The University of New Orleans
University of Louisiana System

GRAD Act Annual Report
FY 2014-2015 (Year 5)

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and to the
Louisiana Board of Regents,
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1. STUDENT SUCCESS

Narrative (3 to 5 Pages)

Enrollment Services.

Admissions application: The new Application for Admission was launched spring, 2014. Students receive notifications immediately when applications are initiated. A student portal allows students to monitor the application processes, coordinate documents, and receive messages from counselors. Also, beginning spring, 2015, entering transfer credits is now an automated process. A scanning system reads and enters data from the transferring institution's transcript into the transfer evaluation system in WebSTAR. Course data are automatically articulated to pre-approved equivalencies. To date, 60 feeder schools are entered into the system. We continue to use the *Common Application* as well as the new *Apply Yourself* application. We are working toward an automated loading process for the Common Application into WebSTAR and hope to have that completed in the coming months.

Financial Aid Initiatives: The Office of Enrollment Services offered information sessions during the spring and fall, 2014, semesters to increase awareness of debt management, verification, student employment; and eligibility requirements for SAP, TOPS, and scholarships. A financial aid administrator presented financial aid, TOPS, and scholarship information in all of the UNIV classes. The SAP policy format has been improved to assist students in understanding the requirements, the appeal process, and how to regain their eligibility for federal aid. Several events are being offered for the spring, 2015, semester to promote financial aid awareness. The Office of Enrollment Services is continuing to offer financial aid workshops on SAP, FAFSA processing, work study, TOPS/scholarships, and veterans' benefits. In an effort to promote financial aid deadline dates, FAFSA labs are offered to assist students and parents in completing applications. Financial aid presentations will be conducted in all UNIV classes. Due to the loss of staff and severe budget constraints, the Office of Enrollment Services in spring, 2015, will outsource all financial aid student verifications to a private vendor which, it is expected will improve service to students.

Privateer Enrollment Center (PEC): The Privateer Enrollment Center opened July 2013. The Center offers knowledgeable staff to welcome students and to assist in all areas of enrollment services including *Admissions* (Graduate and Undergraduate), *Financial Aid*, *New Student Orientation*, *First Year Experience*, *First Year Advising*, and *Veterans Affairs*. The center is designed to expedite the enrollment process as well as facilitate a successful first year transition for all students. It is also the location of *Centralized Enrollment Services* each semester. Additional services during those times will include representatives from the Office of the Bursar, UNO Federal Credit Union, Campus Dining, Student Health Services, University Police for parking passes, and the University Computing Center's Help Desk. Students are connected to services by representatives that include (but are not limited to): an admissions counselor, a financial aid counselor, a financial aid validator, a reception services assistant, and an academic advisor and student success counselor for first year students. Due to severe budget cuts and loss of staff, additional offices are being considered to fold into the Privateer Enrollment Center to cross-train staff and, we hope, to backfill open position responsibilities.

Recruitment Initiatives.

Dual Enrollment: In the fall of 2014, dual enrollment included196 students, the highest enrollment in the last 12 years. A new dual enrollment slip sheet was created to promote the program; and a communication plan is being developed to direct guidance counselors, students, and parents through the dual-enrollment process. During this year, we became a part of the *Supplemental Course Academy* and we partnered with four local high schools offering courses on their campuses. Offerings included MATH 1115 at Cabrini, MATH 1125 at Benjamin Franklin, and PHIL 1000 at both Lusher and Newman High Schools.

Recruitment events: During fall, 2014, 4,488 prospects/leads were collected from students who showed an interest in UNO. There were 159 events including college fairs, high school visits, community college visits, and drop offs.

High School Principals Outreach: President Fos hosted a meeting in Fall Semester, 2013 (with plans for another in Spring 2014), with local and regional high school principals to encourage collaboration with UNO. This collaboration is part of ongoing process by the President.

Explore UNO: Explore UNO, now a recurring spring open house for prospective and admitted students, was held on February 25, 2015. University faculty, staff, student leaders and alumni greeted the students and guests. The open house included an academic and student service department browse, financial aid and scholarships sessions, student involvement and leadership, and next steps for admitted students. Students who attended can be classified as follows:

- 33.6 percent are now hot prospects (event attendance changes students from prospects to hot prospects).
- 12.6 percent are applicants.
- 4.2 percent are deferred applicants (missing some portion of the application, or waiting for higher test scores/final transcripts before decision).
- 49.8 percent are admits.

Of the students who did not attend, approximately 33 percent were from outside of the Greater New Orleans area and were in areas affected, at least in part, by adverse winter weather conditions.

Get to Know UNO: This is UNO's largest recruitment program and takes place during fall semester. This year over 400 students sent RSVP's. This year's program had over 500 participants, including guests, making it the largest Get to Know UNO since Fall 2007.

Academic Days: In the Fall of 2014, the Office of Enrollment Services coordinated programming with the Chemistry, English, and Film and Theatre departments on three separate programs. All three programs allowed prospective students to meet with faculty and staff, tour campus facilities, and receive admissions information. The Office of Enrollment Services plans to continue joint programming with various academic departments.

Community College Engagement: UNO recruitment counselors increased their engagement with community colleges. Weekly visits occurred with Delgado and Nunez community colleges. Monthly visits occurred with the following colleges: Baton Rouge, Mississippi Gulf Coast, Pearl River, River Parish, and Hinds. Yearly visits were scheduled with SOWELA, Bossier Parish, Louisiana Delta, South Louisiana, and Houston. Additionally, UNO recruitment counselors have regular communication with the following community colleges and institutions: NW MS, Fletcher, Faulkner, Bishop State, Pensacola, Shelton, Copiah-Lincoln, Jones County, and the Community College of the Air Force.

Orientation, First Year Experience, UNIV, First Year Advising.

In spring, 2013, new student orientation, first year experience, and university success were aligned to enhance retention. In summer 2013, First Year Advising was added. We have continued to see improved student satisfaction and increased yields from these efforts.

Orientation: Orientation yields for freshmen remained at 95 percent from fall, 2013, to fall, 2014. Transfer yields increased from 89 to 91 percent from fall, 2013, to fall 2014. Orientation/FYE/FYA held additional breakout programs for the following populations prior to the academic year: student athletes; first-generation students; and students in the lesbian, gay, bisexual, transgender, and queer communities (LGBTQ). This past year, the *Privateer Advising Days* event was created to bring new freshmen onto campus before orientation to be advised by the new First Year Advising team. The yield from our Privateer Advising Days was 93 percent.

***First Year Transition Initiatives*.** The Office of Enrollment Services and Student Involvement and Leadership collaborated on three transition events: *Privateer Camp* (for new freshmen); *Transfer Retreat for Leadership* (new transfers); and *Privateer Plunge*, a 6-week extended orientation/welcome program that tracks first-year students' engagement. For fall, 2014, Privateer Plunge student participation increased for the second year in a row. Students who attended Privateer Camp were retained at the 80 percent level for the fall, 2013, to fall, 2014, period. Students who attended Transfer Retreat for Leadership were retained at 78 percent and Privateer Plunge participants were retained at 78 percent over the same period. These three transition programs had higher retention rates than the FTFT (First-Time-Full-Time) retention rate and the transfer retention rate.

First Year Experience (FYE):

Student Success Center. In the fall of 2013, the Student Success Center relocated to the Privateer Enrollment Center. The Student Success Center serves as a hub for students to study, attend first year programs, meet with counselors and other Enrollment Services staff, as well as connect with other first year students. In the summer of 2013, two Student Success Counselors were hired for a total of five counselors (some have left since then). Four counselors were assigned *UNO-Cares* students (i.e., students facing academic or other challenges) based on an alphabetical system. The fifth counselor was assigned to "special projects." From fall, 2013, to fall, 2014, 1,761 UNO Cares cases were processed.

Programs. First Year Experience continues to advise *Alpha Lambda Delta* (400 members). All programs within First Year Experience saw an increase in attendance. Initiatives included: Pizza with a Professor; Common Read Book Clubs; First-Year Interest Groups; First-Generation Mentor Program; StrengthsQuest Events; Privateer Plunge Guidebook App (note: over 4000 students downloaded the app).

UNIV 1001: Two First Year Experience Student Success Counselors began coordinating UNIV 1001 in Spring 2013; and assessing the textbook, self-assessment measurements, syllabus, and faculty and peer mentor (undergraduate teaching assistants) selection processes. In summer, 2013, *Strengths Quest* self-assessment was introduced in UNIV, as was a common syllabus. As of 2014, UNIV retains only faculty members with a positive feedback rating by students of 60 percent or higher. All instructors must complete a UNIV instructor profile form and submit a resume. The peer mentor recruitment and selection process was extended to include individual and group interviews. Peer Mentors receive ongoing training throughout the summer and early fall. Although, mandatory science sections were discontinued, science students were still given the choice to enroll in a "science-only" section. Special topics sections were added for fall, 2014, and included: *New Orleans Culture*, *Leadership*, *Service*, *Honors*, and a *Student Support Services* section. For fall, 2015, a *Global Engagement* section will be added. The Department of English collaborated on a common read initiative and continues to do so. In order to assist with the new initiatives, UNIV hired a graduate assistant for the UNIV program.

First Year Advising (FYA): For summer, 2014, FYA had to operate with four advisors rather than the usual five. These staff members serve as academic advisors to first-year students (freshmen and transfers). Each advisor meets individually with first year students. From the orientation assessments, FYA received a 94 percent satisfaction rating from freshmen. Efforts were made to simplify the advising process to assist students better. An online advising form is already in use and is updated as needed. In addition, First Year Advising participated in several initiatives, including (but not limited to): *First Year Advising Faculty Staff Social*; *Privateer Plunge*; *Registration Expo*; *Study-a-Thon*; *Sophomore Ceremony*; and *Snacks on Wheels*. A new initiative for 2014 -2015 is *Drop-in Advising*. Drop-in Advising takes place in Pontchartrain Hall and is a late-night advising opportunity. Currently, 170 students have participated in the three Drop-in Advising programs. There is one more scheduled for late March of this year.

Housing Initiatives.

Student engagement and retention in on-campus housing has remained constant. Since July, 2013, the Office of Student Housing has reported directly to Student Affairs. The impacts have proven positive as the housing program has become more aligned with student development initiatives.

Programs: New Student Orientation hosted each of its "*O Fests*" (campus involvement fairs) throughout summer, 2014. The Office of Student Involvement and Leadership hosted its *Welcome-Back Barbecue*. Faculty and staff sponsored "*Into the Halls*" in the fall and spring, an initiative focused on connecting with students outside of the classroom, creating awareness of campus resources, and soliciting feedback from students. FYA hosts Drop-in Advising in Pontchartrain Hall each semester.

Student Staff Training: Student Affairs and Enrollment Services continued redesigning the training curriculum for resident assistants and desk attendants. Resident assistants received additional professional development on topics such as burn-out, safety, procrastination, and leadership from Counseling Services, Student Housing, and Student Involvement and Leadership. In spring, 2014, training workshops hosted by Counseling Services will be open to residents, as well. Resident assistants also attended "*Winter Staycation*" for the first time, a weekend-long training retreat for student leaders including Orientation Leaders, UNO

Ambassadors, Leadership Cabinet, Student Government executive members, and Student Activities Council executive members. Preparations for a RAD class on female self-defense course are underway.

Affinity Housing: Affinity housing was implemented in fall, 2013. In fall, 2014, incoming students had the option to select an "Affinity Wing" on their housing applications—i.e., to live on a floor in which the focus is on one of four topics: *New Orleans Culture*, *Involvement and Leadership*, *Transfer Students*, and *Honors Housing*. Staff liaisons from Honors, Enrollment Services, and Student Involvement and Leadership hosted a number of programs for Affinity Housing residents. Initial student response has been positive; students have self-reported higher personal developmental gains than peers in non-affinity housing, and higher satisfaction with their on-campus experiences.

Adult Student Liaison and Network.

Three new initiatives were implemented. The Adult Student slip sheet is used for recruitment purposes and for prospective students when visiting the Privateer Enrollment center. The Counselor-of-the-Day is an assigned counselor for adult student questions and concerns. Enrollment Services *Alpha Teams* were created to provide the student one contact person in different areas. The areas covered by the alpha teams are: *First Year/Transfer Admissions*, *Financial Aid*, *First Year Advising*, and *Student Success Counseling*.

College Algebra Class (Math 1115).

The Department of Mathematics has been continually exploring ways to enhance its freshman mathematics instruction via interactive-computer-based teaching. In fall, 2013, the department increased the teaching-computer lab size from 30 to 35 seats and hired a full-time mathematics instructor to offer additional sections. However, due to the large enrollment in fall, 2013, the department was able to teach only about two-thirds of the College Algebra (Math 1115) and Pre-calculus Algebra (Math 1125) sections via the enhanced teaching format. The remaining one-third of the sections with enrollments of 50 students or more, were selectively taught interactively by dividing the class into smaller groups. In spring, 2014, the Department added one more full-time instructor to reduce the class size, and all the sections of Math 1115 and Math 1125 are being taught via the interactive-computer-based teaching style. The department has also partially adopted the interactive-computer-based teaching style in Math 1031 and Math 1032 (A Survey of Mathematical Thought), the freshman class that primarily serves the Liberal Arts majors. In fall, 2014, several Math 1115 sections were taught with enrollment of over 50 students, and because of such large enrollments, these sections were not taught completely via the Interactive teaching format.

UNO Student Advocate.

During this reporting year the student advocate role has been merged with the Office of Student Accountability and Advocacy.

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

90.5 percent of freshmen that enrolled in UNIV fall, 2014, passed and are enrolled in spring, 2015. The retention rates based on performance in UNIV 1001 are displayed in the table below.

UNIV 1001: The retention improvements of first-time full-time freshmen (FTFT FR) who took UNIV are shown in the following table.

Period	Retention Rate: UNO FTFT Freshmen	Retention Rate: Took UNIV and Earned A,B, or C	Retention Rate: Took UNIV and 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%
Fall 2011 to Fall 2012	65%	76%	70%

Fall 2012 to Fall 2013	67%	76%	71%
Fall 2013 to Fall 2014	69%	77%	71%

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 student success by 20 percent and decreased the drop-rate by over 50 percent. UNO's fall, 2014, to spring, 2015, retention rate is 87.8 percent; UNO's fall, 2013, to fall, 2014, IPEDS cohort retention rate was 69 percent.

	Drop Rate (Dropped with W Grade)	Earned C or Better Grade	Retention Rate
Fall 2011:			(Returned Spring 2012)
Traditional 3-Lecture/Week	15.4%	54.6%	74.9%
Interactive format	8.7%	71.0%	86.5%
Fall 2012:			(Returned Spring 2013)
Traditional 3-Lecture/Week	11.7%	62.1%	76.5%
Interactive format	4.5%	72.1%	84.8%
Fall 2013:			(Returned Fall 2014)
Traditional 3-Lecture/Week or Partially Interactive Format	10.5%	57.6%	75.6%
Interactive Format	6.8%	75.6%	84.8%
Fall 2014:			(Returned Spring 2015)
Traditional 3-Lecture/Week or Partially Interactive Format	5.7%	61.0%	79.4%
Interactive Format	2.7%	74.6%	86.2%

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

Registrar Tracking:

Prerequisite and Repeat Checking. Prerequisite checking at Registration; Post Enrollment Prerequisite Checking at the end of each term; Repeats Checking at the end of each term; accurately tracking majors, second majors, minors, second minors, and concentrations, where appropriate, have been implemented. These efforts have yielded positive results with respect to advising, retention, and graduation rates.

Degree Auditing. In spring, 2014, the degree audit was completed and piloted at graduation for accuracy. In summer, 2014, the degree audit became the official university instrument to ensure completion of degree requirements. In fall, 2014, the degree audit was made available to all students to enable them to check their academic progress toward degree completion, to determine any outstanding coursework for which they might request a substitution or waiver of degree/academic requirements, to compare their individual academic history/coursework to determine its applicability toward an alternative Program of Study, and to register for courses. The degree audit has proven to be a valuable retention device as well as a centralized audit point for both students and administrators. All Undergraduate Programs of Study at New Orleans have been mapped to the degree audit.

Student Tracking:

Enrollment Services. First Year Experience Student Success Counselors continue to utilize the in-house *Early-Alert System* built within WebSTAR, the student, faculty, and administrative portal to the university information system. The Early-Alert System tracks, refers, and responds to students who need extra support to achieve academic success. Student Success Counselors have utilized tracking data to contact students who have not enrolled yet, who have poor midterm grades (one or more D's or F's), and who need to be informed of registration/tuition deadlines. UNO continues to experience an increase in Early-Alert cases as more faculty and administrators see the value of this effort. Between fall, 2012, and spring, 2013, there were 298 cases, and by fall, 2013, there were 401 cases. In fall, 2014, *UNO Cares* received 700 cases. First Year Experience counselors, First Year Advisors, and New Student Orientation staff continue to call students who are eligible but have not yet enrolled. In the summer of 2014, over 800 students were contacted. In fall, 2014, First Year Experience contacted first-time-full-time and part-time students who received a midterm grade of D or F. Students who leave UNO and are eligible to be enrolled the following semester are contacted by phone, email and sent an exit survey. For fall, 2014, and continuing in spring, 2015, 1,203 students were sent the exit survey to collect data as to why students did not re-enroll.

College Level Tracking: Colleges are offered data on students who have not enrolled for the following semester and utilize these lists to assist with retention by contacting students to recruit back to the university. In fall, 2014, the Dean of each college and college advisors contacted all currently enrolled students who had not yet enrolled for the following semester to encourage them to enroll.

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 table below. For Year 3, all "admissions by exception" had to be reviewed and approved by the Provost.

	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	Enter Spring 2012 Return Fall 2012	Enter Fall 2012 Return Spring 2013	Enter Spring 2013 Returned Fall 2013	Enter Fall 2013 Returned Spring 2014	Enter Spring 2014 Returned Fall 2014	Enter Fall 2014 Returned Spring 2015
Percentage of freshmen admitted on exception who returned for next semester	85%	74%	85%	83%	71%	62.5%	83.6%	72.7%	86.1%	85.7%	81.4%

Development/Use of External Feedback Reports During the Reporting Year: The Office of Enrollment Services hosts High School Counselor receptions. During the receptions, the high school counselors are asked to provide feedback on programs and events offered by UNO. In addition to feedback on existing programs, the Office of Enrollment Services requests advice on upcoming programs and events and/or ideas for events. The President's office hosts High School Principal events in which feedback is solicited for continued assessment and improvement for student success.

Data: Section 1

1.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.i 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**
Number in Fall Cohort	1,203	1,218	1,020	1,044	856	842	
Number Retained to 2nd Fall semester	825	772	681	673	575	582	
Rate	68.6%	63.4%	66.8%	64.5%	67.2%	69.1%	
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**	**YES**	**YES**	**Yes**	

Notes: 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. 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	1,020	1,044	856	
# Retained to 3rd Fall semester	540	597	611	560	501	457	
Rate	52.4%	49.4%	50.2%	54.9%	48.0%	53.4%	
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 07 to Fall 09					52.4%		
Actual Fall 08 to Fall 10					49.4%		
Actual Fall 09 to Fall 11					50.2%		
Average of Prior Three Years					50.67%		
Actual Fall 10 to Fall 12					54.9%		
Actual Fall 11 to Fall 13					48.0%		
Average of Most Recent Two Years					51.45%		
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	

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

1.a.iv. Same institution graduation rate from the most recently published IPEDS/GRS 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**
Number in Fall Cohort	1,685	1,961	1,782	215	951	1,030	
Number Graduated within 150% of Time	372	409	356	82	328	331	
Rate	22.1%	20.9%	20.0%	38.1%	34.5%	32.1%	
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							
Average of Prior Three Years							
Actual Fall 03 Cohort							
Actual Fall 04 Cohort							
Average of Most Recent Two Years							
Target Met?		**YES**	**YES**	**YES**	**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	7,067.00	6597.03	6097.1	
Expected Number of Awards*	1,878	1,904	1,842	1,767	1,649	1,524	
Number of Awards	1,357	1,347	1,435	1,405	1,390	1,430	
Ratio of Awards/ FTE	0.1806	0.1768	0.1948	0.1988	0.2107	0.235	
Award Productivity*	72%	71%	78%	80%	84%	94%	
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							
Average of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Average of Most Recent Two Years							
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	

*Notes: * 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**
Number of Freshmen Admitted (Summer)	33	27	28	84	19	21	
Number Admitted by Exception	2	2	0	2	3	0	
Rate	6.1%	7.4%	0.0%	2.4%	15.8%	0.0%	
Number of Freshmen Admitted (Fall)	1,259	1,066	1,104	883	857	868	
Number Admitted by Exception	74	86	108	73	36	43	
Rate	5.9%	8.1%	9.8%	8.3%	4.2%	5.0%	
Number of Freshmen Admitted (Winter)							
Number Admitted by Exception							
Rate							
Number of Freshmen Admitted (Spring)	108	138	90	65	62	61	
Number Admitted by Exception	12	16	7	10	7	4	
Rate	11.1%	11.6%	7.8%	15.4%	11.3%	6.6%	
Number of Freshmen Admitted (Total)	1,400	1,231	1,222	1032	938	950	
Number Admitted by	88	104	115	85	46	47	

Exception							
Rate	6.3%	8.4%	9.4%	8.2%	4.9%	4.9%	

1.b. Increase the percentage of program completers at all levels each year. (Targeted)

1.b.i. Percent change in program completers from prior academic year from baseline year, per baccalaureate award level, certificate and above (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**
Total, Undergraduate Completers	1,286	1,295	1,361	1,329	1,326	1,386	
Percentage Change		0.7%	5.8%	3.3%	3.1%	7.8%	
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							
Average of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Average of Most Recent Two Years							
Target Met?		**YES**	**YES**	**YES**	**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**
Number of Completers, Masters	561	598	699	708	705	592	
Percentage Change		6.6%	24.6%	26.2%	25.7%	5.5%	
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**
Number of Completers, Doctoral	45	60	44	63	55	57	
Percentage Change		33.3%	-2.2%	40%	22.2%	26.7%	
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	771	760	649	
Percentage Change		8.6%	22.6%	27.2%	25.4%	7.1%	
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							
Average of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Average of Most Recent Two Years							
Target Met?		**YES**	**YES**	**YES**	**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**
Number of Completers, TOTAL All Degrees	1,893 *	1,953	2,104	2,100	2,086	2,035	
Percentage Change from Baseline		3.2%	11.1%	10.9%	10.3%	7.6%	

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

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

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	23	21	19	
Fall	22	118	61	101	98	132	
Winter							
Spring	47	98	86	64	104	199	
TOTAL	78	227	172	188	223	350	

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	74	65	75	
Fall	87	394	207	316	340	454	
Winter							
Spring	190	323	297	217	352	636	
TOTAL	309	753	589	607	757	1,165	

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	71	54	72	
Fall	87	361	204	280	324	430	
Winter							
Spring	163	281	288	202	349	594	
TOTAL	278	678	571	553	727	1,096	

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

1.d.i.b. Passage rate on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**10-11**	**11-12**	**12-13**	**13-14**
Number of Students who Took Exams	105	143	127	
Number of Students who Met Standards for Passage	105	143	127	
Calculated Passage rate	100%	100%	100%	
Target	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)	98.0% (96.0% - 100.0%)
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Average of Prior Three Years				
Actual 09-10				
Actual 10-11				
Average of Most Recent Two Years				
Target Met?	**YES**	**YES**	**YES**	

2. ARTICULATION AND TRANSFER

Narrative (2 to 3 Pages)

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

Transfer students.

Transfer students:
The Office of Enrollment Services had four admissions counselors dedicated to assisting transfer students. During this reporting year, *Transfer Retreat for Leadership* was held in fall, 2014, and attendance increased from the previous fall. The *Transfer Mentor Program* serves approximately 30 students each semester and is in its third year. Specially planned "Meet-up" events have expanded to three per semester. The *Transfer Student Organization* was created to assist new transfer students with social integration by hosting events for current and incoming students. There are approximately 25-30 active members in the organization. In spring, 2013, UNO chartered a chapter of *Tau Sigma*, a national honor society for transfer students, with an initial class of approximately 30 students. Tau Sigma induction is set for spring, 2015, for the new members. UNO's undergraduate population is about 45 percent transfer students. Transfer-orientation yields and transfer-student retention numbers continue to grow each fall semester.

Collaboration with Delgado (DCC) and Southern University of New Orleans (SUNO):
UNO is exploring several collaborative initiatives with DCC and SUNO, and has signed several agreements. Interdisciplinary Studies now has agreements with Delgado in Allied Health and American Sign Language. An articulation agreement with Business continues. The College of Engineering currently has a 2+3 program in Physics and Engineering with SUNO and Xavier, and is discussing a similar possibility with Southeastern Louisiana University. More recently, Engineering entered into a conversation with a Nicaraguan university regarding a 2+2 program. Several attempts were made to revive the UNO-SUNO initiative in a forensics science program and talks are being pursued. UNO and SUNO faculty and administrators have met several times to develop a cooperative program for a master's program in Criminal Justice. Subsequent to those discussions, SUNO filed a letter of intent with the Board of Regents for a doctoral program in Criminal Justice. Additionally, discussions are underway for a cooperative program with SUNO's graduate program in Social Work. In spring, 2013, approximately 20 students from Ben Franklin High School enrolled in a digital media course in the Fine Arts program at UNO. The program was temporarily discontinued in spring of 2014, but plans to resume operation of the program with an anticipated enrollment of 15 students per semester are going forward. A cooperative program is being developed between SUNO's master's program in Museum Studies and UNO's Arts Administration program.

College Connection:
The College Connection Program has taken on a different mission with the inception of the Privateer Bound Program. College Connection has become the vehicle for students who do not meet the selection criteria for the Privateer Bound Program. Students are referred to either Delgado Community College or Nunez Community College to take the required developmental courses before transitioning back to UNO to complete their four-year degree. Staff at all three institutions collaborate on assisting students who are candidates for the College Connection Program by sharing information about individual students, and providing contact persons at the two-year and four-year campuses.

Privateer Bound:
Improving on the connection already established through *Delgado@UNO* and other collaborative initiatives, the 2014-2015 academic year marks the second year of the University of New Orleans and Delgado Community College Privateer Bound Program. The Privateer Bound Program is designed for students who do not meet the University of New Orleans freshmen admission requirements, but plan to transfer to UNO after meeting the transfer admission requirements. Program participants enroll at DCC, but have the opportunity to complete Delgado coursework on the University of New Orleans' campus with support from UNO. Student

support initiatives include one-on-one meetings, mid-term grade checks, campus programing opportunities, study hours, tutoring, frequent reminders and hands-on guidance as they work to maintain a high transfer GPA and complete the required amount of coursework in one academic year. Staff members on both campuses have been called on to be part of a *steering committee* and a *general committee*. Regular meetings allow the committees to develop the program further for future cohorts.

Remedial Courses.

As of fall, 2012, UNO no longer admits students requiring remedial courses. Applicants who do not meet the minimum admissions standards are referred to the Privateer Bound or College Connection Programs.

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

The number of transfer students enrolled and the number of transfer students with associate degrees decreased from the previous academic year. However, the level and rate of transfer students with an associate degree have remained stable.

	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14
Number of Transfer Students Enrolled	1,867	1,724	1,950	1,803	1,708
Number of Transfer Students with Associate Degrees (Includes Non-degree Seeking)	71	83	94	87	91
Rate	3.8%	4.8%	4.8%	4.8%	5.3%

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

As mentioned in the Student Success section, many initiatives were begun and/or completed that relate to all students, including those who transfer. These initiatives include: prerequisite checking at registration; post-enrollment prerequisite checking at the end of each term; repeats checking at the end of each term; and accurately tracking majors, second majors, minors, second minors, and concentrations. In addition, the degree audit was completed in time to be tested for accuracy at the spring, 2014, graduation. In the fall of 2014, the degree audit was made available to all students to enable them: 1) to check their academic progress toward degree completion, 2) to determine any outstanding coursework for which they might request a substitution or waiver of academic requirements, 3) to compare their individual academic history or coursework to ascertain its applicability toward an alternative program of study, and 4) to register for courses. UNO email addresses have been created for DCC students enrolled in courses at UNO. A UNO email address is the main mode of communication with students, thus participating DCC students receive all emails that go to UNO students. Specialized DCC/UNO webpages have been prepared. UNO hosts on-campus advising workshops for DCC Privateer Bound students. UNO and DCC identified specific courses at DCC that satisfy general education requirements according to each UNO major. UNO First Year Advisors are trained on the DCC curriculum and the transferability of DCC coursework. To assist students and counselors, UNO and DCC post Louisiana Transfer curriculum guides on the UNO admissions website http://www.uno.edu/admissions/apply/transfer/delgado_nunez_templates.aspx. Additionally, discussions are underway between UNO and DCC to establish collaborative strategies for identifying and recruiting adult learners with some post-secondary education into credit and non-credit programs.

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

UNO's admissions counselors participate in regular meetings with the Delgado staff regarding the Privateer Bound Program. A steering committee with representatives from multiple offices on both campuses meet regularly to discuss changes to the program, solve problems and discuss student needs.

Data: Section 2

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

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Number Enrolled in the Academic Year	1,225	994	1029	
Number Retained to the Next Fall Semester	782	680	712	
Rate	63.8%	68.4%	69.2%	
Target	61.4% (59.4% - 63.4%)	61.6% (59.6% - 63.6%)	61.8% (59.8% - 63.8%)	62.0% (60.0% - 64.0%)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Average of Prior Three Years				
Actual 10-11				
Actual 11-12				
Average of Most Recent Two Yrs				
Met?	**YES**	**YES**	**YES**	

Notes: Numbers are for transfer students who are baccalaureate-degree seeking only.

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**
Number of Baccalaureate Completers	1,286	1,295	1,361	1,329	1,326	1,386	
Number Who Began as Transfers	720	842	833	823	781	795	
Percentage Who Began as Transfers	56.0%	65.0%	61.2%	61.9%	58.9%	57.3%	

Source: http://as400.regents.state.la.us/pdfs/TTD/2012_2013/ttdrptbor20.pdf

2.a.iii. Percent of transfer students admitted by exception (Descriptive) *[Reporting Year = Summer, Fall, Winter, Spring]*

	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 Transfers Admitted (Summer)	538	594	542	590	522	591	
Number Admitted by Exception	11	8	7	9	9	12	
Rate	2.0%	1.3%	1.3%	1.5%	1.7%	2.0%	
Number of Transfers Admitted (Fall)	837	860	901	780	828	966	
Number Admitted by Exception	64	101	77	71	40	104	
Rate	7.6%	11.7%	8.5%	9.1%	4.8%	10.8%	
Number of Transfers Admitted (Winter)							
Number Admitted by Exception							
Rate							
Number of Transfers Admitted (Spring)	492	544	502	431	358	436	
Number Admitted by Exception	53	57	43	53	30	54	
Rate	10.8%	10.5%	8.6%	12.3%	8.4%	12.4%	
Number of Transfers Admitted (TOTAL)	1,867	1,998	1,945	1,801	1,708	1,993	
Number Admitted by	128	166	127	133	79	170	

Exception							
Rate	6.9%	8.3%	6.5%	7.4%	4.6%	8.5%	

2.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**
Number of Transfers	**74**	**71**	**81**	**92**	**85**	**63**	
Number Retained to Next Fall Semester	**47**	**45**	**45**	**56**	**60**	**40**	
Rate	**63.5%**	**63.4%**	**55.6%**	**60.9%**	**70.6%**	**63.5%**	

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**
Number of Baccalaureate Completers	1,286	1,295	1,361	1,329	1,326	1386	
Number Who Began as Transfers with Associate Degree	10	26	33	32	37	50	
Percentage Who Began as Transfers with Associate Degree	0.8%	2.0%	2.4%	2.4%	2.8%	3.6%	

2.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**
Number of Students Referred	133	86	200	129	613	491	

2.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 a transfer degree *[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**
Number of Transfer Degree Students Enrolled	0	0	0	0	0	2	
Number of Retained to Next Fall Semester	0	0	0	0	0	2	
Rate	0	0	0	0	0	100%	

2.d.iv. Number of baccalaureate completers that began as transfer students with a transfer associate degree. (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**
Number of Completers Who Began as Transfer Degree Students	0	0	0	0	0	0	

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative 2 to 4 Pages)

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.

Program reviews were conducted for all programs with recommendations for curriculum revisions to academic departments to enhance program quality and alignment with regional and state workforce needs.

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.

Advanced Manufacturing and NCAM:
UNO and LSU are partnering, through the *National Center for Advanced Manufacturing* (NCAM) located at the NASA-Michoud facility, with NASA and their site operator, Jacobs Engineering, and LED to maintain jobs at the NASA facility and bring in new tenants. The specialized NCAM equipment available for use has supported and can support at least some of the 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 and Manufacturing key industry sector) and to provide undergraduate internships in advanced manufacturing, and K-12 outreach to develop the workforce. As part of the NCAM collaboration, UNO is a primary partner with LSU, Tulane, and the Louisiana Center for Manufacturing Sciences on a proposal to create a *Lightweight and Modern Metals Manufacturing Institute* in Louisiana. The proposal has been submitted under the National Network for Manufacturing Innovation (NNMI) initiative.

Next Generation Digital Media and Enterprise Software Development:
UNO is working with numerous information technology companies in the Research and Technology Park and in the Greater New Orleans area on projects with SPAWAR, NASA and other government agencies, in addition to private corporations. This past year, GE Capital announced the *Software Engineering Apprenticeship Program* (SWEAP) in partnership with UNO's Department of Computer Science. The program began in January 2014 with its first class of 10 participating students. GE Capital plans to grow the program to 40 students in the first 3-4 years of SWEAP. Through SWEAP, UNO students gain valuable industry experience and training, and GE Capital gains access to young programmers trained in methods aligned with their needs, and the region gains additional capacity via UNO's growth in computer science graduates. LED is providing funding for the SWEAP program and the effort to increase the pipeline of computer science graduates.

Career Cluster of Arts and A/V Technology:
In recent years the UNO *Film and Theatre Arts Department* has upgraded its digital cinema infrastructure and is now capable of shooting, editing, and exhibiting cinematic works in 4K resolution. The department uses these resources along with the 4K dailies, editing, and color grading systems to teach students the types of professional workflows used in the film industry. In addition, the department continued a partnership with three software companies to provide product and financial support for the film program and students. A documentary class provides content for the Times Picayune website, *NOLAVie*, which highlights local lifestyles and events in New Orleans. Annual training classes are also held for students with IATSE, the film and television trade union. Theatre UNO partnered with The NOLA Project for the production of the original play, *A Truckload of Ink*. This production was featured in *American Theatre* magazine, touting development of original work in the southern part of the state. This continues the partnership of various theatre companies developed in the city, exposing UNO students to professional artists and literature. UNO also continued a successful relationship with the *Tennessee Williams New Orleans Literary Festival*. In addition, the Department of Fine Arts is currently developing their curriculum to take advantage of media driven areas within the surrounding area. A visual

communications program aligned with print, web and interactive design is in the development stage. The Department will start to partner with local commercial printing companies and design agencies to provide real world experience for students and generate financial support from the companies.

Petroleum Engineering:
Strong interactions between the Department of Mechanical Engineering at UNO and professional societies in the oil and gas industry—the *American Association for Drilling Engineers* (AADE) and the *Society for Petroleum Engineers* (SPE)—have resulted in expanded curricular offerings and other benefits to students including guest speakers, tours of oil rigs, and practice interviews. For the past several semesters, these organizations have assisted in designing elective courses, financing adjunct instructors, and identifying candidates to teach the courses.

Using the most recent available data provided by the UL System, the percentage of completers who found employment within six months of degree completion are as follows: 67.0 percent for baccalaureates; 56.7 percent for masters; and 47.6 percent for doctoral completers. The overall percentage is 63 percent.

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

The University of New Orleans' distance learning offerings are comprised of both fully online courses, including televised courses, and hybrid courses that in every instance exceed 50 percent online delivery, including compressed video courses. For AY 12-13, UNO offered 424 distance-learning sections that enrolled 10,152 (duplicated) distance-learning students. As of March 7, 2014, UNO offered 438 distance-learning sections that enrolled 10,087 (duplicated) distance-learning students. These numbers show a steady increase in the university's online offerings during a campus-wide period of restructuring in the face of changing student demographics, ongoing budget concerns, and more efficient class-sizing practices.

- AY 11-12: 397 distance-learning sections, 9,767 duplicated students
- AY 12-13: 424 distance-learning sections, 10,152 duplicated students
- AY 13-14: 438 distance-learning sections, 10,087 duplicated students

As of 2014, the University of New Orleans had launched one complete (100 percent online) undergraduate program in Philosophy (B.A.) and one complete graduate program in Romance Languages (M.A.). In the spring of 2015, the undergraduate program in Interdisciplinary Studies and the graduate program in Hospitality and Tourism Management (M.S.) began their fully online programs, and more than a dozen other programs were at varying levels of preparation. In 2012, the University submitted to SACS/COC its proposed online Bachelor of Interdisciplinary Studies as the representative program for SACS/COC review. SACS/COC approved the proposal, which permitted the University to submit multiple additional programs under the cover of the B.I.S. approval.

Expenditures for distance-learning software technologies for 2013-2014 are as follows:

- Moodle (learning-management software): $142,975
- Adobe Connect: (personal video conferencing for synchronous audio/video classrooms) $6,854
- Turnitin (plagiarism detection): $29,000
- Second Life (3-D Internet virtual-world software): $6,195

Total expenditures for 2013-2014 were $185,024. Regarding costs, however, it is important to note that the learning management software for the entire university is Moodle, which is hosted through Moodlerooms, Inc., and is used for purposes that extend well beyond distance learning.

Data: Section 3

3.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**
Number of Eliminated Programs	9	4*	21*	1**	0	0	

** 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.*
***Conservation Biology PHD was cancelled by the Board of Regents 8/2012. Source: http://as400.regents.state.la.us/pdfs/crin/crncvt00.pdf downloaded 3/17/14.*

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**
Number of Programs Modified or Added	0	0	0	3	1*	3**	

Notes: Integrative Biology PHD (269999-40-01) was added by the Board of Regents 8/2012. Organizational Leadership BA (520213-20-01) was added by the Board of Regents 9/2012. Source: http://as400.regents.state.la.us/pdfs/crin/crncvt00.pdf downloaded 3/17/14. Changes to and within the Department of Film, Theatre and Communication Arts by the Board of Regents 8/22/12. "The Board of Regents granted approval of the following as requested by UNO: 1) change the name of the Department of Film, Theatre and Communication Arts to the Department of Film and Theatre; 2) change the BA - Film, Theatre and Communication Arts to a BA - Film and Theatre Arts; and 3) change option level 203 from Communication Arts to Writing for Production." Source: http://198.176.252.120/Tracking/Records/1345748765. Redesignation: "The Board of Regents granted approval to the University of New Orleans to change the PhD in Conservation Biology (CIP Code 26.1307) to a PhD in Integrative Biology (CIP Code 26.9999), effective immediately." Source: http://198.176.252.120/Tracking/Records/1345745882.
** GE Capital and the Department of Computer Science Software Engineering Apprenticeship Program required modification of the undergraduate computer science curriculum.*
***AY 14-15 Coastal Engineering, Coastal Sciences, Health Care Management certificates and degrees.*

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**
Number of Programs, All Degree Levels			80	81	90	95	
Number of Programs Aligned with Needs			80	81	90	95	
Percentage of Programs Aligned			100%	100%	100%	100%	

Source: http://as400.regents.state.la.us/pdfs/crin/crinlvct1.pdf downloaded 02/27/2015.

3.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**
Number of Course Sections That are 50-99 Percent Distance Delivered	0	0	0	36	39	43	
Number of Course Sections that are 100 Percent Distance Delivered	492	399	404	361	385	233	

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**
Number of Students Enrolled in Courses that Are 50-99 Percent Distance Delivered	0	0	0	569	597	628	
Number of Students Enrolled in Courses that Are 100 Percent Distance Delivered	11,634	10,275	10,403	9,198	9,555	6974	

3.b.iii. Number of programs offered through 100% distance education by award level (Tracked Years 3 &4; Targeted Years 5 and 6)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Associate	0	0		
Baccalaureate	2	2	2	
Post-Baccalaureate	0	0		
Grad Certificate	0	0	2	
Masters	1	1	1	
PMC	0	0		
Specialist	0	0		
Doctoral	0	0		
Professional	0	0		
TOTAL	3	3	5	
Target (Total Programs)	0 (0-1)	1 (0-2)	2 (1-3)	3 (2-4)
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Average of Prior Three Years				
Actual 10-11				
Actual 11-12				
Average of Most Recent Two Years				
Met?	**YES**	**YES**	**YES**	

3.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 13-14 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.

The University of New Orleans (UNO) is a member of the Master Plan Research Advisory Committee (MPRAC) and aligns research priorities in accordance with those research priorities, with Louisiana's Blue Ocean initiative, and with Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana). The National Science Foundation (NSF) expenditure survey was used to identify economic development sectors and isolate the proper data for the number of Principal Investigators, number of sponsored projects and the total research expenditures. UNO collaborates with several key agencies such as Louisiana Economic Development, Regional Planning Commission, Greater New Orleans, Inc., Louisiana Technology Council and the Water Institute of the Gulf.

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.

Advanced Manufacturing and NCAM:
The *National Center for Advanced Manufacturing* (NCAM) is located at the NASA-Michoud facility, with NASA and their site operator, Jacobs Engineering and LED, to maintain jobs at the NASA facility and to bring in new tenants. UNO and LSU are partnered with NCAM, and UNO's mission is to promote education in advanced manufacturing and other NASA priorities. As part of the NCAM collaboration, UNO coordinated a multi-institutional visit to Washington, D.C. to attend the Naval Future Force Science and Technology EXPO. Representatives from UNO, NCAM, LSU, ULL and LA Tech attended the event to identify and gain support for near-term Research, Education and Outreach opportunities. The specialized NCAM equipment available for use has supported advanced manufacturing needs for a variety of companies. UNO offered a friction stir welding class in the fall, with a demonstration of friction stir welding for NCAM tenants at the end of the semester. The friction stir welding class was so well received that it is being offered again this semester and is open to non-UNO students.

Composite and Material Structure: AMRI, the *Advanced Materials Research Institute*, is a Louisiana Board of Regents approved research institute. The institute is a multidisciplinary group of scientists from the Chemistry and Physics departments that provides training, research and technology transfer in advanced materials and nanoscience. AMRI has successfully fostered and maintained close relationships with partners in industry, federal agencies, and fellow academic institutions to create multidisciplinary teams together to solve problems and support the regions' economic growth. Working with corporate laboratories provides a synergistic pathway which promotes technology transfer and private sector involvement in the AMRI operations. They have several internships with local companies that enable students to earn real-world experience, and help to create a future workforce for companies. AMRI, Chemistry and Physics collaborate to run the only outreach program in the state that recruits high school students and teachers to work on cutting edge research problems in state of the art labs. More than half of the participants are women and approximately half of the participants are part of minority groups.

Clean Technology/Energy:
The *Power and Energy Research Laboratory* (PERL) is a state-of-the-art computer facility which enables engineers to model electric grid disruptions on service provisions. Graduate students are able to utilize the training laboratory to become skilled in the technologies and challenges involving smart grids, cybersecurity, and alternative energy sources. PERL works closely with Entergy and has multiple contracts with the company. PERL works on application of computational intelligence to power systems, on electric system energy efficiency, on power systems and on systems science.

The *Energy Conversion and Conservation Center* (ECCC) is a member of the *Clean Power and Energy Research Consortium* (CPERC) with six other Louisiana universities. ECCC conducts research in energy conversion and works with the power industry on energy conservation and demand side management. They focus on clean energy and power research with projects on the reliability of gas turbine systems, coal gasification technology, and carbon dioxide sequestration downstream of coal gasification processes. Located in the UNO Research and Technology Park are ECCC's three labs: 1) Aerothermal Laboratory, 2) Energy Conversion Laboratory, and 3) Energy Conservation Laboratory.

Life Sciences:
UNO maintains involvement with the New Orleans *BioInnovation Center* (NOBIC) initiative. Businesses that were incubated at NOBIC have begun to mature and seek physical space elsewhere; some have turned to the UNO Research and Technology Park to rent space, thus keeping these growing businesses in the region.

Earth and Environmental Sciences:
UNO's Department of Earth and Environmental Sciences (EES) produces both students and research associated with several key industry areas for Louisiana: petrochemical industry, energy/environmental industry, and coastal restoration/preservation. Many undergraduate students who train under UNO's Geosciences Concentration enter the petrochemical industry upon graduation. Likewise, many undergraduate students who graduate from the Environmental and Coastal Science Concentration work for government agencies whose focus is energy and environmental management. Partnerships with local, national, and international businesses, schools, universities, and government agencies are key points of focus of EES efforts to provide quality education and employment opportunities for students, and to expand partnerships supporting SMET (Science, Mathematics, and Engineering Technology) for the diverse population of the region. Expansion in the earth and environmental science programs at many institutions, coupled with a national shortage of earth scientists, suggest that demand for EES graduates is increasing. Furthermore, there is the anticipation of increased student interest because of the many environmentally sensitive issues currently facing the central Gulf of Mexico and the role that the Gulf Basin plays in national hydrocarbon resources. A *Graduate Certificate in Coastal Sciences* and a *Graduate Certificate in Coastal Engineering* are now available. These new graduate certificate programs are offered both in the classroom and online.

Next Generation Digital Media and Enterprise Software Development:
UNO is working with numerous information technology companies in the Research and Technology Park and in the Greater New Orleans area on projects with government agencies in the development of cutting edge technologies in cloud integration and verification as well as working with academic units such as computer science, electrical engineering, and film. These technologies will also be used to examine cloud computing environment vulnerabilities to cyber-attack, and will involve collaborative research between SRC and UNO Computer Sciences' faculty and students. UNO is a founding member of the *Gulf Coast Government Contractors Association* (GCGCA) which has brought together over 50 information technology companies in the Gulf region with UNO as an academic partner to help secure joint government contracts.

Finally, UNO worked closely with Senator Vitter, GNO Inc. and LED in the launch of the *Software Engineering Apprenticeship Program* (SWEAP) with GE Capital in partnership with UNO's Department of Computer Science. In January 2014, the SWEAP program successfully launched with 13 students. In January 2015, GE Capital added 11 more students. Within the first year SWEAP has more than doubled its original size to total of 28 apprentices. It is set to double in size again by opening another 20-25 positions, effective summer 2015. More incredibly, there has been a 100 percent conversion of participating part-time apprentices into fulltime employees. Computer Science has already started to pilot an additional internship program through Performance Software, a company that relocated to New Orleans less than a year ago. Performance Software specializes in embedded software for avionics. The company currently has 5 part-time interns and 2 full-time students in their program.

Digital Media, Film and Theater:
In recent years the Department of Film and Theatre has upgraded its digital cinema infrastructure and is now capable of shooting, editing, and exhibiting cinematic works in 4K resolution. The Department uses these resources along with the 4K dailies, editing, and color grading systems to teach students the types of professional workflows used in the film industry. Students learn on-set digital workflows used by cinematographers, camera operators and camera crew members, sound mixers, digital image technicians, and data wranglers. In addition, students learn to prep and handle data in post-production when creating digital dailies, or working as assistant editors or editors, as well as color grade and finish films producing 4K DCP files.

UNO's Department of Film and Theatre continued a partnership with three software companies to provide product and financial support for the film program and students. *Entertainment Partners* is the largest payroll company for the film and television industry in producing the most widely used budgeting and scheduling software for the industry. *Final Draft* is the most popular screenwriting software for film and television. *Avid* is the most widely use editing software. The Department also works closely with the Times-Picayune website, NOLAVie, which highlights local lifestyles and events in New Orleans. Moreover, the Department also created annual training classes for students with *IATSE*, the film and television trade union. There is also interest in grant development for MFA Thesis Student Production/Editing Suites at UNO's NIMS Center.

Water Management, and Coastal Restoration and Protection:
UNO continues to conduct research in coastal restoration and protection in Louisiana and as a partner with the *Water Institute of the Gulf* (TWIG). The Vice President for Research and Economic Development and the Director of the *Pontchartrain Institute for Environmental Science* (PIES) serve on the Academic Liaison Group for TWIG, along with senior research officials from University of Louisiana-Lafayette, LSU, Tulane, Nicholls State, LUMCON, and Louisiana Sea Grant. The Vice President for Research and Economic Development is also a founding board member of the newly awarded CPRA Center of Excellence, administratively housed within TWIG, which will administer research and restoration project funds within Louisiana resulting from the BP oil spill settlements. UNO is also a member of the *Gulf of Mexico University Research Collaborative* (GOMURC).

The *Coastal Research Lab* and the *Coastal Hydrodynamics and Morphology Lab* have secured new grants and continued previous activities with the State of Louisiana Coastal Master Plan. Through collaborations with the Water Institute of the Gulf, UNO faculty have served on the *Barrier Island Modeling Development Team*, a critical step toward developing science based tools for the Coastal Master Plan 2017. Working with TWIG, PIES faculty are engaging either as teams or individually with research centered around Louisiana, and the advancement of the Louisiana Coastal Master Plan. Other new collaborations for PIES include the *Virginia Institute of Marine Sciences (VIMS)*, the *Plum Island Long Term Ecological Research* (PI-LTER) network, and the *Coastal Studies Institute* at Louisiana State University, as well as faulty from the University of Texas at Austin and Colorado State University who are members of the Delta Collaboratory. These new collaborations include research that is focused on understanding delta progradation, barrier island evolution, and back-barrier marsh dynamics.

The *Center for Hazards Assessment, Response and Technology* (CHART) collaborates with Louisiana coastal communities (including New Orleans) to mitigate and promote recovery from natural, technological and environmental hazards. CHART partners with other coastal protection and restoration entities (including PIES and CPRA) as well as parishes and cities to develop and implement tools for mapping and managing coastal restoration efforts. The *Community Rating System* (CRS) is a voluntary program available to National Flood Insurance Program participating communities. UNO-CHART facilitates two separate CRS User's Groups in Louisiana; one around the Lake Pontchartrain area, and one in the Baton Rouge area. These two groups are comprised of only 16 of the 42 CRS participating communities in of Louisiana, but make up almost half of the total CRS discounts in the State, which reduced premiums for Louisiana residents by $37 million in 2013 alone. CHART is very involved with community outreach projects that bring the science to citizens and benefit them (risk literacy curriculum, disaster toolkit, community elevation project, etc.).

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.

(Please note that many of the relevant collaborations are mentioned in the section above in reference to targeted areas for economic development.)

Arts, Film, and Design:
NIMS Film Studio: UNO's NIMS Film Studio further expanded operations this past year. Several television and movie production operations are ongoing and many more are planned.

The Department of Fine Arts is currently developing its curriculum to take advantage of media driven opportunities within the surrounding area. A visual communications program that aligns with print, web, and interactive design is in the development stage. The Department will start to partner with local commercial printing companies and design agencies to provide real world experience for students and generate financial support from the companies for the Department's facilities and programs. The Department is also working on community outreach programs, for example, the "*Kid's Camera*" project (which has been active in New Orleans and Haiti for seven years), and partners with local schools to provide resources and training to disadvantaged students to help them explore ways to engage the world of media.

Business Development/Information Technology:

Training, Resource, and Assistive-Technology Center (TRAC). TRAC personnel provide training in computers and assistive technology to individuals with visual, learning, and physical disabilities. Training can either be provided in a classroom or an individualized format. TRAC has a computer lab onsite to allow for assistive technology training. On-location training and job modifications assessments are also available as needed by the customer.

DHH and Medicaid. UNO has two active contracts with the Louisiana Department of Health and Hospitals, one to provide technical assistance training, and other support to the office of the Director of Medicaid (approximately $3.8 million per year, with 54 FTEs and 1 GA and 20 to 30 student workers), and a second contract for information technology operations (approximately $4.5 million per year 51 FTEs and 1 GA and 8 to 10 student workers).

Information Technology. UNO has been engaged in a vigorous effort with the *Louisiana Economic Development* (LED) to develop a plan to meet the hiring needs of local information technology companies and those planning to relocate to the State of Louisiana. The UNO-LED plan also calls for an intensification of the collaboration between UNO's Computer Science Department and local information technology industry through: 1) the creation of an industrial advisory board consisting of leaders in information technology from industry and government sectors; 2) hosting a seminar series; 3) creating certification opportunities for Java, network and database learning; 4) increasing experiential learning opportunities for students through internships, apprenticeships and co-ops; and 5) assisting with a pipeline of students for job interviews with local information technology companies. The UNO-LED partnership currently being finalized includes a budget that funds the majority of the initiatives outlined above over a ten-year period. It should be noted that work on some of the activities outlined above has already begun despite the lack of broad-based funding. Work completed to date includes the establishment of Software Engineer Apprenticeship Program (SWEAP) with GE Capital, the first-ever Louisiana hack-a-thon (in collaboration with the LTC and Codemkrs), and on-site presentations and coordinated interview processes with a variety of information technology companies, including Federated Sample, Archon Information Systems, Aptify, Radolo, iSeatz, ChapterSpot, IBM, GE Capital, ReadSoft, Google, Ameritas Technologies, and TEKSystems.

Environment/Coastal Restoration:

The Water Institute of the Gulf (TWIG): UNO is conducting key research in coastal restoration and protection to provide a safer environment for Louisiana and continues working closely with TWIG. Faculty within the Department of Civil and Environmental Engineering have secured a research partnership with the Port of New Orleans focusing on energy usage and waste generation in the promotion of sustainability and green business practices at the port. The Department of Civil and Environmental Engineering has also worked with Jefferson parish to develop an educational video on the importance of clean water and sewerage regarding public health. The video was completed with assistance from the American Council of Engineering Companies of Louisiana, Louisiana Associated General Contractors, Jefferson Parish Chamber of Commerce, and Greater New Orleans, Inc. Faculty in the Department of Civil and Environmental Engineering are also working with Fenstermaker (headquarters in Lafayette) engineers on the Mississippi River modeling study and the State Master Plan.

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.

There were six SBIR 1 awards open in FY 13-14. *Dr. Weilie Zhou*, Advanced Materials Research Institute, is developing sensors with Surface Technologies Treatment (Bethesda, Maryland) to be used in combating weapons of mass destruction. The project is being done for the Threat Reduction Agency. *Dr. Elizabeth Shirtcliff*, in the Department of Psychology, was a sub-awardee on a National Institutes of Health with Oasis Diagnostics Corporation. *Dr. Emanual Coelho*, in the Department of Physics, worked with Oasis Diagnostics on a grant with the Office of Naval Research. *Dr. Kevin Stokes*, in the Department of Physics, received a sub-award from the Air Force Research Laboratory with Nanohmics, Inc. *Dr. Xiao-Rong Li*, the Department of Electrical Engineering, received an award from Object Video, Inc. that was funded by the Air Force and an award from Propagation Research Assoc. Inc. that was funded by the Army.

UNO had three SBIR II awards open in FY 13-14. *Dr, Weilie Zhou's* agreement with Surface Treatment technologies became a SBIR II. Dr. Xiao-Rong Li received a Phase II from Object Video Inc. that was sponsored by the Air Force. *Dr. Elizabeth Shirtcliff* received an award from Oasis Diagnostics Corporation that was sponsored by the National Institutes of Health.

Dr. Huimin Chen had two STTR Phase I awards in FY 13-14. The first project was with Intelligent Automation, Inc. to design realistic self-defense scenarios for protecting resident space objects and was funded by the Air Force Research Laboratory. Partnering with Intelligent Fusion Technology, Inc. for the second STTR project, Dr. Chen worked on a project funded by the Department of the Air Force. The second project involved designing space threat detection, collision avoidance and prediction and machine learning algorithm for game application.

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 federal research and development expenditures reported by each University of Louisiana System research university for fiscal year 2013 are: Louisiana Tech $9.982 million; University of Louisiana-Lafayette $13.111 million; and UNO $15.779 million. Research productivity is defined as the federal research and development expenditures per full-time faculty FTE. The faculty FTE data are available from each campus' annual GRAD Act Report. Using the data for fiscal year 2013, research productivity per FTE is as follows: Louisiana Tech $34,185; University of Louisiana-Lafayette $31,390; and UNO $45,212.

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

	Year 3	Year 4*	Year 5**	Year 6
Term of Data	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Total Number of Research/Instructional Faculty (FTE)	383	349	339	
Total Number of Research/Instructional Faculty (FTE) Holding Active Research and Development Grants/Contracts	90	89	73	
Percentage of faculty Holding Active Research and Development Grants/Contracts	23.5%	25.5%	21.5%	
TARGET	18.2% (16.2%-20.2%)	18.3% (16.3%-20.3%)	18.4% (16.4%-20.4%)	18.5% (16.5%-20.5%)
Actual Year 11-12	28.0			
Actual Year 12-13	23.5			
Actual Year 13-14	25.5			
Average of Prior Three		25.7		

Years				
Actual 12-13	23.5			
Actual 13-14	25.5			
Average of Most Recent Two Years		24.5		
Met?	**YES**	**YES**	**YES**	

** Year 4 (AY 13-14) data have been updated from what were reported last year since only half of the year was included.*
*** Year 5 (AY 14-15) data are preliminary through December 18, 2014 – AY 14-15 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	383	349	339	
Total Number of Research/Instructional Faculty (FTE) Holding Active Research and Development Grants/Contracts in Louisiana's key Economic Development Industries	38	56	59	43	43	38	
Percentage of Faculty Holding Active Research and Development Grants/Contracts in Louisiana's Key Economic Development Industries	8.2%	13.4%	16.0%	11.2%	12.3%	11.2%	

**Baseline (AY 09-10), Year 1 (AY 10-11), and Year 2 (AY 11-12) data were determined using IPEDS codes to determine faculty FTE; Year 3 (AY 12-13) faculty FTE numbers were determined using EMPSAL EEO status equal to 2 (excluding Deans and Chairs).*
*** Year 4 (AY 13-14) data has been updated from what was reported last year since only half of the year was included.*
**** Year 5 (AY 14-15) data are preliminary through December 18, 2014 – AY 14-15 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	$16,300,000	$15,779,000	$14,661,000	
State and Local Governments	2,488,000	3,780,000	4,453,000	4,739,000	4,850,000	4,124,000	
Industry	682,000	1,803,000	2,038,000	2,114,000	2,150,000	2,154,000	
Institution Funds	3,272,000	7,034,000	7,062,000	7,222,000	7,469,000	7,172,000	
All Other Sources	154,000	311,000	354,000	508,000	599,000	700,000	
TOTAL	$17,181,000	$28,025,000	$30,318,000	$30,883,000	$30,847,000	28,811,000	

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	$10,209,000	$9,423,000	$8,241,000	
State and Local Governments	2,244,000	2,711,000	2,802,000	2,925,000	2,981,000	2,320,000	
Industry	568,000	726,000	959,000	1,150,000	1,148,000	1,350,000	
Institution Funds	3,028,000	3,306,000	3,101,000	2,948,000	2,741,000	2,619,000	
All other Sources	154,000	112,000	114,000	181,000	291,000	312,000	
TOTAL	$16,041,000	$17,440,000	$17,667,000	$17,440,000	$16,584,000	$14,842,000	

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 11-12**	**AY 13-14**	**AY 14-15**
Patents Awarded	0	4	2	0	1	0	
Disclosures	6	7	9	3	6	8	
Licenses Awarded	1	2	1	0	1	0	
Options Awarded	0	1	1	0	0	0	
New Companies (Start-ups) Formed	0	1	0	0	0	0	
Surviving Start-ups	1	1	2	1	1	1	

3.d.i 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.

	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort	2012-2013
Baccalaureate	1,305	1,373	1,338	1,338
Masters	599	702	709	709
Doctorate	60	44	63	63
Total Completers	1,964	2,119	2,110	2,110
Rate Employed 2014 Q2	61.6%	58.8%	63.0%	63.0%
Rate Employed 2014 Q6	60.6%	N/A	N/A	N/A

Note: N/A denotes data not available.

4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY

Narrative (1 to 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. As of fall, 2012, UNO no longer admitted students requiring remedial courses. The summer, 2012, bridge was UNO's last program to assist incoming fall freshmen who had not made appropriate progress or preparations for this admission change. The bridge allowed those students to complete remedial class in a cohort-type environment and obtain other university credit while completing the remedial class.

Transfer students:
The Office of Enrollment Services had four admissions counselors dedicated to assisting transfer students. During this reporting year, *Transfer Retreat for Leadership* was held in fall, 2014, and attendance increased from the previous fall. The *Transfer Mentor Program* serves approximately 30 students each semester and is in its third year. Specially planned "Meetup" events have expanded to three per semester. The *Transfer Student Organization* was created to assist new transfer students with social integration by hosting events for current and incoming students. There are approximately 25-30 active members in the organization. In spring, 2013, UNO chartered a chapter of *Tau Sigma*, a national honor society for transfer students, with an initial class of approximately 30 students. Tau Sigma induction is set for spring, 2015, for the new members. UNO's undergraduate population is about 45 percent transfer students. Transfer orientation yields continue to grow each fall semester, as well as transfer student retention.

Collaboration with Delgado (DCC):
UNO is exploring several collaborative initiatives with DCC and SUNO, and has signed several new agreements. Interdisciplinary Studies, for example, recently signed agreements with Delgado in Allied Health and American Sign Language. The collaborative Business programs continue.

College Connection.
The College Connection Program has taken on a different mission with the inception of the Privateer Bound Program. College Connection has become the vehicle for students who do not meet the selection criteria for the Privateer Bound Program. Students are referred to either Delgado Community College or Nunez Community College to take the required developmental courses before transitioning back to UNO to complete their four-year degree. Staff at all three institutions collaborate on assisting students who are candidates for the College Connection Program by sharing information about individual students, and providing a contact person at the two-year and four-year campuses.

Privateer Bound.
Improving on the connection already established through *Delgado@UNO* and other collaborative initiatives, the 2014-2015 academic year marks the second year of the University of New Orleans and Delgado Community College Privateer Bound Program. The Privateer Bound Program is designed for students who do not meet the University of New Orleans' freshmen admission requirements, but plan to transfer to UNO after meeting the transfer admission requirements. Program participants enroll at DCC but have the opportunity to complete Delgado coursework on the University of New Orleans' campus, and take part in programming and support geared toward their needs. The first cohort of Privateer Bound students began in fall, 2013. Student support initiatives include one-on-one meetings, mid-term grade checks, campus programing opportunities, study hours, tutoring, frequent reminders and hands-on guidance as they work to maintain a high transfer GPA and complete the required amount of coursework in one academic year. Staff members on both campuses have been called on to be part of a *steering committee* and a *general committee*. Regular meetings allow the committees to develop the program further for future cohorts.

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

Tuition/Fees Changes:
Pursuant to the authority granted by the University of Louisiana System Board at its meeting of June 27, 2014, the University of New Orleans received approval, 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.

For FY 2013-2014, the average increase in SREB out-of state tuition was 5.34 percent per year across all categories. The ULS staff used the SREB category median for 2013-2014 as the base and then used a five-year rolling SREB average increase (across all categories) to estimate the 2015-2016 SREB target. UNO experienced an increase in nonresident student enrollment of 253 students from academic year 2013-2014 to academic year 2014-2015 (fall and spring semesters). In an effort to increase enrollment, and as a result of increasing nonresident tuition by the maximum amount allowed in previous years, UNO proposed nonresident tuition increases of less than 10% each year for academic year 2012-2013 through 2015-2016, while still meeting the FY2015-2016 SREB target. Adjustments will be revised each year as new SREB data become available. The new schedule will be part of the GRAD Act Annual Report.

Impact on enrollment and revenue:

UNO experienced an increase in nonresident enrollment of 133 students between Fall 2013 and Fall 2014 and an increase of 120 students between Spring 2014 and Spring 2015, resulting in a total increase of $4,558,641 between academic year 2014 and 2015, or 38.69%. In Fall 2012, UNO implemented an out-of-state recruitment plan. Given the demographic realities of the New Orleans region, the number of high school graduates from in-state continued to decline. Therefore, out-of-state students became more of a focus for recruitment. This resulted in more students from outside of Louisiana to consider enrolling at UNO.

Term of Data	2013 Fall	2014 Fall	Fall 2013 and 2014 Change	Percentage Change
Nonresident Enrollment	735	868	133	18.10%
Nonresident Tuition/Fees	6,683,397	8,529,060	1,845,663	27.62%

Term of Data	2014 Spring	2015 Spring*	Spring 2014 and 2015 Change (decrease)	Percentage Change (Decrease)
Nonresident Enrollment	680	800	120	17.65%
Nonresident Tuition/Fees	5,097,423	7,810,401	2,712,978	53.22%

*as of March 5, 2015

Data: Section 4

4.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	5	0	0	
Course Sections in English	2	0	0	0	0	0	
Other Developmental Course Sections	0	0	0	0	0	0	
TOTAL	18	15	15	5	0	0	

Notes: After the completion of the summer 2012 bridge program, UNO no longer offers 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 Developmental Mathematics	660	750	830	113	0	0	
Enrollment in Developmental English	15	0	0	0	0	0	
Enrollment in Other Developmental Courses	0	0	0	0	0	0	
TOTAL	675	750	830	113	0	0	

Notes: After the completion of the summer, 2012, bridge program, UNO no longer offers remedial courses.

4.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	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	0	0	0	

4.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	$17,730	$19,062	$21,002	
Peer Non-resident Tuition/Fees (Full-time)	$15,628	$16,490	$17,423	$18,409	$20,328	$20,857	
Percentage Difference	19.8%	-13.0%	-4.0%	-3.7%	-6.2%	0.7%	

4.d Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 12-13***	**AY 13-14**	**AY 14-15**	**AY 15-16**
Number of Programs with Mandatory or Recommended Accreditation Status	49	49	47	
Number of Programs having Discipline Accreditation	47	48	45	
Percentage Accredited Programs	96.0%	97.96%	95.74%	
TARGET	89.1% (87.1%-91.1%)	89.1% (87.1%-91.1%)	89.1% (87.1%-91.1%)	89.1 (87.1%-91.1%)
Year 08-09				
Year 09-10				
Year 10-11				
Average of Prior Three Years				
Year 11-12				
Year 12-13				
Average of Most Recent Two Years				
Met?	**YES**	**YES**	**YES**	

Source for Year 5: Inventory of Degree and Certificate Programs, Program Accreditation Report Using 2010 CIP Codes, University of New Orleans.

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

Year 5

5.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 2014 not available

Undergraduate headcount	7,152
Graduate headcount	2,082
Total headcount	9,234

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

Source: 2014-2015 Budget Request data from Board of Regents report SCHBRCRPT. (Projections)

Undergraduate FTE	5960.8
Graduate FTE	1365.6
Total FTE	7326.4

5.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 2014. Instructional faculty is determined by Primary Function = "IN" (Instruction) and the following SOC Codes:SOC Codes that begin with 251 or 253, excluding 251191 (Graduate Teaching Assistances, or SOC Codes of 2500000, 259040, or 259041. FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	380
FTE Faculty	309.2

5.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

Undergraduate headcount enrollment	32112
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1188
Average undergraduate class size	27.03

5.d. Average number of students per instructor

Ratio of FTE students to FTE instructional faculty

Source: Budget Request information 2013-2014 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2013.

Total FTE enrollment	7,326.4
FTE instructional faculty	309.2
Ratio of FTE students to FTE faculty	23.7

5.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 2014, 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	2	2
College of Liberal Arts	6	6
College of Sciences	6	6

Notes: Only includes Colleges, does not include Interdisciplinary Studies

5.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

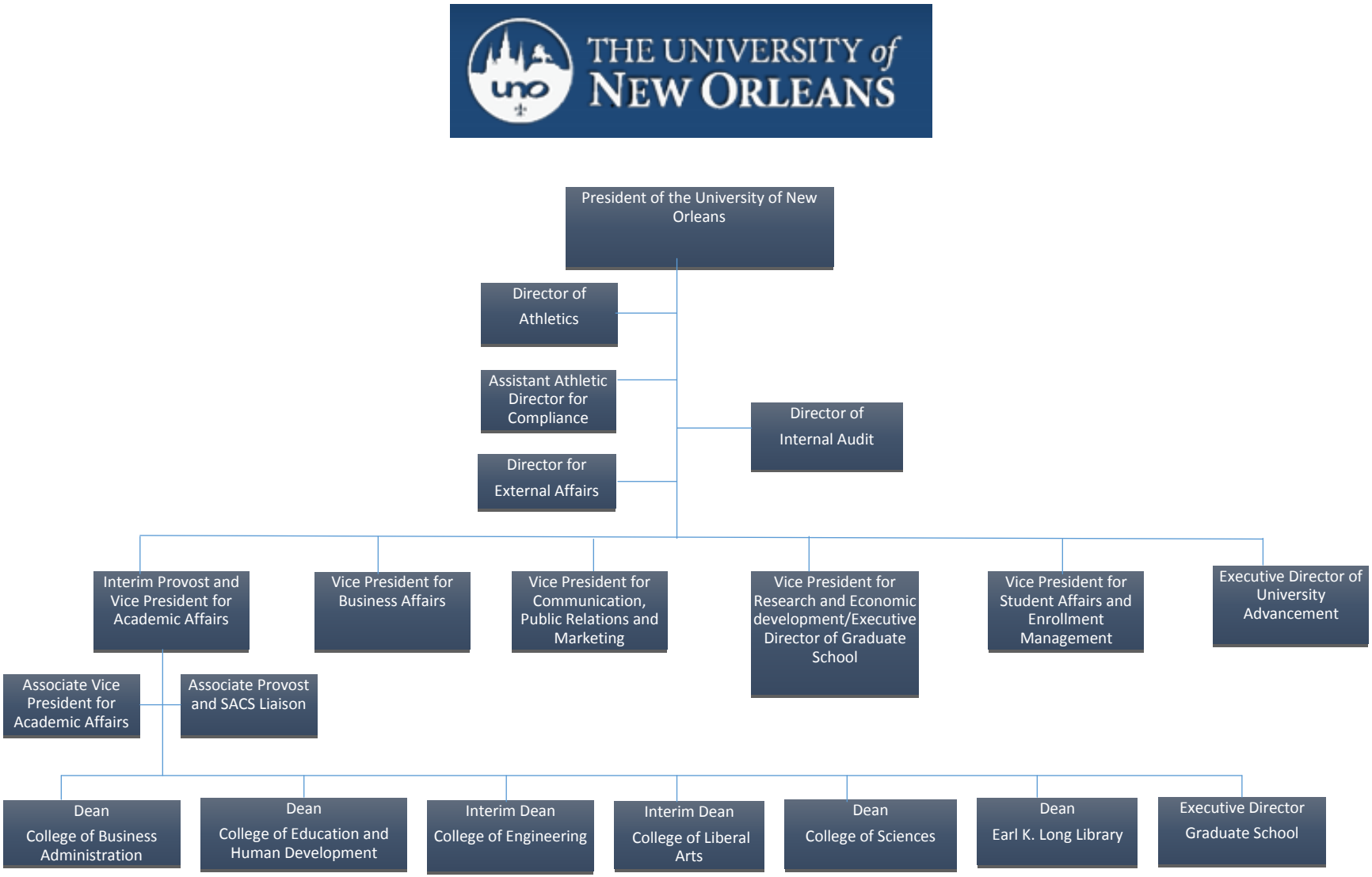
Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2013, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services. NOTE: Rows have been added/deleted from chart below, numbers have been updated.

Department	11/1/2014	
	Headcount	FTE
Academic Affairs	5	5
Accounting Services	1	1
Accounts Payable	1	1
Arena-Aquatics	2	2
Arena-Box Office	2	2
Arena-Concessions	2	2
Arena-Events	1	1
Arena-Facilities	1	1
Athletics-Equipment Room	1	1
Athletics-Men's Basketball	1	1
Auxiliary Services	1	1
Bursar	1	1
Business Affairs	5	5
Campus Activities	1	1
Campus Services	2	2
Counseling Services	1	1
Development/Capital Campaign	6	6
Div of International Ed	5	5
Earl K. Long Library	2	2
Enrollment Management	1	1
Enrollment Services	5	5
Facility Svcs - Administration	5	5
Facility Svcs - Building Svcs	1	1
Facility Svcs - Constr & Renov	4	4
Facility Svcs - Maintenance	1	1
General Studies Program	1	1
Graduate School	1	1
Human Resource Management	1	1
Intercollegiate Athletics-Adm	2	2
Int'l Students and Scholars	2	2

Kiefer Lakefront Arena	2	2
Marketing and Public Relations	9	9
Medicaid Tech Svcs Contr	3	3
Office of the President	3	3
Payroll	2	2
Property Control	1	1
Recreation & Intramural Sports	2	2
Registrar	1	1
Research & Sponsored Prog	3	3
Sponsored Programs Accounting	2	2
Student Affairs	2	2
Student Housing	2	2
Student Support Services	2	2
Telecommunications&Electronics	1	1
Testing Services	1	1
TRAC Non Credit	2	2
Univ Computing & Communications	10	9.75
Univ Ctr-Building Services	2	1
University Advancement	1	1
WWNO/KTLN Public Radio Station	5	5
Grand Total	**121**	**119.75**

Notes: Includes all departments except those assigned to a College. Includes Interdisciplinary Studies.

5.g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2013).



5.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 table 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	Total Base Salary, reported Fall 2012	Total Base Salary reported Fall 2013	Total Base Salary reported Fall 2014
President (formerly known as Chancellor)	$244,062 (Increased from $234,675 to $244,062 - increases granted for all Chancellors by LSU System president)	Vice Chancellor for Academic Affairs/ Provost served as Acting Chancellor without additional compensation	$225,000 Acting Chancellor	$325,000 (New President hired)	$325,000	$325,000
Director of Athletics	$134,800	$115,000; Interim Athletic Director appointed at lower salary	$90,000; Athletic Director appointed at lower salary	$150,000 (New Director hired)	$150,000	$150,000
Compliance Officer	$70,000	$70,000 (Compliance Officer retired in November 2010)	Vacant	Vacant	$47,000 (Hired 5/13/13)	$47,000
Director of Internal Audit	Director of Internal Audit paid by LSU System	Director of Internal Audit paid by LSU System	Director of Internal Audit paid by LSU System	$82,500	$82,500	$82,500
Director for External Affairs (formerly known as Vice President for External Affairs) (formerly known as Vice Chancellor for External Affairs)	$132,000; on September 1, 2009 salary was increased to $138,000 for additional responsibility for Alumni Affairs	$138,000	$138,000	$138,000	$138,000	$100,000

Interim Provost and Vice President for Academic Affairs (formerly known as Vice Chancellor for Academic Affairs/Provost)	$225,000 (Salary increase from $224,065 due to new appointment)	$225,000	$178,960 Interim Provost appointed on August 22, 2011	$178,960	$225,000 (Hired 1/1/13)	$69,034
Interim Provost and Vice President for Academic Affairs						$137,500
Associate Provost for SACS Liaison						$146,000
Vice President for Business Affairs (formerly known as Vice President for Business Affairs and Chief Financial Officer) (formerly known as Vice Chancellor for Financial Services)	$132,209	$132,209	$132,209	$132,209	$215,000 (Hired 7/1/13)	$215,000
Vice President of Communications, Public Relations and Marketing (new position)				$160,000 (New VP hired)	$175,000	$175,000
Vice President for Research and Economic Development/Executive Director of Graduate School (formerly known as Vice Chancellor for Research/Dean of Graduate School)	$195,000 (Position was vacant at 6/30/08)	$195,000	$195,000	Position was split into two separate positions. VP for Research & Economic Development salary remained at $195,000. Executive Director of Graduate School was hired at $190,000	$185,000 (Hired 7/1/13)	$200,000

Vice President for Student Affairs and Enrollment Management (new position)				$160,000 (New VP hired)	$160,000	$160,000
Executive Director of University Advancement					$170,000 (Hired 4/1/13)	$170,000
Dean, College of Business Administration	$191,500	Interim Dean appointed at $185,000 on August 16, 2010	$185,000	$185,000	$203,769 (Hired 7/1/13)	$203,907
Dean, College of Education and Human Development	$160,171	$160,171; (Interim Dean appointed at $118,000.00 on November 1, 2010)	$118,000	$118,000	$155,000 (Hired 7/7/13)	$155,000
Interim Dean, College of Engineering	$207,980	$207,980; (Interim Dean appointed at $120,333 on August 16, 2010)	$120,333	Interim Dean/Associate Professor: $128,338 (In 2012, the Interim Dean appointed in 2010 was replaced by a new Interim Dean)	$150,000	$150,000
Interim Dean, College of Liberal Arts	$143,000; on August 1, 2009 increased to $150,500 - assumed responsibilities of Metro College and CUPA	$150,500	$150,500	$150,500	$140,342 (Interim 8/1/13)	$140,342

Dean, College of Sciences	$170,000	$170,000	$170,000	$180,000 (Additional duties: Chair of Institutional Animal Care and Use Committee)	$185,000	$185,000
Dean, Earl K. Long Library	$138,010	$138,010	$138,010	$138,010	$138,010	$138,010
Executive Director Graduate School						This positon reports to the President and Academic Affairs. Please see position "Vice President for Research and Economic Development/Executive Director of Graduate School" for salary information.

5.i. A 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.

Expenditures by Function:	**Amount**	**% of Total**
Instruction	$ 40,564,930	41.7%
Research	$ 3,029,600	3.1%
Public Service	$ 2,379,006	2.4%
Academic Support	$ 9,808,947	10.1%
Student Services	$ 5,896,470	6.1%
Institutional Services	$ 16,999,636	17.5%
Scholarships/Fellowships	$ 9,298,766	9.6%
Plant Operations/Maintenance	$ 11,256,793	11.6%
Total E&G Expenditures	$ 99,234,148	101.9%

Hospital		0.0%
Transfers out of agency		0.0%
Athletics		0.0%
Other	$ (1,893,729)	-1.9%
Total Expenditures	**$ 97,340,419**	**100.0%**

5. 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:	**$21,143**

AY 2013-2014		
Tuition and Fees		$7,290
Room and Board		$8,921
Books and Supplies		$1,200
Transportation		$1,710
Personal and Misc.		$1,970
Average Loan Fees		$52
Total		$21,143

Source: UNO Financial Aid Office

5. 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 following levels:

Baccalaureate degree for 4-year universities

5.7
Source: Copy of cost_perf_UL.XLSX provided by Board of Regents

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

$4,364
Source: Copy of cost_perf_UL.XLSX provided by Board of Regents

5.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.

$4,364
Source: Copy of cost_perf_UL.XLSX provided by Board of Regents

5.vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.

$161,710,446
Source: Copy of cost_perf_UL.XLSX provided by Board of Regents