



**LOUISIANA GRANTING RESOURCES
AND
AUTONOMY FOR DIPLOMAS ACT
(SUMMARY NARRATIVES)**

Annual Spring Report - 2012
(Revised June 6, 2012)

1. Student Success

- a. **Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.**

NARRATIVE REPORT

Policy/Policies Adopted By Southern University System (SUS) Management Board

For fiscal year 2010-11, the Southern University Board of Supervisors approved the establishment of baseline data, annual benchmarks goals, and six-year performance targets for Southern University at Shreveport Louisiana (SUSLA). Established parameters are contained in Attachment D of the GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-year Targets. Applicable GRAD Act student success provisions for SUSLA address the following **targeted, tracked and descriptive measures**:

Targeted

- 1st to 2nd Year Retention Rate
- Same institution Graduation Rate
- Percent Change in Program Completers

Tracked

- Passage Rates on Licensure/Certification Programs

Descriptive

- Number of High School Students Enrolled, Credit Hours Initiated and Completed

Subsequent Policy/Policies Adopted by SUSLA

GRAD Act student success policies as adopted by the Southern University System management board were further incorporated into strategic initiatives by SUSLA with implementation timetables and accountability designations. As such, SUSLA is guided by its own Five-Year Strategic Plan which now interfaces with articulated **access and success mandates** as found in companion initiatives advanced by the Southern University System and the Louisiana Board of Regents.

GRAD Act Year 2 Policy Implementation

For the 2010-11 annual report period, all seventy-three (73) instructional and non-instructional campus program budgeted units were required to established and subsequently report on annual attainment activities in support of GRAD Act student success targets and Quality Enhancement Program (QEP) implementation. Attainment of GRAD Act projected targets as identified for the second year reporting period (FY 2010-11) in Attachment (D) are presented below with contextual insights.

1st to 2nd Year Institutional Retention

The forty-nine point three (49.3) percent achieved retention rate suggested a two point nine (2.9) percentage point difference from the year two 2010-11 established target benchmark of fifty-two point three (52.3) percent. However, attainment rate must be viewed in context to demonstrate performance improvement from the previous annual reporting period. Specifically, SUSLA's 2010-11 actual freshman retention rate was three point one (3.1) percent higher than the forty-six point three (46.1) percent recorded for the previous 2009-10 reporting period.

A number of reasons can be attributed to positive retention gains for this reporting period. SUSLA believes the most likely factor lies in the sixteen (16) percent increase in the number of continuing students returning for fall 2011. This increase is significant when viewed in context to SUSLA's continuing student population averaging thirteen hundred (1,300) students for the previous two (2) academic years. Another factor which underscores performance gains finds credence in the effectiveness of continued institutional initiatives related to structured advisement.

As noted in the previous annual report, implementation of intrusive advisement initiatives was expected to improve entry freshman persistence skills, subsequently impacting future retention and institutional freshman cohort completion rates. Factoring persistence initiatives, original planning assumptions projected that SUSLA would experience positive gains in freshman entry retention rates occurring during the year 3 (2011-12) reporting period. However, SUSLA believes continued institutional investments in cited initiatives, coupled with an engaging faculty/staff community may have yielded positive freshman retention rate earlier than projected.

This belief finds merit in second year retention rates of entry freshman participating in the recently established College Success Course (CSC) as compared to counterparts enrolled in existing freshman seminar courses. Of the forty-six (46) initial CSC course participants enrolled for fall 2010, thirty-three (33) or sixty-seven (67) percent returned the second fall 2011. The achieved sixty-seven (67) percent second year retention rate for CSC participants was twenty-seven (27) percent higher than the forty (40) percent attained return rate for freshman seminar counterparts. A significant portion of CSC freshman participants received satisfactory course completion rates and further demonstrated knowledge of academic persistence requirements, effective study skills, and instructional degree attainment plans.

Institutional Graduation Rate

SUSLA achieved annual targeted goals for the Institutional Graduation Rate performance measure. The fourteen point zero (14.0) percent achieved completion rate revealed a one point four (1.4) percentage point difference from the year (2) 2010-11 established targeted benchmark of fifteen point four (15.4) percent. This actual cohort completion rate falls within the (2) two percent plus/minus variance established for 2010-11 targeted benchmark of fifteen point four (15.4) benchmark.

The fourteen (14) percent actual completion rate has remained constant from the previous reporting period. SUSLA remains confident that the 2010-11 actual performance listing is short term. Further, SUSLA suggests that increased completion rates are projected to occur during the next annual report period. Specifically, confidence is based on the following assumptions: *(1) possible effects of structured advisement initiatives on the 2009-10 freshman entry cohort projected for graduation in 2011-12, (2) increases noted in the continuing and readmitted student population groups for fall 2011, and (3) relevance of current academic degree inventory to state workforce needs and economic development initiatives*

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

Percent Change in Program Completers

SUSLA's total percent change in academic program completers inclusive of certificate and associate degrees was twenty-two point seven (22.7) percent higher than the 2009-10 year one reporting period. In particular, SUSLA actual performance rate of two hundred and

sixty-two (262) associate degrees program completers for reporting period 2010-11 exceeded established targeted projection by sixteen (16) percentage points. Institutional performance for certificate degrees program completers was listed at seventy (70). Although slightly less than the previous reporting period, this performance attainment rate falls within the (2) two percent plus/minus variance established for the 2010-11 targeted benchmark of seventy-two (72).

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

As noted in the institutional Five-Year Strategic Plan, Southern University at Shreveport Louisiana (SUSLA) is engaged in various initiatives designed to develop and strengthen partnerships with high schools with the ultimate aim of playing an integral role in preparing students for postsecondary education. These initiatives also serve in assisting the institution in meeting its strategic goals in regards to student access and success.

Both the Dual Enrollment and TRIO Community Outreach Programs are offered at SUSLA to support the institution toward that end. For the 2010-11 reporting period, approximately five hundred and fifty-five (555) dual enrollment high school students have participated in such partnership arrangements. Participating students have completed seventy-two point three (72.3) percent of the aggregate hours enrolled. In addition, SUSLA also provided TRIO Community Outreach Programs to nine hundred and seventy-five (975) local area high school students with an additional one thousand (1,000) adult learners through the Educational Opportunity Center.

Newly Created Partnerships

During the 2010-11 reporting period, SUSLA added three (3) new partnership arrangements with market service area high schools. Currently, SUSLA offers the Dual Enrollment Program as an initiative that offers high school students access to postsecondary education, as well as a means of exposing students to the academic demands of college work. The program serves as a mechanism for promoting partnerships between secondary and public postsecondary education sectors.

Commencing fall 2011, SUSLA engaged in partnership agreements with the following educational entities: Caddo Magnet High School, Caddo Career Center, and the Pelican All-Saints High School located in Desoto Parish. Established partnerships with Caddo Magnet and Pelican All Saints high schools provide college bound students with career pathways in Nursing Education and Business. Partnership agreement with the Caddo Career Center addresses career pathway opportunities in CAN/LPN, Computer Science, and Dental Hygiene programs.

For the same reporting period, SUSLA also focused on student success through partnerships originating from the six-campus TRIO Community Outreach Programs. These programs are designed to motivate and support students from disadvantaged backgrounds and targets low-income, first-generation college students, and disabled students from middle school through enrollment in baccalaureate programs. In addition to existing local partnerships with the high schools, the TRIO program has established arrangements with the Millennium Studio, the Robinson Film Center, the Multicultural Center of the South, and Port Shreveport-Bossier.

Strengthening Existing Partnerships

For the 2010-11 reporting period, SUSLA provided feedback reports to partner high schools with emphasis on student readiness and partner evaluation. The primary focus of cited reports addresses the following:

- A. Provide and review high school student drop/withdrawal records.
- B. Review students' strength prior to enrollment into selected courses.
- C. Identify pass or fail percentage per class.

The partnerships established by the Dual Enrollment program encourage the awareness of availability and opportunity for middle and low-achieving high school students. However, through past-experiences with the existing design and structure of the program, SUSLA has recognized that some students require remediation prior to enrolling in college-level general education courses. In an effort to address the needs of these students, streamline the focus of the department, increase student enrollment and to strengthen the relationship with the partnering high schools, SUSLA's Dual Enrollment program has identified four strategic focuses:

- (1) Career Pathways,
- (2) General Education courses,
- (3) Developmental courses, and
- (4) Retention.

SUSLA has developed career specific pathways for select disciplines which will allow students the opportunity to move forward in obtaining career goals, as well as allowing the institution the wherewithal to expose students to the high rigor and challenges that college coursework presents prior to entry into college. This effort will provide a bridge for student success at the postsecondary level.

As Career Pathways create linkages between market service areas high schools and SUSLA, prospective students are provided with expanded opportunity for early engagements in postsecondary matriculation. Such opportunities are expected to ensure student success in degree attainment, obtaining industry-recognized certificates, and/or licensures needed for workforce entry. Present career pathway strategies focuses on Criminal Justice (Huntington High School), Child Development (Logansport High School), and Hospitality (Woodlawn High School). For fall 2012, additional career pathways for consideration address Allied Health academic program disciplines.

The second strategy focuses on early introduction of general education courses during the college bridge phase. Early introduction of core general education courses such as math, English and the sciences during this transition phase is expected to facilitate continued persistence into chose career pathway upon formal, postsecondary entry. To strengthen students' performance in the general education courses and to increase student success, SUSLA is piloting the third strategy which offered Developmental Math and English in the Spring and Fall 2011 semesters, respectively, by adding a proctor to each developmental education classroom. Data to determine the effectiveness of new efforts will be done in the summer 2012. Future aspirations are focused in science and technology as well.

All efforts in the Dual Enrollment program will be subject to the fourth strategy which focuses on retention and will provide opportunities to track and evaluate student readiness and partnerships. All of these efforts are preparatory measures for college success, as well as for success in selective admission at postsecondary institutions. Seven (7) students from

Huntington High School will graduate with a certificate in Microsoft Office Users Specialist via Dual Enrollment. These students will be employable with this certification. Five (5) additional students will take the exam during spring 2012.

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

For the 2010-2011 reporting period, SUSLA's institutional passage rates on licensure and certification exams increased by three (3) percent from the 2009-2010 eighty-six point one (86.1) percent performance listings. Of the one hundred and twenty-nine (129) students who took licensure and certification exams, one hundred and fifteen (115) successfully met standards which resulted in an institutional passage rate of eighty-nine point one (89.1) passage rate during the 2010-2011 academic year. *See appendix B.*

Passage rates of one of the eight (8) programs cited are not included in this report (Emergency Medical Technician-Basic (EMT-B)). The EMT-B program's students individually received exam scores and the scores were not submitted to the Program Director. However, corrective action is in progress that will allow the Program Director to access passage rate data online for future reports.

Three (3) of the eight (8) programs reported reflected a lower passage rate from the previous academic year. After a pensive program review, the Health Information Technology (HIT) and Medical Laboratory Technician (MLT) programs identified the problem to be related to only a small representative group of the cohort sitting for the exam (i.e. only six of ten Health Information students took the exam, with only four of the six passing, thus a sixty-seven (67) percent passage rate). The chances of having a greater passage rate would have been achieved had all students sat for the exam.

Corrective action is in place, effective spring 2011, to include: requiring students to prepay for certification exams as a graduation requirement; revision of entry and advanced level capstone review courses, including mock examinations; and implementing test-taking strategies in all capstone courses to include deductive reasoning, critical-thinking skills, and all cognitive levels of testing (i.e. recall, analysis/interpretation, and application/problem solving). The Surgical Technology program only achieved a twenty (20) percent passage rate. Cited low rate was attributed to the fact that employment in Louisiana does not require national certification; thus, many of the students do not take the exam seriously.

However, the program did achieve a one hundred (100) percent job placement for the 2011 graduates. Plans for improvement include: implementing strategies to motivate students to seriously consider the exam; making self-assessment testing tools available; implementing new courses to target students' weaknesses; implementing an exit exam to assess students' strengths and weaknesses; and incorporating policy mandating students' completion of the certification exam as a requirement for graduation (in review capstone course). SUSLA did not utilize Work Keys as credential certification during academic year 2010-11.

2. Articulation and Transfer

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

NARRATIVE REPORT

Similar to the previous reporting period, traditional admissions standards/policies have remained the same. As noted, SUSLA continues to refine existing practices and seeks to adopt best practices that have proven success in higher education. One of the overarching goals of the Admissions Office is to increase technology-based admission processing opportunities, which presents a more efficient process and ensures quality and accountability. The Director and staff members participate in professional development opportunities to assist in this process. Through this effort, the Office of Admissions increased the usage of Banner web applications and the training has allowed more effective tracking and follow-up of applications.

Similarly, the strategies established by SUSLA's Quality Enhancement Plan (QEP) focuses on student success and the first-year experience, with the ultimate outcome of improving retention, persistence and ultimately, the graduation rate for the institution. Through the efforts of the QEP, SUSLA offers services for its students through its newly developed Student Success Center, which houses an advisement program that engages in intrusive advisement, as well as the Office of Retention, both advocates of improving the time-to-degree and graduation rate of the institution.

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

In consideration of the "Persistence Status and Transfers Summary" reports developed by SUSLA's Student Support Services for the academic years of 2010-2011, twenty-two point four (22.4) percent of the SUSLA's associate degree completers transferred to a four-year institution (see attached). Specific feedback has been obtained from Grambling State University (GSU) (see attached) which demonstrates SUSLA collaborative relationships with other public postsecondary institutions. In particular, the GSU correspondence provided academic performance data on SUSLA student transfers enrolled for the 2010 fall semester. Presented data demonstrated thirty-seven (37) former students from SUSLA enrolled at GSU, persisting with a grade point average (GPA) of two point forty-one (2.41) percent.

- f. **Development referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.**

Campus Referrals

For the 2010-11 reporting period, SUSLA received ten (10) referrals from participating institutions. During this period, SUSLA established a formal referral agreement with Southern University at New Orleans (SUNO). When students are denied acceptance to SUNO due to failure to meet selective admission criteria, these students are referred to SUSLA. At the time of referral and subsequent admission into SUSLA, students are

registered via offsite online registration and are enrolled in online developmental courses offered through SUSLA's Virtual Campus Initiative. During the current 2011-12 academic year, SUSLA received twenty-nine (29) student referrals from the SUNO sister campus.

Existing Academic Persistence Agreements

For the 2010-11 reporting period, SUSLA maintained an inventory of Transfer and Articulation agreements, Memorandums of Understanding and 2+2 Agreements with the following institutions: Grambling State University, Northwestern State University, Southern University-New Orleans, Wiley College, and Louisiana Technical Community System of Northwest Louisiana.

In a review of transcript requests for 2010-2011, a total of nine hundred twenty-eight (928) requests were made to have transcripts sent to four-year institutions. A total of one hundred twelve (112) percent of the transcripts requested, were forwarded to the following institutions:

Institution	Percent
Grambling State University	15
Louisiana State University Shreveport	16
Louisiana Tech University	6
Northwestern State University	12
Panola College	6
Southern University Baton Rouge	5
University of Louisiana Monroe	6
Wiley College	4
Forty-two (42) other four-year institutions	<i>Less than 1</i>

SUSLA also has an agreement with Louisiana State University in Shreveport to allow students to participate in cross-registration.

In 2010-2011, Student Support Services tracked two hundred sixty-eight (268) students for graduation and transfer eligibility to four-year institutions. One hundred and fifty-one (151) students are still enrolled at SUSLA. Twenty (20) graduated and did not transfer. Forty-one (41) graduated with an Associate degree and transferred to a four-year institution. Forty-eight (48) withdrew or did not return. One was called to the Military. Three (3) re-enrolled at SUSLA after receiving a degree, and three (3) transferred without receiving a degree.

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

Southern University at Shreveport Louisiana (SUSLA) participates in the Statewide Articulation and Transfer Council (established as a part of ACT 356 Statewide Articulation and Transfer System), whose primary goal is to “ease successful student transfers between and among public secondary and postsecondary educational institutions”. An articulation matrix is prepared annually to reflect specific courses that will be accepted by the various statewide institutions of higher learning. Careful review of course syllabi, reflecting the course content and specific student learning outcomes and objectives, is a major part of the review process.

The Associate of Arts/Louisiana Transfer (AA/LT) and the Associate of Science/Louisiana Transfer (AS/LT) degrees are in their infancy. Both transfer degree programs received Regents implementation approval in May 2010. For the 2010-11 reporting period, SUSLA has enrolled thirteen (13) students in the transfer degree programs. Two of the enrolled students will graduate spring of 2012, and the remaining student completion expected for Summer I of 2012.

3. Workforce and Economic Development

- a. **Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.**

NARRATIVE REPORT

Consistent with an open enrollment mission critical requirement, students who fail to meet admissions requirements of academic degree credit programs at SUSLA will be referred to the division of Community and Workforce Development (CWD) for assessment and possible enrollment into the Adult Education and/or non-credit training programs. Noted earlier, CWD works collaboratively with regional employers, stakeholders and SUSLA's Academic Affairs to establish pathway based training solutions that respond to the workforce needs of the service area.

Description of Current Review Process

SUSLA requires each academic degree program to demonstrate quality attainment factors related, but not limited to, instructional relevance, responsiveness to workforce needs and economic development initiatives. Through the established institutional effectiveness process, all instructional degree programs are assessed annually on cited quality factors. In addition, SUSLA's Academic Affairs division requires all instructional units to perform five-year program reviews. For such reviews, all academic program units are required to assess instructional quality, completion rates, and contributions to state workforce needs.

For the 2010-11 reporting year, SUSLA exercised options to discontinue one associate degree offering, created a certificate degree and modified two associate degree programs in Allied Health. Academic program inventory changes were the result of realignment with regional health care initiatives and state economic goals. Although reinstated for the 2010-11 reporting period, SUSLA opted to discontinue the Electronic Technology Associate of Applied Science (AAS) degree program during academic year 2011-12.

The Certificate of Applied Science (CAS) Medical Coding Specialist degree program was approved by the Southern University System management Board and Louisiana Board of Regents in June 2011. The new (CAS) degree offering represents an extension to SUSLA's existing Health Information Technology (HIT) program. SUSLA's parent HIT program is accredited through the American Health Information Management Association (AHIMA).

Enactment of the Health Information Accountability and Portability Act in 2003 has mandated requirements for transition of paper based transactions to electronic health records. As a result, this condition has created a demand for professionals possessing a certificate from an approved AHIMA accredited academic program.

Specifically, the Medical Coding Specialist program is designed to enhance student marketability in circumstances where medical coding knowledge requires a minimum certificate degree. With the exception of SUSLA, there are no accredited certificate programs of this kind in north and central Louisiana. For the 2012-11 reporting period, SUSLA created the Certified Nursing Assistant (CAN) program. This seven and one half (7½) week program is designed to provide the first tier of a “career pathways” tract in nursing education currently being developed by SUSLA’s School of Nursing. The tract culminates with the Associate of Science in Nursing degree for a registered nurse career.

Noted earlier, a principal reason for the 2012-11 decline in certificate degree production stemmed from student acquisition options for associates' degree which ensures post matriculation suitability and greater salary enrichment opportunities. For academic years 2011-12 and 2012-13, SUSLA plans to re-evaluate its certificate degree program for completions performance, workforce suitability and state economic development initiative.

For the 2010-11 reporting period, modified associate degree programs were Surgical Technology CIP code 510909 and Medical Laboratory Technician CIP code 511004. Formally both programs were classified as Associate of Science degrees. Program modifications resulted in reclassifications as Associates of Applied Science degree awards. Reclassifications were prudent actions to maintain realignment with current health care initiatives and workforce suitability.

Louisiana Workforce Collaboration

In collaboration with Academic Affairs, SUSLA’s Community and Workforce Development division is the coordinating conduit which translates labor force needs articulated by the Louisiana Workforce Commission and Economic Development into institutional strategic initiatives. Regional and state labor needs are further reflected in the annual institutional effectiveness reporting processes for the six non-instructional support departments comprising CWD and the thirty-one (31) instructional degree programs which are aligned with workforce and economic development needs.

Workforce Needs Assessment

CWD, the economic development and outreach arm of the institution, works closely with the Louisiana Workforce Commission and local economic development agencies (ex: local chambers, North Louisiana Economic Partnership and Workforce Investment Boards) to engage in strategies regarding the existing and emerging workforce development needs of the service area. (i.e. Strategies to include new and revised curricula along with solutions that address barriers to access and success). For the 2010-11 reporting period, thirty nine (39) percent of SUSLA’s academic program degree inventory was Workforce Investment Act (WIA) certified. This attainment rate represented an eleven point eight (11.8) percentage point increase from the previous 2009-10 reporting period.

CWD has even greater flexibility to respond to the immediate continuing education and workforce needs as demonstrated by the regional market. The preceding finding credence in the number of students enrolled in non-credit courses. For the 2010-11 reporting period, enrolled non-credit students listed at five hundred sixty-eight (568). During fall 2011, the number of non-credit enrollees increased to one thousand three hundred and fifty-one

(1,351). The fall 2011 listing represented a positive gain of seven hundred and eighty-three (783) students from the previous reporting period. The CWD unit ensures its responsiveness by instituting a comprehensive approach to regional partnerships and outreach.

Program Alignment and Future Workforce Needs

In particular, thirty-five (35) percent of current aggregate academic inventory is in the Allied Health and Nursing program disciplines. Both programs are currently aligned with regional health care initiatives established for Northwest Louisiana and similar state economic goals. SUSLA's calculated licensure/certification passage rate for health care delivery programs is a testament to the institution's commitment to Louisiana long-term economic vision. For the 2010-11 reporting period this institutional passage rate listed at eighty-nine point one (89.1) percent. The eighty-nine point one (89.1) percentage attainment rate was three (3) percentage point increase from the previous reporting period.

b. Increase use of technology for distance learning to expand educational offerings.

For the 2010-11 reporting period, SUSLA had one hundred one (101) online courses where one hundred percent of instructional activity was accomplished through synchronous/asynchronous delivery modes. The one hundred and one (101) identified courses represented an increase of nine (9) course from the previous 2009-10 reported listing of ninety-two (92) online offerings. For the next GRAD Act reporting cycle, academic year 2011-12, SUSLA projects its online inventory to list one hundred and thirty-three (133) courses.

SUSLA is committed to enhance the quality of its offerings through the use of technology. There are some disciplines (i.e. Surgical Technology) that offer courses through distance education via compressed video. The institution offers several of its courses online through its E-Learning Program, whose primary function is to ensure that each course offered online will be a course of quality, built on the foundations of student-centered learning and active-learning, and to ensure that students receive a quality and structured online education. Currently, SUSLA has submitted two programs for approval as online programs.

Recent efforts to increase use of technology for distance learning to expand educational offerings include SUSLA's Virtual Campus Initiative. Noted during the previous reporting period, an Offsite Online Registration Committee has been established to develop and oversee this activity. In particular, an online proposal initiative was developed with the aim of providing broader access for students and ultimately expanding revenue at the same time. This initiative was piloted in fall 2010 with cross-enrollment agreements between Southern University System campuses in Baton Rouge and New Orleans and high-demand lower-level "gateway courses" in Developmental Math and English. The committee continues to work on strategies to implement a virtual university environment.

- c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.**

This performance narrative is applicable for flagship and research four-year institutions. As such, Southern University at Shreveport Louisiana is a two-year community college. Research productivity is not a part of SUSLA's role, scope and mission.

- d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

SUSLA's current aggregate job placement rates of graduates completing degree requirements from technical programs such as those in allied health and nursing demonstrated increase from sixty-eight (68) percent in 2009 to seventy-two (72) percent in 2010. Consistent with the previous reporting period, several SUSLA academic programs have employment rates above the eighty (80) percent threshold. However, there are two (2) allied health programs such as Surgical Technical and Phlebotomy with low employment rates. This condition is attributed to decisions by graduates to forgo entry into the workforce, but continued matriculation into related discipline such as Nursing, Radiology or Medical Laboratory Technology.

One of the support areas SUSLA utilizes to increase the number of students placed in jobs is the Department of Career Services, whose role is to prepare students for job entry. Many of the healthcare programs, working in concert with the Department of Career Services, bring in professionals and potential employers to present employment opportunities for their respective disciplines. Additionally, SUSLA collaborates with various employment agencies seeking to fill positions within the healthcare arena. Each program stresses and ensures that job entry-level competencies mandated by respective accrediting agencies are met by all allied health and nursing graduates, which helps to prepare them for the competitive workforce.

In demonstrating progress in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level, SUSLA's Division of Science and Technology has made strides toward this effort through its STEM, Bridge and HBCU – Up programs. These programs afford students the opportunity to enhance research and biotechnology skills needed to position students for increased success and marketability for entry into academic undergraduate programs at the next academic degree level. Additionally, students in these programs are provided the opportunity to attend and present research projects at national conventions, such as the Annual Biomedical Research Conference for Minority Students (ABRCMS). This conference provides students with the opportunity to not only present research, but also to network with prospective colleges and universities to which they can transfer.

4. Institutional Efficiency and Accountability

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

Not applicable performance response limited to four year institutions.

SUSLA is a two year public postsecondary institution.

- b. **Eliminate associate degree program offerings unless such programs cannot be offered at the community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

Not applicable performance response limited to four year institutions.

SUSLA is a two year public postsecondary institution.

- c. **Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase non-resident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the non-resident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.**

Non-Resident Tuition Increases Compared to SREB Averages (2010-11)

For the 2010-11 reporting period, non-resident tuition/fee increases did not adversely affect SUSLA's headcount enrollment or anticipated self generated revenues resulting from higher tuition and fee assessments. Beyond the 2011-12 academic year, it would be difficult to speculate what impact the increased nonresident tuition/fees would have on enrollment and revenue through 2014-15.

The total tuition and fees charged to nonresident students attending SUSLA for the 2010-11 academic year was three thousand eight hundred sixty-two (3,862) dollars. The actual SREB peer non-resident tuition/fee amount for the 2010-11 reporting period was three thousand nine hundred fifty-seven (3,957) dollars. The difference between the peer non-resident tuition/fee amount and nonresident fees charged by SUSLA was ninety-five (95) dollars. For the 2012 annual report, the following data is available:

SUSLA 2010-2011 Non-resident tuition/fee amount	- \$3,867
❖ 2010-11 SREB Peer Non-Resident tuition/fee amount	- \$3,957
❖ Calculated Percent difference from peer amounts to a negative two (2) percent	

Schedule of Proposed Out of State Tuition FY 2010-2011 through 2015-2016

Fiscal Year	SREB Target	SUSLA Proposed
2010-2011	\$3,957	\$3,862
2011-2012	4,138	4,325
2012-2013	4,327	4,844
2013-2014	4,525	5,425
2014-2015	4,732	6,076
2015-2016	4,948	6,805

For fiscal year 2004-2005 through 2008-2009, the average increase in SREB Out-of-State Tuition was four point fifty-seven (4.57) percent per year across all categories. This percentage has been used to adjust targets for each year of the six year schedule. Adjustments will be revised each year as new SREB data is available and the new schedule will be submitted as part of the GRAD Act. SUSLA proposal includes twelve (12) percent annual increases per year (3% Tuition +5% GRAD + 4% Operation.)

- d. **Designate centers of excellence as defined by the Board of Regents which have received a favourable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**
- **Offering a specialized program that involves partnerships between the institutional and business and industry, national laboratories, research centers, and other institutions.**
 - **Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.**
 - **Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.**
 - **Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.**
 - **Having a high level of research productivity and technology transfer.**

There is no need for an institutional response to item (d) due to the following;

The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

5. Submit a report to the Board of Regents, the legislative auditor, and the legislature contain certain organizational data, including but not limited to the following:

Reporting Requirements

- a. Number of students by classification.

Fall 2009 Headcount		Total	2009-10 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
3,014		3,014	2,394.8	2,394.8

Fall 2010 Headcount		Total	2010-11 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
2,834		2,834	2,020.5	2,020.5

Fall 2011 Headcount		Total	2011-12 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
2,820		2,820	2,039.3	2,039.3

- b. Number of instructional staff members.

Fall 2010 Instructional Faculty Headcount	Instructional Faculty Full Time
177	114.2

- c. Average class student-to-instructor ratio.

2010-11 AY
18.1

- d. Average number of students per instructor

2010-11 FTE Enrollment per FTE instructor
17.7

e. Number of non-instructional staff members in academic colleges and departments.

Total Non-Instructional Staff State	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
53	50.32	14	39

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Academic Affairs	16	14.66	11	5
Student Affairs	24	23.33	2	22
Workforce Development/Outreach Programs	13	12.33	1	12
Total	53	53.32	14	39

f. Number of staff in administrative areas.

Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
32	32	21	11

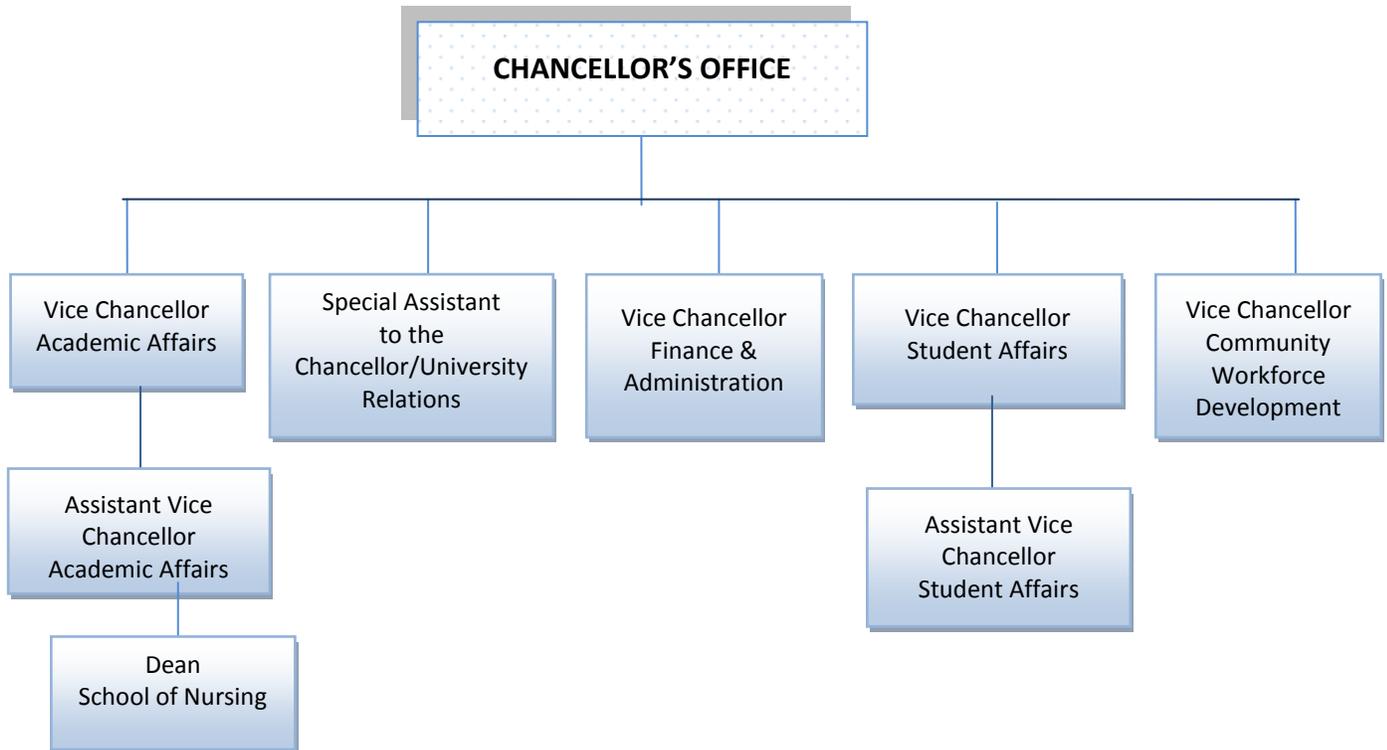
Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Chancellor	3	3.00	3	0
Academic Affairs	5	5.00	4	1
Student Affairs	11	11.00	4	7
Workforce Development/Outreach Programs	5	5.00	4	1
University Relations	2	2.00	1	1
Finance & Administration	6	6.00	5	1
Total	32	32.00	21	11

Source:

*External Revenue Sources would include, but not limited to, Title III, Carl Perkins, or other related intergovernmental grant awards. Board of Regents EMPSAL, Data System, SSPS Report and IPEDS

- g. Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.

ORGANIZATIONAL CHART



- h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008. Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, equivalent position.

	TOTAL BASE SALARY	TOTAL BASE SALARY	TOTAL BASE SALARY	TYPE OF INCREASE
POSITION	2008-09	2009-10	2010-2011	STATUS
Chancellor	\$128,373	\$126,184	\$142,311	\$16,127
Vice Chancellor Academic Affairs	100,000	98,462	100,000	1,538
Assistant Vice Chancellor Academic Affairs		68,398	69,467	1,069
Dean of Nursing	85,764	84,445	85,764	1,319
Vice Chancellor Finance & Administration	87,836	86,485	*95,000	8,515
Vice Chancellor Student Affairs	82,000	80,738	82,000	1,262
Assistant Vice Chancellor Student Affairs		40,000	**45,000	New position due to reorganization
Vice Chancellor Title III/Community Workforce Development/Outreach Programs	82,000	80,738	82,000	1,262
Special Assistant to the Chancellor/University Relations	60,000	59,077	60,000	923

*Salary Increase January 1, 2010

**Sixty thousand (60,000) dollars total – fifteen thousand (15,000) dollars from Southern University
Baton Rouge

NOTE:

Employees Furloughed: *February 20, 2012, March 16, 2012, April 15, 2012, May 14, 2012, and June 22, 2012.*

a. A Cost of Performance Analysis

Total operating budget by function, amount, and percent of total

Function	Amount	% of Total
Instruction	\$5,381,073	36.8%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	796,514	5.5%
Student Services	878,557	6.0%
Institutional Services	5,100,762	34.9%
Scholarships/Fellowships	189,730	1.3%
Plant Operations/Maintenance	2,257,860	15.5%
Total E&G Expenditures	\$14,604,496	100.0%
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	\$14,604,496	100.0%

ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. See Table depicted below.

Tuition & Fees	Academic Year 2010-11
Louisiana Residents	\$2,730.00
Non Louisiana Residents	\$3,860.00
Books & Supplies	\$1,200.00
Living Arrangements On Campus	
Room & Board	\$6,260.00
Other	\$3,912.00
Off Campus	
Room & Board	\$5,000.00
Other	\$3,912.00
Off Campus with Family	
Other	\$3,912.00
Total Expenses	
Louisiana Residents	
On Campus	\$14,102.00
Off Campus	\$12,842.00
Off Campus with Family	\$7,842.00
Non Louisiana Residents	
On Campus	\$15,232.00
Off Campus	\$13,972.00
Off Campus with Family	\$8,972.00

Source: NCES/IPEDS 2010 - 2011 Institutional Characteristics and Student Financial Aid Surveys.

iii. Average Time to Degrees

Average Time to Bachelor's Degree	Average Time to Associate Degree
0	5.7%

iv. Average cost per degree awarded

State Dollars Per FTE
\$2,361.00

v. Average cost per non-completer

State Dollars Per FTE
\$2,361.00

vi. All expenditures of the institutional

Expenditures Total
\$29,486,744.00

Source: Board of Regents and Statistical and Financial Data Profile

b. A Cost of Performance Analysis

ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. See Table depicted below.

Tuition & Fees	Academic Year 2010-11
Louisiana Residents	\$2,730.00
Non Louisiana Residents	\$3,860.00
Books & Supplies	\$1,200.00
Living Arrangements	
On Campus	
Room & Board	\$6,260.00
Other	\$3,912.00
Off Campus	
Room & Board	\$5,000.00
Other	\$3,912.00
Off Campus with Family	
Other	\$3,912.00
Total Expenses	
Louisiana Residents	
On Campus	\$14,102.00
Off Campus	\$12,842.00
Off Campus with Family	\$7,842.00
Non Louisiana Residents	
On Campus	\$15,232.00
Off Campus	\$13,972.00
Off Campus with Family	\$8,972.00

Source NCES/IPEDS 2010 - 2011 Institutional Characteristics and Student Financial Aid Surveys.