Institute for Industry-Education Collaboration (IIEC)

#7 Plan cycle - 7
Plan cycle 2023/2024
7/1/23 - 6/30/24

Performance Objective 1 Provide professional development opportunities to SWLA.

1 Assessment and Benchmark

Benchmark: Offer a minimum of 20 professional development opportunities per year.

Prior to 2021-2022, the benchmark was to offer a minimum of 40 professional development opportunities per year.

1.1 Data

2019-2020:
See attached data table.

2020-2021:

#	Date	Course Title	Enrollment	Total Hours
14	June 29, 2021	Compressors	2	8
13	June 14-18, 2021	Precision Maintenance Skills I	6	40
12	June 10-September 16, 2021	Notary Exam Prep	10	42
11	May 7, 2021	Resource Conservation and Recovery Act (RCRA)	3	8
10	March 24-25, 2021	Troubleshooting Process Operations	19	16
9	March 9, 2021	Fired Heaters	4	4
8	March 8-June 21, 2021	Notary Exam Prep	21	42
7	March 8, 2021	Resource Conservation and Recovery Act (RCRA)	2	8
6	December 1-2, 2020	Project Management (for Entergy)	6	16
5	November 17-20, 2020	CUSTOM Relief Systems Design Training (for LA Pigment)	6	32
4	November 17, 2020	Ethics for Registered Engineers & Surveyors	11	1
3	August 11, 2020	Arc Flash NFPA 70E 2018 Update/Review	5	8
2	July 31, August 1-2, & August 7-9, 2020	Private Investigator Training Course	7	40
1	July 14, 2020	Piping and Valves	8	9
Total			**110**	**274**

2021-2022:
See attached data table.

2022-2023:
See attached data table.

2023-2024:
See attached data table.

IIEC Course Offerings_2018-2019   [PDF 137 KB 6/15/22]

IIEC Course Offerings_2019-2020   [PDF 133 KB 6/15/22]

IIEC Course Offerings_2021-2022   [PDF 122 KB 7/14/22]

IIEC Course Offerings_2022-2023   [PDF 156 KB 7/17/23]

IIEC Course Offerings_2023-2024   [PDF 90 KB 8/8/24]

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
During this academic year, the Institute of Industry-Education Collaboration offered 42 professional development opportunities.

2020-2021:
During this academic year, the Institute of Industry-Education Collaboration offered only 14 professional development opportunities. There are three main reasons the IIEC did not reach its benchmark: (1) No on-site courses were offered in FY21. Approximately one-third of the professional development opportunities offered each fiscal year are on-site courses requiring special equipment—most of which is predominately situated outside in the open air. This open-air equipment was heavily damaged during Hurricanes Laura and Delta. Repairs are ongoing as of 10/15/21. (2) Covid-19 restrictions continue to adversely affect enrollment. (3) The IIEC had more employees and more university support (e.g. the McNeese EDA University Center) in the three fiscal years prior to FY21. The IIEC had one employee at the end of FY21. With one IIEC employee, the benchmark should be modified to 20 professional development opportunities a year.

2021-2022:
During this academic year, the Institute of Industry - Education Collaboration offered 30 online and in-person professional development opportunities. Many of these opportunities targeted the petrochemical industry due to its regional economic importance and due to the IIEC's history of partnership with McNeese Engineering.

The IIEC offered additional career training programs and fundamental skills courses through Ed2Go. Ed2Go is an e-learning provider with a network of more than 1,800 top colleges and universities, including these in Louisiana: University of Louisiana at Lafayette, University of Louisiana Monroe, Louisiana State University at Alexandria, Louisiana State University at Shreveport, and Northwestern State University. Ed2Go courses are online and ongoing. Participants of Ed2Go can choose from 400 career training programs and 800 skills topics related to Art and Design, Business, Computer Applications, Computer Science, Construction and Trades, Health and Fitness, Hospitality, Information Technology, Language, Legal, Teacher Professional Development, and Writing. 59 people enrolled in and/or completed 45 Ed2Go skills courses this fiscal year, and seven people enrolled in and/or completed six Ed2Go career training programs leading to certifications this fiscal year.

Continuous improvement goal: diversification. The IIEC offers online and in-person professional development courses for continuing education credits primarily for engineering related professions. Ideally, we would offer continuing education credits for professionals of all sectors, particularly those with certifications. Louisiana State University uses MindEdge. Like Ed2Go, MindEdge is an e-learning provider. Unlike Ed2Go, MindEdge awards continuing education credits from important credentialing organizations: IACET, HRCI, and SHRM.

2022-2023:
Benchmark met.
Since the IIEC has consistently surpassed this benchmark in FY22 (81 courses with active or completed enrollment) and FY23 (122 courses with active or completed enrollment), suggest as a new benchmark for participant engagement by tracking metrics such as participant satisfaction rates, feedback scores, and/or Net Promoter Score (NPS). Aim for a high percentage of participants who report positive experiences, find value in the program, and are likely to recommend it to others. Regularly collect feedback through surveys, focus groups, and/or evaluations to assess the program's impact on participants' learning, skill development, and career growth.

2023-2024:
Benchmark met.
In FY24, the IIEC offered 114 in-person and online courses with active or completed enrollments. This fiscal year, the IIEC aimed to enhance its positive impact on participants by gathering and acting on feedback from completed courses. For online courses provided through partners like Ed2Go and MindEdge, where the IIEC does not select instructors, the IIEC focused on areas within its control based on

participant input. We learned that notifying students about upcoming course start dates was beneficial for managing their busy schedules, and we used feedback to direct marketing efforts towards courses with high satisfaction ratings.

Additionally, we gathered data on how participants learned about the courses and, for courses where the IIEC managed the instructors and facilities, we included specific questions about teaching quality and location. Despite our efforts to gather comprehensive feedback, specifically about the courses where the IIEC selects the instructors, we found that responses were limited, though generally positive.

In conclusion, as we are unable to modify the registration forms for MindEdge and Ed2Go, we must continue to depend on feedback collected after course completion. However, we can improve feedback collection for courses where we select the instructor by adding mandatory questions such as "How did you hear about this course?" and "What other course topics are you interested in?" to the registration form. This adjustment will hopefully help us capture more input and improve our program management.

2 Assessment and Benchmark

Benchmark: Service a minimum of 250 people with a variety of professional development courses.

Prior to 2021-2022, the benchmark was to service a minimum of 500 people with a variety of professional development courses.

2.1 Data

2019-2020:
During the 2019-2020 academic year, 385 people attended IIEC professional development courses (see table attached to Data field above). The IIEC, as Sasol's Primary Training Provider for its 2019 Incumbent Workers Training Program (IWTP) grant, supported the professional development of 53 Sasol employees from July 2019-September 2019. The IIEC, as Sasol's Primary Training Provider for its 2020 Incumbent Workers Training Program (IWTP) grant, supported the professional development of 233 Sasol employees from January 2020-June 2020. In total, IIEC supported the professional development of 671 people.

2020-2021:
During the 2020-2021 academic year, 346 people attended IIEC professional development courses (see table above). The IIEC, as Sasol's Primary Training Provider for its 2020 Incumbent Workers Training Program (IWTP) grant, supported the professional development of 703 Sasol employees from July 2020-June 2021. In total, IIEC supported the professional development of 1,049 people.

2021-2022:
During the 2021-2022 academic year, 313 people attended IIEC professional development courses.

2022-2023:
During the 2022-2023 academic year, 776 people attended IIEC professional development courses.

2023-2024:
During the 2023-2024 academic year, 445 people attended IIEC professional development courses.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
Benchmark met. Continue offering valuable professional development opportunities.

2020-2021:
Benchmark met. Continue offering valuable professional development opportunities. However, for the reasons given in 1.1.1 (all of which will continue to impact FY22), 500 people trained is an unlikely outcome. With less than half the support in FY22 as in the previous four fiscal years, 250 people trained is a more likely outcome.

2021-2022:
Benchmark met. Continue offering valuable professional development opportunities.

2022-2023:
Benchmark met.
Since the IIEC has consistently surpassed the initial benchmark of 250 people in FY22 (313) and FY23 (776), suggest as a new benchmark establishing three new strategic partnerships each year, demonstrating the program's ability to network and provide valuable connections and resources.

2023-2024:
Benchmark met; 445 people served.

During the last assessment period, the IIEC enhanced the existing benchmark by setting a new goal of establishing three additional partnerships each year. This objective aimed to both demonstrate our program's networking capabilities and resource offerings and better meet the needs of more individuals. We achieved this by initiating meetings with local industries, resulting in a partnership with Lyondell, which now sends employees for training at our facility. We also expanded our virtual and in-person course offerings through a new collaboration with Condensed Curriculum, enhancing our competitiveness with Louisiana colleges by providing hands-on technical training. Additionally, we broadened our leisure learning partnerships to include popular courses such as stained glass and leatherworking.

By continuing to establish new partnerships each year, we can remain competitive and relevant.

Performance Objective 2   Expand Institute for Industry-Education Collaboration professional development opportunities to include non-technical courses.

1 Assessment and Benchmark

Benchmark: Organize, market, and offer at least five non-technical courses.

1.1 Data

2019-2020:

#	Date	Course Title	Enrollment	Total Hours
34	February 18, 2020	Live2Lead	14	8
33	February 17, 2020	Notary Preparatory Course	19	48
26	December 3, 2019	Ethics for Registered Engineers & Surveyors	6	1
14	September 24, 2019	Ethics for Registered Engineers & Surveyors	18	8
12	September 20-22 and 27-29, 2019	Private Investigator Training Course	12	24
11	September 17-18, 2019	Fundamentals of Successful Project Management	10	16
Total			**79**	**105**

2020-2021:

#	Date	Course Title	Enrollment	Total Hours
12	June 10-September 16, 2021	Notary Exam Prep	10	42
8	March 8-June 21, 2021	Notary Exam Prep	21	42
4	November 17, 2020	Ethics for Registered Engineers & Surveyors	11	1
2	July 31, August 1-2, & August 7-9, 2020	Private Investigator Training Course	7	40
Total			**49**	**125**

2021-2022:

#	Date	Course Title	Enrollment	Total Hours
10-54	FY22	Ed2Go Fundamental Skills Courses	59	Varies
7-9	FY22	Ed2Go Career Training Programs	3	Varies
6	June 15-September 14, 2022	Notary Exam Prep	16	42
5	June 14, 2022	Advanced Microsoft Excel	4	6
4	June 7, 2022	ONLINE Lean Six Sigma YELLOW Belt	2	8
3	February 3-May 5, 2022	Notary Exam Prep	20	42
2	November 2-3, 2021	Project Management	24	16
1	October 12, 2021	Ethics for Registered Engineers & Surveyors	11	1
Total			**139**	**115**

2022-2023:

#	Date	Course Title	Enrollment	Total Hours	Number of Courses
1	May 15. 2023	Jitterbug: Single Time Swing	73	15	3
2	April 17, 24, May 1, 8, 2023	Traditional Cajun Dance: Cajun Two-Step, Waltz, & Jitterbug	66	10	2
3	March 28, 2023	Pocket Journal Workshop	8	4	2
4	February 27, 2023	Ballroom Foxtrot / Waltz	41	12	2
5	February 24, 2023	ONLINE How to Be An Expert Witness	1	2	1
6	February 9, 2023	ONLINE Basics of Project Management	12	4	1
7	February 9, 2023	Paper Marbling	5	2	1
8	February 7, 14, & 28, 2023	Building Wealth through Real Estate	33	9	2
9	Feb 6, 20, Mar 6, 20, Apr 3, 17, 2023	Homeschool Art for Kids	15	12	1
10	February 1 - May 10, 2023	Notary Exam Prep	24	42	1
11	September 20, 2022	Ethics for Registered Engineers & Surveyors	17	3	2
12	August 23, 2022	ONLINE Lean & 5S Overview	2	6	1
Total			297	121	19

2023-2024:

#	Start Date	End Date	Course Title	Enrollment	Total Hours	Number of Courses
			ONLINE Ed2Go			

17-54	FY24		Fundamental Skills Courses	39	988	38
16	5/21/2024	5/21/2024	Building Financial Literacy	2	2	1
15	5/16/2024	8/29/2024	Notary Exam Prep	16	42	1
14	4/23/2024	6/4/2024	Beginner Stained Glass	12	12	1
13	4/11/2024	5/9/2024	Western Floral Leather Carving 101: The Basics	11	10	1
12	4/8/2024	4/29/2024	Jitterbug: Single Time Swing	13	5	1
11	3/5/2024	4/9/2024	Beginner Stained Glass	15	12	1
10	3/1/2024	3/10/2024	Private Investigating	10	40	1
9	2/28/2024	6/5/2024	Notary Exam Prep	19	42	1
8	2/27/2024	2/27/2024	Building Financial Literacy	12	2	1
7	2/23/2024	2/23/2024	ONLINE How to be an Expert Witness	1	2	1
6	2/19/2024	3/11/2024	Traditional Cajun Dance: Cajun Two-Step, Waltz, & Jitterbug	21	5	1
5	11/6/2023	12/11/2023	Ballroom Foxtrot / Waltz	10	6	1
4	10/9/2023	10/30/2023	Jitterbug: Single Time Swing	14	5	1
3	9/11/2023	10/2/2023	Traditional Cajun Dance: Cajun Two-Step, Waltz, & Jitterbug	27	5	1
2	8/18/2023	8/18/2023	Private Investigating	8	40	1
1	8/7/2023	8/28/2023	Salsa/Cha Cha	7	5	1
Total				**198**	**235**	**16**

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:
During the 2019-2020 academic year, the IIEC offered a total of six non-technical courses. One course was offered twice.

2020-2021:
During the 2020-2021 academic year, the IIEC offered a total of four non-technical courses. One course was offered twice. This academic year was impacted by Hurricanes Laura and Delta, continued Covid-19 restrictions, and employee reduction. The IIEC is affiliated with Ed2Go an online course provider of non-technical courses. The IIEC will leverage the resources of Ed2Go to increase non-technical course offerings.

2021-2022:
During the 2021-2022 academic year, the IIEC offered a total of 6 non-technical courses. In addition, the IIEC marketed Ed2Go non-technical courses. 59 people enrolled in and/or completed 45 Ed2Go non-technical skills courses this fiscal year, and three people enrolled in and/or completed three Ed2Go non-technical career training programs leading to certifications this fiscal year.

2022-2023:
Benchmark met.
The IIEC has consistently met this benchmark. Moreover, the IIEC absorbed the Leisure Learning program in FY23 and began offering many non-technical leisure learning courses to boost this benchmark.

Suggest as an alternative benchmark assessing the course completion rate for online Ed2Go and MindEdge courses. Ed2Go and MindEdge are providers of online learning. Ed2Go has been a partner of McNeese for many years. MindEdge became a partner in FY23.

- Track the percentage of participants who successfully complete courses they enroll in.
- Aim for a target completion rate that indicates participant engagement, commitment, and the value of online course offerings through Ed2Go and MindEdge.

2023-2024:

Benchmark met.

Offering at least five non-technical courses is doable year after year. To ensure the quality and relevance of these and all our courses, we will continue to monitor and analyze completion rates to pinpoint areas for improvement. We set a short-term target (one fiscal year) of 90% completion for in-person professional training and 80% for leisure learning courses, both of which we achieved in FY24 (for both non-technical and technical courses). For our online Ed2Go offerings, only the fundamental skills classes are non-technical, and their completion rate was lower at 54%. The IIEC will work with Ed2Go representatives to find ways to improve this rate. Since our recent partnership with MindEdge, we currently lack sufficient data to develop a specific continuous improvement plan for their courses as it relates to completion rates. However, the IIEC can demonstrate continuous improvement in FY25 by increasing marketing efforts for all non-technical courses.

Performance Objective 3   Maintain a level of self-generated funding to ensure sustainability.

1 Assessment and Benchmark

Benchmark: Generate a minimum of $40,000 in net revenue per year.

Prior to 2021-2022, the benchmark was to generate a minimum of $120,000 in net revenue per year.

1.1 Data

	Academic Year Ending				
	2016	2017	2018	2019	2020
Previous Year Balance	$167,344.87	$82,714.16	$62,842.82	$251,383.99	$495,086.92
Income	$230,872.25	$423,523.50	$537,525.21	$474,960.56	$362,020.61
Expenses	$315,502.96	$443,394.84	$286,141.22	$231,257.63	$439,582.13
Net Revenue	$82,714.16	$62,842.82	$251,383.99	$495,086.92	$417,525.40

	Academic Year Ending				
	2021	2022	2023	2024	2025
Previous Year Balance	$417,525.40	$590,039.62	$552,179.73	416,226.67	
Income	$300,449.18	$204,732.56	$222,478.50	$204,547.19	
Expenses	$127,934.96	$162,674.65	$164,318.73	$165,490.76	
Net Revenue	$590,039.62	$42,057.91	$58,159.77	$39,156.43	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Due to the statewide mandated Covid-19 shutdown, the IIEC was unable to hold courses for one quarter of the fiscal year. In addition, the IIEC took on a third employee. The additional expenses combined with the revenue lost from the shutdown resulted in a fiscal year loss.

2020-2021:

The IIEC benefited from a reduction in expenses and from recovered lost revenue through insurance and

CARES Act funds. For these reasons, the IIEC met this benchmark in FY21. However, the $120,000 benchmark is no longer applicable as it correlates to sustaining three employees. With only one employee, the benchmark should be $40,000 in net revenue per year.

2021-2022:
Benchmark met. Continue offering valuable professional development opportunities.

2022-2023:
The financial analysis for 2022 and 2023 shows a positive trend with increased income, controlled expenses, and improved net revenue.

Due to its relative financial stability, the IIEC was able to fund a number of facility improvements, repairs to Engineering equipment, and technical training for Engineering faculty in FY23.

These additional expenditures ($34,961.74) were not included in the reported total expenses as they are variable and a certain percentage is non-recurring. Specifically, 39% of the additional expenses accounted for non-recurring costs associated with facility improvements and technical training. The remaining 61% represented repairs to aging glycol and hands-on-training units utilized by both the Engineering department and the IIEC. As these units age, the cost of ongoing repairs will be a necessary expense. Considering these additional expenses, the net revenue that the IIEC will carry over to FY24 is over $23,000, signifying a profitable outcome in FY23.

Suggest as a continuous improvement plan generating $43,000 in net revenue in FY24.

2023-2024:
The IIEC did not reach its fiscal year goal of generating $43,000 in net revenue. However, the IIEC came very close ($39,156.43) to generating the original benchmark amount of $40,000. (Please note, the monthly $10,000 payments to French Strategies were not factored in to the net total as these expenses do not relate to the IIEC.) Moreover, in FY24, IIEC funds totaling $7,411.47 were used to support the Department of Engineering by covering equipment repair costs.

In FY24, IIEC resources were redirected to managing McNeese facility reservations for the SEED Center. Moving forward, the IIEC will no longer handle this responsibility, allowing more time and effort to be focused specifically on IIEC programs.