

The Southern University System



**Year 4 - GRAD Act Remediation Plan
Quarterly Report – Second Quarter
10/15/2014 to 1/15/2015**

January 15, 2015

Southern University System GRAD Act Remediation Plan Quarterly Progress Report – 2nd Quarter

I. Introduction

The Southern University System Office (SUS) has worked closely with the four institutions that are assessed by GRAD Act targets and measures. This support aims to ensure activities outlined in Year 4 Remediation Plans are implemented and to enhance the overall quality of the educational experience on all of our campuses. This is the second of four quarterly reports (October 15, 2015 through January 15, 2015) delineating remediation activities approved by the Board of Regents. These activities were coordinated by:

- The Southern University System
- Southern University and A&M College (SUBR)
- Southern University Shreveport (SUSLA)
- Southern University Law Center (SULC)

Those activities under the auspices of the Southern University System will also benefit the Southern University New Orleans (SUNO) campus which met Year 4 GRAD Act targets. Below is an update on system-wide GRAD Act activities. The campus reports, with their supporting documentation, will follow.

II. Southern System Activities

First Quarter Activity 1: Data Integrity and Process Management Summit

In partnership with the offices of Planning and Institutional Research (PAIR) on each campus, the System office will coordinate a Data Integrity and Process Management Summit to ensure data reliability not only for GRAD Act purposes but also for internal analytics and to improve operational efficiency. The SUBR PAIR Office has reached out to Regents personnel to determine a suitable date for their participation in the data summit. It is projected that the summit will occur on November 13 – 14 of 2014.

[Second Quarter Activity 1: The data summit was held in November 2014 with 52 participants from across the Southern System \(Attachment 1 – Sign-In Sheets\). Representatives from the Louisiana Board of Regents made presentations on data integrity and reporting for GRAD Act. There was also a presentation from the FBI on cyber security and opportunities for campus and functional groups to explore challenges and possible solutions to data issues \(Attachment 2 & 3 – Summit Agenda and Notes\). In response to several issues raised at the summit, a follow-up Banner Users Group \(BUG\) teleconference was held on December 3, 2014 \(Attachment 4 & 5 – BUG Agenda/Summary\) with discussions of holding these meetings on a regular basis for Banner users across the System \(Attachment 6 – BUG Invite list\).](#)

First Quarter Activity 2: “SU Smiles” Customer Service Training

The Southern University System Division of Human Resources launched its customer service initiative called “SU Smiles” in July 2014 in anticipation of the Fall 2014 registration period. As of October 2, 2014, one Noel Levitz based session consisted of 66 participants and one Myra Golden based session,

“Handling Difficult Customers” had 52 participants. All participants were asked to attend the two separate sessions totaling four hours of training. Participant feedback is currently being reviewed and will be summarized in the next Quarterly Report. These trainings will continue on all campuses throughout the Southern System over the remainder of the academic year.

Second Quarter Activity 2: The overarching theme for the Spring 2015 Faculty and Staff Institute at SUSLA was “Back to Basics” and featured customer service strategies across multiple areas (Attachment 7 – Institute Program). A total of 336 faculty and staff attended the workshop (Attachment 8 – Sign-In Sheets). Three sessions were dedicated to customer service throughout the day. The first session, “Ask the Experts” addressed customer service from the perspective of providing students with proper information. The second session was a rotating session dedicated to enrollment processes, student advisement, the FASFA and financial aid.

Mr. Dennis Brown, President of Destiny Investments, hosted a workshop during the Faculty and Staff Institute which served as the culmination of a series of five customer service workshops with the campus across the previous semester. Each campus Division participated in an individual workshop throughout Fall 2014. In January 2015, Mr. Brown’s workshop served as a capstone to the work he had done with several units across the SUSLA community.

In addition to the seminars, the campus now has a customer service survey, accessed by a QR Code located on the back of the Institute Program. Through this online survey, faculty, staff, students, and community members can access a customer service survey. The survey went live in November of 2014 and averages roughly 30-40 responses per month. From the survey results, a Jaguar of the Month is selected by the Chancellor. Also, to reinforce new customer service strategies, a webinar on quality customer service in higher education is scheduled for all front-line employees on February 24, 2015.

The System Human Resources Office has reviewed participant feedback from “SU Smiles” workshops conducted at SUBR and SUNO in the Spring of 2014 (Attachment 9 – SU Smiles Evaluations Summary). Electronic surveys were administered immediately following the SU Smiles training program implementation at Southern University. A Kirkpatrick level three survey was used to gauge participant feedback on what they had learned and would likely utilize as part of their customer service delivery. From the participant responses, 100% “Agreed” or “Strongly Agreed” that the SU Smiles program met their expectations and that they were clear on how to use what they had learned on the job. The next System-wide customer service survey and training is scheduled for Fall 2015.

First Quarter Activity 3: GRAD Act Grant Guidelines

In support of student progression and retention, all GRAD Act campuses have been allocated funds that can be awarded to students who are unable to enroll in school due to financial hardship. The System office has drafted guidelines for the disbursement of these funds to ensure they are utilized by the targeted student group. These guidelines will be reviewed and ratified at a System Academic Council meeting on Wednesday, October 15.

Second Quarter Activity 3: The System Academic Council met on October 15 and reviewed and approved the GRAD Act Grant Guidelines (**Attachment 10 – Approved Guidelines**). Southern campuses have started to disburse these hardship and need-based grants to promote student retention. In the Fall 2014 semester, two awards in the amount of \$500 each were made at the Law Center. At SUSLA, 14 students received GRAD Act grants totaling \$8,000. In addition to GRAD Act support designated for need-based grants, SUBR has raised additional funds to issue awards of roughly \$1,000 to 120 students across the fall and spring semesters.

Southern University and A&M College GRAD Act Remediation Plan Quarterly Progress Report – 2nd Quarter

A. First-to-Second Year Retention Rate

First Quarter Activity 1: Identify and contact the Fall 2013 cohort students who have not registered for the Fall 2014 term.

In accordance with the GRAD Act Year 4 remediation plan, Southern University and A&M College at Baton Rouge (SUBR) identified first-time, full-time, degree-seeking students from the Fall 2013 cohort who had not registered for the Fall 2014 term. To better track 1st-to-2nd year cohort students, a daily report was modified to identify the cohort students according to enrollment, financial, and financial aid statuses of the unregistered students. It was shared with the Chancellor, Finance, and Financial Aid offices. Beginning July 16, 2014, lists of 1st-to-2nd year (2013) and 1st-to-3rd year (2012) unregistered cohort students were developed by the Office of Planning, Assessment, and Institutional Research (PAIR) with student contact information including name, address, primary phone number, and email address. These students were contacted by advisors from the Center for Student Success (CSS), and the Center for Teaching and Learning Excellence (CTLE). The table below provides an overview of this activity and preliminary results. Subsequent reports will specify the actual number of students who enrolled in the Fall 2014 semester following this activity.

Results of SUBR Outreach Calls to Prospective Returning Students (08/25 - 08/27/2014)	
Description	Number
Total number of calls made	1,205
Left voicemail	474
No answer and no voicemail	47
Actual students reached	357
Students pledging to submit appeal that week	113
Students paying out of pocket or had already paid	97
Students awaiting appeal decision	58
Students stating they weren't returning for fall	83
Hung up	2
Not returning due to graduation	4

The SUBR administration has taken an active role in implementing the remediation plan and coordinating retention efforts. Chancellor Flandus McClinton includes these items as part of the regular agenda for Senior Leadership team meetings and required the group to participate in making some of the outreach calls to non-returning students. As the first day of the Fall 2014 semester approached, the Chancellor divided the cohort lists into segments of students and asked the Senior Leadership team to contact the students via email or phone. The PAIR office also coordinated an email campaign with updates on pre-registered and enrolled status of the 1st-to-2nd year cohort students.

Second Quarter Activity 1: The University instituted an aggressive student outreach campaign to promote retention. Activities included emails, manual and automated phone calls to the

unregistered students. Of the students contacted during these first quarter activities, 344 students returned for the Fall 2014 semester. By the end of the semester, 239 of these students were still enrolled with 10 students placed on probation and 62 suspensions.

First Quarter Activity 2: Notify students who require academic or financial aid appeals at least two weeks prior to the start of the fall term.

On May 22, 2014, the Office of Financial Aid began distributing the first round of Satisfactory Academic Progress (SAP) letters to students in jeopardy of losing financial aid eligibility. The letter explains that SAP is measured both qualitatively by Grade Point Average, and quantitatively by an earned/attempted hour ratio and/maximum attempted hours allowed for a program. The letter also specifies which of the two requirements the student failed to meet. The letter explains the appeal process necessary to reinstate financial aid eligibility and includes a link to the required form, the latest postmarked due dates for the appeal, and the address where the form must be submitted. In addition to the financial aid letter, the CSS also distributed an email to students informing them of negative academic or financial aid status and information on the appeal process to reinstate good standing. This email also includes the appeal form and submission guidelines. Both academic and financial aid advisors are working to reinforce messages and doubling their efforts to ensure students understand the SAP process and what is necessary to resume and maintain good academic/financial aid standing.

Second Quarter Activity 2: Efforts were coordinated between the Registrar, the Director of the Center for Student Success and Financial Aid Director to ensure the proper evaluation of student performance and to encourage the early completion and submission of appeal applications. Once a student appeal has been received and evaluated, if approved, the student must then register for classes.

To ensure students are more aware of SAP requirements, a financial aid representative has attended Freshman Seminar courses advising the students of SAP guidelines and financial aid options. At least six out of the 18 (30%) Freshman Seminar part 1 courses had a Financial Aid representative meet with their class. A financial aid representative will be attending the second part of the Freshman Seminar courses during the Spring 2015 semester. The Freshman Seminar course is a required course for all first-time students within their first 36 credit hours at the institution. According to the Center for Student Success this effort has reduced the number of appeals between the Fall 2014 and Spring 2015 semesters by 25%.

First Quarter Activity 3: In Fall 2014, require an advisor release in Banner for all returning students who have not completed 36 hours from the Fall 2013 freshman cohort.

SUBR utilizes the Ellucian Banner product as its Student Information System (SIS). Banner allows administrators to place several types of restrictions on student accounts to require students to take certain actions such as seeing an advisor before completing registration. As part of SUBR's retention enhancement efforts, every student who enters our system as a first-time freshman has a registration "HOLD" in Banner, regardless of full-/part-time or degree/non-degree seeking status. As students attempt to generate a class schedule online, the student portal, Banner Self-Service, notifies students that they have a "HOLD" on their account and in order to register for classes they must see their CTLE advisor. CTLE is responsible for advising all students with less than 36 hours. Every CTLE advisor has Banner authorization to bypass the "HOLD" and register students once they provide students both verbal and written information regarding the "HOLD." This information is a part of the CTLE orientation and is reviewed in one-on-one sessions students have with their advisors.

Second Quarter Activity 3: The “HOLD” on student accounts was implemented and completed successfully for 768 continuing students from the Fall 2013 cohort. This process was both recommended and supported by the CTLE advisors. This process afforded the advisors an opportunity to have a face-to-face discussion with students about their academic options. The CTLE advisors are exploring the merits of an “intrusive advising” approach which promotes direct and regular contact with students. The advisor’s process in Banner is to by-pass the registration “HOLD” with a passkey implemented upon accessing the student’s initial record. Once the advisor by-passes the registration hold, the advisor is able to register the students into their courses ([Attachment 1 - Student Profile Report indicating “HOLDS”](#)).

First Quarter Activity 4: The PAIR office will prepare detailed student profiles in Banner which identify students’ declared majors and departmental advisors.

SUBR utilizes Evison’s Argos software system as one of its data reporting resources. The PAIR office created a student information module within Argos that compiles critical student retention data queried directly from the Banner SIS. As noted in the supporting documentation, the student’s academic history, advisors, test scores, “HOLDS” as well as, upon selection, the course schedule and the registration activity of that semester are provided. This Argos report is available to all instructors and advisors. Instructors may benefit from seeing the student’s schedule for that semester and determining the scope of a student’s course load. Similarly, instructors may have a better understanding of a student’s level of preparation by having access to ACT or Compass scores. It is expected that providing these reports to advisors and instructors will facilitate better student support and ultimately more student success.

Second Quarter Activity 4: The Student Tracking System (STS) advisory tool was created with input from CTLE advisors ([Attachment 2 - Argos CTLE-STs Student Dashboard](#)). They recommended the form layout and contents. The information presented on this form is obtained by accessing data from several Banner forms that an advisor would have to access separately including information on the primary advisor, secondary advisor, “HOLDS” details, individual test scores (ACT, SAT, etc.), student schedule, registration activity, each term attended with corresponding academic standing, degree program(s), student classification, level, payment status, total credit hours attempted and earned per term, overall attempted and earned by term, and overall GPA. A few of the Banner forms needed to obtain this information are SPAIDEN, SOAHOLD, SOATEST, SHATERM, SCACRSE, and SFAREGS. This one-stop shop concept is currently being enhanced with additional functionality. This form was used by CTLE advisors for all students entering and continuing at SUBR with less than 36 hours. Again, the advisors are enhancing the student advising experience by having at their fingertips pertinent student information.

First Quarter Activity 5: On Banner class rosters and student profiles, provide student classification information (freshman, sophomore, junior, senior) in order for faculty to appropriately tailor referral services to promote successful course completion and progression.

In conjunction with the Registrar’s office, PAIR utilizes the Argos module and scheduler to generate and distribute a class roster for every course. Each roster provides the course identification information as well the list of enrolled students, registration type, payment status, and classification. The roster was later enhanced to provide cohort information as well. Instructors have been asked to assist with the retention of students who had not paid their fees prior to the census date to avoid having their classes purged.

Second Quarter Activity 5: The PAIR and Registrar’s offices are providing class rosters to every instructor of record for each course offered in the Spring 2015 semester. The instructors speak to

those students having not completed the payment process to encourage them to do so prior to the census date. The instructors are also able to easily identify the attendance record as recorded in the mid-term grade field. A notation of 'SH' denotes a 'SHOW' and 'NS' denotes a 'NO SHOW'. If a student's attendance has been reported incorrectly, has not been reported at all, or if the student added the course after the instructor completed their attendance reporting, the instructors are contacted to resolve this discrepancy before the census period has ended in order to properly document the student's attendance.

The class schedule books with enrollment headcounts and attendance reporting are provided to the Deans. The Deans encourage the chairs and instructors to manage attendance reporting, add additional courses, cancel courses that have low enrollment or low paid enrollment headcounts ([Attachment 3 - Course Roster](#)).

B. First-to-Third Year Retention Rate

First Quarter Activity 1: Identify and contact the Fall 2012 cohort students who have not registered for the Fall 2014 term. SUBR has contacted students who did not register for the Fall 2014 semester and will continue reaching out to students who have not paid their fees by the census date.

As noted in Activity 1, outreach for 1st-to-3rd year cohorts was conducted simultaneously with that of the 1st-to-2nd year cohort. Advisors from CTLE, Financial Aid, CSS, and instructors assisted in making these calls and emails to targeted students. As previously noted, the PAIR office provided daily updates on the pre-registration and registration status of the 1st-to-3rd year cohort retention for Year 5.

Second Quarter Activity 1: Utilizing the communication strategy previously discussed, two sub-groups of students were contacted: (1) students not registered for the Fall 2014 semester and (2) students not meeting the Satisfactory Academic Progress (SAP) requirements. The subsequent enrollment impact from this activity is summarized below.

(1) Students not registered for the Fall 2014 semester - A total of 310 students from the Fall 2012 cohort were contacted, of which 238 enrolled in and completed the Fall 2014 semester. For those completing the Fall 2014 semester, six students were placed on probation, and 22 were suspended. These students have been contact by the Center for Student Success. All others completed the term in good standing.

(2) Students not meeting SAP requirements - During this reporting period, 250 unregistered students were contacted of which 189 enrolled for the Fall semester. By the end of the semester, of the 440 who returned, 28 had been suspended.

First Quarter Activity 2: Notify students who require academic or financial aid appeals at least two weeks prior to the start of the fall term.

As noted in Activity 2, outreach for 1st-to-3rd year retention occurred simultaneous with that of the 1st-to-2nd year cohort students. This activity was collaboratively completed by instructors, CTLE, CSS and Financial Aid advisors who were addressing these students with added vigor to support retention efforts.

Second Quarter Activity 2: As performed in the first quarter, students were notified of their academic and SAP status at the end of the Fall 2014 semester. Although this activity refers to appeals for the Fall semester, this same process is followed for students going into the Spring semester needing to file SAP appeals.

First Quarter Activity 3: In Fall 2014, require an advisor release in Banner for all returning students who have not completed 36 hours from the Fall 2012 freshman cohort.

Since CTLE manages students with 36 hours or less, the 1st-to-3rd year students should be transitioning to academic departments for advising. The Academic departments have the same Banner authorization as the CTLE advisors to bypass the “HOLD” and complete the registration process. All of the Deans, Chairs, and Dean’s Designees have been trained on this process. The goal of this engagement is to ensure advisement has occurred between the student and the department. Additional permissions have been granted to the departments in the cases of restricted or reserved courses within the department’s own purview. If the advisor is comfortable with the aptitude of the student and feels the student will be able to matriculate through their program of study, the “HOLD” may be released from the student’s account enabling the student to manage the registration process fully online. Such students are able to register for courses independent of their advisor; however, departmental advisement on a regular basis is still strongly encouraged.

Second Quarter Activity 3: The “HOLD” on the student’s account was implemented and completed successfully for 439 students from Fall 2012. This process was both recommended and endorsed by the CTLE advisors. This process afforded the advisors an opportunity to have a face-to-face discussion with students in accordance with the “intrusive advising” framework the campus is now exploring. The advisor’s process in Banner is to by-pass the registration hold with a passkey implemented upon accessing the student’s initial record, meeting with and advising the student. Once the advisor by-passes the registration hold, the advisor is able to register the students into their courses ([Attachment 4 - Student Profile Report](#)).

First Quarter Activity 4: The PAIR office will prepare detailed student profiles in Banner which identify students’ declared majors and departmental advisors.

This activity for 1st-to-3rd year retention was completed simultaneously as that of the 1st-to-2nd year cohort. As noted in Activity 5, the PAIR and Registrar’s offices worked in conjunction to complete this task and it is now reflected on the Banner screens for all students.

Second Quarter Activity 4: The PAIR and Registrar’s offices facilitated the completion of this task as noted in the previous semester ([Attachment 5 - Argos CTLE-STS Student Dashboard](#)).

C. Completer Rate

Activity 1: Identify students with at least 100 earned credit hours to assess their suitability for the Bachelor of Interdisciplinary Studies (BIS) degree. The BIS offers five concentrations, each comprised of at least 15 hours across two areas of study. The BIS program follows a prescribed structure of 120 credit hours that may serve as a reasonable option for students who have accumulated a large number of hours in different disciplines and have not yet satisfied the requirements for a particular major.

First Quarter Activity 1: There was no deliverable at that time.

Second Quarter Activity 1: The PAIR Office created an Argos Report with several options. This Argos report features the following components:

1. Select a semester.
2. Select a specific major(s) or all majors.
3. Select a specific student type (New first time, Transfer, etc.) or all types.
4. Select a specific student classification (Freshman, Junior, Doctoral, etc.) or all classifications.
5. Select only students whose cumulative GPA is greater than 2.0. (OPTIONAL)
6. Select only students whose total earned hours are greater than 100. (OPTIONAL)

The report is accessible to the Deans, Chairs, CTLE advisors, CSS advisors, and Administrators. The program is utilized to begin the process of targeting students who may be eligible for graduation. As noted in SUBR GRAD Act Reports, over the past four years, the graduation rate has been less than 35% over six years for a standard four-year baccalaureate degree. The academic records for these students will be evaluated to determine whether they would be suitable candidates for the BIS (**Attachment 6 - Students by Major Report**).

Activity 2: Provide professional development to academic advisors to enhance the advising process. The professional development will promote general advising, advising at-risk students, and support for students declaring or changing their major. The institution understands that retention and proper matriculation improves the graduation rate.

First Quarter Activity 2: This activity was scheduled for implementation during the second reporting period.

Second Quarter Activity 2: SUBR Administrators and CTLE Advisors participated in a half-day webinar on intrusive and proactive advising entitled, "*Intrusive Tutoring: Utilizing Advising Coaching & Counseling Strategies to Enhance Tutoring Sessions.*" Approximately 100 people participated in the webinar and face-to-face training including representatives from the Deans, Vice Chancellors, Academic Council, CTLE and the Center for Student Success. The next training on Intrusive Advising will take place in Spring 2015 after midterm exams.

First Quarter Activity 3: Distribute program curriculum (degree audit) sheets to ensure students are aware of the requirements for their respective degree programs. Approximately 93% of the student population has changed their major at least once.

First Quarter Activity 3: There was no deliverable at that time.

Second Quarter Activity -3: The program curriculum sheets (balance sheets) are posted on the SUBR website: The URL to the program sheets is rooted from the Academic Affairs home page at <http://www.subr.edu/index.cfm/subhome/45>. Sample listings and documentation are provided below.

Biology Education

<http://www.subr.edu/assets/CollegeofEducation/docs/ProgramofStudies/BiologyEducationMinorAPSrev9-2014.doc>

Accounting

<http://www.subr.edu/assets/DeptofEconFinAcct/121ACCT8-13-13.pdf>

Computer Science

http://www.cmps.subr.edu/images/pdfs/balance-sheet/Sci_2014-2016.pdf

Civil Engineering

<http://www.subr.edu/assets/CivilEngineering/pdfs/CEDegreerequirements.pdf>

First Quarter Activity 4: Identify the current graduation applications and verify that all transfer credits have been applied (if applicable). Ensure advisors are aware of transfer credits earned at another institution. These courses must be recorded and articulated by the Registrar's Office in order to promote accurate advising.

First Quarter Activity 4: There was no deliverable at that time.

Second Quarter Activity 4: Transfer credits must be articulated for a student to graduate and utilize those courses as either a direct fulfillment or substitution for a course required for degree completion. In the Banner form where degree applicants are noted and awarded, the GRAD Act Year 5 Status Report (**Attachment 7 - GRAD Act Year 5 Status Report**) is provided weekly throughout the semester. When the status report is run, it performs a union against the transfer credit form, SHATRNS, and verifies that any transfer credit has been articulated. In some cases a student transfers credit from multiple institutions and, as such, each institution will receive a transfer institution number for that particular student also denoting the period of time spent at said institution. The next block will provide for the courses under the equivalent course detail section. During this process if there are any credit(s) that can be transferred that are incomplete in the system, it will be completed to ensure the proper calculation of the term and cumulative grade point average (**Attachment 8 – Banner form - SHATRNS**).

Southern University, Shreveport (SUSLA) GRAD Act Remediation Plan Quarterly Progress Report – 2nd Quarter

V. Southern University Shreveport (SUSLA) Activities

A. First-to-Second Year Retention and Institutional Completer Rate

1st Quarter ACTIVITY 1: Provide training and professional development to ensure appropriate coding with specific clarification for College Connect program participants. Coding initiatives will address sub-cohort designations for associate and baccalaureate degree seeking with transfer intentions thus preventing inaccurate retention calculations.

In response to this activity, the Director of Admissions has instituted the following coding system to ensure that students are coded properly to align with Board of Regents guidelines.

Student Code	Student Type	Description
N	New First-Time Freshman	Students who have never attended a regionally-accredited institution since graduating from high school. Includes students who enrolled in summer school immediately following graduation from high school. Also includes students with advanced standing due to dual enrollment credits.
T	Transfer Student	Students who have attended a regionally-accredited institution since graduating from high school.
R	Re-Admit Student	Former SUSLA students who are returning.
F	Re-Admit Transfer Student	Former SUSLA students who enrolled in another regionally-accredited institution since last enrolled at SUSLA.
O	Cross Registered Student	LSUS students who participate in the cross enrollment agreement between LSUS and SUSLA.
E	Adult/Continuing Ed Student	Currently used for LPN students.
V/X	Visiting/Summer Only Student	Students enrolled at SUSLA but whose home institution is another school.
D	Preparatory Student	Dual enrollment students.

Additionally, the following student cohorts were created (effective Spring 2014) to improve student coding:

<u>College Connect Students</u>	<u>Cohort Code</u>
SUBR College Connect	SUBR (Baccalaureate Degree Seeking)
SUNO College Connect	SUNO (Baccalaureate Degree Seeking)
<u>Dual Enrollment Students</u>	<u>Cohort Code</u>
Preparatory Students	PREP

Training and professional development for SUSLA staff working with the College Connect Program will be conducted by the Southern University System through the system-wide Data Integrity and Process Management summit in November of 2014. It is expected that best practices in student reporting and data warehousing will be reviewed at that time.

2nd Quarter - ACTIVITY 1: No additional activity was conducted on the coding system during this reporting period. The coding system implemented in Fall 2014 was utilized for Spring 2015.

1st Quarter ACTIVITY 2: Improve institutional completer rate through processes designed to facilitate degree completion.

To ensure that prospective graduates have satisfied all requirements for graduation, the Registrar's Office has developed the "Registrar's Rap Session" for students who are on track to complete degree requirements. The "Registrar's Rap Session" occurred October 10 -11, 2014. Agenda topics included Graduation Process, Degree Plans, Transfer Credits, Collegiate Assessment of Academic Proficiency (CAAP) Exam, Course Substitutions, and Exit Loan Counseling.

2nd Quarter - ACTIVITY 2: The "Registrar's Rap Sessions" conducted October 10 and 11, 2014 were assessed using a satisfaction survey on a scale of 1-5 where 1=Very Unsatisfied, 2=Unsatisfied, 3=No opinion, 4=Satisfied, and 5=Very Satisfied. In the October 10, 2014 Session, ten students attended and nine students completed the Registrar's Rap Session Survey. Results from the survey showed that 11% were "Satisfied" and 89% were "Very Satisfied" with the overall information shared by the Registrar's Office during the activity.

In the October 11, 2014 Rap Session, seven students attended the session and all completed the Registrar's Rap Session Survey. Results from the survey showed that 14% were "Satisfied" and 86% were "Very Satisfied" with the overall information shared by the Registrar's Office during the Rap Session (**Attachment 1 – Registrar's Rap Session Surveys**).

The "Registrar's Rap" session will be repeated four times each year and primarily targets students seeking problem resolution. While SUSLA would like to see more attendance at these sessions, the Registrar's Office strives to resolve student issues on a daily and continuous basis. The campus will continue promoting the "Registrar's Rap Sessions" more broadly to students as an opportunity to learn more about progression, graduation requirements, calculating GPA and other general information. For Spring 2015, the "Registrar's Rap Sessions" are scheduled for January 30-31 and April 17-18.

1st Quarter ACTIVITY 3: Contact via phone, email and post those students who enrolled in the Fall 2013 cohort who have not registered for Fall 2014 and/or who have not been cleared by financial aid.

This activity encompassed 1,127 calls to students who enrolled in the Fall of 2013 cohort but did not register for Fall 2014. The calls resulted in contact with 327 prospective returning students who also received a follow-up letter in addition to the call. Data from this activity is being assessed and will be revisited in subsequent quarterly reports to determine how many students were actually retained as a direct result of this activity.

2nd Quarter - ACTIVITY 3: Of the 327 students from the Fall 2013 cohort who were contacted during the first quarter, 227 students were readmitted for the Fall 2014 semester. The campus could not determine to what extent the returning students came back as a direct result of the outreach efforts. A mechanism will be developed and implemented to determine the direct effectiveness of calls, manual and/or automated, as well as mail-outs. The Phone Tree activity was

conducted for the Spring semester with automated calls to 13,282 students, some of whom had enrolled in the Fall of 2014 cohort but did not enroll for Spring 2015 ([Attachment 2 – Phone Tree Log Summary](#)). The majority of the calls were made in an effort to recruit students back to the campus, many of whom had “stopped out” as far back as 2004. The overall impact of these calls will be reviewed in the next reporting period.

1st Quarter ACTIVITY 4: Host “Back to Jag Day” to encourage students who have stopped out to return to the university. The Enrollment Management Office will research all former students who have 12 or less hours to degree completion. SUSLA will contact them individually via email, phone tree messaging, and direct mail. Data on all students contacted and their associated problem impeding progression will be recorded and assessed.

In response to this activity, a report was generated by the IT department and an initial phone-tree was conducted reaching out to students who had “stopped out” at SUSLA from Fall 2010 to Fall 2014. Also from the generated report, e-mails were sent to over 900 previously enrolled students requesting their presence at “Back to Jag Day” 2014. Additionally, two hundred students received letters and admissions applications encouraging them to attend “Back to Jag Day.” The information was also placed on SUSLA’s social media sites. Finally, over 100 personal calls were made to select students whose completed credit hours and status made them likely candidates to return to SUSLA.

The “Back to Jag Day” was held on Saturday, August 2, 2014 from 10 am to noon. The day was meant to provide assistance and problem resolution for students who hadn’t returned to SUSLA due to financial or academic issues. The event featured “SUSLA At-a-Glance,” an introduction to the Center for Student Success, and an overview of SUSLA’s structured advisement program. Other critical topics like financial aid and career options were also presented. Of the 70 students who RSVP’d for the event, 63 attended. JAG Day 2014 yielded roughly 35 students who took steps to reinstate their enrollment at SUSLA. The next Quarterly Report will provide details on the number of students who were able to enroll at SUSLA for the Fall 2014 semester and plans to conduct another “Back to Jag Day” for Spring 2015.

2nd Quarter - ACTIVITY 4: A total of nine students enrolled back into SUSLA as a result of last quarter’s “Back to Jag Day” activity. Students who had issues with readmission due to academic/financial aid suspension or default issues were advised accordingly. The “Back to Jag Day” activity was repeated and letters were sent to 750 students ([Attachment 3 – Back to Jag Day Sample Letter](#)) encouraging them to attend “Back to Jag Day. The activity was held on December 6, 2014 from 10 a.m. to Noon to provide assistance and problem resolution for students who hadn’t returned to SUSLA due to financial or academic issues. Unfortunately, only 14 students participated in the program ([Attachment 4 – Back to Jag Day Attendance Sheet](#)).

It is expected that there would be fewer issues with Spring registration and financial aid processes; however, the campus will continue its efforts to promote and increase awareness of the benefits of attending “Back to Jag Day”. The students who did attend the Jag Day were assessed and advised accordingly as shown in the Jag Day Attendance Sheet. Staff members worked with potential readmit students before the students attended Back to Jag Day. Therefore, the comments indicated in the Attendance Sheet point to where in the admission/enrollment process the student was at the time the student was assessed. Eight of the fourteen students who attended the Jag Day have been readmitted and enrolled back into SUSLA.

1st Quarter ACTIVITY 5: Gather and analyze student data to determine risk levels and appropriate intervention protocols. This process will require new intake forms assessing non-cognitive skills. Review intake forms to identify risk levels according to persistence barriers and adverse academic behaviors. This information will help determine risk levels and action plans for the most appropriate interventions to treat each risk level.

In response to this activity, the new “Student Intake Form” has been developed to collect information on non-cognitive skills such as, personality traits, interpersonal and motivational habits/attributes and self-regulated learning. This self-reported information is combined with performance and demographic data from Banner to determine student risk levels. In addition, faculty members are asked to submit “Early Alert Referral” forms, as needed, for students who are at risk of poor academic performance. Students identified by faculty of being at risk, and reinstated students on financial aid probation referred to the Center for Student Success, are required to complete the Student Intake Form and meet with an advisor to develop an Academic Action Plan. Data assessed and advisor actions taken will be reported in subsequent quarters.

2nd Quarter - ACTIVITY 5: Under this activity, SUSLA has secured funding and ventured to establish a contract with Unicon, a leading provider of IT consulting services for colleges and universities, to install a Student Success Plan (SSP) system. It is projected that this system will be fully operational for Fall 2015. In preparation for SSP installation and development, the Center for Student Success (CSS) has implemented an intake process for first-time entering freshmen (Intake Form included with first quarter attachments). This information will be entered into the SSP system to customize its core feature, “My GPS”, with students’ strengths, challenges and academic goals to facilitate the development of two distinct plans. One plan will be “My Academic Plan” (MAP), which provides an ideal pathway to program completion and the other, an action plan that comprises tasks for students to overcome identified challenges to success. Currently, transactions between the student, advisor and other resourceful persons are noted in the action plan to track progress.

In the newly installed SSP system, this information will be recorded in a “Journal.” The newly created “Intake Form” and “Academic Action Plan” have enhanced data collection for first-time entering freshmen students. These current activities have enhanced data collection. For example, in Fall 2014, CSS collected 233 intake forms from the 285 freshmen enrolled in the college success course; however 1,117 first-time entering and continuing freshmen (including transfers) enrolled for Fall 2014. During Spring 2015 registration, 233 intake forms have been completed for the 301 first-time, entering freshmen enrolled to date. Data collection for first-time entering freshmen has improved and it is expected that tracking these students will be similarly improved over subsequent semesters.

Information on activities 6, 7 and 8 will be presented in Quarter 3 and Quarter 4 reports as delineated in the originally approved Remediation Plan.

B. SUSLA Nursing Passage Rate

1st Quarter ACTIVITY 1: Amend and adhere to School of Nursing persistence/progression policy to provide students with expanded opportunities for NCLEX licensure attainment and

implement processes for tracking and evaluation of program learning competencies essential for degree completion and exam passage rates.

This activity has been initiated and the faculty members of the School of Nursing are reviewing the student progression policy for and consistency with similar programs. This is also being done in preparation for a Follow-Up Report for the Accreditation Commission for Education in Nursing (ACEN). The nursing program is reviewing its curriculum to enhance student learning outcomes that are better aligned with current guidelines and standards of nursing practice from the Louisiana State Board of Nursing, the National League for Nursing's Outcomes, and Competencies for Graduates of Associate Degree Programs in Nursing, the Institute of Medicine's Report on the Future of Nursing, and the Quality and Safety Education for Nurses (QSEN) initiative. The use of these current standards to review and revise the nursing program will provide a better learning experience for the nursing students and greater opportunities for career placement and advancement.

2nd Quarter - ACTIVITY 1: The Nursing Progression policy was reviewed and determined to be comparable to other nursing programs. Student learning outcomes have been revised to better align with current standards of nursing practice from numerous credentialing agencies including the Louisiana State Board of Nursing, the National League for Nursing's Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing, and the Quality and Safety Education for Nurses competencies. The School of Nursing aims to prepare entry level nursing professionals who are proficient in industry competencies. To this end, the School of Nursing has streamlined its student learning outcomes from ten to the following six:

1. Demonstrate safety and quality when implementing nursing care to patients while recognizing individual preferences and socioeconomic, religious, and cultural differences.
2. Conduct assessments using a holistic approach to make sound nursing judgments and to design and prioritize care that is patient-centered and that promotes positive outcomes for individuals, families, and groups.
3. Demonstrate therapeutic communication, caring, and professionalism that fosters a working relationship with individuals, families, groups, and peers and collaboration with the interdisciplinary team.
4. Facilitate education to empower individuals, families, and groups to develop new, healthful behaviors which foster positive patient outcomes.
5. Demonstrate the use of legal, ethical, and value principles that foster professional conduct and accepted standards of nursing practice.
6. Demonstrate lifelong learning by expanding nursing knowledge through the examination of evidence and best practices and the use of current technology to improve the quality of care for individuals, families, and groups.

In order to determine student performance with these competencies, students complete a self-assessment indicating how well they are able to satisfy the desired outcomes. The School of Nursing assesses the degree of success of the student learning outcomes via two major measures:

- First time NCLEX-RN pass rates that are greater than or equal to the state and national averages

- Graduate satisfaction surveys: 80% of graduate respondents report agreement with being well-prepared to meet the learning outcomes. 80% report overall satisfaction with preparation received at SUSLA ([Attachment 5 – Graduate Nursing Survey](#)).

1st Quarter ACTIVITY 2: Initiate NCLEX-RN 10,000 software for student study supplement. Currently, the School of Nursing uses NCLEX 4000 as a study aid prior to taking end of course standardized exams.

In response to this activity, a requisition was placed for purchase of the NCLEX-RN 10,000 software on September 26, 2014. The requisition has been processed by the Purchasing Office and the order has been placed. The goal was to have the resource in the hands of students by October 1. However, upon receipt, it will still give students about six weeks usage in preparation for the Health and Environmental Sciences Institute (HESI) exams prior to graduation, and about three months usage prior to taking the NCLEX-RN in January 2015. We will carefully monitor student usage of the NCLEX preparation resource and report its impact on student pass rates.

2nd Quarter - ACTIVITY 2: The NCLEX10,000 software has been installed and individual licenses of the NCLEX 10,000 software were given to students in October 2014 to install on their personal computers ([Attachment 6 – NCLEX10,000 Student Sign-up Sheet](#)). Assignments were also given as a means of mandating students' use of software as well as proof of completion ([Attachment 7 – Sample Practice Test Score](#)) showing that students completed the assignment. Assignments scheduled prior to October 20, 2014 were completed through NCLEX 4,000 ([Attachment 8 – NCLEX Assignment Schedule](#)). The Health Education Systems Incorporated (HESI) Exit exam was initially administered on November 25, 2014 with retakes on December 1 and 17, 2014. Thirty-seven students completed all three course components (lecture, clinical, and standardized exam) and had their degrees conferred on December 18, 2014. Thirty-five of the thirty-seven graduates also attended the Hurst NCLEX review – a three-day facilitated review held on January 6-8, 2015 from 8:00 am to 4:30 pm. Graduates will schedule their NCLEX-RN upon approval from the Louisiana State Board of Nursing and their receipt of the "Authorization to Test" from the state. The results of the licensing exam are expected by early February.

Southern University Law Center GRAD Act Remediation Plan Quarterly Progress Report – 2nd Quarter

VII. Southern University Law Center (SULC) Activities

In keeping with the Southern University Law Center GRAD ACT Remediation plan approved by the Board of Regents, the Law Center has, to date, made the following progress towards improving its bar passage rates:

1st Quarter ACTIVITY 1: Statutory Analysis Course

The Law Center Administration has requested that the Chairperson of the Curriculum Committee begin discussion with the Curriculum Committee regarding a plan to add Statutory Analysis to the list of required courses for students requiring additional support towards program completion. The course would be required for students with a grade point average of 2.5 and below at the beginning of their 3L year for full-time day division students and 4L year, for part-time day students, and part-time evening students. The request seeks to have the curricular change effective for the Fall semester of 2015. For Fall 2014, the Statutory Analysis course has eight students enrolled as an elective. Other supplemental bar preparation courses include:

Course	Enrollment
a. Advance Federal Practice	4
b. Special Problems in Business	11
c. Special Problems in Commercial Law	4

The Statutory Analysis course will be offered in Spring 2015 along with Advanced Civil Code, Advanced Constitutional Law, Advanced Federal Practice, and Advanced Torts as bar preparation-related courses. An update on the implementation of this course and its impact on Student Success will be included in subsequent Quarterly Reports.

2nd Quarter ACTIVITY 1: Statutory Analysis Course - The Statutory Analysis course is being offered this semester (Spring 2015). The enrollment for the course during the spring 2015 semester is 34. Other supplemental bar preparation courses offered in the spring semester of 2015 include:

Course	Enrollment
a. Advance Federal Practice	4
b. Matrimonial Regimes	56
c. Advanced Torts	37
d. Special Problems in Business Law	6

The offering of more bar preparation type courses has already contributed to improve bar passage rates. The first-time bar passage rates released in October for July 2014 examinees was 60.36% as compared to a first time bar passage rate of 41.7% for the July 2013 examinees from SULC. The Curriculum Committee is studying the pros and cons of making Statutory Analysis a required course for the incoming class of 2015.

1st Quarter ACTIVITY 2: Comprehensive Exam Requirement

Chancellor Pitcher and Professor Shawn Vance visited the Thurgood Marshall School of Law at Texas Southern University in Houston, Texas in September 2014 to study a comprehensive exam process that has been implemented by that institution. Professor Shawn Vance is developing a proposal for the Southern University Law Center faculty to adopt a similar comprehensive examination process for the 2015-2016 academic year. The proposal will address exam protocol and process and an exam schedule. The potential advantages of adopting a comprehensive exam process include improving bar passage rates and improving the assessment of student learning outcomes. The proposal is expected to be presented to the faculty in November. Subsequent reports will provide updates on the status of this effort.

2nd Quarter ACTIVITY 2: Chancellor Pitcher and Professor Shawn Vance made a report to the faculty about their visit to the Thurgood Marshall School of Law at Texas Southern University. The purpose of the visit was to learn more about a comprehensive exam process that had been implemented at that institution. At the November 2014 SULC faculty meeting, the faculty voted to defer making any decisions about the design and implementation of a comprehensive exam at SULC until a fully vetted proposal could be shared with the faculty. This proposal is under development and is scheduled to be vetted with the faculty prior to the end of the spring 2015 semester. An update on this proposal will be included in the next quarterly report.

1st Quarter ACTIVITY 3: Hire Additional Academic Counselors

This academic year, the Law Center intends to double the number of academic counselors to more effectively monitor student performance and implement interventions for struggling students. The Law Center currently has two academic counselors who serve approximately 80 students per semester. The addition of two counselors will reduce the student-to-counselor ratio by one-half to 20-to-1. The Law Center prepared a position vacancy announcement (PVA) for these positions and anticipates that one position should be filled by the end of the semester. Progress on filling these positions will be included in subsequent reports.

2nd Quarter ACTIVITY 3: The Law Center hired an additional academic counselor in November 2014 and now has a total of three academic counselors. A fourth academic counselor will be hired prior to the Fall 2015 semester (**Attachment 1 – Tamiko Brown Chatman Resume**).