



SOUTHERN UNIVERSITY AT NEW ORLEANS

GRAD Act Annual Report

FY 2015 - 2016 (Year 6)

NARRATIVES

Table of Contents

	<u>Page</u>
<u>Performance Objective Section 1: Student Success</u>	4
1.a. Achieve cohort graduation rates and graduation productivity goals consistent with institutional peers.....	4
1.b. Increase percentage of program completers at all levels.....	6
1.c. Develop partnerships with high schools to prepare students for postsecondary education.....	7
1.d. Increase passage rates on licensure and certification exams and workforce foundational skills.....	8
<u>Performance Objective Section 2: Articulation and Transfer</u>	9
2.a. Phase in increased admission standards and other necessary policies to increase student retention and graduation rates.....	9
2.b. Provide feedback on performance of associate degree recipients..	10
2.c. Develop referral agreements with community and technical colleges to redirect students who fail to qualify for admission to a 4-year institution.....	10
2.d. Collaboration in implementing articulation and transfer requirements.....	11
<u>Performance Objective Section 3: Workforce and Economic Development</u>	12
3.a. Eliminate academic programs with low student completion rates...	12
3.b. Increase use of technology for distance learning.....	13
3.c. Increase research productivity consistent with peers (N/A).....	14
3.d. Increase the number of students placed in jobs and success of Associate degree recipients at higher award levels.....	14

<u>Performance Objective Section 4: Institutional Efficiency and . Accountability</u>	15
4.a. Eliminate remedial education course offerings.....	15
4.b. Eliminate associate degree programs offered.....	15
4.c. Increase nonresident tuition amounts.....	15
4.d. Designate centers of excellence as defined by the Board of Regents.	16
<u>Section 5: Reporting Requirements</u>	17
Elements (a) through (i)	

PERFORMANCE OBJECTIVE SECTION 1: STUDENT SUCCESS

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

Southern University at New Orleans (SUNO) is guided by approved policies established by the University's management board, i.e. the Louisiana Board of Regents (LA BoR) and the Southern University System Board of Supervisors, and by the University's internal policies which provide guidelines for operating the broader management boards' policies. The University's current mission, published in the 2014-2016 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.*" The mission deliberately addresses a wide and diverse student population and emphasizes quality academic programs for excellence. Nine (9) of twenty-one (21) baccalaureate or master's degree programs are under mandatory accrediting agencies and are all accredited. As mandated by LA BoR and entrenched in the Faculty Handbook as a policy, the remaining degree programs undergo periodic program review every three years involving the use of external experts to ensure continued academic quality.

In 2015, Southern Association of Colleges and Schools-Commission on Colleges (SACSCOC), as directed by the Federal Department of Education, required all institutions to place on their website statements on "Goals for Student Achievement and Success". SUNO's GRAD Act Years 1 to 5 results were handy for the request as the data captures the essential components of student success. The data is published under the Accreditation link.

The requirements of the management boards and accrediting agencies will surely continue to motivate SUNO to pursue excellence as far as 'Student Success' is concerned.

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 the targeted measures in this objective except item *1.a.iv. Same Institution Graduation Rate*. The Integrated Post-Secondary Education Data Systems (IPEDS) rate for the Fall 2008 Cohort (Year 6) is 11.7%. The rate is 1.4% below the benchmark of 13.1%. It is nonetheless within a 2% range allowed for a target to be met and 0.5% above the preceding Year 5 data.

Regarding item *1.b.i. Percent change in program completers*, although the benchmarks were achieved, the percent change for the Master's program (10.1%) in Year 6 is a major drop from the 23.6% of Year 5. The only Master's program with an erratic completer rate in the reporting year was the M.S. Computer Information Systems (CIS) which graduated only five (5) students, compared with 20 or more yearly graduates when the program was named M.S. Management Information Systems (MIS). The reporting year was a transition from an M.S. MIS to M.S. CIS. Several students opted to delay graduation

in order to take extra required courses for a degree in CIS. The CIS receives higher priority rating in the LA Employment Workforce than the MIS. In support of our explanation, in May 2016, the University expects to graduate 20 students with M.S. in CIS, and current enrollment indicates that the higher (than 5) graduation rate will be maintained subsequently.

Student Success Initiatives implemented/continued during the reporting year

During the reporting year, the University signed a contract with LiveText company for improved assessment of student learning outcomes in each program. Faculty are finding the LiveText tool highly valuable for this task and it enabled the University to provide, we believe, a strong response to SACSCOC institutional effectiveness-related standards in the Fifth-Year Interim Report recently submitted to SACSCOC. Importantly, for a fee of only \$98 during Freshmen Year, each student is now able to monitor individual performance in an organized way for self-evaluation throughout their career at SUNO. Furthermore, Retention Officers continue to meet with the Chancellor, Vice Chancellor for Academic Affairs and Assistant Vice Chancellor for Enrollment Management periodically to monitor the retention rates of cohorts and assess the total credits earned.

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

Data for Baseline Year to Year 6 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)	Yr. 6 (Fall 2014)
Number in cohort	273	399	319	98	172	180	123
Number retained	128	192	154	58	90	100	71
Retention rate	46.9%	48.1%	48.3	59.2%	52.3%	55.6%	57.7%

1st to 2nd year retention rate for Year 6 is 55.7% which exceeds the benchmark of 49.9% and is slightly higher than the 55.6% for Year 5. The improved 1st to 2nd year retention rate for the past four years, compared with the baseline data, is highly welcomed and is expected to translate to improved graduation rate for the respective cohorts.

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

Data for Baseline Year to Year 6 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)	Yr. 6 (Fall 2013)
Number in cohort	279	273	399	319	98	172	180
Number retained	75	91	154	104	40	65	74
Retention rate	26.9%	33.3%	38.6%	32.6%	40.8%	37.8%	41.1%

The 41.1% rate for Year 6 exceeds the benchmark of 29.9% and is the highest retention rate for this category throughout the six-year GRAD Act reporting. It also exceeds the 37.8% of the preceding Year 5. The University expects the cohort to yield an improved graduation rate and completers' rate, possibly the highest in the post-Katrina hurricane era.

(iii) Fall to Spring retention cohort

Not applicable to SUNO.

(iv) Same institution graduation rate (Targeted)

	Baseline Yr. Fall 2002 Cohort	Yr. 1 Fall 2003 Cohort	Yr. 2 Fall 2004 Cohort	Yr. 3 Fall 2005 Cohort	Yr. 4 Fall 2006 Cohort	Yr. 5 Fall 2007 Cohort	Yr. 6 Fall 2008 Cohort
Graduation Rate	5.0%	8.0%	4.0%*	N/A**	10.9%	11.2%	11.7%

* Katrina and Rita hurricane impacted

**LA Board of Regents actually exempted SUNO and other Gulf Coast institutions from reporting due to Katrina and Rita hurricane devastation.

As stated on page 4, the IPEDS rate for Year 6 same institution graduation rate is 11.7% which is 1.4% below the benchmark of 13.1%. It is however within the 2% range allowable for meeting a target. The rate is also an improvement of 0.5% over the preceding Year 5 rate. SUNO has gradually risen from the devastating effects of the Katrina and Rita hurricanes to achieve the highest graduation rate post the hurricanes. The University will continue to work with future cohorts to even surpass the Year 6 graduation rate.

(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 2015	213	5	2.3%
Spring 2016	20	1	5%

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 reorganization of the Enrollment Management unit two years ago, which placed more competent employees in key positions, has been beneficial to the University.

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

(i) Percent change in program completers

Data for Baseline Year to Year 6 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	Yr. 6 2014-2015
Bachelors % Change	227	222 -2.2%	271 19.4%	297 30.8%	316 39.2%	298 31.3%	305 34.4%
Master % Change	148	132 -10.8%	157 6.1%	153 3.4%	184 24.3%	183 23.6%	163 10.1%

The number of Baccalaureate Completers of 305 exceeds the benchmark of 232, and this yielded a 34.4% change using the criteria for calculating the percent change. The percent change is also higher than 31.3% of Year 5. The number of Graduate Completers of 163 exceeds the benchmark of 152, and this yields a 10.1% change which exceeds the benchmark percentage of 2.7%. On pages 4-5 an explanation for the drop in the percentage of Masters Completers in Year 6 (10.1%) compared with Year 5 (23.6%) was provided.

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

SUNO continued to intensify partnerships with high schools during FY 2015-2016 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 29 in FY 2014-2015 to 31, a 6.9% increase, as provided in the list below.

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
McDonogh 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
JS 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	Albany High School*
	L. W. Higgins*

*New High Schools added in FY 2015-2016.

The partnership in 2015-2016 focused on recruiting students into the Early Start program which has always been beneficial to SUNO’s overall enrollment.

Early Start Program (continuing initiative)

As in the preceding year, high school seniors were recruited into the Early Start Program adhering rigidly to LA BoR policies. The LA BoR modified the stringent admission policy of Fall 2014 which excluded any student requiring developmental English or Mathematics from direct admission, except via a DevEd Pilot program. Effective Fall 2015, regional institutions were allowed to admit directly students requiring no more than one developmental course. This enabled SUNO to revert to the pre-Fall 2014 admission practice. Thus, students were enrolled in Developmental Mathematics (MATH 098) and Developmental English (ENGL 093) as needed. 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 as usual. Through this measure, SUNO was able to maintain an enrollment of 2,709 in Fall 2015.

High school enrollment data is summarized as follows:

HIGH SCHOOL PARTNERSHIP ENROLLMENT DATA			
SEMESTER	TOTAL ENROLLED	# SEMESTER CREDIT HOURS	# SEMESTER CREDIT HOURS COMPLETED
Summer/Fall 2014	261	783	708 (90.4%)
Spring 2015	157	477	465(97.4%)
TOTAL	418	1260	1173 (93.09%)

Source: Office of Institutional Effectiveness

The completion rate of student credit hours (SCH) enrolled by the students is an average of 93.09% compared with 80.4% in Year 5, as provided on the Transaction Summary document. SUNO is quite satisfied with the performance. Many Early Start program participants eventually enroll at SUNO for their baccalaureate program.

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

The licensure examination applicable to SUNO for the 2014-2015 period is the PRAXIS exam required by the College of Education and Human Development majors. All 20 students who took the PRAXIS licensure exam passed, i.e. 100%.

The University reported licensure passage rate for the comparatively new B.S. Health Information Management program for the first time in Year 5. The rate was 67%. In the reporting year, 10 of 18 completers (55.6%) passed. It was discovered that some graduates who had not participated in a board examination taking remediation courses took the examination on their own and failed. To avoid this situation subsequently, the curriculum has been revised to include a course that specifically prepares students for the board examination.

PERFORMANCE OBJECTIVE SECTION 2: ARTICULATION AND TRANSFER

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

The LA BoR approved a new admission policy effective Fall 2015 which allowed the University to revert to the pre-Fall 2014 admission criteria. Allowing the University to admit students who need no more than one developmental course (Mathematics or English) into the cohort was welcomed. During advisement processes, Freshmen admitted through the waiver are guided to enroll for a maximum of 13 credit hours in their first semester. They are allowed to increase the hours gradually if they are making satisfactory progress.

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

As presented on the GRAD Act Transaction Summary, a total of 290 transfer students enrolled and 196 were retained from 1st to 2nd year. This was a 67.6% retention rate for transfer students. This is lower than the 72.6% rate of Year 5, but very encouraging.

	Yr. 2 2010-2011	Yr. 3 2011-2012	Yr. 4 2012-2013	Yr. 5 2013-2014	Yr. 6 2014-2015
Transfer Student Cohort (Baccalaureate Seeking)	287	--*	315	351	290
Retained	215	--	233	255	196
Retention Rate	74.9%	--	74.0%	72.6%	67.6%

*Data not tracked

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

There were 161 transfer (Full-time, Baccalaureate-seeking, Sophomore and above) in the 2014-2015 cohort and 117 were retained from 1st to 2nd year. This is equivalent to 72.7% retention rate. The rate exceeds the benchmark rate of 64.6%, though lower than Year 5 rate of 79.6%. The University will continue to pursue even higher retention rate for transfer students.

	Yr. 2 2010-2011	Yr. 3 2011-2012	Yr. 4 2012-2013	Yr. 5 2013-2014	Yr. 6 2014-2015
Transfer Student (Full-time, Baccalaureate Seeking, Sophomore as above)	--*	145	185	226	161
Retained	--	111	148	180	117
Retention Rate	--	76.6%	80.0%	79.6%	72.7%

*Data not tracked

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

Overall, the retention rate of transfer students tends to be higher than first-time freshmen retention rates.

(ii) Baccalaureate completers who began as transfer students

A total of 178 students were identified in FY 2014-2015 in this category. This is a slight improvement over Year 5 data (176) when the data was first 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 2015	181	9	5%
Spring 2016	98	3	3.10%

The above data again shows that SUNO continues to exercise great caution to ensure that the exception percentage was not greater than 8.

b. Provide feedback on performance of associate degree recipients.

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

In FY 2014-2015, there were 87 students in this category, and 59 were retained, giving a 67.80% retention rate. This is slightly higher than the 65.3% rate for Year 5.

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

Eleven (11) students were identified in this category in Year 6, which is higher than the 5 students for Year 5. There is room for improvement. Colleges with 2+2 Articulation agreement with Delgado Community College will be encouraged to intensify recruitment of Associate degree graduates from the institution.

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 satisfactorily, with a stable staff. Referrals/Enrollment data for FY 2015-2016 is as follows:

Referrals/Enrollment - SUNO-SUSLA Connect

SEMESTER	REFERRALS	ADMITTED	CONTINUING STUDENTS	TOTAL ENROLLMENT
Fall 2015	173	112	84	196
Spring 2016	42	26	142	168

The ultimate goal is for the enrolled students to transition successfully from a 2-year program to SUNO's 4-year baccalaureate program. SUNO is pleased to report that twenty (20) students transitioned successfully in Spring 2015 and a total of forty-six (46) students transitioned successfully to SUNO in Fall 2015 and Spring 2016. SUNO continued to refer students to Delgado and Nunez Community Colleges, but those students were not tracked as done for the SUNO-SUSLA Connect due to manpower shortage.

d. Collaboration in implementing articulation and transfer requirements.

SUNO continues to work closely with the LA BoR in all strategic plans aimed at implementing articulation and transfer requirements. SUNO was well represented at all meetings by the SUNO representative who is the Dean of the College of Arts & Sciences. BoR guidelines regarding common course numbering, curriculum revision (e.g. conversion of 2 credit laboratory courses to 1 credit), etc. have been implemented by SUNO as can be verified from the 2014-2016 University Catalog. The LA BoR initiatives are facilitating a smoother student transfer or cross registration within institutions.

Articulation/Cross Registration Agreements with the under-listed institutions is intact.

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

In the Year 5 report, SUNO indicated that it would submit a proposal to eliminate the B.S. Early Childhood Education, a consistently low completer program. The University proceeded with the plan in Fall 2015. The College of Education and Human Development initiated the proposal and it was approved by the University Curriculum Committee and the Southern University System Board of Supervisors. SUNO plans to replace the program with the B.S. Birth to Kindergarten program initiated by BoR. SACSCOC has approved the Teach-Out plan for the 54 students listed as Early Childhood majors. The students are given three options along which the University will assist them to graduate:

1. Pass PRAXIS I exam and continue in the B.S. Early Childhood Education (PK-3) program.
2. Pass PRAXIS I exam and transfer to the new B.S. in Birth-Kindergarten program which SUNO has opted to join.
3. Change major to another discipline.

(ii) Number of programs modified or added

The curriculum of the B.S. Forensic Science program was revised through the addition of five (5) new courses to satisfy accreditation requirements of the Forensic Science Education Program Accreditation Committee (FEPAC), the accrediting body for forensic sciences. The courses are:

- | | |
|--|----------------|
| • FRSC 230/230L Forensic Biology | 4 credit hours |
| • FRSC 240/240L Forensic DNA Analysis | 4 credit hours |
| • FRSC 301L Evidence Collection & Processing Lab | 1 credit hour |
| • FRSC 410L Forensic Drugs and Toxicology Lab | 1 credit hour |
| • FRSC 430L Forensic Microscopy Lab | 1 credit hour |

TOTAL	11 credit hours
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Some duplicative Biology and Chemistry courses were eliminated or converted to Elective courses to provide specialization in Biology or Chemistry.

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

Below is the information provided on SUNO's 2013-2014 degree completers.

**SUNO 2013-2014 degree completers aligned with
Board of Regents Employment Outcome Report occupations**

FIELD OF STUDY	Employment Rate By Field of Study	SUNO Completers 2013-2014
Health Professions	65%	31
Education	100%	12
Family & Consumer Services	85%	13
Public Administration & Social Service	66%	192
Business, Management, Marketing	57.6%	64
Security & Protective Services	76%	71
Liberal Arts & Science; General Studies	67%	15
Social Sciences	100%	1
Psychology	77%	48
History	100%	6
English Language & Literature	43%	7
Mathematics & Statistics	63%	8
Biological & Biomedical Sciences	67.9%	20
Multi/Interdisciplinary Studies	46%	11

SUNO is quite pleased to report that completers in several programs have been hired in Louisiana and are contributing to improving manpower shortage in the state. This information became more apparent when SUNO had to collate career placement data for its completers in responding to a SACSCOC standard, *Federal Requirement 4.1. Student Achievement*, in its Fifth-Year Interim Report submitted in March 2016.

b. Increase use of technology for distance learning.

Requested data to support the narrative is included in the Annual Report Transaction Summary. SUNO continued to ensure that online course offering is maintained at below 25% of total course offering per program each semester. This is to ensure continued quality teaching and mentoring which a large proportion of the students need. Consequently, the total enrolled in 100% Online courses in Year 6 (4,443) is lower than the 5,467 for Year 5. An Online Policy was developed and it is posted on the school website, www.suno.edu, under the Accreditation link.

As in the preceding year, the University did 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. The University is currently reviewing requests by some degree programs to be allowed to offer online courses above 25% but less than 50% of total course offering. The University is inclined to approve the request to boost enrollment. If that happens SACSCOC will be notified appropriately.

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.

Currently, the University is training Faculty teaching Online classes to transition from Black Board to Moodle. This is a System-wide measure expected to cut the costs of running online courses significantly. The training is progressing well, and Moodle usage implementation is scheduled to start in Fall 2016.

Like in the preceding Year 5 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, like several other regional institutions continue to rely on the offering of remedial courses as allowed by LA BoR admission policy to build relationship with high schools in its feeder schools. The data for Year 6 is comparable with Year 5.

	Yr. 1 2010-2011	Yr.2 2011-2012	Yr. 3 2012-2013	Yr. 4 2013-2014	Yr. 5 2014-2015	Y4. 6 2015-2016
Number of remedial courses	-- *	28	23	50	32	34
Number of students enrolled in remedial courses	--	487	376	938	459	537

*Not tracked

b. Eliminate associate degree programs offered.

SUNO’s status has not changed with regards to its single Associate degree in Substance Abuse. 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 2015-2016 is 102. It is not clear by the enrollment is lower than Year 5 enrollment of 213. It is understood, however, that students are being encouraged to enroll in the baccalaureate program to boost completers in that program.

c. Increase nonresident tuition amounts.

SUNO’s success in the Year 5 GRAD Act enabled the institution to increase fees. Consequently, tuition and fees charged to non-resident students increased to \$11,546 compared with \$11,047 of Year 4, but lower than the \$12,704 of Year 5. The actual peer non-resident tuition/fee amount is \$14,800. Thus, SUNO has room to increase the tuition to match peer institutions.

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.

The University had NCATE reaffirmation on site visit from October 25-27, 2015. The exit interview was quite favorable. The final report is expected in May 2016 following the Board of Examiners meeting.

Southern University at New Orleans
GRAD Act
2016 Annual Report: Section 5

a. Number of students by classification

Fall 2009 Headcount		Total	2009-10 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,590	551	3,141	2,326.43	390	2,716.43
Fall 2010 Headcount					
Fall 2010 Headcount		Total	2010-11 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,590	575	3,165	2,510.16	415.16	2,925.32
Fall 2011 Headcount					
Fall 2011 Headcount		Total	2011-12 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,425	820	3,245	2,725.46	94.58	2,820.04
Fall 2012 Headcount					
Fall 2012 Headcount		Total	2012-13 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,565	481	3,046	2,484.93	87.58	2,572.51
Fall 2013 Headcount					
Fall 2013 Headcount		Total	2013-14 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2527	462	2,989	2,330.16	82.45	2,412.61
Fall 2014 Headcount					
Fall 2014 Headcount		Total	2014-15 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2240	434	2,674	2,010.20	89.83	2,100.03
Fall 2015 Headcount					
Fall 2015 Headcount		Total	2015-16 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2213	496	2709	2,085	617	2,000.45

**Southern University at New Orleans
GRAD Act
2016 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
2014	150	127
2015	186	159

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
2015-16 AY	15.0

d. Average number of students per instructor

Fall	Ratio of FTE students to FTE Instructional faculty
2009-10 AY	27.2
2010-11 AY	24.6
2011-12 AY	22.3
2012-13 AY	19.7
2013-14 AY	18.1
2014-15 AY	16.5
2015-16 AY	12.5

**Southern University at New Orleans
GRAD Act
2016 Annual Report: Section 5**

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

2016 Annual Report: Number of Non-Instructional staff - Fall 2015			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	60	60	40	19	1
			Non-Instructional Staff Budgets		
<i>Divisional Units:</i>	Total Non-Instructional staff	Non-Instructional staff FTE	Operating	Restricted (External)	Both
Academic Affairs	20	20	17	2	1
College of Business & Public Administration	9	9	8	1	0
College of Education & Human Development	2	2	1	1	0
College of Arts & Sciences	15	15	4	11	0
Graduate Studies	2	2	1	1	0
Library	9	9	8	1	0
School of Social Work	3	3	1	2	0
Total	60	60	40	19	1

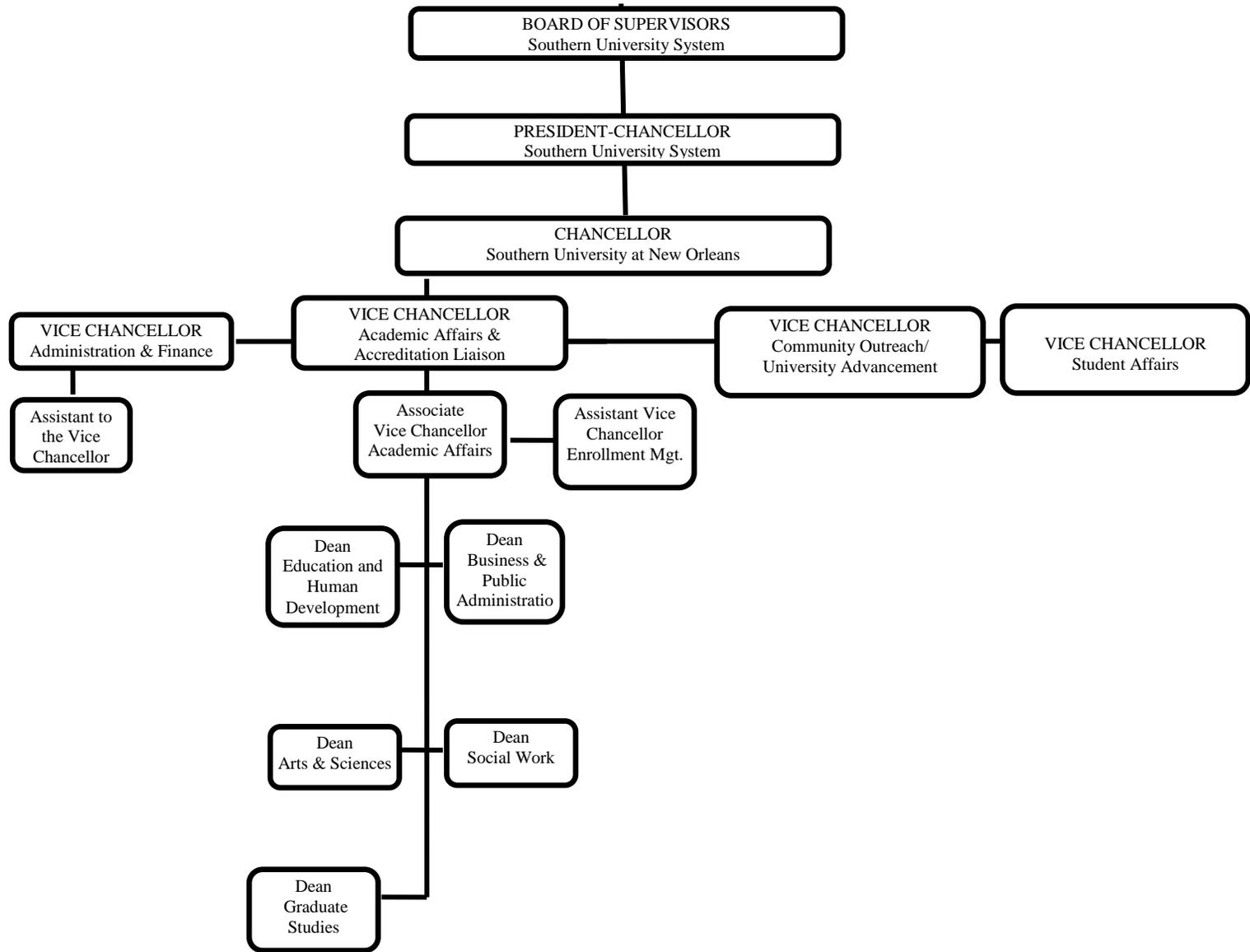
f. Number of staff in administrative areas

2016 Annual Report: Number of Non-Instructional staff - Fall 2015			Non-Instructional Staff Budgets		
<i>Institution:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff	Operating	Restricted (External)	Both
Southern University at New Orleans	38	38	28	8	7
			Executive/Managerial Staff Budgets		
<i>Divisional Units:</i>	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	Operating	Restricted (External)	Both
Academic Affairs	10	10	7	2	1
Administration & Finance	3	3	5	0	1
Athletics	1	1	1	0	0
Campus Police	1	1	1	0	0
Chancellor's Office	1	1	1	0	0
Community Outreach/University Advancement	3	3	1	2	0
Enrollment Management	3	3	1	2	0
Facilities	1	1	1	0	0
Human Resources	1	1	1	0	0
Information Technology	1	1	0	0	1
Institutional Research	1	1	0	0	1
Library	1	1	0	0	1
Student Affairs	10	10	8	0	2
Title III Programs	1	1	0	1	0
Total	38	38	28	8	7

Southern University at New Orleans
GRAD Act
2016 Annual Report: Section 5

- 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.



Southern University at New Orleans
GRAD Act
2016 Annual Report: Section 5

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
Asst. to the VC of Adm. & Finance	\$43,554	\$43,554	\$48,554	\$48,554	\$48,554	\$49,526	Salary adjustment for added duties from September 2011
Asst. VC of Enrollment Management						\$71,401	New position created to focus on Enrollment Management and related services
Assoc. VC Academic Affairs. (Faculty, and TRIO)	\$81,090	\$81,090	\$81,090	\$82,500	\$84,977	\$84,977	
Dean College of Education. & Human Development	\$96,500	\$90,000 (Interim Dean)	\$90,000 (Interim Dean)	\$90,000	\$97,852	\$97,852	
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	
Dean of Graduate Studies	81,090	85,000	\$80,000				Position frozen Associate VC AA is Interim Dean
Dean School of Social Work	83,130	83,130	83,130	83,130	\$85,626	\$85,625	Interim college dean

**Southern University at New Orleans
GRAD Act
2016 Annual Report: Section 5**

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	\$8,883,230	48.2%
Research	--	0.0%
Public Service	--	0.0%
Academic Support	\$1,928,271	10.5%
Student Services	\$783,960	4.2%
Institutional Services	\$5,792,380	31.4%
Scholarships/Fellowships	--	0.0%
Plant Operations/Maintenance	\$1,058,672	5.7%
Total E&G Expenditures	\$18,446,513	100.0%
Hospital	--	0.0%
Transfers out of agency	--	0.0%
Athletics	--	0.0%
Other	--	0.0%
Total Expenditures	\$18,446,513	100.0%

**Southern University at New Orleans
GRAD Act
2016 Annual Report: Section 5**

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:**

2015-2016

Tuition	4,483
Required Fees	1,344
Tuition + Fees Total	5,827

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 \$18,626

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

Southern University at New Orleans
GRAD Act
2016 Annual Report: Section 5

iii. Average time to degree completion of academic programs.

Bachelor's Degree
8.5 Years

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

State Dollars per FTE
\$3,091

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

State Dollars per FTE
\$3,091

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

\$26,354,502
