



**Southern University and A&M College
Baton Rouge, Louisiana**

Granting Resources and Autonomies for Diplomas
GRAD Act Report for Year 4

Submitted to

Southern University System

Performance Objective 1: Student Success

1.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.

The 1st to 2nd year and 1st to 3rd year retention rates were not met. The retention rates were impacted by several factors. The most significant factor attributed to the retention failures is the declaration of financial exigency during the 2011-2012 academic year. The impact of exigency lead to an increase in faculty loads, delayed student matriculation, and an increase in the teacher course sizes (+30%). Since the inception of the GRAD Act, the number of instructional faculty headcount has decreased from 451 to 258, a 57.2% reduction. As an impact of financial exigency, the instructional faculty headcount has decreased from 406 to 258, a 63.5% reduction. Also since exigency 32 distinct programs have been terminated and two programs have been consolidated. The number of course offerings has been reduced from 2258 to 1740, a 23% reduction.

Retention

The Office of Academic Affairs has adopted a new theme, “Retention is Everybody’s Business”. Several retention efforts have already been implemented such as, assessment and placement using the COMPASS and ACT scores, freshmen seminars, first-year experiences, academic goal setting and planning, class attendance policies, tutoring, supplemental instruction, mentoring programs, experiential learning beyond the classroom, and early-alert and intervention systems. A retention committee has been formed to oversee an institution-wide effort to focus on the quality of student life and learning by using the results of the College Student Inventory (CSI), Student Satisfaction Inventory (SSI), cohort and institutional retention data.

Instituted in the fall of 2011, the Center for Teaching and Learning Excellence (CTLE) supports student retention and success by better aligning academic performance with teaching effectiveness. A main focus of CTLE has been to increase student retention and persistence rates from 1st to 2nd year by providing ongoing academic advisement for students, and by exposing faculty to innovative learning and instructional approaches. CTLE continues to provide the following services:

- Intrusive academic advisement for all incoming, first-year freshmen. Advisement sessions are encouraged via CTLE course registration holds, which mandates student/advisor interaction at least twice each semester of the freshman year. In addition, CTLE advisors engage in instructional projects with adjunct professors in the first year experience course (Freshman Seminars courses) encouraging student collaboration with academic advisors through numerous projects.
- In summer 2013, CTLE was given the task of developing and implementing a first-year experience program for all including freshman. The purpose of First Year Experience program is to establish and maintain personal, social, and financial health, employing strategies for academic success in college, developing life and career goal, and understanding the culture of Southern University A & M College. CTLE provided several lectures and workshop series such as, “Metacognition: The Key to Acing Course,” and “The Best Habits for Student Success Maximize Your Potential.” It is our goal and intention that the First Year Experience lectures and workshops continue to motivate students through direct interaction as well as inspire them to develop socially and intellectually.
- Beginning fall 2014, CTLE First Year Experience program will introduce two new initiatives, “First Year Fridays,” and a common reading initiative. First Year Fridays will provide students tutorials on how to successfully navigate university tools such as Banner, Blackboard, and Live-Text. The First Year Experience program has partnered with the University Counseling Center to provide expert assistance to address challenges first-year students encounter during the transition from high school to college. The goal of the common reading program is to promote a sense of cohesiveness through a common text which can be incorporated into various facets of the curriculum. The purpose of this program is to underscore the importance of reading to successful college completion.
- CTLE partners with various departments on campus to restrict general education courses to ensure freshman-level course access for incoming, first-time, full-time students. These partnerships helped make the transition for first year students easier and more effective. CTLE along with various units will aid in the development of a learning community beginning in fall 2014.
- Referral information for all university support services was implemented in CTLE Freshman Seminar courses.

- CTLE provided two-faculty development workshops: “Teaching for a Diverse Classroom,” and “Engaging Large Classes” with the purpose of understanding the implication of diversity among millennial college students and helping faculty to adjust to larger class sizes.
- CTLE and CSS have partnered with an external consultant to enhance student support services as well as engage faculty members with professional development dealing with teaching pedagogies and managing large classroom sizes.

The Center for Student Success (CSS) provides various programs designed to help students identify and cope with problematic areas as well as improve student success skills for successful matriculation and retention.

Student Success Seminars and Outreach Presentations

The Student Success Seminars and Outreach Presentations are designed to offer the student body the guidance and support required to be successful college students. Topics covered in this program include Study Skills, Time Management Skills, Test Taking and Note Taking Strategies, Understanding the Satisfactory Academic Progress Policy as well as other topics assisting in promoting successful matriculation and retention.

Academic Counseling and Consultations

The Academic Counseling and Consultations are designed specifically for students in their second year and beyond to identify and address possible barriers to academic progression. This program includes individual assessments such as a learning- style inventory and reducing test anxiety. Beginning fall 2014, this program will implement a Probation Transformational Program, and a tracking and referral system to ensure students receive necessary interventions and support.

The Early Alert Referral Program

The Early Alert Referral program is a referral system that enables CSS staff and university faculty to collaboratively intervene with students who experience academic difficulties, including low test/quiz scores, excessive absences, and the need for improvement in study skills. Through this program CSS is able to detect early signs of academic distress and provide beneficial interventions to assist and retain the targeted students. Beginning fall 2014, this program will include attendance monitoring and the use of mid-term grades to identify students not referred by professors.

Tutorial Program

The tutorial component of CSS strengthens academic performance by improving literacy, mathematical, and analytical skills. Tutorial expansions include the addition of an online tutorial program through collaboration with Smarthinking, Inc. This expansion allows for the online, degree-seeking students to access academic supports. Beginning fall 2014, this program will include separate peer tutors for content assistance and constructive supports such as study tips, and time-on-task strategies.

Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.

As part of its effort to improve student performance, especially 1st to 3rd year retention, CSS monitors semester grades to include mid-term and end-of-semester grades. Those students with 37 attempted hours or greater earning a grade of a “C” or lower are contacted via post, email, and phone to schedule an appointment to discuss their academic performance. Self-assessment surveys are administered, collected, and analyzed to develop individualized action plans for students. Additionally, College Student Inventories are administered to new freshmen to proactively identifying barriers to matriculation as a means of early detection.

1.a.i. 1st to 2nd year retention rate

The fall 2012 cohort of 743 with 501 returning in fall 2013. The target rate is 73.1%; however, the actual rate is 67.4%. This measure has **not been met**.

The new initiatives and continuous efforts of early course registration, mandatory student advisement, tutoring, and counseling to name a few are all geared for student to success.

SUBR 1 ST TO 2 ND Year Retention for First-Time Full-Time, Degree Seeking					
Term of Data	Baseline	Year 1	Year 2	Year 3	Year 4

	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
Number in Cohort	1034	993	868	831	743
Number Retained	731	717	611	571	501
Target Rate	71.7%	72.0%	72.4%	72.7%	73.1%
Actual		72.2	70.4%	68.7%	67.4%
Result		Met	Met	Not Met	Not Met

1.a.ii. 1st to 3rd Year Retention Rate

The fall 2011 cohort of 831 with 463 returning in fall 2013. The target rate is 63.2%; however, the actual rate is 55.7%. This measure has **not been met**.

The new initiatives and continuous efforts of early course registration, mandatory student advisement, tutoring, and counseling to name a few are all geared for student to success.

SUBR 1ST TO 3rd Year Retention for First-Time Full-Time, Degree Seeking						
Term of Data	Baseline	Year 1	Year 2	Year 3		Year 4
	Fall 2007 to Fall 2009	Fall 2008 to Fall 2010	Fall 2009 to Fall 2011	Fall 2010 to Fall 2012		Fall 2011 to Fall 2013
Number in Cohort	1125	1034	993	868		831
Number Retained	664	614	596	485		463
Target Rate	59.0%	60.1%	61.0%	62.2%	3 yr prior (57.7%)	63.2%
Actual		61.4%	60.0%	55.9%	2 yr recent (57.9%)	55.7%
Result		Met	Met	Met		Not Met

1.a.iv. SUBR Same Institution Graduation Rate

SUBR has met this measure by showing improvement with the two year recent average of 30.0% versus the three prior year average of 29.1%, which is an increase of 0.9%. This measure has been **met**.

SUBR Same Institution Graduation Rate						
Total Number of Fall FTFT Completers within 150% Time						
Term of Data	Baseline	Year 1	Year 2	Year 3	Year 4	
	Fall 2002 Cohort	Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Average Calculation FY 4
Number in Cohort	1176	1351	1575	1434	1129	
Number Retained	333	409	462	437	332	
Target Rate	28.3	30.1%	30.5%	32.0%	32.4%	3 yr prior (29.1%)
Actual		30.3%	29.3%	30.5%	29.4%	2 yr recent (30.0%)
Result		Met	Met	Met	Met	

1.a.v. to vii: Graduation Productivity, Award Productivity, and Statewide Graduation Rate. Optional

1.a.viii. Percent of first-time freshmen admitted by exception: Number of first-time freshmen enrolled in the reporting year (summer, fall, and spring term). Number of students admitted by exception.

2013-14	Number of First Time Freshmen Enrolled	Number of First Time Freshmen Admitted by Exception	Percent of First Time Freshmen Admitted by Exception
Summer	45	6	13.3
Fall	743	42	5.7
Spring	88	11	12.5

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

1.b.i. Percent change in completers from the prior academic year from baseline year, per award level. 4-year universities report on award level baccalaureate and above.

The Year 4 Doctorate degree target is continually being met, and the Master’s degree target is being met with an increase between the previous three-year average (-4.2) versus the immediately previous two- year average (-2.6).

SUBR’s effort to develop and implement a strategic plan is an ongoing process that addresses recruitment, persistence, and graduation within each college. This task has been hampered by an academic reorganization process whereby the colleges and departments were restructured according to the financial exigency process. These ongoing initiatives have provided an increase of 6.3% from the previous year relative to the baseline. These initiatives are development-based and will take time to provide greater benefits.

Southern University and A&M College - Completers								
Degree Level	Baseline 2008	Year 1 2009 Actual	Year 2 2010 Actual	Year 3 2011 Actual	Year 4 2012 Target	Year 4 2012 Actual	Diff Between Year 3 & Year 4	Target
Baccalaureates	895	-2.9% 869	-5.5% 846	-10.9% 797	3.0% 922	-4.6% 854	+57	Not Met
Masters	312	-9.3% 283	-4.2% 299	-5.8% 294	2.9% 321	0.6% 314	+20	Met
Doctorates	18	11.1% 20	33.3% 24	138.9% 43	16.7% 21	50.0% 27	-16	Met

1.c. Develop partnership with high schools to prepare students for postsecondary Education. (Descriptive)

Southern University at Baton Rouge has three programs that have established partnerships with high schools to help prepare students for postsecondary education. They are the Early Start/Dual Enrollment Program, the Upward Bound Trio Program, and the Educational Talent Search Program. Upward Bound has a classic program and a Mathematics and Science program. The Trio programs are federally funded with criteria and benchmarks designed to meet the academic needs of low-income, disadvantage students.

To meet the increasing demand for college-level courses through Dual Enrollment, SUBR has Memorandum of Understandings with East Baton Rouge Parish School District, West Baton Rouge Parish School District, City of Baker School District, Central Community School District, Zachary Community School District, East Feliciana Parish School District and St. Helena Parish School District. The Early Start/Dual Enrollment Program enables high school students to transition to college easily; gives students who would not qualify for Advanced Placement (AP) classes an opportunity to take college-level courses and demonstrate a more rigorous course load on their high school transcripts; and provides students a glimpse into the college environment. Students who have taken advantage of the opportunity to receive dual credits during Year 4 of the GRAD ACT are from the following schools: Scotlandville Magnet High School, Redemptorist High School, Baker High School, Southern University Laboratory High School, Glen Oaks High School and McKinley High School.

The success of the program is evidenced by increased participation from high school students and the number of schools continuing their partnerships. Additionally, the development of the hybrid course in Year-3, online courses and courses taught at the high schools have allowed SUBR departments to add Foreign Language courses, Sociology 210, Psychology 210, and Chemistry 132, 133, 112 and 113 to their schedule of Early Start/Dual Enrollment Courses. Through Dual Enrollment activities, the university will continue to develop new initiatives and innovative educational programs that provide high school students access to high-quality academic and career-oriented courses.

The second collaboration with high schools is the Upward Bound Classic and the Upward Bound Math and Science Programs. The Classic program has partnerships with Baker High School, Belaire High School, and Broadmoor High School. The Math and Science Program has partnerships with Glen Oaks High School, Plaquemine High School, Pointe Coupee Central High School, and Scotlandville Magnet High School. Students in these programs participated in college readiness courses in English, Biology, Chemistry, Physics, Spanish, Algebra, Geometry, Calculus, and ACT preparatory test-taking skills.

The third collaboration with high schools is the Educational Talent Search program which provides academic enhancement services to low-income, first-generation college prospects who demonstrate college potential. Seven target parishes have partnerships with SUBR: East Baton Rouge Parish, Zachary High School; East Feliciana Parish,

East Feliciana High School; Iberville Parish, East and West Academy High Schools; St. Helena Parish, St. Helena High School; Pointe Coupee Parish, Livonia High School and Pointe Coupee Central High School; West Baton Rouge Parish, Brusly High School and Port Allen High School; and West Feliciana Parish, West Feliciana High School. The students were taught strategies for enhancing English, Mathematics, Science, Social Studies and test-taking skills. Follow-up data indicated that 74% of participating seniors enrolled in post-secondary education programs.

1.c.i. Number of high school students enrolled at postsecondary institution while still in high school (as defined in the Board of Regents' SSPS, student level "PR"), by each semester/term.

The number of high school students enrolled in SU Dual Enrollment program was 14 in the fall of 2012, and 28 in the spring of 2013 for a total of 42 during the 2012-13 academic year.

1.c.ii. Number of semester credit hours in which the above high school students enroll by each semester/term.

The number of semester credit hours in which the above high school students enrolled was 42 in the fall of 2012, and 84 in the spring of 2013, for a total of 126 semester credit hours during the 2012-13 academic year.

1.c.iii. Number of semester credit hours completed by the above high school students with a grade of A, B, C, D, F, or P, by each semester/term.

The number of semester credit hours completed by high school students enrolled in SUBR's Dual Enrollment program was 42 in the fall of 2012, and 72 in the spring of 2013, for a total of 114 during the 2012-13 academic year. However, there were four high school students who withdrew from the program during the 2013 spring term. The table below is a summary of the above high school students enrolled, the number of credit hours enrolled, and number of credit hours completed by term.

2012-13	Number of High School Students Enrolled	Number of Credit Hours Enrolled	Number of Credit Hours Completed
Fall	14	42.0	42.0
Spring	28	84.0	72.0
Total	42	126.0	114.0

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

Licensure and certification examinations that are applicable to Southern University-Baton Rouge are the PRAXIS, NCLEX-RN, and the APRN.

1.d.i.b. Passage rates on licensure exam in Education.

In the College of Education, all candidates, traditional and alternate certification, must take and pass the PRAXIS II examination. All 65 candidates who took the PRAXIS exam in 2011-12 met the standard for passage, which resulted in a passage rate of 100%. This target has been met.

1.d.i.d. Passage rates on licensure exam in Nursing (RN).

Nursing BSN graduates at Southern University are required to pass the NCLEX-RN before an RN license is issued. Our goal is to achieve a passing standard above 80% each year as required by the Louisiana State Board of Nursing (LSBN). The national exam is taken after graduation and scores are reported by the LSBN. Of the 88 students who took the NCLEX-RN licensure exam in 2012-2013, 82 met the standard for passage, which resulted in a passage rate of 93.18%. This target has been met.

Of the 41 students who took the Advanced Practice RN (APRN) exam, 39 met the standard for passage, which resulted in a passage rate of 95.12%. This is a tracked measure.

Performance Objective 2: Articulation and Transfer

2.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.

Evaluation of SUBR on tracked and descriptive measures for Performance Objective 2: Articulation and Transfer resulted in a passing score. This score resulted from a data-based evaluation of transfer policies and initiatives implemented and/or continued in GRAD Act Year 4. The evaluation included a review of student performance and program effectiveness.

SUBR implementation of the SUBR-SUSLA Partnership to Increase Bachelor's Degree Attainment of Community College Transfers has positively impacted the transfer student population. The plan to expand this partnership through agreements with Baton Rouge Community College during GRAD Act Year 4 is still on track for the 2014-2015 implementations.

The phasing in of higher admissions standards as required by the Louisiana Board of Regents has been in effect for over a year. Students who do not meet the admissions requirements to enter as first-time freshmen are referred to two-year colleges. Eight percent of first-time freshmen and transfers can be granted exemption based on ACT scores, high school GPA, and completed coursework. Transfer student exemptions are based on cumulative GPA and completed hours. The 8% exemption is based on Board of Regents and SUBR requirements.

SUBR has expanded the number of 100% online. The 100% Online program offer Bachelor degrees in the following: Bachelor of Science in Nursing, Bachelor of Science in Criminal Justice, Bachelor of Science in Computer Science, Bachelor of Science in Psychology, and Bachelor in Interdisciplinary Studies.

2.a.i.a. 1st to 2nd year retention rate of transfer students: Number of baccalaureate degree-seeking transfer students entering in the prior year. Number of students retained at the same institution in the following 2nd year fall semester. (Institutions can choose to report on either all degree seeking or baccalaureate degree seeking).

During the 2012-13 reporting period, there were 390 transfer students enrolled, of which 282 were retained. This resulted in a calculated rate of 72.3%.

2.a.i.b. Number of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore (as identified on SSPS report) entering in the prior year (excluding summer). Number of students retained at the same institution in the following 2nd year fall semester.

Southern University had 283 baccalaureate degree-seeking transfer students with a minimum student level of sophomore enrolled in the prior year, and 215 students were retained the following 2nd year fall semester, which resulted in a calculated rate of 76.0%. This target has been **met**.

2.a.ii. Number of most recent baccalaureate completers in the prior year that initially began (enrolled) as a transfer student.

The number of recent baccalaureate completers in the reporting year 2012-13 reporting period is 274 who initially began as transfer students.

2.a.iii. Percent of transfer students admitted by exception: Number of transfer students enrolled in reporting year (summer, fall, and spring semester/term). Number of above students admitted by exception (not meeting *Board of Regents Minimum Admissions Standards for 4-year Universities*) in the reporting year, for each summer, fall, and spring semester/term.

The table below shows by term, the number and percentage of transfer students who were granted entrance by exception during the 2013-14 academic year.

2013-14	Number of Transfer Students Enrolled	Number of Transfer Students Admitted by Exception	Percent of Transfer Students Admitted by Exception
Summer	41	4	9.8%
Fall	364	18	4.9%
Spring	477	19	4.0%

2b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

2.b.i. 1st to 2nd year retention rate of those who transfer with Associate degree: Number of baccalaureate degree-seeking transfer students with an associate degree from a 2-year college transferring (enrolling) at any point during the prior academic year.

The total number of baccalaureate degree-seeking transfer students with an associate degree from a 2-year college is 26, of which 19 were retained the following fall semester. This resulted in a calculated rate of 73.1%.

2.b.ii. Number of baccalaureate completers in the most recent academic year who initially began (enrolled) as a transfer student with an associate degree from a 2-year college.

Two hundred and twenty-four baccalaureate completers initially began as transfer students with an associate degree from a 2-year college.

2c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

2.c.i. Number of students referred by 4-year universities to 2-year colleges and technical colleges during the reporting year.

During the 2013-14 academic year, there were 252 students referred to community/technical colleges.

Continuation and Expansion of Partnership with Southern University at Shreveport (SUSLA)

In AY 2013-14, Southern and SUSLA continued its College Connect partnership to increase bachelor degree attainment of community college transfers.

- Students who were denied entrance into Southern as a regular student due to admission standards.
- The student is referred to a SUSLA representative.
- The student is admitted to the host school Southern University-Shreveport Louisiana “SUSLA.”
- The student has the option to utilize on campus residential living at SUBR where he/she will enroll in courses with all the amenities and resources of a regular SUBR student
- These students must take minimum of 6 hours at both SUBR and SUSLA concurrently.
- These students will have access to SUBR’s extracurricular activities, i.e., (football games, talent shows, student union, etc.).

As part of the agreement, SUBR provides classroom facilities and supplemental learning support through advising and counseling. SUSLA provides for the developmental courses while SUBR provides for the non-remedial courses established based upon the student’s respective curriculums.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

Partnership with Southern University at Shreveport. The SUSLA /SUBR Connect partnership has been a success since it’s inception. During the fall 2012 semester SUSLA/SUBR Connect enrolled 217 students, and during the spring 2013 semester 249 were enrolled.

After completing all partnership requirements, students are fully admitted into Southern University where their progress will be monitored. In the spring 2013 semester the partnership successfully transferred five Connect students to Southern University. In the fall 2013 semester, 35 additional students transferred to the university.

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

2.d.iii. 1st to 2nd year retention rate of those who transfer with transfer degree: Number of baccalaureate degree-seeking transfer students with an AALT, ASLT, AST degree from a 2-year college transferring (enrolling) at any point during the most recent academic year.

SUBR has developed plans to improve implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169 including:

1. Maintained the webpage (<http://www.subr.edu/index.cfm/page/52>).
The site includes the Transfer Degree Grantee, Advisor's Guide to the Louisiana Transfer Associate Degree, FAQs for Transfer Associate Degree Guarantee, Courses Satisfying General Education Requirements at Southern University and A&M College.
2. Conducted training for deans, chairs and employees in offices of recruitment and admissions on implementing all aspects of the Louisiana Transfer degree.
3. Transfer Student Orientation.
4. Degree Works has been purchased and will be implemented for the fall 2015 calendar year. Degree works will assist students attempting to transfer from 2-year and 4-year institutions in determining which courses will transfer and if there is an articulation for that course at Southern. It will also help the student decide which programs are best for pursuing a degree.

Performance Objective (3): Workforce and Economic Development

3a. Eliminate academic program 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. (Descriptive)

3.a.i. Number of programs eliminated during the most recent academic year as a result of institutional or Board of Regents review.

As part of its ongoing review and evaluation of academic programs, Southern University eliminated five degree programs during the 2013-14 academic year - the Bachelor's degree in Architecture (BAR); the Post-master's certificate (PMC) in Family Nurse Practitioner; the PMC in Nursing-Gerontology; the BS in Business Administration; and the MS in Management Information Systems.

3.a.ii. Number of programs modified or added during the most recent academic year to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

There were five programs added in 2013-14 academic year – the Post-Baccalaureate Certificates (PBC) for certification only alternate Certification Programs in various content areas: (1) Early Childhood Education, (2) Elementary Education, (3) Middle School Education, (4) Secondary Education, and (5) multiple levels in Health & Physical Education. Also, the Bachelor of Music was reinstated in 2013-14.

The re-designation of the BS in Computer Science Information and the BS in Computer Science Scientific as two options of the single BS in Computer Science degree (CIP Code 110901).

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts. Number of program offerings, regardless of award level, in the reporting year.

One hundred percent of the 61 academic programs offered by Southern University are aligned with workforce needs.

Number of programs aligned with workforce and economic development needs, as identified by Regents* utilizing LWC or LED published forecasts.

Southern University had a total of 61 academic program offerings during the 2013-14 academic year.

In a review of SUBR's strategies related to workforce forecasting, we found that of the occupations with projected 10-year growth greater than 500, and requiring post-secondary education (as reported in [State of Louisiana Projections for all Occupations to 2018](#) and included in *The Board of Regents' List of Workforce Needs Utilizing LWC and LED*), Southern University offer degrees in 13 areas of study that are aligned with the projected 10-year growth in occupations and workforce needs.

Occupations	Expected Growth	Currently offered at SUBR
Registered Nurse	8,520	Yes
Elementary School Teacher	3,550	Yes
Business Operations	2,050	Yes
Accountants and Auditors	1,560	Yes
Managers	1,270	Yes
Postsecondary Teachers	970	Yes
Computer System Analyst	750	Yes
Social Service Specialist	740	Yes
Self-Enrichment Teachers	740	Yes
Network and Data Analyst	600	Yes
Special Education Teachers	620	Yes
Computer Support Specialist	580	Yes
Industrial Engineers	540	Yes
Total SUBR Programs aligned with top Growth Workforce Needs		13/13 100%

3b. Increase use of technology for distance learning to expand educational offerings.

The Southern University's Baton Rouge (SUBR) campus continues its goal to increase the use of technology for distance learning as a means to expand educational programs.

3.b.i. Number of course sections offered during the reporting year with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.

During the 2012-13 academic year, there were 107 course sections offered at 100% instruction through distance education.

3.b.ii. Number of students enrolled in courses during the reporting year with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100% (excluding summer).

During 2012-13 academic year, the number of students enrolled in courses at 100% instruction through distance education was 1,186.

3.b.iii. Number of programs offered through 100% distance education: by award level. Baseline January 1, 2013 reported in Year 3.

During 2013-14 academic year, the number of programs offered at 100% instruction through distance education was eight: four bachelors, and four masters. This target has been met.

3.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.

Southern University demonstrates progress in increasing the number of students placed in jobs. In accordance with the 2011 Louisiana Employment Outcomes Report, the fields of studies with the most completers at the bachelor's degree level are: Business, Management, Marketing, Liberal Arts and Sciences/General Studies, Health Professions, and Education. In addition, the table below shows Southern University bachelor programs field of studies areas aligned with the top ten occupations and average salaries for Louisiana graduates.

Employment Outcomes and Completers

Completers in Top Ten 2011 Louisiana Employment Outcomes Report		
Top Ten	Top Ten Rank Highest to Lowest Average Salary Bachelor's Degree Louisiana Graduates	SUBR Completers 2012-13
1	Engineering	83
2	Health Professions	291
3	Education	49
4	Computer and Information Sciences	35
5	Natural Resources and Conservation	12
6	Business, Management, Marketing	161
7	Architecture	4
8	Liberal Arts and Science; General Studies	24
9	Physical Science	11
10	Mathematics and Statistics	4

Source: Louisiana Board of Regents Statewide Completers System, 2012-13

Listed in Appendix A are colleges and departments that provide activities that help align students with current workforce needs.

3.d.i. Percent of completers found employed. Number of students completing an undergraduate award identified in Board of Regents CRINPROG, by award level.

In the table below, the preliminary Louisiana Employment Outcomes Report data include completers for academic years (AY) 2009-10, 2010-11, and 2011-12, and percent employed six months and eighteen months after graduation. Percent found employed eighteen months after graduation are unavailable at this time for AY 2010-11 and 2011-12.

Southern University and A&M College									
Maximum Degree Level	Sum of Completer Cohort			Percent Found Employed Six Months after Graduation - Q2			Percent Found Employed Eighteen Months after Graduation - Q6		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Baccalaureate	870	826	798	66.4%	64.4%	65.9%	62.4%	0.0%	0.0%
Masters	283	294	294	68.2%	65.3%	65.0%	60.8%	0.0%	0.0%
Doctorate	20	23	43	70.0%	52.2%	62.8%	45.0%	0.0%	0.0%
Grand Total	1,173	1,143	1,135	66.9%	64.4%	65.6%	61.7%	0.0%	0.0%

3.d.ii. Performance of associate degree recipients who transfer to 4-year universities. May be described in the narrative report (See Element 2.b. and 2.d.).

As reported in a previous narrative, the total number of baccalaureate degree-seeking transfer students with an associate degree from a 2-year college is 26, of which 19 were retained the following fall semester, which resulted in a calculated rate of 73.1%

Performance Objective 4: Institutional Efficiency and Accountability

4.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.

4.a.i. Number of developmental/remedial course sections offered.

During 2013-14 academic year there were three developmental course sections offered at Southern University, Baton Rouge.

4.a.ii. Number of students enrolled in developmental/remedial courses.

During 2013-14 academic year there were 75 students enrolled in developmental courses at Southern University Baton Rouge.

4b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Southern University does not offer any associate degree programs.

4.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. However, for each public historically black college or university, the nonresident 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.

4c.i The Historical Black Colleges and Universities (HBCU) used to establish the SUBR baseline data for nonresident tuition and fees were North Carolina A & T, Prairie View, Tennessee State and Texas Southern. The baseline was established using 2009-2010 Academic Year's data. The average nonresident tuition and fees for HBCUs has increased since the establishment of the baseline data. The University has also increased nonresident tuition and fees each year since 2009-10. In 2013-2014, nonresident tuition and fees were increased by \$1,676 as compared to 2012-13. As shown in the schedule below, the difference between the average nonresident tuition and fees charged at the peer institutions and the nonresident tuition and fees charged at SUBR has decline in 2011-12, 2012-13, and 2013-14 since the GRAD Act implementation.

	(Baseline)* 2009-10	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Total tuition and fees charged to non-resident students in the reporting year.	\$ 9,910	\$ 10,376	\$ 11,612	\$ 13,132	\$ 14,808
Actual peer non-resident tuition/fee amount	13,641	16,005	15,831	16,596	17,409
<i>Calculated difference of the above institution's tuition/fee amount from the peer amount.</i>	\$ (3,731)	\$ (5,629)	\$ (4,219)	\$ (3,464)	\$ (3,601)

Peer Institutions: North Carolina A&T, Prairie View, Tennessee State, and Texas Southern.

*Corrected baseline reporting year.

4.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:

Pending Board of Regents development and approval of a policy for this element, institutions are required to report only on the following measure 4.d.i.

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

The number of eligible programs with mandatory accreditation is 34, of which 32 are currently discipline accredited resulting in a 94.1% accreditation rate. This measure has been **met**.

Reporting Requirement Area 5: Organizational Data

5a. Number of Students by Classification

Year	Fall Head Count Enrollment ¹		Total	Annual Full-time Equivalent (FTE) ²		
	Undergraduate	Graduate		Undergraduate	Graduate	Total
2009 (Baseline)	6484	1135	7619	6484.5	849.1	7333.6
2010	6087	1207	7294	6215.0	879.9	7094.9
2011	5765	1139	6904	5875.8	890.3	6766.1
2012	5396	1215	6611	5295.7	845.1	6140.8
2013	5612	1118	6730	5163.3	766.8	5930.0

Sources: ¹Louisiana Board of Regents Statewide Student Profile System (SSPSLOAD) Institutional Summary Report, Census Date Fall 2013;

²Louisiana Board of Regents Formula Funding Annual Budget Request – SCH/FTE Projections, 2013-2014, Report: SCHBRCRPT.

5b. Number of Instructional Staff

Year	Instructional Faculty Headcount	Instructional FTE Faculty
2009 (Baseline)	451	389.9
2010	429	392.9
2011	406	342.7
2012	414	343.2
2013	258	238.0

Source: Employee Salary Data System, Office of Human Resources

5c. Average Class Student-to-Instructor Ratio

Year	Undergraduate ¹ Headcount	Number of Class ² Sections	Ratio
2009 (Baseline)	36349	1460	24.9
2010	33653	1381	24.4
2011	33074	1600	20.7
2012	30959	1501	20.6
2013	31211	1451	21.5

Sources: ¹Louisiana Board of Regents.

²Louisiana Board of Regents Student Credit Hour Reporting System-Student Credit Hour Production, 2013-14.

5d. Average Number of Students Per Instructor

Year	FTE Enrollment	FTE Faculty	Number
2009 (Baseline)	7333.6	389.9	18.8
2010	7094.9	392.9	18.1
2011	6766.1	342.7	19.7
2012	6140.8	343.2	17.9
2013	5930.0	238.0	24.9

Calculation: FTE enrollment divided by FTE faculty

5e. Number of Non-Instructional Staff members in Academic Colleges/Schools.

Colleges	2011-12		2012-13		2013-14	
	Number	FTE	Number	FTE	Number	FTE
College of Agricultural, Family and Consumer Sciences	1	1.0	1	1.0	1	1.0
College of Arts and Humanities	2	2.0	2	2.0	2	2.0
School of Architecture	1	1.0	1	1.0	1	1.0
College of Business	2	2.0	2	2.0	2	2.0
College of Education	6	6.0	4	4.0	4	4.0
College of Engineering	1	1.0	1	1.0	1	1.0
School of Nursing	2	2.0	2	2.0	2	2.0
School of Public Policy and Urban Affairs	1	1.0	1	1.0	1	1.0
College of Sciences	2	2.0	2	2.0	2	2.0
Graduate Studies	1	1.0	1	1.0	1	1.0
Honors College	1	1.0	1	1.0	1	1.0
Center for Student Success	6	6.0	7	7.0	7	7.0
International Education and Service Learning	1	1.0	1	1.0	1	1.0

Source: Employee Salary Data System (EMPSAL), SUBR Office of Human Resources.

NOTES: In 2013, the Louisiana Board of Regents approved SUBR's request to merge or realign existing academic colleges and schools; SU Board of Supervisors' approval of personnel is currently pending.

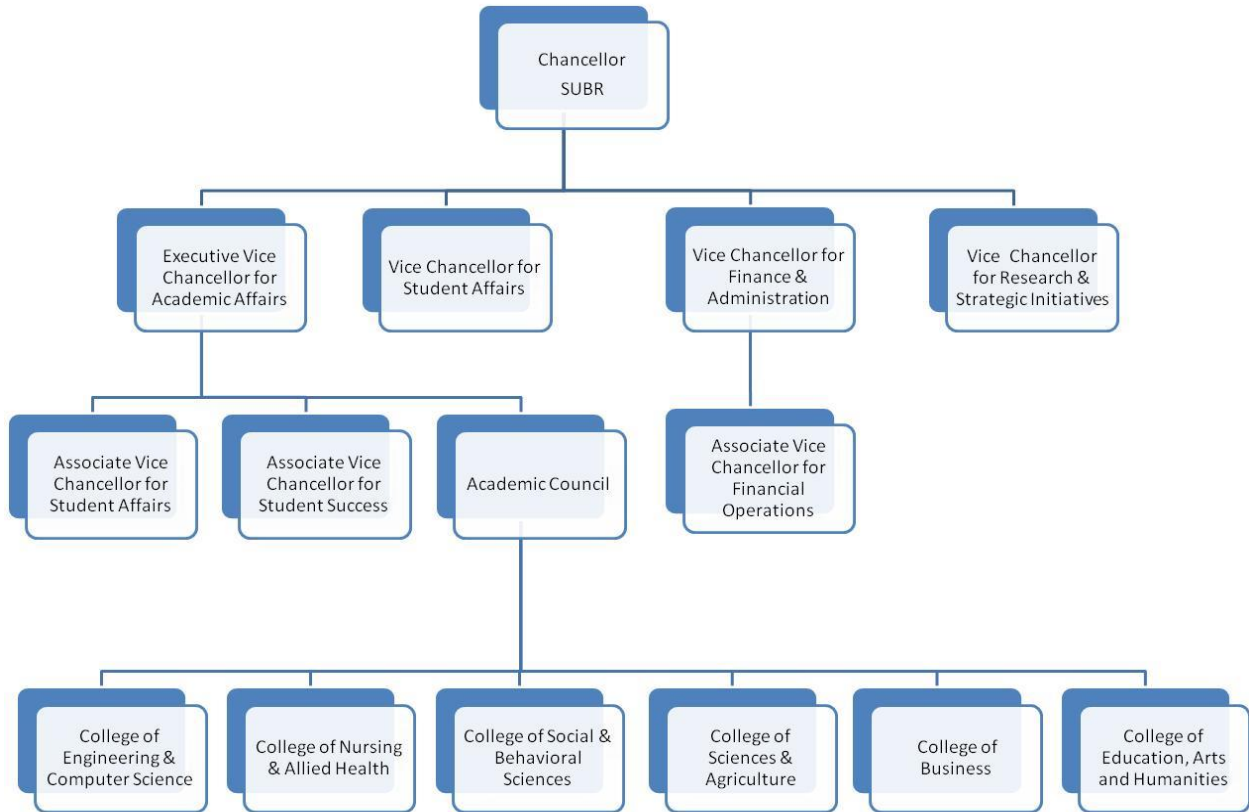
5f. Number of Staff in Administrative Areas

Divisional Units	2011-12		2012-13		2013-14	
	Number	FTE	Number	FTE	Number	FTE
Chancellor's Office	6	6.0	6	6.0	6	6.0
Academic Affairs	5	5.0	5	5.0	5	5.0
Student Affairs	5	5.0	7	7.0	7	7.0
Finance and Administration	14	14.0	12	12.0	12	12.0
Research and Strategic Initiative	2	2.0	2	2.0	2	2.0
Athletics	3	3.0	3	3.0	3	3.0

Source: SUBR Office of Human Resources, Employee Salary Data System (EMPSAL)



**5g. Organizational Chart
Southern University and A&M College
at Baton Rouge**



NOTE: In 2013, the Louisiana Board of Regents approved SUBR's request to merge or realign existing academic colleges, schools, and departments, resulting in a reduction of deans and departments.

5h. Salaries of Personnel (First and Second Tier of SUBR Personnel in Leadership Positions). FY 2013-14							
POSITIONS	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Change in Personnel and Salary
	Baseline	Furlough Salary¹	Furlough Salary¹	Furlough Salary²	Annual Salary³	Annual Salary	
Chancellor	245,000	235,577		228,846	250,000		Change in Personnel in 2011.
Executive Vice Chancellor	175,000	168,269		141,885	155,000		Change in Personnel in 2011 and 2012.
Associate Provost	110,000	105,769		93,641	120,000		Change in personnel in 2011. Position title changed to Associate Vice Chancellor for Academic Affairs.
Assistant Provost	90,000	86,538					Vacant in 2011, 2012 and 2013.
Associate Vice Chancellor, Student Affairs	81,500	76,923		73,231	105,000		Change in personnel in 2009 and 2012. Vacant in 2013.
Associate Vice Chancellor, Enrollment Management	99,350	86,538		82,385			Vacant in 2012 and 2013
Associate Vice Chancellor, Student Success					105,000	82,000	New position in 2012. Change in Personnel in 2013.
Dean, College of Business	112,746	108,410	125,000	119,000	130,000		Corrected salary data in 2010-11.
Dean, School of Public Policy and Urban Affairs ⁴	110,054	85,625	88,055	83,828	91,577		Change in personnel and salary correction in 2010. College reconfiguration in 2013.
Dean, Center for International Education and Continuing Education	89,000	85,577		81,469	89,000		Furlough ended in 2012. Initial 2008 base salary restored.
Dean, University College	90,080	86,615		83,124	90,080		Change in position title. Furlough ended in 2012, initial 2008 base salary restored.
Dean, College of Agriculture (Interim)	96,576	92,862		86,962	95,000		Change in personnel in 2011. College reconfiguration in 2013.
Dean, Honors College	89,050	85,625					Vacant in 2011, 2012 and 2013. Dual position/Assoc. VC for Academic Affairs
Dean, College of Sciences	102,020	98,096					Vacant in 2012 and 2013
Dean, College of Engineering	127,398	122,498		116,618	127,398		College reconfiguration in 2013. Furlough ended in 2012, initial 2008 base salary restored.
Dean, College of Arts and Humanities	95,656	85,625		81,515	89,050		Change in personnel in 2009. College reconfiguration in 2013.
Dean, Library	88,472	85,069		80,986	88,472		Furlough ended in 2012, initial 2008 base salary restored.
Dean, College of Education (Interim)	100,130	96,279		91,657	100,130		Change in personnel in 2011 and 2012. College reconfiguration in 2013.
Dean, School of Nursing	120,582	115,944		109,846	120,582		Change in personnel in 2011. College reconfiguration in 2013.
Dean, School of Architecture	97,500	93,750		89,250	97,500		Vacant. College reconfiguration in 2013
Dean, Graduate School	89,050	85,625		88,792	105,000	120,000	Change in personnel in 2011, 2012 and 2013. Salary increase in 2013-14
Vice Chancellor, Finance & Administration	104,706	100,679	122,455	116,577	127,353	114,618	Salary increase in 2010 due to additional duties. Change in status in 2013.
Associate Vice Chancellor for Financial Operations	89,050	85,625		81,515	89,050		Furlough ended in 2012, initial 2008 base salary restored.
Associate Vice Chancellor, Facilities Operations	69,635	67,894		63,743			Vacant in 2012 and 2013
Vice Chancellor, Research and Strategic Initiative	117,500	112,981		107,558	117,500		Furlough ended in 2012, initial 2008 base salary restored.
Vice Chancellor, Student Affairs						105,000	New position in 2013-14.

Sources: SUBR Office of Human Resources; SUBR Budget Office.

NOTES: (1) The Southern University Board of Supervisors approved the 2009-10 Budget Reduction Plan effective September 1, 2009 through June 30, 2010, and September 1, 2011 through June 30, 2012. (2) Increased reduction in furlough salaries in 2011-12. (3) Furloughs ended June 30, 2012. (4) In 2013, the Louisiana Board of Regents approved SUBR's request to merge or realign existing academic colleges, schools, and departments, resulting in a reduction of deans and departments. SU Board of Supervisors' approval of personnel and existing positions is currently pending.

5i. Cost Performance Analysis

5i.i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of Colleges and University Business Officers guidelines. As reported on Form BOR-1 during the Operational Budget Process.

Southern University and A&M College A Cost Performance Analysis Fall 2013		
Expenditures by Function:	Amount	% of Total
Instruction	\$ 29,498,365	41.0%
Research	\$ 357,195	0.5%
Public Service	\$ 329,026	0.5%
Academic Support**	\$ 8,188,861	11.4%
Student Services	\$ 2,681,105	3.7%
Institutional Services	\$ 8,676,728	12.1%
Scholarships/Fellowships	\$ 5,003,790	7.0%
Plant Operations/Maintenance	\$ 11,544,958	16.1%
Total E&G Expenditures	\$ 66,280,028	92.2%
Hospital	\$ -	0.0%
Transfers out of agency	\$ 3,507,882	4.9%
Athletics	\$ 2,074,841	2.9%
Other	\$ -	0.0%
Total Expenditures	\$ 71,862,751	100.0%

Source: SUBR Office of Finance and Administration/Louisiana Board of Regents Form BOR-1, Revenue/Expenditure Data

5i.ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education. Cost of attendance (COA) for a Louisiana resident, living off campus, not with parents.

Average yearly cost of attendance 2013-14	\$20,297
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5i.iii. Average time to degree for completions of academic programs at 4-year universities

Average time to Bachelor's Degree	5.9 years
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5i.iv. Average cost per degree awarded in the most recent academic year.

State Dollars Per FTE	\$4,946
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5i.v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation per FTE for 4-year universities.

Average cost per non-completer	\$4,946
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5i.vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.

Total Expenditures	\$127,872,676
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Appendix #2 to Attachment B

Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.

4-year Universities

Reporting Year - 4

Institution: Southern University and A&M College

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 (Data for 2012-13)	# Students who met standards for passage (Data for 2012-13)	Calculated Passage Rate
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2007-08	65	65	100%
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		41	39	95.12%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2008-09	88	82	93.18%

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ Appendix #1

Baseline Year = most recent year data published by entity that grants licensure/certification

Calculated Passage Rate = # students to meet standards for passage/# students who took exam

Attachment D 4-year university, 2-year college, technical college Year 4 Annual Report

System: Southern University System
 Institution: Southern University and A&M College
 Reporting Year 4

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

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 Actual	Year 2 Benchmark	Year 2 Actual	Year 3 Benchmark	Year 3 Actual	Year 4 Benchmark	Year 4 Actual	Year 5 Benchmark	Year 6 Target	
			2008-09	2009-10	2009-10	2010-11	2010-11	2011-12	2011-12	2012-13	2012-13	2013-14	2014-15	
1. Student Success														
a. i.	Targeted	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	71.7%	72.0%	72.2%	72.4%	70.4%	72.7%	68.7	73.1%	67.4	73.4%	73.7%
			Actual Baseline Data: # in Fall 08 Cohort	1033		993		868		831		743		
			# retained to Fall 09	741		717		611		571		501		
	ii.	Targeted	1st to 3rd Year Retention Rate	59.0%	60.1%	59.4%	61.0%	60.0%	62.2%	55.9%	63.2%	55.7	64.3%	65.3%
			Actual Baseline Data: # in Fall 07 Cohort	1125		1034		993		868		831		
			# retained to Fall 09	664		614		596		485		463		
	iv.	Targeted	Same Institution Graduation Rate	28.3%	30.1%	30.3%	30.5%	29.3%	32.0%	30.5%	32.4%	29.4	32.9%	34.9%
			Actual Baseline Data: 2008 Grad Rate Survey	1176		1351		1575		1434		1129		
			Fall revised cohort (total)	333		409		462		437		332		
b. i.	Targeted	Percent Change in program completer Baccalaureate			-2.9%	-2.9%	1.0%	-7.8%	2.0%	-10.8%	3.0%	-4.6	4.0%	5.0%
			2008-09 AY	895	869	869	904	825	913	797	922	854	931	940
			Masters		-9.3%	-9.3%	1.0%	-6.4%	1.9%	-5.8%	2.9%	0.6	3.8%	4.8%
			2008-09 AY	312	283	283	315	292	318	294	321	314	324	327
			Doctoral		11.1%	11.1%	5.6%	27.8%	11.1%	138.9%	16.7%	50.0	22.2%	27.8%
			2008-09 AY	18	20	20	19	23	20	43	21	27	22	23
d. i. b.	Targeted	Passage rate on licensure exam in Education	2007-08 AY						98.0%	100.0%	98.5%	100.0	98.8%	99.0%
			Actual Baseline Data: # of students taking PRAXIS							73		65		
			# who met standards for passage							73		65		
	i. d.	Targeted	Passage rate on licensure exam in Nursing (RN)						86.4%	86.5%	86.6%	93.2	86.8%	87.0%
			Actual Baseline Data: # of students taking NCLEX							111		88		
			# who met standards for passage							96		82		
2. Articulation & Transfer														
a. i. b.	Targeted	1st to 2nd Year Retention Rate of Transfer Students (full time, bacc,	2008-09 AY to Fall 09						75.0%	75.1%	75.5%	75.4	76.0%	76.5%
			Actual Baseline Data: # in AY 08-09 Cohort							317		301		
			# retained to Fall 09							238		227		
3. Workforce & Economic Development														
b. iii.	Targeted	# of programs offered through 100% distance education	January 1, 2013						3	4	4	8	4	5
4. Institutional Efficiency & Accountability														
d. i.	Targeted	Percent of eligible programs that are discipline accredited	January 1, 2013						85.0%	96.9%	85.0%	94.1%	85.0%	85.0%
			Actual Baseline Data: # programs							32		34		
			# discipline accredited							31		32		

New Targeted Measures were added in Year 3

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

APPENDIX A
Early Alert Program

Numbers for Early Alert Program				
Term of Data	Baseline	Year 1	Year 2	Year 3
Number Referred	35	37	45	60
Target Rate of Improvement	15%	15%	15%	30%
Actual Rate		52%	60%	62%
Result		Met	Met	Met

Target Rate of Improvement indicates that 15% of those individuals referred before mid-terms will attain a passing grade in the referred course.

Numbers for Probation Intervention Program			
Term of Data	Baseline	Year 1	
Number Referred	326	326	
Target Rate of Improvement	20%	20%	
Actual Rate		32%	
Result		Met	

Target Rate of Improvement indicates that 20% of second semester freshmen will have improved their academic standing through participation in this program.

APPENDIX B

Colleges and departments that align students with current workforce needs.

College of Business

The mission of the College of Business is congruent with the mission of Southern University, Baton Rouge. The College is committed to preparing business leaders who are qualified to function as effective middle- and upper-level managers in private business enterprises and public organizations, as well as to pursue entrepreneurial opportunities. Our objective is to create the nation's best workforce by aligning our curriculum offerings in response to the needs of our students and industry. This challenge calls for new approaches and innovative strategies in attracting, retaining and placing our students. These activities include:

- Collaboration with the SUBR office of Career Services and others to provide opportunities to our majors in the following activities: Career Services Programs, Career Fair, and Interview Skills Workshops,
- Business and Industry Cluster Programs
- Providing students more opportunities to participate in case and business plan competitions (Opportunity Funding Corporation (OFC) Business Plan Competition)
- Student OFC Host Committee Program with Interviews
- Organize Student Professional Development Programs
- Participate in Black Executive Exchange Programs (BEEP)
- Organize Career Awareness Program
- Participate in student organization activities: National Association of Black Accountants (NABA)
- We have greater interest from companies that are recruiting our students in the college such as Entergy, FDIC, Boeing, State Farm, and Liberty Bank
- Reviewing and strengthening the MBA program curriculum for currency and continuous improvement.
- Introducing six concentrations in the program based on state and national workforce needs; namely, in Supply Chain Management, Human Resources Management, International Business, Accounting, Finance and Entrepreneurship
- Creating the Southern University MBA Program National Board of advisors consisting of major corporations.
- Since fall 2006, actively participating in the National Black MBA Association Annual Conference career fair activities and providing opportunities for MBA students to interact and interview with over 300 fortune 500 companies
- Inviting business executives per semester to speak to our students through the SU MBA Global Leadership Speaker Series.
- Organizing study abroad programs to enhance the global competency of our students.
- Encouraging and assisting students to participate in summer internship programs.
- Generating external support funds to help the career and professional development of our students through grants, contracts and fundraising (Gala on the Bluff activities).
- Creating a state-of-the-art information technology environment in the College for teaching and learning through national, state, and Title III grants.
- Industry Collaboration
 - ExxonMobil Partnership
 - Established a Student Organization called the Society of Supply Chain Professionals.
 - This organization is working jointly with the Institute of Supply Chain Management (ISM) and the Baton Rouge National Association of Purchasing Management Chapter.
 - SAP University Alliance Partnership
- Bayou Sales Challenge - Professional Sales Student Development.

Department of Urban Forestry

Students who completed the requirement for the undergraduate and graduate degree in Urban Forestry during 2011-12, 100 percent were found employed six months and eighteen months after graduation. Activities that help align students with current workforce needs include the following:

- Enhanced the curriculum through addition of new courses and modification of course contents.
- In collaboration and financial support from the USDA Forest Service have created new educational activities through Educational Forest Program to prepare students for the workforce needs.
- In collaboration with the USDA National Institute of Food and Agriculture (NIFA) have built capacity for the programs to provide additional training and research opportunities for students in urban forestry to prepare students for the workforce needs.

- The Urban Forestry is a S.T.E.M discipline and as such follows the workforce needs for S.T.E.M.
- Have enhanced the program through the accreditation standards of the Society of American Foresters (SAF) and the International Society of Arboriculture (ISA) to prepare the students for the workforce needs.
- In collaboration with the LA DA&F, LADEQ, SU Ag Center, and LSU Ag Center have trained students for the workforce needs.
- Have provided GIS and Arboricultural Certification for students to meet the workforce needs.

College of Education and Arts and Humanities

Department of Curriculum and Instruction

The number of completers in the Department of Curriculum and Instruction in 2011-12 was 35, of which 100 % were found employed six months after graduation. Activities that help align students with current workforce needs include the following:

➤ Mentoring

The Department of Curriculum and Instruction is an integral component of Southern University's newly designed College of Education, Arts, and Humanities (CoEAH).

Programs offered by the department prepare career educators who become reflective practitioners, goal oriented professionals, and effective pedagogues who are skilled in research based instruction and assessment strategies.

Teacher candidates enrolled in the program have professors who spend a great deal of time mentoring them and assisting them with resolving distractions that might otherwise interfere with their educational goals and objectives; such distractions may be personal, social, family related, financial, etc. During such mentoring times, faculty members review the candidates' academic performance and discuss adjustments, alternate paths, study schedules, learning strategies, etc. in an effort to keep candidates on a successful path, and/or to enhance academic success.

Moreover, the department hosts a "Round-up" where all teacher candidates and professors are present. The dean speaks encouraging words to the candidates and reinforces the point that she is always available to listen to and assist in resolving problems. Faculty speaks to teacher candidates relative to various aspects of the programs, while encouraging candidates as well. Finally the candidates themselves discuss their thoughts, ideas for improving the program and relations with faculty/administration, thanks, and/or grievances freely and without fear of repercussions. The above paradigm helps students to stay focused and on track. Further, it allows them to express their opinions, get matters resolved, and move forward with their studies. These and numerous other strategies assist the department in attracting and retaining teacher candidates.

➤ Field Experiences

Each course in the department includes a 20 hour field experience mandate. Teacher candidates are required to monitor designated professional school sites and tutor, teach, assess students, etc. Mentor teachers in the designated classrooms monitor the teacher candidates' participation and progress. Relatedly, the teacher candidates engage in various research based instruction and assessment activities that are aligned with the key assessment(s) for the various education and methods course.

➤ Career Fairs

Annual career fairs that bring in teacher education recruiters from across the state and nation are planned and implemented as a career search venue for program completers. Yet, all teacher candidates are encouraged to attend, interface, and interview with prospective employers. This process provides firsthand knowledge as to current workforce needs.

➤ Teacher Graduates

Former students who are current teachers in the workforce are invited to return and speak with teacher candidates enrolled in the program. They apprise candidates of the job requirements, necessary training, rewards that come with teaching, Common Core Standard requirements, Compass evaluations, etc. Candidates are privy to presentations and demonstrations and receive firsthand knowledge of classroom interactions—the hurrah moments as well as the tear-jerking moments.

➤ Employment Initiatives

A significant component of methods courses involves having teacher candidates research job opportunities locally, statewide, nationally, and globally. Candidates seek to determine the workforce needs, job requirements, and vacancies. Various technology modalities are utilized to assist in gathering the data indicated above. International, national, state and local resources are used in the quest to gather these data. The Louisiana Workforce Commission and similar sites are vehicles necessary for compiling the designated information.

➤ Clinical Experiences

Each teacher candidate, upon completion of degree requirements, must engage in clinical experiences. Such experiences afford opportunities for students to demonstrate their mastery of research based instruction and assessment methods, classroom management strategies, learning theories, and other pertinent skills that are essential to successful classroom teaching experiences. Our teacher candidates are evaluated very high on their clinical experience activities. Such experiences translate to embedded pedagogical knowledge that teacher candidates engage in during their initial years in the teaching profession.

➤ Alternative Certification

Teacher candidates in this program receive a certificate, not a degree and are employed as they matriculate in the program.

Department of Visual Arts (Fine Arts)

When the department/ program identified its goals in Spring 2010 and planned its activities for 2010-11, the EXPECTED/ ANTICIPATED results are noted below.

Results: Graduates have been members of the National Conference of Artists and have participated in NCA local, state and national exhibitions. Graduates are also members of the Black Art in America National /International Website, where their biographies and artworks are posted.

Results: That our students would have the opportunity to be interviewed by reporters, discussing their art, for print media, radio, and television. Their work has been published in exhibition catalogues; they are actively involved in community volunteerism with arts organizations and agencies. The art students have a very active art organization.

Creative Arts Society that hosts its own university website. The Department had the only full-time licensed art therapist in the state who taught courses in art therapy.

Results: The Visual Arts has received more visibility and recognition. More students have begun to visit and inquire about the department.

Department of English and Philosophy (English Program)

To ensure that students are exposed to workforce opportunities, English professors are quite diligent about encouraging students to pursue internships and attend workshops that develop their analytical and communication skills. Additionally, since many of the English program's professors are graduates of Louisiana State University (LSU), they maintain close ties with LSU's graduate program and ensure the Southern University undergraduate English majors participate in select programs and workshops designed to encourage students to pursue graduate degrees. Currently, the SUBR English program is pursuing similar relationships with regional graduate English programs at the University of Louisiana Lafayette and the University of New Orleans.

Over the past four years, there has not been a concerted effort in the Southern University (SUBR) Department of English to maintain contact with graduates once they graduate. Thus, there are few records available regarding their accomplishments or locations over the past several months. However, this is an oversight that has been rectified beginning with graduates of Fall 2013.

Department of History

Student retention and preparation for current workforce needs include the following:

Interest in the field of study as well as the testimonies of those who have matriculated in, and successfully completed the program have played major roles in regards to retention. It has become apparent that the proper motivation, desire, and discipline, along with the training received on the undergraduate and graduate program levels, enables one to succeed anywhere, whether pursuing graduate studies or seeking better employment opportunities.

According the U. S. Bureau of Labor Statistics, Occupational Outlook Handbook (As of January 8, 2014), employment opportunities for historians is projected to grow a sluggish 6 percent on average from 2012 to 2022, as compared to all other occupations; postsecondary teachers, 19 percent from 2012 to 2022, faster than the average for all occupations, and high school teachers, 6 percent from 2012 to 2022, slower than the average for all occupations, the program remains steadfast in its mission to provide student majors the training they seek to satisfy educational and career goals and objectives.

Music Education

Due to the outstanding reputation of the Southern University Marching Band, Music Education majors that participate in this ensemble are participating in a culturally relevant and significant musical ensemble. The lessons learned as a result of participating in the marching band has generational appeal to both alumni and potential recruits. The Music Education majors are preparing themselves to carry this tradition of excellence to the junior high school and high school instrumental music programs they will eventually be employed. The vocal music education majors gain the same expertise and preparation through performances and community exposure as a result of participation in the Concert Choir.

The Southern University Chapter of the Music Teachers National Association will attend the National Conference in Chicago, Ill. on March 22-26. This organization sponsors music events that enhance their growth as future educators. During the past year the 2013-214 Collegiate Chapter-MTNA sponsored Michael Gurt, LSU Professor of piano in a recital and Master class. Evan Conroy, Guest Artist Recital was attended by many music education majors. Music performance activities include the following:

- Opera – Students prepare operatic excerpts for performance, as well as attend local televised and live performances.
- Piano – Students participate in the Alcorn Piano Competition and the Tourgee
- DeBose International Piano Competition held at Southern University.
- Voice – Students learn to audition, professional decorum and common practices of performance through participation in ensembles, NATS Voice Competitions.
- Jazz – The Alvin Batiste Institute has a summer program for high school students, and the SU Jazz Ensemble participates in local and regional jazz festivals.
- Instrumental – Students learn through participation in musical ensembles, and band camps.

Theatre Arts

The degree in Theatre Arts has been officially cancelled in 2011. However, years prior to 2011, students majoring in Theatre Arts completed their course work at LSU-Baton Rouge. Since 2010, two tenured professors and one or two temporary instructors have essentially taught general education courses. In this connection, workforce and economic development endeavors have been largely initiated and implemented on case by case basis. The two tenured professors have fulfilled tasks related to same individually and collectively.

College of Engineering and Computer Science

The number and percent of 2011-12 completers in the College of Engineering and Computer Science found employed six months after graduation by degree subject area are as follows:

Mechanical Engineering

There were 16 completers in the Department of Mechanical Engineering. Percent found employed six months after graduation is 93.8%.

Electronics Engineering Technology

There were 13 completers in the Department of Electronics Engineering Technology. Percent found employed is 54.0%.

Electrical Engineering

There were 26 completers in the Department of Electrical Engineering. Percent found employed six months after graduation is 58.0%.

Civil and Environmental Engineering

There were 10 completers in the Department of Civil and Environmental Engineering. Percent found employed six months after graduation is 70%.

Computer Science

There were 13 completers in the Department of Computer Science. Percent found employed six months after graduation is 84.6%.

The Southern University's Career Services Center provides students with career planning, counseling, and conduct workshops on employment and interview techniques. Students are advised about both industry and academia careers. The Department host many research workshops to expose students to innovative knowledge and technology of the area of their interest. Students also have opportunities to participate in funded research under the supervision and guidance of faculty.

Students also have opportunities to meet and engage with leaders of major industries and companies, at the Department's Annual Computer Science Symposium or at various workshops and seminars organized by the department throughout the academic year.

The department has developed an advising form that the faculty and student can use as a guide to maintain students' progress.

Computer Science courses listed as CMPS 240, CMPS340, and CMPS 440 are accepted as electives for work experience and co-op (maximum of 6 hours).

Department of Therapeutic Recreation

In the College of Nursing and Allied Health is the Department of Therapeutic Recreation. In 2011-12, there were a total of 35 completers at the undergraduate and graduate levels, of which 100 % were found employed six months after graduation.

The Mathematics and Physics BS and MS degree holders are prepared for successful job placements through a well-conceived set of activities that have proven themselves to be highly effective to date. On aspect of this placement, better than getting a job with a BS degree, consists of the successful enrollment of BS holding alumni in graduate school, with full financial support, for the pursuit of the MS or the Ph.D. degree.

- The first and critical activity consists of immersing our students in the Ten-Strand Systemic Mentoring model of the Timbuktu Academy and of LS-LAMP – with the explicit aim of ensuring their on-time graduation and their competitiveness compared to their peers from any other institution. The strands of the systemic mentoring model are (1) financial support, (2) professional advisement, (3) tutoring, (4) communication skills enhancement, (5) generic research participation, (6) the execution of specific research projects, (7) the immersion in a professional culture, (8) continued technological/instrumentation skill enhancement, (9) monitoring (including the use of mentoring portfolio), and (10) guidance to the job marked or to graduate school.
- Students get experiences through internships and summer research.
- A third activity held every year, with the assistance of Career Services at SUBR, consists of the annual job fair. During this event, representatives of many corporations, businesses, and industries - that are members of the Business and Industry Cluster of SUBR – not only recruit prospective employees, but also summer interns; and they provide professional feedback to students (lower level ones included) on their résumés, attires, and interview skills. The Office of Career Services provides similar feedbacks throughout the year; this in-house advice, however, is a substitute to that from actual businesses and industries.
- Every year, the Timbuktu Academy and LS-LAMP, in association with other offices, host the Committee on Institutional Cooperation (CIC). Many graduate schools attend this day-long event to recruit prospective graduate students.
- A host of other activities, including the weekly seminars of the Timbuktu Academy and LS-LAMP, guide our students to the job marked and graduate school.