



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

June 3, 2015

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

Dear Dr. Mason:

Please find a copy of Southern University at Shreveport (SUSLA) GRAD Act Annual Report for the fifth academic year 2013-14 with revisions. If additional information is required, please contact Dr. Regina Robinson, Vice Chancellor for Research, Sponsored Programs and Institutional Effectiveness. Dr. Robinson can be reached at (318) 670-9336 or via email rrobinson@susla.edu.

Warm Regards,


Ray L. Belton, Ph.D.
Chancellor



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

SPRING 2015 ANNUAL REPORT

SOUTHERN UNIVERSITY at SHREVEPORT
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Performance Objective - Student Success (Section 1)

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

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

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

Performance Objective - Articulation and Transfer (Section 2)

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

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

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

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

Performance Objective - Workforce and Economic Development (Section 3)

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

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

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

Performance Objective - Institutional Efficiency and Accountability (Section 4)

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

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

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Performance Objective: Student Success (1)

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

Southern University at Shreveport reports on the following for the performance objective, student success:

Targeted

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

Tracked

- Passage Rates on Licensure/Certification Programs

Descriptive

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

The Student Success performance objective was not successfully achieved by Southern University at Shreveport Louisiana (SUSLA) in all four areas targeted for the GRAD Act Year 5 Annual Report. The 1st to 2nd year retention rate was 42.6%, which is 12.7 points below the target of 55.3%; however, this also reflects a 4.2% improvement from last year. SUSLA will meet the same institution graduation rate target through the two- versus three-year scoring method demonstrating a 1% improvement in the last two years (14%), compared to the first three years (13%). SUSLA successfully met and exceeded the targets for percent change in completion rates for both certificates and associate degrees. Although SUSLA improved its passage rate on the Nursing (RN) exam by 8.5%, it failed to meet the target of 89.9%. Various strategies are currently in place, as outlined in the GRAD Act Year 4 Remediation Plan for each of the areas that were not met. These strategies are highlighted in the narratives below for each of the targets.

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

SUSLA continues to be guided by the established and approved baseline data, annual benchmarks, goals, and six-year performance targets set by the Southern University Board of Supervisors. For the fifth report year 2013-14, applicable GRAD Act student success provisions for SUSLA address the following targeted, tracked and descriptive measures:

Subsequent Policy/Policies Adopted by SUSLA

SUSLA is guided by its own Five-Year Strategic Plan, which annually incorporates articulated access and success mandates as found in companion initiatives advanced by the Southern University System (SUS) and the Louisiana Board of Regents (BOR). Currently, the 2015-2020 Strategic Plan is being developed for implementation in the fall 2015 and continues to incorporate access and success mandates of the SUS and BOR.

SUSLA Policy Initiatives for Year 5

For the 2013-14 report period, all instructional and non-instructional program units were required to establish and report on implementation/attainment activities in support of the following strategic initiatives: GRAD Act targeted benchmarks, SUSLA Connect Program, and Quality Enhancement Plan (QEP). To facilitate a seamless integration and ease of data reporting, and effectively measure data-based goals and objectives for continuous improvement, SUSLA is utilizing LiveText as its reporting mechanism for strategic planning, assessment and institutional effectiveness. Student Success

Performance activities for the fifth report period with contextual insights are presented below.

i. 1st to 2nd Year Retention Rate

Term of Data	Baseline	Year 1	Year 2	Year 3		Year 4	Year 5
	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012		Fall 2012 to Fall 2013	Fall 2013 to Fall 2014
Number in Cohort	360	575	464	324		586	713
Number Retained	187	265	229	164		225	304
Target Rate	52.00%	52.00%	52.30%	53.30%	3 Yr. Prior Average (48.1)	54.30%	55.30%
Actual Rate		46.10%	49.40%	50.60%	2 Yr. Recent Average (50.0)	38.40%	42.6%

A 55.3% retention rate was projected for the Fall 2013 to Spring 2014 semesters. SUSLA's attainment for Retention was 42.6%. Although the target was not achieved, the attainment reflected a 4.2% increase over the prior year's rate of 38.4% and, thus, closing the gap towards the 2008-09 baseline from 13.6% in the prior year to 9.4% away from the baseline this reporting year.

The reported retention rate was adjusted from the 42.6% rate calculated from SSPS data to 44.8%. The rate of 42.6% was calculated from a cohort that included students who participated in SUSLA's College Connect program. The SUSLA College Connect program is designed such that students matriculate with the intention of transferring after completing 18 credit hours and within the academic year. As part of SUSLA's Year 4 GRAD Act Remediation Plan to address issues regarding retention and graduation rates due to the coding of these students, Connect students were removed from the initial cohort and the retention rate adjusted accordingly which then yielded a 44.8% retention rate. Such an adjustment yields a 6.4% increase from the prior year performance.

Nonetheless, considering the adjusted retention rate of 44.8%, SUSLA is reporting a shortfall from the Year 5 target of 55.3%. However, in keeping with SUSLA's significant improvement in retention and the significant force that improvement has within the GRAD Act policy, SUSLA seeks consideration of such in judging student success. However, considering this apparent shortfall, SUSLA continues to engage in interventions that were established in its GRAD Act Year 4 Remediation Plan. Activities include: providing training and professional development to ensure accurate coding; sessions for students by the Registrar to facilitate timely degree completion; student outreach, including initiatives like "Back to Jag Day," to encourage students who have stopped out to return to the university; identify risk levels and appropriate intervention protocols; and, creating a continuous improvement process for the implementation of intrusive advising strategies.

Additionally, SUSLA has established data governance policies and procedures to promote data integrity and accountability. SUSLA's Enrollment Management Office continues to define best practices to ensure procedural consistency regarding data coding and management. It is expected that these collaborative initiatives will continue to yield significant increases in retention for the Year 6 GRAD Act reporting period.

iv. Same Institution Graduation Rate

Measure	2008 Baseline data	Year 1 Bench mark	Year 1 2009- 10 Actual	Year 2 Bench mark	Year 2 2010- 11 Actual	Year 3 Bench mark	Year 3 2011- 12 Actual	Year 4 Bench mark	Year 4 2012- 13 Actual	Year 5 Bench mark	Year 5 2013-14 Actual	
Same Institution Graduation Rate	22.0%	14.0%	14.0%	15.4%	13.7%	17.4%	13.3%	19.6%	12.0%	22.3%	16.0%	3 Yr. Prior Average (13%)
Fall revised cohort (total)	265		304		212		264		395		329	2 Yr. Recent Average (14%)
Completers <=150% of time	58		42		29		35		47		51	

SUSLA's graduation rate benchmark was met utilizing the two- versus three-year average scoring option. As shown above, SUSLA achieved a 16% graduation rate for the 2013-14 academic year, which when averaged with the 2012-13 graduation rate of 12%, yielded a rate of 14%. The two year average reflects a 0.4% improvement.

SUSLA expects the improvement trend to continue and be more substantial during the final sixth year of the present campus agreement. Confidence is based on the aforementioned remediation activities outlined above to improve retention rate. Additionally, SUSLA is considering other options for students who participate in the College Connect program that will position these students to receive Louisiana Transfer degrees, as they prepare to transfer to SUBR or SUNO. This practice will contribute to an increase in the graduation rate for the next reporting period.

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

i. Percent Change in Program Completers

Award Level	2008 Baseline data	Year 1 Benchmark	Year 1 2009-10 Actual	Year 2 Benchmark	Year 2 2010-11 Actual	Year 3 Benchmark	Year 3 2011-12 Actual	Year 4 Benchmark	Year 4 2012-13 Actual	Year 5 Benchmark	Year 5 2013-14 Actual
Certificate		2.80%	2.80%	1.00%	-1.40%	3.00%	5.60%	3.00%	40.80%	4.00%	29.60%
	71	73	73	72	70	73	75	73	100	74	92
Associate		-12.90%	12.90%	0.90%	17.00%	1.80%	41.50%	1.80%	15.20%	4.00%	19.20%
	224	195	195	226	262	228	317	228	258	233	267

SUSLA exceeded all completion percent changes targeted for certificate and associate award levels for the academic year 2013-2014, as depicted in the chart above. Passage designation for this performance measure is warranted. SUSLA's total percent change in academic program completers, inclusive of certificate and associate degrees, was twenty-one point nine (21.9) percent - 21.7% from the 2008-09 GRAD Act performance baseline. In particular, SUSLA's actual performance rate of 267 associate degree completers and 92 certificate completers for the academic year 2013-14 exceeded the established Year 5 projected targets by 34 and 18, respectively.

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

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

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

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

For the 2013-2014 reporting period, 1,102 preparatory high school students have participated in such partnership arrangements through TRiO Community Outreach programs, specifically, the Upward Bound and Educational Talent Search programs which serve students in grades 9 - 12. Upward Bound hosted 268 students and 834 students participated in Educational Talent Search.

The Office of Dual Enrollment continues to grow and provide outreach to university programs and career pathways for high school students. The department has 11 partnerships with area high schools, two web-based developmental courses (Math & English) and five web-based general courses. During the 2013-2014 academic year, 208 students were enrolled Fall 2013 and 216 students were enrolled spring 2014 (total of 424 students), which shows an increase in enrollment by 147.

Additionally, the Dual Enrollment department has refocused its direction and has narrowed the scope of course offerings designed to align with state mandated career pathways and the Jumpstart initiative to increase student access and success. The department is currently pursuing adding courses to the inventory such that a student can complete a certificate level program. Currently, courses are being considered in Nursing (CNA), Criminal Justice, Hospitality and Business Education.

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

i. Passage rates on licensure/certification exams

Discipline	Baseline Year	# Students who took exam	# Students who met standards for passage	Calculated Passage rate
Clinical Laboratory Sciences/Medical Laboratory	2013	11	7	64%
Dental Hygiene	2013	9	9	100%
EMTB	2013	17	17	100%
Health Information Technology	2013	12	9	75%
Radiologic Technology	2013	17	17	100%
Respiratory Therapy	2013	7	4	57%
Surgical Technology	2013	6	2	33%

ii. Number of students receiving certifications

For the 2013-2014 reporting period, SUSLA's institutional passage rates on licensure and certification exams are listed at 82%, two percent higher than the prior year's average. Of the 79 students who took licensure and certification exams, 65 successfully met standards which resulted in an institutional passage rate of 82%. Notably, students who pursued licensure examinations for the Dental Hygiene, Emergency Medical Technician – Basic, and Radiologic Technology programs achieved a 100% passage rate (see Appendix 1).

Four of the seven graduates of the Respiratory Therapy program, which received a 57.1% passage rate, have successfully passed the Certified Respiratory Therapy (CRT) Examination and are licensed therapists. Students are encouraged to take their examination within ten to fourteen days after graduating. It was evident from the results that those student who had not passed the licensure exam had delayed taking the exam. Measures have been put in place to encourage graduates to take the examination within ten to 14 days after graduating. All graduates are now required to meet with the Program

Director two days after graduation to submit the online application for the exam. From the Class of 2014, eight of the ten graduates took the NBRC Examination with a 100% pass rate. The remaining two made no attempt to take the examination. This will be the first year that this process of meeting with the Program Director will be implemented.

The Surgical Technology Program achieved a passage rate of 33% for the 2013-14 academic year (7% less than the 40% rate for the 2012-13 academic year). As a corrective action to improve the passage rate, the program instituted mandatory tutoring for the national exam. In addition, prior to graduation, all degree candidates are required to take the exam. In the past, students were waiting months after graduation to take the exam and students had forgotten some of the information. The new policy will provide instructors with the opportunity to institute the mandatory tutoring and engage the students in review up to the point of taking the exam. Although students do not have to pass the exam to graduate, requiring students to take the exam before graduation increases students' success. To date, this policy change has increased the passage rate from 33% to 80% for 2014. Additionally, motivation continues to

be a problem because there is no incentive for the student. This is due to the fact that the State does not require certification for employment and local hospitals immediately recruit graduates. Local healthcare facilities do not require national certification as a requirement for employment, nor will they pay higher salaries for it. For GRAD Act Year 6, both programs are expected to continue strategies to improve licensure pass rates.

Passage Rates on Licensure Exams in Nursing (RN)

	Baseline Data 2008-2009	Year 1 2008- 2009	Year 2 2010- 2011	Year 3 2011- 2012	Year 4 2012- 2013	Year 5 2013- 2014
Number of students who took licensure exam in the most recent year that published data is available, reported by discipline				51	83	38
Number students who met the standards for passage, reported by discipline				49	65	33
Passage Rate				96.1%	78.3%	86.8%
Annual Benchmark				88.8%	89.2%	89.8%

The Year 5 performance target for nursing licensure exam passage was not met. However, SUSLA's GRAD Act Year 5 actual passage rate is listed at 86.8%, which reflects a considerable improvement from prior year reporting of 78.3%. Year 5 passage rate is a significant improvement of 8.5% and is the beginning of the gains achieved through the implementation of a formal remediation plan.

Realizing this shortfall, SUSLA continues to apply interventions that were established in its Year 4 GRAD Act Remediation Plan. Activities include: amending and adhering to the School of Nursing persistence/progression policy to provide students expanded opportunities for NCLEX attainment; implementing processes for tracking and evaluating program learning competencies essential for degree completion and exam passage; and, initiate NCLEX-RN 10,000 software for student study supplement, an upgrade from previously used NCLEX 4000. It should also be noted, based on preliminary results, SUSLA expects the 2014-15 passage rate to meet or exceed the targeted performance benchmark projected for the sixth and final year of the current GRAD Act agreement.

It should be noted that SUSLA's RN Nursing program is has noteworthy distinction for transforming marginally prepared undergraduates into professional health practitioners; a distinction consistent with program and institutional missions. Seeking mission consistency, SUSLA's School of Nursing amended program progression requirements to allow peripherally performing students expanded opportunities for NCLEX licensure attainment.

Number of students assessed and receiving Work Keys certificates

SUSLA did not utilize Work Keys as credential certification during academic year 2013-14.

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

See Appendix I Attachment I

Performance Objective: Articulation and Transfer (2)

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

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

Additionally, the QEP is critical in SUSLA's GRAD Act Remediation Plan to improve retention and completion rates. Data from newly implemented Student Intake forms of at-risk students have been gathered and analyzed to identify and institute appropriate intervention strategies. Additionally, SUSLA has installed a Student Success Plan (SSP) system through Unicon, a leading provider of IT consulting services for colleges and universities. This system will incorporate the First-Year Experience (FYE) program at SUSLA, which will track students' strengths, challenges and academic goals, providing an ideal pathway to program completion. The SSC continues to advocate for academic persistence, time-to-degree completion, licensure passage and institutional graduation rates. Participating cohorts who experienced intrusive advisement persisted better than non-participant counterparts with similar support service experiences provided through freshman orientation classes. SUSLA believes QEP investments will continue to yield measurable results in retention and graduation rates for Year 6 reporting.

The Office of Admission continues to streamline admission processes and to identify and implement best practices. The admission application process is now 100% online. The online applications are automatically loaded into the Banner system, and are readily available for processing. This eliminates the manual load process which expedites the receipt of admission documents and frees up processors to provide quicker responses to applicants and more efficient admission decisions. The use of the Clearinghouse Student Tracker has resulted in more accurate coding of admission statuses as well.

The Director of Admissions holds weekly staff meetings in which Banner training is a permanent agenda item. This effort continues to aid the Admissions Office in maximizing the usage of Banner to better serve students and the university community. One of the admissions counselors was designated to serve as the International Student Advisor.

Under the guidance of this advisor, the international student population at SUSLA has increased significantly - 28 students in fall 2013 and 115 students in fall 2014. Additionally, the advisor attended the NAFSA: Association of International Educators conference and gained valuable knowledge on federal requirements regarding international student services. These efforts support student Visa processes and ease cultural acclimation.

The Admissions Office has recently implemented the Banner Data Management System (BDMS) software, which provides scanning capabilities. The BDMS allows admission documents to be more readily available to campus other units which expedites processing. It is also a cost-saving measure which eliminates 90% of paper documents.

A Transfer Analyst was recently hired in the Admissions Office. The articulation of transfer coursework is the primary responsibility of this position. Utilizing the Board of Regents' transfer articulation matrices, the Transfer Analyst provides transfer students with an overview of how their previous coursework will be applied towards degree completion at SUSLA. This supports a smoother transition for our transfer students. The Transfer Analyst will also work in conjunction with the academic units to establish and maintain course equivalencies and/or substitutions, as well as build within the Banner system the program alignments with articulation agreements and MOUs.

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

SUSLA continues to engage in the practice of receiving specific feedback from Grambling State University (GSU) and Northwestern State University (NSU), which demonstrates SUSLA's commitment to monitor associated degree completers enrolled in four year post-secondary institutions. Specific feedback has been obtained that speaks to the success of SUSLA's students that are matriculating at these institutions. At GSU, the average grade point average (GPA) for SUSLA's graduates was 2.60. At NSU, the average GPA of SUSLA's students was 2.742. The data indicate that SUSLA's graduates are competitive. Many of the students who transferred to NSU continued in majors such as ASN and BSN in Nursing, BS in Radiologic Technology, BSW in Social Work, BS in Business Administration, BAS in Allied Health, and BA in Criminal Justice.

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

Campus Referrals

SUSLA continues its formal referral agreements with Southern University at Baton Rouge (SUBR) and with Southern University at New Orleans (SUNO) through its College Connect program. When students are denied acceptance to SUNO or SUBR due to selective admission criteria, these students are referred and enrolled at SUSLA. For this reporting period, SUSLA enrolled 559 freshman students from SUBR (an increase of 376 students from Fall 2013) and 220 from SUNO (an increase of 113 students from Fall 2013).

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

Southern University at Shreveport Louisiana participates in the Statewide Articulation and Transfer Council whose primary goal is to "ease successful student transfers between and among public secondary and postsecondary educational institutions." An articulation matrix is prepared annually to reflect specific courses that will be accepted by the various statewide institutions of higher learning. Careful review of course syllabi is a major part of the review process. The efforts of the new Transfer Analyst also support this objective.

Students Enrolled in Louisiana Transfer Degree Programs

SUSLA had 526 students enrolled in transfer degree programs. Of the 526 students, 423 were College Connect students who were enrolled in either the Associate of Arts or the Associate of Science/Louisiana Transfer (AALT/ASLT) degree programs. This number of students rose significantly from previous years due to many of SUSLA's College Connect students are now included in this classification. Specifically, 276 students enrolled in the AALT program and 147 enrolled in the ASLT program. 103 students enrolled in other degree programs in which students could transfer and matriculate at a four-year institution.

Students Completing a Transfer Degree Program

SUSLA had no completers in the Louisiana Transfer (AALT/ASLT) degree programs for the 2013-14 academic year.

Existing Academic Persistence Agreements

In addition to the Louisiana Transfer program, SUSLA has continued academic progression arrangements with other post-secondary institutions. For the 2013-14 reporting period, SUSLA maintained an inventory of Transfer and Articulation agreements, MOUs, and 2+2 Agreements with the following institutions: Grambling State University, Northwestern State University, Southern University-New Orleans, Wiley College, and Louisiana Technical Community System of Northwest Louisiana. For 2013-2014 academic year, 82 students persisted and continued at other institutions. Of the 82, 43 transferred to four-year campuses, 34 enrolled at other two-year institutions, and (5) at technical colleges.

Based on a graduate survey conducted during the Fall 2013 and Spring 2014, 238 graduates expressed interest in transferring to the following institutions:

Institution	Percent
Grambling State University	26
Louisiana State University Shreveport	37
Louisiana State University-Alexandria	1
Louisiana Tech University	26
Northwestern State University	50
Southern University Baton Rouge	7
Southern University New Orleans	2
University of New Orleans	2
Loyola University (New Orleans)	1
University of Louisiana at Lafayette	1
University of Louisiana at Monroe	4
Wiley College	25
Jarvis Christian College	1
Out-of-State	14
Undecided	41

{SUSLA Connect transfers did not participate in this survey}

SUSLA also has an agreement with Louisiana State University in Shreveport (LSUS) to allow students to participate in cross-registration. During the Fall 2014, 19 students cross-registered with LSUS.

Performance Objective: Workforce and Economic Development (3)

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

Academic Program Inventory

There were no SUSLA academic programs eliminated during the reporting period. SUSLA has submitted letters of intent to initiate the following programs: Certificate of Technical Studies in Accounting Technology Clerk; Certificate of Technical Studies in Office Systems Business Technology; Certificate of Technical Studies in computer Networking Technology; Certificate of Technical Studies in Entrepreneurship; Certificate of Technical Studies in Residential Carpentry; and, Associate of Applied Science Degree in Polysomnography. These programs are awaiting SACSCOC approval, with implementation slated for Fall 2015. Academic program inventory modifications resulted from the alignment of proposed curricula with regional health care initiatives, state economic development goals, and labor market trends, as well as supporting SUSLA's status as a comprehensive community college.

Workforce & Economic Development Alignment

Forty-three percent of SUSLA's current academic inventory is in the Allied Health and Nursing program disciplines. Fifty-three percent of the aggregate academic inventory includes academic certificates. Both the Allied Health and Nursing programs are currently aligned with regional health care initiatives as established for Northwest Louisiana and concurrent statewide economic development goals. For the 2013-14 reporting period, the institutional passage rate on licensure/credentialing exams for health care delivery programs is 76%. Since GRAD Act inception, SUSLA's annual institutional passage rate has averaged slightly above 80%.

Workforce Needs Assessment

The Division for Community and Workforce Development (CWD) works to provide expanded, relevant entry points for career and technical education at SUSLA. These enhanced career pathways are based on existing curricula and newly proposed, demand-responsive curricula, especially as it relates to training needs in the region. Entry points have been established in healthcare (Certified Nursing Assistant program and Licensed Practical Nursing program), Information Technology, as well as training opportunities in the construction and environmental industries (Brownfield Job Training and the newly established Residential Carpentry Certificate). Each industry entry point provides training and certification opportunities at SUSLA while the student works toward their high school diploma or obtains the HiSet (GED) credential. Most importantly, the programs are employer driven, designed, and supported. Continued engagement from various stakeholders will facilitate program success and sustainability.

SUSLA's mission is working with at-risk individuals who are often economically and academically underserved. To meet clients where they are with demand-related education and training opportunities has been challenging, but successful, due to extensive partnerships with business and industry, along with other stakeholders that assist with necessary wrap-around services. This past academic year, in support of the newly established residential carpentry training certification, SUSLA is in receipt of matching and aligning funding from the U.S. Department of Labor YouthBuild program, as well as funding from the Parish of Caddo that allows for consultation costs for program development, staffing, equipment, supplies, program faculty/staff and credentialing of staff. The Caddo Parish School Board has approved SUSLA to lease an adjacent middle school facility (that was recently closed) to house Career and Technical education programs; specifically at this juncture,

the Residential Carpentry program. Moreover, the division of Community and Workforce Development has marketed and recruited students for the program, affording them the opportunity to transition to the university's credit-based program with advance standing upon completion.

The referenced career pathways in healthcare and construction align with the goals of the LA Jumpstart program and specifically, the goals as agreed upon by the Region 7 JumpStart collaborative. Additionally, and for the 2013-14 report period, approximately 60% of SUSLA's academic program degree inventory is Workforce Investment Act (WIA) certified. This percentage rate has remained stable since the inception of the current GRAD Act agreement.

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

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

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

For this measure, SUSLA has demonstrated progress from the previous reporting period. There were 574 courses offered during the 2013-2014 academic year, 26 of which were 100% online (119 course sections). During the 2013-14 academic year, 2,163 students were enrolled. The data reflects a slight decrease in the number of students enrolled (34); however, an increase in the course sections offered (27). The Department of e-Learning is currently providing training for new course development and course redesign. It is anticipated that 26 new courses and 15 re-developed courses will be added to the schedule for Fall 2015. Projecting a minimum enrollment of 10 students per course, at least 430 students will be added to the existing enrollment, generating additional revenue for the institution. Therefore, it is projected that 67 online courses will be offered in the Fall 2015, which is a 6.4% increase from the previous year.

Currently, SUSLA has received SACS approval for the implementation of two online programs. Online programs in Health Information Technology (HIT) and Business Management began Fall 2014, at which time, there were only two HIT students and six Business Management students enrolled. Currently, for the Spring 2015, enrollment has slightly increased to four and 10 students, respectively.

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

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

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

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

TABLE I

Demand Jobs For 2008-2018	Average Annual Salary	Current SUSLA
Registered Nurse	\$60,721.00	Y
Respiratory Therapists	\$48,767.00	Y
Medical Clinical Lab	\$32,526.00	Y
Dental Hygienists	\$56,404.00	Y
Diagnostic Medical Sonography	\$58,984.00	Y
Radiologic Technologists & Technicians	\$47,836.00	Y
Medical Records & Health Information Technicians	\$28,555.00	Y
Biological Technicians	\$33,063.00	Y
Chemical Technicians	\$52,335.00	Y

Source: Louisiana Employment Outlook Report 2011

Seventy-four percent of SUSLA's 2013-14 academic completers received degrees in the state's priority occupational categories that required associate level attainment as illustrated in the following table.

Top Occupations Requiring Associate Degrees	SUSLA Completers 2013-14
Health Professions	121
Business Management	37
Liberal Arts & General Studies	78
Security & Protective Services	24
Family & Education Services	1
Computer & Information Services	8
Personal & Culinary Services	0
Life & Physical Science	1
Mechanic & Repair Technology	0
Total	270

Source: Louisiana Employment Outlook Report 2011

i. Percent of completers employed

SUSLA Career Services department annually tracks post matriculation activities of recent graduates. Career Services surveyed 227 graduates from the 2013-14 completers cohort. Of the aggregate, 60.2% were employed within 12 months of graduation, with the majority of this group (approximately 75%) finding jobs in their primary field of academic study.

The preceding is consistent with employee earning data obtained from the Louisiana Department of Labor. Top employment disciplines for SUSLA completers were Nursing, Allied Health, Business Management/Accounting, and Criminal Justice.

ii. Increasing the performance of associate degree recipients who transfer.**Students Enrolled in Louisiana Transfer Degree Programs**

As noted in the Articulation and Transfer performance section, SUSLA had 526 students enrolled in AALT, ASLT, and other transfer degree programs. The number of students rose significantly from previous years due to 423 SUSLA College Connect students now included in this classification.

Students Completing a Transfer Degree Program

SUSLA had no completers in the Louisiana Transfer (AALT/ASLT) degree programs for the 2013-14 academic year.

Performance Objective: Institutional Efficiency and Accountability (4)

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

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

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

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

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

Non-Resident Tuition Increases Compared to SREB Averages

For the 2013-14 reporting period, non-resident tuition/fee increases did not adversely affect SUSLA's headcount enrollment or anticipated self-generated revenues resulting from higher tuition and fee assessments. Beyond the 2012-13 academic year, it would be difficult to speculate what impact the increased nonresident tuition/fees would have on enrollment and revenue through 2016-17.

The total tuition and fees charged to nonresident students attending SUSLA for the 2013-14 academic year was \$4,862. The actual SREB peer non-resident tuition/fee amount for the 2013-14 reporting period was \$7,020, a difference of \$2,158. For the 2013-14 annual report, the following data is available:

SUSLA 2013-14 Non-resident tuition/fee amount - \$ 4,862

iii. 13-14 SREB Peer Non-Resident tuition/fee amount - \$ 7,020

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

Schedule of Proposed Out-of State Tuition FY 2013-2014 through 2017-2018

Fiscal Year	SREB Target	SUSLA Proposed
2013-2014	7,020	4862
2014-2015	7,341	5925
2015-2016	7,676	7288
2016-2017	8,027	7696
2017-2018	8,394	8136

For fiscal year 2004-2005 through 2008-2009, the average increase in SREB out-of-state Tuition was 4.57% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be submitted as part of the GRAD Act. For the 2010-11 reporting period, SUSLA's SREB/HBCU institutional peer designation was reclassified as Two-Year. Cited SREB target peer projections for 2013-14 through 2017-18 are based on the reclassified designation. SUSLA's proposal includes 10% increases per year (3% Tuition + 5% GRAD + 2% Operation) for 2015-16 and three percent for 2016-17 and 2017-18.

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

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

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

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

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

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

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

Reporting Requirements

a. Number of students by classification

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

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

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

Fall 2011 Headcount		Total	2011-12 AY	Total FTE
Undergraduate	Graduate		Undergrad FTE	
2,820		2,820	2,039.	2,039.3

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

b. Number of instructional staff

Fall 2014 Instructional Faculty Headcount	Instructional Faculty Full Time
143	93.9

c. Average class student-to-instructor ratio

2013-14 AY
20.0

d. Average number of students per instructor

2013-14 FTE Enrollment per FTE instructor
11.8

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

Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
29	29	10	19

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
Academic Affairs	9	9.00	6	3
Student Affairs	15	15.00	4	11
Workforce	5	5.00	0	5
Total	29	29.00	8	2

f. Number of staff in administrative areas

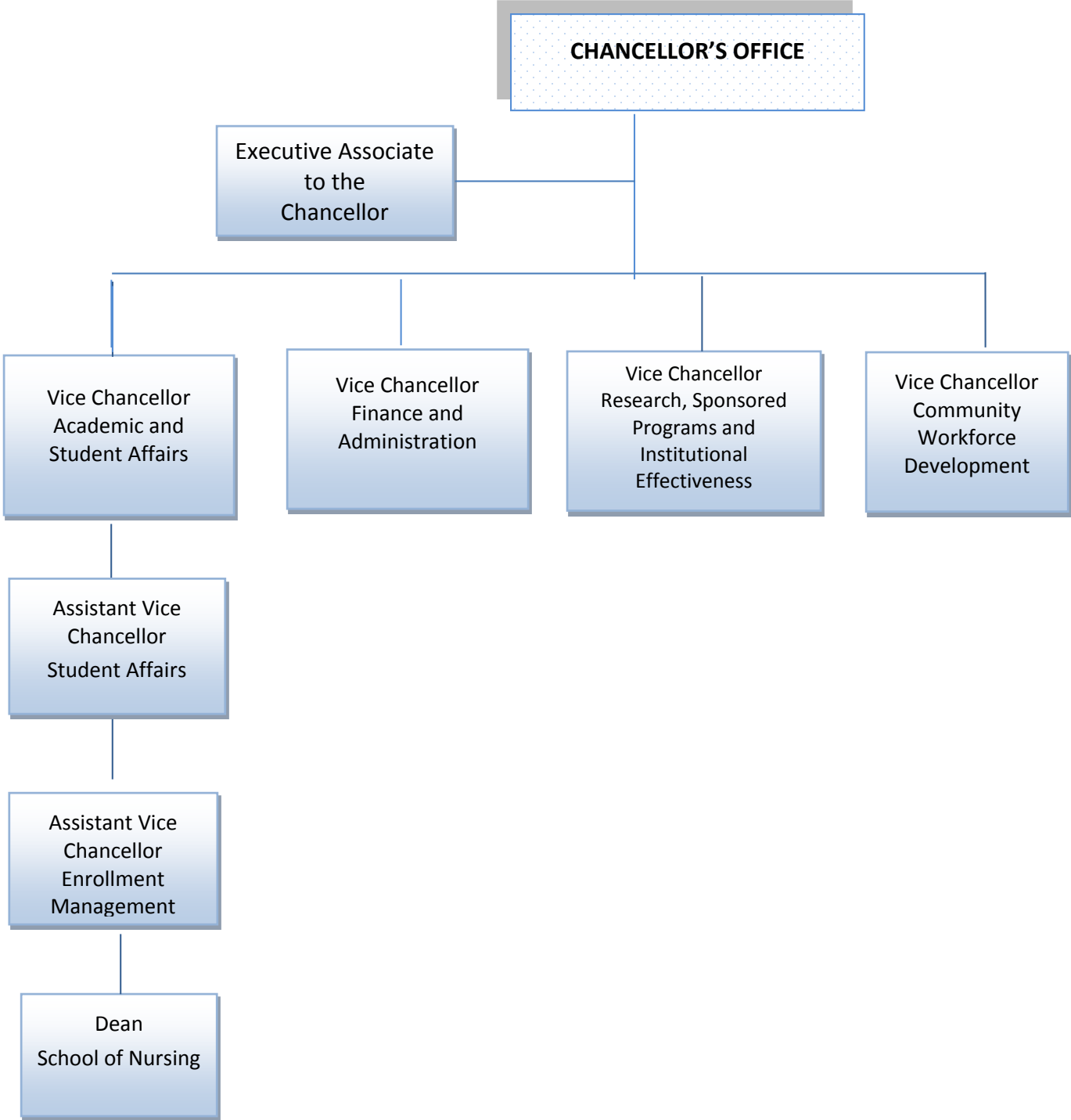
Total Non-Instructional	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through
28	28	19	9

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External
Chancellor	2	2.00	2.00	0
Academic Affairs	7	7.0	2.00	5
Finance & Administration	7	7.0	5.00	2
Student Affairs	8	8.0	8.00	0
Workforce Development	4	4.0	2.00	2
Total	28	28.00	19	9

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

Southern University at Shreveport Louisiana

ORGANIZATIONAL CHART



- g. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008. Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, equivalent position.

	TOTAL BASE SALARY	TOTAL BASE SALARY	SALARY CHANGES
POSITION	FY 2012-13	FY 2013-14	STATUS
Chancellor	\$142,311.00	\$146,579.00	\$4,268 (July 2013, faculty and staff received a 3% cost-of-living increase)
Executive Associate to the Chancellor	\$ 60,000.00	\$ 82,400.00	\$22,400.00 (New position with redefined responsibilities)
Vice Chancellor for Academic and Student Affairs	\$100,000.00	\$116,390.00	\$16,390.00 (New position Spring 2013)
Vice Chancellor for Finance & Administration	\$95,000.00	\$97,850.00	\$2,850 (July 2013, faculty and staff received a 3% cost-of-living increase)
Vice Chancellor for Research, Sponsored Programs and Institutional Effectiveness		\$84,460.00	New position Spring 2013 (includes 3% increase)
Vice Chancellor for Community Workforce Development	\$82,000.00	\$89,460.00	\$7,460 (July 2013, faculty and staff received a 3% cost-of-living increase as well as adjustment for additional responsibilities)
Assistant Vice Chancellor for Student Affairs		\$68,000.00	New Position Spring 2013
Assistant Vice Chancellor for Enrollment Management		\$74,160.00	New position Spring 2013
Dean Nursing	\$85,764.00	\$88,000.00	\$2,236.00 (New Employee, re-negotiated salary)

SUSLA restructured its organization Spring 2013. The Divisions of Academic and Student Affairs were combined to create a new position, Vice Chancellor for Academic and Student Affairs. With the merger came an increase in salary of \$13,000.00. The position of Assistant Vice Chancellor of Academic Affairs was eliminated and the positions of Assistant Vice Chancellor for Student Affairs and Assistant Vice Chancellor for Enrollment Management were added as new positions. Additionally, the Vice Chancellor for Research, Sponsored Programs and Institutional Effectiveness was added as a new position. Additionally, faculty and staff received a 3% cost-of-living increase Summer 2013.

a. A Cost of Performance Analysis

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

Expenditures by Function	Amount	% of Total
Instruction	\$4,898,185	32.5%
Research	-	0.0%
Public Service	-	0.0%
Academic Support**	\$916,942	6.1%
Student Services	\$1,005,234	6.7%
Institutional Services	\$5,246,258	34.8%
Scholarships/Fellowships	\$190,104	1.3%
Plant Operations/Maintenance	\$1,933,695	12.8%
Total E&G Expenditures	\$14,190,418	94.2%
Hospital	-	0.0%
Transfers out of agency	-	0.0%
Athletics	-	0.0%
Other	\$875,000	5.8%
Total Expenditures	\$15,065,418	100.0%

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

Tuition & Fees	Academic Year 2013-14
Louisiana Residents	\$3,492.00
Non Louisiana Residents	\$4,792.00
Books & Supplies	\$1,500.00
Living Arrangements On Campus	
Room & Board	\$9,100.00
Other	\$3,712.00
Off Campus	
Room & Board	\$5,000.00
Other	\$3,712.00
Off Campus with Family	
Other	\$3,712.00
Total Expenses	\$35,020.00
Louisiana Residents	
On Campus	\$17,714.00
Off Campus	\$13,704.00
Off Campus with Family	\$8,704.00
Non Louisiana Residents	
On Campus	\$19,946.00
Off Campus	\$16,116.00
Off Campus with Family	\$11,116.00

Source: NCES/IPEDS 2013-14 Institutional Characteristics and Student Financial Aid Surveys.

iii. Average Time to Degrees

Average Time to Bachelor's Degree	Average Time to Associate Degree
N/A	5.1

iv. Average cost per degree awarded

State Dollars per FTE
\$2,461.00

v. Average cost per non-completer

State Dollars per FTE
\$2,461.00

vi. All expenditures of the institutional

Expenditures Total
\$35,439,919

Source: Board of Regents and Statistical and Financial Data Profile

ATTACHMENTS

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

Institution: Southern University at Shreveport Louisiana				
INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR NOTED BELOW	# Students receiving certifications 2013-14
Adobe Certification	Adobe Certified Expert	Adobe		
American Petroleum Institute- 6th Edition Rigger	API	Database		
American Petroleum Institute- Personal Survival	Personal Survival			
American Welding Society	AWS Entry Level Welder			
Asbestos Abatement Supervisor/Contractors License	EPA			
Automotive (ASE) -- 47.0604	ASE	National Institute for Automotive Service Excellence		
Barbering -- 12.0402	Barber (BBC)	State of Louisiana Board of Barber Examiners		
Care and Development of Young Children -- 19.0709	CDA	Council for Professional Recognition		
Certified Clinical Medical Assistant	CCMA	National Health Career Assn.		
Certified Manufacturing Specialist	CMS	Georgia Quickstart		
Certified Wireless Technology Specialist	CWTS	Pearson VUE/Prometric		
Certiport's Internet and Computing Core	COMPTIA IC3	Pearson VUE/Prometric		
Child Development -- 190709	CDA	LA Pathways Assn.	2011	16
Commercial Diving - 490304	ACDI and ACDE (American Commercial Diving Institute and American Commercial Divers Educators)			

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Commercial Driver's License	CDL	Department of Transportation Office of Motor Vehicles		
Communications Electronics	CET and FCC licenses			
Cosmetology -- 120401	Cosmetology	Louisiana State Board of Cosmetology		
Culinary -- 120503	SERVSAFE	American Culinary Federation		
Dialysis Technician - 511011		State Database	2011	3
Diving	Commercial Diver/Tender Diver	Assoc. of Commercial Diving Educators/Assoc. of Diving Contractors International		
Drafting -- 15.1301	CD	American Design Drafting Assn.		
Electrician -- 46.0302	State License	Louisiana State Licensing Board for Contractors		
Electrician - city license - 460302	City of Thibodaux Electrical License			
EKG	CET/NRCEKG	Nat. Health Career Assn./Nat. Allied Health Test Registry		
EMT Basic (40 hrs.)	NREMT-B	State of Louisiana Department of Health and Hospitals	2011	17
EMT Paramedic	NREMT-P	State Database		
Fork Lift	Forklift	Workforce Dept.		
*Guest Service Gold Professional Certification (10 hrs.)	Guest Service Gold	American Hotel and Lodging Association		

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

INDUSTRY-BASED CERTIFICATIONS	EXAM THAT MUST BE PASSED TO OBTAIN CERTIFICATION	ENTITY THAT GRANTS REQUIRED CERTIFICATION (source for reporting)	BASELINE YEAR	# Students receiving certifications
Nursing – CNA	LABENFA	Louisiana Nurse Aid Registry BR – Dept. of Health &	2011	48
OPET	EETC			
*OSHA – 30 Hr. Construction Safety	OSHA	Occupational Safety and Health Administration		
*OSHA – 40 Hr. Hazpower	EPA	Fire Training Academy		
Patient Care Tech	CPCT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry		
Personal Fitness Trainer	ACE	Gatlin Education		
Petroleum Education	PEC, PEC-OPPS, Safe Gulf	Safety, Environmental & Operational Training Inc.		
Phlebotomy - CPT	CPT/NRCPT	Nat. Health Career Assn./Nat. Allied Health Test Registry	2011	35
Real Estate	Salesperson	Louisiana Real Estate Commission		
U.S. Coast Guard all specialty areas	USCG	USCG		
*First Aid /CPR	National Heart Savers Association	National Heart Savers Association		
WorkKeys (all areas, levels)	Workkeys	ACT		
<i>Baseline Year = most recent year data published by entity that grants licensure/certification 2-27-12</i>				

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

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

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

Institution: Southern University Shreveport Louisiana						
DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	2013	11	7	64%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	2012	9	9	100%
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	2013	17	17	100%

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association	2013	12	9	75%
Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2013	38	33	86.8%
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	2013	17	17	100%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)	2013	7	4	57%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	2013	6	2	33%
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				
<p><i>Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with V on Appendix #1</i> <i>Baseline Year = most recent year data published by entity that grants licensure/certification</i> <i>Calculated Passage Rate = # students to meet standards for passage/#students who took exam</i> <i>March 1, 2013</i></p>						