

Agenda Item IX.A.1.a.1

Asbury Theological Seminary Wilmore, Kentucky

BACKGROUND

Asbury Theological Seminary (Asbury) is not incorporated in the State of Louisiana. The institution is a private theological seminary in the state of Kentucky and is seeking its initial license. Asbury was founded in 1923 to “prepare and send forth a well-trained, sanctified, spirit-filled, evangelistic ministry” and continues today to serve that mission. Asbury is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and the Association of Theological Schools.

ACADEMIC PROGRAM

Typically, theological seminaries are exempt from licensure as religious institutions. However, since Asbury offers online masters programs in intercultural studies, marriage and family counseling, mental health counseling, and a certificate program in leadership development, some of which require credit-bearing internships, licensure is necessary.

FACULTY

Asbury employs 226 faculty to support its online degree programs being proposed. Of the 226 faculty, 164 are trained at the doctoral level and 60 are employed on a full-time basis.

FACILITIES

Since Asbury operates programs online with administrative and academic support in Wilmore, there are no out-of-state physical facilities in Louisiana. Depending on the academic program, students will complete internship experiences at various locations in Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the college’s accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Asbury Theological Seminary, located in Wilmore, Kentucky.

Agenda Item IX.A.1.a.2

Chatham University Pittsburgh, Pennsylvania

BACKGROUND

Chatham University (Chatham) is not incorporated in the State of Louisiana. The institution is a private non-profit university chartered in December 1869 under the name Pennsylvania Female College. In 1890, the name of the college was changed to Pennsylvania College for Women, and in 1955, the name was changed again to Chatham College. Now fully coed, Chatham University in Pittsburgh, PA, has over 2,100 undergraduate and graduate students (on-campus and online) in over 60 programs in the health and lab sciences, sustainability, business and communications, and the arts and humanities. Chatham is accredited by Middle States Commission on Higher Education.

ACADEMIC PROGRAM

Chatham has a variety of online degree programs, especially in health-related areas. However, Chatham is seeking initial licensure to make available to one Louisiana resident the clinical phase of its online Doctor of Nurse Practice degree. Since clinical experiences trigger physical presence, licensure is necessary.

FACULTY

Chatham employs 41 faculty in support of its online Doctor of Nurse Practice and other graduate nursing programs. Of the 41 faculty, 13 are employed full-time and 29 are trained at the doctoral level.

FACILITIES

Since Chatham operates its program online with administrative and academic support in Pittsburgh, there are no physical facilities in Louisiana. Students will complete internship/practicum experiences at various health-related locations within Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic program's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Chatham University, located in Pittsburgh, Pennsylvania.

Agenda Item IX.A.1.a.3

Louisiana Culinary Institute Baton Rouge, LA

BACKGROUND

Louisiana Culinary Institute (LCI) is a privately owned institution. The institution is headquartered in Baton Rouge, Louisiana and has been licensed by the Board of Regents since 2003 as a proprietary school offering occupational programs in culinary and related areas. LCI is accredited by Council on Occupational Education (COE) and is seeking accreditation with the Accrediting Council for Independent Colleges and schools (ACICS).

ACADEMIC PROGRAM

Currently, LCI offers two Associate of Occupational Studies programs, Culinary Arts and Hospitality and Culinary Management, enrolling approximately 160 students. Both of those programs are included in LCI's proprietary school license. LCI is seeking licensure as a degree-granting institution in order to develop a Bachelor of Science in Culinary Arts.

FACULTY

LCI employs eighteen faculty, eleven on a full-time basis. Two of the current faculty are trained at the doctoral level while five others are trained at the masters level.

FACILITIES

LCI's campus is a modern facility specifically constructed for culinary education. Kitchen and other food preparation and serving areas are well-designed and functional.

STAFF RECOMMENDATION

Given the credentials of its faculty, the history of the institution in providing postsecondary education programs, and the oversight provided by both the main campus and the institution's accrediting agency, senior staff recommends that the Board of Regents issue an initial operating license to Louisiana Culinary Institute, located in Baton Rouge, Louisiana.

Agenda Item IX.A.1.a.4

University of Mississippi Medical Center Jackson, Mississippi

BACKGROUND

The University of Mississippi Medical Center (UMMC) is not incorporated in the State of Louisiana. The institution is the State's only academic health science center and includes schools of medicine, dentistry, nursing, health-related professions, graduate studies in Jackson and the pharmacy school located in Oxford. UMMC traces its roots to 1903 with the establishment of the medical school in Oxford and moved to Jackson in 1955. UMMC is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the various schools by the appropriate national accreditor.

ACADEMIC PROGRAM

Mississippi is proposing to make available to Louisiana residents online degree programs in health-related fields such as dental hygiene, healthcare administration, health informatics, medical laboratory sciences, occupational therapy, physical therapy, radiologic sciences, and nursing. Typically, the online nature of the delivery system would not require licensure. However, since many of the programs being proposed require internship/practicum experiences, licensure is necessary.

FACULTY

UMMC employs 135 faculty in support of its online programs available to Louisiana residents. All but one are employed full-time and 91 are trained at the doctoral level.

FACILITIES

Since UMMC operates its program online with administrative and academic support in Jackson, there are no physical facilities in Louisiana. Students will complete internship/practicum experiences at various health-related locations within Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to the University of Mississippi Medical Center, located in Jackson, Mississippi.

Agenda Item IX.A.1.b.1

The Chicago School of Professional Psychology Los Angeles, California

BACKGROUND

The Chicago School of Professional Psychology (Chicago School) is not incorporated in the State of Louisiana. The institution is a not-for-profit institution with more than 4,000 students at campuses in Chicago, the Los Angeles area, and Washington D.C. and is seeking license renewal. With the expansion of the school's programs to the East and West coast, the institution is currently accredited by the Western Association of Schools and Colleges.

ACADEMIC PROGRAM

The Chicago School makes available to Louisiana residents its Doctor of Psychology in Clinical Psychology program through an agreement with Xavier University in New Orleans. The program is accredited through the American Psychological Association (APA). Although some of the program is delivered online, much of it is delivered in traditional classroom format at Xavier University.

FACULTY

The Chicago employs three faculty to support its program in New Orleans, all fulltime and trained at the doctorate level.

FACILITIES

The Chicago School leases approximately 2,300 square feet of office and instructional space from Xavier University. It also contracts with Xavier for the use of its library and students enrolled in the program have full access to the Xavier campus.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and program's accreditation, the general oversight by the home campus, and the institution's affiliation with Xavier University, the senior staff recommends that the Board of Regents approve license renewal for The Chicago School of Professional Psychology, located in Los Angeles, California with operations on the campus of Xavier University.

Agenda Item IX.A.1.b.2

Frontier Nursing University Hyden, Kentucky

BACKGROUND

Frontier Nursing University (Frontier) first registered with the Board of Regents in 2003. The institution is headquartered in Hyden, Kentucky and provides educational programs in Louisiana at the master's, post-master's and doctorate levels. The institution is accredited by the Southern Association of Colleges and Schools (SACS), its nursing school by the Accreditation Commission for Education in Nursing, and its midwife programs by the Accreditation Commission for Midwifery Education.

ACADEMIC PROGRAM

Frontier currently offers a master's degree in nursing, post-master's certificates in nurse-midwifery, family nurse practitioner and women's healthcare, and a doctor of nursing practice.

FACULTY

Frontier employs 104 full-time faculty to support its programs available to Louisiana residents, 76 on a fulltime basis. Of the 104 faculty, 63 are trained at the doctoral level.

FACILITIES

Students at Frontier currently enroll in all didactic courses online. Students utilize facilities for clinical purposes at primary care health clinics, hospitals and wellness centers for women in Louisiana.

STAFF RECOMMENDATION

Given the regional accreditation of the institution, nationally-recognized accreditation of its programs, the credentials of its faculty, and the scope of its current operations in Louisiana, the senior staff recommends that the Board of Regents approve license renewal for the Frontier Nursing University, located in Hyden, Kentucky.

Agenda Item IX.A.1.b.3

University of Cincinnati Cincinnati, Ohio

BACKGROUND

The University of Cincinnati (Cincinnati) is not incorporated in the State of Louisiana. The institution is a publically-supported research university of approximately 42,000 students, founded in 1870. The university is located in Cincinnati, Ohio, is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, and is seeking license renewal.

ACADEMIC PROGRAM

Cincinnati offers a variety of undergraduate and graduate programs online to Louisiana residents, primarily in allied health and education-related fields. Typically, the online nature of the delivery system would not require licensure. However, since many of the programs require clinical experiences/internships, licensure is necessary.

FACULTY

Cincinnati employs 138 faculty in support of its online programs. Ninety-one of the faculty hold doctorates and 86 are employed full-time.

FACILITIES

Since Cincinnati operates programs online with administrative and academic support in Cincinnati, there are no out-of-state physical facilities in Louisiana. Students complete clinical/internship experiences at various locations within the State.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal from the University of Cincinnati, headquartered in Cincinnati, Ohio.

Richard A. Lipsey
Chair

Edward D. Markle
Vice Chair

Joseph P. Farr
Secretary

Joseph C. Rallo, Ph.D.
Commissioner of
Higher Education



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Minutes
Board of Regents' Proprietary Schools Advisory Commission
January 12, 2016

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, January 12, 2016, at 10:07 a.m. in Room 1-190 of the Claiborne Building, Baton Rouge. Chair Bender called the meeting to order and the roll was called.

Commission Members Present

Melanie Amrhein
Ralph Bender, Chair
Sherrie Despino
James Dorris
Theresa Hay
Keith Jones, Vice-Chair
Raymond Lalonde

Staff Members Present

Chandra Cheatham
Kristi Kron
Carol Marabella
Larry Tremblay

Commission Members Absent

Richard D'Aquin
James Fontenot

Guests Present

(See Appendix A.)

The first item of business was the election of 2016 officers for the Commission. Chair Bender reminded the Commission that state law requires the Commission to elect from its membership a chair and vice-chair annually, and the law does not restrict the number of terms an individual can serve.

Chair Bender nominated Mr. Jones as Chair. There being no other nominations,

On motion of Mr. Dorris, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously elected Mr. Keith Jones as Chair for 2016.

Commission member Jones nominated Mr. Bender as Vice-Chair. There being no other nominations,

On motion of Ms. Amrhein, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously elected Mr. Ralph Bender as Vice-Chair for 2016.

The next item of business was approval of the minutes from its meeting of November 10, 2015.

On motion of Vice-Chair Bender, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 10, 2015 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was three initial license applications, the first from Louisiana Healthcare Institute located in Baton Rouge, Louisiana, and represented by the school's President, Ms. Sherie K. Phillips. Ms. Kron reviewed the materials for the Commission, informing it that this institution would be offering three programs of study in Professional Coding: the classroom-based AAPC Certified Professional Coding Certification program (8.0 months and 303.0 clock hours); the self-paced AAPC Certified Professional Coding

Certification program (12.0 months and 199.0 clock hours); and the one week (32.0 clock hours) Coding Boot Camp. Louisiana Healthcare Institute had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the differences between each program offering, the owner's reasons for offering the three programs, qualifications of owner/instructor, the owner's utilization of a professional curriculum, competition within the geographical location of the school, and marketing strategies,

On motion of Mr. Lalonde, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Louisiana Healthcare Institute, located in Baton Rouge, Louisiana.

The second initial license application considered by the Commission was from Rosemond School of Phlebotomy located in Gonzales, Louisiana, and represented by the school's President/Owner, Ms. Ora J. Jones. Ms. Marabella reviewed the materials for the Commission, informing it that this institution would be offering one program of study, Phlebotomy Technician, which is a four month, 62.5 clock hour program. Rosemond School of Phlebotomy had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the professional background of the owner/instructor, the owner's philosophy of training individuals to become Phlebotomy Technicians, the maximum class size, the school's contracting with clinical sites for the externship component of the program, and the pay scale for phlebotomists,

On motion of Ms. Hay, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Rosemond School of Phlebotomy, located in Gonzales, Louisiana.

The third and final initial license application considered by the Commission was from Rosepine Louisiana Medical Training, LLC, located in Rosepine, Louisiana, and represented by the school's Owner/Instructor, Ms. Robin L. Spence. Ms. Marabella reviewed the materials for the Commission, informing it that this institution would be offering one program of study, Phlebotomy Technician, which is a ten week, 45.0 clock hour program. Rosepine Louisiana Medical Training, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the location of the proposed school, the professional background of the owner and her reasons for opening a school, the maximum class size, marketing area, the requirements to become a phlebotomist, and the school's policy regarding re-entry upon unsuccessful completion of program,

On motion of Mr. Lalonde, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Rosepine Louisiana Medical Training, LLC, located in Rosepine, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were seventeen (17) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Vice-Chair Bender, seconded by Ms. Amrhein, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

Academy of Acadiana--Lake Charles (12/02/10)
Alexandria Dental Assistant School (12/08/11)
Allied Prep Technical Institute, LLC (12/11/14)
Divine Touch Healthcare Training, LLC (12/11/14)
ECO Training Center, LLC (12/08/05)
Fleur de'Lis Healthcare Institute (12/05/13)
Herzing University (12/07/95)
Infinity College, Inc. (12/02/10)
Learning Bridge Career Institute (12/02/10)
Legally Speaking (12/06/01)
Martin International, Inc., of Louisiana (12/16/82)
NASCAR Technical Institute (12/05/02)
National Driving Academy, Inc. (12/05/96)
Pelican Training Institution (12/08/11)
Tulsa Welding School (12/07/06)
Unitech Training Academy--Alexandria (12/04/08)
Unitech Training Academy--Metairie (12/08/11)

Ms. Marabella informed the Commission that there were two institutions that chose not to renew their licenses this renewal cycle: Becker Professional Education--Lafayette (12/09/04) and Kenner Health Careers Institute, LLC (12/11/03). Staff will follow through to secure the student records from each school for safekeeping.

The next item on the agenda was an update on program approvals. Chair Jones reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Dr. Tremblay informed the Commission that with the agency's recent IT upgrades, staff was researching vendors to digitalize student records from closed proprietary schools currently stored in-house and at an off-site facility.

Ms. Marabella discussed with the Commission its preferred method to receive communication (agendas, back-up information to agendas, minutes, etc.) from this office. The Commission's unanimous preference was for communications, going forward, to be sent

exclusively via e-mail.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, March 8, 2016, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:57 a.m.

APPENDIX A
GUESTS

Carolyn Huggins

Rosemond School of Phlebotomy

Kimberly Jones

Rosemond School of Phlebotomy

Ora Jones

Rosemond School of Phlebotomy

Sherie Phillips

Louisiana Healthcare Institute

Robin Spence

Rosepine Louisiana Medical Training

Ronise Steech

Rosepine Louisiana Medical Training

Patricia Wilton

LA Department of Justice

Agenda Item IX.B.

Executive Summary

Under the GRAD Act, an institution which fails to meet the GRAD Act requirements results in the loss of GRAD Act benefits, including losing the authority to increase tuition and 15% performance funding. The Board of Regents (BoR) GRAD Act Intervention Policy allows the 15% Performance Funding to be retained by the respective management board and held in a GRAD Act Remediation and Performance Improvement Fund Escrow Account.

If the institution which failed the GRAD Act desires to earn access to some portion of the performance funding from the GRAD Act Remediation and Performance Improvement Fund, it must submit a remediation plan to the Commissioner of Higher Education. If the plan is approved, the Commissioner of Higher Education will act on a GRAD Act Performance Improvement Contract, allowing the institution over the period of the one-year contract to earn up to a maximum of 75% of the funds being held by the management board on its behalf in the GRAD Act Remediation and Performance Improvement Fund Escrow Account. The remaining 25% may be allocated to system institutions to strengthen GRAD Act related activities.

In compliance with the Intervention Policy, SUSLA had its Remediation Plan and the SU System Improvement Plan approved by its management board and the Commissioner of Higher Education. According to the schedule in the GRAD Act Performance Improvement Contract, the SU System submitted the 2nd quarter report for SUSLA to the Board of Regents (attached). *

The senior staff has reviewed the 2nd quarter report for SUSLA and determined that it meets the requirements of the GRAD Act Performance Improvement Contract and the BoR GRAD Act Intervention Policy. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the 2nd quarter report from Southern University Shreveport (SUSLA), authorizing the SU Board of Supervisors to release a portion of the funds to SUSLA on the predetermined schedule included in the GRAD Act Performance Improvement Contract.

*The Southern University System failed to submit the final 2nd quarter report Improvement Plan by the deadline for Board distribution. If the report is submitted, reviewed, and approved by staff in the next few days, it will be distributed to the Board under separate cover.

Southern University at Shreveport Louisiana



2nd Quarterly Report (October 15, 2015 – January 15, 2016)

GRAD Act Year 5 REMEDIATION PLAN

January 15, 2016

Southern University Shreveport (SUSLA) Activities

A. SUSLA Nursing Licensure Passage Rate

ACTIVITY 1: Incorporate Software: Elsevier Adaptive Quizzing for Beginning Level Courses.

First Quarter Report: In fall 2015, four beginning level nursing courses are being offered:

NURS 135: Role Transition to Professional Nursing

NURS 140: Concepts & Processes of Nursing I

NURS 160: Psychiatric Mental Health Nursing

NURS 200: Principles of Pharmacology

The Elsevier Adaptive Quizzing (EAQ) resource corresponds chapter-by-chapter to the textbook specific to each course. The EAQ is a bank of high-quality practice questions that allows students to advance at their own pace based on performance through multiple mastery levels for each chapter. Access to the EAQ question bank was placed in student book bundles for purchase in the University Bookstore. The majority of students purchased EAQ in this manner. Other students, who already had the required textbooks, purchased EAQ individually from the Evolve (Elsevier) website. All students enrolled in each of the above courses were confirmed to have access to the high-quality practice questions contained in EAQ. Assignments will be given in each course as a means of mandating students' use of the software as well as proof of completion of the assignments. The ultimate goal of each course assignment is for students to gain "mastery" status in the first two of three levels. Since the questions are given in the adaptive format similar to the licensing exam, students answer questions at their individual knowledge level and achieve mastery status after varying question volumes.

In order to measure the effectiveness of EAQ, SUSLA will analyze the following:

1. EAQ student survey (See *Appendix A*)
2. Comparison of course completion rates from fall 2015 (when EAQ was used) with those of fall 2014 (when EAQ was **not** used)

Two of the four beginning level courses are taught in 7 ½ week sessions (NURS 140 and NURS 160); the other two (NURS 135 and NURS 200) are taught over the full semester. The Second Quarterly Report will reveal the results of these measures for students in all four courses.

Second Quarter Report: EAQ is a bank of high-quality practice questions given in an adaptive format. Questions are delivered based on the response from the previous question. A correctly answered question will produce another question at an equal or greater difficulty level while an incorrectly answered question generates a new question at an equal or lesser level of difficulty. Each question is weighted. After reaching a predetermined level of competency (set by Elsevier), the software awards up to three levels of mastery as students develop and refine their critical thinking skills.

Students in the four beginning level nursing courses were given an assignment (worth 5% of the course grade) to begin working in EAQ and gain mastery status in at least the first of the three mastery levels for at least ten course topics. This assignment was agreed on by faculty in order to give students an attainable goal while becoming acclimated to the new software. Gaining mastery status in the other two levels was strongly encouraged to gain the maximum benefit from the resource, but not required.

Utilizing EAQ progress reports, faculty are able to monitor the number of questions answered and, more importantly, how many chapters/topics each student masters at each level. A summary of the progress reports for each course is presented in Table I.

<i>Course</i>	<i>% of students who gained Level I mastery in 10 topics</i>	<i>% of students who gained Level 2 mastery (no set # of topics) - optional</i>	<i>% of students who gained Level 3 mastery (no set # of topics) - optional</i>	<i>Average number of questions answered</i>
NURS 135	93% (25/27)	96% (26/27)	85% (23/27)	3,146
NURS 140	86% (36/42)	71% (30/42)	48% (20/42)	777
NURS 160	85% (28/33)	72% (24/33)	64% (21/33)	540
NURS 200	78% (18/23)	87% (20/23)	78% (18/23)	1,366

The effectiveness of the EAQ was assessed through the use of a student survey. Noteworthy results are provided in Table II.

<i>Course</i>	<i>% of students who recommended continued use of EAQ</i>	<i>% of students who used other study aids</i>
NURS 135	87% (20/23)	91% (21/23)
NURS 140	67% (20/30)	90% (27/30)
NURS 160	66% (19/29)	97% (28/29)
NURS 200	59% (13/22)	86% (19/22)

It is important to note in this table that the majority of student respondents indicated that they recommended the continued use of the EAQ software. Recommendation levels were the highest in NURS 135. This may be partially due to the fact that students in this course are already professional nurses (Practical Nurses returning to become Registered Nurses). They have all successfully completed a form of nursing education and may have a better concept of what is helpful in retaining nursing knowledge. The lowest recommendation rate (although still greater than 50%) was seen in NURS 200. This is a non-clinical course that is comprised of both practical nurses and generic (no prior nursing education) students. The exact reason for the lower recommendation rate is unknown. Therefore, the survey will be revised for

spring 2016 to include a final question to capture the reasoning behind each student's recommendation. Interestingly, survey results also showed that the majority of the students in each course reported the use of other study aids. Reports included, but were not limited to, the NCLEX 4,000 software, online nursing resources (including those from the publisher's website), NCLEX review books (including HESI, Saunders, & Lippincott) and study groups. The use of other study aids may have also effected students' satisfaction with EAQ. It is possible that they compared EAQ with the other aids and preferred one or more of them.

The same group of students who used EAQ in the fall 2015 semester, will continue its use in the next level of courses. A new group of students will also begin the nursing program in spring 2016. They, too, will use EAQ. An assessment of both groups, will be completed at the end of the semester.

The second measure used to show the effectiveness of the EAQ is a comparison of the course completion rates for fall 2015 (when EAQ was used) with those of fall 2014 (when EAQ was not used). Table III shows these results.

Table III: Course Completion Rates for 2014 and 2015		
<i>Courses</i>	<i>2015 Course Completion Rate</i>	<i>2014 Course Completion Rate</i>
NURS 135	67% (18/27)	32% (9/28)
NURS 140	74% (31/42)	63% (30/48)
NURS 160	76% (25/33)	79% (33/42)
NURS 200	75% (18/24)	73% (16/22)

An increase in course completion rates was noted from 2014 to 2015, *except* for NURS 160 which showed a slight decrease (from 79% in 2014 to 76% in 2015). Because the cause of this anomaly could not be found with the assessment measure used, staff conducted a review of the students' Theory Warning forms. Theory Warning forms are completed after each exam for any student who scores 80% or less. The form is used to document the discussion between faculty and student in which strategies for improvement on subsequent exams are noted. The themes that emerged after reviewing the Theory Warning forms for students who failed NURS 160, included the need to spend more time reading/studying and to practice answering more questions. These reasons may have influenced the decreased completion rate.

ACTIVITY 2: Continue the utilization of the NCLEX 10,000 Software.

First Quarter Report: After the success of the NCLEX 10,000 software last year, 62 access codes were ordered for students enrolled in the final clinical course: *NURS 250: Concepts & Processes of Nursing II*. The codes were received on Thursday, August 27, 2015 and were distributed to every student during lecture on Monday, August 31, 2015. An assignment of 1,500 questions (to be answered over a 3 month period) was given to the class. This is an increase from the assignment given last year (1,250 questions). Students are charged with completing the practice tests with a minimum score of 80%. NCLEX 10,000 questions are also provided in an adaptive format which allows students to work more in their areas of weakness and improve critical thinking in areas of strength.

The early receipt of the NCLEX 10,000 software will give students exactly 12 weeks of prep time prior to the Health Education Systems, Inc. (HESI) comprehensive exams required for

successful completion of the course and at least four months usage prior to taking the NCLEX in January/February 2016.

Second Quarter Report: The *NCLEX 10,000* software was used by 100% (62/62) of the students enrolled in the final clinical course, NURS 250. Five percent of the course grade was contingent upon the 1,500 question assignment that was divided into six 250-question submissions (See *Appendix B* for a copy of the course assignment). At each assigned submission deadline, students were required to turn in their score reports as proof of completion. Score reports include the nursing topics questioned, the number of questions answered, and the score. Table IV breaks down the performance of students on the NCLEX 10,000 assignment at each submission deadline date. The data in Table IV indicates that as the assignment continued and students answered more questions, their overall performance increased. There was a greater number of students who reached the 80% goal at the end of the assignment than there were at the beginning.

<i>Submission dates</i>	<i>Percentage of students who completed the assignment with scores of at least 80%</i>
August 24, 2015	60% (37/62)
September 1, 2015	74% (46/62)
September 21, 2015	82% (51/62)
October 6, 2015	82% (51/62)
October 19, 2015	85% (53/62)
November 2, 2015	87% (54/62)

The comprehensive Health Education Systems, Inc. (HESI) exam was initially administered on November 24, 2015 and repeated on December 1 and 14, 2015. This standardized exam is one of the three components required to pass NURS 250 (lecture, clinical and standardized exam). Forty-six (46) students passed NURS 250, completed all curricular requirements, and had their degrees conferred on December 17, 2015. This constitutes a 74% (46/62) completion rate for the course NURS 250. This is an increase from the fall 2014 course completion rate of 56% (37/66).

Students attended the Hurst Review as another means of preparing for the NCLEX. This three day facilitated review was held January 4-6, 2016 from 8:00 am to 4:30 pm. Graduates have been strongly encouraged to schedule their exams as soon as they obtain clearance from the Louisiana State Board of Nursing and receive their "Authorization to Test". Specifically, faculty have requested that graduates schedule exams by the end of January (while information is very fresh and can be recalled easily). Once all students have completed the NCLEX, the School of Nursing will evaluate the students' perceived effectiveness of the *NCLEX 10,000* software on their performance in school and, most importantly, on the NCLEX. This evaluation will be completed using electronic surveys through Survey Monkey. Graduates' first time passage rate on the NCLEX and the results of the surveys should be available for the next reporting period.

B. SUSLA First to Second Year Retention Rate

ACTIVITY 1: Examine the multifarious facets of the University's overall quality of student life and identify factors that promote retention and foster student success.

First Quarter Report: To date, the Department of Outcomes Assessment and Quality Management administered the Noel Levitz *Student Satisfaction Inventory* during the week of September 21-25, 2015. The Inventory was administered to freshman and sophomores in approximately 80 classes at the Main, Metro and Aerospace campuses. Courses were selected based on one or more of the following criteria: enrollment greater than 25, a minimum of one class per discipline, and a minimum of two evening classes. This methodology helped to ensure that the ideals and perceptions of a myriad of students were captured and evaluated.

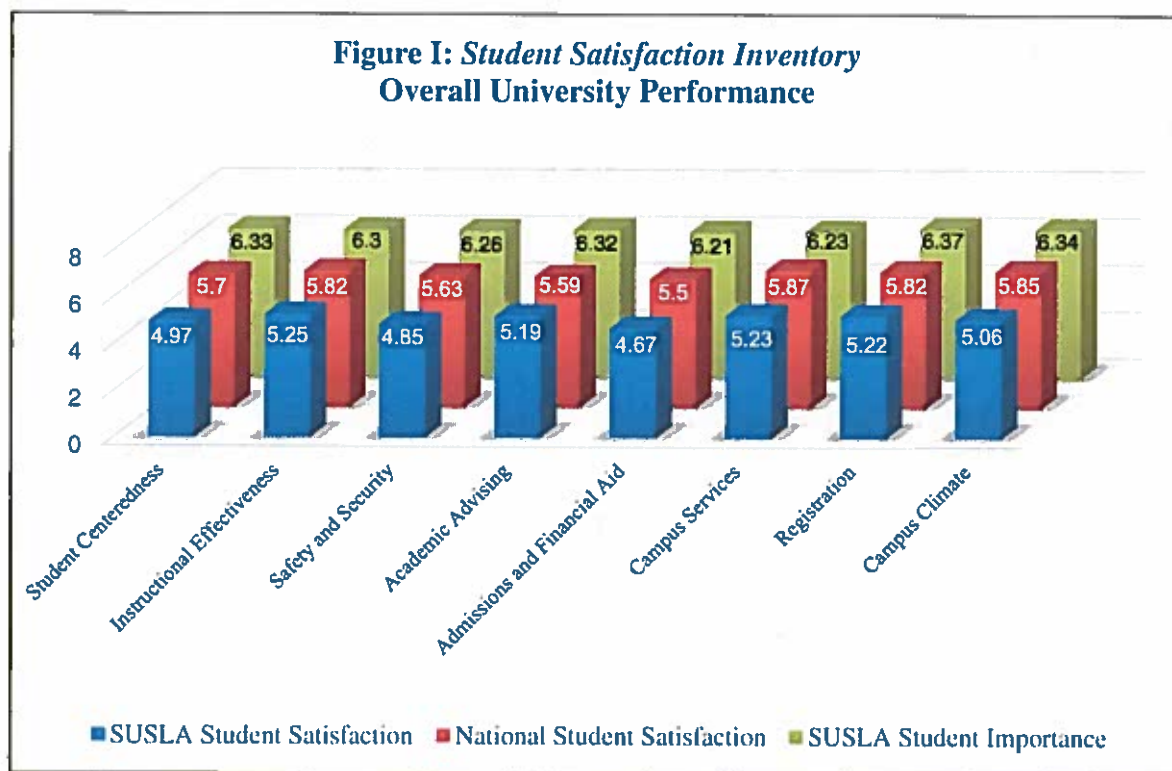
The representativeness of these data will be determined once the surveys are screened and processed. This entails reviewing surveys to ensure proper completion, counting the number of completed surveys and determining the proportion of completed surveys to the student population. Following, the response rate will be calculated and the surveys will be forwarded to Noel Levitz for scanning and further processing, to include data analysis.

The Noel Levitz's *Institutional Priorities Survey* was disseminated electronically to 370 full-time and part-time faculty and staff and was made available on September 29, 2015 using Noel Levitz's online survey portal. A survey reminder was generated subsequently every three business days. The survey closed on October 9, 2015. The response rate and findings will be reported in the Second Quarterly Report.

Second Quarter Report: The *Student Satisfaction Inventory (SSI)* was administered during the week of September 21-25, 2015 in approximately 80 courses and 742 surveys were returned which represents 41% of the student population at the Aerospace, Metro, and Main campuses—a representative sample. The *Student Satisfaction Inventory* measures student satisfaction and priorities and provides a comparative analysis of national standards in multiple student service areas. Assessing these various aspects of student life helps the University to substantively assess its current ability to meet students' needs and then strategically target opportunities for improvement that students establish as important (See *Appendix C: Sample Surveys* for an example of the survey). The SSI data report provides a statistical and conceptual analysis in eight fundamental areas that impact the quality of student life and thereby retention: 1) academic advising and counseling effectiveness, 2) admissions and financial aid effectiveness, 3) campus climate, 4) campus services, 5) instructional effectiveness, 6) registration effectiveness, 7) safety and security, and 8) student centeredness. The analyses offers a broad overview of what matters to SUSLA's students and highlight organizational performance gaps as identified by items that have low satisfaction, but high levels of importance. Figure I delineates SUSLA's performance in each of the eight areas, depicting on average, how satisfied SUSLA students are in each area as compared to the national average.

In interpreting the SSI results, utilize the following information:

- Students respond to each survey item—40 in total—on a 1 to 7 Likert scale, with 7 being high. See *Appendix C* to view each Likert scale: importance, satisfaction, and agreement. NOTE: The *Student Satisfaction Inventory* has two seven-point Likert Scales (i.e., importance and agreement).
- “Each scale mean (average) (mentioned above and listed in Figure I) is calculated by summing each respondent’s item ratings to get a scale score, dividing by the number of respondents, adding all respondents’ scale scores, and dividing the sum of the scale scores by the number of respondents. Note that the scale score is not the average of the averages” (Noel Levitz, *General Interpretive Guide*, 2015, p. 4). See *Appendix D: Definition of Scales* for a description of each scale.
- “A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. Note that typical performance gaps vary based on the type of institution and the population surveyed” (Noel Levitz, *General Interpretive Guide*, 2015, p. 4).
- “The standard campus report provides the results for SUSLA along with the appropriate national comparison group. The national comparison group includes up to three academic years of data for students who completed the same survey version and/or are at the same type of institution” (Noel Levitz, *General Interpretive Guide*, 2015, p. 6).

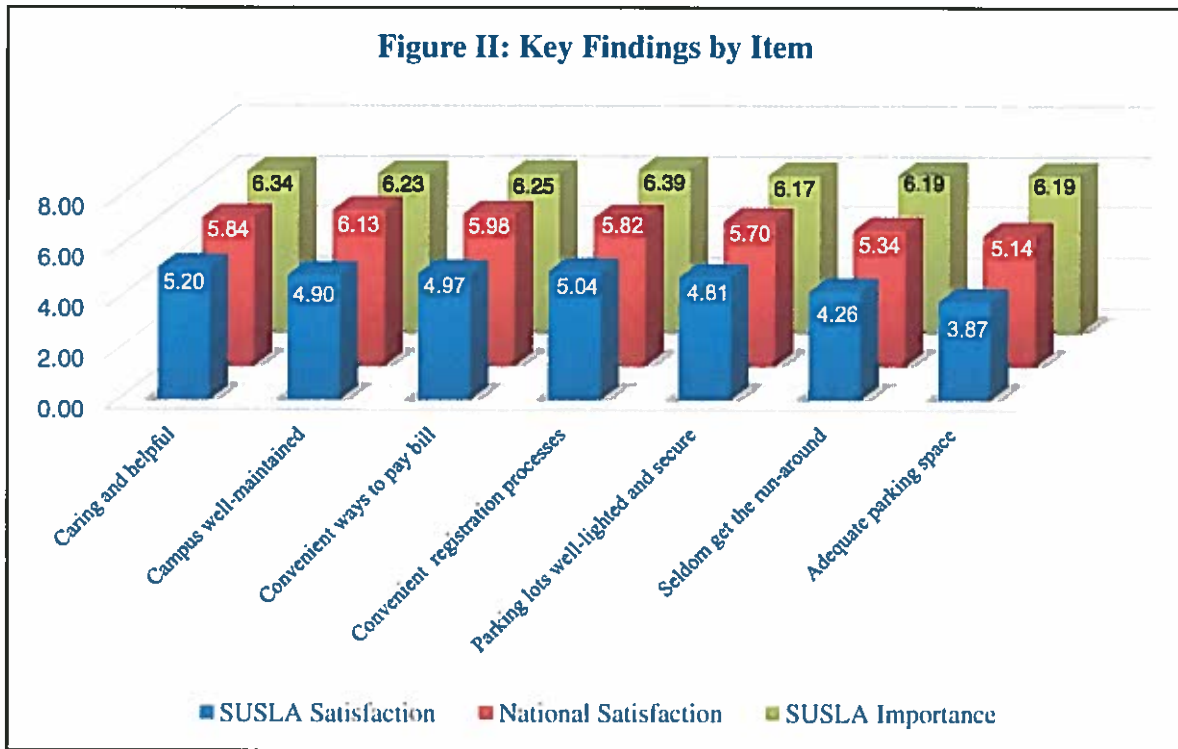


Satisfaction Scale: 1-not satisfied at all to 7-very satisfied; Importance Scale: 1-not important at all to 7-very important

The analysis revealed a significant performance gap in the area of admissions and financial aid effectiveness. Although students identified its effectiveness as important (i.e., average rating of 6.21, scale: 1-not important at all to 7-very important), they were not satisfied with the services in this area (i.e., average rating of 4.67, scale: 1-not satisfied at all to 7-very satisfied). More specifically, results reveal that an extensive examination of financial aid operations and processes for opportunities to improve its effectiveness is needed. Table V delineates the performance gaps (i.e., student rating of importance minus student rating of satisfaction).

Table V: Admissions and Financial Aid Effectiveness				
Item #	Item Description	Importance Rating	Satisfaction Rating	Performance Gap
5	Financial Aid awards are announced in time to be helpful in college planning	6.24	3.96	2.28
7	Admissions staff provide personalized attention prior to enrollment	6.19	5.09	1.10
15	Financial aid counseling is available if I need it.	6.25	4.74	1.51
23	The institution helps me identify resources to finance my education	6.25	4.66	1.59

Beyond performance within the eight categories, further item analysis revealed additional areas (see Figure II) for further examination and improvement as indicated by the substantive performance gaps (i.e., level of importance minus level of satisfaction and national comparisons):



The *Institutional Priorities Survey (IPS)* was administered electronically to 370 full-time and part-time faculty, staff, and administrators on September 29, 2015 using Noel Levitz’s online survey portal. The survey closed on October 9, 2015 with a 34% response rate or 126 completed responses. The *Institutional Priorities Survey* is administered to all university personnel, using the same questions as the *Student Satisfaction Inventory*; however, the Likert scales are slightly varied. The IPS determines to what extent faculty, staff, and administrators believe it is important to meet student expectations—using a seven-point importance scale—and for the same survey item, to what extent they agree that the institution is meeting the expectation—using a seven-point agreement scale. See *Appendix C: Survey Samples* for an example of the survey. The summary results of the IPS revealed that on average, the items that are important to faculty, staff, and administrators are equally important to the students—rated within less than 0.5 points of the students on the Likert scale. The data for each of the eight categories revealed that the day-to-day priorities of the university personnel are similar to the priorities of the students. See Table VI: Student Satisfaction Inventory and Institutional Priorities Combo Report to compare the results of the students with the results of the university’s employees.

Table VI: Student Satisfaction Inventory and Institutional Priorities Combo Report						
Scale (In Order of Importance)	SUSLA’s SSI Means			SUSLA’s IPS Means		
	Importance	Satisfaction	Performance Gap	Importance	Agreement	Performance Gap
Registration Effectiveness	6.37	5.22	1.15	6.63	4.91	1.72
Campus Climate	6.34	5.06	1.28	6.69	4.92	1.77
Student	6.33	4.97	1.36	6.67	4.54	2.13

Centeredness						
Academic Advising Effectiveness	6.32	5.19	1.13	6.68	4.93	1.75
Instructional Effectiveness	6.30	5.25	1.05	6.63	4.88	1.75
Safety and Security	6.26	4.85	1.41	6.65	5.13	1.52
Campus Services	6.23	5.23	1.00	6.62	5.16	1.46
Admissions and Financial Aid Effectiveness	6.21	4.67	1.54	6.70	4.95	1.75

As delineated in the GRAD Act Year 5 Remediation Plan, the results of these surveys were shared on January 6, 2015 at the Faculty & Staff Institute, a professional development day for all university personnel. To increase awareness, areas of strength, for which there were several, as well as major areas of concern were identified—primarily the University’s enrollment management practices and processes. While several initiatives are currently underway to improve operations and services, the following actions will be taken specifically related to significant findings within this report:

- I. Further examination of student concerns related to the University’s registration processes. There is a significant level of student dissatisfaction within this area and as such, the University desires to identify specific student concerns within this area through further exploration of the issue. “Registration process”, as indicated on the *Student Satisfaction Inventory*, can allude to any number of processes which warrants clarification and exploration. Specific mediums for which to explore this issue have not been identified, but may include student and faculty focus groups and/or interviews via email. The process to be used to explore these issues will be identified and reported in the third quarter report.
- II. Development of an action plan to improve areas of challenge. The University has a standing committee on enrollment management whose membership includes a representative—usually the director—from each department that bears some level of responsibility for enrolling students: registrar’s office, admissions, financial aid, testing, advising, counseling, fiscal affairs, etc. This committee will:
 - 1) review the results in depth of the SSI as well as the additional data to be collected through other mediums;
 - 2) examine best practices to improve enrollment management processes—to include all of the items identified as a challenge for the institution;
 - 3) identify the root cause(s) of the challenges experienced; and
 - 4) develop a plan of action based on best practices and assign specific responsibilities and a timeline of implementation/completion.

Where applicable, strategic initiatives should be incorporated in annual departmental Institutional Effectiveness Plans and Reports for ongoing and consistent monitoring of operational improvement. Progress will be recorded in the third quarter report.

It should be noted that the University is actively addressing many of the other issues identified in the report such as parking. In the near future, as indicated in the Campus Master Plan, parking is being expanded at the Metro and Martin Luther King campuses to

accommodate more students, visitors, and personnel. As related to parking lot lighting, the university recently developed an RFP proposal to accomplish upgrading exterior lighting to more current technology and higher standards. The proposal addresses upgrades for interior lighting as well.

ACTIVITY 2: To support the installation of the Early Alert feature of the Student Success Plan system (SSP), SUSLA plans to develop policy that promotes its adoption and use campus-wide.

First Quarter Report: As noted in the GRAD Act Year 5 Remediation Plan, SUSLA wants to develop policy to ensure that the Student Success Plan (SSP) system has campus-wide recognition and support. Specifically, SUSLA wants this policy to be developed from the recommendations of the SSP installation and configuration team. As discussed in the GRAD Act Year 5 Remediation Plan, SUSLA has identified a core group to serve on the SSP installation and configuration team, to include: First-Year Experience (FYE) faculty; counselors and advisors; personnel from IT, Financial Aid, Retention and Admissions; and Unicon, the installation consultants. This team will customize the Early Alert feature to replicate SUSLA's early alert process. The FYE faculty consists of freshmen faculty in English, Math and Reading and are on the team to provide that actual experiences of faculty members who work with first-year students are considered in the configuration process.

The SSP installation and configuration team will develop SUSLA's SSP system so that it fosters collaboration among student support staff and faculty, provides transparency of student success practices and results, and produces periodic reports for assessment and improvement of student success activities. Currently, the team is configuring the SUSLA Early Alert (EAL) process, which involves the following:

- An evaluation of SUSLA's EAL practices and outcomes to determine their most effective aspects and those where some improvements are needed.
- The review of the existing EAL features in the SSP system to determine their adequacy and applicability to support SUSLA's planned EAL process. This review involves a thorough examination of each feature, of which there are six:
 - Reasons - explanations provided by the faculty member in the notification to an advisor/counselor for why the student has been designated for EAL;
 - Suggestions - faculty recommendations of steps to address the EAL notification;
 - Outreaches - types of contacts attempted by the advisor/counselor to reach the student;
 - Outcomes - responses provided by the advisor/counselor to the faculty regarding the action taken to address the EAL notification;
 - Referrals - services or resource persons that the advisor/counselor directed the student to use to resolve the reasons for the EAL; and,
 - Overdue Responses - maximum number of days before a response from the advisor/counselor will be considered overdue.
- The development or customization of each of these features so that they

represent how SUSLA wants its EAL process to function.

- The field testing of the newly configured EAL process to determine its effectiveness and appropriateness for SUSLA personnel not involved in the installation and configuration.

In addition to the efforts of the installation and configuration team, on September 22, 2015, the Interim Chancellor formed a SUSLA Retention Taskforce. This Taskforce is composed of representatives from Institutional Research, Outcomes Assessment and Quality Management, Admissions, Academic and Student Affairs, IT, Financial Aid, Registrar and the Center for Student Success (CSS). The representative from CSS was appointed chair and provided a status report of SSP installation and configuration.

The Retention Taskforce will review the weekly status reports of the SSP installation and configuration team and report to the Interim Chancellor and the administrative team. Specifically, the Taskforce will report whether the SSP installation is on schedule as planned by its consultants, to include a discussion of accomplishments and problems encountered. Furthermore, the Taskforce will determine if the installation team is adequately staffed to meet its deadlines. Recommendations of the installation team will be reviewed and presented to SUSLA's administrative team for approval.

SUSLA is depending on the Retention Taskforce to review the EAL policy recommendations of the SSP installation and configuration team and submit a final policy to the SUSLA administrative team for approval. SUSLA plans to discuss the progress in the development of this policy and its specific details in the Second Quarterly Report.

Second Quarter Report: As planned in the First Quarterly Report, the features of the Early Alert (EAL) in Student Success Plan (SSP) system were reviewed by the installation and configuration team. The team concluded that SUSLA's manual EAL process would be significantly improved by the standard features in the SSP system. Therefore, the team has configured SUSLA's EAL to use the EAL settings, i.e. definitions, processes, parameters and defaults, as specified in the SSP system. Generally, SSP system's EAL is an electronic process and tool for faculty to notify the student's academic advisor, counselors about a potential issue that could jeopardize the student's achievement of academic success in a course and automatically copy the student, retention coordinator and SSP system administrators. This process includes feedback from recipient(s) of the notification and tracks the interface of faculty with them during the entire EAL process. After EAL configuration is completed, SUSLA's totally electronic EAL SSP system will operate as follows (each feature has been highlighted):

- The faculty member will notify via email the student's assigned academic advisor of an issue that is affecting the student's academic performance in a specific course. Copies of this notification are automatically sent to the student, retention coordinator, the SSP system administrators, which are the executive director for the Center for Student Success and director of advisement. (Note: The SSP system is able to interface with SUSLA's skymail system for students and faculty/staff so that SSP recognizes the same passwords, user names and email addresses. So, SSP uses skymail for its faculty notices and responses to these notices in its EAL process.) To reduce the time faculty spends preparing notices that are commonly sent to

students and advisors, SSP EAL has automated emails that have been modified by the configuration and installation team to contain EAL language SUSLA uses in its manual EAL process.

- In addition, the faculty has the option of copying or sending the notification to other faculty or staff, (if no academic advisor has been assigned) such as, counselors, financial aid and residential housing personnel, who have been identified in SSP as resource persons for certain types of issues. The faculty member will include the **reasons**, i.e., excessive tardiness or absenteeism, late or incomplete assignments, family issues, poor class participation, majority of which are default reasons with separate definitions in the SSP EAL system and if the default reasons do not explain the EAL purpose, the faculty can designate “other” and provide the specific purpose for the EAL notice. In addition to the reasons for the EAL notice, the faculty member recommends steps the advisor and student should take to address these reasons. SSP EAL refers to these recommendations as “**suggestions**” i.e. report to tutoring/learning center, counselor services, disability service intervention, withdraw.
- The academic advisor and other vested parties, i.e. retention coordinator, counselors will email the faculty member to report the **outreach** efforts, i.e. phone call, text, letter, in person, attempted to contact the student;
- The academic advisor and other vested parties, i.e. retention coordinator, counselors will email the faculty member to specify the **outcome** of the outreach efforts, i.e. appointment scheduled, student responded, waiting for response, problem addressed.
- The email to the faculty member that explains outcome, if appropriate, will specify the **referral** sources, i.e., tutorial services, partner agency working with counselors, financial aid, that the student was directed to seek assistance.

As noted above, the highlighted features of the EAL SSP system are standard settings in SSP, which includes administrative features that monitor the EAL process. For example, Task Scheduler for EAL Overdue Responses, Maximum days to Consider EAL Response Overdue and Overdue EAL Recipient list are administrative features. The configuration and installation team has configured these features to allow a maximum of 2 days for a recipient of a faculty EAL notice to respond and thereafter, 2 days for each subsequent response before it is considered overdue. When a response is overdue, SSP will automatically send a daily reminder email to the assigned advisor or the recipient of the faculty notice. These emails will be colored red in the alert list and the caseload assignment, which are reports used to assess the SSP EAL process. Copies of these reminder emails will be sent to the SSP administrator, executive director of the Center for Student Success. The executive director or his designee, i.e. director of academic advisement, reviews the process and determines why the respond is overdue.

Proposed Attendance Policy Early Alert Process

The installation and configuration team encouraged its First-Year-Experience (FYE) faculty members to take the lead to ensure that SUSLA’s EAL process addressed the kind of academic behaviors that they felt contributed the most to stop-outs and eventual drop-outs of first-year entering freshmen. The FYE faculty members suggested that poor attendance usually indicates

that a student is disengaging and is more likely to drop-out. Because of this, they felt that SUSLA's EAL process should have a more explicit attendance policy that contained progressive notification steps to keep the student and others in his/her academic support group, i.e. advisors, counselors, aware of this behavior. The FYE faculty members recommended that SUSLA's EAL process be expanded to include an attendance policy for all instructional personnel, both face-to-face and online classes. The installation and configuration team concluded that SSP system could easily be configured to include the proposed attendance policy.

As noted earlier in the 1st Quarter Report, the configuration and installation team wanted to obtain FYE faculty input to develop SUSLA's totally electronic SSP EAL process. This proposed attendance policy will be reviewed for approval by the Retention Taskforce and the Vice Chancellor of Student and Academic Affairs. EAL SSP system will be configured to implement the approved attendance policy in SSP. The policy and its progressive notification steps enumerated below will utilize the SSP EAL features, as described above, to notify students and alert their assigned academic advisors of their attendance behavior.

The proposed attendance policy and its progressive attendance notifications procedures are as follows:

- The attendance policy will be effective after the 14th day of class each semester;
- Attendance, including LDA's (last day attended) will be submitted with ACTUAL days that the student has not shown to class;
- All professors/instructors/teachers must take class attendance each day for each class, i.e., classes that meet two days a week have an allowance of missing four class sessions and classes that meet one day a week will have an allowance of missing two class sessions.
- The attendance policy will be included in the syllabus and represents a contract between the professor/instructor/teacher and the student. The syllabus will reflect the appropriate progressive steps based on the course seat time.
- For example, the progressive steps for EAL attendance notifications for classes that meet two days a week are as follows:
 - 1st missed class - A **Reminder** e-mail will be sent through the EAL SSP system (as noted above, SSP interfaces with skymail SUSLA's email system for faculty/staff and students), to remind the student of their contract and obligations to the class. Copies of the email will be sent to the advisor and retention coordinator and other vested individuals as needed.
 - 2nd missed class - A **Warning** e-mail will be similarly routed to the student and others to inform the student that he/she is being warned about missing class.
 - 3rd missed class - A **Critical Standing** e-mail will be similarly routed to inform the student that he/she is critically near being administratively dropped from the class for non-compliance behavior of not attending class.
 - 4th missed class - A **Show Cause** e-mail will be sent to inform the student that he/she must show cause as to why he/she should not be administratively dropped from the class for non-compliance. If the student does not respond to

this e-mail or if he/she cannot show cause as to why the administrative drop should not be taken, the student will be administratively dropped.

- The attendance policy will be covered during new student orientation and reinforced in the classroom.

The installation and configuration team will present SUSLA's EAL process to the Retention Taskforce and recommend the proposed attendance policy. Accordingly, these notifications can use skymail immediately after approval without having to wait for SUSLA's EAL SSP system configuration and testing to be completed.

ACTIVITY 3: Improve the coordination and management of data reporting.

First Quarter Report: On September 28, 2015, the Data Integrity and Management (DIM) Task Force met to address the Southern University System Data Governance Policy, review and discuss data issues reflected in recent error reports, set resolution targets and strategies, and provide updates on imminent external reports. Error reports and data issues were shared from the offices of the Registrar, Information Technology (IT), Admissions, and Financial Aid. It was confirmed that each of the departments generated, reviewed and resolved error reports on a regular basis; with some error reports generated as needed for external reports (Registrar) and some error reports generated on a weekly basis (Admissions).

While the desired outcome is error-free reporting in every department, some discrepancies were discovered during the interdepartmental review process. It was determined that such discrepancies were the result of a lack of communication between departments as well as inefficient data management. It is expected that the newly established Data Integrity and Management (DIM) Taskforce, which includes data stewards from the aforementioned departments, and the Data Governance Policy will begin to address and ultimately rectify inconsistencies.

For this meeting, to begin establishing a baseline from which improvements are to be measured, specific consideration was given to the initial discrepancy report generated from the IT department during the registration period. During that time, the discrepancy report was shared with Admissions for mitigation of any data issues. Upon review of the report at the DIM meeting, it was revealed that the discrepancies stemmed from missing data elements. For the fall 2015 term, the initial discrepancy report revealed errors for 206 student records out of 3,174 reviewed (6.5%). The committee decided to compare the fall 2015 initial discrepancy report to that of spring 2016 to assess improvement. It is expected that after establishing best practices, reviewing existing policies and procedures and/or instituting new ones, and engaging in professional development and training opportunities, the spring 2016 initial discrepancy report will reflect a decrease in the amount of errors.

The committee also discussed the issue of properly coding students and how inaccurate data could result in inaccurate retention calculations. Currently, admissions counselors engage in the following activities to verify that a student is coded properly:

- Check *National Student Clearinghouse* database for prior enrollment.

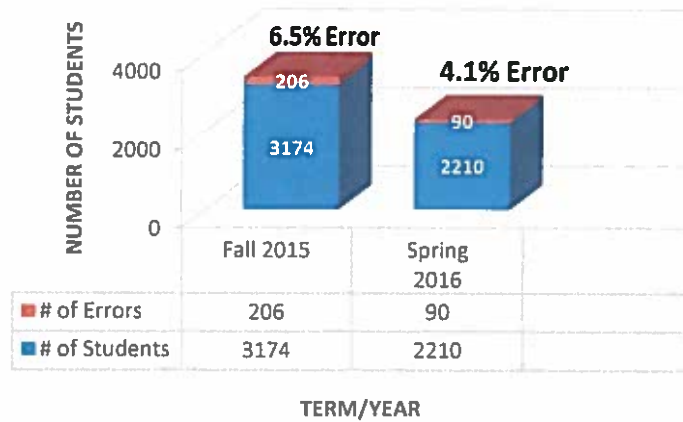
- Check *Term Sequence Course history (SHATERM)* for prior enrollment.
- Check *Registration Query (SFAREGQ)* for current enrollment.
- Check *Student Transcript System* for high school data.

On-going, internal audits of randomly selected students will also be conducted as an additional safeguard to promote accuracy and reduce student coding errors. It is anticipated that SUSLA will conduct the audits bi-annually. For the fall 2015 period, 20% (75 out of 376) of the first-time full-time Associate degree-seeking cohort will be randomly selected for the coding audit. This specific cohort is critical in calculating retention rates. For spring 2016, other student groups will be considered for the audit as well. Consistently engaging in this strategy of quality assurance will provide a system of checks and balances for the coding process. A detailed update on this activity will be provided in the Second Quarterly Report, following the assessment of spring 2016 application data.

Second Quarter Report: During this quarter's activity, SUSLA's Data Integrity and Management (DIM) Task Force engaged in the scheduled activity outlined in the GRAD Act Year 5 Remediation Plan and in the proposed activity highlighted in the 1st Quarterly Report. The activities proposed in the 1st Quarterly Report included a comparison of the fall 2015 initial discrepancy report to that of spring 2016 to assess improvement in the number of discrepancies, as well as to conduct an internal audit of randomly selected students to assess student coding issues that may ultimately affect retention calculations.

The initial discrepancy report generated from the IT department during the spring 2016 registration period was compared to the fall 2015 report. As stated in the 1st Quarterly Report, the discrepancy report was shared with Admissions for mitigation of any data issues. Upon review of the spring report, it was revealed that the discrepancies again stemmed from missing data elements; however, fewer errors were noted (See Figure III). The spring 2016 data revealed 90 errors out of 2,210 students records reviewed (4.1% error), which reflects a 2.4% decrease in errors from the fall 2015 report (6.5% error). The data reflects an improvement after reviewing and enforcing existing policies and procedures and/or engaging in professional development and training opportunities.

FIGURE III: Initial Discrepancy Report



Another proposed activity from the 1st Quarterly report involved conducting an internal audit of randomly selected students to assess coding issues that may ultimately affect retention calculations. The Director of Admissions and the Research Associate conducted the audit utilizing SUSLA’s pre-SSPS report, which included randomly selecting 75 students from the fall 2015 first-time full-time Associate degree-seeking cohort of 376 students. To assist in determining if these students were coded properly, the students’ date of birth, high school graduation year, last term attended and hours earned were reviewed. Students that showed a last term attended date were further investigated and it was noted that these students attended a summer session prior to enrolling for the fall 2015 semester. Thus, these students were properly coded as new freshmen. Of the 75 students reviewed, the following results were noted in Table VII.

Randomly Selected Students Reviewed	Notes	Findings
67	2015 High School Graduates	No Discrepancies; coded properly
4	Connect Students	No Discrepancies; coded properly
4	Summer Enrollees	No Discrepancies; coded properly

The internal audit was also utilized as a case study and point of discussion and training on December 11, 2015 at the scheduled DIM retreat, which was modified to be a workshop with key stakeholders. Participating in the workshop were the DIM committee Chair, Research Associate, Director of Information Technology, Director of Admissions, Registrar and the Assistant Vice Chancellor of Enrollment Management. Upon review of the audit, there were no coding discrepancies, as noted in the chart above. The internal audit will be repeated during the spring 2016 semester to include other coding types as well.

Furthermore, on December 7, 2015, a teleconference was held with key stakeholders of Nicholls State University to begin discussing best practices in data management. Nicholls State University was chosen because it engages a similar team of individuals to monitor and ensure the integrity of data. Results of this initial conversation revealed that many of the activities from Nicholls State University mirrored those of SUSLA's DIM Task Force. Subsequent meetings will involve a more detailed review of specific activities to glean best practices that will benefit SUSLA's work.

Appendix A

Elsevier Adaptive Quizzing (EAQ) Software
Student Survey

Elsevier Adaptive Quizzing (EAQ) Software - Survey

Please answer the following questions regarding the *Elsevier Adaptive Quizzing* (EAQ) software. List the course number in which the EAQ was used: NURS _____

		YES	NO	N/A
1.	I received the <i>EAQ</i> software at the beginning of the course. If no, please explain.			
2.	I used the <i>EAQ</i> software to complete the course assignment.			
3.	I used the <i>EAQ</i> software beyond the course assignment.			
4.	Approximately how many questions did you answer using the <i>EAQ</i> software?			
5.	Please check the component of the course in which you were <i>NOT</i> successful (if applicable) () Theory () Clinical () HESI exam			

Use the following scale to rate your answer.

5=Strongly Agree 4=Agree 3=Disagree 2=Strongly Disagree 1=N/A - Not Applicable

		5	4	3	2	1
5.	The <i>EAQ</i> software contributed to my success in the Theory component of the course.					
6.	The <i>EAQ</i> software contributed to my success in the Clinical component of the course.					
7.	The <i>EAQ</i> software contributed to my success on the HESI exam in the course.					
8.	I used other study aids in addition to the <i>EAQ</i> .					
9.	Please list other study aids used in addition to the <i>EAQ</i> software (if applicable). 1. 2. 3. 4. 5.					
10.	I would recommend the continued use of the <i>EAQ</i> software.					

Comments:

Appendix B

NCLEX 10,000 Course Assignment

N250 – Concepts and Processes II

Fall 2015 – NCLEX Practice Questions Requirements – MANDATORY ASSIGNMENT

*Students must answer questions weekly using the NCLEX 10,000 software and submit each weeks' proof of question answered. Questions must be answered using the testing mode. **ALL NCLEX PRACTICE TEST MUST HAVE A SCORE OF 80% or Above. If you do not score an 80% you must submit proof of two attempts and a personal remediation plan- (must be typed) to ensure that you will be able to achieve 80% on the next immediate NCLEX assignment submission.**

August 24, 2015

- *Submit 100 questions - Fundamentals
 - *Submit 100 questions – Medical – Surgical
 - *Submit 50 questions - Pharmacology
- Total 250**

September 1, 2015

- *Submit 75 questions – Psychiatric
 - *Submit 100 questions – Medical – Surgical
 - *Submit 75 questions - Pharmacology
- Total 250**

September 21, 2015

- *Submit 50 questions – Pediatrics
 - *Submit 50 questions – Maternal
 - *Submit 50 questions - Pharmacology
 - *Submit 100 questions Medical Surgical
- Total 250**

October 6, 2015

- *Submit 50 Pharmacology questions
 - *Submit 50 Medical Surgical Questions
 - *Submit 50 Maternal Questions
 - *Submit 50 Fundamentals
 - *Submit 50 Pediatrics
- Total 250**

October 19, 2015

- *Submit 250 – Comprehensive Exam I (100-question exam + 100-question exam + 50-question exam = 250)
(Includes Fundamentals, Pediatrics, Psychiatric, Medical – Surgical, Pharmacology)
- Total 250**

Nov 2, 2015

- *Submit 250 – Comprehensive Exam II (100-question exam + 100-question exam + 50-question exam = 250)
(Includes Fundamentals, Pediatrics, Psychiatric, Medical – Surgical, Pharmacology)
- Total 250**

GRAND TOTAL = 1500 Questions



Appendix C

Student Satisfaction Inventory (SSI) & Institutional
Priorities (IPS)
Sample Surveys

Each item below describes an expectation about your experiences on this campus.
 On the *left*, tell us how important it is for your institution to meet this expectation.
 On the *right*, tell us how satisfied you are that your institution has met this expectation.

Importance to me...								...My level of satisfaction									
1 - not important at all								5 - somewhat important									
2 - not very important								6 - important									
3 - somewhat unimportant								7 - very important									
4 - neutral								N/A - does not apply									
1	2	3	4	5	6	7	N/A										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		1. The campus staff are caring and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		2. Classes are scheduled at times that are convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		3. My academic advisor is available when I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		4. Security staff respond quickly to calls for assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		5. Financial aid awards are announced in time to be helpful in college planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		6. Library resources and services are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		7. Admissions staff provide personalized attention prior to enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		8. The quality of instruction I receive in most of my classes is excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		9. I am able to register for the classes I need with few conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		10. Parking lots are well-lighted and secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		11. Counseling services are available if I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		12. Faculty are fair and unbiased in their treatment of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A

Next

Each item below describes an expectation students have for their campus experiences.
 On the left, indicate how important you believe it is that your institution meets this student expectation.
 On the right, indicate your level of agreement that your institution is meeting this expectation.

Level of importance...								...Level of agreement								
1 - not important at all								5 - somewhat important								
2 - not very important								6 - important								
3 - somewhat unimportant								7 - very important								
4 - neutral								N/A - do not know								
1	2	3	4	5	6	7	N/A									N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. The campus staff are caring and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Classes are scheduled at times that are convenient for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Academic advisors are available when students need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Security staff respond quickly to calls for assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Financial aid awards are announced in time to be helpful in college planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Library resources and services are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Admissions staff provide personalized attention prior to enrollment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. The quality of instruction students receive in most of their classes is excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Students are able to register for the classes they need with few conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Parking lots are well-lighted and secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Counseling services are available if students need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Faculty are fair and unbiased in their treatment of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	N/A									N/A

Next

Appendix D

Student Satisfaction Inventory (SSI) Interpretive Guide Description of Scales

The Student-Satisfaction Inventory™ Interpretive Guide

- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Items not on a scale: 3, 9, 53, and 68

Description of Scales

Academic Advising (and Counseling) Effectiveness: Assesses the comprehensiveness of your academic advising program. Academic advisors (and counselors) are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

Academic Services: Assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Climate: Assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assess the effectiveness of your institution's channels of communication for students.

Campus Life: Assesses the effectiveness of student life programs offered by your institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perception of their rights and responsibilities.

Campus Services: (similar to Academic Services) Assess services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Support Services: Assess the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

Concern for the Individual: Assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

Instructional Effectiveness: Assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

Recruitment (or Admissions) and Financial Aid Effectiveness: Assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Registration Effectiveness: Assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations: Assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

Safety and Security: Assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

The Student-Satisfaction Inventory™ Interpretive Guide

Service Excellence: Assesses the perceived attitude of your staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness: Assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

The items which contribute to each scale can be reviewed within your campus report. The HTML electronic report includes the items within the scales on the scale report; when you select the scale name it will expand to show the items. In the paper report, there is a section which provides the scales alphabetically and the list of items within the scale.

Reliability and Validity—Form A

The Student Satisfaction Inventory is a very reliable instrument. Both the two-year and four-year versions of the SSI show exceptionally high internal reliability. Cronbach's coefficient alpha is .97 for the set of importance scores and is .98 for the set of satisfaction scores. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for satisfaction scores.

There is also evidence to support the validity of the Student Satisfaction Inventory. Convergent validity was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ), another statistically reliable satisfaction instrument. The Pearson correlation between these two instruments ($r = .71$; $p < .00001$) is high enough to indicate that the SSI's satisfaction scores measure the same satisfaction construct as the CSSQ's scores, and yet the correlation is low enough to indicate that there are distinct differences between the two instruments.

Reliability and Validity—Form B

The reliability of the SSI Form B was assessed using Cronbach's Alpha which tests how well a collection of items agree with one another. The commonly accepted rule is that a value above .70 is acceptable as proof of reliability. In the analysis, all values but two are above .70. Even those two are extremely close to .70. In all cases, factor analysis was performed among scale items to determine if there was any multi-dimensionality. None was detected, further proof that items within each scale are measuring like concepts.

Due to the absence of another instrument to compare to the SSI Form B, validity was measured by checking the correlation between the individual scales and the SSI Form B question regarding overall satisfaction. All correlations were positive and significant at the .01 level, an indication that each of the scales are associated with overall satisfaction.

The Inventory Authors

The Student Satisfaction Inventory was developed by Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D., with assistance from Ruffalo Noel Levitz. Dr. Schreiner is Chair of Doctoral Studies in Education, Azusa Pacific University in Azusa, California, and Dr. Juillerat is assistant professor, School of Education, Azusa Pacific University in Azusa, California. The Student Satisfaction Inventory was piloted in 1993 and became available in 1994. As of 2015 over 2,800 institutions and over 5.6 million students have completed the inventory.

A Word about Ruffalo Noel Levitz

A trusted partner to higher education, Ruffalo Noel Levitz helps systems and campuses reach and exceed their goals for enrollment, marketing, and student success.

To help with goal attainment, our 50 full-time consultants and 60 part-time associates bring direct experience from their previous and current positions on campuses as consultants, enrollment managers,

Agenda Item IX.A.3.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization. Membership is open to accredited, degree-granting institutions from all sectors of postsecondary education (proprietary, public, private) and is voluntary. All institutions approved by their home state are required to renew their membership annually.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 14 Louisiana institutions have joined SARA.

Three of those institutions (Louisiana State University A&M, McNeese State University, University of Holy Cross) have submitted renewal applications. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Application for Institutional Participation in SARA for Louisiana State University A&M, McNeese State University, and University of Holy Cross, and authorize staff to submit the approved renewal applications to NC-SARA for final approval of SARA membership.