



Summary Form Prepared for the Compliance Certification Review

Name of Institution SOUTHEASTERN LOUISIANA UNIVERSITY

Name, Title, Phone number, and email address of Accreditation Liaison

Dr. Beatrice Baldwin, Assistant Vice President for Academic Affairs, 985 549-5920, bbaldwin@selu.edu

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Educational Programs

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) _____

History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

SOUTHEASTERN LOUISIANA UNIVERSITY is the outgrowth of the Hammond Junior College, which was established in 1925 by the citizens of Tangipahoa Parish to provide a two-year curriculum in teacher education and the basic undergraduate work in arts and sciences. In 1937 the State Board of Education authorized the President

to submit curricula extending through four years and leading to the baccalaureate degree. Four-year curricula in the liberal arts, teacher education, business administration, music, the social sciences, and health and physical education were formally approved. The first four-year degrees were conferred in May 1939. A 1938 amendment to the Constitution of the State of Louisiana established Southeastern Louisiana College, granting it the same status as the other four-year institutions of higher education, and on March 3, 1946, Southeastern was accepted into full membership in the Southern Association of Colleges and Schools as a four-year, degree-granting institution. On June 16, 1970, Governor John J. McKeithen signed a legislative act changing the name of the institution to Southeastern Louisiana University. The 1974 State Constitution created the Louisiana State Board of Regents and also established three higher education management boards, placing Southeastern under the Board of Trustees for State Colleges and Universities. Southeastern's enrollment hit a milestone in the Fall of 1997 with the registration of its 15,000th student for the semester. Since Fall 1925, Southeastern has awarded over 51,000 degrees. On July 1, 2001, Dr. M. Randy Moffett became the current President of Southeastern.

In brief, Southeastern's mission as stated in the Master Plan 2005 is "...to lead the educational, economic and cultural development of the southeast region of the state known as the Northshore." The Northshore area includes those parishes north of Lake Pontchartrain in an area contiguous from East Baton Rouge Parish to the west to St. Tammany Parish in the east. Southeastern's Fall 2003 enrollment was 15,662 students, 13,629 undergraduates and 2,033 graduate students. In 2003, Southeastern employed 499 full-time faculty, 216 part-time faculty, and 1217 unclassified and classified staff. The student body is 17.8% minority, 64% female, and 97% in-state. The average ACT composite of incoming freshmen was 19.9 in Fall 2003. The University has a modestly selective admissions policy and was open admissions until Fall 2000.

List of Degrees

List all degrees currently offered and the majors or concentrations within those degrees.

Four (4) Associate degrees:

- Associate of Applied Science, Industrial Technology
Concentrations in: Construction Technology, Design Drafter, Occupational Safety and Health, Supervision
- Associate of Arts, Criminal Justice
- Associate of Arts, Office Administration
- Associate of General Studies, General Studies

Forty-six (46) Baccalaureate degrees:

- Bachelor of Arts, General Business
Concentrations in: Economics, Business Technology, General Business, International Business
- Bachelor of Arts, Psychology
- Bachelor of Arts, Criminal Justice
- Bachelor of Arts, Sociology
Concentrations in: General Sociology, Anthropology, Criminology, Global Studies
- Bachelor of Arts, Art
Concentration in: Studio Art, Digital Design
- Bachelor of Arts, Cultural Resource Management
- Bachelor of Arts, English
- Bachelor of Arts, Liberal Arts Studies
- Bachelor of Arts, French
- Bachelor of Arts, Spanish
- Bachelor of Arts, History
- Bachelor of Arts, Political Science
- Bachelor of Arts, Communication
Concentrations in: Mass Communication and Journalism, Organizational Communication, Speech Communication
- Bachelor of Arts, Management
Concentrations in: Human Resource Management, Entrepreneurship and Small Business Management, Computer Information Management, General Management
- Bachelor of Arts, Marketing
Concentrations in: Advertising and Integrated Marketing, e-Commerce, Supply Management
- Bachelor of Arts, Communication Education
Concentration in Journalism Education
- Bachelor of Arts, English Education 7-12
- Bachelor of Arts, French Education 7-12

- Bachelor of Arts, Spanish Education 7-12
- Bachelor of Arts, Social Studies Education 7-12
- Bachelor of Arts, Art Education
- Bachelor of Arts, Social Work
- Bachelor of Arts, Special Education – Mild/Moderate
- Bachelor of Arts, Speech, Language and Hearing Specialist
- Bachelor of Arts, Kinesiology
Concentrations in: Exercise Science, Health and Physical Education Teacher Certification, Fitness and Human Performance, Sport Management
- Bachelor of General Studies, General Studies
- Bachelor of Music, Music
Concentrations in: Instrumental, Piano, Vocal
- Bachelor of Music Education, Music Education
Concentrations in: Instrumental, Vocal
- Bachelor of Science, Biological Sciences
Concentrations in: Ecology, Environmental, and Evolutionary Biology; Microbiology/Molecular Biology; Organismal and Integrative Biology
- Bachelor of Science, Horticulture
- Bachelor of Science, Chemistry
Concentrations in: American Chemical Society Concentration, Biochemistry Concentration, Business and Industry Concentration, Political Science/Pre-Law Concentration
- Bachelor of Science, Physics
- Bachelor of Science, Mathematics
- Bachelor of Science, Accounting
- Bachelor of Science, Computer Science
Concentration in: Information Systems, Science
- Bachelor of Science, Industrial Technology
Concentrations in: Automated Systems, Drafting Design, Internship, Supervision,
- Bachelor of Science, Finance
- Bachelor of Science, Early Childhood Education Grades PK-3
- Bachelor of Science, Elementary Education Grades 1-6
- Bachelor of Science, Middle School Education Grades 4-8
- Bachelor of Science, Science Education 7-12
Concentrations in: Biology, minor in Chemistry; Biology, minor in Mathematics; Biology, minor in Physics; Chemistry, minor in Biology; Chemistry, minor in Mathematics; Chemistry, minor in Physics; Physics, minor in Biology ; Physics, minor in Chemistry ; Physics, minor in Mathematics
- Bachelor of Science, Mathematics Education 7-12
- Bachelor of Science, Family and Consumer Sciences
Concentrations in: Family Studies, Fashion Merchandising, Nutrition
- Bachelor of Science, Athletic Training
- Bachelor of Science, Health Education and Promotion
Concentrations in: Community Health Promotion, Worksite Health Promotion
- Bachelor of Science, Nursing

Eighteen (18) Master's degrees:

- Master of Arts, Organizational Communication
Concentrations in: Health Communication, Management, Marketing, General Business
- Master of Arts, English
Concentrations in: Thesis Option, Professional Writing, Creative Writing, Language and Literacy
- Master of Arts, Health and Kinesiology
Concentrations in: Health Studies, Health Promotion and Exercise Science, Kinesiology
- Master of Arts, History
- Master of Arts, Psychology
- Master of Arts in Teaching, Elementary and Special Education
- Master of Arts in Teaching, Secondary Education
- MBA, Business Administration
Concentrations in: Accounting, Management Information Systems, Marketing, Executive MBA, Health Care Management

- Master of Education, Counselor Education
Concentrations in: Community Counseling, School Counseling, Student Affairs Counseling, Marriage and Family Therapy
- Master of Education, Curriculum and Instruction
Concentrations in: Elementary Education, Secondary Education, Adult Education, Reading Specialist – Elementary, Reading Specialist – Secondary, Gifted Education – Elementary, Gifted Education – Secondary, English as a Second Language
- Master of Education, Educational Leadership and Technology
Concentrations in: Educational Technology Leadership, Elementary Principalship, Secondary Principalship, Supervision
- Master of Education, Special Education
- Master of Music, Music
Concentrations in: Music Theory, Performance
- Master of Science, Biological Sciences
- Master of Science, Communication Sciences & Disorders
- Master of Science, Integrated Science and Technology
Concentrations in: Chemistry, Computer Science, Industrial Technology, Mathematics, Physics
- Master of Science, Applied Sociology
Concentrations in: Criminal Justice, Cultural and Regional Diversity, Public Policy, General Concentration
- Master of Science in Nursing, Nursing

Locations and Distance Education

List locations (country, state, and city) where 50% or more of the coursework toward a degree can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered.

The main campus located in Hammond, Louisiana is the only location where 50% or more of a degree can be obtained through traditional instruction. While Southeastern maintains centers in Baton Rouge and St. Tammany Parishes and numerous courses are offered at a variety of locations in the Northshore area, the course offerings are typically limited to basic general education courses, some clinical nursing courses, and specialized graduate education courses.

Provide a brief description of distance education credit offerings that can be obtained primarily through electronic means and indicate where the students are located. Indicate any degree or certificate programs that can be completed primarily through electronic means. Please limit this brief description to one-half page.

In Fall 2003 and Spring 2004, Southeastern offered a total of 236 distance education (defined as 50% or more asynchronous) courses through a variety of venues including Internet, public television (taped telecourses), compressed video, and combinations of technologies. In Fall 2004, Southeastern began offering live television courses via the Southeastern Channel. The majority of courses offered during any given semester via distance are basic general education courses and most are taken by students within the service area who regard distance education as convenient to their work and family schedules. However, some upper level and graduate coursework is offered in particular disciplines. See web page <http://www3.selu.edu/ContEd/fall04.asp> for information on courses being offered in Fall 2004 as a sampling.

The Master of Arts in Teaching is the only degree offering that could be earned primarily by distance and then only for students who meet very specific criteria. The MAT programs were initiated in 2002 as part of a federally-funded initiative to address teacher shortages. The programs were designed as part of a statewide redesign of alternative teacher certification and also later amended to reflect the requirements of "No Child Left Behind" federal legislation. Only students who are currently teaching full time as the teachers of record (uncertified) in the grade and area for which seeking certification may enroll in the on-line courses and only after meeting requirements for admission to the University and to the program including passing scores on portions of PRAXIS I and II (see <http://www.selu.edu/Academics/Education/mat/getstarted.htm>). All MAT programs require a two-semester period of internship, and all students must complete their internships in their own classrooms. Students outside the Southeastern region must arrange to have three local and qualified assessors to supervise the internship under the direction of Southeastern faculty – the teacher's principal or assistant principal, a mentor teacher, and an external assessor. The procedure to apply for an internship outside the Southeastern region is detailed at http://www.selu.edu/Academics/Education/mat/internship_outregion.htm. In Spring 2004, the first 16 students graduated from the program; five of the 16 had taken their coursework through distance. Of the five, two were out-of-state (Mississippi and Utah) and 3 were from Louisiana.

Accreditation

List all agencies that currently accredit the institution or any of its programs and the date of the last review for each. Identify the accrediting agency that is the gatekeeper for federal funds if it is not the Commission on Colleges. Describe any sanctions applied or negative actions taken by any of these accrediting bodies (including the Commission) during the two years previous to the submission of this report in regard to your institution.

The University is currently accredited by the Southern Association of Colleges and Schools, Commission on Colleges to offer degree at the associate, baccalaureate, and master's levels. The following specialty organizations also accredit specific programs offered by the University. All programs are in good standing with their respective accreditation standings and there have been no sanctions or negative actions taken.

Degree	Area	Accrediting Agency	Date of Last Review
M ED	Curriculum and Instruction	National Council for the Accreditation of Teacher Education	2002
M ED	Administration and Supervision	National Council for the Accreditation of Teacher Education	2002
BA	Special Education - Mild/Moderate	National Council for the Accreditation of Teacher Education	2002
M ED	Special Education	National Council for the Accreditation of Teacher Education	2002
BA	Speech, Language & Hearing Spec.	National Council for the Accreditation of Teacher Education	2002
M ED	Counselor Education	National Council for the Accreditation of Teacher Education	2002
BS	Elementary Education Gr 1-6	National Council for the Accreditation of Teacher Education	2002
MAT	Elementary Education Gr 1-6	National Council for the Accreditation of Teacher Education	2002
BS	Middle School Education Gr 4-8	National Council for the Accreditation of Teacher Education	2002
BS	Early Childhood Ed Gr Pk-3	National Council for the Accreditation of Teacher Education	2002
MAT	Secondary Education Gr 7-12	National Council for the Accreditation of Teacher Education	2002
BA	Art Education-Grades 7-12	National Council for the Accreditation of Teacher Education	2002
BA	English Education Grades 7-12	National Council for the Accreditation of Teacher Education	2002
BS	Family/Consumer Sci Ed Gr 7-12	National Council for the Accreditation of Teacher Education	2002
BS	Mathematics Education Gr 7-12	National Council for the Accreditation of Teacher Education	2002
BMED	Music Education	National Council for the Accreditation of Teacher Education	2002
BA	Kinesiology	National Council for the Accreditation of Teacher Education	2002
MA	Health and Kinesiology	National Council for the Accreditation of Teacher Education	2002
BS	Science Education-Grades 7-12	National Council for the Accreditation of Teacher Education	2002
BA	Social Studies Ed Gr 7-12	National Council for the Accreditation of Teacher Education	2002
BA	French Education-Grades 7-12	National Council for the Accreditation of Teacher Education	2002
BA	Spanish Education-Grades 7-12	National Council for the Accreditation of Teacher Education	2002
BS	Speech Education Grades 7-12	National Council for the Accreditation of Teacher Education	2002
AAS	Industrial Technology	National Association of Industrial Technology	2003
BS	Industrial Technology	National Association of Industrial Technology	2003
BA	Social Work	Council for Social Work Education	2004
MS	Communication Sciences & Disorders	American Speech-Language-Hearing Association	1998
BS	Nursing	National League for Nursing	2000
MSN	Nursing	National League for Nursing	2001
BA	Management	American Assembly of Collegiate Schools of Business	2002
BA	General Business	American Assembly of Collegiate Schools of Business	2002
MBA	Business Administration	American Assembly of Collegiate Schools of Business	2002
BS	Accounting	American Assembly of Collegiate Schools of Business	2002
BS	Finance	American Assembly of Collegiate Schools of Business	2002
BA	Marketing	American Assembly of Collegiate Schools of Business	2002
BS	Computer Science	Accreditation Board for Engineering and Technology	2001
BS	Family and Consumer Sciences	American Association of Family and Consumer Sciences	2004*

BS	Athletic Training	Joint Review Committee on Educational Programs in Athletic Training (CAAHEP)	2002
BS	Chemistry	American Chemical Society	2004
BM	Music	National Association of Schools of Music	2003
MMUS	Music	National Association of Schools of Music	2003

*The program in Family and Consumer Sciences was recently re-designed and approved by the Regents so as to allow eligibility for accreditation. The program's site visit by the AAFCS was held in March 2004, and accreditation is expected in late Fall 2004

Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Southeastern Louisiana University has no limitations, suspensions, or termination by the U. S. Department of Education in regard to student financial aid or other financial aid programs for the last three years.

Quality Enhancement Plan

Provide an Executive Summary of the Quality Enhancement Plan, including its title, a description of its focus, and reasons for its selection (not to exceed one page).

Southeastern has successfully initiated the development of an acceptable Quality Enhancement Plan. The QEP Team was appointed in Fall 2003 by President Randy Moffett; however, the concepts and history leading to Southeastern's QEP began in Spring 2000 with the adoption of the University's strategic plan Vision 2005. Strategic Priority 1 of the plan states:

To recruit, advance, and graduate qualified students

Through reputation, geographic location, and creative marketing approaches, Southeastern attracts a diverse, prepared student body. The University promotes personal growth, student success, and retention as well as the development of intellect and character through academic, social, vocational, and wellness programs. Southeastern offers a safe, friendly and inclusive environment in which students are known by name and respected as individuals. Timely completion of degree programs and success in a competitive job market are important indicators of success.

Strategic objectives to advance this priority included university-wide initiatives to develop recruitment and retention/progression plans in AY 01-02. Initial University plans to study and implement strategies for increasing retention and progression were developed and then further extended in 2002 and 2003 through consultation with Noel-Levitz. Provided by the Louisiana Board of Regents, the consultation was long-term and comprehensive, and resulted in a broad University retention and progression plan that focused on six foundation areas for retention: academic advising, service culture, co-curricular experiences, first-year experiences, instructional aspects, and student support services. In Spring 2003, the University Planning Council reviewed and discussed the retention and progression plan and selected academic advising as the focus for the QEP. A chronology of events on the SACS QEP website documents the events leading up to the appointment of the QEP Team as well as the activities of the team during Fall 2003 and Spring 2004 and into Fall 2004. The QEP Workroom website contains a history of working documents; documents and minutes are continuously being added as the team progresses in its work.

At the current time, the QEP Team has made recommendations regarding a model for a new academic advising center for freshmen which is designed to facilitate student success and retention by building solid foundations for learning in a collegiate environment. The Plan is tentatively titled "Strengthening Freshmen Academic Advising and Upperclass Academic Mentoring through a Center for Student Excellence." Their recommendations also include strategies to facilitate student learning as the student transitions from the freshman advisor to a faculty mentor in the student's major department. Action plans are being developed that address budgeting, staffing, facilities, program evaluation, training, technology tools, rewards and responsibilities, and the advising process. AY 2004-05 will be University-wide planning and preparation year with AYs 2005-06 and 2006-07 reserved for implementation of the advising center. AY 2007-08 will be the first year to implement faculty mentoring as the freshmen cohort exits the advising center. As part of the ongoing effort to engage in campus-wide dialogue and encourage feedback from all members of the campus community, a Provost's Summit on academic advising and the QEP will be held on October 15 and will include about 100 participants from across the campus.