SOUTHEASTERN LOUISIANA UNIVERSITY

SACSCOC Compliance Certification Report
2015 Reaffirmation

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- ✔ Partial Compliance
- ✖ Non-Compliance
- — Not Applicable

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Part IV: Institutional Summary Form

Part V: Organizational Charts

2.1

Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

According to the 1974 Louisiana Constitution, the Louisiana Board of Regents is the government agency vested with the power to provide degree-granting authority to Louisiana's public colleges and universities. Article VIII, Section 5 of the 1974 Louisiana Constitution (most recently updated on December 10, 2012) vests in the Louisiana Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs and administrative units in Louisiana's public college and universities. The Board of Regents statewide curriculum inventory, organized by institution, lists all academic degree programs that Southeastern Louisiana University has been legally authorized to offer, thus providing evidence that Southeastern Louisiana University has degree-granting authority from the appropriate government agency.

As further evidence of Southeastern Louisiana University's degree-granting authority, Louisiana Revised Statute 17:3217 lists Southeastern Louisiana University as one of the nine separate universities under the supervision and management of the Board of Supervisors for the University of Louisiana System. In accordance with Louisiana Revised Statute 17:3351 (Section A.11), as a management board of a public system of higher education, the Board of Supervisors for the University of Louisiana System reviews and approves curricula, programs of study, and departments of instruction, divisions, or similar subdivisions established by the faculties of universities within the System. Once approved by the Board of Supervisors, System Office staff forwards proposals for new or discontinued curricula; new or discontinued programs of study; and new, reorganized, or discontinued departments of instruction, divisions, or similar subdivisions to the Louisiana Board of Regents for consideration and final approval or disapproval, consistent with the authority vested in the Board of Regents by the 1974 Louisiana Constitution (Article VIII, Section 5). The responsibilities and authority of the Board of Regents are also presented in the Board of Regents Academic Affairs Policy 2.01.

Sources

- Board of Regents Inventory of Degree and Certificate Programs (Page 26)
- BoR Academic Affairs Policy 2.01 - Constitutional Authority
- LA RS 17-3217 - University of Louisiana System
- LA RS 17-3351 - Powers and Duties of Management Boards - Curricula-Program Approval (Page 3)
- LA State Constitution, Article VIII, Education - Board of Regents Degree-granting Authority (Page 2)

2.2

Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

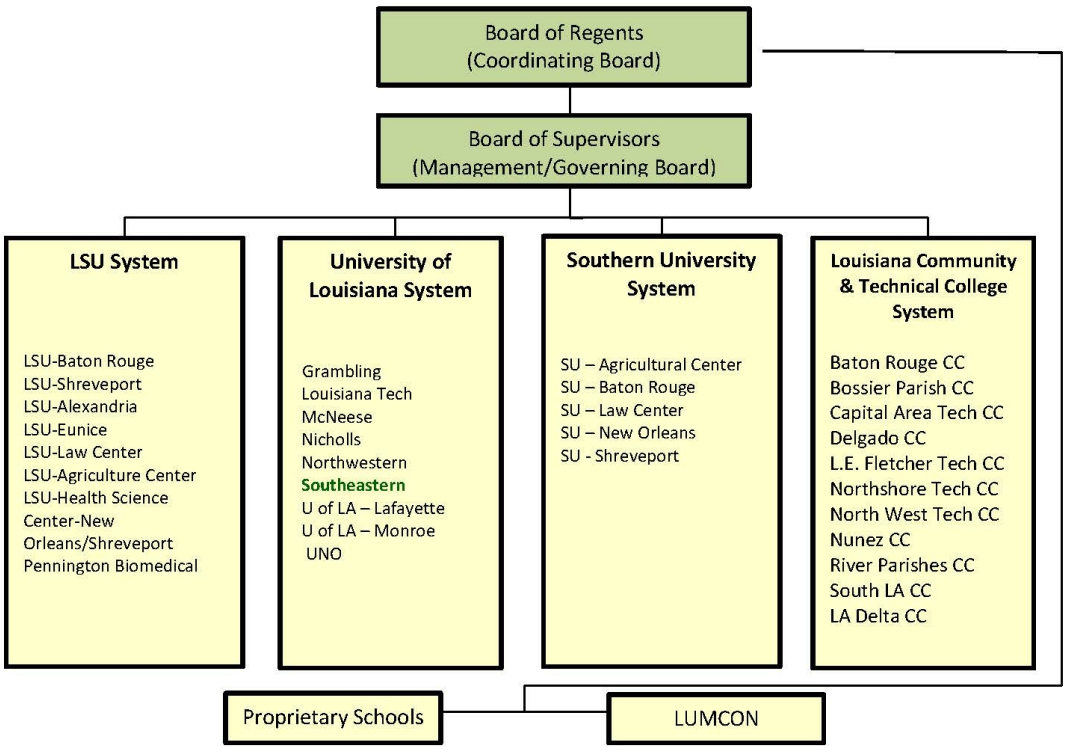
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In accordance with Article VIII of the Louisiana Constitution, public universities and colleges in Louisiana are organized within one of four higher education systems, with each supervised and managed by a Board of Supervisors and coordinated by the Louisiana Board of Regents (Louisiana Constitution, Article VIII, Section 5: Education: Board of Regents). As such, institutions of higher education in Louisiana function under the governance of two boards, the Louisiana Board of Regents and a system management board, which for Southeastern Louisiana University is the University of Louisiana System (ULS) Board of Supervisors Louisiana Constitution, Article VIII, Section 6).

Organization of Public Higher Education in Louisiana

Southeastern is one of nine separate universities under the supervision and management of the ULS Board of Supervisors (see the Bylaws of the Board of Supervisors, Section I.A. Definitions: University of Louisiana System). The following organizational chart depicts the relationship between Southeastern Louisiana University, the University of Louisiana System Board of Supervisors, and the Louisiana Board of Regents, as well as the entire governance structure of Louisiana higher education.



The Louisiana Constitution delineates the roles of the governance boards (Article VIII, Section 5 and Section 6). In sum, the Board of Regents is responsible for a wide range of planning, policy-making, and coordinating activities affecting the State's public higher education enterprise. As such, the Board of Regents may approve or eliminate degree programs, study the need and feasibility for new institutions, formulate a master plan for higher education, including a funding formula, and review operating and capital budgets as part of the State's overall higher education financing priorities. The Board of Regents also sets some broad educational policies, such as statewide general education requirements and minimum requirements for placement into entry-level, college-level mathematics and English.

All authority not reserved by the Constitution to the Board of Regents is delegated to the management boards. Accordingly, the University of Louisiana System Board of Supervisors sets administrative and educational policy and holds the System and institution presidents responsible for execution of policies. Specific powers and authority of the Board of Supervisors is detailed in the Board's Bylaws (Board Bylaws, Section I.C., Definitions: The Board of Supervisors for the University of Louisiana System).

Composition of the Governing Board(s)

Article VIII of the Louisiana Constitution defines the membership of both the Louisiana Board of Regents (Section 5, B1) and the Board of Supervisors for the University of Louisiana System (Section 6, B1). Both descriptions include the following.

> "The board shall be composed of fifteen members, of whom two members shall be from each congressional district and the remaining member or members shall be from the state at large, appointed by the governor with consent of the Senate. The members shall serve overlapping terms of six years, following initial terms fixed by law."

In addition, Article VIII, Section 8.B of the Constitution also provides for a student member to be appointed to each board as the sixteenth member, with all the privileges and rights of other board members. The student member serves a one-year term and is elected by and from the membership of the Louisiana Council of Student Body Presidents, and must be a full-time student.

The names of the current ULS Board of Supervisors are listed on the University of Louisiana System web site and on the SACSCOC Template Governing Board-Supervisors. Members of the Board of Regents are listed on the Louisiana Board of Regents web site and on the SACSCOC Template Governing Board-Regents. Current Louisiana Code of Governmental Ethics states that neither the presiding officer of the Board nor the majority of the voting members of the Board may have contractual, employment, nor personal or familial financial interest in the institution; to do so violates state Board of Ethics rulings. All board members acknowledge compliance with the State Code of Ethics in their oath of office and in required annual training (see Elimination of Conflict of Interest section at the end of this narrative). Board members disclose connections to individual institutions through academic and professional biography. None of the board members are employed by the institutions; the only direct connection of board members to individual institutions is in their alumni status. Currently, one board member of the Board of Supervisors, Andre Coudrain, is a Southeastern alumnus.

Legal Authority of the Louisiana Board of Regents

As can be seen in the Louisiana State Constitution of 1974, Article VIII, Education, §5 Board of Regents, the Regents have the authority "to plan, coordinate, and have budgetary responsibility for all public postsecondary education." Those powers specifically vested in the Board of Regents and enumerated in the Constitution are described on the Regents website.

> *The responsibilities of the Board of Regents and those of the four management boards are carefully drawn to ensure a balance and distinction between coordinating, planning and policy-making, and management implementation. The 1974 Louisiana Constitution gives the Board of Regents the following authority:*
>
> - *To review or eliminate existing degree programs or departments;*
> - *To approve, disapprove, or modify proposed academic programs or departments;*
> - *To study both the need for and feasibility of new postsecondary institutions as well as the conversion of existing schools into campuses offering more advanced courses of study;*
> - *To formulate and update a master plan for higher education (which must include a higher education funding formula); and*
> - *To review annual budget proposals for the operating and capital needs of each public institution prior to compilation of the Regents' higher education budget recommendations. The Board also recommends priorities for capital construction and improvements.*

Legal Authority of the University of Louisiana System Board of Supervisors

The Louisiana State Constitution of 1974 also specifies in Article VIII that powers not given to the Regents are assumed by the state's management boards, which for Southeastern is the University of Louisiana System Board of Supervisors (see Powers and Duties of Management Boards, RS 17.3351). Powers of the Board of Supervisors are described on their website.

> *The Board of Supervisors is mandated to exercise all power to direct, control, supervise and manage the institution of higher learning under its control, including but not limited to the following:*
>
> - *Select the Presidents of System institutions*
> - *Receive and expend or allocate for expenditure to the System institutions all monies appropriated or otherwise made available for the purpose of the Board and universities*
> - *Determine the fees which shall be paid by students*
> - *Purchase land and purchase or construct buildings necessary for the use of the universities within the System*
> - *Formulate curricula and programs of study*
> - *Adopt, amend and repeal rules and regulations necessary for the business of the Board, for the governance of the System colleges and universities and for the governance and discipline of students*
> - *Lease land or other property belonging to it or to any college or university within the System, as well as, sell or exchange land or other property not needed for university purposes*
> - *Actively seek and accept donations, bequests, or other forms of financial assistance for educational purposes*

Regarding delineation of authority, the Regents make this statement on the Constitutional Authority page of their website:

> *The Constitution provides that all duties and responsibilities not specifically vested in the Board of Regents be assigned to the respective management boards. This carefully drawn division of responsibility enables the Board of Regents to chart general academic and fiscal directions for higher education in Louisiana without becoming unnecessarily entangled in the day-to-day mechanics of operating college campuses.*
>
> *Thus, in practice, the Board of Regents' determines what academic programs an institution may offer and assesses the quality and need for those programs, but the management boards oversee instructional operations; the Regents administer the funding formula and set down guidelines for preparing campus budgets, but the management boards have the responsibility of preparing and administering those budgets; the Regents set tenure standards which the university systems must meet or exceed, but only the management boards may approve campus personnel actions.*

The University of Louisiana Board of Supervisors has a number of policies that deal with the day-to-day aspects of mission and fiscal stability such as Board Rules, Part II, Chapter I, Section V New Degree Program Requests and Board Rules, Part II, Chapter IV, Section II Budgets. In many cases these policies require that the Board of Supervisors have an opportunity to review requests and documents to be submitted to the Board of Regents.

Active Policy-Making Boards

As described above in the legal authority of each board, both the Board of Supervisors for the University of Louisiana System and the Louisiana Board of Regents are active policy-making boards. Documentation of that power is provided below.

Board of Supervisors of the University of Louisiana System

The Board of Supervisors of the University of Louisiana System is an active policy-making body, as reflected in its powers and authorities granted in Louisiana Revised Statute 17:3351, agenda and minutes of its regular Board meetings, and approved Board Bylaws and Rules listed on the University of Louisiana System web site. Section V of the Board Bylaws (Duties, Powers, and Functions) states that "The Board shall determine broad administrative and educational policies for the conduct of all Board, System, and institutional affairs and it shall provide for the execution of its policies by the System President and by the institution presidents." Those broad administrative and educational policies are referred to as Board Rules. More specific duties, powers, and functions are also enumerated in Section V of the Bylaws.

Board minutes and Board committee reports as well as adopted Board Rules document the Board of Supervisors as an active policy-making body. Examples include but are not limited to:

a. Approval of modification to General Education section of Baccalaureate Degrees Requirements Board Rule, Section A.1 (Categories of Requirements: General Education) (BoS Academic and Student Affairs Report of 10/22/2013; BoS Minutes of 10/22/13)

b. Approval of the University of Louisiana System's request for approval of revisions to Board Rule Chapter III. Faculty and Staff, Section XI. Tenure; and Board Rule Chapter III. Faculty and Staff, Section XV. Termination and associated Policy and Procedures Memorandum (PPM) Academic Program Reduction and/or Discontinuance, FS-III.XV.B-1a (BoS Minutes of 2/25/2011).

c. Approval of the University of Louisiana System's request for approval of a proposed revision to Chapter IV, Finance and Business, Section V. Student Fees, I. Vehicle Registration Fee (BoS Finance Committee Report of 6/18/2012, item J.13; BoS Minutes of 6/18/2012)

Louisiana Board of Regents

Responsibilities of the Board of Regents touch every aspect of higher education operations -- planning, policy-making, and coordinating activities (see Regents website). The Regents powers for policy-making are reflected in Article III of the Louisiana Constitution, agenda and minutes of its regular Board meetings, and approved Policies and Procedures listed on the Board of Regents web site. To facilitate its policy- and decision-making roles, the Board of Regents has seven standing committees: Academic and Student Affairs; Facilities and Property; Finance; Personnel; Planning, Research and Performance; Legislative; and Technology. Standing committees make recommendations to the Board of Regents regarding policies and actions related to the respective committee.

The list of Policies and Procedures on the Regents website, along with minutes from meetings of the standing committees and the full board document the Board of Regents is an active policy-making body. Examples include but are not limited to:

a. Approval of modification to Academic Affairs Policy 2.16 - Statewide General Education Requirements (Regents Minutes of 5/23/12).

b. Approval of modification to Academic Affairs Policy 2.04 – Letters of Intent for New Academic Degree Program (Academic and Student Affairs Committee Recommendation of 9/21/11; Regents Minutes of 9/22/11).

Responsibility for Financial Resources

As described above in the legal authority of each board, both the Board of Supervisors for the University of Louisiana System and the Louisiana Board of Regents have responsibilities for ensuring the financial resources of the institution are adequate to provide a sound educational program. As illustrated by the Board of Supervisors policy on budgets (Board Rules, Part II, Chapter IV, Section II Budgets) financial issues may require approval of both boards. Documentation of financial responsibilities for each board is provided below.

Board of Supervisors of the University of Louisiana System

A review of the Board Bylaws and Rules reveals that Board policies cover the following general areas: Board functions and organization, Academics, Students, Faculty and Staff, Finance and Business, Intercollegiate Athletics, and Facilities Planning.

Board minutes and Board committee reports also document that the Board of Supervisors fulfills its legal responsibility of ensuring the financial resources of the institution are adequate to provide sound educational programming. Recent examples include but are not limited to:

a. University of Louisiana System's request for approval of the Fiscal Year 2014-15 Capital Outlay Budget Request and Institutions' Five-Year Capital Outlay Plans (BoS Report of the Facilities Planning Committee, Item H.6, 8/20/13; BoS minutes of 8/20/13).

b. University of Louisiana System's request for approval of the Fiscal Year 2013-2014 Internal Audit Plans; request for approval to authorize a Building Use Fee (BoS Minutes of June 25, 2013 - items G.1. and I.3.).

b. University of Louisiana System's discussion of Fiscal Year 2012-13 first quarter financial reports and ongoing assurances (BoS minutes of 12/3/12).

Louisiana Board of Regents

As previously stated, the Regents have the authority "to plan, coordinate, and have budgetary responsibility for all public postsecondary education" (Louisiana State Constitution of 1974, Article 8, Education, §5 Board of Regents). A review of the general and specific powers confirms the Board of Regents also assumes broad legal authority for the fiscal stability of an institution. Operating budgets, formula funding, and capital outlay approvals are the responsibility of the Regents.

Board minutes and Board committee reports also document that the Board of Regents fulfills its legal responsibility of ensuring the financial resources of the institution are adequate to provide sound educational programming. Recent examples include but are not limited to:

a. Major Repair Fund Re-Allocation (Facilities and Property Committee Recommendation on 1/22/14 and Regents Approval, Minutes 1/22/14).

b. Review and Acceptance of FY 2014-2015 Funding Recommendation (Finance Committee Recommendation on 3/26/14 and Regents Approval, Minutes 3/26/14).

Board Control

Several measures required by state law and/or Board policies have been implemented to ensure the Louisiana Board of Regents and the Board of Supervisors of the University of Louisiana System is controlled by a majority of the Board members and not by a minority and/or by organizations or interests separate from the Board.

As previously indicated, the Louisiana Constitution mandates that members of the Louisiana Board of Regents and the Board of Supervisors of the University of Louisiana System are appointed by the Governor with the consent of the state Senate, for staggered/overlapping terms of six years and with state-wide representation from each congressional district (LA Constitution, Article VIII: Regents; Supervisors). Overlapping terms serve to diminish the influence of any one Board member or faction. Each Board elects its own officers from within its membership (see Regents BPP 4.1.1(a) and ULS Board Bylaws, Part 1 Section II).

As per the Louisiana Constitution (R.S. 17.3399.5), both the Board of Supervisors and the Louisiana Board of Regents have standing committees to facilitate their policy- and decision-making roles. Boards are given the authority to establish additional committees as deemed necessary. The current standing committee membership shows that Board members are dispersed across the various committees, preventing undue influence by a minority of Board members (Board of Regents Committees, Board of Supervisors Committees). Standing committees make recommendations to the full Board regarding policies and actions related the respective committee. Any action to make a recommendation to the Board requires an affirmative vote of a majority of the committee. Any action and, thus, any Board policy/rule creation or modification requires an affirmative vote of a majority of the Board (Louisiana Revised Statute 17:1833.C and 17:1872.B), thus preventing control by a minority of Board members. An example of the committee reports and corresponding actions from each Board is provided below as documentation that these processes and laws are followed.

University of Louisiana Board of Supervisors
A perusal of the minutes from the October 22, 2013 Board of Supervisors Meeting reflect Board action on committee reports from the Academic and Student Affairs Committee, the Athletic Committee, the Audit Committee, the Facilities Planning Committee, the Finance Committee, and the Personnel Committee.

Louisiana Board of Regents
A perusal of the minutes from the April 25, 2013 Board of Regents Meeting reflect Board action on committee reports from the Academic and Student Affairs Committee; the Facilities and Property Committee; the Finance Committee; the Personnel Committee; the Planning, Research and Performance Committee; the Legislative Committee; the Sponsored Programs Committee and the Technology Committee.

In addition, Louisiana's requirements for regular, open meetings (Louisiana Revised Statute 42:19) provides additional assurance that individuals do not wield undue power, serve their self-interests or exert control for purposes not in the best interest of the institutions. Bylaws of both Boards reflect the requirement that all regular meetings of the Boards are open to the public (Regents BPP 3.5(a) and ULS Board Bylaws, Part 1 Section III) with notifications and agendas posted on the appropriate Board website prior to meetings and minutes from the meetings posted after approval. A quorum is required for any business by the Board and an official vote is recorded for any action. Opportunity is provided for public comment at all Board meetings (see Public Comment Policy and ULS Board Bylaws, Section III).

Elimination of Conflict of Interest

The State of Louisiana has established governmental ethics guidelines that addresses conflict of interest. This Code of Ethics applies to all public servants and therefore to Southeastern's governing boards, the Louisiana Board of Regents and the Board of Supervisors of the University of Louisiana System. Confirmation that Board members are considered public servants is provided in Section 1102 of the Code of Ethics. Sections 1101, 1112, 1116, and 1118 of the Louisiana Code of Governmental Ethics specifically governs the activities of public officers and employees in matters regarding conflict of interest. Section 1101.B. states the following:

It is essential to the proper operation of democratic government that elected officials and public employees be independent and impartial; that governmental decisions and policies be made in the proper channel in the governmental structure; that public office and employment not be used for private gain other than remediation provided by law; and that there is public confidence in the integrity of government. The attainment of one or more of these ends is impaired when a conflict exists between the private interest of an elected official or a public employee and his duties as such.

Ethics Code Section 1112 sets forth rules involving the participation of certain individuals, including elected officials and employees, in transactions involving governmental entities. By participating in transactions that are prohibited under this section, a Board member could be unduly influenced in making decisions regarding the institutions he represents. Ethics Code Section 1116 A, B and C set forth guidelines regarding abuse of office, and Section 1118 provides guidelines for public employees who, directly or indirectly, influence actions by legislature or governmental authority.

In addition to the above, each Board member is required to take an oath of office, which states "I do solemnly swear that I will support the Constitution and Laws of the United States and the Constitution and Laws of this State and that I will faithfully and impartially discharge and perform all the duties incumbent upon me as___. I hereby acknowledge receipt of a copy of the Code of Ethics as required by RS:42:1162." Board members are also required to complete annual training on the State Code of Ethics as indicated in RS 42:1170 (see Board of Supervisors Schedule for June 26, 2014 and April 13, 2013 Agenda for the Board of Regents).

Although covered by the State ethics standards as outlined above, in June 2004 the University of Louisiana System Board proposed a revision to its bylaws to include a system policy on conflict of interest. Part I, Section I.G, Conflict of Interest, reads as follows:

The Board of Supervisors for the University of Louisiana System is the governing board for all institutions that comprise the University of Louisiana System. All members of the Board are appointed officers of the State of Louisiana. As such, they are subject to the laws of the State as defined by the 1974 Louisiana State Constitution (Art. X. Public Officials and Employees, Part I., Sec. 2) and the State Code of Ethics which govern their conduct and responsibilities.

The Board of Supervisors approved this change in August of 2004.
Bylaws for the Board of Regents (BPP 3.3a) also address ethics in the section on orientation of new board members.

Each newly appointed member shall be provided a copy of the Louisiana Code of Governmental Ethics.

The Louisiana Department of Boards and Commissions will provide each newly appointed Board member a "Related Party Disclosures" and a "Compliance with the Code of Governmental Ethics" form for his/her review and completion.

Conclusion

Both the Louisiana Board of Regents and the Board of Supervisors for the University of Louisiana System have specific legal authority over Southeastern. These Boards are active policy-making bodies and ensure adequate financial resources for institution. Neither Board is controlled by a minority of board members or by organizations or interests separate from it.

Sources

- ACADEMIC AFFAIRS POLICY 2_04 Letters of Intent for New Academic Program
- ACADEMIC AFFAIRS POLICY 2_16 General Education
- Board Members - University of Louisiana System_Webpage
- Board Members _ Regents_Website
- Board of Regents Bylaws_Orientatn_New_Bd_Mbrs
- BPP_1-2-a_Electn_Process_Student_Mbr
- Bylaws_BoS_ IV_Committees
- Constitutional Authority _ Regents_Website
- Constitutional Authority _ Regents_Website_2
- Constitutional Authority _ Regents_Website_3
- General Education_Academic and Student Affairs Report_Oct 22, 2013
- General Education_Baccalaureate_Degrees_Requirements_10_22_2013
- Louisiana Constitution of 1974_Article VIII_ Education_Board Functions (Page 2)
- Louisiana Constitution of 1974_Article VIII_ Education_Board Functions (Page 3)
- Louisiana Constitution of 1974_Article VIII_ Education_Board Membership (Page 2)
- Louisiana Constitution of 1974_Article VIII_ Education_Board Membership (Page 3)
- Louisiana Constitution of 1974_Article VIII_ Education_Board Membership (Page 6)
- Louisiana Revised Statute 17:3217: University of Louisiana System
- Policies and Procedures _ Regents
- Regents Board-Minutes-2014-0122_Major (Page 4)
- Regents Board-Minutes-2014-0326_Funding (Page 8)
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- Regents_Facilities-Agenda-2014-0122_Major Repair (Page 4)
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- Screenshot of Board Meetings Website for Board of Supervisors
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- Supervisors_Board Minutes June 18, 2012 (Page 11)
- Supervisors_Board Minutes Oct 22, 2013 Committee Reports
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- Supervisors_Board Rules_Chpt_3_XI_Tenure_2_25_2011 (Page 2)
- Supervisors_Board Rules_Chpt_3_XV_Termination_2_24_2011 (Page 2)
- Supervisors_Bylaws_Election of Officers
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- Supervisors_Facilities Planning Committee_August 20, 2013 (Page 4)
- Supervisors_Finance Committee_ June 18,2012 (Page 4)
- Supervisors_Minutes 25June2013 (Page 12)
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- ULS Board of Supervisors - Powers_Webpage
- ULS Board Rules Chpt_4_II_Budgets
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2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The President of Southeastern Louisiana University is its chief executive officer. The President's primary responsibility is to Southeastern and the President is neither the presiding officer nor a member of the governing Board of Supervisors nor of the University of Louisiana System.

The President's role as the chief executive officer of the institution is clearly described in the Board of Supervisors Bylaws and Rules (Chapter III, Section IV.A., Role, Contractual Arrangements, Benefits, Expenses, and Evaluations of Presidents: The President's Role).

Specific responsibilities of the president shall include, but not necessarily be limited to:

1. Administering the institution over which he/she is appointed and exercising complete executive authority therein, subject to the direction and control of the System President and the Board;

2. Carrying out all duties expressly assigned by statute and those duties delegated by the Board and System President consistent with policies approved by the Board;

3. Being responsible to the Board and the System President for the effective execution of all Board and System policies, resolutions, rules, and regulations adopted by the Board as well as plans, memoranda, and directives issued by the System President. The institution president's discretionary powers shall be broad enough to enable him/her to meet his/her extensive responsibilities;

4. Providing effective performance as reviewed by the Board's evaluation process, i.e., ensuring excellence in the institution, its faculty and students, in instruction, and research quality;

5. Assuming and retaining control at all times over the budget of the institution, including functions of review and recommendation concerning the budgets of all divisions of the campus and the preparation of a consolidated budget, as well as execution of the budget as approved by the Board; and development and administration of the campus operational, auxiliary enterprise, and restricted funds budgets as approved by the Board, including establishment of priorities for expenditures and achievement of revenue projections as set forth in the approved budgets;

6. Being the official medium of communication between the System President and all constituencies at the campus level: faculty, students, administrators, classified employees, alumni and the local community;

7. Providing academic leadership for the campus through established planning processes and prioritization of goals and objectives; promotion of academic excellence through execution of strategic initiatives outlined by the System President and the Board; development and motivation of personnel to accomplish the campus mission; and promotion of innovative and efficient uses of campus resources;

8. Administration of all aspects of campus affairs affecting student life and otherwise promoting the learning environment for the welfare of the student body;

9. Development of an effective public service program for both the campus and the community to ensure the university is meeting the needs of its constituents;

10. Making recommendations to the System Office for all personnel actions (appointments, promotions, transfers, suspensions, dismissals, retirements, etc.) for Board approval;

11. Recommending those persons to be granted tenure by the Board;

12. Development, maintenance, and operation of the campus physical plant as well as the development of long-range capital construction priorities;

13. Designating an officer who will be second in line of authority at the institution and who will perform such duties as may be assigned by the president, and notifying the System President in writing of this designation; and

14. Development of an effective community relations program including, but not limited to, developing ongoing relationships with alumni and building the university's endowment. (Addition approved 8/27/99)

15. Providing effective leadership in efforts to secure various sources of funding for the university.

According to Louisiana Revised Statute 17:3205, "No member of the faculty and no officer or employee of a university or college shall be eligible

hereafter for appointment to any board which has authority for his/her appointment." The roster of Board members available on the University of Louisiana System web site and presented in the narrative for CR 2.2 shows that the President of the university, John L. Crain, is neither the presiding officer nor a member of the Board. The presiding officer of the Board of Supervisors of the University of Louisiana System is Mr. Gerald Hebert.

Sources

- Board Members - University of Louisiana System, 2014
- LA RS 17-3205, Management Boards - Qualifications of Members of Board
- UL System Board of Supervisor Rules, Ch III, Section IVA, President's Role

2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University publishes a clearly defined mission statement that is specific to the institution and appropriate for higher education. The mission is comprehensive and addresses teaching and learning and public service as applicable to Southeastern's role as a regional university.

Southeastern's mission statement is as follows:

> *The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana. (Vision 2017: Southeastern Louisiana University's Strategic Plan)*

Consistent with the role, scope and mission as defined in Louisiana's Master Plan for Public Postsecondary Education, the mission was approved by the ULS Board of Supervisors on April 30, 2013. Southeastern publishes the mission statement in its *Vision 2017*, the General Catalogue, on the University's website (via links and direct post) and as the institutional purpose in various employee handbooks.

Specific to the Institution and Appropriate for Higher Education

Article VIII of Louisiana's Constitution authorizes the Board of Regents (BoR) to develop a master plan for higher education in Louisiana. This Master Plan for Public Postsecondary Education provides a broad vision for the State's higher education system while recognizing and describing the unique focus of each institution. Seeking a balanced system of higher education, the BoR categorizes its institutions as (1) comprehensive research universities, (2) specialized units, (3) statewide universities (4) regional universities, and (5) community and technical colleges. Southeastern is categorized as a regional university.

In addition to the category, the Board of Regents' designation of role, scope and mission for each Louisiana public institution is contained in the Master Plan and follows a common framework by delineating: the audiences to be served; the general array of programs to be offered; and any special or unique features of institutional mission. The BoR strives to identify the niche of each institution within the postsecondary education system. Southeastern's role, mission, and scope statement follows:

> ***Southeastern Louisiana University is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region. Southeastern uses a traditional admission process based on courses completed, GPA, and standardized test scores.***
> ***1. Audiences***
> *Southeastern is responsible for serving:*
> *a. Residents of the greater metropolitan region, especially those of the Northshore parishes, who have completed high school and are seeking either a college degree or continuing professional education;*
> *b. Two-year college transfer students, particularly those from Northshore Technical Community College;*
> *c. Regional employers, both public and private, including school districts, health care providers, local governments, private businesses and community agencies seeking technical assistance and applied research;*
> *d. Economic development interests and entrepreneurs in the region; and*
> *e. The area community, by providing a broad range of academic and cultural activities and public events.*
>
> ***2. Array of Programs and Services***
> *a. Baccalaureate arts and science programs in appropriate to a teaching university with a predominantly undergraduate student body.*
> *b. Baccalaureate and master's level programs in the professional fields of communications, computer science, education, criminal justice, nursing and allied health, business, and social work.*
> *c. Limited collaborative doctoral programs focused on practice doctorate degrees to address needs of the regional audience.*
> *d. Support for area K-12 schools seeking college general education courses for advanced students and assistance in ensuring that their graduates are college- and career-ready.*
> *e. Services specifically designed to meet the needs of regional economic development.*
>
> ***3. Special Programs/Features***
> *a. K-12 collaboration and education through teacher and administrator education programs through the doctorate.*
> *b. Nursing and Allied Health programs designed to meet regional health care needs, including traditional, online, and accelerated delivery formats.*
> *c. Business/economic development assistance for regional start-up and existing businesses through academic programming, the Southeast Louisiana Business Center, and non-credit workforce education and training.*
> *d. Academic programs and research with direct scientific and technological applications relevant to the environment and economic development of southeast Louisiana.*
> *e. Unique cultural facilities and programming make Southeastern the hub of creative arts and culture in the Northshore region.*

This role, mission, and scope statement addresses the role of Southeastern as a regional university and describes the variety of degree programs the University is authorized to award. It focuses on the University's role in providing relevant and current instruction through academic programming, non-credit offerings and cultural activities. Service to meet the economic development needs of the region is noted, particularly through partnerships with others. As previously indicated, Southeastern is categorized as a regional university and described as a teaching institution. Research is not considered part of the University's mission, but rather as a special program/feature.

Conclusion

The mission of Southeastern is clearly defined, comprehensive, and published in a variety of places. Driven by Louisiana's Master Plan for Public Postsecondary Education, the mission statement is specific to Southeastern and appropriate for higher education. The mission addresses teaching

and learning and public service in keeping with the role of a regional university.

Sources

- 2014_2015_catalogue (Page 69)
- Handbooks_Institutional Purpose
- Master Plan for Public Postsecondary Education
- Master Plan for Public Postsecondary Education (Page 86)
- Mission statement_Link and destination
- Screenshot of Mission Statement on Provost's site
- Vision 2017

2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern's ongoing and comprehensive planning and evaluation processes are based on timely research and include strategic review of mission, goals and outcomes for all units. These processes result in continuous change and improvement which are instrumental in effectively accomplishing the University's mission:

> *The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana.*

Derived specifically from the mission, the University's Vision 2017 strategic plan includes six strategic priorities:

- To engage a diverse population of learners with powerful experiences.
- To spearhead collaborative efforts.
- To foster a climate that nurtures relationships and engages people in the life of the University.
- To prepare the University community to thrive in a global society.
- To increase, diversify and manage funding effectively.
- To communicate the University's identity and value.

Strategic Planning Process

Consistent with the role, scope and mission as defined by the Louisiana Board of Regents (see CR 2.4), Southeastern Louisiana University engages in an ongoing strategic planning process which provides an overarching framework that guides the activities and initiatives of the university. The University's strategic planning process includes students, faculty, department heads, development/alumni staff, administrative staff, enrollment management staff, the Alumni Board and community leaders. Once established, the University's Strategic plan is routinely monitored to ensure relevancy, and is subjected to a comprehensive review every three to five years.

The strategic planning process originates with the University Planning Council (UPC). The UPC is a broadly representative group which serves as the major advisory body to the President on matters relating to planning. The council includes administrators and professional staff (serving by virtue of their positions within the University), faculty, and representatives from the Faculty Senate, the Council of Department Heads, and the Student Government Association. The director of Institutional Research plays a key role in ensuring planning efforts align with University data. The charge of the UPC is to

- review and make recommendations to the President on revisions to Southeastern's statement of purpose or mission,
- participate in the development and review of institutional goals and objectives and in the identification of institutional strengths and weaknesses,
- develop procedures and schedules for major planning efforts,
- coordinate planning processes by reducing duplication of effort and by providing a forum to discuss cross-impacts and planning problems,
- direct the preparation of the University Strategic Plan for review by the President and by the University community,
- conduct open hearings on the University Strategic Plan to receive comments from the University community and make appropriate revisions based on these hearings and on suggestions from the President, and
- review and submit comments at the President's request on ad hoc issues and plans.

The current strategic planning process is a product of the University's commitment to continuing improvement. In 1999, the University began looking at upgrading its strategic plan and conducted a thorough evaluation of the previous planning efforts. That evaluation resulted in changes to the University's strategic planning approach and Vision 2005 resulted from that process. Vision 2005 placed direct responsibility for the accomplishment of strategic priorities on the respective Vice Presidents. Vision 2005 was in place at the time of Southeastern's last SACSCOC visit and accomplishments in meeting Strategic Priorities for Vision 2005 were outlined in the 2005 Compliance Certification report.

Since Vision 2005, the University Planning Council (UPC) has met periodically and as charged by the President, has reviewed and recommended subsequent Strategic Plans, Vision 2010, Vision 2015, and Vision 2017. Both Vision 2010 and Vision 2015 are based on the role, scope, and mission approved by the Louisiana Board of Regents in March 2001.

While the strategic plan is generally a five-year plan, Vision 2015 only encompassed 2011-2012. In its meeting on February 10, 2010 the UPC recommended that Vision 2015 be a continuance of Vision 2010. Changes were looming from the Board of Regents and the UPC decided to revise the strategic plan once changes were known. In addition, the seven strategic goals adopted in Vision 2010 complemented the goals established for Southeastern by the new Louisiana GRAD (Granting Resources and Autonomy for Diplomas) Act, legislation adopted in 2010 that grants higher education institutions certain autonomies, including authority to increase tuition rates in exchange for meeting certain measurable benchmarks, in particular, graduation, retention, and progression rates.

Vision 2017 replaced Vision 2015 in fall of 2012 due to revisions in the Louisiana Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011-revised 2012 and the passing of Act 741 of the 2010 Legislative Session (GRAD Act). The Board of Regents is required by the state Constitution to develop and make timely revision of a master plan for higher education. Upon completion of the revised Board of Regents' Master Plan in 2012, the University Planning Council created the five-year strategic plan, Vision 2017, affirming it on October 30, 2012. The goals and objectives for Vision 2017 are aligned with the Regents' revised Master Plan as well as from the GRAD Act. The Board of Supervisors of the University of Louisiana System approved Vision 2017 at its meeting of April 30, 2013.

Budgeting Process

The strategic planning process is also embedded in the University's budgeting process. Each year, the President issues a call for budget requests

for each budget unit from the Vice Presidents' divisions (see memos of May 5, 2014 and May 9, 2014). Requests for personnel, equipment, maintenance, and other items that require new operational dollars or a re-direction of existing operational dollars are reviewed and prioritized. These are further discussed at budget hearings typically held in late spring. At each level, alignment with the mission, strategic priorities, and Grad ACT are determining factors in allocation decisions (for example, see Critical Needs chart). Once approved within the campus structure, budgets requests are submitted to the Board of Regents and the University of Louisiana System for final approval. This system of information gathering, reporting, alignment and review creates an integrated process with a direct relationship to budgeting and planning.

Evaluation Processes

Internal

Southeastern's Guidelines for the Evaluation of Institutional Effectiveness require annual evaluations of all units at the institution. Using an ongoing planning-assessment-improvement cycle, units are required to submit reports on achievements, evaluation, and changes as they relate to the mission and goals of the unit as well as the Strategic Plan of the University. Expectations of improvement and mission accomplishment are evident in Southeastern's definition of institutional effectiveness:

> *Institutional Effectiveness is the systematic and ongoing process of collecting, analyzing and acting on data and information relating to the goals and outcomes developed to support the University's mission and purpose. Thus, institutional effectiveness is oriented towards measuring results and using those results to aid in decision-making and improvement.*
>
> *Institutional effectiveness is a cyclical process in which continuous improvements and refinements on goals and methods are undertaken on an ongoing basis. Furthermore, institutional effectiveness, like the University itself, is an ever-changing and evolving process. Thus, it needs to be revisited continuously to ensure that the needs, purpose, and mission of the University are being met.*

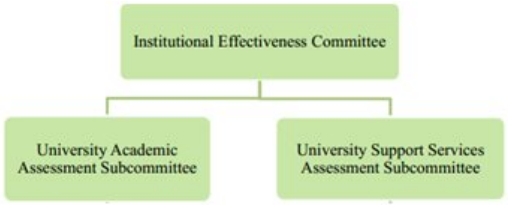
Southeastern has developed a standardized process for implementing and reporting assessment activities that provides consistency and uniformity among the diverse reporting units. All units use a conceptual model for assessment plans/reports that includes:

- **Purpose/Mission.** Statement of unit's mission and linkage to the University's mission and strategic plan.
- **Goals.** Mission-driven, broad statements about what services or processes the unit will accomplish with respect to each of the constituencies they serve.
- **Measurable Outcomes/Objectives.** Clear concise statements that describe outcomes or objectives.
- **Assessment Measures.** Description of the procedures that will be used to collect information.
- **Targets:** Criteria for Success. An overall level for satisfactory performance on a Measure-Outcome/Objective combination.
- **Findings.** Summary of assessment data collected and its analysis.
- **Action Plans (Use of Results)**. Identification of the improvements in programs and services that resulted from data collection and analysis.

Additionally, associations with outcomes and the University strategic priorities are captured in the assessment reporting process through WEAVE, an online planning and management system. From the data captured in WEAVE, a matrix showing these associations is created. The most current matrix is tied to Vision 2017 using the 2012-2013 assessment reports for all academic programs and support services units.

All assessment plans and reports are peer reviewed by the appropriate Institutional Effectiveness subcommittee using defined criteria to increase the reliability of feedback given to the units. Detail of the assessment of academic programs and support services units is given in Comprehensive Standard 3.3.1.

Southeastern's current IE guidelines are a direct result of the University's attention to continuing improvement. An evaluation of assessment methodologies conducted in Spring 2009 prompted the following changes: (1) the oversight of University assessment was transitioned from the Office of Institutional Research and Assessment to the Office of the Assistant Vice President for Academic Affairs (now the Assistant Vice President for Institutional Effectiveness), (2) the Institutional Effectiveness Committee and its two subcommittees were created to evaluate all assessment plans and reports, and (3) a standardized process for implementing and reporting assessment activities that provides consistency and uniformity among the diverse reporting units.



Additional improvements were made in 2012 when Southeastern purchased WEAVE to house all academic and support assessment plans/reports beginning with the 2011-2012 plans/reports.

Playing an important role in institutional effectiveness is the evaluation process for all personnel; Chief Executive Officer (see CS 3.2.1), administrative staff (see CS 3.2.10), faculty (see CS 3.7.2), and qualified staff (see CS 3.9.3). Evaluation policies comply with Southeastern's employee handbooks and the Office of Human Resources.

External

The University's commitment to quality in academic excellence is grounded not only in its mission, strategic priorities, and core values, but also in its responsibility to the highest principles of performance accountability. The University recognizes that external reviews provide a valuable opportunity for the self-study of academic units and programs within the framework of rigorous standards. The review process also permits the University to receive valuable feedback from highly-regarded peers and to continuously monitor and improve programs and activities.

The Louisiana Board of Regents (Policies and Procedures Manual, Academic Affairs Policy 2.13) classifies the accreditation status of all academic degree programs as Mandatory, Recommended, Optional, or Not Applicable. Mandatory programs are those that require students to be licensed for employment; that prepare students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession; that require accreditation for students to be admitted to a more advanced degree program; or that that are deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to

the state and/or because accreditation is important for national credibility and recognition. At Southeastern, 100% of programs classified as Mandatory are externally accredited and in good standing (See Degree Programs Offered at Southeastern Requiring Mandatory Accreditation by the Louisiana Board of Regents).

An additional source of external review is the GRAD Act. The GRAD Act was approved by the legislature and signed into law by the Governor in June, 2010. As a result, the Board of Regents has entered into six-year performance agreements with each of the participating institutions. In the agreements, the institution commits to meeting specific performance objectives in exchange for increased tuition authority and eligibility to participate in certain autonomies. As part of the GRAD Act, institutions must submit annual progress reports in meeting the performance objectives of the GRAD Act, one of which is Student Success (see FR 4.1 for more information). The Board of Regents monitors the performance of the institutions and submits an annual state-wide report highlighting progress made towards reaching the specified targets to the Legislature and the Governor (*GRAD Act Report: Progress toward meeting Louisiana's higher education goals*). As indicated in the Board of Regents July 15, 2014 GRAD Act Report (page 9), Southeastern's annual evaluation designation was 'GREEN' indicating the institution, "retains tuition authority and eligible for autonomies" (see page 7).

The University's Office of Internal Audit provides another level of external review. Internal Audit provides analyses of and recommendations for improving internal controls. These recommendations come from examination and evaluation of University departments and units on a periodic basis to ensure that the University's assets are adequately safeguarded; the entities are operating efficiently and effectively; and are in compliance with Federal, State, and University regulations. Internal Audit reports to the University President and interfaces with the University of Louisiana System Director of Internal Audit.

Continuous Improvement and Accomplishment of Mission

Along with the institutional effectiveness process, Southeastern's strategic planning and evaluation processes result in continuous improvements and refinements of institutional quality and the accomplishment of the University's mission.

Aided by the Office of Institutional Research (IR), the University uses collected data and analysis not only in the planning and evaluation processes, but also in documenting improvement in institutional quality and mission accomplishment. Data sources include the Student Opinion of Teaching (SOTs), student satisfaction surveys (e.g. NSSE, Alumni, Exit, etc.), and individualized evaluations of process and units (e.g. the Library survey).

The sections below provide examples of improvements and accomplishments as organized by Vision 2017 (the current strategic plan) with summaries of improvements and accomplishments for Vision 2015 and Vision 2010.

Improvements and Accomplishments: Vision 2017 (examples provided for the Division of Administration & Finance and for the Division of Academic Affairs).

Summary of Improvements and Accomplishments: Vision 2015

Summary of Improvements and Accomplishments: Vision 2010

Conclusion

Southeastern's ongoing planning and evaluation processes result in continuing improvement and ensure that we are effectively accomplishing our mission to lead the educational, economic and cultural development of southeast Louisiana.

Sources

- 2014-15 Budget Planning Memo-VPs from Dr. Crain
- Academic Affairs Staff - Budget Requests May 9 2013
- Accredited Programs revised Aug 21
- Backmap to Strategic Priorities Vision 2017 for 2012 2013 reports
- Board of Regents _GRAD Act Report_July 2014
- Board of Regents _GRAD Act Report_July 2014 (Page 7)
- Board of Regents _GRAD Act Report_July 2014 (Page 9)
- Board of Supervisors_Approval of Vision 2017_April 30, 2013 (Page 3)
- BOR Master Plan Rev (Page 86)
- BOR Policy 2.13
- Budgeting Process-Memo-May 9, 2014
- Budgeting Process-Memo-May 9, 2014 (Page 5)
- Guidelines for the Evaluation of Institutional Effectiveness
- Standing_committees_2013_2014_IE (Page 4)
- Standing_committees_2013_2014_UPC
- Strategic Priority 1 Vision 2010
- UPC_agenda_2_10_10
- UPC-Agenda for October 30, 2012
- Vision 2010
- Vision 2015

- Vision 2015 excerpt from Southeastern Magazine
- Vision 2017
- Vision 2017_Admin & Finance Action Plans, August 2014
- Vision 2017-Academic Affairs Action Plan Outcomes, July, 2014
- Vison_2010_Data_Report_Final_Copy

2.6

Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University is in operation and has students in degree programs as evidenced by the Louisiana Board of Regents Inventory of Degree and Certificate Programs and the institutional summary report of the Statewide Student Profile System. Additional evidence is provided in Southeastern's Fall 2013 and Spring 2014 Semester Registration Reports and Enrollment by Major Reports maintained by Southeastern's Office of Institutional Research and Assessment. Enrollment data is also posted on the General Information section of Southeastern's website. In the Fall 2013 semester, 14,949 students (13,814 undergraduates and 1,205 graduates) were enrolled in 65 different degree programs: 44 Undergraduate, 19 Masters level, and 2 Doctoral level.

Sources

- Enrollment by Major -2009-2013
- Fall_2013 Semester Registration Report
- General Information on Website_Fall 2013
- Louisiana Board of Regents Inventory of Degree and Certificate Programs
- Screenshots of General Info link on Website
- Spring_2014 Semester Registration Report
- Statewide Student Profile System_Fall 2013

2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University offers degrees at the associate, baccalaureate, master's and doctoral levels. Academic credit in each degree program, regardless of delivery method, is awarded based on the semester credit hour as described in Southeastern's Credit Hour Policy. The following minimum credit hours are required for Southeastern's degree programs and confirm compliance with the minimum number of hours required for the respective degree level by SACSCOC.

Degree	Credit Hours
Associate Degree	at least 60 hours
Baccalaureate Degree	at least 120 hours
Master's Degree	at least 30 hours
Doctoral Degree	at least 60 hours

Programs that exceed the minimum requirements do so as a requirement to meet the standards of national or regional discipline specific accrediting agencies.

In 2013-2014, Southeastern offered 66 degree programs –one at the associate's level, 44 at the bachelor's level, 19 at the master's level and two at the doctoral level. The university's General Catalogue lists the degree requirements for each program.

The 2013-2014 Academic Program Length document lists all degree programs by type, college and department along with the number of hours required and the page numbers corresponding to program requirements in the University's 2013-2014 General Catalogue.

Policies and Procedures Regarding Program Length

In addition to compliance with SACSCOC on program length, Southeastern is also in compliance with policies of the University of Louisiana System and the Louisiana Board of Regents.

The University of Louisiana System outlines degree requirements in the Board Bylaws and Rules as follows.

ASSOCIATE DEGREE REQUIREMENTS:"1. Complete all required course work in the selected program. 2. Complete six hours of English composition and six hours of mathematics, including three hours of college algebra or the equivalent thereof. In addition, the student is expected to complete the resident requirement at the institution from which the degree is sought."

BACCALAUREATE DEGREES REQUIREMENTS: "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. In those cases where a degree program must exceed 120 hours, it shall first be submitted to the UL System Office for review and approval."

REQUIREMENTS FOR MASTER'S DEGREES: "The minimum credit requirement for the master's degree shall be 30 semester hours of graduate work, not more than six of which may be allowed for the thesis and its completion. In optional programs not requiring a thesis, the standard course requirement shall not be less than 30 semester hours."

REQUIREMENTS FOR DOCTORAL DEGREES: "A program leading to a doctoral degree normally shall be the equivalent of at least three years of graduate study beyond the baccalaureate degree."

The Louisiana Board of Regents also carefully evaluates program length during the evaluation of a new program (see ACADEMIC AFFAIRS POLICY 2.05 Proposals for New Academic Programs/Units). In the guidelines for the proposal of a new academic program that is submitted to the Board, applicants must outline the curriculum for the proposed program, in sequence or term-by-term. The proposal review process requires that institutions provide comparisons of their proposed program's content to similar degrees offered at other institutions. In addition, program proposals are evaluated by external reviewers chosen by the Board, and program content and length is an evaluated factor.

In addition to SACSCOC and state policies, credit hour requirements are often guided by program accreditation and/or professional standards. For example, the BS in Engineering Technology degree follows the guidelines of the Accrediting Board for Engineering and Technology (ABET) which requires a minimum of 124 semester hours (see letter documenting approval by the University of Louisiana System).

Conclusion

Southeastern's degree programs are based on at least 60 semester credit hours for the associate level; at least 120 semester credit hours for the baccalaureate level; at least 30 semester credit hours at the master's level; and at least 60 at the doctoral level.

Sources

2013_2014_General_Catalogue

- Academic Program Length_2013-2014 Catalogue
- BOR Acad Policy 2.5 New Programs
- Chpt_2_VII_Associate_Degree_Requirements
- Chpt_2_VIII_Baccalaureate_Degrees_Requirements_10_22_2013
- Chpt_2_XI_Requirements_for_Master_Degrees
- Chpt_2_XIII_Requirements_for_Doctoral_Degrees
- Credit Hour Policy
- Exception Eng Tech more than 120 hours

2.7.2

Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education**.**

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern offers degree programs at the associate, baccalaureate, master's and doctoral levels. These programs undergo rigorous approval processes, both internally and externally, to ensure that the programs are coherent courses of study, compatible with the mission and purpose of the University, the college and the academic department in which the program is housed. These review processes, as well as that of professional accrediting bodies (when applicable), ensure that programs are based on appropriate fields of inquiry in higher education.

Compatibility with University Mission

Consistent with the role, scope and mission as defined in Louisiana's Master Plan for Public Postsecondary Education, Southeastern's mission statement is as follows.

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana. (Vision 2017: Southeastern Louisiana University's Strategic Plan)

The University's *Vision 2017* outlines strategic priorities for mission accomplishment. Alignment of the curriculum and degree programs with Southeastern's mission is clearly stated in Strategic Priority 1 of *Vision 2017*.

> Strategic Priority 1. To engage a diverse population of learners with powerful experiences.
> Goal 1.1 The University will provide relevant curricula, emphasizing scholarship and an innovative, engaging pedagogy that creates an intellectually stimulating environment.
> Goal 1.8 The University will offer undergraduate and graduate degree programs and post-degree certificate programs to meet regional needs.

All of Southeastern's 66 degree programs and 12 certificate programs support its mission (see the Louisiana Board of Regents Inventory of Degree and Certificate Programs and Southeastern's Degree and Certificate Programs web page). Consistent with the Louisiana Board of Regents Master Plan designation of Southeastern as "… primarily a teaching institution whose mission is [the] successful education of undergraduate students …" (emphasis added), the majority of the degree programs are at the undergraduate level (44 of 66) and include the following degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of General Studies, Bachelor of Music, and Bachelor of Science. In its endeavor to lead the educational, economic, and cultural development of southeast Louisiana, Southeastern offers a broad array of undergraduate programs in the traditional "academic" disciplines (e.g., art, biological sciences, English, history, mathematics, music, physics, psychology, sociology) as well as in "professional" disciplines. Consistent with the Master Plan designation of Southeastern as "… primarily a teaching institution whose mission is … services to the employers and communities in its region," the university offers undergraduate degree programs in professional fields such as business; communication; computer science; criminal justice; education; engineering technology; nursing and allied health; occupational, safety, and health, education; and social work. Southeastern also offers an Associate of Applied Science degree program in industrial technology.

At the graduate level, Southeastern offers 19 master's degree programs and 2 doctoral programs. Consistent with Southeastern's mission and with the parameters for Southeastern within the Master Plan, most of Southeastern's graduate students are enrolled in master's degree programs that meet regional employment needs (i.e., in education, nursing, counselor education, business; see the Headcount Enrollment in Degree Programs report by Southeastern's Office of Institutional Research). Most of Southeastern's master's degree programs are "applied" in nature, with some degree programs or concentrations within degree programs preparing students for higher level degrees in the respective disciplines.

Coherent Course of Study

Undergraduate curricula at Southeastern consist of a coherent course of study providing for breadth of knowledge and skills through its General Education requirements and a level of depth in a given field through its major course requirements. As indicated in the General Catalogue, Southeastern's General Education requirements are consistent with those mandated by the Louisiana Board of Regents (see Statewide General Education Requirements) and "contain a broad-based common educational experience that enhances students' ability to describe, interpret, and analyze their world...and promote intellectual inquiry through basic content and methodology..." (taken from Louisiana Board of Regents Academic Affairs Policy 2.16). More information on Southeastern's General Education requirements is provided in CS 2.7.3. A review of Southeastern's undergraduate curricula for individual degree programs indicate they progress from introductory-level courses in the major field of study to more focused and complex courses from the freshman through senior years (see the 2013-2014 General Catalogue --curricula are organized by college, beginning with the College of Arts, Humanities and Social Sciences).

Graduate curricula provide more focused curricula at a more advanced and rigorous level than undergraduate programs, engaging students in both the theoretical and practical aspects of advanced studies, with the "practical" being professional experiences and/or research experiences, depending on the nature of the degree program. A review of sample syllabi provided in CS 3.6.2 indicate an expectation of graduate students to integrate theory and practice. Graduate curricula require some form of culminating requirement necessitating the synthesis of knowledge and skills acquired in the program of study.

Appropriate Fields of Study

Rigorous program review and approval processes help ensure that Southeastern's degree programs embody a coherent course of study reflective of the mission and are based on appropriate fields of study. Each of Southeastern's degree programs are subjected to internal program approval and review processes, as well as external approval from the Louisiana Board of Regents.

The curricula for new degree programs are initiated and developed by faculty with expertise relevant to the program being proposed. Prior to submitting a full proposal for a new degree program, the Louisiana Board of Regents requires a Letter of Intent for Projected New Academic Programs (Academic Affairs Policy 2.04) that is first approved by the University's Chief Academic Officer (at Southeastern this is the Provost), the University President and the appropriate management board (for Southeastern this is the University of Louisiana Board of Supervisors). Once a Letter of Intent to develop a new degree program is approved at the campus and management board levels, the Louisiana Board of Regents staff

circulates it to the Statewide Council of Chief Academic Officers for review and comment. The Chief Academic Officers provide feedback on program concepts, support, specific challenges and duplication, thus serving as a preliminary academic review to help ensure the program follows good practices in higher education.

Once a Letter of Intent to develop a new degree program is approved by the Louisiana Board of Regents, the relevant faculty, department head, and dean work on the proposal using the Board of Regents Guidelines for the Proposal of a New Academic Program (Academic Affairs Policy 2.05) with the responsibility for curriculum development being that of the faculty. The proposal is then submitted to the Provost for further review; once approved by the Provost, it is submitted to the University President and Provost and Executive Vice President of the University of Louisiana System for review. Once the parties involved thus far agree on any changes to the proposal, the final proposal is submitted to the University of Louisiana Board of Supervisors (i.e., the management board) for consideration.

Once approved by the management board, the University of Louisiana System office staff submits the proposal to the Louisiana Board of Regents office. In accordance with Louisiana Board of Regents Academic Affairs Policy 2.05 (Proposals for New Academic Programs/Units), "proposals for graduate-level programs and for highly technical and/or selective baccalaureates require review by external consultants" prior to consideration by the Board of Regents. All proposals for new degree programs submitted to the Board of Regents are considered using the Guidelines for Academic Program Evaluation (for Program Evaluators).

After approval by the Louisiana Board of Regents, the new degree program undergoes Southeastern's internal curriculum review process.

As described in the Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposals are detailed on the appropriate curriculum request forms which include (as applicable) items such as course prerequisites, course descriptions, course outline, course objectives, course evaluation method, and course bibliography. Completed proposals are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council . The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. Once all Board and campus approvals for a new degree program are obtained, a substantive change proposal is submitted to SACSCOC.

External accreditation also ensures that program content is based on appropriate fields of study and appropriate to higher education. The Louisiana Board of Regents (Academic Affairs Policy 2.13) classifies the accreditation status of all academic degree programs as Mandatory, Recommended, Optional, or Not Applicable. Mandatory programs are those that require students to be licensed for employment; that prepare students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession; that require accreditation for students to be admitted to a more advanced degree program; or that that are deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to the state and/or because accreditation is important for national credibility and recognition. At Southeastern, 100% of programs classified as Mandatory are externally accredited and in good standing.

Examples

The following examples demonstrate that Southeastern's degree programs embody a coherent course of study that is compatible with the institutional mission and based on fields of study appropriate to higher education. Examples include a program from each of Southeastern's colleges and from each level at which Southeastern awards a degree. Click the name of the degree program for general program information. A review of the program requirements in the 2013-2014 General Catalogue and on the curriculum sheets support that each program has a clear plan of study in which courses are sequenced to meet the curriculum objectives. A review of the course descriptions provided document that curricula progress form introductory to more focused and complex courses.

***Associate of Applied Science & Industrial Technology* (Supervision concentration) in the College of Science & Technology**
Southeastern's Industrial Technology associate's program prepares students to enter various field of industry after completing two years of study. Graduates may also continue their education in the four-year degree program.

The degree program offers four concentrations requiring 62- 67 hours. The Supervision concentration requires 67 hours and includes courses in occupational safety, health & environment; industrial technology, and technical electives. The program is accredited by the Association of Technology, Management, and Applied Engineering which further supports the integrity and appropriateness of the program. Program requirements are described in the 2013-2014 General Catalogue and the curriculum sheet. Course descriptions for the required courses in the Supervision concentration are provided to document that curricula progress from introductory to more focused and complex courses.

***Bachelor of Science in Finance* in the College of Business**
Students in Southeastern's Finance program gain the skills and knowledge they need to pursue successful careers or graduate studies in finance. Students prepare to become competent financial analysts and decision-makers, and they learn technology skills needed to present and analyze financial data. Students also gain awareness and appreciation of ethical issues inherent to finance, as well as an understanding of the international aspects of finance and how to incorporate them into financial analysis.

The curriculum includes accounting, economics, management, business law, marketing, operations management & information systems and finance. The program is accredited by the Association to Advance Collegiate Schools of Business International which further supports the integrity and appropriateness of the program. Program requirements are described in the 2013-2014 General Catalogue and on the curriculum sheet. Course descriptions for the required finance courses for the BS in Finance are provided to illustrate that curricula progress from introductory to more focused and complex courses.

***Master of Education in Curriculum and Instruction* in the College of Education**
The Curriculum and Instruction graduate program at Southeastern prepares highly qualified and effective teachers for Louisiana's schools for grades PK through 12. Students develop the ability to provide professional services and leadership in schools, school districts and professional organizations. The program offers opportunities to develop pedagogical content knowledge, content knowledge in their area(s) of certification and competencies reflecting the knowledge, skills and dispositions to reach their full potential. Students receive intensive study in their selected areas of concentration.

The curriculum consists of 15 hours of core courses that include educational statistics, research, diversity in education, leadership and special education. In addition to the core courses, students complete twenty-one hours of concentration courses and support courses that meet the educational goals of the student as determined jointly by the faculty advisor and the student. The program is accredited by the National Council for Accreditation of Teacher Education which further supports the integrity and appropriateness of the program. Program requirements are described in the 2013-2014 General Catalogue and on the curriculum sheet (concentration for Elementary Education provided as an example). Course descriptions for the required courses in the Elementary Education concentration are provided to illustrate that curricula progress from introductory to more focused and complex courses.

***Master of Music* in Performance in the College of Arts, Humanities and Social Science**
The Master of Music in Performance degree is designed to advance students' performance skills, strengthen their abilities to investigate, organize, integrate and evaluate information and develop their overall professional expertise. The degree requires 36 hours of Music with curriculum that includes areas such as music theory, music history and literature, and nine hours of 600-level applied music. A major project and paper related to the graduate recital is also required.

Admission requirements for this degree program include a Bachelor of Music, Bachelor of Music Education, Bachelor of Arts in Music, or a Bachelor of Science in Music degree. In addition, the student must have performed a Senior Recital to be admitted to the master of Music in Performance degree program. The program is accredited by the National Association of Schools of Music which further supports the integrity and appropriateness of the program. Program requirements are described in the 2013-2014 General Catalogue and on the curriculum sheet. Course descriptions for the Performance concentration are provided to illustrate that curricula progress from introductory to more focused and complex courses.

***Doctor of Nursing Practice* (DNP) in the College of Nursing and Health Sciences**
Southeastern's Doctor of Nursing Practice degree builds on the university's strong bachelor's and master's nursing programs. This advanced degree will enhance nurses' professional opportunities.The 39 credit-hour (post-master's) program is intended to broaden the practice experiences of nurses, enhance evidence-based care, and prepare nurses to fill key leadership positions in healthcare agencies and settings.

The curriculum includes areas such as biostatistics, epidemiology, clinical scholarship and analytic methods, preventive care, informatics, organizational and systems leadership, ethics, healthcare policy, project planning and practicum hours. Students who hold a Master of Science in Nursing and have experience as a nurse practitioner or nurse executive, are eligible for Southeastern's post-MSN DNP program. Program requirements are described in the 2013-2014 General Catalogue and on the curriculum sheet. Course descriptions for the required courses in the DNP are provided to illustrate that curricula progress from introductory to more focused and complex courses.

Conclusion

The degree programs at Southeastern Louisiana University are comprised of coherent courses of study that are compatible with the University's mission and the appropriate fields of inquiry in higher education. Detailed information on the program approval and review processes at the State and university levels are provided in CS 3.4.1.

Sources

- 2013-2014 General Catalogue (Page 133)
- 2013-2014 General Catalogue (Page 190)
- 2013-2014 General Catalogue (Page 275)
- 2013-2014 General Catalogue (Page 312)
- 2013-2014 General Catalogue (Page 332)
- 2013-2014 General Catalogue (Page 356)
- 2014_2015_Catalogue_Gen Ed
- AA_2.16_Statewide_GenEd_Req-Attch
- AA-Policy-2-13-Accrediting-Bodies
- ACADEMIC AFFAIRS POLICY 2_04 Letter of Intent
- Associate of Applied Science in Industrial Technology
- Bachelor of Science in Finance
- Board of Regents _ Academic Affairs Policy_2_16
- Board of Regents Inventory of Degree and Certificate Programs (Page 26)
- Course Descriptions_DNP (Page 6)
- Course Descriptions_Finance
- Course Descriptions_Industrial Technology
- Course Descriptions_MEd_EleEd (Page 4)
- Course Descriptions_Music (Page 3)
- Curriculum in Curriculum and Instruction_1-5
- Curriculum in DNP
- Curriculum in Finance
- Curriculum in Industrial Technology_Supervision
- Curriculum in Music
- Degree and Certificate Programs_webpage

- Doctor of Nursing Practice
- Guidelines for Program Evaluators_Board of Regents
- Guidelines for Curriculum Revision_2013
- Guidelines for New Academic Program_AA Policy 2_05
- Headcount Enrollment in Degree Programs by Gender
- Master of Education in Curriculum and Instruction
- Master of Music in Music
- Master Plan for Public Postsecondary Education (Page 86)
- Vision 2017
- Vision 2017_Strategic Priority 1_Goal 1 and 8
- Vision 2017_Strategic Priority 1_Goal 1 and 8 (Page 2)

2.7.3

General Education

In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Narrative

"The [Louisiana] Board of Regents recognizes that all undergraduate academic credentials should contain a broad-based common educational experience that enhances students' ability to describe, interpret, and analyze their world" (Louisiana Board of Regents Academic Affairs Policy 2.16). In accordance, each Southeastern baccalaureate degree program consists of a general education component designed to help the student attain the following general education competencies, as published in the 2014-2015 General Catalogue:

- Students will effectively and intelligently communicate in writing in a variety of contexts
- Students will demonstrate mathematical and analytical reasoning skills
- Students will understand the universe through the study of life and physical sciences
- Students will understand cultural traditions and/or the human condition through a humanities perspective
- Students will understand human behavior and/or the relationship between individuals and their societies through a social/behavioral science perspective
- Students will explore and value aesthetic creation and form as an essential means of conceiving and expressing the human experience through the fine arts

General Education is a Substantial Component of Each Undergraduate Degree
The Louisiana Board of Regents' Statewide General Education Requirementsmandate the completion of 39 credit hours for Bachelor of Arts and Bachelor of Science degrees and 15 credit hours for the Associate of Applied Science degree, regardless of mode of delivery or location of delivery. Southeastern's baccalaureate degree programs consist of 120 to 130 credit hours (see CR 2.7.1), with the vast majority consisting of 120 credit hours; thus, general education requirements comprise 30% to 32.5% of the credit hours required for a baccalaureate degree. Effective with the 2014-2015 General Catalogue, Southeastern's sole Associate of Applied Science degree consists of 60 to 67 credit hours; thus, general education requirements comprise approximately 22% to 25% of the credit hours required for the degree. Southeastern's general education requirements apply to all undergraduate degree programs, regardless of mode of delivery or location of delivery.

While Southeastern's and the University of Louisiana System's general education requirements are consistent with the Board of Regents' Statewide General Education Requirements, Southeastern's requirements are more prescribed in the Mathematics/Analytical Reasoning category and in the Humanities category. The following tables list the Board of Regents' minimum general education requirements and Southeastern's general education requirements.

Table 2.7.3-1
General Education Requirements
for Bachelor of Arts and Bachelor of Science Degrees

	Board Of Regents	Southeastern Louisiana University
English composition	6 hours of English composition	6 hours and demonstrated proficiency
Mathematics/Analytical Reasoning	6 hours of Mathematics/Analytical Reasoning	6 hours of Mathematics/Analytical Reasoning, at least 3 of which must be in Mathematics
Natural Science	9 hours, to include a two-course sequence in biological or physical science with the remaining 3 in the area not covered by the sequence	9 hours, to include a two-course sequence in biological or physical science with the remaining 3 in the area not covered by the sequence
Fine Arts	3 hours of Fine Arts	3 hours of Music or Visual Arts or Dance or Theatre
Humanities	9 hours of Humanities	9 hours to include 3 hours of Literature, 3 hours of History, and 3 hours of Foreign Language above the introductory level or Philosophy or Speech Communication
Social/Behavioral Sciences	6 hours of Social/Behavioral	6 hours Anthropology or Political Science or Economics or Geography or Psychology or Sociology or Criminal Justice

Table 2.7.3-2

General Education Requirements
for an Associate of Applied Science Degree

	Board Of Regents	Southeastern Louisiana University
English composition	3 hours of English composition	3 hours and demonstrated proficiency
Mathematics/Analytical Reasoning	3 hours of Mathematics/Analytical Reasoning	3 hours of Mathematics/Analytical Reasoning
Natural Science	3 hours of life or physical science	3 hours of Natural Sciences
Fine Arts	Not required	0 hours in Fine Arts
Humanities	3 hours of Humanities	3 hours of Humanities
Social/Behavioral/ Sciences	3 hours of Social/Behavioral Sciences	3 hours of Social/Behavioral Sciences

While Table 2.7.3-2 lists the minimum General Education requirements for Associate of Applied Science degrees at Southeastern, the sole associate degree at Southeastern (i.e., the Associate of Applied Science in Industrial Technology) requires additional credit hours in English, Mathematics, and Natural Science.

The General Education Component Ensures Breadth of Knowledge

The six categories of General Education requirements for Bachelor of Arts and Bachelor of Science degrees, the five categories for the Associate of Applied Science degree, and the list of courses fulfilling the general education requirements at Southeastern ensure breadth of knowledge across foundational disciplines of the academy. The Louisiana Board of Regents' Statewide General Education Requirements and Southeastern's general education requirements exceed the minimum SACSCOC requirements, as described in the *Resource Manual for the Principles of Accreditation*. The content and objectives of courses used to fulfill Southeastern's general education requirements, as evidenced in the catalogue course descriptions and the course syllabi (see table at the end of this narrative) meet or exceed the descriptors of the six general education requirement categories included in the Statewide General Education Requirements (Louisiana Board of Regents Academic Affairs Policy 2.16) and exceed the minimum number of categories and, for baccalaureate degrees, credit hours required by SACSCOC.

Southeastern ensures that students complete at least one pure humanities course as defined by SACSCOC in two ways. First, all undergraduate curricula, baccalaureate level and associate level, require English 102 (Critical Reading and Writing). According to the 2012 SACSCOC *Resource Manual for the Principles of Accreditation*, "Courses in basic composition that do not contain a literature component ... are skill courses and not pure humanities courses" (p. 20). According to the catalogue course description, English 102 includes the "development of skills in *reading critically*, analyzing models of good writing, and writing in response to a variety of texts, including *imaginative literature*" (emphasis added). Thus, because English 102 includes a literature component, it is a pure humanities course. Second, all baccalaureate degree programs at Southeastern require three credit hours of literature and three credit hours of history.

In all cases, students are advised by qualified faculty and advising staff as to course(s) that fulfill the general education requirement categories. The chart below, while not exhaustive, contains a list of courses that fulfill general education requirements. Attachment A shows a break down by college of the courses used by each degree program to fulfill the general education requirements of both the Board of Regents and the university. A perusal of the course syllabi (available by clicking the course abbreviation and number) and the course descriptions provides documentation that coursework does not narrowly focus on skills, techniques, or procedures specific to an occupation or profession but rather focuses on various aspects of the desired general education competencies, thereby promoting intellectual inquiry by requiring a breadth of knowledge from all students regardless of major.

Table 2.7.3-3
Courses Fulfilling General Education Requirements

English Composition (6 hours)		Social/Behavioral Sciences (6 hours) *6 hours with at least 3 at the 200 level*		Humanities (9 hours) *3 in Literature, 3 in History and 3 in COMM, PHIL or FLAN above the introductory level*	
ENGL 101	Freshman Composition	ANTH 101	Cultural Anthropology	COMM 210	Communicating in the Classroom
ENGL 102	Critical Reading and Writing	ANTH 110	Intro to Physical Anthropology	COMM 211	Intro to Public Speaking
Mathematical/Analytical thinking (6 hours) *6 hours specific to degree*		CJ 101	Intro to Criminal Justice	COMM 213	Debate
MATH 155	College Algebra with Fundamentals	CJ 201	Criminal Law	ENGL 230	World Literature
MATH 161	College Algebra	ECON 101	Economics of Current Issues	ENGL 231	English Literature
MATH 162	Plane Trigonometry	ECON 102	Elements of Economics	ENGL 232	American Literature
MATH 163	Calculus for the Biological, Business and Social Sciences	ECON 201	Macroeconomics	FREN 201	Intermediate French I
MATH 165	Precalculus with Trigonometry	ECON 202	Microeconomics	FREN 202	Intermediate French II
		EPSY 301	Ed Psych of Children and Adolescents	GERM 201	Intermediate German I
MATH 200	Calculus I	EPSY 304	Psych of Early Childhood Conception through age Eight	GERM 202	Intermediate German II
MATH 201	Calculus II	EPSY 315	Classroom Management & Motivation for Beginning Teachers	HIST 101	Western Civilization I
MATH 241	Elementary Statistics	GEOG 103	Intro to Geography	HIST 102	Western Civilization II
Natural Sciences (9 hours) *Students must complete a 6-hour sequence in one area,* *with the remaining three hours in the other area.*		GEOG 126	Environmental Conservation and Geography	HIST 201	American History to 1877
		POLI 201	American Politics	HIST 202	American History since 1877
		POLI 202	State and Local Politics	LAT 201	Intermediate Latin I
Physical Sciences:		PSYC 101	General Psychology I	LAT 201	Intermediate Latin II
CHEM 101	General Chemistry I	PSYC 102	General Psychology II	ITAL 201	Intermediate Italian I
CHEM 102	General Chemistry II	PSYC 204	Developmental Psychology	ITAL 202	Intermediate Italian II
CHEM 105	Forensic Science	PSYC 210	Social Psychology	PHIL 301	Intro to Philosophy
CHEM 107	Survey of Chemistry	SOC 101	Introductory Sociology	SPAN 201	Intermediate Spanish I
CHEM 121	General Chemistry I for Science Majors	SOC 212	Social Problems	SPAN 202	Intermediate Spanish II
CHEM 122	General Chemistry II for Science Majors	SOC 215	Sociology and Sexuality		
ESSC 101	Earth Science I	SOC 222	Marriage and Family Life		
ESSC 102	Earth Science II	**Fine Arts (3 hours)**			
PHSC 101	Physical Science I	ART 105	Survey of World Art History I		
PHSC 102	Physical Science II	ART 106	Survey of World Art History II		
PHYS 100	Acoustics for Musicians	ART 111	Basic Drawing		
PHYS 191	General Physics I	ART 151	Basic 2/D Design		
PHYS 192	General Physics II	ART 152	Color Theory		
PHYS 221	General Physics I (Calculus based)	MUS 151	Intro to Music		
PHYS 222	General Physics II (Calculus based)	THEA 131	Intro to Theatre		
Biological Sciences:					
GBIO 106	Intro to Biological Principles I				
GBIO 107	Intro to Biological Principles II				
GBIO 151	General Biology I				
GBIO 153	General Biology II				
GBIO 281	Environmental Awareness				
ZOO 241	Human Physiology				
ZOO 250	Anatomy and Physiology I				
ZOO 251	Anatomy and Physiology II				

The General Education Component is Based on a Coherent Rationale.

Southeastern's general education requirements are based on the following rationale provided within the Board of Regents' Statewide General Education Requirements policy:

> The Board of Regents recognizes that all undergraduate academic credentials should contain a broad-based common educational experience that enhances students' ability to describe, interpret, and analyze their world. In addition to building awareness of a wide range of material and enriching the academic experience, general education should promote intellectual inquiry through basic content and methodology and contribute to the graduate's ability to communicate effectively in oral and written English.
>
> General education courses should provide an introduction to a discipline, as in a survey course that covers a wide range of material within a specific discipline or area of inquiry and acquaints students with a broad section of the information or skills available in that area, or an appreciation course that introduces students to a creative field and leads to a general understanding and appreciation of work by others.
>
> Depending on the level of the academic credential awarded, education in composition, mathematics and analytical reasoning, natural sciences, humanities, social/behavioral sciences and fine arts is required as part of undergraduate degree and certificate curricula at state colleges and universities. (See the table of Statewide General Education Requirements.) Specific course offerings may vary from

one institution to another as the faculty at each campus designates courses that are to be included in the General Education inventory, but such courses share common characteristics essential to the study of academic disciplines.

- English Composition. Effective written communication skills are essential to prepare students to effectively and intelligently communicate in a variety of contexts.
- Mathematics/Analytical Reasoning. As a cornerstone for the liberal arts, engineering, and sciences, mathematical/analytical reasoning skills are an essential component of all disciplines.
- Natural Sciences. Natural sciences study both life and physical sciences in an approach to understanding the universe by studying objects, phenomena, laws of nature and the physical world. Humanities.
- Humanities offer a broad-based study of cultural traditions and the human condition, including everything from language, literature and religion to history, philosophy and communication.
- Social/Behavioral Sciences. Social and Behavioral Sciences study human behavior and the relationship between individuals and their societies.
- Fine Arts. The Fine Arts provide an opportunity to explore and to value aesthetic creation and form as an essential means of conceiving and expressing the human experience.

In addition to specifics of this policy, all applicable general education requirements of the Southern Association of Colleges and Schools Commission on Colleges shall apply.

In 2009, Act 356 was passed by the Louisiana Legislature, calling for a transfer associate degree that would allow for all 60 credit hours of the degree to transfer as a block from any accredited public community college in the state to any accredited public 4-year institution in the state. Included in this 60 credit hour block are the 39 credit hour general education requirements mandated by the Board of Regents for bachelor of arts and bachelor of science degrees. The Board of Regents created a State Articulation Transfer Council to oversee the implementation of the statewide program as well as a Statewide General Education subcommittee.

The Statewide General Education subcommittee worked with all public institutions to accomplish two objectives: (1) define the general education components as identified by the Board of Regents by including fundamental skills and knowledge requirements for each component and (2) identify exemplary courses to constitute the general education core for the Transfer Degree. Southeastern's approach included listing courses that had been previously identified as a general education course for each degree program. Using input from faculty as well as enrollment data for the previous five academic years to indicate the most populated courses, a list of courses was submitted to the General Education subcommittee. Similar processes occurred at each public institution. The combined data resulted in the Guide to General Education Requirements of the Louisiana Transfer Degree as well as the publication of the Advisor's Guide for Louisiana Transfer Associate Degrees.

Southeastern used the general education descriptors and exemplary course topics as a basis for its general education requirements. Curriculum changes were passed from department to college to university level where recommendations from the University Curriculum Council were made to the Provost. The end result was a list of courses that Southeastern would use as the foundation for the General Education component of all baccalaureate and associate of applied science degrees. This list is published on the University website and reviewed annually by departmental faculty. Appropriate changes must be in accordance with the guidelines that were laid by the Statewide General Education subcommittee as well as the fundamental requirements established by the Board of Regents. Any such changes follow the same curriculum path as other curriculum changes: departmental curriculum committee-->department head-->college curriculum committee-->dean-->council for teacher education (if appropriate)-->university curriculum council-->Provost.

During 2013 and 2014, faculty representatives from all Louisiana public colleges and universities worked together to create common course numbering for all general education courses, as well as for other courses that are part of the Statewide Master Course Articulation Matrix. This process has resulted in the creation of common course descriptors that make articulation and transfer simpler and guarantee that course content is the same at all institutions. Southeastern's 2014-2015 General Catalogue identifies each general education course in a curriculum by a superscripted G (sample curriculum) and the Louisiana Common Course Number in the course descriptions.

The General Education Component is at the Collegiate Level

Several lines of evidence validate Southeastern's assertion that its general education component is at the collegiate level. In accordance with the Louisiana Board of Regents' Academic Affairs Policy 2.16, Southeastern's general education requirements "... share [the] common characteristics [considered] essential to the study of academic disciplines." Because universities are required to meet the criteria set forth by the Board of Regents, Southeastern has adopted the minimum requirements and augmented them while maintaining alignment with the statewide general education descriptors.

Within Louisiana, the majority of the general education courses are fully transferable among institutions and guided by the Board of Regents-sponsored Statewide Transfer Guide or Master Course Articulation Matrix. Chief Articulation Officers on each campus work with faculty across disciplines and institutions to insure that the courses transferring adhere to the same course objectives, are in alignment with statewide general education descriptors and expect the same student learning outcomes. Although this statewide endeavor is sponsored by the Board of Regents, the final decisions on course equivalencies are made by institution receiving the course. In the event a course is not on the articulation matrix, the appropriate academic department reviews the course and determines if credit is to be awarded. The extent to which any transfer courses may be applied to a degree at Southeastern is determined by the academic dean and department head (Admission Criteria).

Another line of evidence to support Southeastern's assertion that its general education component is at the collegiate level began in 2009 with ACT 356, described in detail in the prior section of this narrative. To allow for the block transfer of 60 Louisiana Transfer Associate Degree credit hours, which includes 39 general education credit hours, from community colleges to four-year institutions, a set of common course descriptors as well as a common statewide number have been created for a faculty-identified set of exemplary general education courses. These common course descriptors are the result of over a year of work by faculty across the state working in concert to align courses and ensure that minimum topics are covered by all public institutions in the state.

Based on the evidence presented above, the general education courses offered at Southeastern are at the collegiate level.

Conclusion

Southeastern's undergraduate degree programs have a required general education component that is a substantial component of each undergraduate degree. The general education ensures breadth of knowledge and is based on a coherent rationale.

Sources

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2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which if awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. *(See Commission policy "Core Requirement 2.7.4: Documenting an Alternative Approach.")* (**Note**: *If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification).*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University provides instruction for all course work required for at least one degree program at each level at which it awards degrees.

In 2013-2013, Southeastern offered 66 degree programs - one at the associate's level, 44 at the bachelor's level, 19 at the master's level and two at the doctoral level. The 2013-2014 Academic Program Length document lists all degree programs by type, college and department along with the number of hours required and the page numbers corresponding to program requirements in the University's General Catalogue.

Sample Programs for Which Southeastern Offers All Course Work

The table below includes a program from each of Southeastern's colleges and from each level at which Southeastern awards a degree. All coursework for each of these degrees is offered at Southeastern (click the abbreviated degree for documentation). Click the major for general program information and click the page number for specific coursework.

Degree	Major (Concentration)	College	Program Requirements In 2013-2014 General Catalogue
A.A.S.	Associate of Applied Science & Industrial Technology	Science & Technology	page 275
B.S.	Bachelor of Science in Finance	Business	page 190
M. ED.	Curriculum and Instruction	College of Education	page 312
M.MUS.	Master of Music	Arts, Humanities and Social Science	page 332
DNP	Doctor of Nursing Practice	Nursing and Health Sciences	page 356

Conclusion

Southeastern offers course work for at least one degree at each level at which it awards degrees. Degrees are awarded at associate's, bachelor's, master's and doctoral levels.

Sources

- 2013-2014 General Catalogue (Page 190)
- 2013-2014 General Catalogue (Page 275)
- 2013-2014 General Catalogue (Page 312)
- 2013-2014 General Catalogue (Page 332)
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- AAS Transcript_Redacted
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- Associate of Applied Science in Industrial Technology
- Bachelor of Science in Finance
- BS Finance Transcript_Redacted
- DNP_All Courses
- Doctor of Nursing Practice
- Master of Education in Curriculum and Instruction
- Master of Music in Music
- MEd Transcript_Redacted
- MMUS Transcript_Redacted

2.8

Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern continues to address the mission of the University by leading the "educational, economic, and cultural development of southeast Louisiana." With a diverse, highly valued, and collaborative faculty, Southeastern provides relevant educational experiences to the entire community through excellence in teaching, research, and service. By emphasizing student success and retention, the University ensures that there are sufficient faculty resources to support, appraise, and sustain the intellectual and personal growth of Southeastern's approximately 15,000 students.

Definition of Full-time and Part-time Faculty

The University of Louisiana System defines full-time faculty as being assigned "a minimum of 24 semester credit hours, or its equivalent in organized undergraduate classes each academic year" (ULS Board Rules, Part II, Chapter III-I). The Board Rule also adds that institutions may set higher minimum standards. According to the Southeastern Louisiana University Faculty Handbook, the "basic teaching load at Southeastern is the equivalent of 15 hours of lecture per week." Part-time faculty are instructional faculty with 11 units or less of teaching workloads credit hours per semester (see Faculty Handbook).

In order to fulfill the mission of the University, faculty members are expected to become involved in activities that enhance the University's mission of leading the educational, economic, and cultural development of southeast Louisiana. These activities enrich scholarly competence and provide high-quality academic programs to undergraduate and graduate students and to the communities of the region.

The personal relationship between faculty and students is a central feature and tradition of the University. This is accomplished by providing small class sizes and adequate full-time faculty members as well as utilizing part-time lecturers to supplement classroom instruction. As indicated in the Faculty Handbook,

> *The number of full-time faculty must be adequate to provide effective teaching, advising, and scholarly or creative activity, as well as appropriate to participate in curriculum development, policymaking, and institutional planning and governance. The employment of part-time faculty members, however, can provide expertise to enhance the educational effectiveness of the University. The number of part-time faculty must be properly controlled. Part-time instructors are employed only after all full-time faculty members' schedules have been filled and the minimum limit(s) for the class(es) to be taught by the part-time employee have been attained. Part-time faculty members must meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines.*

As described in the Faculty Handbook, there are four types of appointments to the faculty at Southeastern: special (temporary) appointments; instructor appointments; tenure-track appointments; and tenure appointments. Special appointments include Scholar/Artist in Residence, Researcher, Lecturer, Adjunct, and Visiting Positions. Scholars/Artists in Residence and Visiting Faculty may be full-time or part-time. Adjunct Faculty are typically part-time and Lecturers are always part-time faculty. The other appointment types are for regular, full-time faculty. Part-time faculty carry less than a normal workload (see Faculty Handbook).

Whether full-time or part-time, Southeastern's *Employment Procedures for Hiring Faculty* clearly establishes a consistent procedure for the recruitment and hiring of competent faculty. The process of selecting faculty begins once a personnel need and budgetary support is established, and concludes with the hiring of an applicant who meets all criteria for the position, and has been recommended by appropriate individuals and/or search committees. The hiring process is more fully described in CS 3.2.9 Personnel Appointment. Faculty credentials are more fully described in CS 3.5.4 Terminal Degrees of Faculty and CS 3.7.1 Faculty Competence.

Distribution/Disaggregation of Full-time and Part-time Faculty

Southeastern employs an adequate number of full-time faculty members to support its mission and to ensure the quality and integrity of each of its academic programs. As reported in the Common Data Set for Fall 2011, Fall 2012 and Fall 2013, the percentage of full-time faculty has stayed about the same (80% or 83%) over the last three years despite a decline in the total number faculty. The student-faculty ratio has also remained relatively unchanged.

Table 2.8.1
Percentage of Full-Time Faculty
Student-Faculty Ratio

	Fall 2011	Fall 2012	Fall 2013
Number of Full-Time Faculty	524	489	483
Number of Part-Time Faculty	106	121	123
Total Number of Faculty	630	610	606
Percentage of Full-Time Faculty	83%	80%	80%
Student-Faculty Ratio	22:1	23:1	22:1

Two tables are provided to show the distribution of full-time and part-time faculty by academic program. The first table lists the academic program and the number and percent of student credit hours taught by full-time and part-time faculty (including adjuncts or graduate teaching

assistants) in Fall 2013. The second table lists the academic program and the number of full-time and part-time faculty for Fall 2013. It should be noted that not all faculty are counted and some may be duplicated due to the inability to assign to a particular program. While faculty are assigned to a particular department, they may teach in multiple degree programs. The part-time numbers include full-time staff who teach as part-time.

The tables below provide the number of full-time vs. part-time faculty disaggregated by instructional site and mode of delivery. Faculty are not duplicated within methods/locations but are duplicated between. For example, a faculty member who taught four courses on-campus and one course at an off-site location would be counted once for on-campus and once for the off-site location.

Table 2.8.2
Part-Time and Full-Time Faculty by Mode of Delivery
Fall 2013

	Part-Time	Full-Time	Total	Percent Of Full-Time Faculty
On-Campus Face-to-Face	128	445	573	**77.7%**
On-Campus Compressed Video	0	2	2	**100%**
Part Internet, Part On-Campus	4	70	74	**94.6%**
100% Internet	23	115	138	**83.3%**
Southeastern Channel	1	3	4	**75.0%**
Off-Campus Face-to-Face	7	19	26	**73.1%**
Part Internet, Part Off-Campus	2	6	8	**75.0%**

Table 2.8.3
Part-Time and Full-Time Faculty by Off-Site Location
Where 50% or More of Degree Program is Offered
Fall 2013

	Part-Time	Full-Time	Total	% Full-Time Faculty	Degree Program
Bogalusa High School Vocational Center*					M.Ed. Educational Leadership
East Baton Rouge Parish School System, Professional Development Center	0	3	3	**100%**	M.Ed. Educational Leadership
St. Charles Parish Public Schools, Luling**					M.Ed. and Ed. D. Educational Leadership
Lafourche Parish School Board Office*					Ed. D. Educational Leadership
Livingston Literacy & Technology Center	0	5	5	**100%**	M.Ed. Educational Leadership
St. Amant High School	1	4	5	**80%**	M.Ed. and Ed. D. Educational Leadership
St. John Parish School Board Office	0	1	1	**100%**	M.Ed. Educational Leadership
St. Tammany Center	0	2	2	**100%**	M.Ed. Educational Leadership
Terrebonne Public Library*					Ed. D. Educational Leadership
**Cohorts have graduated. There are no cohorts currently enrolled so no courses were offered at these sites in Fall 2013.* ***No courses taught in Fall 2013.*					

Table 2.8.4
Part-Time and Full-Time Faculty
by Hybrid and Online Degree Programs
Fall 2013

	Part-Time	Full-Time	Total	% Full-Time Faculty	% Online
BA in Organizational Leadership*	0	0	0		100%
BGS General Studies	0	5	5	**100%**	50-99%
BS Family Consumer Science	4	7	11	**63.6%**	50-99%
BS Nursing	18	44	62	**71.0%**	100%
DNP Nursing	0	14	14	**100%**	100%
MAT Special Education-Early Interventionist	1	16	17	**94.1%**	50-99%
MEd Educational Technology Leadership	1	3	4	**75.0%**	50-99%
MSN Nursing	4	14	18	**77.8%**	50-99%
** No students in Fall 2013*					

A review of the distribution of faculty for hybrid and online degree programs presented in Table 2.8.4 indicates the percent of full-time faculty teaching in online degree programs (63.6% -100%) is comparable with the percent of full-time faculty teaching in face-to-face programs presented in Table 2.8.2 (73.1%-77.7%).

The data presented above documents that Southeastern employs an adequate number of full-time faculty to address teaching responsibilities. The sections presented below offer evidence that Southeastern employs an adequate number of full-time faculty to address additional responsibilities associated with academic programs and processes.

Faculty Oversight of Academic Programs and Processes

The critical role of faculty oversight of academic programs and processes is conducted primarily by full-time faculty. The University of Louisiana System outlines the rights, duties, and responsibilities of academic staff within the System in Chapter III Section I of its Board Rules which includes the following.

Duties of Academic Staff. Each member of the academic staff is expected to be devoted to the accomplishment of the purposes for which the System exists: instruction, research, and public service. Those members of the academic staff who comprise the faculty of the System are charged to determine the educational policy of the System through deliberative action in their respective units and divisions.

Responsibilities of Academic Staff. It is a basic principle that every member of the academic staff, of whatever rank, shall at all times be held responsible for competent and effective performance of his duties.

Aligned with these duties and responsibilities, faculty oversight in the quality and integrity of academic programs and processes is evident by the role full-time faculty play in the development of curricula and academic programs, the creation and development of academic policies, academic program coordination and participation in University and departmental councils/committees.

Curricula and Academic Programs

As described in CS 3.4.1 and CS 3.4.10, curriculum development is the responsibility of the faculty and all academic programs and curricula are approved by the faculty and the administration via a rigorous and thorough review process, as indicated in the Southeastern's Guidelines for Curriculum Revision. Oversight from department heads, deans, the relevant curriculum review committees, and the Provost ensure that all program changes are consistent with the institution's mission as well as relevant policies of the Louisiana Board of Regents, University of Louisiana System Board of Supervisors, and Southeastern (e.g., Board of Regents Approved Academic Terms and Degree Designations policy, Southeastern Credit Hour Policy). As described in the Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposals are detailed on the appropriate curriculum request forms which include (as applicable) items such as course prerequisites, course descriptions, course outline, course objectives, course evaluation method, and course bibliography. Completed proposals are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council. The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. The Provost approves or denies the request. Proposals that are not approved by the University Curriculum Council are returned to the department where the proposal originated.

Academic Policies

Full-time faculty play a substantive role in the development of academic policies by providing feedback at departmental meetings and/or Faculty Senate and serving on department-level, college-level, or University-level committees appointed by the Provost to originate the policy change or creation. Committee assignments reflect faculty representatives most relevant to the proposal's subject matter and the committee's official charge. From the originating committee, proposals are vetted and reviewed by the Dean's Council, department heads and departmental faculty, Faculty Senate and the Academic Affairs Council. Involvement of full-time faculty along the development process, either as individuals on a committee or in departmental discussions or through the collective voice of the Faculty Senate, provide multiple levels of faculty review to help ensure that any new academic policy or change in existing academic policy is one that conforms to generally accepted practices in higher education and reflect the mission, programs, and services of Southeastern. More details on academic policies are provided in CS 3.4.5.

Academic Program Coordination

While the duties of the department head include responsibility over all programs within the department (Faculty Handbook, Part 1, Section E, page 20), most departments have undergraduate program coordinators (i.e., Academic Program Coordinators) charged with the responsibility of assisting in the coordination of the program, including curriculum content and development. Because departments have differing needs, the duties of the Academic Program Coordinators (always full-time faculty) may vary as deemed necessary by the Department Head. All degree programs also have full-time faculty who serve as assessment coordinators, who may or may not serve as program coordinators. Departments that offer one or more graduate programs have a specific graduate coordinator (interdisciplinary programs have a coordinator selected from one of the participating departments). This person, a full-time faculty member, is a member of the graduate faculty and is given administrative reassignment for this position. More information on academic program coordination is provided in CS 3.4.11.

Councils and Committees

Southeastern's full-time faculty actively participate in managing the academic environment of the University through participation in a variety of institution-wide committees, which are described in the Faculty Handbook (Part IX, Section A). Full-time faculty are appointed to University councils, including

- Academic Affairs Council
- Council for Teacher Education
- Graduate Council
- University Curriculum Council
- University Planning Council

Faculty participate in decision-making across a broad spectrum of university governance by serving on University standing committees. Appointments to most of these Standing Committees (Standing Committees of the Faculty and Standing Committees Appointed by the President, Provost, and Vice Presidents) are made following the Provost's request to full-time faculty for committee preferences. Allowing faculty members to communicate their preferences for service on university committees helps ensure committee appointments are appropriately aligned with the knowledge, skills, and interests of faculty. At the beginning of each academic year the Office of Academic Affairs posts the composition of University councils and standing committees for that academic year on the Provost's website. A review of the committee list confirms broad representation from a variety of full-time faculty across departments and colleges, with little overlap in committee memberships.

In addition to institution-wide committees, full-time faculty members are also active participants in college- and department-level committees. Serving in both appointed and elected roles, faculty members on these committees help to develop missions and strategies, shape curriculum, set policies, and influence decisions on a myriad of issues. This service dedication is one of the hallmarks of Southeastern, as committed, devoted faculty members of all ranks and in all colleges contribute in a multitude of ways to the quality of the University and its programs.

Faculty Role in Quality and Integrity of Academic Programs

The role of full-time faculty in curricula review, academic programs, and academic policies help ensure the quality and integrity of academic programs and was previously discussed in the Faculty Oversight of Academic Programs and Processes section above. Additionally, faculty drive the quality and success of academic programs through the institutional effectiveness process (IE). Southeastern's Guidelines for the Evaluation of Institutional Effectiveness require annual evaluations of all academic programs. Using an ongoing planning-assessment-improvement cycle, departments are required to submit reports on achievements, evaluation, and changes as they relate to the mission and goals of the department as well as the Strategic Plan of the University (see CR 2.5). In the IE process, faculty identify the purpose and academic goals of each program, as well as specific student learning outcomes (Fall 2013 Institutional Effectiveness Reports are provided in CS 3.3.1.1).

Successful program accreditations not only supports that Southeastern has an adequate number of full-time faculty but also demonstrates that our full-time faculty are committed to maintaining relevant content and academic rigor in degree programs. The Louisiana Board of Regents (BOR) clearly links the quality of academic programs to nationally recognized accreditation of programs in their respective fields, where such bodies exist. The BOR classifies the accreditation status of all academic degree programs as "Mandatory," "Recommended," "Optional," or "Not Applicable." At Southeastern, 100% of programs classified as "Mandatory" are externally accredited and in good standing. A table with Southeastern's 13 program accreditations is provided in CS 3.5.3.

Adequate Number of Full-time Faculty to Fulfill Faculty Responsibilities

Full-time faculty support the mission of the institution in a variety of ways, including teaching and instructional support; academic advising and mentoring; research and professional activities; and departmental, college, University and community service. These activities compose the scope of the workload of a full-time faculty member. In addition, faculty are expected to engage in continuous improvement, both as part of the mission of the University as well as in their roles as teachers, scholars, and/or practitioners. The annual evaluation process (fully described in CS 3.7.2) ensures faculty are effectively meeting the responsibilities for teaching, professional activity (including research) and service.

The University of Louisiana System Board Rules regarding faculty workload (ULS Board Rules, Part II, Chapter III-I) states, "it is important that each institution ensure that its faculty members are protected from being assigned extra responsibilities which may hinder the quality or quantity of work for which they were employed." While the faculty assignment can be very diverse, the Faculty Work-load Accountability Report (FWAR) assists the Provost, deans and department heads with monitoring and managing faculty work-load. The FWAR can be broken down by College and department and gives detailed information on each faculty member regarding teaching assignment, release time, and overloads (see example provided for English). The number of students per course is also provided to help in determining faculty responsibilities. The FWAR also helps the Provost, deans and department heads monitor the number and frequency of overloads to help in determining when additional faculty positions are needed. The Provost is responsible for ensuring the quality and integrity of all academic programs, and allocates funding to meet those needs (see Provost's Job Description).

Summary data from the FWAR for 2012-2013 and 2013-2014 shows the reassign time provided to assist full-time faculty (tenure/track) in meeting workload demands. As previously indicated, the basic teaching load of full-time faculty is 15 hours per week Faculty Handbook). All tenure/track faculty receive a 3-hour course load reduction to provide time to pursue professional activities and service, such as those previously described in this narrative (e.g., committee assignments and curricula development). As indicated in the Fall 2013 FWAR report, this equated to 49 full-time positions. In addition, release time for academic and administrative support activities (e.g., academic program coordinators) totaled over 264 hours, equivalent to 18 full-time positions. Additional research support (beyond the 3-hour for tenure/track) totaled 191 hours, equivalent to 13 full-time positions. Faculty teaching graduate courses are given an additional 3-hour release, bringing their teaching load down to 9 hours (see example provided for English). A review of the entire summary report for 2012-2013 and 2013-2014 confirms this level of faculty support is ongoing. Without an adequate number of faculty to ensure the quality and integrity of academic programs, this level of support would not be possible.

Class size is another indicator of adequacy of faculty numbers. Southeastern strives to make certain that class sizes are kept as small as possible in order to uphold the tradition of personal and caring relationships between faculty and students. Student to faculty ratio for the University during fall 2013 was 22 to 1, with 84.4% of undergraduate class sections having less than 40 students (Common Data Set 2013).

The 2012 Faculty Survey of Student Engagement (administered to full-time faculty only) provides support that Southeastern has an adequate number of faculty to fulfill faculty responsibilities without undue burden. When asked, "About how many hours do you spend in a *typical 7-day week* doing each of the following?," Full-time faculty reported the following regarding teaching.

- 72% spend 12 hours or less teaching undergraduate students in class
- 77% spend 12 hours or less grading papers and exams
- 78% spend 12 hours or less preparing for class

Regarding time spent on research and service, full-time faculty reported the following:

- 73% spend 1-12 hours on research and scholarly activities
- 71% spend 0-4 hours conducting service activities

Student satisfaction and opinion surveys also support that Southeastern has an adequate number of faculty to support its mission and ensure the quality and integrity of its academic programs. When asked about the quality of their relationship with faculty, 72% of freshman and 80% of seniors indicated a positive quality (FSSE-NSSE Combined Report 2012). University averages (6 = Strongly Agree) for the Spring 2013 Student Opinion of Teaching for items related to the faculty member included the following:

- 5.6 on the items, "Is well prepared for the class" and "Uses time efficiently for teach"
- 5.6 on the items, "Enthusiastic about teaching," and "Courtesy and respect in class"
- 5.7 on the item, "Is open to student questions"
- 5.3 on the item, "Would recommend instructor"

Conclusion

Southeastern employs the appropriate number of full-time faculty members to support the institution's mission and to ensure the quality and integrity of its academic programs.

Sources

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- Provost Job Description
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2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The Linus A. Sims Memorial Library provides the collections, resources, and services needed to support Southeastern's educational, research, and public service programs. The Library seeks to provide a safe environment conducive to research and study while also providing a culturally-rich environment to enhance the Southeastern experience. The 138,000 square foot Library houses a computer lab, the Archives and Center for Southeast Louisiana Studies, a mathematics lab, a practice presentation studio, computer work stations, group and private student areas, and a coffee shop. Exhibits, lectures, readings, and presentations are regularly scheduled in open areas of the Library. In the 2012-2013 academic year, 693,703 patrons entered the Library and used its resources and services.

The mission statement and the Collection Development Policy of Sims Library form the basis for the collection and services it provides. Services include interlibrary loan, document delivery, access to electronic databases and resources, arrangements for reciprocal library borrowing, and access to materials owned by other libraries via consortia agreements.

Collections and Resources

Library funds are spent appropriately for materials for each program (see 2013 Serials and Acquisition Expenditures by Subject). To help ensure collections support the student/faculty curriculum and research needs, each academic department on campus is assigned a librarian to serve as a liaison between the department and the Library. The liaisons solicit input on acquisitions and holdings, which helps ensure the collections remain current and student and faculty research needs are being met. Sims Library complies with the standards of the Association of College and Research Libraries addressing library resources.

The materials budget for 2012-2013 was $1,233,065 with collections as indicated in Table 2.9.1.

Table 2.9.1
Linus A. Sims Library Collection Numbers

	2011-2012	2012-2013
Bound volumes	368,264	377,256
Electronic books	73,440	117,625
Microform units	816,340	513,432
Serial subscriptions	3,561	1,539
Audiovisual materials (including software)	44,492	35,208
Government Documents (all formats)	421,933	422,329

Sims Library subscribes to approximately 137 electronic databases (and provides access to 122,406 ebooks hosted on the EBSCO, ebrary, and other publisher platforms. Access to 117,971 unique full text titles (of a total number of 151,314 titles) is available through the AtoZ service. In addition to providing access to e-books and audio e-books, the Library's online catalog includes records for more than 70,000 U.S. government documents and more than 1,000 Louisiana state documents that are available online. In fiscal year 2012-2013 these online documents were accessed 8,263 times. Electronic databases offered by the Library provide access to a significant number of additional online documents.

Southeastern's students, faculty, and staff have access to the collections of a host of other libraries in Louisiana and beyond through consortia agreements. Established in 1992 by the Louisiana Board of Regents and comprised of public and private academic and special libraries, LOUIS, a Louisiana library consortium, has over 40 members and provides services such as library automation, a union catalog, interlibrary loan automation, electronic resources, authentication, training, and hosting related listservs and web sites. With the Library's participation the Louisiana Academic Library Information Network Consortium (LALINC), the students and faculty of Southeastern have access to the collections of 40 additional libraries within the state. Students, faculty, and staff can obtain materials from libraries all over the world through the Library's membership in the Online Computer Library Center, Inc. (OCLC). Through Interlibrary Loan the Library can borrow books, documents, and journals from any other library that is a member of the OCLC consortium. Interlibrary Loan transactions are facilitated through the use of ILLiad, an electronic Interlibrary Loan system; Odyssey software; and Article Exchange, OCLC's document-sharing site, designed to facilitate timely delivery of articles. The Library absorbs most of the costs so money is not a barrier to faculty or students getting materials the Library does not own. Between 2006 and 2013 borrowing requests through OCLC averaged 4,975 and lending requests averaged 5,930.

Services

Both traditional library services and state-of-the-art information technology, including electronic resources which may be searched remotely, are provided by Sims Library. Formal and informal instruction in library research skills is provided by professional librarians.

Distance Education Library Services, coordinated by the Reference Department, are available to students who are taking compressed video courses, telecourses, Internet courses or courses at designated Southeastern remote off-campus sites (St. Tammany Center, Baton Rouge Center, Livingston Parish Literacy and Technology Center, Bogalusa, Denham Springs, Franklinton, Mandeville, and others). The goal of these services is to ensure complete and adequate access to information and research material without forcing the students to come to campus. Distance Education students use their Interlibrary Loan account (ILLiad) to request copies of print articles owned by Sims Library or articles from other universities. They may also request that books and articles owned by Sims Library be mailed or electronically delivered to them. A Distance Learning LibGuide provides general information about services for DE students.

In an effort to continually enhance its services, the Library launched an iPad Check-Out program for students in fall 2013, adding to the existing laptop and flip camera check-out programs. In addition, upgrades to the Library's homepage provided users access to all library resources in the same place. Tabs were created for the library catalog, the library database, electronic journals A-Z, LibGuides Research Guides, and a tab that

featured a newer product labeled "Everything." The Everything tab connects to the EBSCO Discovery Service, provided by the LOUIS (Louisiana Library Network) consortium, which allows users to search the Library's catalog and databases simultaneously in one place. Another major change made information about library services available without any clicking to a secondary page. The top left section of the homepage, titled "Connect To a Librarian," lists all the ways to get help with using the Library with phone numbers displayed and chat or email forms just one click way.

Access and User privileges

Sims Library is open 80 service hours per week during the semester with extended hours during the final exam period and an abbreviated schedule of approximately 40 hours per week during breaks. Access to collections, circulation of library materials, reference assistance and consultation, and library instruction are the core services offered to Southeastern students, faculty and staff, as well as the public during operating hours. The Library provides 24/7 access to online materials and resources, including 24/7 connection to a librarian to assist students, faculty, and staff regardless of geographic location.

The Library provides a multi-faceted library instruction program for Southeastern students, faculty and staff. Comprehensive instructional services address the needs of individual learners, collaborative learning groups and formal classes. The User Education Program is designed to help bridge the gap between Southeastern's classes and the Library's information resources. Working in collaboration with professors and other classroom instructors, the Coordinator of User Education and other Library faculty provide course-related library instruction on request. Topics of instruction vary widely, from instruction on using the databases available for a particular field and using Southeastern's online catalog, to using the Internet for research. In 2012-2013, information services to groups totaled 210 presentations with a total attendance of 4,543. In addition, academic departmental faculty can consult with the Library faculty to customize instruction and design assignments that meet discipline-specific needs while offering Southeastern students a successful and challenging library experience.

Adequate and Appropriate Collections and Services

Sims Library provides materials and services to support new and planned programs in a variety of ways. When two doctoral programs (Doctor of Education in Educational Leadership and Doctor of Nursing Practice) were introduced, additional money was set aside to purchase books, serial titles, and databases to strengthen the holdings in these areas. A basic collection already existed because of bachelors and masters level degrees, but information on management and leadership in education for the Ed.D. and materials on biostatistics, medical ethics and law, public policy, organizational leadership, informatics and management in nursing for the DNP were added with both print and ebooks. Since both programs are primarily online, a longer loan period and no limit to the number of borrowed materials were allowed for doctoral students; online LibGuides were created for both programs; a liaison was added for Educational Leadership (the Health Sciences Librarian handles the DNP); and librarians were embedded in certain courses in each program and provided a Library tour and orientation to each program's students. Similarly, in preparing for a new degree in Health Systems Management, the Library will set aside $10,000 for the next three years to augment the existing holdings in this area. The Collection Development Librarian sits on the University Curriculum Council, and is thus apprised of any new courses or programs in time to ensure that an appropriate collection is available to support it.

To help ensure collections support the student/faculty curriculum and research needs, each academic department on campus is assigned a librarian to serve as a liaison between the department and the Library. The liaisons solicit input on acquisitions and holdings. Faculty communicate curriculum needs directly to the liaison via email or an online form. Students and staff may also communicate suggestions for the collection via an online form. The Library initiated a patron-driven acquisition service at the beginning of the spring 2014 semester.

Further evidence that Southeastern provides and supports student and faculty access and user privileges to more than adequate library collections and other learning/information resources is provided through self-study reports, user surveys and comparisons with other schools' programs. Several self-study reports to professional accrediting agencies include a review of Library resources as part of the review process, and have determined the Library's resources are sufficient to support studies in their disciplines. Examples include the Department of Computer Science and Industrial Technology's 2014 submission to ABET for Engineering Technology Accreditation; the College of Education's 2008 report to NCATE; the Department of Counseling and Human Development's 2011 report to the Council for Accreditation of Counseling and Related Educational Programs (CACREP); and the College of Nursing and Health Sciences' 2012 report to the Commission on Collegiate Nursing Education (CCNE) (see complete list of Southeastern's accredited programs). A comparison between Sims' collections, whether owned or made available through electronic or other means, and the collections of other University of Louisiana System (ULS) institutions demonstrates that Southeastern's students, faculty, and staff have access to resources that are at least equivalent to those available to students, faculty, and staff at other ULS regional institutions as demonstrated in Table 2.9.2 below.

Table 2.9.2 Total Library Holdings
University of Louisiana System*

Institution	Year Ending 6/30		% Chg
	FY 2011	FY 2012	
Grambling State University	1,614,612	1,616,130	0.09%
Louisiana Tech University	3,703,827	3,794,531	2.44%
McNeese State University	734,654	747,984	1.81%
Northwestern State University	860, 849	872,760	1.40%
Nicholls State University	783,308	768,203	-1.93%
Southeastern Louisiana University	765,953	877,196	14.50%
University of Louisiana - Lafayette	1,414,378	1,438,068	1.67%
University of Louisiana - Monroe	682,661	699,381	2.45%
University of New Orleans	1,258,233		
University of Louisiana System Totals	**13,210,735**	**14,281,916**	**8.11%**

**Note: Six of the institutions in table 2.9.2, including Southeastern, are categorized as regional universities. The three remaining institutions - Louisiana Tech, University of Louisiana-Lafayette, and the University of New Orleans are considered doctoral-research institutions and categorized as statewide institutions.*

Data supplied by the LOUIS network helps provide usage information for Sims Library. The eLibrary statistics for LOUIS Libraries in 2012 showed 152,785 searches for Southeastern, the second highest among University of Louisiana System (ULS) institutions. The 2012 EBSCOhost Usage Report indicated 133,523 sessions for Southeastern, also the second highest among University of Louisiana System (ULS) institutions.

Further evidence that the Library's offerings are adequate and sufficient to support the specific needs of Southeastern constituents is provided

through survey data. Regular surveys conducted at Southeastern indicate the faculty and students are satisfied with the Library's services and resources. These surveys include:

- ACT Survey, conducted by the Office of Institutional Research, spring 2011
- Sims Library User Comment Card to determine how the Library is used, conducted by the Library, fall 2011
- Extender Student Survey, conducted by the Office of Institutional Research, fall 2011
- 2012-2013 Current Student Survey, conducted by the Office of Institutional Research, August, 2013
- LibQual+ or in-house survey, spring 2015 (planned)

The spring 2011 ACT Survey showed that the Library had the highest level of satisfaction among University services. 85% of the students used the Library, and the mean for satisfaction was 4.30 out of 5.00, or 86%. This compared to a national mean of 4.16 and a University of Louisiana System mean of 4.17. In fall 2011, the Library conducted a survey, using comment cards, of how the Library is used, including a space for comments about the Library, its staff, its collections and its services. As a result of the survey, whiteboards were added to some of the study rooms, and the Library, with the assistance of the Office of Technology, began to investigate the installation of wireless printing. The Extender Student Survey, also conducted in the fall of 2011, measured the satisfaction levels of the 2007 cohort of students; Library resources received the highest score of items on campus, a mean of 4.40 out of 5.00, or 88%. The 2012-2013 Current Student Survey showed continued satisfaction with the Library; the mean for satisfaction with the Library collection was 4.11 out of 5.00, or 82%, and the mean for satisfaction with the helpfulness of Library faculty and staff was 4.25 out of 5.00, or 85%. The 2013-2014 Current Student Survey showed similar levels of satisfaction: the mean for the perceived importance of the Library was 4.74 out of 5, or 95%, and the mean for overall satisfaction was 4.46 out of 5, or 93%.The last LibQUAL+ Survey was done in 2004; another survey, either LibQual+ or one developed in-house, is scheduled for spring 2015.

Conclusion

In sum, Sims Library provides ample and appropriate resources and services to support all its educational, research, and public service programs. General information about Sims Library may be found on the Library's website and through the semi-annual Library newsletter, Mane Lines.

Sources

- 2011 Extender Student Survey (Page 9)
- 2013 Serials And Acquisitions Expenditures by Subject
- About the Library
- Accredited Programs revised Aug 21
- ACRL Standards for Libraries in Higher Education
- ACT Survey_Spring 2011
- All Database Titles
- Ask A Librarian
- Collection Development Policy 4-24-2014
- Comment Card
- Comment Card Survey Results_combined
- CQ Researcher Usage Report 2012
- Current Student Survey_2012_2013_Library
- Current Student Survey_2013_2014_Library
- Distance Learning - LibGuides_Distance Education
- Distance Learning Library Services
- EBSCOhost_Usage Report 2012
- Faculty Liaisons
- Floor Maps for Sims Memorial Library_Four floors
- Library Purchase Request Form--Faculty
- Library Purchase Request Form--Student and Staff
- LibraryResources
- LOUIS_elibrary2012
- Mane Lines_example
- Screenshot of LaLinc
- Screenshot of Library Mission Statement
- Screenshot of Library's Homepage for Collections and Services
- Screenshot of Library's Homepage Upgrades
- Screenshot of LOUIS
- Screenshot of Presentation Practice Studio
- Self Study reports - Library mentions
- Sims library survey overview
- Southeastern Louisiana University Mail - Library Book Requests

User Education

2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern offers a variety of student support programs, services, and activities that reflect its mission, "to lead the educational, economic and cultural development of southeast Louisiana." In Southeastern's Vision 2017 Strategic Plan, the University identifies six strategic priorities for accomplishing its mission. One of the six institutional priorities frames Southeastern's dedication to effective student support programs, services, and activities.

> ***Strategic Priority 1***: To engage a diverse population of learners with powerful experiences.
>
> ***Objective 1.3***: The University will provide programs, services, resources and infrastructure that maximize student success and degree completion.

The student population at Southeastern is primarily undergraduates living off campus. In Fall 2013, the University enrolled 13,744 undergraduates and 1,205 graduate and professional students. The majority of undergraduate students (72.8%) were full-time with 80.1% living off-campus or commuting. The majority of graduate students (70%) were part-time. (See Common Data Set 2013: Student Life and Enrollment and Persistence).

Southeastern designs its student support to meet the needs of all student types and academic levels. With more than 80% of undergraduates living off campus, most student support programs offer helpful information online for convenience of all students, including distance education participants and students at off-site locations. Many of these web pages are referenced in the sections that follow. The majority of services are organized within Academic Affairs, Student Affairs and Auxiliary Services, and target both prospective and current students.

Programs and Services for Prospective Students

Southeastern firmly believes that development and learning begins prior to arrival at the University. Accordingly, the Offices of Admissions and Financial Aid, in collaboration with other campus departments, provide opportunities for prospective students to learn about life at Southeastern with recruiting and special events such as these:

- Lion Pride Preview
- Literary Rally
- Rock N Roar
- Scholars Showcase
- Orientation Program

All of these events are designed to offer students a brief introduction to life on campus, to set proper expectations among future students, and to aid students through the college application process. This is accomplished by skilled counselors who help with the application process, provide campus tours, offer scholarship, work-study and TOPS (Louisiana's Tuition Opportunity Programs for Students) information, and advise future students about financial aid. In addition, most of these activities contain a browse session that includes academic and non-academic University departments. Browse sessions allow students to explore a particular area of interest with representatives from across the University.

During the required Orientation, students become more acquainted with Southeastern. Students are introduced to University services, polices, advising requirements and registration procedures. Students are also offered the option to take placement tests.

Programs and Services for Currently Enrolled Students - Academic Affairs

Once they are enrolled, students have many opportunities to grow and develop both in the academic arena and outside the classroom. In this regard, the Division for Academic Affairs provides many services and programs that are important to student learning and success. Services, programs, and activities that complement in-class experiences include these:

• ***Center for Student Excellence*** ***(CSE)*** The Center for Student Excellence is a one-stop shop for student support. The mission of the Center for Student Excellence is to work in partnership with the University academic departments and campus community to assist students in becoming active, responsible, and successful learners. To fulfill this mission, the CSE provides specific programming and resources that encourage students to develop the skills for academic achievement and personal growth. Students who are exploring college majors, occupational opportunities, or need learning assistance in their classes are of primary concern. In addition to a highly qualified staff, the Center houses a computer equipped learning lab, a career resource library with up-to-date software for occupational exploration, a space for small group tutoring, and Supplemental Instruction study sessions. The CSE also administers SE 101, a student success course providing the tools that address the rigors of academic life at the university level. Topics include the purpose and value of higher education; the expectations and responsibilities of a college student; the development of analytical and metacognitive learning strategies; choosing the appropriate major and developing degree and career goals; and personal management during the college years. This course is required for all freshmen. Other programs offered by the Center for Student Excellence include:

- ***Academic Advising***. The CFE provides advising for all incoming freshmen for their first two semesters or until they complete 30 credit hours, whichever comes first. During their first semester, students meet with their CSE Advisor to: (1) discuss their academic and career goals, (2) create a study plan to help them achieve their goals, (3) explore career possibilities as appropriate, and (4) complete course advising for the following semester.
- ***Academic Support for Athletes Program***. The Academic Support for Athletes Program is committed to helping students achieve excellence in the classroom. Excellence on the playing field contributes excitement to Southeastern and the community. Excellence in the classroom contributes to the student's sense of self-worth and future occupational opportunities. Services include Academic Advising,

Academic Support and Academic monitoring.
- ***Career Exploration***. Students work with career advisors to explore opportunities and create an effective career planning process based on his/her own unique personality , interests, values, and skills.
- ***Supplemental Instruction Program***. Supplemental Instruction (SI) is a free academic assistance program that helps students incorporate "how to learn" with "what to learn." The Supplemental Instruction program targets historically difficult courses and places an SI leader inside the classroom.
- ***Tutoring***. The CSE provides free tutoring services to all currently enrolled Southeastern students. Available session times, courses offered, and tutors vary by semester. Qualified peer tutors help students develop effective learning strategies, fundamental skills necessary for learning course content, and problem solving and critical thinking skills to improve academic confidence and success.

• ***Honors Program*** The University's Honors Program offers special opportunities, curricula and courses designed to interest capable students who desire a broad education combined with in-depth study related to their major. In doing so, the Honors Program provides courses at two levels: in the core curriculum and in more specialized upper-division tracks, available to every major. The Honors Program at Southeastern Louisiana University is designed to provide participants with an excellent educational opportunity to learn about not only their chosen major, but also to learn the nature of intellectual inquiry and to study the important issues of our time and of all time. Honors students benefit from interaction with a community of peer scholars who are equally interested in achieving the most in their university careers. Additionally, under the direction and mentoring of a faculty member, Honors students culminate their university career with a significant research experience or artistic endeavor during their senior year.

• ***International Initiatives*** ***(Study Abroad Programs)*** Study Abroad Programs afford students the opportunity to take classes in other countries including Austria, Costa Rica, England, France, Germany, Spain, Honduras, China, and Panama. Study abroad adds an invaluable dimension to a student's academic, cultural, and professional development, and provides advantages in an increasingly competitive job market. Firsthand experience in other countries and cultures allows a clearer understanding of ourselves, other societies and cultures, and our common human heritage. In addition to the Study Abroad Program this office offers opportunities for students to develop a global perspective including visits by international leaders in political, cultural, educational, and economics.

• ***Foreign Language Resource Center*** The Department of Languages and Communication maintains its Foreign Language Resource Center for students engaged in foreign language study. This facility offers a Tandberg Multimedia Lab, student computers, satellite television programs in three languages, listening practice, books, magazines, and newspapers. The Center also houses a ReLANpro teacher control system that allows teachers to conduct classes using recordings, groupings, and audio or video output to all student stations simultaneously.

• ***Mathematics Technology Learning Center*** The Mathematics Technology Learning Center houses 200 computers, and is staffed by 19 tutors. Faculty members from the Department of Mathematics are also available to assist students. The Center is open 51 hours each week, with both day and evening times.

• ***Southeastern Louisiana University Writing Center*** The Southeastern Louisiana University Writing Center, maintained by the Department of English, is a peer tutorial and computer resource center dedicated to the writing needs of students, faculty, and other groups and individuals from across the university and local community. The Center offers useful strategies for generating ideas or for revising and editing papers, writing resumes, cover letters, help with graduate school applications, and help with other academic and personal writing skills and needs. Other services include one-on-one tutoring sessions, writing workshops, a speaker series, instructional handouts and resources, sponsored readings and discussions, traditional print and online publications, and computer assistance.

• ***Undergraduate Research and Creative Activity Programs*** The University encourages students to broaden their research, creative and writing skills through a series of unique College-based programs. Founded in 1998, OSCAR (Office of Student Creative Activities and Research) was the University's first program of this nature. Today, innovative research programs provide opportunities for undergraduate students to work individually with a faculty member on research and creative projects. For example, in the College of Business, the Preferred Research Option for Intensive Training (PROFIT) provides opportunities for funding, faculty mentoring, and the development of research skills. At the conclusion of the projects, formal presentations are given followed by a celebratory reception.

The Division for Academic Affairs also oversees several student support programs, activities, and services that are vital to overall student success, including these:

• ***Linus A. Sims Memorial Library*** The Linus A. Sims Memorial Library provides access to a collection of more than 370,000 print volumes and over 1,500 current serial subscriptions, in addition to over 117,000 electronic resources, including full-text databases, e-books, and journal indexes. Also housed in the Library are a federal and Louisiana government document depository, a computer lab, a practice presentation studio, computer work stations, group and private student areas, and a coffee shop. Special services to students include 24/7 virtual reference, appointment based reference, interlibrary loan and document delivery, and adaptive computer software and equipment for patrons with disabilities. See CR 2.9 for comprehensive report of the Library.

• ***Office of Testing*** The Office of Testing provides department, institutional, and national testing opportunities to students. All math and English placement tests are administered and scored during orientation by the Testing Office. Major Field Achievement tests are administered through this office in conjunction with the Office of Institutional Research and academic departments. The Testing Office provides extended time for test-taking, separate rooms, and readers and/or scribes for students requiring such services under the Americans with Disabilities Act.

• ***Vera W. Thomason Health Center*** The Vera W. Thomason Health Center under the direction of the College of Nursing and Health Sciences provides any student enrolled in four or more hours with free health care and first aid. Physicians visit the health center daily for appointed clinic hours to diagnose and treat minor illnesses. Various vaccines are available to students, faculty, and staff, including the flu vaccine, Hepatitis B vaccine, and the immunization for meningococcal meningitis. The Vera W. Thomason Health Center offers services for management of acute episodic illness or injury, routine well visits, health education and self-care, and basic laboratory services.

• ***TRIO Programs*** Vital to growth and development of future and current students, TRIO Programs are federally-funded programs designed to assist young people in overcoming social, economic, and cultural barriers to attending college. TRIO programs disseminate and replicate proven and demonstrated services and best practices for student participants. TRIO includes outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. Students enrolled in Southeastern's TRIO programs mirror the nation's multi-cultural and multi-ethnic society. The TRIO programs include Upward Bound, Educational Talent Search, Student Support Services, Educational Opportunity Centers, Veterans Upward Bound, and Upward Bound Math/Science.

• ***Veteran Services*** The Office of Veteran Services works with students seeking or receiving benefits through the Veterans Administration. This

office serves as an intermediary between the veteran who is seeking or receiving educational benefits and the Veteran's Benefit Administration (VBA).

Programs and Services for Currently Enrolled Students - Student Affairs

The University's Division for Student Affairs maintains the primary responsibility for many non-academic student support programs. The mission of Student Affairs is to enhance growth of Southeastern students and fosters pride in the institution through the provision of superior campus services; meaningful opportunities for student development: and maintenance of a safe campus. Student Affairs works collaboratively with numerous campus units and has developed partnerships with community agencies and area businesses in providing its services. The Division for Student Affairs provides services and programs organized in two major units: Student Development and Student Life.

Under Student Development, the Division for Student Affairs provides support programs, services, and activities in various areas, including the following:

• ***Campus Activities Board*** ***(CAB)*** The Campus Activities Board (CAB) provides a direct avenue to out-of-class activities for students. CAB sponsors outdoor entertainment as well as lectures by prominent speakers throughout the academic calendar. Student-centered events include these:

- Miss Southeastern Pageant
- Strawberry Jubilee
- Gumbo Ya Ya
- Homecoming Events
- Jam the Jungle
- Football Bus Trips

• ***Disability Services*** The Office of Disability Services is committed to making students with disabilities full participants in its programs, services, and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The office coordinates services and accommodations for students with disabilities and also serves as an information center concerning disability-related issues. The University is committed to providing equal educational opportunities to students by minimizing the impact of functional limitations upon their academic and non-academic lives.

• ***Leadership Development/Student Activities*** The Office of Leadership Development/Student Activities is designed to help students discover and develop their leadership abilities. This office offers unique opportunities for students at all levels of leadership training. Opportunities for student participation in leadership workshops are:

- LEAD Retreat
- Grad Fair
- ExCel Scholarships
- Student Development Program
- Emerging Leaders Experience
- Cub Camp

• ***Recreational Sports and Wellness*** The Office of Recreational Sports and Wellness provides opportunities for students, faculty, staff, and alumni to participate in wellness programs and scheduled competitive activities. This area oversees intramural sports and organized sports clubs, offers regularly scheduled fitness classes, and houses informal drop-in recreational programs. Although the 82,000 square foot Pennington Student Activity Center hosts many of these activities, the Office of Recreational Sports and Wellness also provides recreational and competitive activities at North Oak Park, a collaborative endeavor between Southeastern Louisiana University and the City of Hammond. North Oak Park features four softball fields, a paved fitness track, playground, lake, and picnic area.

• ***De-Stress @ the Rec*** is designed to keep students active and healthy, provide them an opportunity to de-stress and interact with others of a common interest, and keep them involved on campus. The program is designed to provide an opportunity for students to get away from the stressors associated with school, work, and family by relaxing through the use of Recreational Sports and Wellness activities.

• ***Office for Student Engagement*** The Office of Student Engagement encourages and facilitates student engagement in student organizations including Student Government Association and Greek letter organizations, leadership development, and participation in campus-wide events and community service. The Office for Student Engagement is committed to providing development opportunities for all students and challenges them to become empowered, motivated and experienced leaders and citizens through a comprehensive co-curricular experience.

• **Student Organizations** Student Organizations at Southeastern are an integral part of campus life and one of the best opportunities for students to learn outside the classroom. Students are provided with opportunities to gain experiences and knowledge from the classroom with the everyday experience of living and working in a society with people of varied cultures, interests, ideas and values. With more than 100 student organizations, there are opportunities to experience a variety of professional affiliations and extracurricular activities.

• ***Greek Life*** The mission of the Office of Greek Life is to monitor, develop, and evaluate policies and programs as they pertain to Greek student organizations. Greek Life strives to afford students with opportunities for leadership, service, scholarship, and lasting friendships. There are 21 Greek Letter organizations offering membership as a college activity and as a life time experience. Greeks Advocating the Mature Management of Alcohol (GAMMA) is composed of leaders in the Greek Community who are peer educators promoting individual support and chapter education on health and safety issues. GAMMA focuses on the development and promotion of positive lifestyles and decision-making skills such as sexual responsibility, time management, stress, relationship problems and sexual assault. GAMMA also acts as a liaison with other campus peer education groups and programming bodies in planning and coordinating positive health and safety oriented programs for the Greek Community.

• **Student Government Association** **(SGA)** The Student Government Association (SGA) allows Southeastern students to participate in a setting that provides valuable experience in dealing with decision-making processes, individuals, groups, finances, etc. Operated solely by students, participants learn first-hand the workings of the democratic process. In addition, the SGA provides valuable services to its students. Its capital outlay program has provided approximately $500,000 in the past five years for improvements to the campus (benches, landscaping, etc.). The SGA offers students free legal aid services, emergency loans, organizational grants, and a recently instituted Study Abroad Scholarship program.

Under Student Life, the Division for Student Affairs provides support programs, services, and activities in various areas, including the following:

• ***Career Services*** The Office of Career Services offers a wide variety of student services, including career counseling and job placement assistance services. The office provides assistance in composing professional-quality resumes, fine-tuning interviewing skills, and developing

strategies and options for seeking employment. Career Fair, an annual, university-wide event held each fall semester, features over 130 local and national employers seeking to fill positions within their organizations. With the utilization of eRecruiting, the department's job placement software system, students can access job opportunities and internships from any computer. Their corporate-like facility houses interview rooms, a videoconference facility and a state-of-the-art computer lab that provides students with many tools to assist in full-time and part-time job searches.

• ***Office of Multicultural/International Student Affairs*** The Office of Multicultural and International Student Affairs works to create a campus environment that encourages and welcomes diversity. In cooperation with academic departments, student-led organizations and other student support units, the office coordinates a wide range of programs and services. These activities are designed to assist all students in achieving academic success and promoting growth through self-direction, independence, and interdependence. Some of the activities seek to broaden the perspectives of students as well as teach and celebrate new cultures and diverse ways of thinking. These programs include but are not limited to:

- International Student Host Program
- Black History Month Celebration
- Minority Seminar
- Let's Get Acquainted Program
- African American Achievement Ceremony
- Southeastern Black Student Leadership Conference
- International Week

•**Student Publications** The Office of Student Publications produces a weekly campus newspaper (The Lion's Roar) and the annual student yearbook (Le Souvenir). These publications afford opportunities for students to learn and improve writing skills, editing skills, photography, and desktop publishing skills. In doing so, they provide the campus community a forum for the expression of ideas and opinions and dissemination of important campus information.

• ***University Counseling Center (UCC)*** The University Counseling Center (UCC) is accredited by the International Association of Counseling Services, Inc. and offers free professional mental health counseling services to assist students with personal and/or social concerns. The UCC's professional staff is available to students on an individual or group basis. In recognition that students need to cope with the stress and anxieties of university life, the UCC offers:

- Individual, group, marriage, and family counseling
- A Board Certified Psychiatrist contracted to render medical psychiatric services to students who do not have health insurance
- Services with a local family practice medical clinic for those students who need psychotropic medications and do not have health insurance
- Licensed mental health counselors on-call after hours, on weekends, and during holidays for emergencies
- Collaborative services with Project PAWS by offering a safe group setting for discussion of suicide prevention, surviving suicide by a friend or family member, and numerous other prevention programs
- Training center/internship opportunities for graduate students in counseling and psychology

• ***Project PAWS*** PAWS (Prevention and Wellness for Students) began in spring 2003 in response to a growing concern among parents and students across the nation regarding issues of security and safety on college campuses. It is designed to raise awareness on issues of student safety. Program offerings are based on student response, assessment, and need. Educational, prevention, and support programs have been offered, including these:

- Suicide prevention
- Domestic violence prevention
- Alcohol and other drug abuse prevention
- Suicide survivors support group
- Eating disorders
- STD's, HIV, and prevention of other diseases
- Sexual assault and rape prevention

• ***Project PULL*** (Promoting Unity through Leadership & Learning) Mentoring & Leadership Development Program is an initiative that enhances the educational experience for freshmen of color through mentoring, leadership development, service and fun activities. Designed as a continuing orientation initiative, the goal of the program is to facilitate holistic development and progress towards graduation. Project PULL assists students in the achievement of academic and life skills by providing positive role models, promoting interaction with faculty and staff, and, introducing leadership opportunities. Mentors act as an information, support, and referral service, assisting mentees with navigating the challenges of college transition.

• ***Office of Student Conduct*** The Office of Student Conduct is responsible for overseeing and implementing the Student Code of Conduct. The Office of Student Conduct strives to support and enhance the University's mission and core values by promoting a just, safe, orderly, civil and positive University environment through conduct standards, disciplinary processes, training, and intervention efforts.

Programs and Services for Currently Enrolled Students - Auxiliary Services

Southeastern Louisiana University's Auxiliary Services provides various products and services to the campus community. The division is comprised of seven departments that extend the learning environment beyond the classroom and enhance the quality of campus life. The goal of the division is to provide the highest quality products and services to the Southeastern community through feedback, assessment, personal growth and professional development. These are the units that comprise Auxiliary Services:

• ***The Document Source*** Working with the Xerox Corporation, the University provides campus copier and print services for students, faculty and staff. The Document Source offers a full service copy center located in the Student Union, and satellite copy machines throughout the campus provide access to self-copying services. The Document Source works in collaboration with the University Bookstore and Southeastern faculty in providing supplementary readings for academic courses.

• ***Campus Dining Services*** Campus Dining Services, operated by ARAMARK, offers a full array of dining possibilities for students. Students are provided dining alternatives such as a full board plan for residents, a commuter meal plan, and individual cash sales. Fast food giants like Subway, Chick-fil-A, Popeyes, Taco Bell, Quiznos, Mooyah and Panda Express are represented on campus, in addition to many ARAMARK brands and the Mane Dish, all of which provide the campus community with full dining options. Two coffee shops, Starbucks and Java City (located in the Library), and three convenience outlets are also operated for the campus community.

• ***Student Housing and Residential Services*** Student Housing and Residential Services oversees an on-campus living environment that enhances student educational, social, and personal development. Traditional residence halls feature shared room or private room options. Shared

rooms are double-occupancy while our private rooms feature single-occupancy private bedrooms. With either option you will share a bathroom facility with only one other person. Students can also choose Southeastern Oaks, on-campus apartments that feature 2-bedrooms or 4-bedrooms, with a living room and full kitchen. The Village, also on-campus, provides housing for students in student organizations, including fraternities and sororities. In addition, there are two honors halls, Livingston and Louisiana. Priority is given to freshmen students who enter with a 24+ ACT score, or to upperclassmen with a 3.2+ GPA. Additionally, Living-Learning Communities are located in residence halls where students share a particular interest in academics, social and cultural issues, and activities. Southeastern currently offers three Living-Learning Communities in Cardinal Newman Hall (STEM majors), Tangipahoa Hall (Business majors), and Hammond Hall (Cluster programming). In Cluster programming residents join at least one programming cluster with a particular focus to plan an event or activity for the entire residence hall. Programming clusters are mentored by a faculty or staff member and include the following topics: leadership and community service, health and wellness, photography and film, music, creative writing, theater, technology, and cultural awareness. National studies have emphasized that living-learning communities positively impact overall student success and retention.

• ***Textbook Rental*** Southeastern's Textbook Rental system offers students considerable savings by making available most required textbooks on a rental basis. Southeastern is the only university in the state of Louisiana where students rent their textbooks rather than buy them. Textbook Rental provides Southeastern students an economical alternative to purchasing textbooks. Students are also offered the option to purchase these books; but by renting at $45.00 per course, Southeastern students can save approximately $521 per semester.

• ***University Bookstore*** Complementing the rental system is a full-service retail bookstore. The University Bookstore offers students and others a large selection of new and used textbooks, computer software, cap and gown rentals, class ring purchases, Southeastern clothing and gift items, and convenience store items.

Programs and Services for Currently Enrolled Students - Technology & Computing Services

Under the supervision of the Office of Technology, Southeastern's Student Technology Center provides a host of support services for students. Its Student Help Desk is a technical support service for students that are using the various computer systems at Southeastern. Around-the-clock telephone support as well as daytime and evening chat support is available to students that may be experiencing technical challenges. Through the 'Mane Media' program at the Student Technology Center, equipment is available to be used free of charge by actively enrolled Southeastern students for academic or university related purposes for up to 14 consecutive days "off campus" or for up to 3 consecutive hours "on campus". Students can borrow laptops, cameras, tablets, video cameras and other equipment to complete their projects.

In addition, the Student Technology Center offers free Moodle, Gmail and LEONet training to actively enrolled Southeastern students and current staff. Student can schedule one-on-one training or access 100% Online Moodle Training.

Southeastern provides computer labs on and off campus for actively enrolled students. These labs are maintained by the Office of Technology and in some cases, the Student Technology Fee. The University provides the following.

- Open Labs: Computer labs that can to be used by students of any academic discipline. These labs do not hold classes and are open for extended periods of time.
- Restricted Labs: These are computer labs jointly operated, staffed, equipped, and maintained by a Southeastern department and the Student Technology Fee.
- Non-Tech Fee Labs: These computer labs are operated, equipped, and maintained solely by a Southeastern department.
- Technology Classroom: Computer labs that are primarily used to schedule classes. All departments are eligible to use these facilities, however priority scheduling is given to the department that has ownership of the facility. These labs are jointly operated, equipped, and maintained by a Southeastern department and the Student Technology Fee.

These computer labs have a print-management software called GoPrint installed that allows each student to manage the number of prints he or she uses each semester. The goal of this system is to fairly distribute an adequate amount of prints to each student (50 pages per academic hour) and decrease the amount of printing waste.

Programs and Services for Distance Education and Off-Site Students

Southeastern ensures that support resources are available and appropriate for distance education and off-site students. Through online services, these students may apply for admission to the University, view course schedules, register for classes, withdraw from classes, apply for financial aid, and pay tuition and fees. Online advising is also available through the Center for Student Excellence and academic departments. In addition, students enrolled in online or off-site courses may request textbooks be mailed to them by contacting Textbook Rental.

Since all Southeastern courses have a presence in Moodle, an online training course was created by staff in the Student Technology Center to provide distance education and off-campus students with the skills needed to take an online course, or any course utilizing the Moodle environment. Distance or off-site students experiencing problems with technology have several outlets for resolution, depending on the type of problem encountered. Students who experience difficulties using technology may first contact the instructor or the Student Help Desk. Personnel working at the Help Desk assist students via e-mail or phone with Moodle/Distance Education, e-mail accounts, registration, class enrollment, and Internet access. Students may also go to the Student Technology Center or any of the designated computer labs located on campus and at off-campus sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center), where trained student workers are available and may be able to assist the student in resolving the difficulty they are experiencing. The Student Technology Center also provides access to and training in the use of technology through multiple means including web pages, student computer labs, and instruction in courses.

Distance Education Library Services, coordinated by the Reference Department in Sims Library, are available to students who are taking compressed video courses, telecourses, Internet courses or courses at designated Southeastern remote sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center) or off-campus sites (Bogalusa, Denham Springs, Franklinton, Mandeville, and others). The goal of these services is to ensure complete and adequate access to information and research material without forcing the students to come to campus. All students can get assistance from librarians for research and assignments by telephone, e-mail, text, appointment or online virtual reference. Sims Library offers a solo 24-hour, 7-day a week virtual reference service. This service was started in 2002 and uses Tutor.com software and LBR (Librarians by Request) for evening and weekend librarians to monitor the service. Distance Education students use their Interlibrary Loan account (ILLiad) to request copies of print articles owned by Sims Library or articles from other universities. They have remote access to over 117,000 full-text electronic books and more than 137 electronic databases for doing research at home. They may also request that books and articles owned by Sims Library be mailed or electronically delivered to them. A Distance Learning LibGuide provides general information about library services for DE students.

The Division of Student Affairs offers a range of services that contribute to the support and enhancement of student life. This includes making certain that policies regarding students are inclusive of the distance education environment. All students at Southeastern, including distance education students, are subject to the general rules of student conduct adopted by the University (e.g., academic honesty) and promulgated in

the Student Handbook. Questions about such policies and their implications for distance education may be directed to the Division for Student Affairs.

Southeastern's website is the primary source of information for students so most of the University's student support programs offer helpful information online. Distance education and off-campus students may access this information directly or they may contact on-campus professionals associated with the services by email, phone call, and in some cases, online chat for immediate assistance or to schedule an on-site visit. In addition, e-mail notices of campus opportunities, important deadlines, weekly activities, etc. are delivered to all students, including off-site and distance students.

Southeastern's Distance Education website provides general information for students and links to key campus resources. The tab for Student Resources provides quick access to the General Catalogue, Library resources, and Textbook Rental, along with links to University offices such as Admissions, Financial Aid and the Center for Student Excellence.

Satisfaction with Student Support Services

Evidence that Southeastern provides student support services that are intended to promote student learning and maximize student success is available in student satisfaction surveys. Each year, a Current Student Survey is administered to a random sample of students. The survey covers a variety of areas and services on campus, including but not limited to Student Affairs, Sims Memorial Library, Technology, Academic Services and others. Students rate both the importance of the service and their satisfaction with the service (see Programs and Services Report from the 2012-2013 Current Student Survey). Results are used for program improvement and institutional effectiveness.

The Center for Student Excellence (CSE) Report derived from the 2012-2013 Current Student Survey revealed 90.9% of students indicated meeting with a career counselor in the CSE helped them select an appropriate and 89.1% indicated they were motivated to do well in coursework as a result of career exploration with a CSE counselor. In addition, 78.5% of students receiving tutoring in the CSE indicated a grade improvement in the class that was tutored. Regarding satisfaction with advising, 70.6% of students responded, "Yes" when asked, "Did your CSE advisor help you identify obstacles to your academic success?" and 71.0% affirmed when asked, "Did your CSE advisor help you identify realistic solutions to obstacles?"

The 2012-2013 Current Student Survey also showed satisfaction with the Library; the mean for satisfaction with the Library collection was 4.11 out of 5.00, or 82%, and the mean for satisfaction with the helpfulness of Library faculty and staff was 4.25 out of 5.00, or 85%. The 2013-2014 Current Student Survey showed similar levels of satisfaction: the mean for the perceived importance of the Library was 4.74 out of 5, or 95%, and the mean for overall satisfaction was 4.66 out of 5, or 93%.

Regarding technology, the 2012-2013 Current Student Survey (see the Technology Report) showed the mean for satisfaction with technology services as follows.

- 3.86 out of 5.00, or 77.2%, for Computer hardware available on campus for student use
- 3.87 out of 5.00, or 77.4%, for Computer software available on campus for student use
- 3.56 out of 5.00, or 71.2%, for Availability of classes, sessions, or workshops for learning how to use software
- 3.86 out of 5.00, or 77.2%, for Computer lab locations on campus
- 3.70 out of 5.00, or 74.0%, for Amount of help available to answer technology question

Additionally, in the 2012 Combined Report of the Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE), 84% of faculty and 75% of freshman students indicated the institution provided the needed support to help students succeed academically. Additional information and data on selected student support services is provided in 3.4.9 Academic Support Services.

Conclusion

As evidenced above, Southeastern provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. The effectiveness of support services for promoting student learning and student development is addressed in CS 3.3.1.3.

Sources

- 2012-2013 Current Student Survey_CSE
- 2012-2013 Current Student Survey_Services
- 2012-2013 Current Student Survey_Technology Report
- 2013-2014 General Catalogue_Division for Student Affairs
- 2013-2014 General Catalogue_Project PAWS (Page 2)
- CDS 2013 Enrollment and Persistence
- CDS Set 2013 Student Life
- Computer Labs
- Current Student Survey_2012_2013_Library
- Current Student Survey_2013_2014_Library
- Distance Learning - LibGuides_Distance Education
- Distance Learning Library Services
- FSSE_NSSE Combined Report 2012_Academic Support
- Lion Pride Preview Flyer
- Living_Learning Communities Brochure (Page 1)
- Living_Learning Communities Brochure (Page 4)
- Moodle Training and Support_ online course information for students

- PROFIT sp 2014
- Profit Student Presentations Report for Spring 2014
- Recruiting and Special Events_2013_2014
- Screenshot of Academic Advising Website in CSE
- Screenshot of Campus Activities Board (CAB)
- Screenshot of Career Services
- Screenshot of De-Stress @ the Rec Flyer
- Screenshot of Distance Education Webpage
- Screenshot of Foreign Language Resource Center
- Screenshot of Greek Life Website
- Screenshot of Honors Program Webpage
- Screenshot of International Initiatives
- Screenshot of Leadership Development Webpage
- Screenshot of Library's Homepage for Collections and Services
- Screenshot of Lion Pride Preview web page
- Screenshot of Literary Rally web page
- Screenshot of Mane Media Webpage
- Screenshot of Mathematics Technology Learning Center
- Screenshot of Multicultural and International Student Affairs Webpage
- Screenshot of Office of Student Conduct Website
- Screenshot of Office of Veteran Services
- Screenshot of Orientation web page
- Screenshot of Project PULL Webpage
- Screenshot of Recreational Sports and Wellness Webpage
- Screenshot of Rock'N Roar web page
- Screenshot of Scholars Showcase web page
- Screenshot of SGA Webpage
- Screenshot of Student Organizations Webpage
- Screenshot of Student Publications Webpage
- Screenshot of Student Resources Webpage via Distance Education Site
- Screenshot of Textbook Rental Website
- Screenshot of the Campus Dining Services Webpage
- Screenshot of The Center for Student Excellence Webpage
- Screenshot of The Center for Student Excellence Webpage_ Academic Support for Athletes
- Screenshot of The Center for Student Excellence Webpage_ Career Exploration
- Screenshot of The Center for Student Excellence Webpage_Tutoring and Supplemental Instruction
- Screenshot of the Document Source Webpage
- Screenshot of the Health Center Webpage
- Screenshot of the Office of Disability Services Webpage
- Screenshot of the Office of Testing
- Screenshot of the Southeastern Writing Center
- Screenshot of the Student Help Desk Webpage
- Screenshot of the Student Technology Center Webpage
- Screenshot of the University Bookstore Webpage
- Screenshot of the University Counseling Center Webpage
- Screenshot of the University Housing Webpage
- Screenshot of TRIO Webpage
- Screenshot Office of Student Engagement Webpage

2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (*or Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Overall University Financial Data

Southeastern has a long history of fiscal stability which has been enhanced by strong, stable enrollment as well as conservative and consistent management. The current President, Dr. John Crain, has an accounting and financial management background and has been president for over six years. He served as Southeastern's Provost and Vice President for Academic Affairs for seven years prior to being selected as President. Southeastern's fiscal stability has also benefitted from strong, relatively stable student enrollment. The university's primary service region has experienced significant population growth, allowing the university to maintain enrollment despite several increases in admission standards since 2005.

Southeastern has not been immune to the affects of the downturn in both the national and state economies, as institutions of higher learning in Louisiana have faced significant reductions in state appropriations. However, the University was successful in implementing both short-term and long-term strategies which would enable the institution to navigate the changes in funding while protecting the core mission of the university. The University's senior management is conservative by nature and instituted a financial plan strategically balancing the University's reliance on tuition and fees with other sources of support to include a mix of restricted, revenue and external funds while also reducing operating expenditures.

Even with the reductions in state support since the last reaffirmation report (August 2004), there has been a consistent upward trend of resources that are available for the day to day operating activity of the University. Since the 2004-2005 fiscal year, there has been an overall increase in Operating Fund resources of over $20 million or almost 23%. For 2014-2015 fiscal year, the University's Operating Fund will increase another $5.3 million, bringing the total increase since 2004-2005 to over $25 million or almost 29%.

During the 2007-2008 fiscal year, prior to the economic downturn, the University received an increase in state appropriations of over $22 million. This provided an increase in total resources available for general operations of 21%. Given that the source of the additional dollars received in state support was attributable to an increase in sales tax revenues resulting from restoration activity following Hurricane Katrina, the University's administration was concerned about whether or not the state would be positioned to sustain these increases in support in the long term. As a result, the University was extremely conservative in budgeting the increased funds and utilized a portion of the increase to non-recurring items, to include replacing outdated equipment and providing major repairs for some deferred maintenance items. Approximately 23% of the additional funds received were allocated to non-recurring expenses.

In December of 2008, the University was notified of its first of what would ultimately be 12 reductions in state funds. From the 2008-2009 fiscal year through the current year of 2013-2014 the University has seen a decline in State support of $43.1 million, while the overall Operating Fund revenues decreased by $14.2 million dollars or 11.6%.

Increases in Revenues

In addition to the budget strategies previously referenced, the University's dependency on student tuition and fees became even more critical for the University's long-term viability. Tuition rates increased 10% per year as authorized by the Louisiana Legislature beginning in 2008-2009. The additional revenue dollars resulting from these increases has been maximized by the University's ability to maintain a reasonably stable enrollment over the course of the past several years. The current authority to increase tuition extends through the 2015-2016 fiscal year as long as the University continues to meet the performance objectives outlined in the GRAD Act. Given the increases in tuition and decreases in state funds over the last several years, the relative proportion of total operating funds from these two sources has flipped, from about one-third self-generated and two-thirds state funds to appropriximately one-third state funds and two-thirds self-generated. Despite the significant increases in tuition rates, Southeastern's tuition still remains below the average for similar SREB institutions.

A number of restricted student fees were also instituted, or increased, to provide additional revenue support to the University. This allowed the University to reallocate expenditures, which were historically funded by the Operating Fund, to these restricted student fee budgets. Examples of these fees include:

	Resources Provided in 2013-14
Building Use Fee-HB 671 which provides direct support for operation and maintenance type items including deferred maintenance.	$1,179,000
Medical Service-Counseling Fee which expanded the counseling opportunity for our students through the University Counseling Center.	$ 535,000
Credit Card Processing Fee	$ 431,000
Lion Athletics Fee-allowed a portion of the expenses previously supported by the University's Operating Fund to be transferred to the Athletics Auxiliary as well as provided additional support to Athletics. This fee is increasing again in the 2014-2015 fiscal year.	$1,384,000

Decreases in Expenses

In addition to increases in self-generated resources, management also pursued a number of strategies designed to reduce the operational costs of the institution. These included:

- Elimination of low-enrollment, low-completer academic programs.
- Early retirement incentive.
- Elimination of faculty-staff positions and strategic reorganizations.
- Reductions in general operating expenses.
- Re-structuring of student scholarship program.

Additional details of these cost-containment strategies are included in CS 3.10.1.

An overview of the University's operating budget has been prepared providing comparison data at key points for both revenues and expenses over the course of the past several years to include:

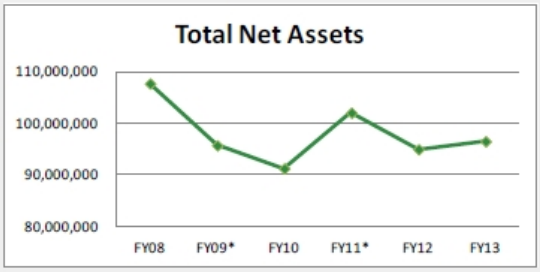
- 2004-2005 - Established as a baseline for university funding at the point of last reaffirmation report.
- 2008-2009 - Provides fiscal year information for the year in which budget reductions began.
- 2013-2014 - Provides fiscal year information for the most recently completed fiscal year.
- 2014-2015 - Provides fiscal year information on currently budgeted revenues and expenses.

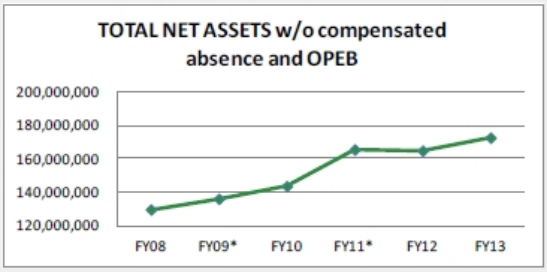
Examination of Available Resources

Total Net Assets

Since 2007-2008 the University has seen a reduction in Total Net Assets of $11.2 million as presented in the financial reports. The University must report Other Post-Employment Benefits (OPEB) and Compensated Absences in the financial statements as required by Generally Accepted Accounting Principles. The University does not receive funding for these items through the State, thus causing a continuing reduction in Total Net Assets until this expense/liability is totally recognized. When these expenses/liabilities are added back to the financial statements, Total Net Assets have increased from $129.8 million to $172.6 million over the same six year period.

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Unrestricted net assets	(16,834,241)	(28,610,535)	(36,044,661)	(35,057,977)	(46,878,724)	(53,567,520)
Temporarily Restricted net assets	54,795,488	35,311,253	36,008,351	36,121,701	37,202,565	38,687,640
Permanently Restricted net assets	6,781,599	8,202,204	8,517,529	8,963,598	10,015,615	10,599,183
Capital Assets, net	62,883,167	80,763,216	82,713,839	91,939,289	94,554,440	100,721,519
TOTAL NET ASSETS (per financial statements)	**107,626,013**	**95,666,138**	**91,195,058**	**101,966,611**	**94,893,896**	**96,440,822**
Add back OPEB liability	17,192,799	34,557,659	46,428,585	56,369,227	62,960,923	69,219,505
Add back Compensated absence liability	4,938,378	5,880,353	6,044,363	7,143,122	6,938,215	6,891,397
TOTAL NET ASSETS w/o compensated absence and OPEB	**129,757,190**	**136,104,150**	**143,668,006**	**165,478,960**	**164,793,034**	**172,551,724**
*Used corrected numbers for FS adjustments						

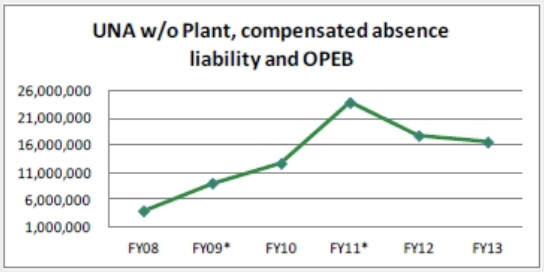




Unrestricted Net Assets

The Unrestricted Net Assets table has been prepared including audited financial statements from fiscal year 2007-2008 through fiscal year 2012-2013, which is the most recently completed fiscal year for which audited financial statements are available. Provided in the table below is a representation of the unrestricted net assets, exclusive of plant and plant-related debt. The OPEB liability and Compensated Absence liability have been added back to Unrestricted Net Assets. When these expenses/liabilities are added back to the unrestricted net assets, unrestricted net assets (exclusive of plant and plant-related debt) shows an increase from $3.9 million to $16.6 million.

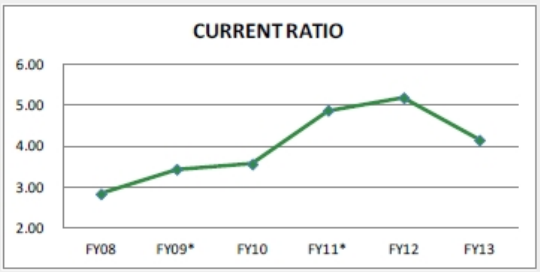
	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Unrestricted net assets	(16,834,241)	(28,610,535)	(36,044,661)	(35,057,977)	(46,878,724)	(53,567,520)
Add back OPEB liability	15,847,470	31,784,108	42,695,697	51,805,635	57,750,004	63,306,347
Add back Compensated absence liability	4,938,378	5,880,353	6,044,363	7,143,122	6,938,215	6,891,397
UNA w/o Plant, compensated absence liability and OPEB	**3,951,607**	**9,053,926**	**12,695,399**	**23,890,780**	**17,809,495**	**16,630,224**
*Used corrected numbers for FS adjustments						



Current Ratio/Accounts Payable

Over the past six years the current ratio has increased from 2.84 to 4.15 for an increase of 46%. This indicates that the University will not have difficulty paying current obligations as they come due.

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Current Assets	45,779,658	44,499,364	40,589,492	90,096,720	85,830,375	75,945,639
Current Liabilities	16,121,875	12,934,254	11,379,712	18,477,507	16,560,229	18,298,965
CURRENT RATIO	**2.84**	**3.44**	**3.57**	**4.88**	**5.18**	**4.15**
*Used corrected numbers for FS adjustments						



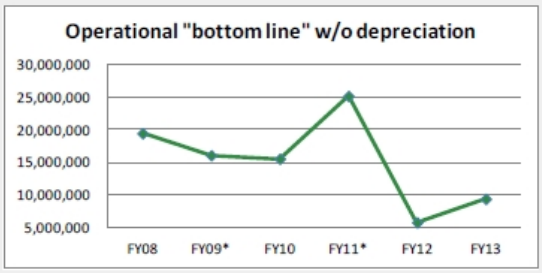
The chart referenced below indicates that the University's cash position has increased significantly over the past six years while accounts payable have been fairly consistent. This reinforces the fact of the University's ability to pay current liabilities as they come due.

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Cash and Equivalents	40,724,969	44,705,862	46,200,585	53,481,532	54,856,336	57,133,448
Accounts Payable	8,747,504	5,412,406	4,425,845	4,632,460	6,999,261	8,946,358
*Used corrected numbers for FS adjustments						

Examination of Operational Outcomes

The University has shown a positive "bottom line" over the past six years. While there has been a gradual decline in operational results, primarily due to continued declines in state funding, these reductions have been partly offset by tuition increases. More importantly, in the 2014-2015 budget year, the University did not have a reduction in state support, enabling the University to allocate the additional tuition revenue estimated at more than $5 million. *Note: The reason the operational results increased in the 2010-2011 fiscal year is because the state provided $6.3 million in funding during the last month of this fiscal year with a planned carry forward of these funds to the 2011-2012 fiscal year. This resulted in a significant increase in the 2010-2011 fiscal year and a sharp decline in the 2011-2012 fiscal year.*

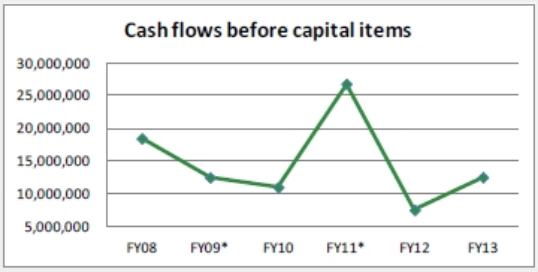
	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Operating Revenues	74,907,541	74,633,314	76,033,477	79,340,363	83,713,878	89,560,568
Add nonoperating revenues	90,636,668	91,893,401	85,926,479	93,182,642	67,944,088	60,962,874
Less operating expenses (w/o Compensated Absences & OPEB)	153,304,152	157,496,701	153,479,521	159,393,608	153,237,269	148,201,066
Operational "bottom line"	**12,240,057**	**9,030,014**	**8,480,435**	**13,129,397**	**(1,579,303)**	**2,322,376**
Add back depreciation expense	7,245,696	7,078,544	7,082,162	12,071,972	7,370,622	7,090,963
Operational "bottom line" w/o depreciation	**19,485,753**	**16,108,558**	**15,562,597**	**25,201,369**	**5,791,319**	**9,413,339**
*Used corrected numbers for FS adjustments						



Examination of Operation Cash Flows

The operation cash flows have been very consistent over the past six years with the exception of fiscal years 2010-2011 and 2011-2012 for the same reason as previously noted in the "Examination of Operational Outcomes."

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Net Cash provided by operations	(54,693,056)	(78,668,204)	(63,989,446)	(67,324,982)	(59,644,839)	(51,260,610)
Net Cash provided by noncapital financing	73,165,431	91,171,850	75,004,211	94,139,986	67,165,383	63,788,015
Cash flows before capital items	**18,472,375**	**12,503,646**	**11,014,765**	**26,815,004**	**7,520,544**	**12,527,405**
*Used corrected numbers for FS adjustments						



Ratio Analysis

One method used in assessing the University's financial stability from a historical perspective is to examine the University's Composite Financial Index (CFI). The CFI provides a comprehensive understanding of the financial health of the institution by simply comparing multiple indicators. Analyzing the trends of an institutions CFI score over a period of years enables a more stable long-term view of an institutions financial stability given fluctuations in internal and external circumstances. The CFI methodology was developed by KPMG, Prager, Sealy & Co. LLC and Bearing Point and its value as an analytical tool has been recognized by the National Association of College & University Business Officers (NACUBO). As outlined in the Strategic Financial Analysis for Higher Education-Sixth Edition (The Publication), the CFI is an overall financial measurement based on the calculation of four core ratios:

• Primary Ratio – A measure of the level of financial stability.
• Net Operating Revenues Ratio – A measure of operating performance.
• Return on Net Asset Ratio – A measure of overall asset return in performance.
• Viability Ratio – A measure of the ability to cover debt with available resources.

It is important to recognize that a number of limitations continue to exist in making ratio comparisons between various institutions; specifically public institutions. These differences include, but are not limited to:

- How states fund the general operations of an institution
- Governance structures
- Debt structure and financial statement recognition of debt
    - Some public institutions rely on a State government for its credit ratings, while others obtain their own credit rating.
    - Some institutions include state sponsored debt in their financial statements, while others do not.

Public institutions rely on State Governments for operating and/or some capital improvement support. This support generally permits public institutions to operate at a lower operating surplus and expendable net asset level, thus limiting ratio comparisons. Public institutions in some

states are not permitted to maintain expendable net asset balances above a certain level. Institutions that incur operating surpluses, or have significant expendable net assets, may find future operating support reduced, especially during tough economic times.

Given the situations mentioned above, the comparisons of internal institutional ratios on a longitudinal basis provide a greater insight into the institutions financial stability. The longitudinal ratio analysis chart begins with the 2007-2008 fiscal year. This was the last year the University received financial assistance from the State without a subsequent State budget reduction.

Table 1

Southeastern Louisiana University Composite Financial Index (CFI) per University Financial Statements

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Core Ratio Values						
Primary Reserve Ratio	0.3593	0.2814	0.3267	0.3715	0.3730	0.3909
Net Operating Revenues Ratio	3.94%	2.79%	3.00%	6.93%	-3.61%	3.90%
Return on Net Assets Ratio	7.75%	4.76%	5.60%	15.14%	-0.18%	4.46%
Viability Ratio	0.6755	0.5397	0.6281	0.5717	0.5236	0.5482
Composite Financial Index	2.8504	2.0679	2.3753	2.9753	0.8874	2.4920

This table presents all of the ratio calculations based upon information presented in the University's financial statements.
(see supporting documentation)

Table 2

Southeastern Louisiana University Composite Financial index (CFI) - Adjusted to Funding Smoothing

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Core Ratio Values						
Primary Reserve Ratio	0.3593	0.2814	0.3267	0.3351	0.3730	0.3909
Net Operating Revenues Ratio	3.94%	2.79%	3.00%	3.82%	0.29%	3.90%
Return on Net Assets Ratio	7.75%	4.76%	5.60%	10.74%	3.78%	4.46%
Viability Ratio	0.6755	0.5397	0.6281	0.5158	0.5236	0.5482
Composite Financial Index	2.8504	2.0679	2.3753	2.9346	1.8405	2.4920

This table presents all of the ratio calculations based upon information presented in the University's financial statements adjusted for smoothing.
(see supporting documentation)

Primary Ratio

The primary ratio measures the financial strength of the institution by comparing expendable net assets to total expenditures. The Publication indicates institutions should target a threshold value of .4 or better. Southeastern has moved from a low of .28 in 2008-2009 to a high of .39 during the 2012-2013 year. This ratio clearly illustrates that Southeastern, even given the financial situation of the State, has a stable financial situation as prescribed by industry standards.

Net Operating Revenue Ratio

The net operating revenue ratio is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three core ratios. The Publication has established a threshold level of 2% for this ratio. It is best for this ratio to be measured on a timeline. The results of annual operations should contribute to the growth of the fiscal resources of the University rather than diminish them. The numerator includes operating income/loss, plus the net non-operating revenues. The primary source of Southeastern's non-operating revenue is appropriations received through the State of Louisiana, and by including State appropriations in this amount shows a consistency of covering the net operating loss for the six years presented. The net operating revenue ratio for Southeastern ranged from a low of .29% in the 2011-2012 fiscal year, which is the only year below the 2% threshold, to a high of 3.94%, reflected in the 2007-2008 fiscal year. The 2011-2012 fiscal year was the year after the University's loss of American Recovery and Reinvestment Act of 2009 (ARRA) funds. The University was able to recover from this loss and the ratio returned to prior levels in the 2012-2013 fiscal year. The average level of the net operating revenue ratio demonstrates the University's financial stability even in times when the University was experiencing reductions in state support.

Return on Net Asset Ratio

The return on net asset ratio determines whether the institution is financially better off than in previous years by measuring total economic return. This ratio, like all others, is better reviewed over an extended period of time. The Publication indicates institutions should establish a real rate of return target in the range of approximately 3-4%. Over the six year period reviewed, the University has had a range of 3.78% to 10.74%.

Viability Ratio

The viability ratio measures one of the most basic determinants of clear financial health, the availability of expendable net assets to cover debt should the institution need to settle its obligation as of the balance sheet date. Public institutions can operate effectively at a ratio far less than 1:1, partially because the ongoing benefit of state support and/or student fees pledged/dedicated to the future debt is not reflected in the institutions expendable net assets. This is also the case with Southeastern. While the University's viability ratio ranged from .52 to .68 during

the six years presented in Table 2, the University's debt service coverage ratio for each of the outstanding bond issues reflected in the University's financial statements meets or exceeds requirements in all cases.

Table 3

Annual Debt Service Coverage Ratio on Outstanding Bonds

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2004 Issue (Refunded 2013)-Housing	1.42:1	1.44:1	1.52:1	1.63:1	1.56:1	1.49: 1
Required Debt Service Coverage Ratio	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1
2007 Issue-Intermodal Facility	2.60:1	2.56:1	1.45:1	1.70:1	1.52.:1	1.47:1
Required Debt Service Coverage Ratio	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1
2010 Issue-Student Union Expansion				3.65:1	1.49:1	1.47:1
Required Debt Service Coverage Ratio				1.20:1	1.20:1	1.20:1
2011 Issue-Recreation Center Refinancing	1.50:1	1.40:1	1.41:1	1.50:1	2.50:1	2.38:1
Required Debt Service Coverage Ratio	1.20:1	1.20:1	1.20:1	1.20:1	1.20:1	1.20:1

Composite Financial Index (CFI)

In the 2007-2008 fiscal year, the University had a CFI of 2.85. When the University received its first budget cut in 2008-2009 this ratio dropped to 2.07. However, since that time this ratio has been fairly constant and is currently at the level of 2.49 for the 2012-2013 fiscal year. The only exception was 2011-2012 when the CFI dropped to 1.84, which is the year after the University lost ARRA funds. This provides yet another positive demonstration of the University's financial stability.

Updated Credit Rating

On October 30, 2013, Moody's Investors Service reaffirmed the University's credit rating of "A3 with a stable outlook." The University worked with Moody's Investors Service to obtain an updated credit rating as a part of an advanced refunding of a 2004 bond issue used to primarily finance the construction of housing facilities on campus. University Facilities Inc., an affiliated organization of the University, was involved with the $40,910,000 refunding. However, the University of Louisiana System, acting on behalf of the University, is responsible for ensuring that all debt service coverage ratios are met and that, should the required coverages not be met, the Board will use its best efforts to raise its fees, rentals, rates and charges relating to the Housing Facilities and take other appropriate steps to increase any deficient debt service coverage to the required levels. As such, the rating is a rating of the University, and, more specifically, on the University's outstanding rated debt.

The October 25, 2013 rating of A3 and stable outlook was reaffirmed from a rating of November 13, 2011. The 2011 rating had actually been increased from a prior rating in June 16, 2009 of Baa1 with a stable outlook. This independent assessment by a third party provides additional support to Southeastern's financial stability, especially given the improved rating during the same time period in which the University was faced with state funding challenges.

Budgeting Process

Strategic Plan

In 1995, Southeastern created a comprehensive strategic planning process, which included a large cross-section of University administrators, faculty, staff and students. The result was a strategic plan for the University, Vision 2005. This strategic plan included a well defined mission statement, established core values for the institution and strategic goals for the next 10 years. In 2005, in the aftermath of Hurricane Katrina, the President convened the University Planning Council to complete an in-depth review of Vision 2005. A detailed SWAT analysis was completed in order for the University to look for strategic opportunities in light of the devastation that hit the Gulf Coast of the United States. This resulted in an update known as Vision 2010. In October of 2012 the University Planning Council met again to review and update the strategic plan. The result was Vision 2017. The strategic plan is a critical component in the budget development process for Southeastern, in that all resource allocations must be connected to a strategic priority in order to be considered for funding.

State Budgeting Process Overview

The budgeting process for Southeastern begins with the submission of the Governor's executive budget 30 days prior to the start of the legislative session. This provides information to the University on potential resources available for the upcoming fiscal year. The legislative session began on March 10, 2014 and adjourned on June 2, 2014. The President provides campus communications to the stakeholders of the university as the appropriation bill travels through the legislative process. At the end of the legislative session, the University receives official notification from the State Office of Planning and Budget providing the University's funding level.

University Budgeting Process

The budgeting process followed during the 2013-2014 fiscal year in the development of the 2014-2015 budget, provides an example of how the University compiles its annual budget based upon sound fiscal procedures.

On May 5, 2014, the President informed each Vice President of the budget submission process for the 2014-2015 budget year. On May 9, 2014, the President provided additional information with sample forms to each Vice President to distribute to the appropriate budget unit heads. Each department was provided a budget worksheet, which included information from the 2013-2014 budget year, as well as the actual expenditures for the 2011-2012 and 2012-2013 fiscal years. An additional form, "Request For Additional Budget Expenditures FY 2014-2015", was included to allow departments to request funds above their base allocation. All budget documents were due back to the respective Vice President by May 22, 2014. This allowed for time for the Vice Presidents to meet with the appropriate deans, department heads and/or directors in preparation for the budget hearings which were scheduled to begin on June 9, 2014.

Participating in the budget hearings were the President, Provost, Vice President for Administration and Finance, as well as relevant deans, academic department heads and/or directors. The hearings provided each budget unit head the opportunity to discuss how existing resources were used within their department(s). This information was used by the administration as a basis for determining future allocations and/or reallocation of resources. In addition, each Budget Unit Head provided an explanation for their request for additional expenditures for the

upcoming fiscal year. After all budget hearings were completed, each Vice President was given the opportunity to re-evaluate their priority request for their division. On June 30, 2014, each budget unit was provided a base allocation for operations. Each unit then determined how these funds would be allocated to the various accounts within their area. In addition, Budget Unit heads were informed of the additional funds they would receive from their "Request For Additional Budget Expenditures FY 2014-2015". The University's 2014-2015 fiscal year budget was then compiled and submitted to the University of Louisiana System on August 1, 2014 and approved by the Board of Supervisors at their meeting of August 22, 2014. The budget will be forwarded to the Board of Regents for approval at their meeting in September 2014. Given that the 2014-2015 budget has not yet been approved up through the Louisiana Board of Regents, the 2013-2014 budget approval is provided for both the Board of Supervisors for the University of Louisiana System and the Louisiana Board of Regents. An overview of the University's operating budget has been prepared providing comparison data at key points for both revenues and expenses over the course of the past several years.

Financial Reporting

Quarterly Financial Reporting

In order to ensure universities are operating within the financial parameters established by the Louisiana Legislature and the University of Louisiana System, the System requires quarterly reporting of the financial status of various operating, auxiliary service, and specified restricted funds. This report includes:

• Quarterly Operating Revenue Analysis – Review of all operating revenues (Budget to Actual) to ensure there are no major fluctuations in the revenues that could cause a financial hardship.

• Quarterly Operating Expense Analysis – Review of all operating expenses (Budget to Actual) to ensure there are no major fluctuations in the expenditures that could cause a financial hardship if expenditures occur at a rate greater than budgeted. This portion of the report includes expenditures by functional category as well as by object category.

• Report on Auxiliary/Athletics – This report provides an overview of the various auxiliary activities to ensure their operations are contributing to the success of the University and not placing a financial strain on the University's operating resources. Reporting of auxiliaries include operations that are contracted with third party vendors such as campus dining, bookstore operations and vending.

• Report on Specified Restricted Funds – The System has identified various self-generated funds collected from student fees, which provide underlying operating support for various University operations and must be reported. In addition, information relating to debt service and bond funds, and repair and replacement funds are also captured. This ensures the University is meeting its current debt service requirements, as well as providing sufficient resources to provide a repair and/or replacement of various non-operating buildings.

• Quarterly Certification – Southeastern is required to provide certifications to the Board that the University is operating within various financial conditions, and that such operations will not result in a year-end deficit. Certifications are also required on various operational aspects to assist in reducing negative audit findings. In addition, enrollment information is included on this report so the Board staff may compare actual enrollment to the estimated enrollment used to create the budget.

• Explanation of Variances – The University is required to provide the Board an explanation of any major variances, as presented in the quarterly financial report.

Semi-Annual Reporting of Third Party Projects

During the late 1990's, universities within the University of Louisiana System were exploring avenues to expedite the process to construct buildings that provide services to students from a designated funding sources. In order to facilitate such activities, universities affiliated with non-profit corporations created specifically to assist universities in facility and campus expansion. Southeastern Louisiana University works closely with University Facilities, Inc. (UFI) in order to assist in these activities. The University of Louisiana System Board requires each non-profit to enter into an Affiliation Agreement outlining the responsibilities of each party.

UFI has assisted the University in three major construction projects since 2004. These include the revitalization of the University's housing facilities, the construction of a parking garage/athletic facilities, and a major expansion to the University's War Memorial Student Union. In order to facilitate these projects, UFI borrowed more than $116 million dollars to construct and/or renovate these facilities. This debt is serviced by student fees collected specifically for these activities.

In order to ensure third-party projects do not create a financial burden on other activities of the University, the University of Louisiana System Board implemented a third-party reporting process. This process ensures projects are meeting the original proforma statements established when the project was approved. The report also provides a presentation comparing current budget to actual budget. Any shortfalls noted during this reporting process will allow the System and the University to take corrective action in a timely manner.

Based upon the reports submitted for June 30, 2013, all projects for Southeastern were financially viable and provided a combined debt service coverage ratio 1.68:1. In addition, the University requests the independent auditors of UFI to provide a similar verification on the debt service ratio. This audit is provided to the University of Louisiana System and Legislative Auditors Office as an independent assessment on the continued viability of the projects.

As of June 30, 2014, the University had made all scheduled payments through University Facilities Inc. to service the debt for these bonds. All debt service reserve requirements are being maintained at the levels required by the bond indenture, and the repair and replacement reserves are being funded at or above the requirements of the bond indentured and the bond insurers.

Annual Financial Reporting

Southeastern is required to submit its annual financial report to the University of Louisiana System no later than September 1st of each year. This information is then consolidated by the System Office with the other eight institutions in the University of Louisiana System. It is the financial statements of the University of Louisiana System that are audited and on which an opinion is provided by the Legislative Auditors on an annual basis. Since Southeastern is the second largest institution in the University of Louisiana System, the Legislative Auditors audit segments of Southeastern's financial transactions every year to assist them in providing an opinion on the University of Louisiana System financial statements. The University's financial reports are compiled in accordance with the National Association of College and University Business Officers, as well as the Governmental Standards Board and any other reporting requirements required by the State of Louisiana.

The University also receives support from other non-profit organizations established primarily to assist the University with its mission. University

Facilities, Inc. is a non-profit organization that assists the University in expanding and repairing facilities on its campus. Since the University is the primary source of the revenues generated by UFI, the results of their financial operations are blended with the University's financial statements. In addition, the Southeastern Development Foundation and the Lion's Athletic Association have been established with the sole purpose of supporting the educational mission of the University, as well as athletic activities of the university. As of June 30, 2013, these two corporations had total assets of $42,682,241 and $1,195,528 and with net assets of $28,449,386 and $726,331 respectively.

Qualifications of University Staff

The University President and Administration and Finance staff are appropriately credentialed to perform the duties and responsibilities associated with the financial management of the University. As previously stated, Dr. John L. Crain was named President of Southeastern Louisiana University in February 2009 after serving as Interim President since June 2008. He has 27 years of experience at Southeastern, which includes serving as Provost and Vice President for Academic Affairs for seven years and 13 years as a full-time member of the Accounting faculty. He holds a Doctor of Philosophy in Accountancy, a Masters of Business Administration, and is a Certified Public Accountant (inactive). Southeastern's Vice President for Administration and Finance has served in the position for two and a half years. He has been on campus for nearly 20 years and has served in various positions within three of the four major divisions, with the majority of his experience within the Division of Administration and Finance. This experience along with his educational background, including a Masters of Business Administration, makes him well qualified to oversee the financial operations of the University. In addition to the Vice President, the University has the following staff to assist in supporting the financial operations of the University:

- Assistant Vice President for Finance and Budgets - Current staff member is a CPA with an MBA and a total of 27 years of experience in hospital and university finances, eight of which are at Southeastern.
- Controller - Current staff member is a CPA with a BS in Accounting and 15 years of experience with the University, 10 of which have been serving as Controller.
- Assistant Controller - Current staff member is a CPA with an MBA and over 14 years of experience in higher education finances, having five years as an auditor and nine years with Southeastern.
- Assistant Controller - Current staff member has a BS in Accounting and over 14 years of experience in higher education, eight of which are at Southeastern.
- Budget Director - Current staff member is a CPA with an MBA and a total of 37 years with the University, 21 of which he served as Vice President for Administration & Finance.
- Systems Analyst - Current staff member is a CPA with a total of 6 years of experience in higher education and 7 years as a legislative auditor. He also served as Interim CFO at a local community college.
- Systems Analyst - Current staff member is a CPA with an MBA and a total of 18 years of experience in finance, accounting, higher education and consulting.

Sources

- Budget Process_FY 15 TOTAL BUDGET REQUEST (ULS)(FINAL)
- IPEDS 2013 Tuition_ULS
- Moodys Jun 2009_R
- Moodys Nov 2011_R
- Moodys Oct 2013_R
- Operating Fund Revenue Sources CHART
- UL System August 2014 Board Action

2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

For the purposes of this standard, adequate physical facilities are those of sufficient size in kind and in quality to meet the requirements of the educational institution as well as those of professional organizations that provide accreditation or certification of the University's educational programs. In addition, the University's physical facilities must provide an attractive, comfortable learning environment that draws students, faculty, and staff to the institution.

Southeastern's Physical Facilities

The main campus of the University, consisting of approximately 363 acres, is located in Hammond, LA, on the north shore of Lake Ponchatrain, just north of New Orleans and east of Baton Rouge. In addition to the main campus, the University owns approximately 135 additional acres within the city limits of Hammond, near the Hammond Regional Airport. As indicated in the University of Louisiana System's Capital Outlay Policy, the University has the authority through the System's Board of Supervisors to purchase additional land with self-generated revenues as needed. The City of Hammond is located at the corner of two major interstate highways (Interstate 55 and Interstate 12), which have contributed to the University's rapid growth from the mid-1980's through the fall of 2013, with enrollment increasing from 7,900 students to 14,949 students.

In 1995, the University began developing a comprehensive facility planning master plan which complemented Vision 2000, the University's first comprehensive strategic plan. The creation of the original Facility Planning Master Plan (1996) was a collaborative effort among faculty, staff, and the community within the University environment, as well as the University of Louisiana System, the Louisiana Board of Regents and State Facility Planning and Control. The 1996 Facilities Master Plan document is included.

This Master Plan provides a foundation for:

- establishing formal geometry of the original campus core through the location of existing and future buildings
- identifying the physical network for pedestrian and vehicular circulation
- providing architectural guidelines, campus frontage guidelines, and landscape guidelines for future campus developments

The original Facility Master Plan was re-examined and updated to include construction projects that had occurred since its initial conception. Future initiatives were established that complied with the direction originally established in the study. The Updated Facility Planning Master Plan was completed in the summer of 2009. This document was readily accessible and could be kept current as projects progressed and were completed. The following items are included: 1) A historical narrative of Southeastern's Facilities Master Planning process through 2009, 2) The 2009 Updated Facility Planning Master Plan Overview document, and 3) The original 1996 Facilities Master Plan document.

In conjunction with this study, the Space Needs Analysis completed in 1996 was also re-evaluated as it pertains to space management needs. Southeastern Louisiana University is required to regularly report to the Louisiana Board of Regents all property and structures owned by the University and how this space is being utilized (2013 Facilities Buildings, Rooms and Class Utilization Edits by Institution).

In 2013, Southeastern took another step forward with an update similar to that of the 2009 Master Plan Update using the same approaches and means to refine the vision of the campus. The guidelines still remain in place, yet the physical plant has been further defined. The Updated Facility Master Plan (2013) document addressed the current thinking relative to priorities and took another step in expanding the master plan that included the past, present and long range needs for technology. A Technology Infrastructure Master Plan has now been included in the master plan package that outlines the needs and intentions of the campus for the next ten years. The Master Plan is a living document to help guide future direction, but is also a tool for day-to-day decisions. The following items are included: 1) A historical narrative of Southeastern's Facilities Master Planning process through 2013, 2) The 2013 Updated Facility Planning Master Plan Overview document, 3) The Technology Infrastructure Master Plan, 4) The 2009 Update to the Facilities Master Plan, and 5) The original 1996 Facilities Master Plan Document. Minutes documenting all phases of the process are provided.

In recent years, the University has focused on the development of a sustainable and green environment. These initiatives have had both an economic impact and helped establish a real life academic working experience for our students. The implementation of the use of Solar Energy, the aggressive practice of recycling and the development of a Sustainability Center has been key elements in this process. Southeastern has been recognized for its achievements in this area. (Sustainable Environment Recognitions)

Because of such collaborative efforts, the University has been very successful in obtaining funds, both public and private, for capital outlay projects. Table 1 lists capital outlay projects either completed or in process at the University since 2004.

Table 1

Completed/In Process Capital Outlay Projects 2004-2014

Date	Project	Approximate Cost	Additional Square Footage	Renovated Square Footage	Status Completion Date
1998	Biology Building Renovation and Addition	$12,875,000	65,752 sq. ft.	22,200 sq. ft.	Completed 1/2004
1999	Livingston Parish Literacy & Technology Center	$4,687,841	43,325 sq. ft.		Completed 7/2005
2000	Classroom Building Renovations (Meade Hall)	$4,170,000		29,533 sq. ft.	Completed 7/2007
2002	Department of Kinesiology & Health Studies and College of Nursing Renovations	$13,290,852	34,978 sq. ft.	55,577 sq. ft.	Completed 11/2011
2002	University Center Roof Panel	$525,588			Completed 5/2005
2003	Revitalization of Housing on Main Campus	$55,000,000	332,596 sq. ft.		Completed 8/2005
2003	Upgrade and Expansion of University's Electrical Distribution System	$2,673,904			Completed 9/2007
2005	University Residence	$965,000	7,545 sq. ft.		Completed 9/2005
2006	Intermodal Facility - Parking Garage	$7,540,774	176,976 sq. ft.		Completed 9/2008
2006	Strawberry Stadium Addition	$5,223,553	14,318 sq. ft.		Completed 9/2008
2006	Stadium Lights	$740,000			Completed 9/2008
2007	Strength & Conditioning Facility	$954,223	6,032 sq. ft.		Completed 2/2009
2007	Computer Science & Technology Facility	$22,615,000	69,946 sq. ft.		Construction Documents Complete Awaiting Funding
2009	Student Union - Addition/Renovations	$32,000,000	89,000 sq. ft.	90,000 sq. ft.	Currently in Construction
2010	Mims Hall - HVAC Equipment Replacement	$1,078,726			Completed 4/2012
Total Approximate Cost		**$164,340,461**			

As a result of the above renovation and construction projects, the University is projected to have approximately 2,968,162 gross square footage. The assignable square footage is listed below by space type (Table 2).

Table 2

Assignable Square Footage by Space Type

Space Type	Assignable Square Footage
Classroom Facilities	192,824
Laboratory Facilities	176,308
Office Facilities	347,231
Study Facilities	110,465
Special Use Facilities	142,719
General Use Facilities	248,597
Supporting Facilities	235,625
Medical Care Facilities	8,294
Residential Facilities	411,849
Unclassified Facilities	42,521
Total Assignable Square Footage	**1,916,433**

Utilization of Physical Resources

Data on University facilities within the State of Louisiana is managed by the Louisiana Board of Regents, and contains information on all state universities, including Southeastern. The Board's 2012 Facilities Inventory and Utilization Study provides information compiled from various assessments associated with facility utilization. Appendix A provides information, including comparison data, relative to space factors for classrooms. Southeastern's reported space factor for 2012 was 1.43 with an average for four year public institutions of 1.53. While optimum utilization would be considered a 1.0 or below, the Board of Regents has established a second tier for those deemed within an acceptable range between 1.0 and 2.0. The University is within that range. When a University falls outside of an established range, the institution must respond as to what action is being taken and/or identify changes that may be required in how space is assigned which could impact such factors. For example, also in 2012, the University space factor for classroom laboratories was a 4.34 which was above the acceptable range of 4.0 as established by the Board of Regents. The University re-examined all classroom laboratory space and determined a re-classification was needed for certain spaces as provided in a written response to the Board of Regents.

It was also noted in the report that Southeastern was efficient in the use of space over a five year period as demonstrated in the Longitudinal Charts. It further demonstrated that the University was in line with the percent averages as outlined in the NACUBO Comparison. The full report as well as the University response is provided. The Board's 2013 Facilities Inventory and Utilization Study has been compiled; however, the University has not yet received a communication from the Board of Regents regarding the study for which it will provide a written response.

Finally, the Louisiana Office of Facility Planning and Control also maintains data on all buildings in the state, including universities. A current list of Southeastern's buildings is maintained in the University's Space Management System. This system enables the University to maintain, electronically, an inventory of all facilities, to include both the main campus and all satellite locations, as part of its PeopleSoft Enterprise System. This information is reported annually to the Louisiana Board of Regents. The building data summary reference provides additional facilities information including building construction and/or renovation dates, gross square footage, net assignable square footage, building cost, and types of space maintained within the building. In order to ensure that the University uses its facilities in an optimal manner, a Space Management Policy was developed and last updated on January 28, 2011.

The Space Management System also enables the University to account for and respond to department needs as it relates specifically to academic facility needs. The Office of Enrollment Services serves as a centralized clearinghouse for academic space needs. This enables classes to be assigned efficiently while still providing adequate and appropriate space for class meetings. During the initial creation of a semester's course offerings, academic departments may schedule their classes in predetermined, designated classrooms up until the established deadline to have the course offerings completed. At that time, all classrooms become general assignment and classes still requiring a room are assigned by the Director of Systems & Communications using query and a system delivered (PeopleSoft) classroom availability inquiry process. Classrooms are assigned based on course enrollment capacity, the instructor course schedule, and requested room specifications (e.g. projector, white boards, tables/chairs).

Individual classroom requests are made via email from either the department head or the course instructor to the Director of Systems & Communications and are followed up with a confirmation email once the request has been approved. Facility Planning and the Director of Systems & Communications works closely together to ensure that classroom information is accurate and up-to-date within PeopleSoft. Examples include verifying room capacities and seat counts, ensuring that room specifications are accurate (e.g. type of seating, equipment, types of boards), and room availability if work needs to be done in a room.

Off-Campus Sites

To better serve the needs of the University's educational programs, support services, and mission-related activities, Southeastern has the following off-campus facilities providing classroom space, equipment and technological tools necessary for effective teaching. The following sites include locations where 50% or more of the M.Ed. in Educational Leadership and/or the Ed.D. in Educational Leadership degree programs are offered:

- Bogalusa High School Vocational Center - This center, located in Bogalusa, LA, has 12 classrooms that accommodate Southeastern student and faculty needs. All classrooms used for instruction are equipped with Smartboards, built-in InFocus projectors, and wireless internet. A computer lab is available for Southeastern faculty and students. There is also a conference room for private consultation and small group interaction.
- East Baton Rouge Parish School System Professional Development Center - Located in Baton Rouge, LA, the East Baton Rouge Parish School System Professional Development Center is a new facility that houses all staff development for East Baton Rouge Parish, the largest school system in the state. It has wireless access throughout the building and technology hardware is built in to the facility. Southeastern has access to 4 computer labs. There are large classrooms as well as small conference rooms for use by Southeastern students.
- Lafourche Parish School Board Office - The Lafourche Parish School Board Office in Thibodaux, LA is a refurbished building that was re-opened in the fall of 2009. It houses administrative offices and classrooms. It is used by the parish for staff development programs, and contains a computer lab with wireless internet, Smartboards, and InFocus projectors. There are rooms available for small group meetings/instruction and for private consultation.
- Livingston Literacy and Technology Center - Located in Walker, LA, this facility is the result of a partnership between the University and the Livingston Parish School System. Completed in July 2005, the facility serves as a satellite educational center for the community of Livingston, as well as a training ground for faculty, students and the community as a whole. The area occupied by Southeastern is utilized for clinical, laboratory, and diagnostic space, as well as typical classroom and faculty support areas. Livingston Parish School System utilizes similar classroom and support facilities, and sponsors training in some vocational areas. It is also equipped with wireless internet service.
- St. Amant High School - Located in St. Amant, LA, St. Amant High is a comprehensive high school, grades 9 through 12, with a college preparatory program. Technology resources include classrooms with LCD projectors, Smartboards, computer labs, and a wireless network. Southeastern students bring their own laptops to class providing ready access to Southeastern's Sims Library and all online resources.
- St. Charles Parish Public Schools - Located in Luling, LA, the St. Charles Parish Central Office location provides a technology lab with six desktops and a rolling laptop cart. Wireless access is available in the facility which provides students access to Southeastern's Sims Library and all online resources.
- St. John Parish School Board Office - The St. John Parish School Board Office in Reserve, LA, allows Southeastern to use their Classroom Demonstration Center. Technology resources include classrooms with projectors, Smartboards, computer labs, and a wireless network. Southeastern students bring their own laptops to class providing ready access to Southeastern's Sims Library and all online resources.
- St. Tammany Center - The St. Tammany Center is the result of a partnership with the St. Tammany Parish Government, providing the University with a facility of more than 20,000 square feet of leased space at favorable rental rates in St. Tammany Parish, the largest feeder parish for the University. The St. Tammany Center offers classrooms, science and computer labs as well as faculty offices at the location. Classes are offered at both the graduate and undergraduate levels. Wireless internet service is available throughout the building.
- Terrebonne Public Library - Located in Houma, LA, the Terrebonne Public Library was opened in the spring of 2010. Doctoral courses were

offered there for the first time in 2011. The facility contains wireless access, 3 classrooms, and small conference rooms. It is an ideal site for doctoral instruction because the rooms are amenable to small classes.

In addition, the following are examples of other instructional and non-instructional off-campus sites which are also available and provide support of the various programs and services offered by the University. The instructional sites listed do not provide 50% or more of a degree program at that particular site:

- Baton Rouge Nursing Center - Located near Our Lady of the Lake Regional Hospital in Baton Rouge, this facility was constructed in 1981 to enhance clinical opportunities for Southeastern's nursing students. The Baton Rouge Center provides space and resources to include classrooms, simulation labs, computer labs as well as faculty offices for both teaching and research activities. The majority of the upper division activities of the School of Nursing are conducted at this Center. *Note: 50% or more of a degree program is **not** attainable at this site.*
- Columbia Theatre - Located in historic downtown Hammond, the Columbia Theatre was originally built in 1928. Through a joint partnership between Southeastern, the City of Hammond and the Downtown Development District, the Theatre was restored to its former grandeur and elegance, and reopened in 2002. Providing students and the Northshore community additional cultural event opportunities, the Theatre includes a gallery and conference center, an administrative office, and a performance hall that seats 900. *Note: This is a non-instructional site.*
- Southeast Louisiana Business Center - The Southeast Louisiana Business Center is a regionally-based facility designed to facilitate economic development in the Northshore community. The Center is located in a newly renovated 17,000 square foot, two-story New Orleans French Quarter style building with close proximity to the Southeastern campus. Thirty-seven offices, plentiful parking, professional management, and a 5,000 square foot training center make the facility ideally suited for a regional economic development center. *Note: This is a non-instructional site.*
- Turtle Cove Environmental Research Station - Located on Pass Manchac between Lakes Ponchatrain and Maurepas, Turtle Cove is a research and teaching facility containing laboratories, living quarters, ancillary equipment, and port facilities for coastal environmental education and research. Several boats equipped for field sampling and research are docked at the facility for use by University faculty and graduate students during data collection trips. Some field-oriented courses and weekend and summer workshops are held wholly or in part at Turtle Cove. Due to damage from Hurricanes Katrina and Rita, several million dollars of reconstruction has been completed at these facilities. *Note: 50% or more of a degree program is **not** attainable at this site.*

In addition to these facilities, the university utilizes other off campus sites in the delivery and/or support of course work such as high schools, libraries and school board offices. A listing of these site locations can be found in the Institutional Summary.

Residential Facilities
Southeastern's residential facilities include 12 residence halls, 10 student organizational houses, and a six building apartment complex. Combined, the maximum on campus occupancy is 2387. Demand for on campus housing has consistently exceeded existing inventory with a Fall waitlist typically ranging from 120-220 students. University Housing contracted with Anderson Strickler in the Spring of 2012 to further investigate demand. As a result of the data provided, additional bed inventory was added in the Fall of 2013 when Cardinal Newman Hall, previously a residence hall, was once again converted from office space to a suite style residence hall. University Housing will undergo comprehensive housing planning in the upcoming fiscal year (2014-15) before embarking on the project to build a residence hall to replace Zachary Taylor Hall, the oldest on campus residential facility, while also addressing any potential issues relative to demand.

In the Fall of 2013, several halls were also reorganized as living learning communities. Cardinal Newman Hall opened as a STEM Hall with a partnership between University Housing and the College of Science and Technology while Tangipahoa Hall hosted a living learning community for the College of Business. Building staffs work in collaboration with designated faculty members to offer academic based programming in each space. Hammond Hall, while not an official living learning community, offers arts and humanities based programming led by faculty members from the College of Arts and the College of Nursing and Health Studies. Programming for Village M and the organizational houses is directed in partnership with the Office of Student Engagement in the Division for Student Affairs. University Housing is managed by a staff of 12 professional staff members and a student staff of 53. Facility maintenance is coordinated and planned through the Physical Plant. Janitorial services are provided through an outside contractor.

Adequacy of Physical Resources
To ensure that departmental and individual faculty, staff, and student needs are met, there are several opportunities for users to provide feedback as it relates to facilities. Examples of such opportunities include the following:

- ACT Student Opinion Survey (2011): Measures the level of satisfaction of currently enrolled students. Results show all facility categories exceeded both University of Louisiana System and National averages.
- Survey of Faculty and Staff (2008): Provided feedback of faculty and staff relative to their satisfaction with building conditions, Physical Plant personnel responsiveness, quality of work performed and overall satisfaction.
- Annual Auxiliary Services Student Satisfaction Survey (2013): Measures resident student satisfaction to include feedback specific to satisfaction with facilities.
- Work Order Request Surveys (On-going): As outlined in the Institutional Effectiveness Plan for Physical Plant, an opportunity to solicit feedback on work requests completed was established to gain insight into the perceived quality and efficiency of service provided.

Maintenance of Facilities

The University's Physical Plant has a comprehensive work control system. This system provides a way to efficiently schedule, track and account for routine maintenance; schedule preventive maintenance on all major building components based upon manufactures' specification; and assists the Physical Plant and Facility Planning departments to work together in updating the comprehensive deferred maintenance or major repair list. Recently our Physical Plant department obtained equipment such as an ultra sound machine and infrared cameras to identify items for timely repair of mechanical equipment and possibly predict the failure of some minor mechanical components before a major failure of the entire system occurs.

In addition to the day-to-day maintenance, the University also plans for long term deferred maintenance issues and major repairs. The directors of Facility Planning and Physical Plant meet regularly with the Vice President of Administration and Finance to review, plan and update projects dealing with long term maintenance of all facilities (2012, 2013, 2014). Annually, these projected plans and funding needs are reported to the University of Louisiana System, Board of Regents and State Facility Planning and Control. Projects under $1,000,000 are administered in-house with larger projects over $1,000,000 being managed in conjunction with State Facility Planning and Control after approval of proposed project by the University of Louisiana System.

Items identified as needing repair that cannot be completed in a timely manner are included on the University's Major Repair List. The State of

Louisiana currently defines "Major Repairs" needs as ADA code improvements, large maintenance projects, and reroofing. In addition, the state contracts with the company, VFA, Inc. (Vanderweil Facility Advisors), to evaluate all state facilities for Major Repair items. This list was completed in 2005 and identified a priority list for our campus. Table 3 lists the amounts received by the University from the State of Louisiana towards Major Repairs.

Table 3
Funding for Major Repairs Activity
2004-2014

Act No.	Total Allocated to Projects
Act 27 of 2006	$810,821
Act 27 of 2006 (Supplemental Appropriation)	$3,323,063
Act 27 of 2006 (Supplemental Appropriation)	$1,426,831
Total Funding	**$5,560,715**

Even though the University has not received state funding specifically for deferred maintenance and major repair needs since 2006, the University has addressed these needs, as well as other facility improvements, through funding from other sources to include operating, restricted and plant funds. In the 2007-2008 fiscal year, funding for major repairs was budgeted at $2,805,472 and $1,314,908 in the 2008-2009 fiscal year. Support for addressing deferred maintenance items has continued. For example, the 2013-2014 fiscal year budget included $86,819 from ACT 671 funds (restricted), $535,580 from Motor Vehicle Registration (restricted fund), $788,215 from Academic Building Use Fee (restricted fund), and $656,998 was funded from general Repair and Replacement (plant fund).

The majority of the funding for deferred maintenance and major repair needs are categorized below and include estimated expenditures for each category since 2004:

- Fire Alarms - $207,805
- Electrical and High Voltage Systems - $536,327
- HVAC, Boilers and Controls - $2,739,533
- Interior Maintenance - $1,254,140
- Lighting - $443,000
- Other Utility Improvements - $393,000
- Roofing/Waterproofing - $1,261,059
- Streets and Sidewalk - $2,391,678

A project listing of other deferred maintenance and major repair projects, to include improvement projects, is also included in the following table:

Table 4
Examples of University-Funded Projects
2004-2014

Project	Amount
Baseball Outfield Renovations	$99,550
Campus Entrances Brick Walls	$72,850
Athletic Building Renovations Phase II	$137,000
Renovations to Columbia Theatre Phase III	$163,795
Build Out of the Pennington Center Juice Bar	$86,000
Turtle Cove Complex at Galva Canal (Galva Boat Shed)	$274,000
Livingston Hall Demolition	$193,245
Livingston Hall Parking Lot	$99,174
Visual Arts Facility Upgrade	$89,764
Furniture	$82,047
Meade Hall Furniture	$299,661
Cameras	$92,048
Hall of Champions	$95,900
Campus-Wide Emergency Broadcast System	$99,999
Expansion of Emergency Broadcast System	$99,991
Installation of HVAC for Math Lab in Sims Library	$51,975
Relocation of Offices - Movers	$27,260
Installation of New Ceiling and Removal of Lights in Sims Library	$34,281
Purchasing and Property Control Ceramic Floor Installation	$15,770
North Oaks Park Installation of Poles at Field 4	$18,500
North Oaks Park Installation of Shades for Bleachers and Batting Cage	$78,900
University Center Installation of Fire Doors at Buttresses	$14,041
University Center Security Broadcast System	$49,000
University Center Resurfacing of Basketball Court	$19,995
Pursley Hall Installation of Generator	$128,360
Recreation Center Demolition and Installation of Parking Lot	$107,393
TEC Installation of Limestone Parking Lot	$81,850
Alumni Field Batting Facility	$72,463
Garrett Hall Renovations to rooms 3, 51, & 56	$48,380
North Campus Classroom Demolition	$23,063
Installation of Bleachers for the Track	$131,263
Installation of Fence for the Track	$48,950
Western Avenue Parking Improvements	$332,640
Zachary Taylor Hall Installation of Camera System	$22,948
Fayard Hall Installation of Wall for 24hr lab	$14,575
Hammond and Louisiana Hall Installation of Flooring	$12,064
Western Avenue (west lot) Parking Improvements	$317,556
North Oak Park Field #1 Renovations	$55,120
Pennington Center Screen and Recoat 2013	$8,785
Regions II and Regions II Annex Demolition	$14,043
Strawberry Stadium Football Scoreboard	$225,000
Strawberry Stadium Bracing for Scoreboard	$11,345
Strawberry Stadium Installation of Speakers	$19,196
Wilson Hall Demolition	$38,915
Kinesiology and Health Studies Solar Panels	$150,000
Kinesiology and Health Studies Addition Solar Panels	$46,000
Sustainability Center Solar Panels and Structure	$56,000
Sustainability Center Photovoltaic	$36,000
Physical Plant Services Solar Panels	$44,000
Sustainability Center Pellet Pill Building and Equipment	$75,000

The Student Government Association has also become a major participant in improving the campus environment by providing in excess of $500,000 for campus beautification projects, including the following examples:

- Twelve Oaks Courtyard - $200,000
- Library Tunnel - $120,000
- Presidential Plaza (matching funds with University) - $75,000
- Memorial Fountain - $255,000
- Benches and Trash Receptacles - $40,000
- Landscaping - $50,000
- Shuttle Buses - $150,000
- Student Union Annex Theatre Sound Upgrade - $75,000
- Tinsley Gardens Landscaping - $38,409

- North Campus Tunnel Improvements - $19,594
- North Campus Landscaping Improvement (between Financial and & Main) - $35,393
- Campbell Hall Carpet - $49,173
- D.Vickers Hall Diming & Control System - $177,000
- Vehicular & Pedestrian Gate at Southeastern Oaks/Greek Village - $49,946
- Building Signage - $10,800
- Quadrangle Improvements - $160,671

Furthermore, the University has a well-defined maintenance structure. The offices of Physical Plant, Facility Planning, and Safety and Hazardous Waste Management, in collaboration with other university offices work to ensure that facilities remain safe and in good condition. These procedures are explained in detail in Comprehensive Standards 3.11.1, 3.11.2 and 3.11.3.

Plans for Capital Improvements - 2004 through 2014

Requirements for replacement, expansion, and renovation are prioritized and funded in accordance with goals established within the University's strategic plan, Vision 2017. The Capital Outlay Category and Prioritization Criteria of the Louisiana Board of Regents include accreditation requirements, external agency studies, environmental and health issues, existing space, available funding, and existing building conditions. During the capital outlay request cycle, the University prioritizes its requests by matching these criteria with priority guidelines provided by the State of Louisiana:

1. master planning
2. code requirements and/or un-funded mandates
3. technology and infrastructure
4. new campus start-ups
5. renovation of existing facilities
6. timely land acquisition
7. utilizing vacant campus buildings
8. the construction of new space

The University's Capital Outlay Request is submitted and approved by the University of Louisiana System and the Louisiana Board of Regents. The Board of Regents consolidates all higher education public institution requests into one document and submits this to the Louisiana Division of Administration. The Board of Regents guidelines for Capital Outlay Budget Requests can be found on its website. The University of Louisiana System guidelines can be found on its website. The University currently has a Five Year Capital Outlay Plan. A most recent example of a project funded through the Capital Outlay process includes the Computer Science and Technology facility. This project is estimated at $22,615,000 and has an anticipated start date of Spring, 2015.

The University has also completed a feasibility study for a Comprehensive Capital Campaign. As the campaign continues to be developed and fine tuned, the details associated with the specific needs the campaign will support is not yet determined. However, it is anticipated that additional funding for facility needs may likely result from the efforts of the campaign.

A campus map of the campus is provided and a virtual tour can be viewed at http://www.southeastern.edu/visit/index.html.

Sources

- 2012 Facilities Inventory and Utilization Study
- ACT Student Opinion Survey 2011 (Page 7)
- Anderson Strickler Report
- Appendix A
- Appendix B
- Appendix C-D
- Auxiliary Service Student Satisfaction Survey
- BOR established 2nd Tier - page 2 (Page 2)
- BOR established space factor-page2 (Page 2)
- BOR-Facilities-Policy-2005
- Capital Outlay Category and Prioritization Criteria
- Facility Master Plan (1996)
- Facility Planning and Control
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- Faculty and Staff Survey Results for Physical Plant 2008
- FY2015-2016 Capital Outlay Project Summary Computer Science Technology
- IE_Physical Plant
- Immovable Property Guidelines from the Univesity of Louisiana System
- Living and Learning Communities
- Longitudinal Charts - Page3 (Page 3)
- Major Repair Request Priority List 2011-2014
- Master Plan 1996
- Master Plan historical Narrative 2013

- Master Plan historical Narrative for 2009
- Master Plan Meeting Minutes
- Master Plan Update 2013
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- NACUBO Comparison-Page3-4 (Page 3)
- Official Building List as of 3-11-14
- Physical Plant Fall 2013 combined
- Reclassification of Space_Page 2 (Page 2)
- Regents Report_2013 Facilities Buildings, Rooms and Class Utilization Edits by Institution
- SELU Facility Utilization Request from Chris Herring 2013
- SELU FINAL REPORT- FEASIBILITY STUDY April 11
- SLU Campus Map_2014-2015
- SOUTHEASTERN 5 Yr C O Plan
- Southeastern Louisiana University VFA report original
- Sustainable Environment Recognitions
- Technology Infrastructure Master Plan
- ULS guidelines_Capital_Outlay
- Virtual Tour
- vision2017

2.12

Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. *(***Note**: *This requirement is not addressed by the institution in its Compliance Certification.)*

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

3.1.1

Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University's mission statement is current and comprehensive and guides the operations of the institution. The mission is periodically reviewed and updated, both internally and externally, and approved by the appropriate governing board. As described in CR 2.2, Southeastern functions under the governance of two boards, the Louisiana Board of Regents and the University of Louisiana System Board of Supervisors. Each of the governing boards has a role in the institution's mission. The Board of Regents establishes a framework for the role, mission, and scope for each Louisiana public institution in its Master Plan for Public Postsecondary Education in Louisiana, while the management board of each system (i.e. Board of Supervisors) formally approves the institution's mission.

Southeastern's mission statement reflects its role as a regional university and is as follows.

> *The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana.* (Vision 2017: Southeastern Louisiana University's Strategic Plan)

Mission is Current and Comprehensive

Southeastern's mission is reflected in Vision 2017: Southeastern Louisiana University's Strategic Plan which was approved by the ULS Board of Supervisors on April 30, 2013. The mission is consistent with the role, scope and mission for the institution as provided for in the Louisiana Board of Regents Master Plan for Public Postsecondary Education in Louisiana: 2011.

Article VIII of Louisiana's Constitution authorizes the Board of Regents (BoR) to develop a master plan for higher education in Louisiana that meets the postsecondary education and workforce needs of the people. This Master Plan provides a broad vision for the State's higher education system while recognizing and describing the unique focus of each institution. The Board of Regents' designation of role, scope and mission for each Louisiana public institution is contained in the Master Plan and follows a common framework by delineating: the audiences to be served; the general array of programs to be offered; and any special or unique features of institutional mission. The BoR strives to identify the niche of each institution within the postsecondary education system. The BoR's Master Plan identifies Southeastern as a regional institution and provides a framework for the University's role, mission, and scope (see Appendix D, p. 86-87 of the Master Plan).

Mission Guides the University's Operations

Southeastern Louisiana University engages in an ongoing strategic planning process which provides an overarching framework that guides the activities and initiatives of the university. The strategic planning process originates with the University Planning Council (UPC) which reviews Southeastern's statement of purpose or mission and institutional goals and objectives and prepares a University Strategic Plan for review by the President and by the University community. The UPC is a broadly representative group which serves as the major advisory body to the President on matters relating to planning. The council includes administrators and professional staff (serving by virtue of their positions within the University), faculty, and representatives from the Faculty Senate, the Council of Department Heads, and the Student Government Association. The director of Institutional Research plays a key role in ensuring planning efforts align with University data. Once established, the University's Strategic Plan is routinely monitored to ensure relevance, and is subjected to a comprehensive review every three to five years.

Southeastern's current strategic plan, Vision 2017, replaced Vision 2015 in fall of 2012 due to revisions in the Louisiana Board of Regents' Master Plan for Public Postsecondary Education in Louisiana: 2011-revised 2012 and the passing of Act 741 of the 2010 Legislative Session (GRAD Act). Upon completion of the revised Board of Regents' Master Plan in 2012, the University Planning Council created the five-year strategic plan, Vision 2017. The goals and objectives for Vision 2017 were derived from the Regents' revised Master Plan as well as from the GRAD Act and include six goals/strategic priorities.

- To engage a diverse population of learners with powerful experiences.
- To spearhead collaborative efforts.
- To foster a climate that nurtures relationships and engages people in the life of the University.
- To prepare the University community to thrive in a global society.
- To increase, diversify and manage funding effectively.
- To communicate the University's identity and value.

Each of the six priorities has a set of specific objectives for goal attainment (see Vision 2017).

The University's mission not only guides the strategic plan, but it also guides the University's budgeting process. Each year, the President issues a call for budget requests for each budget unit from the Vice Presidents' divisions (see sample memo May 5, 2014). Requests for personnel, equipment, maintenance, and other items that require new operational dollars or a re-direction of existing operational dollars are reviewed and prioritized. These are further discussed at budget hearings typically held in late spring. At each level, alignment with the mission, strategic priorities, and Grad ACT are determining factors in allocation decisions (see memo dated May 9, 2013). Once approved within the campus structure, budget requests are submitted to the Board of Regents and the University of Louisiana System for final approval.

The University's assessment practices are also linked to the mission and strategic plan. Southeastern's Guidelines for the Evaluation of Institutional Effectiveness require annual evaluations of all units at the institution. Using an ongoing planning-assessment-improvement cycle, units are required to submit reports on achievements, evaluation, and changes as they relate to the mission and goals of the unit as well as the Strategic Plan of the University. Expectations of improvement and mission accomplishment are evident in Southeastern's definition of institutional effectiveness:

> *The systematic and ongoing process of collecting, analyzing and acting on data and information relating to the goals and outcomes developed to support the University's mission and purpose. Thus, institutional effectiveness is oriented towards measuring results and using*

those results to aid in decision-making and improvement.

(Guidelines for the Evaluation of Institutional Effectiveness)

As illustrated in the 2012-2013 assessment report for the BM in Music, units identify relevant associations between outcomes and the University's Strategic Plan as part of the assessment reporting process in WEAVE, an online planning and management system. Unit outcomes, such as student learning outcomes, are matched to a specific objective of a specific goal/strategic priority.

Mission Review and Approval Process

As indicated above, the mission is periodically reviewed as part of the University's strategic planning process. Upon completion of the revised Board of Regents' Master Plan in 2012, Southeastern's University Planning Council reviewed the existing mission and strategic plan and created the new five-year strategic plan, Vision 2017, affirming it on October 30, 2012. The Board of Supervisors of the University of Louisiana System approved Vision 2017 at its meeting of April 30, 2013.

Communication of Mission to Constituencies

Southeastern's mission statement is widely disseminated to the institution's constituencies via online and print resources. The mission statement is published in Southeastern's Vision 2017, the General Catalogue, on the University's website, and as the institutional purpose in various employee handbooks.

Conclusion

Southeastern has a current and comprehensive mission statement that guides the strategic planning, budget planning and assessment practices of the university. The mission statement is periodically reviewed and updated, approved by the Board of Supervisors of the University of Louisiana System, and communicated to the institution's constituencies.

Sources

- 2014-15 Budget Planning Memo-VPs from Dr. Crain
- Academic Affairs Staff - Budget Requests May 9 2013
- Agenda for UPC meeting_October_30_2012
- BOARD MINUTES 4 30 13 - Vision 2017 (Page 3)
- BOR Master Plan Rev (Page 86)
- Example Relevant Associations_Strategic Plan_Music (Page 6)
- Guidelines for the Evaluation of Institutional Effectiveness
- Handbooks_Institutional Purpose
- LA Constitution_Article VIII
- Master Plan for Public Postsecondary Education (Page 86)
- Mission Statement in 2013-2014 General Catalogue
- Mission statement_Link and destination
- University Councils and Committee_2014_UPC (Page 2)
- Vision 2017

3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Louisiana System Board of Supervisors is responsible for the selection and evaluation of Southeastern's chief executive officer, the President. In accordance with Louisiana Revised Statute 17.3217 and the Bylaws of the Board of Supervisors (Section I.A. Definitions: University of Louisiana System), Southeastern Louisiana University is one of nine separate universities under the supervision and management of the Board of Supervisors for the University of Louisiana System.

Selection of the President

The President's role as the chief executive officer of the institution is clearly described in the Board of Supervisors Bylaws and Rules (Chapter III, Section IV.A., Role, Contractual Arrangements, Benefits, Expenses, and Evaluations of Presidents: The President's Role).

> *The President's Role. The president of an institution, in serving as chief executive officer and leader of a state institution of higher education, is expected to assume a public and official role with responsibilities and duties related to both campus and community life. It is recognized that the demands of this role and position impact upon the president's entire daily life and that of the president's family.*

The Bylaws also outline duties and responsibilities of the President which are described in CR 2.3.

As indicated in the Terms of Appointment section in the Bylaws, "the president of an institution shall be employed at the pleasure or will of the Board of Supervisors...". Chapter III, Section II, Part A of the Board Rules outlines the search and selection process for the Chief Executive Officer, including the appointment and composition of the search committee, the selection procedure, and the minimum credentials required of a candidate. The President of the System serves as the non-voting chair of the search committee. In addition the Policies and Procedures Memoranda FS III.II.A-1 further outlines specifics in regard to CEO searches including uses of non-voting advisory members to assist with searches, advertising of searches in national publications, and uses of search firms or consultants. Documentation that Board policies and procedures were followed is provided below.

August 8, 2008 Board Minutes

- Search committee appointed. Voting members included six board members and a faculty representative from Southeastern. Non-voting, advisory members included Southeastern's SGA President and a member of Hammond's Chamber of Commerce.
- Search firm/consultants hired to conduct institutional review of Southeastern, September 17-19, 2008.

October 24, 2008 Board Minutes

- Search committee held public forum at Southeastern to get input from faculty, staff, students and community members regarding desired qualifications/credentials of candidates.
- Advertisement posted in national publications, including the *Chronicle of Higher Education*.

December 5, 2008 Board Minutes

- Verification of applications (n=12).

January 9, 2009 Board Minutes

- Verification of applications (n=13).

January 23, 2009 Board Minutes

- Verification of applications (n=15). Search committee scheduled to meet January 30 on Southeastern's campus.

The Southeastern Presidential Search Meetings document verifies the January 30, 2009 meeting of the Search committee; the February 9, 2009 – February 13, 2009 interviews with candidates; and the finalist interviews with the UL System Board of Supervisors.

As evidence of the Board of Supervisors ultimate authority in the selection of the president, the following documentation is provided for the appointment of President John Crain.

Board of Supervisors: Agenda for February 17, 2009
Board of Supervisors: Minutes_Appointment_February 17, 2009

Evaluation of the President

The Board Rules (Chapter III, Section IV. Role, Contractual Arrangements, Benefits, Expenses, and Evaluations of Presidents) specify that all Presidents will be individually evaluated by the Board each year. The purposes of evaluation are to improve performance by the individual being evaluated as well as to improve overall the management of the System's institutions.

The procedure currently used by the Board to evaluate Presidents is very similar to the procedure outlined in the University's Policies and Procedures for the Evaluation of the President and Vice Presidents. The University's on-campus evaluation of the President and other senior administrators includes the setting of a number of performance goals at the beginning of each year, which are consistent with state, system, and institutional priorities. A written report on progress towards those goals is submitted at the end of the year.

The following documentation is provided as evidence of the role of the Board of Supervisors in the evaluation of the President.

2011-2012 Annual Evaluation Submission
2011-2012 Evaluation Response
2012-2013 Annual Evaluation Submission
2012-2013 Evaluation Response

Conclusion

Southeastern's governing board, the Board of Supervisors for the University of Louisiana System, is responsible for the selection and the periodic evaluation of the University's chief executive officer, the President.

Sources

- 2011-2012 Annual Evaluation Submission
- 2011-2012 ULS Evaluation of President Crain
- 2012-2013 Annual Evaluation Submission-Self-Assessment
- 2012-2013 ULS Evaluation Response-Dr. Crain
- BOARD MINUTES 01-23-09 (Page 8)
- BOARD MINUTES 1-9-09 (Page 2)
- BOARD MINUTES_08-28-08 (Page 11)
- BOARD MINUTES_10-24-08 (Page 6)
- BOARD MINUTES_12-05-08 (Page 6)
- Chpt_3_II_Personnel_Actions_President
- Louisiana Revised Statute 17_3217
- Minutes_Board of Supervisors_ULS_02-17-09
- Organizational Chart_Fall 2014_VPUA (Page 2)
- Policy and Procedures for the Evaluation of the President and Vice Presidents_2014 (Page 7)
- Section IA_Definitions
- UL System Board of Supervisor Rules, Ch III, Section IVA, President's Role
- UL System Board of Supervisor Rules, Ch III, Section IVA, President's Role (Page 4)
- ULS Agenda_02-17-09
- ULS Policy and Procedures Memorandum_Searches for University Presidents
- ULS_Presidential Search Meetings

3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;
3.2.2.2 the fiscal stability of the institution;
3.2.2.3 institutional policy

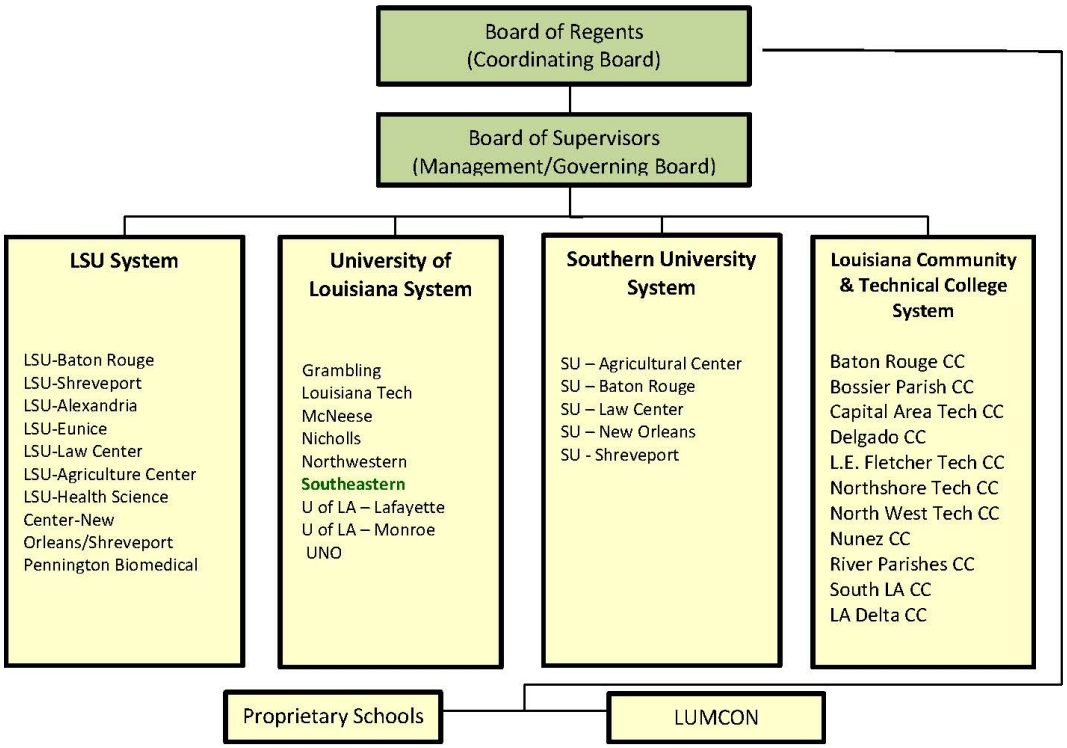
Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In accordance with Article VIII of the Louisiana Constitution, public universities and colleges in Louisiana are organized within one of four higher education systems, with each supervised and managed by a Board of Supervisors and coordinated by the Louisiana Board of Regents (Louisiana Constitution, Article VIII, Section 5: Education: Board of Regents). As such, institutions of higher education in Louisiana function under the governance of two boards, the Louisiana Board of Regents and a system management board, which for Southeastern Louisiana University is the University of Louisiana System (ULS) Board of Supervisors Louisiana Constitution, Article VIII, Section 6). The state constitution clearly delineates the authority of the Board of Regents and the management boards (i.e. Board of Supervisors) of each system (see CR 2.2 for more information).

In accordance with Louisiana Revised Statute 17.3217 and the Bylaws of the Board of Supervisors (Section I.A. Definitions: University of Louisiana System), Southeastern Louisiana University is one of nine separate universities under the supervision and management of the Board of Supervisors for the University of Louisiana System. The following organizational chart depicts the relationship between Southeastern Louisiana University, the University of Louisiana System Board of Supervisors, and the Louisiana Board of Regents, as well as the entire governance structure of Louisiana higher education.



The Louisiana Constitution delineates the roles of the governance boards (Article VIII, Section 5 and Section 6). In sum, the Board of Regents is responsible for a wide range of planning, policy-making, and coordinating activities affecting the State's public higher education enterprise. As such, the Board of Regents may approve or eliminate degree programs, study the need and feasibility for new institutions, formulate a master plan for higher education, including a funding formula, and review operating and capital budgets as part of the State's overall higher education financing priorities. The Board of Regents also sets some broad educational policies, such as statewide general education requirements and minimum requirements for placement into entry-level, college-level mathematics and English.

All authority not reserved by the Constitution to the Board of Regents is delegated to the management boards. Accordingly, the University of Louisiana System Board of Supervisors sets administrative and educational policy and holds the System and institution presidents responsible for execution of policies. Specific powers and authority of the Board of Supervisors is detailed in the Board's Bylaws (Board Bylaws, Section I.C., Definitions: The Board of Supervisors for the University of Louisiana System).

Individual narratives are provided for CS 3.2.2.1, 3.2.2.2 and 3.2.2.3 and detail the role of the Board of Regents and the Board of Supervisors within Southeastern's governance structure.

Sources

- Louisiana Constitution of 1974_Article VIII_ Education_Board Functions (Page 2)
- RS 17_3217_ULS
- ULS Bylaws_Section IA_Definitions_ULS

3.2.2.1

Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

For Southeastern, legal authority and operating control of the institution are shared between its two governing boards - the Louisiana Board of Regents and the University of Louisiana System Board of Supervisors (see CR 2.2). Each of the governing boards has a role in the institution's mission. The Board of Regents establishes a framework for the role, mission, and scope for each Louisiana public institution in its Master Plan for Public Postsecondary Education in Louisiana, while the management board of each system (i.e. Board of Supervisors) formally approves the institution's mission.

Southeastern's mission statement is as follows.

> *The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana.* (*Vision 2017*: Southeastern Louisiana University's Strategic Plan)

Southeastern's mission is reflected in *Vision 2017* which was approved by the ULS Board of Supervisors on April 30, 2013. The mission is consistent with the role, scope and mission for the institution as provided for in the Louisiana Board of Regents Master Plan for Public Postsecondary Education in Louisiana: 2011.

Article VIII of Louisiana's Constitution authorizes the Board of Regents (BoR) to develop a master plan for higher education in Louisiana that meets the postsecondary education and workforce needs of the people. This Master Plan provides a broad vision for the State's higher education system while recognizing and describing the unique focus of each institution. The Board of Regents' designation of role, scope and mission for each Louisiana public institution is contained in the Master Plan and follows a common framework by delineating: the audiences to be served; the general array of programs to be offered; and any special or unique features of institutional mission. The BoR strives to identify the niche of each institution within the postsecondary education system. The BoR's Master Plan identifies Southeastern as a regional institution and provides a framework for the University's role, mission, and scope (see Appendix D, p. 86-87 of the Master Plan).

Additional information about Southeastern's mission is provided in CR 2.4 and CS 3.1.1.

Sources

BOARD MINUTES 4 30 13 - Vision 2017

3.2.2.2

Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

As described in CR 2.2, both the Board of Supervisors for the University of Louisiana System and the Louisiana Board of Regents serve as governing boards for Southeastern and have responsibilities for ensuring the financial resources of the institution are adequate to provide a sound educational program. As illustrated by the Board of Supervisors policy on budgets (Board Rules, Part II, Chapter IV, Section II Budgets) financial issues may require approval of both boards. Documentation of financial responsibilities for each board is provided below.

Board of Supervisors of the University of Louisiana System

A review of the Board Bylaws and Rules reveals that Board policies cover the following general areas: Board functions and organization, Academics, Students, Faculty and Staff, Finance and Business, Intercollegiate Athletics, and Facilities Planning. The responsibilities of the Board related to fiscal stability of the institution include these (see Powers and Duties of Management Boards, RS 17.3351):

- Receive and expend or allocate expenditures to the System institutions all monies appropriated or otherwise made available for the purpose of the Board and universities
- Determine the fees which shall be paid by students
- Purchase land and purchase or construct buildings necessary for the use of the universities within the system
- Adopt, amend and repeal rules an regulations necessary for the business of the Board, for the governance of the System colleges and universities and the governance and discipline of students
- Lease land or other property belonging to it or to any college or university within the System, as well as, sell or exchange land or other property not needed for university purposes
- Actively seek and accept donations, bequests, or other forms of financial assistance for educational purposes

Board minutes and Board committee reports also document that the Board of Supervisors fulfills its legal responsibility of ensuring the financial resources of the institution are adequate to provide sound educational programming. Recent examples include but are not limited to:

a. University of Louisiana System's request for approval of the Fiscal Year 2014-15 Capital Outlay Budget Request and Institutions' Five-Year Capital Outlay Plans (BoS Report of the Facilities Planning Committee, Item H.6, 8/20/13; BoS minutes of 8/20/13).

b. University of Louisiana System's request for approval of the Fiscal Year 2013-2014 Internal Audit Plans; request for approval to authorize a Building Use Fee (BoS Minutes of June 25, 2013 - items G.1. and I.3.).

c. University of Louisiana System's discussion of Fiscal Year 2012-13 first quarter financial reports and ongoing assurances (BoS minutes of 12/3/12).

d. Board of Supervisors' approval of 2013-2014 operating budgets for ULS institutions (BoS minutes of August 20, 2013).

Louisiana Board of Regents

The Board of Regents have the authority "to plan, coordinate, and have budgetary responsibility for all public postsecondary education" (Louisiana State Constitution of 1974, Article 8, Education, §5 Board of Regents). A review of the general and specific powers confirms the Board of Regents also assumes broad legal authority for the fiscal stability of an institution. Operating budgets, formula funding, and capital outlay approvals are the responsibility of the Regents. Those powers specifically vested in the Board of Regents and enumerated in the Constitution are described on the Regents website.

The responsibilities of the Board of Regents and those of the four management boards are carefully drawn to ensure a balance and distinction between coordinating, planning and policy-making, and management implementation. The 1974 Louisiana Constitution gives the Board of Regents the following authority:

- *To review or eliminate existing degree programs or departments;*
- *To approve, disapprove, or modify proposed academic programs or departments;*
- *To study both the need for and feasibility of new postsecondary institutions as well as the conversion of existing schools into campuses offering more advanced courses of study;*
- *To formulate and update a master plan for higher education (which must include a higher education funding formula); and*
- *To review annual budget proposals for the operating and capital needs of each public institution prior to compilation of the Regents' higher education budget recommendations. The Board also recommends priorities for capital construction and improvements.*

Board minutes and Board committee reports also document that the Board of Regents fulfills its legal responsibility of ensuring the financial resources of the institution are adequate to provide sound educational programming. Recent examples include but are not limited to:

a. Major Repair Fund Re-Allocation (Facilities and Property Committee Recommendation on 1/22/14 and Regents Approval, Minutes 1/22/14).

b. Review and Acceptance of FY 2014-2015 Funding Recommendation (Finance Committee Recommendation on 3/26/14 and Regents Approval, Minutes 3/26/14).

Conclusion

The legal authority and operating control of Southeastern is clearly defined for its governing boards - the Louisiana Board of Regents and the University of Louisiana System Board of Supervisors. Each Board has a role in ensuring the fiscal stability of the institution.

Sources

- Board of Supervisors_Minutes_Aug 2013_Approved Budget (Page 11)
- RS 17_3351_Powers and Duties of Management Boards

3.2.2.3

Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 institutional policy

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Institutions of higher education in Louisiana function under the governance of two boards, the Louisiana Board of Regents and a system management board, which for Southeastern Louisiana University is the University of Louisiana System (ULS) Board of Supervisors (Louisiana Constitution, Article VIII, Section 6). As described in CR 2.2, both Boards are active policy-making boards with defined powers and legal authority over Southeastern. Documentation of that power is provided below.

Board of Supervisors of the University of Louisiana System

The Board of Supervisors of the University of Louisiana System is an active policy-making body, as reflected in its powers and authorities granted in Louisiana Revised Statute 17:3351, agenda and minutes of its regular Board meetings, and approved Board Bylaws and Rules listed on the University of Louisiana System web site. Section V of the Board Bylaws (Duties, Powers, and Functions) states that "The Board shall determine broad administrative and educational policies for the conduct of all Board, System, and institutional affairs and it shall provide for the execution of its policies by the System President and by the institution presidents." Those broad administrative and educational policies are referred to as Board Rules. More specific duties, powers, and functions are also enumerated in Section V of the Bylaws.

To facilitate its policy- and decision-making roles, the Board of Supervisors has six standing committees:

1) Academic and Student Affairs - may be referred matters concerning academic organization, curricula, other academic affairs, faculty, scholarships, and other student affairs;
2) Facilities Planning – may be referred matters relating to facilities planning at the institutions;
3) Finance - may be referred all matters related to financial and budgetary operations;
4) Grievance – may be referred grievances brought to the Board by personnel or students of the universities under its jurisdiction in accordance with established policies and procedures;
5) Legislation – may be referred all matters related to legislation which may affect education; and
6) Strategy and Performance – may be referred all matters relating to strategic and performance initiatives.

Standing committees make recommendations to the Board of Supervisors regarding policies and actions related to the respective committee.

Board minutes and Board committee reports as well as adopted Board Rules document the Board of Supervisors as an active policy-making body. Examples include but are not limited to:

a. Approval of modification to General Education section of Baccalaureate Degrees Requirements Board Rule, Section A.1 (Categories of Requirements: General Education) (BoS Academic and Student Affairs Report of 10/22/2013; BoS Minutes of 10/22/13)

b. Approval of the University of Louisiana System's request for approval of revisions to Board Rule Chapter III. Faculty and Staff, Section XI. Tenure; and Board Rule Chapter III. Faculty and Staff, Section XV. Termination and associated Policy and Procedures Memorandum (PPM) Academic Program Reduction and/or Discontinuance, FS-III.XV.B-1a (BoS Minutes of 2/25/2011).

c. Approval of the University of Louisiana System's request for approval of a proposed revision to Chapter IV, Finance and Business, Section V. Student Fees, I. Vehicle Registration Fee (BoS Finance Committee Report of 6/18/2012, item J.13; BoS Minutes of 6/18/2012)

Louisiana Board of Regents

Responsibilities of the Board of Regents touch every aspect of higher education operations -- planning, policy-making, and coordinating activities (see Regents website). The Regents powers for policy-making are reflected in Article III of the Louisiana Constitution, agenda and minutes of its regular Board meetings, and approved Policies and Procedures listed on the Board of Regents web site. To facilitate its policy- and decision-making roles, the Board of Regents has seven standing committees: Academic and Student Affairs; Facilities and Property; Finance; Personnel; Planning, Research and Performance; Legislative; and Technology. Standing committees make recommendations to the Board of Regents regarding policies and actions related to the respective committee.

The list of Policies and Procedures on the Regents website, along with minutes from meetings of the standing committees and the full board document the Board of Regents is an active policy-making body. Examples include but are not limited to:

a. Approval of modification to Academic Affairs Policy 2.16 - Statewide General Education Requirements (Regents Minutes of 5/23/12).

b. Approval of modification to Academic Affairs Policy 2.04 – Letters of Intent for New Academic Degree Program (Academic and Student Affairs Committee Recommendation of 9/21/11; Regents Minutes of 9/22/11).

Conclusion

The legal authority and operating control of Southeastern is clearly defined for its governing boards - the Louisiana Board of Regents and the University of Louisiana System Board of Supervisors. Both Boards are active policy-making bodies of the institution.

Sources

- Board of Supervisors_Duties, Powers and Funtions
- Standing Committees _ Regents
- Standing Committees_Board of Supervisors

3.2.3

Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The State of Louisiana has established governmental ethics guidelines that addresses conflict of interest. This Code of Ethics applies to all public servants and therefore to Southeastern's governing boards, the Board of Supervisors of the University of Louisiana System and the Louisiana Board of Regents. Confirmation that Board members are considered public servants is provided in Section 1102 of the Code of Ethics).

Sections 1101, 1112, 1116, and 1118 of the Louisiana Code of Governmental Ethics specifically governs the activities of public officers and employees in matters regarding conflict of interest. Section 1101.B. states the following:

> *It is essential to the proper operation of democratic government that elected officials and public employees be independent and impartial; that governmental decisions and policies be made in the proper channel in the governmental structure; that public office and employment not be used for private gain other than remediation provided by law; and that there is public confidence in the integrity of government. The attainment of one or more of these ends is impaired when a conflict exists between the private interest of an elected official or a public employee and his duties as such.*

Ethics Code Section 1112 sets forth rules involving the participation of certain individuals, including elected officials and employees, in transactions involving governmental entities. By participating in transactions that are prohibited under this section, a Board member could be unduly influenced in making decisions regarding the institutions he represents. Ethics Code Section 1116 A, B and C set forth guidelines regarding abuse of office, and Section 1118 provides guidelines for public employees who, directly or indirectly, influence actions by legislature or governmental authority.

In addition to the above, each Board member is required to take an oath of office, which states "I do solemnly swear that I will support the Constitution and Laws of the United States and the Constitution and Laws of this State and that I will faithfully and impartially discharge and perform all the duties incumbent upon me as___. I hereby acknowledge receipt of a copy of the Code of Ethics as required by RS:42:1162." Board members are also required to complete annual training on the State Code of Ethics as indicated in RS 42:1170 (see Board Schedule for June 26, 2014 and April 13, 2013 Agenda for the Board of Regents).

Although covered by the State ethics standards as outlined above, in June 2004 the University of Louisiana System Board proposed a revision to its bylaws to include a system policy on conflict of interest. Part I, Section I.G, Conflict of Interest, reads as follows:

> *The Board of Supervisors for the University of Louisiana System is the governing board for all institutions that comprise the University of Louisiana System. All members of the Board are appointed officers of the State of Louisiana. As such, they are subject to the laws of the State as defined by the 1974 Louisiana State Constitution (Art. X. Public Officials and Employees, Part I., Sec. 2) and the State Code of Ethics which govern their conduct and responsibilities.*

The Board approved this change in August of 2004.

Bylaws for the Board of Regents (BPP 3.3a) also address ethics in the section on orientation of new board members.

> *Each newly appointed member shall be provided a copy of the Louisiana Code of Governmental Ethics.*
>
> *The Louisiana Department of Boards and Commissions will provide each newly appointed Board member a "Related Party Disclosures" and a "Compliance with the Code of Governmental Ethics" form for his/her review and completion.*

An example of implementation of this policy is unavailable because no such conflict of interest has taken place on either the Louisiana Board of Regents or the University of Louisiana System Board of Supervisors.

Sources

- Board Bylaws_Conflict of Interest (Page 2)
- Board minutes_8_27_04 (Page 8)
- Board Schedule_26June2014_Ethics Training
- RS 42_1162_Oath of Office_Ethics
- RS 42_1170_Ethics Education
- Title42Ch15_Code of Governmental Ethics (Page 10)
- Title42Ch15_Code of Governmental Ethics (Page 23)
- Title42Ch15_Code of Governmental Ethics (Page 24)
- Title42Ch15_Code of Governmental Ethics (Page 3)
- Title42Ch15_Code of Governmental Ethics_Public Servants (Page 3)

3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

As described in CR 2.2, Southeastern functions under the governance of two boards, the Louisiana Board of Regents and the University of Louisiana System Board of Supervisors. As public servants for the State of Louisiana, members of the University of Louisiana System Board of Supervisors and the Louisiana Board of Regents are subject to the laws of the state which govern their conduct and responsibilities. The State Code of Governmental Ethics addresses ethical standards for public servants particularly as they relate to monetary influences, gifts, nepotism, and influencing actions from other governmental sources. Confirmation that Board members are considered public servants is provided in Section 1102 of the Code of Ethics.

As indicated in Comprehensive Standard 3.2.3, Code 1101.B. of the State Code of Governmental Ethics states the following:

> *It is essential to the proper operation of democratic government that elected officials and public employees be independent and impartial; that governmental decisions and policy be made in the proper channel of the government structure; that public office and employment not be used for private gain other than the remuneration provided by law; and that there be public confidence in the integrity of government. The attainment of one or more of these ends is impaired when a conflict exists between the private interests of an elected official or a public employee and his duties as such.*

Board members are required to complete annual training on the State Code of Ethics as indicated in RS 42:1170 (see Board of Supervisors Schedule for June 26, 2014 and the April 13, 2013 Agenda for the Board of Regents).

However, it is not only the statutory requirements for the accountability of public officials that limits the possibility of undue influence. Undue influence from external constituencies of all types is further limited by the mechanisms for appointment of the board members, the state's requirements for open meetings, and the fact that the Board publishes the agenda for all meetings in advance and also publishes the minutes from meetings (see Louisiana Revised Statute 42:19-Notice of Meetings and ULS Board Bylaws).

The Louisiana Constitution mandates that members of the Louisiana Board of Regents and the Board of Supervisors of the University of Louisiana System are appointed by the Governor with the consent of the state Senate, for staggered/overlapping terms of six years and with state-wide representation from each congressional district (LA Constitution, Article VIII: Regents; Supervisors). Overlapping terms serve to diminish the influence of any one Board member or faction. A student Board member is also appointed. The Governor's recommendations for appointment must be confirmed by the State Senate. Once appointed and confirmed, Board members can only be removed for cause, as described in CS 3.2.5.

Each Board elects its own officers from within its membership (see Regents BPP 4.1.1(a) and ULS Board Bylaws, Part 1 Section II). No member of the Board may hold a Board office for any more than two consecutive one-year terms. Board members must undergo orientation and continuing professional development (see Section VIII of the ULS Board Bylaws and BPP 3.3a of the Board of Regents Bylaws). The Board of Supervisors Policy and Procedures Memorandum B.VIII.-1 further specifies that the orientation include a review of state ethics.

Bylaws for the Board of Regents (BPP 3.3a) also address ethics in the section on orientation of new board members.

> *Each newly appointed member shall be provided a copy of the Louisiana Code of Governmental Ethics.*
>
> *The Louisiana Department of Boards and Commissions will provide each newly appointed Board member a "Related Party Disclosures" and a "Compliance with the Code of Governmental Ethics" form for his/her review and completion.*

In addition, Louisiana's requirements for regular, open meetings (Louisiana Revised Statute 42:19) provides additional assurance that individuals do not wield undue power, serve their self-interests or exert control for purposes not in the best interest of the institutions. Bylaws of both Boards reflect the requirement that all regular meetings of the Boards are open to the public (Regents BPP 3.5(a) and ULS Board Bylaws, Part 1 Section III) with notifications and agendas posted on the appropriate Board website prior to meetings and minutes from the meetings posted after approval. A quorum is required for any business by the Board and an official vote is recorded for any action (see LA Revised Statute 17:1833.c, RS 17:1872.B and ULS Board Bylaws, Section III). Opportunity is provided for public comment at all Board meetings (see Public Comment Policy and ULS Board Bylaws, Section III).

Sources

- Board of Regents Bylaws_Orientatn_New_Bd_Mbrs
- Board Schedule_26June2014_Ethics Training
- Bylaws_Section I_Members of the Board
- Bylaws_Section II_Officers
- Bylaws_Section III_Meetings (Page 1)
- Bylaws_Section III_Meetings (Page 2)

- Bylaws_Section III_Meetings (Page 3)
- Bylaws_Section VIII_Professional Development
- PPM B_VIII_1 (Page 2)
- Regents_2013 Schedules and Agendas _ Ethics Training
- RS 17_1833_Majority
- RS 17_1872_B_Majority
- RS 42_1170_Ethics Education
- RS 42_19_Notice of Meetings
- Title42Ch15_Code of Governmental Ethics (Page 3)
- Title42Ch15_Code of Governmental Ethics_Public Servants (Page 3)

3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

As described in CR 2.2, Southeastern functions under the governance of two boards, the Louisiana Board of Regents and the University of Louisiana System Board of Supervisors. Article VIII of the *Louisiana Constitution of 1974* defines the membership of both the Louisiana Board of Regents (Section 5, B1) and the Board of Supervisors for the University of Louisiana System (Section 6, B1). Both descriptions include the following.

> *"The board shall be composed of fifteen members, of whom two members shall be from each congressional district and the remaining member or members shall be from the state at large, appointed by the governor with consent of the Senate. The members shall serve overlapping terms of six years, following initial terms fixed by law."*

In addition, Article VIII, Section 8.B of the Constitution also provides for a student member to be appointed to each board as the sixteenth member, with all the privileges and rights of other board members. The student member serves a one-year term and is elected by and from the membership of the Louisiana Council of Student Body Presidents, and must be a full-time student.

Once appointed by the Governor, a member of either board can be dismissed through impeachment for cause *(La. Const., Art. X. Public Officials and Employees, Part III, Sec. 24)* or as outlined in Louisiana Revised Statute 42:1411: "A public officer shall be removed from office for conviction during his term of office of a felony." As the statute further specifies, due process is provided through the legal system. If the conviction is reversed on appeal, the suspended board member may return to office with all rights and privileges to which the member is entitled in the position.

In addition to the above state law, this is further emphasized in the Bylaws of the University of Louisiana System Board, Section I. C, paragraph three, which states:

> *Members of the Board are considered to be appointed state officials in unclassified service (La Const., Art. X Public Officials and Employees, Part I., Sect. 2). As such, they may be removed from office through impeachment for cause (La. Const., Art. X. Public Officials and Employees, Part III, Sec. 24). Cause may include, but may not be limited to, commission or conviction, during the term of office, of a felony or for malfeasance or gross misconduct while in office. Due process shall be provided with a trial by the Senate.*

An example of implementation of this policy is unavailable because no such dismissal has taken place on either the Louisiana Board of Regents or the University of Louisiana System Board of Supervisors.

Sources

- LA Constitution_Article X_Section24A_Impeachment
- LA Constitution_Article X_Section2B_5
- Louisiana Constitution of 1974_Article VIII_ Education_Board Membership (Page 2)
- Louisiana Constitution of 1974_Article VIII_ Education_Board Membership (Page 3)
- Louisiana Constitution of 1974_Article VIII_ Education_Board Membership (Page 8)
- RS 42_1411_Removal of Public Officers
- Supervisors_Board Bylaws_Removal from Office

3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In accordance with Article VIII of the Louisiana Constitution, public universities and colleges in Louisiana are organized within one of four higher education systems, with each supervised and managed by a Board of Supervisors and coordinated by the Louisiana Board of Regents (Louisiana Constitution, Article VIII, Section 5: Education: Board of Regents). As such, institutions of higher education in Louisiana function under the governance of two boards, the Louisiana Board of Regents and a system management board, which for Southeastern Louisiana University is the University of Louisiana System (ULS) Board of Supervisors Louisiana Constitution, Article VIII, Section 6). As described in CR 2.2, both Boards are active policy-making boards with defined powers and legal authority over Southeastern.

The Louisiana Constitution delineates the roles of the governance boards (Article VIII, Section 5 and Section 6). In sum, the Board of Regents is responsible for a wide range of planning, policy-making, and coordinating activities affecting the State's public higher education enterprise. As such, the Board of Regents may approve or eliminate degree programs, study the need and feasibility for new institutions, formulate a master plan for higher education, including a funding formula, and review operating and capital budgets as part of the State's overall higher education financing priorities. The Board of Regents also sets some broad educational policies, such as statewide general education requirements and minimum requirements for placement into entry-level, college-level mathematics and English.

All authority not reserved by the Constitution to the Board of Regents is delegated to the management boards. Accordingly, the University of Louisiana System Board of Supervisors sets administrative and educational policy and holds the System and institution presidents responsible for execution of policies. Specific powers and authority of the Board of Supervisors is detailed in the Board's Bylaws, which states, "the Board of Supervisors for the University of Louisiana System … [is] the governing board of the University of Louisiana System …" (Board Bylaws, Section I.C., Definitions: The Board of Supervisors for the University of Louisiana System).

Policy-Making Functions of the Governing Boards

Board of Supervisors of the University of Louisiana System

The Board of Supervisors of the University of Louisiana System is an active policy-making body, as reflected in its powers and authorities granted in Louisiana Revised Statute 17:3351, agenda and minutes of its regular Board meetings, and approved Board Bylaws and Rules listed on the University of Louisiana System web site (see CS 3.2.2.3 for specific examples). Item B of Section V of the Board Bylaws (Duties, Powers, and Functions) provides general statement of administrative policy, *"The Board shall determine broad administrative and educational policies for the conduct of all Board, System, and institutional affairs and it shall provide for the execution of its policies by the System President and by the institution presidents."* Those broad administrative and educational policies are referred to as Board Rules. These include, but are not limited to, the following items, which further outline the Board's policy-making function:

> •Part I, Section V. C.12: *adopt, amend, or repeal rules or regulations necessary or proper for the business of the Board and for the governance of the institutions under its jurisdiction;*
>
> •Part I, Section V. C.13: *adopt, amend or repeal rules and regulations for the governance and discipline of students;*
>
> •Part I, Section IX. Changes in Bylaws: *New bylaws may be adopted, and bylaws may be amended or repealed by majority vote at any meeting of the Board. No action shall be taken unless notice of such proposed adoption, amendment, or repeal shall have been given at a previous meeting or unless notice in writing of the proposed change shall have been served upon each member of the Board at least 30 days in advance of the final vote upon such change.*

In addition, the University of Louisiana System has adopted Board Rules which provide further duties, powers and functions to System universities. Chapter III, Section IV. A states that a University President is to be, *"responsible to the Board and the System President for the effective execution of all Board and System policies, resolutions, rules, and regulations adopted by the Board, as well as plans, memoranda, and directives issued by the System President. The Institution's President's discretionary powers shall be broad enough to enable him/her to meet his/her extensive responsibilities."*

Louisiana Board of Regents

Responsibilities of the Board of Regents touch every aspect of higher education operations -- planning, policy-making, and coordinating activities (see Regents website). The Regents powers for policy-making are reflected in Article III of the Louisiana Constitution, agenda and minutes of its regular Board meetings, and approved Policies and Procedures listed on the Board of Regents web site (see CS 3.2.2.3 for specific examples). As can be seen in the Louisiana State Constitution of 1974, Article VIII, Education, §5 Board of Regents, the Regents have the authority "to plan, coordinate, and have budgetary responsibility for all public postsecondary education." Those powers specifically vested in the Board of Regents and enumerated in the Constitution are described on the Regents website.

> *The responsibilities of the Board of Regents and those of the four management boards are carefully drawn to ensure a balance and distinction between coordinating, planning and policy-making, and management implementation. The 1974 Louisiana Constitution gives the Board of Regents the following authority:*
>
> - *To review or eliminate existing degree programs or departments;*
> - *To approve, disapprove, or modify proposed academic programs or departments;*
> - *To study both the need for and feasibility of new postsecondary institutions as well as the conversion of existing schools into campuses offering more advanced courses of study;*
> - *To formulate and update a master plan for higher education (which must include a higher education funding formula); and*

- *To review annual budget proposals for the operating and capital needs of each public institution prior to compilation of the Regents' higher education budget recommendations. The Board also recommends priorities for capital construction and improvements.*

Regarding delineation of authority, the Regents make this statement on the Constitutional Authority page of their website:

> *The Constitution provides that all duties and responsibilities not specifically vested in the Board of Regents be assigned to the respective management boards. This carefully drawn division of responsibility enables the Board of Regents to chart general academic and fiscal directions for higher education in Louisiana without becoming unnecessarily entangled in the day-to-day mechanics of operating college campuses.*
>
> *Thus, in practice, the Board of Regents' determines what academic programs an institution may offer and assesses the quality and need for those programs, but the management boards oversee instructional operations; the Regents administer the funding formula and set down guidelines for preparing campus budgets, but the management boards have the responsibility of preparing and administering those budgets; the Regents set tenure standards which the university systems must meet or exceed, but only the management boards may approve campus personnel actions.*

The University of Louisiana Board of Supervisors has a number of policies that deal with the day-to-day aspects of mission and fiscal stability such as Board Rules, Part II, Chapter I, Section V New Degree Program Requests and Board Rules, Part II, Chapter IV, Section II Budgets. In many cases these policies require that the Board of Supervisors have an opportunity to review requests and documents to be submitted to the Board of Regents.

Responsibility of Administration and Faculty

Southeastern's employee handbooks (Part I: Section A, Governing Boards) describe the governance structure and responsibilities of the Louisiana Board of Regents and the University of Louisiana System. Employee handbooks also detail Southeastern's commitment to involving university faculty and staff in policy-making functions through the organization of councils and committees (see CS 3.7.5 for more information).

Policies approved by the Board of Supervisors and/or the Board of Regents are implemented through the lines of communication and responsibility outlined in the University's organizational chart. Faculty implement policy subject to the approval of department chairs and directors of various academic units. Department chairs and directors implement policies subject to the approval of the deans or vice president of the corresponding area. The academic deans are responsible to the Provost, who in turn is subject to approval from the President. The President has ultimate authority for the administration and implementation of policies approved by the Board.

Examples of distinction, in practice, between the Board and the administration and faculty are described below.

University of Louisiana System Board of Supervisors

- **BOS approval of faculty promotions**. The procedures followed for faculty promotion are communicated in the Faculty Handbook. Promotion decisions are made by the Provost, subject to approval by the President and the BOS, upon the recommendation of the appropriate college dean, the department chair, and the department promotion committee. These recommendations must follow the time table and the procedures established by the University and must comply with the stated university criteria, as well as the more detailed criteria of the individual department. BOS minutes document the board's approval of faculty promotions (for example, see BOS Minutes of August 20, 2013).
- **BOS approval of hiring and appointments of faculty/staff**. Employment procedures are outlined in employee handbooks and include involvement by faculty/staff search committees, the budget unit head and the appropriate Vice President (see CS 3.2.9 for more details). Final approval rests with the Board of Supervisors (for example, see BOS Minutes of February 27, 2014).
- **BOS approval for termination of degree program**. Following Southeastern's internal process for curriculum changes (see CS 3.4.10 for details) the University Curriculum Council approved the termination of the Master of Education in Educational Technology program. Final approval by the BOS is documented in the BOS minutes of February 27, 2014.
- **BOS approval of University mission and strategic plan**. Southeastern's University Planning Council reviewed the existing mission and strategic plan and created a new five-year strategic plan, *Vision 2017*, affirming it on October 30, 2012. The Board of Supervisors approved *Vision 2017* at its meeting on April 30, 2013.

Louisiana Board of Regents

- **Regents approval of academic program.** Prior to submitting a full proposal for a new degree program, the Louisiana Board of Regents requires a Letter of Intent for Projected New Academic Programs. Stages of review and approval of the Letter of Intent include the campus level, the Board of Supervisors, and the Board of Regents. Once approved by the Regents, a full proposal is developed by relevant faculty at the institution and submitted to the Provost, the University President and the Provost and Executive Vice President of the University of Louisiana System for review and approval. The final proposal is submitted to the University of Louisiana Board of Supervisors for consideration. Once approved by the Board of Supervisors, the proposal is submitted to the Louisiana Board of Regents. After the Louisiana Board of Regents approves a new degree program for Southeastern, the specific curriculum for that degree program, developed by the relevant faculty, undergoes the campus curriculum review process (see CS 3.4.1 for more detailed information).
    - A Fall 2012 recommendation from the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) identified the need for a Bachelor of Science degree program in Information Technology (BSIT). A combined Letter of Intent and Proposal to establish the BSIT was submitted to the Board of Supervisors and approved on February 26, 2013. The proposal received full approval by the Board of Regents on March 20, 2013. Faculty in Southeastern's Department of Computer Science and Industrial Technology initiated the internal review process on April 4, 2013 with the submission of the BSIT proposal to the department curriculum committee. As indicated by the signature lines on the proposal form, the proposal was approved by the department curriculum committee and the department head on April 8; by the college curriculum committee on April 8; by the Dean of Science & Technology on April 9; by the University Curriculum Council (UCC) on April 10; and by the Provost on April 10, 2013.

- **Regents approval of General Education requirements.** The Board of Regents approved modification to its Academic Affairs Policy 2.16 - Statewide General Education Requirements in May 2012 (Regents Minutes of May 23, 2012). The University of Louisiana System Board of Supervisors changed the System-wide General Education Requirements to align with the new Statewide General Education Requirements on October 22, 2013. As directed by Southeastern's Provost (see email of December 2, 2013),the University Curriculum Council (UCC) reviewed existing General Education requirements and recommended changes for alignment. These recommendations were submitted to the Provost. Minutes from the UCC meeting of January 15, 2014 (along with the January 16 addendum) document the recommendations of the UCC and the Provost's first review (see comments in right margin dated 2/5/14). The items not approved on 2/5/14 (items 2 and 3)

were sent back to the UCC for clarification. Items 2 and 3 were clarified by the UCC via email and submitted to the Provost. As documented in the right margin of the February 13, 2014 Addendum, the Provost approved Item 3 but denied Item 2. The UCC met on February 24, 2014 for discussion and clarification of Item 2, the Mathematics/Analytical Reasoning Competency. As indicated by comments in the right margin of the February 24 minutes, the Provost approved the final clarification on 2/26/2014.

- **Regents approval of changes to Endowed Chairs and Professorships.** To align revisions of the policy on Endowed Chairs and Professorships with campus needs, the Sponsored Programs committee of the Board of Regents recommended a campus survey to gather information on endowments including filled and unfilled slots and salary support through endowment earnings (see Board of Regents Minutes of April 25, 2013). Campuses were asked to submit surveys by May 31. At the June 26, 2013 meeting of the Board of Regents, minutes document a vote to table consideration of proposed changes to the Endowed Professorships and Endowed Chairs program policies, pending staff discussions with affected campuses. The September 26, 2013 minutes reflect changes made for the 2014-15 and subsequent academic years.

Conclusion

Southeastern maintains a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing boards and the responsibility of the administration and faculty to administer and implement policy.

Sources

- Agenda for UPC meeting_October_30_2012
- Email Charge to UCC_wAttachment_Gen Ed_December 2013
- Employee Handbooks_Governing Boards
- Louisiana Revised Statute 17_3351 (Page 3)
- Organizational Chart_Fall 2014
- Regents_Board_Minutes_-_2012_0523_Approval of Gen Ed (Page 5)
- Regents_Board_Minutes_-_2013_0425_Endowed Survey (Page 8)
- Regents_Board-Minutes-2013-0626_Endow Discuss (Page 9)
- Regents_Board-Minutes-September-2013-0926_Endowed Professorships (Page 3)
- Supervisors_Board Minutes Oct 22,2013 (Page 5)
- UCC_Addendum of February 13, 2014
- UCC_Minutes of February 24, 2014
- UCC_Minutes of January 15 2014 with Addendum
- UCC_Minutes of January 15 2014 with Addendum (Page 2)
- ULS Board Bylaws_Item B_Section V
- ULS Board Bylaws_Part I_Section IX_A
- ULS Board Bylaws_Part I_Section V_C12_C13 (Page 2)
- ULS BOARD MINUTES_April 30, 2013 (Page 3)
- ULS BOARD MINUTES_Aug 20, 2013 (Page 4)
- ULS BOARD MINUTES_Feb 27, 2014 (Page 2)
- ULS BOARD MINUTES_Feb 27, 2014 (Page 5)
- ULS Board Rules_Chpt_3_IV_Presidents

3.2.7

Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The organizational structure at Southeastern Louisiana University is clearly defined so as to delineate responsibilities and lines of accountability. The President is vested with the authority to administer the University as per the University of Louisiana System Board Rules (Part II, Chapter III, Section IV) and is charged with the execution of Board policies as per Board Bylaws (Part I, Section V). The University's organizational chart shows that the President delegates responsibility for administration of policies to the vice presidents in the four primary areas of the University: Academic Affairs, Student Affairs, Finance and Administration, and University Advancement. Complimenting the organizational chart is an entire section in the employee handbooks which describes the organizational structure of the University (Part I: Organizational Structure) including the governance, purpose, strategic plan, and organization of the institution as well as the responsibilities and evaluation of administrators.

Links to the organizational chart are provided in the University's employee handbooks and on the University Policies and Procedures webpage. In addition, the Administration tab on the University's webpage links to an abbreviated pictorial organization chart. The University Administrative Positions section of the handbooks clearly delineate the general responsibilities and duties of the President and the four vice presidents (see CS 3.2.8 for job descriptions and credentials of administrative officers).

Southeastern's organizational chart is updated annually, as appropriate. The version sited in this narrative was updated for Fall 2013 and indicates clear lines of responsibility and authority assigned to the provost, vice presidents, CIO, assistant vice presidents and various coordinators and directors. Responsibility for the administration and implementation of approved policies filters down through the levels of administration indicated on the organizational chart to all the faculty and staff within each unit.

Sources

- Employee Handbooks_Administrative Positions
- Employee Handbooks_Part I_evaluation of administrators
- Employee Handbooks_Part I_governing_boards
- Employee Handbooks_Part I_Institutional Purpose
- Employee Handbooks_Part I_Strategic plan
- Organizational Chart_Fall 2014
- Screenshot of Administration Link Destination on University Webpage
- Screenshot Verifying the Link to the Organizational Chart in Employee Handbook
- Screenshot Verifying the Organizational Structure Section in Employee Handbooks
- ULS Board Bylaws_Duties, Powers and Functions
- ULS Board Rules, Part II, Chpt_3_IV_Presidents

3.2.8

Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University employs qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. These officers and the reporting lines for their positions are shown in the Southeastern Louisiana Organizational Chart, with emphasis added to indicate the positions covered in this standard. Southeastern's chief administrative and academic officers are described in the University Administrative Positions section of employee handbooks. The names, titles, responsibilities, educational qualifications, and professional experience of the administrative and academic officers are summarized in the SACSCOC Template 3.2.8 Qualified Administrative/Academic Officers.

Administrative Officers

Southeastern's administrative officers as of July 5, 2014 are presented below. Click the name to access the curriculum vitae and the title to access the position description.

- Tammy Bourg (PhD in Psychology), Provost and Vice President for Academic Affairs
- Sam Domiano (MBA), Vice President for Administration and Finance
- Marvin L. Yates (PhD in Secondary Education), Vice President for Student Affairs
- Wendy Johns Lauderdale (MA in Philanthropy and Development), Vice President for University Advancement
- Mike Asoodeh (PhD in Industrial Education), Chief Information Officer
- Jeffrey Temple (PhD in Biochemistry), Assistant Vice President for Academic Programs
- Josie Walker (PhD in Adult Education), Assistant Vice President for Institutional Effectiveness
- Jim McHodgkins (MS Physical Education), Assistant Vice President for Student Affairs
- Judy Bowles (MBA, CPA), Assistant Vice President for Finance and Budgets
- Lori Fairburn (MBA), Director of Enrollment Services
- Gene Pregeant, (JD), EEO/ADA Officer and Title IX Coordinator
- Chibuike U. Azuoru (MBA, CPA, CRMA, CGMA), Director of Internal Audit
- Jay Artiques (Master of Sport Science in Sport Coaching), Director of Athletics
- Karmen King, (MA in History), Compliance and Title IX Officer for Athletics

Academic Officers

Southeastern's academic officers as of July 5, 2014 are presented below. Click the name to access the curriculum vitae and click Academic Deans to access the position description for all academic deans.

- Karen Fontenot (PhD in Communication Theory), Dean of the College of Arts, Humanities and Social Sciences
- Toni Phillips (PhD in Business Administration-Management), Dean of the College of Business – Interim
- Shirley Jacob (PhD in Educational Administration), Dean of the College of Education – Interim
- Ann Carruth (DNS, RN), Dean of the College of Nursing and Health Sciences
- Dan McCarthy (PhD in Plasma Physics), Dean of the College of Science and Technology

Conclusion

Southeastern's administrative and academic officers have the qualifications, experience and competence to lead the institution.

Sources

- Academic Deans_2014
- Agenda-October 1, 2013_Staff Meeting
- Artigues_Vita_2014
- Asoodeh_Vita_2014
- Assistant Vice President for Academic Programs
- Assistant Vice President for Finance and Budgets
- Assistant Vice President for Institutional Effectiveness
- Assistant Vice President for Student Affairs
- Azuoru_Vita_2014
- Bourg_Vita_2014
- Bowles_Vita_2014
- Carruth_Vita_2014
- Chief Information Officer
- Compliance and Title IX Officer for Athletics
- Director of Athletics

- Director of Enrollment Services
- Director of Internal Audit
- Domiano_Vita_2014
- EEO-ADA Officer and Title IX Coordinator
- Employee Handbooks_Administrative Positions
- Fairburn_Vita_2014
- Fontenot_Vita_ 2014
- Jacob_Vita_2014
- King_Vita_2014
- Lauderdale_Vita_2014
- McCarthy_Vita_2014
- McHodgkins_Vita_2014
- Organizational Chart_Fall 2014_Admin_Acad_Officers
- Phillips_Vita_2014
- Pregeant_Vita_2014
- Provost and Vice President for Academic Affairs
- SACSCOC Template Qualifications of Administrative_Academic Officers_Final
- Temple_Vita_2014
- Vice President for Administration and Finance
- Vice President for Student Affairs
- Vice President for University Advancement
- Walker_Vita_ 2014
- Yates_Vita_2014

3.2.9

Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University publishes policies regarding appointment, employment, and evaluation of all personnel on the Human Resources website and in printed and online policies and procedures manuals.

Employees of Southeastern fit into one of three categories - faculty, unclassified staff and classified staff, with employment subject to a hierarchy of external laws and regulations. Southeastern is subject to all applicable federal laws and regulations pertaining to employment in higher education, including requirements of the United States Equal Employment Opportunity Commission and the United States Department of Education. As a unit of state government, the University is subject to all applicable laws and regulations regarding employment with the State of Louisiana. As a member institution of the University of Louisiana System, employment policies for Southeastern must also be consistent with Part Two, Chapter III of the University of Louisiana System Board Rules.

Employment and the Role of the Human Resources Office

Reporting to the Vice President for Administration and Finance, Southeastern's Human Resources Office is responsible for the administration of all employment practices. Charged with developing, implementing, communicating, and interpreting all employment policies related to faculty and staff, the Human Resources Office communicates with employees through written and electronic means. On its website, the Human Resources Office communicates information targeted for use by both employees and supervisors, providing information for all University employees in the following areas:

- Employment Procedures
- Employee Handbooks
- Employee Benefits
- Training Opportunities
- Job Vacancies

A master list of Policies and Procedures regarding employment practices is also available on the Human Resource webpage. These policies include:

- Equal Employment Opportunity
- The Americans with Disabilities Act
- Litigation Policy
- Harassment & Discrimination Policy
- Violence in the Workplace Plan

The Human Resource Office provides a variety of employee training opportunities including training for new employees and quarterly safety meetings for all employees. Training sessions for all new faculty, unclassified staff, and classified staff are held at the beginning of the fall and spring semesters. These orientation sessions welcome new employees to the University community and inform them of all relevant policies and procedures regarding employment at Southeastern.

A special online course in Moodle, the University's Learning Management System, provides all employees convenient access to the Human Resources Education Program. Mandatory trainings (e.g., Sexual Harassment Prevention and Ethics Education) are communicated to faculty and staff via email which includes a link to the online course site.

Faculty Appointments and Evaluation

Faculty Appointments

There are four types of appointments to the faculty at Southeastern: special (temporary) appointments; instructor appointments; tenure-track appointments; and tenure appointments. Selection and appointment of all faculty is subject to the procedures outlined in Part III, Section A of Southeastern's Faculty Handbook:

> *When there is a vacancy in a department or an addition to be made, the department head, in consultation with appropriate departmental faculty, makes recommendation to the dean of the college and to the Provost, who transmits the recommendations to the President of the University. The President makes recommendation of appointment to the University of Louisiana System. No appointment is valid until the System has given its formal approval of the person, the rank, the salary, and the period of employment.*

Regardless of the type of faculty appointment, the department head and search committee are charged with ensuring that the finalists for the position fully meet SACSCOC criteria for the specific faculty appointment in question. In Section II, E. 1 of the University's Employment Procedures for Hiring Faculty, verifying the applicant's educational qualifications is described as an integral part of the background checking process on all finalists for faculty positions.

A redacted example of a faculty appointment is provided. The example includes a processing checklist to verify that procedures were followed, the employment application and the appointment letter.

Faculty Evaluations

Southeastern Louisiana University begins evaluating the potential effectiveness of each faculty member during the hiring process and continues throughout each year of employment. In accordance with guidelines specified by the University of Louisiana System in Part II, Chapter III,

Section X. of its Board Rules, appointments to the academic staff must be based on qualifications and appropriateness of the individual to the work demand. All full-time and part-time faculty members hired to teach credit courses leading to a baccalaureate degree must meet stringent requirements before they can be considered for a position, as stated in Southeastern's Faculty Handbook (Part III, Section A). Minimum requirements are published in the job advertisement for the position.

Full-time Faculty
As stipulated by the University of Louisiana System, all full-time faculty members are evaluated at least annually. Part III, Section E of the Faculty Handbook describes the procedures for evaluation as well as the elements of evaluation, levels of performance expected, and timelines for reports to be submitted. In addition, the processes for remediation of tenured faculty and academic dismissal of tenured faculty are also delineated on pages 4 and 5 of this section.

By April 1 of each year, every full-time faculty member provides a report of teaching/job effectiveness, professional activity, and service to the department head. The evaluation takes place in a conference between the faculty member and the department head. At this time, the department head gives the faculty member suggestions for improvement in the coming years. Particular care is taken in assisting non-tenured faculty members in their progress toward tenure. The department head's written report is sent to the faculty member, who may then submit a response. By May 15 of each year, a copy of the department head's evaluation and any response by the faculty member is sent to the dean of the college. The dean submits a written verification to the Provost that the evaluation for each faculty member is accomplished.

Departmental annual evaluation procedures apply to all faculty including those who have been tenured. During the year-end evaluation process, if the department head documents the overall performance of any tenured faculty member as inadequate for two consecutive years, or for three out of any five consecutive years, a remediation plan must be implemented. Failure to complete remediation may result in the academic dismissal of the faculty member. This process is documented on page 3, Part III, Section E of the Faculty Handbook.

Redacted examples of faculty evaluations (2011-2012, 2012-2013) are provided. The examples reflect two consecutive years of evaluations for the same faculty member as evidence of the annual process.

Part-time Faculty
Prior to 2013-2014, part-time faculty were evaluated on a semester-by-semester basis as part of the reemployment process. Department heads used grade distributions and Student Opinion of Teaching (SOTs) surveys to help determine if the part-time faculty member would be rehired for the following semester.

In February 2013, the University's Evaluation of Faculty Policy was changed to include part-time faculty in the evaluation of faculty process. While the changes will not officially appear until the publication of the 2014-2015 guidelines, deans and department heads were asked to begin formal evaluation of part-time faculty in 2013-2014.

Redacted examples of part-time faculty evaluations for 2013-2014 are provided. The examples are from the College of Education and the College of Arts and Sciences.

Staff Appointments and Evaluations

As stated in the Employment Procedures for Unclassified Staff and the Employment Procedures for Classified Staff, the University believes that the "selection of faculty and staff is one of the most important factors contributing to the success of Southeastern". These employment procedures spell out the steps to be followed in filling staff vacancies, including standards and expectations for each of the benchmarks in the process.

Unclassified Staff - Appointment

As Part III, Section A the Unclassified Employee Handbook indicates, unclassified staff appointments are analyzed to determine proper job title, minimum qualifications, and the appropriate salary based on the duties of the position. Available on the Human Resources web site, Employment Procedures for Unclassified Staff outlines the advertising and hiring procedures for filling unclassified staff positions. The budget unit head, in conjunction with the search committee (if a search committee is used) is responsible for carefully screening applicants, completing background checks, and verifying educational and professional qualifications before beginning interviews. The search committee recommends the best candidate to the budget unit head, and the budget unit head submits the recommendation to the appropriate Vice President for approval. Final approval rests with the University of Louisiana System Board.

A redacted example of an unclassified staff appointment is provided. The example includes a processing checklist to verify that procedures were followed, the employment application and the appointment letter.

Unclassified Staff - Evaluations

Unclassified staff are typically evaluated on an annual basis in a manner appropriate to their job responsibilities as per the Unclassified Employee Handbook, Part III, Section E. The University utilizes what it terms a "360° evaluation process" to evaluate many of its academic and unclassified staff and administrators. The use of '360°' suggests the broad scope of the review that gathers feedback on performance from peers, colleagues/customers, and subordinates. Supervisors ask the employee to be evaluated to submit three names in each of three categories: peer, subordinate, and customer. Once identified, these nine evaluators are sent a correspondence explaining the 360° process and an evaluation form. These nine individuals evaluate and comment upon the employee's performance in such areas as communication, decision-making, planning and organizing, operations/actions, problem solving, and collegial relationships.

Redacted examples of unclassified staff evaluations (2011-2012, 2012-2013) are provided. The examples reflect two consecutive years of evaluations for the same staff member as evidence of the annual process.

Classified Staff - Appointment

All classified staff positions fall under the state's civil service rules. Many of these positions are also governed by the University's contract with the American Federation of State, County and Municipal Employees, AFL-CIO, Local No. 489, which governs salaries, wages, hours, and other conditions of employment, congruent with civil service regulations.

Classified staff appointments include restricted appointments, job appointments, provisional appointments and probational appointments; descriptions of these appointment types are contained in the Classified Employee Handbook (Part III, Section A). As indicated in Employment Procedures for Classified Staff, the Human Resources Office carefully screens all applicants for classified positions, completing background checks and verifying the educational and professional credentials before interviews are completed by the budget unit head. The budget unit head submits a recommendation for employment to the Human Resources Office for approval, and the Human Resources Office completes the hiring process.

A redacted example of a classified staff appointment is provided. The example includes a processing checklist to verify that procedures were followed, the employment application and the appointment letter.

Classified Staff - Evaluation

Classified staff are evaluated as per the evaluation principles of State Civil Service. The Performance Planning and Evaluation policy is found in the Classified Employee Handbook, Part III, Section E and a sample Planning and Evaluation Form can be accessed from the Human Resources web site.

A redacted example of a classified staff evaluation is provided.

Development and Revision of Policies

Campus employment policies are periodically reviewed for applicability and timeliness by the appropriate parties and revised if necessary. Policies can be revised to accommodate changes in regulations or compliance, changes in internal or external processes, or simple grammatical changes. For example, staff in the Office of Human Resources review and revise employment policies related to employee appointments and employee evaluations for classified and unclassified staff. In Spring 2014, changes were made to the Extraordinary Qualifications/Credentials Policy to incorporate the changes made to the State of Louisiana Civil Service Extraordinary Qualifications/Credentials Policy as promulgated through the Civil Service General Circular process.

The Academic Affairs council is responsible for revision of the Faculty Evaluation Policy. As previously indicated in this narrative, the Faculty Evaluation Policy was revised in February 2013 based on the need to clarify the annual evaluation of part-time faculty. More information on the development and revision of policies related to academics can be found in CS 3.4.5.

Conclusion

As indicated above, Southeastern publishes policies regarding the appointment, employment, and evaluation of all personnel on the Human Resources website and employee handbooks and procedures manuals. Additional information on the evaluation of faculty is provided in CS 3.7.2. Specific information on administrative staff evaluations is provided in CS 3.2.10.

Sources

- Annual Eval Guidelines, 2-27-2013
- Applicant Tutorial PowerPoint
- Board Rules Chpt_3_II_Personnel_Actions
- Board Rules Chpt_3_X_Faculty_Rank
- Classified Evaluation_Redacted Example
- Classified Staff Appointment_RedactedExample
- Classified_employment_procedures
- Employee Handbook_Classified_Appointment
- Employee Handbook_Classified_Evaluation
- Employee Handbook_Faculty_Appointment
- Employee Handbook_Faculty_Evaluation
- Employee Handbook_Unclassified_Appointment
- Employee Handbook_Unclassified_Evaluation
- Employee Training_safety_meetings
- Equal Employment Opportunity
- Example of Human Resources Education Programs_Sexual Harassment Prevention & Ethics Education
- Faculty Appointment_RedactedExample
- Faculty Evaluation_RedactedExample-2011-2012
- Faculty Evaluation_RedactedExample-2012-2013
- Faculty_employment_procedures
- Harassment & Discrimination Policy
- Job Opportunities on HR site
- Litigation Policy
- Orientation of New Classified Employees
- Orientation of New Faculty
- Orientation of New Unclassified Employees
- Part-time Faculty Evaluation_2013-2014_1
- Part-time Faculty Evaluation_2013-2014_2
- Screenshot of Homepage for Human Resources Office

- Screenshot of HR’s Benefits Site
- Screenshot of HR’s Employee Handbook Site
- Screenshot of HR’s Employee Information Site
- Screenshot of HR’s Manager Information Site
- Screenshot of HR's Training Site
- Screenshot of Moodle Course for Human Resources Education Programs
- Screenshot of Policies and Procedures on Human Resource Webpage
- The Americans with Disabilities Act
- ULS Policy Number FS-III II B-1a Searches Dean or Higher 1_2011
- Unclassified Staff Appointment_RedactedExample
- Unclassified Staff Evaluation_Redacted Example-2012_2013
- Unclassified Staff Evaluation_RedactedExample-2011_2012
- Unclassified_employment_procedures
- University of Louisiana System Board Bylaws and Rules
- Violence in the Workplace Plan

3.2.10

Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University periodically evaluates the effectiveness of its administrators using a process primarily explained in the University's employee handbooks as well as in complementary policy documents.

Evaluation of Senior Administrators

The annual evaluation of the President (detailed in CS 3.2.1) and the four vice presidents - Provost, VP for Student Affairs, VP for University Advancement, and VP for Administration & Finance - is described in the University document titled Policy and Procedures for the Evaluation of the President and Vice Presidents. The process provides for wide input on performance through an assessment survey administered by the Office of Institutional Research. The President and the four vice presidents each establish yearly performance goals. The process also provides for self-assessment on goal performance. Each vice president meets with the President to set expectations and discuss results.

Redacted examples of a senior administrator evaluation are provided for 2011-2012 and 2012-2013. The examples include the President's evaluation letter, summary results of the assessment surveys provided by the Office of Institutional Research and the initial self-assessment of performance provided by the administrator.

Evaluation of Academic and Unclassified Administrators

The University utilizes what it terms a "360° evaluation process" to evaluate many of its academic and unclassified administrators. The use of '360°' suggests the broad scope of the review that gathers feedback on performance from peers, colleagues/customers, and subordinates.

For the assistant vice presidents, deans, director of enrollment and other Academic Affairs staff reporting to the Provost, the annual 360° evaluation process begins with a memo from the Provost requesting names and contact information of potential evaluators. Administrators are asked to submit three names in each of three categories: peer, subordinate, and customer. Once identified, these nine evaluators are sent a correspondence explaining the 360° process (a campus correspondence for internal assessors and a letter for external assessors) and an evaluation form (Dean's form used as example). These nine individuals evaluate and comment upon the administrator's performance in such areas as communication, decision-making, planning and organizing, operations/actions, problem solving, and collegial relationships. For academic deans, the Provost sends an anonymous survey to all full-time faculty in the college so that they can assess and comment upon the dean's performance in similar areas. The Provost's Office gathers and compiles the data, including a written list of all comments on the evaluation forms. The Provost reviews the results of the evaluation process and meets with each administrator individually to discuss the results. The Faculty Handbook, Part I, Section F outlines general performance evaluation procedures for academic deans.

Deans initiate annual evaluations of department heads by full-time faculty within each department. Faculty participation is voluntary. The annual evaluation form (example from the College of Science and Technology) includes objective criteria along with a section for making narrative comments. The Faculty Handbook, Part I, Section F outlines general performance evaluation procedures for department heads.

Other unclassified staff are typically evaluated on an annual basis in a manner appropriate to their job responsibilities as per the Unclassified Employee Handbook, Part III, Section E. The vice presidents generally use the 360° process to evaluate the assistant vice presidents and many of the directors who report to them and who have frequent contacts with peers, colleagues/customers, or subordinates. The 360° process is also used by the President's office to evaluate the chief information officer, the executive director of public and governmental affairs, the director of athletics and others reporting directly to the President.

Redacted examples of a dean evaluation (2011-2012 and 2012-2013), director evaluation (2010-2011 and 2011-2012) and a department head evaluation (2011-2012 and 2012-2013) are provided. These examples reflect evaluations for two consecutive years for a single administrator as documentation of the annual process.

Conclusion

As shown above, Southeastern engages in annual evaluations of the effectiveness of its administrators.

Sources

- 360 Campus Correspondence Memo to Chosen Assessors
- 360 External Letter - Blank
- Dean EVAL FORM - BLANK 2014
- Dean Evaluation_ 2011-2012
- Dean Evaluation_2012-2013
- Deans Assessor Requests 13-14 Blank
- Dept Head Eval Form
- DH eval 2011-2012_redacted
- DH eval 2012-2013_redacted
- Director Evaluation_2010_2011

- Director Evaluation_2011_2012
- Employee Handbooks_Administrative Positions
- Evaluation of Deans _Faculty Handbook
- Performance Evaluation of Administrators_Faculty Handbook (Page 1)
- Performance Evaluation of Administrators_Faculty Handbook (Page 2)
- Performance Evaluation_Unclassified Employee Handbook
- Policy and Procedures for the Evaluation of the President and Vice Presidents_2014 (Page 7)
- Policy and Procedures for the Evaluation of the President and Vice Presidents_2014 (Page 9)
- Senior Administrator Evaluation_ 2012-2013
- Senior Administrator Evaluation_2011-2012

3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The President of Southeastern Louisiana University has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Responsibility and Administrative Control of Intercollegiate Athletics

The responsibility of the President to ensure appropriate institutional control over intercollegiate athletics is clearly documented in the essential functions of the President (employee handbooks, University Administrative Positions, President). The President is responsible for certifying that the University is in compliance with the rules and regulations of the National Collegiate Athletic Association (NCAA) and the conference in which the University has membership. As a member of the Southland Conference and the National Collegiate Athletics Association, Southeastern complies with all NCAA regulations governing administration and fiscal authority over the intercollegiate athletics program. The NCAA Division I Manual clearly indicates that the President has ultimate responsibility and final authority for the intercollegiate athletic program (Article 6.1.1) and that the athletic budget is subject to the normal budgeting procedures of the institution (Article 6.2.1).

The President maintains ultimate authority and responsibility over the athletics program through the direct reporting lines of the Director of Athletics (AD) and the Compliance and Title IX Officer for Athletics (see Organizational Chart 2013). The President conducts an annual evaluation of the AD and Compliance Officer in accordance with university policies and procedures (see CS 3.2.10). The Compliance Officer works closely with the President and AD to ensure institutional control and compliance with NCAA rules and regulations (see position description).

The President exercises administrative control by delegating the daily responsibilities of athletics to the AD. The Director of Athletics is responsible for the overall management of the intercollegiate athletics program within the policies, procedures and guidelines established by the Board of Supervisors the University and the NCAA (see University Administrative Positions, Director of Athletics). In addition, ultimate authority of the President is also evident from the requirement that the President must approve and recommend all athletic employment contracts to the Board of Supervisors (for example, see the July 31, 2013 recommendation for Golf Head Coach and the August 20, 2013 approval by the Board; and the October 14, 2013 recommendation for the Director of Athletics and the October 22, 2013 approval by the Board).

The Director of Athletics is a member of the President's Staff, composed of the University's Vice Presidents and other upper level administrators, and reports weekly in regard to issues relevant to the intercollegiate athletics program (see President's Staff meeting agendas for October 1, 2013 and February 4, 2014). In addition, the President and Director of Athletics maintain additional electronic communication as needed.

Fiscal Control of Intercollegiate Athletics

The President exercises fiscal control by delegating daily responsibility to the Vice President for Administration and Finance and the Director of Athletics. The Vice President for Administration and Finance (employee handbooks, University Administrative Positions) supervises the overall fiscal activity of the athletics program while the Director of Athletics oversees the daily activity. The Director of Athletics develops the operating budget for athletics with oversight from the Vice President for Administration and Finance. The budget for athletics follows the normal budgeting procedures of the institution, with approval coming from the President and the University of Louisiana System and Board of Supervisors (see Board approval on August 20, 2013).

The fundraising arm of the athletics program is the Lion Athletics Association (LAA), an incorporated 501 (c) (3) organization established to foster support for the Southeastern Louisiana University intercollegiate athletic program. The organizational structure is set up to maintain independence as evidenced in the Articles of Incorporation, Bylaws, and Affiliation Agreement. The Bylaws further state that the LAA will support Southeastern Athletics in the funding of athletic related expenses, capital projects, and other necessities to operate a National Collegiate Athletic Association (NCAA) athletics program. There are no Athletics Association employee positions. The University representative that serves as the liaison and acting executive director for the Athletics Association is the Athletics Director who reports to the University President. In this reporting structure, the University President receives the annual LAA budget and ensures activities are consistent with the University's mission and compliant with NCAA regulations.

As documented in CS 3.2.12 and CS 3.2.13, the President has ultimate authority for all fundraising endeavors pertaining to athletics. Fundraising activities of the Athletics Association are directed and executed by the Athletics Director and Assistant Director for Athletics Development. These fundraising activities are coordinated through the Vice President for University Advancement. In this structure, the fundraising activities are under the control of the University and its President.

Conclusion

The President of Southeastern has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the University's intercollegiate athletics program.

Sources

- Agenda - February 4, 2014 with Notes by President and R. Marsha
- Agenda-October 1, 2013_Staff Meeting
- Board of Supervisors Approval _Head Golf Coach_20August2013 (Page 2)

- Board of Supervisors Approval _Head Golf Coach_20August2013 (Page 3)
- Board of Supervisors Approval_2013-2014 Operating Budget_20August2013Minutes (Page 11)
- Board of Supervisors Approval_Director of Athletics20October2013 (Page 1)
- Board of Supervisors Approval_Director of Athletics20October2013 (Page 2)
- Job description_Compliance and Title IX Officer
- Job description_Director of Athletics
- Job description_President_Athletics
- Job description_Vice President for Administration and Finance (Page 2)
- LAA Affiliation Agreement
- LAA Articlies of Incorporation
- LAA Bylaws
- NCAA Division I Manual (Page 41)
- NCAA Division I Manual (Page 42)
- Organizational Chart_Fall 2014_Athletics
- Organizational Chart_Fall 2014_VPUA

3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The President of Southeastern Louisiana University has ultimate control of the institution's fund raising activity, as documented in the essential functions of the President (see University Administrative Positions, President).

The Vice President for University Advancement, who is appointed by the President and reports directly to the President, is assigned the authority of supervising the University's fund raising programs and serves as the University's chief fundraising officer (see Position description and Organizational Chart). The University President has clearly indicated to the University community that all fund raising must be coordinated through University Advancement (see the policy memorandum entitled *Coordination of Fundraising Activities with University Advancement)*. The vice presidents also communicate this policy frequently to their staff and are responsible for its enforcement.

At Southeastern, there are only three organizational entities with authority to raise funds on behalf of the institution. These are the Southeastern Louisiana University Foundation, the Southeastern Louisiana University Alumni Association and the Lion Athletics Association. As documented in CS 3.2.13, Southeastern's President controls the fund-raising activities of these three entities.

Southeastern Louisiana University Foundation (SLUF), formerly known as the Southeastern Development Foundation, is a privately incorporated 501 (c) (3) nonprofit organization created to support and promote Southeastern Louisiana University.The Vice President for University Advancement serves as the Executive Director, supervising all fundraising activities of SLUF with assistance from SLUF Board of Directors and its Philanthropy Committee as requested. The President of Southeastern is a voting member of the Board of Directors and attends all Board meetings. Each year the University Advancement prepares a strategic plan that outlines the fund raising goals of the institution. This document is then forwarded to the Board of Directors and the University President for review and assessment. This review process provides the institution's chief executive officer with the opportunity to exert ultimate control over the institution's fund raising activities.

The Southeastern Louisiana University Alumni Association (SLUAA) is an incorporated 501 (c) (3) nonprofit organization created to promote Southeastern Louisiana University and engage alumni for the betterment of the University. Fundraising activities of the SLUAA are directed and executed by the Alumni Director and Alumni staff. Under the direct supervision of the Vice President for University Advancement (see Organizational Chart), SLUAA fundraising activities are coordinated through the Vice President for University Advancement. In this structure, the fundraising activities are under the control of the University and its President.

The Lion Athletics Association (LAA) is an incorporated 501 (c) (3) organization established to foster support for the Southeastern Louisiana University intercollegiate athletic program. Fundraising activities of the Athletics Association are directed and executed by the Athletics Director and Assistant Director for Athletics Development. These fundraising activities are coordinated through the Vice President for University Advancement. In this structure, the fundraising activities are under the control of the University and its President.

Conclusion

The President of Southeastern controls the institution's fundraising activities.

Sources

- Admin_positions_Job description_President_Fundraising
- Admin_positions_Job description_Vice President for University Advancement
- Coordination of Fundraising Activities with University Advancement_Employee Handbooks
- Organizational Chart_Fall 2014_Alumni

3.2.13

Governance and Administration: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University has formal agreements that accurately describe the relationship between it and its five affiliated entities, the Southeastern Louisiana University Foundation, the Southeastern Louisiana University Alumni Association, the Lion Athletics Association, the Institute for Global and Domestic Development and University Facilities, Inc. These affiliation agreements define responsibilities, limitations, and liabilities associated with these relationships and ensure that the work of the affiliated entities is consistent with the university's mission. Additionally, these relationships are governed by the University of Louisiana System's Policy on University Foundations and Other Affiliated Organizations (ULS-UFOAA Policy) that defines expectations relating to the relationship between its universities, their foundations and other affiliate organizations.

The Vice President for University Advancement reports directly to the University President (see Organizational Chart) and is the designee for clearance of all fundraising activities for the University (see the University's policy for the Coordination of Fundraising Activities with University Advancement). All University employees and volunteers as well as affiliate employees and volunteers are required to follow the policy on coordination of fundraising and receive prior approval from the Vice President of University Advancement. In this structure, fundraising activities are under the ultimate control of the University President and follow all university policies. Job descriptions for both the President and Vice President for University Advancement are provided as further documentation that Southeastern's chief executive officer, the President, controls fund-raising activities of the University.

Southeastern Louisiana University Foundation

The Southeastern Louisiana University Foundation (SLUF), formerly known as the Southeastern Development Foundation, is a privately incorporated 501 (c) (3) nonprofit organization created to support and promote Southeastern Louisiana University. The Affiliation Agreement, Articles of Incorporation, and Bylaws provide evidence of SLUF's legal authority to operate independently of the University and confirm that SLUF is organized to identify, solicit and steward potential donors and gifts to the University. The Affiliation Agreement was approved by the ULS Board of Supervisors on October 26, 2007.

SLUF's mission statement updated in 2013 - to secure, manage and steward the reputation, relationships, and resources for the advancement of the University - is consistent with the Southeastern Louisiana University mission.

The Bylaws ensure representation of the University by having the President of Southeastern serve as a voting member of the Board. There are no SLUF employee positions. The University representative that serves as the liaison and acting executive director for the Foundation is the Vice President for University Advancement. Fundraising activities of SLUF are directed and executed by the Vice President for University Advancement and Development Office staff with assistance from SLUF Board of Directors and its Philanthropy Committee as requested. Under the Vice President for University Advancement's direct supervision, the fundraising activities of SLUF are under the control of the University and its President.

Southeastern Louisiana University Alumni Association

The Southeastern Louisiana University Alumni Association (SLUAA) is an incorporated 501 (c) (3) nonprofit organization created to promote Southeastern Louisiana University and engage alumni for the betterment of the University. The organizational structure is set up to maintain independence as evidenced in the Articles of Incorporation, Bylaws, and Affiliation Agreement. The Affiliation Agreement was approved by the ULS Board of Supervisors on October 26, 2007.

SLUAA's mission statement - to preserve the bonds of friendship existing among Southeastern Louisiana University's former students; to foster, preserve, and perpetuate the University's ideals and traditions so as to enhance its prestige as an institution of learning; and to establish strong ties between the University and its former students in order to promote its educational and physical growth- is consistent with the Southeastern Louisiana University mission.

SLUAA is required to submit its annual budget to the Vice President for University Advancement and University President. There are no SLUAA employee positions. The University representative that serves as the liaison and acting executive director for SLUAA is the Alumni Director who reports to the Vice President for University Advancement. Fundraising activities of the SLUAA are directed and executed by the Alumni Director and Alumni staff. Under the direct supervision of the Vice President for University Advancement, SLUAA fundraising activities are coordinated through the Vice President for University Advancement. In this structure, the fundraising activities are under the control of the University and its President.

Lion Athletics Association

The Lion Athletics Association (LAA), formerly known as the Southeastern Athletics Association, is an incorporated 501 (c) (3) organization established to foster support for the Southeastern Louisiana University intercollegiate athletic program and shall not engage in activities contrary to this objective. The organizational structure is set up to maintain independence as evidenced in the Articles of Incorporation, Bylaws, and Affiliation Agreement. The Affiliation Agreement was first approved by the ULS Board of Supervisors on May 29, 2003 and then again on October 26, 2007 to reflect the name change. The Bylaws further state that the LAA will support Southeastern Athletics in the funding of athletic related expenses, capital projects, and other necessities to operate a National Collegiate Athletic Association (NCAA) athletics program.

The mission of the Lion Athletics Association - to bring together individuals to support Southeastern Athletics and Southeastern student athletes in their pursuit of academic and athletic excellence - is consistent with the Southeastern Louisiana University mission.

There are no Athletics Association employee positions. The University representative that serves as the liaison and acting executive director for the Athletics Association is the Athletics Director who reports to the University President. In this reporting structure, the University President receives the annual LAA budget and ensures activities are consistent with the University's mission and compliant with NCAA regulations.

Fundraising activities of the Athletics Association are directed and executed by the Athletics Director and Assistant Director for Athletics Development. These fundraising activities are coordinated through the Vice President for University Advancement. In this structure, the fundraising activities are under the control of the University and its President.

Institute for Global and Domestic Development

The Institute for Global and Domestic Development (IGDD) is a separately incorporated 501 (c) (3) organization established to promote and assist the University. The Affiliation Agreement (approved by the ULS Board of Supervisors on August 28, 2009), Articles of Incorporation, and Bylaws provide evidence of IGDD's primary purpose and mission to promote, assist, and benefit the educational, scientific, research and public service mission of Southeastern Louisiana University especially as it relates to expanding international educational opportunities for its students, providing educational opportunities for international students as well as supporting the University in economic development activities in support of the University's mission. As such, the IGDD mission is in support of the Southeastern Louisiana University mission.

The Executive Director for the IGDD is the sole staff member. There is no fundraising function of the IGDD.

University Facilities, Inc.

University Facilities, Inc. is a separately incorporated 501(c) (3) organization that assists the university in expanding and repairing facilities on its campus. The Affiliation Agreement (approved by the ULS Board of Supervisors on April 30, 2013; Minutes, Agenda Item), Articles of Incorporation, and Bylaws provide evidence of UFI's mission to promote, assist, and benefit the educational, scientific, research and public service mission of Southeastern Louisiana University. As such, the UFI purpose is in support of Southeastern's mission.

The direction and management of UFI is vested in its Board of Directors. There is no fundraising function of the UFI.

Conclusion

For each of the five entities organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Sources

- Admin_positions_Job description_President_Fundraising
- Admin_positions_Job description_Vice President for University Advancement
- Alumni Association Affiliation Agreement
- Alumni Association Articles of Incorporation
- Alumni Association Bylaws
- Board of Supervisors Approval_October_26,_2007_LAA_Foundation_Alumni (Page 11)
- Coordination of Fundraising Activities with University Advancement_Employee Handbooks
- IGDD Afiliation Agreement_August 10, 2009
- IGDD Articles of Incorporation
- IGDD Board of Supervisors Approval_minutes_08-28-09 (Page 7)
- IGDD Bylaws
- LAA Affiliation Agreement
- LAA Articlies of Incorporation
- LAA Bylaws
- Organizational Chart_Fall 2014_VPUA
- SLUF Affiliation Agreement
- SLUF Articlies of Incorporation
- SLUF Bylaws
- SLUF Bylaws (Page 4)
- UFI Affiliation Agreement_02.26.13
- UFI Affiliation Agreement_Board Agenda_04.30.13
- UFI Board of Supervisors Approval_BOARD MINUTES 4 30 13 (Page 4)
- UFI By-Laws_08.06.13
- UFI_Articles of Incorporation
- ULS Policy_UFOAA
- ULS Policy_UFOAA (Page 4)

3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University has clear policies concerning ownership of materials, compensations, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. Southeastern's Intellectual Property Policy and Copyright Policy are published in Southeastern's employee handbooks and are also available on Southeastern's website. These policies are applicable to faculty, staff, and students.

Southeastern's Intellectual Property Policy

Southeastern's Intellectual Property Policy is in compliance with federal and state guidelines and is subject to the requirements set forth in the University of Louisiana System's Policies and Procedures Memoranda FS.III.VI.-1. Southeastern's policy provides guidelines on determining intellectual property ownership, including when Southeastern may assert ownership or joint ownership of intellectual property. Southeastern's Intellectual Property Committee serves as the University's Intellectual Property Advocate, responsible for encouraging research and scholarly activities, reviewing and recommending to the Provost changes in procedure, resolving questions of intellectual property ownership, and making recommendations to encourage disclosures and effective handling, evaluation, and management of intellectual property opportunities.

Definition of Intellectual Property

Intellectual Property is defined in Section F of University of Louisiana System's Policies and Procedures Memoranda FS.III.VI.-1 as follows:

> *Intellectual Property: the result of intellectual or artistic activity created by an individual in a scholarly, professional or student capacity; including but not limited to inventions, discoveries, know-how, show-how, processes, unique materials, original works, computer software, scientific or technological developments and other creative or artistic works that have value; regardless of whether subject to protection under patents, copyrights, trademarks, service marks, trade secrets, mask works, and plant variety protection certificates. It also includes the physical embodiments of intellectual effort, for example, models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and visualizations, biological materials, chemicals, other compositions of matter, plants, and records of research.*

Ownership

Rights to ownership are outlined in the Rights to Ownership section of the ULS Policies and Procedures Memoranda and address institutional ownership, individual ownership and joint ownership. Rights include the following:

> Institutional Ownership
> 3) Institutions shall have ownership of all Intellectual Property created by persons under the conditions stated below:
> a) if Intellectual Property is created with the significant use of institution resources; or
> b) if Intellectual Property is commissioned by the institution pursuant to a signed contract; or
> c) if Intellectual Property is created by a person who was hired specifically, or is required as part of his or her job responsibilities, to produce it; or
> d) if Intellectual Property fits within one of the categories of works considered "works for hire" under copyright law; or
> e) if Intellectual Property is created under the terms of a sponsored project where the terms of the sponsored project require that the Intellectual Property be in the name of the institution.
>
> Individual Ownership
> 2) In addition to Traditional Academic Copyrightable Work created by professional, faculty, researcher, or student creators in their field of expertise, a Creator shall own Intellectual Property under the following conditions:
> a) if it is unrelated to the Creator's job responsibilities and the Creator made no more than incidental use of institution resources; or
> b) if it is Intellectual Property that has been released to the Creator in accordance with institution policy.
>
> Joint Ownership
> 1) Joint ownership may occur under certain circumstances such as when the creation of Intellectual Property involves the services of other institutional employees (e.g. development of multi-media courseware).
> 2) The institution and faculty member may be joint owners of the final product if a faculty member works independently but incorporates work done as work for hire by institution employees and/or contractors.

Copyright Issues

Southeastern's Copyright Policy states, "Faculty, staff and students should be familiar with copyright law as it applies to educational uses of materials and the copying of textbooks, literary works, music, recordings, software, and pictorial works. Southeastern's Copyright Guide summarizes what is and is not copyrightable and gives some general guidelines for understanding Copyright and Fair Use in a university environment." A link to the Copyright Guide is provided in the Policy. Southeastern's Copyright Guide is organized as a LibGuide maintained by the Library. This format allows the user to use a search feature to locate needed information. Topics in the guide are these:

- Home
- Copyright Basics
- Fair Use
- Is Permission Needed to Use This Content?
- Specific Types of Copyrighted Content
- Interlibrary Loan & Copyright
- Reserves & Copyright
- Copyright Considerations for Moodle

- Linking to Journal Articles/Chapters in Moodle
- Scenarios and Examples
- Resources

Compensation and the Use of Revenue

In cases where revenues are generated by the Intellectual Property, the Policy Administration section of Southeastern's Intellectual Property Policy and the Proceeds Distribution section of the University of Louisiana System's Policies and Procedures Memoranda FS.III.VI.-1 describe the distribution of revenues to the Creator and the institution. As indicated in the policies, net revenues are normally distributed with 40% paid to the Creator and 60% retained by the institution. The 60% retained by the Southeastern is apportioned as follows:

- the University receives 50%
- the College receives 25%
- The Department where the work was accomplished receives 25%

Dispute Resolution Procedure

The procedure for resolving disputes regarding intellectual property is clearly stated in the Intellectual Property Policy (see page 4).

> *Should a Creator disagree with an interpretation of the Policy or with a decision made regarding Intellectual Property, the procedure is to notify his or her direct supervisor. The supervisor will then direct the grievance to the appropriate vice president (through normal chains of command). The vice president may choose to convene the Intellectual Property Committee and present all of the materials related to the grievance for their consideration. The Committee will present a recommendation to the vice president. The vice president will consider the recommendation from the Committee, the materials presented by the Creator of the Intellectual Property, as well as any other recommendations from supervisors through the chain of command. The decision of the vice president will be final.*

Dissemination of Policy

Southeastern's University Website is the primary source of official information for faculty, staff, students and the general public. Southeastern's website utilizes a link on the main page to University Policies. The University Policies page (see screenshot) has an alphabetized list of the most commonly used Policies, Procedures, and Guidelines and includes both the Intellectual Property Policy and the Copyright Policy. In addition, both policies are published in employee handbooks (Intellectual Property Policy, Copyright Policy).

Example

Documentation of implementation of the Intellectual Property Policy is provided by patents obtained by a Professor in the Department of Chemistry and Physics.

1. "A Method for Resolving Phase in Electronic Speckle Interferometry", Patent No.: US 7,280,187 B1, Oct 9, 2007 (see Assignment dated October 2005).
2. "A Method and Apparatus for Analyzing Deformation and Predicting Failure in Solid-State Objects", Patent No.: US 7512502, March 31, 2009 (see Assignment dated November 2006).

Conclusion

Southeastern's Intellectual Property and Copyright Policies apply to students, faculty, and staff and clearly address ownership of materials, compensations, copyright issues, and the use of revenue derived from the creation and production of all intellectual property.

Sources

- Copyright Guide - LibGuide
- Employee Handbooks_Part VI, Section R_intellectual_property
- Employee Handbooks_PartVI, Section J_Copyright Policy
- Intellectual Property Policy_June 2014
- Intellectual Property Policy_June 2014 (Page 4)
- Intellectual Property Policy_Policy Administration (Page 3)
- Patent Assignment_November 2006
- Patent Assignment_October 2005
- Policy Website_Copyright Policy
- Policy Website_Intellectual Property
- Screenshot of Copyright Guide
- Screenshot of Webpage for University Policies
- ULS_FS III VI 1a_Intellectual Property and Shared Royalties
- ULS_FS III VI 1a_Intellectual Property and Shared Royalties (Page 2)
- ULS_FS III VI 1a_Intellectual Property and Shared Royalties (Page 4)
- ULS_FS III VI 1a_Intellectual Property and Shared Royalties (Page 9)

3.3.1

Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Please see individual narratives for 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.1.4, and 3.3.1.5.

3.3.1.1

Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University identifies student learning outcomes for each of its educational programs, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Following a brief history of recent reports to SACSCOC, we will provide evidence of actions demonstrating and ensuring compliance with Comprehensive Standard 3.3.1. More specifically, we will provide:

- description of the assessment processes
- demonstration of ongoing assessment of academic programs
- evidence of improvement based on assessment results

Brief History
In July 2012, the SACS Commission on Colleges asked Southeastern Louisiana University to provide a First Monitoring Report to clarify issues concerning Comprehensive Standard 3.3.1.1 (Institutional Effectiveness: Educational Programs). A July 10, 2013, letter from Dr. Belle Wheelan indicated no additional follow-up reports were required, suggesting the Commission on Colleges was satisfied that the evidence presented in the First Monitoring Report documented ongoing assessment of student learning outcomes for each of Southeastern's academic programs and the use of the student learning outcome data for improving academic programs.

In the First Monitoring Report (submitted to SACS Commission on Colleges on April 15, 2013), Southeastern provided

- Evidence of actions taken to demonstrate and ensure compliance with Comprehensive Standard 3.3.1.1. That evidence included
  - Improvements in the university-wide academic assessment process, with an emphasis on the use of direct measures of expected student learning outcomes (SLOs), and
  - The demonstration of the ongoing assessment of academic programs for the purpose of improving programs and student learning.

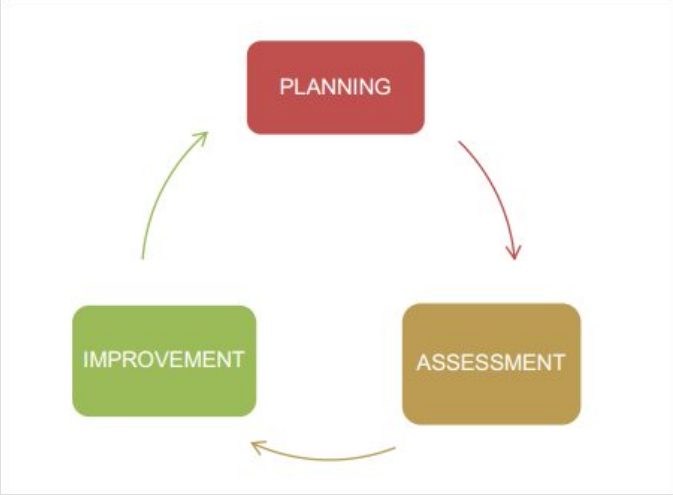
Assessment plans for all degree programs for the 2011-2012 academic year were submitted with the First Monitoring Report. The Commission on Colleges reviewed the report and the finding is indicated in the following excerpt from the July 10, 2013 letter from Dr. Belle Wheelan:

> *The Commission on Colleges reviewed a First Monitoring Report following submission of a Referral Report in June 2012. No additional report was requested.*

With this affirmation from the Commission on Colleges, Southeastern continues the implementation of its assessment process to refine and improve its educational programs.

Evidence of Actions Demonstrating and Ensuring Compliance
A. Assessment Processes
As documented in the University's Institutional Effectiveness Guidelines, Southeastern's overall institutional effectiveness process includes an ongoing planning-assessment-improvement cycle (see Figure 1) that is applied at the institution, college, department, and program levels. Each instructional program is required to define outcomes, perform assessment of those outcomes, and report results and improvements from this assessment. Each department determines the appropriate measures for assessing student learning outcomes, relevant to individual disciplines or courses.

Figure 1. Southeastern's Institutional Effectiveness Cycle



Planning
- Identify expected outcomes aligned with the departmental/program primary functions and the University's mission.
- Assign specific assessment activities for measuring each outcome.
- Check for alignment of outcomes with curriculum.

Assessment
- Conduct assessment activities.
- Evaluate the data to determine the extent to which outcomes have been accomplished.
- Identify possible explanations for results obtained.

Improvement
- Develop and implement specific strategies for program enhancement and/or improvement based on assessment findings.
- Modify expected outcomes based on improvements to repeat the cycle.

The assessment process is coordinated through the Institutional Effectiveness Committee (IEC) and its two standing subcommittees—the University Academic Assessment Subcommittee and the University Support Unit Subcommittee. All assessment plans/reports are peer reviewed by the appropriate subcommittee using defined criteria. The defined criteria (see academic evaluation checklist) are outlined in the form of a checklist and distributed to assessment coordinators before any evaluation takes place.

The University Academic Assessment Subcommittee evaluates all academic plans/reports, recommends improvements to the assessment process and informally assists units in planning and conducting assessments by sharing ideas and procedures. Faculty, program coordinators, department heads, and deans participate in the assessment process.

A separate General Education Assessment Subcommittee, a subset of the Institutional Effectiveness Committee, is responsible for assessing, documenting, and reporting findings for General Education competencies. For more information see CR 2.7.3 General Education and CS 3.5.1 General Education Competencies.

B. Ongoing Assessment of Academic Programs
Assessment reports for all educational programs for 2011-2012, 2012-2013, and Fall 2013 are presented at the end of this narrative and demonstrate that each program defines measurable student learning outcomes, assesses whether it has achieved those outcomes, and that improvements are made based on assessment results.

As indicated in the IE Guidelines, the cycle for assessing outcomes spans three years. Specifically, all units have three years to make sure all outcomes have been assessed at least once. However, findings and analysis of findings are reported yearly. Once a three-year cycle has been completed, the unit begins a new assessment cycle.

Units provide evidence of improvement based on analysis of assessment results in WEAVE in both the action plan and analysis questions. WEAVE is an assessment and planning management system that houses all assessment plans and reports for Southeastern. The goal is to document improvement over time.

Beginning with the Spring 2014 semester, the assessment reporting cycle for all academic programs changed from an academic year to a calendar year. This change was based on recommendations from faculty. Previously the analysis of results took place in the summer session and this proved to be a difficult time for faculty to meet especially since some faculty do not teach during the summer session. With the reporting year now ending in the Fall semester, faculty can meet and discuss results each Spring semester. A single semester of data was reported for Fall 2013 to prevent a gap in assessment reporting as a result of the change to a calendar year.

For many of Southeastern's educational programs, external accreditation reviews provide additional opportunities for monitoring and improving programs and activities, and offer further evidence of the programs' rigorous standards (see list of Southeastern's accredited programs).

C. Evidence of Improvement Based on Assessment Results
An analysis of program changes based on key categories provides documentation that changes are being made and a broader picture of the types of changes made within colleges and across the University. The categories of changes are: (1) Curricular Change, (2) Course Revision, (3) Pedagogy, (4) Process Revision, (5) Assessment Methodology, (6) Assessment Criteria, (7) Development/Training, (8) Other. Table 2 (see below) provides the total for each of the key categories by year for all degree programs.

Table 2. Categories of Change for 2011-12 and 2012-13

Year Of Changes	Curricular Change	Course Revision	Pedagogy	Process Revision	Assessment Methodology	Assessment Criteria	Development/ Training	Other	Total For Year
2011-2012	52	11	120	2	33	2	14	52	286
2012-2013	18	71	135	34	65	71	30	55	479
Fall 2013	Fall 2013 was a transition semester resulting from a change in assessment reporting from academic year to calendar year as explained in Section B above. Academic programs reported findings and improvements achieved for the Fall 2013 semester and all reports are included in list below; however, since data collected was for one semester, the Categories of Changes summary for Fall 2013 was not included in this table. This summary table will be continued going forward with annual reporting which will include spring, summer, and fall semesters.								

As indicated in the table above, the majority of changes are being made in curricular, course revision, and pedagogy with a total for 2011-2012 and 2012-2013 of 407 changes. Curricular changes included course revision, courses added to curriculum, and course sequence changes. Pedagogical changes included teaching strategies such as assignments, case studies, various technologies, and other innovative teaching techniques (mock press conference, digital field trip). Process revision, assessment methodology, and assessment criteria changes totaled 207 over the two years and are changes that improve rubrics or processes to enhance the assessment procedure with more meaningful data collection. The "other" category includes adding text books, supplemental materials, and hiring new faculty.

In addition to the above analysis of improvements, evidence of improvement is found in a review of summary data collected in WEAVE. This summary data is reported by assessment coordinators and department heads in response to analysis questions that are documented under "Achievement Summary/Analysis" within the WEAVE system. The analysis questions cover the following: comments on assessment progress, what was learned about students' learning, what assessments show regarding proven strengths or progress made on outcomes, details on action taken to address issues with "partially met" and "not met" outcomes, and a summary of program activities for the current year. The analysis questions were answered in 2012-2013 comparing the current reporting year to the prior reporting year. The questions were not answered in Fall

2013 since this reporting is a transition semester moving the reporting cycle to a calendar year instead of an academic year. Analysis questions will be answered every year going forward comparing the current reporting year to the prior.

Annual/Special Reporting outlines accomplishments/highlights related to student learning, e.g., graduate school placements of students, selected employment of students, student publications, awards/honors of students, faculty research related to student learning, etc.
In addition to providing three years of assessment reports for all educational programs (see Academic Program Assessment Reports at the end of the narrative), Southeastern has chosen specific examples from each college as further evidence that program improvements are based on assessment results.

Representative Examples of Continuous Improvement

Although all assessment reports for each degree program for three consecutive reporting cycles are included in table 4 below, Southeastern has chosen to highlight specific examples of continuous improvement. Two bachelor degree programs and one master's degree program were chosen from each college.

College of Arts, Humanities, and Social Sciences (AHSS)

- **BA Communication**. In 2010, the Communication faculty completely revamped the capstone course, COMM 498, after only 70% of graduating seniors submitted an acceptable outline for the capstone project. Faculty examined the curriculum to improve the integration of the capstone class concepts with the core curriculum. The course hours increased from 1 to 3. A standardized rubric was created to measure student learning outcomes in seven areas related to department goals.

  Because of the redesigned course and assessment instruments, faculty were able to conduct more meaningful assessments of student learning outcomes, and in 2011-2012 they found that 94.6% were able to write a significant research thesis related to their areas of study employing appropriate writing mechanics, audience adaptation, use of supporting materials, and logical exposition. They also found 91.9% of students completing the capstone class were able to demonstrate their ability to analyze and organize academic literature and test a hypothesis in the context of communication theory.

  Following this outcome to the Fall 2013 assessment report, the action plan reveals: Communication faculty met on January 16, 2014 to review the Fall 2013 assessment results. Faculty were concerned that writing scores on the research thesis had declined. Faculty concluded that part of the decline may be attributed to a redesign of the curriculum in 2010 that inadvertently allowed the majority of undergraduate majors to replace upper-level writing courses with more technical production courses. Earlier assessments revealed that problem and the curriculum was overhauled in the 2013-14 catalog to increase the number of required writing and research courses. Unfortunately, in 2013-14 those students that entered in the 2010-11 curriculum are just coming to the senior capstone course. Faculty anticipate writing scores will be lower for the next few semesters as those students who avoided writing classes make their way to the senior capstone. To address these anticipated needs, structural changes were made to the capstone class. The review of core courses in advance of the comprehensive examination now takes place at the start of the class. This allows for a review of writing and research prior to the completion of the thesis. It also allows three additional weeks of writing time on the thesis. This change was implemented in the spring 2014 semester. Thesis scores from spring and fall 2014 will be collected and analyzed for evidence of improvement. Additionally, the coordinator of undergraduate studies met with the production faculty to encourage the inclusion of more substantive writing requirements in those classes.

  In addition to the curricular overhaul, faculty have stressed the importance of coordinating across courses to build to that capstone achievement. So, for example, faculty who teach the required core COMM 215 - Interpersonal Communication class have added an article annotation assignment and use of APA style to that class to prepare students earlier in the curriculum for academic writing. COMM 391 - Research Methods changed its major assignment from a group project to an individual research prospectus to facilitate better achievement of program goals.

- **BA English.** The 2012-2013 finding for the outcome measuring Advanced Writing Skills indicated weaknesses in ENGL majors at the 400-level, the students falling farther below target than their compatriot ENGE students in the same course (the ENGE students themselves failing to meet the target). The finding suggested that students were losing grasp of writing skills between the gateway course, ENGL 300, and the 400-level courses. Speculating the decline in writing skills was owing to the intervening 300-level surveys' weighting of literary history at the expense of writing practice, faculty of the 300-level courses met to agree on a sequence of writing assignments to be sustained through the course series. Concurrently, an Action Plan was already in place for the English Education B.A. to discuss goals and objectives in the introductory survey courses, ENGL 301, 303, 395, and 396, with an eye to increased consistency in teaching literary history. With 2012-13 findings showing that both ENGL and ENGE students were reaching upper-level classes in Shakespeare where they revealed amnesia respecting a similar set of important skills, the 300-level faculty have expanded their discussion of course goals and objectives with an eye both to consistency in teaching of literary history and to maintaining students' practice in writing skills.

  In response to the above findings faculty committees have been formed to review findings in relation to course clusters (i.e., the gateway course, ENGL 300; the introductory surveys, ENGL 301/303, 351/352, 395/396; and the 400-level advanced topic, period, and major author courses), so the Department can track how majors are moving through writing assignments, and discover how and why seniors appear not to be sustaining writing skills as they progress through the program. Next assessment scheduled for Fall 2014.

- **MA English.** 2012-2013 results led to changes in the target for the outcome measuring Writing Skills. The targeted courses were shifted to Foundational courses in the concentrations, and the targeted portion of the MA exam was shifted from part 2 to part 1 -- i.e., to the "Comps" paper, which is a revised course paper. The "Applied Learning" outcomes and measures were revised so that they specify both documentary evidence and reflection. The Original Literary History goal was revised as Literary History and Disciplinary Development to allow for mastery-level assessments in courses tied to professional concentrations as well as to literature courses. Also, the original measure (2 on a 4-pt scale) for the Literary History goal was revised to 3 on 4-pt scale. Description of the outcome was revised to make it specific to both applied and reflective components. Revision articulates with other programmatic revisions, including required internship course (PW), and practical experiences to be required for all degree candidates and not just for those in professional concentrations. Measures include Internship Evaluation and Internship Portfolio, containing both documentation and reflection.

College of Business

- **BA Finance.** In Fall 2011: 81.8% of the students scored competent or excellent on both the analysis & problem solving and on solvency, liquidity ratio and statement of cash flows. Spring 2012: 70.6% of the students scored excellent or competent on the problem solving portion. 88.2% of students scored competent or excellent on the ratios and statement of cash flows portion. In 2012-2013, student

performance on the functional knowledge (involving the calculations of different liquidity and solvency measures) was in line with the stated expectation. However, student performance on the "critical thinking" part (involving the interpretation of data and problem solving) did not meet the stated expectation. More examples of data interpretation and problem solving were covered in class before the assignment to address the above deficiency. Outcome was not measured in Fall 2013 but will be assessed during the calendar year 2014.

- **BA Marketing.** A case study to address the SLO of written communication skills, student ethical awareness, and student critical thinking was added in 2010-2011 after faculty determined that a formal junior-level assessment of students' written communication skills would be helpful to provide them with sufficient information and thus, better meet the department's learning goals for students. After the case study was implemented, students met expectations for written communications skills and critical thinking. The outcome was not met for ethics and continues to be assessed. To address this shortcoming, in 2011-2012 a new case study was assigned to students in MRKT321 that required students to demonstrate critical thinking by identifying the multiple issues in a business situation, evaluating those issues, and providing logical, well-supported recommendations related to the business situation. Significant improvement was seen in the Fall 2013 assessment.

- **MBA.** Based on 2011-2012 assessment data on key accounting indicators (budgeting, cost-volume-profit analysis, performance measurement, corporate governance, and activity-based costing), course revision of the required accounting course was completed. Assignments were added that include real world videos that capture the concepts discussed in class. In addition, implementation of Pearson's online learning platform, MyAccountingLab, was utilized as a supplementary learning tool to provide students with additional learning opportunities. Improvement was seen in the Fall 2013 assessment.

College of Education

- **BS Elem Ed Grades 1-5** 2011-2012 data showed the outcome measuring competencies in lesson planning, classroom management and instruction was not met. The action plan revealed that faculty met to discuss the results. As a result, the following changes were implemented: 1) EDUC 326 candidates participate in Compass (Louisiana's teacher evaluation) training, 2) candidates are required to provide evidence of differentiation in their lesson plans, and 3) EDUC 326 instructors are modeling management strategies during class (e.g., echo clap, count- down to readiness, Kagan strategies). Improvements have been seen and outcome was met in 2012-2013 and Fall 2013.

- **BS Middle School Grades 4-8** During the semester students (also referred to as candidates and teacher candidates) are enrolled in Educational Psychology 315: Classroom Management and Motivation for Beginning Teachers, their understanding of management is assessed using the Classroom Management Plan Rubric. Candidates are rated on a holistic rating scale to rate the plan in ten areas. The ratings include (1) Unacceptable, (2) Approaching Expectations, (3) Meets Expectations (4) Exceeds Expectations. For 2011-2012, results shared with middle school faculty at monthly Program Meetings, pointed out that some individual indicators were only slightly above a 3.0 average. These areas were selected for improvement: Individual and Group Motivation Rewards, Preventative and Supportive Discipline, and Structure and Writing. The following actions were identified: 1. The Educational Psychology Course should continue to emphasize the importance of and valuable need for positive, preventative classroom management strategies and the successful application of developmentally appropriate techniques in the classroom. 2. Instructors in all courses should place additional emphasis on the importance of grammar and writing skills. Results for 2012-2013 revealed that three of six candidates (50%) in the Spring Semester did not meet expectations in the category of Application as well as Structure and Writing. Action plan for 2012-2013 revealed 1. The Educational Psychology Course should emphasize the successful application of developmentally appropriate techniques in the classroom. The committee suggested to instructors of this course that a variety of classroom situations perhaps in the form of middle level case studies should be presented to teacher candidates so that they can practice identifying inappropriate and appropriate responses to student behavior and develop strategies for allowing for a productive learning environment at the middle school level. 2. Instructors in all courses should place additional emphasis on the importance of grammar and writing skills so that teacher candidates construct well developed papers that adhere to the conventions of writing and have few errors. This information was shared among all faculty in the College of Education and a recommendation to schedule effective writing workshops was made by the Middle Level Programs Committee. In Fall 2013, although the target was met, it was noted that the two areas that did not have mean scores at the level of 3-Meets Expectations warranted careful monitoring-Parental Involvement and Application. Results were shared with middle school faculty at monthly Program Meeting held on second Tuesday of the month and shared with Instructors of Education Psychology 315 at full faculty meetings held on the first Tuesday of every month.

- **MEd in Special Education** Action plan for 2011-2012 related to the outcome measuring the capstone research paper and presentation revealed that although outcome was met, improvements were needed in the area of written expression and applying APA style to writing. Faculty increased instruction on written expression and how to apply APA style rules to writing research papers. Outcome was not met for 2012-2013 and results reveal that along with previous finding, students were experiencing difficulty with reporting procedures, results, discussing results and summarizing. The problem seemed to lie with how information is written. Additional improvement was to provide explicit instruction in APA style writing throughout the entire semester and to emphasize APA style writing in all graduate courses. Fall 2013 outcome was met.

College of Nursing and Health Sciences

- **BS Athletic Training** All targets that were not met were those outcomes based on the Board of Certification (BOC) exam. After the 2011-2012 cycle, the department purchased a detailed report from the BOC to better analyze where students fell short, but the report failed to provide this information. To help improve for the 2012-2013 cycle, faculty decided to use a wider variety of study tools and bring in more resource material in order to achieve these targets, provide more practice in taking long exams to combat fatigue and to help them learn how to answer specific types of questions. The unmet targets in 2011-2012 were unmet again in 2013-2014, and the action was to revise the content and pedagogy of a senior capstone course and adopt a BOC exam review textbook in order for students to improve their preparation for the exam. Students take this exam in the spring so data was not available for Fall 2013.

- **BS Communication Science and Disorders.** The target for measure 3 (85% of students will produce correct responses to questions relating to the following key areas of linguistics: phonetics, phonology, features of human communication, syntax, word classes, semantics, and morphology) was partially met during the 2011-2012 cycle. An analysis of results revealed that the weakness in performance was limited to questions regarding word classes. Therefore, course content was amended to include more content on word classes. Reassessment revealed that more than 85% of students correctly answered questions on a follow-up assessment. Results were maintained as demonstrated by the target being met during the 2012-2013 cycle.

  The target for measure 4 (85% of students in CSD 201 will meet expectations by scoring 80% or above on embedded test questions related to disorders of hearing) was partially met during the 2012-2013 cycle. Content regarding disorders of hearing was reviewed in class during the fall 2012 semester and spring 2013 semester. In both instances, 100% of students met expectations on

reassessments. Content regarding pure tone hearing testing was reviewed during the spring 2013 semester after the target was not met on initial assessments. 81% of students met expectations on questions regarding pure tone testing after the content was reviewed for the second time.

In the 2012-2013 cycle, the target for measure 7 (85% of students in CSD 416 will meet expectations by scoring 80% or above on embedded test questions related to factors that promote language development, language intervention models, and risk factors for language disorders) was partially met. An analysis of test questions revealed that the weaknesses were related to test questions regarding factors that promote language development. Actions for improvement include facilitating more in-depth classroom discussions and providing a more in-depth analysis of clinical videos that emphasize ways to promote language development.

- **MS Communication Sciences and Disorders** The target for measure 17 was not met in the 2012-2013 cycle. A greater emphasis on the types of research designs was placed in the course curriculum. The elements of each design have been reviewed along with examples. Journal articles highlighting different designs have been assigned. Concept decision making maps have been created to further explain different types of research questions and variables.

College of Science and Technology

- **MS Biology** Although overall the target was met for the outcome regarding acquisition of professional/scientific ethics training, an unacceptably high number of students scored "Below Expectations" on the subsection "Paraphrasing and Citing Another's Work." However, this was deemed to be a deficiency in the instructions for the plagiarism in-class exercise, which have since been modified. Additionally, an assignment using case studies related to scientific ethics was added to the GBIO 691 Graduate Seminar in 2011-2012. Analysis of 2010-2011 assessment data, in which a plagiarism exercise and online quiz was used to assess knowledge of plagiarism revealed that simply being able to recognize plagiarism was not enough. This new assignment requires students to practice proper paraphrasing and citation. All of the students who participated in the assignment in 2011 and 2012 performed at least "Meets Expectations" and most performed at the "Exceeds Expectations" level. Assessment in 2012-2013 revealed 100% of students met or exceeded expectations. The case studies approach seems to be working and will be continued.

  Additionally, the graduate faculty of the Biological Sciences Department met and discussed the format of the thesis oral exam. It was decided that the exam was redundant with the written exam given to incoming students. For the next cycle (Spring 2013) students were tested on the specialty areas that they did not pass for the written exam. The oral exam did include a short thesis proposal presentation by the student with questions related to the thesis proposal from the examining graduate faculty; 100% of thesis students (n=6) passed the thesis oral exam in Spring 2013.

- **BS Mathematics**. One student learning outcome for this degree states students will have the ability to write mathematically correct proofs using techniques such as direct proof, indirect proof, and induction. Approximately 60% of students accepted to graduate school self-reported an overall under preparedness for graduate work in terms of proof writing. Although this was an indirect measure, to address this weakness, the 2010-2011 assessment plan proposed an additional prerequisite of Linear Algebra be added to the Discrete Math (Introduction to Proof) prerequisite for Abstract Algebra, Topology, and Real Analysis. This curriculum change was implemented in Fall 2011. Adding a direct measure, faculty created and implemented a Proof Writing Rubric to enhance the quality and consistency of instruction and assessment of proof writing in both the Linear Algebra and Discrete Math courses. Impact of these changes over time can be seen in last assessment results (Fall 2013) in which 70% of students (n=54) met or exceeded expectations in technique, 46% in structure, 39% in logic and justifications on the proof writing assessment.

- **BS Chemistry** Analytical Chemistry Content Mastery (measure 2) was partially met during the 2011-2012 assessment cycle with 53% of students meeting the target of 75% of students scoring 75% on selected questions on the final exam for CHEM 251. The target of 75% was not met in any of the subcategories assessed. To improve student mastery of analytical skills, particularly in the areas of statistics and spectroscopy, an additional lecture was spent on each of these topics while less emphasis was placed on reviewing equilibrium concepts before moving to advanced applications of equilibrium. This strategy proved highly effective for 2012-2013 as the total number of students scoring at least 75% on selected questions improved to 75% and in the subcategories of statistics and spectroscopy 83% of students scored at least 75%. Course where this assessment takes place is only taught in spring—no results for Fall 2013.

  Quantitative Analysis Technique mastery (measure 8) was partially met during the 2011-2012 assessment cycle with 75% (the target was 80%) of students having relative percentage errors of less than 10% when measuring the concentration of an unknown solution of FD&C Red Dye 40. To improve quantitative analysis skills, the measurement of FD&C dye during the first introductory experiment for the laboratory was added to demonstrate the need for extreme care in preparing solutions for analysis. This concept is reinforced through a titrations skills test at the midterm and then assessed at the end of the course for the 2012-2013 assessment cycle. These changes have been successful in improving the quantitative analysis technique results among chemistry majors as 87% of students had relative errors of less than 10% on this analysis.

Distance Education and Comparability

The majority of teaching at Southeastern is in the face-to-face environment, both on campus and off campus. Southeastern has only one online program that is also taught face-to-face, the BS in Nursing.

Through a special adult learning initiative known as CALL (Center for Adult Learning in Louisiana), Southeastern offers registered nurses who are graduates of associate or diploma programs the opportunity to earn their bachelor of science degree in nursing completely online. Sponsored by the Louisiana Board of Regents, this initiative is aimed largely for adult learners who have some college credit but have never earned a degree. This accelerated pace of this program provides students the opportunity to take fewer courses in each session.

For those outcomes where CALL students were enrolled, comparison data was collected and indicated no difference in performance (see assessment reports in table). Enrollment numbers at this time limit offering courses every semester.

Certificate Programs

Southeastern offers two Post Master's Certificates (PMC): Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner, both listed in the assessment table at the end of this document. The PMC in Family Nurse Practitioner has been assessed and is included in the assessment

reports linked below. One outcome was partially met and faculty decided to continue monitoring due to low enrollment (3 students) and newness of the program. The PMC in Psychiatric Mental Health Nurse Practitioner has not had any students enrolled to date; however, the plan is linked in the table below.

Southeastern offers ten Post Baccalaureate Certificates in the College of Education. These were not included in the assessment table below because no students have been enrolled to date; therefore, assessment could not be conducted. Consideration for continuing these certificate programs has been discussed, and as these programs continue to show no graduates, they will be considered for discontinuance.

Conclusion

A Detailed Assessment Report (DAR) for each educational program for the last three assessment cycles (2011-2012, 2012-2013, and Fall 2013) are presented below and demonstrate that each program defines measurable student learning outcomes, assesses whether it has achieved those outcomes, and that improvements are made based on assessment results.

Academic Program Assessment Reports

(Please note: DAR linked reports below are combined pdf files. The combined pdf files contain the assessment documents downloaded from WEAVE and include assessment reports and any attachment with that report. Links within these combined files will not work ; however, you can access all documents within the combined file by clicking on the bookmarks for that file.)

Academic Programs	2011-2012 Detailed Assessment Report (DAR)	2012-2013 Detailed Assessment Report (DAR)	Fall 2013** Detailed Assessment Report (DAR)
AAS Industrial Technology	DAR	DAR	DAR
BA Art	DAR	DAR	DAR
BA Communication	DAR	DAR	DAR
BA Criminal Justice	DAR	DAR	DAR
BA English	DAR	DAR	DAR
BA English Education Grades 6-12	DAR	DAR	DAR
BA History	DAR	DAR	DAR
BA Management	DAR	DAR	DAR
BA Marketing	DAR	DAR	DAR
BA Organizational Leadership	-----	New Program/2012	SLOs (1 Student Currently Enrolled)
BA Political Science	DAR	DAR	DAR
BA Psychology	DAR	DAR	DAR
BA Sociology	DAR	DAR	DAR
BA Social Studies Education 6-12	DAR	DAR	DAR
BA Social Work	DAR	DAR	DAR
BA Sociology	DAR	DAR	DAR
BA Spanish	DAR	DAR	DAR
BBA Business Administration	DAR	DAR	DAR
BGS General Studies	DAR	DAR	DAR
BM Music	DAR	DAR	DAR
BS Accounting	DAR	DAR	DAR
BS Athletic Training	DAR	DAR	DAR
BS Biological Sciences	DAR	DAR	DAR
BS Chemistry	DAR	DAR	DAR
BS Communication Sciences and Disorders	DAR	DAR	DAR
BS Computer Science	DAR	DAR	DAR
BS Early Childhood Education PK-3	DAR	DAR	DAR
BS Elementary Education Grades 1-5	DAR	DAR	DAR
BS Elementary Educ & Special Ed Mild Mod Grades 1-5	DAR	DAR	DAR
BS Engineering Technology	DAR	DAR	DAR
BS Family and Consumer Sciences	DAR	DAR	DAR
BS Finance	DAR	DAR	DAR
BS Health and Physical Education Grades K-12	DAR	DAR	DAR
BS Health Education and Promotion	DAR	DAR	DAR
BS Industrial Technology	DAR	DAR	DAR
BS Information Technology	-----	New Program/2013	DAR
BS Kinesiology	DAR	DAR	DAR
BS Mathematics	DAR	DAR	DAR
BS Middle School Educ & Special Ed Mild Mod Grades 4-8	DAR	DAR	DAR
BS Middle School Grades 4-8	DAR	DAR	DAR
BS Nursing	DAR	DAR	DAR
BS Occupational Safety, Health, and Environment	DAR	DAR	DAR
BS Physics	DAR	DAR	DAR
BS Radiologic Sciences	New Program Plan Only	Low Enrollment--no data	Low Enrollment --Program discontinued
BS Supply Chain Management	DAR	DAR	DAR
BS Sport Management	DAR	DAR	DAR
DNP Nursing Practice	New	DAR	DAR

	Program/2011		
EdD Educational Leadership	DAR	DAR	DAR
MA English	DAR	DAR	DAR
MA Health and Kinesiology	DAR	DAR	DAR
MA History	DAR	DAR	DAR
MA Organizational Communication	DAR	DAR	DAR
MA Psychology	DAR	DAR	DAR
MAT Elementary Education Grades 1-5	DAR	DAR	DAR
MAT Special Education Early Intervention Birth-5	DAR	DAR	DAR
MBA	DAR	DAR	DAR
MEd Counselor Education	DAR	DAR	DAR
MEd Curriculum Instruction	DAR	DAR	DAR
MEd Educational Leadership	DAR	DAR	DAR
MEd Educational Technology Leadership	DAR	DAR	Program Discontinued
MEd Special Education	DAR	DAR	DAR
MMUS Music	DAR	DAR	DAR
MS Applied Sociology	DAR	DAR	DAR
MS Biology	DAR	DAR	DAR
MS Communication Sciences and Disorders	DAR	DAR	DAR
MS Integrated Science and Technology	DAR	DAR	DAR
MSN Nursing	DAR	DAR	DAR
PMC Family Nurse Practitioner	----	New Program/2012	DAR
PMC Psychiatric/Mental Health Nurse Practitioner	----	New Program/2012	Plan Only- no students to date

Sources

- AAS Industrial Technology 2012-2013 Plan Combined
- AAS Industrial Technology Fall 2013 combined
- AAS Industrial Technology Plan 2011-2012 Combined
- acad_assessment_report_rubric
- Accredited Programs revised Aug 21
- BA Art 2011-2012 combined
- BA Art 2012-2013 Plan Combined
- BA Art Fall 2013 combined
- BA Communication 2012-2013 Plan Combined
- BA Communication Fall 2013 combined
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- BA Criminal Justice 2012-2013 Plan Combined
- BA Criminal Justice Fall 2013 combined
- BA Criminal Justice Plan 2011-2012 Combined
- BA Eng Education Grades 6-12 2012-2013 combined
- BA English 2012-2013 Combined
- BA English Educ Fall 2013 combined
- BA English Education Grades 6-12 Plan 2011-2012 Combined
- BA English Fall 2013 report combined
- BA English Plan 2011-2012 Combined
- BA History 2012-2013 Plan Combined
- BA History Fall 2013 combined
- BA History Plan 2011-2012 Combined
- BA Management 2012-2013 Plan Combined

- BA Management Fall 2013 combined
- BA Management Plan 2011-2012 Combined
- BA Marketing 2012-2013 Plan Combined
- BA Marketing Fall 2013 combined
- BA Marketing Plan 2011-2012 Combined
- BA Org Communication Fall 2013 SLOs Only
- BA Political Science 2012-2013
- BA Political Science Fall 2013 report
- BA Political Science Plan 2011-2012
- BA Psychology 2012-2013 Report Combined
- BA Psychology Fall 2013 combined
- BA Psychology Plan 2011-2012 Combined
- BA Social Studies Educ Fall 2013 combined
- BA Social Studies Education Grades 6-12 2012-2013 Plan Combined
- BA Social Studies Education Grades 6-12 Plan 2011-2012 Combined
- BA Social Work 2012-2013 Plan Combined
- BA Social Work Fall 2013 combined
- BA Social Work Plan 2011-2012 Combined
- BA Sociology 2012-2013 Plan Combined
- BA Sociology Fall 2013 combined
- BA Sociology Plan 2011-2012 Combined
- BA Spanish 2012-2013 Plan Combined
- BA Spanish Fall 2013 combined
- BA Spanish Plan 2011-2012 Combined
- BBA Business Administration 2012-2013 Plan Combined
- BBA Business Administration Fall 2013 combined
- BBA Business Administration Plan 2011-2012 Combined
- BGS Gen Studies Fall 2013 combined
- BGS General Studies 2012-2013 Plan Combined
- BGS General Studies Plan 2011-2012 Combined
- BM Music 2012-2013 Plan Combined
- BM Music Fall 2013 report
- BM Music Plan 2011-2012
- BS Accounting 2012-2013 Plan Combined
- BS Accounting Fall 2013 combined
- BS Accounting Plan 2011-2012 Combined
- BS Athletic Training 2012-2013 Plan Combined
- BS Athletic Training Fall 2013 combined
- BS Athletic Training Plan 2011-2012 Combined
- BS Biological Sciences 2012-2013 Plan Combined
- BS Biological Sciences Fall 2013 combined
- BS Biological Sciences Plan 2011-2012 Combined
- BS Chemistry 2012-2013 Plan Combined
- BS Chemistry Fall 2013 DAR
- BS Chemistry Plan 2011-2012
- BS Comm Sciences and Disorders Fall 2013 combined
- BS Communication Sciences and Disorders 2012-2013 Plan Combined
- BS Communication Sciences and Disorders Plan 2011-2012
- BS Computer Science 2012-2013 Plan Combined
- BS Computer Science Fall 2013 combined
- BS Computer Science Plan 2011-2012 Combined
- BS Early Childhood Education Grades PK-3 Plan 2011-2012 Combined

- BS Early Childhood Education PK-3 2012-2013 Plan Combined
- BS Early Childhood PK_3 Fall 2013 combined
- BS Elem Ed and Spec Ed Mild Mod 1_5 combined
- BS Elem Ed Grades 1-5 Fall 2013 combined
- BS Elem Educ and Spec ED Mild Mod 1-5 Fall 2013 combined
- BS Elementary Education and Special Education Mild Moderate Grades 1-5 2012-2013 Plan Combined
- BS Elementary Education Grades 1-5 2012-2013 Plan Combined
- BS Elementary Education Grades 1-5 Plan 2011-2012 Combined
- BS Engineering Technology 2012-2013 Plan Combined
- BS Engineering Technology Fall 2013 combined
- BS Engineering Technology Plan 2011-2012 Combined
- BS Family and Consumer Sciences 2012-2013 Plan Combined
- BS Family and Consumer Sciences Fall 2013 combined
- BS Family and Consumer Sciences Plan 2011-2012 Combined
- BS Finance 2012-2013 Plan Combined
- BS Finance Fall 2013 combined
- BS Finance Plan 2011-2012 Combined
- BS Health and PE K_12 Fall 2013 combined
- BS Health and Physical Education Grades K-12 2012-2013 Plan Combined
- BS Health and Physical Education Grades K-12 Plan 2011-2012 Combined
- BS Health and Promotion Fall 2013 combined
- BS Health Education and Promotion 2012-2013 Plan Combined
- BS Health Education and Promotion Plan 2011-2012 Combined
- BS Industrial Technology 2012-2013 Plan Combined
- BS Industrial Technology Fall 2013 combined
- BS Industrial Technology Plan 2011-2012 Combined
- BS Information Technology Fall 2013 combined
- BS Kinesiology 2012-2013 Plan Combined
- BS Kinesiology Fall 2013 combined
- BS Kinesiology Plan 2011-2012 Combined
- BS Mathematics 2012-2013 Plan Combined
- BS Mathematics Fall 2013 combined
- BS Mathematics Plan 2011-2012 Combined
- BS Middle School Ed and Spec Ed Mild Mod 4-8 Fall 2013 combined
- BS Middle School Education and Special Education Mild Moderate Grades 4-8 2012-2013 Plan Combined
- BS Middle School Grades 4-8 2012-2013 Plan Combined
- BS Middle School Grades 4-8 Plan 2011-2012 Combined
- BS Middle School Mild Mod 4 thru 8 combined
- BS Nursing 2012-2013 Plan Combined
- BS Nursing Fall 2013 combined
- BS Nursing Plan 2011-2012 Combined
- BS Occupational Safety, Health, and Environment 2012-2013 Plan Combined
- BS Occupational Safety, Health, and Environment Plan 2011-2012 Combined
- BS OSHE Fall 2013 combined
- BS Physics 2012-2013 Plan Combined
- BS Physics Fall 2013 combined
- BS Physics Plan 2011-2012 Combined
- BS Rad Tech Plan Only 2011-2012
- BS Sport Management 2012-2013 Plan Combined
- BS Sport Management Fall 2013 combined
- BS Sports Management Plan 2011-2012 Combined
- BS Supply Chain Management 2012-2013 Plan Combined

- BS Supply Chain Management Fall 2013 combined
- BS Supply Chain Managemet Plan 2011-2012 Combined
- DNP Nursing Practice 2012-2013 Plan Combined
- DNP Nursing Practice Fall 2013 combined
- Ed D Educ Leadership Fall 2013 combined
- EdD Educational Leadership 2012-2013 Plan Combined
- EdD Educational Leadership Plan 2011-2012 Combined
- ie_guidelines
- Letter from Dr Wheelan July 10 2013
- MA English 2011-2012 Combined
- MA English 2012-2013 Combined Plan
- MA English Fall 2013 combined
- MA Health and Kinesiology 2012-2013 Plan Combined
- MA Health and Kinesiology Plan 2011-2012 Combined
- MA History 2012-2013 Plan Combined
- MA History Fall 2013 combined
- MA History Plan 2011-2012 Combined
- MA Kinesiology and Health Studies Fall 2013 combined
- MA Org Communication Fall 2013 combined
- MA Organizational Communication 2012-2013 Plan Combined
- MA Organizational Communication Plan 2011-2012 Combined
- MA Psychology 2012-2013 Plan Combined
- MA Psychology Fall 2013 combined
- MA Psychology Plan 2011-2012 Combined
- MAT Elem Educ Grades 1-5 combined
- MAT Elementary Education grades 1-5 2012-2013 Plan Combined
- MAT Elementary Education Grades 1-5 Plan 2011-2012 Combined
- MAT Spec Ed Early Intervention Birth-5 combined
- MAT Special Education Early Intervention Birth-5 2012-2013 Plan Combined
- MAT Special Education Early Intervention Birth-5 Plan 2011-2012
- MBA 2012-2013 Plan Combined
- MBA Fall 2013 report
- MBA Plan 2011-2012
- MEd Counselor Education 2012-2013 Plan Combined
- MEd Counselor Education Plan 2011-2012 Combined
- MEd Curr and Instruction combined
- MEd Curriculum and Instruction 2012-2013 Plan Combined
- MEd Curriculum and Instruction Plan 2011-2012 Combined
- MEd Educational Leadership 2012-2013 Plan Combined
- MEd Educational Leadership Fall 2013 combined
- MEd Educational Leadership Plan 2011-2012 Combined
- MEd Educational Technology Leadership 2012-2013 Plan Combined
- MEd Educational Technology Leadership Plan 2011-2012 Combined
- MEd Special Ed Fall 2013 combined
- MEd Special Education 2012-2013 Plan Combined
- MEd Special Education Plan 2011-2012 Combined
- MM Music Fall 2013 report
- MMus Music 2012-2013 Plan Combined
- MMus Music Plan 2011-2012
- MS Applied Sociology 2012-2013 Plan Combined
- MS Applied Sociology Plan 2011-2012 Combined
- MS Applired Sociology Fall 2013 combined

- MS Biology 2012-2013 Plan Combined
- MS Biology Fall 2013 combined
- MS Biology Plan 2011-2012 Combined
- MS Comm Sciences and Disorders Fall 2013 combined
- MS Communication Sciences and Disorders 2012-2013 combined
- MS Communication Sciences and Disorders Plan 2011-2012
- MS Integrated Science and Technology 2012-2013 Plan Combined
- MS Integrated Science and Technology Plan 2011-2012 Combined
- MS ISAT Fall 2013 combined
- MS Nursing Fall 2013 combined
- MSN Nursing 2012-2013 Plan Combined
- MSN Nursing Plan 2011-2012 Combined
- PMC Family Nurse Practitioner Fall 2013 report
- PMC Psychiatric Mental Health Nurse Practitioner Fall 2013 plan only
- SACS 1st Monitoring Report April_12

3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At Southeastern, administrative support services are provided by units within the following divisions: Office of the President (2), Academic Affairs (1), and Administration and Finance (6), and University Advancement (1). Units include:

- Budget Office (Admin and Finance)
- Constituent Engagement and Public Investment (University Advancement)
- Facility Planning (Admin and Finance)
- Human Resources (Admin and Finance)
- Institutional Research (Academic Affairs)
- Office of Technology (Office of the President)
- Physical Plant (Admin and Finance)
- Public and Governmental Affairs (Office of the President)
- Purchasing (Admin and Finance)
- Safety/Hazardous Materials Management (Admin and Finance)

The operation of these units is under the supervision of the President, the Provost, the Vice President for Administration and Finance, and the Vice President for University Advancement.

Administrative Support Unit Assessment Processes

Southeastern has developed a standardized process for implementing and reporting assessment activities that provides consistency and uniformity among the diverse reporting units. All units use a conceptual model for assessment plans/reports that includes:

- **Purpose/Mission.** Statement of unit's mission and linkage to the University's mission and strategic plan.
- **Goals.** Mission-driven, broad statements about what services or processes the unit will accomplish with respect to each of the constituencies they serve.
- **Measurable Outcomes/Objectives.** Clear concise statements that describe outcomes or objectives.
- **Assessment Measures.** Description of the procedures that will be used to collect information.
- **Targets:** Criteria for Success. An overall level for satisfactory performance on a Measure-Outcome/Objective combination.
- **Findings.** Summary of assessment data collected and its analysis.
- **Action Plans (Use of Results)**. Identification of the improvements in programs and services that resulted from data collection and analysis.

The planning and reporting processes consistent with this conceptual model are supported by using WEAVE, an assessment planning and management system.

Additionally, all assessment reports are peer reviewed by the University Support Services Assessment Subcommittee of the Institutional Effectiveness Committee using defined criteria. The defined criteria are outlined in the form of a checklist and distributed to assessment coordinators before any evaluation takes place. Before the evaluations begin, the subcommittee meets to discuss the criteria and evaluation process to increase the reliability of feedback given to the units.

Vice Presidents or their designees (i.e., generally assistant vice presidents) as well as directors/supervisors play an important role in the assessment process by ensuring that units assess and develop outcomes aligned with division and university strategic priorities. Discussion of assessment processes and results takes place at division/staff meetings.

The University Support Services Assessment Subcommittee of the Institutional Effectiveness Committee not only evaluates all support unit assessment reports but also recommends improvements in the assessment process and informally assists units in planning and conducting assessments by sharing ideas and procedures.

Intermittent training for assessment coordinators is available to reinforce understanding of the assessment process as well as understanding of the input and report processes in the WEAVE online assessment system. Individual sessions are also conducted to assist those units that need additional help. The training and individual sessions have been conducted by the Assistant Vice President for Institutional Effectiveness.

Reports and Examples of Continuous Improvement

Each unit analyzes assessment results to make improvements. Types of changes are categorized by unit coordinators and presented in spreadsheet format. Change categories include revised service, revised process, new policy, new process, assessment method, assessment criteria, consultant/contractor, instruction change, or development/training. The number and category of changes made by administrative support units as a result of assessment outcomes are as follows:

Year	Revised Service	Revised Process	New Policy	New Process	Assessment Method	Assessment Criteria	Consultant/ Contractor	Instruction Change	Development/ Training
2011-2012	5	7	0	5	0	6	1	3	4
2012-2013	11	13	0	6	1	3	1	3	6
Totals	16	20	0	11	1	9	2	6	10
Fall 2013	Fall 2013 was a transition semester resulting from a change in assessment reporting from academic year to calendar year. Administrative support units reported findings and improvements achieved for the Fall 2013 semester and all reports are included in list below; however, since data collected was for one semester, the Categories of Changes summary for Fall 2013 was not included in this table. This summary table will be continued going forward with annual reporting which will include spring, summer, and fall semesters.								

Annual assessment reports for the administrative units for the 2011-2012, 2012-2013, and the Fall 2013 semester are included in the table below. The next cycle for reporting will be the 2014 academic year. The Fall 2013 semester reporting ensures that no gaps are created in the transition process.

(Please note: DAR linked reports below are combined pdf files. The combined pdf files contain the assessment documents downloaded from WEAVE and include assessment reports and any attachment with that report. Links within these combined files will not work ; however, you can access all documents within the combined file by clicking on the bookmarks for that file.)

Unit	Detailed Assessment Report (DAR) 2011-2012	Detailed Assessment Report (DAR) 2012-2013	Detailed Assessment Report (DAR) Fall 2013
Budget Office	DAR	DAR	DAR
Constituent Engagement and Public Investment	DAR	DAR	DAR
Facility Planning	DAR	DAR	DAR
Human Resources	DAR	DAR	DAR
Institutional Research	DAR	DAR	DAR
Office of Technology	DAR	DAR	DAR
Physical Plant	DAR	DAR	DAR
Public and Governmental Affairs	DAR	DAR	DAR
Purchasing	DAR	DAR	DAR
Safety/Hazardous Materials Management	DAR	DAR	DAR

Although all administrative units listed in the first paragraph are included in the table above, Southeastern has chosen to present examples of continuous improvement from several units as stated in their action plans and responses to analysis of results questions. Examples are as follows.

Human Resources
Assessments show that employees, particularly those of younger generations, more quickly and readily change tax information and direct deposit information through online opportunities rather than through personal contact and manually completing and submitting a form. Because the Human Resources and Payroll Offices are on North Campus, online Self Service opportunities are completed more conveniently. Review of the information shows that questions regarding how to access and use online Self Service capabilities now need to be addressed through an Action Plan involving better communication and education on using online Self Service.

The implementation of Image Now also has increased productivity as facsimiles can be received at a person's desk rather than walking to and from a manual fax machine. This not only improves the productivity of the Human Resources staff member receiving the fax, but improves the productivity of the Administrative Assistant managing the process.

The implementation of the Employee Wellness Program and the creation of the standing Employee Wellness Committee have also pointed the University in the right direction towards enhancing employee engagement.

Assessments of state-mandated training programs have identified better ways to facilitate the training and increase participation.

Constituent Engagement and Public Investment
Alumni Engagement Events: Alumni staff increased volunteer involvement in chapter program event planning and execution.

Chefs Evening Revamping: Development staff worked with an event planning coordinator to bring fresh ideas to the event and to reduce strain on fundraising staff.

Phonathon Fall 2013: Development staff automated the phonathon program and focused on renewals of FY2012-13 donors first, then FY2011-12, FY2010-11, and FY2009-10 lapsed donors and then non-donors to increase unrestricted revenue.

Office of Technology
Installed additional wireless in the Teacher Education Center and explored avenues of funding to continue expansion of the wireless network. Also began preparations for the transition to Active Directory, thus allowing greater network security.

Recognized the need to establish an ongoing replacement plan for the equipment located in the technology rich classrooms. Will continue attempts to secure funding for a replacement plan. Secured funding for the repair of broken equipment in the technology rich classrooms.

Purchasing
Continued to effectively process purchases less than $5,000. Had an increase in current inventory discrepancies due to one department's lack of oversight. An action plan was created and corrective action was taken by management. Continued a 100% movable property find rate during Legislative Audits. Increased efficiency in delivering packages to campus community.

Conclusion

Administrative support units at Southeastern identify expected outcomes, assesses the extent to which outcomes are achieved, and provide evidence of improvement based on analysis of the results.

Sources

- Budget Office 2011-2012 Plan Combined
- Budget Office 2012-2013 Plan Combined
- Budget Office Fall 2013 combined
- Constituent Engagement and Private Investment 2012-2013 Plan Combined
- Constituent Engagement and Private Investment 211-2012
- Constituent Engagement and Private Investment Fall 2013 DAR
- Facility Planning 2011-2012 Plan Combined
- Facility Planning 2012-2013 combined
- Facility Planning Fall 2013 DAR
- Human Resources 2011-2012 Plan Combined
- Human Resources 2012-2013
- Human Resources Fall 2013 DAR
- Institutional Research 2011-2012 Plan Combined
- Institutional Research 2012-2013
- Institutional Research Fall 2013 DAR
- Office of Technology 2011-2012 Plan Combined
- Office of Technology 2012-2013
- Office of Technology Fall 2013 DAR
- Physical Plant 2011-2012 report combined
- Physical Plant 2012-2013 report combined
- Physical Plant Fall 2013 combined
- Public and Governmental Affairs 2011-2012 Plan Combined
- Public and Governmental Affairs 2012-2013
- Public Info and Gov Affairs Fall 2013 DAR
- Purchasing 2011-2012 Plan Combined
- Purchasing 2012-2013 Plan Combined
- Purchasing Fall 2013 combrined
- Safety and Hazardous Materials Management Fall 2013 DAR
- Safety Hazardous Materials Management 2011-2012 Plan Combined
- Safety-Hazardous Materials Management 2012-2013
- supportassessmentrubricrevspring

3.3.1.3

Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At Southeastern, academic and student support services are provided by units within the following divisions: Office of the President (1), Academic Affairs (12), Administration and Finance (5), and Student Affairs (12).

- Admissions (Academic Affairs)
- Athletics (Office of the President)
- Auxiliary Services (Admin and Finance)
- Campus Activites Board (Student Affairs)
- Campus Card Operations (Admin and Finance)
- Career Services (Student Affairs)
- Center For Faculty Excellence (Academic Affairs)
- Center for Student Excellence (Academic Affairs)
- Controller's Office (Admin and Finance)
- Disability Services (Student Affairs)
- Financial Aid (Academic Affairs)
- Honors (Academic Affairs)
- International Initiatives (Academic Affairs)
- Library (Academic Affairs)
- Multicultural & International Affairs (Student Affairs)
- Records and Registration (Academic Affairs)
- Recreational Sports and Wellness (Student Affairs)
- Shuttle Services (Student Affairs)
- Sponsored Research & Programs (Academic Affairs)
- Student Conduct (Student Affairs)
- Student Engagement (Student Affairs)
- Student Publications (Student Affairs)
- Student Union (Student Affairs)
- Textbook Rental (Admin and Finance)
- TRIO Programs (Academic Affairs)
- University Counseling Center (Student Affairs)
- University Health Center (Academic Affairs)
- University Housing (Admin and Finance)
- University Police (Student Affairs)
- Writing Center (Academic Affairs)

The operation of these units is under the supervision of the President, the Provost, the Vice President for Administration and Finance, and the Vice President for Student Affairs.

Academic and Student Support Services Unit Assessment Processes
Southeastern has developed a standardized process for implementing and reporting assessment activities that provides consistency and uniformity among the diverse reporting units. All units use a conceptual model for assessment plans/reports that includes:

- **Purpose/Mission.** Statement of unit's mission and linkage to the University's mission and strategic plan.
- **Goals.** Mission-driven, broad statements about what services or processes the unit will accomplish with respect to each of the constituencies they serve.
- **Measurable Outcome s/Objectives.** Clear concise statements that describe outcomes or objectives.
- **Assessment Measures.** Description of the procedures that will be used to collect information.
- **Targets:** Criteria for Success. An overall level for satisfactory performance on a Measure-Outcome/Objective combination
- **Findings.** Summary of assessment data collected and its analysis.
- **Action Plans (Use of Results)**. Identification of the improvements in programs and services that resulted from data collection and analysis.

The planning and reporting processes consistent with this conceptual model are supported by using WEAVE, an assessment planning and management system.

Additionally, all assessment reports are peer reviewed by the University Support Services Assessment Subcommittee of the Institutional Effectiveness Committee using defined criteria. The defined criteria are outlined in the form of a checklist and distributed to assessment coordinators before any evaluation takes place. Before the evaluations begin, the subcommittee meets to discuss the criteria and evaluation process to increase the reliability of feedback given to the units.

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Reports and Examples of Continuous Improvement
Each unit analyzes assessment results to make improvements. Types of changes are categorized by unit coordinators and presented in spreadsheet format. Changes include revised service, revised process, new policy, new process, assessment method, assessment criteria, consultant/contractor, instruction change, or development/training. The number and category of changes made by administrative support units as a result of assessment results are as follows:

Year	Revised Service	Revised Process	New Policy	New Process	Assessment Method	Assessment Criteria	Consultant/ Contractor	Instruction Change	Development/ Training
2011-2012	8	13	1	11	14	13	0	1	11
2012-2013	9	12	1	13	14	16	1	1	5
Totals	17	25	2	24	28	29	1	2	16
Fall 2013	Fall 2013 was a transition semester resulting from a change in assessment reporting from academic year to calendar year. Academic and student support service units reported findings and improvements achieved for the Fall 2013 semester and all reports are included in the list below; however, since data collected was for one semester, the Categories of Changes summary for Fall 2013 was not included in this table. This summary table will be continued going forward with annual reporting which will include spring, summer, and fall semesters.								

Annual assessment reports for the administrative units for the 2011-2012, 2012-2013, and the Fall 2013 semester are included in the table below. The next cycle for reporting will be the 2014 academic year. The Fall 2013 semester reporting ensures that no gaps are created in the transition process.

(Please note: DAR linked reports below are combined pdf files. The combined pdf files contain the assessment documents downloaded from WEAVE and include assessment reports and any attachment with that report. Links within these combined files will not work; however, you can access all documents within the combined file by clicking on the bookmarks for that file.)

Unit	Detailed Assessment Report (DAR) 2011-2012	Detailed Assessment Report (DAR) 2012-2013	Detailed Assessment Report (DAR) Fall 2013
Admissions	DAR	DAR	DAR
Athletics	DAR	DAR	DAR
Auxiliary Services	DAR	DAR	DAR
Campus Activities Board	DAR	DAR	DAR
Campus Card Operations	DAR	DAR	DAR
Career Services	DAR	DAR	DAR
Center for Faculty Excellence	DAR	DAR	DAR
Center for Student Excellence	DAR	DAR	DAR
Controller's Office	DAR	DAR	DAR
Disability Services	DAR	DAR	DAR
Financial Aid	DAR	DAR	DAR
Honors	DAR	DAR	DAR
International Initiatives	DAR	DAR	DAR
Library	DAR	DAR	DAR
Multicultural & International Affairs	DAR	DAR	DAR
Records and Registration	DAR	DAR	DAR
Recreational Sports and Wellness	DAR	DAR	DAR
Shuttle Services	DAR	DAR	DAR
Sponsored Research & Programs	DAR	DAR	DAR
Student Conduct	DAR	DAR	DAR
Student Engagement	DAR	DAR	DAR
Student Publications	DAR	DAR	DAR
Student Union	DAR	DAR	DAR
Textbook Rental	DAR	DAR	DAR
TRIO Programs	DAR	DAR	DAR
University Counseling Center	DAR	DAR	DAR
University Health Center	DAR	DAR	DAR
University Housing	DAR	DAR	DAR
University Police	DAR	DAR	DAR
Writing Center	DAR	DAR	DAR

Although all administrative units listed in the first paragraph are included in the table above, Southeastern has chosen to present examples of

continuous improvement from several units as stated in their action plans and responses to analysis of results questions. Examples are as follows:

Athletics
The outcome to increase student-athletes' average GPA was not met in 2011-2012 (average GPA of 2.776 did not increase from previous year). Two improvements were initiated: (1) The tier system was updated. The tier system is the system that Athletics uses to categorized student-athletes. Student-athletes who are less successful academically are required to commit more time to study hall in the Sharp Academic Center. (2) Working with the Center for Student Excellence, academic success workshops were added. Department GPA rose from a 2.776 (11-12) to a 2.817 (12-13). Department GPA rose from 2.817 (12-13) to 2.914 (Fall 2013).

Career Services
Career Services partially met the objective to increase student participation in walk-in resume review hours in 2012-2013. As indicated in an action plan, this might be due to the facts that Southeastern is a commuter college and the majority of our students work part- or full-time. In addition, Career Services has begun to more heavily promote students' usage of the Optimal Resume online tool (which was installed onto the Career Services web page and made available to students in 2012-2013). However, Career Services plans to continue to offer walk-in resume review hours and to promote those hours to students. An improvement was the offering of "walk-in" resume review hours for students in conjunction with on-campus interview season and toward the end of the semester, both for the fall (September-December 2013) and spring (February - May 2014) semesters.

Center for Faculty Excellence
As indicated in the analysis questions for 2012-2013, the 2011-2012 target for Objective 3, M 4 read, "85% of faculty responding to workshop evaluations will select "Strongly Agree or Agree" to "I learned new skills and strategies that I can readily put to use." While 88% of faculty responding to workshop evaluations selected "Strongly Agree or Agree" to "I learned new skills and strategies that I can readily put to use, " only 62% of those surveyed actually responded. This target was marked "partially met" due to the 62% response rate and an Action Plan was created to improve the number of participants completing the survey.

A review of best practices revealed that the 62% response rate was actually very good for email and online surveys. Information obtained suggested 60% is a 'very good' response rate for email surveys with 30% 'average' for an online survey. Although the response rate was good, based on suggestions in the materials provided by the University of Texas, the Center staff will allow a longer response period. Beginning with Spring 2014, the response period was extended from 4 days to seven days.

Center for Student Excellence
The analysis question regarding review of the achievement targets for 2012-2013 revealed that outcomes in gaining faculty response rates for the OPR system (online progress reports for student-athletes) were met for the spring semester only. More student-athletes are in their active season for the fall, which makes it more critical for faculty reports to be submitted in the fall semesters. Even though response rates have improved over the years, from just over 50% (overall) to over 95%, overall, in spring semesters, the percent of non-responders is still a challenge. It may be unrealistic to expect 100%, but grades do have to be reported for other reasons. The action plan involves adjusting the system itself to make reporting easier. Rather than having a comment box as the only means of qualitative information, it will be changed to include menu-driven options. Also, the auto- generated e-mail message sent when opening the system will be rewritten with an emphasis on gathering information even when no grade can be reported.

Sponsored Research and Programs
Although outcomes for increasing external proposals submitted and increasing external awards received were met, as a way to recognize the success of our prolific grant writers and to attract others to grant writing in FY 12-13, Sponsored Research formed the "Dot 5 Club." This "Club" recognizes the achievements of faculty/staff who have secured over $500,000 in external funding. To increase the proposal submissions from underrepresented departments/disciplines, selected Dot 5 members in those departments/disciplines with low proposal submission rates will work with the OSRP to encourage faculty to pursue external funding.

Student Engagement
The outcome to increase the number of recognized student organizations from spring to spring by 5% was partially met for both the 2012-2013 and Fall 2013 assessment cycles. An action plan for 2012-2013 indicates changes in the following areas: (1) Free social media and communication options including Facebook, Twitter, Instagram, Hootsuite, University e-mail, and University websites were utilized on a daily basis to highlight news, opportunities, and activities. (2) The Office for Student Engagement created a proactive approach that included increased web presence and office availability to assist student organizations to have the correct paperwork turned in by the semester deadline for organization renewal. (3) The Office for Student Engagement developed a set Marketing Plan that utilizes traditional forms of communication as well as social media and/or free media sites.

The number of recognized student organizations has continued to decrease to 120 for Fall 2013. This represents a decrease by 4%. While the total number of registered organizations has decreased, the total number of students involved in at least one organization has continued to increase. Marketing efforts outlined in the action plan continue.

Textbook Rental
Customer satisfaction is measured by conducting surveys for both commuter and housing students. Customer satisfaction results in 2011-2012 revealed housing students at 91% (no change from previous spring semester) and commuter students at 87% (decreased from 92% previous spring semester). Improvement consisted of customer satisfaction training classes required for all new hires. In 2012-2013 results did not show any increase in customer satisfaction. Training classes are continuing and customer satisfaction will be measured again each Spring.

Conclusion
Academic and student support units at Southeastern identify expected outcomes, assesses the extent to which outcomes are achieved, and provide evidence of improvement based on analysis of the results.

Sources

- Admissions 2011-2012 Plan Combined
- Admissions 2012-2013 Plan Combined

- Admissions Fall 2013 combined
- Athletics 2011-2012 Plan Combined
- Athletics 2012-2013 Plan Combined
- Athletics Fall 2013 DAR Combined
- Auxiliary Services (Business Partners) 2012-2013 Plan Combined
- Auxiliary Services Business Partners 2011-2012 plan combined
- Auxiliary Services Business Partners Fall 2013 combined
- Campus Activities Board 2011-2012 report
- Campus Activities Board 2012-2013 report
- Campus Activities Board Fall 2013 report
- Campus Card Operations 2011-2012 Plan Combined
- Campus Card Operations 2012-2013 Plan Combined
- Campus Card Operations Fall 2013 combined
- Career Services
- Career Services 2011-2012 Plan Combined
- Career Services Fall 2013 DAR
- Center for Faculty Excellence 2011-2012 Plan
- Center for Faculty Excellence 2012-2013 Combined Plan
- Center for Facuty Excellence Fall 2013 Combined
- Center for Student Excellence 2011-2012 DAR
- Center for Student Excellence 2012-2013 Plan Combined
- Center for Student Excellence Fall 2013 combined
- Controller 2011-2012 Plan Combined
- Controller 2012-2013 Plan Combined
- Controller Office Fall 2013 combined
- Disability Services 2011-2012 Plan Combined
- Disability Services 2012-2013 Plan Combined
- Disability Services Fall 2013 DAR
- Financial Aid
- Financial Aid 2011-2012 Plan
- Financial Aid Fall 2013 combined
- Honors Program
- Honors Program 2011-2012 combined
- Honors Program Fall 2013 DAR
- International Initiatives 2011-2012 Plan Combined
- International Initiatives 2012-2013 Combined Plan
- International Initiatives Fall 2013 Combined
- Library 2011-2012 Plan Combined
- Library 2012-2013 Combined Plan
- Library Fall 2013 DAR
- Multicultural and International Affairs Fall 2013 combined
- Multicultural and International Student Affairs 2011-2012 Plan Combined
- Multicultural and International Student Affairs 2012-2013 Combined Plan
- Records and Registration 2011-2012 Plan Combined
- Records and Registration 2012-2013 Plan Combined
- Records and Registration Fall 2013 DAR
- Recreational Sports and Wellness 2011-2012 Plan
- Recreational Sports and Wellness 2012-2013 Plan Combined
- Recreational Sports and Wellness Fall 2013 DAR
- Shuttle Services
- Shuttle Services 2011-2012 Plan
- Shuttle Services Fall 2013 DAR

- Sponsored Research and Programs 2012-2013 combined
- Sponsored Research and Programs Fall 2013 report
- Sponsored Research Programs 2011-2012 combined
- Student Conduct 2011-2012 Plan Combined
- Student Conduct 2012-2013 Plan Combined
- Student Conduct Fall 2013 combined
- Student Engagement
- Student Engagement 2011-2012 Plan
- Student Engagement Fall 2013 DAR
- Student Publications 2011-2012 Plan
- Student Publications 2012-2013 Plan Combined
- Student Publications Fall 2013 combined
- Student Union 2011-2012 Plan Combined
- Student Union 2012-2013 Plan Combined
- Student Union Fall 2013 combined
- supportassessmentrubricrevspring
- Textbook Rental 2011-2012 Plan Combined
- Textbook Rental 2012-2013 Plan Combined
- Textbook Rental Fall 2013 combined
- TRIO 2011-2012 combined
- TRIO Programs 2012-2013 combined
- TRIO Programs Fall 2013 report
- Univ Health Center Fall 2013 combined
- University Counseling Center 2011-2012 Plan
- University Counseling Center 2012-2013 Plan Combined
- University Counseling Center Fall 2013 DAR
- University Health Center 2011-2012 Plan Combined
- University Health Center 2012-2013 Plan Combined
- University Housing 2011-2012 Plan Combined
- University Housing 2012-2013 Plan Combined
- University Housing Fall 2013 combined
- University Police 2011-2012 Plan Combined
- University Police 2012-2013 Plan Combined
- University Police Fall 2013 combined
- Writing Center 2012-2013 report
- Writing Center 2011-2013 report
- Writing Center Fall 2013 report

3.3.1.4

Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its mission, if appropriate.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

As detailed in CR 2.4, the mission of Southeastern Louisiana University is "to lead the educational, economic and cultural development of southeast Louisiana."

This mission is consistent with the role, scope and mission as defined by the Board of Regents (BoR) in Louisiana's Master Plan for Public Postsecondary Education. This Master Plan provides a broad vision for the State's higher education system while recognizing and describing the unique focus of each institution. In the Master Plan, the BoR categorizes its institutions as (1) comprehensive research universities, (2) specialized units, (3) statewide universities (4) regional universities, and (5) community and technical colleges. In addition, the Board of Regents' designates the role, scope and mission for each Louisiana public institution. Southeastern is categorized as a regional university with a role, mission, and scope statement that includes the following:

> *Southeastern Louisiana University is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region* (see Master Plan for Public Postsecondary Education).

Although research is not central to the University's mission, Southeastern considers research as part of the role of its research centers and specific research support units, i.e., Center for Nursing Research in Education and Practice, Institute of Biodiversity and Interdisciplinary Studies (IBIS), Turtle Cove Environmental Research Station, Center for Southeast Louisiana Studies, and Office of Sponsored Research and Programs; as part of the professional activity of many faculty in their pursuit to stay current in their discipline which supports their capability in teaching (research supports instruction); and as one of the ways we provide support to businesses, organizations, and school systems in our service region.

Research Centers and Research Support Units

Center for Nursing Research in Education and Practice

In 2007, the Board of Regents (BOR) granted conditional approval and implementation for the Center for Nursing Research in Education and Practice (CNREP) at Southeastern Louisiana University and required that the university submit annual progress reports on June 30 in years 2011, 2012, and 2013. In 2014 a request for continued approval was submitted.

Primary Objectives of CNREP are:

1. Promote research efforts and scholarly activities of faculty and students in the School of Nursing
2. Foster graduate and undergraduate research
3. Support data collection and analysis that expands the database to address nursing recruitment and retention in education and practice
4. Advance evidence-based initiatives with healthcare agencies to improve patient outcomes
5. Support collaboration to facilitate development, testing, and evaluation of nursing interventions
6. Seek appropriate sources for external funding of projects
7. Maintain a database of resources to support research design, data collection and data analysis
8. Serve as a repository of information related to the research process for individual researchers as well as collaborating partners in health care agencies
9. Support dissemination and integration of research results into clinical practice

Accomplishments are reported in the following categories: funded projects; refereed articles; and presentations. These categories are aligned with the objectives for the center (see links to reports above).

Summary of accomplishments by year

Year	Number Of Funded Projects	Amount
2011	5	$146,934
2012	6	$205,561
2013	6	$165,406

Year	Refereed Articles Published
2011	6
2012	6
2013	5

Year	Presentations
2011	12
2012	12
2013	7

Institute of Biodiversity and Interdisciplinary Studies (IBIS)

The BOR approved IBIS in 2003 with a request for a progress report in 2010. IBIS has concentrated its resources and collective expertise on investigations of the biotic and abiotic factors that affect the stability of wetlands within the Lake Pontchartrain Basin, a complex ecosystem that is recognized nationally as a haven of biodiversity and for its economic and cultural significance. Objectives below are aligned with specific grants outlined in the progress report linked above. A summary of activities follows the list of objectives.

Primary Objectives of IBIS:

1. Increase our basic knowledge and understanding of the biological diversity of the ecosystems which comprise the Gulf Coast, in general and specifically the Lake Pontchartrain Basin, in particular.
2. Identify and investigate the various factors, including environmental, social, economic and governmental that adversely impact the Lake Pontchartrain Basin and recommend countermeasures to enhance its restoration and to sustain its viability.
3. Address the factors that are specifically associated with Katrina/Rita-induced demographic changes, especially as they pertain to the Northshore of Lake Pontchartrain. Examples include the environmental stresses induced by significant increases in population, pollutant loading, land use, and wetland loss. Of particular importance are the effects of development and urbanization in the Pontchartrain watershed on estuary water quality.
4. Foster interdisciplinary activities including research, formal education and outreach components that will provide opportunities for the participants to address environmental and biodiversity issues in a more comprehensive and inclusive manner.
5. Train a new generation of scientists who will continue to address the significant environmental problems that confront society. Furthermore IBIS seeks to train teachers who will disseminate to their students information about ecosystems and the factors that disrupt them.
6. Educate citizens of Louisiana about the relationship between human activities and the health of the Lake Pontchartrain Basin.
7. Investigate the health of the Lake Pontchartrain Basin and to provide scientific information to policy makers and stakeholders on methods and policies to stabilize, sustain, and/or enhance environmental and economic recovery of the Lake Pontchartrain Basin.
8. Initiate and provide quality academic programs that are environmentally relative to the students of Southeastern and provide opportunities to address environmental issues through a broad and diverse internship program and through the expansion of Southeastern's Executive Masters of Business Administration degree program with the establishment of a concentration in Environmental Management.

Since 2008, IBIS has secured over 1.2 million dollars in research funds from federal and state funding agencies and has other significant accomplishments.

IBIS Accomplishments for 2008 – 2010

Extramural Funding Awarded	$1,233,318
Graduate Students Supported	15
Dollars Directed to Support Graduate Students	$ 240,000
Publications in Peer-reviewed National and International Journals	18
Presentations at Regional, National, and International Meetings	20

IBIS External Funding Sources for 2008-10

Funding Sources	Amount Of Funding
Environmental Protection Agency	$ 625,627
National Science Foundation	135,000
National Oceanographic & Atmospheric Administration	113,000
Louisiana Department of Wildlife & Fisheries	265,060
Louisiana Department of Natural Resources	62,5000
Louisiana State University Agricultural Center	32,131
Total Funds	**$ 1,233,318**

Turtle Cove Environmental Research Station

The mission of the Turtle Cove Environmental Research Station (Turtle Cove ERS) is to facilitate and support a better understanding of Southeast Louisiana's coastal wetland environments through research, education, and public outreach activities and programs for Southeastern's students, faculty and staff as well as the greater University community. Turtle Cove itself is a historic structure located in the wetlands on Pass Manchac, a natural pass that connects Lakes Pontchartrain and Maurepas in southeastern Louisiana. The building was built in 1908 and is home to a variety of ecological and environmental research and educational programs.

Research activities are conducted by those faculty, staff, and students primarily from Southeastern. Other surrounding universities use Turtle Cove as well specifically those who have active research programs in the area, or who take their classes for day time and overnight trips to Turtle Cove. Researchers take advantage of the various wetlands easily accessed via Turtle Cove boats and the boardwalks surrounding the Turtle Cove lodge.

Outcomes as assessed by Turtle Cove include: (Assessment reports 2011-2012, 2012-2013, Fall 2013)

1. Support faculty, staff, students and other individuals using Turtle Cove for field research purposes.
2. Provide and enhance environmental education programs at Turtle Cove for Southeastern and other universities in the form of wetland field trips and educator workshops.

3. Provide and enhance an outreach program based on wetland field trip activities for K-12 and other community groups and organizations in the Lake Pontchartrain Estuary region of Southeast Louisiana.
4. Provide a high quality and satisfactory experience for all users of Turtle Cove for research, education, and outreach activities.

Accomplishments:

GRAND TOTALS OF USE April 1, 2011 Thru March 31, 2012:	Number Of Different Individuals	Days Used
RESEARCH: (29 Different groups, 94 Different Individuals, 275 User Days)	94	275
EDUCATION: (25 Different Groups, 511 Different Individuals, 469 User Days)	511	667
OUTREACH: (44 Different Groups, 985 Different Individuals, 941 User Days)	941	941
GRAND TOTAL OF ALL USE: (95 different groups, 1,536 different individuals, 1,873 User Days)	1546	1,883

GRAND TOTALS OF USE April 1, 2012 Thru March 31, 2013:	Number Of Different Individuals	Days Used
RESEARCH: (19 Different groups, 79 Different Individuals, 147 User Days)	79	147
EDUCATION: (20 Different Groups, 350 Different Individuals, 557 User Days)	350	557
OUTREACH: (33 Different Groups, 617 Different Individuals, 638 User Days)	617	632
GRAND TOTAL OF ALL USE: (72 different groups, 1,046 different individuals, 1,336 User Days)	1046	1336

GRAND TOTALS OF USE April 1, 2013 Thru December 31, 2013*:	Number Of Different Individuals	Days Used
RESEARCH: (19 Different groups, 79 Different Individuals, 147 User Days, $4,281.00 donation funds)	79	147
EDUCATION: (20 Different Groups, 350 Different Individuals, 557 User Days, $1,035.00 donation funds)	350	557
OUTREACH: (33 Different Groups, 617 Different Individuals, 638 User Days, $3,656.00 in donation funds)	617	632
GRAND TOTAL OF ALL USE: (72 different groups, 1,046 different individuals, 1,336 User Days)	1046	1336
*will be reported on annual year going forward		

Researcher Publications, Reports, Posters And Presentations Associated With Use Of Turtle Cove Resources	
FY 2011-2012	15
FY 2012-2013	3
Summer/Fall 2013	5

Center for Southeast Louisiana Studies

The mission of the Center for Southeast Louisiana Studies and Archives is to preserve and promote the history and cultures of Louisiana's Florida Parishes, southwestern Mississippi, and surrounding areas through scholarly research, conferences, film productions, exhibits, and publishing. It also serves as the central repository for and custodian of Southeastern Louisiana University's vital records. The center is supported by the Leon Ford Endowed Professorship which is held by the director of the center.

Outcomes of Support Assessment: (Assessment reports 2011-2012, 2012-2013, Fall 2013)

1. Audit 5% of the university materials currently maintained in the archives for conformance to records retention schedules for that budget by 1 March each year.

2. Bring the thirteen collections audited in 2011 that were less than adequately protected up to the currently accepted preservation standards found in the archival community.
3. Determine customer satisfaction with the services provided by the Center for Southeast Louisiana Studies.

Accomplishments and Improvements Associated with Support Assessment

Over three reporting years, the center met Outcome 1 by establishing that all collections audited met existing standards regarding applicable records retention laws. Outcome 2 was not met; the Center was able to upgrade the preservation technology on three collections out of thirteen. Of the thirteen, significant departures from current preservation techniques were found. The most common problem was the absence of acid free folders in the collections. None of the thirteen collections contained acid free folders. Action plans for 2011-2012 and 2012-2013 indicate that the Center believes the measurable outcome is too inexact and fails to account for the myriad of contingencies which determine the pace of processing. Plans to change the focus for this outcome includes a critical need to reevaluate the status of the Center's early collection (pre-1997). In 2012-2013 an additional action included seeking a new round of donations from Center benefactors. Outcome 3 revealed that after careful examination of the data in 2011-2012, the Center determined that the measure for this outcome was inefficient in revealing how well the Center served the public. The body-count strategy employed in this assessment was misleading as the data offered no insight into how well the guests were actually served. For the next assessment period, a scaled opinion of service questionnaire was used and provided a much clearer indicator of how well the Center served the campus and the community. The outcome was met for 2012-2013.

An additional goal associated with the Leon Ford Endowed Professorship is to show a continuing record of scholarly and creative activities.

Activities and Accomplishments associated with the Leon Ford Endowed Professorship 2010-2013

Activity/Accomplishment	Number
Books	1
Articles in Books	2
Articles (Refereed)	2
Articles (Non-refereed)	6
Editorship of Journals	3
Reviews	11
Presentations	78
Presentations (professional)	9
Honors	3
Television	12
Newspapers/Magazines	14
Consultant	2
Films	2
Radio	7

Office of Sponsored Research and Programs

The mission of the Office of Sponsored Research and Programs (OSRP) is to provide advice and support to Southeastern faculty, staff, and students in their pursuit and administration of external funding for research, creative, and scholarly activities that enhance the educational, economic, and cultural development of southeast Louisiana. The Office of Sponsored Research and Programs (OSRP) promotes externally funded research, instruction, public service, academic and institutional support, enhancement, and scholarship and fellowship projects at Southeastern Louisiana University. Southeastern considers the Office of Sponsored Research and Programs as an academic support unit and assessment of this unit is found in CS 3.3.1.3.

OSRP is a central source of information on major government agencies, foundations, and corporations that support research and scholarship. A wide range of services to faculty, administrators, staff and students are available, including:

- identifying potential external funding sources;
- assisting in development of proposal narratives and project budgets, and in preparation of standardized application forms;
- assisting in the electronic submission of proposals and electronic administration of funded projects;
- assuring compliance with federal and state regulations and university policies and procedures;
- assisting in the completion of internal requirements for proposal submission, including coordination of review of research protocols involving human participants and animal subjects;
- reviewing and approving proposals for submission to sponsors;
- negotiating grant awards and contracts;
- coordinating activities with the Grants Accounting section of the Controller's Office as required;
- processing forms for grant administration (budget adjustments, recommendation for employment forms-5.01/GA, purchase requisitions, requests for extensions);
- and maintaining a central file and database of all proposals submitted and awards received and generating reports of sponsored program activity.

	FY 2011-2012			FY 2012-2013			FY 2013-2014 **		
External Funding Source	Number of Proposals Submitted	Number of Awards Received	Amount Received	Number of Proposals Submitted	Number of Awards Received	Amount Received	Number of Proposals Submitted	Number of Awards Received	Amount Received
Federal	40	24	$4,713,632	32	16	$4,602,758	17	14	$3,258,742
State	69	36	$3,496,855	65	37	$2,779,504	54	35	$1,419,068
Private	111	93	$475,799	127	110	$333,475	145	114	$118,626
Total	220	153	$8,686,286	224	163	$7,715,737	216	163	$4,796,436

** information current as of 08/19/14

Improvements resulting from assessment for OSRP include:

- OSRP utilized assessment results to provide customized funding opportunity searches and departmental mini-sessions to those under-represented areas.
- OSRP utilized assessment data to encourage faculty with externally funded award to participate in the Students' Research, Creative and Scholarly Activities Showcase. The university-wide non-competitive event provides students an opportunity to display conference posters, publications and other visual presentations. In addition, it also serves as a marketing tool to encourage future participation of Southeastern students in research, creative and scholarly pursuits.

Faculty Research

Southeastern considers research/professional activity as part of the duties and responsibilities of faculty.

Research/professional activity is evaluated in consideration for tenure/promotion (guidelines) and annual evaluation (guidelines) and may include, but need not be limited to, these faculty and faculty-student activities:

- publishing refereed journal articles, book chapters, books
- publishing non-refereed journal articles, book chapters, books
- presenting papers
- submitting, obtaining and administering internal and external grants
- refereeing manuscripts for publication
- editing periodicals
- gaining formal field experience
- engaging in professional development
- acquiring and maintaining professional certification
- or holding office in professional organizations
- chairing professional meetings
- receiving substantial scholarly/professional awards/honors

As a demonstration of the University's support for the importance of scholarly activity in the faculty workload, three (3) work units of reassigned time for research, creative projects, and scholarly and/or University-related work is given to all tenure and tenure-track full-time faculty.

Research to Support Service Region

Additionally, research/professional activities of faculty and centers provide support to businesses, organizations, and school systems in Southeastern's service region and contribute to accomplishing the institution's mission "to lead the educational, economic and cultural development of southeast Louisiana." Examples include the following:

- A study on the economic impact of Southeastern football playoff games was conducted by the Southeastern Business Research Center with assistance by the Tangipahoa Parish Convention and Visitors Bureau. Results of the study, which looked exclusively at outside spending by visiting teams and fans, were announced at the Hammond Chamber of Commerce's general meeting. The analysis used the input-output method commonly employed to estimate economic impacts. The method is based on economic linkages between various sectors and industries, which cause every dollar of expenditures to "ripple through" the local economy. This results in every dollar of expenditure being multiplied to various degrees, causing a larger economic effect than the original amount of the expenditure. According to the study, the two post-season NCAA football playoff games held in Hammond in December 2013 and hosted by the Southland Conference championship team at Southeastern Louisiana University had an estimated total economic impact of more than $835,000 on Tangipahoa Parish (see News Release).

- An assistant professor in the Department of Computer Science and Industrial Technology worked with area public schools to evaluate the indoor air quality in classrooms and establish an indoor air quality (IAQ) improvement program as part of grant from the U.S. Environmental Protection Agency to develop and implement IAQ improvement programs based on the agency's "Tools for Schools" program (see News Release).

- A Southeastern Louisiana University organic chemist received a $218,000 grant from the National Science Foundation to help create more efficient approaches to developing compounds widely used in the pharmaceutical and agricultural industries, while providing undergraduate students opportunities to participate in the research. The grant is an extension of Southeastern's student-run SEAL ("Student Entrepreneurs as Active Leaders") program, which links undergraduate students with scientists at area plants and industries who are looking for cost-effective answers to puzzling problems in their work (see News Release).

Conclusion

Although research is not central to the University's mission, research activities of Southeastern's centers and faculty enhance teaching and professionalism, provide opportunities for our students and support the institution's service area, thereby contributing to the accomplishment of the institutional mission, "to lead the educational, economic and cultural development of southeast Louisiana."

Sources

- Center for Southeast LA Studies Fall 2013 DAR
- Center for Southeast Louisiana Studies 2011-2012 Plan Combined
- Center for Southeast Louisiana Studies 2012-2013
- CNREP - Southeastern Progress Report 2012
- CNREP - Southeastern Progress Report 2013
- CNREP Southeastern Progress_report_2011
- CNREP 2014
- faculty_eval august 22 2014 (Page 3)
- IBIS progress report 2008-2010
- Master Plan for Public Postsecondary Education
- Master Plan for Public Postsecondary Education (Page 86)
- News Release_ Economic impact of Playoff Games
- News Release_Air Quality
- News Release_Faculty Research_SEAL
- tenure_and_promotion_2014-3
- Turtle Cove 2011-2012 combined
- Turtle Cove 2012-2013 Plan Combined
- Turtle Cove Fall 2013 combined
- Turtle Cove Researcher Publications Summer-Fall 2013
- Turtle Cove Researcher Publications-IE 2011 thru 2012-1
- Turtle Cove Researcher Publications--IE 2012-13

3.3.1.5

Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its mission, if appropriate.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At Southeastern, community/public services are provided by units within the following divisions: Office of the President (1), Academic Affairs (4), and Administration and Finance (1).

- Columbia Theater (Academic Affairs)
- Division of Extended Studies (Academic Affairs; moved to Auxiliary Services as Non-Credit Programs in Fall 2013 under the Division of Administration and Finance)
- KSLU Radio Station (Academic Affairs)
- Southeast Louisiana Business Center (Office of the President)
- Southeastern Channel (Academic Affairs)
- University Center (Administration and Finance)

The operation of these units is under the supervision of the President, the Provost, and the Vice President for Administration and Finance.

Community/Public Services Unit Assessment Processes
Southeastern has developed a standardized process for implementing and reporting assessment activities that provides consistency and uniformity among the diverse reporting units. All units use a conceptual model for assessment plans/reports that includes:

- **Purpose/Mission.** Statement of unit's mission and linkage to the University's mission and strategic plan.
- **Goals.** Mission-driven, broad statements about what services or processes the unit will accomplish with respect to each of the constituencies they serve.
- **Measurable Outcomes/Objectives.** Clear concise statements that describe outcomes or objectives.
- **Assessment Measures.** Description of the procedures that will be used to collect information.
- **Targets:** Criteria for Success. An overall level for satisfactory performance on a Measure-Outcome/Objective combination
- **Findings.** Summary of assessment data collected and its analysis.
- **Action Plans (Use of Results)**. Identification of the improvements in programs and services that resulted from data collection and analysis.

The planning and reporting processes consistent with this conceptual model are supported by using WEAVE, an assessment planning and management system.

Additionally, all assessment reports are peer reviewed by the University Support Services Assessment Subcommittee of the Institutional Effectiveness Committee using defined criteria. The defined criteria are outlined in the form of a checklist and distributed to assessment coordinators before any evaluation takes place. Before the evaluations begin, the subcommittee meets to discuss the criteria and evaluation process to increase the reliability of feedback given to the units.

Vice Presidents or their designees (i.e., typically assistant vice presidents) as well as directors/supervisors play an important role in the assessment process by ensuring that units assess and develop outcomes aligned with division and university strategic priorities. Discussion of assessment processes and results takes place at division/staff meetings.

The University Support Services Assessment Subcommittee of the Institutional Effectiveness Committee not only evaluates all support unit assessment reports but also recommends improvements in the assessment process and informally assists units in planning and conducting assessments by sharing ideas and procedures.

Intermittent training for assessment coordinators is available to reinforce understanding of the assessment process as well as understanding of the input and report processes in the WEAVE online assessment system. Individual sessions are also conducted to assist those units that need additional help. The training and individual sessions have been conducted by the Assistant Vice President for Institutional Effectiveness.

Reports and Examples of Continuous Improvement

Each unit analyzes assessment results to make improvements. Types of changes are categorized by unit coordinators and presented in spreadsheet format. Change categories include revised service, revised process, new policy, new process, assessment method, assessment criteria, consultant/contractor, instruction change, or development/training. The number and category of changes made by community/public support units as a result of assessment results are:

Year	Revised Service	Revised Process	New Policy	New Process	Assessment Method	Assessment Criteria	Consultant/ Contractor	Instruction Change	Development/ Training
2011-2012	0	1	0	3	1	2	0	1	0
2012-2013	1	1	0	1	5	0	0	1	1
Totals	1	2	0	4	6	2	0	2	1
Fall 2013	Fall 2013 was a transition semester resulting from a change in assessment reporting from academic year to calendar year. Community/public service units reported findings and improvements achieved for the Fall 2013 semester and all reports are included in list below; however, since data collected was for one semester, the Categories of Changes summary for Fall 2013 was not included in this table. This summary table will be continued going forward with annual reporting which will include spring, summer, and fall semesters.								

Annual assessment reports for the community/public service support units for the 2011-2012, 2012-2013, and the Fall 2013 semester are included in the table below. The next cycle for reporting will be the 2014 academic year. The Fall 2013 semester reporting ensures that no gaps are created in the transition process.

(Please note: DAR linked reports below are combined pdf files. The combined pdf files contain the assessment documents downloaded from WEAVE and include assessment reports and any attachment with that report. Links within these combined files will not work; however, you can access all documents within the combined file by clicking on the bookmarks for that file.)

Unit	Detailed Assessment Report (DAR) 2011-2012	Detailed Assessment Report (DAR) 2012-2013	Detailed Assessment Report (DAR) Fall 2013
Columbia Theatre	DAR	DAR	DAR
Division of Extended Studies	DAR	DAR	Division Eliminated and Non-Credit Programs Moved to Auxiliary Services
KSLU Radio	DAR	DAR	DAR
Southeast Louisiana Business Center	DAR	DAR	DAR
Southeastern Channel	DAR	DAR	DAR
University Center	DAR	DAR	DAR

Although all community/public service support units listed in the first paragraph are included in the table above, Southeastern has chosen to present examples of continuous improvement from several units as stated in action plans and responses to analysis of results questions. Examples are as follows:

Columbia Theatre
To maintain a high level of diversity and variety in Columbia Theatre programming through its referral campaign (Goal 4), 2012-2013 findings indicate the following improvements were made: Series of meetings was held for the purpose of gathering programming feedback. Patrons from the following groups were interviewed: Season Ticket holders, community citizens at large, targeted demographic groups who have traditionally been underserved (such as African Americans), Columbia Staff, and Downtown Development District team members. Issues addressed were programming, days of the week, program starting times, and additional genre's of community interest. Objective 5 of the 2012-2013 Detailed Assessment Report focused on increasing revenue producing programming. However, findings revealed a decrease in revenue when compared to 2011-2012 figures. As a result of the action plan created in response to these findings, a marketing plan was revised to include print media, broadcast media, and electronic media (social media) and an increased emphasis was placed on facility rentals. Impact on revenue will be determined in the 2014-2015 cycle.

Extended Studies (Non-credit programs moved to Auxiliary Services and assessment will continue with that unit)
As reflected in the 2011-2012 Detailed Assessment Report for Extended Studies, Goal 1 is, "To determine non-degree educational programs and course offerings that meet the changing needs of the region." A Needs Assessment Instrument was used to help determine relevant course offerings. The approach was to visit Human Resource Managers at various organizations to determine customized training needed in their areas (Objective 1). In addition to gathering information from local professionals, information was also obtained from perspective non-credit students on course preferences (Objective 2). Through analysis of the data collected, Extended Studies was able to address concerns and identify course needs and improve the quality of programs. A decision was made to focus less on leisure course offerings and more on course offerings related to helping the under-employed and unemployed. These "workforce" related courses provided clients with a nationally recognized unit of learning, the Continuing Education Unit (CEU).

Southeastern Channel
As indicated in the analysis summary (2012-2013), measurable outcomes for 2012-13 were changed to be more realistic, practical, and attainable than those for 2011-12. New outcomes were designed to effectively track the amount of newly-produced, original programming for each area, while outcomes regarding the distribution of pre-existing Southeastern Channel programs were eliminated. Student training outcomes for 2012-13 were created so that they were less likely to be affected by outside factors, i.e., student enrollment, courses actually offered, budget cuts, etc. Assessments show that the Southeastern Channel met or exceeded its goals and targets of productivity regarding new production of original programming for its viewing audience in the areas of educational, community, entertainment/cultural, athletics, and promotional programming. Findings reveal even more original production in 2012-13 than in the 2011-12 year.

University Center
As indicated in the assessment reports, the outcome regarding increasing the number of paid events (General Meetings, Community Events, and Entertainment Events) targeted the increases as follows: general meetings by 5-6, community events by 1, and entertainment events by 1. The outcome was partially met in 2011-2012 and 2012-2013. According to the action plan, improvements would be based on research to establish potential entertainers that would draw a large audience from the University and local communities and development of a marketing strategy to reach more community organizations to educate them about the facility. Next cycle reporting will be for the 2014 calendar year.

Conclusion
Community/public service units at Southeastern identify expected outcomes, assesses the extent to which outcomes are achieved, and provide evidence of improvement based on analysis of the results.

Sources

- Columbia Theater 2011-2012 combined
- Columbia Theater 2012-2013 combined
- Columbia Theater Fall 2013 Combined
- Extended Studies 2011-2012 Plan Combined
- Extended Studies 2012-2013
- KSLU Radio Station 2011-2012 Plan Combined
- KSLU Radio Station 2012-2013 Plan Combined
- KSLU Radio Station Fall 2013 DAR
- Southeast Louisiana Business Center 2011-2012 report
- Southeast Louisiana Business Center 2012-2013 combined
- Southeast Louisiana Business Center Fall 2013 DAR
- Southeastern Channel 2011-2012 Plan
- Southeastern Channel 2012-2013 Plan Combined
- Southeastern Channel Fall 2013 DAR
- supportassessmentrubricrevspring
- University Center 2011-2012 Plan Combined
- University Center 2012-2013 Plan Combined
- University Center Fall 2013 combined

3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. *(***Note**: *This requirement is not addressed by the institution in its Compliance Certification.)*

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

3.4.1

Educational Programs: All:Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

All academic programs at Southeastern are approved by the faculty and the administration via a rigorous and thorough review process, as indicated in the Southeastern's Guidelines for Curriculum Revision, which is guided by Louisiana Board of Regents Academic Affairs Policy 2.04, 2.05.

Pre-Approval at the State Level

The curricula for new degree programs are initiated and developed by faculty with expertise relevant to the program being proposed. Prior to submitting a full proposal for a new degree program, the Louisiana Board of Regents requires a Letter of Intent for Projected New Academic Programs that is first approved by the University's Chief Academic Officer (at Southeastern this is the Provost), the University President and the appropriate management board (for Southeastern this is the University of Louisiana Board of Supervisors). Once a Letter of Intent to develop a new degree program is approved at the campus and management board levels, the Louisiana Board of Regents staff circulates it to the Statewide Council of Chief Academic Officers for review and comment. The Chief Academic Officers provide feedback on program concepts, support, specific challenges and duplication, thus serving as a preliminary academic review to help ensure the program follows good practices in higher education.

Once a Letter of Intent to develop a new degree program is approved by the Louisiana Board of Regents, the relevant faculty, department head, and dean work on the proposal using the Board of Regents Guidelines for the Proposal of a New Academic Program, with the responsibility for curriculum development being that of the faculty. The proposal is then submitted to the Provost for further review; once approved by the Provost, it is submitted to the University President and Provost and Executive Vice President of the University of Louisiana System for review. Once the parties involved thus far agree on any changes to the proposal, the final proposal is submitted to the University of Louisiana Board of Supervisors (i.e., the management board) for consideration.

Once approved by the management board, the University of Louisiana System office staff submits the proposal to the Louisiana Board of Regents office. In accordance with Louisiana Board of Regents Academic Affairs Policy 2.05 (Proposals for New Academic Programs/Units), "proposals for graduate-level programs and for highly technical and/or selective baccalaureates require review by external consultants" prior to consideration by the Board of Regents. All proposals for new degree programs submitted to the Board of Regents are considered using the Guidelines for Academic Program Evaluation (for Program Evaluators).

After the Louisiana Board of Regents approves a new degree program for Southeastern Louisiana University, the specific curriculum for that degree program, developed by the relevant faculty, undergoes the campus curriculum review process.

Approval at the University Level

At Southeastern, curriculum development is the responsibility of the faculty. Oversight from department heads, deans, the relevant curriculum review committees, and the Provost ensure that all program changes are consistent with the institution's mission as well as relevant policies of the Louisiana Board of Regents, University of Louisiana System Board of Supervisors, and Southeastern (e.g., Board of Regents Approved Academic Terms and Degree Designations policy, Southeastern Credit Hour Policy).

As described in the Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposals are detailed on the appropriate curriculum request forms which include (as applicable) items such as course prerequisites, course descriptions, course outline, course objectives, course evaluation method, and course bibliography.

Any proposal affecting policy and any requests for new degree programs, new minors, new concentrations or changes in the number of hours required for a major, minor, or concentration must have preapproval before the routing begins. Chain-of-command will be followed for the pre-approval process by submitting an email from: Departmental curriculum chair»Department Head »Dean»Provost»Dean»Department Head»Department curriculum chair. The approval email from the Provost MUST be attached to the original curriculum change document.

Completed proposals are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council. The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. The Provost approves or denies the request. Proposals that are not approved by the University Curriculum Council are returned to the department where the proposal originated.

Once all Board and campus approvals for a new degree program are obtained, a substantive change proposal is submitted to SACSCOC.

Example of Program Approval

A Fall 2012 recommendation from the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET) identified the need for a Bachelor of Science degree program in Information Technology (BSIT). A combined Letter of Intent and Proposal to establish the BSIT was submitted to the Board of Supervisors and approved on February 26, 2013. The proposal received full approval by the Board of Regents on March 20, 2013. Faculty in Southeastern's Department of Computer Science and Industrial Technology initiated the internal review process on April 4, 2013 with the submission of the BSIT proposal to the department curriculum committee. As indicated by the signature

lines on the proposal form, the proposal was approved by the department curriculum committee and the department head on April 8; by the college curriculum committee on April 8; by the Dean of Science & Technology on April 9; by the University Curriculum Council (UCC) on April 10; and by the Provost on April 10, 2013.

Conclusion

At Southeastern, the curriculum review process ensures that all academic programs are approved by both the faculty and administration.

Sources

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- BSIT _UCC_approval
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- BSIT Full Approval Board of Regents_Minutes_March 20,2013 (Page 6)
- BSIT_Board of Supervisors_ Approval
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- Guidelines for Curriculum Revision_2013
- Guidelines for New Academic Program_AA Policy 2_05
- University Councils and Committee_2014

3.4.2

Educational Programs: All:Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern is a regional university with a mission to lead the educational, economic and cultural development of southeast Louisiana. The non-credit activities of the University are varied, robust, and service-driven and align with Southeastern's mission and *Vision 2017* Strategic Plan.

> Goal 1.7 of Strategic Priority 1: The University will offer a broad array of non-degree educational, economic, and cultural activities that meet the changing needs of the region.

From state-of-the-art facilities that host events for the local community to small business development programs that bolster the local economy, Southeastern is committed to providing service and outreach to its region.

Continuing Education

A division of Auxiliary Services, Southeastern's Non-Credit Programs offers non-credit, continuing education classes designed to meet the needs of changes in workforce development, job change, school reform, and social and personal growth awareness. The course offerings are promoted as *Continuing U* which reflects the emphasis on both continuing education and personal development. A perusal of the *Continuing U* brochure reveals a variety of courses that target Career Enrichment, Teacher Enrichment, Personal Enrichment and Youth Enrichment. For example, Do-It-Yourself Desktop Publishing was added in 2014 to help individuals or business owners develop the necessary skills to design and print the promotional materials for their business or special event.

Summer camps are an integral part of Southeastern's Non-Credit Programs. For example, cheerleading and dance associations use Southeastern's facilities to teach high school and junior high school students the latest cheer and dance routines. In addition, programs are offered to meet the needs of various age groups and interests. For example, Zoom into Careers and the Children's Art Workshop are two of the most popular summer offerings.

- **Zoom into Careers** These summer workshops target junior high and high school students. Students are introduced to career opportunities available in Louisiana and compatible higher education programs within Southeastern's college curriculum. Participants explore a career and gain knowledge of the competencies required to succeed in their field of interest. The hands-on workshops use the latest technology in specialized labs to create an interactive experience. A team component is incorporated in the workshops to simulate the dynamics of a real work environment. Friends and family are invited on the last day to view the new skills participants have acquired. Zoom into Career topics include Animation, Automotive, Industrial Technology & Engineering, Criminal Justice, Creative Writing, Theatre, Photography and Disaster Science & Emergency Management.
- **Children's Art Workshop** The Children's Art Education Workshop is a two-week workshop sponsored by Southeastern's Departments of Visual Arts and Non-Credit Programs. The program targets children 5-14 years of age. In the 2014 workshop, students created a variety of artwork using different media based on the theme "Animals, Animals, Animals!" Students modeled with Crayola's Model Magic, created mixed media collages, created their own stencils, paint painting, and made nature prints. Children enrolled in the workshop are instructed by art students supervised by a senior faculty member.

Outreach through Cultural Programs

Southeastern leads the cultural development of its region through a variety of initiatives that include the following.

Columbia Theatre for the Performing Arts Southeastern's historic downtown performing arts center presents a diverse mix of cultural events throughout the year. The renovated Columbia Theatre features an 850-seat performance hall, conference area and sophisticated technical capabilities, providing the region with a grand and elegant setting for entertainment.

Contemporary Art Gallery The Contemporary Art Gallery provides a contemporary arts forum for students and residents of Hammond and the Northshore. Featuring national and regional exhibitions of contemporary art, lectures and workshops, the art gallery provides opportunities to engage with artwork and artists as well as insight into current directions in contemporary art.

Fanfare Our festival of the arts, humanities and social sciences serves as the opening act for the yearlong Fanfare-Columbia season at Southeastern's historic downtown performing arts center. Fanfare spotlights big-name guest artists as well as talented faculty and students. For more than two decades, Fanfare's guiding vision has been to make the arts accessible to students and audiences of all ages. Programs promote artistic excellence and diversity.

Community Music School The Community Music School provides music education and training for people of all ages and abilities. The vital community-based program is a truly regional venture, serving residents across the Northshore at Southeastern's main campus in Hammond and at satellite programs in St. Tammany Parish and Livingston Parish.

Center for Southeast Louisiana Studies The Center for Southeast Louisiana Studies preserves and promotes the history and cultures of Louisiana's Florida Parishes, southwestern Mississippi and the surrounding areas through scholarly research, lectures and publishing. The center also maintains the university's Archives and Special Collections and provides a closed-stack research library.

Outreach through Business Programs

Initiatives that help Southeastern lead the economic development of its region include the following.

Southeast Louisiana Business Center The Southeast Louisiana Business Center promotes economic development in the region by providing a

"one-stop-shop" for economic development activity in southeast Louisiana. It also features business incubator space for new start-up small businesses.

Small Business Development Center The Small Business Development Center provides tools and resources to help businesses grow and compete in the global economy. The center offers free business consulting and affordable training seminars to help businesses attract customers, improve operations, increase sales and successfully access capital.

Business Research Center The Business Research Center is an extensive resource for data and analysis of economic and demographic information needed by business, government and nonprofit organizations in the Northshore region and throughout Louisiana.

Hire a Lion Southeastern offers a range of employer services to help local business select new talent, particularly Southeastern graduates. Activities include career fairs, recruiting events, on-campus interview sessions, job postings, resume referrals and more.

Service Programs

Southeastern Louisiana University's strong commitment to service is reflected in its core values of excellence and caring. Service programs include both Campus Resources and People Resources.

Campus Resources

Many of Southeastern's services are available to the local community as well as students. The University Bookstore is available for community fans to pick up the latest Southeastern gear. The Document Source is a print and copy center for individuals on and off campus. In addition, the University Center, Student Union and other campus locations can be reserved for events and conference services.

The Southeastern Channel is the educational cable television channel for Southeastern Louisiana University. On-the-air 24 hours a day, seven days a week, the Southeastern Channel broadcasts over Charter Cable Channel 18, reaching into 92,000 homes with a potential audience of over 240,000 viewers throughout the North Shore area. This area includes Tangipahoa, St. Tammany, Livingston, and St. Helena Parishes. The Southeastern Channel airs on Charter Cable Channel 17 in Washington Parish. The channel's live webcast can be viewed online at www.selu.edu/tv/live/. The channel's website, which is viewed in 46 different states in the U.S. and in 47 different countries each month, also offers streaming Video on Demand and archived clips of original programming.

KSLU is a 3000 watt CPB-qualified non-commercial educational radio station owned and operated by Southeastern Louisiana University in Hammond, LA. The radio station's city-grade signal reaches a 10 mile radius and is often heard from Denham Springs to Covington to Kentwood. Many of the announcers are communication students at Southeastern training for careers in the broadcast industry. KSLU strives to serve both the Southeastern and surrounding communities. In support of Southeastern's mission, KSLU functions to provide diverse, entertaining and informative on-air programming for Southeastern Louisiana University and broader audiences and provides a learning environment that attracts and enables qualified students to gain and practice skills needed to work professionally in the communications field.

People Resources

Additionally, Southeastern encourages its students, faculty and staff to engage in service to its region. From new on-campus initiatives to support the well being of fellow students to off-campus activities that give back to our local community, Southeastern is leading the educational, economic and cultural development of southeast Louisiana. In a state with the third-highest poverty rate in the nation, Southeastern's commitment to service and community support begins at the center of campus. In the past year, an on-campus student food pantry was established with funds from the university's inaugural student philanthropy project following a recent survey that revealed 60 percent of students had dealt with food insecurity or knew someone on campus who had.

Southeastern's service efforts also reach beyond the campus. Located in a parish where 22.1 percent of residents live in poverty, the opportunities to give back are endless. At Southeastern, community involvement includes educational outreach, health coaching, cultural development, small business support and much more. For the last four years, hundreds of Southeastern students have gathered each spring for a day of community service that included cleaning parks, painting pavilions and assisting the elderly, among other activities. According to one Southeastern student, the university's participation in "The Big Event" helps students realize how much support is received from the local community and gives them an opportunity to demonstrate their gratitude by offering services in return. Most notably in the 2012-2013 academic year, Southeastern's students joined together to create an overwhelmingly successful awareness and recruitment campaign for Be the Match, a national bone marrow donor program. The "Swabbin' 4 Robin" campaign was named in honor of "Good Morning America" anchor and notable Southeastern alumna Robin Roberts.

Southeastern students also contributed nearly 100,000 service hours to service-learning projects during the 2012-2013 academic year. Events such as the annual Early Childhood Education Expo and Homework Help sessions reached grade-school students as near as the on-campus laboratory school and as far as Livingston Parish, more than 30 miles from the university's main campus.

The university's faculty and staff also demonstrate their commitment to community service through the annual United Way campaign that generates year-long support for local communities. Each year, one faculty and one staff member are recognized with the Southeastern's President's Award for Excellence in Service, which includes a monetary award.

In the 2012-2013 academic year, 5,500 Southeastern students provided more than 125,000 hours of volunteer service. Combined with the nearly 12,000 service hours provided by faculty and staff, Southeastern contributed volunteer service worth almost $3 million to help meet community needs.

Southeastern's service efforts have not gone unrecognized. For the past three years Southeastern has been named to the national President's Higher Education Community Service Honor Roll.

Conclusion

The continuing education, outreach and service efforts as described above are mechanisms through which Southeastern fulfills its mission as a regional institution.

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- Screenshot of Early Childhood Education Expo News Release
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- Screenshot of Fanfare
- Screenshot of Hire a Lion Part-time Job Fairs
- Screenshot of Job Postings
- Screenshot of KSLU Website
- Screenshot of Non-Credit Programs
- Screenshot of Non-Credit Programs_ Children’s Art Workshop
- Screenshot of On-Campus Interviews
- Screenshot of Outreach Website
- Screenshot of President’s Honor Roll News Release
- Screenshot of Recruiting Events
- Screenshot of Resume Referrals
- Screenshot of Services for Employers
- Screenshot of the Big Event
- Screenshot of the Business Research Center
- Screenshot of the Columbia Theatre
- Screenshot of the Community Music School
- Screenshot of the Contemporary Art Gallery
- Screenshot of the Document Source Website
- Screenshot of the Small Business Development Center
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3.4.3

Educational Programs: All:Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In accordance with the mission of Southeastern Louisiana University, admission policies support the matriculation of potential students who will contribute to the educational, economic, and cultural development of the southeast region of the state. Southeastern administers all admission programs in compliance with policies established by the University of Louisiana System Board of Supervisors (Board Rules, Chap 2, Section I and IX) and Louisiana's Board of Regents. The University uses various media to inform the public about admission opportunities and requirements.

Admission Policies are Consistent with University Mission

Southeastern is a regional, public institution whose mission is to lead the educational, economic and cultural development of southeast Louisiana. The mission is consistent with the role, scope and mission provided for in the Louisiana Board of Regents Master Plan for Public Postsecondary Education in Louisiana with states that Southeastern is, "primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region."

Southeastern's admission policies clearly align with the University's mission as evidenced by student enrollment data presented in Southeastern's Common Data Set for Fall 2013 and Enrollment by State. Of the students enrolled at Southeastern in Fall 2013, 95.2% were from Louisiana and 91.9% were undergraduates.

Publication of Admissions Policies

The Southeastern Louisiana University website is the most widely-used and comprehensive source of information for future students. The home page invites users to follow links that under the Admissions tab that include Apply for Admission, for Undergraduates, for Graduates, for Transfer Students, for Parents, and for High School Students. Comprehensive information about admission policies and procedures is easily accessible from each of these links.

The Apply for Admission link opens the main application page, which includes a choice of Admit Types: Beginning Freshmen, Transfer & Returning Students; Graduate Students; High School Students; Other Admissions Programs; and International Students. The user selects the type that best applies (e.g., Beginning Freshmen), and follows the step-by-step instructions through the admission criteria and an online application. For students uncertain of the admin type, there is a statement directing students to call or email the Admissions Office.

The University General Catalogue, which is published every year, also contains current undergraduate (pages 82–92 of the 2014-2015 Catalogue) and graduate (pages 342–347 of the 2014-2015 Catalogue) admission policies and procedures. The University General Catalogue is available online.

In addition to publishing Southeastern's admission policies in the General Catalogue, admissions policies are communicated to various constituencies, including prospective students, their parents, and high school counselors, via individual, personal contact, hard copy communications (e.g., the University's Viewbook), and group presentations at a variety of Admissions Events. Southeastern's undergraduate admissions policies and graduate admissions policies are also available to prospective students and the general public via the University's Office of Admissions website.

Admission Criteria for All Undergraduate Applicants

As previously indicated, undergraduate admissions criteria is available in the General Catalogue (pages 82–92 of the 2014-2015 Catalogue) and on the University website. Undergraduate admission status includes beginning freshman, transfer students, readmission student, and guest student (click status type for criteria). Criteria for undergraduate admissions of first-time freshman is consistent with the Louisiana Board of Regents minimum admissions standards for Louisiana universities and is provided below.

Criteria for Beginning Freshmen are provided below.

Beginning Freshmen from Louisiana High Schools:

1. Completion of the Board of Regents High School Core Curriculum
AND
2. Have no developmental courses needed
AND
3. Have a cumulative high school GPA of 2.0 or above on a 4.0 scale
AND
4. Meet ONE of the following criteria: ACT composite of at least 21 OR have a minimum Regents Core 4 GPA as reported by teh Louisiana Department of Education of 2.0 on a 4.0 scale.

Beginning Freshmen from Out-of-State High Schools or from State-Approved Home School Programs:
To be fully admitted to Southeastern, first-time freshmen who graduate from an out-of-state high school or from a state-approved home school program must meet the criteria in one of the following three options and have no developmental course requirement:

1. Meet the same criteria as students who graduated from a Louisiana public or private high school as listed above.
And
2. Meet all the following criteria:
a. ACT composite of at least 21.
b. Have at least 17 units of the required 19 units of the Regents Core 4 Curriculum.
c. Have at least a High School Cumulative GPA of 2.0 on a 4.0 scale.
d. Have at least a Regents Core 4 GPA of 2.0 on a 4.0 scale and 17 units of the required 19 units.
e. Have no developmental course requirement (See definition of Developmental Courses).

Or
3. Have an ACT composite of at least 23 and:
a. Have a minimum High School Cumulative GPA of 2.0 on a 4.0 scale and
b. Have no developmental course requirement (See definition of Developmental Courses).

Beginning Freshman receiving a GED:
To be fully admitted to Southeastern, first-time freshmen who receive a General Equivalency Diploma (GED) must:
1. Have an ACT composite of at least 23
And
2. Have no developmental course requirement (See definition of Developmental Courses)

Additional Documentation for Beginning Freshmen and Transfer students with fewer than 18 hours earned:

- For beginning freshman applicants and transfer applicants with fewer than 18 hours earned who graduated from Louisiana high schools in 2004 or later, we will request your seven semester and final high school transcripts from the Louisiana Department of Education's Student Transcript System (STS). It will not be necessary to have transcripts sent to Southeastern from your high school unless you graduated before 2004, or we were not able to receive them from STS.
- If you graduated from a Louisiana high school before 2004 or from an out-of-state high school, you will be required to submit an official copy of your high school transcript upon applying to the university. Initial admissions decisions may be based on your seven semester transcript. An official final high school transcript containing the date of graduation must also be submitted after graduation.
- If you took the GED, a copy of your scores or your diploma must accompany your application.
- Students who graduated prior to 2012 must have completed the Board of Regents Core Curriculum in place at the time of their high school graduation.
- Students who graduate from a state-approved home study program should submit a copy of their home-school transcript.
- ACT scores are a requirement for admission and are used for placement in English and Math. If you have not taken the ACT, you will need to register for the next available test date and have your scores sent to Southeastern Louisiana University (college code: 1608). Scores must be sent directly to Southeastern by ACT. Only the official ACT score report will be accepted.

All applicants must complete and submit the Proof of Immunization form to the University Health Center before full admission to the University can be granted.

Admission Appeal
Under each category of applicant there is a note that states, "Students who do not meet regular admission criteria may be admissible through an alternate path. Contact an Admissions counselor at 985-549-5637 or admissions@southeastern.edu to review your options." As indicated in the General Catalogue, students who do not meet regular admission standards can appeal the admissions decisions. The catalogue states:

Students who do not meet the regular admissions criteria listed above will have an opportunity to appeal the admission decision. Admission under alternative criteria may be granted, based on life experiences, exemplary leadership, artistic ability, or a student's ability to succeed. Alternative criteria appeal forms may be obtained at the Office of Admissions. Alternative criteria appeal applications, as well as the decision made on those appeals, are honored for only the semester of original application and may not be forwarded to a future semester should the student choose not to attend. The Alternative Criteria Application and all appeal documentation must be submitted to the Admissions Office before an appeal decision will be made by the committee.

Whether admission is denied through the original application or the appeal, applicants are mailed a letter inviting them to come to campus to meet with one of our Admissions Counselors. Counselors are trained in providing multiple options that can assist these students in beginning their post-secondary education, with the hope of ultimately providing a pathway for their future enrollment at Southeastern. The first option provided to these students is enrollment through Northshore Technical Community College (NTCC). During the 2013-14 academic year, 251 students were referred to NTCC and 239 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 Community College and between Southeastern and River Parishes Community College. Examples are provided for both an approved appeal and a denied appeal).

The Louisiana Board of Regents (supplement to the minimum admission standards for 4-year universities)establishes an allowed number of exceptions to the admission standards for beginning freshmen and transfer students. In 2013-2014, Southeastern admitted 176 freshmen by exception (6.4%) and 83 transfer students by exception (8.6%).

Admission Process

Applications for admission are submitted online. All undergraduate applicants entering through any type of application for admission or readmission must submit the application and non-refundable application fee based on Application Deadlines and Fees for the appropriate semester as provided on the website and in the catalogue.

Admission Criteria for Graduate Students

Admission Policy

As indicated in the Graduate Studies section of the 2014-2015 General Catalogue, the University Admissions Office receives and processes all applications for Graduate School. The following points apply to all applicants regarding admission to a graduate degree program and the Graduate School.

• Admission decisions are based on a variety of factors such as past academic performance and standardized test scores. In some cases degree program may have additional requirements such as a statement of purpose by the applicant or a restriction on the number of students that can be admitted based on accrediting agency requirements.

• Meeting the requirements for admission does not guarantee admission, only eligibility.

• An applicant is admitted to the Graduate School upon acceptance and admission into a specific graduate degree program.

• Only those applicants who demonstrate the potential to successfully complete a degree program are admitted.

• The graduate coordinator of each program is authorized to determine if admission to the graduate program will be recommended.

- Only a written notice of admission is valid proof of admission.

- Admission is valid for the semester for which it is awarded. Deferment to the next semester requires written approval from the program graduate coordinator.

- A non-refundable application fee is required of all applicants.

Admission to Southeastern Louisiana University for graduate study is open to qualified students regardless of race, creed, color, natural origin, handicap, sex, or veteran status. To be considered for admission, all supporting materials should be in the Office of Admissions based on the schedule provided in the Application Procedures.

Admission Procedure

An applicant for admission into Graduate School must submit a completed application, completed immunization form, a non-refundable fee, official copies of all transcripts, official copies of the required standardized test scores, and all other required paperwork, to the Admissions Office prior to the established deadlines.

Individual departments have their own deadline dates and standards for admission. These standards incorporate both qualitative and quantitative criteria more specific than those established by the University. Only individual program graduate coordinators/directors or graduate faculty advisors may recommend the admission of applicants into specific graduate degree programs. To be admitted to the Graduate Studies, an applicant must meet the general University requirements and specific program/departmental requirements for which the applicant is applying. Admission to Graduate Studies is granted upon admission to a specific degree program or other graduate non-degree classification.

The categories of admission to Graduate Studies by Degree Status (Regular, Contingent, or Provisional) and Non-Degree Status (Classified or Unclassified). Individuals seeking admission to a degree program or non-degree status must have a bachelor degree from an institution of higher education recognized by a regional accrediting agency.

Students seeking the Doctor of Education degree must comply with all admissions criteria listed under that degree in the catalogue and on the website of the department of Educational Leadership and Technology and in the "Doctoral Candidate Handbook" for the Consortium.

Conclusion

Southeastern publishes admissions policies that are consistent with its institutional mission. These policies are applied consistently and are communicated accurately and effectively to prospective students.

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- Screenshot of Application Deadlines & Fees
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- Screenshot of Office of Admission Website
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3.4.4

Educational Programs: All:Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (*See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.")* (**Note:** *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University has defined and published policies for evaluating, awarding and accepting various forms of academic credit in accordance with its mission and policies of the University of Louisiana System (e.g. Prior Learning Assessments for Academic Credit). Faculty play a central role in developing policy, evaluating coursework, and ensuring that the student learning outcomes are not only at the collegiate level, but also at a level that is appropriate to the degree to which it is being applied. Specifically the university awards credit for transfer, credit by examination, advanced placement, and experiential learning. All policies pertaining to the acceptance of academic credit can be found either in the university's General Catalogue or on the appropriate Institutional website.

UNDERGRADUATE POLICIES

Transfer Credit

The process for evaluating transfer credits begins with the Office of Admission. Coursework from other institutions is evaluated based on course equivalency tables and other course equivalencies approved by the appropriate academic department. The Admissions office may determine course equivalencies for courses that are not a part of the course equivalency tables if course descriptions are provided and the equivalency is evident. If course descriptions are not clearly equivalent, a review and recommendation from the appropriate academic department is obtained. Credit allowed through this process is, in all cases, subject to review by the academic department and college that the student enters to determine applicability toward a particular degree program.

In order to facilitate a more efficient transfer of courses among public colleges and universities, the Louisiana Board of Regents has established a Master Course Articulation Matrix. This matrix, commonly called Transfer Course Guides, indicates transfer equivalencies of courses among Louisiana's public colleges and universities, both two-year schools and four-year schools (see Transfer Course Guides: Two-year and Four-Year). This articulation matrix is the accumulated work of faculty from all institutions whereby discipline-specific meetings (as an example, see Agenda for English Faculty Meeting) are held to discuss minimum standards in order for a course to be considered, for example, college algebra.

Within the Articulation Matrix, all general education courses have been given a statewide common course number to be even more efficient. Any college or university in Louisiana assigning the common course number to a course must ensure that the course meets minimum student learning outcomes for guaranteed transfer (see Louisiana Statewide Common Course Catalogue).

Courses not found on the Master Course Articulation Matrix and courses from outside the state are referred to the appropriate academic department for evaluation and are evaluate independently and on a course-by-course basis. Students must present a course description and in many cases a course syllabus is need to verify the topics that are covered and to ensure the learning outcomes are substantially similar to the Southeastern course in order to award credit.

In evaluating credits earned at a non-regionally accredited institution of higher learning, Southeastern considers the transfer acceptance practices of a major university or state educational agency within the state where the institution is located. Transfer Credit Practices of Designated Educational Institutions (American Association of Collegiate Registrars and Admissions Officers) is used as a guide for this purpose (see General Catalogue). The maximum number of hours transferable from a junior or community college is 68 and under no circumstances may credit for a junior or community college be granted to a 300 or 400 level course at Southeastern (see General Catalogue).

Courses evaluated by Southeastern carry the same grade as the institution from which the course is transferred provided the grading scale is comparable to Southeastern's scale. Foreign credits carry a grade of P and technical, vocational and varsity sport coursework is not accepted. It is important to note that the extent to which any transfer course is applied to a degree is determined by the academic dean and department head (see Evaluation of Transfer Credit in General Catalogue).

As indicated in the General Catalogue, transfer students who have questions concerning their transfer evaluation may request a review of the evaluation by their academic dean, their department head, the Director of Admissions, and/or the head(s) of the department in which the courses(s) are offered at Southeastern.

A redacted undergraduate transcript is provided as evidence of enforcement.

Transfer credit: Articulation Agreements

Special circumstances such as articulation agreements and consortia arrangements result in specific policies for the awarding of transfer credit and how such credit is counted towards a Southeastern degree. These policies are applicable only to students participating in the programs and have been thoroughly reviewed and vetted through faculty at the institutions involved. The Articulation agreement between Baton Rouge Community College (BRCC) and Southeastern's Computer Science programs allows students at BRCC to transfer 63 hours to Southeastern whereby students then complete their last two years to receive a Bachelor of Science degree in Computer Science. In this, and similar articulation agreements, the coursework to be transferred has either been compared to the Master Articulation Matrix (Two-year, Four-year) or been reviewed by Computer Science faculty. Comprehensive Standard 3.4.7 describes other programs in this category in more detail.

Consortia agreements such as the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) program, Doctorate of Educational Leadership, and Bachelor of Arts in Organizational Leadership follow the same level of review by faculty as mentioned above. If the course is on the Statewide Articulation Matrix, no further review is necessary. If the course is not on the Matrix, it will have previously been reviewed by

faculty from each institution involved in the Consortium thereby guaranteeing the level and comparability of coursework to that at Southeastern.

Transfer credit: Louisiana Transfer Degree

In 2009 the Louisiana Governor approved ACT 356 establishing Louisiana Transfer Degrees to assist students transferring from a 2-year community college to a Louisiana 4-year public university (see Louisiana Transfer Degree brochure). Louisiana Transfer Degrees were established for the Associate of Arts and the Associate of Science. These degrees come with a Transfer Degree Guarantee (TDG) which states that community college students completing the courses prescribed in the curricula with a "C" or above and earning the Associate of Arts/Louisiana Transfer Degree or an Associate of Science/Louisiana Transfer Degree are able to transfer all 60 hours of course work to a Louisiana public 4-year university. Students enter at the Junior level with all lower-level general education requirements having been met. Students must also meet admission standards, especially GPA requirements, for their intended university. Coursework included in the Louisiana Transfer degrees is 39 hours of general education courses and 21 hours of courses more closely related to the student's degree area.

Transfer credit: Military Experience

As indicated in the General Catalogue, Southeastern is a participating institution with the United States Armed Forces Institute (USAFI). Credits earned may be recognized by a division of Southeastern Louisiana University in accordance with the recommendations of the American Council on Education. The credits must be acceptable to the curriculum in which the student enrolls and must not duplicate other college credit earned.

Honorably discharged veterans of the United States Armed Forces may be allowed credit for kinesiology and credits for other educational activities as recommended in the Guide to the Evaluation of Educational Experiences in the Armed Services, by the American Council on Education. Appropriate documents (i.e., DD 214, AARTS and SMARTS transcripts) must be submitted to the Admissions Office for an evaluation. Credit is not granted for National Guard service. See the Military Experience section of the General Catalogue.

A redacted transcript with Military Credit is provided as evidence of enforcement.

Credit by Examination and Advanced Placement (AP)

As indicated in the Credit by Examination and Advanced Placement section of the General Catalogue, Southeastern awards academic credit for commonly accepted college-level examinations including: Advanced Placement (AP), College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), Departmental Credit Exam (DCE), and National League of Nursing (NLN). Qualified faculty ultimately determine the scores required on these exams in order to issue credit for specific courses. Although scores vary from discipline to discipline, the University General Catalogue clearly communicates the scores that are required and the courses for which academic credit is awarded. Students may not receive credit through one of the aforementioned exams in a course for which they have previously received a final grade either at Southeastern or through transfer credit. Southeastern accepts a maximum of 60 semester hours through non-traditional educational experiences i.e. AP, DANTES, CLEP, etc.

In accordance with the University of Louisiana System's AP policy, Southeastern participates in the College Board Advanced Placement Program. Students in selected high schools participate in college-level courses with their final exam being graded by faculty working in cooperation with the College Board. A minimum score of 3 on an AP exam is required to receive credit at Southeastern. The University General Catalogue has a detailed list of AP course exams, the score required and the corresponding credit offered to students attending Southeastern.

Southeastern does not recognize the CLEP General Examinations but does recognize the Subject exams. The General Catalogue has a detailed list of subject exams, CLEP scores and the Southeastern course for which the student may obtain credit. Students may not receive CLEP course credit in the last 30 credit hours of coursework for their degree. A maximum of 30 credit hours may be earned through CLEP.

Southeastern, in conjunction with the Department of Defense, is allowed to administer the DANTES Subject Standardized Tests (DSSTs). A grade of "P" is added to a student's transcript once confirmation of the score is received. Unsuccessful attempts at the exam are not included on a student's transcript. The General Catalogue has a list of subject exams with their corresponding minimum scores and the course for which credit is received at Southeastern. Credit is not awarded through DANTES during the final 30 hours of coursework at Southeastern.

Many departments at Southeastern offer Departmental Credit Exams (DCE) for students that wish to demonstrate advanced knowledge of collegiate-level coursework. Individual departments set the minimum grade required for course credit with students earning a "P" on their transcript for exams passed successfully. The General Catalogue and the Testing Center have information regarding the guidelines of the DCEs. There is a strict limit of 24 hours of credit *via* Departmental Credit Exams.

Proficiency exams are available through the National League of Nursing for any student enrolled in or entering the nursing program and currently have an LPN or RN license. These exams are designed to give such students the opportunity to use knowledge gained in their prior program of study and/or field of employment and apply it to an advanced degree. Details regarding exams, passing scores and application of credit to the degree may be obtained in the University General Catalogue.

Examples of CLEP credit and AP credit are provided as evidence of enforcement.

Credit for Professional Certificates and Experiential Learning

Southeastern does not award academic credit for professional certificates.

Experiential or prior learning refers to previously acquired college-level learning resulting from extra-institutional learning processes such as work experience, military training and/or independent study. Academic credit for experiential learning may be awarded when there is sufficient information available to allow an assessment that supports the awarding of credit. Possible avenues for assessment include credit by examination and advanced placement as described in the Credit Examination section above. Portfolio assessment is another tool for assessing prior learning as reflected in the University of Louisiana System's Prior Learning Assessment Policy. The School of Nursing offers a 3 credit hour course, N216 Prior Learning Assessment in Nursing, which allows students to design a portfolio to document college-level experiential learning experiences to support credit evaluated for various courses toward the BS in Nursing degree. Credit for the content learning documented in the portfolio is awarded following faculty review of specific nursing program course and program objectives. Although an option for students since Spring 2012 (see draft syllabus), to date, the course has never been taught.

GRADUATE POLICIES

Transfer Credit

After earning a minimum of twelve (12) semester hours of graduate credit at Southeastern, a student may appeal to the graduate coordinator/director or graduate faculty advisor for approval to apply for transfer credit from another university. That university must be an accredited institution that regularly grants the master's degree or an equivalent foreign institution. The student must be eligible for admission to

the institution from which credits are to be transferred and must have earned a minimum grade of "B" in each course to be transferred. No transfer credits may be used to remove a student from probation. No transfer credit may be earned for courses taken more than 6 years prior to the date of graduation. No more than one-third of the hours required for graduation may be transferred. The graduate coordinator/director of the graduate faculty advisor will recommend to the student's academic dean the courses to be transferred, and the academic dean will make the final determination as to whether any or all of the recommended courses will be accepted for transfer credit. (see Transfer Credit in Graduate Studies section of General Catalogue).

As part of the admission process, student s must submit to Southeastern official transcripts of all undergraduate and graduate course work previously completed; graduate transcripts must show the work the student wishes to transfer. Credit transfer is initiated by the student in consultation with the faculty adviser using the graduate transfer/substitution form. If the adviser approves the transfer course, the credit must also be approved by the coordinator of the graduate program, the department chair, the dean of the course, and the director of graduate studies. The transfer application is then submitted to the registrar, who records the credit on the Southeastern transcript. The Southeastern transcript shows the transfer credit, including the institution from which the work transferred, the term in which it was earned, and the semester credit hours (or equivalent) awarded.

A redacted graduate transcript is provided as evidence of enforcement.

Publication of Policies

As indicated above, policies are found in the General Catalogue and in various locations on Southeastern's website. A special webpage specifically for transfer students is available through a link under the Admissions tab and on the Admissions website. This transfer page provides navigation to different components depending upon the number of hours the student plans to transfer. A general description of how transfer hours are evaluated is also provided along with links to key documents such as the Transfer Course Guides described above. The page also includes a link to Frequently Asked Questions for Transfers and to the special Transfer Admission Counselor. In addition, transfer information is often available in the specific area for which the transfer credit is desired. For example, the Department of History and Political Science posts a Course Substitution and Transfer Credit Form on the departmental website for the convenience of students.

Conclusion

Southeastern Louisiana University publishes and enforces consistent, coherent, and rigorous policies regarding the acceptance of transfer credit, credit by exam, experiential learning, and advanced placement coursework and assumes responsibility for academic coursework or credit recorded on its transcript.

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- RN to BS curriculum
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3.4.5

Educational Programs: All:Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University publishes academic policies that adhere to principles of good educational practice and provide for a quality learning environment. The University employs a variety of publications to disseminate its mission, priorities, policies, and procedures, as well as other factors that demonstrate that the University adheres to principles of good educational practice. These publications and documents accurately represent the programs and services of the University, and are made available to faculty, staff, students, and interested members of the public via Southeastern's website, departmental websites, and the University's General Catalogue.

Academic Policies Reflect Good Educational Practice

Southeastern's vetting and review process ensures that academic policies adhere to principles of good educational practice. The development of new academic policies and revisions to existing academic policies is the responsibility of the Academic Affairs Council (AAC). The Council is chaired by the Provost and Vice President for Academic Affairs and membership consists of the Vice President for Student Affairs, the Assistant Vice President for Academic Programs, the Director of the Library, each College Dean, and the chair of the Faculty Senate. Both the chair of the Council of Department Heads and the president of the Student Government Association are non-voting members. The current membership of the Academic Affairs Council is published on the university's list of Standing Committees.

Faculty play a substantive role in the development of academic policies by providing feedback at departmental meetings and/or Faculty Senate and serving on department-level, college-level, or University-level committees appointed by the Provost to originate the policy change or creation. Committee assignments reflect faculty representatives most relevant to the proposal's subject matter and the committee's official charge. From the originating committee, proposals are vetted and reviewed by the Dean's Council, department heads and departmental faculty, Faculty Senate and the Academic Affairs Council.

The process begins when a need to develop or revise a policy arises, such as, revisions to the Distance Education Policy due to the changes in available technologies and SACSCOC requirements. Initiated by the Provost and/or the Academic Affairs Council, appropriate parties are tasked with the responsibility for policy creation/revision. Committees are comprised of representatives from all colleges and members are chosen based on knowledge and expertise of the proposal's subject matter. Members of the committee typically employ their own knowledge of good educational practices and also review current research and best practices of other institutions with similar missions. Once the committee has completed its charge, the draft document and/or recommendations are submitted to the Provost for vetting and review. The Provost first shares the draft document with the academic deans, either electronically or via Dean's Council. After initial discussions at the Dean's Council, deans share the information with department heads, who then share the information with their faculty. Department heads share faculty feedback with the dean, who reports back to the Dean's Council. Along with review by the Dean's Council, the proposal is submitted to the Faculty Senate. Initial discussion at the Senate often results in the proposal being sent to a special committee (e.g., Academic Committee) for more in depth review. Findings of the committee are reported back to the Faculty Senate as a whole. Following review by the Faculty Senate, the proposal along with all feedback is submitted back to Dean's Council and then to the Academic Affairs Council for review and approval. After approval by the Academic Affairs Council, academic policy proposals pass for review and approval to the Provost and, when necessary, to the President and Board of Supervisors for the University of Louisiana System.

Faculty involvement along the development process, either as individuals on a committee or in departmental discussions or through the collective voice of the Faculty Senate, provide multiple levels of faculty review to help ensure that any new academic policy or change in existing academic policy is one that conforms to generally accepted practices in higher education and reflect the mission, programs, and services of Southeastern. In addition, since the Vice President for Student Affairs and the president of the Student Government Association are members of the Academic Affairs Council, evaluation by the Council also serves to ensure that the opinions of students and other affected groups are considered in the academic policy approval process.

Example of Policy Revision

The revision to the Distance Education Policy serves as an example of the process for the development and approval of academic policies.

In February 2012, the Provost charged the Instructional Technology Subcommittee with examining the existing Distance Education Policy and recommending a new policy with various parameters, the most important of which involved alignment with SACSCOC standards and best-practices in e-Learning (see Instructional Technology Subcommittee Charge). In November 2012, a draft of the Subcommittee's proposed revision was sent to an external consultant. In April 2013, the Instructional Technology Subcommittee submitted a revision of the proposed policy document to the Provost which addressed the comments of the consultant.

The Provost sent an email on August 28, 2013 with the draft policy attached asking deans to, " Please share this message and its attachments with the department heads in your college and ask the department heads to so share with the faculty in their department, with the goal of providing feedback regarding the proposed policy revision." The draft policy and college-wide feedback was discussed at Dean's Council on September 30, 2013; October 16, 2013; and October 21, 3013. Another email was sent on November 18, 2013 reminding deans to continue gathering feedback.

In conjunction with vetting in the colleges, the draft policy was also being vetted in Faculty Senate in response to an August 28, 2013 email request from the Provost. The Senate began discussion on September 4, 2013 and assigned the task to the Academic Committee on October 2, 2013 for a more in-depth review. Updates by the Academic Committee were provided to the Senate on November 6 and November 20, with the final report submitted for discussion and approval by the Senate on December 4, 2013.

Dean's Council met on December 11, 2013 to discuss both college-wide and Senate feedback. Deans shared all feedback in the Academic Affairs

Council meeting on December 18, 2013. After considering feedback from the entire vetting process --- faculty, department heads, Faculty Senate, and deans, the proposed policy was approved by the Academic Affairs Council at the December 18 meeting.

Publication and Dissemination of Academic Policies

Southeastern's University Website is the primary source of official information for students and the general public. Southeastern's website utilizes a link on the main page to "University Policies." The University Policies page has an alphabetized list of the most commonly used Policies, Procedures, and Guidelines. Policy information for specific programs and/or departments may also be found on their individual Web sites.

The General Catalogue includes a section on Admission Criteria and Academic Regulations which includes such policies as transfer credit, academic renewal, quality points and grade point average, appeal and change of grade, academic probation, suspension, readmission, credit hours, academic integrity, and class attendance regulations (see FR 4.3 Publication of Policies for more information).The website provides quick links for easy access to the current University General Catalogue and University Policies.

Publications Accurately Represent Programs and Services of the Institution

The University website and the General Catalogue are the primary sources by which academic policies and services are communicated. Southeastern's Web Policy helps ensure that information on the web accurately represents the programs and services of the institution by requiring all units to identify a content contributor who is responsible for publishing information to the website. The unit head and the unit's content contributor review the information on the website regularly to insure that information published to the website is accurate and current. The policy recommends that units review and update their Web sites at least once per semester, and more often, if the unit sponsors events and/or provides information that references a specific date. The Web CMS (Content Management System) Coordinator works with units to ensure that content on web pages is accurate and current.

Complementing the Web Policy is the annual review process for the General Catalogue. Each section of the University Catalogue is reviewed by its respective unit. Prompted by an email that contains a copy of the unit's information from the previous year, the unit heads are given the opportunity to edit and/or update the catalogue information. The units maintain the processes that ensure the information pertaining to that unit is relevant and accurate. The approval of changes follows a chain of command and ends with the Assistant Vice President for Academic Programs.

The responsibility and process for reviewing the accuracy of information in other printed publications depends upon the publication. For example, Alumni News and other alumni oriented publications are reviewed by the Alumni Association Director. Recruitment pieces are reviewed by the University's Marketing Director and the Director of Enrollment. Other university brochures and communication pieces, including advertising for the university and Columbia Theatre for the Performing Arts are reviewed by the Office of Public Information.

Conclusion

Southeastern's academic policies adhere to principles of good educational practice and are disseminated to all constituencies through the University's website and printed publications. These publications accurately represent the programs and services of the institution.

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3.4.6

Educational Programs: All:Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At Southeastern Louisiana University, credit hours are assigned to courses and programs in accordance with University policy, which conforms to Federal, accreditation, and Louisiana Board of Regents policy. Approval structures at the university and state level ensure adherence to the policies.

Credit Hour Definition

Southeastern's Credit Hour Policy is applicable to all courses and curricula developed at the university. In compliance with Federal, University of Louisiana System and SACSCOC requirements, Southeastern considers a credit hour to be:

> "…hours assigned to a course that measures the time spent in class, the amount of work expected outside the class and a measure of the expected outcomes required to complete all course objectives." [Southeastern Credit Hour Policy]

To that end, traditional and distance education courses must strive to provide a minimum of 750 minutes of instruction and 25 hours of out-of-class student work per credit hour over a 15-week semester. For a three-hour course, this equates to 37.5 hours of instruction with an additional 75 hours of preparatory work expected outside of the classroom. The course ratio of 1:2 for instruction to student preparation is minimally required. The Credit Hour Policy for Southeastern describes in detail additional types of courses (e.g., clinical, practicum, laboratory, etc.) and their time investment for credit hours.

Application of Credit Hour Policy

All courses are required to meet the requirements in the Credit Hour Policy. Courses with compressed time frames (i.e. interim, summer, term, etc.) must be structured around the same intended learning outcomes and organized around the same or complementary learning activities as their traditional face-to-face 15-week counterparts. In addition, similar assessments of student learning must be used and the same data gathered. The equivalence of content, activity and evaluation allows Southeastern to validate the parallel quality of learning as well as the equivalence of credit.

In distance education courses, students are expected to engage in online "classroom" activities and independent "homework" activities equivalent in quality and variety to traditional face-to-face courses in the same discipline. Due to the fact that pace of reading, writing, and other activities varies widely, time spent in any of these areas will not be identical for all students. Rather, assigned activities should reflect a reasonable expectation by the instructor of the time it would take to meet the learning objectives of the course or assignment.

In addition to instructor-student contact hours and student workload, as described in the Credit Hour Policy, Southeastern also considers the rigor of the course and designated outcomes when assigning the type and level of academic credit. For all courses at all levels and in all delivery formats, the instructor is expected to provide evidence that the student has obtained knowledge or skill through written exams, experiments, performances, compositions, etc. that demonstrates the attainment of sufficient proficiency or achievement that justifies the level of credit awarded. Although not explicitly stated in the Credit Hour Policy, specific expectations are required for the following:

- **Upper-level undergraduate courses.** Criteria for upper-and lower-level undergraduate courses differ. As a result, course numbers are assigned accordingly.
- **Graduate courses.** The instructor is responsible for structuring a graduate-level course such that the rigor and expectation for the student is greater than that for undergraduate courses. This may be documented in the course syllabus as increased contact hours, increased course content, additional testing requirements, elevated research requirements, etc.

Curriculum Review

Southeastern's extensive review and approval process, as outlined in the Guidelines for Curriculum Revision, ensures adherence to the Credit Hour Policy and that credit hours are assigned in a manner that is academically sound and consistent with practices in higher education. New programs and courses (regardless of delivery mode) and changes to existing courses, curricula, or degree requirements are initiated at the academic department level. Faculty complete the appropriate form requesting a new course, change in existing course or curriculum change which includes a section for Course Time Investment where faculty indicate the effort expended both in and out of class for a student to achieve the learning outcomes for the course. A departmental curriculum committee comprised of faculty with expertise in the discipline reviews the proposal and evaluates the course for correspondence with the stated amount of time required and credit offered. Once a proposal is approved by the department it then moves to the college, the graduate council (if necessary), the Council for Teacher Education (if necessary), the University Curriculum Council and finally to the Provost who makes the final decision on the validity of the request. More information on curriculum review is provided in CS 3.4.10.

Credit Hours Awarded for Programs

All degree programs at Southeastern are subject to a rigorous and thorough review both internally and externally at inception as well as on a regular basis thereafter, as indicated in the Guidelines for Curriculum Revision, which is guided by Louisiana Board of Regents Academic Affairs Policy 2.04, 2.05. The approval processes are designed to ensure that the programs are coherent courses of study, compatible with the mission and purpose of the University, the college and the academic department in which the program is housed and appropriate fields of inquiry in higher education. Credit Hours awarded for degree programs must comply with restrictions established by the Board of Regents. More information on academic program approval is provided in CS 3.4.1.

Conclusion

Southeastern has rigorous policies and procedures that determine the appropriate level of credit hours based on the investment of time required by a course. By following these policies and procedures the university is in compliance with Federal, State and SACSCOC requirements.

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3.4.7

Educational Programs: All:Consortial relationships/contractual agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (*See the Commission policy "Collaborative Academic Arrangements.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern enters consortia/contractual agreements only when such agreements advance the mission of the University and curricular requirements meet the University's quality expectations. All consortia agreements are periodically evaluated to ensure ongoing compliance with SACSCOC Principles and continued alignment with the University's mission.

Consortia Agreements

Louisiana Board of Regents encourages colleges and universities to develop partnerships with other institutions, public agencies, schools systems, corporations, and private business to supplement and extend their talents and skills for the improvement of the educational, social and economic conditions of their communities. Consortia are expected to further the missions of the universities involved and meet quality expectations. Southeastern currently participates in consortia agreements for three different degrees: the Master of Science in Nursing, the Doctor of Education in Educational Leadership and the Bachelor of Arts in Organizational Leadership.

The Intercollegiate Consortium for a Master of Science in Nursing

The Intercollegiate Consortium for a Master of Science in Nursing program (ICMSN) is an academic partnership among the nursing units at Southeastern Louisiana University, McNeese State University, University of Louisiana at Lafayette, and Nicholls State University designed to prepare advanced practice nurses through a model of shared governance, resources, and curricula. The ICMSN is accredited by the Commission on Collegiate Nursing Education (CCNE).

The consortium structure allows students to enroll in courses at any one of the participating universities and receive credit toward their master's degree. Students can select the campus they wish to attend based on course availability and the campus most convenient to their living and working arrangements. Areas of study include Family Nurse Practitioner, Nursing Education, Nurse Executive and Psych/Mental Health Nurse Practitioner. Course instruction and resources are shared among the institutions.

As described in the Administration section of the Consortium agreement, a Council of the Intercollegiate Consortium (CINC) administers the Consortium and assures that the policies of the consortium are reflective of the interests of the member institutions and responsive to the needs of the nursing profession. The CINC is comprised of equal representation from each of the participating institutions and meets annually. Each participating institution, using minimum criteria set by the CINC, has jurisdiction over its faculty and program. In addition, a Coordinating Committee comprised of the designated program coordinator for each institution meets as needed, but no less than three times a year.

Substantive change letter to SACSCOC
Approval from SACSCOC
Signed agreement sent to SACSCOC
Curriculum Committee meeting—Fall 2013

Intercollegiate Ed.D. Consortium for Doctorate of Education in Leadership

The Intercollegiate Ed.D. Consortium for Doctorate of Education in Leadership is between Southeastern Louisiana University and the University of Louisiana at Lafayette and offers a common core of academic coursework. This collaborative effort supports open articulation for student mobility and matriculation through the utilization and application of an agreed-upon philosophical base. Students enroll in courses across both campuses ensuring a significant educational experience from both campuses with the coursework completed within the consortium to be resident between both institutions. The result is an educational alliance that promotes teaching and research within which resources are shared and quality coursework is actualized.

An Ed.D. Consortium committee administers the Consortium and has membership from both campuses. This committee establishes and revises policies as necessary and ensures compliance with all policies, rules and regulations of the Consortium. A faculty committee is responsible for maintaining the integrity of curricular material that is shared among the Consortium. Although each campus will retain jurisdiction over its faculty and program, the Consortium Committees promulgates minimum criteria for retention, progression, graduation standards, and other relevant academic matters.

Substantive change letter to SACSCOC
Approval from SACSCOC
Signed agreement sent to SACSCOC
Ed.D. Student Handbook
Ed.D. Consortium meeting—Fall 2013
Ed.D. Faculty meeting—Spring 2013

Bachelor of Arts in Organizational Leadership

In 2013 the nine universities of the University of Louisiana system (Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe and University of New Orleans) established the ULS BA-Organizational Leadership Online Program for working adults who have already earned at least 60 credit hours of college work and want to finish a bachelor's degree. Each participating university is responsible for rotating 30 hours of common coursework and with the final 30 hours at each institution constituting a concentration specific to the university.

Although the program is governed by a Consortium Leadership committee and taught in a collaborative manner, the academic policies, finances, faculty credentials and course approval process, remain the purview of the individual campuses. Faculty from the campuses involved meet regularly to discuss common courses, thereby maintaining integrity of the core courses, student learning outcomes, program assessment, and overall operation of the program.

Substantive change letter to SACSCOC
Approval from SACSCOC
Signed agreement sent to SACSCOC
Program Development meeting—Fall 2012
Leadership Committee meeting—Fall 2012
Leadership Committee meeting—Spring 2013
Leadership Committee meeting—Spring 2014

Quality of Educational Programs and Courses

Quality of these consortia agreements is evidenced by the curriculum review process and program approvals of each individual institution, the Board of Supervisors for the University of Louisiana System, the Louisiana Board of Regents and SACSCOC.

All courses involved in the collaborative arrangements follow the same curriculum review process as any other course on the respective campuses. At Southeastern, the route for curriculum review and approval ensures that faculty are responsible for the content and quality of the curriculum. As described in the Guidelines for Curriculum Revision, curricula changes are initiated by faculty with the expertise relevant to the change being proposed and reviewed by departmental, college and university curriculum committees. These committees evaluate the proposed curricula against discipline-specific standards and current research and practices in the field. They also consider the academic rigor based on course level, alignment with university and departmental mission and goals, and correspondence with the credit hour policy. More details of the curriculum review process are provided in CS 3.4.10 Responsibility of Curriculum and CS 3.4.1 Academic Program Approval.

In addition to curriculum review, quality is also assured by regular meetings of program leadership and faculty teaching the individual courses.

Compliance with Commission Principles and Policy

As each institution in these consortia relationships is SACSCOC-accredited, the programs and courses comply with the *Principles of Accreditation*. Substantive change documents for each agreement are provided as further indication of compliance. Regular, periodic assessments by the managing board of each consortia and the faculty and administrators of participating institutions assures ongoing compliance.

Periodic Evaluations and Alignment with University Mission

As indicated in the above descriptions of each agreement, program leadership and faculty have regular meetings to protect the integrity of both the program and the coursework that is transcripted. Consortia governing bodies evaluate, revise (when necessary) and guide the policies of the consortium and ensure these policies are reflective of the interests of the member institutions. Documentation for periodic reviews is provided in a perusal of the following minutes: ICMSN Curriculum Committee meeting on September 23, 2013; Doctoral Educational Leadership Program meeting on February 4, 2014; and the BA in Organizational Leadership Work Group meeting on January 14, 2014.

Additional evidence that consortia agreements are periodically evaluated against the mission of the institution is provided through program reviews and self studies. Items 14 and 15 of the May 2013 Academic Program Review for the Doctor of Education in Educational Leadership provide descriptions of the program's contributions, "to promoting and enhancing the educational level, cultural level, and/or the general health and well-being of members of the University's service region" (item 14) and, "to the continuing educational enhancement of members of the various professions in the university's service region," (item 15). This self-analysis clearly aligns with Southeastern's mission to lead the educational, economic and cultural development of southeast Louisiana.

The ICMSN program completed a self study in Spring 2013 for the Commission on Collegiate Nursing Education. As part of the self study, the consortia addressed Standard I-A which states, "The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals." The consortia response to Standard I-A included the following. "The ICMSN mission provides both the foundation and modus operandus of the partnership and reflects the internal missions of the membership (CINC minutes 2/2/12; Communication Committee minutes 3/23/09; GFO minutes 10/25/10)." A table aligning the mission of the ICMSN program with the mission of each institution in the consortia was also provided as documentation of compliance with Standard I-A (see Table 1.A of the Self-Study Report).

Conclusion

Southeastern ensures the quality of the educational programs and courses offered through its consortia relationships. These consortia relationships are periodically evaluated to ensure ongoing compliance with the Commission and alignment with the University's mission.

Sources

- Board of Regents_Final Approval_2009_EdD
- CCNE Self Study 2009-2012 (Page 7)
- CCNE Self Study 2009-2012 (Page 9)
- Credit Hour Policy
- Ed Leadership signed MOU
- Ed.D student handbook
- EdD Consortium Meeting
- EdD Ed Leadership Academic Program Review_May13, 2013 (Page 35)
- EdD Ed Leadership Academic Program Review_May13, 2013 (Page 36)
- EdD Faculty meeting

- ICMSN Minutes
- ICMSN MOU
- ICMSN MOU (Page 3)
- Org Leadership 01.14.2014
- Org Leadership 04.30.2013
- Org Leadership 08.07.2012
- Org Leadership 10.5.2012
- Org Leadership MOU
- SACSCOC approval Ed Leadership
- SACSCOC approval of ICMSN
- SACSCOC approval Org Leadership
- Southeastern Substantive change policy
- Substantive Change to SACSCOC EdD
- Substantive Change to SACSCOC ICMSN
- Substantive Change to SACSCOC Org Leadership

3.4.8

Educational Programs: All:Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Southeastern Louisiana University does not award academic credit for course work taken on a noncredit basis.

However, as described in CS 3.4.4 Acceptance of Academic Credit, there are avenues that provide for academic credit when the appropriate knowledge base is demonstrated. Academic credit may be awarded when there is sufficient information available to allow an assessment that supports the awarding of credit. The University's policy states persons having knowledge equivalent to that usually attained in specific courses should be advanced in level to afford a continuous challenge. The following guidelines are outlined in the Credit by Examination and Advanced Placement section of Southeastern's 2013-2014 General Catalogue.

• College Level Examination Program (CLEP) subject examinations allow for the granting of credit for specific courses. The University will accept a maximum of 30 credit hours through CLEP and a maximum of 60 semester hours through all types of nontraditional educational experiences (i.e., Advance Placement Credit, Correspondence Courses, and Military Service credits (DANTES).

• The University subscribes to the DANTES Subject Standardized Tests (DSSTS) program as offered through the Department of Defense.

• The National League for Nursing Proficiency Examination Program allows nursing students who have sufficient knowledge and experience and who have completed a Licensed Practical Nurse Program or Registered Nurse Program (Associate Degree or Diploma) to take national exams in order to gain credit. Southeastern recognizes NLN exams as indicative of the knowledge obtained in four specific courses.

• Departmental credit exams allow the granting of credit to those students whose knowledge base is deemed sufficient to support the awarding of credit. Each department may prepare and administer an exam for their courses when deemed appropriate by the department head and the dean. Credit earned through departmental credit examinations will be limited to 24-semester hours. Credit earned through all types of non-traditional educational experiences, (i.e., advanced standing credit, extension courses, correspondence-study courses, and military service credits will be limited to 60-semester hours.

• Southeastern may grant credits for certain educational activities undertaken by members of the U.S. military as recommended for college credit in the Guide to the Evaluation of Educational Experiences in the Armed Services, by the American Council on Education. Appropriate documents (i.e., DD 214, AARTS and SMARTS transcripts) must be submitted to the Admissions Office for an evaluation. Credit is not granted for National Guard service.

• Southeastern has been designated a member of the Service members Opportunity College (SOC). Members of the military, including the National Guard, the Coast Guard, and the Office of the Secretary of Defense (OSD), may receive academic credit through the Service members Opportunity College, though the SOC primarily assists in the transferability of credits for military personnel.

• Southeastern is a participating institution with the United States Armed Forces Institute (USAFI). Credits earned may be recognized by a division of Southeastern Louisiana University in accordance with the recommendations of the American Council on Education. The credits must be acceptable to the curriculum in which the student enrolls and must not duplicate other college credit earned.

Sources

2013-2014 General Cataloque_Credit by Examination and Advanced Placement (Page 18)

3.4.9

Educational Programs: All:Academic support services

The institution provides appropriate academic support services.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Academic support services are those services that strengthen academic programs and ensure the success of students and faculty, support the academic mission of the University, maintain and enhance the credentials, professional skills, and knowledge of faculty and staff, and assist in retaining and progressing students. Southeastern Louisiana University approaches this charge through a variety of effective programmatic initiatives consistent with its mission, "to lead the educational, economic and cultural development of southeast Louisiana." Services range from broad programs designed to assist with general academic planning and preparation to services connected directly to particular courses. Described below are some of the more significant services situated in departments throughout academic affairs, student affairs, and the Office of Technology. These programs are assessed within individual units for appropriateness and effectiveness. In addition, the University participates in the National Survey of Student Engagement to monitor student engagement in education and satisfaction with University services.

A more comprehensive list of programs offered in the Division for Student Affairs is offered in the response to CR 2.10, and activities and services provided by the Sims Memorial Library are offered in the response to CR 2.9 and CS 3.8.1.

Academic Support Services for Students

Division of Academic Affairs

The Center for Student Excellence (CSE) is a one-stop shop for student support. The mission of the Center for Student Excellence is to work in partnership with the University academic departments and campus community to assist students in becoming active, responsible, and successful learners. To fulfill this mission, the CSE provides specific programming and resources that encourage students to develop the skills for academic achievement and personal growth. Students who are exploring college majors, occupational opportunities, or need learning assistance in their classes are of primary concern. In addition to a highly qualified staff, the Center houses a computer equipped learning lab, a career resource library with up-to-date software for occupational exploration, a space for small group tutoring, and Supplemental Instruction study sessions. The CSE also administers SE 101, a student success course providing the tools that address the rigors of academic life at the university level. Topics include the purpose and value of higher education; the expectations and responsibilities of a college student; the development of analytical and metacognitive learning strategies; choosing the appropriate major and developing degree and career goals; and personal management during the college years. This course is required for all freshmen. Other programs offered by the Center for Student Excellence include:

- Academic Advising. The CSE provides advising for all incoming freshmen for their first two semesters or until they complete 30 credit hours, whichever comes first. During their first semester, students meet with their CSE Advisor to: (1) discuss their academic and career goals, (2) create a study plan to help them achieve their goals, (3) explore career possibilities as appropriate, and (4) complete course advising for the following semester.

  In the freshman success course (SE 101), students are taught the guidelines and expectations for effectively preparing for academic advising sessions, which include 1) understanding how to follow and adjust academic plans, including selecting courses for the following semesters, using curriculum guides and eight-year prescribed plans, 2) formulating questions to be answered by the advisor during the advising session, 3) completing and bringing important items/documents to the advising session, 4) contact information (name, phone number, office location, email address) for the advisor and importance of office hours for making an advising appointment, 5) responsibilities of the advisee for disclosing important information that will impact progression in the curriculum and/or success in the major, and 6) timeliness of completing the advising and registration processes.

  During the academic years 2012-2013 and 2013-2014, students were rated by their freshman advisors on the degree they demonstrated understanding and behaviors for the above vectors. Approximately 88% of students were assessed at level 4 or 5 (rubric), on a 5 point scale, by their advisor after observation and discussion during the advising meeting. Approximately 2000 students (75% of entering freshmen - 2640) met with a CSE advisor at least twice during the 2013-2014 academic year (once each semester).

- Academic Support for Athletes Program. The Academic Support for Athletes Program is committed to helping students achieve excellence in the classroom. Excellence on the playing field contributes excitement to Southeastern and the community. Excellence in the classroom contributes to the student's sense of self-worth and future occupational opportunities. Services include Academic Advising, Academic Support and Academic monitoring. All student-athletes are tracked for academic performance at weeks five and 10 of the semester. Students who have unsatisfactory grade reports are contacted by support staff to meet for academic intervention.

  During the 2012-2013 academic year, an intervention program termed "Academic Accountability Group" was initiated for student-athletes, with students meeting weekly for most of the current semester. Those who began the semester with probationary status (below 2.0 grade point average), attended mandatory weekly meetings for the entire semester. All freshmen student-athletes enroll in special sections of SE 101 which targets study behaviors. Students are expected to apply those behaviors and are closely monitored for successfully completing work in all enrolled classes. For both the 2012-2013 and 2013-2014 academic years, approximately 55% of student-athletes, across all classifications achieved semester grade point averages of at least a 3.0. Less than 5% of student-athletes completed the two academic years on probation (less than 2.0 cumulative grade point average). For the 2013-2014 academic year, 347 student-athletes were tracked for academic performance.

- Career Exploration. Students work with career advisors to explore opportunities and create an effective career planning process based on his/her own unique personality , interests, values, and skills. Career exploration services are offered to all freshman and sophomore students, for the purposes of 1) helping them select an appropriate major, and 2) to motivate them to successfully complete non-major courses by helping them identify work transferable skills. Students may be referred by a departmental advisor or faculty member, or may self-select services.

  Students who sought career exploration services were surveyed (4-point scale) regarding the usefulness of the information provided, their understanding of how to continue using resources for career exploration, their satisfaction with the new major selected or current major

confirmed, and their level of motivation to successfully complete courses in their curriculum. Fall 2012 item analysis shows 100% of responses at level of 3 or 4 (agree and strongly agree) for five items. Spring 2013 item analysis shows 95.6% of responses at level of 3 or 4 for the five items.

- Supplemental Instruction Program. Supplemental Instruction (SI) is a free academic assistance program that helps students incorporate "how to learn" with "what to learn." The Supplemental Instruction program targets historically difficult courses and places an SI leader inside the classroom. Students who regularly attend, participate and are engaged in the facilitated study sessions, for courses identified as "historically difficult" (based on pass rate), have a higher pass rate than non-participants. Using the spring 2013 Supplemental Instruction course offerings (three sections of Physics 191, two of Physics 192, three of General Biology 151, and three of Chemistry 121), the 149 students who participated in SI passed at a 79% rate versus the non-participant rate of 70.22 % (aggregate of all SI courses).

- Tutoring. The CSE provides free tutoring services to all currently enrolled Southeastern students. Available session times, courses offered, and tutors vary by semester. Qualified peer tutors help students develop effective learning strategies, fundamental skills necessary for learning course content, and problem solving and critical thinking skills to improve academic confidence and success. Tutoring services are available by appointment with Drop-In Tutoring on Friday mornings. Clients can stay as long as they want and come as often as they want for drop-in services with the understanding that the tutor may be rotating between students. The appointment based tutoring is for one 45-50 minute session per week, usually in small groups. Data from Spring 2013 showed 645 students were tutored and 4,686 appointment sessions were offered.

The Mathematics Technology Learning Center (MTLC) is located in Sims Memorial Library. The MTLC houses 200 computers and is staffed by 19 tutors. Faculty members from the Department of Mathematics are also available to assist students. The Center is open 51 hours each week, with both day and evening hours. In Fall 2013, the Mathematics Technology Learning Center served 2,135 students (enrolled in Math 92,92A,155,155A,161,161A, all Transitional Mathematics or College Algebra courses).

The Southeastern Writing Center, maintained by the Department of English, provides students the opportunity to improve their written communication skills. The Writing Center is a peer tutorial and computer resource center dedicated to the writing needs of students, faculty, and other groups and individuals from across the university and local community. The Center offers useful strategies for generating ideas or for revising and editing papers, writing resumes, cover letters, help with graduate school applications, and help with other academic and personal writing skills and needs. Other services include one-on-one tutoring sessions, writing workshops, a speaker series, instructional handouts and resources, sponsored readings and discussions, traditional print and online publications, and computer assistance. The Writing Center was awarded a grant from the Office of Technology that funded a move and an upgrade in technology. In Fall 2013, the WC opened up in its new space, DVIC 210 (formerly DVIC 383), thus doubling the space available for writing consultations, presentations, and workshops. The WC added 32 laptop computers, a wireless network, and a wireless printer. Overall, the grant provided the WC better space for servicing the roughly 13,000 annual visitors and increased flexibility for its multiple purposes. In 2012-2013, there were 13,261 visits to the Center and 3,792 writing consultations (72% of these for students in ENGL 101 & 102). In Fall 2013 alone there were 6,230 visits and 2,168 writing consultations (again, 72% were for students in ENGL 101 & 102).

The Office of Student Teaching is a service department for the College of Education and operates under the jurisdiction of the Director of Student Teaching. This office oversees the supervision of students completing student teaching, internships, and practica. There were 252 student teachers in 2012-2013.

The Foreign Language Resource Center (FLRC) houses 35 student computer stations with Dell computers and numerous language learning resources including software, movies, satellite TV programs in multiple languages, French, Italian and Spanish magazines, etc. The center is arranged to allow students to work independently even while classes are in progress. Student workers are available to assist as needed. During the 2012-2013 academic year 3,470 signatures of students are counted as having used the FLRC for their assignments and/or individual learning. In addition, teachers scheduled 218 classes in the FLRC. In 2013-2014 there were 2,365 signatures for the FLRC, and a total of 258 classes were scheduled in the FLRC.

Student Support Services is an academic support program financially supported by the U.S. Department of Education and the Office of Special Projects/TRIO. The Director and staff are qualified and committed to providing services that support and enhance participants' academic, career and personal development skills. Services are designed to prepare participants for a successful college career as well as for the working world after graduation. All services are free of charge to qualified participants. Services include: Tutoring; Mentoring; Academic, Career, Financial Aid, and Graduate School Counseling, Cultural Events, and Workshops. Student Support Services (SSS) serves low income, first generation college students at Southeastern. One of the goals of SSS is that participants served by the project will persist from one academic year to the beginning of the next academic year. During the 2012-13 year, SSS served 250 students and 174 of these students (70%) persisted to the next academic year.

The Testing Office is the assessment center for all student testing needs. This office serves as the clearinghouse for all miscellaneous credit (e.g. CLEP, DANTES/DSST, and Departmental Credit) and provides special testing accommodations for all Southeastern students who have registered with the Office of Disability Services. The Testing Office is also responsible for administering many National exams (e.g. ACT, PRAXIS, LSAT,and many more).

The University's Honors Program offers special opportunities, curricula and courses designed to interest capable students who desire a broad education combined with in-depth study related to their major. In doing so, the Honors Program provides courses at two levels: in the core curriculum and in more specialized upper-division tracks, available to every major. The Honors Program at Southeastern is designed to provide participants with an excellent educational opportunity to learn about not only their chosen major, but also to learn the nature of intellectual inquiry and to study the important issues of our time and of all time. Honors students benefit from interaction with a community of peer scholars who are equally interested in achieving the most in their university careers. The Honors Program provides advising and mentoring services for honors students. Additionally, under the direction and mentoring of a faculty member, Honors students culminate their university career with a significant research experience or artistic endeavor during their senior year. In 2012-2013, the program conducted Senior Thesis presentations in business, French Philosophy, ancient History, U.S. History, and Biology. The Honors program also sponsored a Mathematics Final Exam Preparation session. Many of these activities are promoted through their presence on social media, specifically, through their Facebook account. Through the use of social media Honors students are kept up to date on activities, deadlines, and opportunities related to the Honors Program. On average, 350 students participate in the Honors Program.

The Office of International Initiatives promotes the development and coordination of Southeastern's international programs and projects, offering opportunities for students and faculty to participate in activities with students, universities, and other institutions abroad. These programs provide an international dimension to the academic, cultural, and professional growth of the university and the regional community that better prepares

us to play constructive roles in today's global society. Study Abroad Programs afford students the opportunity to take classes in other countries including Austria, Costa Rica, England, France, Germany, Spain, Honduras, China, and Panama. Study abroad adds an invaluable dimension to a student's academic, cultural, and professional development, and provides advantages in an increasingly competitive job market. Firsthand experience in other countries and cultures allows a clearer understanding of ourselves, other societies and cultures, and our common human heritage. In addition to the Study Abroad Program the Office of International Initiatives offers opportunities for students to develop a global perspective including visits by international leaders in political, cultural, educational, and economics. In 2012-2013, there were nine different study abroad programs with 156 students participating. There were ten programs in 2013-2014 with 125 students participating.

Turtle Cove Environmental Research Station is a field research and educational station on Lake Pontchartrain that provides academic support appropriate to the mission and role of the University. A research and teaching facility and living lab, Turtle Cove provides professional research and collaborative opportunities, community education and outreach programs, in-service teacher workshops, and other educational opportunities focused on environmental issues. A total of 17 field trips (16 different groups) were held for Southeastern and other university classes to Turtle Cove during the time period of April 1, 2013 through March 31, 2014. These trips included 13 field trips (12 different groups) for Southeastern-related trips, documenting the direct support service to faculty, staff and students of Southeastern that Turtle Cove provides through the education component of its mission.

The Center for Southeast Louisiana Studies and Archives preserves and promotes the history and cultures of Louisiana's Florida Parishes, southwestern Mississippi, and the surrounding areas through scholarly research, lectures, and publishing. The Center offers opportunities for learning and research by sponsoring exhibits, lecture series, and the Deep Delta Civil War Symposium.

In addition to the support units described above, academic colleges sponsor seminars and lectures on a regular basis to augment the learning environment. Examples include the James Livingston Lecture Series on Business Ethics and the James Morrison Lecture Series on Politics and Government. These seminars and lectures support the academic mission of the University.

The Division for Student Affairs

The Office of Disability Services facilitates the process of academic accommodations for students with disabilities and works in collaboration with other University departments in an attempt to ensure full participation in all activities, programs, and services of the University. A new program was piloted during the 2012-2013 academic year to support students who are on the Autism Spectrum. This program partnered the Office of Disability Services with the Department of Communication Sciences and Disorders to create both life skills training and communication training groups for students on the Autism Spectrum who are registered with the Office of Disability Services and were willing to participate.

The University Counseling Center provides free mental health counseling services to students, faculty, staff. Staffed by licensed mental health professionals as well as master's level interns, the UCC offers individual counseling, group counseling, couples counseling, and family counseling as well as workshops and consultation. The University Counseling Center is accredited by IACS, the International Association of Counseling Services. The University Counseling Center's goal is to facilitate self-understanding and empowerment for all clients. To this end, they strive to assist clients in identifying and then resolving those challenges that impact their lives. In 2012-2013, the UCC served 581 clients in over 3600 sessions , provided over 1000 hours of clinical supervision to graduate practicum and internship students, presented approximately 300 presentations to a variety of groups within the Southeastern community, and provided approximately 8400 hours of on-call availability for the university. All of these accomplishments contribute to the overall mission of Southeastern Louisiana University.

The Office of Multicultural and International Student Affairs fosters an inclusive campus climate and advocates for the promotion of a culturally diverse campus community. The office provides a range of programs and services in campus diversity, international culture, leadership development, and mentoring, aimed at preparing students for pursuit of lifelong learning. In support of minority and international student organizations, the office produces seminars, off-campus experiences, speakers, cultural celebrations, and workshops for the entire campus community.

Office of Technology

Under the supervision of the Office of Technology, Southeastern's Student Technology Center provides a host of support services for students. Its Student Help Desk is a technical support service for students that are using the various computer systems at Southeastern. Around-the-clock telephone support as well as daytime and evening chat support is available to students that may be experiencing technical challenges. Through the 'Mane Media' program at the Student Technology Center, equipment is available to be used free of charge by actively enrolled Southeastern students for academic or university related purposes for up to 14 consecutive days "off campus" or for up to 3 consecutive hours "on campus". Students can borrow laptops, cameras, tablets, video cameras and other equipment to complete their projects.

In addition, the Student Technology Center offers free Moodle, Gmail and LEONet training to actively enrolled Southeastern students and current staff. Student can schedule one-on-one training or access 100% Online Moodle Training.

Students used the 74 station computer lab in the Student Technology Center 115,197 distinctive times in 2012-2013 and 100,311 times in 2013-2014. In addition, usage data for the Student Technology Center also includes the following.

- 2410 chats conversations (September 3, 2013- June 30, 2014)
- Student loan equipment through Mane Media circulated 556 times (June 1, 2013 - June 30, 2014).
- Assisted students a total of 3,465 times via telephone, chat, and email since (January 2013-June 2014)
- Trained 216 individual students/staff (January 2013-June 2014)

Southeastern provides computer labs on and off campus for actively enrolled students. These labs are maintained by the Office of Technology and in some cases, the Student Technology Fee. The University provides the following.

- Open Labs: Computer labs that can to be used by students of any academic discipline. These labs do not hold classes and are open for extended periods of time.
- Restricted Labs: These are computer labs jointly operated, staffed, equipped, and maintained by a Southeastern department and the Student Technology Fee.
- Non-Tech Fee Labs: These computer labs are operated, equipped, and maintained solely by a Southeastern department.
- Technology Classroom: Computer labs that are primarily used to schedule classes. All departments are eligible to use these facilities, however priority scheduling is given to the department that has ownership of the facility. These labs are jointly operated, equipped, and maintained by a Southeastern department and the Student Technology Fee.

These computer labs have a print-management software called GoPrint installed that allows each student to manage the number of prints he or she uses each semester. The goal of this system is to fairly distribute an adequate amount of prints to each student (50 pages per academic

hour) and decrease the amount of printing waste.

Distance Education and Off-Campus Students

Distance education and off-campus students have 24/7 access to all online materials for Southeastern's academic support services. They may also contact on-campus professionals associated with the services described in the previous sections by email, phone call, and in some cases, online chat for services or to schedule an on-site visit.

Southeastern's Distance Education website provides general information for students and links to key campus resources. The tab for Student Resources provides quick access to the General Catalogue, Library resources, Textbook Rental along with links to University offices such as Admissions, Financial Aid and the Center for Student Excellence.

Since all Southeastern courses have a presence in Moodle, an online training course was created by staff in the Student Technology Center to provide distance education and off-campus students with the skills needed to take an online course, or any course utilizing the Moodle environment. Distance or off-site students experiencing problems with technology have several outlets for resolution, depending on the type of problem encountered. Students who experience difficulties using technology may first contact the instructor or the Student Help Desk. Personnel working at the Help Desk assist students via e-mail or phone with Moodle/Distance Education, e-mail accounts, registration, class enrollment, and Internet access. Students may also go to the Student Technology Center or any of the designated computer labs located on campus and at off-campus sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center), where trained student workers are available and may be able to assist the student in resolving the difficulty they are experiencing. The Student Technology Center also provides access to and training in the use of technology through multiple means including web pages, student computer labs, and instruction in courses.

Distance Education Library Services, coordinated by the Reference Department in Sims Library, are available to students who are taking compressed video courses, telecourses, Internet courses or courses at designated Southeastern remote sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center) or off-campus sites (Bogalusa, Denham Springs, Franklinton, Mandeville, and others). The goal of these services is to ensure complete and adequate access to information and research material without forcing the students to come to campus. All students can get assistance from librarians for research and assignments by telephone, e-mail, text, appointment or online virtual reference. Sims Library offers a solo 24-hour, 7-day a week virtual reference service. This service was started in 2002 and uses Tutor.com software and LBR (Librarians by Request) for evening and weekend librarians to monitor the service. Distance Education students use their Interlibrary Loan account (ILLiad) to request copies of print articles owned by Sims Library or articles from other universities. They have remote access to over 117,000 full-text electronic books and more than 137 electronic databases for doing research at home. They may also request that books and articles owned by Sims Library be mailed or electronically delivered to them. A Distance Learning LibGuide provides general information about library services for DE students.

Academic Support Services for Faculty

The Center for Faculty Excellence in the Division of Academic Affairs

The Center for Faculty Excellence (Center) is a one-stop shop for faculty support. With a mission to assist faculty by providing opportunities for personal and professional growth, for innovation and experimentation, and for change and renewal, the Center has offered more than 1,200 training activities and disbursed more than $4 million dollars in over 5,100 awards for faculty development grant programs since its founding in 1997.

Center activities include training via workshops, discussions, and webinars on a variety of topics; providing instructional and technical support for electronic learning; assisting in the production of audio, video, photographic and graphic media for instructional use; and promoting appropriate pedagogical use of technologies. The Center also offers a variety of loaner equipment to faculty, including laptops, projectors, video cameras, and digital cameras. The Center informs faculty of its services through its website, mass email distribution list, and the *ByLion*, Southeastern's weekly electronic newsletter.

In 2011-2012, the Center hosted 63 workshops for 450 participants, logged 1376 visits to the Center's lab for one-on-one assistance, documented 486 check-outs for loaner equipment and awarded 215 grants for faculty projects and presentations. In 2012-2013, the Center hosted 187 workshops for 1392 participants, logged 1617 visits to the Center's lab for one-one-one assistance, documented 495 check-outs for loaner equipment and awarded 181 grants for faculty projects and presentations. Topics addressed in the workshops/activities include dealing with disruptive students; first-day tips; change theory; mid-term evaluations; student engagement; assessment; and active learning. Evaluations of the 2012-2013 workshops revealed that 95% of respondents selected Strongly Agree or Agree to, "I learned new skills and strategies that I can readily put to use," and 97% indicated Strongly Agree or Agree to, "The workshop impacted my professional growth." Additional professional development hours are provided through the Center's website. Online resources include teaching tips, a campus group subscription to *Online Classroom* and *The Teaching Professor*, and a university-wide site license to Magna Commons which offers faculty on-demand training for issues related to teaching and learning, including distance learning.

Many of the Center's activities are directed specifically to distance learning faculty. The Center assists faculty with design, development and pedagogy for distance learning courses and offers training and support for faculty to become proficient in the development and delivery of online courses. Through group meetings, individual consults, hands-on labs and web-based instruction, the Center consultants assist faculty in adapting curriculum for electronic delivery, creating multimedia presentations, and developing technical components for faculty projects, presentations or publications. Topics addressed include Southeastern distance learning policies and procedures; *Quality Matters at Southeastern*; instructional design concerns; library resources and copyright issues (presented in collaboration with the distance learning librarian); student needs and expectations; contingency planning for identifying and preventing future problems; administrative strategies for managing online courses; and multimedia development for course enhancement, and extensive training on the learning management system (LMS). In 2011-2012, 32 of the 63 workshops focused on enhancing faculty skills and strategies for distance learning courses. Topics included Moodle, Blackboard, Web conferencing, the CLOUD, Notebook software, Podcasting, and Skype. Distance learning support was the main focus of the 187 workshops in 2012-2013 as the entire campus prepared for the transition from Blackboard to Moodle.

The Center provides support for faculty as teachers, scholars, and practitioners as evidenced by some of the initiatives offered in 2012-2012.

• Enhancement Grants

These grants are designed to increase faculty productivity and effectiveness as a scholar and teacher. Funds are available for projects that enhance teaching and/or research or scholarly/creative activity. Projects must align with university strategic priorities and assist in meeting the GRAD Act performance goals. These grants are offered and awarded in the fall semester to be spent in the current fiscal year. There were 26 Enhancement grants awarded in 2012-2013 for a total of $19,800. A review of project titles reveals that awards supported both research (e.g. *Effects of Exercise Duration on Irisin*) and teaching initiatives (e.g. *Enhancing Anatomy Instruction with 3-D Dissection Models*).

• Travel Grants
This program provides grants to assist full-time faculty with travel expenses while making professional presentations. Funding is available for air or ground transportation, lodging, and registration. Requests are awarded on a quarterly basis. There is no limit to the number of requests that may be submitted each quarter but travel awards may not exceed $1000 per faculty per fiscal year. There were 151 Travel grants awarded in 2012-2013 for a total of $124,981.49. A review of titles documents support for the development of faculty as teachers (e.g., *Multi-user virtual environments: Pedagogy to engage nurses in EBP/research*), scholars (e.g., *Primordial germ cell development in amphibians and reptiles: mechanisms and evolution*), and practitioners (e.g., Screen Printing Workshop).

• Orr Research Endowment
Through the generosity of the Orr family, an additional source of research funding is available to offset certain costs associated with the research, scholarly or creative activities of tenured faculty. Once completed the research should be submitted for publication in an appropriate venue. One award was made in 2012-2013.
• Certificates of University Teaching and Learning (CUTL) for Moodle
Certificates of University Teaching and Learning (CUTL) are offered by the Center to assist faculty in meeting and documenting their professional goals. This program allows faculty a structured, concentrated way to expand the practice, art and scholarship of teaching and learning. A special CUTL for Moodle was offered in 2012-2013 to assist faculty in the transition from Southeastern's previous Learning Management System (LMS), Blackboard, to the new LMS, Moodle.

Office of Sponsored Research and Programs in the Division of Academic Affairs

Additional faculty support is provided by the Office of Sponsored Research and Programs (OSRP). OSRP assists potential investigators in the preparation and submission of external research/training or other sponsored projects to state, federal and private agencies, and to facilitate the administration of funded projects. OSRP serves as the intermediary between the funding agency and the Principal Investigator for such purposes as proposal submission, negotiation, amendment and award monitoring and closeout. In addition, the OSRP has the responsibility of ensuring that all projects are performed in accordance with the awarding agency's governing regulations and guidelines.

The Office of Technology

Support for faculty development is also provided through the TechFee Project initiative offered through the Office of Technology and funded by the student technology fee. A goal of the student technology fee is to provide opportunities to the faculty to increase access to technology and/or use technology in ways that would benefit student life and/or student scholarship and learning. It also provides the faculty access to the latest technology. This is accomplished by providing Small and Large Tech Fee Proposals, and Matching Funds for external grants. Just in the last four years faculty awards from the Tech Fee Project Proposals have totaled nearly $1.2 million. This has been helpful in developing technological resources, which supports Southeastern's continued achievement of GRAD Act performance objectives and institutional strategic priorities, and thereby creates an environment conducive to the development of our faculty and our students' ultimate success.

Communication and Assessment of Academic Support Services

Availability of support programs is communicated to students in a variety of ways including orientation programs, Southeastern 101, course syllabi, an Academic Resources Tab on Southeastern's webpage, the Campus Resources link on the Moodle login page, and information in the Student Handbook. In addition, special attention is often drawn to support services via a special News & Media story on the webpage. For example, in Spring 2014, the story, "7 Ways to Succeed This Semester," highlighted information on selected programs.

Availability of support programs for faculty is communicated via the Faculty Handbook, a Faculty Resources link on the Provost's webpage, and a Faculty & Staff Central webpage accessed through the Faculty/Staff tab on Southeastern's webpage. In addition, the Center for Faculty Excellence informs faculty of its services through its website, mass email distribution list, and the *ByLion*, Southeastern's weekly electronic newsletter.

Each year, a Current Student Survey is administered to a random sample of students. The survey covers a variety of areas and services on campus, including but not limited to Student Affairs, Sims Memorial Library, Technology, Academic Services and others. Students rate both the importance of the service and their satisfaction with the service (see Programs and Services Report from the 2012-2013 Current Student Survey). Results are used for program improvement and institutional effectiveness.

While individual units assess their own programs, evidence that support services are appropriate for meeting student needs is also provided in the of the 2012 Combined Report of the Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE). In response to the item on the institutions emphasis on academic support, 84% of faculty and 75% of freshman students indicated the institution provided the needed support to help students succeed academically. Additional data on the effectiveness of academic support services is provided in CS 3.3.1.3 (Academic and Student Support Services) and CS 3.7.3 (Faculty Development).

Conclusion

Southeastern provides appropriate academic support services for both students and faculty.

Sources

- 2012-2013 Current Student Survey_Services
- 7 Ways to Succeed This Semester
- Academic Advising
- Academic Resources Link
- Academic Support for Athletes
- Admissions
- Advising and Academic Support in Student Handbook
- Career Exploration
- Center For Southeast Louisiana Studies
- Computer Labs
- Distance Learning - LibGuides_Distance Education

- Distance Learning Library Services
- ExCEL Scholarships
- Foreign Language Resource Center
- FSSE_NSSE Combined Report 2012_Academic Support
- Honors Program
- Mathematics Tutoring Lab
- Moodle Login Page_Campus Resources
- Moodle Training and Support_ online course information for students
- Multicultural and International Student Affairs
- Office of Disability Services
- Office of Financial Aid
- Office of International Initiatives
- Office of Records & Registration
- Office of Sponsored Research and Programs
- Office of Student Teaching
- Office of Testing
- Screenshot of 7 Ways to Succeed This Semester
- Screenshot of Campus Resources Webpage
- Screenshot of Distance Education Webpage
- Screenshot of Faculty & Staff Central Webpage
- Screenshot of Multicultural and International Student Affairs Webpage
- Screenshot of Resources for Faculty via Provost's Webpage
- Screenshot of Student Resources Webpage via Distance Education Site
- Student Help Desk
- Student Support Services
- Student Technology Center
- Supplemental Instruction
- Supplemental Instruction summary - 2012-13
- Support Services in Student Handbook
- Tech Fee Proposals
- The Center for Student Excellence
- The Southeastern Writing Center
- Turtle Cove
- Tutoring
- University Counseling Center

3.4.10

Educational Programs: All:Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The faculty of Southeastern Louisiana University are primarily responsible for the content, quality, and effectiveness of the University's undergraduate and graduate curriculum. Faculty working at the department, college, and university levels exercise this responsibility through their role in the curriculum development process, external accrediting reviews, annual evaluations and the institutional effectiveness process.

Content and Quality of the Curriculum

Southeastern's route for curriculum review and approval ensures that faculty are responsible for the content and quality of the curriculum. As described in the Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposals are detailed on the appropriate curriculum request forms which include (as applicable) items such as course prerequisites, course descriptions, course outline, course objectives, course evaluation method, and course bibliography. In addition, forms include the following (for example, see Request for Change in Existing Course).

- What program assessment result(s) has prompted the need for this new course [OR the need to change this course]? Reference specific departmental goal(s) and outcome(s) by year.
- What other reason(s) has prompted the need for this new course [OR the need to change this course]?
- What is the anticipated time investment of a student both in and out of the classroom in order for the student to achieve the learning outcomes for the course (see Credit Hour Policy)?

Any proposal affecting policy and any requests for new degree programs, new minors, new concentrations or changes in the number of hours required for a major, minor, or concentration must have preapproval before the routing begins. Chain-of-command will be followed for the pre-approval process by submitting an email from: Departmental curriculum chair»Department Head »Dean»Provost»Dean»Department Head»Department curriculum chair. The approval email from the Provost MUST be attached to the original curriculum change document.

Completed proposals are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council. The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. The Provost approves or denies the request. Proposals that are not approved by the University Curriculum Council are returned to the department where the proposal originated.

As evidenced by the description of membership in University Council & Committees and the members listed in the Standing Committees for 2013-2014, the committees along the curriculum approval route are faculty committees that ensure curriculum proposals reflect disciplinary and university standards for academic rigor and quality. Faculty submitting the proposals and/or faculty involved with the curricular change are encouraged to attend the committee meetings along the approval route to provide clarification or answer questions as needed. The request for a change in New Media and Animation III (ART 390) serves as an example of the curriculum review process.

In addition to the quality control factor of the curriculum review process, faculty exercise responsibility for the quality of the curriculum through participation in external accrediting reviews. Southeastern recognizes that external reviews provide a valuable opportunity for the self-study of academic units and programs within the framework of rigorous standards. The Louisiana Board of Regents (Policies and Procedures Manual, Academic Affairs Policy 2.13) classifies the accreditation status of all academic degree programs as Mandatory, Recommended, Optional, or Not Applicable. At Southeastern, 100% of programs classified as Mandatory are externally accredited and in good standing, a testament to the quality and also the effectiveness of curriculum at Southeastern.

Recognizing the primary responsibility for the quality of the curriculum rests with faculty, Southeastern ensures continuing quality of curriculum with annual evaluations of all faculty members. As described in the Evaluation of Faculty in Southeastern's Faculty Handbook, faculty are evaluated in the areas of teaching/job effectiveness, professional activity, and service. Criteria for evaluating teaching may includes a review of exams, syllabi, grade distributions, and/or in-class observations. The evaluation takes place between the faculty member and the department head, and in the case of third-year, tenure, or promotion reviews, tenured faculty members of the department are included.

Effectiveness of the Curriculum

Faculty are charged with (see Duties and Responsibilities of Faculty in Faculty Handbook) and take responsibility for the effectiveness of the curriculum through the curriculum review process and the institutional effectiveness process. As indicated in Southeastern's Institutional Effectiveness Policy, each instructional program is required to define outcomes, perform assessment of its degree programs, and report results and improvements. Faculty within the departments work with the department chair to define measurable student learning outcomes, assess whether those outcomes have been achieved, and make improvements based on assessment results (for example, see the 2012-2013 assessment plan/report for the BA in Art). Further discussion on institutional effectiveness of educational programs is found in CS 3.3.1.1.

As with the curriculum review process, committees in the institutional effectiveness approval process are mainly comprised of faculty (see Standing Committees for 2013-2014), additional evidence of faculty responsibility for the curriculum. The University Academic Assessment Subcommittee evaluates all academic plans/reports, recommends improvements to the assessment process and informally assists units in planning and conducting assessment by sharing ideas and procedures. The effectiveness of the general education component of undergraduate degrees is also within the purview of faculty via the General Education Assessment Subcommittee. A subset of the Institutional Effectiveness Committee, the General Education Assessment Subcommittee is responsible for assessing, documenting and reporting findings and results

showing evidence of improvement of the General Education competencies.

Conclusion

Southeastern places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty as evidenced by the curriculum development process, external accrediting reviews, annual evaluations and the institutional effectiveness process.

Sources

- BA Art 2012-2013 Plan Combined
- Board of Regents_ACADEMIC AFFAIRS POLICY_2.13
- Curriculum Review Example_Art 390
- Faculty Handbook_Evaluation of Faculty
- Faculty Handbook_Faculty role in Outcome Assessment
- Guidelines for Curriculum Revision_2013
- Request for Change in Existing Course
- Standing Committees 2013_2014 (Page 1)
- Standing Committees 2013_2014 (Page 3)
- Standing Committees 2013_2014 (Page 4)
- University Councils and Committee_2014
- University Curriculum Council

3.4.11

Educational Programs: All:Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Program coordination, curriculum development, and curriculum review begin at the departmental level. The duties of the department head (or department heads in the case of interdisciplinary programs) include responsibility over all programs within the department. Most departments have undergraduate program coordinators charged with the responsibility of assisting in the coordination of the program, including curriculum content and development. All degree programs also have assessment coordinators, who may or may not serve as program coordinators.

Departments that offer one or more graduate programs have a specific graduate coordinator (interdisciplinary programs have a coordinator selected from one of the participating departments). This person is a member of the graduate faculty and is given administrative reassignment for this position.

Department Heads coordinate and administer all aspects of the programs as cited in the Faculty Handbook, Part 1, Section E. page 20. Because departments have differing needs, the duties of the Academic Program Coordinators may vary as deemed necessary by the Department Head. Click the name of the Academic Program Coordinator in the tables below for specific duties.

College of Arts, Humanities, and Social Sciences

Department of English
David Hanson, Ph. D., Department Head

Program	Name	Qualifications
BA English	David Hanson, Ph.D.	Ph.D., English Language & Literature
BA English Education (concentration)	Michelle Brown, Ph.D.	Ph.D., English Education
BA Liberal Arts Studies	David Hanson, Ph.D.	Ph.D., English Language & Literature
MA English	Ziba Rashidiani, Ph.D.	Ph.D., English Language & Literature

Department of Fine & Performing Arts
Kenneth Boulton, Ph. D., Department Head

Program	Name	Qualifications
BA Art	John Valentino, M.F.A.	M.F.A., Fine Arts/Studio Arts
BM Music	Logan Place, D.M.A	D.M.A., Music Performance
MM Music	Glen Hemberger, Ph.D	Ph.D., Music
Dance (concentration)	Martie Fellom, Ph.D.	Ph.D., Dance
Theatre (concentration)	Steve Schepker, M.F.A.	M.F.A., Drama & Dramatics/Theatre Arts

Department of History & Political Science
William Robison, Ph. D., Department Head

Program	Name	Qualifications
BA History	William Robison, Ph.D.	Ph.D., History
BA Political Science	Peter Petrakis, Ph.D.	Ph.D., Political Science & Government
BA Social Studies Education	William Robison, Ph.D.	Ph.D., History, work experience
MA History	Harry Laver, Ph.D.	Ph.D., History

Department of Languages & Communication
Lucia Harrison, Ph. D., Department Head

Program	Name	Qualifications
BA Communications	Claire Procopio, Ph.D.	Ph.D., Communication Studies
BS Speech Education	Claire Procopio, Ph.D.	Ph.D., Communication Studies
BA Spanish	Lucia Harrison, Ph.D.	Ph.D., Spanish Language & Literature

Department of Psychology
Susan Coats, Ph. D., Department Head

Program	Name	Qualifications
BA Psychology	Susan Coats, Ph.D.	Ph.D., Psychology
MA Psychology	Paula Varnado-Sullivan, Ph.D.	Ph.D., Psychology

Department of Sociology & Criminal Justice
Ken Bolton, Ph. D., Department Head

Program	Name	Qualifications
BA Criminal Justice	Ken Bolton, Ph.D.	Ph.D., Sociology, work experience
BA Sociology	Ken Bolton, Ph.D.	Ph.D., Sociology
MS Applied Sociology	John Boulahanis, Ph.D.	Ph.D., Sociology

General Studies Program
Rebecca Hite, M.A., Department Head

Program	Name	Qualifications
BGS General Studies	Rebecca Hite, M.A.	Ph.D., English Language & Literature

College of Business

Department of Accounting & Finance
William Simpson, Ph. D., Department Head

Program	Name	Qualifications
BS Accounting	William Simpson, Ph.D.	Ph.D., Business Administration & Finance; Master of Taxation in Accountancy
BS Finance	Danielle Lewis, Ph.D.	Ph.D., Financial Economics

Department of Management & Business Administration
Sang Lee, Ph. D., Department Head

Program	Name	Qualifications
BA Management	Rusty Juban, Ph.D.	Ph.D., Management
BBA Business Administration	Lara Gardner, Ph.D.	Ph.D., Economics

Department of Marketing & Supply Chain Management
Robert Cope, Ph. D., Department Head

Program	Name	Qualifications
BA Marketing	Robert Cope, Ph.D.	Ph.D, Business Administration, Information Systems
BS Supply Chain Management	Robert Cope, Ph.D.	Ph.D., Business Administration, Information Systems

MBA Programs

Program	Name	Qualifications
Executive MBA	John Cresson, Ph.D.	Ph.D., Finance
MBA	Yvette Baldwin, M.B.A.	M.B.A., Business & Commerce

College of Education

Department of Educational Leadership & Technology
Jeffrey Oescher, Ph. D., Department Head

Program	Name	Qualifications
MEd Educational Technology Leadership	Nan Adams, Ph.D.	Ph.D., Curriculum and Instruction; work experience
MEd Educational Leadership	Evan Mense, Ed.D.	Ph.D., Educational Administration
EdD Educational Leadership	Jennifer Sughrue, Ed.D.	Ph.D., Educational Administration

Department of Teaching & Learning
Cynthia Elliott, Ed.D., Department Head

Program	Name	Qualifications
BS Early Childhood Education PF-3	Wendy Jacocks, M. Ed.	M.Ed., Curriculum & Instruction
BS Elementary Education 1-5	Stephanie Sorbet, M. Ed.	M.Ed., Curriculum & Instruction
BS Middle School Education 4-8	Paige Shulte, Ph.D.	Ph.D., Curriculum & Instruction
BS Elementary & Special Education 1-5	Ellen Ratcliff, Ph.D.	Ph.D., Special Education
BS Middle School & Special Education 4-8	Ellen Ratcliff, Ph.D.	Ph.D., Special Education
MEd Curriculum & Instruction	Gwen Autin, Ph.D.	Ph.D., Curriculum & Instruction
MEd Special Education	Nicki Anzelmo-Skelton, Ed.D.	Ed.D., Special Education
MAT Elementary Education 1-5	John Trowbridge, Ph.D.	Ph.D., Curriculum & Instruction
MAT Special Education, Early Intervention	Colleen Klein-Ezell, Ph.D.	Ph.D., Special Education

College of Nursing & Health Sciences

Department of Health & Human Sciences
Jacqueline Guendouzi, Ph. D., Department Head

Program	Name	Qualifications
BS Communication & Science Disorders	Rebecca Davis, Au.D.	Au.D., Speech-Language Pathology
BS Family & Consumer Sciences	Debbie Johnson, Ph. D.	Ph.D., Family & Consumer Sciences Education
BS Radiologic Sciences (to be discontinued)	Marsha Talbot, M.S.N.	M.S.N. Certified Radiologic Technologist
BA Social Work	Heidi Kulkin, Ph.D.	Ph.D., Social Work
MS Communication & Science Disorders	Rebecca Davis, Au.D.	Au.D, Speech-Language Pathology
MEd Counselor Education	Mary Ballard, Ph.D.	Ph.D., Counselor Education

Department of Kinesiology & Health Studies
Edward Hebert, Ph. D., Department Head

Program	Name	Qualifications
BS Athletic Training	Erin Karch, M. Ed.	M.Ed.. Athletic Training
BS Health Education & Promotion	Ralph Wood, Ph.D.	Ph.D., Health & Physical Education
BS Health & Physical Education	Charlotte Humphries, Ph.D.	Ph.D., Health & Physical Education
BS Kinesiology	Dan Hollander, Ed.D.	Ed.D., Health & Physical Education
BS Sport Management	Ashley Bowers, M. S.	M.S., Kinesiology & Exercise Science
MA Health & Kinesiology	Mildred Naquin, Ph.D.	Ph.D., Health & Physical Education

School of Nursing
Eileen Creel, D.N.S., Department Head

Program	Name	Qualifications
BS Nursing	Eileen Creel, D.N.S.	D.N.S., Nursing, Registered Nurse
MSN Nursing	Lorinda Sealey Ph. D.	Ph.D., Nursing, Registered Nurse
DNP Nursing	Janet Jones, D.N.S.	D.N.S., Nursing, Registered Nurse

College of Science & Technology

Department of Biological Sciences
Christopher Beachy, Ph. D., Department Head

Program	Name	Qualifications
BS Biology	Christopher Beachy, Ph.D.	Ph.D., Biology/Biological Sciences
BS Biology Education (concentration)	Debbie Dardis, Ph.D.	Ph.D., Science Teacher Education
MS Biology	Kyle Pillar, Ph.D.	Ph.D., Biology/Biological Sciences

Department of Chemistry & Physics
Gerard Blanchard, Ph. D., Department Head

Program	Name	Qualifications
BS Chemistry	Phillip Voegel	Ph.D., Chemistry
BS Physics	Gerard Blanchard, Ph.D.	Ph.D., Physics

Department of Computer Science & Industrial Technology
Sebastian Van Delden, Ph. D., Department Head

Program	Name	Qualifications
BS Computer Science	Sebastian Van Delden, Ph.D.	Ph.D., Computer Science
BS Engineering Technology	Junken Ma, Ph.D.	Ph.D., Engineering Mechanics
BS Industrial Technology	Roy Bonnette, M.S.	M.S., Technology/Industrial Arts Education
BS Information Technology	Sebastian Van Delden, Ph.D.	Ph.D., Computer Science
BS Occupational Health, Safety, & Environment	Lu Yuan, Sc.D.	Sc.D., Occupational Health & Industrial Science
MS Integrated Science & Technology	Ken Li, Ph.D.	Ph.D., Mathematics

Department of Mathematics
Timothy Hudson, Ph. D., Department Head

Program	Name	Qualifications
BS Mathematics	Timothy Hudson, Ph.D.	Ph.D., Mathematics
BS Mathematics Education (concentration)	Janelle Lorenzen, M.S.	M.S., Applied Statistics; Secondary Math Education Certification

Sources

- Adams qualifications Program Director
- APC Davis
- APC Adams
- APC Autin
- APC Baldwin
- APC Ballard
- APC Beachy
- APC Blanchard
- APC Bolton
- APC Bonnette
- APC Boulahanis
- APC Bowers
- APC Brown
- APC Coats
- APC Cope
- APC Creel
- APC Cresson
- APC Dardis
- APC Fellom
- APC Gardner
- APC Hanson
- APC Harrison

- APC Hemberger
- APC Hite
- APC Hollander
- APC Hudson
- APC Humphries
- APC Jacocks
- APC Johnson
- APC Jones
- APC Juban
- APC Karch
- APC Klein-Ezell
- APC Kulkin
- APC Laver
- APC Lewis
- APC Li
- APC Lorenzen
- APC Ma
- APC Mense
- APC Naquin
- APC Petrakis
- APC Pillar
- APC Place
- APC Procopio
- APC Rashidiani
- APC Ratcliff
- APC Robison
- APC Schepker
- APC Schulte
- APC Sealey
- APC Simpson
- APC Skelton
- APC Sorbet
- APC Sughrue
- APC Talbot
- APC Trowbridge
- APC Valentino
- APC Van Delden
- APC Varnado
- APC Voegel
- APC Wood
- APC Yuan
- Bolton work experience
- Faculty Handbook_Admin Positions_Department Head (Page 20)
- Robison work experience

3.4.12

Educational Programs: All:Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University uses technology broadly and effectively throughout its educational programs. Making sure technology enhances student learning is a product of three factors:

- the availability of technology for student learning in the classroom
- the effectiveness and appropriate use of technology for learning
- student access to and training in the use of technology outside of the classroom

Southeastern has policies to implement appropriate technology, and organizational infrastructure to support it, and techniques to assess the use of technology. The University provides and maintains many tools of technology, which in turn provide many ways for enhancing student learning with technology. Several units across campus work together to support various aspects of effective technology use with the main unit being the Office of Technology.

Technology Infrastructure
High speed internet access is available in all buildings, including housing facilities, on Southeastern's main campus, North campus, the St. Tammany Center in Mandeville, and the Livingston Parish Literacy and Technology Center in Walker. One hundred forty megabits of internet bandwidth is available to the campus through LONI, the Louisiana Optical Network Initiative, with ten megabits of backup internet bandwidth available through AT&T. All computers are connected to the network with 10/100 network interface cards linked back to the campus core with Gigabit switching ports. A wireless network is available to all Southeastern students, faculty, and staff. Visitors and guests may also access the network.

Southeastern's portal, LEONet (Linking efficiently online network) can be accessed on- and off-campus and provides faculty, staff, and students with information such as course listings, grades, contact information, and campus announcements. Students can also conduct degree audits, register for courses, pay tuition and fees, buy additional prints for computer labs, and add funds to their university ID for use in other places on campus. Southeastern also provides faculty, staff, and students access to the MOODLE Learning Management System. Southeastern recently transitioned from BlackBoard to MOODLE which is an open-source LMS that is more flexible than BlackBoard as far as transfer of course materials and use in Distance Education. With the assistance of the Office of Technology and the Center for Faculty Excellence during the transition, full implementation was achieved on July 1, 2013.

The primary communication mechanism, in addition to face-to-face contact, between faculty, staff and students occurs via secure access to Southeastern's Gmail system. All faculty, staff and students have a secure login and password and can connect to their email with mobile devices, computers and tablets from virtually any location in the world with an internet connection. An introduction to and assistance with Gmail and it's apps is available on Southeastern's web page.

Availability of Technology for Student Learning in the Classroom
The table below shows a ten-year "snapshot" of course delivery methods from the last submitted report. The table shows that the majority of teaching at Southeastern remains to be in a face-to-face environment, both on campus and off campus. Over the last ten years the number of courses online has, on average, tripled as distance education has begun to play a significant role in all of higher education. Another significant change in the past ten years is the implementation of a massive dual enrollment program. Regardless of the mode of instruction, technology has become a prominent and essential component in classrooms regardless of whether those classrooms are physical or virtual. A similar table showing a semester-by-semester can be found here for the past eleven years.

Enrollment by Course Type
Fall 2003 and Fall 2013

	Fall 2003		Fall 2013	
	Number	%	Number	%
On-Campus, Face-to-Face	64,238	90.7%	49,468	79.6%
Off-Campus, Face-to-Face	2,750	3.9%	710	1.1%
At Least 50% Internet	1,540	2.1%	3,600	5.8%
100% Internet	1,542	2.2%	5,836	9.4%
Dual Enrollment	N/A	N/A	2,321	3.7%
Compressed Video	632	0.9%	20	0%
Southeastern Channel	N/A	N/A	181	0.3%
Public Broadcasting	147	0.2%	0	0%

In order to ensure that distance education courses meet the same high standards as traditionally taught courses, the University has established a Distance Education policy. This policy guides the development of the use of technology in course delivery and provides mechanisms to ensure that both faculty and students have the necessary skills in order for the courses to be successful.

Since the larger majority of teaching at Southeastern takes place in the face-to-face environment, it is essential that classrooms and teachers have adequate access to appropriate technology. Adequate funding for technology access is accomplished in multiple ways: the University's operating budget, the Student Technology Fee, and external sources of funding such as grants. The University's operating budget has thus far established 82 basic multi-media classrooms, which provide, at a minimum, a ceiling-mounted projector linked to a computer with presentation and/or other specialized software installed.

Student Technology Fee
Perhaps the greatest contribution to enriching the use of technology for educational purposes has come through competitive projects funded by the University's Student Technology Fee for specialized equipment requested by academic departments. In order to provide continued support of technology at Southeastern, students are assessed a Student Technology Fee each semester that they attend Southeastern. The fee is built into the total amount of tuition and fees that students are required to pay at registration. The administration and oversight of the Student Technology Fee is granted to the Student Technology Fee Committee, as stipulated in the Student Technology Fee Agreement. The Committee consists of student and University representatives and is chaired by the Chief Information Officer and co-chaired by the President of the Student Government Association. The Committee reports to the Student Government Association and the President.

The following are specific uses of Student Technology Fee money:

- the purchase of new computers for open and restricted labs every three years;
- maintenance of computer labs;
- grants that allow departments to implement technology for purposes of improving education;
- funds for student printing;
- software for student technology fee computer laboratories.

Additionally, departments have the opportunity to apply for either small (less than $5,000) or large (greater than $5,000) tech fee grants and match grants (greater than $5,000) that can be used to supplement/match a grant awarded through another agency. Over the past three academic years, the Office of Technology has awarded $851,412 to small and large grants specifically to add technology in the classroom. A listing of awards is available for the 2011-2012, 2012-2013, and 2013-2014 academic years.

Student Technology Fee funds have been used to fund a variety of teaching technologies, not just those that are computer-based. For instance, the Department of Language and Communication was able to use the Match Grant to provide new broadcast equipment for it radio and television stations. The Department of Chemistry and Physics was able to use the Match Grant to purchase a $275,000 Nuclear Magnetic Resonance machine to be used in chemistry and physics teaching labs as well as in research laboratories. The Department of Teaching and Learning was able to use a Match Grant in order to purchase an Active Table for the University’s Laboratory school. This system is not only used in the elementary classrooms, but is also used by student teachers in the department.

The Effectiveness and Appropriate Use of Technology for Learning
The Office of Institutional Research assesses student response to the use of technology in learning through a variety of instruments, including the Current Student Survey and the University's Exit Survey completed by all graduating students at Southeastern. The evaluations to the present time have primarily focused on the availability and usefulness of technology.

Southeastern's 2013-2014 Current Student Survey asked students to express their level of satisfaction with the use of technology in teaching. Overall, students indicated that they were most satisfied with the use of University’s email (89.2%), lease satisfied with the use of the Student Technology Fee to improve the technical environment (67.6%), and 75.2% of respondents indicated that they were satisfied with the use of technology in classroom teaching. In the most recent Exit Survey (2011-2012), 82.4% of Southeastern's graduating students indicated they were satisfied with the use of appropriate technology in the classroom.

Student Access to and Training in the Use of Technology
Southeastern provides a technology-rich environment for students, with ample support through the Student Technology Center. The Student Help Desk is available to students by phone, e-mail, or chat. In addition, many of the University's computer labs, including the 24 Hour Computer Lab, are staffed with trained Student Technology Assistants. The Student Technology Help Desk and Student Technology Assistants provide students assistance with technology-related issues such as Moodle, Internet questions, software applications questions, and LEONet, Southeastern's administrative system that allows students to check course schedules, register for classes, and check their grades from any computer with Internet access.

There are currently 55 computer labs at Southeastern Louisiana University available to students with 1,787 computers. These labs fall into three categories:

- Open: available to all students at all times and fully maintained by the University. There are 3 of these labs.
- Restricted: departments have certain times when they can use the lab for their own specific purposes. There are 13 restricted labs.
- Closed: departments can use the lab at any time for their own purposes. These labs are partially maintained by the University. Many of the closed labs have been funded by external grants through the Louisiana Board of Regents. There are 38 closed labs.

In addition to the technology access provided in the computer labs, students are able to check out equipment such as laptops, tablets, digital cameras, LCD projectors, and digital media packs through the Mane Media program.

Faculty Training in the Use of Technology
The Center for Faculty Excellence helps faculty select and incorporate appropriate technologies to enhance their teaching, improve student

learning and promote their research. Through workshops, seminars, and individualized training, the Center assists in adapting curriculum for electronic delivery, creating multimedia presentations, and developing technical components for faculty projects, presentations or publications. The Center offers software support ranging from basic office applications to graphics and video-editing programs, as well as a variety of loaner equipment including projectors, video camera, laptops, and digital cameras. The knowledge and skills faculty gain through the Center are transformed into tools and strategies that enhance both traditional and distance learning environments. More information about the Center can be found in CS 3.7.3.

Role of the Office of Technology
The mission of the Office of Technology is to enhance and effectively utilize a progressive technological infrastructure, and to ensure that students, faculty and staff have the opportunity to take advantage of current and emerging technology resources. As head of the Office of Technology, the Chief Information Officer (CIO) provides leadership in the strategic planning, development implementation and integration of information systems, resources and services. The CIO also identifies and communicates the technology implications for all strategic goals, and anticipates changes and emerging trends in information technology that could impact University resources.

Consisting of three departments: Client Services, Client Mobility and Client Connectivity, the Office of Technology serves the University as an administrative and instructional facility, providing computer support for students, faculty and staff, and supports other technology services required by the University. To accomplish their mission, the Office of Technology departments consist of the Customer Service Center, Desktop Support, Telephone/Data Support Center (data, phone and video) and Computer Equipment Resales.

Conclusion
Southeastern's students, faculty and staff benefit from the institution's technology offerings. THe development of the University's technology structure is achieved through the Office of Technology which consists of three separate departments collaborating. The Office of Technology achieves a level of technology use and support that is appropriate for meeting the objectives of Southeastern's programs and supporting and fostering student learning.

Sources

- 2011-2012 exit survey
- 2011-2012 tech fee grants
- 2012-2013 tech fee grants
- 2013-2014 tech fee grants
- 2014_2015_catalogue (Page 77)
- Active table
- Admin Positions
- Available Equipment
- CampusComputerLabs Revised 08192014
- current student tech survey
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- Enrollment by Delivery Method
- Gmail
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- leonet
- Mane Media
- matchingproposal
- Moodle transition
- Provost message--Moodle
- smallproject
- Student Help Desk
- Student tech fee agreement
- Student technology center
- Student Technology Fee
- Training
- Wireless Networking

3.5.1

Educational Programs: Undergraduate:General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

"The [Louisiana] Board of Regents recognizes that all undergraduate academic credentials should contain a broad-based common educational experience that enhances students' ability to describe, interpret, and analyze their world" (Louisiana Board of Regents Academic Affairs Policy 2.16). In accordance, each Southeastern baccalaureate degree program consists of a general education component designed to help the student attain the following general education competencies, as published in the 2014-2015 General Catalogue:

- Students will effectively and intelligently communicate in writing in a variety of contexts
- Students will demonstrate mathematical and analytical reasoning skills
- Students will understand the universe through the study of life and physical sciences
- Students will understand cultural traditions and/or the human condition through a humanities perspective
- Students will understand human behavior and/or the relationship between individuals and their societies through a social/behavioral science perspective
- Students will explore and value aesthetic creation and form as an essential means of conceiving and expressing the human experience through the fine arts

The General Education Requirements and Competencies are Based on a Coherent Rationale.

Southeastern's general education requirements are based on the following rationale provided within the Board of Regents' Statewide General Education Requirements policy:

> The Board of Regents recognizes that all undergraduate academic credentials should contain a broad-based common educational experience that enhances students' ability to describe, interpret, and analyze their world. In addition to building awareness of a wide range of material and enriching the academic experience, general education should promote intellectual inquiry through basic content and methodology and contribute to the graduate's ability to communicate effectively in oral and written English.
>
> General education courses should provide an introduction to a discipline, as in a survey course that covers a wide range of material within a specific discipline or area of inquiry and acquaints students with a broad section of the information or skills available in that area, or an appreciation course that introduces students to a creative field and leads to a general understanding and appreciation of work by others.
>
> Depending on the level of the academic credential awarded, education in composition, mathematics and analytical reasoning, natural sciences, humanities, social/behavioral sciences and fine arts is required as part of undergraduate degree and certificate curricula at state colleges and universities. (See the table of Statewide General Education Requirements.) Specific course offerings may vary from one institution to another as the faculty at each campus designates courses that are to be included in the General Education inventory, but such courses share common characteristics essential to the study of academic disciplines.
>
> - English Composition. Effective written communication skills are essential to prepare students to effectively and intelligently communicate in a variety of contexts.
> - Mathematics/Analytical Reasoning. As a cornerstone for the liberal arts, engineering, and sciences, mathematical/analytical reasoning skills are an essential component of all disciplines.
> - Natural Sciences. Natural sciences study both life and physical sciences in an approach to understanding the universe by studying objects, phenomena, laws of nature and the physical world. Humanities.
> - Humanities offer a broad-based study of cultural traditions and the human condition, including everything from language, literature and religion to history, philosophy and communication.
> - Social/Behavioral Sciences. Social and Behavioral Sciences study human behavior and the relationship between individuals and their societies.
> - Fine Arts. The Fine Arts provide an opportunity to explore and to value aesthetic creation and form as an essential means of conceiving and expressing the human experience.
>
> In addition to specifics of this policy, all applicable general education requirements of the Southern Association of Colleges and Schools Commission on Colleges shall apply.

In 2009, Act 356 was passed by the Louisiana Legislature, calling for a transfer associate degree that would allow for all 60 credit hours of the degree to transfer as a block from any accredited public community college in the state to any accredited public 4-year institution in the state. Included in this 60 credit hour block are the 39 credit hour general education requirements mandated by the Board of Regents for bachelor of arts and bachelor of science degrees. The Board of Regents created a State Articulation Transfer Council to oversee the implementation of the statewide program as well as a Statewide General Education subcommittee.

The Statewide General Education subcommittee worked with all public institutions to accomplish two objectives: (1) define the general education

components as identified by the Board of Regents by including fundamental skills and knowledge requirements for each component and (2) identify exemplary courses to constitute the general education core for the Transfer Degree. Southeastern's approach included listing courses that had been previously identified as a general education course for each degree program. Using input from faculty as well as enrollment data for the previous five academic years to indicate the most populated courses, a list of courses was submitted to the General Education subcommittee. Similar processes occurred at each public institution. The combined data resulted in the Guide to General Education Requirements of the Louisiana Transfer Degree as well as the publication of the Advisor's Guide for Louisiana Transfer Associate Degrees.

Southeastern used the general education descriptors and exemplary course topics as a basis for its general education requirements. Curriculum changes were passed from department to college to university level where recommendations from the University Curriculum Council were made to the Provost. The end result was a list of courses that Southeastern would use as the foundation for the General Education component of all baccalaureate and associate of applied science degrees. This list is published on the University website and reviewed annually by departmental faculty. Appropriate changes must be in accordance with the guidelines that were laid by the Statewide General Education subcommittee as well as the fundamental requirements established by the Board of Regents. Any such changes follow the same curriculum path as other curriculum changes: departmental curriculum committee-->department head-->college curriculum committee-->dean-->council for teacher education (if appropriate)-->university curriculum council-->Provost.

During 2013 and 2014, faculty representatives from all Louisiana public colleges and universities worked together to create common course numbering for all general education courses, as well as for other courses that are part of the Statewide Master Course Articulation Matrix. This process has resulted in the creation of common course descriptors that make articulation and transfer simpler and guarantee that course content is the same at all institutions. Southeastern's 2014-2015 General Catalogue identifies each general education course in a curriculum by a superscripted G (sample curriculum) and the Louisiana Common Course Number in the course descriptions.

The General Education Component is at the Collegiate Level

Several lines of evidence validate Southeastern's assertion that its general education component is at the collegiate level. In accordance with the Louisiana Board of Regents' Academic Affairs Policy 2.16, Southeastern's general education requirements "... share [the] common characteristics [considered] essential to the study of academic disciplines." Because universities are required to meet the criteria set forth by the Board of Regents, Southeastern has adopted the minimum requirements and augmented them while maintaining alignment with the statewide general education descriptors.

Within Louisiana, the majority of the general education courses are fully transferable among institutions and guided by the Board of Regents-sponsored Statewide Transfer Guide or Master Course Articulation Matrix. Chief Articulation Officers on each campus work with faculty across disciplines and institutions to insure that the courses transferring adhere to the same course objectives, are in alignment with statewide general education descriptors and expect the same student learning outcomes. Although this statewide endeavor is sponsored by the Board of Regents, the final decisions on course equivalencies are made by institution receiving the course. In the event a course is not on the articulation matrix, the appropriate academic department reviews the course and determines if credit is to be awarded. The extent to which any transfer courses may be applied to a degree at Southeastern is determined by the academic dean and department head (Admission Criteria).

Another line of evidence to support Southeastern's assertion that its general education component is at the collegiate level began in 2009 with ACT 356, described in detail in the prior section of this narrative. To allow for the block transfer of 60 Louisiana Transfer Associate Degree credit hours, which includes 39 general education credit hours, from community colleges to four-year institutions, a set of common course descriptors as well as a common statewide number have been created for a faculty-identified set of exemplary general education courses. These common course descriptors are the result of over a year of work by faculty across the state working in concert to align courses and ensure that minimum topics are covered by all public institutions in the state.

Based on the evidence presented above, the general education courses offered at Southeastern are at the collegiate level.

Assessment of General Education Competencies

In May 2012, the Board of Regents approved changes to the Statewide General Education Requirements. As a result, the Southeastern General Education Assessment Subcommittee aligned Southeastern's general education competencies with the Board of Regents' newly approved requirements and "... shared common characteristics essential to the study of academic disciplines" as indicated in Academic Affairs Policy 2.16 and began revisions to Southeastern's general education assessment plan. The revisions evolved with changes to the Board of Regents Statewide General Education Requirements in Spring 2012, the University of Louisiana System general education requirements in Fall 2013, and the Southeastern general education requirements in Spring 2014.

The comprehensive assessment of general education competencies from 2012 through 2015 includes both direct and indirect measures of learning. Measures include:

- ACT Collegiate Assessment of Academic Proficiency (CAAP) testing (direct)
- Course-embedded assessment (direct)
- Common exams (direct)
- National Survey of Student Engagement (NSSE) (indirect)
- Alumni Surveys (indirect)
- Entering Freshman Survey (indirect)

As of Spring 2014, each of the six general educational competencies has been assessed using one or more direct measure of learning. Below is a chart showing general education competencies, expected student learning outcomes, targets, and direct measures of student learning over three consecutive academic years (2012-2013, 2013-2014, 2014-2015). In addition to the administration of course-embedded assessments and common exams for the assessment of some of the competencies, five modules of the CAAP were administered in Spring 2014 and will be repeated on a rotating basis once every three years. The CAAP "... is the standardized, nationally normed assessment program from ACT that enables postsecondary institutions to assess [and] evaluate .. general education program outcomes." Results are discussed following the chart.

Assessment Matrix 2012-2015: Direct Measures of General Education Competencies

General Education Competencies (Aligned With BOR, University Of Louisiana System, And Southeastern General Education Requirements)	Student Learning Outcomes (SLO)	Targets/Measures	Fa 2012	Sp 2013	Fa 2013	Sp 2014	Fa 2014	Sp 2015
1. Students will effectively and intelligently communicate in writing in a variety of contexts	SLO 1. Students will be able to demonstrate an understanding of the conventions of standard written English in usage/mechanics.	Students will score at or above the national mean on the CAAP Writing Skills Test; Subscores in Usage/Mechanics were based on punctuation, grammar, and sentence structure items.				X		
	SLO 2. Students will be able to demonstrate the most appropriate use of rhetorical skills, i.e., organization, strategy, and style.	Students will score at or above the national mean on the CAAP Writing Skills and subscores in Rhetorical Skills based on organization, strategy, and style items				X		
	SLO 3. Students will demonstrate independent, critical reading; writing a timed essay on a prompt related to that reading; developing an argument that integrates information drawn from the reading; and documenting sources using MLA style.	At least 75% of the students given the English Proficiency Exam will meet expectations evaluated on the English Proficiency rubric. (given every semester)	X	X	X	X	X	X
2. Students will demonstrate mathematical and analytical reasoning skills	SLO 4. Students will demonstrate proficiency in using quantitative reasoning to solve mathematical problems.	Students will score at or above the national mean on the CAAP Mathematics Test; Subscores in Basic Algebra included test questions in prealgebra, elementary algebra, intermediate algebra, and coordinate geometry content areas; Subscores in College Algebra included test questions from the College Algebra and trigonometry content areas.				X		
		Students will score at or above the national mean on the CAAP Critical Thinking Test				X		
		At least 75% of students will answer embedded exam questions correctly. Math 241 (Elementary Statistics)		X				X
3. Students will understand the universe through the study of life and physical sciences	SLO 5. Students will demonstrate scientific reasoning by drawing conclusions from scientific data.	Students will score at or above the national mean on the CAAP Science Test				X		
	SLO 6. Students will apply methods of scientific inquiry in order to propose explanation based on evidence.	At least 75% of students will answer embedded exam questions correctly. Earth Science (Earth and Space Science I)101 and 102 (Earth and Space Science II) and GBIO 106 (Intro to Biological Principles)	X	X				X
4. Students will understand cultural traditions and/or the human condition through a humanities perspective	SLO 7. Students will demonstrate an understanding of the geographic, historical, and/or social characteristics of diverse peoples and their cultures	Students will score at or above the national mean on the CAAP Reading Test and subscores in Social Sciences--content area in history, political science, economics, anthropology, psychology, or sociology.				X		
5. Students will understand human behavior and/or the relationship between individuals and their societies through a social/behavioral science perspective	SLO 8. Students will demonstrate an understanding of the anthropological, economic, geographic, political, psychological, and/or social characteristics of diverse peoples and their cultures	Students will score at or above the national mean on the CAAP Reading Test and subscores in Social Sciences--content area in history, political science, economics, anthropology, psychology, or sociology.				X		
6. Students will explore and value aesthetic creation and form as an essential means of conceiving and expressing the human	SLO 9. Students will demonstrate an understanding of the creative process and its relation to the history of art.	Students will score at or above the national mean on the CAAP Reading Test and subscores in Arts/Literature--content area in art, music, philosophy, theater, architecture, or dance.				X		

experience through the fine arts				
		At least 75% of students will answer embedded exam questions correctly. Art 105 (Survey of World Art History I) and 106 (Survey of World Art History II)		X
	SLO 10. Students will place musical pieces and compositions in correct historical context.	Students will score at or above the national mean on the CAAP Reading Test and subscores in Arts/Literature--content area in art, music, philosophy, theater, architecture, or dance.	X	
		At least 75% of students will answer embedded exam questions correctly. Music 151 (Introduction to Music)		X

CAAP Results

ACT's Collegiate Assessment of Academic Proficiency (CAAP) was administered at Southeastern in February 2014 and will continue to be administered on a rotating schedule. The following five test modules were included: Critical Thinking, Mathematics, Reading, Science, and Writing Skills. The Writing Essay module was not included because Southeastern administers an English Proficiency test each semester to all students in the second level English course, Engl 102 Critical Reading and Writing. English Proficiency will be discussed below.

Students in 56 capstone classes or senior level seminar courses across all majors participated in the CAAP testing for a total of 794 students, 693 seniors and 101 juniors. Every effort was made to administer each module proportionally across colleges. The test was administered by the Director of Institutional Research.

As indicated at http://www.act.org/caap/about/modules.html, the modules of each test measure the following:

The CAAP Writing Skills Test measures students' understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style, The test consists of six prose passages, each of which is accompanied by a set of 12-multiple-choice test items. A range of passage types is used to provide a variety of rhetorical situations.

The CAAP Mathematics Test measures students' proficiency in mathematical reasoning. The test assesses students' proficiency in solving mathematical problems encountered in many postsecondary curricula. It emphasizes quantitative reasoning rather than the memorization of formulas.

The CAAP Science Test is designed to measure students' skills in scientific reasoning. The contents of the Science test are drawn from biological sciences (e.g., biology, botany, and zoology), chemistry, physics, and the physical sciences (e.g., geology, astronomy, and meteorology). The test emphasizes scientific reasoning skills rather than recall of scientific content or a high level of skill in mathematics or reading**.**

The CAAP Critical Thinking Test measures students' skills in clarifying, analyzing, evaluating, and extending arguments. An argument is defined as a sequence of statements that includes a claim that one of the statements, the conclusion, follows from the other statements. The Critical Thinking Test consists of four passages that are representative of the kinds of issues commonly encountered in a postsecondary curriculum.

The CAAP Reading Test measures reading comprehension as a combination of referring skills and reasoning skills. The Reading Test consists of four prose passages of about 900 words each that are representative of the level and kinds of writing commonly encountered in college curricula. The CAAP Reading test produces three scores:

- total Reading Test score
- Arts/Literature subscore
- Social Studies/Sciences subscore

Southeastern students performed at or above the national mean in all categories with the exception of Critical Thinking which was slightly below the national mean. The CAAP test was mapped to all general education competencies and 10 student learning outcomes. As stated above, the Writing Essay module was not included because Southeastern administers an English Proficiency test each semester to all students in the second level English course, Engl 102 Critical Reading and Writing. English Proficiency will be discussed below and is mapped to student learning outcome 3.

EXECUTIVE SUMMARY OF CAAP RESULTS

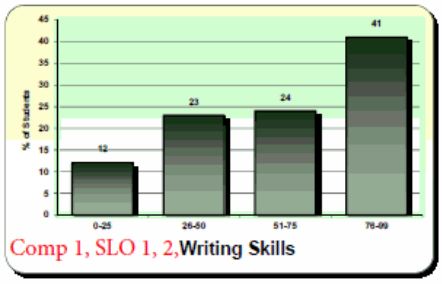
Southeastern Louisiana University

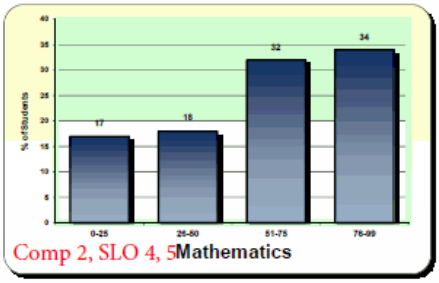
February 2014

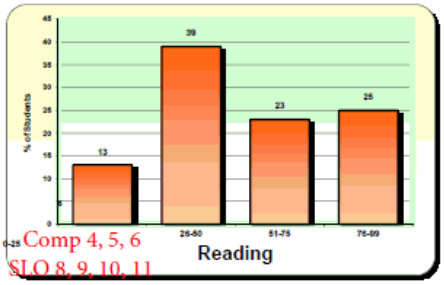
PERFORMANCE RESULTS

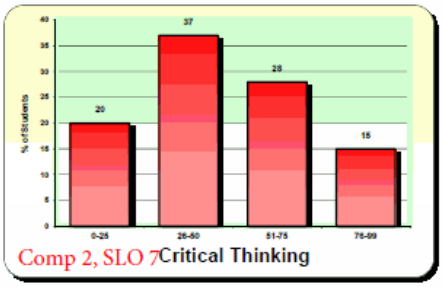
TESTS		LOCAL		NATIONAL		MOTIVATION %** (MEAN)			Percentile Rank, Students at or Below - See Charts Below			
	n-COUNT	MEAN	SD	MEAN*	SD	TRIED BEST	GAVE MODERATE	Did not Respond	0-25	26-50	51-75	76-99
Writing Skills	122	64.4	4.7	62.7	5.1	31% (65.7)	24% (64.9)	47% (63.3)	12	23	24	41
Mathematics	151	57.1	4.1	56.3	4.0	13% (60.2)	20% (58.4)	57% (56.3)	17	18	32	34
Reading	121	61.2	5.0	61.2	5.8	13% (63.5)	24% (63.0)	61% (60.2)	13	39	23	25
Critical Thinking	168	61.4	5.0	62.6	5.6	26% (63.2)	23% (62.2)	44% (60.8)	20	37	28	15
Science	143	61.2	3.7	60.3	4.8	27% (62.2)	33% (61.0)	30% (61.3)	11	26	34	29

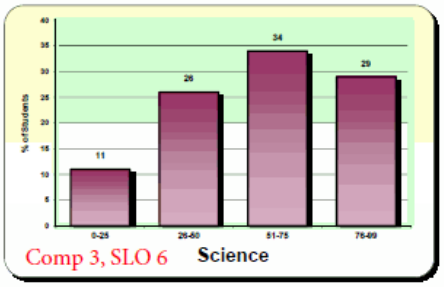
* Based on CAAP Norms, CAAP Tested Seniors **Based on those responding











Analysis of subscales in Writing Skills, Mathematics, and Reading revealed that Southeastern students performed at or above the national mean in all areas (see table below). Subscores in Usage/Mechanics were based on punctuation, grammar, and sentence structure items. Subscores in Rhetorical Skills based on organization, strategy, and style items. Subscores in Basic Algebra included test questions in prealgebra, elementary algebra, intermediate algebra, and coordinate geometry content areas. Subscores in College Algebra included test questions from the College Algebra and trigonometry content areas.

EXECUTIVE SUMMARY OF CAAP RESULTS

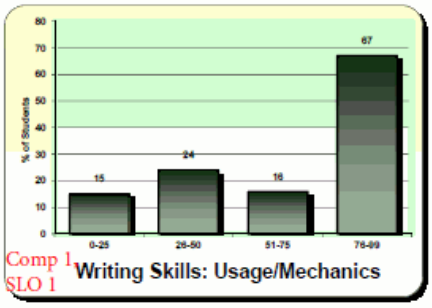
Southeastern Louisiana University

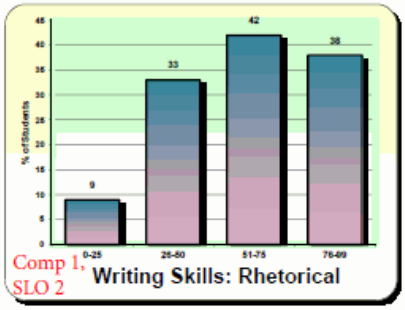
February 2014

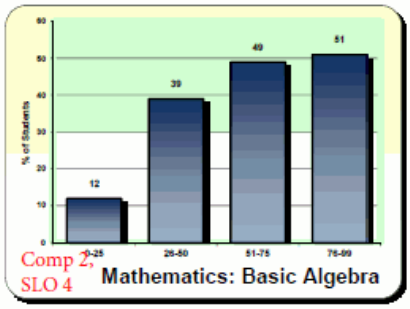
PERFORMANCE RESULTS

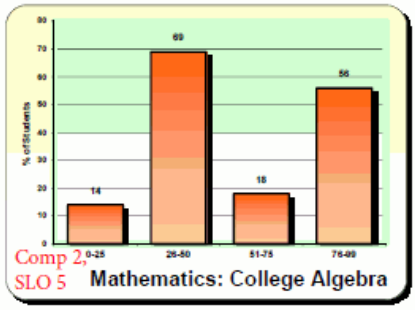
TESTS		LOCAL		NATIONAL		Percentile Rank, Students at or Below - See Charts Below			
	n-COUNT	MEAN	SD	MEAN*	SD	0-25	26-50	51-75	76-99
Writing Skills: Usage/Mechanics	122	17.2	2.2	16.5	2.5	15	24	16	67
Writing Skills: Rhetorical	122	17.2	2.4	16.4	2.7	9	33	42	38
Mathematics: Basic Algera	151	14.8	2.3	14.3	2.5	12	39	49	51
Mathematics: College Algebra	151	14.4	2.6	14.1	2.4	14	69	18	56
Reading: Arts/Literature	121	15.1	2.3	15.1	2.7	13	29	53	26
Reading: Social Sciences	121	16.0	2.9	15.9	2.8	25	34	35	37

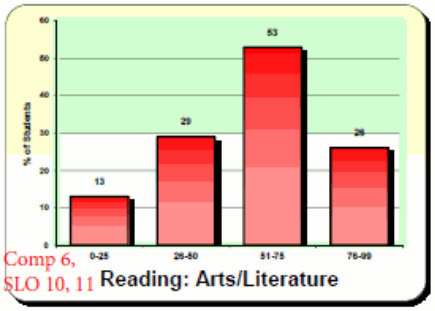
* Based on CAAP Norms, CAAP Tested Seniors **Based on those responding

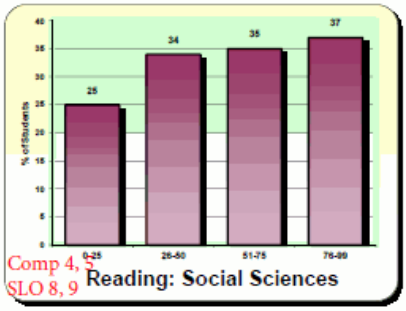












Course Embedded Assessment and Common Exams

1) English Writing Proficiency Exam Results (2012-2013 and 2013-2014)

Each semester faculty members University wide evaluate the writing proficiency of English 102 students with a portfolio assessment at the end of the term. This portfolio contains four pieces of writing as evidence of the student's ability -- a final exam, a literacy narrative, and two course papers involving research. These portfolios are assessed during finals week by teams of graders based on a rubric.

Four independent graders including English faculty and outside Department faculty assess each portfolio against four different types of writing in each portfolio. 1) In class writing with teacher's help. (2) Outside class writing without help. 3) Timed in class writing.

English Proficiency Exam Results

Fall 2012	**94% Success. 547 Portfolios Scored As Passing Out Of 580 Exams Taken.**
Spring 2013	92% success. 1201 portfolios scored as passing out of 1304 exams taken.
Fall 2013	93% success 574 portfolios scored as passing out of 617 exams taken
Spring 2014	93% success 1399 portfolios scored as passing out of 1511 exams taken

2) Embedded Test Question Results

a) Math 241 (Spring 2013)--maps onto Mathematics/Analytic Reasoning Competency

	UNACCEPTABLE	MEETS EXPECTATIONS
Data: The student accurately computes the mean, median, mode, and standard deviation for a set of data, and uses these measures to summarize the set. The student displays an understanding of how an inaccurately recorded data element, or an additional data element, affects these measures.	12	111 (90%)
Regression: The student analyzes a bivariate set of data graphically (scatter plot) and analytically (by computation of a correlation coefficient). The student accurately computes a regression equation and uses it to make predictions.	72	51 (41%)
Hypothesis testing: The student accurately states the null and alternative hypotheses, determines the appropriateness of a *z* or *t* test, and offers a reflection on the results of the hypothesis test relative to the stated level of significance.	81	42 (34%)

b) GBIO 106 (Spring 2013)--maps onto Natural Sciences competency

Given a scenario describing a experiment with carbon air purifiers in five room compared to no purifiers in five rooms, and given the data in the table below, students determined independent and dependent variables, control, best null hypothesis, and chose the best recommendation regarding the purchase of air purifiers.

Biology Classrooms	Amount Of Dust Collected From Surfaces
Block A [Rooms with Hepa filters]	6.02 gms
Block B [Rooms with Carbon air filters]	11.6 gms
Block C [Rooms with no air filters]	12.4 gms

Assement Results For GBIO 106-Spring 2013			
Semester	Correct Response	Number of Responses	% correct
Question 1	208	304	68.4
Question 2	217	304	71.4
Question 3	210	304	69.1
Question 4	129	304	42.4
Question 5	259	304	85.2

c) ESSC 101 and 102 (Fall 2012 and Spring 2013)--maps onto Natural Sciences competency

Embedded questions on final exam

ESSC 101			
Semester	Correct Response	Number of Responses	% correct
Fall 2012	373	485	76.9
Spring 2013	702	971	72.3

ESSC 102			
Semester	Correct Response	Number of Responses	% correct
Fall 2012	202	274	73.7
Spring 2013	376	542	69.4

Conclusion: Southeastern identifies college-level general education competencies and the extent to which students have attained them.

Sources

- BoR Policy 2.16
- CAAP modules page
- Freshman English Grading Rubric
- nsse2012_time
- screen capture CAAP

3.5.2

Educational Programs: Undergraduate:Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (*See the Commission policy "Collaborative Academic Arrangements."*)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

For all baccalaureate and associate degrees awarded, Southeastern Louisiana University requires students to complete at least one-half of the hours required in the major field or fields and at least 25% of credit hours required for the degree be completed in residence. Southeastern makes no exception to this policy and stringently reviews student transcripts to guarantee compliance prior to graduation.

Graduation requirements are delineated for students and academic advisors in the 2013-2014 General Catalogue while graduation procedures are explained on the website of the Office of Records and Registration. To ensure compliance with University graduation requirements, all student applications are triple checked for completeness and adherence to policy. The process is initiated when a candidate enters the term they wish to graduate into the student's "Self-Service" system. The student then appears in departmental and dean queries that are run throughout the semester to check for potential graduates. Once completed, the graduation application is forwarded to the candidate's dean, who then verifies the information and adherence to policy. Finally, the application is sent to the Office of Records and Registration for final review and checkout. The application also includes a space to verify that at least one-half of the major courses were taken at Southeastern. During this process, candidates for graduation are notified of deficiencies that need to be corrected prior to graduation approval.

Students have the ability to run a "degree audit" on their academic work at any time during their academic career. Details are included within that report as to requirements that the student has not fulfilled including a section that indicates whether or not the student has met the 25% requirement. Examples include a student that has met the requirement and a student that has not met the requirement. Official transcripts for students, both with and without transfer work, include the name of the institution and the number of hours of transfer course work. However, an unofficial transcript, that student have the ability to print, has a listing of all transfer courses taken as well as the name of institution the course was taken. These transcripts and degree audits demonstrate that the University ensures that students with transfer credit have earned at least 25% of the hours required for their degree at Southeastern.

In conclusion, Southeastern clearly informs students of and strongly enforces its minimum residency requirement which states that students must take at least 25% of the credit hours required by their degree at the institution.

Sources

- 2013-2014 General Catalogue_Graduation Requirements (Page 22)
- Example_degree audit report not satisfied (Page 6)
- Example_degree audit report satisfied (Page 7)
- Official transcript with transfer credit
- Screenshot of Records and Registration Graduation Application Process
- Screenshot of Self-Service System
- Unofficial transcript with transfer credit

3.5.3

Educational Programs: Undergraduate:Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (*See the Commission policy "The Quality and Integrity of Undergraduate Degrees."*)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Publication of Undergraduate Requirements

Southeastern publishes general education and undergraduate degree requirements in its General Catalogue, which is available on the University website. General Education Requirements appear in a special section of the catalogue with degree requirements for a particular degree located in the appropriate college and department sections (for example, see General Studies Degree Program). In addition, the Degree Programs website lists degrees alphabetically and links each degree to a summary sheet which provides an overview, program highlights, general requirements and career information for the degree program (for example, see Bachelor of Science in Finance). Many of these summary sheets provide direct links to a curriculum sheet that mirrors the degree requirements indicated in the General Catalogue (Curriculum in Finance provided as an example).

Undergraduate curricula at Southeastern consist of a coherent course of study providing for breadth of knowledge and skills through its required General Education requirements and a level of depth in a given field through its major course requirements. As indicated in the 2014-2015 General Catalogue, Southeastern's General Education requirements are consistent with those mandated by the Louisiana Board of Regents (see Statewide General Education Requirements) and include the following minimum requirements:

English Composition	6 hours and demonstrated proficiency
Mathematics/Analytical Reasoning	6 hours
Natural Science	9 hours, to include a two-course sequence in biological or physical science with the remaining three in the area not covered by the sequence
Fine Arts	3 hours of Music or Visual Arts or Dance or Theatre
Humanities	9 hours to include 3 hours of Literature, 3 hours of History, and 3 hours Foreign Language above the introductory level or Philosophy or Speech Communication
Social/Behavioral Sciences	6 hours Anthropology or Political Science or Economics or Geography or Psychology or Sociology or Criminal Justice

More information on Southeastern's General Education requirements is provided in CS 2.7.3.

A review of Southeastern's General Catalogue documents that requirements are published and clearly articulated for all undergraduate degree programs (see the 2014-2015 General Catalogue, pp. 176-338 --curricula are organized by college, beginning with the College of Arts, Humanities and Social Sciences).

As the primary source of information for students, information on the University website and in the General Catalogue must be accurate and up to date. Southeastern's Web Policy helps ensure that information on the web is accurate by requiring all units to identify a content contributor who is responsible for publishing information to the website. The unit head and the unit's content contributor review the information on the website regularly to insure that information published to the website is accurate and current. The policy recommends that units review and update their Web sites at least once per semester, and more often, if the unit sponsors events and/or provides information that references a specific date. The Web CMS (Content Management System) Coordinator works with units to ensure that content on web pages is accurate and current.

Complementing the Web Policy is the annual review process for the General Catalogue. Each section of the University Catalogue is reviewed by its respective unit. Prompted by an email that contains a copy of the unit's information from the previous year, the unit heads are given the opportunity to edit and/or update the catalogue information. The units maintain the processes that ensure the information pertaining to that unit is relevant and accurate. The approval of changes follows a chain of command and ends with the Assistant Vice President for Academic Programs.

Undergraduate Requirements Comply with Commonly Accepted Standards and Practices

Rigorous program review and approval processes help ensure that Southeastern's undergraduate degree programs embody a coherent course of study reflective of the mission and conform to commonly accepted standards and practices for degree programs. Each of Southeastern's degree programs are subjected to internal program approval and review processes, as well as external approval from the Louisiana Board of Regents.

The curricula for new degree programs are initiated and developed by faculty with expertise relevant to the program being proposed. Prior to submitting a full proposal for a new degree program, the Louisiana Board of Regents requires a Letter of Intent for Projected New Academic Programs (Academic Affairs Policy 2.04) that is first approved by the University's Chief Academic Officer (at Southeastern this is the Provost), the University President and the appropriate management board (for Southeastern this is the University of Louisiana Board of Supervisors). Once a Letter of Intent to develop a new degree program is approved at the campus and management board levels, the Louisiana Board of Regents staff circulates it to the Statewide Council of Chief Academic Officers for review and comment. The Chief Academic Officers provide feedback on program concepts, support, specific challenges and duplication, thus serving as a preliminary academic review to help ensure the program follows good practices in higher education.

Once a Letter of Intent to develop a new degree program is approved by the Louisiana Board of Regents, the relevant faculty, department head, and dean work on the proposal using the Board of Regents Guidelines for the Proposal of a New Academic Program (Academic Affairs Policy 2.05) with the responsibility for curriculum development being that of the faculty. The proposal is then submitted to the Provost for further review; once approved by the Provost, it is submitted to the University President and Provost and Executive Vice President of the University of Louisiana System for review. Once the parties involved thus far agree on any changes to the proposal, the final proposal is submitted to the University of Louisiana Board of Supervisors (i.e., the management board) for consideration. Once approved by the management board, the University of Louisiana System office staff submits the proposal to the Louisiana Board of Regents office. After approval by the Louisiana Board of Regents, the

new degree program undergoes Southeastern's internal curriculum review process.

As described in Southeastern's Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposals are detailed on the appropriate curriculum request forms which include (as applicable) items such as course prerequisites, course descriptions, course outline, course objectives, course evaluation method, and course bibliography. Completed proposals are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council . The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. Once all Board and campus approvals for a new degree program are obtained, a substantive change proposal is submitted to SACSCOC.

Additional validation that requirements for undergraduate programs conform to commonly accepted standards is provided by discipline-specific accreditations. The Louisiana Board of Regents (Academic Affairs Policy 2.13) classifies the accreditation status of all academic degree programs as Mandatory, Recommended, Optional, or Not Applicable. Mandatory programs are those that require students to be licensed for employment; that prepare students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession; that require accreditation for students to be admitted to a more advanced degree program; or that that are deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to the state and/or because accreditation is important for national credibility and recognition. At Southeastern, 100% of programs classified as Mandatory are externally accredited and in good standing. Southeastern is a member of and is fully accredited by 13 program-specific agencies (see table below), including those recognized by the U.S. Department of Education as indicated in CS 3.13.1.

Accrediting Agency	Program	Date Of Last Review
Accreditation Board for Engineering & Technology	B.S. in Computer Science B.S. in Information Technology B.S. in Occupational Safety, Health, and Environment	2013 2013 2011
American Association of Family & Consumer Sciences	B.S. in Family & Consumer Sciences	2014
American Chemical Society	B.S. in Chemistry	2010
Association to Advance Collegiate Schools of Business	B.S. in Accounting B.B.A. in Business Administration B.S. in Finance B.A. in Marketing B.A. in Management B.S. in Supply Chain Management M.B.A.	2012
Commission on Collegiate Nursing Education	B.S. in Nursing M.S.N. D.N.P.	2012 2013 2013
Council for Accreditation of Counseling & Related Educational Programs	M.Ed. in Counselor Education	2013
Council on Academic Accreditation in Audiology & Speech-Language Pathology	M.S. in Communication Sciences & Disorders	2006
Council on Social Work Education	B.A. in Social Work	2012
Association of Technology, Management, & Applied Engineering	A.A.S. & B.S. in Industrial Technology	2013
National Association of Schools of Music	B.M. & M.M. in Music	2013
National Council for Accreditation of Teacher Education	Ed.D. in Educational Leadership MAT Special Education - Early Intervention Birth-5 MAT Elementary Education Grades 1-5 M.Ed. in Curriculum & Instruction M.Ed. in Educational Leadership M.Ed. in Educational Leadership Technology (*program discontinued 2014*) M.Ed. in Counselor Education M.Ed. in Special Education B.A. English Education Grades 6-12 B.A. Social Studies Education Grades 6-12 B.S. Early Childhood Education Grades PK-3 B.S. in Elementary Education Grades 1-5 B.S. in Elementary Education & Special Education Mild/Mod Grades 1-5 B.S. in Middle School Education & Special Education Mild/Mod Grades 4-8 B.S. in Middle School Education Grades 4-8 B.S. in Health & Physical Education K-12	2008
National Association of Schools of Art & Design	B.A. Art	2008
Commission on Accreditation of Athletic Training Education	B.S. Athletic Training	2009

Conclusion

Southeastern clearly defines and publishes its undergraduate requirements for both general education and degree programs. Internal and external curricula and program review processes help ensure these requirements conform to commonly accepted standards and practices for degree programs.

Sources

- 2014_2015_catalogue_Degree requirements by College
- 2014_2015_catalogue_Gen Ed
- 2014_2015_catalogue_General Studies Degree
- AA_2.16_Statewide_GenEd_Req-Attch
- AA-Policy-2-13-Accrediting-Bodies
- ACADEMIC AFFAIRS POLICY 2_04 Letter of Intent
- Assistant Vice President for Academic Programs_Duties
- Bachelor of Science in Finance
- Curriculum in Finance
- EMail Request - Catalogue Updates
- Guidelines for Curriculum Revision_2013
- Guidelines for New Academic Program_AA Policy 2_05
- Screenshot of Degree Program Website
- Web_Policy

3.5.4

Educational Programs: Undergraduate:Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The percentage of course hours in each major at the baccalaureate level taught by faculty with a terminal degree or terminal-equivalent degree at Southeastern in academic year 2013-2014 is above 25% for all programs with the exception of the BS in Radiologic Sciences (< 25% in fall, 2013 only), which was discontinued effective fall, 2014.

Table 3.5.4-1 depicts the number and percent of Student Credit Hours taught by terminal degree faculty and by non-terminal degree faculty in each baccalaureate program in 2013-2014.

Table 3.5.4-2 depicts the number and percent of Student Credit Hours taught by terminal degree faculty, non-terminal degree faculty, and total number of student credit hours required in each baccalaureate program in 2013-2014.

A list of faculty with appropriate terminal degrees is also provided, and all faculty transcripts are included in the documentation of CS 3.7.1.

Sources

- List of Faculty with Appropriate Terminal Degrees
- SCHs and Terminal Degrees
- Terminal Degrees of Faculty 1

3.6.1

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern offers nineteen master's programs and two doctoral programs, and in each instance the graduate curriculum are progressively more demanding than the associated undergraduate program in their intellectual requirements, with particular emphasis on research and analysis. Graduate students must master their discipline's subject matter, literature, methodologies, and demonstrate that mastery through critical thinking and writing.

The Comprehensive Standard 3.6.1 Post-Baccalaureate Program Rigor template provides a comprehensive list of each graduate program at the master's and doctoral level along with the corresponding program (if applicable) at the lower level. The purpose and academic goals of each program as indicated in the Fall 2013 Institutional Effectiveness Reports (see CS 3.3.1.1) are provided to document that graduate programs are more advanced in relation to content and expected outcomes than the undergraduate (or graduate) programs that would normally serve as prerequisites for admission. While all programs are included in the template, three of these programs are summarized below as examples.

Bachelor of Arts in English The BA in English emphasizes knowledge of major literary works representing diverse historical cultural contexts, as well as skills in reading, analyzing, and interpreting texts from a variety of theoretical viewpoints.	**Master of Arts in English** The MA in English provides advanced study in critical and scholarly approaches to literature and writing, offering intensive study in Literary Studies, Creative Writing, Language and Literacy, and Professional Writing.
Bachelor of Science in Communication Science & Disorders The mission of the Bachelor of Science program in Communication Sciences and Disorders is to provide students with an excellent academic and clinical education in normal and disordered communication. Students engage in independent and cooperative learning and demonstrate problem-solving in simulated and real clinical situations. Students learn the importance of evidence-based ethical practice and are encouraged to participate in professional activities. Graduates have the knowledge and skills to practice as speech-language pathology assistants and to continue in graduate education.	**Master of Science in Communication Science & Disorders** The mission of the Master of Science program in Communication Sciences and Disorders is to train students to be knowledgeable, skilled, and ethical speech-language pathologists; to conduct and evaluate evidence-based research; and to appreciate life-long learning in the areas of normal, different and disordered communication across the life-span and among cultures.
Bachelor of Science in Biology The overall educational objective of the Biological Sciences Undergraduate Program is to provide students with a conceptual foundation in biology and a skill base necessary to build successful careers in industry or business or to succeed in graduate school or professional school.	**Master of Science in Biology** The overall educational objective of the Biological Sciences Masters program is to provide graduate students with the knowledge and training necessary to pursue advanced graduate education, professional studies, or employment in a scientifically related field.

In addition to the information provided on the template, a comparison of selected course syllabi and a review of the processes for curriculum review and graduate faculty credentials provides further evidence that Southeastern's graduate programs are progressively more advanced in academic content than its undergraduate programs.

Comparison of Course Syllabi

The syllabi of the courses that compose Southeastern's graduate degree programs provide evidence that these programs are progressively more advanced in academic content than the University's undergraduate programs. Graduate courses require higher degrees of research, writing, and independent learning than do undergraduate programs.The following syllabi provide examples of the increasing rigor of graduate programs. The first example is from the College of Nursing and Health Sciences and compares Nursing 378, Research in Nursing and Nursing 502/602, Generating Evidence for Nursing Practice. As documented by the course syllabi, an examination of the course objectives clearly illustrates the distinction between the master's level course and its undergraduate counterpart and shows the progressively advanced nature of these classes.

- Nursing 378, Research in Nursing. Focuses on fundamental concepts and processes of nursing research. Emphasizes nursing research as a basis for evidence-based practice. Students will examine major steps in the research process, formulate research questions relevant to clinical nursing practice, and critique nursing research reports.

  Upon completion of NURS 378, the student will:
  a. value the contributions of past and current nursing research to nursing practice;
  b. examine principles of ethics in nursing research;
  c. examine the steps of the research process;
  d. formulate research questions relevant to clinical nursing practice; and
  e. critique nursing research reports for their implications for practice.

- Nursing 502/602, Generating Evidence for Nursing Practice. Presents the logic, methods, and techniques of scientific research, using an evidence-based approach. Emphasis will be placed on critical appraisal of existing evidence, design decisions, psychometrics and appropriate statistical analyses. Students will design a research proposal applicable to nursing practice.

  Upon completion of the course the student will:
  a. Analyze the interrelationships among the research process, evidence based practice, and quality improvement.
  b. Use ethical guidelines and federal regulations to protect human participants in the process of scholarly inquiry.
  c. Demonstrate use of evidence-based processes to investigate a healthcare delivery issue.
  d. Evaluate outcome data using current technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.

The following example from the College of Education compares a master's level research course with one of the courses in the 15-hour research core for the Doctor of Educational Leadership doctoral course. An examination of the course description and objectives as documented by the course syllabi illustrates the increasing rigor of graduate programs.

- EDF 600, Educational Research. Principles and procedures in the scientific study of educational problems. Examination of principal research methods, survey of significant research studies, and application of research principles.

  Course Objectives are as follows.
  a. Identify and discuss the main types of research (e.g., descriptive, correlational, experimental, quasi-experimental, ex post facto, single-subject, and qualitative).
  b. Utilize preliminary, primary, and secondary sources of research information.
  c. Define terminology associated with research.
  d. Construct a problem statement, null hypothesis, and research hypotheses.
  e. Describe research techniques related to sampling, instrumentation, research design, and statistical analysis.
  f. Evaluate a research report.
  g. Plan a simple research project and write a proposal in APA format.

- EDF 803 Qualitative Methods. Students in this course will discuss future trends, issues, and problems in academic educational systems. Students will understand and develop a qualitative research design. Their focus will be to identify potential problems in and solutions and to develop useful and relevant theory in qualitative research.

  Course objectives are as follows.
  a. The student will explore the field of qualitative research to form an in-depth conceptualization of qualitative research.
  b. The student will compare and contrast qualitative and quantitative methodology in terms of historical perspectives, futuristic assumptions, and applications.
  c. The student will critique and evaluate examples of qualitative research to be able to explore the diverse nature of qualitative research.
  e. The student will analyze the various aspects of a qualitative research design, e.g., ethnography, field methods, participant observation, case study, interviewing, and reflexivity.
  f. The student will synthesize all qualitative research processes that are relevant to the student's possible choice of study for a dissertation topic.

Combined Courses for Undergraduate and Graduate Students

The accelerated nature of graduate-level courses is readily apparent in courses that combine the instruction of undergraduate and graduate students, as stated in the "Combined Courses" paragraph of the Graduate Studies section of Southeastern's General Catalogue states:

> *Courses combining instruction of undergraduate and graduate students clearly differentiate the course requirements for both groups and require the graduate students to perform work at a substantially higher level of complexity and maturity.*

While undergraduate and graduate courses do meet in the same classroom and typically have the same basic assignments, students electing to take the course at the graduate level usually have one or more additional assignments that require independent learning. Examples of this can be seen in the syllabi below.

- The syllabus for English 458/558, Major British Authors (The Brontës) clearly differentiates the requirements for the assignment on class reports.

  Graduate students, for their class reports, are assigned specific critical topics, as listed in the syllabus. These presentations should instruct the class in a critical methodology (author-centered criticism) based on sources advised by the instructor. Handouts and/or Powerpoint presentations should schematize the critic's argument, so that the class is able to make ongoing use of the method. Graduate students should connect their research projects with these presentations.

  Undergraduate class reports will be group presentations in the final week of classes. The form of these presentations will be tied to the class wiki and to students' individual choices of research topics. We will define these group topics over time.

- The syllabus for Education 428/528, provides a distinction between graduate and undergraduate requirements on each individual assignment. As stated on the syllabus, "EDUC 428 Only: Modifications for undergrads are written at the bottom of each assignment. EDUC 528 students will do all parts of the assignment except for the 428 modifications." For example, on the assignment regarding ELL Research on Learning Strategies & SIOP, requirements were stated as follows.

  2. In your own words, write a Research Summary Report (2-3 pages) summarizing and critiquing the studies on at least 4 instructional strategies and their use with ELL learners.

  EDUC 428 modification for component b2: Your may choose to do only three strategies. Your paper should be at least 1.5-2 pages.

- On the syllabus for CJ/SOC 440/540 JUVENILE DELINQUENCY, graduate students are required to submit an additional paper.

  Students enrolled in CJ/SOC 540 are required to complete an additional 10-15 page paper on any mutually agreed upon topic relevant to juvenile delinquency. Please discuss possible topics with me in advance.

- In the College of Business' Advanced Tax Accounting course (Accounting 442/552) a separate syllabus is provided for graduate and undergraduate students. A comparison of the Exams and Grading Procedures section on the course syllabi reveals a different requirement and different weights on the assignments for the graduate students. While all students take three exams and complete two tax form assignments, the graduate students have an additional requirement.

Graduate Faculty

Essential to the delivery of rigorous graduate programs is ensuring the quality of the faculty who are responsible for those programs. To teach

graduate level courses, faculty must achieve graduate faculty status, which requires the appropriate graduate degree, an ongoing record of scholarly productivity and/or other qualifications, and the approval of the department, the Graduate Council, and the academic dean.

As outlined in the Faculty Handbook, the faculty member desiring graduate status initiates the nomination in his/her academic department with an application submitted to the department head. The department head routes the application packet through an approved departmental recommendation process, as determined collaboratively by the faculty and department head (e.g., faculty committee and department head review and recommendation process; department head review and recommendation process). Recommendations must be based on written department guidelines regarding expected requirements for appointment and maintenance of Graduate Faculty status at the various levels of appointment. These guidelines must be agreed upon by a majority of the faculty in the department who are eligible for Graduate Faculty status, the department head, and the dean of the college; reviewed by the Graduate Council; and approved by the academic dean.

If the application is recommended for approval at the departmental level, the department head submits under his/her signature the nomination along with application packet to the Graduate Council. Upon recommended approval by the Graduate Council, the application packet is forwarded to the academic dean for approval. The final decision to grant Graduate Faculty status will reside with the academic dean, whose decision will be based on the relevant department and college guidelines.

Appointments may be made as Associate, Full or Time-Limited Graduate Faculty. Upon completion of a Graduate Faculty term (5 years for associate and full membership; 3 years for time-limited membership), a faculty member's status may be reviewed for reappointment to the Graduate Faculty, in accordance with the relevant approved department and college guidelines.

Graduate Program Approval and Review Process

Rigorous program review and approval processes help ensure that Southeastern's graduate degree programs embody a coherent course of study reflective of the mission and conform to commonly accepted standards and practices for degree programs. Each of Southeastern's degree programs are subjected to internal program approval and review processes, as well as external approval from the Louisiana Board of Regents.

The curricula for new degree programs are initiated and developed by faculty with expertise relevant to the program being proposed. Prior to submitting a full proposal for a new degree program, the Louisiana Board of Regents requires a Letter of Intent for Projected New Academic Programs (Academic Affairs Policy 2.04) that is first approved by the University's Chief Academic Officer (at Southeastern this is the Provost), the University President and the appropriate management board (for Southeastern this is the University of Louisiana Board of Supervisors). Once a Letter of Intent to develop a new degree program is approved at the campus and management board levels, the Louisiana Board of Regents staff circulates it to the Statewide Council of Chief Academic Officers for review and comment. The Chief Academic Officers provide feedback on program concepts, support, specific challenges and duplication, thus serving as a preliminary academic review to help ensure the program follows good practices in higher education.

Once a Letter of Intent to develop a new degree program is approved by the Louisiana Board of Regents, the relevant faculty, department head, and dean work on the proposal using the Board of Regents Guidelines for the Proposal of a New Academic Program (Academic Affairs Policy 2.05) with the responsibility for curriculum development being that of the faculty. The proposal is then submitted to the Provost for further review; once approved by the Provost, it is submitted to the University President and Provost and Executive Vice President of the University of Louisiana System for review. Once the parties involved thus far agree on any changes to the proposal, the final proposal is submitted to the University of Louisiana Board of Supervisors (i.e., the management board) for consideration. Once approved by the management board, the University of Louisiana System office staff submits the proposal to the Louisiana Board of Regents office. In accordance with Louisiana Board of Regents Academic Affairs Policy 2.05 (Proposals for New Academic Programs/Units), "proposals for graduate-level programs and for highly technical and/or selective baccalaureates require review by external consultants" prior to consideration by the Board of Regents. All proposals for new degree programs submitted to the Board of Regents are considered using the Guidelines for Academic Program Evaluation (for Program Evaluators). After approval by the Louisiana Board of Regents, the new degree program undergoes Southeastern's internal curriculum review process.

As described in Southeastern's Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposals are detailed on the appropriate curriculum request forms which include (as applicable) items such as course prerequisites, course descriptions, course outline, course objectives, course evaluation method, and course bibliography. Completed proposals are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal involving graduate curricula is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council, and the Council for Teacher Education (if necessary). The Graduate Council carefully reviews the curriculum proposal for new or changes to existing curriculum, to ensure that content and requirements of all graduate-level courses are academically more advanced in content. Once approved by these committees, the request is submitted to the University Curriculum Council. The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. Once all Board and campus approvals for a new degree program are obtained, a substantive change proposal is submitted to SACSCOC.

Once approved, graduate programs maintain high standards for initial admission into the programs, progression through the programs, and completing requirements for the degree. This is evidenced by the fact that all graduate programs eligible for accreditation have received national accreditation from their respective agencies.

Publications Reflect Advancement in Content and Differentiate Between Undergraduate and Graduate Programs

As described in CS 3.5.3 and CS 3.6.4, Southeastern publishes requirements for undergraduate and graduate degree programs in the General Catalogue, which is available on the University website. A review of the degree programs and individual course descriptions presented in the catalogue provides evidence of a progressively complex and rigorous curricula, including foundation courses that must be taken prior to more advanced courses. For example, requirements for the Doctor of Education in Educational Leadership include a Research Core of 15 credit hours. Courses in the core are as follows.

EDF 800: Introduction to Doctoral Program and Research Design
EDF 801: Writing for Research
EDF 802: Quantitative Methods
EDF 803: Qualitative Methods
EDL 880: Research Practicum

As evidenced by the course descriptions (for example, see EDF 801 and EDF 802), the EDF 800 course serves as the foundation for the others and is a required prerequisite.

The Department of Biological Sciences offers a course in biostatistics at both the baccalaureate and master's levels. The baccalaureate course, GBIO 377 serves as a prerequisite for the graduate course, GBIO 610 Advanced Biostatistics. As evidenced by the course description in the General Catologue, the graduate course demands greater analytical skills, technical expertise and research capabilities.

- GBIO 377 Applied Biostatistics. Credit 4 hours. Prerequisite: Mathematics 161 or consent of the Department Head. Basic concepts of biostatistics and sampling strategy; measures of central tendency and dispersion; Z, t, chi-square, and F distributions; test of hypothesis, error rates, and maximizing poser; analysis of variance and regression. Strong emphasis on, and many examples of, field and laboratory oriented biological research problems. Three hours of lecture and two hours of laboratory per week.\
- GBIO 611 Advanced Biostatistics. Credit 4 hours. Prerequisites; GBIO 377 or 610 or permission of the Department Head. An advanced course in biostatistics that applies concepts, terminology, and notation from basic methods course(s) to advanced statistical techniques. Students will learn the major applications of experimental design, treatment arrangements analysis of covariance multiple regression, factor analysis, discriminate analysis, cluster analysis, and system modeling. Additional concepts will be developed such as blocking, covariables, nesting, pseudoreplication, confounding, repeated measures, types of sums of squares, and optimization. Three hours of lecture and two hours of laboratory per week.

Numbering of courses in the Catalogue serves as a quick reference for distinguishing overall progression and another source of differentiation between undergraduate and graduate courses. The numbering system is described in the Course Descriptions section of 2014-2015 General Catalogue.

> Courses numbered 0 to 99 are developmental and credits earned may not be used to satisfy degree requirements. Courses numbered 100 to 199 are primarily for freshmen, 200 to 299 are primarily for sophomores, and 300 to 499 are primarily for juniors and seniors. Graduate credit is awarded for courses numbered 500, 600 and 700. Listing a 300 or 400 level course along with a companion 500 number indicates that undergraduate students register for the lower number and graduate students register for the upper number. Courses numbered 600 and 700 are open to graduate students only. Bracketed [ ] numbers indicate a previous identification of a course. Curricula are arranged so that students are to register for appropriate level courses each year. An H after a course number in this Catalogue (e.g., English 121H, History 102H) designates an Honors course.

In addition to the Catalogue, the Degree Programs website lists degrees alphabetically and links each degree to a summary sheet which provides an overview, program highlights, general requirements and career information for the degree program (for example, see Master of Science in Biology). Many of these summary sheets provide direct links to a website with details of program requirements (Master of Science in Biology is provided as an example). A comparison of purpose statements on the summary sheets shows a clear distinction between undergraduate and graduate programs. For example, the purpose statements from an undergraduate and graduate program in sociology and in business administration serve as examples. Click the title of the degree to document online publication of the purpose statement.

Bachelor of Business Administration in Business Administration The purpose of the Business Administration curriculum is to provide students with the opportunity to acquire the required knowledge base and develop competencies in business communication, technology, and critical thinking to pursue successful careers in industry or to succeed in graduate school.	**Master of Business Administration in Business Administration** The purpose of the Master of Business Administration curriculum is to prepare students to assume positions of leadership and responsibility in administrative positions in a globally competitive marketplace. The curriculum is designed to enhance the skills, knowledge, and analytical ability of the MBA students.
Bachelor of Arts in Sociology The sociology undergraduate program at Southeastern prepares students to meaningfully contribute to our world by engaging them in a sociological perspective that enables them to understand an array of societal challenges and develop innovative opportunities and solutions to lead the educational, economic, and cultural development of Southeast Louisiana and the world. Through internship opportunities, speaker events and workshops, study abroad programs, undergraduate research opportunities and student organizations, our program prepares students for leadership positions in diverse professions and for advanced studies in sociology, social sciences, law, and related disciplines.	**Master of Science in Applied Sociology** The Master of Science in Applied Sociology program at Southeastern provides students with the ability to research, analyze and develop strategies to promote the effective and efficient functioning of community institutions, organizations and groups of individuals. Through academically rigorous coursework, graduate research, student internship, and study-abroad opportunities, this program prepares students for careers as administrators, researchers in public or private agencies, or for doctoral studies in sociology and related disciplines.

Conclusion

A review of course syllabi, the curriculum approval process and the graduate faculty credentials process provide documentation that graduate programs at Southeastern are progressively more advanced in academic content than undergraduate programs.

Sources

- 2014_2015_Catalogue_Combined Courses
- 2014_2015_Catalogue_Course Numbering
- 2014_2015_Catalogue_EdD_Research Core
- 2014_2015_Catalogue_EDF800_801_802
- 2014_2015_catalogue_GBIO 377
- 2014_2015_catalogue_GBIO 611
- ACADEMIC AFFAIRS POLICY 2_04 Letter of Intent
- ACADEMIC AFFAIRS POLICY 205
- ACCT 442 Syllabus (Page 4)
- ACCT 542 Syllabus (Page 4)
- Combined Course_EDUC428-528 Syllabus (Page 6)

- Combined Course_EDUC428-528 Syllabus (Page 9)
- Combined Course_440_540_CJ (Page 2)
- Combined Course_English_458_558 Syllabus (Page 2)
- Comprehensive Standard 3 6 1 Template
- EDF 600 Syllabus
- EDF 803 Syllabus
- Faculty Handbook_graduate_faculty
- Graduate Degree Programs_MS in Biological Sciences
- Graduate Faculty Request
- Guidelines for Program Evaluators_Board of Regents
- Guidelines for Curriculum Revision_2013
- Guidelines for New Academic Program_AA Policy 2_05
- Nursing 378 Syllabus
- Nursing 602 Syllabus
- Screenshot of Bachelor of Arts in Sociology Mission_Purpose
- Screenshot of Master of Science in Applied Sociology Mission_Purpose
- Screenshot of Program Website for Business Administration_Purpose
- Screenshot of Program Website for MBA_Purpose
- Screenshot of the Master of Science in Biology

3.6.2

Educational Programs: Graduate/Post-Baccalaureate:Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

All curriculum at Southeastern is driven by the University's *Vision 2017* Strategic Plan which outlines strategic priorities for mission accomplishment.

> Strategic Priority 1. To engage a diverse population of learners with powerful experiences.
> Goal 1.1 The University will provide relevant curricula, emphasizing scholarship and an innovative, engaging pedagogy that creates an intellectually stimulating environment.
> Goal 1.8 The University will offer undergraduate and graduate degree programs and post-degree certificate programs to meet regional needs.

For graduate curricula, alignment with Goals 1.1 and 1.8 is clearly evident in the Initial Statement of Purpose for graduate studies found in the General Catalogue.

> Graduate Studies promotes the professional competency of persons in schools, industry, and business, and prepares individuals to pursue further graduate education. Graduate degree programs are offered in the Colleges of Arts, Humanities, and Social Sciences, Business, Education, Nursing and Health Sciences, and Science and Technology. Graduate Studies provides opportunities for students to:
>
> 1. Develop methods of scholarly research.
> 2. Improve competency in certain areas of specialization.
> 3. Develop a broader understanding of human knowledge.
> 4. Provide professional services and leadership for communities, school systems, and other organizations.
> 5. Prepare for advanced graduate studies.

Aligned with this purpose, each of Southeastern's 21 graduate programs (19 master's and two doctoral) is developed and proposed under a rigorous system of review and approval as described in CS 3.6.1. Included in the curricula are requirements to promote knowledge of the literature of the discipline and to ensure ongoing research and/or professional practice and training experiences as evidenced by a perusal of degree requirements in the General Catalogue (see Table 1 below for links to degree requirements for each program). Presented here are examples to show ways in which students meet these requirements. Examples reflect graduate programs in all five academic colleges.

Examples of Compliance

Master of Arts in Psychology in the College of Arts, Humanities and Social Sciences

Literature in the Discipline. Requirements for students seeking the Master of Arts in Psychology (both thesis and non-thesis students) include Physiological Psychology (PSYC 613) and Social Psychology (PSYC 614). The Spring 2014 syllabus for PSYC 613 reveals assigned readings and a course goal that promotes, "a thorough background and introduction into the field of Physiological Psychology." The Fall 2012 syllabus for PSYC 614 also reveals assigned readings and course objectives that promote knowledge of the literature.

This course will cover the perennial themes in social psychology (including attitudes, social influence, prosocial behavior, the self, and relationships) as well as applications of social psychology to various areas (law, advertising, politics). The material includes both classical and relatively contemporary literature in social psychology. The intent is for students to gain an understanding of the areas of investigation that have shaped the field as well as the direction of current investigations.

Research and/or Professional Practice. All students pursuing the Master of Arts in Psychology are required to take a two-course research sequence, Experimental Design and Analysis (PSYC 635) and Non-experimental Design and Analysis (PSYC 636). As evidenced by the course descriptions in the General Catalogue and faculty syllabi for PSYC 635 and PSYC 636, these courses provide the foundation for the design and analysis of research.

Further evidence that the graduate curricula in psychology engages students in research and requires knowledge of the literature is provided by Goal 1 (G 1) and Goal 2 (G 2) of the Fall 2013 Detailed Assessment Report (DAR) for the MA in Psychology. Student Learning Outcomes (SLO) 1 and 5 are particularly relevant.

> G 1: Graduate students will demonstrate practical research and critical thinking skills will be prepared for both doctoral level work and paraprofessional positions. A student will not be allowed to graduate with a M.A. in Psychology without at least acceptable competence in research and critical thinking skills required to adequately critique and comprehend the research process and to complete an independent research project.
> SLO 1: Students will demonstrate a fundamental understanding of research and statistics at a graduate level.
>
> G 2: Graduate students will demonstrate a broad body of knowledge representative of the current state of knowledge in Psychology represented by the core areas of physiological, social, cognitive in addition to research training in order to prepare students for doctoral level training.
> SLO 5: Graduate students will demonstrate fundamental understanding of the core areas of psychology that includes: Learning, Memory and Cognition, Physiological, and Social psychology.

Attainment of both SLO 1 and SLO 5 is measured by the components on the department's comprehensive/end-of-program subject-matter exam that correspond to Psyc 635, 636, 612, 613 and 614. The target for attainment specifies 85% of students will correctly respond to 80% of the items in the specified components.

Master of Business Administration (MBA) in the College of Business

Literature in the Discipline. Students seeking the Masters in Business Administration are required to take 33 credit hours as described in the General Catalogue. One of the required courses is Organizational Theory and Behavior (MGMT 663). The Fall 2013 syllabus of MGMT 663 confirms

the expectation that students will have a knowledge of the literature.

Requirements for Credit: To receive credit for a graduate course in management requires that students have demonstrated to the instructor: a satisfactory level of knowledge and understanding of the existing theories, models and research findings in the topic areas; and the ability to apply this knowledge in practical, structured class activities. This involves on the part of the student discussion of relevant topics, the presentation of material demonstrating both existing and self-derived theories and ideas and some formal testing.

Course Objectives: The objectives for this class are two-fold. First, to study in-depth the existing theories and models which make up the discipline of "organizational behavior." Second, to attempt to apply this knowledge in real-life work situations. Particular attention will be paid to how organizational behavior and theory relate to workplace diversity, globalization, technological change, and ethical behavior.

Emphasis on current readings in the discipline can also be seen on the Summer 2014 syllabus for MGMT 683 (Business Policy and Strategy) which requires students to "read continuously" either the *Wall Street Journal* or *Fortune*.

Research and/or Professional Practice. Marketing Administration (MRKT 673) is a required course for all students seeking the MBA. As articulated on the Summer 2014 syllabus for MRKT 673, the objective of the course includes research: "This course will utilize a specific marketing research project in which various marketing techniques and concepts will be used to emphasize the integration of marketing concepts and real-world efforts." The syllabus also describes methods to be used in the course which includes "lectures, class discussions, readings, outside speakers, assignments, and a research project to accomplish the course objective."

Further evidence that the MBA graduate curricula engages students in research and requires knowledge of the literature is provided in the Fall 2013 Detailed Assessment Report (DAR) for the MBA. Student Learning Outcome 12 (SLO 12) states, "Students will meet expectations as indicated by a score of competent or excellent in their written communication skills. Written indicators include content, research process, spelling/punctuation/grammar, structure/organization, and work selection/sentence structure." The SLO is assessed in MRKT 673 by performance on a written paper with excellent, competent, and poor defined in a rubric for each indicator--with performance on research process defined as follows.

Research process:
Excellent: Research process is correctly applied. References are appropriate. Conclusion and recommendations
Competent: Research process is adequate. References are adequate. Conclusion and recommendations may be limited.
Poor: References are inappropriate or lacking. Research process not followed.

Master of Education in Special Education in the College of Education

Literature in the Discipline. Students seeking the Master of Education degree in Special Education can choose between six concentration areas. Focus on literature can be seen in SPED 767: Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities, required by five of the six concentrations (not required for Gifted concentration). As indicated in the course description on the Summer 2014 syllabus, "Special emphasis is placed on application of family systems theory, development of family/school partnerships, and examination of the impact of special education laws and policies on exceptional families." Course objectives (#8 and #11) specifically address students' knowledge and understanding of relevant literature.

8. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
11. Laws and policies related to provision of specialized health care in educational settings.

Students choosing the Gifted concentration are required to take SPED 667 (Readings in Secondary Education) which clearly emphasizes literature in the discipline.

667. Readings in Secondary Education. Credit 3 hours. Prerequisite: EDF 600. An examination of current research and professional literature in secondary education. An in-depth semester project is to be developed by the student under the direction of the course instructor.

Required in four of the concentrations is SPED 770 (Capstone Seminar). Learner outcomes identified on the Fall 2013 syllabus state: By the conclusion of this course, the student will be able to (1) Identify and use the research literature to resolve issues of professional practice and (2) Design and implement research activities to examine the effectiveness of instructional practices.

Research and/or Professional Practice. While students seeking the Master of Education degree in Special Education can choose between six concentration areas, EDUC 601: Education Statistics and Research is required in all concentrations.

601. Educational Statistics and Research. Credit 3 hours. The study of basic statistical concepts. Students will be introduced to fundamental concepts and procedures in the scientific study of educational problems. Content will include the examination of principal research methods including action research, an analysis of research studies, and the application of research principles with emphasis on improvement in professional practice. (Summer, Fall, Spring)

A review of the course objectives on the Summer 2014 syllabus for EDUC 601, clearly shows the emphasis on understanding and applying current literature (objectives 6 and 16) and the preparation of a research proposal (objective 17).

Further evidence that the curricula for the Master of Education in Special Education requires knowledge of the literature is provided in Goal 1 of the Fall 2013 Detailed Assessment Report (DAR). As stated in Goal 1, "Advanced special education teacher candidates possess knowledge about evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society." The second Student Learning Outcome (SLO 2) helps measure attainment of Goal 1 and states, "At least 90% of advanced teacher candidates will pass the SPED 770 Capstone Artifact Rubric and SPED 770 Capstone Presentation Rubric OR the comprehensive exam." A review of the SPED 770 Capstone Artifact Rubric helps document the expectation for research and knowledge of the literature in the discipline.

Master of Arts in Health and Kinesiology in the College of Nursing and Health Sciences

Literature in the Discipline. As indicated in the degree requirements outlined in the General Catalogue, both thesis and non-thesis students seeking the Master of Arts in Health and Kinesiology must take two research-oriented courses KIN 601: Statistical Methods in Kinesiology OR HS 601: Statistical Methods in Health Studies and KIN 606 (or HS 606): Introduction to Research. The course description on the Spring 2014 syllabus for HS 606/KIN 606 verifies the emphasis on literature in the discipline, "This course surveys principles, procedures, and techniques of research with an intensive survey of current scientific investigations in the areas of Kinesiology and Health Studies." One of the course objectives indicates that students will be able to conduct a critical review of literature and background knowledge.

Research and/or Professional Practice. As indicated above, in addition to the required KIN 606/HS 606: Introduction to Research course, all

students seeking the Master of Arts in Health and Kinesiology take a course in statistical methods (KIN 601 or HS 601). As indicated on the Fall 2013 syllabus, the focus of the course is, "to introduce research and statistical concepts and skills to enable health and kinesiology professionals to understand and conduct scholarly research."

Further evidence that the graduate curricula in Health and Kinesiology engages students in research and requires knowledge of the literature is provided by Student Learning Outcome 1 (SLO 1) of Goal 1 (G1) in the Fall 2013 Detailed Assessment Report (DAR) for the MA in Health and Kinesiology.

> Goal 1: Students will be able to explain and apply statistical and research concepts.
> SLO 1: Graduate students in the MA in Health and Kinesiology will be able to successfully complete a critique on evaluation and research methods and findings found in the related literature and will achieve at the standard of meeting expectations or higher.

Faculty developed rubrics to measure attainment (for example, see KIN 606 Rubric for Goal 1).

Master of Science in Biology in the College of Science and Technology

Literature in the Discipline. As indicated in the degree requirements outlined in the General Catalogue, both thesis and non-thesis students seeking the Master of Science in Biology must take one or more hours of GBIO 691: Graduate Seminar. The Spring 2013 syllabus for GBIO 691 is provided as example of emphasis on students' acquiring knowledge of the literature.

Research and/or Professional Practice. As indicated in the degree requirements outlined in the General Catalogue, students seeking the Master of Science in Biology may choose a thesis or non-thesis option. Both options engage students in research as evidenced by the catalogue descriptions below.

> Thesis option.
> *6. All thesis students are expected to gain teaching experience while in the program. Biology Teaching Assistants are required to take GBIO 600 each of their first two semesters (maximum two hours credit). This requirement may only be reduced with the consent of the graduate coordinator and the Department Head.*
> *7. All thesis students are required to present an oral defense of their thesis that demonstrates independent research and competency in scholarly activity. The thesis must be approved by the student's thesis committee.*
>
> Non-thesis Option
> *2. All non-thesis students must arrange with a graduate faculty advisor to conduct a research project in conjunction with GBIO 661 (Non-Thesis Research Problems). The student must submit a brief research proposal for the project and the Non-Thesis Research Agreement form to the Non-Thesis Advisory Committee for approval before beginning the project. The research project must be completed no later than one semester before graduation.*
> *3. All non-thesis students must submit a research paper based on the non-thesis research project conducted in GBIO 661. The graduate faculty advisor and the Non-Thesis Advisory Committee must approve the completed project and research paper before the departmental seminar can be scheduled.*

Further evidence that the graduate curricula in biology engages students in research and requires knowledge of the literature is provided in the Fall 2013 Detailed Assessment Report (DAR) for the MS in Biology. Student Learning Outcome 6 (SLO 6) states, "Students will develop analytical skills to interpret and evaluate scientific literature." Faculty teaching the GBIO 691 course developed a Literature Review Rubric to measure attainment. Student Learning Outcome (SLO 9) supports the requirement that both thesis and non-thesis students engage in research. SLO 9 states, "Students will acquire in-depth discipline knowledge, will gather scientific data, write and defend a thesis/non-thesis research project." A Thesis/Non-Thesis Defense Rubric was developed by faculty to measure attainment.

Graduate Requirements are Published

Southeastern defines and publishes graduate degree requirements in the Graduate Studies section of its General Catalogue, which is available on the University website. The Graduate Studies section begins with general requirements followed by specific degree requirements alphabetized by department, with master's degrees listed before the two doctoral programs. In addition, the Degree Programs website lists degrees alphabetically and links each degree to a summary sheet which provides an overview, program highlights, general requirements and career information for the degree program (for example, see Master of Science in Biology). Many of these summary sheets provide direct links to a website with details of program requirements (Master of Science in Biology is provided as an example). In addition, some departments create a graduate student handbook which outlines specific requirements, guidelines and procedures (for example, see handbook for MS in Applied Sociology).

Table 1 below below lists the graduate degrees and provides links to requirements as stated in the 2014-2015 General Catalogue (click the corresponding page number(s)).

Table 1: Program Requirements in 2014-2015 General Catalogue

Degree	Page(S)
Master of Arts in English	382
Master of Arts in History	387
Master of Arts in Organizational Communication	408
Master of Arts in Psychology	411
Master of Music in Music	398
Master of Science in Applied Sociology	418
Master of Business Administration in Business Administration (MBA)	362-363
Master of Arts in Teaching, Early Interventionist (Birth-Five)	417
Master of Arts in Teaching, Elementary Education	422-425
Master of Education in Curriculum and Instruction	373
Master of Education in Educational Leadership	380
Master of Education in Educational Technology Leadership	380-381
Master of Education in Special Education	414-416
Master of Science in Communication Science & Disorders	368
Master of Education in Counselor Education	370-372
Master of Arts in Health and Kinesiology	385
Master of Science in Nursing	401
Master of Science in Integrated Science & Technology (ISAT)	394
Master of Science in Biology	360
Doctor of Education in Educational Leadership	426
Doctor of Nursing Practice	430

Post-baccalaureate professional programs are offered in the College of Education and the College of Nursing and Health Sciences. The table below lists the post-baccalaureate and post-master's professional programs and a link to the requirements as stated in the 2014-2015 General Catalogue (click the corresponding page number(s)).

Post-Baccalaureate Certificate Program	Page(S)
Alternative Certification Grades 6-12	356
Alternative Certification Grades K-12	356
Alternative Certification in Early Intervention Special Education Birth-Age 5	357
Certificate in Early Childhood Education	357
Certificate in English as a Second Language	358
Certificate in Gifted Education	358
Certificate in Mild/Moderate (Grades 1-5)	358
Certificate in Mild/Moderate (Grades 4-8 and 6-12)	358
Certificate in Reading Specialist	358
Post-Master's Certificate in Family Nurse Practitioner (includes 240 clinical hours)	406-407
Post-Master's Certificate in Family Psychiatric/Mental Health Nurse Practitioner*	website
***The PMC Family Psychiatric/Mental Health Nurse Practitioner was first approved by Board of Regents (BoR) in 2012. Name was changed to PMC Psychiatric/Mental Health Nurse Practitioner and approved by BoR 2013. Southeastern's University Curriculum Council approved catalog changes for this PMC April 2014 to be included in the 2015-16 catalog.*	

Conclusion

Southeastern's graduate curriculum ensures its students possess a knowledge of the curriculum and engage in ongoing research and/or professional practice and training experiences.

Sources

- 2014_2015_Catalogue_EDUC 601
- 2014_2015_Catalogue_MS Biology
- 2014_2015_Catalogue_MS Biology (Page 2)
- 2014_2015_Catalogue_PSYC 635_636
- 2014_2015_Catalogue_SPED 667
- EDUC 601 Syllabus-Summer2014
- GBIO 691_Literature Review Rubric
- GBIO_Thesis_Non-thesis Defense Rubric
- GBIO691_Syllabus_Spring 2013
- Initial Statement of Purpose_Graduate Studies_General Catalogue
- KIN 601Syllabus Fall2013
- KIN 606 Goal 1 Rubric
- KIN 606 Syllabus Spring 2014
- MA Kinesiology and Health Studies Fall 2013 combined
- MA Psychology Fall 2013 combined

- MBA Fall 2013 report
- MBA_MGMT 683
- MBA_MGMT663_Syllabus Fall 2013
- MBA_MRKT 673 Syllabus Summer 2014
- MEd_SPED_Fall 2013
- MS Biology Fall 2013 combined
- PMC Psy/MHNurse Practitioner
- PSYC 613 Syllabus Spring 2014
- PSYC 614syll_f12
- PSYC 635 Syllabus Fall 2013
- PSYC 636 Syllabus
- SPED 767 Syllabus Su2014
- SPED 770 2013
- SPED 770 Capstone Artifact Rubric
- Vision 2017_Strategic Priority 1_Goal 1 and 8
- Vision 2017_Strategic Priority 1_Goal 1 and 8 (Page 2)

3.6.3

Educational Programs: Graduate/Post-Baccalaureate:Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements".)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern requires that at least one-third of credits toward a graduate or post-baccalaureate professional degree are earned through instruction offered at Southeastern.

Southeastern awards graduate degrees at the master's and doctoral level. As stated in the General Catalogue, a minimum of 30 semester hours of graduate course work is required in all master's degree programs. There are two doctoral degrees. The Doctor of Education in Educational Leadership requires a minimum of 60 semester credit hours and the Doctor of Nursing Practice (DNP) consists of 39 credit hours beyond the master's degree. As stated under Transfer Credit in the Graduate Studies section of the General Catalogue, "No more than one-third of the hours required for graduation may be transferred."

Transfer credit for graduate studies is clearly described in the General Catalogue.

> After earning a minimum of twelve (12) semester hours of graduate credit at Southeastern, a student may appeal to the graduate coordinator/director or graduate faculty advisor for approval to apply for transfer credit from another university. That university must be an accredited institution that regularly grants the master's degree or an equivalent foreign institution. The student must be eligible for admission to the institution from which credits are to be transferred and must have earned a minimum grade of "B" in each course to be transferred. No transfer credits may be used to remove a student from probation. No transfer credit may be earned for courses taken more than 6 years prior to the date of graduation. No more than one-third of the hours required for graduation may be transferred. The graduate coordinator/director or the graduate faculty advisor will recommend to the student's academic dean the courses to be transferred, and the academic dean will make the final determination as to whether any or all of the recommended courses will be accepted for transfer credit.

As indicated above, the Application for Transfer of Graduate Credit is submitted after the student has completed 12 hours at Southeastern. When course work from another institution is accepted for the Southeastern transcript shows the transfer credit, including the institution from which the work transferred, the term in which it was earned, and the semester credit hours (or equivalent) awarded (see graduate transcript provided).

Collaborative Academic Arrangements and Academic Partnerships

In addition to Southeastern's traditional master's degree programs, the required minimum of one-third of credits at Southeastern is true of the Intercollegiate Consortium for the Master of Science Degree in Nursing (MSN). As indicated under Graduation Requirements in the MSN section of the General Catalogue, "...students must meet all requirements of the institution from which specialty courses are taken," and are therefore subject to the one-third rule. The other three institutional members of the consortium, McNeese State University, Nicholls State University and the University of Louisiana at Lafayette, also require that not more than one-third of the courses required for the degree be accepted as transfer credit from another institution.

The Doctor of Education (Ed.D) in Educational Leadership is an intercollegiate consortium between Southeastern and the University of Louisiana Lafayette which requires a minimum of 60 semester credit hours. Documentation of the one-third requirement is found under Course Work Requirements and Transfer of Credits in the Ed.D. section of the General Catalogue which states,

> A maximum of 12 hours of appropriate graduate course work (no more than six hours can be from one Master's degree), subject to approval by the consortium, with prior approval by the candidate's advisory committee and the campus Consortium Coordinator, may be transferred from Southeastern Louisiana University or other accredited institutions.

At Southeastern, degrees awarded for a collaborative degree are designated as such on the student's diploma (see example for ICMSN and example for EdD).

The Doctor of Nursing Practice (DNP) program is not a consortium, but rather an academic partnership offered by Southeastern and the University of Louisiana Lafayette. The DNP consists of 39 credit hours beyond the master's degree. As indicated under Residency Requirements in the DNP section of the General Catalogue, "Core courses taken at either school in the collaborative are applicable to requirements of each member institution. NURS 809: Advanced Directed Studies and practicum hours required in Residencies, I, II, and III can only be taken at the home institution." Total hours for NURS 809 (3-6 hours) and the Residencies (10 hours) are between 13 and 16 hours, satisfying the requirement that one-third of credits be earned at the institution awarding the degree.

Monitoring Student Progress and Credits Earned

Each department has a graduate coordinator/director or assigned member of the graduate faculty who serves as advisor for all graduate students in the department. These faculty advisors advise students about course selection, determine each student's specific degree plan (example provided), and may select the student's major professor and graduate faculty committee. All graduate students must consult with the departmental graduate coordinator/director or assigned graduate faculty advisor before scheduling and registering for courses.

In addition to monitoring by the faculty advisor, graduate students are also monitored by the Graduate Faculty Advisor Committee. This committee consists of all graduate faculty in the degree-granting program. The committee reviews the progress of all graduate students during meetings held at least once per year. Students deemed to be making insufficient progress toward their degrees will be notified of the problems identified by the committee and are given up to one semester to make improvements.

Graduation requirements are delineated for students and academic advisors in the General Catalogue while graduation procedures are explained on the website of the Office of Records and Registration. To ensure compliance with University graduation requirements, all student applications are triple checked for completeness and adherence to policy. The process is initiated when a candidate enters the term they wish to graduate into the student's "Self-Service" system. The student then appears in departmental and dean queries that are run throughout the semester to check

for potential graduates. Once completed, the graduation application is forwarded to the candidate's dean, who then verifies the information and adherence to policy, including the one-third limit on transfer credits (see screenshot of Dean's preliminary verification). Finally, the application is sent to the Office of Records and Registration for final review and checkout. During this process, candidates for graduation are notified of deficiencies that need to be corrected prior to graduation approval.

Additional documentation of compliance is provided by the redacted list of all degree-seeking graduate students with transfer hours. The list includes students who were matriculated with an admission application between Spring 2011 and June 2014.

Conclusion

Southeastern's policies and procedures for acceptance of transfer credit ensure that at least one third of the credits earned for a graduate degree are earned at the institution.

Sources

- 2014-2015 General Catalogue_DNP_39 Credit Hours
- 2014-2015 General Catalogue_DNP_Residency Requirements
- 2014-2015 General Catalogue_EdD_60 semester credit hours
- 2014-2015 General Catalogue_EdD_Course Work Requirements and Transfer of Credits
- 2014-2015 General Catalogue_Graduate Studies_Graduate Faculty Advisory Committee
- 2014-2015 General Catalogue_Graduate Studies_Hours Required
- 2014-2015 General Catalogue_Graduate Studies_Transfer Credit1
- 2014-2015 General Catalogue_Graduate Studies_Transfer Credit2
- 2014-2015 General Catalogue_MSN_Graduation Requirements
- Application for Transfer of Graduate Credit_Redacted
- Degree Plan _example
- Diploma_EdD
- Diploma_ICMSN
- Documentation_Graduate transfer
- Graduate Transfer_Query Results
- Screenshot of Records and Registration Graduation Application Process
- Screenshot of Self-Service System
- Screenshot of Verification Screen for Deans

3.6.4

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern defines and publishes graduate degree requirements and requirements for its post-baccalaureate professional programs. While each program has a specific purpose, the Initial Statement of Purpose of all Southeastern's graduate studies is stated in the General Catalogue.

Graduate Studies promotes the professional competency of persons in schools, industry, and business, and prepares individuals to pursue further graduate education. Graduate degree programs are offered in the Colleges of Arts, Humanities, and Social Sciences, Business, Education, Nursing and Health Sciences, and Science and Technology. Graduate Studies provides opportunities for students to:

1. Develop methods of scholarly research.
2. Improve competency in certain areas of specialization.
3. Develop a broader understanding of human knowledge.
4. Provide professional services and leadership for communities, school systems, and other organizations.
5. Prepare for advanced graduate studies.

Defines and Publishes Graduate Requirements

Southeastern awards graduate degrees at the master's and doctoral level. As stated in the General Catalogue, a minimum of 30 semester hours of graduate course work is required in all master's degree programs. There are two doctoral degrees. The Doctor of Education in Educational Leadership requires a minimum of 60 semester credit hours and the Doctor of Nursing Practice (DNP) consists of 39 credit hours beyond the master's degree.

Southeastern defines and publishes graduate degree requirements in the Graduate Studies section of its General Catalogue, which is available on the University website. The Graduate Studies section begins with general requirements followed by specific degree requirements alphabetized by department, with master's degrees listed before the two doctoral programs. In addition, the Degree Programs website lists degrees alphabetically and links each degree to a summary sheet which provides an overview, program highlights, general requirements and career information for the degree program (for example, see Master of Science in Biology). Many of these summary sheets provide direct links to a website with details of program requirements (Master of Science in Biology is provided as an example). In addition, some departments create a graduate student handbook which outlines specific requirements, guidelines and procedures (for example, see handbook for MS in Applied Sociology).

The table below lists the graduate degrees, the number of credit hours for each degree, and provides links to requirements as stated in the 2014-2015 General Catalogue (click the corresponding page number(s)).

Degree	Credit Hours	Page(S)
Master of Arts in English	36	382
Master of Arts in History	36	387
Master of Arts in Organizational Communication	36	408
Master of Arts in Psychology	38	411
Master of Music in Music	33-36	398
Master of Science in Applied Sociology	36	418
Master of Business Administration in Business Administration (MBA)	33	362-363
Master of Arts in Teaching, Early Interventionist (Birth-Five)	39	417
Master of Arts in Teaching, Elementary Education	39	422-425
Master of Education in Curriculum and Instruction	36-39	373
Master of Education in Educational Leadership	36	380
Master of Education in Educational Technology Leadership	36	380-381
Master of Education in Special Education	36	414-416
Master of Science in Communication Science & Disorders	36	368
Master of Education in Counselor Education	60	370-372
Master of Arts in Health and Kinesiology	30-36	385
Master of Science in Nursing	34-49	401
Master of Science in Integrated Science & Technology (ISAT)	33-36	394
Master of Science in Biology	30-36	360
Doctor of Education in Educational Leadership	60	426
Doctor of Nursing Practice	39	430

Post-baccalaureate professional programs are offered in the College of Education and the College of Nursing and Health Sciences. The table below lists the post-baccalaureate and post-master's professional programs, the credit hours required, and a link to the requirements as stated in the 2014-2015 General Catalogue (click the corresponding page number(s)).

Post-Baccalaureate Certificate Program	Credit Hours	Page(S)
Alternative Certification Grades 6-12	27-30	356
Alternative Certification Grades K-12	27-30	356
Alternative Certification in Early Intervention Special Education Birth-Age 5	33-36	357
Certificate in Early Childhood Education	24	357
Certificate in English as a Second Language	15	358
Certificate in Gifted Education	15	358
Certificate in Mild/Moderate (Grades 1-5)	18	358
Certificate in Mild/Moderate (Grades 4-8 and 6-12)	18	358
Certificate in Reading Specialist	15	358
Post-Master's Certificate in Family Nurse Practitioner (includes 240 clinical hours)	12	406-407
Post-Master's Certificate in Family Psychiatric/Mental Health Nurse Practitioner*	18	website
***The PMC Family Psychiatric/Mental Health Nurse Practitioner was first approved by Board of Regents (BoR) in 2012. Name was changed to PMC Psychiatric/Mental Health Nurse Practitioner and approved by BoR 2013. Southeastern's University Curriculum Council approved catalog changes for this PMC April 2014 to be included in the 2015-16 catalog.*		

As the primary source of information for students, information on the University website and in the General Catalogue must be accurate and up to date. Southeastern's Web Policy helps ensure that information on the web is accurate by requiring all units to identify a content contributor who is responsible for publishing information to the website. The unit head and the unit's content contributor review the information on the website regularly to insure that information published to the website is accurate and current. The policy recommends that units review and update their Web sites at least once per semester, and more often, if the unit sponsors events and/or provides information that references a specific date. The Web CMS (Content Management System) Coordinator works with units to ensure that content on web pages is accurate and current.

Complementing the Web Policy is the annual review process for the General Catalogue. Each section of the University Catalogue is reviewed by its respective unit. Prompted by an email that contains a copy of the unit's information from the previous year, the unit heads are given the opportunity to edit and/or update the catalogue information. The units maintain the processes that ensure the information pertaining to that unit is relevant and accurate. The approval of changes follows a chain of command and ends with the Assistant Vice President for Academic Programs.

Graduate Requirements Comply with Commonly Accepted Standards and Practices
Rigorous program review and approval processes help ensure that Southeastern's graduate degree programs embody a coherent course of study reflective of the mission and conform to commonly accepted standards and practices for degree programs. Each of Southeastern's degree programs are subjected to internal program approval and review processes, as well as external approval from the Louisiana Board of Regents.

The curricula for new degree programs are initiated and developed by faculty with expertise relevant to the program being proposed. Prior to submitting a full proposal for a new degree program, the Louisiana Board of Regents requires a Letter of Intent for Projected New Academic Programs (Academic Affairs Policy 2.04) that is first approved by the University's Chief Academic Officer (at Southeastern this is the Provost), the University President and the appropriate management board (for Southeastern this is the University of Louisiana Board of Supervisors). Once a Letter of Intent to develop a new degree program is approved at the campus and management board levels, the Louisiana Board of Regents staff circulates it to the Statewide Council of Chief Academic Officers for review and comment. The Chief Academic Officers provide feedback on program concepts, support, specific challenges and duplication, thus serving as a preliminary academic review to help ensure the program follows good practices in higher education.

Once a Letter of Intent to develop a new degree program is approved by the Louisiana Board of Regents, the relevant faculty, department head, and dean work on the proposal using the Board of Regents Guidelines for the Proposal of a New Academic Program (Academic Affairs Policy 2.05) with the responsibility for curriculum development being that of the faculty. The proposal is then submitted to the Provost for further review; once approved by the Provost, it is submitted to the University President and Provost and Executive Vice President of the University of Louisiana System for review. Once the parties involved thus far agree on any changes to the proposal, the final proposal is submitted to the University of Louisiana Board of Supervisors (i.e., the management board) for consideration. Once approved by the management board, the University of Louisiana System office staff submits the proposal to the Louisiana Board of Regents office. In accordance with Louisiana Board of Regents Academic Affairs Policy 2.05 (Proposals for New Academic Programs/Units), "proposals for graduate-level programs and for highly technical and/or selective baccalaureates require review by external consultants" prior to consideration by the Board of Regents. All proposals for new degree programs submitted to the Board of Regents are considered using the Guidelines for Academic Program Evaluation (for Program Evaluators). After approval by the Louisiana Board of Regents, the new degree program undergoes Southeastern's internal curriculum review process.

As described in Southeastern's Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposals are detailed on the appropriate curriculum request forms which include (as applicable) items such as course prerequisites, course descriptions, course outline, course objectives, course evaluation method, and course bibliography. Completed proposals are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council . The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. Once all Board and campus approvals for a new degree program are obtained, a substantive change proposal is submitted to SACSCOC.

Additional validation that requirements for graduate programs conform to commonly accepted standards is provided by discipline-specific accreditations. The Louisiana Board of Regents (Academic Affairs Policy 2.13) classifies the accreditation status of all academic degree programs as Mandatory, Recommended, Optional, or Not Applicable. Mandatory programs are those that require students to be licensed for employment; that prepare students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession; that require accreditation for students to be admitted to a more advanced degree program; or that that are deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to the state and/or because accreditation is important for national credibility and recognition. At Southeastern, 100% of programs classified as Mandatory are externally accredited and in good standing. Southeastern Louisiana University is a member of and is fully accredited by 13 program-specific agencies (see

list of Accredited Programs). The accredited graduate programs are indicated in the table below.

Accrediting Agency	Program	Date Of Last Review
Association to Advance Collegiate Schools of Business	M.B.A.	2012
Commission on Collegiate Nursing Education	M.S.N. DNP	2013 2013
Council for Accreditation of Counseling & Related Educational Programs	M.Ed. in Counselor Education	2013
Council on Academic Accreditation in Audiology & Speech-Language Pathology	M.S. in Communication Sciences & Disorders	2006
National Association of Schools of Music	M.MUS.	2013
National Council for Accreditation of Teacher Education	Ed.D. in Educational Leadership MAT Special Education - Early Intervention MAT Elementary Education Grades 1-5 M.Ed. in Curriculum & Instruction M.Ed. in Educational Leadership M.Ed. in Educational Leadership Technology M.Ed. in Counselor Education M.Ed. in Special Education	2008

Consortia Agreements

For Southeastern's two graduate intercollegiate consortiums, the Master of Science in Nursing (ICMSN) and the Doctor of Education in Educational Leadership, regular, periodic assessments by the managing board of each consortia and the faculty and administrators of participating institutions assures degree requirements continue to conform to commonly accepted standards and best practices. Program leadership and faculty have regular meetings to protect the integrity of both the program and the coursework that is transcripted. Consortia governing bodies evaluate, revise (when necessary) and guide the policies of the consortium and ensure these policies are reflective of the interests of the member institutions. Documentation for periodic reviews is provided in a perusal of the following minutes: ICMSN Curriculum Committee meeting on September 23, 2013; and the Doctoral Educational Leadership Program meeting on February 4, 2014.

In addition, consortia agreements are periodically evaluated through program reviews and self studies (see the May 2013 Academic Program Review for the Doctor of Education in Educational Leadership and the ICMSN self study completed in Spring 2013 for the Commission on Collegiate Nursing Education).

Conclusion

Southeastern clearly defines and publishes its requirements for graduate degree programs and post-baccalaureate professional programs. Internal and external curricula and program review processes help ensure these requirements conform to commonly accepted standards and practices for degree programs.

Sources

- 2014-2015 General Catalogue_DNP_39 Credit Hours
- 2014-2015 General Catalogue_EdD_60 semester credit hours
- 2014-2015 General Catalogue_Graduate Studies Section
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 1)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 11)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 14)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 21)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 23)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 26)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 28)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 3)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 35)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 39)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 42)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 49)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 52)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 55)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 58)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 59)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 63)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 67)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 71)
- 2014-2015 General Catalogue_Graduate Studies Section_Degree Requirements (Page 8)
- 2014-2015 General Catalogue_Graduate Studies_Hours Required

- 2014-2015 General Catalogue_PostBaccCertificate_Early Childhood
- 2014-2015 General Catalogue_PostBaccCertificate_Early Intervention
- 2014-2015 General Catalogue_PostBaccCertificate_ESL
- 2014-2015 General Catalogue_PostBaccCertificate_Gifted
- 2014-2015 General Catalogue_PostBaccCertificate_MM
- 2014-2015 General Catalogue_PostBaccCertificate_MM 1_5
- 2014-2015 General Catalogue_PostBaccCertificate_Reading
- 2014-2015 General Catalogue_PostBaccCertificates_AltCert_6-12
- 2014-2015 General Catalogue_PostBaccCertificates_AltCert_K-12
- 2014-2015 General Catalogue_PostMasters_FamNursing
- ACADEMIC AFFAIRS POLICY 205
- Accredited Programs revised Aug 21
- CCNE Self Study 2009-2012
- EdD Ed Leadership Academic Program Review_May13, 2013
- EdD Faculty meeting
- Graduate Degree Programs_MS in Biological Sciences
- Guidelines for Program Evaluators_Board of Regents
- HandbooK_MS in Applied Sociology
- ICMSN Minutes
- Initial Statement of Purpose_Graduate Studies_General Catalogue
- PMC Psy/MHNurse Practitioner
- Screenshot of the Master of Science in Biology

3.7.1

Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See the Commission guidelines "Faculty Credentials.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern ensures that all faculty members meet the necessary standards for academic and professional preparation, as well as all standards for faculty qualifications established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In order to accomplish the mission of leading the educational, economic, and cultural development of southeast Louisiana, the University has policies and procedures in place that enable a thorough vetting of potential faculty members by relevant peers and administrators.

The Faculty Hiring Process

The SACSCOC criteria relating to faculty qualifications must be fully considered by the Search Committee and Department Heads when seeking to fill instructional positions at any level. The Human Resources website includes detailed procedures and checklists for hiring instructional faculty including Full-Time Faculty--Tenure Track and Regular Instructors, Temporary (Interim) Faculty Positions, Part-Time Faculty, and Graduate Teaching Fellows. For unclassified employees teaching a course or courses, Form 5.01T is processed each semester.

Southeastern's *Employment Procedures for Hiring Faculty* clearly establishes a consistent procedure for the recruitment and hiring of competent faculty. The process of selecting faculty begins once a personnel need and budgetary support is established, and concludes with the hiring of an applicant who meets all criteria for the position, and has been recommended by appropriate individuals and/or search committees. The hiring process is more fully described in Comprehensive Standard 3.2.9.

Determination of Faculty Qualifications

Before applicants are invited to interview, Southeastern personnel examine their qualifications to ensure that all requirements posted in the job advertisement are presented. The application packet must include an electronic application that includes all education and previous employment information, the names and contact information of at least three references, an attached letter of application addressing qualifications and experience, a curriculum vitae, and copies of graduate transcripts (original transcripts from all colleges/universities attended are required upon employment). Other application materials may be requested at the discretion of the department.

The Office of Human Resources conducts the verification of previous employment, and follows up on any additional information that may be needed.

Justification and Documentation of Faculty Credentials

At the time of hire, department heads submit a Hiring Proposal for all full-time tenure track faculty. This electronic document contains information about faculty qualifications, and includes a transcript, CV or resume, and SACSCOC Faculty Credential Form to document other qualifications if the requisite degree is not in the teaching discipline. The Department Head, Dean, SACSCOC Liaison, Provost, and President must approve the Hiring Proposal. The SACSCOC Liaison checks a SACSCOC and Education Panel in Leonet to verify credentials. All information regarding hiring is housed in the Office of Human Resources, and the documents (transcripts, curriculum vitae, certifications) are stored in *Image Now.*

Each semester, department heads must submit a Hiring Proposal for temporary faculty (adjuncts, lecturers, and graduate teaching fellows). This electronic document includes information regarding classes to be taught, degrees held, salary, and additional job-related information. Adjunct faculty and lecturers must meet the same credentialing criteria as full-time tenure track faculty.

While Southeastern employs very few graduate assistants for the purpose of teaching, graduate teaching fellows (GTFs) are graduate assistants who are instructors of record for a particular course section and who are responsible for the teaching and learning process and for the assessment of students. Graduate teaching fellows must have 18 graduate hours in the teaching discipline, and a master's degree with a major in the teaching field; or have satisfactorily completed at least 18 graduate hours in the discipline and remain under the direct continuous supervision of a faculty member experience in the discipline.. They are hired under the same procedure as other instructional faculty.

Unclassified staff members from support services and other areas of the campus community, who meet the requisite criteria, sometimes teach a course or courses in their degree discipline. Department heads initiate the hiring proposal, and submit a Form 501T to the dean. If the dean approves the hires, the form goes to the SACSCOC Liaison for a credentials check, and then to the Provost for final authorization.

The Office of Human Resources and the SACSCOC Liaison maintain the SACSCOC and Education Panels, which are updated as faculty members are hired or as a new degree or certification is reported and verified. This resource includes a panel for each faculty member and includes the home department, academic rank, tenure status, level of approval (undergraduate or graduate), degrees earned, and dates of degree completion. If a faculty member is hired without the appropriate degree and/or graduate coursework in the discipline, other qualifications (approved by the Provost) such as relevant certifications, licenses, work experience, awards, or accomplishments are noted in this panel.

Distance Education Qualifications for Faculty

The procedure qualifying faculty to teach distance education courses is described in the Distance Education Policy, pages 2 & 3. All faculty requesting to teach a 100% online or blended online/face-to-face course in the Fall 2014 and/or subsequent semesters are required to show

competence in online instruction by (1) completing the *Quality Matters at Southeastern* online training course or (2) providing evidence of delivering a previous online class certified through *Quality Matters at Southeastern*, or (3) completing another online course delivery course deemed equivalent to *Quality Matters at Southeastern*. The equivalency must be accepted by the *Quality Matters at Southeastern* trainer and the faculty member's department head and approved by the faculty member's dean. Documentation of this procedure is provided by the example of an English professor who completed the *Quality Matters at Southeastern* certification in March 2014 in preparation for teaching an online course in Fall 2014.

In addition, department heads must consider other factors, such as the following in determining whether a faculty member is qualified to teach an online or blended online/face-to-face course:

- Prior annual evaluations of teaching
- Other faculty development or training in teaching online
- Skills associated with teaching online (e.g., basic computer skills, database management, file management, word-processing, presentation software, e-mail, internet, social networking, learning management systems)

Identifying the Instructor of Record

Department Heads initiate the hiring process, and send the necessary information to Human Resources. The Faculty Workload Accountability Report (FWAR) is generated in People Soft, and identifies the Instructor of Record. The FWAR also includes SACSCOC credentials and other pertinent information, such as the instructor of record, assignment types, and load hours. The Projects Coordinator checks the FWAR for accuracy, and then sends it to the Assistant Vice President for Academic Programs to approve workload items.

The Faculty Roster Form

The Faculty Roster Form is complete for the academic year 2013-2014. The full CV/resume and transcripts can be accessed by clicking on the name of the faculty member in Column 1. This opens the Credentials Panel for the individual. Scroll down to the bottom of the page to view the PDF CV/resume and transcripts.

Credentials

- Faculty Credentials Table
- Faculty Roster Form
  - Roster by Department
    - Accounting & Finance
    - Biological Sciences
    - Center for Student Excellence
    - Chemistry & Physics
    - Computer Science & Industrial Technology
    - Educational Leadership & Technology
    - English
    - Fine & Performing Arts
    - General Studies
    - Health & Human Sciences
    - History & Political Science
    - Kinesiology & Health Sciences
    - Language & Communication
    - Library
    - Management & Business Administration
    - Marketing & Supply Chain Management
    - Mathematics
    - Nursing
    - Psychology
    - Sociology & Criminal Justice
    - Teaching & Learning

Sources

- Distance Education Policy
- Distance Education Policy (Page 2)

- Distance Education Policy (Page 3)
- Form 5.01T
- FWAR Excerpt
- FWAR How-to Page
- FWAR Instructor of Record
- GTF Teaching Loads
- Hiring Lecturers Checklist
- Hiring Propoaal
- Hiring TTK Faculty Checklist
- Process for Hiring Graduate Teaching Fellows and Assistants
- Process for Hiring Lecturers (part-time faculty)
- Process for Hiring Qualified Faculty
- Process for hiring temporary full-time faculty
- Quality Matters at Southeastern Certificate_Wiemelt
- SACSCOC & Education Panels
- Syllabus and Course Policies_ENG 305_90NT

3.7.2

Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University regularly evaluates the effectiveness of its faculty through annual evaluations, student opinion of teaching surveys (SOTs) and the tenure/promotion process (when applicable).

Annual Evaluations

As stipulated by the University of Louisiana System (*Policy and Procedures Memoranda* FS-III, X. D-1) and in Part III, Section E of Southeastern's Faculty Handbook, all full-time faculty members are evaluated at least annually. The Faculty Handbook describes the procedures for evaluation as well as the elements of evaluation, levels of performance expected, and timelines for reports to be submitted. In addition, the processes for remediation of tenured faculty and academic dismissal of tenured faculty are also delineated.

By April 1 of each year, every full-time faculty member provides a report of teaching/job effectiveness, professional activity, and service to the department head. The evaluation takes place in a conference between the faculty member and the department head. At this time, the department head gives the faculty member suggestions for improvement in the coming years. Particular care is taken in assisting non-tenured faculty members in their progress toward tenure. The department head's written report is sent to the faculty member, who may then submit a response. By May 15 of each year, a copy of the department head's evaluation and any response by the faculty member is sent to the dean of the college. The dean submits a written verification to the Provost that the evaluation for each faculty member is accomplished.

Prior to 2013-2014, part-time faculty were evaluated on a semester-by-semester basis as part of the reemployment process. Department heads used grade distributions and Student Opinion of Teaching (SOTs) surveys to help determine if the part-time faculty member would be rehired for the following semester. In February 2013, the University's Evaluation of Faculty Policy was changed to include part-time faculty in the evaluation of faculty process. While the changes will not officially appear until the publication of the 2014-2015 guidelines, deans and department heads were asked to begin formal evaluation of part-time faculty in 2013-2014.

All academic departments have written criteria on which faculty year-end evaluations are based. Departmental committees regularly review and update performance standards based on state and university standards, as well as individual department expectations. All departmental faculty evaluation procedures must be reviewed and approved by the dean and the Provost. Departmental criteria are expected to reflect the unique missions of each academic department as well as the overall University expectation for quality faculty (see Departmental Evaluation Guidelines in Faculty Handbook). For example, the Annual Faculty Evaluation guidelines for Department of Teaching & Learning in the College of Education illustrate separate evaluation criteria for tenure-track faculty and instructors, although all must meet acceptable levels of performance as outlined in the Faculty Handbook. The evaluation instrument is an example of a typical yearly evaluation that specifies the teaching, scholarly productivity, and service outcomes expected in the department.

Student Opinion of Teaching

Student Opinion of Teaching surveys (SOT) are instruments used by students to evaluate faculty in each class each semester (Faculty Handbook, Part IV, Section P). There are both quantitative and narrative components of the SOT. The Office of Institutional Research collects the data, and reports the results of the quantitative data to both the faculty member and the department head. These results are used annually as one measure of teaching effectiveness in year-end evaluations of faculty. The cumulative quantitative results are also considered in tenure and promotion decisions. The narrative component is sent to the individual faculty member to provide information for improving both course delivery and content.

Tenure and Promotion Guidelines and Post-Tenure Review

Guidelines for tenure and promotion are stated in the Faculty Handbook (Part III, Section H) and include categories for teaching/job effectiveness, professional activity, and service (academic citizenship). Tenure and promotion decisions are based on yearly evaluations following both University guidelines and specific guidelines of the department. Tenure is granted only to those who hold the rank of assistant professor or higher and who have demonstrated excellence in either teaching/job effectiveness or in professional activity. Yearly evaluations establish progress toward meeting departmental, college, and university goals for tenure and promotion. Examples of the evaluation processes are evident in portfolios of faculty promoted and/or tenured in the previous year, available on campus upon request.

Departmental annual evaluation procedures apply to all faculty including those who have been tenured. During the year-end evaluation process, if the department head documents the overall performance of any tenured faculty member as inadequate for two consecutive years, or for three out of any five consecutive years, a remediation plan must be implemented. Failure to complete remediation may result in the academic dismissal of the faculty member. This process is documented in Part III, Section E of the Faculty Handbook.

To ensure alignment with the teaching environment and professional activity within a specific discipline, faculty are actively involved in the creation and revision of the departmental evaluation process. As indicated in the Departmental Evaluation Guidelines,

> *The faculty and department head in each department shall establish, with the approval of the dean and the Provost, a clear statement of the criteria to be used in the evaluation of teaching/job effectiveness, professional activity, and service. These criteria and the weight assigned to each of the three areas should take into consideration both the missions of the department and university as well as the nature of the teaching environment and professional activity within the discipline.*

Examples of Faculty Evaluations

The table below includes examples of faculty evaluations for all colleges and at all ranks -- part-time/lecturers, instructors, tenure-track faculty and tenured faculty. The examples (excluding Part-time/lecturers) include evaluations for a single faculty member for two consecutive years to document regular evaluations.

Art, Humanities & Social Sciences	Business	Education	Nursing And Health Sciences	Science & Technology
Lecturer 2013-2014	Lecturer 2013-2014	Part-time 2013-2014	Lecturer 2013-2014	Lecturer 2013-2014
Instructor 2012-13, 2013-14	Instructor 2012-13, 2013-14	Instructor 2012-13, 2013-14	Instructor 2012-13, 2013-14	Instructor 2012-13, 2013-14
Tenure Track 2012-13, 2013-14	Tenure Track 2012-13, 2013-14	Tenure Track 2012-13, 2013-14	Tenure Track 2012-13, 2013-14	Tenure Track 2012-13, 2013-14
Tenured 2012-13, 2013-14	Tenured 2012-13, 2013-14	Tenured 2012-13, 2013-14	Tenured 2012-13, 2013-14	Tenured 2012-13, 2013-14

Conclusion

Southeastern regularly evaluates the effectiveness of each faculty member, regardless of contractual or tenured status.

Sources

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- Instructor_ED_2012-2013
- Instructor_ED_2013-2014
- Instructor_NHS_2012-2013
- Instructor_NHS_2013-2014
- Instructor_S&T_2012-2013
- Instructor_S&T_2013-2014
- Lecturer_AHSS_2013-2014
- Lecturer_BUS_2013-2014
- Lecturer_NHS_2013-2014
- Lecturer_S&T_2013-2014
- Part-time_ED_2013-2014
- Tenure Track_AHSS_2012_2013
- Tenure Track_AHSS_2013-2014
- Tenure Track_BUS_2012-2013
- Tenure Track_BUS_2013-2014
- Tenure Track_ED_2012-2013
- Tenure Track_ED_2013-2014
- Tenure Track_NHS_2012-2013
- Tenure Track_NHS_2013-2014
- Tenure Track_S&T_2012-2013
- Tenure Track_S&T_2013-2014
- Tenured _BUS_2012-2014
- Tenured_AHSS_2012-2013
- Tenured_AHSS_2013-2014
- Tenured_ED_2012-13
- Tenured_ED_2013-14
- Tenured_NHS_2012-2013
- Tenured_NHS_2013-2014
- Tenured_S&T_2012-2013

Tenured_S&T_2013-2014
ULS Board Rules_III Section X_Faculty Evaluations

3.7.3

Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University provides both resources and broad-based opportunities for the professional development of its faculty as teachers, as scholars, and as practitioners. Southeastern's commitment to the development and support of its faculty is clearly stated in Vision 2017, Strategic Priority 1.4 which reads, "The University will recruit, retain, develop, engage, and support a diverse and well qualified faculty and staff."

Development efforts are facilitated through numerous University offices and units, including the Office of the Provost, the Center for Faculty Excellence, the Office of Technology, and the Office of Sponsored Research and Programs, as well as through individual colleges and departments. This narrative will detail a few of the more significant faculty development programs and initiatives but is not intended to be exhaustive. With few exceptions, these programs are available to all faculty, whether distance or face-to-face, tenured/tenure-track, non-tenure track, or part-time.

New Faculty Orientation
Southeastern establishes a culture of professional development from the start. An orientation program is held at the beginning of each academic year to serve as a welcome and to inform new faculty of the general expectations for faculty at Southeastern. Activities provide interaction with both new and veteran faculty and address course preparation, student expectations, campus policies and practices, support services and resources, and training and development programs. The Center for Faculty Excellence hosts the orientation in conjunction with the Office of the Provost, the Alumni Association, and the Human Resource offices. The evaluation results for the 2012 and 2013 orientations show that 100% of respondents rated those programs as a 4 or 5 on a 5-point scale. Invitations for New Faculty Orientation are mailed directly to new faculty from the Provost's office. An online version of New Faculty Orientation is available on the Center's website for reference and to assist adjunct and/or distance faculty who cannot come to campus.

The Center for Faculty Excellence (Center)
The activities of the Center for Faculty Excellence reflect Southeastern's ongoing commitment to faculty development. With a mission to assist faculty by providing opportunities for personal and professional growth, for innovation and experimentation, and for change and renewal, the Center has offered more than 1,200 training activities and disbursed more than $4 million dollars in over 5,100 awards for faculty development grant programs since its founding in 1997.

Year	Number Of Workshops	Attendance (Duplicate Count)	Number Of Grants Awarded	Total Dollars Awarded
1997-1998			280	$250,334
1998-1999	19	363	358	$325,840
1999-2000	57	571	342	$241,762
2000-2001	63	434	360	$236,638
2001-2002	46	506	345	$261,576
2002-2003	55	582	374	$354,292
2003-2004	83	1058	383	$304,294
2004-2005	72	1020	340	$270,226
2005-2006	90	974	303	$229,109
2006-2007	89	699	316	$190,389
2007-2008	67	564	428	$462,962
2008-2009	128	1051	359	$358,550
2009-2010	100	772	325	$258,425
2010-2011	83	548	200	$147,295
2011-2012	63	450	215	$171,268
2012-2013	187	1392	181	$145,150
TOTAL	**1202**	**10,984**	**5,106**	**$4,208,160**

These numbers not only provide evidence that members of the faculty are involved in professional development but also demonstrate Southeastern's financial commitment to the professional development of faculty as teachers, scholars, and practitioners. Organized by year, a list of previous workshops offered (for example, see Workshops 2011-2012 and Workshops 2012-2013) and a breakdown of grants awarded can be found on the Center's website. The breakdown of grants awarded indicates the distribution of resources by College and focus (i.e. teaching, research, etc.). Grants awarded for 2011-2012 and 2012-2013 are provided as examples.

Center activities include training via workshops, discussions, and webinars on a variety of topics; providing instructional and technical support for electronic learning; assisting in the production of audio, video, photographic and graphic media for instructional use; and promoting appropriate pedagogical use of technologies. The Center also offers a variety of loaner equipment to faculty, including laptops, projectors, video cameras, and digital cameras. The Center informs faculty of its services through its website, mass email distribution list, and the *ByLion*, Southeastern's weekly electronic newsletter.

In 2011-2012, the Center hosted 63 workshops for 450 participants, logged 1376 visits to the Center's lab for one-on-one assistance, documented 486 check-outs for loaner equipment and awarded 215 grants for faculty projects and presentations. In 2012-2013, the Center hosted 187 workshops for 1392 participants, logged 1617 visits to the Center's lab for one-one-one assistance, documented 495 check-outs for loaner equipment and awarded 181 grants for faculty projects and presentations. Topics addressed in the workshops/activities include dealing with disruptive students; first-day tips; change theory; mid-term evaluations; student engagement; assessment; and active learning. Evaluations of the 2012-2013 workshops revealed that 95% of respondents selected Strongly Agree or Agree to, "I learned new skills and strategies that I can readily put to use," and 97% indicated Strongly Agree or Agree to, "The workshop impacted my professional growth." Additional professional development hours are provided through the Center's website. Online resources include teaching tips, a campus group subscription to *Online Classroom* and *The Teaching Professor*, and a university-wide site license to Magna Commons which offers faculty on-demand training for issues

related to teaching and learning, including distance learning.

Many of the Center's activities are directed specifically to distance learning faculty. The Center assists faculty with design, development and pedagogy for distance learning courses and offers training and support for faculty to become proficient in the development and delivery of online courses. Through group meetings, individual consults, hands-on labs and web-based instruction, the Center consultants assist faculty in adapting curriculum for electronic delivery, creating multimedia presentations, and developing technical components for faculty projects, presentations or publications. Topics addressed include Southeastern distance learning policies and procedures; *Quality Matters at Southeastern*; instructional design concerns; library resources and copyright issues (presented in collaboration with the distance learning librarian); student needs and expectations; contingency planning for identifying and preventing future problems; administrative strategies for managing online courses; and multimedia development for course enhancement, and extensive training on the learning management system (LMS). In 2011-2012, 32 of the 63 workshops focused on enhancing faculty skills and strategies for distance learning courses. Topics included Moodle, Blackboard, Web conferencing, the CLOUD, Notebook software, Podcasting, and Skype. Distance learning support was the main focus of the 187 workshops in 2012-2013 as the entire campus prepared for the transition from Blackboard to Moodle.

Evidence for the effectiveness of distance learning support can be seen in the 2012-2013 increases in both the number of distance courses and the number of faculty referencing online support resources. The number of hybrid courses increased by 22.1% (from 280 in 2011-2012 to 342 in 2012-2013). The number of 100% online courses increased by 3.7% (from 702 in 2011-2012 to 728 in 2012-2013). The number of faculty referencing the online professional development units in the campus site license of Magna Commons increased by 50% (from 22 in spring 2012 to 33 in spring 2013) and the number of faculty completing the *Quality Matters at Southeastern* training to improve distance learning offerings increased by 100% (from 62 in April 2012 to 124 in April 2013).

The Center provides support for faculty as teachers, scholars, and practitioners as evidenced by some of the initiatives offered in 2012-2013.

• Enhancement Grants

These grants are designed to increase faculty productivity and effectiveness as a scholar and teacher. Funds are available for projects that enhance teaching and/or research or scholarly/creative activity. Projects must align with university strategic priorities and assist in meeting the GRAD Act performance goals. These grants are offered and awarded in the fall semester to be spent in the current fiscal year. There were 26 Enhancement grants awarded in 2012-2013 for a total of $19,800. A review of project titles reveals that awards supported both research (e.g. *Effects of Exercise Duration on Irisin*) and teaching initiatives (e.g. *Enhancing Anatomy Instruction with 3-D Dissection Models*).

• Travel Grants

This program provides grants to assist full-time faculty with travel expenses while making professional presentations. Funding is available for air or ground transportation, lodging, and registration. Requests are awarded on a quarterly basis. There is no limit to the number of requests that may be submitted each quarter but travel awards may not exceed $1000 per faculty per fiscal year. There were 151 Travel grants awarded in 2012-2013 for a total of $124,981.49. A review of titles documents support for the development of faculty as teachers (e.g., *Multi-user virtual environments: Pedagogy to engage nurses in EBP/research*), scholars (e.g., *Primordial germ cell development in amphibians and reptiles: mechanisms and evolution*), and practitioners (e.g., Screen Printing Workshop).

• Orr Research Endowment

Through the generosity of the Orr family, an additional source of research funding is available to offset certain costs associated with the research, scholarly or creative activities of tenured faculty. Once completed the research should be submitted for publication in an appropriate venue. One award was made in 2012-2013.

• Change Series

Due to numerous budget cuts in the past six years faculty have had to adapt to many changes. The Change Series was designed to help faculty develop skills and strategies to adjust to those changes. In fall 2012, four workshops were presented in the Lunch N Learn format - (1) Organizational Change: Theory and Constructs beneath the Phenomenon, (2) Change: An Opportunity for Growth?, (3) Stressed: Just deal with it? and (4) Resilience: Transformation through Adversity. Presenters for the series were not Center staff, but Southeastern faculty from a variety of areas recognized as experts in their respective fields. The Lunch n Learn format set the tone for a more relaxed atmosphere in which to discuss a stressful topic. Each session included a discussion period to allow input from participants. Evaluations of the workshops in the Change series revealed that 90% of respondents selected Strongly Agree or Agree to, "I learned new skills and strategies that I can readily put to use," and 97% indicated Strongly Agree or Agree to, "The workshop impacted my professional growth."

• Certificates of University Teaching and Learning (CUTL) for Moodle

Certificates of University Teaching and Learning (CUTL) are offered by the Center to assist faculty in meeting and documenting their professional goals. This program allows faculty a structured, concentrated way to expand the practice, art and scholarship of teaching and learning. A special CUTL for Moodle was offered in 2012-2013 to assist faculty in the transition from Southeastern's previous Learning Management System (LMS), Blackboard, to the new LMS, Moodle.

Center activities and initiatives not only provide direct benefits to the faculty member's professional development, but also to the faculty member's colleagues. Faculty are prompted to share their professional development experiences in a variety of ways. The Center hosts an annual Faculty Conference on Teaching, Research and Creativity to allow faculty to share successful practices, projects, creative endeavors, and research. Presenters include faculty receiving grants from the Center as well as those who have not. This internal conference not only serves as a great networking opportunity but also provides a nice showcase for Center-funded projects and great advertisement for the Center's initiatives. Evaluations from the 2012 conference revealed that 81.3% of respondents selected Strongly Agree or Agree to, "The ideas and information I gathered will impact my professional growth," 100% indicated Strongly Agree or Agree to, "The poster sessions provided the opportunity to network with other faculty," and 93.3% of respondents indicated they would attend future conferences.

Another opportunity for faculty to share experiences with their colleagues is provided through the faculty luncheon lecture series called, *Lyceum Lights*. These luncheon lectures are held during the Fall and Spring semesters and are designed to illuminate the common interests of faculty from diverse disciplines. The 2013-2014 series included: ""Who am I talking to?" Relevance and Personhood in Dementia," presented by Dr. Jacqueline Guendouzi, Department of Health & Human Sciences on October 23, 2013; and, "Life Beyond the Filing Cabinet: Helping Students Turn Project Work into Publications," presented by Dr. David Wyld, Department of Management and Business Administration on May 5, 2014. The series follows a 20-20-20 format; 20 minutes to eat and network, 20 minutes for the speaker, and 20 minutes for discussion. Current faculty, as well as local retired faculty are invited to attend (see Lyceum email invitation for Fall 2013 and Spring 2014).

In addition, faculty are invited to give individual workshops/seminars throughout the semester to share development experiences. For example, Sarah Clifton, Mathematics Department, and Mary Lou Strong, Sims Memorial Library, presented the special Lunch N Learn, "Active Learning: Not Another Brick in the Wall," in spring 2012 after attending the Teaching Professor Conference as part of a Center-funded initiative. Elizabeth West,

Distance-Learning Librarian, presented, "Hollywood Posh Vs. YouTube Casual: The Best Types of Videos for Your Online Classroom, " as part of the 2012 To Go Workshop series after receiving a Travel grant to attend the Distance Library Services Conference in Memphis, TN.

The Center maintains a faculty-driven agenda with assistance from a variety of sources. The Faculty Excellence Committee (FEC) serves as the Center's main advisory board and assists in programming and the disbursement of grant funds. FEC is comprised of representatives from each college and members serve as liaisons between their units and the Center. FEC members serve as reviewers for Center grant initiatives and also serve as consultants during the Center's annual Portfolio Fair each fall semester to discuss campus expectations for teaching, professional activity and service as related to annual evaluations and tenure/promotion reviews.

Assessment data from workshop evaluations, the suggestion box on website, survey of department heads, and periodic survey of faculty are also used to align Center offerings with identified faculty needs. For example, 55.6% of the department heads responding to the 2012 survey indicated the need for faculty training on grant writing. In Fall 2013, the Center partnered with the Sims Library and the Office of Sponsored Research and Programs to host the Lunch N Learn, "$earching for Gold and Finding the Green: Resources and Services for Grant$."

Office of Sponsored Research and Programs

Additional faculty development opportunities are provided by the Office of Sponsored Research and Programs (OSRP). OSRP assists potential investigators in the preparation and submission of external research/training or other sponsored projects to state, federal and private agencies, and to facilitate the administration of funded projects. OSRP serves as the intermediary between the funding agency and the Principal Investigator for such purposes as proposal submission, negotiation, amendment and award monitoring and closeout. In addition, the OSRP has the responsibility of ensuring that all projects are performed in accordance with the awarding agency's governing regulations and guidelines.

Several faculty and staff development offerings are available on the OSRP website under the area titled Professional Development. Additionally, throughout the year the OSRP offers mini-workshops for departmental faculty and support staff to assist all interested departmental personnel in understanding proposal processing and award management. Workshop opportunities are advertised in the *ByLion*. For example, the 2013 workshop, "$earching for Gold and Finding the Green: Resources and Services for Grant$," participants received information about searching for grants in the new electronic Foundation Directory and working with the Offices of University Advancement and Sponsored Research & Programs to apply for funding. The 2011-2012 mini-workshops, "Proposal Processing from A-Z," offered departmental faculty and support staff training on proposal processing and award management. The mini-workshops covered topics ranging from the PeopleSoft Grants Module, proposal guidelines, budget construction /revision, to project monitoring and closeout.

Additionally, a grants administration training module is available via Moodle for faculty with active awards. The module was developed in collaboration with the Office of Purchasing and is monitored by the Human Resources training department. To date, 80% of faculty, with an active award have completed the training. Other developmental resources such as the OSRP handbook, agency regulations/compliance sites and OSPR forms are also accessible via the OSRP webpage. Annually, faculty's research and scholarly development activities are celebrated at the OSRP Grantsmanship Recognition Reception.

Evidence that members of the faculty are involved in OSRP can be found in the chart below which reflects external funding received for fiscal years 2011-12 and 2012-2013.

	2011-2012			2012-2013		
External Funding Source	Proposals Submitted	Awards Received	Amount Received	Proposals Submitted	Awards Received	Amount Received
Federal	40	24	$4,713,632.00	32	16	$4,602,758.00
State	69	36	$3,496,855.00	65	37	$2,779,504.00
Private	111	93	$475,799.00	127	110	$333,475.00
Total	**220**	**153**	**$8,686,286.00**	**224**	**163**	**$7,715,737.00**

The Office of Technology

Support for faculty development is also provided through the TechFee Project initiative offered through the Office of Technology and funded by the student technology fee. A goal of the student technology fee is to provide opportunities to the faculty to increase access to technology and/or use technology in ways that would benefit student life and/or student scholarship and learning. It also provides the faculty access to the latest technology. This is accomplished by providing Small and Large Tech Fee Proposals, and Matching Funds for external grants. Just in the last four years faculty awards from the Tech Fee Project Proposals have totaled nearly $1.2 million. This has been helpful in developing technological resources, which supports Southeastern's continued achievement of GRAD Act performance objectives and institutional strategic priorities, and thereby creates an environment conducive to the development of our faculty and our students' ultimate success.

The Endowed Professorships for Eminent Scholars program

In order for Louisiana universities to attract and retain outstanding faculty, the state has implemented the Endowed Professorships for Eminent Scholars program with proceeds from the Louisiana Education Quality Support Fund. This program allows the state to match every $60,000 in private donations with $40,000 from the support fund. Southeastern has created a Professorship Policy Template which units use to establish the selection guidelines.

Faculty may apply for Professorships through his/her department or college (see example for Mathematics and for Humanities). Professorships awards are used for salary supplements, research support, and program development activities. Award amounts are based on earnings from the Endowment, which are currently $3,500 per year. At the present time Southeastern has 58 endowed professorships.

Conclusion

Southeastern offers a full range of initiatives for the ongoing professional development of faculty as teachers, scholars, and practitioners.

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- OSRP Grantsmanship Reception_ByLion--May 14 (Page 4)
- Portfolio Fair
- Professorship Policy Template
- Quality Matters Certified Spring 2012
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- Sabbatical Leave Guidelines
- Sample of New Faculty Orientation Invitation Letter
- Screenshot of Center for Faculty Excellence Webpage
- Screenshot of Grants Previously Awarded through the Center
- Screenshot of HR Grant Administration Compliance Moodle Course
- Screenshot of Office of Sponsored Research and Programs
- Screenshot of Online New Faculty Orientation
- Screenshot of Previous Workshops in the Center
- Screenshot of Quality Matters at Southeastern Moodle Course
- Screenshot of Webpage with Faculty Excellence Committee
- Tech Fee Proposals
- This Week in the Center_Change Series
- To Go Workshops_Hollywood Posh
- Travel Grant Guidelines
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- ULS Sabbatical Leave Policy
- Vision 2017

- Workshop evaluations 2012-2013
- Workshops 2011-2012
- Workshops 2012-2013

3.7.4

Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In Chapter III Section I its Board Rules, the University of Louisiana System outlines the rights, duties, and responsibilities of academic staff within the System as follows:

> *The University of Louisiana System is committed to the principle of academic freedom. This principle acknowledges the right of a teacher to explore fully within the field of his/her subject as he/she believes to represent the truth. The principle also includes the right of a member of the academic staff of the System to exercise in speaking, writing, and action outside the System the ordinary rights of the American citizen, but it does not decrease the responsibility and accountability that the member of the academic staff bears to the system, the state, and the nation.*
>
> *Among the many implicit responsibilities that must be assumed by those enjoying the privileges of academic freedom shall be that of refraining from insisting upon the adoption by students or others of any particular point of view as authoritative in controversial issues.*

Southeastern Louisiana University, as a part of the University of Louisiana System, works to foster a unique educational environment where students and faculty develop to their fullest potential as persons, teachers, artists, researchers, and scholars. Southeastern's statement on Academic Freedom and Professional Responsibility is located on the University's website and in Southeastern's employee handbooks (Part V):

> *Southeastern Louisiana University is committed to the principle of academic freedom and to the concomitant principle that this freedom carries with it the special obligation to exercise academic responsibility and to observe professional ethics.*
>
> *Recognizing the fact that the common good is dependent upon the free search for truth and its free expression, the University endorses the principle that the teacher is entitled to full freedom in research and publication of results, subject to adequate performance of the other academic duties. The teacher is entitled to freedom in the classroom in discussing the subject, but should be careful not to introduce into the teaching controversial matters unrelated to the subject or to insist upon the adoption by others of any particular point of view as authoritative in controversial issues. Profanity, off-color jokes, and similar forms of vulgarity, as well as racist and sexist comments, will not be tolerated.*
>
> *Recognizing the fact that the university teacher is a citizen as well as a member of a learned profession and an educational institution, the University endorses the principle that academic freedom includes the right of a member of the academic staff to exercise in speaking, writing, and action outside the University the rights of an American citizen, but emphasizes that this special position does not decrease the responsibility and accountability to the University, the state, and the nation. As a person of learning and as a member of the educational institution, the teacher should remember that the public may judge the profession and the institution by his/her expressions and actions. Therefore, at all times when speaking and acting as a private citizen, the teacher should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that he/she is not a spokesperson for the institution.*

With this policy, the University explicitly safeguards faculty entitlement to academic freedom in the classroom, research, and publishing, while recognizing that with rights come responsibilities. Thus, the University acts to protect the faculty member's individual academic freedom, while asking faculty to not abuse this freedom by offending, intimidating, or abusing others. Southeastern's Faculty Senate, as stated in its Bylaws (Article V. Section 2), monitors the University's support and promotion of academic freedom.

A Professor of Philosophy in the Department of History and Political Science serves as an example that faculty at Southeastern exercise academic freedom. A component of academic freedom is allowing faculty to pursue controversial lines of inquiry, unconstrained by political, religious, or other dictums. The Professor is a nationally recognized critic of intelligent design, and has made numerous public appearances and presentations in that role. The controversial nature of the professor's stance is evidenced by a study of religious beliefs in Louisiana. According to data provided by the Pew Research Center's Religion and Public Life project, 83% of Louisiana's population is "absolutely certain" about their belief in God (source: Religious Landscape Survey website). As a regional institution in southeast Louisiana, the professor's views are, at a minimum, 'unpopular.' Despite this, Southeastern is supportive. Institutional support for the work of this Professor is evident by the promotion through the ranks since arriving as an instructor in 1988, as well as, the awarding of Southeastern's President's Award for Excellence in Research (2006).

As verified by statements from Southeastern's Ombudsperson (2010 to present and 2006-2010), there are no known or recorded grievances citing violations of academic freedom at the University since the last SACSCOC reaffirmation.

Sources

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- Screenshot of Religious Belief Data for Louisiana

ULS Board Rules_Chpt_3_IA_Academic Freedom

3.7.5

Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Louisiana System outlines the rights, duties, and responsibilities of academic staff within the System in Chapter III Section I of its Board Rules which includes the following.

> *Duties of Academic Staff. Each member of the academic staff is expected to be devoted to the accomplishment of the purposes for which the System exists: instruction, research, and public service. Those members of the academic staff who comprise the faculty of the System are charged to determine the educational policy of the System through deliberative action in their respective units and divisions.*
>
> *Responsibilities of Academic Staff. It is a basic principle that every member of the academic staff, of whatever rank, shall at all times be held responsible for competent and effective performance of his duties.*

Aligned with these duties and responsibilities, and reflected in the Faculty Participation in University Governance section of Southeastern's *Faculty Handbook*, faculty are involved in Southeastern's academic and institutional governance through participation in the curriculum development process, appointments to institution-wide committees, the Faculty Senate, and appointments to college- and departmental-level committees.

Faculty Participation in Curriculum Development Process

As indicated in the *Faculty Handbook's* Duties and Responsibilities of Faculty, Southeastern faculty members are integral participants in determining the curricula across the University. As described in the Guidelines for Curriculum Revision, curricula changes originate at the academic department level and are initiated and developed by faculty with the expertise relevant to the change being proposed. Proposed changes are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. Approved proposals are then forwarded to the department chair for review and approval. Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council.

The University Curriculum Council (UCC) must approve any and all changes to degree program curricula for programs at both the undergraduate and graduate levels. The composition of the UCC is broad-based, consisting of the following members:

- The Chair of the College of Arts, Humanities and Social Sciences Curriculum Committee,
- Chair of the College of Business Curriculum Committee,
- Chair of the College of Education Curriculum Committee,
- Chair of the College of Nursing and Health Sciences Curriculum Committee,
- Chair of the College of Science & Technology Curriculum Committee,
- Chair of the Graduate Council,
- Member of the Sims Library Staff, and
- Representative of the Student Government Association.

The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. Documentation of the curriculum review process is provided in the example for Art 390.

As evidenced by the description of membership in University Council & Committees and the members listed in the Standing Committees for 2013-2014, the committees along the curriculum approval route are faculty committees that ensure curriculum proposals reflect disciplinary and university standards for academic rigor and quality.

University Councils and Committees

Southeastern's faculty actively participate in managing the academic environment of the University through participation in a variety of institution-wide committees, which are described in the Faculty Handbook (Part IX, Section A). Faculty are appointed to University councils, including

- Academic Affairs Council
- Council for Teacher Education
- Graduate Council
- University Curriculum Council
- University Planning Council

Faculty participate in decision-making across a broad spectrum of university governance by serving on the following University standing committees:

- Alumni Committee
- Athletics Committee
- Campus Grounds and Beautification Committee
- Campus Media Committee

- Center for Student Excellence Advisory Committee
- Commencement Committee
- Committee on Laboratory and Other Academic Support Fees
- Continuing Education and Special Activities Committee
- Discipline Committee
- Employee Advisory Committee
- Employee Wellness Committee
- Faculty Excellence Committee
- Faculty Grievance Committee (members elected by faculty)
- General Education Assessment
- Honors Committee
- Information Technology Policy
- Institutional Animal Care and Use Committee
- Institutional Effectiveness Committee
- Institutional Review Board
- Instructional Technology Committee
- Intellectual Property Committee
- Library Committee
- Media Committee
- Policy Publication Committee
- Radiation Safety Committee
- Research and Grants Committee
- Safety Committee
- Student Conduct Hearing Board
- Technology Advisory Committee
- Traffic and Parking Committee
- University Academic Assessment
- University Calendar Committee
- University Support Services Assessment
- University Tenure and Promotion Committee (members elected by faculty)

Before the end of each academic year, faculty members communicate to the President of the Faculty Senate their preferences for service on university committees for the year to come, based on their knowledge, skills, and interests. The Faculty Senate President then assigns faculty members to these university committees for specific terms, based upon both their individually indicated choices and his/her judgment for achieving broad representation from across the university community. This recommendation is forwarded on to the Provost, and at the beginning of each academic year the Office of Academic Affairs posts the composition of University councils and standing committees for that academic year on the Provost's website.

Southeastern's Faculty Senate

The Faculty Senate's participative role in university governance is explicitly described in Part IX Section B of the *Faculty Handbook*. The Faculty Senate Constitution and Bylaws were jointly agreed upon by Southeastern's President and the faculty in 1978 when the body originated. The three purposes of the Faculty Senate are

> *1. To serve as a representative voice of the faculty. The President of the Faculty Senate serves as a voting member of the Academic Affairs Council and of the University Planning Council.*
>
> *2. To provide a means of communication between faculty and the Chief Administrative Officer of the University.*
> *a. To provide a means whereby the administration, through the Chief Administrative Officer of the University, may refer matters of common faculty interest to a body representing the faculty.*
>
> *b. To provide a means whereby the faculty can offer suggestions or recommendations to the Chief Administrative Officer of the University pertaining to matters of common faculty interest.*
>
> *3. To accept and share responsibility with administration and students in all efforts to improve the stature and the usefulness of the University.*

This joint commitment has proven true for more than thirty-five years. The membership of Southeastern's Faculty Senate consists of faculty from each academic department/division. The faculty senators serve to represent their departmental colleague constituents, as well as providing their department/unit with information regarding campus issues and University policies. The Senate addresses issues of importance to the entire institution, ranging from academic and procedural matters to concerns over facilities, athletics, and faculty welfare. Initial discussion at the Senate, whether initiated by faculty or administration, often results in the issue/proposal being sent to a special committee for more in depth review. For example, as described in CS 3.4.5 Academic Policies, the Academic Committee reviews information on academic policies and reports its findings/recommendations to the whole Senate. Recommendations agreed upon by the Senate are then forwarded to the Provost and the Academic Affairs Council for consideration. As previously noted in the purposes of the Faculty Senate, the Faculty Senate President is a voting member of the Academic Affairs Council, thus securing the faculty voice.

The Faculty Senate has an advisory role in institutional governance, and its leaders have enjoyed a cooperative and synergistic relationship with Southeastern's administration over the course of many years. The Provost attends meetings of the Executive Council, where issues may be resolved before presentation to the Senate body. In the 2013-2014 academic year, the Faculty Senate deliberated a variety of issues including the Campus Litter Policy, the Distance Education Policy, travel grants for faculty and Southeastern's status as a tobacco-free campus (see Faculty Senate Agenda for November 6, 2013). Senate discussions sometimes result in the passing of a resolution (for example see Resolution on Campus Litter Policy).

College and Departmental Committees

In addition to the Faculty Senate and participation in institution-wide committees, faculty members are also active participants in college- and department-level committees. Serving in both appointed and elected roles, faculty members on these committees help to develop missions and strategies, shape curriculum, set policies, and influence decisions on a myriad of issues. This service dedication is one of the hallmarks of Southeastern, as committed, devoted faculty members of all ranks and in all colleges contribute in a multitude of ways to the quality of the University and its programs.

An example of how the committee system works within Southeastern's respective colleges can be found in the College of Education (COE). The College is comprised the department of Educational Leadership and Technology and the department of Teaching and Learning. Faculty from these two areas combine to carry-out the overall goal of the College:

> *Our goal is to prepare candidates to become effective professionals who set the standard for educational excellence in their communities.*

This goal is partially achieved through faculty service on various college-wide and departmental committees. On the college level, service is given to the following standing committees:

- College of Education Curriculum Committee;
- Council for Teacher Education;
- Dean's Advisory Council; and the
- Selective Admission and Retention in Teacher Education Committee (SARTE) Committee.

Faculty serve on a variety of departmental level committees that further the mission of the University, their college, and their respective departments. Examples include

- Educational Leadership and Technology
  - Content Area Committee, which plans the cycle of courses on and off campus;
  - Advisory Council, which works on redesign issues, plan collaborative projects, and collaborates on funding opportunities;
- Teaching and Learning
  - Curriculum Advisory Council, which is made up of the chairs for each of the sub committees for PK-3, 1-5, 4-8, Secondary Education, Master of Arts in Teaching, Special Education, and Graduate Curriculum and Instruction, meets regularly to discuss curriculum issues such as catalogue changes, course consistency, redesign, etc.
  - Assessment Committee, which works with the department's Assessment Coordinator on types of information to be collected in Passport (performance assessment support system utilizing a web-based portal), as well as other evaluation instruments;
  - Peer Evaluation Committee, made up of senior faculty as well as new faculty, who are researching alternative evaluation methods for faculty teaching;
  - Portfolio Review Committee, which reviews student portfolio requirements and assessments.

This example demonstrates how faculty members are active participants in University and academic governance at Southeastern at all levels. Faculty participation on committees and councils and through organizations like Faculty Senate is highly encouraged, and annual faculty evaluations reflect participation in such service activities.

Conclusion

Southeastern publishes policies on the responsibility and authority of faculty in academic and governance matters.

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- Screenshot of COE Council for Teacher Education Website
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- Screenshot of COE SARTE Committee Website
- Screenshot of COE Website
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- University Standing Committees _2013-2014

3.8.1

Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Facilities

Sims Library, which comprises approximately 138,000 square feet, was constructed in 1985 and opened in 1986. Most of the building was re-carpeted in 2007, and an initiative of new lighting, painting and renovations was completed in 2011. The Library provides adequate space for student and faculty usage including 10 group study rooms, 70 faculty and graduate student carrels, and 803 seats (not including computer or classroom seating), and quiet study areas. The first floor Reference Department has been transformed into a collaborative learning environment with the incremental addition of laptop chairs, new signage, group seating and large work tables.

The Center for Southeast Louisiana Studies is housed on the Library's third floor. The Center is under the administration of the College of Arts, Humanities and Social Sciences and includes among its holdings some of Sims' rare books and a number of special collections.

Sims Library facilities also include three classrooms located on the second, third and fourth floors. Two are used exclusively for library instruction, and one is available to faculty on campus by reservation. High-technology classrooms accommodate 26 to 40 students. Two of the three rooms offer instructor stations, projectors, and Elmo document cameras. Classroom control software permits instructors to project to student monitors or control student workstations in these classrooms. The third classroom is equipped with a Sympodium station containing an instructor PC, projector, and audiovisual equipment.

Sims Library is a technology-rich environment. One hundred and sixty-eight computers, twenty-six laptops, and nine iPads support the academic activity of students and faculty. These computers are available at multiple service points throughout the building including the Reference Department and the second floor Serials and Media Departments. Updated wireless access enhances the circulating laptop service and enables patrons to successfully use their personal electronics. Recent acquisition of peripheral devices in the Reference and Media Departments include three high-capacity printers and two scanners. The Media Department maintains the Library's audio-visual collection, provides viewing rooms, and a practice presentation studio where students develop and rehearse multi-media presentations individually or in small groups.

Adaptive technologies to accommodate patrons with disabilities include a JAWS screen reader, speech recognition and dictation software, screen text-enlarger, text scanner and reader, and large-print keyboard, which provide access to the Library's resources, the Internet, and computer software. A magnifying reader is available as well.

Services

Sims Library provides a wide variety of services that reflect its mission of "provid[ing] access to materials and services that support the teaching and research needs of Southeastern Louisiana University." A brief description of the more popular services follows:

The Library participates in LALINC (Louisiana Academic Library Information Network Consortium) with private and public academic libraries within the state. Through a Reciprocal Borrowing Agreement, Southeastern faculty, staff and students may check out materials from participating libraries by presenting a LALINC card issued by Southeastern's Library. The Library is also a member of the OCLC (Online Computer Library Center Database) Interlibrary Loan (ILL) Service, which provides the borrowing and lending of materials throughout the OCLC electronic network of 6,700 libraries worldwide.

Sims Library has been an excellent role model and leader in Louisiana for Interlibrary Loan (ILL) services. The Library has been a longtime user of OCLC's ILLiad, the excellent ILL request processing software program. Sims Library was the first in the state to implement direct requests for articles and loans and to use the ILLIAD 8.0 add-ons and upgrades. Sims was also the first of only three academic libraries in Louisiana to adopt Copyright Clearance Center's "Get It Now" service, which provides users with immediate full-text articles from unsubscribed journals. The addition of "Get It Now" not only provides a convenient service for users, but also resulted in further savings for the university - reducing the ILL budget for invoices by 75%.

The course reserves collection consists of high usage items intended to meet the needs of specific students who have been assigned reading and/or other special projects. Printed as well as electronic documents are placed on reserve by faculty to provide supplemental course materials.

The Presentation Practice Studio in the Media Department continues to be a very popular service point, providing a dedicated space for university students to develop and rehearse multimedia presentations individually or in small groups. The practice space can also help prepare students for success beyond the classroom by providing them intensive time to practice the presentation skills necessary in the modern workplace. As the largest group study room in the Library, the Presentation Practice Studio will accommodate up to 15 persons. This year there were 302 reservations for its use; the previous year saw 335 reservations.

Sims Library provides a robust suite of reference services. In addition to face-to-face reference service at a traditional desk, students can get assistance by telephone, e-mail, text, appointment or online virtual reference. Sims Library is the only academic library in the state to offer a solo 24-hour, 7-day a week virtual reference service. This service was started in 2002 and uses Tutor.com software and LBR (Librarians by Request) for evening and weekend librarians to monitor the service. Sims was the first library in the United States to offer a text message reference service, beginning in 2005, and uses Altarama's SMSreference software. The Library also offers appointment-based reference, with a reference librarian providing more in-depth and personalized service. Professional librarians provide expert reference service, while graduate students and undergraduate student workers assist patrons with technology and software.

All services available at Sims Library are available to off-campus users. Reference and instruction are conducted via telephone, email, text messaging, formal and informal bibliographic instruction sessions, and embedded in online courses. The Health Sciences Librarian provides a specialized literature review service to faculty and graduate students as well as research consultation services in Hammond and Baton Rouge,

dividing her time between Sims and the Baton Rouge Center.

Distance Education Library Services, coordinated by the Reference Department, are available to students who are taking compressed video courses, telecourses, Internet courses or courses at designated Southeastern remote sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center) or off-campus sites (Bogalusa, Denham Springs, Franklinton, Mandeville, and others). The goal of these services is to ensure complete and adequate access to information and research material without forcing the students to come to campus. Distance Education students use their Interlibrary Loan account (ILLiad) to request copies of print articles owned by Sims Library or articles from other universities. They may also request that books and articles owned by Sims Library be mailed or electronically delivered to them. A Distance Learning LibGuide provides general information about services for DE students.

In 2008, Sims Library created a presence in the University's Second Life campus. During the experimental virtual campus' existence, specialized library instruction sessions, participation in a Nursing class Health Fair, and National Library Week events were held at the Second Life Sims Library.

Sims Library is open 80 service hours per week during the semester with extended hours during the final exam period and an abbreviated schedule of approximately 40 hours per week during breaks. Access to collections, circulation of library materials, reference assistance and consultation, and library instruction are the core services offered to Southeastern students, faculty and staff, as well as the public during operating hours. Internet capabilities provide on- and off-campus access to online catalog, databases, and electronic resources. On-campus access to internet is high-speed and wireless. General Library information may be found on the Library's homepage. Pertinent services and usage data are provided below.

Pertinent Services and Usage Data

	2011-2012	2012-2013
Circulation	28,604	18,368
Reserves	5,132	4,064
Interlibrary Loan - borrowed	3,122	2,728
Interlibrary Loan - loaned	4,138	3,872
Gate count	775,276	693,703
Reference Inquiries*	21,775	21,043
*(include face to face, SMS Text Reference, 24/7 Virtual Reference, and email)		

Learning/Information Resources

The learning/information resources of Sims Library include print and electronic monographs and books, print and electronic journals, federal and state documents, microforms, maps, recordings, videos, DVDs, and slides, as well as the equipment for their use. The resources are included in the web-based SIRSI Unicorn system online catalog. As of June 2013, the holdings amounted to 377,256 bound volumes, 1,177 serial title subscriptions, 422,329 government documents, 513,432 microform units, and 35,208 audiovisual materials. In 2012/13, Sims Library spent $1,233,065 on resources, received $28,902.00 in grant funding for a variety of projects and obtained $7,562 from three fund raising activities sponsored and supported by the Friends of Sims Library (FoSL) group.

Participation in the LOUIS Consortium provides access to a number of important electronic resources for Sims Library constituents. A few examples of electronic resources provided by the LOUIS Consortium include Academic Search Complete, LexisNexis Academic, JSTOR, Literature Resource Center, America's Historical Newspapers and CINAHL Plus with Full Text. Sims Library also licenses databases outside the LOUIS consortium, and these include ProQuest Research Library, SciFinder Scholar, IEEE Xplore, and Web of Science. In addition, the consortium provides access to SirsiDynix Symphony, and the ILS (Integrated Library System) used by patrons to search library holdings and by the library to manage acquisitions, cataloging, and circulation. LOUIS also provides access to OCLC's ILLiad, the library's interlibrary loan resource sharing system. Sims Memorial Library has also implemented the EBSCO Discovery Service (EDS), a LOUIS resource which allows constituents to search across the entire collection of discoverable materials using a single search platform.

The Acquisitions Department routinely purchases faculty and student requests for the collection to meet the research needs of the university. The department recently purchased a large number of YBP (Yankee Book Peddler) core title list books, considered essential titles for undergraduate library collections. YBP Library Services is the leading booksupplier to academic institutions. The department also purchased a number of CHOICE Outstanding Academic Titles in ebook format, which are hosted on the ebrary platform. The department is moving forward with efforts to transition into ebook acquisitions to enhance access to the library collection, which include the new patron-driven acquisition service.

Sims Library maintains a dynamic website with carefully designed pages that link to its services and resources. Quick access to the library catalog and licensed databases support student learning and teaching. Floor plans on the Library website and QR codes in the building are provided to assist patrons in finding materials and locations in the building. In 2009, Sims library licensed the LibGuides software which allowed liaison librarians to create web pages for the students in their academic departments and for specific courses, as requested by teaching faculty. As of April 2014, 124 LibGuides had been prepared by librarians. For the year 2011-2012, the guides were accessed 68,413 times; for 2012-2013, the guides were accessed 85,682 times.

The Library has administrative responsibility for format review of theses and dissertations completed by Southeastern students, and coordinates the uploading of electronic copies into the Proquest Dissertations and Theses database and the binding of print copies.

Community Outreach, Services and Programming

Sims Library is open to community members as well as to University students, faculty and staff. As a source of cultural enrichment for the students, the library offers a variety of displays, lectures, readings, and other programs throughout the year. Library personnel have presented displays during Banned Books Week, to celebrate diversity, to promote the holiday season, and to acknowledge National Library Week. The Library Outreach Committee sponsors "Readings @ Sims" each year and invites local authors to read from their original work. In recent years, the library has been pro-active in obtaining external funding to present programming to the University and outside partners. In 2010 and 2011, librarians were awarded an Express Consumer Health Outreach Award from the National Network/Libraries of Medicine South Central Region to fund "Senior CHAT: Consumer Health Awareness Training." This grant provided basic computer training and health information instruction to senior citizens at the Hammond Senior Center. For three consecutive years, 2011-2013, Sims librarians were awarded grants from the American Library Association (ALA) Office of Public Programming for ALA/National Endowment for the Humanities programs. In 2011 the grant provided a display, "Lincoln: The Constitution and the Civil War." In 2012 the grant funded "Let's Talk About It; making sense of the American Civil War" reading and lecture series in partnership with the Department of History and Political Science and the Tangipahoa Parish Library. In 2013, two

grants were funded; first, the Library hosted a display of Civil War medicine "Life and Limb: The Toll of the American Civil War," and later, the grant funded a six-week public program featuring documentary film screening and scholar-led discussions, "America's Music: A Film History of Our Popular Music from Blues to Bluegrass to Broadway."

An active group of community and University patrons serves as the leadership for FoSL (Friends of Sims Library), which sponsors several annual fund-raising events and a book club. The FoSL Board works with the University Development Office and University Foundation. FoSL sponsors a wine tasting and a members' tea with an author each year, assists in the annual Library book sale, and in 2013 began an ongoing series of author panels at Fanfare, the University's annual celebration of the arts. FoSL also co-sponsors the "Let's Talk: Art" series of lectures with the Department of Fine and Performing Arts and the Hammond Regional Arts Center, and has purchased books and equipment for Sims Library. The Library Director and the Head of Serials, who founded the Friends in 2007, sit on the FoSL Executive Board as ex-officio members.

Adequate and Appropriate Collections and Services

To help ensure collections support the student/faculty curriculum and research needs, each academic department on campus is assigned a librarian to serve as a liaison between the department and the library. The Collection Development Policy of Sims Library provides specific guidelines for these liaisons as they solicit input on acquisitions and holdings. Liaisons make and maintain contacts with faculty of the academic departments or programs for which they are responsible. They work with the faculty to understand the goals of their assigned departments and to ensure that the Library fulfills the information needs of both the faculty and students in each program. This involves consultation with faculty about adding and/or canceling library resources as well as informing faculty about any new services and resources that have been acquired. Faculty communicate curriculum needs directly to the liaison via email or an online form. Students and staff may also communicate suggestions for the collection via an online form. The Library initiated a patron-driven acquisition service at the beginning of the spring 2014 semester. Library funds are spent appropriately for materials for each program (see Acquisitions by Department).

Further evidence that Southeastern provides and supports student and faculty access and user privileges to more than adequate library collections and other learning/information resources is provided through program accreditation reports, self-study reports, user surveys and comparisons with other schools' programs. Several professional accrediting agencies include a review of library resources as part of the accreditation process, and have determined the Library's resources are sufficient to support studies in their disciplines. These agencies include the National Association of Schools of Music (NASM) in 2013, the Accrediting Board for Engineering and Technology (ABET) in 2014, and the Commission on Collegiate Nursing Education (CCNE) in 2012, to name just a few.

Data supplied by the LOUIS network helps provide usage information for Sims Library. The eLibrary statistics for LOUIS Libraries in 2012 showed 152,785 searches for Southeastern, the second highest among University of Louisiana System (ULS) institutions. The 2012 EBSCOhost Usage Report indicated 133,523 sessions for Southeastern, also the second highest among University of Louisiana System (ULS) institutions.

Survey data provide further evidence that Library offerings are appropriate to support the specific needs of Southeastern constituents. Regular surveys conducted at Southeastern indicate the faculty and students are satisfied with the library's services and resources. These surveys include:

- ACT Survey, conducted by the Office of Institutional Research, spring 2011
- Sims Library User Comment Card to determine how the library is used, conducted by the Library, fall 2011
- Extender Student Survey, conducted by the Office of Institutional Research, fall 2011
- 2012-2013 Current Student Survey, conducted by the Office of Institutional Research, August, 2013
- LibQual+ or in-house survey, spring 2015 (planned)

The spring 2011 ACT Survey showed that the Library had the highest level of satisfaction among University services. 85% of the students used the Library, and the mean for satisfaction was 4.30 out of 5.00, or 86%. This compared to a national mean of 4.16 and a University of Louisiana System mean of 4.17. In fall 2011, the Library conducted a survey, using comment cards, of how the Library is used, including a space for comments about the Library, its staff, its collections and its services. As a result of the survey, whiteboards were added to some of the study rooms, and the Library, with the assistance of the Office of Technology, began to investigate the installation of wireless printing. The Extender Student Survey, also conducted in the fall of 2011, measured the satisfaction levels of the 2007 cohort of students; Library resources received the highest score of items on campus, a mean of 4.40 out of 5.00, or 88%. The 2012-2013 Current Student Survey showed continued satisfaction with the Library; the mean for satisfaction with the Library collection was 4.11 out of 5.00, or 82%, and the mean for satisfaction with the helpfulness of Library faculty and staff was 4.25 out of 5.00, or 85%. The last LibQUAL+ Survey was done in 2004; another survey, either LibQual+ or one developed in-house, is scheduled for spring 2015.

Other Learning/Information Resource Units

In addition to Sims Library, Southeastern offers several other educational resources including the Center for Student Excellence, the Center for Faculty Excellence, the Mathematics Technology Learning Center (MTLC), the Student Technology Center, the Writing Center, and various department computer labs such as the Foreign Language Center. Additional information on these support units is provided in CS 3.3.13, CS 3.4.9, and CS 3.7.3.

Conclusion

The above rationale demonstrates that the learning/information facilities and resources provided by the Sims Library, combined with those available in other campus units, are appropriate to and adequate for the teaching, research, and service mission of the University.

Sources

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- Media Department
- National Library Week in ByLion
- Reference Department
- Reserve Department
- Screenshot of Emerging Technologies
- Screenshot of LaLinc
- Screenshot of LibGuides
- Screenshot of Library Mission Statement
- Screenshot of Library’s Homepage for Collections and Services
- Screenshot of LOUIS
- Screenshot of Presentation Practice Studio
- Serials Department
- Sims library survey overview
- Southeastern Louisiana University Mail - Library Book Requests
- Student Services_Laptops and Study Rooms (Page 2)
- Tutor_com
- User Education

3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern adequately provides faculty, staff, and students with regular and timely instruction in the use of library and other learning and information resources through both formal and informal instruction.

Formal Instruction

Formal instruction is available through a one-credit library skills course (Library Science 102: Introduction to Information Research), available to all students and required of approximately half the majors at the University; through instructor-requested, discipline-specific bibliographic instruction sessions; and via embedding in instructional courseware for some online classes.

The University's emphasis on the importance of information literacy and lifelong learning permeates the curriculum, and is evidenced by the popularity of the Library's LS 102 library skills course. This eight-week, one-credit term class provides not only instruction in the use of library resources but also an information literacy component that teaches students how to locate, evaluate, and properly use research materials. Between 2005 and 2013, an average of 55 sections of the course was taught each year in traditional face-to-face format or online using the Moodle learning management systems. Some sections have been taught at off-campus locations. An average of 1465 students was enrolled in the credit course per year.

In addition to LS 102, the Library's User Education Program helps bridge the gap between Southeastern's classes and the Library's information resources. Working in collaboration with professors and other classroom instructors, the Coordinator of User Education and other Library faculty provide course-related library instruction on request. Topics of instruction vary widely, from instruction on how to use the databases available for a particular field, and Southeastern's online catalog, to using the Internet for research. In 2012-2013, bibliographic instruction sessions totaled 182 presentations with a total attendance of 3,633.

Bibliographic Instruction Sessions by College/Group

	2011-2012		2012-2013	
College/Group	Number Of Sessions	Attendance	Number Of Sessions	Attendance
College of Arts, Humanities, and Social Sciences	150	3,216	146	2,872
College of Business	7	273	2	46
College of Education and Human Development	6	114	5	58
College of Nursing and Health Sciences	17	206	18	284
College of Science and Technology	3	48	3	39
Community Groups	3	13	8	334
TOTAL	186	3,870	182	3,633

Faculty can also consult with the Library faculty to customize instruction and design assignments that meet discipline-specific needs while offering Southeastern students a successful and challenging library experience. In the past these sessions lasted one hour, but with the change in the University schedule they now last 1.25 hours. Specialized instruction is also given to international students, CALL (Center for Adult Learning in Louisiana) undergraduate Nursing students, as well as graduate students in the Intercollegiate Consortium for the Master of Science in Nursing, the Ed.D (Doctor of Education in Educational Leadership), and the ISAT (Integrated Science and Technology) Master's Program.

Informal Instruction

Informal, one-on-one instruction is done at multiple service points throughout the building, via telephone, e-mail, text messaging, and online "chat" virtual reference. Patrons can also make an appointment for a research consultation with a librarian for more extensive assistance. Specialized reference assistance and informal instruction in the use of microforms, media materials, government documents, and so on, are available in the Serials, Media, and Government Documents departments. Librarians occasionally visit locations around campus with a laptop to provide informal instruction and answer reference questions.

Access to online library resources is available 24 hours a day for on-campus, off-campus, and distance education students. Online resources include video tutorials, LibGuides (which list discipline or course-specific resources in multiple formats), a searchable catalog of Library resources, floor plans of the building, and descriptions of electronic databases available.

A Distance Learning Librarian is employed to serve as the contact person for distance learners and as a liaison to faculty who teach at remote sites or online classes. Distance Learning services are promoted on the Library and University web pages. While the Library provides digital reference service and remote access to electronic resources to all of the University's students, distance learners are given some special privileges for resource delivery, and faculty teaching distance classes are offered specialized bibliographic instruction services, assistance with linking to electronic resources in their courses, and customized online tutorials for specific disciplines or classes.

Library personnel also provide informal instruction in the use of University resources including LeoNet, Blackboard, Moodle, webmail, and computer software.

Traditional reference service is offered at the reference desk for all but ten hours per week when the Library is open. When the Library is closed, informal instruction is available through a virtual reference service (Tutor.com) that is available 24 hours a day, seven days a week, as described in Comprehensive Standard 3.8.1. In both 2011-2012 and 2012-2013, the number of reference inquiries received from traditional, online and virtual services exceeded 21,000.

Reference Inquiries

	Reference Dept.	Serials Dept.	Media Lab	Gov. Docs	BRNL	Total
2011-2012	19,189	138	100	141	2,207	21,775
2012-2013	19,144	195	160	97	1,447	21,043

Additional instructional sessions presented by the Library often include an annual New Faculty Orientation (which also welcomes returning faculty) or Faculty Open House, providing an overview of library services and databases, and special events.

Assessment

Survey data provides evidence that Library offerings are appropriate to support the specific needs of Southeastern constituents. The spring 2011 ACT Survey showed that the Library had the highest level of satisfaction among University services. 85% of the students used the Library, and the mean for satisfaction was 4.30 out of 5.00, or 86%. This compared to a national mean of 4.16 and a University of Louisiana System mean of 4.17. In fall 2011, the Library conducted a survey, using comment cards, of how the Library is used, including a space for comments about the Library, its staff, its collections and its services. As a result of the survey, whiteboards were added to some of the study rooms, and the Library, with the assistance of the Office of Technology, began to investigate the installation of wireless printing. The Extender Student Survey, also conducted in the fall of 2011, measured the satisfaction levels of the 2007 cohort of students; Library resources received the highest score of items on campus, a mean of 4.40 out of 5.00, or 88%. The 2012-2013 Current Student Survey showed continued satisfaction with the Library; the mean for satisfaction with the Library collection was 4.11 out of 5.00, or 82%, and the mean for satisfaction with the helpfulness of Library faculty and staff was 4.25 out of 5.00, or 85%. The 2013-2014 Current Student Survey showed similar levels of satisfaction: the mean for the perceived importance of the Library was 4.74 out of 5, or 95%, and the mean for overall satisfaction was 4.66 out of 5, or 93%.

Library faculty teaching LS102 are evaluated via the University's Student Opinion of Teaching (SOT) instruments completed by students enrolled in the courses. Non-tenured Library faculty teaching LS 102 are observed each year in accordance with the University's Faculty Handbook.

Assessment of the LS 102 course and the bibliographic instruction program is ongoing and continuous. Beginning in 2008, the Assessment Working Group, a committee comprised of instruction librarians, was charged to identify assessment measures for the Library Science 102 course, and met at least once each semester to review the course, exams, and related issues, making changes and improvements as needed. As a result, that year the Library instituted a departmental credit examination called the Information Literacy Test, made available originally from the Center for Assessment of Research Studies (CARS) at James Madison University, which later became Madison Assessment. This allows students to test out of LS102. In the next few years, the final exams for the face-to-face courses and online courses were standardized, providing Library instructors with additional assessment of student learning. In 2013, the instructors measured the efficacy of the classes in ensuring that the most basic library skills, namely the ability to locate and interpret book and journal article citations, were being learned. Using four questions that specifically addressed these skills from the standardized final, it was determined that 96% of the students correctly answered 3 of the 4 questions, but the question about the format of the full text article—html or pdf—confused the students.

The success of the Library's bibliographic instruction programs can be measured by online evaluation forms completed by faculty following classes. The Virtual Reference Service also provides feedback on online reference transactions through the Tutor.com software.

Conclusion

Southeastern Louisiana University's librarians and Library staff provide faculty, staff, and students with regular and timely instruction in the use of the Library and other learning and information resources through formal instruction activities, individual consultation and online resources.

Sources

- 2011 Extender Student Survey
- 24_7 Library Services
- ACT Survey_Spring 2011
- Comment Card
- Comment Card Survey Results_combined
- Current Student Survey_2012_2013_Library
- Current Student Survey_2013_2014_Library
- Distance Learning Library Services
- Home - LibGuides at Southeastern Louisiana University
- Instruction Evaluation and Questionnaire for Faculty
- Library Science 102
- Library_ User Education
- Madison Assessment
- Resources and Services Help
- Screenshot of Ask A Librarian
- Screenshot of Instruction Evaluation and Questionnaire for Faculty
- Screenshot of LS 102 Course Materials
- Screenshot of User Education Webpage
- Sims library survey overview
- Tutor_com

3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University provides a sufficient number of qualified staff with appropriate education or experiences in library and/or other learning/information resources to accomplish its mission, "*to lead the educational, economic and cultural development of southeast Louisiana.*"

Sufficient Number of Qualified Faculty and Staff

Linus A. Sims Memorial Library employs a Director of the Library and fifteen full-time librarians; all but one are tenure-track or tenured faculty members. All librarians possess an ALA-accredited MLS or MLIS, and some have an additional subject master's degree or doctoral degree. Eleven faculty are tenured; of these, one has the rank of full professor, eight have the rank of associate professor, and two have the rank of assistant professor. One librarian is a temporary instructor. The full-time faculty are identified by name, title, and qualifications in the SACSCOC Template 3.8.3 Qualified Staff: Learning/Information Resources. Vitas for Library faculty can be accessed by clicking on the individual name below.

Amy Baptist, Access Services Librarian
Benjamin Bell, Instructor
Janie Branham, Serials Department Head
Angela Dunnington, Access Services Department Head
Ladonna Guillot, Health Sciences Librarian
Penny Hecker, Reference/Instruction Librarian
Eric Johnson, Library Director
Paul Kelsey, Acquisitions Department Head
Chad Pearson, Reference/Instruction Librarian
Stephen Sanders, LS 102 Coordinator
Dayne Sherman, Coordinator of User Education
Lori Smith, Government Documents Department Head
Beth Stahr, Head of Reference
Mary Lou Strong, Reference/Instruction Librarian
Catherine Tijerino, Cataloging Department Head
Elizabeth West, Systems, Technology and Distance Learning Librarian

Library recruitment of faculty follows the University's hiring process and is guided by the Association of College and Research Libraries (ACRL) Guideline for the Screening and Appointment of Academic Librarians. Librarians are recruited on national and regional professional/ association websites, via library-related electronic Listservs, and Southeastern's Human Resources Website. Library faculty are considered regular members of the University faculty and are appointed through a rigorous application process involving an in-house search committee (or a University-wide committee in the case of the Director of the Library), during which both telephone and onsite interviews are conducted and a presentation is made by the candidate. Library faculty follow the guidelines of the general University Faculty Handbook concerning duties, schedule, and benefits. Librarians serve on University committees appointed by the Provost and other university officials. Additional information about the faculty hiring process may be found in Comprehensive Standard 3.7.1.

In addition, the Library employs thirteen Civil Service classified support staff members; all but two (the Administrative Assistant and the Administrative Coordinator) are classified as Library Specialists, as described in the state's Civil Service Guidelines. Library support staff are hired as indicated in the Employment Procedures for Classified Staff (further described in Comprehensive Standard 3.2.9). They are trained by the Library faculty or, in some instances, by senior Library Specialists, and undergo annual performance evaluations.

Sims faculty and staff are organized around areas of responsibility including: administration; access services (circulation, media, reserves); acquisitions; cataloging; government documents; Nursing/Health Sciences; reference (reference/instruction, Library Science 102, User Education); serials; and systems (systems, technology, and distance learning). Faculty and students have access to library staff (physical and virtual) all hours the Sims Library is open – 80 hours per week during the semester with extended hours during the final exam period and an abbreviated schedule of approximately 40 hours per week during breaks. In addition, the Library provides 24/7 access to online materials and resources, including 24/7 connection to a librarian to assist students, faculty, and staff regardless of time or geographic location.

Ongoing Evaluations

Library faculty are evaluated annually using a document created by the faculty themselves which is tied very closely to the tenure process. Annual evaluations are performed by the faculty member's supervisor and the Library Director, and at that time goals for the coming year are formulated. The tenure process takes approximately six years, with an interim review performed after three years. At the time of request for tenure, faculty must apply for promotion. The Library faculty created the guidelines for tenure and promotion in accordance with the University's guidelines for tenure and promotion. Faculty are evaluated in the areas of job effectiveness/teaching, professional activities, and service. Further information on both the evaluation and the tenure/promotion processes may be found in the Library's Annual Evaluation Guidelines and the Tenure and Promotion Guidelines.

Professional Growth and Activities

As regular members of the University faculty, Library faculty are obligated to participate in both university and professional development activities. Library faculty maintain memberships and regularly hold important offices in national, regional, and state professional organizations. They produce books, papers, articles, grants, and poster session displays as part of their professional development and research. Indeed, the Library faculty at Sims are known throughout the state for their participation in both conferences and training sessions. In both 2010 and 2012, librarians from Sims Library were awarded the Outstanding Academic Librarian Award by the Louisiana Library Association based on service and scholarship. Six faculty members have been elected to the Southeastern chapter of The Honor Society of Phi Kappa Phi. The Library's electronic newsletter often has a special section which lists faculty publications, presentations and awards and helps document the professional activities in which Sims faculty are involved.

Mission Accomplishment

Evidence that Sims Library has a sufficient number of qualified staff to support the University mission is provided by the high level of satisfaction with library services indicated on survey data. The spring 2011 ACT Survey showed that the Library had the highest level of satisfaction among University services. 85% of the students used the Library, and the mean for satisfaction was 4.30 out of 5.00, or 86%. This compared to a national mean of 4.16 and a University of Louisiana System mean of 4.17. The Extender Student Survey, also conducted in the fall of 2011, measured the satisfaction levels of the 2007 cohort of students; Library resources received the highest score of items on campus, a mean of 4.40 out of 5.00, or 88%. The 2012-2013 Current Student Survey showed continued satisfaction with the Library; the mean for satisfaction with the Library collection was 4.11 out of 5.00, or 82%, and the mean for satisfaction with the helpfulness of Library faculty and staff was 4.25 out of 5.00, or 85%. The 2013-2014 Current Student Survey showed similar levels of satisfaction: the mean for the perceived importance of the Library was 4.74 out of 5, or 95%, and the mean for the overall satisfaction was 4.66 out of 5, or 93%. A review of the criteria for adequacy of library staffing as measured by the 2011 Standards for Libraries in Higher Education of the Association of College and Research Libraries provides further evidence that the Library faculty and staff are sufficient both in numbers and qualifications to accomplish both the University's mission and the Library's mission to "provide support for the instructional, research, creative and service activities of the faculty, students, and staff of the University."

Conclusion

Southeastern's Sims Library has a sufficient number of qualified staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the University's mission. The statements and rationale in Core Requirement 2.9 and Comprehensive Standards 3.8.1 and 3.8.2 provide additional support that the resources and staff of Sims Memorial Library are accomplishing the mission of the institution.

Sources

- 2011 Extender Student Survey
- ACRL Standards for Libraries in Higher Education (Page 13)
- ACT Survey_Spring 2011
- Annual Evaluation Guidelines_Library
- Ask A Librarian
- Baptist CV 2014
- Bell CV 2014
- Branham CV 2014
- Classified_employment_hiring_procedures
- Current Student Survey_2012_2013_Library
- Current Student Survey_2013_2014_Library
- Dunnington CV 2014
- Faculty_employment_procedures
- Guillot CV 2014
- Hecker CV_2014
- Johnson CV 2014
- Kelsey CV 2014
- Library Departments
- Louisiana Civil Service Job Descriptions_Library Specialist
- Mane Lines_National Appointment (Page 4)
- Mane Lines_Outstanding Librarian 2010 (Page 1)
- Mane Lines_Where the Librarians Went and What They Said (Page 6)
- News Release_Outstanding Librarian 2012
- Pearson CV 2014
- SACSCOC Template 3.8.3 Qualified Staff: Learning/Information Resources
- Sanders CV 2014
- Screenshot of ACRL
- Screenshot of Library Mission Statement
- Sherman CV 2014
- Smith CV 2014
- Southeastern Louisiana University -- Faculty Handbook
- Southeastern's Tenure and Promotion Guidelines
- Stahr CV 2014
- Strong CV 2014
- Tenure and Promotion Guidelines_Library
- Tijerino CV 2014

West CV 2014

3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University publishes clear and appropriate statements of student rights and responsibilities and makes them available to the campus community on the University's website and in the Student Handbook. These rights and responsibilities apply to undergraduate and graduate students, residential students, students at off-site locations, and distance learning students.

Non-Academic Rights and Responsibilities
The Office of Student Conduct (OSC) is charged with administering a Student Code of Conduct to uphold community standards while providing a clear set of student rights and privileges that respect the interests of the individual. Contained within the Student Handbook, the Student Code of Conduct includes University policies, procedures, and student rights.

The Handbook contains a variety of policies pertaining to all aspects of student life, including Alcohol Consumption Regulations (On and Off Campus); Guidelines for Campus Alcohol Advertising; Drug and Alcohol Policy; Sexual Harassment Policy; Racial Harassment Policy; Gender Discrimination Policy; Americans with Disabilities Act; Hazing Policy; Registration of Activities Policy; University Policy on Public Speech, Assembly, and Demonstrations; Sign Posting Policy; Selling or Soliciting on Campus Policy; Credit Card Solicitation Policy; Student Newspaper Distribution Bin Policy; Computer Policies; Smoking Policy; Food Policy and Procedures for Student Organizations and Departmental Units; and the Policy on Skateboards, Roller Skates, Rollerblades, Scooters, and Other Coasting Devices.

A statement of student responsibility is presented as the Purpose statement of the Student Code of Conduct. The statement reads,

> *"Southeastern Louisiana University, in pursuit of its educational mission, seeks to teach students citizenship, to value others and respect community. The University affirms that students, upon enrollment, do not lose the rights of nor are they exempted from fulfilling the obligations and duties of citizens. Students have the responsibility to familiarize themselves with the Student Code of Conduct and University policies including but not limited to those pertaining to harassment, computer use, academic dishonesty, and traffic regulations. Students are expected to conduct themselves in a manner which supports the educational mission and functions of the University, as well as to comply with all federal, state, and local laws, and all applicable University policies."*

The Office of Student Conduct is responsible for monitoring compliance with the Student Code and directing a campus-wide student disciplinary system which is student-centered, fosters holistic development, and based on principles of fundamental fairness. Disciplinary cases are heard by the Student Conduct Hearing Board, a committee of students, faculty, and/or staff members. The hearing board is authorized to determine whether a student and/or a student organization has violated the Student Code of Conduct and to recommend the imposition of sanctions. Student rights related to the disciplinary process are contained within the Student Code of Conduct and include:

- To be informed of the Student Code of Conduct and its corresponding procedures;
- To petition for redress of a grievance arising from an incident that violates University policy and/or the Student Code of Conduct. Any member of the University community may file a discipline charge or complaint against a student when that person believes the student has violated any University policy;
- To receive notice of any alleged violations of University policy and/or breaches of the Student Code of Conduct;
- To have the benefit of an opportunity to be heard by an impartial Hearing Board or Hearing Officer in addressing an allegation/s of a violation of University policy;
- To have an advisor, including an attorney, present in a disciplinary conference and/or hearing. Advisors may not participate directly in a disciplinary conference and/or hearing process nor may an advisor address any participant in the disciplinary conference and/or hearing process other than the student the advisor represents;
- To examine evidence to be used against him or her;
- To view the list of witnesses against him or her at the administrative discipline conference or prior to a hearing in front of a hearing board.

Alleged violations of the code of conduct by a student or student organization as listed in the Student Code of Conduct are submitted to the Office of Student Conduct using the Incident Report Form. The form is available online and requires the use of Southeastern's secured login process (identification number and password). Once the report is received, a designated staff member is assigned the case and proceeds as outlined in the Basic Student Conduct Process (see Sample Case provided). The Office of Student Conduct strives to impact student learning through the use of educational interventions that modify and redirect inappropriate behavior into productive behavior. The ultimate goal is to prepare students for civil engagement into the larger society through a process that awakens their consciousness to misbehavior.

The Student Code of Conduct is reviewed on an annual basis under the direction of the Vice President for Student Affairs or his/her designee to insure the code remains appropriate. Available literature and best practices form the basis for the review and revision of the Student Code of Conduct which occurs through a 10-step process. Typically, all changes to the Student Code of Conduct are made effective by July 1st of each academic year.

Dissemination of Rights and Responsibilities
The Office of Student Conduct ensures the Student Handbook and information related to the Student Code of Conduct is made available to the University community by use of the following methods:

A. New Student Orientation – Southeastern holds an orientation for first time students before each term, including six separate extended programs during the summer. The Office of Student Conduct attends informational browsing sessions during orientation to disseminate information about the Student Code of Conduct as part of its Know the Code Campaign.

B. Registration – All Southeastern students must complete an electronic acknowledgment of awareness of the Student Handbook at the point of

course registration. At the registration prompt, the student "Accepts" to acknowledge that s/he understands where to find the Student Handbook. Student Conduct administrators can query the PeopleSoft database to obtain the sign-off time and date for any student by using the student's identification number.

C. Southeastern 101 (SE 101) - SE 101 is a required 2-hour credit course for all freshmen. Offered through the Center for Student Excellence (CSE), SE 101 is a student success course that provides students with the necessary skills to successfully navigate the first year of academic life. Academic units for SE 101 include such things as using web systems, academic planning, time management, note taking, and test taking. Also included is a section which covers the Student Code of Conduct.

D. Electronic Notices and Postings – The University informs the campus community of students' rights and responsibility through various electronic means each term. An email is sent annually to the entire campus community to make all faculty, staff, and students aware of University policy including the Student Code of Conduct. In addition, the OSC conducts a web-based Know the Code Campaign during the fall and spring semesters via a logo button on the website which links directly to the code.

E. Direct Link from Homepage –Southeastern Louisiana University has established a direct link to the Student Handbook from the homepage of the University's website. By establishing a direct link, the handbook is easily assessable without sub-navigation.

F. General Catalogue - Information on student conduct is also located in the Division of Student Affairs section of the University's General Catalogue. The General Catalogue is available on the University's website.

Academic Rights and Responsibilities
The Admissions Criteria and Academic Regulations section of the General Catalogue provides information related to academic policies and requirements, including student academic responsibility, grade appeals, academic probation and suspension and academic integrity. Information on FERPA is also provided in the General Catalogue.

For more information on academic rights and responsibilities, see Comprehensive Standard 3.4.5 Academic Policies.

Proof of Implementation

Documentation that Southeastern implements policies and procedures regarding student rights is provided by a redacted case file from the Office of Student Conduct.

Conclusion

Southeastern publishes a clear statement of student rights and responsibilities and disseminates the statement to the campus community.

Sources

- 10-Step Process for Review and Revision of Student Code of Conduct
- 2013-2014 General Catalogue, Academic Integrity (Page 16)
- 2013-2014 General Catalogue, Academic Probation (Page 15)
- 2013-2014 General Catalogue, Admission Criteria and Academic Regulations (Page 1)
- 2013-2014 General Catalogue, Class Attendance (Page 17)
- 2013-2014 General Catalogue, Division of Student Affairs
- 2013-2014 General Catalogue, FERPA
- 2013-2014 General Catalogue, Grade Appeal (Page 15)
- 2013-2014 General Catalogue, Student Academic Responsibility (Page 1)
- 2013-2014 Student Handbook
- 2013-2014 Student Handbook (Page 14)
- 2013-2014 Student Handbook (Page 3)
- 2013-2014 Student Handbook_Student Code of Conduct
- Case Sample
- Conduct Process Flowchart
- Electronic Verification of Student Handbook
- Incident Reporting Form
- Know the Code flyer
- Know the Code logo
- Model Student Conduct Code
- NaBITA Model Code
- Purpose Statement in Student Code of Conduct
- Screenshot of Office of Student Conduct Webpage
- Screenshot of Student Handbook link on Webpage
- University Disclosure Email

3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University protects the security, confidentiality, and integrity of student records through institutional policies and adherence to federal and state laws regarding records protection. Southeastern maintains security measures to protect and backup electronic and physical records through proper storage, retention, and disposal.

Security of Student Paper Records
All student paper records are maintained in secure environments in the various offices throughout campus, and are accessible only by authorized personnel. In some cases additional security measures have been instituted, given the depth and breadth of these records, as is the case in the Office of Financial Aid, Office of Admissions, the Controller's Office, and the Office of Records and Registration, where records are maintained in a secured, monitored vault. The Office of Human Resources utilizes a secured vault along with an alarm and video camera system to help secure its records.

The types of student records stored vary by office but include transcripts, grades, change of major forms, disciplinary files, health records, etc. The Records and Retention Schedule for the Office of Records and Registration is provided as an example of both the types of data stored and the process used for storing. Each office has its own Record and Retention Schedule.

Security of Electronic Student Records
Southeastern has several policies related to the security of electronic student records. Its Data and Computer Security and Access Policy ensures that personal and confidential information is protected and that only certain authorized employees have access to student data. The Intrusion Prevention/Response Guidelines and Procedures outline steps to be followed in an external attack on the University's computer system. The Technology Areas Business Continuity Plan provides a contingency plan in the event of a major disruption to the computing system.

All student records are stored electronically on the PeopleSoft student information software management system (often referred to as LEONet on Southeastern's campus due to the Lion mascot). This system is only accessible through login authentication and security roles associated with a unique identification number called a "W number." Security roles for employees are determined by job responsibilities and assignment. Students use their W number and password to access and can complete tasks such as register for classes, view grades, or even print an unofficial transcript.

An imaging system (Image Now) was implemented at Southeastern in the fall of 2007. All imaged documents have security tied to their access, whether view or update. On a daily basis, documents that are received by paper, email and fax in the Office's of Admissions, Financial Aid, Records & Registration and Testing are imaged. With the exception of certain documents that must be retained, all other documents are shredded once they are imaged (see Record Retention Schedule for Records and Registration).

Confidentiality of Student Records
The University's commitment to confidentiality of student records is stated in its employee handbook (Part IV, Section E, Confidentiality Information) and is reinforced in Part VI, Section K, Policies and Procedures Relating to the Family Education Rights and Privacy Act (FERPA). In addition, at the time of employment, all university employees sign a Confidentiality Agreement. This agreement includes but is not necessarily limited to student course records (e.g., grades, other indicators of student performance), medical and/or personal information revealed by the student.

Students who seek employment on campus must sign a similar confidentiality agreement at the Office of Financial Aid, as part of the University's student employment process. In addition, a number of student support offices require their student employees to sign departmental confidentiality statements or agreements (such as the University Counseling Center and the Office of Student Conduct). Many departments/offices also hold training sessions or meetings where the importance of confidentiality is explained to student personnel. For example, the Student Health Center requires student employees to watch a video on the importance and potential repercussions of the Health Insurance Portability and Accountability Act (HIPPA) before signing the confidentiality statement.

Confidentiality of student records is also protected by carefully monitoring internal and external requests for data. Southeastern's Policies and Procedures Relating to the Family Educational Rights Privacy Act (FERPA) governs the release of student information by the University. In addition, some offices require students to sign a special consent form before data can be released (e.g. Authorization form from Office of Student Conduct).

For added student convenience, Southeastern uses Transcripts on Demand TM by Scrip-Safe International as its trusted agent for processing online transcript requests. Students complete an account set-up process including a signed Consent Form and secure login in order to requests transcripts through Transcripts on Demand^{TM} .

Integrity of Student Records
Integrity of student records means that the ability to record and update data is given only to those who have the appropriate authority to do so and safeguards are in place to monitor changes to data. To this end, Southeastern limits the number of personnel who have 'write access' to student records and logs all activities by any person accessing records through Southeastern's administrative system.

At the time of employment, all employees (i.e. faculty, staff, graduate assistant, student worker) get basic access to the administrative data systems appropriate to their job responsibilities. If additional access is needed, an Application for Faculty/Staff Account must be completed and processed. Access to some data systems are subject to training as required by the data supervisor. (See User Security Procedures and Application for Faculty/Staff Account in the Data and Computer Security and Access Policy for a description of the approval process).

In some cases, student support records exist in stand-alone systems. In these situations, extreme care is taken to ensure that the information is not compromised. Where these systems exist (e.g., Office of Student Conduct, Campus Card Operations, and Student Health Center), student records are accessible only with a password that is restricted to a limited number of individuals within the office.

Data Protection and Back Up
The Office of Technology is responsible for the installation, operation, and security of the University's data network and is proactive in preventing security incidents from occurring. Security measures include, but are not limited to, authentication, encryption, firewalls, filtering, traffic shaping, and network monitoring and analysis [see Intrusion Prevention/Response Guidelines and Procedures].

All of Southeastern's electronic data is backed up every night [see Technology Areas Business Continuity Plan]. Administrative software and data are secured by incremental backups every evening using Tivoli Storage Manager (TSM). Fourteen copies of each file are stored on tape. The last copy of a deleted file is stored for 180 days. TSM backups are encrypted and stored on LTO and Magstar tape media. Full backups of the production Oracle database are made weekly. Each Monday this full backup is stored at offsite datacenter located in Ruston, La. Full backups are kept offsite for 2 weeks. These files are rotated on a weekly basis with the exception of the 5(five) year tapes.

Student Technology Fee server information is backed up just like all Netware Servers, Linux, and Windows servers which are backed up with TSM from Tivoli Storage Manager. Every night an incremental backup is performed. Backup retention for these tapes is 14 days. Two computers provide redundancy for actual data collection.

Telephone switch software and data are secured by a full backup each night which is FTP'd each night to our offsite Disaster Recovery Area (LaTech Campus, Ruston).

VoiceMail data is secured by a full backup to DVD each night. Each Monday, the most recent backup is given to the Operations Manager, who FTPs the contents of the disk to the offsite Disaster Recovery Area (LaTech Campus, Ruston).

PeopleSoft production databases (SAPRD/FSPRD) and the active LMS database are secured by near real-time standby database, which is located in Ruston, LA. A gigabit network link transmits special log files produced by SAPRD/FSPRD that are applied automatically to the standby databases. In the event of a total failure of SAPRD/FSPRD, the standby database could be activated in a matter of minutes.

Conclusion

As evidenced above, Southeastern protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Sources

- 2013-2014 General Catalogue, FERPA
- Agreement to Confidentiality Standards
- Confidentiality Statement for University Health Center and HIPPA (Page 1)
- Confidentiality Statement for University Health Center and HIPPA (Page 2)
- Confidentiality Statement for Employee Handbooks
- Confidentiality Statement for Office of Student Conduct
- Confidentiality Statement for University Counseling Center
- Data and Computer Security and Access Policy (Page 1)
- Data and Computer Security and Access Policy (Page 14)
- Data and Computer Security and Access Policy (Page 9)
- Intrusion Prevention/Response Guidelines and Procedures
- LEONet (PeopleSoft)
- Policies and Procedures related to FERPA
- Record Retention Schedule for Office of Records and Registration
- Screenshot of Transcript on Demand™ link
- Student Conduct Authorization to Release Information
- Student Confidentiality Statement
- Technology Areas Business Continuity Plan (Page 23)
- University Health Center Privacy Practices

3.9.3

Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University provides programs, activities, and services that support the University's overall mission through the various departments in the Division for Student Affairs. The staff in the Division for Student Affairs has appropriate education, experience, and talents, qualifying them to provide effective services that meet the needs and goals of Southeastern's students.

Division for Student Affairs Mission and Services

The Division for Student Affairs is responsible for planning, developing, implementing, and evaluating student affairs programs. Under the leadership of the Vice President for Student Affairs, the Division is an integral part of Southeastern Louisiana University's overall educational mission, providing many of the institution's academic support services. The mission of the Division for Student Affairs is to enhance the growth of Southeastern students and to foster pride in the institution through the provision of superior campus services, meaningful opportunities for student development, and maintenance of a safe campus. In support of this mission and that of the institution, the Division for Student Affairs provides services and programs organized in two major units: Student Development and Student Life. These two units oversee the following areas:

Student Development
- Campus Activities Board (CAB)
- Disability Services
- Lion Traxx Shuttle Service
- Recreational Sports and Wellness
- Student Engagement (Student Organizations, Greek Life, Student Government)

Student Life
- Career Services
- Multicultural/International Student Affairs
- Student Conduct
- Student Publications
- University Counseling Center (UCC)
- University Police and Parking

Additional information on the Division for Student Affairs can also be accessed through the 2013- 2014 General Catalogue.

Qualified Student Affairs Personnel

Southeastern demonstrates its commitment to its student affairs programs, services, and activities by securing highly qualified personnel to oversee these various functions. Through effective administration and direct contact with students on a daily basis, Division for Student Affairs personnel encourage and educate students outside the classroom and complement their academic growth with programs, services, and activities that promote physical, mental, emotional, social, occupational, and spiritual development.

All Division for Student Affairs unit heads and staff have the appropriate educational background, experience level, and skills to effectively administer their respective units. These credential requirements meet those specified by the Council for the Advancement of Standards in Higher Education (CAS), the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS resources include standards, guidelines, and Self-Assessment Guides to promote quality programs and services. The SACSCOC Template 3.9.3 Qualified Staff: Students Affairs and Services provides the name (linked to the persons curriculum vitae or resume), title, responsibilities, educational qualifications and profession experience of the Division of Student Affairs professional staff (see highlighted positions on the Division for Student Affairs Top-level Staff Reporting Structure). The template includes all professional staff in the University Counseling Center to verify credentials as licensed professional counselors.

Complementing this professional staff is a number of classified personnel who enhance the various operations of the Division. As outlined in the employment procedures published by the Office of Human Resources, Southeastern's recruitment and employment process helps ensure that all prospective employees, both classified and professional staff, have the appropriate educational background and experience to meet the requirements of the position.

While there are no specific national standards on the number of professional staff employed to support various units within the Division, Southeastern does subscribe to the guidelines established by the Council for the Advancement of Standards in Higher Education and the number of staff in the Division of Student Affairs is adequate to provide quality services that meet the needs of Southeastern students (see DSA Org chart expanded).

Professional Development

Division for Student Affairs staff members are encouraged to stay current in their respective fields and maintain accreditation by upgrading knowledge in specific job areas, improving programs, and networking with other professionals. Travel monies that are state-allocated, student fee-funded, and auxiliary in nature are provided to ensure that staff members regularly attend professional meetings, seminars, conferences, and other staff development opportunities at the national, regional, state and local level. The Division for Student Affairs staff members attended 103 different staff development programs in 2012-13 and 96 staff development programs in 2013-14. These programs ranged from conferences and workshops to webinars and training sessions (see Division for Student Affairs Staff Development).

Performance Evaluations

Annual evaluation of personnel is another important tool the Division for Student Affairs uses to ensure the quality and effectiveness of its staff as

well as its programs and services. The Division for Student Affairs uses a 360 degree evaluation tool to ensure that the professional staff is meeting the requirements of their profession. The use of '360°' suggests the broad scope of the review that gathers feedback on performance from peers, colleagues/customers, and subordinates. Supervisors ask the employee to be evaluated to submit three names in each of three categories: peer, subordinate, and customer. Once identified, these nine evaluators are sent a correspondence explaining the 360° process and an evaluation form. These nine individuals evaluate and comment upon the employee's performance in such areas as communication, decision-making, planning and organizing, operations/actions, problem solving, and collegial relationships. For more information about evaluation of professional staff, see CS 3.2.10 Administrative Staff Evaluation.

Complementing personnel evaluations are regular assessment activities that ensure quality and effectiveness of the Division for Student Affairs services and programs and alignment with the University's mission. As outlined in Southeastern's Guidelines for the Evaluation of Institutional Effectiveness, all University support units, including those in the Division of Student Affairs, evaluate the effectiveness of the unit using a variety of assessment activities and use the findings for improvement. See CS 3.3.1.3 for more information on the effectiveness of student support services.

In addition to unit-generated assessment activities, campus-wide assessment tools reinforce that staff and services of the Division for Student Affairs have a high level of student satisfaction. For example, data from the 2011 ACT Student Opinion Survey show that Southeastern scored above the state and national mean in the the following areas related to student affairs.

- *Attitude of college non-teaching staff towards students*. The mean score of 3.65 was higher than the national mean of 3.75 and the state mean of 3.59.
- *Opportunities for personal involvement in campus activities*. The mean score of 3.82 was higher than the national mean of 3.75 and the state mean of 3.78.
- *Concern for you as an individual*. The mean score of 3.60 was higher than the national mean of 3.49 and the state mean of 3.53.
- *Student Government Association*. The mean score of 3.60 was higher than the national mean of 3.46 and the state mean of 3.54.

Conclusion

As supported by a review of credentials, the hiring and evaluation processes, and University data, Southeastern employs a sufficient number of qualified personnel to ensure the quality and effectiveness of the student affairs programs.

Sources

- 2013-2014 General Catalogue_DSA
- ACT Student Opinion Survey_2011 (Page 8)
- Classified_employment_procedures
- Council for the Advancement of Standards in Higher Education_Human Resources (Page 8)
- Division for Student Affairs Staff Development
- DSA Org chart expanded
- DSA Top-level Reporting Structure_Prof Staff highlighted
- SACSCOC Template 393 Qualified Staff
- Unclassified_employment_procedures

3.10.1

Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University is in compliance with comprehensive standard 3.10.1.

Recent Financial History

While Southeastern has a documented history of fiscal stability, the University has not been immune to the affects of the downturn in both the national and state economies, as institutions of higher learning in Louisiana have faced significant reductions in state appropriations. However, the University was successful in implementing both short-term and long-term strategies which would enable the institution to navigate the changes in funding while protecting the core mission of the university. The University's senior management is conservative by nature and instituted a financial plan strategically balancing the University's reliance on tuition and fees with other sources of support to include a mix of restricted, revenue and external funds while also reducing operating expenditures.

Even with the reductions in state support since the last reaffirmation report (August 2004), there has been a consistent upward trend of resources that are available for the day to day operating activity of the University. Since the 2004-2005 fiscal year, there has been an overall increase in Operating Fund resources of over $20 million or almost 23%. For 2014-2015 fiscal year, the University's Operating Fund will increase another $5.3 million, bringing the total increase since 2004-2005 to over $25 million or almost 29%.

During the 2007-2008 fiscal year, the University received an increase in state appropriations of over $22 million. This provided an increase in total resources available for general operations of 21%. Given that the source of the additional dollars received in state support was attributable to an increase in sales tax revenues resulting from restoration activity from Hurricane Katrina, the University's administration was concerned about whether or not the state would be positioned to sustain these increases in support in the long term. As a result, the University was extremely conservative in budgeting the increased funds and utilized a portion of the increase to non-recurring items, to include replacing outdated equipment and providing major repairs for some deferred maintenance items. Approximately 23% of the additional funds received were allocated to non-recurring expenses.

In December of 2008, the University was notified of its first of 12 reductions in state funds. From the 2008-2009 fiscal year through the current year of 2013-2014 the University has seen a decline in State support of $43.1 million, while the overall Operating Fund revenues decreased by $14.2 million dollars or 11.6%.

Increases in Revenues

In addition to the budget strategies previously referenced, the University's dependency on student tuition and fees became even more critical for the University's long-term viability. Tuition rates increased 10% per year as authorized by the Louisiana Legislature beginning in 2008-2009. The additional revenue dollars resulting from these increases has been maximized by the University's ability to maintain a reasonably stable enrollment over the course of the past several years. The current authority to increase tuition extends through the 2015-2016 fiscal year as long as the University continues to meet the performance objectives outlined in the GRAD Act. Given the increases in tuition and decreases in state funds over the last several years, the relative proportion of total operating funds from these two sources has flipped, from about one-third self-generated and two-thirds state funds to appropriximately one-third state funds and two-thirds self-generated. Despite the significant increases in tuition rates, Southeastern's tuition still remains below the average for similar SREB institutions.

A number of restricted student fees were also instituted, or increased, to provide additional revenue support to the University. This allowed the University to reallocate expenditures, which were historically funded by the Operating Fund, to these restricted student fee budgets. Examples of these fees include:

	Resources Provided in 2013-14
Building Use Fee-HB 671 which provides direct support for operation and maintenance type items including deferred maintenance.	$1,179,000
Medical Service-Counseling Fee which expanded the counseling opportunity for our students through the University Counseling Center.	$ 535,000
Credit Card Processing Fee	$ 431,000
Lion Athletics Fee-allowed a portion of the expenses previously supported by the University's Operating Fund to be transferred to the Athletics Auxiliary as well as provided additional support to Athletics. This fee is increasing again in the 2014-2015 fiscal year.	$1,384,000

Decreases in Expenses

Examples of some of the specific actions taken to identify and ultimately reduce operating expenditures included the following:

- *Elimination of non-recurring expenses* - As previously noted, much of the additional funding in state appropriations in 2007-2008 was allocated to one-time, non-recurring costs. Examples of one-time expenditures are referenced in Core Requirement 2.11.2.
- *Elimination of Academic Programs* - To ensure a complete and thorough review of academic programs enabling well-informed and strategic decision making, an Ad Hoc Task Force was established by the University in 2009. The charge of the group was to recommend criteria that would inform the decision process to eliminate academic programs. A similar committee was also established for non-core, mission-related

programs. An Academic Program Review Task Force was later established to work with the Provost, deans, and departments to perform a full review of academic programs and make recommendations, particularly for those programs with low enrollments and/or a low number of completers. Since 2009, 19 academic programs have been eliminated. Over the same period of time when low-enrollment, low-completer programs were eliminated, several new academic programs were added. These programs are associated with high-demand areas and critical workforce needs, thus offering the opportunity to add enrollment.

- *Early Retirement Incentive* - In Spring of 2010, Southeastern implemented a retirement/resignation incentive plan for tenured faculty. The goal was to achieve an overall reduction in the cost of instruction by offering a one-time incentive plan for highly compensated tenured faculty. Given there were limited resources to implement the plan and to minimize the impact on programs, participation in the program was limited as well. Priority for awarding retirement/resignation incentives was based on the distance of the salaries of applying eligible faculty members from the CUPA median salary for the appropriate discipline and rank with highest priority assigned to the eligible faculty members whose salaries were furthest from the appropriate CUPA median salary.
- *Elimination of faculty/staff positions* - In an effort to increase efficiencies and reduce costs, organizational structures across divisions were assessed. This resulted in several reorganization proposals that were submitted for approval, all of which yielded a reduction in costs with many resulting in the elimination in positions. In addition, vacant positions were reviewed as a part of each budgeting cycle and many of the vacant positions were eliminated as state appropriations declined. In total 337 faculty and staff positions were eliminated, reducing the overall operational costs of the University while minimizing the negative impact on daily operations.
- *Reduction of general operating expenses* - As state appropriations declined, reductions were made in several expenditure categories across campus such as travel, operating services, supplies and professional services. However, other funding sources were made available to departments in an effort to ensure departmental needs were met. For example, travel grants were funded from restricted funds in order to ensure there was no adverse affect on academic programs and the Southeastern Foundation funded work with Noel-Levitz (see subsequent bullet) to include a comprehensive review of the University's scholarship program.
- *Re-evaluation of the University Scholarship Package* - As tuition rates have increased in recent years, student financial assistance has become more important. As a result, student scholarship and student work-study (student labor) opportunities at Southeastern have increased over the last several years. In an effort to reduce the amount of tuition discounts without negatively impacting recruiting or retention, the Southeastern Foundation, on behalf of the University, contracted with Noel-Levitz, a nationally recognized higher education enrollment management consulting firm, for a comprehensive review of the scholarship program. The review analyzed enrollment and financial aid data using the Noel-Levitz Enrollment & Revenue Management System software. The overall goal was to ensure scholarship funds were deployed effectively to help maximize net revenue. While the reduction in scholarship costs realized to date has been fairly modest, the projections for additional cost reductions starting in the 2015-2016 fiscal year is much greater.

Although faced with significant reductions in state funds over the last several years, the administration moved agressively to increase self-generated revenues and decrease operational costs, striving to priortize students and acore academic programs while maintaining fiscal stability and viability.

An overview of the University's operating budget has been prepared providing comparison data at key points for both revenues and expenses over the course of the past several years to include:

- 2004-2005 - Established as a baseline for university funding at the point of last reaffirmation report.
- 2008-2009 - Provides fiscal year information for the year in which budget reductions began.
- 2013-2014 - Provides fiscal year information for the most recently completed fiscal year.
- 2014-2015 - Provides fiscal year information on currently budgeted revenues and expenses.

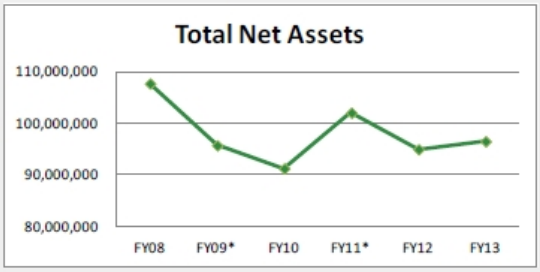
While financial support for higher education in Louisiana has declined over the last several years, no new reductions in state support occurred for the new fiscal year beginning July 1, 2014. Additionally, during the 2014 Legislative Session, the Louisiana Legislature approved a new higher education funding initiative referred to as the WISE Plan (Workforce and Innovation for a Stronger Economy). This initiative provides $40 million of new investment in higher education to help support programs that produce graduates for high demand jobs. While institutions have not yet been notified of the allocations, Southeastern offers multiple degree programs that address the identified workforce needs. Accordingly, it is expected that the institution will benefit from a portion of these funds.

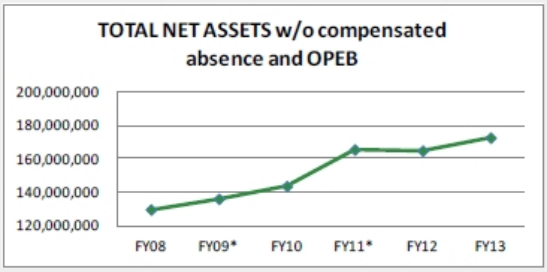
Examination of Available Resources

Total Net Assets

Since 2007-2008 the University has seen a reduction in Total Net Assets of $11.2 million as presented in the financial reports. The University must report Other Post-Employment Benefits (OPEB) and Compensated Absences in the financial statements as required by Generally Accepted Accounting Principles. The University does not receive funding for these items through the State, thus causing a continuing reduction in Total Net Assets until this expense/liability is totally recognized. When these expenses/liabilities are added back to the financial statements, Total Net Assets have increased from $129.8 million to $172.6 million over the same six year period.

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Unrestricted net assets	(16,834,241)	(28,610,535)	(36,044,661)	(35,057,977)	(46,878,724)	(53,567,520)
Temporarily Restricted net assets	54,795,488	35,311,253	36,008,351	36,121,701	37,202,565	38,687,640
Permanently Restricted net assets	6,781,599	8,202,204	8,517,529	8,963,598	10,015,615	10,599,183
Capital Assets, net	62,883,167	80,763,216	82,713,839	91,939,289	94,554,440	100,721,519
TOTAL NET ASSETS (per financial statements)	**107,626,013**	**95,666,138**	**91,195,058**	**101,966,611**	**94,893,896**	**96,440,822**
Add back OPEB liability	17,192,799	34,557,659	46,428,585	56,369,227	62,960,923	69,219,505
Add back Compensated absence liability	4,938,378	5,880,353	6,044,363	7,143,122	6,938,215	6,891,397
TOTAL NET ASSETS w/o compensated absence and OPEB	**129,757,190**	**136,104,150**	**143,668,006**	**165,478,960**	**164,793,034**	**172,551,724**
*Used corrected numbers for FS adjustments						

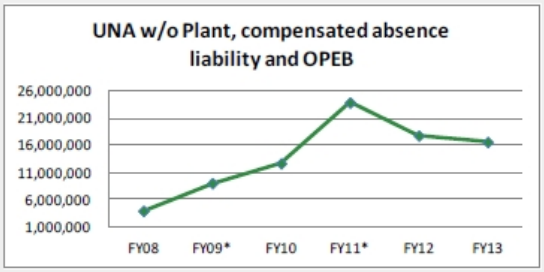




Unrestricted Net Assets

The Unrestricted Net Assets table has been prepared including audited financial statements from fiscal year 2007-2008 through fiscal year 2012-2013, which is the most recently completed fiscal year for which audited financial statements are available. Provided in the table below is a representation of the unrestricted net assets, exclusive of plant and plant-related debt. The OPEB liability and Compensated Absence liability have been added back to Unrestricted Net Assets. When these expenses/liabilities are added back to the unrestricted net assets, unrestricted net assets (exclusive of plant and plant-related debt) shows an increase from $3.9 million to $16.6 million.

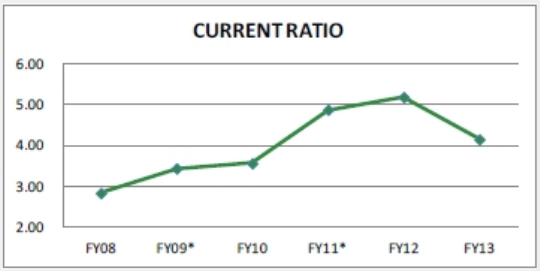
	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Unrestricted net assets	(16,834,241)	(28,610,535)	(36,044,661)	(35,057,977)	(46,878,724)	(53,567,520)
Add back OPEB liability	15,847,470	31,784,108	42,695,697	51,805,635	57,750,004	63,306,347
Add back Compensated absence liability	4,938,378	5,880,353	6,044,363	7,143,122	6,938,215	6,891,397
UNA w/o Plant, compensated absence liability and OPEB	**3,951,607**	**9,053,926**	**12,695,399**	**23,890,780**	**17,809,495**	**16,630,224**
*Used corrected numbers for FS adjustments						



Current Ratio/Accounts Payable

Over the past six years the current ratio has increased from 2.84 to 4.15 for an increase of 46%. This indicates that the University will not have difficulty paying current obligations as they come due.

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Current Assets	45,779,658	44,499,364	40,589,492	90,096,720	85,830,375	75,945,639
Current Liabilities	16,121,875	12,934,254	11,379,712	18,477,507	16,560,229	18,298,965
CURRENT RATIO	**2.84**	**3.44**	**3.57**	**4.88**	**5.18**	**4.15**
*Used corrected numbers for FS adjustments						



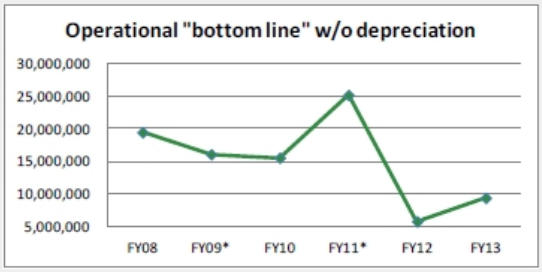
The chart referenced below indicates that the University's cash position has increased significantly over the past six years while accounts payable have been fairly consistent. This reinforces the fact of the University's ability to pay current liabilities as they come due.

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Cash and Equivalents	40,724,969	44,705,862	46,200,585	53,481,532	54,856,336	57,133,448
Accounts Payable	8,747,504	5,412,406	4,425,845	4,632,460	6,999,261	8,946,358
*Used corrected numbers for FS adjustments						

Examination of Operational Outcomes

The University has shown a positive "bottom line" over the past six years. While there has been a gradual decline in operational results, primarily due to continued declines in state funding, these reductions have been partly offset by tuition increases. More importantly, in the 2014-2015 budget year, the University did not have a reduction in state support, enabling the University to allocate the additional tuition revenue estimated at more than $5 million. *Note: The reason the operational results increased in the 2010-2011 fiscal year is because the state provided $6.3 million in funding during the last month of this fiscal year with a planned carry forward of these funds to the 2011-2012 fiscal year. This resulted in a significant increase in the 2010-2011 fiscal year and a sharp decline in the 2011-2012 fiscal year.*

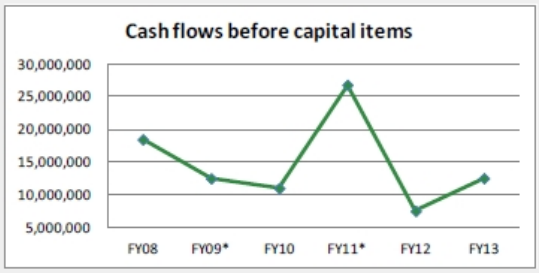
	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Operating Revenues	74,907,541	74,633,314	76,033,477	79,340,363	83,713,878	89,560,568
Add nonoperating revenues	90,636,668	91,893,401	85,926,479	93,182,642	67,944,088	60,962,874
Less operating expenses (w/o Compensated Absences & OPEB)	153,304,152	157,496,701	153,479,521	159,393,608	153,237,269	148,201,066
Operational "bottom line"	**12,240,057**	**9,030,014**	**8,480,435**	**13,129,397**	**(1,579,303)**	**2,322,376**
Add back depreciation expense	7,245,696	7,078,544	7,082,162	12,071,972	7,370,622	7,090,963
Operational "bottom line" w/o depreciation	**19,485,753**	**16,108,558**	**15,562,597**	**25,201,369**	**5,791,319**	**9,413,339**
*Used corrected numbers for FS adjustments						



Examination of Operation Cash Flows

The operation cash flows have been very consistent over the past six years with the exception of fiscal years 2010-2011 and 2011-2012 for the same reason as previously noted in the "Examination of Operational Outcomes."

	FY 2007-08	FY 2008-09*	FY 2009-10	FY 2010-11*	FY 2011-12	FY 2012-13
Net Cash provided by operations	(54,693,056)	(78,668,204)	(63,989,446)	(67,324,982)	(59,644,839)	(51,260,610)
Net Cash provided by noncapital financing	73,165,431	91,171,850	75,004,211	94,139,986	67,165,383	63,788,015
Cash flows before capital items	**18,472,375**	**12,503,646**	**11,014,765**	**26,815,004**	**7,520,544**	**12,527,405**
*Used corrected numbers for FS adjustments						



Ratio Analysis

One method used in assessing the University's financial stability from a historical perspective is to examine the University's Composite Financial Index (CFI). The CFI provides a comprehensive understanding of the financial health of the institution by simply comparing multiple indicators. Analyzing the trends of an institutions CFI score over a period of years enables a more stable long-term view of an institutions financial stability given fluctuations in internal and external circumstances. The CFI methodology was developed by KPMG, Prager, Sealy & Co. LLC and Bearing Point and its value as an analytical tool has been recognized by the National Association of College & University Business Officers (NACUBO). As outlined in the Strategic Financial Analysis for Higher Education-Sixth Edition (The Publication), the CFI is an overall financial measurement based on the calculation of four core ratios:

• Primary Ratio – A measure of the level of financial stability.
• Net Operating Revenues Ratio – A measure of operating performance.
• Return on Net Asset Ratio – A measure of overall asset return in performance.
• Viability Ratio – A measure of the ability to cover debt with available resources.

It is important to recognize that a number of limitations continue to exist in making ratio comparisons between various institutions; specifically public institutions. These differences include, but are not limited to:

- How states fund the general operations of an institution
- Governance structures
- Debt structure and financial statement recognition of debt
    - Some public institutions rely on a State government for its credit ratings, while others obtain their own credit rating.
    - Some institutions include state sponsored debt in their financial statements, while others do not.

Public institutions rely on State Governments for operating and/or some capital improvement support. This support generally permits public institutions to operate at a lower operating surplus and expendable net asset level, thus limiting ratio comparisons. Public institutions in some states are not permitted to maintain expendable net asset balances above a certain level. Institutions that incur operating surpluses, or have significant expendable net assets, may find future operating support reduced, especially during tough economic times.

Given the situations mentioned above, the comparisons of internal institutional ratios on a longitudinal basis provide a greater insight into the institutions financial stability. The longitudinal ratio analysis chart begins with the 2007-2008 fiscal year. This was the last year the University received financial assistance from the State without a subsequent State budget reduction.

Table 1

Southeastern Louisiana University Composite Financial Index (CFI) per University Financial Statements

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Core Ratio Values						
Primary Reserve Ratio	0.3593	0.2814	0.3267	0.3715	0.3730	0.3909
Net Operating Revenues Ratio	3.94%	2.79%	3.00%	6.93%	-3.61%	3.90%
Return on Net Assets Ratio	7.75%	4.76%	5.60%	15.14%	-0.18%	4.46%
Viability Ratio	0.6755	0.5397	0.6281	0.5717	0.5236	0.5482
Composite Financial Index	2.8504	2.0679	2.3753	2.9753	0.8874	2.4920

This table presents all of the ratio calculations based upon information presented in the University's financial statements.
(see supporting documentation)

Table 2

Southeastern Louisiana University Composite Financial index (CFI) - Adjusted to Funding Smoothing

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Core Ratio Values						
Primary Reserve Ratio	0.3593	0.2814	0.3267	0.3351	0.3730	0.3909
Net Operating Revenues Ratio	3.94%	2.79%	3.00%	3.82%	0.29%	3.90%
Return on Net Assets Ratio	7.75%	4.76%	5.60%	10.74%	3.78%	4.46%
Viability Ratio	0.6755	0.5397	0.6281	0.5158	0.5236	0.5482
Composite Financial Index	2.8504	2.0679	2.3753	2.9346	1.8405	2.4920

This table presents all of the ratio calculations based upon information presented in the University's financial statements adjusted for smoothing. (see supporting documentation)

Primary Ratio

The primary ratio measures the financial strength of the institution by comparing expendable net assets to total expenditures. The Publication indicates institutions should target a threshold value of .4 or better. Southeastern has moved from a low of .28 in 2008-2009 to a high of .39 during the 2012-2013 year. This ratio clearly illustrates that Southeastern, even given the financial situation of the State, has a stable financial situation as prescribed by industry standards.

Net Operating Revenue Ratio

The net operating revenue ratio is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three core ratios. The Publication has established a threshold level of 2% for this ratio. It is best for this ratio to be measured on a timeline. The results of annual operations should contribute to the growth of the fiscal resources of the University rather than diminish them. The numerator includes operating income/loss, plus the net non-operating revenues. The primary source of Southeastern's non-operating revenue is appropriations received through the State of Louisiana, and by including State appropriations in this amount shows a consistency of covering the net operating loss for the six years presented. The net operating revenue ratio for Southeastern ranged from a low of .29% in the 2011-2012 fiscal year, which is the only year below the 2% threshold, to a high of 3.94%, reflected in the 2007-2008 fiscal year. The 2011-2012 fiscal year was the year after the University's loss of American Recovery and Reinvestment Act of 2009 (ARRA) funds. The University was able to recover from this loss and the ratio returned to prior levels in the 2012-2013 fiscal year. The average level of the net operating revenue ratio demonstrates the University's financial stability even in times when the University was experiencing reductions in state support.

Return on Net Asset Ratio

The return on net asset ratio determines whether the institution is financially better off than in previous years by measuring total economic return. This ratio, like all others, is better reviewed over an extended period of time. The Publication indicates institutions should establish a real rate of return target in the range of approximately 3-4%. Over the six year period reviewed, the University has had a range of 3.78% to 10.74%.

Viability Ratio

The viability ratio measures one of the most basic determinants of clear financial health, the availability of expendable net assets to cover debt should the institution need to settle its obligation as of the balance sheet date. Public institutions can operate effectively at a ratio far less than 1:1, partially because the ongoing benefit of state support and/or student fees pledged/dedicated to the future debt is not reflected in the institutions expendable net assets. This is also the case with Southeastern. While the University's viability ratio ranged from .52 to .68 during the six years presented in Table 2, the University's debt service coverage ratio for each of the outstanding bond issues reflected in the University's financial statements meets or exceeds requirements in all cases.

Table 3

Annual Debt Service Coverage Ratio on Outstanding Bonds

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
2004 Issue (Refunded 2013)-Housing	1.42:1	1.44:1	1.52:1	1.63:1	1.56:1	1.49: 1
Required Debt Service Coverage Ratio	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1
2007 Issue-Intermodal Facility	2.60:1	2.56:1	1.45:1	1.70:1	1.52.:1	1.47:1
Required Debt Service Coverage Ratio	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1	1.25:1
2010 Issue-Student Union Expansion				3.65:1	1.49:1	1.47:1
Required Debt Service Coverage Ratio				1.20:1	1.20:1	1.20:1
2011 Issue-Recreation Center Refinancing	1.50:1	1.40:1	1.41:1	1.50:1	2.50:1	2.38:1
Required Debt Service Coverage Ratio	1.20:1	1.20:1	1.20:1	1.20:1	1.20:1	1.20:1

Composite Financial Index (CFI)

In the 2007-2008 fiscal year, the University had a CFI of 2.85. When the University received its first budget cut in 2008-2009 this ratio dropped to 2.07. However, since that time this ratio has been fairly constant and is currently at the level of 2.49 for the 2012-2013 fiscal year. The only exception was 2011-2012 when the CFI dropped to 1.84, which is the year after the University lost ARRA funds. This provides yet another positive demonstration of the University's financial stability.

Updated Credit Rating

On October 30, 2013, Moody's Investors Service reaffirmed the University's credit rating of A3 with a stable outlook. The University worked with Moody's Investors Service to obtain an updated credit rating as a part of an advanced refunding of a 2004 bond issue used to primarily finance the construction of housing facilities on campus. University Facilities Inc., an affiliated organization of the University, was involved with the $40,910,000 refunding. However, the University of Louisiana System, acting on behalf of the University, is responsible for ensuring that all debt service coverage ratios are met and that, should the required coverages not be met, the Board will use its best efforts to raise its fees, rentals, rates and charges relating to the Housing Facilities and take other appropriate steps to increase any deficient debt service coverage to the required levels. As such, the rating is a rating of the University, and, more specifically, on the University's outstanding rated debt.

The October 25, 2013 rating of A3 with a stable outlook was reaffirmed from a rating of November 13, 2011. The 2011 rating had actually been increased from a prior rating dated June 16, 2009 of Baa1 with a stable outlook. This independent assessment by a third party provides additional support to Southeastern's financial stability, especially given the improved rating was during the same time period in which the University was faced with state funding challenges.

Financial Reporting

Quarterly Financial Reporting

In order to ensure universities are operating within the financial parameters established by the Louisiana Legislature and the University of Louisiana System, the System requires quarterly reporting of the financial status of various operating, auxiliary service, and specified restricted funds. This report includes:

• Quarterly Operating Revenue Analysis – Review of all operating revenues (Budget to Actual) to ensure there are no major fluctuations in the revenues that could cause a financial hardship.

• Quarterly Operating Expense Analysis – Review of all operating expenses (Budget to Actual) to ensure there are no major fluctuations in the expenditures that could cause a financial hardship if expenditures occur at a rate greater than budgeted. This portion of the report includes expenditures by functional category as well as by object category.

• Report on Auxiliary/Athletics – This report provides an overview of the various auxiliary activities to ensure their operations are contributing to the success of the University and not placing a financial strain on the University's operating resources. Reporting of auxiliaries include operations that are contracted with third party vendors such as campus dining, bookstore operations and vending.

• Report on Specified Restricted Funds – The System has identified various self-generated funds collected from student fees, which provide underlying operating support for various University operations and must be reported. In addition, information relating to debt service and bond funds, and repair and replacement funds are also captured. This ensures the University is meeting its current debt service requirements, as well as providing sufficient resources to provide a repair and/or replacement of various non-operating buildings.

• Quarterly Certification – Southeastern is required to provide certifications to the Board that the University is operating within various financial conditions, and that such operations will not result in a year-end deficit. Certifications are also required on various operational aspects to assist in reducing negative audit findings. In addition, enrollment information is included on this report so the Board staff may compare actual enrollment to the estimated enrollment used to create the budget.

• Explanation of Variances – The University is required to provide the Board an explanation of any major variances, as presented in the quarterly financial report.

Semi-Annual Reporting of Third Party Projects

During the late 1990's, universities within the University of Louisiana System were exploring avenues to expedite the process to construct buildings that provide services to students from a designated funding sources. In order to facilitate such activities, universities affiliated with non-profit corporations created specifically to assist universities in facility and campus expansion. Southeastern Louisiana University works closely with University Facilities, Inc. (UFI) in order to assist in these activities. The University of Louisiana System Board requires each non-profit to enter into an Affiliation Agreement outlining the responsibilities of each party.

UFI has assisted the University in three major construction projects since 2004. These include the revitalization of the University's housing facilities, the construction of a parking garage/athletic facilities, and a major expansion to the University's War Memorial Student Union. In order to facilitate these projects, UFI borrowed more than $116 million dollars to construct and/or renovate these facilities. This debt is serviced by student fees collected specifically for these activities.

In order to ensure third-party projects do not create a financial burden on other activities of the University, the University of Louisiana System Board implemented a third-party reporting process. This process ensures projects are meeting the original proforma statements established when the project was approved. The report also provides a presentation comparing current budget to actual budget. Any shortfalls noted during this reporting process will allow the System and the University to take corrective action in a timely manner.

Based upon the reports submitted for June 30, 2013, all projects for Southeastern were financially viable and provided a combined debt service coverage ratio 1.68:1. In addition, the University requests the independent auditors of UFI to provide a similar verification on the debt service ratio. This audit is provided to the University of Louisiana System and Legislative Auditors Office as an independent assessment on the continued viability of the projects.

As of June 30, 2014, the University had made all scheduled payments through University Facilities Inc. to service the debt for these bonds. All debt service reserve requirements are being maintained at the levels required by the bond indenture, and the repair and replacement reserves are being funded at or above the requirements of the bond indentured and the bond insurers.

Annual Financial Reporting

Southeastern is required to submit its annual financial report to the University of Louisiana System no later than September 1st of each year. This information is then consolidated by the System Office with the other eight institutions in the University of Louisiana System. It is the financial statements of the University of Louisiana System that are audited and on which an opinion is provided by the Legislative Auditors on an annual basis. Since Southeastern is the second largest institution in the University of Louisiana System, the Legislative Auditors audit segments

of Southeastern's financial transactions every year to assist them in providing an opinion on the University of Louisiana System financial statements. The University's financial reports are compiled in accordance with the National Association of College and University Business Officers, as well as the Governmental Standards Board and any other reporting requirements required by the State of Louisiana.

The University also receives support from other non-profit organizations established primarily to assist the University with its mission. University Facilities, Inc. is a non-profit organization that assists the University in expanding and repairing facilities on its campus. Since the University is the primary source of the revenues generated by UFI, the results of their financial operations are blended with the University's financial statements. In addition, the Southeastern Development Foundation and the Lion's Athletic Association have been established with the sole purpose of supporting the educational mission of the University, as well as athletic activities of the university. As of June 30, 2013, these two corporations had total assets of $42,682,241 and $1,195,528 and with net assets of $28,449,386 and $726,331 respectively.

Qualifications of University Staff

The University President and Administration and Finance staff are appropriately credentialed to perform the duties and responsibilities associated with the financial management of the University. Dr. John L. Crain was named President of Southeastern Louisiana University in February 2009 after serving as Interim President since June 2008. He has 27 years of experience at Southeastern, which includes serving as Provost and Vice President for Academic Affairs for seven years and 13 years as a full-time member of the Accounting faculty. He holds a Doctor of Philosophy in Accountancy, a Masters of Business Administration, and is a Certified Public Accountant (inactive). Southeastern's Vice President for Administration and Finance has served in the position for two and a half years. He has been on campus for nearly 20 years and has served in various positions within three of the four major divisions, with the majority of his experience within the Division of Administration and Finance. This experience along with his educational background, including a Masters of Business Administration, makes him well qualified to oversee the financial operations of the University. In addition to the Vice President, the University has the following staff to assist in supporting the financial operations of the University:

- Assistant Vice President for Finance and Budgets - Current staff member is a CPA with an MBA and a total of 27 years of experience in hospital and university finances, eight of which are at Southeastern.
- Controller - Current staff member is a CPA with a BS in Accounting and 15 years of experience with the University, 10 of which have been serving as Controller.
- Assistant Controller - Current staff member is a CPA with an MBA and over 14 years of experience in higher education finances, having five years as an auditor and nine years with Southeastern.
- Assistant Controller - Current staff member has a BS in Accounting and over 14 years of experience in higher education, eight of which are at Southeastern.
- Budget Director - Current staff member is a CPA with an MBA and a total of 37 years with the University, 21 of which he served as Vice President for Administration & Finance.
- Systems Analyst - Current staff member is a CPA with a total of 6 years of experience in higher education and 7 years as a legislative auditor. He also served as Interim CFO at a local community college.
- Systems Analyst - Current staff member is a CPA with an MBA and a total of 18 years of experience in finance, accounting, higher education and consulting.

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3.10.2

Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University audits financial aid programs as required by federal and state statutes and regulations.

As part of the Statewide Single Audit, the Louisiana Legislative Auditors' Office is responsible for conducting annual financial aid and federal audits in accordance with audit requirements prescribed by the Single Audit, the U.S. Department of Education, and the Office of Management and Budget (OMB) Audit Criteria A-133. The review is performed in accordance with generally accepted governmental auditing standards. This includes standards issued by the American Institute of Certified Public Accountants and tests of the University's compliance with laws, regulations, and provisions of contracts and grants for the Student Financial Assistance cluster of federal programs.

The University is audited on an annual basis by the Louisiana Legislative Auditor. Should there be any reportable findings, they are included in the managment letter along with the University's response. Since the University is a part of the University of Louisiana System, a full audit report is not issued. The University information is consolidated with other system institutions by the University of Louisiana System and the audit report is issued in the name of the University of Louisiana System. The financial information at the System level, along with all reportable findings, is included in the Single Audit for the State of Louisiana.

Student financial aid was audited as a major program in the years 2009, 2011, and 2013. The completed audits have shown no findings or issues for Southeastern related to compliance with applicable financial aid and Title IV regulations. The State Single Audits for the years ended June 30, 2009 *(no reportable findings for Southeastern)*, 2010 *(no reportable findings for Southeastern)*, 2011 *(page 87)*, 2012 *(no reportable findings for Southeastern)*, and 2013 *(page 49)* are provided.

In 2010-2011, an additional $200,000 for community service was requested/received and under spent in the amount of $101,200, which was returned to the Department of Education. This resulted in a reduction in funding for the Federal Work Study Program for 2012-2013; however, the allocation returned to a normal funding level in 2013-2014 and has remained constant in 2014-2015. Historically, there has been a downward trend in the availability of such funds for this program; however, it is not a reflection of program administration.

Southeastern has not received any limitations, suspensions, or terminations from the U.S. Department of Education in regard to student financial aid during the previous three years. The University has not been placed on a reimbursement status, nor has it been required to obtain a letter of credit in favor of the U.S. Department of Education. The University receives federal funds via electronic funds transfer.

The Louisiana Office of Student Financial Assistance (LOSFA) is a state agency and the administrative arm of the Louisiana Student Financial Assistance Commission and the Louisiana Tuition Trust Authority. LOSFA has the authority to conduct an audit at any time, but does not audit the state financial aid programs on a regularly scheduled basis. The last LOSFA audit at Southeastern was for the year ended June 30, 2011 and considered student aid programs for academic years 2008-2009 and 2009-2010. There were three findings reported. All three items were satisfactorily resolved and considered closed with no further action required. Internal procedures were updated to strengthen internal controls in all areas.

The U.S. Department of Education (DOE) does not conduct audits/program reviews on a regularly scheduled basis. Southeastern has not had a DOE program review in the last five years.

Southeastern submits annually to the U.S. Department of Education a Fiscal Operations Report and Application to Participate (FISAP) detailing Title IV expenditures for the previous year and requesting Title IV funds for the next unfunded fiscal year. The FISAP is audited by the Louisiana Legislative Auditor's Office. The FISAP can be viewed for the award years 2010-2011, 2011-2012, and 2012-2013.

Southeastern's Internal Auditor reports directly to the President. This position is responsible for performing internal audits and risk assessments on departments and programs. All internal audit reports are provided to the Legislative Auditors and the University of Louisiana System. The Internal Auditor periodically reviews financial aid programs for compliance and adequacy of internal controls. In 2013, the Internal Auditor reviewed the hardship waivers that were awarded to students during the 2011-2012 and 2012-2013 school years and reported no findings. Hardship Waivers are granted to students in accordance with University of Louisiana System policy and Southeastern policy.

Approximately 74% of Southeastern students receive financial aid. For the 2012-2013 award year, Federal Pell Grant disbursements totaled $20,153,364 and Federal Direct Loan disbursements totaled $45,028,380. The two-year Cohort Default Rate, as calculated by the Department of Education for FY 2008, FY 2009, FY 2010 and FY 2011 are 6.6%, 7.0%, 5.9%, and 6.7% respectively. These cohort rates are well below the 25% rate at which the Department of Education considers a school to not be administratively capable.

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3.10.3

Financial Resources: Control of finances

The institution exercises appropriate control over all its financial resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University exercises appropriate control over all of its financial resources. As outlined in the administrative position descriptions of the President and the Vice President of Administration and Finance, these individuals are responsible for the control over financial resources. The President and Vice President are appropriately credentialed to perform such duties and responsibilities. Several key personnel in the Division of Administration and Finance, who work closely with the President and Vice President, also have the credentials and experience to perform effectively in their respective roles. These positions include the Assistant Vice President for Finance and Budgets, Controller, Assistant Controller for General Accounting and Reporting, Assistant Controller for Accounts Receivable and the Budget Director. The organizational chart is available.

Budget

Southeastern Louisiana University prepares an annual operating budget. This budget is submitted and approved by the Board of Supervisors and Board of Regents.

Controller's Office

The Controller is responsible for overseeing the daily financial processes and ensuring that fiscal controls are in place to properly account for the financial operations of the University and properly safeguard cash and other assets. This is done through the separation of duties and internal controls. The following items are in place to ensure such controls:

- Southeastern has written policies and procedures regarding the handling of cash on-hand and cash held by the fiscal agent. Pledged securities are tracked and reviewed monthly by the Assistant Controller to ensure adequate coverage of funds held at banking institutions. All university employees that handle cash are required to attend training for Cash Handling Policy. Cash is required to be deposited daily at the Controller's Office. Cash is secured at all times and transported by armored car to the University's bank. Checks are deposited via remote access.
- Southeastern Louisiana University adheres to its investment policy approved by the University of Louisiana System and the Cash Management Review Board. Investments are made in accordance with R.S.49:327.
- FARA, who is contracted by the State of Louisiana Office of Risk Management, provides insurance and risk management related services for state agencies. FARA conducts compliance reviews for the safeguarding of assets and conducts an audit every third year and compliance reviews every year for which an audit is not conducted.
- Student accounts receivable are recorded in the University's enterprise system, PeopleSoft, as transactions occur. They are posted and balanced against the general ledger monthly. Invoices and supporting documentation for grants and contracts are submitted and recorded as required by the Granting Agencies.
- Monthly bank reconciliations are completed and un-reconciled items are reviewed monthly by the Assistant Controller to ensure items are recorded timely.
- Accounts Payable staff ensures that state laws and regulations are followed for the payment of invoices and travel reimbursements. Vendors are only paid from original invoices. Most items are processed through purchase orders which are reviewed in the Purchasing Department before being forwarded to the Controller's Office. If not processed through a purchase order, a Process Form for Payment must be approved by the budget unit manager and include all supporting documentation. Receipts for goods or services must be entered into the PeopleSoft system or approved by the budget unit manager prior to an invoice and/or voucher being paid. Blank check stock is used and printed with MICR toner to help with the security of checks. All unused checks are locked to deter theft of check stock. All payments are reviewed by the Assistant Controller prior to being paid by EFT or check.
- Capital assets are reported at cost at the date of acquisition or their estimated fair value at the date of donation. Southeastern adheres to the Office of Statewide Reporting and Accounting Policies Guide for the Capitalization and Depreciation of Capital Assets. The Controller's Office reviews capital purchases to ensure that appropriate amounts are recorded in the financial statements and are reviewed by the auditors to ensure that assets are reported and depreciated correctly.
- All departments are required to submit a self-audit of moveable property annually. The Internal Auditor performs random audits on moveable property of departments on campus. Louisiana Property Assistance Agency conducts audits periodically to ensure property is accounted for accurately.
- The general ledger is reviewed by several staff in the Controller's Office throughout the year. In addition, budget unit managers are notified of the availability of their monthly departmental reports for both review and include recognized revenue, expenditures, and remaining budgets.
- The Southeastern Louisiana University Foundation is a legally separate entity that was established to secure, manage and steward the reputation, relationships, and resources for the advancement of the University. However, the University does not control the assets or transactions of the Foundation, which is audited by an independent auditor annually. The University has an affiliation and a Fund Management agreement with the Foundation to manage its Endowed Chair/Endowed Professorships/Endowed Scholarship Program. An Investment Committee has been established and meets to determine if sufficient funds are available in each endowment to facilitate an award. A report is generated indicating which endowments are eligible for awarding. Specific guidelines are established to govern these endowment funds. One such example is the College of Business Professorship Guidelines. These funds are audited annually to ensure compliance with investment management and spending policies established by the Board of Regents.

Internal Audit

The Internal Auditor reports directly to the President. As noted in the Internal Auditor's position description, he is responsible for performing internal audits and risk assessments on departments and programs. An annual audit plan is established each year and audits are conducted throughout the year. All Internal Audit reports are provided to the Legislative Auditors and the University of Louisiana System. Southeastern Louisiana University manages risk as it relates to financial resources through internal controls and segregation of duties. The Internal Auditor provides copies of other state university audit findings for review by the appropriate departments throughout campus in order to assess and properly ensure that Southeastern's risks are minimized.

External Financial Reports and Audits

Southeastern Louisiana University provides financial statements and related documents as requested by the University of Louisiana System, outlined in the System's Board Rules (Chapter IV, Sections I, II, III, and XII) and Policy and Procedures Memoranda FB-IV.(1-a). These documents accurately and appropriately represent the total operation of the University, and are prepared in accordance with guidelines set forth by the Governmental Accounting Standards Board (GASB), the National Association of College and University Business Officers (NACUBO), and the American Institute of Certified Public Accountants (AICPA). Financial statements are submitted annually and audited by the Legislative Auditor of the State of Louisiana.

The University is audited on an annual basis by the Louisiana Legislative Auditor. Should there be any reportable findings, they are included in the management letter along with the University's response. Since the University is a part of the University of Louisiana System, a full audit report is not issued. The University information is consolidated with other system institutions by the University of Louisiana System and the audit report is issued in the name of the University of Louisiana System. The financial information at the System level, along with all reportable findings, is included in the Single Audit for the State of Louisiana.

Southeastern Louisiana University strives to have no audit findings included in the management letters issued by the Legislative Auditors. If audit findings are detected, management takes the appropriate corrective actions to ensure that there are no repeat findings in subsequent years. Available for review are:

- Southeastern Louisiana University Management Letter, 2013
- Southeastern Louisiana University Management Letter, 2012
- Southeastern Louisiana University Management Letter, 2011
- University of Louisiana System Basic Financial Statements and Independent Auditor's Report, 2013
- University of Louisiana System Basic Financial Statements and Independent Auditor's Report, 2012
- University of Louisiana System Basic Financial Statements and Independent Auditor's Report, 2011
- State of Louisiana Single Audit, 2013
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The University's Annual Financial Statements (2013, 2012, 2011) contain a variety of financial data and schedules, which are explained in greater detail in the "Notes to the Financial Statements." These statements are consolidated with the the University of Louisiana System reports and, ultimately, become a part of the Comprehensive Annual Financial Reports for the State of Louisiana. In addition, the University of Louisiana System requires institutions to provide Quarterly Financial Status Reports on Operating Revenue and Expenditures, as well as other selected major funding sources. This report also requires certification of on-going assurances to the Board.

Purchasing

The Purchasing Department's goal is to assist Southeastern departments with University related purchasing by using proper procurement procedures that adhere to all guidelines set forth by the State of Louisiana. Requisitions and purchase orders are processed through the PeopleSoft Financial system and reviewed by the Procurement Specialists within the Purchasing Department.

Southeastern has entered into an agreement with the State of Louisiana and Bank of America that provides qualified employees with a Visa Purchasing Card (PCard) to purchase low-cost supplies and materials. A Card's single transaction limit at Southeastern is no more than $1,000 unless approved for a limit up to $5,000 on a case-by-case basis. Purchases are also controlled at the point of purchase by the merchant's assigned category code and a billing cycle limit.

When transactions are sent by VISA to Southeastern's PeopleSoft Financials system, the cardholder must attach a scanned copy of the receipt and assign the accounting distribution for the transaction as outlined in the procedures for reconciling procurement card transactions, and follow other established procedures for approval of procurement card transactions. All transactions involving grant activity must be reviewed and approved by the Office of Sponsored Research and Programs. Computer-related transactions require additional approval through the office of Client Services. Selected transactions require additional approval through the Office of Client Services. Selected transactions are also audited by the administrator for Southeastern's procurement card program.

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3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern's participation in externally funded research programs includes both direct and pass-through awards, with the majority of total dollars (including student financial assistance) originating from the U.S. Department of Education as shown below.

Table 1
Total Dollars Received From External Sources

Fiscal Year	Total Dollars Received
2010	$26,645,702
2011	$27,960,588
2012	$24,868,317
2013	$25,192,002

Available for review are the following financial statements. Schedule 8 of each statement details the schedule of expenditures for federal awards.

- Annual Financial Statement 2010 (Schedule 8)
- Annual Financial Statement 2011 (Schedule 8)
- Annual Financial Statement 2012 (Schedule 8)
- Annual Financial Statement 2013 (Schedule 8)

Southeastern publishes comprehensive policies and procedures for both pre-award and post-award financial management of externally funded research and other sponsored programs on the website for the Office of Sponsored Research and Programs. Established by the Office of Sponsored Research and Programs, these guidelines provide instruction for the duration of the sponsored programs from the planning process through close out requirements.

The Office of Sponsored Research and Programs is responsible for administrative coordination of the review and approval of proposals for external funding submitted by and involving Southeastern. The Controller's Office is responsible for the review of the budget, cost sharing items, and similar financial issues related to the grant program. The Provost reviews and awards final institutional approval.

Every request for external funds submitted by Southeastern is a legal agreement committing the University to engage in certain activities at a certain cost; therefore, the proposed project must accord with University, college, and departmental goals, capabilities and policies. In addition, the project director serves as the budget unit head with all responsibilities pursuant to fiscal management. Grant funds are spent in the same manner as other University funds. Grant personnel, purchasing, and travel activities must adhere to state and University regulations.

All grant applications follow the procedures set forth by the Office of Sponsored Research and Programs Handbook. Once a grant is awarded and notification is received by the Office of Sponsored Research and Programs, paperwork is then forwarded to the Controller's Office for budget set-up and financial administration. The Grants Accounting section of the Controller's Office continuously monitors the grant operations by performing internal audit reviews, report validations, and financial counseling, using the cost principles established in the Office of Management and Budget (OMB)Circular A-21. The Office of Sponsored Research and Programs and the Grants Accounting Office work with the Principal Investigators to ensure all reporting requirements are met. The Principal Investigator is responsible for completing and filing all technical reports including required interim progress reports and final project reports. The Grants Accounting office provides all financial accounting, fiscal reporting and invoicing services. It also maintains the official university fiscal records for grants and contracts and provides such information for fiscal reporting purposes as requested by the University, sponsors and auditors. A sample grant file to include documentation, reports and audits is attached.

Southeastern submits an Indirect Cost Proposal using the simplified method to the Department of Health and Human Services every 4 years. The current rate is 36% (13% off campus) of direct salaries and wages including all fringe benefits. The current rate expires June 2015. Southeastern charges the rate allowed by the contract or grant award notice. The indirect cost revenue is recognized in the general operating fund and is used to offset administrative expenses.

In addition to Southeastern's internal processes and controls, all federal grant programs, as well as federal financial aid programs, are audited as part of the annual A-133 OMB Audit Criteria. As indicated in the Management Letters below, the following findings were noted.

- Lack of Controls over TRIO Talent Search Program

  In the 2013 Management Letter, it was noted that an internal audit report for the grant period September 1, 2010 through August 31, 2012, showed incomplete applications to support eligibility of student participants, payment to student for time worked during scheduled classes, and missing computer equipment on loan to participating schools. The University concurred and a procedure was adopted that requires application data to be input by the Assistant Director(s). It was confirmed that the students were eligible for participation in the program even though the appropriate documentation had not been captured. Student workers are required to submit class schedules at the start of each semester to ensure there are no conflicts between scheduled work hours and class time. Southeastern worked with the participating schools to document that the computers previously on loan had been destroyed or surplused. The practice of loaning equipment to participating schools has been discontinued.

  In addition to the Management response, the U.S. Department of Education's Post Audit Group/Office of the Chief Financial Officer requested information in their review of the finding. The University's corrective actions were accepted with no return of funds required. The finding is considered resolved.

- Noncompliance With Procurement Credit Card and Computer Equipment Policies

  In the 2011 Management Letter, it was noted that two principal investigators failed to follow state and university regulations and policies for purchases totaling $20,465 under federal grants. In addition, one Principal Investigator failed to report to university personnel a stolen iPad as required by university policy. The University concurred and both Principal Investigators have lost the privilege of future use of the University's Procurement Card (PCard) system. Procedure and training opportunities were enhanced to ensure Principal Investigators are knowledgeable of the rules and regulations. In addition, the President's Office updated the annual fraud notice sent to all employees to include the importance of timely reporting the theft of university property. A part time position was added to aid in the timely review of all PCard transactions. The questioned costs were reviewed by the Director of Sponsored Research and Programs, the Director of Purchasing and Property Control, and the Legislative Auditors, to ensure there was no fraudulent activity regarding the purchases cited in this finding. In addition, the grant and purchases were reviewed and verified to ensure they were appropriate to fulfill the requirements of the grant. In addition to the Management response, the U.S. Department of Education's Post Audit Group/Office of the Chief Financial Officer conducted a review of the finding. The University's corrective actions were accepted with no return of funds required. The finding is considered resolved.

Sources

- 2013 Single Audit Finding and support documentation
- A133 OMB Audit Criteria
- Annual Financial Statement 2010
- Annual Financial Statement 2011
- Annual Financial Statement 2012
- Annual Financial Statement 2013
- Circular A21
- DOE Response_Talent Search Audit_07.21.14
- DOE Review
- Indirect Cost Rate 2011-2015
- Legislative Audit Management Letter 2011
- Legislative Audit Management Letter 2013
- OSRP Handbook
- Sample Grant File
- Website for the Office of Sponsored Research and Programs

3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

For the purpose of this standard, Southeastern Louisiana University defines appropriate control that complies with the guidelines and/or laws set forth by the State of Louisiana, as outlined in Louisiana Revised Statutes. In addition, the State of Louisiana's Division of Administration provides numerous rules and memoranda regarding the administration of the State's assets.

Control of Physical Resources

Land and Buildings

Southeastern maintains accountability control over its land and buildings with an inventory monitoring system through the State of Louisiana, Division of Administration, Facility Planning and Control. The University's Department of Facility Planning works in conjunction with the State office to ensure that all land and buildings are appropriately accounted for within the State system. In addition, in 2000 Southeastern contracted the services of T.C. Spangler, Jr., a local civil engineer, to conduct a review of all University property records maintained in Tangipahoa Parish. This was to assist the University in confirming the accuracy of the inventory maintained by the state, as well as the possibility of identifying any encumbrances on those lands, i.e., servitude, right of ways, etc.

The University maintains, electronically, an inventory of all facilities, to include both the main campus and all satellite locations, as part of its PeopleSoft Enterprise System. This information is reported annually to the Louisiana Board of Regents. The building data summary reference provides additional facilities information including building construction and/or renovation dates, gross square footage, net assignable square footage, building cost, and types of space maintained within the building. In order to ensure that the University uses its facilities in an optimal manner, a Space Management Policy was developed and last updated on January 28, 2011.

The day-to-day maintenance and repair of university facilities and grounds are the responsibility of the Physical Plant Department. In order to assist with the appropriate accounting of repair and maintenance to facilities, the University uses a software system known as MP2. MP2 allows Physical Plant to follow-up on current contracts with various service organizations; track and issue standing preventative maintenance work orders; and accept individual work orders from students, faculty, and staff via the telephone or through an online work order entry system.

In addition to the day-to-day maintenance, the University also plans for long term deferred maintenance issues and major repairs. The directors of Facility Planning and Physical Plant meet regularly with the Vice President of Administration and Finance to review, plan and update projects dealing with long term maintenance of all facilities (2012, 2013, 2014). Annually, these projected plans and funding needs are reported to the University of Louisiana System, Board of Regents and State Facility Planning and Control. Projects under $1,000,000 are administered in-house with larger projects over $1,000,000 being managed in conjunction with State Facility Planning and Control after approval of the proposed project by the University of Louisiana System. Funding of such projects are considered and incorporated into the University operating budget each fiscal year to ensure ongoing needs are meet.

The Director of Safety and Hazardous Materials Management, working in conjunction with the Vice President for Administration and Finance, has designated building coordinators for each building on campus. Building coordinators assist in completing Quarterly Building Inspections in order to identify and report any problems to Physical Plant personnel and the campus safety officer for corrective action. Repairs identified as the correction of safety problems, continuity of utility services, and operational requirements are given first priority by Physical Plant. Preventative maintenance work orders are scheduled and completed by Physical Plant based on needs and available resources. Other maintenance, repair, and minor new construction projects that cannot be facilitated by the Physical Plant (due to limited human resources) may be outsourced and completed by contract.

The Facility Master Plan , which has been developed to meet the vision and needs prescribed through the University's mission, is used as a guide to determine the future facility requirements for the institution. The following items are included: 1) A historical narrative of Southeastern's Facilities Master Planning process through 2013, 2) The 2013 Updated Facility Planning Master Plan Overview document, 3) The Technology Infrastructure Master Plan, 4) The 2009 Update to the Facilities Master Plan, and 5) The original 1996 Facilities Master Plan Document.

The Director of Facility Planning, with the University's Administration, develops the annual Capital Outlay Requests that are submitted to the University of Louisiana System, Board of Regents and ultimately the State Legislature. These requests include a Five Year Plan as well as a prioritized project list with budgeting information. The State Department of Facility Planning and Control administers all new construction projects over $500,000, which was increased to $1,000,000 with the passage of Act 701 of the 2014 Regular Session of the Louisiana Legislature. The Facility Planning Department on campus works closely with the State Department of Facility Planning and Control to ensure that all new construction activities are in accordance with the appropriate plan and contract documents. The University's Office of Facility Planning coordinates construction, planning, and specifications with Physical Plant, the University of Louisiana System, the State Department of Facility Planning and Control, and the State Fire Marshal to ensure that the plans meet fire safety and building code requirements. All projects are designed with regard to federal regulations for ADA standards for accessible design. The Professional of Record is responsible for design code issues, with review by the State Fire Marshal and Facility Planning.

The Office of Risk Management (ORM) is established to develop, direct, achieve and administer a cost effective comprehensive risk management program for all agencies, boards and commissions of the State of Louisiana in order to preserve and protect the assets of the State of Louisiana. ORM issues the "Property Exposure Report" with a list of all buildings an agency owns or occupies and the value of the contents located in each building. The purpose of the report is for agencies to verify that ORM's records are correct. The report indicates the location, square footage and value of the building. The report is reviewed twice a year for changes. Because ORM has a scheduled property policy, if buildings and contents are not reported, claims may be denied. The values reflected on the report are limits of insurance. The Director of Safety submits paperwork to ORM whenever there is a new facility to be added to the inventory. The Office of Risk Management is also the state partner who responds to any damage, mitigation, or litigation that may occur on campus.

Movable Property
The Southeastern Property Control Department identifies and tracks all university property housed on main campus and all satellite locations with an original acquisition cost of $1,000 or greater in accordance with laws, rules, and regulations of the State of Louisiana. All property is tracked using PeopleSoft Asset Management - Southeastern's ERP system - and the State mandatory Louisiana Property Assistance Agency (LPAA) IN Circuit system. Each fiscal year the Property Control Department is required by the State (LPAA) to make a complete physical inventory of all Southeastern's assets. Upon completion of the annual inventory, Property Control submits an inventory report to the Legislative Auditor containing a list of all university property currently in custody. All surplus or idle inventory is coordinated by Property Control to determine if the item may have use in other departments within the university or transferred to the State (LPAA). The Property Control Department is the University's liaison to make all formal requests to the State (LPAA) to dispose of any item on inventory regardless of its condition. The LPAA performs periodic audits of all moveable property. In addition, the Office of Internal Audit incorporates an asset management component in every internal audit performed.

Safety and Security

The Office of Safety and Hazardous Materials Management administers a number of safety programs including fire safety, hazardous chemical storage/labeling, disposal, radiation safety and other regulations which may be outlined by the city, state, or federal compliance agencies. This department is also responsible for publishing the University's Safety Manual, conducting periodic inspections of campus buildings and facilities through the building coordinators, maintaining a reference library for various safety and environmental regulations, as well as coordinating routine safety training, to include the Safe Driver Program, as required by the Office of Risk Management.

The University Police Department and the Parking Department are responsible for ensuring the safety and security of all persons and property on Southeastern's main campus, as well as coordinating security at all satellite locations. This includes, but is not limited to, crime prevention, traffic and parking control, criminal investigations, and first response to all emergency situations that occur on campus. Routine building checks are conducted after normal business hours to ensure all buildings are secure for the evening, and entries of these checks are recorded in the Building Security Check Log maintained by the Department's dispatchers. The University Police Departments are composed of a Director and 24 police officers commissioned by the State Department of Public Safety (including two investigators), one clerical personnel, and four dispatchers; the Parking Department reports to the Director of University Police and has one Business Manager, two clerical personnel, and three parking enforcement guards. Student employees who work as student police officers, student parking enforcement officers, and student clerical assistants supplement the staffs. There are a minimum of two officers on duty at all times patrolling the campus.

Building security is further maintained by the two locksmiths and 1 maintenance repairman employed by Physical Plant. It is their responsibility to make, issue, and track all building keys for the University. The University also maintains a University Key Policy which was last updated in Spring, 2014.

Sources

- 2013 Annual Inventory
- Act 701
- ADAStandards
- Annual Property Inventory Certification Report for Year ended June 30, 2013
- Audit Plan FY13, FY14, Summary FY13
- BOR 7 and Contract
- Building Coordinators
- Building Inspection and corrective action
- Facility Master Plan
- Facility Planning and Control
- Fire safety and building code requirements
- Key Policy
- Laws, Rules and Regulations
- Major Repair Priority List 2013 PPS Updates 7.23.13
- Major Repair Request Priority List 2012
- Major Repair Request Priority List 2014
- Master Plan Update 2013
- Master Plan Update_2009
- New Facility Added to Campus
- Police Building Check Log
- Property Exposure Report Sept 2013
- Quarterly Building Inspection Procedures
- Radiation Safety
- Safe Driver Program
- Safety Manual
- SOUTHEASTERN 5 Yr Capital Outlay Request
- Space Management Policy
- University Police Department

- Work Order Summary July 2012 to June 2013
- Work Orders

3.11.2

Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University is committed to providing a healthy, safe and secure environment for all members of the campus community. Responsibilities for different categories of health, safety, and security are assigned to various departments, all of which follow applicable federal, state, and local protocols.

Building Maintenance and Construction

The Office of Safety and Hazardous Materials Management conducts quarterly inspections of buildings and grounds through University building coordinators. Any deficiencies identified by the building coordinators are reported to Physical Plant for correction. The University also participates in the State of Louisiana Office of Risk Management annual audit program. This involves a self-evaluation of campus safety, in accordance to Office of Risk Management Guidelines, and an annual inspection of facilities and processes by that office. By successfully completing all parts of the audit, the University receives a 5% reduction in its annual insurance premium. The University has successfully completed this audit for the past five years.

The State Department of Facility Planning and Control administers all new construction projects over $1,000,000. The University's Office of Facility Planning works closely with the State Department to ensure that all new construction activities are in accordance with the appropriate plan and contract documents. The University's Department of Facility Planning coordinates construction, planning and specifications with the Physical Plant Department, the University of Louisiana System, the State Department of Facility Planning and Control, and the State Fire Marshal to ensure that the plans meet fire safety and building code requirements, as well as the construction standards put in place by the University.

Campus Community Emergency Response Team Certification (CCERT)
Provides an opportunity for individuals to be better prepared to respond to and cope with the aftermath of a disaster. Additionally, it enables a community to supplement its response capability after a disaster, by recruiting and training civilians as neighborhood, business, and government teams that in essence, will be auxiliary responders. These groups can provide immediate assistance to victims in their area, organize spontaneous volunteers who have not had the training, and collect disaster intelligence that will assist professional responders with prioritization and allocation of resources following a disaster.

Community Education
The Southeastern Louisiana University Police Department's Office of Community Education researches, develops, and presents educational classes to our community on various subjects and provides public information to members of the press and private citizens when needed.

Counseling Services

The University Counseling Center offers professional mental health counseling services to assist with personal and social concerns. Individual, couples, marriage, family, and group counseling are available to all students, faculty, and staff. The staff also provides emergency counseling service after hours. The University Counseling Center is accredited by the International Association of Counseling Services.

Emergency Alert System
Armed with everything from a siren and public address system to high tech text messaging, Southeastern Louisiana University maintains a multi-layered alert system designed with intentional redundancies of messages to cell phones, land-lines and personal computers. All students, faculty and staff are currently registered with the Southeastern Emergency Alert System through their campus e-mail accounts to receive alert messages through that medium. The system can also include text messages that will be sent to personal cell phones, if students and others on campus submit their cell phone numbers in order to receive the text alert messages. Additionally, those who opt to provide supplemental contact information will be able to submit up to two phone numbers at which they'd like to receive voice messages and a secondary e-mail address for electronic messaging. The system is tested multiple times each year which is documented as a part of the Annual Security and Fire Safety Report for the university.

Other elements of Southeastern's Emergency Alert System include:

- Telephone alerts: The campus telephone system will be used to send emergency voice messages to digital phones on campus. The message is broadcast through the telephone speaker without a user having to pick up the handset.
- Campus siren and PA system: A public address system that can broadcast sirens or voice alerts from speakers at strategic locations across campus ensure the signals can be heard.
- Code Blue emergency phones: Southeastern maintains a network of more than 20 Code Blue emergency phones located throughout the campus that allow an individual who needs emergency service to push a button and be in instant contact with the University Police Department.
- Security cameras: Security cameras that are monitored by university police are strategically located throughout campus and in buildings, including residential housing and parking areas.
- Fire alarm systems: Fire alarm systems in Southeastern buildings are directly integrated with the University Police Department so that when an alarm is activated, university police as well as fire department personnel can immediately respond to the building. Employees are regularly trained on the activation of alarms and evacuation of buildings.
- Web alerts: The University website allows for quick posting of emergency alerts and updates on its homepage. A scaled-down version of the homepage is also designed should an emergency cause extensive hits to the homepage in a short period of time. This version will be activated with emergency information, if the situation warrants. Additionally, a site that is housed off-campus has been secured in the event that all Southeastern network servers go down.
- Social media: Facebook and Twitter accounts are maintained and will include emergency alert messages in sync with Southeastern Emergency Alert System notices.

Employee Wellness Committee
Reporting to the President, the Employee Wellness Committee makes recommendations on all matters related to the overall progress and quality of a comprehensive employee wellness program that addresses all aspects of wellness including: social, vocational, intellectual, environmental, spiritual, emotional, financial and physical. The goal of the committee is to provide a positive, healthy workplace contributing to the overall mission of the university. The committee was established in Spring, 2014 and has sponsored several activities made available to employees.

Fire Prevention and Environmental Safety

Under the direction of the Vice President of Administration and Finance, the Director of Safety and Hazardous Materials Management administers a number of programs that deal with environmental safety, including maintenance of a University Safety Manual in compliance with OSHA regulations. In addition, the Director also assists various academic and staff departments to ensure that these departments develop safety manuals that are relevant to their specific disciplines; for example, the Department of Chemistry and Physics Safety Handbook addresses the issues of chemical storage and disposal. The Office of Safety and Hazardous Materials Management also maintains a reference library for various safety and environmental regulations, as well as coordinating routine safety training and driver education training, as required by the Office of Risk Management. Examples of Southeastern's safety program includes:

- Academic Safety Manuals - Academic departments such as Nursing, Visual Arts, Chemistry, Biology, and Computer Science and Industrial Technology have developed Safety Manuals dealing with the safety issues of their departments. This includes procedures, personal protective equipment, and disposal.
- Accident and Claims Procedures - Procedures are provided in the event of damages to University property, vehicle accidents, theft, or vandalism. University Police Department investigates all accidents that occur on Southeastern Louisiana University campus.
- Continuity of Operations Plan (COOP) - Southeastern Louisiana University has developed a COOP for events that lead to the closure of the University.
- Emergency Operations Center (EOC) - Southeastern Louisiana University has developed an Emergency Operations Center (EOC), as a central command and control facility. The mission of the EOC is to carry out the principles of emergency preparedness and emergency management, or disaster management functions at the strategic level in an emergency situation, and ensure the continuity of operation of the University.
- Employee Safety Meetings - Safety meetings are held on a quarterly basis. University employees are required to participate and participation is tracked for each employee.
- Fire Safety - Southeastern's buildings are inspected annually by the Office of the State Fire Marshal based on the National Fire Protection Agency's Life Safety Code 101. Included in the inspection are the University's fire alarm systems, fire extinguishers, and fire sprinkler alarm systems. Fire suppression systems are inspected bi-annually. University Police sends a report annually of Fire & Safety to all employees as part of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).
- First Aid - Southeastern provides first aid through the University Police who are available anywhere on campus within four minutes. Trained in first response, the University Police have immediate access to an emergency medical team. First aid services are also offered at the University Health Center, staffed with registered nurses. In addition, any department may request a first aid kit. If approved, department employees will be identified and trained.
- Procedures in the Event of an Emergency - Southeastern has developed procedures to follow in the event of an emergency such as accidents and injuries, bomb threats, fire and/or explosions, laboratory emergencies, mental health crisis, rape/sexual assault, physical/bodily harm, building and ground structural distress, and weather-related emergencies.
- Radiation Safety - The Radiation Safety Committee is responsible for local supervision and control of radiation hazards and directs the activities of the Radiation Safety Officer. All persons involved in handling, use, and storage of radioactive materials and radiation sources are responsible for ensuring that University personnel, students, and visitors are not exposed, and are in compliance with all federal, state, and University regulations, policies and procedures.
- Safe Driver Program - All employees driving University-owned vehicles or personal vehicles on University business must be certified to drive under the University's Safe Driver Program and hold a valid operator's license for the vehicle they are operating.

Health Services
The University provides Student Health Services for the care of most minor illnesses and injuries involving students. Physicians are available for consultation during appointed clinic hours. The Center is staffed with one practical nurse and four registered nurses, and is affiliated with the Department of Nursing within the College of Nursing and Health Studies. The University Health Center is not equipped to handle medical emergencies, and University Police work collaboratively with local ambulance services to transport medical emergency patients to a local hospital.

Hurricane Preparedness
Given the location of the University and it's proximity to the Gulf Coast, it is imperative for the institution to have a well-defined Hurricane Preparedness Plan. In addition to the actual plan, the University has established agreements with various agencies for which additional assistance/resources will be provided or be made available during a weather emergency. Examples of such agreements include the following entities:

- Law Enforcement Agencies
  - Hammond Police Department - Mutual Aid Agreement
  - Tangipahoa Parish Sheriff's Office - Mutual Aid Agreement
- Other Agencies:
  - Louisiana Wildlife and Fisheries
  - Shell/Motiva
  - St. Bernard Sheriff Office
  - State of Louisiana Special Needs Shelter

Law Enforcement, Security, Parking Administration and Enforcement
The mission of the University Police Department and the Parking Department is to ensure the safety of all persons and property on the campus of Southeastern Louisiana University. In addition to law enforcement and security operations, the University Police Department is responsible for the administration of parking operation and enforcement, community training to continue the policing policy beyond the campus into the community, as well as training for the University Police officers. The University Police Department maintains contingency plans for hurricane and severe weather, the reception of home health persons in the event of a major disaster, fire operation, bomb threats, and a number of other contingencies.

The University Police Departments are composed of a Director and 24 police officers commissioned by the State Department of Public Safety (including two investigators), one clerical personnel, and four dispatchers; the Parking Department reports to the Director of University Police and has one Business Manager, two clerical personnel, and three parking enforcement guards. Student employees who work as student police officers,

student parking enforcement officers, and student clerical assistants supplement the staffs. There are a minimum of two police officers are on duty at all times patrolling the campus. In addition, the University Police Department has Mutual Aid Agreements with both the Hammond Police Department and Tangipahoa Parish Sheriff's Office to provide additional assistance as outlined in the agreement as previously referenced.

The University Police operate under the authority of Louisiana Revised Statute 17:1805 with jurisdiction on and off-campus for incidents occurring on or around the property of the University. The Department, in compliance with the Clery Act (formerly the Campus Security, Student Right to Know Act of 1990), publishes an annual report outlining campus crime statistics and safety and security procedures.

"Safe Communities America" Designation
It is critically important that safety is an integral part of the campus community that also extends beyonds the boundaries of campus. The City of Hammond is the first city in Louisiana and the 18th in the United States to be recognized by the International Safe Community movement. Safe Communities America, a program of The National Safety Council, is the Safe Communities Affiliate Support Center as well as a Certifying Center for the World Health Organization (WHO) Collaborating Center. As the U.S. voice of WHO's Collaborating Centre on Community Safety Promotion, Safe Communities America encourages and supports those communities aspiring to the International Safe Community designation.

The Director of Safety at Southeastern was involved in the application process for this designation and continues to serve as a member of the core team. One of the goals of obtaining Hammond Safe Community designation is to create and improve programs to cover identified risk areas that specifically address community-specific related injuries, ultimately reducing the numbers and costs of injuries in the community.

University Housing

The University has a Residential Handbook to include a General Residential Guidebook and a Greek Village Resident Guidebook. Included in the guidebooks is information regarding safety and security, as well as emergency procedures for students to follow while residing in University housing.

University Safety Committee
The University's Safety Committee serves as an advisory committee reporting directly to the Vice President for Administration and Finance on matters concerning implementation of effective action to eliminate principal accident-producing conditions throughout the campus. In carrying out its advisory function, the Committee enlists the cooperation of members of the University community in the safety program at every management level within the University. The Campus Safety Officer serves as a member of the Safety Committee. In addition, the Committee includes faculty representing various colleges and academic departments, a student representative, the Director of Physical Plant, the Dean of Nursing and Health Sciences, the University Police Chief, the Director of Facility Planning, and the Chair of the Council of Department Heads.

Workplace Health and Safety

Southeastern supports a healthy, safe, and secure work environment, and the University is proactive in developing the necessary policies, procedures, and guidelines to ensure a safe campus community. The Human Resources Office has a primary role in communicating to Southeastern faculty, staff and students regarding the promotion of a healthy and safe work place. In addition to providing faculty and staff orientation programs and ongoing training programs to ensure that faculty and staff are aware of current policies and regulations, the Human Resources Office assists with publishing policies and procedures in various employee handbooks. Some of the policies include the following:

- ADA Policy - Southeastern Louisiana University complies with the Americans with Disabilities Act and applicable state laws providing for nondiscrimination in employment against qualified individuals with disabilities. Southeastern also provides reasonable accommodations for such individuals in accordance with these laws.
- AIDS Policy - Southeastern Louisiana University recognizes that employees with a life-threatening illness such as AIDS may wish to continue their employment and, in fact, that continued employment may be therapeutically important to their recovery process.
- Building Security Policy - Southeastern Louisiana University is committed to providing a safe and secure workplace and learning environment for the University community. Building security and the use of its various facilities by faculty, staff and students is key to that safety.
- Domestic Violence in the Workplace Policy - Southeastern Louisiana University disapproves of violence against women, men, or children in any form, whether as an act of workplace violence or in any employees' personal life.
- Drug and Alcohol Abuse Prevention Policy - Southeastern Louisiana University recognizes that drug and alcohol abuse are a major societal concern and problem. Southeastern's Drug and Alcohol Abuse Prevention Policy applies to all university employees and students, and strictly prohibits the unlawful possession, manufacture, use or distribution of illicit drugs and alcohol on university property or as a part of any university activity, whether on or off campus.
- Drug and Alcohol Testing - Southeastern Louisiana University is committed to providing a safe, productive, healthy and wholesome environment for the students, employees, and the public. Southeastern is committed to creating and maintaining a drug-free workplace pursuant to the federal Drug-Free Workplace Act of 1988, the Omnibus Transportation Employee Testing Act of 1991, the Louisiana Drug Testing Act of 1990, the Drug-Free Public Housing Act of 1988, Executive Order No. MJF 98-38, the Drug-Free Schools and Communities Act of 1986, Federal Motor Carrier Safety Administration procedures, Title 49DRF (40 and 382 etal.), LA Revised Statute 49:1001-1021, and all other applicable federal and state laws.
- Drug Free Workplace Policy - It is the policy of Southeastern to create a drug-free workplace in keeping with the spirit and intent of the Drug-Free Workplace Act of 1988.
- Employee Assistance Program - The mission of the University Counseling Center is to enhance lifelong learning by meeting the mental health needs of the students, staff, and faculty who seek services. Licensed mental health professionals provide free mental health counseling.
- Family and Medical Leave Act (FMLA) - Southeastern Louisiana University has incorporated the Family and Medical Leave Act (FMLA) into the Leave Policies for classified employees, faculty, unclassified employees.
- Grievance Policies and Procedures - Southeastern Louisiana University wants employees to be happy in their work. Sometimes dissatisfaction arises in the relationship between employees or between employees and their supervisor. While employees are encouraged to discuss a complaint with their supervisor, the University has also outlined grievance procedures for all employees including classified employees, student workers, and unclassified employees & graduate assistants.
- Harassment Policy - Southeastern Louisiana University is committed to maintaining an environment free from any type of harassment and/or discrimination which is illegal and which will not be tolerated. In furtherance of that commitment, this policy forbids harassment and discrimination of any kind by or against any applicant, employee, student, or any other individual on the basis of race, color, sex, age, religion, national origin, citizenship, disability, sexual orientation, genetic information, retirement or veteran status.
- Key Policy - Employees are issued keys for the university in an effort to ensure access while also maintaining a safe and secure campus.
- Medical Examinations Policy - As part of the University's employment procedures, applicants for safety and security sensitive positions, or for positions in which the essential duties of the position require certain physical abilities, may be required to undergo a post-offer, pre-employment medical examination which may include alcohol and drug screening by a physician designated by the University.

- New Employee Orientation - During initial employment, employees will be required to participate in an orientation program conducted by the Human Resources Office and various members of the University community.
- Return to Transitional Duty Work Policy - The Louisiana Legislature in three separate actions has created the framework to allow the State of Louisiana to implement a comprehensive transitional return-to-work policy.
- State of Louisiana Employee Substance Abuse and Drug-Free Workplace Policy - Employees are the State of Louisiana's most valuable resource, and their health and safety are serious concerns. The State of Louisiana will not tolerate any substance abuse or use that imperils the health and well-being of its employees or threatens its services to the public.
- Tobacco Free Policy - Effective August 1, 2014, and compliant with Act 211 of the Regular Session of the Louisiana Legislature, the use of tobacco products is prohibited on all University property (indoors and outdoors) and in all Southeastern Louisiana University vehicles; this applies to all licensed and unlicensed vehicles owned, leased, and rented by the University.
- Violence in the Workplace Policy - Every employee and student has a reasonable expectation to perform his/her assigned duties and to pursue their educational goals in a safe atmosphere free of threats and assaults. Southeastern Louisiana University fully supports this effort and is committed to a violence-free workplace.
- Workers Compensation Program - Employees are covered by workers compensation, which provides for payment of medical expenses and partial salary payments in the event of an approved work-related injury or illness.

Sources

- Academic Manuals
- ACCIDENT AND CLAIM PROCEDURES
- ACT 211
- ADA policy
- Aids_policy
- Annual Security and Fire Safety Report (Page 3)
- Building Code Requirements
- Building Coordinators
- Building_Security
- Campus community Emergency Response Team Cert
- classified leave policy
- classified_grievance
- Community Education
- Continuity of Operations Plan
- crime statistics
- Domestic Violence Policy
- Drug Alcohol Testing
- Drug and Alcohol Abuse Prevention Policy
- Emergency Alert System
- Emergency Operations Center
- Emergency Procedures
- Employee Assistance Program Policy
- Employee Handbook screenprint
- Employee Quarterly Safety Meeting
- Employee Safety Meetings Policy
- Employee Wellness Sponsored Activities
- faculty_leave_policies
- Fire Marshall Inspection Rpt
- Fire Safety Report
- fire_safety
- First Aid
- General Resident Guidebook
- Greek Resident Guidebook
- Harassment and Discrimination
- Hurricane Preparedness Plan
- Investigations Division
- Key Policy
- La Substance Abuse and Drug Free policy
- Louisiana Dept of Wildlife and Fisheries_06.23.14

- Medical_Examinations
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- MOU_Special Needs Shelter_7 1 13
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- Orientation
- ORM Self-Evaluation
- Quarterly Building Inspection Report_October 2013
- Radiation Safety Manual
- Return to Transitional Duty
- Safe Communities
- Safe Driver Program
- Safety Handbook Dept of Chemistry
- safety_manual
- Shell Motiva Agreement 2014-2016_05.13.14
- SLU Drug Free Workplace Policy
- St. Bernard Parish Sheriff Agreement_05.14.14
- Standing_committees_2013_2014 Page 2 (Page 2)
- student_grievance
- Tobacco Free Policy
- unclassified leave policy
- unclassified_GA and RA Grievance
- University Counseling Center
- University Health Center
- University Parking Office
- University Police Department
- Violence In the Workplace
- Workers Comp

3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

For the purposes of this standard, adequate physical facilities are those of sufficient size in kind and in quality to meet the requirements of the educational institution as well as those of professional organizations that provide accreditation or certification of the University's educational programs. In addition, the University's physical facilities must provide an attractive, comfortable learning environment that draws students, faculty, and staff to the institution.

Southeastern's Physical Facilities
The main campus of the University, consisting of approximately 363 acres, is located in Hammond, LA, on the north shore of Lake Ponchatrain, just north of New Orleans and east of Baton Rouge. In addition to the main campus, the University owns approximately 135 additional acres within the city limits of Hammond, near the Hammond Regional Airport. As indicated in the University of Louisiana System's Capital Outlay Policy, the University has the authority through the System's Board of Supervisors to purchase additional land with self-generated revenues as needed. The City of Hammond is located at the corner of two major interstate highways (Interstate 55 and Interstate 12), which have contributed to the University's rapid growth from the mid-1980's through the fall of 2013, with enrollment increasing from 7,900 students to 14,949 students. In 1995, the University began developing a comprehensive facility planning master plan which complemented Vision 2000, the University's first comprehensive strategic plan. The creation of the original Facility Planning Master Plan (1996) was a collaborative effort among faculty, staff, and the community within the University environment, as well as the University of Louisiana System, the Louisiana Board of Regents and State Facility Planning and Control. The 1996 Facilities Master Plan document is included.

This Master Plan provides a foundation for:

- establishing formal geometry of the original campus core through the location of existing and future buildings
- identifying the physical network for pedestrian and vehicular circulation
- providing architectural guidelines, campus frontage guidelines, and landscape guidelines for future campus developments

The original Facility Master Plan was re-examined and updated to include construction projects that had occurred since its initial conception. Future initiatives were established that complied with the direction originally established in the study. The Updated Facility Planning Master Plan was completed in the summer of 2009. This document was readily accessible and could be kept current as projects progressed and were completed. The following items are included: 1) A historical narrative of Southeastern's Facilities Master Planning process through 2009, 2) The 2009 Updated Facility Planning Master Plan Overview document, and 3) The original 1996 Facilities Master Plan document.

In conjunction with this study, the Space Needs Analysis completed in 1996 was also re-evaluated as it pertains to space management needs. Southeastern Louisiana University is required to regularly report to the Louisiana Board of Regents all property and structures owned by the University and how this space is being utilized (2013 Facilities Buildings, Rooms and Class Utilization Edits by Institution).

In 2013, Southeastern took another step forward with an update similar to that of the 2009 Master Plan Update using the same approaches and means to refine the vision of the campus. The guidelines still remain in place, yet the physical plant has been further defined. The Updated Facility Master Plan (2013) document addressed the current thinking relative to priorities and took another step in expanding the master plan that included the past, present and long range needs for technology. A Technology Infrastructure Master Plan has now been included in the master plan package that outlines the needs and intentions of the campus for the next ten years. The Master Plan is a living document to help guide future direction, but is also a tool for day-to-day decisions. The following items are included: 1) A historical narrative of Southeastern's Facilities Master Planning process through 2013, 2) The 2013 Updated Facility Planning Master Plan Overview document, 3) The Technology Infrastructure Master Plan, 4) The 2009 Update to the Facilities Master Plan, and 5) The original 1996 Facilities Master Plan Document. Minutes documenting all phases of the process are provided.

In recent years, the University has focused on the development of a sustainable and green environment. These initiatives have had both an economic impact and helped establish a real life academic working experience for our students. The implementation of the use of Solar Energy, the aggressive practice of recycling and the development of a Sustainability Center has been key elements in this process. Southeastern has been recognized for its achievements in this area. (Sustainable Environment Recognitions)

Because of such collaborative efforts, the University has been very successful in obtaining funds, both public and private, for capital outlay projects. Table 1 lists capital outlay projects either completed or in process at the University since 2004.

Table 1

Completed/In Process Capital Outlay Projects 2004-2014

Date	Project	Approximate Cost	Additional Square Footage	Renovated Square Footage	Status Completion Date
1998	Biology Building Renovation and Addition	$12,875,000	65,752 sq. ft.	22,200 sq. ft.	Completed 1/2004
1999	Livingston Parish Literacy & Technology Center	$4,687,841	43,325 sq. ft.		Completed 7/2005
2000	Classroom Building Renovations (Meade Hall)	$4,170,000		29,533 sq. ft.	Completed 7/2007
2002	Department of Kinesiology & Health Studies and College of Nursing Renovations	$13,290,852	34,978 sq. ft.	55,577 sq. ft.	Completed 11/2011
2002	University Center Roof Panel	$525,588			Completed 5/2005
2003	Revitalization of Housing on Main Campus	$55,000,000	332,596 sq. ft.		Completed 8/2005
2003	Upgrade and Expansion of University's Electrical Distribution System	$2,673,904			Completed 9/2007
2005	University Residence	$965,000	7,545 sq. ft.		Completed 9/2005
2006	Intermodal Facility - Parking Garage	$7,540,774	176,976 sq. ft.		Completed 9/2008
2006	Strawberry Stadium Addition	$5,223,553	14,318 sq. ft.		Completed 9/2008
2006	Stadium Lights	$740,000			Completed 9/2008
2007	Strength & Conditioning Facility	$954,223	6,032 sq. ft.		Completed 2/2009
2007	Computer Science & Technology Facility	$22,615,000	69,946 sq. ft.		Construction Documents Complete Awaiting Funding
2009	Student Union - Addition/Renovations	$32,000,000	89,000 sq. ft.	90,000 sq. ft.	Currently in Construction
2010	Mims Hall - HVAC Equipment Replacement	$1,078,726			Completed 4/2012
Total Approximate Cost		**$164,340,461**			

As a result of the above renovation and construction projects, the University is projected to have approximately 2,968,162 gross square footage. The assignable square footage is listed below by space type (Table 2).

Table 2

Assignable Square Footage by Space Type

Space Type	Assignable Square Footage
Classroom Facilities	192,824
Laboratory Facilities	176,308
Office Facilities	347,231
Study Facilities	110,465
Special Use Facilities	142,719
General Use Facilities	248,597
Supporting Facilities	235,625
Medical Care Facilities	8,294
Residential Facilities	411,849
Unclassified Facilities	42,521
Total Assignable Square Footage	**1,916,433**

Utilization of Physical Resources

Data on University facilities within the State of Louisiana is managed by the Louisiana Board of Regents, and contains information on all state universities, including Southeastern. The Board's 2012 Facilities Inventory and Utilization Study provides information compiled from various assessments associated with facility utilization. Appendix A provides information, including comparison data, relative to space factors for classrooms. Southeastern's reported space factor for 2012 was 1.43 with an average for four year public institutions of 1.53. While optimum utilization would be considered a 1.0 or below, the Board of Regents has established a second tier for those deemed within an acceptable range between 1.0 and 2.0. The University is within that range. When a University falls outside of an established range, the institution must respond as to what action is being taken and/or identify changes that may be required in how space is assigned which could impact such factors. For example, also in 2012, the University space factor for classroom laboratories was a 4.34 which was above the acceptable range of 4.0 as established by the Board of Regents. The University re-examined all classroom laboratory space and determined a re-classification was needed for certain spaces as provided in a written response to the Board of Regents.

It was also noted in the report that Southeastern was efficient in the use of space over a five year period as demonstrated in the Longitudinal Charts. It further demonstrated that the University was in line with the percent averages as outlined in the NACUBO Comparison. The full report as well as the University response is provided. The Board's 2013 Facilities Inventory and Utilization Study has been compiled; however, the University has not yet received a communication from the Board of Regents regarding the study for which it will provide a written response.

Finally, the Louisiana Office of Facility Planning and Control also maintains data on all buildings in the state, including universities. A current list of Southeastern's buildings is maintained in the University's Space Management System. This system enables the University to maintain, electronically, an inventory of all facilities, to include both the main campus and all satellite locations, as part of its PeopleSoft Enterprise System. This information is reported annually to the Louisiana Board of Regents. The building data summary reference provides additional facilities information including building construction and/or renovation dates, gross square footage, net assignable square footage, building cost, and types of space maintained within the building. In order to ensure that the University uses its facilities in an optimal manner, a Space Management Policy was developed and last updated on January 28, 2011.

The Space Management System also enables the University to account for and respond to department needs as it relates specifically to academic facility needs. The Office of Enrollment Services serves as a centralized clearinghouse for academic space needs. This enables classes to be assigned efficiently while still providing adequate and appropriate space for class meetings. During the initial creation of a semester's course offerings, academic departments may schedule their classes in predetermined, designated classrooms up until the established deadline to have the course offerings completed. At that time, all classrooms become general assignment and classes still requiring a room are assigned by the Director of Systems & Communications using query and a system delivered (PeopleSoft) classroom availability inquiry process. Classrooms are assigned based on course enrollment capacity, the instructor course schedule, and requested room specifications (e.g. projector, white boards, tables/chairs).

Individual classroom requests are made via email from either the department head or the course instructor to the Director of Systems & Communications and are followed up with a confirmation email once the request has been approved. Facility Planning and the Director of Systems & Communications works closely together to ensure that classroom information is accurate and up-to-date within PeopleSoft. Examples include verifying room capacities and seat counts, ensuring that room specifications are accurate (e.g. type of seating, equipment, types of boards), and room availability if work needs to be done in a room.

Off-Campus Sites

To better serve the needs of the University's educational programs, support services, and mission-related activities, Southeastern has the following off-campus facilities providing classroom space, equipment and technological tools necessary for effective teaching. The following sites include locations where 50% or more of the M.Ed. in Educational Leadership and/or the Ed.D. in Educational Leadership degree programs are offered:

- Bogalusa High School Vocational Center - This center, located in Bogalusa, LA, has 12 classrooms that accommodate Southeastern student and faculty needs. All classrooms used for instruction are equipped with Smartboards, built-in InFocus projectors, and wireless internet. A computer lab is available for Southeastern faculty and students. There is also a conference room for private consultation and small group interaction.
- East Baton Rouge Parish School System Professional Development Center - Located in Baton Rouge, LA, the East Baton Rouge Parish School System Professional Development Center is a new facility that houses all staff development for East Baton Rouge Parish, the largest school system in the state. It has wireless access throughout the building and technology hardware is built in to the facility. Southeastern has access to 4 computer labs. There are large classrooms as well as small conference rooms for use by Southeastern students.
- Lafourche Parish School Board Office - The Lafourche Parish School Board Office in Thibodaux, LA is a refurbished building that was re-opened in the fall of 2009. It houses administrative offices and classrooms. It is used by the parish for staff development programs, and contains a computer lab with wireless internet, Smartboards, and InFocus projectors. There are rooms available for small group meetings/instruction and for private consultation.
- Livingston Literacy and Technology Center - Located in Walker, LA, this facility is the result of a partnership between the University and the Livingston Parish School System. Completed in July 2005, the facility serves as a satellite educational center for the community of Livingston, as well as a training ground for faculty, students and the community as a whole. The area occupied by Southeastern is utilized for clinical, laboratory, and diagnostic space, as well as typical classroom and faculty support areas. Livingston Parish School System utilizes similar classroom and support facilities, and sponsors training in some vocational areas. It is also equipped with wireless internet service.
- St. Amant High School - Located in St. Amant, LA, St. Amant High is a comprehensive high school, grades 9 through 12, with a college preparatory program. Technology resources include classrooms with LCD projectors, Smartboards, computer labs, and a wireless network. Southeastern students bring their own laptops to class providing ready access to Southeastern's Sims Library and all online resources.
- St. Charles Parish Public Schools - Located in Luling, LA, the St. Charles Parish Central Office location provides a technology lab with six desktops and a rolling laptop cart. Wireless access is available in the facility which provides students access to Southeastern's Sims Library and all online resources.
- St. John Parish School Board Office - The St. John Parish School Board Office in Reserve, LA, allows Southeastern to use their Classroom Demonstration Center. Technology resources include classrooms with projectors, Smartboards, computer labs, and a wireless network. Southeastern students bring their own laptops to class providing ready access to Southeastern's Sims Library and all online resources.
- St. Tammany Center - The St. Tammany Center is the result of a partnership with the St. Tammany Parish Government, providing the University with a facility of more than 20,000 square feet of leased space at favorable rental rates in St. Tammany Parish, the largest feeder parish for the University. The St. Tammany Center offers classrooms, science and computer labs as well as faculty offices at the location. Classes are offered at both the graduate and undergraduate levels. Wireless internet service is available throughout the building.
- Terrebonne Public Library - Located in Houma, LA, the Terrebonne Public Library was opened in the spring of 2010. Doctoral courses were

offered there for the first time in 2011. The facility contains wireless access, 3 classrooms, and small conference rooms. It is an ideal site for doctoral instruction because the rooms are amenable to small classes.

In addition, the following are examples of other instructional and non-instructional off-campus sites which are also available and provide support of the various programs and services offered by the University. The instructional sites listed do not provide 50% or more of a degree program at that particular site:

- Baton Rouge Nursing Center - Located near Our Lady of the Lake Regional Hospital in Baton Rouge, this facility was constructed in 1981 to enhance clinical opportunities for Southeastern's nursing students. The Baton Rouge Center provides space and resources to include classrooms, simulation labs, computer labs as well as faculty offices for both teaching and research activities. The majority of the upper division activities of the School of Nursing are conducted at this Center. *Note: 50% or more of a degree program is **not** attainable at this site.*
- Columbia Theatre - Located in historic downtown Hammond, the Columbia Theatre was originally built in 1928. Through a joint partnership between Southeastern, the City of Hammond and the Downtown Development District, the Theatre was restored to its former grandeur and elegance, and reopened in 2002. Providing students and the Northshore community additional cultural event opportunities, the Theatre includes a gallery and conference center, an administrative office, and a performance hall that seats 900. *Note: This is a non-instructional site.*
- Southeast Louisiana Business Center - The Southeast Louisiana Business Center is a regionally-based facility designed to facilitate economic development in the Northshore community. The Center is located in a newly renovated 17,000 square foot, two-story New Orleans French Quarter style building with close proximity to the Southeastern campus. Thirty-seven offices, plentiful parking, professional management, and a 5,000 square foot training center make the facility ideally suited for a regional economic development center. *Note: This is a non-instructional site.*
- Turtle Cove Environmental Research Station - Located on Pass Manchac between Lakes Ponchatrain and Maurepas, Turtle Cove is a research and teaching facility containing laboratories, living quarters, ancillary equipment, and port facilities for coastal environmental education and research. Several boats equipped for field sampling and research are docked at the facility for use by University faculty and graduate students during data collection trips. Some field-oriented courses and weekend and summer workshops are held wholly or in part at Turtle Cove. Due to damage from Hurricanes Katrina and Rita, several million dollars of reconstruction has been completed at these facilities. *Note: 50% or more of a degree program is **not** attainable at this site.*

In addition to these facilities, the university utilizes other off campus sites in the delivery and/or support of course work such as high schools, libraries and school board offices. A listing of these site locations can be found in the Institutional Summary.

Adequacy of Physical Resources
To ensure that physical resources are adequate, feedback is solicited from faculty, staff and students. Examples of such feedback includes the following:

- ACT Student Opinion Survey (2011): Measures the level of satisfaction of currently enrolled students. Results show all facility categories exceeded both University of Louisiana System and National averages.
- Survey of Faculty and Staff (2008): Provided feedback of faculty and staff relative to their satisfaction with building conditions, Physical Plant personnel responsiveness, quality of work performed and overall satisfaction.
- Work Order Request Surveys (On-going): As outlined in the Institutional Effectiveness Plan for Physical Plant, an opportunity to solicit feedback on work requests completed was established to gain insight into the perceived quality and efficiency of service provided.

Maintenance of Facilities

The University's Physical Plant has a comprehensive work control system. This system provides a way to efficiently schedule, track and account for routine maintenance; schedule preventive maintenance on all major building components based upon manufactures' specification; and assists the Physical Plant and Facility Planning departments to work together in updating the comprehensive deferred maintenance or major repair list. Recently our Physical Plant department obtained equipment such as an ultra sound machine and infrared cameras to identify items for timely repair of mechanical equipment and possibly predict the failure of some minor mechanical components before a major failure of the entire system occurs.

In addition to the day-to-day maintenance, the University also plans for long term deferred maintenance issues and major repairs. The directors of Facility Planning and Physical Plant meet regularly with the Vice President of Administration and Finance to review, plan and update projects dealing with long term maintenance of all facilities (2012, 2013, 2014). Annually, these projected plans and funding needs are reported to the University of Louisiana System, Board of Regents and State Facility Planning and Control. Projects under $1,000,000 are administered in-house with larger projects over $1,000,000 being managed in conjunction with State Facility Planning and Control after approval of proposed project by the University of Louisiana System.

Items identified as needing repair that cannot be completed in a timely manner are included on the University's Major Repair List. The State of Louisiana currently defines "Major Repairs" needs as ADA code improvements, large maintenance projects, and reroofing. In addition, the state contracts with the company, VFA, Inc. (Vanderweil Facility Advisors), to evaluate all state facilities for Major Repair items. This list was completed in 2005 and identified a priority list for our campus. Table 3 lists the amounts received by the University from the State of Louisiana towards Major Repairs.

Table 3
Funding for Major Repairs Activity
2004-2014

Act No.	Total Allocated to Projects
Act 27 of 2006	$810,821
Act 27 of 2006 (Supplemental Appropriation)	$3,323,063
Act 27 of 2006 (Supplemental Appropriation)	$1,426,831
Total Funding	**$5,560,715**

Even though the University has not received state funding specifically for deferred maintenance and major repair needs since 2006, the University has addressed these needs, as well as other facility improvements, through funding from other sources to include operating, restricted and plant funds. In the 2007-2008 fiscal year, funding for major repairs was budgeted at $2,805,472 and $1,314,908 in the 2008-2009 fiscal year. Support for addressing deferred maintenance items has continued. For example, the 2013-2014 fiscal year budget included $86,819 from ACT 671 funds (restricted), $535,580 from Motor Vehicle Registration (restricted fund), $788,215 from Academic Building Use Fee (restricted fund), and $656,998 was funded from general Repair and Replacement (plant fund).

The majority of the funding for deferred maintenance and major repair needs are categorized below and include estimated expenditures for each category since 2004:

- Fire Alarms - $207,805
- Electrical and High Voltage Systems - $536,327
- HVAC, Boilers and Controls - $2,739,533
- Interior Maintenance - $1,254,140
- Lighting - $443,000
- Other Utility Improvements - $393,000
- Roofing/Waterproofing - $1,261,059
- Streets and Sidewalk - $2,391,678

A project listing of other deferred maintenance and major repair projects, to include improvement projects, is also included in the following table:

Table 4
Examples of University-Funded Projects
2004-2014

Project	Amount
Baseball Outfield Renovations	$99,550
Campus Entrances Brick Walls	$72,850
Athletic Building Renovations Phase II	$137,000
Renovations to Columbia Theatre Phase III	$163,795
Build Out of the Pennington Center Juice Bar	$86,000
Turtle Cove Complex at Galva Canal (Galva Boat Shed)	$274,000
Livingston Hall Demolition	$193,245
Livingston Hall Parking Lot	$99,174
Visual Arts Facility Upgrade	$89,764
Furniture	$82,047
Meade Hall Furniture	$299,661
Cameras	$92,048
Hall of Champions	$95,900
Campus-Wide Emergency Broadcast System	$99,999
Expansion of Emergency Broadcast System	$99,991
Installation of HVAC for Math Lab in Sims Library	$51,975
Relocation of Offices - Movers	$27,260
Installation of New Ceiling and Removal of Lights in Sims Library	$34,281
Purchasing and Property Control Ceramic Floor Installation	$15,770
North Oaks Park Installation of Poles at Field 4	$18,500
North Oaks Park Installation of Shades for Bleachers and Batting Cage	$78,900
University Center Installation of Fire Doors at Buttresses	$14,041
University Center Security Broadcast System	$49,000
University Center Resurfacing of Basketball Court	$19,995
Pursley Hall Installation of Generator	$128,360
Recreation Center Demolition and Installation of Parking Lot	$107,393
TEC Installation of Limestone Parking Lot	$81,850
Alumni Field Batting Facility	$72,463
Garrett Hall Renovations to rooms 3, 51, & 56	$48,380
North Campus Classroom Demolition	$23,063
Installation of Bleachers for the Track	$131,263
Installation of Fence for the Track	$48,950
Western Avenue Parking Improvements	$332,640
Zachary Taylor Hall Installation of Camera System	$22,948
Fayard Hall Installation of Wall for 24hr lab	$14,575
Hammond and Louisiana Hall Installation of Flooring	$12,064
Western Avenue (west lot) Parking Improvements	$317,556
North Oak Park Field #1 Renovations	$55,120
Pennington Center Screen and Recoat 2013	$8,785
Regions II and Regions II Annex Demolition	$14,043
Strawberry Stadium Football Scoreboard	$225,000
Strawberry Stadium Bracing for Scoreboard	$11,345
Strawberry Stadium Installation of Speakers	$19,196
Wilson Hall Demolition	$38,915
Kinesiology and Health Studies Solar Panels	$150,000
Kinesiology and Health Studies Addition Solar Panels	$46,000
Sustainability Center Solar Panels and Structure	$56,000
Sustainability Center Photovoltaic	$36,000
Physical Plant Services Solar Panels	$44,000
Sustainability Center Pellet Pill Building and Equipment	$75,000

The Student Government Association has also become a major participant in improving the campus environment by providing in excess of $500,000 for campus beautification projects, including the following examples:

- Twelve Oaks Courtyard - $200,000
- Library Tunnel - $120,000
- Presidential Plaza (matching funds with University) - $75,000
- Memorial Fountain - $255,000
- Benches and Trash Receptacles - $40,000
- Landscaping - $50,000
- Shuttle Buses - $150,000
- Student Union Annex Theatre Sound Upgrade - $75,000
- Tinsley Gardens Landscaping - $38,409

- North Campus Tunnel Improvements - $19,594
- North Campus Landscaping Improvement (between Financial and & Main) - $35,393
- Campbell Hall Carpet - $49,173
- D.Vickers Hall Diming & Control System - $177,000
- Vehicular & Pedestrian Gate at Southeastern Oaks/Greek Village - $49,946
- Building Signage - $10,800
- Quadrangle Improvements - $160,671

Furthermore, the University has a well-defined maintenance structure. The offices of Physical Plant, Facility Planning, and Safety and Hazardous Waste Management, in collaboration with other university offices work to ensure that facilities remain safe and in good condition.

Plans for Capital Improvements - 2004 through 2014
Requirements for replacement, expansion, and renovation are prioritized and funded in accordance with goals established within the University's strategic plan, Vision 2017. The Capital Outlay Category and Prioritization Criteria of the Louisiana Board of Regents include accreditation requirements, external agency studies, environmental and health issues, existing space, available funding, and existing building conditions. During the capital outlay request cycle, the University prioritizes its requests by matching these criteria with priority guidelines provided by the State of Louisiana:

1. master planning
2. code requirements and/or un-funded mandates
3. technology and infrastructure
4. new campus start-ups
5. renovation of existing facilities
6. timely land acquisition
7. utilizing vacant campus buildings
8. the construction of new space

The University's Capital Outlay Request is submitted and approved by the University of Louisiana System and the Louisiana Board of Regents. The Board of Regents consolidates all higher education public institution requests into one document and submits this to the Louisiana Division of Administration. The Board of Regents guidelines for Capital Outlay Budget Requests can be found on its website. The University of Louisiana System guidelines can be found on its website. The University currently has a Five Year Capital Outlay Plan. A most recent example of a project funded through the Capital Outlay process includes the Computer Science and Technology facility. This project is estimated at $22,615,000 and has an anticipated start date of Spring, 2015.

The University has also completed a feasibility study for a Comprehensive Capital Campaign. As the campaign continues to be developed and fine tuned, the details associated with the specific needs the campaign will support is not yet determined. However, it is anticipated that additional funding for facility needs may likely result from the efforts of the campaign.

A campus map of the campus is provided and a virtual tour can be viewed at http://www.southeastern.edu/visit/index.html.

Sources

- 2012 Facilities Inventory and Utilization Study
- BOR-Facilities-Policy-2005
- Capital Outlay Category and Prioritization Criteria
- Facility Master Plan (1996)
- Facility Masterplan Updated (2009)
- Facility Masterplan Updated (2013)
- Immovable Property Guidelines from the Univesity of Louisiana System
- Major Repair Request Priority List 2011-2014
- Master Plan Meeting Minutes
- Official Building List as of 3-11-14
- Regents Report_2013 Facilities Buildings, Rooms and Class Utilization Edits by Institution
- SOUTHEASTERN 5 Yr C O Plan
- Southeastern Louisiana University VFA report original
- Sustainable Environment Recognitions
- Technology Infrastructure Master Plan
- ULS guidelines_Capital_Outlay
- vision2017

3.12

Substantive change

The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See Commission policy "Substantive Change for Accredited Institutions.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University places a high priority on maintaining integrity in notifying the Commission in accordance with the substantive change policy and follows an internal process to ensure compliance. The Substantive Change Internal Policy is posted on the Provost's website, and is also disseminated at Dean's Council, the Council on Department Heads, and the University Curriculum Council each semester. The SACSCOC liaison emails the chair of the appropriate committee (see email to Provost), is placed on the agenda (see Dean's Council agenda) and attends the meeting to hand-deliver the Substantive Change Policy and answer questions.

Examples of policy distributed at the University Curriculum Council are provided for January 28, 2013 (p. 1); October 14, 2013 (p. 2); and February 24, 2014 (p. 3).

Examples of policy distributed to the deans at Dean's Council are provided for February 10, 2013 (p. 1) and October 14, 2013 (p. 6).

Examples of policy distributed department heads at the Council on Department Heads are provided for February 11, 2012 (p. 1); February 18, 2013 (p. 6); and October 14, 2013 (p. 7).

Changes implemented at Southeastern that fall under the SACSCOC Substantive Change Policy are listed in the table below. This reflects all changes since the 2005 SACSCOC reaffirmation.

Substantive Change	Date Of SACSCOC Approval
Ed.D. in Educational Leadership addition	July 7, 2006
B.S. in Engineering Technology addition	June 19, 2009
B.S. in Supply Chain Management addition	June 19, 2009
B.S. in Horticulture termination	August 16, 2010
A.A. in Office Administration termination	August 16, 2010
B.A. in French termination	November 28, 2011
B.A. in French Education termination	November 28, 2011
A.A. in Criminal Justice termination	November 28, 2011
B.S. in Health Studies termination	November 28, 2011
B.A. in Liberal Arts termination	November 28, 2011
B.S. in Chemistry Education, Grades 6-12 termination	November 28, 2011
B.S. in Family & Consumer Science Education, Grades 6-12 termination	November 28, 2011
B.S. in Physics Education, Grades 6-12 termination	November 28, 2011
B.A. in Speech Education termination	November 28, 2011
B.A. in Cultural Resource Management termination	November 28, 2011
B.A. in Art Education termination	November 28, 2011
B.S. in Biology Education, Grades 6-12 termination	November 28, 2011
B.A. in Mathematics Education, Grades 6-12 termination	November 28, 2011
B.A. in Music Education-Instrumental, Grades K-12 termination	November 28, 2011
B.A. in Music Education-Vocal, Grades K-12 termination	November 28, 2011
B.A. in Spanish Education, Grades 6-12 termination	November 28, 2011
B.A. in Special Education-Mild/Moderate termination	November 28, 2011
M.A.T. in Special Education Mild/Moderate, Grades K-12 termination	November 28, 2011
M.Ed. Education Leadership off-site locations addition	December 14, 2011
Ed.D. Educational Leadership off-site locations addition	December 14, 2011
D.N.P. Nursing Practice addition	September 7, 2012
A.G.S. General Studies termination	September 21, 2012
P-M C in Family Nurse Practitioner addition	June 3, 2013
P-M C in Family Psychiatric/Mental Health Nurse Practitioner addition	June 3, 2013
B.S. in Computer Science Education termination	August 30, 2013
M.Ed. in Educational Leadership off-site location addition	September 25, 2013
Ed.D. in Educational Leadership off-site location addition	September 25, 2013
B.A. in Organizational Management addition	May 29, 2013
B.S. in Radiologic Technology termination	May 28, 2014
M.Ed. Educational Leadership Technology termination	May 28, 2014

Conclusion

Southeastern's Substantive Change Policy and internal process ensure that the institution notifies the Commission and seeks approval in advance when required in accordance with SACSCOC policy.

Sources

- Agenda_2-5-14, Acad Affairs & Deans Council
- AGS General Studies termination approval 9.12
- BA Family Consumer Sciences MEd Ed Tech Leadership electronic delivery approval 6.13
- BA Organizational Management approval 5.13
- BS Computer Science closure approval
- BS Engineering Technology and Supply Chain Management approval 6.09
- BS Horticulture and AA Office Administration termination approval 8.10
- DNP Nursing Practice approval 9.12
- EdD Educational Leadership approval 7.06
- Email request for Dean's Council_ Substantive Change Internal Policy
- Examples_Council of Department Heads
- Examples_Dean's Council
- Examples_University Curriculum Council
- MEd Educational Leadership and EdD Educational Leadership off-campus approval 12.11
- MEd Educational Leadership and EdD Educational Leadership off-campus approval 9.13
- Multiple program termination approval 10.11
- PMC Nursing approval 6.13
- Southeastern Substantive Change Internal Process
- Southeastern Substantive Change Policy revised 2.13
- Wheelan, Dr. Belle-Notification-Discontinuance of B.S. Radiolog
- Wheelan, Dr. Belle-Notification-Discontinuance of M.Ed. Ed Lead

3.13

Policy Compliance

The institution complies with the policies of the Commission on Colleges.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern complies with the policies of the Commission of Colleges.

3.13.1

Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University is a member of and is fully accredited by 5 program-specific agencies recognized by the U.S. Department of Education. The agencies and dates of the most recent reviews are found in Table 1 below. Links to the accrediting agency's decision letter are provided by clicking the the name of the accrediting agency.

No agency has terminated accreditation, nor has Southeastern voluntarily withdrawn accreditation from any agency.

Statements Used to Describe Southeastern
While the requested institutional information varies by agency, every accredited program self-study is reviewed by Academic Affairs to ensure the University is represented accurately with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies. Accrediting bodies are apprised of any change in Southeastern's status with one or another accrediting body.

Listed below are the 5 program-specific accrediting agencies for which Southeastern holds accreditation. The response to the requested institutional information is provided by clicking the name of the agency.

Commission on Collegiate Nursing Education (CCNE)
Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)
National Association of Schools of Art and Design (NASAD)
National Association of Schools of Music (NASM)
National Council for Accreditation of Teacher Education (NCATE)

Table 1: Programs Accredited by U.S. Department of Education Recognized Accrediting Bodies

Accrediting Agency *(click name of agency for decision letter)*	**Program**	**Negative Action**	**Date of Last Review**
Commission on Collegiate Nursing Education Commission on Collegiate Nursing Education Commission on Collegiate Nursing Education	B.S. in Nursing M.S.N. in Nursing D.N.P in Nursing	None	2012 2013 2014
Council on Academic Accreditation in Audiology & Speech-Language Pathology	M.S. in Communication Sciences & Disorders	None	2007
National Association of Schools of Music	B.M. & M.M. in Music	None	2013
National Council for Accreditation of Teacher Education	Ed.D. Educational Leadership MAT Special Education-Early Intervention Birth-5 MAT Elementary Education Grades 1-5 M.Ed. Curriculum & Instruction M.Ed. Educational Leadership Technology (program discontinued in 2014) M.Ed. Educational Leadership M.Ed. Counselor Education M.Ed. Special Education B.A. English Education Grades 6-12 B.A. Social Studies Education Grades 6-12 B.S. Health & Physical Education Grades K-12 B.S. Elementary Education Grades 1-5 B.A. English Education B.S. Elementary Education & Special Education Mild/Mod Grades 1-5 B.S. Middle School Education & Special Education Mild/Mod Grades 4-8	None	2008
National Association of Schools of Art & Design	B.A. Art	None	2008

Sources

- CCNE 2012
- CCNE description of Southeastern
- CCNE DNP 2014
- CCNE MS 2013
- CSD 2006
- NASAD 2008
- NASAD description of Southeastern
- NASM 2013
- NASM description
- NCATE 2008
- NCATE description of Southeastern

3.13.2

Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University is in compliance with Comprehensive Standard 3.13.2 based upon a determination that the University ensures the quality of its consortia relationships and contractual agreements, its submission of signed copies of all such agreements to SACSCOC, its ongoing compliance with the SACSCOC Principles, and its periodic evaluation of these relationships and agreements against the University mission. Southeastern enters consortia/contractual agreements only when such agreements advance the mission of the University and curricular requirements meet the University's quality expectations.

Integrity of Collaborative Academic Agreements

All collaborative academic agreements are subject to the following:

- Regular, periodic assessments that assure ongoing compliance with the comprehensive requirements and support of the University's mission.
- Program leadership and faculty have regular meetings to protect the integrity of both the program and the coursework that is transcripted.
- All arrangements are approved by each individual institution, the Board of Supervisors for the University of Louisiana System and the Louisiana Board of Regents.
- All courses involved in such agreements follow the same curriculum review process as any other course on the respective campuses thereby ensuring quality of coursework.
- All courses adhere to Southeastern's Credit Hour Policy.
- All institutions involved in these agreements are SACSCOC accredited.
- General admission requirements are appropriate for the program.

The Intercollegiate Consortium for a Master of Science in Nursing

The Intercollegiate Consortium for a Master of Science in Nursing program (ICMSN) is an academic partnership among the nursing units at Southeastern Louisiana University, McNeese State University, University of Louisiana at Lafayette, and Nicholls State University designed to prepare advanced practice nurses through a model of shared governance, resources, and curricula. The ICMSN is accredited by the Commission on Collegiate Nursing Education (CCNE).

The consortium structure allows students to enroll in courses at any one of the participating universities and receive credit toward their master's degree. Students can select the campus they wish to attend based on course availability and the campus most convenient to their living and working arrangements. Areas of study include Family Nurse Practitioner, Nursing Education, Nurse Executive and Psych/Mental Health Nurse Practitioner. Course instruction and resources are shared among the institutions.

Southeastern maintains a degree of control since all courses offered through the consortium must meet the approval of a governing body which is comprised of equal representation from each of the participating institutions.

Substantive change letter to SACSCOC
Approval from SACSCOC
Signed agreement sent to SACSCOC
Curriculum Committee meeting—Fall 2013

Intercollegiate Ed.D. Consortium for Doctorate of Education in Leadership

The Intercollegiate Ed.D. Consortium for Doctorate of Education in Leadership is between Southeastern Louisiana University and the University of Louisiana at Lafayette and offers a common core of academic coursework. This collaborative effort supports open articulation for student mobility and matriculation through the utilization and application of an agreed-upon philosophical base. Students enroll in courses across both campuses ensuring a significant educational experience from both campuses with the coursework completed within the consortium to be resident between both institutions. The result is an educational alliance that promotes teaching and research within which resources are shared and quality coursework is actualized.

An Ed.D. Consortium committee administers the Consortium and has membership from both campuses. This committee establishes and revises policies as necessary and ensures compliance with all policies, rules and regulations of the Consortium. A faculty committee is responsible for maintaining the integrity of curricular material that is shared among the Consortium. Although each campus will retain jurisdiction over its faculty and program, the Consortium Committees promulgates minimum criteria for retention, progression, graduation standards, and other relevant academic matters.

Substantive change letter to SACSCOC
Approval from SACSCOC
Signed agreement sent to SACSCOC
Ed.D. Student Handbook

Ed.D. Consortium meeting—Fall 2013
Ed.D. Faculty meeting—Spring 2013

Bachelor of Arts in Organizational Leadership
In 2013 the nine universities of the University of Louisiana system (Grambling State University, Louisiana Tech University, McNeese State University, Nicholls State University, Northwestern State University, Southeastern Louisiana University, University of Louisiana at Lafayette, University of Louisiana at Monroe and University of New Orleans) established the ULS BA-Organizational Leadership Online Program for working adults who have already earned at least 60 credit hours of college work and want to finish a bachelor's degree. Each participating university is responsible for rotating 30 hours of common coursework and with the final 30 hours at each institution constituting a concentration specific to the university.

Although the program is governed by a Consortium Leadership committee and taught in a collaborative manner, the academic policies, finances, faculty credentials and course approval process, remain the purview of the individual campuses. Faculty from the campuses involved meet regularly to discuss common courses, thereby maintaining integrity of the core courses, student learning outcomes, program assessment, and overall operation of the program.

Substantive change letter to SACSCOC
Approval from SACSCOC
Signed agreement sent to SACSCOC
Program Development meeting—Fall 2012
Leadership Committee meeting—Fall 2012
Leadership Committee meeting—Spring 2013
Leadership Committee meeting—Spring 2014

Quality of Credits

As indicated throughout the narrative above, all courses involved in the collaborative arrangements follow the same curriculum review process as any other course on the respective campuses. At Southeastern, the route for curriculum review and approval ensures that faculty are responsible for the content and quality of the curriculum. As described in the Guidelines for Curriculum Revision, curricula changes are initiated by faculty with the expertise relevant to the change being proposed and reviewed by departmental, college and university curriculum committees. These committees evaluate the proposed curricula against discipline-specific standards and current research and practices in the field. They also consider the academic rigor based on course level, alignment with university and departmental mission and goals, and correspondence with the credit hour policy. More details of the curriculum review process are provided in CS 3.4.10 Responsibility of Curriculum and CS 3.4.1 Academic Program Approval.

In addition to curriculum review, Southeastern's policies for the acceptance of academic credit provides further assurance of the academic quality of any course work or credit recorded on the institution's transcript (see CS 3.4.4 Acceptance of Academic Credit).

Compliance with Commission Policy

Southeastern has a policy in place to ensure that SACSCOC is properly notified about and provided signed agreements for collaborative academic arrangements. The Substantive Change policy requires university faculty and staff who are pursuing substantive structural and programmatic changes to seek approval from their Dean who then communicates the appropriate changes to the SACSCOC liaison. The Liaison is responsible for seeking approval from SACSCOC as necessary.

Compliance with appropriate SACSCOC requirements and standards is documented through the successful completion of the SACSCOC process, as evidenced by the signed agreements, the SACSCOC substantive change prospectus and corresponding approvals for each of Southeastern's collaborative academic arrangements presented in the above narrative. Additional evidence of compliance for programs involving distance education is provided in CS 3.13.4.a.

Conclusion

Southeastern has provided signed, final copies of its collaborative academic agreements to SACSCOC as required by Commission policy. These agreements are evaluated on a regular basis to ensure their integrity, the quality of the credits recorded on Southeastern transcripts, and compliance with accreditation standards.

Sources

- Credit Hour Policy
- Ed Leadership signed MOU
- Ed.D student handbook
- EdD Consortium Meeting
- EdD Faculty meeting
- Guidelines for Curriculum Revision_2013
- ICMSN Minutes
- ICMSN MOU
- Org Leadership 01.14.2014
- Org Leadership 04.30.2013
- Org Leadership 08.07.2012
- Org Leadership 10.5.2012
- Org Leadership MOU
- SACSCOC approval Ed Leadership

- SACSCOC approval of ICMSN
- SACSCOC approval Org Leadership
- Southeastern Substantive change policy
- Substantive Change to SACSCOC EdD
- Substantive Change to SACSCOC ICMSN
- Substantive Change to SACSCOC Org Leadership

3.13.3

Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern employs various procedures for handling different types of written student complaints. Logs of written student complaints originate in individual offices throughout the University; these logs are periodically forwarded to the Office of the Provost or appropriate Vice President for review.

Offices Responsible for Maintenance of the Records

All records of written student complaints are kept by the office that receives and coordinates the resolution of the issue. For example, records of grade appeals and suspension appeals are housed in the offices of the department head or dean of each college. The appeal processes are described in the Admissions Criteria and Academic Regulations section of the University General Catalog.

Offices that maintain logs of complaints or appeals that do not pertain to grades are these:

- Office of Admissions for admissions appeals
- Office of Financial Aid for financial aid appeals
- University Housing for exception to housing regulations
- University Police for parking and traffic appeals
- Office of EEO/ADA Coordinator for sexual, racial, or gender harassment complaints
- Office of Student Conduct for disciplinary appeals and complaints of another student
- Textbook Rental for textbook rental appeals

Examples of complaints, both academic and non-academic, are provided in FR 4.5.

Elements of a Complaint Review that are Included in the Record
The log of each written student compliant includes the date the complaint was received, the type of complaint, and the resolution of the complaint. In order to ensure compliance and record retention, logs are forwarded to the Office of the Provost periodically.

Location of the Records
Records are maintained by all units that receive, respond to, or resolve student complaints. Periodic compilation logs are located in the Office of the Provost or appropriate Vice President.

Sources

- 2013-2014 General Catalogue: Admission Criteria and Academic Regulations
- 2013-2014 Student Handbook_Student Code of Conduct_Appeals (Page 28)
- 2013-2014 Student Handbook_Student Code of Conduct_Complaints (Page 15)
- Admission Appeal (Page 4)
- Financial Aid Appeal Form
- Housing Appeal Form
- Screenshot of Admissions Criteria webpage
- Screenshot of Office of Financial Aid
- Screenshot of Office of Student Conduct
- Screenshot of University Housing and Academic Standards for Housing
- Screenshot of University Police
- Sexual/Racial/Gender Harassment Policy

Textbook Rental Fine Appeal Process
University Traffic and Parking Regulations (Page 27)

3.13.4.a

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements
An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern does not offer correspondence programs or courses.

Southeastern offers three (3) 100% online degree programs of study. They are the Bachelor of Science in Nursing (RN to BS), Bachelor of Arts in Organizational Leadership-Disaster Management, and Doctor of Nursing Practice (DNP).

Additionally, the following degree programs are offered 50% or more in an online format:

- B.S. in Family and Consumer Science
- B.G.S. in General Studies (Students may complete this 100% online depending on the concentration.)
- M.Ed in Educational Leadership Technology (discontinued in 2014)
- Master of Art in Teaching, Special Education/Early Intervention, Birth-5
- Master of Science in Nursing, MSN

Whether in programs or courses, students receiving instruction in the distance education delivery format have the same opportunities and support services as students in on-campus, face-to-face classes as required by Southeastern's Distance Education Policy.

A distance education student fee, $12 per credit hour, is charged for all distance education courses. These fees enable the University to adequately support the infrastructure and services required to offer and maintain distance education.

In reviewing the standards that are applicable to Distance Education delivery, the following are noted:

CR 2.7.1: **Program Length**
"Southeastern Louisiana University offers degrees at the associate, baccalaureate, master's and doctoral levels. Academic credit in each degree program, regardless of delivery method, is awarded based on the semester credit hour as described in Southeastern's Credit Hour Policy. The following minimum credit hours are required for Southeastern's degree programs and confirm compliance with the minimum number of hours required for the respective degree level by SACSCOC."

CR 2.8: **Faculty**
"A review of the distribution of faculty for hybrid and online degree programs presented in Table 2.8.4 indicates the percent of full-time faculty teaching in online degree programs (63.6% -100%) is comparable with the percent of full-time faculty teaching in face-to-face programs (73.1%-77.7%) as indicated in Table 2.8.2."

CR 2.9: Learning Resources & Services
"Distance Education Library Services, coordinated by the Reference Department, are available to students who are taking compressed video courses, telecourses, Internet courses or courses at designated Southeastern remote off-campus sites (St. Tammany Center, Baton Rouge Center, Livingston Parish Literacy and Technology Center, Bogalusa, Denham Springs, Franklinton, Mandeville, and others). The goal of these services is to ensure complete and adequate access to information and research material without forcing the students to come to campus. Distance Education students use their Interlibrary Loan account (ILLiad) to request copies of print articles owned by Sims Library or articles from other universities. They may also request that books and articles owned by Sims Library be mailed or electronically delivered to them. A Distance Learning LibGuide provides general information about services for DE students."

CR 2.10: Student Support Services
"Southeastern ensures that support resources are available and appropriate for distance education and off-site students. Through online services, these students may apply for admission to the University, view course schedules, register for classes, withdraw from classes, apply for financial aid, and pay tuition and fees. Online advising is also available through the Center for Student Excellence and academic departments. In addition, students enrolled in online or off-site courses may request textbooks be mailed to them by contacting Textbook Rental.

Since all Southeastern courses have a presence in Moodle, an online training course was created by staff in the Student Technology Center to provide distance education and off-campus students with the skills needed to take an online course, or any course utilizing the Moodle environment. Distance or off-site students experiencing problems with technology have several outlets for resolution, depending on the type of problem encountered. Students who experience difficulties using technology may first contact the instructor or the Student Help Desk. Personnel working at the Help Desk assist students via e-mail or phone with Moodle/Distance Education, e-mail accounts, registration, class enrollment, and Internet access. Students may also go to the Student Technology Center or any of the designated computer labs located on campus and at off-campus sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center), where trained student workers are available and may be able to assist the student in resolving the difficulty they are experiencing. The Student Technology Center also provides access to and training in the use of technology through multiple means including web pages, student computer labs, and instruction in courses."

CS 3.3.1.1: Institutional Effectiveness-Educational Programs

"The majority of teaching at Southeastern is in the face-to-face environment, both on campus and off campus. Southeastern has only one online program that is also taught face-to-face, the BS in Nursing. Through a special adult learning initiative known as CALL (Center for Adult Learning in Louisiana), Southeastern offers registered nurses who are graduates of associate or diploma programs the opportunity to earn their bachelor of science degree in nursing completely online. Sponsored by the Louisiana Board of Regents, this initiative is aimed largely for adult learners who have some college credit but have never earned a degree. This accelerated pace of this program provides students the opportunity to take fewer courses in each session. For those outcomes where CALL students were enrolled, comparison data was collected and indicated no difference in performance (see assessment reports in table). Enrollment numbers at this time limit offering courses every semester. "

CS 3.4.3: Admission Policies
"The Southeastern Louisiana University website is the most widely-used and comprehensive source of information for future students. The home page invites users to follow links that under the Admissions tab that include Apply for Admission, for Undergraduates, for Graduates, for Transfer Students, for Parents, and for High School Students. Comprehensive information about admission policies and procedures is easily accessible from each of these links."

CS 3.4.9: Academic Support Services
"Distance education and off-campus students have 24/7 access to all online materials for Southeastern's academic support services. They may also contact on-campus professionals associated with the services described in the previous sections by email, phone call, and in some cases, online chat for services or to schedule an on-site visit.

Southeastern's Distance Education website provides general information for students and links to key campus resources. The tab for Student Resources provides quick access to the General Catalogue, Library resources, Textbook Rental along with links to University offices such as Admissions, Financial Aid and the Center for Student Excellence.

Since all Southeastern courses have a presence in Moodle, an online training course was created by staff in the Student Technology Centerto provide distance education and off-campus students with the skills needed to take an online course, or any course utilizing the Moodle environment. Distance or off-site students experiencing problems with technology have several outlets for resolution, depending on the type of problem encountered. Students who experience difficulties using technology may first contact the instructor or the Student Help Desk.Personnel working at the Help Desk assist students via e-mail or phone with Moodle/Distance Education, e-mail accounts, registration, class enrollment, and Internet access. Students may also go to the Student Technology Center or any of the designated computer labs located on campus and at off-campus sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center), where trained student workers are available and may be able to assist the student in resolving the difficulty they are experiencing. The Student Technology Center also provides access to and training in the use of technology through multiple means including web pages, student computer labs, and instruction in courses.

Distance Education Library Services, coordinated by the Reference Department in Sims Library, are available to students who are taking compressed video courses, telecourses, Internet courses or courses at designated Southeastern remote sites (St. Tammany Center, Baton Rouge Center, Livingston Learning Center) or off-campus sites (Bogalusa, Denham Springs, Franklinton, Mandeville, and others). The goal of these services is to ensure complete and adequate access to information and research material without forcing the students to come to campus. All students can get assistance from librarians for research and assignments by telephone, e-mail, text, appointment or online virtual reference. Sims Library offers a solo 24-hour, 7-day a week virtual reference service. This service was started in 2002 and uses Tutor.com software and LBR (Librarians by Request) for evening and weekend librarians to monitor the service. Distance Education students use their Interlibrary Loan account (ILLiad) to request copies of print articles owned by Sims Library or articles from other universities. They have remote access to over 117,000 full-text electronic books and more than 137 electronic databases for doing research at home. They may also request that books and articles owned by Sims Library be mailed or electronically delivered to them. A Distance Learning LibGuide provides general information about library services for DE students."

CS 3.4.12: Technology Use
"...the majority of teaching at Southeastern remains to be in a face-to-face environment, both on campus and off campus. Over the last ten years the number of courses online has, on average, tripled as distance education has begun to play a significant role in all of higher education... Regardless of the mode of instruction, technology has become a prominent and essential component in classrooms regardless of whether those classrooms are physical or virtual."

Further information on the infrastructure for technology is provided in CS 3.4.12: "High speed internet access is available in all buildings, including housing facilities, on Southeastern's main campus, North campus, the St. Tammany Center in Mandeville, and the Livingston Parish Literacy and Technology Center in Walker. One hundred forty megabits of internet bandwidth is available to the campus through LONI, the Louisiana Optical Network Initiative, with ten megabits of backup internet bandwidth available through AT&T. All computers are connected to the network with 10/100 network interface cards linked back to the campus core with Gigabit switching ports. A wireless network is available to all Southeastern students, faculty, and staff. Visitors and guests may also access the network.

Southeastern's portal, LEONet (Linking efficiently online network) can be accessed on- and off-campus and provides faculty, staff, and students with information such as course listings, grades, contact information, and campus announcements. Students can also conduct degree audits, register for courses, pay tuition and fees, buy additional prints for computer labs, and add funds to their university ID for use in other places on campus. Southeastern also provides faculty, staff, and students access to the MOODLE Learning Management System. Southeastern recently transitioned from BlackBoard to MOODLE which is an open-source LMS that is more flexible than BlackBoard as far as transfer of course materials and use in Distance Education. With the assistance of the Office of Technology and the Center for Faculty Excellence during the transition, full implementation was achieved on July 1, 2013.
The primary communication mechanism, in addition to face-to-face contact, between faculty, staff and students occurs via secure access to Southeastern's Gmail system. All faculty, staff and students have a secure login and password and can connect to their email with mobile devices, computers and tablets from virtually any location in the world with an internet connection. An introduction to and assistance with Gmail and it's apps is available on Southeastern's web page."

Financial support for technology is also discussed in CS 3.4.12: "Perhaps the greatest contribution to enriching the use of technology for educational purposes has come through competitive projects funded by the University's Student Technology Fee for specialized equipment requested by academic departments. In order to provide continued support of technology at Southeastern, students are assessed a Student Technology Fee each semester that they attend Southeastern. The fee is built into the total amount of tuition and fees that students are required to pay at registration. The administration and oversight of the Student Technology Fee is granted to the Student Technology Fee Committee, as stipulated in the Student Technology Fee Agreement. The Committee consists of student and University representatives and is chaired by the Chief Information Officer and co-chaired by the President of the Student Government Association. The Committee reports to the Student Government Association and the President.

The following are specific uses of Student Technology Fee money:

- the purchase of new computers for open and restricted labs every three years;
- maintenance of computer labs;
- grants that allow departments to implement technology for purposes of improving education;
- funds for student printing;
- software for student technology fee computer laboratories."

CS 3.7.1: Faculty Competence
"The procedure qualifying faculty to teach distance education courses is described in the Distance Education Policy, pages 2 & 3. All faculty requesting to teach a 100% online or blended online/face-to-face course in the Fall 2014 and/or subsequent semesters are required to show competence in online instruction by (1) completing the Quality Matters at Southeastern online training course or (2) providing evidence of delivering a previous online class certified through Quality Matters at Southeastern, or (3) completing another online course delivery course deemed equivalent to Quality Matters at Southeastern. The equivalency must be accepted by the *Quality Matters at Southeastern* trainer and the faculty member's department head and approved by the faculty member's dean. In addition, department heads must consider other factors, such as the following in determining whether a faculty member is qualified to teach an online or blended online/face-to-face course:

- Prior annual evaluations of teaching
- Other faculty development or training in teaching online
- Skills associated with teaching online (e.g., basic computer skills, database management, file management, word-processing, presentation software, e-mail, internet, social networking, learning management systems)

CS 3.7.3: Faculty Development
"Evidence for the effectiveness of distance learning support can be seen in the 2012-2013 increases in both the number of distance courses and the number of faculty referencing online support resources. The number of hybrid courses increased by 22.1% (from 280 in 2011-2012 to 342 in 2012-2013). The number of 100% online courses increased by 3.7% (from 702 in 2011-2012 to 728 in 2012-2013). The number of faculty referencing the online professional development units in the campus site license of Magna Commons increased by 50% (from 22 in spring 2012 to 33 in spring 2013) and the number of faculty completing the *Quality Matters at Southeastern* training to improve distance learning offerings increased by 100% (from 62 in April 2012 to 124 in April 2013)."

CS 3.11.3: Physical Facilities
"A Technology Infrastructure Master Plan has now been included in the master plan package that outlines the needs and intentions of the campus for the next ten years. The Master Plan is a living document to help guide future direction, but is also a tool for day to day decisions" (see The Technology Infrastructure Master Plan).

FR 4.3: Publication of Policies
"In addition to the online publication locations described above, distance education students and students using Southeastern's Learning Management System can access the academic calendar, general catalogue and student handbook using the Campus Resources link on the Moodle web portal."

FR 4.5: Student Complaints
"All students, including those enrolled in distance education and off-campus courses are afforded rights to and means of resolving complaints. Students may institute complaints informally or formally to the personnel involved in the procedure or action that yielded the complaint. The formal complaint process is primarily for situations in which the informal process failed to address concerns to the student's satisfaction. Instructional matters are typically handled first by the instructor of record, and then progressively by the department head and the dean of the college. On rare occasions, complaints that are not resolved may be addressed at the Provost's level. Non-instructional complaints would first be fielded to the personnel involved in the procedure or action that yielded the complaint, then to the director of the unit, and finally to the vice president of the division if needed."

FR 4.8.1: Verification of Identity
"As indicated in its Distance Education Policy, Southeastern uses the SACSCOC-suggested secure login and pass code student identification method as an attempt to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the associated credit for the course or program.

At the time of enrollment, students receive a unique username/W# (secure login) and password (secure pass code). This username/W# and password is used for student identification/authentication purposes for distance education course work at no extra cost to the student, with both the username/W# and password used for work submitted online.

In addition to the secure login and pass code method, faculty may use other means or technologies to authenticate the work of distance education students (e.g., proctored exams, special software, web cameras). If a faculty member chooses to use additional means of authenticating the work of distance education students, students must be informed in writing at the time of course registration of any actual and/or projected associated costs (e.g., cost of specialized software, estimated cost of web camera). Any projected additional student costs associated with verification of student identity/authentication of distance education student work must be approved by the Provost following a recommendation from the department head and dean of the course."

FR 4.8.2: Written Procedure for Privacy
"Southeastern Louisiana University is committed to ensuring the privacy of personal information of all students, including those enrolled in online and distance education courses. (The University does not offer any correspondence courses or programs). The "Southeastern Louisiana University Distance Education Policy" specifically states that the privacy of Southeastern students enrolled in distance education courses is protected in the same manner as those enrolled in traditionally delivered courses. Further precautions to protect the privacy of students enrolled in distance education courses include the instructor limiting electronic contact with the students to Southeastern-issued accounts which require Southeastern login credentials and not communicating via other email accounts as outlined in Southeastern's Email Use Policy and Southeastern's Student Handbook."

FR. 4.8.3: Additional Charges
"As indicated in the Distance Education Policy, Southeastern Louisiana University does not currently charge a fee for verification of student identity in online or distance education courses. Therefore a written procedure for distribution of such information has not been developed by Southeastern."

FR 4.9: Definition of Credit Hours
"Southeastern's Credit Hour Policy is applicable to all courses and curricula developed at the university. In compliance with Federal,University of Louisiana System and SACSCOC requirements, Southeastern considers a credit hour to be:

"…hours assigned to a course that measures the time spent in class, the amount of work expected outside the class and a measure of the expected outcomes required to complete all course objectives." [Southeastern Credit Hour Policy]

To that end, traditional and distance education courses must strive to provide a minimum of 750 minutes of instruction and 25 hours of out-of-class student work per credit hour over a 15-week semester. For a three-hour course, this equates to 37.5 hours of instruction with an additional 75 hours of preparatory work expected outside of the classroom. The course ratio of 1:2 for instruction to student preparation is minimally required. The Credit Hour Policy for Southeastern describes in detail additional types of courses (e.g., clinical, practicum, laboratory, etc.) and their time investment for credit hours."

Sources

Distance Education Policy

3.13.4.b

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements
If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

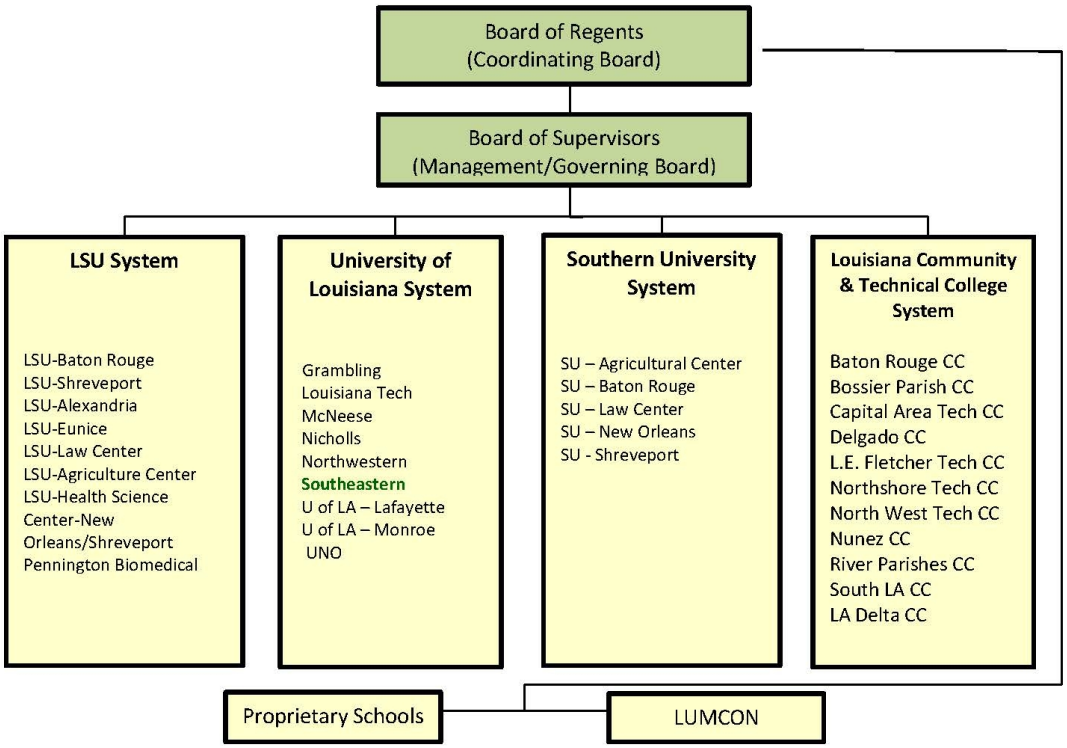
Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In accordance with Article VIII of the Louisiana Constitution, public universities and colleges in Louisiana are organized within one of four higher education systems, with each supervised and managed by a Board of Supervisors and coordinated by the Louisiana Board of Regents (Louisiana Constitution, Article VIII, Section 5: Education: Board of Regents). As such, institutions of higher education in Louisiana function under the governance of two boards, the Louisiana Board of Regents and a system management board, which for Southeastern Louisiana University is the University of Louisiana System (ULS) Board of Supervisors Louisiana Constitution, Article VIII, Section 6). The state constitution clearly delineates the authority of the Board of Regents and the management boards (i.e. Board of Supervisors) of each system (see CR 2.2 for more information).

In accordance with Louisiana Revised Statute 17.3217 and the Bylaws of the Board of Supervisors (Section I.A. Definitions: University of Louisiana System), Southeastern Louisiana University is one of nine separate universities under the supervision and management of the Board of Supervisors for the University of Louisiana System. The following organizational chart depicts the relationship between Southeastern Louisiana University, the University of Louisiana System Board of Supervisors, and the Louisiana Board of Regents, as well as the entire governance structure of Louisiana higher education.



The Louisiana Constitution delineates the roles of the governance boards (Article VIII, Section 5 and Section 6). In sum, the Board of Regents is responsible for a wide range of planning, policy-making, and coordinating activities affecting the State's public higher education enterprise. As such, the Board of Regents may approve or eliminate degree programs, study the need and feasibility for new institutions, formulate a master plan for higher education, including a funding formula, and review operating and capital budgets as part of the State's overall higher education financing priorities. The Board of Regents also sets some broad educational policies, such as statewide general education requirements and minimum requirements for placement into entry-level, college-level mathematics and English.

All authority not reserved by the Constitution to the Board of Regents is delegated to the management boards. Accordingly, the University of Louisiana System Board of Supervisors sets administrative and educational policy and holds the System and institution presidents responsible for execution of policies. Specific powers and authority of the Board of Supervisors is detailed in the Board's Bylaws (Board Bylaws, Section I.C., Definitions: The Board of Supervisors for the University of Louisiana System).

More detail on the role of the Board of Regents and the Board of Supervisors within Southeastern's governance structure is provided in CS 3.2.2.1, 3.2.2.2 and 3.2.2.3.

Southeastern's Role within the Louisiana System

Southeastern is located in the southeast region of Louisiana and is one of nine universities in the University of Louisiana System (ULS). The University of Louisiana System (ULS) is the term used to refer to the system of campuses governed by the Board of Supervisors for the University of Louisiana System (see LA RS 17.3217). Established in 1974, the ULS is the largest postsecondary education system in the state.The ULS is a public system that serves people in all areas of the state. As posted on their website, the mission of the ULS is "to emphasize teaching, research, and community service to enhance the quality of life for the State's citizens. Through this mission, students are afforded experiences to discover, create, transmit, and apply knowledge. The purpose of the System is to provide high quality education that is cost efficient to both students and taxpayers, enabling students to reach their highest potential." The ULS institutions are located throughout Louisiana to provide affordable and convenient education to people in all areas of the state.

Southeastern's mission statement is consistent with the role, scope and mission as defined in the Board of Regents Master Plan for Public Postsecondary Education and satisfies Southeastern's unique role in the University of Louisiana System. The mission was approved by the ULS Board of Supervisors on April 30, 2013. Southeastern's mission statement is as follows:

> *The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana. (Vision 2017: Southeastern Louisiana University's Strategic Plan)*

Southeastern accomplishes this mission through a detailed strategic plan (see the University's Vision 2017 strategic plan).

Role of the Board of Supervisors

As indicated above, each system is managed by its own Board of Supervisors. The Board of Supervisors of the University of Louisiana System is an active policy-making body (see CS 3.2.2.3). Section V of the Board Bylaws (Duties, Powers, and Functions) states that "The Board shall determine broad administrative and educational policies for the conduct of all Board, System, and institutional affairs and it shall provide for the execution of its policies by the System President and by the institution presidents." Those broad administrative and educational policies are referred to as Board Rules. More specific duties, powers, and functions are also enumerated in Section V of the Bylaws. A review of the Board Bylaws and Rules reveals that Board policies cover the following general areas: Board functions and organization, Academics, Students, Faculty and Staff, Finance and Business, Intercollegiate Athletics, and Facilities Planning.

The responsibilities of the Board include these (see Powers and Duties of Management Boards, RS 17.3351 and Board website):

- Select the Presidents of System institutions
- Receive and expend or allocate expenditures to the System institutions all monies appropriated or otherwise made available for the purpose of the Board and universities
- Determine the fees which shall be paid by students
- Purchase land and purchase or construct buildings necessary for the use of the universities within the system
- Formulate curricula and programs of study
- Adopt, amend and repeal rules an regulations necessary for the business of the Board, for the governance of the System colleges and universities and the governance and discipline of students Lease land or other property belonging to it or to any college or university within the System, as well as, sell or exchange land or other property not needed for university purposes
- Actively seek and accept donations, bequests, or other forms of financial assistance for educational purposes

Role of the Board of Regents

The Louisiana Board of Regents coordinates the public colleges, universities, and professional schools in the state. It is also the liaison to Louisiana's accredited, independent institutions of higher learning. The state constitution grants the Board of Regents "the responsibility to approve, disapprove or modify all existing and proposed degree programs and administrative units." Article VIII of Louisiana's Constitution authorizes the Board of Regents (BoR) to develop a master plan for higher education in Louisiana that meets the postsecondary education and workforce needs of the people. This Master Plan for Public Postsecondary Education provides a broad vision for the State's higher education system while recognizing and describing the unique focus of each institution. Seeking a balanced system of higher education, the BoR categorizes its institutions as (1) comprehensive research universities, (2) specialized units, (3) statewide universities (4) regional universities, and (5) community and technical colleges.

In addition to the category, the Board of Regents' designation of role, scope and mission for each Louisiana public institution is contained in the Master Plan and follows a common framework by delineating: the audiences to be served; the general array of programs to be offered; and any special or unique features of institutional mission. The BoR strives to identify the niche of each institution within the postsecondary education system. The role, mission, and scope as described in the Master Plan addresses the role of Southeastern in providing relevant and current instruction through academic programming, non-credit offerings and cultural activities. Service to meet the economic development needs of the region is noted, particularly through partnerships with others. For more information, see CS 2.4 Institutional Mission.

Sources

- Board of Supervisors - University of Louisiana System_Duties on Web
- Louisiana Constitution_Board of Regents (Page 2)
- Louisiana Constitution_Board of Supervisors_ULS (Page 3)
- Louisiana Constitution_Master Plan (Page 3)
- Louisiana Revised Statute 17_3217
- Louisiana Revised Statute 17_3351_Powers and Duties of Management Boards

- Master Plan for Public Postsecondary Education (Page 86)
- Mission - University of Louisiana System
- Section IA_Definitions
- Section V_Board Bylaws
- The Louisiana Board of Regents
- University of Louisiana System
- Vision 2017

3.13.5.a

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.
All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Southeastern Louisiana University has no branch campuses.

3.13.5.b

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.
If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

Southeastern Louisiana University has no extended units/branch campuses.

3.14

Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. The University's statement of accreditation status is as follows:

Southeastern Louisiana University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters and doctoral degrees. Southeastern is a Level V institution. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 to learn more about the accreditation status of Southeastern; file a third-party comment at the time of Southeastern's decennial review; or file a complaint against Southeastern for alleged significant non-compliance with a standard or requirement. Normal inquiries about Southeastern, such as admission requirements, financial aid, and education programs, etc., should be addressed directly to Southeastern Louisiana University and not to the Commission.

The statement is located in the General Information - Accreditation section of the General Catalogue and on the Accreditation page of the University website.

Sources

- 2014_2015_catalogue_Accreditation
- Screenshot of Accreditation Statement on Website

4.1

Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University evaluates student achievement with respect to outcomes relevant to its mission, "to lead the educational, economic, and cultural development of southeast Louisiana," (Vision 2017: Southeastern Louisiana University's Strategic Plan). Specific goals within Strategic Priority 1 in the University's Vision 2017 articulate the institutional commitment to student success.

Strategic Priority 1. To engage a diverse population of learners with powerful experiences.
Goal 1.1 The University will provide relevant curricula, emphasizing scholarship and an innovative, engaging pedagogy that creates an intellectually stimulating environment.
Goal 1.2 The University will expand an aggressive and effective recruiting program that attracts and enrolls highly qualified and diverse students.
Goal 1.3 The University will provide programs, services, resources and infrastructure that maximize student success and degree completion.
Goal 1.8 The University will offer undergraduate and graduate degree programs and post-degree certificate programs to meet regional needs.

Accomplishment of these goals is evaluated through a variety of means including the Louisiana Granting Resource and Autonomy for Resources for Diplomas Act (GRAD Act). The GRAD Act includes performance expectations for several areas, one of which is student success. The established criteria and the threshold of acceptability for student success in the GRAD Act, will be used for documenting student achievement. Measures of student success include the following:

- Student Retention, Graduation and Completion
- Performance on Licensing Exams
- Employment Placement and Employer Satisfaction

The GRAD Act is an integral part of documenting mission achievement and statewide accountability. As previously indicated (CS 3.1.1), The Board of Regents establishes a framework for the role, mission, and scope for each Louisiana public institution in its *Master Plan for Public Postsecondary Education in Louisiana*. Institutions develop missions and strategic plans that are consistent with the Master Plan which are then approved by the institution's management board, for Southeastern this is the University of Louisiana Board of Supervisors. As universities work toward institutional goals and priorities, the GRAD Act serves as an accountability piece for both the individual university's strategic plan and the Board of Regents Master Plan. Annual reports from participating institutions are compiled and summarized in the Board of Regents statewide report, *GRAD Act Report: Progress toward meeting Louisiana's higher education goals*.

The GRAD Act provides for six-year performance agreements between the Board of Regents and institutions with the goal of increasing accountability and performance among the institutions in exchange for increased tuition authority and operational autonomies. Institutions submit annual progress reports and are evaluated based upon their success in meeting established targets or growth from individually established baselines. The established performance targets are a result of negotiations with the Board of Regents and the University of Louisiana Board of Supervisors after extensive review of institutional data, along with data from peer institutions, to define criteria for success and determine appropriate baselines for measuring success.

Southeastern's strategic priorities of *Vision 2017* are clearly aligned with the performance expectations stipulated in the GRAD Act components: Student Success; Articulation and Transfer; Responsiveness to Workforce and Economic Development Needs; and Efficiency and Accountability. The specific performance targets established for the Student Success component of the GRAD Act provide the criteria and threshold for documenting student achievement at Southeastern and are embedded in the following sections.

Student Retention, Graduation and Completion

Southeastern's retention, graduation and completion data are reported in the annual GRAD Act Report. As indicated in the July 2014 statewide GRAD Act report and the tables below, these retention rates (1st to 2nd, 1st to 3rd) and graduation rates are comparable to those of the other regional, public universities in the University of Louisiana System (ULS). [Note: Three institutions in the ULS system are considered doctoral-research institutions and categorized as statewide institutions. These institutions were omitted from the comparisons.]

A baseline retention rate of 67.5% was established in Fall 2009 and target rates were set for subsequent years. As indicated in the data reported for 1st to 2nd year retention rates of first-time, full-time, degree-seeking students (see Table 1 below), Southeastern has met its target (as per Board of Regents) in three of the last four years (did not meet target in Year 4 - Fall 12 to Fall 13).

Table 1. Comparison of 1st to 2nd Year Retention Rates by Institution and Year

ULS Regional Institution	Baseline	Year 1	Year 2	Year 3	Year 4
Grambling State University	55.5%	65.4%	67.8%	68.6%	68.5%
McNeese State university	67.5%	68.3%	67.3%	67.8%	68.9%
Nicholls State University	67.6%	70.3%	71.2%	71.0%	67.8%
Universitiy of Louisiana at Monroe	73.1%	72.5%	68.7%	69.4%	67.9%
Northwestern State University	67.9%	70.2%	67.5%	67.1%	71.0%
Southeastern Louisiana University	67.5%	67.0%	68.6%	66.4%	63.1%

Southeastern has met its target in each of the last four years for the 1st to 3rd year retention rates of first-time, full-time, degree-seeking

students (see Table 2 below), exceeding the Fall 2009 baseline rate each year.

Table 2. Comparison of 1st to 3rd Year Retention Rates by Institution and Year

ULS Regional Institution	Baseline	Year 1	Year 2	Year 3	Year 4
Grambling State University	45.3%	48.3%	53.6%	62.9%	55.0%
McNeese State university	54.8%	56.0%	56.7%	57.5%	55.4%
Nicholls State University	56.6%	53.9%	58.5%	57.9%	59.1%
Universitiy of Louisiana at Monroe	55.1%	56.7%	54.6%	55.6%	53.8%
Northwestern State University	52.8%	53.8%	55.3%	55.0%	51.7%
Southeastern Louisiana University	51.2%	53.4%	52.5%	55.9%	54.2%

Graduation rates are also included in the GRAD Act Report. As indicated in Table 3 below, Southeastern has meet its target graduation rate for the last four years, annually exceeding the baseline of 28.5% set by the Fall 2002-Fall 2008 cohort.

Table 3. Comparison of Graduation Rates by Institution and Year

ULS Regional Institution	Baseline	Year 1	Year 2	Year 3	Year 4
Grambling State University	36.3%	30.0%	28.0%	28.0%	31.0%
McNeese State university	36.4%	35.1%	35.1%	37.3%	38.0%
Nicholls State University	26.6%	29.2%	28.7%	38.4%	39.4%
Universitiy of Louisiana at Monroe	30.9%	30.5%	34.1%	35.0%	37.3%
Northwestern State University	28.1%	29.5%	27.1%	34.0%	35.0%
Southeastern Louisiana University	28.5%	30.7%	33.4%	33.4%	34.3%

Southeastern strives to increase the percentage of program completers at all levels each year. A comparison of the total number of completers for all undergraduate and graduate degrees in the last four years shows an increase from the baseline set in 2008-2009 (see page 17 of Southeastern's 2013-2014 GRAD Act Report).

Table 4. Comparison of ALL Degree Completers with Baseline by Year

	Baseline	Year 1	Year 2	Year 3	Year 4
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13
Number of Completers, Total for All degrees	2,226	2,286	2,363	2,335	2,382
% Change from baseline		2.7%	6.2%	4.9%	7.0%

A review of the Percent Change in Program Completers from Baseline in the statewide GRAD Act report shows Southeastern's highest percent change for bachelors degrees occurred in Year 4 (4.4%), the highest percent change in Masters degrees occurred in Year 2 (23.6%) and the highest percent change for doctoral degrees occurred in Year 3 (433.3%).

Use of Data to Support and Improve Student Achievement

An example of the use of data to support and improve student achievement is found in the response to the unmet 1st-to-2nd year retention rate target for Fall 2012-Fall 2013. Prior to the start of the Fall 2013 semester, preliminary enrollment data suggested the 1st-to-2nd year retention rate target would not be met. Thus, Southeastern took additional steps to improve retention rates before the final data became available in Fall 2013. Non-returning student surveys suggested multiple factors might have affected student retention. Thus, in addition to continuing previous campus retention efforts, efforts were made to determine the most effective set of core strategies for addressing the problem.

- July 2013: Retention and Progression Task Force appointed to identify 3-5 core strategies for immediate implementation

- October 2013: Noel-Levitz Retention Opportunities Analysis and consultation; Based on recommendations from Task Force and Noel-Levitz consultant, provided mid-term grade reports to freshmen with grades of D, F, and U in 100-level courses (in the past, this was limited to Freshman success course, math, and English); implemented College retention plans for reaching out to students with D, F, U grades in 100-level courses:

- Spring 2014: Mid-term grades provided to students with D, F, or U grades in all 100-level courses and in 200-level courses with high rate of D/F/U grades, with the exception of lab/studio courses; created a new academic standing called "Academic Warning" (to inform students with a semester GPA of 2.0 – 2.4 they are in danger of going on Probation); created new process by which students with an Academic Warning and those on Probation are notified of standing; provided faculty with a University Academic/Career Resources information sheet to aid with outreach to students in academic danger; contracted additional Noel-Levitz consultations for April, May, and June to focus on Advising, changes to Freshmen Success course, Retention Data Collection and Use, and Orientation

- Throughout 2013-2014, various meetings and Campus Updates from the University President regarding the importance of retention-related efforts and plans. For example, see March 6, 2014 Campus Update.

In addition to the campus-wide efforts described above, examples of individual department, college and/or division retention and progression initiatives reflect the use of data to support and improve student achievement.

- Modification of Nursing BS Program Progression Policy. Cumulative GPA was found to be statistically significant predictor of student success in Nursing course work. Prior policy required a 3.0 or higher GPA in degree prerequisite courses to progress to 200-level nursing courses; modified policy requires cumulative GPA of 3.0 or higher.

- More Flexible Natural Science General Education Requirements for Communication BA Program. Prior General Education Natural Science options for Communication majors specified lower level science courses for non-majors, causing a problem for former science majors changing their major to Communication. New requirements simply mirror BoR requirements for this General Education category.

- Curricular Progression Policies Implemented in 2011-12 and Continued through 2012-13. Based on analyses indicating that students who do not complete certain key courses in a timely manner are not likely to progress and graduate in a particular major, curricular progression policies were implemented in the following programs. Students with exceptional circumstances may appeal to the appropriate department head for an alternative plan. Students who do not meet the tenets of the policies or an approved alternative plan are not allowed to continue in the major and are advised regarding alternative majors that better suit their strengths and interests. For example, see the Computer Science BS Program Curricular Progression Policy.

- 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. As of 2012-13, the Fall 2008 Project PULL participants had a 5-year graduation rate of approximately 61% (11 of the 28 Fall 2008 members have graduated). The tables provided show retention and progression rates to-date for the Fall 2008 through Fall 2012 PULL participants.

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

- Board of Regents Developmental Education Pilot Study. Southeastern's Mathematics Department participated in 2012-13 and 2013-14, combining developmental math education with college algebra in a single course format. Data analyses conducted thus far and presented in the January 2014 Developmental Education Pilot Report submitted to the BoR hold promise: 61% of developmental math students in the pilot project passed College Algebra and were able to progress to their next math courses, saving them a semester of math preparation. Typically, fewer than 50% pass the regular developmental math course. The Developmental Education Pilot Report includes the results of additional data analyses.

Performance on Licensing Exams

Several professional programs at Southeastern use state and/or national exams for entry into the major or for licensure after graduation. These tests are also used in many programs as direct measures of successful student learning outcomes. Exam performance is a frequent indicator in Institutional Effectiveness plans. For instance, a Student Learning Outcome (SLO 6) of the Fall 2013 Detailed Assessment Report (DAR) for the BS in Nursing states, "At least 90% of students graduating with a BS in Nursing degree will pass the National Council Licensure Examination for Registered Nurses on their first attempt." Other licensure exams that are frequently cited are the Praxis exams for prospective teachers and the certification issued by the National Athletic Trainer Association Board.

The Praxis Tests evaluate the knowledge and skills of teacher candidates. As indicated in Southeastern's General Catalogue, students must pass the Praxis I PPST (Pre-Professional Skills Test), a national examination designed to measure basic academic skills needed for a career in teaching, in order to obtain full admission status in the teacher education program. Additionally, teacher education majors must pass the Praxis II, which tests subject-specific content knowledge, as well as general and subject-specific teaching skills, for their content area in order to complete certification requirements in Louisiana. In both 2010-2011 (n=216) and 2011-2012 (n=232) 100% of students taking the exam met standards for passage and were granted licensure by the Louisiana Department of Education (see GRAD Act Report).

The Nursing program continues to be successful in training candidates for success in the field as evidenced by passage rates on examinations of the Louisiana State Board of Nursing. The passage rate by Southeastern students taking the NCLEX-RN in 2012-2013 was 87.8% (n=148). While the passage rate for students taking the American Academy of Nurse Practitioners (AANP) exam (n=26) and the American Nurses Credentialing Center (ANCC) exam (n=3) were both 100% (see page 19 of GRAD Act Report).

Use of Data to Support and Improve Student Achievement

An example of how data from licensure exams is used to support and improve student achievement is found in the 2012-2013 Detailed Assessment Report (DAR) for the BS in Athletic Training. One of the Student Learning Outcomes (SLO 3) specifically addressed performance on the Board of Certification (BOC) for Athletic Training.

> SLO 3: BOC exam: Injury Prevention and Wellness Protection
> Athletic Training Students will demonstrate knowledge by scoring higher than the national average on the BOC Exam in the Domain: Injury Prevention and Wellness Protection.

The target for SLO 3 was, "the average score of our Athletic Training students who take the BOC will be higher than the national average." As indicated in the Findings section of the 2012-2013 DAR, the target was not met. The average score in this domain nationally was 22.5 while the average score for Southeastern students was a 21.8. Faculty in the Athletic Training Education Program (ATEP) developed an action plan to address the unmet target.

> The average score for our students fell below the national average in this domain. The ATEP will purchase a detailed report from the BOC to evaluate where in this domain our students fell short or had difficulty in an effort to make adjustments in the BOC preparation that occurs in ATLB 403 and ATLB 417.

Employment Placement and Employer Satisfaction

Southeastern measures student achievement through the use of job placement rates as available through student surveys, employer surveys and system initiatives.

Southeastern Exit Survey. All graduation students are required to complete the Southeastern Exit Survey during their semester of graduation. In the last two weeks of the semester, they complete the part of the survey regarding employment and graduation studies. The potential participants for the 2011-2012 Exit survey were 2,531 students who graduated from Southeastern in Summer 2010, Fall 2010, and Spring 2011. Of the 2,531 potential participants, 2,320 graduates completed the survey for a response rate of 91.7%. Overall, 32.1% of the graduates who responded already had a full-time job, 50.3% were looking for a full-time job, 14.5% planned to work part-time, and 3.1% did not plan to work.

Alumni Surveys. Alumni surveys are administered periodically by the Office of Institutional Research (OIR). Both Baccalaureate alumni and Masters alumni are asked to report on various experiences, including satisfaction with their degree program, perceptions of Southeastern, their graduate/professional education, employment, professional activities, and their overall satisfaction with Southeastern. The most recent Alumni Survey report for undergraduate responses (July 2009 Report) indicates that 98% of the respondents reported they were satisfactorily employed, with the majority employed in the area of their Southeastern major or a related major. Only 2% were unemployed and looking for work. Eighty

percent of those surveyed were continuing or planning to continue their education, with the majority continuing in a program related to their Southeastern major. In addition, 95% of respondents indicated they would recommend Southeastern to a friend or family member considering college. As stated in the most recent report of the graduate survey (May 2012 Report), "Overall, 95% of the respondents are currently, satisfactorily employed. Eighty-eight percent (88%) are employed full-time." Respondents with full-time employment since graduating from Southeastern were asked how effective their graduate education was in preparing them for employment or improving their job performance. Eighty –five percent (85%, n=116) indicated their graduate education was "Very Effective" (49%, n=67) or "Effective" (36%, n=49).

Survey of Employers. As part of the Alumni Surveys, respondents are asked to provide contact information for their supervisor. Based on that information an Employer Survey is conducted which asks how prepared Southeastern graduates were in a variety of areas. The Office of Institutional Research (OIR) surveys employers every four years asking about the preparedness of Southeastern graduates. The results of these surveys are shared at the college and department levels both in hardcover and on the OIR website in order to provide feedback to the programs about student achievement and career preparedness. The survey addresses skills or knowledge that are important to a graduate's job, and attributes employers believe are important when they hire a new employee. The survey also asks general questions concerning the graduate's overall preparedness and the type of organization for which the graduate works. Employers were asked "Overall, compared to other employees, how well prepared for employment was the employee named in the cover letter [the Southeastern graduate]?" Over 74% (n=100) of employers responding to the 2008 Survey indicated that the employee was prepared better than most, while 21% (n=28) indicated that the employee was prepared about the same as most. In the 2011 Survey, over 77% (n=60) of employers responding indicated that the employee was prepared better than most, while 21% (n=17) indicated that the employee was prepared about the same as most. All of the employers who answered the question "Would you hire another Southeastern graduate?" (99% of all 2008 respondents, n=133 and 95% of all 2011 respondents, n=78) indicated that they would.

National Survey of Student Engagement (NSSE). In addition to internal surveys described above, the National Survey of Student Engagement (NSSE) is another means to help Southeastern determine whether its graduates are prepared for the workforce. Question 11b on the NSSE asks students, "To what extent has your experience at this institution contributed to your knowledge, skill, and personal development in the following areas: Acquiring job or work-related knowledge and skills" (1=very little, 2=some, 3=quite a bit, 4=very much). Results of the 2012 NSSE indicate that the mean score of Southeastern undergraduate seniors for question 11b was 3.21 which was higher than all other comparisons; peers in the other University of Louisiana System institutions (mean of 3.16), institutions in the master's Carnegie classification (mean of 3.13), and SREB 4-Year 3 institutions (mean of 3.17).

The GRAD Act Annual Report. Data reported in the GRAD Act Annual Report (FY 2013-2014) submitted to the Board of Supervisors of the University of Louisiana System and the Louisiana Board of Regents tracks the percent of degree completers found employed by type of degree. A comparison of degree completers found employed in 2010-2011 and 2011-2012 revealed a slight increase in the percent of total degree completers found employed, with 70.1% (1,793 of 2,537) in 2010-2011 to 74.0% (1,777 of 2,402) in 2011-2012.

Use of Data to Support and Improve Student Achievement

Southeastern's selection of Real-World Ready as its Quality Enhancement Plan (QEP) is grounded in data and serves as an example of the use of employer and student survey data to improve student achievement. The QEP Organizational Team examined data from eleven different surveys, including the Alumni Survey (both undergraduate and graduate), the Employer Survey and the National Survey of Student Engagement (NSSE) in recommending the final four topics to the QEP Design Team. At its first meeting on February 8, 2013 the QEP Design team reviewed the QEP Organization Team's Final Four report and agreed the focus of the QEP should be real-world experiences. The report along with a review of new data (released after the report of the QEP Organizational Team) confirmed the selection. The 2012 NSSE Means Comparison Report suggested that Southeastern's students may have fewer opportunities for real-world connections than comparison groups. In addition, an examination of the 2011 Employer Survey results released in December 2012 revealed significant negative gaps (i.e. skill level was rated lower than the importance level) between the reported importance of certain job-related skills and characteristics and the skill level of Southeastern graduates. The thirty-one skills or characteristics rated by employers were grouped into four general areas: (a) Communication Skills, (b) Technical Skills, (c) Workplace Knowledge and Skills, and (d) Professional Traits and Attitudes. The survey revealed significant negative gaps in 17 of the 31 skills with the biggest differences occurring in the areas of Communication Skills and Professional Traits and Attitudes where six skills/characteristics were significantly lower at $p<.001$. Student learning outcomes in the QEP will include communication skills and professional traits.

Through the integration of experiential learning components into the curricula, Southeastern is confident that its Real-World Ready QEP will increase student learning and achievement and better prepare students for a a professional life after academics.

Conclusion

Southeastern evaluates student achievement and success through a variety of means including course and program completion, student retention and progression, performance on licensing exams and the ability of graduates to obtain employment.

Sources

- 2006_2007_Alumni Survey_undergrad (Page 3)
- 2008 Employer Survey_page 41 (Page 41)
- 2009_2010_Alumni Survey_Graduate (Page 10)
- 2009_2010_Alumni Survey_Graduate (Page 9)
- 2011 Employer Survey_page 41 (Page 41)
- 2011_2012_Exit Survey (Page 176)
- 2012 NSSE (Page 7)
- 2014_2015_Catalogue_PRAXIS
- BOR_State GRAD Act Report-Year-4-1st to 2nd Retention Rate
- BOR_State GRAD Act Report-Year-4-1st to 3rd Retention Rate
- BOR_State GRAD Act Report-Year-4-Graduation Rate
- BOR_State GRAD Act Report-Year-4-July 15 2014
- BOR_State GRAD Act Report-Year-4-Percent Change in Program Completers

- BS Athletic Training_DAR_2012-2013 (Page 2)
- BS Nursing_DAR_Fall 2013 (Page 5)
- College Retention Plans
- Computer Science BS Progress
- Developmental Education Pilot Study
- GRAD Act Report 2014 _Licensure Passage Rate
- GRAD Act Report 2014 _PRAXIS Passage Rate
- GRAD Act Report 2014 _Year 4_1st-to-2nd Retention Rate
- GRAD Act Report 2014 _Year 4_1st-to-3rd Retention Rate
- GRAD Act Report 2014 _Year 4_Graduation Rate
- GRAD Act Report 2014 _Year 4_page 17
- GRAD Act Report 2014 _Year 4_page 38
- March 6,2014 Campus Update
- Noel-Levitz Retention Opportunities Analysis
- ProjectPULL
- QEP Org Team Report_Final Four
- Retention and ProgressionTask Force
- Vision 2017_Strategic Priority 1_Goals
- Vision 2017_Strategic Priority 1_Goals (Page 2)

4.2

Program curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern is a regional university with a mission to lead the educational, economic and cultural development of southeast Louisiana. The University's *Vision 2017* Strategic Plan defines Core Values and outlines Strategic Priorities for mission accomplishment. Alignment of the curriculum and degree programs with Southeastern's mission and *Vision 2017* Strategic Plan is clearly stated:

> Strategic Priority 1: To engage a diverse population of learners with powerful experiences.
> Goal 1.8 of Strategic Priority 1: The University will offer undergraduate and graduate degree programs and post-degree certificate programs to meet regional needs.

Curriculum Aligns with University's Mission

Southeastern's mission and Vision 2017 are consistent with the role, scope and mission as defined in the Louisiana Board of Regents Master Plan for Public Postsecondary Education in Louisiana. As indicated in the Master Plan: "Southeastern Louisiana University is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region. Southeastern used a traditional admission process based on courses completed, GPA, and standardized test scores." More information on Southeastern's mission and the Master Plan is provided in CS 3.1.1.

In keeping with its mission and the purposes and goals outlined by the Louisiana Board of Regents, Southeastern offers 66 academic degrees and 12 certificate programs (see the Louisiana Board of Regents Inventory of Degree and Certificate Programs and Southeastern's Degree and Certificate Programs web page). The majority of academic programs are undergraduate (44 of 66), and include the following: Bachelor of Arts, Bachelor of Business Administration, Bachelor of General Studies, Bachelor of Music, and Bachelor of Science. Southeastern also offers one Associate of Applied Science degree, 19 Master's degrees, and 2 Doctoral degrees.

In its endeavor to lead the educational, economic, and cultural development of southeast Louisiana, Southeastern offers a broad array of undergraduate programs in the traditional "academic" disciplines (e.g., art, biological sciences, English, history, mathematics, music, physics, psychology, sociology) as well as in "professional" disciplines. Consistent with the Master Plan designation of Southeastern as "… primarily a teaching institution whose mission is … services to the employers and communities in its region," the university offers undergraduate degree programs in professional fields such as business; communication; computer science; criminal justice; education; engineering technology; nursing and allied health; occupational, safety, and health, education; and social work. Southeastern also offers an Associate of Applied Science degree program in industrial technology.

At the graduate level, Southeastern offers 19 master's degree programs and 2 doctoral programs. Consistent with Southeastern's mission and with the parameters for Southeastern within the Master Plan, most of Southeastern's graduate students are enrolled in master's degree programs that meet regional employment needs (i.e., in education, nursing, counselor education, business; see the Headcount Enrollment in Degree Programs report by Southeastern's Office of Institutional Research). Most of Southeastern's master's degree programs are "applied" in nature, with some degree programs or concentrations within degree programs preparing students for higher level degrees in the respective disciplines.

Southeastern utilizes Advisory Committees to help ensure its curriculum is relevant and aligned with regional work force needs. For example, Southeastern's OSH&E Program Industrial Advisory Committee (IAC) consists of representatives from industry, government agencies, and professional safety, health, and environmental organizations from the greater New Orleans/Baton Rouge area. They meet regularly with Southeastern OSH&E faculty and administration to provide feedback and assistance with program effectiveness, curriculum development and coordination with area employers. The extensive involvement of the Advisory Committee is documented in the April 27, 2012 Meeting Report. The report summarizes key findings from a survey sent to all committee members regarding various aspects of the OSH&E program, including curriculum suggestions. Evidence of response to these suggestions is noted in the report. The report also presents the results of a course syllabi review conducted by the committee members where members made specific suggestions regarding course content and objectives.

Indications that Southeastern's curriculum is relevant and meeting regional needs is provided by employment of graduates and satisfaction of employers. Alumni surveys are administered periodically by the Office of Institutional Research (OIR). Both Baccalaureate alumni and Masters alumni are asked to report on various experiences, including satisfaction with their degree program, their graduate/professional education, and employment. The most recent Alumni Survey report for undergraduate responses (July 2009 Report) indicates that 98% of the respondents reported they were satisfactorily employed, with the majority employed in the area of their Southeastern major or a related major. Of the respondents employed full-time, 87% are employed in the state of Louisiana. As stated in the most recent report of the graduate survey (May 2012 Report), 95% of the respondents reported they were satisfactorily employed. Of the respondents employed full-time, 83% are employed in the state of Louisiana. Respondents with full-time employment since graduating from Southeastern were asked how effective their graduate education was in preparing them for employment or improving their job performance. Eighty –five percent (85%, n=116) indicated their graduate education was "Very Effective" (49%, n=67) or "Effective" (36%, n=49). Overall, in both the undergraduate and graduate surveys, the average income of alumni exceeded the average income of Louisiana residents.

As part of Southeastern's Alumni Surveys, respondents are asked to provide contact information for their supervisor. Based on that information an Employer Survey is conducted which asks how prepared Southeastern graduates were in a variety of areas. The Office of Institutional Research (OIR) surveys employers every four years asking about the preparedness of Southeastern graduates. The results of these surveys are shared at the college and department levels both in hardcover and on the OIR website in order to provide feedback to the programs about student achievement and career preparedness. The survey addresses skills or knowledge that are important to a graduate's job, and attributes employers believe are important when they hire a new employee. The survey also asks general questions concerning the graduate's overall preparedness and the type of organization for which the graduate works. Employers were asked "Overall, compared to other employees, how well prepared for employment was the employee named in the cover letter [the Southeastern graduate]?" Over 74% (n=100) of employers

responding to the 2008 Survey indicated that the employee was prepared better than most, while 21% (n=28) indicated that the employee was prepared about the same as most. In the 2011 Survey, over 77% (n=60) of employers responding indicated that the employee was prepared better than most, while 21% (n=17) indicated that the employee was prepared about the same as most. All of the employers who answered the question "Would you hire another Southeastern graduate?" (99% of all 2008 respondents, n=133 and 95% of all 2011 respondents, n=78) indicated that they would.

Further support that Southeastern's curriculum meets regional work-force needs is provided by employment information from the Southeastern Exit Survey. All students are required to complete the survey during the semester in which they graduate. Students responding to the 2011-2012 Exit Survey (n=2,369) indicated, that of those who planned to work full-time, the vast majority 87.5% planned on working in the state of Louisiana while only 12.5% did not. Of those who planned on working in the state of Louisiana, over a third (36.4%) planned to work on the Northshore, almost 40% (36.7%) planned to work in the Baton Rouge area, 19.9% planned to work in the New Orleans area and only 7.0% planned to work elsewhere in the state. The fact that 93% of Southeastern's graduates planned to stay and work in the region provides strong evidence of Southeastern's success as a regional institution.

Curriculum Aligns with Degrees and Certificates Awarded

The curricula leading to degrees and certificates awarded by Southeastern are comprised of coherent courses of study that are compatible with the University's mission and strategic priorities and the appropriate fields of inquiry in higher education (addition information in CR 2.7.2 Program Content). It is primarily this curricula through which Southeastern accomplishes Strategic Priority 1: To engage a diverse population of learners with powerful experiences.

Undergraduate curricula at Southeastern consist of a coherent course of study providing for breadth of knowledge and skills through its General Education requirements and a level of depth in a given field through its major course requirements. As indicated in the 2014-2015 General Catalogue, Southeastern's General Education requirements are consistent with those mandated by the Louisiana Board of Regents (see Statewide General Education Requirements). See CS 2.7.3 for more information on the general education curriculum. A review of Southeastern's undergraduate curricula for individual degree programs indicate they progress from introductory-level courses in the major field of study to more focused and complex courses from the freshman through senior years (see CS 3.5.3).

Graduate curricula provide more focused curricula at a more advanced and rigorous level than undergraduate programs, engaging students in both the theoretical and practical aspects of advanced studies, with the "practical" being professional experiences and/or research experiences, depending on the nature of the degree program. Graduate curricula require some form of culminating requirement necessitating the synthesis of knowledge and skills acquired in the program of study (see CS 3.6.2).

The University ensures undergraduate and graduate curricula are appropriate for the degrees awarded and consistent with good practices in higher education through a variety of means including the curriculum development/review process, the institutional effectiveness process and external accrediting reviews.

At Southeastern, the faculty are primarily responsible for the content, quality, and effectiveness of the University's undergraduate and graduate curriculum (see CS 3.4.10, Responsibility of Curriculum). The curricula for new and existing degree programs are developed by faculty with expertise relevant to the field of inquiry. Oversight from department heads and deans ensure that all program changes are consistent with the institution's mission, with the University of Louisiana System and Board of Regents policies and procedures, and other Southeastern relevant policies that must be adhered to (e.g., Southeastern Credit Hour Policy). Program and curricular proposals begin at the department level and progress through college curriculum committees and other appropriate committees (e.g., Graduate Council, Teacher Education Council) relevant to the change proposed and are presented to the University Curriculum Council. The University Curriculum Council makes a recommendation to the Provost. The Provost reviews all proposals and determines final approval. In addition to this internal review process, all degree programs offered by Southeastern must be reviewed and approved by the University of Louisiana System Board of Supervisors as well as the Louisiana Board of Regents. Part of that review process analyzes the need of the program within the context of the institutional mission (see CS 3.4.1, Academic Program Review).

As part of the University's Institutional Effectiveness process, each academic degree and certificate program implements a program assessment plan for ensuring alignment between degree program requirements and expected student learning outcomes. In addition, documentation of the association of outcomes to strategic priorities is captured for each academic unit in the assessment management software, WEAVE (see CS 3.3.1.1).

Additionally, external review by discipline-specific accreditation agencies helps ensure that degree programs meet commonly accepted standards appropriate to the discipline. The Louisiana Board of Regents (Academic Affairs Policy 2.13) classifies the accreditation status of all academic degree programs as Mandatory, Recommended, Optional, or Not Applicable. Mandatory programs are those that require students to be licensed for employment; that prepare students for employment in occupations or professions that require graduation from an accredited program for employment and/or advancement in the occupation or profession; that require accreditation for students to be admitted to a more advanced degree program; or that that are deemed mandatory by the Board of Regents because of the critical nature of the program and its importance to the state and/or because accreditation is important for national credibility and recognition. At Southeastern, 100% of programs classified as Mandatory are externally accredited and in good standing. A list of specialty accreditations for degree programs is found in the 2014-2015 University catalogue and on the University website.

Conclusion

As evidenced above, Southeastern's curriculum is directly related and appropriate to its mission and goals and to the degrees awarded by the institution.

Sources

- 2014_2015_catalogue_Gen Ed
- 2014_2015_Catalogue_Specialty Accreditations
- AA_2.16_Statewide_GenEd_Req-Attch
- AA-Policy-2-13-Accrediting-Bodies

- Alumni Survey_May 2012_Region (Page 10)
- Alumni Survey_May 2012_Region (Page 3)
- Alumni Survey_Undergrad_Region (Page 3)
- Board of Regents Inventory of Degree and Certificate Programs (Page 26)
- BOR Master Plan Revised 04_2012 (Page 86)
- Degree and Certificate Programs_webpage
- Exit Survey_2011_2012 (Page 185)
- Exit Survey_2011_2012 (Page 188)
- Headcount Enrollment in Degree Programs by Gender
- oshe_ac_meeting_06192012_Curriculum changes (Page 2)
- oshe_ac_meeting_06192012_Curriculum changes (Page 3)
- Screenshot of Accreditation Webpage
- Screenshot of OSH&E Industrial Advisory Committee
- Vision 2017
- Vision 2017_Strategic Priority 1
- Vision 2017_Strategic Priority 1_Goal 8 (Page 2)

4.3

Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern's University Website is the primary source of official information for students and the general public. The website provides access to the current academic calendar, the University General Catalogue, academic college and department information pages, and all student support area information pages.

A link to the current Academic Calendar can be found on Southeastern's home page and can also be accessed from any page of the University's upgraded website by clicking the calendar icon in the banner heading. Academic calendars are also published in the General Catalogue and the Student Handbook. The University Academic Calendar, shows the academic calendars for summer, fall, and spring semesters. This calendar is developed for University-wide purposes, posting registration dates, holidays, important deadlines, as well as other factors which impact students, faculty, and staff.

The calendar for the final exam schedule can be accessed through the calendar icon on the homepage or on the Records and Registration web page. The Office of Records and Registration also posts notices to students about events such as academic advising, registration, deadlines for graduation, etc., through use of student e-mail and the University's student bulletin board on the WebMail page.

Grading policies for undergraduate students can be found in the 2012-2013 General Catalogue under Admission Criteria and Academic Regulations - Scholastic Ratings. Grading policies for graduate students are published in the 2012-2013 General Catalogue under Graduate Studies - The Graduate Grading System. Grading policies for individual courses are required on all course syllabi as per the Provost's standard semester memo to all faculty. Examples of course syllabi are provided for a face-to-face course and an online course. The University requires that all syllabi contain information on evaluation methods, including course objectives, methods of grading and/or grade scale, approximate number and type of major examinations, papers, and projects, other factors influencing the student's grade, and class attendance requirements. Evidence of enforcement of grading policies is provided via examples of grade appeals (one dated December 24, 2013 and one dated March 16, 2014) and examples of transcripts. The transcripts document the assignment of letter grades (including W grades), Pass/Fail option, the use of Quality Points and GPA, and the recognition of scholastic achievement via Dean's List and President's List.

Southeastern's refund policies for both undergraduate and graduate students are published in the General Catalogue. The refund policy for the refund of general fees, non-resident tuition fees, student-assessed fees, textbook rental fees, and federal aid is found in the 2012-2013 General Catalogue under Fees and Expenses - Refund of Fees. Information on refunds associated with Lion's Lagniappe funds (meal plan account) is published in the 2012-2013 General Catalogue under Auxiliary Services - Campus Card Operations. Refund information can also be found in the Tuition and Fees Information link on the Controller's website. Evidence of enforcement of refund policies is provided in the example dated Spring 2013.

In addition to the online publication locations described above, distance education students and students using Southeastern's Learning Management System, can access the academic calendar, general catalogue and student handbook using the Campus Resources link on the Moodle web portal.

Sources

- 2012-2013 General Catalogue: Fees and Expenses (Page 3)
- 2012-2013 General Catalogue: Graduate Studies (Page 5)
- 2012-2013 Student Handbook (Page 12)
- Admission Criteria and Academic Regulations (Page 14)
- Auxillary Services_Campus Card Operations (Page 3)
- Evidence of Enforcement_Grade Appeal_December
- Evidence of Enforcement_Grade Appeal_March
- Evidence of Enforcement_Refund Policy_Spring 2013
- Evidence of Enforcement_Transcripts
- Grading Policy on Course Syllabus_Face2Face (Page 2)
- Grading Policy on Course Syllabus_Online (Page 2)
- Moodle at Southeastern
- Screenshot of Academic Calendar
- Screenshot of Calendar Icon on Homepage
- Screenshot of Campus Resources Webpage
- Screenshot of Controller's Webpage
- Screenshot of Exam Schedule link on Calendar Webpage
- Screenshot of Final Exam Schedule on Records & Registration Webpage

- Screenshot of Southeastern's Homepage
- Screenshot of Webmail Page with Important Notices
- Tuition and Fee Information (Page 4)
- University Calendar in 2013-2014 University Catalogue
- Welcome_back_spring_2014 (Page 2)

4.4

Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At Southeastern Louisiana University, program length is appropriate for each of the institution's educational programs. Program length at Southeastern meets requirements of Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Louisiana Board of Regents, the University of Louisiana System, discipline specific national accrediting program (where applicable), and the University.

Southeastern requires the following minimum credit hours:

Degree	Credit Hours
Associate Degree	at least 60 hours
Baccalaureate Degree	at least 120 hours
Master's Degree	at least 30 hours
Doctoral Degree	at least 60 hours

Programs that exceed the minimum requirements do so as a requirement to meet the standards of national or regional discipline specific accrediting agencies.

In 2013-2014, Southeastern offered 66 degree programs –one at the associate's level, 44 at the bachelor's level, 19 at the master's level and two at the doctoral level. The university's General Catalogue lists the degree requirements for each program.

The 2013-2014 Academic Program Length document lists all degree programs by type, college and department along with the number of hours required and the page numbers corresponding to program requirements in the University's 2013-2014 General Catalogue.

Policies and Procedures Regarding Program Length

As indicated above and described in CR 2.7.1, the minimum credit hours required for Southeastern's degree programs complies with the minimum number of hours required for the respective degree level by SACSCOC. In addition to compliance with SACSCOC on program length, Southeastern is also in compliance with policies of the University of Louisiana System and the Louisiana Board of Regents.

The University of Louisiana System outlines degree requirements in the Board Bylaws and Rules as follows.

ASSOCIATE DEGREE REQUIREMENTS:"1. Complete all required course work in the selected program. 2. Complete six hours of English composition and six hours of mathematics, including three hours of college algebra or the equivalent thereof. In addition, the student is expected to complete the resident requirement at the institution from which the degree is sought."

BACCALAUREATE DEGREES REQUIREMENTS: "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. In those cases where a degree program must exceed 120 hours, it shall first be submitted to the UL System Office for review and approval."

REQUIREMENTS FOR MASTER'S DEGREES: "The minimum credit requirement for the master's degree shall be 30 semester hours of graduate work, not more than six of which may be allowed for the thesis and its completion. In optional programs not requiring a thesis, the standard course requirement shall not be less than 30 semester hours."

REQUIREMENTS FOR DOCTORAL DEGREES: "A program leading to a doctoral degree normally shall be the equivalent of at least three years of graduate study beyond the baccalaureate degree."

The Louisiana Board of Regents also carefully evaluates program length during the evaluation of a new program (see ACADEMIC AFFAIRS POLICY 2.05 Proposals for New Academic Programs/Units). In the guidelines for the proposal of a new academic program that is submitted to the Board, applicants must outline the curriculum for the proposed program, in sequence or term-by-term. The proposal review process requires that institutions provide comparisons of their proposed program's content to similar degrees offered at other institutions. In addition, program proposals are evaluated by external reviewers chosen by the Board, and program content and length is an evaluated factor.

Appropriate Program Length

The role of faculty and administrators in the University's curriculum review process helps ensure that the program length for each academic program is appropriate. As described in CS 3.4.1, curricula for new degree programs must undergo a thorough pre-approval process outlined by the Louisiana Board of Regents which begins with a Letter of Intent. After approval by the Board of Regents, the specific curriculum for that degree program is developed by the relevant faculty and undergoes the campus curriculum review process.

As described in Southeastern's Guidelines for Curriculum Revision, completed curricula proposals for new programs or changes to existing programs are first submitted to the departmental curriculum committee. Comprised of faculty with expertise in the discipline, this committee reviews and evaluates the proposed curricula against discipline-specific standards and current research and practices in the field. In addition, the departmental committee considers the academic rigor based on course level, alignment with the departmental mission and goals, and correspondence with the stated amount of time required and credit offered. To assist the committee with the review of credit hours assigned, proposal forms include a section for Course Time Investment where faculty indicate the effort expended both in and out of class for a student to achieve the learning outcomes for the course. All courses must meet the requirements in the Credit Hour Policy. Approved proposals are then

forwarded to the department chair for review and approval.

Once a proposal is approved by the department it then moves to the college curriculum committee, the college dean, the Graduate Council (if necessary), and the Council for Teacher Education (if necessary). Once approved by these committees, the request is submitted to the University Curriculum Council. The University Curriculum Council reviews the proposals and submits recommendations for approval to the Provost and Vice President for Academic Affairs. The Provost approves or denies the request. Proposals that are not approved by the University Curriculum Council are returned to the department where the proposal originated.

At each step along the curriculum review route, be it committee or administrator, proposals are evaluated for appropriate level and rigor of coursework, credit hour requirements and alignment with commonly accepted educational practices and standards in higher education.

In addition to University, state and SACSCOC guidelines, program length is often guided by program accreditation and/or professional standards. A review of the 2013-2014 Academic Program Length document reveals six baccalaureate degrees that require more than 120 credit hours for completion. Five of these programs involve teacher preparation and approval for increased hours is described in correspondence from the Louisiana Board of Regents. The additional hours for the BS in Engineering Technology degree follows the guidelines of the Accrediting Board for Engineering and Technology (ABET) which requires a minimum of 124 semester hours (see letter documenting approval by the University of Louisiana System).

Conclusion

All of Southeastern's educational programs have appropriate program length.

Sources

- ACADEMIC AFFAIRS POLICY 2_04 Letter of Intent
- Academic Program Length_2013-2014 Catalogue
- Board of Regents Approval for More than 120 Hours
- BOR Acad Policy 2.5 New Programs
- Chpt_2_VII_Associate_Degree_Requirements
- Chpt_2_VIII_Baccalaureate_Degrees_Requirements_10_22_2013
- Chpt_2_XI_Requirements_for_Master_Degrees
- Chpt_2_XIII_Requirements_for_Doctoral_Degrees
- Credit Hour Policy
- Exception Eng Tech more than 120 hours
- Guidelines for Curriculum Revision_2013
- Time Investment Statement on Request for New Course
- University Councils and Committee_2014

4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern has adequate procedures for addressing written student complaints that are clear and well-publicized. Information about the University's policies and procedures are presented at New Student Orientations and published in a variety of locations including the University Catalogue, the online Student Handbook, and the University's website. Publication on the website provides easy access for students, faculty, staff, and the general public. The policies apply to all students, regardless of classification (residential, commuter, distance/online) or status (undergraduate/graduate).

Based on the belief that complaints are best resolved at the level closest to the issue that led to the complaint, Southeastern uses a decentralized approach when handling student complaints. This approach allows for timely response and resolution within the appropriate organizational area. The specific procedures used to implement policies which deal with student complaints or the appeal of a decision depend on whether the complaint/appeal concerns academic matters or matters of student conduct in non-academic areas. Complaints of an academic nature are typically handled in the form of an appeal. Appeals are considered for academic matters such as admissions, change of grade, and academic suspension. These appeal processes are clearly outlined in the Admission Criteria and Academic Regulations section of the University General Catalogue.

Whether the complaint is academic or non-academic, complaint logs are maintained within the individual units and are periodically forwarded to the Office of the Provost or appropriate Vice President for review. The table below displays some of the most common student complaints, with links to the appropriate policy/procedure, the responsible party, and evidence of student complaint resolution (with sensitive information redacted).

Type Of Complaint/Appeal	Applicable Policy/Procedure	Responsible Unit(S)	Example Of Student Complaint Resolution
Admissions Appeal	Admissions Appeal in University's General Catalogue	Office of Admissions	Admissions Appeal Approved_2013 Admissions Appeal Denied_2014
Financial Aid Appeals	Financial Aid Satisfactory Academic Progress Policy - Appeals	Office of Financial Aid; Financial Aid Appeals Committee	Financial Aid Appeal Approved_2014 Financial Aid Appeal Denied_2014
Grade Appeals	Appeal and Change of Grade	Instructor; Department Head; Academic Dean	Grade Appeal Approved_2013 Grade Appeal Denied_2013
Housing Appeals	Academic Standards for Housing - Appeal for Exception	University Housing; Housing Academic Standards Appeals Committee	Housing Appeal Approved_2014 Housing Appeal Denied_2014
Parking/Traffic Citation Appeals	University Traffic and Parking Regulations	University Police; Parking and Traffic Appeals Committee	Parking Appeal_2013 and 2014
Sexual Harassment Complaint	Sexual Harassment Policy - Complaint Procedures	Complaint can be made to any University Official. Official contacts the EEO Coordinator	Available upon request
Student Conduct	Student Code of Conduct - Appeals Student Code of Conduct - Complaint	Office of Student Conduct	Student Appeal of Disciplinary Sanctions_2014 Student Complaint of Another Student_2013
Suspension Appeals	Academic Suspension Appeal	Academic Deans or Director of the Center for Student Excellence	Suspension Appeal Approved_2013 Suspension Appeal Denied_2014
Textbook Rental Fine Appeals	Textbook Rental Fine Appeal	Textbook Rental Appeals Committee	Appeal Approved_2014 Appeal Denied_2014

In addition to the complaint/appeals procedures listed above, many units on campus devise area-specific procedures for addressing student concerns. For example, Auxiliary Services has a feedback link that allows students to submit comments and/or complaints via an electronic form and the Office of Student Conduct has a link to a Satisfaction Survey.

Student Complaint Procedures

All students, including those enrolled in distance education and off-campus courses are afforded rights to and means of resolving complaints. Students may institute complaints informally or formally to the personnel involved in the procedure or action that yielded the complaint. The formal complaint process is primarily for situations in which the informal process failed to address concerns to the student's satisfaction. Instructional matters are typically handled first by the instructor of record, and then progressively by the department head and the dean of the college. On rare occasions, complaints that are not resolved may be addressed at the Provost's level. Non-instructional complaints would first be fielded to the personnel involved in the procedure or action that yielded the complaint, then to the director of the unit, and finally to the vice president of the division if needed.

As previously indicated, student complaints at Southeastern are resolved within the appropriate organizational area, rather than a central office. Individual units create their own student complaint procedures based on area-specific responsibilities. However, university-wide procedures do exist for complaints/appeals such as sexual harassment complaints, disability grievances, and grade appeals. The following sections provide additional information about the procedures Southeastern uses when accepting and resolving the most common student complaints.

Admissions Appeals

As indicated in the Admissions Criteria and Academic Regulations section of the University's General Catalogue, students who wish to apply, but do not meet the regular admissions criteria may appeal the admissions decision. Alternative criteria for admission consider life experiences, exemplary leadership, artistic ability, or a student's ability to succeed. Up to 10% of beginning freshmen may be admitted under alternative criteria, and up to 10% of incoming transfer students may be admitted through alternative criteria. Forms for admission appeals are available in the Office of Admissions and are also mailed to the student along with the denial letter.

Financial Aid Appeals

The most common appeal for financial aid is the loss of aid resulting from a failure to maintain satisfactory academic progress (see Satisfactory Academic Progress Policy). Students may appeal the loss of financial aid eligibility by submitting an appeal form and supporting documentation of the extenuating circumstances that resulted in the lack of academic progress. Students must also explain the steps they have taken, or will take, to improve their academic performance. Appeals are submitted to the Financial Aid Appeal Committee or designee. Students may also be asked to provide an academic degree plan for all remaining classes needed to graduate. Decisions require approximately 10 business days. If approved, financial aid is awarded on a probationary period of one semester.

Grade Appeals

The process for grade appeals is outlined in the General Catalogue. Students must submit a written appeal of a grade to the course instructor within 30 calendar days of final grades being issued. The instructor must give a decision in writing within 10 days. If the appeal is not resolved with the instructor, the student may submit (within 10 working days) a written appeal to the department head with a copy of all previous materials including the instructor's decision. The last step in the appeal (if not resolved previously) goes to the dean of the college, and the decision of the dean is final.

Housing Appeals

Students who wish to live in University housing must be enrolled full-time and have either a 2.0 cumulative grade point average or a 2.0 semester GPA on 12 or more hours during the prior regular fall or spring semester. Beginning freshmen are eligible for housing when they are admitted but must meet the GPA requirement at the end of the first semester in order to maintain eligibility (see Academic Standards for Housing).

A student who does not meet the academic standards for housing has the right to appeal to the Housing Academic Standards Appeals Committee, but to be considered for an exception to these standards, the student must provide convincing evidence of potential to meet the academic standards in the future and to make satisfactory progress toward the degree. The appeal should also convey a commitment to an academic focus while residing in the Housing community and should describe the benefits the student hopes to receive from the Housing experience. There is an online form for students who wish to appeal.

Parking/Traffic Citation Appeals

As indicated in the University Traffic and Parking Regulations, students may appeal a parking/traffic citation within 7 calendar days of the date of the citation(s) by completing an online appeal form. The appeal forms can be submitted 24-hours a day, 7-days a week. Appeals are reviewed by the Parking and Traffic Appeals Committee. If approved the citation will be voided and removed from the student's account. Students may check the status of the appeal in LEONET (Southeastern's secure data management system) at anytime.

Sexual Harassment Complaints

The Sexual Harassment Policy in the Student Handbook explains the complaint procedure in detail:

> *Any University employee, student, or other member of the University community who believes he or she has been a victim of sexual harassment while working at the University or in class or in any other setting (whether by subordinates, peers, superiors, or other persons), should bring this matter to the immediate attention of any of the following: his or her supervisor, Human Resource Director, (2001), Equal Employment Opportunity Compliance Officer, (5888), Director of Student Health Center, (2241),"Department Head," call information (2000) for specific phone numbers. Any official receiving a complaint should notify the EEO Coordinator to make certain that follow-up action is coordinated. The EEO Coordinator will serve as a clearinghouse for all related actions. If satisfaction is not adequate at initial levels, any affected individual should feel free to bring the matter to the attention of the Vice Presidents, the Provost, or the President. Confidential assistance is also available through the University Counseling Center.*

Student Conduct - Complaint and Appeals

The Office of Student Conduct is responsible for monitoring compliance with the Student Code and directing a campus-wide student disciplinary system which is student-centered, fosters holistic development, and based on principles of fundamental fairness. Alleged violations of the code of conduct by a student or student organization as listed in the Student Code of Conduct are submitted to the Office of Student Conduct as per the guidelines or using the Incident Report Form. The form is available online and requires the use of Southeastern's secured login process (identification number and password). Once the report is received, a designated staff member is assigned the case and proceeds as outlined in the Basic Student Conduct Process. The Office of Student Conduct strives to impact student learning through the use of educational interventions that modify and redirect inappropriate behavior into productive behavior.

Students may appeal the decisions/sanctions imposed within five (5) working days of being notified of the decision. The written appeal is submitted to the Vice President for Student Affairs and/or Chief Student Conduct Officer or his/her designee. In general, the appeal response is rendered within 10 working days after the student has delivered the appeal.

Suspension Appeals

A student is placed on academic probation whenever the student's Cumulative Grade Point Average (CGPA) is below 2.0. The student remains on probation until the CGPA is 2.0 or higher. A student on probation is suspended at the conclusion of any semester in which the student's semester grade point average is less than 2.0. As stated in the General Catalogue, a student who has been suspended may file an appeal for readmission to the university. Students placed on academic suspension are notified by an email and a letter mailed to the student's address. Both notifications include information on the appeal process. An online appeal form is also provided via a link on the homepage of the Office of Records and Registration and outlines the requirements of the appeal application. The academic appeal application includes the appeal form; a narrative describing the circumstances that led to the poor academic performance, actions they will take to improve future academic performance, and courses they wish to take; and supporting documentation. The appeal application is submitted to the appropriate dean of the student's area of study or to the director of the Center for Student Excellence if the student has an undecided major. If the appeal is granted by the Appeal

Committee, the student reenters on academic probation.

Textbook Rental Fine Appeals

Students with overdue rental books have the opportunity to file an appeal if they have an extenuating circumstance which prevented them from returning the books by the deadline. The appeals process includes the completion of the Textbook Rental Appeal Form which can be downloaded and printed from the Textbook Rental Web site. The appeals process and form can be found in the Student Policies section of the Web site. When completing the form, students must attach all pertinent information that will document clearly and concisely the extenuating circumstances resulting in the rental books not being returned by the posted deadlines (ex. medical records, military records, death certificate, etc.). This written appeal is reviewed by the Textbook Rental Appeals Committee which is comprised of administrators, faculty and students. The committee meets at various times throughout each semester. Committee decisions are mailed to students as soon as the student's case has been reviewed. Overdue accounts are due at the Controller's Office by the fee payment deadline. If an appeal is approved, the charges are credited back to the student's account.

Dissemination of Student Complaints Policies and Procedures

Complaint policies and procedures are made available to Southeastern students in a variety of ways. The Admissions Criteria and Academic Regulations section of the General Catalogue provides information on admissions appeals, grade appeals, and academic probation and suspension. Contained within the Student Handbook, the Student Code of Conduct includes University policies, procedures, and student rights regarding student conduct, sexual harassment, disability grievances and other policies. Southeastern's website provides direct links to the General Catalogue and the Student Handbook. Both of these publications are disseminated and/or discussed at various points with incoming and returning students (e.g. New Student Orientation, Southeastern 101, and electronic notices and postings).

Documentation of Written Student Complaints

Logs of written student issues are maintained by all units that receive, respond, or resolve student complaints (see example from Department of Mathematics). These logs document the name of the student, source of referral, date received, type of issue, description of written student issue, action taken and outcome. These logs are also forwarded to the Office of the Provost or to the appropriate Vice President for review, which includes sensitivity to the emergence of patterns that may signal the need for University response/intervention. For more information on complaint logs see Comprehensive Standard 3.13.3. All complaint logs are available for SACSCOC reviewers upon request.

Conclusion

Southeastern has established, published and followed adequate procedures for addressing written student complaints.

Sources

- 2013-2014 General Catalogue,Grade Appeal (Page 15)
- 2013-2014 General Catalogue: Admission Criteria and Academic Regulations
- 2013-2014 Student Handbook (Page 2)
- 2013-2014 Student Handbook (Page 86)
- 2013-2014 Student Handbook_Sexual Harassment Policy_Complaint Procedure
- 2013-2014 Student Handbook_Student Code of Conduct_Appeals (Page 28)
- 2013-2014 Student Handbook_Student Code of Conduct_Complaints (Page 15)
- Academic Appeal _Suspension
- Academic Suspension_email notification
- Academic Suspension_letter
- Admission Appeal (Page 4)
- Admissions Appeal Approved_2013
- Admissions Appeal Denied_2014
- Conduct Process Flowchart
- Evidence of Enforcement_Grade Appeal_December
- Financial Aid Appeal Form
- Financial Aid_Appeal Denied_2014
- Financial Aid_Approved Appeal_2014
- Grade Appeal _Approved_Math_2013
- Grade Appeal Denied_NHS_2013
- Housing Appeal Form
- Housing Appeal_Approved_2014
- Housing Appeal_Denied_2014
- Incident Reporting Form
- Parking Appeal Denied and Approved_2014
- Satisfactory Academic Progress Policy (Page 1)
- Satisfactory Academic Progress Policy (Page 2)
- Screenshot of Auxiliary Services Feedback Form
- Screenshot of Office of Financial Aid_Satisfactory Academic Progress Policy

- Screenshot of Office of Records & Registration_ Academic Suspension Appeal
- Screenshot of Office of Student Conduct
- Screenshot of Quick Links for Catalogue, Student Handbook and University Policies
- Screenshot of Satisfaction Survey for Office of Student Conduct
- Screenshot of University Housing and Academic Standards for Housing
- Student Appeal of Disciplinary Sanctions
- Student Complaint of Another Student_2013
- Student Issue Log_Mathematics
- Suspension Appeal Approved_CSE_2013
- Suspension Appeal_Denied_S&T_2014
- Textbook Rental Appeal - Approved_2014
- Textbook Rental Appeal - Denied_2014
- Textbook Rental Fine Appeal Process
- University Traffic and Parking Regulations (Page 1)
- University Traffic and Parking Regulations (Page 27)

4.6

Recruitment materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Recruitment is a campus-wide priority, and faculty, staff, and administrators are included in the student recruitment process. The Director of Enrollment Services is directly responsible to the Provost and Vice President for Academic Affairs (see Organizational Chart) and oversees all units and services in the enrollment services organization, including Undergraduate, Graduate and International Admissions; Recruitment, Freshman Orientation; Financial Aid and Scholarships; Records and Registration; Testing; and Veterans Services.

The Director of Enrollment Services takes a high-level leadership role in developing recruitment materials, presentations, and programs that accurately but positively represent the institution's policies, practices, and programs. Members of the Director's staff in the Office of Admissions and Financial Aid are also instrumental in the design and delivery of such information to prospective students and their parents. Information distributed to interested students and their families generally comes through one or more of the following venues; the University's web site, the University's Viewbook, prospective student direct mail pieces, campus tours, on-campus recruiting events, high school visits and college fairs.

The University's Future Student web site is probably the most widely used and most comprehensive source of information. Students come to the web site for basic, accurate information about the University, admissions criteria, financial aid and scholarships, and degree program offerings. Southeastern's web pages convey accurate information about a variety of services including the admissions process, academic advising in the Center for Student Excellence, scholarship services, housing options, student employment, and even a Net Price Calculator for assistance with tuition and fees. Interactive forms allow students to contact Admissions for more information, to apply for admission and to schedule a campus tour.

Southeastern firmly believes that development and learning begins prior to arrival at the University. Accordingly, the Offices of Admissions and Financial Aid, in collaboration with other campus departments, provide opportunities for prospective students to learn about life at Southeastern with recruiting and special events such as these:

- Lion Pride Preview
- Literary Rally
- Rock N Roar
- Scholars Showcase
- Orientation Program

All of these events are designed to offer students a brief introduction to life on campus, to set proper expectations among future students, and to aid students through the college application process. This is accomplished by skilled counselors who help with the application process, provide campus tours, offer scholarship, work-study and TOPS (Louisiana's Tuition Opportunity Programs for Students) information, and advise future students about financial aid. In addition, most of these activities contain a browse session that includes academic and non-academic University departments. Browse sessions allow students to explore a particular area of interest with representatives from across the University.

In all promotional materials, Southeastern represents itself accurately and with professionalism. Publications and web pages are periodically reviewed and updated. Publications such as the prospective student direct mail pieces and the catalogue are produced cooperatively by the administrative staff and the University's Office of Public Information. The Office of Public Information has specific guidelines regarding Image and Graphic Standards for the University's identity, Southeastern's Logo and Official Colors and the Athletic Logo. Information on Operational Materials (e.g. letterhead and business cards) and a detailed Licensing Guide are provided on the website for the Office of Public Information.

Sources

- Athletics Logo
- Cost, Aid & Scholarships
- Image and Graphic Standards
- Licensing Guide
- Net Price Calculator
- Official Print and Web Colors
- Operational Materials
- Organizational Chart_Fall 2014_Enrollment Services
- Scholarship Services
- Screenshot of Academic Advising Website in CSE
- Screenshot of Admissions for Beginning Freshmen
- Screenshot of Admissions Requirements for Beginning Freshmen
- Screenshot of Apply for Admission Website
- Screenshot of Orientation web page

- Screenshot of Southeastern's Identity Website
- Screenshot of The Center for Student Excellence Webpage
- Screenshot of the Future Students Website
- Screenshot of the University Housing Webpage
- Student Employment Network
- Viewbook_2014

4.7

Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University is in compliance with its program responsibilities under Title IV programs of the most recent Higher Education Act as amended and as stated in the Eligibility and Certification Approval Report, the Program Participation Agreement and the Update Acknowledgement Notice.

The University is in good standing with the U.S. Department of Education (DOE) as no issues exist with Title IV federal financial aid programs. The University has neither been placed on the reimbursement method nor has been required to obtain a letter of credit in favor or on behalf of the DOE or other financial regulatory agency. The University has no significant impending litigation issues with respect to financial aid activities.

The University does not have a significant unpaid dollar amount due back to the U.S. Department of Education and has not received an adverse communication from the DOE. The University is not aware of any infractions to regulations, which would jeopardize Title IV funding.

There is one known complaint related to financial aid that has been filed with the DOE regarding this institution for the period January 1, 2011 – April 2, 2014. The communication from the U.S. Department of Education is provided as well as the response to the inquiry. The University has not been advised of the resolution to this complaint.

The University's two-year Cohort Default Rate, as calculated by the Department of Education for FY 2011, FY 2010 and FY 2009 are 6.7%, 5.9%, and 7.0%, respectively. These cohort rates are well below the 25% rate at which the Department of Education applies sanctions.

Student financial aid was audited as a major program in the years 2009, 2011, and 2013. The completed audits have shown no findings or issues for Southeastern related to compliance with applicable financial aid and Title IV regulations. The State Single Audits for the years ended June 30, 2009, 2010, 2011, 2012, and 2013 are provided (see Comprehensive Standard 3.10.2).

Sources

- CDRGuideCh2Pt4CDREffects (Page 3)
- DOE_Complaint
- Eligibility and Certification Approval Report
- Legislative Audit Management Letter 2009 (Page 3)
- Legislative Audit Management letter 2011 (Page 3)
- Legislative Audit Management Letter 2013 (Page 3)
- Participation Agreement
- School Default Rates 2-year
- Update Acknowledgement Notice

4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

As indicated in its Distance Education Policy, Southeastern uses the SACSCOC-suggested secure login and pass code student identification method as an attempt to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the associated credit for the course or program.

At the time of enrollment, students receive a unique username/W# (secure login) and password (secure pass code). This username/W# and password is used for student identification/authentication purposes for distance education course work at no extra cost to the student, with both the username/W# and password used for work submitted online.

In addition to the secure login and pass code method, faculty may use other means or technologies to authenticate the work of distance education students (e.g., proctored exams, special software, web cameras). If a faculty member chooses to use additional means of authenticating the work of distance education students, students must be informed in writing at the time of course registration of any actual and/or projected associated costs (e.g., cost of specialized software, estimated cost of web camera). Any projected additional student costs associated with verification of student identity/authentication of distance education student work must be approved by the Provost following a recommendation from the department head and dean of the course.

Southeastern continues to investigate new technologies and practices for verifying student identification. During Fall 2014, the Master of Science in Nursing (MSN) program, in the College of Nursing and Health Sciences, conducted a pilot program whereby student identity was authenticated via Respondus Monitor at no cost to the student. Respondus Monitor is a companion application that integrates webcam technology with LockDown Browser, a custom browser that locks down the testing environment within the Learning Management System. Data from the pilot program will be analyzed for potential future use of the program.

Sources

Distance Education Policy_Student Identity (Page 9)

4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Southeastern Louisiana University is committed to ensuring the privacy of personal information of all students, including those enrolled in online and distance education courses. (The University does not offer any correspondence courses or programs). The "Southeastern Louisiana University Distance Education Policy" specifically states that the privacy of Southeastern students enrolled in distance education courses is protected in the same manner as those enrolled in traditionally delivered courses. Further precautions to protect the privacy of students enrolled in distance education courses include the instructor limiting electronic contact with the students to Southeastern-issued accounts which require Southeastern login credentials and not communicating via other email accounts as outlined in Southeastern's Email Use Policy and Southeastern's Student Handbook.

Students enrolled in any course, regardless of the mode of delivery, are assigned a unique identification number called a "W number" and password. The combined W number and password are used to register for classes and to log into the Learning Management System (LMS). These secure authentication procedures apply to students, faculty and staff. The PeopleSoft software system houses student information and is only accessible through login authentication and security roles associated with the individual W number.

Southeastern utilizes a comprehensive system of storage that has been developed and ensures that student records are accessed by authorized persons only and will be stored in a safe and secure manner.

All students at Southeastern are protected by the Family Education Rights and Privacy Act (FERPA) and are notified of their rights on the Records and Registration website. Under the provisions of the Act, certain information designated as "Directory Information" concerning the student may be released by the University. However, student s have the option of having this information "blocked" by completing a "FERPA Restrictions" form that is available in the student's LEONet account.
Southeastern also protects the personal information of students by having employees sign a Confidentiality Agreement upon employment with the university. The agreement includes but is not limited to student records (e.g. grades, other indicators of student performance) medical and/or personal information revealed by the student.

By following these institutional policies and procedures, Southeastern Louisiana University protects the privacy of all students enrolled in traditional or distance education courses.

Sources

- 2013-2014 Student Handbook (Page 104)
- Agreement to Confidentiality Standards
- Distance Education Policy (Page 9)
- Email Use Policy (Page 2)
- FERPA Restrictions
- Privacy
- Responsible Computing (Page 6)

4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☑ Not Applicable

Narrative

As indicated in the Distance Education Policy, Southeastern Louisiana University does not currently charge a fee for verification of student identity in online or distance education courses. Therefore a written procedure for distribution of such information has not been developed by Southeastern.

During Fall 2014, the Master of Science in Nursing (MSN) program, in the College of Nursing and Health Sciences, conducted a pilot program whereby student identity was authenticated *via* ***Respondus Monitor*** at no cost to the student. Respondus Monitor is a companion application that integrates webcam technology with LockDown Browser, a custom browser that locks down the testing environment within the Learning Management System. Data from the pilot program will be analyzed for potential future use of the program.

Sources

Distance Education Policy_No Charge (Page 9)
Respondus Monitor

4.9

Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. *(See Commission policy "Credit Hours.")*

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At Southeastern Louisiana University, credit hours are assigned to courses and programs in accordance with University policy, which conforms to Federal, accreditation, and Louisiana Board of Regents policy. Approval structures at the university and state level ensure adherence to the policies.

Credit Hour Definition
Southeastern's Credit Hour Policy is applicable to all courses and curricula developed at the university. In compliance with Federal, University of Louisiana System and SACSCOC requirements, Southeastern considers a credit hour to be:

> "…hours assigned to a course that measures the time spent in class, the amount of work expected outside the class and a measure of the expected outcomes required to complete all course objectives." [Southeastern Credit Hour Policy]

To that end, traditional and distance education courses must strive to provide a minimum of 750 minutes of instruction and 25 hours of out-of-class student work per credit hour over a 15-week semester. For a three-hour course, this equates to 37.5 hours of instruction with an additional 75 hours of preparatory work expected outside of the classroom. The course ratio of 1:2 for instruction to student preparation is minimally required. The Credit Hour Policy for Southeastern describes in detail additional types of courses (e.g., clinical, practicum, laboratory, etc.) and their time investment for credit hours.

Application of Credit Hour Policy
All courses are required to meet the requirements in the Credit Hour Policy. Courses with compressed time frames (i.e. interim, summer, term, etc.) must be structured around the same intended learning outcomes and organized around the same or complementary learning activities as their traditional face-to-face 15-week counterparts. In addition, similar assessments of student learning must be used and the same data gathered. The equivalence of content, activity and evaluation allows Southeastern to validate the parallel quality of learning as well as the equivalence of credit.

In distance education courses, students are expected to engage in online "classroom" activities and independent "homework" activities equivalent in quality and variety to traditional face-to-face courses in the same discipline. Due to the fact that pace of reading, writing, and other activities varies widely, time spent in any of these areas will not be identical for all students. Rather, assigned activities should reflect a reasonable expectation by the instructor of the time it would take to meet the learning objectives of the course or assignment.

Curriculum Review
Southeastern's extensive review and approval process, as outlined in the Guidelines for Curriculum Revision, ensures adherence to the Credit Hour Policy and that credit hours are assigned in a manner that is academically sound and consistent with practices in higher education. New programs and courses (regardless of delivery mode) and changes to existing courses, curricula, or degree requirements are initiated at the academic department level. Faculty complete the appropriate form requesting a new course, change in existing course or curriculum change which includes a section for Course Time Investment where faculty indicate the effort expended both in and out of class for a student to achieve the learning outcomes for the course. A departmental curriculum committee comprised of faculty with expertise in the discipline reviews the proposal and evaluates the course for correspondence with the stated amount of time required and credit offered. Once a proposal is approved by the department it then moves to the college, the graduate council (if necessary), the Council for Teacher Education (if necessary), the University Curriculum Council and finally to the Provost who makes the final decision on the validity of the request. The request for a change in New Media and Animation III (ART 390) serves as an example of the curriculum review process.

Credit Hours Awarded for Programs
All degree programs at Southeastern are subject to a rigorous and thorough review both internally and externally at inception as well as on a regular basis thereafter, as indicated in the Guidelines for Curriculum Revision, which is guided by Louisiana Board of Regents Academic Affairs Policy 2.04, 2.05. The approval processes are designed to ensure that the programs are coherent courses of study, compatible with the mission and purpose of the University, the college and the academic department in which the program is housed and appropriate fields of inquiry in higher education. Credit Hours awarded for degree programs must comply with restrictions established by the Board of Regents.

See Core Requirement 2.7.1 and Comprehensive Standard 3.4.6 for additional information on academic programs.

Conclusion
Southeastern has rigorous policies and procedures that determine the appropriate level of credit hours based on the investment of time required by a course. By following these policies and procedures the university is in compliance with Federal, State and SACSCOC requirements.

Sources

- AA2.05-Guidelines_for_NewProgram_Proposal
- Board of Regents _Chpt_2_VIII_Baccalaureate_Degrees_Credit Hours
- Board of Regents_ ACADEMIC AFFAIRS POLICY 2.04
- Board of Regents_ACADEMIC AFFAIRS POLICY 2.05
- Course Time Investment statement on New Course request for HS 361

- Credit Hour Policy
- Credit Hour Policy_Courses (Page 2)
- Credit Hour Policy_Courses (Page 3)
- Credit Hour Policy_Definition
- Curriculum Review Example: Course change request for ART 390
- Federal Register (Page 7)
- Guidelines for Curriculum Revision
- Request_change_course
- Request_new_course
- SACSCOC Credit hour
- UL System requirement for credit hour
- University Curriculum Council