



SOUTHERN UNIVERSITY AT NEW ORLEANS

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OFFICE OF THE CHANCELLOR

April 30, 2014

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

Dear Dr. Mason:

GRAD Act Fourth Year Annual Report

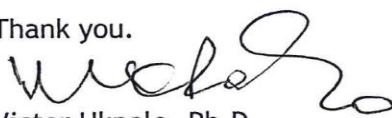
Southern University at New Orleans (SUNO) is delighted to present the GRAD Act Annual Report, the fourth in the series. SUNO met the benchmarks for the critical Performance Objective 1, i.e. Student Success. The institution surpassed the benchmarks for retention, graduation rate, and completers at the baccalaureate and graduate levels. Collaboration with High Schools intensified. Furthermore, a unique program with Southern University at Shreveport, the SUNO-SUSLA connect program, is assisting high school graduates who did not meet SUNO's admission criteria to enroll in developmental courses, as well as limited college-level courses, on SUNO campus. Successful students will eventually transition smoothly to the desired academic programs at SUNO.

Working through various facility recovery challenges, SUNO has achieved a graduation rate of 14.2% with the Fall 2006 Cohort involved in this report. This is the first post-hurricane Katrina and Rita cohort. This is a great improvement over the single digit rates for the Fall 2003 and Fall 2004 cohorts who were also very heavily impacted by the hurricanes.

Overall, this report shows that SUNO is continuing to achieve success in the criteria set forth by the GRAD Act policy. The institution continues to contribute significantly to the socio-economic development of the state through manpower development. All SUNO academic programs under mandatory accreditation requirement have achieved initial accreditation or accreditation reaffirmation. Outstanding renovation projects are expected to be completed by Summer 2014. Furthermore, satisfactory progress is being made towards the construction of five new ultramodern complexes, which include a Small Business Incubator for the College of Business, and buildings for Natural Sciences, Education, Social Work and Arts/Social Sciences. SUNO is certainly poised to continue to fulfill its mission, contributing significantly to higher education in the State of Louisiana and in the nation as a whole.

If additional information is required, the point of contact for the institution's report is Dr. David S. Adegboye, Vice Chancellor for Academic Affairs and Accreditation Liaison. He can be reached by phone at (504) 286-5381 or via e-mail at dadegboye@suno.edu.

Thank you.


Victor Ukpolo, Ph.D.
Chancellor

“An Equal Educational Opportunity”



SOUTHERN UNIVERSITY AT NEW ORLEANS

LOUISIANA GRANTING RESOURCES AND AUTONOMY FOR DIPLOMAS ACT

REVISED NARRATIVES

**Louisiana Granting Resources
and
Autonomy for Diplomas Act**

REVISED NARRATIVES

1. Student Success

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

The SUNO strategic plan for year 2011-2016 governs Year Four GRAD Act report and the goals are as follows:

- Improve opportunities for student access and success.
- Improve operational and academic accountability across all units of the university.
- Improve the university's technological and physical plan infrastructure and associated resources.

In addressing Performance Objective 1, 2, 3, and 4, our first task was to ensure we identify the baseline year. This enabled us to provide data for the appropriate year required for each targeted measure.

All targeted measures in Performance Objective 1 were met, and no explanation is necessary for inability to meet any targeted measures. Relevant information on each achievement is provided.

(i) 1st to 2nd year retention cohort

GRAD Act Year 4 retention rate is 52.3%. This exceeds the benchmark of 48.9%. It is lower than the 59.2% for Year 3. It should be noted, though, that Fall 2011 cohort which achieved 59.2% were students not allowed to register for more than 12 or 13 credits if they required a developmental course before meeting admission requirement. No such restrictions were applied to the Fall 2012 cohort that yielded the 52.3% rate.

(ii) 1st to 3rd year retention cohort

The Year Four retention rate is 40.8% which exceeds the benchmark of 28.9%. This is the highest 1st to 3rd year retention rate ever achieved in GRAD Act by SUNO. The cohort involved is the Fall 2011 cohort which, as explained under (i) above, were restricted from carrying high credits load during their first semester. The cohort achieved comparatively higher 1st to 2nd year retention (Year 3) and highest 1st to 3rd year retention (Year 4).

(iii) Fall to Spring retention cohort

Not applicable to SUNO.

(iv) Same institution graduation rate

As reported to IPEDS, the graduation rate for the Fall 2006 cohort involved in this report is 17.5% which exceeds the benchmark of 10.9%. The rate is higher than the Board of Regents -verified rate of 14.2% reported later. We are unable to identify the source of the discrepancy involving six additional completers in the IPEDS report which was submitted at the stage of transitioning from the SIS System to the Banner system. Either way, we are quite pleased that the benchmark of 10.9% has been exceeded.

This is a significant accomplishment for SUNO. It is to be noted that the Katrina and Rita hurricanes of Fall 2005 had caused so much disruption in New Orleans and other Gulf sea-coast cities that the Board of Regents rightly excused SUNO and other state institutions located in the affected zone from reporting graduation rate for GRAD Act Year 3. Fall 2006 is just a year later, and the prevalent circumstances when the cohort was admitted were highly challenging in the city and on the campus.

(v) to (vii) Optional

(viii) Regarding the percentage of students admitted by exception, the summary is presented below:

Semester	Total Cohort Admitted	Admitted by Exception	Percent of Freshmen Admitted by Exception
Summer 2013	31	0	0%
Fall 2013	320	15	4.7%
Spring 2014	77	2	2.3%

There were no admissions by exception during Summer 2013 giving an 0% rate; the rate for Fall 2013 was 4.7%; the rate for Spring 2014 was 2.3%. All rates fall under allowable 8%. We have taken adequate measures to reorganize the Office of Admissions. Primarily, we have hired a new Director of Admissions who is doing an excellent job. We are ensuring that we do not violate the admission-by-exception policy.

b. Increase percentage of program completers at all levels.

As in Year Three, SUNO maintained an upward trend in program completers at both the baccalaureate and graduate levels.

Number of **baccalaureate completers** is 316 which exceeds the benchmark of 230 by 86 (37.4%). This is a 6.39% increase over Year Three completers (297), or a

39.2% increase over baseline figure of 227. Most SUNO programs are currently recording enrollment close to the pre-Katrina hurricane era, and we encourage students to work towards timely graduation.

Number of **graduate completers** is 184, which exceeds the benchmark of 148 by 36 (24.3%). This is a 20.3% increase over Year Three completers (153), or a 24.3% increase over baseline figure of 148.

c. Develop partnerships with high schools to prepare students for post - secondary education.

Provision of **ACCESS** to higher education, per SUNO’s strategic plan, continues to be a driving force behind partnership with high schools initiative. SUNO’s effort gets rewarded through total enrollment counts achieved each semester.

During the 2012 - 2013 year, the underlisted high schools were visited several times for recruitment purposes:

Amite High School, Amite LA Washington Marion High School, Lake Charles, LA Landry-Walker Charter High School Lake Area Early Start College Prep Sarah T. Reed Charter High School Warren Easton High School L.W. Higgins High School St. Mary’s Academy McDonogh #35 Senior High School Xavier University Preparatory Sophie B. Wright Charter School	Algiers Technology Academy John McDonogh Charter School McMain Senior High School Joseph S. Clark Charter School New Orleans Math and Science Academy M.L.K. Charter Helen Cox Light City Academy Miller McCoy West Jefferson High School
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Visits targeted the following activities:

1. Recruitment into the Early Start Program

Developmental course needs of graduating seniors in each school were identified. With the assistance of School Counselors and with parents’ consent, students were enrolled into Early Start classes for Fall 2012 and Spring 2013 semesters. Students were encouraged to work hard and not miss classes with impunity, as we had noted that absenteeism negatively impacted student success.

2. Summer Bridge program

Some visits targeted recruitment for Summer Bridge programs. High school students who could not meet SUNO admission requirement outright as a result of Developmental Mathematics or Developmental English deficiencies were encouraged to enroll in their better subject (Mathematics or English) to facilitate success that summer. Participants were encouraged to apply to SUNO for Fall 2012 and enroll in

whichever Developmental Course was outstanding. Fees were waived for students who chose to continue their studies at SUNO.

3. Residual ACT Testing

Students who needed to improve their ACT scores and agreed to enroll at SUNO were recruited for ACT Residual test taking. The Testing Coordinator was charged with arranging student lists with school Counselors and setting examination dates. All ACT Residual tests were conducted under the same regulations that govern the National ACT test which SUNO is also authorized to admit. To motivate students, ACT Residual was administered free of charge to participants.

The number of high school students enrolled by semester, the number of semester credit hours enrolled in, and the semester credit hours completed are presented in the standard template, and summarized below:

Semester	Total Enrolled		# Semester Credit Hours		# Semester Credit Hours Completed	
	BOR	SUNO's Registrar*	BOR	SUNO's Registrar*	BOR	SUNO's Registrar
Summer 2012	--	66	--	198	--	183 (92.4%)
Fall 2012	220	230	669	690	--	600 (87.0%)
Spring 2013	183	234	549	702	--	468 (66.7%)
Total	403	530	1,209	1,590	--	1,251 (78.7%)

**SUNO Registrar*

Data from SUNO Banner System for each semester.

SUNO records obtained from the Banner System for each semester is higher than figures already populated by the Board of Regents. Furthermore, the BoR provided no data for summer 2012. Basing this narrative on SUNO Banner records, which provides a complete picture, a total of 530 high school students enrolled at SUNO in Year 4, compared with 447 in Year 3. This is an increased enrollment of 83 students or 18.6% compared with Year 3. Total semester credit hours enrolled in was 1,590 and hours completed was 1,251, resulting in a completion rate of 78.7%. The completion rate is slightly lower than Year 3's 79.2% when total hours enrolled was 1,369 and hours completed was 1,084.

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

The only licensure examination applicable to SUNO for the 2012-2013 period is the PRAXIS exam required by the College of Education and Human Development majors. All 16 students who took the PRAXIS licensure exam passed, i.e. 100%. The newly accredited B.S. Health Information Management Systems program graduated 14 students in May 2013, the first set of graduates, and is expected to graduate at least 10 students in May 2014. The graduates are taking the Registered Health Information Administrator (RHIA) licensure exam. Data on the licensure examination will be available yearly with effect from 2013-2014 fiscal year (GRAD Act Year 5).

2. Articulation and Transfer

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

Just as SUNO adopted the Selective Admission policy with effect from Fall 2010, the institution is getting ready to adopt the Board of Regents policy which no longer allows regional state institutions like SUNO to admit any student with Developmental course needs with effect from Fall 2014. The policy definitely increases admission standards. It, however, places extra challenge on students with academic weaknesses which might have resulted from poor preparation in their high schools. SUNO has been actively engaged in explaining the policy to its feeder high schools, encouraging vulnerable students to be enrolled in the Early Start program. SUNO has several students who took advantage of our initiatives. The exact statistics of successful students is not available at this stage. Furthermore SUNO is encouraging Summer School enrollment which looks like the last option that the vulnerable students may have.

b. Provide feedback on performance of associate degree recipients.

i. Data on transfer students' enrollment and retention have been populated. A total of 315 transfer students enrolled and 228 were retained from 1st to 2nd year. This was a 72.4% retention rate for transfer students and it surpasses the benchmark of 60.6%. Furthermore, 5 students in the cohort completed in the reporting year which brings the actual retained to 233 or 74%.

Similarly, there were 185 students in the transfer student cohort and 148 of them were retained from 1st to 2nd year. This is equivalent to 80.0% retention rate, which is very good indeed. No benchmark was set for the transfer cohort.

ii. The number of baccalaureate completers who began as transfer students was not tracked. The new Director of Admissions will ensure this is done henceforth.

iii. Percent of transfer students admitted by exception.

Data presented shows that the percentages were 4.9%, 8.2% and 9.3% for Summer, Fall and Spring semesters, respectively. The new Director of Admissions

has been requested to always ensure that admission exception percentage for any category of students does not exceed 8% henceforth.

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

Implementation of the SUNO-SUSLA Connect agreement signed in 2010 started in earnest. Hundreds of admission applications rejected by SUNO were carefully screened for admission into SUSLA two-year program. Ultimately, 169 students were referred to the program and 160 who met SUSLA admission requirements were enrolled eventually. The goal of the SUNO-SUSLA Connect agreement is for the students to meet all Developmental course requirements and take some General Education college credits as well. After earning 18 college credits, they would transition to SUNO to earn baccalaureate degrees. Students were also referred to Delgado Community College but were not tracked as done for the SUNO-SUSLA Connect group. The Enrollment Management unit has been asked to diligently track the admission outcome for the students SUNO refer to Delgado Community College henceforth. This group of students may never have opportunity for college education if such intervention measure has not been developed for them by SUNO.

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. SUNO has just implemented the Advanced Placement Policy in compliance with the request from the LA Board of Regents. Additionally, SUNO has been participating in the LA Board of Regents meetings called to address general education requirements, update State Articulation Matrix, and develop a Louisiana Common Course Numbering (LCCN) System. The SUNO 2012 - 2014 Catalog reflects the sets of LCCN developed earlier. The 2014 - 2016 catalog will reflect all LCCN system numbers completed to date. These BoR-led initiatives will continue to facilitate smooth transfer within Louisiana institutions. The data required to populate Section 2d were not specifically tracked during 2012 - 2013. We will, henceforth, ensure accurate, diligent, tracking of the student profiles needed.

3. Workforce and Economic Development

a. Eliminate academic programs with low student completion rates.

i. Number of programs eliminated

Not applicable.

No programs were eliminated. In fact, approval was granted for a new program, B.S. Forensic Science. The program started enrolling students in Fall 2013.

ii. Number of programs modified or added

The Departments of Early Childhood Education and Elementary Education were consolidated into a single department - Department of Teacher Education. The university will, however, continue to award separate B.S. Early Childhood Education and B.S. Elementary Education degrees. The Three programs were modified slightly. The modification does not alter the curriculum substantially nor alter the degree awarded.

Consolidation is expected to improve the administration of the two programs for a better completers report.

The Bachelor of General Studies program, which is already approved by SACSCOC to offer a 100% Online degree program in a 16-week format, was expanded to also offer a 100% Online program in an 8-week accelerated mode. The latter, for now, will be in the Humanities Concentration area, and a Minor in History will be earned as well. The 8-week accelerated program was approved by both the LA Board of Regents and SACSCOC. The program modification is expected to be attractive to adult learners and boost enrollment in general.

One new program was added, the **B.S. Forensic Science**. The university is quite pleased that SUNO is allowed to offer the program. SUNO started offering courses in Fall 2013 and the enrollment is quite impressive - over 35 declared major by Spring 2014.

iii. Percent of programs aligned with workforce and economic development needs

All (100%) of SUNO's academic programs lead to careers of top ratings per the LA Workforce and Economic Development chart. Some of the SUNO programs that achieved initial accreditation recently, i.e. the B.S. Health Information Management System, the B.S. Business Administration, the B.S. and M.S. Computer Information Systems reported very good graduate employment rates in their annual progress reports to the LA Board of Regents. Older programs such as the BSW and MSW Social Work, B.S. Biology, B.S. and M.S. Criminal Justice, B.S. Early Childhood and B.S. Elementary Education, etc., also have good records of job placements for their students inside the State of Louisiana and out-of-state.

b. Increase use of technology for distance learning.

Online classes are very popular among SUNO students as many take on full-time jobs and often cannot fit their class schedules into land-based classes. We chose for our SACSCOC Quality Enhancement Plan (QEP) the topic "*E-Focused! Enhancing Student Learning in Online Courses by Improving Institutional Readiness.*" The primary goal of the QEP is to improve technological skills of our students so that those enrolled in online classes could navigate the classes successfully. Basic skills on which student learning outcomes are based include competence in communication with Instructors or classmates, assignment completion and submission, online examination skills, etc. As students have been improving their technological skills through the various support services provided by the Information Technology Unit and the Office of E-Learning, we

are gradually expanding the proportion of online sessions made available. We have several computer laboratories on campus where students have access to Internet. Several buildings on campus have Wi-Fi capabilities.

For year 2012 -2013, the relevant data are as provided.

i. A total of 239 100% online course sections were made available. This is an increase of 113.4% when compared with year 2011 - 2012 when only 112 such sections were available. Furthermore, two sections of a College Survival Class (JRDV IIIH), which offered 50% hybrid teaching, were opened.

ii. Furthermore, a total of 171 students enrolled in the JRDV IIIH 50% Online sections, while 1, 027 students (unduplicated) enrolled in the 100% Online sections. The previous year data of 5,519 students was duplicated head count.

iii. SUNO is approved to offer three programs through 100% Online. They include two undergraduate programs (B.G.S. General Studies and B.S. Criminal Justice) and one graduate program (M.A. Museum Studies). Of the three programs, only the M.A. Museum Studies has successfully graduated students 100% Online. We are intensifying the marketing of our online programs in order to increase enrollment.

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.

The latest Employment Outcome Report we located on the LA BoR website is the 2011 data. The number of SUNO completers in 2012 - 2013 compared with the employment rate in the appropriate field of study is summarized 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 Sciences	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

4. Institutional Efficiency and Accountability

a. Eliminate remedial education course offerings.

Effective Fall 2014, regional state institutions, including SUNO, would no longer be able to admit students with remedial course (Mathematics or English) needs. The university took advantage of the authorization still in force to increase collaboration with High Schools as explained in Section 1a.c., page 5, of this narrative. Students were enrolled in remedial courses during the Summer, Fall and Spring semesters aggressively. Consequently, 50 remedial course sections were offered, compared with the 23 sections offered in the preceding year, i.e. a 117.4% increase. This action supported overall enrollment and importantly, increased accessibility to higher education for academically disadvantaged students. Increasing the number of remedial course sections led to an increase in the total number of students enrolled in remedial courses from 376 in 2012 - 2013 to 938 in 2013 - 2014. This is a phenomenal 149.5% increase.

b. Eliminate associate degree programs offered.

SUNO continues to offer the Associate of Arts degree in Substance Abuse, the only associate degree program it offers. There is a high demand for professionals in the discipline in Louisiana and the nation at large. Furthermore, the course serves as a feeder program for the B.S. Substance Abuse program which was facing low completers dilemma a few years back. It was after SUNO started encouraging associate degree graduates to enroll in the baccalaureate program that the completers' problem was overcome. SUNO does not intend to eliminate the program.

c. Increase nonresident tuition amounts.

SUNO's success in the annual GRAD Act reports has enabled the institution to increase fees and manage its resources without undue interference. Consequently, tuition and fees charged to non-resident students increased from \$9,664 during 2012 - 2013 to \$11,047 in 2013 - 2014. This is equivalent to a 4.3% increase. The increase is still lower than the average figure of \$14,191 for peer institutions, but the calculated difference of \$3,144 is lower than the \$5,094 of year 2012 - 2013.

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

Accreditation status of SUNO's academic programs is summarized below:

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

**On-site visit was in February 2014; expecting accreditation confirmation later in the year.
Note: The entire university received SACSCOC accreditation reaffirmation in December 2011.*

As the chart shows, all the ten (10) academic programs under mandatory accreditation are accredited, giving a rate of 90.91% overall. The On-site visit for the *B.A. Child Development & Family Studies* program took place from February 9 - 12, 2014. It was a very pleasant visit. We do expect confirmation of accreditation for the program later in the year.

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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		Total	2010-11 AY		Total FTE
Graduate			Undergraduate	Graduate	
2,590	575	3,165	2,150.16	415.16	2,926.32
Fall 2011 Headcount					
Undergraduate		Total	2011-12 AY		Total FTE
Graduate			Undergraduate	Graduate	
2,425	820	3,245	2,558.43	247.25	2,805.68
Fall 2012 Headcount					
Undergraduate		Total	2012-13 AY		Total FTE
Graduate			Undergraduate	Graduate	
2,565	481	3,046	2,349*	471*	*
Fall 2013 Headcount					
Undergraduate		Total	2013-14 AY		Total FTE
Graduate			Undergraduate	Graduate	
2527	462	2989	2349.13	83.83	2432.96

**Southern University at New Orleans
GRAD Act
2014 Annual Report: Section 5**

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

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

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

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

Baseline Number of Non Instructional staff - Fall 2009			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	22	21.5	9	10	3
			Non-Instructional Staff Budgets		
<i>Divisional Units:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	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

**Southern University at New Orleans
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2011 Annual Report: Number of Non-Instructional staff - Fall 2010			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	14	14	10	2	2
			Non-Instructional Staff Budgets		
<i>Divisional Units:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
College of Business & Public Administration	4	4	3	0	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
Health Information Management	1	1	1	0	0
Library	4	4	4	0	0
School of Social Work	2	2	1	0	1
Total	14	14	10	2	2

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2012 Annual Report: Number of Non-Instructional staff - Fall 2011			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	12	12	8	4	0
			Non-Instructional Staff Budgets		
<i>Divisional Units:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Academic Affairs	3	3	0	3	0
Administration & Finance	1	1	1	0	0
College of Business & Public Administration	2	2	2	0	0
Student Affairs & Enrollment Services	6	6	5	1	0
Total	12	12	8	4	0

2013 Annual Report: Number of Non-Instructional staff - Fall 2012			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	12	12	8	4	0
			Non-Instructional Staff Budgets		
<i>Divisional Units:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Academic Affairs	3	3	0	3	0
Administration & Finance	1	1	1	0	0
College of Business & Public Administration	2	2	2	0	0
Student Affairs & Enrollment Services	6	6	5	1	0
Total	12	12	8	4	0

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2014 Annual Report: Number of Non-Instructional staff - Fall 2013			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	25	25	8	4	0
			Non-Instructional Staff Budgets		
<i>Divisional Units:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Academic Affairs	11	11	0	3	0
Administration & Finance	6	6	1	0	0
College of Business & Public Administration	2	2	2	0	0
Student Affairs & Enrollment Services	6	6	5	1	0
Total	25	25	8	4	0

f. Number of staff in Administrative areas

Baseline Number of Administrative staff - Fall 2009			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Executive/ Managerial Staff	Executive/ Managerial Staff	Operating	Restricted (External)	Both
Southern University at New Orleans	19	19	16	2	1
			Executive/Managerial Staff Budgets		
<i>Divisional Units:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	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

2011 Annual Report: Number of Administrative staff - Fall 2010			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Executive/ Managerial Staff	Executive/ Managerial Staff	Operating	Restricted (External)	Both
Southern University at New Orleans	20	20	17	2	1
			Executive/Managerial Staff Budgets		
<i>Divisional Units:</i>	Total Executive/Managerial Staff	Executive/Managerial FTE	Operating	Restricted (External)	Both
Academic Affairs	5	5	5	0	0
Administration & Finance	3	3	3	0	0
Athletics	1	1	1	1	0
Campus Police	1	1	1	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	3	3	2	0	1
Title III Programs	1	1	0	1	0
Total	20	20	17	2	1

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2012 Annual Report: Number of Administrative staff - Fall 2011			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Executive/ Managerial Staff	Executive/ Managerial Staff	Operating	Restricted (External)	Both
Southern University at New Orleans	20	20	19	1	0
			Executive/Managerial Staff Budgets		
<i>Divisional Units:</i>	Executive/Managerial Staff	Executive/Managerial Staff FTE	Operating	Restricted (External)	Both
Academic Affairs	5	5	5	0	0
Administration & Finance	4	4	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
Human Resources	1	1	1	0	0
Information Technology	1	1	1	0	0
Library	1	1	1	0	0
Student Affairs & Enrollment Services	3	3	3	0	0
Title III Programs	1	1	0	1	0
Total	20	20	19	1	0

**Southern University at New Orleans
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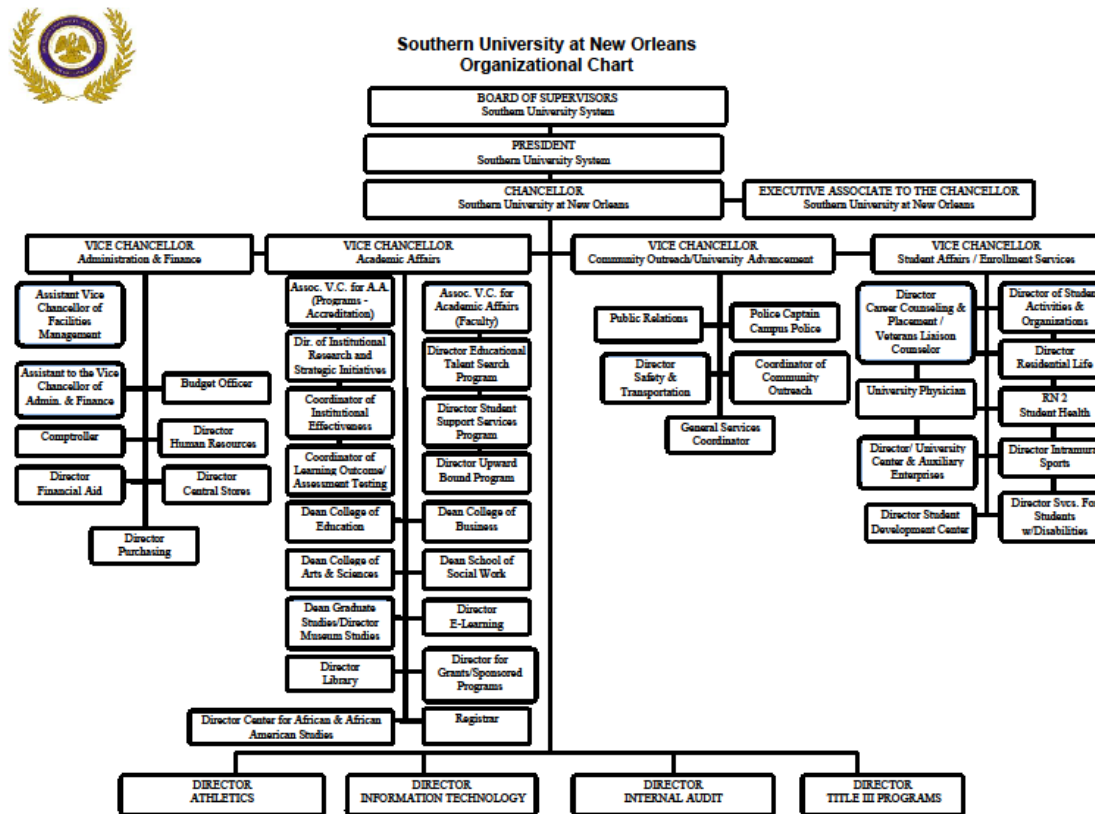
2013 Annual Report: Number of Administrative staff - Fall 2012			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff	Operating	Restricted (External)	Both
Southern University at New Orleans	20	20	19	1	0
			Executive/Managerial Staff Budgets		
<i>Divisional Units:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	Operating	Restricted (External)	Both
Academic Affairs	5	5	5	0	0
Administration & Finance	4	4	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
Human Resources	1	1	1	0	0
Information Technology	1	1	1	0	0
Library	1	1	1	0	0
Student Affairs & Enrollment Services	3	3	3	0	0
Title III Programs	1	1	0	1	0
Total	20	20	19	1	0

2014 Annual Report: Number of Administrative staff - Fall 2013			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff	Operating	Restricted (External)	Both
Southern University at New Orleans	24	24	19	1	0
			Executive/Managerial Staff Budgets		
<i>Divisional Units:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	Operating	Restricted (External)	Both
Academic Affairs	6	6	5	0	0
Administration & Finance	6	6	4	0	0
Athletics	1	1	1	0	0
Campus Police	1	1	2	0	0
Chancellor's Office	4	4	1	0	0
Community Outreach/University Advancement	1	1	1	0	0
Human Resources	1	1	1	0	0
Information Technology	1	1	1	0	0
Library	1	1	1	0	0
Student Affairs & Enrollment Services	3	3	3	0	0
Title III Programs	1	1	0	1	0
Total	24	24	19	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: 2015 – 2017 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	Salary changes since 6-30-2008
Chancellor	\$165,000	\$165,000	\$165,000	\$165,000	\$169,953.	3% salary increase
VC Administration & Finance	\$97,135	\$97,135	\$97,135	\$97,135	\$104,042	\$102,000 (New Employee)
VC Academic Affairs & Accreditation Liaison	\$121,500	\$121,500	\$121,500	\$121,500	\$125,147	3% salary increase
VC Community Outreach/ University Advancement	\$83,130	\$83,130	\$83,130	\$83,130	\$85,626	3% salary increase
VC Student Affairs. & Enrollment Services	\$84,670	\$84,670	\$84,670	\$84,670	\$86,365	Fall 2008 Vice Chancellor Student Affairs (at 84,670) and Executive Director of Enrollment Services (at \$74,585) positions were consolidated
Director of Facilities Management	\$62,465	\$62,465	\$70,000	\$70,000	\$71,401	Spring 2011 Position Vacant \$62,465. Fall 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	Fall 2011 Salary adjustment for added duties from September 2011
Assoc. VC Academic Affs.	\$88,936	0	0	0	0	Fall 2010 Vacant Fall 2011 Vacant Fall 2012 Vacant
Assoc. VC Academic Affs. (Faculty, TRIO, QEP)	\$81,090	\$81,090	\$81,090	\$82,500	\$84,977	3% salary increase
Dean College of ED. & Human Development	\$96,500	\$90,000 (Interim Dean)	\$90,000 (Interim Dean)	\$90,000	\$97,852	Dean hired \$95,000 Fall 2012
College of Business & Public Adm.	\$105,570	\$105,570		(Interim Dean)	\$108,739	3% salary increase
Dean College of Arts & Sciences	\$86,882	\$86,882	\$86,882	\$86,882	\$88,621	2% salary increase
Dean of Graduate Studies	81,090	85,000	\$80,000	\$80,000	\$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	3% salary increase

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i. A cost performance analysis

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

Southern University at New Orleans

Expenditures by Function:	Amount	% of Total
Instruction	\$6,831,001	35.8%
Research	--	0.0%
Public Service	--	0.0%
Academic Support	\$1,856,228	9.7%
Student Services	\$863,415	4.5%
Institutional Services	\$5,420,158	28.4%
Scholarships/Fellowships	\$384,606	2.0%
Plant Operations/Maintenance	\$3,116,619	16.3%
Total E&G Expenditures	\$18,472,027	96.8%
Hospital	--	0.0%
Transfers out of agency	--	0.0%
Athletics	\$603,691	3.2%
Other	--	0.0%
Total Expenditures	\$19,075,718	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:

2013-2014

Tuition	\$3501
Required Fees	\$1250
Tuition + Fees Total	\$4751

Books & Supplies	\$1,200
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Off campus (not with family)	
Room & Board	\$8,642
Other Expenses	\$3,566
Sub-Total	\$12,208

Total \$18,159

Source: NCES/IPEDS 2010-2011 Institutional Characteristics and Student Financial Aid Surveys

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iii. Average time to degree completion of academic programs.

Bachelor's Degree
7.3 Years

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

State Dollars per FTE
\$3,101

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

State Dollars per FTE
\$3,101

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

\$29,325,345

Source: Board of Regents and Statistical and Financial Data Profile