SOUTHEASTERN

LOUISIANA UNIVERSITY

Southeastern Louisiana University
University of Louisiana System

GRAD Act Annual Report
FY 2012-2013 (Year 3)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2013

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

- **Beginning Freshmen Admission Standards.** In Fall 2012, Southeastern increased its beginning freshmen admission standards to reflect the minimum requirements of the new Louisiana Board of Regents admission requirements for regional public institutions. Southeastern maintained its 21 ACT Composite requirement rather than the Board's minimum 20 ACT Composite.

- **Transfer Admission Standards.** In Fall 2012, Southeastern increased its transfer student admission standards to be consistent with the new Louisiana Board of Regents transfer admission requirements for regional public 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%. That policy has been continued in 2012-13.

    Students are admitted as exceptions based on pre-determined criteria (2009-10 criteria; 2010-11 criteria; the 2011-12 criteria were 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.

    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.

- **Criteria for Southeastern Academic Scholarships.** Beginning in Fall 2012, Southeastern partnered with Noel-Levitz for an extensive review of its institutional scholarships as they relate to student access and retention: (a) the beginning freshmen Southeastern Honor Scholarship, (b) the Senator Ben Nevers Transfer Scholarship, and (c) the Progression Scholarship. A primary goal of the review was to consider the academic mix of an incoming class to identify areas where financial aid may contribute to student retention. As a result of the Noel-Levitz research and recommendations, Southeastern has revised its scholarship packages, beginning with students entering in Summer 2013. Southeastern will continue its partnership with Noel-Levitz through Fall 2013 to monitor the effects of the changes.

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

- **Freshman Success Course**. Southeastern continues to require entering students with fewer than 30 credit hours to enroll in its freshman success course, which focuses on topics such as academic advising, student responsibilities, meta-cognitive learning strategies, developing degree/career goals, personal responsibility and self management.

- **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 (depending 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)

- **Board of Regents Developmental Education Pilot Study.** Southeastern's Mathematics Department participated, combining developmental math education with college algebra in a single course format. Data collection is ongoing; preliminary (one-semester) results have been submitted to the BoR, but are too preliminary to report.
- **Modification of Nursing BS Program Progression Policy.** Cumulative GPA was found to be statistically significant predictor of student success in Nursing course work. Prior policy required a 3.0 or higher GPA in degree prerequisite courses to progress to 200-level nursing courses; modified policy requires cumulative GPA of 3.0 or higher.
- **New Course – Prior Learning Assessment in Nursing (NURS 216).** Provides students an opportunity to earn up to 3 credit hours toward graduation for prior learning in the field of Nursing.
- **More Flexible Natural Science General Education Requirements for Communication BA Program.** Prior General Education Natural Science options for Communication majors specified lower level science courses for non-majors, causing a problem for former science majors changing their major to Communication. New requirements simply mirror BoR requirements for this General Education category.
- **Continuation of Initiatives Reported in 2012 and/or 2011**
  - o **Curricular Progression Policies Implemented in 2011-12 and Continued in 2012-13.** Based on analyses indicating that students who do not complete certain key courses in a timely manner are not likely to progress and graduate in a particular major, curricular progression policies were implemented in the following programs. Students with exceptional circumstances may appeal to the appropriate department head for an alternative plan. Students who do not meet the tenets of the policies or an approved alternative plan are not allowed to continue in the major and are advised regarding alternative majors that better suit their strengths and interests.
    - ▪ Chemistry BS Program Curricular Progression Policy**;** Computer Science BS Program Curricular Progression Policy**;** Mathematics BS Curricular Progression Policy**;** Physics BS Program Curricular Progression Policy
  - o **Southeastern Writing Center.** The Writing Center provides writing tutoring/feedback to university students requesting such.
  - o **College of Business Academic Success Program (ASP) and Probation Workshop Program (PWP).** The ASP and PWP programs identify, advise, and track the performance of at-risk Business students. Targeting students who have been readmitted after academic suspension, the ASP includes one-on-one academic advising to identify circumstances that led to suspension and the development of a

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

- o **Implementation of Collaborative Agreement with UL-Lafayette and UNO to Share Physics Major Course Offerings** (initiated in Spring 2011; implemented in Fall 2011; ongoing). Allows students to complete Physics BS program 1 semester earlier.
- 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.

Project PULL Results, Fall 08 cohort	Fall 2008	Year 1	Year 2	Year 3	Year 4
		Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12
# Enrolled	28	24	20	19	11
Retention Rate		86%	71%	68%	50%
# NOT Retained		4	8	9	11
Progression Rate		50%	68%	68%	39%
# NOT Progressed		14	9	9	17

• **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 2012 vs. Prior**
   A preliminary analysis of various success indicators suggests a smaller percentage of entering freshmen admitted using the Fall 2012 admission standards withdrew from classes in their first semester of attendance relative to entering freshmen in Fall 2010. First-semester performance comparisons of Fall 2011 and Fall 2012 entering freshman are relatively stable. However, longer-term data are required to determine the effectiveness of the Fall 2012 admission standards.
   - **Performance of Entering Freshman Students Admitted by Exception Using Fall 2012 Predetermined Criteria and using Fall 2011 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 2011-12 performed more poorly on several measures than those who met the admission criteria. Comparisons of the performance of students accepted using Southeastern's Fall 2011 criteria indicate those students had lower 1st-2nd year retention rates (40.2% for Fall 2011 exceptions, 67.8% for Fall 2011 non-exceptions), lower 1st-2nd year progression rates (12.3% for Fall 2011 exceptions, 41.8% for Fall 2011 non-exceptions) and lower GPAs at the end of their first academic year than students who met Southeastern's regular admission standards (1.633 GPA for Fall 2011 exceptions, 2.456 GPA for Fall 2011 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 (62.4% of Fall 2011 exceptions, 27.8% of Fall 2011 non-exceptions).
   Although freshmen admitted as exceptions in 2011-12 did not perform as well on various student success measures as compared to freshmen admitted on the basis of Southeastern's regular beginning freshman admission standards, analyses show that those admitted as

exceptions in 2012-13 performed better in their first semester than those admitted as exceptions in 2011-12. The analyses indicate that students admitted by exception in Fall 2012 had a higher Fall to Spring retention rate and achieved a higher GPA at the end of their first semester while a lower percentage withdrew from a class. This improvement corresponds to increases in the criteria for admitting entering freshmen as exceptions in 2012-13 relative to 2011-12.

- **Primary Goals of Freshman Success Course.** Southeastern's most recent analysis of expected student learning outcomes of the Freshman Success Course (SE 101) was conducted using data from Fall 2011 and Fall 2012. The analysis shows Southeastern's freshmen are able to:
  - o Explicate the student's role and responsibility in academic advising vs. the advisor's role and responsibility
  - o Complete a four-to-six year academic plan, including an academic timeline and proposed graduation date
  - o Demonstrate knowledge of effective study behaviors that lead to academic success, such as note-taking skills, critical reading, test preparation, and memory retrieval strategies
  - o Demonstrate realistic expectations of the time and effort required to make successful academic progress
- **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 and in Spring, Summer, and Fall 2012, freshmen generally rated the services 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 an online advising and planning tool indicating the degree requirements the student has and has not met.

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

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

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

   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** (postcards, emails, phone calls).

• <u>**Development/use of external feedback reports during the reporting year.**</u>
- **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 enable eligible high school students to earn college course credit <u>and</u> to help high school teachers better prepare students for the expectations and rigors of college and university work. Southeastern faculty create and grade all course work used for determining the grade for the college course, and Southeastern textbooks are used for instruction. High school teachers deliver the course and Southeastern faculty provide regular feedback regarding student performance to the students and high school teachers. Participating high school teachers are required to attend a 2-3 day course-specific workshop led by Southeastern faculty and have continual face-to-face meetings and electronic contact with Southeastern faculty throughout the semester. In 2011-12, Southeastern's Early Start/Dual Enrollment program included 31 courses, 3,300 students, 34 public high schools, and 4 non-public high schools. In 2012-13, Southeastern's Early Start/Dual Enrollment program included 31 courses, 4,384 students, 41 public high schools, and 9 non-public high schools.
  o **Early Start/Dual Enrollment Overall Student Performance Reports.** In Fall 2012, Southeastern began awarding grades of A, B, C, D, F or W for each of its Early Start courses. (Previously courses were graded Pass/Fail). At the end of Spring 2012 and Fall 2012, Southeastern sent to each Principal and Early Start/Dual Enrollment coordinator of each high school an overall student performance report including the percentage of Early Start students at the school who would have earned grades of A, B, C, D, F, and W (Spring 2012) and who did earn grades of A, B, C, D, F, and W (Fall 2012). Anonymous versions of the data in those reports are linked:
    ▪ Composite Spring 2012 grade report
    ▪ Composite Fall 2012 grade report
  Southeastern faculty also provide feedback to individual students:
    • Sample Chemistry 101 feedback to student questions sent through teacher via email
    • Sample English 101 essay instructor feedback to individual student
    • Sample English 101 letter from student concerned by feedback with follow up by instructor
    • Sample Sociology 101 feedback to individual students

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			
# Retained to 2nd Fall semester	1,766	1,683	1,658	1,524			
Rate	67.5%	67.0%	68.6%	66.4%			
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%			
Actual Fall 09 to Fall 10				67.0%			
Avg of Prior Three Years				66.2%			
Actual Fall 10 to Fall 11				68.6%			
Actual Fall 11 to Fall 12				66.4%			
Avg of Most Recent Two Yrs				67.5%			
Target Met?		**YES**	**YES**	**YES**			

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	2,420			
# Retained to 3rd Fall semester	1,293	1,397	1,318	1,354			
Rate	51.2%	53.4%	52.5%	56.0%			
Target		52.4% (50.4%-54.4%	52.8% (50.8%-54.8%)	53.6% (51.6%-55.6%)	54.3% (52.3%-56.3%)	54.8% (52.8%-56.8%)	55.8% (53.8%-57.8%)
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**			

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			
# Graduated within 150% of time	679	779	714	744			
Rate	28.5%	30.7%	33.4%	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**	**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			
Expected # of Awards*	3,011	3,104	3,116	3,027			
# Awards	1,947	2,030	2,105	2,028			
Ratio of Awards/ FTE	.1617	.1635	.1689	.1675			
Award Productivity*	64.7%	65.4%	67.6%	67.0%			
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**			

* 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			
# Admitted by Exception	25	22	5	13			
Rate	17.4%	9.4%	3.1%	7.0%			
# in Freshmen Admitted (Fall)	2,603	2,375	2,316	2,333			
# Admitted by Exception	236	109	134	146			
Rate	9.1%	4.6%	5.8%	6.3%			
# in Freshmen Admitted (Spring)	153	113	117	133			
# Admitted by Exception	12	10	9	7			
Rate	7.8%	8.8%	7.7%	5.3%			
# in Freshmen Admitted (Total)	2,900	2,723	2,460	2,638			
# Admitted by Exception	273	141	148	166			
Rate	9.4%	5.2%	6.0%	6.3%			

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			
% Change		4.0%	2.5%	4.1%			
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			
% Change		N/A	N/A	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			
% Change		4.0%	2.5%	4.1%			
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			
Actual AY 09-10				1,947			
Avg of Prior Three Years			1,849	1,857			
Actual AY 09-10			1,947				
Actual AY 10-11			1,919	1,919			
Actual AY 11-12				1,948			
Avg of Most Recent Two Yrs			1,933	1,934			
Target Met?		**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			
% Change		-4.0%	23.6%	8.0%			
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			
% Change		-33.3%	233.3%	433.3%			
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	354	339	444	387			
% Change		-4.2%	25.4%	8.5%			
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**			

	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			
% Change from baseline		2.7%	6.2%	4.9%			

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			
Fall	935	693	1,042	1,517			
Spring	657	907	1,104	541			
TOTAL	1,609	1,615	2,171	2,090			

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			
Fall	3,254	2,474	2,907	5,749			
Spring	2,168	3,126	3,138	1,761			
TOTAL	5,501	5,668	6,163	7,638			

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			
Fall	3,102	2,147	2,857	5,280			
Spring	2,065	2,927	3,075	1,524			
TOTAL	5,246	5,139	6,050	6,932			

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%	2011-2012	7	5	71.4%
Nursing (APRN) (include all specializations)*	American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing	N/A	Calendar Year 2012	19	18	94.7%
Nursing (Adult Nurse Practitioner)*	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	100%	Calendar Year 2011	N/A	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 2011	N/A	N/A	N/A
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	87.2%	2011-2012	169	159	94.1%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	N/A	2011-2012	0	N/A	N/A

*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 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			
Number of students who met standards for passage	216			
Calculated Passage rate	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**			

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**. In Fall 2012, Southeastern increased its transfer student admission standards to be consistent with the new Louisiana Board of Regents transfer admission requirements for regional public institutions.
  - **Transfer Counselor Workshop.** In Spring 2013, Southeastern hosted a workshop and luncheon for two-year institution administrators and academic counselors. Participants were guided in discussions regarding the Louisiana Transfer Degree programs, the statewide articulation matrix, and other transfer related topics. Evaluation feedback indicated a positive response from the participants and requests for continuing, expanded events in the future.
  - *Connect to Success* **program with Northshore Technical Community College (NTCC).**   In 2012-13, Southeastern and Northshore Technical Community College formally expanded its partnership, which was initially implemented in Spring 2011, to include general education courses so that students could satisfy the 18 hours of coursework required for transfer to a four-year institution. Additionally, Southeastern continued to assist NTCC with faculty selection and curriculum design as they seek SACS/COC accreditation and approval from the Board of Regents to offer the Certificate of General Studies and the Associate of General Studies degree.

    Southeastern continued to provide NTCC with classroom facilities and pedagogical equipment (computers, projectors, etc.) as well as office space for an NTCC advisor and for NTCC faculty. NTCC hired three full-time instructors for history, math and English and continue to use qualified Southeastern faculty as part-time faculty, as necessary, which ensures comparability with Southeastern courses. NTCC now has the capacity to offer thirteen general education courses, one introduction to business course and two developmental courses. During Fall 2012, NTCC expanded its course offerings to the St. Tammany Center in Covington and shares space with Southeastern.

    NTCC students enrolled in the NTCC classes conducted on Southeastern's campus in 2012-13 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.).
  - **Change in MGMT 240 Course Title (from *Professional Business Development* to *Business Communication*) and Description.** The former course title and description did not match the content of the course. Some peer institutions were hesitant and others refused to offer transfer credit to students who completed Southeastern's MGMT 240 course due to its non-descriptive title and description, thus the change.
  - **Change in Minimum Advanced Placement Score from 4 to 3 for credit for ECON 201 and 202.** This change is equivalent to a grade of C, according to data from the College Board, and is consistent with the minimum score required by other public universities in the state, contributing to ease of transferring credits across universities.
  - **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.

- **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
Summer 2012	54
Fall 2012	151
Spring 2013	126
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
    - Southeastern assigns a data element named 'transfer standing term' in the student administration system to capture when the student transferred to Southeastern. These data can be used for tracking and reporting progress of transfer students.
    - Queries are available to academic colleges to identify new transfer students for timely review of the student's transfer record.
  - **Review of Southeastern Admission's Staff Responsibilities and Supervision**. In an effort to more efficiently address the needs of transfer students, in 2012-13 the Office of Admissions reviewed its processing structure for transfer counseling and admissions. As a result of the review, changes were made in staff responsibilities and line of supervision. The Office of Admissions has reduced the time to produce official evaluations of transfer credit by several days and has increased time available to consult with and monitor the progress of students intending to transfer to Southeastern.
- **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 2013, Southeastern provided community colleges with feedback reports containing the following information regarding their former students' performance at the university, as well as a cover message describing the report:
  - 1st to 2nd year retention at Southeastern (F10 to F11)
  - Cumulative GPA at end of 2010-11 academic year
  - Cumulative GPA at end of 2011-12 academic year
  - Total Southeastern baccalaureate recipients through Spring 2012 who transferred from the community college in 2010-11, and the degree programs they graduated from
  - Total number of Louisiana Transfer Degree Students transferred during 2010-2011 separated by degree type (AA/LT, AS/LT)
  - Total number of 2010-11 transfer students with an Associate Degree
  - Total number of 2010-11 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			
# retained to next Fall semester	787	818	871	760			
Rate	69.3%	70.1%	69.8%	71.8%			

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
   The AY 11-12 retained number includes 4 transfers who graduated prior to Fall 12

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			
# retained to the next Fall semester	449			
Rate	79.0%			
Target	75.5%-79.5%	75.0%-79.0%	75.5%-79.5%	76.0%-80.0%
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	**YES**			

Note: The AY 11-12 retained number includes 4 transfers who graduated prior to Fall 12

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			
# who began as transfers	694	704	658	589			
Percentage who began as transfers	37.1%	36.2%	34.3%	30.2%			

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			
# Admitted by Exception	0	1	5	5			
Rate	0.0%	1.0%	4.3%	4.2%			
# Transfers Admitted (Fall)	682	563	621	649			
# Admitted by Exception	44	40	49	43			
Rate	6.5%	7.1%	7.9%	6.6%			
# Transfers Admitted (Spring)	377	461	364	296			
# Admitted by Exception	0	25	22	21			
Rate	0.0%	5.4%	6.0%	7.1%			
# Transfers Admitted (TOTAL)	1,176	1,121	1,101	1,063			
# Admitted by Exception	44	66	76	69			
Rate	3.7%	5.9%	6.9%	6.5%			

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			
# retained to next Fall semester	52	48	60	84			
Rate	68.4%	65.8%	66.7%	67.8%			

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

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

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

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			

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			
# retained to next Fall semester	0	0	0	0			
Rate	N/A	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	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 2012. 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 2012 Enhanced Low Completer Review.** As part of the statewide Enhanced Low Completer Review conducted by the BoR in Spring 2012, Southeastern used historic and projected enrollment and completer data, its Physics course-offering partnership with the University of Louisiana-Lafayette and the University of New Orleans, and information regarding the alignment of degree programs with workforce and economic development to request the continuation of its Physics BS program, which was conditionally maintained as a result of the BoR's Spring 2011 Low Completer Review. Also as part of the Spring 2012 Enhanced Low Completer Review, Southeastern requested the termination of its MAT program in Secondary Education.
- **Termination of Computer Science Education BS Degree Program.** Because Southeastern's Computer Science Education BS degree program has had no graduates since its implementation in, as part of the Spring 2013 BoR Enhanced Low Completer Review, Southeastern submitted a recommendation to terminate the program. The recommendation was approved at the April 2013 BoR meeting.
- **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 approved Fall 2012; program implemented in Fall 2012). 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; implemented in Fall 2012)
      - ▪ **Post-master's Certificate (PMC) Programs in Nursing.** 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.
        - • **PMC in Family Nurse Practitioner** (approved by BoR in June 2012; implemented Spring 2013
        - • **PMC in Mental Health Nurse Practitioner** (approved by BoR in June 2012; not yet implemented)
    - o **Targeted Industry Sector(s):** *Creative & Digital Media* **sector (GNO, Inc)/***Digital Media* **sector (LED)/***Digital Media/Software Development* **(Blue Ocean)**
      - ▪ **Information Technology, Bachelor of Science degree program** (approved by BoS and BoR in 2012-13; not yet implemented).

- **New or Proposed Courses Related to Workforce/Economic Development Needs.**
  - o **Targeted Industry Sector(s): Biosciences sector (GNO, Inc); also, local and regional healthcare services needs**
    - ▪ **NURS 217 (Dosage Calculations for Nursing).** This course teaches students how to calculate drug dosages prior to taking clinical nursing courses.
  - o **K-12 Workforce.**
    - ▪ **MATH 177 (Mathematics for Elementary Education I).** The course content prepares preservice teachers to meet the new common core state standards.
    - ▪ **MATH 277 (Mathematics for Elementary Education II).** The course content prepares preservice teachers to meet the new common core state standards.
    - ▪ **Math 287 (Mathematics for Elementary Education III).** The course content prepares preservice teachers to meet the new common core state standards.
- **Modifications to Existing Degree Programs, Concentrations, and Minors to Address Workforce/Economic Development Needs.**
  - o **Targeted Industry Sector(s): Biosciences sector (GNO, Inc); also, local and regional healthcare services needs.**
    - ▪ **Addition of NURS 304 (Nursing Informatics) to Nursing BS Curriculum.** An expected student learning outcome of the Nursing BS program is that students will "Demonstrate the ability to use information management and patient care technology in the delivery of nursing care." RN students attending Southeastern for a BS degree in Nursing through the CALL program often need to improve their application of computer skills for nursing information management. Thus, NURS 304 will be required to accomplish this goal.
  - o **K-12 Workforce**
    - ▪ **New Concentration in Master Teacher Leader within MEd Program in Curriculum and Instruction.** This concentration will meet school district needs and support teachers who are asked to serve as master teacher leaders in various instructional capacities as related to school improvement.
- **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 (LIGITT) (Initiated 2009-10; ongoing)
    - o The Authority was enacted to oversee development of a proposed containerized cargo transfer terminal at the mouth of the Mississippi River that will serve as the centerpiece of a new all–water route international supply chain from China to Canada, 33 states in the U.S.

touching the Mississippi River, ports along the Gulf, U.S. East Coast, Central America, and South American east and west coasts. The transfer terminal will lure warehousing and logistics operations to Southeast Louisiana, creating jobs.

- o To date, College of Business dean and faculty and consultants from the Southeast Louisiana Business Center have:
  - Conducted supply-side analyses based on capacity estimates to project the economic benefits of the proposed transfer terminal for the northern Gulf coast region and regions along the Mississippi river.
  - Provided analyses and consulting for the Authority's EB-5 application for a regional center that will provide financing through private investment.
  - Assisted in projects promoting the economic benefits of the proposed terminal, 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

- **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 100% Distance Degree Program**
    - Educational Technology Leadership M.Ed. Program (approved by BoR in June 2012; implemented in Spring 2013)
  - o **New Hybrid Programs**
    - DNP program (approved by BoR in Fall 2011; implemented in Fall 2012). All didactic courses are offered online.
    - Post-master's Certificates in Family Nurse Practitioner (approved by BoR in June 2012; implemented in Spring 2013). All didactic courses are offered online.
    - Post-master's Certificate in Mental Health Nurse Practitioner (approved by BoR in June 2012; not yet implemented). All didactic courses will be offered online.
    - Family and Consumer Sciences BA Program (approved by BoR in June 2012; implemented Spring 2013)
  - o **Telecourses**. In 2012-13, the Southeastern Channel broadcasted on television and/or delivered online 34 telecourses, an increase of 9.7 % over 2011-12. This total represents 2685 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.
    - 2,553 students enrolled in telecourses broadcasted on television and/or delivered online by the Southeastern Channel, an increase of 126 % relative to 2011-12. This number includes 1796 students enrolled in the Early Start program in History 101, 102, 201, 202, and English 101 courses.
    - 6 new telecourses were produced by the Southeastern Channel in 2012-13 (Psychology 101, 102, 204; English 101, 102; and Library Science 102). Three of these- Psychology 101, and English 101 and 102- are part of Southeastern's Early Start program.
  - o **Hybrid Courses.** The number of hybrid courses increased 22% from 2011-12 to 2012-13 (from 280 to 342).

- o **100% Online Courses*.** The number of 100% online courses increased 3.7% from 2011-12 to 2012-13 (from 702 to 728).
- o **Faculty Professional Development focused on the transition to Moodle.** With full implementation to Moodle set for Fall 2013, the Center for Faculty Excellence has worked diligently to provide the needed training and support to transition faculty to the new Learning Management System. Activities include:
  - A new webpage, Moving Forward with Moodle, serves as a communication portal outlining the transition plan and training opportunities.
  - A faculty support site was created within the Moodle environment to provide tips sheets and other training resources.
  - Moodle Mentors were identified in each college to serve as liaisons during the transition period and to provide basic training for faculty teaching less than 50% online. Mentors have trained approximately 230 faculty through workshops and individual consultations.
  - The Center established a Certificate of University Teaching and Learning (CUTL) for Moodle. The CUTL program offers an intense, six-week certificate program to train e-learning faculty (those teaching 50-100% online). The program began in Fall 2012 and continues through summer 2013. Currently, 160 faculty have registered for the training --67 faculty have completed the training and 93 are in progress.
  - *Quality Matters at Southeastern* **Training.** The number of faculty completing Quality Matters training to improve distance learning offerings increased 107.1% from 2011-12 to 2012-13 (from 56 in Spring 2012 to 116 in Spring 2013).
- o **Purchases for Enhancing Distance Learning.**
  - Storyline - elearning authoring software to enhance student interaction in online courses.
  - The Center continues to offer online, university-wide access to the following.
    - *Magna Commons*- on-demand, online seminars on a variety of issues related to teaching and learning, including distance learning.
    - The Online Classroom - a national newsletter to help faculty stay abreast of the latest in online teaching.
    - The Teaching Professor- a national newsletter highlighting best pedagogical practices in both face2face 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			

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

Approved in 12-13 for 13:14: BS in Computer Science Education

MAT in Secondary 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	8			

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)

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			
# of programs aligned with needs			67	67			
% of programs aligned			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			
# of course sections that are 100% distance delivered	502	597	647	702			

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

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

BoR wants

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

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.**
  - o **Associate Degree Programs**
    - Southeastern's request to eliminate its General Studies associate degree program was approved by the BoR in 2012 and became effective in the 2012-13 academic year.
    - Southeastern still offers the AAS degree in Industrial Technology. Once NTCC has the capacity for offering the program, Southeastern plans to recommend its transfer to NTCC, even it if means providing NTCC with the current physical facilities and equipment on the Southeastern campus to offer the program.
  - o **Developmental Course Offerings**
    - Although Southeastern offered the same number of developmental course sections in 2012-13 as in 2011-12 (45), we enrolled 9% fewer students in developmental courses in 2012-13 than in 2011-12 (1,381 vs. 1,509); 26% fewer than in 2010-11 (1,381 vs. 1,866). 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.**
  - o **2012-13 Out-of-State Tuition Schedule.** In Spring 2012, the University of Louisiana Board of Supervisors approved Southeastern's out-of-state tuition schedule (see table on following page), which results from a five-year implementation plan to bring Southeastern's non-resident tuition to the SREB average.
    - **Impact on Non-resident Enrollment:** Non-resident enrollment at Southeastern decreased 1.8% from fiscal year 2012 to fiscal year 2013 (1,182 vs. 1,161 non-resident students).
    - **Revenue Resulting from Increase in Non-resident Tuition:** $552,812 *(Note: Includes gross revenue not adjusted for enrollment shift.)*

Southeastern Louisiana University

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

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

Proposed Tuition based on Estimated SREB Tuition Increases[1]

FY	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-	18,658	18,658

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

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

Proposed Tuition based on Estimated SREB Tuition Increases[2]
  4.79%

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

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

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

Proposed Tuition based on Estimated SREB Tuition Increases[3]
  5.66%

FY	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-	20,221	**19,551**	

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

SREB Median FY 2012-13 $16,718
SREB Category 3

Proposed Tuition based on Estimated SREB Tuition Increases[4]
  5.41%

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

15			15			15			15		
FY			FY			FY			FY		
2015-	$	$	2015-	$	$	2015-	$	$	2015-	$	$
16	19,511	19,511	16	19,647	19,647	16	21,365	**21,365**	16	20,640	**20,640**

[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.

[4]For FY 2007-08 through FY 2011-121, 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 date are available and the new schedule will be
part of the GRAD Act Annual Report.

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	36			
Course sections in English	10	9	7	9			
TOTAL	53	51	45	45			

Note: Includes Summer Data.

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			
Enrollment in dev English	184	174	111	165			
TOTAL	1,908	1,866	1,509	1,381			

Note: Includes Summer Data.

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****			

*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			

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			
Peer non-resident tuition/fees (full-time)	$14,922	$15,604	$17,142	$17,622			
Percentage difference	-37%	-25%	-18%	-8.6%			

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

*per January 2013 BoR accreditation status report

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, 2013

a.   **Number of students by classification**

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

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

Undergraduate headcount	14,240
Graduate headcount	1,362
Total headcount	15,602

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

  Source: 2012-2013 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	11,921
Graduate FTE	968
Total FTE	12,888

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

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

Total Headcount Faculty	611
FTE Faculty	513.44

c.   Average class student-to-instructor ratio

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

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

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

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

d.   Average number of students per instructor

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

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

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

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

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

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

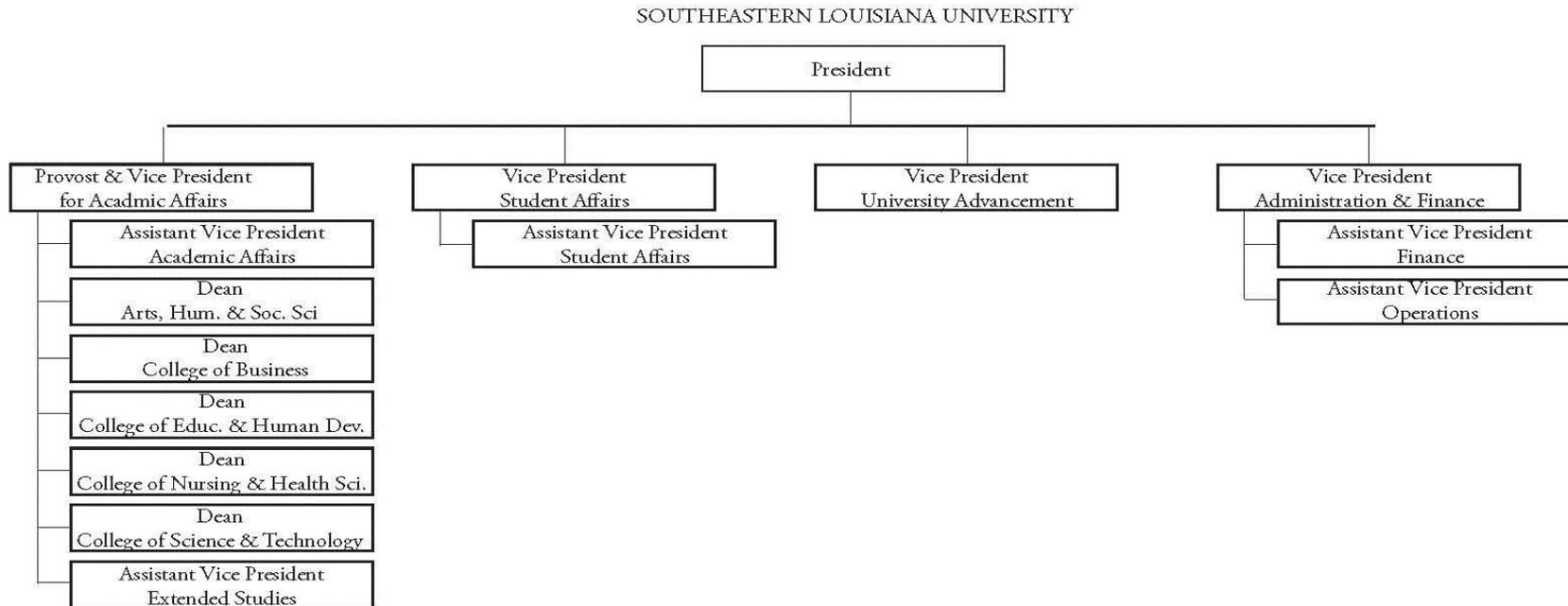| Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Arts, Humanities & Social Sciences (6 depts; 3 units; 72, 625 Fall 12 SCHS)	3	3.0
Business (3 depts; 21,438 Fall 12 SCHS)	1	1.0
Education & Human Development (3 depts; 3 units; 15,152 Fall 12 SCHS)	4	4.0 (2.0 paid out of operating funds)
Nursing & Health Science (3 depts; 1 units; 15,391 Fall 12 SCHS)	3	3.0 (2.0 paid out of operating funds)
Science & Technology (4 depts; 2 units; 51,440 Fall 12 SCHS)	2	2.0

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	23	23.0 (19.58 paid out of operating funds)
Student Affairs	14	14.0 (7.69 paid out of operating funds)
Administration & Finance	22	21.75 (15.37 paid out of operating funds)
University Advancement	5	5.0 (3.0 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 2012).**

SOUTHEASTERN LOUISIANA UNIVERSITY

```
                              President

Provost & Vice President   Vice President      Vice President          Vice President
  for Acadmic Affairs       Student Affairs   University Advancement   Administration & Finance

   Assistant Vice President    Assistant Vice President              Assistant Vice President
     Academic Affairs            Student Affairs                        Finance

          Dean                                                      Assistant Vice President
   Arts, Hum. & Soc. Sci                                                 Operations

          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
```

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
President	$248,000	$248,000	$248,000	$248,000
Provost & VP Academic Affairs	$160,325	$160,325	$160,325	$160,325
Assistant VP Academic Affairs	$113,799	$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	N/A Position eliminated February 20, 2010
Dean Arts, Humanities & Social Science	$122,299	$122,299	$122,299	$122,299
Dean General Studies	$105,980	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010
Dean Business	$149,650	$149,650	$149,650	$149,650
Dean Education & Human Development	$119,299	$119,299	$119,299	$134,99 New Dean hired January 3, 2012 at higher salary
Dean Research & Graduate Studies	$142,000	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010
Dean Nursing & Health Sciences	$129,899	$129,899	$119,999 Interim Dean appointed January 21, 2011 at lower salary	$141,000 New Dean hired April 30, 2012 at higher salary
Dean Science & Technology	$130,700	$130,700	$130,700	$130,700

Assistant VP Extended Studies	$110,000	$110,000	$110,000	$110,000
Vice President Student Affairs	$132,870	$132,870	$132,870	$132,870
Assistant VP Student Affairs	$95,000	$95,000	$95,000	$95,000
Vice President University Advancement	$130,000	$130,000	$130,000	$130,000
Vice President Administration & Finance	$159,495	$159,495	$159,495	$145,00 Interim VP appointed April 1, 2012 at lower salary
Assistant VP Finance	$112,686	$112,686	$112,686	$112,686
Assistant VP Operations	$110,230	$110,230	$110,230	$0 Position vacant as of April 1, 2012

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, *2011-2012 Actual*.

	Southeastern Louisiana University	
Expenditures by Function:	Amount	% of Total
Instruction	$ 55,915,566	47.9%
Research	$ 526,672	0.5%
Public Service	$ 1,484,520	1.3%
Academic Support**	$ 9,652,306	8.3%
Student Services	$ 5,725,916	4.9%
Institutional Services	$ 13,128,624	11.3%
Scholarships/Fellowships	$ 13,275,094	11.4%
Plant Operations/Maintenance	$ 13,574,688	11.6%
Total E&G Expenditures	$ 113,283,386	97.1%
Hospital	$ -	0.0%
Transfers out of agency	$ -	0.0%
Athletics	$ 3,387,500	2.9%
Other	$ -	0.0%
Total Expenditures	$ 116,670,886	100.0%

- ii. **Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. *Aid Year 2012-2013***

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	$18,507

iii. **Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.**

Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is >= 10 for the following levels:
Baccalaureate degree for 4-year universities
Associate degree for 2-year colleges
Certificate for technical colleges

Average Time to Bachelor's Degree	5.4

iv. **Average cost per degree awarded in the most recent academic year.**

State Dollars Per FTE	$3,555

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	$3,555

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 2011-2012*

Total Expenditures	$177,657,349