

Southern University and A&M College
Baton Rouge, Louisiana
Reporting of Data for Louisiana GRAD ACT
May 23, 2011

1. Student Success

Element 1a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers

Southern University and A&M College (SUBR) is guided by its mission, which is “to provide opportunities for a diverse student population to achieve a high-quality, global educational experience, to engage in scholarly, research, and creative activities, and to give meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed, and productive citizens.” The institution’s 2009-12 Strategic Plan represents the University’s efforts to introduce interventions and programs to advance transformation. The Plan is aligned with goals and objectives of the Southern University System, the Board of Regents, and Louisiana Vision 2020. As specified by Act 741, The Louisiana Granting Resources and Autonomy for Diploma, commonly referred as “The GRAD ACT”, the University’s approach to evaluating annual performance targets is in line with the new legislations.

The University reviews its current status, anticipated socio-economic needs of the state and region, and the institution’s role in state and regional development annually. Through this annual review process, mission-critical activities related to student access, academic quality, and matriculation success are assessed. Data compiled to meet the review mandates of the GRAD Act are now central to the annual review.

Tables 1 and 2 provide information on students admitted to SUBR in actual numbers. The majority of first-time students (1595) and transfer students (1538) came from Louisiana in 2008-09, 2009-10, 2010-11, 80% for first-time freshmen and 22% for transfer students. Of the total number of in-state¹ first-time freshmen in this same period, 15% received waivers/exception.^{2,3} Four percent of the in-state transfer students in the three-year period were granted the same. The same category of students comprised 74% of the total number admitted with GPAs above 2.0. In terms of in-state transfer students, they comprised 100% of those students admitted with ACT scores below 18; 73% of the students admitted with GPA’s above 2.0 were from Louisiana.

¹ In-state multiplier .77 of total

² Waivers = total-GPA+

³ Number of waivers provided by the Office of Admissions

Anecdotal data obtained from town hall meetings with faculty and students provide insight into the ongoing needs of both first-time freshmen and transfer students and in-state and out-of-state students. Some students require one-on-one study support that should begin within the first entrance month.

Table 1: First-time Freshmen Baseline Data

Year	Students Admitted (excluding transfer students)		Number Admitted by Waiver/ Exception		Students Admitted with ACT Score below 18		Students Admitted with GPAs above 2.0	
	<i>In-state</i>	<i>Out-of-state</i>	<i>In-state</i>	<i>Out-of-state</i>	<i>In-state</i>	<i>Out-of-state</i>	<i>In-state</i>	<i>Out-of-state</i>
2008-09	458	114	89	45	20	0	418	0
2009-10	280	70	59	39	28	0	242	31
2010-11	534	139	93	29	17	0	517	141
Subtotal:	1272	323	241	113	65	0	1177	172
TOTAL	1595		354		65		1349	

Table 2: Transfer Student Baseline Data

Year	Students Admitted		Number Admitted by Waiver/ Exception		Students Admitted with ACT Score below 18		Students Admitted with GPAs above 2.0	
	<i>In-state</i>	<i>Out-of-state</i>	<i>In-state</i>	<i>Out-of-state</i>	<i>In-state</i>	<i>Out-of-state</i>	<i>In-state</i>	<i>Out-of-state</i>
2008-09	423	132	17	14	139	0	406	118
2009-10	531	152	18	20	124	0	513	132
2010-11	244	56	37	19	60	0	207	37
Subtotal:	1198	340	72	53	323	0	1126	287
TOTAL	1538		125		323		1413	

SUBR is confident it will increase its rates of retention and graduation by 2014-15. In fall 2008 – 09, Southern University and A&M College recorded a first-year retention rate of 71.7%. The University forecasts for 2014-15 a retention rate of 73.7%. In its 2008 Grad Rate Survey, the Board of Regents reported a baseline graduation rate of 28.3% for SUBR; the institution projects 34.9% as its graduation rate for 2014-15. The 1st -3rd year retention rate for the fall 2007 cohort is 59%. For the same group, the University projects a 65% retention rate by 2014-15.

Several factors shed light on the current rates of retention and graduation. The University must improve in three main areas: 1) data collection and monitoring; 2) student engagement in academic and social life; and 3) academic advisement. Until recently, several discrete units collected data. Such disconnections, at times, posed serious challenges to data integrity and record keeping. It was impossible to design an early alert system in the absence of central data collection and monitoring authority. In some cases, students requiring necessary intervention services and advisement went unnoticed. As a result, some academically at-risk students did not receive services that would have improved their semester-to-semester, year-to-year progressive movement from 1st year to 4th/6th year. Problems in data collection and monitoring seriously affected the University’s engagement of students. Without consistently reliable data, the challenges related to advisement, tutoring, counseling, and programming are almost insurmountable. SUBR has been challenged in its ability to ensure quality

academic advisement for all students. One of the factors is that students admitted to the University often are not concurrently admitted to their declared major because they do not meet academic preparation thresholds such as passage of proficiency examinations and/or prerequisites. At the end of the Spring 2011 term, 2,545 students had not been admitted to a major. These students are now being advised through the Center for Teaching and Learning Excellence (CTLE) and assisted in choosing a major. If they do not meet matriculation requirement for their first choice major, they must choose one entry requirements they can meet. These students will then be able to progress towards degree completion. However, they will have the option available to all students to transfer to any degree program whose entry requirements they are able to satisfy.

In order to address the above challenges, all of which are related to retention and graduation rates, SUBR introduced major policies, structural changes, and interventions. The most dramatic innovations are within the Office of Academic and Student Affairs. These innovations include introduction of the CTLE, living learning communities for students, and academic early alert system based on quarter and semester grades. SUBR also transferred the Academic Support Services for Student-Athletes to the Office Academic and Student Affairs.

The early alert system will have a direct impact on retention and graduation rates. It is for all students—those admitted as first-time freshmen with exception and without exception, student-athletes, and transfer students. Combined with the other innovations the changes will improve all first – and second-year students’ engagement in University-wide activities. These same structural changes and innovation will improve the integration of transfer students into the academic and social life of the university. The end results will be many;—including improved monitoring of student academic progress, accelerated identification of at-risk students early in the semester experience, targeted and immediate academic assistance. In addition to these end results, early in their academic years students will develop a meaningful relationship with their major departments.

In terms of implementation timeline, the completion dates for the major policies, structural changes and interventions were on or before February 1, 2011. The Center for Teaching and Learning Excellence was created in fall 2010. By the middle of the next semester, 14 tutors/advisors were hired. Living learning communities were introduced in fall 2009. Transfer of Academic Support Services for Student-Athletes took place in April 2011. In fall 2009, the academic early alert system based on quarterly grades was introduced. In spring 2011, GradesFirst was purchased as an academic monitoring device for student-athletes.

Element 1b. Increase the percentage of program completers at all levels each year.
Narrative report: Optional

As shown in Table 1, students completing the requirements of their academic programs slightly declined between 2005 and 2010.

Table 1: Degree Program Completers 2005-2010

2005-06	2006-07	2007-08	2008-09	2009-10
1,332	1,141	1,258	1,228	1,173
Average per academic year = 1,226				

SUBR anticipates the number of program completers to increase for several reasons. In Fall 2010, the number of credits hours required to complete a particular program has been reduced from as many as 140 to 120. This means that beginning with the Fall of 2010, students can expect to take no more than 120 credit hours to complete any program offered at SUBR.

Self-Evaluation Academic Review data gathered during the Summer 2010, revealed that a significant number of SUBR programs had low-completers and were recommended to be terminated or maintained by the Provost and Chancellor. Spring 2011, the Board of Regents recommendations to terminate, conditional maintain or consolidate corresponded closely to the SUBR recommendations in summer 2010. The Board of Regents, on April 25, 2011, took action that resulted in the termination of 13 programs, consolidated and terminated 15, and conditionally maintained 5. Three were maintained and three new programs were created. Under the consolidation programs, students can now benefit from program concentrations and graduate with their academic interests satisfied. SUBR now offers a total 57 degree programs. As shown in Table 2, the total number of degree programs decreased by 36%.

Table 2: Academic Programs Offered at SUBR 2008-2011

Degree Level	2008-2009	2009-2010	2010-2011
Bachelor	57	53	31
Master's	25	25	18
Post-Master's Certificate	2	2	2
Doctoral	6	6	6
TOTAL	89	86	57

Another reason for an expected upward shift in the retention rate is the recently launched retention strategy. University College has been restructured and has made way for the Center for Teaching and Learning Excellence (CTLE), which is central to the strategy. To enhance advisement, tutoring, and tracking, CTLE provides a bridge between such activities occurring within departments, which allow central coordinating and support. In their first year, students will identify their intended major and be assigned to it with the expectation that their academic advisement will take place within the context of relevant departments in collaboration with

CTLE advisors. Quarterly reporting of grades is now required, as opposed to just mid-semester and final semester.

CTLE resides in the Office of Academic and Student Affairs. There are 16 academic advisors whose sole responsibilities are to advise students and track student performance and matriculation. Students are now assigned two academic advisors, one is a faculty advisor and the other is a professional CTLE academic advisor. Tutoring services for students, regardless of GPA, are coordinated by the Center of Student Success, which is housed within CTLE as is a mentoring program for students. Additionally, professional development for faculty, focused on effective methods for accelerating students' academic performance and culturally relevant pedagogy are coordinated by CTLE.

Efforts to increase student retention rates from Year One to Year Two also include the recent adoption of Living Learning Communities. Students are housed on campus according to their declared majors or academic interests. There are formal study groups, group experiential learning activities and faculty liaisons assigned to engage in the project.

The Living Learning Centers are designed with the intended purposes:

- To increase retention rate of freshman students residing in campus facilities and attending the university.
- To decrease occurring of vandalism and damages.
- To provide for academia through cultural, social, and intellectual interest in living and learning environments.
- Tutors will be available to assist with academic need. Resource information, i.e. encyclopedias, periodicals, newspapers, and academic support information will be provided for us. Seminar and Training sessions will be scheduled as deemed necessary by Residence Hall Staff. Videos are available.

In addition to the Living Learning Centers, the Center for Student Success (CSS) offers free academic support, such as tutoring and study skills seminars to undergraduate students at Southern University. CSS is the retention unit for the University's Division of Enrollment Management. The Center also offer programs and activities for students who experience academic difficulties, as well as those who are already succeeding academically but simply want to enrich their educational experiences. The goal of the Center is to ultimately make matriculation at SUBR a fulfilling, rewarding and memorable experience. The Center offers Jaguar Preview, which is especially designed to facilitate transition. Participating in Jaguar Preview provides opportunities for new students to become acclimated to the SUBR living and learning community prior to the start of an undergraduate career.

Element 1c. Develop partnerships with high schools to prepare students for postsecondary education.

SUBR has established new partnerships with the community. It recently entered online partnerships with East Baton Rouge Parish School District and Pointe Coupee Charter Schools. In fall 2011, MOUs were established with Capitol High School Girls and Boys Academy, City of Baker School System, Zachary Community School System, Central School System and West Baton Rouge Parish School System. The University has maintained the K-12 Southern University Laboratory School since 1922.

In order to strengthen the above partnerships, innovations were introduced. In addition to online teaching, early start students were offered additional face-to-face instruction and encouraged to enroll in college-level courses. Most schools are requesting SUBR to provide a professor for onsite or online instructions. Because of the success of these efforts, more and more students are seeking to participate in early start courses. According to principals, early start participation offers added value to students' learning. The early start program improves performance scores. The rigor of the college-level courses contributes to higher scores on the ACT and assist students in their transition from high school to college.

At present, SUBR has 35 students coming from three school systems: Capitol High School Girls and Boys Academy, Southern University Lab School, and the City of Baker School System. These students have been tracked over the past two semesters and an evaluation will be conducted at the end of the current semester to determine their success, readiness for the rigor of college courses, and wiliness to attend Southern University and A&M College for the upcoming fall 2011 semester.

SUBR selects partners for the Early Start Program by sending letters, e-mails, and verbal requests for School Districts to participate in our program. We offer a choice to the School Districts they serve on to fit the needs of students the serve. Emphasis is place on location and the availability of faculty and whether the teacher in the Districts can meet the criteria for adjunct statues based on the SACS requirements. However, SUBR has focused on School Districts surrounding the University so that students can get some of the true college experience even through the classes may be taught on the high school campus.

SUBR has established several new partnerships and revitalized some previous partnerships within the community. It recently established an online partnerships with East Baton Rouge Parish School District and Pointe Coupee Charter Schools. This will allow for a large group of students to take SUBR's courses. In fall 2011, MOUs were established with Capitol High School Girls and Boys Academy, City of Baker School System, Zachary Community School

System, Central School System and West Baton Rouge Parish School System. A new MOU was established with Capital High School because Capital became a charter school.

In order to strengthen the above partnerships, SUBR implemented innovations in technology were introduced online courses. In addition to online teaching, early start students were offered additional face-to-face instruction and encouraged to enroll in college-level courses. Most schools are requesting SUBR to provide a professor for onsite or online instructions. Because of the success of these efforts, more and more students are seeking to participate in early start courses. According to principals, Early Start participation offers added value to students' learning. The early start program improves performance scores. The rigor of the college-level courses contributes to higher scores on the ACT and assists students in their transition from high school to college.

SUBR is working with the guidance counselors, principals and school facilitators to insure that we have a 90-100% passage rate of Early Start Students in college level courses. The completion rate is emphasized because it affects the students GPAs and their rank in high school for graduation. SUBR also notes that in order for students to take a second semester course they must successfully complete the first semester course with a "C" or above. Also, emphasis is place on coordination between all stakeholders including School Districts, Schools, Universities, professors and students.

Element 1d. *Increase passage rates on licensure and certification exams and workforce foundational skills. Narrative report: Optional*

At SUBR, students in the College of Education and School of Nursing sit for certification exams and seek licensure.

The College of Education (COE) at Southern University has a 100% passage rate for all candidates that exit the undergraduate teacher education program. In order for undergraduate candidates to become certified they must pass PRAXIS I prior to entering 300 level courses and all parts of the respective PRAXIS II exam for their specific program prior to entrance in the student teaching or internship phase of the program. Candidates that have a 22 on ACT or 1030 on SAT will not be required to pass PRAXIS I.

The COE offers undergraduate teacher certification in the following areas: Elementary Education (Integrated to Merged with SPED); Middle School Education (Integrated to Merged with SPED); and Secondary Education (Biology, Chemistry, Physics, English, Mathematics, French, Spanish, Music, Social Studies, and Physical Education).

Students who complete a program of undergraduate studies in other fields may acquire a license to teach in the certification-only (alternate certification) program. Candidates must pass PRAXIS I and the Content area that they are pursuing prior to entering the program and all parts of PRAXIS II prior to entering the internship phase of the program in order to become certified. The college offers certification-only pathways for licensure in the following areas: Early Childhood Education; Elementary Education (Integrated to Merged with SPED); Middle School Education (Integrated to Merged with SPED); Secondary Education (Biology, Chemistry, Physics, English, Computer Science, Mathematics, Physical Education, Social Studies, Spanish).

The COE has a PRAXIS Coordinator that is housed in the PRAXIS Laboratory, which oversees all praxis enrichment or intervention activities for the COE. Candidates entering the college at the freshmen level must take the course, CRIN 205, which is a course designed to assist candidates with the passage of PRAXIS I. Pre-tests and praxis laboratory experiences are given weekly by the PRAXIS Coordinator and faculty members. Results are used to identify the strengths and weaknesses of candidates in order to assist them with skills and to inform administrators and faculty of skills in which candidates need assistance. Computerized testing and help sessions are organized by the Praxis Coordinator, faculty and chairperson.

Teacher candidates in 300 level courses take a series of pre-test in order to test their readiness for the passage of PRAXIS II. These tests are administered by the PRAXIS Coordinator. 300 level courses are aligned with PRAXIS II skills in respective areas to prepare students for the PLT and Content area exams. Advisors in the programs monitor student's progress and advise them when they are ready to take the PRAXIS examinations.

Baccalaureate Program (BSN) Licensure Exam

SUBR's BSN graduates are required to pass the NCLEX-RN before an RN license is issued. The national exam is taken after graduation and scores are reported by the Louisiana State Board of Nursing (LSBN). NCLEX-RN is the national licensure exam used to test the entry-level nursing competence of candidates for licensure as registered nurses. The NCLEX-RN pass rate standard set by SUBR is 80% of graduates must pass on first writing. SUBR has met and exceeded this standard. Our pass-rate is above state and national means for four of the last four years. Our licensure exam pass rates are comparable to and exceed rates of other Louisiana Universities even when our graduate population is over 80% African American. Tables below illustrate our success on licensure exams. In addition:

- ❖ The BSN program is nationally recognized for success with students from disadvantaged backgrounds.
- ❖ Since 1988 the BSN program has produced over 1500 RNs and 85% are African American. 14.7% of SUBR BSN grads between 2005 and 2009 were White Non-Hispanic
- ❖ SUBR produces on average one third of all African American BSN RNs in the state. Between 2005 and 2009 Louisiana's nine BSN state supported programs produced 525 African American RNs and 294 (35.9%) graduated from SUBR.
- ❖ The BSN program is the largest producer of African American baccalaureate prepared nurses in US (2004-08), according to Diverse Issues in Higher Education.
- ❖ Licensure exam pass rates for 2009 graduates are 92.9% and the 2008 rate was 94.1%. Fall 2007 class has a 100% pass rate on national licensure exam
- ❖ NCLEX-RN pass-rates for SUBR-School of Nursing have been above the National Average for 16 of the 20 years of graduates.

Year	National Pass Rate	Louisiana State Pass Rate	SUBR BSN GRADUATES		
			Total	# Passed	Pass Rate
2011 (1 st qtr)	89.32%	NA	58	55	94.80 %
2010	87.41%	90.99	118	108	91.53%
2009	88.42%	90.83	84	78	92.85%
2008	86.73%	90.21	119	112	94.12%

NCLEX-RN PASS RATES and African American Graduates for South Louisiana BSN RN Programs					
2008	LSU	SLU	ULL	McNeese	SUBR
NCLEX-RN Pass Rate (LSBN Data)	82.3%	90.60%	96.77%	88.52%	94.12%
Percent African American Grads (La BoR Data)	9.9%	7.8%	9.7%	10.2%	82.4%

Master's Program Certification Exam Reports

SUBR MSN graduates that complete the Nurse Practitioner option sit for the AANP or ANCC certification exams. Scores on these exams are reported to graduates and therefore data is from self report. Our passing standard for NP certification is 80% and SUBR met and exceeded the goal for 2010. The Family nurse practitioners had a 100% pass rate (10 graduates). The overall pass rate for all NP MSN graduates was 93% or 14 of 15 passed. In addition;

- SUBR is the largest producer of Minority Graduate Nurses in Louisiana.
- SUBR graduated 55% (27 of 49) of all African Americans completing graduate programs in nursing in Louisiana Universities (among 7 state Universities) in 2009-10, according to La BOR completers data.
- SUBR was third largest producer of masters prepared nurses in 2009-10 among seven state universities with 25 graduates. LSUMC and Northwestern had 48 and 55 graduates respectively.

2 Articulation and Transfer

Element 2a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

Southern University operates on a semester plan and holds a three week inter-session, four week session and an eight-week summer term. In compliance with Title VI of the Civil Rights Act of 1964, Southern University is open to all persons who are eligible for admission, regardless of race, color, sex, religion, age, national origin, physical disabilities, veteran status, or any other non-merit factors. Eligibility for admission is determined by the Office of Admissions in accordance with University policies. The University has a selective admissions policy whereby entering Freshmen must achieve a score of 20 on the ACT (940 on SAT) or a 2.0 grade point average, or rank in the top 50% of graduation class and require no more than one remedial course and meet the Louisiana Board of Regent high school core curriculum

In alignment with projected BOR's mandated increase admission, SUBR has created and implemented an out-of-state fee waiver to attract high academic performing students.

Students who do not meet the admissions requirements to enter either as a first-time freshmen or transfer student can petition to be placed on exemption for entrance. Ten percent of first-time freshmen and transfers are granted exemption depending on availability. Freshmen students' exemptions are based on ACT score, high school GPA and courses taken. Transfer students' exemptions are based on cumulative GPA and cumulative hours. The ten-percent exemption is based on Board of Regents requirements.

Table 1: Transfer Exemption

Semester	Total Enrolled	Exemptions
Fall 2008	259	10
Spring 2009	126	7
Fall 2009	302	14
Spring 2010	119	6
Fall 2010	280	12

In fall 2008 –09, SUBR recorded a first-year retention rate of 75.20%. In 2009-10, the retention rate was 57.60% and in 2010 –11 it was 59.60%. The number of baccalaureate completers that began as a transfer student was 217 in 2008-09, 221 in 2009-2010, and 95 in 2010 – 11. The retention rate for the 1st to 2nd year students transferring with associate degrees was 100%. The first to second year retention rate for those transferring with transfer degrees was also 100%.

In order to increase the number of transfer students entering SUBR, the institution has entered into agreements with Southern University at New Orleans and Southern University at

Shreveport. There are plans to extend this type of agreement with Baton Rouge Community College and other two-year colleges within the Louisiana and Technical Community College System. In addition, programs have been developed specifically targeting the recruitment of transfer and stop-out students. The Admission and Recruitment staff has been increased and re-organized specifically to address the recruitment and intake of transfer students.

Other measures introduced to attract transfer students involve creating an active recruitment plan involving the SUBR alumni chapters. The Blue and Gold United Effort works with local and national alumni chapters actively recruiting students in their respective geographical location. Additional measures included the coordinate all aspects the enrollment under one office, Office of Enrollment Management. Regarding the latter, three areas now comprise the Office of Enrollment Management: Office of Admission and Recruitment, the Registrar's Office and Financial Aid. The coordination of these functions allows for increase in efficiency and student customer service.

In addition to the above, SUBR's articulation and transfer standards and policies are guided by its own Strategic Plan and the Louisiana Granting Resources and Autonomy for Diploma, commonly referred as "The GRAD ACT. The University has updated its catalog, in addition to reducing the number of hours for obtaining a degree to 120.

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

SUBR has entered discussions with several community colleges that will lead to Memoranda of Understanding supporting community college students' plans to transfer to Southern University and A&M College. SUBR is also developing a transfer monitoring system that allows it to monitor the academic progress of transfer students and to report transfer students' progress to their original home institution. This same system will afford SUBR the opportunity to provide academic intervention services to at-risk transfer students.

Each semester a progress report will be provided for each transfer student's original institution. The report will allow SUBR and community colleges to devise practices and procedures influencing potential transfer students' selection of courses and academic majors, selection of 4-year institutions of interest and declaration of a realizable academic major leading to a 4-year college degree.

SUBR has established a good working relationship with Southern University Shreveport, Baton Rouge Community College and other community colleges within Louisiana. This relationship includes meeting with staff of the community colleges to see how we can best increase the number of students who transfer to SUBR from community colleges. Students are encouraged to attend SUBR through visits to community college and attendance at Transfer Day at the various community colleges. Additionally, references are given to SUBR by staff of the various community colleges.

The impact of the relationship has been very good. It has provided a positive impact on how students are enrolled once they transfer from community colleges.

SUBR has entered discussions with several community colleges that will lead to Memoranda of Understanding supporting community college students' plans to transfer to Southern University and A&M College. SUBR is also developing a transfer monitoring system that allows it to monitor the academic progress of transfer students and to report transfer students' progress to their original home institution. This same system will afford SUBR the opportunity to provide academic intervention services to at-risk transfer students.

Each semester a progress report will be provided for each transfer student's original institution. The report will allow SUBR and community colleges to devise practices and procedures influencing potential transfer students' selection of courses and academic majors, selection of 4-year institutions of interest and declaration of a realizable academic major leading to a 4-year college degree.

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

In response to increasing our admission standards, SUBR entered into an agreement with Southern University at Shreveport and Southern at New Orleans. We submit to their admission office students who were unable to be admitted to SUBR. The intent of this agreement is to provide an easy transition for students to secure the academic courses and grade point average which would be conducive for admission to our campus. In some cases, the student has to take the Compass test to secure admission into the system university.

Once admitted into the system university, the student is advised on courses needed at the system university as well as what is needed to transfer into SUBR. The creation and implementation of the statewide Transfer Articulation initiative helps with ensuring students are taking the appropriate courses. In addition, the system school counselors are able to work directly with the Center for Teaching and Learning Advisors to assist with the advising the transfer student.

The referral plan provides for admission to our system school and the student is advised on what courses are needed to ensure they will meet SUBR admission standards. Generally, the student is not eligible to be admitted to our university through our exception policy. The requirement is the student does not need more than two developmental courses and would be able to transfer in one or two semesters into SUBR. The referral process involves the transfer of the student's financial aid information.

The SUBR admission staff sends a weekly electronic report of the students who did not meet our admissions requirements to the staff at the system schools. The information includes the student general information along with their high school academic history and ACT scores. The system campuses then contact the student and inform them of their admission standards and explain how admission into their university will better prepare them to transfer into our university.

The SUBR admissions staff includes in the admission status letter information regarding the arrangement we have with our system school so the student is aware that he or she will be contacted by the other universities.

This agreement has been in effect for at least two years. Due to changes in personnel, the program has not fully reached its potential; however, we recognize the value this type of program has for our students. With the implementation of Banner, we are hoping to utilize our student information system to be able to track and reach these students in a more efficient manner. Currently, the process is manual and is not as efficient as it could be. We have currently reorganized our admission department to include transfer admissions.

In addition, we have increased the staff to include additional admissions counselor whose primary focus is transfer admissions. By prioritizing these students through staff reorganization and focused recruitment, we intend to increase our presence within the Louisiana Community and Technical College System.

Currently, we do not have any formal agreements with any other schools within the Louisiana and Community College System. We recognize the importance of these relationships and are in the beginning stages of arranging to have conversations relative to this initiative. We annually participate in Baton Rouge Community College's Transfer Day recruiting event as well as speak to their graduates about transferring to our university.

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

To better assist students in achieving a seamless transfer from a two-year community or technical college to SUBR, the institution created online and hard copy advising templates for each academic program. Recruiters use these templates in their discussions with community college students and their advisors. In addition, these templates are used by community college students to select easily transferable and appropriate courses in their chosen academic field. Students should consult the two-year community or technical college they are transferring from to ensure the appropriate courses are taken prior to transfer.

Currently if a transfer student encounters a problem they seek solutions through SUBR's Office of Admissions.

SUBR is a part of the Louisiana Articulation Committee. The representative from SUBR is the Assistant Vice Chancellor for Enrollment Management. SUBR courses are listed on the Board of Regents Articulation Matrix

To better assist students in achieving a seamless transfer from a two-year community or technical college to SUBR, the institution created online and hard copy advising templates for each academic program. Recruiters use these templates in their discussions with community college students and their advisors. In addition, these templates are used by community college students to select easily transferable and appropriate courses in their chosen academic field. Students should consult the two-year community or technical college they are transferring from to ensure the appropriate courses are taken prior to transfer.

Currently if a transfer student encounters a problem they seek solutions through SUBR's Office of Admissions.

3 Workforce and Economic Development

Element 3a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

The Board of Regents provided the University with a list of low-completer programs and decisions for their termination, consolidation or maintenance. Institutions were invited to respond to the decision of Board in the form of submission of appeals. The University prepared its appeal by the Office of Academic and Student Affairs meeting with programs individually and in a group in order to explain the findings of the Board of Regents. Each low completer program completed a self study, which contained plans for improvement and successful recruitment and retention. Plans were entered into LiveText with one hard copy forwarded to the Office of Academic and Student Affairs.

The Chancellor mandated the SUBR Program Review Committee to identify evaluation criteria and assess all self studies. Deans, faculty and administrators composed the committee. All conflicts of interest were identified. Committee recommendations were submitted to the Provost and Chancellor for final decision. Each program had the opportunity to provide additional data and respond to the findings of the committee and later the decisions of the Provost and Chancellor. The decision of the Chancellor to submit appeals was forward to the Southern University System Board of Supervisors and Board of Regents.

The Board of Regents received the appeals of the Chancellor, but also elected to receive other appeals submitted by the representatives of programs facing termination, consolidation or maintenance. After reviewing the appeals submitted by the University/Chancellor as well as those additional appeals of representative of low-completer programs the Board rendered its final decision. Currently, the Office of Academic and Student Affairs is implementing the Boards' decision to terminate thirteen (13) low-completer programs, consolidate and terminate fifteen (15), and conditionally maintain five (5). This total includes three (3) new programs created by terminating several programs and consolidating them within programs as concentrations. They are B.A. – Visual and Performing Arts; B.A. – Mathematics and Physics; and M. S. Mathematics and Physics.

In terms of reviewing academic programs for their involvement in state and regional development and initiating new academic programs to increase the University's competitiveness in economic development, the University commissioned a study to determine the institutions' contribution to the economic development of the state and region. With the assistance of academic departments, evaluators determined the short-term and long-term development needs

of the state and region. They then determined the institution's current and future competitiveness as related to workforce needs. The Office of Research and Strategic liaises with the Louisiana Workforce Commission to identify current and future needs of the state and region.

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

Within Southern University's strategic plan is a commitment to increase distant learning opportunities for students. As a result, there was a decision to design relevant professional development seminars for faculty.

The University has dramatically increased the number of faculty certified to provide distance learning. In 2008-2009 and 2009-2010, a total of 10 and 16 distance learning courses were offered respectively. SUBR projected 20 distance learning courses for 2011-2012. In 2008-2009, a total of 137 students enrolled in distance learning courses; the number increased to 168 students in 2009-2010. SUBR has projected an increase in the number of students enrolling in distance learning courses for 2011-2012 to be 324.

In order to accelerate distance learning, a number of initiatives have been offered. For the last two years, training seminars in online teaching for professors and online course monitoring and management for faculty were offered in fall and spring with an average enrollment of 35. Quality Matters certification was embedded in each training semester. Eighty-five faculty and staff are currently certified in Quality Matters. Simply put, SUBR has graduated from offering hybrid online courses to offering 100% online courses.

The University continues to discuss how best to provide assistance to students and faculty involved in distance learning courses. The discussion includes course registration and payment, necessary technological needs, and accessing student learning outcomes.

The efforts of the University to increase distance learning has recently shown great promise. In the slated 2011 Online Maymester, 41 courses are offered and, to date, 351 students have enrolled and SUBR has learned how to motivate faculty and staff to complete training in online education with a minimal amount of resources.

Later, it was decided to offer online Maymester courses for Spring 2011. This project was led by the Assistant Provost. She communicated the opportunity to all academic deans who then contacted their faculty members and chairs. Faculty members indicated their interest; and the department chairs sent their names and area of areas of interest to the Assistant Provost. She then verified that all faculty members who desired to teach the online courses were trained in Quality Matters. The reason for the selection criterion gave the coordinators of the project some level of confidence that the standards embedded within QM for course content, syllabi, assessments and daily and weekly activities were met.

All courses that were slated to be taught were obtained and shared with members of the Online Preparedness Team. For those instructors who had not taught the intended course online, a

timeline was established by which they could convert the course to online delivery. This assignment was to have been completed prior to the posting of the course or courses. The courses were then assessed by the Online Preparedness Team. Feedback was provided to the instructors and if changes were needed, the faculty members complied.

While increasing distant learning opportunities was included in the Southern University's strategic plan, it is important to note that students had been requesting this opportunity for some time. While there are several learning management systems, the technology that was used by all was Blackboard. This was shared with students and instructors early on in the process. Students were also advised of the expected time commitment since there was a 6-day course activity schedule. The programs reflected in the courses offered were psychology, English, business, education, foreign language and biology. There were thirteen courses taught by twelve professors.

Because this was our first experience with this type of fully online endeavor, there were several lessons learned. The following will include several of them. These are not order listed in order of importance. First, the process for verifying course quality should begin earlier. Secondly, students should be required to pay their bill in full at least one week before the course is offered. This will allow the coordinator to make sound decisions concerning which courses should be offered and which should be cancelled. To that end, tuition and fees need to be posted earlier; and any pertinent financial aid verification processes must also be completed by that time. All these variables affect how soon the Maymester registration process can begin. A lesson learned is that Maymester sessions are inherently more difficult to manage than other sessions due to the short time frame.

Approximately 130 students were enrolled and 13 instructors participated in the online Maymester. There was a great deal of excitement about the opportunity on the part of both. Student evaluations were designed and are intended to inform the coordinators as well as the instructors of the students' perceptions of the online course deliver. It is hope that the data will also give insight as to whether the mode of delivery is conducive for the Maymester session. Because the interest in online teaching has grown, we expect that there will be several more courses during the summer session and fall term. The most effective instructors will be encouraged to do so. The final lesson is that there should be more than one instructor trained in Quality Matters from each department. In the event that an instructor is unable to meet the commitment, another qualified instructor will be able to step in.

Element 3c. Increase research productivity especially in key development industry and technology transfer at institutions to levels consistent with the institutions peers.

The Office of Research and Strategic Initiatives (ORSI) at Southern University and A&M College, where Education + Research + Business Partnering yields infinite Opportunities.

ORSI is committed to a broad program of research, both basic and applied, and creative work to stimulate the faculty and students in their quest for knowledge and to aid society in resolving its scientific, technological, socioeconomic, and cultural questions. Via our partnerships with such agencies as the National Science Foundation, US Department of Defense, US Department of Housing and Urban Development, NASA and National Labs, we activate the ideas necessary in support of quality teaching, research and outstanding service to our university and community.

ORSI has secured funding from various sources in a wide array of disciplines. Over the past five years, SU has maintained funding from proposals of over \$20M, with most of this funding being secured through federal agencies.

There are over \$24M in active awards at SU that support Louisiana's Blue Ocean strategy. Currently, the majority of our key development industry and technology areas of interest are in Specialty Research, Energy Efficiency and Renewable Energy. We are constantly encouraging our faculty members to pursue funding opportunities with special emphasis on the Blue Ocean Initiatives by hosting grant writing workshops, seminars and institutional/departmental meetings.

Workshops/presentations are held throughout the year for faculty, staff and students that focus on intellectual property/technology transfer. This is a new area of engagement for the University as it continues to lay the necessary foundations in support of tech transfer. As a result of workshop evaluations, the following items have been made available via the office's web site: the disclosure form, the intellectual property certification process, the intellectual property and technology policy and the transfer manual. Southern University currently has two (2) faculty members engaged in the patent process. In September 2010, a faculty member had a request for a copyright in the works. One patent product comes out of the College of Agriculture. A professor in the Mechanical Engineering Department is also finalizing the tasks to apply for a patent. A timeline is being established for completion of the preliminary tasks needed for this patent application. During FY 2011, the office has met with four researchers and provided them with information on a patent for their research product(s), with one of the researchers being a student. It is the goal of the office to provide the faculty with continual interaction to ensure that they begin to apply for federal grants, additional copyrights and patents.

Southern currently has a Small Business Development Center (SBDC) that focuses on growing businesses to help create jobs in the community. Their motto is: "Raising the Standards." The SBDC conducts 2-3 training classes per month for the community and has established networks

with various lending institutions for small business loan packaging. The SBDC is highly involved in Economic Development and job creation. Since January of 2011, the SBDC has helped to establish eleven (11) start-up companies, created fifty (50) new jobs, secured over \$2M in capital infusion funds, trained over three hundred fifty people and counseled over two hundred people. The SBDC is currently assisting four (4) SU students with establishing a start-up business.

As set forth in Louisiana Senate Concurrent Resolution #13, SU developed “A Green Energy Plan for Louisiana” that advances policy-driven legislation aimed at creating a research-driven and resource-sustained green energy economy (supporting documentation is in the supplemental section). It is as well noted that the Louisiana Department of Economic Development has structured a model entitled, “The Blue Ocean Initiative” (1) with strategies focused on several high-growth industry sectors that include:

- Renewable and Energy Efficiency
- Next Wave Oil and Gas
- Water Management
- Next Generation Auto

Southern University has the resources and leadership to partner with state and local government officials and stakeholders to help identify “best practices” in these job creating lead-by-example initiatives. Currently, there are many activities on the research agenda at Southern that are being conducted along the lines of green energy. Two such activities are the degree concentration in the area of sustainability and a graduate program in energy science and engineering.

Southern offers research opportunities to faculty and students, both graduate and undergraduate, such as the Bering Glacier Summer Research Opportunity, 2011 Sustainability Research Opportunity, an NSF Center for Research Excellence in Science and Technology (CREST) in Materials Science, the Louis Stokes – Louisiana Alliance for Minority Participation (LS-LAMP) Program, The Timbuktu Academy and the NSF funded HBCU-UP ACE Implementation Program to aid in improving their research skills, knowledge base and marketability in the workforce.

Southern University recently signed a Mentor-Protégé Agreement (MPA) with Oak Ridge National Laboratory (ORNL) in the area of Alternative and Renewable Energy. This MPA will allow SU faculty, staff and some students the opportunity to work alongside leaders in this field, thereby increasing SU’s development of similar research programs and opening avenues for other industrial ties in this and related technology areas.

***Element 3d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.
Narrative Report: Optional***

The mission of the Office of Career Services is to coordinate and provide those direct and supportive services affecting compatibility between knowledge acquired by our students and the employment needs of the public and private sector. As well as to aid students in developing, evaluating and effectively initiating and implementing career plan. The Office of Career Services assist students and graduates in identifying their individual capabilities, interest, skills and acquired knowledge for meaningful vocational opportunities beginning with their freshman year. The office provides students beginning at the sophomore year with opportunities for internships, cooperative (Co-Op) education jobs and summer employment. Students are permitted to work full-time or part-time and obtain course credit while on a co-op/intern experience.

Career Services provides comprehensive support to students (and alumni, when possible) to enhance their educational development as follows:

1. Selection of career and college majors;
2. Acquisition of appropriate work experience prior to graduation to enhance their chosen career and majors;
3. Identification of information regarding employment search; and
4. Selection of opportunities in employment, continuing education and entrance into graduate or professional school.

Career Services also provides support and enhancement of formal educational experiences. As part of the larger community, the Center seeks to provide career services, which are not only comprehensive but also preeminent in the state and region. The primary purpose of any agency representative's visit to a college campus is to obtain the best individual possible for the agency he represents. All employers, civilian or governmental, are aware of the relationship of manpower to finished products. As such, agencies are willing to expend whatever is necessary with sound economical boundaries to attract good potential employees.

The Office of Career Services offers professional development courses where students learn how to chart their careers through an investigation of careers, the world of work and the career planning process. Emphasis is placed upon assisting the student to clarify and formulate realistic career goals and an appropriate career plan and strategy to achieve those goals. Interesting professionals provide essential information on career development; writing winning resumes, entrepreneurship, investing, interviewing, and developing a portfolio and a host of other career

and life planning information. This course is taught in a classroom setting during the Fall and Spring semesters only.

The Office of Career Services holds several seminars throughout the semester. The following seminars are held each semester: Orientation to Career Services, Dress for Success, Business and Dining Etiquette, Resume Writing, Interview Skills Preparation, and Youth Motivational Task Force (YMTF). The YMTF program is a unique program in that it attracts alumni and other professionals to mentor our students. Teams of two to three persons spend time in a classroom setting and are asked to present a positive and professional image at all times regarding current work related situations. The program is quite simple but effective. Informed, dedicated and successful professionals from every walk of life interact with students and encourage them to visit the office of Career Services to utilize the services. The YMTF members help students to understand the importance of higher education and obtaining an intern or co-op experience. After each program, surveys are given to participants to give the office feedback.

One major activity of the Office of Career Services is our Fall & Spring Career Day. Our Fall Career Day has averaged over 90 companies and our Spring Career Day averages over 70 companies. The Fall Career Day attracts the most diverse group of companies seeking majors for employment. This was a direct result of the Office of Career Services responding to the students' request for more diversified representation among companies participating. The Fall Career Fair attracts over 2500 students and the Spring Career Fair attracts over 2000 students.

The top ten Employers for SU Students - Co-op & Full-time are as follows:

1. Raytheon
2. Kraft Foods
3. Johnson & Johnson
4. Texas Instruments
5. Baker Hughes
6. Monsanto
7. Procter & Gamble
8. Norfolk Naval Shipyard
9. Boeing
10. Walgreens

According to our data, 50% of the 500 students' surveyed select jobs directly related to their major; 32% reported selecting jobs in their major "somewhat"; and 18% entered jobs having nothing to do with their major. For 80% of the student group, academic major played a major role in employment selection. In terms of geography, 75% of SUBR graduates remain in Louisiana for employment.

The Office of Career Services will continue expanding job opportunities to students by hosting three events twice a year. These three events are Career Exploration Day, Graduate School Day and Youth Motivational Task Force. The office has also enhanced the educational component of the program by offering career development courses. These courses will be linked to all major activities of the office.

Given the current economic environment, the office has determined the need to expand activities to increase on-campus recruitment. This will be accomplished through the following:

- Identifying companies that have had no activity for two years;
- Working closely with the Office of Alumni Affairs;
- Reaching out to SU Alumni in the public and private sector;
- Targeting government agencies; and
- Targeting local businesses

For the past few years, we have participated in Graduation Check-Out for the purpose of collecting data needed to determine the number of permanent placements resulting from co-op employment etc. This is a collaborative effort with the Office of planning, Assessment and Institutional Research.

4 Institutional Efficiency and Accountability

Element 4a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Southern University and A&M College offers two developmental courses – one in Math and one in English. Grades earned in the courses are not counted towards a degree. However they demonstrate if passed, students' skill strengthening in the designated areas. According to the Board of Regents data, approximately 321 enrolled in SUBR developmental courses in 2009-10.

SUBR is in the process of phasing out its all remedial/developmental courses. SUBR has entered into articulation agreements with the Baton Rouge Community College (BRCC) and Southern University in Shreveport, Louisiana. As a result of these articulation agreements SUBR will no longer offer developmental courses beginning Fall 2012.

The University has considered the impact of phasing out remedial/developmental courses on enrollment and revenue. In the long run, increasing admission standards will have a positive impact on the competitiveness of the institution in attracting students.

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

Southern University and A&M College does not offer associate degree programs.

Element 4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.

The LA GRAD Act agreement requires the University to establish a schedule for increasing nonresident tuition amounts to levels that are not less than the average tuition charged to Louisiana residents attending peer public Historically Black Colleges and Universities (HBCU's), in the SREB member states by category. The peer institutions used to calculate the nonresident student fee increases are North Carolina A & T, Prairie View, Tennessee State and Texas Southern Universities. Nonresident tuition currently charged by the University is approximately \$3,731.00 annually for undergraduate students and \$3,698.00 for graduate students less than the nonresident tuition charged at peer institutions. Nonresident fees will increase approximately \$746.00 annually for undergraduate students and \$740.00 annually for graduate students during the duration of the LAGRAD Act. The effective date of the initial increase will be the 2011 Fall Semester. This increase will result in a decrease in enrollment. The decline in enrollment will have a negative impact on overall revenues.

LOUISIANA RESIDENCE STATUS

For purposes of assigning tuition and fees at Southern University and A&M College, a resident shall be defined as an individual who has abandoned all prior domiciles, established a domicile in the State of Louisiana, and who has been domiciled in the state continuously for a period of at least one calendar year immediately preceding the first day of classes for which resident classification is sought. The individual's physical presence within this state solely for education purposes will not be sufficient for resident classification, regardless of the length of time present within the state.

A person termed as a bona fide Louisiana resident is an individual who qualifies as a resident in accordance with the regulation prescribed in this section. An individual who is certified under one of the mandated criteria as a resident student by any one of the SU System's institutions shall so be recognized by every institution within the System, provided the individual's certifying category does not change.

A non-resident, for tuition purposes is defined as an individual who is not eligible for classification as a resident student under the regulations stated above.

APPLICATION DEADLINES

Any applicant seeking certification as a resident or seeking non- resident fee exemption certification under any provision in this section shall submit an application and all required documentation to the office of Admissions for receipt on or before the following dates:

- July 1 for resident and exemption certification for admission the Fall semester.
- October 1 for resident and exemption certification for admission the Spring semester.
- April 1 for resident and exemption certification for admission the Summer term.

The burden of proving entitlement to the benefits in this section shall be the sole responsibility of the applicant.

CRITERIA FOR ESTABLISHING RESIDENT STATUS

Persons applying for “resident” designation must provide to the Office of Admissions all of the documentation required for establishing eligibility for certification in at least one of the following categories on or before the appropriate deadline/

Spouse of Louisiana Resident

The spouse of a natural Louisiana resident must submit to the Office of Admissions on or before the deadline:

- a copy of marriage license,
- spouse’s Louisiana birth certificate, Louisiana high school diploma, Louisiana tax forms for past year(s) and 1040 Federal Tax Forms for past year(s), W-2 Form, certified copy of employment verification form, and
- documentation that the applicant’s spouse has continuously resided in the state for at least 12 months immediately preceding the date of application.

If the applicant is a resident alien and legally married to a natural Louisiana resident or is a resident alien who is legally married to an individual who is a domiciliary of the State of Louisiana and is seeking resident student status by virtue of a spouse’s employment, the applicant must also present a permanent resident alien (Green) card from the U.S. Immigration Service to the Admissions office.

Louisiana Resident by Virtue of Employment within the State

Persons who are minors or less than 24 years of age and dependent upon parent(s) and whose parents have been residing in Louisiana and working full-time (40 hours a week) for a continuous minimum 12-month period immediately preceding the date of application, must submit the following to the Admissions Office on or before the deadline:

- copy of the Louisiana Tax form of parent(s),
- 1040 Federal Tax Forms of parent(s),
- W-2 Form parent(s),
- applicant's birth certificate or copy of court papers verifying adoptions,
- certified copy of employment verification form for parent(s), and any other documentation requested by the Admissions Office.

A person who has been residing in Louisiana and working full-time (40 hours a week) for a continuous minimum 12-month period prior to submission of an application, and who has not enrolled in any post-secondary institutions during the past 12-month period immediately preceding the application deadline for the semester for which they are requesting resident designation is eligible to apply for resident status. An applicant for resident status must submit the following to the Office of Admission before the deadline:

- a copy of Louisiana tax form for the applicant/applicant's spouse,
- 1040 Federal Tax Form,
- W-2 Form(s) for the applicant/applicant's spouse, and
- A certified copy of the employment verification form for applicant, and any other documentation requested by the Admission Office.

Military personnel stationed in Louisiana and their dependents

In accordance with Louisiana Revised Statute 17:2137, an active duty or honorably discharged member of any branch of the United States Armed Forces, who was permanently stationed in Louisiana, a spouse or dependents shall qualify for resident status, if one of the following criteria is met:

- A member of the United States Armed Forces who is permanently stationed in Louisiana on active duty or his/her child or spouse without regard to length of time of residency in the state.
- A child or spouse of a member of the United States Armed Forces who has been assigned to duty elsewhere immediately following permanent service on active duty while stationed in Louisiana for as long as the child or spouse continuously resides in Louisiana after the duty assignment in the state of the military parent or spouse ends.
- Any member of the military, as well as his/her spouse and dependent, who was permanently stationed in Louisiana, and who enrolls as a Southern University student, provided that the individual(s) has been continuously residing in Louisiana after being honorably discharged from the United States Armed Forces.

An applicant seeking certification under any provision in this part shall submit the following to the Admissions Office on or before the appropriate deadline:

- Copy of the dependent child's birth certificate or court approved adoption papers,
- Copy of marriage certificate,
- Copy of military personnel's orders reflecting permanent assignment to duty in Louisiana,
- Copy of official orders reassigning the military parent or spouse from permanent duty in Louisiana to another duty station, and
- Any other documentation requested by the Admissions Office.

Criteria For Determining Eligibility For Non-Resident Fee Exemption

Persons applying for a non-resident fee exemption must submit the documents for the applicable eligibility category to the Office of Admissions prior to the beginning of the enrollment period that they intend to enroll. Eligibility for exemption established following the beginning of the enrollment period shall be applicable for the next enrollment.

Undergraduate students

Effective Fall 1997, students pursuing an undergraduate degree whose parent(s), mother and/or father, received a bachelor's degree from Southern University at Baton Rouge are eligible to apply for exemption from payment of 50 percent of the non-resident fee. To maintain eligibility for the exemption in each successive enrollment period, the student must maintain at least a 2.3 cumulative grade point average. The applicant must submit the following to the Admissions Office on or before the applicable deadline:

- Copy of applicant's birth certificate,
- Copy of parent's diploma and/or transcript showing degree earned, and
- Any other documentation requested by the Admission Office.

Students applying for the exemption by virtue of adoption must submit the following to the Admissions office:

- Copy of court records verifying adoption of applicant,
- Copy of applicant's birth certificate,
- Copy of parent's diploma and/or transcript showing degree earned, and
- Other documentation requested by the Admissions Office.

Non-Resident Athletic Scholarship Recipient Exemption

Students enrolled at Southern University who are granted athletic scholarships, and who are not residents of this state, shall not be charged or required to pay any tuition or fees in an amount in excess of that which is charged to a students who are residents of the State of Louisiana. (See Louisiana Revised Statues, R.S. 17:1791)

Non-Resident Participation in the National Student Exchange Program

An exchange student from a participating out-of-state university who enrolls at Southern University and who pays in-state tuition at the home campus and opts to pay fees at Southern University will be exempt from the payment of non-resident fees for a maximum of two consecutive semesters. Non-resident fee exemption for a longer period requires the approval of all appropriate parties to the NSE Program agreement and Southern University.

Graduate Assistants

A non-resident graduate who is selected to serve as a graduate assistant at Southern University may be eligible for a full or partial exemption of non-resident fees. Eligibility of the exemption must be certified by the Office of Admissions. The following must be submitted by the student:

- A letter from the individual's department or college to the dean of the graduate school, verifying that the student has been awarded a graduate assistantship,
- A letter from the dean of the graduate school to the Admissions Office, verifying that the applicant meets eligibility requirements and is approved for appointment as a graduate assistant, and
- Any other documentation requested by the graduate school or the Admission Office.

If the student is a resident alien, the permanent resident alien card (green card), also must be submitted to the graduate school for copying.

Appeal of Denial of Resident or Exemption Certification

An applicant who wishes to appeal a decision of the Admission Office denying resident or exemption certification must submit a written appeal to the Office of Academic Affairs not later than 14 calendar days after notice of such decision is mailed or hand delivered to the applicant. The appeal must state the grounds for the appeal and provide copies of any documentation which the appellant desires to have considered during the appellate review. The failure to timely lodge an appeal shall constitute a waiver of all claims of eligibility for certification for the applicable term(s).

4 d Designate centers of excellence as defined by the Board of Regents have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress towards meeting the following goals. **TBD**

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

Institution: Southern University and State Community College

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION [source for reporting]	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/ Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)				
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Technicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2009-10	19	19	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association				
Massage Therapy	Pass one of the following: NCETMB (NTI Cert Exam for Therapeutic Mass & Bodywork), NCETM (NTI Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				

Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing	2009	7	7	100%
			2010	15	15	100%
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
			2009	84	78	92.85%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2010	118	108	91.53%
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART) Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

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

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

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

March 1, 2011

NOTE: Passage rate for Nursing (APRN) and (RN) reflects the first writing of exams.

Element Reference	Measure	Baseline Year/Term Data to Include	2008-2009	2009-2010	2009-2010 (Actual)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
I. Student Success										
a.	i.	Targeted 1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	71.7%	72.0%	72.2%				
		Actual Baseline Data: # in Fall 08 Cohort	1033		993					
		# retained to Fall 09	741		717					
	ii.	Targeted 1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	59.0%	60.1%	59.4%				
		4-Yr only Actual Baseline Data: # in Fall 07 Cohort	1125		1034					
		# retained to Fall 09	664		614					
	iii.	Targeted Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na						
		Tech Coll Only Actual Baseline Data: # in Fall 08 Cohort								
		# retained to Spring								
	iv.	Targeted Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	28.3%	30.1%	30.3%				
		Actual Baseline Data: Fall revised cohort (total)	1176		1351					
		completers <=150% of time	333		409					
	v.	Targeted Graduation Productivity (+/-)**	2008-09 AY	0.127						
		optional Actual Baseline Data: 2008-09 undergrad FTE	7051							
		completers (undergrad)	896							
	vi.	Targeted Award Productivity (+/-)**	2008-09 AY	12.70%						
		optional Actual Baseline Data: 2008-09 undergrad FTE	7051							
		awards (duplicated)	898							
	vii.	Targeted Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	30.1%						
		optional Actual Baseline Data: # of Fall 02 FTE (cohort)	1178							
		completers <=150% of time	355							
	viii.	Descriptive Percent of freshmen admitted by exception				1.4%				
	ix.	Targeted Median LSAT score								
b.	i.	Targeted *** Percent Change in program completers (+/-)**								
		Baccalaureate (Award level 1)		-2.9%	-2.9%					
		2008-09 AY	895	869	869					
		Masters (Award level 2)		-9.3%	-9.3%					
		2008-09 AY	312	283	283					
		Doctoral (Award level 3)		11.1%	11.1%					
		2008-09 AY	18	20	20					

* Report data in all cells highlighted in BLUE. **A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

INSTITUTIONAL RESPONSE: I. STUDENT SUCCESS

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

- i
- ii
- iii
- iv
- v
- vi
- vii

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

- i

Element Reference	Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2009-2010 (Actual)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1. Student Success										
c.	i.	Descriptive Number of high school students enrolled.	Summer 08-Spring 09	20	15	15				
			<i>Actual Baseline Data: # enrolled</i>							
	ii.	Descriptive Number of semester credit hours in which high school students enroll. <i>Actual Baseline Data:</i>	Summer 08-Spring 09	60	45	45				
			<i># credit hours enrolled</i>							
	iii.	Descriptive Number of semester credit hours completed by high school students. <i>Actual Baseline Data:</i>	Summer 08-Spring 09	60	45	45				
			<i># credit hours completed</i>							
d.	i.	Tracked Passage rates on licensure exams		N/A	See footnote below					
	ii.	Tracked Number of students receiving certifications.								
	iii.	Tracked Number of students assessed and receiving WorkKeys certificates.								
	iv.	Tracked Other assessments and outcome measures for workforce foundational skills to be determined.								

* Report data in all cells highlighted in BLUE. **A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

INSTITUTIONAL RESPONSE: 1. STUDENT SUCCESS

- c. Develop partnerships with high schools to prepare students for postsecondary education
 - i.
 - ii.
 - iii. Data will not available until the end of the semester
- d. Increase passage rates on licensure and certification exams and workforce foundational skills.
 - i. See attachment - Appendix #2 to Attachment B
 - ii.
 - iii.
 - iv.

Element Reference	Measure	Baseline Year/Term Data to Include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
2. Articulation and Transfer									
a. i.	Tracked 1st to 2nd Year Retention Rate	Fall 08 to Fall 09 <i>Actual Baseline Data: # in Fall 08 Cohort</i> <i># retained to Fall 09</i>	75.20%	57.60%					
			250	250					
			188	144					
ii.	Descriptive Number of Baccalaureate completers that began as a transfer student.	2008-09 AY	217	221					
iii.	Descriptive Percent of transfer students admitted by exception. <i>Actual Baseline Data: # in 2009 Cohort</i> <i># retained to 2010 Cohort</i>	sum 09- spring 10							
b. i.	Descriptive 1st to 2nd year retention rate of those who transfer with associate degree.	Fall 08 to Fall 09 <i>Actual Baseline Data: # in Fall 08 Cohort</i> <i># retained to Fall 09</i>	100%						
			9						
			9						
ii.	Descriptive Number of baccalaureate completers that began as a transfer student with an associate degree.	2008-09 AY	12						
c. i.	Descriptive Number of students referred.	2009-10 AY							
ii.	Descriptive Number of students enrolled.	2009-10 AY							
d. i.	Descriptive Number of students enrolled in a transfer degree program.	2009-10 AY							
ii.	Descriptive Number of students completing a transfer degree.	2009-10 AY							
iii.	Descriptive 1st to 2nd year retention rate of those who transfer with transfer degree. <i>Actual Baseline Data: # in Fall 08 Cohort</i> <i># retained to Fall 09</i>	2008-09 AY	100%						
			9						
			9						
iv.	Descriptive Number of baccalaureate completers that began as a transfer student with a transfer associate degree	2008-09 AY	9						

N/A - Performance measure not required by 2-year post secondary institutions. 2008-shaded Areas - Baseline year for Performance Measure established at AY 2009-10.

INSTITUTIONAL RESPONSE: 2. ARTICULATION AND TRANSFER

- a Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates
 - i.
 - ii.
 - iii.
- b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the Institution.
 - i.
 - ii.
 - iii.
- c Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.
 - i.
 - ii.
 - iii.
- d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169
 - i.
 - ii.
 - iii.

Element Reference	Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2021-2012	2012-2013	2013-2014	2014-2015
3. Workforce and Economic Development									
a.	i. Descriptive	Number of programs eliminated.			2				
	ii. Descriptive	Number of programs modified or added.			See footnote				
	iii. Descriptive	Percent of programs aligned with workforce and economic development needs.			See footnote				
		# program offerings							
		# aligned to							
b.	i. Tracked	Number of course sections with 50% and with 100% instruction through distance education.		10	16				
	ii. Tracked	Number of students enrolled in courses with 50% and 100% instruction through distance education.		137	268				
	iii. Tracked	Number of programs offered through 100% distance education.		0	2				
c.	i. Tracked	Percent of research/instructional faculty holding active research and development grants/contracts		26.30%	30%				
	ii. Tracked	Percent of research/instructional faculty holding active research & development grants/contracts in Louisiana's key economic development industries.		9.00%	5%				
		# total (FTE)							
		# faculty in 2009-10 AY		N/A					
		# in LA key industries.							
	iii. Tracked	\$ amount of research & development expenditures.		\$ 3,941,516.00	\$ 4,749,335.00				
	iv. Tracked	Dollar amount of research and development expenditures in Louisiana's key economic development industries.		\$ 3,258,227.00	\$ 4,558,551.00				
	v. Tracked	Number of intellectual property measures which are the result of research productivity and technology transfer efforts.		N/A					
d.	i. Tracked	Percent of completers found employed							
		AY 2008-09							
		# completers							
		# found employed							
	ii. view 2 b & 2.d	Increasing the performance of associate degree recipients who transfer.							
	iii. Targeted	Placement rate of graduates.							
		Actual Baseline Data: 2008-09 AY							
	iv. Targeted	Placement of graduates in postgraduate training.							
		2008-09 AY							

N/A - Performance measure not required by 2-year post secondary institutions.

2008-Shaded Areas - Baseline year for Performance Measure established at AY 2009-10.

INSTITUTIONAL RESPONSE: 3. WORKFORCE AND ECONOMIC DEVELOPMENT

- a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce commission.
 - i.
 - ii. Data unavailable due to the consolidation of Low-Completer programs that are under review
 - iii.
- b. Increase use of technology for distance learning to expand educational offerings
 - i.
 - ii.
 - iii.
- c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.
 - i.
 - ii.
 - iii.
 - iv.
 - v.
- d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

The office of Career Services only recently set up a system to standardize and capture the information requested regarding placement of graduates. Historically this information was captured by the PAIR Office during the graduation check out process and shared with the Office of Career Services. Absent this information being provided to the Office of Career Services, the office then set up its own system in November of 2010 in preparation for December graduates. This information though captured has not been assessed.

 - i. Coordination between the Office of the Registrar and the Office of Career Services is now being established to identify the number of transfers into degree programs per the agreed upon list established by the Board of Regents. A method of tracking transfers through to placement is now being developed by the Office of Career Services.
 - ii.
 - iii. N/A

Element Reference	Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4. Institutional Efficiency and Accountability									
a.	i.	Tracked Number of developmental/remedial course sections offered.	2009-10 AY	0	2				
	ii.	Tracked Number of students enrolled in developmental/remedial courses.	2009-10 AY	0	231				
b.	i.	Tracked Number of active associate degree programs offered.	2009-10 AY	0	0				
	ii.	Tracked Number of students enrolled in active associate degree programs.	2009-10 AY	0	0				
c.	i.	Tracked Total tuition and fees charged to non-resident students.	2009-10 AY		9910.0				
		Actuoi Baseline Data: \$\$\$ non-resident fee			9910				
		\$\$\$ peer non-resident			13641				
d.	*	TBD Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.							
	*	TBD Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.							
	*	TBD Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.							
	*	TBD Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution							
	*	TBD Having a high level of research productivity technology transfer							

N/A - Performance measure not required by 2-year post secondary institutions.

2008-Shaded Areas - Baseline year for Performance Measure established at AY 2009-10.

INSTITUTIONAL RESPONSE: 4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

- a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.
 - i.
 - ii.
- b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.
 - i.
 - ii.
- c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.
 - i. The Universities used to establish the baseline data were: North Carolina A & T, Prairie View, Tennessee State and Texas Southern.
- d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment form the Board of Regents and have demonstrated substantial progress toward meeting the following goals.
 - i.
 - ii.
 - iii.
 - iv.
 - v.

Element Reference	Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
S. Reporting Requirement									
a.	Descriptive	Number of students by classification.		7619					
b.	Descriptive	Number of instructional staff members.		354					
c.	Descriptive	Average class student-to-instructor ratio		17					
d.	Descriptive	Average number of students per instructor.		23.9					
e.	Descriptive	Number of non-instructional staff members in academic colleges and departments.		75.5					
f.	Descriptive	Number of staff in administrative areas.		24.0					
g.	Descriptive	The institution's organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.				See footnote			
h.	Descriptive	Salaries of all personnel identified in Subparagraph 9g) of this Paragraph and the date, amount, and type of all increases in salary received since June 30, 2008.				See footnote			

N/A - Performance measure not required by 2-year post secondary institutions.

2008-Shaded Areas - Baseline year for Performance Measure established at AY 2009-10.

INSTITUTIONAL RESPONSE: S. REPORTING REQUIREMENT

- a Undergraduate and Graduate Headcount and FTE: See Attachment - Grad Act Area 5_Update4_12_11
- b Number of Instructional Staff and FTE: See Attachment - Grad Act Area 5_Update4_12_11
- c
- d
- e
- f
- g Organizational Chart: See Attachment - Grad Act Area 5_Update4_12_11
- h Salaries of Personnel (first and Second Tier): See Attachment - Grad Act Area 5_Update4_12_11

GRAD ACT - Area 5
Southern University at Baton Rouge

5-a. Number of Students by Classification - Fall 2009

Institution	Fall 2009 Headcount		Total	Annual Full-time Equivalent (FTE) ¹		
	Undergraduate	Graduate		Undergraduate	Graduate	Total
Southern University at Baton Rouge	6484	1135	7619	6094.9	686.0	6780.9

Sources: Information Systems Division; LA Board of Regents Statewide Student Profile System (SPSCHFTE)

Note: ¹FTE data are revised and unofficial. Corrected submission of related SCH data profiles have been submitted to the Board of Regents but not yet posted to the website.

5-b. Number of Instructional Staff Fall 2009

Institution	Instructional Faculty Headcount	Instructional Faculty FTE
Southern University at Baton Rouge	451	389.9

Source: Office of Human Resources

5-c. Average Class Student-to-Instructor Ratio

Institution	Fall 2009
Southern University at Baton Rouge	23.9

Source: Information Systems Division

5-e. Number of Non Instructional Staff Fall 2009

Divisional Units	Total Non-Instructional Staff	Non-Instructional Staff FTE
Agricultural Family & Consumer Sciences	8.5	8.5
Arts and Humanities	8	8
Business	4	4
Education	4	4
Engineering	9	9
Sciences	30	30
Graduate Studies & Research	1	1
Architecture	5	5
Nursing	2	2
Public Policy & Urban Affairs	4	4
TOTAL	75.5	75.5

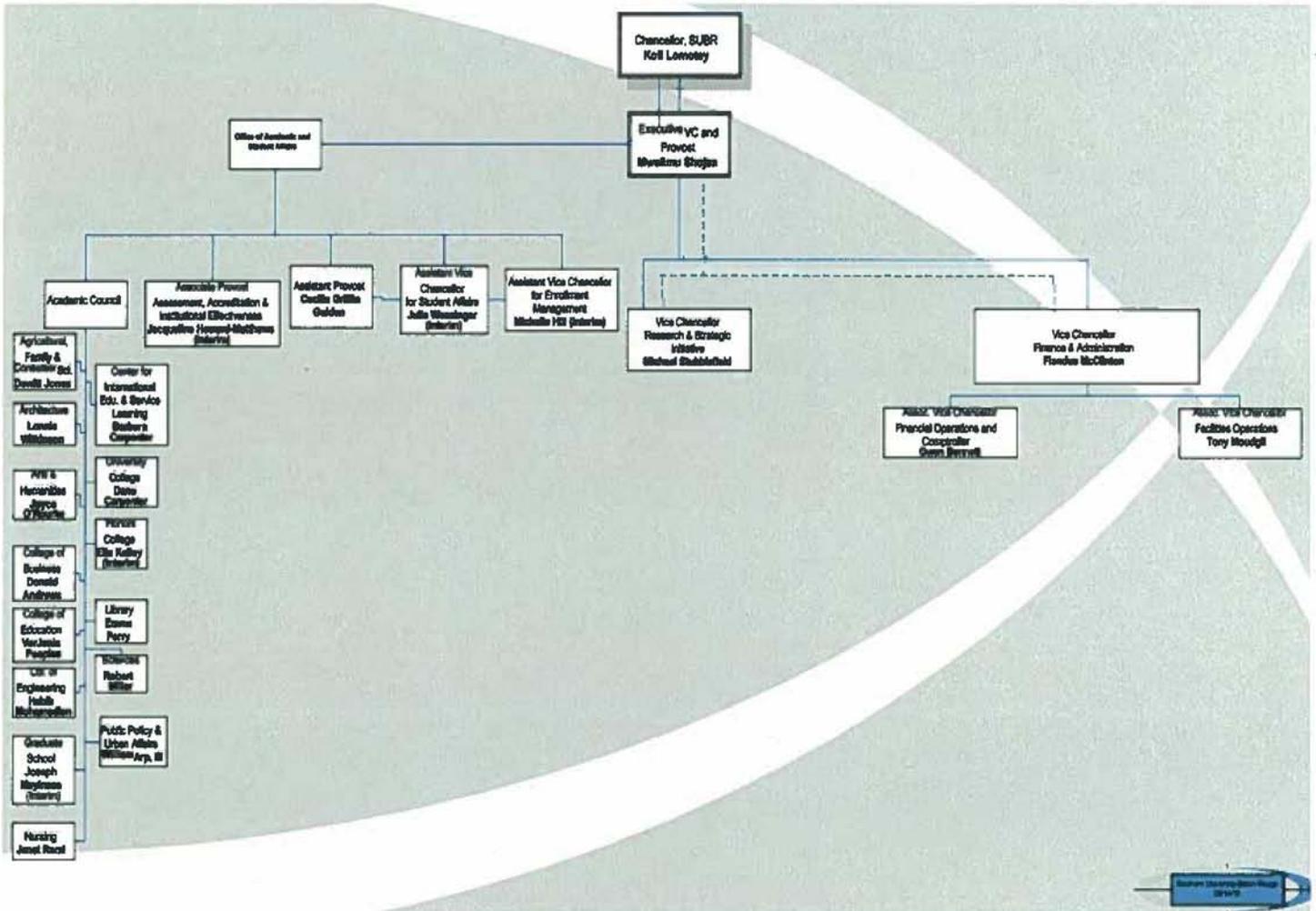
Source: Academic Departments

5-f. Number of Administrative Staff Fall 2009

Divisional Units	Total Administrative Staff	Administrative Staff FTE
Chancellor	1	1
Academic and Student Affairs	19	19
Finance and Administration	3	3
Research and Strategic Initiative	1	1
TOTAL	24	24

Source: Office of Human Resources

Area 5g: Organizational Chart, SUBR



5-h. Salaries of Personnel (First and Second Tier of SUBR Personnel in Leadership Positions) (REVISED to reflect annual furlough hours)

POSITIONS	Total Base Salary (\$)		Salary Changes
	FY 2008-09	FY 2009-10 (Adjusted)	
Chancellor	245,000	235,577	Annual salary reduction is due to 10 Furlough Days/80 Hours
Executive Vice Chancellor/Provost	175,000	168,269	Annual salary reduction is due to 10 Furlough Days/80 Hours
Associate Provost	110,000	105,769	Annual salary reduction is due to 10 Furlough Days/80 Hours
Assistant Provost	90,000	86,538	Annual salary reduction is due to 10 Furlough Days/80 Hours
Assistant Vice Chancellor, Student Affairs (Interim)	80,000	76,923	Annual salary reduction is due to 10 Furlough Days/80 Hours
Associate Vice Chancellor, Enrollment Management	99,350	86,538	Enrollment Management was dismantled in August 2008. Prior to that, the salary for the Vice Chancellor for Enrollment Management position was \$99,350. Prior to that, the position was Associate Vice Chancellor for Enrollment Management at \$90,080. The position was re-established in 2010 as Assistant Vice Chancellor for Enrollment Management at \$90,000 due to reorganization and change in personnel. 2009-10 annual salary is \$86,538 due to annual reduction of 10 furlough days/80 work hours.
Dean, College of Business	112,746	108,410	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, School of Public Policy and Urban Affairs	89,050	85,625	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, Center for International Education and Continuing Education	89,000	85,577	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, University College	90,808	87,315	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, College of Agriculture	96,576	92,862	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, Honors College (Interim)	89,050	85,625	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, College of Sciences	102,020	98,096	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, College of Engineering	127,398	122,498	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, College of Arts and Humanities	89,050	85,625	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, Library	88,472	85,069	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, College of Education	100,130	96,279	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, School of Nursing	120,582	115,944	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, School of Architecture	97,500	93,750	Annual salary reduction is due to 10 Furlough Days/80 Hours
Dean, Graduate School	89,050	85,625	Annual salary reduction is due to 10 Furlough Days/80 Hours
Vice Chancellor, Finance & Administration	104,706	122,455	Salary increased to \$127,353 in 2010 due to additional duties and responsibilities. 2009-10 annual salary reduction is due to 10 Furlough Days/80 Hours.
Associate Vice Chancellor and Comptroller	89,050	85,625	Annual salary reduction is due to 10 Furlough Days/80 Hours
Associate Vice Chancellor, Facilities Operations	69,635	67,894	Annual salary reduction is due to 6.5 Furlough Days/52 Hours
Vice Chancellor, Research and Strategic Initiative	117,500	112,981	Annual salary reduction is due to 10 Furlough Days/80 Hours

Source: SUBR Office of Human Resources; SUBR Budget Office

NOTE: The Southern University Board of Supervisors approved the 2009-10 Budget Reduction Plan effective September 1, 2009. The plan involves two categories: Category 1: Include employees earning \$30,000 but less than \$75,000 that were furloughed without pay for 6.5 days or a total of 52 hours during the period September 1, 2009 through June 30, 2010. Category 2: Include employees earning \$75,000 and above that were furloughed without pay for 10 days for a total of 80 hours during the same period as Category 1. Each category was assigned a schedule of unpaid furlough days/hours.



2010-2011

(Revised)

Tuition Increase Hardship Waiver Policy and Guidelines

1. Tuition Increase Policy

Pursuant to authority granted by the Louisiana Legislature, Regular Session, 2008 under ACT 915 HB734, the Board of Supervisors of **Southern University and Agricultural and Mechanical College**, at its *June 30, 2010* meeting, approved a resolution providing for an increase in tuition at **Southern University at Baton Rouge (SUBR)**, effective Fall 2010. This legislation also allows for an increase of up to five (5%) percent in undergraduate tuition fees for a period of three consecutive academic years.

The Tuition Increase Hardship Waiver amount also includes the academic excellence fee in the amount of \$120.00 per semester and the operational fee of \$62.00 per semester as allowed under RS 17:1855.1 and RS 17:3351 (d) (ii), respectively.

The waiver shall **not exceed** three hundred eighty nine dollars (\$389.00) per semester for undergraduate students and four hundred fifty two dollars (\$452.00) for graduate students.

2. Waiver Policy

Prior to imposing any increase or increases in tuition or mandatory attendance fee amount, or both, established pursuant to the provisions of this Subparagraph, each management board shall establish criteria for waivers of such increase or increases in cases of financial hardship. Information about such waivers and the criteria and procedures for obtaining a waiver shall be made available to all prospective students affected by the increase or increases in a timely manner such that the prospective student can be aware of the increase or increases and the availability of waivers thereto prior to the student having to make any final decision concerning attendance at the college or university. **This is a one time waiver for Fall 2010 and Spring 2011 semesters only and will expire on May 13, 2011.**

3. Eligibility Criteria

Students eligible to apply must:

- a. Be a Louisiana resident.
- b. Have full-time enrollment status.
- c. Apply for federal financial aid using the Free Application for Federal Student Assistance (FAFSA) and have requested all types of available federal assistance.
- d. Have a valid FAFSA on file in the Financial Aid Office reflecting an annual Expected

Family Contribution (EFC) of zero (0) for the current academic period.

- e. Have accepted all types of financial aid offered.
- f. Meet all Satisfactory Academic Progress policy standards for receipt of federal financial aid.
- g. Not be the recipient of another form of fee exemption or waiver. Examples: National Guard, Title 29, Title 33, Faculty/Staff, etc.
- h. Not have tuition paid by another state or external agency or scholarship program. Examples: Vocational Rehabilitation, ROTC Scholarship, TOPS, etc.

NOTE: If additional aid is received after the waiver is granted, the waiver will be cancelled.

4. **Guidelines for Waiver**

Southern University at Baton Rouge offers waivers to Louisiana resident students who demonstrate financial hardship caused by the increase in tuition and fees effective Fall 2010 semester. Procedures have been established to provide waivers to eligible students for the amount of increased tuition and fees. Any student who wishes to apply for the waiver during the 2010-2011 academic year must complete a Tuition Hardship Appeals Form, which will be submitted to the Tuition Hardship Appeals Committee. **Documentation must be attached to support circumstances.**

The Appeals form is available through the University's website at www.subr.edu via the Vice Chancellor for Finance and Administration's home page by scrolling down to documents / forms.

5. **Timelines**

Students must complete and submit a Tuition Increase Hardship Appeals form to the **Office of the Vice Chancellor for Finance and Administration** located on the 3rd floor of the J. S. Clark Administration building by the close of business on **January 14, 2011**. Forms received after this date will not be eligible for the exemption for the semester requested.

