ACT 741 – LOUISIANA GRANTING RESOURCES AND AUTONOMY FOR DIPLOMAS

YEAR 6 ANNUAL REPORT

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Table of Contents

Performance Objectives - Student Success (Section 1)

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

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

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

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

Performance Objectives - Articulation and Transfer (Section 2)

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

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

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

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

Performance Objectives - Workforce and Economic Development (Section 3)

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

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

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

Performance Objectives - Institutional Efficiency and Accountability (Section 4)

Element a) Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

Element b) Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

Performance Objectives - Reporting Requirements (Section 5)

Objectives (a) through (i)

Performance Objectives: Student Success (1)

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

Southern University at Shreveport LA (SUSLA) continues to be guided by the established and approved policies by the Southern University System (SUS) Management Board. The baseline data, annual benchmarks, goals, and six-year performance targets set by the Southern University Board of Supervisors continue to guide SUSLA in its operations and data reporting. For the sixth reporting year 2014-15, applicable GRAD Act student success provisions for SUSLA address the following targeted, tracked and descriptive measures:

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

Tracked
Passage Rates on Licensure/Certification Programs

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

Subsequent policies stemming from SUSLA's Five-Year Strategic Plan, as well as those identified as a result of recent GRAD Act remediation activity, have been adopted. SUSLA's Five-Year Strategic Plan incorporates articulated access and success mandates as found in the Southern University System (SUS) and the Louisiana Board of Regents (BoR). Currently, the 2015-2020 Strategic Plan is being developed for implementation in the fall 2016. This plan continues to incorporate access and success mandates that speak to recruiting and retaining students, as well as support the institution's current core values of excellence, integrity, accountability and service. Additionally, for the last year, SUSLA has adopted policies and implemented activities in response to a remediation plan that addresses at-risk students, student progression and study supplements that will ultimately improve the targeted areas of retention and nursing pass rates.

SUSLA's policy initiatives for Year 6 (2014-2015) reporting period include requiring all instructional and non-instructional campus program units to establish and, subsequently report on implementation/attainment activities in support of the following strategic initiatives: GRAD Act target benchmarks; SUSLA Connect Program; and the Quality Enhancement Plan (QEP). To facilitate a seamless integration and ease of data reporting, as well as to effectively measure data-based goals and objectives for continuous improvement, SUSLA is utilizing LiveText as its reporting medium for strategic planning, assessment and institutional effectiveness. Student Success Performance activities for the sixth reporting period with contextual insights are presented below.

The Student Success performance objective was successfully achieved by SUSLA in two of the four areas targeted for the GRAD Act Year 6 Annual Report. SUSLA successfully achieved the same institution graduation rate, demonstrating a 0.39% improvement in the recent two years (13.35%), compared to the prior three years (12.96%). Additionally, SUSLA successfully met and exceeded the targets for percent change in completion rates for both certificate and associate degrees.

However, SUSLA was not successful in the 1st to 2nd year retention rate or its passage rate on the Nursing (RN) exam. The year 6 retention rate was 46.5%. Although this rate fell 9.8% short of the targeted rate of 56.3%, it demonstrates a 3.9% improvement from the prior year's retention rate of 42.6%. For the Nursing passage rate, SUSLA achieved a 74.0%, falling well below the target of 90.5%. Various strategies are currently in place, as outlined in the GRAD Act Year 5 Remediation Plan, to address not only this failed measure, but to continually strengthen the targets that were successfully reported. These strategies are highlighted in the narratives below for each of the GRAD Act Year 6 targeted areas.

i. **1st to 2nd Year Retention Rate**

Term of Data	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015
Number in Cohort	360	575	464	324	586	713	**245**
Number Retained	187	265	229	164	225	304	**114**
Target Rate	52.00%	52.00%	52.30%	53.30%	54.30%	55.30%	**56.30%**
Actual Rate		46.10%	49.40%	50.60%	38.40%	**42.64%**	**46.53%**

SUSLA's 1st to 2nd year retention rate benchmark was not met, falling short of the projected retention rate of 56.30% for year 6. However, there was a 3.89% increase over the prior year's rate of 42.64%; thus, consistently closing the gap towards the 2008-09 baseline of 52.0%. The retention rate in the prior year (42.64%) was 9.36% away from the baseline. The current retention rate of 46.53% is 5.47% away from the baseline - closing the gap by 3.89%.

SUSLA continues to engage in retention interventions that were established in its GRAD Act Year 4 and Year 5 Remediation Plans. The slight improvement for this year's reporting is attributed to the re-coding of the SUSLA College Connect students (an activity from GRAD Act Year 4 Remediation Plan). The SUSLA College Connect program is designed such that students matriculate with the intention of transferring after completing 18 credit hours and within the academic year. For this reporting period, Connect students were removed from the initial cohort, yielding a retention rate of 46.5%.

As SUSLA continues to address retention with the Year 5 Remediation Plan's activities, it was important to understand the degree to which students were 1) supported in their learning, 2) engaged and in what ways, and 3) satisfied with the programs and operations important to their success. Therefore, utilizing the *Student Satisfaction Inventory and Institutional Priorities Survey* (Noel Levitz), and a series of focus groups to include faculty and staff, SUSLA has begun to examine the multifarious facets of the institution's overall quality of student life and identify factors that promote retention and foster student success. In concert with this activity, SUSLA has identified a core group of First-Year Experience (FYE) faculty to work along with counselors, advisors and retention personnel to customize and implement the Early Alert feature of the Student Success Plan (SSP) system designed to assist in identifying and supporting at-risk students. As SSP is implemented, policy is being developed to promote its adoption and use campus-wide. Finally, and in support of improving retention, SUSLA believes that improving the collection and management of data will assist in retention, although indirectly, by presenting data that is consistently and sufficiently reliable; thereby allowing SUSLA to engage in internal and external analytics that will involve data-driven decisions regarding retention efforts. To that end, SUSLA has empowered a Data Integrity & Management (DIM)

Task Force to provide support in the dissemination of empirical and actionable data so that counselors and advisors may develop intrusive retention activity based on predictive modeling, resulting in early intervention to students most likely not to persist. It is expected that these collaborative initiatives will continue to yield significant increases in retention in years to come.

iv. **Same Institution Graduation Rate**

Measure	2008 Baseline data	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	Year 6 2014-15	
Benchmark	22.0%	14.0%	15.4%	17.4%	19.6%	22.3%	24.3%	
Same Institution Graduation Rate	21.9%	13.8%	13.7%	13.3%	11.9%	15.5%	11.20%	3 Yr. Prior Average (12.96%)
Fall revised cohort (total)	265	304	212	264	395	329	357	2 Yr. Recent Average (13.35%)
Completers <=150% of time	58	42	29	35	47	51	40	

SUSLA's same institution graduation rate benchmark was met utilizing the two- versus three-year average scoring option. As shown above, SUSLA achieved an 11.2% graduation rate for the 2014-15 academic year, which when averaged with the 2013-14 graduation rate of 15.5%, yielded a rate of 13.35%. This two year average reflects a 0.39% improvement over the 3-year prior average of 12.96%.

SUSLA expects the improvement trend to continue and be more substantial as activities to improve graduation rates continue. Confidence is based on the remediation activities outlined in SUSLA's Year 4 Remediation plan. Such activities include interventions for at-risk students, improving student tracking, and improving advisement processes.

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

i. Percent Change in Program Completers

Percent Change in Program Completers	2008 Baseline data	Year 1 Bench mark	Year 1 2009-10 Actual	Year 2 Bench mark	Year 2 2010-11 Actual	Year 3 Bench mark	Year 3 2011-12 Actual	Year 4 Bench mark	Year 4 2012-13 Actual	Year 5 Bench mark	Year 5 2013-14 Actual	Year 6 Bench mark	Year 6 2014-15 Actual
Certificate		*2.8%*	*2.8%*	*1.0%*	*-1.4%*	*3.0%*	*5.6%*	*3.0%*	*40.8%*	*4.0%*	*29.6%*	*5.0%*	*5.6%*
	71	*73*	*73*	*72*	*70*	*73*	*75*	*73*	*100*	*74*	*92*	*75*	*75*
Associate		*-12.9%*	*-12.9%*	*0.9%*	*17.0%*	*1.8%*	*41.5%*	*1.8%*	*15.2%*	*4.0%*	*19.2%*	*4.9%*	*15.6%*
	224	*195*	*195*	*226*	*262*	*228*	*317*	*228*	*258*	*233*	*267*	*235*	*259*

SUSLA exceeded all completion percent changes targeted for certificate and associate award levels for the academic year 2014-2015, as depicted in the chart above. Passage designation for this performance measure is warranted. SUSLA's total percent change in academic program completers, inclusive of certificate and associate degrees (334 completers), an increase of 39 (13.22% change) completers when compared to the 2008-09 GRAD Act performance baseline of 295 completers. In particular, SUSLA's actual performance rate of 259 associate degree completers exceeded the established Year 6 projected targets by 24 (10.21% change). For completers, SUSLA's actual performance rate of 75 met the estimated year 6 projected target of 75 completers. However, SUSLA's actual percent change (5.6) exceeded the target value of 5.0%, demonstrating a 0.6% increase.

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

i. Number of high school students enrolled.
ii. Number of semester credit hours in which high school students enroll.
iii. Number of semester credit hours completed by high school students.

	Baseline Data 2008-09	Year 1 2008-09	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	Year 6 2014-2015
Students Enrolled	716	593	555	349	277	424	495
Semester Credit Hours Enrolled	2756	2241	2456	1545	1184	1741	1930
Semester Credit Hours Earned	2551	2011	1777	1225	826	1566	1777

SUSLA continues to meet the objectives of its Five-Year Strategic Plan which requires educational partnerships with area high schools. The ultimate aim of this strategic initiative is to support student preparation for postsecondary education. The programs currently contributing to this effort are the Dual Enrollment (DE) and TRiO Community Outreach programs.

For the 2014-2015 reporting period, 1,133 preparatory high school students were served in such partnership arrangements through TRiO Community Outreach programs. Specifically, these students participated in the Upward Bound and Educational Talent Search programs, which serve students in grades 9 - 12. This reporting year reflects an increase of 31 students (2.8%) from Year 5 (1,102 students). Both Upward Bound and Talent Search demonstrated an increase in student participation, hosting 274 (2.2% increase) and 859 (3% increase) students, respectively.

The Office of Dual Enrollment (DE) continues to grow and provide outreach to university programs and career pathways for high school students. The department has 11 partnerships with area high schools, and two charter schools. Additionally, the DE program has added two web-based developmental courses (Math &, English) and five web-based general courses to its current inventory of courses offered. During the 2014-2015 academic year, 495 students were enrolled, which shows an increase in enrollment by 71 students from the prior reporting year's enrollment of 424 students.

Additionally, SUSLA demonstrated an increase in the number of semester credit hours enrolled and semester credit hours earned - increasing from 1,741 to 1930 (10.9% increase) and from 1,566 to 1,777 (13.5% increase), respectively. The Dual Enrollment department continues to refocus its direction and narrow its scope of course offerings to align with state mandated career pathways and the Jumpstart initiative, all with the intent to increase student access and success. The department is currently pursuing adding courses to the inventory such that a student can complete a certificate level program beginning in the ninth grade. Currently, courses leading to a certificate are in Business Education. Due to the course offerings being made available to ninth grade students, the DE program demonstrated a significant growth in its fall 2015 enrollment to 700 DE students.

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

i. Passage rates on licensure/certification exams

ii. Number of students receiving certifications

Discipline	Baseline Year	Students who took exam	# Students who met standards for passage	Calculated Passage rate
Clinical Laboratory Sciences/Medical Laboratory	2014	1	1	100%
Phlebotomy	2014	33	32	97%
Dental Hygiene	2014	6	6	100%
EMTB	2014	Results not available		
Health Information Technology	2014	12	8	67%
Radiologic Technology	2014	16	12	75%
Respiratory Therapy	2014	10	8	75%
Surgical Technology	2014	8	9	89%

For the 2014-2015 reporting period, SUSLA's institutional passage rates on licensure and certification exams average 88%, 6% higher than the prior year's average of 82%. Of the 86 students who took licensure and certification exams, 76 students successfully met standards which resulted in an institutional passage rate of 88%. Notably, students who pursued licensure examinations for the Dental Hygiene and Medical Laboratory Technology programs achieved a 100% passage rate {*see Appendix 2 to Attachment B}.*

Three of the healthcare programs demonstrated a significant improvement from the prior year's reporting. Clinical Laboratory Science improved its passage rate from 64% to 100%; Respiratory Therapy increased its passage rate from 57% to 75%; and Surgical Technology increased its passage rate from 33% to 89%. All programs began interventions that were outlined in the Year 5 report, which encouraged students to take board examinations immediately following graduation from the program. Other interventions, such as mandatory tutoring deemed to be effective.

However, three of the healthcare programs demonstrated a decline in passage rates. Although the Phlebotomy program demonstrated a 3% decline in its passage rate, it continues to maintain a high passage rate. Health Information Technology dropped from 75% reported in 2013-14 to 67% for this reporting year. Such a decline is attributed to students waiting 9 to 17 months before taking the national exam. The following interventions will be proposed to the program's advisory board: 1) students will be required to register for the RHIT National Certification Exam as part of the HITG 250 (offered in the last semester) course requirement; and, 2) students will be required to engage in certification exam prep modules, offered by the program's national association, American Health Information Management Association (AHIMA).

The same holds true for Radiologic Technology, which demonstrated a 25% decline, dropping from 100% in 2013-14 to 75% in 2014-15. Interventions include: 1) increased rigor of the program's Registry Review Seminar courses; and, 2) students will be required to attend a registry review seminar through Hinds

Community College (Pearl, MS), which provides a post-test assessment of the student's knowledge of the American Association of Radiologic Technology (AART) National exam content.

In future reporting, all programs are expected to continue strategies to improve licensure pass rates.

Passage Rates on Licensure Exams in Nursing (RN)

	Year 3 2011-2012	Year 4 2012-2013	Year 5 2013-2014	Year 6 2014-2015
Number of students who took licensure exam in the most recent year that published data is available, reported by discipline	51	83	38	50
Number students who met the standards for passage, reported by discipline	49	65	33	37
Passage Rate	96.1%	78.3%	86.8%	74.0%
Annual Benchmark	88.8%	89.2%	89.8%	90.5%

The Year 6 performance target for nursing licensure exam passage was not met. For this year's reporting, the passage rate decreased. Year 6 pass rate includes graduates from December 2013 in addition to graduates from spring 2014 who had previously failed in December 2013. In consideration of the first quarter report from the National Council of State Boards of Nursing, the graduates from December 2013 yielded an 82.5% (33/40) first time pass rate. However, a continual decline was noted in the 3rd and 4th quarter reports, showing only 40% (4/10) of the spring 2014 graduates passed NCLEX the first write. Such a decline was due to the students who failed in December 2013 being allowed a special opportunity in spring 2014 to repeat the final nursing course, rather than waiting until the next course offering in fall 2014. Nevertheless, the Louisiana State Board of Nursing (LSBN) Annual Report considers pass rates for the calendar year (graduates who tested between January 1 and December 31); thus, 37 out of 50 students passed (74%) for the calendar year. Enlightened by these events, faculty agreed to strictly enforce polices regarding dismissals. Additionally, a revised grading scale was instituted. This action was guided by the latest increase in the passing standard on NCLEX and the program's 2012 decrease in pass rates. The newest grading scale set the lowest passing score at 80% (up from 77%).

Another action taken to help improve graduate performance was the implementation of an approved curriculum change. The combination of the final two 7½-week advanced medical-surgical courses into one full semester course allowed students a longer, uninterrupted time period to assimilate the knowledge, skills, and attitudes necessary for program success.

Although the Nursing program sustained a shortfall this reporting year, SUSLA's GRAD Act Year 5 actual passage rate is listed at 86.8%, which reflects a considerable improvement from prior year reporting of 78.3%. Year 5 passage rate is a significant improvement of 8.5% and is the beginning of the gains achieved through the implementation of a formal remediation plan. SUSLA continues to apply interventions that were established in its Year 5 GRAD Act Remediation Plan, as well as those established with the Louisiana State Board of Nursing. Activities include: amending and adhering to the School of Nursing persistence/progression policy to provide students expanded opportunities for NCLEX attainment; implementing processes for tracking and evaluating program learning competencies essential for degree completion and exam passage; and, initiate NCLEX-RN 10,000 software for student study supplement, an upgrade from previously used NCLEX 4000. It should be noted, SUSLA's nursing program currently is performing at a 92% passage rate as of December 2015.It should also be noted that SUSLA's RN Nursing program has noteworthy distinction for transforming marginally prepared undergraduates into professional health practitioners; a distinction consistent with program and institutional missions. Seeking mission

consistency, SUSLA's School of Nursing amended program progression requirements to allow peripherally performing students expanded opportunities for NCLEX licensure attainment.

Number of students assessed and receiving Work Keys certificates

SUSLA did not utilize Work Keys as credential certification during academic year 2014-15.

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

{See Appendix 1 to Attachment B}

Performance Objectives: Articulation and Transfer (2)

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

SUSLA continues to engage in retention interventions that were established in its GRAD Act Year 5 Remediation Plan. As a result of Year 5 remediation activity, the Admissions Department is now collaborating and is a part of the several committees. As part of the institution's newly developed Retention Task Force, the Admissions Department works with a team to address and mitigate factors contributing to retention issues, as well as implementing strategies for improvement. Additionally, the department is part of the institution's Enrollment Management Committee, a standing committee formed to improve enrollment management processes by identifying root causes of challenges encountered, developing plans of actions based on best practices, and assigning specific responsibilities and timeline for implementation/completion. The Admissions department is also a member of the newly established Data Integrity & Management (DIM) Task Force to provide support in the dissemination of empirical and actionable data that will assist counselors and advisors in developing intrusive retention activity based on predictive modeling. Such an activity will result in early intervention to students most likely not to persist. It is expected that these collaborative initiatives will continue to yield significant increases in retention and graduation rates in years to come.

The Office of Admission continues to streamline admission processes and to identify and implement best practices. The admission application process is now 100% online. The online applications are automatically loaded into the Banner system, and are readily available for processing. Except where there are possible discrepancies in applicant data, this process eliminates the manual load process and frees up admission counselors to provide quicker responses to applicants and more efficient admission decisions. The use of the Clearinghouse Student Tracker has resulted in more accurate coding of admission statuses as well.

The Director of Admissions holds weekly staff meetings in which Banner training is a permanent agenda item. During peak processing times, when staff meetings are not held, one-on-one Banner training may be conducted. This effort continues to aid the Admissions Office in maximizing the usage of Banner to better serve students and the university community. One of the admissions counselors was designated to serve as the International Student Advisor to accommodate the increase in SUSLA's international student applications.

Under the guidance of the international student advisor, the international student population at SUSLA continues to grow. For this reporting period, SUSLA enrolled 140 international students. Compared to the prior year's report of 115 students, SUSLA increased this population of students by 21.74%. Additionally, the advisor attended the NAFSA: Association of International Educators conference and gained valuable knowledge on federal requirements regarding international student services. These efforts support student s' Visa applications and ease cultural acclimation.

During the last reporting period, the Admissions Office acquired the equipment needed to utilize the Banner Data Management System (BDMS) software, which provides scanning capabilities. However, due to implementation issues with the product, the benefits have yet to be realized. The BDMS allows admission documents to be more readily available to other campus other units which expedites processing. It is also a cost-saving measure that will eliminate 90% of paper documents.

Furthermore, a Transfer Analyst has been hired in the Admissions Office. The articulation of transfer coursework is the primary responsibility of this position. Utilizing the Board of Regents' transfer articulation matrices, the Transfer Analyst provides transfer students with an overview of how their previous coursework

will be applied towards degree completion at SUSLA. This supports a smoother transition for our transfer students. The Transfer Analyst also works in conjunction with the academic units to establish and maintain course equivalencies and/or substitutions, as well as build within the Banner system the program alignments with articulation agreements and MOUs.

SUSLA continues in its efforts implementing its Quality Enhancement Plan (QEP) entitled, "Jaguar Pride: Ensuring Student Success through Structured Advisement." The QEP focuses on achieving student success through the First-Year Experience (FYE), which is administered through SUSLA's Student Success Center (SSC). The SSC, which includes the Office of Retention, is characterized as a coordinated student support service continuum designed to provide first-time freshmen the necessary navigational skills for college readiness, persistence, and improved academic performance.

Additionally, the QEP is critical in SUSLA's GRAD Act Year 5 Remediation Plan to improve retention and completion rates. Data from newly implemented Student Intake forms of at-risk students have been gathered and analyzed to identify and institute appropriate intervention strategies. Furthermore, SUSLA has installed a Student Success Plan (SSP) system through Unicon, a leading provider of IT consulting services for colleges and universities. This system will incorporate the First-Year Experience (FYE) program at SUSLA, which will tract students' strengths, challenges and academic goals, providing an ideal pathway to program completion. The SSC continues to advocate for academic persistence, time-to-degree completion, licensure passage and institutional graduation rates. Participating cohorts who experienced intrusive advisement persisted better than non-participant counterparts with similar support service experiences provided through freshman orientation classes. Currently, an SSP installation and configuration team is working to develop SUSLA's SSP system so that it fosters collaboration among student support staff and faculty, provides transparency of student success practices and results, and produces periodic reports for assessment and improvement of student success activities. Furthermore, as the SSP system is configured, SUSLA plans to develop policy to ensure that the SSP system has campus-wide recognition and support. It is believed that the QEP investments and these remediation plan activities will continue to yield measurable results in retention and graduation rates for years to come.

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

It has been a past practice of receiving specific feedback from Grambling State University (GSU) and Northwestern State University (NSU), which demonstrates SUSLA's commitment to monitor associated degree completers enrolled in four year post-secondary institutions. However, SUSLA did not receive specific data regarding students who transferred to these institutions. SUSLA continues to note that many of the students who transferred to NSU matriculate in majors such as ASN and BSN in Nursing, BS in Radiologic Technology, BSW in Social Work, BS in Business Administration, BAS in Allied Health, and BA in Criminal Justice.

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

Campus Referrals

SUSLA continues its formal referral agreements with Southern University at Baton Rouge (SUBR) and with Southern University at New Orleans (SUNO) through its College Connect program. When students are denied acceptance to SUNO or SUBR due to selective admission criteria, these students are referred and enrolled at SUSLA. For this reporting period, SUSLA enrolled 681 freshman students for the Connect program - 431 from SUBR (a decrease of 128 students from 2013-14) and 250 from SUNO (an increase of 30 students from 2013-14).

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

Southern University at Shreveport Louisiana (SUSLA) has conducted an internal curriculum review and program assessment and has made necessary adjustments to ensure a more seamless transfer for the academic-parallel degree programs. Furthermore, SUSLA continues to participate in the Statewide Articulation and Transfer Council whose primary goal is to "ease successful student transfers between and among public secondary and postsecondary educational institutions." An articulation matrix is prepared annually to reflect specific courses that will be accepted by the various statewide institutions of higher learning. The effort of the new Transfer Analyst continues to support this objective.

Students Enrolled in Louisiana Transfer Degree Programs

For the 2014-15 academic year, SUSLA enrolled 752 students in transfer degree programs. Of the 752 students, 538 were College Connect students who were enrolled in either the Associate of Arts or the Associate of Science/Louisiana Transfer (AALT/ASLT) degree programs. Even though College Connect students are enrolled in the AALT or ASLT degree programs, these students do not complete the degrees, but transfer to SUBR or SUNO after completing 18 credit hours.

Students Completing a Transfer Degree Program

SUSLA had one completer in the Louisiana Transfer (AALT/ASLT) degree programs for the 2014-15 academic year.

Existing Academic Persistence Agreements

In addition to the Louisiana Transfer programs, SUSLA has continued academic progression arrangements with other post-secondary institutions. For the 2014-15 reporting period, SUSLA maintained an inventory of Transfer and Articulation agreements, Memorandum of Understandings (MOUs), and 2+2 Agreements with the following institutions: Grambling State University, Northwestern State University, Southern University-New Orleans, Wiley College, and Louisiana Technical Community System of Northwest Louisiana. SUSLA added an MOU with Louisiana State University at Shreveport (LSUS) for health care and psychology programs. The articulation agreement between LSUS and SUSLA will allow students to complete the Dental Hygiene, Health Information Technology, Medical Laboratory Technician, Respiratory Therapy, and Surgical Technology Associate of Applied Science degrees from SUSLA and transfer 60 credit hours for completion of a Bachelor of Science degree in Community Health from LSUS. SUSLA also entered a similar agreement for students completing an Associate degree in Psychology at SUSLA to transfer 60 credit hours to LSUS toward completion of the Bachelor of Science degree in Psychology. Additionally, SUSLA has an agreement with LSUS to allow students to participate in cross-registration. During the 2014-15 academic year, 3 students cross registered at LSUS.

Additionally, for the 2014-2015 academic year, 106 students persisted and continued at other institutions. Of the 106, 72 transferred to four-year campuses, 30 enrolled at other two-year institutions, and four at technical colleges. This reporting year reflects a 24-student increase when compared to the prior year total of 82 students that continued to other institutions (a 29.27% increase).

Furthermore, a graduate survey was conducted during fall 2014 and spring 2015. Findings from the survey indicated that one-hundred twenty-nine (129) graduates expressed an interest in transferring to the following institutions:

Institution	Total
Wiley College	13
Grambling State University	10
Louisiana State University-Shreveport	21
Northwestern State University	5
Louisiana Tech University	7
Southern University at Shreveport	9
Southern University Baton Rouge	7
Southeastern University	1
Louisiana State University Health Sciences Center	1
University of Louisiana at Lafayette	1
University of Louisiana at Monroe	10
Undecided or Unknown	32
Out-of-State Institutions	12
TOTAL TRANSFERRING	**129**

It should be noted that 9 students graduated from SUSLA and indicated the desire to re-enroll to purse a degree in another discipline. If should also be noted that SUSLA Connect transfers did not participate in this survey.

Performance Objectives: Workforce and Economic Development (3)

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

Academic Program Inventory

During the 2014-15 academic year, SUSLA discontinued six academic programs, namely: Certificate of Technical Studies in Music Technology; Certificate of Technical Studies in Food and Beverage Management; Certificate of Technical Studies in Event Management; Certificate of Technical Studies in Fire Service Management; Certificate of Technical Studies in Business Management; and Certificate of Technical Studies in Hospitality Operation. Notification has been submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), along with the required teach-out plans.

Additionally, SUSLA received approval from the Southern University Board of Supervisors (BoS) and the Louisiana Board of Regents (BoR) spring 2015 to establish four new academic programs, namely: Certificate of Technical Studies in Accounting Technology Clerk; Certificate of Technical Studies in Administrative Technology Specialist; Certificate of Technical Studies in Computer Networking Technology; and an Associate of Applied Science in Polysomnography Technology. These programs are awaiting SACSCOC approval, with an anticipated implementation fall 2016. Academic program inventory modifications resulted from the alignment of proposed curricula with regional health care initiatives, state economic development goals, and labor market trends, as well as supporting SUSLA's mission and status as a comprehensive community college.

Workforce Needs Assessment

Over the past year, SUSLA has collaborated with the local Louisiana Workforce Development Boards (LWDB), Louisiana Workforce Commission (LWC), Louisiana Economic Development (LED) and the regional Jumpstart team to develop and refine existing training programs based on the needs of the state and specifically, Region 7. SUSLA has representation on the local LWDB, the state's Industry Based Certification (IBC) advisory group as well as the local Jumpstart advisory team. All of the groups are guided by employer inputs and are inclusive of industry representation on the designated group. SUSLA's workforce needs assessments have been guided by these groups and the institution is working collaboratively with various stakeholders to address the demands as noted in the WISE gap analysis.

During the reporting period and continuing into fiscal year 2016, the institution continued to provide entry points for career and technical education through the Adult Education HiSet program at SUSLA, along with entry level training opportunities through the CNA, LPN, environmental industries and residential carpentry programs. The institution has worked to establish the C4M certification and welding programs during this academic year. Classes will be offered starting fall 2016. Additional input and guidance were obtained from the local manufacturing council along with a series of meetings with various manufacturing companies. These programs will initially be made available through the noncredit arm of the university.

Caddo Parish School Board approved SUSLA to lease an adjacent middle school facility (that was recently closed) to house Career and Technical education programs; specifically the Residential Carpentry program in support of the YouthBuild grant that was received. This initiative is helping to train opportunity youth (referred to as at-risk) in demand-related occupations while preparing for their HiSet. Ultimately, the program will allow students the opportunity to transition to the university's credit-based program with advance standing upon completion.

The referenced career pathways in healthcare and construction, and now manufacturing, align with the goals of the LA Jumpstart program and specifically, the goals as agreed upon by the Region 7 JumpStart collaborative. Additionally, and for the 2014-15 reporting period, approximately 60% of SUSLA's academic program degree inventory is Workforce Investment Act (WIA) certified. This percentage rate has remained stable since the inception of the current GRAD Act agreement.

Workforce & Economic Development Alignment

Forty-seven percent of SUSLA's current academic inventory is in the Allied Health and Nursing program disciplines. Forty percent of the aggregate academic inventory includes academic certificates. Both the Allied Health and Nursing programs are currently aligned with regional health care initiatives as established for Northwest Louisiana and concurrent statewide economic development goals. For the 2014-15 reporting period, the institutional passage rate on licensure/credentialing exams for health care delivery programs is 88%, a 2.3% increase compared to the prior year's average of 86%. Since GRAD Act inception, SUSLA's annual institutional passage rate continues to average slightly above 80%.

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

Number of course sections with 50% and with 100% instruction through distance education	Baseline Data 2008-09	Year 1 2008-09	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	Year 6 2014-15
Course Sections offered 50% to 99%					0	0	0
Course Sections Offered 100%			101	156	92	119	73

Number of students enrolled in course with 50% and with 100% instruction through distance education	Baseline Data 2008-09	Year 1 2008-09	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	Year 6 2014-2015
# Student Enrolled in Sections Offered 50% to 99%							
# Students Enrolled in Sections Offered 100%			2068	2850	2197	2163	1213

During the 2014-15 academic year, SUSLA offered 40 courses 100% online (73 course sections). Student enrollment in these courses was 1,442. The data reflect a decline from the prior year's report, showing 46 fewer course sections and 950 fewer students enrolled. SUSLA attributes such a decline due to a Moodle (SUSLA's online learning system –OLS) crash during the summer of 2014. There were 58 100% online courses in the inventory prior to the Moodle crash. Forty-four courses were restored and 11 new courses were developed during 2014-15 - 9 100% online and two hybrid courses, bringing the course inventory to 55 for the 2014-15 academic year. The Department of e-Learning continues to provide training for new course development and course redesign.

As stated in SUSLA's Year 5 Annual Report, SUSLA has received SACS approval for the implementation of two online programs. Online programs in Health Information Technology (HIT) and Business Management began fall 2014, at which time, there were only two HIT students and six Business Management students enrolled. During the spring 2015, enrollment had slightly increased to four and 10 students, respectively. To date, three student have dropped due to the cost of tuition; thus, leaving seven students enrolled during the 2014-15 academic year (one HIT student and six Business Management students remain).

Element c: Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institutions.

Southern University at Shreveport Louisiana is a two-year community college. Research productivity is not a part of SUSLA's role, scope, and mission.

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

Approximately 97% of SUSLA's current academic programs are aligned with regional and state economic development initiatives. Fourteen academic programs or 47% of the aggregate are identified as employment pipelines for industry-demand health care profession jobs projected through 2018. The following table lists identified jobs with projected salary requirements.

Demand Jobs For 2008-2018	Average Annual Salary	Current SUSLA
Registered Nurse	$60,721.00	Yes
Respiratory Therapists	$48,767.00	Yes
Medical Clinical Lab	$32,526.00	Yes
Dental Hygienists	$56,404.00	Yes
Diagnostic Medical Sonography	$58,984.00	No
Radiologic Technologists & Technicians	$47,836.00	Yes
Medical Records & Health Information Technicians	$28,555.00	Yes
Biological Technicians	$33,063.00	Yes
Chemical Technicians	$52,335.00	No

Source for both tables: Louisiana Employment Outlook Report 2011

Seventy-six percent of SUSLA's 2014-15 academic completers received degrees in the state's priority occupational categories that required associate level attainment as illustrated in the following table.

Top Occupations Requiring Associate Degrees	SUSLA Completers 2014-15
Health Professions	106
Business Management	28
Liberal Arts & General Studies	71
Security & Protective Services	20
Family & Education Services	19
Computer & Information Services	9
Personal & Culinary Services	1
Life & Physical Science	5
Mechanic & Repair Technology	0
Total	**259**

i. Percent of completers employed

SUSLA Career Services department continues to annually track post-matriculation activities of recent graduates. Career Services surveyed 234 graduates from the 2014-15 completers cohort. Of the surveyed, 66.7% (6.8% increase) were employed within 12 months of graduation, with approximately 68% (7% decline) finding jobs in their primary field of academic study. The preceding is consistent with employee earning data obtained from the Louisiana Department of Labor. Top employment disciplines for SUSLA completers remains to be Nursing, Allied Health, Business Management/Accounting, and Criminal Justice.

ii. Increasing the performance of associate degree recipients who transfer

Students Enrolled in Louisiana Transfer Degree Programs

As noted in the Articulation and Transfer performance section, SUSLA had 752 students enrolled in AALT, ASLT, and other transfer degree programs. Many of these students are College Connect students who do not complete the AALT or ASLT, but transfer to SUBR or SUNO upon completion of 18 credit hours.

Students Completing a Transfer Degree Program

SUSLA had one completer in the Louisiana Transfer (AALT/ASLT) degree programs for the 2014-15 academic year.

Performance Objectives: Institutional Efficiency and Accountability (4)

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

Not applicable. Performance response limited to four-year institutions. SUSLA is a two-year public postsecondary institution.

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

Not applicable. Performance response limited to four-year institutions. SUSLA is a two-year public postsecondary institution.

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

Non-Resident Tuition Increases Compared to SREB Averages

For the 2014-15 reporting period, non-resident tuition/fee increases did not adversely affect SUSLA's headcount enrollment or anticipated self-generated revenues resulting from higher tuition and fee assessments. Beyond the 2015-16 academic year, it would be difficult to speculate what impact the increased nonresident tuition/fees would have on enrollment and revenue through 2016-17.

The total tuition and fees charged to nonresident students attending SUSLA for the 2014-15 academic year was $5,925. The actual SREB peer non-resident tuition/fee amount for the 2014-15 reporting period was $7,341, a difference of $1,416. For the Year 6 annual report, the following data is available:

SUSLA 2014-15 Non-resident tuition/fee amount - $ 5,925

iii. 14-15 SREB Peer Non-Resident tuition/fee amount - $ 7,341

iv. Calculated Percent difference from peer amounts to a negative zero (0) percent

Schedule of Proposed Out-of-State Tuition FY 2014-2015 through 2017-2018

Fiscal Year	SREB Target	SUSLA Proposed
2014-2015	7,341	5,925
2015-2016	7,676	7,288
2016-2017	8,027	7,696
2017-2018	8,394	8,136
2018-2019	8,778	8,592

For fiscal year 2004-2005 through 2008-2009, the average increase in SREB out-of-state Tuition was 4.57% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be submitted as part of the GRAD Act. For the 2010-11 reporting period, SUSLA's SREB/HBCU institutional peer designation was reclassified as Two-Year. Cited SREB target peer projections for 2014-15 through 2018-19 are based on the reclassified designation. SUSLA's proposal includes 10% increases per year 2015-16 and three percent for 2016-17 through 2018-19.

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

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

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

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

	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	Year 6 2014-15
Number of programs with mandatory or recommended accreditation	13	13	13	13
Number of programs that are discipline accredited	8	8	8	8
Calculated Rate	61.5%	61.5%	61.5%	61.5%

For academic year 2014-15, 61.5% of SUSLA's programs are discipline accredited. This includes 13 academic degree programs with mandatory or recommended accreditation designations and eight discipline accredited programs.

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

Reporting Requirements

a. Number of students by classification

Fall 2015 Headcount		Total	2014-15 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
3222		3222	2190.2	2190.2

Fall 2014 Headcount		Total	2013-14 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
2936		2936	1108.1	1108.1

Fall 2013 Headcount		Total	2012-13 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
3016		3016	2331.7	2331.7

Fall 2012 Headcount		Total	2011-12 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
2,931.0		2931.0	2129.56	2129.56

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

b. Number of instructional staff

Fall 2015 Instructional Faculty Headcount	Instructional Faculty Full Time
121	84.0

c. Average class student-to-instructor ratio

2014-15 AY
21.0

d. Average number of students per instructor

2014-15 FTE Enrollment per FTE instructor
26.1

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

Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
28	28	10	18

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
Academic & Student	23	23.0	10	13
Workforce	5	5.0	0	5
Total	28	28.0	10	18

f. Number of staff in administrative areas

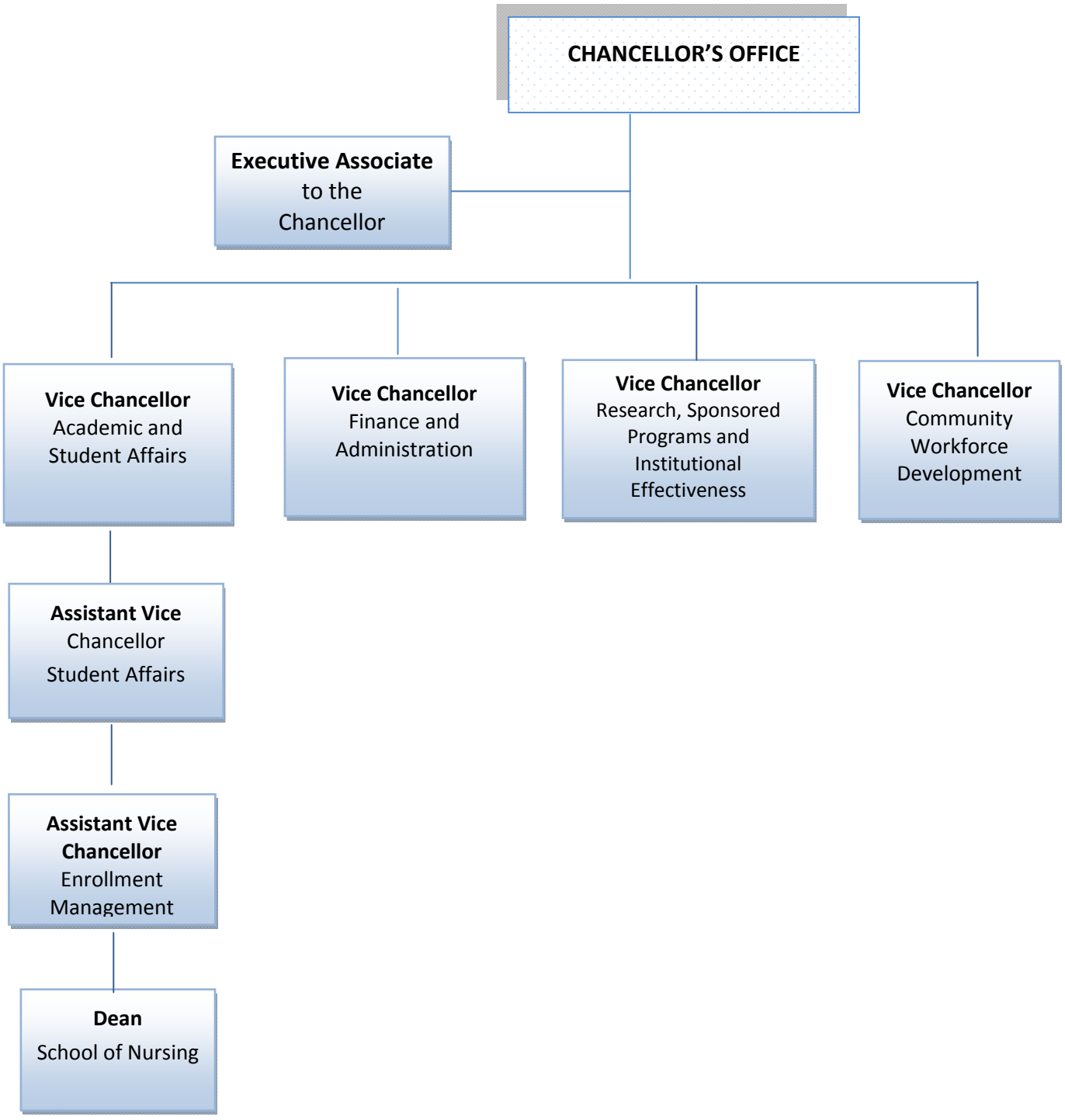
Total Non-Instructional	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through
25	25	19	6

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
Chancellor	3	3.0	2.00	1
Academic & Student Affairs	12	12.0	6.00	6
Finance &Administration	7	7.0	5.00	2
Workforce Development	3	3.0	2.00	1
Total	**25**	**25.00**	**15**	**10**

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

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

ORGANIZATIONAL CHART



h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008.

POSITION	TOTAL BASE SALARY		SALARY CHANGES
	FY 2013-14	FY 2014-15	STATUS
Chancellor	$146,579.00	$146,579.00	None
Executive Associate to the Chancellor	$ 82,400.00	$ 82,400.00	None
Vice Chancellor for Academic and Student Affairs	$116,390.00	$116,390.00	None
Vice Chancellor for Finance & Administration	$97,850.00	$97,850.00	None $2,850.00
Vice Chancellor for Research, Sponsored Programs and Institutional Effectiveness	$84,460.00	$90,000.00	$5,540 (adjustment for additional responsibilities)
Vice Chancellor for Community Workforce Development	$89,460.00	$89,460.00	None
Assistant Vice Chancellor for Student Affairs	$68,000.00	$70,040.00	$2,040 (3% cost-of-living increase)
Assistant Vice Chancellor for Enrollment Management	$74,160.00	$74,160.00	None
Dean Nursing	$88,000.00	$80,000.00	($8,000.00) (New Employee, re-negotiated salary)

a. A Cost of Performance Analysis

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

Expenditures by Function	Amount	% of Total
Instruction	$4,880,967	34.0%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	$986,579	6.9%
Student Services	$1,482,401	10.3%
Institutional Services	$4,894,448	34.1%
Scholarships/Fellowships	$109,959	0.8%
Plant Operations/Maintenance	$1,982,447	13.8%
Total E&G Expenditures	**$14,336,801**	**100.0%**
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	**$14,336,801**	**100.0%**

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

Tuition & Fees	Academic Year 2014-15
Louisiana Residents	$3,634.00
Non Louisiana Residents	$4,934.00
Books & Supplies	$1,500.00
Living Arrangements On Campus	
Room & Board	$9,266.00
Other	$3,712.00
Off Campus	
Room & Board	$5,000.00
Other	$3,712.00
Off Campus with Family	
Other	$3,712.00
Total Expenses	**$35,470.00**
Louisiana Residents	
On Campus	$18,112.00
Off Campus	$13,846.00
Off Campus with Family	$8,846.00
Non Louisiana Residents	
On Campus	$19,41200
Off Campus	$15,146.00
Off Campus with Family	$10,146.00

Source: *NCES/IPEDS 2014-15 Institutional Characteristics and Student Financial Aid Surveys.*

iii. Average Time to Degrees

Average Time to Bachelor's Degree	Average Time to Associate Degree
N/A	6

iv. Average cost per degree awarded

State Dollars per FTE
$2,487.00

v. Average cost per non-completer

State Dollars per FTE
$2,487.00

vi. All expenditures of the institutional

Expenditures Total
$34,811,937

Source: *Board of Regents and Statistical and Financial Data Profile*

ATTACHMENTS

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

Institution: Southern University at Shreveport Louisiana

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR NOTED BELOW	# Students receiving certifications
				2014-15
Adobe Certification	Adobe Certified Expert	Adobe		
American Petroleum Institute- 6th Edition Rigger	API	Database		
American Petroleum Institute- Personal Survival	Personal Survival			
American Welding Society	AWS Entry Level Welder			
Asbestos Abatement Supervisor/Contractors License	EPA		2014	32
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence		
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners		
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition		
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.		
Certified Manufacturing Specialist	CMS	Georgia Quickstart		
Certified Wireless Technology Specialist	CWTS	Pearson VUE/Prometric		
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric		
Child Development -- 190709	CDA	LA Pathways Assn.		
Commercial Diving - 490304	ACDI and ACDE (American Commercial Diving Institute and American Commercial Divers Educators			

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Commercial Driver's License	CDL	Department of Transportation Office of Motor Vehicles		
Communications Electronics	CET and FCC licenses			
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology		
Culinary -- 120503	SERVSAFE	American Culinary Federation		
Dialysis Technician - 511011		State Database	2011	11
Diving	Commercial Diver/Tender Diver	Assoc. of Commercial Diving Educators/Assoc. of Diving Contractors International		
Drafting -- 15.1301	CD	American Design Drafting Assn.		
Electrician -- 46.0302	State License	Louisiana State Licensing Board for Contractors		
Electrician - city license - 460302	City of Thibodaux Electrical License			
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry		
EMT Basic (40 hrs.)	NREMT-B	State of Louisiana Department of Health and Hospitals	2011	10
EMT Paramedic	NREMT-P	State Database		
Fork Lift	Forklift	Workforce Dept.		
*Guest Service Gold Professional Certification (10 hrs.)	Guest Service Gold	American Hotel and Lodging Association		

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Graphic Arts Education and Research Foundation -- 10.0303	PrintEd	PrintEd		
Heating, Ventilation and Air Conditioning -- 47.0201	HVAC Excellence	ESCO Institute		
HVAC - EPA -- 47.0201	EPA	Air Conditioning Heating and Refrigeration Institute (AHRI)		
Internet and Computing all areas (COMPTIA, CISCO, IC3)	Network +, A+, iNet+, A+ COMPTIA (multiple)	Pearson VUE/Prometric		
MCITP: Enterprise Administrator on Windows Server 2008	MCITP	Prometric		
Medical Coding Specialist		State Database	2014	13
Microsoft Certified IT Professional: Server 2008 Active Directory	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Application Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Enterprise Administration	MCITP	Prometric		
Microsoft Certified IT Professional: Server 2008 Network Infrastructure	MCITP	Prometric		
Microsoft Certified IT Professional: Windows 7 Configuration	MCITP	Prometric		
National Restaurant Association	Servsafe	National Restaurant Association		
National Retailers Federation (NRF)	NRF-CS	National Retailers Federation		
NCCER - all areas (National Center for Construction Education and Research)	NCCER	NCCER		

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Nursing – CNA	LABENFA	Louisiana Nurse Aid Registry BR – Dept. of Health &	2011	56
OPET	EETC			
OSHA – 30 Hr. Construction Safety	OSHA	Occupational Safety and Health Administration	2014	32
OSHA – 40 Hr. Hazpower	EPA	Fire Training Academy	2014	32
Patient Care Tech	CPCT/NRCPCT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Personal Fitness Trainer	ACE	Gatlin Education		
Petroleum Education	PEC, PEC-OPPS, Safe Gulf	Safety, Environmental & Operational Training Inc.		
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	2011	32
Real Estate	Salesperson	Louisiana Real Estate Commission		
U.S. Coast Guard all specialty areas	USCG	USCG		
First Aid /CPR	National Heart Savers Association	National Heart Savers Association	2014	32
WorkKeys (all areas, levels)	Workkeys	ACT		

Baseline Year = most recent year data published by entity that grants licensure/certification 2-27-12

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

Institution: Southern University Shreveport Louisiana

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2014	1	1	100%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	2014	6	6	100%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	2014	12	8	67%
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2014	50	37	74.0%
5	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2014	16	12	75%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)	2014	10	8	75%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2014	8	9	89%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate + # students to meet standards for passage/#students who took exam
March 1, 2013

System: Southern University System
Institution: Southern University at Shreveport
2016

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 5 Actual	Year 6 Benchmark	Year 6 Actual
1. Student Success															
a. *i.a.* Targeted	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	*52.0%*	*52.0%*	*46.1%*	*52.3%*	*49.4%*	*53.3%*	*50.6%*	*54.3%*	*38.4%*	*55.3%*	*42.6%*	*56.3%*	*46.5%*
	Actual Baseline Data:	*# in Fall 08 Cohort*	*360*		*575*		*464*		*324*		*586*		*713*		*245*
		# retained to Fall 09	*187*		*265*		*229*		*164*		*225*		*304*		*114*
iv. Targeted	Same Institution Graduation Rate	2008 Grad Rate Survey	*22.0%*	*14.0%*	*14.0%*	*15.4%*	*13.7%*	*17.4%*	*13.3%*	*19.6%*	*12.0%*	*22.3%*	*16.0%*	*24.3%*	*11.2%*
	Actual Baseline Data:	*Fall revised cohort (total)*	*265*		*304*		*212*		*264*		*395*		*329*		*357*
		completers <=150% of time	*58*		*42*		*29*		*35*		*47*		*51*		*40*
b. *i.* Targeted	Percent Change in program completers														
	Certificate			*2.8%*	*2.8%*	*1.0%*	*-1.4%*	*3.0%*	*5.6%*	*3.0%*	*40.8%*	*4.0%*	*29.6%*	*5.0%*	*5.6%*
		2008-09 AY	*71*	*73*	*73*	*72*	*70*	*73*	*75*	*73*	*100*	*74*	*92*	*75*	*75*
	Associate			*-12.9%*	*-12.9%*	*0.9%*	*17.0%*	*1.8%*	*41.5%*	*1.8%*	*15.2%*	*4.0%*	*19.2%*	*4.9%*	*15.6%*
		2008-09 AY	*224*	*195*	*195*	*226*	*262*	*228*	*317*	*228*	*258*	*233*	*267*	*235*	*259*
d. *i. d.* Targeted	Passage rate on licensure exam in Nursing (RN)	2008 Calendar Year						*88.8%*	*96.1%*	*89.2%*	*78.3%*	*89.8%*	*86.8%*	*90.5%*	*74.0%*
	Actual Baseline Data:	*# of students who took exam*							*51*		*83*		*38*		*50*
		# of students that passed							*49*		*65*		*33*		*37*
2. Articulation & Transfer															
d. *i.* Targeted	Number of students enrolled in a transfer degree program	2008-09 AY						*15*	*0*	*17*	*68*	*17*	*526*	*20*	*752*
3. Workforce & Economic Development															
b. *iii.* Targeted	# of programs offered through 100% distance education	January 1, 2013						*0*	*0*	*0*	*2*	*2*	*2*	*2*	*2*
4. Institutional Efficiency & Accountability															
d. *i.* Targeted	*Percent of eligible programs that are discipline accredited*	January 1, 2013						*57.1%*	*61.5%*	*57.1%*	*61.5%*	*57.1%*	*61.5%*	*57.1%*	*61.5%*
	Actual Baseline Data:	*# programs*							*13*		*13*		*13*		*13*
		# discipline accredited							*8*		*8*		*8*		*8*

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