

Richard A. Lipsey
Chair

Edward D. Markle
Vice Chair

Joseph P. Farr
Secretary

Joseph C. Rallo, Ph.D.
Commissioner of
Higher Education



Claudia H. Adley
Raymond J. Brandt
Marty J. Chabert
Joel E. Dupré
William H. Fenstermaker
Chris D. Gorman
Thomas G. Henning
Robert W. Levy
Roy O. Martin III
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BOARD OF REGENTS
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AGENDA

PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING

August 24, 2016 • 10:40 a.m.

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Proprietary Schools Advisory Commission
 1. Initial Licenses
 - a. Maritime Services Group of Louisiana, LLC
 - b. Universal Technical Institute of Northern Texas, LLC
 2. Change of Ownership Application
 - a. Aspire Medical Training Academy, Inc.
 3. License Renewals
 - B. State Authorization Reciprocal Agreement (SARA) Institution Renewal
 1. Our Lady of the Lake College
- IV. State Authorization Reciprocity Agreement (SARA)
 - A. Institution Application
 1. Southern University – Shreveport
- V. GRAD Act
 - A. 4th Quarter Report of BOR GRAD Act Intervention Policy for SUSLA and SUS
 - B. Report and Recommendations of the GRAD Act Review Panel and Recommendation to Joint Legislative Committee on the Budget (JLCB)
 - C. GRAD Act Remediation Plan for SUBR and SULC and Improvement Plan for SU System (Information Item)
 - D. GRAD Act Remediation Plan for BRCC and Improvement Plan for LCTC System (Information Item)
- VI. Elevate Louisiana: The New Reality for Higher Education
 - A. Guiding Principles for Proposed Mergers or Consolidations (Information Item)
 - B. Financial Health Analysis
 - C. Elevate Louisiana Timeline and Action Items (Information Item)
- VII. Other Business
- VIII. Adjournment

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

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Agenda Item III.A.
Minutes

Board of Regents' Proprietary Schools Advisory Commission
July 12, 2016

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, July 12, 2016, at 10:02 a.m. in Room 1-190 of the Claiborne Building, Baton Rouge.

Chair Jones called the meeting to order and the roll was called.

Commission Members Present

Melanie Amrhein
James Dorris
James Fontenot
Theresa Hay
Keith Jones, Chair
Raymond Lalonde

Staff Members Present

Chandra Cheatham
Kristi Kron
Carol Marabella
Larry Tremblay

Commission Members Absent

Ralph Bender, Vice-Chair
Richard D'Aquin
Sherrie Despino

Guests Present

(See Appendix A.)

The first item of business was approval of the minutes from its meeting of May 10, 2016.

On motion of Ms. Hay, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission members unanimously adopted the minutes of the May 10, 2016 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was two initial license applications, the first from Maritime Services Group of Louisiana, LLC, located in Slidell, Louisiana, and represented by the school's Executive Administrator, Ms. Donna A. Fishback. Ms. Marabella reviewed the materials for the Commission, informing it that this institution would be offering preparation for six Coast Guard license examinations with the courses ranging in length from 32 clock hours (four days) to 104 clock hours (eleven days). The Maritime Services Group of Louisiana, LLC, has been approved by the U. S. Coast Guard as a training center as well as an exam center for the courses offered. Maritime Services Group of Louisiana, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding enrollment criteria, course offerings, and reasons for expanding program offerings,

On motion of Ms. Amrhein, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Maritime Services Group of Louisiana, LLC, located in Slidell, Louisiana.

The second initial license application considered by the Commission was from Universal Technical Institute of Northern Texas, LLC, located in Irving, Texas, and represented by Mr. Jesus Miranda, Campus President. Ms. Kron reviewed the materials for the Commission members, informing them that upon approval, this institution would be the parent company's fourth out-of-state institution to be licensed as a Louisiana proprietary school. The institution

would be offering three programs of study--Automotive Technology II (61.0 Semester Credit Hours/51.0 weeks), Automotive & Diesel Technology II (90.0 Semester Credit Hours/75.0 weeks), and Diesel Technology II (53.5 Semester Credit Hours/45.0 Weeks). Universal Technical Institute of Northern Texas, LLC, had met all the legal and administrative

requirements to be approved for an initial license.

Following further discussion regarding the campuses licensed as Louisiana proprietary schools, the default and completion rates of the schools, the recruiting model utilized, the on-going partnerships with manufacturers, and an explanation of the estimated program length of the diploma programs in relation to the semester credit hours awarded,

On motion of Mr. Fontenot, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Universal Technical Institute of Northern Texas, LLC, located in Irving, Texas.

The next agenda item considered by the Commission involved a change-of-ownership license application from Aspire Medical Training Academy, Inc., located in Baton Rouge, Louisiana, and represented by Ms. Kimberly R. Clark, President. Ms. Kron reviewed the materials for the Commission, informing it that this institution would be offering two programs of study, an 80.0 clock hour Certified Nursing Assistant program offered during the week days (5.0 week length) as well as on the weekend (7.5 week length) and a 156.0 clock hour, 10 week, Phlebotomy program. The proposed CNA program has received the required approval from the LA Department of Health and Hospitals, Health Standards Section. Aspire Medical Training Academy, Inc., had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding an explanation of the Phlebotomy curriculum, certification requirements, the owner's medical background, the desired class size, and the available financial resources for school operation,

On motion of Mr. Fontenot, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve the change-of-ownership license application for Aspire Medical Training Academy, Inc., located in Baton Rouge, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were twenty-four (24) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Hay, seconded by Mr. Fontenot, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

**Advance Healthcare Institute, LLC (05/26/11)
BAR/BRI (Baton Rouge) (05/23/12)
BAR/BRI (New Orleans) (05/23/12)
Blue Cliff College--Alexandria (05/25/06)
Cameron College (06/29/83)
Delta College of Arts & Technology (06/25/92)
Diesel Driving Academy (Baton Rouge) (06/25/87)
Eastern College of Health Vocations--Shreveport (05/27/04)
Grace & Favor Training Academy, LLC (05/21/14)
Lincoln College (05/22/03)
Louisiana Institute of Massage Therapy (05/22/13)
Medical Technical Institute (05/27/15)
Oak Park School of Dental Assisting (05/28/09)
Ouachita Truck Driving Academy, LLC (05/22/03)
Petra College, Inc. (05/27/15)
Remington College (Lafayette Campus) (05/26/11)
Remington College (Shreveport Campus) (05/26/11)**

SIHAF Career Institute (05/21/14)
Southern Medical Corporation School of Ultrasound (06/26/97)
Virginia College (05/27/10)
Virginia College (Shreveport) (05/26/11)
WyoTech (Florida) (05/27/15)
WyoTech (Pennsylvania) (05/27/15)
WyoTech (Wyoming) (05/27/15)

Ms. Marabella informed the Commission that five institutions chose not to renew their licenses this renewal cycle. They were D.D.C. School for Dental Assisting, LLC (05/22/13), Dental Assisting Academy, LLC (05/27/15), Dental Careers Institute, LLC (05/26/11), Pelican Training Institution (12/08/11), and Remington College (Baton Rouge Campus) (05/26/11). Staff will follow through to secure the student records from each school for safekeeping.

The next item on the agenda was an update on program approvals. Chair Jones reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Dr. Tremblay informed the Commission that staff had received a public information request and would proceed accordingly.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, September 13, 2016, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:49 a.m.

APPENDIX A
GUESTS

| | |
|--------------------|--|
| Kimberly Clark | Aspire Medical Training Academy, Inc. |
| Donna Fishback | Maritime Services Group of Louisiana , LLC |
| Jesus D. Miranda | Universal Technical Institute of Northern Texas, LLC |
| Sherita Brown Reed | Aspire Medical Training Academy, LLC |
| Patricia Wilton | LA Department of Justice |

Agenda Item III.B.1.

Executive Summary

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

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 17 Louisiana institutions have joined SARA.

Our Lady of the Lake College submitted its renewal application. Regents' staff have reviewed the renewal application and determined that it meets all requirements for continuing its membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Application for Institutional Participation in SARA for Our Lady of the Lake College and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

Agenda Item IV.I.

Executive Summary

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

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To date, the Board of Regents has approved applications for institutional participation in SARA from seventeen institutions. In July 2016, Southern University in Shreveport submitted an application for Regents' consideration. Regents' staff have reviewed and determined that it meets all requirements for initial membership in SARA.

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

Agenda Item V.A.

Executive Summary

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

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

In compliance with the Intervention Policy and following approval of the plans by their management board, the Southern University in Shreveport (SUSLA) Year 5 GRAD Act Remediation Plan and Southern University System Year 5 GRAD Act Improvement Plan were approved by the Commissioner of Higher Education in August 2015. According to the schedule in the GRAD Act Performance Improvement Contract, the Southern University System submitted the 4th quarter reports of the SUSLA Year 5 Remediation Plan and the SU System Year 5 Improvement Plan to the Board of Regents (attached).

The senior staff has reviewed the 4th quarter reports for SUSLA and the SU System and determined that they meet the requirements of the Year 5 GRAD Act Performance Improvement Contract and the BoR GRAD Act Intervention Policy. Therefore, the senior staff recommends that the Planning, Research and Performance Committee approve the 4th quarter reports from Southern University in Shreveport and the Southern University System.

Southern University at Shreveport Louisiana



4th Quarterly Report **(April 15, 2016 – July 15, 2016)**

GRAD Act Year 5 REMEDIATION PLAN

July 15, 2016

Southern University Shreveport (SUSLA) Activities

A. SUSLA Nursing Licensure Passage Rate

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

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

NURS 135: Role Transition to Professional Nursing

NURS 140: Concepts & Processes of Nursing 1

NURS 160: Psychiatric Mental Health Nursing

NURS 200: Principles of Pharmacology

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

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

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

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

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

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

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

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

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

| <i>Course</i> | <i>% of students who recommended continued use of EAQ</i> | <i>% of students who used other study aids</i> |
|---------------|---|--|
| NURS 135 | 87% (20/23) | 91% (21/23) |
| NURS 140 | 67% (20/30) | 90% (27/30) |
| NURS 160 | 66% (19/29) | 97% (28/29) |
| NURS 200 | 59% (13/22) | 86% (19/22) |

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

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

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

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

| <i>Courses</i> | <i>2015 Course Completion Rate</i> | <i>2014 Course Completion Rate</i> |
|----------------|------------------------------------|------------------------------------|
| NURS 135 | 67% (18/27) | 32% (9/28) |
| NURS 140 | 74% (31/42) | 63% (30/48) |
| NURS 160 | 76% (25/33) | 79% (33/42) |
| NURS 200 | 75% (18/24) | 73% (16/22) |

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

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

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

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

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

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

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

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

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

| <i>Course</i> | <i>% of students who completed course assignment</i> | <i>% of students who recommended continued use of EAQ</i> | <i>Average number of questions answered</i> | <i>Course Completion Rate</i> |
|---------------|--|---|---|-------------------------------|
| NURS 220 | 100% (30/30) | 73.3% (22/30) | 930 | 93.1% (28/30) |
| NURS 225 | 78.5% (22/28) | 85.7% (24/28) | 501 | 89.3% (25/28) |

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

Fourth Quarter Report: The performance of students enrolled in the three nursing courses listed in the prior quarter report was assessed at the end of the semester. Data from the EAQ Faculty Progress reports yielded information about use of the software in each course. Students in NURS 220 & NURS 225 had an assignment to gain mastery status in at least the first *two* of the three mastery levels for at least ten course topics. Students in their first

nursing experience (NURS 125) had an assignment to master at least the first of the three mastery levels in at least ten course topics. All students were encouraged to master all three levels of EAQ to obtain the maximum knowledge level this software provides. Data from the progress reports are presented in Table A-5.

| <i>Course</i> | <i>% of students who gained Level 1 mastery in 10 topics</i> | <i>% of students who gained Level 2 mastery in 10 topics</i> | <i>% of students who gained Level 3 mastery in 10 topics (not required)</i> | <i>Average number of questions answered</i> |
|---------------|--|--|---|---|
| NURS 125 | 38/40 (95%) | 38/40 (95%) | 34/40 (85%) | 1,128 |
| NURS 220 | 56/56 (100%) | 56/56 (100%) | 54/56 (96.4%) | 1,000 |
| NURS 225 | 50/52 (96.2%) | 42/52 (80.8%) | 8/52 (15.4%) | 524 |

The beginning students in NURS 125 exceeded the assignment with 95% mastering Levels 1 & 2 in at least 10 topics. Students initially reported to faculty that they had difficulty with EAQ. It was expected that it may take time for these students to become accustomed to the rigors of the program, including EAQ. However, as anticipated, the majority of the students were able to adapt as the semester continued. In fact, by the end of the course, 85% of students had mastered Level 3 in a minimum of 10 topics.

The majority of students in NURS 220 & NURS 225 (whose assignment was to master the first two levels) also used EAQ as directed. Students in NURS 220 excelled in the execution of the assignment with 100% of them meeting the goal and 96.4% going on to master Level 3. Students in both of these courses worked with EAQ in the prior semester. Their overall use of the software may have been influenced by their comfort using it.

The effectiveness of the EAQ was again assessed through the use of a student survey. Noteworthy results are provided in Table A-6.

| <i>Course</i> | <i>% of students who recommended continued use of EAQ</i> | <i>% of students who used other study aids</i> |
|---------------|---|--|
| NURS 125 | 93.9% (31/33) | 93.9% (31/33) |
| NURS 220 | 80% (44/55) | 90.9% (50/55) |
| NURS 225 | 84.6% (44/52) | 94.2% (49/52) |

As seen in the prior semester, the majority of students recommended the continued use of the EAQ software. Reasons given for the recommendations were similar for all courses. They included responses that highlighted the rationales of the questions were helpful in their understanding of the material, the practice of answering questions helped build confidence for course exams, and the questions helped with critical thinking. Those who did not recommend the software cited that it didn't help with class exams and that the questions on EAQ were "different" from those on exams given in the course. The

percentage of students who used other study aids in addition to EAQ was also similar to the fall 2015 semester results. Over 90% of students in all of the courses used other study aids. Frequently cited resources included Quizlet, YourBestGrade.com, YouTube Nursing videos, NCLEX 10,000, and the NCLEX-RN app for mobile devices. The survey did not capture the extent to which the other resources were used. However, progress reports do indicate that students used EAQ to complete the assignment and beyond (see Table A-5).

The final measure used to show the effectiveness of the EAQ is a comparison of the course completion rates for spring 2016 (when EAQ was used) with those of spring 2015 (when EAQ was not used). Table A-7 shows these results.

| <i>Courses</i> | <i>2015 Course Completion Rate</i> | <i>2016 Course Completion Rate</i> |
|----------------|------------------------------------|------------------------------------|
| NURS 125 | 82.6% (38/46) | 75% (30/40) |
| NURS 220 | 81.4% (35/43) | 94.6% (53/56) |
| NURS 225 | 90.7% (39/43) | 92.3% (48/52) |

The course completion rates increased in two out of the three courses. Rates for the beginning nursing course, NURS 125 however, were lower in spring 2016 even after using EAQ. Students entering the nursing program sometime do not anticipate the commitment required to be successful. The rigor can be overwhelming. The decline in the 2016 completion rate for NURS 125 is still puzzling, especially after the majority of the students in the course mastered the first three levels of EAQ in at least 10 topics. This warranted a closer look into the performance of the students who did not complete the course. One of the ten students withdrew from the course after childbirth. Another student did not master any levels of EAQ and stopped attending classes toward the end of the semester. The other eight students had Theory Warning forms that indicated a need for increased studying and decreased work hours. Students in this course averaged Level 2 mastery in 12/30 topics. It is possible that students would need to master more topics to increase their likelihood of success in the course.

Overall this year, the use of EAQ in the beginning level nursing courses was a beneficial activity. The majority of the students who used it had positive outcomes and recommended its continued use. Both students and faculty appreciated the opportunity EAQ afforded students to practice answering questions in a similar manner that they will use when taking the NCLEX-RN. As a result, the nursing program will continue the use of EAQ in its beginning level courses.

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

First Quarter Report: After the success of the *NCLEX 10,000* software last year, 62 access codes were ordered for students enrolled in the final clinical course: *NURS 250: Concepts & Processes of Nursing II*. The codes were received on Thursday, August 27, 2015 and were distributed to every student during lecture on Monday, August 31, 2015. An assignment of 1,500 questions (to be answered over a 3 month period) was given to the class. This is an increase from the assignment given last year (1,250 questions). Students are charged with

completing the practice tests with a minimum score of 80%. *NCLEX 10,000* questions are also provided in an adaptive format which allows students to work more in their areas of weakness and improve critical thinking in areas of strength.

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

Second Quarter Report: The *NCLEX 10,000* software was used by 100% (62/62) of the students enrolled in the final clinical course, NURS 250. Five percent of the course grade was contingent upon the 1,500 question assignment that was divided into six 250-question submissions (See *Appendix B* for a copy of the course assignment). At each assigned submission deadline, students were required to turn in their score reports as proof of completion. Score reports include the nursing topics questioned, the number of questions answered, and the score. Table A-8 breaks down the performance of students on the NCLEX 10,000 assignment at each submission deadline date. The data in Table A-8 indicates that as the assignment continued and students answered more questions, their overall performance increased. There was a greater number of students who reached the 80% goal at the end of the assignment than there were at the beginning.

| Table A-8: NCLEX 10,000 Assignment Summary | |
|---|--|
| <i>Submission dates</i> | <i>Percentage of students who completed the assignment with scores of at least 80%</i> |
| August 24, 2015 | 60% (37/62) |
| September 1, 2015 | 74% (46/62) |
| September 21, 2015 | 82% (51/62) |
| October 6, 2015 | 82% (51/62) |
| October 19, 2015 | 85% (53/62) |
| November 2, 2015 | 87% (54/62) |

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

Students attended the Hurst Review as another means of preparing for the NCLEX. This three day facilitated review was held January 4-6, 2016 from 8:00 am to 4:30 pm. Graduates have been strongly encouraged to schedule their exams as soon as they obtain clearance from the Louisiana State Board of Nursing and receive their "Authorization to Test". Specifically, faculty have requested that graduates schedule exams by the end of January (while information is very fresh and can be recalled easily). Once all students have completed the NCLEX, the School of Nursing will evaluate the students' perceived effectiveness of the *NCLEX 10,000* software on their performance in school and, most importantly, on the

NCLEX. This evaluation will be completed using electronic surveys through Survey Monkey. Graduates' first time passage rate on the NCLEX and the results of the surveys should be available for the next reporting period.

Third Quarter Report: All 46 of the graduates from December 2015 have completed the NCLEX. Unofficially, 13 students failed, resulting in a 71.7% pass rate. This is a 25.6 percentage point decline from the performance of students from December 2014 (97.29% pass rate). After receiving this information, an immediate analysis was done of both the December 2014 and 2015 graduates to compare the two. The results are listed in Table A-9.

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

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

The nursing program uses the Health Education Systems, Inc. (HESI) Comprehensive Exit exam as a component of NURS 250. Like the NCLEX, the HESI exam is not subject to manipulation by faculty. It is a secure, computerized exam that gives a reliable report of a student's overall general knowledge in nursing. A HESI composite score of ≥ 900 on the first

attempt indicates up to a 98% probability of passing NCLEX. As seen in the table above, the December 2015 class not only had a higher percentage of students scoring 900 or better on the first attempt, they also had a higher average score than the December 2014 class. Also noteworthy is that the EAQ assignment for the 2015 class was even more challenging than the one completed by the 2014 group. Both groups of students attended the Hurst (NCLEX) Review that was provided by the University. Only one student in each of the groups did not physically attend. However, the student in the 2015 group (who did not attend because she had already moved to Texas), was given the online version so that she could still benefit from the material.

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

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

Fourth Quarter Report: The *NCLEX 10,000* software has again been recommended for continued use by the graduates who used it as a study aid in their final nursing course (NURS 250). According to the results of the survey, 86.4% (19/22) of respondents indicated that they recommend continued use of *NCLEX 10,000*. Other results from the survey are listed below.

- The average graduate answered 2,700 questions (1,200 more than assigned)
- 81.8% (18/22) report *NCLEX 10,000* contributed to their success in the theory and clinical components of NURS 250
- 77.2% (17/22) report *NCLEX 10,000* contributed to their success on the comprehensive HESI exam in NURS 250
- 72.7% (16/22) report *NCLEX 10,000* contributed to their success on the NCLEX

Several graduates listed other study aids used to prepare for NCLEX including NCLEX-RN Mastery, Uworld, RNpedia.com, & NCLEX Q-bank. A few students utilized the comment section of the survey to give their opinion about *NCLEX 10,000*. One student thought

NCLEX 10,000 was helpful, but she purchased a different software that seemed to be a better fit for her. Another student wrote, “It’s a helpful resource, but not the only resource needed for success”. The last student commented, “...helpful in strengthening critical thinking and mastering test taking skills. If it were available to use on a smartphone app, I would have used it more. I believe I owe a great deal of my success in passing the NCLEX to the use of *NCLEX 10,000* throughout the entire course of NURS 250”.

With only 22/46 (47.8%) graduates responding to the survey, there was little information gathered to validate reasons for graduates being unsuccessful on NCLEX the first time. However, with continued use of *NCLEX 10,000* over the next few years, there will be enough data available to make the decision to extend or replace this activity as a study aid for students.

B. SUSLA First to Second Year Retention Rate

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

First Quarter Report: To date, the Department of Outcomes Assessment and Quality Management administered the Noel Levitz *Student Satisfaction Inventory* during the week of September 21-25, 2015. The Inventory was administered to freshman and sophomores in approximately 80 classes at the Main, Metro and Aerospace campuses. Courses were selected based on one or more of the following criteria: enrollment greater than 25, a minimum of one class per discipline, and a minimum of two evening classes. This methodology helped to ensure that the ideals and perceptions of a myriad of students were captured and evaluated.

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

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

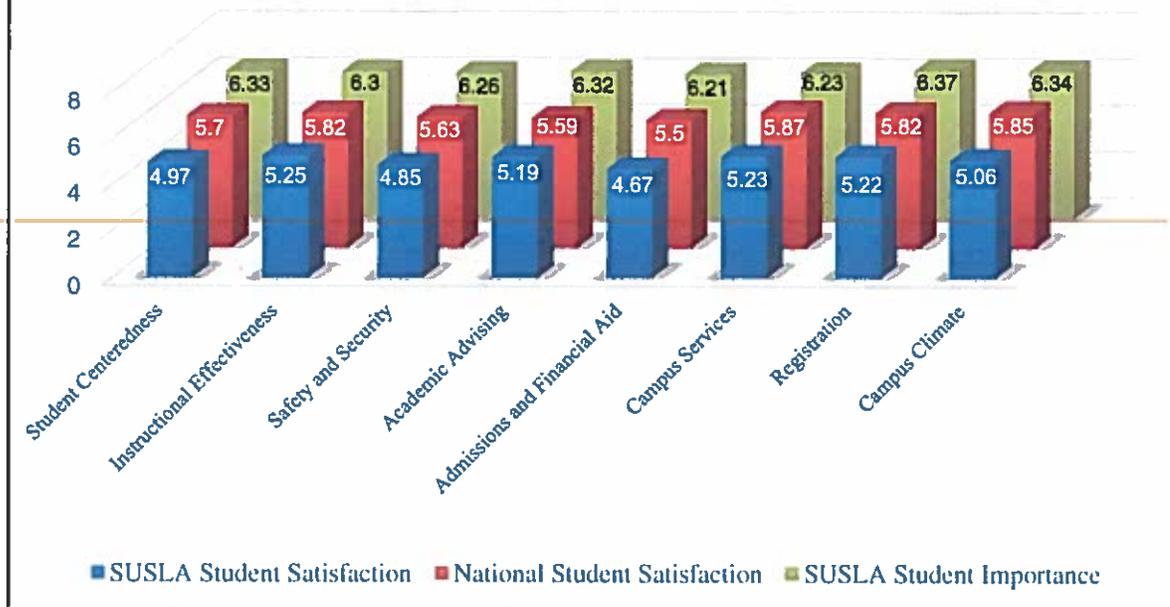
Second Quarter Report: The *Student Satisfaction Inventory (SSI)* was administered during the week of September 21-25, 2015 in approximately 80 courses and 742 surveys were returned which represents 41% of the student population at the Aerospace, Metro, and Main campuses—a representative sample. The *Student Satisfaction Inventory* measures student satisfaction and priorities and provides a comparative analysis of national standards in multiple student service areas. Assessing these various aspects of student life helps the University to substantively assess its current ability to meet students’ needs and then

strategically target opportunities for improvement that students establish as important (See *Appendix C: Sample Surveys* for an example of the survey). The SSI data report provides a statistical and conceptual analysis in eight fundamental areas that impact the quality of student life and thereby retention: 1) academic advising and counseling effectiveness, 2) admissions and financial aid effectiveness, 3) campus climate, 4) campus services, 5) instructional effectiveness, 6) registration effectiveness, 7) safety and security, and 8) student centeredness. The analyses offers a broad overview of what matters to SUSLA's students and highlight organizational performance gaps as identified by items that have low satisfaction, but high levels of importance. Figure I delineates SUSLA's performance in each of the eight areas, depicting on average, how satisfied SUSLA students are in each area as compared to the national average.

In interpreting the SSI results, utilize the following information:

- Students respond to each survey item—40 in total—on a 1 to 7 Likert scale, with 7 being high. See *Appendix C* to view each Likert scale: importance, satisfaction, and agreement. NOTE: The *Student Satisfaction Inventory* has two seven-point Likert Scales (i.e., importance and agreement).
- “Each scale mean (average) (mentioned above and listed in Figure I) is calculated by summing each respondent’s item ratings to get a scale score, dividing by the number of respondents, adding all respondents’ scale scores, and dividing the sum of the scale scores by the number of respondents. Note that the scale score is not the average of the averages” (Noel Levitz, *General Interpretive Guide*, 2015, p. 4). See *Appendix D: Definition of Scales* for a description of each scale.
- “A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation. The smaller the performance gap, the better the institution is doing at meeting student expectations. Note that typical performance gaps vary based on the type of institution and the population surveyed” (Noel Levitz, *General Interpretive Guide*, 2015, p. 4).
- “The standard campus report provides the results for SUSLA along with the appropriate national comparison group. The national comparison group includes up to three academic years of data for students who completed the same survey version and/or are at the same type of institution” (Noel Levitz, *General Interpretive Guide*, 2015, p. 6).

**Figure I: Student Satisfaction Inventory
Overall University Performance**



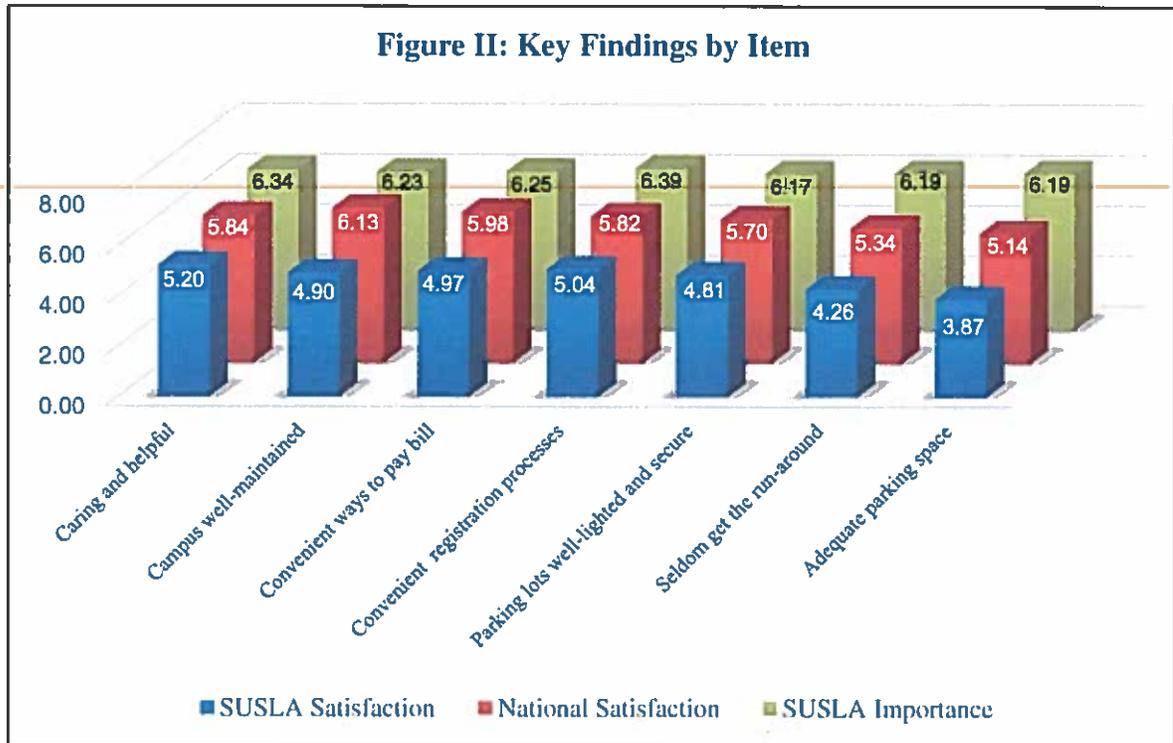
Satisfaction Scale: 1-not satisfied at all to 7-very satisfied; Importance Scale: 1-not important at all to 7-very important

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

Table B-1: Admissions and Financial Aid Effectiveness

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

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



The *Institutional Priorities Survey (IPS)* was administered electronically to 370 full-time and part-time faculty, staff, and administrators on September 29, 2015 using Noel Levitz’s online survey portal. The survey closed on October 9, 2015 with a 34% response rate or 126 completed responses. The *Institutional Priorities Survey* is administered to all university personnel, using the same questions as the *Student Satisfaction Inventory*; however, the Likert scales are slightly varied. The IPS determines to what extent faculty, staff, and administrators believe it is important to meet student expectations—using a seven-point importance scale—and for the same survey item, to what extent they agree that the institution is meeting the expectation—using a seven-point agreement scale. See *Appendix C: Survey Samples* for an example of the survey. The summary results of the IPS revealed that on average, the items that are important to faculty, staff, and administrators are equally important to the students—rated within less than 0.5 points of the students on the Likert scale. The data for each of the eight categories revealed that the day-to-day priorities of the university personnel are similar to the priorities of the students. See Table B-2: Student Satisfaction Inventory and Institutional Priorities Combo Report to compare the results of the students with the results of the university’s employees.

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

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

- I. Further examination of student concerns related to the University's registration processes. There is a significant level of student dissatisfaction within this area and as such, the University desires to identify specific student concerns within this area through further exploration of the issue. "Registration process", as indicated on the *Student Satisfaction Inventory*, can allude to any number of processes which warrants clarification and exploration. Specific mediums for which to explore this issue have not been identified, but may include student and faculty focus groups and/or interviews via email. The process to be used to explore these issues will be identified and reported in the third quarter report.
- II. Development of an action plan to improve areas of challenge. The University has a standing committee on enrollment management whose membership includes a representative—usually the director—from each department that bears some level of responsibility for enrolling students: registrar's office, admissions, financial aid, testing, advising, counseling, fiscal affairs, etc. This committee will:
 - 1) review the results in depth of the SSI as well as the additional data to be collected through other mediums;
 - 2) examine best practices to improve enrollment management processes—to include all of the items identified as a challenge for the institution;
 - 3) identify the root cause(s) of the challenges experienced; and
 - 4) develop a plan of action based on best practices and assign specific responsibilities and a timeline of implementation/completion.

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

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

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

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

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

- I. To understand students, faculty, and staff perceptions about the enrollment management process.
- II. To identify and understand students, faculty, and staff concerns germane to various facets of the enrollment management process, including admissions, testing, advising, financial aid, registering for courses, and attending class.
- III. To identify innovative ways to improve and streamline, where necessary, the overall registration process.

- IV. To understand how students and faculty are informed about the enrollment and registration processes; and identify the most effective communication methodologies.

Overall, there were 19 students, faculty and staff to participate in four focus groups.

- 2 faculty and staff focus groups
 - 6 faculty
 - 3 staff
 - Participants reported to be involved in the following registration processes: admissions; advising; testing; other
 - 2 student focus groups
 - 4 Women
 - 6 Men
-

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

Fourth Quarter Report: In the fourth quarter, the University compiled and analyzed the data from the Enrollment Management Focus Groups and prepared a comprehensive report that included 1) a summary of the project; 2) introduction; 3) participant demographics; 4) summary of findings; 5) other pertinent data; and 6) a myriad of appendices that included focus group transcripts and enrollment management best practices and resources. This report *does not* contain the actual data from the focus groups. However, the data were organized by content and analyzed to identify emerging themes.

When reviewing the improvement themes captured from the focus groups, the reader should consider the following:

- Data were collected from faculty, staff and students. All data were considered relevant as each constituent experiences the process differently and has valuable feedback. Therefore, the themes represent feedback to improve the process for all parties involved.
- Each improvement initiative summarizes the ideas and concerns of the focus group participants, thus providing information to improve the enrollment management experience. The institution gained insight from faculty, staff, and more importantly students about what did not work well and needed to be improved. The “opportunities for improvement” summarizes what was communicated by the focus group participants.
- A simple and manageable action plan was developed that corresponds with opportunities for improvement that follow. The action plan is listed in Appendix H.

Conclusions were drawn following a fairly simple analysis of the data. The conclusions reached are presented by section and are as follows:

Findings pertaining to students, faculty, and staff concerns about the enrollment management process.

Admissions: Opportunities for Improvement

1. Follow-up processes need to be implemented or improved: when the application is received, when the application has been processed, when the student is actually admitted, when the transcript has been received and analyzed, and when there is an outstanding document missing that is needed to complete the admission's process.
 1. Improve organization during high volume times to include a methodical way for how all students and parents are addressed and served.
 2. Improve the overall transcript submittal and articulation process to ensure that faculty are able to adequately advise the student at any time with all of the information needed.
 3. Provide a myriad of convenient ways for students to pay the admission's fee.
-

Placement Testing for Admission: Opportunities for Improvement

1. Improve the testing schedule to include clarity of the information published, provide opportunities for online scheduling, send notifications to all affected and interested parties of location changes, etc.
2. Provide clearer guidelines to assist individuals in understanding who actually needs to test.
3. Ensure that our students have enough convenient times and opportunities to test.

Advising: Opportunities for Improvement

1. Increase student awareness of their assigned academic advisor.
2. Decrease wait time to see an academic advisor.
3. Decrease the number of overrides that are requested.
4. Increase advising accuracy.
5. Increase freshman orientation compliance by making it mandatory.

Financial Aid: Opportunities for Improvement

1. Increase student awareness of and clarity about the Satisfactory Academic Progress process. Students need to know each step in the process and what is required.
2. Increase student awareness about SUSLA's process of "accepting their fees" and what this step means in the registration process—especially new students.
3. Improve front-line and back-office communication and customer service with students, including providing complete service at first point of contact if possible.
4. Increase student awareness about the purpose of and how to use the Jaguar Card.

Registration: Opportunities for Improvement

1. During registration, ensure that all departments are in the gym, ensure that computers are in the gym, improve use of faculty as a resource, add appropriate signage and personnel to assist students so that they know where they are going, etc.
2. Improve course availability on registration day to mitigate students registering online for courses and coming to campus to complete registration and the courses are no longer available.
3. Improve course scheduling as most courses are offered at the same time—during the day.
4. Improve document tracking systems as many students report lost documents.

General Customer Service: Opportunities for Improvement

1. Answer phone calls and return messages. There are numerous accounts in multiple offices where students do you receive calls back after leaving several messages.
2. Develop a sense of compassion and seek resolve for the issues that students experience.
3. Improve the ways in which we communicate with students.
4. Increase opportunities for students to be served during lunch periods (11:00 a.m. to 2:00 p.m.). Ensure that adequate and knowledgeable coverage is available.

The results in the published report were shared with the Enrollment Management Committee through a formal presentation, printed and shared with administrative leaders as well as other interested parties. The report will also be placed on the University's Intranet for viewing and archiving. Following the presentation to the Committee, strategies were developed to mitigate and possibly eliminate the issues experienced by students (*see Appendix H*). The Committee will meet periodically follow-up on the action items established. Following the fall 2016 registration process, the University will assess students regarding their registration experience to determine if the strategic action items implemented resulted in an improvement in the process.

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

First Quarter Report: As noted in the GRAD Act Year 5 Remediation Plan, SUSLA wants to develop policy to ensure that the Student Success Plan (SSP) system has campus-wide recognition and support. Specifically, SUSLA wants this policy to be developed from the recommendations of the SSP installation and configuration team. As discussed in the GRAD Act Year 5 Remediation Plan, SUSLA has identified a core group to serve on the SSP installation and configuration team, to include: First-Year Experience (FYE) faculty; counselors and advisors; personnel from IT, Financial Aid, Retention and Admissions; and Unicon, the installation consultants. This team will customize the Early Alert feature to replicate SUSLA's early alert process. The FYE faculty consists of freshmen faculty in English, Math and Reading and are on the team to provide that actual experiences of faculty members who work with first-year students are considered in the configuration process.

The SSP installation and configuration team will develop SUSLA's SSP system so that it fosters collaboration among student support staff and faculty, provides transparency of student success practices and results, and produces periodic reports for assessment and improvement of student success activities. Currently, the team is configuring the SUSLA Early Alert (EAL) process, which involves the following:

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

- notification to an advisor/counselor for why the student has been designated for EAL;
 - Suggestions – faculty recommendations of steps to address the EAL notification;
 - Outreaches – types of contacts attempted by the advisor/counselor to reach the student;
 - Outcomes – responses provided by the advisor/counselor to the faculty regarding the action taken to address the EAL notification;
 - Referrals – services or resource persons that the advisor/counselor directed the student to use to resolve the reasons for the EAL; and,
 - Overdue Responses – maximum number of days before a response from the advisor/counselor will be considered overdue.
-
- The development or customization of each of these features so that they represent how SUSLA wants its EAL process to function.
 - The field testing of the newly configured EAL process to determine its effectiveness and appropriateness for SUSLA personnel not involved in the installation and configuration.

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

The Retention Taskforce will review the weekly status reports of the SSP installation and configuration team and report to the Interim Chancellor and the administrative team. Specifically, the Taskforce will report whether the SSP installation is on schedule as planned by its consultants, to include a discussion of accomplishments and problems encountered. Furthermore, the Taskforce will determine if the installation team is adequately staffed to meet its deadlines. Recommendations of the installation team will be reviewed and presented to SUSLA's administrative team for approval.

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

Second Quarter Report: As planned in the First Quarterly Report, the features of the Early Alert (EAL) in Student Success Plan (SSP) system were reviewed by the installation and configuration team. The team concluded that SUSLA's manual EAL process would be significantly improved by the standard features in the SSP system. Therefore, the team has configured SUSLA's EAL to use the EAL settings, i.e. definitions, processes, parameters and defaults, as specified in the SSP system. Generally, SSP system's EAL is an electronic process and tool for faculty to notify the student's academic advisor, counselors about a potential issue that could jeopardize the student's achievement of academic success in a course and automatically copy the student, retention coordinator and SSP system

administrators. This process includes feedback from recipient(s) of the notification and tracks the interface of faculty with them during the entire EAL process. After EAL configuration is completed, SUSLA's totally electronic EAL SSP system will operate as follows (each feature has been highlighted):

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

As noted above, the highlighted features of the EAL SSP system are standard settings in SSP, which includes administrative features that monitor the EAL process. For example, Task Scheduler for EAL Overdue Responses, Maximum days to Consider EAL Response Overdue and Overdue EAL Recipient list are administrative features. The configuration and installation team has configured these features to allow a maximum of 2 days for a recipient of a faculty EAL notice to respond and thereafter, 2 days for each subsequent response before it is considered overdue. When a response is overdue, SSP will automatically send a daily reminder

email to the assigned advisor or the recipient of the faculty notice. These emails will be colored red in the alert list and the caseload assignment, which are reports used to assess the SSP EAL process. Copies of these reminder emails will be sent to the SSP administrator, executive director of the Center for Student Success. The executive director or his designee, i.e. director of academic advisement, reviews the process and determines why the respond is overdue.

Proposed Attendance Policy Early Alert Process

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

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

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

- The attendance policy will be effective after the 14th day of class each semester;
- Attendance, including LDA's (last day attended) will be submitted with ACTUAL days that the student has not shown to class;
- All professors/instructors/teachers must take class attendance each day for each class, i.e., classes that meet two days a week have an allowance of missing four class sessions and classes that meet one day a week will have an allowance of missing two class sessions.
- The attendance policy will be included in the syllabus and represents a contract between the professor/instructor/teacher and the student. The syllabus will reflect the appropriate progressive steps based on the course seat time.
- For example, the progressive steps for EAL attendance notifications for classes that meet two days a week are as follows:

- 1st missed class - A **Reminder** e-mail will be sent through the EAL SSP system (as noted above, SSP interfaces with skymail SUSLA's email system for faculty/staff and students), to remind the student of their contract and obligations to the class. Copies of the email will be sent to the advisor and retention coordinator and other vested individuals as needed.
 - 2nd missed class - A **Warning** e-mail will be similarly routed to the student and others to inform the student that he/she is being warned about missing class.
 - 3rd missed class - A **Critical Standing** e-mail will be similarly routed to inform the student that he/she is critically near being administratively dropped from the class for non-compliance behavior of not attending class.
 - 4th missed class - A **Show Cause** e-mail will be sent to inform the student that he/she must show cause as to why he/she should not be administratively dropped from the class for non-compliance. If the student does not respond to this e-mail or if he/she cannot show cause as to why the administrative drop should not be taken, the student will be administratively dropped.
- The attendance policy will be covered during new student orientation and reinforced in the classroom.

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

Third Quarter Report:

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

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

Realizing that the installation of SSP EAL system has been delayed, during this quarterly

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

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

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

- The English department has developed two Integrated Reading and Writing (INRW) courses to decrease the number of English and reading developmental courses and the Curriculum Committee has approved these courses for piloting in fall 2016. If the pilot is successful in achieving the student learning outcomes (SLOs) of the lower level English and reading developmental courses, the lower levels could be eliminated altogether. Specifically, one INRW course will be offered to achieve the SLOs of the lowest developmental courses, English 089 and reading 093 and the other INRW will address the SLOs of the next level courses, English 090 and reading 094. The students' placement scores will determine which INRW courses students will be advised to take.
- The Math department has developed a summer "Boot Camp" for piloting during summer 2016. The Boot Camp will offer 2 fast track developmental math courses consisting of 4 weeks each and a mandatory laboratory supplement. This Boot Camp will target SUSLA's incoming freshmen, but will be open to other students who are interested in improving their math placement scores. The department is planning for the Boot Camp to provide an opportunity for enrollees, especially incoming freshmen, to avoid having to take lower level developmental Math 088 or 089.

The department is piloting a math dual enrollment/bridge program in a local high school, where 11th grade students take the ACT and are placed in either fast track developmental math or college –level math based on their score. Those students

whose scores indicate they are college ready, are given Math 135 and Math 140 during the 12th grade. These students will have 6 credit hours in math, which in many cases meet the math general education requirements on the college level. The lower scoring students are enrolled in fast track developmental courses in math.

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

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

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

Fourth Quarter Report:

In the Third Quarterly Report, SUSLA reported that the installation of the Student Success Plan System (SSP) was delayed due to data validation issues associated with external data, i.e. data imported from banner to SSP. In addition, it was noted that to expedite the completion of external data transfer, SUSLA's SSP installation and configuration team was negotiating with Unicon, our installation consultants to develop a detailed plan to remedy data validation problems. As further noted in the Third Quarterly Report, SUSLA had planned for the negotiation to be finalized and work on these data validation issues to begin by the end of April. As anticipated the data validation work required did not come within the scope of SUSLA's existing contract, so an addendum to the existing contract was developed and finalized. This occurred during the installation of SUSLA's new Chancellor, Dr. Rodney Ellis, which delayed the review and approval of the contract to the end of May. On June 6, 2016, the contract was finalized and the purchase order issued. Specifically, under this new contract, the scope of work will focus on the validation of imported Banner data in SSP, which must be completely validated before the SSP production phase can begin. The installation consultants have projected that this will be completed in three to four weeks so SUSLA can conduct the pilot SSP production in the fall 2016. To summarize discussions in earlier Quarterly Reports under the 5th Year Remediation Plan, the pilot production will afford SUSLA an opportunity to test the features of the Early Alert (EAL) in SSP. As noted in these earlier discussions, SSP EAL is an electronic process and tool for faculty to notify the student's academic advisor, counselor about an academic behavior that could potentially cause the student to fail the course and automatically copy the student, retention coordinator and SSP administrators. This notification feature includes feedback from recipients and tracks the interface of faculty with them during the entire EAL process. It also monitors overdue responses from

recipients and sends reminder notices so that SSP administrators can determine why the delinquent party has not responded. SUSLA expects this SSP EAL system to significantly improve the ability of student support staff, i.e. academic advisors, counselors, to timely address the issues causing students to disengage and eventually dropout.

In addition, the Third Quarterly Report covered specific initiatives developed by our Math and English faculty to address the adverse impact developmental courses appear to have on the level of engagement of first-time entering freshmen. SUSLA First-Year-Experience (FYE) faculty and staff have determined that these developmental education redesign initiatives are very crucial in addressing the retention of first year freshmen. As an example of the level of importance these initiatives have, the GRAD ACT cohort for Year 6 had a 46.5% retention rate, indicating that 131 students of the 245 in the cohort dropped out. The review of their courses and grades revealed that slightly over 70% were enrolled in one or more developmental courses and performed unsatisfactorily. A significant number of GRAD ACT cohort students were enrolled in the College Success Course where they are required to prepare reflection papers on their academic performance. Specifically, the reflection paper represents an assessment of study habits and other academic behavior, i.e. the use and availability of institutional resources, and the association of the use or lack of use of these preparatory study methods with performance results. While the Center for Student Success (CSS) has not analyzed the reflection papers prepared by members of this cohort in their college success course, the analysis of the reflection papers of previous GRAD ACT students revealed that those who were in developmental education were not satisfied with their performance and felt “overwhelmed” by the coursework to the extent that they questioned whether they “belong” in college. The academic behavior of these students showed signs of disengagement, i.e. poor attendance, missed assignments. For these reasons, the FYE faculty and staff have accelerated their efforts to redesign developmental education so that students learn how to learn, solve problems through more interactive activities in the classroom, supplemented by mandatory labs. Specifically, in fall 2016 the Math department will offer a new course, Math 095 Pre-Algebra with a mandatory lab, Math 90L. Math 088 course will be offered in two ways: (1) as a Basic Mathematics Boot Camp during the summer for pre-registered students, who have been placed Math 088 and (2) as a self-paced lab during the school year. Math 095 will cover the materials of both Math 089 and 090 developmental education courses; it will be 5 credit hours, mastery learning based, self-paced and will meet 5 days a week. This new course will give the student an opportunity to complete all developmental concepts in one semester as compared to the average 2 years it was taking students to complete 3 developmental courses previously. The instructor will teach 3 days and students will attend a mandatory lab on the other 2 days. As noted above, 090L is combined with Math 090 and is a just-in-time course for Math 135, a college-level Math required for students in the Allied Health, Nursing and those planning to transfer to a 4-year institution.

Students experiencing these initiatives, SSP EAL and redesigned developmental courses will be tracked and their academic performance and persistence analyzed to determine if we have improved the retention rate of first-time entering freshmen seeking the associate degree. The staff of the CSS will be responsible for the monitoring and reporting of SUSLA’s progress in this area.

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

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

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

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

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

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

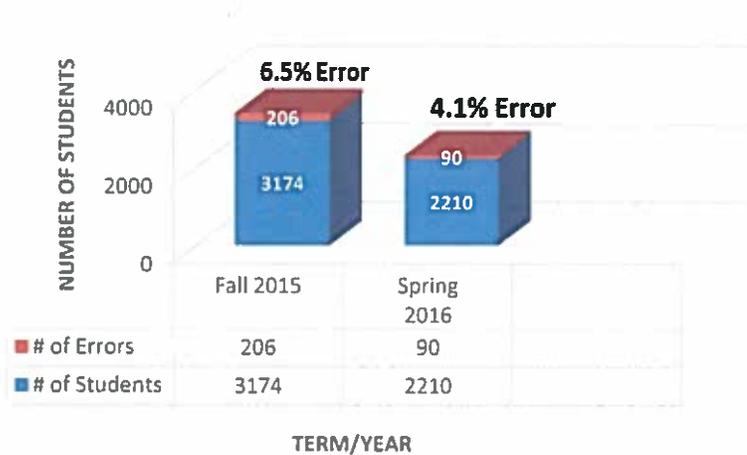
On-going, internal audits of randomly selected students will also be conducted as an additional safeguard to promote accuracy and reduce student coding errors. It is anticipated that SUSLA will conduct the audits bi-annually. For the fall 2015 period, 20% (75 out of 376) of the first-time full-time Associate degree-seeking cohort will be randomly selected for the coding audit. This specific cohort is critical in calculating

retention rates. For spring 2016, other student groups will be considered for the audit as well. Consistently engaging in this strategy of quality assurance will provide a system of checks and balances for the coding process. A detailed update on this activity will be provided in the Second Quarter Report, following the assessment of spring 2016 application data.

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

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

FIGURE III: Initial Discrepancy Report



Another proposed activity from the 1st Quarter report involved conducting an internal audit of randomly selected students to assess coding issues that may ultimately affect retention calculations. The Director of Admissions and the Research Associate conducted the audit utilizing SUSLA’s pre-SSPS report, which included randomly selecting 75 students from the fall 2015 first-time full-time Associate degree-seeking cohort of 376 students. To assist in determining if these students were coded properly, the students’ date of birth, high school graduation year, last term attended and hours earned were reviewed. Students that

showed a last term attended date were further investigated and it was noted that these students attended a summer session prior to enrolling for the fall 2015 semester. Thus, these students were properly coded as new freshmen. Of the 75 students reviewed, the following results were noted in Table B-4.

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

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

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

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

ultimate goal is to shift SUSLA's focus from one of simply reporting to one of performing analytics and utilizing data as information for decision support.

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

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

- 1) **Issue:** Some official high school transcripts were not received by the admissions office from the Board of Regents prior to disbursement of financial aid. **Resolution:** Created a tracking code in SUSLA's student information database that will be placed on all new students' accounts, effective immediately, explaining that an official high school transcript is needed prior to receiving financial aid disbursements. **Implementation Date:** April 7, 2016 (*see Appendix F*)
- 2) **Issue:** Some transfer students were not submitting all transcripts from previous institutions to the Admissions or Registrar's Office prior to receiving financial aid disbursements. **Resolution:** A tracking code has been added in SUSLA's student information database that will alert and explain the need for students to submit transcripts from all previously attended institutions to the Registrar or Admissions' Office. **Implementation Date:** April 7, 2016 (*see Appendix G*)
- 3) **Issue:** Estimated Graduation Date placed in Banner by the Admissions' Office was causing students' loans to go into repayment while students were enrolled at the institution. **Resolution:** The Director of Admissions agreed to place a 4-year 'Estimated Graduation Date' in SUSLA's student information database from receipt of Admissions application, effective immediately. **Implementation Date:** April 7, 2016

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

Fourth Quarter Report: During the 4th quarter of SUSLA's GRAD Act Year 5

Remediation Plan, the Data Integrity and Management (DIM) Task Force continued its activity in developing a sustainable and effective data management process that will ultimately ensure the quality, integrity and reliability of data reported. During the retreat conducted during the 3rd quarter, it was determined that the task force would begin to adopt a data management progression that will move SUSLA to that end. The first step of that process focuses on the data and systems to improve the data quality. The DIM task force agreed that the short-term need would entail building a data dictionary and continuing to correct bad data.

To begin the aforementioned process, a Banner training session was held on May 12, 2016 with Bob Scott, the consultant from SmartData Decisions, the Chair of the DIM Task Force and the Research Associate to gain more in-depth knowledge of the Banner Data system and to assess the need for further training of key users. Conducting the training was the Director of Admissions, who has served as an Ellucian (Banner) consultant in past years and who has extensive knowledge of the system.

The following actions were proposed to move forward:

- **Data Dictionary**
 - **Short Term Action** – Create a short data element listing organized by **need** and focused on **use**. This approach is driven by need and therefore will generate attention, and a more detailed type can follow easily from this.
 - **Long Term Action** – Develop a full blown formal dictionary whose main focus is definition clarity and eventual dispute arbitration (the “bible” referred to when there is disagreement about a data element).
- **Training**
 - It was determined that the Director of Admissions, who is the Banner expert for SUSLA, would engage key stakeholders in an extensive Banner training. Training will include 138 hours of course work and take place between 12:00 p.m. and 3:00 p.m. on Fridays (*see Appendix I for details of the proposed Banner training*)

Appendix A

Elsevier Adaptive Quizzing (EAQ) Software Student Survey

Elsevier Adaptive Quizzing (EAQ) Software - Survey

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

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

Use the following scale to rate your answer.

5=Strongly Agree 4=Agree 3=Disagree 2=Strongly Disagree 1=N/A - Not Applicable

| | | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 5. | The <i>EAQ</i> software contributed to my success in the Theory component of the course. | | | | | |
| 6. | The <i>EAQ</i> software contributed to my success in the Clinical component of the course. | | | | | |
| 7. | The <i>EAQ</i> software contributed to my success on the HESI exam in the course. | | | | | |
| 8. | I used other study aids in addition to the <i>EAQ</i> . | | | | | |
| 9. | Please list other study aids used in addition to the <i>EAQ</i> software (if applicable). 1. 2. | | | | | |

| | | | | | | | | | | |
|-----|---|--|--|--|--|--|--|--|--|--|
| | 3. | | | | | | | | | |
| | 4. | | | | | | | | | |
| | 5. | | | | | | | | | |
| 10. | I would recommend the continued use of the <i>EAQ</i> software. | | | | | | | | | |

Comments:

Appendix B

NCLEX 10,000 Course Assignment

N250 – Concepts and Processes II

Fall 2015 – NCLEX Practice Questions Requirements – MANDATORY ASSIGNMENT

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

August 24, 2015

- *Submit 100 questions - Fundamentals
 - *Submit 100 questions – Medical – Surgical
 - *Submit 50 questions - Pharmacology
- Total 250**

September 1, 2015

- *Submit 75 questions – Psychiatric
 - *Submit 100 questions – Medical – Surgical
 - *Submit 75 questions - Pharmacology
- Total 250**

September 21, 2015

- *Submit 50 questions – Pediatrics
 - *Submit 50 questions – Maternal
 - *Submit 50 questions - Pharmacology
 - *Submit 100 questions Medical Surgical
- Total 250**

October 6, 2015

- *Submit 50 Pharmacology questions
 - *Submit 50 Medical Surgical Questions
 - *Submit 50 Maternal Questions
 - *Submit 50 Fundamentals
 - *Submit 50 Pediatrics
- Total 250**

October 19, 2015

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

Nov 2, 2015

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

GRAND TOTAL = 1500 Questions



Appendix C

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

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

| Importance to me... | | | | | | | | ...My level of satisfaction | | | | | | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 - not important at all | | | | 5 - somewhat important | | | | 1 - not satisfied at all | | | | 5 - somewhat satisfied | | | | |
| 2 - not very important | | | | 6 - important | | | | 2 - not very satisfied | | | | 6 - satisfied | | | | |
| 3 - somewhat unimportant | | | | 7 - very important | | | | 3 - somewhat dissatisfied | | | | 7 - very satisfied | | | | |
| 4 - neutral | | | | N/A - does not apply | | | | 4 - neutral | | | | N/A - not available/not used | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. The campus staff are caring and helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Classes are scheduled at times that are convenient for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. My academic advisor is available when I need help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Security staff respond quickly to calls for assistance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Financial aid awards are announced in time to be helpful in college planning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Library resources and services are adequate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Admissions staff provide personalized attention prior to enrollment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. The quality of instruction I receive in most of my classes is excellent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. I am able to register for the classes I need with few conflicts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Parking lots are well-lighted and secure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Counseling services are available if I need them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Faculty are fair and unbiased in their treatment of individual students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A | |

Next

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

| Level of importance... | | | | | | | | ...Level of agreement | | | | | | | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|---|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 - not important at all | | | | | | | | 5 - somewhat important | | | | | | | | | |
| 2 - not very important | | | | | | | | 6 - important | | | | | | | | | |
| 3 - somewhat unimportant | | | | | | | | 7 - very important | | | | | | | | | |
| 4 - neutral | | | | | | | | N/A - do not know | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A | | | | | | | | | N/A | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 1. The campus staff are caring and helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 2. Classes are scheduled at times that are convenient for students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 3. Academic advisors are available when students need help. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 4. Security staff respond quickly to calls for assistance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 5. Financial aid awards are announced in time to be helpful in college planning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 6. Library resources and services are adequate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 7. Admissions staff provide personalized attention prior to enrollment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 8. The quality of instruction students receive in most of their classes is excellent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 9. Students are able to register for the classes they need with few conflicts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 10. Parking lots are well-lighted and secure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 11. Counseling services are available if students need them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | 12. Faculty are fair and unbiased in their treatment of individual students. | <input checked="" type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | N/A |

Next

Appendix D

Student Satisfaction Inventory (SSI) Interpretive Guide Description of Scales

The Student-Satisfaction Inventory™ Interpretive Guide

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

Description of Scales

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

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

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

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

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

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

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

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

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

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

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

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

The Student-Satisfaction Inventory™ Interpretive Guide

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

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

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

Reliability and Validity—Form A

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

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

Reliability and Validity—Form B

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

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

The Inventory Authors

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

A Word about Ruffalo Noel Levitz

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

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

Appendix E

**Data Integrity & Management Committee
Spring Retreat**



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

Spring Retreat

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

Agenda

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

Appendix F

Banner Tracking Code (HS_TRN)

Oracle Fusion Middleware Forms Services: Open > RTVTREQ

File Edit Options Block Item Record Query Tools Help

Requirements Tracking Validation RTVTREQ 8.9 (PROD)

Code: HOMELS Active **Message Number:** 1

Short Description: RISK HOMELESS

Long Description: STUDENT INDICATED HOMELESS ON FAFSA

URL:

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

Activity Date: 31-JUL-2014

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

Code: HS_TRN Active **Message Number:** 1

Short Description: HS Transcript

Long Description: -Official HS Transcript(s) Needed

URL:

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

Activity Date: 07-APR-2016

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

Code: HUDYTH Active **Message Number:** 1

Short Description: HUD YOUTH

Long Description: STUDENT SELECTED HUD UNACCOMPANIED YOUTH ON FAFSA

URL:

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

Activity Date: 31-JUL-2014

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

Appendix G

Banner Tracking Code (TRANS)

Oracle Fusion Middleware Forms Services: Open > RTVTREQ

File Edit Options Block Item Record Query Tools Help

Requirements Tracking Validation RTVTREQ 8.9 (PROD)

Code: TANFD9 Active Message Number: 1

Short Description: 2009 TANF Benefits

Long Description: -Verify total 2009 TANF benefits (all family members)

URL:

Instructions:

Activity Date: 25-MAR-2010

Packaging Satisfy All

Memo Match Federal Fund ID

Disbursement Required Once

Letter Exclusion Update Prior Year

Perkins MPN Access Indicator

Period Eligible Information Access

Code: TRAFB Active Message Number: 1

Short Description: Articulation

Long Description: -Awaiting transcript(s) articulation

URL:

Instructions: If you have not submitted transcripts from all institutions, please contact the Registrar's Office (Transfer & Readmit Students) or the Admissions Office (New & First Enrollment Students) for assistance or updates

Activity Date: 13-MAY-2014

Packaging Satisfy All

Memo Match Federal Fund ID

Disbursement Required Once

Letter Exclusion Update Prior Year

Perkins MPN Access Indicator

Period Eligible Information Access

Code: UEH Active Message Number: 1

Short Description: Enrollment History

Long Description: -Unusual Enrollment History

URL:

Instructions: Complete the Enrollment History Document and submit to the Financial Aid Office

Activity Date: 22-MAY-2014

Packaging Satisfy All

Memo Match Federal Fund ID

Disbursement Required Once

Letter Exclusion Update Prior Year

Perkins MPN Access Indicator

Period Eligible Information Access

Appendix H

Enrollment Management Action Strategies

Enrollment Management Committee Recommendations/Action Items

| Recommendation | Individual Responsible | Due Date | Completed (Y/N) |
|--|--------------------------------|----------------|-----------------|
| 1. Speak with bookstore management to alter the process of when/how students receive their books. The change will be as soon as students accept their fees, they will be able to purchase their books on the same day. | Robert Silvie | July 1, 2016 | Y |
| 2. Get CashNet to automatically send emails to the admissions department that shows those students who paid their application fee online | Tomeka Brown | July 1, 2016 | Y |
| 3. Increase the number of test administrators in the Testing Department by cross training other staff members | Mark Hall | July 1, 2016 | Y |
| 4. Offer larger testing sites and more testing options | Mark Hall | July 1, 2016 | In Progress |
| 5. Train faculty so they can properly advise students on how to register for their classes | Center for Success | August 1, 2016 | In Progress |
| 6. Purchase more laptops to be used during the registration process, in the gym | Robert Silvie | July 1, 2016 | In Progress |
| 7. Have a mock trial that walks faculty through the entire registration process in order to help them understand the entire registration process | Terence Vinson | August 1, 2016 | N |
| 8. Provide students with a graphic pamphlet or card that shows them a pathway, their next steps, in the registration process in the admissions department | Lalita Rogers | August 1, 2016 | N |
| 9. Add "how-to" videos and graphics to help assist student in registering, financial aid, and completing an application. | Jeremy Robinson | July 1, 2016 | Y |
| 10. Offer simultaneous testing for placement testing | N/A | N/A | Y |
| 11. Clearly define the terminology used during registration (register, enroll, admit) | Jeremy Robinson and Annie Moss | July 1, 2016 | Y |
| 12. Cross-train staff at the front desk to assist students, by using banner, in the registration process so they can be better directed | Moss/Robinson | July 1, 2016 | Y |
| 13. Designate registration marshals that would be the first person to help students during registration in the gym | | | Y |

| | | | |
|---|--|-----------------|-------------|
| | Jeremy Robinson | July 1, 2016 | |
| 14. Provide computers or tablets for students to use when they first enter the gym they can type their information in and it will tell them what they are needing to do in the registration process | Jeremy Robinson | July 1, 2016 | In Progress |
| 15. Tell students to use the SUSLA app while navigating through the registration process | Sonja Hester, Division Chairs, and Rosetta Jones | October 1, 2016 | N |
| 16. Offer incentives for continuing students to pre-register | Sonja Hester | October 1, 2016 | In Progress |

Appendix I

Proposed Banner Training for SUSLA

Banner Training Schedule
Banner Student Specialist: Annie Moss

Pre-registration required for all training. Detailed training schedule to be developed.

| Training Title | *Estimated Time | Pre-Requisite Training | Notes |
|---|------------------------|-------------------------------------|-----------------------------|
| Banner Navigation | 1 hr. | | |
| Course Catalog | 6 hrs. | Banner Navigation | Requires Registrar Approval |
| Class Schedule | 6 hrs. | Banner Navigation, Course Catalog | Requires Registrar Approval |
| General Person and Common Matching | 2 hrs. | Banner Navigation | |
| Faculty Load | 3 hrs. | Banner Navigation | |
| Location Management/Housing | 3 hrs. | Banner Navigation | |
| Recruiting | 6 hrs. | Banner Navigation | |
| Admissions | 12 hrs. | Banner Navigation | |
| General Student | 3 hrs. | Banner Navigation | |
| Registration (Baseline) | 6 hrs. | Banner Navigation | |
| Academic History | 12 hrs. | Banner Navigation | |
| Curriculum, Advising, and Program Planning (CAPP) | 12 hrs. | Banner Navigation, Academic History | Not Yet Available |
| Letter Generation and Population Selection | 12 hrs. | Banner Navigation | |
| Transfer Articulation Processing | 12 hrs. | Banner Navigation, Academic History | |
| Web for Faculty and Advisors | 12 hrs. | | Not Yet Available |
| Job Submission and Tape Load Processing | 3 hrs. | | |
| SUSLA College Connect Admission Procedures | 12 hrs. | Banner Navigation | |
| Adult/Continuing Ed. Admission Procedures | 3 hrs. | Banner Navigation | Requires DCWD Approval |
| International Student Services | 24 hrs. | Banner Navigation | |

*Training will take place between 12:00pm and 3:00pm on Fridays. If more than 3 hours are estimated, training will take place in multiple parts.

Course Descriptions

Training Title: Banner Navigation

- **Description:** provides user with ways to navigate through the Banner system. Includes keyboard equivalents, types and parts of forms, tool bars, using help features, and accessing Banner documents directly from the user's computer.

Training Title: Course Catalog

- **Description:** enables the user to define courses to be entered in the institution's catalog. This involves compiling of data such as course title, department, credit hours, co-requisites or prerequisites, fee information, and

restrictions for the course. Start and end terms for each course are maintained, along with text to be printed on the course bulletin.

Training Title: Class Schedule

- **Description:** contains the data necessary to build and print a schedule of classes, including term attributes (dates for each session within a term), and establishing a Course Reference Number. In addition, instructors are assigned to classes, classes are scheduled into rooms depending on the attributes needed and available, and course sections with user defined comments are established. The Schedule module also provides a means of "rolling" the schedule forward to the next applicable term to decrease the data entry process.

Training Title: General Person and Common Matching

- **Description:** The Common Matching process uses the rules created by the user to evaluate new identification records that are being added to the Banner database to see if they already exist. The user will learn how to use the information to determine how the records will be populated in Banner.

The General Person module supplies the means to identify both persons and non-persons, such as third-party accounts, in the system. Identification number, name, address, and, where applicable, biographic information are gathered and maintained. Emergency contact, medical, and international student information are also collected for use in other modules. Support Services such as goals, needs, and services can also be maintained.

Training Title: Faculty Load

- **Description:** enables the user to enter and maintain information including instructional and non-instructional assignments for a faculty member or advisor. Personnel information, such as tenure status and sabbatical dates, is maintained in this module along with workload and contract information.

Training Title: Location Management/Housing

- **Description:** allows for the definition of the institution's buildings and room facilities. In addition, the Location Management and Housing module provides a means of assigning rooms for special events, and provides a listing of available rooms with attributes. Dormitory, meal plan, and phone assignments, as well as assessments, may also be maintained in this module.

Training Title: Recruiting

- **Description:** maintains information about potential recruits such as: source, intended majors, test scores, high school and prior college information, and outside interests. It builds statistical information about sources and a plan for producing materials, and allows for creation of materials to be sent to prospects.

Training Title: Admissions

- **Description:** establishes admission records and identifies items an applicant needs to provide to continue application processing. It calculates whether an applicant can be automatically admitted to the institution based on user defined rules. General Student records are automatically created once an applicant has accepted and plans to attend. Test scores, high school, and prior college information are maintained here, along with guardian information. The Admissions module also provides the means to allow quick entry for automatic registration eligibility.
-

Training Title: General Student

- **Description:** allows user to modify current information for students such as changes to major, residency, and student type. It also provides a place for entering information on career choice, including advisor, activities, and veteran information. Student classification and cooperative information, as well as Student Right to Know information, is maintained in this module.

Training Title: Registration

- **Description:** allows user to create enrollment information for a specific term. It defines rules determining student and course statuses, and controlling actions to be taken at registration, such as amounts of allowable refunds. Tuition and fees policy is built in Registration, along with rules to be used for the fee assessment algorithm. Student schedules and bills are produced, and class rosters are maintained. It also allows for sections to be graded and rolled into academic history.

Training Title: Academic History

- **Description:** enables user to build grading policies and maintain grades. Grades are rolled to Academic History, and the system automatically checks for repeat courses. Academic standing is calculated using user-defined rules regarding probation and Dean's List policies. Degrees and honors associated with each student are entered in this module, along with information on majors, minors, and status. Transfer course work is recorded in the Academic History module, and an automatic transfer articulation process is available (*See Transfer Articulation*). The transcripts are also printed from here. Graduation information, including diploma, ceremony, ceremony attendance, and graduation dress, is maintained here.

Training Title: Curriculum, Advising and Program Planning (CAPP)

- **Description:** allows user to build degree program codes establishing appropriate majors, minors, and concentrations for degree programs. All requirements, both general (i.e., minimum GPA, minimum hours) and course specific (i.e., humanity or social science requirement), are built in this module. Automatic assignment of a degree program code occurs if a student meets all

the requirements for an established degree program. Non-course requirements are approved in this module. This module is also used to assign courses to multiple requirements, and execute compliance verification.

Training Title: Letter Generation and Population Selection

- **Description:** Letter generation in Banner allows the user to extract information from Banner to be either be formatted into a letter or some other document within Banner. Or the information can simply be listed and used to create a file that can be exported to a third-party software application. The third-party application can then use the information as raw material for merge mail or other processes.
-

Banner population selection is a mechanism for selecting a group of people that share common data, based on specific criteria. Selection criteria are built by defining data to be extracted. This data can then be used for letter generation and reporting requirements.

Training Title: Transfer Articulation Processing

- **Description:** Transfer articulation processing provide a mechanism to enter and articulate transfer coursework. Information pertaining to the transfer institution and its articulation practices, courses, calendar type, transfer levels, grading scale, and any comment information can be added here. Procedures for associating students with transfer institutions are included. The articulation process and rolling transfer course work to the student's academic history are covered.

Training Title: Web for Faculty and Advisors

- **Description:** Faculty and Advisor Self-Service allows faculty members and advisors to access information in baseline Banner via the web. They can access information about their classes and students/advisees, as well as perform registration tasks, view academic transcripts, and perform degree evaluations (compliances) via CAPP (Curriculum, Advising and Planning Program). Faculty can also enter and view grades, including via the Electronic Gradebook.

Training Title: Job Submission and Tape Load Processing

- **Description:** The Job Submission module facilitates the submission of reports and processes throughout Banner. This training basically provides details of the data load process for the student test score data loads, search data loads, electronic prospects, and electronic applicants.

Training Title: SUSLA College Connect Admission Procedures

- **Description:** The admission process for the SUSLA Connect program differs from regular processing. This training provides a step-by-step tutorial which includes receiving the referral list, admitting, registering, and corresponding to SUSLA Connect students.

Training Title: Adult/Continuing Ed Admission Procedures

- **Description:** Procedures for pushing web application for adult and continuing education students will be covered. Also includes procedures for coding the student for specialized tracking.

Training Title: International Student Services

- **Description:** This training involves instruction for collecting the required admission documents for international students. It also includes the steps required for issuing the I-20 and creating a Student & Visitor Exchange Information System (SEVIS) record, and all the processes for maintaining and reporting international students' statuses.
-

Agenda Item V.B.

Executive Summary

In 2010, the Louisiana Legislature enacted Act 741, the Louisiana Granting Resources and Autonomy for Resources for Diplomas Act (GRAD Act). The GRAD Act requires the Board of Regents (BoR) to annually monitor and report to the Legislature and the Governor each institution's progress toward meeting benchmarks and targets associated with the performance objectives. Additionally, the GRAD Act requires the BoR to review GRAD Act during the end of each six-year agreement period, and, based in part on considerations of a review panel, recommend to the Joint Legislative Committee on the Budget whether the six-year performance agreements should be renewed.

In accordance with Act 741, the BoR appointed and convened the Review Panel in 2015. The final report of the GRAD Act Review Panel (attached) was submitted and received by the Board of Regents in December. The report (1) provides an overview of GRAD Act; (2) identifies issues which impacted GRAD Act implementation; and (3) includes the GRAD Act Review Panel's final conclusions and recommendations.

The original GRAD Act six-year agreements expired June 30, 2016. Based on (1) changes made in the GRAD Act tying autonomies to clean financial audits, (2) incorporating the best performance measures from GRAD Act into the performance-based funding formula, (3) input from the four systems, and (4) the recommendations of the GRAD Act Review Panel, the Senior Staff recommends that the Planning, Research and Performance Committee recommend that the Board of Regents recommend to the Joint Legislative Committee on the Budget that the GRAD Act Six-year Performance Agreements not be renewed.

**REPORT AND RECOMMENDATIONS OF THE GRAD
ACT REVIEW PANEL
(As Required by Act 741 of 2010)**

**Submitted to:
THE LOUISIANA BOARD OF REGENTS**

November 2015

Introduction

In 2010, the Louisiana Legislature enacted Act 741, the Louisiana Granting Resources and Autonomy for Resources for Diplomas Act (GRAD Act)(Appendix A). The GRAD Act provides for six-year performance agreements between the Louisiana Board of Regents (BoR) and Louisiana public postsecondary education systems and institutions. With the overall goal of rewarding performance for increasing accountability and efficiency among participating institutions, the Act grants colleges and universities increased autonomy and flexibility in exchange for a commitment to meet defined performance objectives.

The GRAD Act requires the BoR to annually monitor and report to the Legislature and the Governor each institution's progress toward meeting benchmarks and targets associated with the performance objectives. Additionally, the Act calls for the BoR to review GRAD Act during the end of each six-year agreement period, and, based in part on considerations of a review panel, recommend to the Joint Legislative Committee on the Budget whether the six-year performance agreements should be renewed.

In accordance with Act 741, the BoR sought appointments to the GRAD Act Review Panel. The twelve appointed members include one representative from each postsecondary education system, a representative appointed by the Board of Regents' Chair, a representative appointed by the Commissioner of Higher Education, two representatives selected by the Speaker of the House of Representatives, two selected by the President of the Senate and two representatives appointed by the Governor's office (Appendix B).

In October 2015, following receipt of panel appointments, the BoR held an initial meeting of the Review Panel. A subsequent meeting was held on November 9th. The final report of the GRAD Act Review Panel was submitted thereafter to the Board of Regents for its consideration.

This report (1) provides an overview of GRAD Act; (2) identifies issues which impacted GRAD Act implementation; and (3) includes the GRAD Act Review Panel's final conclusions and recommendations.

An Overview of the GRAD Act

The GRAD Act was passed by the Legislature, with the support of the Governor, in 2010 in response to concerns about retention, graduation and completion, within the context of rewarding performance. As designed, the Act included annual rewards for institutions reaching their pre-determined benchmarks and targets. These rewards included:

(1) The limited ability to increase tuition and fee amounts up to ten percent based on the institution's proximity to its peers' average; and

(2) The ability to earn various levels of operational autonomies.

The GRAD Act stipulated that institutions achieve specific, measurable performance objectives aimed at improving college retention, completion and meeting the state's current and future workforce and economic development needs. The four performance objectives identified in the GRAD Act are:

(1) Student Success

(2) Articulation and Transfer

(3) Workforce and Economic Development

(4) Institutional Efficiency and Accountability

In addition to the above, the GRAD Act allows "any additional performance objectives as determined by the Board of Regents," and further provides that "any performance objectives defined in the formula funding performance model adopted by the Board of Regents for Fiscal Year 2010-2011 shall be aligned with performance objectives defined in [the GRAD Act.]" See La. R.S. 17:3139.2.

BoR has consistently interpreted and implemented the ability to earn performance funding through alignment of the Regents' formula funding model and the performance objectives of the Grad Act in the following manner: In any particular year, fifteen percent of the funds allocated by BoR to the institutions through its funding formula, which is the portion BoR allocates based on an institution's performance, is withheld from institutions that fail the GRAD Act during the previous year. While BoR had always intended for this "performance funding" portion of the funding formula to be an added incentive for improved performance, the lack of adequate funding has led to institutions suffering the penalty for failing the GRAD Act without ever enjoying the benefits of being better-funded for improved performance. In other words, if an institution fails the GRAD Act, BoR withheld fifteen percent of the formula funding, but if an institution passed the GRAD Act, there were

never sufficient state funds to reward that institution with an additional fifteen percent for its performance. (Note: BoR adopted an intervention policy under which 75% of the 15% of performance funding would be released to the failing institution if it develops an improvement plan and demonstrates to BoR on a quarterly basis that it has met the goals of such improvement plan.)

There are performance elements and measures associated with each of the aforementioned objectives. Elements are the performance requirements stated in the GRAD Act law that correlate with each objective. Quantitative measures were negotiated and agreed upon by Regents, systems and institutions as a way to determine whether an institution was demonstrating satisfactory progress toward meeting the performance objectives. Measures were assigned by institution type and tied to the institution's specific role, scope and mission. The Regents, systems and institutions established baseline data, annual benchmarks (short-term) and 6-year targets (long-term) for each measure within the performance agreement.

In October of 2010, Louisiana public postsecondary education systems and institutions entered into the initial six-year GRAD Act performance agreements with the Board of Regents. As parties to the agreements, institutions annually report their progress on applicable elements and measures to their management boards and Regents. Regents monitors, reviews, scores and reports annually to the Legislature and Governor each institution's progress in meeting the four performance objectives.

In 2011, the Legislature amended the 2010 Act, specifically requiring successful attainment of the student success performance objective in order to pass GRAD Act, acknowledging that each of the other three were fundamentally aligned with the student success objective. This amendment, which altered the scoring of GRAD Act, occurred after initial benchmarks and targets had been established and performance agreements signed. As mentioned, prior to the amendment, an institution's success was based on the achievement of benchmarks and targets in support of the four performance objectives (student success, articulation and transfer, workforce and economic development, and institutional efficiency and accountability). The practical result of the 2011 amendments was that passage of GRAD Act became contingent solely upon passage of the student success performance objective rather than an overall passing score on the four objectives. Achievement of passing scores on the other three objectives could no longer offset falling short on the student success objective; thus, passing GRAD Act became more difficult.

Design vs. Implementation

At its inception, the GRAD Act was supported as a mechanism that would serve as an incentive to improve student outcomes, providing added revenue in exchange for greater accountability and efficiency. As mentioned, passing GRAD Act would grant institutions the mechanism to increase tuition, allow for operational autonomies and reward performance through the formula. However, in many of the years during the six-year agreement, tuition authority did not result in any increased revenues to the institution, due to a corresponding reduction in state funding. This practice of reducing state funding to offset any tuition increases, the so-called "tuition swap," nullified any benefits of the tuition authority earned under the GRAD Act and actually penalized the institutions that earned such authority, for in practice, this was even more damaging than a one-to-one swap. On average, institutions only collect 75 to 80 cents on a dollar in tuition due to waivers, scholarships and non-collectibles. Therefore, in a tuition-for-general fund swap, institutions would actually lose funding by increasing tuition.

Another reward included in GRAD Act for performance was the ability to access certain operational autonomies. In theory, there were three levels of autonomies which institutions could seek approval to exercise based on performance. In practice, gaining these autonomies was problematic. Meeting the criteria was challenging but attainable. However, receiving approval for operational autonomies proved more difficult. During the six-year agreement, few institutions actually were approved to exercise the autonomies they had earned.

Finally, without adequate state funding, rewarding performance through the funding formula was not possible, as explained above. Instead of being deemed ineligible for additional performance funding by failing GRAD Act, institutions stood to lose state general funds. Failing institutions were asked to improve performance with even less state support, while institutions that passed the GRAD Act saw no additional benefits through the funding formula.

The challenges outlined above and the implications of budget cuts endured by campuses (i.e., elimination of faculty and staff positions, increase in class sizes, and reduction of courses and programs offered) made achieving GRAD Act benchmarks increasingly difficult. Institutions failing to achieve annual GRAD Act requirements did not merely lose out on a reward; they were, in essence, penalized. Thus, the penalties for failing the GRAD Act were steep, while the rewards for passing were non-existent.

Conclusions and Recommendations

Despite the unforeseen consequences mentioned above, the Review Panel does acknowledge the positive intentions of the GRAD Act as originally conceived. At its core, the goal of the Act was to incentivize institutional behavior to improve performance within a framework that promotes accountability. The Panel supports this goal and acknowledges that it should remain a priority for higher education, the legislature and the administration. However, the panel does not believe that the GRAD Act, as currently constructed, is the most effective mechanism to achieve that goal. The Panel contends that both the performance measures and rewards used to incentivize institutional behavior can be best addressed through means other than through GRAD Act. Therefore the Panel's recommendations will primarily focus on alternative methods to evaluate performance measures and provide incentives, particularly through the implementation of Act 462 of 2014 and the GRAD Act amendments in 2015, as more fully discussed below.

Act 462 of 2014 by Sen. Appel called for the development of "a comprehensive outcomes-based funding formula that ensures the equitable allocation of state funds to public postsecondary educational institutions, appropriately considers costs, places significant emphasis on student and institutional outcomes, and aligns with the state's economic development and workforce needs." The Review Panel notes the close correlation between the performance objective language in the GRAD Act (student success, workforce and economic development) and the expectations of the outcomes-based formula (significant emphasis on student ... outcomes, aligns with economic development and workforce needs). Additionally, Act 462 directly authorized the BoR to make recommendations for changes necessary to the GRAD Act in order to implement this new formula.

As originally constructed, the Grad Act sought improvements in four major areas: Student Success, Articulation and Transfer, Workforce and Economic Development, and Institutional Efficiency and Accountability. Under Act 462, retention, graduation and completion – the primary measures in the student success objective – will now be incentivized as part of the new outcomes-based formula under development.

Accordingly, the proposed formula also continues to place emphasis on key measures in the other three GRAD Act performance objectives. For example, there is a continued focus on articulation and transfer. Two-year colleges are incentivized for transferring students to four-year institutions; four-year institutions are rewarded for receiving and graduating transfer students; and institutions will receive credit through participation in cross-enrollment agreements at every level.

In direct response to workforce and economic development, measures such as time-to-degree, number of Pell and adult completers and graduates in four and five star majors are rewarded in the formula. Added incentives are incorporated to endorse efficiency and accountability for measures within each of the performance objectives.

As mentioned, at its inception, the GRAD Act was intended to provide added incentives in exchange for greater accountability and efficiency. Passing GRAD Act would grant institutions the authority to increase tuition, allow for operational autonomies and reward performance under the formula. However, declines in state funding and the resulting negative consequences did not allow for GRAD Act to be implemented as originally designed. Therefore, the Panel supports the incorporation of the GRAD Act performance elements and rewards into the proposed outcomes-based funding formula, revising the reward structure included in the original GRAD Act legislation.

Act 359 of the 2015 session took an initial step in amending the original GRAD Act reward structure by removing passage of GRAD Act as a condition for receiving operational autonomies, instead tying eligibility to clean financial audits. This amendment occurred in part due to the recognition that these autonomies are inherent in university operations nationwide and indicative of good sound business practices that lead to more effective and efficient operations. They should not be earned, but rather expected of sound higher education institution management.

Act 359 aligns with the Panel's view that the current reward structure of GRAD Act be redesigned to more effectively support Louisiana's public postsecondary education institutions in remaining competitive and increasing accountability.

Based on the analysis and findings outlined above, the GRAD Act Review Panel submits the following recommendations to the Louisiana Board of Regents regarding renewal of the six-year agreements and in the reward areas of tuition authority, operational autonomies and performance funding relative to the future of GRAD Act:

1. The six-year agreements not be renewed;
2. That postsecondary education be funded through a methodology that more appropriately considers both cost and performance;
3. The GRAD Act performance and accountability metrics (retention, progression, transfer, completion, time-to-degree, etc.) be incorporated in the implementation of a new outcomes-based funding formula;
4. The Board of Regents in consultation with the management boards develop a Tuition Policy for legislative approval to give management boards tuition authority within the parameters of the Regents' Tuition Policy;

5. Eligibility for operational autonomies, as amended by Act 359 of 2015, be reauthorized in a separate statute;
 6. The Board of Regents shall annually report to the appropriate Legislative committees on the implementation of the funding methodology and the outcomes based funding formula including performance metrics for each institution, how much funding the formula allocates to each institution and how much each institution actually receives; and
 7. The GRAD Act law be repealed.
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Agenda Item VI.A.

Executive Summary

At its meeting on June 29, 2016, the Board of Regents voted to, “receive the Guiding Principles for Proposed Mergers or Consolidations.” The draft of the document is attached.

Chair Adley will be discussing the next steps in the development of this policy at the Planning,

Research and Performance Committee meeting on August 24, 2016.

GUIDING PRINCIPLES FOR PROPOSED MERGERS OR CONSOLIDATIONS

Introduction and Background

The Board of Regents (Board) is constitutionally authorized to plan, coordinate and have budgetary responsibility for all public postsecondary education in the State. More specifically, under Article VIII, Section 5 of the Louisiana Constitution, the Board is authorized to study and report on the merger, transfer or creation of institutions. The Board may undertake such a study on its own or at the request of another party such as the Legislature. However, the merger, transfer, or creation of a public postsecondary institution will only occur upon legislation enacted by two-thirds vote of each chamber of the Legislature, and only after the Board of Regents has studied and made recommendations, or in the absence of Board action, after one year has passed.

For purposes of these guiding principles, a merger results when an existing institution is absorbed by another existing institution and the surviving institution retains its name. A consolidation occurs when two existing institutions are combined into a new institution.¹ Given the disparate missions, histories, local/regional affiliations and thousands of dedicated alumni among Louisiana's higher education systems and institutions, mergers or consolidations are complicated and difficult undertakings. Therefore, potential actions must be carefully considered not only in terms of cost/benefit analyses of the action, but also for the potential impact that they may have on Louisiana's residents, its economy and the institutions' educational, research and public service missions.

The advisability of any merger or consolidation of institutions is case-specific and depends critically on the particular facts of the proposed action. Nevertheless, there are several guiding principles of general applicability that can help direct the assessment of any proposed action when applied with reasonable objectivity and sensitivity to the particulars of a situation. Below are broad guiding principles that the Board will follow when analyzing the merits of any proposed merger or consolidation. Specifically, these guiding principles provide the higher education community and other interested parties with a better understanding of (1) the manner in which proposals for mergers or consolidations are evaluated; and (2) the key issues that should be considered prior to a merger or consolidation. The guiding principles also seek to ensure that merger or consolidation proposals are considered methodically, objectively, and with consistency.

Guiding Principles for the Analysis of Proposed Mergers or Consolidations

Mergers or consolidations are seen as a way to solve many of the challenges facing higher education while expanding access or overall program quality. Despite the opportunities resulting from a merger or consolidation, the unique mission of higher education – educating individuals as productive participating citizens in Louisiana's economy and training individuals to become workforce ready -- must be the priority when contemplating, proposing, or implementing mergers or consolidations. While there is no 'right' set of guiding principles that can guarantee success, the Board will include the following in assessing proposals for mergers or consolidations:

¹ These principles are limited to mergers and consolidations as defined herein, and do not extend to the closure of an institution. Consolidations as envisioned in this document are one example of the creation of a new institution; and therefore would fall under the legal framework of the creation of a new institution under Louisiana laws. The Louisiana Constitution and laws are silent on the legal and procedural requirements governing the closure of an institution. It is unclear if the Board study and legislative approval by 2/3 vote required for mergers, transfers and creation of institutions are also required for closures. Therefore, these principles only address mergers and consolidations, not closures.

1. *Does the proposed merger/consolidation make sense programmatically and academically?*
The proposed merger or consolidation should enhance opportunities for citizens to raise their education attainment levels, and it must provide an appropriate benefit to the populations the institutions individually serve. Aligning two institutions with similar missions and shared visions could build on existing collaboration and create (a) greater availability of education and training by linking disciplines currently available on only one campus; (b) opportunities for services and activities aimed at increasing engagement; and (c) more seamless movement between programs offered between merged/consolidated institutions.

Aligning of two or more institutions with diverse missions, programmatic offerings, and/or research opportunities can prove difficult. However such differences could result in opportunities to expand student services and academic offerings. Proposals should explore policies and processes that help to ensure that the new/combined institution can effectively and efficiently function for its staff, students, and community.

Such assessments should address the following:

- Admissions policy and tuition/fee structure: In light of the issues of equity and access, the development of an admissions policy and tuition/fee structure are matters that must be addressed when assessing the value of a merger or consolidation. The higher education community and its stakeholders will need reassurance that the transition to the new/combined institution will not disrupt current or prospective students' studies or unnecessarily disadvantage them.
- Academic Program Reviews: A comprehensive evaluation of academic programs and structures should be conducted immediately to fully assess whether and how the new or combined institution adds value to students' experiences.
- Disciplinary codes and rules: Following an evaluation of each partnering institution's codes and rules, disciplinary codes and rules of the new or combined institution should be established and clearly communicated. These may be developed on the basis of existing rules, either by adapting the rules or selecting the code and rules from one of the institutions or creating new rules.
- Accreditation Status: In some cases the existing academic programs of the partnering institutions can be integrated with very little change. However, in other cases considerable modification may be necessary. It is critical that partnering institutions make arrangements with the appropriate state and accrediting agencies to ensure that the degree is awarded by a legally authorized and accredited institution.

2. *Will the proposed merger/consolidation improve long-term financial stability, levels of capital investment and/or economies of scale?* The proposed action should offer opportunities for more efficient use of resources, especially in the area of space utilization and operations. Integrated capital and space planning can eliminate the need for constructing duplicate facilities while enhancing utilization of and access to specialized facilities and equipment. By combining resources, cooperating institutions can create an optimal balance between cost and quality. It is important to mention that although institutions with greater financial challenges may be more apt to consider mergers or consolidations, the lack of financial support for debt

clearance, the potential need to address faculty and staff salary disparities, and the cost associated with the coordination of campus information technology structures can make the decision less attractive. A successful merger heavily depends not only on understanding this, but also on a careful assessment of each prospective partner's current resources and cost structures.

Below are some issues that should be addressed regarding financial management and administration. It is important to emphasize that the issues below are not all-encompassing, but provide a platform that the Board will use to examine the financial value of a merger or consolidation.

- Assessment of the current financial situation of merging or consolidating institutions. Financial health analyses should be conducted (or reviewed if conducted recently) to assess each institution's financial obligations, assets, and risk profile(s). It is critical that the partnering institutions are accurately informed of one another's financial status prior to a merger or consolidation.
- Financial accounting systems and processes: One comprehensive financial, accounting and administrative process and system must be identified for the new or combined institution(s). This may be developed on the basis of existing processes and systems, either by choosing one existing system or replacing all existing systems/processes.
- Cost of planning and ultimately implementing a merger or consolidation: Mergers and consolidations typically require external assistance to perform tasks such as due diligence studies, academic program review, data and operational systems conversions, and financial audits. Those costs must be considered when assessing the value of a merger or consolidation, particularly in terms of external support.

3. *What legal issues should be considered when merging or consolidating?* Institutions of higher education in Louisiana are established under the provisions of state law, and any merger or consolidation must be reflected through revisions to existing laws. The proposal should identify and address all legal ramifications to ensure that all legal obligations to students, special trust, endowments, donations, athletic programs, grants, contracts, scholarships, estate executors, other stakeholders, etc. are identified and addressed. Below are some of the legal issues that must be considered during the assessment phases of a merger or consolidation.

- Contractual obligations: Mergers or consolidations can impact existing obligations of an institution, such as contractual obligations, court orders, consent decrees, and grant terms. It is essential to conduct an inventory of each institution's existing obligations to ascertain whether after a merger or consolidation they can be discharged without violating constitutional rights of private third parties.
- Relationship between institutions and its affiliates: Existing agreements between the institution(s) to be merged or consolidated and its alumni foundations, donors or other affiliated private entities with fund-raising functions should be considered. Given that funding often comes from

external sources and is normally tied to contracts, good public relations and communications with donors will be essential.

- **Employee Rights:** Faculty and staff contracts, pension liabilities, and employee restructuring are key issues that must be addressed. Employees should be (1) consulted on all matters that will impact them and their job security (for example: promotion and tenure, revised retirement policy; probation, sabbatical leave, etc.); (2) informed of all possible alternatives before determining termination (for example, severance packages, resubmission of job application for a new or current position).

4. *What cultural challenges arise from a merger or consolidation? Cultural issues are prominent in the merger and consolidation discussion.* Bringing together two (or more) institutions with different institutional cultures can be challenging. Some cultural differences may be apparent in the strategic and operational priorities of the institutions, in different focus areas for teaching and research, in different student populations, and in the historical experience. However, there are some less obvious aspects of institutional culture that cannot be ignored. It is of the utmost importance partnering institutions discuss how mergers or consolidations can impact students' social and educational environment and the community at large.

- **Cultural preservation:** Proposals should strive to preserve the unique, positive elements of institutional culture and identify public service missions and local workforce and economic development needs. For example, smaller colleges might have a more student-centered culture that encompasses personalized support services for students while larger, more diverse universities might concentrate resources more on research opportunities and professional studies; variances in admission selectivity lead to differences in student populations which may be merged, as well. Proposals should draw on the positive elements of each institution's culture and include a comprehensive plan for incorporating the strengths of both.
- **Buy-in:** Because key players and stakeholders can serve as valuable communication channels during a merger or consolidation, buy-in from these individuals is critical. Open and informed communication can mitigate misconceptions such as a stronger institution imposing its institutional culture on the weaker institution.

5. *What are the issues associated with planning and implementation phase?* In higher education, where much of the research focuses on assessing the value of mergers and/or consolidations, challenges often arise from shortsightedness regarding the planning and implementation phase. The success of any merger or consolidation is in the details of its planning and implementation phase. While each merger or consolidation will face its unique issues and challenges, below are some issues that should be considered in the planning and implementation phases.

- **Identify leadership team(s):** Leadership is an integral component to mergers or consolidations. Strong and creative leaders are necessary to drive the planning and implementation phases of the merger or consolidation. Therefore, the leadership teams should consist of individuals with diverse areas of expertise and interest. It is

important to note that these leaders may or may not be from the involved institutions or from the new or combined institution.

- **Develop a plan for a smooth transition:** Proposals should address the arrangement for ensuring a smooth transition from one set of governance and management structure to another. Issues such as combining or creating new faculty and student senate councils and expanding or collapsing academic management structures should be discussed in the planning and implementation phases.
 - **Identify Communication Outlets.** Identify the outlets that will be used to communicate information about the merger or consolidation to the higher education community and its stakeholders. Identified modalities should be wide-ranging (e.g., town hall discussions to social media outlets) to reach the most individuals as possible.
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Agenda item VI.B.

Executive Summary

At its meeting on June 29, 2016, the Board of Regents voted to, “adopt the Summary of the Financial Health Analysis” (Attached). At that time, staff committed to bring the results of the analysis to the Board at its next meeting. Staff from the Finance Division will be presenting the results on the analysis to the Planning, Research and Performance Committee at its meeting on August 24, 2016.

Attachment

ELEVATE LOUISIANA: FINANCIAL HEALTH ANALYSIS

The Elevate Louisiana Initiative set forth several proposed actions including the development and adoption of a policy for financial early warning systems and financial stress of higher education institutions. This document was created to increase financial accountability of state colleges and universities by using a standard set of measures with which to monitor the financial health of campuses. Using the year-end audited financial statements of each higher education system, the Board of Regents will apply these standards annually to monitor individual campus finances. The framework is derived from the Ohio Department of Education Campus Accountability model. The analysis computes three ratios from which four scores are generated for each campus. A composite score between 0 (Poor health) and 5 (Excellent health) is generated from the calculations to represent the fiscal health of each institution. In Ohio, a composite score of or below 1.75 for two consecutive years results in an institution being placed on fiscal watch. The Board of Regents staff will develop policies associated with the Ohio concept and will provide a recommendation at the August Board of Regents meeting.

Data

Expendable net assets: The sum of unrestricted net assets and restricted expendable net assets.

Plant debt: Total long-term debt (including the current portion thereof), including but not limited to bonds payable, notes payable, and capital lease obligations.

Total Revenues: Total operating revenues, plus total non-operating revenues, plus capital appropriations, capital grants and gifts, and additions to permanent endowments.

Total operating expenses: Total operating expenses, plus interest on long-term debt.

Total non-operating expenses: All expenses reported as non-operating with the exception of interest expenses.

Change in total net assets: Total revenues (operating and non-operating), less total expenses (operating and non-operating).

Methodology

Viability ratio: Expendable net assets divided by plant debt. (Note: if plant debt is zero, then the viability ratio is not calculated and a viability score of 5 is automatically assigned.)

Primary reserve ratio: Expendable net assets divided by total operating expenses.

Net Income Ratio: Change in total net assets divided by total revenues.

| Ratio Scores | 0 | 1 | 2 | 3 | 4 | 5 |
|------------------------------|--------|-------------|-------------|-------------|-------------|----------------|
| Viability Ratio | < 0 | 0 to .29 | .30 to .59 | .6 to .99 | 1.0 to 2.5 | > 2.5 or N/A |
| Primary Reserve Ratio | < -.1 | -.1 to .049 | .05 to .099 | .10 to .249 | .25 to .49 | .5 or greater |
| Net Income Ratio | < -.05 | -.05 to 0 | 0 to .009 | .01 to .029 | .03 to .049 | .05 or greater |

(The Composite Score equals the sum of the viability score multiplied by 30%, the primary reserve score multiplied by 50%, and the net income score multiplied by 20%.)

Agenda item VI.C.

Executive Summary

At its meeting on June 29, 2016, the Board of Regents voted to, “adopt the Timelines and Action Items” (Attached) for the Elevate Louisiana: the New Reality for Higher Education as a general guide for the staff’s work on this initiative. Dr. Tremblay will be providing an update on these items to the Planning, Research and Performance Committee at its meeting on August 24, 2016.

Attachment

Elevate Louisiana: The New Reality For Higher Education

| <u>INITIATIVE</u> | <u>ACTION ITEM</u> | <u>TARGET DATE</u> |
|---|---|-----------------------|
| Role, Scope and Mission (RSM) | RSM Shared with Chief Academic Officers | May 16, 2016 |
| | Campus Responses to RSM Due | June 20, 2016 |
| | Staff Review and Development of Revised RSM | July/August 2016 |
| | Draft RSM to BoR | August 24, 2016 |
| Policy on Mergers/Consolidations | Draft to BoR | June, 2016 |
| | Recommendation to Board | August, 2016 |
| Policy on Financial Stress | Draft to BoR | June, 2016 |
| | Process/Tool Implementation | August, 2016 |
| Low-Completer Review | Draft Thresholds to BoR | June, 2016 |
| | Review Launched | ≤ November 1, 2016 |
| | Recommendation to Board | March/April 2017 |
| Graduate Program Review | Process Developed | Summer, 2016 |
| | Process to BoR | Fall 2016 |
| | Review Undertaken | Fall 2016/Spring 2017 |
| | Recommendations to BoR | Spring 2017 |
| Undergrad. Program Review | Process Developed | Summer, 2016 |
| | Process to BoR | Fall 2016 |
| | Review Undertaken | Spring 2017 |
| | Recommendations to BoR | To be determined |
| Structured Pathways and Articulation/Transfer | Contact CCA | May, 2016 |
| | Attend CCA Event | June 30, 2016 |
| | Process Developed | July/August 2016 |
| | State/Regional Workshops | Fall/Spring 2016/17 |