



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

Granting Resources and Autonomies for Diplomas
GRAD Act Report for Year 3

July 2013

Submitted to

Southern University System

Performance Objective 1: Student Success

1a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

- The *Finish What You Start Campaign*, implemented in Fall 2011, was designed to strongly encourage students to complete the courses they attempted and reduce the number of withdrawals. In Fall 2011, student withdrawals decreased by 4.5%. The Fall 2012 year goal has been set to reduce the number of withdrawals by 0.25%.
- Instituted in Fall 2011, the Center for Teaching and Learning Excellence (CTLE) supports student retention and success by assisting with closing the loop between learner performances and teaching effectiveness. A main focus of CTLE has been to increase student retention and persistence rates from 1st to 2nd year by providing ongoing academic advisement for students, and by exposing faculty to the best practices in millennial student pedagogy. Now in its 2nd year of inception, CTLE continues to provide the following services:
 - Intrusive academic advisement for all incoming first year freshman students. Advisement sessions are encouraged via CTLE course registration holds which mandate student/advisor interaction at least twice each semester of the Freshman year.
 - First Year Experience lectures and workshops that provide assistance with establishing and maintaining personal, social, and financial health, employing strategies for academic success in college, developing life and career goals, and understanding pertinent information about Southern University-Baton Rouge.
 - Restricted general education courses to ensure freshman-level course access for incoming first-time full time students.
 - Referral information for all university support services.
 - Faculty development workshops, seminars, and other opportunities in collaboration with various SUBR faculty and staff and external consultants that highlight first year student learning success.
- The CTLE Student Monitoring System (an SUBR-designed product) provides a platform for the documentation, retrieval, and analysis of 1st year student performance. This tool has been enhanced to provide the following:
 - ad hoc analysis of student academic performance
 - ad hoc analysis of cohort course performance
 - automated referral mechanism to the Center for Student Success for tutoring
 - automated referral mechanism to the University (Mental Health) Counseling Center.
- The Center for Student Success (CSS) provides programs that help sharpen students' essential tools for academic success. CSS offers the following:
 - Student Success Seminars and Outreach presentations guide and support students in "how to do college" by providing information on teaching college success skills in an informal and relaxed environment. Topics such as Time Management, Note-taking skills, Test-taking skills, Understanding the Student Academic Progress Policy and more are covered.
 - The Early Alert Referral program is an online system that allows CSS and university faculty to collaborate and identify students who may experience academic difficulties. Through early detection, CSS is able to intervene and assist students by making appropriate referrals to academic and other student support services on campus.

- The tutorial component of CSS provides students with the opportunity to strengthen their academic achievement by improving their literacy, mathematical, and analytical skills. Tutorial activities include a small student-tutor ratio and the use of instructional, computer, and other technological resources.
- JAG365 Orientation program was established in 2011 to ensure that first time freshmen and first time university transfer students are prepared for the first day of class, familiar with the policies and procedures of the University, and knowledgeable about Student Programs, support services and resources available. This program lays the foundation for the entering students' first academic year and beyond.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.

- As part of its ongoing effort to improve first year student performance during the reporting year, CTLE advisors evaluated the grades of their advisees in an attempt to ascertain student performance from the beginning to mid semester. Those students who earned a grade of C or lower were contacted by their advisor via email, text, and telephone and asked to schedule a meeting to discuss their academic performance. Student issues were documented. Based on their needs, students were referred to the University Counseling Center or the Center for Student Success for assistance.
- Additionally, through their use of the CTLE Student Monitoring System, CTLE advisors continue to track the academic performance of first year learners. The system is scheduled to be made available for use by university faculty advisors in Fall 2013.

i. 1st to 2nd year retention rate

The 1st to 2nd year retention rate is comprised of a Fall 2011 cohort of 831 with 571 returning in Fall 2012. The target rate is 72.7%; however, the actual rate is 68.7%. This measure has not been **met**.

The new efforts of the Center for Teaching and Learning Excellence along with the Center for Student Success restricting course registrations mandating student advisement and early referrals for tutoring are all design to guide a student to success.

| SUBR 1ST TO 2ND Year Retention for First-Time Full-Time, Degree Seeking | | | | |
|--|--------------------|--------------------|--------------------|--------------------|
| Term of Data | Baseline | Year 1 | Year 2 | Year 3 |
| | Fall 08 to Fall 09 | Fall 09 to Fall 10 | Fall 10 to Fall 11 | Fall 11 to Fall 12 |
| Number in Cohort | 1034 | 993 | 868 | 831 |
| Number Retained | 731 | 717 | 611 | 571 |
| Target Rate | 71.7% | 72.0% | 72.4% | 72.7% |
| Actual | | 72.2 | 70.4% | 68.7% |
| Result | | Met | Met | Not Met |

ii. 1st to 3rd year retention rate

The 1st to 3rd year retention rate is 55.9%. The three prior year average is 57.7% and the two year recent average is 57.9%, which is an increase of 0.2%. This measure has been **met**.

| SUBR 1ST TO 3RD Year Retention for First-Time Full-Time, Degree Seeking | | | | |
|--|--------------------|--------------------|--------------------|--------------------|
| Term of Data | Baseline | Year 1 | Year 2 | Year 3 |
| | Fall 07 to Fall 09 | Fall 08 to Fall 10 | Fall 09 to Fall 11 | Fall 10 to Fall 12 |

| | | | | | |
|------------------|-------|------------|------------|-------|---------------------|
| Number in Cohort | 1125 | 1034 | 993 | 868 | |
| Number Retained | 664 | 614 | 596 | 485 | |
| Target Rate | 59.0% | 60.1% | 61.0% | 62.2% | 3 yr prior (57.7%) |
| Actual | | 61.4% | 60.0% | 55.9% | 2 yr recent (57.9%) |
| Result | | Met | Met | | Met |

iii. Fall to Spring retention cohort

N/A

iv. SUBR Same Institution Graduation Rate

SUBR has met this measure by scoring within the 2% margin of error of the 32.4% benchmark. SUBR's score is 30.6%.

It should be noted that the cohort on which the 6-year graduation rate is based reflects a reduction of 127 students from the previously reported number to the Board of Regents. Fall 2005 is the semester when both Hurricane Katrina and Rita struck the gulf coast region causing permanent damage to many students' and interrupted matriculation process. After reviewing the data it was found that four students are deceased and one student was called to active military duty. According to the National Student Clearinghouse report, 122 students did not attend SUBR or any other institution. These students' permanent resident was in the FEMA disaster declaration parishes where both individual assistance and public assistance had been awarded. (Source: *Disaster Federal Registry Notice Amendment No. 16-10/17/2012*) In that, these students were First-time Freshmen, it is logical to assume that these students may have relocated.

As a consequence of Katrina and Rita, the fall 2005 cohort could also be reduced by an additional eighty-two students who graduated within seven years rather than six years, 175% and 150% respectively.

| SUBR Same Institution Graduation Rate Total Number of Fall FTFT Completers within 150% Time | | | | |
|--|--------------------|--------------------|--------------------|--------------------|
| Term of Data | Baseline | Year 1 | Year 2 | Year 3 |
| | Fall 02 to Fall 08 | Fall 03 to Fall 09 | Fall 04 to Fall 10 | Fall 05 to Fall 11 |
| Number in Cohort | 1176 | 1351 | 1465 | 1434 |
| Number Retained | 333 | 409 | 419 | 437 |
| Target Rate | 28.3 | 30.1% | 30.5% | 32.4 |
| Actual | | 30.3% | 28.6% | 30.5% |
| Result | | Met | Met | Met |

v. to vii. Optional

viii. Percent of 4-year university first time (freshmen) students admitted by exception:

SUBR's freshman's admission by exception is governed by the BoR and SUBR policies. The maximum number of students accepted via exception cannot exceed 10% of the previous year's freshman end-of-term enrollment.

| Number of Students Admitted by Exception | | |
|--|-------------------------|-------------------------|
| | Year 2 | Year 3 |
| | Fall 2010 - Spring 2011 | Fall 2011 - Spring 2012 |
| Number FTF enrolled | 1129 | 1028 |

| | | |
|---------------------------------|-------|------------|
| Number accepted under exception | 118 | 95 |
| Maximum allowed exceptions | 113 | 103 |
| Actual Rate | 10.5% | 9.2% |
| Result | | Met |

1b. Increase the percentage of program completers at all levels each year.

The Year 3 outcome for the Doctorate completers shows an increase to 138.9% from the Baseline year. During Year 3, SUBR increased Doctorate completers by 19 students from 20 in Year 2 and by 25 from the Baseline year.

SUBR has initiated strategies to improve the Year 3 less than desirable performance baccalaureates and masters completions is to require that all college deans develop a strategic plan for their units that address recruitment, persistence, and graduation within their colleges. Each Dean can then work with department chairs to ensure that program and student learning outcomes are being effectively achieved and that department chairs are effectively engaged in collaboration with campus-wide student support services. Additionally, the Institutional Research office along with Academic Affairs plans to work in conjunction with the academic departments to identify the students that are approaching the 100 to 150 percentile time window. Finally, the CTLE and CSS are developing a new procedure to address at risk students, which includes mandatory tutoring, course registration holds (to be removed by CTLE or faculty advisor depending on classification), and academic improvement plans.

| SUBR Completers | | | | | | | |
|-----------------|---------------|----------------------|----------------------|-----------------------|----------------------|----------------------|------------|
| Degree | Baseline 2008 | Year 1 - 2009 Actual | Year 2 - 2010 Actual | Year 3 - 2011 Targets | Year 3 - 2011 Actual | Diff Year 2 & Year 3 | Target Met |
| Baccalaureates | 895 | -2.9% 869 | -5.5% 846 | 2.0% 913 | -10.9% 797 | -49 | No |
| Masters | 312 | -9.3% 283 | -4.2% 299 | 1.9% 318 | -5.8% 294 | -5 | No |
| Doctorates | 18 | 11.1% 20 | 33.3% 24 | 11.1% 20 | 138.9% 43 | +19 | Yes |

1c. Develop partnerships with high schools to prepare students for postsecondary education.

To meet the increasing demand for college-level courses through Dual Enrollment, SUBR Early Start/Dual Enrollment program focuses on allowing 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 provides students with the chance to see what college is like without being completely overwhelmed with a whole new environment. The greatest benefit of the Early Start /Dual Enrollment program has been that it allows students to accumulate college credits. Students that have taken advantage of the opportunity to receive dual credits are from the following schools: Glen Oaks High School, Capital High School, Baker High School, Redemptorist High School, McKinley High School, Zachary High School, and Southern University Laboratory High School

SUBR has offered enrichment/developmental education courses to those students who did not meet the eligibility requirement for college English and mathematics.

The success of the program is evidenced by increased participation from high school students and the number of schools continuing their partnership. Additionally, the development of the hybrid courses, online courses and courses taught at the high schools has allowed SUBR faculty to add Foreign Language to its repertoire of Early Start/Dual Enrollment courses. In 2011, SUBR partnered with Zachary High School to offer college-

level German to Zachary High School students via a hybrid course that makes use of video conferencing, face-to-face and online instruction. SUBR will continue its partnership with schools in East Baton Rouge Parish District, Zachary Community Schools, Central Community Schools, City of Baker School District, Point Coupee Parish Charter Schools, and other Districts in the surrounding area.

In addition, SUBR will participate in the Course Choice program, a new initiative by the Louisiana State Department of Education for the 2013-2014 Dual Enrollment Program. Course Choice is an innovative educational program that provides Louisiana high school students access to high- quality academic and career-oriented courses. Southern University is an approved course provider to offer core academic courses. Consequently, the Course Choice program will serve as another catalyst from which the Dual Enrollment participants will receive the academic enhancement needed to successfully matriculate at an institution of higher learning.

| High School Students Enrolled During Reporting Year | | |
|---|-------------------------|-------------------------|
| | Year 2 | Year 3 |
| | Fall 2010 - Spring 2011 | Fall 2011 - Spring 2012 |
| Number of high school students enrolled | 73 | 53 |
| Number of semester credit hours - enrolled | 219 | 231 |
| Number of semester credit hours - completed | 195 | 189 |

1d.Increase passage rates on licensure and certification exams and workforce foundational skills.

The Licensure/Certification examinations applicable to SUBR are the PRAXIS, NCLEX-RN, and the APRN exam.

The PRAXIS exam is required by the College of Education. All 73 students who took the PRAXIS exam in 2011-2012 met the standard for passage, which resulted in a passage rate of 100%.

Nursing BSN graduates at Southern University are required to pass the NCLEX-RN before an RN license is issued. The national exam is taken after graduation and scores are reported by the Louisiana State Board of Nursing (LSBN). Of the 111 students who took the NCLEX-RN licensure exam in 2011-2012, 96 met the standard for passage, which resulted in a passage rate of 86.5%. Of the 18 students who took the Advanced Practice RN (APRN) exam, 17 met the standard for passage, which resulted in a passage rate of 94.4%.

Performance Objective 2: Articulation and Transfer

Evaluation of SUBR on tracked and descriptive measures for Performance Objective 2: Articulation and Transfer resulted in a passing score. This score resulted from a data based evaluation of transfer policies and initiatives implemented and/or continued in GRAD Act Year 3. The evaluation included review of student performance and program effectiveness.

SUBR has implemented an agreement with a community college (SUBR-SUSLA Partnership to Increase Bachelor's Degree Attainment of Community College Transfers). The expected outcome is to increase recruitment, retention and graduation of transfer students from community colleges and to demonstrate collaboration in implementing requirements of R.S. 17:3161. The plan is to expand this partnership through agreements with BRCC & Delgado Community College during GRAD Act Year 3.

SUBR has phased in admissions standards as required by Louisiana Board of Regents. Students who do not meet the admissions requirements to enter as first-time freshmen are referred to 2 year colleges. Ten percent of first-time freshmen and transfers can be granted exemption based on ACT score, high school GPA and courses taken. Transfer students' exemptions are based on cumulative GPA and cumulative hours. The ten-percent exemption is based on Board of Regents and SUBR requirements.

SUBR has begun offering a 100% on-line format of the baccalaureate degree in Nursing as an RN to BSN Program. We were also given approval by the Board of Regents to add the Bachelor in Interdisciplinary Studies Program in the Fall 2012 semester. The Interdisciplinary Studies degree is designed for students whose educational needs can best be met by a non-traditional course of study. Implementation of this program could significantly increase graduation of transfer degree students 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.

Transfer Admission Standards.

In Fall 2012, Southern increased its transfer admission standards from 12 credit hours to 18 credit hours, no developmental courses, and the student must have both college level English & Math. Prior to the Fall semester the transfer students had the option of entering the university with either the 12 credit hours or the 2.0 grade point average. Now the student must have both the 18 credit hours and the 2.0 GPA.

- i. 1st to 2nd year retention rate of transfer students:
 - a. Number of degree-seeking transfer students entering (enrolled) in the prior year

During year the 2011-12 reporting period, there were 446 enrolled and 322 students retained; which resulted in a calculated rate of 72.2%,.

- b. Number of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore(as identified on SSPS report) entering (enrolled) in the prior year (excluding summer).

There were 317 baccalaureate degree-seeking transfer students with a minimum student level of sophomore enrolled in Fall 2011, and 239 students returned Fall 2012 resulting in a 75.4% rate. This measure has been **met**.

2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

A report is submitted to each community college regarding attendance and performance of students enrolled at the University for each of their respective courses.

2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

Continuation and Expansion of Partnership with Southern University at Shreveport

Southern University at Baton Rouge (SUBR) and SUSLA continued a partnership to increase bachelor's degree attainment of community college transfers. Students who were denied entrance into SUBR as a regular student due to admission criteria are candidates for the SUSLA/SUBR program.

As part of the agreement, SUBR provides classroom facilities and supplemental learning equipment (computers, projectors, etc.). For the facilitation of the developmental courses, SUSLA hires adjunct faculty and provides instruction on the SUBR campus. Students must complete 18 credit hours, including college mathematics and English in order to transfer seamlessly to SUBR. SUBR provides course offerings of non-remedial classes which include English, mathematics, psychology, computer science, history, sociology, and speech.

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

Partnership with Southern University at Shreveport The number of students enrolled in the SUSLA /SUBR partnership has grown tremendously.

| <u>Semester</u> | <u>Number of Students</u> |
|-----------------|---------------------------|
| Fall 2011 | 215 |
| Spring 2013 | 301 |

Students who complete all partnership requirements are fully admitted into SUBR and are continually monitored.

2d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

SUBR has developed plans to improve collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169 including:

1. Maintained the webpage (<http://www.subr.edu/index.cfm/page/52>) It's content includes the Transfer Degree Grantee, Advisor's Guide to the Louisiana Transfer Associate Degree, FAQs for Transfer Associate Degree Guarantee, Courses Satisfying General Education Requirements at Southern University and A&M College.
2. Conducted training for deans, chairs and employees in the offices of recruitment and admissions on implementing all aspects of the Louisiana Transfer degree.

3. Completed plans for Transfer Student Orientation.

The SUBR-SUSLA collaboration creates a transfer receptive culture based on a comprehensive and strategic plan.

Performance Objective 3: Workforce and Economic Development

3a. 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 and Louisiana Economic Development.

- i. Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review.

As part of its ongoing review and evaluation of academic programs, Southern University and A&M College anticipates the elimination of two degree programs during the 2011-12 academic year—the Ph.D. in Special Education (CIP 131001) and the M.S. in Mass Communications (CIP 090102) following the Board of Regents approval. The Ph.D. program in Special Education produced seven graduates over the preceding five-year period. Also considered for termination during this period is the M.S. in Mass Communications (CIP 090102). Although the number of graduates was trending downward from a high of 17 in 2009-10 to 7 (2010-11) and 9 (2011-12), the primary reason for requesting termination of this degree program was the lack of resources to hire needed faculty to adequately staff the program. As a consequence, the program was unable to sustain accreditation requirements.

- ii. Number of programs modified or added during the most recent academic year to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

Initially identified as low-completer programs during the 2010-11 cycle, Southern University's undergraduate and master's-level mathematics and physics programs are expected to be maintained through modification, in keeping with the State's technical workforce needs. The B.S. program in mathematics (CIP 270101) was consolidated with the B.S. program in physics (400801) to form the B.S. program in mathematics and physics (CIP 270199). The graduate-level consolidation of the two programs will result in the offering of the M.S. in mathematics and physics (CIP 270199). The request for program changes was submitted to the Board of Regents and approved at its September 2012 meeting.

Southern University also anticipates adding a new program to its undergraduate inventory—the Bachelors of Interdisciplinary Studies program (CIP 309999). The request to add this new program was submitted to the Board of Regents and approved August 2012. Graduates of this program will help to meet the workforce needs of the State and region. There are five academic concentrations from which a student may select to declare a pathway to a degree in Interdisciplinary Studies—Community and Human Services, Arts Management and Technology, Applied Science and Technology, Global Leadership and International Studies, and an Individualized Concentration. The flexibility in degree path will help ensure the production of students with excellent employment opportunities.

- iii. Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts.

Number of program offerings, regardless of award level, in the reporting year.

During the 2011-12 reporting year, Southern University and A&M College had 58 degree program offerings including the two programs considered for termination, the Ph.D. in Special Education (CIP 131001) and the M.S. in Mass Communications (CIP 090102).

Number of programs aligned with workforce and economic development needs, as identified by Regents* using LWC or LED published forecasts.

In a review of SUBR's strategies related to workforce forecasting we found that of the occupations with projected 10 year growth greater than 500 and requiring post-secondary education (as reported in State of Louisiana Projections for all Occupations to 2018 and included in *The Board of Regents' List of Workforce Needs Utilizing LWC and LED*), SUBR offers degrees aligned with 13 of the 13. The two new programs planned for SUBR (DNP & Business/Law) are both aligned with the top five growth occupations in this group.

| Occupations | Expected Growth | Currently offered at SUBR | New SUBR Programs |
|--|-----------------|---------------------------|--------------------|
| Registered Nurse | 8,520 | Yes | Yes (DNP) |
| Elementary School Teacher | 3,550 | Yes | |
| Business Operations | 2,050 | Yes | Yes (Business/Law) |
| Accountants and Auditors | 1,560 | Yes | Yes (Business/Law) |
| Managers | 1,270 | Yes | Yes (Business/Law) |
| Postsecondary Teachers | 970 | Yes | |
| Computer System Analyst | 750 | Yes | |
| Social Service Specialist | 740 | Yes | |
| Self-Enrichment Teachers | 740 | Yes | |
| Network and Data Analyst | 600 | Yes | |
| Special Education Teachers | 620 | Yes | |
| Computer Support Specialist | 580 | Yes | |
| Industrial Engineers | 540 | Yes | |
| Total SUBR Programs aligned with top Growth Workforce Needs | | 13/13 100% | |

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

| | # Sections 100% Distance Education | Students |
|--------------|------------------------------------|----------|
| Fall 2011 | 61 | 783 |
| Spring 2012 | 77 | 480 |
| Total | 138 | 1263 |

During Year 3, there were 138 sections of courses that provided 100% of the instruction through distance education. There were 1263 students (duplicated between terms) and 3428 seats in total receiving instruction through distance education, also.

The University's efforts to increase the use of technology for distance learning to expand educational offerings are steadily progressing. There are four programs approved by the BoR for distance education and two have begun full implementation. During the Fall 2012 and Spring 2013 semesters, 20 online courses have been offered with a total of 30 students enrolled. Therefore, currently, there are three 100% online programs (one undergraduate and three graduate levels). Future programs are targeted for the next academic year, including but not limited to two new online programs, beginning in the fall 2013. It is anticipated that the online course offerings will increase by at least six offerings in the fall 2013 and students by an estimated 100.

3c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

N/A

3d. 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.

The Graduating Student Survey provides important information about SUBR graduates and their plans following graduation. During 2011-2012 there were 1,003 undergraduate and graduate students who participated in the survey. Results reveal that 48.2% tend to pursue opportunities that are directly related to their major course of study and 87.7 percent that are within the state of Louisiana. Fifty percent planned to seek advanced degrees in the future.

Employment Outcomes and Completers

| Completers in Top Ten 2011 Louisiana Employment Outcomes Report | | |
|--|--|--------------------------------|
| Top Ten | Top Ten Rank Highest to Lowest Average Salary Bachelor's Degree Louisiana Grads | SUBR Completers 2011-12 |
| 1 | Engineering | 79 |
| 2 | Health Professions | 240 |
| 3 | Education | 98 |
| 4 | Mathematics and Statistics | 5 |
| 5 | Architecture | 15 |
| 6 | Business, Management, Marketing | 178 |
| 7 | Computer and Information Sciences | 42 |
| 8 | Physical Science | 13 |
| 9 | Natural Resources and Conservation | 10 |
| 10 | Liberal Arts and Science; General Studies | 15 |

Source: Louisiana Board of Regents Statewide Completers System, 2011-12

Performance Objective 4: Institutional Efficiency and Accountability

4a. 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.

Remedial English and mathematics courses are being gradually phased out. During the reporting year, 6 sections of remedial English and 2 sections of remedial Mathematics were offered. Student enrollment was limited to 20 in each class. $((6 \text{ English} + 2 \text{ Mathematics}) \times 20 = 160 \text{ students})$ While both of these courses were offered on a limited basis the following academic year, the university will continue the phasing out process until Fall 2014 when all remedial courses will be completely eliminated.

4b. 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.

Southern University does not have any associate degree programs.

4c. 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.

The Historical Black Colleges and Universities (HBCU) used to establish the SUBR baseline data for nonresident tuition and fees were North Carolina A & T, Prairie View, Tennessee State and Texas Southern. The baseline was established using 2009-2010 Academic Year's data. The average nonresident tuition and fees for HBCUs has increased each year since the establishment of the baseline data. The University has also increased nonresident tuition and fees each year since 2009-2010. In 2012-2013, nonresident tuition and fees were increased by \$1,520.00 as compared to 2011-2012. As shown in the schedule below, the difference between the average nonresident tuition and fees charged at the peer institutions and the nonresident tuition and fees charged at SUBR has decline each year since the GRAD Act implementation.

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|--|----------------|----------------|----------------|----------------|
| Total tuition and fees charged to non-resident student in the reporting year | \$9910 | \$10,376 | \$11,612 | \$13,132 |
| Actual fee non-resident tuition / fee amount | \$13,641 | \$16,005 | \$15,831 | \$16,596 |
| Calculated difference of the above institution's tuition/fee amount from the peer amount | (\$3,731) | (\$5,629) | (\$4,219) | (\$3,464) |

4d. 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.

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

The number of eligible programs with mandatory and recommended accreditation is 32, of which 31 are currently discipline accredited. This resulted in a 96.9 % accreditation rate. This measure has been **met**.

Reporting Requirement 5: Organizational Data

5a. Number of Students by Classification

| Year | Fall Headcount ¹ | | Total | Annual Full-time Equivalent (FTE) ² | | |
|-----------------|-----------------------------|----------|-------|--|----------|--------|
| | Undergraduate | Graduate | | 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 |

Sources: ¹Louisiana Board of Regents Statewide Student Profile System – SSPSLOAD.

²Louisiana Board of Regents Formula Funding Annual Budget Request-SCH/FTE Projections, SCHBRCRPT.

5b. Number of Instructional Staff

| Year | Instructional Faculty Headcount | Instructional FTE Faculty |
|-----------------|---------------------------------|---------------------------|
| 2009 (Baseline) | 451 | 389.9 |
| 2010 | 429 | 392.9 |
| 2011 | 406 | 342.7 |
| 2012 | 414 | 343.2 |

Source: Employee Salary Data System; Office of Human Resources

5c. Average Class Student-to-Instructor Ratio

| Year | Undergraduate Headcount | # of Sections | Ratio |
|-----------------|-------------------------|---------------|-------|
| 2009 (Baseline) | 36349 | 1460 | 24.89 |
| 2010 | 33653 | 1381 | 24.36 |
| 2011 | 33074 | 1600 | 20.67 |
| 2012 | 30959 | 1501 | 20.63 |

5d. Average Number of Students Per Instructor

| Year | FTE Enrollment | FTE Faculty | Number |
|-----------------|----------------|-------------|--------|
| 2009 (Baseline) | 7333.6 | 389.9 | 18.8 |
| 2010 | 7094.9 | 392.9 | 18 |
| 2011 | 6766.1 | 342.77 | 19.7 |
| 2012 | 6140.8 | 343.2 | 17.9 |

Calculation: FTE enrollment divided by FTE faculty

5e. Number of Non Instructional Staff members in Academic Colleges/School

| College/School | Total Non-Instructional Staff | | | | | | | |
|---|-------------------------------|-----|--------|-----|--------|-----|--------|-----|
| | 2009 | | 2010 | | 2011 | | 2012 | |
| | Number | FTE | Number | FTE | Number | FTE | Number | FTE |
| College of Agricultural, Family and Consumer Sciences | 2 | 2.0 | 2 | 2.0 | 1 | 1.0 | 1 | 1.0 |
| College of Arts and Humanities | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 |
| School of Architecture | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 |
| College of Business | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 |
| College of Education | 6 | 6.0 | 6 | 6.0 | 6 | 6.0 | 6 | 6.0 |
| College of Engineering | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 |
| School of Nursing | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 |
| School of Public Policy and Urban Affairs | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 |
| Graduate School | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 |
| Honors College | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 |
| Center for Student Success | 6 | 6.0 | 6 | 6.0 | 6 | 6.0 | 7 | 7.0 |
| International Education and Service Learning | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 | 1 | 1.0 |

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

5f: Number of Staff in Administrative Areas

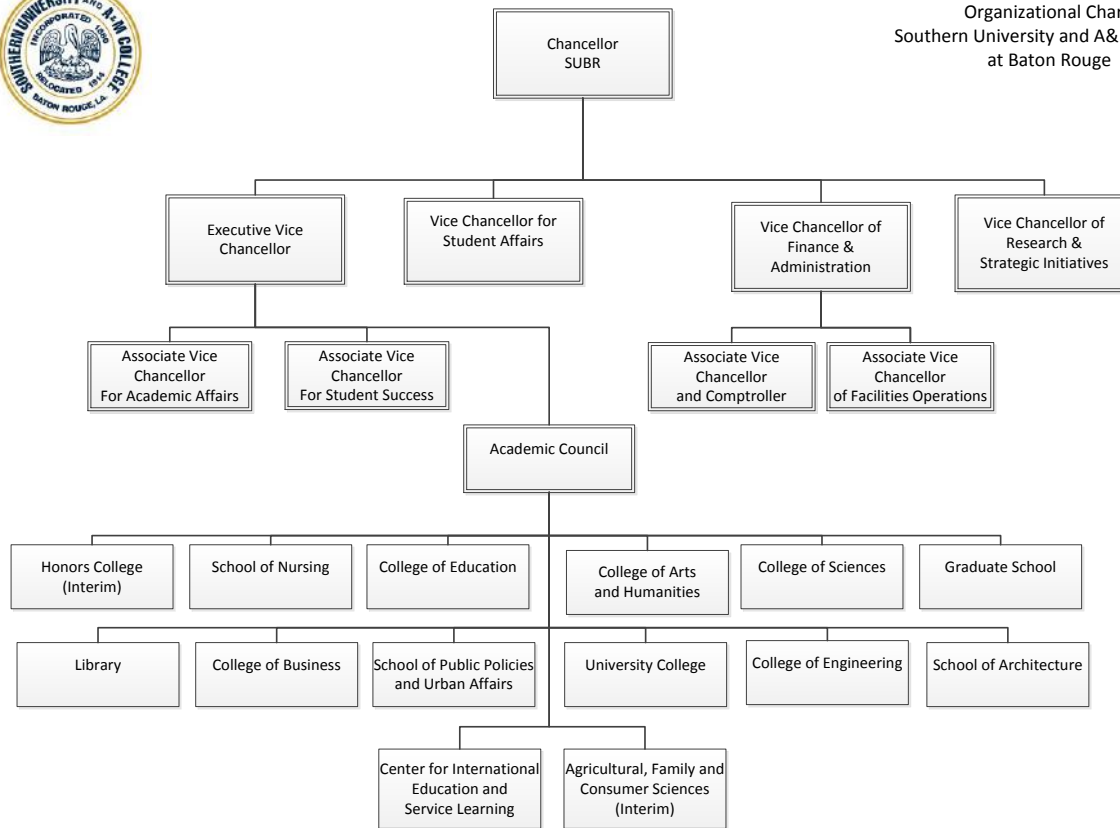
| Divisional Units | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | |
|-----------------------------------|---------|------|---------|------|---------|------|---------|------|
| | Number | FTE | Number | FTE | Number | FTE | Number | FTE |
| Chancellor's Office | 6 | 6.0 | 6 | 6.0 | 6 | 6.0 | 6 | 6.0 |
| Academic Affairs | 5 | 5.0 | 5 | 5.0 | 5 | 5.0 | 5 | 5.0 |
| Student Affairs | 5 | 5.0 | 5 | 5.0 | 5 | 5.0 | 7 | 7.0 |
| Finance and Administration | 14 | 14.0 | 14 | 14.0 | 14 | 14.0 | 14 | 14.0 |
| Research and Strategic Initiative | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 | 2 | 2.0 |
| Athletics | 3 | 3.0 | 3 | 3.0 | 3 | 3.0 | 3 | 3.0 |

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

5g. SUBR Organizational Chart



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



5h. Salaries of Personnel (First and Second Tier of SUBR Personnel in Leadership Positions) Salary Data for 2012-13.

| POSITIONS | Total Base Salary (\$) | | | | | | Salary Change(REVISED) |
|---|------------------------|------------------|--------------------|------------------|--------------------|------------------|---|
| | Baseline FY 2008-09 | FY 2010-11 | | FY 2011-12 | | FY 2012-13 | |
| | | Annual Salary | Furlough Salary | Annual Salary | Furlough Salary | Annual Salary | |
| Chancellor | 245,000 | | | 250,000 | 228,846 | 250,000 | Change in Personnel in 2011. Furlough salary reduction eliminated. |
| Executive Vice Chancellor and Provost | 175,000 | | | 155,000 | 141,885 | 155,000 | Change in Personnel in 2011. Change in Personnel in 2012 and job title to Vice Chancellor for Academic Affairs. |
| Associate Provost | 110,000 | | | 102,297 | 93,641 | 120,000 | Change in Personnel and job title to Vice Chancellor for Academic Affairs in 2012 |
| Assistant Provost | 90,000 | | | | | 0 | Vacant in 2011. Eliminated in 2012. |
| Associate Vice Chancellor, Student Affairs | 81,500 | | | 80,000 | 73,231 | 80,000 | Change in Personnel in 2009. Change in job title to Vice Chancellor in 2012 |
| Associate Vice Chancellor, Enrollment Management | 99,350 | | | | 82,385 | 105,000 | Change in Personnel and job title to Associate Vice Chancellor for Student Success. |
| Dean, College of Business | 112,746 | 130,000 | 125,000 | | 119,000 | 130,000 | Corrected salary data in 2010-11. Furlough salary reduction eliminated. |
| Dean, School of Public Policy and Urban Affairs | 110,054 | 91,577 | 88,055 | | 83,828 | 91,577 | Change in personnel and salary correction in 2010. |
| Dean, Center for International Education and Continuing Education | 89,000 | | | | 81,469 | 89,000 | Furlough salary reduction eliminated. |
| Dean, University College | 90,080 | | | | 83,124 | 90,080 | Furlough salary reduction eliminated. |
| Dean, College of Agriculture (Interim) | 96,576 | | | 95,000 | 86,962 | 95,000 | Change in Personnel in 2011 |
| Dean, Honors College (Interim) | 89,050 | | | | | 0 | Vacant in 2011. Change in personnel. Dual position/Assoc. Provost. |
| Dean, College of Sciences | 102,020 | | | | | 0 | |
| Dean, College of Engineering | 127,398 | | | | 116,618 | 127,398 | Furlough salary reduction eliminated. |
| Dean, College of Arts and Humanities | 95,656 | | | 89,050 | 81,515 | 89,050 | Change in personnel in 2009 |
| Dean, Library | 88,472 | | | | 80,986 | 88,472 | Furlough salary reduction eliminated. |
| Dean, College of Education | 100,130 | | | | 91,657 | 100,130 | Change in personnel 2012-13 |
| Dean, School of Nursing | 120,582 | | | 120,000 | 109,846 | 120,582 | Change in Personnel 2012-13 |
| Dean, School of Architecture | 97,500 | | | | 89,250 | 97,500 | Furlough salary reduction eliminated. |
| Dean, Graduate School | 89,050 | | | 97,000 | 88,792 | 97,000 | Change in Personnel in 2011. Change in Personnel in 2012 |
| Vice Chancellor, Finance & Administration | 104,706 | 127,353 | 122,455 | | 116,577 | 127,353 | Salary increase in 2010. Additional duties. Furlough salary reduction eliminated. |
| Associate Vice Chancellor and Comptroller | 89,050 | | | | 81,515 | 89,050 | Furlough salary reduction eliminated. |
| Associate Vice Chancellor, Facilities Operations | 69,635 | | | | 63,743 | 0 | |
| Vice Chancellor, Research and Strategic Initiative | 117,500 | | | | 107,558 | 117,500 | Furlough salary reduction eliminated. |

Source: SUBR Office of Human Resources; SUBR Budget Office.

NOTES: The Southern University Board of Supervisors approved the 2009-10 Budget Reduction Plan effective September 1, 2009 through June 30, 2010, and September 1, 2011 through June 30, 2012. Furloughs were eliminated July 1, 2012.

5i. Cost Performance analysis

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

| Southern University and A&M College A Cost Performance Analysis Fall 2012 | | |
|--|--------------|------------|
| Expenditures by Function | Amount | % of Total |
| Instruction | \$31,456,509 | 43.30% |
| Research | \$351,469 | 0.50% |
| Public Service | \$330,956 | 0.50% |
| Academic Support** | \$7,780,627 | 10.70% |
| Student Services | \$2,374,818 | 3.30% |
| Institutional Services | \$11,649,470 | 16.00% |
| Scholarships/Fellowships | \$4,867,736 | 6.70% |
| Plant Operations/Maintenance | \$10,241,955 | 14.10% |
| Total E&G Expenditures | \$69,053,537 | 95.00% |
| Hospital | \$- | 0.00% |
| Transfers out of agency | \$1,588,604 | 2.20% |
| Athletics | \$2,074,841 | 2.90% |
| Other | \$- | 0.00% |
| Total Expenditures | \$72,716,982 | 100.00% |

Source: Louisiana Board of Regents Form BOR-1, Revenue/Expenditure Data

- 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.**

| | 2010-2011 | 2011-2012 | 2012-13 |
|--------------------|--------------------|--------------------|--------------------|
| Tuition and Fees | \$4,584.00 | \$5,074.00 | \$5,812.00 |
| Room and Board | 8,236.00 | 8,326.00 | 8,642.00 |
| Books and Supplies | 1,200.00 | 1,200.00 | 1,200.00 |
| Transportation | 1,579.00 | 1,596.00 | 1,657.00 |
| Loan Fees | 49 | 49 | 74 |
| Personal/Misc. | 1,819.00 | 1,839.00 | 1,909.00 |
| TOTAL | \$17,467.00 | \$18,084.00 | \$19,294.00 |

Source: SUBR Finance and Administration, Office of Financial Aid

- iii. **Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges. Utilizing Board of**

Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is ≥ 10 for the following levels: Data provided by *Board of Regents*

| | |
|-----------------------------------|-----|
| Average Time to Bachelor's Degree | 6.3 |
|-----------------------------------|-----|

- iv. **Average cost per degree awarded in the most recent academic year. Data provided by *Board of Regents***

| | |
|-----------------------|---------|
| State Dollars Per FTE | \$4,653 |
|-----------------------|---------|

- v. **Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities,. Data provided by *Board of Regents***

| | |
|-----------------------|---------|
| State Dollars Per FTE | \$4,653 |
|-----------------------|---------|

- vi. **All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process. Data provided by *Board of Regents***

| | |
|--------------------|---------------|
| Total Expenditures | \$137,802,017 |
|--------------------|---------------|

| Appendix #2 to Attachment B | | | | | | |
|--|--|--|--------------------|--------------------------|--|-------------------------|
| Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii. | | | | | | |
| 4-year Universities | | | | | | |
| Year 3 | | | | | | |
| 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 2008 | # Students who took exam | # Students who met standards for passage | Calculated Passage Rate |
| Education | All 3 PRAXIS exams | Louisiana State Department of Education | Data for 2011-12 | 73 | 73 | 100.0 |
| 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 | Data for 2011-12 | 18 | 17 | 94.4 |
| Nursing (RN) | NCLEX-RN | Louisiana State Board of Nursing | Data for 2011-12 | 111 | 96 | 86.5 |
| <i>Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1</i> | | | | | | |
| <i>Baseline Year = most recent year data published by entity that grants licensure/certification</i> | | | | | | |
| <i>Calculated Passage Rate = # students to met standards for passge/# students who took exam</i> | | | | | | |
| March 1, 2013 | | | | | | |

| | | | Attachment D 4-year university, 2-year college, technical college Year 3 Annual Report | | | | | | | | | |
|---|---|---|--|------------------|---------------|------------------|---------------|------------------|---------------|------------------|------------------|---------------|
| System: Southern University System | | | | | | | | | | | | |
| Institution: Southern University and A&M College | | | | | | | | | | | | |
| December 2012 | | | | | | | | | | | | |
| GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets | | | | | | | | | | | | |
| Element Reference | Measure | Baseline Year/Term Data to include | Baseline data | Year 1 Benchmark | Year 1 Actual | Year 2 Benchmark | Year 2 Actual | Year 3 Benchmark | Year 3 Actual | Year 4 Benchmark | Year 5 Benchmark | Year 6 Target |
| | | | 2008-09 | 2009-10 | 2009-10 | 2010-11 | 2010-11 | 2011-12 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| 1. Student Success | | | | | | | | | | | | |
| a. i. | Targeted 1st to 2nd Year Retention Rate | Fall 08 to Fall 09 | 71.7% | 72.0% | 72.2% | 72.4% | 70.4% | 72.7% | 68.7% | 73.1% | 73.4% | 73.7% |
| | | Actual Baseline Data: # in Fall 08 Cohort | 1033 | | 993 | | 868 | | 831 | 69.8% | 70.9% | 70.9% |
| | | # retained to Fall 09 | 741 | | 717 | | 611 | | 571 | | | |
| ii. | Targeted 1st to 3rd Year Retention Rate | Fall 07 cohort | 59.0% | 60.1% | 59.4% | 61.0% | 60.0% | 62.2% | 60.7% | 63.2% | 64.3% | 65.3% |
| | | Actual Baseline Data: # in Fall 07 Cohort | 1125 | | 1034 | | 993 | | 868 | 58% | 59% | 60% |
| | | # retained to Fall 09 | 664 | | 614 | | 596 | | 485 | | | |
| iv. | Targeted Same Institution Graduation Rate | 2008 Grad Rate Survey | 28.3% | 30.1% | 30.3% | 30.5% | 29.3% | 32.0% | 30.6% | 32.4% | 32.9% | 34.9% |
| | | Actual Baseline Data: Fall revised cohort (total) | 1176 | | 1351 | | 1575 | | 1434 | 28% | 28.4% | 28.8% |
| | | completers <=150% of time | 333 | | 409 | | 462 | | 437 | | | |
| b. i. | Targeted Percent Change in program completer | | | | | | | | | | | |
| | Baccalaureate | | | -2.9% | -2.9% | 1.0% | -7.8% | 2.0% | -10.8% | 3.0% | 4.0% | 5.0% |
| | | 2008-09 AY | 895 | 869 | 869 | 904 | 825 | 913 | 797 | 922 | 931 | 940 |
| | Masters | | | -9.3% | -9.3% | 1.0% | -6.4% | 1.9% | -5.8% | 2.9% | 3.8% | 4.8% |
| | | 2008-09 AY | 312 | 283 | 283 | 315 | 292 | 318 | 294 | 321 | 324 | 327 |
| | Doctoral | | | 11.1% | 11.1% | 5.6% | 27.8% | 11.1% | 138.9% | 16.7% | 22.2% | 27.8% |
| | | 2008-09 AY | 18 | 20 | 20 | 19 | 23 | 20 | 43 | 21 | 22 | 23 |
| d. i. b. Targeted | Passage rate on licensure exam in Education | 2007-08 AY | | | | | | 98.0% | 100.0% | 98.5% | 98.8% | 99.0% |
| | | Actual Baseline Data: # of students taking PRAXIS | | | | | | | 73 | | | |
| | | # who met standards for passage | | | | | | | 73 | | | |
| | | | | | | | | | | | | |
| i. d. Targeted | Passage rate on licensure exam in Nursing (RN) | 2008 Calendar YR | | | | | | 86.4% | 86.5% | 86.6% | 86.8% | 87.0% |
| | | Actual Baseline Data: # of students taking NCLEX | | | | | | | 111 | | | |
| | | # who met standards for passage | | | | | | | 96 | | | |
| 2. Articulation & Transfer | | | | | | | | | | | | |
| a. i. b. Targeted | 1st to 2nd Year Retention Rate of Transfer Students (full time, bacc, soph) | 2008-09 AY to Fall 09 | | | | | | 75.0% | 75.4% | 75.5% | 76.0% | 76.5% |
| | | Actual Baseline Data: # in AY 08-09 Cohort | | | | | | | 317 | | | |
| | | # retained to Fall 09 | | | | | | | 239 | | | |
| 3. Workforce & Economic Development | | | | | | | | | | | | |
| b. iii. Targeted | # of programs offered through 100% distance education | January 1, 2013 | | | | | | 3 | 4 | 4 | 4 | 5 |
| 4. Institutional Efficiency & Accountability | | | | | | | | | | | | |
| d. i. Targeted | Percent of eligible programs that are discipline accredited | January 1, 2013 | | | | | | 85.0% | 96.9% | 85.0% | 85.0% | 85.0% |
| | | Actual Baseline Data: # programs | | | | | | | 32 | | | |
| | | # discipline accredited | | | | | | | 31 | | | |
| New Tageted Measures are noted in Red | | | | | | | | | | | | |
| ** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review | | | | | | | | | | | | |
| 1st to 3rd: The two year recent average of 57.9% exceeds the three prior year average of 57.7%. | | | | | | | | | | | | |
| Graduation Rage: As a consequence of Hurricanes Katrina and Rita, the Fall 2005 cohort was reduced by 122 students. The cohort also suffered 4 deths and 1 military activation. These corrections reduced the Fall 2005 cohort to 1434 yielding a 72.9% passage rate. | | | | | | | | | | | | |

