern Association of Women Historians. One served on the publications committee of Louisiana History.		
Management, Marketing, and General Business	87% of departmental faculty are considered AQ/PQ as per the procedures manual. 73% o are considered AQ as per the procedures manual. Eight departmental faculty scored 80 points or more per the procedures manual and received awards for intellectual contributions.	2.0	Newly hired faculty will meet AQ standards. All faculty members who do not currently meet AQ/PQ will meet with the department head and dean to discuss opportunities for research and publication necessary to retain such status.
Mass Communication	100% of full-time faculty successfully completed at least one research-related activity.	4.0	The department will continue to monitor and encourage faculty research.
Mathematics, Computer Science, and Statistics	36% of faculty are involved in publication and presentations. 70% of all 22 faculty are involved in individual and directed research. 50% of total faculty attended at least one professional meeting.	4.0	The department successfully hired an assistant professor with a strong record in scholarly activity. The department funded travel for a faculty member to an Institute on Assessment at Rose Hulman Institute of Technology.
Nutrition and Family Studies	66 % of the NUFS faculty scored 300 or more points on the 2007 APR for Research and Scholarly Activity. 66% of the NUFS faculty conducted one or more poster sessions. 83% of the NUFS faculty attended one or more professional meetings. 66% of the NUFS faculty submitted one or more grant proposals. 33% of the NUFS faculty participated at one or more professional meetings	4.0	The department will continue to encourage research and scholarly activity.
Performing Arts	100% of faculty evaluated for APR earned 4.50 or 90% on the performance/research/professional activities portion.	4.0	This objective has been a consistent area of strength as reflected in the assessment data.
Psychology	In 2006, departmental faculty published six books, four journal articles, five grant proposal submissions, four funded grants, 31 conference presentations, and four collaborations.	4.0	The department will continue to encourage research and scholarly activity by including such activities in the APR process and maintain grant activities and book/manual authorship.
Social Sciences	Currently, 40 percent of departmental faculty published or engaged in ongoing research toward publication for the academic year 2006-2007. Currently, 70 percent of Departmental faculty attended professional meetings and 50 percent presented scholarly papers/presentations at these meetings.	4.0	The department will continue to support research and scholarly activity among faculty.
Teacher Education	Twelve of 16 (75%) teacher education faculty produced 2 books, 14 journals, and 17 other publications in 2006. Ten of 16 (62.5%) teacher education faculty completed 27 grants applications; of these, 22 were funded. Sixteen of 16 (100%) teacher education faculty made 45 local, 26 state/regional, and 12 national/international conference presentations. This represents an average of 5.2 presentations per faculty member. Every faculty member (100%) in the department successfully completed at least one scholarly activity in 2006.	4.0	Future levels of achievement will increase to a minimum of three conference presentations per year, per faculty member.
Visual Arts	<u>Research:</u> [100 %] of Visual Arts faculty achieved APR score of 80 or above on research component with [56%] of faculty achieving scores of 90+.	4.0	Faculty committee recommends reinforcement through APR reviews.

EPO4 Utilize resources efficiently and effectively to support the university mission.			
DEPARTMENT	EVIDENCE	LEVEL	COMMENTS
Accounting, Finance, and Economics	Two of three areas of study have $\geq 90\%$ of the faculty meeting AQ/PQ standards. 100% of each area of study have $\geq 50\%$ meeting AQ standards.	2.0	The department will reallocate faculty teaching assignments for better distribution of faculty who meet standards. Two tenure track faculty will be hired and an additional position will be requested.
Agriculture	Four faculty members utilized student projects to conduct research that will be presented at scientific meetings with subsequent publication. These included behavior studies, agronomy studies, and deer management. Three faculty members were awarded grants to purchase equipment, pay student workers, and travel.	4.0	The department will continue to implement student research. Faculty will be credited on their APR. The department head will continue to factor into APRs the awarding of grants and prizes. The department will make use of adjunct faculty and instructors.
Biological and Environmental Sciences	18 of the faculty (78.3 percent) submitted 26 teaching-related grant proposals. Twenty one of these proposals had multiple authors. This objective was met. Of the submitted teaching-related proposals (80.8 percent) received funding. The total amount of funds received was \$836,316. This objective was met. (40 percent) of the faculty holding doctorates submitted 18 research-oriented grant proposals. All were single-author proposals. This objective was not met. Ten (55.6 percent) of the submitted research-oriented grant or contract proposals received funding. The total amount of funds received was \$59,480. This objective was met. Ten of the department's 13 research labs are located in the part of Frascch Annex which has been closed since Hurricane Rita swept through the area in September 2005. The three remaining labs are insufficient to accommodate the research needs of the faculty.	3.0	Departmental committee was formed to discuss changes to APR.
Educational Leadership	In Aug 2006 the EDTC lab fee account was \$2,344.85. By Dec. the account had \$5,018.43 and the research process for purchasing the needed laptops and desktops began. Three external hard drives were purchased to extend the storage capabilities of the BBC 205-2 lab. With sufficient lab funds available (as of Mar 2007), 2 multimedia capable desktop computers and 2 multimedia capable laptops were ordered to provide state-of-the-art equipment for candidate use. Two Promethean board systems were installed (one in the EDTC area and one in the EDLD area). Although the purchase was funded by the BCOE, installment expenses were incurred by ELIT One additional Promethean system has been purchased for the Bus. Ed. area using the Office Systems Lab funds but due to damage during shipment has not been installed.	3.0	State-of-the-art equipment has been purchased.
English and Foreign Languages	Six faculty members received released time and one member took a year-long sabbatical to work on research and creative writing. Six faculty members were awarded a grant, monetary prize, or endowed professorship. Limits for ENGL 101 and ENGL 102 were 28 in 2006-07 academic year.	2.0	The department head will continue to factor the awarding of grants and funds into APRs. The department will continue to utilize faculty resources effectively by properly organizing the sections for composition courses. The department will also continue to make use of adjunct faculty and instructors.
Health and Human Performance	Two classrooms were installed in fall 2006; another two rooms have been approved, with installation to occur during the summer 2007. Average class size was 19.5 52 of 69 (75%) of undergraduate sections had enrollments less than 30. 13 of 13 (100%) of graduate sections had enrollments less than 20. 46 of 48 (96%) of all course sections were taught by regular full-time faculty.	4.0	Specific attention will be given to certain sections to ensure enrollments of less than 30.
History	The Department organized six sections of HIST 101, 102, 201, and 202 at local high schools in an effort to help recruitment. High schools classes were small (18.3 students on average) and ranged from 6 students (Barbe HS, Fall 2006) to 28 (Lagrange HS, Spring 2007), compared with 40 to 60 in typical surveys at	4.0	Recruitment activities at the high school level are under review for their efficiency.

	<p>McNeese. Informal surveys conducted at the end of these classes in the Spring of 2007 showed that very few students planned on attending McNeese State University because of the class itself. For example, of 16 students from Jennings and Oakdale who took HIST 202 in the Spring of 2007, none planned to attend McNeese at all.</p> <p>Department members obtained five research grants. For example, one faculty member obtained the John Hope Franklin Collection for African and African American History Travel Grant (Duke University Special Collections Libraries, July 2007) and the West Point Summer Seminar in Military History Fellowship (June 2007).</p> <p>Money obtained by selling workbooks in HIST 201/202 financed 9 faculty trips to conferences. For example, one faculty went to Washington, DC to present a paper at the Consortium on the Revolutionary Era. Five faculty members went to Alexandria for the annual meeting of the Louisiana Historical Association.</p>		
Management, Marketing, and General Business	Two of three areas of study have $\geq 90\%$ of the faculty meeting AQ/PQ standards. 100% of each area of study have $\geq 50\%$ meeting AQ standards.	2.0	The department will reallocate faculty teaching assignments for better distribution of faculty who meet standards. Two tenure track faculty will be hired and an additional position will be requested.
Mass Communication	The department realized 100% compliance in spending.	4.0	The department will continue to monitor technology needs and seek additional grants.
Mathematics, Computer Science, and Statistics	83% of faculty use new computer projectors on a regular basis. Funds generated from the sale of departmentally authored lab manuals amounted to \$4,300. 35% of faculty use the computer learning studio on a regular basis.	1.0	All reasonable travel requests were funded. In certain cases part of travel expenses were reimbursed.
Nutrition and Family Studies	100% of the NUFS Department resources have been used to support the university mission (i.e., salaries, supplies, operating expenses, travel).	4.0	Maintain and continue to monitor data.
Performing Arts	An acquisition plan was updated for inclusion in the NASM self-study. TASC funds spent in 2006-07 for technology and equipment needs: \$27,152 for software upgrade of TASC Lab in SFA 201; \$1,975 for purchase of projection TV for SFA 206 to allow students better vision of educational materials; \$7,495 for purchase of bass clarinet for the band program. Three external grants were received during the academic year. Friends of MSU Theatre provided over \$7,000 in new scholarship funds for the academic year. A gift from the Hardtner family in the amount of \$10,000 funded the Hardtner Performance Scholars Award.	3.0	Department will maintain a viable plan for the acquisition of library and educational materials. PART faculty will be encouraged to apply for external grants. PART will apply for an external programs support grant. Department will develop new sources for student scholarship funding including a significant scholarship campaign to be developed.
Psychology	Promethean interactive technology was installed in two classrooms. The department utilized about \$1,200 in Burton Category 2 funds for office equipment, repairs, and travel. The average class size for all levels of instruction was 33.2. 83% of psychology courses were taught by tenured or tenure-track faculty. Two faculty members obtained and utilized grant monies in 2006.	3.0	Funds will be better utilized for faculty travel. Efforts will be made to limit the class sizes of lower-level courses. Introduction to Psychology will allow for enrollment greater than 100, but less than 200. Other sections may be reduced.
Teacher Education	Ten classrooms were installed in fall 2006; another five rooms have been approved, with installation to occur during the summer 2007. Average class size was 14.3. 60 of 65 (92%) of undergraduate sections had enrollments less than 30. 28 of 28 (100%) of graduate sections had enrollments less than 30. 86 of 93 (92.5%) of all course sections were taught by regular full-time faculty. 9 different faculty engaged in a total of 22 professional development activities received a total of \$5,672.01 from the Burton Endowment Funds; an additional amount of \$463.35 was expended for program development activity.	3.0	Department plans to increase number of participants in professional development activities to at least 12 faculty.
Visual Arts	<u>Technology Integration –Instruction [T] / Course Content</u> 33 % of art courses to fully integrate technological resources into course instructional delivery. 35 % of art courses emphasize technology within course content and/or course requirements. 100 % of art courses utilize Blackboard technology to introduce course syllabi to students.	1.0	Faculty survey was recommended to enlist recommendations for expanding use of technology.

DIVISION/UNIT/ PERFORMANCE OBJECTIVE	EVIDENCE	LOA	COMMENTS
<i>PRESIDENT'S OFFICE</i>			
<b>Office of Internal Audit</b>			
Evaluate the audit function to ensure that services provided to campus are contributing to the continual improvement of the overall university environment.	The 2006-07 post audit surveys resulted in 91% of scores in the category of good or higher. The annual performance review resulted in a score of 6.83.	2.0	Surveyor data will continue to be monitored. A Self Assessment Quality Assurance Review with Independent Validation was completed; results have not yet been issued.
To provide an environment of hands-on training and work experience for a graduate assistant.	A questionnaire of the graduate assistant indicated positive response.	4.0	Surveyor data will continue to be monitored.
<i>DIVISION OF ACADEMIC AFFAIRS</i>			
<b>Academic Computing Center</b>			
To be open and available to students, faculty, and staff for as many hours as economically feasible while maintaining a high satisfaction rating of those surveyed.	The Computer Lab is open 62 hours per week. Surveyed users indicated an approval ratings $\geq 90.6\%$ in various aspects. Survey relative to technical assistance indicated an approval rating of 89.7%; hours of operation satisfaction, 81.9%; professionalism of lab assistants, $\geq 90.9\%$ .	3.0	A grant proposal for additional software will be submitted. A segment will be added to student worker orientation that stresses the use of documentation on software. A request has been made to increase the student worker budget in order to allow for more hours of operation.
To provide a sufficient number of state of the art computers and peripherals with software in order to accomplish the College of Science Academic Computing Center's purpose.	20 computers in Kirkman 117E were shipped. Surveys showed a 93.3% approval rating with faculty members and a 90.7% approval rating with students. 100% of inadequate hardware was replace.	4.0	Funds was secured for replacement of 20 Gateway Desktops in Kirkman 117E with new Dell Dimension desktops. Purchased two HP4350 LaserJet Printers for the Academic Computing Center, virtually eliminating printing problems.
To provide a means for faculty and students using the computer to enhance their research capabilities.	The COSACC has maintained three computer clusters made from machines that are available to the ACC and DMCS through computer upgrades. These clusters included an 11-node cluster currently used by Chemistry, a 10-node cluster currently used by Physics, and a 12-node cluster used by computer science. Surveys showed a 95% approval rating with researchers and faculty members.	4.0	The COSACC now maintains an 11-node cluster currently used by chemistry, a 24-node cluster currently used by Physics, and a 19-node cluster used by Computer Science. The ACC will continue to provide the latest software and software information through research and discovery.
To continue to offer the services of the COSAC to the College of Science; namely to install and maintain personal computers/peripherals/supporting network; to aid in the process of ordering computers and ancillary equipment; and to offer service in solving software problems where resources allow.	From spring of 2006-spring 2007, 318 work requests were answered by student technicians. Survey on technical assistance in troubleshooting, repair and networking yielded a 95% approval rating. Survey indicating the knowledge and response of technical staff yielded a 90% approval rating.	4.0	The AAC will continue to provide adequate technical assistance with student workers as available. The AAC will continue to provide knowledgeable and responsive staff with student workers as available.
To train and mentor student workers to become marketable computer technicians in today's workforce and stress good work ethics with attention to detail.	Survey showed a 90% approval rating on communication skills of student workers; 94% on courteousness; 95% on helpfulness; 91% on knowledge.	4.0	The AAC will continue to provide student workers who adhere to all the standards on which they are surveyed.

<b>Burton College of Education</b>			
Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.	53.3% of college faculty reported engaging in 143 collaborative activities with local/regional school districts and other entities. 24.4% reported engaging in 20 collaborative activities with business organizations. 53.3% reported engaging in 46 ventures with community agencies. 33% participated in the application and receipt of 22 funded grants in collaboration with school districts and/or community agencies.	2.0	Maintain processes and procedures within the Department of Teacher Education. Assist other departments with collaboration opportunities. Seek to increase participation through increased emphasis on the collaboration between PK-16+ council and Chamber.
Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.	The average SEI score for each department within the college was about 4.5. Each department average was above the university average of 4.47.	4.0	Maintain the expected level of performance for SEI scores within the college.
Demonstrate commitment to research and creative and scholarly activity.	55.6% of college faculty produced books, journal articles or other publications. 64.4% completed grant applications. 84.4% made presentations. 100% completed at least one scholarly activity in 2006.	4.0	Maintain the level of scholarly productivity in publications and grants; increase the expected level of achievement in the area of presentations to a minimum of three conference presentations per year per faculty member.
Utilize resources efficiently and effectively to support the university mission.	Ten classrooms were installed in fall 2006. Average class size for the BCOE was 18.5. 79% of undergraduate class sections had enrollments <30. 88.8% of graduate class sections had enrollment <30. 86% of course sections were taught by regular full-time faculty. \$30,962 was expended from endowment funds for personal and program development.	2.0	Continue to support the Promethean initiative with 3-5 additional classrooms for the BCOE and addition of peripheral equipment. Maintain levels of commitment with regard to class size. Increase target to 85% regarding the number of courses taught by regular faculty. Maintain level of commitment through Burton funds.
<b>College of Business</b>			
Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.	Meetings were held with the Corporate Advisory Council. The College was represented at all SWLA Alliance Chamber meetings. A Retail Training Program has been developed. College hosted "Business Day."	4.0	New standards for student performance will be created to measure student communication skills. The expansion/addition of courses or tracks will be considered. A common writing format and assessment standard will be created and shared within the College.
Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.	One faculty member attended the Master Teaching Training Program. The combined SEI average for all faculty in the College was 4.51. Cash awards were provided to faculty with the highest combined SEIs. Recruiting activity schedules will be developed with local high schools.	3.0	Faculty assessment of teaching will include a greater emphasis from observation by the Department Chair and Dean. Recruiting activities will be enhanced. A "Business Job Fair" will be developed. At least one faculty member per year will be sent to Master Teaching Program.
Demonstrate commitment to research and creative and scholarly activity.	90% of faculty are considered Academically Qualified/Professionally Qualified as per the College of Business Procedures manual. 74% of faculty are considered AQ. 12 faculty scored >80 points for intellectual contributions in the calendar year. Two faculty were hired.	4.0	Improve the process for faculty to request development funds earlier. Maintain current standards of scholarly activity. Continue offering research awards. Ensure that future faculty meet AQ/PQ standards.
Utilize resources efficiently and effectively to support the university mission.	4 of 6 areas of study have ≥90% of faculty meeting AQ/PQ standards. 100% of each area of study have ≥50% of the faculty meeting AQ standards. Received the first installment for a \$20,000 endowed scholarship fund. Received \$10,000 donation from the McNeese Alumni Foundation. Spring enrollment in BADM 218 reached 87 students.	4.0	Reallocate faculty teaching assignments for a better distribution of faculty who meet AQ/PQ standards. Increase student investment fund to \$250,000. Increase scholarships to 20.
<b>College of Engineering and Engineering Technology</b>			
Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.	Two seminars for Lake Area Industries/McNeese Engineering Partnership were organized. 11 articles were published by faculty. The E&ET Modern Newsletter was not published. No events for college alumni were held and no program audits took place.	1.0	Better collaboration with industry will be sought to increase the number of workshops/seminars offered. A new format has been developed for the newsletter. Strengthen activities of the Industrial Advisory Board.
Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.	69.7% of full-time faculty scored above 85% in the SEI. 58.8% of the full-time faculty scored above 85% in the SEI. 20% of the full-time faculty engaged in recruiting activities outside MSU. 59.4% of the college freshmen in the fall of 2005 returned as sophomores in the fall of 2006. The college undergraduates enrollment increased by 3.92% between the fall of 2005 and fall of 2006.	1.0	College will seek to improve teaching performance, increase faculty engagement in recruiting activities, and organize programs for freshmen that will decrease attrition. Also, an evaluation form for advisors will be developed and incentives will be provided for outstanding advising.
Demonstrate commitment to research and creative and scholarly activity.	35% of the faculty served as Co-PIs in grant proposals submitted by the College to external agencies. 20% of the faculty attended at least one professional conference	1.0	College will seek to promote grant-writing, obtain travel funds and related policies, maintain graduation numbers, and increase

	outside the state. Three graduate students graduated under the thesis option. 20% of full-time faculty were involved in consulting activities.		involvement in consulting activities.
Utilize resources efficiently and effectively to support the university mission.	The college received \$234,634 for new equipment through successful external grant writing efforts, \$51,000 from TASC, \$36,946 from the Drew Foundation, \$49,675 from Community Development Funds. \$2,089 was received in indirect cost distributions to the College of E&ET.	2.0	A Student Advisory Board will be established. Professors with lab responsibilities were asked to prepare comprehensive lists of equipment. Current funding levels will be maintained.
<b>College of Liberal Arts</b>			
Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.	86 of 106 faculty engaged in at least one collaborative/service activity. 19 faculty members were active with the Banners Committee.	4.0	Maintain current levels of activity while encouraging faculty to take advantage of appropriate opportunities.
Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.	100% of faculty complied with the requirements of the credentialing portfolio. 100% of APR criteria were maintained by the department head primarily responsible for evaluating faculty teaching. 72.6% of faculty teaching staff scored at or above the university average of 89.48% for SEI scores.	4.0	Maintain levels of compliance but encourage improvement where necessary.
Demonstrate commitment to research and creative and scholarly activity.	78% of faculty engaged in scholarly or creative activities, such as publications, grant funding, paper presentations, music performances. 50% of CoLA applications made for promotion were successful. 18 awards were given to faculty this year for scholarly or creative activity.	4.0	Maintain levels of productivity but encourage improvement where necessary.
Utilize resources efficiently and effectively to support the university mission.	CoLA Technology Committee met 3 times and received funding for \$50,000 of community support funds and \$50,000 of TASC funds.	4.0	Maintain levels of funding success but encourage improvement whenever possible.
<b>College of Nursing</b>			
Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.	Total clinical agency contracts and letters of agreement increased from 43 to 44.	1.0	Curriculum Committee will monitor outcome data. Increase invitation list of local agency nursing representatives. Faculty Excellence Committee recommends monthly faculty development continuing education activities.
Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.	Faculty achieved 4.75 overall student mean response on SEIs. $\geq 3.5$ mean response of graduates, alumni, and employers on questions related to satisfaction with the nursing degree program. 77% of associate program students entered clinical Spring 05 within published length, compared to 49% of BSN in Spring 04 and 80% of MSN. 6.56% of courses in BSN program were taught by terminally degreed faculty.	3.0	Provide funding for new nursing faculty to attend national conferences on teaching excellence. Host monthly meetings for new nursing faculty. Monthly continuing education activities recommended. Graduate rate data will continue to be monitored. Faculty luncheon was hosted for non-doctorate faculty to discuss possibility of furthering education.
Demonstrate commitment to research and creative and scholarly activity.	100% of faculty meet satisfactory level of performance for scholarly/professional activity. 80% of professorships were appointed for fall 2006.	2.0	Faculty Excellence Committee recommends monthly faculty development continuing education activities for all faculty beginning fall, 2007. Focus to include how to prepare scholarly products.
Utilize resources efficiently and effectively to support the university mission.	3.71 mean faculty response to fiscal resources for program. 3.52 mean faculty response for program as compared to other universities. 3.64 mean response for available funds to efficiently achieve goals and objectives. 75% of internal grant proposals were funded on an annual basis, as well as 100% of federal grants. 80% of professorships were appointed.	3.0	Focus to include how to prepare scholarly products. Initiative grant-writing team in fall 2007 to increase total number of internal and external grants.
Uphold the commitment to regional and national program accreditation.	100% of all nursing programs are approved by the Louisiana State Board of Nursing and are nationally accredited. MSN Program state-approved by LSBN annually and re-accredited.	4.0	Evaluation committees monitor programs for compliance with state and national accreditation standards.
<b>Dietetic Internship Program</b>			
Interns will develop into self-reliant, competent, entry-level professionals capable of functioning in a generalist practice.	Interns were successful in exams in clinical, foodservice management and community rotations. Graduate and employer surveys expressed satisfaction with intern performance. However, expectations for passage of the registration exam still fall short of goal.	4.0	To combat less than satisfactory performance on the registration exam pass rates, the planned experiences and course content is being revised.

Interns will join the pool of registered dietitians able to practice in diverse, multidisciplinary settings.	Of the Interns tracked, field of practice include clinic positions, food service management, community dietetics, education, and non-traditional positions.	4.0	Alumni tracking will continue to be maintained.
Graduates will be employed as a registered dietitian within the local community.	Fewer than expected graduate interns became employed in Southwest Louisiana.	1.0	Employment tracking will continue to be maintained.
<b>Doré School of Graduate Studies</b>			
To monitor degree production in each of the degrees offered by the graduate school.	57% of graduate programs met acceptable BOR average of 5 degrees over 5-year period to keep programs out of low-completer status.	2.0	One program that was determined in deficiency was moved into another department and revised, by recommendation of the Graduate Council.
<b>Frazar Memorial Library</b>			
Engage in collaborative ventures and campus and community activities which enhance economic development and cultural growth.	The library hosted five exhibits and receptions with an average reception attendance of 105. The archives department acquired five oral history interviews and transcripts. In 2006, there were 311 members of Friends of the Library, with 242 mailing units. The Library hosted 10 guided tours with average of 280 attendees. In 2006, the Library had a fill rate of 52%.	2.0	The library will continue to monitor its exhibits through committee and collaborate with other entities to acquire oral history interviews. The library will also increase its marketing of the FOL program and review its expected level of achievement in light of recent changes to the Interlibrary Loan Department.
Demonstrate excellence in teaching in order to enhance student recruitment, retention and graduation.	The reference department taught 53 general information literacy sessions and held 11 specialized instruction sessions in 2006. The library also conducted more than 15,000 teaching interactions, particularly in the reference department. Also, 95 student workers were trained in transferable skills.	4.0	The library moved its information literacy activities to an interdepartmental instruction committee and expects to increase its requests for instructional services. Further, the library will implement an instant messaging reference service to expand ways in which patrons can approach the library for assistance. The reference department has expanded its graduate student training program and will confer with library staff to identify applicable transferable skills.
Demonstrate commitment to research and creative and scholarly activity.	Library faculty completed 93 research, creative, or scholarly activities in 2006 – an average of 7.15 per faculty member. Library faculty tested the latest version of the integrated library system and secured 10 grants for the library.	4.0	The expected level of achievement for scholarly activities and grant approvals will be increased.
Maximize customer satisfaction.	In the most recent data available, 84.9% of students surveyed indicated they were “satisfied” or “very satisfied” with library facilities and service. The library also maintains a suggestion box for patrons; however, few suggestions have proven actionable.	4.0	Continued renovations have created a unique challenge for the library to maintain acceptable levels of satisfaction. To increase response rates for the suggestion box, the item will be moved to a more efficient location and the item itself will be marketed more visually.
<b>Honors College</b>			
The Honors College will enhance the opportunities of its students by recommending, sponsoring, or co-sponsoring lectures and programs.	Honors College students were kept abreast of activities via email with all students complying with the requirement to attend at least 3 cultural events. Honors College co-sponsored 4 events including a poetry reading, a rare book presentation, an economics lecture, and an art show.	4.0	While all students complied with the requirement to attend cultural events, satisfaction with their attendance was not considered. Student reports will be reviewed to determine interest/satisfaction with events and changes made based on the assessment. Some students expressed frustration with the number of events held off-campus. An emphasis will be placed on hosting more events at a central location on/close to campus.
The Honors College will promote individual research, presentations, and study abroad or similar activities on the part of students.	Several students received travel grants with one studying in Mexico and three traveling to a discipline-specific conference. Students were encouraged to enroll in honors option courses and kept up-to-date on their status in the Honors program via email and/or letter correspondence.	4.0	The practice of mailing student progress reports has been successful. The Honors College needs to set specific guidelines on the number of hours that should be completed each year so that students who are significantly behind and refuse to catch up can have their scholarships revoked.
<b>Office of Academic Affairs</b>			
To ensure academic programs and operations maintain accreditation	100 percent of academic programs mandated for accreditation achievement or maintained professional standards; an administrator for the QEP was appointed and	4.0	Resource allocations for QEP personnel and operations will be maintained. APR will also be maintained to determine merit. The

standards.	positions were approved for Freshman Foundations Coordinator and Write to Excellence Center Director, to be filled January 2008; meritorious faculty received salary increases, with aggregate salaries increased by 5%.		APR will be revised to include QEP components.
To enhance the University's contributions to economic development and cultural growth.	Freshman to sophomore retention rates increased by 1.3 percent to 73.4% for fall 2006; MSU to MSU retention rates decreased by .5% to 66.5% for fall 2006. Graduation rates for the fall 2000 cohort increased by 1.36% to 32.78% for a six year rate; time to degree for the 2005-2006 graduates decreased to 5.9 years from 6.1 years for the 2004-2005 graduates.	2.0	Job description for director of advising and retention developed. Course offerings reviewed. A new program concentration in the health and human performance curriculum is designed to prepare student athlete trainers; an agricultural science concentration in the MS in environmental/chemistry graduate program was first offered in fall 2006 with 7 enrollees; the hospitality management concentration in FACS was deleted due to low enrollment; new concentrations in internal auditing and insurance are under review; internship program in business has grown to over 40 student participants.
To maintain fiscal integrity of programs and administrative units.	The division of academic affairs operated within budget for the 2006-2007 academic year; resource allocation supported faculty salary increases, QEP implementation, and initiatives to increase student retention and graduation rates. Internal and external audits of academic units did not indicate findings for operating procedures or internal controls.	4.0	Resource allocations were adjusted within the division so that expenditures did not exceed budgets; two faculty positions were held vacant due to enrollment concerns in the programs; new cost center was developed for the QEP personnel and operations.
To provide effective leadership and communication in supporting academic units as they implement university mission and goals.	Administrative and job performance evaluations for the VPAA were 3.58/4.00 for fall 2006; all AAC action summaries were distributed to AAC members.	4.0	The office will maintain areas of strong evaluation and revise practices to improve where needed. Also, the office will continue distribution of information on a timely basis.
<b>Office of the Registrar</b>			
To provide exemplary customer service to applicants, students, faculty, staff, and other patrons of the University in an effort to support the University's retention and recruitment efforts.	On fifty-seven service surveys collected at the Office of the Registrar window, the average score on the following four items exceeded the performance indicator of 4.0 (agreed): ... treated in a courteous manner ... 4.89; ... acted in a professional manner ... 4.79; ... processed efficiently ... 4.80; ... accurate information ... 4.75. Additionally, the average score on the following ten items exceeded the performance indicator of 4.0 (satisfied): Admissions, transcripts, enrollment verifications, transfer credit evaluation, registration, published class schedule, veteran's services, international student services, Web for students, and operating hours. Further, 737 Service Surveys for Faculty and Staff were distributed to full-time McNeese employees, with a response rate of 27.68%. On the survey, the average score on the following five items exceeded the performance indicator of 4.0: treatment by staff; professionalism of staff; efficiency of staff; timeliness of staff; and accuracy of provided information. Additionally, the average score on all but three items exceeded the performance indicator. Also, 14 classified employees were rated by their immediate supervisors using Performance Planning and Review forms. The average rating received on the service to clients/public factor was 4.57.	4.0	Review and revise office procedures and policies to ensure efficient service. Look for ways to improve customer service and implement feasible ideas. Review and revise survey and assessment instruments as needed. With the implementation of the new Banner system, faculty/staff satisfaction with transfer credit evaluation and the Self-Service product has diminished. During the 2007-08 year, full implementation of Banner's transfer credit articulation module will be completed. While Banner training was conducted Spring 2007, some faculty/staff comments indicated that training was insufficient. Because of this, training materials will be revised and additional Banner training will be conducted. A degree audit coordinator was hired to facilitate the implementation of CAPP, the degree audit module, which will begin Fall 2007.
To accurately maintain data relative to student enrollment and to accurately certify that enrollment to outside agencies in accordance with University and agency regulations, namely the Department of Veterans Affairs and the NCAA.	The SCH audits were successfully completed with zero exceptions, meeting the performance indicator. The SSA audit was successfully completed with zero exceptions, meeting the performance indicator. The Admissions audit conducted by the Board of Regents was successfully completed with zero exceptions, meeting the performance indicator.	4.0	With the Banner implementation, reviewed reporting requirements for Board of Regents Statewide Student Profile System and Student Credit Hour System and worked with University Computing Services to identify required data reporting elements in Banner. Identified data validity needs for Banner and worked with University Computing Services to develop reports. Continue this process and request new reports as needed. Staff continues to stay abreast of necessary regulations through training, workshops, and up-to-date resource manuals.
To process undergraduate and	On a random sample of 100 admission applications for summer, fall, and spring of	4.0	Reviewed the admissions process and made changes as needed to

graduate applications for admission in a timely and efficient manner.	the 2006-07 academic year, eighty-six percent of the applications were processed within two business days following receipt of the application, exceeding the performance indicator by 1%. On a random sample of 100 admission applications for summer, fall, and spring of the 2006-07 academic year, the average processing time was 1.43 business days after receipt of the application, exceeding the performance indicator of two or fewer business days. Service Survey average score on the Admissions item was 4.61, exceeding the performance indicator of 4.00. Faculty/Staff Service Survey average score on the Admissions item was 4.16, exceeding the performance indicator of 4.00. The ACT Student Opinion Survey was not conducted in Spring 2006 due to lack of funding from the Board of Regents.		ensure prompt and efficient processing. Changed McNeese policy to allow acceptance decisions with immunization requirements still pending. In Fall 2006, implemented the Admissions module in Banner for Summer 2007 and beyond application processing. Trained staff on the new system. Reviewed the admissions communication plan to ensure that applicants are receiving accurate, pertinent information in a timely manner. In May 2007, proposed the move of an analyst to Graduate School for graduate admission application processing and tracking of graduate school. The proposal was approved by the Graduate School dean and Vice President for Academic Affairs. The graduate admissions analyst has been hired, will be trained by the Registrar's Office, and will then move to Graduate School no later than September 1, 2007. Since this change, another analyst position has been created for the Registrar's Office (June 2007).
<b>Office of Scholarships and Testing</b>			
Recruit and retain a highly qualified and diverse student population through the utilization of scholarship funding as incentive and reward.	Expected level of achievement of $\geq 80\%$ enrollment of students offered scholarships was achieved. Academic Average for enrolled scholarship recipients (High School GPA*10+ACT Composite) was 62.5.	4.0	Scholarship award letter/envelope will be revised. Tele-counseling contacts with awardees will be increased. Ineligibility letters will contain "retention friendly" language. Develop student focus groups, increase value of awards for continuing students of academic achievement, host a Scholarships Day.
Maintain timely and accurate monitoring of institutional, state, federal, foundation, and private donor scholarship recipients/requirements to assure compliance with program provisions.	Annual MSU Foundation and state audits revealed no deficiencies in the scholarships program.	4.0	Revise delegation of responsibilities to staff members and develop a project management timeline.
Provide reputable/timely educational testing opportunities within an appropriate environment to students, prospective students, and the community.	Expected level of achievement of $< 2\%$ complaints regarding testing accommodations/procedures was achieved. Percentages of irregularities/number of students tested did not exceed 2%. No major testing violations were reported.	4.0	The testing officer will continue to provide training to testing staff. Testing procedures/policies will be reviewed. Satisfaction survey for all non-national testing will be developed.
<b>Office of Institutional Effectiveness</b>			
To strengthen institutional assessment, evaluation, and improvement.	The 2006 MP/PR rubric used for assessment by the MAT revealed that the majority of unit and program mission statements were written satisfactorily. Approximately half of unit/programs are stating appropriate objectives/outcomes and using correct methods for assessment. An area identified for improvement is the need to use assessment results to make improvements and to close the loop.	3.0	B. Riley, Dept. Head of Undergraduate Nursing, provided 7 assessment training sessions for faculty/program coordinators/ dept. heads/deans/ MAT. M. White, Director of IE, led 2 assessments training sessions for unit supervisors and co-led, along with B. Riley, a follow-up workshop for assessment.
To produce university publications that effectively educates faculty, staff, and students on functions and services of the university.	The Student Opinion Survey mean score exceeded the expected level of achievement for student satisfaction with the catalog.	4.0	The Catalog will maintain its current general layout; however, improvements were made for 2007-08. A Course Description index was added. International education courses, required by the state board of regents, were identified. Curricula offerings were placed in a table format. An online survey designed to gauge the usefulness of the Catalog and Faculty/Staff Handbook and potential areas of improvement was created to be delivered in Fall 2007.
To recruit and retain highly qualified students from outside the five-parish area of Southwest Louisiana.	Scholarship awards were responded to in a timely manner and Collegiate Awards were decreased; however, acceptance of enrollment management scholarships was down. Compliance with maintaining scholarship requirements was also down.	3.0	The tracking database seems to be performing effectively. Collegiate Awards will continue to serve the needs of smaller community high school populations. Greater follow-up on awards not responded to will be conducted including postcard reminders and telephone calls. Probation appeal letters will be revised to

			capture reader interest early-on.
<b>Office of Research Services and Sponsored Programs</b>			
Increase the total number of grant proposals submitted and funded.	In the 2006-07 fiscal year, 46 proposals were submitted. 59% of the submitted proposals were funded. 11 proposals for federal grants were submitted. 26 proposals for state grants were submitted. 9 proposals for Private/Foundation were submitted. 33% of proposals submitted were to new funding sources.	3.0	Continue seeking out and submitting proposals to federal, state, and private/foundation agencies. Pursue new funding sources more aggressively. Continue seeking strategies to identify new grant opportunities.
Provide outreach to faculty and staff on available services and grant opportunities.	Three workshops were given in 2005-06. Website content is sufficient but presentation and layout problems exist. Twelve monthly newsletters were sent to faculty during the 2006-07 fiscal year. Six faculty members from various disciplines attended an NSF workshop at Tulane. Liberal Arts faculty attended a National Endowment of the Arts conference.	3.0	Workshops will be maintained. A calendar of events will be created to include grant deadlines and proposal due dates. A Research Services newsletter will be developed beginning in 2008.
<i>DIVISION OF ADMINISTRATION AND STUDENT AFFAIRS</i>			
<b>Career Services Center</b>			
To increase student participation in the Career Services Center.	Student resume postings increased 11.5 % from spring to fall 2006; student participation in career fair increased 33 % from fall 2004 to fall 2006, with surveys indicating a 7 % increase in the rating of "excellent"; although there was a 7 % decrease in teacher education participants at the fall 2006 teacher fair, there was a 21 increase in the rating of "excellent"; response rates increased 14.5 percent for student surveys collected at graduation; clientele for career testing increased 53.8 % from spring to fall 2006.	4.0	Office intends to: maintain and expand presentation of services, host mock interviews each semester rather than annually, continue to prepare and promote fall career fair, enhance homepage website; develop a method of collecting survey data; procure new recruiting resources.
To maintain employer participation with MSU Career Services Center.	Overall number of employers registered on software increased 12%; employer participation at career fairs increased 82.5%; more than 61 percent of teacher fair recruiters had an overall impression of "excellent"; mock interviews were held in spring 2007.	2.0	MSU alumni in database will be identified; School of Business Fair will be co-sponsored; academic departments will be asked to submit names of prospective employers; new ways of acknowledging cooperative businesses will be reviewed.
<b>Office of Financial Aid</b>			
To maximize recruiting and retention opportunities for potential non-traditional students.	The Board of Regents student opinion survey results for spring 2005 were as follows: <ul style="list-style-type: none"> <li>Financial Aid Services-4.06 (Nat'l Avg-3.80)</li> <li>Availability of Financial Aid Information Prior to Enrolling-3.80 (Nat'l Avg-3.65)</li> <li>Student Employment Services-3.92 (Nat'l Avg-3.87)</li> <li>Opportunities for Student Employment-3.36 (Nat'l Avg-3.47)</li> </ul>	2.0	Maintain the communication between both offices since the university has created a student employment office to centralize all part time job opportunities for students, this should improve future survey results. This office will maintain to strive to maintain a knowledgeable and efficient staff while assisting the students.
To furnish the appropriate application and current information to every eligible student who attends or indicates an interest in attending McNeese State University.	In January and February, eight financial aid personnel visited 27 high schools in the seven parish area. They assisted 629 students and 626 parents during their workshops. Five regional night workshops were conducted along with daytime workshops. All results were positive, with 100 percent of respondents indicating that they would definitely invite the McNeese Financial Aid Office to do this presentation again next year. A Financial Aid Awareness Day was held on campus. Over 600 financial aid applications were given to current and potential McNeese students. In January 2007, the Director appeared on KPLC Seven News Sunrise to promote high school financial aid workshops, which were scheduled for the months of January and February and to promote Financial Aid Awareness Month.	4.0	The office will continue to promote financial assistance opportunities in a positive outreach approach to current and potential students.

To administer the Federal Perkins and Federal Stafford Student Loan Programs in accordance with federal guidelines and in a manner that will maintain a default rate of less than ten percent.	The Federal Perkins Cohort Default Rate (includes only those in repayments) for 2005-06 is 5.35 percent and Federal Perkins Original Default Rate (includes all loans even those not in repayment) for 2005-06 is 4.83 percent. The Federal Stafford Loan cohort default rate for fiscal year 2004 was 6.6 percent. The rate for 2005 is 1.9 percent due to hurricane forbearance.	4.0	Since actual collections are performed by the respective lending institutions and not the University, measures the University may employ are limited. This office will continue our efforts to provide the students with repayment guidance and information.
<b>Intramural and Recreation Services</b>			
To provide clean, sanitary, comfortable, and spacious indoor and outdoor facilities. To satisfy leisure time outlets from which to choose, such as indoor/outdoor pool, weight rooms, indoor track, tennis courts, racquetball courts, steam/sauna, basketball courts, and intramural fields.	60% of hurricane-damaged facilities are available for use. The remainder of the facilities include racquetball courts, steam/sauna, dressing rooms and 30% of intramural fields.	1.0	Although inspections have kept facilities in top condition, the hurricane presented a unique challenge to university officials as they work with state and federal agencies to restore damaged areas.
To establish an atmosphere that is conducive to developing an acceptable level of physical fitness and enjoyment available and practiced by students, faculty, staff, and alumni.	Participation numbers declined from 6,438 in 2004 to 5,717 in 2006.	1.0	The office has a projected goal of 6,500 participants for 2007 as more facilities become available.
To fulfill desires for competition for those persons who have been unable to attain places or who chose not to compete on highly selective varsity teams. To enhance leadership capabilities, encourage group spirit and camaraderie, and to guide participants in shaping their social and ethical values.	2005 had a 50% participation decline from 2004 due to our closure for the hurricane. 2006 participation showed a slight decline from the 2005 numbers.	1.0	Online registration for participants is available. Advertisement through various means will be maintained. Meetings will be held to encourage word-of-mouth marketing.
<b>Bookstore / Post Office / Switchboard</b>			
To meet the needs of the campus and university community by providing the goods and services required.	The bookstore earned a satisfaction score of 3.59. Eleven percent of students participated in the bookstore survey at beginning of fall semester.	2.0	The bookstore will develop a survey for student customers and departments and reallocate funds for new aesthetic improvements to the store. The office will also develop and improve the bookstore website.
To provide telephone and postal service to the university.	New equipment was purchased to determine postage. The U.S. Postal Service conducted five audits. Employees attended training related to postal rates.	4.0	The office will develop an information source in order to better direct calls. The office will also maintain employee training.
<b>University Police</b>			
Provide improved customer service and satisfaction with well-trained officers capable of identifying potential problems and recognizing opportunities for improvement.	One IA complaint was filed in the academic year, which did not result in a sustained finding. The most recent student opinion survey data reflected a satisfaction score of 3.54.	4.0	In-car cameras were installed to better assess complaints and claims. The civilian front-desk employee was replaced by an officer, in order to better handle questions/concerns. Two officers were trained in rapid deployment tactics following the Virginia Tech incident. Also, a student guide will be implemented with instruction on dealing with various incidents on campus, such as an emergency.
Support mutually beneficial university/community collaborations.	University police participated in various safety seminars and activities in conjunction with agencies such as the International Club, Calcasieu Parish Sheriff's Office, Lake Charles Police Department, and Gulf Coast HDTA.	4.0	More collaborative training and safety sessions have been planned. Efforts of agency partnership will continue.

<i>DIVISION OF BUSINESS AFFAIRS</i>			
<b>Office of Administrative Accounting</b>			
To reduce the amount of bank service charges associated with credit and debit card payments to the university.	In the two-year contract period total credit card sales increased by 34% from \$4.4 million to \$5.9 million while total processing fees increased only slightly. A reduction of 10.21% of total fees to sales was realized.	4.0	As the use of technology continues to progress, the University anticipated an increase in debit and credit card sales, which was realized. A means of reducing processing fees was pursued proactively and further efficiency methods will be explored.
To reduce check processing costs to the university for financial aid disbursements and decrease wait time of availability of funds to the students.	UL-M entered into a Debit Card Banking Services Agreement with Capital One in June 2004.	4.0	Over the course of the next year, the university will pursue the possibility of entering into a Debit Card Banking Services Agreement with Capital One based on the information gathered by a peer institution's pilot study.
<b>Office of Budgeting</b>			
Enhance communication with internal and external constituencies.	Operating budget documentation was prepared and submitted to BOR, BOS, and university VPs accurately and in a timely manner.	4.0	Documentation is still under review. Any training opportunities offered will be attended.
<b>Office of Facilities and Plant Operations</b>			
Improve the process for providing faculty services.	With a response rate of 47%, survey forms indicated a mean response of 3.5 in performance and effectiveness; 3.73 in attitude and work habits; and 3.61 in overall.	4.0	The office plans to develop a better plan for identifying and forecasting physical needs and surveying contractors/vendors. Also, the office seeks approval to employ an additional employee.
Identify, forecast and develop capital improvement needs for all academic, academic support, and athletic facilities and pursue the funding required for these projects.	A five-year capital outlay budget request was submitted with subsequent approvals from the ULS board and BOR. All allocated funds for major repairs and deferred maintenance were assigned based on VFA facility assessment database.	4.0	Methods of prioritizing needs as identified by assessment database will be considered for scheduling, funding, and goals. Additional means to communicate with faculty to determine needs is under development.
<b>Custodial Services</b>			
Improve user-end satisfaction.	There was a 52% response on end user surveys, with individual custodial performance evaluations averaging 3.97 and departmental end-user satisfaction averaging 4.12.	4.0	Meetings between building coordinators, custodians, and supervisors are under development.
<b>Safety</b>			
Increase employee awareness of the university's loss prevention program, its policies and procedures.	Participation in quarterly safety meetings was 40% in 2006.	1.0	Meetings will be publicized via emails. A committee has been developed to plan upcoming informational meetings.
<b>Office of Purchasing</b>			
Improve property recording/inventory process and continue to comply with Louisiana Property Assistance Agency.	McNeese property records reconciled to state records accurately. Department inventory revealed many items that could not be located.	3.0	Departments are required to accurately perform inventory of fixed assets. If items are not located on first attempt, a letter will be sent to the department to perform a second inventory. If item is still not located, representatives of Property Control Department will perform campus-wide inventory. Random audits will continue.
Improve airfare travel-related purchases.	All but two users (out of 271) solicited the services of Navigant to make their travel arrangements (airfare).	1.0	The campus community will be reminded/informed of state's travel policies by sending campus-wide e-mails. State mandated air fair travel regulations will be added as a section on the Purchasing and Property Control website.
<i>DIVISION OF DEVELOPMENT AND PUBLIC AFFAIRS</i>			
<b>Alumni Association</b>			
The Alumni Association will conduct the Annual Fund Drive by direct mail and phonathon, as well as seek other	Annual fund donations, affinity program income, license plate program revenue, and number of donors making contributions all increased. As a result, the dollar volume contributed to scholarships also increased.	4.0	At least part of the increase in funding may be attributed to the infusion of cash flow post Hurricane Rita. Experienced callers were used successfully for the phonathon and repeat donors targeted. It is

funding sources and programs, in order to raise monies to support the university and to fund alumni programs that will reconnect alumni with their alma mater.			expected that the affinity program is on the decline with the market saturated. New incentives may be forthcoming.
To offer programs and contacts that will allow alumni to reconnect with their alma mater, so that they will be more willing to support the institution with their time and resources.	On-site, off-site, and out-of-state alumni events were held with great success and attendance. Harris Publications was hired to produce an Alumni Directory which produced up-to-date contact information including email addresses. Only one newsletter was mailed in 2006/07.	4.0	The printer dropped the bid for mailing Alumni Newsletter which prevented one mailing from occurring. A new bid is currently being solicited.
To provide programs that recognizes excellence and foster positive relationships with the university.	Events were held to recognize positive contributions including Distinguished Faculty Award, Distinguished Alumnus Award, Student Research Awards, Honor of Excellence Recruitment banquet, Paint the Town contest, and other events.	4.0	In a continuous effort to reward excellence, an event will be held to honor employees with 20+ years of service to the University. And, in conjunction with the QEP initiative, the Alumni Center will host faculty colloquia events beginning in Fall 2007.
<b>Office of Development and Public Affairs</b>			
To continue to work with McNeese State University to identify, solicit and accept funds to be endowed for the purpose of providing scholarships, faculty development grants, and funds for extensive research activities.	The McNeese Athletic Foundation showed the greatest increase in funding with close to \$600,000 in endowed scholarships. Increases were also seen in funded professorships, Inner Circle Members, President Circle Members, and Heritage Society Members.	2.0	The Board of Directors of the Foundation chose to establish an Endowment Campaign: <i>Building a Solid Foundation</i> , which kicked off July 1, 2006. Campaign Goal is 15 million dollars over a 3 year period. In an effort to support the Endowment Campaign, the following actions and decisions were made: 1. A fund raising committee was established within the Foundation Board of Directors to charge the major donor sector of the community. 2. Donor base software has been updated with new modules to support and track donor potential and new prospects. 3. Support Staff has been approved for a part-time 30 hour per week employee. Title: Gift Planning and Research Specialist. This person will assist the Coordinator of Planned Giving and Donor Research. 4. New image of the Foundation Endowment Campaign was put into play with stationery, campaign presentation brochures, website, etc.
To work and assist Alumni Association, Public Information & Communications, and the McNeese Athletic Foundation with programs that build statistical growth and community awareness.	7.28 average score achieved on APR instrument for directors reporting to Vice President of Development and Public Affairs in 2006-07.	4.0	VP of Development and Public Affairs met with each director within unit to discuss APR results and personal achievement goals. The OPIC requested 12-month full-time position of Information and Communications Specialist.
<b>Office of Public Information and Communications</b>			
Improve internal and external audiences' awareness of institutional opportunities, accomplishments, achievements and benefits.	215 total contacts through media outlets including print, radio, and television were made from July 1-May 21, 2007. Total newspaper stories, by inch, were equivalent to \$319,000 in advertising dollars. More than 260 list serve messages were distributed.	4.0	Alternative media delivery methods are being examined. Data maintenance will be continued. Contact with local media will be reviewed and maintained.
Provide support and guidance to student publications (Log and Contraband).	The 22 <sup>nd</sup> issue of the Contraband was not published in 2006-07 due to editor error. The 2005-06 Log was completed 6 weeks past the final deadline. The 2006-07 Log is currently on deadline.	1.0	Advisor will continue to attend conferences and use the information to train the students. The 2006-07 TASC proposal approved to provide \$40,000 to upgrade technology. Beginning in 2007-08 student publications staff orientations and training sessions will resume at the beginning of each semester. A Staff Manual will be completed in summer 2007 and will be introduced at fall

			orientation. Progress of the Contraband and Log will be monitored.
<b>DIVISION OF INFORMATION TECHNOLOGY</b>			
<b>Continuing Education</b>			
To maximize recruiting and retention opportunities for potential non-traditional students.	A continuation rate of 65% for EASE students or those transferred to a degree program.	4.0	The department will continue networking and utilizing speaker opportunities to promote adult enrollment opportunities and will continue participation at off-campus employer benefit fairs and expos. Department will research and network with campus departments to target and develop degree completion strategies.
To provide, upon request, and within Regents' and SACS guidelines, appropriate early admission classes at off-campus locations when faculty, funds, adequate facilities, travel and sufficient registrations are available.	From 2003-2007, 94% of classes requested as early admission were fulfilled.	4.0	Schedule changes to early admission courses allowed for the expansion of compressed video in some high schools. Also, campus equipment was upgraded.
<b>H.C. Drew Enrollment Information Center</b>			
Increase the number of Fall first-time freshmen (FTF) applications to the University.	First-time freshmen applications increased by 98 prospective students over prior year level.	4.0	To encourage interest, enrollment information began an online chat geared at high school students, mostly seniors, to encourage exploration of the university to lead to application. Senior students who have requested applications are also being actively solicited via telephone.
<b>Office of Distance Learning</b>			
To work specifically with the Engineering department and outlying areas to expand the Engineering programs to areas of need.	A minimum of two Web-based Engineering courses will be piloted to meet the needs of the students in surrounding areas; a minimum of one additional Engineering instructor will be trained in online instruction.	4.0	Two web-based Engineering courses were piloted in the fall, two new courses were taught in spring, and two engineering instructors received training in online instruction.
To upgrade the current video conferencing system to include high definition video and IP conferencing and to upgrade systems in rural areas.	Equipment has been purchased to include High Definition Polycom systems and plasma screens. An off-campus site received new equipment, and the university is slated to purchase additional bandwidth.	4.0	IP video conferencing will be tested for at least six months before the current service is discontinued.
<b>Office of Information Technology</b>			
Provide functional campus network to advance technology available to faculty, staff, students and community members.	There were 6.5 hours of downtime for the year which were the result of McNeese controlled issues.	4.0	Three additional routers will be incorporated to enhance network redundancy. Additional power supplies will be installed to each of the core routers to provide redundant power in each of the four cores. A second Internet feed will be added to help alleviate downtime.
Provide functional campus server to advance technology available to faculty, staff, students, and community leaders.	Uptime was 99.65%, with 30 hours of downtime/problems over the year.	4.0	Training has continued and consulting will continue. New mail, calendar, and Blackboard servers and services are being implemented to reduce the downtime for the campus systems.
Provide students with state-of-the-art technology and services in a timely manner.	Student satisfaction dropped by .11%, although it still ranks as second most-satisfied element in student satisfaction, and higher by nearly .4% over national averages.	1.0	A portal will be implemented to ease the number of passwords required of students and more effectively communicate information to students. The TASC committee will continue to meet to strive student requirements to improve technology on campus.
<b>University Computing Services</b>			
Implement and go live with Sungard Higher Education's Banner Student by the summer semester of 2007.	Banner Student was 100% implemented for the summer of 2007.	4.0	The system migrated from Plus SIS.

<i>DIVISION OF SPECIAL SERVICES AND EQUITY</i>			
<b>Counseling Center</b>			
Enhance learning and promote retention by strengthening student mental health and well-being.	In two of three 2006 semesters, counselors exceeded their projected hours of service by at least 9%. Counselors made 20 presentations and in January 2006, all counselors attended training in post-trauma recovery. A counselor for addictive services was hired and an internally developed survey was revised.	2.0	Counselors will be monitored to ensure that their client load does not exceed professional standards. New counselors will be given on-site trauma recovery training as needed. Also, clients will be assessed for abusive/addictive disorders upon intake.
Maintain consultation with other university facilities on guidance, counseling, and mental health treatment options.	Various campus services held 14 meetings and consultations were provided to administrators, deans, and other university officials. In spring 2006, the center received assistance from a graduate intern counselor from Xavier University. Personnel participated in critical incident debriefing and post-trauma counseling of recreational complex employees.	3.0	A satisfaction survey for personnel will be developed and requirements for graduate students who work in the Center are under revision. Further, a plan to meet with area hospitals is underway.
Be responsive to the needs of area business, industry, and other mental health professionals.	Counselors gave 20 presentations and attended at least four educational meetings. Six students were counseled for the pretrial program.	3.0	Additional training will be focused on, but not limited to, diagnosis and treatment of addictive behaviors. Further, the center will sponsor a continuing education program for mental health counselors on how to testify in court.
<b>Office of Human Resources</b>			
To continuously manage, review, and administer a comprehensive benefits program and conform to all federal and state laws with regard to payroll deduction of benefits.	HR hosted an annual benefits fair with 18% employee attendance and 65% vendor participation. The Benefits Advisory Council met to review current benefit programs and state payroll guidelines. An exit interview questionnaire for benefit satisfaction was developed May 2007.	1.0	Several concepts to improve participation in benefits fair have been discussed and will be implemented. Further methods to contact employees have been discussed.
To continuously create, update, and monitor all policies, procedures, and handbooks to remain in compliance with all federal and state laws regarding employment, pay matters, and personnel actions, and to provide ongoing training, seminars and guidance to all supervisors and employees with regard to employment issues, university policies and procedures, and federal and state laws.	Informational list serves are saved in a file and all pay and personnel action procedures are adjusted accordingly. Two Supervisor Academies were held with 50% of supervisors attending. Two employment law seminars were held with 40% attending. One retirement seminar was held with 30 % attending, and 15 informational memorandums and campus list serves were sent to employers on federal and state requirements and/or changes to university policies and procedures.	2.0	Training surveys will be developed and a new computer-based training program will be developed. As policies are approved, further effective methods of notification will be discussed.
<b>Office of Services for Students with Disabilities</b>			
Provide/coordinate support services and programs that enable students with disabilities to maximize their educational potential.	85% of students enrolled in the office met with the director. Overall enrollment for the office was down 3%. The department scored 4.3/5.0 on the student satisfaction survey and the department scores 4.6 on graduate exit survey.	3.0	Decline in enrollment number coincided with overall enrollment decline at the university, possibly due to Hurricane Rita. The office plans to expand areas of recruitment, revise testing environments, and develop training sessions for faculty and students.
Provide students with the necessary tools to help make the transition process smooth and college a success.	More than 83% of high school transition meetings were attended by the director and there was 50% participation in transition meetings/disability job fairs.	4.0	The office will collaborate with proper agencies regarding services and technological equipment that students may need and develop a satisfaction survey for transition students, their parents and teachers.
<b>Office of Special Services and Equity</b>			
Engage in outreach activities to campus units and external groups in the local community, region, state, and nation.	The Vice President responded to requests for information at rates of >88%. 100% of requests were responded to within 24 hours and 100% of professional seminars were conducted or co-facilitated by the vice president. 75% of division staff conducted diversity outreach activities. MSU reported an average satisfaction level of 3.86. The average ranking on the evaluation of the administrator was 6.8.	4.0	The office will implement an inclusive student-faculty-staff co-facilitation structure for the 2008 celebration of black history and maintain records of office activity and actions/decisions.

<b>Upward Bound</b>			
Identify, evaluate and select participants.	Upward Bound participants were selected from area middle and high schools. The majority of enrollees were from low-income families with one-third being first-generation students.	4.0	With the projected closing of Lake Charles-Boston High School, recruiting at that location will cease. An effort will be made to contact these students as they continue their studies at other area schools.
Increase academic improvement on standardized test and college enrollment.	Students were assessed using PLAN scores, ACT scores, and GEE scores. Approximately half of the sophomores performed satisfactorily on the PLAN test. Most students performed satisfactorily on the GEE test for reading/language arts and math competencies. Over half the students earned a 20 on the ACT test. Students enrolled early in the summer session or during regular fall registration.	1.0	Test preparation workshops will be revised in an effort to improve academic performance on standardized test and college enrollment exams.