



**The University of New Orleans
University of Louisiana System**

**GRAD Act Annual Report
FY 2011-2012 (Year 2)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2012**

**and to the
Louisiana Board of Regents,
May 1, 2012**

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1. STUDENT SUCCESS

• Student success policies/programs/initiatives implemented/continued during the reporting year.

Several major initiatives were implemented in 2011-12 that addressed various components of student success. Two of the initiatives targeted new freshmen: College Algebra Class (Math 1115) and UNIV 1001. *Math 1115* is a critical general education course that many students have to retake in order to progress to the next level. College Algebra Class incorporated technology in its new *Freshman Math Computer Lab* and through interactive learning, individualized instruction, and student engagement has improved its student success by 20% and decreased the drop-rate by over 50%. *UNIV 1001* became mandatory in Fall 2011. Its objective is to help new freshmen identify strategies for success in their transition to college life. Another initiative, *UNO Cares*, began in Spring 2012 that allows faculty and students to seek help using online web-based technology for students having academic and personal problems. A faculty member coordinates the program with several academic counselors and Student Affairs staff from UNO's Counseling Services Center. Two events (Privateer Camp and Privateer Plunge) designed to ease the transition into college life are sponsored by Admissions Office and Student Affairs. These events provide new freshmen with leadership opportunities, help new students and transfer students navigate the college environment, and assist them with social and academic transition. To attract more students and increase enrollment, both Admissions Office and several college offices have extended hours to accommodate potential students who have difficulty coming for admissions and program information during normal office hours. It is our intention to continue to expand operating hours across campus. Additional efforts are occurring through the *Adult Student Liaison and Network* and an expanded community college outreach to encourage transfers. Additional information about some of the initiatives follows.

College Algebra Class (Math 1115). This new approach for teaching first year math courses using interactive computer-based math labs has produced significant improvements in math grades and retention for Fall 2011 to Spring 2012. The improvements were based on comparisons to currently-used traditional and online approaches to freshmen math. Math 1115 is a prerequisite for many classes. Many students must retake the course in order to progress to the next level, impacting student success both in terms of retention and of progress toward a degree. Classes are offered in two new computer labs that are specially equipped with MyMathLab, mathematical software that provides video step-by-step instructions that help students learn the mathematical concepts. Along with the online learning tools, instructors, and TA's provide each student with special and individualized attention. This teaching approach not only provides multiple resources to address understanding mathematical concepts but also engages students interactively. Plans are to increase the number of sections using the interactive math labs.

Positions To be Filled. Several position searches that are important for student success are in progress. The positions for the Director of Admissions and for the Registrar are expected to be filled by May 2012. UNO's President has added a new position, Vice President for Enrollment Management and Student Affairs, to coordinate the strategic management of recruitment and retention. The position is expected to be filled by July 1, 2012.

UNIV 1001. UNIV (a 1-credit, letter-graded course) became mandatory in Fall 2011 for first-time, full-time freshmen. Prior to that, UNIV was optional. Its mission is to help new freshmen develop effective strategies for success in college such as time management, preparing for class, managing stress, and so forth. Faculty, staff, and peer mentors serve as role models and engage students in forums and social events to facilitate students' transition to college life. As part of the experience, students are encouraged to participate in service learning activities. Preliminary results suggest that this course is increasing student retention.

UNO Student Success Center. The first phase of the Freshman Year Experience (FYE) began in January 2012 when Karen Shields was hired as the first Director. The Director oversees counseling and retention efforts, including oversight of three counselors who were hired later in April 2012. The Center uses its own freshmen academic progress tracking system that links instructor evaluations of student performance to academic counselors. When fully operational, the Center will be the university's hub for all student success initiatives with a campus-wide network for retention that includes the Office of Student Success, College Counselors, and the Student Ombudsman.

UNO Student Advocate. The university's first UNO Student Advocate, History Professor Emeritus Gerald Bodet, was appointed in November 2011. This position was created to bolster retention efforts by guiding students through university procedures and helping them to overcome problems during registration as well as throughout the semester. The Student Advocate supplements and supports other offices on campus.

Dual Enrollment Initiatives. In Fall 2011, admissions implemented a new Dual Enrollment Orientation for students and their parents, which explained the university expectations of dual enrollment students taking college-level courses at UNO. In an effort to reach more high school students, admissions is implementing a Dual Enrollment Open House where high school students, parents, and guidance counselors are able to meet with UNO staff and academic departments to increase community awareness of academic opportunities available to high school students.

High School Visits (Spring). The Office of Admissions has increased its participation in high school visit programs. Fifty-five schools were visited in Spring 2012. The feeder schools in the New Orleans area were selected based on the number of applicants typically received.

Community College Engagement. In Spring 2012, admissions has increased community college visits. Currently, admissions staff visits Delgado Community College (City Park Campus) twice a month. This outreach has been extended to the Northshore campuses as well. Admissions staff are working with Delgado to start evening informational sessions for transfer students interested in coming to UNO. Staff will also resume Nunez Community College visits twice a month and will increase visits to River Parish Community College and Baton Rouge Community College.

Adult Student Liaison and Network. 40% of UNO's student body is over the age of 25, many with families and established careers. The Adult Student Liaison (hired in December 2011) coordinates the admission and enrollment processes and provides transitional support to adult students. UNO also participates with the Center for Adult Learning in Louisiana (CALL), a Board of Regents sponsored organization. UNO is developing Prior Learning Assessment options to give adult students the opportunity of earning credit for work, life, and military experience. An Adult Student Survey was conducted in Spring 2012 to assess adult student needs.

Teacher Education. In the past year, UNO fared well overall in Louisiana's statewide value-added research study, which measured teachers' effectiveness based upon LEAP scores. The Value Added component assesses the actual learning progress of PK-12 students compared to a projected learning expectation based on previous learning patterns. Scores are assigned to the institution that graduated the teacher based on the performance gains of the students enrolled in the teacher's class. Results from the recent report indicate that students of teachers who are graduates of UNO's teacher preparation program are ranked top in the state's public school assessments, particularly with regard to math scores. The college uses a rigorous assessment system for its candidates. One example is the Teacher Work Sample, which measures actual impact on student learning in addition to the candidate's knowledge. Before UNO allows a candidate to complete the program of study, the candidate must provide evidence that

they are able to use their acquired knowledge, skills, and dispositions in a real-life class setting. To complete this work sample, candidates are required to plan and teach a comprehensive unit. During student teaching, the candidates' Teacher Work Samples are evaluated by their university supervisors as well as their cooperating teachers or cohort leaders. The candidates also complete self-evaluations.

• Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

There are some positive observations about dual-enrolled high school students: The number of high school students enrolled at UNO while still in high school increased by 120.5% (from 78 in baseline AY 08-09 to 172 in Year 2). The number of semester credit hours in which high school students are enrolled increased by 90.6% (from 309 in baseline AY 08-09 to 589 in Year 2). Also, high schools students increased the number of semester credit hours completed with a grade of A,B,C,D,F, or P by 105.4% (from 278 in Baseline AY 08-09 to 571 in Year 2).

UNIV 101. Retention improvement of first-time full-time freshmen (FTFT FR) who take UNIV is shown in the following chart.

Retention Rate	UNO FTFT Freshmen	Took UNIV Earned A,B, or C	Took UNIV Earned A, B, C, D, F, I, W, XF
Fall 2007 to Fall 2008	69%	81%	77%
Fall 2008 to Fall 2009	69%	78%	72%
Fall 2009 to Fall 2010	64%	70%	68%
Fall 2010 to Fall 2011	67%	75%	69%

College Algebra Class - Math 1115. (Described in previous section). Success is demonstrated in 3 areas: Drop-out rates, student success (earning a C or better), and retention. Interactive learning and student engagement, along with individualized instruction, have improved the student success by 20% and decreased the drop-rate by over 50%. UNO's Fall 2010 to Fall 2011 IPEDS cohort retention rate was 66.8%

	Drop Rate (dropped with W Grade)	Earned C of better grade	Retention Rate (Returned Spring 2012)
Fall 2011:			
Traditional 3 lecture/week	15.4%	54.6%	74.9%
Interactive format	8.7%	71.0%	86.5%
Fall 2007 to Spring 2011:	22.0%	49.4%	

• Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.

Student Tracking. In November 2011, UNO discontinued Early Alert IQ, a third party program used to identify and track at-risk students. During the beta phase, consensus was that it was poorly suited to a university environment and that it was functionally problematic. In January 2012, UNO implemented an in-house alert system called UNO Cares, which uses existing PeopleSoft features to track, refer, and respond to students who need

extra support in order to achieve academic success. Students needing assistance (academic, behavioral, or social/emotional) are referred through a secure *Student Referral Form* login on the Faculty and Staff website. This electronic referral system makes it possible to respond promptly to reports about academic or personal problems. Referrals on academic performance generate an email to the student requesting his or her attention, while simultaneously notifying the student's department chair and college counselor. Forms concerning a student's behavior are routed directly to the Division of Student Affairs, where the Behavioral Intervention Team will immediately respond.

Degree Auditing. The university-wide PeopleSoft Degree Audit (also known as Academic Advisement in PeopleSoft) is expected to be in operation in academic year 2012-13. Currently, both the College of Engineering & the College of Education and Human Development use standalone degree-auditing software. Once the Degree Audit is in place, it will replace these two programs. The Degree Audit functions as a set of requirements including lists of courses to be completed and minimum test scores required. Students and academic advisors will be able to produce individual degree audit reports. Degree requirements are marked as satisfied as students complete with the required course/test.

Performance of Freshmen Admitted on Exception Based on Rates of Return. A review of Semester-to-Semester returns for these students is shown in the chart below. The current policy is that the provost must approve all admissions by exception.

	Enter Fall 2009 Return Spring 2010	Enter Spring 2010 Return Fall 2010	Enter Fall 2010 Return Spring 2011	Enter Spring 2011 Return Fall 2011	Enter Fall 2011 Return Spring 2012
Percentage of freshmen students admitted on exception who returned for next semester	85%	74%	85%	83%	71%

Teacher Education. The college continues to improve its programs of study. Internally, there are improvements implemented by faculty as a result of the analysis of data from assessments and by looking at the results of data related to impact on student learning. The college also benefits from external feedback. Two of these means are worthy of note this year: Evaluations by those who have completed the program (follow-up surveys) and external reviewers. The college has been submitting follow-up surveys for many years, but this past year for the first time, the college submitted the survey as part of its new relationship with Eduventures, a private entity that specializes in assisting teacher prep programs as they implement program improvement initiatives. Eduventures handled the data coming in from this confidential survey and provided the college with reports of the results. Outsourcing this task made sense with regard to program improvement. Due to the fact that Eduventures also handled the exact same survey for many other similar entities, the organization was able to provide between-groups analysis as well as within-groups analysis. Another means of assuring the quality of the college's programs has been to submit the programs' unique assessments to national SPAs (Specialized Professional Associations). The SPAs have a peer review system that allows faculty from across the nation to evaluate program assessments. If the reviewers find that a program of study is exemplary, then the program is granted national recognition. For the past three years, UNO has had more nationally recognized programs than any other teacher preparation program in the state of Louisiana.

Retention Initiatives. At key times during the registration cycle, deans are sent retention information for their first-time, full-time freshman cohorts and other students who were enrolled the previous semester but have not registered for the next semester. Although each college manages its own

initiatives for encouraging continuous enrollment, in general, faculty and counselors contact students and offer career/academic advice or help resolve bureaucratic issues. In addition to those scheduled retention reports used by deans and department chairs, individualized reports to monitor student success are sent to other key contacts such as the UNIV directors, the math department chair, and the chair of Freshman Writing. One example of a college initiative is a study in progress by the College of Business of the impact of the college's foundational math courses on student success in upper level classes. While each college has developed its own specific strategies to increase undergraduate retention, the following retention initiatives are university wide:

- Provide students with additional advising, including expansion of advising staffs and hours.
- Offer college-specific orientation programs to ensure students are prepared for their selected academic discipline.
- Expand opportunities for faculty-student interaction through mentorship and research programs.
- Utilize peer mentoring and peer tutoring to connect lower-level undergraduates with successful students in their college or academic program.

Specific examples of those practices are provided in the list below.

- College of Business Administration Career Services Center: This Center, a college initiative, provides access to career counselors for assistance with resume writing, internship, and job placement, connecting with faculty who share a career or academic interest, and general counseling issues.
- College of Engineering Pre-Engineering Classification: First-time freshman admitted to the university who are not eligible for direct entry into the college may begin as a pre-engineering student. This program provides an additional engineering-specific orientation program to ensure that students are prepared academically before entering this rigorous course of study.
- College of Sciences Undergraduate Research & Student Mentors/Ambassadors Program: The program engages freshman and sophomore students in research and increases their opportunities for meaningful interaction with graduate students and faculty to foster a sense of community and belonging in the college. It offers opportunities for these undergraduates to serve the college and interact with the broader community by participating in STEM related outreach to area high schools.

• **Development/use of external feedback reports during the reporting year.**

Each semester, high school guidance personnel receive academic and participation feedback on each dual-enrolled student. Reports contain student grades and reflective discussion from admissions personnel and the guidance counselor regarding further participation of the student. The provost and the admissions staff have scheduled meetings with the high schools (especially the feeder schools) to review and revise the current reporting process.

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.

1.a.1 Retention of first-time, full-time, degree-seeking students, 1st to 2nd Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	1,203	1,218	1,020				
# Retained to 2 nd Fall semester	825	772	681				
Rate	68.6%	63.4%	66.8%				
Target		63.6% (61.6% to 65.6%)	65.0% (63.0% to 67.0%)	65.5% (63.5% to 67.5%)	66.5% (64.5% to 68.5%)	67.5% (65.5% to 69.5%)	69.5% (67.5% to 71.5%)
Actual Fall 06 to Fall 07							
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Avg of Prior Three Years							
Actual Fall 09 to Fall 10							
Actual Fall 10 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

Baseline year UNO reported cohort = 1203 and retained = 825. This number is based on Board of Regents file "spsretn209.pdf" dated 2/25/2010. BOR's secure GRAD Act submission website showed cohort = 1208, retained = 827 (UNO updated this to 1203, 825 on 3/27/12)

1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 07 to Fall 09	Fall 08 to Fall 10	Fall 09 to Fall 11	Fall 10 to Fall 12	Fall 11 to Fall 13	Fall 12 to Fall 14	Fall 13 to Fall 15
# in Fall Cohort	1,030	1,208	1,218				
# Retained to 3 rd Fall semester	540	597	611				
Rate	52.4%	49.4%	50.2%				
Target		49.7% (47.7% to 51.7%)	50.0% (48.0% to 52.0%)	50.5% (48.5% to 52.5%)	51.5% (49.5% to 53.5%)	52.0% (50.0% to 54.0%)	53.0% (51.0% to 55.0%)
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

Year 2, UNO calculated retained = 611. BOR's secure GRAD Act submission website showed 607 (UNO updated this to 611 on 3/27/12)

1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009	Fall 2004 cohort through Fall 2010	Fall 2005 cohort through Fall 2011	Fall 2006 cohort through Fall 2012	Fall 2007 cohort through Fall 2013	Fall 2008 cohort through Fall 2014
# in Fall Cohort	1,685	1,961	1,782				
# Graduated within 150% of time	372	409	356				
Rate	22.1%	20.9%	20.0%				
Target		21.0% (19.0% to 23.0%)	20.0% (18.0% to 22.0%)	35.0% (33.0% to 37.0%)	26.0% (24.0% to 28.0%)	28.0% (26.0% to 30.0%)	30.0% (28.0% to 32.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

1.a.vi. Academic Productivity: Award Productivity (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
FTE UG Enrollment	7,512.23	7,617.83	7,367.56				
Expected # of Awards*	1,878	1,904	1,842				
# Awards	1,357	1,347	1,435				
Ratio of Awards/ FTE	0.1806	0.1768	0.1948				
Award Productivity*	72%	71%	78%				
Target		71% (69% - 73%)	78% (76% - 80%)	71% (69% - 73%)	72% (70% - 74%)	73% (71% - 75%)	73% (71% - 75%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.
 Baseline # Awards includes one post-bachelor certificate (gerontology).

1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Freshmen Admitted (Summer)	33	27	28				
# Admitted by Exception	2	2	0				
Rate	6.1%	7.4%	0.0%				
# in Freshmen Admitted (Fall)	1,259	1,066	1,104				
# Admitted by Exception	74	86	108				
Rate	5.9%	8.1%	9.8%				
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	108	138	90				
# Admitted by Exception	12	16	7				
Rate	11.1%	11.6%	7.8%				
# in Freshmen Admitted (Total)	1,400	1,231	1,222				
# Admitted by Exception	88	104	115				
Rate	6.3%	8.4%	9.4%				

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

1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Baccalaureate	1,286	1,295	1,361				
% Change		0.7%	5.8%				
Target		0.6% (1,294)	1.5% (1,305)	0.6% (1,294)	1.0% (1,299)	1.5% (1,305)	2.0% (1,312)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Undergraduate Completers	1,286	1,295	1,361				
% Change		0.7%	5.8%				
Target		0.6% (1,294) (-1.4% to 2.6%)	1.5% (1,305) (-0.5% to 3.5%)	0.6% (1,294) (-1.4% to 2.6%)	1.0% (1,299) (-1.0% to 3.0%)	1.5% (1,305) (-0.5% to 3.5%)	2.0% (1,312) (0.0% to 4.0%)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	561	598	699				
% Change		6.6%	24.6%				
Target		6.6% (598)	5.5% (592)	5.5% (592)	6.0% (595)	6.0% (595)	6.0% (595)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Doctoral	45	60	44				
% Change		33.3%	-2.2%				
Target		33.3% (60)	-2.2% (44)	0.0% (45)	0.0% (45)	0.0% (45)	2.2% (46)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Graduate Completers	606	658	743				
% Change		8.6%	22.6%				
Target		8.6% (658) (6.6% to 10.6%)	5.0% (636) (3.0% to 7.0%)	5.1% (637) (3.1% to 7.1%)	5.6% (640) (3.6% to 7.6%)	5.6% (640) (3.6% to 7.6%)	5.8% (641) (3.8% to 7.8%)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES				

	Baseline*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	1,893 *	1,953	2,104				
% Change from baseline		3.2%	11.1%				

*Baseline (AY 08-09) includes 1 post-bachelor certificate.

1.c.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 (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	9	11	25				
Fall	22	118	61				
Winter							
Spring	47	98	86				
TOTAL	78	227	172				

1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	32	36	85				
Fall	87	394	207				
Winter							
Spring	190	323	297				
TOTAL	309	753	589				

1.c.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 (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	28	36	79				
Fall	87	361	204				
Winter							
Spring	163	281	288				
TOTAL	278	678	571				

1.d.i. Passages rates on licensure exams (Tracked)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage rate	MOST RECENT YEAR*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate**
Education	All 3 PRAXIS exams	Louisiana State Department of Education					
	HEA Title II Regular Program Completers	Louisiana State Department of Education	100%	2009-2010	44	44	100%
	HEA Title II Alternate Program Completers	Louisiana State Department of Education	100%	2009-2010	39	39	100%
	HEA Title II Total Number of Program Completers	Louisiana State Department of Education	100%	2009-2010	83	83	100%

**Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be one year later than what was reported as baseline in Year 1 of GRAD act*

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

2. ARTICULATION AND TRANSFER

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

Although no transfer students having Louisiana Transfer Degrees have enrolled at this time, UNO does have events and programs that specialize in assisting transfer students. Also, the university is taking steps to recruit LTD students when they graduate from the community colleges. Some of the agreements and plans are listed below.

Transfer Advisory Council. To ensure transfer course accuracy, a Transfer Advisory Council made up from members of the admissions, financial aid, registrar, and college offices use an on-line service through College Source that provides a Transfer Evaluation Service for posting credits.

Delgado Classroom Agreement. UNO is entering into an agreement with Delgado Community College to offer classroom space to a number of math remedial sections on our campus for Fall 2012. These Delgado students on our campus will increase the likelihood of their transfer to UNO. Courses will be available to both Delgado and Nunez Community College as guest students.

Transfer Retreat for Leadership. For new transfer students, the TRL (Transfer Retreat for Leadership), was created in Summer 2011. This two day, one night leadership retreat for new transfers gives students the opportunity to meet other incoming transfers and learn more about UNO prior to the start of fall classes. TRL is co-sponsored through the Office of Admissions and the Division of Student Affairs.

Privateer Plunge. Privateer Plunge is an initiative scheduled for the first 6 weeks of the fall semester designed to help new freshmen and transfer students navigate the college environment and assist them with their social and academic transitions. It is described in Section 1 above.

Late Night Tour. Admissions is offering a Transfer Student Late Night Tour and information session on Tuesday, April 24.

Transfer Mentor Program. This program, which was started in 2011, pairs new transfer students with current UNO students who also had transferred previously to UNO. From Fall 2011 until now, 75 students have participated in this program. Half were mentees and half were mentors.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

While the overall number of transfer students enrolled at UNO has decreased, the rate of those enrolled with an associate degree has increased.

	AY 09-10	AY 10-11
# of Transfer Students Enrolled	1,867	1,724
# of Transfer Students with Associate Degrees (includes non-degree seeking)	71	83
Rate	3.8%	4.8%

- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

Specially trained transfer counselors visit the local schools on a bi-monthly basis to meet with students as well as staff to ensure open communication about the transfer process. In the biweekly meetings, feedback reports are discussed. Admissions staff have also visited every community college in the state and most of the community colleges in Mississippi as well as the Houston and Dallas areas. Monthly admissions e-newsletters are sent to prospects and community college counselors to keep them informed.

UNO facilitates a “College Connection Partnership” program with the two local community colleges. Through this partnership, students who are deferred admission to UNO are provided with a contract between UNO and the selected school. This initiative serves as a conduit to route students who need to take community college courses and later to facilitate their return to UNO when they successfully fulfill the entry requirements.

- **Development/use of agreements/external feedback reports during the reporting year.**

Feedback reports are an integral part of UNO’s scheduled visits with community college partners. These reports include student enrollment data at UNO from the transferring institution, the course of study for transferring students with separate reports for enrollment provided by major. In addition to printed reports, the Office of Admissions has service meetings with the local community colleges each semester to review the information from the feedback reports and assess UNO’s services provided to the community colleges. Face-to-face meetings also include discussions about ways to resolve student transfer issues. The provost and the Office of Admissions continue to meet with the community colleges to refine and expand these reports in order to identify and include additional data that may be beneficial to these partnerships. In addition, the provost has been meeting regularly with the leadership of the two community colleges in the area - Nunez and Delgado - to develop initiatives on common interests to all parties. Feedback on mutual initiatives such as space sharing among schools and shared counselor staffs are being planned.

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

2.a.i. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# enrolled	1,207	1,308	1,386				
# retained to next Fall semester	774	827	867				
Rate	64.1%	63.2%	62.6%				

2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1,286	1,295	1,361				
# who began as transfers	720	842	833				
Percentage who began as transfers	56.0%	65.0%	61.2%				

2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	538	594	542				
# Admitted by Exception	11	8	7				
Rate	2.0%	1.3%	1.3%				
# Transfers Admitted (Fall)	837	860	901				
# Admitted by Exception	64	101	77				
Rate	7.6%	11.7%	8.5%				
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	492	544	502				
# Admitted by Exception	53	57	43				
Rate	10.8%	10.5%	8.6%				
# Transfers Admitted (TOTAL)	1,867	1,998	1,945				
# Admitted by Exception	128	166	127				
Rate	6.9%	8.3%	6.5%				

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

2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# transfers in	74	71	81				
# retained to next Fall semester	47	45	45				
Rate	63.5%	63.4%	55.6%				

2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	1,286	1,295	1,361				
# who began as transfers w assoc degree	10	26	33				
Percentage who began as transfers w assoc degree	0.8%	2.0%	2.4%				

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

2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	133	86	200				

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

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0				
# retained to next Fall semester	0	0	0				
Rate	0	0	0				

2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of completers who began as transfer degree students	0	0	0				

3. WORKFORCE AND ECONOMIC DEVELOPMENT

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

This past year, the provost conducted reviews of lower completers programs to determine whether the programs were aligned with workforce and economic development needs. Those programs that had not demonstrated progress from the preceding year must review the curricula and identify areas for curriculum changes and improvement.

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

In Fall 2011, the provost charged the academic departments to review and identify academic programs that are needed for the workforce or economic initiatives. Ten programs were identified as part of this initiative. They were documented and tied to workforce development as part of the application process. Positive feedback has come from the UL System regarding five programs. One baccalaureate, one masters, and three doctoral programs have been identified. Five others are in the developmental stages.

UNO Medicaid. UNO, through the Office of Research and Sponsored Programs, assists the Louisiana Department of Health and Hospitals (LA DHH) in managing the state's Medicaid program. UNO Medicaid's primary functions are the Pharmacy Rebate program, Help Desk, and programming support. The rolling three-year contract is approximately \$3.5M per year and employs 60 workers and approximately 6 student workers.

President's Council of Business Leaders. Dr. Peter J. Fos, UNO's new President, has taken steps to create a council of local business leaders that will be invested in developing and exploring university partnerships with business and industry for workforce and economic development initiatives. The Council will advise and provide insight into the Greater New Orleans area's workforce and industry needs.

- **Activities conducted during the reporting year with local Workforce Investment Board.**

Although the College of Engineering does not have formal workforce development programs, it does provide engineering interns to various governmental agencies and local industry:

- US Army Corps of Engineers – coastal restoration, hurricane risk reduction, water management
- Entergy – power/power efficiency
- Chevron – oil and gas exploration, production
- Boeing – space/advanced manufacturing
- Trinity – next generation barge design/advanced manufacturing

- LA Dept. of Transportation and Development – intermodal needs/new materials
- **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

Graduating Student Exit Surveys. At the Fall 2011 commencement, an exit survey to the graduating class was administered onsite by the Registrar. Of the 902 students receiving baccalaureate or graduate degrees, there were 540 responses (not all 902 attended commencement). This will be an ongoing survey. A summary of the results follows:

Plans for employment

- Of 384 baccalaureate respondents or responses – 84 (or 21.9%) indicated that they were already working in their field and expected to continue doing so.
- Of 146 masters respondents 74 (or 50.7%) indicated they were already working in their field and expected to continue doing so.
- It is likely that these students would remain in the area to continue employment.

Primary sector of interest for employment

- Among baccalaureate respondents the top three sectors of interest for employment were: 1) business, management, marketing, hotel, restaurant, tourism, and gaming; 2) art, design, entertainment, media and sport; 3) education.
- Among masters respondents the top three sectors of interest for employment were: 1) business, management, marketing, hotel, restaurant, tourism, and gaming; 2) education; 3) art, design, entertainment, media and sport.

Geographic location (for seeking employment)

- Of 384 baccalaureate respondents, 284 (or 74.0%) indicated that they were seeking employment in the Greater New Orleans area.
- Of 146 master respondents, 93 (or 63.7%) indicated that they were seeking employment in the Greater New Orleans area.

Online Graduating Student Exit Surveys. UNO also offers an online survey prior to each commencement for those students who register to graduate at the beginning of the semester. This brief survey asks two employment-related questions: “What is most likely to be your PRINCIPAL activity upon graduation?” and “What are your plans for employment after graduation?” The Fall 2011 results of the online survey show that of 504 responses, 373 (74%) planned to work and 101 (20%) planned to continue their education either full or part-time at the graduate level. Given an increased focus on workforce, the online survey has been modified to include questions about employment sectors of interest and geographic location.

- **Improved technology/expanded distance learning offerings during the reporting year.**

For AY 10-11, UNO offered 404 distance learning course sections in which 10,403 students (duplicated) enrolled. This was a 2% decrease in distance learning courses and a 6% decrease in students from the previous year. However, the percentage of students enrolled in distance learning courses in comparison to our total student enrollment has increased from 24% to 27% over the same time period.

On February 29, 2012, 10 programs were approved by the Louisiana Board of Regents to be offered by distance learning technologies (BA in Anthropology, B.S. in English, M.A. in English, M.A. in Arts Administration, M.S. in Hospitality & Tourism Management, M.A.T. in Curriculum & Instruction, M.A.T. in Special Education, M.Ed. in Special Education, Ph.D. in Curriculum & Instruction, and Ph.D. in Education Administration). They are currently in development and are tentatively scheduled to launch between Spring 2013 and Spring 2014. Eleven additional programs are waiting for approval. Prior to this approval, no programs could be completed entirely via distance learning technologies.

The expenditures for distance learning technologies for AY 11-12 totaled \$117,853.24, which is a 56% decrease AY 10-11. In AY 10-11, UNO migrated the LMS from Blackboard to Moodle and supported both systems for a brief period of time during the migration. The expenditures for AY 11-12 include the maintenance cost of Moodle, TurnItIn, and Adobe Connect. TurnItIn is plagiarism detection software that integrates with Moodle and Adobe Connect is a video conferencing software that allows for synchronous audio/video classes.

Distance Learning Individual Course Sections and Student Numbers:

AY 10-11: 404 DL sections; 10,403 duplicated DL students

AY 11-12: 397 DL sections; 9,773 duplicated DL students

Total decrease of 7 DL sections and 630 students

Distance Learning Programs:

AY 10-11: 0 DL Programs

AY 11-12: 10 Approved DL programs in development, 11 DL programs waiting approval

Software Cost:

AY 10-11: \$265,399.14

AY 11-12: \$117,853.24

Cost decrease of \$147,545.90

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.

3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of eliminated programs	9	4*	21*				

* These programs were eliminated as a result of the Board of Regents low-completers review which was finalized in April 2011 after the GRAD Act Year 1 Report was submitted. In the Year 1 Report, only programs for the baseline year were reported.

3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs modified or added	0	0	0				

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			80				
# of programs aligned with needs			80				
% of programs aligned			100%				

Source: <http://as400.regents.state.la.us/pdfs/crin/CRINLVCT.PDF>

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

3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of course sections that are 50-99% distance delivered	0	0	0				
# of course sections that are 100% distance delivered	492	399	404				

3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	0	0	0				
# of students enrolled in courses that are 100% distance delivered	11,634	10,275	10,403				

3.b.iii. Number of programs offered through 100% distance education by award level (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Associate	0	0	0				
Baccalaureate	0	0	0				
Post-Baccalaureate	0	0	0				
Masters	0	0	0				
Doctoral	0	0	0				
Professional	0	0	0				
TOTAL	0	0	0				

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

- **Context for research reporting for the 11-12 year: how alignment of Research & Development activities with key economic development industries was determined, sources of reported data and information, method for isolating data related to key economic areas, and any other critical factors in approaching specific GRAD Act reporting requirements.**

UNO aligns research priorities with key economic development indicators and identifies industry sectors in accordance with LA Blue Ocean initiatives and FIRST strategic areas. The data in the following tables were taken from the NSF Expenditure Survey. Louisiana Economic Development sectors were correlated with specific disciplines listed in the NSF expenditure survey in order to isolate the data for that industry sector such as the number of PI's, number of research grants and total research expenditures for each sector. University of New Orleans researchers maintain active collaborations with key agencies such as Louisiana Economic Development, Greater New Orleans Inc., JEDCO and the New Orleans Business Alliance. Several of these collaborations are described in the following narrative.

Training, Resource, and Assistive-technology Center (TRAC). TRAC, through the Exceptional Entrepreneurs of Louisiana (ExcEL) Self-employment Training contract with Louisiana Rehabilitation Services (LRS) has assisted numerous LRS consumers establish their businesses. The grant first began in 1998 and has continued to be renewed every three years. In addition to providing training to consumers, TRAC also provided annual workshops to train the new LRS counselors about self-employment so that they better understand their consumers who want to go into business. There are two training workshops held 4 times a year. Housing and meals are provided to the consumers, who reside in the TRAC facility while attending the workshops. The Introductory workshop is a one and a half day workshop. Consumers present their ideas and have a brief introduction to the necessary aspects of what is required to go into self-employment. The Intensive workshop is a 14-day training period. The College of Business Professors, guest speakers, etc. go over many aspects of business, such as Financial Resources, legal aspects, profit and loss statements, social networking, marketing, etc. We also provide a fully accessible computer lab for the purpose of researching the data necessary to develop their business plan. TRAC staff provide significant amount of one-on-one assistance outside of the lectures and guest presentations. The consumers who complete their business plans and are approved by Louisiana Rehabilitation Services, are eligible for up to \$20,000 start-up funds; but must also make a 20% cash match. TRAC has had approximately 56 new referrals a year. Approximately 45 a year attend the Introductory workshops and approximately 32 a year attend the Intensive two week workshops. As a result of these efforts, approximately 13 participants a year open a new business.

UNO Medicaid. UNO Medicaid, described in Section 3 above, has a rolling three-year contract that is approximately \$3.5M per year and employs 60 workers and approximately 6 student workers.

Space and Naval Warfare Systems Command (SPAWAR). Space and Naval Warfare Systems Command is a branch of the Navy providing support to the Navy and other federal agencies through a working capital fund. SPAWAR Systems Command Atlantic (SSC-LANT) has a facility in the UNO Research and Technology Park providing a shared services (computing) environment for federal customers. UNO has supported the SSC-LANT facility through several contracts over the past several years and currently has two open contract vehicles. One contract is for \$50m over 5

years (UNO is currently in the third year) with UNO as the prime, and provides a mechanism for local IT businesses to aid in that effort. The second contract is for \$30M over 6 years and is a multiple award contract between UNO and six other universities and SSC-LANT in Charleston, SC. No task orders have been issued yet on the second contract. On the first contract, UNO has completed 19 task orders. Total amount of all contracts: \$14,262,500.00; Number of UNO employees on SPAWAR contracts: 133; Number of businesses supported: 5; Total amount of subcontracted to businesses: \$8,931,013.00; Number of UNO students who have completed internships with either SSC-LANT or these businesses: 11

Gulf Coast Government Contractors Association (GCGCA). UNO is a founding member of the Gulf Coast Government Contractors Association (gcgca.org). The initial group of six local IT businesses and UNO has grown into an organization of over 40 IT businesses located throughout the Gulf Coast region (along with UNO) in just two years. The primary goal of the GCGCA is to bring government contracts to the university and local business. To date, the organization has conducted three well-attended meetings/workshops bringing together local business with SSC-LANT, the National Finance Center, and NASA. A workshop with the Federal City is planned for the Spring.

Health Care: UNO is a member of the GNO BioInnovation Center initiative and through the Senior Associate Vice President for Research and Economic Development is working with other universities in New Orleans (LSU-HSC, Tulane, Xavier, and Loyola) to evaluate life science technology transfer opportunities. A study by the student interns in the BioInnovation Center assisted in the development of a UNO start-up, Meta Logos (licensed UNO technology and now based in Louisiana). UNO continues to work with James McNamara in the BioDistrict to include our resources in their projects.

Arts and Digital: UNO worked closely with LED to help bring Gameloft to New Orleans and is working with them to design a curriculum in our Bachelors of Interdisciplinary Studies program to meet their employment needs.

Information Technology and Services: UNO continues to work with Navy SPAWAR SSC-LANT operations in the UNO Research Technology Park to support their operations and help them maintain and grow jobs. UNO is working with numerous IT companies in the R&T Park and in the GNO area on projects with SPAWAR, NASA and other government agencies. UNO is a founding member of the Gulf Coast Government Contractors Association (GCGCA) which has brought together over 40 IT companies in the gulf region with UNO as an academic partner to help secure joint government contracts. This has helped these companies maintain and grow their business opportunities in the recent economic downturn. Finally, UNO worked closely with Senator Vitter, GNO Inc. and LED to help bring the GE Capital group to New Orleans and continues to work with LED and the Commissioner of Higher Education to develop facilities and curricula to meet their needs.

Coastal Restoration and Protection: UNO is conducting key research in coastal restoration and protection to provide a safer environment for Louisiana in general and the Greater New Orleans area parishes in particular. UNO is a primary participating institution in the Coastal Sustainability Consortium (CSC). Primary institutions also include LSU, Tulane, and ULL. Affiliate members are LaTech, Loyola, McNeese, Nicholls, Southeastern, SUBR, ULM, and Xavier. UNO is also a member of the Louisiana Universities Gulf Research Collaborative which is working to bring BP funding to state researchers. UNO continues to work with several state agencies, including the Office of Coastal Protection and Restoration, Department of Natural Resources, and Department of Wildlife and Fisheries, and companies with projects in coastal restoration and located within the UNO Research and Technology Park. Working to maintain a safe environment is critical for companies located here now and for companies that the state and region are trying to get to locate here for future economic development.

Robotics Initiative. In November 2011, UNO partnered with Red Stick Robotics, a company that arranges the robotics competitions for middle and high schools throughout Louisiana. A series of robotics workshops will be held in UNO's Lindy Boggs Conference Center and will bring teams of students and their teachers to work on their robots in preparation for a regional competition. UNO and Red Stick also have teamed with BEST Robotics (Auburn University) to form NOLA BEST, which will be the first BEST robotics hub in Louisiana. The BEST regional competition will be held on the UNO campus in the Fall 2012. Also, UNO has also teamed with VEX Robotics, one of the primary manufacturers of competition robots, to host their competition in the Spring of 2013. UNO and Red Stick will host 24 high schools from the Greater New Orleans region for these competitions and 7 middle and high schools as part of undersea robotics competition (Sea Perch). The Office of Research is working with SPAWAR, AFCEA, the Gulf Coast Government Contractors Association, and others to sponsor these events. Both SPAWAR and Louisiana Economic Development (LED) have significant R&D interest in robotics. Student recruitment is an expected outcome of these robotics competitions as well as funding opportunities.

- **Research productivity and technology transfer activities related to Louisiana's key economic development industries that have taken place during the reporting year; provide any relevant metrics to demonstrate impact.**

UNO has worked with Louisiana Economic Development (LED) to explore appropriate ways to support providing state funded manufacturing equipment for the new Blade Dynamics start-up operations at the NASA-Michoud facility in New Orleans (Energy and Environment key industry sector).

UNO, through its National Center for Advanced Manufacturing (NCAM) located at the NASA-Michoud facility, has worked with NASA and their site operator, Jacobs Engineering, and LED to maintain jobs at the NASA facility and bring in new tenants, some of which could be in one of the key industries. The specialized NCAM equipment available for use has supported and can support some manufacturing needs of a variety of companies. UNO is working with LED, NASA, and LSU to increase the collaborative nature of NCAM (Energy and Environment key industry sector; Transport, Construction & Manufacturing key industry sector).

UNO has worked closely with LED to grow and further increase capabilities at the NIMS Film Studio operation in Jefferson Parish, expanding operations further this past year. Several movie television and movie production operations are ongoing there and many more are planned. LED has provided funding to UNO to ensure continued growth. UNO Film students participate in support of the activities while earning their degrees. The NIMS Theatre on the UNO campus was recently upgraded to provide the ability to show 4k (higher than high-def) movies and the university is currently seeking funding to add the ability to produce 4k media. UNO is also working with Gameloft to develop curricula to meet their employment needs and is working with LED and the Commission of Higher Education in the development of a Louisiana Digital Media Institute (Arts and Media key industry sector).

UNO is participating in the planning of the New Orleans Medical District initiative which will include over \$2 billion in new hospitals (VA and LSU hospital facilities). Information on UNO's research and academic programs have been and continue to be provided with the purpose, as with other universities in the New Orleans area, to support these operations, and support companies that will be around them with research capabilities needed and a trained workforce (Health Care key industry sector).

UNO is also providing some support for the new JEDCO incubator in Avondale and is supporting the efforts of the New Orleans Business Alliance (Various Industries).

- **Collaborations during the reporting year with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries, discuss any changes from previous year.**

This is a summary of the partnerships described in detail in the previous section. The summary shows the areas of collaboration that were facilitated by the University of New Orleans. They are organized by sector.

Arts, Film, and Design

- **Gameloft Workforce Development:** UNO worked closely with LED to help bring Gameloft to New Orleans and is working with them to design a curriculum in the Bachelors of Interdisciplinary Studies program to meet their employment needs.
- **NIMS Film Studio:** NIMS Film Studio operation in Jefferson Parish, expanding operations further this past year. Several movie television and movie production operations are ongoing there and many more are planned

Business Development/Information Technology

- **Gulf Coast Government Contractors Association (GCGCA):** UNO is a founding member of the Gulf Coast Government Contractors Association. The initial group of six local IT business and UNO has grown into an organization of over 40 IT businesses located throughout the Gulf Coast region (along with UNO) in just two years.
- **Robotics Initiative:** A series of robotics workshops will be held in UNO's Lindy Boggs Conference Center and will bring teams of students and their teachers to work on their robots in preparation for a regional competition. UNO and Red Stick also have teamed with BEST Robotics (Auburn University) to form NOLA BEST which will be the first BEST robotics hub in Louisiana.
- **Space and Naval Warfare Systems Command (SPAWAR):** Space and Naval Warfare Systems Command is a branch of the Navy providing support to the Navy and other federal agencies through a working capital fund.
- **Training, Resource, and Assistive-technology Center (TRAC):** TRAC, through the Exceptional Entrepreneurs of Louisiana (ExcEL) Self-employment Training contract with Louisiana Rehabilitation Services (LRS) has assisted numerous LRS consumers establish their businesses.

Environment/Coastal Restoration

- **Coastal Sustainability Consortium:** UNO is conducting key research in coastal restoration and protection to provide a safer environment for Louisiana in general and the Greater New Orleans area parishes in particular. UNO is a primary participating institution in the Coastal Sustainability Consortium (CSC, primary institutions are UNO, LSU, Tulane and ULL).

- **Louisiana Universities Gulf Research Collaborative:** UNO is a member institution of this collaborative which is working to bring BP funding to state researchers. UNO continues to work with several state agencies, including OCPR, DNR, LDWF, and companies with projects in coastal restoration and located within our Research and Technology Park.

Healthcare/Medical Research

- **GNO BioInnovation Center:** An initiative and through UNO's Senior Associate Vice President for Research and Economic Development working with other universities in New Orleans (LSU-HSC, Tulane, Xavier, Loyola) to evaluate life science technology transfer opportunities.
 - **Meta Logos:** (described in more detail in the section below) A biotech and software company based on nanopore analytical technologies was started up in 2010 on a variety of technologies developed through UNO research. The company is based in Louisiana and may move into the New Orleans BioInnovation Center once it is completed.
 - **New Orleans Medical District:** New Orleans Medical District initiative which will include over \$2 billion in new hospitals (VA and LSU hospital facilities).
 - **UNO Medicaid:** UNO, through the Office of Research and Sponsored Programs, assists the Louisiana Department of Health and Hospitals (LA DHH) in managing the state's Medicaid program. UNO Medicaid's primary functions are the Pharmacy Rebate program, Help Desk, and programming support.
- **Business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.**

Meta Logos, a biotech and software company based on nanopore analytical technologies was started up in 2010 on a variety of technologies developed through UNO research. The company is based in Louisiana and may move into the New Orleans BioInnovation Center once it is completed. The company has already been awarded a Louisiana state grant for research and is seeking additional federal funding (several grants applied for). The company is also talking to venture capital companies in order to obtain investment funding. As part of the license agreement, the University will be getting a small stock ownership position in the company in addition to other payments such as royalties.

UNO has been notified that the Phase II SBIR proposal between Dr. Weilie Zhou and the Defense Threat Reduction Agency (DTRA) will be funded.

UNO continues to partner with its Research and Technology Park tenants on joint research projects, funding proposals, technical, and business consulting, in addition to providing them with UNO student interns and graduates to meet their workforce needs. During the past year, the Park has been filling up with the addition of new companies and other entities, bringing more job opportunities for the area and collaboration opportunities for UNO.

In addition to the business and industry affiliations, the UNO Service Coalition brings together volunteers and student groups for collaboration and partnerships with non-profits and community service providers to address long-term environmental, social, and economic problems in the New Orleans area.

- **Using most recent data available, research productivity and technology transfer efforts in comparison with peer institutions, provide any relevant metrics to demonstrate comparisons.**

UNO's research productivity compares well with other state public institutions and our peer institutions. The most recent available data on Federally Financed Academic R&D Expenditures from the Board of Regents is for FY2009. The Research Productivity is defined as the Federal R&D Expenditures per full-time faculty FTE. The faculty FTE data is available from the Common Data Set available on each campus website. Using the faculty FTE data from 2009, the Research Productivity for each campus is as follows: Louisiana Tech=\$21,251, ULL=\$22,389, UNO=\$31,256, and LSUBR= \$38,468. Note that the UNO figure is computed using the Board of Regents data taken from the LSU System combined numbers; it does not accurately reflect the correct NSF Expenditure Survey 2009 data from UNO of \$15,078 in Federal R&D Expenditures. If the corrected figure is used, UNO's Research Productivity is \$34,113 which is comparable to LSUBR. In the NSF Survey data submitted for the FY2011 year, UNO's overall research expenditures have increased for the fourth consecutive year.

Metrics for technology transfer continue to improve. UNO continues to look for innovative, low cost methods and support opportunities, along with collaboration with other Louisiana universities, to be efficient and effective in utilizing the limited resources available. Examples of this are UNO's participation in meetings with other universities' technology transfer personnel around the state in 2010 to share ideas, and the ongoing collaboration in New Orleans of the technology transfer leaders at Tulane, LSUHSC, Xavier, and UNO. UNO's technology transfer metrics are on par with UNO's peer institutions nationally according to AUTM data (www.autm.org). Not all peer institutions report AUTM data and GRAD Act comparisons are only available for Patents Awarded, Licenses and Options Awarded (combined), and New Startups. Peer institutions submitting data are Florida Atlantic University, Florida International University, Louisiana Tech, University of Alabama Huntsville, University of Memphis, and University of North Carolina Greensboro. Average patents awarded in FY2010 for peer institutions was 2.0 (UNO=2), Licenses and Options awarded for peers was 4.2 [median was 2 with FAU reporting 10 licenses and options) (UNO=2) and New Startups for peers was 1.2 (UNO=0).

3.c.i. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts. (Tracked)

	Baseline	Year 1*	Year 2**	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Total number of research/instructional faculty (FTE)	466	418	368				
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts	94	110	103				
Percentage of faculty holding active research and development grants/contracts	20.2%	26.3%	28.0%				

**Year 1 (AY 2010-2011) data were preliminary and not complete at the time of last year's GRAD Act submission in April 2011. It has been updated with complete data.*

***Year 2 data are preliminary through March 1, 2012 - AY 2011-2012 is not complete.*

3.c.ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries. (Tracked)

	Baseline	Year 1*	Year 2**	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Total number of research/instructional faculty (FTE)	466	418	368				
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	38	56	59				
Percentage of faculty holding active research and development grants/contracts in Louisiana's key economic development industries	8.2%	13.4%	16.0%				

**Year 1 (AY 2010-2011) data were preliminary and not complete at the time of last year's GRAD Act submission in April 2011. It has been updated with complete data.*

***Year 2 data are preliminary through March 1, 2012. AY 2011-2012 is not complete.*

3.c.iii. Dollar amount of all research and development expenditures reported annually, based on a five-year rolling average, by source (Tracked)

	Baseline	Year 1*	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	FY 05 – FY 09	FY 06 – FY 10	FY 07 – FY 11	FY 08 – FY 12	FY 09 – FY 13	FY 10 – FY 14	FY 11 – FY 15
Federal	\$10,585,000	\$15,097,000	\$16,411,000				
State and local governments	2,488,000	3,780,000	4,453,000				
Industry	682,000	1,803,000	2,038,000				
Institution funds	3,272,000	7,034,000	7,062,000				
All other sources	154,000	311,000	354,000				
TOTAL	\$17,181,000	\$28,025,000	\$30,318,000				

*Year 1 was updated to include all industries. Some were omitted in the previous report.

3.c.iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries, based on a five-year rolling average, by source (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	FY 05 – FY 09	FY 06 – FY 10	FY 07 – FY 11	FY 08 – FY 12	FY 09 – FY 13	FY 10 – FY 14	FY 11 – FY 15
Federal	\$10,047,000	\$10,585,000	\$10,691,000				
State and local governments	2,244,000	2,711,000	2,802,000				
Industry	568,000	726,000	959,000				
Institution funds	3,028,000	3,306,000	3,101,000				
All other sources	154,000	112,000	114,000				
TOTAL	\$16,041,000	\$17,440,000	\$17,667,000				

3.c.v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Patents awarded	0	4	2				
Disclosures	6	7	9				
Licenses awarded	1	2	1				
Options awarded	0	1	1				
New companies (start-ups) formed	0	1	0				
Surviving start-ups	1	1	2				

4. Institutional Efficiency and Accountability

Narrative Report (1-2 pages)

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**

UNO offers no Associate Degree programs.

After the one-time Summer 2012 Bridge Program, UNO will no longer offer developmental courses. The Summer Bridge is a one-time program for prospective freshmen who want to enter in the Fall 2012 but have one remedial test score on the ACT or SAT in either Math or English. They will take 7 hours of course work in the summer bridge program which will include the remedial course (Math or English), an elective, and the one-hour University Success (UNIV) which is required for all new freshmen. Taking 7 hours will allow these students to receive Financial Aid. Pending the successful completion of the Summer Bridge Program, these students will be fully admitted to UNO and allowed to continue their education in the Fall semester. This program will operate for one summer semester only.

- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

Note that the transfer of the University of New Orleans to the University of Louisiana System was finalized in December 2011. The non-resident tuition schedule was approved by the Louisiana State University System prior to the transfer.

Pursuant to the authority granted by the LSU Board at its meeting of July 16, 2010 and La. R.S. 17:3351 regarding increases in total nonresident tuition and mandatory fees, the University New Orleans received approval to implement the fiscal year 2011-2012 maximum permitted adjustment provided under the GRAD Act.

The purpose of this Board action allowed the University of New Orleans campus, subject to the requirements of Act 741, better known as the GRAD Act (Louisiana Granting Resources and Autonomy for Diplomas Act), to move its nonresident tuition and fees closer to the average total tuition and mandatory fees charged to Louisiana residents (as nonresidents) attending peer institutions in other SREB states.

Because the UNO campus became a participating institution during the first year of the state's initiative, it was authorized by the Board to adjust its fees for 2010-2011, and did so, effective with the Fall Semester, 2010 up to the maximum allowable 15% for nonresidents. The 15% increase allowed UNO to collect an additional \$940 per semester per full-time nonresident student. This adjustment brought UNO's average closer to its peer institutions.

Accordingly, the University implemented another 15% increase per full-time nonresident student for academic year 2011-2012, or \$1,094 per semester. This adjustment brought UNO closer to its peer institutions SREB target nonresident tuition of \$17,423.

The University experienced a decline in nonresident student enrollment of 206 students from academic year 2010-2011 to academic year 2011-2012 (Fall and Spring semesters). However, due to the increase in the nonresident tuition for academic year 2011-2012, UNO projects an increase in nonresident fee revenue through June 30, 2012 in the amount of \$708,700.

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.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	16	15	15				
Course sections in English	2	0	0				
Other developmental course sections	0	0	0				
TOTAL	18	15	15				

Note that Year 1 was updated to include a complete year (not just Fall semester).

After the completion of the Summer 2012 Bridge Program, UNO will no longer offer remedial courses.

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	660	750	830				
Enrollment in dev English	15	0	0				
Enrollment in other developmental courses	0	0	0				
TOTAL	675	750	830				

Note that Year 1 was updated to include a complete year (not just Fall semester).

After the completion of the Summer 2012 Bridge Program, UNO will no longer offer remedial courses.

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.

4.b.i. Number of active associate degree programs offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of associate degree programs	0	0	0				

4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	0	0	0				

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.

4.c.i. Total tuition and fees charged to non-resident students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$12,528	\$14,347	\$16,730				
Peer non-resident tuition/fees (full-time)	\$15,628	\$16,490	\$17,423				
Percentage difference	19.8%	-13.0%	-4.0%				

Organizational Data

**Submitted to
The Board of Supervisors of the
University of Louisiana System and
The Louisiana Board of Regents**

**In partial fulfillment of the requirements of Act 741
Louisiana GRAD Act
Section 5**

**The University of New Orleans
University of Louisiana System**

April 1, 2012

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), Board of Regents summary report SSPSLOAD , Fall 2011

Undergraduate headcount	8,263
Graduate headcount	2,640
Total headcount	10,903

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

Source: 2011-2012 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	7,230.6
Graduate FTE	1,864.6
Total FTE	9,095.1

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, file submitted to Board of Regents in fall 2011.

Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	465
FTE Faculty	378.2

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

- **Average undergraduate class size at the institution in the fall of the reporting year**

Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2011.

Undergraduate headcount enrollment	37,908
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,333
Average undergraduate class size	28.4

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

Source: Budget Request information 2011-2012 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2011.

Total FTE enrollment	9,095.1
FTE instructional faculty	378.2
Ratio of FTE students to FTE faculty	24.0

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)**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
College of Business Admin	3	3
College of Education	3	3
College of Engineering	0	0
College of Liberal Arts	5	5
College of Sciences	2	2
Academic Affairs	2	2

f. **Number and FTE of staff in administrative areas**

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

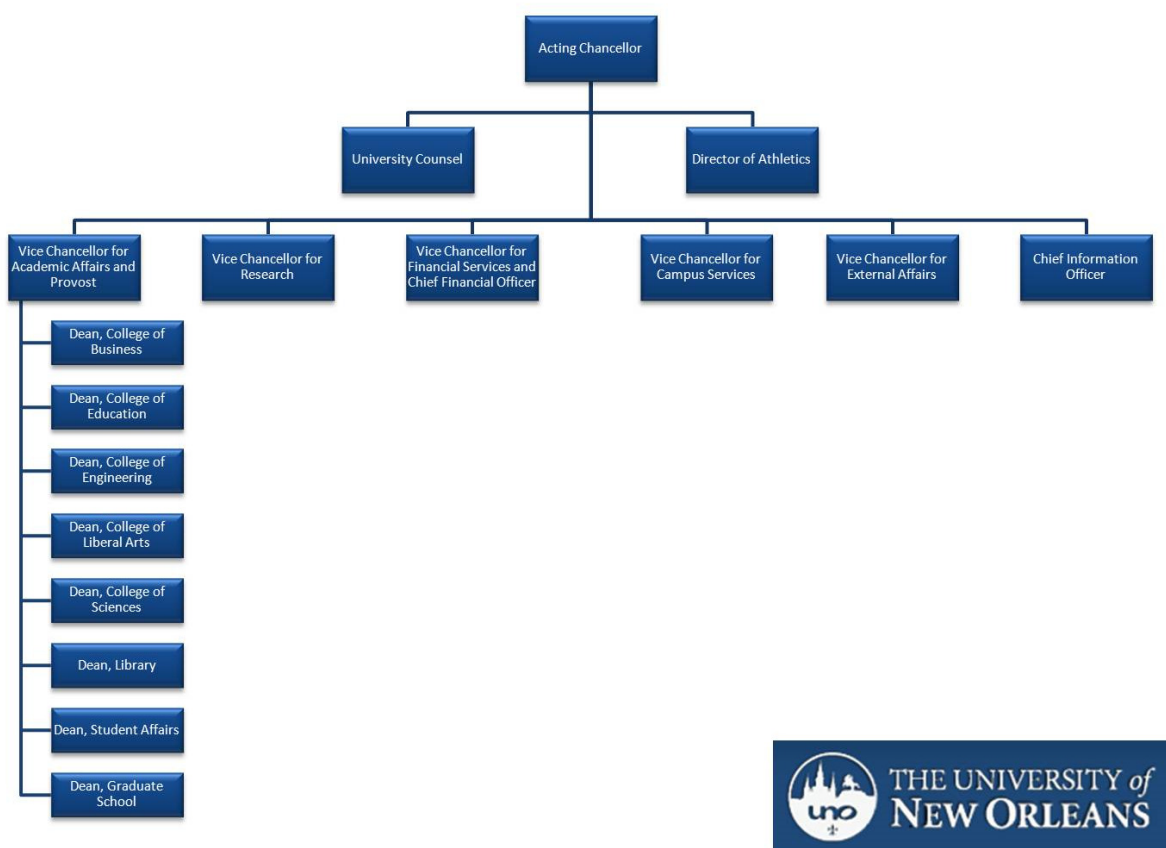
Name of Division	Number of staff	FTE staff
Academic Affairs		
Academic Affairs, Office of	2	2
Admissions	3	3
Counseling Services	2	2
Institutional Research & Data Management (formerly Data Management, Analysis & Reporting)	1	1
Earl K. Long Library	1	1
Int'l Students and Scholars	1	1
Physics	0	0
Registrar	0	0
Student Affairs	2	2
Student Financial Aid	3	3
Student Health Services	1	1
Business & Econ Research	1	1
Campus Services	1	1
Center for Urban & Public Affairs	1	1
Chancellor		
Chancellor's Office	2	2
Marketing and Public Relations	3	3
Marketing / Creative Services	0	0
Children's Center	1	1
External Affairs		
Alumni Affairs	2	2

Governmental & Community Affairs	1	1
Financial Services		
Bursar	1	1
Financial Services	5	5
Human Resource Management	1	1
Purchasing Office	1	1
Sponsored Programs Accounting	1	1
International Trade Center	0	0
Recreation & Intramural Sports	2	2
Research & Sponsored Programs	4	4
Transportation Studies Program	0	0

- 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 (as of Fall 2011).

Effective July 12, 2011, Act 419 (SB 166) was signed to move the University of New Orleans from the LSU System into the University of Louisiana System. The move was finalized on December 5, 2011 when the Southern Association of Colleges and Schools Commission on Colleges approved a change of governance for University of New Orleans from the LSU System to the University of Louisiana System.

On November 1, 2011, UNO still operated under the LSU System and the organizational chart below reflects the structure and the LSU titles. With the change of governance to the UL System, the “Chancellor” titles have changed to “President” titles. Also, with the appointment on December 9, 2011 of UNO’s first President, the organizational chart is being updated.



- 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, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011
Chancellor	\$244,062.00 (Increased from \$234,675.00 to \$244,062.00 - increases granted for all Chancellors by LSU System president)	Vice Chancellor for Academic Affairs/ Provost served as Acting Chancellor without additional compensation	\$225,000.00 Acting Chancellor
University Counsel	\$129,150.00	\$129,150.00	\$129,150.00
Sr. Assistant to the Chancellor	\$119,500.00 September 1, 2009 – Increased to \$119,500.00 from \$97,000.00; Assumed most responsibilities of Vice Chancellor for Advancement and Dean of Metropolitan College	POSITION ELIMINATED	---
Director of Athletics	\$134,800.00	\$115,000.00; Interim Athletic Director appointed at lower salary	\$90,000.00; Athletic Director appointed at lower salary
Vice Chancellor for Academic Affairs/Provost	\$225,000.00 (Salary increase from \$224,065 due to new appointment)	\$225,000.00	\$178,960.00 Interim Provost appointed on August 22, 2011
Vice Chancellor for Research/Dean of Graduate School	\$195,000.00 (Position was vacant at 6/30/08)	\$195,000.00	\$195,000.00
Vice Chancellor for Financial Services	\$132,209.00	\$132,209.00	\$132,209.00
Vice Chancellor for Student Affairs & Enrollment Strategy (new position 9/1/10)		New position 9-1-2010 (vacant)	New position (vacant)
Vice Chancellor for	\$153,100.00	\$153,100.00	Vacant

Campus Services			
Vice Chancellor for External Affairs	\$132,000.00; on September 1, 2009 salary was increased to \$138,000.00 for additional responsibility for Alumni Affairs	\$138,000.00	\$138,000.00
Chief Information Officer	\$138,678.00 increased to \$148,678.00 for additional responsibilities as CIO.	\$148,678.00	\$148,678.00
Dean, Student Affairs	\$81,500.00 Hired new dean at \$97,000.00 (Aug 1, 2009)	\$97,000.00	Interim Dean appointed at \$77,000.00 (July 1, 2011)
Dean, Library	\$138,010.00	\$138,010.00	\$138,010.00
Dean, College of Business	\$191,500.00	Interim Dean appointed at \$185,000.00 (August 16, 2010)	\$185,000.00
Dean, College of Education	\$160,171.00	\$160,171.00; (Interim Dean appointed at \$118,000.00 on November 1, 2010)	\$118,000.00
Dean, College of Engineering	\$207,980.00	\$207,980.00; (Interim Dean appointed at \$120,333.00 on August 16, 2010)	\$120,333.00
Dean, College of Liberal Arts	\$143,000.00; on August 1, 2009 increased to \$150,500.00 - assumed responsibilities of Metro College and CUPA	\$150,500.00	\$150,500.00
Dean, College of Sciences	\$170,000.00	\$170,000.00	\$170,000.00

Cost Performance Analysis

Note: The Board of Regents will provide the data items i. and iii. – vi. Item ii. will be reported by the institution.

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

As reported on Form BOR-1 during the Operational Budget Process.

Expenditures by Function	Amount	Percentage
Instruction	\$ 48,752,943	40.7%
Research	\$ 2,907,714	2.4%
Public Service	\$ 3,330,442	2.8%
Academic Support	\$ 12,006,544	10.0%
Student Services	\$ 7,664,529	6.4%
Institutional Services	\$ 17,521,275	14.6%
Scholarships/Fellowships	\$ 9,079,245	7.6%
Plant Operations/Maintenance	\$ 18,547,941	15.5%
Total E&G Expenditures	\$ 119,810,633	100.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ -	0.0%
Other	\$ -	0.0%
Total Expenditures	\$ 119,810,633	100.0%

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

Source: As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.” Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Average yearly cost of attendance	\$21,798
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iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.

Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is ≥ 10 for the Baccalaureate degree for 4-year universities

Average time to degree	6.1
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iv. Average cost per degree awarded in the most recent academic year.

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

Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

State dollars per FTE	\$5,219
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vi. All expenditures of the institution for that year most recent academic year.

As reported on Form BOR-3 during the Operational Budget Process.

Total expenditures	\$ 216,864,151.00
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