



Southeastern Louisiana University

Retention and Progression Plan

2003 -2004

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INTRODUCTION

As institutions of higher education rise to meet unique challenges presented by a highly mobile society, greater competition for resources, an increased number of post secondary education alternatives, and constantly evolving expectations of students, successful management of change becomes paramount to success. As such, the development of Southeastern's Retention and Progression Plan represents an important tool in the University's ongoing mission "to lead the educational, economic, and cultural development of southeast Louisiana."

Consistent with the University's mission, the University Planning Council saw fit to craft *Vision 2005*, a document that outlines six strategic priorities that have guided Southeastern's activities since 2000. The importance of attracting and ensuring progression of academically prepared students was viewed as an important piece to Southeastern's success, as noted by its placement as the first strategic priority, which is "to recruit, advance, and graduate qualified students."

At the same time, the University embarked on a significant course as, after a 75-year tradition of open admissions, it implemented admission standards for the first time. Although projections showed an initial drop in enrollment, forecasts stated that numbers would quickly rebound and stabilize. It was also anticipated that new admission standards would do much to improve the University's retention rate. As we conclude the third year of this initiative the estimates have proven true, especially in the area of retention where improved freshman retention rates have been recorded.

This experience underscores a long held notion that recruiting and retention go hand-in-hand. Recently, the Board of Regents reinforced this synergy by sponsoring a statewide Enrollment Management Project, consisting of a recently completed Marketing/Recruitment Plan and this Retention/Progression Plan. With the assistance of Noel Levitz, efforts to develop a detailed retention and plan have been timely in augmenting the University's initiatives in this area and have served as a catalyst to moving retention activities to a higher plane.

Executive Summary

Early in our planning process it became very evident to the 45 members of our retention planning team that Southeastern's retention plan would likely be different from similar plans at other institutions. It would be *our* plan and it would reflect the issues that are most critical to us - improving graduation rates, enrolling more academically prepared students, instilling pride in our students, and raising the bar of expectations for our students in the Southeastern educational experience. Even the name of our plan would be slightly different. The University Retention Planning team named our plan the "2003-2004 Retention *and Progression* Plan for Southeastern Louisiana University". And as with any long-range plan of this magnitude, Southeastern Louisiana University's Retention and Progression Plan is a work-in-progress.

From the classrooms to the residence halls, retention activities abound at Southeastern. As our Noel Levitz consultant observed after his first on-site consultation, Southeastern has no shortage of programs and activities designed to improve retention here. Although we are very strong in creativity and commitment among an incredible assembly of talented faculty and staff, we want to improve our overall structure for applying these initiatives consistently and systematically across all units and divisions. To this end, Year 1 of our retention plan details a series of action plans to identify current retention initiatives and assess their effectiveness; to examine data and research "best practices" as a means of developing new initiatives that will enable us to achieve our desired state; and to design plans and strategies to implement a systematic approach to retention and progression in Years 2 and 3.

Our retention goals will be reviewed and updated regularly. The retention goals submitted in this plan are deliberate and appropriate. They are challenging and realistic based on the data that we have studied. We are a university in transition. After 75 years of open admissions, we are only now in our 3rd year of admission standards, and the longitudinal evidence of the effects of our new admission standards on retention is just not available yet. Early studies certainly indicate that we are moving in the right direction, particularly where freshman to sophomore retention rates are concerned. As more data is collected and more assessments are completed, we will continuously re-evaluate our goals and, as appropriate, set the bar as high as reasonably possible. We always strive for excellence in everything we do, and our retention and progression goals will reflect that aspiration. Southeastern's Retention and Progression Plan will evolve over time and will gradually become our blueprint for success. Success will definitely be measured by improved retention rates among a variety of our student populations, but more importantly for us, success will be achieved when our graduation rates are consistent with the high quality of our programs, our faculty and our students.

The retention planning process is not being developed in isolation. The University has a very sophisticated, intentional and successful strategic planning process; and we have made great strides in intertwining the retention project with the university's strategic

planning process, especially as the retention initiative correlates with the SACS Quality Enhancement Plan (QEP). The QEP as defined by SACS must be "a significant component of the reaffirmation process; a course of action for institutional improvement that addresses one or more issues that contribute to institutional quality, with special attention to student learning; and must be designed to demonstrate a capacity to address significant issues and aspirations." The QEP must be part of a strategic priority "taken to the next level," according to SACS. To that end, through the joint work of the retention planning team and the University Planning Council, it was decided that "Academic Advising", a major component of the Retention and Progression Plan, will also be the focus of Southeastern's QEP in the upcoming SACS reaffirmation process.

Consequently, the team selected to develop the key strategies and action plans for the "Academic Advising" component of Retention and Progression Plan will evolve into the team that guides the development of the Quality Enhancement Plan. Ultimately then, the Recruitment and Marketing Plan, the Retention and Progression Plan, and the Quality Enhancement Plan will be subsumed into Vision 2005, the University's Strategic Plan, as Priority 1 - to recruit, advance, and graduate qualified students.

We have appreciated the opportunity provided by The Board of Regents' sponsored Noel Levitz Enrollment Management Project to take our recruitment and retention planning processes to the next level. These projects have enabled us to:

- Engage every area of the University in developing a true University-wide recruitment and retention/progression plan. From the President and his staff to the academic departments and their faculty, everyone considers these to be "Southeastern's " plans for success.
- Identify our strengths and weaknesses through the systematic assessment of our driving and restraining forces.
- Review retention statistics, studies, reports, and discuss future data needs; review retention programming and activities housed in the division of student affairs; and understand the retention activities provided for undergraduates in the College of Basic Studies.
- Set enrollment and retention goals that are research-based, data-driven, targeted and realistic.
- Develop specific strategies and detailed action plans, including resource needs, designed to achieve our goals.
- Begin the development of tracking and monitoring mechanisms that will help us measure our progress, adjust where necessary and utilize resources more efficiently.

- Utilize proven tools and processes in decision-making.
- Have access to assistance and guidance from experts in the field of enrollment management and, hopefully, acquire additional funding to support some of the special initiatives included in the action plans.
- Secure critical support for the successful implementation of the overall plans by acquiring funding for the implementation of the action plans, on-going training and development for faculty, staff, and students, and recognizing/celebrating efforts by the university community.

The Retention Planning Process

The administrative team, consisting of the Provost and Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Vice President for Student Affairs and Director of Academic Services identified 6 primary “foundations” of retention as priorities for Southeastern. Thirty-eight retention-planning participants were formed into six “foundation teams” and charged with focusing their work on these concepts. The retention foundation issues and teams are:

Academic Advising	Co-Curricular Experiences	First-Year Experiences
Tena Golding, Team Leader	Jackie Thomas, Team Leader	Frances Wood, Team Leader
Al Doucette	Aime Anderson	Louis Booth
Richard Louth	Elizabeth Berry	Michelle Hall (led discussion for the workshop in Wood’s absence)
Carol Magendie	Mike Budden	Becky Muller
Paulette Poche	Sam Domiano	Bill Parkinson
Randy Settoon	Karen Fontenot	Ken Ridgdell
Lori Smith	Michael Rickenbaker	

Instructional Aspects of Retention	Service Culture	Student Support Services
Dan McCarthy, Team Leader	Donnie Booth, Team Leader	Linda Munchausen, Team Leader
Dorothy Burton	Nettie Burchfield	Barbara Allen
Lillian Stiegler	Cindy Elliott	Alan Cannon
Teri Schaffer	Dave Koch	Kay Harrison
Eric Summers	Ed Nelson	Diane Singletary
Martha Thornhill	Sue Parrill	
	Kathy Pittman	

The following data was provided by Institutional Research and utilized extensively throughout the planning process:

- Graduation and Retention Rate Reports of the Fall 1994 and Fall 1995 Cohort
- Extender Student Survey for Fall 1998
- Non-Returning Student Survey for Fall 1999
- Institutional Benchmark and Summary Reports of the National Survey of Student Engagement
- Retention of Freshmen Seminar 101 Students
- Retention of CPL 104 Students
- Graduation Rates by Major of the Fall 1994 Cohort

These reports have served as invaluable resources to our retention planning efforts and will serve as benchmark data elements for goal-setting and future retention planning efforts. The data contained in these various resource documents enabled Southeastern to prioritize retention strategies.

During a two-day Retention Planning Workshop in January, based on the data presented, the team identified "Progression" as the overarching theme of our retention-planning project and conducted a situation analysis based on this theme. The driving and restraining forces resulting from this analysis are detailed in this plan. With improved progression and graduation rates firmly established as the desired outcome of our retention plan, the team identified several broad-based overall strategies that, if developed, could achieve the results we wanted. Examples of some of these broad-based strategies are:

- Assessment of non-progressing students.
- Monitoring proficiency in Math and English as indicators of stronger potential for progression
- Availability of 100 level courses (time and sections)
- More intentional placement in success courses like Freshmen Seminar 101 and CPL 104
- Completion of the automated degree audit program
- The use of early-alert systems
- Development of the honors experience for high ability students
- Development of four- five- and six-year program of study sequences
- Revamping of the summer school schedule
- Development (or increased promotion) of incentives to graduate

During the course of the workshop, the teams developed an initial list of 34 key strategies to improve retention and progression rates of our students. Post-workshop discussions among team members and ensuing meetings with our consultant resulted in our final list of 12 key strategies, which would be the focus in Year 1 of our planning cycle. These strategies and the resulting action plans are identified in detail later in this document.

As indicated previously in this summary, Year 1 is a year of gathering data, assessing current practices, and drafting plans to be implemented in Years 2 and 3. However, this does not mean that we are not making every effort now to improve retention and graduation rates with the resources that are available to us today. In fact, because of the work of our retention planning teams, several short-term initiatives for improving our retention rates for Fall 2003 and positively affecting the graduation rates of the enrolled cohorts have been implemented. Some examples of the short-term initiatives are listed below:

- To increase the percentage of students registering for fall classes, academic departments will contact their majors by phone, and e-mail to encourage students to register, to troubleshoot problems that students may have encountered, and to advise them of availability of courses.
- Other student populations will also be targeted by the departments most closely associated with that population. Residence Hall staff will contact students in the Residence Halls; Scholarship Services will contact students receiving scholarships; the Honors Program faculty and staff will contact students in the Honors Program or prospective honor students. Other populations targeted will be students of color, commuter students, transfer students, international students and graduate students.
- To make attending the summer sessions more feasible for students, departments have added two-day per week classes during the summer term. This meeting pattern has never been attempted for the Summer session and has been received very favorably by students.

Some of these initiatives may have already impacted our Summer and Fall 2003 enrollments. We are pleased to report that early registration figures for Summer 2003 show an increase of 250 over the same time last summer and early registration numbers for Fall 2003 show an 850 student increase over the same time last year.

The Southeastern Louisiana University community is poised to move forward to improve the quality of student life and learning at Southeastern. As evidenced during each retention planning meeting and/or interview the change process is taking definition – and much of this change process was seeded and nurtured during the recruitment-planning project. Southeastern administrators and retention team members are realistic about the change process and the potential challenges and benefits it will bring, especially now in

the critical retention areas of academic advising, course and placement scheduling, connecting the student to some academic or student life aspect of the university community and student information systems that should support these initiatives. It is with great anticipation and enthusiasm that we launch our first formal retention and progression plan.

Members of the Retention and Progression Planning Team

The development of this plan was a University-wide effort and involved and included practically every segment of the university community. Besides the members of the Retention Planning team who will be named below, the following departments, councils, divisions and units made valuable contributions to the planning process and will be instrumental in its success: President Moffett and his Executive Staff, all Academic Services units including Admissions/Financial Aid and Records and Registration, Institutional Research, the Deans Council, the Department Heads Council and its Executive Committee, Public Information, Student Affairs, Alumni Relations and Athletics. We also want to express our gratitude to Kent Hopkins, our Noel Levitz consultant, for his commitment and professionalism as he guided us through this important process. After working with us on the recruitment planning project and now continuing with us on the retention-planning project, Kent Hopkins is officially a member of the Southeastern Louisiana University family.

Retention and Progression Planning Team

Barbara Allen, Dean, College of Basic Studies
Aime Anderson, Director, Student Housing
Beatrice Baldwin, Assistant Vice President, Academic Affairs
Elizabeth Berry, Instructor, Teaching and Learning
Donnie Booth, Dean, College of Nursing
Louis Booth, Director, Physical Plant
Nettie Burchfield, Assistant Controller
Mike Budden, Dean, College of Business
Dorothy Burton, Director, CAP Center
Alan Cannon, Associate Professor, Mathematics Department
John Crain, Provost and Vice President, Academic Affairs
Sam Domiano, Director, Admissions and Financial Aid
Al Doucette, Interim Dean, College of Arts and Sciences
Cindy Elliott, Associate Professor, Teaching and Learning
Karen Fontenot, Department Chair, Communications
Tena Golding, Director, Center for Faculty Excellence
Michelle Hall, Director, Institutional Research
Kay Harrison, Coordinator, Student Organizations
Dave Koch, Director, Administrative Computing Services
Richard Louth, Director, Freshman English
Carol Magendie, Assistant to the Vice President for Student Affairs

Dan McCarthy, Department Chair, Chemistry and Physics
Randy Moffett, President, Southeastern
Becky Muller, Instructor, Mathematics Department
Linda Munchausen, Professor, Chemistry and Physics Department
Ed Nelson, Professor, Biological Sciences Department
Brad O'Hara, Vice President, Student Affairs
Bill Parkinson, Associate Professor, Chemistry and Physics Department
Anna Sue Parrill, Department Chair, English
Kathy Pittman, Alumni Director
Paulette Poche, Director, Student Records
Michael Rickenbaker, Director, Facilities Planning
Ken Ridgdell, Director, Career Services
Randy Settoon, Department Chair, Management
Teri Shaffer, Chair, Faculty Senate
Diane Singletary, Controller
Lori Smith, Assistant Professor, Library
Stephen Smith, Vice President, Administrative Affairs
Karen Soniat, Executive Assistant to the President
Stephen Soutullo, Director, Academic Services
Lillian Stiegler, Associate Professor, Communications Sciences and Disorders
Eric Summers, Director, Multicultural and International Student Services
Jackie Thomas, Director, Leadership Development and Student Activities
Martha Thornhill, Interim Dean, College of Education
Frances Wood, Director, Junior Division

Institutional Mission and Strategic Priorities

UNIVERSITY ROLE, MISSION, AND SCOPE STATEMENT

The following University Role, Mission, and Scope statement was approved by the Louisiana Board of Regents in Spring 2001:

The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of the southeast region of the state known as the Northshore. The University's educational programs are based on vital and evolving curricula that address emerging regional, national, and international priorities. Southeastern provides credit and non-credit educational experiences that emphasize challenging, relevant course content and innovative, effective delivery systems. Global perspectives are broadened through programs that offer the opportunity to work and study abroad. Together, Southeastern and the community provide a broad array of cultural activities that complete the total educational experience.

The University promotes student success and retention as well as intellectual and personal growth through a variety of academic, social, vocational, and wellness programs. Southeastern embraces active partnerships that benefit faculty, students and the region it serves. Collaborative efforts are varied and dynamic; range from local to global; and encompass education, business, industry, and the public sector. Of particular interest are partnerships that directly or indirectly contribute to economic renewal and diversification.

Southeastern is categorized as a SREB Four-Year 4 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level IV institution. Southeastern will offer a wide range of baccalaureate programs and be committed to graduate education through the master's degree, offering graduate programs to meet regional/state needs. Southeastern will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Southeastern is located in Region II.

SOUTHEASTERN LOUISIANA UNIVERSITY'S VISION 2005

The University's strategic plan "Vision 2005" was developed by the University Planning Council and covers the period from academic year 2001-2002 through academic year 2005-2006.

STRATEGIC MISSION

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

CORE VALUES

Excellence
Caring
Community
Diversity
Integrity
Learning
Scholarship
Service

STRATEGIC PRIORITIES

Strategic Priority 1. 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 Priority 2. To address change in a new community of learners through effective instruction and relevant curricula.

Southeastern offers credit and non-credit educational experiences that emphasize challenging, relevant course content and innovative, effective delivery systems. Our educational programs are based on vital and evolving curricula that address emerging regional, national, and international priorities, and we offer degrees at all levels. Recognizing that today's students have unique needs, the University moves learning beyond the traditional boundaries of time and place. Global perspectives are broadened through programs which offer the opportunity to work and study abroad. Together, Southeastern and the community provide a broad array of cultural activities that complete the total educational experience.

Strategic Priority 3. To foster the development and effective utilization of faculty and staff.

The University recognizes and values individuals who contribute the time, talents, and resources essential to success.

Acknowledging that human potential is a most important resource, the University provides healthy, positive working environments that maximize ability and productivity and offers competitive salaries. The University encourages and supports activities that

provide for the professional development of faculty and staff, particularly exemplary programs that promote and contribute to excellence in scholarship, teaching, and service.

Strategic Priority 4. To strengthen collaboration and partnerships in internal and external communities.

Southeastern embraces active partnerships that benefit faculty, students and the region we serve. Collaborative efforts are varied and dynamic; range from local to global; and encompass education, business, industry, and the public sector. Of particular interest are partnerships that directly or indirectly contribute to economic renewal and diversification as described in Louisiana: Vision 2020, the state's master plan for economic development. Working across unit, department, college and intercollegiate boundaries, the University seeks creative multi-disciplinary approaches to internal and external challenges. Clear, open, and regular communication is the cornerstone of effective collaboration and partnership.

Strategic Priority 5. To enhance and utilize the physical and technological infrastructure

A reliable, consistent physical and technological foundation is fundamental to the operations of Southeastern.

The University's buildings and grounds are attractive, functional, and well maintained. Recognizing that advanced technology is an integral component of all academic and administrative activity, state-of-the-art information delivery systems and academic computing resources are available to all faculty, staff, and students. Southeastern also strives to remain on the forefront of these evolving technologies.

Strategic Priority 6. To increase, diversify, and effectively manage funding
Southeastern generates and wisely allocates the resources necessary to achieve our strategic goals and objectives.

The University seeks an equitable distribution of state appropriations among institutions of higher learning. Creative university development campaigns provide substantial support from the public. Other sources of support include highly successful programs of sponsored funding and continuing education. Southeastern will continue its reputation of entrepreneurial arrangements that present new opportunities to advance University goals.

RETENTION AND ACCREDITATION

The University's goal to retain and advance students towards graduation is not only reflected in the University's "Vision 2005," but also in the University's preparation for continuing reaffirmation by the Southern Association of Colleges and Schools (SACS). Reaffirmation requires that the University engage in a multi-year improvement initiative which has a measurable impact on student learning. At its Spring 2003 meeting, the University Planning Council verified its continuing commitment to improve retention by

selecting the topic of “academic advising” to be the focus of the SACS Quality Enhancement Plan (QEP).

The QEP initiative will begin with the Noel-Levitz plan for the foundation area of advising, using that plan as the basis for the more detailed and longer-term Quality Enhancement Plan. The Academic Advising Council which will have responsibility for formulating and monitoring the QEP process will include the members of the advising foundation team as listed in this document as well as other faculty and staff.

S.W.O.T. Analysis – Driving and Restraining Forces

Prior to developing the retention plan, a situational analysis was conducted. The purpose of this activity was to assess current strengths, weaknesses, opportunities, and threats. The analysis was used after the determination of goals and strategies to ensure that the priorities were met. In order to provide symmetry with the written recruitment plan, it was determined to categorize strengths and opportunities as *driving forces* and weaknesses and threats as *restraining forces*.

The analysis follows by each of the six retention foundation teams.

Academic Advising

Driving Forces:

1. Quality faculty
2. Technology is capable and available to provide assistance
3. Some departments have advising programs tailored to the individual needs of their majors
4. Advising blocks can be useful
5. Some departments offer courses, seminars, etc., to provide information on career opportunities for their majors
6. Provide experiences with “career opportunities” early in degree programs (service-learning, internships, etc.)
7. Use technology, surveys, etc., to identify an “appropriate” major and the possibility of success in that major
8. Use technology to identify students that did not preregister so departments can communicate with their majors

Restraining Forces:

1. We must have a reward structure for faculty that recognizes advising.
2. Lack of training for faculty.
3. Technology is not yet operational (under use of time and people sources).
4. Lack of consistency in advising across campus.
5. Lack of research of best practices in advising.

6. Some faculty are not “up-to-date” on careers in their field.
7. Advising blocks are not used by everyone.
8. Technology is not being used on a wide scale

Co-Curricular Experiences

Driving Forces:

1. The number of opportunities available to students whether social, service, cultural, leadership, etc., to enhance their education.
2. The strength of Freshmen Seminar 101.
3. A positive housing program with strong student leaders.
4. A successful orientation program.
5. The opportunities through the career services center.
6. The opportunities available for on-campus student workers.
7. Our freshman programs are strengths; i.e., Cub Camp, Convocation, Hey Day.
8. Our student body seems to be very accepting of each other with a “live and let live” attitude that looks beyond socio-economic backgrounds.

Restraining Forces:

1. We need more opportunities for the various areas of campus such as academics and student affairs to work together, focusing on our students.
2. Demands on student time.
3. No required student involvement.
4. We do too many things at the same time, competing for the same students.
5. Needed students on this committee.
6. Career services is not as well known as it could be.
7. Freshman Seminar is not required.

8. Not enough work positions for students on campus or in the Hammond Community.
9. It is hard to find quality advisors to work with departmental groups because advising is seen as a low priority.
10. Needed renovations in residence halls on south campus.

First-Year Experiences

Driving Forces:

1. Freshmen Seminar 104
2. Career Planning 104
3. Transitional Math and English
4. University 102
5. Newsletter – FYI (Freshmen Year Issues)
6. High school counselor workshops
7. Peer educators:
 - Orientation leaders
 - Freshmen seminar mentors
8. Development of athletic program:
 - Helps develop pride in Southeastern
 - Helps develop stronger identity with Southeastern
9. Television station
10. Wellness center
11. Availability of Honors Program
12. Treatment by and availability of faculty

Restraining Forces:

1. Quality of on-campus housing
2. Location

3. Lack of knowledge of what is available (resources)
4. Availability of lower level classes sets up expectations for upper-level availability
5. Advising versus counseling disconnect
6. Treatment by and availability of faculty
7. Withdrawal from courses
8. Freshmen Seminar not tailored for specific groups

Instructional Aspects of Retention

Driving Forces:

1. Smaller classes at upper levels
2. Selective admission
3. Career Planning 104 and Freshmen Seminar 101 courses
4. Honors program
5. Accessibility and attitude of instructors
6. Library and staff
7. Friendliness and sense of community
8. Availability of technology
9. Opportunities for out-of-classroom academic enrichment: travel, study abroad, undergraduate research
10. Opportunities for faculty development via center for faculty excellence
11. We must develop our own plan
12. Changing/improving the image of Southeastern
13. Existence of resources

14. Availability of data

15. Explore alternative scheduling

Restraining Forces:

1. Faculty aren't awarded for activities to improve retention e.g., advisors, teaching interim classes
2. Inability to relate student psyche, personality
3. Faculty are poorly informed of on-campus resources
4. Lack of minority faculty – recruitment and retention
5. Still deal with old image of Southeastern
6. Students don't fully benefit from FS and CPL
7. Freshman classes too large and impersonal
8. Not enough early warning/early intervention system

Service Culture

Driving Forces:

1. Online registration/fee payment
2. Position human resource personnel
3. Positive use of technology
4. Student e-mail system
5. Recreation/Student activity center
6. Center for faculty excellence
7. Increase resources for career information
8. Signage for buildings
9. Positive physical improvements in overall campus

Restraining Forces:

1. No policy relative to advising
2. Advising is multidimensional
3. Lack of human resources
4. Lack of training and human development
5. Increase number of part-time faculty
6. Failure to adhere to deadlines (does not teach students to be accountable)
7. Review Enrollment Management Policies
8. Lack of model/plan for class schedule development
9. Need for degree audit system
10. Lack of on-campus transit system
11. Increase signage for buildings
12. Increase communication via e-mail
13. Increase service learning/learning communities within dorms
14. Improve exterior and interior of residence halls

Student Support Services

Driving Forces:

1. Orientation Programs
 - Parent Contact
 - Newsletters
 - Programs at SOP
2. Financial Aid Night
3. Learning Centers
 - Math Tutoring Lab
 - Writing Lab
 - SES and SSS

4. Support Courses
5. Division of Student Affairs
 - Programming
 - Multicultural/International
 - Leadership Development
 - Student organizations
 - Rec Sports and Wellness
 - Service
 - Career Services
 - Disabilities
 - Counseling Center
 - Housing and Residential Services
 - Major Madness
6. Mentoring Programs
7. Campus Activities
8. Electronic Communication
9. New E-mail Policy
10. Blackboard
11. Channel 18-“Southeastern Channel”
12. Oscar Grant and Undergraduate Research
13. Internships
14. Cultural Events Available

Restraining Forces:

1. Poor Communication
2. Poor Marketing
3. Programs for Upper-class Students
4. Unrealistic Student Expectations
5. Parents Advocates (Requesting “Fix Its”)

6. Distance Learning Assessment
7. No Programming Guide for Southeastern Channel
8. More User Friendly Web Pages and Catalogs
9. Lack of Funding, Space, and Human Resources
10. Lack of more Service Learning Components

Organizational Structure

Southeastern is currently reviewing the organizational structure as it relates to the management of our enrollment and the coordination of all campus-wide recruitment and retention efforts. Discussions between the Provost and the academic deans are on-going regarding the role of the College of Basic Studies in providing academic support services to all undergraduate students, applying intervention strategies for at-risk populations, ensuring quality first year experiences for all students, and generally, assisting in monitoring students' progress toward a degree. The University is committed to improving retention and progression rates and, in the 2003-2004 budget planning process, is giving a high priority to budget requests related to the development of our enrollment management structure.

Retention and Progression Goals

Full-time Students	1998-99	1999-00	2000-01	2001-02	Range	Weighted Trend	Goal 2002-03	Goal 2003-04	Goal 2004-05
1. First-Time									
Freshman	62.7%	61.1%	65.4%	67.3%	6.2%	66.3%	66.9%	67.9%	68.9%
2. Freshman	59.5%	60.2%	60.7%	61.6%	2.1%	61.3%	61.4%	62.4%	63.4%
3. Sophomore	75.5%	75.0%	77.8%	77.1%	2.8%	77.0%	77.3%	78.3%	79.3%
4. Junior	83.3%	81.4%	83.7%	81.9%	2.3%	82.2%			
5. Senior	48.7%	45.7%	46.2%	44.0%	4.8%	44.6%			
Overall	64.7%	63.5%	65.9%	65.4%	2.4%	65.3%			

Part-time Students	1998-99	1999-00	2000-01	2001-02	Range	Weighted Trend	Goal 2002-03	Goal 2003-04	Goal 2004-05
1. First-Time									
Freshman	44.7%	38.9%	48.2%	46.4%	9.3%	46.0%	46.7%	47.7%	48.7%
2. Freshman	45.3%	41.8%	44.0%	48.4%	6.7%	46.9%	47.5%	48.5%	49.5%
3. Sophomore	56.0%	58.6%	51.9%	64.4%	12.5%	61.3%	61.9%	62.9%	63.9%
4. Junior	58.7%	56.4%	66.3%	58.7%	9.9%	60.0%			
5. Senior	43.4%	42.3%	39.4%	38.7%	4.8%	39.2%			
Overall	48.2%	47.2%	47.2%	49.5%	2.2%	48.8%			

African American Students	1998-99	1999-00	2000-01	2001-02	Range	Weighted Trend	Goal 2002-03	Goal 2003-04	Goal 2004-05
1. First-Time									
Freshman	66.4%	61.8%	66.4%	67.8%	6.0%	66.9%	66.9%	67.9%	68.9%
2. Freshman	56.5%	57.3%	55.2%	53.8%	3.6%	54.4%	54.4%	55.4%	56.4%
3. Sophomore	75.8%	73.7%	76.7%	74.2%	3.1%	74.6%	74.6%	75.6%	76.6%
4. Junior	79.7%	83.2%	83.6%	82.9%	4.0%	83.1%			
5. Senior	63.3%	55.3%	53.5%	56.5%	9.8%	55.8%			
Overall	67.0%	64.3%	66.1%	66.1%	2.7%	65.9%			

All Students	1998-99	1999-00	2000-01	2001-02	Range	Weighted Trend	Goal 2002-03	Goal 2003-04	Goal 2004-05
1. First-Time									
Freshman	61.4%	59.5%	64.5%	65.6%	6.0%	64.8%	65.4%	66.4%	67.4%
2. Freshman	56.9%	56.7%	57.5%	58.8%	2.1%	58.3%	58.5%	59.5%	60.5%
3. Sophomore	72.8%	72.6%	74.1%	75.5%	2.9%	74.9%	75.2%	76.2%	77.2%
4. Junior	79.5%	77.0%	81.3%	78.7%	4.3%	79.0%			
5. Senior	47.4%	44.9%	44.6%	42.9%	4.5%	43.5%			
Overall	62.1%	60.8%	62.9%	63.0%	2.2%	62.8%			

Key Retention and Progression Strategies

Academic Advising

1. Developing a university-wide academic advising model
2. Creating a student academic mapping program

Co-curricular Experiences

3. Fostering stronger interactions between students and faculty/staff
4. Developing intentional connections between students and the university

First-year Experiences

5. Extending the orientation program into the first-year
6. Determining appropriate expansion of freshmen seminar participation

Instructional Aspects of Retention

7. Retooling program of study curriculum requirements
8. Reconfiguring the class schedule to accommodate student demand

Service Culture

9. Constructing an information system for progression-related issues
10. Devising and advising training program for faculty/staff and for students

Student Support Services

11. Developing an early-alert system
12. Providing a continual intervention system from second year through graduation

Action Plans

The following action plans, unless otherwise specified, will be implemented in varying stages over the next three years. Action plans will be changed, updated, added and even eliminated as factors that influence retention and progression change; as budget dictates; or as evaluations of specific programs or activities warrant.

Action Plan: Organize an Academic Advising Council to oversee the design and implementation of the university-wide advising model	
Goal: To meet prescribed persistence and graduation rate goals	
Key Strategy: Develop a university wide academic advising model and Key Strategy: Develop an early-alert system	
Retention Foundation Team: Academic Advising	
Description/Explanation: Organize an Academic Advising Council to oversee the design and implementation of the university wide advising model	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Deans nominate faculty to Provost to serve on the University Academic Advising Council (AAC). (This committee should include the current advising team from the Retention Committee).	May 15, 2003
Provost also selects representatives from non-academic departments (e.g., Admissions, Student Affairs, etc.).	May 15, 2003
Provost appoints Chair of the AAC.	May 20, 2003
Council creates appropriate mission statement, policies, goals and objectives, communication plan and timeline in conjunction with Provost. (Note: Policies & procedures will be linked to Southeastern's strategic plan).	May 20 - August 15, 2003
Council reviews reports and recommendations of subcommittees (current state & best practices) and the ITPE group to devise a University-wide advising model to be implemented and disseminated for 2004-2005.	December 1, 2003- August 1, 2004
Responsibility: Provost, Deans, AAC	
Budget: Photocopying	\$1,000
Student labor	\$1,500
Evaluation/Control: Committee established by May 20, 2003. Advising model implemented by fall 2004.	

Action Plan: Organize committee to investigate and report on the current state of advising at Southeastern	
Goal: To meet prescribed retention and progression rates for the university	
Key Strategy: Develop a university-wide academic advising model Key Strategy: Develop an early-alert system	
Retention Foundation Team: Academic Advising	
Description/Explanation: Organize committee to investigate and report on the current state of advising at Southeastern	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Provost appoints a subcommittee from the Academic Advising Council.	August 15, 2003
Subcommittee collects existing data on advising and satisfaction with advising. Also obtain redesign report from 1999.	September 30, 2003
Subcommittee and Institutional Research create surveys on advising to distribute to departments, faculty, and students.	September 30, 2003
Institutional Research distributes surveys.	October 6, 2003
Institutional Research and subcommittee collects surveys - Individuals will visit departments, collect and discuss surveys.	October 20, 2003
Provost and subcommittee hosts brown-bag discussions for faculty, staff, department heads and students to collect anecdotal evidence on advising and share results of surveys. Student discussions will be conducted by class level.	September-October 2003
Institutional Research and subcommittee writes a summary report of all data collected to present to AAC.	December 1, 2003
AAC reviews reports and recommendations of subcommittees (current state & best practices) and the ITPE group to devise a University-wide advising model to be implemented and disseminated for 2004-2005.	December 1, 2003- August 1, 2004
Responsibility: Provost, Committee & Institutional Research, Committee & Center for Faculty Excellence	
Budget: Xerox	\$500
Brown-bags	\$150
Survey expenses	\$3,000
Evaluation/Control: Committee established. Completed surveys. Final report.	

Action Plan: Organize a committee to investigate and report on best practices of advising in the United States	
Goal: To meet prescribed retention and progression rates for the university	
Key Strategy: Develop a university-wide academic advising model Key Strategy: Develop an early-alert system	
Retention Foundation Team: Academic Advising	
Description/Explanation: Organize a committee to investigate and report on best practices of advising in the United States.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Provost appoints a subcommittee from the Academic Advising Council.	August 15, 2003
Subcommittee determines investigative methods to be utilized.	September 30, 2003
Subcommittee performs investigations.	October 20, 2003
Subcommittee reviews information and develops a version appropriate for Southeast region.	December 1, 2003
Subcommittee makes recommendation to Academic Advising Council (AAC).	December 1, 2003
AAC reviews reports and recommendations of subcommittees (current state & best practices) and the ITPE group to devise a University-wide advising model to be implemented and disseminated for 2004-2005.	December 1, 2003- August 1, 2004
Responsibility: Provost, Academic Advising Council, Subcommittee	
Budget: Xerox	\$500
Investigative expenses (could include travel to NACADA, site visits, etc.)	\$2,000
Evaluation/Control: Committee established. Final report.	

Action Plan: Establish Quality Advising for Student Development and Retention as the focus of the Center for Faculty Excellence's 2003-2004 Institute for Teaching and Professional Enhancement (ITPE)	
Goal: To meet prescribed retention and progression rates for the university	
Key Strategy: Develop a university-wide academic advising model Key Strategy: Develop an early-alert system	
Retention Foundation Team: Academic Advising	
Description/Explanation: In order to generate academic concern and sensitivity for advising, the Center's 2003-04 Institute for Teaching and Professional Enhancement (ITPE) will focus on Quality Advising for Student Development and Retention.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Director of Center for Faculty Excellence distributes call for participation and select faculty representatives.	May 1, 2003
Provost and Director identify coordinator for ITPE.	May 15, 2003
Provost, Director and Coordinator also select non-faculty participants.	May 15, 2003
Coordinator and participants register for institute and complete travel plans.	June 1, 2003
Coordinator and participants attend 17 th Annual Academic Advising Summer Institute.	June 22-27, 2003
Coordinator and participants revise and finalize recommendations formed at the institute.	September 2003
Coordinator presents final report to Academic Advising Council (AAC).	December 1, 2003
AAC reviews reports and recommendations of subcommittees (current state & best practices) and the ITPE group to devise a University-wide advising model to be implemented and disseminated for 2004-2005.	December 1, 2003- August 1, 2004
Responsibility: Provost, Director, Center for Faculty Excellence, ITPE Coordinator, AAC Chair	
Budget: Travel funds for up to 5 non-faculty representatives to attend the institute \$10,000 Travel funds for up to 10 faculty to attend the institute \$25,000-30,000	
Evaluation/Control: Attendance at summer institute. Final report.	

Action Plan: Setup and maintain the automated degree audit system of PeopleSoft Student Administration.	
Goal: To meet prescribed retention and progression rates for the university	
Key Strategy: Creating a student academic mapping program	
Retention Foundation Team: Academic Advising	
Description/Explanation: Setup and maintain the automated degree audit system in PeopleSoft Student Administration beginning with the 2000-2001 catalogue.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Provost appoints a committee of faculty & staff to oversee degree audit system (should include current working group plus representation from each college).	May 2003
Committee will identify the definition of degree audit at Southeastern and create position descriptions for degree audit coordinators.	June 2003
Provost approves the hiring of two full-time degree audit coordinators (DACs).	July 2003
Last chance for departments to modify curricula for the 2004-2005 catalogue.	October 2003
Coordinators meet with each department to clarify curriculum.	November 2003
Coordinators and degree audit development team enter curriculum requirements	Fall 2003
Departments and Deans testing of system - current & "what if."	Spring 2004
Committee develops protocol for continued maintenance.	Spring 2004
Coordinators training faculty, staff, & students on use of the degree audit system.	Summer 2004
Degree audit system is implemented.	Fall 2004
Responsibility: Provost, Degree audit Committee, Deans, Department heads, DACs, Degree Audit Development Team	
Budget: Permanent full-time coordinator for degree audit <div style="text-align: right;">\$35,000 + fringes</div> Temporary full-time coordinator for degree audit <div style="text-align: right;">\$30,000 + fringes</div>	
Evaluation/Control: 100% of the system is working successfully. Faculty, Staff, & student satisfaction with the system as reflected from surveys.	

Action Plan: Increase availability of scheduling information on the web	
Goal: To meet prescribed retention and progression rates for the university	
Key Strategy: Creating a student academic mapping program	
Retention Foundation Team: Academic Advising	
Description/Explanation: Increase availability of scheduling information	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Departments post curriculum sheets for last 5 years on their departmental Web sites.	October 2003
Departments post 4-year course rotation on their departmental Web sites.	December 2003
Departments and Records and Registration annotate descriptions in 2004-2005 catalogue to note frequency with which course is offered.	October 2003
Departments report compliance to Academic Advising Council.	November 2003
Provost communicates availability of scheduling information to faculty and students.	January 2004
Responsibility: Academic departments, Records& Registration, Provost, AAC	
Budget: No additional funds necessary	
Evaluation/Control: Information posted on Web sites. Descriptions in catalogue.	

Action Plan: Develop strategy for academic advisors to create academic mapping for students.	
Goal: To meet prescribed persistence and graduation rate goals	
Key Strategy: Creating a student academic mapping program	
Retention Foundation Team: Academic Advising	
Description/Explanation: Once a campus advising model has been created and the automated degree audit system is in place, academic advisors will create academic mapping for students.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Academic advisors will be trained to develop academic maps for their advisees utilizing the information available through the automated degree audit system.	Spring 2005
Academic maps will be discussed at each advising session and revised as needed.	Spring 2005
Academic maps will be available to students at all times.	Spring 2005
Responsibility: Responsibility will be determined based on the Advising model determined by the Academic Advising Council.	
Budget: None	
Evaluation/Control: Availability and completion of academic maps.	

Action Plan: To expand opportunities for students to conduct research or creative activities in collaboration with faculty members.

Goal: To meet prescribed persistence and graduation rate goals

Key Strategy: Fostering Stronger Interactions Between Students and Faculty/Staff

Retention Foundation Team: Co-Curricular

Description/Explanation: Existing data shows that students who form a bond with a faculty/staff member are more likely to receive their degree. In order to encourage this interaction between students and faculty (and using the College of Arts and Sciences OSCAR Program as a model) all academic colleges will develop programs that encourage students to conduct research/creative activities outside of the normal classroom experience.

Implementation Schedule/Timetable

Task	Completion Date
Provost and Academic Deans to implement and promote student research programs in their Colleges.	Completed
Academic Deans to assess program experiences.	June, 2003
Academic Deans to modify programs in light of participant feedback.	August, 2003

Responsibility:

Provost and Academic Deans

Budget:

No additional funds necessary

Evaluation/Control:

Annual evaluation by participants

Action Plan: To connect Residential Life with academics by developing formal and informal academic related programs at residence halls.

Goal: To meet prescribed persistence and graduation rate goals

Key Strategy: Fostering Stronger Interactions Between Students and Faculty/Staff.

Retention Foundation Team: Co-Curricular

Description/Explanation: Data shows that those living in the residence halls have higher retention/graduation rates than those who do not. Thus, conducting programs that will both enhance the academic connection while also bringing non-residents into a housing situation should increase participation in Residence Life both for the students and the faculty.

Implementation Schedule/Timetable

Task	Completion Date
Vice President of Student Affairs to establish a Housing Advisory Committee consisting of cross-campus representatives	Completed
Housing Advisory Committee to generate recommendations for academic/residence hall collaborative programs. Programs may include, but are not limited to, theme housing, utilizing residence hall space to conduct classes, PIE (Partners in Education), speaker forums, and brown bag lunches.	May 2004
Provost and Vice President of Student Affairs to review recommendations and develop a course of action(s) for implementation.	August, 2004

Responsibility

Vice President of Student Affairs
 Housing Advisory Committee (under the direction of Director of Student Housing and Residential Services.)
 Provost and Vice President for Academic Affairs

Budget

No additional funds necessary for plan development. Additional funds will be necessary for implementation; specific costs contingent on plan components

Evaluation/Control

Generation of committee recommendations

Action Plan: To incorporate service learning (university and community related) with academic programs.

Goal: To meet prescribed persistence and graduation rate goals

Key Strategy: Developing intentional connections between students and the University.

Retention Foundation Team: Co-Curricular

Description/Explanation: Student involvement in service activities can increase motivation, underscore learning from classroom subjects, and enhance understanding of real-world complexity. Service-learning experiences can take multiple forms: community service experiences integrated into classes; co-curricular service activities that incorporate learning components and individual service in which a student has the opportunity for reflection. The nature of these activities will develop stronger connections between Southeastern students and the University.

Implementation Schedule/Timetable

Task	Completion Date
Provost and Academic Deans to research service learning models, best practices, etc. for possible application at Southeastern.	June 2004
Provost and Academic Deans to develop a service learning implementation plan	December 2004

Responsibility

Provost and Vice President for Academic Affairs
Academic Deans

Budget

\$10,000 for travel and related research activities

Evaluation/Control

Development of recommendations

Action Plan: Develop and market Freshman Seminar course to specific populations	
Goal: To meet prescribed persistence and graduation rate goals	
Key Strategy: Determining the appropriate expansion of freshmen seminar participation	
Retention Foundation Team: First-Year Experiences	
Description/Explanation: Currently, Freshman Seminar 101 is a three-hour elective course. Research shows that students who take the course progress at a higher rate. In order to expand the program, the university needs to create and market FS 101 to specific populations.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
An ad hoc committee established by the Provost will identify potential groups of students—e.g., TOPS students, scholarship recipients, Honors students—and designate specific sections of Freshman Seminar for them	late May 2003
The Director of Junior Division will recruit faculty for the pilot—faculty should be passionate about teaching students, committed to quality instruction, and willing to maintain the integrity of course	May - June 2003
Junior Division will create flyers for Summer Student Orientation Programs which advertise the new FS 101 classes	early June 2003
The academic deans and Junior Division faculty/staff will market to students in the identified groups and their parents, making them aware of the program	Summer 2003
The Director of Junior Division will conduct a short training program for faculty teaching the pilot section(s)	June 2003
The Director of Junior Division will work with the faculty to modify syllabi/activities as needed for the special populations	July 2003
The courses will be conducted	Fall 2003
An evaluation of the courses will be conducted by the Director of Junior Division and Institutional Research and, if successful, plans for expending the program will be created by Junior Division Evaluation measures: Mid-semester student/faculty feedback Pre-post—1 st semester Student GPA—1 st semester Special measures, e.g., TOPs retention—2 nd semester Retention and progression—Fall to Fall/Fall to Spring Student and faculty feedback—end of 1 st semester	January 2004
Responsibility: Provost, Junior Division, Institutional Research, ad hoc committee	

Budget: Faculty overload money for two sections	\$3,400
Testing and course-related expenses	\$ 500
Evaluation/Control: Summative evaluation to create changes if necessary. Review in Spring to make decisions	

Action Plan: Develop and market Transfer Student Seminar course to transfer students.

Goal: To meet prescribed persistence and graduation rate goals

Key Strategy: Determining the appropriate expansion of freshmen seminar participation

Retention Foundation Team: First-Year Experiences

Description/Explanation: Currently, transfer students make up large segment of incoming students (Fall 2002, approximately 767 students). These students have various unique needs, and if they enter with more than 30 hours, they do not participate in an orientation. These students are counted by the Board as completers. In order to increase student success and to expand the program, the University needs to create and market Transfer Student Seminar to this population.

Implementation Schedule/Timetable

Task	Completion Date
Junior Division will take the lead in making Admissions, faculty, deans, department heads and others aware of the course and the value of the course so that students can be recruited, Junior Division will be responsible for direct marketing to transfer students, e.g., flyer with letter to transfer students, e-mail, etc.	Summer 2003
The Director of Junior Division will designate one section of Freshman Seminar as Transfer Student Seminar	May 2003
The Director of Junior Division will designate a faculty member to teach the section	May 2003
The faculty member will attend a brief training session	June 2003
The Director of Junior Division will work with the faculty to modify syllabi/activities as needed	July 2003
The course will be conducted	Fall 2003
An evaluation of the course will be conducted by the Director of Junior Division and Institutional Research and, if successful, plans for expending the program will be created by Junior Division Evaluation measures: Mid-semester student/faculty feedback Pre-post—1 st semester Student GPA—1 st semester Special measures, e.g., TOPs retention—2 nd semester Retention and progression—Fall to Fall/Fall to Spring Student and faculty feedback—end of 1 st semester	January 2004
Responsibility: Provost, Junior Division, Institutional Research, ad hoc committee	

Budget: Faculty overload money for one section	\$1,700
Testing and course-related expense	\$ 500
Travel to FYE for 5 faculty	\$4,000
Evaluation/Control: Summative evaluation to make changes if necessary. Review in Spring to make decisions.	

Action Plan: Create and implement extended-orientation lessons through Blackboard

Goal: to meet prescribed persistence and graduation rate goals

Key Strategy: Extending the orientation program into the first-year experience

Retention Foundation Team: First-Year Experiences

Description/Explanation: Involvement in academic experiences in and out of the classroom is important to student progression. Students who commute usually rely on academic experiences to keep them connected to the University. If all beginning freshmen are required to complete and extended orientation through lessons offered via Blackboard format they would be more involved academically.

Implementation Schedule/Timetable

Task	Completion Date
The Director of Junior Division and Junior Division faculty, working with Admissions and Student Affairs, will create interactive lessons regarding the college catalogue, the student handbook, classroom etiquette, decorum at events, financial aid, calculating a GPA, and other first-year academic and social adjustment topics. The lessons will be created and uploaded to Blackboard.	May 15, 2003 through August 1, 2003
The Director of Junior Division will assign Junior Division faculty to “teach” extended orientation. The faculty will monitor discussion boards, answer student e-mail, and post orientation grades among other duties.	July 1, 2003
The Director of Junior Division and Institutional Research will collect evaluation data.	Fall 2003 – Spring 2002.
Junior Division will send an evaluation report to the Provost, the Dean, and the Director of Academic Services with a recommendation for continuation and/or modification of the program.	May 2004

Responsibility: Junior Division, Admissions staff, Student Affairs staff, Institutional Research

Budget: \$20,000 for overload and supplemental duties

Evaluation/Control: Grades on assignments, student feedback, participation, discussion board topics, etc., will be used to evaluate and modify when necessary during course delivery. Summative evaluation will also be conducted.

Action Plan: Create plan for participation in social and cultural events to be included as part of students extended orientation.

Goal: to meet prescribed persistence and graduation rate goals

Key Strategy: Extending the orientation program into the first-year experience

Retention Foundation Team: First-Year Experiences

Description/Explanation: Southeastern students are not involved in social and cultural events. Including this as part of extended orientation would increase involvement.

Implementation Schedule/Timetable

Task	Completion Date
The Provost will require all beginning Freshmen to attend Freshmen Convocation.	Sunday before classes begin
Working with Student Affairs, Athletics, Fanfare, etc, Junior Division extended orientation faculty will determine various events where student attendance will be monitored. Expectations for attendance will be built into the extended orientation requirements.	June 1, 2003
Junior Division extended orientation faculty will make students aware of the expectations during the Summer SOPs.	Summer, 2003
Junior Division faculty will monitor/ report student participation. faculty will record participation grades.	Fall 2003 – Spring 2004
Responsibility: Provost, Junior Division, Student Affairs, Athletics, Fanfare	
Budget: No cost	
Evaluation/Control: Look at participation in light of other assessment measures used for extended orientation.	

Action Plan: Participate fully in the AASCU FYE Hallmarks program

Goal: To meet prescribed persistence and graduation rate goals

Key Strategy: Apply to The Policy Center on the First Year of College to be selected as a Hallmark Founding Institution

Retention Foundation Team: First-Year Experiences

Description/Explanation: As part of its initial and current participation in the AASCU FYE Hallmarks program, Southeastern is developing, refining and validating the hallmarks. Extending that participation to the second phase of the Hallmarks program will bring additional resources to Southeastern's retention efforts.

Implementation Schedule/Timetable

Task	Completion Date
The Provost in consultation with Dr. Wood and Mr. Soutullo will appoint additional persons to the FYE team to continue studying the Hallmarks as presented.	May 15, 2003
Dr. Wood and Mr. Soutullo will meet with the group to present the charge and timeline.	May 15, 2003
The team members will submit feedback on the hallmarks.	May 30, 2003
Dr. Wood and Mr. Soutullo will submit the application for Phase II	June 15, 2003
If selected, the FYE Team will continue work with the Policy Center and its research partners to pilot use of the hallmarks as a means for evaluating their first-year structures, programs, and policies.	Ongoing 2003-2004

Responsibility: See above

Budget: No cost

Evaluation/Control: Study data to determine impact of program.

Action Plan: Collect information on course-scheduling preferences from students and faculty by means of online surveys	
<p>Goal: To assess student/faculty course scheduling preferences as a means of determining if retention/progression rates could be improved if additional course-scheduling options were available to students.</p> <p>Retention Foundation Team: Instructional Aspects of Retention</p> <p>Key Strategy: Reconfiguring the class schedule to accommodate student demand</p> <p>Description/Explanation: There is a belief that a large number of students would prefer having classes that met only two days a week or one day a week. We would also like to pursue other alternative scheduling formats.</p>	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
Provost appoints committee to assess course-scheduling issues and preferences and report findings to him.	June 15, 2003
Utilizing information on current scheduling options provided by Academic Services, the committee develops separate questionnaires for students and faculty that address the issues involved in course scheduling; for example, (1) Would a T-Th and MW 1:15 course structure, and block scheduling on Friday be preferred? (2) Would having one period per week blocked out for organizational meetings be preferred?	July 15, 2003
Committee and Institutional Research explore avenues to conduct online survey/data collection systems (contact Center for Faculty Excellence, Computing Services, etc.)	July 15, 2003
Committee provides all departments/faculty with current scheduling options/restrictions and provides clear information demonstrating Southeastern's challenges with retention and progression and how alternative scheduling is expected to have a positive impact	July 15, 2003
Institutional Research administers questionnaires. If online survey has been developed, the survey can be conducted during regular Fall registration by requiring students to participate in scheduling questionnaires prior to Drop/Add/Registration; and by tying a questionnaire to faculty time certification at the end of August	August 15, 2003 through last day of late registration
Committee and Institutional Research analyze data and report findings to Provost.	September 15, 2003
<p>Responsibility: Provost, Committee to Assess Course Scheduling Issues and Preferences, Institutional Research, Center for Faculty Excellence, Computing Services,</p>	

Budget: No additional funds necessary
Evaluation/Control: The task will be considered complete if 50% of students/faculty complete the questionnaire.

Action Plan: Include new scheduling options in the Summer 2004 and Fall 2004 schedule of classes

Goal: To improve retention/progression rates by offering more course scheduling options based on the findings of the faculty/student survey on course-scheduling issues and preferences.

Retention Foundation Team: Instructional Aspects of Retention

Key Strategy: Reconfiguring the class schedule to accommodate student demand

Description/Explanation: If the findings from the faculty student survey on course-scheduling issues and preferences indicate that a large number of students would prefer having more flexible scheduling options and/or alternative scheduling formats, the next schedule-building cycle would include some additional course-scheduling options.

Implementation Schedule/Timetable

Task	Completion Date
Provost presents findings of survey on course-scheduling issues and preferences to Deans Council and appoints Deans Council sub-committee to recommend feasible course-scheduling options.	October 1, 2003
Sub-committee makes recommendations for alternate course-scheduling options to Provost and Deans Council.	October 15, 2003
Academic Deans discuss recommendations with academic department heads, collect feedback and additional suggestions and submit reports to Provost	November 1, 2003
Provost discusses recommendations with faculty senate president who discusses with faculty senate, collects feedback and additional suggestions, and submits report to Provost.	November 1, 2003
Academic Services discusses recommendations with Student Government Association, collects feedback and additional suggestions from students.	November 1, 2003
Provost and Deans Council review feedback and make final decisions on which course scheduling options are feasible and will be added to the Summer and Fall 2004 class schedules	December 1, 2003
Departments begin building new scheduling options into the Summer and Fall 2004 class schedules.	February – March, 2004
Responsibility: Provost, Deans Council, Faculty Senate President, Academic Services, Academic departments.	
Budget: No additional funds necessary	
Evaluation/Control: The task will be considered complete if the Summer and Fall 2004 schedule includes additional scheduling options and/or alternate scheduling formats.	

Action Plan: Promote new course-scheduling options to students.

Goal: To improve retention/progression rates by offering more course scheduling options based on the findings of the faculty/student survey on course-scheduling issues and preferences.

Retention Foundation Team: Instructional Aspects of Retention

Key Strategy: Reconfiguring the class schedule to accommodate student demand

Description/Explanation: It is expected that a greater variety of scheduling options will enable students to schedule needed classes in a more timely manner thereby progressing at a faster rate. New scheduling options must be widely advertised and promoted to students in every way possible.

Implementation Schedule/Timetable

Task	Completion Date
Provost appoints a committee to develop an advertising campaign to promote new course scheduling options to students.	December 1, 2003
Committee proposes plan to Provost and Deans Council.	February 1, 2004
Deans, Department Heads, Public Information, Academic Services Units and Student Affairs implement plan.	March – August 2004
Responsibility: Provost, Committee to Develop Advertising Plan, Deans, Department Heads, Academic Services, Student Affairs, and Public Information	
Budget: \$3,000 for cost of print materials, professional signs and paid advertising	
Evaluation/Control: The task is considered complete if scheduling changes appear in course offerings for Summer and Fall, 2004.	

Action Plan: Develop a Curricular Review and Revision Project Plan

Goal: To improve retention and progression rates by simplifying curricula such that general education requirements are more consistent across colleges and degree programs and unnecessary or outdated requirements are eliminated or updated.

Retention Foundation Team: Instructional Aspects of Retention

Key Strategy: Redesign the curriculum and catalog.

Description/Explanation: In order to implement many of the recommended retention strategies, it is necessary to greatly simplify the many curricula at the university. The intention is to redesign all of the curricula so that redundancies are eliminated, thus allowing easier transferability between colleges and majors, and facilitating the implementation of an online degree audit system.

Implementation Schedule/Timetable

Task	Completion Date
Provost appoints a committee to oversee the curricular review and revision project to be completed by November 2004 in time for all revisions to be effective for the 2005-2006 catalogue.	July 1, 2003
Oversight Committee drafts a Curricular Review and Revision Project Plan including timelines, project tasks, and additional responsible individuals, offices, and administrative units.	July - September, 2003
Oversight Committee presents the Curricular Review and Revision Project Plan to Provost and Deans Council	September 1, 2003
Provost distributes approved plan to all academic units and University Curriculum Council members.	October 1, 2003
Oversight Committee initiates Curricular Review and Revision Project, monitors progress based on approved timelines, submits regular progress reports to Provost, and ensures project completion by November 2004, the University Curriculum Council deadline for approving curriculum changes for the 2005-2006 catalogue.	October 2003 – November 2004
Responsibility: Provost, Curricular Review and Revisions Oversight Committee, Deans Council, University Curriculum Committee, Degree Audit Development Team, and others to be named when the project plan has been developed.	
Budget: No additional funds necessary	
Evaluation/Control: The task will be considered successful when the Curricular Review and Revision Project is completed in November 2004. The Oversight Committee will be monitor the project and submit regular progress reports to the Provost throughout the duration of the project.	

Action Plan: To survey training needs and to develop a comprehensive training program

Goal: To improve recruitment, retention and progression of students across the university by improving the training of faculty and staff.

Foundation: Service Culture

Key Strategy: Devising an advising training program for faculty/staff and for students.

Description/Explanation: Positive service interactions between students and key university personnel are critical in influencing the retention of students. Initiatives taken to assure quality service will have a positive effect on student attitudes and retention. The first step in the process would be to assess needs of faculty and staff and to identify the types of training programs that would be the most effective in creating a positive quality service environment. The next stage would be to develop and implement a comprehensive training plan for the University. Once training is initiated, expectations relative to quality service culture should become part of the hiring and evaluation processes of the University.

Implementation Schedule/Timetable

Task	Completion Date
1. Provost appoints a committee of key employees (administrators, faculty, staff) to oversee processes.	June 15, 2003
2. Committee develops a realistic and meaningful institution-wide quality service statement.	August 1, 2003
3. Committee analyzes data currently available and determines what new data needs to be collected, from whom (students, faculty, staff) and how to collect it (survey, focus groups, etc.).	October 15, 2003
4. Committee collects and analyzes data, looking for trends.	March 1, 2004
5. Committee shares trended data with Provost, vice-presidents, deans, administrators, staff, and faculty.	March 15, 2004
6. Committee identifies training needs and prepares recommendations for Provost and administration.	May 15, 2004
7. Committee, working with additional faculty/staff, as needed, develops training programs based on recommendations of Provost and administration.	August 15, 2004
8. Committee formulates draft policies relative to training programs and formulates benchmarks for evaluation (i.e. mandatory or voluntary, for whom, when) for consideration by Provost and administration.	August 15, 2004
9. Committee initiates training programs.	September 15, 2004
10. Committee develops a training handbook and makes available on line.	September 15, 2004
11. Provost and administration, working with Human Resources	January 1, 2005

director, build quality service expectations into job descriptions and performance evaluations.	
12. Committee makes changes in training plans based on evaluation data.	Ongoing
Responsibility: Administration, Provost, Committee, Deans/VPs, Institutional Research, Administrators/Directors, and Human Resources.	
Budget: The costs of data collection depend on how much new data is needed and collection method(s) used. Development of training program(s) could cost anywhere from a few thousand dollars to several thousand dollars depending on the needs identified and the period of time that they would be needed. Training will need to occur on an ongoing basis. Estimate of Cost: \$2,000 (initial data collection and development of training programs) Nominal thereafter	
Evaluation/Control: Analyze data every two years and compare to benchmarks set.	

Action Plan: To personalize communications with students via departmental emails.

Goal: To improve retention and progression rates across the university by improving the information system on campus.

Foundation: Service Culture

Key Strategy: Constructing an information system for progression related issues.

Description/Explanation: Academic departments need to keep their majors better informed. The new e-mail system and PeopleSoft should make this possible. Personalizing messages to academic majors makes them more timely and therefore more likely to be read and adhered to. It will allow students to connect with their academic departments early in their college experience.

Implementation Schedule/Timetable

Task	Completion Date
1. Provost appoints committee of Deans and administration/faculty to develop basic guidelines and procedures for mass email communication with academic majors.	June 1, 2003
2. Deans, working with a committee of their Department heads, review basic guidelines and procedures for mass email communication and establish college-specific policies/protocol/best practices as to what types of information will be sent, timetables for sending the information, and the process for administrative approval of messages by each Dean. Deans and committee of Department heads develop process for responding to student inquiries/responses (i.e., registration for events, questions about advising, comments or concerns).	June 15, 2003
3. Each Department head, working with Institutional Research, runs PeopleSoft query and develops e-mail list for respective academic majors	June 15, 2003
4. Each Department head sends email notices to academic majors about departmental programs, seminars, advising and registration information, changes in curriculum and course offerings, etc. and	June 20, 2003 Ongoing after initiation
5. Department head runs query each semester and updates the departmental address book.	Ongoing
6. Institutional research adds question to senior exit survey that addresses effectiveness of new departmental email program.	Fall 2003

Responsibility: Provost, Deans, Department Heads, Institutional Research

Budget: Nominal

Evaluation/Control: Input from Deans, Department heads, faculty, students. Senior Exit Surveys. Student Focus Groups.

Action Plan: To enhance the Interactive Scholarship Information Program

Goal: To improve retention and progression rates across the university by improving the Interactive Scholarship Information Program.

Foundation: Service Culture

Key Strategy: Constructing an information system for progression-related issues.

Description/Explanation: There are many local and national scholarships and grants available, but often students lack insight on how to gain access to the information and to match the scholarships and grants to their qualifications. In addition, one of the major reasons students give for leaving school is a financial problem. Enhancement of the existing information system would be very useful to students and to faculty/staff in advising students.

Implementation Schedule/Timetable

Task	Completion Date
1. Provost appoints a committee of key staff (Financial Aid, Scholarship Services, Computing Services, Enrollment Services, Web Master, etc.).	July 1, 2003
2. Committee establishes student /faculty/staff focus group to obtain comments regarding existing information program.	August 30, 2003
3. Committee, based on data, establishes direction for enhancing existing Scholarship Information Program (i.e. Commercially designed; university designed improvements) and reports on findings to Provost and administration.	September 15, 2003
4. Committee acquires commercial program or has program refined/enhanced in-house.	October 1, 2003
5. Committee obtains current information on all available local, state, and national scholarships and grants including contact information, deadlines and requirements.	December 31, 2003 as a target date and ongoing.
6. Committee meets with Provost and key administrators to determine procedures and time line for integration of scholarship information program into university operations and identifies system for keeping the program up to date.	December 31, 2003
7. Computing Services, in partnership with Office of Scholarship Services, programs the scholarship information into the Interactive computer program.	January 31, 2004
8. Computing Services, in partnership with Office of Scholarship Services and Public Information, rolls out new system.	February 15, 2004
9. Institutional Research adds question to Senior Exit Survey	Fall 2004

relative to effectiveness of program.	
Responsibility: Provost, Vice Presidents, Deans, Department Heads, Committee, Financial Aid, Computing Services, Public Information	
Budget: Undergraduate or Graduate Assistant pay for programming services and/or money to acquire a commercial program. Initial cost: \$4000 Ongoing maintenance costs: \$2500	
Evaluation/Control: Count hits on site. Senior Exit Survey. Student Focus Groups. Increase in applications for scholarships. Evaluate effectiveness of site every 2 years beginning 2005	

Action Plan: To improve the information system for retention and progression: Review and Update of Campus Web Sites

Goal: To improve retention and progression rates across the university by improving the information system.

Foundation: Service Culture

Key Strategy: Constructing an information system for progression-related issues.

Description/Explanation: The Southeastern Louisiana University Web is an integral part of the information system used by faculty/staff and students. The web is very large and complex and includes many links. However, some of the web pages are more informative, appealing, and functional than others. The university needs to address issues surrounding the format, ease of use, information conveyed, and ability to keep information up-to-date if the web is to assist in progression-related issues.

Implementation Schedule/Timetable

Task	Completion Date
1. Provost appoints a committee of key staff (web coordinator, web masters, computing services, faculty, students, public information, etc.) to address issues of web design and utility.	June 1, 2003
2. Committee reviews overall organization of SLU Web site, develops template for content and design changes, considers creation of an alphabetical listing of all web entries, and makes a priority list of pages to be updated. Committee presents recommendations to Provost, administration and deans for feedback.	July 31, 2003
3. Committee completes reviews of selected web pages.	October 15, 2003
4. Web coordinator, working with the committee, oversees update of selected web pages and alphabetical index.	December 31, 2003
5. Web coordinator, working with the committee, develops draft policy recommendations for updating web information, timelines for updating, and responsible party, for presentation to Provost and Deans, and finally to university administration.	December 31, 2003
6. Provost and web coordinator meet with Deans, Department Heads, and Departmental web masters to review policy and their responsibilities in maintaining web site.	February 1, 2004
7. Web coordinator, working with committee, continues updates of all university web sites.	Ongoing until completion
8. Institutional Research adds a question to the Senior Exit Survey relative to the effectiveness of the Web Site.	Spring 2004

Responsibility: Provost, Vice Presidents, Deans, Department Heads, Web Coordinator, Web Committee, Computing Services, Public Information, and Web masters

Budget: \$5,000 (Initial) Maintenance thereafter

Evaluation/Control: Committee will review the sites before and after revision for ease of use, functionality, up-to-date information, proper links, etc.
Student Focus Groups, Senior Exit Survey

Action Plan: To update the existing online University Catalogue and guide.

Goal: To improve retention and progression rates across the university by improving the information system on campus.

Foundation: Service Culture

Key Strategy: Constructing an information system for progression related issues.

Description/Explanation: A great deal of information is communicated to students via the University Catalogue. Included are policies and procedures that directly impact a student's retention, progression, and graduation. Current policies and procedures relating to progression and retention need to be reviewed to make sure they are timely, flexible, and customer friendly. Outdated policies need to be removed.

Implementation Schedule/Timetable

Task	Completion Date
1. Provost appoints a committee of key faculty/staff /students.	June 1, 2003
2. Committee reviews policies and procedures in the current University Catalogue that relate to progression and retention issues for relevance, flexibility, and ease of application.	August. 1, 2003
3. Committee provides a written report to administration, Provost and deans relative to findings and changes that need to be made.	August 15, 2003
4. Provost, once approved, sends suggested changes to appropriate University committees/units.	September 1, 2003
5. Provost submits appropriate catalogue change requests to University Curriculum Council or other appropriate bodies so that changes appear in the 2004-2005 catalogue.	October 1, 2003
6. Provost communicates changes University wide.	Spring 2004

Responsibility: Administration, Provost, Vice Presidents, Deans, Department Heads/Directors, Committee established for this purpose and University Curriculum Committee.

Budget: no additional costs

Evaluation/Control: A plan should be established as to how the catalogue will be reviewed on an ongoing basis.

Action Plan: Offer Supplemental Instruction (SI) sections for “at-risk” courses	
Goal: To meet prescribed persistence and graduation rate goals	
Key Strategy: Providing a continual intervention system	
Retention Foundation Team: Student Support	
Description/Explanation: To increase success rates for students in select “at risk” courses (to be identified), programs for supplemental instruction will be developed and implemented	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
An ad hoc committee appointed by the Provost and assisted by Institutional Research will establish criteria for “at-risk” courses (e.g., high withdrawal rates, high failure rate, low completion rate with grade C or better). The committee will also formulate an evaluation plan.	July 2003
The committee will identify and select five to ten courses on campus that would benefit most from offering pilot SI sections.	late July 2003
Department heads for the selected courses will determine which faculty members will teach SI sections in the spring of 2004. The department heads will hire SI student assistants.	early September 2003
The department heads, working with Records and Registration, will include information in PeopleSoft and in the class schedule bulletin to indicate which sections are SI sections. The Provost and the committee will coordinate publicity regarding the availability of these sections.	September 2003
The committee and Institutional Research will review evaluation results on an on-going basis and will make recommendations as to the expansion/improvement of the program.	January – May 2004
Department heads for the selected courses will determine which faculty members will teach SI sections in the Fall of 2004. The department heads will hire SI student assistants.	early February 2004
The department heads, working with Records and Registration, will include information in PeopleSoft and in the class schedule bulletin to indicate which sections are SI sections. The Provost and the committee will coordinate publicity regarding the availability of these sections.	February 2004
The committee and Institutional Research will evaluate all data from the SI courses from spring and fall 2004. The committee will make recommendations to the Provost as to the on-going feasibility and effectiveness of the SI programs.	June 15, 2004

Budget: \$7/hr x 17 hrs/week x 5-10 student tutors x 32 weeks = \$19,040 - \$38,080 per semester
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Evaluation/Control: Comparison of criteria used to choose SI courses with matched cohorts in the same course.

Action Plan: University 102 will be required for students on probation	
Goal: To meet prescribed retention and progression rates	
Foundation: Student Support	
Key Strategy: Providing a continual intervention system	
Description/Explanation: The university currently requires University 102 after the student has been suspended. It would be more proactive to provide support at the onset of academic difficulty, at the time the students are first placed on probation.	
<i>Implementation Schedule/Timetable</i>	
Task	Completion Date
The Provost will appoint an ad hoc committee to formulate a policy for requiring University 102 after academic probation. The committee will also formulate plans for evaluation of the new policy.	June 1, 2003
The Provost will send the new policy to appropriate groups to be reviewed -- particularly Deans and Department Heads.	June 2003
Junior Division faculty will adapt University 102 to a population of students that are in earlier stages of academic difficulty.	June - July 2003
The Provost will send the policy to be approved by the necessary groups (e.g., Academic Affairs Council, Presidents Staff)	Early Fall 2003
Public Information will work with the Office of Academic Affairs to advertise the new policy and its effective date.	Fall 2003 semester
Records & Registration will identify students on probation for the first time.	December 15-20, 2003
Academic departments will notify these students that they will be added to University 102 and that they are only allowed to register for (or keep) an additional 13 hours. Appropriate indicators or holds will be placed on the students' records.	December 21, 2003
Students will be given the option to modify their schedules until the beginning of the week of the early fee deadline.	Early January 2004
Budget: No extra costs will be incurred. Note: University 102 requires a \$25 course fee.	
Evaluation/Control: How many students came off of probation after successfully completing this course? Have the students in the University 102 course evaluate it. Review the evaluations and obtain input from the instructors; then make any necessary adjustments for the next semester.	

Action Plan - Determine the various causes for student stop-outs and methods of prevention.

Goal: To meet prescribed persistence and graduation rate goals

Key Strategy: Providing a continual intervention system

Retention Foundation Team: Student Support

Description/Explanation: Identification of reasons for “stop-outs” will enable Southeastern to create and implement strategies to reduce the number of “stop-out” students and encourage current “stop-outs” to return sooner. Progression will occur and graduation rates should increase.

Implementation Schedule/Timetable

Task	Completion Date
The Provost will appoint an ad hoc committee to review existing data (Non-Returning Student Survey), to plan for the continuing collection of data, and to create an action plan that addresses reducing “stop-out” behavior.	June 15, 2003
Working with the Committee, the Office of Records & Registration will identify students who completed coursework for the Spring 2003 semester and did not enroll for the Fall 2003 semester at the conclusion of regular registration.	September 15, 2003
The Office of Institutional Research will survey the stop-out students.	late September 2003
The committee will assess the results and devise an action plan.	October 15, 2003
The Provost will assign responsibilities for implementing the action plan and for implementing a communication plan to students to encourage return to Southeastern	November 2003
The committee will monitor implementation of the action plan.	November 2003 – November 2004
The committee will review evaluation date to determine continued feasibility and efficacy.	November 2004

Responsibility: Provost, Committee, Office of Institutional Research, Records & Registration

Budget: No additional costs unless new programs are created.

Evaluation/Control: Of the stop-out students contacted, who did/did not return? Did stop-outs decrease from 2003 to 2004? Did the number of stop-outs who returned to Southeastern increase because of this action plan?

Action Plan: Require students eligible to return after suspension to enroll in University 103 — a one-hour course.

Goal: To meet prescribed retention and progression rates

Foundation Team: Student Support

Key Strategy: Developing an early alert system

Description/Explanation: Since Univ 102 will be required for students who go on probation, a new course will be created with an intrusive advising component for those students who are returning after suspension (i.e., eligible to return due to appeal or sit-out).

Implementation Schedule/Timetable

Task	Completion Date
The Provost will appoint an ad hoc committee to draft a policy for implementing the course requirement for students eligible to return after suspension (including a cap on hours enrolled).	June 2003
The committee will draft the policy and obtain feedback from appropriate constituencies, e.g., deans, department heads, etc.	July 2003
Junior Division will develop a course focusing on the needs of a suspended student and the feedback received	September 30, 2003
The committee chair will present the policy to Academic Affairs Council and President's Council for approval.	September 2003
Junior Division will submit the course to curriculum councils for approval.	early Fall 2003
The committee, working with the Provost and the Office of Public Information will advertise implementation of new policy	January 2004
Records and Registration will create a query to identify students eligible to return after suspension.	early Spring 2004
Academic departments will notify students returning after suspension of the UNIV 103 requirement beginning in Fall 2004	March 2004
The committee will evaluate the new policy and course after two semesters of offering the course	June 2005

Budget: None

Evaluation/Assessment: Baseline comparison will involve two cohorts of students: (a) a cohort who did not take Univ 102 & Univ 103 and (b) a cohort who took Univ 102 but did not take Univ 103. The retention and progression of students who have taken Univ 102 & Univ 103 will be compared each semester to these baseline cohorts. This is estimated to impact on 150-200 students per semester.

Resource Requirements

Southeastern Louisiana University Resource Requirements			
Action Plan	Increased Expenditures	One-time (1) Recurring (R)	Explanation
Organize an Academic Advising Council to oversee the design and implementation of the university-wide advising model	\$2,500	1	Photocopying, student labor to support the activities of the Academic Advising Council
Organize committee to investigate and report on the current state of advising at Southeastern	\$3,650	1	Photocopying, survey expenses, meeting expenses
Organize a committee to investigate and report on best practices of advising in the U.S.	\$2,500	1	Photocopying, travel for site visits
Establish Quality Advising for Student Development & Retention as the focus of the Center for Faculty Excellence's 2003-2004 Institute for Teaching & Professional Enhancement (ITPE)	\$65,000	1	Travel to NACADA Institute
Setup and maintain the automated degree audit system of PeopleSoft Student Administration	\$65,000 plus 25% fringe = \$81,250	R - \$35,000 + \$8750 fringe 1- \$30,000 + \$7500 fringe	Personnel to develop and test system; maintenance of system on-going
To incorporate service learning (university and community related) with academic programs.	\$10,000	R	Travel, research on best practices, implementation, and maintenance
Develop and market Freshman Seminar course to specific populations.	\$3,900	R	Course overloads, program materials
Develop and market Transfer Student Seminar course to transfer students.	\$6,200	R - \$2200 1- \$4000	Course overload, program materials Travel to FYE conference to gain knowledge of best practice

Action Plan	Increased Expenditures	One-time (1) Recurring (R)	Explanation
Create and implement extended freshmen orientation lessons through Blackboard	\$20,000	1	Overload and supplemental duties for course development and implementation
Promote new course-scheduling options to students	\$3,000	1	Print materials, professional signs and advertising
To survey training needs and to develop a comprehensive training program	\$2,000	1	Initial data collection and development of training programs
To enhance the Interactive Scholarship Information Program	\$6,500	1 - \$4000 R - \$2500	Development and maintenance of system
To improve the information system for retention & progression: Review and Update of Campus Web Sites	\$5,000	1	General expenses for committee work
Offer Supplemental Instruction (SI) sections for "at-risk" courses	\$19,040 to \$38,080	R	Funds to pay student tutors