



OFFICE OF THE CHANCELLOR

## SOUTHERN UNIVERSITY AT NEW ORLEANS

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### Southern University at New Orleans

#### GRAD Act Second Annual Report

Southern University at New Orleans is quite pleased to submit the GRAD Act Second Annual Report covering the 2011 - 2012 fiscal year. With no major disruptions to the academic calendar, the institution has been able to proceed smoothly with major new initiatives in support of the determination to improve, as much as feasible, the performance data for all the GRAD Act Performance Objectives, i.e. Student Success, Articulation and Transfer, Workforce and Economic Development, and Institutional Efficiency and Accountability. The data for the Second Annual Report have been entered appropriately in the standard forms provided for that purpose.

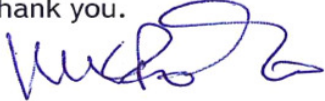
We are highly delighted to record improvement in major elements of Performance Objectives that concerns Student Success, including: (I) first to second year retention; (II) first to third year retention; (III) baccalaureate and graduate completers; (IV) enrollment, development of partnerships with high schools, etc. The graduation rate data is understandably low as the May 2010 graduation rate used for this Year Two report is based on Fall 2004 Cohort who had just completed the freshman year when the Katrina and Rita hurricane tragedies occurred in Fall 2005. Appropriate explanation is provided in the narrative section on why we believe the graduation rate is unrealistic. Improvements are reported for the other Performance Objectives, and accurate information has been provided in response to the Report to the Board of Regents (Section 5).

SUNO has gained experience in preparing the GRAD Act Annual Reports. The institution will continue to work hard to address areas of challenges within its control. The future looks very bright as students admitted under the selective admission standard are starting to contribute to the various student profiles, and the institution continues to work relentlessly in support of its mission and strategic plan goals.

*"An Equal Educational Opportunity Institution"*

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

Thank you.



Victor Ukpolo, Ph.D.  
Chancellor

*"An Equal Educational Opportunity Institution"*

**Southern University at New Orleans**

**GRAD Act**

**2012 Annual Report**

**Narratives**

1. **Student Success**

- a. **Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with the institutional peers.**

The strategic plan goals of Southern University at New Orleans (SUNO) approved by the Southern University System Board of Supervisors state 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 pursuit of these strategic plan goals, the SUNO administration has developed a strong work-force of highly credentialed faculty and staff to achieve enrollment, retention and graduation rate goals. The efforts are starting to yield dividends as the Year Two Grad Act report shows.

To improve cohort graduation rate, a policy was developed restricting students who needed remediation via Summer Bridge Program from registering for full Load (12 credits or higher) in the Fall. This way, only students who meet the selective admission criteria without the need of a developmental English or Mathematics enter the cohort list.

SUNO met all targeted measures in this objective, and no explanation is necessary for inability to meet the targeted measures.

(i) 1<sup>st</sup> to 2<sup>nd</sup> year retention cohort

The Year Two retention rate is 48.3% which exceeds the benchmark of 47.9%. It is also an improvement over the 48.1% of Year One.

(ii) 1<sup>st</sup> to 3<sup>rd</sup> year retention cohort

The Year Two rate is 38.6% which exceeds the benchmark of 27.9%. Furthermore, it is a major improvement compared with the 33.3% of Year One.

(iii) Fall to Spring retention cohort

Not applicable to SUNO.

(iv) IPEDS Graduation rate total revised cohort

SUNO met the revised benchmark of 4%. It is important to note that the cohort on which the 6-year graduation rate data for Year Two is based was the Fall 2004 Cohort which represents the 1<sup>st</sup> to 2<sup>nd</sup> year retention cohort for Fall 2005, the semester when Katrina and Rita hurricanes hit the Gulf Coast region. Only 68 (18.2%) of 373 students in the cohort returned to SUNO by Fall 2006, and SUNO succeeded in graduating 15 of the 68, giving a graduation rate of 22%. Board of Regents has rightly exempted public institutions located in the hurricane-impacted regions from graduation rate reporting for Fall 2005 cohort. It is logical to expect the Fall 2004 cohort who had just completed one year at SUNO at the time the hurricanes struck to easily re-locate to other institutions for good, causing permanent damage to the graduation rate of the cohort. This was the experience of SUNO. One year before the hurricane disasters, for instance, SUNO achieved a fall to fall retention of 49.7%, i.e. 193 of 388 Fall 2003 Cohort registered in Fall 2004.

**On these grounds we believe a realistic graduation rate for SUNO's 2004 cohort is 22%.**

(v) to (vii). Optional

(viii) Requested information is provided.

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

SUNO achieved great success with program completers at both baccalaureate and graduate levels for Year Two, which corresponds to academic year 2010-2011, i.e. baseline year 2008-2009 + 2 years.

Number of baccalaureate completers is 271, which exceeds the benchmark of 227, representing an increase of 19.4%.

Number of graduate completers is 157, which exceeds the benchmark of 142, representing an increase of 6.1%.

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

SUNO increased the number of high schools it has developed partnership with as a recruitment drive. In the Year One report, we listed fifteen (15) schools. Partnership has been developed with the

following seven (7) additional schools bringing the total to twenty-two (22):

Millie McCoy High School  
McMain Magnet High School  
L.B. Landry High School  
Amite High School  
St. Helena Central High School  
Lake Area High School  
Franklinton High School

The SUNO Day concept continued with these schools, i.e. in agreement with the Principal of each school, SUNO's recruitment machinery (including the Offices of Recruitment, Admission and Retention, Institutional Effectiveness, and Financial Aid, and Faculty representatives from each academic program) continue to visit high schools on selected days. Career opportunities at SUNO are discussed, ACT preparation tutorial classes are arranged, and ACT residual testing dates are scheduled. Furthermore, students are encouraged to register for Early Start classes as needed to address deficiencies in Developmental Mathematics or Developmental English. The number of students from these schools who enrolled in SUNO's Early Start program (Dual Enrollment) is presented in the Section c column. **The effort has enabled SUNO's enrollment to increase, as it has done yearly since Fall 2006, from 3,165 in Fall 2010 to 3,247 in Fall 2011, a 2.6% increase.**

**d. Increase passage rates on licensure and certification exams and workforce found.**

The only Licensure examination applicable to SUNO is the PRAXIS exam required by the College of Education and Human Development majors. ALL four students who took the PRAXIS Licensure exam passed, i.e. 100%.

**2. Articulation and Transfer**

- a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.**

SUNO adopted the Selective Admission standard with effect from Fall 2010. This measure is expected to boost SUNO's student retention and graduation rates as better prepared students enter SUNO cohorts.

Furthermore, with effect from Fall 2011, we adopted an internal policy which permits only students who meet the selective admission standard outright to register as full-time students and be included in the Fall Cohort. Any student not meeting the standard and requiring a developmental course to meet the admission standard is required to carry Less than 12 credits in their entry Fall semester. This is an effort to build a strong foundation in such students during their first semester in order to enhance a better academic performance subsequently in the matriculating years.

The initiatives are contributing positively to total enrollment, and the retention of transferred students improved. Specifically, 1st and 2nd year transfer retention rate for Year Two is 74.9% compared with 59.9% of Year One, or 56.9% baseline. Improved retention of transfer students will ultimately improve enrollment and total completers. This achievement has positive impact on Louisiana man-power development.

- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**
- (i) Transfer students with an Associate degree

The plan to establish a tracking system for associate degree recipients or regular transfer students was slowed down by the transition from the Student Information System (SIS) to the Banner System. The last few problems in the transitioning process are being addressed. An organized tracking database system for transfer students would be established as soon as the Banner system is fully operational. This effort will be a joint venture between SUNO's Office of Admission, Retention and Enrollment Management and the Information Technology Center.

(ii) Baccalaureate completer

Based on SUNO's completers data submitted to the Board of Regents, there were 274 baccalaureate completers in the 2010-2011 academic year, and 187 were admitted as transfer students. Five (5) of the transfer students, i.e. 2.7%, were associate degree holders from Delgado Community College (3), and Nunez Community College (2).

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

SUNO has developed additional articulation and transfer agreements to supplement the existing admission policies. They include the **SUNO-Delgado** and **SUNO-SUSLA connections** agreements signed in Fall 2011. The agreements enable SUNO to refer applicants who fail to meet SUNO's selective admission standard to either Delgado or SUSLA. At these two-year institutions, the students enroll in relevant developmental and introductory courses to strengthen them academically, and then transfer to SUNO. This way, many students from SUNO feeder schools who might never have an opportunity of a 4-year degree education are assisted to meet their career goals. The total number of students referred by SUNO under this agreement is 193, according to data supplied by the Office of Admission, Retention and Enrollment Management. Of this number of referrals, a total of 64 ultimately enrolled in the Spring 2012 semesters in community colleges: sixty three (63) enrolled under the SUNO-Delgado and SUNO-SUSLA connections - 21 at Delgado and 42 at SUSLA; one referred student enrolled at Nunez Community College.

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

SUNO is represented on the Louisiana Transfer and State Articulation Committee by a capable senior faculty (Professor and Associate Dean of the College of Arts & Sciences) who ensures that SUNO courses are appropriately included in the Board of Regents Master articulation matrix. SUNO website carries appropriate guideline for prospective students. By SUNO's active participation, one Associate degree holder from Delgado transferred to SUNO in Fall 2011 and returned to school in Spring 2012 continuing as a Biology major. We understand that only two Louisiana Transfer (LT) students were identified in the whole state in the fiscal year, and one of them is registered at SUNO.



Furthermore, other Associate degree graduates from Delgado are being encouraged to take advantage of the existing 2+2 transfer agreement in B.S. Biology, B.S. Mathematics and B.S. Criminal Justice. The agreement allows Associate degree holders from Delgado to transition smoothly into the Junior year at SUNO and earn a baccalaureate degree in the appropriate discipline. A staff in the Enrollment and Retention Unit has now been detailed to track the progress of the transfer students more stringently henceforth for GRAD Act reporting.

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### 3. Workforce and Economic Development

#### a. **Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents (BoR) or are not aligned with current or strategic workforce needs of the state, region, or both.**

##### (i) Degree elimination

In early Spring Semester 2011, Board of Regents carried out a state-wide review of Low-completer programs at all state institutions. Nine (9) SUNO programs were flagged for review. After studying recommendations from each institution, BoR terminated formally SUNO's *B.A. Sociology* program. The *B.A. Sociology* program had been a Low completer program continuously since after the Katrina hurricane, graduating Less than five students yearly, whereas each undergraduate program is required to graduate a minimum of 8 completers. Consequently, the program was terminated by Board of Regents action, with a public release on April 27, 2011. Eight other SUNO programs were retained under the category of "Conditional Maintenance" and are required to submit scheduled progress reports.

SUNO's *B.A. Sociology* program was one of the total 109 programs terminated by Board of Regents' action. No program was eliminated in Year Two, and four (4) certificate programs were approved for College of Education and Human Development in support of man-power needs in the teaching profession.

##### (ii) Number of programs modified or added

Board of Regents approved four (4) *Certification Only Secondary Education* programs for Grades 6-12 in English, Biology, Mathematics, and Social Sciences, and at all Levels in Health/Physical Education. This is expected to be a great boost to man-power development in the State of Louisiana. SUNO is quite excited about the new programs. Enrollment, retention, and completion rate are expected to be high because of high demand for this category of teachers.

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

A large proportion of SUNO students work full-time to support themselves and family, and find Online classes supportive of their graduation bids. Any initiative that is supportive of degree completion should be explored. Each institution, however needs to be vigilant and not allow quality teaching to be compromised.

SUNO is making good progress with Online teaching. The institution increased Online course sections from 182 in Year One to 189 in Year Two.

For institutional effectiveness and in support of quality education, SUNO carried out an internal study which compared students' performance in land-based classes with Online classes. We found that many students circumvent the guideline to receive orientation for Online classes before enrolling in any Online class. Consequently performance in Online course sections were poorer than in Land-based sections, and retention of students in Online classes was poor. Students who withdraw from Online classes were negatively impacting SUNO retention effort. To address this challenge, SUNO selected as its SACSCOC Quality Enhancement Plan (QEP) topic "E-Focused! Enhancing Student Learning in Online Courses by Improving Institutional Readiness". Through the QEP, SUNO has been able to allocate resources, over \$500,000 yearly for the next five years to improve the technological competence of students enrolling in Online classes, and improve the competence of Faculty teaching Online classes through specialized trainings including the professional Quality Matter (QM) certified training provided by QM Matters, Inc.

Online classes are very popular with students because it allows time flexibility on their jobs. Nonetheless, we are deliberately keeping Online class offerings below 25% of our total class offerings until we have achieved satisfactory level of technology support in terms of available equipment and software and technical competence of students, faculty and staff.

**c. Increase research productivity especially in key economic development industries and technology transfer....**

Not applicable to SUNO

**d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

We have made good progress in tracking the employment status of our completers. Graduates are required to complete **Graduate Assessment Sign-in Sheet** at the time their Exit Forms are presented for signature in the Office of Institutional Effectiveness. The names of those who indicate they have secured employment have been verified with Board of Regents Completers file. Of a total of 455 completers in the 2010-2011 academic year, 168 reported they are employed. We are encouraging Deans and Chairs to also submit information on the employment status of their graduates as such information becomes available.

**4. Institutional Efficiency and Accountability**

**a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.**

Mindful of Board of Regents decision to not allow any student who requires remedial courses direct admission into any state institution effective from year 2014, SUNO has adopted some strategies to sustain its enrollment when such policy becomes effective.

- The total number of remedial sections offered in Year Two dropped from the baseline year figure of 40 to 28.
- Number of students enrolled in remedial courses also dropped from 1,303 to 487 within the same period.
- Effective Fall 2011, SUNO no Longer allows students who require a remedial course before meeting the Selective Admission standard to register for full Load (12 credits or more). This is an internal control process to prepare for 2014. Because this measure Lowers the Cohort figure drastically, SUNO is making effort to recruit high performing students from outside its traditional regions, including international students.
- The SUNO-Delgado and SUNO-SUSLA connections described under Section 2c Articulation and Transfer, regarding referral of students who fail to meet SUNO admission criteria to Delgado and SUSLA, is a strategy that will help SUNO to eliminate remedial courses without undue Loss of the excellent enrollment record it has maintained since Fall 2006.

**b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

SUNO offers only one Associate degree program, the Associate of Arts (AA) degree in Substance Abuse. The program is unique to SUNO, just Like the B.S. Substance Abuse program. When Board of Regents reviewed Low completers programs in Spring 2011, the B.S. Substance Abuse was spared because it is a non-duplicative program with a strong social services focus. The program is highly relevant to the New Orleans community it services. The Associate degree program is not a Low completer. The program is needed to attract students into the baccalaureate program. More than ever before, the Director of the Substance Abuse program

is encouraging Associate degree holders to transition into the baccalaureate program. This effort is improving enrollment in the latter program.

There is, therefore, no plan to eliminate SUNO's only Associate degree program. It aligns perfectly well with the baccalaureate program, and both support socio-economic well-being of the State of Louisiana.

- c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. However, for each public historically black college or university, the nonresident tuition amounts shall not be less than the average tuition amount charged to Louisiana residents attending public historically black colleges and universities in other Southern Regional Education Board states.**

In the Year One report, we presented a schedule that will gradually enable SUNO to be at par with peer institutions in terms of nonresident fees charged by year 2015-2016. SUNO found itself in a unique situation after the Katrina hurricane tragedy. The hurricane created severe economic impact on students and their families in SUNO's traditional recruitment zones. As a result, tuition increase has to be a gradual phenomenon. Consequently, the Year Two report shows tuition that is \$5,689 Lower than at peer institutions in the SREB states. This is a major service to our students. We estimate that it will take another four years (2015-2016) before SUNO is at par with peer institutions.

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

Not applicable to SUNO.

## Section 5

## a. Number of students by classification

Fall 2009		Total	2009-10 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,590	551	3,141	2,326.40	390.00	2,716.4

Fall 2010		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		Total	2011-12 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,805	440	3,245	2558.43*	247.25*	2,805.6

\*Report not yet available; used 2011-2012 Student Credit Hour/FTE Summary for Formula Funding at Budget Request <http://as400.regents.state.la.us/pdfs/sch/BGTREQ11.PDF>

## b. Number of instructional staff members

Fall	Instructional Faculty	
	Headcount	FTE
2009 (Baseline)	101	100
2010	132	119
2011	143	128

## c. Average class student-to-instructor ratio

Fall	Average class student-to-instructor
2009-10 AY (Baseline)	25.1
2010-11 AY	24.4
2011-12 AY	23.1

## d. Average number of students per instructor

Fall	FTE Enrollment per FTE instructor
2009-10 AY (Baseline)	27.2
2010-11 AY	24.4
2011-12 AY	21.9

## Section 5

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

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

## Section 5

2011 annual report: Number of Non Instructional Staff Fall 2010		Non-Instructional Staff Budgets			
Institution	Total Non-Instructional Staff	Non-Instructional Staff FTE	Operating	Restricted (External)	Both
Southern University at New Orleans	14	14	10	2	2
Divisional Units		Non-Instructional Staff Budgets			
Divisional Units	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 Systems	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



## Section 5

<b>2012 annual report: Number of Non Instructional Staff Fall 2011</b>					
Institution	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff Budgets		
			Operating	Restricted (External)	Both
Southern University at New Orleans	12	12	8	4	0
Divisional Units	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff Budgets		
			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

## Section 5

## f. Number of staff in administrative areas

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

## Section 5

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

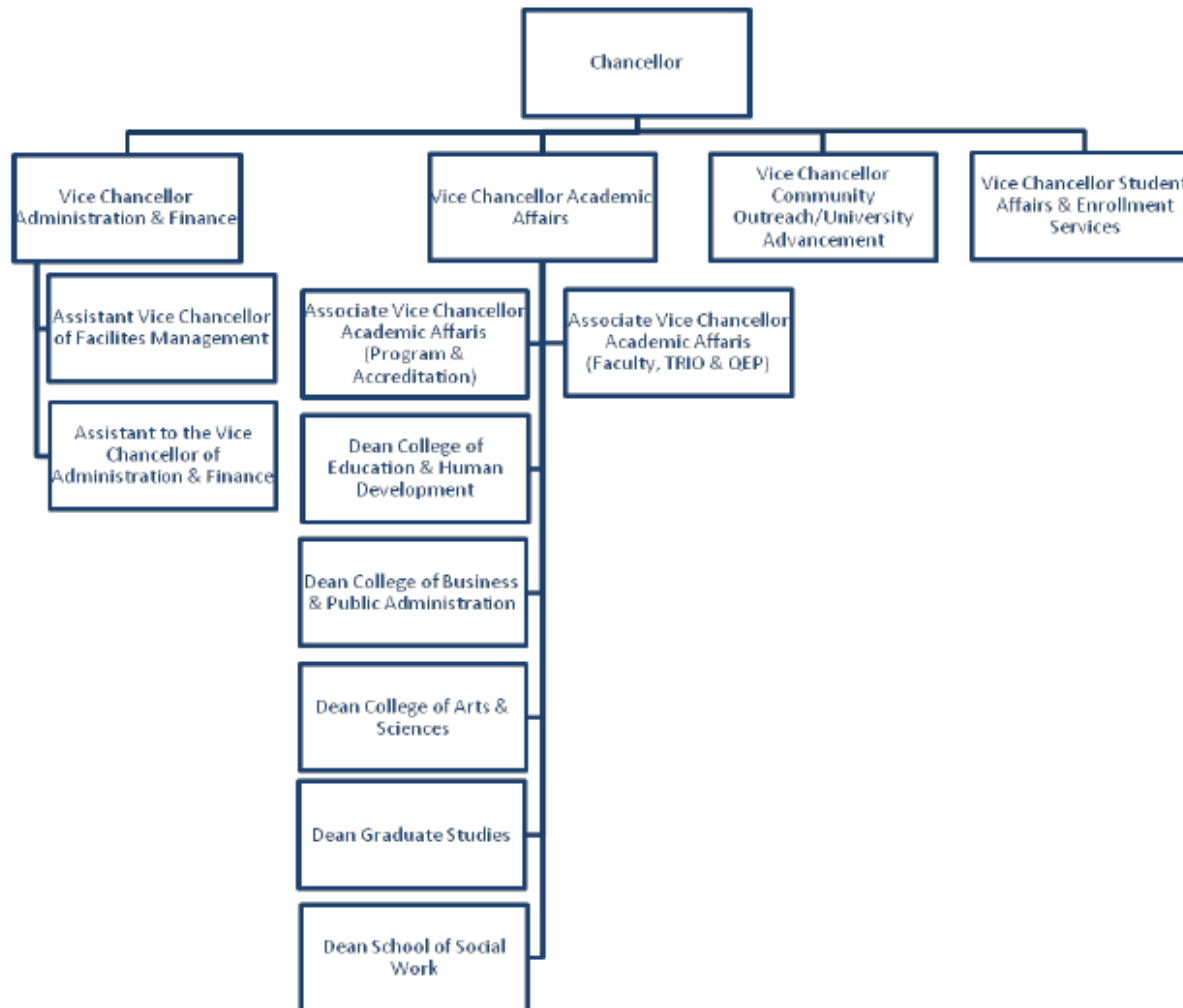
## Section 5

2012 Annual Report: Number of Administrative Staff Fall 2011					
Institution	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	Non-Instructional Staff Budgets		
			Operating	Restricted (External)	Both
Southern University at New Orleans	20	20	19	1	0
Divisional Units	Total Headcount Executive/Managerial Staff	Executive/Managerial Staff FTE	Executive/Managerial Staff Budgets		
			Operating	Restricted	Both
Academic Affairs	5	5	5	0	0
Administration & Finance	4	4	4	0	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
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

## Section 5

g. Organization 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: 2010-2012 Catalog Southern University at New Orleans



aries of all personnel identified in subparagraph (g) above and the date, amount, and 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	SALARY CHANGES SINCE 6/30/2008
Chancellor	\$165,000	\$165,000	\$165,000	Fall 2008 \$150,000 Board of Supervisor Approved
Vice Chancellor Administration & Finance	\$97,135	\$97,135	\$97,135	Fall 2008 Position Vacant
Vice Chancellor Academic Affairs	\$121,500	\$121,500	\$121,500	
Vice Chancellor Community Outreach/University Advancement	\$83,130	\$83,130	\$83,130	
Vice Chancellor Student Affairs & Enrollment Services (Approved from interim to permanent on February 2, 2009)	\$84,670	\$84,670	\$84,670	Fall 2008 \$84,670 Vice Chancellor for Student Affairs AND \$74,585 Executive Director of Enrollment Services positions were consolidated
Assistant Vice Chancellor of Facilities Management	\$62,465	\$62,465	\$70,000	Spring 2011 Position Vacant \$62,465 Fall 2011 Position Filled as Facilities Director (Title Change) \$70,000
Assistant to the Vice Chancellor of Administration & Finance	\$43,554	\$43,554	\$48,554	Fall 2011 Salary adjustment for added duties September 2011
Associate Vice Chancellor Academic Affairs (Program & Accreditation)	\$88,936	\$88,936	\$88,936	Fall 2010 Vacant Fall 2011 Vacant
Associate Vice Chancellor Academic Affairs (Faculty, TRIO, QEP)	\$81,090	\$81,090	\$82,500	Fall 2009-10 Interim status Fall 2011 Permanent status
Dean College of Education & Human Development	\$96,500	\$90,000 (Interim Dean)	\$90,000 (Interim Dean)	\$62,500 as Director of Alternate Certification to \$90,000 as Interim Dean of Education from July 1 <sup>st</sup>
Dean College of Business & Public Administration	\$105,570	\$105,570	\$105,570	
Dean College of Arts & Sciences	\$86,882	\$86,882	\$86,882	
Dean Graduate Studies	\$81,090	\$85,000	\$80,000	Fall 2010 - \$68,000 as Director of Museum Studies to \$85,000 as Dean Graduate Studies and Director of Museum Studies; Fall 2011 - \$80,000 as Dean Graduate Studies
Dean School of Social Work	\$83,130	\$83,130	\$83,130	

**i. A cost performance analysis**

**i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.**

<b>Southern University at New Orleans</b>		
<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of</b>
Instruction	\$ 8,672,077	39.5%
Research	\$ 9,542	0.0%
Public Service	\$ 12,230	0.1%
Academic Support**	\$ 1,592,956	7.3%
Student Services	\$ 1,220,990	5.6%
Institutional Services	\$ 6,443,423	29.3%
Scholarships/Fellowships	\$ 512,032	2.3%
Plant Operations/Maintenance	\$ 2,464,165	11.2%
<b>Total E&amp;G Expenditures</b>	<b>\$ 20,927,414</b>	<b>95.3%</b>
Hospital	\$ -	0.0%
Transfers out of agency	\$ 487,737	2.2%
Athletics	\$ 543,212	2.5%
Other	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$ 21,958,363</b>	<b>100.0%</b>

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

**Louisiana Resident (In-state)**

**Cost of Attendance for full-time, first-time undergraduate students:**

	<u><b>2011-2012</b></u>
<u>Tuition</u>	\$2,676
<u>Required fees</u>	\$1,230
<b>Tuition + fees total</b>	<b>\$3,906</b>
<u><b>Books and supplies</b></u>	<b>\$1,200</b>
<b>Off campus (not with family):</b>	
<u>Room and board</u>	\$8,236
<u>Other expenses</u>	\$3,398
<b>Room and board +</b>	
<b>other expenses total</b>	<b>\$11,634</b>

**iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.**

**Average  
Time to  
Bachelor's  
Degree**

Southern University- New Orleans

9.0



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

	<b>Southern University- New Orleans</b>
<b>State</b>	\$3,459
<b>Dollars Per</b>	

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

	<b>Southern University- New Orleans</b>
<b>State</b>	\$3,459
<b>Dollars Per</b>	

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

	<b>Total Expenditures</b>
<b>Orleans</b>	<b>\$ 32,137,059.86</b>

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

Institution: SOUTHERN UNIVERSITY AT NEW ORLEANS				Grad Act Year 2 Report: Academic Year 2009-10		
DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate * (2008-09)	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Education	All 3 PRAXIS exams	Louisiana State Department of Education	100	4	4	100%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	0	0	0	#DIV/0!

*Institutions are to provide institution name and report data in shaded cells for those disciplines marked with √ on Appendix #1*

*\* Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. If program and data are new, indicate baseline year in parentheses, e.g., 23 (2011)*

*Most Recent Year Data = most recent year data published by entity that grants licensure/certification*

*Calculated Passage Rate = # students to met standards for passage/# students who took exam*

March 16, 2012

**NOTE:**

SUNO's Health Information Technology program was approved by the BOR 08/2006. The program formally started Fall 2010 and is currently seeking Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation. In addition, no students have completed degree requirements yet.