



**Southeastern Louisiana University
University of Louisiana System**

**GRAD Act Annual Report
FY 2014-2015 (Year 5)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 8, 2015**

**and to the
Louisiana Board of Regents,
May 1, 2015**

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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 and Fall 2014 semesters, preliminary enrollment data suggested we might not meet our 1st-to-2nd and 1st-to-3rd year retention rate targets. So we took steps to improve retention rates before the final data became available. In addition to initiatives implemented in 2013-14 and included in last year's GRAD Act report, we continued to evaluate and modify freshmen advising, the freshman seminar course, the freshmen intake process, and the collection and dissemination of retention data for planning and accountability purposes:
 - o The freshmen intake process was revamped for Summer 2015 and beyond. The [Orientation](#) program was remodeled to provide students the right information at the right time, resulting in a more streamlined program that provides [pre-Orientation advising](#). The program is designed to complement a new, mandatory Student Success Day as well.
 - o Student Success Day will provide an opportunity for students to connect with their academic departments and peers the day before school begins in the Fall. Students will also meet their freshman advisor and freshman seminar instructor.
 - o Changes to the Freshman Success Course curriculum and Freshman Advising (see below)
 - o The Southeastern Foundation provided the funds to contract with a consultant to work throughout 2014-2015 to help ensure we are effectively utilizing best practices to recruit and retain students.
 - o Throughout 2014-2015, various meetings and Campus Updates from the University President regarding the importance of retention-related efforts and plans: [August 26, 2014 Campus Update](#); [September 30, 2014 Message from the President](#)

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

- **Criteria for Admission Standards Exceptions.** Prior to 2011-12, 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 2014-2015.

Students are admitted as exceptions based on pre-determined criteria ([2009-10 criteria](#); [2010-11 & 2011-12 criteria](#)). We increased the 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 a maximum of 8% exceptions, Southeastern again raised pre-determined exceptions criteria standards for students applying for admission in Fall 2012 ([2012-13](#)). The predetermined criteria for Louisiana and out-of-state high school students include higher GPA requirements. In Fall 2013 ([2013-14](#)), we added another tier for out-of-state students. There were no changes for 2014-2015.

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

- **Beginning Freshmen Admission Standards.** For 2014-2015, Southeastern continued to apply the admission standards for beginning freshmen initially implemented for Fall 2012 admission. These standards are consistent with the BoR beginning freshmen admission requirements for regional public institutions. In 2013-14, Southeastern identified beginning freshmen admission standards as an area to review further for impact on student success. As a result, we increased our beginning freshmen admission standards to require a 2.35 cumulative high school GPA instead of a 2.0 GPA, similar to that of our sister schools and effective Fall 2015.

- **Performance of Entering Freshmen Admitted via Regular Admission Standards Implemented in Fall 2013 vs. Prior.**

An [analysis](#) of success indicators for students admitted by exception in Fall 2013 suggests a small increase in Fall to Spring retention, Fall to Fall retention and progression, end of 1st semester GPA, end of academic year GPA. Fewer students admitted by exception earned below a 2.0 GPA in their 1st year, but a slightly larger percentage of students earned a grade of W in their 1st semester.

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. After review, we did not change the transfer admission standards.

- **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, self-management, and managing course work load.

- **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 2013 and Fall 2014. 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

Though the course analysis for Fall 2013 and Fall 2014 address many of the same expectations, the format and content of SE 101 were changed to reflect new efforts in retention, following a series of campus visits by a Noel Levitz (NL) consultant in Spring and Summer 2014. The course shifted from addressing common student development issues to addressing individual student concerns in managing their current course work load. According to the NL consultant, individualizing the course to the degree possible for addressing work load management would strengthen relationships between student and instructors, peers, and university, thus positively impacting retention and progression. Also, class sizes was reduced from 35 to 25, class meetings changed from 1 day per week to 2 class meetings per week, and shifted from 50% internet assignments to 100% in-class assignments. The SE 101 instructor's role changed from a one-semester instructor to the first-year advisor for students enrolled in his or her sections. The premises are that first-year instructor/student relationships will develop better by increasing contact between the two and by closer monitoring of student work in other classes, and that instructors will recognize early when students are experiencing academic difficulty and when they might have selected an inappropriate major for their interests and skill levels.

In summary, changes to SE 101 implemented in Fall 2014 include greater and primary focus on 1) course-load management, 2) advising activities conducted during class periods, 3) SE 101 instructor as first-year advisor, 4) stronger student/advisor relationship, 5) developing connections to peers, the major, and the university, 6) academic monitoring follow-up, and 7) selection of and confidence in college major.

- **Continual Contact between Freshmen and Center for Student Excellence in Student's First Semester.** Students are guided through the completion of an academic advising assignment for the Freshman Success course, with includes identifying and processing academic, career and financial concerns, and short and long term goals. Students are required to discuss this assignment

with their advisor (which is now the SE 101 instructor) to (a) review the integral assignment, and (b) hone career and academic plans, study skills, and resolve other student concerns, including course scheduling. For the first semester, students have ongoing access to their advisor during class time, with more individualized and confidential meetings scheduled in the advisor's office. Many discussions take place in the classroom for building peer connections and support, while instructors manage conversations to insure appropriateness of depth and direction. Conversations may be postponed for private advising meetings. The advisor/advisee relationship and peer-to-peer relationships are considered foundational for ensuing rich and productive dialogue. For students who demonstrate unsatisfactory academic performance at semester check points, advisors intrusively assign academic intervention.

- **Intervention indicated:** In addition to grade reports from early alert systems, 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. SE 101 class time serves as a base for reviewing, following up on referrals, self-monitoring and gauging academic performance.
- Following individual meetings, students complete [Point-of-Service \(POS\) surveys](#), rating the interactions with their advisor and helpfulness of the information provided for resolving immediate concerns. Freshmen generally rate 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."
- **Individual Department/College/Division Progression and Graduation Initiatives (just a sampling)**
 - **Creation of a Finite Math Course.** The creation of a Finite Math course allows Southeastern to mirror BoR requirements in the Mathematics/Analytical reasoning category and provide students an alternative to college algebra. Since college algebra is a stumbling block for many students and not required for success in many fields, this should increase progression and retention rates.
 - **Modification of Nursing BS Program Admission Policy.** A study of 324 students indicated that students earning a D, F or W in any math or science course were significantly more likely to fail to progress and graduate from the Nursing BS program. Time and grade requirements have been added to general biology and zoology courses required prior to enrollment in clinical coursework.
 - **Modification of DNP admission requirements.** Prior admission requirements limited the DNP student applicant pool to one type of Advanced Practice Nursing (APRN). To increase the qualified applicant pool, changes allowed other APRN candidates to apply. A larger qualified applicant pool should result in enrollment of more qualified students and greater retention, progression, and graduation rates.
 - **College of Business Retention and Progression Initiative.** The College of Business undertook 2 major initiatives to improve student retention, progression, and graduation. First, all students are assigned a faculty advisor who advises them until graduation. Faculty

members are trained and provided advising resources via a Moodle site. Second, a faculty member gifted in student relations was hired to teach the freshman business success class required of all business majors, emphasizing skills for success and career opportunities.

- **Continuation and/or Modifications of Initiatives Included in Prior GRAD Act Reports**

o **Board of Regents Developmental Education Pilot Study**

- **Math (participated in 2012-13, 2013-14, and 2014-15; 446 developmental students & 798 non-developmental students participated in Fall 2014).** Data analyses presented in the [January 2015 Developmental Education Pilot Report](#) indicate 44% (196) of the Fall 2014 developmental math students in the Pilot passed College Algebra and were able to progress to their next math courses, saving them one semester of math course work. Student progression data for the Fall 2012 and Fall 2013 math pilot students indicate the developmental and non-developmental students have similar one- and two-semester retention rates (see pp. 5 & 6 of [report](#)). The report includes additional results and recommendations.
- **English (participated in Fall 2014; 54 developmental and 90 non-developmental students participated).** 93% (50) of the Fall 2014 developmental English students in the Pilot passed English 101, enabling them to progress to English 101 and saving them one semester of English course work.

o **Curricular Progression Policies Implemented in Prior Years and Continued through 2014-15.** Based on analyses indicating that students who do not complete certain courses in a timely manner are not likely to progress or 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 alternate plan are not allowed to continue in the major and are advised of other 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](#)
- **Modification of Nursing BS Program Progression Policy.** Cumulative GPA was found to be a 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.

o **Southeastern Writing Center.** The Writing Center provides writing tutoring/feedback to university students requesting such.

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

- **Freshman Cohort Tracking.** To track cohort students, we assign a data element named ‘cohort year’ in the student administration system.

Through the **Academic Degree Audit System**, we continue 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 the **Student Progress Summary** page, we continue to provide within PeopleSoft a quick reference on student degree progress: percent of degree completed, hours earned toward degree, cohort year, and expected graduation term.

We continue to use the **Registration Tracking System** 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 receive a **Student Degree Completion Report** indicating the percentage of degree completion for students majoring in the degree programs within their college. The reports help in monitoring and advising students regarding progression.

We continued requiring mid-term grades for all 100-level and several 200-level courses. 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 guidance to relevant campus resources. The Center for Student Excellence and academic department heads were also notified to ensure advisor follow-up.

After priority registration, Enrollment Services staff conduct a **registration call campaign** to contact cohort students who have not registered for the next semester. Staff encourage students to register for the next semester and help 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 within the 1st to 2nd year and 1st to 3rd year retention cycles. This is in addition to contact made by academic areas.

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 enables eligible high school students to earn college course credit and helps high school teachers better prepare students for college and university work. Southeastern faculty create and grade all course work for determining the college course grade. 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 must 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, 4 non-public high schools; 2012-13: 31 courses, 4,384 students, 41 public, 9 non-public high schools; 2013-14: 24 courses, 4,356 students, 40 public, 14 non-public high schools; 2014-2015: 25 courses, 4,888 students, 40 public, 18 non-public schools.
 - **Dual Enrollment Overall Student Performance Reports.** At the end of Spring 2014 and Fall 2014, Southeastern sent to each Principal and high school Dual Enrollment coordinator 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 2014 Grade Report](#), [Composite Fall 2014 Grade Report](#).
 - Southeastern faculty also provide feedback to individual students:
 - Sample English 101 feedback: [1](#), [2](#); Sample English 102 feedback: [1](#), [2](#); [Sample Math 163 assignment results](#)
 - [Guest lectures by Southeastern faculty at participating high schools](#)

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	2,370	
# Retained to 2nd Fall semester	1,766	1,683	1,658	1,524	1,443	1,471	
Rate	67.5%	67.0%	68.6%	66.4%	63.1%	62.1%	
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%	67.0%	
Actual Fall 10 to Fall 11					68.6%	68.6%	
Actual Fall 11 to Fall 12						66.4%	
Avg of Prior Three Years				66.2%	67.7%	67.3%	
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%	63.1%	
Actual Fall 13 to Fall 14						62.1%	
Avg of Most Recent Two Yrs				67.5%	64.8%	62.6%	
Target Met?		YES	YES	YES	NO	NO	

Note: The Fall 2013 cohort includes one (1) student who is deceased and therefore, not able to return to Southeastern.

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	2,288	
# Retained to 3rd Fall semester	1,293	1,397	1,318	1,354	1,243	1,193	
Rate	51.2%	53.4%	52.5%	56.0%	54.2%	52.1%	
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 08 to Fall 10						53.4%	
Actual Fall 09 to Fall 11						52.5%	
Actual Fall 10 to Fall 12						56.0%	
Avg of Prior Three Years						54.0%	
Actual Fall 11 to Fall 13						54.2%	
Actual Fall 12 to Fall 14						52.1%	
Avg of Most Recent Two Yrs						53.2%	
Target Met?		YES	YES	YES	YES	NO	

Note: The Fall 2012 cohort includes three (3) students who are deceased and therefore, not able to return to Southeastern. Also, 4 students graduated prior to Fall 2014, but they are not included in the retained numbers.

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	2,524	
# Graduated within 150% of time	679	779	714	744	914	904	
Rate	28.5%	30.7%	33.4%	33.4%	34.3%	35.8%	
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	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	11,303	
Expected # of Awards*	3,011	3,104	3,116	3,027	2,944	2,826	
# Awards	1,947	2,030	2,105	2,028	2,037	2,024	
Ratio of Awards/ FTE	.1617	.1635	.1689	.1675	.1730	.1791	
Award Productivity*	64.7%	65.4%	67.6%	67.0%	69.2%	71.6%	
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	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	160	
# Admitted by Exception	25	22	5	13	11	6	
Rate	17.4%	9.4%	3.1%	7.0%	8.5%	.8%	
# in Freshmen Admitted (Fall)	2,603	2,375	2,316	2,333	2,454	2,298	
# Admitted by Exception	236	109	134	146	152	109	
Rate	9.1%	4.6%	5.8%	6.3%	6.2%	4.7%	
# in Freshmen Admitted (Spring)	153	113	117	133	163	120	
# Admitted by Exception	12	10	9	7	13	11	
Rate	7.8%	8.8%	7.7%	5.3%	8.0%	8.4%	
# in Freshmen Admitted (Total)	2,900	2,723	2,460	2,638	2,746	2,578	
# Admitted by Exception	273	141	148	166	176	126	
Rate	9.4%	5.2%	6.0%	6.3%	6.4%	4.9%	

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	1,959	
% Change		4.0%	2.5%	4.1%	4.3%	4.6%	
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	0	
% Change		N/A	N/A	0%	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	1,959	
% Change		4.0%	2.5%	4.1%	4.3%	4.6%	
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	1,947	
Actual AY 10-11					1,919	1,919	
Actual AY 11-12						1,954	
Avg of Prior Three Years			1,849	1,857	1,912	1,940	
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	1,954	
Actual AY 13-14						1,959	
Avg of Most Recent Two Yrs			1,933	1,934	1,951	1,957	
Target Met?		YES	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	392	
% Change		-4.0%	23.6%	8.0%	18.5%	11.7%	
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	9	
% Change		-33.3%	233.3%	433.3%	300.0%	200.0%	
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	401	
% Change		-4.2%	25.4%	8.5%	20.9%	13.3%	
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	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	2,360	
% Change from baseline		2.7%	6.2%	4.9%	7.0%	6.0%	

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	13	
Fall	935	693	1,042	1,517	1,919	1,998	
Spring	657	907	1,104	541	2,543	2,426	
TOTAL	1,609	1,615	2,171	2,090	4,490	4,437	

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	60	
Fall	3,254	2,474	2,907	5,749	7,405	7,171	
Spring	2,168	3,126	3,138	1,761	10,635	9,926	
TOTAL	5,501	5,668	6,163	7,638	18,170	17,157	

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	51	
Fall	3,102	2,147	2,857	5,280	6,898	6,725	
Spring	2,065	2,927	3,075	1,524	9,901	9,323	
TOTAL	5,246	5,139	6,050	6,932	16,923	16,099	

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%	2013-2014	10	9	90.0%
Nursing (APRN) (include all specializations)**	American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing	N/A	Calendar Year 2014	40	40	100.0%
Nursing (Adult Nurse Practitioner)***	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	100%	Calendar Year 2013	2	2	100.0%
Nursing (Adult Psychiatric and Mental Health Nurse Practitioner)***	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	N/A	Calendar Year 2013	N/A	N/A	N/A
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	87.2%	2013-2014	151	141	93.4%

*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	276	
Number of students who met standards for passage	216	232	276	
Calculated Passage rate	100.0%	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	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. After review, we did not change the transfer admission standards for 2014-2015.
 - **Transfer Student Orientation Program.** The Transfer Student Orientation Program was revamped for transfer freshmen entering Summer 2015 and beyond. (See narrative for Orientation in the Student Success section.)
 - **Connect to Success program with Northshore Technical Community College (NTCC).** In 2014-15, Southeastern and Northshore Technical Community College continued with its expanded [partnership](#), which was initially implemented in Spring 2011 and expanded several times thereafter, to include a 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 NTCC seeks SACSCOC accreditation. Since NTCC is not SACSCOC accredited, Southeastern signed an agreement with the Board of Regents ensuring that all faculty hired by NTCC would be SACSCOC qualified thereby allowing NTCC to articulate courses to any other Louisiana public post-secondary institution without being on the Statewide Articulation Matrix.

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 has now hired full-time instructors for English, history, math, and music and continues to use qualified Southeastern faculty as part-time faculty, as necessary, which ensures comparability with Southeastern courses. NTCC now has the capacity to offer 20 general education courses, 1 introduction to business course, 1 computer science course and 3 developmental courses. During Fall 2014, NTCC continued to expand its course offerings at the Southeastern's St. Tammany Center in Covington to 15 general education courses and 4 developmental courses and during Spring 2015, the offerings were further increased to 17 general education courses and 4 developmental courses.

NTCC students enrolled in the NTCC classes conducted on Southeastern's campus in 2014-15 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 in the Drafting Design Technology (DDT) program at NTCC can transfer into the Industrial Technology program at Southeastern. Equipment that was being used for this NTCC program in Bogalusa was moved to physical space at Southeastern with NTCC providing funds for renovations, equipment and salaries. Additionally Southeastern created a Cross Enrollment Agreement with NTCC whereby students enrolled at in at least two courses at Southeastern can enroll in a maximum of two courses at NTCC. Currently this program is being utilized for the Board of Regents Developmental Math/English Pilot programs.

- **Transfer Students 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 2014-2015 academic year, Southeastern accepted five Louisiana Transfer degree students in the Fall and three in Spring. All eight 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
Summer 2014	58
Fall 2014	270
Spring 2015	282

Once students enrolled under the partnerships agreement transfer to Southeastern, we will monitor their performance. In the 2014-15 academic year, 54 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** just as 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 Concurrent Enrollment Procedures.** Southeastern students participate in concurrent enrollment with other in-state and out-of-state colleges and universities. A review of the procedures required to transfer this credit to Southeastern took place in 2014-15. As a result, a more streamlined internal process was implemented and we expect to make further changes to streamline the process for students as well.

- **Development/use of agreements/external feedback reports during the reporting year.**
- *What articulation agreements were in effect? 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 2014-2015 academic year, 230 students were referred directly to NTCC. Others were recruited through recruiting campaigns, events and visits. 360 new students 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 and between Southeastern and River Parishes Community College.
 - **Cross Enrollment for Developmental Courses.** In 2014-2015 Southeastern continued to [participate](#) in the BoR Developmental Education Pilot. To accommodate students that did not meet the Pilot program requirements, Southeastern entered into a Cross Enrollment agreement with Northshore Technical Community College (NTCC), providing new and returning students access to developmental courses taught by NTCC on Southeastern's campus. In addition, any student may cross enroll pre-approved courses. To provide a seamless enrollment process for the students, Southeastern collects tuition and manages financial aid for all students participating in the NTCC cross enrollment program.
 - **Community College Feedback Reports.** In Spring 2015, 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	877	
# retained to next Fall semester	787	818	871	760	646	618	
Rate	69.3%	70.1%	69.8%	71.8%	69.1%	70.5%	

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	499	
# retained to the next Fall semester	449	407	381	
Rate	79.0%	78.3%	76.4%	
Target	75.5%-79.5%	75.0%-79.0%	75.5%-79.5%	76.0%-80.0%
Actual Year 09-10				
Actual Year 10-11				
Actual Year 11-12				
Avg of Prior Three Years				
Actual 12-13				
Actual 13-14				
Avg of Most Recent Two Years				
Met?	YES	YES	YES	

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	1,959	
# who began as transfers	694	704	658	589	624	558	
Percentage who began as transfers	37.1%	36.2%	34.3%	30.2%	31.9%	28.4%	

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	71	
# Admitted by Exception	0	1	5	5	5	7	
Rate	0.0%	1.0%	4.3%	4.2%	5.9%	9.9%	
# Transfers Admitted (Fall)	682	563	621	649	599	499	
# Admitted by Exception	44	40	49	43	52	41	
Rate	6.5%	7.1%	7.9%	6.6%	8.7%	8.2%	
# Transfers Admitted (Spring)	377	461	364	296	287	288	
# Admitted by Exception	0	25	22	21	26	24	
Rate	0.0%	5.4%	6.0%	7.1%	9.1%	8.3%	
# Transfers Admitted (TOTAL)	1,176	1,121	1,101	1,063	966	858	
# Admitted by Exception	44	66	76	69	83	72	
Rate	3.7%	5.9%	6.9%	6.5%	8.6%	8.4%	

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	110	
# retained to next Fall semester	52	48	60	84	87	80	
Rate	68.4%	65.8%	66.7%	67.8%	67.4%	72.7%	

Note: The AY 13-14 retained number includes 1 transfer who graduated prior to Fall 14

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	1,959	
# who began as transfers w assoc degree	0	16	19	41	47	68	
Percentage who began as transfers w assoc degree	0.0%	0.8%	1.0%	2.1%	2.4%	3.5%	

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	427	

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	7	
# retained to next Fall semester	0	0	0	0	4	4	
Rate	N/A	N/A	N/A	N/A	100%	57.1%	

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	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 July 2014. 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.
 - **Requests to Terminate Post-Baccalaureate Certificate Programs Based on the 2015 BoR Targeted Low Completer Review**
 - Reading Specialist, PBC
 - English as a Second Language, PBC
 - **Requests to Terminate Other Low Completer Certificate Programs Not Included in the 2015 BoR Targeted Low Completer Review**
 - Special Education - Early Intervention: Birth to 5, PBC
 - Special Education Mild/Moderate for Elementary Education, Grades 1-5, PBC
 - Special Education Mild/Moderate for Middle School, Grades 4-8, PBC
 - Special Education Mild/Moderate for Secondary Education, Grades 6-12, PBC
 - Gifted Education, PBC
 - Secondary Education, Grades 6-12, PBC
 - Multiple Levels, Grades K-12, PBC
 - Early Childhood Education, Grades PK-3, PBC
- **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): LED WISE Tier 2, LWC 5-Star Jobs (Medical and Health Services Managers):**
 - **Health Systems Management, Bachelor of Science degree program** (approved by BoR 8/27/2014)
 - **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; implemented Fall 2014)
 - **Minor in OSHE – Health** (recommended through University curriculum review process; approved by Provost 11/12/2013; implemented Fall 2014)
 - **Minor in OSHE – Environment** (recommended through University curriculum review process; approved by Provost 11/12/2013; implemented Fall 2014)
 - **Targeted Industry Sector: LED WISE 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; implemented Fall 2014)
 - **Concentration in Choral Conducting** added to existing Master of Music degree program (approved by Provost 1/23/2014; implemented Fall 2014)
- **New or Proposed Courses Related to Workforce/Economic Development Needs** (This is a sampling.)
 - **Targeted Industry Sector(s): LED WISE Tier 2, 4 Star Jobs (Education)**
 - **MAT 662 (Apprenticeship in Elementary or Secondary Education)**. Candidates are placed into a school by Southeastern in partnership with the corresponding school district.
 - **Targeted Industry Sector(s): LED WISE 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); Software and Digital sector (GNO, Inc)/Digital Media sector (LED)/Digital Media/Software Development (Blue Ocean)**
 - **MRKT 373 (Social Media and Digital Marketing)**. Social media, mobile applications of marketing and the use of developing technologies to augment and expand marketing impact.
 - **Targeted Industry Sector(s): LED WISE Tier 3, 5 star jobs (Physical Sciences: Chemistry, General)**
 - **CLA 413 (Chemistry Internship)**. The course provides practical experience working with professionals in the field of chemistry. Students are responsible for finding a professional sponsor and a faculty mentor when enrolling in this course.
- **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 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 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.
 - [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, has been named as the Group Leader of the Talent/Workforce Development working group, effective August, 2014.
 - [Laitram-Southeastern Internship Partnership for Engineering Technology and Industrial Technology](#) (Established Fall 2013; Continuing). Provides paid 10-20-hr-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.
 - [Geocent-Southeastern Partnership for Computer Science Competitive Coding](#) (Established Fall 2014). Provides \$5,000 annually to support a multi-faceted competitive coding initiative for current and future Southeastern computer science students. It includes travel funding for teams to compete in regional events and prizes/food/etc. for internal coding competitions, training sessions, and a high-school regional competition.

- [Performance Contractors – Southeastern Partnership for Industrial Technology](#) to support the Industrial Technology Program (Established Fall 2014). The partnership allows the Southeastern to obtain materials to be used in metallurgy course work, such as steel tubing, bar stock, metal plates and other supplies. Total funding is varied but is estimated to be in the thousands of dollars each year. As part of the partnership, Southeastern works closely with Performance Contractors to place students in internship opportunities.
- **American Association of Drilling Engineers (AADE) – Southeastern Partnership for OSH&E** (Established Fall 2014). The New Orleans Chapter of AADE sponsored the establishment of an AADE Student Section at Southeastern. After providing initial seed money of \$1,200 to get the club started, several OSH&E students have been awarded scholarships and an additional \$25,000 was provided to purchase a variety of Industrial Hygiene detection/monitoring devices for OSH&E coursework, better preparing Southeastern graduates for the workforce. This partnership opens the door for Southeastern to continue to apply for and win annual support from AADE.
- **Louisiana Department of Economic Development and IBM Partnership** (Established Spring 2015). Provides \$250k/year for ten years to provide support for increase recruiting, instruction, production, and job placement of Computer Science and Information Technology graduates. Activities will include, but are not limited to: active recruiting of high school students into these degree programs; proactive mentoring and tutoring so as to ensure progression in the programs; increased opportunities for internships and related work experience as a part of the degree program; increased course offerings so as to ensure timely graduation; assistance with placement into Computing careers.
- [Southeastern Tech Connect Job Fair](#) (Established 2013-14; Continuing). This career fair was initiated as the result of repeated requests from companies to meet with students from our Department of Computer Science and Industrial Technology. Companies pay \$300 to participate; they conduct interviews and make job offers to our students at the fair. In March 2015, 32 area employers and 350+ students attended; 45 formal interviews were conducted, with appointments for additional interviews made for later dates (at least 19 of which are known).
- Southeastern's [Business Research Center](#), in partnership with Southeastern's College of Business and the Small Business Development Center, provided [economic analyses and reports](#) for numerous businesses in the region. The Center's efforts from 2005-2014 have resulted in a regional [economic impact](#) of approximately \$122,000,000 in increased sales and approximately \$3,000,000 in grant funds.
- **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 items regarding employment and graduate studies (see [2012-13 results](#)).
- **Improved technology/expanded distance learning offerings during the reporting year.**
 - **Telecourses.** In 2014-15, the Southeastern Channel broadcasted on television and/or delivered online 35 telecourses, an increase of one over 2013-14, but with an expanded number of sections (including television, internet, and dual enrollment sections). Southeastern offered 150 telecourse sections in 2014-15, an increase of 81 sections over 69 reported in 2013-14, or an increase of 117%. This total represents 2,740 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.
 - 3,726 students enrolled in 150 telecourse sections broadcasted on television and/or delivered online for internet and dual enrollment classes by the Southeastern Channel, an increase over the 2,691 students enrolled in 2013-14, an increase of 38%. This number includes 2,205 students enrolled in the following Dual Enrollment courses: History 101, 102, 201, and 202 and English 101.

- 4 new telecourses were produced by the Southeastern Channel in 2014-15: Physics 191, Biology 153, Management 620, and English 101 (updated). English 101 is offered as a Dual Enrollment course.
- **Hybrid Courses.** The number of hybrid courses increased 10.8% from 2012-12 to 2014-15 (from 342 to 379).
- **100% Online Courses.** The number of 100% online courses decreased 2.3% from 2014-15 to 2013-14 (from 727 to 710).

- **Faculty Professional Development focused on Distance Education.**

The Center for Faculty Excellence continues to provide training and support for the Learning Management System and other distance education needs. Activities include:

- The academic course template was redesigned for the upgrade to Moodle 2.7 and will be used for all course shells.
- The faculty support site for Moodle continues to support faculty via tip sheets and other training resources. As of March 26, 2015, a total of 236 distance education faculty have accessed the site since March 2014.
- **Quality Matters at Southeastern Training.** The number of faculty completing Quality Matters training to improve distance learning offerings increased 108.3% from Fall 2013 to Fall 2014 (from 144 to 300).
- 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 addition to organized training and online resources, Center staff also support distance education faculty through emails, phone calls, and one-on-one consultations. For example, one of the three coordinators documented assisting 267 distinct individuals with on-line or distance education-related matters from June 2014 through March 2015.
- The Center's lab offers immediate, walk-in assistance for a variety of technical, equipment and software needs. Based on information provided by 2014 sign-in sheets, approximately 464 faculty visits to the Center's lab were for issues related to Moodle, the LMS used for distance education.
- In 2014 the Center offered 30 workshops to support distance education. Based on responses to workshop evaluations, 100% of participants selected Agree or Strongly Agree to, "I learned new skills and strategies that I can readily put to use," and 98% indicated, "The workshop impacted my professional growth."
- **Purchases for Enhancing Distance Learning.**
 - Purchases made by the Center for equipment and software to support distance education total about \$41,000 annually. Expenditures include equipment to assist faculty in creating audio and video resources, licenses for online professional development resources and software purchases (including the anti-plagiarism software, Turnitin).
 - 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. Access logs for Magna Campus were examined at the end of the Fall 2014 semester and indicated a 92.9% increase in the number of faculty referencing the professional development units since Spring 2014.
 - **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 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	4	0	

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, BS Radiologic Sciences, MEd Educational Technology Leadership

*14-15: Requested elimination of 10 PBC programs, awaiting BoR consideration: PBC Reading Specialist; PBC English as a Second Language; PBC Special Education - Early Intervention: Birth to 5; PBC Special Education Mild/Moderate for Elementary Education, Grades 1-5; PBC Special Education Mild/Moderate for Middle School, Grades 4-8; PBC Special Education Mild/Moderate for Secondary Education, Grades 6-12; PBC Gifted Education; PBC Secondary Education, Grades 6-12; PBC Multiple Levels, Grades K-12; PBC Early Childhood Education, Grades PK-3

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	9 (but only 7 reported last year)*	15	

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)
 *Master Teacher Leader concentration within Curriculum and Instruction MEd program (implemented Fall 2013) (*mistakenly

omitted in last year's report)

*Nursing BS curriculum modifications (implemented Fall 2013) (*mistakenly omitted in last year's report)

- 14-15: Nurse Educator Curriculum Path in DNP program modification (approved by Provost 3/9/2015; not yet implemented)
 MEd Educational Leadership modification (approved by Provost 3/9/2015; not yet implemented)
 BBA in Business Administration modification (approved by Provost 3/9/2015; not yet implemented)
 BS in Health Science Management (HSM) (approved by Board of Regents on 8/27/2014; not yet implemented)
 BS in Accounting modified (approved by Provost on 3/9/2015; not yet implemented)
 BS in Finance modified (approved by Provost on 3/9/2015; not yet implemented)
 BA in Marketing modified (approved by Provost on 3/9/2015; not yet implemented)
 BA in and Supply Chain Management (approved by Provost on 3/9/2015; not yet implemented)
 Professional Writing minor modification (approved by Provost 10/31/2014; not yet implemented)
 Public Relations concentration in MA Communication program modification (approved by Provost 10/31/2014; not yet implemented)
 Human Resource Management concentration in BA Management modification (approved by Provost 3/9/2015; not yet implemented)
 General Management concentration in BA Management modification (approved by Provost 3/9/2015; not yet implemented)
 Small Business Management concentration in BA Management modification (approved by Provost 3/9/2015; not yet implemented)
 Concentration in Instrumental Conducting added to Master of Music program (implemented Fall 2014)
 Concentration in Choral Conducting added to Master of Music Program (implemented Fall 2014)

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	64	65	
# of programs aligned with needs			67	67	64	65	
% of programs aligned			100%	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	379	
# of course sections that are 100% distance delivered	502	597	647	702	727	731	

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 delivered	7,017	6,643	8,884	8,713	7,746	7,917	
# of students enrolled in courses that are 100% distance delivered	11,347	14,018	15,873	17,037	16,329	15,266	

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	0	
Baccalaureate	1	2	2	
Post-Baccalaureate	2	2	2	
Grad Cert	N/A	N/A	N/A	
Masters	1	0	0	
PMC	2	2	2	
Specialist	N/A	N/A	N/A	
Doctoral	0	1	1	
Professional	N/A	N/A	N/A	
TOTAL	6	7	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				
Actual Year 11-12				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Actual 13-14				
Avg of Most Recent Two Yrs				
TARGET MET?	YES	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	61	
# of Associate Degree completers found employed in Q2	101	40	40	
Percent Associate Degree Completers Employed	59.4%	62.5%	62.5%	
# of Baccalaureate Degrees Awarded	1,923	1,954	1,954	
# of Baccalaureate Degree completers found employed in Q2	1,355	1,434	1,434	
Percent Baccalaureate Degree Completers Employed	70.5%	73.4%	73.4%	
# of Masters Degrees Awarded	434	371	371	
# of Masters Degree completers found employed in Q2	330	289	289	
Percent Masters Degree Completers Employed	76.0%	77.9%	77.9%	
# of Doctoral Degrees Awarded	10	16	16	
# of Doctoral Degree completers found employed in Q2	7	14	14	
Percent Doctoral Degree Completers Employed	70.0%	87.5%	87.5%	
# of Total Degrees Awarded	2,537	2,402	2,402	
# of Total Degree completers found employed in Q2	1,793	1,777	1,777	
Percent Total Degree Completers Employed	70.1%	74.0%	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 is SACSCOC accredited and 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**
 - Southeastern only offered developmental courses that were part of the BoR Developmental Education pilot. Southeastern enrolled 46% fewer students in developmental courses in 2014-15 than in 2013-14 (728 vs. 1,342); 47% fewer than in 2012-13 (728 vs. 1,381). The number of sections did increase from 2013-2014 (60 vs 48), however, this is due to the manner in which the courses are taught as part of the BoR Developmental Education pilot.
- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**
 - **2014-2015 Out-of-State Tuition Schedule.** In June 2014, the Board of Supervisors for the University of Louisiana System approved Southeastern's out-of-state tuition schedule (see [INStable](#)), which results from a five-year implementation plan to bring Southeastern's non-resident tuition to the SREB average. The approved non-resident tuition and fee rate was \$19,111.
 - **Impact on Non-resident Enrollment:** Non-resident enrollment at Southeastern increased 5.4% from fiscal year 2013 to fiscal year 2014 (1,113 vs. 1,173 non-resident students).
 - **Revenue Resulting from Increase in Non-resident Tuition:** \$450,811 (Note: Includes actual gross revenue.)

Approved Out-of-State Tuition Schedule FY 2010-11 through FY 2015-16			Approved Out-of-State Tuition Schedule FY 2011-12 through FY 2015-16			Approved Out-of-State Tuition Schedule FY 2012-13 through FY 2015-16			Proposed Out-of-State Tuition Schedule FY 2013-14 through FY 2015-16			Proposed Out-of-State Tuition Schedule FY 2014-15 through FY 2015-16			Proposed Out-of-State Tuition Schedule FY 2015-16		
SREB Median FY 08-09 \$14,270			SREB Median FY 2009-10 \$14,838			SREB Median FY 2010-11 \$16,224			SREB Median FY 2011-12 \$16,718			SREB Median FY 2012-13 \$17,344			SREB Median FY 2013-14 \$17,806		
SREB Category 3			SREB Category 3			SREB Category 3			SREB Category 3			SREB Category 3			SREB Category 3		
Proposed Tuition based on Estimated SREB Tuition Increases ¹			Proposed Tuition based on Estimated SREB Tuition Increases ²			Proposed Tuition based on Estimated SREB Tuition Increases ³			Proposed Tuition based on Estimated SREB Tuition Increases ⁴			Proposed Tuition based on Estimated SREB Tuition Increases ⁵			Proposed Tuition based on Estimated SREB Tuition Increases ⁵		
4.79%			5.66%			5.41%			5.71%			5.34%					
SREB Target	SLU Approved		SREB Target	SLU Approved		SREB Target	SLU Approved		SREB Target	SLU Proposed		SREB Target	SLU Proposed		SREB Target	SLU Proposed	
FY 2010-11	\$ 15,604	\$ 12,469	FY 2010-11	\$ 15,549	\$ 12,469	FY 2010-11	\$ 16,224	\$ 12,469	FY 2010-11	\$ 16,224	\$ 12,469	FY 2010-11	\$ 16,224	\$ 12,469	FY 2010-11	\$ 16,224	\$ 12,469
FY 2011-12	\$ 16,317	\$ 13,819	FY 2011-12	\$ 16,294	\$ 13,905	FY 2011-12	\$ 17,142	\$ 14,109	FY 2011-12	\$ 16,718	\$ 14,109 *	FY 2011-12	\$ 16,718	\$ 14,109	FY 2011-12	\$ 16,718	\$ 14,109
FY 2012-13	\$ 17,063	\$ 15,170	FY 2012-13	\$ 17,074	\$ 15,340	FY 2012-13	\$ 18,113	\$ 15,923	FY 2012-13	\$ 16,718	\$ 15,923	FY 2012-13	\$ 17,344	\$ 15,923	FY 2012-13	\$ 17,344	\$ 15,923
FY 2013-14	\$ 17,843	\$ 16,566	FY 2013-14	\$ 17,892	\$ 16,776	FY 2013-14	\$ 19,138	\$ 17,737	FY 2013-14	\$ 16,718	\$ 15,923	FY 2013-14	\$ 18,334	\$ 17,614	FY 2013-14	\$ 17,806	\$ 17,614
FY 2014-15	\$ 18,658	\$ 18,658	FY 2014-15	\$ 18,749	\$ 18,211	FY 2014-15	\$ 20,221	\$ 19,551	FY 2014-15	\$ 16,718	\$ 15,923	FY 2014-15	\$ 19,381	\$ 19,051	FY 2014-15	\$ 18,757	\$ 19,051
FY 2015-16	\$ 19,511	\$ 19,511	FY 2015-16	\$ 19,647	\$ 19,647	FY 2015-16	\$ 21,365	\$ 21,365	FY 2015-16	\$ 16,718	\$ 20,640	FY 2015-16	\$ 20,488	\$ 20,488	FY 2015-16	\$ 19,758	\$ 19,758

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. 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.

***Increase in proposed rate for FY11-12 resulted from increases in student fees that were approved after the original submission.**

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	55	
Course sections in English	10	9	7	9	10	8	
TOTAL	53	51	45	45	48	63	

Note: Includes Summer Data; all sections are part of the Developmental Education pilot program.

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	749	
Enrollment in dev English	184	174	111	165	149	64	
TOTAL	1,908	1,866	1,509	1,381	1,342	813	

Note: Includes Summer Data; all sections are part of the Developmental Education pilot program.

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****	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	63	

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	\$19,111	
Peer non-resident tuition/fees (full-time)	\$14,922	\$15,604	\$17,142	\$17,622	\$18,334	\$18,757	
Percentage difference	-37%	-25%	-18%	-8.6%	-3.3%	1.9%	

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	54	
# programs having discipline accreditation	49	48	49	
% accredited programs	86.0%	88.9%	90.74%	
TARGET	81.0%	81.0%	81.0%	81.0%
Year 08-09				
Year 09-10				
Year 10-11				
Year 12-13				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Year 13-14				
Avg of Most Recent Two Yrs				
Met?	YES	YES	YES	

Note: We are currently in conversations with the accrediting agency to clarify the accreditation status of our PMC program in Psychiatric Mental Health NP. It is currently not listed as accredited,

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, 2015

a. **Number of students by classification**

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

Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD , Fall 2014

Undergraduate headcount	13,376
Graduate headcount	1,222
Total headcount	14,498

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

Source: 2014-2015 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	11,075
Graduate FTE	793
Total FTE	11,868

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 2014. 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	607
FTE Faculty	518.35

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 2014.

Undergraduate headcount enrollment	56,922
Total number of sections in which the course number is less than or equal to a senior undergraduate level	2,385
Average undergraduate class size	23.9

Note: Does not include 58 classes (928 headcount) that were reported in Cycle 2 of the 2014-2015 SCH System.

d. Average number of students per instructor

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

Source: Budget Request information 2014-2015 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2014.

Total FTE enrollment	11,868
FTE instructional faculty	518.35
Ratio of FTE students to FTE faculty	22.9

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 2014, 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; 66,070 Fall 14 SCHS)	3	3.0 (3.0 paid out of operating funds)
Business (3 depts; 18,075 Fall 14 SCHS)	1	1.0 (1.0 paid out of operating funds)
Education (2 depts; 1 units; 7,296 Fall 14 SCHS)	2	2.0 (2.0 paid out of operating funds)
Nursing & Health Science (3 depts; 1 units; 20,960 Fall 14 SCHS)	4	4.0 (2.0 paid out of operating funds)
Science & Technology (4 depts; 1 units; 49,054 Fall 14 SCHS)	2	2.0 (2.0 paid out of operating funds)

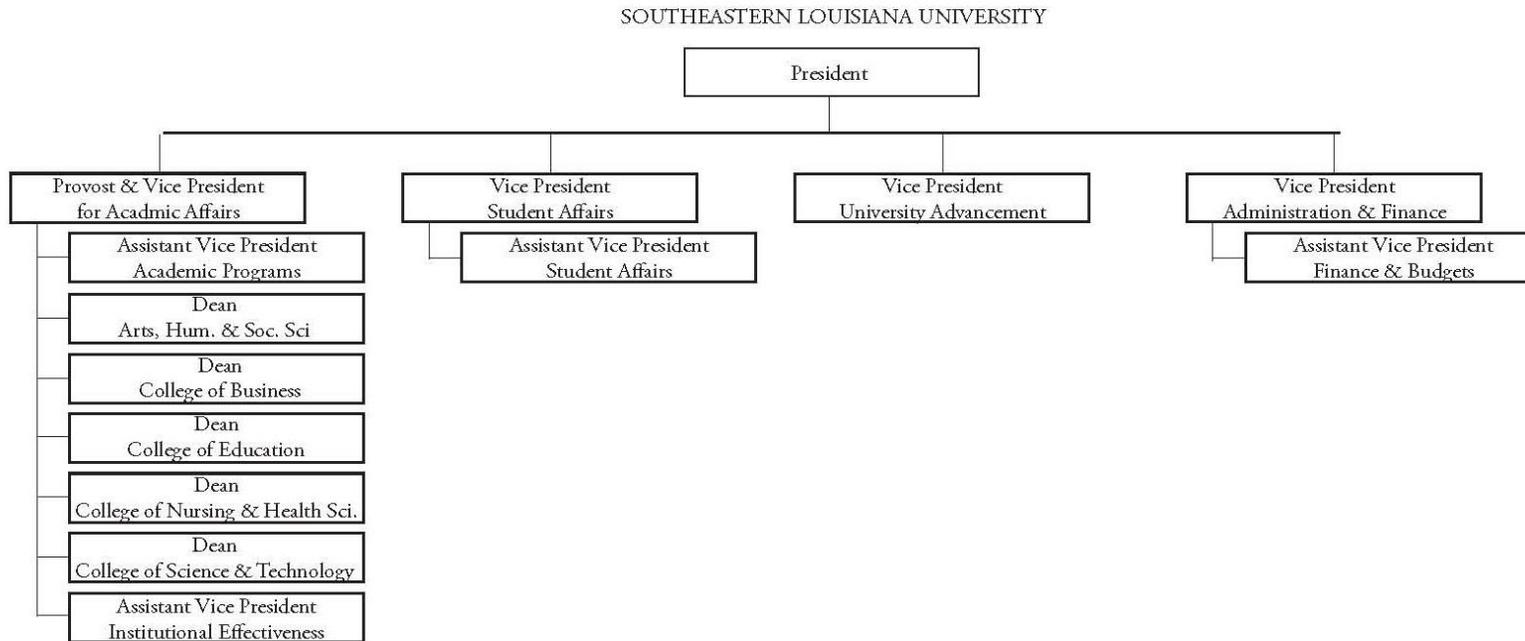
f. **Number and FTE of staff in administrative areas**

- **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 2014, 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	23	23.0 (20.18 paid out of operating funds)
Student Affairs	9	9.0 (5.8 paid out of operating funds)
Administration & Finance	19	18.75 (11.12 paid out of operating funds)
University Advancement	3	3.0 (2.6 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 2014).



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	Total Base Salary, reported Fall 2014
President	\$248,000	\$248,000	\$248,000	\$248,000	\$248,000	\$248,000
Provost & VP Academic Affairs	\$160,325	\$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	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			
Assistant VP Academic Programs	N/A	N/A	N/A	N/A	\$109,999	\$109,999
Assistant VP Institutional Effectiveness	N/A	N/A	N/A	N/A	\$113,799	\$113,799
Dean Arts, Humanities & Social Science	\$122,299 Interim Dean	\$122,299	\$122,299	\$122,299	\$122,299	\$140,999 New Dean hired July 6, 2014 at higher salary
Dean General Studies	\$105,980	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010			

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	Total Base Salary, reported Fall 2014
Vice President Administration & Finance	\$159,495	\$159,495	\$159,495	\$145,000 Interim VP appointed April 1, 2012 at lower salary	\$145,000	\$145,000 New VP hired July 1, 2014 at higher salary
Assistant VP Finance	\$112,686	\$112,686	\$112,686	\$112,686	\$122,686	\$122,686
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	\$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, 2013-2014 Actual.

	Southeastern Louisiana University	
Expenditures by Function:	Amount	% of Total
Instruction	\$ 52,975,961	49.8%
Research	\$ 291,230	0.3%
Public Service	\$ 1,482,879	1.4%
Academic Support**	\$ 7,760,819	7.3%
Student Services	\$ 5,372,519	5.0%
Institutional Services	\$ 11,460,058	10.8%
Scholarships/Fellowships	\$ 14,271,391	13.4%
Plant Operations/Maintenance	\$ 11,289,747	10.6%
Total E&G Expenditures	\$ 104,904,604	98.6%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 1,500,000	1.4%
Other	\$ -	0.0%
Total Expenditures	\$ 106,404,604	100.0%

• ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. *Aid Year 2014-2015*

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	\$20,382
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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	5.3
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iv. Average cost per degree awarded in the most recent academic year.

State Dollars Per FTE	\$2,605
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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	\$2,605
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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 2013-2014*

Total Expenditures	\$175,301,056
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