



**ACT 741 - GRANTING RESOURCES AND AUTONOMY
FOR DIPLOMAS**

SPRING 2014 ANNUAL REPORT

SOUTHERN UNIVERSITY at SHREVEPORT
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SUSLA
SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA
Excellence Integrity Accountability Service
Office of the Chancellor

May 5, 2014

Dr. Ronald Mason, Jr., President
Southern University System
J. S. Clark Administration Bldg., 4th Floor
Baton Rouge, LA 70813

Dear Dr. Mason:

Please find a copy of Southern University at Shreveport (SUSLA) GRAD Act Annual Report for the fourth academic year 2012-13. If additional information is required, please contact Mr. Martin B. Fortner, Director Institutional Planning and Research / SACS Liaison. Mr. Fortner can be reached at (318) 670-9322 or via email mfortner@susla.edu.

Warm Regards,


Ray L. Belton, Ph.D.
Chancellor



**LOUISIANA GRANTING RESOURCES
AND
AUTONOMY FOR DIPLOMAS ACT
(SUMMARY NARRATIVES)**

Annual Spring Report - 2014
Revised June 2014

1. Student Success

- 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.**

NARRATIVE REPORT

Policy/Policies Adopted By Southern University System (SUS) Management Board

The Southern University Board of Supervisors approved the establishment of baseline data, annual benchmarks goals, and six-year performance targets for Southern University at Shreveport Louisiana (SUSLA). Established parameters are contained in Attachment D, GRAD Act Template for Reporting Annual Benchmarks and 6 –Year Targets. For the fourth report year 2012-13, 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 Policy/Policies Adopted by SUSLA

SUSLA is guided by its own Five-Year Strategic Plan, which annually incorporates articulated **access and success mandates** as found in companion initiatives advanced by the Southern University System and the Louisiana Board of Regents.

SUSLA Policy Initiatives for Year 4

For the 2012-13 annual report period, all instructional and non-instructional campus program units were required to establish and subsequently report on implementation/attainment activities in support of the following strategic initiatives: GRAD Act targeted benchmarks, SUSLA Connect Program, and Quality Enhancement Plan (QEP). Student Success Performance activities for the fourth report period with contextual insights are presented below.

1st to 2nd Year Institutional Retention

The year four (4) retention performance target was not met. For GRAD Act four (4), the thirty-eight point four (38.4) percent actual rate represented a thirteen point six (13.6) percentage decrease for the 2008-09 established baseline. This attainment rate was twelve point two (12.2) percentage points below the fifty point six (50.6) actual listing registered for year three (3). Reasons attributed to this decline are numerous.

During the 2012-13 report period, SUSLA implemented a cross enrollment arrangement with affiliated four-year campuses located within the Southern University System. Specifically, this program, commonly referred as the SUSLA Connect, is designed to provide an alternative enrollment option for prospective students who did not meet selective admission requirements for the Baton Rouge or New Orleans four-year campuses.

Under this arrangement, first time freshman students who lack instructional requirements for four-year college entry are referred to SUSLA for enrollment consideration. Once enrolled, students are required to take appropriate developmental courses and successfully complete college general education requirements. Upon completion, students are eligible to transfer into the Baton Rouge or New Orleans campuses with an eighteen (18) credit hours minimum and overall two point zero (2.0) grade point average.

Indicative of program startup, unforeseen problems occurred in areas of inadequate campus coordination, data coding, targeted program students, and transfer eligibility. Such conditions are attributed to the less than desirable retention performance as noted for GRAD Act four (4). Currently, the Southern University System and participating Connect campuses are collaborating and have initiated remedial actions for problem resolution.

Remedial actions include, but not limited to, clarity in student cohort participation, procedural consistency regarding data coding, course sequencing, and advisement. In addition, cited actions will employ Banner technology resources to support efficiencies in seamless enrollment, academic persistence and progression.

For academic year 2013-14, the Southern University System has established data governance policies and procedures to ensure institutional buy in and accountability for remedial action implementation. SUSLA's Enrollment Management Office is designated with implementation responsibilities. The institution remains confident that initiatives will yield significant dividends for GRAD Act year five (5).

Institutional Graduation Rate

The year four (4) graduation rate performance target was not met. For GRAD Act four (4), the eleven point eight (11.8) percent graduation rate represented a seven point eight (7.8) percentage decrease from the established performance target of nineteen point six (19.6). This attainment rate was one point four (1.4) percentage points below the thirteen point two (13.2) performance listing achieved for year three (3).

Since the 2008-09 base years, SUSLA's annual freshman cohort completion rates are characterized as marginal. However, the institution expects the 2013-14 IPEDS graduation rate to increase for year five (5). Specifically, the IPEDS institutional graduation rate for academic year 2013-14 is recorded at sixteen (16) percent. SUSLA believe passage for fifth GRAD Act period will be achieved through the five-year performance improvement profile which compares the most recent two-year average to the prior three.

SUSLA expects the year five (5) improvement trend to continue through the final sixth year of present campus agreement. Confidence is based on the following assumptions: (1) demonstrated effects of structured advisement initiatives implemented in year one (1); and (2) relevance of current academic degree inventory to state workforce needs and economic development initiatives.

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

Percent Change in Program Completers

Passage designation for this performance measure is warranted. SUSLA's total percent change in academic program completers, inclusive of certificate and associate degrees, was twenty-one point three (21.3) percent from the 2008-09 GRAD Act performance baseline. In particular, SUSLA actual performance rate of two hundred fifty-eight (258) associate degrees completers for academic year 2012-13 exceeded established year four (4) targeted benchmark projection by thirty (30).

Institutional performance for certificate completers was listed at one hundred (100). This performance attainment rate exceeded the GRAD Act four (4) targeted benchmark by twenty-seven (27). Attainment rate is a testament to alignment of SUSLA's current academic degree inventory with regional/state workforce needs and economic development initiatives.

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

SUSLA's Five-Year Strategic Plan requires educational partnership arrangements with market service area high schools. Established partnership arrangements are designed to achieve institutional mission requirements related to student access, academic progression, and post matriculation success. To support efforts, both the Dual Enrollment and TRIO Community Outreach Programs are offered at SUSLA. For the 2012-13 reporting period, approximately two hundred seventy-seven (277) preparatory high school students have participated in such partnership arrangements.

The number of semester credit hours enrolled by the aggregate preparatory population was one thousand one hundred and eighty-four (1,184). Of the aggregate hours, participating dual enrollment students have completed eight hundred and twenty-six (826) semester credit hour with grades of A, B, C, D, F or P. The attainment rate reveals a seventy (70) percent end-of-course completion rate.

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

Number of Students Receiving Licensure/Certifications

For the 2012-2013 reporting period, SUSLA's institutional passage rates on licensure and certification exams are listed at eighty (80) percent. Since GRAD Act inception, SUSLA's annual institutional passage rate has averaged slightly above eighty (80) percent.

Of the sixty-eight (68) students who took licensure and certification exams, fifty-seven (57) successfully met standards which resulted in an institutional passage rate of eighty (80) percent. Notably, students who pursued licensure examinations for the Dental Hygiene and Emergency Medical Technician – Basic programs achieved a one hundred (100) percent passage rate see Appendix 1.

Corrective action initiated by the Medical Laboratory Technician and Surgical Technology programs resulted in significant improvements for the 2012-13 report period. In particular, the MLT program improved its previous Year 3 passage rate from zero (0) percent to eighty-six (86) percent. Although below average, Surgical Technology, improved its previous year performance from twenty-nine (29) percent to forty (40) percent. For GRAD Act Year 5 both programs are expected to continue improvement strategies.

Passage Rates on Licensure Exams in Nursing (RN)

The Year 4 performance target for nursing licensure exam passage was not met. SUSLA's GRAD Act Year 4 actual passage rate is listed at seventy-eight point three (78.3) percent. Although, eleven (11) percentage points below targeted benchmark, actual attainment rate is not a true reflection of program quality since inception.

SUSLA's RN Nursing program is a signature academic program with noteworthy distinction to transforming marginally prepared students into professional health practitioners, a distinction

consistent with program mission. This program has been in existence since 2004. For the first four (4) years, the number of first-time test takers sitting for the National Council Licensure Examination (NCLEX) exam averaged thirty-six (36) percent with an overall passage rate which approximated ninety-six (96) percent.

Seeking mission consistency, SUSLA's School of Nursing amended program progression requirements to allow peripheral performing students expanded opportunities for NCLEX licensure attainment. SUSLA Nursing faculty characterized such students as promising candidates with strong desires for academic persistence, degree acquisition, and professional success.

Although the number of first-time test takers increased by twenty-nine (29) percent from the previous report period, corresponding passage rates were not commensurate, thus resulting in the seventy-eight point three (78.3) performance rate. National Council of State Boards of Nursing (NCSBN) performance results for the calendar year 2013 exam test takers and preliminary information obtained for the 2014 suggest SUSLA's inclusionary option as prudent.

NCSBN notes that SUSLA's passage rate for the 2013 calendar year test takers approximated eighty-seven (87) percent, two (2) percentage points within the projected year five (5) targeted performance benchmark. For first quarter 2014, SUSLA's licensure passage rate currently lists at eighty-two point five (82.5) percent. Based on preliminary results, SUSLA expects the 2014 passage rate to meet or exceed the targeted performance benchmark projected for sixth and final year of present campus GRAD Act agreement.

iii. Number of students assessed and receiving Work Keys certificates

SUSLA did not utilize Work Keys as credential certification during academic year 2012-13.

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

See Appendix 1 Attachment I

2. Articulation and Transfer

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.**

Since GRAD Act inception, SUSLA has continued persistence initiatives to increase student retention and graduation rates as required in the Master Plan for Louisiana Public Postsecondary Education. One initiative is SUSLA's Quality Enhancement Plan (QEP) entitled Jaguar Pride: Ensuring Student Success through Structured Advisement. This plan is characterized as a coordinated student support service continuum designed to provide entry freshmen with necessary navigational skills for college readiness, persistence, and improved academic performance.

Strategies established by the (QEP) focuses on achieving student success through the first-year experience. Institutionally, this support services concept is administered through the recently created Student Success Center. In particular, the center houses an intrusive advisement component, as well as the Office of Retention.

Both units are organizational advocates for improvements in academic persistence, time-to-degree completions, licensure passage and institutional graduation rates. Participating cohorts who experienced intrusive advisement as provided persisted better than non-participant counterparts with similar support service experiences found in freshman orientation classes.

SUSLA believes QEP investments will yield measurable results in retention and graduation rates for years five (5) and (6).

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

Specific feedback was obtained from Grambling State University (GSU) which demonstrates SUSLA's commitment to monitor associated degree completers enrolled in four year post-secondary institutions. The GSU correspondence provided academic performance data on SUSLA students enrolled for the 2013 fall semester as first-time undergraduate transfer students.

The average grade point average for SUSLA graduates at the end of the fall semester was two point six zero (2.60) on a four point zero (4.00) scale. When the average grade point average for SUSLA's graduates was compared to the average grade point average for the entire undergraduate transfer class at GSU two point fifty-five (2.55), the data indicates that SUSLA's graduates are competitive.

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

Since the last reporting period, SUSLA has established formal referral agreements with Southern University at Baton Rouge (SUBR), as well as continued agreement with Southern University at New Orleans (SUNO). When students are denied acceptance to SUNO or SUBR due to selective admission criteria, these students are referred to SUSLA for enrollment consideration.

SUSLA received two hundred and fifteen (215) freshman student referrals from SUBR and one hundred and twenty-five (125) from SUNO. Thus, a total of three hundred and forty (340) students were referred and subsequently enrolled into the SUSLA Connect program during the Fall 2013.

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

Southern University at Shreveport Louisiana participates 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. Careful review of course syllabi, reflecting the course content and specific student learning outcomes and objectives, is a major part of the review process.

Students Enrolled in Louisiana Transfer Degree Programs

During the 2012-13 reporting period, SUSLA had sixty-eight (68) students enrolled in both the Associate of Arts/Louisiana Transfer (AA/LT) and the Associate of Science/Louisiana Transfer (AS/LT) degree programs. Specifically, fourteen (14) students were enrolled in the AA/LT degree program, and fifty-four (54) students were enrolled in AS/LT degree program. This attainment rate exceeded the GRAD Act 4 targeted benchmark by fifty-one (51) students.

Students Completing a Louisiana Transfer Degree Program

During the 2012-13 reporting period, SUSLA had five (5) students who completed degree for the Associate of Arts/Louisiana Transfer (AA/LT) program. This attainment rate exceeded the previous report year rate by four (4) students.

Existing Academic Persistence Agreements

In addition to the Louisiana Transfer program, SUSLA has continued academic progression arrangements with other post-secondary institutions. For the 2012-13 reporting period, SUSLA maintained an inventory of Transfer and Articulation agreements, Memorandums of Understanding 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.

Based on a graduate survey conducted during the Spring 2012 and Fall 2013, eighty-five (85) students transferred to the following institutions:

Institution	Percent
Grambling State University	9
Louisiana State University Shreveport	15
Louisiana Tech University	4
Northwestern State University	31
Southern University Baton Rouge	3
Southern University New Orleans	1
Loyola University (New Orleans)	1
University of Louisiana at Lafayette	1
University of Louisiana at Monroe	1
Wiley College	11
Jarvis Christian College	1
Other	7

SUSLA also has an agreement with Louisiana State University in Shreveport (LSUS) to allow students to participate in cross-registration. During the fall 2013, nineteen (19) students cross-registered with LSUS.

3. **Workforce and Economic Development**

- 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

No SUSLA academic programs were eliminated for the GRAD Act four (4). For the 2012-13 reporting SUSLA exercised options to create a Certificate of Technical Studies in Health Access Associate and convert the Certificates of Technical Studies in Computer Information and Web Development into Certificates of Applied Sciences. In addition, SUSLA received Southern Association of Colleges and Schools (SACS) approval to pursue online instruction for the Health Information Technology (HIT) and Business Management academic programs.

Academic program inventory changes were the result of instruction delivery alignment with regional health care initiatives and state economic development goals. Online degree program implementation is expected to provide SUSLA enrolled students with life long career skills which are relevant to labor market trends. Attainment skills are expected to result in increased earnings, stronger local, regional, and state economies, as well as lower social welfare costs.

Workforce & Economic Development Alignment

Forty-three (43) percent of SUSLA's current academic inventory is in the Allied Health and Nursing program disciplines. Cited figure represented a five percentage point increase from the previous report period. Fifty-three (53) percent of aggregate inventory include academic certificates. This represents a three (3) percentage point increase from year three (3).

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. SUSLA's calculated licensure/certification passage rate for its health care delivery programs remain a testament to institutional commitment to Louisiana's long term life quality goals.

For the 2012-13 reporting period, the institutional passage rate health care delivery programs listed at eighty (80) percent. Since GRAD Act inception, SUSLA's annual institutional passage rate has averaged slightly above eighty (80) percent.

Workforce Needs Assessment

SUSLA's Community and Workforce and Development (CWD) Division is the economic development and community outreach advocate for the institution. The CWD works closely with the Louisiana Workforce Commission and local economic development agencies (ex: local chambers, North Louisiana Economic Partnership and Workforce Investment Boards) to engage in labor force utilization strategies for the immediate market and regional service areas.

For the 2012- 13 report period, approximately sixty (60) percent of SUSLA's academic program degree inventory is Workforce Investment Act (WIA) certified. This percentage rate has remained stable since inception of the present campus GRAD Act agreement.

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

For this targeted measure, SUSLA demonstrated progress from the previous reporting period. During the 2012-13 reporting period, SUSLA had ninety-two (92) online courses, where one hundred (100) percent of instructional activity was accomplished through synchronous/asynchronous delivery modes.

Approximately, two thousand one hundred ninety-seven students (2,197) were enrolled in cited online activity. Currently, SUSLA has received SACS approval for implementation of two (2) online instructional programs. Online instructional programs in Health Information Technology and Business Management degree program are expected to commence during academic year 2013-14.

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

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

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 ninety-seven (97) percent of SUSLA's current academic program degree inventory is aligned with regional and state economic development initiatives. Fourteen (14) academic programs or forty-seven (47) percent of the aggregate are identified as employment pipelines for industry demand health care profession jobs projected through 2018. The following table list identified jobs with projected salary requirements.

**TABLE
I**

Demand Jobs For 2008-2018	Average Annual Salary	Current SUSLA Program
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	Yes
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	Yes

Source: Louisiana Employment Outlook Report 2011

Ninety-four (94) percent of SUSLA's 2012-13 academic completers received degree awards in the state's priority occupational categories that required associate level attainment. The preceding is depicted in the following table.

Top Occupations Requiring Associate Degrees	SUSLA Completers 2012-13
Health Professions	194
Business Management	39
Liberal Arts & General Studies	49
Security & Protective Services	30
Family & Education Services	15
Computer & Information Services	3
Personal & Culinary Services	15
Life & Physical Science	15
Mechanic & Repair Technology	12
Total	362

Source: Louisiana Employment Outlook Report 2011, BoR Academic Completer Files

i. Percent of completers employed

SUSLA Career Services department annually tracks post matriculation activities of recent graduates. Career Services surveyed three hundred and fifty-two (352) graduates from the 2012-13 completers cohort. Of the aggregate, fifty-nine (59) percent were employed within twelve (12) months of graduation. Seventy-five (75) percent of this group found jobs in their primary field of academic study.

The preceding is consistent with employee earning data obtained from the Louisiana Department of Labor. For review period commencing with academic years 2009-10 through 2011-12, seventy-two (72) percent of SUSLA academic completers were found employed three (3) months after graduation. Top employment disciplines found were Nursing, Allied Health, Business, Criminal Justice, and Louisiana Transfer/General Studies.

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 sixty-eight (68) students enrolled in both the Associate of Arts and the Associate of Science/Louisiana Transfer degree programs. Specifically, the Associate of Arts program listed at fourteen (14) and Associate of Science at fifty-four (54) enrollees. This attainment rate exceeded the GRAD Act 4 targeted benchmark by fifty-one (51) students.

Students Completing a Transfer Degree Program

As cited in the Articulation and Transfer performance section, SUSLA had five (5) students who completed degree requirements for the Associate of Arts/Louisiana Transfer (AA/LT) program in 2012-13. This attainment rate exceeded the previous report year rate by four (4) students.

4. **Institutional Efficiency and Accountability**

- 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.

- 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.

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 2012-13 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 2012-13 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 2012-13 academic year was four thousand six hundred four (4,604) dollars. The actual SREB peer non-resident tuition/fee amount for the 2012-13 reporting period was six thousand seven hundred and thirteen (6,713) dollars. The difference between the peer non-resident tuition/fee amount and non-resident fees charged by SUSLA was two thousand one hundred nine (2,109) dollars. For the 2012-13 annual report, the following data is available:

SUSLA 2012-2013 Non-resident tuition/fee amount - \$4,604

iii. 2012-13 SREB Peer Non-Resident tuition/fee amount - \$ 6,713

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

Schedule of Proposed Out-of State Tuition FY 2012-2013 through 2016-2017

Fiscal Year	SREB Target	SUSLA Proposed
2012-2013	6,713	4,604
2013-2014	7,020	5,064
2014-2015	7,341	5,570
2015-2016	7,676	6,648
2016-2017	8,027	7,313

For fiscal year 2004-2005 through 2008-2009, the average increase in SREB Out-of-State Tuition was four point fifty-seven (4.57) percent 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 is 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 a Two-Year (2). Cited SREB target peer projections for 2012-13 through 2016-2017 are based on the reclassified designation. SUSLA proposal includes ten (10) percent annual increases per year (3% Tuition + 5% GRAD + 2% Operation.) for 2013 -14 and three percent for 2015-16 and 2016 -17.

- c. **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.**

For academic year 2012-13, SUSLA's percentage of eligible program that are discipline accredited listed at sixty-one point five (61.5.) percent. Cited rate consists of thirteen (13) academic degree programs with mandatory or recommended accreditation designations. Of the aggregate, eight (8) programs are discipline accredited. SUSLA expects to maintain accreditation rate through the remainder of current campus GRAD Act Agreement.

5. 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 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.	2,039.3

Fall 2010 Headcount		Total	2010-11 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
2,834		2,834	2,020.	2,020.5

Fall 2009 Headcount		Total	2009-10 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
3,014		3,014	2,394.	2,394.8

- b. Number of instructional staff

Fall 2013 Instructional Faculty Headcount	Instructional Faculty Full Time
201	115.7

- c. Average class student-to-instructor ratio

2012-13 AY
19.9

- d. Average number of students per instructor

2012-13 FTE Enrollment per FTE instructor
20.2

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
31	30.33	8	2

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
Academic Affairs	9	8.33	5	4
Student Affairs	17	17.00	3	1
Workforce	5	5.00	0	5
Total	31	30.33	8	2

f. Number of staff in administrative staff Fall

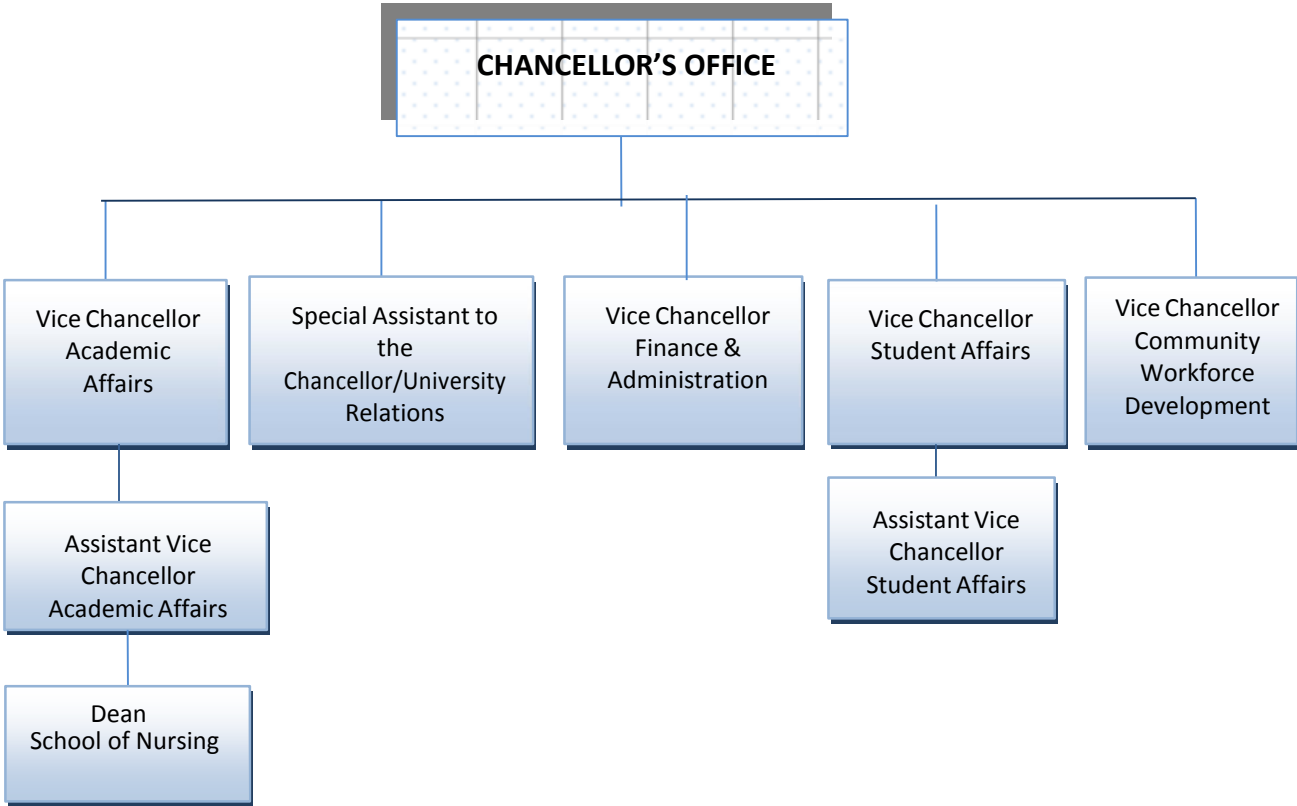
Total Non-Instructional	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through
23	23	17	6

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
Chancellor	3	3.00	2.00	1
Academic Affairs	4	4.00	3.00	1
Finance & Administration	8	8.00	6.00	2
Student Affairs	3	3.00	3.00	0
Workforce Development	5	3.00	3.00	2
Total	32	23.00	17	6

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

	TOTAL BASE SALAR	TOTAL BASE	SALARY CHANGES
POSITION	FY 2011-12	FY 2012-13	STATUS
Chancellor	\$142,311.00	\$142,311.00	0
Vice Chancellor Academic Affairs	\$100,000.00	\$100,000.00	0
Assistant Vice Chancellor Academic Affairs	\$69,467.00	\$69,467.00	0
Dean Nursing	\$85,764.00	\$85,764.00	0
Vice Chancellor Finance & Administration	\$95,000.00	\$95,000.00	
Vice Chancellor Student Affairs	\$82,000.00	\$82,000.00	
Assistant Vice Chancellor Student Affairs	\$45,000.00	\$45,000.00	0
Vice Chancellor Title III/Community Workforce Development/Outreach Programs	\$82,000.00	\$82,000.00	0
Special Assist to the Chancellor/University Relations	\$60,000.00	\$60,000.00	0

a. A Cost of Performance Analysis

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

Expenditures by Function	Amount	% of Total
Instruction	\$ 4,358,227	34.1%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	946,981	7.4%
Student Services	760,087	5.9%
Institutional Services	4,688,499	36.7%
Scholarships/Fellowships	238,803	1.9%
Plant Operations/Maintenance	1,798,580	14.1%
Total E&G Expenditures	\$12,791,177	100.0%
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	-	0.0%
Total Expenditures	\$ 12,791,177	100.0%

ii. 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 2012-13
Louisiana Residents	\$3,304.00
Non Louisiana Residents	\$4,604.00
Books & Supplies	\$1,500.00
Living Arrangements On Campus	
Room & Board	\$8,830.00
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	\$34,374.00
Louisiana Residents	
On Campus	\$17,346.00
Off Campus	\$13,516.00
Off Campus with Family	\$8,516.00
Non Louisiana Residents	
On Campus	\$18,646.00
Off Campus	\$14,816.00
Off Campus with Family	\$9,816.00

Source: NCES/IPEDS 2012-13 Institutional Characteristics and Student Financial Aid Surveys.

iii. Average Time to Degrees

Average Time to Bachelor's Degree	Average Time to Associate Degree
0	5.1%

iv. Average cost per degree awarded

State Dollars per FTE
\$1,884.00

v. Average cost per non-completer

State Dollars Per FTE
\$1884.00

vi. All expenditures of the institutional

Expenditures Total
\$34,705,913.00

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 2012-13
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			
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.	2011	15
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 Drivers 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	7
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	15
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	2012-13	8
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 & Hospitals	2011	152
OPET	EETC			
*OSHA – 30 Hr. Construction Safety	OSHA	Occupational Safety and Health Administration		
*OSHA – 40 Hr. Hazpower	EPA	Fire Training Academy		
Patient Care Tech	CPCT/NRCPT	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		
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		
WorkKeys (all areas, levels)	Workkeys	ACT		
<p><i>Baseline Year = most recent year data published by entity that grants licensure/certification 2-27-12</i></p>				

***New program IBC baseline to be reported for GRAD Act Year Four.*

**Instructional Grant to provide IBC training was renewed in FY 2013-14. As such, SUSLA did not conduct certification training in areas noted.*

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)	2012	7	6	86%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	2012	10	10	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)	2012	16	16	100%

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	2012	10	7	70%
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	2012	83	65	78.3%
Occupational Therapy	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 <u>both</u> 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	2012	15	13	87%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)	2012	6	4	67%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2012	5	2	40%
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 V 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