BOARD OF REGENTS
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AGENDA
PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING
April 27, 2016 • 11:30 a.m.
Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

I.   Call to Order

II.   Roll Call

III. Consent Agenda
   A. R.S. 17:1808 (Licensure)
      1. Initial Licenses
         a. Art Institute of Pittsburgh
         b. Galen College of Nursing
         c. Northeastern University
         d. University of Louisville
      2. License Renewals
         a. Central Texas College
         b. Virginia College, LLC

   B.   State Authorization Reciprocity Agreement (SARA) Institution Renewals
      1. Tulane University
      2. University of Louisiana - Lafayette
      3. University of Louisiana - Monroe

IV.   SARA Initial Application
   A. Nations University

V.   Elevate Louisiana: The New Reality for Higher Education

VI.   GRAD Act
   A. 3rd Quarter Report of Board of Regents' GRAD Act Intervention Policy for SUS
   B. GRAD Act Schedule (informational item)

VII. Adjournment

Committee Members: Claudia Adley, Chair; Joseph Farr, Vice Chair; Raymond Brandt, Thomas Henning, Robert Levy, Gray Stream

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Agenda Item III.A.1.a.

Art Institute of Pittsburgh
Pittsburgh, Pennsylvania

BACKGROUND

The Art Institute of Pittsburgh (AIP) is not incorporated in the State of Louisiana. The institution is a private for-profit institute in Pittsburgh, Pennsylvania, and is one of The Art Institutes, a system of over fifty schools throughout North America. Founded in 1921, the school began as an independent school of art and illustration and is seeking initial licensure with the Board of Regents. AIP was acquired and is owned by Education Management Corporation (EDMC) and is accredited by both the Accrediting Council of Independent Colleges and Schools (ACICS) and the Middle States Commission on Higher Education.

ACADEMIC PROGRAM

AIP is proposing to make available to Louisiana residents online three diploma, thirteen certificate, four associate and fourteen baccalaureate degrees in art-related areas (graphic design, web design, fashion, media arts, interior design, portrait and studio photography, 2D and 3D animation, etc.). Typically, the online nature of the delivery system would not require licensure. However, since a number of the programs being proposed require internship experiences, licensure is necessary.

FACULTY

AIP employs 734 faculty in support of its online programs available to Louisiana residents. One-hundred fifty-two are employed full-time, 68 are trained at the doctoral level and 664 are trained at the masters level.

FACILITIES

Since AIP operates its programs online with administrative and academic support in Pittsburgh, there are no physical facilities in Louisiana. Students will complete internship experiences at various locations within Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to the Art Institute of Pittsburgh, located in Pittsburgh, Pennsylvania.

Galen College of Nursing
Louisville, Kentucky

BACKGROUND

Galen College of Nursing (Galen) is not incorporated in the State of Louisiana. The institution is a private college in Louisville, Kentucky and is seeking initial licensure with the Board of Regents. Founded in 1989, nursing programs have been Galen's sole purpose. From its main campus in Louisville, Galen has expanded to campuses in Cincinnati, Ohio, San Antonio, Texas and Tampa, Florida. Galen is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

Galen is proposing to make available to Louisiana resident RNs its online RN to BSN completion program. Typically, the online nature of the delivery system would not require licensure. However, since the program being proposed requires a practicum field experience, licensure is necessary.

FACULTY

Galen employs 26 faculty in support of its online RN to BSN completion program available to Louisiana residents. Six are employed full-time and twelve are trained at the doctoral level.

FACILITIES

Since Galen operates its program online with administrative and academic support in Louisville, there are no physical facilities in Louisiana. Students will complete the practicum experiences at various health facilities within Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to the Galen College of Nursing, located in Louisville, Kentucky.

Agenda Item III.A.1.c.

Northeastern University
Boston, Massachusetts

BACKGROUND

Northeastern University (Northeastern) is not incorporated in the State of Louisiana. The institution is a private research university of approximately 20,000 students located in Boston, Massachusetts and is seeking initial licensure. Founded in 1898, Northeastern was one of the original institutions that adopted the cooperative education method of learning. Today, the institution includes nine colleges and schools, and select advanced degrees at graduate campuses in Charlotte, Seattle, Silicon Valley and Toronto. Northeastern is accredited by the New England Association of Schools and Colleges.

ACADEMIC PROGRAM

Northeastern is proposing to offer clinical placements for students enrolled in programs in the College of Health Sciences. Since these programs require clinical experiences/internships, licensure is necessary.

FACULTY

Northeastern employs 1,100 faculty in support of its health sciences programs. Sixty-four of the 89 fulltime faculty hold doctorates while the balance hold masters degrees.

FACILITIES

Since Northeastern operates its classroom programs, administrative and academic support in Boston, there are no out-of-state physical facilities in Louisiana. Students complete clinical/internship experiences at various locations within the State.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, the general oversight by the home campus, and the potential for limited clinical placements in Louisiana, the senior staff recommends that the Board of Regents issues an initial operating license for Northeastern University, headquartered in Boston, Massachusetts.

Agenda Item III.A.1.d.

University of Louisville
Louisville, Kentucky

BACKGROUND

The University of Louisville (Louisville) is not incorporated in the State of Louisiana. The institution is a public research university of approximately 22,000 students located in Louisville, Kentucky and is seeking initial licensure. Louisville's founding dates to 1798 with the chartering of Jefferson Seminary in Louisville, Louisville Medical Institute in 1833 and Louisville Collegiate Institute in 1837. In 1846, the Legislature combined the schools with a law school to form the University of Louisville. Today Louisville has twelve colleges including medicine, dentistry and law. Louisville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

Louisville is proposing to offer a variety of online programs at the undergraduate and graduate levels in the areas of nursing/allied health, business, education, criminal justice, social work, computer science and engineering. Typically, the online nature of the delivery system would not require licensure. However, since some of the proposed programs require clinical experiences/internships, licensure is necessary.

FACULTY

Louisville employs 140 faculty in support of its online programs offered to Louisiana residents. One-hundred twenty-nine of the faculty hold doctorates and 86 are employed full-time.

FACILITIES

Since Louisville operates its classroom programs, administrative and academic support in Louisville, there are no out-of-state physical facilities in Louisiana. Students complete clinical/internship experiences at various locations within the State.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issues an initial operating license for the University of Louisville, headquartered in Louisville, Kentucky.

Central Texas College
Killeen, Texas

BACKGROUND

Central Texas College is not incorporated in Louisiana. Central Texas College was first licensed by the Board of Regents in 1993. The institution is headquartered in Killeen, Texas and provides educational services to military personnel worldwide. Central Texas College is accredited at the associate-degree level by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

Central Texas College currently offers nineteen associate degree and three certificate programs at Fort Polk. Admission is selective in that enrollment is limited to active duty soldiers and their dependents. Students receive instruction in a lecture and laboratory format which is structured around military schedules and activities.

FACULTY AND STUDENTS

Twenty-four faculty teach at the Fort Polk site, seven on a full–time basis. Three faculty members hold doctoral degrees; and thirteen hold masters degrees. All faculty are recruited, screened, and employed through the central campus in Killeen. The institution reported a total unduplicated enrollment of 721 students in fall 2015.

FACILITIES

Facilities at Fort Polk include numerous classrooms, an administrative office, computer laboratory, and a base library which offers students access to library resources housed at Central Texas College in Killeen.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's commitment to providing students with access to appropriate library resources, its regional accreditation, and the oversight provided by the main campus, senior staff recommends that the Board of Regents approve license renewal for Central Texas College, located in Killeen, Texas.

Agenda Item III.A.2.b.

Virginia College
Birmingham, Alabama

BACKGROUND

Virginia College is not incorporated in the State of Louisiana. The college is a wholly owned subsidiary of Education Corporation of America. Virginia College is organized as a single main campus in Birmingham, Alabama with a number of branch campuses in Alabama, Florida, Mississippi, Texas, Tennessee, South Carolina, Georgia and Louisiana. The institution was first licensed with the Board of Regents in 2010 and operates at locations in Baton Rouge and Bossier City. Virginia College is also a licensed proprietary school in the State of Louisiana. The institution is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

ACADEMIC PROGRAM

Between the Baton Rouge and Bossier City locations, Virginia College offers diploma and associate degrees primarily in the areas of business, allied health, and office administration. These are the core programs offered at other branches of the college.

FACULTY

Virginia College employs 81 faculty for its Baton Rouge and Bossier City campuses. Twenty-two of the 81 faculty are employed on a full-time basis and 47 hold graduate degrees from accredited institutions.

FACILITIES

Virginia College has leased space at Cortana Place in Baton Rouge. The leased facility includes 90,982 square feet and has a current value of $7.5M. The Bossier City campus is housed in leased space at Pierre Bossier Mall. The leased facility includes 59,156 square feet and has a current value of $7.2M.

STAFF RECOMMENDATION

Given the success of Virginia College in seven other southern states, its core of diploma and associate programs, the college's long-standing history and accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve license renewal for Virginia College, with its home campus located in Birmingham, Alabama and campuses in Baton Rouge and Bossier City, Louisiana.

Agenda Item III.B.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization. Institutions approved by their home state are required to renew their membership annually.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 15 Louisiana institutions have joined SARA.

Three institutions (Tulane University, University of Louisiana – Lafayette, University of Louisiana – Monroe) have submitted renewal applications. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Application for Institutional Participation in SARA for Tulane University, University of Louisiana – Lafayette, University of Louisiana – Monroe, and authorize staff to submit the approved renewal applications to NC-SARA for final approval of SARA membership.

Executive Summary

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To date, the Board of Regents has approved applications for institutional participation in SARA for fifteen institutions (Grambling State University, Louisiana State University A&M, Louisiana State University - Alexandria, Louisiana State University – Eunice, Louisiana State University – Shreveport, Louisiana Tech University, McNeese State University, New Orleans Baptist Theological Seminary, Northwestern State University, Our Lady of Holy Cross College, Our Lady of the Lake College, Southeastern Louisiana University, Tulane University, University of Louisiana - Lafayette and University of Louisiana – Monroe). In April, Nations University submitted an application for Regents' consideration. Regents' staff reviewed the application and determined that it met all requirements for participation in SARA.

Senior staff recommends that the Planning, Research and Performance Committee approve the Application for Institutional Participation in SARA for Nations University and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

Agenda Item V.

Executive Summary

The attached document outlines the steps staff is recommending the Board approve in response to the fiscal reality that postsecondary education has endured recently and is projected to continue for the foreseeable future. It is the intention of the staff for the Board to review the document during Board Development the morning of April 27, 2016. Following those deliberations, the document will be discussed during the Planning, Research and Performance Committee meeting with final action by the Board that same day.

The senior staff recommends that the Planning, Research and Performance Committee adopt <u>ELEVATE LOUISIANA: The New Reality for Higher Education</u>, reflecting any revisions as a result of discussions during Board Development. Staff will bring to the Committee for its consideration at the May Committee meeting timelines and details of implementation of the initiatives.

ELEVATE LOUISIANA: The New Reality for Higher Education

The Louisiana Board of Regents has the statewide responsibility for planning in higher education. In 2011, the Board adopted its Master Plan for Higher Education designed to raise the educational attainment of its adult citizens in order to be competitive in the 21st century global economy. As part of that planning process the Board commissioned the National Center for Higher Education Management Systems (NCHEMS) to develop a proposal for the specific role, scope and mission of each of Louisiana's institutions of higher education. More recently, in fall 2015, the Board and its stakeholder groups worked with the firm of Deloitte to develop an aspirational brand for Louisiana higher education. **Elevate Louisiana: Educate and Innovate** was adopted by the Board of Regents at its December 2015 meeting.

The current and projected fiscal realities for Louisiana require the next steps in this process. It serves no useful purpose for the Board of Regents to wish for better days and assume a return to appropriation levels of the past. The Board must ask itself and the State's leaders, "Can Louisiana sustain a state-supported $1.571 billion enterprise (2008-2009) on less than $700 million (2016)?" Postsecondary education is not doing more with less; it is doing less with less. We must respond in such a manner to sustain higher education in the new reality.

As the Board lays out its plan to respond to the new reality, it is guided by the following principles:
1) Access to undergraduate education is essential to the population and economy of Louisiana.
2) Access to graduate education must be re-evaluated from a narrower state-wide perspective.
3) Resources must be provided for essential cutting-edge research at selected sites.
4) Postsecondary resources must be targeted to respond to local/regional workforce needs.

The Board of Regents proposed actions require no changes in Louisiana's Constitution or statutes, involve no campus/institutional closures, and are designed to shape our postsecondary education system to function on behalf of our citizens and the economy. The Board will utilize the NCHEMS recommendations as a framework designed around seven parameters:

1. Approve, as appropriate, revisions to existing role, scope and mission statements.
2. Develop and Adopt a Policy on mergers/consolidations of institutions.
3. Develop and Adopt a Policy on Financial Early Warning Systems and Financial Stress.
4. Revise Regents' Policy on Low-Completer Review to Elevate the Threshold for Review.
5. Conduct a Statewide and Regional Review of all Graduate programs.
6. Conduct a Statewide and Regional Review of Targeted Undergraduate Programs.
7. Review Degree Program Requirements and Available Courses to Encourage/Reward Structured Pathways to Degrees with Limited Course Choice.

The initial emphasis of the Board's review will be on three areas:

- What is the appropriate role and purpose of graduate programs?
- How can our policies minimize duplication of programs while still ensuring student access?
- What is the appropriate mix of programs in colleges and universities?

The new fiscal reality of Louisiana requires postsecondary education to seriously re-consider how it conducts its business to insure that it invests strategically in quality programs that meet the needs of the State's citizens, business and industry, and elevates the State's priorities as a whole.

Agenda Item VI.A.

Executive Summary

Under the GRAD Act, an institution which fails to meet the GRAD Act requirements results in the loss of GRAD Act benefits, including losing the authority to increase tuition and 15% performance funding. The Board of Regents (BoR) GRAD Act Intervention Policy allows the 15% Performance Funding to be retained by the respective management board and held in a GRAD Act Remediation and Performance Improvement Fund Escrow Account.

If the institution which failed the GRAD Act desires to earn access to some portion of the performance funding from the GRAD Act Remediation and Performance Improvement Fund, it must submit a remediation plan to the Commissioner of Higher Education. If the plan is approved, the Commissioner of Higher Education will act on a GRAD Act Performance Improvement Contract, allowing the institution over the period of the one-year contract to earn up to a maximum of 75% of the funds being held by the management board on its behalf in the GRAD Act Remediation and Performance Improvement Fund Escrow Account. The remaining 25% may be allocated to system institutions to strengthen GRAD Act related activities.

In compliance with the Intervention Policy, SUSLA had its Remediation Plan and the SU System Improvement Plan approved by its management board and the Commissioner of Higher Education. According to the schedule in the GRAD Act Performance Improvement Contract, the SU System submitted the 3rd quarter reports for SUSLA and the SU System to the Board of Regents (attached).

The senior staff has reviewed the 3rd quarter reports for SUSLA and the SU System and determined that they meet the requirements of the GRAD Act Performance Improvement Contract and the BoR GRAD Act Intervention Policy. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the 3rd quarter report from Southern University Shreveport (SUSLA) and the Southern University System, authorizing the SU Board of Supervisors to release a portion of the funds to SUSLA and the System on the predetermined schedule included in the GRAD Act Performance Improvement Contract.

Southern University at Shreveport Louisiana

3rd Quarterly Report
(January 15, 2016 – April 15, 2016)

GRAD Act Year 5
REMEDIATION PLAN

April 15, 2016

Southern University Shreveport (SUSLA) Activities

A. SUSLA Nursing Licensure Passage Rate

ACTIVITY 1: Incorporate Software: Elsevier Adaptive Quizzing for Beginning Level Courses.

First Quarter Report: In fall 2015, four beginning level nursing courses are being offered:

NURS 135: Role Transition to Professional Nursing
NURS 140: Concepts & Processes of Nursing 1
NURS 160: Psychiatric Mental Health Nursing
NURS 200: Principles of Pharmacology

The Elsevier Adaptive Quizzing (EAQ) resource corresponds chapter-by-chapter to the textbook specific to each course. The EAQ is a bank of high-quality practice questions that allows students to advance at their own pace based on performance through multiple mastery levels for each chapter. Access to the EAQ question bank was placed in student book bundles for purchase in the University Bookstore. The majority of students purchased EAQ in this manner. Other students, who already had the required textbooks, purchased EAQ individually from the Evolve (Elsevier) website. All students enrolled in each of the above courses were confirmed to have access to the high-quality practice questions contained in EAQ. Assignments will be given in each course as a means of mandating students' use of the software as well as proof of completion of the assignments. The ultimate goal of each course assignment is for students to gain "mastery" status in the first two of three levels. Since the questions are given in the adaptive format similar to the licensing exam, students answer questions at their individual knowledge level and achieve mastery status after varying question volumes.

In order to measure the effectiveness of EAQ, SUSLA will analyze the following:

1. EAQ student survey (See *Appendix A*)
2. Comparison of course completion rates from fall 2015 (when EAQ was used) with those of fall 2014 (when EAQ was **not** used)

Two of the four beginning level courses are taught in 7 ½ week sessions (NURS 140 and NURS 160); the other two (NURS 135 and NURS 200) are taught over the full semester. The Second Quarter Report will reveal the results of these measures for students in all four courses.

Second Quarter Report: EAQ is a bank of high-quality practice questions given in an adaptive format. Questions are delivered based on the response from the previous question. A correctly answered question will produce another question at an equal or greater difficulty level while an incorrectly answered question generates a new question at an equal or lesser level of difficulty. Each question is weighted. After reaching a predetermined level of competency (set by Elsevier), the software awards up to three levels of mastery as students develop and refine their critical thinking skills.

Students in the four beginning level nursing courses were given an assignment (worth 5% of the course grade) to begin working in EAQ and gain mastery status in at least the first of the three mastery levels for at least ten course topics. This assignment was agreed on by faculty in order to give students an attainable goal while becoming acclimated to the new software. Gaining mastery status in the other two levels was strongly encouraged to gain the maximum benefit from the resource, but not required.

Utilizing EAQ progress reports, faculty are able to monitor the number of questions answered and, more importantly, how many chapters/topics each student masters at each level. A summary of the progress reports for each course is presented in Table A-1.

Table A-1: Summary of Faculty Progress Reports				
Course	*% of students who gained Level I mastery in 10 topics*	*% of students who gained Level 2 mastery (no set # of topics) - optional*	*% of students who gained Level 3 mastery (no set # of topics) - optional*	*Average number of questions answered*
NURS 135	93% (25/27)	96% (26/27)	85% (23/27)	3,146
NURS 140	86% (36/42)	71% (30/42)	48% (20/42)	777
NURS 160	85% (28/33)	72% (24/33)	64% (21/33)	540
NURS 200	78% (18/23)	87% (20/23)	78% (18/23)	1,366

The effectiveness of the EAQ was assessed through the use of a student survey. Noteworthy results are provided in Table A-2.

Table A-2: EAQ Student Satisfaction Survey Results		
Course	*% of students who recommended continued use of EAQ*	*% of students who used other study aids*
NURS 135	87% (20/23)	91% (21/23)
NURS 140	67% (20/30)	90% (27/30)
NURS 160	66% (19/29)	97% (28/29)
NURS 200	59% (13/22)	86% (19/22)

It is important to note in this table that the majority of student respondents indicated that they recommended the continued use of the EAQ software. Recommendation levels were the highest in NURS 135. This may be partially due to the fact that students in this course are already professional nurses (Practical Nurses returning to become Registered Nurses). They have all successfully completed a form of nursing education and may have a better concept of what is helpful in retaining nursing knowledge. The lowest recommendation rate (although still greater than 50%) was seen in NURS 200. This is a non-clinical course that is comprised of both practical nurses and generic (no prior nursing education) students. The exact reason for the lower recommendation rate is unknown. Therefore, the survey will be revised for

spring 2016 to include a final question to capture the reasoning behind each student's recommendation. Interestingly, survey results also showed that the majority of the students in each course reported the use of other study aids. Reports included, but were not limited to, the NCLEX 4,000 software, online nursing resources (including those from the publisher's website), NCLEX review books (including HESI, Saunders, & Lippincott) and study groups. The use of other study aids may have also effected students' satisfaction with EAQ. It is possible that they compared EAQ with the other aids and preferred one or more of them.

The same group of students who used EAQ in the fall 2015 semester, will continue its use in the next level of courses. A new group of students will also begin the nursing program in spring 2016. They, too, will use EAQ. An assessment of both groups, will be completed at the end of the semester.

The second measure used to show the effectiveness of the EAQ is a comparison of the course completion rates for fall 2015 (when EAQ was used) with those of fall 2014 (when EAQ was not used). Table A-3 shows these results.

Table A-3: Course Completion Rates for 2014 and 2015		
Courses	*2015 Course Completion Rate*	*2014 Course Completion Rate*
NURS 135	67% (18/27)	32% (9/28)
NURS 140	74% (31/42)	63% (30/48)
NURS 160	76% (25/33)	79% (33/42)
NURS 200	75% (18/24)	73% (16/22)

An increase in course completion rates was noted from 2014 to 2015, *except* for NURS 160 which showed a slight decrease (from 79% in 2014 to 76% in 2015). Because the cause of this anomaly could not be found with the assessment measure used, staff conducted a review of the students' Theory Warning forms. Theory Warning forms are completed after each exam for any student who scores 80% or less. The form is used to document the discussion between faculty and student in which strategies for improvement on subsequent exams are noted. The themes that emerged after reviewing the Theory Warning forms for students who failed NURS 160, included the need to spend more time reading/studying and to practice answering more questions. These reasons may have influenced the decreased completion rate.

Third Quarter Report: In the spring 2016, three nursing courses are offered using EAQ:

NURS 125: Basic Principles of Nursing
NURS 220: Nursing Care of the Child
NURS 225: Nursing Care of the Childbearing Family

Two of the three courses are taught in two 7½ week sessions (NURS 220 and NURS 225). These courses contain the students who used EAQ in the previous semester. The other course (NURS 125) is taught over the full semester. NURS 125 contains students who are just beginning the clinical component of the program and have no experience using EAQ.

Students in the first 7½ week sections of NURS 220 & NURS 225 were given an assignment to gain mastery status in at least the first *two* of the three mastery levels for at least ten course

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topics. This assignment was more challenging than the fall 2015 assignment. Faculty decided to increase the level of difficulty based on the positive responses from the satisfaction surveys and the increase in completion rates from fall 2015.

Students in NURS 125 were also given an EAQ assignment. However, since this is their first nursing course and their first experience using EAQ, faculty decided to make their assignment the same as used in the previous semester's courses: gain mastery in at least one of the three mastery levels for at least ten course topics.

Faculty explained the potential benefit of mastering all three levels in each of the spring courses. However, only the established levels were mandatory to receive the 5% credit for the assignment.

At this time, only the first 7½ week sections of NURS 220 & NURS 225 are complete. The second sections will complete at the end of the semester. A glimpse of EAQ's effectiveness in the completed sections are outlined in Table A-4. However, in order to give a complete analysis of the effect of EAQ in these courses over the entire semester, we will defer citing the full results until all sections of the course are completed.

Table A-4: Preliminary Results of EAQ Effectiveness (After First Sections of NURS 220 & NURS 225)				
Course	*% of students who completed course assignment*	*% of students who recommended continued use of EAQ*	*Average number of questions answered*	*Course Completion Rate*
NURS 220	100% (30/30)	73.3% (22/30)	930	93.1% (28/30)
NURS 225	78.5% (22/28)	85.7% (24/28)	501	89.3% (25/28)

The results, so far, are favorable. One noted change in the satisfaction survey was the inclusion of a question addressing the reason for recommending or not recommending the continued use of EAQ. According to the survey results received to date, the majority of students recommended EAQ. One notable reason given was *"When I used it, my grades were terrific. When I didn't use it (Exam 4), my test grade was significantly lower."* Reasons cited for not recommending EAQ included preferences for a different study aid, questions not being similar enough to those on the Health Education Systems, Inc. (HESI) exam, and "confusing". Again, a more complete analysis will be presented after all of the courses are completed.

ACTIVITY 2: Continue the utilization of the *NCLEX 10,000* Software.

First Quarter Report: After the success of the *NCLEX 10,000* software last year, 62 access codes were ordered for students enrolled in the final clinical course: *NURS 250: Concepts &*

Processes of Nursing II. The codes were received on Thursday, August 27, 2015 and were distributed to every student during lecture on Monday, August 31, 2015. An assignment of 1,500 questions (to be answered over a 3 month period) was given to the class. This is an increase from the assignment given last year (1,250 questions). Students are charged with completing the practice tests with a minimum score of 80%. *NCLEX 10,000* questions are also provided in an adaptive format which allows students to work more in their areas of weakness and improve critical thinking in areas of strength.

The early receipt of the *NCLEX 10,000* software will give students exactly 12 weeks of prep time prior to the HESI comprehensive exams required for successful completion of the course and at least four months usage prior to taking the NCLEX in January/February 2016.

Second Quarter Report: The *NCLEX 10,000* software was used by 100% (62/62) of the students enrolled in the final clinical course, NURS 250. Five percent of the course grade was contingent upon the 1,500 question assignment that was divided into six 250-question submissions (See *Appendix B* for a copy of the course assignment). At each assigned submission deadline, students were required to turn in their score reports as proof of completion. Score reports include the nursing topics questioned, the number of questions answered, and the score. Table A-5 breaks down the performance of students on the NCLEX 10,000 assignment at each submission deadline date. The data in Table A-5 indicates that as the assignment continued and students answered more questions, their overall performance increased. There was a greater number of students who reached the 80% goal at the end of the assignment than there were at the beginning.

Table A-5: NCLEX 10,000 Assignment Summary	
Submission dates	*Percentage of students who completed the assignment with scores of at least 80%*
August 24, 2015	60% (37/62)
September 1, 2015	74% (46/62)
September 21, 2015	82% (51/62)
October 6, 2015	82% (51/62)
October 19, 2015	85% (53/62)
November 2, 2015	87% (54/62)

The comprehensive Health Education Systems, Inc. (HESI) exam was initially administered on November 24, 2015 and repeated on December 1 and 14, 2015. This standardized exam is one of the three components required to pass NURS 250 (lecture, clinical and standardized exam). Forty-six (46) students passed NURS 250, completed all curricular requirements, and had their degrees conferred on December 17, 2015. This constitutes a 74% (46/62) completion rate for the course NURS 250. This is an increase from the fall 2014 course completion rate of 56% (37/66).

Students attended the Hurst Review as another means of preparing for the NCLEX. This three day facilitated review was held January 4-6, 2016 from 8:00 am to 4:30 pm. Graduates have been strongly encouraged to schedule their exams as soon as they obtain clearance from the Louisiana State Board of Nursing and receive their "Authorization to Test". Specifically,

faculty have requested that graduates schedule exams by the end of January (while information is very fresh and can be recalled easily). Once all students have completed the NCLEX, the School of Nursing will evaluate the students' perceived effectiveness of the *NCLEX 10,000* software on their performance in school and, most importantly, on the NCLEX. This evaluation will be completed using electronic surveys through Survey Monkey. Graduates' first time passage rate on the NCLEX and the results of the surveys should be available for the next reporting period.

Third Quarter Report: All 46 of the graduates from December 2015 have completed the NCLEX. Unofficially, 13 students failed, resulting in a 71.7% pass rate. This is a 25.6 percentage point decline from the performance of students from December 2014 (97.29% pass rate). After receiving this information, an immediate analysis was done of both the December 2014 and 2015 graduates to compare the two. The results are listed in Table A-6.

Please note that the NCLEX passage rates reflected in the Louisiana State Board of Nursing (LSBN) Annual Reports are from SUSLA graduates from the previous year (December). SUSLA's 2015 NCLEX pass rate (92.3%) contains the 37 graduates from December 2014 plus 2 students from prior years who took the exam for the first time in 2015 and were unsuccessful.

Table A-6: Comparison of 2014 & 2015 Nursing Graduates		
Areas Assessed	**December 2014 Graduates**	**December 2015 Graduates**
NCLEX First Time Pass Rate	97.29% (36/37) (LSBN Year 2015)	71.7% (33/46) (LSBN Year 2016)
HESI Comprehensive Exit Exam – Composite Scores		
≥ 900 on 1st attempt	46% (17/37)	74% (34/46)
≥ 900 on 2nd attempt	32.4% (12/37	21.7% (10/46)
≥ 900 on 3rd attempt	21.6% (8/37)	4.3% (2/46)
Graduates' average score	967	1003
NCLEX 10,000 Assignment	1,250 questions	1,500 questions
Hurst NCLEX Review attendance	97.3% (36/37)	97.8% (45/46)
Repeating Students		
Repeated *any* course while in program	29.7% (11/37)	65.2% (30/46)
Passed NCLEX	100% (11/11)	63.3% (19/30)
Failed NCLEX	0% (0/11)	36.7% (11/30)
Repeated NURS 250 (last semester course)	16.2% (6/37)	47.8% (22/46)
Repeated *only* 1 nursing course	24.3% (9/37)	32.6% (15/46)
Repeated *any* 2 or more nursing courses	5.4% (2/37)	32.6% (15/46)

The nursing program uses the Health Education Systems, Inc. (HESI) Comprehensive Exit exam as a component of NURS 250. Like the NCLEX, the HESI exam is not subject to manipulation by faculty. It is a secure, computerized exam that gives a reliable report of a student's overall general knowledge in nursing. A HESI composite score of ≥ 900 on the first attempt indicates up to a 98% probability of passing NCLEX. As seen in the table above, the December 2015 class not only had a higher percentage of students scoring 900 or better on the first attempt, they also had a higher average score than the December 2014 class. Also noteworthy is that the EAQ assignment for the 2015 class was even more challenging than the one completed by the 2014 group. Both groups of students attended the Hurst (NCLEX) Review that was provided by the University. Only one student in each of the groups did not physically attend. However, the student in the 2015 group (who did not attend because she had already moved to Texas), was given the online version so that she could still benefit from the material.

Differences in the two groups, however, are noted in the numbers of repeating students. The nursing program's progression policy allows a student to fail one clinical course and return to repeat that course at its next offering. A second clinical course failure would result in the student's dismissal from the program. Thirty students in the 2015 group (65.3%) repeated at least one course at some point in the program, compared to only eleven (29.7%) in the 2014 group. Twenty-two (47.8%) of the students who repeated a course in the 2015 group repeated NURS 250. Although the majority of the 2015 repeating students passed the NCLEX (63.3%), eleven of the thirteen students that failed NCLEX had repeated at least one course. In summary, the 2014 graduates, who performed extremely better than the 2015 graduates, had fewer repeating students. These results give compelling evidence for faculty to devise a remediation plan for students to complete prior to return after a course failure.

To further try to understand the decline of the 2015 class, faculty had opportunities to speak to several of the graduates who were unsuccessful on NCLEX. Their conversations revealed a number of factors that may also have influenced their performance. One student reported that she had given birth after graduation, another reported problems with immigration that had to be resolved, several others began new jobs at local hospitals. All, however, reported a decline in studying after graduation. To validate these findings and to gain insight from a greater number of graduates, an *NCLEX 10,000* software student survey was sent to all of the December 2015 graduates via Survey Monkey on April 4, 2016. Results from this survey should be available by the next reporting period.

B. SUSLA First to Second Year Retention Rate

ACTIVITY 1: **Examine the multifarious facets of the University's overall quality of student life and identify factors that promote retention and foster student success.**

First Quarter Report: To date, the Department of Outcomes Assessment and Quality Management administered the Noel Levitz *Student Satisfaction Inventory* during the week of September 21-25, 2015. The Inventory was administered to freshman and sophomores in approximately 80 classes at the Main, Metro and Aerospace campuses. Courses were selected based on one or more of the following criteria: enrollment greater than 25, a

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minimum of one class per discipline, and a minimum of two evening classes. This methodology helped to ensure that the ideals and perceptions of a myriad of students were captured and evaluated.

The representativeness of these data will be determined once the surveys are screened and processed. This entails reviewing surveys to ensure proper completion, counting the number of completed surveys and determining the proportion of completed surveys to the student population. Following, the response rate will be calculated and the surveys will be forwarded to Noel Levitz for scanning and further processing, to include data analysis.

The Noel Levitz's *Institutional Priorities Survey* was disseminated electronically to 370 full-time and part-time faculty and staff and was made available on September 29, 2015 using Noel Levitz's s online survey portal. A survey reminder was generated subsequently every three business days. The survey closed on October 9, 2015. The response rate and findings will be reported in the Second Quarter Report.

Second Quarter Report: The *Student Satisfaction Inventory (SSI)* was administered during the week of September 21-25, 2015 in approximately 80 courses and 742 surveys were returned which represents 41% of the student population at the Aerospace, Metro, and Main campuses—a representative sample. The *Student Satisfaction Inventory* measures student satisfaction and priorities and provides a comparative analysis of national standards in multiple student service areas. Assessing these various aspects of student life helps the University to substantively assess its current ability to meet students' needs and then strategically target opportunities for improvement that students establish as important (See *Appendix C*: Sample Surveys for an example of the survey). The SSI data report provides a statistical and conceptual analysis in eight fundamental areas that impact the quality of student life and thereby retention: 1) academic advising and counseling effectiveness, 2) admissions and financial aid effectiveness, 3) campus climate, 4) campus services, 5) instructional effectiveness, 6) registration effectiveness, 7) safety and security, and 8) student centeredness. The analyses offers a broad overview of what matters to SUSLA's students and highlight organizational performance gaps as identified by items that have low satisfaction, but high levels of importance. Figure I delineates SUSLA's performance in each of the eight areas, depicting on average, how satisfied SUSLA students are in each area as compared to the national average.

In interpreting the SSI results, utilize the following information:
- Students respond to each survey item—40 in total—on a 1 to 7 Likert scale, with 7 being high. See *Appendix C* to view each Likert scale: importance, satisfaction, and agreement. NOTE: The *Student Satisfaction Inventory* has two seven-point Likert Scales (i.e., importance and agreement).
- "Each scale mean (average) (mentioned above and listed in Figure I) is calculated by summing each respondent's item ratings to get a scale score, dividing by the number of respondents, adding all respondents' scale scores, and dividing the sum of the scale scores by the number of respondents. Note that the scale score is not the average of the averages" (Noel Levitz, General Interpretive Guide, 2015, p. 4). See *Appendix D*: Definition of Scales for a description of each scale.

- "A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. Note that typical performance gaps vary based on the type of institution and the population surveyed" (Noel Levitz, General Interpretive Guide, 2015, p. 4).
- "The standard campus report provides the results for SUSLA along with the appropriate national comparison group. The national comparison group includes up to three academic years of data for students who completed the same survey version and/or are at the same type of institution" (Noel Levitz, General Interpretive Guide, 2015, p. 6).

**Figure I: *Student Satisfaction Inventory* Overall University Performance**
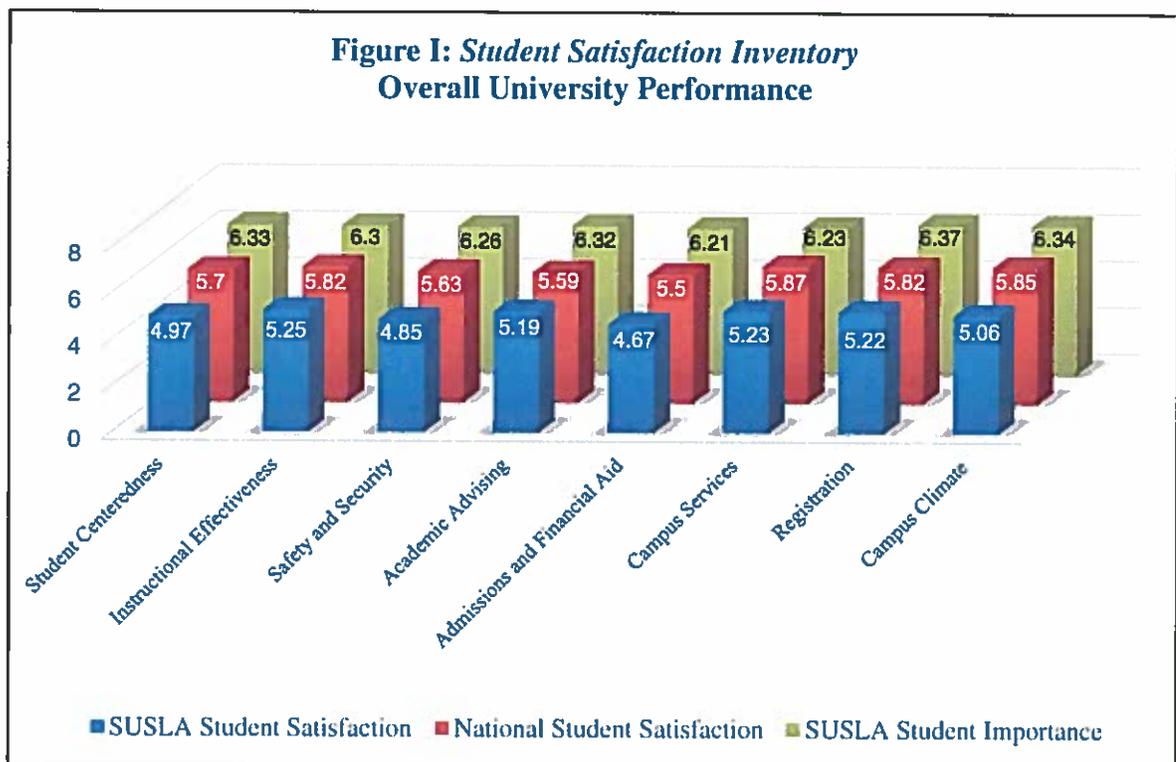
Satisfaction Scale: 1-not satisfied at all to 7-very satisfied; Importance Scale: 1-not important at all to 7-very important

The analysis revealed a significant performance gap in the area of admissions and financial aid effectiveness. Although students identified its effectiveness as important (i.e., average rating of 6.21, scale: 1-not important at all to 7-very important), they were not satisfied with the services in this area (i.e., average rating of 4.67, scale: 1-not satisfied at all to 7-very satisfied). More specifically, results reveal that an extensive examination of financial aid operations and processes for opportunities to improve its effectiveness is needed. Table V delineates the performance gaps (i.e., student rating of importance minus student rating of satisfaction).

Table V: Admissions and Financial Aid Effectiveness				
Item #	Item Description	Importance Rating	Satisfaction Rating	Performance Gap
5	Financial Aid awards are announced in time to be helpful in college planning	6.24	3.96	2.28
7	Admissions staff provide personalized attention prior to enrollment	6.19	5.09	1.10
15	Financial aid counseling is available if I need it.	6.25	4.74	1.51
23	The institution helps me identify resources to finance my education	6.25	4.66	1.59

Beyond performance within the eight categories, further item analysis revealed additional areas (see Figure II) for further examination and improvement as indicated by the substantive performance gaps (i.e., level of importance minus level of satisfaction and national comparisons):

Figure II: Key Findings by Item
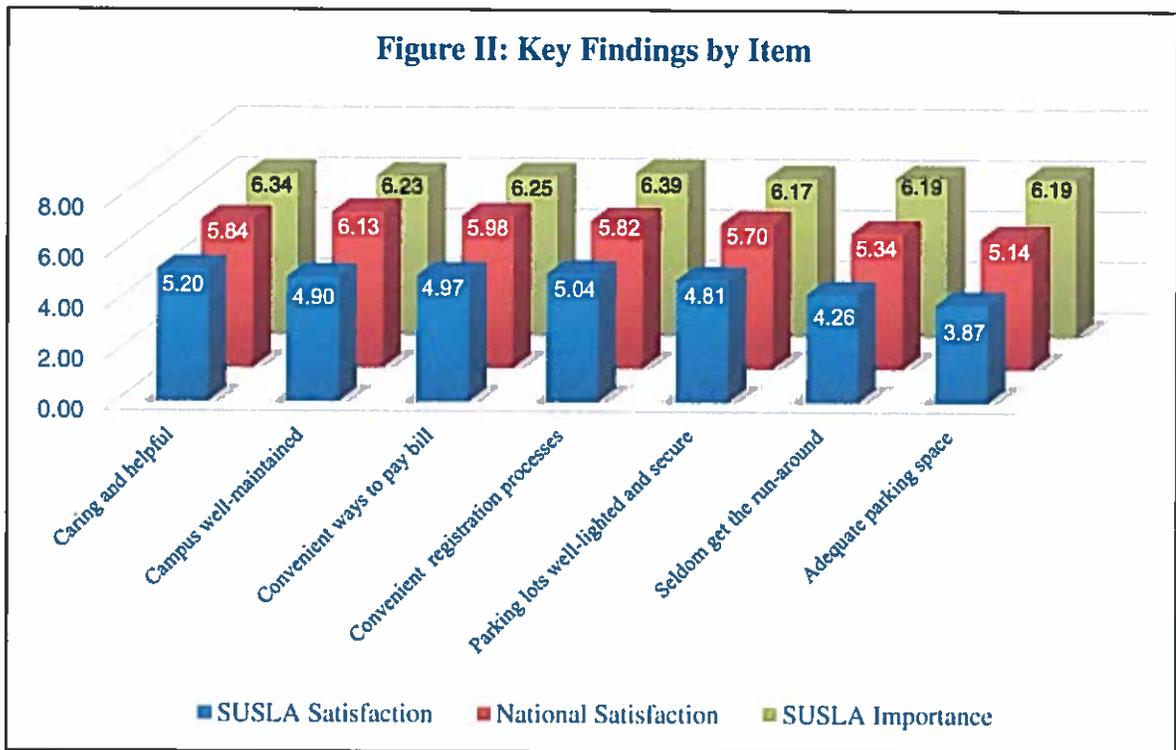
The *Institutional Priorities Survey (IPS)* was administered electronically to 370 full-time and part-time faculty, staff, and administrators on September 29, 2015 using Noel Levitz's online survey portal. The survey closed on October 9, 2015 with a 34% response rate or 126 completed responses. The *Institutional Priorities Survey* is administered to all

university personnel, using the same questions as the *Student Satisfaction Inventory*; however, the Likert scales are slightly varied. The IPS determines to what extent faculty, staff, and administrators believe it is important to meet student expectations—using a seven-point importance scale—and for the same survey item, to what extent they agree that the institution is meeting the expectation—using a seven-point agreement scale. See *Appendix C*: Survey Samples for an example of the survey. The summary results of the IPS revealed that on average, the items that are important to faculty, staff, and administrators are equally important to the students— rated within less than 0.5 points of the students on the Likert scale. The data for each of the eight categories revealed that the day-to-day priorities of the university personnel are similar to the priorities of the students. See Table VI: Student Satisfaction Inventory and Institutional Priorities Combo Report to compare the results of the students with the results of the university's employees.

Table VI: Student Satisfaction Inventory and Institutional Priorities Combo Report						
	SUSLA's SSI Means			SUSLA's IPS Means		
Scale (In Order of Importance)	Importance	Satisfaction	Performance Gap	Importance	Agreement	Performance Gap
Registration Effectiveness	6.37	5.22	1.15	6.63	4.91	1.72
Campus Climate	6.34	5.06	1.28	6.69	4.92	1.77
Student Centeredness	6.33	4.97	1.36	6.67	4.54	2.13
Academic Advising Effectiveness	6.32	5.19	1.13	6.68	4.93	1.75
Instructional Effectiveness	6.30	5.25	1.05	6.63	4.88	1.75
Safety and Security	6.26	4.85	1.41	6.65	5.13	1.52
Campus Services	6.23	5.23	1.00	6.62	5.16	1.46
Admissions and Financial Aid Effectiveness	6.21	4.67	1.54	6.70	4.95	1.75

As delineated in the GRAD Act Year 5 Remediation Plan, the results of these surveys were shared on January 6, 2015 at the Faculty & Staff Institute, a professional development day for all university personnel. To increase awareness, areas of strength, for which there were several, as well as major areas of concern were identified—primarily the University's enrollment management practices and processes. While several initiatives are currently underway to improve operations and services, the following actions will be taken specifically related to significant findings within this report:

I. Further examination of student concerns related to the University's registration processes. There is a significant level of student dissatisfaction within this area and as such, the University desires to identify specific student concerns within this area through further exploration of the issue. "Registration process", as indicated on the *Student Satisfaction Inventory*, can allude to any number of processes which warrants clarification and exploration. Specific mediums for which to explore this issue have not been identified, but may include student and faculty focus groups and/or interviews via email. The process to be used to explore these issues will be

identified and reported in the third quarter report.

II. <u>Development of an action plan to improve areas of challenge</u>. The University has a standing committee on enrollment management whose membership includes a representative—usually the director—from each department that bears some level of responsibility for enrolling students: registrar's office, admissions, financial aid, testing, advising, counseling, fiscal affairs, etc. This committee will:
1) review the results in depth of the SSI as well as the additional data to be collected through other mediums;
2) examine best practices to improve enrollment management processes—to include all of the items identified as a challenge for the institution;
3) identify the root cause(s) of the challenges experienced; and
4) develop a plan of action based on best practices and assign specific responsibilities and a timeline of implementation/completion.

Where applicable, strategic initiatives should be incorporated in annual departmental Institutional Effectiveness Plans and Reports for ongoing and consistent monitoring of operational improvement. Progress will be recorded in the third quarter report.

It should be noted that the University is actively addressing many of the other issues identified in the report such as parking. In the near future, as indicated in the Campus Master Plan, parking is being expanded at the Metro and Martin Luther King campuses to accommodate more students, visitors, and personnel. As related to parking lot lighting, the university recently developed an RFP proposal to accomplish upgrading exterior lighting to more current technology and higher standards. The proposal addresses upgrades for interior lighting as well.

Third Quarter Report: In the second quarter report, several actions were identified to assist the University in making further use of its data. In particular, the University indicated that it would: 1) further examine student concerns pertaining to the University's registration processes that germinated from the Student Satisfaction Inventory results; and 2) develop an action plan to improve areas that have been identified as challenges with the overarching goal of improving student life and thereby, SUSLA's retention rate.

The *Student Satisfaction Inventory* (SSI) analysis provided the University with an institutional breadth of data that signaled great opportunities for improvement in a few key areas. However, there was no depth of data for University personnel to identify exactly what needed to be improved. Therefore, the Enrollment Management Committee—a University standing committee—convened and determined that additional data were needed to understand exactly why students were not satisfied with the University's enrollment management practices and how it impacts their quality of student life. As such, the Department of Outcomes Assessment and Quality Management held a series of focus groups in February and March, 2016 involving various populations of interest, including: students enrolled at the various campuses (i.e., Martin Luther King, Jr. or main campus, Aerospace campus, and the Metro campus) as well as faculty and staff involved with the

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enrollment management process. Through the focus groups, the University gathered information to assist administrators, faculty, and staff alike to improve the overall enrollment management process (i.e., admissions, testing, advising, financial aid, registering for courses, attending class, etc.).

The focus group discussions with faculty, staff, and students were conducted to gather information from participants in regard to the following:

I. To understand students, faculty, and staff perceptions about the enrollment management process.
II. To identify and understand students, faculty, and staff concerns germane to various facets of the enrollment management process, including admissions, testing, advising, financial aid, registering for courses, and attending class.
III. To identify innovative ways to improve and streamline, where necessary, the overall registration process.
IV. To understand how students and faculty are informed about the enrollment and registration processes; and identify the most effective communication methodologies.

Overall, there were 19 students, faculty and staff to participate in four focus groups.
- 2 faculty and staff focus groups
  o 6 faculty
  o 3 staff
  o Participants reported to be involved in the following registration processes: admissions; advising; testing; other
- 2 student focus groups
  o 4 Women
  o 6 Men

The data from the focus groups is currently being compiled, analyzed, and prepared to be shared with the leadership as well as the Enrollment Management Committee. Following, sub-committees will be formed to develop action strategies for improvement to be the Fourth Quarter Report.

ACTIVITY 2:   **To support the installation of the Early Alert feature of the Student Success Plan system (SSP), SUSLA plans to develop policy that promotes its adoption and use campus-wide.**

First Quarter Report: As noted in the GRAD Act Year 5 Remediation Plan, SUSLA wants to develop policy to ensure that the Student Success Plan (SSP) system has campus-wide recognition and support. Specifically, SUSLA wants this policy to be developed from the recommendations of the SSP installation and configuration team. As discussed in the GRAD Act Year 5 Remediation Plan, SUSLA has identified a core group to serve on the SSP installation and configuration team, to include: First-Year Experience (FYE) faculty; counselors and advisors; personnel from IT, Financial Aid, Retention and Admissions; and Unicon, the installation consultants. This team will customize the Early Alert feature to

replicate SUSLA's early alert process. The FYE faculty consists of freshmen faculty in English, Math and Reading and are on the team to provide that actual experiences of faculty members who work with first-year students are considered in the configuration process.

The SSP installation and configuration team will 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. Currently, the team is configuring the SUSLA Early Alert (EAL) process, which involves the following:

- An evaluation of SUSLA's EAL practices and outcomes to determine their most effective aspects and those where some improvements are needed.
- The review of the existing EAL features in the SSP system to determine their adequacy and applicability to support SUSLA's planned EAL process. This review involves a thorough examination of each feature, of which there are six:

  o Reasons - explanations provided by the faculty member in the notification to an advisor/counselor for why the student has been designated for EAL;
  o Suggestions – faculty recommendations of steps to address the EAL notification;
  o Outreaches – types of contacts attempted by the advisor/counselor to reach the student;
  o Outcomes – responses provided by the advisor/counselor to the faculty regarding the action taken to address the EAL notification;
  o Referrals – services or resource persons that the advisor/counselor directed the student to use to resolve the reasons for the EAL; and,
  o Overdue Responses – maximum number of days before a response from the advisor/counselor will be considered overdue.

- The development or customization of each of these features so that they represent how SUSLA wants its EAL process to function.
- The field testing of the newly configured EAL process to determine its effectiveness and appropriateness for SUSLA personnel not involved in the installation and configuration.

In addition to the efforts of the installation and configuration team, on September 22, 2015, the Interim Chancellor formed a SUSLA Retention Taskforce. This Taskforce is composed of representatives from Institutional Research, Outcomes Assessment and Quality Management, Admissions, Academic and Student Affairs, IT, Financial Aid, Registrar and the Center for Student Success (CSS). The representative from CSS was appointed chair and provided a status report of SSP installation and configuration.

The Retention Taskforce will review the weekly status reports of the SSP installation and configuration team and report to the Interim Chancellor and the administrative team. Specifically, the Taskforce will report whether the SSP installation is on schedule as planned by its consultants, to include a discussion of accomplishments and problems encountered. Furthermore, the Taskforce will determine if the installation team is

adequately staffed to meet its deadlines. Recommendations of the installation team will be reviewed and presented to SUSLA's administrative team for approval.

SUSLA is depending on the Retention Taskforce to review the EAL policy recommendations of the SSP installation and configuration team and submit a final policy to the SUSLA administrative team for approval. SUSLA plans to discuss the progress in the development of this policy and its specific details in the Second Quarter Report.

Second Quarter Report: As planned in the First Quarterly Report, the features of the Early Alert (EAL) in Student Success Plan (SSP) system were reviewed by the installation and configuration team. The team concluded that SUSLA's manual EAL process would be significantly improved by the standard features in the SSP system. Therefore, the team has configured SUSLA's EAL to use the EAL settings, i.e. definitions, processes, parameters and defaults, as specified in the SSP system. Generally, SSP system's EAL is an electronic process and tool for faculty to notify the student's academic advisor, counselors about a potential issue that could jeopardize the student's achievement of academic success in a course and automatically copy the student, retention coordinator and SSP system administrators. This process includes feedback from recipient(s) of the notification and tracks the interface of faculty with them during the entire EAL process. After EAL configuration is completed, SUSLA's totally electronic EAL SSP system will operate as follows (each feature has been highlighted):

- The faculty member will notify via email the student's assigned academic advisor of an issue that is affecting the student's academic performance in a specific course. Copies of this notification are automatically sent to the student, retention coordinator, the SSP system administrators, which are the executive director for the Center for Student Success and director of advisement. (Note: The SSP system is able to interface with SUSLA's skymail system for students and faculty/staff so that SSP recognizes the same passwords, user names and email addresses. So, SSP uses skymail for its faculty notices and responses to these notices in its EAL process.) To reduce the time faculty spends preparing notices that are commonly sent to students and advisors, SSP EAL has automated emails that have been modified by the configuration and installation team to contain EAL language SUSLA uses in its manual EAL process.
- In addition, the faculty has the option of copying or sending the notification to other faculty or staff, (if no academic advisor has been assigned) such as, counselors, financial aid and residential housing personnel, who have been identified in SSP as resource persons for certain types of issues. The faculty member will include the **reasons,** i.e., excessive tardiness or absenteeism, late or incomplete assignments, family issues, poor class participation, majority of which are default reasons with separate definitions in the SSP EAL system and if the default reasons do not explain the EAL purpose, the faculty can designate "other" and provide the specific purpose for the EAL notice. In addition to the reasons for the EAL notice, the faculty member recommends steps the advisor and student should take to address these reasons. SSP EAL refers to these recommendations as **"suggestions"** i.e. report to tutoring/learning center, counselor services, disability service intervention, withdraw.
- The academic advisor and other vested parties, i.e. retention coordinator, counselors

will email the faculty member to report the **outreach** efforts, i.e. phone call, text, letter, in person, attempted to contact the student;

- The academic advisor and other vested parties, i.e. retention coordinator, counselors will email the faculty member to specify the **outcome** of the outreach efforts, i.e. appointment scheduled, student responded, waiting for response, problem addressed.
- The email to the faculty member that explains outcome, if appropriate, will specify the **referral** sources, i.e., tutorial services, partner agency working with counselors, financial aid, that the student was directed to seek assistance.

As noted above, the highlighted features of the EAL SSP system are standard settings in SSP, which includes administrative features that monitor the EAL process. For example, Task Scheduler for EAL Overdue Responses, Maximum days to Consider EAL Response Overdue and Overdue EAL Recipient list are administrative features. The configuration and installation team has configured these features to allow a maximum of 2 days for a recipient of a faculty EAL notice to respond and thereafter, 2 days for each subsequent response before it is considered overdue. When a response is overdue, SSP will automatically send a daily reminder email to the assigned advisor or the recipient of the faculty notice. These emails will be colored red in the alert list and the caseload assignment, which are reports used to assess the SSP EAL process. Copies of these reminder emails will be sent to the SSP administrator, executive director of the Center for Student Success. The executive director or his designee, i.e. director of academic advisement, reviews the process and determines why the respond is overdue.

Proposed Attendance Policy Early Alert Process

The installation and configuration team encouraged its First-Year-Experience (FYE) faculty members to take the lead to ensure that SUSLA's EAL process addressed the kind of academic behaviors that they felt contributed the most to stop-outs and eventual drop-outs of first-year entering freshmen. The FYE faculty members suggested that poor attendance usually indicates that a student is disengaging and is more likely to drop-out. Because of this, they felt that SUSLA's EAL process should have a more explicit attendance policy that contained progressive notification steps to keep the student and others in his/her academic support group, i.e. advisors, counselors, aware of this behavior. The FYE faculty members recommended that SUSLA's EAL process be expanded to include an attendance policy for all instructional personnel, both face-to-face and online classes. The installation and configuration team concluded that SSP system could easily be configured to include the proposed attendance policy.

As noted earlier in the 1st Quarter Report, the configuration and installation team wanted to obtain FYE faculty input to develop SUSLA's totally electronic SSP EAL process. This proposed attendance policy will be reviewed for approval by the Retention Taskforce and the Vice Chancellor of Student and Academic Affairs. EAL SSP system will be configured to implement the approved attendance policy in SSP. The policy and its progressive notification steps enumerated below will utilize the SSP EAL features, as described above, to notify students and alert their assigned academic advisors of their attendance behavior.

The proposed attendance policy and its progressive attendance notifications procedures are as follows:

- The attendance policy will be effective after the 14th day of class each semester;
- Attendance, including LDA's (last day attended) will be submitted with ACTUAL days that the student has not shown to class;
- All professors/instructors/teachers must take class attendance each day for each class, i.e., classes that meet two days a week have an allowance of missing four class sessions and classes that meet one day a week will have an allowance of missing two class sessions.
- The attendance policy will be included in the syllabus and represents a contract between the professor/instructor/teacher and the student. The syllabus will reflect the appropriate progressive steps based on the course seat time.
- For example, the progressive steps for EAL attendance notifications for classes that meet two days a week are as follows:
    - 1st missed class - A **Reminder** e-mail will be sent through the EAL SSP system (as noted above, SSP interfaces with skymail SUSLA's email system for faculty/staff and students), to remind the student of their contract and obligations to the class. Copies of the email will be sent to the advisor and retention coordinator and other vested individuals as needed.
    - 2nd missed class - A **Warning** e-mail will be similarly routed to the student and others to inform the student that he/she is being warned about missing class.
    - 3rd missed class - A **Critical Standing** e-mail will be similarly routed to inform the student that he/she is critically near being administratively dropped from the class for non-compliance behavior of not attending class.
    - 4th missed class - A **Show Cause** e-mail will be sent to inform the student that he/she must show cause as to why he/she should not be administratively dropped from the class for non-compliance. If the student does not respond to this e-mail or if he/she cannot show cause as to why the administrative drop should not be taken, the student will be administratively dropped.
- The attendance policy will be covered during new student orientation and reinforced in the classroom.

The installation and configuration team will present SUSLA's EAL process to the Retention Taskforce and recommend the proposed attendance policy. Accordingly, these notifications can use skymail immediately after approval without having to wait for SUSLA's EAL SSP system configuration and testing to be completed.

Third Quarter Report:

As noted in the Second Quarter Report, the Student Success Plan (SSP) Early Alert (EAL) system has been fully reviewed by the configuration and installation team. A detailed explanation of how this system works has been discussed and the team, working closely with First-Year-Faculty (FYE) faculty, has developed progressive attendance notification procedures to be implemented in the SSP EAL system.

Currently, the installation consultants have been working with SUSLA's IT Banner specialists to move data from Banner to SSP, which is referred to in SSP as "external data". The most recent, March 31, 2016, SSP External Data Validation Queries Report indicated that certain problems in SSP's external data were not anticipated but will have to be corrected before the configuration and installation team can carry out its pilot to test the SSP EAL system. These validation findings have delayed the team's testing of all SSP's features, specifically including the SSP EAL system. As a result, to expedite the completion of the external data transfer, currently we are working with the installation consultants to develop a detailed plan to remedy the problems encountered in the data transfer to SSP and determine whether the work required in this plan comes within the scope of work in the existing contract. Whatever work, if any, is not covered in the existing contract will be specified in an addendum to the existing contract. We plan to have these negotiations finalized and begin work on SSP external data issues by the end of April.

Realizing that the installation of SSP EAL system has been delayed, during this quarterly reporting period, the chair of the Retention Taskforce and members of the Center for Student Success (CSS) staff met with First-Year-Experience faculty members to revisit their discussion of academic behaviors that contribute most to first year student's dropouts. As noted in the Second Quarter Report, FYE faculty indicated that poor attendance was considered a major contributor. During these renewed talks, there were others noted, two of which were found to be highly prevalent in first year students who are not engaged in their learning activities, i.e., cognitive overload and the discouragement resulting from an insurmountable number of developmental education courses students must pass before enrolling in college –level courses.

Both as a result of increased assessments of student learning outcomes and closely monitoring the academic behaviors of first-time entering freshmen, SUSLA's first year curriculum design is becoming more student-focused by recognizing that students have special learning needs to successfully transition from their previous educational experience to college. Specifically, the general education faculty, primarily those involved in teaching and delivery of developmental education courses, are collaborating with the Center for Success to develop transition pedagogy - the practices and methods of teaching first-time entering freshmen to successfully navigate their first year of college.

During this quarter, the FYE faculty redesigned their developmental education curriculum to address the academic behaviors of students who were experiencing cognitive overload and discouragement, i.e. feelings of not belonging in college, brought on by the number of developmental education courses they had to pass. The following are examples of their redesigned efforts:

- The English department has developed two Integrated Reading and Writing (INRW) courses to decrease the number of English and reading developmental courses and the Curriculum Committee has approved these courses for piloting in fall 2016. If the pilot is successful in achieving the student learning outcomes (SLOs) of the lower level English and reading developmental courses, the lower levels could be eliminated altogether. Specifically, one INRW course will be offered to achieve the SLOs of the lowest developmental courses, English 089 and reading 093 and the other INRW will address the SLOs of the next level courses, English 090 and reading

094. The students' placement scores will determine which INRW courses students will be advised to take.

- The Math department has developed a summer "Boot Camp" for piloting during summer 2016. The Boot Camp will offer 2 fast track developmental math courses consisting of 4 weeks each and a mandatory laboratory supplement. This Boot Camp will target SUSLA's incoming freshmen, but will be open to other students who are interested in improving their math placement scores. The department is planning for the Boot Camp to provide an opportunity for enrollees, especially incoming freshmen, to avoid having to take lower level developmental Math 088 or 089.

  The department is piloting a math dual enrollment/bridge program in a local high school, where 11th grade students take the ACT and are placed in either fast track developmental math or college –level math based on their score. Those students whose scores indicate they are college ready, are given Math 135 and Math 140 during the 12th grade. These students will have 6 credit hours in math, which in many cases meet the math general education requirements on the college level. The lower scoring students are enrolled in fast track developmental courses in math.

  In addition, SUSLA has 3 developmental math courses, Math 088, 089 and 090. The lowest course, Math 088 has been redesigned to become a self-paced laboratory course consisting of computer-based instruction, small group activities and test reviews to provide additional instruction on key concepts.

  The Math and English departments have been involved in professional development activities, i.e. conferences, workshops, designed to improve their teaching skills - focusing on teaching students how to learn, solve problems and enhance their non-cognitive skills.

The Retention Taskforce and FYE faculty are tracking and analyzing outcome data of students participating in these redesigned courses to determine if they show signs of enhancing both their engagement learning activities and their academic behaviors. The results of these findings will be presented in the Fourth Quarter Report.

ACTIVITY 3: Improve the coordination and management of data reporting.

First Quarter Report: On September 28, 2015, the Data Integrity and Management (DIM) Task Force met to address the Southern University System Data Governance Policy, review and discuss data issues reflected in recent error reports, set resolution targets and strategies, and provide updates on imminent external reports. Error reports and data issues were shared from the offices of the Registrar, Information Technology (IT), Admissions, and Financial Aid. It was confirmed that each of the departments generated, reviewed and resolved error reports on a regular basis; with some error reports generated as needed for external reports (Registrar) and some error reports generated on a weekly basis (Admissions).

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While the desired outcome is error-free reporting in every department, some discrepancies were discovered during the interdepartmental review process. It was determined that such discrepancies were the result of a lack of communication between departments as well as inefficient data management. It is expected that the newly established Data Integrity and Management (DIM) Taskforce, which includes data stewards from the aforementioned departments, and the Data Governance Policy will begin to address and ultimately rectify inconsistencies.

For this meeting, to begin establishing a baseline from which improvements are to be measured, specific consideration was given to the initial discrepancy report generated from the IT department during the registration period. During that time, the discrepancy report was shared with Admissions for mitigation of any data issues. Upon review of the report at the DIM meeting, it was revealed that the discrepancies stemmed from missing data elements. For the fall 2015 term, the initial discrepancy report revealed errors for 206 student records out of 3,174 reviewed (6.5%). The committee decided to compare the fall 2015 initial discrepancy report to that of spring 2016 to assess improvement. It is expected that after establishing best practices, reviewing existing policies and procedures and/or instituting new ones, and engaging in professional development and training opportunities, the spring 2016 initial discrepancy report will reflect a decrease in the amount of errors.

The committee also discussed the issue of properly coding students and how inaccurate data could result in inaccurate retention calculations. Currently, admissions counselors engage in the following activities to verify that a student is coded properly:

- Check *National Student Clearinghouse* database for prior enrollment.
- Check *Term Sequence Course history (SHATERM)* for prior enrollment.
- Check *Registration Query (SFAREGQ)* for current enrollment.
- Check *Student Transcript System* for high school data.

On-going, internal audits of randomly selected students will also be conducted as an additional safeguard to promote accuracy and reduce student coding errors. It is anticipated that SUSLA will conduct the audits bi-annually. For the fall 2015 period, 20% (75 out of 376) of the first-time full-time Associate degree-seeking cohort will be randomly selected for the coding audit. This specific cohort is critical in calculating retention rates. For spring 2016, other student groups will be considered for the audit as well. Consistently engaging in this strategy of quality assurance will provide a system of checks and balances for the coding process. A detailed update on this activity will be provided in the Second Quarter Report, following the assessment of spring 2016 application data.

Second Quarter Report: During this quarter's activity, SUSLA's Data Integrity and Management (DIM) Task Force engaged in the scheduled activity outlined in the GRAD Act Year 5 Remediation Plan and in the proposed activity highlighted in the 1st Quarter Report. The activities proposed in the 1st Quarter Report included a comparison of the fall 2015 initial discrepancy report to that of spring 2016 to assess improvement in the number of discrepancies, as well as to conduct an internal audit of randomly selected students to assess student coding issues that may ultimately affect retention calculations.

The initial discrepancy report generated from the IT department during the spring 2016 registration period was compared to the fall 2015 report. As stated in the 1st Quarter Report, the discrepancy report was shared with Admissions for mitigation of any data issues. Upon review of the spring report, it was revealed that the discrepancies again stemmed from missing data elements; however, fewer errors were noted (See Figure III). The spring 2016 data revealed 90 errors out of 2,210 students records reviewed (4.1% error), which reflects a 2.4% decrease in errors from the fall 2015 report (6.5% error). The data reflects an improvement after reviewing and enforcing existing policies and procedures and/or engaging in professional development and training opportunities.

FIGURE III: Initial Discrepancy Report

	Fall 2015	Spring 2016
# of Errors	206	90
# of Students	3174	2210

TERM/YEAR
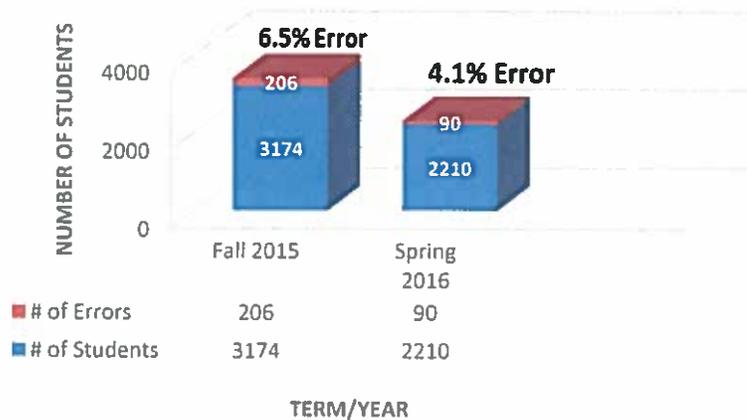
Another proposed activity from the 1st Quarter report involved conducting an internal audit of randomly selected students to assess coding issues that may ultimately affect retention calculations. The Director of Admissions and the Research Associate conducted the audit utilizing SUSLA's pre-SSPS report, which included randomly selecting 75 students from the fall 2015 first-time full-time Associate degree-seeking cohort of 376 students. To assist in determining if these students were coded properly, the students' date of birth, high school graduation year, last term attended and hours earned were reviewed. Students that showed a last term attended date were further investigated and it was noted that these students attended a summer session prior to enrolling for the fall 2015 semester. Thus, these students were properly coded as new freshmen. Of the 75 students reviewed, the following results were noted in Table VII.

Table VII: Internal Audit of pre-SSPS Report		
Randomly Selected Students Reviewed	**Notes**	**Findings**
67	2015 High School Graduates	No Discrepancies; coded properly
4	Connect Students	No Discrepancies; coded properly

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4	Summer Enrollees	No Discrepancies; coded properly

The internal audit was also utilized as a case study and point of discussion and training on December 11, 2015 at the scheduled DIM retreat, which was modified to be a workshop with key stakeholders. Participating in the workshop were the DIM committee Chair, Research Associate, Director of Information Technology, Director of Admissions, Registrar and the Assistant Vice Chancellor of Enrollment Management. Upon review of the audit, there were no coding discrepancies, as noted in the chart above. The internal audit will be repeated during the spring 2016 semester to include other coding types as well.

Furthermore, on December 7, 2015, a teleconference was held with key stakeholders of Nicholls State University to begin discussing best practices in data management. Nicholls State University was chosen because it engages a similar team of individuals to monitor and ensure the integrity of data. Results of this initial conversation revealed that many of the activities from Nicholls State University mirrored those of SUSLA's DIM Task Force. Subsequent meetings will involve a more detailed review of specific activities to glean best practices that will benefit SUSLA's work.

Third Quarter Report: Highlighted and scheduled in SUSLA's GRAD Act Year 5 Remediation Plan for Activity 3 was a retreat to provide professional development for the Data Integrity and Management (DIM) Task Force, specifically the data stewards and custodians. The Spring Retreat was held on March 17, 2016 and the agenda *[See Appendix E]* included a presentation by the committee's consultant, Bob Scott, CEO of SmartData Decisions. As presented in the remediation plan, the consultant's primary role is to assist the DIM Task Force in: 1) facilitating and translating between departments; 2) driving change in manageable steps; and, 3) prioritizing issues that will keep the project moving toward data-driven decision support. The presentation addressed the overarching goal of the task force, which is to develop a sustainable and effective management process at SUSLA that will ultimately ensure the quality, integrity and reliability of data reported. Institutionally, the ultimate goal is to shift SUSLA's focus from one of simply reporting to one of performing analytics and utilizing data as information for decision support.

The retreat presentation included a step-by-step process to adopt and adapt a data management progression that will gradually move SUSLA through the following: 1) focusing on data and the management system; 2) information workflow; 3) decision process; 4) expansion; and, 5) governance. As a result of the presentation, it was clearly understood that SUSLA is in its infancy in this process, currently an institution that is report oriented and one that needs to be focused on the data and systems to improve data quality. Therefore, it was concluded by the DIM Task Force and the consultant that next steps would include a review of a data set (i.e., enrollment) and the team will proceed with moving this data set through the aforementioned management progression. The most important short-term need will be improving the source data quality and understanding by building a data dictionary and correcting bad data. Consequently, the work will be expanded to other data sets as well. Finally, as success metrics are identified and data sets taken through the management progression, the same will be distributed with analytic

tables/charts and shared with SUSLA's Executive Leadership Team for feedback and input.

Retreat activity continued with a round table discussion engaging the Registrar, Director of Admissions, Research Associate, Director of Financial Aid, Internal Auditor, and the Assistant Vice Chancellor for Enrollment Management. The following issues and resolutions were discussed and agreed upon to improve data quality and processing:

1) *Issue:* Some official high school transcripts were not received by the admissions office from the Board of Regents prior to disbursement of financial aid. *Resolution:* Created a tracking code in SUSLA's student information database that will be placed on all new students' accounts, effective immediately, explaining that an official high school transcript is needed prior to receiving financial aid disbursements. *Implementation Date:* April 7, 2016 *(see Appendix F)*

2) *Issue:* Some transfer students were not submitting all transcripts from previous institutions to the Admissions or Registrar's Office prior to receiving financial aid disbursements. *Resolution:* A tracking code has been added in SUSLA's student information database that will alert and explain the need for students to submit transcripts from all previously attended institutions to the Registrar or Admissions' Office. *Implementation Date:* April 7, 2016 *(see Appendix G)*

3) *Issue:* Estimated Graduation Date placed in Banner by the Admissions' Office was causing students' loans to go into repayment while students were enrolled at the institution. *Resolution:* The Director of Admissions agreed to place a 4-year *'Estimated Graduation Date'* in SUSLA's student information database from receipt of Admissions application, effective immediately. *Implementation Date:* April 7, 2016

The work of the DIM Task Force will continue with following the next steps agreed upon at the retreat. Documentation of the committee's activity will be reflected in the Fourth Quarter Report.

Appendix A

Elsevier Adaptive Quizzing (EAQ) Software
Student Survey

Elsevier Adaptive Quizzing (EAQ) Software - Survey

Please answer the following questions regarding the *Elsevier Adaptive Quizzing* (EAQ) software. List the course number in which the EAQ was used: **NURS** _____

		YES	NO	N/A
1.	I received the *EAQ* software at the beginning of the course. If no, please explain.			
2.	I used the *EAQ* software to complete the course assignment.			
3.	I used *the EAQ* software beyond the course assignment.			
4.	Approximately how many questions did you answer using the *EAQ* software?			
5.	Please check the component of the course in which you were *NOT* successful (if applicable) ( ) Theory ( ) Clinical ( ) HESI exam			

Use the following scale to rate your answer.
5=Strongly Agree   4=Agree   3=Disagree   2=Strongly Disagree   1=N/A - Not Applicable

		5	4	3	2	1
5.	The *EAQ* software contributed to my success in the Theory component of the course.					
6.	The *EAQ* software contributed to my success in the Clinical component of the course.					
7.	The *EAQ* software contributed to my success on the HESI exam in the course.					
8.	I used other study aids in addition to the *EAQ*.					

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9.	Please list other study aids used in addition to the *EAQ* software (if applicable).				
	1.				
	2.				
	3.				
	4.				
	5.				
10.	I would recommend the continued use of the *EAQ* software.				

Comments:

Appendix B

NCLEX 10,000 Course Assignment

N250 – Concepts and Processes II
Fall 2015 – NCLEX Practice Questions Requirements – MANDATORY ASSIGNMENT

*Students must answer questions weekly using the NCLEX 10,000 software and submit each weeks' proof of question answered. Questions must be answered using the testing mode. _ALL NCLEX PRACTICE TEST MUST HAVE A SCORE OF 80% or Above. If you do not score an 80% you must submit proof of two attempts and a personal remediation plan- (must be typed) to ensure that you will be able to achieve 80% on the next immediate NCLEX assignment submission._

August 24, 2015
*Submit 100 questions - Fundamentals
*Submit 100 questions – Medical – Surgical
*Submit 50 questions - Pharmacology
Total 250

September 1, 2015
*Submit 75 questions – Psychiatric
*Submit 100 questions – Medical – Surgical
*Submit 75 questions - Pharmacology
Total 250

September 21, 2015
*Submit 50 questions – Pediatrics
*Submit 50 questions – Maternal
*Submit 50 questions - Pharmacology
*Submit 100 questions Medical Surgical
Total 250

October 6, 2015
*Submit 50 Pharmacology questions
*Submit 50 Medical Surgical Questions
*Submit 50 Maternal Questions
*Submit 50 Fundamentals
*Submit 50 Pediatrics
Total 250

October 19, 2015
*Submit 250 – Comprehensive Exam I _(100-question exam + 100-question exam + 50-question exam = 250)_
(Includes Fundamentals, Pediatrics, Psychiatric, Medical – Surgical, Pharmacology)
Total 250

Nov 2, 2015
*Submit 250 – Comprehensive Exam II _(100-question exam + 100-question exam + 50-question exam = 250)_
(Includes Fundamentals, Pediatrics, Psychiatric, Medical – Surgical, Pharmacology)
Total 250

GRAND TOTAL = 1500 Questions

Appendix C

Student Satisfaction Inventory (SSI) & Institutional
Priorities (IPS)
Sample Surveys

RUFFALO
NOEL LEVITZ
Student Satisfaction Inventory™

Each item below describes an expectation about your experiences on this campus.
On the *left*, tell us how <u>important</u> it is for your institution to meet this expectation.
On the *right*, tell us how <u>satisfied</u> you are that your institution has met this expectation.

Importance to me...		...My level of satisfaction	
1 - not important at all	5 - somewhat important	1 - not satisfied at all	5 - somewhat satisfied
2 - not very important	6 - important	2 - not very satisfied	6 - satisfied
3 - somewhat unimportant	7 - very important	3 - somewhat dissatisfied	7 - very satisfied
4 - neutral	N/A - does not apply	4 - neutral	N/A - not available/not used

1 2 3 4 5 6 7 N/A   1 2 3 4 5 6 7 N/A

O O O O O O O O 1. The campus staff are caring and helpful. O O O O O O O O

O O O O O O O O 2. Classes are scheduled at times that are convenient for me. O O O O O O O O

O O O O O O O O 3. My academic advisor is available when I need help. O O O O O O O O

O O O O O O O O 4. Security staff respond quickly to calls for assistance. O O O O O O O O

O O O O O O O O 5. Financial aid awards are announced in time to be helpful in college planning. O O O O O O O O

O O O O O O O O 6. Library resources and services are adequate. O O O O O O O O

O O O O O O O O 7. Admissions staff provide personalized attention prior to enrollment. O O O O O O O O

O O O O O O O O 8. The quality of instruction I receive in most of my classes is excellent. O O O O O O O O

O O O O O O O O 9. I am able to register for the classes I need with few conflicts. O O O O O O O O

O O O O O O O O 10. Parking lots are well-lighted and secure. O O O O O O O O

O O O O O O O O 11. Counseling services are available if I need them. O O O O O O O O

O O O O O O O O 12. Faculty are fair and unbiased in their treatment of individual students. O O O O O O O O

1 2 3 4 5 6 7 N/A   1 2 3 4 5 6 7 N/A

Next

RUFFALO
NOEL LEVITZ
Institutional Priorities Survey™

Each item below describes an expectation students have for their campus experiences.
On the *left*, indicate how important you believe it is that your institution meets this student expectation.
On the *right*, indicate your level of agreement that your institution is meeting this expectation.

Level of importance...		...Level of agreement
1 - not important at all	5 - somewhat important	1 - strongly disagree	5 - somewhat agree
2 - not very important	6 - important	2 - disagree	6 - agree
3 - somewhat unimportant	7 - very important	3 - somewhat disagree	7 - strongly agree
4 - neutral	N/A - do not know	4 - neutral	N/A - do not know

1 2 3 4 5 6 7 N/A		1 2 3 4 5 6 7 N/A
○○○○○○○ ○	1. The campus staff are caring and helpful.	○○○○○○○ ○
○○○○○○○ ○	2. Classes are scheduled at times that are convenient for students.	○○○○○○○ ○
○○○○○○○ ○	3. Academic advisors are available when students need help.	○○○○○○○ ○
○○○○○○○ ○	4. Security staff respond quickly to calls for assistance.	○○○○○○○ ○
○○○○○○○ ○	5. Financial aid awards are announced in time to be helpful in college planning.	○○○○○○○ ○
○○○○○○○ ○	6. Library resources and services are adequate.	○○○○○○○ ○
○○○○○○○ ○	7. Admissions staff provide personalized attention prior to enrollment.	○○○○○○○ ○
○○○○○○○ ○	8. The quality of instruction students receive in most of their classes is excellent.	○○○○○○○ ○
○○○○○○○ ○	9. Students are able to register for the classes they need with few conflicts.	○○○○○○○ ○
○○○○○○○ ○	10. Parking lots are well-lighted and secure.	○○○○○○○ ○
○○○○○○○ ○	11. Counseling services are available if students need them.	○○○○○○○ ○
○○○○○○○ ○	12. Faculty are fair and unbiased in their treatment of individual students.	○○○○○○○ ○
1 2 3 4 5 6 7 N/A		1 2 3 4 5 6 7 N/A

Next

Appendix D

Student Satisfaction Inventory (SSI) Interpretive Guide
Description of Scales

- Registration Effectiveness
- Responsiveness to Diverse Populations
- Safety and Security
- Service Excellence
- Student Centeredness
- Items not on a scale: 3, 9, 53, and 68

Description of Scales

Academic Advising (and Counseling) Effectiveness: Assesses the comprehensiveness of your academic advising program. Academic advisors (and counselors) are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

Academic Services: Assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Climate: Assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assess the effectiveness of your institution's channels of communication for students.

Campus Life: Assesses the effectiveness of student life programs offered by your institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perception of their rights and responsibilities.

Campus Services: (similar to Academic Services) Assess services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.

Campus Support Services: Assess the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

Concern for the Individual: Assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

Instructional Effectiveness: Assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

Recruitment (or Admissions) and Financial Aid Effectiveness: Assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Registration Effectiveness: Assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations: Assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

Safety and Security: Assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

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Service Excellence: Assesses the perceived attitude of your staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness: Assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

The items which contribute to each scale can be reviewed within your campus report. The HTML electronic report includes the items within the scales on the scale report; when you select the scale name it will expand to show the items. In the paper report, there is a section which provides the scales alphabetically and the list of items within the scale.

Reliability and Validity—Form A

The Student Satisfaction Inventory is a very reliable instrument. Both the two-year and four-year versions of the SSI show exceptionally high internal reliability. Cronbach's coefficient alpha is .97 for the set of importance scores and is .98 for the set of satisfaction scores. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for satisfaction scores.

There is also evidence to support the validity of the Student Satisfaction Inventory. Convergent validity was assessed by correlating satisfaction scores from the SSI with satisfaction scores from the College Student Satisfaction Questionnaire (CSSQ), another statistically reliable satisfaction instrument. The Pearson correlation between these two instruments ($r = .71$; $p<.00001$) is high enough to indicate that the SSI's satisfaction scores measure the same satisfaction construct as the CSSQ's scores, and yet the correlation is low enough to indicate that there are distinct differences between the two instruments.

Reliability and Validity—Form B

The reliability of the SSI Form B was assessed using Cronbach's Alpha which tests how well a collection of items agree with one another. The commonly accepted rule is that a value above .70 is acceptable as proof of reliability. In the analysis, all values but two are above .70. Even those two are extremely close to .70. In all cases, factor analysis was performed among scale items to determine if there was any multi-dimensionality. None was detected, further proof that items within each scale are measuring like concepts.

Due to the absence of another instrument to compare to the SSI Form B, validity was measured by checking the correlation between the individual scales and the SSI Form B question regarding overall satisfaction. All correlations were positive and significant at the .01 level, an indication that each of the scales are associated with overall satisfaction.

The Inventory Authors

The Student Satisfaction Inventory was developed by Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D., with assistance from Ruffalo Noel Levitz. Dr. Schreiner is Chair of Doctoral Studies in Education, Azusa Pacific University in Azusa, California, and Dr. Juillerat is assistant professor, School of Education, Azusa Pacific University in Azusa, California. The Student Satisfaction Inventory was piloted in 1993 and became available in 1994. As of 2015 over 2,800 institutions and over 5.6 million students have completed the inventory.

A Word about Ruffalo Noel Levitz

A trusted partner to higher education, Ruffalo Noel Levitz helps systems and campuses reach and exceed their goals for enrollment, marketing, and student success.

To help with goal attainment, our 50 full-time consultants and 60 part-time associates bring direct experience from their previous and current positions on campuses as consultants, enrollment managers,

Appendix E

**Data Integrity & Management Committee
Spring Retreat**

**The Division of Research, Sponsored Programs & Institutional Effectiveness
"Data Integrity & Management Committee"**

Spring Retreat

**Bill Cockrell Park Community Center
March 17, 2016
8:00 a.m. – 2:00 p.m.**

Agenda

8:00 a.m. – 8:15 a.m.	Registration
8:15 a.m. – 8:45 a.m.	Continental Breakfast
8:45 a.m. - 9:00 a.m.	Greetings & Updates *Dr. Regina Robinson, Committee Chair* *Vice Chancellor for RSPIE*
9:00 a.m. – 9:30 a.m.	Ice Breaker ~ Team Building Exercise
9:30 a.m. – 10:00 a.m.	~ Fitness Break ~
10:00 a.m. – 12:00 noon	Presentation: SmartData Decisions *Bob Scott, CEO*
12:00 noon – 1:00 p.m.	~ LUNCH ~
1:00 p.m. – 1:15 p.m.	Team Building Exercise
1:15 p.m. – 2:00 p.m.	Wrap Up & Discussion

Appendix F

Banner Tracking Code (HS_TRN)

File   Edit   Options   Block   Item   Record   Query   Tools   Help

Requirements Tracking Validation RTVTREQ 8 9 (PROD)

| Code: | HOMELS | ✔ Active | Message Number: | 1 | ✔ Packaging | ☐ Satisfy All |

Short Description: RISK HOMELESS

Long Description: STUDENT INDICATED HOMELESS ON FAFSA

URL:

Instructions: Student must bring supporting homeless documentation to Financial Aid Office prior to receiving your Financial Aid award.

✔ Memo   ☐ Match Federal Fund ID
✔ Disbursement   ☐ Required Once
☐ Letter Exclusion   ☐ Update Prior Year
☐ Perkins MPN   ☐ Access Indicator
☐ Period Eligible   ✔ Information Access

Activity Date: 31-JUL-2014

| Code: | HS_TRN | ✔ Active | Message Number: | 1 | ✔ Packaging | Satisfy All |

Short Description: HS Transcript

Long Description: Official HS Transcript(s) Needed

URL:

Instructions: Funds Will Not be disbursed until Official High School Transcript(s) has been submitted to the Admissions Office.

✔ Memo   Match Federal Fund ID
✔ Disbursement   ✔ Required Once
Letter Exclusion   Update Prior Year
Perkins MPN   Access Indicator
Period Eligible   ✔ Information Access

Activity Date: 07-APR-2016

| Code: | HUDYTH | ✔ Active | Message Number: | 1 | ✔ Packaging | ☐ Satisfy All |

Short Description: HUD YOUTH

Long Description: STUDENT SELECTED HUD UNACCOMPANIED YOUTH ON FAFSA

URL:

Instructions: Student must bring supporting HUD unaccompanied youth documents to Financial Aid Office prior to receiving your Financial Aid award.

✔ Memo   ☐ Match Federal Fund ID
✔ Disbursement   ☐ Required Once
☐ Letter Exclusion   ☐ Update Prior Year
☐ Perkins MPN   ☐ Access Indicator
☐ Period Eligible   ✔ Information Access

Activity Date: 31-JUL-2014

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Appendix G

Banner Tracking Code (TRANS)

File Edit Options Block Item Record Query Tools Help

Requirements Tracking Validation RTVTREQ 8.9 (PROD)

Code:	TANF09 ☑ Active	Message Number:	1

Short Description: 2009 TANF Benefits
Long Description: - Verify total 2009 TANF benefits (all family members)
URL:
Instructions:
Activity Date: 25-MAR-2010

☑ Packaging   ☐ Satisfy All
☑ Memo   ☐ Match Federal Fund ID
☑ Disbursement   ☐ Required Once
☐ Letter Exclusion ☐ Update Prior Year
☐ Perkins MPN   ☐ Access Indicator
☐ Period Eligible ☑ Information Access

Code: TRANS ☑ Active   Message Number: 1
Short Description: Articulation
Long Description: -Awaiting transcript(s) articulation
URL:
Instructions: If you have not submitted transcripts from all institutions, please contact the Registrar's Office (Transfer & Readmit Students) or the Admissions Office (New & Dual Enrollment Students) for questions or updates
Activity Date: 13-MAY-2014

☑ Packaging   ☐ Satisfy All
☑ Memo   ☐ Match Federal Fund ID
☑ Disbursement   ☐ Required Once
☐ Letter Exclusion ☐ Update Prior Year
☐ Perkins MPN   ☐ Access Indicator
☐ Period Eligible ☑ Information Access

Code: UEH ☑ Active   Message Number: 1
Short Description: Enrollment History
Long Description: -Unusual Enrollment History
URL:
Instructions: Complete the Enrollment History Document and submit to the Financial Aid Office
Activity Date: 22-MAY-2014

☑ Packaging   ☐ Satisfy All
☑ Memo   ☐ Match Federal Fund ID
☑ Disbursement   ☐ Required Once
☐ Letter Exclusion ☐ Update Prior Year
☐ Perkins MPN   ☐ Access Indicator
☐ Period Eligible ☑ Information Access

The Southern University System

Year 5 - GRAD Act Improvement Plan
Third Quarterly Report

01/16/2016 to 04/15/2016

April 15th, 2016

The Southern University System Improvement Plan
Expenditure of GRAD Act Funding for Year 5
3rd Quarterly Report

I. Introduction

The Southern University System Office (SUS) is working closely with its four institutions to improve performance on GRAD Act targets and measures. Our support is intended to promote continued improvement to the overall quality of the educational experience on all of our campuses through activities as proposed in the Year 5 Improvement Plan.

II. Southern System Activities

A. Retention

To address issues of retention across all of the Southern System's institutions, GRAD Act Grants will continue to be awarded to students in good academic standing who have documented un-met financial need or a financial emergency.

Activity 1: Award GRAD Act Grants
Supporting: SUBR, SUNO & SULC

1st Quarter Activities
Southern University and A&M College, Southern University at New Orleans and Southern Law Center have been informed of the opportunity to award GRAD Act grants to students with documented need.

The guidelines for awarding GRAD Act Grants were developed in Year 4 of GRAD Act. These guidelines include identifying students meeting two criteria: (1) in good academic standing and (2) with existing balances or documented financial hardship that would prevent pre-registration or re-enrollment. Once these students are identified, they are prioritized by each institution with the goal of improving GRAD Act outcomes.

Each campus is in the process of identifying students to be awarded these grants based on the likelihood to impact 1st-to-2nd retention, 1st-to-3rd retention and completion. The individual grant awards will be based on each student's documented need. The first set of awards is anticipated at the end of the Fall

semester to clear balances to allow students to pre-register for Spring semester courses.

After awards have been distributed, the counts and amounts of awards by institution will be provided. Additional awards are expected at the start of the Spring semester. Students receiving awards will be tracked to document their enrollment status and progression during Year-6.

2nd Quarter Activities

The System Vice-President of Finance and Business Affairs has worked with Southern University and A&M College, the Southern University Law Center and Southern University in New Orleans to allocate all funds dedicated to student grants under the GRAD Act Improvement plan. Students' financial need identified at each campus was greater than the $60,000 in funds allocated for this activity.

Before students could be considered for GRAD Act Grants they were required to complete the FAFSA (Free Application for Federal Student Aid) if they had not already done so, to determine their potential eligibility for other forms of financial aid. All financial awards were allocated for the spring semester to satisfy either previous balances or financial needs for the current semester. Institutions were afforded discretion to best use their allocation of funds. Each institution prioritized students based on their academic classification, nearness to completion and ability to satisfy all financial obligations to the institution. As the funds allocated ($60,000) were not sufficient to meet the full financial obligations of every student requesting funds, to receive these Grants, students were required to demonstrate a means of paying their full balances including all prior financial obligations and current semester assessments. This process differed greatly by institution. For SUBR, students could access the process from any number of campus offices: Financial Aid, Finance, Student Services, or the Provost's Office. Students were required to present documentation and convince staff of their potential to pay their balance at some future date agreed to by the institution staff and the student. Across all our campuses, a large number of our students' financial aid awards and fee assessments were still pending at the time this report was compiled. Each campus has identified a cue of students to award funds to as aid is verified and fees are finalized. We anticipate all awards to be distributed by the end of the 3rd Quarter. The complete list of awards will be available during the 3rd Quarter report.

3rd Quarter Activities

GRAD Act Gants totaling thirty-thousand two-hundred thirty-seven and $^{69}/_{100}$ dollars [$30,237.69] were awarded to forty [40] students across Southern University and A&M College and the Southern University Law Center. Southern University at New Orleans passed the GRAD Act and chose not to utilize GRAD Act funds for an improvement plan. These awards were intended to increase retention, progression and completion at each institution. Southern University Law School awarded seven thousand two hundred seven and $^{50}/_{100}$ dollars [$7,207.50] in grants to four students: two second year Law students (L2) and two first year Law students (L1). Southern University and A&M College awarded twenty three thousand thirty and $^{19}/_{100}$ dollars [$23,030.19] to 36 students; 8 freshman, 7 sophomores, 4 juniors, 16 seniors and 1 graduate student. The complete list of awards is presented in the supporting documentation. These students are being tracked and their end of term status will be presented in the 4th Quarter Report.

We anticipate that all remaining funds ($29,762.31) will be expended prior to the close of the GRAD Act reporting year. Recent changes in the Pell Grant rules and regulations delimit the ability for many Southern University System students to enroll in summer school because of financial and semester use caps. This GRAD Act reserve will support summer school enrollment and timely degree completion of students who are in good standing, with existing balances or documented financial hardship that would prevent pre-registration or re-enrollment and who can impact 1st-to-2nd retention, 1st-to-3rd retention and completion during the 4th Quarter.

B. Progression, Completion & Professional Examinations

Specific activities to address progression, completion and professional examinations included use of computer assisted Bar-preparation, progress monitoring and data-driven-decision management.

Activity 2: Enhance Louisiana Bar Preparation
Supporting: SULC

1st Quarter Activities
The Law Center will assist 25 to 30 currently enrolled students in preparation for the February 2016 Louisiana bar exam. Students are being provided opportunities to complete practice bar examinations (old bar exams) for each of the nine sections of the Louisiana exam. Written answers are to be assessed by Writing Fellows. The

Writing Fellows will be providing students with written feedback regarding accuracy of written answers, and guidance on how to adequately prepare for the February bar examination.

The practice exams are scheduled between December 2015 and January 2016. The dates for the practice exams are listed below:

December 21st, 2015	Code I
December 28th, 2015	Code II
January 4th, 2016	Code III
January 7th, 2016	Louisiana Code of Civil Procedures
January 11th, 2016	Torts
January 14th, 2016	Business Entities and Negotiable

Instruments

January 21st, 2016	Criminal Law, Procedure and Evidence
January 26th, 2016	Constitutional Law
January 29th, 2016	Federal Jurisdiction and Procedure

SULC will also cover enrollment costs for a commercial bar review program offered by BARBRI to buttress student preparation for the February bar exam. Commercial bar review programs have historically proven to increase a participant's chances of passing a bar examination. The Law Center will contribute $500 towards the cost of BARBRI Bar Review for up to 30 students.

2nd Quarter Activities
The Law Center anticipated that up to 30 students would receive a $500 award toward the cost of BARBRI Bar Review scheduled to be held December 2015 through January 2016. The Law Center provided 24 of these $500 awards to students. These students will take the Louisiana State Bar Examination in February 2016 and the results will be available in April 2016. The Law Center will not have a final count on total participants until the Louisiana State Bar Examination is completed in February 2016.

As of January 14, 2016, the Law Center had conducted six of the nine sessions listed above wherein students took practice exams. Although the Law Center anticipated a participation rate of approximately 35 graduates, the actual attendance count was low. An average of 12 graduates attended each session.

In addition to writing practice exams, program participants were provided access to video lectures covering the nine sections of the Louisiana State Bar Examination.

The video lecture covering Code I of the bar exam has been viewed 125 times, Code II has been viewed 26 times, Code III has been viewed 40 times, Louisiana Code of Civil Procedure has been viewed 20 times, Torts has been viewed 30 times, and Business Entities and Negotiable Instruments has been viewed 32 times. The Law Center anticipates more alumni will view the videos as the bar exam testing date approaches.

In order to additionally support alumni preparation for the Louisiana State Bar Examination, the Law Center employed 8 mentors who personally contacted alumni who were preparing to take the bar examination in February. Mentors are alumni who have successfully passed the examination and are able to offer additional insight on methods of successful preparation for the examination. The mentors contacted alumni through email, phone calls and personal meetings. They talked to alumni about study habits, testing and stress management techniques in preparation for the exam.

A total of 24 alumni requested assignment of a mentor. The total number of alumni participants and the results of their performance on the Louisiana State Bar Examination will be available by April 30, 2016.

3rd Quarter Activities

Twenty students participated in the Law Center's Winter Supplemental Bar Review Program held December 21, 2015, through January 29, 2016. The participants in this program are listed in the supporting documents. The participants watched recorded bar examination preparation lectures and completed nine practice bar exam (simulated bar exam) sessions. After participants wrote practice bar examination responses, they were afforded an opportunity to meet with a Writing Fellow for critique and instruction on improving the quality of examination responses. (See Appendix: Participants in Southern University Law Center's Winter Supplemental Bar Review Program). The level of participation in the sessions is reported in the following chart:

Bar Examination Subject	Number of Participants Who Wrote Practice Examinations	Number of Participants Who Met With Writing Fellow for Critique and Instruction on Improving Responses
Code I	12	12
Code II	15	15
Code III	13	13
Louisiana Civil Procedure	15	13
Torts	12	12
BENI	10	10
Criminal Law	9	9
Constitutional Law	9	9
Federal Jurisdiction and Procedure	12	12

The results of the Louisiana State Bar Examination will be announced on April 29, 2016. On that date, the Law Center will know the status of the participants in the program. The data will be reported in the 4th quarter.

Activity 3: Implement common examinations and BARBRI AMP
Supporting: SULC

1st Quarter Activities

The Law Center has instituted common summative exams for Fall 2015 which will be given in several first year courses. These assessments will be expanded to several second year courses in Fall 2016. The BARBRI AMP online formative assessment and teaching system is being utilized. SULC students and faculty have access to BARBRI AMP for Civil Procedure and Contracts. When incorporated into the course curriculum, BARBRI AMP assists students in developing a mastery of the substantive law by testing a student's ability to recall and apply what they have learned and measure their level of confidence in their newly developed knowledge. BARBRI AMP provides an individualized learning path for each student while

simultaneously offering SULC a real-time assessment of its students' understanding as they progress through Civil Procedure and Contracts.

This Fall, the courses implementing common exams are Contracts and Criminal Law. These exams utilize multiple-choice questions to assess student knowledge on a variety of sub-topics taught in the identified courses. These same sub-topics are tested on the bar exam in Louisiana as well as other states across the country. Final grades in the courses utilizing the common exam will be based primarily on the student performance on the common exam; although a portion of the grade will still be based upon the professors' assessment of the students through mid-term exams, quizzes, and final exams.

The Law Center will employ analytics in the assessment of the data obtained from the common exams relative to the level of student knowledge. The Law Center will utilize this data to better identify students with deficiencies and to direct assistance to ameliorate deficiencies through intensive individualized assistance. Such a data-driven approach will allow the Law Center to efficaciously deploy resources to benefit students as they matriculate through law school and enter into the legal profession.

2nd Quarter Activities
Common Exams in Contracts and Criminal Law were administered in December 2015. The Law Center is currently consulting with a psychometrician to interpret the results of student performance on the two exams. The Law Center will evaluate the data collected and ascertain the significance of the findings of the expert during this semester.

Contracts and Criminal Law professors assigned BarBri AMP modules to students during the Fall semester 2015. BarBri AMP is useful for students to measure their understanding of blackletter law principles. As such, student perception of the usefulness of the product is the only valuable assessment of the tool. As of January 15, 2016, 26 of 207 1L students responded to the student satisfaction survey. The Law Center would like to have at least a 30% response from the 1L class before it evaluates the data. However, whether there exists a correlation between student use of AMP modules and performance on the Common Examination is not known at this time. The evaluation of whether there exists a correlation will be completed during the next quarter.

3rd Quarter Activities

During the fall semester 2015, students were offered access to BARBRI Amp modules in order to bolster their knowledge of blackletter law in the subject matter areas of Contract and Criminal Law. BARBRI Amp modules are presented in the multiple choice question format. 70 students completed Criminal Law AMP Modules and 156 students completed Contracts AMP Modules.

The final examination process required all students enrolled in freshman Contracts and Criminal Law courses to sit for a common multiple choice examination in Contracts as well as in Criminal Law. The students also sat for their respective professors' essay examinations in the same courses. The common examinations were administered in a multiple choice exam question format. The multiple choice question format eliminated a measure of subjectivity that might exist in a professor's evaluation of an essay examination. The common examination score and the professors' essay examination score were combined to produce the students' final grades in Contracts and Criminal Law.

The following data reflects grades awarded in Contracts and Criminal Law in the fall of 2014 (students did not have access to BARBRI AMP Modules) and the fall of 2015:

Contracts - Fall 2014

	A	B	C	D	F	Total
Section 1	3	14	18	10	0	45
Section 2	10	11	19	9	5	54
Section 3	5	20	15	5	0	45
Section 4	7	16	32	1	0	56
All Sections	25	61	84	25	5	200
(in percentage)	12.50	30.50	42.00	12.50	2.50	

Contracts

Contracts - Fall 2015

	A	B	C	D	F	Total
Section 1	8	19	19	3	0	49
Section 2	6	8	19	14	0	47
Section 3	10	14	25	1	0	50
Section 4	6	15	28	3	3	55
All Sections	30	56	91	21	3	201
(in percentage)	14.93	27.86	45.27	10.45	1.49	

Criminal Law

Criminal Law - Fall 2014

	A	B	C	D	F	Total
Section 1	5	8	17	11	4	45
Section 2	18	25	5	2	3	53
Section 3	7	14	20	5	0	46
Section 4	5	13	26	8	3	55
All Sections	**35**	**60**	**68**	**26**	**10**	**199**
(in percentage)	**17.59**	**30.15**	**34.17**	**13.07**	**5.03**	

Criminal Law - Fall 2015

	A	B	C	D	F	Total
Section 1	19	21	5	1	1	47
Section 2	13	18	18	1	0	50
Section 3	4	15	21	4	2	46
Section 4	5	17	27	9	0	58
All Sections	**41**	**71**	**71**	**15**	**3**	**201**
(in percentage)	**20.40**	**35.32**	**35.32**	**7.46**	**1.49**	

Comparison of the fall 2014 and 2015 grades reveals that A grades increased and D and F grades decreased. However, the Law Center does not consider the correlation to be significant enough to mandate the use of BARBRI AMP and Common Examination as a part of its assessment protocol.

C. Data-Driven Decision Management

A lesson learned from previously implemented GRAD Act Improvement activities was that decision makers often lacked data verifying their assumptions about the root causes of institutional issues. Therefore, the Southern University System has adopted the Data-Driven Decision Management (DDDM) model to support decision making for the delivery of best-practice enrollment management. This is essential for the continued improvement of the Southern University System.

Activity 4: Continue to implement consistent and coordinated data governance practices across the Southern System
Supporting: SUBR, SUSLA, SUNO, SULC

1st Quarter Activities
As the first DDDM related activity, the System will begin regular meetings of the Data Governance Committee.

The Data Governance Committee (DGC) is charged with ensuring timely and accurate data entry and reporting. The DGC will meet quarterly under the direction of the System Office of Academic Affairs to address issues in support of the implementation of DDDM across the System.

The primary activity of the DGC during Year 5 will be to document what data, policies, procedures and resources exist at each institution, how these differ and how they may be leveraged to support System-wide improvement.

The first meeting is scheduled for the 2nd Quarter.

2nd Quarter Activities
The Data Governance Committee convened for the Data Integrity and Process Management Summit on December 17, 2015 (full description in Activity 6 below). Issues identified previously were used to develop and prioritize agenda items for the Summit (see Agenda in supporting documents for issue topics). The IR staff members, required to be on the committee from each campus, have been the key points of contact for disseminating data requests and important information. Each institution has identified their full committee membership and has been working on data issues including the changes to Regents reporting requirements and data integrity and timely submission of IPEDS data.

Continued quality improvement requires that each institution engage in an ongoing process of identifying their specific data related issues and collaborate with their peers to discern appropriate solutions. Each institution shared with their peers the progress and issues related to improved data processes during the Data Integrity and Process Management Summit. Towards the end of the Summit, participants engaged in small group discussions around data management and process issues they were experiencing. The opportunity provided them access to the knowledge and experience of their peers from across the System. Ideas for addressing their issues were shared. Each campus will continue the process of quality improvement

and have another opportunity to engage with their peers to discuss their activities and progress at the 3rd Quarter meeting on February 15th.

Institutions agreed to focus on quality improvement most likely to impact GRAD Act data, performance-based funding and Regents reporting. These issues include data entry and coding, quality and accuracy of data, automated error check and reporting processes and missing and non-current data. During the 3rd Quarter meeting, the Registrars, IT and IR will be the focus of the quality improvement discussions and presentations to continue the process of developing strategies and actions for institutional improvement through improved data governance.

3rd Quarter Activities
The Data Governance Committee met on February 15th on the SUNO campus. Topics covered in the meeting were chosen in response to feedback from the December meeting. These included: data processes in the Registrars' Offices; data integrity solutions and status updates of on-going activities. The agenda and sign-in sheets are provided in the appendix.

Ms. Sheila Duplechain, a new employee to SUBR, presented on *System-Level Data Governance Plans* based on her experiences working in the LCTCS Office. She led discussions on automated error check and regular data quality queries to ensure that issues are addressed as close to the data entry process as possible.

The presentation by Mr. Jacques J, Detiege, *Data Governance: Managing Risk and Responsibility for Institutional Improvement,* was based on several best-practice documents available from EDUCAUSE: *Understanding and Managing the Risk of Analytics in Higher Education* and *Speaking the Same Language: Building a Data Governance Program for Institutional Impact.*

The Tableau Implementation WebEx planned was replaced by a discussion led by M. C. Brown II. During these discussions, institutional staff expressed a desire for more clarity on where and how student-level data sent to the System Office would be stored and procedures for data transfer. It was explained that these details would be negotiated between the Chief Technology Officers of each institution and the System. The proposed procedures and details would be presented during the 4th Quarter Data Governance meeting. All concerned staff was encouraged to engage their institution's Technology Officer in conversations to assist in developing these procedures and to express any concerns.

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We anticipate holding the 4th Quarter meeting in Shreveport during May. During this meeting the primary focus will be on data sharing and reporting using Tableau. Additionally, we will review the results of the GRAD Act audits to address any identified deficiencies.

Activity 5: Utilize Visual Analytics to facilitate DDDM
Supporting: SUBR, SUNO, SULC, SUSLA

1st Quarter Activities
As the second DDDM related activity, the System Office will began using Tableau, a visual analytics and data management package, to support decision making across the System's institutions. Advanced visual interfaces provide a platform to directly interact with the data analysis capabilities of computers, allowing for well-informed decisions in complex situations.

The Southern University System and its Institutions collect and manage large stores of data on prospective and actual students. Visual analytics will be useful in the development of policies and procedures aimed at improving services and outcomes across the System.

The process for purchasing and deploying Tableau has begun and will continue through the 2nd quarter.

Analytics will be directed by the System's Evaluation & Assessment Specialist and be supported by the Campus staff on the DGC. During the 2nd quarter meeting of the System Data Governance Committee, an agenda for analysis during the 3rd and 4th quarter will be developed.

2nd Quarter Activities
After consultation with Tableau, the System staff agreed to a process that would build buy-in across all institutions and units to be involved with Tableau implementation. This process involved review by the System's Information Technology staff, Institutional Research staff and senior leadership. After a review of products available from Tableau, this group agreed on the specific products to purchase and implement. These decisions were based on a desire to 'own' the licenses over subscriptions; a desire to house data in-house over in-the-cloud; a need for non-expert users to produce reports; an ability to scale up as additional users need to be added and costs. The purchase made during this quarter includes:
- 5 Desktop Professional User licenses (one for each of the IR units at the 4 academic campuses and 1 for the System Office.

- 10 Server Web Client Interactive licenses (for senior staff at each of the 4 academic campuses and the System Office.

The analytics products are being installed and training of staff is being planned for the 3rd Quarter. To plan for the development of standardized data reporting across each of the System's institutions, the IT staff is utilizing the Data Governance process to coordinate data management. The first step in the process is mapping of data elements across the system to ensure consistency of coding and data definitions. Data previously submitted to the Regents (SSPS, SCH and Completers) were identified as the first data to be incorporated and analyzed using Tableau to identify trends across the System institutions.

3rd Quarter Activities
Storage of the data is being prepared by the System Technology staff. Data files (SSPS, SCH and Completers) have been compiled by each institution's IR Office. To ensure consistency in reporting historical data, a request has been made to the Regents for copies of SSPS, SCH and completer data for each SUS institution from the last 8 years. This request was made to compare files that were submitted by each campus directly to the Regents. In the past, campuses submitted data directly to the Regents. Now all data submissions are first submitted to the SU System prior to being submitted to the Regents. This process of data triangulation was implemented to ensure consistency and accuracy of reporting.

This data will be collected and archived after the Regents completes their yearly reporting activities. IR staff have been directed to Tableau's Learning site. [www.tableau.com/learn/training]. This site contains hours of free training videos and links to live one-hour instructor-led webinars with audience Q&A. During the May Data Governance meeting, IR staff will participate in a peer discussion of their experiences with the process of deploying Tableau at their institution. This session will be designed to provide peer support and guidance with issues of data integration and analysis and with the processes of data driven decision management.

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Activity 6: Conduct a *Data Integrity and Process Management Summit*
Supporting: SUBR, SUSLA, SUNO, SULC

1st Quarter Activities
As the third DDDM activity, the System Office will coordinate the second Data Integrity and Process Management Summit.

Under the direction of the Associate Vice President for Information Technology and Chief Information Officer and coordinating with each Institution's Office for Technology and Institutional Research Office, the System Office is coordinating a *Data Integrity and Process Management Summit* to be held during the 2nd quarter of the Year 5 Improvement Plan. This summit will build on the successes of the summit held during the Fall of 2014.

Participants will include the data stewards from each campus responsible for data collection, entry, management, analysis and reporting. Staff responsible for a number of administrative functions impacting enrollment management will participate, including recruiting, admissions, financial aid, registration and course assessment and outcomes. Institutional research staff, technology staff and enrollment management staff are critical stakeholders in this process.

2nd Quarter Activities
In collaboration with the Data Governance Committee, the Data Integrity and Process Management Summit was held on December 17th, 2015 on the SU Baton Rouge Campus. Thirty-two (32) staff members participated representing the four academic campuses within the System. (See sign-in sheet in supporting documents.) A cross-section of units were represented including Information Technology, Admissions, Enrollment Management, Business and Finance, Financial Aid, the Registrar, Human Resources and Institutional Research.

The first activity of the Summit was to present an overview of the Board of Supervisors' approved Data Governance Policy. After this overview, each institution presented how they had organized their Committee and Teams. Following this brief activity, the Board of Regents Reporting timeline was distributed with the link to the version available online. As there has been significant turnover of staff, these simple activities were deemed to be important.

A primary activity during this meeting included identifying the units and staff, at each institution, responsible for production of all reports listed on the Regents' reporting calendar. The reporting structure and unit responsibilities across each

campus differed. At SUNO, IT runs all Argos reports to extract data for IR staff to report. At SUBR, IR staff has access to Argos to run their reports. As staff have left institutions and have not been replaced, reporting responsibilities have not always been reassigned timely and new staff may not be fully aware of the intricacies of each report. The goal was to assist institutions in identifying all individuals involved in reporting across their campus. Most participants were not aware of the large numbers of staff involved in reporting across academics, fiscal, physical plant, human resources, library, athletics, enrollment and student services.

GRAD Act scoring and reporting requirements were reviewed, as there have also been a number of new staff now involved in this process. Individual meeting with responsible staff on each campus will be arranged after SSPS files are reported to Regents. The importance of quality, reliable and valid data was discussed in terms of the outcomes based funding being discussed at Regents. Some data to be used, specifically square footage by type of use, may not have historically been collected and coded correctly. Other issues of correct coding of students as they progress towards a degree are becoming more important.

After lunch, there was a discussion of how each data unit would be involved in Tableau implementation across the system. Each IR unit would be responsible for the development of reports for use by the administration to monitor performance and to guide performance improvement. After the Tableau discussion, participants engaged in small group discussions around data management and process issues they were experiencing. The opportunity provided them access to the knowledge and experience of their peers from across the System. Ideas for addressing their issues were shared.

Finally, participants were involved in a discussion of how Data Driven Decision Management is key to continued quality improvement of institutional outcomes and efficient management practices. Participants were charged with the responsibility to continue these discussions within their institution and across System institutions. They are to come back to the next Quarterly meeting on February 15th to discuss data issues impacting the Registrars and how data from the Registrars impacts IR and reporting.

3rd Quarter Activities
A System-wide Data Governance Summit was held on February 15, 2016, on the SUNO campus. Staff from across the System participated in this summit to review data governance processes. Topics covered in the meeting were chosen in response

to feedback from the December 17th meeting. These topics included: data processes in the Registrars' Offices; data integrity solutions and status updates of on-going activities. The agenda and sign-in sheets are provided in supporting documentation and please refer to Activity 4, 3rd Quarter Activities for additional information about this summit.

Activity 7: Conduct an *Enrollment Management Retreat grounded in DDDM*
Supporting: SUBR, SUSLA, SUNO, SULC

1st Quarter Activities

As the fourth DDDM activity, a System-wide Retreat will be held to improve knowledge and practices related to enrollment management and student outcomes.

Under the direction of the Provost and Executive Vice President for Academic Affairs, the System Office will coordinate an *Enrollment Management Retreat* to be held during the second quarter of the Year 5 Improvement Plan. The goal of the conference being the emersion of faculty, staff, administration, students, alumni and members of the Board of Supervisors in data-driven best-practice strategies for the improvement of recruitment, retention and progression of students. Data from across the System and from regional and nation sources will be utilized in building evidence-based narratives and plans for improvement.

The Provost will identify experts to lead sessions on evidence-based solutions to the specific issues identified through data analysis across the System. The intended outcome is an increased knowledge of the roles and responsibilities of all members of the Southern community for the improvement of institutional outcomes. Specific models and actions will be presented as identified through the other DDDM related activities.

2nd Quarter Activities

The System Office is planning the scope of activities for the System-wide Retreat to be held during the 4th Quarter of the year. Presenters knowledgeable of the factors and intervening variables impacting all aspects of enrollment management are being identified. Key institutional stakeholders across all institutions and units are also being identified. Preliminary outreach to institutional stakeholders will occur during the third quarter to identify needs, strengths, weaknesses and opportunities.

After review of the number of academic and administrative staff who desired to be involved in this conference, it is not feasible to disrupt institutional academic activities during the 3rd quarter for this retreat. The time that would afford the most opportunities for faculty and staff to participate would be immediately after graduation in the spring.

3rd Quarter Activities
When the System Office envisioned the System-wide Retreat, the intent was to conduct a retreat with faculty, staff, administration, students, alumni and members of the Board of Supervisors. The expectation was that additional funds would be solicited from the Southern University System Foundation to cover the complete cost of this activity. The budget uncertainty and the current fiscal constraints of the Southern System Institutions do not allow for this activity to be completed as originally conceived.

The System Office has conducted several other activities to promote data-driven decision around recruitment and retention.

First, presentations were made to the Southern Board of Supervisors during their Board Retreat in October. Dr. M.C. Brown II presented on *5 Tough Questions:*

> *1. What are the 25 courses on campus with the highest fail rates (all majors)?*
> *2. What are the pass/fail rates for the required General Education sequence courses?*
> *3. Are any of the courses with high fail rates taught by the same professor?*
> *4. Who are the 25 professors with the highest fail rate?*
> *5. What are the 10 high production majors and the 10 low production majors?*

His goal was to start a conversation around the factors that contribute to retention and academic progression. Follow-up presentations to the Board are planned for the next retreat in late April.

Since then, the Office of the Executive Vice President has been monitoring the processes for admitting and enrolling students to identify areas needing improvement and areas of strength. Some issues to be addressed include:
- improved coordination between all academic areas and the Registrar's Office in producing course schedules;
- more timely production of the academic calendar;

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- increased and more timely communication with applicants notifying them of their admissions status and financial aid offers.
- enhanced advisement system for students during the first 36-hours and beyond.

A follow up forum to the *Enrollment Management Retreat* will be held as a 4th Quarter Activity. The goal of this conference will be a continued discussion among faculty, staff, administrators, students, alumni and members of the Board of Supervisors on data-driven best-practice strategies for the improvement of recruitment, retention and progression of students.

III. Summary

Activities are on schedule and the System expects all 2nd Quarter deliverables to be completed prior to the next quarterly report.

Activities for the 2nd Quarter and 3rd Quarter were completed and 4th Quarter activities have been scheduled.

APPENDIX

The Southern University System Improvement Plan for Expenditure of GRAD Act Funding for Year 5 Deliverables

2nd Quarter Supporting Documents
Data Integrity and Process Management Summit Agenda and Sign-In Sheets (December 17, 2015)

3rd Quarter Supporting Documents
System-wide Data Governance Summit Agenda and Sign-In Sheets (February 15, 2016)

Participants in Southern University Law Center's Winter Supplemental Bar Review Program (December 21, 2015 – January 29, 2016)

GRAD Act Grants Awarded by Institution
Southern University and A&M College
Southern University Law Center

The Southern University System Improvement Plan for Expenditure of GRAD Act Funding for Year 5 Deliverables

Activity	Deliverable	Quarter	Responsible Staff/ Dept.
Activity 1: Award GRAD Act Grants			
	List of Grant recipients by institution	2nd & 3rd	Institution Financial Aid Director
	Enrollment and progression data on Grant recipients by institution	3rd & 4th	Institution Financial Aid & IR Directors
Activity 2: Enhance Louisiana Bar Preparation			
	Select Fellows	2nd	SULC Administration
	List of participants	2nd & 3rd	SULC Administration
	Assessment score	2nd & 3rd	SULC Administration
	Bar pass rate	4th	SULC Administration
Activity 3: Implement common examinations and BARBRI AMP			
	List of participants	2nd & 3rd	SULC Administration
	Assessment score	2nd & 3rd	SULC Administration
	Course outcomes	3rd & 4th	SULC Administration

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Activity	Deliverable	Quarter	Responsible Staff/Dept.
Activity 4: Continue to implement consistent and coordinated data governance practice across the Southern System			
	Meeting Schedule	2nd	System VP for Academic Affairs
	Policy/procedure development	2nd; 3rd & 4th	System VP for Academic Affairs
	System and institution action items	2nd; 3rd & 4th	System VP for Academic Affairs
Activity 5: Utilize Visual Analytics to facilitate DDDM			
	Purchase & install analytics product and hardware	2nd	VP Technology & System Evaluation & Assessment Specialist
	Load Institutions' Data Files: Admissions; Financial Aid; Enrollment;	2nd	VP Technology; Institution IR Staff; System Evaluation & Assessment Specialist
	Initial Analysis of Enrollment and retention data	2nd	System Evaluation & Assessment Specialist
	Update Institutions' Data Files: Admissions; Financial Aid; Enrollment;	3rd	VP Technology; Institution IR Staff; System Evaluation & Assessment Specialist
	Analytics Reports	3rd & 4th	System Evaluation & Assessment Specialist

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Activity	Deliverable	Quarter	Responsible Staff/ Dept.
Activity 6: Conduct a Data Integrity and Process Management Summit			
	Agenda; participant list & evaluation	2nd	IR Staff SUBR
	Policy & procedure recommendations	2nd	System Evaluation & Assessment Specialist
Activity 7: Conduct an Enrollment Management Retreat grounded in DDDM			
	Agenda; participant list and evaluation	3rd	System VP for Academic Affairs
	Policy & procedure recommendations	3rd	System VP for Academic Affairs
	Enrollment management action items	3rd	System VP for Academic Affair

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Total Committed $204,463

Activity	Campuses Impacted	Allocated Funds	Use
Activity 1: Award GRAD Act Grants	**SUBR, SUNO, SULC**	$60,000	Need-based grants
Activity 2: Enhance Louisiana Bar Preparation	**SULC**	$39,000	Fellows and stipends
Activity 3: Implement common examinations and BARBRI AMP	**SULC**	$10,000	Educational software system
Activity 4: Implement consistent and coordinated data governance practice across the Southern System	**SUBR, SUSLA, SUNO, SULC**	$16,000	Staff travel to quarterly meetings
Activity 5: Purchase and deploy a Visual Analytics and Data Management Package	**SUBR, SUSLA, SUNO, SULC**	$29,463	Tableau Software solution; MacPro system; data management and other analytics software; training;
Activity 6: Conduct a Data Integrity and Process Management Summit	**SUBR, SUSLA, SUNO, SULC**	$15,000	Materials and staff travel
Activity 7: Conduct a Data Driven Enrollment Management Retreat	**SUBR, SUSLA, SUNO, SULC**	$35,000	Facilities, materials, staff travel, expert presenter(s)

2nd Quarter Supporting Documents

Data Integrity and Process Management Summit

Southern University System

December 17th, 2015

Blue & Gold Room, Smith-Brown Memorial Union
Southern University and A&M College
Baton Rouge, LA

Schedule

9:00 AM	Greetings and Introductions
9:15 AM	Review of Data Governance Policy
	Institution Committees / Teams
9:45 AM	Reporting Time Line
10:00 AM	Identifying Reporting Responsibilities and Processes
	- Board of Regents Reporting (BoR)
	- Integrated Postsecondary Education Data System (IPEDS)
	- Louisiana Performance Accountability System (LaPAS)
	- Granting Resources and Autonomies for Diplomas (GRAD) Act
10:45 AM	Break
11:00 AM	GRAD Act Scoring
12 noon	Outcomes based Funding
12:30 PM	LUNCH
1:30 PM	Tableau Implementation
2:00 PM	Discussion: Identify Data Integrity and Reporting Issues
2:40 PM	Subsequent Steps
	- Data Driven Decision Management
3:00 PM	Adjourn

Data Governance Committee

Dec 17th

Name	Institution	Position
Jeanne Winner	SUSLA	AVC Enrollment
Brian K Phillips	SUBR	Research Associate
Renetta A George	SULC	Director of Finance
Reginald Wll...	SUS	VC Student Affairs
Terry Hall	Sulc	AVC Financial Affair
Dorothy S Parker	SULC	Coordinator of Student Affa
Lela Johnson	SULC	Director of IT
Gloria DeBaron	SUBR	Research Associate
d'Andreu Lee	SULC	Director Funds
Romy Saini	RAID	Tech Prof
Tavares Alvinder	SULC	Director Career Service
Andrea love	SULC	Director, Administration/Head
Calandra Clarke	SULC	Director Financial Aid
Michelle Hill	SUS	AVP Enrollment Service
Raynard Clarke	SUBR	AVC Enrollment Mgmt
Ursula Shorty	SUBR	Director Financial Aid
... Hazure	SUAID	Grant Administrators
... Latimer	SUNB	AVC Enrollment Mgmt
Carund Bean	SUBR	Registrar
Monique Holmes	SUNO	Registrar's off.
...	SUNO	Director IT
...urith Wilson	SUS	Asst Director IT
Shaila D. Declan Rebar	SUBR	...

Name	Institution	Position
C. Marilli Moultrie	SWRP	Dir, Recruiter of Admissions
Francesca Wellison-William	SUBR	Academic Technology
Regina S. Robinson	SUSLA	VC of Research Sponsored Programs / H.E.
Patricia Alexander	SUNO	HR
Amanda Washington	SUNO	HR
John K Pierce	SULC	Interim Chancellor

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System-wide Data Governance Summit Agenda
Southern University at New Orleans
February 15, 2016

Southern University System
Office of the Executive Vice President for Academic & Student Affairs

System-wide Data Governance Summit

February 15, 2016
Southern University at New Orleans

Agenda

9:00 AM	Meet and Greet	
9:30 AM	The Charge	M. Christopher Brown II
10:00 AM	"Roast the Registrars"	Group Activity
11:30 AM	Data Integrity Solutions	Ranyelle Recard
12:00 noon	LUNCH	
1:00 PM	Data Governance: Managing Risk and Responsibility for Institutional Improvement	Jacquez J Deloge
1:40 PM	System Level Data Governance Plans	Sheila Dupleichan
2:30 PM	Tableau Implementation for Data Driven Decision Management	Tableau WHHA Presentation
3:15 PM	Status Update of Ongoing Activities - GRAD Act Reporting & Scoring - Reporting Responsibilities - Reporting Timeline - Legislative Audit, GRAD Act	Jacquez J Deloge
4:00 PM	Closing Discussion & Remarks	Group Activity

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System-wide Data Governance Summit Sign-In Sheets
Southern University at New Orleans
February 15, 2016

Southern University System
Office of the Executive Vice President for Academic & Student Affairs
System-wide Data Governance Summit   February 15th, 2016   Southern University at New Orleans

Name	Institution	Unit	Email
Willie J. Franceear	SUBR	DoIT	willie_farrea@subr.edu subr.edu
Juanita Jaskin	SuBR	Enrollment Management	Juanita_Luckitth_Jenkins @ susc.edu
Amanda Bean	SUBR	Registrar	amanda_bean@subr.edu
Regina Robinson	SUSLA	Vice Chancellor Institutional Research	richardaRobuda.edu
Latila Rogers	SUSLA	Registrars Office IT	lrogers@susla.edu
Robert Silvie II	SUSLA	IT	rsilvie@susla.edu
Agusta Brown	SULC	interum vc accountacy	rdiamond@sule
Roderick white	SUSC	vc sh.05/plan	r.h.h @ susc.edu
Donovan Stacy	LUEC	Associate Management	donovanasugma Bib.edu
D.C. Mayerette Brown II	SUS	OESPP	mc_brown@sus.edu
Jason E. Dadyne	SUBR	Enrollment Management/IoII	Jason_Dadyne@subr.edu
Ronyelle B. Ricard	SUBR	Exec VP and Provost	ronyelle_ricard@subr.edu

Southern University System
Office of the Executive Vice President for Academic & Student Affairs
System-wide Data Governance Summit   February 15th, 2016   Southern University at New Orleans

Name	Institution	Unit	Email
Christopher Guillory	SUBR	Institutional Research Assessment	christopher_guillory@subr.edu
Shelia D. Dufrechou Duper	SUBR	SUBR Title III Director	shelia.dufrechou@subr.edu
Aludrew Lee	SULLe	SULLC-Director/Reorh	djlee@sulc.edu
Donahy L. Lott	SUNO	Director/IR	dlott@suno.edu
Gregory Spann	SULC	IR/IT	gspann@sulc.edu
Gilda Davis	SuNO	Registrar	gdavis@suno.edu
Jacques J. Deleye	SUS		
David S. Adegboye	SUNO	Academic Affairs	dadegboye@suno.edu

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Participants in Southern University Law Center
Winter Supplemental Bar Review

SULC Winter Supplemental Bar Review Participation Chart

Name	CI	CI-WF	CII	CII-WF	CIII	CIII-WF	LCCP	LCCP-WF	Torts	Torts-WF	BENI	BENI-WF	Crim	Crim-WF	Con	Con-WF	Fedl	Fedl-WF
John Allen	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Charles Ayles	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Andrew Barr			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Valene Black			x	x	x	x	x	x	x	x	x	x	x	x			x	x
Andretta Breaux	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Bernard Brown			x	x	x	x	x	x	x	x			x	x	x	x	x	x
Lakeisha Bruner	x	x																
Terrell Dupard			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Jamar Ennis	x	x	x	x	x	x			x	x	x	x					x	x
Apni Jackson Ford	x	x	x	x	x	x			x	x	x	x			x	x	x	x
Megan Green			x	x	x	x	x				x	x	x	x	x	x	x	x
Michaela Guillory	x	x	x								x	x			x	x	x	x
Michael W. Jackson							x	x										
Portia Johnson	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Abbey Knight			x	x	x													
Dustin Pellegrin	x	x																
Jacquelyn Tucker						x	x											
Aaron Wilson	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Blane Wilson	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Rogenck Wilson	x	x																x

GRAD Act Grants Awarded by Institution
Southern University and A&M College

Term	Student Name	Enrolled Hrs	Class	Major	Cum. GPA		Paid Amt	
Fall 2015	Ashli M.	12	FR	Elementary Education		$	868.00	1
Fall 2015	Craig N.	15	FR	Electrical Engineering		$	981.00	1
Fall 2015	Jade T.	16	FR	Criminal Justice		$	1,000.00	1
Fall 2015	Johnna J.	16	FR	Mass Communications		$	622.50	1
Fall 2015	Kori H.	14	FR	Criminal Justice	2.000	$	1,000.00	1
Fall 2015	Quindon H.	14	FR	Criminal Justice		$	400.00	1
Fall 2015	Ryan W.	12	FR	Civil Engineering	2.211	$	815.00	1
Fall 2015	Shaydreana A.	10	FR	English		$	200.00	1
Fall 2015	Charlasia T.	16	SO	Nursing	2.061	$	135.69	2
Fall 2015	David D.	15	SO	Accounting	2.384	$	540.00	2
Fall 2015	Demarcus T.	14	SO	Electrical Engineering	2.000	$	600.00	2
Fall 2015	Derrick M.	9	SO	Finance	2.192	$	100.00	2
Fall 2015	Keith M.	15	SO	Interdisciplinary Studies	2.262	$	100.00	2
Fall 2015	Khalil U.	17	SO	Mechanical Engineering	2.800	$	934.00	2
Fall 2015	Monique D.	12	SO	Nursing	2.192	$	935.50	2
Fall 2015	Kayla P.	12	JR	Marketing	2.113	$	773.00	3
Fall 2015	Rashad A.	15	JR	Interdisciplinary Studies	2.134	$	621.00	3
Fall 2015	Tevonte B.	16	JR	Interdisciplinary Studies	2.593	$	420.00	3
Fall 2015	Tiffany C.	13	JR	Nursing	2.639	$	200.00	3
Fall 2015	Briannica T.	19	SR	Psychology	2.835	$	722.00	4
Fall 2015	Darrian J.	14	SR	Biology	2.607	$	145.00	4
Fall 2015	Ericka C.	6	SR	Mass Communications	2.506	$	1,000.00	4
Fall 2015	Jana M.	18	SR	Family & Consumer Science	2.637	$	1,000.00	4
Fall 2015	Jasmine S.	18	SR	Rehabilitation Services	2.336	$	831.00	4
Fall 2015	Johnny G.	20	SR	Electrical Engineering	3.216	$	1,000.00	4
Fall 2015	L'Asia G.	9	SR	Nursing	2.409	$	150.00	4
Fall 2015	Michael S.	15	SR	Civil Engineering	2.476	$	1,000.00	4
Fall 2015	Nicholas H.	12	SR	Biology	2.650	$	972.50	4
Fall 2015	Nicholas S.	5	SR	Chemistry	3.023	$	884.00	4
Fall 2015	Nico T.	12	SR	Finance	2.252	$	120.00	4
Fall 2015	Perry W.	12	SR	Political Science	2.112	$	641.00	4
Fall 2015	Porcha M.	18	SR	Family & Consumer Science	2.312	$	800.00	4
Fall 2015	Shakiya W.	12	SR	Psychology	2.731	$	476.50	4
Fall 2015	Tissue M.	15	SR	Family & Consumer Science	3.239	$	978.00	4
Fall 2015	Willie R.	12	SR	Biology	2.483	$	100.00	4
Fall 2015	Uduak E.	6	GR	Business Administration	3.000	$	964.50	6

TOTAL Awards $ 23,030.19
Average Award $ 639.73

Southern University Law Center
GRAD Act 3rd Quarter
GRAD Act Grants

Name	Level	Program	Total Hrs. Earned	Hours Enrolled in Spring 2016	Overall GPA	Amount Awarded
Leroy C	L2	Law	35	7	2.506	$1,822.50
Walter B	L2	Law	33	9	2.395	$3,042.00
Yolunda R	L1	Law	15	15	3.6	$1,160.00
Megan L	L1	Law	9	10	2	$1,183.00
Total GRAD Act Scholarships Awarded						**$7,207.50**
Total GRAD Act Scholarship Allocation						**$7,277.50**