

Southern University at New Orleans

GRAD Act

Narratives - With Addendum

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 institutional peers.**

Narrative report:

The following management board policies are currently being implemented to achieve improved cohort graduation rate:

- **Selective Admission Policy**

With effect from Fall 2010, SUNO adopted the Selective Admission standard as mandated by the LA Board of Regents. The admission of better prepared students under the Selective Admission policy, in contrast to the open admission scenario, is expected to lead to improved retention and graduation rates at SUNO. This is expected to improve SUNO's competitiveness among its peers. The new policy is published on pages 62 to 64 of SUNO's 2010 – 2012 university catalog. SUNO visited several feeder high schools in Orleans and Jefferson Parishes to explain the new standard so that each school could take appropriate action to better prepare the students for the new standard. The mission statement of the University is being revised to reflect the new admission standard.

- **Graduation Rate Improvement Committee Strategies**

Internally, SUNO has set up a **Graduation Rate Improvement Committee**. Chaired by the Vice Chancellor for Academic Affairs and Accreditation Liaison, the committee has established strategies for improving graduation rate henceforth, and these strategies are being implemented. They include:

- **Advisement Improvement Strategies**, which ensure that all majors are assigned to faculty advisors without exceptions. The advisors work with students to schedule classes each semester and assist with all academic-related problems. Students who self-advise often carry more class load than they are capable of handling successfully. Guided course selection will block this loophole.
- **Improving Student Performance in Online classes**. With approximately 20% of total course offering in some programs available online, SUNO has stepped up the improvement of technologies required to improve online teaching environment for improved student performance in online classes. Withdrawal from online classes, especially during the freshman year, almost tripled withdrawal from campus-based classes and this was adversely affecting the

overall Fall to Fall retention rate. SUNO's Quality Enhancement Plan (QEP) focuses on improving student performance in online classes.

- Retention Improvement Strategies. Bearing in mind that improved student retention invariably results in improved graduation rate, the Graduate Rate Improvement Committee is working with College Deans and the Retention Office to improve student retention. Activities being implemented include:
 - Intrusive advisement and registration which calls for one-on-one registration sessions with each student.
 - Active class attendance monitoring by faculty.
 - Organizing seminar sessions for students to discuss suspension/probation processes, excessive absences consequences, financial aid and financial management, etc.
 - One-on-one interaction with "at-risk" students.
 - Grant-writing support to attract, especially, grants that afford student scholarships, summer internship opportunities, and mentorship activities.

NOTE: In the Act 1465 strategic profile established for the five year period commencing FY 2003 through FY 2009, it was projected and stated that the Fall 2003 cohort was expected to achieve a 14.2%, or higher, graduation rate for year 2008-2009. Unfortunately, Katrina and Rita hurricane factors came into play, which ultimately led to 8% institutional graduation rate. If we apply the present GRAD Act freshmen persistence measurement rubrics, approximately 50% of the original 388 students in the 2003 cohort could have been retained by Fall 2004 if there were no hurricane interruption, and 40% could have been retained by the third year (Fall 2005). As a result of the hurricanes, approximately 155 students were lost from the 2003 cohort. The same hurricane factor affected the retention and graduation rate of the Fall 2004 cohort. For instance, IPEDS graduation rate survey showed a graduation rate of only 4%, despite the initiatives to contact all the students that could be reached by phone. Board of Regents recognizes the devastating effect of the hurricanes, and has thus exempted SUNO from formally reporting graduation rate for the Fall 2005 cohort whose graduation rate would have been computed for year 2010-2011. The Selective Admission standard adopted in Fall 2010 and all the new measures described above are expected to lead to a more competitive performance data for SUNO in subsequent reporting years.

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

Narrative report:

Unlike the challenges faced by SUNO on graduation rate performance index, SUNO has done remarkably well with program completers. With the adoption of the Selective Admission policy, program completers' data is expected to remain highly satisfactory, enabling SUNO to continue supporting man-power development in the state. Based on Board of Regents data, SUNO total program completers for years 2006-2007, 2007-2008, 2008-2009, and 2009-2010 are 454, 388, 387, and 374, respectively. Total program completers record for 2010-2011 is expected to be approximately 440.

NOTE: The decline in program completers at both levels in Academic Year 2009-2010 is undoubtedly a result of the complex nature of the impact of Katrina and Rita hurricanes on SUNO students. The graduation rate for the year, based on Fall 2004 Cohorts, was similarly negatively affected, as explained in section 1.a. above. SUNO's current intervention measures on student performance are surely yielding the desired results, as approximately 440 program completers are expected for the Academic Year 2010-2011.

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

Narrative report:

SUNO has embarked on an unprecedented partnership development with feeder high schools in, especially, Orleans and Jefferson parishes, where over 90% of its student population come from. The measures are unprecedented in the sense that SUNO's administration is more engaged in direct discussions with the school superintendents and high school principals, and maintain a strong physical presence at the selected schools. The partnership aims at supporting these high schools in preparing their students for post-secondary education. Specific examples of partnership developed are as follows:

Priestley School of Architecture and Construction High School.

At the invitation of the Superintendent of the Orleans School Board, SUNO has developed a partnership agreement with the Priestley school. The mission of the SUNO/Priestley Partnership (SPP) is to enhance the secondary and post-secondary experiences and opportunities for Priestley students by further improving them academically and socially, embodying in them an entrepreneurial spirit, and providing them with the vision that a university education at a higher education institution such as SUNO is within their reach.

In support of this mission, SUNO faculty and students will work collaboratively with Priestley faculty and students to enhance basic academic skills of Priestley students to raise their ACT scores to meet SUNO's entrance requirements and to make them "college and career ready". The Partnership will work to utilize the Early Start program and develop tutorial and other academic programs to make Priestley students feel that they are part of the SUNO community.

The partnership will provide SUNO students with internship and public service opportunities, increase the number of Priestley students who are ready to begin college-level work, and to provide experiences for Priestley students that will increase the probability of them choosing SUNO as a first-choice for their college experience.

SUNO Day at the high schools

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) has been visiting 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. The chart below summarizes high schools that SUNO has partnered with within the past academic year. This initiative is continuous.

HIGH SCHOOLS VISITED FOR THE SUNO DAY/ACT PREP CLASSES/ACT RESIDUAL

S/N	HIGH SCHOOL	SUNO DAY	ACT PREP CLASSES GIVEN	ACT RESIDUAL ADMINISTERED
1	O P Wallker	√	√	√
2	L W Higgins	√	√	√
3	Ednar Karr	√		√
4	Algiers Tech	√		√
5	Marion Abramson	√		
6	J S Clark	√		Scheduled
7	Eleanor Mc Main	√		Scheduled
8	Miller McCoy	√		Scheduled
9	Xavier Prep	√		Scheduled
10	Sarah T Reed	√		Scheduled
11	Priestley School of	√	√	√
12	McDonogh 35			√
13	Rabouin			√
14	East Saint John's			√
15	St. Mary's Academy			√

Examples of progress that will be tracked to evaluate the partnerships and demonstrate student readiness include:

- Average ACT score for the graduating class yearly. Any improvement?
- The percentage of graduating seniors admitted into 4-year institutions yearly. Any improvement?

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

Narrative report:

SUNO employed a PRAXIS Coordinator, a 12-month staff, who provides necessary assistance to prospective College of Education students preparing for the PRAXIS Licensure exam. Students cannot be fully admitted into the Early Childhood and the Elementary Education degree programs without passing the PRAXIS exams.

There are multiple tests for Praxis – Praxis I Reading, Writing and Mathematics, Praxis II 0014 (Content Knowledge) and Praxis 0521 PLT for Early Childhood and 0522 PLT for Elementary Education. Also, there are multiple time frames for the testing throughout the academic year. The data provided is 2009-2010 testing year.

The Health Information Technology (51.0707) Program was approved by the LA Board of Regents August 2008. The program offered its first courses in the Fall 2010 and to date has not graduated any students. The anticipated date for our first graduates will be Spring 2013. In addition, the program is currently seeking accreditation through the Commission on Accreditation on Health Informatics, Information Education Management (CAHIIM) so that students can challenge the Registered Health Information Administrator (RHIA) examination.

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.**

Narrative report:

As reported under Section 1, Student Success, SUNO started implementing the Selective Admission standard mandated by the Louisiana Board of Regents in Fall 2010. This is expected to lead to the admission of a higher proportion of better prepared students. Similarly, the strategies established by the Graduation Rate Improvement Committee are expected to lead to increased retention and graduation rates.

Addendum

The following timelines are identified for implementing the policies for increasing student retention and graduation rate:

1. Selective Admission Policy– Fall 2010

The policy is already being implemented. It is positively impacting the quality of students admitted. Class performance indices are improving, e.g. Class attendance, assignment completion, class grades, etc. The positive trends are expected to improve retention and, ultimately, graduation rate.

2. Advisement Policy – Fall 2011

Each college ensures that all majors are assigned to faculty advisors. Faculty advisors assist students to register into appropriate courses each semester, and provide necessary assistance on academic matters during regular office hours. The Office of Admission, Recruitment and Retention continue to work collaboratively with faculty advisors to facilitate successful matriculation through the institution in a timely manner. A sample of the model being used by the College of Business and Public Administration is attached (last page). An Advisement Policy that will harness all SUNO advisement practices into one document will be finalized in Fall 2011.

3. Quality Enhancement Plan (QEP) implementation – Spring 2012

It is an accreditation mandate for each institution to develop a QEP to enhance student learning in a specified focus. SUNO's QEP focuses on online learning environment. Its implementation will start in Spring 2012. The QEP process will improve the technology available for online (distance education) teaching, improve faculty training for online classes, and address other problems that may be contributing to poor student performance in online classes. (continued next page)

The above policies or mandate (QEP) are expected to unfailingly improve the overall student retention and graduation rate at SUNO.

- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

Narrative report:

Revised

After a prospective student has completed an application for admission, the Director of Recruitment, Admissions and Retention makes written contact to advise of the next steps in the admission process for transfer students, which includes the requirement for transfer applicants to submit official academic transcripts from each college or university attended. The transfer applicant is provided a transfer reference form that is to be completed by the chief student affairs officer at the last institution attended. In the event where a prospect expresses concern with any part of the process such as securing academic transcripts, etc., the Transcript Evaluator/Recruiter and the student make contact with the involved parties in an effort to remedy the problem.

Upon receipt of all required documentation, transcripts are evaluated and a decision regarding admission is made. Transfer admits are then notified, again in writing, of their admission status and orientation/registration information. The Transcript Evaluator/Recruiter follows up with a telephone call at the end of each day to transfer admits who are ready to meet with academic advisors.

Students transferring to SUNO were often under the assumption that all policies and procedures at SUNO were being mimicked as in the college/university of their prior matriculation. This assumption caused many students to experience problems ranging from getting registered to the matriculation process. After successful completion of the enrollment process, the Center for Student Retention and Success hosts a transfer student workshop. The Retention Counselor holds a forum (orientation) of transfer students, to enlighten and empower them with information (policies and procedures) geared toward success without constraints. The workshop for "new" transfer students covers information from registration to graduation.

Faculty teaching in programs that have received transfer students continue to work collaboratively with the community colleges to support the success of transferred students. For instance, efforts are being made to secure grants to support mentorship activities for the students. By Fall 2011, special database for monitoring the progress of associate degree recipients who transfer to SUNO will be available, so that accurate feedback could be made to the community colleges. Certainly, there are records of associate degree holders who transferred to SUNO who completed their studies successfully and are gainfully employed in state and out of state.

- 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 signed a referral agreement with Southern University at Shreveport, Louisiana (SUSLA). Under the agreement, students who fail to qualify for a direct admission to SUNO enroll first at SUSLA for one semester to meet their academic deficiencies. After one semester at the two-year community college, the students will then register formally with SUNO. The agreement took effect in fall 2010. The Directors of Admissions at both campuses are responsible for identifying these students and processing their applications on each campus.

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

SUNO is strongly represented on the Louisiana Transfer and State Articulation Committee by the Associate Dean of the College of Arts and Sciences. SUNO courses are included prominently on the Board of Regents articulation matrix which was developed to facilitate transfer among state institutions.

Using the matrix, appropriate faculty at SUNO worked with counterparts at Delgado Community College to develop a 2+2 transfer agreement in the following programs:

- B.S. in Biology
- B.S. in Mathematics
- B.S. in Criminal Justice

A formal agreement was signed on May 06, 2009, by both institutions. Under the agreement students who have earned the respective Associate degree at Delgado will transfer their 60 credits plus seamlessly to the junior year program at SUNO and earn the baccalaureate degree.

SUNO is similarly finalizing a 2+2 agreement with Southern University at Shreveport, Louisiana (SUSLA) in the following programs:

- B.S. in Biology
- B.S. in Mathematics
- B.S. in Criminal Justice
- B.S. in Substance Abuse

Addendum

The success of the above articulation or transfer agreements is of top priority to SUNO. It is one of the major ways in which SUNO is contributing to Louisiana economic development in the New Orleans area, i.e. through increasing four-year degree completers. Accordingly, the following processes are identified for remedying any articulation and transfer issues related to the AALT, ASLT, or AST degrees are as follows:

1. SUNO faculty and their colleagues at the community colleges work to develop a mutually acceptable curriculum for each program using the Louisiana Board of Regent's articulation matrix as a reference material.

2. A Transfer Officer, who is a staff in the Office of Admission, Recruitment and Retention, liaise with the students' former schools to receive academic transcripts in a timely manner.
3. The officer also ensures that admission letters are forwarded to transfer students promptly together with relevant information about the registration process.
4. Following the admission exercise, SUNO faculty and staff work hard to make transfer students blend in smoothly. For instance, advisors are assigned promptly to assist with registration each semester, and mentorship opportunities and scholarships are made available using the same guideline for all students.

3. Workforce and Economic Development

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

Narrative report:

In January 2006, the Louisiana Board of Regents eliminated twenty (20) programs that were reported as low completers. They included ten (10) secondary education programs and the following programs: B.A. Political Science, B.S. Accounting, B.A. Art, B.A. English, B.A. History, B.A. Spanish, B.S. Physics, B.S. Chemistry, B.S. Mathematics, and B.S. Physical/Engineering. Four programs (B.S. Business Administration, B.S. and M.S. Computer Information Systems, and M.Ed. Urban Education) were asked to be re-structured, and three new programs (B.A. Public Administration, B.S. Health Information Management, and B.A. Child Development & Family Studies) were asked to be developed. The B.A. English, B.A. History, and B.S. Mathematics were reinstated in fall 2008.

SUNO made a case to retain all the ten (10) programs that were placed on a Low Completer/Program Review list by Board of Regents lately. The B.A. Sociology was ultimately identified as a low completer and SUNO provided additional argument to retain the program because of its importance to the social focus of SUNO programs and the fact that the university has just invested money in hiring additional faculty to improve program performance. One program, the CDFS, is already fully approved, while the remaining eight programs will continue to be monitored by the Board of Regents.

SUNO has a Periodic Academic Program Review process in place which calls for a periodic review of all academic programs not under mandatory accreditation. Each of such programs must be reviewed every five (5) years. The process must include external evaluation by an expert in each program. Under the policy, SUNO reviewed thirteen (13) academic programs between 2007 and 2010 and benefited tremendously from the reports of two external reviewers (one in-state and one out-of-state) who were employed to review each program.

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

Narrative report:

SUNO has great interest in the use of technology in supporting the teaching of its courses. The Katrina and Rita hurricanes posed challenges to the university as many displaced students were calling and wanting to know how they could complete their studies. The challenge motivated the university to start distance education (online) teaching. Moreover, 55% of SUNO student population are non-traditional, working adults, 25 years and older. To support students' keen interest in online teaching, the university has selected as a Quality Enhancement Plan (QEP) topic for SACS-COC accreditation reaffirmation "*E-focused! Enhancing Student Learning in Online Courses by Improving Institutional Preparedness*". This topic is making the university to commit appropriate dollar amounts to support technology and other resources needed for online teaching at SUNO. By SACSCOC guidelines, the QEP will undergo a five-year implementation plan. SUNO has already secured a major Title III funding to jump-start the QEP implementation.

Addendum

The following initiatives are being implemented to improve online (distance education) teaching, with the plan to expand the total course offerings above the current average of 20% of total course offerings:

1. Improvement in the **Student Orientation Program** for online classes by the use of the SmarterMeasure software and other software that may become available. It is henceforth mandatory for a student to complete the orientation successfully before being permitted to enroll in an online class.
2. Increase in the number of SUNO faculty who are **Quality Matter (QM)-certified online instructors**. Currently only approximately 40% of SUNO faculty are QM-certified. The proportion is expected to rise to 70% by Fall 2012, and above 90% by Fall 2013, as more training sessions are planned for the future. QM-certification is a nationally recognized tool for efficient online teaching.

The above improvements contribute to SUNO's efficiency in online delivery system. The achievements will enable SUNO to expand total online or distance education course offerings from the current average of 20 % of total course offerings to 30% by Fall 2013.

For the purposes of this element, distance education refers to all courses based on technology-mediated instruction for students available at a site or sites remote from the

instructor. Distance education includes both synchronous (real-time) and asynchronous (time-delayed) activities. These would include but are not limited to the use of compressed video, cable television, broadcast television/radio, satellite, Internet, CD, videotape, and audio.

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Narrative report:

SUNO has a Small Business and Management Institute whose purpose is to provide high-quality technical assistance to small and emerging businesses in the Greater New Orleans Area and the surrounding parishes. The Institute provides one-on-one counseling, seminars, workshops, entrepreneurial training classes and business outreach and support activities.

Specific activities of the Institute that increase research productivity and technology transfer include:

- Submitted in July 2010, a \$249,560 proposal on "Deepwater horizon oil spill claims technical assistance" to the Department of Social Services to provide community-based outreach, technical assistance, education, financial analysis, and support to individuals and small businesses adversely impacted by the British Petroleum Deep Water Horizons Oil Spill.
- Submitted in September 2010, a \$449,698.15 proposal on "Technical Assistance to Small Business and Emerging Entrepreneurs" to the Louisiana Office of Community Development Disaster Recovery Unit. The goal of the project is to deliver technical assistance to small businesses, prospective and business owners, emerging entrepreneurs and non-profit organizations in the areas affected by Hurricanes Katrina, Rita, Gustav and Ike in order to help stabilize and grow their businesses in a changed market environment.
- Received \$18,500 in March 2010 to assist HUD-HBCU Incubator Program participants with capacity building for their businesses. The LED funds assisted with the payment of cost for business services with a 75 – 25% split. These services aided in the growth and development of the program participants.
- Each month, the Institute sponsors seminars or workshops to promote small business development in the City of New Orleans and environs.

Measures: NOT APPLICABLE

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.

Narrative report:

The Center for Career Counseling and Placement under the Office of the Vice Chancellor for Student Affairs and Enrollment Services assist students in job placements. Services provided include:

- Assistance in résumé writing, tips for interviews, graduate and professional school information.
- Information on career decision making.
- Information on part-time jobs and internships.
- Organizing Annual Programs such as Job Fairs, Career Day, and Graduate and Professional Day when prospective recruiters visit the campus.
- Sponsoring of site visits to organizations, employers, and graduate and professional schools.

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.**

Narrative report:

The adoption of the Selective Admission criteria limits the number of developmental courses that a full-time freshman could enroll in to one. The adoption of the Selective Admission criteria, therefore, will drastically reduce remedial education course offerings during the Fall or Spring semesters in the future. It is to be noted, however, that SUNO supports the Early Start program and many participants require the developmental or remedial education courses.

Secondly, as reported in Section 2c., SUNO has developed a referral agreement with SUSLA which will allow SUSLA to formally admit and offer remedial classes to students who were destined, by choice, to transfer to SUNO's four-year degree program.

Addendum

Offering developmental courses was virtually inevitable for SUNO during the Open Admission era as many high school completers in the feeder schools were unable to achieve high ACT scores. The adoption of a Selective Admission standard effective Fall 2010 will permit SUNO to phase out developmental courses gradually. Using the 2009-2010 academic year as a baseline, a total of 481 students enrolled in Developmental English (ENGL 093), and a total of 504 students enrolled in Developmental Mathematics (MATH 095) courses. We project enrollment in developmental courses to **decline** progressively at the following rates until total elimination: 2011-2012 - 25%; 2012-2013 – 50%; 2013-2014 – 75%; 2014-2015 – 100% (i.e. total elimination).

- 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.**

Narrative report:

The academic structure at SUNO already has limited number of Associate degree programs, only ONE (in Substance Abuse) out of a total of twenty-three (23) academic programs. The Associate degree programs at SUNO enables program completers to transfer smoothly into the baccalaureate program at SUNO.

Addendum

Furthermore, the program is not being offered in any of the community colleges in the New Orleans metropolitan area, to the best of our knowledge.

Our Associate degree program is an Approved Higher Education Provider as provided by the Addictive Disorders Regulatory Board (ADRA). It is the only state approved program in the metro area. All substance abuse education must be approved by ADRA for certification as a substance abuse professional. The field of addiction required extensive preparation to meet the needs of people who suffer with addictions. This includes education, experience, supervision, and testing. As the first approved ADRA provider, the combined undergraduate programs have substantively trained and educated the workforce in addiction counseling.

The educational preparation provided by the associate degree program in substance abuse is vital to workforce development and serves as a feeder that adds to the success of the baccalaureate program in substance abuse. From a workforce development perspective, students are able to become employed while continuing to advance their careers by meeting the requirements for certification and licensure. Students from low income and poverty areas are more likely to continue their education if the transition is seamless. The majority of the students who earn the associate degree continue to earn bachelor's degrees in substance abuse, psychology, criminal justice, social work, and general studies. Education beyond the associate is necessary because the professional field of addiction requires licensure and certification with more advanced education.

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.

Narrative report:

Proposed Out-of State Tuition Schedule FY 2010-11 through FY 2015-16

SREB Median FY 2008-09 \$12,936
 SREB Category 5 (HBCUs only)

Proposed Tuition based on Estimated SREB Tuition Increases*

FY	SREB Target	SUNO Proposed
2010-2011	\$13,527	\$7,196
2011-2012	14,145	8,563
2012-2013	14,791	10,189
2013-2014	15,467	12,123
2014-2015	16,173	14,426
2015-2016	16,912	16,912

*For FY 2004-05 through FY 2008-09, the average increase in SREB out-of-state tuition was 4.57% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB dates are available and the new schedule will be part of the GRAD Act Annual Report.

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 the following goals: TBD.

College of Business and Public Administration

Student Advisement Model

The College follows a three-prong approach to student advisement and retention which relies heavily on interaction with and cooperation among three stakeholders: the faculty advisor within the student's major department; the Office of Student Services within the student's college; and the university-wide Office of Retention. Each stakeholder brings a unique insight and a distinct resource to the student advisement and retention process.

Faculty Advisor Role:

Each student is assigned to a faculty advisor in their major department based on the first alphabet of the student's last name. The faculty advisor has access to their advisees' academic history and is expected to prepare an academic contract at the beginning of the freshman year (for first-time freshmen) based on the student's major curriculum. The academic contract is updated as courses are completed by the student. The student meets with the advisor periodically to discuss academic progress and career goals. At the beginning of their senior year, the student contacts the advisor for curriculum review and possible application for graduation. The department chairs and the office of the dean monitor faculty-student interaction at this stage and they are available as a back-up if the faculty is not able to perform their role as expected.

Office of Student Services Role:

The Office of Student Services (OSS) serves as the supplemental focal point for all first-time freshmen (cohort) admitted into any academic program within the college. OSS ensures that members of a given cohort are not lost in the crowd by specifically tracking their progress and occasionally contacting them about their experiences, progress, and opportunities. OSS not only provides a safety net for those admitted to the college as first-time freshmen but the office also provides support to at-risk transfer students. OSS provides advocacy services for students who may be having academic, financial, relationship, or health issues.

Office of Retention Role:

The College works closely with the university-wide Office of Retention to coordinate tracking and outreach services aimed at various cohorts, at-risk students, as well as students in good standing. The Office of Retention provides additional personnel and data to the college that facilitate the delivery of essential college survival services to our students. The Office of Retention visits classrooms and college-wide gatherings to share essential information that enable students to successfully complete their education and earn a degree.

Southern University at New Orleans

GRAD Act

(Narratives with Addendum)

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NOTE: In the Act 1465 strategic profile established for the five year period commencing FY 2003 through FY 2009, it was projected and stated that the Fall 2003 cohort was expected to achieve a 14.2%, or higher, graduation rate for year 2008-2009. Unfortunately, Katrina and Rita hurricane factors came into play, which ultimately led to 8% institutional graduation rate. If we apply the present GRAD Act freshmen persistence measurement rubrics, approximately 50% of the original 388 students in the 2003 cohort could have been retained by Fall 2004 if there were no hurricane interruption, and 40% could have been retained by the third year (Fall 2005). As a result of the hurricanes, approximately 155 students were lost from the 2003 cohort. The same hurricane factor affected the retention and graduation rate of the Fall 2004 cohort. For instance, IPEDS graduation rate survey showed a graduation rate of only 4%, despite the initiatives to contact all the students that could be reached by phone. Board of Regents recognizes the devastating effect of the hurricanes, and has thus exempted SUNO from formally reporting graduation rate for the Fall 2005 cohort whose graduation rate would have been computed for year 2010-2011. The Selective Admission standard adopted in Fall 2010 and all the new measures described above are expected to lead to a more competitive performance data for SUNO in subsequent reporting years.

Measures: Targeted

Retention of first-time, full time, degree-seeking* students:

**defined in Board of Regents' SSPS, admission status "1" for 4-year universities and community/technical colleges. 2-year colleges report on students in Associate Degree programs. Law Centers and Health Sciences Centers report on entering first-year, fulltime*

students.

i. 1st to 2nd year retention rate:

- Number of first-time, full-time, degree-seeking students enrolled in a fall semester.
Baseline: fall 2008 cohort = 273
- Number of the above students retained (enrolled) at the same institution in the 2nd fall semester = 128
- Calculated rate: 46.9%

2011 annual report:

- 399 enrolled in fall 2009
- 192 retained (enrolled) in fall 2010
- Calculated rate: 48.1%
- Source: <http://as400.regents.state.la.us/pdfs/ssps/fall10/spsretn210.pdf>

ii. 1st to 3rd year retention rate:

- Number of first-time, full-time, degree-seeking students enrolled in a fall semester.
Baseline: fall 2007 cohort = 279
- Number of the above students retained (enrolled) at the same institution in the 3rd fall semester = 75
- Calculated rate: 26.9%

2011 annual report:

- 273 enrolled in fall 2008
- 91 retained (enrolled) in fall 2010
- Calculated rate: 33.3%
- Source: SUNO SSPS fall 2008 vs fall 2010

iii. Fall to spring retention rate: technical colleges report on students in programs more than one semester in length.

- NOT APPLICABLE

iv. Same institution graduation rate: defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) for 4-year universities.

- Number of total revised cohort as referenced in the IPEDS Data Center for 4-year universities = 261
- Baseline: fall 2002 total cohort for 4-year universities (2008GRS) = 5.0%
- Total number of completers within 150% of time as referenced in the IPEDS Data Center for 4-year universities = 13

Note: Fall 2002 Cohort was among the Katrina and Rita hurricane-impacted cohorts. Only 34 of 286 students in the cohort enrolled at SUNO in Spring 2006, and SUNO graduated 15.

2011 annual report:

- 388 revised cohort or entering first year, full time cohort
- 30 total completers
- Calculated rate: 8.0%
- Source: IPEDS Graduation Rates 2009-10 Survey for Cohort 2003

v. Graduation productivity: OPTIONAL

- Number of completers* (in award levels recognized in Board of Regents CRINPROG) in a given academic year, per award level.
Baseline: 2008-09 academic year
- Number of annual full-time equivalent* (FTE, SREB definition, reference Board of Regents Summary Report SCHFTERP2K) in the same academic year.

*4-year universities use undergraduate completers and FTE.

2011 annual report:

- ### completers in 2009-10
- ### FTE in 2009-10
- calculated ratio

Note: Institutions may choose to also report as a percentage calculated expected number of graduates.

vi. Award productivity: OPTIONAL

- Number of awards* (utilizing Board of Regents CRINTCMP) in a given academic year.
Baseline: 2008-09 academic year
- Number of annual full-time equivalent* (FTE, SREB definition, utilizing Board of Regents Summary Report SCHFTERP2K) in the same academic year.
- Baseline: 2008-09 academic year

*4-year universities, 2-year colleges, and technical colleges use undergraduate completers and FTE. Law Centers and Health Sciences Centers use total completers and FTE.

2011 annual report:

- ### awards in 2009-10
- ### FTE in 2009-10
- calculated ratio

Note: Institutions may choose to also report as a percentage calculated using expected number of awards.

vii. Statewide graduation rate: utilizing Board of Regents BRGRATERPT (column heading "1st Award (All Levels) 150% Time, Total, Ptc): OPTIONAL
Baseline: fall 2002 total cohort

- Number of first-time, full-time, degree-seeking students enrolled in a fall semester.
- Number of the above students graduating from a public institution in the state in a given academic year within 150% time (6 years at a 4-year university or 3 years at a 2-year college).

2011 annual report:

- ### enrolled in a fall semester
- ### graduating from a public institution in the state
- calculated rate

Measures: Descriptive

viii. Percent of freshmen admitted by exception:

- Number of first-time (freshmen) students enrolled in the academic year*, reported for each summer, fall, and spring semester/term.

Baseline: 2009-10 academic year (Open Enrollment at baseline):

- summer 2009 = 38
- fall 2009 = 439
- spring 2010 = 141

**will change to the previous academic year in 2012, as per the Board of Regents Minimum Admission Standards for 4-year Universities.*

- Number of above students admitted by exception (not meeting Board of Regents *Minimum Admissions Standards for 4-Year Universities*) in a given current academic year, reported for each summer, fall, winter, and spring semester/term. 2009-10 academic year = 0 (Open Enrollment at baseline)

2011 annual report:

- Number enrolled in summer 2010, fall 2010, winter 2010, spring 2011
 - summer 2010 = 290
 - fall 2010 = 358
 - spring 2011 = 44
- Number of enrolled admitted by exception in summer 2010, fall 2010, winter 2010, spring 2011
 - summer 2010 = 0 (Standard admissions not implemented)
 - fall 2010 = 12 (Standard admissions adopted)

- spring 2011 = 10
- Calculated percent
 - summer 2010 = 0% (Standard admissions not implemented)
 - fall 2010 = 3.35% (Standard admissions adopted)
 - spring 2011 = 22.73%
- Source: SSPS regardless of Census Date; Admissions Director provided confirmed headcount of enrolled admitted by exception.

Measures: Targeted

ix. Median professional school entrance exam* score: of entering class
Baseline: 2009-10 academic year (or 3 year average)

*Law Centers and Health Sciences Centers report on respective exam.

- NOT APPLICABLE

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

Narrative report:

Unlike the challenges faced by SUNO on graduation rate performance index, SUNO has done remarkably well with program completers. With the adoption of the Selective Admission policy, program completers' data is expected to remain highly satisfactory, enabling SUNO to continue supporting man-power development in the state. Based on Board of Regents data, SUNO total program completers for years 2006-2007, 2007-2008, 2008-2009, and 2009-2010 are 454, 388, 387, and 374, respectively. Total program completers record for 2010-2011 is expected to be approximately 440.

Measures: Targeted

i. Percent change in completers: from the baseline year, per award level*. The "level" is the award level utilizing Board of Regents CRINTCMP. Students are to be counted only once per award level.

* 4-year universities report on award level baccalaureate and above.

- Number of completers, per award level.
Baseline: 2008-09 academic year
 - 227 completers in 2008-09, by Baccalaureate (Award 1 Level)
 - 148 completers in 2008-09, by Masters (Award 2 Level)

2011 annual report:

- 222 completers in 2009-10, by Baccalaureate (Award 1 Level)
- 132 completers in 2009-10, by Masters (Award 2 Level)

- Calculated percent change: subtract the number of baseline unduplicated completers from the number in the current year and divide by number in the baseline year, calculate for each award level.
 - -2.2% completers in 2009-10, by Baccalaureate (Award 1 Level)
 - -10.8% completers in 2009-10, by Masters (Award 2 Level)

NOTE: The decline in program completers at both levels in Academic Year 2009-2010 is undoubtedly a result of the complex nature of the impact of Katrina and Rita hurricanes on SUNO students. The graduation rate for the year, based on Fall 2004 Cohorts, was similarly negatively affected, as explained in Section 1a. SUNO's current intervention measures on student performance are surely yielding the desired results, as approximately 440 program completers are expected for the Academic Year 2010-2011.

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

Narrative report:

SUNO has embarked on an unprecedented partnership development with feeder high schools in, especially, Orleans and Jefferson parishes, where over 90% of its student population come from. The measures are unprecedented in the sense that SUNO's administration is more engaged in direct discussions with the school superintendents and high school principals, and maintain a strong physical presence at the selected schools. The partnership aims at supporting these high schools in preparing their students for post-secondary education. Specific examples of partnership developed are as follows:

Priestley School of Architecture and Construction High School.

At the invitation of the Superintendent of the Orleans School Board, SUNO has developed a partnership agreement with the Priestley school. The mission of the SUNO/Priestley Partnership (SPP) is to enhance the secondary and post-secondary experiences and opportunities for Priestley students by further improving them academically and socially, embodying in them an entrepreneurial spirit, and providing them with the vision that a university education at a higher education institution such as SUNO is within their reach.

In support of this mission, SUNO faculty and students will work collaboratively with Priestley faculty and students to enhance basic academic skills of Priestley students to raise their ACT scores to meet SUNO's entrance requirements and to make them "college and career ready". The Partnership will work to utilize the Early Start program and develop tutorial and other academic programs to make Priestley students feel that they are part of the SUNO community.

The partnership will provide SUNO students with internship and public service opportunities, increase the number of Priestley students who are ready to begin

college-level work, and to provide experiences for Priestley students that will increase the probability of them choosing SUNO as a first-choice for their college experience.

SUNO Day at the high schools

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) has been visiting 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. The chart below summarizes high schools that SUNO has partnered with within the past academic year. This initiative is continuous.

HIGH SCHOOLS VISITED FOR THE SUNO DAY/ACT PREP CLASSES/ACT RESIDUAL

S/N	HIGH SCHOOL	SUNO DAY	ACT PREP CLASSES GIVEN	ACT RESIDUAL ADMINISTERED
1	O P Wallker	√	√	√
2	L W Higgins	√	√	√
3	Ednar Karr	√		√
4	Algiers Tech	√		√
5	Marion Abramson	√		
6	J S Clark	√		Scheduled
7	Eleanor Mc Main	√		Scheduled
8	Miller McCoy	√		Scheduled
9	Xavier Prep	√		Scheduled
10	Sarah T Reed	√		Scheduled
11	Priestley School of	√	√	√
12	McDonogh 35			√
13	Rabouin			√
14	East Saint John's			√
15	St. Mary's Academy			√

Examples of progress that will be tracked to evaluate the partnerships and demonstrate student readiness include:

- Average ACT score for the graduating class yearly. Any improvement?
- The percentage of graduating seniors admitted into 4-year institutions yearly. Any improvement?

Measures: Descriptive

- i. Number of high school students enrolled: at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by

semester/term.

Baseline: 2008-09 academic year

- o fall 2008 = 138 (Source: Zip 6)
- o spring 2009 = 104 (Source: Zip 6)

2011 annual report:

- o Number enrolled fall 2009, and spring 2010
 - o fall 2009 = 54 (Source: Zip 6)
 - o spring 2010 = 41 (Source: Zip 6)

ii. Number of semester credit hours in which high school students enroll: by semester/term.

Baseline: 2008-09 academic year

- o fall 2008 = 667 (Source: Zip 6)
- o spring 2009 = 454 (Source: Zip 6)

2011 annual report:

- o Number of credit hours enrolled fall 2009, and spring 2010
 - o fall 2009 = 184 (Source: Zip 6)
 - o spring 2010 = 139 (Source: Zip 6)

iii. Number of semester credit hours completed by high school students: with a grade of A, B, C, D, F or P, by semester/term.

Baseline: 2008-09 academic year

- o fall 2008 = 497 (Source: Zip 6)
- o spring 2009 = 365 (Source: Zip 6)

2011 annual report:

- o Number credit hours completed fall 2009, and spring 2010
 - o fall 2009 = 172 (Source: Zip 6)
 - o spring 2010 = 139 (Source: Zip 6)
- o Source: gractprsch HS Enrollment and Course Hours 0809 and 0910.xls regardless of Census Date

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

Narrative report:

SUNO employed a PRAXIS Coordinator, a 12-month staff, who provides necessary assistance to prospective College of Education students preparing for the PRAXIS Licensure exam. Students cannot be fully admitted into the Early Childhood and the Elementary Education degree programs without passing the PRAXIS exams.

There are multiple tests for Praxis – Praxis I Reading, Writing and Mathematics, Praxis II 0014 (Content Knowledge) and Praxis 0521 PLT for Early Childhood and 0522 PLT for Elementary Education. Also, there are multiple time frames for the testing throughout the academic year. The data provided is 2009-2010 testing year.

The Health Information Technology (51.0707) Program was approved by the LA Board of Regents August 2008. The program offered its first courses in the Fall 2010 and to date has not graduated any students. The anticipated date for our first graduates will be Spring 2013. In addition, the program is currently seeking accreditation through the Commission on Accreditation on Health Informatics, Information Education Management (CAHIIM) so that students can challenge the Registered Health Information Administrator (RHIA) examination.

- i. Passages rates on licensure/certification exams: applies to disciplines in which students are required to pass an exam upon graduation to obtain or enhance employment in their field of study. The passage rate is the percent of students who met the standard for passage compared to the total number of students who took the exam.
- o Number of students who took the licensure exam in a given year, reported by discipline.

Baseline: to be determined* for 4-year universities

2011 annual report:

- o 2009-2010 testing year for Education (13.0499 - 13.9999)
 - o Number took exam = 192
 - o Number met standards for passage = 184
 - o Calculated rate = 96%

Institution: Southern University at New Orleans						
DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/ CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Education	All 3 PRAXIS exams	Louisiana State Department of Education	2009-2010	192	184	96%
Health Information Technology	AHIMA Registered Health Information Technology (RHIT) Exam	AHIMA: American Health Information Management Association	N/A	N/A	N/A	N/A

- o 2009-2010 testing year for Health Information Technology (51.0707)
 - o Number took exam = NOT APPLICABLE
 - o Number met standards for passage = NOT APPLICABLE
 - o Calculated rate = NOT APPLICABLE

**For this measure, the Board of Regents and institutions have developed a list of disciplines (and identify the institutions responsible for reporting) for which these rates will be measured and the sources for the measures. The list appears as Appendix #1 to*

this document. A template that institutions will use in the annual report appears as Appendix #2 to this document. The first annual report will be used to determine baselines.

Source: ETS Title II Reporting Services

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.**

Narrative report:

As reported under Section 1, Student Success, SUNO started implementing the Selective Admission standard mandated by the Louisiana Board of Regents in Fall 2010. This is expected to lead to the admission of a higher proportion of better prepared students. Similarly, the strategies established by the Graduation Rate Improvement Committee are expected to lead to increased retention and graduation rates.

Addendum

The following timelines are identified for implementing the policies for increasing student retention and graduation rate:

1. Selective Admission Policy– Fall 2010

The policy is already being implemented. It is positively impacting the quality of students admitted. Class performance indices are improving, e.g. Class attendance, assignment completion, class grades, etc. The positive trends are expected to improve retention and, ultimately, graduation rate.

2. Advisement Policy – Fall 2011

Each college ensures that all majors are assigned to faculty advisors. Faculty advisors assist students to register into appropriate courses each semester, and provide necessary assistance on academic matters during regular office hours. The Office of Admission, Recruitment and Retention continue to work collaboratively with faculty advisors to facilitate successful matriculation through the institution in a timely manner. A sample of the model being used by the College of Business and Public Administration is attached (last page). An Advisement Policy that will harness all SUNO advisement practices into one document will be finalized in Fall 2011.

3. Quality Enhancement Plan (QEP) implementation – Spring 2012

It is an accreditation mandate for each institution to develop a QEP to enhance student learning in a specified focus. SUNO's QEP focuses on online learning environment. Its implementation will start in Spring 2012. The QEP process will improve the technology available for online (distance education) teaching, improve faculty training for online classes, and address other problems that may be contributing to poor student performance in online classes. (continued next page)

The above policies or mandate (QEP) are expected to unfailingly improve the overall student retention and graduation rate at SUNO.

Measures: Tracked

Retention of transfer students: defined in Board of Regents' SSPS, admission status "4".

i. 1st to 2nd year retention rate of transfer students:

- o Number of baccalaureate degree-seeking transfer students entering (enrolled) in the prior year.

Baseline: 2008-09 academic year

- o fall 2008 = 288
- o spring 2009 = 134
- o Number of the above students retained (enrolled) at the same institution in the 2nd year fall semester.
 - o fall 2009 = 239
 - o calculated rate = 56.6%

2011 annual report:

- o Number enrolled in 2009-10 academic year.
 - o fall 2009 = 344
 - o spring 2010 = 160
- o Number retained (enrolled) in fall 2010 = 302
- o calculated rate = 59.9
- o Source: SSPS regardless of Census Date.

Measures: Descriptive

ii. Number of baccalaureate completers that began as a transfer student: baccalaureate degree completers in a given year that initially began (enrolled) as a transfer student.

Baseline: 2008-2009 academic year

- o summer 2008 = 10
- o fall 2008 = 17
- o spring 2009 = 63
- o Source: SUNO Information Technology Center Report – Program: RGRET011

iii. Percent of transfer students admitted by exception:

- o Number of transfer students enrolled in the academic year*, reported for each summer, fall and spring semester.

Baseline: 2009-10 academic year (Standard admissions not implemented at baseline)

- o summer 2009 = 32
- o fall 2009 = 346
- o spring 2010 = 160

**will change to the previous academic year in 2012, as per the Board of Regents Minimum Admission Standards for 4-year Universities.*

- o Number of above students admitted by exception (not meeting Board of Regents Minimum Admissions Standards for 4-Year Universities) in a given current academic year, reported for each summer, fall, winter, and spring semester/term.

2011 annual report:

- o Number enrolled:
 - o summer 2010 = 86 (Standard admissions not implemented)
 - o fall 2010 = 163 (Standard admissions adopted)
 - o spring 2011 = 124
- o Number of enrolled admitted by exception:
 - o summer 2010 = 0 (Standard admissions not implemented)
 - o fall 2010 = 14 (Standard admissions adopted)
 - o spring 2011 = 3
- o calculated percent
 - o summer 2010 = 0% (Standard admissions not implemented)
 - o fall 2010 = 8.59% (Standard admissions adopted)
 - o spring 2011 = 2.42%
- o SSPS regardless of Census Date; Admissions Director provided confirmed headcount of enrolled admitted by exception.

b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

Narrative report:

Revised

After a prospective student has completed an application for admission, the Director of Recruitment, Admissions and Retention makes written contact to advise of the next steps in the admission process for transfer students, which includes the requirement for transfer applicants to submit official academic transcripts from each college or university attended. The transfer applicant is provided a transfer reference form to be completed by the chief student affairs officer at the last institution attended. In the event where a prospect expresses concern with any part of the process such as securing academic transcripts, etc., the Transcript Evaluator/Recruiter and the student make contact with the involved parties in an effort to remedy the problem.

Upon receipt of all required documentation, transcripts are evaluated and a decision regarding admission is made. Transfer admits are then notified, again in writing, of their admission status and orientation/registration information. The Transcript

Evaluator/Recruiter follows up with a telephone call at the end of each day to transfer admits who are ready to meet with academic advisors.

Students transferring to SUNO were often under the assumption that all policies and procedures at SUNO were being mimicked as in the college/university of their prior matriculation. This assumption caused many students to experience problems ranging from getting registered to the matriculation process. After successful completion of the enrollment process, the Center for Student Retention and Success hosts a transfer student workshop. The Retention Counselor holds a forum (orientation) of transfer students, to enlighten and empower them with information (policies and procedures) geared toward success without constraints. The workshop for "new" transfer students covers information from registration to graduation.

Faculty teaching in programs that have received transfer students continue to work collaboratively with the community colleges to support the success of transferred students. For instance, efforts are being made to secure grants to support mentorship activities for the students. By Fall 2011, special database for monitoring the progress of associate degree recipients who transfer to SUNO will be available, so that accurate feedback could be made to the community colleges. Certainly, there are records of associate degree holders who transferred to SUNO who completed their studies successfully and are gainfully employed in state and out of state.

Measures: Descriptive

- i. 1st to 2nd year retention rate of those who transfer with associate degree:
 - o Number of baccalaureate degree-seeking transfer students with an associate degree from a 2-year college transferring (enrolling) at any point during a given academic year.
Baseline: 2008-09 academic year = 26
 - o Number of above students retained (enrolled at the same institution in the 2nd year fall semester= 15
2011 annual report:
 - o Number enrolled in 2009-10 academic year = 32
 - o Number retained (enrolled) in fall 2010 = 24
 - o calculated rate = 75.0%
- ii. Number of baccalaureate completers that began as a transfer student with an associate degree: baccalaureate degree completers in a given year that initially began (enrolled) at the institution as a transfer student with an associate degree from a 2-year college.
Baseline: 2008-09 academic year = 3

2011 annual report:

2009-10 academic year = 0

- Source: SUNO Information Technology Center Reported via email description.

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 signed a referral agreement with Southern University at Shreveport, Louisiana (SUSLA). Under the agreement, students who fail to qualify for a direct admission to SUNO enroll first at SUSLA for one semester to meet their academic deficiencies. After one semester at the two-year community college, the students will then register formally with SUNO. The agreement took effect in fall 2010. The Directors of Admissions at both campuses are responsible for identifying these students and processing their applications on each campus.

- i. Number of students referred: referred at anytime during the given academic year to 2-year college and technical college.

Baseline: 2009-10 academic year = tracking system in progress

- ii. Number of students enrolled: referred by the 4-year university and enrolled at anytime during the given academic year.

Baseline: 2009-10 academic year = NOT APPLICABLE

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

SUNO is strongly represented on the Louisiana Transfer and State Articulation Committee by the Associate Dean of the College of Arts and Sciences. SUNO courses are included prominently on the Board of Regents articulation matrix which was developed to facilitate transfer among state institutions.

Using the matrix, appropriate faculty at SUNO worked with counterparts at Delgado Community College to develop a 2+2 transfer agreement in the following programs:

- B.S. in Biology
- B.S. in Mathematics
- B.S. in Criminal Justice

A formal agreement was signed on May 06, 2009, by both institutions. Under the agreement students who have earned the respective Associate degree at Delgado will transfer their 60 credits plus seamlessly to the junior year program at SUNO and earn the baccalaureate degree.

SUNO is similarly finalizing a 2+2 agreement with Southern University at Shreveport, Louisiana (SUSLA) in the following programs:

- B.S. in Biology
- B.S. in Mathematics
- B.S. in Criminal Justice
- B.S. in Substance Abuse

Addendum

The success of the above articulation or transfer agreements is of top priority to SUNO. It is one of the major ways in which SUNO is contributing to Louisiana economic development in the New Orleans area, i.e. through increasing four-year degree completers. Accordingly, the following processes are identified for remedying any articulation and transfer issues related to the AALT, ASLT, or AST degrees are as follows:

1. SUNO faculty and their colleagues at the community colleges work to develop a mutually acceptable curriculum for each program using the Louisiana Board of Regent's articulation matrix as a reference material.
2. A Transfer Officer, who is a staff in the Office of Admission, Recruitment and Retention, liaise with the students' former schools to receive academic transcripts in a timely manner.
3. The officer also ensures that admission letters are forwarded to transfer students promptly together with relevant information about the registration process.
4. Following the admission exercise, SUNO faculty and staff work hard to make transfer students blend in smoothly. For instance, advisors are assigned promptly to assist with registration each semester, and mentorship opportunities and scholarships are made available using the same guideline for all students.

i. Number of students enrolled in a transfer degree program: enrolled in the AALT, ASLT, or AST degree programs at any time during the given academic year.

Baseline: 2009-10 academic year = NOT APPLICABLE

ii. Number of students completing a transfer degree: completing the AALT, ASLT, or AST degree at any time during the given academic year.

Baseline: 2008-09 academic year = NOT APPLICABLE

Transfer (with transfer associate degree) retention rate:

iii. 1st to 2nd year retention rate of those who transfer with transfer degree:

- Number of baccalaureate degree-seeking transfer students with an AALT, ASLT, or AST degree from a 2-year college transferring (enrolling) at any point during a given

academic year.

Baseline: 2008-09 academic year

- Number of the above students retained (enrolled) at the same institution in the 2nd year fall semester.

2011 Annual report: (NOT YET AVAILABLE - TO BE COMPUTED)

- ### enrolled in 2009-10 academic year
- ### retained (enrolled) in fall 2010
- calculated rate

iv. Number of baccalaureate completers that began as a transfer student with a transfer degree: baccalaureate degree completers in a given year that initially began (enrolled) at the institution as a transfer student with an AALT, ASLT, or AST degree from a 2-year college.

Baseline: 2008-09 academic year (NOT YET AVAILABLE - TO BE COMPUTED)

3. Workforce and Economic Development

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

Narrative report:

In January 2006, the Louisiana Board of Regents eliminated twenty (20) programs that were reported as low completers. They included ten (10) secondary education programs and the following programs: B.A. Political Science, B.S. Accounting, B.A. Art, B.A. English, B.A. History, B.A. Spanish, B.S. Physics, B.S. Chemistry, B.S. Mathematics, and B.S. Physical/Engineering. Four programs (B.S. Business Administration, B.S. and M.S. Computer Information Systems, and M.Ed. Urban Education) were asked to be re-structured, and three new programs (B.A. Public Administration, B.S. Health Information Management, and B.A. Child Development & Family Studies) were asked to be developed. The B.A. English, B.A. History, and B.S. Mathematics were reinstated in fall 2008.

SUNO made a case to retain all the ten (10) programs that were placed on a Low Completer/Program Review list by Board of Regents lately. The B.A. Sociology was ultimately identified as a low completer and SUNO provided additional argument to retain the program because of its importance to the social focus of SUNO programs and the fact that the university has just invested money in hiring additional faculty to improve program performance. One program, the CDFS, is already fully approved, while the remaining eight programs will continue to be monitored by the Board of Regents.

SUNO has a Periodic Academic Program Review process in place which calls for a periodic review of all academic programs not under mandatory accreditation. Each of such programs must be reviewed every five (5) years. The process must include external evaluation by an expert in each program. Under the policy, SUNO reviewed thirteen (13) academic programs between 2007 and 2010 and benefited tremendously from the reports of two external reviewers (one in-state and one out-of-state) who were employed to review each program.

Measures: Descriptive

- i. **Number of programs eliminated: as a result of institutional or Board of Regents review.**
Baseline: 2009-10 = 0

ii. Number of programs modified or added: to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC or LED publications.

Baseline: 2009-10 = 0

iii. Percent of programs aligned with workforce and economic development needs: as identified by Regents* utilizing LWC or LED published forecasts. (NOT APPLICABLE)

o Number of program offerings, regardless of award level, in a given academic year. Baseline: 2009-10 = (NOT APPLICABLE)

o Number of programs aligned with workforce and economic development needs, as identified by Regents* utilizing LWC or LED published forecasts.

2011 report:

o ### program offerings (NOT APPLICABLE)

o ### aligned with workforce and economic development needs (NOT APPLICABLE)

o calculated at percent (NOT APPLICABLE)

*The Board of Regents will coordinate with the institutions' management boards to define strategic workforce needs utilizing LWC and LED published forecasts. Pending completion of this work, institutions are not required to report on this item/measure.

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

Narrative report:

SUNO has great interest in the use of technology in supporting the teaching of its courses. The Katrina and Rita hurricanes posed challenges to the university as many displaced students were calling and wanting to know how they could complete their studies. The challenge motivated the university to start distance education (online) teaching. Moreover, 55% of SUNO student population are non-traditional, working adults, 25 years and older. To support students' keen interest in online teaching, the university has selected as a Quality Enhancement Plan (QEP) topic for SACS-COC accreditation reaffirmation "*E-focused! Enhancing Student Learning in Online Courses by Improving Institutional Preparedness*". This topic is making the university to commit appropriate dollar amounts to support technology and other resources needed for online teaching at SUNO. By SACSCOC guidelines, the QEP will undergo a five-year implementation plan. SUNO has already secured a major Title III funding to jump-start the QEP implementation.

Addendum

The following initiatives are being implemented to improve online (distance education) teaching, with the plan to expand the total course offerings above the current average of 20% of total course offerings:

1. Improvement in the **Student Orientation Program** for online classes by the use of the SmarterMeasure software and other software that may become available. It is henceforth mandatory for a student to complete the orientation successfully before being permitted to enroll in an online class.
2. Increase in the number of SUNO faculty who are **Quality Matter (QM)-certified online instructors**. Currently only approximately 40% of SUNO faculty are QM-certified. The proportion is expected to rise to 70% by Fall 2012, and above 90% by Fall 2013, as more training sessions are planned for the future. QM-certification is a nationally recognized tool for efficient online teaching.

The above improvements contribute to SUNO's efficiency in online delivery system. The achievements will enable SUNO to expand total online or distance education course offerings from the current average of 20 % of total course offerings to 30% by Fall 2013.

For the purposes of this element, distance education refers to all courses based on technology-mediated instruction for students available at a site or sites remote from the instructor. Distance education includes both synchronous (real-time) and asynchronous (time-delayed) activities. These would include but are not limited to the use of compressed video, cable television, broadcast television/radio, satellite, Internet, CD, videotape, and audio.

Measures: Tracked

i. Number of course sections with 50% and with 100% instruction through distance education: reported separately for 50% to 99% and 100%.

Baseline: 2008-09

- o Fall 2008 = 100% instruction = 95
- o Spring 2009 = 100% instruction = 82

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- o Fall 2009 = 100% instruction = 87
- o Spring 2010 = 100% instruction = 95

ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education: duplicated students, reported separately for 50% to 99% and 100%.

Baseline: 2008-09

- Fall 2008 = 100% instruction = 3,131
- Spring 2009 = 100% instruction = 2,670
- Note: All courses offered online are 1st available as campus-based courses.

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- Fall 2009 = 2,597
- Spring 2010 = 5,596

iii. Number of programs offered through 100% distance education: by award level.

Baseline: 2008-09

- One – Master of Arts in Museum Studies; offered mainly as a campus-based program

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

Narrative report:

SUNO has a Small Business and Management Institute whose purpose is to provide high-quality technical assistance to small and emerging businesses in the Greater New Orleans Area and the surrounding parishes. The Institute provides one-on-one counseling, seminars, workshops, entrepreneurial training classes and business outreach and support activities.

Specific activities of the Institute that increase research productivity and technology transfer include:

- Submitted in July 2010, a \$249,560 proposal on "Deepwater horizon oil spill claims technical assistance" to the Department of Social Services to provide community-based outreach, technical assistance, education, financial analysis, and support to individuals and small businesses adversely impacted by the British Petroleum Deep Water Horizons Oil Spill.
- Submitted in September 2010, a \$449,698.15 proposal on "Technical Assistance to Small Business and Emerging Entrepreneurs" to the Louisiana Office of Community

Development Disaster Recovery Unit. The goal of the project is to deliver technical assistance to small businesses, prospective and business owners, emerging entrepreneurs and non-profit organizations in the areas affected by Hurricanes Katrina, Rita, Gustav and Ike in order to help stabilize and grow their businesses in a changed market environment.

- Received \$18,500 in March 2010 to assist HUD-HBCU Incubator Program participants with capacity building for their businesses. The LED funds assisted with the payment of cost for business services with a 75 – 25% split. These services aided in the growth and development of the program participants.
- Each month, the Institute sponsors seminars or workshops to promote small business development in the City of New Orleans and environs.

Measures: NOT APPLICABLE

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.

Narrative report:

The Center for Career Counseling and Placement under the Office of the Vice Chancellor for Student Affairs and Enrollment Services assist students in job placements. Services provided include:

- Assistance in résumé writing, tips for interviews, graduate and professional school information.
- Information on career decision making.
- Information on part-time jobs and internships.
- Organizing Annual Programs such as Job Fairs, Career Day, and Graduate and Professional Day when prospective recruiters visit the campus.
- Sponsoring of site visits to organizations, employers, and graduate and professional schools.

Measures: NOT APPLICABLE

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.**

Narrative report:

The adoption of the Selective Admission criteria limits the number of developmental courses that a full-time freshman could enroll in to one. The adoption of the Selective Admission criteria, therefore, will drastically reduce remedial education course offerings during the Fall or Spring semesters in the future. It is to be noted, however, that SUNO supports the Early Start program and many participants require the developmental or remedial education courses.

Secondly, as reported in Section 2c., SUNO has developed a referral agreement with SUSLA which will allow SUSLA to formally admit and offer remedial classes to students who were destined, by choice, to transfer to SUNO's four-year degree program.

Addendum

Offering developmental courses was virtually inevitable for SUNO during the Open Admission era as many high school completers in the feeder schools were unable to achieve high ACT scores. The adoption of a Selective Admission standard effective Fall 2010 will permit SUNO to phase out developmental courses gradually. Using the 2009-2010 academic year as a baseline, a total of 481 students enrolled in Developmental English (ENGL 093), and a total of 504 students enrolled in Developmental Mathematics (MATH 095) courses. We project enrollment in developmental courses to **decline** progressively at the following rates until total elimination: 2011-2012 - 25%; 2012-2013 - 50%; 2013-2014 - 75%; 2014-2015 - 100% (i.e. total elimination).

Measures: Tracked

- i. Number of developmental/remedial course sections offered: at the institution in the given academic year, by subject area (Math, English, etc.).

Baseline: 2009-10 academic year

- Summer 2009:
 - ENGL 093 = 1
- Fall 2009:
 - ENGL 093 = 8

- JRDV 091 = 9
- MATH 095 = 7
- Spring 2010 =
 - ENGL 093 = 6
 - JRDV 091 = 4
 - MATH 095 = 5

Number of students enrolled in developmental/remedial courses: duplicated, in developmental/remedial courses offered at the institutions in the given academic year, by subject area (Math, English, etc.).

Baseline: 2009-10 academic year

- Summer 2009:
 - ENGL 093 = 9
- Fall 2009:
 - ENGL 093 = 257
 - JRDV 091 = 214
 - MATH 095 = 289
- Spring 2010 =
 - ENGL 093 = 215
 - JRDV 091 = 104
 - MATH 095 = 215
- Source: SCH files

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.

Narrative report:

The academic structure at SUNO already has limited number of Associate degree programs, only ONE (in Substance Abuse) out of a total of twenty-three (23) academic programs. The Associate degree programs at SUNO enables program completers to transfer smoothly into the baccalaureate program at SUNO.

Addendum

Furthermore, the program is not being offered in any of the community colleges in the New Orleans metropolitan area, to the best of our knowledge.

Our Associate degree program is an Approved Higher Education Provider as provided by the Addictive Disorders Regulatory Board (ADRA). It is the only state approved program in the metro area. All substance abuse education must be approved by ADRA for certification as a substance abuse professional. The field of addiction required extensive preparation to meet the needs of people who suffer with addictions. This includes education, experience, supervision, and testing. As the first approved ADRA provider, the combined undergraduate programs have substantively trained and educated the workforce in addiction counseling.

The educational preparation provided by the associate degree program in substance abuse is vital to workforce development and serves as a feeder that adds to the success of the baccalaureate program in substance abuse. From a workforce development perspective, students are able to become employed while continuing to advance their careers by meeting the requirements for certification and licensure. Students from low income and poverty areas are more likely to continue their education if the transition is seamless. The majority of the students who earn the associate degree continue to earn bachelor's degrees in substance abuse, psychology, criminal justice, social work, and general studies. Education beyond the associate is necessary because the professional field of addiction requires licensure and certification with more advanced education.

Measures: Tracked

i. Number of active associate degree programs offered: at the institution in the given academic year.

Baseline: 2009-10 academic year = 1 – Associate of Science in Substance Abuse (CIP Code: 511501)

ii. Number of students enrolled in active associate degree programs: in the given academic year.

Baseline: 2009-10 academic year

- Fall 2009 = 25
- Source: LABoR report SPCIPCAT:
<http://as400.regents.state.la.us/pdfs/ssps/fall09/spcipcat209.PDF>
- Spring 2010 = 29
- Source: LABoR report SPCIPCAT:
<http://as400.regents.state.la.us/pdfs/ssps/spring09/spcipcat409.pdf>

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.

Narrative report:

Proposed Out-of State Tuition Schedule FY 2010-11 through FY 2015-16

SREB Median FY 2008-09 \$12,936

SREB Category 5 (HBCUs only)

Proposed Tuition based on Estimated SREB Tuition Increases*

FY	SREB Target	SUNO Proposed
2010-2011	\$13,527	\$7,196
2011-2012	14,145	8,563
2012-2013	14,791	10,189
2013-2014	15,467	12,123
2014-2015	16,173	14,426
2015-2016	16,912	16,912

*For FY 2004-05 through FY 2008-09, the average increase in SREB out-of-state tuition was 4.57% per year across all categories. This percentage has been used to adjust targets for each year of the six-year schedule. Adjustments will be revised each year as new SREB dates are available and the new schedule will be part of the GRAD Act Annual Report.

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 the following goals: TBD.

5. Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:

Measures:

Baselines: fall 2009 for headcount enrollment and staff information, and 2009-10 academic year for full-time equivalent (FTE) student enrollment

a. Number of students by classification

- Headcount, undergraduate students and graduate/professional school students
Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS)

Reference Board of Regents summary report SSPSLOAD

Report undergraduate and graduate headcount separately as well as the total

- Budgeted FTE (full-time equivalent) undergraduate and graduate/professional school students

Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System

Reference Board of Regents summary report SCHBRCRPT, clock hour data as well as semester/quarter calculations have been addressed in the conversion to an FTE utilizing standard SREB definitions

Report undergraduate and graduate FTE separately as well as the total

Fall 2009 Headcount		Total	2009-10 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,590	551	3,141	2326.4	390.0	2,716.4

Fall 2010 Headcount		Total	2009-10 AY		Total FTE
Undergraduate	Graduate		Undergraduate	Graduate	
2,590	575	3,165	2,508.23*	397.20*	2,905.43*

*Report not yet available; used 2010-2011 Student Credit Hour/FTE Summary for Formula Funding at Budget Request

<http://regents.louisiana.gov/assets/docs/Data/SCH/SCHBRCRPT.PDF>

b. Number of instructional staff members

- Number and FTE instructional faculty

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System

Reference the file submitted to Board of Regents in fall. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty).

Report both the total headcount and the calculated FTE. FTE is determined utilizing the Campus Percent Effort (CPE) field. Since this is as a three character numeric field reported as an implied percentage, be sure to convert the sum to number of FTEs, e.g. if total of CPE column is 2550, then report 25.50 FTE.

Fall	Instructional Faculty Headcount	Instructional Faculty FTE
2009 (Baseline)	101	100.0
2010	132	119.0

c. Average class student-to-instructor ratio

- Average undergraduate class size at the institution

Source: Fall credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System

Total the number of sections (640) in which the course number is less than or equal to a senior undergraduate level. Divide the associated total headcount enrollment (15,585) by the total number of sections.

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

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

Source: Data submitted by the institutions to the Student Credit Hour (SCH) Reporting System and Employee Salary (EMPSAL) Data System

Divide the total number of FTE enrollment (section a=2,905.43*) by the instructional faculty FTE (section b= 119.0) above.

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

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

- Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units) Report only on non-instructional staffs in academic colleges or schools that offer instruction. This includes non-instructional staff at the academic department level, aggregated to the college/school level. Do not report academic-related staff or academic support staff who are not an integral part of an academic college or department, e.g., enrollment management, sponsored research, technology support, academic advising.

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System

Reference the file submitted to Board of Regents in fall, staff should be reported with an EEO category = "1" (Executive/Administrative/Managerial) or "3" (Other professionals, support/service) and a Primary Function not equal to "IN" (Instruction). You will have to manually select staff that is an integral part of an academic college. Report both the total headcount and calculated FTE (see section b).

Baseline: Number of Non Instructional Staff Fall 2009

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

Divisional Units	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff Budgets		
			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

2011 annual report: Number of Non Instructional Staff Fall 2010

Institution	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff Budgets		
			Operating	Restricted (External)	Both
Southern University at New Orleans	14	14	10	2	2

Divisional Units	Total Non-Instructional Staff	Non-Instructional Staff FTE	Non-Instructional Staff Budgets		
			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

f. Number of staff in administrative areas

- Number and FTE executive/managerial staff as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic colleges/schools, reported by division Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System.

Reference the EMPSAL file submitted to Board of Regents in fall. Administrative staff should be reported by the campuses with an EEO category = "1" (Executive/Administrative/Managerial) or "3" (Other professionals, support/service) and Primary Function not equal to "IN" (Instruction). You will have to manually select staff that is NOT an integral part of an academic college. Staff who are in the Academic Affairs division but not an integral part of an academic college/school should be reported here. Examples might include enrollment management, sponsored research, technology support, academic advising, and library. The Division should be highest level of organization below the level of President or Chancellor, e.g., Academic Affairs, Student Affairs, Administration & Finance, Development, etc. Report both the total headcount and calculated FTE (see section b).

Baseline: Number of Administrative Staff Fall 2009

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 (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

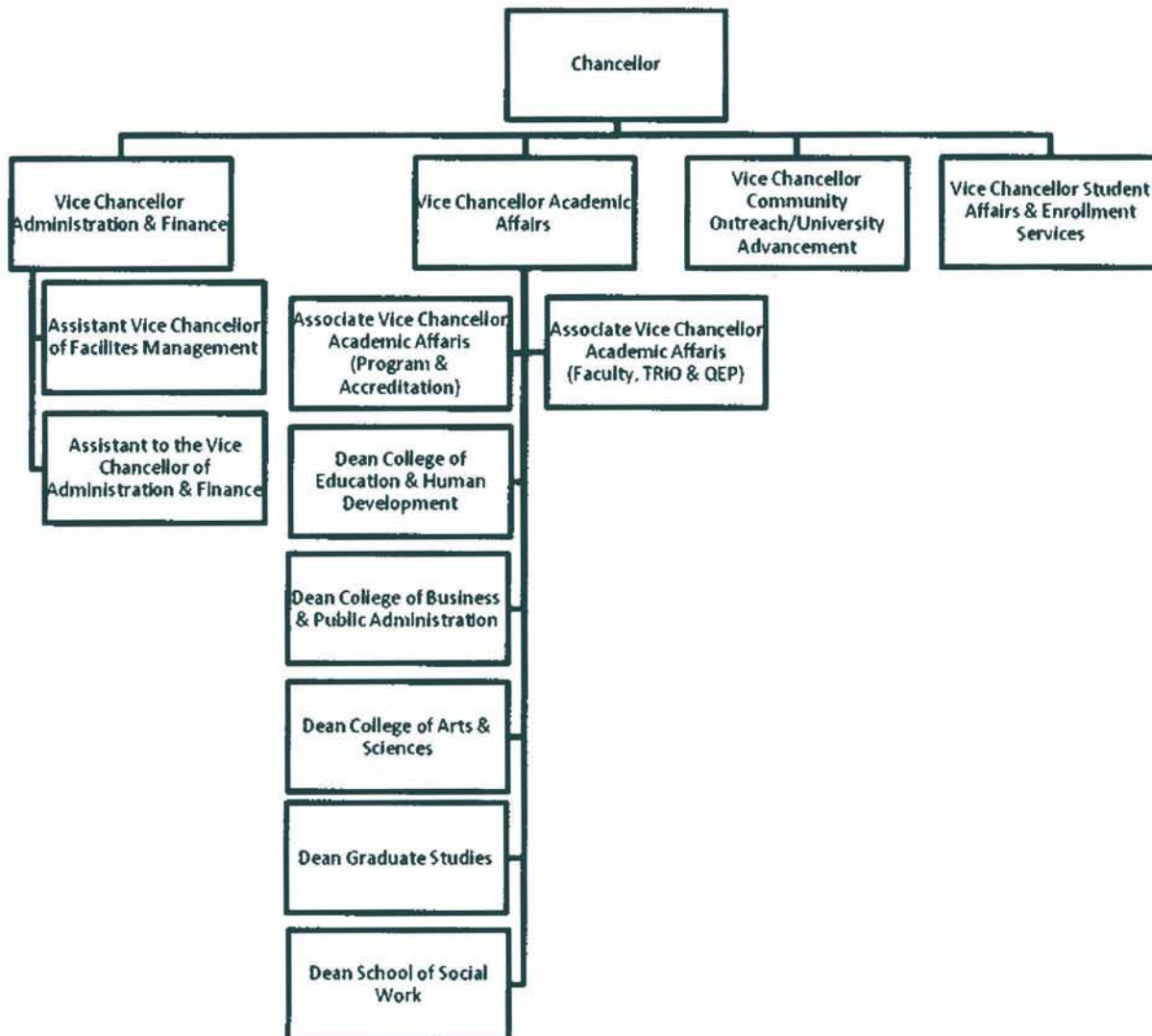
Institution	Total Executive/Managerial Staff	Executive/Managerial Staff FTE	Non-Instructional Staff Budgets		
			Operating	Restricted (External)	Both
Southern University at New Orleans	20	20	17	2	1

Divisional Units	Total Headcount Executive/Managerial Staff	Executive/Managerial Staff FTE	Executive/Managerial Staff Budgets		
			Operating	Restricted (External)	Both
Academic Affairs	5	5	5	0	0
Administration & Finance	3	3	3	0	0
Athletics	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		1	0
Total	20	20	17	2	1

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

- For fall, an organizational chart showing the President/Chancellor and all primary reporting relationships down to the second level of organization. For the Academic Affairs division, the org chart should include all persons at the level of Dean or above. That includes the CAO/Provost and persons with Vice President or Asst. Vice President in their titles. For other divisions, only include the Chief Officer reporting to the President/Chancellor and any and persons with Vice President, Asst. Vice President, or Dean in their titles. Do not report or show persons who report directly to the President whose job responsibility is not considered to be at the level of Vice President. Do not indicate names of persons occupying those positions, only position titles. If any position is vacant, show it as vacant in the box.

Source: 2010-2012 Catalog Southern University at New Orleans



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

- A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008

POSITION	TOTAL BASE SALARY, FALL 2009	TOTAL BASE SALARY, FALL 2010	SALARY CHANGES SINCE 6/30/2008
Chancellor	\$165,000	\$165,000	Fall 2008 \$150,000 Board of Supervisor Approved Salary Increase
Vice Chancellor Administration & Finance	\$97,135	\$97,135	Fall 2008 Position Vacant
Vice Chancellor Academic Affairs	\$121,500	\$121,500	
Vice Chancellor Community Outreach/University Advancement	\$83,130	\$83,130	
Vice Chancellor Student Affairs & Enrollment Services (Approved from interim to permanent on February 2, 2009)	\$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	Spring 2011 Position Vacant
Assistant to the Vice Chancellor of Administration & Finance	\$43,554	\$43,554	
Associate Vice Chancellor Academic Affairs (Program & Accreditation)	\$88,936		Fall 2010 Vacant
Associate Vice Chancellor Academic Affairs (Faculty, TRIO, QEP)	\$81,090	\$81,090	
Dean College of Education & Human Development	\$96,500	\$90,000 (Interim Dean)	\$62,500 as Director of Alternate Certification to \$90,000 as Interim Dean of Education from July 1 st 2010
Dean College of Business & Public Administration	\$105,570	\$105,570	
Dean College of Arts & Sciences	\$86,882	\$86,882	
Dean Graduate Studies	\$81,090	\$85,000	\$68,000 as Director of Museum Studies to \$85,000 as Dean Graduate Studies and Director of Museum Studies
Dean School of Social Work	\$83,130	\$83,130	

College of Business and Public Administration

Student Advisement Model

The College follows a three-prong approach to student advisement and retention which relies heavily on interaction with and cooperation among three stakeholders: the faculty advisor within the student's major department; the Office of Student Services within the student's college; and the university-wide Office of Retention. Each stakeholder brings a unique insight and a distinct resource to the student advisement and retention process.

Faculty Advisor Role:

Each student is assigned to a faculty advisor in their major department based on the first alphabet of the student's last name. The faculty advisor has access to their advisees' academic history and is expected to prepare an academic contract at the beginning of the freshman year (for first-time freshmen) based on the student's major curriculum. The academic contract is updated as courses are completed by the student. The student meets with the advisor periodically to discuss academic progress and career goals. At the beginning of their senior year, the student contacts the advisor for curriculum review and possible application for graduation. The department chairs and the office of the dean monitor faculty-student interaction at this stage and they are available as a back-up if the faculty is not able to perform their role as expected.

Office of Student Services Role:

The Office of Student Services (OSS) serves as the supplemental focal point for all first-time freshmen (cohort) admitted into any academic program within the college. OSS ensures that members of a given cohort are not lost in the crowd by specifically tracking their progress and occasionally contacting them about their experiences, progress, and opportunities. OSS not only provides a safety net for those admitted to the college as first-time freshmen but the office also provides support to at-risk transfer students. OSS provides advocacy services for students who may be having academic, financial, relationship, or health issues.

Office of Retention Role:

The College works closely with the university-wide Office of Retention to coordinate tracking and outreach services aimed at various cohorts, at-risk students, as well as students in good standing. The Office of Retention provides additional personnel and data to the college that facilitate the delivery of essential college survival services to our students. The Office of Retention visits classrooms and college-wide gatherings to share essential information that enable students to successfully complete their education and earn a degree.

Attachment D 4-year university-Year 1 Annual Report

System: Southern University System
 Institution: Southern University at New Orleans
 Date: April 28, 2011

GRAD ACT TEMPLATE FOR REPORTING ANNUAL BENCHMARKS AND 6-YEAR TARGETS

Element Reference	Measure	Baseline Year/Term Data to include	Baseline data	Year 1 * Benchmark	Year 1 * Actual	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark	Year 6 Benchmark	
1. Student Success											
a. i.	Targeted	1st to 2nd Year Retention Rate (+/-)**	Fall 08 to Fall 09	46.9%	47.4%	48.1%	47.9%	48.4%	48.9%	49.4%	49.9%
		Actual Baseline Data: # in Fall 08 Cohort	273		399						
		# retained to Fall 09	128		192						
ii.	Targeted	1st to 3rd Year Retention Rate (+/-)**	Fall 07 cohort	26.9%	27.4%	33.3%	27.9%	28.4%	28.9%	29.4%	29.9%
	4-Yr only	Actual Baseline Data: # in Fall 07 Cohort	279		273						
		# retained to Fall 09	75		91						
iii.	Targeted	Fall to Spring Retention Rate (+/-)**	Fall 08 to Spring 09	na							
	Tech Coll Only	Actual Baseline Data: # in Fall 08 Cohort									
		# retained to Spring									
iv.	Targeted	Same Institution Graduation Rate (+/-)**	2008 Grad Rate Survey	5.0%	8.0%	8.0%	5.4%	9.0%	10.9%	11.4%	13.1%
		Actual Baseline Data: Fall revised cohort (total)	261		388						
		completers <=150% of time	13		30						
v.	Targeted optional	Graduation Productivity (+/-)**	2008-09 AY	na							
		Actual Baseline Data: 2008-09 undergrad FTE									
		completers (undergrad)									
vi.	Targeted optional	Award Productivity (+/-)**	2008-09 AY	na							
		Actual Baseline Data: 2008-09 undergrad FTE									
		awards (duplicated)									
vii.	Targeted optional	Statewide Graduation Rate (+/-)**	Fall 2002 Cohort	na							
		Actual Baseline Data: # of Fall 02 FTF (cohort)									
		completers <=150% of time									
viii.	Descriptive	Percent of freshmen admitted by exception	# first-time (freshmen) AY	618	692						
		# enrolled Summer 09	38	290							
		# enrolled Fall 09	439	358							
		# enrolled Spring 10	141	44							
		# of above admitted by exception AY	0	22							
		# enrolled by exception Summer 09	0	0							
		# enrolled by exception Fall 09	0	12							
		# enrolled by exception Spring 10	0	10							
		Calculated Percent AY	0%	3.2%							
		% by exception Summer 09	0%	0.0%							
		% by exception Fall 09	0%	3.4%							
		% by exception Spring 10	0%	22.7%							
b. i.	Targeted ***	Percent Change in program completers (+/-)**			-2.2%	-2.2%	0.0%	1.0%	1.3%	1.8%	2.2%
		Baccalaureate (Award level 1)	2008-09 AY	227	222	222	227	229	230	231	232
					-10.8	-10.8	-4.1%	-2.0%	0.0%	1.4%	2.7%
		Masters (Award level 2)	2008-09 AY	148	132	132	142	145	148	150	152

* Any Year 1 Benchmark data that is ACTUAL DATA is in RED; Report data in all cells highlighted in BLUE

** A margin of error will be allowed for annual benchmarks and 6-year targets in the Annual Review

†SUNO was closed due to impact of Hurricanes Katrina & Rita and was exempt from iPEDS & BoR reporting for SSPS

Institution Notes:

SUNO adapted Selective Admissions Fall 2010