

The Southern University System



**Year 4 - GRAD Act Remediation Plan
Quarterly Report – First Quarter
08/15/2014 to 10/15/2014**

October 15, 2014

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Southern University System GRAD Act Remediation Plan Quarterly Progress Report - 1st Quarter

I. Introduction

The Southern University System Office (SUS) has worked closely with the four institutions that are assessed by GRAD Act targets and measures. This support aims to ensure activities outlined in Year 4 Remediation Plans are implemented, and to enhance the overall quality of the educational experience on all of our campuses. This is the first of four quarterly reports (August 15, 2014 through October 15, 2014) delineating remediation activities approved by the Board of Regents. These activities were coordinated by:

- The Southern University System
- Southern University and A&M College (SUBR)
- Southern University Shreveport (SUSLA)
- Southern University Law Center (SULC)

Those activities under the auspices of the Southern University System will also benefit the Southern University New Orleans (SUNO) campus which met Year 4 GRAD Act targets. Below is an update on system-wide GRAD Act activities. The campus reports, with their supporting documentation, will follow.

II. Southern System Activities

A. Data Integrity and Process Management Summit

In partnership with the offices of Planning and Institutional Research (PAIR) on each campus, the System office will coordinate a Data Integrity and Process Management Summit to ensure data reliability not only for GRAD Act purposes but also for internal analytics and to improve operational efficiency. The SUBR PAIR Office has reached out to Regents personnel to determine a suitable date for their participation in the data summit. It is projected that the summit will occur on November 13 – 14 of 2014 ([Attachment-Draft agenda](#)).

B. SU Smiles Customer Service Training

The Southern University System Division of Human Resources launched its customer service initiative called “SU Smiles” in July 2014 in anticipation of the Fall 2014 registration period. As of October 2, 2014, one Noel Levitz based session consisted of 66 participants and one Myra Golden based session, “Handling Difficult Customers” had 52 participants ([Attachment-Sign in sheets](#)). All participants were asked to attend the two separate sessions totaling four hours of training ([Attachment-Training Updates and Participant Feedback Surveys](#)). Participant feedback is currently being reviewed and will be summarized in the next Quarterly Report. These trainings will continue on all campuses throughout the Southern System over the remainder of the academic year.

C. GRAD Act Grant Guidelines

In support of student progression and retention, all GRAD Act campuses have been allocated funds that can be awarded to students who are unable to enroll in school due to financial hardship. The System office has drafted guidelines for the disbursement of these funds to ensure they are utilized by the targeted student group ([Attachment-Grant guidelines](#)). These guidelines will be reviewed and ratified at a System Academic Council meeting on Wednesday, October 15.



Office of Planning, Assessment
and Institutional Research
211 Augustus C. Blanks Hall
Baton Rouge, LA 70813

Telephone: 225-771-4150
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Institutional Data Summit 2014 Agenda

November 13-14, 2014

Monday

11:00 – 12:00	Registration	
12:00 – 12:15	Welcome	Chancellor Flandus McClinton
12:00 – 1:00	WORKING LUNCH Keynote Speakers “Reporting: Best Practices”	Mr. Lance Neal
	“G.R.A.D. Act 101”	Mrs. LeAnn Detillier
1:00 – 1:45	Panel Discussion #1: G.R.A.D. Act 4 – SUBR, SUNO, SUSLA, SULC	
1:45 – 2:30	Panel Discussion #2: Student Biographical Information	
2:30 – 2:45	BREAK	
2:45 – 3:30	Panel Discussion #3: Student Course Information	
3:30 – 4:15	Panel Discussion #4: Student Program Information	

“A People’s Institution Serving The State, The Nation, and the World.”



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Tuesday

8:00 – 9:00	Welcome (Continental breakfast)
9:00 – 9:30	Presentation: SUS President Mason
9:30 – 10:15	SUBR Census Process (freeze)
10:15 – 10:30	BREAK
10:30 – 11:15	Breakout session #1: Best Known Methods(BKMs) BKMs – Admissions BKMs – Registrar BKMs – IR/IT
11:15 – 12:00	Breakout session #2: BKMs – Admissions BKMs – Registrar BKMs – IR/IT
12:00 – 1:00	WORKING LUNCH Presentation: G.R.A.D. Act Audit Louisiana Legislative Audit Board of Regents Audits
1:00 – 1:45	Panel Discussion #4: Audit Preparations
1:45 – 2:30	Breakout session #3: Corrective Action Plan(CAP) CAP – Admissions CAP – Registrar CAP – IR/IT
2:30 – 2:45	BREAK
2:45 – 3:30	System-wide CAP Presentations

"A People's Institution Serving The State, The Nation, and the World."

Training Course Sign-In Sheet

Date: July 15, 2014

Course: Customer Service - Session 1 - Group A
 Facilitator: Andrea Benjamin
 Place/Room: Stewart Hall Auditorium

PRINT NAME		Department	Signature
Terrye	Braden	Cashier's office	
Glenda	Caine	Registrar's	<i>Glenda Caine</i>
Andrea	Celestine	Registrar's	<i>Andrea Celestine</i>
Sheena	Dunbar	SUPD	
Erycka	Finnister	Human Resources	<i>Erycka Finnister</i>
Lisa	Hammond	Housing	
Marva	Hawkins	Admissions	<i>Marva Hawkins</i>
Quinton	Hogan	Admissions	<i>Quinton Hogan</i>
Shonte	Hogans	Admissions	
Lavencia	James	Human Resources	<i>Lavencia James</i>
Towanda	Jefferson	Cashier's office	<i>Towanda Jefferson</i>
Velena	Johnson	Registrar's	<i>Velena Johnson</i>
LaToya	Middleton	Aux Services	<i>LaToya Middleton</i>
Rosemary	Sims	<i>Collections</i> Cashier's office	<i>Rosemary Sims</i>
Stephanie	Spears	Cashier's office	<i>Stephanie Spears</i>

Training Sign In

Customer Service
 Session 1
 Group B
 July 18, 2014

First Name	Last name	Department
1. Johana	Turner	Registrar's
2. Ernest	Burkman	Res Life
3. Tamika	Wellington	IT Clerk
4. Jackie Dennis	Dennis	Bursar
5. Victoria	Cockham	Bursar
6. Michael Wells	Wells	Admission
7. Terry Braden	BRADEN	Registrars
8. Brian K. Phillips		Office of Recruitment
9. Robert Rene	Johnson	Comptroller's
10. Diana	Adams	Financial Aid SUNO
11. Alicia	Smith	Comptroller's
12. Sylvia	Jarvis	Collections + Receivables
13. Lisa	Gordon	Traffic + Parking
14. Jocha	Cochran	College Connect
15. SIMONE		Southern Uno Admissions
16. Pearl Marie Brown	Williams	SUNO - Registrar
17. TEMPLE	Williams	SUNO - Comptroller's
18. Shannon	Dent	SUNO - Comptroller's
19. Matthew	Richardson	Retention
20. Chandra	Savarin	SUNO - Comptroller's
21. TRITTANY	Carter	Sup D
22. Spencer	Stanton	SUNO - Admissions
23. Candace	Walton	SUNO - Admissions
24. Sharon	Chevalier	SUNO - Admissions
25. Juan	Boyd	SUNO - Fin. Aid
26. Savita	Scott	SUNO - Fin. Aid
27. Joyce	Clippis	

Page 2

First Name	Last name	Department / Campus
28. Casandra	Miller	SUNO - fin AID
29. Victoria	Jones	SUNO - Financial Aid
30. Miguel	Deve z in	SUNO - SUSLA Connect
31. Erica	B:160	SUNO - Records
32. Grady	Patterson	SUNO - Comptroller's
33. Mary	Jackson	Southern Fin. NO.
34. Miguel	Mackie	Retention C.A. Science
35. Tina	Smith	Comptroller's Office SUNO
36. Alonda	Gibson	Retention SW
37. Ethel Smith	Smith	Comptroller's Office
38.		S.V.P.D
39.		
40.		

Training Course Sign-In Sheet

Date: July 22, 2014

Course: Handling Difficult Customers - Session 2
 Facilitator: Andrea Benjamin
 Place/Room: JB Moore Hall

	PRINT NAME	Department	Signature
1	Carter Spencer	SUPD	[Signature]
2	Jocha Gordon	SUPD	[Signature]
3	KEVINTH Guy	SUPD	[Signature]
4	Shonté Hogans	Admissions	Shonté Hogans
5	Marcia Hanks	Admission	Marcia Hanks
6	Ernest Boyermon	Housing	[Signature]
7	Michael Wells	Admission	[Signature]
8	Ethel Smith	SUPD	[Signature]
9	Robert René	Office of Recruitment	[Signature]
10	Quinton Hogan	Admissions	Quinton Hogan
11	Rosaline Podler	SUPD	Rosaline Podler
12	Jonlana Turner	Registrar	Jonlana Turner
13	Angela Jones	Registrar	Angela Jones
14	LAVANEEA James	H.R.	LAVANEEA James
15	Terre Braden	comptroller	[Signature]
16	Tamika Wellington	ID/CLERK	Tamika Wellington
17	LINDA JARVIS	Comptroller	[Signature]

Training Sign In

SUNO
Hardly Difficult
Customers 7/25/14

Name	Signature
1. Ashley Ojo	Ashley Ojo
2. Mary Jackson	Mary Jackson
3. Sonita Boyd	Sonita Boyd
4. Casondra Miller	Casondra Miller
5. Temple Williams	Temple Williams
6. Alicia Adams	Alicia Adams
7. Aline Blanchard	Aline Blanchard
8. Trana Johnson	TRANA JOHNSON
9. TRHANY Savelin	Trhany Savelin
10. Matthew Dent	Matt Dent
11. Candace Stanton	Candace Stanton
12. Sharon Walton	Sharon Walton
13. Pearl Marie Brown	Pearl Marie Brown
14. Megan Tray	Megan Tray
15. Erica Bilbo	Erica Bilbo
16. Sybil W. Smit	Sybil W. Smit
17. Shannan Williams	Shannan Williams
18. Alonda Gibson	Alonda Gibson
19. Grady L. Patterson	Grady L. Patterson
20. Chandra Richardson	Chandra Richardson
21.	
22.	
23.	
24.	
25.	

Customer Service Training Sign In Sheet

Name	Dept.	Signature
1. Charlotte Carter-Millegan	Financial Aid	<i>[Signature]</i> Millegan
2. SANDRA Scarborough	Financial Aid	<i>[Signature]</i> Sandra Scarb
3. CONSUELA DOUZIER		<i>[Signature]</i> C. Douzier
4. Carla Bolden	Financial Aid	<i>[Signature]</i> C. Bolden
5. Luwendoy Perkins	Financial Aid	<i>[Signature]</i> Luwendoy Perkins
6. Carey Williams	Financial Aid	<i>[Signature]</i> Carey Williams
7. Rosaline Pooler	SU pd	<i>[Signature]</i> Rosaline Pooler
8. Linda Hogan	Financial Aid	<i>[Signature]</i> Linda Hogan
9. Saturn Douglas	Admissions	<i>[Signature]</i> Saturn Douglas
10. Eric Glynn	Financial Aid	<i>[Signature]</i> Eric L. Gly
11.		
12.		
13.		
14.		
15.		

Participant Feedback Surveys – These have been provided in a separate attachment.



Office of Human Resources
P.O. Box 10400
Baton Rouge, Louisiana 70813

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Southern University System Customer Service initiative progress report

A Southern University System customer service initiative called “SU Smiles” was conducted in July – August 2014 to ready and prepare customer facing personnel for the fall 2014 registration period.



As of October 2, 2014

- (1) Noel Levitz based session 1 = 66 participants

- (2) Myra Golden based session 2 (Handling Difficult Customers) = 52 participants

Participants were asked to attend session 1 (2 hours) and session 2 (2 hours) for a total of four (4) training hours.

Sign in sheets can be found in a separately attached file.

Departments trained – Selected employees from the following departments were trained.

- Bursar’s office
- Registrar’s office
- Human Resources
- Southern University Police Department
- Admissions office
- Auxiliary Services
- Financial Aid office
- Residential Housing



The SU Smiles customer service initiative is comprised of several components. An overview of each component can be found below.

- I. Training
- II. Customer Service - stakeholders and community awareness
- III. Customer Service stakeholder survey
- IV. Performance plan guidance

<p>I. Training</p>	<p>Customer Service session 1 used Noel Levitz training materials. Specific emphasis was placed on the following topics:</p> <p>Why Do People Do What They Do?</p> <ul style="list-style-type: none"> • Feelings are the key • Feelings influence our decisions • Quality Service is the goal • Each of us needs the help of others • The feelings of others count • Students expect quality • Quality service is always import • Good feelings build a win/win relationship
--------------------	---

	<p>Customer Service session 2 used Myra Golden' s “Handling Difficult Customers” training materials. Specific emphasis was placed on the following topics:</p> <ul style="list-style-type: none"> ➤ The Psychology of Anger ➤ Four things not to do with upset customers ➤ The Psychology of Customer Recovery ➤ Supportive vs Provoking Language
II. Customer Service - stakeholders and community awareness	<p>(1) An article was posted on the Southern University Facebook page by the Media Relations Office communicating to stakeholders that customer service training had been conducted.</p> <p>(2) SU Smiles posters were placed in each of the offices trained. The posters contained information for students to respond to a customer satisfaction survey. The poster copy art can be found on is the SU smiles poster file.</p> <p>(3) SU Smiles buttons were provided to trainees to wear during fall registration week to heighten awareness on our customer service efforts.</p>
III. Customer Service stakeholder survey	<p>(1) Students were provided with an online survey to provide customer service feedback. Six responses were received which can be found in the separately attached student survey feedback file.</p> <p>(2) Training participants were surveyed using the Kirkpatrick level three survey technique. This survey technique emphasizes how attendees can implement what they have learned on the job. Their responses can be found within the training participants feedback file.</p>
IV. Performance plan guidance	<p>A manager’s meeting was conducted before training started in which managers were consulted on providing performance customer service feedback within each trainee’s performance plan.</p>

Attachment: GRAD Act Grants Guidelines

Southern University System Proposed Criteria for Need-Based GRAD Act Grants (2014)

The intention of these grants is to improve 1st to 2nd year retention, 1st to 3rd year retention and persistence to graduation. These grants are available to students on all campuses.

To be eligible for GRAD Act grants, undergraduate students are required to be:

- in a certificate or degree granting program;
- in good academic standing; and,
- on track to earning their degree or certificate within 150% time.

To be eligible for GRAD Act grants, SULC students are required to be:

- in good academic standing; and,
- on track to earning their degree within 100% time.

All students must:

- have a documented, unmet financial need as indicated through a current balance and FAFSA;
- provide a letter explaining why they are unable to fund the cost of their tuition, fees or books with other sources of aid; and,
- have not accepted a financial aid refund for the term the grant is requested.

Grants are intended to satisfy current balances at institutions within the Southern University System.

Southern University and A&M College GRAD Act Remediation Plan Quarterly Progress Report - 1st Quarter

III. Southern University and A&M College (SUBR) Activities

A. First-to-Second Year Retention Rate

Activity 1: Identify and contact the Fall 2013 cohort students who have not registered for the Fall 2014 term.

In accordance with the GRAD Act Year 4 remediation plan, Southern University and A&M College at Baton Rouge (SUBR) identified first-time, full-time, degree-seeking students who had not registered for the Fall 2014 term. To ensure that 1st-to-2nd year cohort students are being addressed, a modification was made to a daily report that would identify the cohort students. The report provided the enrollment, financial, and financial aid statuses of the unregistered students and it was released to the Chancellor, Finance, and Financial Aid offices. Beginning July 16, 2014, the list of 1st-to-2nd year (2013) and 1st-to-3rd year (2012) unregistered cohort students was developed by the Office of Planning, Assessment, and Institutional Research (PAIR) with student contact information including name, address, primary phone number, and email address ([Attachment-Emails](#)). These students were contacted by advisors from the offices of the Center for Student Success (CSS), and the Center for Teaching and Learning Excellence (CTLE). Out of roughly 1,000 calls made to prospective returning students, approximately 300 students were actually reached, yielding about 100 students filing the appropriate appeal and potentially returning to campus this fall ([Attachment-Emails summarizing call results](#)). Subsequent reports will specify the actual number of returning students reached by this activity but the table below summarizes the results of the outreach calls to prospective returning students.

Results of SUBR Outreach Calls to Prospective Returning Students (08/25 – 08/27/2014)	
Description	Number
Total number of calls made	1,205
Left voicemail	474
No answer and no voicemail	47
Actual students reached	357
Students pledging to submit appeal that week	113
Students paying out of pocket or had already paid	97
Students awaiting appeal decision	58
Students stating they weren't returning for fall	83
Hung up	2
Not returning due to graduation	4

The SUBR administration has taken an active role in implementing the remediation plan and coordinating retention efforts. Chancellor Flandus McClinton includes these items as part of the regular agenda for Senior Leadership team meetings ([Attachment-Senior Leadership Agendas](#)) and required the group to participate in making some of the outreach calls to non-returning students. As the first day of

the Fall 2014 semester approached, the Chancellor divided the cohort lists into segments of students and asked the Senior Leadership team to contact the students via email or phone.

The PAIR office also coordinated an email campaign with updates on pre-registered and enrolled status of the 1st-to-2nd year cohort students. The retention status report also noted paid (enrolled) and non-paid (registered) counts of students, GRAD Act Year 5, 1st-to-2nd year targets, as well as the number of students needed to meet the Year 5 targets ([Attachment-Daily Retention Reports](#)).

Activity 2: Notify students who require academic or financial aid appeals at least two weeks prior to the start of the fall term.

On May 22, 2014, the Office of Financial Aid began distributing the first round of Satisfactory Academic Progress (SAP) letters to students in jeopardy of losing financial aid eligibility ([Attachment-Financial Aid letter](#)). The letter explains that SAP is measured both qualitatively by Grade Point Average, and quantitatively by an earned/attempted hour ratio and/maximum attempted hours allowed for a program. The letter also specifies which of the two requirements the student failed to meet. The letter explains the appeal process necessary to reinstate financial aid eligibility and includes a link to the required form, the latest postmarked due dates for the appeal, and the address where the form must be submitted. In addition to the financial aid letter, the CSS also distributed an email to students informing them of negative academic or financial aid status and information on the appeal process to reinstate good standing ([Attachment-CSS email](#)). This email also includes the appeal form and submission guidelines. Both academic and financial aid advisors are working to reinforce messages and doubling their efforts to ensure students understand the SAP process and what is necessary to resume and maintain good academic/financial aid standing.

Activity 3: In Fall 2014, require an advisor release in Banner for all returning students who have not completed 36 hours from the Fall 2013 freshman cohort.

SUBR utilizes the Ellucian Banner product as its Student Information System (SIS). Banner allows administrators to place several types of restrictions on student accounts to require students to take certain actions such as seeing an advisor before completing registration. As part of SUBR's retention enhancement efforts, every student who enters our system as first-time freshman has a registration "HOLD" in Banner, regardless of full-/part-time or degree/non-degree seeking status. As students attempt to generate a class schedule online, the student portal, Banner Self-Service, notifies students that they have a "HOLD" on their account and in order to register for classes they must see their CTLE advisor. CTLE is responsible for advising all students with less than 36 hours. Every CTLE advisor has Banner authorization to bypass the "HOLD" and register students once they provide students both verbal and written information regarding the "HOLD." This information is a part of the CTLE orientation and is reviewed in one-on-one sessions students have with their advisors ([Attachment-CTLE brochure](#)).

Activity 4: The PAIR office will prepare detailed student profiles in Banner which identify students' declared majors and departmental advisors.

SUBR utilizes Evision's Argos software system as one of its data reporting resources. The PAIR office created a student information module within Argos that compiles critical student retention data queried directly from the Banner SIS. As noted in the supporting documentation ([Attachment-Argos screen shot](#)), the student's academic history, advisors, test scores, "HOLDS" as well as, upon selection, the course schedule and the registration activity of that semester are provided. This Argos report is available

to all instructors and advisors who engage with the student. Instructors may benefit from seeing the student's schedule for that semester and determining the scope of a student's course load. Similarly, instructors may have a better understanding of a student's level of preparation by having access to ACT or Compass scores. Similarly, advisors are better able to do their jobs in supporting students by having comprehensive information on the student readily available. It is expected that providing these reports to advisors and instructors will facilitate better student support and ultimately more student success.

Activity 5: On Banner class rosters and student profiles, provide student classification information (freshman, sophomore, junior, senior) in order for faculty to appropriately tailor referral services to promote successful course completion and progression.

In conjunction with the Registrar's office, PAIR utilizes the Argos module and scheduler to generate and distribute a class roster for every course. Each roster provides the course identification information as well the list of enrolled students, registration type, payment status, and classification. The roster was later enhanced to provide cohort information as well ([Attachment-Course roster](#)). Instructors have been asked to assist with the retention of students who had not paid their fees prior to the census date to avoid having their classes purged.

B. First-to-Third Year Retention Rate

Activity 1: Identify and contact the Fall 2012 cohort students who have not registered for the Fall 2014 term. SUBR has contacted students who did not registered for the Fall 2014 semester and will continue reaching out to students who will have not paid their fees by the census date.

As noted in Activity 1, outreach for 1st-to-3rd year cohorts was conducted simultaneously with that of the 1st-to-2nd year cohort. Advisors from CTLE, Financial Aid, CSS, and instructors assisted in making these calls and emails to targeted students. As previously noted, the PAIR office created emails with daily data reports on the pre-registration and registration status of the 1st-to-3rd year cohort retention for Year 5.

Activity 2: Notify students who require academic or financial aid appeals at least two weeks prior to the start of the fall term.

As noted in Activity 2, outreach for 1st-to-3rd year retention occurred simultaneous with that of the 1st-to-2nd year cohort students. This effort was completed by the instructors, CTLE, CSS and Financial Aid were addressing these students with added vigor to support the retention efforts.

Activity 3: In Fall 2014, require an advisor release in Banner for all returning students who have not completed 36 hours from the Fall 2013 freshman cohort.

Since CTLE manages students with 36 hours or less, the 1st-to-3rd year students should be transitioning to academic departments for advising. The Academic departments have the same Banner authorization as the CTLE advisors to bypass the "HOLD" and complete the registration process. All of the Deans, Chairs, and Dean's Designees have been trained on this process. The goal of this engagement is to ensure advisement has occurred between the student and the department. Additional permissions have been granted to the departments in the cases of restricted or reserved courses within the department's own purview. If the advisor is comfortable with the aptitude of the student and feels the student will be able to matriculate through their program of study, the "HOLD" may be released from the student's account enabling the student to manage the registration process fully online. Such

students are able to register for courses independent of their advisor; however, departmental advisement on a regular basis is still strongly encouraged.

Activity 4: The PAIR office will prepare detailed student profiles in Banner which identify students' declared majors and departmental advisors.

This activity for 1st-to-3rd year retention was completed simultaneously as that of the 1st-to-2nd year cohort. As noted in Activity 5, the PAIR and Registrar's offices worked in conjunction to complete this task and it is now reflected on the Banner screens for all students.

IV. SUBR Attachments

Retention Rates

FW: Students did not register for 2014

URBAN WIGGINS

Wed 7/16/2014 4:48 PM

Sent Items

To: Brandon Parker <brandon_parker_00@subr.edu>; Latrina Collins <latrina_collins@subr.edu>;

Cc: Brunetta Adams (Staff) <BRUNETTA_ADAMS@subr.edu>; VERJANIS PEOPLES <VERJANIS_PEOPLES@subr.edu>;

 2 attachments

Fall 2013 FFF did not register for Fall 2014.xlsx; Fall 2012 FFF did not register for Fall 2014.xlsx;

All,

Attached you will find the individuals from the Fall 2012 and 2013 cohorts but do not have registered for the Fall 2014 term.

If there are any questions, please let me know.

Urban Wiggins, Ph.D.
Interim Director
Office of Planning, Assessment, and Institutional Research
Southern University and A&M College
225-771-0299
Urban_Wiggins@subr.edu

*Join Southern University in celebrating its Centennial, 100 years on the Baton Rouge campus.
#SUBR100*

RE: Student back out for the 2014 fall semester.

Latrina Collins

Fri 8/15/2014 1:28 PM

Inbox

To: URBAN WIGGINS <URBAN_WIGGINS@subr.edu>;

Thank you sir

Thank you,

Ms. LaTrina Collins, MA, LPC
Interim Director
Center for Student Success
225.771.4312
225.771-4377 (fax)
Email: latrina_collins@subr.edu

Greatness is found on the edge of destruction.

-----Original Message-----

From: URBAN WIGGINS
Sent: Friday, August 15, 2014 12:09 PM
To: Latrina Collins; Ursula Shorty
Subject: FW: Student back out for the 2014 fall semester.

Please find attached, the list of non-paid retention students.

Urban T. Wiggins, Ph.D
Interim Director,
Planning, Assessment, and Institutional Research Southern University and A&M College urban_wiggins@subr.edu
(225) 771-0299

-----Original Message-----

From: URBAN WIGGINS
Sent: Fri 8/15/2014 11:38 AM
To: Flandus McClinton; VERJANIS PEOPLES; Brandon K. Dumas Ph.D.; Gwendolyn A. Bennett; Raymond Clarke; ELLA KELLEY; Ronyelle Ricard; Michael Stubblefield; Debra Ephrom; Elnora Anderson; Kimberly K. Wilkinson
Subject: RE: Student back out for the 2014 fall semester.

Cohort retention listing with additional information.

Urban T. Wiggins, Ph.D

<https://pod51035.outlook.com/owa/projection.aspx>

1/2

Interim Director,

Planning, Assessment, and Institutional Research Southern University and A&M College urban_wiggins@subr.edu
(225) 771-0299

-----Original Message-----

From: Flandus McClinton

Sent: Fri 8/15/2014 7:41 AM

To: VERJANIS PEOPLES; Brandon K. Dumas Ph.D.; Gwendolyn A. Bennett; Raymond Clarke; URBAN WIGGINS; ELLA KELLEY; Ronyelle Ricard; Michael Stubblefield

Subject: Student back out for the 2014 fall semester.

I would like for each of you to attend a meeting in the chancellor's conference room at 10am this morning to discuss student back out for the 2014 fall semester. Please be on time.

Thanks,

Flandus McClinton, Jr.

Southern University at Baton Rouge

Acting Chancellor / Vice Chancellor for Finance & Administration

Emails Summarizing Call Results

From: Latrina Collins

Sent: Wednesday, August 27, 2014 11:15 AM

To: Raymond Clarke (raymond_clarke@subr.edu); Brandon K. Dumas Ph.D.

Subject: Phone Calls

Good morning sirs,

I just wanted to get you a progress report regarding the phone calls to the students needing an appeal. After the calls placed on 8/25/14...

1,115 calls were still needed after removing the 335 from 8/25/14; then we removed another 107 who already have appeal decisions leaving 1,008 calls left to make.

August 26, 2014 Progress

758 calls were made

- 117 wrong or disconnected numbers

- 372 voicemails left

- 29 no answer and no voicemail

- 240 students were reached

 - 20 stated they will get their appeal in by today

 - 82 stated they were paying out of pocket & or had already paid their fees

 - 58 needed appeal decision, couldn't check email

 - 74 stated they were not attending this semester

 - 2 hung up

 - 4 graduated

Remaining 250 calls will be made today

Thank you,

Ms. LaTrina Collins, MA, LPC

Interim Director

Center for Student Success

225.771.4312

225.771-4377 (fax)

Email: latrina_collins@subr.edu

Greatness is found on the edge of destruction

From: Latrina Collins
Sent: Tuesday, August 26, 2014 12:31 PM
To: Raymond Clarke (raymond_clarke@subr.edu); Brandon K. Dumas Ph.D.
Subject: Phone Calls

Good afternoon sirs,

I just wanted to get you a progress report regarding the phone calls to the students needing an appeal. Once we removed the individuals without aid and those exhausted their appeals it left 1,450 students to contact.

Yesterday...

335 calls were made

98 wrong or disconnected numbers

102 voicemails left

18 no answer and no voicemail

117 students were reached

75 stated they will get their appeal in by today

15 stated they were paying out of pocket & already enrolled in school

18 stated they would get their appeal in by Wednesday

9 stated they were not attending this semester

Calls will resume today

Thank you,

Ms. LaTrina Collins, MA, LPC

Interim Director

Center for Student Success

225.771.4312

225.771-4377 (fax)

Email: latrina_collins@subr.edu

Greatness is found on the edge of destruction



SUBR'S SENIOR LEADERSHIP STAFF MEETING

WEDNESDAY, JULY 30, 2014 -- 9:00 A.M.
CHANCELLOR'S CONFERENCE ROOM

AGENDA

- I. [REDACTED]
- II. [REDACTED]
- III. [REDACTED]
- IV. [REDACTED]
- V. Retention and Recruitment
- VI. Registration Report
- VII. [REDACTED]
- VIII. [REDACTED]



SUBR's SENIOR LEADERSHIP STAFF MEETING

WEDNESDAY, SEPTEMBER 3, 2014 -- 9:00 A.M.
CHANCELLOR'S CONFERENCE ROOM

AGENDA

- I. [REDACTED]
- II. [REDACTED]
- III. [REDACTED]
- IV. [REDACTED]
- V. [REDACTED]
- VI. [REDACTED]
- VII. [REDACTED]
- VIII. [REDACTED]
- IX. [REDACTED]
- X. GRAD Act
- XI. [REDACTED]
- XII. [REDACTED]
- XIII. [REDACTED]
- XIV. Registration Report
- XV. [REDACTED]
- XVI. [REDACTED]
- XVII. [REDACTED]
[REDACTED]
- XVIII. [REDACTED]
- XIX. [REDACTED]
- XX. Retention Plan
- XXI. [REDACTED]

GRAD Act Year 5 Retention Status as of 07-22-2014

URBAN WIGGINS

Tue 7/22/2014 5:40 PM

Sent Items

GRAD Act Year 5 Retention Status

1st to 2nd year (2013-2014)

Cohort	1100
Registered	770
Target	73.4% (+/-2%)
Actual	70.0%
Difference	330 (-3.4%)
# Students needed	39 (at least 17) of the 330

1st to 3rd year (2012-2014)

Cohort	743
Registered	398
Target	64.3% (+/-2%)
Actual	53.5%(rounded down)
Difference	345 (-10.7)
# Students needed	80 (at least 65) of the 345

Urban Wiggins, Ph.D.
Interim Director
Office of Planning, Assessment, and Institutional Research
Southern University and A&M College
225-771-0299
Urban_Wiggins@subr.edu

<https://pod51035.outlook.com/owa/projection.aspx>



G.R.A.D. Act Year 5 Status Report

As of: 8/20/2014

Retention Rates

	1st to 2nd Year	1st to 3rd Year	Transfer
Cohort:	1100	743	341
Registered(Enrolled):	836 (641)	455 (372)	271 (220)
Target Rate	73.4% (808)	64.3% (471)	64.3% (219)
Actual Rate	76	61.24	79.47%
Difference	264	288	-114
Previous Year's Target/Actual Rates	73.1% / 67.4%	63.2% / 56.3%	

Completers

	Undergraduate	Graduate	Doctoral
Summer	134	64	3
Fall	301	102	4
Spring	320	117	4

8/20/2014 9:27:27 PM

UMC



G.R.A.D. Act Year 5 Status Report

As of: 8/24/2014

Freshman and Transfer Retention Rates

	1st to 2nd Year		1st to 3rd Year		Transfer	
	Registered	(Enrolled)	Registered	(Enrolled)	Registered	(Enrolled)
Cohort:	1100		743		341	
Registered(Enrolled):	837	(666)	456	(381)	271	(233)
Target Rate (%,#)	73.4%	(808)	64.3%	(471)	64.3%	(219)
Actual Rate	76.09%	60.55%	61.37%	51.28%	79.47%	68.33%
Difference to cohort/target	263	142	287	90	-115	-14
<i>Registered - student has class schedule</i>						
<i>Enrolled - student has class schedule and has paid fees.</i>						
Last Year's Target Rate and (Actual Rates)	73.1%	(67.4%)	63.2%	(56.3%)		

Completers

	Undergraduate	Graduate	Doctoral
Summer	134	64	3
Fall	301	102	4
Spring	320	116	4
Target	831	324	22
Actual	755	282	11

8/24/2014 10:45:50 PM

UMC



Office of Student Financial Aid
P.O. Box 9961
Baton Rouge, LA 70813
(225) 771-2790

P.O. Box [REDACTED]
Baker, LA

SO [REDACTED]

Dear Lauri:

Federal and University guidelines stipulate, "To be eligible for financial aid, a student must be making Satisfactory Academic Progress toward a degree". Furthermore, that progress must be measured **both** qualitatively (GPA) and quantitatively (an earned/attempted hour ratio and/or maximum attempted hours allowed for a program). Please review the Satisfactory Academic Progress (SAP) policy at www.subr.edu/financialaid for program requirements.

Based upon a review of your academic information, we have determined that you are **not** making Satisfactory Academic Progress (SAP) towards a degree in accordance with the University's policy. Therefore, you **will not be eligible** to receive financial aid for the **Summer 2014, Fall 2014 and Spring 2015** semesters for the following reason:

You have earned less than 67% of the credit hours you attempted.

Please access your Banner Student Self Service academic history to review your academic status at the end of the Spring 2014 term. You will find additional information concerning SUBR's Satisfactory Academic Progress (SAP) requirements at www.subr.edu.

IMPORTANT: *If you have been awarded aid for the Summer 2014 term, you will be ineligible for the award(s) until you have been approved through the Appeals process. If you have used the previously awarded aid to register for and complete the Summer 2014 payment process, your Summer 2014 aid will be cancelled and you will be responsible for all tuition and fees until approved through the Appeal process. Your tuition and Fees will not be cancelled.*

Appeal Process

If you are a financial aid recipient and would like to appeal for possible reinstatement consideration of your financial aid eligibility, you must submit the following:

1. A completed Academic/Financial Aid Appeal Form (available online at [http://www.subr.edu/assets/FinancialAid/2014-2015/AppealApplicationRevised\(2014-2015\).pdf](http://www.subr.edu/assets/FinancialAid/2014-2015/AppealApplicationRevised(2014-2015).pdf))
2. A letter of appeal. The letter must describe not only your mitigating or special circumstance, but also how your mitigating or special circumstance has changed to ensure future satisfactory progress
3. Supporting documentation

Please send all documents by certified mail to the address below. They are to be postmarked on or before **June 6, 2014 (final deadline for students enrolling for the Summer 2014 term.)** If you are not enrolling for the Summer 2014 term and would like to appeal for Fall 2014 and Spring 2015, please submit your appeal request, letter, and documentation on or before **June 20, 2014 (priority deadline for students enrolling for Fall 2014/Spring 2015 terms.)** **Incomplete applications will not be reviewed or will be denied.**

Please mail, certified, to:

Appeals Department
P.O. Box 9263
Baton Rouge, Louisiana 70813

If you have any questions regarding your academic status, please contact the Registrar's Office at (225) 771-5050. *If you have already addressed this matter, please disregard this letter.*

Sincerely,
Office of Student Financial Aid

"An Equal Educational Opportunity Institution"



Office of Student Financial Aid
P.O. Box 9961
Baton Rouge, LA 70813
(225) 771-2790

[REDACTED]
Baton Rouge, LA

SO [REDACTED]

Dear Charlene:

Federal and University guidelines stipulate, "To be eligible for financial aid, a student must be making Satisfactory Academic Progress toward a degree". Furthermore, that progress must be measured both qualitatively (GPA) and quantitatively (an earned/attempted hour ratio and/or maximum attempted hours allowed for a program). Please review the Satisfactory Academic Progress (SAP) policy at www.subr.edu/financialaid for program requirements.

Based upon a review of your academic information, we have determined that you are not making Satisfactory Academic Progress (SAP) towards a degree in accordance with the University's policy. Therefore, you will not be eligible to receive financial aid for the Summer 2014, Fall 2014 and Spring 2015 semesters for the following reasons:

- Your cumulative GPA is below the established University minimum for your program, and
- You have earned less than 67% of the credit hours you attempted, and
- You have exceeded the maximum number of attempted credit hours for your program

Please access your Banner Student Self Service academic history to review your academic status at the end of the Spring 2014 term. You will find additional information concerning SUBR's Satisfactory Academic Progress (SAP) requirements at www.subr.edu.

IMPORTANT: *If you have been awarded aid for the Summer 2014 term, you will be ineligible for the award(s) until you have been approved through the Appeals process. If you have used the previously awarded aid to register for and complete the Summer 2014 payment process, your Summer 2014 aid will be cancelled and you will be responsible for all tuition and fees until approved through the Appeal process. Your tuition and Fees will not be cancelled.*

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1. A completed Academic/Financial Aid Appeal Form (available online at [http://www.subr.edu/assets/FinancialAid/2014-2015/AppealApplicationRevised\(2014-2015\).pdf](http://www.subr.edu/assets/FinancialAid/2014-2015/AppealApplicationRevised(2014-2015).pdf))
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Please mail, certified, to:

Appeal Department
P.O. Box 9263
Baton Rouge, Louisiana 70813

If you have any questions regarding your academic status, please contact the Registrar's Office at (225) 771-5050. *If you have already addressed this matter, please disregard this letter.*

"An Equal Educational Opportunity Institution"



Office of Student Financial Aid
P.O. Box 9961
Baton Rouge, LA 70813
(225) 771-2790

[REDACTED]
[REDACTED]
Baker, LA 70714 [REDACTED]

Dear Takiyah:

Federal and University guidelines stipulate, "To be eligible for financial aid, a student must be making Satisfactory Academic Progress toward a degree". Furthermore, that progress must be measured **both** qualitatively (GPA) and quantitatively (an earned/attempted hour ratio and/or maximum attempted hours allowed for a program). Please review the Satisfactory Academic Progress (SAP) policy at www.subr.edu/financialaid for program requirements.

Based upon a review of your academic information, we have determined that you are not making Satisfactory Academic Progress (SAP) towards a degree in accordance with the University's policy. Therefore, you **will not be eligible** to receive financial aid for the **Summer 2014, Fall 2014 and Spring 2015** semesters for the following reasons:

- Your cumulative GPA is below the established University minimum for your program, and
- You have earned less than 67% of the credit hours you attempted

Please access your Banner Student Self Service academic history to review your academic status at the end of the Spring 2014 term. You will find additional information concerning SUBR's Satisfactory Academic Progress (SAP) requirements at www.subr.edu.

IMPORTANT: *If you have been awarded aid for the Summer 2014 term, you will be ineligible for the award(s) until you have been approved through the Appeals process. If you have used the previously awarded aid to register for and complete the Summer 2014 payment process, your Summer 2014 aid will be cancelled and you will be responsible for all tuition and fees until approved through the Appeal process. Your tuition and Fees will not be cancelled.*

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2. A letter of appeal. The letter must describe not only your mitigating or special circumstance, but also how your mitigating or special circumstance has changed to ensure future satisfactory progress
3. Supporting documentation

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Please mail, certified, to:

Appeals Department
P.O. Box 9263
Baton Rouge, Louisiana 70813

If you have any questions regarding your academic status, please contact the Registrar's Office at (225) 771-5050. *If you have already addressed this matter, please disregard this letter.*

Sincerely,

"An Equal Educational Opportunity Institution"



Office of Student Financial Aid
P.O. Box 9961
Baton Rouge, LA 70813
(225) 771-2790

[REDACTED]
Baton Rouge, LA 70896 [REDACTED]

Dear Nicole:

Federal and University guidelines stipulate, "To be eligible for financial aid, a student must be making Satisfactory Academic Progress toward a degree". Furthermore, that progress must be measured **both** qualitatively (GPA) and quantitatively (an earned/attempted hour ratio and/or maximum attempted hours allowed for a program). Please review the Satisfactory Academic Progress (SAP) policy at www.subr.edu/financialaid for program requirements.

Based upon a review of your academic information, we have determined that you are not making Satisfactory Academic Progress (SAP) towards a degree in accordance with the University's policy. Therefore, you **will not be eligible** to receive financial aid for the **Summer 2014, Fall 2014 and Spring 2015** semesters for the following reason:

You have exceeded the maximum number of attempted credit hours for your program.

Please access your Banner Student Self Service academic history to review your academic status at the end of the Spring 2014 term. You will find additional information concerning SUBR's Satisfactory Academic Progress (SAP) requirements at www.subr.edu.

IMPORTANT: *If you have been awarded aid for the Summer 2014 term, you will be ineligible for the award(s) until you have been approved through the Appeals process. If you have used the previously awarded aid to register for and complete the Summer 2014 payment process, your Summer 2014 aid will be cancelled and you will be responsible for all tuition and fees until approved through the Appeal process. Your tuition and Fees will not be cancelled.*

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Please send all documents by certified mail to the address below. They are to be postmarked on or before **June 6, 2014 (final deadline for students enrolling for the Summer 2014 term.)** If you are not enrolling for the Summer 2014 term and would like to appeal for Fall 2014 and Spring 2015, please submit your appeal request, letter, and documentation on or before **June 20, 2014 (priority deadline for students enrolling for Fall 2014/Spring 2015 terms.)** **Incomplete applications will not be reviewed or will be denied.**

Please mail, certified, to:

**Appeals Department
P.O. Box 9263
Baton Rouge, Louisiana 70813**

If you have any questions regarding your academic status, please contact the Registrar's Office at (225) 771-5050. *If you have already addressed this matter, please disregard this letter.*

Sincerely,
Office of Student Financial Aid

"An Equal Educational Opportunity Institution"

CSS

From: Latrina Collins
Sent: Friday, June 06, 2014 1:50 PM
Subject: Appeal Information
Attachments: Appeal Application Revised (2014-2015).doc

If you are on Academic Probation you need to complete a Financial Aid appeal for the chance to receive your financial aid for the next semester. Completing the appeal application does not guarantee an approval. The appeal application is attached to this email, please read the entire packet and follow those directions accordingly.

If you are on Academic Suspension you need to complete an Academic/Financial Aid appeal for the chance to return to school and receive your financial aid for the next semester. Completing the appeal application does not guarantee an approval. The appeal application is attached to this email, please read the entire packet and follow those directions accordingly.

For the summer semester, the appeal has to be in by June 6, 2014 to be reviewed for the summer. For the fall semester, the appeal has to be in by June 20, 2014 to guarantee a decision by the time school starts.

Thank you,

Ms. LaTrina Collins, MA, LPC
Interim Director
Center for Student Success
225.771.
225.771-4377 (fax)
Email:

No more excuses, I will be a success.

Center for Teaching & Learning Excellence

(CTLE)



“One team advising dreams”

OFFICE HOURS
Monday through Friday
8:00 a.m. to 5:00 p.m.

LOCATION
Harris Hall
Suite #1080 & 1075

TELEPHONE
225-771-4040

EMAIL
ctle@subr.edu

Interim Project Director– Brandon Parker
Interim Assistant Director– Latania Adams
FYE Coordinator- Derrick Cavazos
Assistant to Project Director– Nicole Sampson

COLLEGE/ SCHOOL	CTLE ADVISOR	OFFICE	PHONE
AG, Family & Consumer Sciences	Machelle Goree	Harris 1088	771-4915
Arts and Humanities (A-Z) & Band	Benny LaBran	Harris 1089	771-3405
Business (A-M)	Latania Adams	Harris 1090	771-4619
Business (N-Z)	Anissa A. Guerin	Harris 1087	771-4361
Education, Interdisciplinary Studies	Crystal Taylor	Harris 1076	771-5401
Engineering, Computer Science (A-M)	Veronique Richardson	Harris 1082	771-6270
Engineering, Computer Science (N-Z)	Viola Cyrinaque	Harris 1074	771-3595
Nelson Mandela (A-Z)	De'Van Stephenson	Harris 1073	771-4917
Nursing (A-M)	Marvel Hughes	Harris 1081	771-6271
Nursing (N-Z)	Dee L. Latimer	Harris 1083	771-2166
Biology, Chemistry, Physics & Math	Gloria Pendergrass	Harris 1071	771-4354
Rehab Services, Speech Path, Therapeutic Recreation	Crystal Taylor	Harris 1076	771-5401
Psychology, Social Work & Sociology	Alberta Robertson	Harris 1084	771-4597
Nelson Mandela (A-Z)	Derrick Cavazos	Harris 1086	771-2356

SUBR BLACKBOARD (Bb)

Blackboard is mainly used for online courses but may be used in on-campus classes, depending on the instructor. To access Blackboard you will need to know your campus email address.

1. Username: firstname_lastname_00 or first_name_lastname_01
2. Password:
 - a. **First time users:** your password is Subr#last4of SSN (example: Subr#1234)
 - b. **Returning users:** If you have previously activated your SUBR email, you may have already changed your password. Also, if you have been at the university for more than three semesters, your password will be the last 4 digits of your SSN if you have not changed it.
3. For password changes please visit **Password Station**. Those who are first time users of Pass Station will need to enroll first if you would like to change your password. If you are a returning user and have forgotten your password, please contact the IT Help Desk at 225-771-(HELP) 4357.
4. After logging in successfully, click on the “SU Courses” tab.
5. Once you have found your course click on that particular course.
 - a. (e.g., FRMN11001FA13: FRESHMAN SEMINAR)
6. To access course information, click on the modules on the left-hand side of the screen (Course Documents, Syllabus, etc.).

SUBR EMAIL ADDRESS

1. **Username:** first_name_00@subr.edu or first_last_01@subr.edu
(e.g., john_doe_00@subr.edu)
 2. **Password:** last four digits of your social security number.
- If you have problems with your Blackboard ID/ Password and Email/Password, please contact The Office of Technology and Network Services Service Desk (located in Moore hall) at 771-4645 ext. 228 or 225-771-(HELP) 4357.

PAYING FEES ONLINE

Please follow the instructions to accept your enrollment and complete the registration process. If you successfully complete these steps, there will be no need to pay in person.

- Step 1:** Log on to Banner Self-Serve (SSB)
- Step 2:** Click on "Enter Secure Area"
- Step 3:** Enter your Banner ID and PIN
- Step 4:** Click on "Student"
- Step 5:** Click on "Student Accounts"
- Step 6:** Click on "Account Detail by Term"
- Step 7:** Select Term and click "Submit"

Here you can review your account balance and your financial aid. Please review your account carefully. If the "Current Due net of Authorized Financial Aid and Memos" is a negative amount (-1,000.00), review the "Financial Responsibility Policy" and click "Accept". You have paid your fees and completed the registration process. [Print this page for your records.](#)

If the "Current Due net of Authorized Financial Aid and Memos" is a positive amount (1,000.00), you must pay the account balance to enroll for the current term.

To pay by credit card, click on "Pay Now".

- Step 8:** Enter your Banner ID and PIN
- Step 9:** Enter the amount due
- Step 10:** Select the type of credit card
- Step 11:** Enter your credit card number, expiration date and amount
- Step 12:** Click "Submit"

Once you have made your payment, review the "Financial Responsibility Policy" and click "Accept". You have paid your fees and completed the registration process. [Print this page for your records.](#)

BANNER INSTRUCTIONS (View Schedule)

- STEP 1- Go to www.subr.edu
- STEP 2- Run your mouse under "STUDENTS" tab
- STEP 3- On the right of the screen, should see "SELF SERVICE BANNER"
- STEP 4- Click "SELF SERVICE BANNER"
- STEP 5- Click "ENTER SECURE AREA"
- STEP 6- Enter User ID (student ID #)
- STEP 7- Enter Pin (6 digit birthday)
- STEP 8- Click "STUDENT"
- STEP 9- Click "REGISTRATION"
- STEP 10- Click "STUDENT DETAIL SCHEDULE or CONCISE STUDENT SCHEDULE" to view schedule.
- STEP 11- To complete the **REGISTRATION PROCESS, YOU MUST PAY YOUR FEES!**

CTLE HOLD

What is a CTLE (Center for Teaching and Learning Excellence) hold?

A CTLE hold prevents students who have fewer than 36 credit hours from adding and withdrawing from courses. This hold does not prevent students from completing any other task.

What's the purpose of the CTLE hold and why is it placed on the student's account?

The hold is placed on the student's account to ensure that he/she is following the right curriculum and taking the correct courses. This is also a great way for CTLE advisors to track students academic progress.

When will CTLE hold be removed?

When the student earns over 36 credit hours the hold will be removed. At that time the student will no longer be advised by an CTLE advisor, but will be assigned a department advisor from their prospective college.

SUBR TERMINOLOGY

- MW**– Monday and Wednesday
- TR**– Tuesday and Thursday
- M**- Monday only
- T**- Tuesday only
- W**-Wednesday only
- R**- Thursday only
- Admitted**– the student has been accepted into the university
- Registered**– the student has a completed schedule
- Withdraw (W)**- the student request a course to be removed from his/her current schedule for various reasons
- Enrolled**– the student is enrolled in the university when his/her fees are paid
- Purge**- when tuition is not paid before the deadline, the student's schedule is dropped from the system
- Show**– attendance status reporting; when a student has regularly attended class by the census date
- NO SHOW (NS)**- attendance status reporting, when a student has NOT regularly attended class by the census date, course/ courses will be dropped from student's schedule
- F.A.S.F.A.** - Federal Application for Student Financial Aid
- Over 12 hours**– Full time student
- Under 12 hours**– Part-time student



CTLE-Student Tracking System(STS) Student Dashboard



Enter the Student's Number:

Primary Advisor
 Ramaswamy, Mysore

Secondary Advisor
 201420, Andrews

Term:

Code	Description
202120	Spring 2020
202041	Fall 2020 Online ...
202040	Fall 2020
202031	Summer 2020 O...
202030	Summer 2020
202021	Spring 2020 Onli...
202020	Spring 2020
201941	Fall 2019 Online ...
201940	Fall 2019
201931	Summer 2019 O...
201930	Summer 2019
201921	Spring 2019 Onli...
201920	Spring 2019
201841	Fall 2018 Online ...
201840	Fall 2018
201831	Summer 2018, O...

Current Standings

TERM	PROGRAM	ACAD_STDG	Type	Class	Level	PAID
Fall 2014	BS-Management		Continuing	Senior W...	UG	Y
Spring 2014	BS-Management		Readmit	Senior W...	UG	Y
Fall 2011	IDGR-Continuing E...	Good Standing	Adult/Co...		C	Y

TCH	TRM_ATMFT	TRM_EARNID	TRM_GFA	OVR_ATMFT	OVR_ERID	OVR_PASD	OVR_GFA
3				181	149	149	3.214

Student Schedule

CRN	COURSE	COURSE_TITLE	CRDT	RSTS	MID_TERM	FINAL
10893	MATH-233-01	INTRO TO LINEAR ALGEBRA	3	RW	SH	

Test Scores

CODE	DESCRIPTION	Score	Test Date

Student Registration Activity

SEQ	COURSE	RS...	MESSAGE	ERROR	ACT_DATE	USR
1	10894-MATH-233-02	RW			05/05/2014	WLAURL...
1	10894-MATH-233-2	RW	Prerequisite and Test Score e...	F	05/05/2014	WLAURL...
2	10894-MATH-233-02	RW	Prerequisite and Test Score e...	F	05/05/2014	WLAURL...
3	10894-MATH-233-02	DW	Prerequisite and Test Score e...	F	05/05/2014	WLAURL...
3	10894-MATH-233-2	DW	Prerequisite and Test Score e...	F	05/05/2014	WLAURL...
4	10894-MATH-233-02	DW	Record deleted on 05-MAY-20...	F	05/05/2014	WLAURL...
4	10894-MATH-233-2	DW	Record deleted on 05-MAY-20...	F	05/05/2014	WLAURL...

Holds

CODE	USER	FROM_DA...	TO_DATE	REL_IND	REASON	OWED	ORIG

Index **Contact Form** **Contact Log**



CTLE-Student Tracking System(STS) Student Dashboard

Enter the Student's Number:

LAST NAME FIRST NAME MI

Primary Advisor

Adams, Lailana

Secondary Advisor

20190, Addison

Term:

Code	Description
202120	Spring 2020
202041	Fall 2020 Online ...
202040	Fall 2020
202031	Summer 2020 O...
202030	Summer 2020
202021	Spring 2020 Onli...
202020	Spring 2020
201941	Fall 2019 Online ...
201940	Fall 2019
201931	Summer 2019 O...
201930	Summer 2019
201921	Spring 2019 Onli...
201920	Spring 2019
201841	Fall 2018 Online ...
201840	Fall 2018
201831	Summer 2018 O...

Holds

CODE	USER	FROM_DA...	TO_DATE	REL_IND	REASON	OWED	ORIG
RT	CTLE	3/16/2013...	12/31/2099	N	CTLE - Go to Harris Hall 1080		CTLE
RT	CTLE	4/22/2013...	12/31/2099	N	CTLE - Go to Harris Hall 1080		CTLE

Test Scores

CODE	DESCRIPTION	Score	Test Date
A01	ACT English	21	4/1/2011
A02	ACT Math	21	4/1/2011
A03	ACT Reading	22	4/1/2011
A04	ACT Science Reasoning	24	4/1/2011
A05	ACT Composite	22	4/1/2011

Current Standings

TERM	PROGRAM	ACAD_STDC	Type	Class	Level	PAID
Summer ...	BS-Finance	Continued Prob...	Continuing	Freshman	UG	Y
Fall 2013	BS-Finance	Suspension	Continuing	Freshman	UG	Y
Spring 2013	BS-Finance	Suspension	Continuing	Freshman	UG	Y
Fall 2012	BS-Finance	Probation	New Firs...	Freshman	UG	Y

TCH	TRM_ATMPT	TRM_ERID	TRM_GPA	OVR_ATMPT	OVR_ERID	OVR_PASD	OVR_GFA
12	12	6	3	49	12	12	1.137

Student Schedule

CRN	COURSE	COURSE_TITLE	CRDT	RSTS	MID_TERM	FINAL
30027	BIOL-104-02	General Biology	3	RE SH	C	C
30688	ENGL-110-01	Freshman Composition	3	RE SH	A	A
30985	ARTS-200-02	Understanding the Visual Arts	3	RE SH	F	F
31036	MATH-135-04	Pre-Calculus Math I (Online)	3	RE SH	F	F

Student Registration Activity

SEQ	COURSE	RS...	MESSAGE	ERROR	ACT_DATE	USF
1	31036-MATH-135-04	RE	Closed Section	F	05/05/2014	ANISADDI
2	30224-ENGL-110-02	RE	Closed Section	F	05/05/2014	ANISADDI
3	30027-BIOL-104-02	RE	Closed Section	F	05/05/2014	ANISADDI
4	30008-ARTS-200-01	RE		F	05/05/2014	ANISADDI
5	30224-ENGL-110-02	DD	Record deleted on 05-MAY-20...	F	05/05/2014	ANISADDI
6	31036-MATH-135-04	DD	Record deleted on 05-MAY-20...	F	05/05/2014	ANISADDI
7	30008-ARTS-200-01	DD	Record deleted on 05-MAY-20...	D	05/05/2014	ANISADDI
8	30985-ARTS-200-02	RE		F	05/05/2014	ANISADDI

[Index](#) [Contact Form](#) [Contact Log](#)



Student Class Roster

Fall 2014

10008 ACCT 201 03

MANAGERIAL ACCOUNTING PRINCIPL

Patterson, Lauri

Days Time
TR 09:30 AM 10:50 AM

Credit Hours: 3.0

Room # 214
Building T.T. Allan

GRAD Aot Cohort	Last Name	First Name	ID	Registration Status	Registered Date	Paid	Class Level	MidTerm	Final
*	Al Alawi	Ruqaiya	S02783288	RE	05/19/2014	Y	FR	SH	
*	Alford	Deanna	S02763672	RE	05/12/2014	Y	SO	SH	
	Arvie	Marquanski	S01599302	RW	08/24/2014	Y	SR	SH	
*	Baker	Emmanuel	S02759136	RW	05/15/2014	Y	SO	SH	
	Beamon	Daonte	S01605208	RW	08/18/2014	Y	SO	SH	
	Bolding	Whitney	S02173790	RW	04/22/2014	Y	SO	SH	
*	Boulden	Jamal	S02764705	RE	08/15/2014	Y	SO	SH	
	Butts	Christian	S01782091	RW	08/20/2014	Y	JR	SH	
	Celestin	Paul	S01332059	RW	07/15/2014	Y	JR	SH	
	Cooper	Evan	S01336523	RW	07/30/2014	Y	SR	SH	
*	Cornier	Kevren	S02173831	RE	04/04/2014	Y	SO	SH	
	Foster	Emerson	S01804090	RW	05/29/2014	Y	SO	SH	
*	Franklin	Devantae	S02759490	RE	04/28/2014	Y	SO	SH	
	Gaddison	Chloe'	S01809412	RW	08/13/2014	Y	SO	SH	
	Gibbs	Jasmine	S02173163	RW	08/12/2014	Y	SR	SH	
	Gibson	Amanda	S01569628	RW	06/03/2014	Y	SR	SH	
*	Hall	Penelope	S02782321	RE	03/31/2014	Y	SO	SH	
	Hardy	Jonathan	S02469416	RE	08/19/2014	Y	JR	SH	
	Harris	Jalen	S01362887	RW	08/18/2014	Y	JR	NS	
	Hawkins	Nicholas	S01365644	RW	05/29/2014	Y	SO	SH	
*	Henry	Dakota	S02773097	RE	04/09/2014	Y	FR	SH	
	Joseph	Darez	S02764491	RE	04/01/2014	Y	JR	SH	
*	McDaniel	Carissa	S02174879	RE	08/25/2014	Y	JR	SH	
	Mills	Kenneth	S02466629	RW	08/18/2014	Y	DU	SH	
	Monroe	Blake	S02773871	RE	03/26/2014	Y	SO	SH	
	Morrison	Meagan	S01399029	RW	08/18/2014	Y	SR	SH	
	Perrilloux	Candice	S01718412	RW	04/11/2014	Y	JR	SH	
*	Precciely	Brejena	S02174890	RW	04/18/2014	Y	SO	SH	
	Preston	Johnathan	S01590195	RW	08/18/2014	Y	SR	SH	
*	Quinn	Jordan	S01724707	RW	04/22/2014	Y	JR	SH	
	Richard	Joshlyn	S02762445	RE	08/18/2014	Y	SO	SH	
	Saleh	Jeanna	S02796030	RE	07/22/2014	Y	SO	SH	
	Simpson	Nolesha	S02781334	RW	04/03/2014	Y	SR	SH	
*	Soden	Nicholas	S02781118	RE	03/31/2014	Y	FR	SH	
*	Spears	Tommie	S02762476	RE	05/08/2014	Y	SO	SH	
*	Spencer	Armoni	S02765539	RE	04/09/2014	C	FR	NS	
	Summers	Zanobia	S01429003	RW	05/05/2014	Y	JR	SH	
	Thomas	Maverick	S01750878	RW	04/03/2014	Y	SO	SH	
	Walter	Vincent	S02776768	RE	05/07/2014	Y	SR	SH	
	Williams	Darius	S01871641	RE	08/18/2014	Y	JR	SH	



Student Class Roster

Fall 2014

10008 ACCT 201 03 MANAGERIAL ACCOUNTING PRINCIPL Patterson, Lauri
 Days Time Credit Hours: 3.0 Room # 214
 TR 09:30 AM 10:50 AM Building T.T. Allain

GRAD Act Cohort	Last Name	First Name	ID	Registration Status	Registered Date	Paid	Class Level	MidTerm	Final
-----------------	-----------	------------	----	---------------------	-----------------	------	-------------	---------	-------

SUMMARY

Enrollment Count: 40 Max Enrollment 40 # of No Shows: 2 # of Shows: 38
 Paid Count: 39 Seats Available 0 # of No Response:

Registration Status

AU - Audit RE - Registered WD - Withdrawal TW - Total Withdrawal
 DD - Drop/Delete RW - Registered WW - Withdrawal Web

GRAD Act Cohort – An " * " means that this student is a part of the G.R.A.D. Act retention rate.

Southern University, Shreveport (SUSLA) GRAD Act Remediation Plan Quarterly Progress Report - 1st Quarter

V. Southern University Shreveport (SUSLA) Activities

A. First-to-Second Year Retention and Institutional Completer Rate

ACTIVITY 1: Provide training and professional development to ensure appropriate coding with specific clarification for College Connect program participants. Coding initiatives will address sub-cohort designations for associate and baccalaureate degree seeking with transfer intentions thus preventing inaccurate retention calculations.

In response to this activity, the Director of Admissions has instituted the following coding system to ensure that students are coded properly as prescribed by the Board of Regents.

Student Code	Student Type	Description
N	New First-Time Freshman	Students who have never attended a regionally-accredited institution since graduating from high school. Includes students who enrolled in summer school immediately following graduation from high school. Also includes students with advanced standing due to dual enrollment credits.
T	Transfer Student	Students who have attended a regionally-accredited institution since graduating from high school.
R	Re-Admit Student	Former SUSLA students who are returning.
F	Re-Admit Transfer Student	Former SUSLA students who enrolled in another regionally-accredited institution since last enrolled at SUSLA.
O	Cross Registered Student	LSUS students who participate in the cross enrollment agreement between LSUS and SUSLA.
E	Adult/Continuing Ed Student	Currently used for LPN students.
V/X	Visiting/Summer Only Student	Students enrolled at SUSLA but whose home institution is another school.
D	Preparatory Student	Dual enrollment students.

Additionally, the following student cohorts were created (effective Spring 2014) to improve student coding:

<u>College Connect Students</u>	<u>Cohort Code</u>
SUBR College Connect	SUBR (Baccalaureate Degree Seeking)
SUNO College Connect	SUNO (Baccalaureate Degree Seeking)
<u>Dual Enrollment Students</u>	<u>Cohort Code</u>
Preparatory Students	PREP

Training and professional development for SUSLA staff working with the College Connect Program will be conducted by the Southern University System through the system-wide Data Integrity and Process Management summit in November of 2014. It is expected that best practices in student reporting and data warehousing will be reviewed at that time.

ACTIVITY 2: Improve institutional completer rate through processes designed to facilitate degree completion.

To ensure that prospective graduates have satisfied all requirements for graduation, the Registrar's Office has developed the "Registrar's Rap Session" for students who are on track to complete degree requirements. The "Registrar's Rap Session" occurred October 10 -11, 2014. Agenda topics included Graduation Process, Degree Plans, Transfer Credits, Collegiate Assessment of Academic Proficiency (CAAP) Exam, Course Substitutions, and Exit Loan Counseling.

ACTIVITY 3: Contact via phone, email and post those students who registered in the Fall 2013 cohort who have not registered for Fall 2014 and/or who have not been cleared by financial aid.

This activity encompassed 1,127 calls to students who registered in the Fall of 2013 cohort but did not register for Fall 2014 ([Attachment – Summary of phone tree logs](#)). The calls resulted in contact with 327 prospective returning students who also received a follow-up letter in addition to the call. Data from this activity is being assessed and will be revisited in subsequent quarterly reports to determine how many students were actually retained as a direct result of this activity.

ACTIVITY 4: Host "Back to Jag Day" to encourage students who have stopped out to return to the university. The Enrollment Management Office will research all former students who have 12 or less hours to degree completion. SUSLA will contact them individually via email, phone tree messaging, and direct mail. Data on all students contacted and their associated problem impeding progression will be recorded and assessed.

In response to this activity, a report was generated by the IT department and an initial phone-tree was conducted reaching out to students who had "stopped out" at SUSLA from Fall 2010 to Fall 2014. Also from the generated report, e-mails were sent to over 900 previously enrolled students requesting their presence at "Back to Jag Day" 2014. Additionally, two hundred students received letters ([Attachment-Sample letter](#)) and admissions applications encouraging them to attend "Back to Jag Day." The information was also placed on SUSLA's social media sites. Finally, over 100 personal calls were made to select students whose completed credit hours and status made them likely candidates to return to SUSLA.

The "Back to Jag Day" was held on Saturday, August 2, 2014 from 10 am to noon. The day was meant to provide assistance and problem resolution for students who hadn't returned to SUSLA due to financial or academic issues ([Attachment-Sign-in sheets](#)). The event featured "SUSLA At-a-Glance," an introduction to the Center for Student Success, and an overview of SUSLA's structured advisement program. Other critical topics like financial aid and career options were also presented ([Attachment-Agenda](#)). Of the 70 students who RSVP'd for the event, 63 attended. JAG Day 2014 yielded roughly 35 students who took steps to reinstate their enrollment at SUSLA. The next Quarterly Report will provide details on the number of students who were able to enroll at SUSLA for the Fall 2014 semester and plans to conduct another "Back to Jag Day" for Spring 2015.

ACTIVITY 4: Gather and analyze student data to determine risk levels and appropriate intervention protocols. This process will require new intake forms assessing non-cognitive skills. Review intake forms to identify risk levels according to persistence barriers and

adverse academic behaviors. This information will help determine risk levels and action plans for the most appropriate interventions to treat each risk level.

In response to this activity, the new “Student Intake Form” has been developed to collect information on non-cognitive skills such as, personality traits, interpersonal and motivational habits/attributes and self-regulated learning. This self-reported information is combined with performance and demographic data from Banner to determine student risk levels. In addition, faculty members are asked to submit “Early Alert Referral” forms, as needed, for students who are at risk of poor academic performance. Students identified by faculty of being at risk, and reinstated students on financial aid probation referred to the Center for Student Success, are required to complete the Student Intake Form and meet with an advisor to develop an Academic Action Plan. Data assessed and advisor actions taken will be reported in subsequent quarters ([Attachments-New Forms 4A-D](#)).

B. SUSLA Nursing Passage Rate

ACTIVITY 1: Amend and adhere to School of Nursing persistence/progression policy to provide students with expanded opportunities for NCLEX licensure attainment and implement processes for tracking and evaluation of program learning competencies essential for degree completion and exam passage rates.

This activity has been initiated and the faculty members of the School of Nursing are reviewing the student progression policy for and consistency with similar programs. This is also being done in preparation for a Follow-Up Report for the Accreditation Commission for Education in Nursing (ACEN). The nursing program is reviewing its curriculum to enhance student learning outcomes that are better aligned with current guidelines and standards of nursing practice from the Louisiana State Board of Nursing, the National League for Nursing's Outcomes, and Competencies for Graduates of Associate Degree Programs in Nursing, the Institute of Medicine's Report on the Future of Nursing, and the Quality and Safety Education for Nurses (QSEN) Institute. The use of these current standards to review and revise the nursing program will provide a better learning experience for the nursing students and greater opportunities for career placement and advancement.

ACTIVITY 2: Initiate NCLEX-RN 10,000 software for student study supplement. Currently, the School of Nursing uses NCLEX 4000 as a study aid prior to taking end of course standardized exams.

In response to this activity, a requisition was placed for purchase of the NCLEX-RN 10,000 software on September 26, 2014. The requisition has been processed by the Purchasing Office and the order has been placed ([Attachment-Purchase requisition](#)). The goal was to have the resource in the hands of students by October 1. However, upon receipt, it will still give students about six weeks usage in preparation for the Health and Environmental Sciences Institute (HESI) exams prior to graduation, and about three months usage prior to taking the NCLEX-RN in January 2015. We will carefully monitor student usage of the NCLEX preparation resource and report its impact on student pass rates.

VI. SUSLA Attachments

Attachment 1 – Phone Tree Calls

CallStatus

Southern University Shreveport

PhoneTree Call Status Summary Report

ClientImport

Phonetree NO Return

Students

View: Entire List

File:

PhoneTree:

Ans by +Machine 94

Ans by Machine 22

Ans by Person 326

BUSY After Voice 98

Fax or Modem 2

Hung up early 181

Max No Answers 276

No Connect 13

OGM too long 8

Telco Msg 107

Total 1,127

9/15/2014 © PCS, Inc. Service: 866.234.2943 www.phonetree.com Page 1 of 1

Attachment 2 – Letter of Invitation to Jag Day



DIVISION OF ACADEMIC AND STUDENT AFFAIRS

July 8, 2014

Greetings Jaguar,

Records at Southern University at Shreveport (SUSLA) indicate you once attended SUSLA, but was not able to complete requirements to earn a degree, certificate, or technical diploma. With that said, I would like to encourage you to reenroll at Southern University at Shreveport for the Fall 2014 semester. Southern University at Shreveport invites you to *finish what you started* and learn more about the educational opportunities available during SUSLA's *Back to Jag Day*, which will be held in the Jesse Stone Lecture Hall on August 2, 2014, 10:00 a.m.–1:00 p.m. Lunch will be provided at noon.

Back to Jag Day is especially for you and is designed to encourage previously enrolled students to reapply to SUSLA and continue their educational journey towards graduation. Because you are special to the Jaguar Nation, we invite you to *Back to Jag Day*. This event will afford students an opportunity to:

1. Interact with top-level administrators and student services staff members.
2. Review transcripts with an academic advisor to determine the best program of study to pursue.
3. Discuss financial aid eligibility with members from the Financial Aid Office.

Please RSVP for *Back to Jag Day* by calling Mrs. Tilisha Bryant at (318) 670-9388 or by sending an email to tbryant@susla.edu no later than July 25, 2014. Your confirmation email will initiate the process of ensuring your individual academic packet is complete and ready for your review at *Back to Jag Day*.

Should you have questions or concerns, please contact Mrs. Tilisha Bryant at (318) 670-9388 or Mr. Jeremy Robinson at (318) 670-9485.

We look forward to welcoming you back into *Jaguar Nation*.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rosetta Jones', is written over a horizontal line.

Rosetta Jones, PhD
Vice Chancellor for Academic and Student Affairs

3050 Martin Luther King, Jr. Drive - Shreveport, Louisiana 71107

www.susla.edu

Attachment 3 – Jag Day Sign-in Sheets

BACK TO JAG DAY SIGN-IN SHEET

Name	Address	Phone	E-Mail
10 Rosalyn Wooden	801 Anderson St. Shreveport, LA 71101	(318) 762-5096	rosalynwooden@yahoo.com
2 Dausy Kinard	1220 McDaniel Dr. Shreveport, LA	(318) 344-4164	dKin1123@yahoo.com
3 Bianca Hill	2702 Stonecreek Dr Shreveport, LA	318 833 7915	Hillbianca5513@gmail.com
4 Roslyn Heaton	1944 Walnut St Sport, LA. 71103	318-820-6119	Roslyn492rs@yahoo.com
5 Alyson Sutton	2918 Kemp Lane Sport, LA. 71107	318-614-1211	7ady@sutton87@gmail.com
6 Vickie Puce	4410 Belcher Oil City Road Belcher, LA 71004	318-378-4688	Shoppard@centurylink.net
7 Neshia Anderson	2610 King Arthur Shreveport LA 71107	318 840-5727	Neshia35@yahoo.com
8 Brianna Palmer	403 B Fountain Terre Sport LA 71107	318 779-4371	lilalrcew7@yahoo.com
9 Debra Williams	1771 1/2 St 317 N. Dale Ave Sport LA 71101	318-525-4978	debra.williams.55315@yahoo.com
10 Sharonda Lewis	Sport LA 71101	2073677	Sharonda's317@yahoo.com
11 Tasha Williams	6716 Burke St	318-518-8206	Tasha474@gmail.com
12 Shree June	6000 W. 70th St.	318-317-9082	wawajune.shree@yahoo.com
13 Hikin Williams	20526 Addition Ave	(318) 2308400	Hikin16@gmail.com
14 Keana Webb	6305 Crosswinds Dr Sport LA 71119	(318) 524-0878	KeanaWebb@yahoo.com
15 Kamisha Gray	2137 Willis St Shreveport, LA 71107	318 8203782	k.verre.gray2012@gmail.com
16 Valeria Brooks	400 Montgomerie St. Bossier LA 71111	934-8885	Valeria Brook45.com
17 Jacoby Stewart	2737 Willis St. 71107	318-620-5056	arnando318@gmail.com
18 James Hall			
19 Tianda Wells	1302 Glen Ave 71109	318-780-5514	mstrand40@yahoo.com
20 Cardyn Martin	2729 Ashton St	318 200-1446	Cardyn Martin 0000 atc@mail.com

BACK TO JAG DAY SIGN-IN SHEET

	Name	Address	Phone	E-Mail
20	*Joffe Stephani Herndon	6705 Broadway	318-470-0501	Stephanieherndon23@yahoo.com
21	Alicia Qualls	625 Midland St Minden	(318) 517-0202	alicia2931@yahoo.com
22	Shirley Robertson	1576 Parker St.	(903) 204-1141	Shirleyrobertson81@yahoo.com
23	Jemine Ory	1011 Mansfield Rd #1004	(318) 688-4098	jemjew@rcd.com
24	Evans Emekwunye	466 E. 65th St	701 651 1384	bravotriaks2020@gmail.com
25	Deleesa Abram	7000 Fern Ave. Apt 183	(318) 278-2157	deleesa@gnail.com
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Attachment: Back to Jag Day Agenda



BACK TO JAG DAY

JESSE N. STONE LECTURE HALL
Saturday, August 2, 2014 10:00 a.m.

Registration/Sign-In

Jesse N. Stone Lecture Hall Foyer

Welcome

Dr. Ray L. Belton
Chancellor

Purpose/Southern University at Shreveport (SUSLA) at a glance

Dr. Terence Vinson
Assistant Vice Chancellor for Enrollment Management

Opportunities through the Student Success Center

Mr. Major Brock
Executive Director of the Student Success Center

Funding a SUSLA Education

Mr. Jeremy Robinson
Director of Recruitment

Preparation for Life

Mrs. Tilisha Bryant
Recruiter

Why SUSLA?

Dr. Rosetta Jones

Jazz Lunch

Consultation Sessions

Enrollment Services Units

- Admissions

- Financial Aid

Attachment 4A – Student Intake Form



Center for Student Success

STUDENT INTAKE FORM

Student ID or Social Number _____ Freshmen Advisor _____

Semester Entered _____ Proposed Major: _____

Last Name _____ **First Name** _____ **M.I.** _____

Address _____

Home Phone: _____ Cell Phone: _____

E-mail Address: _____ Male ____ Female ____

Date of Birth: _____

Ethnicity: (check (v) appropriate box)

- American Indian or Alaskan Native
- Asian
- Black or African American
- White
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- More than one race

NEEDS ANALYSIS

Do you need assistance with any of the following (check all that apply):

- ___ Deciding on my college plan/program
- ___ Improving my math skills
- ___ Improving my study skills
- ___ Improving my time management skills
- ___ Using a computer
- ___ Improving my writing skills
- ___ Career exploration
- ___ Learning disabilities

- Physical disabilities
- Financial aid for college
- Health issues
- Veterans benefits for college
- Others (please list) _____
- Transportation
- Information on finding employment
- Personal Concerns
- Assistance with online classes

EDUCATIONAL DATA

- 1st yr./never attended school
- 1st yr./prior attendance (**continuing Freshmen**)
- Transfer (**came from another University**)
- Re-Admit (**attended SUSLA before, now returning**)
- Re-Admit Transfer (**attended SUSLA before, went to another school, now returning**)

1. Why did you decide to go to college?

2. What brought you to SUSLA? _____
3. Did you see/hear any SUSLA advisement? yes no
4. If yes, which ones? Television Radio Billboards Word of Mouth Friend/Family Other:

5. Has anyone in your family (parents, siblings) attended college? yes no
6. Has anyone in your family (parents, siblings) graduated from college? yes no
7. Do you have a personal computer? yes no
8. Have you ever taken online courses? yes no If yes, what courses have you taken and from what school, please list this information in the box below?

Courses Taken	College	Semester/Year

CAREER PLANS

1. What is your Career goal? _____
2. What is your timeline for accomplishing your career goals? 1- 5 years 5-10 years 10-15 years
3. How much money do you plan to earn per year? _____ (amount)
4. On a scale from 1-10, with 10 being the highest, how would you describe your time management skills (for example: finishing tasks on time, punctuality, observing schedules, etc.)
 1 2 3 4 5 6 7 8 9 10
5. Are there any subjects (i.e. math, reading, science, etc.) that you need help with? Yes
 No

SPECIAL INTERESTS

1. When was your greatest accomplishment?

2. When did you last perform your best?

3. What did you do?

4. How did you prepare?

5. What are your favorite subjects?

6. What are you interested in the most?

7. What are you good at doing?

8. Have others told you that you were good at something? Yes___ No___ If so, what is it?

9. What awards, diplomas, certificates, etc. do you have?

10. What awards, diplomas, certificates, etc. do you have?

11. Are you a member of any social / religious organization? _____ Yes _____ No
If so, what organization? _____

WORK DATA

1. Do you intend to work while in school? ___yes ___no
2. If yes, how many hours on average are you working each week?
3. ___1-5 hours ___6-10 hours ___11-20 hours ___21-39 hours ___40 hours or more
4. Are you interested in ___college work-study ___employment outside of the college
5. Do you have dependents (**children or other family members**) that you care for?
___yes ___no

MOTIVATION FACTORS, ACADEMIC PREPAREDNESS

1. Do you think you are academically prepared for college? _____ Yes _____ No
2. Are certain courses more difficult to you than others? _____ Yes _____ No
If so, which ones? **Math** **English** **Sciences** **History** **Social Sciences**
3. Are you confused about your major or career plans? _____ Yes _____ No
4. Do you feel that college is the best way to achieve your goal? _____ Yes _____ No
5. Do you like to be challenged in learning new things? _____ Yes _____ No

SOCIAL LIFE

1. Do you enjoy socializing (i.e. dating, outings with friends) with others? ___ Yes ___ No
2. How many hours per week do you socialize with others? ___ 1-2 ___ 3-5 ___ 6 or more
3. Are drugs and/or alcohol involved in your social activities? _____ Yes _____ No

TEST ANXIETY, LACK OF CONCENTRATION

1. Does taking tests bother you? _____ Yes _____ No
If so, how do they make you feel?
Explain _____

2. Do you have difficulty finishing tests? _____ Yes _____ No
3. Do you easily get distracted when studying? _____ Yes _____ No
4. What appears to distract you the most when studying? _____
 Other people around me Music
 Outside noise Social Media
 Fatigue Family
 Television Other: _____

STUDY HABITS

1. How many hours per day devote to studying? ___ 0 ___ 1-3 ___ 4-6 ___ 7 or more
2. Are you able to find a quiet, comfortable place to study? _____ Yes _____ No
3. Did you thoroughly read through your assignments? _____ Yes _____ No
4. Do you take good lecture notes in class; rewrite and rework them following class and review them before class period? _____ Yes _____ No
5. Do you cram for exams? _____ Yes _____ No
6. Do you study alone? _____ Yes _____ No
7. Do you study in groups or have study partners? _____ Yes _____ No
8. Do think your other commitments will affect your study time? _____ Yes _____ No
9. Based on your study habits will you seek tutoring when needed? ___ Yes ___ No

What other problems may interfere with your studies? Please check any that apply to you:

- ___ Tendency to procrastinate with assignments.
- ___ Not able to juggle work and class.
- ___ Too much free time during day.
- ___ Unable to organize schedule to allow for study time.
- ___ Job obligations don't allow much study time.
- ___ Family commitments are reducing my time for study.
- ___ Others. Explain _____

Affidavit/Release Statement:

The information provided on this form, is to the best of my knowledge, accurate and true. As a First Year Experience (FYE) participant, I give permission to my FYE Advisor to review, release, obtain, and/or make copies of all necessary SUSLA documents to determine or enhance the effectiveness of my success as a student at SUSLA.

I also give permission to the Center for Student Success (CSS) to include my name, picture and/or video in publications, including their website.

____ Yes, CSS may use my picture and name in future and continuing publications
____ No, please do not use my picture or name in your publications

Student Signature

Date

Advisor Signature

Date

Testing Data (To be completed by Academic Advisor)

ACT Composite _____

COMPASS EXAM

English _____ Math _____ Write/Read _____

English _____ Math _____ Write/Read _____

Developed by the Center for Student Success Team Revised: Fall 2014

Attachment 4B – Academic Action Plan

Southern University at Shreveport Center for Student Success

ACADEMIC ACTION PLAN

Student Information:

Student Name: _____ ID#: _____

Major: _____ Date of the Plan _____

Program Title: _____

Semester: Fall Spring Year: _____

Planned Graduation Date _____

Determined to be during orientation Risk Factors
Indications _____

Early Alert Referral

Reinstated student on Financial Aid Probation

Why do you feel you were unable to achieve satisfactory academic progress (please check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Student has never attended class | <input type="checkbox"/> Medical Hardship |
| <input type="checkbox"/> Excessive absences | <input type="checkbox"/> Employment Obligations |
| <input type="checkbox"/> Poor performance on exams or assignments | <input type="checkbox"/> Poor or no participation in class |
| <input type="checkbox"/> Did not logged on (online classes only) | <input type="checkbox"/> Family Emergency |
| <input type="checkbox"/> Late or incomplete assignments | <input type="checkbox"/> Limited focus on academics at the time |
| <input type="checkbox"/> Other (see notes attached) | <input type="checkbox"/> Under-prepared for college entry. |

Class Schedule and Action Plan:

<u>CRN</u>	<u>Course Title</u>	<u>Instructors Name</u>	<u>Student Projected Grade</u>	<u>Mid-term Grade</u>	<u>Actual Final Grade</u>
Action Plans:					

Action Plans:					
<u>CRN</u>	<u>Course Title</u>	<u>Instructors Name</u>	<u>Student Projected Grade</u>	<u>Mid-term Grade</u>	<u>Actual Final Grade</u>
Action Plans:					
<u>CRN</u>	<u>Course Title</u>	<u>Instructors Name</u>	<u>Student Projected Grade</u>	<u>Mid-term Grade</u>	<u>Actual Final Grade</u>
Action Plans:					
<u>CRN</u>	<u>Course Title</u>	<u>Instructors Name</u>	<u>Student Projected Grade</u>	<u>Mid-term Grade</u>	<u>Actual Final Grade</u>
Action Plans:					

Additional Measures:

Next Appointment(s): _____

Advisor Signature: _____ Student Signature _____

SUSLA CENTER FOR STUDENT SUCCESS- 2014

FOR OFFICE USE:

Follow-up Progress meetings

Student Contacted by: Telephone Email Letter Office Visit

Notes from 1st Contact:

Notes from 2ND Contact:

Notes from 3RD Contact:

Additional Action Taken: Referred to Counseling Center Referred to Tutorial Lab Student Advised to Drop Class

Other (Specify) _____

End of Semester Review: Student Successfully Completed Plan Student Failed to Complete Plan
 Student Persisted to Next Semester Student Withdrew from University
 Student Placed on Financial Aid Suspension

Comments:

SUSLA CENTER FOR STUDENT SUCCESS- 2014

Attachment 4C – SAP Requirements

<u>SAP Requirements: Undergraduate</u>		
Cumulative Hours	Minimum Hours (%) to Complete	Minimum Cumulative GPA
0-25	50%	1.50
26-45	67%	1.75
46 and above	67%	2.00

Reinstatement of Financial Aid

If the student’s appeal is approved and the student can reestablish SAP in one semester the student will be placed on Satisfactory Academic Progress Probation (this type of probation is for financial aid purposes only and is separate from academic standing with university).

SAP Probation- A status assigned to a student who fails to satisfy SAP requirements, who has successfully appealed and had eligibility for aid reinstated. Reinstatement of aid during probationary period may be no longer than one term.

Academic Plan- Students may be placed on an academic plan upon submission of granted appeal. If it is mathematically impossible for a student to resolve all deficiencies during one term of attendance and the student’s reason for appeal is appropriate according to federal regulations, the students may be placed on an academic plan with the end goal being to resolve all deficiencies. An academic plan varies in length and is determined by the Financial Aid Office. Students granted aid eligibility through an academic plan will be reviewed after each semester to ensure progression with Academic Plan stipulations. If the student does not maintain Academic Plan stipulations, the Financial Aid eligibility will be cancelled immediately.

NOTE: ALL ACADEMIC PLANS WILL BE DETERMINED ON A CASE-BY-CASE BASIS.

Effective Fall 2012, students with academic plans will be required to complete the Financial Literacy Course, Transit.

20 -20__Academic Plan

_____ Student is required to take/repeat at least ____SCH and obtain a minimum ____ GPA
_____ Term.

_____ Student will take _____SCH (semester credit hours) without withdrawing or failing any
courses. Other _____

Attachment 4D – Early Alert Referral Form

<p>Southern University at Shreveport</p> <p>Office of Retention</p> <p>EARLY ALERT REFERRAL FORM</p>

Please complete and submit this form to alert the Office of Retention of students who may be experiencing difficulty (i.e., excessive absenteeism, poor academic performance, late assignments, lack of basic skills, etc.). You may mail or bring the form to: Tuesday Williams in Fine Arts C08, Center for Student Success. If you have questions, please call ext. (670)-9283. Thank you for assisting us in supporting our students.

Student Information:

Student Name: _____ ID#: _____

Class: _____

Course Title	Course ID	Section
Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring	Year: _____	

Reason for Referral (please check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Student has never attended class | <input type="checkbox"/> Lack of foundation preparation for coursework |
| <input type="checkbox"/> Excessive absences | <input type="checkbox"/> Study Habits |
| <input type="checkbox"/> Poor performance on exams or assignments | <input type="checkbox"/> Poor or no participation in class |
| <input type="checkbox"/> Poor math skills | <input type="checkbox"/> Poor reading skills |
| <input type="checkbox"/> Late or incomplete assignments | <input type="checkbox"/> Student has not logged on (online classes only) |
| <input type="checkbox"/> Other (describe below) | |

Other Faculty Concerns/Comments (exclude behavioral or personality comments):

Additional note:

Referring Faculty Signature: _____ Date: _____

FOR OFFICE OF RETENTION OFFICE USE:

Student Contacted by: Telephone Email Letter Office Visit

Notes from Contact: _____

Intervention Strategy: Referred to Counseling Center Referred to Tutor
 Student Advised to Drop Class Other _____

End of Semester Review: Student Completed Course with Passing Grade

Student Failed Course Student Withdrew from Course Student Withdrew from University

Attachment 5 – NCLEX-RN 10,000 Purchase Order

 <p>Southern University at Shreveport www.susla.edu</p>	<p>Purchasing Department 3050 Martin Luther King Jr. Drive Shreveport, LA 71107 (318) 670-9355 (Office) (318) 670-6330 (Fax)</p>	PO Type: GENERAL PURCHASE ORDER
		PO Number: P0024911
		Issue Date: 10/08/14
		Delivery Date: 10/22/14

Vendor:
Lippincott Williams & Wilkins
P.O. Box 1620
Hagerstown MD 21741

OFFICIAL ORDER

<p>Send Billing Invoice to: Southern University at Shreveport Attn: Account Payable Manager 3050 Martin Luther King Jr. Drive Shreveport, LA 71107</p> <p>Ship to this address unless otherwise stated in the body of the PO. Show PO number and your Federal Tax ID on your invoice.</p>	<p>Ship to: Shipping and Receiving Department Southern University at Shreveport 3050 Martin Luther King Jr Drive Denise Mitchell Shreveport LA 71107</p>
--	---

PURCHASING CONTACT:	Terms	Comment
Sophia Jackson-Lee Phone: 318.670.9355	Net 30	

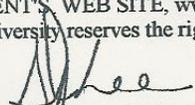
Description	Quantity	UOM	Unit Price	Total Cost
Note: "In Accordance with Act Number 1029 of the 1991 Regular Session, effective September 1, 1991 state agencies will no longer be required to pay state sales tax."				
1 3604 ISBN/ISSN:9781451116014-NCLEX-RN 10,000 Powered by PrepU	64.00	EA	94.9900	6,079.36
2 3604 Shipping	1.00	LOT	5.8100	5.81

FOB:	TOTAL: 6,085.17
------	------------------------

Please mail all invoices to the Comptrollers Office except when instructed otherwise in the body of the Purchase Order. Packing slip must accompany all shipments. Purchase Order number must appear on all packages, invoices, and correspondence.

ALL TERMS & CONDITIONS LISTED ON SOUTHERN UNIVERSITY AND A&M COLLEGE PURCHASING DEPARTMENT'S WEB SITE, www.susla.edu, APPLY.

Southern University reserves the right to cancel this order if delivery is not made by the agreed-upon delivery date.



 Director of Purchasing

 08-OCT-2014
 Date

VENDOR

Southern University Law Center GRAD Act Remediation Plan Quarterly Progress Report - 1st Quarter

VII. Southern University Law Center (SULC) Activities

In keeping with the Southern University Law Center GRAD ACT Remediation plan approved by the Board of Regents, the Law Center has, to date, made the following progress towards improving its bar passage rates:

ACTIVITY 1: Statutory Analysis Course

The Law Center Administration has requested that the Chairperson of the Curriculum Committee begin discussion with the Curriculum Committee regarding a plan to add Statutory Analysis to the list of required courses for students requiring additional support towards program completion. The course would be required for students with a grade point average of 2.5 and below at the beginning of their 3L year for full-time day division students and 4L year, for part-time day students, and part-time evening students. The request seeks to have the curricular change effective for the Fall semester of 2015. For Fall 2014, the Statutory Analysis course has eight students enrolled as an elective. Other supplemental bar preparation courses include:

Course	Enrollment
a. Advance Federal Practice	4
b. Special Problems in Business	11
c. Special Problems in Commercial Law	4

The Statutory Analysis course will be offered in Spring 2015 along with Advanced Civil Code, Advanced Constitutional Law, Advanced Federal Practice, and Advanced Torts as bar preparation-related courses. An update on the implementation of this course and its impact on Student Success will be included in subsequent Quarterly Reports.

ACTIVITY 2: Comprehensive Exam Requirement

Chancellor Pitcher and Professor Shawn Vance visited the Thurgood Marshall School of Law at Texas Southern University in Houston, Texas in September 2014 to study a comprehensive exam process that has been implemented by that institution ([Attachment: TSU Exam Program Information](#)). Professor Shawn Vance is developing a proposal for the Southern University Law Center faculty to adopt a similar comprehensive examination process for the 2015-2016 academic year. The proposal will address exam protocol and process and an exam schedule. The proposal is expected to be presented to the faculty in November. Subsequent reports will provide updates on the status of this effort.

ACTIVITY 3: Hire Additional Academic Counselors

This academic year, the Law Center intends to double the number of academic counselors to more effectively monitor student performance and implement interventions for struggling students. The Law Center currently has two academic counselors who serve approximately 80 students per semester. The addition of two additional counselors will reduce the student-to-counselor ratio by one-half to 20-to-1. The Law Center has prepared a position vacancy announcement (PVA) for this position and anticipates that the position should be filled by the end of the semester ([Attachment: Position Vacancy Announcement](#)). Progress on filling these positions will be included in subsequent reports.

VIII. Southern University Law Center (SULC) Attachments

10/13/2014 13:29
Jobs - Academic Counselor

2257715913

FACULTY
http://sulsulc.sulc.edu/jobs/academic_counselor.asp... PAGE 02/17

Jobs

Home > Jobs > Jobs > Academic Counselor

Jobs: Academic Counselor

Position	Academic Counselor
AID	
Department	Office of Academic Support Programs
Site	Southern University Law Center
Status	Full-Time
Filled	No
Active	Yes
ContactName	Dr. Berryl Gordon-Thompson
ContactPhone	225-771-4913
ContactEmail	bthompson@sulc.edu
Category	Unclassified
DatePosted	9/15/2014
DateNeeded	10/01/2014
Deadline	9/22/2014 12:00 AM
DateRetired	
Description	<p>The Academic Counselor will serve as professional resource in all areas of academic counseling and advising to law students at all levels. They will counsel students on course selection and schedule requirements. The Academic Counselor will support the mission and vision of the law school by monitoring student learning outcomes, academic performance, and academic support programs and services; working with students individually and in group settings to teach and enhance the analytical and exam writing skills, and other academic related skills through regular written diagnostic and corrective feedback.</p>
Qualifications	<p>Applicants must have a J.D. degree and strong academic credentials. The successful candidate must be able to work both collaboratively and independently and must have a creative approach to problem solving, with strong written, oral, and interpersonal communication skills, and demonstrated success in collaborating within all levels of an Institution. Preference will be given for experience in teaching and coaching at-risk law students, academic support, law school teaching and scholarship in the area of learning theory and academic support.</p> <p>To apply please submit the attached employment application along with a letter of application, publications, references and official transcripts to:</p> <p>Dr. Berryl Gordon-Thompson Associate Vice Chancellor Office of Academic Support Programs Southern University Law Center 2 Roosevelt Steptoe, Suite 220 Baton Rouge, LA 70813</p> <p>Criminal background check and reference verification is required.</p>

Southern University and A&M College is an equal opportunity employer.

Salary \$65,000 to \$75,000

Attachments Unclassified App 2.doc

Created at 9/15/2014 2:45 PM by Kretrice B. Chisley
Last modified at 9/15/2014 4:41 PM by Kretrice B. Chisley

FIRST YEAR EXAMINATIONS AT THURGOOD MARSHALL SCHOOL OF LAW: SUMMARY OF PROCEDURES AND RESULTS FOR FALL 2012 SEMESTER

Stephen P. Klein, Ph. D.
December 27, 2012

PROCEDURES

First year students at Thurgood Marshall School of Law (TMSL) completed one course in the fall of 2012, namely Criminal Law. There were four sections of this course.

Professors assigned grades to the students in their sections on the basis of the students' scores on one or more essay tests and possibly other criteria unique to their section (such as classroom participation). Professors varied in the scale of measurement they used to report grades, such as 1 to 100. The professor's grade counted 50 percent toward a student's final total score in a course.

The remaining 50 percent was based on the student's score on a 60-item multiple-choice test. The professors who taught criminal law constructed this test. All the students in this course took the same multiple-choice test and at the same time; i.e., regardless of their section. A student's multiple-choice raw score is the total number of questions answered correctly. An analysis of this test flagged three items for further review and after that review, the scoring key was modified (which increased the mean raw score).

The following procedures were used to create a total score for a course:

1. The raw multiple-choice scores were converted to a scale of measurement that had a mean of 50 and a standard deviation of 10.
2. The professors' grades in a *section* were converted to a scale of measurement that had the same mean and standard deviation as those students' scaled multiple-choice scores.
3. A student's total scale score in a course was the sum of that student's scaled multiple-choice score and scaled professor grade.

The distribution of total scale scores was divided into score ranges to produce the percentage of grades at each level that were specified by Thurgood for this course.

RESULTS

Analyses were based on the 188 students who had a multiple-choice score and a professor assigned Criminal Law grade. The distribution of grades in this course corresponded very closely to the target distribution of percentages (Table 1). The distribution of final letter grades varied somewhat across sections (see printouts)

Table 1
COMPARISON OF CURRENT DISTRIBUTION OF GRADES
WITH TARGET DISTRIBUTION

Letter Grade	Total Scale Score Range	Actual Percent	Target Percent
A	>127.24	4.79	5
A-	122.25 – 127.24	3.72	4
B+	117.92 – 122.24	9.04	9
B	110.70 – 117.91	11.17	11
B-	105.92 – 110.69	12.23	13
C+	92.43 – 105.91	27.13	27
C	74.43 – 92.42	25.53	25
D+	68.85 – 74.42	3.19	3
D	64.53 – 68.84	1.06	1
D-	51.73 – 64.52	1.06	1
F	< 51.73	1.06	1

Table 2 shows the mean total scale scores and the correlation between multiple-choice scores and professor grades by section and overall. These data indicate that the students who had the abilities needed to earn high professor grades also tended to have the skills and knowledge that were required to earn high multiple choice scores.

Table 2
NUMBER OF STUDENTS, MEAN TOTAL SCALE SCORES, AND CORRELATION
BETWEEN SCALED MULTIPLE CHOICE SCORES AND PROFESSOR GRADES

Section	1	2	3	4	All
N	45	40	52	51	188
Mean	95.58	95.17	105.31	102.27	100.00
Correlation	.47	.29	.56	.38	.45

The mean, standard deviation and reliability (coefficient alpha) of the multiple-choice raw scores were 37.59, 6.90, and .745, respectively.

**FIRST YEAR EXAMINATIONS AT THURGOOD MARSHALL
SCHOOL OF LAW: SUMMARY OF PROCEDURES AND
RESULTS FOR SPRING 2014 SEMESTER**

Stephen P. Klein, Ph.D.
June 26, 2014

PROCEDURES

The four first-year Spring courses at Thurgood Marshall School of Law (TMSL) are Civil Procedure, Contracts, Property, and Torts. There are four sections per course and each section has a different instructor. Students are assigned randomly to sections.

Professors assign grades to the students in their sections on the basis of the students' scores on one or more written tests and possibly other criteria unique to their section (such as classroom participation). Professors vary considerably in the scale of measurement they use to report grades; e.g., 1.0 to 4.0, 0 to 100, etc. Professor grades count 50 percent toward a student's final total score in a course.

The remaining 50 percent of a student's grade in a course is based on the student's score on a 60-item multiple choice test. This test was constructed jointly by the professors who taught the course. All the students in a course take the same multiple choice test and they take it at the same time; i.e., regardless of their section. A student's raw score on a multiple choice test is the number of questions answered correctly.

The following procedures were used to create a total score for a course:

1. The "raw" multiple choice score in a *course* is the number of items answered correctly. This score is converted to a scale of measurement that has a mean of 50 and a standard deviation of 10.
2. The professors' grades in a *section* of a course were converted to a scale of measurement that has the same mean and standard deviation as those students' scaled multiple choice scores in that course.
3. A student's total scale score in a course was the sum of that student's scaled multiple choice score and scaled professor grade.

The distribution of total scale scores across all courses is divided into score ranges to produce the percentage of A's, B's, C's, D's, and F's that were specified by TMSL.

RESULTS

Analyses focused on the 193 students who took all four courses and had both a multiple choice score and a professor's grade in each course. There were 46 to 52 students per section. Page 1 of the attached "final analysis" file shows the upper end of the score range for each grade. For example, a student would receive an A if that student's total scale score was 130.14 or higher. The percentage of students that received a given grade corresponded to TMSL's specifications (see page 131 of the "final analysis" printout). Table 1 shows the mean total scale scores by course and section.

Table 1
MEAN TOTAL SCALE SCORE BY COURSE AND SECTION

Course	Section Number			
	1	2	3	4
Civil Procedure	90.0	112.3	102.8	95.5
Contracts	98.1	105.5	103.0	93.2
Property	100.2	105.9	98.8	94.5
Torts	106.0	103.7	96.0	93.1

The reliability of the Civil Procedure, Contracts, Property, and Torts multiple choice scores were .63, .71, .71, and .66, respectively. It was not feasible to compute the reliability of the professor grades for each course because the four sections of a course did not use a common set of test questions. Nevertheless, we could estimate the reliability of multiple choice scores, professor grades, and total scores. These values were .81, .80, and .87, respectively (see print pages. 2-6).

A student's overall relative standing was not related to whether that test used multiple choice or essay questions. Students who did relatively well with one question type also tended to do well on the other test types regardless of the content area tested or whether essay or multiple choice questions were used. For example, the Property essay score correlated .47, .57, .51, and .50, respectively with the multiple choice Civil Procedure, Contracts, Property, and Torts scores. The median correlation between all of the 64 possible pairs of measures was .50.

Table 2 also shows that the correlation between multiple choice scores and professor grades tends to vary by section and course. The subject being tested and the component being used (multiple choice or professor grade) had little unique impact on a student's total score. In short, the multiple choice scores in a subject generally correlated about as well with the professors' grades in that subject as they did with the professors' grades in the other subjects tested.

Table 2
CORRELATION BETWEEN MULTIPLE CHOICE SCORES

Goal 4. Student Enhancement – Bar Passage



STRATEGIC PLAN GOAL #4: STUDENT ENHANCEMENT – BAR PASSAGE

Continue to achieve a bar passage rate that satisfies an ABA Accreditation Standard, and strive to sustain an annual bar exam pass rate of 75% or greater for first-time takers.

A. REFLECTING

The Law School must achieve a specific bar passage rate in order to satisfy at least one of the alternative accreditation standards of the American Bar Association (ABA). Meeting or exceeding the ABA standard demonstrates that the Law School is meeting its charter objective of promoting diversity in legal education and in the legal profession by producing graduates who will meet the minimum standards to practice law.

In addition, bar outcomes significantly impact the reputation of the TMSL, the placement of its graduates, and the support of alumni. Input from a 2013 Alumni Survey, TMSL's Blue Ribbon Committee, and the legal community confirms the bar passage rate is intrinsically tied to the academic reputation of the Law School and should be addressed as an integrated part of our curriculum objectives. As such, the Law School has identified bar passage as a stand-alone strategic goal and will take an aggressive and proactive stance on the issue of bar exam performance.

1. Recent Improvements in Bar Passage

In recent years, the Law School has shown a progressive and encouraging trend toward increase for our bar passage rate for first-time takers. In July 2013, we reached a milestone 79.23% pass rate for first time takers on the Texas Bar Exam. Figure 4.1 shows the Law School's first-time pass rate for the past five years. The Law School has a five-year combined average first-time pass rate of 69.1%.

YEAR	MONTH	RATE	# of First Time Takers	# Passed	# Failed	Yearly PASS RATE
2013	July	79.2	130	103	27	77.5
	Feb	66.7	21	14	7	
2012	July	64.8	142	92	50	62.5
	Feb	44.0	18	8	10	

3

AND SCALED PROFESSOR GRADES BY SECTION NUMBER

Course\Section	#1	#2	#3	#4
Civil Procedure	.379	.659	.703	.398
Contracts	.413	.691	.696	.523
Property	.320	.623	.511	.490
Torts	.438	.614	.287	.512
Average	.388	.647	.549	.481

Goal 4. Student Enhancement – Bar Passage



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	Feb	44.0	18	8	10	

Goal 4. Student Enhancement – Bar Passage



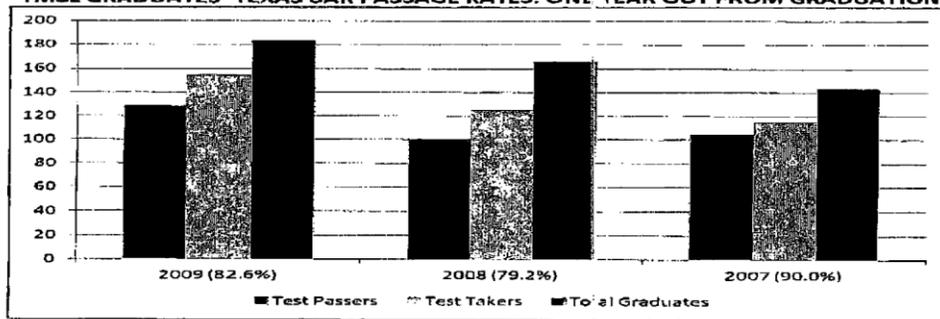
2011	July	66.7	114	76	38	69.7
	Feb	76.5	17	13		

In addition, statistics submitted to the Texas Legislative Budget Board for TMSL's annual ABEST¹ report show that, on average, between 80-90% of TMSL graduates who sit for the Texas Bar pass the bar within one year of their graduation. Figures 4-2 and 4-3 present the bar passage rates for one year out from graduation for the entering classes from 2007 through 2009.

**FIGURE 4-2
TEXAS LEGISLATIVE BUDGET BOARD ABEST REPORT
TMSL GRADUATES' TEXAS BAR PASSAGE RATES: ONE YEAR OUT FROM GRADUATION**

Entering Class	Test Passers	Test Takers	Total Graduates
2009	128	155	183
2008	99	125	166
2007	104	115	143

**FIGURE 4-3
TEXAS LEGISLATIVE BUDGET BOARD ABEST REPORT
TMSL GRADUATES' TEXAS BAR PASSAGE RATES: ONE YEAR OUT FROM GRADUATION**



¹ ABEST report.