



**Southern University and A&M College  
Baton Rouge, LA**

**Granting Resources and Autonomy for Diplomas (GRAD) Act  
Year 6 Report**

**Submitted to:  
Southern University System**

**June 13, 2016**

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- c) Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident 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 nonresident 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.
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## **Performance Objective (1): Student Success**

- **An explanation for or observation on any targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

Southern University and A&M College did not meet its targeted 1<sup>st</sup> to 2<sup>nd</sup> year, and 1<sup>st</sup> to 3<sup>rd</sup> year retention rates. The targeted 1<sup>st</sup> to 2<sup>nd</sup> year retention rate for Year 6 is 68.1% and the actual rate is 64.6%, 3.5% away from reaching our benchmark. The targeted 1<sup>st</sup> to 3<sup>rd</sup> year retention rate is 57.2% and the actual rate is 53.5%, 3.7% away from reaching our benchmark.

While SUBR did not meet its targeted goals, these shortcomings do not give a complete representation of the progress that the university is making to ensure that our students are retained and graduate on time with a high-quality educational experience that only Southern University can provide. We are not focusing on the reasons why we did not meet our targeted goals, such as the brutal budget reductions to higher education, SUBR's declaration of financial exigency, reduced faculty and staff workforce, reduced course offerings, longer time to degree completion, increased tuition making college no longer affordable, changes in the federal pell grant policies, increased out of state fees limiting the number of out of state students, a mass exodus of students due to budget constraints, selective admission standards, increasing numbers of first generation students, increased numbers of part-time students who work several jobs, substandard precollege preparation, and the list goes on. We know that most of our internal and external constituencies are aware of the devastating impact of these events on higher education in general, even greater still to Southern University. Finally, Southern University, as with many institutions in Louisiana, is struggling (past tense) with its retention and completer rates. In light of all of these events, we are aggressively moving forward and focusing on current, bold and promising initiatives that can easily adapt to the changing environments statewide, nationally and globally.

SUBR has new, progressive and capable leaders in several key areas who are building the infrastructure of the university, with a focus on a quality academic experience. The leadership has four important initiatives, two of which were just approved by the Southern University Board of Supervisors during its April 2016 meeting. The first of such initiatives is the SUBR Strategic Plan FY 2016-2021. This strategic plan serves as a roadmap to Southern University's path forward. The guiding principles of Envision, Engage and Enact - A Call to Leadership are built on Southern University's original Land Grant Mission. SUBR's mission and vision have been revised to better fit the guiding principles of the strategic plan. The four strategic priorities of the plan are 1) Enhance the Academic Experience, 2) Strengthen Core Values, 3) Enable Collaboration through Community and Global Partnerships and 4) Heighten Institutional Effectiveness. These four strategic priorities will serve as a catalyst for implementing new programs and strengthening others to ensure that our students are successful.

SUBR recognizes that much work has to be done to improve its academic infrastructure and we are committed to those efforts. The second referenced initiative is a response to that commitment, the academic stabilization of the academic units. The reorganization of the academic units started in 2012, but was never finalized due to several changes in leadership and other external influences.

The current Academic Stabilization Initiative provides structural and operational consolidation of previously autonomous units or functions in order to achieve a performance based outcome that exceeds what could be achieved working independently. Over the past decade the academic structure, college names, and departmental clusters at SUBR have been in continual flux due, in part, to some of the external influences mentioned previously. In response to the Southern University Strategic Plan, the Office of the Executive Vice President and Provost has worked in tandem with the faculty and academic deans to propose a stable academic structure for the Baton Rouge campus. This Academic Stabilization Initiative is essential, insuring that Southern University has properly aligned its academic programs and administration in a manner, scope, and sequence that allows the University to (1) have distinctive programs that provide high quality education; (2) attract top student scholars and faculty; (3) produce prepared high-quality graduates; and (4) lead the University's efforts toward a higher Carnegie classification within the decade. This structure supports the requisite curricular requirements of each of the existing SUBR degree majors, the state guidelines for general education, and provides fertile context to the establishment of new academic offerings. Each of the academic college configurations results in significantly increased benefits and opportunities. Three primary considerations served as guiding criteria during the academic stabilization process – efficiency, growth, and excellence. The efficiency criterion prioritizes the creation of synergy among programs, faculty, and students. The growth criterion requires each college and unit to result in a likelihood of increased enrollment and higher retention and graduation rates. The excellence criterion establishes intra-college options for securing new sources of extramural funding, possibilities for new research consortia, and a dynamic attractive to high caliber graduate students.

The third strategic initiative is Data Driven Decision Management (DDDM). A lesson learned from previously implemented GRAD Act Improvement activities was that decision makers often lacked data verifying their assumptions about the root causes of institutional issues. Therefore, the SU System has adopted the Data-Driven Decision Management (DDDM) model to support decision making for the delivery of best-practice enrollment management. This is essential for the continued improvement of each campus in the SU System. The Data Governance Committee (DGC) was organized at SUBR and it is charged with ensuring timely and accurate data entry and reporting. The DGC meets quarterly under the direction of the System Office of Academic Affairs to address issues in support of the implementation of DDDM across the System. The primary activity of the DGC during Year 5 was to document what data, policies, procedures and resources exist at each institution, how these differ and how they may be leveraged to support System-wide improvement. Moving forward, SUBR will continue to strengthen its processes, policies and procedures and training of its employees. Additionally, SUBR is in the process of implementing an Assessment and Self-Study office to improve institutional effectiveness. More detailed information about DDDM and the DGC is in the SU System's Year 5 GRAD Act Improvement Plan, Third Quarterly Report.

The fourth strategic initiative is intrusive advising of students as a model for retention. The Center for Undergraduate Student Achievement (C-USA) advises all students during their first 36 credit hours of college. Thereafter, students are advised in their respective departments. We are working to implement consistent policies and procedures across all degree programs to ensure that students have a seamless and easy transition in their major/department. This initiative is requiring close collaboration between the Office of Academic Affairs and the Office of Student

Affairs and Enrollment Management. Intrusive advising as a model of retention is a promising strategy for strengthening our capacity to retain our students through degree completion.

In conclusion, Southern University has always existed to create a more educated population through a continued and expanded commitment to enrolling and ensuring the success of students. These students are from a full range of cultural, ethnic, and socioeconomic backgrounds, particularly those who represent the first generation in their family to attend college. While we did not meet our numerical targeted goals, SUBR did retain 64.6% (1<sup>st</sup> to 2<sup>nd</sup> year) and 53.5% (1<sup>st</sup> to 3<sup>rd</sup> year) of students who represent the nation's most at risk population.

- ***Student Success Policies/Programs/Initiatives Implemented and Continued***

The Center for Teaching and Learning Excellence (CTLE) is a centralized advising center for students who have earned 36 credits hours and below. Student athletes and Honors College students are advised by their departments. CTLE advisors serve as guides for navigating academic choices, help students plan and achieve their goals, and provide immediate and necessary support to ensure academic success. CTLE implemented several new initiatives in order to increase student support and determine the type of support students would possibly need to achieve success through academic advising, such as increased communication with students, more attention devoted to at-risk students, Student Success Seminars, tutoring, Engaging in Academic Recovery Now (E.A.R.N.) Program, Mentorship Program, Leadership Programs, First-Year Experience, and Second-Year Experience, among a growing number of other programs and activities to support student retention and satisfactory progress towards degree completion.

The Center for Teaching and Learning Excellence and the Center for Student Success were merged at the end of fall 2015 to create the Center for Undergraduate Student Achievement (CUSA). This new name better defines the goal that this office works to achieve based on the services that are provided for students. The purpose of the Center for Undergraduate Student Achievement is to create and operate a more centralized and comprehensive community of student support programs. CUSA utilizes theoretical, practical and data driven approaches to aide in the campus wide initiative of increasing retention and degree completion rates of students. The programs, working in tandem, are designed to collectively advise, support and engage students who have earned less than 36 credit hours, have petitioned for and been granted academic and/or financial appeals, and/or want to develop or enhance leadership and mentorship skills through carefully designed, reflective programming. Academic and social excellence is supported through advising, engagement services (which includes first year and second year programs and support services which include tutoring), success workshops and additional support for high risk students. A more detailed description about all of the services and programs of the CUSA is in the appendix.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness, and Tracking /monitoring/reporting mechanisms implemented/continued during the reporting year:**

The use of data to improve student performance and increase retention rates, while simultaneously strengthening academic programs, is a priority at SUBR. We are developing a culture of assessment and continuous improvement on campus. Data is collected from all departments and programs. This data is used to track efficiency, effectiveness, and outcomes in

all areas of the university. LiveText is an Internet-based subscription service that allows students and instructors to "create, share, and collaborate on educational curriculum. Students can upload their work, align it to current standards, and share it with other students, instructors, and potential employers of their choosing. Further, faculty members are engaged in LiveText training. The platform provides a planning and assessment system that helps with planning goals, assessing progress, and evaluating the quality of institutional and program objectives. Particularly for faculty members, it helps them to manage course assessment activity, assess learner performance, and collaborate with others. Thus, the full implementation and active use of LiveText is an integral component of the building of a culture of assessment.

- **Development/use of external feedback reports during the reporting year**

Reports from external accrediting bodies are used to strengthen the academic units. During this reporting year, the Computer Science, Speech-Language Pathology and Urban Forestry programs had successful accreditation visits. Additionally, SUBR submitted its Fifth Year Interim Report to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in March 2016. This report is currently being reviewed by SACSCOC and the findings will be used to heighten institutional effectiveness.

- 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.***

- i. 1st to 2nd year retention rate: The fall 2014 first-time full-time freshman cohort consisted of 904, of which 584 returned in the fall of 2015. This resulted in a retention rate of 64.6%, which did not exceed the targeted rate of 68.1%. **This measure has not been met.**
- ii. 1<sup>st</sup> to 3<sup>rd</sup> year retention rate: Rate: The fall 2013 cohort consisted of 1100, of which 589 returned in the fall of 2015. This resulted in a retention rate of 53.5%, which did not exceed the targeted rate of 57.2%. **This measure has not been met.**
- iv. Same Institution Graduation Rate: SUBR FTFT 2008 cohort consisted of 1034 of which 332 graduated within 150% time, resulting in a 32% graduation rate. **This measure has been met.**

- viii. Percent of 4-year university first-time students admitted by exception

2015-16	Summer	Fall	Spring
Number of First-Time Freshmen Enrolled	82	1125	78
Number of First-Time Freshmen Admitted by Exception	9	28	1
Percent of First-Time Freshmen Admitted by Exception	11%	2%	1%

**Element:**

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

- i. Percent change in completers from the prior academic year from baseline year, per award level. Four- year universities report on award level "baccalaureate" and above.
  - The Baccalaureate target was 752 students and the actual was 652 students resulting in a -27.2% rate from the baseline. **This target was not met.**
  - The Masters target was 275 students and the actual was 281 students resulting in a -9.9% rate from the baseline. **This target was met.**

- The Doctorates target was 11 students and the actual was 24 students resulting in a 33.3% rate from the baseline. **This target was met.**

**Element**

**c) Develop partnership with high schools to prepare students for postsecondary Education.**

- **Development/use of external feedback reports.**

SUBR recognizes that dual enrollment is an important strategy to increasing enrollment and retention rates. Therefore, the SUBR Dual Enrollment Program at SUBR is increasing its capacity to expand to other school districts. The Director of Dual Enrollment at SUBR met with principals in East Baton Rouge Parish to confirm the partnerships as stated in the MOUs for each school district. Eight principals in East Baton Rouge Parish School System accepted the proposal to increase the number of classes for their high school students. Zachary Community Schools, Central Community Schools and the City of Baker School System were among the districts that made commitments to the Southern University Dual Enrollment Program. SUBR also established partnerships with several public/private schools in and around the Baton Rouge area. In light of renewed commitments, SUBR has developed additional courses to meet the needs of high school seniors. SUBR will continue to promote partnerships with high schools through three academic outreach programs, Early Start/Dual Enrollment, Upward Bound Trio, and Educational Talent Search Programs. More detailed information about the SUBR Dual Enrollment Program and its academic outreach programs are in the appendix.

The table below is a listing of the grades earned, fall and spring semesters of 2013-2015.

Term	i. Number of high school students enrolled in the SU Dual Enrollment Program	ii. Number of Semester Credit Hours Enrolled	iii. Number of Semester Credit Hours Completed	Number of Grades per courses					
				A	B	C	D	F	W
Fall 2013	70	279	246	48	26	19	4	4	6
Spring 2014	81	358	330	38	33	10	3	0	6
Fall 2014	33	137	132	22	18	6	2	4	1
Spring 2015	126	464	368	45	32	14	9	10	16
Fall 2015	104	573	546	48	82	46	6	3	6
Total	414	1811	1622	201	191	95	24	25	35

**Element:**

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

**i.b. Passage rate on licensure/certification exams in EDUCATION:**

At Southern University, students in the College of Education are required to pass the PRAXIS II examination. During 2014-2015, 30 students attempted and passed the PRAXIS II resulting in 100% passage rate. **This target was met.**

**i.d. Passage rate on licensure exam in NURSING (RN) and NURSING (APRN)**

During 2014-2015, 99 students attempted the NCLEX-RN exam, but only 72 passed resulting in a 72.73% passage rate. **This target has not been met.** For the APRN, 26 students took the exam and 22 passed resulting in an 88% pass rate.

## **Performance Objective (2): Articulation and Transfer**

### **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree Programs.**

#### ***Policies and Program Initiatives Continued***

The Bears to Jaguars Partnership with Baton Rouge Community College was established to increase Bachelor's Degree attainment of community college transfers. The agreement ensures students who graduate with an Associate of Arts Transfer Degree-Social Science Concentration are admitted to SUBR as a junior into the Bachelor of Science in Psychology degree program. Students must meet the SUBR transfer GPA requirement of 2.5 for admission. The Department of Social and Behavioral Sciences (SBS) held faculty meetings during the summer 2015 to plan for recruitment efforts at BRCC. Faculty members from the SUBR SBS department met with the Chair of Social Sciences at BRCC, to execute the recruitment plan. SUBR faculty visited American Government classes at BRCC several times during the Fall 2015 semester and provided information about SUBR's programs of study. There was a change in leadership at the college level that interrupted the recruitment and data collection efforts. The Academic Stabilization and Data Driven Decision Management discussed in Performance Objective 1 will help to strengthen the partnership with BRCC and expand it to other schools.

SUBR's implementation of the SUSLA Connect Partnership has positively impacted the transfer student population. During 2014-2015, SUBR admitted 1048 SUSLA Connect transfer students as a result of the partnership.

### **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

Training on the Banner system is ongoing in the Registrar's office. A policy and procedure manual is being developed to include all processes and procedures. The procedural manual will provide staff with daily operating procedures and will assist with the training of new staff. The ultimate goal is to provide more efficient and effective services for students, faculty, staff, administrators, and other constituencies. The standard operating procedures manual will ensure that tasks are completed in a consistent way and it will help with facilitating information transfer across campus.

### **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year as they pertain to student transfer issues.**

The Registrar's Office continues to enhance office efficiencies with the deployment of DegreeWorks, a comprehensive academic advising and degree audit program that aligns students, advisors, and support programs to help students graduate on time. Students and advisors can monitor progress toward degree completion, and utilize the student planning tool which maps out students' academic matriculation. DegreeWorks will also be used to streamline the current graduation application process within academic departments. Deans have the ability to complete a degree audit on prospective graduating seniors. DegreeWorks also provides web-based course substitutions, waivers, and petitions as a part of the degree audit. Training on DegreeWorks is continuing and the system will be fully implemented during Summer 2016.

**Development/use of agreements/external feedback reports during the reporting year.**

The use of reports from auditor visits and visit from other external entities are used to strengthen the operations of SUBR. Additionally, professional development and training is an important part of SUBR's operations, whether on-site or by attending various conferences or workshops. There is now a deliberate effort to both identify and execute some of higher education's best practices at SUBR.

**2a. 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.**

<i>Measures</i>	<b>Response</b>																
2.a.i.a. 1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate of transfer students: The number of baccalaureate degree-seeking transfer students in Fall 2014 and Spring 2015, the number retained in the following Fall 2015 semester.	Fall 2014 to Fall 2015 Total: 447, Retained: 336 Retention Rate: 75.2%																
2.a.i.b. The number of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore in the prior year (excluding summer) in fall 2014, how many returned/retained in the fall 2015.	Fall 2014 to Fall 2015 Total: 322, Retained: 254 Retention Rate: 78.9%																
2.a.ii. Number of most recent baccalaureate completers that began as a transfer student Fall 2014-15 (Baseline year 2008-09 academic year).	Total: 152 Completer Terms Included Summer 2014, Fall 2014 and Spring 2015																
2.a.iii. Percent of transfer students admitted by exception: Include Summer 2015, Fall 2015, and Spring 2016 (Baseline year 2009-2010) * All officially enrolled Transfer students were included in deriving the element values.	<table border="0"> <tr> <td></td> <td style="text-align: center;">Summer 15</td> <td style="text-align: center;">Fall 15</td> <td style="text-align: center;">Spring 16</td> </tr> <tr> <td>Total:</td> <td style="text-align: center;">66*</td> <td style="text-align: center;">519*</td> <td style="text-align: center;">184*</td> </tr> <tr> <td>Exceptions:</td> <td style="text-align: center;">3*</td> <td style="text-align: center;">24*</td> <td style="text-align: center;">11*</td> </tr> <tr> <td>Percent:</td> <td style="text-align: center;">4.5%</td> <td style="text-align: center;">4.6%</td> <td style="text-align: center;">5.9%</td> </tr> </table>		Summer 15	Fall 15	Spring 16	Total:	66*	519*	184*	Exceptions:	3*	24*	11*	Percent:	4.5%	4.6%	5.9%
	Summer 15	Fall 15	Spring 16														
Total:	66*	519*	184*														
Exceptions:	3*	24*	11*														
Percent:	4.5%	4.6%	5.9%														

<p><b><i>Element 2b: Provide feedback to community colleges technical college campus on the performance of associate degree recipients enrolled at the institution.</i></b></p>	
<p>2.b.i. 1<sup>st</sup> to 2<sup>nd</sup> year retention of those who transfer with an associate degree in Fall 2014 and returned the following Fall 2015.</p>	<p>Fall 2014 to Fall 2015 Total: 25, Retained: 14 Retention Rate: 56.0%</p>
<p><b><i>Element 2d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R S.17:1361 through 3169.</i></b></p>	
<p>NOTE: 2.d.i and 2.d.ii are not applicable to SUBR</p>	<p>n/a</p>
<p>2d.iii. 1<sup>st</sup> to 2<sup>nd</sup> year Retention rate of those who transfer with transfer degree: Number of baccalaureate degree-seeking transfer students with an AALT, ASLT, or AST degree from a 2-year college transferring (enrolling) at any point during the most recent academic year. The number of the above students retained (enrolled) at the same institution in the following 2<sup>nd</sup> year. (enrolled in Fall 2014 and returned Fall 2015)</p>	<p>Fall 2014 to Fall 2015 Total: 2, Retained: 2 Retention Rate: 100%</p>
<p>2.d.iv. Number of baccalaureate completers in the most recent academic year that began as a transfer student with a transfer degree (AALT, ASLT, or AST) from a 2-year college, 2014-15 academic year</p>	<p>Total: 0</p>

### **Performance Objective (3): Workforce and Economic Development**

**An explanation for observation on any target measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

**Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents\*\*utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

Throughout the 2015-16 academic year, academic programs offered at Southern University have aligned with workforce and economic development needs of the state of Louisiana. The workforce development efforts at SUBR focus on diversity through research, evaluations, and programmatic initiatives in higher education and the workforce. Southern meets the challenges of the emerging workforce: recruitment, retention, and advancement of women and underrepresented minorities. These challenges are met by the following initiatives:

**Educating Students beyond Classrooms** - More than 80% of SU College of Engineering and Computer Science (CECS) undergraduate and graduate students were employed six months after graduation. In collaboration with the Southern University Center for International Education (CIE), CECS students have an opportunity to study abroad and to engage in Service Learning activities that would allow them to acquire a second language and knowledge of foreign cultures. MOUs have been signed between Southern University and several international universities to facilitate these efforts.

**Student Professional Development** - Students have an opportunity to connect with the organizations that are working to build tomorrow's STEM workforce and to sample some new technologies and experience best practices in the industry. Also, CECS students have participated in national conferences such as the National Society of Black Engineers (NSBE) and Society of Women Engineers (SWE).

**Corporate Partnership Initiative** - the Corporate Partners program at CECS brings together a select group of companies and firms to collaborate with engineering and computer science educators, researchers and students. The Office of Career Services held a Career Fair on February 17, 2016 (career fairs are every semester). Over seventy-five (75) companies participated with over six hundred (600) students attending. The Office of Career Services also organizes various programs designed to bring students, alumni, and employers together including career fairs, networking events with alumni, employer presentations, and the campus recruiting program. The Southern University Business and Industry Cluster is a dynamic student-oriented organization that, since 1950, has promoted active dialogue between businesses and the University, helping identify, develop, and implement programs that facilitate students' transition from academia into professional communities. There are over fifteen (15) companies that are a part of our Business and Industry Cluster.

**Cooperative Agreement between IBM and Louisiana Economic Development (LED)** - The SU Computer Science Department has partnered with the Louisiana Economic Development division to create a program that details a set of academic, career advancement/preparation,

and outreach initiatives aimed to increase the number of Computer Science graduates to meet the hiring needs of IT companies in the State of Louisiana

**Enhancing and maintaining the currency of the College of Business (COB) curricula and business programs:** During the period under review, the College had developed new courses and programs to maintain the currency of its offerings and increase the employability of its graduates. These curricula and program changes are included in the appendix.

**Enhancing Student Engagement and Experiential Learning:** To ensure that our students are well prepared for the business career environment, the COB encourages its undergraduate and MBA students to participate in summer internships. Participation in the internship provides COB students with hands-on experience through the university Career Services and partnerships created with our industry partners. Also, students engage in research beyond the STEM discipline. For example, the Social and Behavioral Sciences Department held its seventeenth (17) annual Undergraduate Research Conference on November 20, 2015, where it featured over twelve (12) presenters. This event serves as a spring board for students to showcase their research, hence setting the stage for career pathways.

**Fostering global understanding and cross-cultural awareness:** SUBR continues to collaborate with the University of Connecticut Center for International Education and Research (CIBER) in the area of faculty development and student engagement.

**Strengthen partnership with the industry to enhance student internship and placement opportunities:** In the past years, the COB has made a concerted effort to increase business engagement.

**Leveraging State Investment – Workforce and Innovation for a Stronger Economy (WISE):** Over four hundred (400) students will/have receive(d) scholarship funding for financial assistance through the WISE project. These WISE funds were designed to provide assistance to low to middle income students with unmet calculated needs. As a result, students were able to purchase books and any other necessary tools to prepare them for the workforce.

Due to the strict page limitation, the significant outcomes of these initiatives could not be discussed in detail. However, the description of each initiative and its outcomes are fully discussed in the appendix.

**Element:**

**3.a. *Eliminate academic program 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 and Louisiana Economic Development.***

**3.a.i.** Two programs were eliminated during the most recent academic year as a result of institutional or Board of Regents review (Computer Science—Scientific and

Computer Science-Information Systems).

**3.a.ii.** The number of programs modified or added during 2014-15 academic year was one, the MA in Clinical Mental Health Counseling. The Board of Regents approved the request to change the name and CIP of the MA in Mental Health Counseling (51.1502) to an MA in Clinical Mental Health Counseling (42.2803). The request for the change was in response to the requirements for program accreditation from the *Council for Accreditation of Counseling and Related Educational Programs* (CACREP). Also, the Master of Arts in Teaching (MAT) Elementary Education (Grades 1-5) was approved by the Board of Regents at its April 27, 2016, meeting. Graduates of this program will help satisfy State and regional workforce needs.

**3.a.iii.** During the 2015-16 academic year, there were 59 academic programs offered at Southern University and 100% are aligned with workforce and economic development needs.

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
i. Number of programs eliminated	2	10	35	0	3	1	2
ii. Number of programs modified or added	1	2	1	0	5	1	0
iii. Percent of programs aligned with workforce and economic development needs:							
Programs Offered	86	57	59	58	61	61	59
Programs aligned with workforce and economic development needs	86	57	59	58	61	61	59
Percent Programs aligned with workforce needs	100%	100%	100%	100%	100%	100%	100%

**Element:**

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

During the 2015-16 academic year, there were 215 course sections offered 100% through distance education, and 3,197 students who received instruction. Currently, there are eight programs offered 100% online; four undergraduate and four graduate level.

**Improved technology/expanded distance learning offerings during the reporting year:**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16
i. Number of course sections offered with 100%			41	138	107	137	215
ii. Number of students enrolled in courses with 100% instruction through distance			351	1263	1186	2351	3197
iii. Number of programs offered through 100% distance education. (Baseline January 1, 2013, reported in year 3)							
Bachelors				1	4	4	4
Masters				3	4	4	4
<b>Total</b>				<b>4</b>	<b>8</b>	<b>8</b>	<b>8</b>

**Element:**

**3.c. Flagship and Research – Not Applicable**

**3.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.**

**3.d.i. Percent of completers found employed. Number of students completing an undergraduate award identified in Board of Regents CRINPROG, by award level.**

Degree Level	Sum of Completer Cohort				Percent Found Employed Six Months after Graduation - Q2				Percent Found Employed Eighteen Months after Graduation - Q6			
	2010-11	2011-12	2012-13	2013-14	2010-11	2011-12	2012-13	2013-14	2010-11	2011-12	2012-13	2013-14
Baccalaureate	826	798	854	764	64.4%	67.3%	65.9%	67.7%	62.4%	62.4%	64.2%	0%
Masters	294	294	314	279	65.3%	65.0%	65.0%	70.3%	60.8%	60.8%	66.6%	0%
Doctorate	23	43	27	10	52.2%	62.8%	62.8%	50.0%	45.0%	45.0%	37.0%	0%
<b>Grand Total</b>	<b>1,143</b>	<b>1,135</b>	<b>1,195</b>	<b>1053</b>	<b>64.4%</b>	<b>65.6%</b>	<b>65.6%</b>	<b>68.3%</b>	<b>61.7%</b>	<b>61.7%</b>	<b>61.7%</b>	<b>0%</b>

Maximum Degree Level	Average Calculated Salary by Degree Level for all Employed Completers Annual Wages Six Month after Graduation - Q2			
	2010-11	2011-12	2012-13	2013-14
Baccalaureate	23,559	24,094	24,094	*
Masters	37,907	43,217	43,217	*
Doctorate	57,439	55,242	55,242	*

\*No data is available for the Average Calculated Salary by Degree Level for all Employed Completers, Annual Wages Six Month after Graduation (Q2).

**3.d.ii.** Performance of associate degree recipients who transfer to four-year universities. May be described in the narrative report (See Element 2.b. and 2.d.).

As reported in 2.b.ii, the number of baccalaureate completers in the most recent academic year who initially began (enrolled) as a transfer student with an associate degree from a two-year college is 14.

**Performance Objective (4): Institutional Efficiency and Accountability**

Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.

**Element:**

***4.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.***

	2011-12	2012-13	2013-14	2014-15	2015-16
i. Number of developmental/remedial course sections offered	3	11	3	9	21
ii. Number of students enrolled in dev./remedial courses	74	178	75	265	507

**Element:**

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

Associate degree programs are not offered at Southern University and A&M College.

**Element:**

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

**Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

The HBCUs used to establish the SUBR baseline data for nonresident tuition and fees are North Carolina A&T, Prairie View, Tennessee State, and Texas Southern. The baseline was established using 2009-2010 Academic Year data. The average nonresident tuition and fees for HBCUs has increased since the establishment of the baseline data. Except for AY2014-15, the University has increased nonresident tuition and fees annually since 2009-10.

In 2015-2016, nonresident tuition and fees did reflect an increase when compared to 2014-15. As shown in the schedule below, SUBR's nonresident tuition and fees continue to fall below the average nonresident tuition and fees assessed at peer institutions. The

difference between the average nonresident tuition and fees charged at peer institutions and the nonresident tuition and fees charged at SUBR shows that SUBR continued to move closer to the median nonresident tuition and fees charged at peer institutions since implementation of the GRAD Act.

4.c.i. Total tuition and fees charged to non-resident students

	(Baseline) 2009-10	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14	Year 5 2014-15	Year 6 2015-16
Total tuition and fees charged to non- resident students in the reporting year.	\$ 9,910	\$ 10,376	\$ 11,612	\$ 13,132	\$ 14,808	\$ 14,808	\$16,696
Actual peer non-resident tuition/fee amount	13,641	16,005	15,831	16,596	17,409	17,975	19,318
<i>Calculated difference of the above institution's tuition/fee amount from the peer amount.</i>	\$ (3,731)	\$ (5,629)	\$ (4,219)	\$ (3,464)	\$ (2,601)	\$ (3,167)	\$(2,622)
<i>Percent Difference</i>	-37.6%	-54.5%	-36.3%	-26.4%	-17.5%	-21.4%	-15.7%

**Element:**

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

Currently, SUBR does not have any centers of excellence as defined by the Board of Regents. However, the development of centers of excellence is a part of SUBR's new strategic plan. A needs assessment is currently underway which involves a cross-analysis of industry projections and SUBR's programmatic offerings to identify potential opportunities for new Centers for Excellence. This proposed approach ensures that the focus areas of the University's Centers for Excellence will align with industry and workforce needs while also building on Southern University's existing, emerging and latent strengths.

**4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited.  
Baseline: January 1, 2013 (Reported in Year 3)**

The number of eligible programs with mandatory accreditation is 33, of which 31 are currently discipline accredited resulting in a 93.9% accreditation rate. Two of the mandatory programs have applied for accreditation. This measure has been met.

<b>Baseline: January 1, 2013 (Reported in Year 3)</b>	<b>January 2013</b>	<b>January 2014</b>	<b>January 2015</b>	<b>January 2015</b>
Number of Programs with mandatory or recommended policy code	33	34	33	33
Number of above programs that are currently discipline accredited	31	32	31	31
Calculated Rate	93.9%	94.1%	93.9%	93.9%

## Section 5: Organizational Data

### 5.a. Number of Students by Classification

Sources: <sup>1</sup>Louisiana Board of Regents Statewide Student Profile System (SSPSLOAD) Institutional Summary Report, Census Date Fall 2009- through Fall 2014

<sup>2</sup>Louisiana Board of Regents Formula Funding Annual Budget Request – SCH/FTE Projections, Academic year 2009- 2010 through 2015-2016, Report: SCHBRCRPT

Year	Fall Head Count Enrollment <sup>1</sup>			Annual Full-Time Equivalent (FTE) <sup>2</sup>		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
2009 (Baseline)	6484	1135	7619	6484.5	849.1	7333.6
2010	6087	1207	7294	6215.0	879.9	7094.9
2011	5765	1139	6904	5875.8	890.3	6766.1
2012	5396	1215	6611	5295.7	845.1	6140.8
2013	5612	1118	6730	5163.2	766.7	5930.0
2014	5107	1081	6188	5012.8	716.5	5729.3
2015	5371	1139	6510	4827.8	797.6	5625.4

### 5.b. Number of Instructional Staff Members

Year	Instructional Faculty Headcount	Instructional FTE Faculty
2009 (Baseline)	451	389.9
2010	429	392.9
2011	450	390.1
2012	414	343.2
2013	258	238.0
2014	416	336.3
2015	421	343.5

Source: SUBR Office of Human Resources, Employee Salary Data System (EMPSAL)

### 5.c. Average Class Student-to-Instructor Ratio

Year	Undergraduate Headcount <sup>1</sup>	Number of Class Sections <sup>2</sup>	Ratio
2009 (Baseline)	36349	1460	24.9
2010	33653	1381	24.4
2011	33074	1600	20.7
2012	30959	1501	20.6
2013	31211	1451	21.5
2014	28910	1426	20.3
2015	29998	1480	20.3

### 5.d. Average Number of Students per Instructor

Year	FTE Enrollment	FTE Faculty	Avg. Number of Students
2009 (Baseline)	7333.6	389.9	18.8
2010	7094.9	392.9	18.1
2011	6766.1	390.1	19.7
2012	6140.8	343.2	17.9
2013	5930.0	238.0	24.9
2014	5729.3	336.3	17.8
2015	5625.4	343.5	16.4

**5.e. Number of Non-Instructional Staff members in Academic Colleges/Schools**

College (Reorganized)	Total Non-Instructional Staff by College 2015-16	
	Number	FTE
College of Engineering & Computer Science	2	2
College of Nursing & Allied Health	2	2
College of Social & Behavioral Science	1	1
College of Sciences & Agriculture	2	2
College of Education & Arts and Humanities	2	2
College of Business	2	2

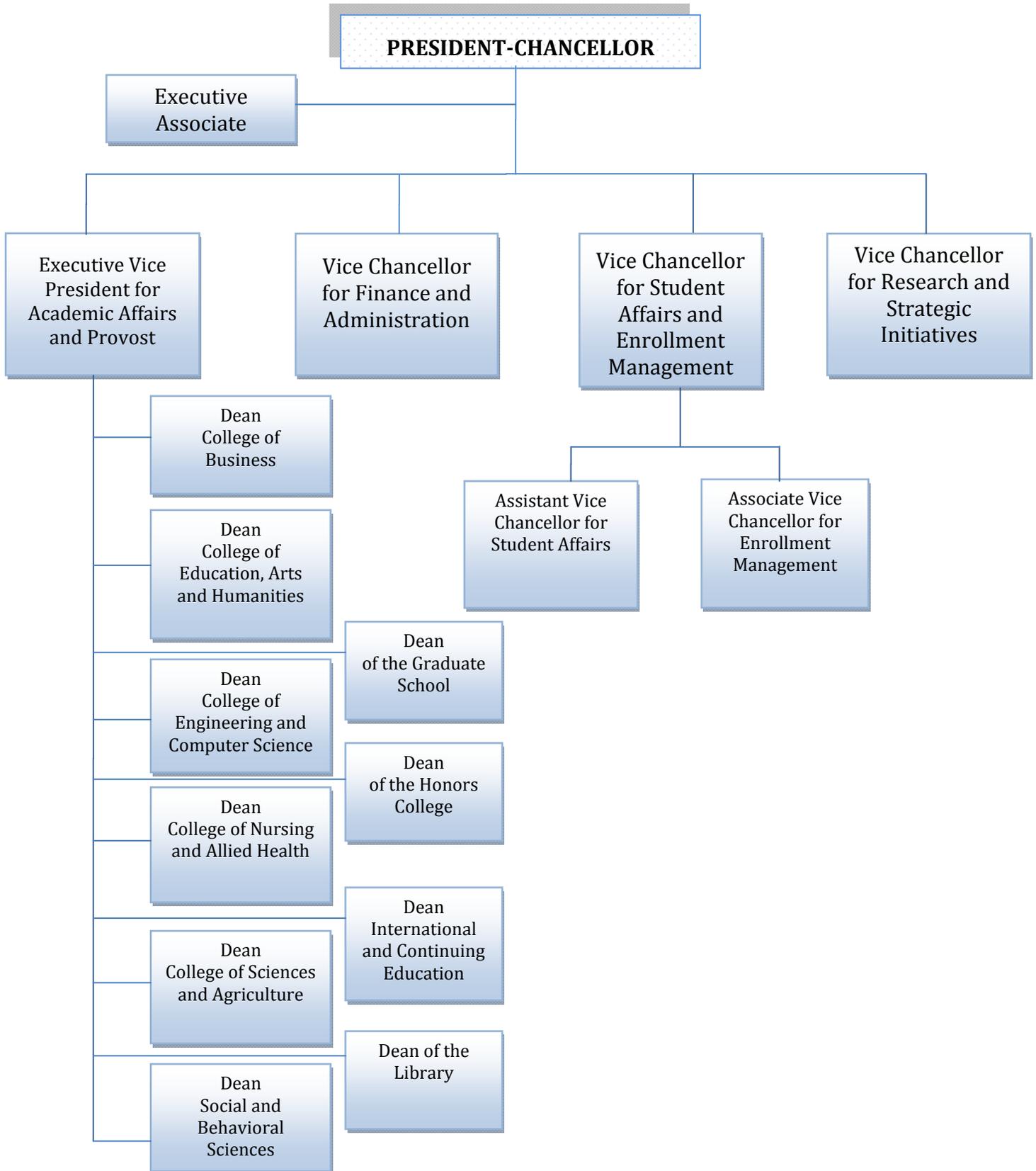
Source: SUBR Office of Human Resources, Employee Salary Data System (EMPSAL)

**5.f. Number of Staff in Administrative Areas**

College (Reorganized)	Total Non-Instructional Staff by College 2015-16	
	Number	FTE
Chancellor's Office	2	2
Academic Affairs	2	2
Student Affairs	3	3
Finance and Administration	5	5
Research and Strategic Initiatives	1	1
Athletic Department	6	6

Source: SUBR Office of Human Resources, Employee Salary Data System (EMPSAL)

5.g. Organizational Chart Southern University and A&M College at Baton Rouge



**5.h. Annual Salaries of Personnel (First and Second Tier of SUBR Personnel in Leadership Positions) FY 2014-15**

POSITIONS	2008-09 (Baseline)	2009-10 (Furlough) <sup>1</sup>	2010-11 (Furlough) <sup>1</sup>	2011-12 (Furlough) <sup>2</sup>	2012-13	2013-14	2014-15	Change in Personnel and Salary
Chancellor	245,000	235,577		228,846	250,000		200,000	Change in Personnel in 2011; 2014
Executive Vice Chancellor	175,000	168,269		141,885	155,000			Change in Personnel in 2011 and 2012.
Associate Provost	110,000	105,769		93,641	120,000			Change in personnel in 2011. Position changed to Associate Vice Chancellor for Academic Affairs in 2012.
Assistant Provost	90,000	86,538	Vacant	Vacant	Vacant	Vacant	Vacant	
Associate Vice Chancellor, Student Affairs	81,500	76,923		73,231	105,000	Vacant	Vacant	Change in personnel in 2009 and 2012.
Associate Vice Chancellor, Enrollment Management	99,350	86,538		82,385	Vacant	Vacant	92,500	Change in Personnel in 2014
Associate Vice Chancellor, Student Success					105,000	82,000	Vacant	New position. In 2012. Change in Personnel in 2013;
Dean, College of Business	112,746	108,410	125,000	119,000	130,000			Corrected salary data in 2010- 11.
Dean, School of Public Policy and Urban Affairs	110,054	85,625	88,055	83,828	91,577			Change in personnel and salary correction in 2010. College reconfiguration in 2013.
Dean, Center for International Education and Continuing Edu.	89,000	85,577		81,469	89,000			
Dean, University College	90,080	86,615		83,124	90,080			Change in position title in 2012.
Dean, College of Agriculture (Interim)	96,576	92,862		86,962	95,000		Vacant	Change in personnel in 2011. College reconfiguration in 2013.
Dean, Honors College	89,050	85,625		Vacant	Vacant	Vacant	Vacant	Dual position/Assoc. VC for Academic Affairs
Dean, College of Sciences	102,020	98,096			Vacant	Vacant	Vacant	
Dean, College of Engineering	127,398	122,498		116,618	127,398			College reconfiguration in 2013
Dean, College of Arts and Humanities	95,656	85,625		81,515	89,050			Change in personnel in 2009. College reconfiguration in 2013.
Dean, Library	88,472	85,069		80,986	88,472			
Dean, College of Education (Interim)	100,130	96,279		91,657	100,130			Change in personnel in 2011 and 2012. College reconfiguration in 2013.
Dean, School of Nursing	120,582	115,944		109,846	120,582			Change in personnel in 2011. College reconfiguration in 2013.
Dean, School of Architecture	97,500	93,750		89,250	97,500	Vacant	Vacant	College reconfiguration in 2013
Dean, Graduate School	89,050	85,625		88,792	105,000	120,000		Change in personnel in 2011, 2012 and 2013
Vice Chancellor, Finance & Administration	104,706	100,679	122,455	116,577	127,353	114,618		Salary increase in 2010 due to additional duties. Change in status in 2013. Dual position in 2014
Associate Vice Chancellor for Financial Operations	89,050	85,625		81,515	89,050			
Associate Vice Chancellor, Facilities Operations	69,635	67,894		63,743	Vacant	Vacant	Vacant	
Vice Chancellor, Research and Strategic Initiative	117,500	112,981		107,558	117,500			
Vice Chancellor, Student Affairs						105,000		

Sources: SUBR Office of Human of Resource/ Budget Office.

### 5.i. Cost Performance Analysis

5.i.i Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of Colleges and University Business Officers guidelines. As reported on Form BOR-1 during the Operational Budget Process.

<b>Southern University and A&amp;M College 2014-2015 Operating Budget</b>		
<b>Expenditures by Function</b>	<b>Amount</b>	<b>% of Total</b>
Instruction	\$ 31,590,428	43.24%
Research	335,513	0.46%
Public Service	293,028	0.40%
Academic Support**	10,673,328	14.61%
Student Services	2,692,646	3.69%
Institutional Services	7,758,779	10.62%
Scholarships/Fellowships	5,278,109	7.22%
Plant Operations/Maintenance	11,048,797	15.12%
<b>Total E&amp;G Expenditures</b>	<b>\$ 69,670,626</b>	<b>95.36%</b>
Hospital	-	0.00%
Transfers out of agency	2,964,931	4.06%
Athletics	424,841	0.58%
Other	-	0.00%
<b>Total Expenditures</b>	<b>\$ 73,060,399</b>	<b>100.00%</b>

**5.i.ii Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. Cost of attendance (COA) for a Louisiana resident, living off campus, not with parents.**

The average yearly cost of attendance is \$21,610.

**5.i.iii Average time to degree for completion of academic programs at four-year universities.**

The average time to degree for completion of academic programs at SUBR is 6.2.

**5.i.vi All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.**

The total expenditures are \$135,894,799.

## APPENDIX

1. Appendix #1 Licensure/Certification Disciplines/Institutions
2. Appendix #2 Reporting Template for Licensure/Certification
3. Attachment D: SUBR's GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets
4. The Center for Teaching and Learning Excellence and the Center for Student Success, now the Center for Undergraduate Student Achievement (CUSA)
5. Dual Enrollment Program at SUBR
6. Workforce and Economic Development

**Appendix #1 to Attachment B  
 Licensure/Certifications Disciplines/Institutions  
 GRAD Act Elements 1.d.i. and 1.d.ii.**

	<b>4-YEAR INSTITUTION</b>
<b>DISCIPLINES</b>	<b>Southern University and A&amp;M College</b>
Athletic Training (51.0913)	
Clinical Laboratory Sciences/Medical Laboratory Technology (51.1004 & 51.1005)	
Dental Hygiene (51.0602)	
Diagnostic Medical Sonography (51.0910)	
Dietetics Technician (51.3103)	
Dietician (51.3101)	
Education (13.0499 - 13.9999)	√
Emergency Medical Technician (all 3 levels) (51.0904)	
Funeral Service Education (12.0301)	
Health Information Technology (51.0706) (51.0707)	
Massage Therapy (51.3501)	
Nuclear Medical Technology (51.0905)	
Nursing (APRN) (include all specializations) (51.3802-51.3801)	√
Nursing (RN) (51.3801)	√
Occupational Therapy (51.2306)	
Occupational Therapy Assisting (51.0803)	
Pharmacy (51.2001)	
Pharmacy Technician (51.0805)	
Physical Therapy Assistant (51.2308)	
Radiation Therapy (51.0907)	
Radiologic Technology (51.0911)	
Respiratory Therapy (51.0812)	
Surgical Technology (51.0909)	
Veterinary Assistant (51.0808)	
Veterinary Medicine (51.2401)	

*Institutions are to report on those disciplines marked with √*

July 23, 2013



Appendix #2 to Attachment B						
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.						
4-year Universities						
Reporting Year - 6						
Institution: Southern University and A&M College						
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
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2008-09 (Data for 2014-15)	30	30	100%
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		26	22	88%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2008-09 (Data for 2014-15)	106	83	78.3%
<i>Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ Appendix #1</i>						
<i>Baseline Year = most recent year data published by entity that grants licensure/certification</i>						
<i>Calculated Passage Rate = # students to meet standards for passage/# students who took exam</i>						

**Center for Teaching and Learning Excellence and the Center for Student Success,  
now the Center for Undergraduate Student Achievement (CUSA)  
Performance Objective 1: Student Success**

The Center for Teaching and Learning Excellence (CTLE) is a centralized advising center for students who have earned 36 credits hours and below. Student athletes and Honors College students are advised by their departments. CTLE advisors serve as guides for navigating academic choices, help students plan and achieve their goals, and provide immediate and necessary support to ensure academic success. CTLE implemented several new initiatives in order to increase student support and determine the type of support students would possibly need to achieve success through academic advising.

**Spring 2015**

During spring 2015, Advisors maintained a constant flow of communication and observation with 1239 students. They were in constant communication through scheduled timely and strategic emails, three highly suggested mandated meetings per semester for 1<sup>st</sup> time freshman, two mandated meetings per semester for continuing students, and classroom observations to encourage students to attend class and ensure students are attending class. CTLE implemented several tracking and reporting policies to collect and analyze qualitative and quantitative data in order to better serve our student population. Advisors collected student demographic information, the frequency of student visits, the reason students visited, the referral office and their follow-up recommendations.

During spring 2015, CTLE Advisors met with at least 59% of the total number of the assigned population 1,598 times outside of the regular registration periods; on average, advisors met with each student 2.18 times. The top seven reasons students visited their CTLE Advisor are as follows: initial progress meetings, follow-up meetings, change of major, curriculum information, course scheduling, course withdrawal, and success resource assistance. The top 5 on-campus referral offices include: Registrar's Office, Center for Student Success, designated department, financial aid, and Academic Affairs. Students were referred to their designated departments primarily because they had earned more than 36 hours.

Students who did not attend advising meetings and were deemed high or medium-high academic risk were given special attention. CTLE further supported those students by physically ensuring they attended class and encouraging students to do so. Advisors visited many classrooms and dorm rooms across campus to demonstrate high levels of personal support to students. Advisors were able to establish stronger professional connections to students by meeting them outside of the traditional advising office. CTLE was able to provide "mini-advising" sessions through classroom and/or dormitory checks to at least 442 students, 36% of assigned students.

The Center for Student Success (CSS) further supports high risk students, students who have an academic and/or financial aid appeal, by offering various programs to better assist students in success efforts. During the spring 2016 term, the Student Success Seminars were designed to offer the entire student body the guidance and support required to be successful college students. Topics covered in this program include Study Skills, Time Management Skills, Test Taking and Note Taking Strategies, Understanding the Satisfactory Academic

Progress Policy as well as other topics assisting in successful matriculation and retention.

- Study Skills seminar was attended by 152 students.
- Time Management Skills seminar was attended by 103 people students.
- Test Taking seminar was attended by 271 students.
- Note Taking Strategies seminar was attended by 57 students.
- Understanding the Satisfactory Academic Progress Policy seminar was attended by 303 students.
- Test Anxiety seminar was attended by 78 students.

The tutorial component of CSS provided students with the opportunity to strengthen their academic footprint by improving their literacy, mathematical, and analytical skills. Tutorial expansions include the addition of an online tutorial program powered through contract collaboration with Smarthinking, Inc. This expansion allows for the online degree seeking student to also gain access to academic support. During spring 2016, 385 students participated in tutoring, 141 freshman and 174 sophomores. Peer tutoring assisted 227 (59%) and 158 (41%) received tutoring through the online Smarthinking collaboration.

In an effort to assist our students on Academic Probation, the Center for Student Success has instituted the Engaging in Academic Recovery Now (E.A.R.N.) Program. The E.A.R.N. Program was designed to help students develop the abilities that will equip them with the necessary skills to maximize their academic performance. In this program, students are required to attend monthly follow up sessions with their Academic Counselors, at least three Academic Excellence Seminars hosted by Center for Student Success, participate in a minimum of 15 hours of tutoring through Peer Tutoring or Smarthinking (online tutoring), submit monthly professor evaluations of their performance, and meet the minimum satisfactory academic progress (SAP) requirements for the semester they are enrolled in the program. 121 students participated in this program, 71 freshman, 38 sophomores, 10 juniors, and 2 seniors. Fifty-seven percent of the participants successfully completed the program and earned a 2.00 or above semester GPA.

Additionally, the Passport Program is a mandatory program for students with an approved appeal and is given as a stipulation by the Southern University Appeals Committee. The Passport Program was designed to help students develop the abilities that will equip them with the necessary skills to maximize their academic performance. In addition to the E.A.R.N. components, Passport students must enroll in a Mentoring course. 117 students were required to participate in the Passport Program and 68 were in school and actually participated in spring 2015. Twenty-four (35%) successfully completed the program and earned a 2.00 or above semester GPA.

### **Fall 2015**

During Fall 2015, CTLE and CSS continued their programming efforts. CTLE Advisors met with 80% of the assigned first-time freshman population (1155) a total number of 1,867 times including registration periods. On average, advisors met with each student 2.03 times. CTLE Advisors met with 75% of the assigned continuing student population (852) a total number of 978 times including registration periods. On average, advisors met with each student 1.53 times. CTLE was able to provide “mini-advising” sessions to 852 students during classroom and/or dormitory observations, 42% of assigned students.

During the Fall 2015 semester in the Center for Student Success, 604 Students received tutoring services. Of the 604, 296 (49%) students received tutoring from the center and 308 (51%) received tutoring from Smarthinking, Inc. A total of 93 students were assigned to the EARN program, 50 (54%) successfully completed the program by earning a 2.0. A total of 224 students were assigned to the Passport Program. 115 students registered for the mentoring class (51%), and 22% successfully passed the course progressing towards success. An additional 379 students were assigned an academic success plan and 33% adhered to the plan progressing towards success and academic accountability.

The Center for Teaching and Learning Excellence and the Center for Student Success were merged at the end of fall 2015 to create the Center for Undergraduate Student Achievement (CUSA). This new name better defines the goal that this office works to achieve based on the services that are provided for students. The purpose of the Center for Undergraduate Student Achievement is to create and operate a more centralized and comprehensive community of student support programs. CUSA utilizes theoretical, practical and data driven approaches to aide in the campus wide initiative of increasing retention and degree completion rates of students. The programs, working in tandem, are designed to collectively advise, support and engage students who have earned less than 36 credit hours, have petitioned for and been granted academic and/or financial appeals, and/or want to develop or enhance leadership and mentorship skills through carefully designed, reflective programming. Academic and social excellence is supported through advising, engagement services which includes first year and second year programs and support services which include tutoring, success workshops and additional support for high risk students.

### **Spring 2016**

During Spring 2016, CUSA was responsible for academically advising 1415 students, 920 second semester freshman, 50 first semester students, and 445 continuing students. During the months of January, February and March, 81%, 28%, and 38% of the CUSA student population were advised respectively. Previously, Academic Advisors were not responsible for monitoring students who received an academic or financial appeal. Under the new office, advisors monitor and provide additional support for 87 students who have earned less than 36 hours and received an appeal.

Student Success Seminars were renamed the “Keys to Success Workshop Series”. The Keys to Success Workshop series provides an opportunity for students to enhance their learning and understanding of the skills necessary to be successful in the classroom. Workshop topics include time management, learning styles, note-taking skills, study-skills, test-taking skills, critical thinking, stress management, and financial literacy. The workshop series also includes an in-depth experience on how to enhance reading comprehension. During February and March 2016, the following workshops were held: Study Skills, Time Management Skills, Test Taking, Note Taking Strategies, Stress Management, Critical Thinking, Reading Comprehension and Learning Styles.

An official tutoring center was created to allow tutoring services to expand beyond an office suite and occur in one stable location. Through the CUSA Tutoring Center, tutoring is provided for high DFW freshman and sophomore level core courses in Math, Biology, and Chemistry.

During the months of February and March 2016, one-on-one tutoring was provided for 91 students.

The E.A.R.N and Passport Program have been slightly revised to streamline support efforts. High-risk students are supported in three ways: proactive academic advising, mentoring class, or counseling support. Students who have earned less than 36 hours and are high-risk must complete an academic success plan which includes tutoring, four advising sessions, and keys to success workshop participation and is monitored by their advisor. All other students must either enroll in the mentoring class or receive counseling: 87 students are advised by advising services; 176 are counseled by support services; and 44 are enrolled in the mentoring class.

CUSA was expanded to include first-year leadership and second-year mentorship programs during Spring 2016. The First Year Experience Leadership programs promote student learning and enhance development by providing minds-on and hands-on academic, social and mental engagement training opportunities in order to prepare every participant with the skills needed to become effective leaders on campus and in their respective communities. Incoming freshman have the opportunity to participate in two leadership development programs at SUBR, iLead@SU or SU Leads. iLead@SU is a premier gateway leadership organization for freshmen students with an established record of leadership. These students are immersed into the collegiate leadership atmosphere while centered on academic advancement. The objectives of the program are for each participant to get an in-depth understanding of leadership and its implications on student programming and on-campus leadership opportunities. SU Leads is a gateway leadership organization for freshmen students with little to no leadership experience but have expressed a desire to learn. This program is designed to help students identify self-awareness and efforts to leverage strengths and enhance limitations. The objectives of the program are for each participant to learn varying leadership styles and develop a clear perception of how their personality and emotional intelligence matches a desired or learned leadership style, as well as methods of conflict resolution and communication styles. Freshman cannot be an Orientation Leader, Jaguar Ambassador or Residential Life Assistant in subsequent years without receiving leadership training through these programs. A total of 177 students participated in the inaugural leadership programs.

The Second Year Experience (SYE) programs focus on engaging second year students in understanding who they are through mentorship training. Second year students have the opportunity to participate in two mentorship-training programs: FRMN Mentors and/or SU Trailblazers. The FRMN Mentors are second year students who are trained to serve as a peer advocate for the academic needs of first year students in the Freshman Seminar courses. SU Trailblazers are second year students who have previously served in leadership positions and assist in the training of incoming freshman leaders through the FYE leadership programs. The SYE Mentorship programs promote student learning and enhance development by providing engagement that encourages and teaches self-identification, conflict resolution, listening and empathy skills, and problem solving. A total of 28 students participated in the FRMN mentorship training and 10 students participated in SU Trailblazers training.

## **Dual Enrollment Program at SUBR**

### **Performance Objective 1: Student Success**

The SUBR Dual Enrollment Program at SUBR is increasing its capacity to expand to other school districts. The Director of Dual Enrollment at SUBR met with principals in East Baton Rouge Parish to confirm the partnerships as stated in the MOUs for each school district. Eight principals in East Baton Rouge Parish School System accepted the proposal to increase the number of classes for their high school students. Zachary Community Schools, Central Community Schools and the City of Baker School System made commitments to the Southern University Dual Enrollment Program. SUBR also established partnerships with several public/private schools in and around the Baton Rouge area. Because of renewed commitments, SUBR has developed additional courses to meet the needs of high school seniors.

SUBR will continue to promote partnerships with high schools through three academic outreach programs, Early Start/Dual Enrollment, Upward Bound Trio, and Educational Talent Search Programs. Upward Bound has a classic program and a Mathematics and Science program. The Trio programs are federally funded with criteria and benchmarks designed to meet the academic needs of low-income, disadvantage students. SUBR has MOUs with East Baton Rouge Parish School District, West Baton Rouge Parish School District, City of Baker School District, Central Community School District, Zachary Community School District, East Feliciana Parish School District, St. Helena Parish School District and we are expanding to other districts in the state. The Early Start/Dual Enrollment Program enables high school students to transition to college easily; gives students who would not qualify for Advanced Placement (AP) classes an opportunity to take college-level courses, and allows students to take Developmental Courses to meet four-year college admissions requirements. Students who have taken advantage of the opportunity to receive dual credits during Year 6 of the GRAD ACT are from the following schools: Scotlandville Magnet High School, Redemptorist High School, Baker High School, Southern University Laboratory High School, Glen Oaks High School, and Zachary High School.

The success of the program is evidenced by increased participation from high school students and the number of schools continuing their partnerships. Additionally, the online courses and courses taught at the high schools have allowed SUBR to add other courses, such as Sociology 210, Psychology 210, and Chemistry 132, 133, 112 and 113 to the schedule of Early Start/Dual Enrollment Courses. Through dual enrollment activities, the university will continue to develop new initiatives and innovative educational programs that provide high school students access to high-quality academic and career-oriented college courses.

The second collaboration with high schools is the Upward Bound Classic and the Upward Bound Math and Science Programs. The Classic program has partnerships with Baker High School, Belaire High School, and Broadmoor High School. The Math and Science Program has partnerships with Glen Oaks High School, Plaquemine High School, Pointe Coupee Central High School, and Scotlandville Magnet High School. Students in these programs participated in college readiness courses in English, Biology, Chemistry, Physics, Spanish,

Algebra, Geometry, Calculus, and ACT preparatory test-taking skills. Both programs have maintained their federal obligations of enrolling at least 175 to 200 participants.

The third collaboration with high schools is the Educational Talent Search program which provides academic enhancement services to low-income, first-generation college prospects who demonstrate college potential. Seven target parishes have partnerships with SUBR: East Baton Rouge Parish, Zachary High School; East Feliciana Parish, East Feliciana High School; Iberville Parish, East and West Academy High Schools; St. Helena Parish, St. Helena High School; Pointe Coupee Parish, Livonia High School and Pointe Coupee Central High School; West Baton Rouge Parish, Brusly High School and Port Allen High School; and West Feliciana Parish, West Feliciana High School. The students were taught strategies for enhancing English, Mathematics, Science, Social Studies and test-taking skills. The number of students served in the program depended on the request from each school and the teachers hired according to the federal guidelines.

The numbers of semester credit hours completed by high school students are shown in the table below with letter grades generated in lower and upper level general education courses. These courses were Developmental English 090 and Developmental Mathematics 092; Pre-Calculus Mathematics 135 and 140; History of Civilization 114 and 115; English Composition 110 and 111; Introduction to Sociology 210 and Introduction to Psychology 210; Elementary French 100 and 101; and General Chemistry 112, 113, 132 and 133. Computer Science 105, Computer Science 190 & 191 were added to the list of courses. The table below is a listing of the grades earned, fall and spring semesters of 2013-2015.

Term	i. Number of high school students enrolled in the SU Dual Enrollment Program	ii. Number of Semester Credit Hours Enrolled	iii. Number of Semester Credit Hours Completed	Number of Grades per courses					
				A	B	C	D	F	W
Fall 2013	70	279	246	48	26	19	4	4	6
Spring 2014	81	358	330	38	33	10	3	0	6
Fall 2014	33	137	132	22	18	6	2	4	1
Spring 2015	126	464	368	45	32	14	9	10	16
Fall 2015	104	573	546	48	82	46	6	3	6
Total	414	1811	1622	201	191	95	24	25	35

## **SUBR's Workforce and Economic Development Initiatives**

### **Performance Objective 3**

Throughout the 2015-16 academic year, academic programs offered at Southern University have aligned with workforce and economic development needs of the state of Louisiana. The workforce development efforts at SUBR focus on diversity through research, evaluations, and programmatic initiatives in higher education and the workforce. Southern meets the challenges of the emerging workforce: recruitment, retention, and advancement of women and underrepresented minorities.

**Educating Students beyond Classrooms** - More than 80% of SU College of Engineering and Computer Science (CECS) undergraduate and graduate students who fulfilled all of their degree requirements during 2014-2015 academic year were employed six months after graduation. CECS students are required to have a broad education necessary to understand the impact of engineering solutions in a global and societal context, recognition of the need for and an ability to engage in life-long learning, and knowledge of contemporary issues. In collaboration with the Southern University Center for International Education (CIE) CECS students have an opportunity to study abroad and to engage in Service Learning activities that would allow them to acquire a second language and knowledge of foreign cultures. MOUs have been signed between Southern University and several international universities to facilitate these efforts.

**Student Professional Development** - CECS students have participated in national conferences such as Black Engineer of the Year (BEYA), National Society of Black Engineers (NSBE), Society of Women Engineers (SWE) to name a few. Students have an opportunity to connect with the organizations that are working to build tomorrow's STEM workforce and to sample some new technologies and experience best practices in the industry. Students also can attend the career fair and meet top employers, take advantage of onsite resources designed to enhance job search, to enhance their academic career, as well as to get tools for a successful STEM career.

**Corporate Partnership Initiative** - the Corporate Partners program at CECS brings together a select group of companies and firms to collaborate with engineering and computer science educators, researchers and students. The mission of the program is to generate interactions between the College and the Corporate Partners that bridge the gap between theory and practice and bring a competitive edge to the College, the partners, the region, the state and the nation.

The Office of Career Services held its annual Career Fair on February 17, 2016. Over seventy-five (75) companies participated with over six hundred (600) students attending. Our team works to establish partnerships with employers wishing to recruit our students. Additionally, we prepare our students to interview and interact with prospective employers. This service will be enhanced effective Fall 2016 with the implementation Interview Stream, a web-based resource that helps to prepare job seekers for entering the workforce by developing the soft skills needed to land their dream job. The interview platform offers a world-class interviewing experience to practice and access communication skills.

The Office of Career Services also organizes various programs designed to bring students, alumni, and employers together including career fairs, networking events with alumni, employer presentations, and the campus recruiting program. There are over fifteen (15) companies that are a part of our Business and Industry Cluster. The Southern University Business and Industry Cluster is a dynamic student-oriented organization that, since 1950, has promoted active dialogue between businesses and the University, helping identify, develop, and implement programs that facilitate students' transition from academia into professional communities.

### **Cooperative Agreement between IBM and Louisiana Economic Development (LED) -**

The SU Computer Science Department has partnered with the Louisiana Economic Development division to create a program that details a set of academic, career advancement/preparation, and outreach initiatives aimed to increase the number of Computer Science graduates to meet the hiring needs of IT companies in the State of Louisiana. The Louisiana Workforce Commission statistics anticipate a 23 percent growth in computer science jobs in Louisiana and the US Bureau of Labor Statistics predicts a 19 percent increase in new job growth nationally over the next 10 years in computer science related fields. In 2014, LED and LWC participated in conducting a statewide Workforce Gap Analysis to support the distribution of the Workforce and Innovation for a Stronger Economy (WISE) fund, which identified fields of study in great demand by employers and undersupplied by Louisiana public and private educational institutions. The Gap Analysis showed that several hundred additional IT graduates every year are needed in Louisiana, beyond what is currently produced, to meet currently projected market demand. As the sector continues to expand rapidly, this number is likely to grow without significant, dedicated efforts to increase production of IT degrees, particularly Computer Science. To meet the increase of the demanding job market for Computer Science (CS) graduates, toward this, the Department of Computer Science is planning to significantly increase its enrollment and graduates by 2018-19.

The plan is designed in three fold, Recruitment, Retention, and Curriculum Enhancement (RRC). The results can be assessable and verified by the number of our students graduated and placed per year at IBM or other IT companies including the number of students who select to continue their education at a graduate level. Since the storm, Southern University's department of Computer Science lost many students due to relocation, finance and or other factors. This collaboration will help our program to once again be important contributing factor for workforce development in the state.

The faculty, students and staff of the Southern University College of Business (COB) have successfully executed the following activities during the 2015-2016 academic year that derive from the college's mission statement and 2012-2017 strategic plan. These activities evidently contribute to the workforce and economic development goals of the state of Louisiana.

### **Enhancing and maintaining the currency of the COB curricula and business**

**programs:** During the period under review, the College had developed new courses and programs to maintain the currency of its offerings and increase the employability of its graduates. These curricula and program changes include:

- A new course MBAP 507 - Business Communication and Professional Development was developed. This course that was designed to improve the communication skills of our students was launched in the fall 2015.
- In partnership with the Southern University Law Center, the JD/MBA dual degree program that was approved by the Southern University Board of Supervisors and the Board of Regents is scheduled to start in fall 2016.
- The College of Business has developed a Graduate Certificate program in Supply Chain Management within its graduate programs unit. This certificate program is planned to start in fall 2016 or spring 2017.
- The College of Business Department of Management and Marketing has developed an undergraduate Minor in Supply Chain Management for non-business majors that will start in fall 2016.
- The College of Business has redesigned its introduction to business – MGMT 100 course and changed it to BUSP 100 – Introduction to Business and Entrepreneurship in a Changing Global Environment. The primary purpose of the course is to provide freshmen students who wish to major in business a comprehensive survey in the functional areas of business. In addition, the course that will be team taught in modules is intended to provide business communication and professional development skills to the students.
- The College of Business is looking at ways to infuse SAP into its curriculum, at the undergraduate and graduate level. Starting fall 2016 information systems courses will emphasize SAP. This effort is believed to significantly enhance the placement opportunities of our students.

**Enhancing Student Engagement and Experiential Learning:** To ensure that our students are well prepared for the business career environment, the COB encourages its undergraduate and MBA students to participate in summer internships. Participation in the internship provides COB students with hands-on experience through the university Career Services and partnerships created with our industry partners.

- Guest speaker series program is an essential element of enhancing the exposure and experiential learning of COB students. In collaboration with industry partners, executives make presentations to our students on issues that are crucial to prepare them for the real world. Each semester two executives participate in the MBA Global Leadership Speaker series, which are attended by all MBA students. Similarly, MBAP 507 – Business communication and Professional Development and MBAP 517 – Marketing Management faculty jointly brought four business leaders to speak to their MBA students.
- In partnership with University of Connecticut, 30 COB students participated in the Global Business Leadership Seminar Series (GBLSS) in spring 2016. These seminars help our students to enhance their global awareness and also provide opportunity to earn a Professional Development Certificate.

- As an AACSB accredited business school, the Beta Gamma Sigma International Honor Society chapter at Southern University inducts the best and the brightest into the honor society. Eighteen undergraduate and graduate students were inducted in fall 2015 and 13 in spring 2016.
- The COB supports and encourages its students to attend professional and other conferences. In the fall 2015 and spring 2016, COB students attended the Beta Gamma Sigma Global Leadership Summit, NABA conference and other meetings.

Also, students engage in research beyond the STEM discipline. For example, the Social and Behavioral Sciences Department held its seventeenth (17) annual Undergraduate Research Conference on November 20, 2015, where it featured over twelve (12) presenters. This event serves as a spring board for students to showcase their research, hence setting the stage for career pathways.

**Fostering global understanding and cross-cultural awareness:** SUBR continues to collaborate with the University of Connecticut Center for International Education and Research (CIBER) in the area of faculty development and student engagement. Early in Spring 2016, two COB faculty participated in the CIBER faculty Development in International Business Program entitled “Green Business Australia”. SUBR has partnered with Universidade Paulista – UNIP in Sao Paulo, Brazil to send COB MBA students for study abroad to participate in summer seminar on “Strategy and Marketing for Emerging Countries”.

**Strengthen partnership with the industry to enhance student internship and placement opportunities:** In the past years, the COB has made a concerted effort to increase business engagement. We have ongoing relationships with several companies such as Boeing, Raytheon, Texas Instruments, Walgreens, Morgan Stanley and others to foster internship and placement opportunities for our undergraduate and MBA students. Additionally, we have created tailored partnership opportunities where corporate partners can tap into the college’s capability to recruit students. As part of this effort, in 2015 academic year, a new relationship has been established with Sasol–North America in Lake Charles. In 2015 two COB students participated in summer internship program with Sasol. Early in the spring 2016, an understanding was reached in which COB will integrate SAP in its business curricula especially in the undergraduate and MBA information systems courses and prepare students for internship and placement opportunities in Sasol.

**Leveraging State Investment – Workforce and Innovation for a Stronger Economy (WISE):** Over four hundred (400) students will/have received scholarship funding for financial assistance through the WISE project. These WISE funds were designed to provide assistance to low to middle income students with unmet calculated needs. As a result, students were able to purchase books and any other necessary tools to prepare them for the workforce.

The College of Business received WISE funding to award scholarships to both undergraduate accounting majors and MBA students pursuing the accounting concentration. Funds were allocated to those individuals who have finished the MBA

program and preparing for CPA and CMA certifications. Faculty members are scheduled to take the Certified Management Accountants (CMA) certification exam, Certified Public Accountants (CPA), Chartered Financial Analyst (CFA), Certified Information System Auditor (CISA), a Series Seven Securities License exam. These certifications will prepare the faculty to assist the students in matriculating through the college, consequently preparing them for passing professional certification examinations.

Southern University, with the support of the WISE program, has established the Research Opportunities Fund (ROF) to further promote university engagement in economic development across stated research priorities. The ROF has provided funding for faculty members to bridge funds for potential activities/projects that will enhance one of the Research Priority Areas: Advanced Materials & Nanotechnology, Energy, Ecosystems and the Environment, Health and Biological Sciences, Business, Commerce & Workforce Development, and Understanding Human Behavior, Institutions and Cultures. Five awards were distributed across the campus to enhance research infrastructure and engagement.