The Southern University System

Year 4 - GRAD Act Remediation Plan
Quarterly Report – Fourth Quarter

04/15/2015 to 06/15/2015

July 15th, 2015

Southern University System
GRAD Act Remediation Plan
Quarterly Progress Report – 4th Quarter

I. Introduction

The Southern University System Office (SUS) has worked closely with the four institutions that are assessed by GRAD Act targets and measures. This support aims to ensure activities outlined in Year 4 Remediation Plans are implemented and to enhance the overall quality of the educational experience on all of our campuses. This is the fourth and final quarterly report (April 15 – June 15, 2015) delineating remediation activities approved by the Board of Regents. These activities were coordinated by:

- The Southern University System
- Southern University and A&M College (SUBR)
- Southern University Shreveport (SUSLA)
- Southern University Law Center (SULC)

Those activities under the auspices of the Southern University System will also benefit the Southern University New Orleans (SUNO) campus which met Year 4 GRAD Act targets. Below is an update on system-wide GRAD Act activities. The campus reports, with their supporting documentation, will follow.

II. Southern University System Activities

Activity 1: Data Integrity and Process Management Summit

First Quarter Activity 1: In partnership with the offices of Planning and Institutional Research (PAIR) on each campus, the System office will coordinate a Data Integrity and Process Management Summit to ensure data reliability not only for GRAD Act purposes but also for internal analytics and to improve operational efficiency. The SUBR PAIR Office has reached out to Regents personnel to determine a suitable date for their participation in the data summit. It is projected that the summit will occur on November 13 – 14 of 2014.

Second Quarter Activity 1: The data summit was held in November 2014 with 52 participants from across the Southern System. Representatives from the Louisiana Board of Regents made presentations on data integrity and reporting for GRAD Act. There was also a presentation from the FBI on cyber security and opportunities for campus and functional groups to explore challenges and possible solutions to data issues. In response to several issues raised at the summit, a follow-up Banner Users Group (BUG) teleconference was held on December 3, 2014 with discussions of holding these meetings on a regular basis for Banner users across the System.

Third Quarter Activity 1: The Southern University System office has continued its efforts to support effective process management and data reporting across all of its campuses. In anticipation of the submission of the GRAD Act Year 5 Report, 16 representatives from throughout the System participated in a GRAD Act Scoring and Progress Reports Workshop at the Board of Regents on March 5, 2015. Board of Regents staff reviewed the scoring process for GRAD Act and presented a timeline for the submission of Year 5 reports. The workshop also underscored the significance of the Year 4 Remediation and Improvement Plans and the need for the campuses to ensure their Quarterly Progress Reports are substantive and reflect campus improvements. Following this workshop, the System Office developed guidelines for the remaining Progress Reports in order to support the campuses in exploring what questions to consider as they demonstrate student success improvements over the past year. These guidelines emphasize the importance of data, measurable outcomes and demonstrated impact resulting from the implementation of the remediation plans.

The System is continuing the implementation of its Data Governance Policy which was approved by the Southern Board of Supervisors at its March meeting. The Data Governance policy is meant to help ensure data integrity and use through clearly delineated authority and controls across the Southern campuses including delegating responsibilities for IPEDS, Regents and state reporting and proper clearances for the release and modification of various data sets. In support of the new policy, campuses have submitted the names of their Data Governance Committee members and their representatives who will serve on the System Data Governance Committee. The System Data Governance Committee will meet prior to the end of the semester and establish an agenda for the upcoming academic year.

Fourth Quarter Activity 1: System office staff have met with Data Governance representatives to discuss options for an agenda and meetings schedule for the 2015-2016 academic year. Some proposed topics for discussion include a reporting calendar with responsible parties from each campus to ensure compliance with IPEDS, Regents and state reporting requirements. Other topics have emerged from the findings of the 2015 data reliability audit performed by the legislative auditors. SUSLA was the only campus with recommendations; however, the findings and recommendations are worth consideration by all campuses (Attachment 1: Legislative Auditor Report and SUSLA response). The Data Governance committee aims to meet quarterly to support data integrity efforts throughout the System.

Activity 2: "SU Smiles" Customer Service Training

First Quarter Activity 2: The Southern University System Division of Human Resources launched its customer service initiative called "SU Smiles" in July 2014 in anticipation of the Fall 2014 registration period. As of October 2, 2014, one Noel Levitz based session consisted of 66 participants and one Myra Golden based session, "Handling Difficult Customers" had 52 participants. All participants were asked to attend the two separate sessions totaling four hours of training. Participant feedback is currently being reviewed and will be summarized in the next Quarterly Report. These trainings will continue on all campuses throughout the Southern System over the remainder of the academic year.

Second Quarter Activity 2: The overarching theme for the Spring 2015 Faculty and Staff Institute at SUSLA was "Back to Basics" and featured customer service strategies across multiple areas. A total of 336 faculty and staff attended the workshop. Three sessions were dedicated to customer service throughout the day. The first session, "Ask the Experts" addressed customer service from the perspective of providing students with proper information. The second session was a rotating session dedicated to enrollment processes, student advisement, the FASFA and financial aid.

Mr. Dennis Brown, President of Destiny Investments, hosted a workshop during the Faculty and Staff Institute which served as the culmination of a series of five customer service workshops with the campus across the previous semester. Each campus Division participated in an individual workshop throughout Fall 2014. In January 2015, Mr. Brown's workshop served as a capstone to the work he had done with several units across the SUSLA community.

In addition to the seminars, the campus now has a customer service survey, accessed by a QR Code located on the back of the Institute Program. Through this online survey, faculty, staff, students, and community members can access a customer service survey. The survey went live in November of 2014 and averages roughly 30-40 responses per month. From the survey results, a Jaguar of the Month is selected by the Chancellor. Also, to reinforce new customer service strategies, a webinar on quality customer service in higher education is scheduled for all front-line employees on February 24, 2015.

The System Human Resources Office has reviewed participant feedback from "SU Smiles" workshops conducted at SUBR and SUNO in the Spring of 2014. Electronic surveys were administered immediately following the SU Smiles training program implementation at Southern University. A Kirkpatrick level three survey was used to gauge participant feedback on what they had learned and would likely utilize as part of their customer service delivery. From the participant responses, 100% "Agreed" or "Strongly Agreed" that the SU Smiles program met their expectations and that they were clear on how to use what they had learned on the job. The next System-wide customer service survey and training is scheduled for Fall 2015.

Third Quarter Activity 2: The "SU Smiles" Customer Service training effort was launched in 2014 and has been implemented system-wide throughout the 2014-15 academic year. To date, 66 "front-line" employees from SUBR and SUNO, who routinely interact with students, were trained on best practice customer service strategies. Additionally, a student survey was opened during the fall registration period to solicit customer feedback. Though the initial launch of this survey elicited only six responses, the survey will be routinely promoted and open to students to encourage continuous feedback on customer service experiences at Southern.

To underscore the importance of customer service for institutional sustainability, the Southern University Board of Supervisors has mandated customer service training for select SUBR employees. A 2015 training schedule has been issued and the first training session occurred in April 2015. A similar schedule for SUNO and SUSLA will be included in the final quarterly report. The Customer Service training plan for each campus, starting with SUBR, will entail the following:

- Conduct a pre-training survey
- Conduct an Excellence in Customer Service Training
- Conduct a post-training survey
- Open Facebook survey for customer feedback (June – September)

The SU Smiles "Excellence in Customer Service" course is taught by the State of Louisiana's training division Comprehensive Public Training Program (CPTP). This course is specifically designed to enhance and improve the customer service capabilities of State of Louisiana employees. The original course has been modified from a full to a half-day course and the course title has been changed to "Excellence in Customer Service" for the purpose of SUBR implementation.

The impact of customer service training efforts throughout the Southern System will be measured two ways. First, the System Human Resources Office will assess the percentage of employees reporting in their post-training survey an understanding of how to apply the learned customer service skills on the job. Once training has occurred, employees are asked in a post training survey to what extent are they are able to apply skills learned in the training on their job. According to the results from the pre-training survey, approximately 72% of 140 employees were neutral or did not agree that Southern University Baton Rouge offered excellent customer service to its customers.

Secondly, an easy-to-use online survey will be provided to customers through Facebook during the June – September 2015 time period. Promotional posters and periodic announcements will spread awareness about the open customer survey. This campaign is meant to not only demonstrate the System's commitment to improved customer service but to also encourage students and other institutional stakeholders to provide feedback on their service experiences to help us gauge the impact of the System-wide training efforts.

Fourth Quarter Activity 2: The System-wide Excellence in Customer Service campaign continued throughout this reporting period with eight half-day sessions conducted from April to May 2015. The dates and participant totals are presented below:

April 02, 2015 - 79 attendees
May 4, 2015 - 73 attendees
May 14, 2015 - 111 attendees
May 20, 2015 - 127 attendees
May 28, 2015 – 161 attendees

A total of 551 employees from all levels across Southern University participated in Customer Service training sessions on the Baton Rouge campus (Attachment 2: Training Participant Lists and Participant Survey Responses). Following the training, participants completed brief surveys indicating the extent to which they were clear on how to apply concepts and skills from training on their job. In each instance, the majority of participants reported that they either "strongly agree" or "agree" that they understand how to apply the skills imparted through the training on their jobs.

This strategic initiative was the broadest customer service training effort conducted by the University. The Facebook student outreach customer survey will launch on June 30, 2015. The primary focus of this survey is to capture interactions leading up to and through the beginning of the Fall 2015 semester.

The State of Louisiana's Comprehensive Public Training Program (CPTP) was used to deliver training sessions to the Southern University Baton Rouge campus. Since the trainings have started, CPTP has transitioned to an online option for customer service training. This online course will be completed by SUSLA and SUNO employees by October 1, 2015.

Upon completion of this course, participants should be able to define the concept of customer service, apply skills necessary for providing quality customer service, and identify customer needs using situational strategies. The System office of Human Resources will devise a means of following up with participants and will continue to monitor general satisfaction with customer service experiences throughout the Southern System.

Activity 3: GRAD Act Grant Guidelines

First Quarter Activity 3: In support of student progression and retention, all GRAD Act campuses have been allocated funds that can be awarded to students who are unable to enroll in school due to financial hardship. The System office has drafted guidelines for the disbursement of these funds to ensure they are utilized by the targeted student group. These guidelines will be reviewed and ratified at a System Academic Council meeting on Wednesday, October 15.

Second Quarter Activity 3: The System Academic Council met on October 15 and reviewed and approved the GRAD Act Grant Guidelines. Southern campuses have started to disburse these hardship and need-based grants to promote student retention. In the Fall 2014 semester, two awards in the amount of $500 each were made at the Law Center. At SUSLA, 14 students received GRAD Act grants totaling $8,000. In addition to GRAD Act support designated for need-based grants, SUBR has raised additional funds to issue awards of roughly $1,000 to 120 students across the fall and spring semesters.

Third Quarter Activity 3: No additional Grad Act grants have been disbursed since the start of the Spring 2015 semester. The campuses will continue to award need-based support to students in good academic standing to the extent that resources are available. In the final quarterly report, we will also provide a summative review of the retention and progression of those students who were awarded GRAD Act grants over the course of the 2014-2015 academic year.

Fourth Quarter Activity 3: All Southern campuses continue to identify and administer funds to provide financial relief to students to encourage retention and progression. The campuses have confirmed that the majority of the students who received GRAD Act grants were enrolled at the completion of the Spring 2015 semester.

Based on the criteria adopted by the Southern University System for the Need-Based GRAD Act Grants, the Southern University Law Center awarded grants to two students. As a result of receiving these grants, one student successfully graduated from the Law Center in spring 2015 and the other is a third year student scheduled to graduate in spring 2016.

For SUBR, of the 110 students awarded GRAD Act grants in Fall 2014, 89 (80.9%) were enrolled in Spring 2015 with 85 (77.3%) maintaining 'Good' academic standing. These students earned an average of 14 credit hours with an average GPA of 2.84 during the semester of their award.

For SUSLA, $8,000 in GRAD ACT grants was awarded to 14 students in Fall of 2014; these grants ranged from $400 to $750. All 14 students reenrolled in Spring of 2015.

The campuses recognize the benefit of allocating resources for students who may not qualify for academic scholarships but are in good academic standing and run the risk of stopping out of their higher education pursuits due to a lack of funds and financial support.

Southern University and A&M College
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III. Southern University and A&M College Activities

A. First-to-Second Year Retention Rate

Activity 1: Identify and contact the Fall 2013 cohort students who have not registered for the Fall 2014 term.

First Quarter Activity 1: In accordance with the GRAD Act Year 4 remediation plan, Southern University and A&M College at Baton Rouge (SUBR) identified first-time, full-time, degree-seeking students from the Fall 2013 cohort who had not registered for the Fall 2014 term. To better track 1st-to-2nd year cohort students, a daily report was modified to identify the cohort students according to enrollment, financial, and financial aid statuses of the unregistered students. It was shared with the Chancellor, Finance, and Financial Aid offices. Beginning July 16, 2014, lists of 1st-to-2nd year (2013) and 1st-to-3rd year (2012) unregistered cohort students were developed by the Office of Planning, Assessment, and Institutional Research (PAIR) with student contact information including name, address, primary phone number, and email address. These students, as well as other continuing students, were contacted by advisors from the Center for Student Success (CSS), and the Center for Teaching and Learning Excellence (CTLE). The table below provides an overview of this activity and preliminary results. Subsequent reports will specify the actual number of students who were enrolled in the Fall 2014 semester following this activity.

Results of SUBR Outreach Calls to Prospective Returning Students (08/25 – 08/27/2014)	
Description	**Number**
Total number of calls made	1,205
Left voicemail	474
No answer and no voicemail	47
Actual students reached	353
Students pledging to submit appeal that week	113
Students paying out of pocket or had already paid	97
Students awaiting appeal decision	58
Students stating they weren't returning for fall	83
Hung up	2

The SUBR administration has taken an active role in implementing the remediation plan and coordinating retention efforts. Chancellor Flandus McClinton includes these items as part of the regular agenda for Senior Leadership team meetings and required the group to participate in making some of the outreach calls to non-returning students. As the first day of the Fall 2014 semester approached, the Chancellor divided the cohort lists into segments of students and asked the Senior Leadership team to contact the students via email or phone. The PAIR office also coordinated an email campaign with updates on pre-registered and enrolled status of the 1st-to-2nd year cohort students.

Second Quarter Activity 1: The University instituted an aggressive student outreach campaign to promote retention. Activities included emails, manual and automated phone calls to the unregistered students. Of the students contacted during these first quarter activities, 344 students returned for the Fall 2014 semester. By the end of the semester, 239 of these students were still enrolled with 10 students placed on probation and 62 suspensions.

Third Quarter Activity 1: SUBR will repeat the outreach activity to non-returning students to improve 1st-to-2nd and 1st-to-3rd year retention rates. This process begins with the distribution of Daily Student Enrollment Reports for the Summer and Fall 2015. This report daily monitors the number of students registered. As the administration remains informed of trending retention rates, the administration can make necessary program adjustments and recommendations for improvement. For example, this semester, as a result of these efforts, two additional advisors were hired in the office of Enrollment Management. As the spring semester draws to a close, the Office of Planning and Institutional Research will work with the Registrar and Admissions Offices to identify which students have not pre-registered for the summer or the fall and begin calls and emails to them to encourage their return. These offices are also collaborating to determine a means by which the impact and the effectiveness of these efforts can best be assessed and evaluated for future implementation.

In addition to student outreach efforts to bolster enrollment each semester, advising remains a critical aspect of this outreach once students have returned. Throughout this remediation year, advising has been strengthened through improved and more proactive communication. Beginning in January 2015, CTLE increased communications through timely and strategic emails to as a part of academic interventions and to remind students about important dates, university policies, and advising mandates. Approximately 1200 students were contacted via email, of which 227 of the 942 Fall 2014 cohort are currently registered for the Summer (retained = 24%) and 565 of the 942 are registered for the Fall 2015 semester. This results in a 24% and a 51% 1st-to-2nd year retention rate from the Fall 2014 cohort; respectively. This constant stream of outreach and communication is a result of the GRAD Act Remediation Plan whereby, CTLE had previously relied on flyers, posters around campus and a general, broader approach to communication with students. Now, each advisor is responsible for issuing emails to students and monitoring student responses through various student tracking methods which are described in Activity 3.

Fourth Quarter Activity 1: The Fall 2014 cohort had an end of term total of 956 students. The Fall 2014 to Spring 2015 retention rate was 87.0% where 832 returned. At the time of this report, the Fall 2014 cohort has 121 students currently registered for the Summer 2015 semester and 596 students currently registered for the Fall 2015 semester. This yields a 1st to 2nd year retention rate of 62.3% between the Fall 2014 and Fall 2015. The remaining 360 students are being contacted as performed in the first quarter, 1st to 2nd year retention Activity 1.

To reinforce the effort to encourage early registration, the Chancellor will be distributing emails, letters, and/or personal phone calls to the eligible Fall 2014 cohort students who have not registered for the Fall 2015 semester by the end of June. The 110 cohort students that are currently enrolled in the Summer semester will not be included as those students are currently matriculating and will be contacted in the regular process for students currently enrolled in the term.

Activity 2: Notify students who require academic or financial aid appeals at least two weeks prior to the start of the fall term.

First Quarter Activity 2: On May 22, 2014, the Office of Financial Aid began distributing the first round of Satisfactory Academic Progress (SAP) letters to students in jeopardy of losing financial aid eligibility. The letter explains that SAP is measured both qualitatively by Grade Point Average, and quantitatively by an earned/attempted hour ratio and/maximum attempted hours allowed for a program. The letter also specifies which of the two requirements the student failed to meet. The letter explains the appeal process necessary to reinstate financial aid eligibility and includes a link to the required form, the latest postmarked due dates for the appeal, and the address where the form must be submitted. In addition to the financial aid letter, the CSS also distributed an email to students informing them of negative academic or financial aid status and information on the appeal process to reinstate good standing. This email also includes the appeal form and submission guidelines. Both academic and financial aid advisors are working to reinforce messages and doubling their efforts to ensure students understand the SAP process and what is necessary to resume and maintain good academic/financial aid standing.

Second Quarter Activity 2: Efforts were coordinated between the Registrar, the Director of the Center for Student Success and Financial Aid Director to ensure the proper evaluation of student performance and to encourage the early completion and submission of appeal applications. Once a student appeal has been received and evaluated, if approved, the student must then register for classes.

To ensure students are more aware of SAP requirements, a financial aid representative has attended Freshman Seminar courses advising the students of SAP guidelines and financial aid options. At least six out of the 18 (30%) Freshman Seminar part 1 courses had a Financial Aid representative meet with their class. A financial aid representative will be attending the second part of the Freshman Seminar courses during the Spring 2015 semester. The Freshman Seminar course is a required course for all first-time students within their first 36 credit hours at the institution. According to the Center for Student Success this effort has reduced the number of appeals between the Fall 2014 and Spring 2015 semesters by 25%.

Third Quarter Activity 2: SUBR is diligently working with students to promote Satisfactory Academic Progress (SAP) which has proven to be among the major barriers to successful matriculation and degree completion. Previously, the Center for Student Success (CSS) might have coordinated only one workshop per semester to highlight the importance of SAP for academic success but this year, the SAP theme has been incorporated in several new programs targeted to raise SAP awareness. This year, the First-Year-Experience (FYE) program launched three successful workshops and seminars: "For the Love of Money", "Are you Failing or Nah?", and "Leadership 101," all of which evolved around the importance of SAP and monitoring academic progress.

The "For the Love Money" seminar 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, Self-Service Banner, Financial Aid, and personal fiscal responsibility. The Financial Aid Counselors not only addressed SAP but also explored how it relates to other federal policies and guidelines. The session was attended by over 120 students.

"Are you Failing or Nah?" held on March 6, 2015, was a repeat of the study skills workshop held in Fall 2014. The focus of the workshop was to encourage students to proactively track their own academic progress and stay current with the process of degree completion. Over 100 students attended this session. The "Leadership 101" workshop occurred in April 2015 and was led by the Southern University Student Life office. This session informed students about leadership opportunities, the importance of getting involved, and the academic requirements to participate in various extra-curricular activities on campus including good SAP status.

Fourth Quarter Activity 2: On May 25, 2015, the Office of Financial Aid began distributing the first round of Satisfactory Academic Progress (SAP) letters to students as performed in first quarter Activity 2. As in the previous year, the letter explains that SAP is measured both qualitatively by Grade Point Average, and quantitatively by an earned/attempted hour ratio and/maximum attempted hours allowed for a program. The letter underscores the institution's SAP policy and its corresponding suspension guidelines for SAP in that first-time freshmen will not be suspended prior to the completion of two semesters of enrollment.

At the conclusion of the Fall 2014 term, the academic standings are as follows: 638 students with a rating of "Good standing", 307 students on probation, and 11 students on academic suspension. These results yield a successful academic completion rate(number of students not suspended/total number of students) of 98.8%.

The Fall 2014 cohort academic performance in the Spring 2015 semester of 832 students resulted in 600 students with a rating of "Good standing," 51 students on probation, and 164 students on academic suspension. These results yield a successful academic completion rate(number of students not suspended/total number of students) of 75.5%.

Students not meeting Satisfactory Academic Progress (SAP) were sent letters from the Registrar's office on May 18, and a follow-up communication from the Financial Aid office on May 25, 2015. CSS released their academic/financial aid support letters on June 1, 2015.

By the end of the Spring 2015 semester, the Fall 2014 cohort had 308 out of 956 (32.2%) who did not meet the SAP requirements. Of this number, 89 students (29%) who did not meet SAP requirements are close to improving their status by successfully completing summer school. The students have been notified of their status and have been provided an appeal form and appeal guidelines. The academic and financial aid advisors are again working to ensure students understand SAP and maintain a good academic and financial aid standing.

Activity 3: In Fall 2014, require an advisor release in Banner for all returning students who have not completed 36 hours from the Fall 2013 freshman cohort.

First Quarter Activity 3: SUBR utilizes the Ellucian Banner product as its Student Information System (SIS). Banner allows administrators to place several types of restrictions on student accounts to require students to take certain actions such as seeing an advisor before completing registration. As part of SUBR's retention enhancement efforts, every student who enters our system as a first-time freshman has a registration "HOLD" in Banner, regardless of full-/part-time or degree/non-degree seeking status. As students attempt to generate a class schedule online, the student portal, Banner Self-Service, notifies students that they have a "HOLD" on their account and in order to register for classes they must see their CTLE advisor. CTLE is responsible for advising all students with less than 36 hours. Every CTLE advisor has Banner authorization to bypass the "HOLD" and register students once they provide students both verbal and written information regarding the "HOLD." This information is a part of the CTLE orientation and is reviewed in one-on-one sessions students have with their advisors. The use of the Banner "HOLD" for new and continuing students is meant to foster the relationship between the CTLE advisor and the student.

Second Quarter Activity 3: The "HOLD" on student accounts was implemented and completed successfully for 768 continuing students from the Fall 2013 cohort. This process was both recommended and supported by the CTLE advisors. This process afforded the advisors an opportunity to have a face-to-face discussion with students about their academic options. The CTLE advisors are exploring the merits of an "intrusive advising" approach which promotes direct and regular contact with students. The advisor's process in Banner is to by-pass the registration "HOLD" with a passkey implemented upon accessing the student's initial record. Once the advisor by-passes the registration hold, the advisor is able to register the students into their courses (Attachment 1 - Student Profile Report indicating "HOLDS").

Third Quarter Activity 3: The Banner "HOLD" prevented students from registering for classes or making changes to their schedule without advisor approval thereby requiring interaction between the student and the CTLE advisor. In this reporting period, this role has been expanded to include classroom visits by CTLE advisors for those students who are deemed "high" and "medium-high" academic risk. This includes students with a GPA of <2.0 for "high risk" and 2.0 to 2.2 for "medium high risk". There were roughly 480 students identified for these intervention and resulting in 220 classroom visits. Efforts are underway to increase the rate of classroom visits for those students who fall within these risk designations. The classroom checks are designed to strengthen the advisor/student relationship by demonstrating the advisor's interest in and commitment to the students' progression.

During the Spring 2015 semester, a total of 1241 students (first-time freshmen, continuing, and transfer students who have earned less than 36 credit hours) have been assigned to CTLE for advising. CTLE has been in communication with all students throughout the registration period via emails, advising meetings, Freshman Seminar class, and classroom observations. In addition, CTLE has implemented new documenting and tracking processes to proactively support students and to intervene in student performance when necessary. There are now three processes for tracking students: in-house, electronic, and observation**.**

a. In-house - All students are required to complete a CTLE In-House-Sign-In Tracking Form when visiting CTLE for both scheduled and unscheduled meetings. On many occasions students visit advisors without information that is essential to an effective advising session such as enrolled hours, earned hours, GPA, etc. Now, advisors will not meet with students until the form is fully completed. When students do not know their information or how to access it, advisors will provide a Self-Service Banner tutorial during their meeting with the student.
b. Electronic Tracking - The electronic tracking form assists advisors with analyzing student meeting data. With proper documentation and data analysis, advisors can make proactive and immediate decisions to better support student success.
c. Observation Tracking - The observation tool provides periodic documentation on attendance, course preparedness and participation, and the resulting advisor response.

Fourth Quarter Activity 3: The advisor release in Banner requiring students with less than 36 earned credit hours to meet with their advisor has helped to ensure students stay in touch with their advisors. Along with the additional engagement activities from CSS and CTLE, the number of students taking 300 level courses or higher within the 36 earned credit hours has decreased from ~8% to <2% over the past four years. Also, the number of CTLE students attempting >19 credit hours has been reduced. It may be noted that without the registration restrictions in place, ~10% of these students have attempted >19 credit hours with only 47% of them completing their courses. As a result of no restriction, the average term GPA was ~1.8 of those attempting >19 credit hours. Throughout the Spring 2015 semester, 14 CTLE advisors actively engaged with 1351 students, averaging ~100 students each, in preparation for the Summer and Fall 2015 semesters.

Activity 4: The PAIR office will prepare detailed student profiles in Banner which identify students' declared majors and departmental advisors.

First Quarter Activity 4: SUBR utilizes Evision's Argos software system as one of its data reporting resources. The PAIR office created a student information module within Argos that compiles critical student retention data queried directly from the Banner SIS. As noted in the supporting documentation, the student's academic history, advisors, test scores, "HOLDS" as well as, upon selection, the course schedule and the registration activity of that semester are provided. This Argos report is available to all instructors and advisors. Instructors may benefit from seeing the student's schedule for that semester and determining the scope of a student's course load. Similarly, instructors may have a better understanding of a student's level of preparation by having access to ACT or Compass scores. It is expected that providing these reports to advisors and instructors will facilitate better student support and ultimately more student success.

Second Quarter Activity 4: The Student Tracking System (STS) advisory tool was created with input from CTLE advisors. They recommended the form layout and contents. The information presented on this form is obtained by accessing data from several Banner forms that an advisor would have to access separately including information on the primary advisor, secondary advisor, "HOLDS" details, individual test scores (ACT, SAT, etc.), student schedule, registration activity, each term attended with corresponding academic standing, degree program(s), student classification, level, payment status, total credit hours attempted and earned per term, overall attempted and earned by term, and overall GPA. A few of the Banner forms needed to obtain this information are SPAIDEN, SOAHOLD, SOATEST, SHATERM, SCACRSE, and SFAREGS. This one-stop shop concept is currently being enhanced with additional functionality. This form was used by CTLE advisors for all students entering and continuing at SUBR with less than 36 hours. Again, the advisors are enhancing the student advising experience by having at their fingertips pertinent student information.

Third Quarter Activity 4: The Banner Advisory Tool was initially accessible by the CTLE advisors only. This accessibility has been expanded to the Academic Deans, Department Chairs, and their designees. The goal is to empower more users of the ARGOS tool rather than the Internet Native Banner (INB) environment that requires the knowledge of the cryptic Banner coding schema that again, does not readily lend itself to a printable format. As noted in the 2nd quarter activity statement; the promotion of a one-stop shop concept during the advisement of a student is a positive support alternative to INB.

Of the 12 CTLE advisors, ten have access to the student profile report module. The Argos tool requires a small client-based application to be installed on a computer in order to operate and IT must perform the software install. All CTLE advisor desktop computers will have the client application installed by the end of the Spring 2015 semester. An Argos training will be made available to all users each month throughout the summer and at least twice in the Fall 2015 semester.

The institutional goal is to introduce this module, and create others, to enhance the advisement process by making student information more readily available for advisors, deans, chairmen, etc. that support student progression and retention. The intent of these reports is to allow student support personnel to focus their efforts and time on student advisement rather than time-consuming efforts to track down student data.

Fourth Quarter Activity 4: The access to the student information Banner tool has been modified with training beginning in July. The SUBR IT training coordinator will be trained in a “train the trainer” session with the PAIR director, Thursday, July 2, 2015.

The IT department has upgraded the Evisions reporting tool in Argos to a version that does not require a client application installation. This version of Argos is a Java-based solution; therefore, the 3rd quarter activity of an installation for the CTLE advisor will be vacated. Now that the availability issue has been resolved, the tool is being modified to allow comments to be added into a student’s account within Banner in SPACMNT. SPACMNT is a form in Banner where comments may be added regarding a student and general security settings are applied where others may view the comments. The modifications should be completed by the Fall 2015 semester. Eventually, triggers that will allow faculty to send emails or recommendations for services will be added as well.

Activity 5: On Banner class rosters and student profiles, provide student classification information (freshman, sophomore, junior, senior) in order for faculty to appropriately tailor referral services to promote successful course completion and progression.

First Quarter Activity 5: In conjunction with the Registrar’s office, PAIR utilizes the Argos module and scheduler to generate and distribute a class roster for every course. Each roster provides the course identification information as well the list of enrolled students, registration type, payment status, and classification. The roster was later enhanced to provide cohort information as well. Instructors have been asked to assist with the retention of students who had not paid their fees prior to the census date to avoid having their classes purged.

Second Quarter Activity 5: The PAIR and Registrar’s offices are providing class rosters to every instructor of record for each course offered in the Spring 2015 semester. The instructors speak to those students having not completed the payment process to encourage them to do so prior to the census date. The instructors are also able to easily identify the attendance record as recorded in the mid-term grade field. A notation of ‘SH’ denotes a ‘SHOW’ and ‘NS’ denotes a ‘NO SHOW’. If a student’s attendance has been reported incorrectly, has not been reported at all, or if the student added the course after the instructor completed their attendance reporting, the instructors are contacted to resolve this discrepancy before the census period has ended in order to properly document the student’s attendance.

The class schedule books with enrollment headcounts and attendance reporting are provided to the Deans. The Deans encourage the chairs and instructors to manage attendance reporting, add additional courses, cancel courses that have low enrollment or low paid enrollment headcounts (Attachment 3 - Course Roster).

Third Quarter Activity 5: To determine the extent to which faculty were tailoring instruction and referral services according to student data on Banner rosters, the PAIR Office conducted an analysis on a select group of freshman-level general education courses from the Fall 2013 and Fall 2014 semesters. The courses evaluated were Biology 104, Chemistry 128, Chemistry 132, Computer

Science 104, English 110 and 111, History 114 and 115, Math 135, and Psychology 210. Each course had an average of 16 sections with a total of 158 and 146 courses and a total number of 3261 and 2719 seats for the Fall 2013 and Fall 2014; respectively. The performance of the freshman students relative to the non-freshman students was the basis of the analysis. It was determined that there was not a significant difference in earned grades between the semesters. The grade distribution was generally the same across the courses and it wasn't readily evident that student performance had been impacted significantly through the use of these new data sets. To build upon this analysis, instructors will receive a similar report throughout the Spring 2015 semester and will be surveyed and monitored on their use of these data for instructional development and responsiveness to students' needs. Further analysis is required to determine the impact on student performance between the Fall 2014 and Spring 2015 semesters, the Spring 2014 and Spring 2015 semesters, and, cumulatively, between the 2013 and 2014 academic year.

Fourth Quarter Activity 5: The class rosters were released prior to the first day of class for the Summer 2015 semester and summer enrollment, along with fall registration figures, are released daily. This is now a normal procedure to promote the accuracy of student numbers in their respective classes and later, the accuracy of the attendance reporting prior to the census date. This process will be followed again during the Fall 2015 semester. It has been requested and agreed upon that the class rosters be distributed each semester on the following intervals:

1. At least once prior to the first day of class
2. During and after the midterm grade period
3. At least two weeks prior to the end of term denoting "graduating" seniors
4. Multiple times during and after the final grade period

During the 3rd quarter activity, CSS noted 59 students that were identified with class performance issues. Through these efforts, 47 of these students successfully matriculated and 12 were placed on academic suspension. This resulted in an 80% successful intervention rate by the CSS program. Those on suspension were immediately encouraged to appeal this designation and enroll in Summer sessions to bolster their academic performance.

Activity 6: Provide CTLE staff and departmental faculty professional development to improve advising and enhance First-Year Experience programming.

Third Quarter Activity 6: Discussion of this activity is provided as Activity 2 in Section C for Completers.

B. First-to-Third Year Retention Rate

Activity 1: Identify and contact the Fall 2012 cohort students who have not registered for the Fall 2014 term. SUBR has contacted students who did not register for the Fall 2014 semester and will continue reaching out to students who have not paid their fees by the census date.

First Quarter Activity 1: As noted in Activity 1, outreach for 1st-to-3rd year cohorts was conducted simultaneously with that of the 1st-to-2nd year cohort. Advisors from CTLE, Financial Aid, CSS, and instructors assisted in making these calls and emails to targeted students. As previously noted, the PAIR office provided daily updates on the pre-registration and registration status of the 1st-to-3rd year cohort retention for Year 5.

Second Quarter Activity 1: Utilizing the communication strategy previously discussed, two sub-groups of students were contacted: (1) students not registered for the Fall 2014 semester and (2) students not meeting the Satisfactory Academic Progress (SAP) requirements. The subsequent enrollment impact from this activity is summarized below.

(1) Students not registered for the Fall 2014 semester - A total of 310 students from the Fall 2012 cohort were contacted, of which 238 enrolled in and completed the Fall 2014 semester. For those completing the Fall 2014 semester, six students were placed on probation, and 22 were suspended. These students have been contacted by the Center for Student Success. All others completed the term in good standing.

(2) Students not meeting SAP requirements - During this reporting period, 250 unregistered students were contacted of which 189 enrolled for the Fall semester. By the end of the semester, of the 440 who returned, 28 had been suspended.

Third Quarter Activity 1: Much of the effort for this activity occurred concurrently with the implementation of Activity 1 for 1st-to-2nd Year retention in the previous section. Of the 1100 Fall 2013 cohort, 198 students are registered for the Summer 2015 semester and 443 are registered for the Fall 2015 semester. The 1st to 3rd year retention rates for the Fall 2013 cohort for the students registered in the Summer and Fall 2015 semesters are 18% and 40%; respectively. All students targeted for retention interventions were addressed in several simultaneous endeavors. For example, the students targeted for the 1st-to-2nd Year retention typically have fewer than 36 hours and are primarily advised and supported by CTLE. Those students with more than 36 hours who are experiencing academic challenges or are at risk of SAP probation are mostly supported through the efforts of the CSS which has adopted an intrusive advising approach to improve student retention and progression. CTLE primarily supports the academic advisement of freshmen and CSS supports tutoring and interventions for more advanced students. While there is some differentiation between the populations these units serve, they also work in tandem with one another to provide comprehensive student support. Specifically regarding improvements for 1st-to-3rd Year retention, CSS has enhanced its previous offerings through the following programs:

- The Student Success Seminars and Outreach Presentations are seminars based on student insufficiencies identified through Self-Assessment Questionnaires to assist students in improving their academic progress. Following are the topics and participation numbers for these seminars. All seminars were held in the CSS Multipurpose Room between January and March 2015.

- Understanding the Satisfactory Academic Progress Policy seminar(NEW) was attended by 303 people, with 117 first-year students, 152 second-year students.
- Study Skills seminar (NEW) was attended by 152 people, with 72 first-year students, 54 second-year students, some juniors and seniors.
- Time Management Skills (NEW) seminar was attended by 103 people, with 58 first-year students, 33 second-year students, some juniors and seniors.
- Test Taking seminar was attended by 271 people, with 130 first-year students, 77 second-year students.
- Note Taking Strategies seminar (NEW) was attended by 57 people, with 21 first-year students, 30 second-year students.
- Test Anxiety seminar (NEW) was attended by 78 people, with 30 first-year students, 28 second-year students, remaining a blend of junior and senior students.

- Academic Counseling and Consultations
  - The CSS counselors increased the availability of academic support services by hiring four additional tutors who are solely focused on first-year general education courses, increased online tutoring, and more carefully tracking high-needs students through mandatory, monthly advising. Academic Improvement Plans were created and updated during these academic counseling meetings. During quarter three, approximately 310 students in this population attended tutoring with another 270 receiving academic counseling.
  - CSS provided one-on-one academic counseling and goal setting for 300 of the 454 students on Academic Warning. The 154 students who have not met with CSS, currently have a CSS "HOLD" on their account which will prevent them from registering for any courses until the HOLD has been released by a CSS advisor. CSS is continually reaching out to the remaining students via phone calls and emails.

Fourth Quarter Activity 1: Of the 1100 Fall 2013 students, 619 are currently registered for the Fall 2015 semester. This currently yields a 1st to 3rd year retention rate of 56.3% from fall to fall. The remaining 481 eligible students are being contacted as performed in the previous 1st to 3rd year retention Activity 1.

To reinforce the effort to encourage early registration, the Chancellor will be distributing emails, letters, and personal phone calls to the eligible Fall 2013 cohort students who have not registered for the Fall 2015 semester by the end of June. The 110 cohort students who are currently enrolled in the Summer semester will not be included as those students are still matriculating and will be contacted in the regular process for students currently enrolled in the term.

Activity 2: Notify students who require academic or financial aid appeals at least two weeks prior to the start of the fall term.

First Quarter Activity 2: As noted in Activity 2, outreach for 1st-to-3rd year retention occurred simultaneous with that of the 1st-to-2nd year cohort students. This activity was collaboratively completed by instructors, CTLE, CSS and Financial Aid advisors who were addressing these students with added vigor to support retention efforts.

<u>Second Quarter Activity 2</u>: As performed in the first quarter, students were notified of their academic and SAP status at the end of the Fall 2014 semester. Although this activity refers to appeals for the Fall semester, this same process is followed for students going into the Spring semester needing to file SAP appeals.

<u>Third Quarter Activity 2</u>: As part of improving the academic and financial aid appeals processes, the Center for Student Success (CSS) has established the following programs over the past year:

- The Early Alert Referral Program - The Early Alert Referral Program allows CSS and university faculty to proactively and collaboratively refer students who experience academic difficulties including low test/quiz scores, excessive absences, and improved study skills. Through this program CSS detects early signs of academic distress through faculty feedback and assigns interventions to assist and retain targeted students. Since Fall 2014, this program has included attendance tracking on the part of CSS and mid-term grade reports to identify students not referred by professors. This program has been successful in ensuring 78% of the students submitted through the Early Alert Program receive the intervention and supports necessary to successfully pass the class for which they were referred.
- Through its Early Alert Program, CSS received a referral notice on 72 students with attendance or class performance issues within the beginning of the Spring 2015 semester, prior to the midterm period. These are students considered in good academic standing, but are experiencing some difficulties in specific courses.
    - Among those referred, 59 students had class performance issues and were assigned peer tutors;
    - 10 students had attendance issues and were advised of how poor attendance could jeopardize their academic standing;
- As of the 3rd quarter, 21% of the 2nd semester freshmen have improved their academic standings through participation in this program, better than the established goal of 20%. Of the total 141 freshmen, 30 have improved their GPA to a 2.00 or higher, 50 have improved their GPA to at least 1.75. The remaining 61 students have increased their tutoring time and worked with a counselor on strengthening individual studying skills to improve end of semester performance.
- Between January and March 2015, 385 students attended tutoring, including 141 freshmen, 174 sophomores, and the remaining, a blend of junior and seniors;
    - Engaging in Academic Recovery Now (E.A.R.N.) Program
- The Center for Student Success has instituted E.A.R.N. Program for students on academic probation from the Fall 2014 semester. The E.A.R.N. Program is designed to help students develop the necessary skills to maximize their academic performance and remain in good academic standing.
- Objectives
    - This program will familiarize students with the Satisfactory Academic Progress (SAP) Policy.

    - This program will provide students with the necessary steps noted in the requirements below.
- Requirements:
    - All students are required to have an initial consultation with an Academic Counselor in the CSS to develop a plan of action.
    - All students are required to attend monthly follow up sessions with their Academic Counselors.
    - All students are required to attend at least three Academic Excellence Seminars hosted by CSS.
    - All students are required to participate in a minimum of 15 hours of tutoring through Peer Tutoring or online tutoring.
    - All students are required to submit monthly performance evaluations from their current instructors.
    - All students must meet the minimum SAP requirements (2.00 GPA and 67% completion rate of attempted hours) for the semester they are enrolled in the program.
- Participants:
    - 312 participants - all freshmen.
    - 284 have developed a plan of action
    - 242 have completed two monthly meetings, 38 have completed one monthly meeting, and four have completed no monthly meetings
    - Progress is still being monitored and results and analysis will be provided at the conclusion of the Spring 2015 semester in the 4th quarterly report.
    - Passport Program
- The Passport Program encompasses the academic appeal process. The Passport Program is a mandatory program for students with an approved appeal and is offered as a stipulation for continued enrollment by the Southern University Appeals Committee. The Passport Program is designed to enhance academic performance and help students transition from probationary status.
- Objectives
    - Provide students with the Satisfactory Academic Progress Policy.
    - Provide students with the administrative process to resume good academic standing and the support to navigate those steps.
    - Operate as a retention/intervention service to improve overall enrollment at Southern University.
- Requirements
    - All students notified of their mandate to participate in the Passport Program must enroll and pass the Mentoring Course (FRMN 0). This course meets once a week for 50 minutes and 100% attendance is mandatory unless prior approval has been granted.
    - All students must submit monthly professor evaluations of their course performance.
    - All students must attend monthly academic counseling sessions.

    - All students must complete a minimum of 20 hours of peer tutoring.
    - All students must meet the minimum SAP requirements (2.00 GPA and 67% completion rate of attempted hours) for the semester they are enrolled in the program. Failure to successfully complete this program leads to academic dismissal without the option of an appeal to return.
- Participants:
    - 117 participants
    - 110 have developed a plan of action
    - 88 have completed two monthly meetings, 18 have completed one monthly meeting, and 11 have completed no monthly meeting and their progress is still being monitored.

Fourth Quarter Activity 2: On May 25, 2015, the Office of Financial Aid began distributing the first round of Satisfactory Academic Progress (SAP) similar to what was done for the first quarter Activity 2. As in the previous year, the letter explains that SAP is measured both qualitatively by Grade Point Average, and quantitatively by an earned/attempted hour ratio and/maximum attempted hours allowed for a program. By end of Spring 2015 term, 653 students from the Fall 2013 cohort had been retained, but 98 (15%) of those retained cohort students were not meeting SAP. Of the students not meeting SAP requirements, 10 of the 98 students (10%) are close to improving their status by successfully completing Summer school. The students have been notified of their status and have been provided an appeals form and submission guidelines. The academic and financial aid advisors are again working to ensure students understand SAP and maintain good academic and financial aid standing.

Activity 3: In Fall 2014, require an advisor release in Banner for all returning students who have not completed 36 hours from the Fall 2012 freshman cohort.

First Quarter Activity 3: Since CTLE manages students with 36 hours or less, the 1st-to-3rd year students should be transitioning to academic departments for advising. The Academic departments have the same Banner authorization as the CTLE advisors to bypass the **"HOLD"** and complete the registration process. All of the Deans, Chairs, and Dean's Designees have been trained on this process. The goal of this engagement is to ensure advisement has occurred between the student and the department. Additional permissions have been granted to the departments in the cases of restricted or reserved courses within the department's own purview. If the advisor is comfortable with the aptitude of the student and feels the student will be able to matriculate through their program of study, the **"HOLD"** may be released from the student's account enabling the student to manage the registration process fully online. Such students are able to register for courses independent of their advisor; however, departmental advisement on a regular basis is still strongly encouraged.

Second Quarter Activity 3: The "HOLD" on the student's account was implemented and completed successfully for 439 students from Fall 2012. This process was both recommended and endorsed by the CTLE advisors. This process afforded the advisors an opportunity to have a face-to-face discussion with students in accordance with the "intrusive advising" framework the campus is now exploring. The advisor's process in Banner is to by-pass the registration hold with a passkey implemented upon accessing the student's initial record, meeting with and advising the student. Once the advisor by-passes the registration hold, the advisor is able to register the students into their courses.

Third Quarter Activity 3: The process of implementing a "HOLD" on all student accounts has proven to be 100% successful in mandating opportunities for advising. This was accomplished by a default setting in the Banner system that is applied to every student entering the institution as a "first-time student." Additionally, pre-registration notification emails were sent to the entire SUBR community inviting all students to consult their curriculum guides and CTLE or academic advisors. The notification emails serve as a new directive for all students, both entering and continuing, since the "Hold" will prevent them from registering. The emails were released on March 27 and 30, 2015.

Fourth Quarter Activity 3: As previously noted, the advisor release in Banner requiring students with 36 or less earned credit hours to meet with their advisor has been successful in promoting advising and better student tracking. The engagements by the department have contributed to the following retention rates:

Fall 2013 Cohort Year 2015 Retention Rates

Cohort	Retention Rates		
FALL 2013	Spring 2015	Summer 2015	FALL 2015*
1100	653	121	510

**Registered student count as of 06-10-15*

The 14 CTLE advisors actively engaged with ~87% of the remaining cohort students with <36 earned hours in preparation for the Summer and Fall 2015 semesters. The average number of students served is ~100 students per advisor which includes multiple visits from the same student.

Activity 4: The PAIR office will prepare detailed student profiles in Banner which identify students' declared majors and departmental advisors.

First Quarter Activity 4: This activity for 1st-to-3rd year retention was completed simultaneously as that of the 1st-to-2nd year cohort. As noted in Activity 5, the PAIR and Registrar's offices worked in conjunction to complete this task and it is now reflected on the Banner screens for all students.

Second Quarter Activity 4: The PAIR and Registrar's offices facilitated the completion of this task as noted in the previous semester.

Third Quarter Activity 4: The detailed student profile from Banner that identifies students' declared majors and departmental advisors has been modified to provide additional functionality. One such modification is the term-by-term (state based information) academic review of term GPA, cumulative GPA, term credit hours, and also total credit hours. The PAIR office and the SUBR Information Technology trainer are developing documentation and videos for the Argos training classes to train as many end-users as possible by the Fall 2015 semester on the new module. These training sessions provide an opportunity for feedback and dialog on the current module and the possibility of designing new modules to support student advising and progression.

Southern University has procured Ellucian Degree Works™ to support academic advising, transfer articulation, and degree audits by aligning students, advisors, and institutional data sets. The setup and integration phase of Degree Works™ is currently underway and it is slated for testing by the Fall 2015 semester. Degree Works™ references the curriculum for all degree programs over the past 10 years including all subject specific, general and elective courses.

Fourth Quarter Activity 4: The access to the Banner tool that provides the student information has been modified and training for utilizing this tool will begin in July. The SUBR IT training coordinator will be trained in a "train the trainer" session with the PAIR director on July 2, 2015. The Degree Works application has been tested and is under institutional review for a Fall 2015 debut to the general faculty and administration. As noted in the 1st to 2nd year Activity 4 process, it also includes the 1st to 3rd year cohort within that process.

Activity 5: Identify and contact Fall 2013 cohort students who are "at risk" of not being retained by evaluating student academic standings (focusing on academic alerts, probation and suspension status) and financial aid Satisfactory Academic Progress results.

Third Quarter Activity 5: The analysis of the students deemed as "at risk" was conducted in multiple operations. An Argos module that evaluates students based upon their retention level was created by the PAIR office. The module operates as follows:

1. Select a semester.
2. Select a specific major(s) or all majors.
3. Select a specific student type (New first time, Transfer, etc.) or all types.
4. Select a specific student classification (Freshman, Junior, Doctoral, etc.) or all classifications.
5. Select only students whose cumulative GPA is greater than 2.0. (OPTIONAL)
6. Select only students whose total earned hours are greater than 110. (OPTIONAL)
7. Select only paid students.(OPTIONAL)
8. Select only students whose total earned hours are less than or equal 110. (OPTIONAL)
9. Select only students whose total earned hours are greater than 36. (OPTIONAL)
10. Select only students whose academic standing is: (OPTIONAL)
    a. GS-Good Standing
    b. PB-Probation
    c. SU-Suspended
    d. Ex-Expelled
11. Select only students whose SAP status is: (OPTIONAL)
    a. Good Standing
    b. Warning
    c. Failed to meet SAP

This module was specifically designed with the same format as that of the Completer Rate Activity 1 module for ease of use. As previously noted, CTLE generated an "at-risk" assessment based upon Cumulative GPA and Spring midterm status. This process has been added to the standard operational procedure of CTLE. Also as part of a new partnership with Noel Levitz, one of the goals and deliverables is the "diagnostic data to determine high-impact targets (students) for retention improvement".

Fourth Quarter Activity 5: As a culminating activity, "at risk" students are being contacted through several processes (direct calls, classroom visits, emails, etc.) coordinated by CTLE and the CSS advisors. The "at risk" students will be identified and institutional controls are currently under review to provide support mechanisms for these students, such as: (1) limiting the number of attempted hours to 12-13, (2) moving "at risk" students to be among the first students to receive classroom attendance monitoring by the CTLE and CSS advisors, (3) mandating 20 hours of tutoring from CSS, and (4) identifying "at risk" students on an official instructor's class roster for additional support. In addition to these efforts, the Noel Levitz contract is currently under review and has addressing the needs of "at risk" students as part of the contractual deliverables.

C. Completer Rate

Activity 1: Identify students with at least 100 earned credit hours to assess their suitability for the Bachelor of Interdisciplinary Studies (BIS) degree. The BIS offers five concentrations, each comprised of at least 15 hours across two areas of study. The BIS program follows a prescribed structure of 120 credit hours that may serve as a reasonable option for students who have accumulated a large number of hours in different disciplines and have not yet satisfied the requirements for a particular major.

First Quarter Activity 1: There was no deliverable at that time.

Second Quarter Activity 1: The PAIR Office created an Argos Report with several options. This Argos report features the following components:

1. Select a semester.
2. Select a specific major(s) or all majors.
3. Select a specific student type (New first time, Transfer, etc.) or all types.
4. Select a specific student classification (Freshman, Junior, Doctoral, etc.) or all classifications.
5. Select only students whose cumulative GPA is greater than 2.0. (OPTIONAL)
6. Select only students whose total earned hours are greater than 100. (OPTIONAL)

The report is accessible to the Deans, Chairs, CTLE advisors, CSS advisors, and Administrators. The program is utilized to begin the process of targeting students who may be eligible for graduation. As noted in SUBR GRAD Act Reports, over the past four years, the graduation rate has been less than 35% over six years for a standard four-year baccalaureate degree. The academic records for these students will be evaluated to determine whether they would be suitable candidates for the BIS.

Third Quarter Activity 1: CTLE Advisors have been given access to this module in order for them to adequately support students who may be interested in the BIS, or as an option for students who may have stalled in their current program of study. During the 2013-2014 academic year there were 47 BIS graduates with 37 pending graduates for the 2014-2015 academic year. The 21% reduction between academic years may be attributed to the efforts of the additional support programs previously discussed.

Bachelors of Interdisciplinary Studies (BIS) Completers

Academic Year	Summer	Fall	Spring	Total
2014-2015	8	14	15*	37
2013-2014	14	15	18	47

*Pending confirmation

Fourth Quarter Activity 1: The review and dissemination of reports for the potential students into the BIS degree program have been added to the Standard Operating Procedure (SOP) for the Registrar and PAIR offices. A new Argos report was created for the Registrar's office that provides a list of the final grades for only the students who have applied for graduation in a specific term. The Spring 2015 report identified 479 potential graduates. This report will be generated at the end of each term and has been added to both offices as part of their end-of- term SOPs. The report may also be generated on an ad hoc basis.

The module that has been implemented to identify the potential BIS students is currently being modified to attempt to identify stop-outs, also. After that upgrade has been completed, a list of potential students will be sent to the coordinator of the BIS program for further review. Upon completion of that review, the identified students will be contacted by email, phone call or both.

Activity 2: Provide professional development to academic advisors to enhance the advising process. The professional development will promote general advising, advising at-risk students, and support for students declaring or changing their major. The institution understands that retention and proper matriculation improves the graduation rate.

First Quarter Activity 2: This activity was scheduled for implementation during the second reporting period.

Second Quarter Activity 2: SUBR Administrators and CTLE Advisors participated in a half-day webinar on intrusive and proactive advising entitled, "*Intrusive Tutoring: Utilizing Advising, Coaching & Counseling Strategies to Enhance Tutoring Sessions.*" Approximately 100 people participated in the webinar and face-to-face training including representatives from the Deans, Vice Chancellors, Academic Council, CTLE and the Center for Student Success. The next training on Intrusive Advising will take place in Spring 2015 after midterm exams.

Third Quarter Activity 2: SUBR has entered into a contract with Noel Levitz to assist with its retention and matriculation efforts. This professional development training was held on March 1-2. The attendees included a diverse group of deans, department chairs, faculty, staff, students, and specific functional users such as CTLE and CSS advisors. This project is ongoing as the target student populations are refined and evaluated. This engagement is primarily designed to:

- Facilitate a data-informed, highly–interactive, and consensus-building annual retention planning workshop.

- Create visibility and support to help sustain the initiatives to improve the quality of student life and learning at SUBR.
- Facilitate discussions and reflection on opportunities to enhance retention of targeted populations.
- Use “Voices of SUBR Students” focus group, SSI, engagement, and consultant recommendations to inform the selection of the “vital few” priority strategies to be included in the strategic retention plan.

Fourth Quarter Activity 2: The impact of the services provided by Noel Levitz are not yet available as the measurable goal is improved retention in Fall of 2015. This agreement requires Noel Levitz to continue faculty and advisor training in intrusive advisement, and to provide technical support towards the development of a student tracking system. These services are to continue through the 2015-16 academic year.

Activity 3: Distribute program curriculum (degree audit) sheets to ensure students are aware of the requirements for their respective degree programs. Approximately 93% of the student population has changed their major at least once.

First Quarter Activity 3: There was no deliverable at that time.

Second Quarter Activity -3: The program curriculum sheets (balance sheets) are posted on the SUBR website: The URL to the program sheets is rooted from the Academic Affairs home page at http://www.subr.edu/index.cfm/subhome/45. Sample listings and documentation are provided below.

Biology Education
http://www.subr.edu/assets/CollegeofEducation/docs/ProgramofStudies/BiologyEducationMinorAPSrev9-2014.dochttp://www.subr.edu/index.cfm/page/1618
Accounting
http://www.subr.edu/assets/DeptofEconFinAcct/121ACCT8-13-13.pdf
Computer Science
http://www.cmps.subr.edu/images/pdfs/balance-sheet/Sci_2014-2016.pdf
Civil Engineering
http://www.subr.edu/assets/CivilEngineering/pdfs/CEDegreerequirements.pdf

Third Quarter Activity 3: In addition to the online curriculum sheets, the institution has updated and posted the entire catalog on the SUBR website. The previous catalog electronically available encompassed the 2010-2013 academic period while the current catalog covers the 2014-2017 academic years. The URL for the catalogs is provided below:

Main page
http://www.subr.edu/index.cfm/page/1201

Current catalog
http://www.subr.edu/assets/SUBRCatalogs/2015SUUndergradCatalogFinal.pdf

Fourth Quarter Activity 3: The current catalog covers the 2014-2017 period. As part of the incoming freshman student orientation, students will be made aware of the online catalog and how it can be an important tool in mapping out and monitoring their academic progression. The CTLE advisors are also informing students of the online catalog during the advisement process as well as during the Freshman Seminar 110 and 111 courses.

The high percentage of students that have changed their majors, at least once, may be unique to SUBR as a result of several internal processes and procedures. A student's change of major may be attributed to:

(1) their acceptance into selective enrollment programs such as Nursing. Selective enrollment programs cannot be declared prior to acceptance of their application into the program.
(2) a failure of meet program milestones. For example, an education student must pass the Praxis I examination before proceeding into upper level coursework in that major.
(3) a previous institutional process that required all students to enter into a Junior Division where advising was strictly monitored and mandated. Within the last four(4) years that advising practice has been restored with the creation of CTLE.
(4) the loss in faculty and several degree programs. This loss indirectly promoted a change of major to the students as many upper level courses were not being offered, thus increasing the students time-to-degree.
(5) a general freedom of choice.

Activity 4: Identify the current graduation applications and verify that all transfer credits have been applied (if applicable). Ensure advisors are aware of transfer credits earned at another institution. These courses must be recorded and articulated by the Registrar's Office in order to promote accurate advising.

First Quarter Activity 4: There was no deliverable at that time.

Second Quarter Activity 4: Transfer credits must be articulated for a student to graduate and utilize those courses as either a direct fulfillment or substitution for a course required for degree completion. In the Banner form where degree applicants are noted and awarded, the GRAD Act Year 5 Status Report (Attachment 7 - GRAD Act Year 5 Status Report) is provided weekly throughout the semester. When the status report is run, it performs a union against the transfer credit form, SHATRNS, and verifies that any transfer credit has been articulated. In some cases a student transfers credit from multiple institutions and, as such, each institution will receive a transfer institution number for that particular student also denoting the period of time spent at said institution. The next block will provide for the courses under the equivalent course detail section. During this process if there are any credit(s) that can be transferred that are incomplete in the system, it will be completed to ensure the proper calculation of the term and cumulative grade point average.

Third Quarter Activity 4: The last day to accept applications for graduation for the Spring 2015 was February 6, 2015. The applications are currently being entered into Banner with a "pending" status as the application is verified by the respective academic and supporting departments. The verification process involves the evaluation of a student's program of study with all institutional credits earned at SUBR and any credits transferred into SUBR relative to the degree being sought. There are ~600 applications for the Spring 2015 commencement.

Fourth Quarter Activity 4: As a result of the updating of transfer credits, the advisors will note the transfer credit on the student profile report or directly in the SIS with the letter “T” before the student’s grade. For example, if the student’s transfer grade is a “B”, the advisor will note a grade of “TB” for the articulated course.

Additional Argos reports are being modified for the Registrar’s office to include additional Banner fields, such as admission date and the adviser’s name, and more documentation for the certification process of potential graduates. Over 400 students were among the Spring 2015 graduation checklist, the additional 203 applications were not accepted for various reasons, such as missing signatures, incomplete grades, or transfer credits denied. The checklist contains admission status, original student type, transfer transcript acceptance status, entry date, expected graduation term, degree level, major, concentration, all holds, test score receive dates, immunization information, and high school transcript information. (Attachment 3: Enrollment Services Graduation Checklist).

Transfer credits may be attempted/earned prior to and after admission to SUBR; therefore, a student’s transfer credits are constantly being updated. When the student provides transfer credits, the student’s account is noted of transfer credit(s). The transfer credits must be articulated onto the student’s academic record within the SIS. This may require assistance from the department, if the course is outside of the BoR articulation matrix. This graduation module was designed to ensure that all information has been appropriately reflected in the SIS.

Southern University, Shreveport (SUSLA)
GRAD Act Remediation Plan
Quarterly Progress Report – 4th Quarter

IV. Southern University Shreveport Activities

A. First-to-Second Year Retention and Institutional Completer Rate

***ACTIVITY 1*: Provide training and professional development to ensure appropriate coding with specific clarification for College Connect program participants**

1st Quarter ACTIVITY 1: Coding initiatives will address sub-cohort designations for associate and baccalaureate degree seeking with transfer intentions thus preventing inaccurate retention calculations.

In response to this activity, the Director of Admissions has instituted the following coding system to ensure that students are coded properly to align with Board of Regents guidelines.

Student Code	Student Type	Description
N	New First-Time Freshman	Students who have never attended a college or other postsecondary institution. Includes students enrolled in the fall term who attended college for the first time the prior summer term. Also includes students who entered with advanced standing with college credits earned before graduating from high school.
T	Transfer Student	Students who enrolls at an institution for the first time who has previously attended another postsecondary institution.
R	Re-Admit Student	Former SUSLA students who are returning.
F	Re-Admit Transfer Student	Former SUSLA students enrolled for a particular term who were previously enrolled but were not enrolled under conditions specified for continuing students
O	Cross Registered Student	LSUS students who participate in the cross enrollment agreement between LSUS and SUSLA.
E	Adult/Continuing Ed Student	Currently used for LPN students.
V/X	Visiting/Summer Only Student	Students enrolled at SUSLA but whose home institution is another school.
D	Dual Enrollment	Dual Enrollment is a high school student in a college course for which the student earns both college and high school credit.

Additionally, the following student cohorts were created internally (effective Spring 2014) to improve student coding:

College Connect Students	Cohort Code
SUBR College Connect	SUBR (Baccalaureate Degree Seeking)
SUNO College Connect	SUNO (Baccalaureate Degree Seeking)
Dual Enrollment Students	Cohort Code
Preparatory Students	PREP

Training and professional development for SUSLA staff working with the College Connect Program will be conducted by the Southern University System through the system-wide Data Integrity and Process Management summit in November of 2014. It is expected that best practices in student reporting and data warehousing will be reviewed at that time.

2nd Quarter - ACTIVITY 1: No additional activity was conducted on the coding system during this reporting period. The coding system implemented in fall 2014 was utilized for spring 2015.

3rd Quarter - ACTIVITY 1: The coding system implemented in fall 2014 was utilized for spring 2015 and so far, the coding system is being used correctly without any substantive errors. In an effort to identify student type discrepancies during the registration period, on August 21, 2014, the Registrar requested that IT add the "*Last Term Attended*" to the comprehensive registration report. This afforded the Registrar's Office an opportunity to validate student type data prior to the census date. After implementation, 253 student records required further review for fall 2014. The Registrar's Office reviewed each of the 253 student records to determine the accurate student type and correct the data in the Ellucian (Banner) Student Information System prior to the census date.

4th Quarter - ACTIVITY 1: During the 4th quarter, the Office of Admissions conducted training to clarify how information is collected and coded in order to track students. During the training, details relative to Board of Regents Statewide Student Profile System Specifications were reviewed. Participants included personnel from the following areas: The Offices of Admissions, Recruitment, Registrar, Financial Aid, Testing, University Police, Dual Enrollment and the Center for Student Success. Also, faculty advisors were included.

To further ensure effectiveness and to reduce errors, edit checks are conducted by admission counselors daily throughout the registration period and weekly thereafter. Additionally, to verify accuracy, the Director of Admissions generates a subsequent report to ensure all errors have been corrected.

Finally, to improve the coordination and management of data, the University organized a special task force, the Data Integrity and Management (DIM) Committee, which is responsible for the accuracy, integrity, management and governance of data. Additionally, a professional consulting firm has been retained to assist with this strategy.

ACTIVITY 2: Improve institutional completer rate through processes designed to facilitate degree completion.

1st Quarter ACTIVITY 2: To ensure that prospective graduates have satisfied all requirements for graduation, the Registrar's Office has developed the "Registrar's Rap Session" for students who are on track to complete degree requirements. The "Registrar's Rap Session" occurred October 10 -11,

2014. Agenda topics included Graduation Process, Degree Plans, Transfer Credits, Collegiate Assessment of Academic Proficiency (CAAP) Exam, Course Substitutions, and Exit Loan Counseling.

2nd Quarter - ACTIVITY 2: The "Registrar's Rap Sessions" conducted October 10 and 11, 2014 were assessed using a satisfaction survey on a scale of 1-5 where 1=Very Unsatisfied, 2=Unsatisfied, 3=No opinion, 4=Satisfied, and 5=Very Satisfied. In the October 10, 2014 Session, ten students attended and nine students completed the Registrar's Rap Session Survey. Results from the survey showed that 11% were "Satisfied" and 89% were "Very Satisfied" with the overall information shared by the Registrar's Office during the activity.

In the October 11, 2014 Rap Session, seven students attended the session and all completed the Registrar's Rap Session Survey. Results from the survey showed that 14% were "Satisfied" and 86% were "Very Satisfied" with the overall information shared by the Registrar's Office during the Rap Session.

The "Registrar's Rap" session will be repeated four times each year and primarily targets students seeking problem resolution. While SUSLA would like to see more attendance at these sessions, the Registrar's Office strives to resolve student issues on a daily and continuous basis. The campus will continue promoting the "Registrar's Rap Sessions" more broadly to students as an opportunity to learn more about progression, graduation requirements, calculating GPA and other general information. For spring 2015, the "Registrar's Rap Sessions" are scheduled for January 30-31 and April 17-18.

3rd Quarter - ACTIVITY 2: The "Registrar's Rap Session" was conducted again on January 30 and 31, 2015. Thirty-two (32) students attended the session and 24 of the participants completed the Registrar's Office's *Registrar's Rap Session Survey*. Results indicated that 20 of the students were "very satisfied" and the remaining were "satisfied" with the overall information shared by the Registrar's Office during the Registrar's Rap Session. The January 31, 2015 Rap Session attracted twelve (12) students who participated and completed the Registrar's Office's *Registrar's Rap Session Survey*. Of the twelve respondents, six were "very satisfied", one was "satisfied" with the overall information shared by the Registrar's Office during the Registrar's Rap Session while the others provided no response to this section of the survey. The information shared in both sessions included Graduation Process, Degree Plans, Transfer Credits, Collegiate Assessment of Academic Proficiency (CAAP) Exam, Course Substitutions, and Exit Loan Counseling. While no feedback has been captured as yet, it is expected that students who attend these sessions would have less problems with graduation process, degree plans and transfer credits. The Registrar's Rap Session Survey offers students an opportunity to provide comments on how SUSLA could better meet their needs or enhance their experience as prospective graduates. In order to effectively assess the extent to which these activities actually support retention and progression, SUSLA will incorporate questions about participation in the Registrar's Rap Sessions on graduate exit surveys beginning in fall 2015.

4th Quarter - ACTIVITY 2: The Registrar's Rap Session was conducted again on April 17 and 18, 2015. Eleven (11) students attended the session and all of the participants completed the Registrar's Office's Registrar's Rap Session Survey. Overall, results indicated that four (4) of the students were “very satisfied” and the remaining students were “satisfied” with the overall information shared by the Registrar’s Office during the Registrar’s Rap Session. The April 17, 2015 Rap Session attracted two (2) students who participated and completed the Registrar’s Office’s Registrar’s Rap Session Survey. Of the two (2) respondents, one (1) was "very satisfied" and the other was "satisfied" with the overall information shared by the Registrar's Office during the Registrar's Rap Session. The April 18, 2015 Rap Session attracted nine (9) students who participated and completed the Registrar’s Office’s Registrar’s Rap Session Survey. Of the nine (9) respondents, three (3) were "very satisfied" and the others were "satisfied" with the overall information shared by the Registrar's Office during the Registrar's Rap Session.

The information shared in both sessions included graduation process, degree plans, transfer credits, Collegiate Assessment of Academic Proficiency (CAAP) exam, course substitutions, and exit loan counseling. The Registrar’s Rap Session Survey offers students an opportunity to provide comments on how SUSLA could better meet their needs or enhance their experience as prospective graduates. In order to effectively assess the extent to which these activities actually support retention and progression, SUSLA will incorporate a point of contact survey to Registrar’s Rap Sessions participants upon receipt of the final graduation Check-out Form beginning fall semester 2015.

As a new initiative, it was anticipated that the participation would grow gradually. The Registrar’s Office will continue to provide this service to students with an understanding that if one student benefits from the information, the one-hour session was a worthwhile effort. Based on participation data, information provided as a result of this activity was considered useful. In continuing this effort, the Registrar’s Office will partner with the Division of Student Affairs to promote the concept of the Rap Session thereby increasing student attendance.

In addition to the point-of-contact survey administered since the inception of the initiative, the Registrar’s Office will disseminate a satisfaction survey during commencement rehearsal to all graduates who attended a rap session to determine any value added.

***ACTIVITY 3*: Contact via phone, email and post those students who enrolled in the Fall 2013 cohort who have not registered for Fall 2014 and/or who have not been cleared by financial aid.**

1st Quarter ACTIVITY 3: This activity encompassed 1,127 calls to students who enrolled in the fall of 2013 cohort but did not register for fall 2014. The calls resulted in contact with 327 prospective returning students who also received a follow-up letter in addition to the call. Data from this activity is being assessed and will be revisited in subsequent quarterly reports to determine how many students were actually retained as a direct result of this activity.

2nd Quarter - ACTIVITY 3: Of the 327 students from the fall 2013 cohort who were contacted during the first quarter, 227 students were readmitted for the fall 2014 semester. The campus could not determine to what extent the returning students came back as a direct result of the outreach efforts. A mechanism will be developed and implemented to determine the direct effectiveness of calls, manual and/or automated, as well as mail-outs. The Phone Tree activity was conducted for the spring semester with automated calls to 13,282 students, some of whom had enrolled in the fall of 2014 cohort but did not enroll for spring 2015. The majority of the calls were made in an effort to recruit students back to the campus, many of whom had "stopped out" as far back as 2004. The overall impact of these calls will be reviewed in the next reporting period.

<u>3rd Quarter - ACTIVITY 3</u>: The Phone Tree calls to contact students as reported previously have had minimal impact likely due to the fact that many students may have changed their phone numbers since their initial enrollment at SUSLA. "Back to Jag Day" encourages students to resume their academic progression at SUSLA and reaches out to students who stopped out as far back as 2004. Since the last reporting period, a total of seventeen students were readmitted as a direct result of "Back to Jag Day" efforts. More attention will be placed on retaining the students when they are currently enrolled. The "Back to Jag Day" attribute will be placed in banner on students' account to make sure the students who attend and are readmitted as a result of "Back to Jag Day" can be identified in Banner. This will provide staff with precise numbers of participants and readmits resulting from "Back to Jag Day" efforts, particularly with respect to fall-to-fall retention as compared to returning students who have stopped out and been away from SUSLA for three or more semesters.

<u>4th Quarter - ACTIVITY 3</u>: Due to the minimal impact of the Phone Tree, an automated calling system, this activity has been discontinued and replaced with a more personal approach. Jag Calls is an interactive call center designed to encourage continuing students to return to SUSLA and complete the registration process. This activity will begin on June 15, 2015 and will continue throughout registration.

The call center was staffed by personnel from the Division of Academic and Student Affairs. The call center representative encouraged students to register for classes and provided detailed information regarding the registration process. Further, the SUSLA representative advised the student throughout the registration process in an effort to successfully register each student.

<u>ACTIVITY 4</u>: Host "Back to Jag Day" to encourage students who have stopped out to return to the university.

<u>1st Quarter ACTIVITY 4</u>: The Enrollment Management Office will research all former students who have 12 or less hours to degree completion. SUSLA will contact them individually via email, phone tree messaging, and direct mail. Data on all students contacted and their associated problem impeding progression will be recorded and assessed.

In response to this activity, a report was generated by the IT department and an initial phone-tree was conducted reaching out to students who had stopped out at SUSLA from fall 2010 to fall 2014. Also from the generated report, e-mails were sent to over 900 previously enrolled students requesting their presence at "Back to Jag Day" 2014. Additionally, two hundred students received letters and admissions applications encouraging them to attend "Back to Jag Day." The information was also placed on SUSLA's social media sites. Finally, over 100 personal calls were made to select students who completed credit hours and status made them likely candidates to return to SUSLA.

The “Back to Jag Day” was held on Saturday, August 2, 2014 from 10 am to noon. The day was meant to provide assistance and problem resolution for students who hadn’t returned to SUSLA due to financial or academic issues. The event featured SUSLA At-A-Glance, an introduction to the Center for Student Success, and an overview of SUSLA’s structured advisement program. Other critical topics like financial aid and career options were also presented. Of the 70 students who RSVP’d for the event, 63 attended. “Back to Jag Day” 2014 yielded roughly 35 students who took steps to reinstate their enrollment at SUSLA. The next Quarterly Report will provide details on the number of students who were able to enroll at SUSLA for the fall 2014 semester and plans to conduct another “Back to Jag Day” for spring 2015.

2nd Quarter - ACTIVITY 4: A total of nine (9) students enrolled back into SUSLA as a result of last quarter’s “Back to Jag Day” activity. Students who had issues with readmission due to academic/financial aid suspension or default issues were advised accordingly. The “Back to Jag Day” activity was repeated and letters were sent to 750 students encouraging them to attend “Back to Jag Day”. The activity was held on December 6, 2014 from 10 a.m. to noon to provide assistance and problem resolution for students who hadn’t returned to SUSLA due to financial or academic issues. Unfortunately, only 14 students participated in the program.

It is expected that there would be fewer issues with spring registration and financial aid processes; however, the campus will continue its efforts to promote and increase awareness of the benefits of attending “Back to Jag Day”. The students who did attend the “Back to Jag Day” were assessed and advised accordingly as shown in the “Back to Jag Day” attendance sheet. Staff members worked with potential readmit students before the students attended “Back to Jag Day”. Therefore, the comments indicated in the attendance sheet point to where in the admission/enrollment process the student was at the time the student was assessed. Eight (8) of the fourteen (14) students who attended the “Back to Jag Day” have been readmitted and enrolled back into SUSLA.

3rd Quarter - ACTIVITY 4: The next “Back to Jag Day” is scheduled for May 14, 2015. In order to improve attendance, there will be more person-to-person calls to students. Additionally, prior to “Back to Jag Day”, the prospective returning students’ academic and financial aid cases will be processed and the student will be informed of their standing during the invite process. Students who enroll through “Back to Jag Day” are tracked using a specific admissions attribute. The prospective returning student is made aware of the best academic options to re-enroll and continue degree completion. Academic and financial aid readmit counseling, along with an early alert system will be useful to monitor and assist this population of students. “Back to Jag Day” is designed to encourage previously enrolled students to reapply to SUSLA and continue their educational journey towards graduation. The event affords students an opportunity to interact with administrators and student services staff members who will assist them with reviewing their transcript with an academic advisor to determine the best program of study to pursue. Prospective returning students will also have the opportunity to discuss financial aid eligibility with staff from the Financial Aid Office.

<u>4th Quarter - ACTIVITY 4</u>: The "Back to Jag Day" was scheduled for May 14, 2015, however, it was cancelled due to zero registrants. This activity will be reevaluated to determine the potential for impact and efficacy.

<u>ACTIVITY 5</u>: Gather and analyze student data to determine risk levels and appropriate intervention protocols.

<u>1st Quarter ACTIVITY 5</u>: This process will require new intake forms assessing non-cognitive skills. Review intake forms to identify risk levels according to persistence barriers and adverse academic behaviors. This information will help determine risk levels and action plans for the most appropriate interventions to treat each risk level.

In response to this activity, the new "Student Intake Form" has been developed to collect information on non-cognitive skills such as, personality traits, interpersonal and motivational habits/attributes and self-regulated learning. This self-reported information is combined with performance and demographic data from Banner to determine student risk levels. In addition, faculty members are asked to submit "Early Alert Referral" forms, as needed, for students who are at risk of poor academic performance. Students identified by faculty of being at risk, and reinstated students on financial aid probation referred to the Center for Student Success, are required to complete the Student Intake Form and meet with an advisor to develop an Academic Action Plan. Data assessed and advisor actions taken will be reported in subsequent quarters.

<u>2nd Quarter - ACTIVITY 5</u>: Under this activity, SUSLA has secured funding and ventured to establish a contract with Unicon, a leading provider of IT consulting services for colleges and universities, to install a Student Success Plan (SSP) system. It is projected that this system will be fully operational for fall 2015. In preparation for SSP installation and development, the Center for Student Success (CSS) has implemented an intake process for first-time entering freshmen (Intake Form included with first quarter attachments). This information will be entered into the SSP system to customize its core feature, "My GPS", with students' strengths, challenges and academic goals to facilitate the development of two distinct plans. One plan will be "My Academic Plan" (MAP), which provides an ideal pathway to program completion and the other, an action plan that comprises tasks for students to overcome identified challenges to success. Currently, transactions between the student, advisor and other resourceful persons are noted in the action plan to track progress.

In the newly installed SSP system, this information will be recorded in a "Journal." The newly created "Intake Form" and "Academic Action Plan" have enhanced data collection for first-time entering freshmen students. For example, in fall 2014, CSS collected 233 intake forms from the 285 freshmen enrolled in the college success course; however 1,117 first-time entering and continuing freshmen (including transfers) enrolled for fall 2014. During spring 2015 registration, 233 intake forms have been completed for the 301 first-time, entering freshmen enrolled to date. Data collection for first-time entering freshmen has improved and it is expected that tracking these students will be similarly improved over subsequent semesters.

3rd Quarter - ACTIVITY 5: It was reported in the previous progress report that through their participation in the college success course, 233 students completed the student intake form. This represented about 72% of the 322 first-time freshmen who enrolled at SUSLA for the fall 2014. The 1117 FTF reported by SUSLA for fall 2014 included students who were enrolled in the College Connect program with SUNO and SUBR. As for the remaining 28% at SUSLA, who had not completed the form, follow-up consisted of ensuring that when students come to the CSS for services they are given an opportunity to complete the intake form. Those who were given an appointment by the advisor to address academic performance issues were required to complete the form if they hadn't previously done so. The Intake Forms are being used to determine and assign interventions. For example, completed forms are placed in the advisors' file for each student so that when the student meets with the advisor, the form is available for review in conjunction with other relative demographic data. In cases where the student has been identified as being "at risk," such as having to take two or more developmental courses, the intake form is used to aid the advisor in developing the student's academic action plan.

Progress on SSP and GPS: At this point, the Student Success Plan system (SSP) is in the installation phase. It is anticipated that the new GPS will be available for students during fall 2015. The installation team consists of representatives from SUSLA Information Technology, Counseling, and Center for Student Success administration and advisors who will be working with UNICON (the SSP vendor) to configure the SSP to fully incorporate SUSLA's First-Year Experience (FYE) program. Selected FYE faculty will join the team at the appropriate time to ensure that all aspects of our FYE are fully installed. In the installation phase, the major activity is training of personnel on SSP functionality and how to customize the system to meet SUSLA needs. After installation and during the training phase, it is anticipated that selected personnel will be trained to serve as members of the in-house SSP training team.

Early Alert Referral Forms: Since the submission of the Remediation Plan in August 2014, there has been marked improvement in reporting and managing of early interventions for academic underperformance. For example, 159 early alerts were received in spring 2014 and 318 in spring 2015, twice as many. Under the new system, advisors do not submit early alerts but through the intrusive advising program, they proactively work with at-risk students to avoid anticipated barriers to success. This is viewed as the academic advisement "early alert" effort. There are plans to implement the new system (SSP) in fall 2015 and it is expected that all of the risk factors will be reviewed and the risk level systematically identified during or before the first week of class. Accordingly, interventions will be established and communicated to students early in their first semester. This will give the advisor considerably more time to ensure that the interventions are carried out, monitored and adjusted where necessary than the original system permitted. Best practices and student success related literature have shown that this type of early engagement will enhance persistence and retention.

Student Intake Form data and selected academic performance demographic information in Banner, i.e., academic transcripts, ACT and COMPASS scores are gathered and analyzed to determine risk levels and appropriate intervention protocols. In spring 2015, students completed 233 intake forms. Specifically, this analysis is conducted to identify persistence barriers and adverse academic behaviors to determine the student's level of risk, as supported by prior year's assessment results and related "best practices" literature. The installation of the Student Success Plan (SSP) system is scheduled to begin on June 16-17, 2015.SSP has two action plans, one is a tool referred to as "My Action Plan (MAP) which is designed to provide students with a pathway that will minimize complexity and lead to successful completion of their goals. Once the advisor and student identify an appropriate program of study, the advisor can create a MAP of recommended courses for a student to help them stay on track to achieve their academic goals. MAP provides an ideal pathway that replicates the institution's program of study, as contained in the catalog, to complete the program and obtain a degree. The other is an action plan feature that is comprised of tasks for students to overcome identified challenges to success. This action plan highlights the students' goals and strengths so that the message of the action plan is positive. It connects students to resources available at the institution and in the community. A Journal feature is available for individuals working with this action plan such as advising and counseling professional as well as others, such as faculty, to make notes. This information is shared between these individuals allowing each to build on the work of another, make interactions seamless as possible, and support the student with the most appropriate and accurate information. While this action plan feature has yet to be installed, currently we create an action plan manually when certain risks are identified. (See example attached)

4th Quarter - ACTIVITY 5: In an effort to enhance data collection and improve student tracking, various mediums were used to assemble information to support a tracking process.
Specifically, a Student Intake Form was developed to collect personal information about the student (e.g., employment information, family care responsibilities, and academic support needs, etc.) to supplement the information stored in the University's student information system, i.e. Banner. This information was analyzed to determine risk levels and appropriate intervention protocols. Specifically, this analysis is conducted to identify persistence barriers and adverse academic behaviors to determine the student's level of risk. After the analysis, students were provided a detailed action plan.

Through this process, in spring 2015, 233 intake forms were collected and analyzed and individual action plans were developed. Overall, these action plans included student interventions such as: a schedule of mandatory sessions with an academic advisor, locations and schedules for the tutorial lab, and referrals to counseling services to manage personal impediments such as transportation issues and child care.

Our assessment of the process revealed that several interventions were carried out, however, in a significant number of cases, substantial follow-up was lacking. Intervention follow through suffered because of the labor intensity involved in data collection and analysis, developing action plans, and other competing priorities such as general registration and advising. To address this problem, this manual process will be automated through the newly installed Student Success Plan (SSP) system.

The Student Success Plan (SSP) system was installed on June 16-17, 2015. SSP has two action plans, one is a tool referred to as My Action Plan (MAP) which is designed to provide students with a pathway that will minimize complexity and lead to successful completion of their degree plan. Once the advisor and student identify an appropriate program of study, the advisor can create a MAP of recommended courses to help a student stay on track in achieving their academic goals. MAP provides an ideal pathway that replicates the institution's program of study, as contained in the catalog, to complete the program and obtain a degree.

In addition to MAP, the student has an action plan to determine risk levels and appropriate intervention protocols needed for students to overcome identified challenges to success. This action plan highlights the students' goals and strengths so that the message of the action plan is positive. It connects students to resources available at the institution and in the community.

The Journal feature is available for individuals working with this action plan such as advising and counseling professionals as well as others, such as faculty, to make notes. This information is shared between these individuals allowing each to build on the work of another, making interactions seamless as possible, and supporting the student with the most appropriate and accurate information.

***ACTIVITY 6*: Enhance current data collection systems to improve student monitoring.**

SUSLA plans to:

(a) collaborate with system technicians to customize data collection tools and reporting formats to meet the unique specifications of advisors;
(b) provide training to support units that advise students during orientation and personnel who teach the College Success class;
(c) provide specifications and work with SUSLA personnel to enhance existing systems (i.e., Moodle, Banner);
(d) provide new customized reports and interface with a new system, the Bilander Business Intelligence Platform for Higher Education System.

The system has the capability to load data from internal operational data systems that contain student and course enrollment data, recruitment, graduation, placement as well as standard dashboards for analysis of enrollment, retention, graduation rates and student performance. We also plan to extend the use of the electronic daily sign-in system in lieu of paper sign-in to obtain accurate census data and demand for specific services.

3rd Quarter - ACTIVITY 6: The initial plan was to purchase the Bilander Business Intelligence Platform for Higher Education System to provide new customized reports to enhance existing systems. However, the Bilander was considered along with three other systems (SSP, GradesFirst, N2N Services) and Student Success Plan (SSP) was chosen instead of the Bilander. The SSP was determined to be the most cost effective at meeting SUSLA's needs. Initially, the electronic daily sign-in was primarily used to verify the number of student visits on a weekly and monthly basis but its use has been extended to help the Center assess student service demands and traffic flow patterns. It has been found that these data are extremely beneficial to the assessment of student center visits and service demands (Attachment 4: Sample electronic daily sign-in sheet). Through the system, it is possible to evaluate specific services, determine student traffic volume and plan improvements in advisement service delivery. These daily student census data have improved the accuracy of weekly and monthly reports and made follow-up of specific student issues more effective.

<u>4th Quarter - ACTIVITY 6</u>: The installation and demonstration of the Student Success Plan (SSP) system was scheduled for June 16-17, 2015. A core team of faculty and staff will provide information for system configuration and customization. This same group will be trained in system use and maintenance. The SSP system is capable of retrieving data from existing systems and configuring these data in a format compatible with the advising reports and assessment methods of the Center for Student Success.

The open source Student Success Plan (SSP) case management software supports a holistic coaching and counseling model which expedites proactive interventions for students in need. SSP is designed to improve retention, academic performance, persistence, graduation rates, and time to degree. Through counseling, web-based support systems, and proactive intervention techniques, students are identified, supported, and monitored. The software contains the following case management tools: My Academic Plan (MAP), MyGPS, Main Dashboard, Action Plan, Journal, Early Alert, and Accommodation. Data is collected and analyzed to provide reports that allow decisions to be made about future efforts (https://www.unicon.net/opensource/student-success-plan).

The collaborative features of the SSP program allows for faculty, staff, advisors, and counselors to work together to assist the student in removing persistence barriers which will positively impact retention and reduce attrition. For example, a faculty member initiates an early alert in SSP that identifies a specific reason why the student is likely to fail a course. This alert simultaneously notifies an advisor and posts a task (e.g., attend tutoring, visit counselor, etc.) in the student's action plan for the student and their assigned advisor to address.

The actions taken by the advisor or any other person working with the student is contained in the plan. Those actions are captured in the Journal feature and keep all persons who are involved abreast of the status of the student's progress. Overall this process is designed to address student problems early, provide support, and foster student retention and success.

<u>ACTIVITY 7</u>: Expand the scope of work and impact of advisors.

SUSLA plans to:

(a) Train academic advisors on career coaching and retention services to develop skills and practices to fully address the needs of the at-risk students;
(b) Require advisors to teach Student Success Courses and provide them professional development on intrusive advising protocols.

<u>3rd Quarter - ACTIVITY 7</u>: Training of advisors on career coaching and supporting at risk students. Weekly staff meetings have been used for cross training advisors on effective career coaching and academic advisement in their intrusive advisement methods. All advisors have attended these sessions. The motto, “Begin with an end in mind” has been adopted to underscore the need to combine these separate focuses in the initial student advisement sessions. The advisors’ use of this practice is evaluated in multiple ways: First, in the college success course, students are required to develop two presentations, their three-year degree action plan (DAP) and five-year career action plan (CAP) and demonstrate how each plan compliments the other. Fellow students, along with an independent faculty/staff observer, provide feedback and score these presentations (Attachment 5: Copy of College Success Course rating sheet for DAP/CAP presentations). Following sessions with the Advisor, students are given an evaluation to complete and give to the receptionist/administrator upon their departure. These surveys are reviewed by the Center Director, who covers any issues noted with staff/advisor as deemed appropriate. (Attachment 6: An Example of a Completed Student Evaluation Survey). Finally, the university’s quality management staff distributes “customer service” surveys to students and others to evaluate institutional units with the Center for Student Success among those areas participating in these surveys. As part of its continuous improvement, assessment process, SUSLA will devise a schedule for compiling, analyzing and developing action plans driven by data from institutional customer service surveys.

Currently, there are two trained academic advisors and one retention coordinator; both advisors are teaching the college success course. Advisors are trained in-house on intrusive advisement techniques and other interventions such as conferences and webinars. These in-house training sessions are provided in weekly staff meetings by the Center Director, who has had extensive academic advising training by the National Academic Advising Association (NACADA) and who designed the intensive advising program at SUSLA. Weekly staff meetings are conducted each Friday, some of which focus on Center activities, such as freshman registration and orientation, college success course assignments and learning outcomes, and others cover intrusive advisement methods and development of metacognitive skills in students enrolled in the college success class. The intrusive advisement practices are reinforced through the use and review of the tools, i.e. Intake Form, Academic Action Plan, advisors use in working with their students. A series of instructive advisement sessions have been conducted and advisors have attended the 2015 First-Year Experience Annual Conference in Dallas Texas.

4th Quarter - ACTIVITY 7: Student Success Plan (SSP) tools, a system installation for data collection and processing, has been installed and is scheduled to be piloted by the Fall 2015 and will be fully implemented by Spring 2016. There will be follow-up on the training of staff and advisors to determine the impact of the training and effectiveness of advisors. The Center for College Success has developed a culture of evidence where assessments of student learning outcomes, academic performance and other outcomes such as persistence, retention and completion rates, provide data by which improvements can be made. The following assessment measures were utilized: portfolios scored with rubrics, pre- and post-test comparisons, and qualitative measurements such as surveys.

As a result of the assessments, the following improvements were made: 1) revised the student success syllabus where the assignments were more aligned with the student learning outcomes of the course; 2) the most effective learning tools for students were identified; and 3) initiated and participated in the redesign of specific developmental education courses such as math 088 and math 133.

<u>ACTIVITY 8</u>: Create a continuous improvement process for the intrusive advising program.

Activity 8 involves:

- (a) the development of an assessment tools and establishment of criteria for success;
- (b) sharing of progress reports with recommendations for program improvements and modifications;
- (c) forming of professional learning communities consisting of faculty and first-year freshman advisors to share practices and documented data on student learning outcomes; and
- (d) promoting an institution-wide understanding of and participation in the intrusive advisement program.

<u>3rd Quarter - ACTIVITY 8</u>: The Center for Student Success was established in 2010 following SACS' approval of the SUSLA QEP, wherein the Center represented a prominent strategic initiative to achieve student success. The overall goal of the Center for Student Success (CSS) is to design a first-year experience for entering freshmen to successfully navigate the appropriate courses of study to attain their academic and vocational goals. Through this remediation process, CSS staff has not only been pivotal in executing the intrusive advising strategies but has also facilitated outreach efforts to non-returning students and more proactively advise new and continuing students. The CSS has also participated in more assessment and evaluation activities through new student tracking forms and customer service surveys. For the final reporting period, SUSLA will present its assessment schedule to demonstrate how these efforts will routinely be utilized for continuous improvements.

<u>4th Quarter - ACTIVITY 8</u>: In order to provide a continuous improvement process for the intrusive advising program, plans have been completed for installation of the SSP system. The system will enhance the overall advisement program. Specifically, the student's use of their MyGPS, and the monitoring and tracking of student progression with the Action Plan are expected to become effective assessment measures. Students use My GPS to explore a predetermined resource guide that has been developed to address the types of issues students encounter during their first year. Based on the response to their questions, the system will automatically alert a need for action by the advisor. This gives the advisor an opportunity to be proactive in addressing the student's needs. We consider this type of proactive response to the student's needs as intrusive advisement.

In addition to the assessment performed by CSS and its advisors, the university's Department of Outcomes Assessment and Quality Management staff are continuously evaluating student outcomes and obtaining the perceptions of students regarding the benefits of all of the services provided by the University, including advisement. For example, institutional data are collected electronically and include results from the graduate exit survey, customer service survey, and course and instructor evaluations.

B. SUSLA Nursing Passage Rate

***ACTIVITY 1*: Review Nursing Progression Policy**

1st Quarter ACTIVITY 1: This activity has been initiated and the faculty members of the School of Nursing are reviewing the student progression policy for consistency with similar programs. This is also being done in preparation for a Follow-Up Report for the Accreditation Commission for Education in Nursing (ACEN). The nursing program is reviewing its curriculum to enhance student learning outcomes that are better aligned with current guidelines and standards of nursing practice from the Louisiana State Board of Nursing, the National League for Nursing's Outcomes, and Competencies for Graduates of Associate Degree Programs in Nursing, the Institute of Medicine's Report on the Future of Nursing, and the Quality and Safety Education for Nurses (QSEN) initiative. The use of these current standards to review and revise the nursing program will provide a better learning experience for the nursing students and greater opportunities for career placement and advancement.

2nd Quarter - ACTIVITY 1: The Nursing Progression policy was reviewed and determined to be comparable to other nursing programs. Student learning outcomes have been revised to better align with current standards of nursing practice from numerous credentialing agencies including the Louisiana State Board of Nursing, the National League for Nursing’s Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing, and the Quality and Safety Education for Nurses competencies. The School of Nursing aims to prepare entry level nursing professionals who are proficient in industry competencies. To this end, the School of Nursing has streamlined its student learning outcomes from ten to the following six:

1. Demonstrate safety and quality when implementing nursing care to patients while recognizing individual preferences and socioeconomic, religious, and cultural differences.
2. Conduct assessments using a holistic approach to make sound nursing judgments and to design and prioritize care that is patient-centered and that promotes positive outcomes for individuals, families, and groups.
3. Demonstrate therapeutic communication, caring, and professionalism that fosters a working relationship with individuals, families, groups, and peers and collaboration with the interdisciplinary team.
4. Facilitate education to empower individuals, families, and groups to develop new, healthful behaviors which foster positive patient outcomes.
5. Demonstrate the use of legal, ethical, and value principles that foster professional conduct and accepted standards of nursing practice.
6. Demonstrate lifelong learning by expanding nursing knowledge through the examination of evidence and best practices and the use of current technology to improve the quality of care for individuals, families, and groups.

In order to determine student performance with these competencies, students complete a self-assessment indicating how well they are able to satisfy the desired outcomes. The School of Nursing assesses the degree of success of the student learning outcomes via two major measures:

- First time NCLEX-RN pass rates that are greater than or equal to the state and national averages
- Graduate satisfaction surveys: 80% of graduate respondents report agreement with being well-prepared to meet the learning outcomes. 80% report overall satisfaction with preparation received at SUSLA.

3rd Quarter ACTIVITY 1: The revised student learning outcomes from last quarter have been integrated into each course of the curriculum and are used to guide the delivery of instruction, direct learning activities, and evaluate student progress. The School of Nursing uses two measures to determine the success of student learning outcomes:

- First time pass rate on the NCLEX-RN (see Item-1)
- Graduate satisfaction surveys (see Item-2)

Item-1. In December 2014, the registered nursing program graduated 37 students. These students were the beneficiaries of the two activities outlined in this remediation plan and can be considered preliminary evidence of the plan's effectiveness. All December 2014 graduates took the licensing exam (NCLEX) between January and March 2015. Thirty-six (36) students passed the exam on their first attempt; one failed. This gives the cohort of students receiving the activities a 97.29% first-time NCLEX pass rate (36/37). These statistics are not yet verifiable through the annual reports from the Louisiana State Board of Nursing, (LSBN) which only posts yearly pass rates. However, the attached report from the National Council of State Boards of Nursing (NCSBN), which actually administers the NCLEX exam, has distributed their 2015 first quarter report showing a first-time pass rate of 94.74% for SUSLA. The discrepancy in reports (36/38 for first-time test takers) is due to a May 2014 graduate who took the exam during this reporting period and was unsuccessful. This student did not participate in the NCLEX preparation activities which are outlined in this document.

It is also necessary to point out that the effectiveness of the remediation plan does not align with the current GRAD Act reporting year. The remediation plan was initiated in fall 2014; the NCLEX pass rate that shows the effectiveness is for year 2015. The chart below indicates how NCLEX Pass Rates align with GRAD Act reporting years.

Performance of Frist-time Candidates Taking the NCLEX-RN Exam

	Jan-Dec 2010 GRAD Act Y2	Jan-Dec 2011 GRAD Act Y3	Jan-Dec 2012 GRAD Act Y4	Jan-Dec 2013 GRAD Act Y5	Jan-Dec 2014 GRAD Act Y6
NCLEX Pass Rates	100%	96.08%	78.31%	86.84%	74%

Item-2. Graduate satisfaction surveys are sent nine months post-graduation. Surveys are sent electronically via Survey Monkey. The use of this online survey development company (versus mailed paper surveys) has increased the return rate of surveys from about 20% to almost 50%. December graduates receive their satisfaction surveys in August and survey results will be available thereafter.

<u>4th Quarter ACTIVITY 1</u>: The School of Nursing will continue to adhere to the progression policies outlined in the Student Handbook and each course syllabus. Students completing the program will be better prepared to successfully pass the NCLEX-RN exam on their first attempt. To this end, SUSLA has continued to enhance its strategies for exam preparation through an increase in the use of case studies during class and clinical post conferences and alternate format questions on unit exams to enhance critical thinking. However, for this reporting period, the School of Nursing did not have any graduates during the 4th Quarter. Therefore, the first-time NCLEX-RN success rate remains unchanged. Graduate satisfaction surveys will be disseminated in <u>August 2015</u>. These surveys allow graduates to express their opinion about the program and how well they believe they were prepared to meet the program learning outcomes including NCLEX preparation.

<u>ACTIVITY 2</u>: Initiate NCLEX-RN 10,000 software for student study supplement.

<u>1st Quarter ACTIVITY 2</u>: Currently, the School of Nursing uses NCLEX 4000 as a study aid prior to taking end of course standardized exams.

In response to this activity, a requisition was placed for purchase of the NCLEX-RN 10,000 software on September 26, 2014. The requisition has been processed by the Purchasing Office and the order has been placed. The goal was to have the resource in the hands of students by October to provide students six weeks of prep time for the Health Education Systems Incorporated (HESI) exams prior to graduation, and about three months usage prior to taking the NCLEX-RN in January 2015. We will carefully monitor student usage of the NCLEX preparation resource and report its impact on student pass rates.

<u>2nd Quarter - ACTIVITY 2</u>: The NCLEX 10,000 software has been installed and individual licenses of the NCLEX 10,000 software were given to students in October 2014 to install on their personal computers. Assignments were also given as a means of mandating students' use of software as well as proof of completion showing that students completed the assignment. Assignments scheduled prior to October 20, 2014 were completed through NCLEX 4,000. The Health Education Systems Incorporated (HESI) Exit exam was initially administered on November 25, 2014 with retakes on December 1 and 17, 2014. Thirty-seven students completed all three course components (lecture, clinical, and standardized exam) and had their degrees conferred on December 18, 2014. Thirty-five of the thirty-seven graduates also attended the Hurst NCLEX review – a three-day facilitated review held on January 6-8, 2015 from 8:00 am to 4:30 pm. Graduates will schedule their NCLEX-RN upon approval from the Louisiana State Board of Nursing and their receipt of the "Authorization to Test" from the state. The results of the licensing exam are expected by early February.

<u>3rd Quarter ACTIVITY 2</u>: The use of the NCLEX 10,000 software plus the Hurst Review Course were the two major measures used to prepare students for the exam required as a component of graduation and the exam to become licensed as a Registered Nurse. In order to evaluate the students' perceived effectiveness of these measures, a survey was disseminated via Survey Monkey on April 1st. To date, only nine (9) graduates have completed the survey. The results so far indicate that:

- 88% recommended the continued use of the NCLEX 10,000 software
- 77% used additional study aides

- 88% reported the NCLEX 10,000 contributed to their success on the NCLEX
- 55% reported the NCLEX 10,000 contributed to their success on the HESI exam
- 65% reported the NCLEX 10,000 contributed to their overall success in the course

All students who received NCLEX 10,000 were required (as a course assignment) to complete 1,250 questions. Thirty-five of the thirty-seven graduates attended the Hurst Review. Since a large percentage of graduates received both preparation measures, one goal for the survey is to gain significant data about the extent of NCLEX 10,000 use beyond the course assignment. The School of Nursing has used Hurst Review services for many years. Students have consistently given positive feedback from this review course via informal verbal comments to faculty and written evaluations given by Hurst Review services.

4th Quarter ACTIVITY 2: The NCLEX 10,000 software was indicated to be useful to program graduates as reported by NCLEX-RN 10,000 Software Survey and as evidenced by the success of graduates on the NCLEX-RN. Therefore, plans have already been made to include the purchase of this software for the upcoming graduating class. Like the initial recipients of the activity, students in the last semester of the program will be given a specific number of questions that must be completed (as a course assignment). The nursing program will continue to measure the use and impact of the NCLEX 10,000 software via course instructor gradebook since it is assigned a grade in the course and via student survey, respectively. Another software similar to the NCLEX 10,000 is also being included in each student's book bundle for courses in the beginning levels. The early implementation of the similar software will hopefully bring a more prepared student to the final semester where they will receive and use the NCLEX 10,000.

The Hurst review course will also remain a part of student preparation for the NCLEX-RN. It is a common practice for most nursing graduates to participate in a review course prior to taking the licensing exam. The lively interactions of the Hurst review keep graduates engaged in the material, and the test taking tips help them stay calm and confident while testing. The software and review combo will help better meet the needs of the nursing industry by ensuring the quality of nursing graduates. This will, in turn, increase the workforce in a timely manner. The more prepared graduates are to take the NCLEX, the sooner they can become registered nurses.

Southern University Law Center
GRAD Act Remediation Plan
Quarterly Progress Report – 4th Quarter

V. Southern University Law Center Activities

In keeping with the Southern University Law Center GRAD ACT Remediation plan approved by the Board of Regents, the Law Center has, to date, made the following progress towards improving its bar passage rates:

Activity 1: Statutory Analysis Course

1st Quarter ACTIVITY 1: The Law Center Administration has requested that the Chairperson of the Curriculum Committee begin discussion with the Curriculum Committee regarding a plan to add Statutory Analysis to the list of required courses for students requiring additional support towards program completion. The course would be required for students with a grade point average of 2.5 and below at the beginning of their 3L year for full-time day division students and 4L year, for part-time day students, and part-time evening students. The request seeks to have the curricular change effective for the Fall semester of 2015. For Fall 2014, the Statutory Analysis course has eight students enrolled as an elective. Other supplemental bar preparation courses include:

	Course	Enrollment
a.	Advanced Federal Practice	4
b.	Special Problems in Business	11
c.	Special Problems in Commercial Law	4

The Statutory Analysis course will be offered in Spring 2015 along with Advanced Civil Code, Advanced Constitutional Law, Advanced Federal Practice, and Advanced Torts as bar preparation-related courses. An update on the implementation of this course and its impact on Student Success will be included in subsequent Quarterly Reports.

2nd Quarter ACTIVITY 1: The Statutory Analysis course is being offered this semester (Spring 2015). The enrollment for the course during the spring 2015 semester is 34. Other supplemental bar preparation courses offered in the spring semester of 2015 include:

	Course	Enrollment
a.	Advanced Federal Practice	4
b.	Matrimonial Regimes	56
c.	Advanced Torts	37
d.	Special Problems in Business Law	6

These additional bar preparation type courses have already contributed to improved bar passage rates. The first-time bar passage rates released in October for July 2014 examinees was 60.6% as compared to a first time bar passage rate of 42% for the July 2013 examinees from SULC. The

Curriculum Committee is studying the pros and cons of making Statutory Analysis a required course for the incoming class of 2015.

<u>3rd Quarter ACTIVITY 1:</u> The number of students enrolled in Statutory Analysis and other supplemental bar review type courses increased from 27 in Fall 2014 to 145 in Spring 2015. The increase in enrollment was fivefold. The Statutory Analysis course will be offered again in the 2015 summer session. Based upon current preregistration figures, the anticipated enrollment is 15 students. Other supplemental courses offered during the 2015 summer session include the following:

Course	Students Pre-registered
a. Advanced Torts	3
b. Advanced Civil Code	5
c. Advanced Constitutional Law	5
d. Matrimonial Regimes	14

The Statutory Analysis Course will also be offered in Fall 2015. Pre-registration projections anticipate an enrollment of 34 students for Fall 2015. Other supplemental bar preparation courses offered in Fall 2015 include the following:

Course	Enrollment
a. Advanced Federal Practice	3
b. Advanced Torts	15
c. Special Problems in Business Law	5

Statutory Analysis and other supplemental bar courses are designed to make students focus on discrete areas of law tested on the bar exam and to refocus on writing and analysis needed to pass the bar exam. The curriculum committee has been studying the pros and cons of making Statutory Analysis a required course instead of an elective course for the incoming class of 2015. A full faculty discussion on the issue occurred on April 8 and April 15, 2015. The faculty decided to keep the Statutory Analysis course as an elective, but ensure that more sections of the course would be offered throughout the academic year.

<u>4th Quarter Activity 1</u>: The number of students enrolled in Statutory Analysis for the 2015 summer session is 13. Other bar related courses offered during the 2015 summer session and the enrollment for those courses follows:

Course	Enrollment
1. Advanced Torts	5
2. Advanced Civil Code	4
3. Advanced Constitutional Law	0
4. Matrimonial Regimes	18

The Statutory Analysis Course will also be offered in Fall 2015. Thirty four students are pre-registered for the Fall 2015 session. Other supplemental bar preparation courses offered in Fall 2015 and the projected enrollment for those courses follows:

Course	Projected Enrollment
1. Advanced Federal Practice	3
2. Advanced Torts	18
3. Special Problems in Business Law	6

In addition, the Law Center operates a summer supplemental bar review program for recent law graduates to supplement their preparation for the July bar examination. This is a non-credit program. Fifty May 2015 graduates are participating in the summer supplemental bar review program.

Activity 2: Comprehensive Exam Requirement

1st Quarter ACTIVITY 2: Chancellor Pitcher and Professor Shawn Vance visited the Thurgood Marshall School of Law at Texas Southern University in Houston, Texas in September 2014 to study a comprehensive exam process that has been implemented by that institution. Professor Shawn Vance is developing a proposal for the Southern University Law Center faculty to adopt a similar comprehensive examination process for the 2015-2016 academic year. The proposal will address exam protocol and process and an exam schedule. The potential advantages of adopting a comprehensive exam process include improving bar passage rates and improving the assessment of student learning outcomes. The proposal is expected to be presented to the faculty in November. Subsequent reports will provide updates on the status of this effort.

2nd Quarter ACTIVITY 2: Chancellor Pitcher and Professor Shawn Vance made a report to the faculty about their visit to the Thurgood Marshall School of Law at Texas Southern University. The purpose of the visit was to learn more about a comprehensive exam process that had been implemented at that institution. At the November 2014 SULC faculty meeting, the faculty voted to defer making any decisions about the design and implementation of a comprehensive exam at SULC until a fully vetted proposal could be shared with the faculty. This proposal is under development and is scheduled to be vetted with the faculty prior to the end of the spring 2015 semester. An update on this proposal will be included in the next quarterly report.

3rd Quarter ACTIVITY 2: As previously reported, Chancellor Pitcher and Professor Vance made a report to the faculty about their visit to the Thurgood Marshall School of Law at Texas Southern University. The purpose of the visit was to learn about a comprehensive exam process that had been implemented at that institution. After much discussion with the faculty and after further research, a fully vetted proposal has been developed and presented to the faculty. On April 8, 2015 the faculty had a special meeting to discuss the proposal and voted to adopt a common examination effective Fall 2015.

The SULC also has changed the sequencing of courses for the incoming classes of 2014 and beyond to improve the progression of learning from first year to second year and from second year to third year. Furthermore, summer school course offerings have been restructured to reduce the number of required courses a student may enroll in during the shorter summer session. Hence, students taking summer courses are encouraged to use the summer sessions to focus on skill needed to master elective and bar preparation courses. Finally, the Law Center has reduced the number of hours needed to graduate from 96 to 90 hours. That change allows for students to take 15 hours per semester for six semesters and avoid overloads in order to graduate on time.

4th Quarter ACTIVITY 2: The Law Center is preparing for implementation of a Common Exam in the Fall 2015 semester. The entering Fall 2015 first-year class will take common exams in two courses in the fall. Those courses are Contracts, and Criminal Law. In Spring 2016, first-year students will take a common exam in Constitutional Law. Students will take a fifty item multiple choice exam in Contracts, and Criminal Law that will count for 35% of their course grade in Contracts, and Criminal Law. The value of implementing the common exam is that it will allow the Law Center to determine how uniformly our students are learning critical core topics. The data from the common exam will allow the Law Center to identify what interventions are needed to improve student retention rates, graduation rates, and bar passage rates. The Law Center will retain a psychometrician on a contractual basis to assist the Law Center as it develops and evaluates the common exam.

Activity 3: Hire Additional Academic Counselors

1st Quarter ACTIVITY 3: This academic year, the Law Center intends to double the number of academic counselors to more effectively monitor student performance and implement interventions for struggling students. The Law Center currently has two academic counselors who serve approximately 80 students per semester. The addition of two counselors will reduce the student-to-counselor ratio by one-half to 20-to-l. The Law Center prepared a position vacancy announcement (PVA) for these positions and anticipates that one position should be filled by the end of the semester. Progress on filling these positions will be included in subsequent reports.

2nd Quarter ACTIVITY 3: The Law Center hired an additional academic counselor in November 2014 and now has a total of three academic counselors. A fourth academic counselor will be hired prior to the Fall 2015 semester.

3rd Quarter ACTIVITY 3: SULC now has three academic counselors with the hiring of an additional academic counselor in November 2014. With this hire, the student to counselor ratio went from 40:1 to 30:1 for first-year students. The advising and counseling services at SULC have evolved as follows over the past year: Previously we were not staffed to provide individual performance and learning style assessments and tutorials to all of our "at-risk" students. We relied on students to tell us what was wrong so we could help them fix it. This system was problematic because students were frequently not accurate in their self-assessment which hindered our ability to effectively intervene. Reliable information that outlines a student's strengths and weaknesses enables our academic counseling and tutoring to be more effective. The personalized assessments generated by academic counselors, in conjunction with faculty assessments, provided a broad, clear picture of performance, and removed the guess work from self-directed learning. Moreover, the assessments empowered faculty and academic counselors to target their interventions, and more effectively and efficiently impact individual outcomes.

SULC plans to hire a fourth counselor prior to Fall 2015. If potential budget cuts prevent SULC from hiring a fourth counselor, the ratio of students to counselors remains approximately 30:1 for first-year students.

4th Quarter ACTIVITY 3: More students are being directed to Office of Academic Support where they can receive guidance from academic counselors to address their challenges and shortcomings. More academic performance data have been shared with the Office of Academic Support. Beginning in the 2015 fall semester, all students with a grade point average of 2.5 and below will receive a greater focus as it relates to academic intervention advising which is particularly important for students with a grade point average in the 2.0 to 2.5 range. They will be directed to reduce their course load by one class for the spring semester and will be closely monitored on their performance by the administration. The data indicate that law students in with a GPA of 2.0 to 2.5 have the greatest challenge in passing the bar on their first attempt.

Activity 4: Raise a Minimum of $25,000 to Fund Student Development Initiatives

3rd Quarter ACTIVITY 4:
Over the course of the academic year, $30,000 has been raised to support student development initiatives at the Southern Law Center. The Alumni Roundup week was held from April 8-12, 2015 and raised over $100,000 for student development efforts at the Law Center. These funds will be applied to Bar Preparation Scholarships and Need Based Scholarships for the 2015-16 academic year.

4th Quarter ACTIVITY 4: Over the course of the fiscal year, $150,000 has been raised to support student development initiatives such as Bar Preparation Scholarships and Need-Based Scholarships for the 2015-2016 academic year. The Law Center is downsizing its faculty and staff in response to declining enrollment. The Law Center is also seeking more private funding sources to meet student development needs. This includes determining the feasibility of developing some new approaches including a Master's of Law Degree program in Trial Advocacy, a prospective branch campus, a weekend part-time program, and more online classes.