

Tougaloo College Fact Book

2018- 2019

Twenty-Third Edition



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Office of Institutional Effectiveness & Research

Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
Liaison Office

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A Message from the President



The Fact Book is annually published by Tougaloo College. It is a compilation of basic information about our students, faculty, staff, alumni, and the general operations of this historic institution. It is designed to provide easy access to commonly asked questions about the college and data information to facilitate decision-making, research, and resource development. It is prepared by the Office of Institutional Effectiveness and Research, and we appreciate their diligence in facilitating the production of this important document.

The Fact Book can be a useful tool in college and departmental planning, grant preparation, and the accreditation process. It is our hope that the information provided is used to objectively assess academic and support programs and college practices, as well as, aid us in envisioning the trends that will influence the college's current and future operations.

We are confident that this Fact Book will provide you with insight into Tougaloo College. You will discover why Tougaloo College is a special place that ranks among the top liberal arts colleges in the southeast and among the top historically black colleges and universities in the nation, experiences remarkable student learning outcomes, and has been transforming lives and transforming the world for almost 150 years.

Come inside – open the cover- and experience learning about this transformational institution.

Beverly W. Hogan
President

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TOUGALOO
— 1869 —
C O L L E G E



Profile of the College

History

Tougaloo College is a private, coeducational, historically black four-year liberal arts, church-related, but not a church-controlled institution. It sits on 500 acres of land located on West County Line Road on the northern edge of Jackson, Mississippi. *In Good Biblical Style*¹, one might say that the Amistad, the famous court case which freed Africans who were accused of mutiny after they killed a part of the captor crew of the slave ship Amistad and took over the vessel, begat the American Missionary Association, and the American Missionary Association begat Tougaloo College and her five sister institutions.

In 1869, the American Missionary Association of New York purchased five hundred acres of land from John Boddie, owner of the Boddie Plantation to establish a school for the training of young people “irrespective of religious tenets and conducted on the most liberal principles for the benefit of “our citizens in general”. The Mississippi State Legislature granted the institution a charter under the name of “Tougaloo University” in 1871. The Normal Department was recognized as a teacher training school until 1892, at which time the College ceased to receive aid from the state. Courses for college credit were first offered in 1897, and in 1901, the first Bachelor of Arts degree was awarded to Traverse S. Crawford. In 1916, the name of the institution was changed to Tougaloo College.

Six years after Tougaloo College’s founding, the Home Missionary Society of the Disciples of Christ obtained a charter from the Mississippi State Legislature to establish Southern Christian Institute (SCI) in Edwards, Mississippi. Determining later that Tougaloo College and SCI had similar missions and goals, the supporting churches merged the two institutions in 1954 and named the new institution Tougaloo Southern Christian College. Combining the resources of the two supporting bodies, the new institution renewed its commitment to educational advancement and the improvement of race relations in Mississippi. The alumni bodies united to become the National Alumni Association of Tougaloo Southern Christian College. In 1962, by a vote of the Board of Trustees and with the agreement of the supporting bodies, the name was changed again to Tougaloo College.

Tougaloo College has gained national respect for its high academic standards and level of social responsibility. The College reached the ultimate demonstration of its social commitment during the turbulent years of the 1960s. During that period Tougaloo College was at the forefront of the Civil Rights Movement in Mississippi, serving as the safe haven for those who fought for freedom, equality, and justice, and the sanctuary within which the strategies were devised and implemented to end segregation and improve race relations. Tougaloo College’s leadership, courage in opening its campus to the Freedom Riders and other Civil Rights workers and leaders, and its bravery in supporting a movement whose time had come, helped to change the economic, political and social fabric of the state of Mississippi and the nation.

¹ Clarice T. Campbell and Oscar Allan Rogers, Jr., *Mississippi: The View from Tougaloo*, 2nd ed. (Tougaloo: Tougaloo College, 2002), 3.

Aside from its social commitment, Tougaloo College has continued to strive to create an environment of academic excellence and a campus of engaged learners. The administration and faculty continue to challenge students to be prepared to take advantage of opportunities available in a global economy and to become leaders who will effect change. The faculty has grown in quality and size, diversity has been enhanced and the physical landscape and campus infrastructure is evolving. New curricula have been added. Partnerships and networking relationships have been established with many institutions such as Brown University, Boston College, Tufts Medical and Dental Schools, the University of Mississippi Medical Center, New York University, and other international programs.

Tougaloo College has moved forward on many different fronts. Its graduates are distinguished and engaged in meaningful work throughout the world. As the College navigates through the twenty-first century, student success remains our highest aim – ensuring that they are prepared to meet the global challenges of a changing world.

The founders continue to light the way as each who has gone before *has cut this road to last*. In 2002, the College welcomed its thirteenth president and first female to the distinguished list of leaders who have served.

Reverend Ebenezer Tucker (Principal)	1869-1870
Mr. A. J. Steele (Principal)	1870-1873
Reverend J. K. Nutting (Principal/President)	1873-1875
Reverend L.A. Darling (Principal/President)	1875-1877
Reverend George Stanley Pope	1877-1887
Reverend Frank G. Woodworth	1887-1912
Reverend William T. Holmes	1913-1933
Mr. Charles B. Austin (Acting)	1933-1935
Reverend Judson L. Cross	1935-1945
Dean L.B. Fraser (Acting)	1945-1947
Dr. Harold C. Warren	1947-1955
Mr. A.A. Branch (Acting)	1955-1956
Dr. Samuel C. Kincheloe	1956-1960
Dr. A. D. Beittel	1960-1964
Dr. George A. Owens (Acting)	1964-1965

Dr. George A. Owens	1965-1984
Dr. Herman Blake	1984-1987
Dr. Charles A. Baldwin (Acting)	1987-1988
Dr. Adib A. Shakir	1988-1994
Dr. Edgar E. Smith (Acting)	1994-1995
Dr. Joe A. Lee	1995-2001
Dr. James H. Wyche (Acting)	2001-2002
Dr. Beverly Wade Hogan	2002 – present

Vision Statement

As a thriving internationally recognized institution, Tougaloo College will prepare its graduates to be productive in their time and lead the change for a better world.

Mission

Tougaloo College prepares its students to be lifelong learners who are committed to leadership and service in a global society through its diverse undergraduate and graduate programs. The College is accessible to all persons while making students aware of its rich legacy as an independent, historically black liberal arts institution, affiliated with the United Church of Christ and Christian Church (Disciples of Christ).

Purpose Statement

Tougaloo College acknowledges and respects its traditions; remains dedicated to the equality of all people; and continues to be a value-oriented community where students are guided by concerned faculty and staff. Tougaloo College applies current knowledge to prepare students for lifelong learning and emerging technologies, as well as holistically humane standards in a global society.

Tougaloo College offers undergraduate and graduate programs designed to encourage students to apply critical thought to all areas of life; to acquire a basic knowledge of the humanities, natural sciences, and social sciences; to develop skills required in selected professions; and to provide leadership and service in a changing world.

Tougaloo College prepares its graduates to become self-directed learners and self-reliant persons capable of dealing with people, challenges, and issues. Tougaloo College contributes to the social, health, and educational needs of the local and state communities through a program of community service.

Our Values: Our Past Informs Our Future

Our strategic plan represents our vision for the future. However, there are abiding values of our institution that should not change and that will continue to inform our vision as we are inspired by the opportunities of the future and pursue strategies for continuous improvement.

- Academic Excellence
- Social Responsibility
- Diversity and Inclusion
- Innovation and Risk-Taking
- Tradition and Legacy
- Accountability
- Intellectual Freedom
- Collaboration and Teamwork
- Fiscal Integrity and Stewardship
- Accountability

The Administration



ADMINISTRATION

Beverly W. Hogan

President

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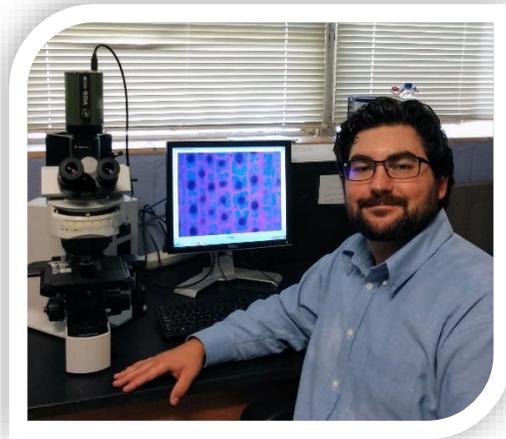
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Atlanta, Georgia

The Faculty



Fall 2018
Full-Time Teaching Faculty by Academic Division

Education, Supervision and Instruction (Total Faculty – 7)

Carthan	Edelia	Ed.D.	Assistant Professor	Elementary/Early Childhood
Coleman	James	Ed.D.	Professor	Health and Physical Education
Harris	Roshunda	Ed.D.	Assistant Professor	Education
Johnston-Josey	Lucy	Ph.D.	Assistant Professor	Education
McLin	Arthur	Ed.D.	Associate Professor	Education
Williams-Black	Thea	Ph.D.	Professor	Education
Williams	Norma	M.A.	Assistant Professor	Health and Physical Education

Humanities (Total Faculty – 23)

Albert	Laurence	G.Dip.	Assistant Professor	Music
Anderson	Margaret	M.A.	Instructor	English/Speech
Ashton	Loye	Ph.D.	Associate Professor	Philosophy and Religion
Castilla	Kathy	Ph.D.	Associate Professor	Music
Davis	Mary P.	M.A.	Associate Professor	English/French
Evans	Terrance	M.A.	Instructor	Music
Freeman	Miranda	Ph.D.	Associate Professor	English
Gill	Lindsay	M.A.	Instructor	English
James	Kedra	Ph.D.	Assistant Professor	English
Johnson	Larry	D.Min.	Associate Professor	Philosophy and Religion
Kersh	Jeff	Ph.D.	Assistant Professor	English
Lumumba	Ebony	Ph.D.	Assistant Professor	English
Maberry	Johnnie	M.F.A.	Associate Professor	Art
Montgomery	Andrea	Ph.D.	Associate Professor	Music
Morgan-Myles	Kimberly	M.F.A.	Assistant Professor	English
Mustafaa	Ayesha	M.A.	Visiting Professor	Mass Communication
O'Hara	Bruce	M.F.A.	Associate Professor	Art
Pickens	Erin	M.S.	Instructor	Mass Communication
Primer	Jessie	Ph.D.	Associate Professor	Music
Sanders	Karlos	M.F.A.	Associate Professor	Mass Communication
Savage	Phoenix	M.F.A.	Assistant Professor	Art
Shines	Arna	M.A.	Instructor	English/Writing and Rhetoric
Smith	Aleesha	M.A.	Instructor	Mass Communication

Natural Sciences (Total Faculty – 17)

Allen	Fatissa	M.S.	Instructor	Mathematics
Armstrong	George	Ph.D.	Professor	Chemistry
Banerjee	Santanu	Ph.D.	Professor	Physics
Biswas	Pradip	Ph.D.	Associate Professor	Physics
Chen	Caixia	Ph.D.	Assistant Professor	Mathematics
Feng	Manliang	Ph.D.	Associate Professor	Chemistry
Garner	Bianca	Ph.D.	Professor	Biology
Hearst	Scoty	Ph.D.	Assistant Professor	Biology
Hill	Glake	M.S.	Associate Professor	Computer Science
Li	Lianna	Ph.D.	Assistant Professor	Biology
Mao	Jinghe	Ph.D./M.D.	Professor	Biology
			Distinguished Professor of	
McGinnis	Richard	Ph.D.	Natural Sciences	Chemistry
Sengupta	Bidisha	Ph.D.	Associate Professor	Chemistry
Smith	Paris	M.S.	Instructor	Mathematics
Streeter	Sharron	M.S.	Associate Professor	Computer Science
Walker	Scharri	Ph.D.	Assistant Professor	Biology
Wang	Xiuquan	Ph.D.	Assistant Professor	Mathematics

Social Sciences (Total Faculty – 13)

Abdelrahman	Kamal	Ph.D.	Associate Professor	Sociology
Al-Dabbour	Atef	M.S./M.B.A.	Associate Professor	Economics
Chamberlain	Daphne	Ph.D.	Assistant Professor	History
Chong	Gary	Ph.D.	Associate Professor	Psychology
Davis	Walter	Ph.D.	Professor	Sociology
Howard	Timothy	J.D.	Assistant Professor	Political Science
Hunter	Frederick	M.A.	Assistant Professor	Sociology
Khan	Shaila	Ph.D.	Professor	Psychology
Laiju	Meherun	Ph.D.	Associate Professor	Sociology
Liao	Lee	M.P.A.	Instructor	Economics
Mohamed	Elsaudi	Ph.D.	Associate Professor	Economics
Rozman	Stephen	Ph.D.	Professor	Political Science
Woods	William	Ph.D.	Associate Professor	History

Total Full-Time Faculty: 60

Fall 2018
Full-Time Faculty by Academic Division

Full-Time Faculty with Terminal Degrees

Division	Ed.D.; Ph.D.	D. Min.; M.F.A. M.S.L.S	Total Terminal Degrees
Education	6	0	6
Humanities	8	6	14
Natural Sciences	13	0	13
Social Sciences	10	0	10
Total Faculty	37	6	43

Summary of Entire Faculty by Rank and Gender

Rank	Female	Male	Total
Distinguished Professor	0	1	1
Professor	4	5	9
Associate Professor	8	15	23
Assistant Professor	12	6	18
Instructor	7	2	9
Visiting Professor	0	0	0
TOTAL	31	29	60

Faculty Characteristics by Race

	Number
Hispanic or Latino	1
American Indian or Alaska Native	0
Asian	7
Black or African American	36
Native Hawaiian or Other Pacific Islander	0
White	10
Nonresident alien	
Resident alien (and other eligible non-citizens)	
Race/ethnicity unknown	6
TOTAL	60

Fall 2018
Faculty by Division, Rank, and Gender

Education, Supervision & Instruction Division	Female	Male
Professor	1	1
Associate Professor	0	1
Assistant Professor	4	0
Humanities Division		
Associate Professor	5	5
Assistant Professor	4	2
Instructor	6	0
Visiting Professor	1	0
Natural Sciences		
Distinguished Professor	0	1
Professor	2	2
Associate Professor	2	3
Assistant Professor	3	2
Instructor	2	0
Visiting Professor	0	0
Social Sciences Division		
Professor	1	2
Associate Professor	1	5
Assistant Professor	1	2
Instructor	0	1

Tenured Faculty

<u>Name</u>			<u>Date Tenured</u>	<u>Rank</u>
Abdelrahman	Kamal	Ph.D.	1999	Associate Professor
Al-Dabbour	Atef	M.S./M.B.A.	1992	Associate Professor
Armstrong	George	Ph.D.	2016	Professor
Ashton	Loye	Ph.D.	2011	Associate Professor
Banerjee	Santanu	Ph.D.	2007	Professor
Biswas	Pradip	Ph.D.	2013	Associate Professor
Castilla	Kathy	Ph.D.	2003	Associate Professor
Coleman	James	Ed.D.	2015	Professor
Davis	Mary P.	M.A.	1998	Associate Professor
Davis	Walter	Ph.D.	2012	Professor
Freeman	Miranda	Ph.D.	2014	Associate Professor
Garner	Bianca	Ph.D.	2015	Professor
Hill	Glake	M.S.	1980	Associate Professor
Johnson	Larry	D.Min.	2011	Associate Professor
Khan	Shaila	Ph.D.	2004	Professor
Laiju	Meherun	Ph.D.	2013	Associate Professor
Maberry	Johnnie	M.F.A.	2002	Associate Professor
Mao	Jinghe	Ph.D./M.D.	2007	Professor
McGinnis	Richard	Ph.D.	1974	Distinguished Professor of Natural Sciences
McLin	Arthur	Ed.D.	2013	Associate Professor
Mohamed	Elsaudi	Ph.D.	2005	Associate Professor
Montgomery	Andrea	Ph.D.	2009	Associate Professor
O'Hara	Bruce	M.F.A.	1994	Associate Professor
Primer	Jessie	Ph.D.	2016	Associate Professor
Rozman	Stephen	Ph.D.	1978	Professor
Sanders	Karlos	M.F.A.	2016	Associate Professor
Sengupta	Bidisha	Ph.D.	2016	Associate Professor
Streeter	Sharron	M.S.	1995	Associate Professor
Williams	Norma	M.A.	1968	Assistant Professor
Williams-Black	Thea	Ph.D.	2017	Professor
Woods	William	Ph.D.	1991	Associate Professor

2017-2018 vs. 2018-2019

Total Tenured Faculty: 35 (54%)

Total Faculty: 65

Total Tenured Faculty: 32 (53%)

Total Faculty: 60

Academic Programs

Expected Student Learning Outcomes

1. Tougaloo graduates should be able to communicate verbally and nonverbally in a variety of modes.
2. Tougaloo graduates should be able to acquire and process information.
3. Tougaloo graduates should be able to organize, comprehend, and make practical use of a wide variety of materials, from the sciences to the arts.
4. Tougaloo graduates should be able to apply knowledge in a new context.
5. Tougaloo graduates should be aware of scientific principles relating to health and the larger environment.
6. Tougaloo graduates should be able to accept and work through ambiguity and diversity while developing strong personal values, social skills, and a sense of ethics.
7. Tougaloo graduates should have completed a program of studies in a specific discipline or area (traditionally called a major) which has equipped them with a basic understanding of the concepts and principles of the discipline and provided them with skills germane to it.

Source: *The Tougaloo College Catalog 2018-2020*

Degrees and Certifications

Tougaloo College offers the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees.

Associate of Arts

- Early Childhood Education
- Child Development
- Religious Studies
- Hotel and Hospitality Management

Bachelor of Arts

- Art
- Art Education
- Child Development
- Economics
- Economics (Emphases in Accounting or Business Administration)
- Elementary Education
- English
- English Education
- English (Emphasis in Journalism)
- Health and Recreation
- Health, Physical Education, and Recreation
- History
- History Education
- Interdisciplinary Career-Oriented Humanities (ICOHM)
- Mass Communication
- Music (Emphasis in piano or voice)
- Music Education
- Political Science
- Psychology
- Sociology
- Sociology (Emphasis in Social Work)
- Special Education

Bachelor of Science

- Biology
- Biology Education
- Chemistry
- Chemistry Education
- Mathematics
- Mathematics Education
- Physics
- Physics Education

Masters of Arts

- Early Child Development
- Teaching

Degree Requirements

Candidates for the Associate of Arts degrees must have:

- Completed a program of general education including
 - SSS 101-102: Student Success Seminar - 4 semester hours
 - ENG 101-102: Effective Writing - 6 semester hours
 - MAT 102: College Algebra I - 3 semester hours
 - ART 101: Art Appreciation - 3 semester hours
 - CSC 107: Computer Literacy - 3 semester hours
 - PHE 104: Comprehensive Health - 3 semester hours
 - SPE 101: Effective Speech - 3 semester hours
 - HIS 131: World History - 3 semester hours
- Completed 62 semester hours, including the general education program
- Passed the essay portion of the English/Writing Proficiency Examination
- Earned a “C” average for all college course work
- Paid all debts to the College

Candidates for Bachelor of Arts or Bachelor of Science degrees must have:

- Passed at least 124 semester hours, including at least 27 and not more than 48 semester hours in a major
- Earned an overall average of at least a “C” in all work done at Tougaloo.
- Transfer students may petition the Vice President for Academic Affairs to have transfer credits included in their average.
- Earned no grade lower than a “C” in courses required or elected in the major
- Completed a comprehensive paper in the major during the senior year, some departments may require special examinations.
- Passed all parts of the English/Writing Proficiency Examination
- Paid all debts to the College
- Spent the final year in residence at Tougaloo College
- Completed at least 25% of the credits required for the degree and the last 30 semester hours at Tougaloo College
- Completed 60 semester hours of community service

Candidates for Masters of Arts degrees must have:

The academic requirements of the M.A. in Child Development degree will consist mostly of coursework and a master's thesis or project that is interdisciplinary, but whose core is still child development with early childhood development theory and research framing the main areas of study.

- Students must complete a minimum of 12 courses and a master's thesis/project, which must include an original analysis of a data set of a proposed problem.
- Courses must be chosen at the graduate level (numbered 500 or higher) from the Division of Education.
- All courses must be passed with a grade of B or better and students must maintain an overall grade point average of 3.0 or better.
- The M.A.in Child Development degree program requires students to complete the required credits at Tougaloo College and to complete 36 semester hours for the degree at the College, during the course of the two-year program.
- No more than six graduate hours taken after completion of a baccalaureate degree can be transferred from another institution towards the program requirements.
- Written thesis or project will be required of all students. The thesis/project must consist of an original analysis that solves a real-world problem.
- The programs will require candidates to complete 37 semester credit hours within an 18-month timeframe for full-time candidates, summer semester included, and two to three years for part-time candidates and six (6) units must be completed after one year of full-time teaching.

The M.A.T. degree programs are designed for candidates with an anon-education bachelor's degree with either a major in a content/subject or discipline area (30 semester credit hours) or significant upper-level coursework in a single discipline area.

- All M.A.T. candidates must take at least three of the pre-teaching core courses (EDU 500, EDU 502, EDU 505, and EDU 506), in which two must include EDU 502: Assessment and Evaluation and EDU 505:Classroom Management courses, and pass Praxis 1 and Praxis 2to apply for a three-year provisional Class A license.
- After completion of one year of teaching and required coursework, candidates may apply for a Class A standard (5 year) license.
- Upon program completion (graduation), M.A.T. candidates may apply for a Class AA standard license.

Academic Support Services



Athletics

The Department of Athletics is an integral part of the student's educational experience, providing tools, skills, and competencies which contribute to the total development of the student-athletes who represent a special population of the campus community. With high emphasis placed on the following 5 Core Values of Champions of Character: Integrity, Respect, Responsibility, Sportsmanship, and Servant Leadership, the department regularly meets the criteria for being named a Champions of Character Five-Star Institution. The department also cares about the overall student-athletes spiritual well-being by offering the Fellowship of Christian Athletes (FCA) as a ministering tool. As an advocate for student success in the classroom, much emphasis is placed upon the tutorial labs offered by the college to assure that each student-athlete has an opportunity to be successful both on and off the court or playing field. The Tougaloo College Department of Athletics includes men's and women's basketball, baseball, men's and women's tennis, volleyball, and men's and women's cross country. Tougaloo College is a member of the Gulf Coast Athletic Conference (GCAC) and the National Association of Intercollegiate Athletics (NAIA).



Federal TRiO Programs

Under the auspices of the Office of Academic Affairs, the College sponsors the Federal TRiO Programs which provide academic support services to middle schools, high schools, adults, and a segment of the college population.

Educational Talent Search: This is a community outreach program serving participants in central Mississippi. The services include collecting and disseminating information regarding a variety of postsecondary educational opportunities, student financial aid, academic assistance, and career options available to participants. The program provides tutorial assistance for middle school participants.



Upward Bound:

This is a pre-college motivational program designed to generate, in the participants, skills, and motivation necessary for success in education beyond high school. The program is conducted during the summer as well as during the academic year. Participants generally live on campus during the summer session and take part in a variety of academic, career, social and cultural activities. The program offers a bridge summer component for those Upward

Bound participants who have graduated from secondary school and intend to enroll at a post-secondary institution in the fall.

Educational Opportunity Center: This is a program designed to assist adults with information about educational and career opportunities in Hinds, Madison, Leake, Warren, and Yazoo counties. The Center helps qualified adults who desire to enter or continue a program of postsecondary education by providing information on admission requirements and available financial aid. In conjunction with schools, agencies, and organizations in the target area, this program develops, publicizes, and implements strategies that are designed to increase the probability of dropouts being re-admitted to secondary postsecondary school.

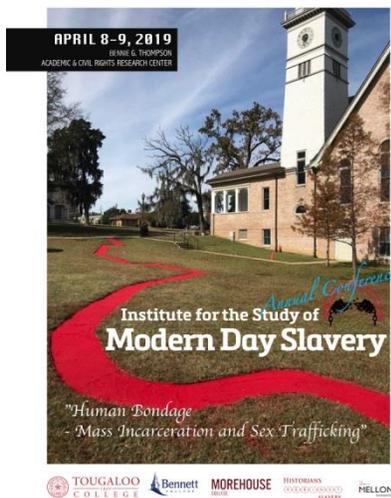
Upward Bound Math & Science: This is a pre-college enrichment program designed to generate skills and motivation in math and science for success in education beyond high school. Students in the Math and Science program are introduced to the research process and its techniques. The program is conducted on (8) eight Saturdays during the academic component year and students live on campus during the six (6) week summer component.

Honors Program

The Honors Program at Tougaloo College is designed to accommodate self-motivated, self-directed, and goal-oriented students who want to enhance college experience and opportunities in their chosen careers by taking academic courses in a specially designed accelerated program. All incoming students who have been designated Presidential Scholars or who have been ranked in the top 10 percent of their high school class and have a composite ACT score of at least 25 or an SAT score of 1010 or greater are invited to participate.

Enrolled students who have completed 24 semester hours at Tougaloo College with a grade point average of 3.50 or higher may also join the program. Additionally, all honors students will be expected to participate in cultural experience seminars as well as with present research during the Annual Tougaloo College Symposium for Undergraduate Research.

Institute for the Study of Modern Day Slavery



The institute, the only one of its kind at a historically black college or university, will amass an alliance — one between academicians, students, policymakers, law enforcement officials, international social activists, think tanks, scholars and grassroots community and global outreach groups, both large and small — to study issues such as human trafficking and forced labor in a global context. The institute's ultimate goal is to develop solutions to combat and eradicate the scourge of subjugation.



Jackson Heart Study

The Jackson Heart Study (JHS) is a collaborative program involving Tougaloo College, Jackson State University, and the University of Mississippi Medical Center with the National Heart, Lung, and Blood Institute (NHLBI) and the National Institute on Minority Health and Health Disparities. Under this program, the college serves as the home of the Undergraduate Training and Education Center (UTEC). The goals of the UTEC are to (1) create a pool of well-trained high school students who, upon entering college, can successfully complete an undergraduate degree and enter graduate or professional schools; (2) introduce a program of college courses to prepare the Tougaloo College

students to pursue advanced studies in health care; and (3) involve the students in hands-on experiences to create interest in public health, epidemiology and biostatistics.

In order to accomplish the above goals, the UTEC has developed the following programs; SLAM (Science, Language Arts and Mathematics) Workshops I, II, and III for High School students during the summer and the Jackson Heart Study Scholars Program for Tougaloo College students which involves course work and academic year and summer internships.

L. Zenobia Coleman Library

The mission of the L. Zenobia Coleman Library is to identify and provide the information and library resources needed by members of the College community in their study, teaching, research, public service, and professional development; to instruct and assist in the use of library resources and services; to share in the development and implementation of the College's educational and research programs; to cooperate with other libraries and information providers; and to participate in area, state and national professional library activities.

The library staff seeks to accommodate the educational programs, philosophy, mission, goals and objectives of the College. In that regard, the College has made constant efforts to maintain a balanced library program that fosters and aids the promotion and achievement of academic, professional, and personal excellence. Designed to provide an environment conducive to study, the library has individual study carrels, computers, conference rooms, and a videoconferencing classroom located on the first floor. In collaboration with the Office of Information Technology, wireless connectivity is installed throughout the Library.

The Library is online with several electronic databases: JSTOR periodical database provides full-text access to more than 150 scholarly journals dating back to the 18th century, along with 2,700 eBooks. EBSCO Academic Search Complete databases provide access to full-text for over 19,000 journals, abstracts, images, and over 21,000 eBooks embracing all disciplines. Newsbank Collection is a comprehensive, full-text news resource consisting of regional, national, and international sources, including more than 5,000 newspaper titles, as well as newswires, Web editions, blogs, videos, broadcast transcripts, and other publications covering news from around the world. The Credo Reference database offers full-text access to over 680 dictionaries and encyclopedias in all disciplines and also includes over one million images.

The Library also supplies access to the U.S. Department of Education Resources Information Center (ERIC) database provides indexing and abstracts for more than 1,000 full-text education-related journals.

Also provided is Pub-Med which is a service of the U.S. National Library of Medicine that includes over 17 million citations from MEDLINE and other life science journals and Pub-Health which is the U.S. National Institutes of Health free digital archive of biomedical and life sciences journal literature.

Participation in the Interlibrary Lending Cooperative provides access to over 2 Billion external resource materials from 75,000 libraries in the OCLC network at no charge to faculty and students.

Registrar

The Office of the Registrar is responsible for providing essential services related to the College's academic records. These services include maintaining academic files on enrolled and formerly enrolled students, processing grade and transcript requests, evaluating transcripts of transfer students, verifying enrollment and graduation requirements, and managing all processes related to registration.

Student Success Center

The Student Success Center, while not a degree-granting program, uses strategies designed to engage divisions, departments, and other sectors, with the first-year cohorts, in the teaching, assisting, modeling, and learning process aimed to develop transitional skills, academic success, and effective personal leadership skills to contribute to the greater global community. The Student Success Center is designed to encourage first-year cohorts, transfers, and readmits, to become socially responsible and participate in service-learning projects. Finally, Success Coaches orient students to Tougaloo College, advise students as they explore career paths, and retain students by connecting them to resources and opportunities on the Tougaloo College campus, and give them the best start possible.

Student Success & Retention Coaches are guided in their practice through:

- Appreciative advising
- Embracing a holistic approach
- Promoting engagement
- Supporting and promoting a proactive mindset
- Striving for meaningful, authentic relationships

Providing Resources to Students

- Academic Coaching
- Career Coaching
- Life Coaching

In addition, the Student Success Center sponsors major programs, ceremonies, and inductions which assist the first-year cohort in making the transition necessary to move toward graduation.

Supplemental Laboratories

Math Center: Math Center: The College provides support for students who are taking courses in the sciences and mathematics to improve their chances for success in their coursework. Through the Center students and faculty provide tutorial services and special workshops to supplement instruction in all areas of science and math, with special emphasis on freshman-level courses.

World Languages Research and Study Center is located in Holmes Hall. It is available to students studying French and Spanish and the critical languages of Arabic, Japanese, and Mandarin Chinese.

The John U. Monro Writing Center is located on the first floor of Berkshire Cottage and serves the campus community by assisting students who desire, or need, help with writing projects. The Center is staffed with tutors throughout the week who can provide assistance with grammar, syntax, and content development.

The Dr. Annie J. Cistrunk Learning Commons is located on the second floor of Berkshire Cottage and serves the campus community as an open learning space designed for individual or group instruction/study. The Learning Commons includes resources that will assist students and faculty from various disciplines within the Humanities in research and project development.

The Tougaloo Center for Undergraduate Research (TCUR)

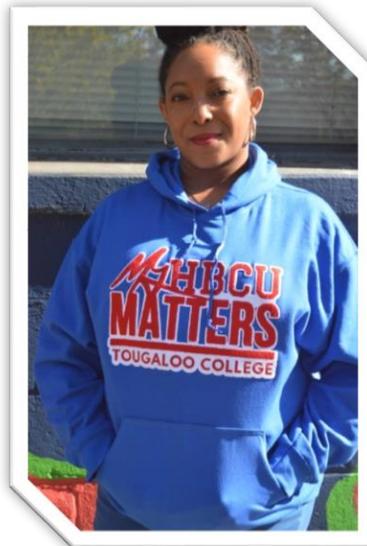
The purpose of TCUR is to promote undergraduate research across the disciplines. Faculty mentors work with students on designated topics and projects to enhance the basic tenets of research taught in the regular curriculum.



The Tougaloo Center for Undergraduate Research (TCUR) provides various support services to faculty who are members of TCUR. It provides various faculty development and grantsmanship workshops. TCUR identifies mentors in specialized areas who review grant proposals and provide suggestions for improvement. Additionally, it provides a forum in which members share information, concerns on specific areas of interest, and suggestions for further development.

Faculty and students are encouraged to develop research topics and projects with the intent to publish and present at local, regional and national seminars, workshops, and conferences. The College promotes and conducts an annual undergraduate research symposium. Faculty participates in the selection process for student presenters.

Demographics of the Student Body



Fall 2018

Admissions Summary

Total Applications	2016	2017	2018
All Students (Freshmen/Transfers)	4539	4993	3954
Incomplete Applications			
All Students (Freshmen/Transfers)	2945	2706	2020
Completed Applications			
All Students (Freshmen/Transfers/Re-admits)	1594	2227	1934
Students Accepted			
All Students (Freshmen/Transfers)	1528	1664	1816
Accepted Responses			
All Students (Freshmen/Transfers)	332	353	307
Enrolled			
All Students	279	293	235
Freshmen	172	196	152
Transfers	71	63	49
Re-Admits	24	28	29
International Exchange/ALLEK/Fulbright Scholars	4	4	5
Current Average ACT			
	18	19	18
Current Average GPA			
	2.75	2.73	2.74
Current Average SAT			
	830	981	865
Mean National Average (ACT)			
	21	21	21
Mean National Average (SAT)			
	1010	1060	1068

Source: Director of Enrollment Services

**TOUGALOO COLLEGE
FALL 2018 ENROLLMENT
TOTAL HEADCOUNT**

	MALE	FEMALE	TOTAL
TOTAL UNDERGRADUATE	232	494	726
TOTAL GRADUATE	0	10	10
TOTAL ENROLLED	232	504	736
MALE/FEMALE RATIO	31%	69%	100%

NEW AND RETURNING HEADCOUNT	MALE	FEMALE	TOTAL
TOTAL NEW	74	166	240
TOTAL RETURNING	158	338	496
TOTAL ENROLLED	232	504	736

GRADUATE ENROLLMENT	MALE	FEMALE	TOTAL
TOTAL NEW	0	3	3
TOTAL RETURNING	0	7	7
TOTAL ENROLLED	0	10	10

UNDERGRADUATE ENROLLMENT	MALE	FEMALE	TOTAL
NEW	74	163	237
RETURNING	158	331	489
TOTAL ENROLLED	232	494	726
MALE/FEMALE RATIO	32%	68%	100%

ALL NEW STUDENTS BY CATEGORY	MALE	FEMALE	TOTAL
COHORT (NEW 1ST YEAR)	47	105	152
EXCHANGE/FULL BRIGHT/ALEX	2	3	5
TRANSFER STUDENTS	15	34	49
READMITTED STUDENTS	9	20	29
NON-DEGREE SEEKING	1	1	2
TOTAL NEW UNDERGRADUATES	74	163	237
NEW GRADUATE STUDENTS	0	3	3
TOTAL NEW	74	166	240
MALE/FEMALE RATIO	31%	69%	100%

RETURNING STUDENT BY CLASSIFICATION

DEGREE SEEKING UNDERGRADUATES	MALE	FEMALE	TOTAL
FRESHMEN	34	37	71
SOPHOMORES	39	96	135
JUNIORS	36	88	124
SENIORS	44	112	156
TOTAL UNDERGRADUATES	153	333	486
RETURNING GRADUATE STUDENTS	0	7	7
TOTAL RETURNING	153	340	493
MALE/FEMALE RATIO	31%	69%	100%

FALL 2018 ENROLLMENT

NEW UNDERGRADUATE STUDENTS	MALE	FEMALE	Fall 2018
COHORT (NEW 1ST YEAR)	47	105	152
EXCHANGE/FULL BRIGHT/ALEX	3	4	7

TRANSFER STUDENTS	15	34	49
READMITTED STUDENTS	9	20	29
TOTAL NEW UNDERGRADUATES	74	163	237
MALE/FEMALE RATIO	31%	69%	100%

TRANSFER STUDENTS BY CLASS	MALE	FEMALE	Fall 2018
FRESHMEN	4	7	11
SOPHOMORES	8	15	23
JUNIORS	3	12	15
SENIORS	0	0	0
TOTALS	15	34	49
MALE/FEMALE RATIO	31%	69%	100%

READMITTED STUDENTS BY CLASS	MALE	FEMALE	Fall 2018
FRESHMEN	7	5	12
SOPHOMORES	1	5	6
JUNIORS	1	2	3
SENIORS	0	8	8
TOTALS	9	20	29
MALE/FEMALE RATIO	31%	69%	100%

ALL NEW STUDENTS BY CLASS	MALE	FEMALE	Fall 2018
COHORT (NEW 1ST YEAR)	47	105	152
OTHER FRESHMEN	11	12	23
SOPHOMORES	9	20	29
JUNIORS	4	14	18
SENIORS	0	8	8
TOTAL NEW UNDERGRADUATES	71	159	230

ALEX/FULLBRIGHT (Non Degree)	3	4	7
GRADUATE STUDENTS	0	3	3
TOTAL ALL STUDENTS	74	166	240

TOTAL ENROLLMENT BY CLASS

DEGREE SEEKING UNDERGRADUATES	MALE	FEMALE	Fall 2018
FRESHMEN (Including Cohort Students)	94	150	244
SOPHOMORES	48	116	164
JUNIORS	43	103	146
SENIORS	44	121	165
TOTAL UNDERGRADUATES	229	490	719

ALEX/FULLBRIGHT (Non Degree)	2	3	5
NON-DEGREE (Other)	1	1	2
GRADUATE STUDENTS	0	10	10
TOTAL ALL STUDENTS	232	504	736

FALL 2018 FULL TIME/PART-TIME ENROLLMENT FULL TIME

UNDERGRADUATE DEGREE SEEKING COHORT STUDENTS (1ST Year Students)	MALE	FEMALE	Fall 2018
	47	105	152

FRESHMEN (Including Cohort Students)	93	154	247
SOPHOMORES	47	114	161
JUNIORS	40	102	142

SENIORS	40	104	144
TOTAL UNDERGRADUATES	220	474	694

NON DEGREE (ALEX/FULLBRIGHT)	1	1	2
TOTAL UNDERGRADUATES	220	474	694
GRADUATE STUDENTS	0	6	6
TOTAL ALL FULL TIME STUDENTS	221	481	702

PART TIME

UNDERGRADUATE DEGREE SEEKING	MALE	FEMALE	Fall 2018
FRESHMEN (Including Cohort Students)	1	0	1
SOPHOMORES	1	2	3
JUNIORS	1	0	1
SENIORS	4	16	20
TOTAL UNDERGRADUATES DEGREES	7	18	25

NON DEGREE (ALEX/FULLBRIGHT)	2	3	5
TOTAL UNDERGRADUATES	9	21	30
GRADUATE STUDENTS	0	4	4
TOTAL ALL PART TIME STUDENTS	9	25	34

FULL TIME EQUIVALENCY UNDERGRADUATE STUDENTS (FTE) IPEDS

CATEGORY	# Full Time Plus Part Time Hours Divided By 12	TOTAL
MALE	221 + (62 divided by 12 = 5)	226
FEMALE	475 + (118 divided by 12 = 10)	485
TOTAL FTE M/F	696 + (180 divided by 12 = 15)	711

FULL TIME EQUIVALENCY GRADUATE STUDENTS (FTE) IPEDS

CATEGORY	# Full Time Plus Part Time Hours Divided By 12	TOTAL
MALE	0 + (0 divided by 12 = 0)	0
FEMALE	6 + (24 divided by 12 = 2)	8
TOTAL FTE M/F	6 + (24 divided by 12 = 2)	8

FULL TIME EQUIVALENCY ALL STUDENTS (FTE) IPEDS

CATEGORY	# Full Time Plus Part Time Hours Divided By 12	TOTAL
MALE	221 + (62 divided by 12 = 5)	226
FEMALE	481 + (142 divided by 12 = 12)	493
TOTAL FTE M/F	702 + (204 divided by 12 = 17)	719

(FTE) OTHER REPORTING

Full-time Students	Plus one-third of all part-time students	Total FTE
702	34 divided by 3 = 11	713

FALL 2018 ENROLLMENT BY GEOGRAPHIC LOCATIONS

FALL 2018 COHORT ENROLLMENT BY MISSISSIPPI COUNTIES

MISSISSIPPI COUNTIES	MALE	FEMALE	TOTAL
Adams	0	2	2
Attala	0	0	0
Bolivar	1	4	5
Claiborne	0	0	0
Clarke	0	0	0

Clay	0	0	0
Coahoma	0	0	0
Copiah	0	5	5
Covington	0	0	0
Desoto	0	2	2
Forrest	0	0	0
Hancock	0	0	0
Harrison	0	1	1
Hinds	10	23	33
Holmes	1	2	3
Humphreys	0	1	1
Jackson	3	5	8
Jasper	0	0	0
Jefferson Davis	0	0	0
Jones	1	3	4
Kemper	0	0	0
Lamar	0	0	0
Lauderdale	0	0	0
Lawrence	0	0	0
Leake	0	0	0
Lee	0	0	0
Leflore	0	1	1
Lincoln	1	0	1
Lowndes	1	0	1
Madison	6	7	13
Marion	0	0	0
Montgomery	0	1	1
Newton	0	0	0
Noxubee	0	0	0
Panola	0	0	0
Perry	0	0	0
Pike	2	3	5
Rankin	2	1	3
Scott	0	0	0
Simpson	0	1	1
Smith	0	0	0
Stone	0	0	0
Sunflower	0	5	5
Tallahatchie	1	1	2
Tate	1	0	1
Tunica	0	0	0
Warren	0	4	4
Washington`	1	3	4
Walthall	0	0	0
Wayne	0	0	0
Winston	0	0	0
Yazoo	0	1	1
TOTAL MISSISSIPPI COUNTIES	31	76	107

FALL 2018 COHORT ENROLLMENT BY STATES

STATES	MALE	FEMALE	TOTAL
Alabama	0	1	1
Arkansas	0	1	1
California	2	0	2
Florida	0	2	2
Georgia	0	3	3
Illinois	6	13	19
Indiana	0	0	0
Kansas	0	0	0
Louisiana	2	3	5
Maryland	1	0	1
Michigan	1	0	1
Minnesota	0	0	0
Mississippi	31	76	107
Missouri	0	0	0
Nevada	1	0	1
New York	0	0	0
Ohio	0	0	0
Oklahoma	0	0	0
South Carolina	0	0	0
Tennessee	2	2	4
Texas	1	1	2
Virginia	0	0	0
STATES EXCLUDING MISS.	16	26	42
STATES INCLUDING MISS.	47	102	149
FOREIGN COUNTRIES	MALE	FEMALE	TOTAL
China	0	0	0
Egypt	0	0	0
Ghana	0	1	1
Jamaica	0	2	2
Japan	0	0	0
Korea	0	0	0
Serbia	0	0	0
TOTAL FOREIGN COUNTRIES	0	3	3
TOTAL STATES	47	102	149
TOTAL COHORT STUDENTS	47	105	152

PERCENTAGE BY STATES/COUNTRIES/MISSISSIPPI COUNTIES

GEOGRAPHIC LOCATION	MALE	%	FEMALE	%	TOTAL	%
MISSISSIPPI COUNTIES	31		76		107	72
TOTAL FROM OTHER STATES	16		26		42	28
FOREIGN COUNTRIES	0		3		3	0
TOTAL STUDENTS	47		105		149	100

FRESHMEN COHORT

From Mississippi 73%
 Out of State/Country 27%

FALL 2018 HEADCOUNT ENROLLMENT BY MISSISSIPPI COUNTIES

MISSISSIPPI COUNTIES	MALE	FEMALE	TOTAL
Adams	1	7	8
Attala	0	0	0
Bolivar	5	13	18
Claiborne	0	5	5
Clarke	0	0	0
Clay	0	1	1
Coahoma	1	3	4
Copiah	3	14	17
Covington	0	2	2
Desoto	3	5	8
Forrest	5	2	7
Grenada	0	1	1
Harrison	1	8	9
Hinds	62	147	209
Holmes	3	15	18
Humphreys	1	4	5
Jackson	6	15	21
Jasper	1	1	2
Jefferson Davis	0	3	3
Jones	4	6	10
Kemper	0	0	0
Lamar	1	2	3
Lauderdale	0	1	1
Lawrence	0	0	0
Leake	1	3	4
Lee	0	1	1
Leflore	1	11	12
Lincoln	1	1	2
Lowndes	3	0	3
Madison	19	38	57
Marion	0	0	0
Montgomery	0	1	1
Neshoba	0	1	1
Panola	1	1	2
Perry	0	0	0
Pike	6	7	13
Rankin	9	9	18
Scott	1	0	1
Simpson	0	2	2
Smith	0	1	1
Stone	0	1	1
Sunflower	0	14	14
Tallahatchie	1	1	2
Tate	1	1	2

Tunica	0	1	1
Warren	2	8	10
Washington`	8	17	25
Walthall	0	1	1
Wayne	0	0	0
Winston	0	2	2
Yazoo	2	9	11
TOTAL MISSISSIPPI COUNTIES	153	386	539

FALL 2018 HEADCOUNT ENROLLMENT BY STATES

STATES	MALE	FEMALE	TOTAL
Alabama	3	4	7
Arkansas	1	3	4
California	2	4	6
District of Columbia	1	0	1
Florida	0	3	3
Georgia	9	4	13
Illinois	24	48	72
Indiana	0	0	0
Kansas	0	1	1
Louisiana	10	15	25
Maryland	3	0	3
Michigan	1	1	2
Minnesota	1	2	3
<i>Mississippi</i>	<i>153</i>	<i>386</i>	<i>539</i>
Missouri	2	1	3
Nevada	1	1	2
New York	0	1	1
Ohio	0	1	1
Oklahoma	0	1	1
South Carolina	0	0	0
Tennessee	7	10	17
Texas	5	8	13
Virginia	1	0	1
TOTAL EXCLUDING MISS.	71	108	179
TOTAL MISSISSIPPI	153	386	539
TOTAL STATES	224	494	718
FOREIGN COUNTRIES	MALE	FEMALE	TOTAL
China	1	0	1
Egypt	0	1	1
Ghana	2	1	3
Jamaica	3	6	9
Japan	1	0	1
Korea	0	1	1
Serbia	1	0	1
St Lucia	0	1	1
TOTAL FOREIGN COUNTRIES	8	10	18

TOTAL STATES	224	494	718
TOTAL ALL STUDENTS	232	504	736

PERCENTAGE BY STATES/COUNTRIES/MISSISSIPPI COUNTIES

GEOGRAPHIC LOCATION	MALE	%	FEMALE	%	TOTAL	%
MISSISSIPPI COUNTIES	153	28	386	72	539	100
TOTAL OUT OF STATE/FOREIGN STUDENTS	79	40	118	60	197	100
TOTAL STUDENTS	232	31	504	69	736	100

TOTAL ALL STUDENTS

From Mississippi	539	73%
Out of State/Country	197	27%
Total	736	

**FALL 2018 INTERNATIONAL STUDENTS
DEGREE SEEKING STUDENTS**

FOREIGN COUNTRIES	MALE	FEMALE	TOTAL
Egypt	0	0	0
Ghana	2	1	3
Jamaica	3	6	9
Serbia	1	0	1
TOTAL FOREIGN COUNTRIES	6	7	13

ALEX/FULLBRIGHT NON-DEGREE STUDENTS

FOREIGN COUNTRIES	MALE	FEMALE	TOTAL
China	1	0	1
Egypt	0	1	1
Japan	1	0	1
Korea	0	1	1
TOTAL FOREIGN COUNTRIES	2	2	4

**FALL 2018 ENROLLMENT BY ORIGIN AND ETHNICITY
BY ORIGIN**

CATEGORY	MALE	FEMALE	TOTAL	%
BLACK-AMERICANS	222	491	713	97
HISPANIC	2	1	3	
OTHER FOREIGN	8	10	18	2
WHITE-AMERICANS	0	2	2	
TOTAL ALL STUDENTS	232	504	736	

BY ETHNICITY

ETHNICITY	MALE	FEMALE	TOTAL	%
BLACK	227	499	726	99
HISPANIC	2	1	3	
ASIAN	2	1	3	
WHITE	1	3	4	
TOTAL	232	504	736	

TOUGALOO COLLEGE
OFFICE OF RECORDS
2017-2018 DEGREES GRANTED BY MAJOR
(AUGUST 2017, DECEMBER 2017 AND MAY 2018)

EDUCATION DIVISION

BACHELOR OF ARTS DEGREE	MALE	FEMALE	TOTAL
CHILD DEVELOPMENT	1	9	10
ELEMENTARY EDUCATION	0	1	1
HEALTH AND RECREATION	9	3	12
TOTAL EDUCATION	10	13	23

HUMANITIES DIVISION

BACHELOR OF ARTS DEGREE	MALE	FEMALE	TOTAL
ART	0	1	1
ENGLISH	4	4	8
ENGLISH emphasis in Creative Writing	0	1	1
LIBERAL STUDIES emphasis in Art	0	1	1
MASS COMMUNICATION	1	4	5
MUSIC	1	4	5
TOTAL HUMANITIES	6	15	21

SOCIAL SCIENCES DIVISION

BACHELOR OF ARTS DEGREE	MALE	FEMALE	TOTAL
ECONOMICS	2	0	2
ECONOMICS and SOCIOLOGY	1	0	1
ECONOMICS/BUSINESS ADMINISTRATION	1	0	1
ECONOMICS/BUSINESS ADM AND MASS COM	0	1	1
HISTORY	2	4	6
POLITICAL SCIENCE	4	4	8
PSYCHOLOGY	0	8	8
SOCIOLOGY	4	14	18
SOCIOLOGY/SOCIAL WORK	3	5	8
TOTAL	17	36	53

NATURAL SCIENCES DIVISION

BACHELOR OF SCIENCE	MALE	FEMALE	TOTAL
BIOLOGY	5	13	18
BIOLOGY minor in ENGLISH	0	1	1
CHEMISTRY	2	3	5
COMPUTER SCIENCE	3	4	7
MATHEMATICS	0	2	2
TOTAL NATURAL SCIENCE	10	23	33

2017-2018 DEGREES GRANTED BY DIVISION

**TOTAL GRADUATES BY DIVISION
TOTALS BY CATEGORY**

MAJOR	MALE	FEMALE	TOTAL	PERCENTAGE
EDUCATION	10	13	23	18%
HUMANITIES	6	15	21	16%
SOCIAL SCIENCE	17	36	53	41%
NATURAL SCIENCE	10	23	33	25%
<i>TOTAL GRADUATES</i>	43	87	130	100%

**TOTAL 2017 – 2018 GRADUATES BY DEGREE
TOTALS BY CATEGORY**

MAJOR	MALE	FEMALE	TOTAL	PERCENTAGE
BACHELOR OF ARTS	33	64	97	75%
BACHELOR OF SCIENCE	10	23	33	25%
<i>TOTAL GRADUATES</i>	43	87	130	100%

**RETENTION RATE
FALL 2006 TO FALL 2017 BY FRESHPERSON COHORT**

COHORT ENTERING YEAR	NUMBER NEW PER YEAR	NUMBER AND PERCENTAGE OF COHORT CLASS RETURNING EACH FALL				
		2 nd year	3 rd year	4 th year	5 th year	6 th year
FALL	1 st year					
2003	222	156 (70.3%)	122 (55.0%)	109 (49.0%)	32 (14.4%)	06 (02.7%)
2004	278	186 (67.0%)	153 (55.0%)	135 (48.6%)	37 (13.3%)	02 (00.1%)
2005	208	145 (69.7%)	128 (61.5%)	104 (50.0%)	39 (18.6%)	14 (07.0%)
2006	*242 (243-1 deceased)	172 (71.0%)	151 (62.4%)	142 (58.7%)	51 (21.1%)	16 (06.6%)
2007	199	149 (74.9%)	129 (64.8%)	123 (61.8%)	45 (22.6%)	12 (06.0%)
2008	237	176 (74.3%)	156 (65.8%)	133 (56.1%)	59 (24.9%)	12 (05.0%)
2009	*233 (235-2 deceased)	158 (67.8%)	130 (55.8%)	115 (49.4%)	44 (18.9%)	15 (06.4%)
2010	199	156 (78.3%)	120 (60.3%)	108 (54.3%)	53 (26.6%)	23 (11.5%)
2011	204	161 (78.9%)	142 (69.6%)	126 (61.7%)	66 (32.4%)	15 (07.3%)
2012	243	170 (69.9%)	129 (53%)	114 (46.9%)	60 (24.7%)	21 (08.7%)
2013	153	126 (82.3%)	107 (69.9%)	100 (65.4%)	46 (30%)	16 (10.4%)
2014	169 (170-1 deceased)	113 (66.8%)	95 (56.2%)	78 (46.1%)	33 (19.5%)	N/A
2015	154	115 (74.6%)	83 (53.9%)	70 (45.5%)	N/A	N/A
2016	201	137 (68.1%)	103 (51.2%)	N/A	N/A	N/A
2017	196	145 (73.9%)	N/A	N/A	N/A	N/A

**N/A = Not Applicable at this time.

*2006 number enrolled 243 changed from 244 one student deceased (one student reclassified as high school dual enrolled student)

*2009 number enrolled 235 two students deceased = 233

*2014 number enrolled 170 one student deceased = 169

**GRADUATION RATE
FRESHMEN COHORT
As of May 2018**

FALL SEMESTER YEAR	NUMBER OF ENTERING FRESHMEN COHORT	TOTAL AND PERCENTAGE GRADUATING		
		WITHIN 4 YRS	WITHIN 5 YRS	WITHIN 6 YRS
2001	201	58 (28.8%)	86 (42.8%)	92 (45.8%)
2002	209	53 (25.4%)	77 (36.8%)	96 (45.9%)
2003	222	53 (24.1%)	81 (36.5%)	92 (41.4%)
2004	278	68 (24.5%)	102 (36.7%)	111 (40.3%)
2005	208 (207 – 1 deceased)	61 (29.5%)	91 (44%)	100 (48.3%)
2006	242 (241 – 1 deceased)	72 (29.9%)	112 (45.5%)	124 (51.4%)
2007	199	53 (26.6%)	94 (47.2%)	99 (49.7%)
2008	237	69 (29.1%)	102 (43%)	116 (48.9%)
2009	*233 (235 - 2 deceased)	57 (24.5%)	87 (37.3%)	96 (41.2%)
2010	199	50 (25%)	68 (34.2%)	83 (41.7%)
2011	204	56 (27.9%)	88 (43.1%)	102 (50.0%)
2012	243	45 (18.5%)	74 (30.5%)	86 (35.1%)
2013	153	42 (27.4%)	58 (37.9%)	
2014	170 (169– 1 deceased)	42 (25.1%)		

*2005 number enrolled 207 one student deceased

*2006 number enrolled 243 changed from 244 one student deceased (one student reclassified as high school dual enrolled student)

*2009 number enrolled 235 two students deceased

*2014 number enrolled 170 one student deceased

Carolyn Evans, Registrar

RESIDENTIAL LIFE

Fall 2018 Residential Population Table

	Berkshire	New Women	Branch	Renner	Total
Female	0	189	70	112	371
Male	138	0	48	0	186
Total	138	189	118	112	557

Student Right-to-Know and Campus Security Act Statistical Data

Class of Offenses	2018	2017	2016	2015	2014	2013
Homicide	0	0	0	0	0	0
Sex Offense (non-forcible)	0	0	0	0	0	0
Robbery	0	0	0	0	1	1
Burglary	4	17	0	6	6	7
Aggravated Assault	0	0	0	0	0	0
Auto Theft	0	0	0	0	0	0
Domestic Violence	10	10	4	1	2	N/A
Domestic Violence (on campus)	5	3	0	1	2	N/A
Domestic Violence (in residential halls)	5	7	4	0	0	N/A
Stalking (Cyber)	0	1	0	0	0	N/A
Other	0	0	0	0	0	N/A
Alcohol Law Violations	2	6	7	1	9	6
Drug Violations	12	8	20	23	19	14
Weapons	1	2	0	1	4	1
Total	39	54	31	31	41	29

Financial Profile



Tougaloo College
2018 - 2019 Board Approved Tuition & Fees
(Fees listed are subject to change upon approval of the Board of Trustees)

Traditional Students

Tuition Rate per Credit Hour: \$423.00

Distant Learner Fee Rate per Credit Hour: \$50.00

Per Semester	Commuter	Branch Hall/ Renner Hall	** Berkshire/ New Dormitory *New	
Dormitory				
Tuition	\$5,065.00	\$5,065.00	\$5,065.00	\$5,065.00
Room	-0-	\$1,105.00	\$1,525.00	\$2,000.00
Board	-0-	\$1,200.00	\$1,200.00	\$1,200.00
General Fees	\$235.00	\$235.00	\$235.00	\$235.00
Residential Service Fees	-0-	\$242.50	\$242.50	\$242.50
Commuter Service Fees	\$95.00	-0-	-0-	-0-
Total	\$5,395.00	\$ 7,847.50	\$8,267.50	\$8,742.50
 Annual Total	 \$10,790.00	 \$15,695.00	 \$16,535.00	 \$17,485.00

**Triple & Quadruple Occupancy

*Double Occupancy

Non-Traditional Students

Tuition Rate per Credit Hour: \$296.00

Distant Learner Fee Rate per Credit Hour: \$50.00

Total Hours	Tuition	General Fees	Commuter Service Fees	Total
0-3	\$889.00	\$235.00	\$95.00	\$1,219.00
4	\$1,184.00	\$235.00	\$95.00	\$1,514.00
5	\$1,480.00	\$235.00	\$95.00	\$1,810.00
6	\$1,776.00	\$235.00	\$95.00	\$2,106.00
7	\$2,072.00	\$235.00	\$95.00	\$2,402.00
8	\$2,368.00	\$235.00	\$95.00	\$2,698.00
9	\$2,664.00	\$235.00	\$95.00	\$2,994.00
10	\$2,960.00	\$235.00	\$95.00	\$3,290.00
11	\$3,256.00	\$235.00	\$95.00	\$3,586.00
12-18	\$3,552.00	\$235.00	\$95.00	\$3,882.00

Summer School Fees

Distant Learner Fee Rate per Credit Hour: \$50.00

Rate per Credit Hour: \$137.00

General Fee: \$ 75.00

Graduate Program Fees

Distant Learner Fee Rate per Credit Hour: \$50.00

Rate per Credit Hour: \$550.00

General Fee: \$235.00

Commuter Service Fees \$ 95.00

2018-2019 Summary of Student Financial Aid

Type of Aid	Number of Students	Amount (\$)
Scholarship	175	1,656,430
Athletic	70	335,396
Music	22	111,260
Endowed Scholarships	74	128000
Staff Dependents	13	47,352
Resident Assistants	16	38,400
SEOG	221	185,167
Pell Grants	659	3,269,910
Stafford Loans	590	4,761,177
Parent Plus Loans	88	650,872
Federal Work Study	194	251,670
MTAG/MESG/HELP/Gearup	103	221,570
Outside Scholarships	69	432,750
TEACH	16	46,000
Total		\$12,135,954

Source: Office of Financial Aid



TOUGALOO COLLEGE

1905

National Alumni Association

TCNAAA Jackson Chapter



TCNAA Atlanta Chapter



Golden Class of 1969



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Washington, DC	Ms.	Kathy	Mosley	6916 18th Avenue	Hyattsville	MD	20783
Yazoo City	Mr.	Eugene	Fouche`	470 Custer Street	Yazoo City	MS	39194

Tougaloo College Organizational Chart (2018-2019)

