



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

**GRAD Act Annual Report
FY 2013-2014 (Year 4)**

**Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2014**

**and to the
Louisiana Board of Regents,
May 1, 2014**

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1. STUDENT SUCCESS

Narrative (3 to 5 pages)

Enrollment Services.

Admissions application. A new application will be launched Spring 2014. Students will receive notifications immediately when applications are initiated. A student portal will allow students to monitor application processes, document receipts, and receive messages from counselors. Also, entering transfer credits will be an automated process. A scanning system will read and enter data from the transcript into WebSTAR. The course data will be automatically matched with 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. We are working towards an automated loading process for the Common Application into WebSTAR.

Financial Aid Initiatives. The Office of Enrollment Services offered information sessions during the Spring and Fall 2013 Semesters to increase awareness of debt management, verification, and student employment, and eligibility requirements for SAP, TOPS, and scholarships. A financial aid administrator presented financial aid, TOPS, and scholarship information in many of the UNIV classes. The SAP policy format has been improved to better 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 2014 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.

Privateer Enrollment Center (PEC). The Privateer Enrollment Center opened July 2013. The Center offers knowledgeable staff to welcome and assist students 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. It is designed to expedite the enrollment process as well as facilitate a successful first year 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 Alpha Teams: 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.

Recruitment Initiatives.

Dual Enrollment. In Fall 2013, Dual Enrollment reached a record of 123 students, the highest enrollment in the last 11 years. A new Dual Enrollment slip sheet was created to promote the program and a communication plan is being developed to lead guidance counselors, students, and parents through the Dual Enrollment process. The partnership with Ben Franklin was a pilot and successful. Approximately nine weeks were taught at Ben Franklin High School and the remaining nine weeks were instructed at UNO. UNO is in the beginning stages of replicating the program with Cabrini High School.

Recruitment events. During Fall 2013, 5,177 prospects/leads were collected from students whom shown interest in UNO. There were 231 events including college fairs, high school visits, community college visits, and drop offs. Over 60% of the 5,177 prospective students are from Louisiana and the remaining from Texas, Alabama, Florida, and Chicago, Illinois, respectively.

High School Principals Outreach. President Fos hosted a meeting in Fall 2013 with plans for another in Spring 2014, with local and regional high school principals to encourage collaboration between high schools and UNO. This is part of an ongoing initiative of the President.

High School Counselors Outreach. In Fall 2013, the Office of Enrollment Services hosted a Fall Counselor Luncheon with approximately 75 high school counselors representing 50 local and regional high schools. The purpose of the program is to strengthen relationships with high school counselors, encourage collaboration, and inform them of changes at UNO- specifically introducing our new First Year Advising and First Year Experience teams, as well as providing them with a tour of the newly-established Privateer Enrollment Center. In addition, the Office of Enrollment Services began emailing monthly newsletters to high school counselors, both regionally and nationally.

Explore UNO. Explore UNO, now a recurring Spring open house for prospective and admitted students, was held on February 5, 2014. University faculty, staff, student leaders and alumni greeted the prospective students and guests. The Open House included an academic and student service department browse, financial aid and scholarships sessions, student involvement & leadership, and what's next for admitted students.

Academic Days. In the Fall 2013, 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. During this reporting year, UNO recruitment counselors increased the engagement of community colleges. Weekly visits occurred with Delgado and Nunez community colleges. Monthly visits with the following community colleges: Baton Rouge, Mississippi Gulf Coast, Pearl River, River Parish, and Hinds and yearly visits 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.

Orientation. Orientation yields for freshman remained at 95% from Fall 2012-Fall 2013. Transfer yield increased from 83% to 89% for Fall 2012 -Fall 2013. Orientation collaborated with Athletics for a new orientation for student athletes. This year, Privateer Advising Days was created to bring new freshmen onto campus before orientation to be advised by the new First Year Advising team. We are exploring specialized orientation sessions for Veteran students, First Generation students, and Lesbian, Gay, Bisexual, and Transgender students and Queer students (LGBTQ).

First Year Transition Initiatives. The Office of Enrollment Services and Student Involvement and Leadership collaborated on three transition initiatives: Privateer Camp (for new freshmen), Transfer Retreat for Leadership (new transfers), and Privateer Plunge, a 6 week extended orientation/welcome week program that tracks first year students engagement. For Fall 2013, Privateer Plunge student participation increased by over 100 students. Student who attended Privateer Camp were retained at 75.9% for Fall 2012- Fall 2013. Students who attended Transfer Retreat for Leadership were retained at 76.5% for Fall 2012-2013. Privateer Plunge participants were retained at 77.5% for Fall 2012-Fall 2013.

First Year Experience (FYE). The First Year Experience program includes five Student Success Counselors and the University Success course.

Student Success Center. In Fall 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 Summer 2013, two Student Success Counselors were hired for a total of five counselors. Four counselors are assigned UNO-Cares students based on an alphabetical system. The fifth counselor is assigned to “special projects” as well as assisting with new and continued programs, UNO-Cares and UNIV assessment. A new UNO Cares system was established within the WebSTAR/People-Soft platform. In Fall 2013, 401 UNO-Care cases were submitted; an improvement from Fall 2012–Spring 2013 when only 293 were submitted total.

Programs. In Fall 2013, First Year Experience continued to advise Alpha Lambda Delta with a membership of over 300 students. All programs within First year Experience saw an increase in attendance. New initiatives include: Pizza w/a Professor; Common Read Book Clubs; First-Year Interest Groups; First-Generation Mentor Program; StrengthsQuest Events; Privateer Plunge Guidebook App--vver 3400 students downloaded the app.

UNIV 1001. Two First Year Experience Student Success Counselors began coordinating UNIV 1001 in Spring 2013 and began assessing the textbook, self-assessment measurements, syllabus, and faculty and peer mentor (undergraduate teaching assistants) selection process. Some new initiatives include: UNIV funds used for new, customized textbooks; the BCSSE assessment was initiated Summer 2013; Strengths Quest self-assessment was introduced in UNIV; and a common syllabus for UNIV. Only faculty with a 60% positive feedback rate asked to return. Monthly meetings with faculty members were held. The peer mentor recruitment and selection process was extended to include individual and group interviews. In Summer 2013, Peer Mentors received 4 days of training. First Year Experience staff made decisions on class schedule times based on the previous year’s data. English and UNIV paired sections were continued. Mandatory Science sections were discontinued, but Science students were still given the choice to enroll in a “Science-only” section. New special topics sections were added in Fall 2013: New Orleans Culture and Leadership sections, respectively. UNIV 1001 and the Department of English collaborated on a common read initiative. In order to assist with the new initiatives, UNIV hired a graduate assistant to assist the UNIV program. UNIV Peer Mentors held 8 events for UNIV students.

First Year Advising (FYA). In July 2013, five staff members were hired for the First Year Advising team. These staff members serve as academic advisors to first year students (freshmen and transfers). Each advisor meets individually with first year students to create a more conducive advising experience. In the first full advising semester, First Year Advising met with 930 first time and transfer students. Efforts are underway and improvements have been made to simplify the advising process and better assist students. An online advising form is already in use, but has been updated. In addition, First Year Advising participated in several

initiatives, including, but not limited to: First Year Advising Faculty Staff Social; Privateer Plunge; Registration Expo; and Snacks on Wheels. Plans are in process for a 12 hour Study-A-Thon and a Sophomore Ceremony.

Housing Initiatives. A number of efforts have been made to increase student engagement and retention in on-campus housing. In July 2013, the Office of Student Housing transitioned from Business Affairs to Student Affairs and Enrollment Management. The restructure has increased occupancy and communication and refocused the Housing program to be more student development focused. Division-wide collaborations have increased as a result.

Programs. New Student Orientation hosted each of their “O Fests” (campus involvement fairs) throughout Summer 2013: the Office of Student Involvement and Leadership hosted their Welcome Back Barbecue; the Office of First Year Experience hosted a registration workshop to assist students in using WebSTAR for course registration; and the Offices of Counseling Services and Career Services worked closely with resident assistants to host small workshops for residence hall wings. Faculty and staff hosted “Into the Halls” in the fall and spring, an initiative for faculty and staff to connect with students outside of the classroom, bring awareness to campus resources, and solicit feedback from students. The Office of Student Involvement and Leadership worked with residents to have weekly meet-and-greets with a variety of Student Organizations in Fall 2013. Resident assistants coordinated one educational and one social program a month.

Student Staff Training. Student Affairs and Enrollment Services continued redesigning the training curriculum for resident assistants and desk attendants. Through this collaboration, 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. Implementation for a RAD class for female self-defense course is underway.

Affinity Housing. Affinity housing was implemented in Fall 2013. Incoming students had the option to select an “Affinity Wing” on their housing applications to live on a floor whose programming and environment will focus 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 including a football viewing party, attending local festivals, and a program designed to familiarize students with NORTA. 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 experience.

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 effectively give the student one contact person in different areas. The areas covered in the alpha teams are: First Year/Transfer Admissions, Financial Aid, First Year Advising, and Student Success Counselors.

College Algebra Class (Math 1115). The Department of Mathematics has been continually exploring ways to enhance its freshman mathematics instruction via the Interactive-Computer based teaching style. 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 taught about two-third 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 larger, were selectively taught interactively by dividing the class into smaller groups. In Spring 2014, the Department added one more additional 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 mathematics class that primarily serves the Liberal Arts majors.

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

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

89.7% of freshmen that enrolled in UNIV Fall 2013 passed and are enrolled in Spring 2014. The retention rates based on performance in UNIV 1001 are displayed in the table below.

UNIV 1001. Retention improvement of first-time full-time freshmen (FTFT FR) who take UNIV is shown in the following chart.

Retention Rate	UNO FTFT Freshmen	Took UNIV Earned A,B, or C	Took UNIV Earned A, B, C, D, F, I, W, XF
Fall 2007 to Fall 2008	69%	81%	77%
Fall 2008 to Fall 2009	69%	78%	72%
Fall 2009 to Fall 2010	64%	70%	68%
Fall 2010 to Fall 2011	67%	75%	69%
Fall 2011 to Fall 2012	65%	76%	70%
Fall 2012 to Fall 2013	67%	76%	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 the student success by 20% and decreased the drop-rate by over 50%. UNO's Fall 2010 to Fall 2011 IPEDS cohort retention rate was 66.8%.

	Drop Rate (dropped with W Grade)	Earned C of better grade	Retention Rate
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 2007 to Spring 2011:	22.0%	49.4%	

• **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 last year's report, we estimated that the College of Engineering student access was slated to Go-Live in Spring 2014 with the rest of the colleges going live at the rate of one for each subsequent term until all programs of study are available to both administrators and students. During this reporting year, a full time position was granted for building the degree audit in August 2013. Degree audits were built from August 2013 to February 2014. The pilot unofficially began with multiple colleges in Fall 2013 and officially in February 2014. Progress on degree audits continues into Spring 2014 with plans of the initial implementation of the Fall 2013-2014 curriculums campus wide into the system.

Student Tracking.

First Year Experience. Student Success Counselors continue to utilize the in-house early alert system, UNO Cares, to track, refer, and respond to students who need support for academic success. Student Success Counselors have utilized tracking data to contact students who have not enrolled yet, have poor midterm grades (one or more D or F), and to inform students of registration/tuition deadlines. In Fall 2013, the existing UNO Cares Early Alert system was migrated into WebSTAR to allow faculty to submit alerts from faculty rosters. UNO experienced an increase in Early Alert cases due to the systematic change. Between Fall 2012–Spring 2013 there were 298 cases and by Fall 2013, there were 401 cases. First Year Experience counselors continue to call student whom are eligible but have not yet enrolled. In the Summer of 2013, First Year Experience contacted over 800 students. In Fall 2013, First Year Experience contacted 866 first-time full time and part time students who received a midterm grade of D or F.

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 2013, 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 chart below. For Year 3, all "admission 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
Percentage of freshmen admitted on exception who returned for next semester	85%	74%	85%	83%	71%	62.5%	83.6%	72.7%	86.1%

• **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.

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
# in Fall Cohort	1,203	1,218	1,020	1,044	856		
# Retained to 2 nd Fall semester	825	772	681	673	575		
Rate	68.6%	63.4%	66.8%	64.5%	67.2%		
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		

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		
# Retained to 3rd Fall semester	540	597	611	560	501		
Rate	52.4%	49.4%	50.2%	54.9%	48.0%		
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%		
Avg of Prior Three Years					50.67%		
Actual Fall 10 to Fall 12					54.9%		
Actual Fall 11 to Fall 13					48.0%		
Avg of Most Recent Two Yrs					51.45%		
Target Met?		YES	YES	YES	YES		

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

1.a.iv. 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
# in Fall Cohort	1,685	1,961	1,782	215	951		
# Graduated within 150% of time	372	409	356	82	328		
Rate	22.1%	20.9%	20.0%	38.1%	34.5%		
Target		21.0% (19.0% to 23.0%)	20.0% (18.0% to 22.0%)	35.0% (33.0% to 37.0%)	26.0% (24.0% to 28.0%)	28.0% (26.0% to 30.0%)	30.0% (28.0% to 32.0%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	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		
Expected # of Awards*	1,878	1,904	1,842	1,767	1,649		
# Awards	1,357	1,347	1,435	1,405	1,390		
Ratio of Awards/ FTE	0.1806	0.1768	0.1948	0.1988	0.2107		
Award Productivity*	72%	71%	78%	80%	84%		
Target		71% (69% - 73%)	78% (76% - 80%)	71% (69% - 73%)	72% (70% - 74%)	73% (71% - 75%)	73% (71% - 75%)
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	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
# Freshmen Admitted (Summer)	33	27	28	84	19		
# Admitted by Exception	2	2	0	2	3		
Rate	6.1%	7.4%	0.0%	2.4%	15.8%		
# in Freshmen Admitted (Fall)	1,259	1,066	1,104	883	857		
# Admitted by Exception	74	86	108	73	36		
Rate	5.9%	8.1%	9.8%	8.3%	4.2%		
# in Freshmen Admitted (Winter)							
# Admitted by Exception							
Rate							
# in Freshmen Admitted (Spring)	108	138	90	65	62		
# Admitted by Exception	12	16	7	10	7		
Rate	11.1%	11.6%	7.8%	15.4%	11.3%		
# in Freshmen Admitted (Total)	1,400	1,231	1,222	1032	938		
# Admitted by Exception	88	104	115	85	46		
Rate	6.3%	8.4%	9.4%	8.2%	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		
% Change		0.7%	5.8%	3.3%	3.1%		
Target		0.6% (1,294) (-1.4% to 2.6%)	1.5% (1,305) (-0.5% to 3.5%)	0.6% (1,294) (-1.4% to 2.6%)	1.0% (1,299) (-1.0% to 3.0%)	1.5% (1,305) (-0.5% to 3.5%)	2.0% (1,312) (0.0% to 4.0%)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Masters	561	598	699	708	705		
% Change		6.6%	24.6%	26.2%	25.7%		
Target		6.6% (598)	5.5% (592)	5.5% (592)	6.0% (595)	6.0% (595)	6.0% (595)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, Doctoral	45	60	44	63	55		
% Change		33.3%	-2.2%	40%	22.2%		
Target		33.3% (60)	-2.2% (44)	0.0% (45)	0.0% (45)	0.0% (45)	2.2% (46)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total, Graduate Completers	606	658	743	771	760		
% Change		8.6%	22.6%	27.2%	25.4%		
Target		8.6% (658) (6.6% to 10.6%)	5.0% (636) (3.0% to 7.0%)	5.1% (637) (3.1% to 7.1%)	5.6% (640) (3.6% to 7.6%)	5.6% (640) (3.6% to 7.6%)	5.8% (641) (3.8% to 7.8%)
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		YES	YES	YES	YES		

	Baseline*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of Completers, TOTAL All Degrees	1,893 *	1,953	2,104	2,100	2,086		
% Change from baseline		3.2%	11.1%	10.9%	10.3%		

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		
Fall	22	118	61	101	98		
Winter							
Spring	47	98	86	64	104		
TOTAL	78	227	172	188	223		

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		
Fall	87	394	207	316	340		
Winter							
Spring	190	323	297	217	352		
TOTAL	309	753	589	607	757		

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		
Fall	87	361	204	280	324		
Winter							
Spring	163	281	288	202	349		
TOTAL	278	678	571	553	727		

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		
Number of students who met standards for passage	105	143		
Calculated Passage rate	100%	100%		
Target	98.0% (96.0% - 100.0%)			
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Avg of Prior Three Years				
Actual 09-10				
Actual 10-11				
Avg of Most Recent Two Yrs				
Target Met?	YES	YES		

2. ARTICULATION AND TRANSFER

Narrative (2-3 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. The Office of Enrollment Services has four admissions counselors dedicated to assisting transfer students. During this reporting year, Transfer Retreat for Leadership was held in Fall 2013 and attendance increased by 12 students from the previous Fall. The Transfer Mentor Program serves approximately 30 students each semester and is in its second 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 of 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.

Collaboration with Delgado (DCC) and Southern University of New Orleans (SUNO).

UNO is exploring several collaborative initiatives with DCC and SUNO. During the spring semester of 2013, IDS at UNO began finalizing another articulation agreement with DCC between IDS and American Sign Language Studies, to be signed Spring 2014. Numerous initiatives for engineering are being discussed such as: 1) a dual enrollment program in engineering, 2) faculty sharing to offer teacher support in chemistry at UNO and in SUNO’s new forensic science program, and 3) a 2+3 agreement for the Associates of Science in Electrical-Electronics Engineering (DCC) and the baccalaureate in Electrical Engineering (UNO) programs. Discussions between UNO and DCC/SUNO are underway to develop a 2 + 2 agreement in Baccalaureate in Child Development and Family Studies (SUNO) and Associate of Applied Science in Care & Development of Young Children (DCC). A suggested schedule with DCC and UNO courses has been outlined. UNO and SUNO faculty and administrators met several times to develop cooperative programs for a master’s program in Criminal Justice. Subsequent to those discussions SUNO filed a letter of intent for a Doctoral program in Criminal Justice with the Board of Regents. Additionally, discussions are underway for a cooperative program with SUNO’s graduate program in Social Work. Last Spring semester, approximately 20 students from Ben Franklin High School enrolled in a digital media course in the Fine Arts program at UNO. The program was scheduled to continue this semester and the high school chose to discontinue participation. Discussions are underway to reinstate the program and increase participation. A cooperative program has been developed among SUNO’s master’s program in Museum Studies and UNO’s Arts Administration program. For the past three semesters, UNO students cross enroll in Museum Studies courses at SUNO and SUNO Museum Studies students cross enroll in the Arts Administration courses at UNO. Discussions are underway on areas of growth.

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 outlet 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 2013-2014 academic year marks the beginning 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 unique opportunity to complete Delgado coursework on the University of New Orleans’ campus and take part in programming and support geared toward their student needs. In Summer 2013, invitations were sent to eligible students who had applied to UNO but did not meet our admission requirements. The first cohort of Privateer Bound students began in Fall 2013. In October 2013, a Memorandum of Agreement for Privateer Bound was signed. In addition to taking DCC classes on UNO’s campus and advantage of many of UNO’s resources, Privateer Bound students are also supported academically and personally through the program. Student support initiatives include 1-on-1 meetings, mid-term grade checks, campus programming 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 courses in one academic year. As student success initiatives continue to develop for Privateer Bound, logistical growth is also occurring. While staff members at UNO and DCC

serve as liaisons, a larger group of staff members on both campuses have been called on to be part of a steering committee and general committee. Regular meetings allow the committees to develop the program further for future cohorts. In Summer and Fall 2014, the next cohort of Privateer Bound students will join the program.

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 rate of transfer students with an associate degree has remained stable.

	AY 09-10	AY 10-11	AY 11-12	AY 12-13
# of Transfer Students Enrolled	1,867	1,724	1,950	1,803
# of Transfer Students with Associate Degrees (includes non-degree seeking)	71	83	94	87
Rate	3.8%	4.8%	4.8%	4.8%

- **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, workshops were implemented for both first-year and transfer students. Counselors now serve as liaisons to students in each of UNO’s five colleges plus the Interdisciplinary Studies program. Also mentioned earlier in Student Success, all students are able to make online inquiries about academic programs and then track the progress of their applications and the status of transcripts. As part of ACT 419 Implementation Plan for Collaboration, Delgado, SUNO and UNO continued the Collaborative Admissions Committee and conducted meetings during the fiscal year 2013 to develop and discuss coordinated recruitment and admissions processes. The institutions also continued a review of the College Connection Agreements to improve the referral process. In October 2013, DCC and UNO signed the Privateer Bound Memorandum of Understanding. The Privateer Bound Steering Committee was developed which encompasses representatives from DCC and UNO Admissions, Advising, Orientation and Programs, and Financial Aid. UNO email addresses have been created for DCC students enrolled in courses at UNO. An UNO email address is our main mode of communication with students, thus DCC students receive all emails that go to UNO students. A specialized DCC/UNO webpage is underway. 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 document LA 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.

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
# enrolled in the academic year	1,225	994		
# retained to the next Fall semester	782	680		
Rate	63.8%	68.4%		
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				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	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
# of bacc completers	1,286	1,295	1,361	1,329	1,326		
# who began as transfers	720	842	833	823	781		
Percentage who began as transfers	56.0%	65.0%	61.2%	61.9%	58.9%		

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
# Transfers Admitted (Summer)	538	594	542	590	522		
# Admitted by Exception	11	8	7	9	9		
Rate	2.0%	1.3%	1.3%	1.5%	1.7%		
# Transfers Admitted (Fall)	837	860	901	780	828		
# Admitted by Exception	64	101	77	71	40		
Rate	7.6%	11.7%	8.5%	9.1%	4.8%		
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	492	544	502	431	358		
# Admitted by Exception	53	57	43	53	30		
Rate	10.8%	10.5%	8.6%	12.3%	8.4%		
# Transfers Admitted (TOTAL)	1,867	1,998	1,945	1,801	1,708		
# Admitted by Exception	128	166	127	133	79		
Rate	6.9%	8.3%	6.5%	7.4%	4.6%		

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
# transfers in	74	71	81	92	85		
# retained to next Fall semester	47	45	45	56	60		
Rate	63.5%	63.4%	55.6%	60.9%	70.6%		

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-14	AY 13-14	AY 14-15
# of bacc completers	1,286	1,295	1,361	1,329	1,326		
# who began as transfers w assoc degree	10	26	33	32	37		
Percentage who began as transfers w assoc degree	0.8%	2.0%	2.4%	2.4%	2.8%		

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
# of students referred	133	86	200	129	613		

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
# of transfer degree students enrolled	0	0	0	0	0		
# retained to next Fall semester	0	0	0	0	0		
Rate	0	0	0	0	0		

2.d.iv. Number of baccalaureate completers that began as a 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
# of completers who began as transfer degree students	0	0	0	0	0		

3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 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 some manufacturing needs of a variety of companies. UNO is working with LED, NASA, and LSU to increase the collaborative nature of NCAM (Energy and Environment key industry sector; Transport, Construction and Manufacturing key industry sector) and to provide undergraduate internships in advanced manufacturing and K-12 outreach so that we can 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 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 happenings 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. 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 percent of completers who found employment within six months of degree completion are as follows: 67.0% for baccalaureates; 56.7% for masters; and 47.6% for doctoral with an overall percent of completers finding employment at 63%.

- **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% 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, in AY 13-14, UNO offered 438 distance-learning sections that enrolled 10,089 (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, 10,089 duplicated students

As of 2014, the University of New Orleans has launched one complete undergraduate program in Philosophy (B.A.) and one complete graduate program in Romance Languages (M.A.). In the spring of 2015, the graduate program in Hospitality and Tourism Management (M.S.) will launch, and more than a dozen other programs are at varying levels of preparation as fully online curricula. 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 in a notification letter to SACS. Prior to this approval, no university programs could be completed entirely via distance learning technologies.

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

- Moodle (learning-management software): \$77,500 (maintenance)
\$25,225 (v.2.5 current upgrade)
- Adobe Connect: (personal video conferencing for synchronous audio/video classrooms) \$6,179
- Turnitin (plagiarism detection): \$34,500
- Second Life (3-D Internet virtual-world software): \$10,620

Total expenditures for 2012-2013 are \$154,024, which is \$23,553 more than the \$130,471 spent in 2011-2012. 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. Second Life software had also been covered by a grant that has since expired.

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
# of eliminated programs	9	4*	21*	1**	0		

Notes: * 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
# of programs modified or added	0	0	0	3	1*		

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.

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			80	81	90		
# of programs aligned with needs			80	81	90		
% of programs aligned			100%	100%	100%		

Source: <http://as400.regents.state.la.us/pdfs/crin/crinlvct1.pdf> downloaded 3/18/14.

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
# of course sections that are 50-99% distance delivered	0	0	0	36	39		
# of course sections that are 100% distance delivered	492	399	404	361	385		

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of students enrolled in courses that are 50-99% distance delivered	0	0	0	569	597		
# of students enrolled in courses that are 100% distance delivered	11,634	10,275	10,403	9,198	9,555		

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		
Post-Baccalaureate	0	0		
Grad Cert	0	0		
Masters	1	1		
PMC	0	0		
Specialist	0	0		
Doctoral	0	0		
Professional	0	0		
TOTAL	3	3		
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				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	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 12-13 year: how alignment of Research & Development activities with key economic development industries was determined, sources of reported data and information, method for isolating data related to key economic areas, and any other critical factors in approaching specific GRAD Act reporting requirements.**

UNO aligns research priorities with key economic development indicators and identifies industry sectors in accordance with LA Blue Ocean initiatives, FIRST strategic areas and the developing Master Research Plan for Louisiana. Louisiana Economic Development sectors were correlated with specific disciplines listed in the NSF expenditure survey in order to isolate the data for that industry sector such as the number of principal investigators, number of research grants and total research expenditures for each sector. University of New Orleans researchers maintain active collaborations with key agencies such as Louisiana Economic Development, The Water Institute of the Gulf, Louisiana Technology Council, Regional Planning Commission, Greater New Orleans Inc., JEDCO, and the New Orleans Business Alliance. Several of these collaborations are described in the following narrative.

- **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.**

Space and Naval Warfare Systems Command (SPAWAR). The relationship between UNO and SPAWAR continues under the same contracting vehicle as in previous years (open contract ceiling of \$30M over 6 years). During this past year, SPAWAR issued a task order for UNO to present its assets in "information dominance" in anticipation of future RFPs on that topic. The Vice President for Research and Economic Development, was the principal investigator on the UNO project, which resulted in the presentation of a UNO asset map at SPAWAR Systems Command Atlantic (SSC-LANT) in Charleston, SC.

Advanced Manufacturing and NCAM. UNO and LSU are now 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, some of which could be in one of the key industries. The specialized NCAM equipment available for use has supported and can support some manufacturing needs of a variety of companies. UNO is working with LED, NASA, and LSU to increase the collaborative nature of NCAM (Energy and Environment key industry sector; Transport, Construction & Manufacturing key industry sector). As part of the NCAM collaboration, UNO is a primary partner with LSU, Tulane, and Louisiana Center for Manufacturing Sciences on a proposal to create a Lightweight and Modern Metals Manufacturing Institute in Louisiana. The proposal has been submitted as part of the National Network for Manufacturing Innovation (NNMI) initiative. Research in UNO's School of Naval Architecture and Marine Engineering (NAME; described below) are key to the NNMI proposal, as is work conducted in UNO's Advanced Materials Research Institute (AMRI; also described more below).

Faculty in the School of Naval Architecture and Marine Engineering have internationally-recognized manufacturing and welding/joining expertise, and have historically been one of the best funded welding/joining research groups among all universities in the nation by the Department of Defense, commercial companies, and industrial consortia. Recent success of UNO's ONR titanium Friction Stir Welding (FSW) program generated enormous national and international interest in NCAM FSW capabilities. UNO's Welded Structures labs is also developing the following cutting-edge projects: high speed titanium friction stir welding through math-based pin design and thermal boundary layer management (ONR); comparative total ownership cost evaluations of titanium, aluminum, and composite T-Crafts (ONR, as a follow on to the on-going ONR program); quantitative NDT based weld quality acceptance criterion for friction stir welded aluminum shipboard panels (NSRP and naval shipyards); and friction stir welding of titanium deep water risers and fatigue property characterization (consortium by a group of major oil companies).

Composite and Material Structure: The Advanced Materials Research Institute (AMRI) is a Louisiana Board of Regents approved multidisciplinary research institute provides training, research, and technology transfer in advanced materials and nanoscience. Since its inception, AMRI has successfully pursued, developed and maintained close relationships with partners from industry, federal agencies, and other academic institutions to bring multidisciplinary teams together to solve problems and support the region's economic growth. The interactions with corporate laboratories provide a synergistic pathway that promotes technology transfer and private sector involvement in the operation of AMRI. In collaboration with the Chemistry and Physics departments, AMRI runs the only outreach program in the state

that allows high school students and teachers the opportunity to work on cutting edge research problems using state of the art equipment. Approximately half of the participants in the outreach program are minorities and more than half are female.

Clean Technology/Energy: The UNO Power and Energy Research Laboratory (UNO-PERL) consists of a state-of-the-art computer facility that allows PERL scientists to model the impact of various electric grid disruption on overall service provision. PERL also serves as a training laboratory for graduate students to become skilled in the technologies and challenges involving smart grids, cybersecurity, and alternative energy sources. PERL projects have been funded by Entergy and a multi-university consortia.

The Energy Conversion and Conservation Center (ECCC) focuses on clean energy and power research with projects on the reliability of gas turbine systems, coal gasification technology, co-gasification of coal and biomass, and carbon dioxide sequestration downstream of coal gasification processes. ECCC maintains three laboratories in the UNO Research and Technology Park: Aerothermal Laboratory, Energy Conversion Laboratory, and Energy Conservation Laboratory. ECCC is a member of the Clean Power and Energy Research Consortium (CPERC) with six other Louisiana universities.

Working with faculty at Florida Atlantic University and Virginia Tech, faculty in the School of Naval Architecture and Marine Engineering are working to develop a prototype of an ocean current turbine that will convert ocean current energy into electricity. No commercially available turbine is currently available and this project's goal to overcome the technical hurdles to develop the prototype. The project is funded by the U.S. Department of Energy with UNO as the lead investigator.

Life Sciences: UNO maintains involvement with the New Orleans BioInnovation Center (NOBIC) initiative. Recently, the Vice President for Research and Economic Development attended a workshop hosted by NOBIC focused on university technology transfer and business start-ups in the bioscience domains. Businesses that incubate 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: The 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 a key 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. In the last six years EES faculty generated nearly \$15.1 million in external funding. For Fiscal Year 2012-2013, EES faculty submitted 14 proposals requesting a total of 4.6 million dollars in external funding and received awards totaling 1.1 million dollars. Fifteen grants were in force for FY 2012-2013 yielding roughly \$1.9 million.

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 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. 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 to 4 years of SWEAP. Through SWEAP, UNO students gain valuable industry experience and training, and GE Capital gains access to programmers trained in methods that meet their needs,

and the region gains additional capacity in the growth of computer science graduates. LED is providing funding for the SWEAP program in an effort to increase the pipeline of computer science graduates.

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 data 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 happenings 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.

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 and 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. UNO faculty have worked at various theatres in the city including Rivertown Theatres for the Performing Arts, Southern Rep, and Jefferson Performing Arts Society, and UNO students have also participated as interns in each of these theatre companies. In Fall 2013, UNO engaged Tony Award winning Playwright and Academy Award Nominee, Mark Medoff as artist in residence for the rehearsal and performance of his new play, *Parsifal Worthy*. UNO students and faculty were provided the opportunity to engage with this major American playwright and screenwriter.

Water Management and Coastal Restoration and Protection: UNO continues to conduct research in coastal restoration and protection in Louisiana and as an 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 engagements 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 faculty 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.

- **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.

Department of Fine Arts is currently developing their curriculum to take advantage of media driven areas within the surrounding area. A visual communications program that align 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 program. The Department is also working on community outreach programs, for example, "Kid's Camera" project (which has been active in New Orleans and Haiti for seven years), 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 \$3.3 million per year, with 38 FTEs and 6 to 8 student workers), and a second contract for information technology operations (approximately \$4.5 million per year 45 FTEs and 3 to 5 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 the creation of an industrial advisory board consisting of leaders in information technology from industry and government sectors; hosting a seminar series; creating certification opportunities for Java, network, and database expertise, increasing experiential learning opportunities for students through internships, apprenticeships and co-ops; and assisting 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 is noted that work on some of the activities outlined above have already begun despite the lack of broad-based funding. Work completed to date is 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, TEKSystems, ChapterSpot, IBM, and Ameritas technologies.

Energy: The Energy Conversion and Conservation Center is continuing the technology transfer of the patent-pending Micro-CCHP (Combined Cooling, Heating, and Power) system to a Louisiana company, Aestus Power. The patent application has been under review in four countries: U.S., China, Korea, and India. In addition, the Center is continuing their effort to develop and improve the innovative high-pressure and high-volume TurboPiston pump with a Louisiana company, Power Engineering.

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.**

During fiscal year 2012-13, UNO had one SBIR Phase II award. 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 Department of Threat Reduction Agency.

Dr. Huimin Chen, Electrical Engineering, had two STTR Phase I awards in fiscal year 2012-13. The first project was with Intelligent Automation, Inc. to design realistic self-defense scenarios for protecting resident space objects; the project was being undertaken for the Air Force Research Laboratory. Intelligent Fusion Technology, Inc. was the partner for the second STTR project. The project was being undertaken for the Department of the Air Force and involved designing space threat detection, collision avoidance and prediction, and machine learning algorithm for game application.

UNO submitted proposals for three SBIR Phase I projects which have been awarded in fiscal year 2013-14: Dr. Xiao-Rong Li, Electrical Engineering, Department of the Army with Propagation Research Associates, Inc.; Dr. Emanuel Coelho, Department of Physics, Department of the Navy with Ocean Acoustical Services and Instrumentation Systems, Inc.; and Dr. Kevin Stokes, Department of Physics, Air Force Research Laboratory with Nanohmics, Inc. UNO faculty also submitted two proposals for SBIR Phase II projects in fiscal year 2012-13 both of which have been awarded in fiscal year 2013-14: Dr. Elizabeth Shirtcliff, Department of Psychology, National Institutes of Health with Oasis Diagnostics Corporation; Dr. Xiao-Rong Li, Electrical Engineering, Air Force with ObjectVideo, Inc.

Faculty from the Department of Naval Architecture and Marine Engineering submitted white papers to the Bureau of Safety and Environmental Enforcement (advances in reliability-based engineering to support Arctic oil and gas operations) for SBIR grants jointly with Marine Information Resources Corporation (MIRC).

- **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 2012 are: Louisiana Tech \$9.835M; University of Louisiana-Lafayette \$13.848M; and UNO \$14.521M. 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 2012, research productivity for each campus is as follows: Louisiana Tech \$31,522; University of Louisiana-Lafayette \$32,519; and UNO \$39,459.

UNO's technology transfer successes are modest, but generally on par with other comparable institutions nationally. A comparison group was drawn from www.autm.org that included Florida Atlantic University, Florida International University, Louisiana Tech, University of Alabama Huntsville, University of Memphis, and University of North Carolina Greensboro. Average patents awarded in FY2010 for this group of institutions was 2.0 (UNO 2), Licenses and Options awarded averaged 4.2 [median was 2 with FAU reporting 10 licenses and options] (UNO 2), and New Startups averaged 1.2 (UNO 0).

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		
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts	90	75		
Percentage of faculty holding active research and development grants/contracts	23.5%	21.5%		
0TARGET	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 08-09				
Actual Year 09-10	20.2			
Actual Year 10-11	26.3			
Avg of Prior Three Years		25.9		
Actual 11-12	28.0			
Actual 12-13	23.5			
Avg of Most Recent Two Yrs		25.8		
Met?	YES	YES		

Notes: * AY 09-10, AY 10-11, and AY 11-12 data were determined using IPEDS codes to determine faculty FTE; starting in Year 3 (AY 12-13), the faculty FTE numbers were determined using EMPLOYMENT status equal to 2 (excluding Deans and Chairs). ** Year 3 (AY 12-13) data has been updated from what was reported last year since only half of the year was included. *** Year 4 (AY 13-14) data are preliminary through December 31, 2013 – AY 13-14 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		
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	35		
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%	10.0%		

*Notes: *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 3 (AY 12-13) data has been updated from what was reported last year since only half of the year was included. *** Year 4 (AY 13-14) data are preliminary through December 31, 2013 – AY 13-14 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		
State and local governments	2,488,000	3,780,000	4,453,000	4,739,000	4,850,000		
Industry	682,000	1,803,000	2,038,000	2,114,000	2,150,000		
Institution funds	3,272,000	7,034,000	7,062,000	7,222,000	7,469,000		
All other sources	154,000	311,000	354,000	508,000	599,000		
TOTAL	\$17,181,000	\$28,025,000	\$30,318,000	\$30,883,000	\$30,847,000		

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		
State and local governments	2,244,000	2,711,000	2,802,000	2,925,000	2,981,000		
Industry	568,000	726,000	959,000	1,150,000	1,148,000		
Institution funds	3,028,000	3,306,000	3,101,000	2,948,000	2,741,000		
All other sources	154,000	112,000	114,000	181,000	291,000		
TOTAL	\$16,041,000	\$17,440,000	\$17,667,000	\$17,440,000	\$16,584,000		

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		
Disclosures	6	7	9	3	6		
Licenses awarded	1	2	1	0	1		
Options awarded	0	1	1	0	0		
New companies (start-ups) formed	0	1	0	0	0		
Surviving start-ups	1	1	2	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.

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

Notes: N/A denotes data not available.

4. Institutional Efficiency and Accountability Narrative (1-2 pages)

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

UNO offers no Associate Degree programs. As of Fall 2012, UNO no longer admits 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. It was offered Summer 2012 for the final time.

Transfer students. The Office of Enrollment Services has four admissions counselors dedicated to assisting transfer students. During this reporting year, Transfer Retreat for Leadership was held in Fall 2013 and attendance increased by 12 students from the previous Fall. The Transfer Mentor Program serves approximately 30 students each semester and is in its second year. 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 of 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.

Collaboration with Delgado (DCC). UNO is exploring several collaborative initiatives with DCC and SUNO. During the spring semester of 2013, IDS at UNO began finalizing another articulation agreement with DCC between IDS and American Sign Language Studies, to be signed Spring 2014. Numerous initiatives for engineering are being discussed such as a 2+3 agreement for the Associates of Science in Electrical-Electronics Engineering (DCC) and the baccalaureate in Electrical Engineering (UNO) programs. Discussions between UNO and DCC are underway to develop a 2 + 2 agreement in Associate of Applied Science in Care & Development of Young Children (DCC).

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 outlet 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 2013-2014 academic year marks the beginning 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 unique opportunity to complete Delgado coursework on the University of New Orleans' campus and take part in programming and support geared toward their student needs. In Summer 2013, invitations were sent to eligible students who had applied to UNO but did not meet our admission requirements. The first cohort of Privateer Bound students began in Fall 2013. In October 2013, a Memorandum of Agreement for Privateer Bound was signed. In addition to taking DCC classes on UNO's campus and advantage of many of UNO's resources, Privateer Bound students are also supported academically and personally through the program. Student support initiatives include 1-on-1 meetings, mid-term grade checks, campus programming 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 courses in one academic year. As student success initiatives continue to develop for Privateer Bound, logistical growth is also occurring. While staff members at UNO and DCC serve as liaisons, a larger group of staff members on both campuses have been called on to be part of a steering committee and general committee. Regular meetings allow the committees to develop the program further for future cohorts. In Summer and Fall 2014, the next cohort of Privateer Bound students will join the program.

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

- Pursuant to the authority granted by the University of Louisiana System Board at its meeting of February 26, 2013, 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 2012-2013, the average increase in SREB out-of state tuition was 5.71% per year across all categories. The ULS staff used the SREB category median for 2012-2013 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 23 students from academic year 2012-2013 to academic year 2013-2014 (Fall and Spring semesters). Last fiscal year, 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 2015-16, while still meeting the FY2015-16 SREB target. This fiscal year, UNO proposed nonresident tuition as follows: FY 2014-2015 \$20,808; and FY 2015-2016 \$22,716 meeting the SREB target of \$22,716 in FY 2015-2016. Adjustments will be revised each year as new SREB data are available and 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 8 students between Fall 2012 and Fall 2013 and an increase of 31 students between Spring 2013 and Spring 2014, resulting in a total increase of \$1,006,176 between academic year 2013 and 2014, or 8.6%. In Fall 2012, UNO implemented an out-of-state recruitment plan. As the number of high school graduates from in-state continued to decline, 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. Therefore, more than one-half of the projected increase in nonresident revenue is due to UNO's Undergraduate Admissions and the Graduate School marketing out-of-state students.

Term of Data	2012 Fall	2013 Fall	Fall 2012 & 2013 Change	% Change
Nonresident Enrollment	743	735	-8	-1.08%
Nonresident Tuition/Fees	6,300,271	6,683,397	383,126	6.03%

Term of Data	2013 Spring	2014 Spring*	Spring 2013 & 2014 Change (decrease)	% Change (Decrease)
Nonresident Enrollment	649	680	31	4.78%
Nonresident Tuition/Fees	5,474,373	6,097,423	623,050	11.38%

*as of March 24, 2014

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		
Course sections in English	2	0	0	0	0		
Other developmental course sections	0	0	0	0	0		
TOTAL	18	15	15	5	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 develop. Mathematics	660	750	830	113	0		
Enrollment in develop. English	15	0	0	0	0		
Enrollment in other developmental courses	0	0	0	0	0		
TOTAL	675	750	830	113	0		

Notes: After the completion of the Summer 2012 Bridge Program, UNO no longer offers remedial courses.

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		
Peer non-resident tuition/fees (full-time)	\$15,628	\$16,490	\$17,423	\$18,409	\$20,328		
Percentage difference	19.8%	-13.0%	-4.0%	-3.7%	-6.2%		

4.d.i. 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
# programs with Mandatory or Recommended accreditation status	49	49		
# programs having discipline accreditation	47	48		
% accredited programs	96.0%	97.96%		
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				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
Met?	YES	YES		

Notes: * per January 2013 BoR accreditation status report

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 4

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 2013

Undergraduate headcount	7,144
Graduate headcount	2,179
Total headcount	9,323

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

Source: 2013-2014 Budget Request data from Board of Regents report SCHBRCRPT.

Undergraduate FTE	6,307.8
Graduate FTE	1,442.8
Total FTE	7,750.6

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 2013. 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	395
FTE Faculty	309.8

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	33,138
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,231
Average undergraduate class size	26.91

5.d. Average number of students per instructor

- **Ratio of FTE students to FTE instructional faculty**

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

Total FTE enrollment	7,750.6
FTE instructional faculty	309.8
Ratio of FTE students to FTE faculty	25.0

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 2013, 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	4	4
College of Education	3	3
College of Engineering	2	2
College of Liberal Arts	5	5
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**

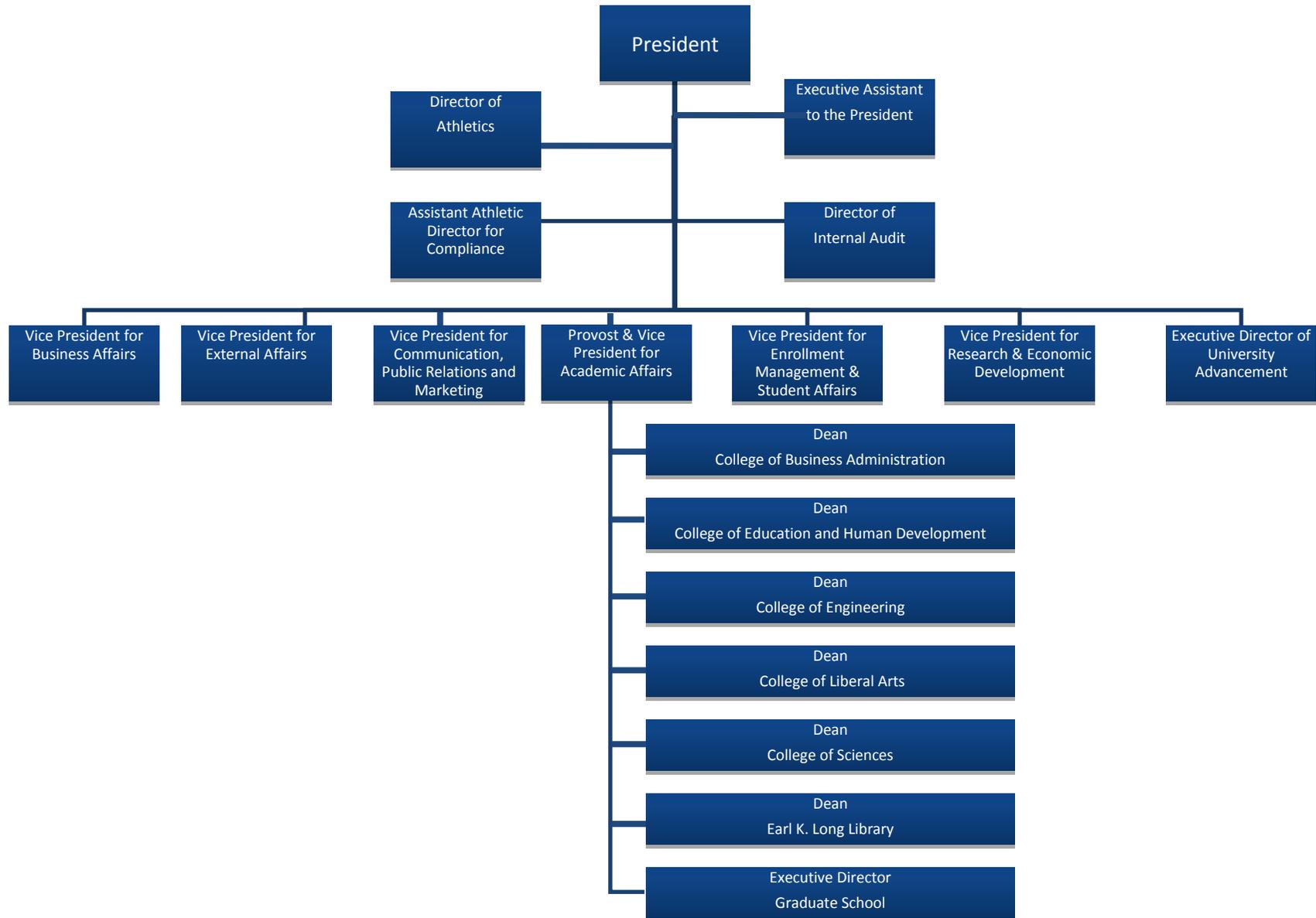
Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2013, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of 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	11/1/2013	
	Headcount	FTE
Academic Affairs	7	7
Accounting Services	2	2
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 Services	1	1
Counseling Services	3	3
Data Mgt, Analysis & Reporting	1	1
Development/Capital Campaign	6	6
Earl K. Long Library	2	2
Enrollment Management	2	2
Enrollment Services	6	6
Facility Svcs - Administration	7	7
Facility Svcs - Building Svcs	1	1
Facility Svcs - Capital Plng	1	1
Facility Svcs - Constr & Renov	4	4
Facility Svcs - Energy Svcs	1	1

Facility Svcs - Maintenance	1	1
Graduate School	2	2
Human Resource Management	1	1
Instructional Media/Technology	1	1
Intercollegiate Athletics-Adm	4	4
Int'l Students and Scholars	2	2
Kiefer Lakefront Arena	4	4
Marketing and Public Relations	9	9
Medicaid Tech Svcs Contr	3	3
Metro Div of International Ed	5	5
Metro General Studies Program	1	1
Office of External Affairs	3	3
Office of the President	3	3
Payroll	2	2
Property Control	1	1
Purchasing Office	1	1
Recreation & Intramural Sports	2	2
Registrar	1	1
Research & Sponsored Prog	6	6
Sponsored Programs Accounting	3	3
Student Affairs	3	3
Student Health Services	1	1
Student Housing	2	2
Student Support Services	1	1
Telecommunications&Electronics	1	1
Univ Computing & Communications	13	13
University Advancement	1	1
University Office Supplies	1	1
University Police	1	1
WWNO/KTLN Public Radio Station	5	5
Grand Total	146	146

*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 chart listing the title, Fall total base salary, and a history of any salary changes (within the same position) since June 30, 2008.

Position	Total Base Salary, reported Fall 2009	Total Base Salary, reported Fall 2010	Total Base Salary, reported Fall 2011	Total Base Salary, reported Fall 2012	Total Base Salary reported Fall 2013
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
Executive Assistant to the President (formerly known as Sr. Assistant to the Chancellor)	\$119,500 September 1, 2009 - Increased to \$119,500 from \$97,000; Assumed most responsibilities of Vice Chancellor for Advancement and Dean of Metropolitan College	Vacant	Vacant	\$160,000 (Hired 7/1/2012)	\$160,000
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
Compliance Officer	\$70,000	\$70,000 (Compliance Officer retired in November 2010)	Vacant	Vacant	\$47,000 (Hired 5/13/13)
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
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)

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)
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)
Vice President for Enrollment Management Student Affairs (new position)				\$160,000 (New VP hired)	\$160,000
Vice President of Communications, Public Relations and Marketing (new position)				\$160,000 (New VP hired)	\$175,000
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
Executive Director, University Advancement					\$170,000 (Hired 4/1/13)

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)
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)
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
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)
Dean, College of Sciences	\$170,000	\$170,000	\$170,000	\$180,000 (Additional duties: Chair of Institutional Animal Care and Use Committee)	\$185,000
Dean, Earl K. Long Library	\$138,010	\$138,010	\$138,010	\$138,010	\$138,010

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	\$ 42,585,792	41.4%
Research	\$ 3,338,798	3.2%
Public Service	\$ 3,067,704	3.0%
Academic Support	\$ 9,881,802	9.6%
Student Services	\$ 4,923,668	4.8%
Institutional Services	\$ 17,226,053	16.7%
Scholarships/Fellowships	\$ 7,280,886	7.1%
Plant Operations/Maintenance	\$ 15,290,122	14.9%
Total E&G Expenditures	\$ 103,594,825	100.7%
Hospital	\$ -	0.0%
Transfers out of agency	\$ -	0.0%
Athletics	\$ 1,184,396	1.2%
Other	\$ (1,856,286)	-1.8%
Total Expenditures	\$ 102,922,935	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	\$21,920
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AY 2013-2014	
Tuition and Fees	\$6,578
Room and Board	\$10,464
Books and Supplies	\$1,200
Transportation	\$1,685
Personal and Misc.	\$1,941
Average Loan Fees	\$52
Total	\$21,920

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

\$4,683

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

\$4,683

Source: Copy of cost_perf_UL.XLSX provided by Board of Regents
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vi. All expenditures of the institution for that year most recent academic year.

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

\$171,033,386

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