SOUTHEASTERN

LOUISIANA UNIVERSITY

Southeastern Louisiana University
University of Louisiana System

GRAD Act Annual Report
FY 2010-2011

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2011

and to the
Louisiana Board of Regents,
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1. Student Success
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.

<u>Narrative Report</u>:

• Policy/policies adopted by the management board;

i.   In October 2009, the University of Louisiana System Board of Supervisors approved changes to its admission policy, including (a) an increase in admission standards, (b) tightening of admission exceptions, and (c) the strengthening of transfer student expectations.

ii.   In August 2010, the University of Louisiana System Board of Supervisors approved a change to its Board Rule regarding baccalaureate degree requirements such that "the total number of credit hours required for a baccalaureate degree shall be 120 hours unless otherwise required for accreditation and/or professional certification purposes."

• Subsequent policy/policies adopted by the institution;

i.   <u>a</u>. In Fall 2010, Southeastern raised several components of its admission standards for beginning freshmen relative to its prior admission standards and relative to the BoR minimum admission standards for regional public universities in the state. Using data from Fall 2009 beginning freshmen, Southeastern's current admission standards for beginning freshmen were based on an analysis of the impact of the standards, including success indicators.

	Southeastern's Current Admission Standards (Entering Freshmen)	Southeastern's Prior Admission Standards	BoR Minimum Admission Standards for Regional Universities
Overall HS GPA **OR**	2.5	2.0	2.0
ACT Composite **OR**	21	20	20
HS Rank **OR**	Top 25%	Top 50%	Top 50%
Minimum HS GPA	2.0 (required of all applicants for admission)	No minimum	No minimum

<u>b</u>. In accordance with the 2006 "Master Plan Issues" document, Southeastern allows 10% of its entering class to be admitted as exceptions. Students are admitted as exceptions based on pre-determined criteria (2009-10 criteria; 2010-11 criteria). Students who meet neither regular admission criteria nor the exception criteria may appeal admission denial through the Alternative Criteria Appeals Committee. The Committee may grant exceptions on judgments of the student's ability to succeed and graduate in a timely manner.

     Exceptions are monitored using Southeastern's Admission Exception Report, which includes the number of students admitted, matriculated and enrolled for the upcoming semester and the percentage of those who are exceptions. The report is monitored to identify the number of exceptions allowed for that semester. With the implementation of increased admissions standards in Fall 2010, Southeastern revised the set of pre-determined exception criteria.

     For 2012, plans include updating the report to reflect the change to 8% exceptions and include the prior year's data for monitoring the number allowed.

c. Southeastern's admission standards for transfer students are consistent with the BoR minimum admission standards for students transferring to public regional universities in the state. Southeastern had not changed its transfer admission standards for 2010-11. However, beginning in Fall 2011, Southeastern's transfer admission standards have been increased to be consistent with the new University of Louisiana System transfer admission requirements for Tier III institutions. Southeastern has a comprehensive communication and implementation plan for informing prospective transfer students of the changes. Southeastern's website and print publications regarding admission standards have been updated to reflect the new standards.

ii.   120-Unit Undergraduate Degree Programs. 38 undergraduate degree programs have been reduced to 120 units; 5 have been granted exceptions to exceed 120 units and have been reduced such that they require between 124-131 units. All reductions are effective Fall 2011.

• **Timeline for implementing the policy/policies;**
i.   New Admission Standards Implementation - Entering Freshmen and Transfer Students
     a. February 26, 2010: Southeastern's proposed admissions standards approved by UL System Board of Supervisors.
     b. February/March 2010: Prospective students were notified of the new admission standards in multiple ways: university website and publications; letters mailed to applied and prospective students; press releases (example); campus notifications; letters/messages to key stakeholders, including community colleges and high school counselors. Students who were admitted prior to Board approval of the new admission standards retained their accepted admission status. Students about the increase in standards were encouraged to come to campus to meet individually with an Admission Counselor to review options and to address the student's needs and concerns.
     c. Fall 2010: Southeastern implemented new admission standards for beginning freshmen.

• **Performance of entering freshmen students admitted by exception (4-year universities).**

Southeastern's pre-determined criteria for admitting beginning freshmen as exceptions are relatively high and are designed to provide university access to students who should have a high probability of success but who might lack one or two core courses that might not have been available to them in high school. Beginning freshmen who did not meet Southeastern's regular admission criteria and who were admitted as an exception in 2009-10 performed more poorly on several measures than those who met the admission criteria. They had a Fall 2010 retention rate of 44.7% (vs. 67.1% for regularly admitted beginning freshmen) and progression rate of 9.9% (vs. 34.3% for regular admits). At the end of the academic year, their average cumulative GPA was 1.39 (vs. 2.249 for regularly admitted beginning freshmen), with 30.8% having a GPA above 2.00 (vs. 64% for regularly admitted beginning freshmen). As a result of these data, Southeastern's Alternative Criteria Appeals Committee is reviewing our pre-determined exceptions criteria as well as the bases for judgments of the student's ability to succeed and graduate in a timely manner that led to the granting of appeals made by students who did not meet the pre-determined criteria for admitting beginning freshmen as exceptions. Revisions to these criteria will be proposed and adopted prior to the Fall 2011 semester. The upcoming Fall 2012 implementation of the BoR 8% limit on admission exceptions will also result in more stringent exceptions criteria.

1.a.i.
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					
# Retained	1,766	1,683					
Rate	67.5%	67.0%					
Target		65.0% - 69.0%	65.8% - 69.8%	66.5% - 70.5%	67.0% - 71.0%	67.5% - 71.5%	69.0% - 73.0%
Target Met?		YES					

Note: The Number in the Fall Cohort numbers does not include allowable exclusions as defined by IPEDS (deceased students, called to active military). Also, the retained number includes students with SSN changes that have not yet been processed in SSPS.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	2,526	2,618					
# Retained	1,293	1,397					
Rate	51.2%	53.4%					
Target		50.4% - 54.4%	50.8% - 54.8%	51.6% - 55.6%	52.3% - 56.3%	52.8% - 56.8%	53.8% - 57.8%
Target Met?		YES					

Note: The Number in the Fall Cohort numbers does not include allowable exclusions as defined by IPEDS (deceased students, called to active military). Also, the retained number includes students with SSN changes that have not yet been processed in SSPS.

1.a.iv.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Summer 2008	Fall 2003 cohort through Summer 2009	Fall 2004 cohort through Summer 2010	Fall 2005 cohort through Summer 2011	Fall 2006 cohort through Summer 2012	Fall 2007 cohort through Summer 2013	Fall 2008 cohort through Summer 2014
# in Fall Cohort	2,382	2,539					
# Graduated	679	779					
Rate	28.5%	30.7%					
Target		28.5% - 32.5%	30.5% - 34.5%	30.0% - 34.0%	32.0% - 36.0%	35.0% - 39.0%	37.5% - 41.5%
Target Met?		YES					

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	12,043	12,414					
# Awards	1,947	2,030					
Ratio of Awards/FTE	.16	.164					
Expected # of Awards*	3,011	3,104					
Award Productivity*	64.7%	65.4%					
Target		.16-.17 (63.4% - 67.4%)	.17-.18 (66.0% - 70.0%)	.17-.18 (66.8% - 70.8%)	.17-.18 (67.6% - 71.6%)	.17-.18 (68.4% - 72.4%)	.17-.18 (69.6% - 73.6%)
Target Met?		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					
# Admitted by Exception	25	22					
Rate	17.4%	9.4%					
# in Freshmen Admitted (Fall)	2,603	2,375					
# Admitted by Exception	236	109					
Rate	9.1%	4.6%					
# in Freshmen Admitted (Spring)	153	113					
# Admitted by Exception	12	10					
Rate	7.8%	8.8%					
# in Freshmen Admitted (Total)	2,900	2,723					
# Admitted by Exception	273	141					
Rate	9.4%	5.2%					

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

1. Student Success

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

Narrative Report:

Southeastern has implemented numerous initiatives designed to increase the percentage of graduates. Below is just a sampling:

i.   **Progression Scholarships.** Students who entered Southeastern as beginning freshmen beginning in Summer 2007 or later are eligible for Progression Scholarships for two years. The first award is granted when they progress from freshman to sophomore status and then again when they progress to a second classification (junior or senior). Credit hours associated with developmental course work are not used in determining classification. The first Progression Scholarships were awarded in Fall 2008.

   For beginning freshmen entering Southeastern in Summer 2011, Progression Scholarships will be awarded based on percent of degree completed rather than the number of hours earned (i.e., rather than progression from one classification to the next based on the number of hours earned regardless of the contribution of those hours to students' progress in their degree program).

ii. **Registration Tracking System.** Southeastern continues to use the Registration Tracking System which was implemented in Fall 2005 and which provides authorized academic department personnel with information allowing them to monitor undergraduate and graduate student advising and registration activities. Authorized personnel use this information to contact students who are not being advised or who have not registered in a timely manner.

iii. **Academic Degree Audit System.** Implemented in Summer 2005, Southeastern continues to provide students and academic departments with this online means for viewing the undergraduate degree requirements the student has and has not met. This is a very useful advising and planning tool.

iv. **Summary View of Student Degree Progress.** In Spring 2011, Southeastern implemented in the student information system (PeopleSoft) a summary view of student degree progress. The view provides students and authorized academic personnel with information regarding student progression, including percent of degree completed, hours earned toward the degree, cohort year, and expected graduation term.

v.   **Individual Department/College/Division Progression and Graduation Initiatives (just a sampling)**

   a.   **Southeastern Writing Center.** Through the Writing Center, the Department of English continues to provide one-on-one writing tutoring and feedback to any university student who requests such services. In 2009-10, for example, the Center had 11,037 student visits and held 2,280 tutoring sessions.

   b.   **Accelerated Option in History MA Program.** In 2010-11, a curriculum change proposal was granted approval, allowing graduate students in the History MA program to earn both the MA and Alternate Teaching Certification in Social Studies simultaneously.

   c.   **College of Business Academic Success Program (ASP) and Probation Workshop Program (PWP).** The ASP and PWP programs are designed primarily to identify, advise, and track the performance of at-risk Business students. The ASP targets students who have been readmitted after academic suspension. The program includes one-on-one academic advising to identify the circumstances that led to the suspension and the development of a written plan for improving academic performance. The student and program advisor sign a contract outlining the actions the student will take to achieve future academic success. As an extension of the ASP, the PWP addresses academic deficiencies and challenges early in a business student's academic career. This preventative effort is designed to help students on academic probation avoid suspension.

   2009-10 and Fall 2010 Results (Note: Spring 2011 results are not yet available)

   -   ASP: In Fall 2009, 57 students were identified for participation in the ASP; 50 participated (88%). 78% of the participants earned the a GPA of 2.0 or higher at the end of the semester, allowing them to return the following semester; only 14% of the

nonparticipants earned the requisite semester GPA, allowing them to return. In Spring 2010, 42 of 44 "eligible" students participated (95%). 71% of the participants earned a semester GPA of at least 2.0, allowing them to return; 0% of the nonparticipants earned the requisite GPA and, thus, were suspended again. In Fall 2010, 44 of 53 ASP-eligible students participated (83%). 80% of the participants earned a semester GPA of at least 2.0, allowing them to return the following semester; 35% of the nonparticipants were able to return.

(See Fall 2009 report; Spring 2010 report; Fall 2010 report)

PWP: 71 of 173 probationary Business students participated in Fall 2009 (41%); 100 of 203 in Spring 2010 (49%); 77 of 148 in Fall 2010 (52%). In Fall 2009, 62% of the participants earned a semester GPA of 2.0 or higher as compared to 39% of the nonparticipants. In Spring 2010, 53% of the participants earned a semester GPA of 2.0 or higher; 37% of the nonparticipants. In Fall 2010, 69% of the participants earned the requisite GPA allowing them to remain at the university compared to 35% of the nonparticipants. (See Fall 2009 report; Spring 2010 report; Fall 2010 report)

d. **Participation in NSF-funded Strategic Programs for Innovations in Undergraduate Physics (SPIN-UP).** In 2009-10, Southeastern began participating in this program designed to increase the number of Physics completers nationally. Participation has resulted in an increase in departmental recruiting activity and the tracking of Physics majors. Early results indicate a nearly three-fold increase in the number of students enrolled in freshman physics courses required for the major.

e. **Departmental Study of Factors Affecting Student Progress in the Physics Major.** In 2009-10, the Chemistry and Physics Department began a detailed study of the progress of each student majoring in Physics to determine factors affecting student progress in the major. Results led to optimized course scheduling, the early identification of students who are not making timely progression in the major, and a collaborative agreement with the University of Louisiana-Lafayette that will provide for shared and more frequent offerings of courses required for the Physics degree. The collaborative endeavor with UL-Lafayette was initiated in Spring 2011 and will commence in Fall 2011.

f. **Mathematics Targeted Advising.** Beginning in 2008, the Department of Mathematics implemented a strict targeted advising program that identifies students who are not progressing adequately towards graduation and helps those who are progressing to focus on the best path towards completion of their degrees. The implementation of the targeted advising program has been associated with an increase in the number of majors from 46 in 2007-08 to 53 in 2009-10 and an increase in the number of completers from 4 in 2008-09 to 9 in 2009-10.

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

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

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					
% Change		4.0%					
Target		4.0%	4.8% - 8.8%	6.2% - 10.2%	7.5% - 11.5%	8.8% - 12.8%	9.0% - 12%
Target Met?		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, Post-Baccalaureate	N/A	0	0				
% Change		N/A	N/A				
Target		N/A	N/A	1500% - 1900%	1800% - 2200%	2100% - 2500%	2400% - 2800%
Target Met?		YES					

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	351	337					
% Change		-4.0%					
Target		-4.0%	-8.0% - -4.0%	-9.4% - -5.4%	-10.8% - -6.8%	-12.3% - -8.3%	-13.7% - -9.7%
Target Met?		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, Doctoral	3	2					
% Change		-33.3%					
Target		-33.3%	-33.3% - 33.3%	33.3% - 100.0%	66.7% - 133.3%	100.0% - 166.7%	133.3% - 200.0%
Target Met?		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					
% Change		2.7%					

Note: The total does not include Associate degree recipients.

1. Student Success

c. Develop partnerships with high schools to prepare students for postsecondary education.

Narrative Report:

- **examples of newly created partnerships**
    i. From Fall 2008-Spring 2010, students who took English 101 through Southeastern's Early Start program and subsequently enrolled at Southeastern showed consistently stronger performance in English 102 compared to those who did not take English 101 through Southeastern's Early Start program: 10.6% earned more As, 2.1% more Bs, 1.2% fewer Cs, 2.5% fewer Ds, 7.4% fewer Fs, and 1.7% fewer Ws . From Fall 2008 – Fall 2010, Southeastern implemented several changes designed to strengthen its Early Start Math program (e.g., assignment of a full-time faculty member to visit high schools regularly to reinforce and supervise curricula; continual e-mail and phone contact; immediate feedback to students upon completion of each homework assignment, quiz, test). These changes correspond to an overall increase in the percentage of students passing Southeastern's Early Start math courses (passing = performance at the level of a course grade of C or better). Because of these success rates, Southeastern has increased its Early Start high school partnerships. In 2010-11, 37 high schools are participating in Southeastern's Early Start program; 7 of those are new partnerships.
- **examples of strengthening existing partnerships**
    i. English Early Start: The 2010-2011 English Early Start program was strengthened to include the appointment of a .75 FTE English Early Start Coordinator and the appointment of three new faculty mentors. Other 2010-11 changes include increased direct contact (on-site and online) with students, along with continuing support to teachers; evaluation of every student paper along with the high school teacher evaluation (not just mid-semester and final portfolio), identifying grammar and composition problems, offering suggestions for revision, and assigning a grade the paper would receive in an on-campus English 101 class (923 papers to date, August-March); increased number of on-site visits (average three per school, to date); on-site presentations tailored to the instructor's and students' needs, including use of library databases, choosing legitimate sources for research, MLA documentation, composition tips, and revision workshops; the addition of MyCompLab to textbooks supplied to schools; and the institution of a grade appeals process in keeping with normal University procedures.
- **examples of feedback reports to high schools**
    i. English Early Start reports to high schools include information about the number of students registered, the number who continued in the course after the withdrawal data, and the number of students who passed the course. Each school receives the information pertaining to its school only.
    ii. Sample English 101 writing composition feedback to individual students and teachers: Sample 1, Sample 2
    iii. Sample Math report to high schools: Sample 1, Sample 2
    iv. Sample Math feedback to individual students: Sample
    v. Southeastern holds an annual workshop and luncheon for high school counselors at which the counselors are provided with a feedback report. The report includes but is not limited to preparation, performance, and retention data from the students from their high school who enrolled in Southeastern the prior Fall as well as information about the disciplines in which their former students have chosen as majors.

- examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores).
  i. Southeastern will track the following:
     a. Number of students participating in dual enrollment opportunities
     b. Number of students earning As, Bs, and Cs in dual enrollment courses
     c. Where appropriate, grades of Early Start vs non-Early Start students in subsequent courses for which Early Start course is a prerequisite
     d. Number and percentage of students at partner high schools taking high school core curriculum
     e. ACT scores of students at partner high schools
     f. 1st and 2nd semester Southeastern GPA of former Southeastern Early Start participants; 1st and 2nd semester Southeastern GPA of former high school students in other types of university-high school partnership programs
- **additional information/other partnerships with high schools** (samples, not all-inclusive)
  i. Southeastern's Office of Disability Services (ODS) assists area school systems (Livingston Parish School System and the St. Tammany Parish School System) with a transition program for high school students with disabilities who are interested in attending college. ODS staff provide school system officials, high school students, and parents/guardians with information regarding college documentation requirements and the types of accommodations available to disabled students. They also provide consultations to individual families.
  ii. In 2009-10, faculty in Southeastern's Department of English were awarded a $10,000 grant from Entergy Foundation to provide outreach to regional schools for the teaching of writing in digital environments.
  iii. Southeastern partners with area high schools to participate in the statewide *Students Teaching and Reaching* (STAR) program dedicate to building a strong career path in the field of education. STAR participants are high school juniors and/or seniors with a minimum GPA of 2.5. Upon admission into a teacher education program at Southeastern, a STAR graduate earns credit in Southeastern's EDUC 203 (Foundations of Education) and EDUC 212 (Diversity in the Classroom) courses. 11 STAR students earned credit for EDUC 203 and EDUC 212 in 2008-09; 19 in 2009-10; 19 in 2010-11.
  iv. Partnerships regarding Health and Safety Issues Relevant to High School Students (School of Nursing and various area schools and governmental agencies): Prom Night Mock Fatality, The Danger of Texting While Driving; Mock Fatality and Drinking and Driving Presentation, Prescription Drug Abuse (3/30/2010, Ponchatoula High School)
  v. Chemistry faculty member Troy Williams has received numerous grants to work with regional science teachers to improve their content knowledge:

Title	Amount	Year	# of teachers	Result
Integrated Teaching of Algebra and Physical Science	$412,000	2007-10	38	12% improvement in content knowledge
Inquiry-based Mathematics and Science for Teachers	$341,700	2009-11	29	14% improvement in content knowledge
Inquiry-based Instruction in Science	$178,000	2010-11	59	10% improvement in content knowledge

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					
Fall	935	693					
Spring	657	907					
TOTAL	1,609	1,615					

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					
Fall	3,254	2,474					
Spring	2,168	3,126					
TOTAL	5,501	5,668					

Note: Includes SCHs for students who received an AU in the course, as they were enrolled in the course and did complete it.

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					
Fall	3,102	2,147					
Spring	2,065	2,927					
TOTAL	5,246	5,139					

Note: Includes SCHs for students who received an AU in the course, as they were enrolled in the course and did complete it. In Fall 08 and Fall 09, SSPS contained IP grades for some Early Start students. The numbers reported in 1.c.iii take into account the final grade in the course.

1. Student Success

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Narrative Report:
(Optional)

i.   Southeastern's Nursing program tracks various data throughout the curriculum to monitor for indicators of success on the NCLEX exam: ATI standardized testing is incorporated at the end of every semester. For several years, the Nursing faculty have implemented initiatives designed to increase student passage rates on the NCLEX exam. In 2010-11, the following was implemented:
   a. All students who do not meet the established benchmark score must complete an online focused review prior to retesting. Faculty are now responsible for ensuring the student has complied with this requirement.
   b. Faculty must track the remediation of students who did not achieve the required ATI score. In addition, faculty must monitor the student's progress toward completion and time spent on the ATI's focused review activities.

ii.   The Department of Teaching and Learning offers several opportunities for students to prepare for PRAXIS exams. Through the Teacher Development Program, candidates may sign up for *Learning Plus*, a computer tutorial for PRAXIS I review. The tutorial consists of a series of practice questions/problems with immediate feedback. Writing prompts are also provided along with review of sentence structure and grammar. Students are also encouraged to use the services of the university's Writing Center and math labs on campus. In addition, students may receive one-on-one instruction from the Coordinator of Teacher Development or may select to check out *Praxis Review* workbooks from the Teacher Development Center. To assist with PRAXIS I and II, a series of workshops (4-5 each semester) is offered to focus on content area as well as test-taking strategies. These workshops are coordinated through the Teacher Development Program.

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 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)	2009-2010	11	7	63.6%
ART EDUCATION(K-12)	ART CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	11	11	100.0%
SCIENCE EDUCATION: BIO.	BIOLOGY CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	4	4	100.0%
GRADES PK-3	EARLY CHILDHOOD EDUCATION	Louisiana Department of Education	2009-2010	2	1	50.0%
SE: MILD/MODERATE SPECIAL EDUCATION	ED OF EXCEPTIONAL STUDENTS: CORE CK	Louisiana Department of Education	2009-2010	24	24	100.0%
SE: MILD/MODERATE SPECIAL EDUCATION	ED OF EXCEPTIONAL STUDENTS: MTMD	Louisiana Department of Education	2009-2010	24	24	100.0%
GRADES 1-5 (ELEMENTARY) GRADES PK-3 SE: EARLY INTERVENTIONIST B-5 SE: MILD/MODERATE SPECIAL EDUCATION	ELEMENTARY ED CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	262	250	94.7%
ENGLISH EDUCATION	ENG LANG LIT COMP CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	35	34	97.1%
ENGLISH EDUCATION	ENG LANG LIT COMP PEDAGOGY	Louisiana Department of Education	2009-2010	34	34	100.0%
VOCATIONAL FAMILY and CONSUMER SCIENCE EDUCATION	FAMILY AND CONSUMER SCIENCES II	Louisiana Department of Education	2009-2010	4	4	100.0%
MATHEMATICS EDUCATION	MATHEMATICS: CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	10	10	100.0%
GRADES 4-8 (English/Language Arts)	MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	Louisiana Department of Education	2009-2010	20	19	95.0%
GRADES 4-8 (MATHEMATICS)	MIDDLE SCHOOL MATHEMATICS	Louisiana Department of Education	2009-2010	8	8	100.0%

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
GRADES 4-8 (SCIENCE)	MIDDLE SCHOOL SCIENCE	Louisiana Department of Education	2009-2010	11	11	100.0%
GRADES 4-8 (SOCIAL STUDIES)	MIDDLE SCHOOL SOCIAL STUDIES	Louisiana Department of Education	2009-2010	11	11	100.0%
MUSIC EDUCATION: INSTRUMENTAL MUSIC (K-12) MUSIC EDUCATION: VOCAL MUSIC (K-12)	MUSIC CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	10	10	100.0%
H/PE: HEALTH and PHYSICAL ED. (K-12)	PHYSICAL ED: CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	21	21	100.0%
ART EDUCATION (K-12) FOREIGN LANG.: SPANISH (K-12) GRADES 4-8 (English/Language Arts) GRADES 4-8 (MATHEMATICS) GRADES 4-8 (SCIENCE) GRADES 4-8 (SOCIAL STUDIES) H/PE: HEALTH and PHYSICAL ED. (K-12) MUSIC: INSTRUMENTAL MUSIC (K-12) MUSIC: VOCAL MUSIC (K-12)	PRINCIPLES LEARNING AND TEACHING 5-9	Louisiana Department of Education	2009-2010	72	71	98.6%
ART (K-12) ENGLISH EDUCATION FOREIGN LANG.: SPANISH (K-12) H/PE: HEALTH and PHYSICAL ED. (K-12) MATHEMATICS EDUCATION MUSIC: INSTRUMENTAL MUSIC (K-12) MUSIC: VOCAL MUSIC (K-12) SCIENCE EDUCATION: BIO. SOCIAL STUDIES EDUCATION SPEECH EDUCATION VOCATIONAL FAMILY and CONSUMER SCIENCE EDUCATION	PRINCIPLES LEARNING AND TEACHING 7-12	Louisiana Department of Education	2009-2010	86	85	98.8%
GRADES PK-3	PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD	Louisiana Department of Education	2009-2010	83	80	96.4%

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
FOREIGN LANG.: SPANISH (K-12) GRADES 1-5 (ELEMENTARY) GRADES 1-6 (ELEMENTARY) H/PE: HEALTH and PHYSICAL ED. (K-12) MUSIC: INSTRUMENTAL MUSIC (K-12) MUSIC: VOCAL MUSIC (K-12)	PRINCIPLES LEARNING AND TEACHING K-6	Louisiana Department of Education	2009-2010	234	226	96.6%
SOCIAL STUDIES EDUCATION	SOCIAL STUDIES: CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	32	28	87.5%
SOCIAL STUDIES EDUCATION	SOCIAL STUDIES: INTERPRET MATERIALS	Louisiana Department of Education	2009-2010	30	28	93.3%
FOREIGN LANG.: SPANISH (K-12)	SPANISH CONTENT KNOWLEDGE	Louisiana Department of Education	2009-2010	4	4	100.0%
SPEECH EDUCATION	SPEECH COMMUNICATION	Louisiana Department of Education	2009-2010	1	1	100.0%
SPEECH EDUCATION	SPEECH COMMUNICATIONS	Louisiana Department of Education	2009-2010	1	1	100.0%
Nursing (APRN) (include all specializations)**	American Academy of Nurse Practitioners (AANP)	Louisiana State Board of Nursing				
Nursing (Adult Nurse Practitioner)	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	Calendar Year 2009	5	5	100%
Nursing (Adult Psychiatric and Mental Health Nurse Practitioner)	American Nurses Credentialing Center, (ANCC)	Louisiana State Board of Nursing	Calendar Year 2009	0	N/A	N/A
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2009-2010	187	163	87.2%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2009-2010	0	N/A	N/A

Baseline Year = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate = # studentswho met standards for passage/# students who took exam

Note: *The standard BOC report for Athletic Training only provides passage data on First Time Candidates. The numbers provided do not include repeat test takers.
        ** The AANP exam data cannot be reported as it is self-report and incomplete, therefore not meeting the requirements of the GRAD Act.

2. Articulation and Transfer

a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students.

Narrative report:

- **policy/policies adopted by the management board;**
- i. In October 2009, the University of Louisiana System Board of Supervisors approved the strengthening of transfer student expectations. Effective Fall 2011, transfer students with 12 or more hours of college credits must have a cumulative college GPA of 2.0 or higher and must have no developmental deficiencies to be admitted to a regional university. Those with fewer than 12 hours (exclusive of developmental course requirements) must have a cumulative college GPA of 2.0 or better and must meet all other admission standards for beginning freshmen.

- **subsequent policy/policies adopted by the institution;**
- i. Beginning in Fall 2011, Southeastern's transfer admission standards have been increased to be consistent with the new University of Louisiana System transfer admission requirements for Tier III institutions. Southeastern's comprehensive communication and implementation plan for informing prospective transfer students of the changes includes letters to transfer applicants, prospective transfer applicants, and community colleges as well as website and other media publications. Southeastern's website and print publications regarding admission standards have been updated to reflect the new standards.

- **timeline for implementing the policy/policies;**
- i. Current:
    - a. Southeastern's current transfer admission criteria are consistent with current BoR criteria for regional public universities
    - b. Southeastern's current transfer admission criteria already include a GPA requirement for college-level course work that is consistent with the BoR criteria for regional public universities that will become effective Fall 2012. Changes regarding other criteria will be made effective Fall 2012.
- ii. 2011-12: Southeastern will inform prospective students of upcoming changes to its transfer admission criteria in multiple ways (university website and publications; letters mailed to applied and prospective students; press releases).
- iii. Fall 2012: Southeastern will implement all aspects of the BoR's Fall 2012 admission criteria for regional public universities

- **performance of entering transfer students admitted by exception (4-year universities)**
  Overall, transfer students who have been admitted to Southeastern as an exception have performed reasonably well at the university. Transfer students who were admitted as an exception in 2009-10 had a Fall 2010 retention rate of 65.9% (vs. 69.9% for regularly admitted transfer students). At the end of the academic year, their average cumulative GPA was 2.036 (vs. 2.678 for regularly admitted transfer students), with 54.5% having a GPA above 2.00 (vs. 89.5% for regularly admitted transfer students).

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 to Fall 09	AY09-10 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
# enrolled	1,136	1,167					
# retained	787	818					
Rate	69.3%	70.1%					

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	117	97					
# Admitted by Exception	0	1					
Rate	0.0%	1.0%					
# Transfers Admitted (Fall)	682	563					
# Admitted by Exception	44	40					
Rate	6.5%	7.1%					
# Transfers Admitted (Spring)	377	461					
# Admitted by Exception	0	25					
Rate	0.0%	5.4%					
# Transfers Admitted (Total)	1,176	1,121					
# Admitted by Exception	44	66					
Rate	3.7%	5.9%					

Note: Fall numbers do not include those who started in the Summer and continued in the Fall.

2. Articulation and Transfer

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

Narrative report:

- **examples of new or strengthened feedback reports to the college(s)**

i   Southeastern's newly developed 2010-11 feedback reports to individual community colleges include the following: number of students who transferred to Southeastern from the community college; grades in first attempt at freshmen English and Math courses as well as first attempt at MATH 241 (statistics); average first-semester GPA at Southeastern; cumulative GPA at end of first academic year at Southeastern; number of baccalaureate degrees, by discipline, earned by transfers from the community college during specified time frame. Because so few transfer students come to Southeastern with an associate degree, all transfer students from a particular community college are included in the report. As more students earn associate degrees prior to transferring to the university, the feedback reports will include information regarding the performance of those transfer students who earned an associate degree prior to attending the university as well as the performance of those transfer students who did not first earn an associate degree. An additional plan is for future reports in subsequent years to provide community colleges with their former students' performance in disciplines in addition to math and English. (Sample Feedback Report 1, Sample Feedback Report 2)

- **processes in place to identify and remedy student transfer issues**

i   In Spring 2011, Enrollment Services is conducting a formal systematic review of transfer admission processes and transfer course evaluation for the purpose of identifying ways to streamline those processes to better meet student and community college staff needs. The goal is to determine the optimal time to communicate with community colleges to better advise their incoming students and to create timelines for initial contact for students who have indicated a desire to attend Southeastern.

ii Using the measures in our feedback reports, upon completion of the 2010-11 academic year, Southeastern will compare the performance of transfer students from the various community colleges with one another as well as with students who begin their studies at a university (Southeastern or another university). If students from particular community colleges have relative difficulties in particular areas as compared to students from other community colleges or as compared to students who begin at a university, those community colleges will be notified. The nature of any particular issues that might be discovered will determine next steps (e.g., particular problems with performance in math might lead to articulation meetings with math faculty from Southeastern and the community college; particular problems with retention of a community college's transfer students might begin with exploratory discussions of the differences in campus culture, student expectations, etc., between Southeastern and the community college, followed by plans to try to remedy the transition/retention issue).

iii Southeastern has implemented and is planning to implement some proactive means designed to minimize challenges transfer students might encounter. For example, in addition to its general Transfer Students web page, Southeastern was one of the first public universities (and perhaps the first) to deploy its Louisiana Transfer Associate Degree web page, which was used as a model by the BoR staff for other universities to develop their corresponding web pages. The web page provides critical information to students as well as community college and university advisors.

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

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					
# who began as transfers w assoc degree	0	16					
Percentage who began as transfers w assoc degree	0.0%	0.8%					

2. Articulation and Transfer

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

Narrative report:

- **examples of the agreements with Louisiana institutions**

i   Northshore Technical College. In Spring 2011, Southeastern and Northshore Technical College implemented Phase I of a plan to allow students who applied to but did not meet Southeastern's admission standards to enroll in the requisite developmental coursework at Northshore Technical College (NTC). Southeastern provided NTC with syllabi and other course information for developmental English and Math classes. Southeastern also provides classroom facilities and pedagogical equipment (computers, projectors, etc.), as well as office space for a NTC advisor and for NTC faculty. To teach the developmental English and Math courses, NTC has hired faculty who have taught those courses at Southeastern, further ensuring comparability of the NTC and Southeastern developmental courses.

NTC students enrolled in the NTC classes conducted on Southeastern's campus have access to Southeastern student support facilities (library, computer labs, etc.) and campus amenities (student union, food services, etc.).

Twelve students are enrolled under this partnership agreement. All participating students sign a document delineating the nature of the agreement.

ii.   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.

- **processes in place to identify and refer these students.**

i   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 College. Those choosing not to take advantage of this agreement are advised of the Dual Admissions Agreements between Southeastern and Delgado Community College and between Southeastern and River Parishes Community College.

2.c.i. Number of students referred at anytime 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					

2. Articulation and Transfer

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

Narrative report:

- **examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs**

i   Since 2009, Southeastern faculty member Dr. Jeffrey Temple has provided statewide, UL system-wide, and campus-wide leadership on the development of the Louisiana Transfer Associate Degree curricula through his active service on the General Education Committee of the Statewide Articulation and Transfer Council. Dr. Temple was also instrumental in the development of statewide, System-wide, and campus-based transfer associate degree advising templates to be used by community colleges personnel and students.

ii   As part of a collaborative effort within the University and between Southeastern, the University of Louisiana System, and the Technical and Community Colleges in the southern region of Louisiana, Southeastern created a web page designed specifically to convey information regarding the Louisiana Transfer Associate Degrees.

iii Southeastern participated in the University of Louisiana System collaborative effort to provide community college students opting for either the Associate of Arts Louisiana Transfer Degree or the Associate of Science Louisiana Transfer Degree a more direct advising route to any of the eight universities in the System. The result of the collaborative efforts within the University of Louisiana System produced specific 60-hour advising templates, based on the design and structure of the Transfer degrees, that would allow a student to successfully transfer into the System for degrees in Art, Biology, Chemistry, Computer Science, English, History, Journalism, Math, Music, Physics and Speech. Completion of the 60 hours listed on these advising templates provide student with an immediate and direct path to their junior-level courses in these majors with no question as to the applicability of the prior two years of course work to their intended major.

iv In a similar manner, Southeastern has provided 60-hour advising templates based on the Louisiana Transfer Degree curriculum for students desiring specifically to attend Southeastern. The collaborative effort on Southeastern's campus led to the creation of 9 degree-specific advising templates for the ASLT and 12 degree-specific advising templates for the AALT. The templates may be found at the website referenced above and are designed so that a student can see the courses specific to Southeastern for their intended major in a side-by-side comparison with the equivalent course at the community/technical College of their choice.

To assist students in finding the equivalent courses at Southeastern for courses listed in the above 60-hour advising templates, representatives from Southeastern worked with representatives from Baton Rouge Community College, Delgado Community College, Nunez Community College and River Parishes Community College to create equivalency tables for all courses offered at the Community Colleges. Each individual table has the community college course with the corresponding Southeastern course listed, if one exists, thereby allowing the community college students the

ability to choose the appropriate community college courses. See examples of these equivalency tables for transfer students from Baton Rouge Community College, Delgado Community College, Nunez Community College, and River Parishes Community College.

- **processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.**

i Southeastern's Louisiana Transfer Associate Degrees web page is designed to provide students, parents, faculty, and staff of Southeastern and community colleges with processes for preventing and remedying articulation and transfer issues related to the transfer degrees. The website is a one-stop shop with Southesatern-specific information as well as information specific to the University of Louisiana System and community colleges. It also provides contact information for two University-appointed employees specifically charged with handling either academic or logistical transfer issues.

ii Numerous meetings with deans, department heads, undergraduate advising coordinators, and admissions/enrollment services staff and involving the Provost, Director of Enrollment Services, and/or Chief Articulation Officer have been held to ensure campus-wide understanding of the Louisiana Transfer Associate Degree guarantees and processes. See sample correspondence regarding one such informational meeting conducted in July 2010.

iii As a proactive means of ensuring a smooth transition from the community college to the university for the transfer student and of preventing articulation and transfer difficulties, Southeastern plans to recommend the appointment of an Interim Director of Articulation and Transfer Programs in Summer 2011. This position is deemed important for ensuring strong communication and coordination with feeder community colleges as well as with high schools involved in Southeastern's Early Start program, ultimately designed to facilitate student success.

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

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

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

3. Workforce and Economic Development
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.
<u>Narrative Report</u>:
- a description of the institution's current review processes to identify academic programs that have low student completion rates or are not aligned with current or strategic workforce needs

i   <u>Identification of Low Completer Programs</u>: Southeastern's Office of Institutional Research periodically conducts an analysis of the number and annual average of majors and completers for each degree program, producing a report for the President and Provost. 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" (i.e., either BoR criteria most recently used or proposed/considered for an upcoming review). Results have historically been shared with deans and department heads. In Spring 2010, the <u>University's March 2010 Low Completer Report</u> was shared with the campus community on the University's web page. In conjunction with <u>information and data</u> related to other review criteria, the data in the March 2010 report were used by the University's Academic Program Review Task Force for reviewing programs for possible elimination due to budgetary constraints.

iii.   <u>Identification of Programs Not Aligned with Current or Strategic Workforce Needs</u>: The ability of degree programs to place students into jobs is one <u>criteria</u> for determining program retention or elimination at Southeastern. In 2009-10 and 2010-11, department heads provided the University's Academic Program Review Task Force information regarding the economic and workforce impact of their degree programs, including graduates' job placements during a prescribed time period. The Task Force judged those placements on their relevance to the discipline and their alignment with <u>Louisiana Economic Development Department key industries</u>, <u>Blue Ocean Initiative targeted industries</u> or, more importantly, <u>targeted industry sectors identified by GNO, Inc.</u>, the economic development agency for the region of which Southeastern is a part. Programs that place graduates in fields relevant to the discipline from which the students graduate and that are aligned with targeted economic development industries, particularly for the region, receive the highest ratings on the workforce/economic development criterion. Programs that have the *potential* to place students in targeted industry sectors also receive relatively high ratings, with the actual level of the rating also determined by actual job placements. While most of the jobs listed by the Louisiana Workforce Commission require less than a baccalaureate degree, the LWC lists do include some "infrastructure" jobs that require a 4-year degree (e.g., K-12 teachers, health care professionals, accountants, managers). Thus, a program's rating regarding its contribution to workforce needs is also based on the extent to which graduates' job placements are relevant to their academic degree program and LWC-identified needs.

iv.   In April 2009, the BoR approved Southeastern's recommendation to terminate its low-completer Horticulture BS program. As a result of its internal Academic Program Review process, which includes but is not limited to program completion rates and alignment with current or strategic workforce needs, Southeastern recommended the elimination of 2 low completer programs with minimal to no impact on workforce/economic development (French BA, French Education BA). The BoR approved the recommendation in August 2010. As a result of the BoR's 2011 Low Completer Review, <u>Southeastern recommended</u> the termination of 8 low-completer programs.

- a description of the institution's collaboration efforts with the LWC and LED to identify academic programs that are aligned with current or strategic workforce needs

i Southeastern's President, John Crain, is an active member of the following economic development agencies/councils:
    a. <u>Greater New Orleans, Inc</u>, a regional economic development agency serving the 10-parish Greater New Orleans region; GNO Inc targeted and supported industry sectors are subsets of the LED key industries and Blue Ocean targeted industries. Member, Board of Directors.

b. Committee of 100 for Economic Development, Inc, a non-profit organization that helps the State to attract and retain industry, provides resources to the LED and works with other organizations such as the Louisiana Association of Business and Industry, the Council for a Better Louisiana, Blueprint Louisiana and the Public Affairs Research Council, to positively influence public policy Member.

c. 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.

- **a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region**

i As a result of Dr. Crain's collaboration with economic development organizations, 6 newly created or modified programs have been approved or implemented in 2010-11 to better align academic programs with economic development needs. (a) In alignment with GNO, Inc's *Creative & Digital Media* sector, LED's *Digital Media* sector, and the Blue Ocean *Digital Media/Software Dev* target, Southeastern created 1 new concentration (Electronic Media concentration in Communication BA program, implemented 2010-11), 1 new minor (interdisciplinary minor in Publishing Studies, approved 2010-11), and modified 1 existing concentration (include within English MA Concentration in Professional Writing new courses in Publishing Studies, approved 2010-11). (b) In alignment with GNO, Inc's, *Recovery* supported industry sector and the Blue Ocean *Water Management* target, Southeastern created a Plant Science concentration in the Biological Sciences BS program to prepare students for careers in coastal and wetland restoration (implemented 2010-11). (c)As a result of the "Growing a Green Workforce" collaboration between Southeastern; GNO, Inc; and the Northshore Community Foundation and in alignment with the Blue Ocean *Energy Efficiency* and *Renewable Energy* targets, Southeastern created 2 new concentrations (Environmental Public Policy concentration in Applied Sociology MS program, approved 2010-11); Energy Engineering Technology concentration in Engineering Technology BS program, implemented 2010-11).

ii Collaboration with the Louisiana International Gulf Transfer Terminal Authority (LIGIT) (Initiated 2009-10; ongoing)

a. LIGIT, a transfer terminal at the mouth of the Mississippi River, will serve as the centerpiece of a new international supply chain from China to Canada, 33 states in the U.S. touching the Mississippi River, ports along the Gulf, U.S. East Coast, Central America, and South American east and west coasts. The transfer terminal will lure warehousing and logistics operations to Southeast Louisiana, creating jobs.

b. To date, College of Business dean and/or faculty have:
   - Assisted in projects promoting the economic benefits of the proposed terminal, including hosting a webpage for the posting of relevant information and conducting research on the transfer terminal and its potential economic benefits to the region.
   - Served as the liaison between the Panama Canal Authority and the Louisiana International Deep Water Gulf Transfer Terminal Authority leading to meetings between Panama Canal administrators and commission members and a Letter of Support for the project from the Panama Canal Authority.

c. Aligned with LED *Logistics & Transportation* key industry and GNO, Inc *Trade/Logistic/Distribution* sector, and relevant to Supply Chain Management BS degree program

iii Collaboration with Krebs LaSalle Environmental, LLC (Initiated 02/2011)

a Krebs LaSalle Environmental provides consultation regarding microbiology and soil science, wetland ecology, wetland delineations, wetland permitting, environmental assessments, wastewater treatment optimization, etc.

b Aligned with Southeastern's Biological Sciences BS and MS programs and Chemistry BS program

c Aligned with GNO, Inc, *Recovery* supported industry sector and Blue Ocean *Water Management* targeted sector

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**					

*09-10: AA Office Administration

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

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**					

*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)

3. Workforce and Economic Development
b. Increase use of technology for distance learning to expand educational offerings.
Narrative Report:
- **description of current initiatives to improve technology for distance learning**
i Southeastern's Center for Faculty Excellence provides workshops, tutorials, training materials, and individualized consultation for developing, implementing, and assessing electronically enhanced or electronically delivered courses.
   a. 2009-2010
   - Estimated 600 individual consults with distance learning faculty covering all aspects of electronic course development and delivery.
   - 67 distance learning workshops including extensive, departmental-focused training addressing instructional design for distance courses, course development, on-line student assessment and utilization of Blackboard features.
   - Assisted faculty w/ development & deployment of multimedia instructional materials for online & hybrid courses.649 visits in Fall 2009.
   - Offered additional professional development opportunities such as the Louisiana Invitational Conference on Virtual Worlds in Higher Education and a campus group subscription to *Online Classroom* so faculty can stay current with the latest trends in online learning.
   b. 2010-2011
   - Provided 57 distance learning workshops including extensive, departmental-focused training addressing instructional design for distance courses, course development, on-line student assessment, utilization of Blackboard features and Quality Matters.
   - Developed a resource website to assist faculty in supporting students enrolled in distance courses. To date: 2500 hits from 220 faculty.
   - Engaged in ~360 individual consults to date with distance learning faculty covering all aspects of electronic course development and delivery. The Blackboard Administrator alone has provided 210 consultations in person and/or by phone.
   - Assisted faculty in development & deployment of multimedia instructional materials for online & hybrid courses. 750 visits in Fall 2010.
   - Updated hardware and software in the Center's lab at a cost of more than $15,000 to better support and enhance distance learning.
   - Offered professional development in and support for the use of technology in online and hybrid courses through the Center's Certificate for University Teaching and Learning initiative using Second Life, a continued group subscription to *Online Classroom*, and the reinstitution of Enhancement grants to support individual faculty projects.
   c. Supportive Evidence of Effectiveness
   - The number of hybrid courses has increased by 18.42% (from 266 in 2009-2010 to 315 in 2010-2011).
   - The number of 100% online courses has increased by 9.89% (from 455 in 2009-2010 to 500 in 2010-2011).
   - The number of faculty requesting assistance in the development and deployment of multimedia instructional materials for online and hybrid courses has increased by 28.95% (from 38 in Fall 2009 to 49 in Fall 2010).
   - Evaluation of the workshops to support distance learning revealed that, of those responding, 96% of faculty selected Strongly Agree or Agree to, "I learned new skills and strategies that I can readily put to use," and 99% indicated Strongly Agree or Agree to, "The workshop impacted my professional growth."
iii. The Library plays a crucial role in distance learning by providing access to course material via the Electronic Reserves, a librarian 24/7, electronic databases, electronic books and periodicals, etc.
   a. The addition of 1,911 electronic books and 106 electronic audiobooks (2010-2011), available 24/7 to all students

b. The creation and maintenance of a library in Second Life (2009-2010)

c. The presence of an "embedded librarian" in Nursing courses (2009-2010 and ongoing)

d. The addition of Lib Guides to the Library's web site listing online resources for specific classes (2009-2010)

e. The development of online tutorials, created on Camtasia and uploaded to YouTube (2010-2011)

iv. Southeastern's highest priority in developing technology is to increase student retention and graduation rates. The following retention and graduation-related initiatives were implemented in 2010-11:

a. Implemented Spring 2011, a summary view of student degree progress in the student information system (PeopleSoft). The view provides academic departments and students with student progression information (% of degree complete, hours earned toward degree, cohort year, expected graduation term).

b. In Spring 2011, Southeastern signed an agreement with HighPoint Consulting to implement smart phone applications and HighPoints' Message Center, a product for helping higher education institutions eliminate paper communication costs and enabling more effective communication between students and faculty. Implementation begins Spring 2011

c. In Spring 2011, Southeastern began the technical programming to move its graduation application process from the web to its student information system, Oracle, providing technical stability and more efficient management of the graduation application process.

- **description of current initiatives to create and expand educational offerings by distance education**

i Telecourses, Live Webcast, and Streaming Telecourse Archives

a. In 2010-11, the Southeastern Channel aired 25 telecourses (1,169 students enrolled). The Channel has a potential viewing audience of 250,000 in Tangipahoa, St. Tammany, Livingston, and St. Helena Parishes. Courses can also be accessed at the Southeastern Channel's website at www.selu.edu/tv, rendering access to anyone with a computer and internet connectivity, regardless of physical location.

b. In 2010-11, the Southeastern Channel's live webcast and streaming telecourse archives became available on mobile devices such as I-Phones and I-Pads, further increasing student access to course lectures.

c. The Channel will produce and offer at least 3 new courses in Fall 2011 (History, Chemistry, Communication) and 3 additional new courses in Spring 2012. In 2010-11, faculty worked to develop these new courses.

ii DNP Proposal. Southeastern and UL-Lafayette have partnered to propose an online DNP program. Shared faculty resources would result in cost savings to both universities. In 2010-11, the two campus presidents sent a letter to BoR staff confirming their commitment to the partnership. We are currently working on a possible DNP partnership to include Southeastern, UL-Lafayette, LSU-HSC and Southern University. For the Southeastern-ULL partnership, 10 students were projected in Year 1 to 32 students in Year 5.

- **description of any efficiencies realized through distance education**

i Southeastern's participation in the online Nursing master's degree program consortium with the University of Louisiana – Lafayette and McNeese State University saves Southeastern approximately one FTE faculty position a year (~$85,000, including benefits).

ii In 2010-11, 2,232 students had schedules for which all of their courses were classified as 100% distance education courses (1,204 in the summer, 477 in fall, 551 in spring). Using Fall 2010 as an example, the 477 students generated 2,844 SCHs, producing an estimated revenue of $549,059. It is probably reasonable to assume that some portion of those students might have taken fewer or no courses if they had been required to take them on campus. In that case, the university would not have received some portion of the estimated revenue.

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					
# of course sections that are 100% distance delivered	502	597					

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

3.b.iii. Number of programs offered through 100% distance education by award level (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
Associate	1	1					
Baccalaureate	2	2					
Post-Baccalaureate	0	0					
Masters	0	0					
Doctoral	0	0					
TOTAL	3	3					

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

4. Institutional Efficiency and Accountability

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

Narrative Report:

- **demonstration of collaboration efforts with the two-year college(s) in the region**

i   In addition to the partnerships with Northshore Technical College described under objective 2c, River Parishes Community College has offered developmental courses on Southeastern's campus each academic year since Fall 2005.

ii Southeastern is currently having a conversation with Northshore Technical College for the purpose of exploring a partnership between NTC and area school systems for the offering of developmental English and math courses through the Early Start Program. The goal is to address any remedial needs students might have prior to high school graduation so they will be prepared to enroll in college-level work.

- **timeline for elimination of developmental course offering**

i   Pending the results of an assessment of Southeastern's current partnership with Northshore Technical College concerning developmental English and math and on the progress made toward transitioning NTC to a technical and community college, Southeastern is planning to reduce its developmental course offerings and transition them to NTC as follows:

    Fall 2010: Southeastern offered 51 developmental course sections (also refer to objective 2c regarding current pilot program with NTC)
    Fall 2011: Southeastern would offer 38 developmental course sections
    Fall 2012: Southeastern would offer 25 developmental course sections
    Fall 2013: Southeastern would offer 12 developmental course sections
    Fall 2014: Southeastern would offer 0 developmental course sections

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					
Course sections in English	10	9					
TOTAL	53	51					

Note: Includes Summer Data, AY 10-11 is based on data that has not been finalized with the Board of Regents.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	1,724	1,692					
Enrollment in dev English	184	174					
TOTAL	1,908	1,866					

Note: Includes Summer Data, AY 10-11 is based on data that has not been finalized with the Board of Regents

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **demonstration of collaboration with two-year college(s) in the region**

i   In 2008, Southeastern provided support for the development and creation of an AAS degree program in Criminal Justice at the Florida Parishes Campus of the Louisiana Technical College (now Northshore Technical College). The eventual existence of the Northshore Technical College degree program as well as the Criminal Justice associate degree programs at Delgado and Baton Rouge Community College made it possible for Southeastern to recommend to the BoR the elimination of its associate degree program in Criminal Justice in August 2010.

ii   Due to the existence of related programs at Baton Rouge Community College, Delgado Community College, Nunez Community College, and LTC-Baton Rouge, Southeastern was able to recommend to the BoR in February 2010, the elimination of its associate degree program in Office Administration. Because of the small number of Office Administration students at Southeastern and the established nature of the related community college degree programs, no active collaboration was needed.

- **timeline for elimination of associate degree programs**

i.   Spring 2010
   a. Office Administration AA program
   - Recommendation to terminate program approved by BoR (April 2010)
   - No new enrollments accepted, effective Summer 2010
   - Reporting of degrees ceased Fall 2010

ii.   Fall 2010
   a. Criminal Justice AA program
   - Recommendation to terminate program approved by BoR (September 2010)
   - No new enrollments accepted, effective Spring 2011
   - Reporting of degrees to cease Fall 2011

iii.   2011-12
   a. General Studies AA program
   - Plan to recommend termination of program in Fall 2011

iv.   <u>2012-13</u>
    a.   Industrial Technology AS program
        - If Northshore Technical College has become Northshore Technical and Community College, Southeastern's plan is to recommend the transfer our Industrial Technology AS program to them, even if it means providing them with the current physical facilities and equipment on the Southeastern campus to offer the program.

v.   <u>2013-14</u>
    a.   Southeastern Louisiana University will no longer offer associate degree programs.

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**					

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

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

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

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

4. Institutional Efficiency and Accountability

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.

Narrative Report:

- **annual plan for increasing non-resident tuition amounts**

With the passage of the GRAD Act in June 2010, Southeastern began reviewing the tuition rate charged to non-resident students. A five-year implementation plan was developed to bring Southeastern's non-resident tuition to the SREB average. This plan was presented to the University of Louisiana System Board Of Supervisors at its meeting of August 27, 2010. The plan was approved which resulted in Southeastern's non-resident tuition rate increasing by $1,589 in Fall of 2010, bringing the total cost to $12,469 for a full-time, non-resident student taking 12 hours per semester; a total of $12,499 for non-resident students taking 15 hours per semester.

Methodology:

The staff of the Board of Supervisors provided Southeastern with the most recent SREB non-resident tuition average. This was projected for an anticipated non-resident tuition cost in five years. Southeastern then took its non-resident tuition cost and increased it in 5 equal installments until it reached the projected SREB average.

- **impact on enrollment and revenue**

	Non-Resident Enrollment	Gross Revenue Increase (FY)
Fall 2009	611	$880,130
Fall 2010	464	$660,376

The anticipated fiscal year increase for 2011-12 is $600,000.

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