



**Southeastern Louisiana University
University of Louisiana System**

**GRAD Act Annual Report
FY 2013-2014 (Year 4)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2014**

**and to the
Louisiana Board of Regents,
May 1, 2014**

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1. STUDENT SUCCESS (3-5 pages)

NOTE: Data-based evaluations are embedded within the following sub-sections.

• **Student success policies/programs/initiatives implemented/continued during the reporting year.**

First-time, Full-time Degree-seeking Students Retained to Fall Semester

- Prior to the start of the Fall 2013 semester, preliminary enrollment data suggested we might not meet our 1st-to-2nd year retention rate target. Thus, we began taking additional steps to improve retention rates before the final data became available in Fall 2013. Non-returning student surveys suggested multiple factors might have affected student retention. Thus, in addition to continuing efforts described in prior reports and in the sub-sections below, efforts are being made to determine the most effective set of core strategies for addressing the problem.
 - o July 2013: [Retention and Progression Task Force](#) appointed to identify 3-5 core strategies for immediate implementation
 - o October 2013: [Noel-Levitz Retention Opportunities Analysis](#) and consultation; Based on recommendations from Task Force and Noel-Levitz consultant, provided mid-term grade reports to freshmen with grades of D, F, and U in 100-level courses (in the past, this was limited to Freshman success course, math, and English); implemented [College retention plans](#) for reaching out to students with D, F, U grades in 100-level courses:
 - o Spring 2014: Mid-term grades provided to students with D, F, or U grades in all 100-level courses and in 200-level courses with high rate of D/F/U grades, with the exception of lab/studio courses; created a new academic standing called “Academic Warning” (to inform students with a semester GPA of 2.0 – 2.4 they are in danger of going on Probation); created new process by which students with an Academic Warning and those on Probation are notified of standing; provided faculty with a University Academic/Career Resources information sheet to aid with outreach to students in academic danger; contracted [additional Noel-Levitz consultations](#) for April, May, and June to focus on Advising, changes to Freshmen Success course, Retention Data Collection and Use, and Orientation
 - o Throughout 2013-2014, various meetings and Campus Updates from the University President regarding the importance of retention-related efforts and plans: [October 28, 2013 Campus Update](#); [December 16, 2013 Campus Update](#); [March 6, 2014 Campus Update](#)

Modifications of Existing University-Wide Student Success Policies/Programs/Initiatives

- **Criteria for Admission Standards Exceptions.** Prior to 2011-12 and in accordance with the 2006 “Master Plan Issues” document, Southeastern allowed up to 10% of its entering class to be admitted as exceptions. In 2011-12, as per BOR policy, that was changed to a maximum of 8%. That policy has been continued in 2013-14.

Students are admitted as exceptions based on pre-determined criteria ([2009-10 criteria](#); [2010-11 & 2011-12 criteria](#)) Southeastern increased its pre-determined criteria standards for Fall 2010 admissions and maintained those standards through 2011-12 admissions. Students who meet neither regular admission criteria nor the exception criteria may appeal admission denial through the Alternative Criteria Appeals Committee.

To achieve the change to a maximum of 8% exceptions, Southeastern again raised the standards of its pre-determined exceptions criteria for students applying for admission in Fall 2012 ([2012-13](#)). The predetermined exceptions criteria for both Louisiana and out-of-state high students include higher grade point average requirements. In Fall 2013 ([2013-14](#)), Southeastern added another tier for out-of-state students.
- **Criteria for Southeastern Academic Scholarships.** For the second consecutive year, in Fall 2013, Southeastern partnered with Noel-Levitz for an extensive review of its institutional scholarships as they relate to student access and retention: (a) the beginning freshmen Southeastern Honor Scholarship, (b) the Senator Ben Nevers Transfer Scholarship, and (c) the Progression Scholarship. A primary goal of the review was to consider the academic mix of an incoming class to identify areas where financial aid might contribute to student retention. As a result of

the Noel-Levitz research and recommendations, Southeastern has revised its scholarship packages, beginning with students entering in Summer 2014. Southeastern will continue its partnership with Noel-Levitz through Fall 2014 to monitor the effects of the changes. In Spring 2014, Best Colleges.com named Southeastern as one of the top [50 Best Colleges for Financial Aid](#).

- **General Education Requirements.** In keeping with changes to General Education requirements made by the Board of Regents (date) and the Board of Supervisors of the University of Louisiana System (date), Southeastern made the following modifications its General Education requirements to better meet the needs of students across all disciplines and to thus positively impact retention and progression:
 - o Changed 6-hour mathematics requirement, with at least 3 hours of college algebra, to Mathematics/Analytical Reasoning requirement of 6 units, with at least 3 units of mathematics
 - o Changed 6-hour Social/Behavioral Science requirement with at least 3 hours at the 200-level to simply 6 hours of social/behavioral sciences

Continuing University-Wide Student Success Policies/Programs/Initiatives (examples, not all-inclusive)

- **Beginning Freshmen Admission Standards.** For 2013-14, Southeastern continued to apply the admission standards for beginning freshmen initially implemented for Fall 2012 admission. These standards are consistent with the Louisiana Board of Regents beginning freshmen admission requirements for regional public institutions. In 2013-14, Southeastern identified beginning freshmen admission standards as an area to review further for its impact on student success.
 - o **Performance of Entering Freshmen Admitted via Regular Admission Standards Implemented in Fall 2012 vs. Prior.** An [analysis](#) of various success indicators suggests a smaller percentage of entering freshmen admitted using the Fall 2012 admission standards were retained in their second year relative to freshmen in Fall 2011. Although the end-of-year GPA for students in Fall 2012 was similar to Fall 2011 students, the percentage of students with less than a 2.0 GPA was higher. The data supports the 2013-14 decision to review beginning freshmen admission standards for its impact on student success.
- **Transfer Admission Standards.** For 2013-14, Southeastern continued to apply the admission standards for transfer students initially implemented for Fall 2012 admission. These standards are consistent with the Louisiana Board of Regents transfer student admission requirements for regional public institutions. In 2013-14, Southeastern identified transfer admission standards as an area to review further for its impact on student success.
- **Freshman Success Course (SE 101).** Southeastern continues to require entering students with fewer than 30 credit hours to enroll in its freshman success course, which focuses on topics such as academic advising, student responsibilities, meta-cognitive learning strategies, developing degree/career goals, personal responsibility and self-management.
 - o **Primary Goals of Freshman Success Course.** Southeastern's most recent [Freshman Success Course analysis](#) of expected student learning outcomes was conducted using data from Fall 2012 and Fall 2013. The analysis shows Southeastern's freshmen are able to:
 - Explicate the student's role and responsibility in academic advising vs. the advisor's role and responsibility
 - Complete a four-to-six year academic plan, including an academic timeline and proposed graduation date
 - Demonstrate knowledge of effective study behaviors (e.g., note-taking skills, critical reading, test prep, retrieval strategies)
 - Demonstrate realistic expectations of the time and effort required to make successful academic progress
- **Continual Contact between Freshmen and Center for Student Excellence (CSE) Advisors in Student's First Semester (e-mail and a minimum of 2 face-to-face meetings).** This contact involves reviewing (a) an integral assignment for the Freshman Success course and (b) career and academic plans, study skills, or other student concerns, including course scheduling.

- **Intervention:** Students with (a) undefined career goals, (b) low confidence in choice of major, (c) low commitment to college, (d) inability to forecast grades and calculate GPA, and/or (e) poor time management or study plans/skills are given appropriate assignments, assessments, referrals (depending on the identified impediment) and follow-up meetings are scheduled to monitor progress.
- Students complete point-of-service surveys, rating the interactions with their advisor and helpfulness of the information provided for resolving immediate concerns. In [Spring, Summer, and Fall 2011, 2012, and 2013](#), freshmen generally rated the services as excellent.
- **Continual Contact between Freshmen and CSE Advisors in Student's Second Semester.** The process described in the prior bullet concerning the freshman students' first semester is repeated. In addition students who are on probation are targeted in collaboration with their academic department. Advisors send e-mail messages and phone those students to arrange a meeting with their CSE advisor and/or departmental Undergraduate Coordinator. Those who agree to the meeting are referred as appropriate to tutoring services; academic, career, or personal counseling services; the I-Roar program (a psycho-educational support program); academic workshops; academic accountability groups; and/or develop an individual "Probation Recovery Plan."

Continuing Individual Department/College/Division Progression and Graduation Initiatives (just a sampling)

- **Board of Regents Developmental Education Pilot Study.** Southeastern's Mathematics Department participated in 2012-13 and 2013-14, combining developmental math education with college algebra in a single course format. Data analyses conducted thus far and presented in the January 2014 [Developmental Education Pilot Report](#) submitted to the BoR hold promise: 61% of developmental math students in the pilot project passed College Algebra and were able to progress to their next math courses, saving them a semester of math preparation. Typically, fewer than 50% pass the regular developmental math course. The Developmental Education Pilot Report includes the results of additional data analyses.
- **Modification of Nursing BS Program Progression Policy.** Cumulative GPA was found to be statistically significant predictor of student success in Nursing course work. Prior policy required a 3.0 or higher GPA in degree prerequisite courses to progress to 200-level nursing courses; modified policy requires cumulative GPA of 3.0 or higher.
- **More Flexible Natural Science General Education Requirements for Communication BA Program.** Prior General Education Natural Science options for Communication majors specified lower level science courses for non-majors, causing a problem for former science majors changing their major to Communication. New requirements simply mirror BoR requirements for this General Education category.
- **Curricular Progression Policies Implemented in 2011-12 and Continued through 2012-13.** Based on analyses indicating that students who do not complete certain key courses in a timely manner are not likely to progress and graduate in a particular major, curricular progression policies were implemented in the following programs. Students with exceptional circumstances may appeal to the appropriate department head for an alternative plan. Students who do not meet the tenets of the policies or an approved alternative plan are not allowed to continue in the major and are advised regarding alternative majors that better suit their strengths and interests.
 - [Chemistry BS Program Curricular Progression Policy](#); [Computer Science BS Program Curricular Progression Policy](#); [Mathematics BS Curricular Progression Policy](#); [Physics BS Program Curricular Progression Policy](#)
- **Southeastern Writing Center.** The Writing Center provides writing tutoring/feedback to university students requesting such.
- **College of Business Academic Success Program (ASP) and Probation Workshop Program (PWP).** The ASP and PWP programs identify, advise, and track the performance of at-risk Business students. Targeting students who have been readmitted after academic suspension, the ASP includes one-on-one academic advising to identify circumstances that led to suspension and the development of a written

plan for improving academic performance. The student and program advisor sign a contract outlining actions the student will take to achieve academic success. As an extension of the ASP, the PWP addresses academic deficiencies and challenges early in a business student's academic career. This preventative effort is designed to help students on academic probation avoid suspension.

- **Project PULL, Multicultural/International Student Affairs.** Project Promoting Unity through Leadership & Learning is an academic and leadership development program. The program consists of weekly workshops that are designed to help ease the college transition for freshmen of color by providing study sessions, mentoring, leadership training, service opportunities, and fun activities. As of 2012-13, the Fall 2008 Project PULL participants had a 5-year graduation rate of approximately 61% (11 of the 28 Fall 2008 members have graduated). The attached [tables](#) show retention and progression rates to-date for the Fall 2008 through Fall 2012 PULL participants.

• **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**

- **Freshman Cohort Tracking.** For each cohort student, Southeastern assigns a data element named 'cohort year' in the student administration system. This is used for tracking and reporting progress of students in the cohort.

Through its **Academic Degree Audit System**, initially implemented in Summer 2005, Southeastern continues to provide students and academic departments with an online advising and planning tool indicating the degree requirements the student has and has not met.

With its **Student Progress Summary** page, originally implemented in Spring 2011, Southeastern continues to provide within its student information system (PeopleSoft) a quick reference on student degree progress. The Student Progress Summary page provides students and authorized academic personnel with information such as the percent of degree completed, hours earned toward degree, cohort year, and expected graduation term. The page is updated at least once a semester, typically after semester grades have been submitted.

Southeastern continues to use its **Registration Tracking System**, initially implemented in Fall 2005, to provide authorized academic personnel with information for monitoring undergraduate and graduate student advising and registration activities. Authorized personnel use this information to contact students who are not being advised or who have not registered in a timely manner. The report is updated weekly, beginning a few weeks before priority registration until registration is closed. Within the Registration Tracking System, deans and departments have access to detail reports that include the student's cohort year, major, and personal contact information.

At the end of each semester, deans are provided a **Student Degree Completion Report** indicating the percentage of degree completion for each student majoring in the degree programs offered within their college. The reports include the cohort year and are helpful in monitoring students' time to completion. Based on the information in the report, students may be contacted for academic advising.

As indicated in the first subsection of this narrative, upon the recommendation of the Retention and Progression Task Force and a review of data for undergraduate ["bottle-neck" courses](#) (i.e., courses with high rates of D, F, U, W grades), the number of courses required for **mid-term grade** input was increased. Prior to Fall 2013, mid-term grades were required of specific English, Math, and freshmen seminar classes. In Fall 2013, all 100-level courses required mid-term grade input. This was expanded in Spring 2014 to include several 200-hundred level courses as well. Students with D/F/U grades received a letter and email from their dean directing them to consult with their course instructor(s) for help with course-specific challenges and for guidance to relevant resources such as the Southeastern Writing Center, tutoring labs, etc. In addition, the Center for Student Excellence and academic Department Heads were notified to ensure student advisor follow up.

After the week of priority registration, Enrollment Services staff conduct a **registration call campaign** to contact cohort students who have not registered for the next semester (fall or spring). This campaign encourages students to register for the next semester and helps troubleshoot challenges students may be facing. The campaign usually continues off-and-on until the week before final adjustments to

schedules can be made. Enrollment Services focuses on students targeted in the 1st to 2nd year and 1st to 3rd year retention targets. This campaign is in addition to student contact made by academic areas.

Cohort students are included in **communications regarding the Progression Scholarship**. This scholarship promotes the completion of a baccalaureate degree in four-years. Students receive the first letter in their first semester and continue to get reminder letters as long as it is feasible for the student to receive the scholarship. Letters are mailed before Priority Registration for the next semester (fall and spring).

Cohort students are included in **mass communications reminding eligible students of registration** (postcards, emails, phone calls).

• **Development/use of external feedback reports during the reporting year.**

- **General High School Feedback Reports.** Southeastern holds an annual workshop for high school counselors and provides the counselors with a [feedback report](#) for their school. The report includes but is not limited to preparation, performance, and retention data from their former students who enrolled in Southeastern the prior Fall as well as information about the majors their former students have chosen.
- **Dual Enrollment Feedback Reports.**
 - **Dual Enrollment Expansion.** Southeastern's Dual Enrollment Program is designed to enable eligible high school students to earn college course credit and to help high school teachers better prepare students for the expectations and rigors of college and university work. Southeastern faculty create and grade all course work used for determining the grade for the college course, and Southeastern textbooks are used for instruction. High school teachers deliver the course and Southeastern faculty provide regular feedback regarding student performance to the students and high school teachers. Participating high school teachers are required to attend a 2-3 day course-specific workshop led by Southeastern faculty and have continual face-to-face meetings and electronic contact with Southeastern faculty throughout the semester. Program enrollment has grown steadily since the 2011-12 expansion – 2011-12: 31 courses, 3,300 students, 34 public and 4 non-public high schools; 2012-13: 31 courses, 4,384 students, 41 public and 9 non-public high schools; 2013-14: 24 courses, 4,356 students, 40 public and 14 non-public high schools.
 - **Dual Enrollment Overall Student Performance Reports.** At the end of Spring 2013 and Fall 2013, Southeastern sent to each Principal and Dual Enrollment coordinator of each high school an overall student performance report including the percent of Dual Enrollment students at the school who earned grades of A, B, C, D, F, and W. Anonymous versions of the data in those reports are linked: Composite Spring 2013 Grade Report, Composite Fall 2013 Grade Report.
 - Southeastern faculty also provide feedback to individual students:
 - Sample English 101 feedback: [1](#), [2](#), [3](#), [4](#), [5](#)
 - [Sample Math 162 assignment results](#)
 - [Sample Math 162 student assignments due](#)
 - [Sample Math 162 overall student score](#)

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.1 Retention of first-time, full-time, degree-seeking students, 1st to 2nd Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	2,618	2,513	2,418	2,294	2,288		
# Retained to 2 nd Fall semester	1,766	1,683	1,658	1,524	1,443		
Rate	67.5%	67.0%	68.6%	66.4%	63.1%		
Target		67.0% (65.0%-69.0%)	67.8% (65.8%-69.8%)	68.5% (66.5%-70.5%)	69.0% (67.0%-71.0%)	69.5% (67.5%-71.5%)	71.0% (69.0%-73.0%)
Actual Fall 07 to Fall 08				64.0%			
Actual Fall 08 to Fall 09				67.5%	67.5%		
Actual Fall 09 to Fall 10				67.0%	67.0%		
Actual Fall 10 to Fall 11					68.6%		
Avg of Prior Three Years				66.2%	67.7%		
Actual Fall 10 to Fall 11				68.6%			
Actual Fall 11 to Fall 12				66.4%	66.4%		
Actual Fall 12 to Fall 13					63.1%		
Avg of Most Recent Two Yrs				67.5%	64.8%		
Target Met?		YES	YES	YES	NO		

Note: In Fall 2012, Southeastern had one (1) allowable exclusion as defined by IPEDS. If this is taken into account, the total cohort number would be 2,287 and the retention rate is 63.1%.

1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	2,526	2,618	2,512	2,418	2,294		
# Retained to 3rd Fall semester	1,293	1,397	1,318	1,354	1,243		
Rate	51.2%	53.4%	52.5%	56.0%	54.2%		
Target		52.4% (50.4%-54.4%)	52.8% (50.8%-54.8%)	53.6% (51.6%-55.6%)	54.3% (52.3%-56.3%)	54.8% (52.8%-56.8%)	55.8% (53.8%-57.8%)
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

Note: In Fall 2011, Southeastern had one (1) allowable exclusion as defined by IPEDS. In addition, 2 students graduated prior to Fall 2013 and should be considered a success. If both these are taken into account, the total cohort number is 2,293, with 1,245 students retained/successful for a retention/success rate of 54.3%.

1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	2,382	2,539	2,137	2,228	2,665		
# Graduated within 150% of time	679	779	714	744	914		
Rate	28.5%	30.7%	33.4%	33.4%	34.3%		
Target		30.5% (28.5%-32.5%)	32.5% (30.5%-34.5%)	32.25% (30.0%-34.0%)	34.0% (32.0%-36.0%)	37.0% (35.0%-39.0%)	39.5% (37.5%-41.5%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

1.a.vi. Academic Productivity: Award Productivity (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	12,043	12,414	12,464	12,107	11,776		
Expected # of Awards*	3,011	3,104	3,116	3,027	2,944		
# Awards	1,947	2,030	2,105	2,028	2,037		
Ratio of Awards/ FTE	.1617	.1635	.1689	.1675	.1730		
Award Productivity*	64.7%	65.4%	67.6%	67.0%	69.2%		
Target		65.4% (63.4%-67.4%)	68.0% (66.0%-70.0%)	68.8% (66.8%-70.8%)	69.6% (67.6%-71.6%)	70.4% (68.4%-72.4%)	71.6% (69.6%-73.6%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.

1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Freshmen Admitted (Summer)	144	235	161	172	129		
# Admitted by Exception	25	22	5	13	11		
Rate	17.4%	9.4%	3.1%	7.0%	8.5%		
# in Freshmen Admitted (Fall)	2,603	2,375	2,316	2,333	2,454		
# Admitted by Exception	236	109	134	146	152		
Rate	9.1%	4.6%	5.8%	6.3%	6.2%		
# in Freshmen Admitted (Spring)	153	113	117	133	163		
# Admitted by Exception	12	10	9	7	13		
Rate	7.8%	8.8%	7.7%	5.3%	8.0%		
# in Freshmen Admitted (Total)	2,900	2,723	2,460	2,638	2,746		
# Admitted by Exception	273	141	148	166	176		
Rate	9.4%	5.2%	6.0%	6.3%	6.4%		

Note: Fall data does not include those admitted in the summer and continuing in the Fall.

b. Increase the percentage of program completers at all levels each year.

1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1,872	1,947	1,919	1,948	1,954		
% Change		4.0%	2.5%	4.1%	4.3%		
Target		4.0%	6.8% (1,999)	8.2% (2,026)	9.5% (2,050)	10.8% (2,074)	11.0% (2,078)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Post-Baccalaureate	N/A	0	0	0	0		
% Change		N/A	N/A	0%	0%		
Target		N/A	N/A	1700% (17)	2000% (20)	2300% (23)	2600% (26)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Undergraduate Completers	1,872	1,947	1,919	1,948	1,954		
% Change		4.0%	2.5%	4.1%	4.3%		
Target		4.0%	6.8% (1,999) (4.8% - 8.8%)	9.1% (2,043) (7.1% - 11.1%)	10.6% (2,070)	12.0% (2,097)	12.4% (2,104)
Actual AY 06-07			1,728				
Actual AY 07-08			1,752	1,752			
Actual AY 08-09			1,872	1,872	1,872		
Actual AY 09-10				1,947	1,947		
Actual AY 10-11					1,919		
Avg of Prior Three Years			1,849	1,857	1,912		
Actual AY 09-10			1,947				
Actual AY 10-11			1,919	1,919			
Actual AY 11-12				1,948	1,948		
Actual AY 12-13					1,954		
Avg of Most Recent Two Yrs			1,933	1,934	1,951		
Target Met?		YES	YES	YES	YES		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	351	337	434	371	416		
% Change		-4.0%	23.6%	8.0%	18.5%		
Target		-4.0%	-6.0% (330)	-7.4% (325)	-8.8% (320)	-10.3% (315)	-11.7% (310)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Doctoral	3	2	10	16	12		
% Change		-33.3%	233.3%	433.3%	300.0%		
Target		-33.3%	0.0% (3)	66.7% (5)	100.0% (6)	133.4% (7)	166.7% (8)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Graduate Completers	354	339	444	387	428		
% Change		-4.2%	25.4%	8.5%	20.9%		
Target		-4.2%	-5.9% (333) (-3.9% - -7.9%)	-6.8% (330) (-8.8% - -4.8%)	-7.9% (326)	-9.0% (322)	-10.2% (318)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	2,226	2,286	2,363	2,335	2,382		
% Change from baseline		2.7%	6.2%	4.9%	7.0%		

1.c.i. Number of high school students enrolled at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	17	15	25	32	28		
Fall	935	693	1,042	1,517	1,919		
Spring	657	907	1,104	541	2,543		
TOTAL	1,609	1,615	2,171	2,090	4,490		

1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	79	68	121	140	130		
Fall	3,254	2,474	2,907	5,749	7,405		
Spring	2,168	3,126	3,138	1,761	10,635		
TOTAL	5,501	5,668	6,163	7,638	18,170		

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	79	65	118	140	124		
Fall	3,102	2,147	2,857	5,280	6,898		
Spring	2,065	2,927	3,075	1,524	9,901		
TOTAL	5,246	5,139	6,050	6,932	16,923		

1.d.i. Passages rates on licensure exams (Tracked)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	Baseline Passage Rate	Most Recent Year	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training*	Board of Certification Exam (BOC)	Board of Certification (BOC)	63.6%	2012-2013	12	9	75.0%
Nursing (APRN) (include all specializations)**	American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing	N/A	Calendar Year 2013	26	26	100.0%
Nursing (Adult Nurse Practitioner)***	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	100%	Calendar Year 2012	3	3	100.0%
Nursing (Adult Psychiatric and Mental Health Nurse Practitioner)***	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	N/A	Calendar Year 2012	N/A	N/A	N/A
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	87.2%	2012-2013	148	130	87.8%

*Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be two years later than what was reported as baseline in Year 1 of GRAD act

**Calculated Passage Rate = # students who met standards for passage/# students who took exam

Note: The Board of Regents approved the termination of Southeastern's Radiologic Sciences program in January 2014. Prior to the termination, there were no graduates in the program.

*The standard BOC report for Athletic Training only provides passage data on First Time Candidates. The numbers provided do not include repeat test takers.

** The AANP exam was not reported in the baseline year because it was self-report and incomplete data.

*** ANCC requires a minimum number of test takers per program to report the results to the institution. In 2011 Southeastern did not meet the minimum.

1.d.i.b. Passage rate on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	10-11	11-12	12-13	13-14
Number of students who took exams	216	232		
Number of students who met standards for passage	216	232		
Calculated Passage rate	100.0%	100.0%		
Target	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Avg of Prior Three Years				
Actual 09-10				
Actual 10-11				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES		

2. ARTICULATION AND TRANSFER (2-3 pages)

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

- **Transfer Admission Standards.** For 2013-14, Southeastern continued to apply the admission standards for transfer students initially implemented for Fall 2012 admission. These standards are consistent with the Louisiana Board of Regents transfer student admission requirements for regional public institutions. In 2013-14, Southeastern identified transfer admission standards as an area to review further for its impact on student success.
- **Transfer Counselor Workshop.** For the second consecutive year, in Spring 2014, Southeastern hosted a workshop and luncheon for two-year institution administrators and academic counselors. Participants were guided in discussions regarding the Louisiana Transfer Degree programs, the statewide articulation matrix, and other transfer related topics. Evaluation feedback indicated a positive response from the participants and requests for continuing, expanded events in the future.
- **Transfer Student Orientation Program.** The [Transfer Student Orientation Program](#) was revised in Summer 2013 to provide an experience more relevant to the transfer student's needs. Sessions were included to cover topics such as how to read a transfer credit summary, what the university transfer equivalency policies are and the importance of establishing degree plans early in the academic career. Students were also provided with their individual transfer credit reports prior to the orientation advising sessions. This ultimately gave both the student and their advisor the most up-to date information leading to a more accurate and productive advising experience.
- **Connect to Success program with Northshore Technical Community College (NTCC).** In 2013-14, Southeastern and Northshore Technical Community College continued with its expanded [partnership](#), which was initially implemented in Spring 2011, to include an broader range of general education courses that students could use to satisfy the 18 hours of coursework required for transfer to a four-year institution. Additionally, Southeastern continued to assist NTCC with faculty selection and curriculum design as they seek SACSCOC accreditation.

Southeastern continued to provide NTCC with classroom facilities and pedagogical equipment (computers, projectors, etc.) as well as office space for an NTCC advisor and for NTCC faculty. NTCC hired 7 full-time instructors for English, history, math, and music and continue to use qualified Southeastern faculty as part-time faculty, as necessary, which ensures comparability with Southeastern courses. NTCC now has the capacity to offer twenty general education courses, one introduction to business course, one computer science course and two developmental courses. During Fall 2013, NTCC expanded its course offerings at the St. Tammany Center in Covington to three general education courses and one developmental course and during spring 2014, the offerings were further increased to eleven general education courses and 5 developmental courses.

NTCC students enrolled in the NTCC classes conducted on Southeastern's campus in 2013-14 have access to Southeastern student support facilities (library, computer labs, textbook rental, etc.) and campus amenities (student union, food services, shuttle service, Counseling center, Health center, etc.). Additionally, NTCC students have the option to purchase tickets to Southeastern sporting events and join the Pennington Student Activity Center at a reduced rate.

Southeastern and NTCC also developed an [addendum to the Connect to Success program](#) whereby students NOT admitted to Southeastern's BS in Nursing program could enroll in an accelerated LPN program through NTCC. Physical space at Southeastern is utilized for the program with NTCC providing funds for equipment and salaries. This program will allow highly qualified nursing applicants the ability to become an LPN within a year and then be eligible to be placed into the clinical portion of the RN program at Southeastern. This

agreement allows both institutions to receive acknowledgement for granting a credential to the student. With the implementation in Spring 2014, seven students have enrolled.

- **Transfer Student Web Page.** As a proactive means designed to minimize challenges transfer students might encounter, Southeastern continues to update and maintain its [Transfer Students web page](#), which includes information such as transfer admission standards, the Louisiana Transfer Associate Degree programs, and advising templates associated with programs at community colleges throughout the state. During the 2013-2014 academic year, Southeastern accepted seven Louisiana Transfer degree students in the Fall and two in Spring. All nine students are currently enrolled and seeking a baccalaureate degree.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

- **Partnership with Northshore Technical Community College.** The number of students enrolled under the partnership agreement between Southeastern and Northshore Technical Community College has continued to increase since its inception:

<u>Semester</u>	<u>Number of Students</u>
Spring 2011	12
Summer 2011	34
Fall 2011	103
Spring 2012	135
Summer 2012	54
Fall 2012	151
Spring 2013	126
Summer 2013	45
Fall 2013	200
Spring 2014	198

Once students enrolled under the partnerships agreement transfer to Southeastern, we will monitor their performance. In the 2013-14 academic year, 34 NTCC students transferred to Southeastern through the partnership.

- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

- **Transfer students are tracked** in the same way cohort freshmen students are. See narrative for Student Success section. The only differences are
 - Southeastern assigns a data element named ‘transfer standing term’ in the student administration system to capture when the student transferred to Southeastern. These data can be used for tracking and reporting progress of transfer students.
 - Queries are available to academic colleges to identify new transfer students for timely review of the student’s transfer record.
- **Review of Southeastern Admission’s Staff Responsibilities and Supervision.** In an effort to more efficiently address the needs of transfer students, in 2012-13 the Office of Admissions reviewed its processing structure for transfer counseling and admissions. As a result of the review, changes were made in staff responsibilities and line of supervision. The Office of Admissions has reduced the time to produce official evaluations of transfer credit by several days and has increased time available to consult with and monitor the progress of students intending to transfer to Southeastern. In 2013-14, Southeastern continued these efforts to monitor timely responses to transfer student inquiries, challenges with transfer transcript evaluation, and questions frequently asked by transfer students.

- **Development/use of agreements/external feedback reports during the reporting year.**

What articulation agreements were in effect in AY 11-12? Any articulation agreements newly developed or expanded? How many students took advantage of articulation agreements?

- **Previously Established Dual Admission Partnerships with Community Colleges for Students Who Do Not Qualify for Admission to Southeastern.** Southeastern has a history of working with community colleges to help students who do not qualify for admission to the university to attain access to post-secondary education and work toward admission to the university. Our dual admission partnerships allow applicants who are not eligible for immediate admission to Southeastern to be seamlessly admitted to either River Parishes Community College or Delgado Community College and pre-admitted into Southeastern upon attaining eligibility as a transfer student. The [partnership with River Parishes Community College](#) and the [partnership with Delgado](#) have been in effect since 2005.
- **Referral Agreement Process.** Once an admission application is processed and it is determined the applicant does not meet Southeastern's admission criteria, the applicants are mailed a letter inviting them to come to campus to meet with one of our Admissions Counselors. Counselors are trained in providing multiple options that can assist these students in beginning their post-secondary education, with the hope of ultimately providing a pathway for their future enrollment at Southeastern.

The first option provided to these students is enrollment through Northshore Technical Community College (NTCC). During the 2013-14 academic year, 251 students were referred to NTCC and 239 ultimately enrolled there. Those choosing not to take advantage of the *Connect to Success* partnership with NTCC are advised of the Dual Admissions Agreements between Southeastern and Delgado Community College and between Southeastern and River Parishes Community College.

- **Community College Feedback Reports.** In Spring 2014, Southeastern provided community colleges with [feedback reports](#) containing the following information regarding their former students' performance at the university:
 - 1st to 2nd year retention at Southeastern (F11 to F12)
 - Cumulative GPA at end of 2011-12 academic year
 - Cumulative GPA at end of 2012-13 academic year
 - Total Southeastern baccalaureate recipients through Spring 2013 who transferred from the community college in 2011-12, and the degree programs they graduated from
 - Total number of Louisiana Transfer Degree Students transferred during 2011-2012 separated by degree type (AA/LT, AS/LT)
 - Total number of 2011-12 transfer students with an Associate Degree
 - Total number of 2011-12 transfer students
 - Number and percent of transfer students from the community college admitted as exceptions
 - Grades in first attempts of freshmen-level English and math classes

a. Phase in increased admission standards and other necessary policies in order to increase transfer student retention and graduation rates.

2.a.i. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	1,136	1,167	1,247	1,058	935		
# retained to next Fall semester	787	818	871	760	646		
Rate	69.3%	70.1%	69.8%	71.8%	69.1%		

Note:

2.a.i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry (as identified in SSPS) (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled in the academic year	568	520		
# retained to the next Fall semester	449	407		
Rate	79.0%	77.9%		
Target	75.5%-79.5%	75.0%-79.0%	75.5%-79.5%	76.0%-80.0%
Actual Year 07-08				
Actual Year 08-09		69.2%		
Actual Year 09-10		68.7%		
Actual Year 10-11		69.5%		
Avg of Prior Three Years		69.1%		
Actual 10-11				
Actual 11-12		79.0%		
Actual 12-13		70.0%		
Avg of Most Recent Two Yrs		74.5%		
Met?	YES	YES		

Note:

2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1,872	1,947	1,919	1,948	1,954		
# who began as transfers	694	704	658	589	624		
Percentage who began as transfers	37.1%	36.2%	34.3%	30.2%	31.9%		

2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	117	97	116	118	80		
# Admitted by Exception	0	1	5	5	5		
Rate	0.0%	1.0%	4.3%	4.2%	5.9%		
# Transfers Admitted (Fall)	682	563	621	649	599		
# Admitted by Exception	44	40	49	43	52		
Rate	6.5%	7.1%	7.9%	6.6%	8.7%		
# Transfers Admitted (Spring)	377	461	364	296	287		
# Admitted by Exception	0	25	22	21	26		
Rate	0.0%	5.4%	6.0%	7.1%	9.1%		
# Transfers Admitted (TOTAL)	1,176	1,121	1,101	1,063	966		
# Admitted by Exception	44	66	76	69	83		
Rate	3.7%	5.9%	6.9%	6.5%	8.6%		

b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	76	73	90	124	129		
# retained to next Fall semester	52	48	60	84	87		
Rate	68.4%	65.8%	66.7%	67.8%	67.4%		

Note: The AY 10-11 retained number includes 2 transfers who graduated prior to Fall 11

2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1,872	1,947	1,919	1,948	1,954		
# who began as transfers w assoc degree	0	16	19	41	47		
Percentage who began as transfers w assoc degree	0.0%	0.8%	1.0%	2.1%	2.4%		

c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	173	298	608	610	458		

d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	0	4		
# retained to next Fall semester	0	0	0	0	4		
Rate	N/A	N/A	N/A	N/A	100%		

2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of completers who began as transfer degree students	0	0	0	0	0		

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 pages)

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**
 - **Southeastern’s Periodic Low Completer Program Analysis.** Southeastern’s Office of Institutional Research periodically conducts an analysis of the number and annual average of majors and completers for each degree program for the past five years, producing a report for the President and Provost. The report is typically conducted during the Spring semester, with the most recent [Low Completer Report](#) conducted in June 2013. The report identifies programs that could be at risk based on the most recent information we have on BoR criteria for designating a program as “low completer.” Results have historically been shared with deans and department heads.
 - **Termination of Radiologic Sciences BS Degree Program.** Institution-initiated program termination due to low enrollment and low completers. Approved by BoR 1/22/2014.
 - **Termination of Educational Technology Leadership MEd Degree Program.** Institution-initiated program termination due to declining enrollment and lack of jobs requiring degree. Approved by BoR 3/26/2014.
- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**
 - **New Degree Programs, Certificate Programs, Concentrations, and Minors Aligned with Workforce/Economic Development Needs.**
 - **Targeted Industry Sector(s): Biosciences sector (GNO, Inc); also, local and regional healthcare services needs**
 - **BSN to DNP Program Pathway to Existing DNP Program.** (approved by BoR 12/5/2013)
 - **Targeted Industry Sector(s): LED Tier 1, 5-Star Jobs (Information Science/Studies); Creative & Digital Media sector (GNO, Inc)/Digital Media sector (LED)/Digital Media/Software Development (Blue Ocean)**
 - **Information Technology, Bachelor of Science degree program** (Implemented Fall 2013; approved by BoR 3/20/2013).
 - **Targeted Industry Sector(s): LED Tier 1, 4- and 5-Star Jobs (Engineering Technologies/Technicians).** The following minors will complement existing degree programs, particularly Southeastern’s baccalaureate degree programs in Engineering Technology and in Industrial Technology, providing graduates with a competitive edge given the high priority on safety in manufacturing and industrial environments. The idea for the minors originated with the OSHE program’s industrial advisory committee.
 - **Minor in OSHE – Safety** (recommended through University curriculum review process; approved by Provost 11/12/2013)
 - **Minor in OSHE – Health** (recommended through University curriculum review process; approved by Provost 11/12/2013)
 - **Minor in OSHE – Environment** (recommended through University curriculum review process; approved by Provost 11/12/2013)
 - **Targeted Industry Sector: LED Tier 2, 4-Star Jobs (Education: Music Teacher Education)**
 - **Concentration in Instrumental Conducting** added to existing Master Of Music degree program (approved by Provost 1/23/2014; not yet implemented)
 - **Concentration in Choral Conducting** added to existing Master of Music degree program (approved by Provost 1/23/2014; not yet implemented)
 - **Letters of Intent for Programs Aligned with Workforce/Economic Development Needs**
 - **LED Tier 2, 5-Star Jobs (Health/Health Care Administration/Management)**

- **Health Management Systems, Bachelor of Science** (Letter of Intent approved by BoR 10/23/2013; proposal not yet submitted).
- **New or Proposed Courses Related to Workforce/Economic Development Needs** (This is a sampling.)
 - **Targeted Industry Sector(s): LED Tier 1, 4- and 5-Star Jobs (Engineering Technologies)**
 - **ET 111 (Engineering Graphics)**. Recommended by Southeastern’s Engineering Technology industrial advisory board, this course will provide students with essential knowledge and skills of 3D modeling used heavily in the industrial facilities in southeast Louisiana.
 - **Targeted Industry Sector(s): LED Tier 2, 4-Star Jobs (Education: Special Education and Teaching)**
 - **SPED 680 (Families in Early Intervention: Sociocultural Partnerships and Interdisciplinary Perspectives)**. The course content focuses on the impact of family-professional and inter-professional relationships on the delivery of special education services to the birth to five-year-old population.
 - **Targeted Industry Sector(s): LED Tier 1, 5-Star Jobs (Business, Management, Marketing, and Related Support Services); LED Tier 3, 4-Star Jobs (Visual and Performing Arts – Commercial and Advertising Art); *Creative & Digital Media* sector (GNO, Inc)/*Digital Media* sector (LED)/*Digital Media/Software Development* (Blue Ocean)**
 - **COMM 424 (Advertising Design and Production Studio)**. For Communication, Art, and Marketing majors, this course focuses on the marketing strategy and development, sale, design, and film-style production of video commercials, promotional spots, PSAs, infomercials, and image campaigns for broadcast on television and the internet.
- **Activities conducted during the reporting year with local Workforce Investment Board.**
 - **Southeastern’s President, John Crain, is an active member of the following economic development agencies/councils:**
 - [Greater New Orleans, Inc](#), a regional economic development agency serving the 10-parish Greater New Orleans region; GNO Inc targeted and supported industry sectors are subsets of the LED key industries and Blue Ocean targeted industries. Member, Board of Directors.
 - Committee of 100 for Economic Development, Inc, a non-profit organization that helps the State to attract and retain industry, provides resources to the LED and works with other organizations such as the Louisiana Association of Business and Industry, the Council for a Better Louisiana, Blueprint Louisiana and the Public Affairs Research Council, to positively influence public policy Member.
 - [Northshore Business Council](#), a non-profit organization devoted to improvement of the business and economic climate on the Northshore, including St. Tammany, Tangipahoa, and Washington Parishes. Member, Executive Council.
 - [Laitram-Southeastern Internship Partnership for Engineering Technology and Industrial Technology](#) (Established Fall 2013). Provides paid 10-20-hour-per-week internships for eligible Engineering Technology and Industrial Technology students; Laitram funded Southeastern’s Engineering Technology Senior Design Program at \$5,000 in 2013-14; upon successful completion of program, will fund at \$10,000 per year.
 - [Collaboration with the Louisiana International Gulf Transfer Terminal Authority \(LIGITT\)](#) (Initiated 2009-10; ongoing)
 - The Authority was enacted to oversee development of a proposed containerized cargo transfer terminal at the mouth of the Mississippi River that will serve as the centerpiece of a new all–water route international supply chain from China to Canada, 33 states in the U.S. touching the Mississippi River, ports along the Gulf, U.S. East Coast, Central America, and South American east and west coasts. The transfer terminal will lure warehousing and logistics operations to Southeast Louisiana, creating jobs.
 - To date, College of Business faculty and consultants from the Southeast Louisiana Business Center have:

- Conducted supply-side analyses based on capacity estimates to project the economic benefits of the proposed transfer terminal for the northern Gulf coast region and regions along the Mississippi river.
 - Provided analyses and consulting for the Authority's EB-5 application for a regional center that will provide financing through private investment.
 - Assisted in projects promoting the economic benefits of the proposed terminal.
 - Served as the liaison between the Panama Canal Authority and the Louisiana International Deep Water Gulf Transfer Terminal Authority leading to meetings between Panama Canal administrators and commission members and a Letter of Support for the project from the Panama Canal Authority.
 - Aligned with GNO, Inc., International Trade industry sector and LED Logistics & Transportation key industry
- [New Orleans Regional Innovation Alliance \(NORIA\)](#), a collaborative effort between universities, 2-year colleges, industry partners, and economic development organizations throughout southeastern Louisiana working to advance the region as an innovation engine (funded by a U.S. Dept. of Commerce grant of \$300,000 UNO, Fall, 2013). Dan McCarthy, dean of Southeastern's College of Science and Technology, is a member of the NORIA working group, effective March, 2014.
- **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**
 - **Southeastern Exit Survey.** All graduating students are required to complete the Southeastern Exit Survey during their semester of graduation. In the last two weeks of the semester, they complete the part of the survey regarding employment and graduate studies (see [2011-12 results](#)).
 - **Improved technology/expanded distance learning offerings during the reporting year.**
 - **Telecourses.** In 2013-14, the Southeastern Channel broadcasted on television and/or delivered online 34 telecourses, the same number as delivered in 2012-13, but with an expanded number of sections (including television, internet, and dual enrollment sections). Southeastern offered 69 telecourse sections in 2013-14, an increase of 35 sections, or 103%, since 2012-13. This total represents 2,685 television broadcasted hours reaching a potential audience of 250,000 in Tangipahoa, St. Tammany, Livingston, Washington, and St. Helena parishes and an internet audience in 47 countries and 46 states on the channel's website at www.selu.edu/tv.
 - 5,048 students enrolled in 69 telecourse sections broadcasted on television and/or delivered online for internet and dual enrollment classes by the Southeastern Channel, an increase of 98% relative to 2012-13. This number includes 2,651 students enrolled in History 101, 102, 201, and 202 Dual Enrollment courses.
 - 4 new telecourses were produced by the Southeastern Channel in 2013-14: Psychology 101, Psychology 204, Sociology 101, and Communication 467.
 - **Hybrid Courses.** The number of hybrid courses increased 11.4% from 2012-13 to 2013-14 (from 342 to 379).
 - **100% Online Courses.** The number of 100% online courses increased 0.6% from 2012-13 to 2013-14 (from 727 to 731).
 - **Faculty Professional Development focused on Distance Education.**

The Center for Faculty Excellence has worked diligently to provide ongoing training and support for the new Learning Management System (full transition to Moodle was implemented in Summer, 2013) and other distance education needs. Activities include:

- An academic course template was designed and developed to be applied during the creation of all Moodle course shells.
 - A “What’s Moodling?” email campaign was launched at the beginning of the fall semester to provide faculty a Moodle tip of the day.
 - The faculty support site for Moodle continues to support faculty via tip sheets and other training resources. As of March 20, 2014, a total of 225 of the 267 DE faculty (84.3%) have accessed the site during the 2013-2014 time frame. Interestingly, over 20 administrators (department heads, directors, asst. deans, deans & asst vice presidents) have also used the site.
 - The Center continued the Certificate of University Teaching and Learning (CUTL) for Moodle, an intense, six-week certificate program to train e-learning faculty (those teaching 50-100% online). An additional 93 faculty completed the program in 2013-2014.
 - **Quality Matters at Southeastern Training.** The number of faculty completing Quality Matters training to improve distance learning offerings increased 92.2% from 2011-12 to 2012-13 (from 116 in Spring 2013 to 223 in Spring 2014).
 - The Center continues to support faculty’s use of the Respondus LockDown Browser, a custom browser licensed by Southeastern to increase the security of online testing in Moodle.
 - In an effort to increase authentication and security in online courses, the Center is supporting the pilot of Respondus Monitor -- a feature that uses a webcam and microphone to record students during online, non-proctored exams. After the exam is complete, an instructor can review details of the assessment, even the recorded video.
 - In addition to organized training and online resources, Center staff also support distance education faculty through emails, phone calls, and one-on-one consultations. Sign-in sheets in the Center’s lab indicated 258 visits for issues related to distance education. One of the three coordinators documented assisting 286 distinct individuals with on-line or distance education-related matters from June 1, 2013 through March 20, 2014.
 - Currently, the Center has offered 44 workshops to support distance education during 2013-2014. Based on responses to workshop evaluations, 100% of participants selected Agree or Strongly Agree to both, “I learned new skills and strategies that I can readily put to use,” and, “The workshop impacted my professional growth.”
- **Purchases for Enhancing Distance Learning.**
 - Software purchases in the Center’s lab included Camtasia Studio Electronic Version 8.1 (3 @ \$150.00 = \$450.00) and Adobe Photoshop (6 @ \$68.15 = \$408.90).
 - The Center continues to offer online, university-wide access to the following.
 - *Magna Commons*- on-demand, online seminars on a variety of issues related to teaching and learning, including distance learning.
 - The Online Classroom - a national newsletter to help faculty stay abreast of the latest in online teaching.
 - The Teaching Professor- a national newsletter highlighting best pedagogical practices in both face-to-face and online teaching.

a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of eliminated programs	1	3	13	1	3	4	

Note: 09-10: AA Office Administration

10-11: BA French, BA French Education, AA Criminal Justice

11-12: BA Cultural Resource Management, BA Art Education, BS Biology Education, BS Mathematics Education, BME Music Education – Instrumental, BME Music Education – Vocal, BA Spanish Education, BS Health Education (Health Education & Health Management concentrations), BA Liberal Arts Studies, BS Chemistry Education, BS Family & Consumer Science Education, BS Physics Education, BS Speech Education

12-13: AGS General Studies

13-14: BS Computer Science Education, MAT Secondary Education,

Approved in 13-14, with no new students admitted, effective in 13-14: BS Radiologic Sciences;

MEd Educational Technology Leadership

3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs modified or added	6	6	11	8	7		

Notes 09-10: Electronic Media concentration in Communication BA program (approved 2009-10, but not yet implemented)

Computer Engineering Technology concentration in Engineering Technology BS program (implemented 2009-10)

Industrial Engineering Technology concentration in Engineering Technology BS program (implemented 2009-10)

Information Systems concentration in Computer Science BS program (implemented 2009-10)

Mechanical Engineering Technology concentration in Engineering Technology BS program (implemented 2009-10)

New Media and Animation concentration in Art BA program (implemented 2009-10)

10-11: Environmental Public Policy concentration in applied Sociology MS (approved 2010-11, but not yet implemented)

Publishing Studies undergraduate interdisciplinary minor (approved 2010-11, but not yet implemented)

Professional Writing concentration in English MA – modified to include new courses in Publishing Studies (approved 2010-11, but not yet implemented)

Electronic Media concentration in Communication BA program (implemented 2010-11)

Energy Engineering Technology concentration in Engineering Technology BS program (implemented 2010-11)

Plant Science concentration in Biological Sciences BS program (implemented 2010-11)

- 11-12: Doctor of Nurse Practitioner program (approved in 2011-12 by BoS and BoR; not yet implemented)
 Environmental Public Policy concentration in Applied Sociology MS (implemented 2011-12)
 Family Psychiatric/Mental Health Nurse Practitioner concentration in Nursing MS program (approved in 2011-12; not yet implemented)
 Health Studies, Clinical Option in Radiologic Technology (implemented Spring 2012)
 Multi-platform Journalism concentration in Communication BA program (implemented 2011-12)
 Post-master's Certificate Programs in Nursing (2) (approved by BoS in 2011-12; pending BoR approval; not yet implemented)
 Professional Writing concentration in English MA modification (approved in 2010-11; implemented 2011-12)
 Publishing Studies interdisciplinary minor (approved 2010-11; implemented 2011-12)
 School Counseling master's degree program modification (approved 2011-12; not yet implemented)
 Supply Chain Management BS program modification (approved in 2011-12; not yet implemented)
- 12-13: Doctor of Nurse Practitioner program (implemented Fall 2012)
 Family Psychiatric/Mental Health Nurse Practitioner concentration in Nursing MS program (implemented Fall 2012)
 Information Technology, BS program (approved in 2012-13; not yet implemented)
 Nursing BS curriculum modifications (approved in 2012-13; not yet implemented)
 Master Teacher Leader concentration within Curriculum and Instruction MEd program (approved in 2012-13; not yet implemented)
 Post-master's Certificate Program in Family Nurse Practitioner (implemented Spring 2013)
 School Counseling master's degree program modification (implemented Fall 2012)
 Supply Chain Management BS program modification (implemented Fall 2012)
- 13-14: New pathway to DNP program: BSN to DNP (approved in 2013-14; not yet implemented)
 Information Technology BS program (implemented Fall 2013)
 Minor in OSHE – Safety (approved by Provost in 2013-14; not yet implemented)
 Minor in OSHE – Health (approved by Provost in 2013-14; not yet implemented)
 Minor in OSHE – Environment (approved by Provost in 2013-14; not yet implemented)
 Concentration in Instrumental Conducting added to Master of Music program (approved by Provost in 2013-14; not yet implemented)
 Concentration in Choral Conducting added to Master of Music Program (approved by Provost in 2013-14; not yet implemented)

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16

# of programs, all degree levels			67	67	65		
# of programs aligned with needs			67	67	65		
% of programs aligned			100%	100%	100%		

b. Increase use of technology for distance learning to expand educational offerings.

3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of course sections that are 50-99% distance delivered	318	297	369	280	342		
# of course sections that are 100% distance delivered	502	597	647	702	727		

3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance	7,017	6,643	8,884	8,713	7,746		

delivered							
# of students enrolled in courses that are 100% distance delivered	11,347	14,018	15,873	17,037	16,329		

3.b.iii. Number of programs offered through 100% distance education by award level (Tracked Years 3 &4; Targeted Years 5 and 6)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Associate	0	0		
Baccalaureate	1	2		
Post-Baccalaureate	2	2		
Grad Cert	N/A	N/A		
Masters	1	0		
PMC	2	2		
Specialist	N/A	N/A		
Doctoral	0	1		
Professional	N/A	N/A		
TOTAL	6	7		
Target (Total Programs)	2 (1-3)	2 (1-3)	4 (3-5)	4 (3-5)
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
TARGET MET?	YES	YES		

3.d.i. Percent of completers found employed (Tracked)

	Year 3	Year 4	Year 5	Year 6
Term of Data	2010-11 Graduates	2011-12 Graduates	2012-13 Graduates	2013-14 Graduates
# of Associate Degrees Awarded	170	61		
# of Associate Degree completers found employed in Q2	101	40		
Percent Associate Degree Completers Employed	59.4%	62.5%		
# of Baccalaureate Degrees Awarded	1,923	1,954		
# of Baccalaureate Degree completers found employed in Q2	1,355	1,434		
Percent Baccalaureate Degree Completers Employed	70.5%	73.4%		
# of Masters Degrees Awarded	434	371		
# of Masters Degree completers found employed in Q2	330	289		
Percent Masters Degree Completers Employed	76.0%	77.9%		
# of Doctoral Degrees Awarded	10	16		
# of Doctoral Degree completers found employed in Q2	7	14		
Percent Doctoral Degree Completers Employed	70.0%	87.5%		
# of Total Degrees Awarded	2,537	2,402		
# of Total Degree completers found employed in Q2	1,793	1,777		
Percent Total Degree Completers Employed	70.1%	74.0%		

4. Institutional Efficiency and Accountability

Narrative Report (1-2 pages)

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**
 - **Associate Degree Programs**
 - Southeastern offers only one associate degree program - the AAS degree in Industrial Technology. Once NTCC has the capacity for offering the program, Southeastern plans to recommend its transfer to NTCC, even if it means providing NTCC with the current physical facilities and equipment on the Southeastern campus to offer the program.
 - **Developmental Course Offerings**
 - Excluding the developmental Math course sections that were part of the BoR Developmental Education pilot study, Southeastern offered 20% fewer stand-alone developmental courses in 2013-14 (36) than in 2012-13 (45). Including the developmental math course sections that were part of the BoR Developmental Education pilot, we offered 7% more developmental course sections in 2013-14 (48) than in 2012-13 (45) and in 2011-12 (45). Thirty-two of the developmental course sections offered in 2012-13 were regular developmental math or developmental English courses taught in the traditional manner; 4 were Dual Enrollment sections; 12 were developmental math sections that were part of the BoR Developmental Education pilot. Southeastern enrolled 3% fewer students in developmental courses in 2013-14 than in 2012-13 (1,342 vs. 1,381); 11% fewer than in 2011-12 (1,342 vs. 1,509).
- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**
 - **2013-2014 Out-of-State Tuition Schedule.** In Spring 2013, the Board of Supervisors for the University of Louisiana System approved Southeastern's out-of-state tuition schedule (see table on following page), which results from a five-year implementation plan to bring Southeastern's non-resident tuition to the SREB average. Note that the final non-resident tuition and fee rate was \$17,734 due to the increase and/or implementation of certain fees that took place after the original approval of \$17,614.
 - **Impact on Non-resident Enrollment:** Non-resident enrollment at Southeastern decreased by 4.1% from fiscal year 2013 to fiscal year 2014 (1,161 vs. 1,113 non-resident students).
 - **Revenue Resulting from Increase in Non-resident Tuition:** \$505,929 (*Note: Includes gross revenue not adjusted for enrollment shift.*)

Southeastern Louisiana University

Approved Out-of-State Tuition Schedule
FY 2010-11 through FY 2015-16

SREB Median FY 08-09 \$14,270
SREB Category 3

Proposed Tuition based on Estimated SREB Tuition Increases¹

	SREB Target	SLU Approved
FY 2010-11	\$ 15,604	\$ 12,469
FY 2011-12	\$ 16,317	\$ 13,819
FY 2012-13	\$ 17,063	\$ 15,170
FY 2013-14	\$ 17,843	\$ 16,566
FY 2014-15	\$ 18,658	\$ 18,658
FY 2015-16	\$ 19,511	\$ 19,511

Approved Out-of-State Tuition Schedule
FY 2011-12 through FY 2015-16

SREB Median FY 2009-10 \$14,838
SREB Category 3

Proposed Tuition based on Estimated SREB Tuition Increases²

4.79%

	SREB Target	SLU Approved
FY 2010-11	\$ 15,549	\$ 12,469
FY 2011-12	\$ 16,294	\$ 13,905
FY 2012-13	\$ 17,074	\$ 15,340
FY 2013-14	\$ 17,892	\$ 16,776
FY 2014-15	\$ 18,749	\$ 18,211
FY 2015-16	\$ 19,647	\$ 19,647

Approved Out-of-State Tuition Schedule
FY 2012-13 through FY 2015-16

SREB Median FY 2010-11 \$16,224
SREB Category 3

Proposed Tuition based on Estimated SREB Tuition Increases³

5.66%

	SREB Target	SLU Approved
FY 2010-11	\$ 16,224	\$ 12,469
FY 2011-12	\$ 17,142	\$ 14,109 *
FY 2012-13	\$ 18,113	\$ 16,101
FY 2013-14	\$ 19,138	\$ 17,737
FY 2014-15	\$ 20,221	\$ 19,551
FY 2015-16	\$ 21,365	\$ 21,365

Proposed Out-of-State Tuition Schedule
FY 2013-14 through FY 2015-16

SREB Median FY 2011-12 \$16,718
SREB Category 3

Proposed Tuition based on Estimated SREB Tuition Increases⁴

5.41%

	SREB Target	SLU Proposed
FY 2010-11	\$ 16,224	\$ 12,469
FY 2011-12	\$ 16,718	\$ 14,109 *
FY 2012-13	\$ 17,622	\$ 16,101
FY 2013-14	\$ 18,576	\$ 17,614
FY 2014-15	\$ 19,581	\$ 19,127
FY 2015-16	\$ 20,640	\$ 20,640

Proposed Out-of-State Tuition Schedule
FY 2014-15 through FY 2015-16

SREB Median FY 2012-13 \$17,344
SREB Category 3

Proposed Tuition based on Estimated SREB Tuition Increases⁵

5.71%

	SREB Target	SLU Proposed
FY 2010-11	\$ 16,224	\$ 12,469
FY 2011-12	\$ 16,718	\$ 14,109
FY 2012-13	\$ 17,344	\$ 16,101
FY 2013-14	\$ 18,334	\$ 17,734
FY 2014-15	\$ 19,381	\$ 19,111
FY 2015-16	\$ 20,488	\$ 20,488

¹For FY 2004-05 through FY 2008-09, the average increase in SREB out-of-state tuition was 4.57% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

²For FY 2005-06 through FY 2009-10, the average increase in SREB out-of-state tuition was 4.79% per year across all categories.

**Note: Change in increase in FY 2013-2014 from original approval resulted from additional fees approved after the original submission.*

This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

³For FY 2006-07 through FY 2010-11, the average increase in SREB out-of-state tuition was 5.66% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

⁴For FY 2007-08 through FY 2011-12, the average increase in SREB out-of-state tuition was 5.41% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

⁵For FY 2008-09 through FY 2012-13, the average increase in SREB out-of-state tuition was 5.71% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	43	42	38	36	38		
Course sections in English	10	9	7	9	10		
TOTAL	53	51	45	45	48		

Note: Includes Summer Data; includes 12 sections in the Developmental Math pilot; excludes 4 sections of dual enrollment developmental math.

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	1,724	1,692	1,398	1,216	1,193		
Enrollment in dev English	184	174	111	165	149		
TOTAL	1,908	1,866	1,509	1,381	1,342		

Note: Includes Summer Data; includes 242 students in the Developmental Math pilot; excludes 47 students in dual enrollment developmental math.

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

4.b.i. Number of active associate degree programs offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of associate degree programs	4*	3**	2***	1****	1****		

*Criminal Justice, Industrial Technology, General Studies, Office Administration

**Criminal Justice, Industrial Technology, General Studies

***Industrial Technology, General Studies

****Industrial Technology

4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	219	211	159	68	53		

Note: These numbers are an unduplicated headcount, they include the summer semester, and only the active associate degrees identified above.

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

4.c.i. Total tuition and fees charged to non-resident students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$10,911	\$12,499	\$14,109	\$16,101	\$17,734		
Peer non-resident tuition/fees (full-time)	\$14,922	\$15,604	\$17,142	\$17,622	\$18,334		
Percentage difference	-37%	-25%	-18%	-8.6%	-3.3%		

4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# programs with Mandatory or Recommended accreditation status	57	54		
# programs having discipline accreditation	49	48		
% accredited programs	86.0%	88.9%		
TARGET	81.0%	81.0%	81.0%	81.0%
Year 08-09				
Year 09-10				
Year 10-11				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
Met?	YES	YES		

Organizational Data

**Submitted to
the Board of Supervisors of the
University of Louisiana System and
the Louisiana Board of Regents**

**In partial fulfillment of the requirements of Act 741
Louisiana GRAD Act
Section 5**

**Southeastern Louisiana University
University of Louisiana System**

April 1, 2014

a. **Number of students by classification**

- **Headcount, undergraduate students and graduate/professional school students**

Source: Based on data that has not been finalized with the Board of Regents, SPSSLOAD not yet available.

Undergraduate headcount	13,744
Graduate headcount	1,205
Total headcount	14,949

- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

Source: 2013-2014 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	11,457
Graduate FTE	865
Total FTE	12,322

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2012. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	611
FTE Faculty	513.44

c. **Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution in the fall of the reporting year**

Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2012.

Undergraduate headcount enrollment	61,214
Total number of sections in which the course number is less than or equal to a senior undergraduate level	2,292
Average undergraduate class size	26.7

Note: Does not include 68 classes (1,082 headcount) that were reported in Cycle 2 of the 2012-2013 SCH System.

d. Average number of students per instructor

- **Ratio of FTE students to FTE instructional faculty**

Source: Budget Request information 2012-2013 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2012.

Total FTE enrollment	12,888
FTE instructional faculty	513.44
Ratio of FTE students to FTE faculty	25.1

e. **Number of non-instructional staff members in academic colleges and departments**

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Arts, Humanities & Social Sciences (7 depts; 3 units; 69,177 Fall 13 SCHS)	3	3.0 (2.8 paid out of operating funds)
Business (3 depts; 19,598 Fall 13 SCHS)	1	1.0 (0.8 paid out of operating funds)
Education & Human Development (2 depts; 1 units; 8,102 Fall 13 SCHS)	2	3.0 (1.8 paid out of operating funds)
Nursing & Health Science (3 depts; 1 units; 21,075 Fall 13 SCHS)	5	5.0 (1.8 paid out of operating funds)
Science & Technology (4 depts; 1 units; 49,887 Fall 13 SCHS)	2	2.0 (1.8 paid out of operating funds)

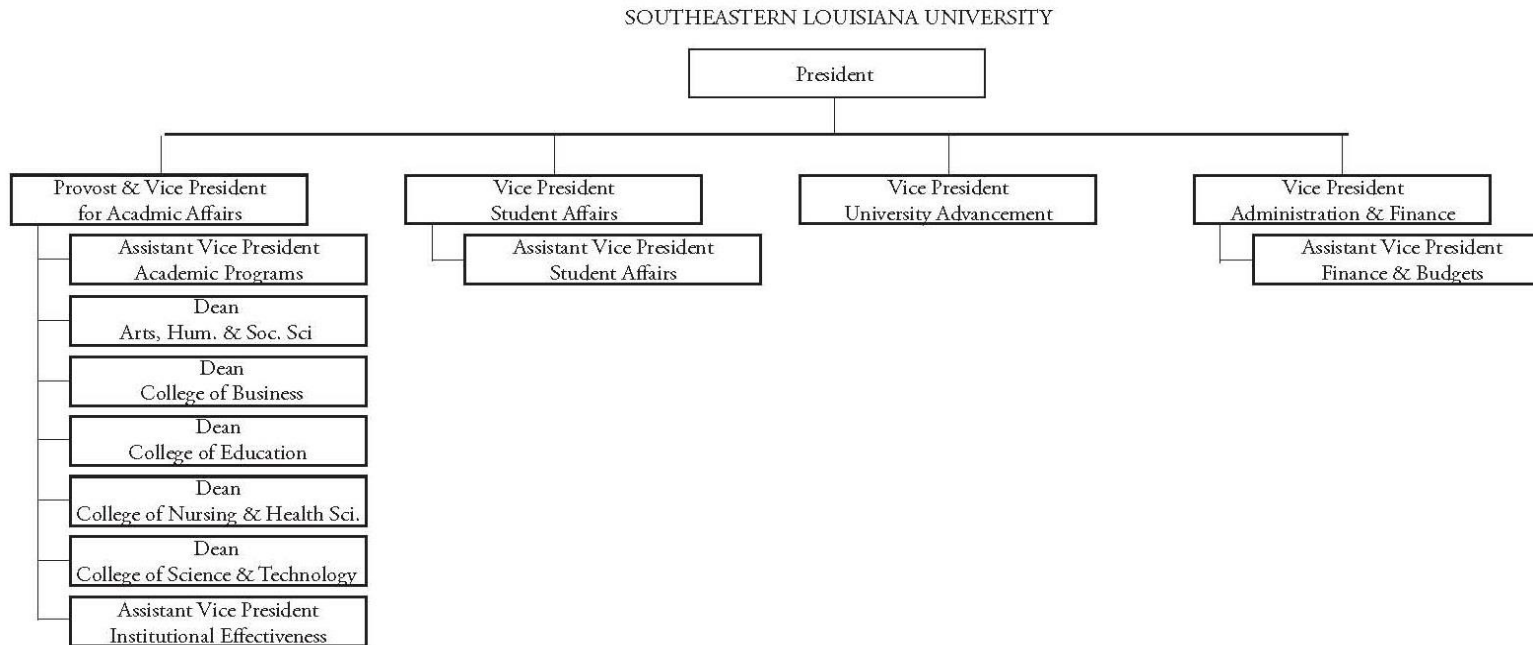
f. Number and FTE of staff in administrative areas

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
Academic Affairs	22	22.0 (18.18 paid out of operating funds)
Student Affairs	10	10.0 (5.5 paid out of operating funds)
Administration & Finance	19	18.75 (12.12 paid out of operating funds)
University Advancement	2	2.0 (1.6 paid out of operating funds)

- g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2013).



h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008

- A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.

Position	Total Base Salary, reported Fall 2009	Total Base Salary, Reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013
President	\$248,000	\$248,000	\$248,000	\$248,000	\$248,000
Provost & VP Academic Affairs	\$160,325	\$160,325	\$160,325	\$160,325	\$160,325
Assistant VP Academic Affairs	\$113,799	\$113,799	\$113,799	\$113,799	N/A Position changed to AVP Institutional Effectiveness August 4, 2013
Assistant VP Enrollment Management	\$113,035	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010
Assistant VP Academic Programs	N/A	N/A	N/A	N/A	\$109,999
Assistant VP Institutional Effectiveness	N/A	N/A	N/A	N/A	\$113,799
Dean Arts, Humanities & Social Science	\$122,299	\$122,299	\$122,299	\$122,299	\$122,299
Dean General Studies	\$105,980	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010
Dean Business	\$149,650	\$149,650	\$149,650	\$149,650	\$149,650
Dean Education & Human Development	\$119,299	\$119,299	\$119,299	\$134,99 New Dean hired January 3, 2012 at higher salary	\$120,000 Interim Dean appointed June 3, 2013 at lower salary

Position	Total Base Salary, reported Fall 2009	Total Base Salary, Reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013
Dean Research & Graduate Studies	\$142,000	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010
Dean Nursing & Health Sciences	\$129,899	\$129,899	\$119,999 Interim Dean appointed January 21, 2011 at lower salary	\$141,000 New Dean hired April 30, 2012 at higher salary	\$141,000
Dean Science & Technology	\$130,700	\$130,700	\$130,700	\$130,700	\$130,700
Assistant VP Extended Studies	\$110,000	\$110,000	\$110,000	\$110,000	N/A Position eliminated September 1, 2013
Vice President Student Affairs	\$132,870	\$132,870	\$132,870	\$132,870	\$132,870
Assistant VP Student Affairs	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000
Vice President University Advancement	\$130,000	\$130,000	\$130,000	\$130,000	\$130,000
Vice President Administration & Finance	\$159,495	\$159,495	\$159,495	\$145,00 Interim VP appointed April 1, 2012 at lower salary	\$145,00
Assistant VP Finance	\$112,686	\$112,686	\$112,686	\$112,686	\$112,686
Assistant VP Operations	\$110,230	\$110,230	\$110,230	\$0 Position vacant as of April 1, 2012	\$0 Position vacant as of April 1, 2012

i. A cost performance analysis

Note: The Board of Regents will provide the data items i. and iii. – vi. Item ii. will be reported by the institution.

i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

As reported on Form BOR-1 during the Operational Budget Process, 2012-2013 Actual.

	Southeastern Louisiana University	
Expenditures by Function:	Amount	% of Total
Instruction	\$ 52,916,761	48.6%
Research	\$ 442,646	0.4%
Public Service	\$ 1,448,993	1.3%
Academic Support**	\$ 8,156,659	7.5%
Student Services	\$ 5,548,750	5.1%
Institutional Services	\$ 11,625,279	10.7%
Scholarships/Fellowships	\$ 14,853,265	13.6%
Plant Operations/Maintenance	\$ 11,183,040	10.3%
Total E&G Expenditures	\$ 106,175,393	97.5%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 2,750,000	2.5%
Other	\$ -	0.0%
Total Expenditures	\$ 108,925,393	100.0%

• ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. *Aid Year 2013-2014*

Source: As defined by the USDoE: "The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care."

Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Average yearly cost of attendance	\$19,329
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iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is ≥ 10 for the following levels:

Baccalaureate degree for 4-year universities

Associate degree for 2-year colleges

Certificate for technical colleges

Average Time to Bachelor's Degree	5.4
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iv. Average cost per degree awarded in the most recent academic year.

State Dollars Per FTE	\$3,090
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v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State Dollars Per FTE	\$3,090
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vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process. *Actual 2021-2013*

Total Expenditures	\$176,046,086
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