

McNeese State University
Strategic Planning Process, AY 2011-2012
Response Analysis Report

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by

Tom Dvorske, Ph.D
Director of Institutional Effectiveness
& Academic Support

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Introduction

During the course of Academic Year 2011-2012, McNeese State University's President, Dr. Philip Williams conducted a series of planning sessions with members of the campus community (including faculty, staff and students) the Lake Charles and Southwest Louisiana communities at large, and Alumni groups from Houston to Lafayette and elsewhere. In total, the thirty-three sessions, along with submissions of the web-survey, email and mail-in submissions, yielded 5,581 responses to the twelve strategic planning questions. Dr. Williams asked each constituency the following questions:

1. What is your first thought when you hear the name "McNeese"?
2. What do you love most about McNeese?
3. Whether you love it or not, what do you believe is McNeese's greatest strength?
4. What is McNeese's most glaring area for improvement?
5. What opportunities should McNeese seize within the next five years?
6. Is there anything about McNeese that is so fundamental that we should protect it against change?
7. What threats should McNeese be guarding against over the next five years?
8. What could McNeese do to improve student learning?
9. What should McNeese be doing to increase enrollment and retention?
10. If you could identify one aspect of the McNeese experience that "brands" us as distinct from other institutions, what would it be?
11. If McNeese could engage in just one activity that would excite you into wanting to contribute more of your time and/or resources, what would that activity be?
12. What ideas do you have about improving McNeese that have not already been mentioned?

To facilitate the maximum gathering of responses to each question, Dr. Williams issued the following "ground rules" for each session:

1. All ideas are welcome.
2. Do not criticize or critique! If you hear an idea that you think is bad or dangerous, offer your own better idea.
3. After you state your idea, please don't attempt to sell or advocate on behalf of that idea. We want fast-paced brainstorming.
4. Wild and crazy ideas are especially welcome. They can lead to new, creative options.
5. If you feel shy about your idea, or for any reason would prefer that your idea be handled anonymously, be sure to write it on a response form and hand it in.

A member of Dr. Williams' staff would type all responses, which were simultaneously projected onto a screen so that audience members could see that every response was recorded. In addition to vocalized responses, comment cards were distributed, which yielded 26% of the total responses to the twelve questions. Additionally, comments were collected via a web survey, through US mail, and through emails directly to the President.

All responses were captured in an excel spreadsheet for later analysis and to facilitate University response. In addition to the responses, the spreadsheet captures information such as the date of the session or when the response was received, location of the session, the format of the response (general discussion, comment card, email, etc.), the group participating in the session, and any additional or more specific affiliations of members of that group.

This first phase of the process—the planning phase—concluded in January 2012, with the web survey closed a few weeks later. The second phase consisted of two parallel and complementary processes: University units’ responses to constituent ideas (hereafter “Unit Response”), and response analysis, of which this report is evidence.

These processes achieve two things: the Unit Response process ensures that as an institution, McNeese has considered each idea with respect to its future. Moreover, the Unit Response process ensures that specific ideas, which could lead to immediate action, are in fact acted upon by the units most able to affect the change. The Unit Response process is especially effective for making use of the responses to planning questions 11 and 12 (“donate” and “wild card”), which were designed to illicit specific actions and divergent ideas. For this reason, these two questions were not considered in any detail in the idea analysis process.

Analysis Process and Methodology

To facilitate the response analysis, two software programs were used: Microsoft Excel, for quick numerical tabulations of responses (as well as capturing and cataloging all responses), and NVivo, a qualitative analysis program. In the response analysis process, each response was coded according to a theme, determined by the responses themselves. Themes were aggregated to determine what ideas were most important to the McNeese community. Similarly, a word frequency analysis was performed for each question.

Terms

Some terms are important for understanding the discussion that follows. “Comments” or “ideas” refers to any one of the 5000 plus responses to planning questions. “Parent” node or theme refers to one of any number of groupings of responses. “Subthemes” or “child” nodes are further divisions within a parent node. For example, many responses may be coded the parent theme of “University Culture.” Within that parent node, there may be “child” nodes or subthemes that further describe university culture, such as “caring faculty” and “pride.” In some cases, child nodes are further subdivided to create “grandchild nodes.” Community involvement is a frequent child node that subdivides into involvement with area industry, businesses, K-12, or other non-specific entities.

Methodology

It should be noted that the thematic analysis involves a degree of interpretation. To foster an interpretation that does the least damage to the data set, themes have been created inductively, deriving directly from the nature of the comments rather than being created a priori to the analysis of responses.

Where necessary, observations and discussions of the evidence are included to shed more light on the context of the responses and rationale for the particular thematic node. Upon completion of coding, in some cases, themes were grouped together into larger parent themes to better

facilitate analysis and gather a sense of the significance of constituent feeling toward one or more topics.

For example, in response to question 1 on “first thought,” many thematic groups were created because individuality of response is more important, whereas with respect to questions on branding or love, the same basic constituent response may be coded to one or more child and parent nodes because a preponderance of feeling is sought to provide direction on the question itself. Thus, for question one, responses that speak to the themes of “family” and “pride” are not grouped together, but for question 10 on branding, they are grouped under “University Culture.” Specific rationales for thematic nodes are provided in the following analysis.

In some cases, the same theme occurs in response to more than one question; however, that theme may not mean exactly the same thing each time it appears because thematic coding is done both with respect to the subject matter of the question and the language of the response. Observations and discussions will shed light on the ways certain parent or child nodes should be read where the nature of the nodes is not more or less self-explanatory.

Frequency/Numerical Significance

A word about “references” or “frequency” (understood as number of references or frequency of comments) associated with themes: the parent node is always aggregated, thus the total frequency (or number of responses) associated with the parent node consists of any comments coded directly to that theme, plus any subthemes, or child nodes coded to the parent node. Additionally, where child nodes have been further divided, they are also aggregated. In some instances, the total number of child nodes adds up to the frequency number found next to the parent node. In some cases, these numbers do not add up as comments may have been coded directly to the parent node. This is usually apparent in the analysis.

Limitations

One notable limitation to this study is the lack of constituent-specific responses for comparison. There are several reasons for this. One is due to the way information was gathered, privileging response over responder. The second is due to software limitations, which, while capable of producing those results requires more time reconfiguring the data than is available. While a great deal of important information is synthesized here, there are many more questions that could be explored as well as numerous ways of reorganizing the data for even more comparisons and results. Any specific questions that arise in the reading of this report may be directed to me for further exploration.

General Information

Sessions

- 33 Public Sessions
- 592 Registration Cards collected

Responses

- 5581 *Total Responses*
- 3231 Public Responses
- 1475 Responses via Comment Cards from public sessions
- 152 Responses from US Mail
- 649 Responses from Web Survey
- 74 Responses from Email

Responses by Group

The responses by group figures maybe somewhat misleading as groups were often included mixed populations. Specific affiliations (e.g. faculty, staff) are noted in the dataset where they can be separated from a group; however, that sampling is far smaller than the total dataset. Thus, “group” is the best guide to determine the constituency of respondents. One further note, where affiliation of an individual respondent can be identified, that respondent usually belongs to multiple groups (e.g. alumni and faculty).

- 2287 Responses by Faculty/Staff
- 1450 Responses by Alumni
- 1234 Responses by Community
- 743 Responses by Students
- 304 Responses by those who identify as Donors
- 444 Responses by those who identify as Athletics Stakeholders

Questions in Order of Frequency of Response

Q#	Topic	Responses
4	Weakness	596
9	Enrollment-Retention	571
12	Wild Card/other	558
2	Love	504
5	Opportunity	486
8	Student Learning	483
3	Strength	466
1	Thought	462
7	Threat	387
10	Brand	385
11	Donate	342

6	Fundamental	341
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Word Frequency Reports per Question

Word frequency queries were run for each of the twelve questions. The parameters differ for each question and are noted in the heading and in notes beneath each results box. In some cases, exact matches were revealing, in others, parameters needed broadening to understand how a word or words might be important. In all cases, observations are made based on actual responses in which the word(s) appears to shed light on how it might best be interpreted. For half the questions (5, 6, 9, 10, 11, 12) thematic frequency will be more revealing and precise. Finally, note that the frequency number is important only relative to the other numbers in a specific list.

Question 1 (Thought)—exact match

#	Word	Frequency	Preliminary Observations
1	University	109	Ranging from regional/local, to “great” to simply “university”
2	Education	95	Education, quality education, opportunity
3	School	94	Great, hometown, small, a few indeterminate and negative associations
4	Cowboys	72	Almost exclusively “cowboys”
5	Community	70	Community asset, campus community, community feeling, community college
6	Football	69	Great football team, tradition
7	Lake Charles	60	Tied to the city
8	Small	58	Generally positive association
9	My	56	Word found in multiple phrases connoting personal importance or relationship to MSU
10	College	48	Good, regional, community, small, stagnant, personal

Question 2 (Love)—exact match

#	Word	Frequency	Preliminary Observations
1	Student/Students	355	Interaction with, student success, diversity of,
2	Faculty	157	Friendly, accessible, work together, helpful
3	Small	139	Small campus, classes, small town, small community
4	Opportunity/ies	136	On and off campus for students and community
5	Community	108	Support to and from, atmosphere, feeling, sense of
6	Size	88	Size of school, class size
7	School	80	Broad range of associations
8	Education	77	Solid, accessible, affordable, quality, opportunity
9	Campus	70	Campus improvements, events, sense of community
10	Atmosphere	66	Friendly, family

Question 3 (Strength)—exact match

#	Word	Frequency	Preliminary Observations
1	Student/Students	68	Interaction with, ability to serve, opportunities for
2	Community	47	Broadly defined, the interaction with the community
3	Faculty	38	Quality, accessibility, dedication
4	Education	31	Quality, affordable, practical, teacher education,
5	Location	24	Location as a strength

6	Programs	22	Academic, Athletic, community and continuing ed
7	McNeese	19	Broad range of responses, region-based, quality
8	Nursing	18	Nursing program, opportunities
9	Size	17	Size of institution, class size, community size
10	People	15	Dedicated employees

Question 4 (Weakness)— word frequency, stemmed words

#	Word	Preliminary Observations
1	Students	Broad range of issues including academic preparedness, financial issues, services for, recruitment of, pedestrian safety and so on.
2	Parking	Not including pedestrian safety
3	Community/ Communications	Need for better internal and external communication and relationship building
4	Faculty	Broad range of issues including salary, workload, input and communication, weak faculty, and so on.
5	Buildings/ Facilities	Range of issues concerning custodial, maintenance, renovation, grounds, and classroom shuffling

Question 5 (Opportunity)— word frequency, stemmed words

#	Word	Preliminary Observations
1	Students	Broad range of topics, themes, and issues, that overall suggest students are at the center of any notion of opportunity
2	Programs	Everything from adding to cutting, going online, partnerships, and so on
3	Online	Largely related to academic programs
4	Community	Relationships with, getting students in the community, community colleges
5	Campus	Generally, comments aimed at utilizing campus for greater impact on students and community, beautifying campus, expanding campus, and so on

Question 6 (Fundamental)—top 10, exact match*

#	Responses	Frequency	Preliminary Observations
1	Name/McNeese	66	Keeping our name
2	Student/Students	45	Putting students first, student interaction
3	Faculty	23	Faculty interaction with students, faculty research
4	Personal (touch, excellence)	23	Motto
5	Logo	18	Usually includes “Cowboys” in the phrase
6	Programs	18	Mostly academic but also includes athletics references
7	Community	17	Almost entirely consists of campus-community relations
8	University	13	Status as university, mostly
9	Campus	11	Speaks to keeping things on campus, campus aesthetics, importance of campus as identity of institution
10	Class	11	Small class size

*Note: some less specific words omitted on this list, some like words combined.

Question 7 (Threat)—top 10, exact match

#	Responses	Frequency	Preliminary Observations
1	Budget	40	Budget cuts, including program cuts
2	Students	40	Losing students, less prepared students, increased class size, and so on

3	Loss	39	Degree programs, funding, students, football tradition, faculty, and so on
4	Programs	37	Loss of programs, mostly academic
5	Cuts	34	Budget, program, and so on.
6	State	33	Legislature, State of Louisiana
7	Our	25	Generally exhibiting concern about protecting “our territory”
8	Other	24	Almost entirely “other universities”
9	Universities	24	See previous
10	Losing	21	Students, programs, good professors, personal touch, and so on

Question 8 (Student Learning)— word frequency, stemmed words

#	Responses	Frequency	Preliminary Observations
1	Student/Students	167	Help, cull, train, scholarships, accountable, prepare...
2	More	100	Experiential learning, student-centered, technology...
3	Classes	63	Class size, availability, active learning, attendance...
4	Learning	52	Active learning, learning disorders, service learning, tutoring
5	Faculty	46	Advising, development, interaction with
6	Courses	39	Reason for courses, online courses, skills course, practical application, course load, dropping
7	Improve	34	Tutoring, labs, writing, FFND, advising, respect, library, technology, website,
8	Teaching	32	How to, passion for, styles, facilities for,
9	Technology	29	Use more, improve, access to, update, incorporate
10	Tutoring*	24	More, availability, better quality, more use of

*Note: several less specific words omitted from this list before “tutoring.”

Question 9 (Enrollment/Retention)— word frequency, stemmed words

#	Responses	Frequency	Preliminary Observations
1	Students	202	Attract, prepare, jobs, advising, drops, campus life, resources for....
2	More	102	Everything...courses, offerings, advising, hands-on
3	High Schools	86	High schools
4	Increase	59	Admission standards, streamline processes, advertising, scholarships, online
5	McNeese	59	Comments generally point toward advertising
6	Programs	51	Advertise, develop, maintain, specialize, promote
7	Campus	45	Get people on campus, campus experience
8	Classes	39	Class size, availability, non-traditional times, importance of going, picking classes
9	Recruit*	36	Increase efforts, size of teams
10	Graduate	35	Programs, opportunities, rates, employment

*Note: one less specific word omitted before “Recruit.”

Question 10 (Brand)— exact match

#	Word	Frequency	Preliminary Observations
1	Student/Students	62	Interaction with, Attention to, Opportunities for (e.g. hands-on experience in industry and community), successful

			students
2	Personal/touch	58	The current motto or some form of it
3	Small	23	Campus, university, class size, atmosphere
4	Program	22	Athletic, football, engineering, nursing, MFA, Banners
5	McNeese	20	Broadly applied
6	Community	19	Campus community, interaction with community
7	Faculty	17	Interaction with, accessibility of,
8	Football	16	Pretty much anything having to do with football
9	Rodeo	16	Rodeo team ties football!
10	Education	14	Broadly applied

Question 11 (Donate)— word frequency, stemmed words

#	Responses	Frequency	Preliminary Observations
1	Students	60	Mentor, study abroad, help outside of class, involve with recruitment
2	Community	41	Involvement, service, recruitment, on campus,
3	Program	41	Graduate, online, mentoring, Banners, recognition programs, community programming
4	More	37	Funding, collaboration, cultural events, technology, service learning, charity, intramural, in community, research
5	Alumni	29	Socials, recruiting, mentoring
6	Campus	27	Campus projects involving community, beautify, street front, open house
7	McNeese	26	Broadly applied...
8	Faculty	23	Development, research, athletics for, funding for study abroad, social mixers,
9	Events	21	Recruiting, social, hosting, charity, family, series, music, sporting, festival
10	Involving	18	Broadly suggested--encourage involvement across all stakeholders

Question 12 (Wild card/Other)— word frequency, stemmed words

#	Responses	Frequency	Preliminary Observations
1	Students	117	Attitude toward, treatment of, facilities for, support for, accomplishments of,
2	Campus	68	Broadly...campus life, activities, and aesthetics
3	Faculty	54	Salary, time, office space, development of, publicity of,
4	McNeese	47	Generally, pride, getting name out
5	Program	39	Degree, mentoring, marketing of, interdisciplinary, graduate, programming in general
6	Improve	35	Grounds, pedestrian safety, student experience, FFND-Orientation, housing, fundraising,
7	Community	29	Communication to the community
8	Parking	28	More, better managed, more visitor, more fees, reserved spaces, signage
9	Staff	26	Support the staff, staff development, staff governance
10	Area(s)	22	Internal and external campus areas, area communities, improvement of and involvement in, generally

*Note: several less specific words omitted from this list.

Response Analysis Overview

Every response is coded to a theme or parent node. In some cases, a single response may be coded to multiple themes. Themes are subdivided into particulars (child nodes or subthemes), in some cases, but at the parent node level, all responses are aggregated.

Question 1—Thought

There were 462 responses to the question, “What is your first thought when you hear the name ‘McNeese’?” Given the nature of the question, responses were thinly coded, thus respecting specificity of response while still maintaining some ability to summarize the data.

Top Ten Responses Grouped by Theme

#	Responses	Frequency
1	Regional	73
2	Cowboys	35
3	Athletics	34
4	Mine	23
5	Reputation	23
6	Opportunity	18
7	Small	18
8	Home	18
9	Community	18
10	Personal	17

Detailed View of Themes

Thematic Nodes & # of References	Observations and Discussion
<ul style="list-style-type: none"> • Regional...73 <ul style="list-style-type: none"> ○ Lake Charles...12 ○ Calcasieu Parish...1 ○ Louisiana...1 	<p>Responses generally include “local,” “regional,” “available to local area,” and so on.</p> <p>The fact that the single largest group of responses pertains to McNeese’s relationship to the region (73 comments, or 83 if you include the “asset to region” node), suggests that from a public standpoint, we are living our mission as a regional institution.</p> <p>See also “Branding” where “impact on region” is coded 37 times.</p>
<ul style="list-style-type: none"> • Cowboys...35 	<p>Significantly, this is not mentioned nearly as often in the “Branding” question as it is here (coded only 10 times).</p>

<ul style="list-style-type: none"> • Athletics...34 <ul style="list-style-type: none"> ○ Football...17 ○ Softball...1 ○ Joe Dumars...1 ○ Cowgirls...1 	
<ul style="list-style-type: none"> • Mine...23 	Expressing personal ownership or history with McNeese.
<ul style="list-style-type: none"> • Reputation...23 <ul style="list-style-type: none"> ○ A great university...10 ○ Resilient...3 	
<ul style="list-style-type: none"> • Opportunity...18 	
<ul style="list-style-type: none"> • Small...18 	Small school, small town, small college.
<ul style="list-style-type: none"> • Home...18 	Home, hometown
<ul style="list-style-type: none"> • Community...18 	The majority of responses expressed as “community.”
<ul style="list-style-type: none"> • Personal...17 	
<ul style="list-style-type: none"> • Education...15 	
<ul style="list-style-type: none"> • Family...14 	
<ul style="list-style-type: none"> • Pride...14 	
<ul style="list-style-type: none"> • Atmosphere...14 <ul style="list-style-type: none"> ○ Fun...6 <ul style="list-style-type: none"> ▪ Crawfish Boils...1 ○ Country...1 ○ Culture...1 ○ University atmosphere...1 	
<ul style="list-style-type: none"> • Tradition...13 <ul style="list-style-type: none"> ○ Jolie Blon...1 	
<ul style="list-style-type: none"> • Quality...13 <ul style="list-style-type: none"> ○ Quality Education...10 	
<ul style="list-style-type: none"> • Alumni...11 <ul style="list-style-type: none"> ○ Alma Mater...8 	
<ul style="list-style-type: none"> • Asset to Region-Community...10 <ul style="list-style-type: none"> ○ Economic Engine...6 ○ General Asset...4 	<p>While Regional (above) can be understood, generally, to be positive, this node reflects regional comments that are unequivocally positive.</p> <p>This is also reflect in “Branding.”</p>
<ul style="list-style-type: none"> • Excellence with a Personal Touch...9 	<p>Rather than grouping these responses into larger themes, the nature of the question suggested that the more individuated the responses, the more accurate the assessment.</p>
<ul style="list-style-type: none"> • John McNeese...9 	
<ul style="list-style-type: none"> • Academics...9 	
<ul style="list-style-type: none"> • Blue and Gold...7 	
<ul style="list-style-type: none"> • Students...7 	
<ul style="list-style-type: none"> • Friendly...6 	
<ul style="list-style-type: none"> • Potential...5 	

• Affordable...5	
• Parking...4	
• Private College...4	
• Teaching...4	
• Agriculture...4	
• Dedication...4	
• Facilities-Appearance...4	
• Value...4	
• Oak Trees...4	
• Faculty...4	
○ Autonomy...1	
• Rodeo...3	
• Close-knit Group...3	
• Commuters...3	
• Facilities-Improvement...3	
• College of Education...3	
○ Teacher Training...1	
• Loyalty...2	
• Engineering-Industry...2	
• Nursing...2	
• New Ranch...2	
• Diversity...2	
• Greek Life...2	
• Employees...2	
• University History...2	
• Mass Communication...2	
• Administration...1	
• Debate Team...1	
• Integrity...1	
• Be inviting...1	
• Excellence...1	
• University Police...1	
• Pokes...1	
• Banners...1	
• BBC...1	
• Chemistry Dept...1	
• Challenging...1	
• Budget...1	
• Band...1	
• Class size...1	
• Landlocked...1	

• Accreditation...1	
• McNeese Foundation...1	
• Howdy Rowdy Cowboy...1	
<ul style="list-style-type: none"> • Indeterminate or Negative Associations...24 <ul style="list-style-type: none"> ○ Ryan St. High...8 ○ Unfamiliar...7 ○ A School...7 ○ Sowela...1 ○ Stagnant...1 	Approximately 5% of “first thought” responses were less than positive, or conversely, 95% of people’s first thought about McNeese is positive.

Questions 2, 6, 10 (Love, Fundamental, Brand)

Because of their similarity, these three questions were grouped together and, upon further analysis, coded into similar parent nodes as indicated in this first table (below). Some of these are self-explanatory; however, a deeper understanding of the parent nodes can be gained by looking at the detailed coding (child nodes) in the tables that follow. In general, parent nodes assembled from multiple and various themes can be described as follows:

- University Culture—refers internal and external assessments of campus community and campus life, including size, attitude, employee interaction, and so on.
- Academic Excellence—refers mainly to specific programs, whether degree programs or services of an academic nature; also includes quality teaching and faculty-specific values such as research.
- Educational Experience—refers to what learning is like at McNeese, includes class size, hands-on experiences, student-faculty interactions, and so on.
- Student Experience—refers primarily to student services, organizations, and student life experiences.
- Values—Personal touch, fiscal responsibility, and other themes that speak directly to either our currently stated core values or values evidenced by administrative action expressed in policy or practice.
- Impact on Region—community relations, programs that draw community involvement (e.g. Banners), and so on.
- Symbols—Images associated with McNeese including the McNeese name, Cowboys, colors, logo, and so on.
- Misc-No—responses that were in some senses negative or unassignable (although for fundamental the responses meant, no, nothing is so fundamental).
- Operations—campus operations such as technology, bookstore, contracts, and other business of the university. In analyses of other questions, these responses are not grouped as such, again, because coding was done as much as possible with respect to the nature of the question.

Love	Freq	Fundamental	Freq	Brand	Freq
University Culture	219	Symbols	113	University Culture	103
Impact on Region	87	Academic Excellence	79	Educational Experience	93
Institutional Values	77	Values	73	Academic Excellence	74
Educational Experience	72	Educational Experience	70	Values	59
Academic Excellence	56	University Culture	42	Impact on Region	37
Student Experience	40	Impact on Region	15	Symbols	37
Athletics	28	Facilities-Grounds	12	Athletics	25
Facilities-Grounds	7	Misc-No	11	Misc-No	21
Misc-No	4	Athletics	10	Rodeo Program	13
Symbols	3	Operations	6	Operations	3
		Student Experience	4	Facilities	2

Top Ten Responses Grouped by Theme (LOVE)

#	Responses	Frequency
1	University Culture	219
2	Impact on Region	87
3	Institutional Values	77
4	Educational Experience	72
5	Academic Excellence	56
6	Student Experience	40
7	Athletics	28
8	Facilities-Grounds	7
9	Misc—(Negative perceptions)	4
10	Symbols	3

LOVE—Thematic Nodes & References

- University Culture...219
 - Size...39
 - Atmosphere...25
 - People...20
 - Colleagues...19
 - Administration...9
 - President...1
 - Caring Faculty...9
 - Faculty-Staff...8
 - Staff...8
 - Employer...6
 - Alumni...4
 - Alma Mater...1
 - McNeese Foundation...1
 - Friendly...18
 - Opportunity...18
 - Pride...16
 - Positive Attitude...15
 - Family...13
 - Campus Community...12
 - Tradition...11
 - Memories...3
 - Resilient...2
 - Fun...7
 - Potential...4
 - Home...3
 - Reputation...3
 - Volunteerism...2
 - Wholesome...1
 - Collaborative...1

<ul style="list-style-type: none"> ○ Adaptable...1 ○ Everything...1
<ul style="list-style-type: none"> • Impact on Region...87 <ul style="list-style-type: none"> ○ Community interaction...22 <ul style="list-style-type: none"> ▪ Support...2 ○ Art-Culture-Theatre...17 <ul style="list-style-type: none"> ▪ Banners...4 ▪ Band...1 ○ Vital to Region...10 ○ Convenient...4 ○ Location...2
<ul style="list-style-type: none"> • Values...77 <ul style="list-style-type: none"> ○ Personal...47 <ul style="list-style-type: none"> ▪ Accessibility of all Employees...13 ▪ Excellence with a Personal Touch...5 ○ Affordable...17 ○ Diversity...10 <ul style="list-style-type: none"> ▪ Wesley Foundation...1 ○ Integrity...3
<ul style="list-style-type: none"> • Educational Experience...72 <ul style="list-style-type: none"> ○ Student-Faculty Interaction...42 ○ Class Size...26 ○ Undergraduate Research...2 ○ Learning Centered...1 ○ Hands-on...1
<ul style="list-style-type: none"> • Academic Excellence...56 <ul style="list-style-type: none"> ○ Quality of Education...19 ○ Teaching Excellence...4 ○ Faculty Experiences...4 <ul style="list-style-type: none"> ▪ Teaching Opportunity...3 ▪ Faculty Research...1 ○ Mass Comm Dept...3 ○ Education programs...3 ○ Faculty...3 ○ Business programs...3 ○ Nursing...2 ○ Music dept...2 ○ Leisure Learning...2 ○ Social Sciences...1 ○ PreMed...1 ○ EASE Program...1 ○ Engineering Programs...1 ○ Library...1
<ul style="list-style-type: none"> • Student Experience...40 <ul style="list-style-type: none"> ○ Student Life...11 <ul style="list-style-type: none"> ▪ Greeks...4

<ul style="list-style-type: none"> ▪ RecComplex...2 ○ Student Support...7 <ul style="list-style-type: none"> ▪ Scholarships...2 ▪ Counseling Center...1 ▪ Infirmary...1 ▪ Writing Center...1
<ul style="list-style-type: none"> • Athletics...28 <ul style="list-style-type: none"> ○ Football...12
<ul style="list-style-type: none"> • Facilities-Grounds...7 <ul style="list-style-type: none"> ○ Grounds...4 ○ Aesthetic...2 ○ Oak Trees...1
<ul style="list-style-type: none"> • Misc-No...4 <ul style="list-style-type: none"> ○ Police...1
<ul style="list-style-type: none"> • Symbols...3 <ul style="list-style-type: none"> ○ Name...1 ○ Jolie Blon...1 ○ Blue and Gold...1

Top Ten Responses Grouped by Theme (FUNDAMENTAL)

#	Responses	Frequency
1	Symbols	113
2	Academic Excellence	79
3	Values	73
4	Educational Experience	70
5	University Culture	42
6	Impact on Region	15
7	Facilities-Grounds	12
8	Misc-No	11
9	Athletics	10
10	Operations	6

FUNDAMENTAL—Thematic Nodes & References	
<ul style="list-style-type: none"> • Symbols...113 <ul style="list-style-type: none"> ○ McNeese name...37 ○ Cowboy name...21 ○ Logo...18 ○ Colors...13 ○ Oak Trees...9 ○ Horse and Rider...6 ○ Rowdy...5 ○ Jolie Blon...2 ○ Cannon...2 	
<ul style="list-style-type: none"> • Academic Excellence...79 	

<ul style="list-style-type: none"> ○ QEP...7 <ul style="list-style-type: none"> ▪ LiveText...1 ○ Nursing...6 ○ Engineering...5 ○ Ag Program...4 ○ Accreditation...4 ○ Education...3 ○ Humanities Core...3 ○ Research...3 ○ Library...3 ○ Ag-Rodeo...2 ○ Music...1 ○ Theatre...1 ○ Science Programs...1 ○ Studio Arts...1 ○ Dual Enrollment...1 ○ Ag-Farm...1 ○ Chemistry...1 ○ ESLI Program...1 ○ First-year experience/FFND...1 ○ Internships...1 ○ Athletic-Grad Rate...1 ○ Faculty...1 ○ Tenure-Academic Freedom...1
<ul style="list-style-type: none"> • Values...73 <ul style="list-style-type: none"> ○ Personal Touch...24 ○ Mission...19 <ul style="list-style-type: none"> ▪ Autonomy...8 ○ Students First...17 ○ Affordability...7 ○ Fiscal Responsibility...3 ○ Diversity Policy...2 ○ Communication...1
<ul style="list-style-type: none"> • Educational Experience...70 <ul style="list-style-type: none"> ○ Personal Touch...24 ○ Class Size...22 ○ Teaching over research...9 ○ Learning experience...5 ○ Teachers-Caring...2 ○ Scholarships...2 ○ Enrollment...2 ○ Peer Leaders...2 ○ Free Printing in Library...1 ○ Retention...1
<ul style="list-style-type: none"> • University Culture...42 <ul style="list-style-type: none"> ○ Atmosphere...20

<ul style="list-style-type: none"> ○ Reputation...12 <ul style="list-style-type: none"> ▪ Quality Education...7 ○ Size...3 <ul style="list-style-type: none"> ▪ Campus size...1 ○ Growth Potential...2 ○ Legacies...1 ○ Our People...3 <ul style="list-style-type: none"> ▪ Administration...1 ▪ Dr. Williams...1 ○ Culture...1 ○ Pride...1 ○ Keep improving...1
<ul style="list-style-type: none"> • Impact on Region...15 <ul style="list-style-type: none"> ○ Community Relations...9 ○ Our regional hold...3 ○ Banners...2 ○ Location...1
<ul style="list-style-type: none"> • Facilities-Grounds...12 <ul style="list-style-type: none"> ○ Grounds...11 <ul style="list-style-type: none"> ▪ Oak Trees...9 ○ Building Style...1
<ul style="list-style-type: none"> • Misc-No...11 <ul style="list-style-type: none"> ○ Don't Know...2 ○ Eliminate Geaux...1
<ul style="list-style-type: none"> • Athletics...10 <ul style="list-style-type: none"> ○ Athletic Grad Rate...1
<ul style="list-style-type: none"> • Operations...6 <ul style="list-style-type: none"> ○ Technology...3 ○ Contracts...1 ○ Bookstore...1 ○ Safety...1
<ul style="list-style-type: none"> • Student Experience...4 <ul style="list-style-type: none"> ○ Homecoming...1 ○ Greek System...1 ○ SGA...1 ○ Student Organizations...1

Top Ten Responses Grouped by Theme (BRAND)

#	Responses	Frequency
1	University Culture	103
2	Educational Experience	93
3	Academic Excellence	74
4	Values	59
5	Impact on Region	37

6	Symbols	37
7	Athletics	25
8	Misc-No	21
9	Rodeo Program	13
10	Operations	3
11	Facilities	2

BRAND—Thematic Nodes & References	
<ul style="list-style-type: none"> • University Culture...103 <ul style="list-style-type: none"> ○ Campus community family feel...38 ○ Caring people...18 ○ SWLA culture...15 ○ Tradition-Pride...7 ○ Size...6 <ul style="list-style-type: none"> ▪ Campus size...1 ○ Tailgating...4 ○ Alumni...4 ○ Serious but fun...2 ○ Legacy students—traditions...2 ○ International population...2 ○ Ease of fitting in...2 ○ Band...1 ○ Overcoming hardships...1 ○ Well-rounded university...1 	
<ul style="list-style-type: none"> • Educational Experience...93 <ul style="list-style-type: none"> ○ Personal Touch...42 ○ Student-Faculty ratio...26 ○ Student Opportunities...15 ○ Class size...9 ○ Intellectual tradition...1 	
<ul style="list-style-type: none"> • Academic Excellence...74 <ul style="list-style-type: none"> ○ Professional Preparation...16 ○ Nursing...8 ○ Quality teachers...7 ○ Agriculture program-farm...4 ○ MFA program...4 ○ Education...4 ○ Accredited programs...3 ○ Engineering...3 ○ Strong educational foundation...3 ○ Innovation Engineering...2 ○ Music Program...2 ○ Hands-on learning...2 ○ Athletic Student Success...2 ○ Business program...1 ○ Academic Collaboration...1 	

<ul style="list-style-type: none"> ○ PreMed...1 ○ Physical Therapy Program...1 ○ Natural Resource Research Center...1 ○ Become Research intensive...1 ○ Arts Programs...1 ○ Face-to-face classes...1 ○ Library...1 ○ Educational Resources...1 ○ Mass Communication...1 ○ Engineering Technology...1 ○ Debate...1
<ul style="list-style-type: none"> • Values...59 <ul style="list-style-type: none"> ○ Personal Touch...42 ○ Quality affordable education...10 ○ ADA Friendly...2 ○ Accessible Administration...2 ○ Fiscal responsibility...1 ○ Adult-Commuter Friendly...1
<ul style="list-style-type: none"> • Impact on Region...37 <ul style="list-style-type: none"> ○ Location...10 ○ Banners Series...9 ○ Community Support...9 ○ Calcasieu Parish...2 ○ SEED Center...2 ○ Radio Station...1 ○ Community Clinic...1 ○ Legislative delegation...1
<ul style="list-style-type: none"> • Symbols...37 <ul style="list-style-type: none"> ○ Cowboys...11 ○ Jolie Blon...5 ○ McNeese name...4 ○ Logo...4 ○ Blue and Gold...3 ○ Name...3 ○ Fight Song...2 ○ Cowbell...2 ○ Horse and Rider...1 ○ Rowdy...1 ○ Cannon...1
<ul style="list-style-type: none"> • Athletics...25
<ul style="list-style-type: none"> • Misc-No...21
<ul style="list-style-type: none"> • Rodeo Program...13
<ul style="list-style-type: none"> • Operations...3
<ul style="list-style-type: none"> • Facilities-Grounds...2 <ul style="list-style-type: none"> ○ Oak trees...1

Questions 3, 4, 5, 7 (Strength, Weakness, Opportunities, Threats)

Four of the twelve questions asked during our Strategic Planning meeting from Fall 2011 to Spring 2012 formed the basis for a SWOT analysis. These questions were

- Question 3: Whether you love it or not, what do you believe is McNeese's greatest strength?
- Question 4: What is McNeese's most glaring area for improvement?
- Question 5: What opportunities should McNeese seize within the next five years?
- Question 7: What threats should McNeese be guarding against over the next five years?

Total Responses to SWOT Questions

Strength	466
Weakness	596
Opportunities	486
Threats	387

Approximate Responses by Constituency

Data includes number of responses as well as percentage from constituency with respect to overall responses for the question. Total numbers exceed actual number of responses because many constituents are part of more than one stakeholder group. Conversely, some responses may come from individuals with multiple affiliations, but are only associated with one for this exercise. As such, these numbers and percentages are approximate.

	Strengths	Weakness	Opportunities	Threats
Faculty/Staff	167 (34%)	235 (36%)	183 (35%)	136 (32%)
Alumni	81 (17%)	98 (15%)	77 (15%)	78 (18%)
Community	113 (23%)	112 (17%)	133 (25%)	87 (21%)
Students	67 (14%)	77 (12%)	64 (12%)	55 (13%)
Donors	20 (4%)	49 (8%)	40 (8%)	32 (8%)
Athletics Stakeholders	41 (8%)	80 (12%)	27 (5%)	35 (8%)

- (#) actual number of comments by constituency
- 34% of strengths attributed to McNeese were expressed by Faculty/Staff

Overview of Question-Specific Analyses

Unlike the responses to questions 2, 6, and 10, the SWOT questions were coded with more parent nodes. On the one hand, this makes analysis more difficult because it resists generalization, but also potentially more exacting. Given the tenor of responses to these questions and the importance of identify specifics, large groupings of responses were to some extent avoided. Notably, for instance, responses to our strengths is recoded and reorganized for the hedgehog analysis that appears at the end of this report. To the extent possible, common thematic nodes were created to allow for more clear comparison for SWOT purposes. However, it bears repeating that coding was done inductively and, for these questions in particular, specificity was a higher value than summation.

Each response is taken with reference to the original question for coding purposes to best capture and maintain the meaning and intent of the original response. As such, concepts are not grouped into identical, repeatable categories across all questions, although where possible, effort has been made to do so for more clear comparisons. More work in this area needs to be done.

Strengths

The major nodes/themes associated with question #3 on McNeese’s greatest strength are as follows in order of number of references that fit the theme.

Strengths—Summary View

Attitude-Characteristics	164
Academic Programs	109
Faculty	57
Students	55
Community Involvement	54
Regional Focus	52
Athletics	18
Culture	13
Opportunities	9
Alumni-Foundation	8
Arts Programs	8
Services	6

Strengths—Detailed View

The detailed list below defines more specifically what each general theme means.

QUESTION 3: STRENGTH	
Thematic Nodes & References	Observations and Discussion
<ul style="list-style-type: none"> • Attitude-Characteristics...164 <ul style="list-style-type: none"> ○ Personal Touch...29 <ul style="list-style-type: none"> ▪ Class Size...9 ▪ Family...1 ○ Affordable...22 ○ Size...20 ○ Administration...14 ○ People-Employees...14 ○ Dedication of Faculty-Staff...11 ○ Fiscal Responsibility...8 ○ Campus Culture...5 ○ Atmosphere...3 ○ Experience...1 ○ Organization...1 	<p>Thirty-five percent of total responses pertained to some aspect of the attitudes associated with McNeese or the characteristic nature of the institution. While most responses speak generally, including something as simple as “attitude,” “personal touch” was mentioned with the greatest frequency within the group. “Class size” and “family” were included as subsets of “personal touch.”</p>

<ul style="list-style-type: none"> • Academic Programs...109 <ul style="list-style-type: none"> ○ Nursing...18 ○ Quality of Programs...14 ○ Engineering...11 ○ Variety of Programs...6 ○ Agriculture...6 ○ Education Programs...6 ○ PreMed...6 ○ Mass Comm...4 ○ Class Offerings...3 ○ College of Business...3 ○ Engineering Tech...3 ○ Innovation...3 ○ Academic Program Standards...2 <ul style="list-style-type: none"> ▪ Accreditation...1 ○ Graduate Programs...2 ○ Theatre Program...2 ○ Biology...1 ○ English...1 ○ Math...1 ○ MFA...1 ○ Music...1 ○ Online...1 ○ Radiology...1 ○ Research...1 	<p>The majority of responses spoke about our greatest strength being our academic programs, with specific programs mentioned as noted in the sub-theme nodes. One caveat is that when speaking of Engineering, constituents may be speaking of both the Engineering and Engineering Technology programs. Thus, the Engineering node is perhaps applicable to the unit as a whole, while the Engineering Tech node is, in fact, specific to that degree program.</p> <p>In contrast to the subsequent sections (W,O,T), where academics includes a variety of activities associated with the Academic Affairs as a division, in the Strength category, it deals almost exclusively with programs. So, for example, class size is identified with personal touch, rather than academics, whereas for the other questions it is found with academics.</p>
<ul style="list-style-type: none"> • Faculty...57 <ul style="list-style-type: none"> ○ Faculty-Student Interaction...26 ○ Teaching...6 	<p>Many responses categorized here were expressed simply as “faculty.” The notable sub-theme was on student-faculty interaction, which could be seen as a subset of “personal touch.”</p>
<ul style="list-style-type: none"> • Students...55 <ul style="list-style-type: none"> ○ Opportunities for...11 ○ Services...5 ○ Student Life...4 ○ International Community...3 ○ Career Services...2 <ul style="list-style-type: none"> ▪ Job Placement...1 ○ Enrollment...2 ○ Non-traditional Students...2 ○ Student Assessed Fees...2 ○ Debate Team...1 ○ Graduation Rate...1 ○ Progression...1 ○ Student-community relationships...1 	<p>While “students” in general are mentioned as a key strength, more specific responses identified “opportunities,” and discussed the “offerings McNeese has for students as a strength,” which may be a more accurate way of understanding these responses in the aggregate.</p>

<ul style="list-style-type: none"> • Community Involvement...54 <ul style="list-style-type: none"> ○ Relationship with Industry...10 ○ Community (as an entity/concept)...8 ○ Economic Impact...8 ○ Relationship with Businesses...3 ○ K-12 Involvement...1 ○ Legislative Delegation...1 ○ Partnerships...1 ○ W/ Sowela...1 ○ Local Draw...42 ○ Accessible to local area...5 ○ Valuable to Commuters...3 	<p>Community relations in one form or another recur with high frequency throughout responses to all 12 questions. Thus, our relationship with the community is generally seen as a strength and in more specific terms, it is found with high frequency under opportunities.</p>
<ul style="list-style-type: none"> • Regional Focus...52 	<p>Regional focus, our commitment to the region, importance to the region, and impact on the region is found expressed frequently throughout the 12 questions, but notably as a strength, and occasionally a limitation.</p>
<ul style="list-style-type: none"> • Athletics...18 <ul style="list-style-type: none"> ○ Football...4 	
<ul style="list-style-type: none"> • Culture...13 <ul style="list-style-type: none"> ○ MSU History...5 ○ The McNeese Name...3 ○ Tradition...2 ○ Pride...1 	
<ul style="list-style-type: none"> • Opportunities...9 <ul style="list-style-type: none"> ○ Jobs...3 ○ Learning...3 ○ Scholarships...1 ○ Potential...1 	
<ul style="list-style-type: none"> • Alumni-Foundation...8 <ul style="list-style-type: none"> ○ Legacy...1 ○ MSU Foundation...1 	
<ul style="list-style-type: none"> • Arts Programs...8 <ul style="list-style-type: none"> ○ Banners Series...4 ○ SFAA...1 	
<ul style="list-style-type: none"> • Services...6 • Leisure Learning/Cont Ed...4 	

• Career Services...1	
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Weaknesses

The major nodes/themes associated with question #4 on McNeese’s most glaring area for improvement are as follows in order of number of references that fit the theme.

Weaknesses—Summary View

Facilities	146
Academics	138
Student Experience	95
Image-Branding	85
Employee Issues	50
Budget/Funding	44
Collaboration with Externals	35
Safety	32
Athletics	27
Alumni-Foundation	25
Technology	24
Faculty	16
Campus Culture	12
Location	12
Role, Scope, Mission	6
Legislative Relations	5
Competition	2
Library	2

Weaknesses—Detailed View

The detailed list below defines more specifically what each general theme means.

QUESTION 4: WEAKNESS	
Thematic Nodes & References	Observations and Discussion
<ul style="list-style-type: none"> • Facilities...146 <ul style="list-style-type: none"> ○ Parking...60 ○ Traffic...4 ○ Classroom...3 ○ Bayou...2 ○ Recycling...1 	Facilities issues topped the weaknesses question, with issues of maintenance and renovation being frequently noted. A significant subset was, unsurprisingly, parking.
<ul style="list-style-type: none"> • Academics...138 <ul style="list-style-type: none"> ○ Enrollment Management/Inst. Research Issues...45 	The most significant subset of “academic weaknesses” lie in the enrollment management category. This category is not meant to denote the

<ul style="list-style-type: none"> ▪ Recruiting...16 ▪ Retention...8 ▪ Advising...4 <ul style="list-style-type: none"> • Advising System...1 ▪ Enrollment...4 ▪ Admission Standards...3 ▪ One-Stop Shop Enrollment...3 ▪ Graduation Rate...2 ▪ Transfer Issues...2 <ul style="list-style-type: none"> • w. Sowela...1 ▪ Self-Study of Student Success...1 ○ Academic Rigor/Demand...12 ○ Graduate Programs...12 ○ Online Programs...12 ○ Scheduling-Class Frequency...12 ○ Teaching innovations...12 ○ Research...6 ○ Student Preparedness...6 ○ New Academic Programs...4 ○ Instructional Support Programs...3 ○ Program Review...3 ○ Academic Consistency...2 ○ College of Education...2 ○ Lack of Interdisciplinary Programs...2 ○ Academic Support—tutors...1 ○ Academic Health Programs...1 ○ Limited Degree Offerings...1 ○ Study Abroad...1 	<p>actual division or personnel in any way, but rather the functions associated with that area. Importantly, this area also the biggest area of opportunity in academics and one of the largest areas of opportunity overall. It’s identified as an opportunity more often than as a weakness.</p>
<ul style="list-style-type: none"> • Student Experience...95 <ul style="list-style-type: none"> ○ Recruiting...16 ○ Dining Services...9 ○ Financial Support...9 ○ Retention...8 ○ Advising...6 <ul style="list-style-type: none"> ▪ Advising Systems...1 ○ Enrollment...4 ○ Student Resources...4 ○ Admission Standards...3 ○ Attendance...3 ○ Career Services...3 ○ One-stop shop Enrollment...3 ○ Student Enthusiasm...3 ○ Housing...3 	<p>It should be understood that this category identifies experiences students have at McNeese as weaknesses, not the students themselves, although “under and unprepared students” are cited elsewhere in the study. Many of the enrollment management functions noted above are repeated in this category because they fit in both academic and student experience categories. Because of this, it would be appropriate to identify these issues— enrollment/retention and more specifically facets of our operations which directly impact the student experience of these things as the second biggest weakness. Financial support differs from financial</p>

<ul style="list-style-type: none"> ○ Graduation Rate...2 ○ Financial Experience...2 ○ Transfer Issues...2 <ul style="list-style-type: none"> ▪ w. Sowela...1 ○ Graduation Event...1 ○ Emph. on International Students...1 ○ Student Health Services...1 ○ Student Paper...1 	<p>experience— which pertains to difficulties navigating forms, financial aid process, finding scholarships.</p>
<ul style="list-style-type: none"> • Image-Branding...85 <ul style="list-style-type: none"> ○ Advertising...23 ○ Reputation...13 ○ Website...11 	<p>Image/Branding/Advertising/Marketing/Public Perception all fall into this category along with materials, strategies, and efforts McNeese makes to impact these topics.</p>
<ul style="list-style-type: none"> • Employee Issues...50 <ul style="list-style-type: none"> ○ Communication...25 ○ Employee Accountability...10 ○ Professional Development...7 ○ Governance...4 ○ Fac/Staff morale...2 ○ Employee Experience...1 ○ Staff Shortages...1 	<p>Many of these are closely related to budget issues and thus, this category could be seen as a subset of budget, but strictly speaking that involved more of an interpretation than I was willing to make. Moreover, it would, perhaps, minimize these issues to have folded them all under the budget umbrella.</p>
<ul style="list-style-type: none"> • Budget/Funding...44 <ul style="list-style-type: none"> ○ Resources...20 ○ Salaries...13 	<p>Resources, often mentioned as “resources” means a range of things, mostly unidentified, but regardless all tied to budget.</p>
<ul style="list-style-type: none"> • Collaboration with Externals...35 <ul style="list-style-type: none"> ○ Community Interaction...28 ○ Rel. with Sowela...3 	<p>Despite community interaction as a strength, it is also seen in the weakness category. A more specific analysis of all responses associated with community would need to be done to try to ferret out the precise positives and negatives.</p>
<ul style="list-style-type: none"> • Safety...32 <ul style="list-style-type: none"> ○ Pedestrian...19 ○ Police-mission...5 ○ Emergency Alert...1 	
<ul style="list-style-type: none"> • Athletics...27 <ul style="list-style-type: none"> ○ Facilities...11 ○ Support...8 ○ Tickets...2 ○ Football...2 ○ Stadium Behavior...1 	

<ul style="list-style-type: none"> • Alumni-Foundation...25 <ul style="list-style-type: none"> ○ Alumni Relations...13 ○ Endowment...12 	
<ul style="list-style-type: none"> • Technology...24 	
<ul style="list-style-type: none"> • Faculty...16 <ul style="list-style-type: none"> ○ Office Hours/Participation...5 ○ Incentives for...3 ○ Recruitment of...3 ○ Fac-Staff morale...2 	<p>About half of the responses are expressed negatively, while the other half are expressed more positively—indicating that our weakness is faculty who do not contribute, have become complacent or recalcitrant. The other half of responses pertain to difficulties in attracting good faculty, low morale, few incentives for faculty to perform better or do more.</p>
<ul style="list-style-type: none"> • Campus Culture...12 <ul style="list-style-type: none"> ○ Pride...5 ○ Culture-Diversity <ul style="list-style-type: none"> ▪ Intellectual/Cultural Activity...2 ○ Traditions...2 ○ Climate...1 	
<ul style="list-style-type: none"> • Location...12 <ul style="list-style-type: none"> ○ Limited Physical Growth Potential...11 ○ Bound to Region...1 	<p>This category refers mostly to campus physical boundaries and the inability to expand rather than to our regional focus, seen as a strength.</p>
<ul style="list-style-type: none"> • Role, Scope, Mission...6 <ul style="list-style-type: none"> ○ Institutional Innovation...6 	
<ul style="list-style-type: none"> • Legislative Relations...5 <ul style="list-style-type: none"> ○ Politics...1 	
<ul style="list-style-type: none"> • Competition...2 	<p>From other institutions.</p>
<ul style="list-style-type: none"> • Library...2 	<p>Of the two, one remark was specific, dealing with shortened hours.</p>

Opportunities

The major nodes/themes associated with question #5 on opportunities McNeese should seize are as follows in order of number of references that fit the theme.

Opportunities—Summary View

Academic	252
Partnerships	97
Students	46
Adv-Mktg-Branding	42
Technology	25
Alumni-Foundation	24
Budget-Affordability	10
Athletics	9
Internal Operations	7
External Opportunities	7
Attitude-Characteristics	4
Employee Opportunities	3
Governance-BOR/State Relations	2
Governor's Program	1

Opportunities—Detailed View

The detailed list below defines more specifically what each general theme means.

Thematic Nodes & Number of References	Observations and Discussion
<ul style="list-style-type: none"> • Academic...252 <ul style="list-style-type: none"> ○ Enrollment Management...66 <ul style="list-style-type: none"> ▪ Recruiting-general...17 ▪ Scheduling...10 ▪ Recruiting-International...8 ▪ Recruiting-Out of State...6 ▪ Recruiting-preHS...6 ▪ Recruiting-NonTrads...4 ▪ Early Admissions...3 ▪ Transfer Process...2 ▪ Advising...1 ▪ Retention...1 ○ Grow Programs...48 ○ Online Learning...38 ○ Workforce Preparation...17 ○ Graduate Programs...16 ○ Teaching Innovations...9 ○ Academic Standards...8 ○ Prioritize Programs...7 ○ Scholarship/Research...5 ○ Innovation...5 ○ Academic Support Svcs...4 ○ Faculty Development...4 ○ Articulation...3 	<p>Significantly, more opportunities are associated with academics than with any other theme in any other SWOT category including academics itself. The largest subset of opportunities belongs to a renewed emphasis on enrollment management issues, and notably, constituent responses, taken together, point to some important possibilities with respect to target marketing and advertising. Rather than say, advertise McNeese in general, advertise certain programs to certain populations. These issues directly support the second major subset of the academic theme: grow programs. In fact, grow programs means both in terms of enrollment, number of programs, and presumably, in recognition and notoriety. Moving programs online is also seen as a way to grow programs and the institution and to fulfill the fourth most sited subset of workforce preparation.</p>

<ul style="list-style-type: none"> ○ Internships...3 ○ Course Delivery...3 ○ CAMPP...2 ○ Service Learning...2 ○ Interdisciplinary Programs...1 ○ Study Abroad...1 ○ Agriculture...1 	
<ul style="list-style-type: none"> • Partnerships...97 <ul style="list-style-type: none"> ○ Industry...20 ○ Community-generally...18 ○ State Schools/Agencies...18 <ul style="list-style-type: none"> ▪ Sowela...12 ○ Business/Casino...16 ○ K-12...15 ○ SEED Center...10 ○ Military/Ft. Polk...3 ○ Healthcare...1 	<p>Community involvement is seen as a strength, but responses suggesting that partnerships (mostly with community) outnumber it as a strength nearly 2 to 1, suggesting there is significant room for growth here.</p>
<ul style="list-style-type: none"> • Students...46 <ul style="list-style-type: none"> ○ Childcare Svcs...8 ○ Involvement...7 ○ Housing...4 ○ FY Experience/FFND...4 ○ Career Svcs...3 ○ Health Svcs...3 ○ Learning Disabilities...2 ○ Scholarship Opportunities...2 ○ Textbooks...2 ○ Flexibility...1 ○ Dining...1 ○ Learning (ESL)...1 ○ Preparation...1 ○ Pride...1 ○ International...1 	<p>These responses range from services for, to discipline of, to instilling pride and other intangibles.</p>
<ul style="list-style-type: none"> • Adv-Mktg-Branding...42 <ul style="list-style-type: none"> ○ Image-Branding...6 ○ Public Relations...5 ○ Expand Market...3 ○ Brand...1 	<p>Spoken generally, this might be productively coupled with recruiting specifics under academic (above).</p>
<ul style="list-style-type: none"> • Technology...25 <ul style="list-style-type: none"> ○ Website...6 ○ Emergent Technologies...4 	

<ul style="list-style-type: none"> • Alumni-Foundation...24 <ul style="list-style-type: none"> ○ Land Acquisition...16 ○ Foundation-Campaign...5 ○ Alumni Development...3 	
<ul style="list-style-type: none"> • Budget-Affordability...10 <ul style="list-style-type: none"> ○ Affordable-Cost Effective...2 ○ Compensation...1 	
<ul style="list-style-type: none"> • Athletics...9 	
<ul style="list-style-type: none"> • Internal Operations...7 <ul style="list-style-type: none"> ○ Sustainability...3 ○ Satellite Campus...2 	
<ul style="list-style-type: none"> • External Opportunities...7 <ul style="list-style-type: none"> ○ Regional Growth...6 ○ Community Retirees...1 	
<ul style="list-style-type: none"> • Attitude-Characteristics...4 <ul style="list-style-type: none"> ○ Tradition...3 ○ Personal Touch...1 	
<ul style="list-style-type: none"> • Employee Opportunities...3 <ul style="list-style-type: none"> ○ Compensation...1 ○ Employee Incentives...1 ○ Employee Development...1 	
<ul style="list-style-type: none"> • Governance-BOR/State Relations...2 	
<ul style="list-style-type: none"> • Governor’s Program...1 	

Threats

The major nodes/themes associated with question #7 on threats facing McNeese are as follows in order of number of references that fit the theme.

Threats—Summary View

Academics	93
Budget-Affordability	91
Largely External Threats	72
Loss of Enrollment	47
Attitude	42
Personnel Issues	32

Safety Issues	24
Public Image	19
Facilities	11
Endowment	9
Governance-Internal	8
Student Issues	8
Athletics	7
Technology	4
Diversity	4

Threats—Detailed View

The detailed list below defines more specifically what each general theme means.

Thematic Nodes & Number of References	Observations and Discussion
<ul style="list-style-type: none"> • Academics...93 <ul style="list-style-type: none"> ○ Program Loss...37 ○ Lowered Standards...18 ○ Increased Class Size...7 ○ Loss of Accreditation...7 ○ Online Education...7 ○ Loss of traditional classroom...5 ○ Lowered Standards-online...4 ○ Loss of Teacher quality...4 ○ Loss of Graduate Programs...2 ○ Loss of Library Resources...1 ○ Misaligned with Workforce...1 	<p>Many of the responses in this category are related, of course, to budget issues: program loss, class size, loss of resources, and so on. However, there are responses that point to threat independent of budget and entirely within the control of faculty, such as program standards.</p>
<ul style="list-style-type: none"> • Budget-Affordability...91 <ul style="list-style-type: none"> ○ Loss of Funding...59 ○ Rising Tuition/Fees...17 ○ Salary cuts...6 ○ Loss of Financial Opportunity for Students...3 ○ Rising Costs assoc with running an institution...2 ○ Rising Textbook Costs...2 ○ Loss of Library Resources...1 ○ Overspending...1 	<p>Loss of state funding and rising tuition threaten the institution in terms of reduced enrollment and employee attrition, among other issues.</p>

<ul style="list-style-type: none"> • Largely External Threats...72 <ul style="list-style-type: none"> ○ Governance-external...32 <ul style="list-style-type: none"> ▪ Absorbed by other inst....17 ○ Competition for Students...26 ○ Hurricanes...4 ○ Declining # of HS graduates...2 ○ Landlocked...2 ○ Rising Costs assoc with running an institution...2 ○ Bad Economy...1 ○ Increased Bureaucracy...1 ○ Job Market...1 ○ Location...1 	<p>Two notable sets of responses here include competition with other schools (including Sowela) as well as fewer high school students graduating over the next 8 to 10 years.</p>
<ul style="list-style-type: none"> • Loss of Enrollment...47 <ul style="list-style-type: none"> ○ Declining # of HS graduates...2 ○ Loss of Student Athletes...2 	<p>Although this theme is noted in the previous theme, taken as whole and independent, it represents the fourth biggest threat. Enrollment threats come from change in demographics, increased cost, increased competition, retention problems, and perception of the institution’s quality and offerings.</p>
<ul style="list-style-type: none"> • Attitude...42 <ul style="list-style-type: none"> ○ Complacency...7 ○ RSM—Lack of Focus...8 ○ Loss of Personal Touch...5 ○ Loss of Community Interaction...4 	<p>Often cited as a strength and what people love about McNeese, our attitude or perhaps threats that undercut our attitude and focus are seen as a threat to the institution as a whole.</p>
<ul style="list-style-type: none"> • Personnel Issues...32 <ul style="list-style-type: none"> ○ Attrition...21 ○ Salary cuts...6 ○ Morale...4 ○ Untrained, inexperienced...1 	<p>These issues are largely, almost exclusively tied to budget.</p>
<ul style="list-style-type: none"> • Safety Issues...24 	<p>One responses deals with acts of God, one suggests a risk assessment team, two say “safety issues,” some suggest “crime,” “terrorism,” “robbery,” “violence,” safety at night, and student safety generally.</p>
<ul style="list-style-type: none"> • Public Image...19 <ul style="list-style-type: none"> ○ Loss of Identity-Cowboys...1 ○ Loss of McNeese name...1 ○ Loss of Tradition...1 ○ Negative Perceptions...1 	

<ul style="list-style-type: none"> • Facilities...11 <ul style="list-style-type: none"> ○ Power outages...4 ○ Grounds...2 ○ Maintenance...2 ○ Space issues...2 ○ ADA...1 	
<ul style="list-style-type: none"> • Endowment...9 <ul style="list-style-type: none"> ○ Loss of Financial Opportunity for Students...3 ○ Loss of Restricted Accounts...1 	
<ul style="list-style-type: none"> • Governance-Internal...8 <ul style="list-style-type: none"> ○ Privatization...3 ○ Increased Bureaucracy...1 ○ Overspending...1 	
<ul style="list-style-type: none"> • Student Issues...8 <ul style="list-style-type: none"> ○ Loss of Financial Opportunity for Students...3 ○ Less Prepared Students...2 ○ Rising Textbook Costs...2 ○ Academic culture...1 	
<ul style="list-style-type: none"> • Athletics...7 <ul style="list-style-type: none"> ○ Loss of Football Tradition...3 ○ Loss of Athletic Success...2 ○ Loss of Student Athletes...2 	
<ul style="list-style-type: none"> • Technology...4 	
<ul style="list-style-type: none"> • Diversity...4 <ul style="list-style-type: none"> ○ Lack of...3 ○ Too much...1 	

Direct Comparison by Theme—Summary, Aggregated

The following charts line up Strengths with Opportunities and Weaknesses with Threats based on the parent nodes, aggregated.

Strengths	Opportunities	Weaknesses	Threats
Attitude-Characteristics...164	Academic...252	Facilities...146	Academics...93
Academic Programs...109	Partnerships...97	Academics...138	Budget-Affordability...91
Faculty...57	Students...46	Student Experience...95	Largely External Threats...72
Students...55	Adv-Mktg-Branding...42	Image-Branding...85	Loss of Enrollment...47
Community Involvement...54	Technology...25	Employee Issues...50	Attitude...42
Regional Focus...52	Alumni-Foundation...24	Budget/Funding...44	Personnel Issues...32
Athletics...18	Budget-Affordability...10	Collaboration with Externals...35	Safety Issues...24
Culture...13	Athletics...9	Safety...32	Public Image...19
Opportunities...9	Internal Operations...7	Athletics...27	Facilities...11
Alumni-Foundation...8	External Opportunities...7 (retirees/economy)	Alumni-Foundation...25	Endowment...9
Arts Programs...8	Attitude-Characteristics...4	Technology...24	Governance-Internal...8
Services...6	Employee Opportunities...3	Faculty...16	Student Issues...8
	Governance-BOR/State Relations...2	Campus Culture...12	Athletics...7
	Governor's Program...1	Location...12	Technology...4
		Role, Scope, Mission...6	Diversity...4
		Legislative Relations...5	
		Competition...2	
		Library...2	

Direct Comparison by Theme— Detail, Aggregated

The following two charts line up Strengths with Opportunities and Weaknesses with Threats according to thematic nodes, aggregated as described in the methodology section.

Strengths and Opportunities

Strengths	Opportunities
<ul style="list-style-type: none"> • Attitude-Characteristics...164 <ul style="list-style-type: none"> ○ Personal Touch...29 <ul style="list-style-type: none"> ▪ Class Size...9 ▪ Family...1 ○ Affordable...22 ○ Size...20 ○ Administration...14 ○ People-Employees...14 ○ Dedication of Faculty-Staff...11 ○ Fiscal Responsibility...8 ○ Campus Culture...5 ○ Atmosphere...3 ○ Experience...1 ○ Organization...1 	<ul style="list-style-type: none"> • Academic...252 <ul style="list-style-type: none"> ○ Enrollment Management...66 <ul style="list-style-type: none"> ▪ Recruiting-general...17 ▪ Scheduling...10 ▪ Recruiting-International...8 ▪ Recruiting-Out of State...6 ▪ Recruiting-preHS...6 ▪ Recruiting-NonTrads...4 ▪ Early Admissions...3 ▪ Transfer Process...2 ▪ Advising...1 ▪ Retention...1 ○ Grow Programs...48 ○ Online Learning...38 ○ Workforce Preparation...17 ○ Graduate Programs...16 ○ Teaching Innovations...9 ○ Academic Standards...8 ○ Prioritize Programs...7 ○ Scholarship/Research...5 ○ Innovation...5 ○ Academic Support Svcs...4 ○ Faculty Development...4 ○ Articulation...3 ○ Internships...3 ○ Course Delivery...3 ○ CAMPP...2 ○ Service Learning...2 ○ Interdisciplinary Programs...1 ○ Study Abroad...1 ○ Agriculture...1
<ul style="list-style-type: none"> • Academic Programs...109 <ul style="list-style-type: none"> ○ Nursing...18 ○ Quality of Programs...14 ○ Engineering...11 ○ Variety of Programs...6 ○ Agriculture...6 ○ Education Programs...6 	<ul style="list-style-type: none"> • Partnerships...97 <ul style="list-style-type: none"> ○ Industry...20 ○ Community-generally...18 ○ State Schools/Agencies...18 <ul style="list-style-type: none"> ▪ Sowela...12 ○ Business/Casino...16 ○ K-12...15

<ul style="list-style-type: none"> ○ PreMed...6 ○ Mass Comm...4 ○ Class Offerings...3 ○ College of Business...3 ○ Engineering Tech...3 ○ Innovation...3 ○ Academic Program Standards...2 <ul style="list-style-type: none"> ▪ Accreditation...1 ○ Graduate Programs...2 ○ Theatre Program...2 ○ Biology...1 ○ English...1 ○ Math...1 ○ MFA...1 ○ Music...1 ○ Online...1 ○ Radiology...1 ○ Research...1 	<ul style="list-style-type: none"> ○ SEED Center...10 ○ Military/Ft. Polk...3 ○ Healthcare...1
<ul style="list-style-type: none"> • Faculty...57 <ul style="list-style-type: none"> ○ Faculty-Student Interaction...26 ○ Teaching...6 	<ul style="list-style-type: none"> • Students...46 <ul style="list-style-type: none"> ○ Childcare Svcs...8 ○ Involvement...7 ○ Housing...4 ○ FY Experience/FFND...4 ○ Career Svcs...3 ○ Health Svcs...3 ○ Learning Disabilities...2 ○ Scholarship Opportunities...2 ○ Textbooks...2 ○ Flexibility...1 ○ Dining...1 ○ Learning (ESL)...1 ○ Preparation...1 ○ Pride...1 ○ International...1
<ul style="list-style-type: none"> • Students...55 <ul style="list-style-type: none"> ○ Opportunities for...11 ○ Services...5 ○ Student Life...4 ○ International Community...3 ○ Career Services...2 <ul style="list-style-type: none"> ▪ Job Placement...1 ○ Enrollment...2 ○ Non-traditional Students...2 ○ Student Assessed Fees...2 	<ul style="list-style-type: none"> • Adv-Mktg-Branding...42 <ul style="list-style-type: none"> ○ Image-Branding...6 ○ Public Relations...5 ○ Expand Market...3 ○ Brand...1

<ul style="list-style-type: none"> ○ Debate Team...1 ○ Graduation Rate...1 ○ Progression...1 ○ Student-community relationships...1 	
<ul style="list-style-type: none"> • Community Involvement...54 <ul style="list-style-type: none"> ○ Relationship with Industry...10 ○ Community (as an entity/concept)...8 ○ Economic Impact...8 ○ Relationship with Businesses...3 ○ K-12 Involvement...1 ○ Legislative Delegation...1 ○ Partnerships...1 ○ W/ Sowela...1 ○ Local Draw...42 ○ Accessible to local area...5 ○ Valuable to Commuters...3 	<ul style="list-style-type: none"> • Technology...25 <ul style="list-style-type: none"> ○ Website...6 ○ Emergent Technologies...4
<ul style="list-style-type: none"> • Regional Focus...52 	<ul style="list-style-type: none"> • Alumni-Foundation...24 <ul style="list-style-type: none"> ○ Land Acquisition...16 ○ Foundation-Campaign...5 ○ Alumni Development...3
<ul style="list-style-type: none"> • Athletics...18 <ul style="list-style-type: none"> ○ Football...4 	<ul style="list-style-type: none"> • Budget-Affordability...10 <ul style="list-style-type: none"> ○ Affordable-Cost Effective...2 ○ Compensation...1
<ul style="list-style-type: none"> • Culture...13 <ul style="list-style-type: none"> ○ MSU History...5 ○ The McNeese Name...3 ○ Tradition...2 ○ Pride...1 	<ul style="list-style-type: none"> • Athletics...9
<ul style="list-style-type: none"> • Opportunities...9 <ul style="list-style-type: none"> ○ Jobs...3 ○ Learning...3 ○ Scholarships...1 ○ Potential...1 	<ul style="list-style-type: none"> • Internal Operations...7 <ul style="list-style-type: none"> ○ Sustainability...3 ○ Satellite Campus...2
<ul style="list-style-type: none"> • Alumni-Foundation...8 <ul style="list-style-type: none"> ○ Legacy...1 ○ MSU Foundation...1 	<ul style="list-style-type: none"> • External Opportunities...7 <ul style="list-style-type: none"> ○ Regional Growth...6 ○ Community Retirees...1
<ul style="list-style-type: none"> • Arts Programs...8 <ul style="list-style-type: none"> ○ Banners Series...4 ○ SFAA...1 	<ul style="list-style-type: none"> • Attitude-Characteristics...4 <ul style="list-style-type: none"> ○ Tradition...3

	<ul style="list-style-type: none"> ○ Personal Touch...1
<ul style="list-style-type: none"> • Services...6 <ul style="list-style-type: none"> ○ Leisure Learning/Cont Ed...4 ○ Career Services...1 	<ul style="list-style-type: none"> • Employee Opportunities...3 <ul style="list-style-type: none"> ○ Compensation...1 ○ Employee Incentives...1 ○ Employee Development...1
	<ul style="list-style-type: none"> • Governance-BOR/State Relations...2 • Governor's Program...1

Weaknesses and Threats

Weakness	Threats
<ul style="list-style-type: none"> • Facilities...146 <ul style="list-style-type: none"> ○ Parking...60 ○ Traffic...4 ○ Classroom...3 ○ Bayou...2 ○ Recycling...1 	<ul style="list-style-type: none"> • Academics...93 <ul style="list-style-type: none"> ○ Program Loss...37 ○ Lowered Standards...18 ○ Increased Class Size...7 ○ Loss of Accreditation...7 ○ Online Education...7 ○ Loss of traditional classroom...5 ○ Lowered Standards-online...4 ○ Loss of Teacher quality...4 ○ Loss of Graduate Programs...2 ○ Loss of Library Resources...1 ○ Misaligned with Workforce...1
<ul style="list-style-type: none"> • Academics...138 <ul style="list-style-type: none"> ○ Enrollment Management/Inst. Research Issues...45 <ul style="list-style-type: none"> ▪ Recruiting...16 ▪ Retention...8 ▪ Advising...4 <ul style="list-style-type: none"> • Advising System...1 ▪ Enrollment...4 ▪ Admission Standards...3 ▪ One-Stop Shop Enrollment...3 ▪ Graduation Rate...2 ▪ Transfer Issues...2 <ul style="list-style-type: none"> • w. Sowela...1 ▪ Self-Study of Student Success...1 ○ Academic Rigor/Demand...12 ○ Graduate Programs...12 ○ Online Programs...12 ○ Scheduling-Class Frequency...12 	<ul style="list-style-type: none"> • Budget-Affordability...91 <ul style="list-style-type: none"> ○ Loss of Funding...59 ○ Rising Tuition/Fees...17 ○ Salary cuts...6 ○ Loss of Financial Opportunity for Students...3 ○ Rising Costs assoc with running an institution...2 ○ Rising Textbook Costs...2 ○ Loss of Library Resources...1 ○ Overspending...1

<ul style="list-style-type: none"> ○ Teaching innovations...12 ○ Research...6 ○ Student Preparedness...6 ○ New Academic Programs...4 ○ Instructional Support Programs...3 ○ Program Review...3 ○ Academic Consistency...2 ○ College of Education...2 ○ Lack of Interdisciplinary Programs...2 ○ Academic Support—tutors...1 ○ Academic Health Programs...1 ○ Limited Degree Offerings...1 ○ Study Abroad...1 	
<ul style="list-style-type: none"> • Student Experience...95 <ul style="list-style-type: none"> ○ Recruiting...16 ○ Dining Services...9 ○ Financial Support...9 ○ Retention...8 ○ Advising...6 <ul style="list-style-type: none"> ▪ Advising Systems...1 ○ Enrollment...4 ○ Student Resources...4 ○ Admission Standards...3 ○ Attendance...3 ○ Career Services...3 ○ One-stop shop Enrollment...3 ○ Student Enthusiasm...3 ○ Housing...3 ○ Graduation Rate...2 ○ Financial Experience...2 ○ Transfer Issues...2 <ul style="list-style-type: none"> ▪ w. Sowela...1 ○ Graduation Event...1 ○ Emph. on International Students...1 ○ Student Health Services...1 ○ Student Paper...1 	<ul style="list-style-type: none"> • Largely External Threats...72 <ul style="list-style-type: none"> ○ Governance-external...32 <ul style="list-style-type: none"> ▪ Absorbed by other inst....17 ○ Competition for Students...26 ○ Hurricanes...4 ○ Declining # of HS graduates...2 ○ Landlocked...2 ○ Rising Costs assoc with running an institution...2 ○ Bad Economy...1 ○ Increased Bureaucracy...1 ○ Job Market...1 ○ Location...1
<ul style="list-style-type: none"> • Image-Branding...85 <ul style="list-style-type: none"> ○ Advertising...23 ○ Reputation...13 ○ Website...11 	<ul style="list-style-type: none"> • Loss of Enrollment...47 <ul style="list-style-type: none"> ○ Declining # of HS graduates...2 ○ Loss of Student Athletes...2
<ul style="list-style-type: none"> • Employee Issues...50 <ul style="list-style-type: none"> ○ Communication...25 ○ Employee Accountability...10 	<ul style="list-style-type: none"> • Attitude...42 <ul style="list-style-type: none"> ○ Complacency...7 ○ RSM—Lack of Focus...8

<ul style="list-style-type: none"> ○ Professional Development...7 ○ Governance...4 ○ Fac/Staff morale...2 ○ Employee Experience...1 ○ Staff Shortages...1 	<ul style="list-style-type: none"> ○ Loss of Personal Touch...5 ○ Loss of Community Interaction...4
<ul style="list-style-type: none"> • Budget/Funding...44 <ul style="list-style-type: none"> ○ Resources...20 ○ Salaries...13 	<ul style="list-style-type: none"> • Personnel Issues...32 <ul style="list-style-type: none"> ○ Attrition...21 ○ Salary cuts...6 ○ Morale...4 ○ Untrained, inexperienced...1
<ul style="list-style-type: none"> • Collaboration with Externals...35 <ul style="list-style-type: none"> ○ Community Interaction...28 ○ Rel. with Sowela...3 	<ul style="list-style-type: none"> • Safety Issues...24
<ul style="list-style-type: none"> • Safety...32 <ul style="list-style-type: none"> ○ Pedestrian...19 ○ Police-mission...5 ○ Emergency Alert...1 	<ul style="list-style-type: none"> • Public Image...19 <ul style="list-style-type: none"> ○ Loss of Identity-Cowboys...1 ○ Loss of McNeese name...1 ○ Loss of Tradition...1 ○ Negative Perceptions...1
<ul style="list-style-type: none"> • Athletics...27 <ul style="list-style-type: none"> ○ Facilities...11 ○ Support...8 ○ Tickets...2 ○ Football...2 ○ Stadium Behavior...1 	<ul style="list-style-type: none"> • Facilities...11 <ul style="list-style-type: none"> ○ Power outages...4 ○ Grounds...2 ○ Maintenance...2 ○ Space issues...2 ○ ADA...1
<ul style="list-style-type: none"> • Alumni-Foundation...25 <ul style="list-style-type: none"> ○ Alumni Relations...13 ○ Endowment...12 	<ul style="list-style-type: none"> • Endowment...9 <ul style="list-style-type: none"> ○ Loss of Financial Opportunity for Students...3 ○ Loss of Restricted Accounts...1
<ul style="list-style-type: none"> • Technology...24 	<ul style="list-style-type: none"> • Governance-Internal...8 <ul style="list-style-type: none"> ○ Privatization...3 ○ Increased Bureaucracy...1 ○ Overspending...1
<ul style="list-style-type: none"> • Faculty...16 <ul style="list-style-type: none"> ○ Office Hours/Participation...5 ○ Incentives for...3 ○ Recruitment of...3 ○ Fac-Staff morale...2 	<ul style="list-style-type: none"> • Student Issues...8 <ul style="list-style-type: none"> ○ Loss of Financial Opportunity for Students...3 ○ Less Prepared Students...2 ○ Rising Textbook Costs...2 ○ Academic culture...1

<ul style="list-style-type: none"> • Campus Culture...12 <ul style="list-style-type: none"> ○ Pride...5 ○ Culture-Diversity <ul style="list-style-type: none"> ▪ Intellectual/Cultural Activity...2 ○ Traditions...2 ○ Climate...1 	<ul style="list-style-type: none"> • Athletics...7 <ul style="list-style-type: none"> ○ Loss of Football Tradition...3 ○ Loss of Athletic Success...2 ○ Loss of Student Athletes...2
<ul style="list-style-type: none"> • Location...12 <ul style="list-style-type: none"> ○ Limited Physical Growth Potential...11 ○ Bound to Region...1 	Technology...4
<ul style="list-style-type: none"> • Role, Scope, Mission...6 <ul style="list-style-type: none"> ○ Institutional Innovation...6 	<ul style="list-style-type: none"> • Diversity...4 <ul style="list-style-type: none"> ○ Lack of...3 ○ Too much...1
<ul style="list-style-type: none"> • Legislative Relations...5 <ul style="list-style-type: none"> ○ Politics...1 	
<ul style="list-style-type: none"> • Competition...2 	
<ul style="list-style-type: none"> • Library...2 	

Direct Comparison by Theme Unaggregated

This table shows the top ten responses as coded by theme at the lowest level of coding. Thus, it represents a somewhat different view from the above charts, which show comments aggregated by the parent node.

	Strengths	Opportunities	Weaknesses	Threats
1	Local draw...42	Grow academic programs...48	Facilities...76	Loss of funding...59
2	Attitude-characteristics...36	Online learning...38	Parking...60	Loss of Enrollment...43
3	Personal touch...29	Advertising-Marketing-Branding...27	Image-Branding...37	Loss of programs...37
4	Faculty-Student interaction...26	Industry Partnerships...20	Community interaction...28	Competition for students...26
5	Faculty...25	Facilities...19	Communication...25	Safety issues...24
6	Affordable...22	Community Partnerships...18	Advertising...24	Personnel attrition...21
7	Community involvement...21	Workforce Preparation...17	Technology...24	Loss of academic standards...18

8	Size (not class size)...20	Recruiting...17	Resources...20	Complacent attitude...17
9	Students...20	Land Acquisition...16	Pedestrian Safety...19	Rising tuition-fees...17
10	Nursing...18	Graduate Programs...16	Recruiting...16	Absorbed by another institution...17
11		Business and Casino Partnerships...16		

*note—Three opportunities tied at 16, so the list goes to eleven.

SWOT Analysis Summary

While more analysis could be done in this area, there is enough information to reasonably conclude the following. McNeese’s greatest strength is its local draw or hold on the five-parish region as it pertains to enrollment. Second to this and perhaps directly related to it are characteristics that appeal to a broad constituency and can be summed up as McNeese’s personal touch, e.g. close student-faculty interaction, and a regional focus in much of what McNeese does.

McNeese’s greatest opportunity lies in growing its academic programs, largely through making these programs available online. While at first this may seem counterintuitive to what appears to be our strength, one might conclude that in fact more online programs would appeal to prospective students in the region who would still prefer to be affiliated with McNeese than with another online provider largely because McNeese is local and therefore a known quantity for employers in the region and students who wish to remain in the region. Perhaps the second greatest opportunity lies directly in line with our strength and that is through forging more partnerships with local/regional businesses, industry, schools, civic and government organizations. These partnerships can be a draw in terms of opportunities for student internships, opportunities to boost enrollment, and so on having, arguably, a net positive effect on our image in the region.

McNeese’s greatest weakness, as perceived by its constituents, is its facilities, and in particular parking, which given recent activity on campus and legislative capital outlay decisions is actually good for McNeese. Short of that, our biggest weakness is in the advertising, image, branding category, which, as noted could be mitigated over time due to partnerships and other programming.

Unsurprisingly, our greatest threat remains budget cuts, which is the gateway to numerous other threats, including loss of students, programs, personnel, academic standards, and so on. One other notable area of threat, not specifically tied to budget is loss of enrollment due to regional and state demographics and, of course, competition from other schools who can perhaps offer more financial incentives making them competitive with McNeese. Given the state climate for higher education, this threat most likely will come from Texas schools that can offer competitive tuition and fees with what McNeese offers. Complicating our financial assistance for students is the need to raise tuition to mitigate budget cuts, thus making it harder for us to compete with ambitious schools across the state line.

Questions 8, 9 (Student Learning, Enrollment-Retention)

Understandably there is considerable overlap in the responses to these questions. Arguably, those responses dealing with Student learning could, in many ways, be taken as responses to the retention question as they share not only the same concerns, as evidence thematically, but at the comment level address the exact same issues.

Top Responses Grouped by Theme (Student Learning)

Question 8—Improve Student Learning		
#	Responses	Frequency
1	Learning Experience	194
2	Faculty Teaching Issues	128
3	Learning Support	66
4	Enrollment Management	37
5	Institutional Management & Outreach	28
6	Academic Program Management	24
7	Advising	19
8	Academic Standards	19
9	Student Services	16
10	Student Financial and Incentives	14
11	Misc	10
12	Facilities	3
13	Website	2

Detailed View of Themes

Question 8—Improve Student Learning	
Thematic Nodes & References	Observations and Discussion
<ul style="list-style-type: none"> • Learning Experience...194 <ul style="list-style-type: none"> ○ Tech-support campus/classroom...39 ○ Professional preparation...24 ○ Hands-on learning...22 ○ Student-Faculty interaction, class size...21 ○ Guest speakers...14 ○ Internships...13 ○ FFND...13 ○ Student Discipline...12 ○ Student engagement...9 ○ Research...6 ○ Learning Communities...5 ○ Interactive learning...4 ○ Service learning...3 ○ Field Experience (improve)...2 	<p>Comments coded to these themes should be understood as things that are necessary to improve student learning (and teaching), e.g. tech-supported classrooms, and or the kinds of experiences that students should be required to engage in, such as oral presentations or group work.</p>

<ul style="list-style-type: none"> ○ Student-centered learning...2 ○ Global awareness...2 ○ Group work (students)...1 ○ Oral presentations...1 ○ Study abroad...1 	
<ul style="list-style-type: none"> • Faculty and Teaching Themes...128 <ul style="list-style-type: none"> ○ Better teachers...46 <ul style="list-style-type: none"> ▪ Evaluation of teaching...10 ○ Faculty professional development...21 ○ Teaching innovation...20 ○ Hire more faculty...9 ○ Survey students—study data...9 ○ Research...6 ○ Faculty Workload...4 ○ General education focus...4 ○ Curriculum design...3 ○ Incentives for teaching excellence...3 ○ Improve collegiality...2 ○ Improve interdepartmental communication...1 	<p>This group includes a variety of issues related to faculty and teaching, including comments that are critical of teachers, supportive of teacher needs (e.g. professional development, workload considerations/hire more), to a broad range of comments that dealing with curriculum, instructional methods, course content and so on.</p> <p>Research refers both to student research projects under faculty direction, and faculty research proper. The same node is coded under the parent theme “Learning Experience.”</p>
<ul style="list-style-type: none"> • Learning Support...66 <ul style="list-style-type: none"> ○ Tutoring...32 ○ Mentoring programs...10 ○ Library...10 ○ Eliminate LiveText...7 ○ Study areas...4 ○ Writing Center...1 ○ MyMathLab...1 ○ Learning Disorders...1 	<p>Tutoring and supplementary instruction (class-specific peer tutoring support) are the most notable suggestions, statistically, in this area.</p>
<ul style="list-style-type: none"> • Institutional Management & Outreach...50 <ul style="list-style-type: none"> ○ Collaborate with K12 & LCTCS...35 <ul style="list-style-type: none"> ▪ College prep programs...21 ▪ Exposed to Degree offerings...1 ○ Alumni Involvement...5 ○ Resource allocation...5 ○ Personal Touch...1 ○ Interactions with Employers...1 ○ Communication with Student/Parents...1 ○ Safety issues...1 ○ Advertise learning...1 	<p>This group includes ways the institution should reach out for collaborators in education, business/industry to the benefit of both incoming students and current and graduating students.</p>
<ul style="list-style-type: none"> • Enrollment management...38 <ul style="list-style-type: none"> ○ Scheduling variety...22 ○ Admissions (exceptions, registration)...6 <ul style="list-style-type: none"> ▪ Better students...1 ○ Withdrawals/Drops...5 ○ Registration limits...2 	<p>This parent theme refers to the concept, not necessarily the unit.</p>

<ul style="list-style-type: none"> ○ At-risk identification...2 ○ Transcript issues...1 	
<ul style="list-style-type: none"> • Academic Program Management...24 <ul style="list-style-type: none"> ○ Online courses-programs...19 ○ New programs...3 ○ Innovation...2 	
<ul style="list-style-type: none"> • Advising...19 <ul style="list-style-type: none"> ○ Orientation...2 ○ Course shopping...1 ○ Course load...1 	
<ul style="list-style-type: none"> • Academic Standards...19 <ul style="list-style-type: none"> ○ Writing-Reading improvement...5 ○ Critical thinking...2 ○ Accreditations...1 	
<ul style="list-style-type: none"> • Student Services...16 <ul style="list-style-type: none"> ○ Career Services...4 ○ Student life...4 ○ Online-ADA...2 ○ ADA...2 ○ Daycare...1 ○ Parking...1 ○ International students...1 ○ Counseling...1 	
<ul style="list-style-type: none"> • Student Financial and Incentives...14 <ul style="list-style-type: none"> ○ Scholarships...9 ○ Recognition of student successes...2 ○ Financial aid counseling...1 ○ Textbook costs...1 ○ Student jobs...1 	
<ul style="list-style-type: none"> • Misc...10 	
<ul style="list-style-type: none"> • Facilities...3 	
<ul style="list-style-type: none"> • Website...2 	

Top Responses Grouped by Theme (Enrollment-Retention)

All responses were coded then divided into one of three parent themes based on the question: Enrollment; Retention; Both-Enrollment/Retention. Care was taken to ensure that even though some comments are coded using the same or similar language, in substance they remain essentially discreet, such that something appearing under the parent node of Enrollment, does not also apply to Retention. While the concepts might overlap, the essences of the comments as solicited from the public in meetings do not. In cases where they might, they are coded thematically and assigned the “Both” category.

Question 9—Increase Enrollment-Retention		
#	Responses	Frequency
1	Enrollment	349

	• Recruiting	119
	• Advertising	95
2	Retention	160
	• Student Support Services	74
	• Academic-Classroom issues	50
3	Both	153
	• Affordability	42
	• Student Experience	41

Detailed View of Themes

Question 9—Increase Enrollment-Retention	
Thematic Nodes & References	Observations and Discussion
<ul style="list-style-type: none"> • Enrollment...349 <ul style="list-style-type: none"> ○ Recruiting...119 <ul style="list-style-type: none"> ▪ High Schools...51 ▪ Target Recruiting 22 ▪ Middle Schools...11 ▪ Non-traditional students...1 ▪ Businesses to recruit...7 ▪ Recruit from Sowela...7 ▪ Use students to recruit...6 ▪ Use Alumni to recruit...3 ▪ Legacy admissions...1 ○ Advertising...95 <ul style="list-style-type: none"> ▪ Website...8 ▪ Parents...4 ▪ Analyze competition...3 ▪ Branding...3 ▪ First Choice...2 ○ Distance Education...35 <ul style="list-style-type: none"> ▪ E-learning...31 ▪ Off-Campus Sites...3 <ul style="list-style-type: none"> • Satellites..2 ▪ Alternative delivery...1 ○ Admissions...27 <ul style="list-style-type: none"> ▪ Admissions Experience...12 ▪ Early admissions...8 ▪ Transfer issues...4 ▪ Orientation...3 ○ Unique Populations...25 <ul style="list-style-type: none"> ▪ Community Involvement...20 ▪ Adult Education...2 ▪ Local Workforce...1 ▪ Veterans programs..1 	<p>On recruiting—recruit in high and middle schools, target specific populations with specific degree offerings, encourage area businesses to recruit students from their employee base, actively recruit from Sowela.</p> <p>On advertising—most comments were simply “advertise.” “First choice” refers to a response to “make McNeese the first choice” among local/area students.</p> <p>Distance education—increasing this is popularly thought to boost enrollment, and in some cases is associated with retention.</p> <p>Admissions—“experience”...making the admissions experience simply and enjoyable.</p> <p>Unique populations—offering programs for (whether degree or other), or in the case of community involvement the thought is to get involved more with the community and students will come.</p> <p>Academic programs—notably more graduate programs to increase enrollment. “Specialize” encourages us to push one program or type of programs over any others.</p>

<ul style="list-style-type: none"> ▪ SPUR...1 ○ Academic Programs...17 <ul style="list-style-type: none"> ▪ Graduate level...7 ▪ Program variety...3 ▪ Specialize...2 ▪ 3-year degree...1 ○ Campus Life...14 <ul style="list-style-type: none"> ▪ Housing...14 ○ Affordability-Cost...12 <ul style="list-style-type: none"> ▪ Out of State Waivers...12 ○ Facilities...6 ○ Enrollment—(don't grow)...1 	
<ul style="list-style-type: none"> • Retention...160 <ul style="list-style-type: none"> ○ Student Support Services...74 <ul style="list-style-type: none"> ▪ Advising-Counseling...21 ▪ Scheduling...16 ▪ Mentoring...10 ▪ Career Testing...10 ▪ Intervention...8 ▪ Tutoring Services...5 ○ Academic-Classroom Issues...50 <ul style="list-style-type: none"> ▪ Academic Rigor...11 ▪ Freshman Foundations...6 ▪ Services Learning...6 ▪ Attendance Policies...5 ▪ Freshman Experience...5 ▪ Hands-on...4 ▪ Drop Fees...3 ▪ Internships...3 ▪ Improve Learning...2 ▪ Curriculum reviews...2 ▪ Test out...1 ▪ Reflective learning...1 ▪ Barrier classes...1 ○ Teaching-Teacher Issues...14 <ul style="list-style-type: none"> ▪ Teaching quality...7 ▪ Teaching improvement...2 ▪ Incentivize teaching...2 ▪ Employee retention...2 ▪ Faculty accountability...1 ○ Monitoring Students...12 <ul style="list-style-type: none"> ▪ Retention plans...5 ▪ Tracking students...3 ▪ Survey students...2 ▪ Exit Interviews...2 ○ Affordability-Cost Issues...10 	<p>“Student Support Services”—corresponds to “Learning Support,” the third highest theme for question 8. These are not exact thematic correspondences because Advising, for example, gets its own node for Question 8, but here is part of another node.</p> <p>Similarly, “Academic-Classroom Issues” corresponds to “Learning Experience,” highest ranking theme for question 8.</p> <p>Teaching-Teacher Issues—corresponds somewhat to “Faculty-Teaching Themes” for question 8, although the frequency is substantially lower here.</p>

<ul style="list-style-type: none"> ▪ Student Jobs...6 ▪ Academic Incentives...3 ▪ Financial/Academic Appeals...1 	
<ul style="list-style-type: none"> • Both Enrollment and Retention...153 <ul style="list-style-type: none"> ○ Affordability-cost...42 <ul style="list-style-type: none"> ▪ Scholarship-Financial support...28 ▪ Cost...11 ▪ Textbook costs...3 ○ Student Experience...41 <ul style="list-style-type: none"> ▪ Traditions...4 ▪ Childcare...4 ▪ Greeks...3 ▪ Shuttle bus...2 ▪ Dining...1 ▪ Student safety...1 ▪ Social networking...1 ○ Enrollment Management Issues...16 <ul style="list-style-type: none"> ▪ Admissions Standards...14 ▪ Credit recovery...1 ▪ Registration...1 ○ Personal Touch...12 <ul style="list-style-type: none"> ▪ Employee training...5 ○ Academic Programs...10 <ul style="list-style-type: none"> ▪ Program-Workforce alignment...3 ▪ COMPASS...3 ▪ Student-faculty interaction...2 ▪ Degree value...1 ▪ Library...1 ○ Collaborations...10 <ul style="list-style-type: none"> ▪ Alumni...7 ▪ Peer Institutions...2 ▪ Business involvement...1 ○ Misc...7 ○ Workforce...7 <ul style="list-style-type: none"> ▪ Program-workforce alignment...3 ▪ Continuing ed...2 ▪ Job Placement...2 ○ Athletics...5 ○ Tech Campus...1 ○ Grants...1 ○ Communication...1 	<p>Comments coded to these themes in some way fit enrollment and retention, or do not clearly fit either group (esp. “Misc”).</p> <p>Workforce is included in “Academic Programs” and pulled out for its own node as the substance of the comments also include institutional endeavors not directly tied to a degree program.</p>

Questions 2 and 3 (Love/Strength) Hedgehog Analysis

For purposes analyzing this question, responses to question 3 on strength were reorganized to more closely mirror the coding for question 2 on love.

Notably, the thing constituents love most about McNeese are attributes of University culture. These same attributes were second among comments that attested to McNeese’s strength. Similarly, constituents noted that McNeese’s impact on the region is the second aspect they love the most, and noted as third among McNeese’s strengths. While academic excellence is fifth in the love question, it does top the strength question. University values are also notable in this analysis, especially if they are taken as part of the University culture, which would be a reasonable association.

Summary View of Love-Strength Codes

LOVE—Thematic Nodes & References	STRENGTH—Thematic Nodes & References
University Culture...219	Academic Excellence...166
Impact on Region...87	University Culture...124
Values...77	Impact on Region...120
Educational Experience...72	Student Experience...55
Academic Excellence...56	Values...49
Student Experience...40	Athletics...18
Athletics...28	Educational Experience...9
Facilities-Ground...7	Symbols...3
Misc-No...4	Misc-No...2
Symbols...3	

Detailed View of Love-Strength Themes

LOVE—Thematic Nodes & References	STRENGTH—Thematic Nodes & References
<ul style="list-style-type: none"> • University Culture...219 <ul style="list-style-type: none"> ○ Size...39 ○ Atmosphere...25 ○ People...20 <ul style="list-style-type: none"> ▪ Colleagues...19 ▪ Administration...9 <ul style="list-style-type: none"> • President...1 ○ Caring Faculty...9 ○ Faculty-Staff...8 ○ Staff...8 ○ Employer...6 ○ Alumni...4 	<ul style="list-style-type: none"> • Academic Excellence...166 <ul style="list-style-type: none"> ○ Faculty...57 <ul style="list-style-type: none"> ▪ Faculty-Student interaction...26 ▪ Teaching...6 ○ Nursing...18 ○ Academic Programs-Quality...14 ○ Engineering...11 ○ Academic program variety...6 ○ PreMed...6 ○ Agriculture...6 ○ Education Programs...6 ○ Mass Comm...4

<ul style="list-style-type: none"> ▪ Alma Mater...1 ○ McNeese Foundation...1 ○ Friendly...18 ○ Opportunity...18 ○ Pride...16 ○ Positive Attitude...15 ○ Family...13 ○ Campus Community...12 ○ Tradition...11 <ul style="list-style-type: none"> ▪ Memories...3 ○ Resilient...2 ○ Fun...7 ○ Potential...4 ○ Home...3 ○ Reputation...3 ○ Volunteerism...2 ○ Wholesome...1 ○ Collaborative...1 ○ Adaptable...1 ○ Everything...1 	<ul style="list-style-type: none"> ○ Engineering Tech...3 ○ College of Business...3 ○ Class Offerings...3 ○ Innovation...3 ○ Theatre Program...2 ○ Graduate Programs...2 ○ Academic Program Standards...2 <ul style="list-style-type: none"> ▪ Accreditation...1 ○ Radiology...1 ○ Biology...1 ○ MFA Program...1 ○ English Program...1 ○ Math Program...1 ○ Music Program...1 ○ Research...1 ○ Online...1 ○
<ul style="list-style-type: none"> • Impact on Region...87 <ul style="list-style-type: none"> ○ Community interaction...22 <ul style="list-style-type: none"> ▪ Support...2 ○ Art-Culture-Theatre...17 <ul style="list-style-type: none"> ▪ Banners...4 ▪ Band...1 ○ Vital to Region...10 ○ Convenient...4 ○ Location...2 	<ul style="list-style-type: none"> • University Culture...124 <ul style="list-style-type: none"> ○ Attitude-characteristics...36 ○ Size...20 ○ People-employees...14 ○ Administration...14 ○ Dedication of Faculty/Staff...11 ○ Alumni-Foundation...8 <ul style="list-style-type: none"> ▪ Legacy...1 ▪ MSU Foundation...1 ○ MSU History...5 ○ Campus Culture...5 ○ Atmosphere...3 ○ Tradition...2 ○ Pride...1 ○ Family...1 ○ Experience...1 ○ Organization...1
<ul style="list-style-type: none"> • Values...77 <ul style="list-style-type: none"> ○ Personal...47 <ul style="list-style-type: none"> ▪ Accessibility of all Employees...13 ▪ Excellence with a Personal Touch...5 ○ Affordable...17 ○ Diversity...10 <ul style="list-style-type: none"> ▪ Wesley Foundation...1 	<ul style="list-style-type: none"> • Impact on Region...120 <ul style="list-style-type: none"> ○ Community Involvement...54 <ul style="list-style-type: none"> ▪ Rel. with Industry...10 ▪ Economic Impact...8 ▪ Community...8 ▪ Rel. with Business...3 ▪ Community—K12...1 ▪ Partnerships...1 ▪ Rel. with Sowela...1

<ul style="list-style-type: none"> ○ Integrity...3 	<ul style="list-style-type: none"> ▪ Legislative Delegation...1 ○ Regional Focus...52 <ul style="list-style-type: none"> ▪ Local draw...42 ▪ Accessible...5 ▪ Commuter...3 ○ Arts Programs...8 <ul style="list-style-type: none"> ▪ Banners...4 <ul style="list-style-type: none"> • SFAA...1 ○ Services...6 <ul style="list-style-type: none"> ▪ LL/Continuing Ed...4 ▪ Career Services...1
<ul style="list-style-type: none"> • Educational Experience...72 <ul style="list-style-type: none"> ○ Student-Faculty Interaction...42 ○ Class Size...26 ○ Undergraduate Research...2 ○ Learning Centered...1 ○ Hands-on...1 	<ul style="list-style-type: none"> • Students and Student Experience...55 <ul style="list-style-type: none"> ○ Opportunities...20 <ul style="list-style-type: none"> ▪ Learning...3 ▪ Job...3 ▪ Scholarships...1 ▪ Potential...1 ▪ Opportunities...1 ○ Services...5 ○ Student Life...4 ○ International Community...3 ○ Self-assessed fees...2 ○ Non-traditional Students...2 ○ Enrollment...2 ○ Career Services...2 <ul style="list-style-type: none"> ▪ Job Placement...1 ○ Student-Community Rel...1 ○ Progression...1 ○ Debate team...1 ○ Graduation rate...1
<ul style="list-style-type: none"> • Academic Excellence...56 <ul style="list-style-type: none"> ○ Quality of Education...19 ○ Teaching Excellence...4 ○ Faculty Experiences...4 <ul style="list-style-type: none"> ▪ Teaching Opportunity...3 ▪ Faculty Research...1 ○ Mass Comm Dept...3 ○ Education programs...3 ○ Faculty...3 ○ Business programs...3 ○ Nursing...2 ○ Music dept...2 ○ Leisure Learning...2 ○ Social Sciences...1 ○ PreMed...1 ○ EASE Program...1 	<ul style="list-style-type: none"> • Values...49 <ul style="list-style-type: none"> ○ Affordable...22 ○ Personal Touch...19 ○ Fiscal responsibility...8

<ul style="list-style-type: none"> ○ Engineering Programs...1 ○ Library...1 	
<ul style="list-style-type: none"> • Student Experience...40 <ul style="list-style-type: none"> ○ Student Life...11 <ul style="list-style-type: none"> ▪ Greeks...4 ▪ RecComplex...2 ○ Student Support...7 <ul style="list-style-type: none"> ▪ Scholarships...2 ▪ Counseling Center...1 ▪ Infirmary...1 ▪ Writing Center...1 	<ul style="list-style-type: none"> • Athletics...18 <ul style="list-style-type: none"> ○ Football...4
<ul style="list-style-type: none"> • Athletics...28 <ul style="list-style-type: none"> ○ Football...12 	<ul style="list-style-type: none"> • Educational Experience...9 <ul style="list-style-type: none"> ○ Class size...9
<ul style="list-style-type: none"> • Facilities-Grounds...7 <ul style="list-style-type: none"> ○ Grounds...4 ○ Aesthetic...2 ○ Oak Trees...1 	<ul style="list-style-type: none"> • Symbol...3 <ul style="list-style-type: none"> ○ Name...3
<ul style="list-style-type: none"> • Misc-No...4 <ul style="list-style-type: none"> ○ Police...1 	<ul style="list-style-type: none"> • Misc-No...2
<ul style="list-style-type: none"> • Symbols...3 <ul style="list-style-type: none"> ○ Name...1 ○ Jolie Blon...1 ○ Blue and Gold...1 	