



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

Spring 2013 Annual Report

1. Student Success

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

NARRATIVE REPORT

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

The Southern University Board of Supervisors approved the establishment of baseline data, annual benchmarks goals, and six-year performance targets for Southern University at Shreveport Louisiana (SUSLA). Established parameters are contained in Attachment D of the GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-year Targets. For the third report year 2011-12, applicable GRAD Act student success provisions for SUSLA address the following **targeted, tracked and descriptive measures**:

Targeted

- 1st to 2nd Year Retention Rate
- Same institution Graduation Rate
- Percent Change in Program Completers
- Passage Rate on Licensure Exam in Nursing (RN)

Tracked

- Passage Rates on Licensure/Certification Programs

Descriptive

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

Subsequent Policy/Policies Adopted by SUSLA

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

GRAD Act Year 3 Policy Implementation

For the 2011-12 annual report period, all seventy-three (73) instructional and non-instructional campus program budgeted units were required to establish and subsequently report on annual attainment activities in support of GRAD Act student success targets, Quality Enhancement Program (QEP) initiatives, and acquisition of academic program learning competencies. Attainment of GRAD Act projected targets as identified for the third year reporting period (FY 2011-12) in Attachment (D) are presented below with contextual insights.

1st to 2nd Year Institutional Retention

Passage designation for this performance indicator is warranted. SUSLA achieved passage designation through the two-year actual performance improvement scoring rule as noted below.

Most Recent Two-Year Performance Average

Academic Years	Year (2)	Year (3)	2 Year Average
	10(11) - 11(12)	11(12) - 12(13)	
1st to 2nd Year Retention Cohort	464	324	
1st to 2nd Year Retention Number Retained Same Institution	229	164	
1st to 2nd Calculated Rate	49.40	50.60	50.00

Three-Year Prior Performance Average

Academic Years	Pre GRAD Act	Baseline Year	Year 1	3 Year Average
	07(08) - 08(09)	08(09) - 9(10)	09(10) - 10(11)	
1st to 2nd Year Retention Cohort	360	342	540	
1st to 2nd Year Retention Number Retained Same Institution	165	179	250	
1st to 2nd Calculated Rate	45.80	52.30	46.30	48.13

Retention Average	
Two Year Recent Average	50.00
Three Prior Year Average	48.13
Variance from 3 Year Average	1.87

Source: Regents Statewide Student Profile Reporting System (SSPS) Data Profiles Files.

Presented scoring rubric allows institutions to compare the most recent two-year performance average to the prior three year average of a five-year profile. This assessment measure proved beneficial to SUSLA. As noted SUSLA's recent two-year retention performance rate listed at fifty (50) percent, a one point eighty-seven (1.87) percentage point increase over the prior three year average of forty-eight point one (48.1) percent. As a result of the one point eighty-seven (1.87) percentage point increase, SUSLA passed the 1st to 2nd year retention target measure for the third year GRAD Act report period.

Factoring persistence initiatives, original planning assumptions projected that SUSLA would experience positive gains in freshman entry retention rates during the year 3 (2011-12) reporting period. Continued investments in cited initiatives, coupled with an engaging faculty/staff community have engendered a formula which ensures improve persistence and completion success rates.

Institutional Graduation Rate

SUSLA's same institutional graduation rate for the year (3) report period listed at thirteen point two (13.2) percent. Current performance attainment is approximately four (4) percentage points below the established annual targeted benchmark of seventeen point four (17.4) percent and two point seven (2.7) percent less than the prior three year performance average. However, upon further observation of the performance average rubric, SUSLA's actual completion rate is distorted by inclusion of the performance baseline established for 2008-09.

The twenty-two (22) percent institutional graduation rate for the 2008-09 baseline represented a performance anomaly and is not indicative of the average annual attainment rate prior to baseline establishment. For academic years 2005-06 through 2007-08, SUSLA's three year freshman cohort graduation rate averaged at fourteen point nine (14.9) percent. Since baseline year 2008-09, SUSLA's annual completion attainment rate for this targeted indicator has averaged thirteen point six (13.6) percent.

The thirteen point six (13.6) percent attainment rate is one point three (1.3) percent below the pre 08-09 baseline average of fourteen point nine (14.9) percent. Barring acute performance spikes, SUSLA expects marginal improvement in graduation rate attainment to occur during GRAD Act reporting periods four (4) through six (6). SUSLA's confidence is based on the following assumptions: (1) demonstrated effects of structured advisement initiatives on second year retention performance, (2) continued increases noted in the continuing and readmitted student population

groups, and (3) relevance of current academic degree inventory to state workforce needs and economic development initiatives.

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

Percent Change in Program Completers

Passage designation for this performance measure is warranted. SUSLA's total percent change in academic program completers inclusive of certificate and associate degrees was eighteen (18) percent higher than the 2010-11 reporting period and forty-six point two (46.2) from the 2009-10 GRAD Act actual performance listing.

In particular, SUSLA actual performance rate of three hundred seventeen (317) associate degrees program completers for the reporting period 2011-12 exceeded established targeted projection by thirty-nine (39) percentage points. Institutional performance for certificate program completers was listed at seventy (75). This performance attainment rate exceeded the 2011-12 targeted by two (2) certificate awards.

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

SUSLA's Five-Year Strategic Plan requires educational partnership arrangements with market service area high schools with the ultimate aim of playing an integral role in student preparation for postsecondary education. Partnership arrangements further serve in assisting the institution to meet strategic goals in regards to student access and success.

Both the Dual Enrollment and TRIO Community Outreach Programs are offered at SUSLA to support the institution toward that end. For the 2011-12 reporting period, approximately three hundred forty-nine (349) preparatory high school students have participated in such partnership arrangements. The number of semester credit hours enrolled by the aggregate preparatory population was one thousand five hundred forty-five (1,545).

Of the aggregate hours, participating dual enrollment students have completed one thousand two hundred twenty-five (1,225) semester credit hour with grades of A, B, C, D, F or P. The attainment rate reveals a seventy-nine point two (79.2) end-of-course completion rate. This attainment rate represented five point six (5.6) percentage point increase. SUSLA provided TRIO Community Outreach to local area high school students with an adult learner through the Educational Opportunity Center.

Newly Created Partnerships

Commencing fall 2011, SUSLA engaged in six (6) continued partnership agreements with the following service area entities: Caddo Magnet High School, Caddo Career Center, and the Pelican All-Saints High School located in Desoto Parish. Established partnerships with Caddo Magnet and Pelican All Saints high schools provide college bound students with career pathways in Nursing, Education, and Business. Partnership agreement with the Caddo Career Center addresses career pathway opportunities in CNA/LPN, Computer Science, and Dental Hygiene programs.

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

Strengthening Existing Partnership

SUSLA has developed career specific pathways for select disciplines which will allow students the opportunity to move forward in obtaining career goals. Career specific pathways afford the institution the opportunity to expose students to challenges that college coursework presents, prior to college entry. Such efforts are expected to provide a bridge for student success at the postsecondary level.

During the 2011-12 reporting period, SUSLA piloted introduction of online general education courses with proctors during the college bridge phase. Early introduction of core general education courses such as Developmental Math and English during postsecondary transition is expected to facilitate student persistence into chosen career pathways and academic success. Future online instructional activity for 2012-13 is expected to focus on general education science and technology courses.

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

Number of Students Receiving Licensure/Certifications

For the 2011-2012 reporting period, SUSLA's institutional passage rates on licensure and certification exams listed at eighty-seven (87) percent. Since GRAD Act inception, SUSLA's annual institutional passage rate has averaged at eighty-seven percent. Of the one hundred sixteen (116) students who took licensure and certification exams, one hundred and six (106) successfully met standards which resulted in an institutional passage rate of eighty-seven (87). Notably, students who took the licensure exam for Dental Hygiene had a one hundred (100) percent passage rate. *See Appendix 1.*

Two (2) of the eight (8) programs reported a lower passage rate from the previous academic year. Upon further review, the Medical Laboratory Technician (MLT) and Surgical Technology (SURG) programs attributed less than desirable passage rates to a small representative group of the 2011-12 sitting exam cohort. Specifically, only one (1) of the eight (8) MLT students took the exam and subsequently failed. As a result, an institutional passage rate of zero (0) was designated. The chances of having greater passage rates would have been improved had all students sat for the exam.

At present, corrective actions are in place for both programs. Corrective action are twofold: (1) prepayment for certification exams as a graduation requirement; and (2) expanded emphasis on program learning competencies related to test-taking strategies, deductive reasoning, critical-thinking, interpretation analysis, and problem solving. Although the SURG program's passage rate was still low, it improved from a twenty (20) percent passage rate in 2011 to a twenty-nine (29) percent passage rate for the current 2012 reporting period. SUSLA believes that initiated action by the Surgical Technology program will positively affect future passage rates.

Passage Rates on Licensure Exams in Nursing (RN)

Passage rates on licensure exams in Nursing is a new targeted performance measure added for GRAD Act year three reporting period. Passage designation for this performance measure in warranted. SUSLA's RN Nursing program is a signature academic program. For the 2011-12 year three report period the RN Nursing program achieve a ninety-six point one (96.1) actual licensure exam passage rate. The actual passage rate was seven point three (7.3) percentage points higher than the state mandated passage rate.

iii. Number of students assessed and receiving Work Keys certificates

SUSLA did not utilize Work Keys as credential certification during academic year 2011-12.

iv. Other assessments and outcome measures for workforce foundation skill to be determine

See Appendix 1 Attachment I

2. Articulation and Transfer

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

NARRATIVE REPORT

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

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

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

SUSLA's persistence status reports for academic year 2011-12 lists associate degree completer transfers at twenty-two point four (22.4) percent. Specific feedback has been obtained from Grambling State University (GSU) which demonstrates SUSLA collaborative relationships with other public postsecondary institutions. In particular, the GSU correspondence provided academic performance data on SUSLA student transfers enrolled for the 2012 fall semester. Presented data demonstrated that thirty-two (32) former students from SUSLA enrolled at GSU, persisted with a grade point average (GPA) of two point zero seven (2.07) percent.

In addition, SUSLA partners with Northwestern State University (NSU). An annual feedback report is received to indicate detailed information regarding SUSLA transfer students. For the 2011-2012 reporting period, a SUSLA student cohort of forty-two (42) transferred to Northwestern, four (4) associate degrees and thirty-eight (38) with credit hour requirements.

The report provides the following demographics: entry majors, ethnicity, gender, age, SUSLA/NSU grade point averages and credit hours earned. Presented data on the 2011-12 SUSLA/NSU transfer cohort revealed a spring semester average earned credit hour attainment rate of ninety-three point twenty-six (93.26) with an overall average GPA of two point seventy-four (2.74).

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

Campus Referrals

Since the last reporting period, SUSLA has established formal referral agreements with Southern University at Baton Rouge (SUBR), as well as continued agreement with Southern University at New Orleans (SUNO). When students are denied acceptance to SUNO or SUBR due to selective admission criteria, these students are referred to SUSLA. At the time of referral and subsequent admission into SUSLA, students are registered via offsite through online registration and enrolled in online developmental courses offered through SUSLA's Virtual Campus Initiative. During the

current 2011-12 academic year, SUSLA received fifty-five (55) student referrals from the SUNO campus and two-hundred twelve (217) student referrals from the SUBR campus. Forty-five of the SUBR/SUNO Connect referrals were enrolled at SUSLA.

Existing Academic Persistence Agreements

For the 2011-12 reporting period, SUSLA maintained an inventory of Transfer and Articulation agreements, Memorandums of Understanding and 2+2 Agreements with the following institutions: Grambling State University, Northwestern State University, Southern University-New Orleans, Wiley College, and Louisiana Technical Community System of Northwest Louisiana.

Based on a graduate survey conducted during the Spring 2012 and Fall 2012, one-hundred fifty-five (155) students transferred to the following institutions:

Institution	Percent
Grambling State University	23
Louisiana State University	14
Louisiana Tech University	24
Northwestern State University	34
Other four-year institutions	15
Panola College	1
Southern University Baton Rouge	7
University of Louisiana at Lafayette	3
University of Louisiana at Monroe	3
Wily College	31

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

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

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

Number of Students Enrolled in Transfer Degree Program

This tracked performance measure was converted to a targeted indicator for GRAD Act year three. During the 2011-12 reporting period, SUSLA had fourteen (14) students enrolled in the Associate of Arts/Louisiana Transfer (AA/LT) and the Associate of Science/Louisiana Transfer (AS/LT) degree programs. This attainment rate was within the two students plus/minus variance range for the established year three benchmark of fifteen (15).

Number of Students Completing a Transfer Degree Program

This tracked performance measure was converted to a targeted indicator for GRAD Act year three. During the 2011-12 reporting period, SUSLA had one (1) student who completed degree for the Associate of Arts/Louisiana Transfer (AA/LT) program. This attainment rate exceeded the targeted year (3) benchmark by one (1) student.

3. Workforce and Economic Development

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

Institutional Effectiveness Process

Through the established institutional effectiveness process, all instructional degree programs are assessed annually on the following quality factors: academic relevance, workforce responsiveness, and economic development initiatives. In addition, SUSLA's Academic Affairs division requires all instructional units to perform five-year program reviews. For such reviews, all academic program units are required to assess instructional quality, completion rates, and contributions to state workforce needs.

For the 2011-12 reporting year, SUSLA exercised options to discontinue one associate degree offering, created a career pathway tract in the signature Nursing degree program, and received Southern Association of Colleges and School (SACS) approval to pursue online instruction for the Health Information Technology (HIT) and Business Management academic programs. Academic program inventory changes were the result of realignment with regional health care initiatives and state economic development goals.

Although reinstated for the 2010-11 reporting period, SUSLA opted to discontinue the Electronic Technology Associate of Applied Science (AAS) degree program during academic year 2011-12. During 2011-12, SUSLA implemented the Certified Nursing Assistant (CNA) program. This seven and one half (7½) week continuing education program is the first tier of a "career pathways" tract in nursing education currently being developed by SUSLA's School of Nursing.

Since June 2011, one hundred and sixty-one (161) students have completed SUSLA's CNA pathway program. Seven (7) of the aggregated have subsequently enrolled in SUSLA's recently implemented Licensed Practical Nursing (LPN) continuing education program. SUSLA implemented the LPN continuing education program in spring 2013.

During the year three report period, SUSLA received SACS approval to pursue online degrees for the Associate of Science in Business Management and the Associate of Applied Science in Health Technology instructional programs. Implementation for both programs is scheduled for fall semester 2013-14. Online degree programs will provide students with life long career skills which are sensitive to labor market trends. Attainment of such skills is expected to result in increased earnings, stronger local, regional, and state economies, as well as lower social welfare costs.

Louisiana Workforce Collaboration

In collaboration with Academic Affairs, SUSLA's Community and Workforce Development division is the coordinating conduit which translates labor force needs articulated by the Louisiana Workforce Commission and Economic Development into institutional strategic initiatives. Regional and state labor needs are further reflected in the annual institutional effectiveness reporting processes for the six (6) non-instructional support departments comprising CWD and the thirty-one (31) instructional degree programs which are aligned with workforce and economic development needs.

Workforce Needs Assessment

CWD, the economic development and outreach arm of the institution, works closely with the Louisiana Workforce Commission and local economic development agencies (ex: local chambers, North Louisiana Economic Partnership and Workforce Investment Boards) to engage in strategies regarding the existing and emerging workforce development needs of the service area. For the 2011-12 reporting period, approximately sixty-five (65) percent of SUSLA's academic program degree inventory is Workforce Investment Act (WIA) certified. This attainment rate represents a twenty-three (23) percent increase from the 2010-11 reporting period.

CWD has even greater flexibility to respond to the immediate continuing education and workforce needs as demonstrated by the regional market. The preceding finding credence in the number of students enrolled in non-credit courses. For the fall 2011-12 reporting period, the number of non-credit enrollees listed at one thousand three hundred fifty-one (1,351). The fall 2011 listing represented a positive gain of seven hundred and eighty-three (783) students from the previous reporting period. The CWD unit ensures its responsiveness by instituting a comprehensive approach to regional partnerships and outreach.

Program Alignment and Future Workforce Needs

In particular, thirty-eight (38) percent of the current academic inventory is in Allied Health and Nursing program disciplines. Fifty (50) percent of aggregate also provide academic certificates. Both the Allied and Nursing programs are currently aligned with regional health care initiatives established for Northwest Louisiana and similar statewide economic development goals. SUSLA's calculated licensure/certification passage rate for health care delivery programs remain a testament to the institution's commitment to Louisiana long-term economic vision. For the 2011-12 reporting period, the institutional passage rate listed at eighty-seven (87) percent. Since GRAD Act inception, SUSLA's annual institutional passage rate has averaged at (87) percent.

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

This tracked performance measure was converted to a targeted indicator for GRAD Act year three. For this tracked/targeted measure, SUSLA demonstrated progress from the previous reporting period. During the 2011-12 reporting period, SUSLA had one hundred fifty-six (156) online courses, where one hundred (100) percent of instructional activity was accomplished through synchronous/asynchronous delivery modes.

The one hundred and fifty six (156) identified courses represented an increase of fifty-five (55) courses from the previous 2010-11 reported listing of one hundred and one (101) online offerings. SUSLA exceeded its 2011-12 online inventory projection by twenty-three (23) courses.

Approximately, two thousand eight hundred fifty students (2,850) were enrolled in cited online activity. This attainment listing was thirty-eight (38) percent higher than the two thousand sixty-eight (2,068) reported for 2010-11. Currently, SUSLA has received SACS approval for implementation of two online instructional programs. Online instructional programs in Health Information Technology and Business Management degree program are expected commence during academic year 2013-14.

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

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

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

Approximately ninety-seven (97) percent of SUSLA's current academic program degree inventory is aligned with regional and state economic development initiatives. Fifteen (15) academic programs or forty-eight (48) percent of the aggregate are identified as employment pipelines for industry demand health care profession jobs projected through 2018. The following table list identified jobs with projected salary requirements.

TABLE I

Demand Jobs For 2008-2018	Average Annual Salary	Current SUSLA Program
Registered Nurse	\$60,721.00	Yes
Respiratory Therapists	\$48,767.00	Yes
Medical Clinical Lab	\$32,526.00	Yes
Dental Hygienists	\$56,404.00	Yes
Diagnostic Medical Sonography	\$58,984.00	Yes
Radiologic Technologists & Technicians	\$47,836.00	Yes
Medical Records & Health Information Technicians	\$28,555.00	Yes
Biological Technicians	\$33,063.00	Yes
Chemical Technicians	\$52,335.00	Yes

Source: Louisiana Employment Outlook Report

Ninety-four (94) percent of SUSLA's 2011-12 academic completers received degree awards in the state's priority occupational categories that required associate level attainment. The preceding is depicted in the following table.

Top Occupations Requiring Associate Degrees	SUSLA Completers 2011-12
Health Professions	207
Business Management	48
Liberal Arts & General Studies	47
Security & Protective Services	24
Family & Education Services	24
Computer & Information Services	8
Personal & Culinary Services	2
Life & Physical Science	2
Mechanic & Repair Technology	9
Total	371

Source: Board of Regents Completers Files

SUSLA Career Services department annually tracks post matriculation activities of recent graduates. Career Services surveyed two hundred seven (207) graduates from 2011-12 completers cohort. Of the aggregate, forty-five (45) percent were employed within twelve (12) months of graduation. Twenty-two (22) percent of this group found jobs in their primary field of academic study.

Of the employed group, forty-nine (49) percent indicated interest to continue transfer matriculation into a four-year postsecondary institution. For graduates not employed within the twelve-month period, all indicated desires to pursue transfer matriculation options. Many regional and national healthcare agencies, working in concert with Career Services, identify employment opportunities or transfer matriculation options to potential graduates.

Of note, SUSLA collaborates with various employment agencies seeking to fill positions within the healthcare arena. Health care providers have been extremely pleased with the job entry-level competencies possessed by all nursing and allied health graduates. SUSLA's Division of Science and Technology continue to make strides by improving continued matriculation of associate degree recipients who transfer into baccalaureate institutions.

The Division's STEM, Bridge and HBCU – Up programs afford students expanded opportunities to enhance research and biotechnology skills needed for increased marketability and post matriculation success. In addition, participating students are provided opportunities to attend and present scholarly research projects at national conventions, such as the Annual Biomedical Research Conference for Minority Students (ABRCMS). This conference provides students with exposure to present research and network with prospective colleges and universities for continued matriculation.

4. Institutional Efficiency and Accountability

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

Not applicable performance response limited to four-year institutions.

SUSLA is a two-year public postsecondary institution.

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

Not applicable performance response limited to four-year institutions.

SUSLA is a two-year public postsecondary institution.

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

Non-Resident Tuition Increases Compared to SREB Averages (2011-12)

For the 2011-12 reporting period, non-resident tuition/fee increases did not adversely affect SUSLA's headcount enrollment or anticipated self-generated revenues resulting from higher tuition and fee assessments. Beyond the 2011-12 academic year, it would be difficult to speculate what impact the increased nonresident tuition/fees would have on enrollment and revenue through 2016-17.

The total tuition and fees charged to nonresident students attending SUSLA for the 2011-12 academic year was four thousand one hundred twenty-eight (\$4,128) dollars. The actual SREB peer non-resident tuition/fee amount for the 2011-12 reporting period was six thousand four hundred and twenty (\$6,420) dollars. The difference between the peer non-resident tuition/fee amount and nonresident fees charged by SUSLA was two thousand two hundred and ninety-two (\$2,292) dollars. For the 2012 annual report, the following data is available:

SUSLA 2011-2012 Non-resident tuition/fee amount	- \$4,128
❖ 2011-12 SREB Peer Non-Resident tuition/fee amount	- \$6,420
❖ Calculated Percent difference from peer amounts to a negative zero (0) percent	

Schedule of Proposed Out-of-State Tuition FY 2011-2012 through 2015-2016

Fiscal Year	SREB Target	SUSLA Proposed
2011-2012	\$6,420	\$4,128
2012-2013	6,713	4,541
2013-2014	7,020	4,995
2014-2015	7,341	5,494
2015-2016	7,676	6,044
2016-2017	8,027	6,648

For fiscal year 2004-2005 through 2008-2009, the average increase in SREB Out-of-State Tuition was four point fifty-seven (4.57) percent per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data is available and the new schedule will be submitted as part of the GRAD Act. For the 2010-11 reporting period, SUSLA's SREB/HBCU institutional peer designation was reclassified as a Two Year (2). Cited SREB target peer projections for 2011-12 through 2016-2017 are based on the reclassified designation. SUSLA proposal includes ten (10) percent annual increases per year (3% Tuition +5% GRAD +2% Operation.)

- d. Designate centers of excellence as defined by the Board of Regents which have received a favourable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:**

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

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

- i. Percent of eligible programs with either mandatory or recommended status that are currently disciplined accredited.**

For the 2011-12 GRAD Act report year, SUSLA's percentage of eligible program that are discipline accredited list at fifty seven point one (57.1) percent. This discipline accreditation rate consists of fourteen (14) academic degree programs with mandatory or recommended accreditation designation. Of the aggregate, eight (8) programs are discipline accredited. Established as targeted measure under the Institutional Efficiency and Accountability performance category, SUSLA expects this accreditation rate to continue through remainder of the current campus GRAD Act Agreement.

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

Reporting Requirements

- a. Number of students by classification

Fall 2012 Headcount		Total	2011-12 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
2,931.0		2,226.9	2129.0	2129.56

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

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

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

- b. Number of instructional staff

Fall 2012 Instructional Faculty Headcount	Instructional Faculty Full Time
178	118.1

- c. Average class student-to-instructor ratio

2011-12 AY
19.7

- d. Average number of students per instructor

2011-12 FTE Enrollment per FTE instructor
18.0

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

Total Non-Instructional Staff State	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
29	26.99	9	20

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Academic Affairs	12	9.99	5	7
Student Affairs	14	14.00	3	11
Workforce Development	3	3	1	2
Total	29	26.99	9	20

f. Number of staff in administrative staff Fall

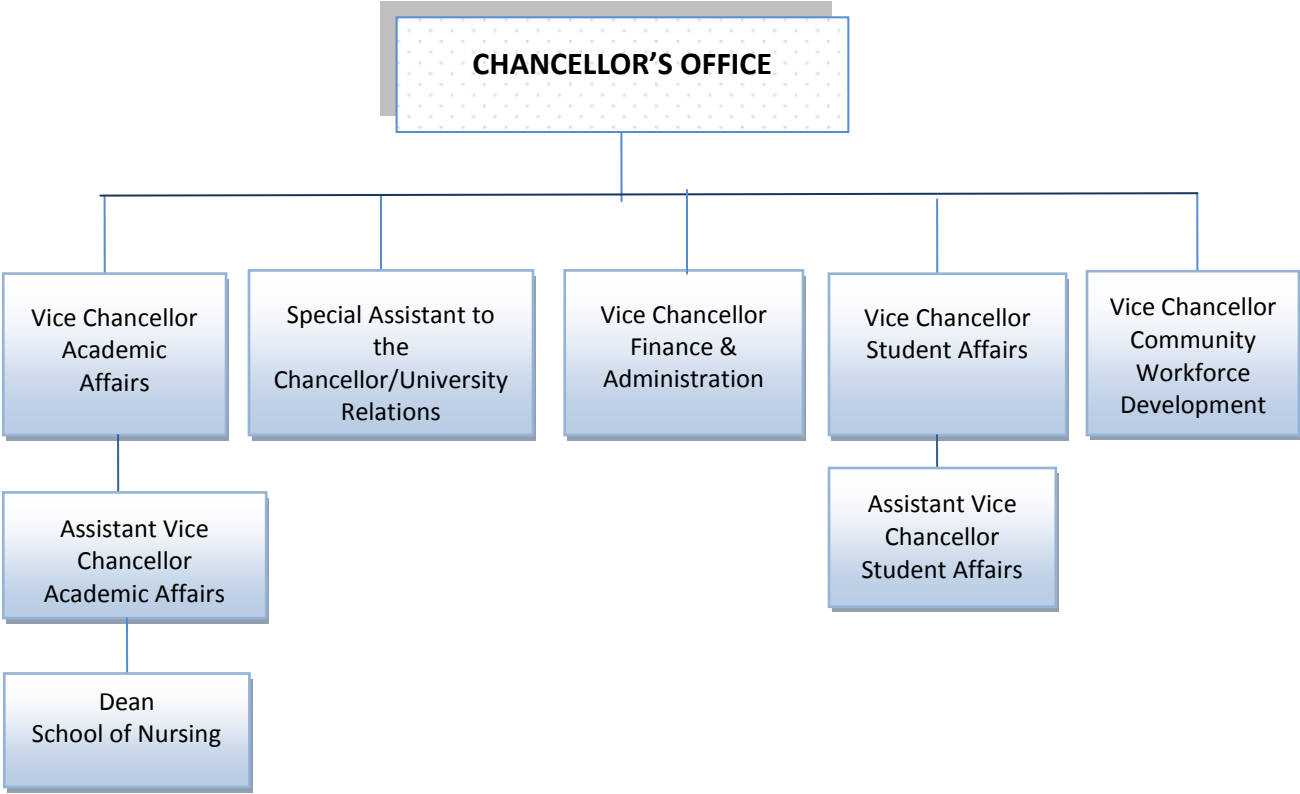
Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
32	32	21	11

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Chancellor	3	3.00	2.00	1
Academic Affairs	5	5.00	4.00	1
Finance & Administration	6	6.00	5.00	1
Student Affairs	11	11.00	5.00	6
University Relations	2	2.00	0	2
Workforce Development	5	5.00	1	4
Total	32	32.00	17	15

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

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

ORGANIZATIONAL CHART



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

	TOTAL BASE SALARY	TOTAL BASE SALARY	SALARY CHANGES
POSITION	FY 2010-11	FY 2011-12	STATUS
Chancellor	\$142,311.00	\$142,311.00	0
Vice Chancellor Academic Affairs	\$100,000.00	\$100,000.00	0
Assistant Vice Chancellor Academic Affairs	\$69,467.00	\$69,467.00	0
Dean Nursing	\$85,764.00	\$85,764.00	0
Vice Chancellor Finance & Administration	\$95,000.00	\$95,000.00	
Vice Chancellor Student Affairs	\$82,000.00	\$82,000.00	
Assistant Vice Chancellor Student Affairs	\$45,000.00	\$45,000.00	0
Vice Chancellor Title III/Community Workforce Development/Outreach Programs	\$82,000.00	\$82,000.00	0
Special Assist to the Chancellor/University Relations	\$60,000.00	\$60,000.00	0

NOTE:

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

a. A Cost of Performance Analysis

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

Expenditures by Function	Amount	% of Total
Instruction	\$ 5,248,285	39.7%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	849,704	6.4%
Student Services	850,467	6.4%
Institutional Services	4,071,844	30.8%
Scholarships/Fellowships	219,674	1.7%
Plant Operations/Maintenance	1,977,914	15.0%
Total E&G Expenditures	\$13,217,888	100.0%
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	\$ 13,217,888	100.0%

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

Tuition & Fees	Academic Year 2011-12
Louisiana Residents	\$2,996.00
Non Louisiana Residents	\$4,126.00
Books & Supplies	\$1,500.00
Living Arrangements On Campus	
Room & Board	\$8,650.00
Other	\$3,712.00
Off Campus	
Room & Board	\$5,000.00
Other	\$3,712.00
Off Campus with Family	
Other	\$3,712.00
Total Expenses	\$33,408.00
Louisiana Residents	
On Campus	\$16,858.00
Off Campus	\$13,208.00
Off Campus with Family	\$7,208.00
Non Louisiana Residents	
On Campus	\$17,988.00
Off Campus	\$14,338.00
Off Campus with Family	\$9,338.00

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

iii. Average Time to Degrees

Average Time to Bachelor's Degree	Average Time to Associate Degree
0	4.9%

iv. Average cost per degree awarded

State Dollars Per FTE
\$2,715.00

v. Average cost per non-completer

State Dollars Per FTE
\$2,715.00

vi. All expenditures of the institutional

Expenditures Total
\$30,394,257.00

Source: Board of Regents and Statistical and Financial Data Profile

ATTACHMENTS

Appendix #1 to Attachment B
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
2-year Colleges and Technical Colleges

Institution: Southern University at Shreveport Louisiana

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Adobe Certification	Adobe Certified Expert	Adobe		
American Petroleum Institute- 6th Edition Rigger	API	Database		
American Petroleum Institute- Personal Survival	Personal Survival			
American Welding Society	AWS Entry Level Welder			
Asbestos Abatement Supervisor/Contractors License	EPA		2011	26
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence		
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners		
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition		
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.		
Certified Manufacturing Specialist	CMS	Georgia Quickstart		
Certified Wireless Technology Specialist	CWTS	Pearson VUE/Prometric		
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric		
Child Development -- 190709	CDA	LA Pathways Assn.	2011	12
Commercial Diving - 490304	ACDI and ACDE (American Commercial Diving Institute and American Commercial Divers Educators)			

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Commercial Drivers License	CDL	Department of Transportation Office of Motor Vehicles		
Communications Electronics	CET and FCC licenses			
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology		
Culinary -- 120503	SERVSAFE	American Culinary Federation		
Dialysis Technician		State Database	2011	13
Diving	Commercial Diver/Tender Diver	Assoc. of Commercial Diving Educators/Assoc. of Diving Contractors International		
Drafting -- 15.1301	CD	American Design Drafting Assn.		
Electrician -- 46.0302	State License	Louisiana State Licensing Board for Contractors		
Electrician - city license - 460302	City of Thibodaux Electrical License			
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry		
EMT Basic (40 hrs.)	NREMT-B	State of Louisiana Department of Health and Hospitals	2011	15
EMT Paramedic	NREMT-P	State Database		
Fork Lift	Forklift	Workforce Dept.		
Guest Service Gold Professional Certification (10 hrs.)	Guest Service Gold	American Hotel and Lodging Association	2011	9

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd		
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute		
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)		
Internet and Computing all areas (COMPTIA, CISCO, IC3)	Network +, A+, iNet+, A+ COMPTIA (multiple)	Pearson VUE/Prometric		
MCITP: Enterprise Administrator on Windows Server 2008	MCITP	Prometric		
*Medical Coding Specialist		State Database	New Program	
Microsoft Certified IT Professional: Server 2008 Active Directory	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Application Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Enterprise Administration	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Network Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Windows 7 Configuration	MCITP	Prometric		
National Restaurant Association	Servsafe	National Restaurant Association		
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation		
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER		

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Nursing – CNA	LABENFA	Louisiana Nurse Aid Registry BR – Dept of Health & Hospitals	2011	107
OPET	EETC			
OSHA – 30 Hr. Construction Safety	OSHA	Occupational Safety and Health Administration	2011	26
OSHA – 40 Hr. Hazpower	EPA	Fire Training Academy	2011	26
Patient Care Tech	CPCT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Personal Fitness Trainer	ACE	Gatlin Education		
Petroleum Education	PEC, PEC-OPPS, Safe Gulf	Safety, Environmental & Operational Training Inc.		
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Real Estate	Salesperson	Louisiana Real Estate Commission		
U.S. Coast Guard all specialty areas	USCG	USCG		
First Aid /CPR	National Heart Savers Association	National Heart Savers Association	2011	26
WorkKeys (all areas, levels)	Workkeys	ACT		
<i>Baseline Year = most recent year data published by entity that grants licensure/certification 2-27-12</i>				

**New program IBC baseline to be reported for GRAD Act Year Four.*

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

Institution: Southern University Shreveport Louisiana

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2012	1	0	0
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	2012	10	10	100%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2012	8	6	75%

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	2012	10	9	90%
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2012	51	49	96%
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2012	17	15	88%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)	2012	12	10	83.30%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2012	7	2	29%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to meet standards for passage/#students who took exam

March 1, 2013

