



SOUTHERN UNIVERSITY AT NEW ORLEANS

GRAD Act Annual Report

FY 2014 - 2015 (Year 5)

NARRATIVES

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PERFORMANCE OBJECTIVE SECTION 1: STUDENT SUCCESS

a. Achieve cohort graduation rates and graduation productivity goals consistent with institutional peers.

The administration at Southern University at New Orleans (SUNO) continues to focus on the institutional mission and strategic plans in the day to day running of the institution, working within the confines of Louisiana Board of Regents (BoR) academic policies and the institution's internal policies. The mission, as published in the 2014-2015 University Catalog, states:

"Southern University at New Orleans, a public, historically black university, empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs and service to achieve excellence in higher education."

As SUNO makes effort to achieve the benchmarks for the GRAD Act measures yearly, the opportunity to pursue "quality academic programs and service" in support of students' career goals opens up simultaneously.

An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

SUNO exceeds the benchmark for targeted measures in this objective and requires no explanation for inability to meet the benchmark for those measures. The exception is with *Section 1.a.iv. Same institution graduation rate*. The benchmark set was 11.4% and the actual is 11.2%, just 0.2% short of the target. The drop is within the 2% margin required for full score. Year 5 data for same institution graduation rate is based on the 2007 Cohort, the second cohort after the hurricane disasters of Fall 2005. Year 5 data is lower than the 17.5% rate for Year 4 which was based on the 2006 Cohort. It is to be noted that SUNO was exempted from reporting same institution graduation rate for Year 3 because of the hurricane devastation impacting 2005 Cohort. The institution has set up a system to track the progression to graduation of subsequent cohorts more intensely. The Chancellor meets weekly with Enrollment Management and the Institutional Effectiveness units to monitor the retention rates of cohorts and assess total credits earned toward graduation. With this initiative, the rate for 2008 Cohort (Year 6 report) stands at above 13%.

Student Success Initiatives implemented/continued during the reporting year

The Enrollment Management Unit that was fully established during FY 2013-2014 to handle recruitment, admission and retention efforts continued to function as planned. The Director of Recruitment and Admission who reports to the Assistant Vice Chancellor for Enrollment Management maintained a much improved data system which has enabled SUNO to provide accurate data on transfer students and students admitted by exceptions,

etc. Furthermore, the Retention Officers are now assigned to work directly with College Deans while still reporting to the Assistant Vice Chancellor for Enrollment Management.

Significantly, the institution has now set up a system to track the progression to graduation of subsequent cohorts more intensely: the Chancellor meets weekly with Enrollment Management and Institutional Effectiveness staff to monitor the retention rates of cohorts and assess the total credits earned on a more regular basis. The graduation rate for 2008 Cohort already shows a great improvement over the 2007 Cohort and the retention rate and credit earned data for subsequent Cohorts show an upward trend.

(i) 1st to 2nd year retention cohort (Targeted)

Data for Baseline Year to Year 5 is presented below.

	Baseline Year (Fall 2008)	Yr. 1 (Fall 2009)	Yr. 2 (Fall 2010)	Yr. 3 (Fall 2011)	Yr. 4 (Fall 2012)	Yr. 5 (Fall 2013)
Number in cohort	273	399	319	98	172	180
Number retained	128	192	154	58	90	100
Retention rate	46.9%	48.1%	48.3	59.2%	52.3%	55.6%

1st to 2nd year retention rate for Year 5 is 55.6% which exceeds the benchmark of 49.4% and higher than the 52.3% for Year 4. The improved 1st to 2nd year retention rate for the past three years is highly welcomed and is expected to translate to improved graduation rate for the respective cohorts. The student success initiatives explained earlier are yielding good dividends.

(ii) 1st to 3rd year retention cohort (Targeted)

Data for Baseline Year to Year 5 is presented below.

	Baseline (Fall 2007)	Yr. 1 (Fall 2008)	Yr. 2 (Fall 2009)	Yr. 3 (Fall 2010)	Yr. 4 (Fall 2011)	Yr. 5 (Fall 2012)
Number in cohort	279	273	399	319	98	172
Number retained	75	91	154	104	40	65
Retention rate	26.9%	33.3%	38.6%	32.6%	40.8%	37.8%

The 37.8% rate for Year 5 exceeds the benchmark of 29.4%. It is 3% lower than the Year 4 rate of 40.8%. The cohort which yielded the 40.8% rate, the highest 1st to 3rd year cohort

retention thus far, was the Fall 2011 Cohort. For that cohort, all students who required a developmental course before meeting admission criteria were not allowed to register for more than 12 or 13 credits during their first semester. The retention rate of the cohort has been outstanding and a high graduation rate is expected with that Cohort.

(iii) Fall to Spring retention cohort

Not applicable to SUNO.

(iv) Same institution graduation rate (Targeted)

It has already been explained on page 4 that the Year 5 rate is 11.2% which is 0.2% short of the benchmark of 11.4%. Strategies in place to support improved retention and graduation rates were also explained.

(v) to (vii) Optional

(viii) Percent of freshmen admitted by exception (Descriptive)

The summary is presented below:

Semester	Total Cohort Admitted	Admitted by Exception	Percent of Freshmen Admitted by Exception
Summer/Fall 2014	24	16	6.5%
Spring 2015	85	2	2.3%

It can be seen that adequate precaution was taken to ensure that admission by exception did not exceed the 8% mandate given by BoR. The institution has reorganized the Enrollment Management unit and the new Director of Recruitment and Admission is maintaining more reliable data system.

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

(i) Percent change in program completers

Data for Baseline Year to Year 5 is as follows:

Category	Baseline Year 2008-2009	Yr. 1 2009-2010	Yr. 2 2010-2011	Yr. 3 2011-2012	Yr. 4 2012-2013	Yr. 5 2013-2014
Bachelors % Change	227	222 -2.2%	271 19.4%	297 30.8%	316 39.2%	298 31.3%
Master % Change	148	132 -10.8%	157 6.1%	153 3.4%	184 24.3%	183 23.6%

Number of baccalaureate completers of 298 exceeds the benchmark of 231, and this yielded a 31.3% change using the criteria for calculating the percent change. Number of graduate completers of 183 exceeds the benchmark of 150, and this yielded a 23.6% change. The rates of increase are lower than Year 4 values. The achievements at both the baccalaureate and graduate levels exceed the benchmarks.

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

SUNO intensified partnerships with high schools during FY 2014-2015 with the primary aim of providing ACCESS to higher education for students in the New Orleans metropolitan area and surrounding parishes per SUNO’s strategic plan. The total number of schools partnered with increased from 21 in FY 2013-2014 to 29 as provided on the list below. This is equivalent to a 38.1% increase.

PARTNERSHIPS WITH HIGH SCHOOLS	
Amite High School	Lake Area High School
Helen Cox High School	West St. John High School
Edna Carr High School	Algiers Technology Academy
Brother Martin High School	Sci Academy
Landry-Walker High School	Chalmette High
West Jefferson High School	St. Augustine High School
McDonough 35 High School	St. Mary’s Academy
Warren Easton High School	All LACRAO Zone IV Recruitment Events
Eleanor McMain High School	NACAC New Orleans And Baton Rouge College Fairs
JC Clark High School	Bonnabel High School
Miler-McCoy Academy	Katherine Drexel Prep
Slidell High School	KIPP Renaissance High School
Salmen High School	Cohen Prep High School
Sophie B. Wright Charter School	New Orleans Science & Math High School
MLK Charter	

*SUNO Registrar - Data from SUNO Banner System for each semester

The partnership in 2014-2015 focused on the following activities:

Early Start Program (continuing initiative)

High school seniors were recruited into the Early Start Program adhering rigidly to BoR policies. Students were enrolled in Developmental Mathematics (MATH 098) and Developmental English (ENGL 093) as needed. Some students, at the recommendation of school counselors, were also enrolled in college-level Mathematics (MATH 151 or 161, for non-science majors or science majors), English (ENGL 111), or History (HIST 104). Classes were held at both high school sites and SUNO sites, whichever is convenient for the partnering high school. All Early Start classes were under the supervision of the respective SUNO departmental chair.

Compass Camp (new initiative)

SUNO hosted an inaugural COMPASS Camp in the summer of 2014 for students who met admission criteria other than the required ACT English or Mathematics sub-scores. Thirty-eight (38) students arrived on the first day of camp, and 32 completed the camp. Of the students who completed camp, 22 (69%) were admitted to SUNO and the remaining 10 students were admitted to the SUNO-SUSLA Connect program. The latter is a continuing program that prepares high school graduates who did not meet SUNO admission criteria initially to meet all developmental course needs before transitioning to SUNO. The courses are offered on SUNO campus. Due to the success of Compass Camp, SUNO will be offering the program again in the summer of 2015 and has been aggressively promoting it in high schools in our immediate service areas as well as directly to students statewide.

High school enrollment data is summarized below.

HIGH SCHOOL PARTNERSHIP ENROLLMENT DATA			
SEMESTER	TOTAL ENROLLED	# SEMESTER CREDIT HOURS	# SEMESTER CREDIT HOURS COMPLETED
Summer/Fall 2013	297	891	795 (89.2%)
Spring 2014	204	612	414 (67.6%)
TOTAL	501	1503	1209 (80.4%)

The completion rate of student credit hours enrolled by the students is an average of 80.4%. The Year 5 rate is 1.3% higher than the 78.7% rate achieved in Year 4. Overall, the high school partnership is achieving its goal of providing ACCESS to higher education in SUNO's targeted population. Importantly, too, the partnership boosts the institution's overall enrollment (SSPS counts) each semester.

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

The licensure examination applicable to SUNO for the 2013-2014 period is the PRAXIS exam required by the College of Education and Human Development majors. All 26 students who took the PRAXIS licensure exam passed, i.e. 100%.

The SUNO Health Information Management Systems (HIMS) program had its first set of completers in May 2013. Data on HIMS is a tracked measure for Year 5. Based on exam results directly reported to SUNO's Educational Program Code (EPC) by the American Health Information Management Association (AHIMA), a total of 9 completers took the Registered Health Information Administrator (RHIA) licensure exam, and 6 (67%) passed. The program is administering remediation courses to improve passage rate subsequently. For instance, all of the four students who have taken the exam thus far in 2014-2015 passed.

PERFORMANCE OBJECTIVE SECTION 2: ARTICULATION AND TRANSFER

a. Phase in increased admission standards and other necessary policies to increase student retention and graduation rates.

Effective Fall 2014, BoR raised admission standards mandating regional 4-year institutions, including SUNO, to no longer admit any student with Developmental Course needs. The impact on SUNO was devastating initially as only 27 first-time freshmen met the new admission standards. The university, however, was pro-active. SUNO took advantage of the BoR DevEd Pilot program which enabled students within 2-point range for Math or English ACT minimum score to be admitted into the Cohort provided they co-register, same semester, in both the Developmental course needed (Math or English) and the corresponding college-level course. Participation in the program enabled SUNO to increase its Cohort count by 49 students. At the end of the Fall Semester, 49% of students in the DevEd Math sequence achieved a grade of C or better in both courses. The rate for the English sequence was 36%. SUNO participated in the DevEd Pilot program for the first time in Fall 2014. Lessons learned will be used to promote higher passage rate in subsequent semesters.

(i.a.) 1st to 2nd Year retention rate of transfer students (Baccalaureate-seeking)

As presented on the GRAD Act Transaction Summary (Online), a total of 351 transfer students enrolled and 255 were retained from 1st to 2nd year. This was a 72.6% retention rate for transfer students. It exceeded the benchmark of 62% for Year 5.

	Yr. 2 2010-2011	Yr. 3 2011-2012	Yr. 4 2012-2013	Yr. 5 2013-2014
Transfer Student Cohort (Baccalaureate Seeking)	287	--*	315	351
Retained	215	--	233	255
Retention Rate	74.9%	--	74.0%	72.6%

*Data not tracked

(i.b.) 1st to 2nd Year retention rate of transfer students (Full-time Baccalaureate-seeking, Sophomore and above)

There were 226 students in the transfer student cohort and 180 of them were retained from 1st to 2nd year. This is equivalent to 79.6% retention rate. This is 0.4% lower than Year 4 data. The last 3-year average is 78.7%, which is quite satisfactory.

	Yr. 2 2010-2011	Yr. 3 2011-2012	Yr. 4 2012-2013	Yr. 5 2013-2014
Transfer Student (Full-time, Baccalaureate Seeking, Sophomore as above)	--*	145	185	226
Retained	--	111	148	180
Retention Rate	--	76.6%	80.0%	79.6%

*Data not tracked

Compared with previous years, SUNO has shown improvement in the tracking of transfer students, with the new Enrollment Management team in place.

Overall, the retention rate of transfer students was higher than first-time freshmen (Cohort) retention rates reported in Section 1.

(ii) Baccalaureate completers who began as transfer students

A total of 176 students were identified in FY 2013-2014 in this category. This is an improvement over Year 4 when the data was not tracked.

(iii) Percent of transfer students admitted by exception.

The summary is as follows:

Semester	Total Admitted	Admitted by Exception	Percent Admitted By Exception
Summer/Fall 2014	194	13	6.7%
Spring 2015	118	8	6.8%

In 2014-2015, SUNO exercised great caution to ensure that the exception percentage was not greater than 8. Again, this is an improvement over Year 4 when Spring exception was 9.3%.

b. Provide feedback on performance of associate degree recipients.

(i) 1st to 2nd year retention rate of transfer students with an associate degree

SUNO started tracking this group of students for the first time in FY 2013-2014. We identified 95 students in this category. The 1st to 2nd year retention was 62 (65.3%).

(ii) The number of baccalaureate completers who began as transfer students with an Associate Degree (Descriptive)

Five (5) students were identified in this category in Year 5. The data was not tracked in Year 4.

c. Develop referral agreements with community and technical colleges to redirect students who fail to qualify for admission to a 4-year institution.

The SUNO-SUSLA Connect program progressed more satisfactorily in that bottleneck areas in the MOU were resolved. For instance, the students in the program were not included in SUNO's SSPS data until they transitioned successfully to SUNO. The SUNO-SUSLA referral/enrollment data is summarized as follows:

Referrals/Enrollment - SUNO-SUSLA Connect

SEMESTER	REFERRALS	ADMITTED	CONTINUING STUDENTS	STUDENT TOTAL
Fall 2014	228	134	84	218
Spring 2015	47	37	146	183

Twenty (20) students transitioned successfully in Spring 2015.

Similarly, in Summer/Fall 2014, 140 referrals were made to Delgado and Nunez Community Colleges and 66 referrals in Spring 2015. Cases referred to these two schools have not been tracked as thoroughly as the SUNO-SUSLA Connect referrals due to man-power shortage. Effort will be made to improve on this aspect of referrals subsequently.

d. Collaboration in implementing articulation and transfer requirements.

SUNO continues to work closely with the Board of Regents in all strategic plans aimed at implementing articulation and transfer requirements. For FY 2014-2015, SUNO will adopt the Policy on 120 credit hours which the SUS office is leading, per BoR Act LA RS 17:3165(D) (2). Adoption of the policy is expected to contribute to smooth transfer to SUNO. Furthermore, SUNO continues to expand the common course numbering system requested by BoR to other SUNO disciplines which have not been involved. Programs which had complied by Spring 2014 have the common course numbering reflected in the 2014-2016 University Catalog.

Articulation/Cross Registration Agreements with the under-listed institutions is progressing quite satisfactorily.

Articulation Agreements/Cross Registration

SCHOOL	YEAR
Southeastern Louisiana University	1996
University of New Orleans	
Delgado Community College	2003
Nunez Community College	2003
River Parishes Community College	2003
Southern University, Shreveport Louisiana	2010

PERFORMANCE OBJECTIVE SECTION 3: WORKFORCE AND ECONOMIC DEVELOPMENT

a. Eliminate academic programs with low student completion rates.

(i) Number of programs eliminated

SUNO will be submitting a proposal to eliminate the B.S. Early Childhood Education which has consistently been a low completer. SUNO has opted to join the LA institutions pioneering the B.S. Birth to Kindergarten initiative as a replacement of the Early Childhood Education.

(ii) Number of programs modified or added

Two major changes were made in the academic programs that have had positive impact on enrollment.

1. The Substance Abuse program was renamed Addictive Behaviors Counseling and Prevention (CIP 511501) and the total credits required for degree for completion was adjusted to 120, in accordance with LARS 17:3165(D)(2) Policy on 120 credits. The new name is more attractive to students and faculty as it more clearly explains the goal of the program.

2. With the College of Business and Public Administration achievement of accreditation with The Association to Advance Collegiate Schools of Business (AACSB), SUNO received BoR approval to rename the accredited degree programs as follows:

B.S. Business Entrepreneurship renamed B.S. Business Administration (CIP 520701)

B.S. Management Information Systems renamed B.S. Computer Information Systems (CIP 11.0401)

M.S. Management Information Systems renamed M.S. Computer Information Systems (CIP 11.0401)

The new designations are more attractive to students as the programs rank higher in the LA Workforce priority ratings.

The full impact of these initiatives on enrollment in the programs and overall enrollment is expected to become apparent as from the 2015-2016 academic year.

(iii) Percent of programs aligned with workforce and economic development needs

According to information provided by the Assistant Commissioner for Program Administration at the LA BoR in March 2015, "There has been NO update to the Employment Outcomes Report since last year's GRAD Act report submission. LWC has not sent us a new data set from which to generate new numbers. Therefore, institutions will

again utilize data submitted in year 4 and include any updated supplemental workforce data/activities in which their campus has initiated/participated in when preparing their year 5 GRAD Act report.” Accordingly the data submitted for Year 4 is presented below:

**SUNO 2012-2013 degree completers aligned with
Board of Regents 2011 Employment Outcome Report occupations**

FIELD OF STUDY	Employment Rate By Field of Study	SUNO Completers 2012-2013
Health Professions	73%	46
Education	73%	12
Family & Consumer Services	70%	17
Public Administration & Social Service	70%	175
Business, Management, Marketing	69%	92
Security & Protective Services	68%	81
Liberal Arts & Science; General Studies	66%	15
Social Sciences	59%	8
Psychology	58%	32
History	57%	8
English Language & Literature	55%	3
Mathematics & Statistics	51%	2
Biological & Biomedical Sciences	44%	24
Multi/Interdisciplinary Studies	44%	10

One critical supplemental workforce data/activities which SUNO made a case for and received BoR approval is in relation to the re-naming of the AACSB-accredited programs in the College of Business and Public Administration. As reported in Section 3.a.ii. the name changes and the accompanying CIP codes placed the SUNO programs in a higher priority rating with the LA Workforce. This is highly welcomed by faculty and staff as it boosts employment opportunities of graduates.

b. Increase use of technology for distance learning.

The popularity of Online classes among SUNO students is clearly illustrated by the fact that Online classes are always the first to fill up during pre-advisement period. Nonetheless, SUNO is continuing to ensure that Online course offering is maintained at below 25% of total course offering each semester. This is to ensure continued quality teaching and mentoring which a large proportion of the students’ need. An Online Policy was developed and it is posted on the school website, www.suno.edu, under the Accreditation link.

Requested data are included in the Annual Report Transaction Summary. The University does not offer any course sections with 50%-99% instruction through distance education and no students were enrolled in such courses. The Instructor of *JRDV III H College Survival* course, a formal land-based course, enhances the course with Online activities which do not constitute up to 50% of total class activities. The Instructor does

this to improve the technological skills of Freshmen who may plan to enroll in Online classes in the future. SUNO campus is Wi-Fi which enables students to have Internet access even outside the computer laboratories, library or classrooms. Students are allowed to borrow iPads from the Library. SUNO Online Policy provides needed security measures for online class navigation.

Like in the preceding Year 4 report, SUNO had two bachelor degree programs (B. G.S. General Studies and B. S. Criminal Justice) and one master's degree program (M. A. Museum Studies) approved for offering through 100% distance education mode. The M. A. Museum Studies continues to be the only one of the three programs that has succeeded in graduating students 100% online thus far.

c. Increase research productivity consistent with peers.

Not applicable to SUNO.

d. Increase the number of students placed in jobs and success of associate degree recipients at higher award levels.

See Section 3.a.iii.

PERFORMANCE OBJECTIVE SECTION 4: INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

a. Eliminate remedial education course offerings.

SUNO is in compliance with BoR policy regarding elimination of remedial education course offerings. Effective Fall 2014, regional institutions, including SUNO, could no longer admit students who require any development course in their Cohort. Compliance with the BoR mandate resulted in a reduction in the number of remedial course sections and in the number of students enrolled in remedial courses during FY 2014-2015 (Year 5 report) as shown in the chart below:

	Yr. 1 (2010-2011)	Yr.2 (2011-2012)	Yr. 3 (2012-2013)	Yr. 4 (2013-2014)	Yr. 5 (2014-2015)
Number of remedial courses	-- *	28	23	50	32
Number of students enrolled in remedial courses	--	487	376	938	459

*Not tracked

Developmental Mathematics and English course offerings are now limited to meeting the requirement of the DevEd Pilot program which is allowed to continue in Fall 2015. Furthermore, some students who were appropriately enrolled in Developmental courses in Fall 2014 who were unable to obtain a grade of C or better will be supported to re-enroll until they achieve a passing grade.

b. Eliminate associate degree programs offered.

The Associate degree in Substance Abuse remains the only associate degree program SUNO offers. The program is non-duplicated and serves as a feeder program for SUNO’s Bachelor’s degree in Addictive Behavior Counseling and Prevention. SUNO continues to request that the program be retained because of its value to other programs with focus on social well-being, e.g. Social Work and Criminal Justice. Total enrollment in the program during 2014-2015 is 213, which is much higher than the 99 of 2013-2014, or 31 of 2012-2013, or 20 of 2011-2012.

c. Increase nonresident tuition amounts.

SUNO’s success in the Year 4 GRAD Act enabled the institution to increase fees. Consequently, tuition and fees charged to non-resident students increased from \$11,048 in 2013-2014 to \$12,797 in 2014-2015. This is equivalent to a 15.8% increase.

d. Designate centers of excellence as defined by the Board of Regents.

SUNO has achieved success in the accreditation of all the thirteen (13) programs eligible for accreditation, in addition to SACSCOC reaffirmation of accreditation. SUNO's data on the 13 programs are as follows:

Program	Accrediting Agency	Date Accredited	Remarks
B.S. Early Childhood Education	NCATE	May 2009	Reaffirmation
B.S. Elementary Education	NCATE	May 2009	Reaffirmation
BSW Social Work	CSWE	February 2012	Reaffirmation
MSW Social Work	CSWE	February 2012	Reaffirmation
B.S. Business Administration	AACSB-International	December 2012	Initial Accreditation
B.S. Computer Information Systems	AACSB-International	December 2012	Initial Accreditation
M.S. Computer Information Systems	AACSB-International	December 2012	Initial Accreditation
B.S. Health Information Mgmt. Systems	CAHIM	February 2013	Initial Accreditation
B.A. Child Development & Family Studies	AAFCS	November 2014	Initial Accreditation

Four Certification programs in Early Childhood Education, Elementary Education, Secondary Education (Mathematics), and Secondary Education (English) were also accredited by NCATE in May 2009 completing the count of 13 programs altogether.

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a. Number of students by classification

Fall 2009 Headcount		Total	2009-10 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,590	551	3,141	2,326.40	390	2,716.40
Fall 2010 Headcount					
Undergraduate	Graduate	Total	2010-11 AY		Total FTE
			Undergraduate	Graduate	
2,590	575	3,165	2,150.16	415.16	2,926.32
Fall 2011 Headcount					
Undergraduate	Graduate	Total	2011-12 AY		Total FTE
			Undergraduate	Graduate	
2,425	820	3,245	2,558.43	247.25	2,805.68
Fall 2012 Headcount					
Undergraduate	Graduate	Total	2012-13 AY		Total FTE
			Undergraduate	Graduate	
2,565	481	3,046	2,349*	471*	*
Fall 2013 Headcount					
Undergraduate	Graduate	Total	2013-14 AY		Total FTE
			Undergraduate	Graduate	
2527	462	2,989	2,349.13	83.83	2432.96
Fall 2014 Headcount					
Undergraduate	Graduate	Total	2014-15 AY		Total FTE
			Undergraduate	Graduate	
2240	434	2,674	2,080.0	78.8	2158.80

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b. Number of Instructional Staff Members

Fall	Instructional Faculty Headcount	Instructional Faculty FTE
2009 (Baseline)	101	100
2010	132	119
2011	143	126
2012	130	130
2013	157	133
2014	150	127

c. Average class student-to-instructor ratio

Fall	Average class student- to-Instructor ratio
2009-10 AY	25.1
2010-11 AY	24.4
2011-12 AY	23.2
2012-13 AY	23.2
2013-14 AY	19.9
2014-15 AY	18.9

d. Average number of students per instructor

Fall	Ratio of FTE students to FTE Instructional faculty
2009-10 AY	27.2
2010-11 AY	24.4
2011-12 AY	22.3
2012-13 AY	23.2
2013-14 AY	18.3
2014-15 AY	17.0

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e. Number of non-instructional staff members in academic colleges and departments

2015 Annual Report: Number of Non-Instructional staff - Fall 2014			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	65	65	13	4	0
			Non-Instructional Staff Budgets		
<i>Divisional Units:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Academic Affairs	31	31	0	3	0
College of Business & Public Administration	7	7	2	0	0
College of Education & Human Development	2	2	0	1	0
College of Arts & Sciences	12	12	1	0	0
Graduate Studies	2	2	1	0	0
Library	8	8	8	0	0
School of Social Work	3	3	1	0	0
Total	65	65	13	4	0

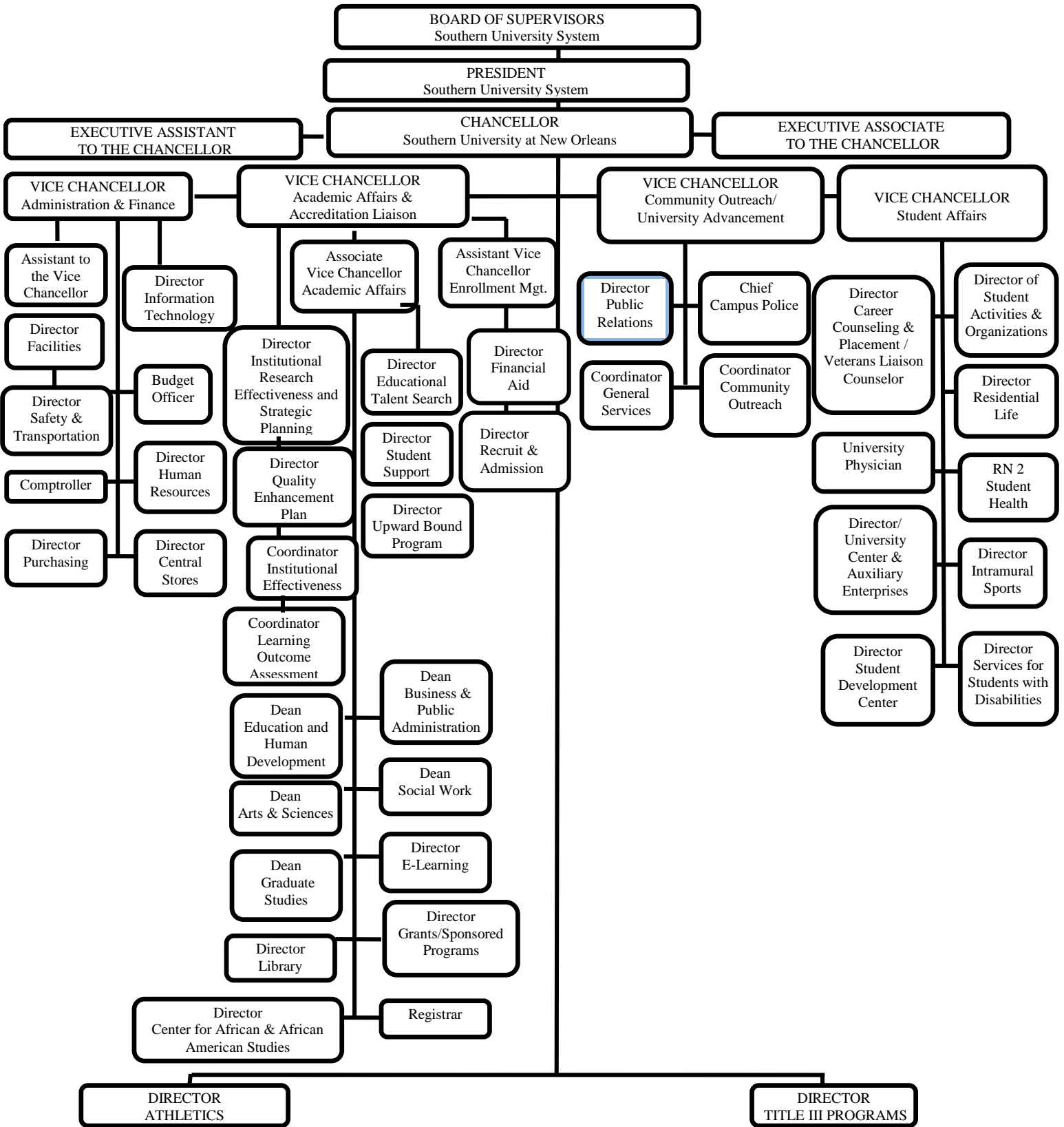
f. Number of staff in administrative areas

2015 Annual Report: Number of Non-Instructional staff - Fall 2014			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff	Operating	Restricted (External)	Both
Southern University at New Orleans	36	36	22	1	0
			Executive/Managerial Staff Budgets		
<i>Divisional Units:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	Operating	Restricted (External)	Both
Academic Affairs	13	13	5	0	0
Administration & Finance	3	3	4	0	0
Athletics	1	1	1	0	0
Campus Police	1	1	2	0	0
Chancellor's Office	2	2	1	0	0
Community Outreach/University Advancement	1	1	1	0	0
Enrollment Management	3	3	1	0	0
Facilities	2	2	1	0	0
Human Resources	1	1	1	0	0
Information Technology	1	1	1	0	0
Institutional Research	1	1	1	0	0
Library	1	1	1	0	0
Student Affairs	5	5	2	0	0
Title III Programs	1	1	0	1	0
Total	36	36	22	1	0

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- g.** Organizational chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.

Source: 2014 – 2016 Catalog Southern University at New Orleans.



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

POSITION	Total base Salary Fall 2009	Total base Salary, Fall 2010	Total base Salary, Fall 2011	Total base Salary, Fall 2012	Total base Salary, Fall 2013	Total base Salary, Fall 2014	Salary changes since 6-30-2008
Chancellor	\$165,000	\$165,000	\$165,000	\$165,000	\$169,953.	\$169,953	
VC Administration & Finance	\$97,135	\$97,135	\$97,135	\$97,135	\$104,042	\$104,042	\$102,000 (New Employee)
VC Academic Affairs & Accreditation Liaison	\$121,500	\$121,500	\$121,500	\$121,500	\$125,147	\$125,147	
VC Community Outreach/ University Advancement	\$83,130	\$83,130	\$83,130	\$83,130	\$85,626	\$85,626	
VC Student Affairs	\$84,670	\$84,670	\$84,670	\$84,670	\$86,365	\$86,365	Responsibilities redefined to focus on just student affairs.
Director of Facilities Management	\$62,465	\$62,465	\$70,000	\$70,000	\$71,401	\$71,401	Spring 2011 Position Vacant \$62,465. Fall 2011 Position filled as Facilities Director (Title Changed) \$70,000
Asst. to the VC of Adm. & Finance	\$43,554	\$43,554	\$48,554	\$48,554	\$48,554	\$49,526	Fall 2011 Salary adjustment for added duties from September 2011
Assoc. VC Academic Affs.	\$88,936	0	0	0	0	0	Fall 2010-2015 Vacant
Assoc. VC of Enrollment Management						\$71,401	New position created to focus on Enrollment Management and related services
Assoc. VC Academic Affs. (Faculty, TRIO, QEP)	\$81,090	\$81,090	\$81,090	\$82,500	\$84,977	\$84,977	Fall 2009-10 interim status Fall 2011 Permanent status
Director of Institutional Research, Effectiveness & Strategic Planning						\$70,000	New Employee
Dean College of ED. & Human Development	\$96,500	\$90,000 (Interim Dean)	\$90,000 (Interim Dean)	\$90,000	\$97,852	\$97,852	Dean hired \$95,000 Fall 2012
Dean College of Business & Public Adm.	\$105,570	\$105,570		(Interim Dean)	\$108,739	\$108,739	
Dean College of Arts & Sciences	\$86,882	\$86,882	\$86,882	\$86,882	\$88,621	\$88,620	Appointed college dean
Dean of Graduate Studies	81,090	85,000	\$80,000				Fall 2012 position abolished. Associate VC AA is interim coordinator
Dean School of Social Work	83,130	83,130	83,130	83,130	\$85,626	\$85,625	Appointed interim college dean

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i. A cost performance analysis

i. Total operating budget by function, amount, and percent of total.

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Expenditures by Function:	Amount	% of Total
Instruction	\$8,043,130	41.1%
Research	--	0.0%
Public Service	--	0.0%
Academic Support	\$1,768,232	9.0%
Student Services	\$864,348	4.4%
Institutional Services	\$6,909,039	35.3%
Scholarships/Fellowships	\$368,073	1.9%
Plant Operations/Maintenance	\$1,036,395	5.3%
Total E&G Expenditures	\$18,989,217	97.0%
Hospital	--	0.0%
Transfers out of agency	--	0.0%
Athletics	\$592,793	3.0%
Other	--	0.0%
Total Expenditures	\$19,582,010	100.0%

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ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.

As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.”

Louisiana Resident (In-State)

Cost of Attendance at Southern University at New Orleans: Full-Time, First-Time Undergraduate Students:

2014-2015

Tuition	3,967
Required Fees	1,251
Tuition + Fees Total	5,218

Books & Supplies	1,200
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Off campus (not with family)	
Room & Board	7,080
Other Expenses	3,000
Sub-Total	10,080

Total \$18,626

Source: NCES/IPEDS 2014-2015 Institutional Characteristics and Student Financial Aid Surveys

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iii. Average time to degree completion of academic programs.

Bachelor's Degree
7.0 Years

iv. Average cost per degree awarded in the most recent academic year.

State Dollars per FTE
\$2,710

v. Average cost per non-completer of the most recent academic year.

State Dollars per FTE
\$2,710

vi. All expenditures of the institution for the most recent academic year.

\$20,308,966

Source: Board of Regents and Statistical and Financial Data Profile