



Southern University and A&M College

Student Achievement

Southern University and A&M College (SUBR) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Associate's, Baccalaureate, Master's, Education Specialist, and Doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern University and A&M College.

The SACSCOC Policy on Institutional Obligations for Public Disclosure requires that member institutions publish “statements of its goals for student achievement and the success of students in achieving those goals.” Southern University and A&M College uses several measures to evaluate student achievement and success in accordance with the University mission and strategic plan. The University has identified **four measures** to document its ongoing monitoring and evaluation of student achievement:

- **Graduation Rates:** Full-time, First-Time-in-College (FTIC) Six-Year (150% of Normal Time) Graduation Rates
- **Retention Rates:** (1st to 2nd Year Retention Rates: Full-time, First-Time-in-College (FTIC) Retention Rates - Retained in the Second Fall Term at Same University)
- **Job Placement Rates:** Post-Graduation Metric - Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education, One Year After Graduation
- **State Licensure Exams:** Professional Licensure/Certification Exams

These measures are evaluated, and the related goals and outcomes are published in various university publications and can be easily accessed on the University’s website.

Institutional Mission:

The mission of Southern University and A&M College is as follows:

The mission of Southern University and A&M College, an Historically Black, 1890 land grant institution, in Baton Rouge Louisiana, is to provide a student-focused teaching and learning environment that creates global leadership opportunities for a diverse student population where teaching, research, service, scholarly and creative expectations for students and faculty are achieved through the bachelor's, master's, and doctoral programs offered at the institution via different instructional modalities and via public service.

Clearly, student learning and student success are at the core of this mission given the goal of providing a “student-focused teaching and learning environment that creates global leadership opportunities.”

Strategic Institutional Focus on Student Achievement:

The following goals contained in Southern University and A&M College’s strategic plan titled, **Imagine 20K: 2018-2030**, demonstrate the institution’s strategic focus on student achievement:

- Goal 1: Commitment to Student Access and Affordability
- Goal 2: Commitment to Academic Excellence and Student Success
- Goal 4: Commitment to Scholarly Research, Discovery, and Entrepreneurship
- Goal 5: Commitment to Fundraising and Philanthropic Support
- Goal 6: Commitment to Improve Campus Life through Infrastructural Development
- Goal 8: Commitment to Enhance Campus Technology
- Goal 10: Commitment to Quality Customer Service

The Four Measures of Student Achievement

1. Measure of Student Achievement – Graduation Rates

In response to Dr. Belle Wheelan’s email of July 3, 2018, Southern University at Baton Rouge selected the SACSCOC 6-Year Graduation Rate as its KSCI. This institutional student completion metric represents Full-time, First-Time-in-College (FTIC) Six-Year (150% of Normal Time) Same Institution Graduation Rates.

Accordingly, the disaggregation is as follows: The disaggregation of the Institution’s Key Student Completion Indicator (KSCI) – SACSCOC 6-Year Graduation Rate by Gender and Ethnicity for Cohorts 2010, 2011, 2012, 2013, 2014, and 2015.

Table 1.1. 6-Year Graduation Rates by Demographics – Same Institution (150% Time) Cohort 2010

Demographics	Cohort 2010 (#)	6-Year Graduates - Same Institution (150% Time) (#)	6-Year Graduation Rate - Same Institution (150% Time) (%)
ALL STUDENTS	874	269	30.78%
ETHNICITY			
Asian	3	2	66.67%
Black	847	260	30.70%
Hispanic	8	4	50.00%
Unknown	1	0	0.00%
White	15	3	20.00%
<i>Subtotal</i>	874	269	
GENDER			
Female	503	174	34.59%
Male	371	95	25.61%
<i>Subtotal</i>	874	269	

Source: Institutional SSPS Fall 2010 Data Files

Cohort 2010 Narrative:

The 6-Year Same-Institution Disaggregated Graduation Rates by Gender and Ethnicity are as follows:

- With respect to Gender:
 - 1 of 3 (34.58%) Females graduated in 6 years
 - 1 of 4 (25.61%) Males graduated in 6 years
 - Females out-performed males by 8.98 percentage points
- With respect to Ethnicity:
 - 2 of 3 (66.86%) Asians graduated in 6 years
 - 1 of 2 (50.00%) Hispanics graduated in 6 years
 - About 1 of 3 (30.70%) Blacks graduated in 6 years
 - 1 of 5 (20.00%) Whites graduated in 6 years
- Overall Comparison:
 - The overall 6-year institutional graduation rate was 30.78%
 - The graduation rates for Females, Asians and Hispanics exceeded the overall institutional 6-year graduation rate
 - The graduation rates for Males, Blacks and Whites fell below the overall institutional 6-year graduation rate

Table 1.2. 6-Year Graduation Rates by Demographics – Same Institution (150% Time) Cohort 2011

Demographics	Cohort 2011 (#)	6-Year Graduates - Same Institution (150% Time) (#)	6-Year Graduation Rate - Same Institution (150% Time) (%)
ALL STUDENTS	850	252	29.65%
ETHNICITY			
American Indian	1	0	0.00%
Asian	3	1	33.33%
Black	815	244	29.94%
Hispanic	16	5	31.25%
Non-Resident Alien	3	0	0.00%
Two or More Races	2	0	0.00%
Unknown	1	0	0.00%
White	9	2	22.22%
<i>Subtotal</i>	850	252	
GENDER			
Female	482	160	33.20%
Male	368	92	25.00%
<i>Subtotal</i>	850	252	

Source: Institutional SSPS Fall 2011 Data Files

Cohort 2011 Narrative:

The 6-Year Same-Institution Disaggregated Graduation Rates by Gender and Ethnicity are as follows:

- With respect to Gender:
 - 1 of 3 (33.2%) Females graduated in 6 years
 - 1 of 4 (25.00%) Males graduated in 6 years
 - Females out-performed males by 8.20 percentage points
- With respect to Ethnicity:
 - 1 of 3 (33.33%) Asians graduated in 6 years
 - About 3 of 10 (31.25%) Hispanics graduated in 6 years
 - About 3 of 10 (29.94%) Blacks graduated in 6 years
 - About 1 of 5 (22.22%) Whites graduated in 6 years
- Overall Comparison:
 - The overall 6-year institutional graduation rate was 29.65%
 - The graduation rates for Females, Asians, Hispanics, and Blacks exceeded the overall institutional 6-year graduation rate
 - The graduation rates for Males and Whites fell below the overall institutional 6-year graduation rate

Table 1.3. 6-Year Graduation Rates by Demographics – Same Institution (150% Time) Cohort 2012

Demographics	Cohort 2012 (#)	6-Year Graduates - Same Institution (150% Time) (#)	6-Year Graduation Rate - Same Institution (150% Time) (%)
ALL STUDENTS	757	241	31.84%
ETHNICITY			
Black	707	232	32.81%
Hispanic	11	2	18.18%
Non-Resident Alien	15	2	13.33%
Two or More Races	11	3	27.27%
Unknown	2	0	0.00%
White	11	2	18.18%
<i>Subtotal</i>	757	241	
GENDER			
Female	465	172	36.99%
Male	292	69	23.63%
<i>Subtotal</i>	757	241	

Source: Institutional SSPS Fall 2012 Data Files

Cohort 2012 Narrative:

The 6-Year Same-Institution Disaggregated Graduation Rates by Gender and Ethnicity are as follows:

- With respect to Gender:
 - About 2 of 3 (36.99%) Females graduated in 6 years
 - About 1 of 4 (23.63%) Males graduated in 6 years
 - Females out-performed males by 13.36 percentage points
- With respect to Ethnicity:
 - 1 of 3 (33.81%) Blacks graduated in 6 years
 - About 1 of 4 (27.27%) Two or More Races graduated in 6 years
 - About 1 of 5 (18.18%) Hispanics graduated in 6 years
 - About 1 of 5 (18.18%) Whites graduated in 6 years
- Overall Comparison:
 - The overall 6-year institutional graduation rate was 31.84%
 - The graduation rates for Females and Blacks exceeded the overall institutional 6-year graduation rate
 - The graduation rates for Males, Two or more Races, Hispanics, Whites, and Non-Resident fell below the overall institutional 6-year graduation rate

Table 1.4. 6-Year Graduation Rates by Demographics – Same Institution (150% Time) Cohort 2013

Demographics	Cohort 2013 (#)	6-Year Graduates - Same Institution (150% Time) (#)	6-Year Graduation Rate - Same Institution (150% Time) (%)
ALL STUDENTS	1116	362	32.44%
ETHNICITY			
American Indian	2	2	100.00%
Asian	1	1	100.00%
Black	1056	342	32.39%
Hispanic	7	2	28.57%
Native Hawaiian	1	0	0.00%
Non-Resident Alien	1	0	0.00%
Two or More Races	23	8	34.78%
Unknown	2	1	50.00%
White	23	6	26.09%
<i>Subtotal</i>	<i>1116</i>	<i>362</i>	
GENDER			
Female	686	249	36.30%
Male	430	113	26.28%
<i>Subtotal</i>	<i>1116</i>	<i>362</i>	

Source: Institutional SSPS Fall 2013 Data Files

Cohort 2013 Narrative:

The 6-Year Same-Institution Disaggregated Graduation Rates by Gender and Ethnicity are as follows:

- With respect to Gender:
 - About 2 of 3 (36.30%) Females graduated in 6 years
 - About 1 of 4 (26.28%) Males graduated in 6 years
 - Females out-performed males by 10.02 percentage points
- With respect to Ethnicity:
 - 100 % of American Indians graduated in 6 years
 - 100 % of Asians graduated in 6 years
 - About 1 of 3 (34.78%) Two or More Races graduated in 6 years
 - About 1 of 3 (32.39%) Blacks graduated in 6 years
 - About 1 of 4 (28.57%) Hispanics graduated in 6 years
 - About 1 of 4 (26.09%) Whites graduated in 6 years
- Overall Comparison:
 - The overall 6-year institutional graduation rate was 32.44%
 - The graduation rates for Females, American Indians, Asians, Blacks, and Two or More Races exceeded the overall institutional 6-year graduation rate
 - The graduation rates for Males, Hispanics, and Whites fell below the overall institutional 6-year graduation rate

Table 1.5. 6-Year Graduation Rates by Demographics – Same Institution (150% Time) Cohort 2014

Demographics	Cohort 2014 (#)	6-Year Graduates - Same Institution (150% Time) (#)	6-Year Graduation Rate - Same Institution (150% Time) (%)
ALL STUDENTS	925	269	29.08%
ETHNICITY			
American Indian	1	0	0.00%
Asian	2	1	50.00%
Black	871	257	29.51%
Hispanic	2	0	0.00%
Native Hawaiian	1	0	0.00%
Non-Resident Alien	9	2	22.22%
Two or More Races	18	6	33.33%
Unknown	4	0	0.00%
White	17	3	17.65%
Subtotal	925	269	
GENDER			
Female	548	180	32.85%
Male	377	89	23.61%
Subtotal	925	269	

Source: Institutional SSPS Fall 2014 Data Files

Cohort 2014 Narrative:

The 6-Year Same-Institution Disaggregated Graduation Rates by Gender and Ethnicity are as follows:

- With respect to Gender:
 - About 1 of 3 (32.85%) Females graduated in 6 years
 - About 1 of 4 (23.61%) Males graduated in 6 years
 - Females out-performed males by 9.24 percentage points
- With respect to Ethnicity:
 - 50 % of Asians graduated in 6 years
 - About 1 of 3 (33.33%) Two or More Races graduated in 6 years
 - About 1 of 3 (29.51%) Blacks graduated in 6 years
 - About 1 of 4 (22.22%) Non-Resident Aliens graduated in 6 years
 - About 1 of 5 (17.65%) Whites graduated in 6 years
- Overall Comparison:
 - The overall 6-year institutional graduation rate was 29.08%
 - The graduation rates for Females, Asians, Blacks, and Two or More Races exceeded the overall institutional 6-year graduation rate
 - The graduation rates for Males, Non-Resident Aliens, and Whites fell below the overall institutional 6-year graduation rate

Table 1.6. 6-Year Graduation Rates by Demographics – Same Institution (150% Time) Cohort 2015

Demographics	Cohort 2015 (#)	6-Year Graduates - Same Institution (150% Time) (#)	6-Year Graduation Rate - Same Institution (150% Time) (%)
ALL STUDENTS	1177	376	31.95%
ETHNICITY			
American Indian	0	0	0.00%
Asian	1	0	00.00%
Black	1102	349	31.67%
Hispanic	8	4	50.00%
Native Hawaiian	0	0	0.00%
Non-Resident Alien	10	7	70.00%
Two or More Races	33	11	33.33%
Unknown	9	0	0.00%
White	14	5	35.71%
Subtotal	1177	376	
GENDER			
Female	702	243	34.62%
Male	475	133	28.00%
Subtotal	1177	269	

Source: Institutional SSPS Fall 2015 Data Files

Cohort 2015 Narrative:

The 6-Year Same-Institution Disaggregated Graduation Rates by Gender and Ethnicity are as follows:

- With respect to Gender:
 - About 1 of 3 (34.62%) Females graduated in 6 years
 - More than 1 of 4 (28.00%) Males graduated in 6 years
 - Females out-performed males by 6.62 percentage points
- With respect to Ethnicity:
 - 70% of Non-Resident Aliens graduated in 6 years
 - 50% of Hispanics graduated in 6 years
 - About 1 of 3 (33.33%) Two or More Races graduated in 6 years
 - About 1 of 3 (31.67%) Blacks graduated in 6 years
 - About 1 of 3 (35.71%) Whites graduated in 6 years
- Overall Comparison:
 - The overall 6-year institutional graduation rate was 31.95%
 - The graduation rates for Females, Non-Resident Aliens, Hispanics, Whites, and Two or More Races exceeded the overall institutional 6-year graduation rate
 - The graduation rates for Males and Blacks fell below the overall institutional 6-year graduation rate

6-year Graduation Rates by Cohort and by Ethnicity - Same Institution (150% of Normal Completion Time)

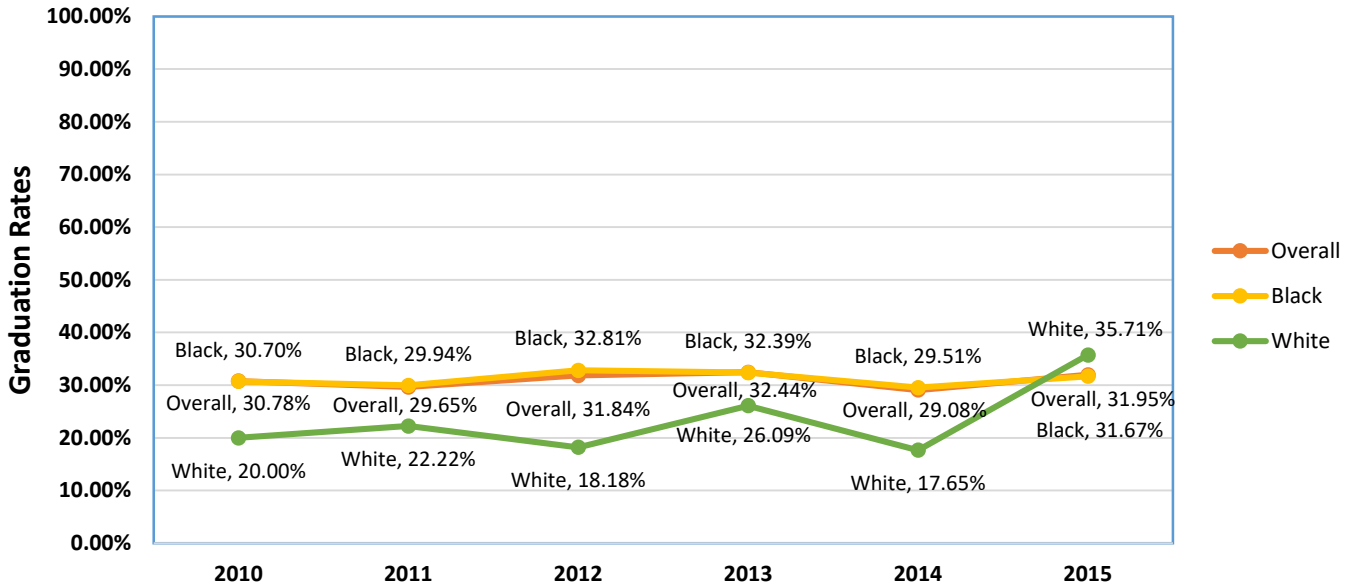


Figure 1. 6-Year Graduation Rates by Ethnicity – Same Institution (150% of Normal Completion Time)

- Over the last 5 cohorts (2010 to 2014) the institutional 6-year graduation rate for Blacks has consistently exceeded the rate for Whites.

6-year Graduation Rates by Cohort and by Gender - Same Institution (150% of Normal Completion Time)

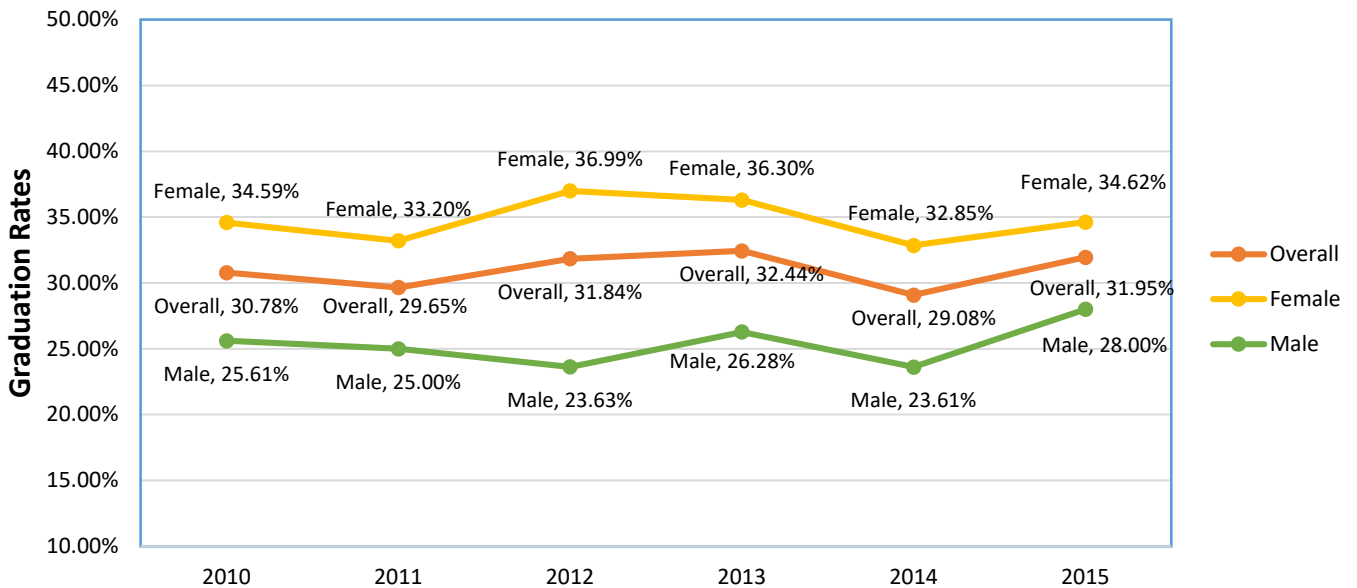


Figure 2. 6-Year Graduation Rates by Gender – Same Institution (150% of Normal Completion Time)

- Over the last 6 cohorts (2010 to 2015) the institutional 6-year graduation rate for Females has consistently exceeded the rate for Males.

Continuous Improvements: Institutional Strategies to Improve Graduation Rates

Based on the data analysis and findings, the institution is currently guided by the following strategies that are reflected in the university's strategic plan – Imagine 20K.

Objective II.3: To increase the 6-Year Same Institution Graduation Rate (150% of normal time to completion) by 13% from baseline 29% in AY 2016-17 (Fall 2011 cohort) to 42% in AY 2029-30 (Fall 2024 cohort).

- Strategy II.3.1: Implement Degree Me Now: 15 to Finish in 4 Campaign. This initiative encourages first and second year students to successfully enroll and complete 15 credit hours to finish in four years and eliminates additional years: ultimately, increasing the retention and graduation rates.
- Strategy II.3.2: Implement Franklin Covey: 7 Habits of Highly Effective College Students. This will serve as a redesign for the First Year Experience course(s), in addition to other seminar courses such as BUSP 100, HLTH 120, ENGR 120, etc. This addition to FYE & SYE will help to avoid the "sophomore year slump" and fuel the "momentum year" by providing students with timeless principles and practical skills to thrive and succeed.
- Strategy II.3.3: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.
- Strategy II.3.4: Incorporate initial career developmental with the First-Year Experience program.
- Strategy II.3.5: Align academic support programs with gateway courses such as Mathematics, English, Biology, Psychology.
- Strategy II.3.6: Implement structured schedules to accommodate adult learners and working students, thereby enabling more students to attend college full-time and shorten their time to completion.
- Strategy II.3.7: Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.
- Strategy II.3.9: Match employers with students majoring in 4 and 5 star programs that lead to 4 and 5 star jobs as reflected in the state's outcomes-based funding formula.

2. Measure of Student Achievement – Retention Rates

Retention Rates: (1st to 2nd Year Retention Rates: Full-time, First-Time-in-College (FTIC) Retention Rates - Retained in the Second Fall Term at Same University)

Table 2.1. First Time Freshman Retention Rates – Same Institution (1st to 2nd Year - Fall to Fall)

1st to 2nd Year	Retention Rates
Fall 2015 to Fall 2016	62.11% (731/1177)
Fall 2016 to Fall 2017	64.13% (674/1051)
Fall 2017 to Fall 2018	64.02% (783/1223)
Fall 2018 to Fall 2019	61.08% (805/1318)
Fall 2019 to Fall 2020	60.08% (784/1305)
Fall 2020 to Fall 2021	66.72% (846/1268)

Source: Louisiana Board of Regents – SPSRETN File

Southern University and A&M College
First Time Freshman Retention Rates - Same Institution
(1st to 2nd Year - Fall to Fall)

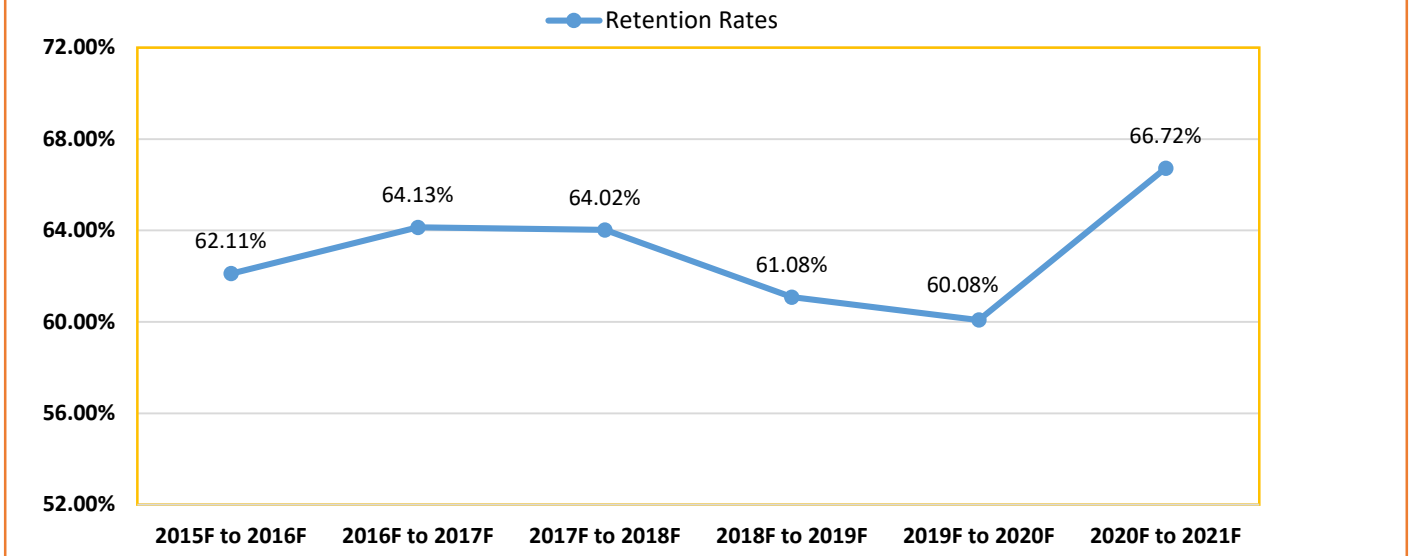


Figure 2.1. First Time Freshman Retention Rates – Same Institution (1st to 2nd Year - Fall to Fall)

Note: 2015F to 2016F means Fall 2015 to Fall 2016 and so on.

Continuous Improvements: Institutional Strategies to Improve Retention Rates

Based on the data analysis and findings, the institution is currently guided by the following strategies that are reflected in the university’s strategic plan – Imagine 20K.

Objective II.1: To increase *First-to-Second Year Fall to Fall Same Institution Retention Rate* by 11% from baseline 64% in Fall 2016-17 to 75% in Fall 2029-30.

- Strategy II.1.1: Implement *Degree Me Now: 15 to Finish in 4 Campaign*. This initiative encourages first and second year students to successfully enroll and complete 15 credit hours to finish in four years and eliminates additional years: ultimately, increasing the retention and graduation rates.
- Strategy II.1.2: Implement *Franklin Covey: 7 Habits of Highly Effective College Students*. This will serve as a redesign for the First Year Experience course(s), in addition to other seminar courses such as BUSP 100, HLTH 120, ENGR 120, etc. This addition to FYE & SYE will help to avoid the "sophomore year slump" and fuel the "momentum year" by providing students with timeless principles and practical skills to thrive and succeed.
- Strategy II.1.3: Develop an *Early-Alert-System*, such as *GradesFirst*, to identify students at risk of dropping courses for academic and non-academic reasons.
- Strategy II.1.4: Create and sustain a culture that supports teaching excellence by providing faculty development opportunities, which enhance innovative instructional methods that increase classroom rigor and emphasize student success – retention, progression and completion.
- Strategy II.1.5: Devise and implement a new faculty and staff development plan to promote professional advancement and specialized skills training for all university personnel.
- Strategy II.1.6: Create new and innovative physical and virtual spaces with enhanced technology to support teaching, learning and research.
- Strategy II.1.7: Encourage and promote faculty achievement in teaching, research, and public service throughout the campus and community.
- Strategy II.1.8: Foster student success through the cultivation of an intellectual climate and campus culture that emphasizes life-long learning, global thinking, entrepreneurship and

stewardship.

- Strategy II.1.9: Monitor and revise curricular offerings (degrees, certificates) that are aligned with workforce and economic development needs to increase enrollment.
- Strategy II.1.10: Strengthen faculty and staff development opportunities that address best practices in educational pedagogies and technology-enhanced learning.
- Strategy II.1.11: Strengthen international opportunities for faculty and staff and provide students with global credentials through international studies as well as domestic and international internships
- Strategy II.1.12: Focus on retention and progression by identifying high failure rate courses (particularly initial gateway courses, i.e., English, Math, Biology, Chemistry, Psychology) and implement strategies focused on course re-design and supplemental instruction to support increased student success.
- Strategy II.1.13: Re-engineer *student advising*.
- Strategy II.1.14: Build a closer working relationship with institutional research to insure that the implementation of strategic decisions is based on sound data.
- Strategy II.1.15: Conduct student satisfaction surveys to capture student satisfaction of programs and services offered. The survey results will be used for continuous improvement.
- Strategy II.1.16: Implement Supplemental Instruction – a nontraditional form of tutoring (for courses such as English Composition, College Algebra, General Biology, General Chemistry, and Psychology) that focuses on collaboration, group study, and interaction for assisting students in undertaking “traditionally difficult” courses.
- Strategy II.1.17: Target courses with a minimum 30% rate of students that drop, withdraw, or fail, and provide a trained peer who has successfully negotiated the course to assist future students.
- Strategy II.1.18: Offer an array of academic support programs and services such as tutorial programs across majors, supplemental instruction opportunities, etc.
- Strategy II.1.19: Implement a Freshman Academy.
- Strategy II.1.20: Offer an array of student support services such as counseling and mentoring programs to help with student success and completion.
- Strategy II.1.21: Implement living and learning communities in residential life.
- Strategy II.1.22: Develop and implement a plan for increasing need- and merit-based funding through private funding sources to increase student success, thereby decreasing the affordability gap and improving student retention.
- Strategy II.1.23: Develop intervention programs as necessary.
- Strategy II.1.24: Increase resources for academic advising.
- Strategy II.1.25: Increase student engagement and involvement in campus life programs and student organizations.
- Strategy II.1.26: Practice active teaching and learning in the classroom by increasing student-faculty engagement.

3. Measure of Student Achievement – Job Placement Rates

Job Placement Rates: Post-Graduation Metric - Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education, One Year After Graduation

Table 3.1. Student Placement Rates - Undergraduate Students

Term	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Placement in Jobs Related to Major (%)	46.50%	34.60%	50.20%	51.10%	41.7%

Source: SUBR Graduating Student Exit Survey

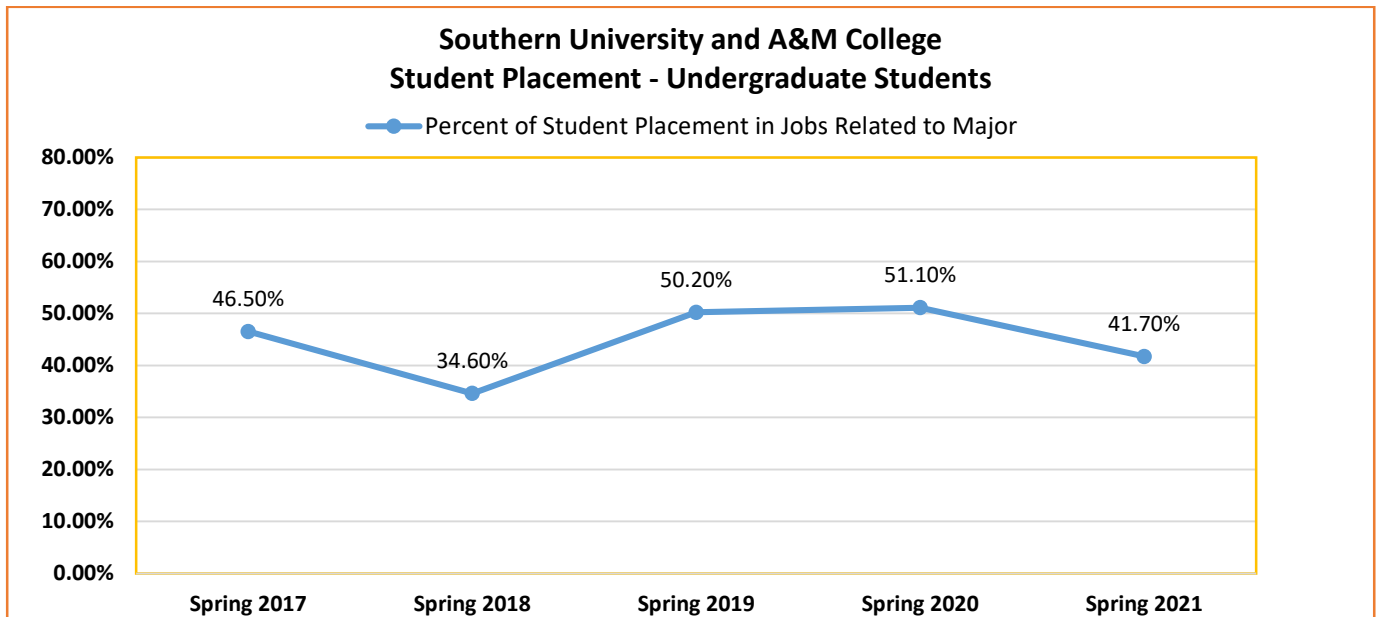


Figure 3.1. Student Placement Rates - Undergraduate Students

4. Measure of Student Achievement – Passage on State Licensure Exams

State Licensure Exams: Professional Licensure/Certification Exams

Table 4.1. NCLEX-RN Passage Rates

Calendar Year	2016	2017	2018	2019	2020
NCLEX-RN Passage Rates	93.22% (55/59)	88.55% (116/131)	89.58% (86/96)	82.93% (68/82)	86.14% (87/101)

Source: Louisiana State Board of Nursing

**Southern University and A&M College
Passage or Licensure Exam - NCLEX-RN Passage Rates**

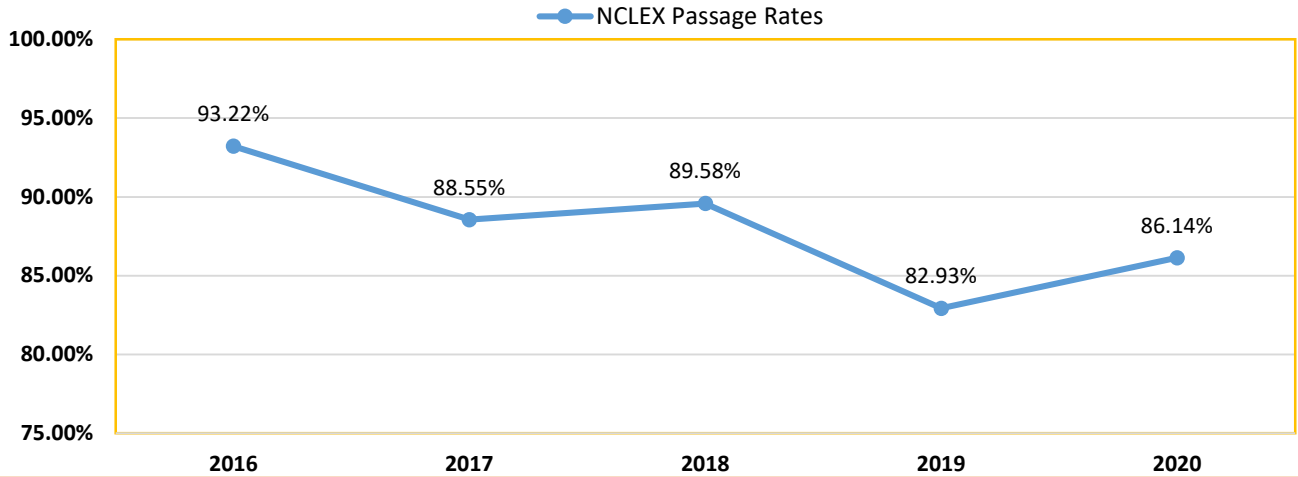


Figure 4.1. NCLEX-RN Passage Rates

Table 4.2. Praxis Exam Passage Rates-Traditional Teacher Preparation Program

Academic Year	2016	2017	2018	2019	2020
Praxis Passage Rates	100.00%	100.00%	100.00%	100.00%	100.00%

Source: Educational Testing Service (ETS) Reporting Services

**Southern University and A&M College
Licensure Passage Rate Praxis-Traditional Teacher Preparation Program**

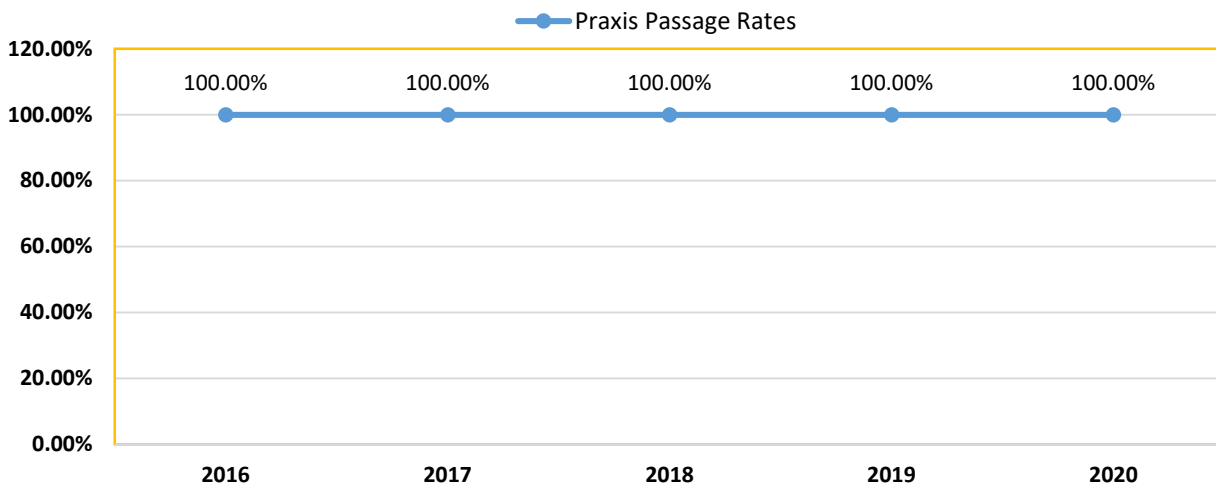


Figure 4.2. Praxis Exam Passage Rates-Traditional Teacher