



**STRATEGIC ENROLLMENT
MANAGEMENT PLAN
March 2023**

Southeastern Louisiana University

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INTRODUCTION AND PURPOSE

Southeastern Louisiana University is a regional public four-year institution and member of the University of Louisiana System. The mission of the institution is to lead the educational, economical, and cultural development of southeast Louisiana. Southeastern is responsible for serving residents of the greater metropolitan region, especially those of the Northshore parishes, who have completed high school and are seeking either a college degree of continuing professional education; two-year college transfer students, particularly those from Northshore Technical Community College; 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; economic development interests and entrepreneurs in the region; and the area community, by providing a broad range of academic and cultural activities and public events. The university awards associate, baccalaureate, master, and doctoral degrees and program certificates.

Declining enrollment within the nation, state and region, including at Southeastern, along with the initiatives set forth in *Louisiana Prospers*, has made enrollment management planning a crucial component of the University's strategy for continued success. To counter enrollment declines, it is imperative that Southeastern optimize all facets of the student experience from first contact to completion. Given that enrollment is a multi-faceted issue that encompasses aspects of both new student enrollment and student retention and is impacted by the work of every member of our faculty and staff, a broad-based Strategic Enrollment Management Task Force charged with creating the SEM plan was appointed in the summer of 2022.

The following plan is based on market research, an analysis of undergraduate and graduate enrollment, and stakeholder interviews including students, faculty, and staff. The data-driven process helped the task force gain a better understanding of enrollment trends and opportunities to improve and to invest in recruitment, retention, and overall student success.

SEM TASK FORCE STRUCTURE

Dr. Kay Maurin, Chief Enrollment Management Officer, chairs the SEM Task Force.

TASK FORCE GROUPS				
NEW STUDENT ENROLLMENT	STUDENT RETENTION	MARKETING AND COMMUNICATIONS	ACADEMIC PROGRAMMING	PROCESS IMPROVEMENT
Chair: Anthony Ranatza Director of Admissions	Chair: Dr. Claire Procopio, Interim Dean, College of Honors & Excellence	Chair: Mike Rivault, Senior Director of University Marketing	Chair: Dr. Mary Ballard, Director of the Center for Faculty Excellence	Chair: Aime Anderson, Registrar
Co-Chair: Connie Davis, AVP of Operations and Auxiliary Services	Co-Chair: Curtis Meyers, Director of Student Advocacy and Accountability	Co-Chair: Dr. April Kemp, Assistant Professor, Marketing	Co-Chair: Dr. Ryan Green, Assistant Professor, Kinesiology	Co-Chair: Mandy Hoffman, Director of Financial Aid
Jay Artigues, Athletic Director	Dr. Jerry Parker, Instructor, World Languages and Cultures	Dr. Gabe Willis, Dean of Students	Dr. Tim Hudson, Department Head, Mathematics	Dr. Karen Fontenot Dean, College of Arts, Humanities, & Social Sciences
Dr. John Boulahanis, Director of Graduate Studies	Dr. Patrick Moyer, Department Head, Chemistry and Physics	Dr. Cherissa Vitter, Assistant Professor, Teaching and Learning	Dr. Jeff Wright, Department Head, Music and Performing Arts	John Paul Domiano, AVP for Finance
Dr. Jeff Temple, AVP Academic Programs	Dr. Paula Calderon, Dean, College of Education	Dr. Ann Carruth, Dean, College of Nursing and Health Sciences	Dr. Tara' Lopez, Dean, College of Business	Mindy Notariano, Assistant Director for Freshman Success
Dr. Dan McCarthy, Dean, College of Science and Technology	Dr. Lindsay Domiano, Interim Department Head, School of Nursing		Brad Bergeron, Assistant Director for Academic and Career Exploration	Khalli Hagan, Controller*
Marjorie Parker, Director of Student Engagement*	John Collum, Assistant Director, University Housing*		Kari Wall, Director of Southeastern Online*	Dr. Erin Horzelski, President of the Faculty Senate
Dr. Aristides Baraya, Director, Latin American Business and Development Initiatives	Adonica Reed, Assistant Director, Student Engagement*		Dr. Charity Bryan, Department Head, Kinesiology and Health Studies*	
Kati Lebreton Interim Director, Alumni	Dalina Dahlmans, Counselor, University Counseling Center*			

SEM TASK FORCE FRAMEWORK

The Task Force held its initial meeting on September 28 and 29, 2022, and was facilitated by Vickie Alleman, a consultant with Pivot Point Marketing & Communications. The Task Force worked in 5 teams, called Groups, over a 4-month period organized around the following areas: 1) new student enrollment; 2) student retention; 3) marketing and communications; 4) academic programming; and 5) process improvement and inter-office collaboration. Working groups collected and analyzed data in order to draft initial goals.

During the initial Task Force meeting in September 2022, a SWOT analysis was initiated. The goal was to complete the analysis through an enrollment management lens to examine the internal strengths and weaknesses and external opportunities and threat, informed by data, experiences, impressions, and perspectives. The results of the SWOT analysis were used as basis for the development of the strategic enrollment goals. The SWOT analysis can be reviewed in Appendix I.

The Task Force reconvened on February 9, 2023, to present the SWOT analysis and draft goals and to develop and identify action plans, key performance indicators, implementation timelines, and responsible implementation parties. The executive cabinet reviewed, prioritized and approved the plan. The Task Force added additional members to the Groups to aid in plan implementation and are noted by asterisks (*) in the STRUCTURE.

GOALS

Strategic enrollment goals are organized by working group topic and are prioritized. Responsible team members are noted along with implementation deadlines.

New Student Enrollment

1. Increase the number of students in Dual Enrollment from 2,500 to 5,000 and improve the overall yield of enrollment to full-time, first-year students from 24% to 30% by Fall 2025 (2 years).

Responsible Team Members: Provost and Vice President for Academic Affairs, Chief Enrollment Management Officer, AVP Academic Programs, Office of Admissions, Academic Deans, Academic Department Heads, DE Faculty

- A. Growth in Dual Enrollment services, region and overall student enrollment.
 - 1) Expand the service region outside of a 100-mile radius to increase the number of dual enrollment schools by 5% by Fall 2025;
 - 2) Increase course offerings;
 - 3) Expand operations, services, and staffing to support dual enrollment growth;
 - 4) Continue to configure SLATE and Workday to provide seamless support for application and course registration of DE students.
- B. Increase the yield ratio of dual enrollment students to first time freshmen from 24% to 30% by Fall 2025.
 - 1) Host on-campus events for DE students with participation from all academic departments;
 - 2) Provide recruitment-focused school and/or classroom visits;
 - 3) Improve promotion of DE scholarship;
 - 4) Expand DE training for faculty and high school teachers to include more resources and information about Southeastern opportunities for students;
 - 5) Prioritize faculty selection for DE classes to ensure exposure to our best faculty from the perspective of positive student interaction;
 - 6) Promote the Honors program to DE students;
 - 7) Establish a communication plan for enrollment of DE students.
- C. Elevate importance and awareness of the DE Program to the campus community through a semesterly DE Impact Report.
 - 1) Improve internal communications for faculty support of DE;
 - 2) Articulate a clear vision and understanding of the purpose of DE;
 - 3) Improve campus participation in DE recruitment/yield events;
 - 4) Explore the feasibility of adding DE teaching points to *Excellence in Teaching* award criteria.

2. Increase first-time Freshmen Enrollment through a focus on yield, events, and marketing. Improve yield of first-year applications to enrollment by 5% year over year.

Responsible Team Members: Provost and Vice President for Academic Affairs, Vice President for University Advancement, Chief Enrollment Management Officer, Office of Admissions, College of Honors & Excellence, Deans, Academic Departments, University Marketing

- A. Expand recruiting visit opportunities for freshmen prospects and applicants with target populations including Honors, Hispanic, Homeschool, Dual Enrollment and Online.
 - 1) Host an admitted student event that is academically-focused by college;
 - 2) Coordinate department or program specific high-school visit days through the Office of Admissions (e.g., Band Day, STEM Fest, Visual Arts events);
 - 3) Develop a campus-wide recruitment calendar to avoid conflicts with other campus departments;
 - 4) Enhance the campus tour to include department and/or college-specific meetings and spaces;
 - 5) Provide off-campus visit opportunities in the region (e.g., Destination Southeastern).
 - 6) Utilize University Advancement resources to for recruitment correspondence and events that engage alumni in recruiting.
 - B. Improve yield of beginning freshmen applicants to enrollment by 5% year over year.
 - 1) Coordinate faculty/staff outreach by interest and major to admitted students through personal communications and phone calls;
 - 2) Assign a specific person in each college to serve as an enrollment coordinator / liaison with the Office of Admissions.
3. Elevate graduate student experience and increase graduate enrollment by 6% year over year.

Responsible Team Members: Provost and Vice President for Academic Affairs, Chief Enrollment Management Officer, Office of Admissions, Office of Graduate Studies, all Graduate Coordinators, Academic Deans, Academic Department Heads

- A. Evaluate graduate recruitment experiences and services.
 - 1) Reexamine the roles and responsibilities of the Office of Graduate Studies, Graduate Coordinators, and Academic Departments to align with recruitment, admission, and retention of graduate students;
 - 2) Develop a recruiting plan for all graduate programs by Summer 2023.
- B. Increase on-campus enrollment in graduate programs that have growth capacity by 5% or more year over year.
 - 1) Identify programs with short-term and long-term growth potential;

- 2) Provide additional assistantships positions for teaching;
 - 3) Explore the removal test score barriers for program admission (GRE, GMAT) and provide other admission options for students with scores;
 - 4) Re-evaluate out-of-state tuition options for graduate students.
- C. Increase online graduate student enrollment by 10% by 2025.
- 1) Increase the number of online graduate programs;
 - 2) Streamline application processing and onboarding for graduate online students.
4. Increase transfer and returning student enrollment by 5% year over year.

Responsible Team Members: Provost and Vice President for Academic Affairs, Vice President for Administration and Finance, Chief Enrollment Management Officer, Office of Admissions, Registrar’s Office, Office of Financial Aid, Academic Departments

- A. Increase transfer enrollment by 5% year over year.
 - 1) Enhance promotion of transfer student scholarships;
 - 2) Expand partnerships with LCTCS for transfer pathways and certificate program completion;
 - 3) Host transfer recruitment events.
- B. Increase returning undergraduate student enrollment by 2% year over year.
 - 1) Develop a streamlined process for re-enrollment, advising, and course registration;
 - 2) Plan aggressive campaigns targeting specific student populations for re-enrollment;
 - 3) Develop guidance for students detailing action steps to a successful return;
 - 4) Partner with third-party vendors for additional points of entry and on-demand courses.

Student Retention

- 1. Improve the General Education curriculum to ensure students have a quality, consistent experience across all General Education courses to serve as a standard foundation for academic success with approved changes reflected in the 2024/2025 General Catalog.

Responsible Team Members: Provost and Vice President for Academic Affairs, General Education Assessment and Innovation Committee, Academic Deans, Academic Department Heads

- A. Create a standard General Education master syllabus to be used for all General Education courses.

- B. Establish clear student learning outcomes that are common for General Education courses to ensure students have a quality and consistent experience across sections.
 - C. Establish an assessment method for all General Education courses based on student learning outcomes each semester. Develop course revision and faculty development plan based on assessment results.
 - D. Create a streamlined process for introducing new General Education courses.
 - E. Allow students more autonomy in choosing their General Education curriculum that better aligns with their interests, major, and career path.
 - F. Create a General Education guide that includes information about content, format, evaluation, etc., for each course so that students can make an informed choice.
2. To better reflect the changing role of faculty and increased demands regarding recruitment and retention, identify a shared understanding of the faculty role at Southeastern and faculty influence on retention and progression.

Responsible Team Members: President, Provost and Vice President for Academic Affairs, Center for Faculty Excellence, Academic Deans, Academic Department Heads

- A. Conduct an assessment with faculty to determine what it means to be a faculty member at Southeastern in the year 2023. Use results to create a Southeastern Faculty Philosophy to be used in job advertisements, trainings and resources.
 - B. Provide faculty development opportunities that align with Southeastern's student population including assistance for faculty who have high failure rates or withdrawal rates and low SOTs.
3. Increase freshman-to-junior and freshman-to-senior retention rates by 3% points over previous year through improved advising practices for students with 30+ hours.

Responsible Team Members: Provost and Vice President for Academic Affairs, Chief Enrollment Management Officer, Deans, Department Heads, Undergraduate Program Coordinators, Graduate Program Coordinators, Registrar's Office, Institutional Research

- A. Establish an Academic Advising Committee to develop university-wide best practices for advising by Fall 2024.
- B. Formally designate 30+ advisors for each college by Fall 2024.
- C. Develop and implement training on academic advising for faculty and professional advisors by August 2024.
- D. Leverage advising features in Workday to provide consistent advising across colleges and departments at go-live in Fall 2025.
- E. Send freshman-to-junior and freshman-to-senior retention reports to all academic units on an annual basis to be included in annual program assessments.

- F. Purchase an early alert software system to be used campus wide to identify barriers to completion and to intervene with off-path students.
4. Reduce the number of student major changes after 30 hours by removing inefficiencies and identifying roadblocks to student success through a comprehensive review of all university curricula for content alignment to student needs and career success in the 2023-24 assessment cycle.

Responsible Team Members: Provost and Vice President for Academic Affairs, Registrar, Institutional Research, Academic Deans, Academic Department Heads, Undergraduate Program Coordinators

- A. Offer early, 1-hour introductory courses for each meta-major (CSE focus group) to better ensure students are matched with majors appropriate to their goals and abilities in the first year.
 - B. Identify gateway courses for each major that predict student progression.
 - C. Develop and promulgate intentional communication around certificates, minors, and career-related certifications and ensure they are updated and disseminated on a regular schedule.
 - D. Develop and employ strategies to reduce the D,F,W rate in first-year and second-year courses.
5. Develop student engagement opportunities and support systems by subpopulations that encourage successful transition to the university, support retention, and foster a learning mindset. Increase student enrollment and engagement in each subpopulation identified below in 2023-24.

Responsible Team Members: President, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, Diversity and Inclusion Advisory Council, Division of Student Affairs, Auxiliary Services, Academic Affairs

- A. Develop strategies to support and engage Hispanic students.
 - 1) Create a peer-mentoring program for incoming Hispanic students to provide ongoing support and educate students about existing resources;
 - 2) Provide resources to families of Hispanic students to aid in navigating the first year of college.
- B. Develop strategies to support and engage African American male students.
 - 1) Create a peer-mentoring program for incoming African American male students to provide ongoing support and educate students about existing resources;
 - 2) Implement suggestions from the Diversity and Inclusion Advisory Council to ensure African American male students:
 - a. have positive engagements on campus (in both classroom and extracurricular activities);
 - b. develop strong relationships with faculty mentors;
 - c. have financial support;
 - d. take advantage of career planning services.

- C. Develop strategies to support and engage international student populations.
 - 1) Create an international student task force to identify the unique needs and barriers of international students beyond the admissions process.
 - 2) Provide recommendations for more comprehensive services and support for this population by August 2024.
- D. Develop strategies to support and engage commuter student populations.
 - 1) Provide five meals per semester to all commuter students in the Mane Dish;
 - a. Offer engagement opportunities in the Mane Dish for commuter students sponsored by Student Affairs;
 - b. Have each academic department sponsor a semesterly lunch for commuter students to encourage engagement with faculty.
 - 2) Revisit the existing class schedule matrix to add general education courses with a Monday, Wednesday, Friday morning meeting pattern;
 - 3) Create a period of time, at least once per week, when courses are not offered for 45 minutes near the lunch hour to encourage extracurricular engagement.
- E. Engage parents and families to support student retention and progression.
 - 1) Create a parent and family hub that provides stakeholders with critical information needed to support students;
 - 2) Provide financial literacy support;
 - 3) Send personalized messages to students' support networks about key events and dates.

Marketing and Communications

- 1. Improve internal communications focused on admissions and retention for increased campus engagement by faculty and staff.

Responsible Team Members: Provost and Vice President for Academic Affairs, Vice President for University Advancement, Chief Enrollment Management Officer, Office of University Marketing and Communications, Office of Admissions, College of Honors & Excellence

- A. Create a comprehensive annual internal communications program.
 - 1) Communicate SEM plan goals with updates from the President;
 - 2) Establish enrollment update sections within existing campus communications (ByLion);
 - 3) Assess the need for new/revamped communications;
 - 4) Create a regular feedback loop for faculty and staff regarding enrollment to encourage buy in, engagement, and understanding.
- B. Establish a password protected portal/website as a central location for enrollment and SEM updates to launch in July 2023.

2. Increase enrollment through Graduate Program Marketing campaigns.

Responsible Team Members: Provost and Vice President for Academic Affairs, Vice President for University Advancement, Chief Enrollment Management Officer, Office of University Marketing and Communications, Office of Admissions, Office of Graduate Studies, Academic Deans, Academic Department Heads, Graduate Coordinators

- A. Establish ongoing marketing programs with Google Ads, Website SEO and content updates, and inquiry forms for lead generation. Plan in process.
- B. Formalize staffing roles within the Office of Admissions and each graduate program to support graduate student lead management.
- C. Secure annual recurring funding.

3. Create marketing campaigns to support new student outreach.

Responsible Team Members: Provost and Vice President for Academic Affairs, Vice President for University Advancement, Chief Enrollment Management Officer, Office of University Marketing and Communications, Office of Admissions, AVP Academic Programs, College of Honors & Excellence, Registrar's Office

- A. Develop marketing content plans for the following specific student populations: Honors, Hispanic, 100% Online, and Dual Enrollment students by May 2023.
- B. Support efforts to re-engage stop outs.

4. Coordinate lifecycle communications for students to aid in retention.

Responsible Team Members: President, All Vice Presidents, Chief Enrollment Management Officer, Office of University Marketing and Communications, Dean of Students, Registrar's Office, Controller's Office, Financial Aid Office, Office of Admissions, Auxiliary Services, University Police

- A. Conduct an audit of student communications from admit to graduation by August 2023.
- B. Identify and develop needed communications for current students by October 2023.
- C. Leverage Workday and the CRM to automate student communications by Fall 2025.

5. Advance Southeastern's brand and increase enrollment through development of a University Strategic Marketing and Communications Plan, updated content, and program specific messaging.

Responsible Team Members: President, Vice President for University Advancement, Chief Enrollment Management Officer, Office of University Marketing and Communications

- A. Ensure that the value of a college education is included in brand messaging.
- B. Update the website with relevant trends, programs, and content. Focus on organic search, SEO, and research on the needs of prospective students, both undergraduate and graduate.
- C. Develop strategic communications plan and execution for Centennial 2024-2025 by October 2023.
- D. Complete University Strategic Marketing and Communications plan May 2023.

Academic Programming

1. Identify, prioritize, and market those degree/certificate programs that are growing and/or have the potential for growth.

Responsible Team Members: Provost and Vice President for Academic Affairs and Vice President for Academic Affairs, Vice President for Administration and Finance, Chief Enrollment Management Officer, Director of the Office of Institutional Research, Academic Deans, Academic Department Heads

- A. Secure a third-party consultant to complete an audit of all existing academic programs (on-ground and online) to make recommendations for which new or existing programs should be targeted for development as a means of increasing enrollment.
 - B. Implement a process for the Office of Institutional Research to provide academic program enrollment and completion data to deans and department heads who will identify trends in their programs and make recommendations for increasing retention, progression and graduation (RPG) rates beginning August 1, 2023 with recommendations due by the end of the Fall 2023 semester.
2. Identify and implement the best approach for creating and administering online programs with a prioritized timeline of May 1 - December 1, 2023.

Responsible Team Members: President, Provost and Vice President for Academic Affairs, Academic Deans, Department Heads, Director of Southeastern Online

Establish a Southeastern Online Advisory Committee by May 2023 to:

- A. Solidify a vision for Southeastern Online to determine the role of such an office in relation to the roles and responsibilities of colleges, departments, and programs.
 - B. Identify internal barriers to advancing online education.
 - C. Prioritize resources to market and promote the two existing online programs, General Studies and Criminal Justice. Analyze results to use as a case study for future program development.
3. Reimagine pedagogy to aid in retaining students.

Responsible Team Members: Provost and Vice President for Academic Affairs, Academic Deans, Department Heads, Center for Faculty Excellence

- A. Provide an avenue for tenured professors with demonstrated high quality teaching to become “teaching professors.” Allow teaching professors to teach an additional class in place of TTK reassign time and expectations.
 - B. Consistent with the “Faculty Appointments” Policy, Section 5 Clinical Appointments, provide more clinical faculty lines with pathways to promotion (not tenure) effective May 2024 as part of budget planning process.
 - C. Explore incentives for faculty to participate in professional development activities related to pedagogy, recruiting and the Course Alignment Process (CAP) by August 2024.
4. Increase dean, department head, and faculty participation in activities designed to recruit students.

Responsible Team Members: Provost and Vice President for Academic Affairs, Office of Admissions, Center for Faculty Excellence, Academic Deans, Academic Department Heads

- A. Identify recruiting activities by department each semester in coordination with the Office of Admissions.
- B. Reexamine the Faculty Evaluation Policy to recognize participation in recruiting activities (year-end evaluations, T & P, reassign time).
- C. Prioritize the allocation of funds for recruitment and retention initiatives by the department/program during the annual budget planning process.
- D. Increase dean, department head, and faculty participation with campus tours by informing departments/colleges in advance of scheduled campus tours by August 2023 for new recruiting cycle.
- E. Identify collaborative opportunities and tools (such as a shared calendar) that allow colleges/departments to know when tours are happening in their building and allow them to have a student representative or other college level recruiter participate in that part of the tour.

Process Improvement

1. Extend the core values of excellence and caring to enhance the quality of student service offered across campus.

Responsible Team Members: President, All Vice Presidents, All Deans, All Department Heads, Human Resources, Center for Faculty Excellence

- A. Develop university-wide expectations of service standards by August 2024.
- B. Develop comprehensive service-trainings for faculty, staff, and student assistants by August 2024.
- C. Develop a student-service recognition program for faculty, staff, graduate and student assistants by August 2024.

- D. Employ a “secret shopper” program in key service areas to ensure service standards are met by August 2024.
2. Revamp identified policies, procedures, and practices that impede new and continued student enrollment.

Responsible Team Members: President, All Vice Presidents, appropriate Directors and Department Heads

- A. Provide Vice Presidents and departments with a list of policies, procedures, and practices identified for improvement by August 2023.
 - B. Advise Vice Presidents to work with departments to revamp and approve policies, procedures, and practices by August 2024.
3. Underscore the power of each employee to positively impact student enrollment and retention.

Responsible Team Members: President, All Vice Presidents, Chief Enrollment Management Officer, Human Resources, Center for Faculty Excellence, University Marketing

- A. Develop intentional messaging that promotes each employee’s responsibility for student enrollment and retention by August 2023.
- B. Include retention and recruitment responsibilities as part of each employee’s (faculty, staff, and student) annual evaluation by August 2024.

IMPLEMENTATION

Implementation of the SEM Plan will begin in April 2023 to continue through the end of 2025 with continuous monitoring for needed adjustments. This plan is intended to be nimble as a means to continually align with variations in the enrollment landscape.

Working Group Chairs and Co-Chairs are responsible for goal-level management and will continue to meet monthly with their task force groups and any parties related to implementation.

The Task Force will meet monthly to review progress. A progress report will be submitted by the Task Force Chairperson, Dr. Kay Maurin, to the Executive Committee monthly.

The following is the recommended timeline for roll-out of the Strategic Enrollment Management Plan.

May 2, 2023	Submit SEM Plan to Executive Staff.
Week of May 9	Meet with SEM Task Force to present final plan and discuss implementation expectations.
May 10, 2023	Send campus communication to all faculty, staff, and students
June 1, 2023	First monthly <i>SEM Plan Progress Report</i> due

APPENDIX 1: ENROLLMENT SWOT ANALYSIS 2023

Methodology

At the initial Task Force meeting in September 2022, members were assigned one of four discussion topics: strengths, weaknesses, opportunities, and threats. Groups made lists according to the group assignment and presented initial findings to the full Task Force. From October through December 2022, the chairs and co-chairs of the Task Force refined the lists, noting important themes and elements from an enrollment lens that needed to be highlighted. A working draft of the SWOT analysis was developed and validated through several rounds of review with the Task Force members and the University's executive committee. The following SWOT Analysis is the result of that work.

Strengths (Internal)

Southeastern Louisiana University offers *competitive tuition and generous scholarships*. The institution is transparent with scholarship award criteria and amounts. Southeastern offers the Southeastern Promise, a program designed to cap tuition increases based on student progression toward degree completion.

The institution offers a *quality educational experience* with small class sizes and currently a 1:17 faculty/student ratio. Southeastern offers 76 active programs, several of which are unique to the region such as Supply Chain Management and Occupational Health and Safety. Students have access to research opportunities as undergraduates as well as internships, many of which are paid, and practicum experiences. Incoming freshmen receive intensive academic advising through the Center for Student Excellence. The University Honors Program provides scholars with enhanced opportunities for academic engagement inside and outside the classroom. Southeastern also supports the largest Dual Enrollment program in the state.

The university *recognizes the importance of wrap-around support services* for students and provides support via mental health counseling, a behavioral intervention team, and the Lion Intervention Network.

The *physical environment of the university is well maintained*. The university is consistently ranked as a safe campus. Campus facilities are well kept and the institution added two new residence halls in 2018 with plans for additional academic buildings in the next three years. Campus Dining Services is the top ranked college dining in the state of Louisiana.

Campus Engagement affords many opportunities for involvement. Southeastern offers more than 100 student organizations, an active Student Government Association, and regular events sponsored by the Campus Activities Board. The Big Event affords students the opportunity to provide service to the campus community and surrounding community. Initiatives to support Black male retention and progression have been implemented and are supported. Division I Southeastern Athletics has won 10 conference championships in 5 years.

The University provides service and support to the community. From the Community Music School to The Big Event, opportunities abound for students, faculty, and staff to give back to the community and engage citizens in cultural events and live-long learning opportunities.

Weaknesses (Internal)

Faculty and staff *morale is low*. There is a sense of complacency, a lack of accountability, few incentives, and minimal consequences for poor performance. Faculty and staff report not knowing what the vision is for the institution. Faculty and staff struggle with mental health challenges, burnout, and stress.

Southeastern has *enrolled students with double corequisite needs*. These students require additional advising resources, special study skills courses, and smaller class sizes. While the enrollment headcount is critical, the strain on teaching resources and support resources is significant. The risks and rewards of admitting students with double corequisite needs is unknown and further analysis is warranted to understand the impact beyond headcount.

There is a perception that *not all faculty are pedagogically prepared to support today's students*. Faculty may not be aware of current levels of student preparation or understand the role that faculty engagement plays with retention. Evidence of this exists in departmental advising practices, attendance at out-of-class functions, and office hour schedules, to name a few. There is a misalignment in what is valued for tenure and promotion and support needed for student retention and progression. Practices vary among each department.

Retention beyond the first year is not an institutional focus. Students receive intensive transition support throughout the first year but advising practices vary by department once a student earns 30 credit hours. There are no professional advisors for upper class students and there are also no mechanisms in place for retention support of graduate students. While Southeastern offers many wrap-around services, the institution is unable to meet the student demand for these services. Examples include students waiting for over a month to access mental health counseling and similar wait times for tutoring support.

Southeastern *attempts many new initiatives but does not provide resources for success*. Specifically, Southeastern lacks a clear vision for online education. The current infrastructure of Southeastern Online is not adequately staffed or funded in a way that supports the expansion of online programs at Southeastern. There is no infrastructure for recruitment of online students, advising, or support services. There is poor public perception of the CAP process.

Graduate Programs are also minimally supported with no infrastructure to support recruitment of new graduate students. International students are not actively recruited or robustly supported. Overall, funds do not exist to support recruitment beyond traditional undergraduate and transfer students.

Efforts to increase diversity within the student body are not centralized or coordinated from a recruitment or retention standpoint. Initiatives exist but are not robust or coordinated enough to make a significant impact.

The 4.5 workday schedule has led to a **4-day academic schedule**. This solidifies Southeastern's position as a suitcase campus with residents leaving on Thursday afternoons, few classes offered on Fridays, and a small faculty presence on Fridays. The adjustment of faculty office hours from 10 on-campus hours to five on-campus hours and 5 remote hours also negatively impacts on-campus engagement.

Opportunities (External)

Southeastern is located in the only regional area of population growth in Louisiana. The Hispanic population shows significant growth through 2036 to become the third largest race/ethnicity group in the state. The university is also located in an ethnically diverse region.

Southeastern will celebrate its centennial in 2025. This represents an opportunity for significant marketing of the entire university and the opportunity to engage alumni in recruiting.

Several hospital systems on the Northshore, technology companies throughout the state, and parish school boards are interested in **educational partnerships with the university**.

The University of Louisiana System provides **support for college stop-outs and aids universities in re-enrolling adult learners**.

The Louisiana Board of Regents developed the **Master Plan that focuses on expanding access to higher education** throughout the state. Specifically, the plan calls to increase the educational attainment of the state's adult population to the SREB State's average by 2025; to foster innovation through research in science and technology in Louisiana; and to achieve greater accountability, efficiency and effectiveness in the postsecondary education system. The Georgetown Center projects that 65% of jobs nationally, and 56% of jobs in Louisiana will require education beyond a high school diploma. It is estimated that 85% of jobs that will be available in 2030 have not yet been created or imagined.

There is demand for online degree programs. As an example, Compete LA numbers at other ULS schools with more program offerings are nearly triple the enrollment of Compete LA students at Southeastern. Online graduate programs are experiencing the most enrollment growth at present.

Threats (External)

Students entering college are not prepared. The average ACT score for the state of Louisiana in 2021 was 18.4 and 48% of high school graduates do not meet any ACT benchmarks for college readiness. As a result, entering students require additional provisions such as corequisite courses and intensive support services that place a strain on already limited

resources. Additionally, more and more ***students face personal crises*** that hinder their academic focus and impact their time on a college campus. Resources must be available to support students' mental health throughout their educational journeys.

The Louisiana ***Board of Regents has made sweeping changes*** over the past three years to the minimum standards for admissions that positively impacted enrollment at the state flagship while negatively impacting enrollment at state-wide, regional, HBCU, and community college institutions. The policy has been edited/adjusted each Fall semester for the last three years.

There is an ***anticipated birth rate decline***. Nationally, high school graduation rates will peak in 2025. A projected decline is expected from 2026 to 2037. In Louisiana, the projected peak of high school graduates is 53,200 in 2026 with a projected decline to 46,760 graduates by 2037.

There is a ***state-wide perception of lack of value in and access to higher education***. Forty-seven percent of working-age Louisianans, approximately 1.15 million, hold a high school diploma or less as their highest level of education.