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And
Agricultural & Mechanical College

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April 10, 2015

Dr. Ronald Mason, President
Southern University System
J.S. Clark Adm. Building
Baton Rouge, LA 70813

Dear President Mason:

Submitted herewith is Southern University and A&M College's Annual GRAD Act Report, year five.

The point of contact for this report is:

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Should you have questions or require additional information, please let me know.

Sincerely,

Flandus McClinton, Jr.
Acting Chancellor, SUBR

Southern University and Agricultural and Mechanical College
Baton Rouge, LA

Granting Resources and Autonomies for Diplomas
GRAD Act Report for Year 5

June 2015

Submitted to

Southern University System

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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: Student Success (1)

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.

The 1st to 2nd year and 1st to 3rd year retention rates and the percent change in completers targets were not met. The retention rates were again impacted by several long standing factors from which the institution is slowly recovering. The most significant factors attributed to the failures are the declaration of financial exigency and the Federal Pell Grant changes during the 2011-2012 and 2012-2013 academic years; respectively.

The impact of financial exigency lead to a reduction in faculty via encourage retirement incentives or termination, a comprehensive academic reorganization, an increase in faculty course loads, the delayed student matriculation, an increase in the teacher course sizes, the termination of 33 distinct programs, and the consolidation of two programs.

The Federal Pell Grant changes in 2012-13 disproportionally affected SUBR compared to other Louisiana institutions and the changes impeded retention and undergraduate completer rates. Due to the unanticipated federal financial aid changes implemented in 2012, SUBR's GRAD Act targets do not align with our current circumstances.

As a result of the Year 4 GRAD Act failure, SUBR entered into an approved remediation plan that noted several activities to address the failures in meeting the retention and completer targets. The remediation plan required quarterly reports to be submitted to the Board of Regents. As of this report submission, three of the requisite four remediation reports have been submitted and the final report is due July 15, 2015. Each activity was designed and has been completed to promote the successful improvement of the institution's status regarding the retention and completer targets to be reflected in the Fall 2015 term.

Despite significant financial issues, the university has expanded articulation and transfer rates, aligned programs with workforce initiatives and increased efficiencies across operational and academic units.

Student Success Policies/Programs/Initiatives Implemented and Continued

Center for Teaching and Learning Excellence (CTLE)

The Center for Teaching and Learning Excellence (CTLE) was created to provide centralized academic advisement for all incoming freshmen and students who transfer with less than 36 credit hours. Students who have earned 36 hours or less have advising holds placed on their Banner accounts which requires them to meet with an advisor prior to registration. Throughout fall 2014 semester, CTLE advised over 1200 students, including First-Time Freshmen, Continuing, and Transfer Students.

First Year Experience (FYE) Program

FYE supports student success through programming, resources and services designed to enhance student engagement and support the transition to college in order to increase retention and graduation rates. The FYE program developed and hosted three successful events during fall 2014. The "Navigating Turns" workshop focused on coping skills and strategies to establish school, work, and life balance. The topics included: academics, family, emotional/mental/mental health, roommates, love, work, extra-curricular activities, and more. This program was attended by over 150 students per session. CTLE partnered with the Counseling and Wellness Center to coordinate this activity. The FYE program continued during the Spring 2015 with two success workshops and seminars: "For the Love of Money", "Are you Failing or Nah?", and "Leadership 101". Held in conjunction with Financial Aid Awareness Month, "For the Love Money" was led by Southern University Financial Aid Counselors and a Southern University Teachers Credit Union representative. The goal of the program was to educate students about the FAFSA process, navigating the Banner System to select financial aid awards, and the importance of fiscal responsibility; the session was attended by over 120 students. "Are you Failing or Nah?" was a repeat of the study skills workshop held in the fall 2014. Over 100 students attended each session. The "Leadership 101" workshop will be held in April

2015 and led by the Southern University Student Life office, informing students about leadership opportunities, the importance of getting involved, and the academic success needed to participate.

Freshman Seminar
Some CTLE advisors also serve as instructors for Freshman Seminar (FRMN). FRMN 110 and FRMN 111 are mandatory one-credit-hour courses to facilitate and support the high school to college transition. First-time freshmen and students who transfer with less than 36 hours are expected to pass this course sequence as a graduation requirement. Current topics include, but are not limited to, university policies, understanding Southern University mission and history, study skills, academic integrity, financial aid, resume building, interview skills, sexual assault awareness, and more.

Study Skills Workshops
CTLE and the Center for Student Success (CSS) hosted two "Study Skills" workshops. The workshops were attended by over 200 students per session. CTLE also partnered with Coach Dawson Odums, Southern University Head Football Coach and the former Student Government Association President on a session entitled "Calling the Right Plays." This highly engaging and energetic session inspired students to make the right decisions in their academic, personal and professional lives, and reinforced the importance of discipline. Over 300 students participated in this session.

Professional Development Workshop
The CTLE staff participated in an eight-hour strategic planning and professional development workshop. CTLE generated advising strategies and freshman support programs based on best theoretical and practical retention practices. Moving forward, a case management approach to supporting students was formed grounded on intrusive or proactive advising methods, appreciative advising methods, and student tracking. Based on the professional development experience, CTLE used the following methods to proactively and strategically support students who have earned 36 hours or less in spring 2015: increased communications with students via email, scheduled specific advising meeting four times per term, performed classroom attendance checks on students deemed high and medium high academic risk.

Center for Student Success (CSS)
The Center for Student Success (CSS) has established various programs to better assist students in retention efforts by being more relevant within their daily activities. The CSS continues to offer Student Success Seminars; Academic Consulting and Consultations; Early Alert Referral Program; Tutorial Program; and two new approaches which include Engaging in Academic Recovery Now (E.A.R.N.) and the Passport Program.

Student Success Seminars
The Student Success Seminars and Outreach Presentations are designed to offer the 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. During the spring of 2015, student attendance in each seminar activity is listed below.

Academic Counseling and Consultations are designed specifically for students in second year and beyond to identify possible barriers to their educational attainment and develop plans of action to address those barriers. This program includes educational testing such as Learning Style Inventory and Test Anxiety.

Early Alert Referral Program is a referral system that allows CSS and university faculty to collaborate and proactively refer students who experience academic difficulties, including low test/quiz scores, excessive absences, and the need for improvement in study skills. Through this program CSS is able to detect early signs of academic distress and provide beneficial interventions to assist and retain the identified student(s). Beginning fall 2014 this program included attendance tracking on the part of CSS and mid-term grade reports to identify students not referred by professors.

Tutorial Program is a component of CSS that provides 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 students to also gain access to academic support. The program currently offers construct and content based assistance. Target Rate of Improvement indicates that 20% of second semester freshman will have improved their academic standing through participation in this program. Three hundred eighty-five students attend tutoring between January and March 2015, with 141 being freshman and 174 being sophomores, the remaining being a blend between juniors and seniors.

Engaging in Academic Recovery Now (E.A.R.N.) Program is provided for students on Academic Probation. The E.A.R.N. Program is designed to help students develop their abilities to maximize their academic performance. The objective of this program is familiarize students with the Satisfactory Academic Progress (SAP) Policy and measure their understanding; provide students with the necessary steps to return to academic success and the education to navigate these steps; operate as a retention intervention to improve the overall retention rate of Southern University; and provide students with the academic counseling needed to facilitate student success, time management, and other coping skills. All participating students are also required to attend monthly follow up sessions with their Academic Counselors; attend 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 SAP requirements (2.00 GPA and 67% completion rate of attempted hours) for the semester they are enrolled in the program. There were 312 participants in the Academic Recovery Now Program, of which 284 have developed a plan of action, and 242 have completed two monthly meetings, 38 have completed one monthly meeting, and 4 have completed no monthly meeting.

Passport Program is a mandatory program stipulated by the Appeals Committee for students allowed to re-enroll via an approved academic appeal. This program is designed to help students develop the necessary skills to maximize their academic performance. The program will familiarize students with the Satisfactory Academic Progress Policy (S.A.P.) and measure their understanding; provide students with the necessary steps to return to academic success; and educate them on how to navigate those steps; and also operate as a retention intervention mechanism. All students notified of their mandate to participate in the Passport Program must enroll and pass the course; submit monthly professor evaluations of their performance; attend monthly academic counseling sessions; earn a minimum of 20 hours of peer tutoring; and meet the minimum SAP requirements (2.00 GPA and 67% completion rate of attempted hours) for the semester they are enrolled in the program.

Data-based evaluation, including student performance, conducted to ascertain effectiveness:

Element:

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 2013 first-time full-time freshman cohort was 1100, of which 768 returned in the fall of 2014. This resulted in a retention rate of 69.8%, which exceeds the targeted rate of 68.0%. This measure has been **met**.

ii. 1st to 3rd year retention Rate: The fall 2012 cohort of 743, of which 436 returned in the fall of 2014. This resulted in a retention rate of 58.7%, which exceeds the targeted rate of 56.7%. This measure has been **met**.

iv. Same Institution Graduation Rate: SUBR FTFT 2007 cohort of 1178 of which 375 graduated within 150% time, resulting in a 31.8% graduation rate. This measure has been **met**.

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

2014-15	Summer	Fall	Spring
Number of First-Time Freshmen Enrolled	50	1100	65
Number of First-Time Freshmen Admitted by Exception	4	70	15
Percent of First-Time Freshmen Admitted by Exception	8.0%	6.4%	23.1%

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 756 and the actual was 764 students resulting in a -14.6% rate from the baseline. This target was **met**.

The Masters target was 265 and the actual was 279 students resulting in a -10.6% rate from the baseline. This target was **met**.

The Doctorates target was 10 and the actual was 10 students resulting in a -44.4% 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.

Southern University at Baton Rouge has three programs that promote high school partnerships to help prepare students for postsecondary education. They are the Early Start/Dual Enrollment Program, the Upward Bound Trio Program, and the Educational Talent Search Program. 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.

To meet the increasing demand for college-level courses through Dual Enrollment, 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 and St. Helena Parish School District. 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 5 of the GRAD ACT are from the following schools: Scotlandville Magnet High School, Redemptorist High School, Baker High School, Southern University Laboratory High School, and Glen Oaks 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. SUBR has 140 participants in Upward Bound Classic and 57 students in the mathematics and science programs.

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. Follow the program serviced 983 students in the schools.

The number of semester credit hours completed by high school students shown in the table below with letter grades were 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. The table below is a listing of the grades earned, fall and spring semesters of 2013-2014.

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
Total	151	637	576	86	59	29	7	4	12

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 the 2012-2013 period 45 students attempted and passed the PRAXIS II resulting in 100% passage rate.

i.d. **Passage rate on licensure exam in NURSING (RN)**
The 2013-14 passage rate is 81.3% from 112 students that attempted the exam where 91 passed. This target has **not been met**.

Passage rate on the licensure exam in NURSING (APRN) is 97.1% from the 34 candidates who took the Advanced Practice RN (APRN) exam and 33 met the standards for passage.

Performance Objective: Articulation and Transfer (2)

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

SUBR implementation of 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. SUBR will continue to work with BRCC to formulate additional articulation agreements that will enhance the transferability of courses and degree programs.

SUBR implementation of the SUSLA Connect Partnership has positively impacted the transfer student population. During Grad Act Year 5, SUBR admitted 96 SUSLA transfer students as a result of the partnership.

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

The Office of Enrollment Management (Registrar's Office) has greatly enhanced office efficiencies. Among these is the implementation 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, utilize the student planning tool which maps out students' academic matriculation. DegreeWorks will also be used to streamline the current graduation application process with academic departments. Department Deans have the ability to complete a degree audit on prospective graduating seniors to help determine satisfaction of degree requirements and also provide web-based course substitutions, waivers, and petitions that are included within the degree audit.

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

A major training component that improved efficiency and productivity was the Registrar Staff Banner Training. Five new staff members were provided step-by-step training on how to complete various processes within the Banner system. The training allowed the Registrar's office staff to provide real time completion of students' requests as they visit the office. This has resulted in improved customer service with students, faculty, and staff. Training sessions addressed the following processes; updating student information, adding/dropping students from courses, updating student admissions requirements as received; processing transcript requests.

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

SUBR has entered into a contract with Noel Levitz to assist with its retention and matriculation efforts. This professional development training was held on Wednesday and Thursday, March 1st and 2nd, 2015; respectively. The attendees included a diverse group of deans, chairs, faculty, staff, students, and specific functional users such as CTLE and CSS advisors. The process involved in this project is ongoing as the target student populations are refined and evaluated.

Element:

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.

2a.i.a. 1st to 2nd year retention rate of transfer students: Number of baccalaureate degree-seeking transfer students entering in the prior year. Number of students retained at the same institution in the following 2nd year fall semester. (Institutions can choose to report on either all degree-seeking or baccalaureate degree-seeking).

The number of baccalaureate degree-seeking transfer students was 491 in fall 2013 and spring 2014, of which 378 were retained the following fall 2014 semester. This resulted in a retention rate of 77.0%.

2a.i.b. Number of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore (as identified on SSPS report) entering in the prior year (excluding summer). Number of students retained at the same institution in the following 2nd year fall semester.

The number of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore was 362 in the fall 2013 and spring 2014, of which 300 were retained in the fall 2014. This resulted in a retention rate of 82.9%. This target has been met.

2a.ii. Number of most recent baccalaureate completers who began as a transfer student.

	2010-11	2011-12	2012-13	2013-14
Number of completers who began as a transfer student	220	232	274	195

2a.iii. Percent of transfer students admitted by exception: Number of transfer students enrolled (summer, fall, and spring).

2014-15	Number of Transfer Students Enrolled	Number of Transfer Students Admitted by Exception	Percent of Transfer Students Admitted by Exception
Summer	42	3	7.1%
Fall	347	14	4.0%
Spring	163	20	12.3%

Element

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

2.b.i. 1st to 2nd year retention rate of those who transfer with Associate degree: Number of baccalaureate degree-seeking transfer students with an associate degree from a two-year college transferring at any point during the prior academic year.

The number of transfer students with Associate degrees enrolled at SUBR in fall 2013 was 30, of which 19 returned in the following fall 2014 semester. This resulted in a 63.3% retention rate.

The number of transfer students with Associate degrees enrolled in spring 2014 was 7, of which 7 returned in the following fall 2014 semester. This resulted in a 100% retention rate.

The total number of transfer students with Associate degrees enrolled between fall 2013 and spring 2014 was 37, of which 26 returned. This resulted in a 70.3% overall retention rate.

2.b.ii 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.

	2013-14
Number of completers who began as a transfer student with an associate degree	7

Element:

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

i. Number of students referred by four-year universities to two-year colleges and technical colleges during the reporting year.

	2011-12	2012-13	2013-14	2014-15
Number of students referred to 2-year colleges and technical colleges	374	349	252	283

Element:

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

i. n/a

ii. n/a

iii. 1st to 2nd year retention rate of those who transfer with transfer degree: Number of baccalaureate degree-seeking transfer students with an AALT, ASLT, AST degree from a 2-year college transferring (enrolling) at any point during the most recent academic year.

There were two (2) baccalaureate degree-seeking students who transferred to Southern University with a transfer degree, of which two (2) were retained during the 2014-15 academic year. This resulted in a 100% retention rate.

iv. Number of baccalaureate completers who began as a transfer student with a transfer associate degree.

During the 2013-14 academic year, there were no baccalaureate completers who began as a transfer student with a transfer associate degree.

Performance Objective: Workforce and Economic Development (3)

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 Regentsutilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

During the 2014-15 academic year, academic programs offered at Southern University are aligned with workforce and economic development needs.

The Department of Social Work increased the number of Title IV-E Child Welfare training stipends in Fall 2014. There were two recipients in the spring and seven in the fall. Recipients of the stipend entered an agreement to accept employment with the Department of Children and Family Services immediately after graduation (except for recipients receiving a deferment to attend graduate school). In Fall 2014, 25 students were hosted by public, private, profit and non-profit social/human service agencies to complete the social work internship. These interns are prepared for entry-level employment. The program modified the internship sequence by adding a Block Field Placement. The block placement allows students to complete the internship in one semester instead of two. This modification makes students available for entry-level employment one semester earlier than the program's traditional two-semester internship option.

To continue to improve our workforce alignment, beginning in Fall 2015 we will be encouraging all English majors to participate in the teacher job fair held each semester in conjunction with Career Day. Students will be asked to attend for informational purposes, even if they do not have immediate plans to teach. Other English students have been and will continue to be encouraged to explore extracurricular activities, internships and preparation for fields such as publishing, grant writing and journalism. We are pleased that beginning in Fall 2014 our capstone course for majors now highlights diverse applications of English studies, ranging from medical humanities to interdisciplinary digital humanities projects. The number of online courses offered by English continues to expand, with a total of five sections of three online courses scheduled for Summer 2015--one of Freshman Composition (ENGL 110), three of Introduction to African American Literature (ENGL 203,) and one section of Technical Writing (ENGL 362).

The Southern University History Program has traditionally and steadily met demands of school systems locally and nationwide for qualified educators in an ever-changing, technologically-driven, global society. Two general education courses (History of Civilization 114 and 115), offered through the program are slated for on-line delivery in Fall 2015.

Since the Fall of 2013 there has been significant growth in the Music Program as a result of the initiation of the new Bachelor of Music Degree with concentrations in either Music Performance or Music Education. This new offering has attracted a steady flow of students who are interested in pursuing careers in Music Education in order to become qualified choral and band directors, and to receive preliminary instruction and preparation for careers in music therapy, composition and arranging, music industry and business. The future of our program in the 21th century is dictated by bridging together the music industry and business with technology. The resultant careers in media include composing music for television and movies, which may result in another concentration specifically focused on music technology and music business.

The Therapeutic Recreation curriculum was revised in 2013 to address revised standards with the National Council for Therapeutic Recreation Certification. The changes made to the curriculum will continue to allow Southern University Therapeutic Recreation graduates to sit for the national certification examination. Therapeutic Recreation graduates are eligible to become Certified Therapeutic Recreation specialist (CTRS). This credential affords them a profession in a long-term care setting, psychiatric units, day treatment programs, therapeutic communities, school settings, veterans hospitals and community based programs.
The College of Business Programs added or modified to ensure degree paths that will ensure employment opportunities upon graduation. The Department of Accounting, Finance and Economics revised the curriculum and developed an accounting concentration within the MBA program. The completion of the accounting concentration

within the MBA program will expand the range of job opportunities for our graduates in the various specialized areas of accountancy. Additionally, it provides our students with the foundation for passing professional certification examinations such as the Certified Public Accountants (CPA), Certified Management Accounting (CMA), and Certified Internal Auditor (CIA) examination. The Department also revised the curriculum and developed a Finance concentration within the MBA program and a concentration in Risk Management and Insurance.

In the College of Business, departmental objectives include improving the rigor of business programs in Management and Marketing by providing professional Supply Chain Certification opportunities – Supply Chain Management/Logistics. The proposed certificate program in Supply Chain Management/ERP will be the first program of this kind offered in the state. As a result, the program meets the need for creating workforce competencies in Logistics Management as indicated in the state's WISE program. This program will fill a crucial and high demand workforce development gap. The certificate curriculum courses will provide needed competencies that will prepare students to become leaders of logistics management practices in Louisiana.

Southern University Law Center (SULC) and the Southern University Baton Rouge (SUBR) have proposed to initiate a JD/MBA dual-degree program in law and business. This collaboration will allow students to combine current core and elective courses in law and business to form an interdisciplinary, cross-institutional program while allowing each academic unit to confer the Juris Doctorate degree and Master in Business Administration degree according to their own requirements. The Board of Regents has already approved the Letter of Intent for the dual degree program and the detailed proposal is completed. The program is scheduled to begin in Fall 2015.

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. During the 2014-15 academic year, the MA in Mental Health Counseling was eliminated as a result of institutional and Board of Regents for low completion rate.

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 requirements for program accreditation from the *Council for Accreditation of Counseling and Related Educational Programs* (CACREP). Southern University also anticipates the development of a Master of Arts (MAT) in Teaching Elementary Education (GR 1-5). The Letter of Intent for the MAT was submitted to the Board of Regents and approved at its February 2015 meeting. Potential graduates of these programs will help satisfy State and regional workforce needs.

3.a.iii. During the 2014-15 academic year, there were 61 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
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
i. Number of programs eliminated	2	10	35	0	3	1
ii. Number of programs modified or added	1	2	1	0	5	1
iii. Percent of programs aligned with workforce and economic development needs:						
Programs Offered	86	57	59	58	61	61
Programs aligned with workforce and economic development needs	86	57	59	58	61	61
Percent Programs aligned with workforce needs	100%	100%	100%	100%	100%	100%

Element:

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

During the 2013-14 academic year, there were 137 course sections offered 100% through distance education, and 2,351students who received instruction. Currently, there are eight programs offered 100% online; four undergraduate and four graduate levels. SUBR did not offer any hybrid courses during the reporting period.

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

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

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			
	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13
Baccalaureate	870	826	798	854	66.4%	64.4%	65.9%	65.9%	62.4%	62.4%	62.4%	62.4%
Masters	283	294	294	314	68.2%	65.3%	65.0%	65.0%	60.8%	60.8%	60.8%	60.8%
Doctorate	20	23	43	27	70.0%	52.2%	62.8%	62.8%	45.0%	45.0%	45.0%	45.0%
Grand Total	**1,173**	**1,143**	**1,135**	**1,195**	**66.9%**	**64.4%**	**65.6%**	**65.6%**	**61.7%**	**61.7%**	**61.7%**	**61.7%**

Maximum Degree Level	Average Calculated Salary by Degree Level for all Employed Completers Annual Wages Six Month after Graduation - Q2			
	2009-10	2010-11	2011-12	2012-13
Baccalaureate	23,638	23,559	24,094	24,094
Masters	40,541	37,907	43,217	43,217
Doctorate	53,931	57,439	55,242	55,242

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 a previous narrative, the total number of baccalaureate degree-seeking transfer students with an associate degree from a 2-year college is 21 of which 15 were retained the following fall semester, which resulted in a calculated rate of 74.1%.

Performance Objective: Institutional Efficiency and Accountability (4)

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
i. Number of developmental/remedial course sections offered.	3	11	3	9
ii. Number of students enrolled in developmental/remedial courses.	74	178	75	265

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 at Baton Rouge. No data required.

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 2014-2015, nonresident tuition and fees did not reflect an increase when compared to 2013-14. 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.

However, in 2014-15, the difference reflects an increase of $566, increasing from $2,601 in 2013-14 to $3,167 in 2014-15. This increase in the difference is attributable to an increase in the average median nonresident tuition and fees charged at peer institutions increasing by $566, from $17,409 in 2013-14 to $17,975 in 2014-15, while SUBR nonresident tuition and fees remained unchanged at $14,808 in 2014-15. The University was unable to increase nonresident fees for the 2014-15 academic year because of its inability to meet Year 4 GRAD Act targets.

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
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
Actual peer non-resident tuition/fee amount	13,641	16,005	15,831	16,596	17,409	17,975
Calculated difference of the above institution's tuition/fee amount from the peer amount.	**$ (3,731)**	**$ (5,629)**	**$ (4,219)**	**$ (3,464)**	**$ (2,601)**	**$ (3,167)**
Percent Difference	**-37.6%**	**-54.5%**	**-36.3%**	**-26.4%**	**-17.5%**	**-21.4%**

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*:**

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.**

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

Reporting Requirement Area 5: Organizational Data

5.a. Number of Students by Classification

Year	Fall Head Count Enrollment[1]			Annual Full-Time Equivalent (FTE)[2]		
	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

Sources: [1]Louisiana Board of Regents Statewide Student Profile System (SSPSLOAD) Institutional Summary Report, Census Date Fall 2009-through Fall 2014. [2]Louisiana Board of Regents Formula Funding Annual Budget Request – SCH/FTE Projections, Academic year 2009-2010 through 2014-2015, Report: SCHBRCRPT.

5.b. 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
2013	258	238.0
2014	391	321

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

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

Year	Undergraduate Headcount[1]	Number of Class Sections[2]	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

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	342.7	19.7
2012	6140.8	343.2	17.9
2013	5930.0	238.0	24.9
2014	5729.3	321.0	17.8

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

College (Reorganized)	Total Non-Instructional Staff by College 2014-15	
	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	3	3
College of Education & Arts and Humanities	5	5
College of Business	2	2

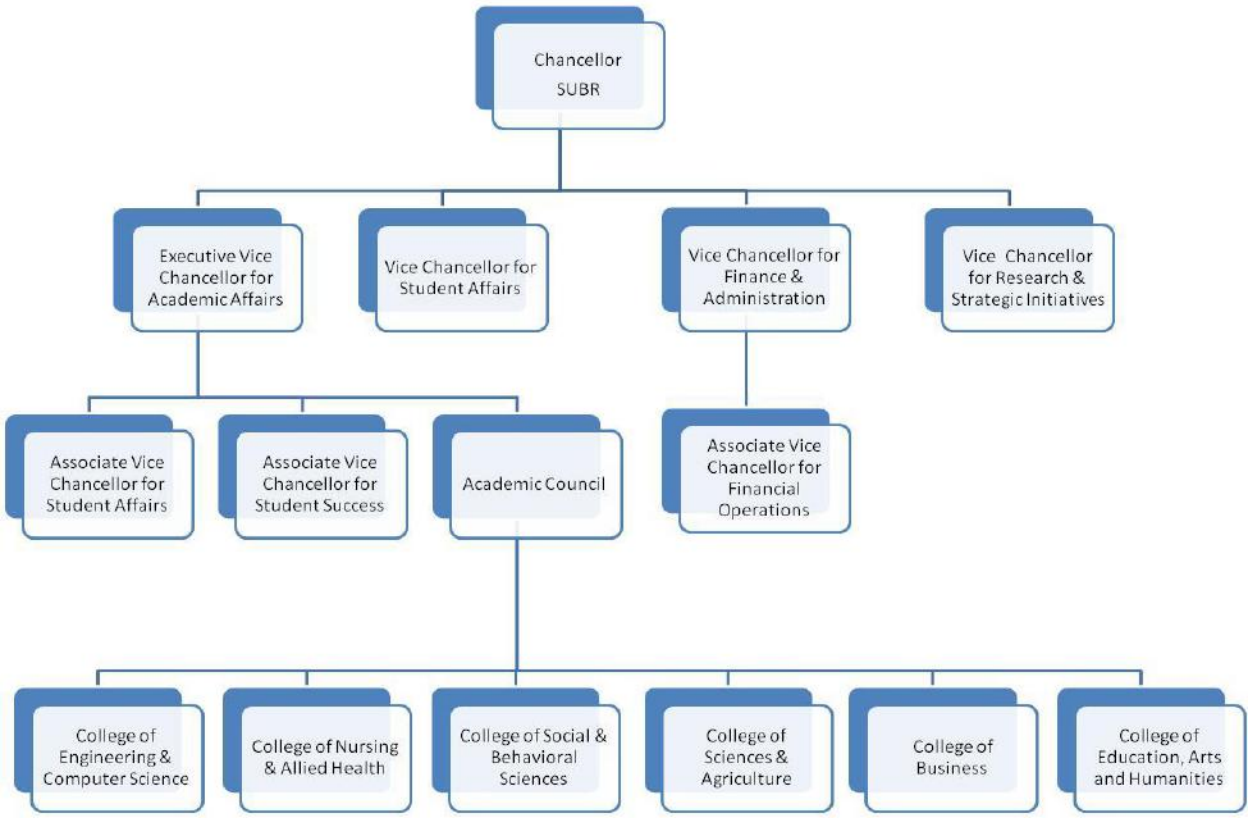
Source: SUBR Office of Human Resources, Employee Salary Data System (EMPSAL)

5.f. Number of Staff in Administrative Areas

College (Reorganized)	Total Non-Instructional Staff by College 2014-15	
	Number	FTE
Chancellor's Office	2	2
Academic Affairs	5	5
Student Affairs	6	6
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)[1]	2010-11 (Furlough)[1]	2011-12 (Furlough)[2]	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. NOTES: (1) 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. (2) Increased reduction in furlough salaries in 2011-12. (3) Furloughs ended June 30, 2012. (4) In 2013, the Louisiana Board of Regents approved SUBR's request to merge/ realign academic colleges/schools/departments, resulting in a reduction of deans and departments. SU Board of Supervisors' approval of personnel and reorganized position of deans are currently pending.

5.i. Cost Performance Analysis

1. 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.

Expenditures by Function:	**Amount**	**% of Total**
Instruction	$ 31,097,973	42.1%
Research	366,361	0.5%
Public Service	343,025	0.5%
Academic Support**	8,982,441	12.2%
Student Services	2,081,247	2.8%
Institutional Services	8,754,599	11.9%
Scholarships/Fellowships	5,094,234	6.9%
Plant Operations/Maintenance	12,542,774	17.0%
Total E&G Expenditures	**69,262,655**	**93.9%**
Hospital	-	0.0%
Transfers out of agency	2,452,277	3.3%
Athletics	2,074,841	2.8%
Other	-	0.0%
Total Expenditures	**$ 73,789,773**	**100%**

2. 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.

Average yearly cost of attendance 2014-15	$ 20,387

3. Average time to degree completion at four-year universities.

Average time to Bachelor's Degree	6.1 Years

4. Average cost per degree awarded in the most recent academic year.

State Dollars Per FTE	$ 3,922

5. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation per FTE for 4-year universities.

Average cost per non-completer	$ 3,922

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

Total Expenditures	$ 137,173,682

Appendix #2 to Attachment B

Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.

4-year Universities

Reporting Year - 5

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	2007-08 (Data for 2012-13)	45	45	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		34	33	97.06%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2008-09 (Data for 2013-14)	112	91	81.25%

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

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

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

Attachment D - 4-Year University - Year 5 Annual Report

System: Southern University System
Institution: Southern University and A&M College
Reporting Year 5

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 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Target
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%	67.4	68.0%	69.8%	68.1%
			Actual Baseline Data:	*# in Fall 08 Cohort*	1033		993		868		831		743		1100	
				# retained to Fall 09	741		717		611		571		501		768	
	ii.	Targeted	1st to 3rd Year Retention Rate	Fall 07 cohort	59.0%	60.1%	59.4%	61.0%	60.0%	62.2%	55.9%	63.2%	55.7	56.7%	58.7%	57.2%
			Actual Baseline Data:	*# in Fall 07 Cohort*	1125		1034		993		868		831		743	
				# retained to Fall 09	664		614		596		485		463		436	
	iv.	Targeted	Same Institution Graduation Rate	2008 Grad Rate Survey	28.3%	30.1%	30.3%	30.5%	29.3%	32.0%	30.5%	32.4%	29.4	32.9%	31.9%	34.9%
			Actual Baseline Data:	*Fall revised cohort (total)*	1176		1351		1575		1434		1129		1178	
				completers <=150% of time	333		409		462		437		332		376	
b.	*i.*	Targeted	Percent Change in program completer													
			Baccalaureate			-2.9%	-2.9%	1.0%	-7.8%	2.0%	-10.8%	3.0%	-4.6	-15.5%	-14.6%	-16.0%
				2008-09 AY	895	869	869	904	825	913	797	922	854	756	764	752
			Masters			-9.3%	-9.3%	1.0%	-6.4%	1.9%	-5.8%	2.9%	0.6	-15.1%	-10.6%	-11.9%
				2008-09 AY	312	283	283	315	292	318	294	321	314	265	279	275
			Doctoral			11.1%	11.1%	5.6%	27.8%	11.1%	138.9%	16.7%	50.0	-44.4%	-44.4%	-38.9%
				2008-09 AY	18	20	20	19	23	20	43	21	27	10	10	11
d.	*i. b.*	Targeted	*Passage rate on licensure exam in Education*	2007-08 AY						98.0%	100.0%	98.5%	100.0	98.8%	100.0%	99.0%
			Actual Baseline Data:	*# of students taking PRAXIS*							73		65		45	
				# who met standards for passage							73		65		45	
	i. d.	Targeted	*Passage rate on licensure exam in Nursing (RN)*	2008 Calendar YR						86.4%	86.5%	86.6%	93.2	86.8%	81.3%	87.0%
			Actual Baseline Data:	*# of students taking NCLEX*							111		88		112	
				# who met standards for passage							96		82		91	
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%	75.1%	75.5%	75.4	76.0%	77.8%	76.5%
			Actual Baseline Data:	*# in AY 08-09 Cohort*							317		301		342	
				# retained to Fall 09							238		227		266	
3. Workforce & Economic Development																
b.	*iii.*	Targeted	# of programs offered through 100% distance education	January 1, 2013						3	4	4	8	4	8	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%	94.1%	85.0%	94.1%	85.0%
			Actual Baseline Data:	*# programs*							32		34		34	
				# discipline accredited							31		32		32	
		New Targeted Measures were added in Year 3														

**** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review**

Appendix E

Student Success Graphs

SUBR 1ST to 2ND Year Retention for First-Time Full-Time, Degree-seeking						
Term of Data	**Baseline**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	**Fall 2013 to Fall 2014**
Number in Cohort	1034	993	868	831	743	**1100**
Number Retained	731	717	611	571	501	**768**
Target Rate	71.7%	72.0%	72.4%	72.7%	73.1%	**68.0%**
Actual		72.2	70.4%	68.7%	67.4%	**69.8%**
Results		Met	Met	Not Met	Not Met	**Met**

SUBR 1ST to 3rd Year Retention for First-Time Full-Time, Degree-seeking							
Term of Data	**Baseline**	**Year 1**	**Year 2**	**Year 3**		**Year 4**	**Year 5**
	Fall 2007 to Fall 2009	Fall 2008 to Fall 2010	Fall 2009 to Fall 2011	Fall 2010 to Fall 2012		Fall 2011 to Fall 2013	**Fall 2012 to Fall 2014**
Number in Cohort	1125	1034	993	868		831	**743**
Number Retained	664	614	596	485		463	**436**
Target Rate	59.0%	60.1%	61.0%	62.2%	3yr. prior (57.7%)	63.2%	**56.7%**
Actual		61.4%	60.0%	55.9%	2 yr. recent (57.9%)	55.7%	**58.7%**
Results		Met	Met	Met		Not Met	**Met**

Same Institution Graduation Rate Total Number of Completers within 150% Time							
Term of Data	**Baseline**	**Year 1**	**Year 2**	**Year 3**	**Year 4**		**Year 5**
	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Average Calculation FY 4	**Fall 2007 Cohort**
Number in Cohort	1176	1351	1575	1434	1129		**1178**
Number Retained	333	409	462	437	332		**376**
Target Rate	28.3%	30.1%	30.5%	32.0%	32.4%	3 year av (29.1%)	**32.9%**
Actual		30.3%	29.3%	30.5%	29.4%	2 year av (30.0%)	**31.9%**
Results		Met	Met	Met	Met		**Met**

SUBR Percent Change in Completers by Award Level							
Degree Level	Baseline 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	**Year 5 2013-14**	**Year 5** Result
Baccalaureates		-2.9%	-5.5%	-10.9%	-4.6%	**-15.5%**	
Target		869	904	913	922	**756**	
Actual	895	869	846	797	854	**764**	**Met**
Masters		-9.3%	-4.2%	-5.8%	0.6%	**-15.1%**	
Target		283	315	318	321	**265**	
Actual	312	283	299	294	314	**279**	**Met**
Doctorates		11.1%	33.3%	138.9%	50.0%	**-44.4%**	
Target		20	23	20	21	**10**	
Actual	18	20	24	43	27	**10**	**Met**

Licensure exam

(PRAXIS)	Baseline 2007-08	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
Number of students who took the exam.	31	86	40	73	65	**45**
Number of student who met standards for passage	31	86	40	73	65	**45**
Passage Rate	100%	100%	100%	100%	100%	**100%**
Target				98.0%	98.5%	**98.8%**
Target Met?				Yes	Yes	**Yes**

Source: Louisiana Department of Education;; SUBR College of Education, Arts and Humanities.

Nursing Exam (NCLEX)

Nursing (NCLEX-RN)	Baseline 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
Number of students who took the exam	119	84	118	111	88	**112**
Number of student who met standards for passage	112	78	108	96	82	**91**
Passage Rate	94.12%	92.86%	91.53%	86.49%	93.18%	**81.25%**
Target				86.4%	86.6%	**86.8%**
Target Met?				Yes	Yes	**No**

Source: Louisiana State Board of Nursing (LSBN)

Nursing Exam (APRN)

Nursing (APRN)	Baseline 2008-09	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
Number of students who took the exam		7	15	18	29	**34**
Number of student who met standards for passage		7	14	17	28	**33**
Passage Rate		100%	93.33%	94.44%	96.55%	**97.06%**

Source: National Council of State Board of Nursing (NCSBN); SUBR College of Nursing and Allied Health.