



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

GRANTING RESOURCES AND AUTONOMIES FOR DIPLOMAS
GRAD Act Report for YEAR 2

April 2012

Submitted to

Southern University System

Southern University and A&M College GRAD Act Report for YEAR 2-2011-12

The Southern University System Board of Supervisors has promulgated policies that require each campus or constituent unit of the Southern University System to implement enrollment management strategies/policies that would enable the campus/constituent institution to achieve cohort graduation rates, retention rates, 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.” 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 legislation and the four performance objectives prescribed in the GRAD Act including:

- increase student success;
- increase articulation and transfer;
- enhance responsiveness to regional and statewide workforce
- economic development needs;
- increase institutional efficiency and accountability

NOTE: This document contains corrected numbers recently submitted to BoR as corrections to SSPS and changes to be made when given access to IPEDS & EMPSAL

Performance Objective: 1. Student Success

FINDINGS

Evaluation of SUBR on targeted, tracked and descriptive measures for Performance Objective 1: Student Success resulted in a passing score. This passing score for Objective 1 resulted from attainment of targets (within the 2% margin of error) for required retention rates, same institution graduation rate and doctoral completers. SUBR did not meet its target for baccalaureate and master's completers. The review process identified areas in need of improvement and outcomes where SUBR competes well with its state peer institutions, even when our students represent largely underserved and at-risk populations. Strategies implemented to improve retention and graduation rates will be maintained and in some cases expanded. An evaluation of SUBR targets for baccalaureate, and master's completers using trend analysis shows that the targets are not data driven nor evidenced based. For example, the targets for baccalaureate completers for 2010, 2011, and 2012 project increases over 2009-10 completers of 3.9% to 5.9%. Predictive analysis using data on SUBR baccalaureate admits for 2005, 2006, and 2007 shows a decline in FTF admits from a 23% decrease in 2005 to 7% decrease in 2007. Data driven targets for SUBR for baccalaureate completers 4 to 6 years later (2009 through 2013) should reflect this decline but with improvement in completers each year to achieve six year GRAD Act outcomes.

Strategies and policies implemented by SUBR to improve student retention, graduation and completer rates include:

- SUBR decreased the number of developmental courses offered from 3,147 SCHs in 2004-05 to 402 SCHs in 2010-11. SUBRs decrease in developmental SCHs is the largest decrease among state peer institutions (La BoR Report SCHTXRPT2K 2010-11).
- The Finish What you Start Campaign, implemented Fall 2011 is designed to assist students to complete course work and decrease withdrawals. The expected result is an increase in retention and graduation rates. The campaign uses faculty advisors, Center for Student Success (CTLE), and Student Success Tutoring Services to assist students. The goal for 2011-12 was to decrease withdrawals by 2.2% (from 11% in 2009-10 to 8.8%). The data show that for fall 2011 the withdrawals decreased to 4.5%.
- The Center for Teaching and Learning Excellence (CTLE) is designed to positively affect the 1st to 2nd year student retention rate for both first time freshmen and transfer students. CTLE is responsible for ensuring that all incoming freshmen and transfer students receive sufficient academic, social, and emotional support services during their first year of college. By addressing the factors that contribute to low graduation rates and extended time to degree completion, the expectation is that Southern University will meet, if not exceed, the annual benchmarks and 6-year targets established by the Louisiana GRAD ACT. The University acquired over 1 million dollars in external funding to employ 14 advisors assigned to CTLE to assist in the retention efforts.
- The Student Tracking System (CTLE-STC) which is an SUBR- designed process and online product that provides a methodology and design platform for the documentation, retrieval, and analysis of student performance was implemented Fall 2011. The use of STS will assist faculty and CTLE advisors with their efforts to monitor student progress toward degree completion with data outputs each semester.
- The development of a proposal for a BS Degree in Interdisciplinary Studies The letter of intent was the result of findings from analysis of data on graduation rates and numbers of students who persist but do not graduate. The degree is scheduled to be offered in fall 2012 if approved by La BoR . Implementation

of the Interdisciplinary Studies degree should increase the number of completers and the university's graduation rates.

- Improving Data Integrity for SUBR was an initiative developed and implemented to address inconsistencies in information reported to external agencies. The overall goal is to provide accurate data through developing effective verification processes and providing training for employees responsible for data input and extraction. Improved technology and employment of additional data analyst are also objectives of this effort.

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

Data on retention and graduation rates and for completers are provided. The targets for 1st to 2nd year retention (70.4%), 1st to 3rd year retention (60.0%), same year graduation rate (28.6%) and doctoral completers were met within the 2% margin of error. The number of graduates in calculation of graduation rate includes 12 students who are in the cohort and graduated in summer 2010 and were recently added in IPEDS correction. SUBR's admission of freshman students by exception is governed by BoR and SUBR policies that stipulate that the number must not exceed 10% of previous year's freshman end of term enrollment. SUBR enrolled 1129 freshman in 2010 and allowed 109 exceptions in Fall 2011 (9.7% enrolled by exception).

SUBR 1 st to 2 nd Year Retention for FTF, Full-time, Degree Seeking			
	Baseline	Year 1	Year 2
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11
Number in Cohort	1034	993	*868
Number Retained	731	717	*611
Benchmark	71.7%	72.0%	72.4%
Actual		72.2%	70.4%
Result		Met	**Met

*The Numbers in the Year 2 Cohort and Retained include allowable students that have recently been submitted for processing in SSPS.

**Within the 2% margin of error allowed for annual benchmarks

1 st to 3rd Year Retention for FTF, Full-time, Degree Seeking			
	Baseline	Year 1	Year 2
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 9 to Fall 11
Number in Cohort	1125	1034	993
Number Retained	664	614	596
Benchmark	59.0%	60.1%	61.0%
Actual		61.4%	60.0%
Result		Met	**Met

**Within the 2% margin of error allowed for annual benchmarks

IPEDS Same Institution Graduation Rate: Total Number of Fall FTF Completers within 150% Time			
	Baseline	Year 1	Year 2
Term of Data	Fall 2002 thru Fall 2008	Fall 2003 thru Fall 2009	Fall 2004 thru Sum 2010
Number in Cohort	1176	1351	[^] 1465
Number Graduated	333	409	[*] 419
Benchmark	28.3%	30.1%	30.5%
Actual		30.3%	28.6%
Result		Met	^{**} Met

[^]The number excludes students allowed under IPEDS and recently reported for SUBR ^{*}the number includes summer 2010 grads recently reported for SUBR ^{**} Met within 2% margin of error allowed for targeted measures

Element 1b. Percent Change in Program Completers

The Year 2 actual outcome for masters' completers showed a 5.6% increase over Year 1 actual but the target was a 10% increase over Year 1 actual. SUBR is improving its completer's outcome for masters degrees. During GRAD Act Year 2 SUBR increased masters grads by 16 from 283 in Year 1. Baccalaureate grads decreased by 8% over Year 1 even when FTF admits for 2005-06 decreased by 23%. Strategies are in place to increase completers in both BS and MS levels.

SUBR Completers						
	Baseline 2008	2009 Year 1 Actual	2010 Year 2 Targets	2010 Year 2 Actual	Diff Year1 & Year2	MET Target
Baccalaureates		-2.9%	1.0%	-5.5%		
	895	869	904	846	-23	no
Masters		-9.3%	1.0%	- 4.2%		
	312	283	315	299	+16	no
Doctorates		5.6%	11.1%	33.3%		
	18	20	19	24	+4	Yes

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

The SUBR Early Start program is designed to ensure student access to college-level coursework, especially in high schools where there is a high percentage of potential first-generation college students. High schools continue to request participation in Early Start as student demand for college-level courses rises. The success of the SUBR Early Start program is evidenced by increased participation in the program over the last several years. Additionally, the development of hybrid courses, has allowed SUBR faculty to add Foreign Language to its repertoire of Early Start courses. In 2011, SUBR partnered with Zachary High School to offer college-level German to Zachary High students via a hybrid course that makes use of video conferencing and face-to-face instruction. SUBR plans to offer similar hybrid courses to local area high schools during Fall 2012. SUBR will also continue its online partnerships with Zachary Community, City of Baker, East Baton Rouge

Parish, and Point Coupee Parish Charter Schools. Some current initiatives intended to increase participation in the SUBR Early Start program are:

1. Increase the number of Southern University Laboratory school participants.
2. Increase efforts to attract Early Start participants during summer semesters.
3. Bring more high schools on board with the LOFSA program

Number of High School Students Enrolled During Reporting Year	YEAR 2
Number High School Students Enrolled Year 2010-11	73
Number Credit Hours HS Students Enrolled	219
Number Credit Hours HS Students Completed	195

Element 1d. *Increase passage rates on licensure and certification exams*

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. For Year 2 COE had 40 completers to sit for the PRAXIS and 40 passed resulting in a 100% passage rate.

SUBR's nursing 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). 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. The BSN graduates pass rate for GRAD Act Year 2 on first writing was 87% with 110 first-time writers and 96 passing. According to the NCSBN, national pass rate for first-time writers was 87%. For Advanced Practice RNs (APRN) 18 wrote the exam and 18 passed for a 100% pass rate. SUBR APRNs had an average score on the certification exam of 592 when the national average was 588.

RECOMMENDATIONS resulting from findings from Year 2 Performance Objective 1: Student Success.

- **Continue and expand strategies to increase retention and graduation rates, completer rates and partnerships with High Schools**
 - The Finish What you Start Campaign
 - The Center for Teaching and Learning Excellence (CTLE)
 - The Student Tracking System (CTLE-STs)
 - The Early Start program
 - The BIS Degree
- **Continue and complete the initiative to improve SUBR data integrity.**
- **Explore through SUS and BoR revisions of Years 3 through 6 GRAD Act targets for baccalaureate and master's completers to more align them with trend data on SUBR admits.**

Performance Objective: 2 Articulation and Transfer

FINDINGS

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

Strategies and initiatives implemented by SUBR to improve retention and graduation of transfer students and associate degree graduates seeking bachelor's degrees.

- Implementation of the CTLE Tracking System to monitor articulation and transfer. The tracking system is designed to monitor transfer student progress and to provide feedback to Community Colleges on transfer students' performance.
- Implemented a new agreement with a community college this reporting year (**SUBR-SUSLA Partnership to Increase Bachelors Degree Attainment of Community College Transfers**). The expected outcome is to increase recruitment, retention and graduation of transfer students from community colleges and to demonstrate collaboration in implementing requirements of R.S. 17:3161. The plan is to expand this partnership through agreements with BRCC & Delgado Community College during GRAD Act Year 3.
- SUBR has phased in admissions standards as required by Louisiana Board of Regents. Students who do not meet the admissions requirements to enter as first-time freshmen are referred to 2 year colleges. Ten percent of first-time freshmen and transfers can be granted exemption 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 and SUBR requirements.
- SUBR was granted approval by Louisiana Board of Regents to offer its baccalaureate degree in nursing as an RN to BSN Program through a 100% on-line format. The goal is to enroll associate degree graduates who seek to attain a BS in nursing. Implementation of this program could significantly increase graduation of transfer degree students at SUBR.

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.

SUBR 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 Regents high school core curriculum. 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, System and BoR policies.

Transfer Students

1st to 2nd year retention rate of transfer students Year 2: 76.4%			
	Entering (enrolled)	Retained	
Baseline Year (08-09)	238	182	76.5%
Year 1 (09-10)	270	208	77.0%
Year 2 (10-11)	258	197	76.4%

Number of most recent baccalaureate completers in the prior year that initially began (enrolled) as transfer students. Year 2 = 220

Number Of Transfer Students Enrolled Year 2	Number TRANSFER Students Admitted By Exception Year 2
426	22

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

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.

1st To 2nd Year Retention Rate Of Transfer Students With Associate Degrees Year 2	
Number BS seeking Transfer Students enrolled during prior year	14
Number of above students retained at SUBR in following 2 nd year fall	11
Retention Rate	78.6%

SUBR GRAD Act Year 2: Number of baccalaureate completers that initially enrolled as a transfer student with an associate degree from a 2-year college = 11

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

SUBR-SUSLA Partnership: To Increase Bachelors Degree Attainment of Community College Transfers, supports transfer of community college students from SUSLA to SUBR, a four year college. The overall goal is to enhance attainment of bachelor's degrees for these students who are predominately African American. Consistent with the recommendations of the College Board Report, the collaboration provides for Financial Aid partnerships, on Campus Experiences, Transfer

Admission Guarantees and Dual Admission Programs. The SUBR- SUSLA partnership creates a transfer receptive culture based on a comprehensive and strategic plan. This agreement also addresses La GRAD ACT Performance Objective 2: **Articulation and Transfer**, including Elements b, c and d.

Number of students referred by SUBR to 2-year colleges during GRAD Act Year 2= 374

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

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

1. Implement a campaign to inform faculty, students & staff of all aspects of the Louisiana Transfer degree.
2. Launch newly developed webpage (<http://www.subr.edu/index.cfm/page/52>)
The site includes the Transfer Degree Grantee, Advisor's Guide to the Louisiana Transfer Associate Degree, FAQs for Transfer Associate Degree Guarantee, Courses Satisfying General Education Requirements at Southern University and A&M College
3. Verify and revise list of AALT and ASLT templates to comply with currently active degree programs at SUBR and include templates in new web page.
4. Conduct training for deans, chairs and employees in offices of recruitment and admissions on implementing all aspects of the Louisiana Transfer degree.
5. Complete plans for Transfer Student Orientation starting fall 2012
6. Assign implementation of articulation and transfer requirements provided in R.S. 17:3161 through 3169 to the Associate Vice Chancellor for Student Success.

The SUBR-SUSLA Partnership is an agreement between Southern University Baton Rouge (a four-year institution) and Southern University Shreveport (a two-year institution) that will lead to an increase in the number of students who transition from a community college to a baccalaureate-degree granting institution. The overall goal of this initiative is to enhance attainment of bachelor's degrees for these students who are predominately African American. This partnership directly supports the transfer of community college students from SUSLA to SUBR. Consistent with the recommendations of the College Board Report, the collaboration provides for financial aid partnerships, on-campus experiences, transfer admission guarantees and dual admission programs. The SUBR-SUSLA Partnership creates a transfer receptive culture based on a comprehensive and strategic plan.

The RN to BSN Online Degree approved by La BoR is a 12-month online program of study designed for the licensed registered nurse with an associate degree in nursing. The program will provide the necessary content required to move from associate to baccalaureate education in nursing as documented in the *Essentials of Baccalaureate Education for Professional Nursing Practice* document authored by the American Association of Colleges of Nursing.

This program is designed to increase baccalaureate completers at SUBR who transfer with an associate degree.

RECOMMENDATIONS resulting from findings from Year 2 Performance Objective 2: Articulation and Transfer

- Continue and expand CTLE Tracking System to monitor articulation and transfer and to increase retention and graduation of transfer students' performance.
- Expand the **SUBR-SUSLA Partnership to Increase Bachelors Degree Attainment of Community College Transfers** through agreements with BRCC & Delgado Community College.
- Fully implement RN to BSN degree and evaluate outcomes related to bachelor's degree attainment.

Performance Objective: 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.

SUBR conducted a comprehensive review of academic programs beginning Fall 2010. This review was based on low completers and resulted in elimination of 35 SUBR degree programs during 2010-11 academic year. During the current year and as a result of financial emergency SUBR also developed a plan for further reorganization, and plan for elimination of programs and instructional staff. The academic reorganization at SUBR was undertaken by campus academic leaders with the overall goal of enhancing student success and improving effective teaching, scholarship and connectedness. Several important principles guided the reorganization process including enhancing faculty's role in shared governance, expanding research and instructional collaborations and facilitating use of available human, physical and fiscal resources. Three areas guided selection of programs for enhancement:

- Potential for growth
- Workforce Forecasting
- Evidenced Base

The result of this academic reorganization was a plan to move from nine colleges to a five college model. The second phase of reorganization was to move from structure modeling to develop strategies to enhance efficiency and growth. This second phase resulted in decreasing course sections by increasing class sizes where appropriate, eliminating low enrollment courses and eliminating low enrollment majors (in addition to 35 eliminated in 2010-11). Three additional programs were recommended for elimination and this plan is under review. The reorganization resulted in a decrease from 14 deans to five, from 44 chairs to 17 and a decrease in full-time faculty budgeted positions by 58 from July 1, 2011.

In a review of SUBR's strategies related to workforce forecasting we found that of the occupations with projected 10 year growth greater than 500 and requiring post-secondary education (as reported in State of Louisiana Projections for all Occupations to 2018 and included in *The Board of Regents' List of workforce needs utilizing LWC and LED*), SUBR offers degrees aligned with 14 of the 14. The two new programs planned for SUBR (DNP & Business/Law) are both aligned with the top five growth occupations in this group.

State of Louisiana Projections for All Occupations to 2018 Occupations with 10 Year Growth GT 500 and Requiring Post Sec Education <i>*The Board of Regents' list of current/strategic workforce needs utilizing LWC and LED</i>			
	Expected Growth	Currently offered SUBR	New SUBR Programs
Registered Nurse	8,520	Yes	Yes (DNP)
Elem Sch Teachers	3,550	Yes	
Business Operations	2,050	Yes	Yes (Business/Law)
Accountants & Auditors	1,560	Yes	Yes (Business/Law)
Managers	1,270	Yes	Yes (Business/Law)
Postsecondary Teachers	970	Yes	
Computer Sys Analyst	750	Yes	
Social Service Spec	740	Yes	
Self Enrichment Teachers	740	Yes	
Vocational Edu Teachers	700	yes	
Network & Data Analyst	600	Yes	
Special Ed Teachers	620	Yes	
Computer Support Spec	580	Yes	
Industrial Engineers	540	Yes	
Total SUBR Programs aligned with top Growth Workforce Needs		14/14 100%	

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

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. In addition the SUBR campus has acquired assistance from external experts in assisting to increase online offerings at SUBR starting fall 2012. This assistance includes faculty training and support. A national survey was conducted to determine state and national interest in SUBR's on-line offerings. Four additional programs (submitted to BoR for approval to move to 100% online) are planned for fall 2012.

100% Distance Education Offerings at SUBR			
	Number Programs	Number Course Sections	Number Students Enrolled
2010-11	3		
2011-12	3	45	351
2012-13	*7	*80	*500

*Projected

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

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.*

According to SUBR 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. SUBR employment rates of graduates by college were compared with Louisiana employment rates of top ten average salary bachelors' degrees as reported in The 2011 Employment Outcomes Report. Of the four college level employment rates available for graduates in 2010-11 all (100%) were above employment rates for Louisiana as reported.

Placement rate of Graduates = 4385 SUBR undergraduates (2007 to 2011) and 834 enrolled in graduate school 2011.

Employment Outcomes and Completers

Board of Regents: 2011 Louisiana Employment Outcomes Report And SUBR Completers 2010-11				
Top	Top Ten Rank Highest to Lowest Average Salary Bachelors Degree Louisiana Grads	SUBR Completers 2010-11	Employment Rate	
			Louisiana Rate *La Outcomes Report	SUBR Rate Grads
1.	Engineering	94	68%	NA by college
2.	Health Professions	272	70%	90%
3.	Education	89	69%	91%
4.	Mathematics & Statistics	6	47%	NA by college
5.	Architecture	4	57%	75% (1 in grad school)
6.	Business, Management, Marketing	155	63%	70%
7.	Computer & Information Sciences	49	53%	NA by college
8.	Physical Science	16	34%	NA by college
9.	Natural Resources & Conservation	18	61%	NA by college
10.	Liberal Arts & Sci; General Studies	18	62%	NA by college

*Figure 5 Employment Rate by Field of Study Eighteen Months after Graduation 2008-09 Bachelor' Completers.

Performance Objective 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.

SUBR decreased the number of developmental courses offered from 3,147 SCHs in 2004-05 to 402 SCHs in 2010-11. SUBR's decrease in developmental SCHs is the largest decrease among state peer institutions (La BoR Report SCHKRPT2K 2010-11).

Developmental Course offerings (Student Credit Hours)		
	2009-10	2010-11
SUBR	735	402
SLU	3,473	5,490
ULM	4,355	3,695

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. NA

Element 4c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board 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 Southern HBCUs used to establish the SUBR baseline data for non-resident tuition and fees were North Carolina A & T, Prairie View, Tennessee State and Texas Southern. The baseline data was based on the 2009-2010 Academic Year. In 2011-2012 non-resident fees were increased by \$1,236.00 as compared to 2010-2011.

	2008-09	2009-10	2010-11
Total tuition and fees charged to non-resident students in the reporting year	\$9,910	\$10,376	\$11,612
Actual peer non-resident tuition/fee amount	\$13,641	\$16,005	\$15,831
Calculated difference of the above institution's tuition/fee amount from the peer amount	(\$3,731	(\$5,629)	(\$4,219)

Element 4d. 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. NA

GRAD ACT - Area 5a-i: Reporting Requirements
Southern University at Baton Rouge
GRAD Act Year 2

5-a. Number of Students by Classification

Year	Fall Headcount ¹		Total	Annual Full-time Equivalent (FTE) ²		
	Undergraduate	Graduate		Undergraduate	Graduate	Total
2009 (Baseline)	6484	1135	7619	6484.5	849.1	7333.6
2010	6087	1207	7294	6215.0	879.9	7094.9
2011	5765	1139	6904	5875.8	890.3	6766.1

Sources: ¹Louisiana Board of Regents Statewide Student Profile System – SSPSLOAD, Fall 2009-10, 2010-11, 2011-12.

²Louisiana Board of Regents Formula Funding Annual Budget Request-SCH/FTE Projections 2010-11; 2011-12, SCHBRCRPT.

5-b. Number of Instructional Staff

Year	Instructional Faculty Headcount	Instructional FTE Faculty
2009 (Baseline)	451	389.9
2010	429	392.9
2011	*406	*342.7

*Include recent Changes in EMPSAL

Source: Employee Salary Data System; Office of Human Resources

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

Year	Undergraduate Headcount	# of Sections	Ratio
2009 (Baseline)	36349	1460	24.89
2010	33653	1381	24.36
2011	33074	1600	20.67

5-d. Average Number of Students Per Instructor

Year	FTE Enrollment	FTE Faculty	Number
2009 (Baseline)	7333.6	389.9	18.8
2010	7094.9	392.9	18.0
2011	6766.1	342.77	19.7

Source: Louisiana Board of Regents

Calculation: Headcount enrollment divided by number of sections

Calculation: FTE enrollment divided by FTE faculty

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

College/School	Total Non-Instructional Staff					
	2009		2010		2011	
	Number	FTE	Number	FTE	Number	FTE
College of Agricultural, Family and Consumer Sciences	2	2.0	2	2.0	1	1.0
College of Arts and Humanities	2	2.0	2	2.0	2	2.0
School of Architecture	1	1.0	1	1.0	1	1.0
College of Business	2	2.0	2	2.0	2	2.0
College of Education	6	6.0	6	6.0	6	6.0
College of Engineering	1	1.0	1	1.0	1	1.0
School of Nursing	2	2.0	2	2.0	2	2.0
School of Public Policy and Urban Affairs	1	1.0	1	1.0	1	1.0
Graduate School	1	1.0	1	1.0	1	1.0
Honors College	1	1.0	1	1.0	1	1.0
University College	6	6.0	6	6.0	6	6.0
International Education and Service Learning	1	1.0	1	1.0	1	1.0

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

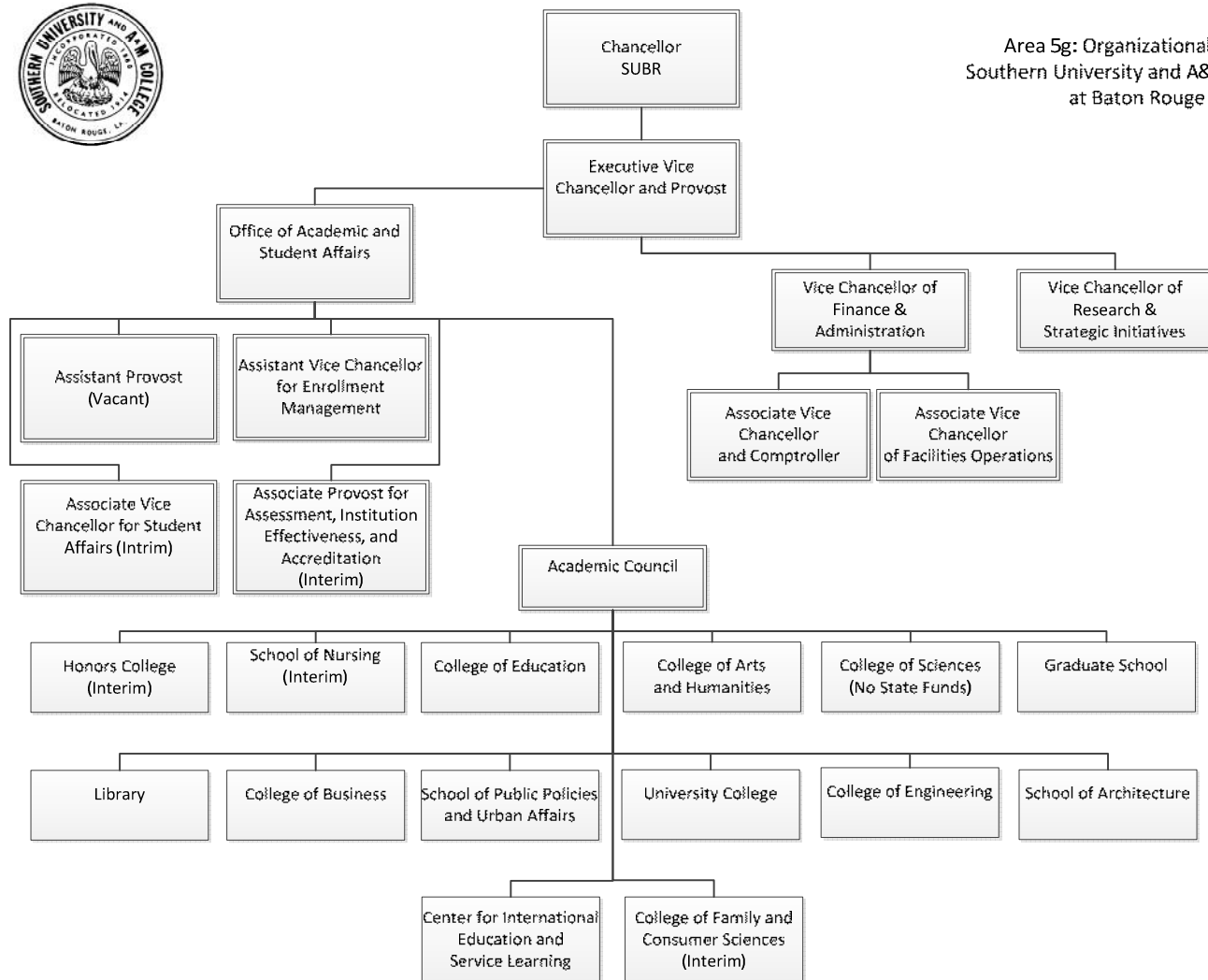
5f: Number of Staff in Administrative Areas

Divisional Units	2009-10		2010-11		2011-12	
	Number	FTE	Number	FTE	Number	FTE
Chancellor's Office	6	6.0	6	6.0	6	6.0
Academic Affairs	5	5.0	5	5.0	5	5.0
Student Affairs	5	5.0	5	5.0	5	5.0
Finance and Administration	14	14.0	14	14.0	14	14.0
Research and Strategic Initiative	2	2.0	2	2.0	2	2.0
Athletics	3	3.0	3	3.0	3	3.0

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



Area 5g: Organizational Chart
Southern University and A&M College
at Baton Rouge



5-h. Salaries of Personnel (First and Second Tier of SUBR Personnel in Leadership Positions)

Salary Data Adjusted to Reflect Furlough FY 2009-10 through 2011-12

POSITIONS	Total Base Salary (\$)							Salary Change
	Baseline FY 2008-09	FY 2009-10		FY 2010-11		FY 2011-12		
		Annual Salary	Furlough Salary	Annual Salary	Furlough Salary	Annual Salary	Furlough Salary	
Chancellor	245,000		235,577			250,000	228,846	Change in Personnel in 2011.
Executive Vice Chancellor and Provost	175,000		168,269			155,000	141,885	Change in Personnel in 2011.
Associate Provost	110,000		105,769			102,297	93,641	Change in Personnel
Assistant Provost	90,000		86,538					Vacant in 2011
Associate Vice Chancellor, Student Affairs (Interim)	81,500	80,000	76,923			80,000	73,231	Change in Personnel in 2009
Associate Vice Chancellor, Enrollment Management	99,350	90,000	86,538				82,385	
Dean, College of Business	112,746		108,410	130,000	125,000		119,000	Corrected salary data in 2010-11.
Dean, School of Public Policy and Urban Affairs	110,054	89,050	85,625	91,577	88,055		83,828	Change in personnel and salary correction in 2010.
Dean, Center for International Education and Continuing Education	89,000		85,577				81,469	
Dean, University College	90,080		86,615				83,124	
Dean, College of Agriculture (Interim)	96,576		92,862			95,000	86,962	Change in Personnel in 2011
Dean, Honors College (Interim)	89,050		85,625					Vacant in 2011. Change in personnel. Dual position/Assoc. Provost.
Dean, College of Sciences	102,020		98,096					No State funds.
Dean, College of Engineering	127,398		122,498				116,618	
Dean, College of Arts and Humanities	95,656	89,050	85,625				81,515	Change in personnel in 2009
Dean, Library	88,472		85,069				80,986	
Dean, College of Education	100,130		96,279				91,657	
Dean, School of Nursing (Interim)	120,582		115,944			120,000	109,846	Change in personnel in 2011
Dean, School of Architecture	97,500		93,750				89,250	Furlough salary reduction in 2011-12
Dean, Graduate School	89,050		85,625			97,000	88,792	Change in Personnel in 2011
Vice Chancellor, Finance & Administration	104,706		100,679	127,353	122,455		116,577	Salary increase in 2010. Additional duties.
Associate Vice Chancellor and Comptroller	89,050		85,625				81,515	
Associate Vice Chancellor, Facilities Operations	69,635		67,894				63,743	
Vice Chancellor, Research and Strategic Initiative	117,500		112,981				107,558	

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

NOTE: The Southern University Board of Supervisors approved the 2009-10 Budget Reduction Plan effective September 1, 2009 through June 30, 2010, and September 1, 2011 through June 30, 2012. Increased reduction in furlough salaries in 2011-12. Employees paid with grant funds are exempt from the furlough.

LA Grad Act: Section 5i
Southern University and A & M College

5i - Cost Performance analysis

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

Expenditures by Function:	Amount	% of Total
Instruction	34,658,806	44.0%
Research	355,669	0.5%
Public Service	303,131	0.4%
Academic Support**	8,997,838	11.4%
Student Services	3,194,866	4.1%
Institutional Services	12,566,344	15.9%
Scholarships/Fellowships	4,735,018	6.0%
Plant Operations/Maintenance	11,641,086	14.8%
Total E&G Expenditures	76,452,760	97.0%
Hospital	-	0.0%
Transfers out of agency	993,528	1.3%
Athletics	1,375,000	1.7%
Other	-	0.0%
Total Expenditures	78,821,288	100.0%

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

	2010-2011	2011-2012
Tuition and Fees	\$4,584.00	\$5,074.00
Room and Board	8,236.00	8,326.00
Books and Supplies	1,200.00	1,200.00
Transportation	1,579.00	1,596.00
Loan Fees	49.00	49.00
Personal/Misc.	1,819.00	1,839.00
TOTAL	\$17,467.00	\$18,084.00

Source: SUBR Finance and Administration, Office of Financial Aid

- iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges. Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is ≥ 10 for the following levels: **Data provided by Board of Regents**

	Southern University and A&M College
Average Time to Bachelor's Degree	6.3

- iv. Average cost per degree awarded in the most recent academic year. **Data provided by Board of Regents**

	Southern University and A&M College
State Dollars Per FTE	\$4,812

- v. Average cost per non-completer in the most recent academic year. Utilizing FY Formula Appropriation Per FTE for 4-year universities,. **Data provided by Board of Regents**

	Southern University and A&M College
State Dollars Per FTE	\$4,812

- vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process. **Data provided by Board of Regents**

	Southern University and A&M College
Total Expenditures	\$ 148,448,383.05