

SOUTHERN

Board of Supervisors

UNIVERSITY



Meetings

9:00 a.m.

Friday, April 29, 2011

Board of Supervisors Meeting Room
2nd Floor, J.S. Clark Administration Building
Southern University and A&M College
Baton Rouge, Louisiana

ACADEMIC AFFAIRS COMMITTEE

9:00 A.M.

Friday, April 29, 2011

Board of Supervisors' Meeting Room
2nd Floor, J.S. Clark Administration Building
Southern University and A & M College
Baton Rouge, Louisiana

AGENDA

1. Call to Order and Invocation
2. Roll Call
3. Adoption of the Agenda
4. Public Comments
5. Action Items
 - A. Recommendations for Tenure and Promotion
 - 1). SULC
 - 2.) SUBR
 - B. ABA Standard 405(c) Contract Renewal Recommendations, SULC
 - C. Five-Year Strategic Plan, SULC
 - D. Candidates for Degrees, Spring 2011 Commencement Exercises, by Campus
 - E. Letter of Intent and Proposal to revise the existing Certificate of Technical Studies in Medical Coding to the Certificate of Applied Science in Medical Coding, SUSLA
 - F. Letter of Intent and Proposal for Certificate in Nursing Assistant, SUSLA
 - G. Certification of Annual Reports to the Board of Regents, per the LA GRAD Act, by Campus
 - H. Recommendations to Award three Honorary Doctorate Degrees in Humane Letters, SUSLA
6. Other Business
7. Adjournment

Members

Atty. Patrick O. Jefferson – Chair; Mr. Walter Guidry - Vice Chair;
Atty. Tony M. Clayton, Mrs. Lea P. Montgomery, Mr. Randale Scott, Mr. Achilles Williams
Mr. Darren G. Mire - Ex Officio



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

April 11, 2011

Dr. Ronald Mason
President
Southern University and A & M College System
J. S. Clark Administration Building
4th Floor
Baton Rouge, Louisiana 70813

Re: Tenure and Promotion Recommendations for Professors Ruth Hill and Paul Race

Dear Dr. Mason:

I am pleased to advise that Associate Professor Ruth Hill and Assistant Professor Paul Race have been recommended for tenure and promotion in rank by the Law Center's Faculty Appointment, Retention, Promotion and Tenure Committee (FARPT). Their applications for promotion and tenure were timely filed and duly considered by the FARPT committee. Each professor's application was evaluated in accordance with established tenure and promotion procedures and said recommendations were forwarded to me on March 16, 2011 by Committee Chairman, Associate Vice Chancellor and Professor, Roederick White. After a thorough review of each applicant's personnel file, application for tenure and promotion, scholarship, teaching and service record, I wholeheartedly concur with the committee's recommendations.

I have attached a copy of the standard tenure and promotion request form for your information and review, along with the curriculum vitae of each professor.

I, therefore, ask that you join me and the Law Center's Faculty Appointment, Retention, Promotion and Tenure Committee, in recommending to the Board of Supervisors that Associate Professor Ruth Hill and Assistant Professor Paul Race be granted tenure at the Southern University Law Center and promoted to the rank of Professor and Associate Professors, respectively.

Sincerely,

A handwritten signature in cursive script, appearing to read "Freddie Pitcher, Jr.", written in dark ink.

Freddie Pitcher, Jr.
Chancellor and Professor of Law
SULC

Approved: A handwritten signature in cursive script, appearing to read "Ronald Mason", written in dark ink.

Dr. Ronald Mason
President
SUS

Ruth J. Hill

EDUCATION:

- J.D. University of Tennessee at Knoxville, 1984
- M.S.L.S. University of Memphis, 1979
- B.A. University of Texas at Austin, 1970
Major: History, English Minor: Education
- Additional University of Texas at Austin, 1973
Coursework Certification (Librarian K-12)

LIBRARY EXPERIENCE:

Loyola Law School, William M. Rains Law Library. Los Angeles, CA
Head of Reference Services, 1996-present
Reference Services Librarian, 1994-1996
Reference Librarian, 1992-1994
Adjunct Professor of Law, 1992-Present

Howard University Law School, Allen Mercer Daniel Law Library. Washington, D.C.
Acting Director, 1990-1991
Associate Director, 1988-1990

University of Tennessee College of Law Library. Knoxville, TN
Assistant Law Librarian for Public Services & Reference
Assistant Professor of Law, 1985-1988.

Hunton & Williams. Knoxville, TN
Librarian, 1983-1985.

Memphis City Schools. Memphis, TN
Librarian & Teacher, 1976-1981.

TEACHING EXPERIENCE:

Directed Research, Loyola, 1995-Present.
Advanced Legal Research, Loyola, 1995-Present.
Legal Research & Writing: Loyola, 1992-2000; Tennessee, 1984-1988.
Business Law I & II, Knoxville College, 1985-1988.

Ruth Hill

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PUBLICATIONS:

Books:

Celebrating Diversity: a Legacy of Minority Leadership in the American Association of Law Libraries (with Carol Avery Nicholson and Vicente E. Garces). Buffalo, NY: William S. Hein & Co., 2006.

Locating the Law: A Handbook for Non-Law Librarians with an Emphasis on California Law, 5th edition, (General editor), Southern California Association of Law Libraries, (Forthcoming)

Articles:

"The Freedom to Choose," in *Brown vs. Board of Education: Four Law Librarians Share Their Experiences Growing Up During the Brown Era*, compiled by April Schwartz, 8(6) AALL SPECTRUM 16 (April 2004).

Maximize Your Annual Meeting Experience: Build Competencies, Sharpen Skills and Network with Colleagues 7(9) AALL SPECTRUM 16 (June 2003)

Maximize Your Annual Meeting Experience, 14(3/4) PLL PERSPECTIVES 8 (Spring/ Summer 2003) and 29(2) SCCLL NEWS 10 (Spring 2003)

"Adieu from the SIS Council Chair," in *Special Interest Section News*, 6(10) AALL SPECTRUM 26 (July 2002)

"From the SIS Council Chair," in *Special Interest Section News*, 6(8) AALL SPECTRUM 30 (MAY 2002)

ALL-sis EYES on Minneapolis, 20(3) THE ALL-SIS NEWSLETTER 1 (Summer 2001)

Message from the Chair, 20(2) THE ALL-SIS NEWSLETTER 1 (Spring 2001);

Message from the Chair, 20(1) THE ALL-SIS NEWSLETTER 1 (FALL 2000);

1998 Gallagher Award Recipients 2(9) AALL SPECTRUM 20 (June 1998);

The Jurisprudence of Yogi Berra (with 38 other authors), 46 EMORY LAW JOURNAL 697 (1997);

"Legal Research for the Non-Law Librarian," in *CULTURE KEEPERS II: UNITY THROUGH DIVERSITY*, Proceedings of the Second Conference of the Black Caucus of ALA, Milwaukee, WI, 1994;

Mr. Justice Thurgood Marshall, 1908-1993: A Bio-Bibliographic Research Guide, 20 SOUTHERN UNIVERSITY LAW REVIEW 113 (1993)

Howard University Law Library Profile, Academic/SIS Column, 34 LAW LIBRARY LIGHTS 28 (March/April 1991);

Use of Blood Grouping Test to Determine Paternity, 10(1) JUDICIAL NEWSLETTER [University of Tennessee at Knoxville](1983).

Bibliographies:

Presidential Impeachment: A Research Guide (Rains Law Library Pathfinder Series) 1998

Ruth Hill

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Ethical Considerations for Law Librarians: Legal, Library & Business Ethics: A Selective Bibliography (with Don Buffaloe & Tobe Liebert), SCALL 24th Annual Institute, 1996

Gutenberg in the 21st Century: The Electronic Book and Libraries of the Future: A Selective Bibliography (prepared for Annual Conference of the Tennessee Library Association) 1993

Breaking the Cultural Barriers within Law Librarianship: A Selected Bibliography, AALL Annual Meeting, 1993

University Counsel and the Law School Admissions Process: A Selective Annotated Bibliography (Rains Law Library Bibliography Series) (1992)

PRESENTATIONS:

Panelist, Program J-4: "To Market, To Market: Innovations in Promoting Library Services." AALL Annual Meeting, St. Louis, MO, 2006.

Workshop Facilitator, "Looking for Law in All The Right Places," Texas Library Association, San Antonio, TX, 2004.

Speaker, Program A-6, "The Young & the Restless: What Are the Realities of Professional Growth for Newer Academic Librarians" AALL Annual Meeting, Minneapolis, MN, 2001

Faculty, "Teaching Research in Academic Law Libraries" (TRIAL), Philadelphia, PA, 2000;

Speaker, "Meeting the Challenge of Teaching Adult Learners in a Legal Environment," SEAALL Annual Meeting, San Juan, Puerto Rico, 2000

Coordinator, AJCU Middle Managers' Program & Luncheon, AALL Annual Meeting, 1996

Speaker, "Legal Research for Non-Law Librarians," 2nd Conference of the Black Caucus of ALA, Milwaukee, WI, 1994

Speaker, "Gutenberg in the 21st Century: The Electronic Book and Libraries of the Future," Tennessee Library Association Annual Conference, Nashville, TN, 1993

Coordinator, Program F-10, "Where is Silicon Valley Taking Us, and Do We really Want to Go There?" AALL Annual Meeting, San Francisco, CA, 1992

Speaker and Local Arrangements Committee, Basic Cataloging Institute, Knoxville, TN, 1988

AWARDS & HONORS:

Hall of Fame Honoree, "Outstanding Achievement in Education", L.C. Anderson Alumni Association, Austin, TX, 2006.

Spirit of Law Librarianship Award, (as member of SCALL Inner City Youth Internship Committee), 2000.

The Rohan Chapter Service Award, (as member of SCALL Inner City Youth Internship Committee), 1993.

Ruth Hill

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PROFESSIONAL ASSOCIATIONS AND ACTIVITIES:

American Association of Law Libraries (AALL) --- Member since 1985; Chair, Black Caucus, 2006-07; Member, Awards Committee, 2005-2007; Chair, Joseph L. Andrews Bibliographical Award subcommittee, 2006-07; Chair, Public Access to Government Information Award subcommittee, 2005-06; Member, Strait Scholarship Fundraising Committee, 2003; Chair, Annual Meeting Program Committee, "Maximize Today—Envision Tomorrow," 96th Annual Meeting And Conference, 2003; Member (*ex officio*), Professional Development Committee, 2002-2003; Member (*ex officio*), Annual Meeting Program Committee, 2001-2002; Chair, Nominations Committee, 1999; Chair, Gallagher Award Subcommittee, 1998; Member, Nominations Committee, 1998; Member, Awards Committee, 1996-1998; Volunteer, CONELL, 1996-1997; Member, Grants Committee, 1995-1996 & 1986-1987; AALL Committee on Minorities Representative to the Conference of African American Librarians sponsored by the Black Caucus of ALA, Columbus, OH, 1992; Member, Special Committee on Public Relations, 1990-1991; Member, *Law Library Journal* Advisory Committee, 1987-1990; Volunteer, Annual Meeting Registration, 1993-1997. **Special Interest Section (SIS):** Chair, SIS Council, 2001-2002; Member, SIS Council 2000-2001; Chair, Academic Law Libraries SIS, 2000-2001; Vice-chair/Chair-elect, ALL/SIS, 1999-2000; Member, Research Instruction and Patron Services-SIS, 1999; Member, State, Court and County Law Libraries-SIS, 1994-.

Southern California Association of Law Libraries (SCALL), Member since 1992; Chair, Public Access to Legal Information Committee, 2005-2007; Chair, Grants Committee, 1997-2000; Member, Inner City Youth Internship Committee, 1992-2000; Co-Chair, Registration Committee, 27th Annual Institute, 2000; Co-chair, 24th Annual Institute Bibliography Subcommittee, 1996; Local Arrangements, Paraprofessional Outreach Workshop: "Legal Research: Putting It All Together," 1993;

Law Librarians' Society of Washington, D.C. (LLSDC), Member, 1989- 1991;

Southeastern Chapter of the American Association of Law Libraries (SEAALL), Member, 1985-1988.

Paul A. Race, JD, MD

406 Getaway Lane
 Bahama, North Carolina 27503
 919-201-9995/919-990-3418
 Email: Spacer23@netscape.net

Objective: To provide comprehensive service taking advantage of the various areas of expertise that I can bring to bear.

Qualified by: *Extensive experience working with Nonprofits and Small Businesses
 *Expertise in multiple areas including law and medicine
 *Excellent interpersonal and communicative skills with all individuals
 *Experience in developing and implementing educational programs
 *Knowledge, including the politics of Development of Housing Properties

Professional Experience

Developer/Private Attorney Practice current,

Areas of Practice: Primary emphasis in the area of Small Business and Non-profit Law in Durham and Chicago.
 Supervisory Consultant for Ariel Management Group, an independent manager of over 500 units at multiple locations of Tax Credit properties in the Chicago, Illinois area. Development of Tax Credit and Affordable Housing Properties, primarily in the Chicago metropolitan area, Procurement of grants including AHP and tax credit grants, and Management with expertise in Small Business Law.

Professor: 2000-01 **Union Christian Bible College**, Durham, NC

Areas: Class: "Finance and the Church." An examination of the independent church, management of finances with emphasis on organization of the local church.

Professor: Spring 2001 **Shaw University**, Raleigh, NC

Areas: Class: "Freshmen Biology" An examination of Basic general biology to Freshmen University Students including development and implementation of lesson plan.

Moore & Van Allen, PLLC, Durham, North Carolina

Associate, 1997 - July 1998

Areas of Practice: General litigation with primary emphasis in medical malpractice, corporate and some construction law.

Yates, McLamb and Weyher, Raleigh, North Carolina

Summer Associate, summer 1996

Areas of practice: Worked in insurance defense specializing in medical malpractice, personal injury and insurance fraud.

Permanente Medical Group of North Carolina, Durham, North Carolina

Full Shareholder, 1989-1994

Areas of practice: Obstetrician/Gynecologist in private practice involved in all aspects of general medical practice for this specialty.

First Obstetrician/Gynecologist at Kaiser in

Durham, Organizer of that Department.
 Member of Durham Regional Hospitals Department
 of Obstetrics and Gynecology Physician Standards
 Peer Review Committee.

Permanente Medical Group of North Carolina, Durham, North Carolina
Acting Head of Department of OB/GYN, 1989-1994

Areas of Practice: Worked in the development of peer review
 standards in hospital and office; practice of General
 Obstetrics and Gynecology including infertility,
 laser surgery, outpatient and inpatient care.

State University of New York Health Science Center, Syracuse, New York
Chief Resident Obstetrics and Gynecology, 1988-1989

Areas of Practice: Trained and supervised junior residents and medical
 students in the fields of Obstetrics and Gynecology

State University of New York Health Science Center, Syracuse, New York
Resident, 1985-1988

Areas of Practice: Residency training in Obstetrics and Gynecology

Education

Duke University School of Law, Durham, North Carolina

Degree: Juris Doctorate, May 1997

Honors: Moot Court Board, 1995-96 and 1996-97

Constitution Committee, 1996

Jack M. Knight Scholar, 1994-95

Deans' Advisory Council, Duke Univ. School of Law, 1995/96

University of Texas Medical Branch, Galveston, Texas

Degree: Doctor of Medicine, 1985

Honors: Student Affairs Review Committee

Fraternity Council

Rice University, Houston, Texas

Degree: BA, Biology, 1981

Honors: Dean's List

Professional Organizations and Affiliations

Durham Academy of Physicians, Dentists and Pharmacists

National Medical Association

American Bar Association

North Carolina Bar Association

Braxton Craven Inns of Court

Research

Conference Presentations:

CA 125 Levels in the Amniotic Fluid of Pregnant Women. Presented at SUNY
 Health Science Center of Syracuse, New York Conference on Maternal Fetal
 Medicine, 1985

Licenses and Preparations

Law: North Carolina

Management: Successfully passed Property Management Licensing Course-
Affiliated Compliance and Consulting Chicago, Illinois
-References available upon request -

MARCIA HARRIS BURDEN

ADDRESS Home: 4423 Raleigh Drive, Baton Rouge, LA 70814 Phone: (225) 272-4544
Office: 263 Third Street, Suite 402, Baton Rouge, LA 70801 (225) 344-7972

EDUCATION **JURIS DOCTOR** 1990
Southern University Law Center, Baton Rouge, Louisiana

BACHELOR OF SCIENCE 1984
Louisiana State University, Baton Rouge, Louisiana
Business and Office Occupations Education

EXPERIENCE **LEGAL**

CAFVIC BATTERED WOMEN'S PROGRAM 2003-Present
Part-time attorney who assists clients in obtaining protective orders in domestic violence cases by litigating in E.B.R.P. Family Court.

BURDEN AND BURDEN, Attorneys at Law 1991-Present
Operate a general law practice with the majority of cases consisting of personal injury and juvenile law.

JUDGE PRO TEMPORE, E.B.R.P. Juvenile Court 1999-2001
Managed the administrative and courtroom duties as a temporary judge in the absence of the elected judge.

ASSISTANT PUBLIC DEFENDER, Juvenile Court 1994-1997
Represented juveniles on a daily basis in criminal, child protection and families in need of services cases.

PROFESSIONAL PROFILE

Practicing attorney with a strong interest in advocating for the rights of women and children. A former board member of the Battered Women's Program for the Zonta House.

. **Litigation** – Solid background in courtroom experience. Effective in defending clients in several trials in juvenile court. Experienced in appellate court litigation. Assist clients in obtaining protective orders in domestic violence cases that are petitioned in family court.

. **Writing Skills** – Proficient in drafting pleadings, memoranda and briefs. Compile continuing legal education materials.

. **Communication** – Persuasive orator with well-developed presentation and efficient negotiation skills. Able to develop trustworthy and productive relationships with clients.

. **Team Player** – Resourceful in serving on various boards and teams to give quality input on improvement of programs.

. **Educator** – Competent and knowledgeable in the law. Instruct, mentor and train attorneys in the practice of juvenile law. Lecture in several continuing legal education seminars. Bachelors degree in education.

ALVIN R. WASHINGTON
P.O. BOX 2291
BATON ROUGE, LOUISIANA 70821
225-274-0795

.....

EXPERIENCE:

Section/Office Chief, Litigation Division; Louisiana Department of Justice
December 1998 to present

Supervise all personnel assigned to the Section; Accept and exercise authority and responsibility for the personnel and work product of the section; serve as intermediate for the transmission of information and directives from higher authorities; Monitor individual trial attorneys' case loads, and review and assign new cases for defense; review and edit all pleading and briefs; consult with individual attorneys to develop case defense strategy; review and make recommendation on all requests for settlement authority; performs such administrative tasks as necessary for the functioning of the section; Performs compliance with Department of Justice Inter-Agency contract with Office of Risk Management

Director, Southern University Law Center, Placement and Career Services Office
November 1995 to December 1998

Counseled students; Conducted seminars and workshops; Developed employment opportunities with legal employers; Administered campus interview programs; Prepared reports; and supervised office staff

Assistant Attorney General, State of Louisiana, Louisiana Department of Justice
February 1991 to November 1995

Represented the State of Louisiana in civil law suits

Lieutenant, U.S. Navy Judge Advocate General Corps
August 1987 to February 1991

Department Head, Claims Division, Navy Legal Service Office-Long Beach, CA
March 1990-February 1991

Was responsible for the supervision and operation of a four division claims department; Supervised attorneys, paralegals, and other staff personnel; Negotiated claims settlements with insurance companies and attorneys; Assisted United States Attorney's office in civil litigation by preparing litigation reports

Claims Officer, Navy Legal Service Office
September 1989 to February 1990

Asserted claims on behalf of the United States Navy to recover for damage to government property or for reimbursement for medical services provided by the United States; Adjudicated claims filed against the United States for losses due to the alleged negligent conduct of federal employees

Alvin R. Washington

Resume

-2-

Special Assistant to the United States Attorney, United States District Court for the Central District of California

March 1989 to June 1990

Prosecuted civilian defendants in the United States District Court for the Central District of California for offenses committed on military installations.

Legal Assistance Officer, Navy Legal Service Office

April 1989 to August 1990

Assisted military members, dependents, and retirees with adoptions, divorces, child custody and paternity matters

Defense Attorney, Navy Legal Service Office

April 1988 to March 1990

Represented military members in court or at administrative hearings

EDUCATION:

Admitted to practice in Louisiana in October 1987
Southern University Law Center, Juris Doctor, May 1987

University of Nebraska, summer pre-law program, 1984
Grambling State University, BS Marketing, 1983

Campus Personnel Recommendations

(Promotion & Tenure)

Southern University and A & M College

Spring 2011

Applicant	Action Sought	Department RTPC	Department Chair	College/School RTPC	Dean	Provost	Chancellor
<i>H. Dwayne Jerro</i>	Promotion to Professor	Yes	Yes	Yes	Yes	Yes	Yes
<i>Guogiang Li</i>	Promotion to Professor	Yes	Yes	Yes	Yes	No	No
<i>Oswald D'Auvergne</i>	Promotion to Professor	Yes	Yes	No	No	No	No
<i>Nigel Gwee</i>	Promotion to Associate Professor	Yes	Yes	No	Yes	Yes	Yes
<i>Vonsha Henderson</i>	Tenure & Promotion	Yes	Yes	Yes	Yes	Yes	Yes
<i>Albert L. Samuels</i>	Promotion to Professor	Yes	Yes	Yes	Yes	Yes	Yes
<i>James A. Taylor</i>	Tenure	Yes	Yes	Yes	Yes	Yes	Yes
<i>Lynn Baker-Loffin</i>	Promotion and Tenure	Yes	Yes	NA	Yes	No	No



Office of the Chancellor
P. O. Box 9374
[225] 771-5020
FAX [225] 771-2018

April 26, 2011

Ronald Mason, President
Southern University System
J. S. Clark Administration Bldg.
Baton Rouge, LA 70813

Dear President Mason:

Attached are my recommendations regarding the tenure and promotion cases for the current year on the Baton Rouge campus. As the table indicates, my recommendations follow those from the relevant departments, the relevant college/school committees, the appropriate deans and the provost. At each level, including mine, the dossiers were reviewed prior to the making of the recommendations.

I seek your endorsement--and that of the board--of my recommendations.

Thank you.

Kofi Lomotey

Chancellor



SOUTHERN UNIVERSITY LAW CENTER

261 A. A. LENOIR HALL

POST OFFICE BOX 9294

BATON ROUGE, LOUISIANA 70813-9294

OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

April 11, 2011

Dr. Ronald Mason
President
Southern University and A & M College System
J. S. Clark Administration Building
4th Floor
Baton Rouge, Louisiana 70813

Re: ABA Standard 405(c) Contract Renewal Recommendations for Clinical Professors Alvin Washington and Marcia and Promotion in Rank

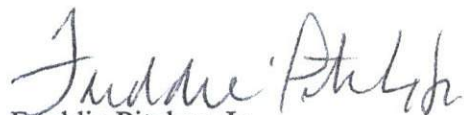
Dear Dr. Mason:

I am pleased to advise that Assistant Professors of Clinical Education Alvin Washington, Marcia Burden and Christian Fasullo have been recommended for 405(c) Long-Term Contract Renewals for five-years and promotion in rank to Associate Professors of Clinical Education by the Clinical Education Faculty Appointments Committee. Their applications for contract renewal and promotion were timely filed and reviewed. Each professor's application was evaluated in accordance with established tenure and promotion procedures and said recommendations were forwarded to me on March 16, 2011 by Committee Chairman, Associate Vice Chancellor and Professor of Law, Roederick White. After a thorough review of each applicant's personnel file, application for Long-Term Contract and promotion in rank portfolio, along with their teaching and service record, I wholeheartedly concur with the committee's recommendation.


I have attached a copy of the standard tenure and promotion request form for your information and review, along with the curriculum vitae of each Clinical Education Professor.

I, therefore, ask that you join me in recommending to the Board of Supervisors that Assistant Professor Marcia Burden, Assistant Professor Alvin Washington, and Assistant Professor Christian Fasullo be granted 405(c) Long-Term Contract Renewals of five-years and promotion in rank to Associate Professors of Clinical Education.

Sincerely,


Freddie Pitcher, Jr.
Chancellor and Professor of Law
SULC

Approved:


Dr. Ronald Mason
President
SUS



SOUTHERN UNIVERSITY LAW CENTER
POST OFFICE BOX 9294
BATON ROUGE, LOUISIANA 70813-9294

CLINICAL EDUCATION

TEL (225) 771-3333
FAX (225) 771-6296

MEMORANDUM

TO: Chancellor Freddie Pitcher, Jr.
FROM: Donald W. North, Director of Clinical Education
DATE: June 17, 2010
RE: Christian Fasullo Associate Professor Classification

This memorandum is to serve as my recommendation for Christian Fasullo to be classified as an Associate Clinical Professor. Mr. Fasullo was hired in March of 2002 and has been a part of the Southern University Clinical Faculty on a full-time basis the entire eight years. Mr. Fasullo has not only taught the Tax Clinic since March 2002, but has also taught Tax Procedure and Litigation, Trusts, Taxation of Flow-Through Entities, and Estate Planning periodically during the fall, spring and summer semesters.

Mr. Fasullo has met all of the requirements of the most recent clinical faculty employment contract, and consistent with that contract and all other clinical faculty, I am requesting that he be promoted to the Associate Clinical Professor status; commensurate to the same pay as the other clinical faculty.

If you have any questions or need any other information, please contact me.

Thank you.


Donald W. North

CC Christian Fasullo

Christian P. Fasullo, LL.M.

Attorney At Law

P.O. Box 80743

Baton Rouge, LA 70898

(225) 252-1772

EDUCATION

SOUTHERN METHODIST UNIVERSITY SCHOOL OF LAW - Dallas, TX

LL.M. Taxation - May 2000

Academic Scholarship.

SOUTHERN UNIVERSITY SCHOOL OF LAW - Baton Rouge, LA.

Juris Doctorate - May 1999

Magna Cum Laude.

Evidence Academic Scholarship.

Advocates For Christ Academic Scholarship.

Admitted to the Louisiana State Bar October 1999.

Admitted to the United States Tax Court February 2002

LOUISIANA STATE UNIVERSITY - Baton Rouge, LA.

Bachelor of Science: Finance - May 1995

Bachelor of Science: Accounting - December 1993

Dean's List.

Stock-Track Top Money Manager Award.

Member of The Accounting Society.

Member of The Student Government Senate.

Member of The LSU Student Social & Entertainment Committee.

EXPERIENCE

- 2001- Present **Southern University Law Center Low Income Taxpayers Clinic - Baton Rouge, LA**
Professor of Clinical Education: Managing the Low Income Taxpayers Clinic (LITC), taught Basic Tax, Taxation of Flow-Through Entities, Tax Procedure and Litigation, Estate Planning, and Trusts.
- 1999-2001 **Christian P. Fasullo, LL.M. Attorney At Law, APLC- Baton Rouge, LA.**
Attorney: Corporate and individual income tax, gift, estate and trust tax planning, wills and successions, litigation, represent clients before the Internal Revenue Service, and other general business practice activities.
- 1993-1999: **James M. Campbell CPA, APC.- Baton Rouge, LA.**
Accountant: Prepared corporate and individual income tax returns, prepared gift and estate tax returns, created financial statements, audited business financial statements, and researched tax issues.
- 1992-1993: **Tech Financial Services, Inc.- Burbank, CA.**
Financial Analyst: Analyzed financial statements, made recommendations regarding restructuring companies, and worked with management to implement restructuring plan.
- 1991-1992: **Vision Homes Construction Company - Baton Rouge, LA.**
Project Manager: Supervised construction sites, calculated and analyzed construction costs, and coordinated and paid sub-contractors.
-

Summary of Information

2010

1. Memorandum June 17, 2010 recommending Christian Fasullo for Promotion to Associate Clinical Professor.
2. Faculty Activity Reports
3. Faculty Reports and Evaluations:
 - 2010 Faculty Evaluation by Students Tax Clinic
Overall 3.86676 out of 4.000
 - 2008 Evaluation Form of the Tax Clinic by Donald North
4. Courses Taught:
 - Low Income Taxpayers' Clinic
 - Tax Procedure & Litigation
 - Taxation of Flow-Through Entities
 - Estate Planning
 - Trusts
5. Conferences and Professional Development
 - Attended 11 Conferences:
 - 1 Conference in Los Angeles, CA
 - 3 Conferences in Philadelphia, PA
 - 1 Conference in Baton Rouge, LA
 - 1 Conference in New Orleans, LA
 - 5 Conferences in Washington, DC
6. Community Service & Presentations
 - Participated and Presented Educational Information:
 - Baton Rouge- Presented tax issues to Louisiana Farmers Association – 2003, 3004, 2005; Presented Educational Information at Southern University Law Center Continuing Legal Education 2011.
 - Alexandria – Presented tax issues to Louisiana Cattlemen Association – 2006.
 - New Orleans - Presented information about the Tax Clinic, its purpose and process, and how the clinic is helping the community to U. S. Senator Landrieu's Staff 2009.

- **Planning and Organizing the East Baton Rouge Asset Building Coalition**
 - **BRCC Super Tax Day – 2008, 2009 & 2007**

- **Participated in Taxpayers Advocate Super Tax Day**
 - **New Orleans Super Tax Day 2008 & 2009**

***Super Tax Day is an educational outreach to low income individuals and families.**



SOUTHERN UNIVERSITY LAW CENTER

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OFFICE OF THE CHANCELLOR

(225) 771-2552

FAX (225) 771-2474

April 11, 2011

Dr. Ronald Mason
President
Southern University and A & M College System
J. S. Clark Administration Building
4th Floor
Baton Rouge, Louisiana 70813

Re: Request for Approval of the Five-Year Strategic Plan for the Southern University Law Center

Dear Dr. Mason:

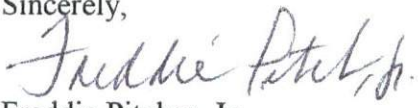
As part of our ongoing and interlocking strategic planning process our Faculty Strategic Planning Committee revised the Law Center's Strategic Plan for Fiscal Years 2010-11 through 2015-16. The revised plan was approved unanimously by our faculty on March 16, 2011.


I have attached a copy of our Strategic Plan for your consideration and ask that our plan be presented to the Southern University Board of Supervisors for their review and approval. Board approval is necessary for our planned SACS Accreditation Application.

Thanking you in advance for your assistance and cooperation.

With kind regards, I am

Sincerely,


Freddie Pitcher, Jr.
Chancellor and Professor of Law
SULC

Approved: 

Dr. Ronald Mason
President
SUS

**THE SOUTHERN UNIVERSITY LAW CENTER
ACADEMIC YEARS 2010-2011 through 2015-2016 STRATEGIC PLAN**

**BUILDING ON VALUES OF OUR PAST IN SECURING AND
SHAPING OUR FUTURE: EDUCATING THE LAWYER LEADER
IN THE 21ST CENTURY**

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- I. Introduction**
- II. Vision Statement**
- III. Mission Statement**
- IV. Analysis of Strengths, Weaknesses, Opportunities and Threats**
- V. Law Center's Goals, Strategies and Assessment Measures**

Goal 1 – Recruit, admit, and retain a high-quality diverse student body consistent with the mission of the Law Center.

Goal 2 - Maintain a low student-to-faculty ratio and a low class size.

Goal 3 – Reduce grade inflation, while assuring that retention rates from the 1st year to 2nd year of law school equals or exceeds 80%.

Goal 4 – Continue to strengthen financial aid services provided to students.

Goal 5: Ensure that the first-time Louisiana bar passage rates for Law center graduates are within 15% of the Louisiana State Bar Average.

Goal 6 – Ensure that the Law Center's annual placement rate within nine months of graduation remains at least 70% of those students seeking employment at graduation, and increase student awareness of judicial clerkships, and other employment opportunities.

Goal 7 – Maintain and enhance a vibrant law library that will support the academic, research, and law-related service activities of Law Center students and faculty.

Goal 8 – Enhance information technology resources to support the academic, research, and law-related service activities of Law Center students and faculty.

Goal 9 – Ensure that the physical facilities of the Law Center support the growth and mission of the institution.

Goal 10 – Ensure that the Law Center has the financial resources necessary to support its mission, vision, goals, and objectives, as well as implement the strategic plan.

Goal 11 – Continue to enhance communications about Law Center accomplishments to key constituencies.

I. INTRODUCTION

The Southern University Law Center (Law Center) for sixty-four (64) years has been a "school of opportunity" educating lawyers for the State of Louisiana, the nation, and the world. Those lawyers include judges, legislators, mayors, school board members, corporate leaders, leaders in higher education, and other public officials. The Law Center has provided access to legal education to under-represented minorities and a diverse group of students without regard to race, sex, or creed. Traditionally, Law Center graduates serve in government, public interest organizations, and as solo or small-firm practitioners. However, in recent years, Law Center graduates have been able to access opportunities in large law firms and corporations. Building upon our experience as a school of opportunity, the Law Center faculty and staff seek to provide a legal educational experience that will have a transformative effect on students. Our hope is to produce graduates who will have a positive impact on their communities, the state of Louisiana, the nation, and the world.

The Law Center faculty adopted a six-year plan on March 16, 2011. The Strategic Plan represents our effort to secure and shape our future in the 21st Century by charting a course of action serving both present and future constituencies while still embracing values of our past: the commitment to provide a rigorous and quality legal education to under-represented minorities and a diverse group of students without regard to race, sex, or creed.

This Strategic Plan sets challenging goals necessitating the development of action plans designed to achieve them. These goals and action plans have measurable outcomes that can be used to assess the Law Center. Thus the Law Center is poised to meet the challenges of the 21st Century.

II. VISION STATEMENT

The Southern University Law Center's vision is to be a leading school of opportunity for a diverse group of students from underrepresented racial, ethnic, and socio-economic groups on the regional and national level; and be recognized as a regional and national leader in skills training for future attorneys.

III. MISSION STATEMENT

The mission and tradition of the Law Center is to provide access and opportunity to a diverse group of students from underrepresented racial, ethnic, and socio-economic groups to obtain a high quality legal education with special emphasis on the Louisiana civil law. Additionally, our mission is to train a cadre of lawyers equipped with the skills necessary for the practice of law and for positions of leadership in society.

IV. ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

A. STRENGTHS

1. Location:

The Law Center is located in Baton Rouge, the capital of Louisiana and the largest city and metropolitan area in the State of Louisiana.

2. Diversity:

The Law Center is responsible for graduating approximately 80% of the African-American attorneys admitted to practice in Louisiana, and has one of the most diverse student bodies in the United States. Currently 57% are African Americans, 35% are Caucasian, 7% are Hispanics, .7% are Asian, and .3% are Native Americans.

3. Low Student-to-Faculty Ratio:

The Law Center's student-to-faculty ratio is a low 12:37 to 1.

4. Opportunities for Nontraditional Students

The Law Center provides opportunities to nontraditional students through its part-time day enrollment option and part-time evening division, the most affordable option for working professionals in Louisiana.

5. Affordability

The Law Center provides the most affordable option in legal education for students who are residents of the State of Louisiana.

6. Clinical Education Program

The Law Center offers to each of its students the opportunity to participate in live-client clinical education experiences and in on-site supervised externships.

7. Legal Analysis & Writing Program

The Law Center's students become proficient in legal analysis and writing through seven hours of required writing, analysis, and research courses as well as electives that emphasize research and writing in targeted practice areas

8. Mandatory Skills Training

The Law Center requires each student develop litigation skills through its mandatory Trial Advocacy course.

9. Academic Support

The Law Center offers a well-developed academic support environment through a four-week summer pre-law program, a year-long academic assistance program, special accommodations assistance, and bar preparation assistance.

B. WEAKNESSES

1. Legislative Support

Legislative state appropriations for higher education in the state of Louisiana have declined \$290,000,000 in less than two years, representing a more than 20% decline in state support for higher education. State appropriations to the Law Center decreased from \$7,052,241 in the 2008-2009 fiscal year to \$4,903,126 in the 2009-2010 fiscal year, a 30% decrease in state appropriations.

2. Less than Optimal Alumni Support

The Law Center's alumni body has grown significantly over the past twenty years. Unfortunately, the Law Center has not experienced broad-based alumni contact and support. Reconnecting and re-engaging a larger percentage of its alumni would strengthen the Law Center's development and fund-raising efforts.

3. Constraints on Tuition Increases

Because the Law Center is a school of opportunity, many of its students have financial constraints. Consequently, in order to continue to provide access to legal education for under-represented minority and non-traditional students, the Law Center itself faces constraints in its ability to charge higher fees and tuition.

4. Anticipated Loss of ARRA Funds (Stimulus Funds)

The Law Center anticipates the loss of over \$1,000,000 in ARRA funds during the 2011-12 fiscal year.

5. Weak National Economy

The weak national economy has impacted all law schools, and the Law Center has felt the impact, like many higher education institutions of the weakened national economy.

C. OPPORTUNITIES

1. Part-time Programs

Because Baton Rouge is the state capital and now the state's largest city and metropolitan area, the Law Center has the opportunity to expand access to legal education for nontraditional students and working professionals. Proper marketing of the Law Center's part-time programs will enhance this opportunity.

2. Study-Abroad Programs

Globalization is changing the face of law, legal education, and law practice. The Law Center must prepare its students to compete in this global environment. To that end, the Law Center must expand current opportunities for students to study abroad, as well as review and update its curriculum to ensure that its graduates are prepared for the challenges they will face in a constantly changing global environment.

3. GRAD ACT Agency Funding

As a degree-granting unit of the Southern University System, the Law Center is eligible to pursue tuition increases of up to 10% per year under the Louisiana GRAD ACT.

D. THREATS

1. Vulnerable State Funding

Hurricanes Katrina, Rita, and Gustav and the British Petroleum oil spill in the Gulf of Mexico led to a decrease in state revenues. Leaders of higher education in

Louisiana are thus fully aware that natural disasters can lead to economic disaster and that the state's financial basis is vulnerable. This state's resulting economic vulnerability has harmed post-secondary education because funding for post-secondary education is protected neither by a statute nor by the Louisiana Constitution.

2. Avoiding Duplicative Programs

The Louisiana Higher Education Desegregation Consent Decree expired December 31, 2005; consequently, the Louisiana's Board of Regents' non-duplication policy now applies to the Law Center. Thus, the Law Center must be vigilant to ensure that its academic and other programs are not deemed to be duplicative of the Paul M. Hebert Law Center at Louisiana State University located a mere twelve (12) miles away for the Law Center in Baton Rouge.

V. LAW CENTER GOALS, STRATEGIES AND ASSESSMENT MEASURES

Goal 1 – Recruit, admit, and retain a high-quality diverse student body consistent with the mission of the Law Center.

Strategies:

- Continue to update and improve the Law Center's website and recruitment brochures to emphasize the diversity of opportunities to study law at the Law Center (i.e., full-time day program, part-time day option, and part-time evening program) and the quality of the legal education program.
- Continue to sponsor pre-law recruitment activities inviting potential applicants and undergraduate advisors to the Law Center, including a fall luncheon and opportunities for such applicants and advisors to interact with students, staff, and faculty.
- Continue to co-sponsor minority high school recruitment day and high school visits.
- Continue on-campus recruitment of feeder and regional schools.
- Continue and expand LSAT preparation seminars.
- Develop recruiting methods to attract part-time and evening applicants
- Continue to enhance first-year academic assistance program.
- Continue to offer retention scholarships
- Continue to offer a four-week summer pre-law program

Assessment Measures: Number of racially diverse students recruited, admitted and retained; number of participants at minority high school recruitment day; number of applicants generated from pre-law recruitment activities; number participants at pre-law recruitment activities.

Goal 2 - Maintain a low student-to-faculty ratio and a low class size.

Strategies:

- Manage student enrollment to ensure that the size of the student body does not detrimentally affect the student-faculty ratio.
- Monitor class size for first-year classes and skills and seminar courses and adjust as needed and feasible.

Assessment Measure: The student-faculty ratio calculated and reported to the American Bar Association (ABA) in the Law Center's annual ABA questionnaire in accordance with ABA accreditation standards. Number of students in courses

Goal 3 – Reduce grade inflation, while assuring that retention rates from the 1st year to 2nd year of law school equals or exceeds 80%, and graduation rates equal or exceed 80%.

Strategies:

- Encourage adherence to the recommended grade-distribution guidelines.
- Have the faculty review and, where appropriate, update or revise grading standards for required and elective courses.
- Discourage grade inflation.
- Continue to provide frequent assessment opportunities.

Assessment measures: Grade distributions of faculty; attrition rates.

Goal 4 – Continue to strengthen financial aid services provided to students

Strategies:

- Continue to revise and update Internet and web-based resources related to financial aid.
- Continue to inform and educate students about the need to timely submit documentation and applications to ensure the efficient processing of financial aid requests.
- Continue to counsel students on their responsibility to repay student loans.
- Constantly revise cost estimates for attending the Law Center (i.e., housing costs, transportation costs) consistent with federal financial aid guidelines.
- Constantly search for new and/or private sources of financial aid.
- Review criteria for scholarship aid to ensure currency and inform students of scholarships.
- Continue to coordinate with the main campus (SUBR) to resolve any glitches in the financial aid process.
- Continue to conduct an evening orientation program for incoming evening students.

Assessment Measures: Student use of Internet or web-based resources; incoming student attendance at orientation; number of students receiving financial aid; number of students

with unmet financial aid needs; funds available for scholarships; number of students receiving financial aid counseling.

Goal 5: Ensure that the first-time Louisiana bar passage rates for Law Center graduates are within 15% of the Louisiana State Bar average.

Strategies:

- Assess and enhance the third-year analytical-reasoning bar preparation elective course, Statutory Analysis.
- Continue to enhance the non-credit school year bar review sessions.
- Continue to provide bar review scholarships for third-year students.
- Continue to invite Louisiana Bar Examiners to speak to students.

Assessment Measures: Number and percentage of students passing the Louisiana bar exam on their first attempt; compared to the state percentage pass rate on the Louisiana bar exam on the first attempt.

Goal 6 – Ensure that the Law Center’s annual placement rate within nine months of graduation remains at least 70% of those students seeking employment at graduation, and increase student awareness of judicial clerkships, and other employment opportunities.

Strategies:

- Continue to increase student awareness of services available to them through the Office of Career Counseling and Development.
- Continue to participate in regional or national legal job fairs.
- Continue to provide career and professional development programs
- Continue to enhance Internet or web-based services related to career counseling and services.
- Continue to attract more law firms, government agencies, judges, corporations, and public-interest entities to the Law Center for either on-campus interviews or on-campus interest/information sessions.

Assessment Measures: Number of students using career counseling services; number of students participating in job fairs; number of students participating in on-campus interviews; number of graduates selected for judicial clerkships; number of employers participating in the on-campus interview program; employment rates for graduates within six months of graduation as reported to the NALP Association for Legal Career Professionals, and within one year of graduation as reported to the ABA; and number of graduates enrolled in LL.M. programs.

Goal 7 – Maintain and enhance a vibrant law library that will support the academic, research, and law-related service activities of Law Center students and faculty.

Strategies:

- Survey students and faculty to determine that all needed library resources are accessible and available.
- Enhance inter-library resource relationships to assure access and availability to learning resources.
- Increase the library collection and strengthen the library holdings in targeted areas (e.g., Civil Rights, Louisiana law).
- Continue to diversify the library collection.
- Maintain extensive library hours of operation.

Assessment Measures: Results of surveys; number of inter-library resource relationships; library holdings; library hours of operations; number of online library resources.

Goal 8 – Enhance information technology resources to support the academic, research, and law-related service activities of Law Center students.

Strategies:

- Ensure that the IT Department has sufficient personnel to provide technology support.
- Continue to enhance opportunities for students to take final exams using laptops and exam software.
- Continue to enhance multimedia technology resources that are appropriate to the Law Center's instructional needs.
- Ensure that technology resources are constantly updated to promote the efficient operation of the Law Center.

Assessment Measures: Number of students who take final exams using laptops and Exam 4 software; percentage increase in IT budget.

Goal 9 – Ensure that the physical facilities of the Law Center support the growth and mission of the institution.

Assessment Measures: Number of square feet in the building; number of classrooms; number of restroom facilities; number of laptop plug-ins in classrooms, size of classrooms.

Goal 10 – Ensure that the Law Center has the financial resources necessary to support its mission, vision, goals, and objectives, as well as implement the strategic plan.

Strategies:

- Continue to work with the President of the Southern University System, the Southern University Board of Supervisors, and the Louisiana Board of Regents in implementing legislative funding strategies and initiatives.
- Continue to foster positive relationships with alumni and friends of the Law Center in the legislature.
- Develop and implement an integrated annual legislative agenda with the President of the Southern University System and the Southern University Board of Supervisors.

Assessment Measures: Percentage increase in state funding on an annual basis; funds appropriated by legislature for Law Center; Grant funding; alumni giving; self-generated funding.

Goal 11 – Continue to enhance communications about Law Center accomplishments to key constituencies.

Strategies:

- Continue to publish “SULC E-News” on a regular basis to alumni, faculty, staff, and students via the internet.
- Enhance the Law Center’s website to ensure that the accomplishments of Law Center alumni, faculty, staff, and students are constantly updated.
- Continue to publish and distribute “Reflections” alumni magazine on a quarterly basis to key constituents.
- Continue to provide news and information concerning the accomplishments of Law Center alumni, faculty, staff, staff and students to the public relations staff of the Southern University System, the Jaguar Nation alumni magazine, and local, state, and national media outlets.
- Utilize the electronic message boards within the Law Center and the SUBR electronic billboard at the entrance of the campus to highlight accomplishments of the Law Center.

Assessment Measures: Number of alumni publications; number of alumni magazines distributed; number of news items in various internal and external publications and media outlets.

Resolution

Whereas, Spring Commencement Exercises are scheduled for the campus of Southern University and A&M College at Baton Rouge on Friday, May 13, 2011 at 10:30 a. m. in the F. G. Clark Activity Center; and

Whereas, there are approximately **700** prospective graduates at Southern University at Baton Rouge, who are to receive Associate degrees, Bachelor's degrees, Master's degrees and Ph.D. degrees.

Now, therefore be it resolved that the degrees conferred upon the candidates for graduation at the Commencement Exercises at Southern University and A&M College at Baton Rouge submitted by President Ronald Mason and Chancellor Kofi Lomotey, upon the approval and recommendation of the Faculty, Council of Academic Deans, and appropriate administration be, and they are hereby approved.

Be it further resolved that the list of graduates may be supplemented or modified as is necessary to carry out the intent of this resolution.

Certificate

We, the duly qualified and acting officers of the Board of Supervisors of the Southern University and Agricultural and Mechanical College, do hereby certify that the foregoing is a true and correct copy of a resolution adopted by the Southern University Board of Supervisors as its regular meeting on the 29th day of April, 2011.

Ronald Mason, Secretary
Board of Supervisors, Southern University
and Agricultural and Mechanical College

Darren G. Mire, Chairman
Board of Supervisors, Southern University
and Agricultural and Mechanical College

Resolution

Whereas, Spring Commencement Exercises are scheduled for the campus of Southern University at New Orleans on Saturday May 07, 2011 at 4:00p.m. at the UNO Lakefront Arena, 6801 Franklin Avenue, New Orleans, LA 70126; and

Whereas, there are approximately 431 prospective graduates at Southern University at New Orleans, who are to receive Associate degree, Bachelor's degrees, and Master's degrees.

Now, therefore be it resolved that the degrees conferred upon the candidates for graduation at the Commencement Exercises at Southern University at New Orleans submitted by President Ronald Mason, Jr. and Chancellor Victor Ukpolo, upon approval and recommendation of the Faculty, Council of Academic Deans, and appropriate administration be, and they are hereby approved.

Be it Further Resolved that the list of graduates may be supplemented or modified as is necessary to carry out the intent of this resolution.

Certificate

We, the duly qualified and acting officers of the Board of Supervisors of the Southern University System, do hereby certify that the foregoing is a true and correct copy of a resolution adopted by the Southern University Board of Supervisors at its regular meeting on the 29st day of April, 2011.

Ronald Mason, Jr., President
Southern University System
Secretary, Southern University Board of
Supervisors

Darren G. Mire, Chairman
Board of Supervisors, Southern University
System



SUSLA

SOUTHERN UNIVERSITY SHREVEPORT LOUISIANA

Excellence • Integrity • Accountability • Service

Office of the Chancellor

April 12, 2011

Dr. Ronald Mason, Jr., President
Southern University System
4th Floor, J. S. Clark Administration Building
Baton Rouge, LA 70813

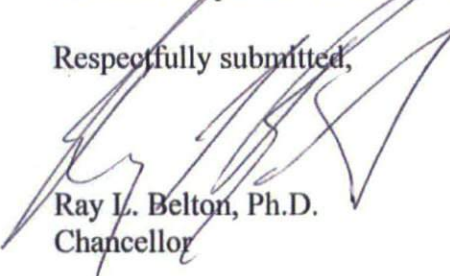
RE: Resolution for SUSLA 2011 Spring Commencement

Dear Dr. Mason:

The Southern University at Shreveport Louisiana (SUSLA) campus is requesting your approval of the attached resolution to host its **2011 Spring Commencement**. The *Commencement* ceremony is slated for **Thursday, May 12, 2011 at 7:00 p.m.** at the Shreveport Convention Center, 400 Caddo Street in downtown Shreveport, Louisiana. The **Keynote Commencement Speaker** for this momentous occasion is none other than entrepreneur **Mr. Michael V. Roberts, Sr., an African-American entrepreneur and a St. Louis billionaire businessman that is well-known to the Shreveport-Bossier community.**

Your favorable consideration of this request is greatly appreciated. Should you have questions or concerns, please feel free to call.

Respectfully submitted,



Ray L. Belton, Ph.D.
Chancellor

RLB/cw

Attached



SUSLA
Southern University at Shreveport

RESOLUTION
2011 SPRING COMMENCEMENT

WHEREAS, Southern University at Shreveport Louisiana 2011 *Spring Commencement* is scheduled on Thursday, May 12, 2011 at 7:00 p.m. at the Shreveport Convention Center, 400 Caddo Street in downtown Shreveport, Louisiana and;

WHEREAS, there are approximately 206 prospective candidates for graduation who expect to receive 226 prospective *Associate Degrees* and *Certificates* from Southern University at Shreveport Louisiana.

NOW, THEREFORE BE IT RESOLVED, that the degrees and certificates will be conferred upon the candidates for graduation during the *2011 Spring Commencement of SUSLA* presented by Dr. Ronald Mason, Jr., President for the Southern University System, Dr. Ray L. Belton, Chancellor for Southern University at Shreveport Louisiana, upon the approval and recommendations of the Vice Chancellor of Academic Affairs, the Faculty, and the appropriate administrative staff, and they are hereby approved, and;

BE IT FURTHER RESOLVED THAT the list of graduates may be supplemented or modified as is necessary to carry out the intent of this resolution.

CERTIFICATE

WE, the duly qualified officers of the Board of Supervisors for the Southern University System, do hereby certify that the foregoing is a true and correct copy of a resolution adopted by the Southern University System Board of Supervisors at its regular meeting on the 29 day of April 2011.

Dr. Ronald Mason, Jr.
President
Southern University System

Darren G. Mire
Chairman
Southern University System Board of Supervisors

RESOLUTION

WHEREAS, *Law Center Commencement Exercises and scheduled on the campus of Southern University and A&M College at Baton Rouge on Saturday, May 14, 2011 at 10:00 a.m. in the F.G. Clark Activity Center; and*

WHEREAS, *there are approximately 141 prospective graduates at Southern University Law Center at Baton Rouge, who are to receive the Juris Doctorate degree; and*

NOW, THEREFORE IT IS RESOLVED *that the degrees conferred upon the candidates for graduation at the Commencement Exercises for Southern University Law Center at Baton Rouge submitted by President Ronald Mason, Jr. and Chancellor Freddie Pitcher, Jr., upon the approval and recommendation of the Faculty, and appropriate administration officers be, and they are hereby approved.*

BE IT FURTHER RESOLVED *that the list of graduates may be supplemented or modified as is necessary to carry out the intent of this resolution.*

CERTIFICATE

We, the duly qualified and acting officers of the Board of Supervisors of the Southern University and Agricultural and Mechanical College, do hereby certify that the foregoing is a true and correct copy of a resolution adopted by the Southern University Board of Supervisors at its regular meeting on the 29th day of April 2011.

*President, Secretary Board of Supervisors,
Southern University and Agricultural and
Mechanical College*

*Darren G. Mire, Chairman Board of
Supervisors, Southern University and
Agricultural and Mechanical College*



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Office of the Chancellor

April 12, 2011

Dr. Ronald Mason, Jr., President
Southern University System
4th Floor, J. S. Clark Administration Bldg
Baton Rouge, Louisiana 70813

RE: Letter of Intent and Proposal to revise the existing Certificate of Technical Studies in Medical Coding to the Certificate of Applied Science in Medical Coding

Dear Dr. Mason:

Please find attached the Letter of Intent and Proposal to *revise the exiting* Certificate of Technical Studies in Medical Coding to the *Certificate of Applied Science in Medical Coding*. The Certificate of Applied Science would allow students to transfer to the Associate of Science in Health Information Technology.

I am requesting that the proposal be included in the April 2011 Board Packet for approval. The proposal was originally approved in August 2009 as a Certificate of Technical Studies.

If any additional information is needed, please feel free to let me know by calling (318) 670-9312. Your consideration to this request is greatly appreciated.

With warm regards,

Ray L. Belton, Ph.D.
Chancellor

RLB/cw

Attachments



EXCELLENCE • INTEGRITY • ACCOUNTABILITY • SERVICE

OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS

April 7, 2011

Dr. Ray L. Belton
Chancellor
Southern University at Shreveport
3050 Martin Luther King, Jr. Drive
Shreveport, LA 71107

Dear Dr. Belton:

Please find attached the Letter of Intent and Proposal to revise the existing Certificate of Technical Studies in Medical Coding to the Certificate of Applied Science in Medical Coding. The Certificate of Applied Science would allow students to transfer to the Associate of Science in Health Information Technology.

I am requesting that the proposal be included in the April Board packet for approval. The proposal was originally approved in August 2009 as a Certificate of Technical Studies.

If any additional information is needed, please feel free to let me know. Your consideration to this request is greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Orella", written over a faint circular watermark of the Southern University Shreveport seal.

Orella R. Brazile, Ph.D.
Vice Chancellor for Academic Affairs

ORB/bb

Attachments



**Division of Allied Health
Department of Health Information Technology**

April 6, 2011

Dr. Orella Brazile
Vice Chancellor for Academic Affairs

Dr. Brazile:

In light of the revisions by the Board of Regents regarding the Certificate of Technical Studies not being “designed to transfer” to an associate degree program, I am respectfully requesting that consideration be given to changing the “program designation” to a Certificate of Applied Science. Please find attached, a copy of the revised Letter of Proposal and Intent for the Medical Coding Specialist Certificate to be revised from a CTS to a CAS.

Our target date for implementing the coding certificate is the 2011 summer session. The proposed revisions include adding nine (9) general education course hours to the curriculum in an effort to comply with the BOR’s CAS requirements. The nine credit hours include English, Math, and a Social/Behavioral Science elective as indicated by the yellow highlights in the attached curriculum. If the revisions are approved, the Medical Coding Specialist Certificate will meet both the BOR’s requirements and the American Health Information Management Association’s model coding curriculum.

At this time, I would like to respectfully request an audience with the Curriculum Committee at the earliest possible date in hopes of being able to offer the CAS in Medical Coding Specialist effective this upcoming summer session.

Respectfully submitted,

Kim N. Madden, MA, RHIA

Kim N. Madden, MA, RHIA
Department Chair, HIT Program

CAS IN MEDICAL CODING SPECIALIST

PROPOSED CURRICULUM Fall 2011 – 2012

SUMMER I

HITG 108	Intro. to Computer Appli. for Healthcare Profess.	2
ALLH 210	Medical Terminology	3
BIOL 222	Anatomy & Physiology II (lect. & lab)	4
TOTAL HOURS		9

FIRST SEMESTER

HITG 105	Health Data Content & Structure	3
HITG 107	Health Data Content & Structure Lab	1
HITG 208	Introd. To Medical Science	3
HITG 217	Basic Coding (lect./lab)	4
ENGL 110	Freshmen English	3

TOTAL HOURS 14

SECOND SEMESTER

HITG 109	Legal Aspects of Health Information	3
HITG 202	Healthcare Delivery Systems	3
HITG 222	Advanced Coding (lect/lab)	3
MATH 133	College Algebra	3

TOTAL HOURS 12

SUMMER II

HITG 209	Entry Level Review Seminar	1
HITG 223	Billing & Reimbursement	3
HITG 246	Professional Practice Experience I	2
Social/Behavioral Science Elective		3

TOTAL HOURS 9

Prerequisite Course: BIOL 220/220L (4 credit hours) which are included in the total 48 credit hours

TOTAL CREDIT HOURS: 48

Orella Brazile

From: Kim Madden
Sent: Wednesday, April 06, 2011 12:07 PM
To: Orella Brazile
Cc: JoAnn Warren
Attachments: Dr. Brazile - 2011 Proposed Revisions to CAS Coding Certificate for Curriculum Committee.doc; Curriculum for CAS Coding Certificate (Proposed for 2011).docx; LETTER OF INTENT AND PROPOSAL TO BOR - CAS (MEDICAL CODING SPECIALIST CERTIFICATE) 2011 Draft.docx

Importance: High

Dr. Brazile,

Please find attached the following:

- A letter requesting that the CTS be changed to a CAS for the coding certificate.
- Revised Letter of Intent and Proposal to the Louisiana BOR's.
- Revised coding certificate curriculum

Please let me know if you need any additional information.

Respectfully submitted,

Kim N. Madden, MA, RHIA

**Assistant Professor / Department Chair
Health Information Technology Program
318.670.6644 (office)
318.670.6668 (fax)
kmadden@susla.edu
kim.madden327 (skype)**

**SUSLA's Quality Enhancement Plan (QEP) Topic:
"Jaguar Pride: Ensuring Student Success Through Structured Advisement".**

LOUISIANA BOARD OF REGENTS

GUIDELINES: REQUEST FOR AUTHORITY TO OFFER A NEW PROGRAM*

SUBMIT FIVE (5) COPIES AND ONE (1) DISK (WORDPERFECT OR WORD)

Name of Institution Submitting Proposal	<u>Southern University at Shreveport</u>
Specific Degree to be Awarded Upon Completion	<u>Medical Coding Specialist Certificate of Applied Science</u>
CIP Taxonomy (<i>From Program Classification Structure</i>)	<u>(CIP 510707)</u>
Date to be Initiated	<u>Summer 2011 or as soon thereafter as approved</u>
Name of Department of Academic Subdivision Responsible for the Program	<u>Division of Allied Health Sciences</u>
Name, Rank, and Title of Individual Primarily Responsible for Administering the Program	<u>Kim N. Madden, Department Chair Health Information Technology</u>
Date Approved by Governing Board	_____
Date Received by Louisiana Board of Regents	_____
Academic Affairs Committee Review	_____
Board Action (Nature of Action)**	_____
Date of Board Action	_____

* Information requested in these guidelines which has already been provided in the related Letter of Intent need not be presented again, unless the data given in the Letter of Intent has changed in the interim period between submittal of the letter and submittal of the full proposal.

** Prior to final action by the Board of Regents, no institution shall initiate or publicize a new program.

Southern University At Shreveport
Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science

Contents

Part A: Description	
1. Include the Title and CIP Code of degree or certificate contemplated.	1
2. Briefly describe the nature and objectives of the projected program.	1
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2. List similar programs offered at other institutions (public and private) in Louisiana. If so, are there possibilities for a cooperative program?	2
3. Discuss reasons for proposed program, such as manpower needs, impact on economic development, critical education, state and/or community needs, etc.	2
Part C: Students	
1. Estimate the number of enrollees and graduates for the projected program in each of the first five years by level of student. Include a justification for these figures.	4
2. Indicate sources of financial support for students if a graduate program is requested.	5
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2. Proposed Curriculum	
3. Proposed Curriculum by Semester	
4. Employment Projections Survey	

Southern University At Shreveport
Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science

Part A: Description

1. Include the Title and CIP Code of degree or certificate contemplated.

Certificate of Applied Science in Medical Coding Specialist (CIP 510707)

2. Briefly describe the nature and objectives of the projected program.

Nature of the Program

The proposed Certificate of Applied Science in Medical Coding Specialist will be the first of its kind in North and North Central Louisiana and will provide students with the knowledge and skills necessary for entry into the profession. Graduates of the program will be eligible for employment in hospitals, outpatient health care facilities and clinics, ambulatory surgery centers, rehabilitation facilities, behavioral health facilities, and physicians' offices and clinics. The proposed certificate's 48-hour curriculum includes three 3-hour general education courses (English, Math, and a Social/Behavioral Science) and two 4-hour natural science courses (Anatomy & Physiology lecture and lab), one 3-hour related course (Medical Terminology), and 28-hours of required clinical/professional health information technology courses. Students enrolled in the program will complete their clinical/professional course of study on the SUSLA campus and clinical experience at an affiliated clinical site in the SUSLA service area. Students who complete the program will graduate with the Certificate of Applied Science in Medical Coding Specialist and will be eligible to sit for the national certification examinations inclusive of Certified Coding Associate and Certified Coding Specialist.

Objectives of the Program

The principal objective of the program is to equip students with the knowledge and skills that will make them eligible for employment as Medical Coding Specialists. The program will be especially useful for those students who seek entry level coding positions that generally require graduates who have earned the certificate in Medical Coding Specialist, or a closely related discipline and have accumulated additional specialized training or on-the-job experience.

A second but very important objective of the program is to ensure that students have the kind of breadth of knowledge and understanding that is expected of every graduate who has earned a certificate from the university, regardless of his or her particular major or area of concentration. Currently, SUSLA does not require any general education requirements for the certificate of applied science studies program. However, the Medical Coding Specialist Certificate Program will address the fundamental skills necessary for employment in the field of

Southern University At Shreveport

Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science
medical coding but also fundamental skills in reading, communication, critical thinking, and problem solving. This broader educational preparation, in combination with the technical expertise provided by the program, will make graduates more valuable to prospective employers and allow them to adapt more quickly to the shifting demands of the 21st century knowledge economy. Finally, the program will ensure that its graduates have the kind of preparation that will allow them to pursue additional training in the health professions, as well as enter the pipeline of courses that lead to the associate of applied science degree in Health Information Technology, baccalaureate degree, graduate or professional schools. Thus, the program will not only prepare students for entry-level positions in the field but also permit them to eventually seek employment

in other areas within the health care arena or in research and higher education. The program will provide employers in the health information industry access to this labor demand by the production of medical coding specialists who have successfully earned a certificate of technical studies and nationally recognized credentials. Professional courses are offered through a variety of instructional methodologies (i.e. classroom setting, online, web-enhanced, hybrid, and evening) to afford non-traditional students employed on a part-time or full-time basis the opportunity to earn a certificate and enhance their workforce marketability with a high demand technical skill set.

Part B: Need

1. Please indicate if the projected program, or a similar one, has been offered at the institution previously.

Although SUSLA currently offers a degree in Health Information Technology, it does not offer a Certificate in Medical Coding Specialist which assists students in obtaining jobs by employers who require, at a minimum, a certificate in the area of coding knowledge.

2. List similar programs offered at other institutions (public and private) in Louisiana. If so, are there possibilities for a cooperative program?

Certificate of Technical Studies in Medical Coding is currently offered in the State of Louisiana. The program and the university that offer them are listed below:

- Certificate of Technical Studies in Medical Coding, Delgado Community College, New Orleans
- Technical Diploma in Medical Office Specialist, Bossier Parish Community College, Bossier City

The location of Delgado Community College means that the potential for a

Southern University At Shreveport

Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science cooperative program is very limited. A majority of the student population at SUSLA is non-traditional students whose work and family responsibilities make travel beyond the immediate vicinity quite difficult. Moreover, the healthcare market demand for trained medical coders in the SUSLA service area is unlikely to be met by a program offered by an institution in another part of the state. The need for certified coders means the potential for this program to articulate and collaborate with other universities in the Central part of the state. The Health Information Technology (HIT) Program (associate of applied science degree) currently retains an articulation agreement with Bossier Parish Community College.

The articulation is limited in that this technical diploma has not been approved by the American Health Information Management Association (AHIMA) or accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Therefore, various courses do not fully meet the mandated accreditation guidelines in relation to domain, subdomain, and knowledge cluster content.

3. Discuss reasons for proposed program, such as manpower needs, impact on economic development, critical education, state and/or community needs, etc.

The future of healthcare management and healthcare delivery lies in the transition from paper-based to electronic health records (EHR) as a direct result of the enactment of the Health Information Accountability and Portability Act in 2003 by the Department of Health and Hospitals which continues to be echoed by The new administration as a priority to the commitment in healthcare reform. The magnitude of the EHR in the delivery of quality healthcare will directly impact The status of our current and future economy. A new coding system, ICD-10 requires compliance with an EHR in order for healthcare facilities to bill for reimbursement purposes which will be effective in 2012. This will dramatically increase the demand for professionals with a certificate from an approved program through the American Health Information Management Association (AHIMA) or an accredited two year degree through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), a credential, and the necessary technical skill sets. From an educational perspective, both the EHR and coding components are integral parts in the medical coding and Health Information Technology curriculums for healthcare reimbursement purposes. The Medical Coding Specialist certificate program will focus on training graduates whose primary role is accurate and complete coding for appropriate health care reimbursement which is incorporated into the professional courses at various levels throughout the

Southern University At Shreveport
Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science
certificate program.

The U.S. Department of Labor of Bureau of Labor Statistics projects health information management as one of the higher growth health occupations in America. Each year the industry needs several thousand new professionals to occupy new positions as well as existing ones left vacant by retirees and professionals leaving the field. Each year about 2,500 new graduates enter this profession. The gap widens with each passing year; at the same time our needs for expertise in this profession are dramatically increasing. (Take Action to Educate and Expand the Health Information Management Professional Workforce, AHIMA Journal, July 2008)

In an AHIMA journal article (September 2006) entitled, "Coders Wanted, Experience Required", the following points are addressed as these relate to coder shortages in the health information management profession:

A survey conducted by AHIMA confirms the critical need for qualified clinical coding professionals as opportunities abound for skilled coders, particularly in the Southwest. Shortages exist nationwide but predominate in the Southwest and Northeast. Nearly one in three (30%) of employers who responded to the survey had positions open for 4-6 months. Nearly one-half of employers surveyed responded that they preferred a credential from AHIMA (CCS or RHIT). Almost 75% of respondents indicated there are not enough qualified applicants with the required credential competencies to satisfy all the vacant positions within their organization. Due to the critical need for medical coders, a major health care system in the Shreveport-Bossier area has opted to provide "in-house" training in medical coding to incumbent workers from various departments over the last five year period. This has led to an increase in the hourly wages for medical coders in the local health care workforce market with the entry level hourly wage increasing from \$13.00 to between the range of \$17.50 to \$19.50 (based on position level). Again, this shortage in the next decade will only continue to worsen as the inevitable tide of retirement among baby-boomers unfolds, and vacated and new positions are not filled due to an insufficient number of trained medical coders exists at the state, regional, and national levels.

In summary, SUSLA considers that the rationale for developing a Certificate of Applied Science in Medical Coding Specialist program on the campus is strong. The shortage of workers at the regional, state, and national levels, the lack of a certificate program in North and North Central Louisiana, a major health-care center for the state, and the financial and professional opportunities for potential graduates of such a program all suggest that there are substantial grounds for approving the present proposal.

Part C: Students

1. Estimate the number of enrollees and graduates for the projected program

Southern University At Shreveport
**Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science
in each of the first five years by level of student. Include a justification of
these figures.**

Estimated number of enrollees is presented in the table below:

Year	Clinical Phase Enrollment	Graduates Per Year
2011	10	8 (Year 2012)
2012	10	8 (Year 2013)
2013	10	8 (Year 2014)
2014	10	8 (Year 2015)
2015	10	8 (Year 2016)

As the table above indicates, the program would admit a minimum of 10 students in a collaborative effort between SUSLA and LSUA to its Medical Coding Specialist certificate program each year during its first five years. With an expected retention rate of 80%, the program would produce a minimum of 40 graduates during the five year period 2012-2016. Our goal is to encourage our certificate graduates to continue life-long learning upon completion of the program by progression into the associate

of applied science degree in Health Information Technology. A medical coding specialist certificate would allow our students to enter the workforce within 15 months and supplement their income in the event they opt to progress to the two year Health Information Technology Program.

- 2. Indicate sources of financial support for students if a graduate program is requested.**
Not applicable

Part D: Faculty

- 1. Summarize credentials of the present faculty members who will be most directly involved in the projected program.**
The program will be administered by the Department of Health Information Technology under the Division of Allied Health and coordinated by Kim Madden, MA, RHIA. Those faculty members who will be most directly involved in teaching medical coding and other related courses are listed below. It should be noted, however, that faculty from other academic departments will teach the support courses required by the program. A complete listing of faculty can be found on

Southern University At Shreveport

Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science
the SUSLA website under Faculty Directory. Faculty vitae are available upon
request.

**SUSLA Health Information Technology Program Chair and Other General
Education courses:**

**Kim Madden, MA, RHIA, Chair and Instructor, Department of Health
Information Technology Program; 28 years of Health Information Management
experience; 10 years of teaching experience; BS, Health Information
Administration, Louisiana Tech University; MA, Industrial Organizational
Psychology, Louisiana Tech University.**

Serves as department chair for Health Information Technology Program;
teaches health data content and structure, healthcare delivery systems, quality
improvement, and capstone review course.

**LaTanya Brittentine, MHIM, RHIA, Instructor and Clinical Experience
Coordinator, Department of Health Information Technology Program; 16 years
of Health Information Management experience; 9 years of teaching experience
in coding; BS, Health Information Administration, Louisiana Tech University;
Master in Health Information Management, Louisiana Tech University.
Teaches medical coding, information technology, and health care statistics;
serves as the program's Professional Practice Experience / Clinical Coordinator.**

**Beverly Wallace, MA, RHIA, Director of Health Information Management
Department, LSUHSC in Shreveport, Adjunct Instructor, Department of Health
Information Technology; 30+ years of Health Information Management
experience; 11 years of teaching experience; BS, Health Information
Administration, Louisiana Tech University; MA, Industrial Organizational
Psychology, Louisiana Tech University.
Teaches legal aspects of health information; serves as Clinical Site Instructor
and Advisory Board member.**

- 2. Estimate the number of new faculty needed to initiate the projected
program for each of the first five years.**

No additional faculty will be needed to initiate and develop the program at SUSLA
as required certificate courses will be taught by existing full-time faculty in the
Health Information Technology Program.

Southern University At Shreveport

Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science
However, a future collaborative effort with LSUA is planned and at that juncture, additional adjunct faculty will be needed to teach coding and information technology. The program's professional practice experience courses will be offered at affiliated clinical sites and will be taught by non-salaried adjunct clinical instructors at those sites. Supports courses in areas such as biology and medical terminology subject areas will be taught by existing faculty from other academic departments.

Part E: Library and Other Informational Resources

- 1. Briefly describe existing or anticipated library and informational resources to be available to support the projected program.**

SUSLA's University Library is well-equipped to provide the library resources required by the proposed program. It currently supports the Associate of Applied Science degree in Health Information Technology program as well as the various associate and associate of applied science degree programs and certificate of technical studies programs offered by SUSLA.

The library catalog is available at:
[libhttp://susla.louislibraries.org/uhtbin/cgiisirsi/5nYEqI4yOp/SUSLA/204950007/60/69/X](http://susla.louislibraries.org/uhtbin/cgiisirsi/5nYEqI4yOp/SUSLA/204950007/60/69/X). The SUSLA ILink library is also provides studies with electronic access to other libraries through LOUIS (Louisiana Library Network). The students will be able to access databases such as Medline and other Academic resources through EBSCO which will provide them references and other scholarly published articles to assist with research of topics relevant to medical coding. Any necessary resources not available at SUSLA but available for loan or photocopy within the United States can be procured through Interlibrary Loan. The cost of this service is incurred by the library itself. Additional reference books and periodicals relevant to medical coding will be added to the library's collection as needed. Costs associated with the expansion of library holdings associated with this program will be absorbed by the library's current budget.

Part F: Facilities and Equipment

- 1. Briefly describe existing or anticipated facilities and equipment to be available to support the projected program.**

Classroom space for the proposed medical coding program will be provided by existing buildings on SUSLA's Metro Center, as well as classroom space will be provided at LSUA at the recently opened A.C. Buchanan, III Allied Health Education and Classroom building at 807 Jackson Street in Downtown Alexandria. The classrooms are equipped to include student desks with workstations (computers and a printer), access to software, email, and internet.

Southern University At Shreveport

Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science
The classrooms are also equipped with smart carts that includes projectors, screens, blackboard, etc., multi-media ready, and equipped for videoconferencing.

No additional office space will be needed; the Health Information Technology faculty who will staff the program are housed in existing offices at the Metro Center and at the A. C. Buchanan, III Allied Health Building in downtown Alexandria. As noted earlier, students will meet their clinical requirements at affiliated clinical sites in the Shreveport area as well LSUA service area. These sites, which have been made available through cooperative agreements with local health care providers include Willis-Knighton Health Care System, Christus Schumpert Health System, LSU Health Sciences Center at Shreveport, Minden Medical Center, Brentwood Behavioral Healthcare, Desoto Regional, Homer Memorial Hospital, Promise Specialty Hospital, Shriner's Hospital, North Caddo Medical Center, and Springhill Medical Center. Clinical sites will be secured in the Alexandria service area in the development phase of the collaborative effort with LSUA.

Part G: Administration

1. Briefly describe the administrative plan for the projected program.

If approved, the proposed Certificate of Applied Science in Medical Coding Specialist will be administered by the Department of Health Information Technology in the Division of Allied Health. The department chair, Kimberly Madden, reports to the Division Chair of Allied Health and interacts regularly with other academic unit heads.

Part H: Costs

1. Estimate costs for the projected program for the first five years. Indicate any amounts to be absorbed out of current sources of revenue and needs for additional appropriations (if any).

No additional faculty costs will be required for the new program at SUSLA. When the program seeks AHIMA "approval", costs incurred by the University will be \$1,500. In the event a collaborative effort with LSUA is secured, an additional adjunct faculty expenditure will initially be \$6,300 for the certificate

Southern University At Shreveport

Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science courses instructed by adjunct faculty to be offered at the LSUA A.C. Buchanan, III Allied Health Education and Classroom building in Alexandria. The program plans to convert additional professional courses to online status at which time the adjunct faculty costs will be minimal. Adjunct faculty will be funded through the Academic Outreach Program and/or Title III. These costs are reflected in the budget summary presented in Attachment #1. The expense of additional library support materials will be provided funding through the Carl Perkins Grant.

Minimal Criteria for New Academic Program

- 1. The program will be formulated through a reorganization of existing courses, requiring no additional State expenditures for at least five years (for example, new options or concentrations in existing programs).**

Not applicable
- 2. The program will be funded by concomitant reductions in expenditures, requiring no additional State expenditures for at least five years (for example, programs funded by the reallocation of resources from terminated or consolidated programs). Not applicable**
- 3. The program will be funded entirely through non-State monies for a period of five years. Not applicable**
- 4. The program will demonstrably promote economic development in the State.**

As noted in section B.3, health-care providers in the local and regional levels depend on SUSLA's graduates to meet their workforce needs. The development of a Medical Coding Specialist Certificate program at SUSLA can serve the workforce needs in North and North Central Louisiana. In addition, the certificate program would allow those providers to hire graduates who have accumulated a solid academic and clinical experience during their period of program enrollment. Such graduates, as noted earlier, are much sought after by employers and are increasingly offered higher starting wages as addressed in B.3., an increase in the hourly wages for medical coders in the local health care workforce market with the entry level hourly wage increasing from \$13.00 to between the range of \$17.50 to \$19.50. The availability of such professionals has clear benefits not only for North Louisiana's health-care industry but also for the regional economy generally; well-paid professionals who have money to spend on goods and services present an obvious advantage to individuals who are trying to sustain and develop businesses in the region. Moreover, such professionals—by their mere presence—help to promote the value of a college-level education.

Southern University At Shreveport

Letter of Intent/Proposal – Medical Coding Specialist – Certificate of Applied Science

5. **The program is deemed indispensable to fulfilling the role, scope, and mission of the university or college and is deemed indispensable to fulfilling critical educational needs of the State.**

The proposed Certificate of Applied Science in Medical Coding Specialist would represent an important addition to SUSLA's current set of certificate and degree programs and would increase its ability to fulfill a crucial aspect of its mission—fostering community growth through teaching, research, and service. If approved, the new certificate would provide health care providers in the region with graduates well-equipped with indispensable technical expertise and with the kind of broad educational preparation that would allow them to adapt to new circumstances and to acquire new knowledge and skills even after the completion of their formal education.

The benefits of offering the proposed certificate takes on even greater importance when one considers the need for postsecondary education is in high demand for residents in the Caddo parish target communities. According to the U.S. Census Bureau 2005 American Community Survey for Caddo parish alone, the employment status for the unemployed civilian individuals labor force, 16 years and over, was 17,360 unemployed individuals. The unemployment rate for this target area is 9.2%. In addition, layoffs, local business closures, cutbacks, and bankruptcies are almost always more devastating for the low income population to be served by SUSLA. Due to changes in family income, students often dropout and/or take a low paying job to help support their families.

In Central Louisiana, the area from which LSUA draws most of its students (Economic Development Region 6 plus Allen and Evangeline Parishes) has an adult population (individuals age 25 or older) with a very low level of educational attainment and certificate programs are limited in that area. As many community leaders in the Central Louisiana region have observed, the dearth of college graduates is a major impediment to economic development in the region.

To reiterate, in an effort to fulfill a crucial aspect of the University's mission which is fostering community growth through teaching, research, and service, the proposed Certificate of Applied Science in Medical Coding Specialist would represent just one of the pipelines to accomplish this aspect of its mission.

Attachments

Attachment 1
SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

Institution: Southern University at Shreveport

Date: April 2011

Unit: Division of Allied Health Sciences

FTE = Full Time Equivalent (institution's standard definition and provide that definition) SUSLA defines an FTE as a teaching load of 15 credit hours per semester.

	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR		FIFTH YEAR	
	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE	AMOUNT	FTE
Faculty	\$0	0	\$6,300	0	\$4,950	0	\$3,800	0	\$900	0
Graduate Assistants	0		0		0		0		0	
Support Personnel	0		0		0		0		0	
Fellowships & Scholarships	0		0		0		0		0	
SUB-TOTAL	\$0	0	\$6,300	0	\$4,950	0	\$3,800	0	\$900	0
	AMOUNT		AMOUNT		AMOUNT		AMOUNT		AMOUNT	
Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	0	0	0	0	0	0	0	0	0	0
Travel	0	0	0	0	0	0	0	0	0	0
Supplies	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Amount & Percentage of Total Anticipated From:	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%	AMOUNT	%
State Appropriations	\$0	0	\$6,300	81	\$4,950	100	\$3,800	100	\$900	0
Federal Grants/Contracts	0	0	0	0	0	0	0	0	0	0
State Grants/Contracts	0	0	0	0	0	0	0	0	0	0
Private Grants/Contracts	0	0	0	0	0	0	0	0	0	0
Other (tuition, fees, etc)	0	0	1,500	19	0	0	0	0	0	0
TOTAL	\$0	0	\$7,800	100	\$4,950	100	\$3,800	100	\$900	100
DIFFERENCE	\$0		\$0		\$0		\$0		\$0	

NOTE: Collaborative effort with LSUH is slated for Summer 2011 so there will be no incurred adjunct faculty costs. The program will seek AHIMA approval the second year of existence.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

First year – No incurred costs.

Second year

Costs: 14 credit hours will be taught by adjunct faculty at LSUA at \$450 per credit hour = \$6,300
Program will seek AHIMA approval = \$1,500 fee
Total costs = \$7,800

Revenue: Tuition for fall and spring semester = \$1159 and \$350 for summer CAS in Medical Coding Specialist = 2 summers, 1 fall, and 1 spring
Tuition for CTS = \$3018
Enrollment of 10 students = \$30,180
*Revenue generated: \$30,180 (tuition) - \$7,800 (costs) = \$22,380

Note: Additional revenue will be generated the third, fourth, and fifth years as adjunct faculty costs decrease each year.

Attachment 2

**Certificate of Applied Science in Medical Coding Specialist
(48 Hrs.)**

I. REQUIRED RELATED / SUPPORT COURSES (3)

A. ALLH 210.....	3
BIOL 220 (lect & lab).....	4
BIOL 222 (lect & lab).....	4
ENGL 110.....	3
MATH 133.....	3
SOCIAL/BEHAVIORAL SCIENCE.....	3

II. PROFESSIONAL COURSES

B.

HITG 105.....	3
HITG 107.....	1
HITG 108.....	2
HITG 109.....	3
HITG 202.....	3
HITG 208.....	3
HITG 209.....	1
HITG 217.....	4
HITG 222.....	3
HITG 223.....	3
HITG 246.....	2

Attachment 3

Certificate of Applied Science in Medical Coding Specialist

SUMMER I

HITG 108	Intro. to Computer Appli. for Healthcare Profess.	2
ALLH 210	Medical Terminology	3
BIOL 222/222L	Anatomy & Physiology I (lect.& lab)	4
TOTAL HOURS		9

FIRST SEMESTER

HITG 105	Health Data Content & Structure	3
HITG 107	Health Data Content & Structure Lab	1
HITG 208	Introd. to Medical Science	3
HITG 217	Basic Coding (lect./lab)	4
ENGL 110	Freshmen English	3
TOTAL HOURS		14

SECOND SEMESTER

HITG 109	Legal Aspects	3
HITG 202	Healthcare Delivery Systems	3
HITG 222	Advanced Coding (lect./lab)	3
MATH 133	Algebra for College Students	3
TOTAL HOURS		12

SUMMER II

HITG 209	Entry Level Review Seminar	1
HITG 223	Billing & Reimbursement	3
HITG 246	Professional Practice Experience I	2
	Social/Behavioral Science	3
TOTAL HOURS		9

Prerequisite Course:

BIOL 220/220L Anatomy & Physiology I (lect. & lab) 4

TOTAL CREDIT HOURS: 48

Prerequisite Course:

Students are to successfully complete BIOL 220/220L as a required prerequisite course prior to gaining admission to the Medical Coding Specialist Certificate Program. The four (4) credit hours for this course are included in the total 48 hours for the curriculum.

Attachment 4

**Medical Coding Specialist Employment Projections
2011-2016**

	Current Openings (2011)	Year 1	Year 2	Year 3	Year 4	Year 5	Total
		10	10	10	10	10	50
Total Projected Graduates Per Year		8	8	8	8	8	40



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Office of the Chancellor

April 12, 2011

Dr. Ronald Mason, Jr., President
Southern University System
4th Floor, J. S. Clark Administration Bldg
Baton Rouge, Louisiana 70813

RE: Letter of Intent and Proposal – Certificate in Nursing Assistant

Dear Dr. Mason:

Please find attached the recommendation for a Certificate in Nursing Assistant, the Letter of Intent and the Proposal. These recommendations have been approved by SUSLA's Curriculum Committee, Budget Committee and the Academic Council.

The local workforce has indicated that the program is needed and it is a pathway to the Licensed Practical Nursing and Registered Nursing programs.

Your consideration to this recommendation will be deeply appreciated.

With warm regards,



Ray L. Belton, Ph.D.
Chancellor

3050 MARTIN LUTHER KING, JR. DRIVE – SHREVEPORT, LOUISIANA 71107
PHONE: (318) 670-6312 – FAX (318) 670-6374
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April 7, 2011

Dr. Ray L. Belton
Chancellor
Southern University at Shreveport
3050 Martin Luther King, Jr. Drive
Shreveport, LA 71107

Dear Dr. Belton:

On the recommendations of the Curriculum Committee, Budget Committee, and the Academic Council, I am requesting that the Certificate in Nursing Assistant be presented to the Southern University Board of Supervisors for its approval at the April meeting.

The Letter of Intent and the Proposal are attached. The local workforce has indicated that the program is needed and it is a pathway to the Licensed Practical Nursing and Registered Nursing programs.

Your consideration to this recommendation will be deeply appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Orella", is written over a faint, circular watermark of the university's seal.

Orella R. Brazile, Ph.D.
Vice Chancellor for Academic Affairs

ORB/bb

Attachments

**Letter of Intent
And
Proposal**

**Certified Nursing Assistant
Certificate of Completion**

Southern University at Shreveport

**Submitted by:
Sandra Tucker, PhD, RN, JD
Dean, School of Nursing**

Certified Nursing Assistant
Certificate of Completion

Sandra Tucker, PhD, RN, JD
Dean, School of Nursing

DESCRIPTION

Southern University at Shreveport proposes to offer a Certified Nursing Assistant program. The program will be the first tier of a "career pathways" tract in nursing education currently being developed by the School of Nursing. The tract culminates with the Associate of Science in Nursing degree (registered nurse).

The purpose of the Certified Nursing Assistant (CNA) Program is to educate/train individuals to meet the basic care needs of a patient/client base residing in a long term care facility or setting. Students will acquire competencies in the provision of activities of daily living (ADLs), bedside care, and basic nursing procedures. Students successfully completing the classroom, skills laboratory, and clinical components will be eligible to write the Final Competency Examination. Successful exam writers will earn a Certificate of Completion (as mandated by the Department of Health and Hospitals – Health Standards Section) and will hold the credential "Certified Nursing Assistant".

The program is 4 credit hours in length and designed to complete in 7 ½ weeks. The program will be composed of both didactic and clinical components. Students will receive 45 classroom clock hours and 45 clinical clock hours, for a total of 90 clock hours. The curriculum has been approved by the **Department of Health and Hospitals, Office of the Secretary, Bureau of Health Services Financing, Nursing Facilities – Licensing, Nursing Aide Training and Competency Evaluation.**

The School of Nursing has obtained a written affiliation agreement with Magnolia Manor Nursing Facility. Students will be completing clinical experiences at the facility.

NEED

The Registered Nursing Program at Southern University at Shreveport consistently has had an average of 800 declared majors since program inception in 2005. Of that number, 90 students are accepted into the program each academic year (70 students are admitted into the generic tract; while 20 students are admitted into the Accelerated LPN-RN tract). Over 90% of the declared majors do not meet minimum requirements for acceptance into the professional component of the nursing program (clinical). Offering a Certified Nursing Assistant option will provide students with an entry level option into the nursing education arena, while providing them with entry level job training in the field of nursing.

In addition, there is a continued need for Certified Nursing Assistants in the greater Shreveport area. Long term care facilities continue to seek qualified workers to fill such positions.

STUDENTS

Enrollment Projection:

The Certified Nursing Assistant Program is expected to attract students from the greater Shreveport area, as well as North Louisiana. Students will be admitted to the program twice per semester or every 7 ½ weeks, constituting six admission cycles. It is projected that 30 students will be admitted each cycle, for a total of 180 students each academic year.

FACILITIES AND EQUIPMENT

It is proposed that the program will be housed at the Metro Center. The program will use classroom and skills laboratory space that is dedicated to the School of Nursing. Additional equipment will be obtained and underwritten through a grant awarded by the U.S. Department of Labor Employment and Training Administration.

ADMINISTRATION

The program will be housed under the School of Nursing umbrella. The Dean of the School of Nursing, Dr. Sandra Tucker will be responsible for oversight of the program. A program coordinator will be appointed to manage the daily classroom and laboratory/clinical activities.

COSTS

Total funding needed for 5/01/11 – 09/31/11 = \$83,225.00

	FY 2011	FY 2011-2012	FY 2012-2013
Salaries			
Program Coordinator	\$3,333	\$8,000	\$8,000
Faculty 2@\$32,000	\$26,667	\$64,000	\$64,000
Secretary/ Receptionist	\$7,917	\$19,000	\$19,000
Fringe Benefits @32%	\$12,133	\$29,120	\$29,120
Prof. Services	\$375	\$375	\$375
Furniture/Equipment	\$10,000	0	
Lab Supplies	\$22,800	\$20,000	\$20,000
Total	\$83,225	\$123,395	\$123,395

FUNDING SOURCE

The proposed program will be supported through a U.S. Department of Labor Employment and Training Administration Grant.

FACULTY

Program Coordinator: The proposed program will be coordinated by Newana Williams, MSN, RN. Ms. Williams has been a member of the Registered Nursing faculty since 2007. She holds both bachelor and master's degrees in nursing. She has been approved to coordinate the program by the Department of Health and Hospitals.

Instructors: Two instructors, with the Licensed Practical Nursing credential and license will be hired to supervise students in the classroom and laboratory/clinical settings.

Program Curriculum

Southern University at Shreveport
 School of Nursing
 Certified Nursing Assistant
 Program Curriculum

CNA 100: Nursing Assistant 3-1-4 (lecture-lab/clinical-total credit hours)
 45 classroom clock hours 45 clinical clock hours

Lecture: Monday, Tuesday 5:00pm – 8:00pm
 Lab/Clinical: Wednesday, Thursday 7:45am – 1:45pm

Textbook:
 Successful Nursing Assistant Care, 2nd Edition
 Diana L. Dugan, RN – Hartman Publishing

Week	Topic	Chapter
1	Communicating and Interpersonal Skills	
	a. The Nursing Assistant in Long Term Care	1
	b. Communication Skills	3
	c. Communication Challenges	4
	d. Infection Control	6
	e. The Immune and Lymphatic System	24
EXAM I		
2	Safety and Emergency Procedures	
	a. Safety and Body Mechanics	7
	b. Emergency Care, First Aid and Disasters	8
	c. Positioning, Moving, Lifting	11
	d. The Circulatory or Cardiovascular System	19
EXAM II		
3	Resident's Rights and Promoting Resident's Rights	
	a. Ethical and Legal Issues	2
	b. The Integumentary System	18
EXAM III		
4	Mental Health and Social Service Needs	
	a. Diversity and Human Needs and Development	5
	b. The Respiratory System	20
	c. Rehabilitation and Restorative Care	25
	d. End of Life Care	27

EXAM IV

5	Basic Nursing Skills	
	a. Admission, Transfer, Discharge and Physical Exam	9
	b. Bedmaking and Unit Care	10
	c. Personal Care	12
	d. Vital Signs	13
	e. Nutrition and Fluid Balance	14

EXAM V

6	The Gastrointestinal System	15
	The Urinary System	16
	The Musculoskeletal System	21
	The Nervous System	22
	The Endocrine System	23

EXAM VI

7-7 ½	Student Advisement	
	Review for Final Exam – Required Tutorials	
	Final Exam	
	Written Exam and Skills Exam	
	Skills	
	a. Making an Occupied Bed	
	b. Taking and Recording a Resident's Vital Signs	
	c. Giving a Bed Bath	
	d. Positioning a Resident on his/her Side	
	e. Performing Range of Motion Exercises	

*Curriculum approved by:
The Department of Health Hospitals
Office of the Secretary
Bureau of Health Services Financing
Nursing Facilities – Licensing
Nurse Aide Training and Competency Evaluation

Southern University at Shreveport
 School of Nursing
 Certified Nursing Assistant Program
 Skills Check List

Each skill must be checked-off and signed by an Instructor

Skill	Date Successfully Performed	Repeat Date Successfully Performed	Repeat Date Successfully Performed
Basic Skills			
Bed Making			
Taking Vital Signs Blood Pressure , Temperature, Pulse, Respirations			
Measuring Height and Weight			
Caring for the Resident's Environment			
Measuring Fluid and Nutrient Intake and Output			
Assisting in the provision of proper nutritional care			
Ambulating and Transferring Residents			
Using Body Mechanics			
Maintaining Infection Control and Safety Standards			
Attaining and Maintaining Proficiency in Cardiopulmonary Resuscitation (CPR)			
Caring for Dying Residents			
Recognizing Abnormal Signs and Symptoms of Common Diseases and Conditions			

Caring for Residents Suffering from Alzheimer's Disease or Dementia			
Personal Care skills			
Bathing			
Mouth Care			
Grooming and Dressing			
Toileting			
Assisting with Eating and Hydration			
Skin Care			
Mental Health and Social Service Needs			
Modifying His/Her own Behavior in Response to a Resident's Behavior			
Identifying Developmental Tasks Associated with the Aging Process and Using Task Analysis to Increase Independence			
Providing Training in and the Opportunity for Self-Care According to a Resident's Capabilities			
Demonstrating Principles of Behavior Modification by Reinforcing Appropriate Behavior and Causing Inappropriate Behavior to be Reduced or Eliminated.			
Demonstrating Skills Which Support Age-Appropriate Behavior			

by Allowing the Resident to Make Personal Choices			
Utilizing a Resident's Family as a Source of Emotional Support			
Basic Restorative Services			
The Use of Assistive Devices in Ambulation, Eating and Dressing			
Maintenance of Range of Motion			
Proper Turning and Positioning in a Bed and a Chair			
Transferring a Resident			
Bowel and Bladder Training			
Care and Use of Prosthetic Devices such as Hearing Aids, Artificial Eyes Artificial Limbs, etd			
Maintaining a Resident's Rights			
Voting			
Privacy			
Confidentiality			
Personal Choices			
Resolving Grievances			
Participation in Groups/Activities			
Maintaining Care of Resident's Personal Possessions			
Providing Care Which Frees the Resident from Abuse, Mistreatment or Neglect and Reporting Any Instances of Poor			

Care to Appropriate Facility Staff			
Maintaining Resident's Environment and Care so as to Minimize the Need for Physical and Chemical Restraints			

SOUTHERN UNIVERSITY AND A & M COLLEGE BOARD OF SUPERVISORS

EXECUTIVE SUMMARY OF GRANTING RESOURCES AND AUTONOMY FOR DIPLOMAS (GRAD ACT)

Through voluntary, six-year performance agreements with the Board of Regents which run from FY11 to FY16, institutions are granted autonomy to achieve better outcomes in two core areas, based on yearly performance evaluations.

The first is limited tuition and fee authority. Management boards have been allowed to increase tuition and fees for participating institutions, without legislative approval, by up to 10 percent until they reach the average tuition and fees of their institutional peers based on the institutions' yearly progress in achieving specific performance goals.

After reaching the average tuition of their peers, institutions may increase tuition and fees up to five percent or the amount of the increase in the Higher Education Price Index in the previous year, whichever is greater.

Participating institutions will also be allowed to establish tuition and fees according to credit hours, rather than having them capped at full-time, 12-credit hour status.

The second element of autonomy under this bill is operational flexibility, meaning that participating institutions will be granted greater flexibility in conducting day-to-day business to run their campuses.

After meeting academic performance goals during the first phase and demonstrating the ability to responsibly exercise operational flexibility, institutions may qualify for even more flexibilities – like in procurement, as well as flexibility in getting construction projects approved.

LA GRAD Act Monitoring and Renewal

The GRAD Act calls for the Board of Regents to annually monitor and report to the Legislature and the Governor on each participating institution's progress as certified by its management board and they may revoke the agreement of any institution that fails to abide by the required terms of their agreement. The Board will also vote at the end of each six-year agreement period to renew each participating institution's performance agreement based on a review of progress in meeting the performance expectations.

LA GRAD Act Authorization

Upon presentation by the Secretary to the Board, having been created by the member campuses and approved by the President of the Southern University System, the Board of Supervisors of Southern University hereby certify the annual reports from SUBR, SUNO, SULC and SUSLA for presentation to the Louisiana Board of Regents by Monday, May 2, 2011.

***SOUTHERN UNIVERSITY LAW CENTER
GRAD ACT Annual Evaluation (Year 1)***

***Prepared by John K. Pierre
Vice Chancellor for Institutional Accountability
And Evening Division
Southern University Law Center
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Performance Objective

1. Student Success

The Southern University Board of Supervisors approved the establishment of baseline data, benchmarks or goals, and six year targets for performance by the Southern University Law Center contained in Attachment D of the GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks, and 6-year Targets. The GRAD Act provisions applicable to the Law Center relative to student success included the following targeted measures:

- (a) 1st to 2nd Year Retention Rate
- (b) Same institution Graduation Rate
- (c) Institutional Median LSAT Scores
- (d) Institutional Passage rate on the Bar Examination

With respect to retention, the Southern University Law Center's baseline data included actual data for the 1st year students enrolled in Fall 2006, Fall 2007, and 2008 that were retained as 2nd year law students in the Fall 2007, Fall 2008, and Fall 2009 respectively to calculate a three year average of the 579 first-year students enrolled over the aforementioned three year period, 473 were retained as second year students for a 3 year average baseline rate of 81.6%. For purposes of the 2011 annual report the following data is applicable

- ◆ 156 enrolled in Fall 2009
- ◆ 130 retained in Fall 2010
- ◆ Calculated Rate - 83.333%

With respect to the same institution graduation rate, the Law Center's baseline data included actual data for first year full-time students enrolled in fall 2004, Fall 2005, and Fall 2006 who graduated within three years in Spring 2007, Spring 2008, Spring 2009 respectively which was used to calculate a three-year average. Of the 415 first-year full-time students enrolled during the aforementioned three year period, 332 graduated in three years for a three-year average of 80%.

For purposes of the 2011 annual report the following data is applicable:

- ◆ 131 Full-time First Year Students Enrolled in Fall 2007
- ◆ 112 Full-time Cohort From Fall Graduated in Spring 2010
- ◆ Calculated Rate - 85.496%

Other student Success Measures

Graduation Productivity – 2011 Annual Report

- ◆ 135 Completers in 2009-10
- ◆ 714.5 FTE in 2009-10
- ◆ Calculated Ratio – 18.894%

Award Productivity – 2011 Annual Report

- ◆ 135 Completers in 2009-10
- ◆ 714.5 FTE in 2009-2010
- ◆ Calculated Ratio - 18.894%

Median profession School Entrance Exam Score of Entering Class

- ◆ Institutional Median LSAT Scores-Average Fall 2007, 2008, 2009 1st year -145
- ◆ Institutional Median LSAT Score – Fall 2010 - 145

Institutional Passage Rates on Bar Exam for 1st Time July Test Takers

The baseline data for the Southern University Law Center included actual data for 2007, 2008, and 2009 graduates who sat for the July 2007, July 2008 and July 2009 bar examination as first-time takers. Of the 301 graduates for the aforementioned respective period who took the aforementioned respective July bar examinations, 182 passed the exams for a three year average of 60.46%. The state average for the respective period was 69.9%. Hence the Law Center's institutional rate as compared to the state rate for the respective three year period was 86.76%, calculated as follows: $\frac{\text{Institutional Rate (60.46\%)}}{\text{State Rate (69.69\%)}} = 86.76\%$

For purposes of the 2011 annual report the following data is available

- ◆ 85 graduates sitting for July 2010 bar exam for first-time
- ◆ 50 graduates passing exam
- ◆ Calculated Rate (Institutional Passage Rate) – 58.8%
- ◆ State Passage Rate - 69.9%
- ◆ Institutional Passage Rate/State Passage Rate: 58.8/69.9
- ◆ Calculated as a percent: 84.1%

3. Workforce and Economic Development

The Southern University Board of Supervisors approved the establishment of baseline data benchmarks or goals, and six year targets for performance by the Southern University Law Center relative to Workforce and Economic Development as contained in Attachment D of the GRAD Act Template for Establishing Initial Performance Agreement Baseline, Benchmarks and 6-year Targets. With respect to workforce and Economic Development, the Law Center was required to develop a targeted measure for placement rates for graduates. The Law Center's baseline data included placement rates on a 3 year average for 2007, 2008, and 2009 graduates. Of the 367 graduates for the aforementioned respective period, 274 were placed in jobs within 9 months after graduation for same aforementioned respective period for a three year average baseline rate of 74.65%. For purposes of 2011 annual report the following data is applicable:

Number of 2010 graduates 133.

Number Placed in Jobs 89.

Calculated Percent 66.9%.

The placement rate for Law Center graduates mirrors the downturn in jobs available to law graduates due to the national recession and economic downturn. The economic downturn is expected to affect graduates for 2011 class negatively as well. The prospects for that class are not rosy and are expected to be very gloomy for 2011 graduates.

4. Institutional Efficiency and Accountability

Upon entering the initial performance agreement, the Southern University Law Center was required to adhere to a schedule established by the Southern University Board of Supervisors to increase nonresident tuition / fee amounts that were not less than the average tuition;/fee amount changed to Louisiana residents attending public Historically Black Law Schools in other Southern Regional Education Board states. The Law Center developed a plan to increase non-resident tuition/fee amounts by \$1,000 per year as follows:

<u>Nonresident Tuition/Fee Amounts</u>					
Base-Year	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
	\$4,600	\$5,600	\$6,600	\$7,600	\$8,600
	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>		
	\$9,600	\$10,600	\$11,600		

With respect to the plan to increase non-resident tuition/fees, the Law Center anticipates that for the 2010-11, 2011-12, and 2012-13 academic year, the impact of non-resident tuition/fee increases will not detrimentally affect enrollment while increasing self-generated revenue for the Law Center due to increases in nonresident tuition/fees. Beyond the 2012-12 academic year, it would be difficult to speculate what impact the increased nonresident tuition/fees would have on enrollment and revenue for 2014-15 and beyond.

The total tuition and fees charged to nonresidents for the 2009-2010 academic year was \$4,600. The actual peer non-resident tuition/fee amount for the 2009-2010 academic year was 11,600. The difference between the peer non-resident tuition/fee amount and the Southern University Law Center nonresident tuition/fee amount was \$7,000. For the 2011 annual report, the following data is available:

Southern University Law Center 2010-2011 Non-resident tuition/fee amount - \$5,600.

- ◆ 2010-11 Peer Non-Resident tuition/fee amount \$11,600.
- ◆ Calculated Percent difference from peer amounts 51.73%.

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

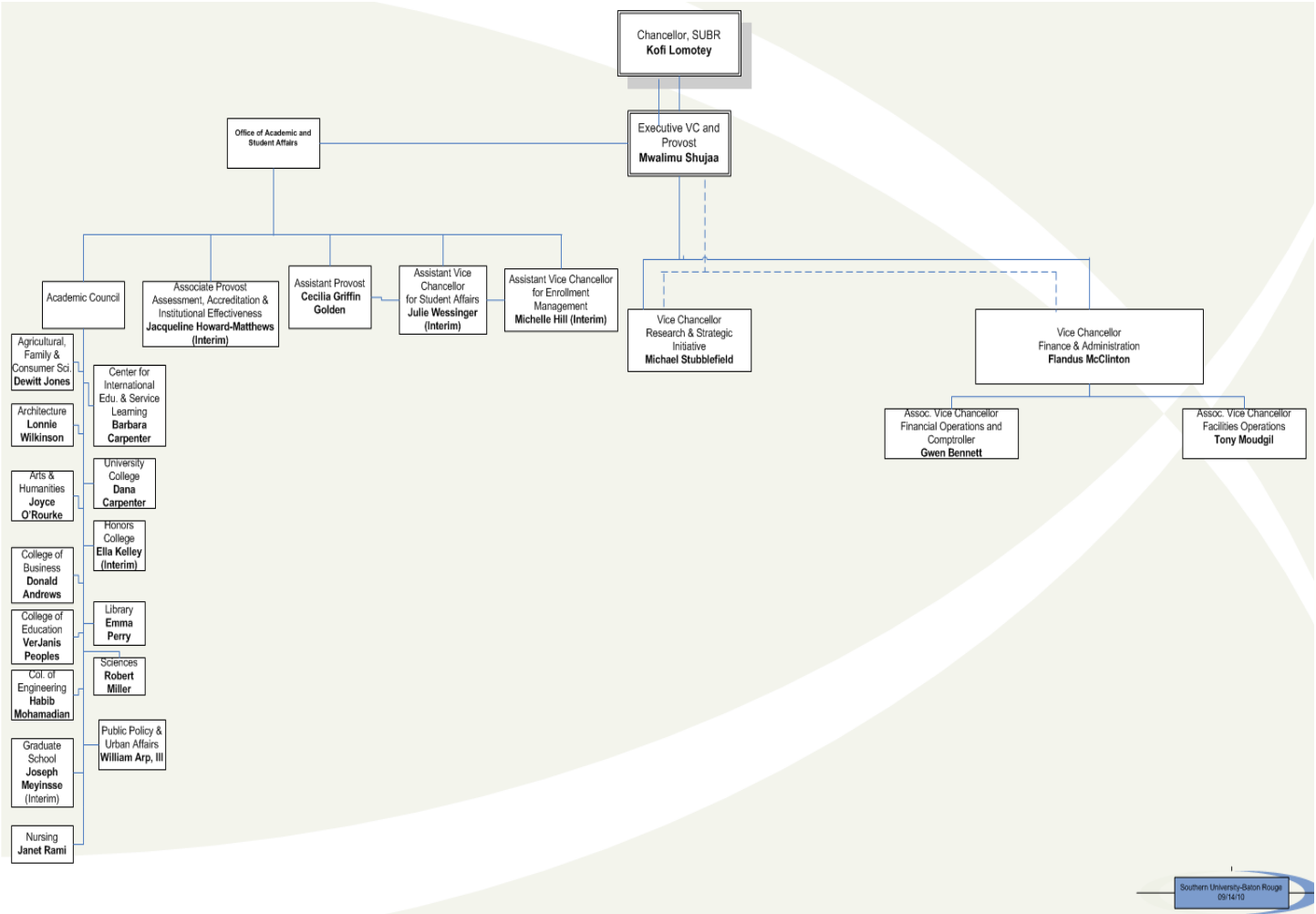
Source: Academic Departments

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.

System: Southern University System
Institution: Southern University and A&M College

Date Submitted: 4/20/2011
 Submitted by: PAIR/D. Carpenter

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											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	71.7%	72.0%	72.2%	72.4%	72.7%	73.1%	73.4%	73.7%
		<i>Actual Baseline Data: # in Fall 08 Cohort</i>	1033		993						
		<i># retained to Fall 09</i>	741		717						
ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	59.0%	60.1%	59.4%	61.0%	62.2%	63.2%	64.3%	65.3%
	4-Yr only	<i>Actual Baseline Data: # in Fall 07 Cohort</i>	1125		1034						
		<i># retained to Fall 09</i>	664		614						
iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
	Tech Coll Only	<i>Actual Baseline Data: # in Fall 08 Cohort</i>									
		<i># retained to Spring</i>									
iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	28.3%	30.1%	30.3%	30.5%	32.0%	32.4%	32.9%	34.9%
		<i>Actual Baseline Data: Fall revised cohort (total)</i>	1176		1351						
		<i>completers <=150% of time</i>	333		409						
v.	Targeted	Graduation Productivity (+/-)**	2008-09 AY	na							
	optional	<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>completers (undergrad)</i>									
vi.	Targeted	Award Productivity (+/-)**	2008-09 AY	na							
	optional	<i>Actual Baseline Data: 2008-09 undergrad FTE</i>									
		<i>awards (duplicated)</i>									
vii.	Targeted	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na							
	optional	<i>Actual Baseline Data: # of Fall 02 FTF (cohort)</i>									
		<i>completers <=150% of time</i>									
vii.	Descriptive	Percent of freshmen admitted by exception									
ix.	Targetec	Median LSAT score									
b. i.	Targeted ***	Percent Change in program completers (+/-)**									
		Baccalaureate (Award level 1)		-2.9%	-2.9%	1.0%	2.0%	3.0%	4.0%	5.0%	
		2008-09 AY	895	869	869	904	913	922	931	940	
		Masters (Award level 2)		-9.3%	-9.3%	1.0%	1.9%	2.9%	3.8%	4.8%	
		2008-09 AY	312	283	283	315	318	321	324	327	
		Doctoral (Award level 3)		11.1%	11.1%	5.6%	11.1%	16.7%	22.2%	27.8%	
		2008-09 AY	18	20	20	19	20	21	22	23	
c. i.	Descriptive	Number of high school students enrolled.	Summer 08-Spring 09	20	15	15	38				
		<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	114				
		<i># credit hours enrolled</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
iii.	Descriptive	Number of semester credit hours completed by high school students. <i>Actual Baseline Data:</i>	60	45	45	See Footnote				
		Summer 08-Spring 09 # credit hours completed								
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

- 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.
- 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	2009-2010 (Actual)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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System: Southern University System
 Institution: Southern University and A&M College
 Date Submitted: 4/19/2011
 Submitted by: N. Harrison

Element Reference	Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
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2. Articulation and Transfer

a. i.	Tracked	1st to 2nd Year Retention Rate	Fall 08 to Fall 09	75.20%	57.60%	59.60%				
			<i>Actual Baseline Data: # in Fall 08 Cohort</i>	250	250	250				
			<i># retained to Fall 09</i>	188	144	148				
	ii.	Descriptive	Number of Baccalaurate completers that began as a transfer student.	2008-09 AY	217	221	95			
	iii.	Descriptive	Percent of transfer students admitted by exception. <i>Actual Baseline Data:</i>	2008-09 AY						
			<i># in 2009 Cohort</i>							
			<i># retained to 2010 Cohort</i>							
b. i.	Descriptive	1st to 2nd year retention rate of those who transfer with associate degree.	Fall 08 to Fall 09	100%						
			<i>Actual Baseline Data: # in Fall 08 Cohort</i>	9						
			<i># retained to Fall 09</i>	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.	2008-09 AY	100%					
			<i>Actual Baseline Data: # in Fall 08 Cohort</i>	9						
			<i># retained to Fall 09</i>	9						

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
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.

SOUTHERN UNIVERSITY AT SHREVEPORT LOUISIANA

Granting Resources and Autonomy for Diplomas Data (GRAD) Act Report

Implementation Profile

Five Year Profile (2009/10 -2014-15)

By 2015 SUSLA is expected to have an average annual enrollment approximating 3,000 students. With the presence of student housing and enhanced student support services, SUSLA is expected to maintain a first time freshman retention rate of sixty-four (64) percent. Ultimately, improvements in student retention and academic persistence are expected to increase graduation completion rates. By 2015, SUSLA expects to maintain both an annual average graduation rate of twenty-four (24) percent and completion award production inventory of two hundred thirty-five (235).

SUSLA present student enrollment is predominantly African-American and female. Approximately, fifty (50) percent of our total enrollment profile are non-traditional students twenty-five (25) years and older. Prior to transitioning into the college academic environment, over fifty (50) percent of our freshman entry population require placement into development education coursework. Recognizing academic skill deficits coupled with challenging socioeconomic characteristics, SUSLA remains committed to knowledge enhancement of its student clientele. Attainment of the preceding is accomplished through a five (5) year strategic planning paradigm which maintains SUSLA institutional image as an “Agent for Change”.

Institutional Strategic Plan

SUSLA is guided by its own Five-Year Strategic Plan which interface with similar access and success performance requirements found in companion strategic plans advanced by the Southern University System, the Board of Regents, and Louisiana Vision 2020. During fiscal year 2009-2010, this interface **was expanded to include annual performance targets and related requirements** as specified in Act 741, The Louisiana Granting Resources and Autonomy for Diploma, commonly referred as “The GRAD ACT”.

SUSLA’s strategic plan establishes performance targets in support of state mandated goals and collateral initiatives consistent with university mission. Performance attainment activities are assessed annually through an institutional effectiveness process. Through this annual review process, mission critical activities related to student access, academic quality, and matriculation success are assessed on performance toward attainment of strategic and related GRAD initiatives.

Divisional Strategic Plans

Planning activities at the divisional level address development of implementation strategies in support of institutional initiatives which originate from SUSLA’s Five Year Strategic Plan. Specifically, divisional strategic plans are required to establish annual performance targets in support of SUSLA’s strategic initiatives and ensure consistency with institutional mission.

Instructional/Non Instructional Program Units

Organizational accountability is cornerstone to SUSLA’s institutional effectiveness program. All seventy-three (73) instructional and non instructional campus program units are required to established annual performance objectives in support of SUSLA’s strategic initiatives and institutional mission. If applicable, established objectives must be consistent with requirements arising from accreditation requirements, and governing board mandates.

Perspectives: Attachment D: Student Success

SUSLA was required to report on eleven of the twenty-one (21) performance measures identified for the Student Success performance category (see Attachment D performance

matrix). For performance measures related to first time freshman retention, institutional graduation rate and award productivity, SUSLA experienced decreases from the established 2008-09 baseline. We believe that the 2009-10 performance listed for the cited items must be viewed in the following context:

1st to 2nd Year Retention

Identified in attachment, the six percentage point decrease from the 2008-09 retention baseline value is attributed to the residual effect on freshman advisement resources resulting from the twenty-four (24) percent increase of the fall 2009 headcount. Of the 585 students comprising this increase, 215 or thirty-seven (37) percent were first time entry freshman. This increase limited our ability to provide qualitative advisement services to a freshman clientele which required more intrusive institutional support services.

During academic year 2009-10, SUSLA implemented its Quality Enhancement Plan entitled “*Jaguar Pride: Ensuring Student Success through Structure Advisement.*” Implementation of this intrusive advisement concept is expected to improve entry student study skills and further enhance individual academic commitments. SUSLA expects increases in freshman retention, academic persistence and completion rates to occur during the (2011-12) year 2 reporting period with annual increases of one percent through the (2014-15) year 6 performance target goal. It should be noted that the year one actual reflect a second year retention rate for entry freshmen retained at the SUSLA home campus. However, the second year rate for SUSLA entry freshmen retained within Louisiana Public Postsecondary Education is fifty-four point four (54.4) percent. SUSLA’s performance approximates the fifty-five (55) percent average national rate for community college.

Institutional Graduation Rate

As identified in Attachment D, SUSLA institutional freshman cohort graduation rate has decreased eight (8) percentage points from the (2008-09) established baseline year. Although the fourteen point zero (14.0) percent completion rate is slightly less than the SREB peer average of seventeen (17) percent, SUSLA remains confident that the year 6 target graduation rate goal of twenty-four point three (24.3) percent is achievable.

In addition to the cited QEP implementation, SUSLA’s confidence is further predicated on related initiatives originating from institutional effectiveness reviews. Engendered initiatives address improved cohort tracking procedures and development of academic persistence policies. Such initiatives should reflect noticeable increases during the year 3 target benchmark with a two (2) percent annual average through the (2014-15) year 6 performance target goal.

Award Productivity

As noted in Attachment D, SUSLA’s 2009-10 completion award productivity in the areas of certificates and associate degrees registered declined from the established 2008-09 baseline. Registered declines were two point eight (2.8) and twelve point nine (12.9) percent respectively. Although a decline was experienced in 2009-10, SUSLA believes implementation of strategic initiatives as cited in the freshman retention and institutional graduation rates contextual categories will yield similar increases commencing (2011-12) year 2 reporting period with annual gains of one percent through the year 6 target year 2014-15.

Historically, certificates have accounted for approximately twenty-five (25) percent of SUSLA’s annual award production inventory. SUSLA expects this trend to continue through the 2014-15 performance target year.

Attachment D 4-year university, 2-year college, technical college - Year 1 Annual Report

System: Southern University System

Institution: Southern University at Shreveport

Date: April 19, 2011

GRAD Act Template for Reporting Annual Benchmarks and 6-Year Targets

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Target	
1. Student Success											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	52.0%	52.0%	46.1%	52.3%	53.3%	54.3%	55.3%	56.3%
		Actual Baseline Data: # in Fall 08 Cohort	360		575						
		# retained to Fall 09	187		265						
ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	na							
	4-Yr only	Actual Baseline Data: # in Fall 07 Cohort									
		# retained to Fall 09									
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	22.0%	14.0%	14.0%	15.4%	17.4%	19.6%	22.3%	24.3%
		Actual Baseline Data: Fall revised cohort (total)	265		304						
		completers <=150% of time	58		42						
v.	Targeted optional	Graduation Productivity (+/-)**	2008-09 AY	na							
		Actual Baseline Data: 2008-09 undergrad FTE completers (undergrad)									
vi.	Targeted optional	Award Productivity (+/-)**	2008-09 AY	na							
		Actual Baseline Data: 2008-09 undergrad FTE awards (duplicated)									
vii.	Targeted optional	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na							
		Actual Baseline Data: # of Fall 02 FTF (cohort) completers <=150% of time									
b. i.	Targeted ***	Percent Change in program completers (+/-)**									
		Certificate (Award level 1)		2.8%	2.8%	1.0%	3.0%	3.0%	4.0%	5.0%	
			2008-09 AY	71	73	73	72	73	73	74	75
		Associate (Award level 2)		-12.9%	12.9%	0.9%	1.8%	1.8%	4.0%	4.9%	
			2008-09 AY	224	195	195	226	228	228	233	235

* 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

Institution Notes:

Appendix #2 to Attachment B 2008-2009
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Southern University at Shreveport Louisiana

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)	2008-2009	2	2	100%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	2008-2009	8	8	100.00%
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				
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)	Director does not	receive reports.	Private	
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	2008-2009	5	3	60%
Massage Therapy	Pass one of the following: NCETMB (NTI Cert Exam for Therapeutic Mass & Bodywork), NCEM (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				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
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				
Phlebotomy			2008-2009	24	24	100%
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	2008-2009	15	15	100%
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)	2008	16	13	81.20%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	Baseline set in 2012			
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 √ 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

Appendix #2 to Attachment B 2010
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Southern University at Shreveport Louisiana

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				
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 (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl 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				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	2010	35	35	100%
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	2010	17	17	100%
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)	Baseline set in 2012			
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 √ 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

System: Southern University System

Institution: Southern University at Shreveport Louisiana

Date: April 19, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL PERFORMANCE

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 # retained to Fall 09</i>	NA						
ii.	Descriptive Number of Baccalaurate completers that began as a transfer student.	2008-09 AY	NA						
iii.	Descriptive Percent of transfer students admitted by exception. <i>Actual Baseline Data: # in 2009 Cohort # retained to 2010 Cohort</i>	sum 09- spring 10	NA						
b. i.	Descriptive 1st to 2nd year retention rate of those who transfer with associate degree. <i>Actual Baseline Data: # in Fall 08 Cohort # retained to Fall 09</i>	Fall 08 to Fall 09	NA						
ii.	Descriptive Number of baccalaureate completers that began as a transfer student with an associate degree.	2008-09 AY	NA						
c. i.	Descriptive Number of students referred.	2009-10 AY	NA						
ii.	Descriptive Number of students enrolled.	2009-10 AY		18					
d. i.	Descriptive Number of students enrolled in a transfer degree program.	2009-10 AY		4					
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 # retained to Fall 09</i>	2008-09 AY	NA						
iv.	Descriptive Number of baccalaureate completers that began as a transfer student with a transfer associate degree	2008-09 AY	NA						

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

@ The Associate of Arts/Louisiana Transfer (AA/LT) and Associate of Science/Louisiana Transfer Program received Regents approval in May 2010.

System: Southern University System

Institution: Southern University at Shreveport Louisiana

Date: April 19, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL PERFORMANCE

Element Reference	Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3. Workforce and economic Development									
a. i.	Descriptive	Number of programs eliminated.	2009-10 AY	7					
ii.	Descriptive	Number of programs modified or added.	2009-10 AY	1					
iii.	Descriptive	Percent of programs aligned with workforce and economic development needs.	2009-10 AY	86.1					
		<i># program offerings</i>							
		<i># aligned to</i>							
b. i.	Tracked	Number of course sections with 50% and with 100% instruction through distance education.	2008-09 AY	0					
ii.	Tracked	Number of students enrolled in courses with 50% and 100% instruction through distance education.	2008-09 AY	0					
iii.	Tracked	Number of programs offered through 100% distance education.	2008-09 AY	0 ¹					
c. i.	Tracked	Percent of research/instructional faculty holding active research and development grants/contracts	2009-10 AY	NA					
ii.	Tracked	Percent of research/instructional faculty holding active reserch & development grants/contracts in Louisiana's key economic development industries.	<i># total (FTE)</i> <i># faculty in 2009-10 AY</i> <i># in LA key industries.</i>						
iii.	Tracked	\$ amount of research & development expenditures.	2008-09 AY	NA					
iv.	Tracked	Dollar amount of research and development expenditures in Louisiana's key economic development industries.	2008-09 AY	NA					
v.	Tracked	Number of intellectual property measures which are the result of research productivity and technology transfer efforts.	2008-09 AY	NA					
d. i.	Tracked	Percent of completers found employed.	AY 2008-09	TBD					
		<i># completers</i>							
		<i># found employed</i>							
ii.	view 2.b & 2.d	Increasing the performance of associate degree recipients who transfer.	<i>see elements 2.b & 2.d</i>						
iii.	Targeted	Placement rate of graduates.	<i># graduates</i> <i>Actual Baseline Data: 2008-09 AY</i> <i># placed in jobs</i>	NA					
iv.	Targeted	Placement of graduates in postgraduate training.	2008-09 AY	NA					

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

System: Southern University System

Institution: Southern University at Shreveport Louisiana

Date: April 19, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL PERFORMANCE

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	NA					
	ii.	Tracked	Number of students enrolled in developmental/remedial courses.	2009-10 AY	NA				
b. i.	Tracked	Number of active associate degree programs offered.	2009-10 AY	NA					
	ii.	Tracked	Number of students enrolled in active associate degree programs.	2009-10 AY	NA				
c. i.	Tracked	Total tuition and fees charged to non-resident students.	2009-10 AY	1,797					
		<i>Actual Baseline Data: \$\$\$ non-resident fee*</i>							
		<i>\$\$\$ peer non-resident*</i>							
d. ▪	TBD	Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.		TBD					
▪	TBD	Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.		TBD					
▪	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					
▪	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					
▪	TBD	Having a high level of research productivity technology transfer		TBD					

GRAD Act Section 5 - SUSLA
Southern University at Shreveport Louisiana

5. h Salaries of all personnel identified

POSITION	TOTAL BASE SALARY	TOTAL BASE SALARY	SALARY CHANGES
	FY 2008-09	FY 2009-10	STATUS
Chancellor	128,373	126,184	2,189
Vice Chancellor Academic Affairs	100,000	98,462	1,538
Assistant Vice Chancellor Academic Affairs		68,398	1,069
Dean Nursing	85,764	84,445	1,319
Vice Chancellor Finance & Administration	\$87,836	\$86,485	1,351
Vice Chancellor Student Affairs	82,000	80,738	1,262
Assistant Vice Chancellor Student Affairs		40,000	New position due to reorganization
Vice Chancellor Title III-CWD-Outreach Programs	82,000	80,738	
Special Assist to the Chancellor/University Relations	60,000	59,077	923

Objective 3: Student Success: Element: C

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

As noted in the institutional Five-Year Strategic Plan, Southern University at Shreveport Louisiana (SUSLA) is engaged in various initiatives designed to develop and strengthen partnerships with high schools with the ultimate aim of playing an integral role in preparing students for postsecondary education. These initiatives also serve in assisting the institution in meeting its strategic goals in regards to student access and success. Since baseline year 2008-2009, approximately 1,309 high school students have participated in such partnership arrangements. For the time period under review, participating students have completed ninety-one (91) percent of the aggregate hours enrolled. Both the Dual Enrollment and TRiO Community Outreach Programs are offered at SUSLA to support the institution toward that end.

Currently, SUSLA offers the Dual Enrollment Program as an initiative that offers high school students access to postsecondary education, as well as a means of exposing students to the academic demands of college work. The program serves as a mechanism for promoting partnerships between the two (2) education sectors. Through this effort, newly created partnerships are anticipated to begin fall 2011 to include Parkway High School (Bossier Parish) and the Caddo Career Center, focusing on the disciplines of Certified Nursing Assistant (CNA) and other vocational and technical programs.

The partnerships established by the Dual Enrollment Program encourage the awareness of such availability and opportunity for middle- and low-achieving high school students. However, through past experiences with the existing design and structure of the program, SUSLA has recognized that some students require remediation prior to enrolling in college-level general education courses. In an effort to address the needs of these students, streamline the focus of the department, increase student enrollment, and to strengthen the relationship with the partnering high schools, SUSLA's Dual Enrollment Program has identified four (4) strategic foci: (1) Career Pathways; (2) General Education Courses; (3) Developmental Courses; and (4) Retention.

In an attempt to streamline and strengthen current high school partnerships, SUSLA has developed career-specific pathways for select disciplines which will allow students the opportunity to move forward in obtaining career goals, as well as allowing the institution the wherewithal to expose students to the high rigor and challenge that college coursework presents prior to entry into college. This effort will provide a bridge for student success at the

postsecondary level. As Career Pathways create linkages between high schools and community colleges, students will have the opportunity to have a “jump start” toward achieving associate degrees, industry-recognized certifications and/or licensures needed to enter the workforce. This strategy focuses on Criminal Justice (Huntington High School), Child Development (Logansport High School), and Hospitality (Woodlawn High School). Additional pathways in consideration are disciplines within the Allied Health careers.

The second strategy focuses on general education with the aim to limit course offerings outside of specified pathways to Math, English, and the Sciences (including Computer Science). To strengthen students’ performance in the general education courses and to increase student success, SUSLA is piloting the third strategy which offers developmental math and English. Development English is currently being piloted (with a proctor) and Developmental Math will be piloted fall 2011. Future aspirations are focused in Science and Technology as well. All efforts in the Dual Enrollment Program will be subject to the fourth strategy which focuses on retention which will provide opportunities to track and evaluate student readiness and partnerships. All of these efforts are preparatory measures for college success, as well as for success in selective admission postsecondary institutions.

SUSLA also focuses on student success through partnerships created through the six (6) TRiO Community Outreach Programs. These programs are designed to motivate and support students from disadvantaged backgrounds and targets low-income, first-generation college students, and disabled students from middle school through enrollment in baccalaureate programs. In addition to local partnerships with the high schools, future partnerships include the Millennium Studio, the Robinson Film Center, the Multicultural Center of the South, and Port Shreveport-Bossier.

In efforts to strengthen existing partnerships, the TRiO staff will communicate and involve the principals and counselors at the beginning of each academic year in the program planning and activities, as well as provide updates of student success. Throughout the year, school visits to faculty and PTSA meetings, visits to the YMCA, YWCA, hospitals/clinics, local education agencies, and other youth-serving organizations will be included to increase the awareness of the opportunities provided through the programs.

Feedback reports to high schools include participant rosters and reports to principles and counsellors which will include participant information, i.e. schools and students being served, students served in previous year, postsecondary placements, financial aid awards and project outcomes. ACT scores and reduction in need for developmental courses will be tracked to evaluate the partnerships and demonstrate student readiness.

System: Southern University System
 Institution: Southern University at Shreveport Louisiana
 Date: April 19, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL BENCHMARKS AND 6-YEAR TARGETS

Element Reference	Measure	Baseline Year/Term Data to include	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1. Student Success								
c. i.	Descriptive Number of high school students enrolled.	Summer 08-Spring 09 <i>Actual Baseline Data: # enrolled</i>	716	593				
ii.	Descriptive Number of semester credit hours in which high school students enroll. <i>Actual Baseline Data:</i>	Summer 08-Spring 09 <i># credit hours enrolled</i>	2756	2241				
iii.	Descriptive Number of semester credit hours completed by high school students. <i>Actual Baseline Data:</i>	Summer 08-Spring 09 <i># credit hours completed</i>	2551	2011				
iv.	Descriptive Number of semester course completed with grade by high school students. <i>Actual Baseline Data:</i>	Summer 08-Spring 09 <i># course completed</i>	205	230				

*** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review*

Institution Notes:

Appendix #2 to Attachment B 2009-2010
Reporting Template for GRAD Act Elements 1.d.i. and 1.d.ii.
4-year Universities and 2-year Colleges

Institution: Southern University at Shreveport Louisiana

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)	2009-2010	3	1	33.30%
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	2009-2010	10	9	90%
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				
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	2009-2010	6	5	83.30%
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				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
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				
Phlebotomy			2009-2010	22	19	86.40%
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	2009	18	16	88.90%
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT-Exam	Louisiana State Board of Medical Examiners (LSBME)	2009	13	12	92.30%
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)	Baseline set in 2012			
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 √ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate = # students to met standards for passge/# students who took exam
March 1, 2011

Objective 2: Articulation and Transfer

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

Narrative

Southern University at Shreveport Louisiana (SUSLA) participates in the Statewide Articulation and Transfer Council (established as a part of ACT 356 Statewide Articulation and Transfer System), whose primary goal is to “ease successful student transfers between and among public secondary and postsecondary educational institutions.” The council, appointed by the Commissioner of Higher Education, is comprised of stake holders within the educational arena, to include SUSLA. It works “in accordance with accreditation requirements, incorporates strong faculty involvement, includes a system of common course numbering, recognizes the necessity for strong student guidance, establishes a common college transcript and allows for appeals.” An articulation matrix is prepared annually to reflect specific courses that will be accepted by the various statewide institutions of higher learning. Careful review of course syllabi, reflecting the course content and specific student learning outcomes and objectives, is a major part of the review process.

Included as an aim of the council is the transfer degree guarantee initiative which supports students who complete designated 2-year transfer degrees may apply all coursework when enrolling in a four-year institution. The *Associate of Arts/Louisiana Transfer (AA/LT)* and the *Associate of Science/Louisiana Transfer (AS/LT)* degrees are in their infancy. Both transfer degree program received Regents approval in May 2010. To date, SUSLA has enrolled four (4) students in the transfer degree programs. Relevant data beyond this point are not available for reporting the measures and descriptives required for this report.

In consideration of the “Persistence Status and Transfers Summary” reports developed by SUSLA’s Student Support Services for the academic years of 2008-2009 and 2009-2010, **23.07%** and **20.28%** (respectively) of the institution’s students transferred from SUSLA to a four-year institution (*see attached*). Specific feedback has been obtained from Grambling State University (GSU) (*see attached*) that supports the collaboration of SUSLA with other institutions. In the correspondence, data was shared on the performance of student transfers from SUSLA during the 2010 Fall Semester. Data demonstrated thirty-seven (37) former students from SUSLA enrolled at GSU, persisting with a grade point average (GPA) of 2.41.

Objective 4: Workforce and Economic Development

Increase passage rates on licensure and certification exams and workforce foundational skills.

Workforce and Economic Development initiatives are reflected in SUSLA's Five-Year Strategic Plan which interfaces with similar community investment requirements found in companion strategic plans advanced by the Southern University System, the Board of Regents, and Louisiana Vision 2020. During fiscal year 2009-2010, this interface **was expanded to include annual performance targets and related requirements** as specified in Act 741, the Louisiana Granting Resources and Autonomy for Diploma, commonly referred as "The GRAD ACT".

SUSLA's strategic plan establishes performance targets in support of state mandated goals and collateral initiatives consistent with university mission. Performance attainment activities are assessed annually through an institutional effectiveness process. Through this annual review process, mission critical activities related to student access, academic quality, and matriculation success are assessed on performance toward attainment of strategic and related GRAD initiatives.

SUSLA requires each academic degree program to demonstrate quality attainment factors related, but not limited to, instructional relevance, responsiveness to workforce needs and economic development initiatives. Through the established institutional effectiveness process, all instructional degree programs are assessed annually on cited quality factors. In addition, SUSLA's Academic Affairs division requires all instructional units to perform five year program reviews. For such reviews, all academic program units are required to assess instructional quality, completion rates, and contributions to state workforce needs. For the 2009-10 reporting year, cited processes yielded six (6) degree terminations and one program modification.

In collaboration with Academic Affairs, SUSLA's Community and Workforce Development (CWD) division is the coordinating conduit which translates labor force needs articulated by the Louisiana Workforce Commission and Economic Development into institutional strategic initiatives. Regional and state labor needs are further reflected in the annual institutional effectiveness reporting processes for the six (6) non-instructional support departments comprising CWD and the thirty-one (31) instructional degree programs which are aligned with workforce and economic development needs.

In particular, thirty-five (35) percent of the aggregate is the Allied Health and Nursing program disciplines. Both programs are currently aligned with regional health care initiatives established for Northwest Louisiana and similar state economic goals. SUSLA's calculated licensure/certification passage rate for health care delivery programs is a testament to the institution's commitment to Louisiana long term economic vision. Since academic year this passage rate has averaged 84 percent.



2010-2011

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 HB 734, 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 Shreveport Louisiana (SUSLA)**, effective Fall 2010. This legislation also allows for an increase of up to three percent (3%) in undergraduate tuition fees for a period of three (3) consecutive academic years.

The Tuition Increase Hardship Waiver amount also includes the academic excellence fee in the amount of one hundred twenty dollars (\$120.00) per semester as allowed under RS 17:1855.1.

The waiver shall **not exceed** one hundred sixty-five dollars (\$165.00) per semester for undergraduate 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 sub-paragraph, each management board shall establish criteria for waivers of such increases or increases in cases of financial hardship. Information about such waivers and 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 the 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.*

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

4. Guidelines for Waiver

Southern University at Shreveport 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 Increase 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.susla.edu via the Vice Chancellor for Student Affairs’ home page by scrolling down to documents/forms.

5. Timelines

Students must complete and submit a “*Tuition Increase Hardship Appeals*” form **by close of business on January 17, 2011 to the Office of the Vice Chancellor for Student Affairs located on the 1st floor of the Leonard C. Barnes Administration Building.** Forms received after this date will not be eligible for the exemption for the semester requested.

TUITION INCREASE HARDSHIP APPEALS FORM

STUDENT INFORMATION	
Date:	Student Name:
Student Number:	E-Mail Address:
Phone # Permanent:	Phone # Local:
Address:	
(City/State/Zip):	
DETAILS	
<p><u>IMPORTANT:</u> Attach a copy of your Financial Aid Award Letter to this form.</p> <p>Describe the circumstances on which this tuition increase is causing a financial hardship. You must attach documentation to support these circumstances before application can be reviewed by the Committee.</p> <p style="text-align: center;"><u>Documentation will be accepted after the deadline.</u></p> <p>Note: If granted, the <i>Tuition Hardship Waiver</i> will be posted to your student account. However, if additional aid is received after the Waiver is granted, the Waiver will be cancelled.</p> <p>Indicate your circumstances in the space provided below:</p>	
<i>Student's Signature:</i> _____	<i>Date:</i> _____
FOR COMMITTEE USE ONLY	
Committee's Decision: \$ Amount _____ <input type="checkbox"/> Approved <input type="checkbox"/> Denied	
Reason(s) for Denial: <input type="checkbox"/> <i>Does not meet eligibility criteria</i> <input type="checkbox"/> <i>No Documentation</i> <input type="checkbox"/> <i>Other</i>	
Committee's Signature: _____ Date: _____	

*Form must be received by: **January 17, 2011***
Southern University at Shreveport Louisiana
Office of the Vice Chancellor for Student Affairs
1st Floor Leonard C. Barnes Administration Building
3050 Martin Luther King, Jr. Drive
Shreveport, Louisiana 71107

GRAD Act Section 5
Southern University at Shreveport Louisiana

5.a Number of students by classification

Institution	Fall 2009 Headcount		Total	2009-10 AY	
	Undergraduate	Graduate		Undergrad FTE	Total FTE
Southern University in Shreveport	3,014		3,014	2,394.8	2,394.8

5. b
Number of Instructional Staff Fall 2009

Institution	Instructional Faculty Headcount	Instructional Faculty FTE
Southern University in Shreveport	163	111.2

5. d
Average number of students per instructor

2009-10 FTE Enrollment per FTE instructor
21.5

5. c
Average class student-to-instructor ratio
 (average undergraduate class size)

Institution	2009-10 AY
Southern University in Shreveport	18.8

5. e
Number of Non Instructional Staff Fall 2009

Institution	Total Non-Instructional Staff State	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Southern University in Shreveport	56	53.32	18	38

Divisional Units	Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Academic Affairs	14	11.99	10	4
Student Affairs	26	26.00	8	18
Workforce Development	16	15.33	0	16
Total	56	53.32	18	38

5. f
Number of Administrative Staff Fall 2009

Institution	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Southern University in Shreveport	56	55.33	35	21

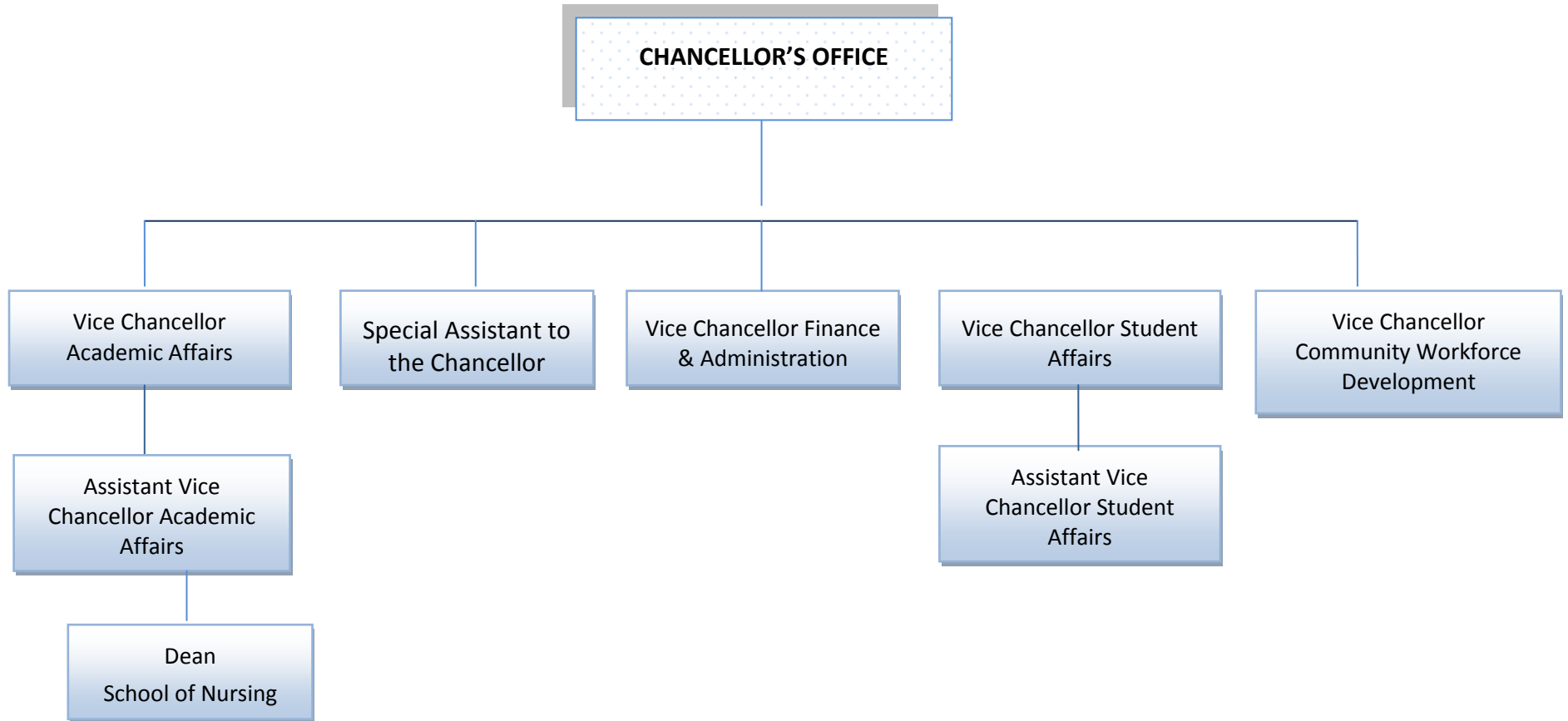
Divisional Units	Total Non-Instructional Staff	Non-Instructional Staff Federal FTE	Non-Instructional Staff State Funded	*Non-Instructional Staff Funded Through External Revenue Sources
Chancellor	3	3.00	3	0
Academic Affairs	2	2.00	1	1
Student Affairs	7	7.00	4	3
Workforce Development	5	5.00	1	4
University Relations	8	8.00	5	3
Finance and Administration	31	30.33	21	10
Total	56	55.33	35	21

FOOTNOTE:

**External Revenue Sources would include, but not limited to, Title III, Carl Perkins, or other related intergovernmental grant awards.*

Southern University at Shreveport Louisiana

ORGANIZATIONAL CHART



Southern University at New Orleans

GRAD Act

1. 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.**

Narrative report:

The following management board policies are currently being implemented to achieve improved cohort graduation rate:

- Selective Admission Policy

With effect from Fall 2010, SUNO adopted the Selective Admission standard as mandated by the LA Board of Regents. The admission of better prepared students under the Selective Admission policy, in contrast to the open admission scenario, is expected to lead to improved retention and graduation rates at SUNO. This is expected to improve SUNO's competitiveness among its peers. The new policy is published on pages 62 to 64 of SUNO's 2010 – 2012 university catalog.

- Graduation Rate Improvement Committee Strategies

Internally, SUNO has set up a **Graduation Rate Improvement Committee**. Chaired by Dr. David S. Adegboye, the Vice Chancellor for Academic Affairs and Accreditation Liaison, the committee has established strategies for improving graduation rate henceforth, and these strategies are being implemented. They include:

- Advisement Improvement Strategies, which ensure that all majors are assigned to faculty advisors without exceptions. The advisors work with students to schedule classes each semester and assist with all academic-related problems. Students who self-advise often carry more class load than they are capable of handling successfully. Guided course selection will block this loophole.
- Improving Student Performance in Online classes. With approximately 20% of total course offering in some programs available online, SUNO has stepped up the improvement of technologies required to improve online teaching environment for improved student performance in online classes. Withdrawal from online classes, especially during the freshman year, almost tripled withdrawal from campus-based classes and this was adversely affecting the overall Fall to Fall retention rate. SUNO's Quality Enhancement Plan (QEP) focuses on improving student performance in Online classes.
- Retention Improvement Strategies. Bearing in mind that improved student retention invariably results in improved graduation rate, the Graduate Rate

Improvement Committee is working with College Deans and the Retention Office to improve student retention. Activities being implemented include:

- Intrusive advisement and registration which calls for one-on-one registration sessions with each student.
- Active class attendance monitoring by faculty.
- Organizing seminar sessions for students to discuss suspension/probation processes, excessive absences consequences, financial aid and financial management, etc.
- One-on-one interaction with “at-risk” students.
- Grant-writing support to attract, especially, grants that afford student scholarships, summer internship opportunities, and mentorship activities.

Measures: Targeted

Retention of first-time, full-time, degree-seeking* students:

**defined in Board of Regents’ SSPS, admission status “1” for 4-year universities and community/technical colleges. 2-year colleges report on students in Associate Degree programs. Law Centers and Health Sciences Centers report on entering first-year, fulltime students.*

i. 1st to 2nd year retention rate:

- Number of first-time, full-time, degree-seeking students enrolled in a fall semester.
Baseline: fall 2008 cohort = 273
- Number of the above students retained (enrolled) at the same institution in the 2nd fall semester = 128
- Calculated rate: 46.9%

2011 annual report:

- 399 enrolled in fall 2009
- 192 retained (enrolled) in fall 2010
- Calculated rate: 48.1%
- Source: <http://as400.regents.state.la.us/pdfs/ssps/fall10/spsretn210.pdf>

ii. 1st to 3rd year retention rate:

- Number of first-time, full-time, degree-seeking students enrolled in a fall semester.
Baseline: fall 2007 cohort = 279

- Number of the above students retained (enrolled) at the same institution in the 3rd fall semester = 75
 - Calculated rate: 26.9%
- 2011 annual report:
- 273 enrolled in fall 2008
 - 91 retained (enrolled) in fall 2010
 - Calculated rate: 33.3%
 - Source: SUNO SSPS fall 2008 vs fall 2010
- iii. Fall to spring retention rate: technical colleges report on students in programs more than one semester in length.
- NOT APPLICABLE
- iv. Same institution graduation rate: defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) for 4-year universities.
- Number of total revised cohort as referenced in the IPEDS Data Center for 4-year universities = 261
 - Baseline: fall 2002 total cohort for 4-year universities (2008GRS) = 5.0%
 - Total number of completers within 150% of time as referenced in the IPEDS Data Center for 4-year universities = 13
- (Note: Fall 2002 Cohort was among the Katrina and Rita hurricane-impacted cohorts. Only 34 of 286 students in the cohort enrolled at SUNO in Spring 2006, and SUNO graduated 15 or 44.1% of this number. This is a realistic graduation rate to use in this unusual circumstance.)**
- 2011 annual report:
- 388 revised cohort or entering first year, full time cohort
 - 30 total completers
 - Calculated rate: 8.0%
 - Source: IPEDS Graduation Rates 2009-10 Survey for Cohort 2003
- v. Graduation productivity: OPTIONAL
- Number of completers* (in award levels recognized in Board of Regents CRINPROG) in a given academic year, per award level.
Baseline: 2008-09 academic year
 - Number of annual full-time equivalent* (FTE, SREB definition, reference Board of Regents Summary Report SCHFTERP2K) in the same academic year.
- *4-year universities use undergraduate completers and FTE.
- 2011 annual report:
- ### completers in 2009-10
 - ### FTE in 2009-10

- calculated ratio
Note: Institutions may choose to also report as a percentage calculated expected number of graduates.

- vi. Award productivity: OPTIONAL
 - Number of awards* (utilizing Board of Regents CRINTCMP) in a given academic year.
Baseline: 2008-09 academic year
 - Number of annual full-time equivalent* (FTE, SREB definition, utilizing Board of Regents Summary Report SCHFTEP2K) in the same academic year.
 - Baseline: 2008-09 academic year

*4-year universities, 2-year colleges, and technical colleges use undergraduate completers and FTE. Law Centers and Health Sciences Centers use total completers and FTE.

2011 annual report:

- ### awards in 2009-10
- ### FTE in 2009-10
- calculated ratio
Note: Institutions may choose to also report as a percentage calculated using expected number of awards.

- vii. Statewide graduation rate: utilizing Board of Regents BRGRATERPT (column heading "1st Award (All Levels) 150% Time, Total, Ptc). : OPTIONAL
Baseline: fall 2002 total cohort
 - Number of first-time, full-time, degree-seeking students enrolled in a fall semester.

 - Number of the above students graduating from a public institution in the state in a given academic year within 150% time (6 years at a 4-year university or 3 years at a 2-year college).

2011 annual report:

- ### enrolled in a fall semester
- ### graduating from a public institution in the state
- calculated rate

Measures: Descriptive

- viii. Percent of freshmen admitted by exception:
 - Number of first-time (freshmen) students enrolled in the academic year*, reported for each summer, fall, and spring semester/term.

Baseline: 2009-10 academic year (Open Enrollment at baseline):

- summer 2009 = 38
- fall 2009 = 439
- spring 2010 = 141

**will change to the previous academic year in 2012, as per the Board of Regents Minimum Admission Standards for 4-year Universities.*

- Number of above students admitted by exception (not meeting Board of Regents *Minimum Admissions Standards for 4-Year Universities*) in a given current academic year, reported for each summer, fall, winter, and spring semester/term. 2009-10 academic year = 0 (Open Enrollment at baseline)

2011 annual report:

- Number enrolled in summer 2010, fall 2010, winter 2010, spring 2011
 - summer 2010 = 290
 - fall 2010 = 358
 - spring 2011 = 44
- Number of enrolled admitted by exception in summer 2010, fall 2010, winter 2010, spring 2011
 - summer 2010 = 0% (Standard admissions not implemented)
 - fall 2010 = 12 (Standard admissions adopted)
 - spring 2011 = 10
- Calculated percent
 - summer 2010 = 0% (Standard admissions not implemented)
 - fall 2010 = 3.35% (Standard admissions adopted)
 - spring 2011 = 22.73%
- Source: SSPS regardless of Census Date; Admissions Director provided confirmed headcount of enrolled admitted by exception.

Measures: Targeted

ix. Median professional school entrance exam* score: of entering class
Baseline: 2009-10 academic year (or 3 year average)

*Law Centers and Health Sciences Centers report on respective exam.

- NOT APPLICABLE

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

Narrative report:

Unlike the challenges faced by SUNO on graduation rate performance index, SUNO has done remarkably well with program completers. With the adoption of the Selective Admission policy, program completers' data is expected to remain highly satisfactory, enabling SUNO to continue supporting man-power development in the state.

Measures: Targeted

i. Percent change in completers: from the baseline year, per award level*. The "level" is the award level utilizing Board of Regents CRINTCMP. Students are to be counted only once per award level.

* 4-year universities report on award level baccalaureate and above.

o Number of completers, per award level.

Baseline: 2008-09 academic year

- o 227 completers in 2008-09, by Baccalaureate (Award 1 Level)
- o 148 completers in 2008-09, by Masters (Award 2 Level)

2011 annual report:

- o 222 completers in 2009-10, by Baccalaureate (Award 1 Level)
- o 132 completers in 2009-10, by Masters (Award 2 Level)
- o Calculated percent change: subtract the number of baseline unduplicated completers from the number in the current year and divide by number in the baseline year, calculate for each award level.
 - o -2.2% completers in 2009-10, by Baccalaureate (Award 1 Level)
 - o -10.8% completers in 2009-10, by Masters (Award 2 Level)

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

Narrative report:

- **Partnerships**

SUNO has embarked on an unprecedented partnership development with feeder high schools in, especially, Orleans and Jefferson parishes, where over 90% of its student population come from. The partnership aims at supporting these high schools in preparing their students for post-secondary education. Specific examples of partnership developed are as follows:

- **Priestley School of Architecture and Construction High School.**

At the invitation of the Superintendent of the Orleans School Board, SUNO has developed a partnership agreement with the Priestley school. The mission of the SUNO/Priestley Partnership (SPP) is to enhance the secondary and post-secondary experiences and opportunities for Priestley students by further improving them academically and socially, embodying in them an entrepreneurial spirit, and providing them with the vision that a university education at a higher education institution such as SUNO is within their reach.

In support of this mission, SUNO faculty and students will work collaboratively with Priestley faculty and students to enhance basic academic skills of Priestley students to raise their ACT scores to meet SUNO's entrance requirements and to make them "college and career ready". The Partnership will work to utilize the Early Start program and develop tutorial and other academic programs to make Priestley students feel that they are part of the SUNO community.

The partnership will provide SUNO students with internship and public service opportunities, increase the number of Priestley students who are ready to begin college-level work, and to provide experiences for Priestley students that will increase the probability of them choosing SUNO as a first-choice for their college experience.

- **SUNO Day at the high schools**

In agreement with the Principal of each school, SUNO's recruitment machinery (including the Offices of Recruitment, Admission and Retention, Institutional Effectiveness, and Financial Aid, and Faculty representatives from each academic program) has been visiting high schools on selected days. Career opportunities at SUNO are discussed, ACT preparation tutorial classes are arranged, and ACT residual testing dates are scheduled. Furthermore, students are encouraged to register for Early Start classes as needed. The chart below summarizes high schools that SUNO has partnered with within the past academic year. This initiative is continuous.

HIGH SCHOOLS VISITED FOR THE SUNO DAY/ACT PREP CLASSES/ACT RESIDUAL

S/N	HIGH SCHOOL	SUNO DAY	ACT PREP CLASSES GIVEN	ACT RESIDUAL ADMINISTERED
1	O P Wallker	√	√	√
2	L W Higgins	√	√	√
3	Ednar Karr	√		√
4	Algiers Tech	√		√
5	Marion Abramson	√		
6	J S Clark	√		Scheduled
7	Eleanor Mc Main	√		Scheduled
8	Miller McCoy	√		Scheduled
9	Xavier Prep	√		Scheduled
10	Sarah T Reed	√		Scheduled
11	Priestley School of	√	√	√
12	McDonogh 35			√
13	Rabouin			√
14	East Saint John's			√
15	St. Mary's Academy			√

Examples of progress that will be tracked to evaluate the partnerships and demonstrate student readiness include:

- Average ACT score for the graduating class yearly. Any improvement?
- The percentage of graduating seniors admitted into 4-year institutions yearly. Any improvement?

Measures: Descriptive

i. Number of high school students enrolled: at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term.

Baseline: 2008-09 academic year

- summer 2008= # pending run of SSPS report from ITC
- fall 2008 = 138 (Source: Zip 6)
- spring 2009 = 103

2011 annual report:

- Number enrolled summer 2009, fall 2009, and spring 2010
 - summer 2009 = ?? pending run of SSPS report from ITC
 - fall 2009 = 54
 - spring 2010 = 41

ii. Number of semester credit hours in which high school students enroll: by semester/term.

Baseline: 2008-09 academic year

- summer 2008= # pending run of SSPS report from ITC
- fall 2008 = 667 (Source: Zip 6)
- spring 2009 = 445

2011 annual report:

- Number of credit hours enrolled summer 2009, fall 2009, and spring 2010
- summer 2009 = ?? pending run of SSPS report from ITC
- fall 2009 = 184
- spring 2010 = 118

iii. Number of semester credit hours completed by high school students: with a grade of A, B, C, D, F or P, by semester/term.

Baseline: 2008-09 academic year

- summer 2008 = # pending run of SSPS report from ITC
 - A =
 - B =
 - C =
 - D =
 - F =
 - P =
- fall 2008
 - A = 21
 - B = 29
 - C = 27
 - D = 5
 - F = 2
 - P = 0
 - FX = 10
 - I = 14
 - NC = 1
 - W = 29
- spring 2009
 - A = 20
 - B = 37
 - C = 24
 - D = 2
 - F = 2
 - P = 0
 - W = 18

2011 annual report:

- Number credit hours completed summer 2009, fall 2009, and spring 2010
 - summer 2009 ?? pending run of SSPS report from ITC
 - A =
 - B =
 - C =
 - D =
 - F =
 - P =
 - fall 2009
 - A = 7
 - B = 22
 - C = 17
 - D = 3
 - F = 1
 - P = 0
 - W = 4
 - spring 2010
 - A = 17
 - B = 12
 - C = 5
 - D = 0
 - F = 7
 - P = 0
 - Source: SSPS regardless of Census Date

- d. Increase passage rates on licensure and certification exams and workforce foundational skills.

Narrative report:

- **Licensure**

SUNO employed a PRAXIS Coordinator, a 12-month staff, who provides necessary assistance to prospective College of Education students preparing for the PRAXIS Licensure exam. Students cannot be fully admitted into the Early Childhood and the Elementary Education degree programs without passing the PRAXIS exams.

There are multiple tests for Praxis – Praxis I Reading, Writing and Mathematics, Praxis II 0014 (Content Knowledge) and Praxis 0521 PLT for Early Childhood and 0522 PLT for Elementary Education. Also, there are multiple time frames for the testing throughout the academic year. The data provided is 2009-2010 testing year.

The Health Information Technology (51.0707) Program was approved by the LA Board of Regents August 2008. The program offered its first courses in the Fall 2010 and to date has not graduated any students. The anticipated date for our first graduates will be Spring 2013. In addition, the program is currently seeking accreditation through the Commission on Accreditation on Health Informatics, Information Education Management (CAHIIM) so that students can challenge the Registered Health Information Administrator (RHIA) examination.

i. Passages rates on licensure/certification exams: applies to disciplines in which students are required to pass an exam upon graduation to obtain or enhance employment in their field of study. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.

- Number of students who took the licensure exam in a given year, reported by discipline.

Baseline: to be determined* for 4-year universities

2011 annual report:

- 2009-2010 testing year for Education (13.0499 - 13.9999)
 - Number took exam =192
 - Number met standards for passage = 184
 - Calculated rate = 96%

Institution: Southern University at New Orleans						
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
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2009-2010	192	184	96%
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association	N/A	N/A	N/A	N/A

- 2009-2010 testing year for Health Information Technology (51.0707)
 - Number took exam = NOT APPLICABLE
 - Number met standards for passage = NOT APPLICABLE
 - Calculated rate = NOT APPLICABLE

**For this measure, the Board of Regents and institutions have developed a list of disciplines (and identify the institutions responsible for reporting) for which these rates will be measured and the sources for the measures. The list appears as Appendix #1 to this document. A template that institutions will use in the annual report appears as Appendix #2 to this document. The first annual report will be used to determine baselines.*

Source: ETS Title II Reporting Services

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.

Narrative report:

- As reported under Section 1, Student Success, SUNO started implementing the Selective Admission standard mandated by the Louisiana Board of Regents in Fall 2010. This is expected to lead to the admission of a higher proportion of better prepared students. Similarly, the strategies established by the Graduation Rate Improvement Committee are expected to lead to increased retention and graduation rates.

Measures: Tracked

Retention of transfer students: defined in Board of Regents' SSPS, admission status "4".

- i. 1st to 2nd year retention rate of transfer students:
 - Number of baccalaureate degree-seeking transfer students entering (enrolled) in the prior year.
Baseline: 2008-09 academic year
 - summer 2008 = # pending run of SSPS report from ITC
 - fall 2008 = 288
 - spring 2009 = 134
 - Number of the above students retained (enrolled) at the same institution in the 2nd year fall semester.
 - fall 2009 = # pending run of SSPS report from ITC to include the summer 08
 - fall 2008 & spring 2009 Transfer retained by Fall 2009 = #

2011 annual report:

- Number enrolled in 2009-10 academic year.
 - summer 2009 =# pending run of SSPS report from ITC to include the summer 09
 - fall 2009 = 344
 - spring 2010 = 160
- Number retained (enrolled) in fall 2010 = #
- calculated rate = #

Measures: Descriptive

- ii. Number of baccalaureate completers that began as a transfer student: baccalaureate degree completers in a given year that initially began (enrolled) as a transfer student.
Baseline: 2008-2009 academic year

- summer 2008 = 10
- fall 2008 = 17
- spring 2009 = 63
- Source: SUNO Information Technology Center Report – RGRET011

iii. Percent of transfer students admitted by exception:

- Number of transfer students enrolled in the academic year*, reported for each summer, fall and spring semester.

Baseline: 2009-10 academic year (Standard admissions not implemented at baseline)

- summer 2009 = 32
- fall 2009 = 346
- spring 2010 = 160

**will change to the previous academic year in 2012, as per the Board of Regents Minimum Admission Standards for 4-year Universities.*

- Number of above students admitted by exception (not meeting Board of Regents Minimum Admissions Standards for 4-Year Universities) in a given current academic year, reported for each summer, fall, winter, and spring semester/term.

2011 annual report:

- Number enrolled:
 - summer 2010 = 86 (Standard admissions not implemented)
 - fall 2010 = 163 (Standard admissions adopted)
 - spring 2011 = 124
- Number of enrolled admitted by exception:
 - summer 2010 = 0 (Standard admissions not implemented)
 - fall 2010 = 14 (Standard admissions adopted)
 - spring 2011 = 3
- calculated percent
 - summer 2010 = 0% (Standard admissions not implemented)
 - fall 2010 = 8.59% (Standard admissions adopted)
 - spring 2011 = 2.42%

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

Narrative report:

SUNO has no tracking system for associate degree recipients or regular transfer students who enroll in the institution. As long as those students continue to maintain acceptable Satisfactory Academic Progress (SAP), they are not specifically tracked. Those students will get tracked only if their SAP performance is below standard and they get monitored by the Retention Unit, usually when they file academic or financial aid

appeal. It is clear now that from GRAD Act requirements that a tracking system for all transfer students needs to be established, so that accurate feedback could be provided to the respective community colleges. The Registrar's Office will work collaboratively with the Office of Admissions, Recruitment, and Retention to set up such a tracking system by 2011-2012 Academic Year.

Measures: Descriptive

- i. 1st to 2nd year retention rate of those who transfer with associate degree:
 - Number of baccalaureate degree-seeking transfer students with an associate degree from a 2-year college transferring (enrolling) at any point during a given academic year.
Baseline: 2008-09 academic year = 26
 - Number of above students retained (enrolled at the same institution in the 2nd year fall semester= 15

2011 annual report:

- Number enrolled in 2009-10 academic year = 32
- Number retained (enrolled) in fall 2010 =24
- calculated rate = 75.0%

- ii. Number of baccalaureate completers that began as a transfer student with an associate degree: baccalaureate degree completers in a given year that initially began (enrolled) at the institution as a transfer student with an associate degree from a 2-year college.

Baseline: 2008-09 academic year = 3

2011 annual report:

2009-10 academic year = 0

- Source: SUNO Information Technology Center Reported via email description.

- c. **Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.**

SUNO has signed a referral agreement with Southern University at Shreveport, Louisiana (SUSLA). Under the agreement, students who fail to qualify for a direct admission to SUNO enroll first at SUSLA for one semester to meet their academic deficiencies. After one semester at the two-year community college, the students will then register formally with SUNO. The agreement took effect in Fall 2010. The Directors of Admissions at both campuses are responsible for identifying these students and processing their applications on each campus.

- i. Number of students referred: referred at anytime during the given academic year to 2-year college and technical college.

Baseline: 2009-10 academic year = tracking system in progress

- ii. Number of students enrolled: referred by the 4-year university and enrolled at anytime during the given academic year.

Baseline: 2009-10 academic year = Not Applicable.

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

SUNO is strongly represented on the LA Board of Regents Articulation in the person of Dr. Lisa Mims-Devezin, Professor of Biology, and Associate Dean of the College of Arts and Sciences. SUNO courses are included prominently on the Board of Regents articulation matrix which was developed to facilitate transfer among state institutions.

Using the matrix, appropriate faculty at SUNO worked with counterparts at Delgado Community College to develop a 2+2 transfer agreement in the following programs:

- B.S. in Biology
- B.S. in Mathematics
- B.S. in Criminal Justice

A formal agreement was signed on May 06, 2009, by both institutions. Under the agreement students who have earned the respective Associate degree at Delgado will transfer their 60 credits plus seamlessly to the junior year program at SUNO and earn the baccalaureate degree.

SUNO is similarly finalizing a 2+2 agreement with Southern University at Shreveport, Louisiana (SUSLA) in the following programs:

- B.S. in Biology
- B.S. in Mathematics
- B.S. in Criminal Justice
- B.S. in Substance Abuse

- i. Number of students enrolled in a transfer degree program: enrolled in the AALT, ASLT, or AST degree programs at any time during the given academic year.

Baseline: 2009-10 academic year = NOT APPLICABLE

ii. Number of students completing a transfer degree: completing the AALT, ASLT, or AST degree at any time during the given academic year.

Baseline: 2008-09 academic year = NOT APPLICABLE

Transfer (with transfer associate degree) retention rate:

iii. 1st to 2nd year retention rate of those who transfer with transfer degree:

- Number of baccalaureate degree-seeking transfer students with an AALT, ASLT, or AST degree from a 2-year college transferring (enrolling) at any point during a given academic year.

Baseline: 2008-09 academic year

- Number of the above students retained (enrolled) at the same institution in the 2nd year fall semester.

2011 Annual report: (NOT AVAILABLE TO BE COMPUTED)

- ### enrolled in 2009-10 academic year
- ### retained (enrolled) in fall 2010
- calculated rate

iv. Number of baccalaureate completers that began as a transfer student with a transfer degree: baccalaureate degree completers in a given year that initially began (enrolled) at the institution as a transfer student with an AALT, ASLT, or AST degree from a 2-year college.

Baseline: 2008-09 academic year (NOT AVAILABLE TO BE COMPUTED)

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.**

Narrative report:

In January 2006, the Louisiana Board of Regents eliminated twenty (20) programs that were reported as low completers. They included ten (10) secondary education programs and the following programs: B.A. Political Science, B.S. Accounting, B.A. Art, B.A. English, B.A. History, B.A. Spanish, B.S. Physics, B.S. Chemistry, B.S. Mathematics, and B.S. Physical/Engineering. Four programs (B.S. Business Administration, B.S. and M.S. Computer Information Systems, and M.Ed. Urban Education) were asked to be re-structured, and three new programs (B.A. Public Administration, B.S. Health Information

Management, and B.A. Child Development & Family Studies) were asked to be developed. The B.A. English, B.A. History, and B.S. Mathematics were reinstated in fall 2008.

SUNO made a case to retain all the ten (10) programs that were placed on a Low Completer/Program Review list by Board of Regents lately. The B.A. Sociology was ultimately identified as a low completer and SUNO provided additional argument to retain the program because of its importance to the social focus of SUNO programs and the fact that the university has just invested money in hiring additional faculty to improve program performance. One program, the CDFS, is already fully approved, while the remaining eight programs will continue to be monitored by the Board of Regents.

SUNO has a Periodic Academic Program Review process in place which calls for a periodic review of all academic programs not under mandatory accreditation. Each of such programs must be reviewed every five (5) years. The process must include external evaluation by an expert in each program. Under the policy, SUNO reviewed thirteen (13) academic programs between 2007 and 2010 and benefited tremendously from the reports of two external reviewers (one in-state and one out-of-state) who were employed to review each program.

Measures: Descriptive

i. Number of programs eliminated: as a result of institutional or Board of Regents review.

Baseline: 2009-10 = 0

ii. Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

Baseline: 2009-10 = 0

iii. Percent of programs aligned with workforce and economic development needs: as identified by Regents* utilizing LWC or LED published forecasts. (NOT APPLICABLE)

o Number of program offerings, regardless of award level, in a given academic year.

Baseline: 2009-10 = (NOT APPLICABLE)

o Number of programs aligned with workforce and economic development needs, as identified by Regents* utilizing LWC or LED published forecasts.

2011 report:

o ### program offerings (NOT APPLICABLE)

o ### aligned with workforce and economic development needs (NOT APPLICABLE)

o calculated at percent (NOT APPLICABLE)

*The Board of Regents will coordinate with the institutions' management boards to define strategic workforce needs utilizing LWC and LED published forecasts. Pending completion of this work, institutions are not required to report on this item/measure.

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

Narrative report:

SUNO has great interest in the use of technology in supporting the teaching of its courses. The Katrina and Rita hurricanes posed challenges to the university as many displaced students were calling and wanting to know how they could complete their studies. The challenge motivated the university to start distance education (online) teaching. Moreover, 55% of SUNO student population are non-traditional, working adults, 25 years and older. To support students' keen interest in online teaching, the university has selected as a Quality Enhancement Plan (QEP) topic for SACS-COC accreditation reaffirmation "E-focused! Enhancing Student Learning in Online Courses by Improving Institutional Preparedness". This topic is making the university to commit appropriate dollar amounts to support technology and other resources needed for online teaching at SUNO. By SACSCOC guidelines, the QEP will undergo a five-year implementation plan. SUNO has already secured a major Title III funding to jump-start the QEP implementation.

For the purposes of this element, distance education refers to all courses based on technology-mediated instruction for students available at a site or sites remote from the instructor. Distance education includes both synchronous (real-time) and asynchronous (time-delayed) activities. These would include but are not limited to the use of compressed video, cable television, broadcast television/radio, satellite, Internet, CD, videotape, and audio.

Measures: Tracked

i. Number of course sections with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.

Baseline: 2008-09

- o Fall 2008
- o Spring 2009

ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%.

Baseline: 2008-09

- Fall 2008 = 0
- Spring 2009 = 0
- Note: All courses offered online are 1st available as campus-based courses.

iii. Number of programs offered through 100% distance education: by award level.

Baseline: 2008-09

- One – Museum Studies, Master of Arts; offered mainly as a campus-based program

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Narrative report:

SUNO has a Small Business and Management Institute whose purpose is to provide high-quality technical assistance to small and emerging businesses in the Greater New Orleans Area and the surrounding parishes. The Institute provides one-on-one counseling, seminars, workshops, entrepreneurial training classes and business outreach and support activities.

Specific activities of the Institute that increase research productivity and technology transfer include:

- Submitted in July 2010, a \$249,560 proposal on “Deepwater horizon oil spill claims technical assistance” to the Department of Social Services to provide community-based outreach, technical assistance, education, financial analysis, and support to individuals and small businesses adversely impacted by the British Petroleum Deep Water Horizons Oil Spill.
- Submitted in September 2010, a \$449,698.15 proposal on “Technical Assistance to Small Business and Emerging Entrepreneurs” to the Louisiana Office of Community Development Disaster Recovery Unit. The goal of the project is to deliver technical assistance to small businesses, prospective and business owners, emerging entrepreneurs and non-profit organizations in the areas affected by Hurricanes Katrina,

Rita, Gustav and Ike in order to help stabilize and grow their businesses in a changed market environment.

- Received \$18,500 in March 2010 to assist HUD-HBCU Incubator Program participants with capacity building for their businesses. The LED funds assisted with the payment of cost for business services with a 75 – 25% split. These services aided in the growth and development of the program participants.
- Each month, the Institute sponsors seminars or workshops to promote small business development in the City of New Orleans and environs.

Measures: Not Applicable

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.

Narrative report:

The Center for Career Counseling and Placement under the Office of the Vice Chancellor for Student Affairs and Enrollment Services assist students in job placements. Services provided include:

- Assistance in résumé writing, tips for interviews, graduate and professional school information.
- Information on career decision making.
- Information on part-time jobs and internships.
- Organizing Annual Programs such as Job Fairs, Career Day, and Graduate and Professional Day when prospective recruiters visit the campus.
- Sponsoring of site visits to organizations, employers, and graduate and professional schools.

Measures: N/A

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.**

Narrative report:

The adoption of the Selective Admission criteria limits the number of developmental courses that a full-time freshman could enroll in to one. The adoption of the Selective Admission criteria, therefore, will drastically reduce remedial education course offerings during the Fall or Spring semesters in the future. It is to be noted, however, that SUNO supports the Early Start program and many participants require the developmental or remedial education courses.

Secondly, as reported in Section 2c., SUNO has developed a referral agreement with SUSLA which will allow SUSLA to formally admit and offer remedial classes to students who were destined, by choice, to transfer to SUNO's four-year degree program.

Measures: Tracked

- i. Number of developmental/remedial course sections offered: at the institution in the given academic year, by subject area (Math, English, etc.).

Baseline: 2009-10 academic year

- ii. Number of students enrolled in developmental/remedial courses: duplicated, in developmental/remedial courses offered at the institutions in the given academic year, by subject area (Math, English, etc.).

Baseline: 2009-10 academic year

- 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.**

Narrative report:

The academic structure at SUNO already has limited number of Associate degree programs, only ONE (in Substance Abuse) out of a total of twenty-three (23) academic programs. The Associate degree programs at SUNO enables program completers to transfer smoothly into the baccalaureate program at SUNO.

Measures: Tracked

i. Number of active associate degree programs offered: at the institution in the given academic year.

Baseline: 2009-10 academic year = 1 – Associate of Science in Substance Abuse.

ii. Number of students enrolled in active associate degree programs: in the given academic year.

Baseline: 2009-10 academic year

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.

Narrative report:

**Proposed Out-of State Tuition Schedule
FY 2010-11 through FY 2015-16**

SREB Median FY 2008-09 \$12,936

SREB Category 5 (HBCUs only)

Proposed Tuition based on Estimated SREB Tuition Increases*

FY	SREB Target	SUNO Proposed
2010-2011	\$13,527	\$7,196
2011-2012	14,145	8,563
2012-2013	14,791	10,189
2013-2014	15,467	12,123
2014-2015	16,173	14,426
2015-2016	16,912	16,912

*For FY 2004-05 through FY 2008-09, the average increase in SREB out-of-state tuition was 4.57% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB data are available and the new schedule will be part of the GRAD Act Annual Report.

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

5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:

Measures:

Baselines: fall 2009 for headcount enrollment and staff information, and 2009-10 academic year for full-time equivalent (FTE) student enrollment

**GRAD Act Section 5
Southern University at New Orleans**

5.a Number of students by classification

Institution	Fall 2009 Headcount			Total	2009-10 AY		Total FTE
	Undergraduate	Graduate			Undergrad FTE	Grad FTE	
Southern University at New Orleans	2,590	551		3,141	2,326.4	390.0	2,716.4

5. b
Number of Instructional Staff Fall 2009

Institution	Instructional Faculty Headcount	Instructional Faculty FTE
Southern University at New Orleans	101	100.0

5. d

Average number of students per instructor 2009-10 FTE Enrollment per FTE instructor
27.2

5. c
Average class student-to-instructor ratio
(average undergraduate class size)

Institution	2009-10 AY
Southern University at New Orleans	25.1

5. e
Number of Non Instructional Staff Fall 2009

Institution	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff Budgets		
			Operating	Restricted (External)	Both
Southern University at New Orleans	22	21.5	9	10	3

Divisional Units	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff Budgets		
			Operating	Restricted (External)	Both
College of Business & Public Administration	6	6	2	3	1
College of Education & Human Development	1	1	0	1	0
First Year Experience	1	1	1	0	0
General Studies	1	1	0	1	0
Library	6	5.5	6	0	0
School of Social Work	7	7	0	5	2
Total	22	21.5	9	10	3

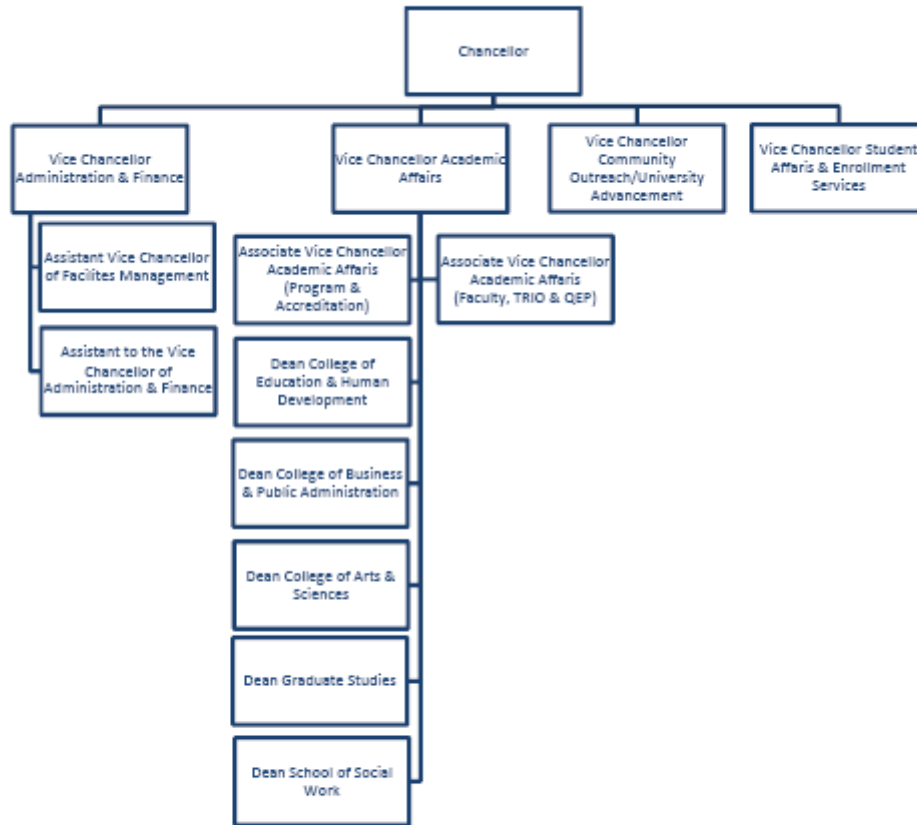
5. f

Number of Administrative Staff Fall 2009

Institution	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	Non-Instructional Staff Budgets		
			Operating	Restricted (External)	Both
Southern University at New Orleans	19	19	16	2	1

Divisional Units	Total Headcount Executive/Managerial Staff	Executive/Managerial Staff FTE	Executive/Managerial Staff Budgets		
			Operating	Restricted (External)	Both
Academic Affairs	5	5	5	0	0
Administration & Finance	3	3	3	0	0
Chancellor's Office	2	2	2	0	0
Community Outreach/University Advancement	1	1	1	0	0
Information Technology	1	1	1	0	0
Internal Audit	1	1	1	0	0
Library	1	1	1	0	0
Student Affairs & Enrollment Services	4	4	2	1	1
Title III Programs	1	1	0	1	0
Total	19	19	16	2	1

Southern University at New Orleans



Source: 2010-2012 Catalog Southern University at New Orleans

h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008

- A chart listing the title, fall 2009 Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008

Construct a three column chart (see following example of reporting table) for every position listed in the organizational chart in Section g. For this report, track the position, regardless of who was in the position.

First column – position title. Indicate in parentheses if the position was created after June 30, 2008.

Second column – fall 2009 Total Base Salary for that position as reported in the Fall 2009 EMPSAL. Do not report any supplemental salaries.

Third column - a history of any salary changes (increase or decreases) for that position since June 30, 2008. Use multiple lines if needed. Include date of salary change, new salary, and reason for salary change.

POSITION	TOTAL BASE SALARY, FALL 2009	SALARY CHANGES SINCE 6/30/2008
Chancellor	\$165,000	Fall 2008 \$150,000 Board of Supervisor Approved Salary Increase
Vice Chancellor Administration & Finance	\$97,135	Fall 2008 Position Vacant
Vice Chancellor Academic Affairs	\$121,500	
Vice Chancellor Community Outreach/University Advancement	\$83,130	
Vice Chancellor Student Affairs & Enrollment Services (Approved from interim to permanent on February 2, 2009)	\$84,670	Fall 2008 \$84,670 Vice Chancellor for Student Affairs AND \$74,585 Executive Director of Enrollment Services positions were consolidated
Assistant Vice Chancellor of Facilities Management	\$62,465	
Assistant to the Vice Chancellor of Administration & Finance	\$43,554	
Associate Vice Chancellor Academic Affairs (Program & Accreditation)	\$88,936	
Associate Vice Chancellor Academic Affairs (Faculty, TRIO, QEP)	\$81,090	
Dean College of Education & Human Development	\$96,500	
Dean College of Business & Public Administration	\$105,570	
Dean College of Arts & Sciences	\$86,882	
Dean Graduate Studies	\$81,090	
Dean School of Social Work	\$83,130	



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Office of the Chancellor

April 12, 2011

Dr. Ronald Mason, Jr., President
Southern University System
4th Floor, J. S. Clark Administration Bldg.
Baton Rouge, Louisiana 70813

RE: REQUEST TO AWARD (3) HONORARY DOCTORATE DEGREES IN HUMANE LETTERS

Dear Dr. Mason:

This communication comes as a request to award three (3) *Honorary Doctorate Degrees in Humane Letters* upon individuals who have distinguished themselves in the Shreveport-Bossier community, as well as across the nation. These individuals are as follows:

- Dr. Harry Blake, Pastor of the Mount Canaan Baptist Church- Shreveport, LA
- Dr. Brady L. Blade, Sr., Pastor of the Zion Baptist Church-Shreveport, LA
- Dr. E. Edward Jones, Pastor of the Galilee Baptist Church-Shreveport, LA

These individuals' accomplishments have brought significant benefits to the State of Louisiana and its communities. Their lives have served as models of the unselfish concern for the welfare of humankind. They have made significant contributions in the areas of civil rights, access to public education, human health, community service and public policy. Drs. Harry Blake, Brady L. Blade, Sr., and E. Edward Jones are each nationally and internationally renowned because of these and other meritorious achievements.

Attached are their resumes which include the biographical, educational and professional accomplishments, their major professional affiliations, honors and awards. The awards of honorary doctorate degrees will reflect favorable on the image and reputation of the Southern University System and the Shreveport-Bossier community, as well as on the recipients.

It is with this in mind, that I strongly make these recommendations, and seek your favorable consideration to this request.

With warm regards,


Ray L. Belton, Ph.D.
Chancellor

RLB/cw

3050 MARTIN LUTHER KING, JR. DRIVE – SHREVEPORT, LOUISIANA 71107
PHONE: (318) 670-6312 – FAX (318) 670-6374
TOLL FREE: 1-800-458-1472, #6312
WWW.SUSLA.EDU



Excellence • Integrity • Accountability • Service

Office of the Chancellor

April 12, 2011

Dr. Ray L. Belton, Chancellor
Southern University at Shreveport Louisiana
3050 Martin Luther King, Jr. Drive
Shreveport, Louisiana 71107

RE: REQUEST TO AWARD (3) HONORARY DOCTORATE DEGREES IN HUMANE LETTERS

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- Dr. E. Edward Jones, Pastor of the Galilee Baptist Church-Shreveport, LA

These individuals' accomplishments have brought significant benefits to the State of Louisiana and its communities. Their lives have served as models of the unselfish concern for the welfare of humankind. They have made significant contributions in the areas of civil rights, access to public education, human health, community service and public policy. Dr. Blake, Dr. Blade and Dr. Jones are each nationally and internationally renowned because of these and other meritorious achievements.

Attached are their resumes which include the biographical, educational and professional accomplishments, their major professional affiliations, honors and awards. The awards of honorary doctorate degrees will reflect favorable on the image and reputation of the Southern University System and the Shreveport-Bossier community, as well as on the recipients.

It is with this in mind, that I strongly make these recommendations, and seek your favorable consideration to this request.

Respectfully submitted,

Theron T. Jackson
Special Assistant to the Chancellor for Institutional Advancement

TTJ/cw

3050 MARTIN LUTHER KING, JR. DRIVE – SHREVEPORT, LOUISIANA 71107
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**Honorary Doctorate
Candidate I**

Dr. Harry Blake
Pastor of the Mount Canaan Baptist Church, Shreveport, La



Reverend Harry Blake

The **Reverend Harry Blake** is a graduate of Bishop College, Dallas, Texas.

Reverend Blake has served as pastor of the **Mount Canaan Baptist Church** of Shreveport, LA, since 1966. He is **President Emeritus** of the Louisiana Baptist State Convention and was appointed **Vice President for the Southwest Region of the National Baptist Convention, USA, Inc.** in 2009.

He received the Honorary Doctorate of Humanities from the Louisiana Baptist University and The Louisiana Democratic Party's Lifetime Achievement Award in 2010.

He has served as General Secretary of the National Baptist Convention, USA, Inc., Moderator of the Thirteenth District Baptist Association, Dean and Vice President at Large of the Congress of Christian Education of the Louisiana Baptist State Convention, as well as having served as Chairman of the Evangelical Board of the Louisiana Baptist State Convention.

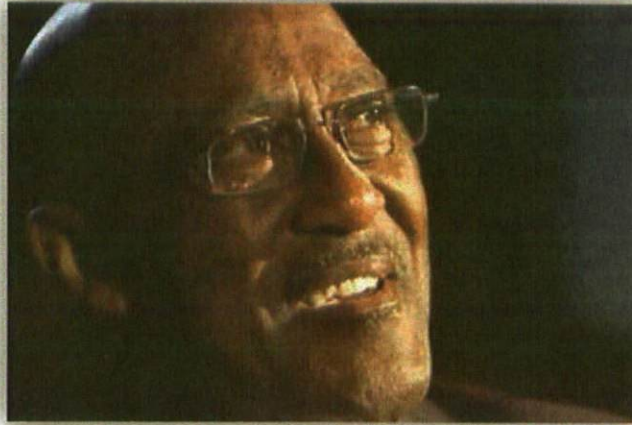
His civic involvements include member of the Louisiana Recovery Authority Board; President, Board of Directors, *Canaan Village Apartments*, a low income housing complex; President, Board of Directors, *Canaan Towers*, a Senior Citizen/handicap housing complex; and *Grace Project Incorporated*, a community development corporation for the revitalization of the Allendale Community. He is also the President of *Project UpLift*, a center for the development of human potential. He serves on the board of directors for *Shreveport Bossier Community Renewal*. He is past President, *Mount Canaan Day Care Center*, Past OIC Director, and past Director, Excel PUSH Auxiliary and served on the *Louisiana Recovery Authority Board*.

Reverend Blake has been guest lecturer at Morehouse School of Divinity, Arkansas Baptist College, Leland College, Wiley College, Bishop College, L. K. Williams Ministers Institute, American Baptist College, Birmingham Bible College, United Theological Seminary and Union Theological Seminary.

Reverend Blake has led the Mount Canaan Baptist Church family into establishing a Model Prayer Service that has been emulated throughout the nation. He has instituted ministries to serve all segments of the congregation and community. Those ministries include: tutoring programs, children's ministries, young adults' ministry, family ministry, and a prison ministry.

Reverend Blake is married to the former Norma Jean Jernigan. He is the father of four: (Elizabeth Guidry, Harry II, Rodney, and Monica Mickle) and the grandfather of sixteen.

Rev. Harry Blake- A CIVIL RIGHTS LEGEND



The Pecan Trees are in full bloom, the Air is crisp and the future is something that little Harry Blake is not even thinking of. The young tyke is running freely thru the fields of Dixie, Louisiana and simply being a kid but little did he know that he would actually make history.

Dr. Harry Blake has endured many tests and trials but the greatest challenge he would ever face would be that of success and respect. Going through the Caddo Parish school system, he looked around him and saw an unjust society he wanted to change.

In 1960, at the age of 25, he became a field representative for the Southern Christian Leadership Conference. The organization was led by Dr. Martin Luther King Jr. and dedicated to ending segregation; something Blake would risk his life for on many occasions. It was during those tumultuous times with Dr. King and the movement of racial independence that Dr. Blake saw his faith in God increase.

In an interview given to Reporter Alexander Kent, Dr. Blake takes the reader on an insightful look back at a time in the world where all he had was faith in God.

Harry Blake: When I got hired on Martin King's staff, I went up to the plantation to say to my dad and my mom that what I was going to do, I knew it might bring death to me – and maybe even to them, or at least injury – and I wanted to apologize before that happened. But since they instilled those values in me, they were responsible for the decisions I made. My dad said he would be disappointed if I made a decision counter to that.

Alexander Kent: Perhaps no day in the local Civil Rights Movement was as turbulent as Sept. 22, 1963. A week after four little girls were killed in the Birmingham, Alabama church bombing, organizers in Shreveport planned to lead a nonviolent memorial march and service. It would begin at Booker T. Washington High School and end at Little Union Baptist Church. On the Saturday before the planned Sunday march and six days after applying for a march permit – organizers had been denied by then Police Commissioner George D'Artois.

Harry Blake: What I really planned to do was call the march off, because I didn't want people to get arrested. He said to me, "If you have the march, we are going to arrest everybody who is participating." So we finally decided to meet at the origin of the march – the designated origin – and say to the people, "Get in the cars and just go to Little Union rather than march."

At the end of the service, I believe the late Attorney Jesse Stone went out to say to the commissioner, "The people need to come out of the service." So while we were organizing everyone to exit, I went out of the vestibule of the church to see what was going on because we heard a noise.

Some of our youngsters were being beaten by the police and as I entered the vestibule, the commissioner caught me and handed me over to two other policemen who began to beat me.

They then brought me on the outside, and each policeman who could get a piece of my head with his nightstick began to beat me. When I appeared to be lifeless and nonresistant, they left me to lie on the grass. The mistake he made was that he hit me on the hardest part of my body, my head. Had he hit me anywhere else I know I would have died.

Alexandyr Kent: Blake is generally uncomfortable in talking about himself a Civil Rights leader. "So many others made sacrifices than just him," he explains. But he agrees to do interviews like these for posterity's sake. The lessons he and others struggled to learn, after all, and still being learned today are what some author's dream of composing.

Harry Blake: The fight for justice and equality never ends. We had it in the Fifties and we had the struggle in the Sixties. Now we are in a new century still dealing with racism and inequality. So as long as humans will be humans and the world is in existence, it will always be a struggle. I think we need to remind the people of the fifties and sixties as well as this generation that the fight is never over.

Alexandyr Kent: Still, Blake sounds ambivalent about his legacy. He explains his wife and family made so many sacrifices in order for him to lead. He wasn't home enough, he says. He wasn't as involved with his children as he should have been.

Harry Blake: I am perhaps the only person alive that would make this statement, and not because it's right but because it's my feeling: Sometimes I question whether I got my priorities straight as I set out to help change society in my community.

I was never home with my wife and my children who needed me. I think what has made this more pronounced in my life within the past 10 years is my meeting with Rev. Kings Daughter. I reminded her I was on his staff and we were talking about how great he was. She said, 'You know, you people call my daddy great, but he was a daddy to us that we never got to know. He's a hero to you all, but he was a daddy we never got to know.'

I have son who got caught up into drugs, so I beat myself up every day that maybe had I provided for him what was missing, and what he was looking for, then he wouldn't have gotten caught into the spiral of drugs.

I think I understand better the meaning of Jesus' expression, 'What does it really mean for a person to gain the whole world and lose his soul.' To be a Civil Rights leader, and then lose a son to drugs, what have I really gained? Is the world any better because we have a black mayor or black politicians? We can go to hotels, but is it really any better? So I question that. I have to reconcile that, and may not be able to do that until I get to heaven.

Reverend Harry Blake is a graduate of Bishop College, Dallas, Texas. Reverend Blake has been pastor of the Mount Canaan Baptist Church of Shreveport, LA for More than 42 years. He is President of the Louisiana Baptist State Convention and General Secretary of the National Baptist Convention, USA, Inc.

He has served as Moderator of the Thirteenth District Baptist Association, Dean and Vice President

at Large of the Congress of Christian Education of the Louisiana Baptist State Convention, as well having served as Chairman of the Evangelical Board of the Louisiana Baptist State Convention.

His civic involvements include President, Board of Directors, Canaan Village Apartments, a Low income housing complex; President, Board of Directors, Canaan Towers, a Senior Citizen/handicap housing complex; and Grace Project Incorporated, a community development corporation for the revitalization of the Allendale Community.

He is also the President of Project Uplift, a center for the development of human potential. He also serves of the board of Directors for Shreveport Bossier Community Renewal and was appointed by former Governor Kathleen Blanco to the Louisiana Recovery Authority Board.

He is past President, Mount Canaan Day Care Center, Past OIC Director, and past Director, Excel PUSH Auxiliary. Reverend Blake has been guest lecturer at Morehouse School of Divinity, Arkansas Baptist College, Leland College, Wiley College, Bishop College, L. K. Williams Ministers Institute, American Baptist College, Birmingham Bible College, United Theological Seminary and Union Theological Seminary.

Reverend Blake has led the Mount Canaan Baptist Church family into establishing a Model Prayer Service that has been emulated throughout the nation. He has instituted ministries to serve all segments of the congregation and community. Those ministries include: tutoring programs, children's ministries, young adults' ministry, women's ministry, and a prison ministry.

Reverend Blake has been married to the former Norma Jean Jernigan for 50 years. He is the father of four: Elizabeth Harry II, Rodney, Monica and the grandfather of sixteen.

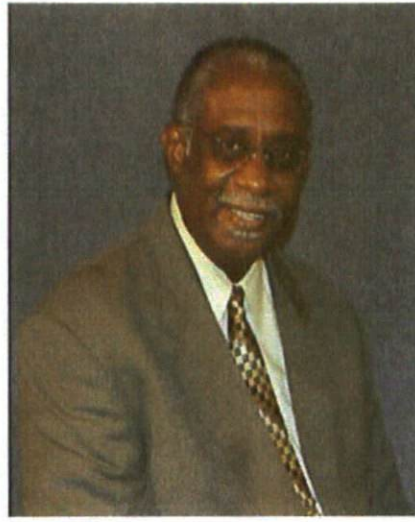
Even with all those accolades and acknowledgements, Dr. Blake has remained humble and touchable. Webster's Dictionary defines the word Legend as, a person who is the center of such stories.

Dr. Harry Blake has single handedly walked in those shoes and continues to do so. Dr. Harry Blake A LEGEND!!!!

**Honorary Doctorate
Candidate II**

Dr. Brady Blade, Sr
Pastor of the Zion Baptist Church, Shreveport, La

BRADY L. BLADE, SR.



Brady L. Blade was born May 23, 1939 in Shreveport, Louisiana to the late John and Julia Jones Blade. He was the last of eight children. He attended Ingersoll Elementary, Central Junior High, and graduated from Booker T. Washington High School in 1957.

He enrolled immediately in Wayland Baptist College in Plainview, Texas and completed all of the religious classes available to him. His plan was to complete his religious studies at the Moody Institute in Chicago. While enroute to Chicago, he stopped in Shreveport to visit his mother. The Zion Baptist Church congregation invited him to preach for their annual youth day observance. It was June 1961. He accepted the invitation and the rest is history. Today, forty-nine years later, he is still preaching to the Zion Baptist Church congregation.

Brady Blade fondly remembers his enjoyment of hymns, preaching worship, and fellowship at Trinity Baptist Church, and how prayer and a genuine sense of family permeated his life during difficult times. At the tender age of fourteen, Blade responded affirmatively to the Lord's call to "Preach the Word". He remembers, "It was a divine, compelling inspiration from God, laid on my heart in 1953. I knew that was what the Lord wanted me to do." The young Brady Blade had the support and encouragement of his family and friends. While still a member of Trinity Baptist Church, and under the pastorate of the late Reverend L. S. Cameron, the young Blade preached his first sermon and baptized his first convert to Christ.

While studying at Wayland Baptist College, he was called to his first pastorate at the Mount Zion Baptist Church in Crosbyton, Texas. He was Pastor, Baptist Training Union Director and Minister of Music. After four years of growth and development - with one another, within the community, and in God's word - Pastor Blade and Mount Zion said goodbye to each other.

Pastor Blade received his Bachelor of Science Degree from Wiley College; an Honorary Doctor of Letters Degree from St. Stephens Educational Bible College in Los Angeles, California; and an Honorary Doctor of Divinity Degree, conferred on him November 23, 1997, from the Louisiana Baptist University in Shreveport.

On November 26, 1961, Brady L. Blade preached as Zion's fourth pastor. As a pastor, he is a caring Shepherd who feeds his flock the Word of God. He relies upon divine wisdom when counseling his flock. He is available to talk, to pray, to comfort and console, and to laugh. The congregation has outgrown three buildings and continues to grow. He is sensitive to the needs of his flock and is concerned about the unfortunate and downtrodden. He loves God, God's people and God's edifice.

Brady L. Blade, Sr. is a devoted family man. He and his wife, the former Dorothy Jean Gardner, have two sons - Brady L. Blade, Jr., and Brian L. Blade. He also has a daughter-in-law, Celine Blade and two granddaughters, Ruby Lou Blade and Bonnie Rae Blade.

Many milestones mark Pastor Blade's tenure at Zion. He has led Zion into a family-deacon ministry, a low-income housing program (the first black to build low income housing project in the South) a food and clothing ministry, substance abuse ministry, scouting program, youth recreation ministry, after-school and summer tutorial program, day care program, bus transportation ministry, radio and television ministry, tracker program, an emergency youth shelter, and a fatherhood preparatory program.

One of the more memorable milestones for Pastor Blade and his family has been The Hallelujah Train venue October 2009 in Durham North Carolina. The brainchild of his son, professional drummer Brian Blade, the Durham concert was a 21st century reincarnation of Pastor Blade's television program of the 70's and 80's.

God has always been the guiding force in the life of Pastor Blade, especially during the last forty-nine years while he tended to the flock at Zion. The Pastor and Zion are so intertwined that when you think Zion, you think Pastor Blade; when you think Pastor Blade, you think Zion. His teaching and preaching and counseling have paid off in stronger, more mature Christian followers who submit themselves to the will and way of God and who understand that obedience is better than sacrifice.

Pastor Blade has evangelized in the Shreveport community and throughout the nation, and has given unto mankind the words that were given unto him by the Holy Spirit.

BRADY L. BLADE, SR.

318-636-1427 Office 318-636-0997 Fax

PERSONAL:

Born: May 23, 1939
Married: Dorothy Gardner
Children: Three Sons

EDUCATION:

1997 **Doctor of Divinity**
Louisiana Baptist University
Shreveport, Louisiana

1996 **Doctor of Letters**
St. Stephens Educational Bible College
Los Angeles, California

1970-1971 **Twelve (12) hours earned toward Master's Degree**
Southern University
Baton Rouge, Louisiana

1970 **Certificate**
Ford Foundation Center
Urban Training Center
Chicago, Illinois

1969 **Bachelor of Science**
Wiley College
Marshall, Texas

1961 **Bachelor of Theology**
Wayland Baptist College
Plainview, Texas

1957 **Diploma**
Booker T. Washington High School
Shreveport, Louisiana

EMPLOYMENT:

1994 – Present **Zion Human Services, Inc.**
Tracker Program and Day Treatment Program
Director

BRADY L. BLADE, SR.

EMPLOYMENT (continued)

1961 – Present Zion Missionary Baptist Church
3031 Hollywood Avenue
Shreveport, Louisiana
Pastor

1957 – 1961 Mount Zion Baptist Church
Crosbyton, Texas
Pastor

COMMUNITY INVOLVEMENT:

1991 – 1994 Zion Baptist House of Provisions
Soup Kitchen

1992 – 1995 House of Zion
Shelter for Recovering Addicts

1967 – 1989 Zion Baptist Housing Development, Inc.
President
(Build the first rent Supplement Apartment/housing in
Shreveport, LA)

1978 – 1980 Southern University
Member, Board of Supervisors

RECOGNITION / AWARDS:

June 1997 Distinguished Alumni Award
Booker T. Washington High School

August 1996 Little Union Missionary Award
Little Union Baptist Church

December 1991 Shreveport Negro Chamber of Commerce
Humanitarian Award

January 1991 Martin Luther King, Jr. Award
Mount Canaan Baptist Church

June 1970 Community Service Award
Mount Canaan Baptist Church

1961 – Present Numerous certificates and plaques from religious, civic and
educational organizations recognizing services and contributions
to the churches, communities and schools.

**Honorary Doctorate
Candidate III**

Dr. E. Edward Jones,
Pastor of the Galilee Baptist Church, Shreveport, La



DR. E. EDWARD JONES, PASTOR
GALILEE BAPTIST CHURCH
1500 PIERRE AVENUE
SHREVEPORT, LA 71103

*E. Edward Jones, Sr.,
A Glimpse of a Faithful Servant*

"He shall feed his flock like a shepherd: he shall gather the lambs with his arm, and carry them in his bosom, and shall gently lead those that are with young." Isaiah 40:11

On May 3, 1931, Ernest Edward Jones the younger of two sons was born to the Rev. David Jessie Jones, Sr. and Daisy Hatcherson Jones in the small town of DeRidder, Louisiana. He was given the nickname "Toup" by his Father but his mother and brother, David Jr. affectionately called him "Brother". As a lad, Ernest was possessed with an inquiring mind that caused him to dismantle clocks to see what made them tick. At the age of eighteen after completing his first year at college, Ernest remembered how he took their piano apart to fix a stuck key. To his surprise his mother came home, saw the pieces on the floor, and said, "Brother, if you don't put that piano back together, I will whip you". He reassembled the piano only to find out that there were 26 stuck keys... the rest was history for him. During those days, children were reared not only by their parents but by the whole community.

At the age of seven, during a revival, he remembered how Sister Mary Pitts awakened him from a "pretend nap" telling him to go the mourner's bench. Following prayers, songs of the saints, and the message, Ernest accepted Jesus Christ as his Saviour, one Thursday evening in 1938.

During the Great Depression no one had much money but the Lord provided and the people in the community worked and shared their goods. His mother was a thrifty person who could save money better than anyone he knew and very wise to teach him and his brother to do all types of house work. He looked up to his big brother nick named "Supe" (short version of Superman) who excelled in all sports. In 1948, Ernest earned his high school diploma from Beauregard Parish Training School where he served as President of his class for four years. While in high school, he was chosen as the "most religious student" by his peers. After graduation, Ernest attended Grambling College (now Grambling State University) from 1948 to 1952. There, he served as class President from 1950-1952, was a member of the varsity basketball team, a member of Alpha Phi Alpha Fraternity, and played the piano for a quartet of female singers who visited local churches. In 1952, he received a B.S. Degree in Education from Grambling. While attending college, God called Ernest to the ministry to preach "the gospel of Jesus Christ". As he wrestled with his call to preach, one day in 1949, Ernest's father, Rev. D. J. Jones was gravely ill and was not expected to make it through the night. Ernest asked the Lord to spare his father's life and he yielded to God's Divine appointment and responded like the prophet Isaiah, "Here am I; send me." He announced his calling to the ministry in August of 1949 and preached his first sermon, "Beginning with God", the first week in September. Following his four and one half minute sermon, he received his license at the Sweet Home Baptist Church in DeRidder DeRidder and was ordained a Baptist minister in 1951.

God not only equipped Reverend Jones to be His ambassador but He gave him the gift of a prudent wife, a helpmate suitable for his ministerial journey. He married his college classmate

and sweetheart, the lovely Leslie Mae Alexander (Miss Grambling 1950-51), the daughter of Leslie & Mable Johnson Alexander on Sunday, August 31, 1952 at the Tabernacle Baptist Church in Monroe, Louisiana. He arrived at his wedding just in time to say "I do" for a lifetime. The next seven years they spent working as teachers in Morehouse Parish and became the parents of a daughter (Beryl Nannette) and son (Ernest, Jr.). He taught in Mer Rouge, Louisiana and in 1956 was elected President of Morehouse Teachers Association. This busy young pastor coached basketball, officiated games, and served as Principal for one year in Galion, Louisiana.

Reverend Jones pastored the following churches: Mount Harmony Baptist Church (Ruston) 1951-1959, Mt. Zion No. 2 Baptist Church (Dubach) 1953-1956, St. John Baptist Church (Homer) 1953-1956, and Macedonia Baptist Church (Rayville) 1956-1959. In 1958, Galilee Baptist Church at 854 Williamson Street in Shreveport went in fervent prayer for a devoted pastor. During that same time, Reverend Jones who was pastoring two churches asked God to let him become a full time pastor of one church. The first Sunday in December 1958, Reverend Jones preached the Communion Worship Sermon at Galilee. During the spring of 1959, Rev. E Edward Jones was installed as the pastor at Galilee. His father preached the installation sermon at all of his son's previous churches, but he was ill therefore, Pastor Jones' college friend, Reverend Webster C. "Take- your -time" West performed the honor. Rev. David Jessie Jones, Sr., Pastor Jones' father, died in August of 1959.

In 1960, Galilee sent their new pastor to the Baptist World's Alliance in Rio De Janeiro, Brazil, the beginning of many trips to other countries. In 1961, Pastor Jones received a B. A. Degree in Religion and Philosophy from Bishop College. During 1960 to 1964, Pastor and Sister Jones' family expanded with the birth of two more daughters (Carolyn and Donna).

During the 1960's, Dr. Martin Luther King, Jr. spoke at Galilee. Pastor Jones, a Civil Rights Activist, helped to organize and strategize many acts of protest and filed a civil suit to desegregate Caddo Parish School System. Some leaders are made others are born. Other accomplishments of Pastor E. Edward Jones include: Moderator of Mount Herman District, President of BM and E State Convention (1977) for 16 years, one of the nation's most noted ministers, preached in 25 of the nation's 50 states, also South America, Europe, the Middle East and Africa, listed by Ebony Magazine in 1986 as one of the "100 Most Influential Blacks in America" for 18 years, served as chairman of the Social Justice Commission of National Baptist Convention of America in 1967, member of the Black World Alliance, the Congress of National Black Churches and The National Council of Churches of Christ, listed in the 21st Edition of "Who's Who in the South and Southwest", recipient of 14 honorary doctoral degrees, recipient of the Brotherhood Citation presented by the National Council of Christians and Jews, elected to Caddo Parish Police Jury in 1970, one of the first Blacks elected to serve in a state office, served as a member of the Governor's Commission on race relations and Civil Rights and the Louisiana State University Board of Supervisors in 1965, served on Board of Trustees at Bishop College in Dallas, Texas, and Morehouse School of Religion in Atlanta, Georgia, former member of the Board of Directors of the Shreveport Journal and Board of Directors of Grambling State University Foundation, appointed 3rd Vice President of the National Baptist Convention of America in 1975, became 2nd Vice President of the NBKA in 1978, elected President of the National Baptist Convention of America, Inc. in 1985 and held that position for 18 years, former member and present supporter of the NAACP, and the E. Edward Jones College of Technology in Offinso, Ghana, West Africa was named and dedicated in his honor on

September 26, 2008.

On November 16, 1975, Pastor Jones led Galilee (his flock) from 854 Williamson Street to the newly constructed edifice in the present location 1500 Pierre Avenue. The church office staff grew from just a secretary and custodian to a staff of at least 20 employees. During the 133 years of Galilee's existence, Pastor Jones is the 10th Pastor and only one who has accomplished so much with God's Divine Guidance and prayer, Galilee City: Galilee Eden Gardens, Galilee Majestic Arms, the C.E. Beaird Family Life Center (the Gym), Galilee Stewart- Belle Stadium, Strike One, Galilee town houses, Galilee apartments, Willis Knighton Wellness Center and Clinic, and the newly built Galilee Learning Center. **Some leaders are made other leaders are born.** God knew when Pastor Jones was conceived that he would be born to be that Divine Leader. Along Pastor Jones' journey, God prepared him to be the anointed minister, an Ambassador for Christ, a visionary leader, a dedicated, committed, devoted pastor, and a dynamic preacher. He has a good sense of humor, a big heart that loves people, and a great passion for the elderly and children. During his ministry, many souls have been added to the church. Pastor Jones has cared for the sheep and lambs, fed his flock with the Word of God, invited unbelievers to Christ, prayed for us, baptized believers, blessed our babies, married our children, counseled them, fed the hungry, provided shelter, taught us, comforted us, and consoled us when we lost love ones. Because Pastor Jones has been loyal and committed in dedicating his life to carry out **God's Commission as "A Faithful Servant"**, Galilee Baptist Church is celebrating Pastor E. Edward Jones' 52 years of devoted pastoral service to Galilee, the City of Shreveport, the Nation, and the World.

Edward E. Jones

- *Pastor of the Galilee Baptist Church*
- *Religious Leader; Civil Rights Activist*

PERSONAL INFORMATION

Born in 1931 in DeRidder, LA; married Leslie M. Alexander, 1952; four children: Deryl N. Jones, E. Edward Jones II, Carolyn N. Jones-Haygood, Donna N. Jones-Hassan

Education: Grambling State University, BS, elementary education, 1952; Bishop College, BA, religion and philosophy, 1961.

Religion: Baptist.

Memberships:

Selected: NAACP; Alpha Phi Alpha; Governor's Commission on Race Relations and Civil Rights, board member; Baptist World Alliance, board member; Louisiana State University board of supervisors; Grambling State University Foundation, board member.

Career

Morehouse Parish School, Shreveport, LA, principal, 1952-53; Morehouse Parish School, upper elementary school teacher, 1953-59; Galilee Baptist Church, Shreveport, minister, 1959-; National Baptist Convention of America, president, 1985-2003; Galilee Majestic Arms Inc., Galilee Eden Gardens, Inc., president, 1985-.

Life's Work

Nationally renowned as a religious, social, and civil rights activist, the Reverend Dr. E. Edward Jones, Sr., has worked for over 40 years to improve the lives of the black community and his parishioners at Galilee Baptist Church in Louisiana. Through his parish, and as president of the National Baptist Convention of America (NBCA), Jones has been an untiring advocate for the development of housing, education, and services for the black community, while strengthening foreign missions to other countries. As a strong visionary, Jones has helped make the dreams of many underprivileged become a reality. His intense devotion to his church and community has resulted in a faith-based community in the heart of downtown Shreveport that covers nearly 40 acres. Within this community, senior citizens, low-income families, and disadvantaged children have found housing, financial help, healthcare, schooling, and spiritual support. Early in his career Jones taught upper elementary school and coached sports, which instilled a desire within him to help inner-city youth overcome social and cultural roadblocks. He has since built recreational facilities, educational facilities, and designed programs for youth to ensure their success as contributing citizens within their own communities and worldwide. His fervent and loyal work towards civil rights, social reform, and education has changed the landscape of Louisiana and proven to the world the strong capability of the urban black community.

Influenced by Spiritual Surroundings

Born in DeRidder, Louisiana, in 1931 to the Reverend David Jesse Jones and Daisy Jones, the young Jones was heavily influenced by his spiritual surroundings. "I was born on a Sunday morning, a child of destiny," he told *Contemporary Black Biography (CBB)*. His father was the pastor of two churches in Louisiana, Sweet Home Baptist and Mount Calvary Baptist, while his mother was a homemaker. Jones has fond memories of his childhood, and told *CBB* that because of his parents, he felt destined from childhood to accomplish great things. Along with the spiritual influence of his parents, Jones said that he was also deeply influenced by the president and dean of Grambling State University, which he attended.

Reverend Jones lives in Shreveport, Louisiana, with his wife Leslie and has served as pastor of Galilee Baptist Church since December of 1959. After graduating from college, he taught upper elementary school for six years. From 1985 to 2003 he served as President of the NCBA, an organization made up of 5,000 churches and approximately 2.5 million African-American Baptists. Within these professional capacities, what began for Jones as a desire to see positive changes for his people has grown to a ministry that has positively touched the lives of countless thousands of individuals.

During his freshman year of college at Grambling State University, Jones met his future wife, Leslie M. Alexander. As classmates, the two began dating during their junior year, then married on August 31, 1952. The couple now has four children: sons Deryl N. Jones and E. Edward Jones II and daughters Carolyn N. Jones-Haygood and Donna N. Jones-Hassan. They also have nine grandchildren.

Began Work as Minister and Civil Rights Activist

After graduating from Grambling State University in 1952 with a bachelor's degree in elementary education, Jones served as principal of Morehouse Parish School in Shreveport, Louisiana, for one year. From 1953 to 1959 he taught seventh and eighth grade at the same school and also coached basketball and softball. Through his experience in educating and working with youth, Jones became a powerful proponent for desegregation and equality for black youth. With a mounting desire to do more for his community, he accepted the call to become a pastor and returned to college. In 1961 he received a bachelor's degree in religion and philosophy from Bishop College while pastoring his first church in Shreveport.

Jones became acquainted with civil rights leader Dr. Martin Luther King, Jr., after accepting the call to pastor Galilee Baptist Church in Shreveport. He moved to Shreveport in 1958 and began his official appointment as pastor in 1959. Shortly before Jones arrived, King gave one of his first civil rights speeches at Galilee Baptist, and then visited the church again in 1962. Highly influenced by the words of Dr. King, Jones developed a steadfast zeal for civil rights that has not diminished through the years. He soon spearheaded the desegregation of the Caddo Parish School District in Shreveport, a desegregation model that continues to be implemented in the school district there. Furthermore, he began to envison ways in which he could assist the black community through healthcare, education, and housing.

As his vision began to take shape, and under his inspirational leadership, Galilee Baptist Church outgrew its facility and in 1975 it moved to a new location in the heart of the city that included approximately 40 acres. Some of the acreage consisted of old, run-down buildings that had once been part of an elite neighborhood. It was here that Jones would revitalize downtown Shreveport and build "Galilee City," a church-centered haven for the impoverished and disadvantaged. In 2004 Galilee Baptist Church consisted of 800 families who also shared their pastor's vision.

Served as President of National Baptist Convention of America

In addition to his church leadership, Jones was elected president of the National Baptist Convention of America in 1985. He was viewed as a person who could move the Convention forward with a progressive agenda. As president, his objectives were to fight segregation, to advocate the togetherness of the black community through corporate worship, and to ensure the ministry objectives of the organization. The NCBA is one of the largest black Christian churches in the United States with a mission for teaching, evangelizing, providing Christian publications, and ensuring religious liberty, social justice, and economic development. Since its corporate offices are located in Shreveport, Jones was able to be an effective president for 18 years while still leading the Galilee Baptist Church congregation. For example, in 1996, along with four other black religious groups, Jones started a new company that gives black consumers greater access to a wide variety of goods and services such as home mortgages, life insurance, automobile insurance, food products, and durable goods. Named Revelation Inc., the Memphis-based company offers increased economic and development power to the black community by reaching 20 million church members of 43,000 churches nationwide.

When asked by *CBB* what he considered his most significant contributions to the NCBA during his eighteen years as president, Jones replied that it was, "first, establishing the Convention's identity through creating our own printing service as well as our own congress of Christian education. This covers the teaching and training aspect of the organization. Second, incorporating the convention and establishing term limits, because that breeds new life into the organization. And third, expanding our foreign mission involvement." When Jones stepped down as president of the NCBA in 2003, it was not his plan to retire from his work for the black community. He felt that the Convention needed new blood, and he needed more time to devote to his expanding church community. "I still have a lot of energy," he told *CBB*. Jones hopes to continue his legacy by instilling leadership qualities in the youth of his community. To accomplish this goal, he believes there is more work to be done.

Viewed as a man with a vision, Jones's passion for helping people is evident by his astounding accomplishments. Surrounding his church in Shreveport is a small city of apartments and buildings known as Galilee City, a partial fulfillment of his dream. Beginning in 1985 and 1990, through Galilee Baptist Church, Jones secured funding from the U.S. Department of Housing and Urban Development (HUD), for two supportive housing developments for the elderly and handicapped called Galilee Majestic Arms and Galilee Gardens. His next project, one that was spawned within him early in his career as a schoolteacher, was a recreational complex for youth that included sports facilities, a computer lab, and an educational program. His faith-based initiatives didn't end there, however. Jones saw further needs within his community, and took further steps towards meeting those needs.

In 2004 Jones secured further funding from the City of Shreveport, Bank One, Fannie Mae, HUD, and the Louisiana Housing Finance Agency to build a 76-unit apartment complex for low- and middle-income working residents called Galilee City Apartments. This partnership not only helped to renew a run-down neighborhood, but also provided quality housing for the disadvantaged. "It's exciting when our financial resources make a significant difference for working families," said Steve Walker, president of Bank One in Shreveport. All of the buildings, along with the church, a health center, and some of the NBCA offices, cover approximately 31 acres of the Galilee Baptist property. "Ministers are trumpeters for the message of change. Housing and health are two areas where the black community is most hurting," Jones told Dana DiFilippo in the *Cincinnati Enquirer*.

The Galilee City Apartments project is a major expression of Jones's vision of a church-based community. Situated at the center of the community, the church can oversee the welfare and conditions of the people as well as train them in skills that will improve the community as a whole. Moreover, the apartments rank with some of the finest in the Shreveport-Bossier area. The master plan for Galilee city includes a wellness center, charter school, business incubator center, and other facilities designed to revitalize the center of the city. "We intend to build a learning and training center for adults and children to train them in skills that will help create wealth among our people. We will be building a combination service station, fast food, grocery store, and ice cream parlor across the street from the church," Jones told *CBB*. Additionally, an expansion for the church building is planned in order to increase its media ministry. According to the HUD website, "Dr. Jones carries forward this rich history of promoting positive change and ensuring that the physical, social, and emotional needs of the elderly and disadvantaged are met." Indeed, his self-proclaimed title as a "child of destiny" has driven him to fulfill a mission of compassion and caretaking for those in the black community who may otherwise be destitute.

Active in Local, State, and National Organizations

In addition to his faith-based initiatives through Galilee Baptist Church, Jones has been a member of numerous organizations including the NAACP, Alpha Phi Alpha, the Governor's Commission on Race Relations and Civil Rights, the Baptist World Alliance, the Board of Supervisors of Louisiana State University, and the Grambling State University Foundation.

Because of his influence and social activism within the black community, Jones has been the recipient of numerous awards. He also holds more than eight honorary doctoral degrees, including a Doctorate of Sacred Theology and a Doctorate of Humanities. He is the recipient of the National Award for Outstanding Service by his fraternity Alpha Phi Alpha, and has been inducted into the Grambling State University Hall of Fame in 1986 and into the Northwest Louisiana Hall of Fame in 1992. From 1986 to 2003 *Ebony* magazine listed him as one of the 100 most influential black Americans.

Though he is nearly 75 years old, Jones is not ready to slow down. "I like to be active," Jones told *CBB*. "There is still a lot I want to do." In spite of his staggering achievements, Jones is humbly modest and reluctant to take credit for what he has done, an indication of his compassionate and benevolent spirit. When noted by *CBB* that he was known as an avid activist, he responded with a chuckle, "Oh, I really haven't done all that much."

Awards

Ebony magazine, named as one of 100 most influential black Americans, 1986-2003; Alpha Phi Alpha, National Award for Outstanding Service, 1986; Grambling State University Hall of Fame, 1986; Northwest Louisiana Hall of Fame, 1992; awarded numerous honorary degrees.

Further Reading

Books

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Other

- Additional information for this profile was obtained through an interview with E. Edward Jones on April 29, 2004.

— Cheryl Dudley