SUSLA

SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence · Integrity · Accountability · Service

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

Spring Reporting 2011

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
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 are further promulgated into strategic initiatives by SUSLA with implementation timetables and accountability designation. As such, SUSLA is guided by its own Five-Year Strategic Plan which interfaces with articulated **access and success mandates** as found in companion initiatives advanced by the Southern University System and the Louisiana Board of Regents.

During fiscal year 2009-2010, this interface **was expanded to adopt annual performance targets and related reporting requirements** as specified in the GRAD Act. Specifically, SUSLA's has modified current strategic initiatives to reflect consistency with student success performance target measures as defined in the GRAD Act. Implementation strategies have been developed to ensure inclusion of all instructional/non instructional program units in campus goal attainment activities.

Campus Institutional Effectiveness (IE) policies required recent adoption of SUSLA's Quality Enhancement Plan (QEP) entitled *Jaguar Pride: Ensuring Student Success through Structured Advisement* to be assimilated into GRAD Act implementation strategies. Required timetables for

QEP implementation also coincide with the six year student success performance targets as depicted in GRAD Act Attachment (D). SUSLA believes assimilation of initiatives will ensure institutional effectiveness, compliance with state mandates and continued SACS accreditation.

The primary emphasis of SUSLA's QEP address development of a first year experience course study for entry freshman. Specifically, this course teaches the student necessary persistence skills which are essential to successfully navigate appropriate courses of study in pursuit of academic and vocational goals. Implementation activities have been fashioned into three (3) institutional strategic initiatives that require establishment of the following: a comprehensive orientation program, an academic advising program and professional development for faculty and staff.

Timetable for Policy/Policies Implementation
Commencing 2009-10 through 2014-15 all seventy-three (73) instructional and non instructional campus program units are required to established and subsequently report on annual attainment activities in support of GRAD Act student success targets and QEP implementation. Attainment of GRAD Act projected targets as identified in Attachment (D) is predicated on the following assumptions.

1st to 2nd Year Institutional Retention
The six (6) percentage point decrease from the 2008-09 retention baseline value is attributed to the residual effect on freshman advisement resources resulting from the twenty-four (24) percent increase of the Fall 2009 headcount. Of the 585 students comprising this increase, 215 or thirty-seven (37) percent were first time entry freshman. This increase limited campus ability to provide qualitative advisement services to an entry freshman clientele which required more intrusive institutional support services.

During academic year 2009-10, SUSLA implemented its Quality Enhancement Plan entitled "*Jaguar Pride: Ensuring Student Success Through Structured Advisement*." Implementation of this intrusive advisement program is expected to improve entry student persistence skills and subsequent commitments to academic and vocational goals. SUSLA expects increases in freshman retention, academic persistence and completion rates to occur during the (2011-12) year 2 reporting period with annual increases of one percent through the (2014-15) year 6 performance target goal. Of note, the second year rate for SUSLA entry freshmen retained within Louisiana Public Postsecondary Education is fifty-four point four (54.4) percent. This 2009-10 public postsecondary retention rate approximates the fifty-five (55) percent national average for community colleges.

Institutional Graduation Rate
As identified in Attachment D, SUSLA institutional freshman cohort graduation rate has decreased eight (8) percentage points from the (2008-09) established baseline year. Although the fourteen point (14) percent completion rate is slightly less than the Southern Regional Education Board (SREB) peer average of seventeen (17) percent, SUSLA remains confident that the year 6 target graduation rate goal of twenty-four point three (24.3) percent is achievable through implementation of the QEP.

SUSLA's confidence is further predicated on expected learning outcomes originating from the established QEP student success course. Expected outcomes require the following: proficiency

of study skills, knowledge of student responsibility for advisement, development of degree plans with completion dates and abilities to discern relationships between student success strategies and academic performance. In addition related IE initiatives address improved cohort tracking procedures and enhancement of present academic persistence policies in support of student success performance targets. Such initiatives should result in noticeable increases during the year 3 target benchmark with a two (2) percent annual average through the (2014-15) year 6 performance target goal.

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

<u>Percent Change in Program Completers</u>
As noted in Attachment D, SUSLA's 2009-10 completion award productivity in the areas of certificates and associate degrees registered declined from the established 2008-09 baseline. Registered declines were two point eight (2.8) and twelve point nine (12.9) percent respectively. Although a decline was experienced in 2009-10, SUSLA believes implementation of the QEP as cited in the freshman retention and institutional graduation rates contextual categories will yield marginal increases commencing (2011-12) year 2 reporting period with annual gains of one percent through the year 6 target year (2014-15).

SUSLA's confidence is further predicated on expected learning outcomes originating from the established QEP student success course. Expected outcomes require the following: proficiency of study skills, knowledge of student responsibility for advisement, development of degree plans with completion dates and abilities to discern relationships between student success strategies and academic performance. In addition related IE initiatives address improved cohort tracking procedures through utilization of Banner and continued enhancement of academic persistence policies in support of student success performance targets.

Historically, certificates have accounted for approximately twenty-five (25) percent of SUSLA's annual award production inventory. SUSLA expects this trend to continue through the 2014-15 performance target year.

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. Since baseline year 2008-2009, approximately 1,309 high school students have participated in such partnership arrangements. For the time period under review, participating students have completed ninety-one (91) percent of the aggregate hours enrolled. Both the Dual Enrollment and TRiO Community Outreach Programs are offered at SUSLA to support the institution toward that end.

Newly Created Partnerships
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 the two (2) education sectors. Through this effort, newly created partnerships are anticipated to begin Fall 2011 to include Parkway High School (Bossier Parish) and the Caddo Career Center, focusing on the disciplines of Certified Nursing Assistant (CNA) and other vocational and technical programs.

SUSLA also focuses on student success through partnerships created through the six (6) 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 local partnerships with the high schools, future partnerships include the Millennium Studio, the Robinson Film Center, the Multicultural Center of the South, and Port Shreveport-Bossier.

Strengthening Existing Partnerships
The partnerships established by the Dual Enrollment Program encourage the awareness of such 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 (4) strategic foci: (1) Career Pathways; (2) General Education Courses; (3) Developmental Courses; and (4) Retention.

In an attempt to streamline and strengthen current high school partnerships, 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 challenge 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 high schools and community colleges, students will have the opportunity to have a "jump start" toward achieving associate degrees, industry-recognized certifications and/or licensures needed to enter the workforce. This strategy focuses on Criminal Justice (Huntington High School), Child Development (Logansport High School), and Hospitality (Woodlawn High School). Additional pathways in consideration are disciplines within the Allied Health careers.

The second strategy focuses on general education with the aim to limit course offerings outside of specified pathways to Math, English, and the Sciences (including Computer Science). To strengthen students' performance in the general education courses and to increase student success, SUSLA is piloting the third strategy which offers developmental math and English. Development English is currently being piloted (with a proctor) and Developmental Math will be piloted Fall 2011. 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 which 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 postsecondary institutions.

Additionally, in efforts to strengthen existing partnerships, the TRiO staff will communicate and involve the principals and counsellors at the beginning of each academic year in the program planning and activities, as well as provide updates of student success. Throughout the year, school visits to faculty and PTSA meetings, visits to the YMCA, YWCA, hospitals/clinics, local education agencies, and other youth-serving organizations will be included to increase the awareness of the opportunities provided through the programs.

SUSLA's division of Community and Workforce Development (CWD) will continue to partner with Academics Affairs Dual Enrolment program by:

- 1) assisting in identifying and developing career pathways/programs of study based on labor market demands, state priorities and Career and Technical Education (CTE) regional plans,
- 2) collaborating on the awareness of CTE opportunities through career camps and various student focused workshops and Expos, etc.
- 3) developing industry recognized and demand related training solutions that provide CTE training and bridge opportunities for Adult Education,
- 4) partnering on the provision of professional development opportunities to strengthen awareness of and participation in dual enrollment/programs of study at SUSLA,
- 5) working with dual enrolment team to document/institute a comprehensive data record keeping system of student contacts, enrollment, completers and transition to other universities and placement,
- 6) working to enhance participation in Science, Technology, Engineering and Mathematics (STEM) disciplines,
- 7) partnering to identify and address barriers to participation in dual enrollment/programs, and of study.
- 8) engaging employer and community partners to assist in CTE/postsecondary awareness and program development/enhancements.

Feedback and Tracking of Progress
Feedback reports to high schools include participant rosters and reports to principles and counsellors which will include participant information, i.e. schools and students being served, students served in previous year, postsecondary placements, financial aid awards and project outcomes. ACT scores and reduction in need for developmental courses will be tracked to evaluate the partnerships and demonstrate student readiness.

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

The Division of Allied Health developed a tutoring laboratory designed to offer services that enhance students' learning experiences by providing quality and creative tools for academic and professional success. The student learning outcomes include improving the effectiveness of students' learning, focusing on study habits, organization skills, independent learning, and computer technology and software usage in preparing for certification examinations. This tutoring laboratory works in concert with the institution's traditional tutoring services; however, focusing on the allied health students and their needs and skills necessary to perform well on

certification examinations. The laboratory is certified through the director's certification and by the National Tutoring Association.

The cited programs or disciplines that report passage rates on licensure and certification exams at SUSLA averaged 90.6% during the 2008-2009 academic year. Passage rates of two (2) of the (9) nine programs cited are not included in this report - the Emergency Medical Technician – Basic (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. A baseline for the Surgical Technology program will be set in 2012. During the 2008-2009 academic year, the certification exam was optional for students in Surgical Technology. Beginning 2012, the examination will be required by all graduates. At that time a baseline will be set for that program.

Additionally, SUSLA offers various examination preparation courses through its Continuing Education Program. Workshops are available for students who plan to enter the teaching profession by providing assistance in preparing for the General Praxis Exam. Two (2) workshops are offered – Praxis I and Praxis II, each designed to increase the student's chances in earning the teacher's certification.

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

Traditional Admissions standards/policies remain the same. However, SUSLA continues to refine existing practices and seek 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, 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.

b. 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 2008-2009 and 2009-2010, twenty-three point zero seven (23.07) percent and twenty point twenty-eight percent (20.28) (respectively) of the institution's students transferred from SUSLA to a four-year institution (see attached). Specific feedback has been obtained from Grambling State University (GSU) (see attached) that supports the collaboration of SUSLA with other institutions. In the correspondence, data was shared on the performance of student transfers from SUSLA during the 2010 Fall Semester. 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.

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

SUSLA maintains a formal referral agreement with Southern University at New Orleans (SUNO). If students who have applied to SUNO receive a letter of non-acceptance due to failure to meet selective admissions criteria, they are referred to SUSLA. At the time of referral and upon admission into SUSLA, students are registered via offsite online registration and are enrolled in online developmental courses offered through SUSLA's Virtual Campus Initiative.

d. 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." The council, appointed by the Commissioner of Higher Education, is comprised of stake holders within the educational arena, to include SUSLA. It works "in accordance with accreditation requirements, incorporates strong faculty involvement, includes a system of common course numbering, recognizes the necessity for strong student guidance, establishes a common college transcript and allows for appeals." 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.

Included as an aim of the council is the transfer degree guarantee initiative which supports students who complete designated two-year transfer degrees may apply all coursework when enrolling in a four-year institution. 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 program received Regents approval in May 2010. To date, SUSLA has enrolled four (4) students in the transfer degree programs. Relevant data beyond this point are not available for reporting the measures and descriptives required for this report.

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

Students who fail to meet the admissions requirements of the 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. 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. This collaborative arrangement positions the university to meet students where they are academically, yet provide pertinent training that will lead to the receipt of recognized credentials as a non credit student as feasible, transition into credit coursework, postsecondary completion and employment.

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 2009-10 reporting year, cited processes yielded six (6) degree terminations and one program modification. The internal review process correlated well with the Board of Regent's (BOR) five-year review of academic programs for mission, low completion and duplication. Upon review, the BOR makes recommendations whether programs should be continued, consolidated or eliminated. As stated, six (6) programs were terminated. For the 2009-10 reporting year, of the six (6) programs, termination of one program (Funeral Services Administration) was voluntarily withdrawn by SUSLA and one program was re-instated after modification and change in degree designation.

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 (6) 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). CWD has even greater flexibility to respond to the immediate continuing education and workforce needs as demonstrated by the regional market. The unit ensures its responsiveness by instituting comprehensive approach to regional partnerships and outreach.

Program Alignment and Future Workforce Needs

In particular, thirty-five (35) percent of the aggregate is 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. Since academic year this passage rate has averaged eighty-four (84) percent.

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

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. An Offsite Online Registration Committee has been established to develop and oversee this activity. The online initiative proposal has been developed with the aim of providing broader access for students and ultimately expanding revenue at the same time. The initiative was piloted in the Fall 2010 with a cross-enrollment process 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.**

Current job placement rates of graduates from technical programs such as those in allied health and nursing average sixty-eight (68) percent. As several programs have employment rates above eighty (80) percent, there are two (2) programs with low employment rates because many of the graduates do not enter the workforce, but continue into a related discipline (i.e. Surgical Technology graduates continuing into Nursing and Phlebotomy graduates continuing into 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 as 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.**

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 FY 2004-2005 through FT 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

  b. Number of instructional staff members.

Fall 2009 Instructional Faculty Headcount	Instructional Faculty Full Time
163	111.2

  c. Average class student-to-instructor ratio.

2009-10 AY
18.8

d. Average number of students per instructor

2009-10 FTE Enrollment per FTE instructor
21.5

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
56	53.32	18	38

Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
14	11.99	10	4
26	26.00	8	18
16	15.33	0	16
56	53.32	18	38

f. Number of staff in administrative areas.

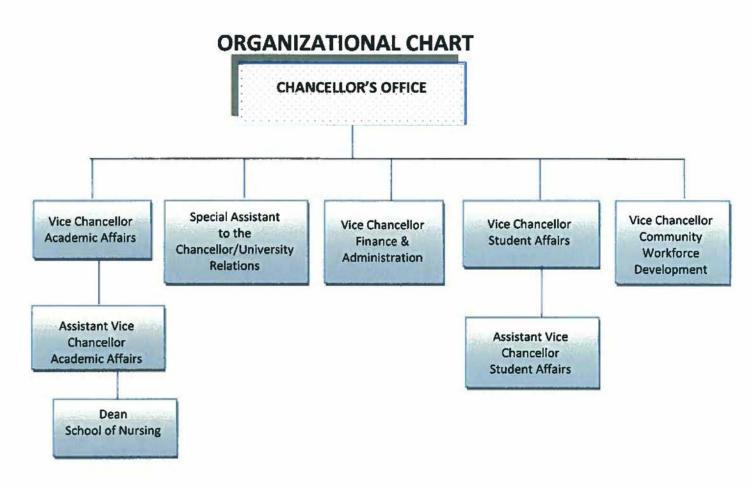| Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
56	55.33	35	21

Total Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
3	3.00	3	0
2	2.00	1	1
7	7.00	4	3
5	5.00	1	4
8	8.00	5	3
31	30.33	21	10
56	55.33	35	21

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

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                        CHANCELLOR'S OFFICE
        ┌──────────┬──────────┬──────────┬──────────┐
  Vice Chancellor  Special    Vice       Vice        Vice Chancellor
  Academic Affairs Assistant  Chancellor Chancellor  Community
                   to the     Finance &  Student     Workforce
                   Chancellor/Administration Affairs Development
                   University
                   Relations
        │                                  │
  Assistant Vice                      Assistant Vice
  Chancellor                          Chancellor
  Academic Affairs                    Student Affairs
        │
  Dean
  School of Nursing
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Vice Chancellor
Academic Affairs

Special Assistant to the Chancellor/University Relations

Vice Chancellor Finance & Administration

Vice Chancellor Student Affairs

Vice Chancellor Community Workforce Development

Assistant Vice Chancellor Academic Affairs

Assistant Vice Chancellor Student Affairs

Dean School of Nursing

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.

POSITION	TOTAL BASE SALARY FY 2008-09	TOTAL BASE SALARY FY 2009-10	SALARY CHANGES STATUS
Chancellor	$128,373	$126,184	$2,189
Vice Chancellor Academic Affairs	100,000	98,462	1,538
Assistant Vice Chancellor Academic Affairs		68,398	1,069
Dean Nursing	85,764	84,445	1,319
Vice Chancellor Finance & Administration	87,836	86,485	1,351
Vice Chancellor Student Affairs	82,000	80,738	1,262
Assistant Vice Chancellor Student Affairs		40,000	New position due to reorganization
Vice Chancellor Title III/Community Workforce Development/Outreach Programs	82,000	80,738	1,262
Special Assistant to the Chancellor/University Relations	60,000	59,077	923

System: Southern University System

Institution: Southern University at Shreveport Louisiana

Date: April 19, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL BENCHMARKS AND 6-YEAR TARGETS

Element Reference		Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1. Student Success										
c.	i. Descriptive	Number of high school students enrolled.	Summer 08-Spring 09	716	593					
		Actual Baseline Data: # enrolled								
	ii. Descriptive	Number of semester credit hours in which high school students enroll. Actual Baseline Doto:	Summer 08-Spring 09 # credit hours enrolled	2756	2241					
	iii. Descriptive	Number of semester credit hours completed by high school students. Actual Baseline Data:	Summer 08-Spring 09 # credit hours completed	2551	2011					
	iv. Descriptive	Number of semester course completed with grade by high school students. Actual Baseline Data.	Summer 08-Spring 09 # course campleted	205	230					

** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

Institution Notes:

Appendix #2 to Attachment B *2008-2009*
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Southern University at S hreveport Louisiana

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2008-2009	2	2	100%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or	Louisiana State Board of Dentistry	2008-2009	8	8	100.00%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	*Director does not	receive reports.	Private	
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	2008-2009	5	3	60%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2008	31	29	93%
Phlebotomy			2008-2009	24	24	100%
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2008-2009	15	15	100%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)	2008	16	13	81.20%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	**Baseline set in 2012			

Institutions are to provide institution name and report data in cells shaded in BLUE *for those disciplines marked with √ on Appendix #1*
Baseline Year = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to met standards for passge/# students who took exam March 1, 2011.

*See licensure/certification narrative for context.

**See licensure/certificatn narrative for context.

System: **Southern University System**

Institution: **Southern University at Shreveport Louisiana**

Date: **April 19, 2011**

GRAD ACT TEMPLATE FOR REPORTING ANNUAL PERFORMANCE

Element Reference			Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
2. Articulation and Transfer											
a.	i.	Tracked	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	NA						
			Actual Baseline Data:	*# in Fall 08 Cohort*							
				# retained to Fall 09							
	ii.	Descriptive	Number of Baccalaurate completers that began as a transfer student.	2008-09 AY	NA						
	iii.	Descriptive	Percent of transfer students admitted by exception. *Actual Baseline Data:*	*sum 09- spring 10*							
				# in 2009 Cohort	NA						
				# retained to 2010 Cohort							
b.	i.	Descriptive	1st to 2nd year retention rate of those who transfer with associate degree.	Fall 08 to Fall 09	NA						
			Actual Baseline Data:	*# in Fall 08 Cohort*							
				# retained to Fall 09							
	ii.	Descriptive	Number of baccalaureate completers that began as a transfer student with an associate degree.	2008-09 AY	NA						
c.	i.	Descriptive	Number of students referred.	2009-10 AY	NA						
	ii.	Descriptive	Number of students enrolled.	2009-10 AY		18					
d.	i.	Descriptive	Number of students enrolled in a transfer degree program.	2009-10 AY		4					
	ii.	Descriptive	Number of students completing a transfer degree.	2009-10 AY		@					
	iii.	Descriptive	1st to 2nd year retention rate of those who transfer with transfer degree.	2008-09 AY	NA						
			Actual Baseline Data:	*# in Fall 08 Cohort*							
				# retained to Fall 09							
	iv.	Descriptive	Number of baccalaureate completers that began as a transfer student with a transfer associate degree	2008-09 AY	NA						

N/A - Performance measure not required by 2-year post secondary institutions.

   @ *The Associate of Arts/Louisiana Transfer (AA/LT) and Associate of Science/Louisiana Transfer Program received Regents approval in May 2010.*

System: Southern University System

Institution: Southern University at Shreveport Louisiana

Date: April 19, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL PERFORMANCE

Element Reference			Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3. Workforce and economic Development											
a.	i.	Descriptive	Number of programs eliminated.	2009-10 AY		7					
	ii.	Descriptive	Number of programs modified or added.	2009-10 AY		1					
	iii.	Descriptive	Percent of programs aligned with workforce and economic development needs.	2009-10 AY		86.1					
				# program offerings							
				# aligned to							
b.	i.	Tracked	Number of course sections with 50% and with 100% instruction through distance education.	2008-09 AY		0					
	ii.	Tracked	Number of students enrolled in courses with 50% and 100% instruction through distance education.	2008-09 AY		0					
	iii.	Tracked	Number of programs offered through 100% distance education.	2008-09 AY		0					
c.	i.	Tracked	Percent of research/instructional faculty holding active research and development grants/contracts	2009-10 AY	NA						
	ii.	Tracked	Percent of research/instructional faculty holding active reserch & development grants/contracts in Louisiana's key economic development industries.	# total (FTE) # faculty in 2009-10 AY # in LA key industries.							
	iii.	Tracked	$ amount of research & development expenditures.	2008-09 AY	NA						
	iv.	Tracked	Dollar amount of research and development expenditures in Louisiana's key economic development industries.	2008-09 AY	NA						
	v.	Tracked	Number of intellectual property measures which are the result of research productivity and technology transfer efforts.	2008-09 AY	NA						
d.	i.	Tracked	Percent of completers found employed.	AY 2008-09	TBD						
				# completers							
				# found employed							
	ii.	view 2.b & 2.d	Increasing the performance of associate degree recipients who transfer.	see elements 2.b & 2.d							
	iii.	Targeted	Placement rate of graduates.	# graduates	NA						
			Actual Baseline Dota: 2008-09 AY	# ploced in jobs	NA						
	iv.	Targeted	Placement of graduates in postgraduate training.	2008-09 AY	NA						

N/A - Performance measure not required by 2 year post secondary institutions.

System: Southern University System

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Date: April 19, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL PERFORMANCE

Element Reference			Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4. Institutional Efficiency and Accountability											
a.	i.	Tracked	Number of developmental/remedial course sections offered.	2009-10 AY		NA					
	ii.	Tracked	Number of students enrolled in developmental/remedial courses.	2009-10 AY		NA					
b.	i.	Tracked	Number of active associate degree programs offered.	2009-10 AY		NA					
	ii.	Tracked	Number of students enrolled in active associate degree programs.	2009-10 AY		NA					
c.	i.	Tracked	Total tuition and fees charged to non-resident students.	2009-10 AY		3,952					
			HBCU/SREB Peer $$$ non-resident fee*			3,594					
			Calculated % difference $$$ peer non-resident*			9%					
d.	▪	TBD	Offering a specialized program that involves partnerships between the Institution and business and industry, national laboratories, research centers, and other institutions.		TBD						
	▪	TBD	Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.		TBD						
	▪	TBD	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.		TBD						
	▪	TBD	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		TBD						
	▪	TBD	Having a high level of research productivity tec&hnology transfer		TBD						

GRAD Act Section 5
Southern University at Shreveport Louisiana

5.a Number of students by classification

| | Fall 2009 Headcount | | | 2009-10 AY | |
Institution	Undergraduate	Graduate	Total	Undergrad FTE	Total FTE
Southern University in Shreveport	3,014		3,014	2,394.8	2,394.8

5. b
Number of Instructional Staff Fall 2009

Institution	Instructional Faculty Headcount	Instructional Faculty FTE
Southern University in Shreveport	163	111.2

5. d
Average number of students per instructor

2009-10 FTE Enrollment per FTE instructor
21.5

S. c
Average class student-to-instructor ratio
(average undergraduate class size)

Institution	2009-10 AY
Southern University in Shreveport	18.8

5. e
Number of Non Instructional Staff Fall 2009

Institution	Total Non-Instructional Staff State	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Southern University in Shreveport	56	53.32	18	38

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	14	11.99	10	4
Student Affairs	26	26.00	8	18
Workforce Development	16	15.33	0	16
Total	56	53.32	18	38

5. f
Number of Administrative Staff Fall 2009

Institution	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Southern University in Shreveport	56	55.33	35	21

Divisional Units	Total 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	2	2.00	1	1
Student Affairs	7	7.00	4	3
Workforce Development	5	5.00	1	4
University Relations	8	8.00	5	3
Finance and Administration	31	30.33	21	10
Total	56	SS.33	35	21

FOOTNOTE:

*External Revenue Sources would include, but not limited to, Title III, Carl Perkins, ar other related intergovernmental grant awards.

5. h Salaries of all personnel identified

POSITION	TOTAL BASE SALARY FY 2008-09	TOTAL BASE SALARY FY 2009-10	SALARY CHANGES STATUS
Chancellor	128,373	126,184	2,189
Vice Chancellor Academic Affairs	100,000	98,462	1,538
Assistant Vice Chancellor Academic Affairs		68,398	1,069
Dean Nursing	85,764	84,445	1,319
Vice Chancellor Finance & Administration	$87,836	$86,485	1,351
Vice Chancellor Student Affairs	82,000	80,738	1,262
Assistant Vice Chancellor Student Affairs		40,000	New position due to
			reorganization
Vice Chancellor Title III-CWD-Outreach Programs	82,000	80,738	1,262
Special Assist to the Chancellor/University Relations	60,000	59,077	923