



**Southeastern Louisiana University
University of Louisiana System**

**GRAD Act Annual Report
FY 2015-2016 (Year 6)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 25, 2016**

**and to the
Louisiana Board of Regents,
May 1, 2016**

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1. STUDENT SUCCESS (3-5 pages)

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

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

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

- Prior to the start of the Fall 2013 and Fall 2014 semesters, preliminary enrollment data suggested we might not meet our 1st-to-2nd and 1st-to-3rd year retention rate targets. So we took steps to improve retention rates before the final data became available. In addition to initiatives implemented in 2013-14 and included in that year's GRAD Act report, we continued to evaluate and modify freshmen advising, the freshman seminar course, the freshmen intake process, and the collection and dissemination of retention data for planning and accountability purposes:
 - o The freshmen intake process was revamped for Summer 2015 and beyond. The [Orientation](#) program was remodeled to provide students the right information at the right time, resulting in a more streamlined program that provides [pre-Orientation advising](#). The program is designed to complement a new, mandatory Student Success Day as well.
 - o Student Success Day will provide an opportunity for students to connect with their academic departments and peers the day before school begins in the Fall. Students will also meet their freshman advisor and freshman seminar instructor.
 - o Changes to the Freshman Success Course curriculum and Freshman Advising (see below)
 - o The Southeastern Foundation provided the funds to contract with a consultant to continue work throughout 2015-2016 to help ensure we are effectively utilizing best practices to recruit and retain students.

After experiencing an increase in the 1st to 2nd year retention rate of the 2014 cohort, and with the 2015 cohort as the first cohort to have full benefit of the retention initiatives above, we expect to experience gains in the 1st to 2nd and 1st to 3rd retention rates.

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

- **Criteria for Admission Standards Exceptions.** Prior to 2011-12, Southeastern allowed up to 10% of its entering class to be admitted as exceptions. In 2011-12, as per BOR policy, that was changed to a maximum of 8%. That policy has been continued in 2015-2016.

Students are admitted as exceptions based on pre-determined criteria ([2009-10 criteria](#); [2010-11 & 2011-12 criteria](#)). We increased the pre-determined criteria standards for Fall 2010 admissions and maintained those standards through 2011-12 admissions. Students who meet neither regular admission criteria nor the exception criteria may appeal admission denial through the Alternative Criteria Appeals Committee. To achieve a maximum of 8% exceptions, Southeastern again raised pre-determined exceptions criteria standards for students applying for admission in Fall 2012 ([2012-13](#)). The predetermined criteria for Louisiana and out-of-state high school students include higher GPA requirements. In Fall 2013 ([2013-14](#)), we added another tier for out-of-state students. There were no changes for 2015-2016.

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

- **Beginning Freshmen Admission Standards.** In 2013-14, Southeastern identified beginning freshmen admission standards as an area to review further for impact on student success. As a result, we increased our beginning freshmen admission standards to require a 2.35 cumulative high school GPA instead of a 2.0 GPA, similar to that of our sister schools and effective Fall 2015. However, with the June 2015 Board of Regents admission criteria changes, we allowed students with no more than one developmental to be admitted.
- **Transfer Admission Standards.** In 2013-14, Southeastern identified transfer admission standards as an area to review further for its impact on student success. After review, we did not change the transfer admission standards and continued as planned for 2015-16. However, as a result of the June 2015 changes implemented by the Board of Regents, Southeastern updated the grade requirements for the college-level English and Math courses.
- **Freshman Success Course (SE 101).** Southeastern continues to require entering students with fewer than 30 credit hours to enroll in its freshman success course, which focuses on topics such as academic advising, student responsibilities, meta-cognitive learning strategies,

developing degree/career goals, self-management, and managing course work load.

- **Primary Goals of Freshman Success Course.** Southeastern's most recent [Freshman Success Course Analysis](#) of expected student learning outcomes was conducted using data from Fall 2014 and Fall 2015. The analysis shows Southeastern's freshmen are able to:
 - Explicate the student's role and responsibility in academic advising vs. the advisor's role and responsibility
 - Complete a four-to-six year academic plan, including an academic timeline and proposed graduation date
 - Demonstrate knowledge of effective study behaviors (e.g., note-taking skills, critical reading, test prep, retrieval strategies)
 - Demonstrate realistic expectations of the time and effort required to make successful academic progress

Though the course analysis for Fall 2014 and Fall 2015 address many of the same expectations, the format and content of SE 101 were changed to reflect new efforts in retention, following a series of campus visits by a Noel Levitz (NL) consultant in Spring and Summer 2014. The course shifted from addressing common student development issues to addressing individual student concerns in managing their current course work load.

According to the NL consultant, individualizing the course to the degree possible for addressing work load management would strengthen relationships between student and instructors, peers, and university, thus positively impacting retention and progression.

Also, class sizes was reduced from 35 to 25, class meetings changed from 1 day per week to 2 class meetings per week, and shifted from 50% internet assignments to 100% in-class assignments. The SE 101 instructor's role changed from a one-semester instructor to the first-year advisor for students enrolled in his or her sections. The premises are that first-year instructor/student relationships will develop better by increasing contact between the two and by closer monitoring of student work in other classes, and that instructors will recognize early signs of when students are experiencing academic difficulty and when they might have selected an inappropriate major for their interests and skill levels.

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

- **Continual Contact between Freshmen and Center for Student Excellence in Student's First Semester.** Students are guided through the completion of an academic advising assignment for the Freshman Success course, with includes identifying and processing academic, career and financial concerns, and short and long term goals. Students are required to discuss this assignment with their advisor (which is now the SE 101 instructor) to (a) review the integral assignment, and (b) hone career and academic plans, study skills, and resolve other student concerns, including course scheduling. For the first semester, students have ongoing access to their advisor during class time, with more individualized and confidential meetings scheduled in the advisor's office. Many discussions take place in the classroom for building peer connections and support, while instructors manage conversations to insure appropriateness of depth and direction. Conversations may be postponed for private advising meetings. The advisor/advisee relationship and peer-to-peer relationships are considered foundational for ensuing rich and productive dialogue. For students who demonstrate unsatisfactory academic performance at semester check points, advisors intrusively assign academic intervention.
 - **Intervention indicated:** In addition to grade reports from early alert systems, students with (a) undefined career goals, (b) low confidence in choice of major, (c) low commitment to college, (d) inability to forecast grades and calculate GPA, and/or (e) poor time management or study plans/skills are given appropriate assignments, assessments, referrals (depending on the identified impediment) and follow-up meetings are scheduled to monitor progress. SE 101 class time serves as a base for reviewing, following up on referrals, self-monitoring and gauging academic performance.
 - Following individual meetings, students complete [Point-of-Service \(POS\) surveys](#), rating the interactions with their advisor and helpfulness of the information provided for resolving immediate concerns. Freshmen generally rate the services as

excellent.

- **Continual Contact between Freshmen and CSE Advisors in Student's Second Semester.** The process described in the prior bullet concerning the freshman students' first semester is repeated. In addition, students who are on probation are targeted, in collaboration with their academic department. Advisors send e-mail messages and phone those students to arrange a meeting with their CSE advisor and/or departmental Undergraduate Coordinator. Those who agree to the meeting are referred as appropriate to tutoring services; academic, career, or personal counseling services; the I-Roar program (a psycho-educational support program); academic workshops; academic accountability groups; and/or develop an individual "Probation Recovery Plan.
- **Individual Department/College/Division Progression and Graduation Initiatives (just a sampling)**
 - **Addition of Finite Math to curricula.** College algebra is a stumbling block for many students and not required for success in many fields. All degree programs except the BS in Nursing, BS in Health & Physical Education Grades K-12, BS in Middle School Education Grades 4-8 (math focus students), BS in Middle School Education and Special Education Mile/Moderate Grades 4-8 (math focus students), and all programs in the Department of Kinesiology, College of Science and Technology and College of Business, have added Finite math as an option for one of the two required math courses.
 - **Modification of MBA Admission Requirement.** Current admissions requirements are a minimum GPA and a minimum GMAT score. An additional formula has been added that is consistent with practices in MBA programs at other institutions. This additional entry method will facilitate the MBA program to attract many of the best undergraduate students (with superior GPAs) yet who are unable to meet the stated GMAT minimum
 - **Modification of the Master of Arts in Organizational Communication Admission Policy.** This policy change created a "provisional" status within the degree program for students that fall just below the GRE requirement thereby allowing more students to enter the program by "earning their way in." Provisional status students must earn a 3.0 GPA or higher in 9 graduate hours in order to become a fully admitted student.
- **Continuation and/or Modifications of Initiatives Included in Prior GRAD Act Reports**
 - **Board of Regents Developmental Education Pilot Study**
 - **Math** (participated in 2012-13, 2013-14, and 2014-15, and 2015-16; 386 developmental students & 751 non-developmental students participated in Fall 2015). In Fall 2015, we added Finite Math to our pilot and continued to include College Algebra. Data analyses presented in the [January 2016 Co-Requisite Delivery Pilot Report](#) indicate 62% of the Fall 2014 developmental math students passed Finite Algebra and 28.2% passed College Algebra, enabling them to progress to their next math courses and saving them one semester of math course work.
 - **English** (participated in Fall 2014 and 2015-16. In Fall 2015, 7 English co-requisite sections were in place. One indicator of the effectiveness of the English pilot is the extent to which students pass the subsequent English 102 course. In Fall 2014, 51 students passed the co-requisite courses (ENGL 92/101). Of the 35 who attempted ENGL 102 in Spring 2015, 23 (66%) passed, thus completing their English general education requirements in one year.
 - **Curricular Progression Policies Implemented in Prior Years and Continued through 2014-15.** Based on analyses indicating that students who do not complete certain courses in a timely manner are not likely to progress or graduate in a particular major, curricular progression policies were implemented in the following programs. Students with exceptional circumstances may appeal to the appropriate department head for an alternative plan. Students who do not meet the tenets of the policies or an approved alternate plan are not allowed to continue in the major and are advised of other majors that better suit their strengths and interests.
 - [Chemistry BS Program Curricular Progression Policy](#); [Computer Science BS Program Curricular Progression Policy](#);

[Mathematics BS Curricular Progression Policy](#); [Physics BS Program Curricular Progression Policy](#)

- **Southeastern Writing Center.** The Writing Center provides writing tutoring/feedback to university students.
- **Modification of Nursing BS Program Progression Policy.** Cumulative GPA was found to be a statistically significant predictor of student success in Nursing course work. Prior policy required a 3.0 or higher GPA in degree prerequisite courses to progress to 200-level nursing courses; modified policy requires cumulative GPA of 3.0 or higher. In addition, A study of 324 students indicated that students earning a D, F or W in any math or science course were significantly more likely to fail to progress and graduate from the Nursing BS program. Time and grade requirements have been added to general biology and zoology courses required prior to enrollment in clinical coursework.
- **Modification of DNP admission requirements.** Prior admission requirements limited the DNP student applicant pool to one type of Advanced Practice Nursing (APRN). To increase the qualified applicant pool, changes allowed other APRN candidates to apply. A larger qualified applicant pool should result in enrollment of more qualified students and greater retention, progression, and graduation rates.
- **College of Business Retention and Progression Initiative.** The College of Business undertook 2 major initiatives to improve student retention, progression, and graduation. First, all students are assigned a faculty advisor who advises them until graduation. Faculty members are trained and provided advising resources via a Moodle site. Second, a faculty member gifted in student relations was hired to teach the freshman business success class required of all business majors, emphasizing skills for success and career opportunities.
- **Reconnect to Success.** In Fall 2015, Southeastern and Northshore Technical Community College (NTCC) developed a Reconnect to Success [addendum](#) to the Connect to Success partnership. Southeastern students on academic suspension can continue to progress towards degree by taking transferable coursework and receiving career counseling through NTCC. 41 students participated in Spring 2016.
- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**
 - **Freshman Cohort Tracking.** To track cohort students, we assign a data element named ‘cohort year’ in the student administration system. Through the Academic Degree Audit System, we continue to provide students and academic departments with an online advising and planning tool indicating the degree requirements the student has and has not met. With the Student Progress Summary page, we continue to provide within PeopleSoft a quick reference on student degree progress: percent of degree completed, hours earned toward degree, cohort year, and expected graduation term.

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

At the end of each semester, deans receive a Student Degree Completion Report indicating the percentage of degree completion for students majoring in the degree programs within their college. The reports help in monitoring and advising students regarding progression. We continued requiring mid-term grades for all 100-level and several 200-level courses. Students with D/F/U grades received a letter and email from their dean directing them to consult with their course instructor(s) for help with course-specific challenges and guidance to relevant campus resources. The Center for Student Excellence and academic department heads were also notified to ensure advisor follow-up.

After priority registration, Enrollment Services staff conduct a registration call campaign to contact cohort students who have not registered for the next semester. Staff encourage students to register for the next semester and help troubleshoot challenges students may be

facing. The campaign usually continues off-and-on until the week before final adjustments to schedules can be made. Enrollment Services focuses on students within the 1st to 2nd year and 1st to 3rd year retention cycles. This is in addition to contact made by academic areas.

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

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

- General High School Feedback Reports. Southeastern holds an annual workshop for high school counselors and provides the counselors with a [feedback report](#) for their school. The report includes but is not limited to preparation, performance, and retention data from their former students who enrolled in Southeastern the prior Fall as well as information about the majors their former students have chosen.
- **Dual Enrollment Feedback Reports.**
 - **Dual Enrollment Expansion.** Southeastern's Dual Enrollment Program enables eligible high school students to earn college course credit and helps high school teachers better prepare students for college and university work. Southeastern faculty create and grade all work for determining the college course grade and Southeastern textbooks are used. High school teachers deliver the course and Southeastern faculty provide students and teachers with regular feedback on student performance. Participating high school teachers attend a 2-3 day course-specific workshop led by Southeastern faculty and have continual face-to-face meetings and electronic contact with Southeastern faculty throughout the semester. Program enrollment has grown since the 2011-12 expansion – 2011-12: 31 courses, 3,300 students; 2012-13: 31 courses, 4,384 students; 2013-14: 24 courses, 4,356 students; 2014-2015: 25 courses, 4,888 students; 2015-2016: 27 courses, 5,898 students.
 - **Dual Enrollment Overall Student Performance Reports.** At the end of Spring 2015 and Fall 2015, Southeastern sent to each Principal and high school Dual Enrollment coordinator an [overall student performance report](#) including the percent of Dual Enrollment students at the school who earned grades of A, B, C, D, F, and W. Anonymous versions of the data in those reports are linked: [Composite Spring 2015 Grade Report](#), [Composite Fall 2015 Grade Report](#).
 - Southeastern faculty also provide feedback to individual students:
 - Sample English 101 feedback: [1](#); Sample English 102 feedback: [1](#), [2](#); [Chemistry assignment results](#), [TV Production feedback](#)

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	2,618	2,513	2,418	2,294	2,288	2,370	2,347
# Retained to 2nd Fall semester	1,766	1,683	1,658	1,524	1,443	1,471	1,484
Rate	67.5%	67.0%	68.6%	66.4%	63.1%	62.1%	63.2%
Target		67.0% (65.0%-69.0%)	67.8% (65.8%-69.8%)	68.5% (66.5%-70.5%)	69.0% (67.0%-71.0%)	69.5% (67.5%-71.5%)	71.0% (69.0%-73.0%)
Actual Fall 07 to Fall 08				64.0%			
Actual Fall 08 to Fall 09				67.5%	67.5%		
Actual Fall 09 to Fall 10				67.0%	67.0%	67.0%	
Actual Fall 10 to Fall 11					68.6%	68.6%	68.6%
Actual Fall 11 to Fall 12						66.4%	66.4%
Actual Fall 12 to Fall 13							63.1%
Avg of Prior Three Years				66.2%	67.7%	67.3%	66.0%
Actual Fall 10 to Fall 11				68.6%			
Actual Fall 11 to Fall 12				66.4%	66.4%		
Actual Fall 12 to Fall 13					63.1%	63.1%	
Actual Fall 13 to Fall 14						62.1%	62.1%
Actual Fall 14 to Fall 15							63.2%
Avg of Most Recent Two Yrs				67.5%	64.8%	62.6%	62.7%
Target Met?		YES	YES	YES	NO	NO	NO

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	2,526	2,618	2,512	2,418	2,294	2,288	2,370
# Retained to 3rd Fall semester	1,293	1,397	1,318	1,354	1,243	1,193	1,217
Rate	51.2%	53.4%	52.5%	56.0%	54.2%	52.1%	51.3%
Target		52.4% (50.4%-54.4%)	52.8% (50.8%-54.8%)	53.6% (51.6%-55.6%)	54.3% (52.3%-56.3%)	54.8% (52.8%-56.8%)	55.8% (53.8%-57.8%)
Actual Fall 08 to Fall 10						53.4%	
Actual Fall 09 to Fall 11						52.5%	52.5%
Actual Fall 10 to Fall 12						56.0%	56.0%
Actual Fall 11 to Fall 13							54.2%
Avg of Prior Three Years						54.0%	54.2%
Actual Fall 11 to Fall 13						54.2%	
Actual Fall 12 to Fall 14						52.1%	52.1%
Actual Fall 13 to Fall 15							51.3%
Avg of Most Recent Two Yrs						53.2%	51.7%
Target Met?		YES	YES	YES	YES	NO	NO

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	12,043	12,414	12,464	12,107	11,776	11,303	10,959
Expected # of Awards*	3,011	3,104	3,116	3,027	2,944	2,826	2,740
# Awards	1,947	2,030	2,105	2,028	2,037	2,024	1,946
Ratio of Awards/ FTE	.1617	.1635	.1689	.1675	.1730	.1791	.1776
Award Productivity*	64.7%	65.4%	67.6%	67.0%	69.2%	71.6%	71.0%
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%)
Target Met?		YES	YES	YES	YES	YES	YES

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Freshmen Admitted (Summer)	144	235	161	172	129	160	159
# Admitted by Exception	25	22	5	13	11	6	23
Rate	17.4%	9.4%	3.1%	7.0%	8.5%	.8%	14.5%
# in Freshmen Admitted (Fall)	2,603	2,375	2,316	2,333	2,454	2,298	2,321
# Admitted by Exception	236	109	134	146	152	109	187
Rate	9.1%	4.6%	5.8%	6.3%	6.2%	4.7%	8.1%
# in Freshmen Admitted (Spring)	153	113	117	133	163	120	137
# Admitted by Exception	12	10	9	7	13	11	13
Rate	7.8%	8.8%	7.7%	5.3%	8.0%	8.4%	9.5%
# in Freshmen Admitted (Total)	2,900	2,723	2,460	2,638	2,746	2,578	2,617
# Admitted by Exception	273	141	148	166	176	126	223
Rate	9.4%	5.2%	6.0%	6.3%	6.4%	4.9%	8.5%

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1,872	1,947	1,919	1,948	1,954	1,959	1,924
% Change		4.0%	2.5%	4.1%	4.3%	4.6%	2.8%
Target		4.0%	6.8% (1,999)	8.2% (2,026)	9.5% (2,050)	10.8% (2,074)	11.0% (2,078)

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	351	337	434	371	416	392	349
% Change		-4.0%	23.6%	8.0%	18.5%	11.7%	-0.6%
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	16	12	9	14
% Change		-33.3%	233.3%	433.3%	300.0%	200.0%	366.7%
Target		-33.3%	0.0% (3)	66.7% (5)	100.0% (6)	133.4% (7)	166.7% (8)

							Year 6
Term of Data							AY 14-15
# of Completers, Professional							8

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Graduate Completers	354	339	444	387	428	401	371
% Change		-4.2%	25.4%	8.5%	20.9%	13.3%	4.8%
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)
Target Met?		YES	YES	YES	YES	YES	YES

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	2,226	2,286	2,363	2,335	2,382	2,360	2,297
% Change from baseline		2.7%	6.2%	4.9%	7.0%	6.0%	3.2%

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	32	28	13	16
Fall	935	693	1,042	1,517	1,919	1,998	2,143
Spring	657	907	1,104	541	2,543	2,426	2,776
TOTAL	1,609	1,615	2,171	2,090	4,490	4,437	4,935

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	79	68	121	140	130	60	44
Fall	3,254	2,474	2,907	5,749	7,405	7,171	7,907
Spring	2,168	3,126	3,138	1,761	10,635	9,926	12,117
TOTAL	5,501	5,668	6,163	7,638	18,170	17,157	20,068

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	79	65	118	140	124	51	38
Fall	3,102	2,147	2,857	5,280	6,898	6,725	7,344
Spring	2,065	2,927	3,075	1,524	9,901	9,323	10,545
TOTAL	5,246	5,139	6,050	6,932	16,923	16,099	17,927

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%	2014-2015	20	11	55.0%
Nursing (APRN) (include all specializations)*	American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing	N/A	Calendar Year 2015	39	39	100.0%
Nursing (Adult Nurse Practitioner)**	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	100%	Calendar Year 2015	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 2015	N/A	N/A	N/A
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	87.2%	2014-2015	150	136	90.7%

Note: * 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 2015 Southeastern did not meet the minimum.

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	10-11	11-12	12-13	13-14
Number of students who took exams	216	232	276	215
Number of students who met standards for passage	216	232	276	215
Calculated Passage rate	100.0%	100.0%	100.0%	100.0%
Target	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)
Target Met?	YES	YES	YES	YES

2. ARTICULATION AND TRANSFER (2-3 pages)

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

- **Transfer Admission Standards.** For 2013-14, Southeastern continued to apply the admission standards for transfer students initially implemented for Fall 2012 admission. These standards are consistent with the Louisiana Board of Regents transfer student admission requirements for regional public institutions. In 2013-14, Southeastern identified transfer admission standards as an area to review further for its impact on student success. After further review, we did not change the transfer admission standards for 2014-15 and no changes were made for 2015-16.
- **Transfer Student Orientation Program.** The Transfer Student Orientation Program was revamped for transfer freshmen entering Summer 2015 and beyond. (See narrative for Orientation in the Student Success section.)
- **Connect to Success program with Northshore Technical Community College (NTCC).** In 2015-16, Southeastern and Northshore Technical Community College continued with its expanded [partnership](#), which was initially implemented in Spring 2011 and expanded several times thereafter to include a broader range of general education courses that students could use to satisfy the 18 hours of coursework required for transfer to a four-year institution. Additionally, Southeastern continued to assist NTCC with faculty selection and curriculum design as NTCC seeks SACSCOC accreditation. Because NTCC is not SACSCOC accredited, Southeastern, NTCC, and the Board of Regents entered into an [agreement](#) that would ensure that all faculty hired by NTCC to teach courses listed on the Statewide Articulation Matrix would meet SACSCOC requirements. As part of the agreement and in accordance with SACSCOC Comprehensive Standard 3.7.1 and the Commission's Faculty Credentials guidelines, Southeastern assesses and approves the credentials of faculty for every section of NTCC courses listed on the Matrix. This allows NTCC to articulate courses to any other Louisiana public post-secondary institution without yet having its own courses on the Statewide Articulation Matrix.

Southeastern continued to provide NTCC with classroom facilities and pedagogical equipment (computers, projectors, etc.) as well as office space for an NTCC advisor and for NTCC faculty. NTCC has now hired full-time instructors for art, biology, business, criminal justice, drafting, English, history, math, and music and continues to use qualified Southeastern faculty as part-time faculty, as necessary, which ensures comparability with Southeastern courses.

During the 2015-16 academic year, NTCC continued to expand its course offerings at Southeastern's North Campus and St. Tammany Center locations to 33 transferable courses and 4 developmental courses.

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

In 2015-16, Southeastern and NTCC expanded its partnership further by implementing the Reconnect to Success addendum to the Connect to Success agreement. This program provides a pathway for first-time suspended Southeastern students or suspended students whose appeal has been denied to continue their college coursework at NTCC until such time that the student can return to Southeastern. The program is limited to freshmen and sophomores.

In 2015-16 Southeastern's Math/Science Upward Bound program entered into an agreement with NTCC whereby Upward Bound created a banking system for high school students enrolled in developmental coursework. The college credits were banked by Southeastern's Math/Science Upward Bound program and then passed to NTCC when the high school student enrolled. This allows for a seamless transfer of the student from high school to NTCC and eventually Southeastern.

- **Transfer Students Web Page.** As a proactive means designed to minimize challenges transfer students might encounter, Southeastern continues to update and maintain its [Transfer Students web page](#), which includes information such as transfer admission standards, the Louisiana Transfer Associate Degree programs, and advising templates associated with programs at community colleges throughout the state. During the 2015-16 academic year, Southeastern accepted one Louisiana Transfer degree student in the summer, four in the Fall, and three in the Spring. Four of the students are currently enrolled and seeking a baccalaureate degree.

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

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

<u>Semester</u>	<u>Number of Students</u>
Spring 2011	12
Summer 2011	34
Fall 2011	103
Spring 2012	135
Summer 2012	54
Fall 2012	151
Spring 2013	126
Summer 2013	45
Fall 2013	200
Spring 2014	198
Summer 2014	58
Fall 2014	270
Spring 2015	282
Summer 2015	144
Fall 2015	545*
Spring 2016	640*

*The number of students for Fall 2015 and Spring 2016 were reported to Southeastern by NTCC using NTCC definitions. Once students enrolled under the partnership agreement transfer to Southeastern, we will monitor their performance. In the 2015-16 academic year, 57 NTCC students transferred to Southeastern through the partnership.

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

- **Transfer students are tracked** just as cohort freshmen students are. See narrative for Student Success section. The only differences are:
 - 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.
- **Review of Concurrent Enrollment Procedures.** Southeastern students participate in concurrent enrollment with other in-state and out-of-state colleges and universities. A review of the procedures required to transfer this credit to Southeastern took place in 2015-16. As a result, a more streamlined internal process was implemented and we expect to make further changes to streamline the process for students as well.

- **Development/use of agreements/external feedback reports during the reporting year.**
- *What articulation agreements were in effect? Any articulation agreements newly developed or expanded? How many students took advantage of articulation agreements?*
 - **Previously Established Dual Admission Partnerships with Community Colleges for Students Who Do Not Qualify for Admission to Southeastern.** Southeastern has a history of working with community colleges to help students who do not qualify for admission to the university to attain access to post-secondary education and work toward admission to the university. Our dual admission partnerships allow applicants who are not eligible for immediate admission to Southeastern to be seamlessly admitted to either River Parishes Community College or Delgado Community College and pre-admitted into Southeastern upon attaining eligibility as a transfer student. The [partnership with River Parishes Community College](#) and the [partnership with Delgado](#) have been in effect since 2005.
 - **Referral Agreement Process.** Once an admission application is processed and it is determined the applicant does not meet Southeastern's admission criteria, the applicants are mailed a letter inviting them to come to campus to meet with one of our Admissions Counselors. Counselors are trained in providing multiple options that can assist these students in beginning their post-secondary education, with the hope of ultimately providing a pathway for their future enrollment at Southeastern.
 - The first option provided to these students is enrollment through Northshore Technical Community College (NTCC). Others were recruited through recruiting campaigns, events and visits. 360 new students ultimately enrolled there. Those choosing not to take advantage of the *Connect to Success* partnership with NTCC are advised of the Dual Admissions Agreements between Southeastern and Delgado and between Southeastern and River Parishes Community College.
 - **Cross Enrollment for Developmental Courses.** In 2015-2016 Southeastern continued to participate in the BoR Co-Requisite Pilot. To accommodate students that did not meet the Pilot program requirements, Southeastern entered into a Cross Enrollment agreement with Northshore Technical Community College (NTCC), providing new and returning students access to developmental courses taught by NTCC on Southeastern's campus. In addition, any student may cross enroll pre-approved courses. To provide a seamless enrollment process for the students, Southeastern collects tuition and manages financial aid for all students participating in the NTCC cross enrollment program.
 - **Community College Feedback Reports.** In Spring 2016, Southeastern provided community colleges with [feedback reports](#) containing the following information regarding their former students' performance at the university:
 - 1st to 2nd year retention at Southeastern (F13 to F14)
 - Cumulative GPA at end of 2013-14 academic year
 - Cumulative GPA at end of 2014-15 academic year
 - Total Southeastern baccalaureate recipients through Spring 2015 who transferred from the community college in 2013-14, and the degree programs they graduated from
 - Total number of Louisiana Transfer Degree Students transferred during 2013-2014 separated by degree type (AA/LT, AS/LT)
 - Total number of 2013-14 transfer students with an Associate Degree
 - Total number of 2013-14 transfer students
 - Number and percent of transfer students from the community college admitted as exceptions
 - Grades in first attempts of freshmen-level English and math classes

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	1,136	1,167	1,247	1,058	935	877	844
# retained to next Fall semester	787	818	871	760	646	618	602
Rate	69.3%	70.1%	69.8%	71.8%	69.1%	70.5%	71.3%

Note: # retained includes 5 students who graduated prior to Fall 2015

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled in the academic year	568	520	499	498
# retained to the next Fall semester	449	407	381	382
Rate	79.0%	78.3%	76.4%	76.7%
Target	75.5%-79.5%	75.0%-79.0%	75.5%-79.5%	76.0%-80.0%
Met?	YES	YES	YES	YES

Note: # retained includes 5 students who graduated prior to Fall 2015

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1,872	1,947	1,919	1,948	1,954	1,959	1,924
# who began as transfers	694	704	658	589	624	558	590
Percentage who began as transfers	37.1%	36.2%	34.3%	30.2%	31.9%	28.4%	30.7%

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	117	97	116	118	80	71	64
# Admitted by Exception	0	1	5	5	5	7	6
Rate	0.0%	1.0%	4.3%	4.2%	5.9%	9.9%	9.4%
# Transfers Admitted (Fall)	682	563	621	649	599	499	539
# Admitted by Exception	44	40	49	43	52	41	52
Rate	6.5%	7.1%	7.9%	6.6%	8.7%	8.2%	9.6%
# Transfers Admitted (Spring)	377	461	364	296	287	288	318
# Admitted by Exception	0	25	22	21	26	24	30
Rate	0.0%	5.4%	6.0%	7.1%	9.1%	8.3%	9.4%
# Transfers Admitted (TOTAL)	1,176	1,121	1,101	1,063	966	858	921
# Admitted by Exception	44	66	76	69	83	72	88
Rate	3.7%	5.9%	6.9%	6.5%	8.6%	8.4%	9.6%

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	76	73	90	124	129	110	118
# retained to next Fall semester	52	48	60	84	87	80	87
Rate	68.4%	65.8%	66.7%	67.8%	67.4%	72.7%	73.7%

Note: The AY 14-15 retained number includes 2 transfers who graduated prior to Fall 15

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1,872	1,947	1,919	1,948	1,954	1,959	1,924
# who began as transfers w assoc degree	0	16	19	41	47	68	67
Percentage who began as transfers w assoc degree	0.0%	0.8%	1.0%	2.1%	2.4%	3.5%	3.5%

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	173	298	608	610	458	427	371

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	0	4	7	8
# retained to next Fall semester	0	0	0	0	4	4	6
Rate	N/A	N/A	N/A	N/A	100%	57.1%	75.0%

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

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 pages)

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**
 - **Southeastern’s Periodic Low Completer Program Analysis.** Southeastern’s Office of Institutional Research periodically conducts an analysis of the number and annual average of majors and completers for each degree program for the past five years, producing a report for the President and Provost. The report is typically conducted during the Spring semester, with the most recent Low Completer Report conducted in July 2015. 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.
- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**
 - **New Degree Programs, Certificate Programs, Concentrations, and Minors Aligned with Workforce/Economic Development Needs.**
 - **Targeted Industry Sector(s): LED WISE, LWC 5-Star Jobs:**
 - **Business Administration, PBC** (approved by BoR 5/27/2015)
 - **Accounting, PBC** (approved by BoR 5/27/2015)
 - **Health Systems Management, Bachelor of Science degree program** (approved by BoR 8/27/2014; implemented summer 2015)
 - **Regional K-12 Education Need, LWC 4- and 5-Star Jobs (Elementary and Secondary school Teachers)**
 - **International Baccalaureate concentration** within the Curriculum and Instruction, M.Ed. degree program (approved 11/20/15)
 - **New Pathway to a Degree Program**
 - **LWC 5-Star Jobs:**
 - **BSN to DNP pathway to DNP degree program** (implemented Fall 2015)
 - **New or Proposed Courses Related to Workforce/Economic Development Needs (This is a sampling.)**
 - **Software and Digital sector (GNO, Inc)/Digital Media sector (LED)/Digital Media/Software Development (Blue Ocean)**
 - **ART 497 (Internship: New Media and Animation).** Field placement within the Animation, Film, Television or other industry related to New Media and Animation will be implemented under the direct supervision of a professional staff member. This internship will give the student a hands-on experience with the realities of the profession.
 - **LWC 5-Star Jobs (Nurse)**
 - **NURS 339 (Medication Math for Nursing).** This course focuses on drug calculations necessary for nursing practice. Topics include: systems of measurement, routes of administration, calculation formulas, medication symbols and abbreviations, intravenous flow rate, and calculations for special populations.
 - **NURS 607 (Health Assessment and Diagnostic Reasoning for Advanced Practice).** Diagnostic reasoning models and theories utilizing knowledge of advanced health assessment and development of individuals and families across the lifespan. Emphasis on multi-generational, gender, and cultural/ethnic issues.
 - **NURS 681 (Business, Leadership, and Health Policy for Nurse Practitioners).** Application of business management

concepts, organizational and systems leadership, legal, political, economic and policy influences in the delivery of health care services.

- **Emerging Environmental diversifying sector (GNO, Inc), LWC 4-Star Jobs (Environmental Scientists and Specialists)**
 - **GBIO 620 (Environmental Management).** A course designed to provide students an overview of the issues and concepts associated with the business-economy/environmental interaction. The course will focus on the evolution of four themes, or “shades of green,” that contribute toward creating and sustaining competitive and strategic advantage.
- **LWC 4-Star Jobs (Social Worker)**
 - SW 303 (Crisis Intervention). This course examines the practical and theoretical aspects of crisis intervention including relevant applications to how crisis may impact at-risk/special populations within communities in the United States and around the world. Explores effective multi-level responses for human service intervention through learning activities.
- **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:**
 - Chair, Tangipahoa Parish President’s Economic Transition team
 - [Greater New Orleans, Inc](#), a regional economic development agency serving the 10-parish Greater New Orleans region; GNO Inc targeted industry sectors are subsets of the LED key industries and Blue Ocean targeted industries. Member, Board of Directors.
 - **Committee of 100 for Economic Development, Inc**, a non-profit organization that helps the State to attract and retain industry, provides resources to the LED and works with organizations such as the Louisiana Association of Business and Industry, the Council for a Better Louisiana, Blueprint Louisiana and the Public Affairs Research Council, to positively influence public policy Member.
 - [Northshore Business Council](#), a non-profit organization devoted to improvement of the business and economic climate on the Northshore, including St. Tammany, Tangipahoa, and Washington Parishes. Member, Executive Council.
 - [New Orleans Regional Innovation Alliance \(NORIA\)](#), a collaborative effort between universities, 2-year colleges, industry partners, and economic development organizations throughout southeastern Louisiana working to advance the region as an innovation engine (funded by a U.S. Dept. of Commerce grant of \$300,000 UNO, Fall, 2013). Dan McCarthy, dean of Southeastern’s College of Science and Technology, has been named as the Group Leader of the Talent/Workforce Development working group, effective August, 2014.
 - [Laitram-Southeastern Internship Partnership for Engineering Technology and Industrial Technology \(Established Fall 2013; Continuing\)](#). Provides paid 10-20-hr-per-week internships for eligible Engineering Technology and Industrial Technology students; Laitram funded Southeastern’s Engineering Technology Senior Design Program at \$5,000 for three consecutive years; upon successful completion of program, will fund at \$10,000 per year.
 - [Geocent-Southeastern Partnership for Computer Science Competitive Coding](#) (Established Fall 2014). Provides \$5,000 annually to support a multi-faceted competitive coding initiative for current and future Southeastern computer science students. It includes travel funding for teams to compete in regional events and prizes/food/etc. for internal coding competitions, training sessions, and a high-school regional competition.
 - [Performance Contractors – Southeastern Partnership for Industrial Technology](#) to support the Industrial Technology Program (Established Fall 2014). The partnership allows Southeastern to obtain materials to be used in metallurgy course work (e.g., steel tubing, bar stock, metal plates and other supplies. In 2015, \$10k was donated, and there is a pending \$100k donation to help with expansion of

our welding programming. Southeastern works closely with Performance Contractors to place students in internship opportunities.

- **American Association of Drilling Engineers (AADE) – Southeastern Partnership for OSH&E (Established Fall 2014).** The New Orleans Chapter of AADE sponsored the establishment of an AADE Student Section at Southeastern. After providing initial seed money of \$1,200 to get the club started, several OSH&E students have been awarded scholarships and an additional \$25,000 was provided to purchase a variety of Industrial Hygiene detection/monitoring devices for OSH&E coursework, better preparing Southeastern graduates for the workforce. This partnership opens the door for Southeastern to continue to apply for and win annual support from AADE.
- **Louisiana Department of Economic Development and IBM Partnership (Established Spring 2015).** Provides \$250k/year for ten years to provide support for increase recruiting, instruction, production, and job placement of Computer Science and Information Technology graduates. Activities will include, but are not limited to: active recruiting of high school students into these degree programs; proactive mentoring and tutoring so as to ensure progression in the programs; increased opportunities for internships and related work experience as a part of the degree program; increased course offerings so as to ensure timely graduation; assistance with placement into Computing careers.
- **Southeastern Tech Connect Job Fair (Established 2013-14; Continuing).** This career fair was initiated as the result of repeated requests from companies to meet with students from our Department of Computer Science and Industrial Technology. Companies pay \$300 to participate; they conduct interviews and make job offers to our students at the fair. In March 2016, 40 area employers and 300 students attended; 49 formal interviews were conducted, with appointments for additional interviews made for later dates (at least 9 of which are known).
- Southeastern's **Business Research Center**, in partnership with Southeastern's College of Business and the Small Business Development Center, provided economic analyses and reports for numerous businesses in the region. The Center's efforts from 2005-2015 have resulted in a regional economic impact of approximately \$122,000,000 in increased sales and approximately \$3,000,000 in grant funds.
- **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**
Southeastern Exit Survey. All graduating students are required to complete the Southeastern Exit Survey during their semester of graduation. In the last two weeks of the semester, they complete items regarding employment and graduate studies (see [2014-15 results](#)).
- **Improved technology/expanded distance learning offerings during the reporting year.**
 - **Telecourses.** In 2015-16, the Southeastern Channel broadcasted on television and/or delivered online 44 telecourses, an increase of nine (9) over 2014-15, with an expanded number of sections (including television, internet, and dual enrollment sections). Southeastern offered 175 telecourse sections in 2015-16, an increase of 25 sections over 150 reported in 2014-15, or an increase of 16%. This total represents 3,140 television and internet 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.
 - 4,443 students enrolled in 175 telecourse sections broadcasted on television and/or delivered online for internet and dual enrollment classes by the Southeastern Channel, an increase over the 3,726 students enrolled in 2014-15, an increase of 19%. This number includes 2,435 students enrolled in the following Dual Enrollment courses: History 101, 102, 201, and 202 and English 101.
 - 6 new telecourses were produced by the Southeastern Channel in 2015-16: Physics 191, Physics 192, General Biology

153, Earth Science 101, Earth Science 102, and English 101 (updated). English 101 is offered as a Dual Enrollment course.

- **Hybrid Courses.** The number of hybrid courses decreased 19.2% from 2013-14 to 2014-15 (379 to 306). However, the 14-15 numbers do not include summer while the 13-14 numbers do.
- **100% Online Courses.** The number of 100% online courses decreased 22.3% from 2013-14 to 2014-15 (from 731 to 568). However, the 14-15 numbers do not include summer while the 13-14 numbers do.
- **Faculty Professional Development focused on Distance Education.**

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

- The faculty support site for Moodle continues to support faculty via tip sheets and other training resources. As of April 2, 2016, a total of 256 distance education faculty have accessed the site since April 2015.
- **Quality Matters at Southeastern Training.** The number of faculty completing Quality Matters training to improve distance learning offerings increased 11.3% from Fall 2014 to Fall 2015 (from 300 to 334).
- The Center continues to support faculty's use of Respondus Test Builder and the Respondus LockDown Browser, a custom browser licensed by Southeastern to increase the security of online testing in Moodle.
- In addition to organized training and online resources, Center staff also support distance education faculty through emails, phone calls, and one-on-one consultations. For example, one of the three coordinators documented assisting 246 distinct individuals with on-line or distance education-related matters from June 2015 through March 2016.
- The Center's lab offers immediate, walk-in assistance for a variety of technical, equipment and software needs. Based on information provided by 2015 electronic logs, approximately 665 faculty visits to the Center's lab were for issues related to Moodle, the LMS used for distance education.
- In 2015 the Center offered 15 workshops to support distance education. Based on responses to workshop evaluations, 100% of participants selected Agree or Strongly Agree to, "I learned new skills and strategies that I can readily put to use," and 98% indicated, "The workshop impacted my professional growth."
- **Purchases for Enhancing Distance Learning.**
 - Purchases made by the Center for equipment and software to support distance education total more than \$16,242 annually. Expenditures include equipment to assist faculty in creating audio and video resources, licenses for online professional development resources and software purchases (including the anti-plagiarism software, Vericite).
 - The Center continues to offer online, university-wide access to the following:
 - **Magna Commons**- on-demand, online seminars on a variety of issues related to teaching and learning, including distance learning. Access logs for Magna Campus were examined at the end of the Fall 2015 semester and indicated a 488% increase in the number of faculty referencing the professional development units since Fall 2014 (from 27 different faculty to 159 different faculty).
 - **The Online Classroom** - a national newsletter to help faculty stay abreast of the latest in online teaching.
 - **The Teaching Professor** - a national newsletter highlighting best pedagogical practices in face-to-face and online teaching.

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of eliminated programs	1	3	13	1	4	11	0

Note: 09-10: AA Office Administration

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

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

12-13: AGS General Studies

13-14: BS Computer Science Education, MAT Secondary Education, BS Radiologic Sciences, MEd Educational Technology Leadership

14-15: BA Organizational Leadership; PBC Reading Specialist; PBC English as a Second Language; PBC Special Education - Early Intervention: Birth to 5; PBC Special Education Mild/Moderate for Elementary Education, Grades 1-5; PBC Special Education Mild/Moderate for Middle School, Grades 4-8; PBC Special Education Mild/Moderate for Secondary Education, Grades 6-12; PBC Gifted Education; PBC Secondary Education, Grades 6-12; PBC Multiple Levels, Grades K-12; PBC Early Childhood Education, Grades PK-3

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs modified or added	6	6	11	8	9	15	4

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

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

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

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

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

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

- 10-11: Environmental Public Policy concentration in applied Sociology MS (approved 2010-11, but not yet implemented)
 Publishing Studies undergraduate interdisciplinary minor (approved 2010-11, but not yet implemented)
 Professional Writing concentration in English MA – modified to include new courses in Publishing Studies (approved 2010-11, but not yet implemented)
 Electronic Media concentration in Communication BA program (implemented 2010-11)
 Energy Engineering Technology concentration in Engineering Technology BS program (implemented 2010-11)
 Plant Science concentration in Biological Sciences BS program (implemented 2010-11)
- 11-12: Doctor of Nurse Practitioner program (approved in 2011-12 by BoS and BoR; not yet implemented)
 Environmental Public Policy concentration in Applied Sociology MS (implemented 2011-12)
 Family Psychiatric/Mental Health Nurse Practitioner concentration in Nursing MS program (approved in 2011-12; not yet implemented)
 Health Studies, Clinical Option in Radiologic Technology (implemented Spring 2012)
 Multi-platform Journalism concentration in Communication BA program (implemented 2011-12)
 Post-master's Certificate Programs in Nursing (2) (approved by BoS in 2011-12; pending BoR approval; not yet implemented)
 Professional Writing concentration in English MA modification (approved in 2010-11; implemented 2011-12)
 Publishing Studies interdisciplinary minor (approved 2010-11; implemented 2011-12)
 School Counseling master's degree program modification (approved 2011-12; not yet implemented)
 Supply Chain Management BS program modification (approved in 2011-12; not yet implemented)
- 12-13: Doctor of Nurse Practitioner program (implemented Fall 2012)
 Family Psychiatric/Mental Health Nurse Practitioner concentration in Nursing MS program (implemented Fall 2012)
 Information Technology, BS program (approved in 2012-13; not yet implemented)
 Nursing BS curriculum modifications (approved in 2012-13; not yet implemented)
 Master Teacher Leader concentration within Curriculum and Instruction MEd program (approved in 2012-13; not yet implemented)
 Post-master's Certificate Program in Family Nurse Practitioner (implemented Spring 2013)
 School Counseling master's degree program modification (implemented Fall 2012)
 Supply Chain Management BS program modification (implemented Fall 2012)

- 13-14: New pathway to DNP program: BSN to DNP (approved in 2013-14; not yet implemented)
 Information Technology BS program (implemented Fall 2013)
 Minor in OSHE – Safety (approved by Provost in 2013-14; not yet implemented)
 Minor in OSHE – Health (approved by Provost in 2013-14; not yet implemented)
 Minor in OSHE – Environment (approved by Provost in 2013-14; not yet implemented)
 Concentration in Instrumental Conducting added to Master of Music program (approved by Provost in 2013-14; not yet implemented)
 Concentration in Choral Conducting added to Master of Music Program (approved by Provost in 2013-14; not yet implemented)
 Master Teacher Leader concentration within Curriculum and Instruction MEd program (implemented Fall 2013)
 Nursing BS curriculum modifications (implemented Fall 2013)
- 14-15: Nurse Educator Curriculum Path in DNP program modification (approved by Provost 3/9/2015; not yet implemented)
 MEd Educational Leadership modification (approved by Provost 3/9/2015; not yet implemented)
 BBA in Business Administration modification (approved by Provost 3/9/2015; not yet implemented)
 BS in Health Science Management (HSM) (approved by Board of Regents on 8/27/2014; not yet implemented)
 BS in Accounting modified (approved by Provost on 3/9/2015; not yet implemented)
 BS in Finance modified (approved by Provost on 3/9/2015; not yet implemented)
 BA in Marketing modified (approved by Provost on 3/9/2015; not yet implemented)
 BA in and Supply Chain Management (approved by Provost on 3/9/2015; not yet implemented)
 Professional Writing minor modification (approved by Provost 10/31/2014; not yet implemented)
 Public Relations concentration in MA Communication program modification (approved by Provost 10/31/2014; not yet implemented)
 Human Resource Management concentration in BA Management modification (approved by Provost 3/9/2015; not yet implemented)
 General Management concentration in BA Management modification (approved by Provost 3/9/2015; not yet implemented)
 Small Business Management concentration in BA Management modification (approved by Provost 3/9/2015; not yet implemented)
 Concentration in Instrumental Conducting added to Master of Music program (implemented Fall 2014)
 Concentration in Choral Conducting added to Master of Music Program (implemented Fall 2014)
- 15-16: Business Administration, PBC (approved by BoR 5/27/2015, implemented Fall 2015)
 Accounting, PBC (approved by BoR 5/27/2015)
 Health Systems Management, Bachelor of Science degree program (approved by BoR 8/27/2014; implemented summer 2015)
 International Baccalaureate concentration in MEd Curriculum and Instruction program (approved 11/20/15, not yet implemented)

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			67	67	64	65	64
# of programs aligned with needs			67	67	64	65	64
% of programs aligned			100%	100%	100%	100%	100%

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of course sections that are 50-99% distance delivered	318	297	369	280	342	379	306
# of course sections that are 100% distance delivered	502	597	647	702	727	731	568

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	7,017	6,643	8,884	8,713	7,746	7,917	6,629
# of students enrolled in courses that are 100% distance delivered	11,347	14,018	15,873	17,037	16,329	15,266	12,682

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Associate	0	0	0	0
Baccalaureate	1	2	2	1
Post-Baccalaureate	2	2	2	0
Grad Cert	N/A	N/A	N/A	N/A
Masters	1	0	0	0
PMC	2	2	2	2
Specialist	N/A	N/A	N/A	N/A
Doctoral	0	1	1	1
Professional	N/A	N/A	N/A	N/A
TOTAL	6	7	7	4
Target (Total Programs)	2 (1-3)	2 (1-3)	4 (3-5)	4 (3-5)
TARGET MET?	YES	YES	YES	YES

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	2010-11 Graduates	2011-12 Graduates	2012-13 Graduates	2013-14 Graduates
# of Associate Degrees Awarded	170	61	66	47
# of Associate Degree completers found employed in Q2	101	40	46	37
Percent Associate Degree Completers Employed	59.4%	62.5%	69.7%	78.7%
# of Baccalaureate Degrees Awarded	1,923	1,954	1,959	1,967
# of Baccalaureate Degree completers found employed in Q2	1,355	1,434	1,401	1,412
Percent Baccalaureate Degree Completers Employed	70.5%	73.4%	71.5%	71.8%
# of Masters Degrees Awarded	434	371	416	392
# of Masters Degree completers found employed in Q2	330	289	335	276
Percent Masters Degree Completers Employed	76.0%	77.9%	80.5%	70.4%
# of Doctoral Degrees Awarded	10	16	12	9
# of Doctoral Degree completers found employed in Q2	7	14	8	9
Percent Doctoral Degree Completers Employed	70.0%	87.5%	66.7%	100.0%
# of Total Degrees Awarded	2,537	2,402	2,453	2,415
# of Total Degree completers found employed in Q2	1,793	1,777	1,790	1,734
Percent Total Degree Completers Employed	70.1%	74.0%	73.0%	71.8%

4. Institutional Efficiency and Accountability

Narrative Report (1-2 pages)

- Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.
 - Associate Degree Programs
 - Southeastern offers only one associate degree program - the AAS degree in Industrial Technology. Once NTCC is SACSCOC accredited and has the capacity for offering the program, Southeastern plans to recommend its transfer to NTCC, even if it means providing NTCC with the current physical facilities and equipment on the Southeastern campus to offer the program.
 - Developmental Course Offerings
 - Southeastern only offered developmental courses that were part of the BoR Developmental Education pilot. Southeastern enrolled 2% fewer students in developmental courses in 2015-16 than in 2014-15 (715 vs. 728); 47% fewer than in 2013-14 (715 vs. 1,342). The number of sections decreased 22% from 2014-2015 (47 vs 60).

- Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.
 - 2014-2015 Out-of-State Tuition Schedule. **In June 2014, the Board of Supervisors for the University of Louisiana System approved Southeastern's out-of-state tuition schedule (see [INStable](#)), which results from a five-year implementation plan to bring Southeastern's non- resident tuition to the SREB average. The approved non-resident tuition and fee rate was \$19,111.**
 - Impact on Non-resident Enrollment: **Non-resident enrollment at Southeastern increased 5.4% from fiscal year 2013 to fiscal year 2014 (1,113 vs. 1,173 non-resident students).**
 - Revenue Resulting from Increase in Non-resident Tuition: **\$450,811 (Note: Includes actual gross revenue.)**

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

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

²For FY 2005-06 through FY 2009-10, the average increase in SREB out-of-state tuition was 4.79% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	43	42	38	36	38	55	39
Course sections in English	10	9	7	9	10	8	8
TOTAL	53	51	45	45	48	63	47

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	1,724	1,692	1,398	1,216	1,193	749	641
Enrollment in dev English	184	174	111	165	149	64	74
TOTAL	1,908	1,866	1,509	1,381	1,342	813	715

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

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

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

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

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

**Criminal Justice, Industrial Technology, General Studies

***Industrial Technology, General Studies

****Industrial Technology

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	219	211	159	68	53	63	82

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$10,911	\$12,499	\$14,109	\$16,101	\$17,734	\$19,111	\$19,111
Peer non-resident tuition/fees (full-time)	\$14,922	\$15,604	\$17,142	\$17,622	\$18,334	\$18,757	\$18,757
Percentage difference	-37%	-25%	-18%	-8.6%	-3.3%	1.9%	1.9%

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# programs with Mandatory or Recommended accreditation status	57	54	54	44
# programs having discipline accreditation	49	48	49	40
% accredited programs	86.0%	88.9%	90.74%	90.9%
TARGET	81.0%	81.0%	81.0%	81.0%
Met?	YES	YES	YES	YES

Organizational Data

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

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

**Southeastern Louisiana University
University of Louisiana System**

April 1, 2016

a. **Number of students by classification**

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

Source: Fall 2015 14th Class Day Internal Reports

Undergraduate headcount	13,567
Graduate headcount	1,027
Total headcount	14,594

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

Source: 2015-2016 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	10,804
Graduate FTE	795
Total FTE	11,539

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 2015. 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	602
FTE Faculty	510.35

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

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

Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System, Board of Regents, Fall 2015.

Undergraduate headcount enrollment	56,742
Total number of sections in which the course number is less than or equal to a senior undergraduate level	2,407
Average undergraduate class size	23.6

Note: Does not include 62 classes (1,101 headcount) that were reported in Cycle 2 of the 2015-2016 SCH System.

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

Source: Budget Request information 2015-2016 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2015.

Total FTE enrollment	11,539
FTE instructional faculty	510.35
Ratio of FTE students to FTE faculty	22.6

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

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

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2014, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Arts, Humanities & Social Sciences (7 depts; 3 units; 65,619 Fall 15 SCHS)	3	2.7 (2.0 paid out of operating funds)
Business (3 depts; 16,982 Fall 15 SCHS)	1	1.0 (1.0 paid out of operating funds)
Education (2 depts; 1 units; 6,539 Fall 15 SCHS)	2	2.0 (2.0 paid out of operating funds)
Nursing & Health Science (3 depts; 1 units; 21,668 Fall 15 SCHS)	5	5.0 (2.0 paid out of operating funds)
Science & Technology (4 depts; 1 units; 48,034 Fall 15 SCHS)	2	2.0 (2.0 paid out of operating funds)

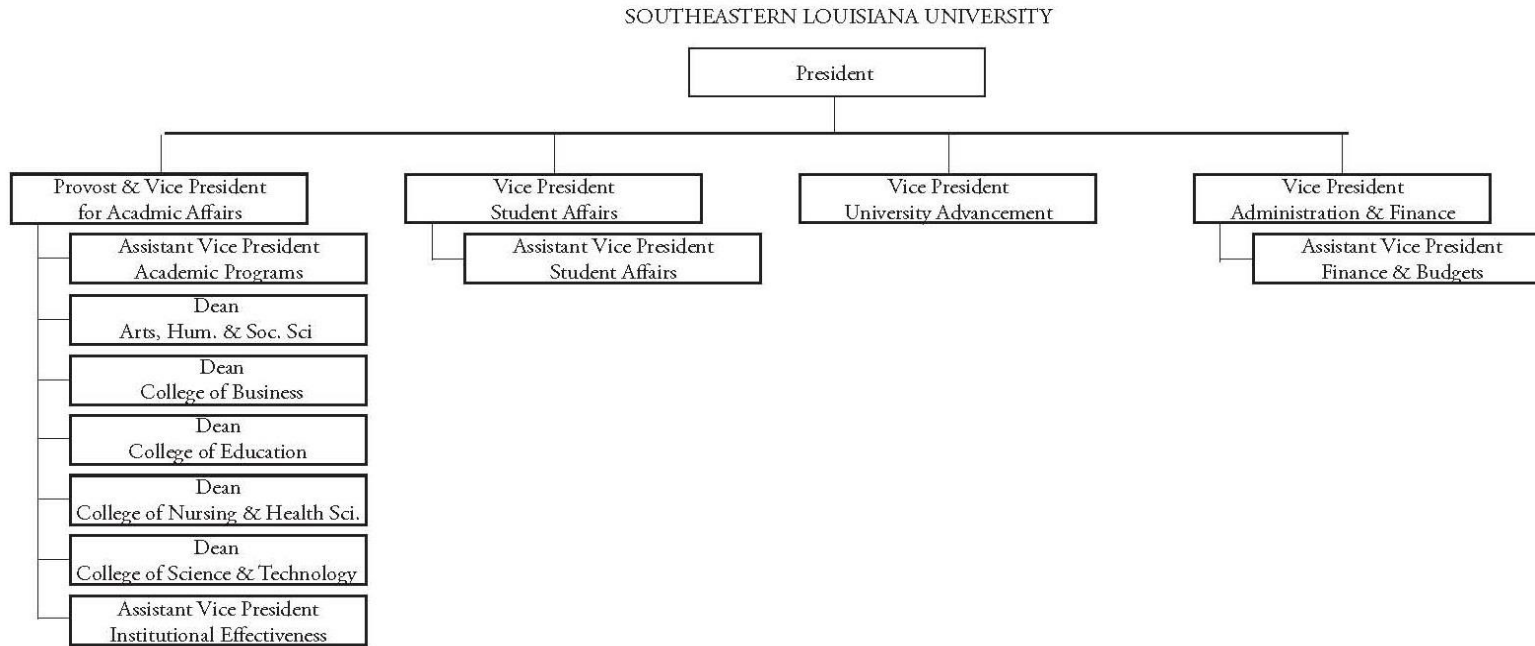
f. **Number and FTE of staff in administrative areas**

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

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2014, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
Academic Affairs	24	24.0 (20.9 paid out of operating funds)
Student Affairs	11	11.0 (6.8 paid out of operating funds)
Administration & Finance	19	19.00 (11.4 paid out of operating funds)
University Advancement	4	4.0 (2.7 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 2015).



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

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

Position	Total Base Salary, reported Fall 2009	Total Base Salary, Reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014	Total Base Salary, reported Fall 2015
President	\$248,000	\$248,000	\$248,000	\$248,000	\$248,000	\$248,000	\$248,000
Provost & VP Academic Affairs	\$160,325	\$160,325	\$160,325	\$160,325	\$160,325	\$160,325	\$160,325
Assistant VP Academic Affairs	\$113,799	\$113,799	\$113,799	\$113,799	N/A Position changed to AVP Institutional Effectiveness August 4, 2013	N/A Position changed to AVP Institutional Effectiveness August 4, 2013	N/A Position changed to AVP Institutional Effectiveness August 4, 2013
Assistant VP Enrollment Management	\$113,035	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010	N/A Position eliminated February 20, 2010
Assistant VP Academic Programs	N/A	N/A	N/A	N/A	\$109,999	\$109,999	\$109,999
Assistant VP Institutional Effectiveness	N/A	N/A	N/A	N/A	\$113,799	\$113,799	\$113,999 New AVP hired May 19, 2015 at higher salary
Dean Arts, Humanities & Social Science	\$122,299 Interim Dean	\$122,299	\$122,299	\$122,299	\$122,299	\$140,999 New Dean hired July 6, 2014 at higher salary	\$140,999

Position	Total Base Salary, reported Fall 2009	Total Base Salary, Reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014	Total Base Salary, reported Fall 2014
Dean General Studies	\$105,980	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010	N/A Position eliminated June 30, 2010
Dean Business	\$149,650	\$149,650	\$149,650	\$149,650	\$149,650	\$149,599 Interim Dean appointed January 14, 2014 at lower salary	\$149,599
Dean Education	\$119,299	\$119,299	\$119,299	\$134,99 New Dean hired January 3, 2012 at higher salary	\$120,000 Interim Dean appointed June 3, 2013 at lower salary	\$120,000	\$120,000
Dean Research & Graduate Studies	\$142,000	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010	N/A Position eliminated October 21, 2010
Dean Nursing & Health Sciences	\$129,899	\$129,899	\$119,999 Interim Dean appointed January 21, 2011 at lower salary	\$141,000 New Dean hired April 30, 2012 at higher salary	\$141,000	\$141,000	\$141,000
Dean Science & Technology	\$130,700	\$130,700	\$130,700	\$130,700	\$130,700	\$130,700	\$130,700
Assistant VP Extended Studies	\$110,000	\$110,000	\$110,000	\$110,000	N/A Position eliminated September 1, 2013	N/A Position eliminated September 1, 2013	N/A Position eliminated September 1, 2013

Position	Total Base Salary, reported Fall 2009	Total Base Salary, Reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary, reported Fall 2013	Total Base Salary, reported Fall 2014	Total Base Salary, reported Fall 2014
Vice President Student Affairs	\$132,870	\$132,870	\$132,870	\$132,870	\$132,870	\$132,870	\$132,870
Assistant VP Student Affairs	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000	\$95,000
Vice President University Advancement	\$130,000	\$130,000	\$130,000	\$130,000	\$130,000	\$130,000	\$130,000
Vice President Administration & Finance	\$159,495	\$159,495	\$159,495	\$145,000 Interim VP appointed April 1, 2012 at lower salary	\$145,000	\$150,000 New VP hired July 1, 2014 at higher salary	\$150,000
Assistant VP Finance	\$112,686	\$112,686	\$112,686	\$112,686	\$122,686	\$122,686	\$122,686
Assistant VP Operations	\$110,230	\$110,230	\$110,230	\$0 Position vacant as of April 1, 2012	\$0 Position vacant as of April 1, 2012	\$0 Position vacant as of April 1, 2012	\$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, 2014-2015 Actual.

Southeastern Louisiana University		
Expenditures by Function:	Amount	% of Total
Instruction	\$ 55,033,454	50.3%
Research	\$ 271,163	0.2%
Public Service	\$ 1,556,857	1.4%
Academic Support**	\$ 8,037,792	7.3%
Student Services	\$ 5,530,739	5.1%
Institutional Services	\$ 12,495,889	11.4%
Scholarships/Fellowships	\$ 14,096,408	12.9%
Plant Operations/Maintenance	\$ 10,359,294	9.5%
Total E&G Expenditures	\$ 107,381,596	98.1%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 2,113,329	1.9%
Other	\$ -	0.0%
Total Expenditures	\$ 109,494,925	100.0%

• ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. *Aid Year 2015-2016*

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	\$21,518
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iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

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

Baccalaureate degree for 4-year universities

Associate degree for 2-year colleges

Certificate for technical colleges

Average Time to Bachelor's Degree	5.3
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iv. Average cost per degree awarded in the most recent academic year.

State Dollars Per FTE	\$2,641
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v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State Dollars Per FTE	\$2,641
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vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process. *Actual 2014-2015*

Total Expenditures	\$182,292,834
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