Southeastern Louisiana University
University of Louisiana System

GRAD Act Annual Report
FY 2011-2012 (Year 2)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2012

and to the
Louisiana Board of Regents,
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1. STUDENT SUCCESS
• Student success policies/programs/initiatives implemented/continued during the reporting year.
Modifications of Existing University-Wide Student Success Policies/Programs/Initiatives
- **Transfer Admission Standards**. In Fall 2011, Southeastern increased its transfer admission standards to be consistent with the new University of Louisiana System transfer admission requirements for Tier III institutions.
- **Criteria for Admission Standards Exceptions**. Prior to 2011-12 and in accordance with the 2006 "Master Plan Issues" document, Southeastern allowed up to 10% of its entering class to be admitted as exceptions. In 2011-12, as per BOR policy, that was changed to a maximum of 8%.

   Students are admitted as exceptions based on pre-determined criteria (2009-10 criteria; 2010-11 criteria; the 2011-12 criteria are identical to those of 2010-11). Southeastern increased its pre-determined criteria standards for Fall 2010 admissions and maintained those standards through 2011-12 admissions. Students who meet neither regular admission criteria nor the exception criteria may appeal admission denial through the Alternative Criteria Appeals Committee. The Committee may grant exceptions on judgments of the student's ability to succeed and graduate in a timely manner.

   To achieve the change to a maximum of 8% exceptions, Southeastern again raised the standards of its pre-determined exceptions criteria for students applying for admission in Fall 2012 (2012-13 criteria). The predetermined exceptions criteria for both Louisiana and out-of-state high students include higher grade point average requirements.

   Based on analyses of Southeastern's Fall 2010 entering freshman class, we modified our criteria for considering appeals from applicants who did not meet our regular admission standards or our pre-determined exceptions criteria. The current appeal form requests more information from applicants for review by the Alternative Criteria Appeals Committee than did the pre-2011-12 appeal form.
- **Progression Scholarships**. Students who entered Southeastern as beginning freshmen beginning in Summer 2007 or later are eligible for Progression Scholarships for two years. Prior to summer 2011, the first award is granted when students progressed from freshman to sophomore status and then again when they progressed to a second classification (junior or senior). Credit hours associated with developmental course work were not used in determining classification. The first Progression Scholarships were awarded in Fall 2008.

   For beginning freshmen entering Southeastern in Summer 2011 and afterwards, Progression Scholarships are awarded based on percent of degree completed rather than progression from one classification to the next, regardless of the contribution of those credit hours to students' progress in their degree program.

Continuing University-Wide Student Success Policies/Programs/Initiatives (examples, not all-inclusive)
- **Admission Standards for Beginning Freshmen.** For 2011-12, Southeastern continued to apply the admission standards for beginning freshmen initially implemented for Fall 2010 admission. Those standards are higher than Southeastern's pre-Fall 2010 standards and higher than the BoR minimum admission standards for regional public universities (overall minimum HS GPA of 2.5 rather than 2.0 **OR** ACT composite of 21 rather than 20 **OR** minimum high school rank of top 25% as opposed to top 50%; **AND** minimum high school GPA of 2.0 required rather than no such minimum required).
- **Freshman Success Course**. Southeastern continues to require entering students with fewer than 30 credit hours to enroll in its freshman success course. The course focuses on topics germane to student success (e.g., purpose of higher education; importance and process of academic advising and relation to student success; expectations and responsibilities of a college student; meta-cognitive learning strategies; choosing an appropriate major and developing degree/career goals, personal responsibility and self management).

- **Continual Contact between Freshmen and Center for Student Excellence (CSE) Advisors in Student's First Semester (e-mail and a minimum of 2 face-to-face meetings).** This contact involves reviewing (a) an integral assignment for the Freshman Success course and (b) career and academic plans, study skills, or other student concerns, including course scheduling.
  - o **Intervention:** Students with (a) undefined career goals, (b) low confidence in choice of major, (c) low commitment to college, (d) inability to forecast grades and calculate GPA, and/or (e) poor time management or study plans/skills are given appropriate assignments, assessments, referrals 9depending on the identified impediment) and follow-up meetings are scheduled to monitor progress.
- **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."
- **Mid-term Grades in Freshman Success course, math, English**. Freshmen with D/F/U grades are contacted via letter and e-mail by advisors in Southeastern's Center for Student Excellence (CSE) to meet and plan academic support/intervention. For math intervention, students are referred to tutoring provided through a collaborative effort between the CSE and the Mathematics Department; for English, to the Southeastern Writing Center; for SE 101, to their CSE advisor and sometimes to graduate assistants who provide technology assistance for the online portion of the course.

Individual Department/College/Division Progression and Graduation Initiatives (just a sampling)
- **Curricular Progression Policies Implemented in 2011-12.** Based on analyses indicating that students who do not complete certain prerequisite and/or key courses in a timely manner are not likely to progress and graduate in a particular major, curricular progression policies were implemented in the following degree programs in 2011-12. For each program, students with exceptional circumstances may appeal to the appropriate department head for an alternative progression plan. Students who do not meet the tenets of the policies or an approved alternative plan are not allowed to continue in the major and are advised regarding alternative majors that better suit their strengths and interests.
  - o [Chemistry BS Program Curricular Progression Policy](#)
  - o [Computer Science BS Program Curricular Progression Policy](#)
  - o [Mathematics BS Curricular Progression Policy](#)
  - o [Physics BS Program Curricular Progression Policy](#)
- **Continuation of Initiatives Reported in 2011**
  - o **Southeastern Writing Center.** The Writing Center, housed within the Department of English, continues to provide one-on-one writing tutoring and feedback to any university student who requests such services.
  - o **Accelerated Option in History MA Program.** Approved in 2010-11 and implemented in 2011-12, graduate students in the History MA program may earn both the MA and Alternate Teaching Certification in Social Studies simultaneously.
  - o **College of Business Academic Success Program and Probation Workshop Program.** The ASP and PWP programs are designed primarily to identify, advise, and track the performance of at-risk Business students. The ASP targets students who have been readmitted after academic suspension. The program includes one-on-one academic advising to identify the circumstances that led to

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

o **Implementation of Collaborative Agreement with UL-Lafayette and UNO to Share Physics Major Course Offerings** (initiated in Spring 2011; implemented in Fall 2011)

o **Project PULL, Multicultural/International Student Affairs.** Project Promoting Unity through Leadership & Learning is an academic and leadership development program. The program consists of weekly workshops that are designed to help ease the college transition for freshmen of color by providing study sessions, mentoring, leadership training, service opportunities, and fun activities.

Sample of Project PULL Results, Fall 08 cohort	Fall 2008	Year 1 Fall 08 to Fall 09	Year 2 Fall 09 to Fall 10	Year 3 Fall 10 to Fall 11
# Enrolled	28	24	20	19
Retention Rate		86%	71%	68%
# NOT Retained		4	8	9
Progression Rate		50%	68%	68%
# NOT Progressed		14	9	9

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

- **Performance of Entering Freshmen Admitted via Regular Admission Standards Implemented in Fall 2010 and continuing in 2011-12 vs. Prior.** A preliminary analysis of various success indicators suggests entering freshmen admitted using the Fall 2010 through 2011-12 admission standards withdrew from fewer classes and completed an average of approximately one additional credit hour at the end of their first semester.

- **Performance of Entering Freshman Students Admitted by Exception Using Fall 2009 Predetermined Criteria vs. Fall 2010 – 2011/12 Predetermined Criteria.** Southeastern's predetermined criteria for admitting beginning freshmen as exceptions are relatively high and are designed to provide university access to students who should have a reasonable probability of success but who might lack one or two core courses that might not have been available to them in high school. Beginning freshmen who did not meet Southeastern's regular admission criteria and who were admitted as an exception in 2009-10 and in 2010-11 performed more poorly on several measures than those who met the admission criteria. Comparisons of the performance of students accepted using Southeastern's Fall 2009 criteria and using the Fall 2010 through 2010-11 criteria indicate those students had lower 1st-to-2nd year retention rates (44.7% for Fall 09 exceptions, 67.1% for Fall 09 non-exceptions; 51% for Fall 10 exceptions, 68.7% for Fall 10 non-exceptions), lower 1st-to-2nd year progression rates (9.9% for Fall 09 exceptions, 34.3% for Fall 09 non-exceptions; 13% for Fall 10 exceptions, , 38.8% for Fall 10 non-exceptions), and lower GPAs at the end of their first academic year than students who met Southeastern's regular admission standards (1.390 GPA for Fall 09 exceptions, 2.249 GPA for Fall 09 non-exceptions; 1.730 GPA for Fall 10 exceptions, 2.420 GPA for Fall 10 non-exceptions. In addition, more freshmen admitted as exceptions had first year GPAs below 2.0 than those who met Southeastern's regular admission standards (69.2% of Fall 09 exceptions, 36% of Fall 09 non-exceptions; 61.5% of Fall 10 exceptions, 32% of Fall 10 non-exceptions).

Although freshmen admitted as exceptions in both 2009-10 and 2010-11 did not perform as well as on various student success measures as compared to freshmen admitted on the basis of Southeastern's regular beginning freshman admission standards, those admitted

as exceptions in 2010-11 performed better than those admitted as exceptions in 2009-10. This improvement corresponds to increases in the criteria for admitting entering freshmen as exceptions in 2010-11 relative to 2009-10.

- **Primary Goals of Freshman Success Course.** Southeastern's most recent analysis of the extent to which freshmen achieve the main expected student learning outcomes of the Freshman Success Course (SE 101) was conducted using data from Fall 2010. The Fall 2011 data have not yet been summarized and analyzed. The most recent analysis shows that 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, including an academic timeline and proposed graduation date
  - Demonstrate knowledge of effective study behaviors that lead to academic success, such as note-taking skills, critical reading, test preparation, and memory retrieval strategies (indicated on 5 of 6 measures)
  - Demonstrate realistic expectations of the time and effort required to make successful academic progress (on 3 of 5 measures)
- **Continual Contact between Freshmen and Center for Student Excellence Advisors in Student's First Semester.** Students complete point-of-service surveys, rating the interactions with their advisor and helpfulness of the information provided for resolving immediate concerns. In Spring, Summer, and Fall 2011, freshmen generally rated the services they received as excellent.

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

Through its **Academic Degree Audit System**, initially implemented in Summer 2005, Southeastern continues to provide students and academic departments with a useful online advising and planning tool that allows advisors and students to view the undergraduate degree requirements the student has and has not met.

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

Southeastern continues to use its **Registration Tracking System** which was implemented in Fall 2005 and which provides authorized academic department personnel with information allowing them to monitor 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, Academic deans are also provided a **Student Degree Completion Report** indicating the percentage of degree completion for each student majoring in the degree programs offered within their respective college. These reports include the cohort year and are helpful in monitoring the time to completion for each student. Based on the information in the report, students may be contacted for academic advising.

Southeastern faculty teaching English, Math or SE 101 classes enter **mid-term grades** for their students. Students determined to be have deficient grades (D, F, or U) are contacted by letter and email. Students are encouraged to speak with their instructor and/or to seek

tutoring. Mid-term deficiency tracking includes all students in the aforementioned classes and is not limited to students in a particular cohort or to freshmen advised within the Center for Student Excellence.

After the week of priority registration, Enrollment Services staff conduct a **registration call campaign** to contact cohort students who have not registered for the next semester (fall or spring). This campaign encourages students to register for the next semester and helps troubleshoot challenges students may be facing.   The campaign usually continues off-and-on until the week before final adjustments to schedules can be made. Enrollment Services focuses on students targeted in the 1st to 2nd year and 1st to 3rd year retention targets. This campaign is in addition to student contact made by academic areas.

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

Cohort students are included in **mass communications reminding eligible students of registration**. This includes postcards, emails, and phone calls.

• **Development/use of external feedback reports during the reporting year.**
- **General High School Feedback Reports.** Southeastern holds an annual workshop and luncheon for high school counselors at which the counselors are provided with a feedback report for their school. The report includes but is not limited to preparation, performance, and retention data from the students from their high school who enrolled in Southeastern the prior Fall as well as information about the disciplines in which their former students have chosen as majors.
- **Early Start/Dual Enrollment Feedback Reports.**
  o **Early Start Expansion.** Southeastern's Early Start/Dual Enrollment Program is designed to not only enable eligible high school students to earn college course credit but to also help high school teachers to better prepare students for the expectations and rigors of college and university level work. Southeastern faculty create and grade all of the course work (assignments, quizzes exams) used for determining the grade for the college course, and Southeastern textbooks are used for instruction. The course is delivered by high school teachers and feedback regarding individual student performance is provided to the students and high school teachers by Southeastern faculty. Participating high school teachers are required to attend a 2-3 day course specific workshop led by Southeastern faculty and have continual face-to-face meetings and electronic contact with Southeastern faculty throughout the semester. In 2011-12, Southeastern expanded its Early Start/Dual Enrollment program to include 31 courses, 3,300 students, 34 public high schools, and 4 non-public high schools.
  o **Early Start/Dual Enrollment Overall Student Performance Reports.** At the present time, Southeastern awards grades of P or F to students who complete Early Start courses and the grade of W to …. However, at the end of each semester, Southeastern sends to the Early Start/Dual Enrollment coordinator of each participating high school an overall student performance report which includes the percentage of Early Start students at the school who would have earned grades of A, B, C, D, F, and W.
  o **Sample Chemistry feedback to individual students**
  o **Sample English 101 writing composition feedback to individual students**
  o **Sample Sociology 101 feedback to individual students:** SOC 101 Sample 1, SOC 101 Sample 2

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				
# Retained to 2nd Fall semester	1,766	1,683	1,658				
Rate	67.5%	67.0%	68.6%				
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 06 to Fall 07							
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Avg of Prior Three Years							
Actual Fall 09 to Fall 10							
Actual Fall 10 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

Note: The Fall 2010 cohort has been adjusted by two (2) persons to account for allowable exclusions as defined by IPEDS (deceased students, called to active military duty). Also, the retained number includes 25 students with SSN changes that have not yet been processed in SSPS.

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				
# Retained to 3rd Fall semester	1,293	1,397	1,318				
Rate	51.2%	53.4%	52.5%				
Target		52.4% (50.4%-54.4%	52.8% (50.8%-54.8%)	53.6% (51.6%-55.6%)	54.3% (52.3%-56.3%)	54.8% (52.8%-56.8%)	55.8% (53.8%-57.8%)
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**				

Note: The Fall 2009 cohort has been adjusted by four (4) persons to account for allowable exclusions as defined by IPEDS (deceased students, called to active military duty). Also, the retained number includes 4 students who graduated prior to Fall 2011, and 21 students with SSN changes that have not yet been processed in SSPS.

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				
# Graduated within 150% of time	679	779	714				
Rate	28.5%	30.7%	33.4%				
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**				

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				
Expected # of Awards*	3,011	3,104	3,116				
# Awards	1,947	2,030	2,105				
Ratio of Awards/ FTE	.1617	.1635	.1689				
Award Productivity*	64.7%	65.4%	67.6%				
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**				

* 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				
# Admitted by Exception	25	22	5				
Rate	17.4%	9.4%	3.1%				
# in Freshmen Admitted (Fall)	2,603	2,375	2,182				
# Admitted by Exception	236	109	134				
Rate	9.1%	4.6%	5.8%				
# in Freshmen Admitted (Spring)	153	113	117				
# Admitted by Exception	12	10	9				
Rate	7.8%	8.8%	7.7%				
# in Freshmen Admitted (Total)	2,900	2,723	2,460				
# Admitted by Exception	273	141	148				
Rate	9.4%	5.2%	6.0%				

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				
% Change		4.0%	2.5%				
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				
% Change		N/A	N/A				
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				
% Change		4.0%	2.5%				
Target		4.0%	6.8% (1,999) (4.8% - 8.8%)	9.1% (2,043)	10.6% (2,070)	12.0% (2,097)	12.4% (2,104)
Actual AY 06-07			1,728				
Actual AY 07-08			1,752				
Actual AY 08-09			1,872				
Avg of Prior Three Years			1,849				
Actual AY 09-10			1,947				
Actual AY 10-11			1,919				
Avg of Most Recent Two Yrs			1,933				
Target Met?		**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				
% Change		-4.0%	23.6%				
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				
% Change		-33.3%	233.3%				
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	389	447	444				
% Change		-4.2%	25.4%				
Target		-4.2%	-5.9% (333) (-3.9% - -7.9%)	-6.8% (330)	-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**				

	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				
% Change from baseline		2.7%	6.2%				

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				
Fall	935	693	1,042				
Spring	657	907	1,104				
TOTAL	1,609	1,615	2,171				

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				
Fall	3,254	2,474	2,907				
Spring	2,168	3,126	3,138				
TOTAL	5,501	5,668	6,163				

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				
Fall	3,102	2,147	2,857				
Spring	2,065	2,927	3,075				
TOTAL	5,246	5,139	6,050				

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%	2010-2011	6	4	66.7%
ART EDUCATION(K-12)	ART CONTENT KNOWLEDGE	Louisiana Department of Education	100.0%	2010-2011	12	12	100.0%
SCIENCE EDUCATION: BIO.	BIOLOGY CONTENT KNOWLEDGE	Louisiana Department of Education	100.0%	2010-2011	5	5	100.0%
BUS: BUS. ED.	BUSINESS EDUCATION: CONTENT KNOWLEDGE	Louisiana Department of Education	N/A	2010-2011	1	1	100.0%
GRADES PK-3	EARLY CHILDHOOD EDUCATION	Louisiana Department of Education	50.0%	2010-2011	0	0	N/A
SE: EARLY INTERVENTIONIST B-5 SE: MILD/MODERATE SPECIAL EDUCATION	ED OF EXCEPTIONAL STUDENTS: CORE CK	Louisiana Department of Education	100.0%	2010-2011	12	11	91.7%
SE: MILD/MODERATE SPECIAL EDUCATION	ED OF EXCEPTIONAL STUDENTS: MTMD	Louisiana Department of Education	100.0%	2010-2011	9	9	100.0%
GRADES 1-5 (ELEMENTARY) GRADES PK-3 SE: MILD/MODERATE SPECIAL EDUCATION	ELEMENTARY ED CONTENT KNOWLEDGE	Louisiana Department of Education	94.7%	2010-2011	50	43	86.0%
ENGLISH EDUCATION	ENG LANG LIT COMP CONTENT KNOWLEDGE	Louisiana Department of Education	97.1%	2010-2011	21	20	95.2%
ENGLISH EDUCATION	ENG LANG LIT COMP PEDAGOGY	Louisiana Department of Education	100.0%	2010-2011	20	20	100.0%

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
VOCATIONAL FAMILY and CONSUMER SCIENCE EDUCATION	FAMILY AND CONSUMER SCIENCES II	Louisiana Department of Education	100.0%	2010-2011	0	8	100.0%
FOREIGN LANG.: FRENCH (K-12)	FRENCH: WORLD LANGUAGE	Louisiana Department of Education	N/A	2010-2011	1	1	100.0%
MATHEMATICS EDUCATION	MATHEMATICS: CONTENT KNOWLEDGE	Louisiana Department of Education	100.0%	2010-2011	14	9	64.3%
GRADES 4-8 (English/Language Arts) SE:MILD/MODERATE SPECIAL EDUCATION	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	Louisiana Department of Education	95.0%	2010-2011	18	15	83.3%
GRADES 4-8 (MATHEMATICS) SE:MILD/MODERATE SPECIAL EDUCATION	MIDDLE SCHOOL MATHEMATICS	Louisiana Department of Education	100.0%	2010-2011	8	8	100.0%
GRADES 4-8 (SCIENCE) SE:MILD/MODERATE SPECIAL EDUCATION	MIDDLE SCHOOL SCIENCE	Louisiana Department of Education	100.0%	2010-2011	6	6	100.0%
GRADES 4-8 (SOCIAL STUDIES) SE:MILD/MODERATE SPECIAL EDUCATION	MIDDLE SCHOOL SOCIAL STUDIES	Louisiana Department of Education	100.0%	2010-2011	4	4	100.0%
MUSIC EDUCATION: INSTRUMENTAL MUSIC (K-12) MUSIC EDUCATION: VOCAL MUSIC (K-12)	MUSIC CONTENT KNOWLEDGE	Louisiana Department of Education	100.0%	2010-2011	16	16	100.0%
H/PE: HEALTH and PHYSICAL ED. (K-12)	PHYSICAL ED: CONTENT KNOWLEDGE	Louisiana Department of Education	100.0%	2010-2011	14	14	100.0%

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
GRADES 4-8 (English/Language Arts) GRADES 4-8 (MATHEMATICS) GRADES 4-8 (SCIENCE) GRADES 4-8 (SOCIAL STUDIES) H/PE: HEALTH and PHYSICAL ED. (K-12) MUSIC: INSTRUMENTAL MUSIC (K-12) SE:MILD/MODERATE SPECIAL EDUCATION	PRINCIPLES LEARNING AND TEACHING 5-9	Louisiana Department of Education	98.6%	2010-2011	54	54	100.0%
ART (K-12) ENGLISH EDUCATION FOREIGN LANG.: SPANISH (K-12) H/PE: HEALTH and PHYSICAL ED. (K-12) MATHEMATICS EDUCATION MUSIC: INSTRUMENTAL MUSIC (K-12) MUSIC: VOCAL MUSIC (K-12) SCIENCE EDUCATION: BIO. SOCIAL STUDIES EDUCATION SPEECH EDUCATION VOCATIONAL FAMILY and CONSUMER SCIENCE EDUCATION	PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana Department of Education	98.8%	2010-2011	90	88	97.8%

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
GRADES PK-3 SE: EARLY INTERVENTIONIST B-5	PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD	Louisiana Department of Education	96.4%	2010-2011	91	89	97.8%
FOREIGN LANG.: SPANISH (K-12) GRADES 1-5 (ELEMENTARY) GRADES PK-3 H/PE: HEALTH and PHYSICAL ED. (K-12) MUSIC: INSTRUMENTAL MUSIC (K-12) MUSIC: VOCAL MUSIC (K-12) SE:MILD/MODERATE SPECIAL EDUCATION	PRINCIPLES LEARNING AND TEACHING K-6	Louisiana Department of Education	96.6%	2010-2011	148	147	99.3%
SE:MILD/MODERATE SPECIAL EDUCATION	SE: CK AND MILD TO MODERATE APPL	Louisiana Department of Education	N/A	2010-2011	2	2	100.0%
SOCIAL STUDIES EDUCATION	SOCIAL STUDIES: CONTENT KNOWLEDGE	Louisiana Department of Education	87.5%	2010-2011	33	31	93.9%
SOCIAL STUDIES EDUCATION	SOCIAL STUDIES: INTERPRET MATERIALS	Louisiana Department of Education	93.3%	2010-2011	31	31	100.0%
FOREIGN LANG.: SPANISH (K-12)	SPANISH CONTENT KNOWLEDGE	Louisiana Department of Education	100.0%	2010-2011	2	2	100.0%
FOREIGN LANG.: SPANISH (K-12)	SPANISH: WORLD LANGUAGE	Louisiana Department of Education	N/A	2010-2011	3	1	33.3%
SPEECH EDUCATION	SPEECH COMMUNICATIONS	Louisiana Department of Education	100.0%	2010-2011	2	2	100.0%
Nursing (APRN) (include all specializations)**	American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing	N/A	Calendar Year 2011	11	10	90.9%

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
Nursing (Adult Nurse Practitioner)	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	100%	Calendar Year 2010	0	N/A	N/A
Nursing (Adult Psychiatric and Mental Health Nurse Practitioner)	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	N/A	Calendar Year 2010	0	N/A	N/A
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	87.2%	2010-2011	174	156	89.7%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	N/A	2010-2011	0	N/A	N/A

*Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be one year 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 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 last year because it was self-report and incomplete data. Within the past year, AANP began distributing reports.

2. ARTICULATION AND TRANSFER

- **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**.
    - o In Fall 2011, Southeastern increased its transfer admission standards to be consistent with the new University of Louisiana System transfer admission requirements for Tier III institutions.
    - o For 2012-13 admissions, Southeastern has increased its transfer admission standards to be consistent with the new Board of Regents criteria for regional public universities.
  - **Continuation and Expansion of Partnership with Northshore Technical Community College (NTCC).** In 2011-12, Southeastern and Northshore Technical College expanded the partnership initially implemented in Spring 2011. In Phase I of the partnership agreement, implemented in Spring 2011, students who applied but did not meet Southeastern's admission standards could enroll in the requisite developmental coursework at NTCC (then NTC). Southeastern provided NTCC (NTC) with syllabi and other course information for the classes. Southeastern also provided classroom facilities and pedagogical equipment (computers, projectors, etc.), as well as office space for a NTC advisor and for NTC faculty. To teach the developmental English and Math courses, NTC hired faculty who have taught those courses at Southeastern, further ensuring comparability of the NTC and Southeastern developmental courses.
    In 2011-12, the partnership was expanded to include some college-level General Education courses in disciplines such as English, math, history, and psychology, as well as developmental English and math. The other aspects of the partnership, as described in the prior paragraph, remain the same. In addition, as was the case in Spring 2011, NTCC students enrolled in the NTCC classes conducted on Southeastern's campus in 2011-12 have access to Southeastern student support facilities (library, computer labs, etc.) and campus amenities (student union, food services, etc.).
  - **Transfer Student Web Page.** As a proactive means designed to minimize challenges transfer students might encounter, Southeastern continues to update and maintain its Transfer Students web page, which includes information such as transfer admission standards, the Louisiana Transfer Associate Degree programs, and advising templates associated with programs at community colleges throughout the state.
  - **Director of Transfer and Dual Enrollment Programs.** In Summer 2011, Southeastern established the new Director of Transfer and Dual Enrollment Programs position in part as   a proactive means of ensuring a smooth transition from the community college to the university for the transfer student and of preventing articulation and transfer difficulties. An interim director has served in the position, providing communication and coordination with feeder community colleges and particularly with high schools involved in Southeastern's Early Start program integral to student success.

- **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:

Semester	Number of Students
Spring 2011	12
Summer 2011	34
Fall 2011	103
Spring 2012	135

    Once students enrolled under the partnerships agreement transfer to Southeastern, we will monitor their performance.

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

  - Transfer students are tracked in the same way cohort freshmen students are. See narrative for Student Success section. The only differences are
    - o 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.
    - o Queries are available to academic colleges to identify new transfer students for timely review of the student's transfer record.

- **Development/use of agreements/external feedback reports during the reporting year.**
What articulation agreements were in effect in AY 11-12? Any articulation agreements newly developed or expanded? How many students took advantage of articulation agreements?

  - **Previously Established Dual Admission Partnerships with Community Colleges for Students Who Do Not Qualify for Admission to Southeastern.** Southeastern has a history of working with community colleges to help students who do not qualify for admission to the university to attain access to post-secondary education and work toward admission to the university. Our dual admission partnerships allow applicants who are not eligible for immediate admission to Southeastern to be seamlessly admitted to either River Parishes Community College or Delgado Community College and pre-admitted into Southeastern upon attaining eligibility as a transfer student. The partnership with River Parishes Community College and the partnership with Delgado have been in effect since 2005.

  - **Referral Agreement Process.** Once an admission application is processed and it is determined the applicant does not meet Southeastern's admission criteria, the applicants are mailed a letter inviting them to come to campus to meet with one of our Admissions Counselors.

Counselors are trained in providing multiple options that can assist these students in beginning their post-secondary education, with the hope of ultimately providing a pathway for their future enrollment at Southeastern.

   The first option provided to these students is enrollment through Northshore Technical Community College. Those choosing not to take advantage of this agreement are advised of the Dual Admissions Agreements between Southeastern and Delgado Community College and between Southeastern and River Parishes Community College.

- **Community College Feedback Reports.** In Spring 2012, Southeastern provided community colleges with <u>feedback reports</u> containing the following information regarding their former students' performance at the university, as well as a <u>cover message</u> describing the report:
   o 1st to 2nd year retention at Southeastern (F09 to F10)
   o Cumulative GPA at end of 2009-10 academic year
   o Cumulative GPA at end of 2010-11 academic year
   o Total Southeastern baccalaureate recipients through Spring 2011 who transferred from the community college in 2009-10, and the degree programs they graduated from
   o Total number of 2009-10 transfer students
   o Number and percent of transfer students from the community college admitted as exceptions
   o Grades in first attempts of freshmen-level English and math classes

Southeastern also provided community colleges with the above-listed information regarding their former students who transferred to Southeastern in 2008-09.

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				
# retained to next Fall semester	787	818	871				
Rate	69.3%	70.1%	89.8%				

Note: The AY 08-09 retained number includes 7 transfers who graduated prior to Fall 09
      The AY 09-10 retained number includes 9 transfers who graduated prior to Fall 10
      The AY 10-11 retained number includes 10 transfers who graduated prior to Fall 11

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				
# who began as transfers	694	704	658				
Percentage who began as transfers	37.1%	36.2%	34.3%				

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				
# Admitted by Exception	0	1	5				
Rate	0.0%	1.0%	4.3%				
# Transfers Admitted (Fall)	682	563	621				
# Admitted by Exception	44	40	49				
Rate	6.5%	7.1%	7.9%				
# Transfers Admitted (Spring)	377	461	364				
# Admitted by Exception	0	25	22				
Rate	0.0%	5.4%	6.0%				
# Transfers Admitted (TOTAL)	1,176	1,121	1,101				
# Admitted by Exception	44	66	76				
Rate	3.7%	5.9%	6.9%				

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				
# retained to next Fall semester	52	48	60				
Rate	68.4%	65.8%	66.7%				

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

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

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

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				

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				
# retained to next Fall semester	0	0	0				
Rate	N/A	N/A	N/A				

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				

3. WORKFORCE AND ECONOMIC DEVELOPMENT
Narrative (2-4 pages, not including separate narrative for Element 3.c.)

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**
  - **Southeastern's Periodic Low Completer Program Analysis.** Southeastern's Office of Institutional Research periodically conducts an analysis of the number and annual average of majors and completers for each degree program for the past five years, producing a report for the President and Provost. The report is typically conducted during the Spring semester, with the most recent Low Completer Report conducted in June 2011. 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.
  - **BoR Spring 2011 Low Completer Review and Alignment of Degree Programs with Workforce and Economic Development.** As part of the statewide Low Completer Review conducted by the BoR in Spring 2011, Southeastern used historic data from its own periodic low completer program analysis as well as information regarding the alignment of degree programs with workforce and economic development. With regard to workforce and economic development, academic departments provided the following concerning degree programs:
    - o List of graduate school acceptances by alumni in prescribed time period (name of alumnus, graduate program discipline, university in which graduate program is housed, degree level of program – master's, Ph.D., M.D., J.D., Ed.D., etc.)
    - o List of job placements by alumni in prescribed time period (name of alumnus; position title; name of company, institution, or agency; location of company, institution, or agency)
    - o Judgments of the extent to which data associated with each of the prior two bullets were aligned with targeted and/or supported industry sectors identified by the regional economic development agency of GNO, Inc., and by the Blue Ocean Initiative were made
- **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.**
    - o **Targeted Industry Sector(s): Biosciences sector (GNO, Inc); also, local and regional healthcare services needs**
      - ▪ **Doctor of Nurse Practitioner program** (partnership with UL-Lafayette; approved in 2011-12 by BoS and BoR; SACS substantive change approval pending; program not yet implemented). Graduates of the DNP program will help meet the expanding needs for advanced practice nurses in the region who will lead efforts to provide leadership in primary health care settings and to engage in partnerships for redesigning health care systems.
      - ▪ **Family Psychiatric/Mental Health Nurse Practitioner concentration in Nursing MS program** (approved in 2011-12; not yet implemented)
      - ▪ **Post-master's Certificate Programs in Nursing** (approved by BoS in 2011-12; will be presented to BoR later in 2011-12; requires SACS substance change notification/approval; not yet implemented). These certificate programs will address critical access health care issues created by a limited and disproportionate distribution of health care providers and resources in urban to rural settings.
      - ▪ **Health Studies BS, Clinical Option in Radiologic Technology** (initial implementation in Spring 2012)
    - o **Targeted Industry Sector(s): *Creative & Digital Media* sector (GNO, Inc)/*Digital Media* sector (LED)/*Digital Media/Software Development* (Blue Ocean)**

- ▪ **Multi-platform Journalism concentration in Communication BA program** (implemented 2011-12). This program combines communication skills with graphics design, social media, web programming, visual communication, and internet design in ways that will continue to meet workforce needs with growing media convergence.
  - ▪ **Publishing Studies interdisciplinary minor** (approved 2010-11; implemented 2011-12)
- **New or Proposed Courses Related to Workforce/Economic Development Needs.**
  - o **Targeted Industry Sector(s):** *Creative & Digital Media* **sector (GNO, Inc)/***Digital Media* **sector (LED)/***Digital Media/Software Development* **(Blue Ocean)**
    - ▪ **ART 426 (Photography Internship).** This proposed course would allow visual art students with a photography internship in digital industries. The course proposal has been recommended for approval by the department curriculum committee, department head, college curriculum committee, and dean. It will next be reviewed by the University Curriculum Committee and then by the Provost.
    - ▪ **COMM 430/530 (Convergence Media**; included in 2011-12 university catalog). In this introduction to convergence media course, students will participate in advanced journalistic writing and practice their skills through live, edited weblogging. The course will focus on technology in journalism and on adding multi-media elements to support stories.
  - o **Targeted Industry Sector(s):** *Sustainable Industries* **(GNO, Inc)/***Water Management* **(Blue Ocean)**
    - ▪ **BOT 429/520 (Native Plants)** This course will provide graduates from the Plant Science concentration of the Biological Sciences BS program with a better understanding and working knowledge of native flora, which will better prepare them for work in the local and regional environmental and coastal restoration industries.
- **Modifications to Existing Degree Programs, Concentrations, and Minors to Address Workforce/Economic Development Needs.**
  - o **Targeted Industry Sector(s):** *Creative & Digital Media* **sector (GNO, Inc)/***Digital Media* **sector (LED)/***Digital Media/Software Development* **(Blue Ocean)**
    - ▪ **Professional Writing concentration in English MA** – modified to include new courses in Publishing Studies (approved 2010-11, implemented 2011-12)
  - o **Targeted Industry Sector(s):** *International Trade* **sector (GNO, Inc)/***Logistics & Transportation* **key industry (LED)**
  - o Change to Supply Chain Management BS program – At the suggestion of Southeastern's Industry Associates Advisory Board for Supply Chain Management, the Supply Chain Management BS curriculum was changed to replace the MGMT 471 (Human Resources Management) course requirement with MGMT 478 (Leadership), for provide influence within organizations.
  - o **K-12 Workforce**
    - ▪ **Changes to School Counseling master's degree program curriculum -** Created and added two courses to curriculum to better prepare students for work as PreK-12 school counselors; related to accreditation standards (approved 2011-12, not yet implemented)
      - • CED 623 (Advanced School Counseling). The course will provide students with an in-depth examination of the roles and functions school counselors assume as school leaders, student advocates, system change agents, personal/social counselors, consultants, and collaborators.
      - • CED 680 (School Counseling Practicum). This course will guide students in their first field-based experience in a PreK-12 school.
- **Modifications to Existing Courses Related to Workforce/Economic Development Needs.**

- o **Targeted Industry Sector(s):** *Creative & Digital Media* **sector (GNO, Inc)**/*Digital Media* **sector (LED)**/*Digital Media/Software Development* **(Blue Ocean)**
  - **Six Photography Courses** (ART 121, 122, 221, 321, 421). The changes incorporate and emphasize digital technology.
- **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:**
    - o Greater New Orleans, Inc, a regional economic development agency serving the 10-parish Greater New Orleans region; GNO Inc targeted and supported industry sectors are subsets of the LED key industries and Blue Ocean targeted industries. Member, Board of Directors.
    - o Committee of 100 for Economic Development, Inc, a non-profit organization that helps the State to attract and retain industry, provides resources to the LED and works with other organizations such as the Louisiana Association of Business and Industry, the Council for a Better Louisiana, Blueprint Louisiana and the Public Affairs Research Council, to positively influence public policy Member.
    - o 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.
  - Collaboration with the Louisiana International Gulf Transfer Terminal Authority (LIGIT) (Initiated 2009-10; ongoing)
    - o LIGIT, a transfer terminal at the mouth of the Mississippi River, will serve as the centerpiece of a new international supply chain from China to Canada, 33 states in the U.S. touching the Mississippi River, ports along the Gulf, U.S. East Coast, Central America, and South American east and west coasts. The transfer terminal will lure warehousing and logistics operations to Southeast Louisiana, creating jobs.
    - o To date, College of Business dean and/or faculty have:
      - Assisted in projects promoting the economic benefits of the proposed terminal, including hosting a webpage for the posting of relevant information and conducting research on the transfer terminal and its potential economic benefits to the region.
      - Served as the liaison between the Panama Canal Authority and the Louisiana International Deep Water Gulf Transfer Terminal Authority leading to meetings between Panama Canal administrators and commission members and a Letter of Support for the project from the Panama Canal Authority.
      - Aligned with GNO, Inc*., International Trade* industry sector and LED *Logistics & Transportation* key industry
  - Collaboration with Krebs LaSalle Environmental, LLC (Initiated 02/2011; ongoing)
    - o Krebs LaSalle Environmental provides consultation regarding microbiology and soil science, wetland ecology, wetland delineations, wetland permitting, environmental assessments, wastewater treatment optimization, etc.
    - o Aligned with Southeastern's Biological Sciences BS and MS programs and Chemistry BS program
    - o Aligned with GNO, Inc, *Sustainable Industries* sector and Blue Ocean *Water Management* targeted sector
  - **Collaboration among Southeastern Computer Science Faculty, Southeast Louisiana Business Center, Bradken, and LED**
    - o Working in conjunction with LED, Bradken expanded its Amite foundry (central Tangipahoa Parish; ~10 miles from Southeastern), estimated to produce approximately 400 new jobs for southeast Louisiana. As part of the Bradken-Amite expansion project, Bradken needed to determine how to optimize its additional floor space to coincide with increased production. To make that determination, LED Louisiana FastStart personnel referred Bradken to the Southeast Louisiana Business Center, which facilitated the collaboration between Bradken and Southeastern computer science faculty member Aron Culotta.

- o In 2011-12, Culotta created a simulation software program that mimics foundry flow and allows Bradken management to predict space needs and problems related to expected production, with Bradken retaining exclusive use of the software.
- **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**
    - o **Southeastern Exit Survey.** All graduating students are required to complete the Southeastern Exit Survey during their semester of graduation. In the last two weeks of the semester, they complete the part of the survey regarding employment and graduate studies (see 2010-11 results).
- **Improved technology/expanded distance learning offerings during the reporting year.**
    - o **New Distance Degree Program**
        - ▪ Educational Technology Leadership M.Ed. Program (submitting to BoR in 2011-12; 100% distance)
    - o **New Hybrid Programs**
        - ▪ DNP program (approved in 2011-12, not yet implemented). All didactic courses will be offered online
        - ▪ Post-master's Certificates in Nursing (approved by BoS in 2011-12, pending BoR approval). All didactic courses online.
        - ▪ Family and Consumer Sciences BA Program (submitting to BoR in 2011-12; 50% or more online)
    - o **Telecourses.** In 2011-12, the Southeastern Channel aired 31 telecourses, an increase of 16.13% over 2010-11, totaling 2,430 broadcast 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.
        - ▪ 1,130 students enrolled in telecourses in 2011-12, an increase of 5% relative to 2010-11.
        - ▪ 6 new telecourses were produced in 2011-12 (HIST 101, 102, 201, 202; CHEM 107; COMM 400); 4 were used in Southeastern's Early Start program (HIST 101, 102, 201, 202)
    - o **Hybrid Courses.** The number of hybrid courses increased 15.6% from 2010-11 to 2011-12 (from 315 to 364).
    - o **100% Online Courses.** The number of 100% online courses increased 7% from 2010-11 to 2011-12 (from 500 to 535).
    - o **Course Management System Pilot.** The Center for Faculty Excellence and the Office of Technology conducted a pilot of Moodle as a possible replacement for Blackboard. The pilot included completion of specialized training for Center staff and pilot faculty and the creation, distribution, and analysis of surveys of both pilot faculty and students. The pilot included the use of Moodle for teaching 21 courses in Fall 2011 and 17 in Spring 2012.
    - o **Faculty Professional Development**
        - ▪ *Quality Matters* **Training.** The number of faculty completing Quality Matters training to improve distance learning offerings increased 40% from 2010-11 to 2011-12 (from 40 in Spring 2011 to 56 in Spring 2012).
        - ▪ Center for Faculty Excellence (CFE) conducted 32 face-to-face faculty training sessions on topics such as Moodle, BlackBoard, web conferencing, the CLOUD, notebook software, podcasting, Skype, etc.
        - ▪ CFE staff provided ~800 individual consults with faculty concerning electronic course development and delivery.
    - o **Purchases for Enhancing Distance Learning (sample, not all inclusive)**
        - ▪ *Articulate Rapid E-Learning Studio* – to assist faculty with increasing student engagement in the online environment
        - ▪ *Magna Commons* – university-wide site license offering on-demand faculty training for issues related to teaching and learning, including distance learning
        - ▪ New telecourse technology – upgraded existing Flash Media Server; installed new Flash Media Interactive Server; new digital storage server (library)

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***				

> ***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

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***				

> ***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)

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				
# of programs aligned with needs			67				
% of programs aligned			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				
# of course sections that are 100% distance delivered	502	597	647				

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

3.b.iii. Number of programs offered through 100% distance education by award level (Tracked)

Term of Data	Baseline AY 08-09	Year 1 AY 09-10	Year 2 AY 10-11	Year 3 AY 11-12	Year 4 AY 12-13	Year 5 AY 13-14	Year 6 AY 14-15
Associate	1	1	1				
Baccalaureate	2	2	2				
Post-Baccalaureate	0	0	0				
Masters	0	0	0				
Doctoral	0	0	0				
TOTAL	3	3	3				

Note: Includes the 100% online CALL Nursing RN-to-BS in Nursing program and two programs that can be completed 100% online but, to our knowledge, have not been (i.e., General Studies AA degree program; Communication BA – Organizational Communication concentration).

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 currently has two associate degree programs remaining, one in General Studies and one in Industrial Technology.
    - Southeastern is requesting the elimination of the General Studies associate degree program at the April 2012 meeting of the University of Louisiana System Board of Supervisors. Between the General Studies associate degree programs and Louisiana Transfer Associate Degree programs offered at several community colleges in southeast Louisiana, there is no need for Southeastern to continue to offer the program. Once Northshore Technical Community College (NTCC) becomes SACS accredited and offers the Louisiana Transfer Associate Degree programs, the need will decrease even more.
    - Once NTCC has the capacity for offering the AS degree in Industrial Technology, Southeastern plans to recommend the transfer of our Industrial Technology AS program to NTCC, even it if means providing NTCC with the current physical facilities and equipment on the Southeastern campus to offer the program.
  - **Developmental Course Offerings**
    - Southeastern offered 12% fewer developmental course sections in 2011-12 than in 2010-12 (45 vs. 51); 15% fewer than in 2009-10 (45 vs. 53). With the expansion of its partnership with NTCC and as NTCC grows as a community college, NTCC will be able to offer more developmental course sections, decreasing the need for Southeastern to do so.

- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**
  - **2011-12 Out-of-State Tuition Schedule.** In Spring 2011, the University of Louisiana Board of Supervisors approved Southeastern's out-of-state tuition schedule (see table on following page), which includes a five-year implementation plan to bring Southeastern's non-resident tuition to the SREB average.

    - **Impact on Non-resident Enrollment**. Non-resident enrollment at Southeastern increased 7.8% from fiscal year 2012 to fiscal year 2011 (573 vs. 532 non-resident students).
    - **Revenue Resulting from Increase in Non-resident Tuition:** $593,628

Southeastern Louisiana University
Approved Out-of-State Tuititon Schedule
FY 2010-11 through FY 2015-16

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

Proposed Tuition based on Estimated SREB Tuition Increases[1]

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

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

SREB Median FY 2009-10	$14,838
SREB Category 3	4.79%

Proposed Tuition based on Estimated SREB Tuition Increases[2]

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

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

SREB Median FY 2010-11	$16,224
SREB Category 3	5.66%

Proposed Tuition based on Estimated SREB Tuition Increases[3]

	SREB Target	SLU Proposed	
FY 2010-11	$ 16,224	$ 12,469	
FY 2011-12	$ 17,142	$ 14,109	*
FY 2012-13	$ 18,113	$ 15,923	
FY 2013-14	$ 19,138	$ 17,737	
FY 2014-15	$ 20,221	$ 19,551	
FY 2015-16	$ 21,365	$ 21,365	

[1]For 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 date are available and the new schedule will be part of the GRAD Act Annual Report.

[2]For 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 date are available and the new schedule will be part of the GRAD Act Annual Report.

[3]For 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 date 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.

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

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				
Course sections in English	10	9	7				
TOTAL	53	51	45				

Note: Includes Summer Data, AY 11-12 is based on data that has not been finalized with the Board of Regents.

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				
Enrollment in dev English	184	174	111				
TOTAL	1,908	1,866	1,509				

Note: Includes Summer Data, AY 11-12 is based on data that has not been finalized with the Board of Regents

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***				

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

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				

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				
Peer non-resident tuition/fees (full-time)	$14,922	$15,604	$17,142				
Percentage difference	-37%	-25%	-18%				

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, 2012

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 2011

Undergraduate headcount	**14,072**
Graduate headcount	**1,342**
Total headcount	**15,414**

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

  Source: 2011-2012 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	**12,263**
Graduate FTE	**996**
Total FTE	**13,229**

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 2011. 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	619
FTE Faculty	530.5

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 2011.

Undergraduate headcount enrollment	62,203
Total number of sections in which the course number is less than or equal to a senior undergraduate level	2,278
Average undergraduate class size	27.3

  Note: Does not include 69 classes (1,032 headcount) that were reported in Cycle 2. Previous years do include the Cycle 2 data.

d. **Average number of students per instructor**

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

    Source: Budget Request information 2011-2012 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2011.

Total FTE enrollment	**13,229**
FTE instructional faculty	**530.5**
Ratio of FTE students to FTE faculty	**24.9**

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 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

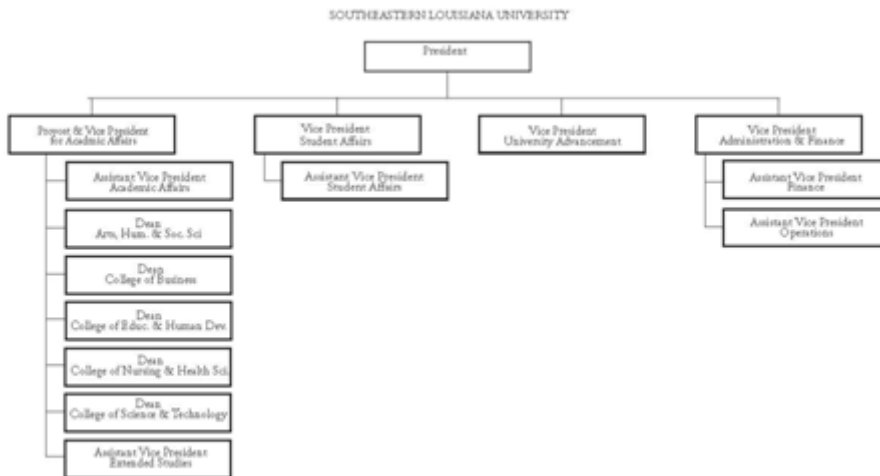| Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Arts, Humanities & Social Sciences (6 depts; 3 units; 73, 993 F11 SCHS)	3	3.0
Business (3 depts; 21,621 F11 SCHS)	1	1.0
Education & Human Development (3 depts; 3 units; 14,720 F10 SCHS)	4	3.9 (2.0 paid out of operating funds)
Nursing & Health Science (3 depts; 1 units; 15,093 F11 SCHS)	2	2.0 (1.0 paid out of operating funds)
Science & Technology (4 depts; 2 units; 52,468 F10 SCHS)	2	2

f.   Number and FTE of staff in administrative areas

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

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

Name of Division	Number of staff	FTE staff
Academic Affairs	25	25.0 (21.58 paid out of operating funds)
Student Affairs	13	13.0 (8.0 paid out of operating funds)
Administration & Finance	21	20.5 (15.5 paid out of operating funds)
University Advancement	3	3.0 (2.0 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 2011).**

SOUTHEASTERN LOUISIANA UNIVERSITY

President

Provost & Vice President for Academic Affairs
- Assistant Vice President Academic Affairs
- Dean Arts, Hum. & Soc. Sci
- Dean College of Business
- Dean College of Educ. & Human Dev.
- Dean College of Nursing & Health Sci.
- Dean College of Science & Technology
- Assistant Vice President Extended Studies

Vice President Student Affairs
- Assistant Vice President Student Affairs

Vice President University Advancement

Vice President Administration & Finance
- Assistant Vice President Finance
- Assistant Vice President Operations

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
President	$248,000	$248,000	$248,000
Provost & VP Academic Affairs	$160,325	$160,325	$160,325
Assistant VP Academic Affairs	$113,799	$113,799	$113,799
Assistant VP Enrollment Management	$113,035	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010
Dean Arts, Humanities & Social Science	$122,299	$122,299	$122,299
Dean General Studies	$105,980	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010
Dean Business	$149,650	$149,650	$149,650
Dean Education & Human Development	$119,299	$119,299	$119,299
Dean Research & Graduate Studies	$142,000	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010
Dean Nursing & Health Sciences	$129,899	$129,899	$119,999 Interim Dean appointed January 21, 2011 at lower salary
Dean Science & Technology	$130,700	$130,700	$130,700
Assistant VP Extended Studies	$110,000	$110,000	$110,000
Vice President Student Affairs	$132,870	$132,870	$132,870
Assistant VP Student Affairs	$95,000	$95,000	$95,000
Vice President University Advancement	$130,000	$130,000	$130,000
Vice President	$159,495	$159,495	$159,495

Administration & Finance			
Assistant VP Finance	$112,686	$112,686	$112,686
Assistant VP Operations	$110,230	$110,230	$110,230

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.

Expenditures by Function	Amount	Percentage
Instruction	$ 55,732,628	46.1%
Research	$ 498,280	0.4%
Public Service	$ 1,783,891	1.5%
Academic Support	$ 11,186,331	9.2%
Student Services	$ 6,096,227	5.0%
Institutional Services	$ 13,510,802	11.2%
Scholarships/Fellowships	$ 11,128,867	9.2%
Plant Operations/Maintenance	$ 15,595,554	12.9%
Total E&G Expenditures	$ 115,532,580	95.5%
Transfers out of agency	$ -	0.0%
Athletics	$ 5,445,981	4.5%
Other	$ -	0.0%
Total Expenditures	$ 120,978,561	100.0%

ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

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	$17,580

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 Baccalaureate degree for 4-year universities

Average time to degree	5.4

iv. Average cost per degree awarded in the most recent academic year.
v. Average cost per non-completer in the most recent academic year.
Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State dollars per FTE	$3,946

vi. All expenditures of the institution for that year most recent academic year.
As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures	$ 191,980,575.97