University of New Orleans

GRAD Act
Year 1 Annual Report
FY 2010-2011

Submitted to the Board of Supervisors, the LSU System
April 1, 2011
(Amended April 19, 2011)

University of New Orleans

1. a. Student Success
Element 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 (first-time, full-time, degree-seeking students) (Targeted)

	Baseline	Year 1
Term	Fall 08 to Fall 09	Fall 09 to Fall 10
# in Fall Cohort	1,203	1,218
# Retained to 2nd Fall semester	825	772
Rate	68.6%	63.4%

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

	Baseline	Year 1
Term	Fall 07 to Fall 09	Fall 08 to Fall 10
# in Fall Cohort	1,030	1,208
# Retained to 3rd Fall semester	540	597
Rate	52.4%	49.4%

1.a.iv. Same Institution Graduation Rate - as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1
Term	Fall 2002 cohort through Fall 2008	Fall 2003 cohort through Fall 2009
# in Fall Cohort	1,685	1,961
# Graduated within 150% of time	372	409
Rate	22%	21%

1.a.v. Graduation Productivity - Optional (Targeted)

	Baseline	Year 1
Term	AY 2008-09	AY 2009-10
# UG completers	1,286	1,295
Annual FTE	7512.2	7617.8
Rate	0.2	0.2

1.a.vii. Statewide Graduation Rate (Targeted)

Term	Baseline Fall 2002 cohort through Fall 2008	Year 1 Fall 2003 cohort through Fall 2009
# in Fall Cohort	1,684	1,961
# Graduated within 150% of time at any state public institution	465	545
Rate	27.6%	27.8%

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

1st-time Freshmen Exceptions	Baseline	Year 1
	AY 09-10	AY 10-11
Summer Admitted & Enrolled *	33	27
Summer Admitted by Exception	2	2
Summer % Exception	6%	7%
Fall Admitted & Enrolled	1,259	1,066
Fall Admitted Exception	74	86
Fall % Exception	6%	8%
Spring Admitted & Enrolled	108	138
Spring Admitted Exception	12	16
Spring % Exception	11%	12%
Total Admitted & Enrolled	1,400	1,231
Total Admitted Exception	88	104
Total % Exception	6%	8%

* Note: Chart 1.a.viii. includes Summer exceptions in addition to Fall and Spring data.
Board of Regents reports do not include Summer.

University of New Orleans
1.a. Student Success – Narrative
Element 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.

- policy/policies adopted by the management board;
- subsequent policy/policies adopted by the institution;
- timeline for implementing the policy/policies; and
- performance of entering freshmen students admitted by exception (4-year universities)

Policies/policies adopted by Management Board

Standardize bachelor degree programs to 120 credit hours. The Board of Regents' Resolution for Excessive Hours for Degrees standardizes degree requirements at 120 credit hours for bachelors' degree so that students can complete their programs in four years. The resolution notes that some programs require more hours to maintain accreditation.

Board of Regents' Student Tracking and Degree Audit.

Subsequent policy/policies adopted by the institution

New Admissions Standards: The University has adopted the New Admissions Standards (as approved by the Board of Regents for "statewide" institutions) which will be implemented Fall 2012. The new standards are:

- Freshmen: 23 ACT/1050 SAT or 2.5 GPA, and require no remediation, and meet academic core requirements.
- Transfer: 24 transferrable hours above remediation, English and Math credit earned, and at least a 2.25 GPA.

Excessive Hours for Degrees: The University completed its *"120 Credit Hour Programs of Study"* in February 2011 and submitted it to the LSU System. UNO reviewed all programs and reduced the number of credit hours to the lowest possible to satisfy certification or accreditation requirements.

LSU System Performance Metrics: The University instituted performance indicators in 6 metrics covering degrees and credentials; enrollment data, retention/graduation/ licensure and pass rates; research and tech transfer; revenue sources; teaching and research productivity. These were implemented June 2010 to a mechanism for the institution's annual performance evaluation.

Student Tracking and Degree Audit: An *Early Alert* system for student tracking and degree audit will be implemented Fall 2011. It will be used by both students and advisors to ensure that students are on track for critical academic requirements and graduation.

A Quality Enhancement Plan (QEP) was submitted to SACS to restructure courses in three areas: 1) University Success Course - to assist students as they transition from high school and adjust to college course expectations, 2) English Composition, and 3) College Algebra. The University is implementing its Student Success Program in Fall 2011.

Timeline for implementing the policy/policies

Student Tracking and Degree	– Fall 2011
New Admission Standards	– Fall 2012
LSU System Performance Measures	– implemented June 2010
Excessive Hours for Degrees	– completed February 2011
Student Success Program	– Fall 2011

Performance of entering freshmen students admitted by exception

In the mid-1990s, UNO moved from an open admissions policy to the state-mandated admissions standards. In 2005, stricter admissions standards were adopted and the exceptions allowed were 7%. In 2012, the admissions standards will increase and the exceptions allowance will be 6%. Managing the number of enrolled exceptions prior to the 14th class day each semester is a difficult task due to the constantly changing nature of rolling admissions (the actual size of the enrolled class constantly changes). Since 2007, the Office of Admissions has employed the following policy basis for the management of exceptions:

- Estimate the size of the incoming freshman class then determine the number of admissions that equals the Board of Regents minimum (7%). For example, if we estimate the size of the class is 1,000, then we should have 70 enrolled exceptions.
- In order to manage the applicant pool, we utilize our admission funnel norms and apply those from the number of exceptions enrolled up through the funnel. The example would be:
    70 enrolled freshmen by exceptions
    117 freshman admitted who are provided exceptions (estimates 60% average yield)

We have employed this method since the 2007-08 year due to the fact that there was no existing plan to manage the pool. The lack of a plan had resulted in 30-35% exceptions each semester. The only downside to our current policy is that when yield rates are affected, our moving target for freshman exceptions is strongly affected.

PERFORMANCE OF FRESHMEN ADMITTED ON EXCEPTION BASED ON RATES OF RETURN

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

UNO has revised its Exceptions Policy for 2012 so that if potential offers exceed the targeted exception pool, then exceptions offers will be reduced by dropping the low-scoring students within each category until probable compliance is reached. In addition, UNO's estimates for yield will utilize the lower end of the yield scale rather than the median. This should result in the number of 6% exceptions in keep with Regents policy for 2012.

University of New Orleans

1.b. Student Success
Element b. Increase the percentage of program completers at all levels each year.

Element Reference			Measure	Baseline Year/Term Data to Include	Baseline data	Year 1 Benchmark	Year 1 * Actual
1. Student Success							
b.	i.	Targeted ***	Percent Change in program completers (+/-)**				
			Bachelor (Award level 1)			0.6%	0.7%
				2008-09 AY	1,286	1,294	1,295
			Masters (Award level 2)			6.6%	6.6%
				2008-09 AY	561	598	598
			Doctorate (Award level 3)			33.3%	33.3%
				2008-09 AY	45	60	60

University of New Orleans
1.b. Student Success - Narrative
Element b. Increase the percentage of program completers at all levels each year
    The institution may choose to submit a narrative report to discuss and describe
    aspects of their data.

UNO's Year 1 completers increased at all award levels from the baseline year 2008-09:
    Baccalaureate increased by .7%
    Masters increased by 37 students (or 6.6%)
    Doctoral increased by 15 (or 33.3%)

UNO's baseline 6-year graduations rates are based on a cohort of first-time, full-time, degree-seeking freshmen who entered Fall 2002 and graduated within 6 years (through 2008). It is worth noting that until the Fall 2006 cohort reaches the 6 year mark, UNO has a Katrina impact running throughout. In Fall 2005, students dispersed as a result of the hurricane and their return was delayed. Those who relied on local housing had no apartments to rent, no homes to return to. Some enrolled in another institution for a semester or two and others returned but rebuilding their homes was the priority. The impact was felt more by those students who were beginning their academic careers. Those who were further along in their academic careers tended to return and quickly finish their programs. We anticipate that this phenomenon will be seen in graduation rates until the Fall 2006 cohort - the first post-Katrina cohort - begins to graduate.

The increase in the numbers in this report may be attributed in part to the recovery period following Hurricane Katrina. The undergraduates at the beginning of their academic careers were less likely to return to continue their education in New Orleans than those upper level undergraduates who had more invested. At the masters and doctoral level, this increase is more pronounced. UNO anticipates that the doctoral completers will decrease somewhat in the next reporting period but then return in a steady climb.

The University of New Orleans Plan for Student Success 2009-2011 was completed during 2010. This was an outgrowth of the University's re-accreditation process in which the Task Force for Student Persistence and Retention Initiatives (SPRI) was created and charged with studying enrollment, retention, and completion and with making recommendations on ways to improve student persistence and six-year graduation rates. It focused on the following four areas: 1) Early Alert - identify and track students at risk and intervene in a timely fashion; 2) Student-Faculty Interaction - promote greater faculty awareness about faculty's vital role in student success and promote more active learning for students; 3) Academic and Career Advisement - formulate a more developmental approach to advising and a more integrated delivery system; and 4) Student Engagement - increase opportunities for students involvement in campus life and recommend improvements to the physical environment.

Other plans and activities specifically to address persistence include hiring a Vice Provost for Student Success; organizing a Student Success Center; standardizing curricula; pre-registering freshmen in Math, English and Science courses; checking post mid-term grades and counseling students who are not performing well; closely tracking progress of special admit students; revamping Financial Aid and Admissions websites; improving Orientation and "Get to Know UNO"; awarding scholarships only through the Office of Financial Aid; implementing customer services

workshops for Financial Aid, Admissions and Registrar; fostering more engagement of faculty with students; developing more undergraduate research opportunities; maintaining an advising office on the Delgado Community College campus at least three days per week; developing more 2 +2 programs with Delgado Community College; offering scholarships to Delgado students with a GPA of at least 2.75; requiring UNO students to state why they request transcripts; and increasing alumni involvement in recruiting.

As mentioned in 1.a., an **Early Alert student tracking and degree audit program** will be implemented in Fall 2011. It will facilitate monitoring student progress toward graduation by alerting students to academic career issues and by allowing faculty and staff to identify students who are lagging in their academic progress and in need of academic support. This system will allow the University to specifically follow students' success in the basic Math and English courses and provide academic intervention as needed. Early Alert has the capacity to target progress indicators by type of students such as transfers, first time freshmen and part-time students. Training for Early Alert started in Spring 2011 and is designed to engage the primary and secondary campus "responders" and prepare them for their roles in academic intervention. The collaboration extends to reviewing student outcomes and assessing engagement with and use of the system.

Math and English are critical courses that will be taken, along with required science courses, in the first semester of the freshman year. If a student does not pass either, the student must retake the course in the following semester. The student will not be allowed to delay retaking the course until later in his or her academic career. Math and English are two of the QEP courses designated for SACS. To enhance student performance, the University has invested in MyMath lab, an online tutoring service and also an English lab.

In addition, UNO has **University Success (UNIV)**, a course which is taken the first semester of the freshman year. UNIV transitions students into the University environment and provides guidance for class load in relation to their workloads. It also links to services available to students on campus. It can also serve as part of the Early Alert system to engage students who are not performing well by mid-term (as judged by mid-term grades). It has been proven to be effective in retaining students and its results were part of UNO's fifth year report to SACS.

Another enhancement was the campus-wide wireless upgrade that allows students to study anywhere on campus. Other improvements to the infrastructure and learning environment include instructional labs in Engineering, Film and Music.

UNO's colleges have intensified the emphasis on faculty and staff involvement as key to improving retention and completion rates. In 2009, colleges reinforced and formalized their internal channels to communicate with their continuing students who were tardy registering for the next semester. Colleges receive lists of students who have not registered in a timely fashion so that their networks of faculty and staff are able to contact students and encourage them to register.

UNO plans to implement its Student Success Program in Fall 2011.

University of New Orleans

1.c. Student Success
Element c. Develop partnerships with high schools to prepare students for postsecondary education **(Descriptive)**

1.c.i. Number of high school students enrolled at postsecondary institution while still in high school – by semester/term (Descriptive)

Term of Data	AY 08-09	AY 09-10
Summer	9	11
Fall	22	118
Winter	---	---
Spring	47	98
TOTAL	78	227

Note: Numbers include Summer. Only Fall and Spring semesters are reported by Board of Regents.

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

Term of Data	Baseline AY 08-09	Year 1 AY 09-10
Summer	32	36
Fall	87	394
Winter	---	---
Spring	190	323
TOTAL	309	753

Note: Numbers include Summer. Only Fall and Spring semesters are reported by Board of Regents.

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)

Term of Data	Baseline AY 08-09	Year 1 AY 09-10
Summer	28	36
Fall	87	361
Winter		
Spring	163	281
TOTAL	278	678

Note: Numbers include Summer. Only Fall and Spring semesters are reported by Board of Regents.

University of New Orleans
1.c. Student Success - Narrative
Element c. Develop partnerships with high schools to prepare students for postsecondary education.

The narrative report should include at a minimum:
- examples of newly created partnership;
- examples of strengthening existing partnerships;
- examples of feedback reports to high schools; and
- examples of the types of progress that will be tracked to evaluate the partnerships and demonstrate student readiness (e.g. increase in the number of students participating in dual enrollment opportunities, increase in the number of students taking a high school core curriculum, reduction in need for developmental courses, increase in ACT scores)

Program 1: The University of New Orleans created a GNO First program for its recruitment effort in developing partnerships with schools and their students in our home area. This program provides for an increased number of visits from UNO representatives to high schools in the Greater New Orleans area. Following these visits, students are provided two opportunities in the Fall and two opportunities in the Spring to participate in the "Privateer for a Day" programs on the UNO campus. The Privateer for a Day programs give these students, many of whom have never set foot on a college campus, the opportunity to get a first-hand knowledge of what it is like to be a college student – they go to class with a UNO student and experience everything they do in a normal day. Spring 2010 was the first engagement opportunity set for this program.

After the second program each semester, the UNO Office of Admissions provides high school guidance personnel with participation reports for the students who progressed through these programs. The feedback reports will include participation information, student survey feedback, and intents provided by the students.

Program 2: The University of New Orleans has actively engaged in a Dual Enrollment program for qualified high school students in the Greater New Orleans area to pursue and complete college-level courses while they are in high school. Students that complete the courses earn UNO credit. No remediation courses are provided.

Over the course of the past few years, we have reached a period of highs and lows for participation in the program. Starting with the 2010-11 year, we have begun a program of outreach that provides for a more stable number of student participants and active engagement from UNO to the participating high schools in our area. As shown in the

preceding table 1.c.i., dual enrollment almost tripled from the baseline academic year 2008-09 of 78 students to the first year report 2009-10 of 228 students.

Each semester, school guidance personnel receive academic and participation feedback on each student from UNO. Each report contains student grades and reflective discussion from Admissions personnel and the Guidance Counselor regarding further participation of the student.

In 2010-11 and beyond, the Office of Admissions will track the number of students participating in the program with the 2009-10 number being a baseline.

The Office of Research provides competitive funding for summer programs to support UNO student research during the summer.

Summer Research Programs: UNO's colleges participate in summer outreach programs involving high school teachers and students. For example, Advanced Materials Research Institute (AMRI) and Department of Chemistry conduct summer research programs designed to increase the awareness and understanding of scientific research among high school teachers and students and to promote the Early Start Dual Enrollment Program. From 2002-2010, over 900 high school students have applied for a total of 93 positions. The program provides research opportunities in materials science (including chemistry and physics) for approximately 5 high school chemistry or physics teachers and 10 high school students. Through a collaboration with Communities in Schools, academic year programs at three high schools are offered. Cross-college initiatives have professional development projects funded by LaSIP which involve partnerships with local school systems to train their teachers in mathematics and teaching skills.

University of New Orleans

1.d Student Success
Element d. Increase passage rates on licensure and certification exams and workforce foundational skill

University of New Orleans - Education
Baseline Year 2008-09

	Taken	Passed	Passage Rate
HEA Title II Regular Program Completers	44	44	100%
HEA Title II Alternate Program Completers	60	60	100%
Total Programs Completers, 2008-09	104	104	100%

Note: All students (both regular and alternate) must pass before completing the program. UNO has a 100% passage rate.

University of New Orleans
1.d. Student Success - Narrative
Element d. Increase passage rates on licensure and certification exams and workforce foundational skill.

Narrative Report: optional (UNO reports only for Education licensure)

In order to complete the Initial Teacher Preparation programs of study at the College of Education and Human Development, all students must pass three PRAXIS exams. The first of these, The PRAXIS I, is a basic skills test that must be passed before the student is formally admitted to the college. The state stipulates that this exam may be waived if the student already has a master's degree or a minimum ACT score of 22. The other two exams MUST be passed in order for the student to complete/graduate: The content area exam and the Principals of Learning and Teaching (PLT).

There are two categories of initial teacher certification completers in the state of Louisiana. "Regular" completers are those who graduate from a traditional, undergraduate program of study. The second category, "alternate certification" completers, includes those who have already attained a bachelor's degree (from an accredited institution, and with certain minimum requirements) and are in need of certification only.

The University of New Orleans has both of these categories. Beginning in the 2010-11 academic year, this "alternate" route can be achieved by completing a Master of Arts in Teaching (M.A.T.). In prior years, it was possible for students to complete a program of study via two routes: 1) the intense, one-year practitioner program or 2) the post-baccalaureate, non-degree program.

The practitioner program was akin to (though more rigorous than) programs offered by, e.g., Teach for America. This program was made possible by a federal grant known as the "Transition to Teaching" grant. In the practitioner program, students received intense training during the summer and then they were placed as teachers in the fall semester.

The post baccalaureate program was a multi-year program for those seeking certification. Some of the students were taking courses part-time while teaching in the classroom with a temporary certificate granted by the state. Others were course-only students preparing for certification. In either case, the students were required to take, on average, 25 hours or more at UNO. A maximum of six hours could be transferred from another (accredited) institution. There were other minimum requirements, such as a 2.5 GPA. Post-baccalaureate students were also required to spend their final semester as student teachers or capstone interns.

It should be noted that all alternate certification students must receive their primary certification preparation here at UNO. These initial teacher certification completers should not be confused with "add-on" completers, who have already been certified as teachers and

who wish an additional certification to enhance their skills and options as a teacher. Across the state, these "add-on" students are allowed to take courses at different institutions and may apply directly to the state for certification; therefore, UNO does NOT count these students as completers.

Due to the fact that all students – both regular and alternate – must pass the necessary PRAXIS tests before completing the program, UNO has a 100% passage rate.

University of New Orleans

2. a. Articulation and Transfer

Element 2.a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

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

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# enrolled		
Summer	123	110
Fall	680	762
Spring	403	435
Spring Intersession	1	1
Total	1,207	1,308
# retained to next Fall semester	774	827
Rate	**64.1%**	**63.2%**

Note: Data include Summer semester and Spring Intersession.

Additional Data for Delgado and Nunez

	Delgado		Nunez	
	Baseline	Year 1	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10	AY 08-09	AY 09-10
# enrolled				
Summer	20	20	1	3
Fall	149	177	15	23
Spring	92	106	9	11
Spring Intersession	1	1	0	0
Total	262	304	25	37
# retained to next Fall semester	172	207	12	20
Rate	**65.6%**	**68.1%**	**48.0%**	**54.1%**

Note: Data include Summer semester and Spring Intersession.
Data only include transfer Students whose last school attended was Delgado or Nunez respectively.

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

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# of baccalaureate completers	1,286	1,295
# who began as transfers	720	842
Percentage who began as transfers	56.0%	65.0%

Note: Legacy admissions data for students admitted prior to 2002 are not complete in PeopleSoft system.

2.a.iii. Percent of transfer students admitted by exception (Descriptive) (Source: Admissions Office)

Transfer exceptions	Baseline	Year 1
	AY 09-10	AY 10-11
Summer Admitted & Enrolled	538	594
Summer Admitted by Exception	11	8
Summer % Exception	2%	1%
Fall Admitted & Enrolled	837	860
Fall Admitted Exception	64	101
Fall % Exception	8%	12%
Spring Admitted & Enrolled	492	544
Spring Admitted Exception	53	57
Spring % Exception	11%	10%
Total Admitted & Enrolled	1,867	1,998
Total Admitted Exception	128	166
Total % Exception	7%	8%

Additional Data on the Performance of Transfer Students Admitted by Exception (4-year universities) (Source: Admissions Office)

	Baseline
Term of Data	AY 09-10
# of Transfer Student Exceptions AY	128
# of Transfer Students Returning for Next Semester	85
Rate	66.4%

Additional Data on the Percent of Transfer Students Admitted by Exception (Source: Admissions Office)

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of Transfer Students Enrolled	1,867	1,998
# of Transfer Students on Exception	128	166
Rate	6.9%	8.3%

Note: This includes Summer 2009 (11 students), Fall 2009 (64 students), Spring 2010 (53 students)

University of New Orleans
2.a. Articulation and Transfer - Narrative
Element 2.a. Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.

The narrative report should include at a minimum:

• **policy/policies adopted by the management board;**
• **subsequent policy/policies adopted by the institution;**
• **timeline for implementing the policy/policies; and**
• **performance of entering transfer students admitted by exception (4-year universities).**

Policy/policies adopted by management board

Effective with the Fall 2012 class of students, the Board of Regents has adopted the following as new admission standards for UNO as a "statewide" institution:

- **Freshmen:** 23 ACT/1050 SAT or 2.5 GPA, and require no remediation, and meet academic core requirements.
- **Transfer:** 24 transferrable hours above remediation, English and Math credit earned, and at least a 2.25 GPA.

Subsequent policy/policies adopted by institution

The University of New Orleans has adopted the new admissions standards and they will be implemented in Fall 2012.

Since the initial announcement of new admissions requirements by the Board of Regents, The University of New Orleans leadership has been examining the impact of these requirements and the need to have requirements that may be a bit more challenging than the ones adopted by the Board of Regents.

For transfer students, the University has already begun its recruitment engagement efforts to better inform transfer students of their enrollment opportunities at UNO. UNO's policy regarding transfer student admissions is described earlier in 1.a.

Recruitment, retention and graduation rates are influenced by various external factors. Among them are economic and institutional stability, publicity about budget cuts and the future of higher education, the merger of institutions, the national and local economies, etc. All of these impact students' decisions to attend or to remain at an institution.

Performance of Transfer Students Admitted by Exception (4-year universities)
(Source: Admissions Office)

	Baseline
	AY 09-10
Term of Data	AY 09-10
# of Transfer Student Exceptions AY	128
# of Transfer Students Returning for Next Sem.	85
Rate	66.4%

Percent of transfer students admitted by exception (Source: Admissions Office)

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of Transfer Students Enrolled	1,867	1,998
# of Transfer Students on Exception	128	166
Rate	6.9%	8.3%

Note: Transfer exceptions include Summer 2009 (11 students), Fall 2009 (64 students), Spring 2010 (53students)

As mentioned in 1.a. Student Success, the *Early Alert* system for student tracking and degree audit is scheduled for implementation in Fall 2011. It will be used by both students and advisors to ensure that students are on track for critical academic requirements and on track for graduation.

Excessive Hours for Degrees: UNO reviewed all programs and reduced the number of credit hours to the lowest possible to satisfy certification or accreditation requirements. The University completed its report 120 Credit Hour Programs of Study (February 2011).

As mentioned earlier in 1.a., The University of New Orleans has been, for the past three years, successfully implementing its admissions requirements. The University has been right at 7% (or within three to four students total) in meeting our exact projection number for exception allotments. Spring enrollment at the University has seen exception rates exceed the 7% due to the variation in actual enrollment and yield for that semester. In the future, the University will maintain a 6% yield per semester.

University of New Orleans

2. b. Articulation and Transfer
Element 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
Term of Data	**AY 08-09**	**AY 09-10**
# transfers in during AY (degree-seeking UGs) w/Associate degrees	74	71
# Transferred in Summer	8	8
# Transferred in Fall	47	39
# Transferred in Spring	19	24
# retained to next Fall semester	47	45
Rate	**63.5%**	**63.4%**

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

	Baseline	Year 1
Term of Data	**AY 08-09**	**AY 09-10**
# of baccalaureate completers	1,286	1,295
# who began as transfers	720	842
# who began as transfers with associate degree	10	26
Percentage who began as transfers with associate degree	**0.8%**	**2.0%**

Note: "Legacy" data for students admitted prior to 2002 are not complete in PeopleSoft system.

ADDITIONAL DATA for Nunez and Delgado

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

	Delgado			Nunez	
	Baseline	**Year 1**		**Baseline**	**Year 1**
Term of Data	AY 08-09	AY 09-10		AY 08-09	AY 09-10
# transfers in during AY (degree-seeking UGs) w/Associate degrees	34	43		6	1
# Transferred in Summer	*1*	*4*		*1*	*1*
# Transferred in Fall	*23*	*25*		*4*	*0*
# Transferred in Spring	*10*	*14*		*1*	*0*
# retained to next Fall semester	21	24		3	1
Rate	61.8%	55.8%		50.0%	100.0%
Data only include transfer students with associate degrees from Delgado or Nunez respectively.					

University of New Orleans
2. b. Articulation and Transfer - Narrative

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

The narrative report should include at a minimum:
• examples of new or strengthened feedback reports to the college(s);
• processes in place to identify and remedy student transfer issues; and
• examples of utilization of feedback reports (2-year colleges and technical colleges).

Each May, The University of New Orleans provides community college representatives with feedback reports of the number of students that have enrolled at UNO with associate degrees from their institution. The University provides these reports in an order to better track students that have enrolled at UNO as part of our College Connection programs with the community colleges and so that the Community College representatives will have the ability to account for student progression with those students who have graduated from the institutions with Associate Degrees. At present, the largest number of transfers that enter UNO with Associate Degrees come from Delgado Community College.

Feedback reports include:

- Student enrollment data at UNO from the transferring institution
- Course of study for transferring student (we also provide separate reports for enrollment to the schools by major)
- Enrollment Date

In addition to printed reports, the Office of Admissions has **service meetings** with our "feeder" community colleges each semester where we cover the same material from the printed Feedback Reports (see above list) and discuss the services provided (both good and bad) to the community college. These face-to-face meetings include discussions about ways to remedy student transfer issues.

To review the efficiency of the University's transfer agreements and the facilitation of services to community college transfers and the students in particular, UNO representatives meet with our key feeder community colleges each semester to discuss progress in the program and to remedy any issues that may exist. We have found that face-to-face interaction and discussion are the best ways to build these programs and ensure their successes.

The following table shows the baseline number of students that enrolled at UNO who received Associate Degrees prior to their enrollment at UNO:

	Baseline
	AY 09-10
Term of Data	
# of Transfer Students Enrolled	1,867
# of Transfer Students with Associate Degrees (includes non-degree seeking)	71
Rate	3.8%

Note that the vast majority of transfer students that enroll at UNO do not have Associate Degrees. The top institutions where students transfer from are Delgado Community College, Louisiana State University A&M, Southeastern Louisiana University, Xavier University of Louisiana, and University of Louisiana-Lafayette.

Orientation sessions are mandatory for all incoming students. Special breakout sessions have been implemented for Transfer Students, for Freshmen, and for Parents to acquaint them with the importance of rules, regulations, procedures, programs and expectations they will face at the University.

The implementation of the Early Alert system in Fall 2011 will enable the University advisors, faculty and officials to better track transfer students to determine their needs. In addition, the mid-term grade alerts will be very helpful in identifying students having academic difficulties for referral to peer mentors and counselors. While this system benefits all students, it can be especially useful for transfers having associate degrees as well as all other transfers.

University of New Orleans

2. c. Articulation and Transfer

Element 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
Term of Data	AY 09-10	AY 10-11
# of students referred	133	86

2.c.ii. Not applicable to The University of New Orleans

University of New Orleans
2. c. Articulation and Transfer - Narrative

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

The narrative report should include at a minimum:
> **examples of the agreements with Louisiana institutions and processes in place to identify and refer these students.**

The University of New Orleans, for several years, has facilitated a "College Connection Partnership" program with the two community colleges in the Greater New Orleans Area – Delgado Community College and Nunez Community College.

Through this partnership, students who are deferred admission to UNO are provided with a contract between UNO and the selected community college to attend the community college. This initiative serves as a conduit to route students who need to take community college courses and later to facilitate their return to UNO when they successfully fulfill the entry requirements.

They are welcomed to enroll at UNO once they have completed a minimum of 18 transferrable college hours above remediation with at least a 2.25 GPA. The student contracts also provide for shared information (academic and enrollment) between UNO and the community college and provide opportunities for tracking between UNO and the community colleges.

Students that progress through this program are tracked at the end of each semester by both institutions and are also targeted through direct outreach by UNO.

The table below reflects the baseline number of students referred through College Connection for the 2009-10 academic year as well as for year 1.

Students Referred through College Connection	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
# of College Connection Referrals	133	86

University of New Orleans

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

2.d.i. Not applicable to The University of New Orleans

2.d.ii. Not applicable to The University of New Orleans

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

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# enrolled in transfer degree program	NA	NA
# retained to next Fall semester	NA	NA
Rate		

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

	Baseline	Year 1
Term of Data	AY 08-09	AY 09-10
# of completers who began as transfer degree students	NA	NA

Note: AALT and ASLT programs are new. UNO has no relevant data to report for these measures at this time. Due to the newness of the program, UNO has not tracked students separately who had different Associate Degrees. UNO expects to start receiving AALT and ASLT students in Spring 2012.

University of New Orleans
2. d. Articulation and Transfer - Narrative
Element d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

The narrative report should include at a minimum:
- examples of collaboration in implementing all aspects of the transfer degree programs, Louisiana Transfer Associate Degree (AALT, ASLT)* and Associate of Science in Teaching (AST) programs, and
- processes in place to remedy any articulation and transfer issues as they relate to the AALT, ASLT, or AST degrees.

The ACT 356 of the 2009 Regular Legislative Session provides for a comprehensive system of articulation and transfer of credit between and among public secondary and post-secondary educational institutions. The University of New Orleans had input into the development of this articulation and adheres to the results of this act.

By December 2011, UNO intends to expand the articulation and transfer agreements with Delgado to include HRT, General Business, Computer Science, Applied Science and also to expand the Delgado model of collaboration to neighboring communities colleges.

The University of New Orleans has, and will continue to, actively engage in all aspects of the transfer degree programs in Louisiana (AALT, AAST, and AST). To date, the University has adopted transfer guidelines for our feeder community colleges (Delgado and Nunez) and generic guidelines as promoted by the Board of Regents. Furthermore, the University has identified four year degree tracks for our undergraduate majors in each of our senior colleges and provided the information on our website for easy access. In addition, we have completed the process of identifying a direct transfer program for students completing the AALT, AAST, and AST programs at the two-year schools – these are part of a newly designed Admissions micro-website that is expected to be complete in April 2011.

In an effort to remedy any articulation challenges and transfer issues, representatives from the Office of Admissions meets with our feeder transfer institutions in the area (Delgado and Nunez) each semester to address successes, challenges, and opportunities for further engagement. As indicated earlier, these evaluative opportunities are normally done in face-to-face meetings for better communication and discussion.

The AALT and ASLT programs are new. The University of New Orleans has no relevant data to report for these measures. UNO expects to start receiving AALT and ASLT students in Spring 2012.

Due to the newness of the program, UNO has not tracked students separately who had different Associate Degrees. We have collected transfer data (see following table) for those students enrolled during the academic year and those students who returned.

Term of Data	Baseline AY 09-10
# of Transfer Students Enrolled	1,867
# of Transfer Students Returning for next fall	1,159
Rate	72.4%

University of New Orleans

3. a. Workforce and Economic Development
Element 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
Term of Data	AY 09-10
# of eliminated programs	9
BA	1
Masters	7
Graduate Certificate in Gerontology	1

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
Term of Data	AY 09-10
# of programs modified or added	0

3.a.iii. Not applicable to The University of New Orleans

University of New Orleans
3. a. Workforce and Economic Development - Narrative
Element a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

Narrative report: required
The narrative report should include at a minimum:
- a description of the institution's current review processes to identify academic programs that have low number of completers or are not aligned with current or strategic workforce needs;
- a description of the institution's collaboration efforts with the Louisiana Workforce Commission to identify academic programs that are aligned with current or strategic workforce needs;
- *Not Required in the Report: a description of the institution's current review processes to identify academic programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing LWC and Louisiana Economic Development published forecasts; and a description of how the institution has worked to modify or initiate new programs that meet current or strategic future workforce needs of the state and/or region.*

In past years, the University had program reviews using outside consultants. However, due to budget cuts, these external reviews have been discontinued and are now performed internally. The guiding principle is consideration of the number of majors and number of completers in relation to the financial status of the University. This past year, UNO studied its programs at all levels to evaluate programmatic reduction and consolidation of programs that could occur given a 32% budget reduction.

Also, post-Katrina, some terminations and consolidations occurred. Examples are College of Urban and Public Affairs, Metropolitan College, and Paralegal Studies.

UNO follows BOR guidelines for Academic Program/Low Completer Review. A program is targeted for examination as a Low Completer if it had, during AY 2007-08, 08-09, and 09-10, fewer than the following numbers of degrees conferred:

Degree Level	Productivity Level
Associate/Baccalaureate/Post-Bachelors	24 (avg. 8 per year)
Master/Post-Master/Specialist	15 (avg. 5 per year)
Professional/Doctoral/Post-Doctoral	6 (avg. 2 per year)

UNO terminated its Graduate Certificate in Gerontology and restructured FTCA in Aug 2010. The Regents' 2009 LOW-COMPLETER TERMINATIONS (2009-12-02) included:

   B.A. - Women's Studies
   M.A. - Communications
   M.A. - English Teaching
   M.A.S.T. - Science Teaching Non-thesis
   M.A. - History Teaching
   M.S. - Applied Physics Non-thesis (TC)
   M.S. - Physics (TC)
   M.A. – Geography

   Graduate Certificate in Gerontology was terminated independently of the low-completers programs

The University engages in collaborative efforts to identify academic programs that are aligned with current or strategic workforce needs. These efforts include ongoing meetings with area chambers, including the New Orleans Chamber of Commerce, Jefferson Chamber of Commerce, St. Tammany Chamber of Commerce, and the New Orleans City Council.

University of New Orleans

3. b. Workforce and Economic Development
Element 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)

Term of Data	Baseline AY 08-09
# of course sections that are 50-99% distance delivered	0
# of course sections that are 100% distance delivered	
Summer	107
Fall	202
Spring	183
Total # of course sections that are 100% distance delivered	492

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

Term of Data	Baseline AY 08-09
# of students enrolled in courses that are 50-99% distance delivered	0
# of students enrolled in courses that are 100% distance delivered	
Summer	2,172
Fall	4,711
Spring	4,751
# of students enrolled in courses that are 100% distance delivered	11,634

Note: Numbers in 3.b.ii are duplicated headcounts. Students can enroll in multiple distance education courses and are counted for each.

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

Term of Data	Baseline AY 08-09	Year 1 AY 09-10
Baccalaureate	0	0
Post-Baccalaureate	0	0
Masters	0	0
Doctoral	0	0
TOTAL	0	0

University of New Orleans
3. b. Workforce and Economic Development - Narrative
Element b. Increase use of technology for distance learning to expand educational offerings.

The narrative report should include at a minimum:
• description of current initiatives to improve technology for distance learning. Such initiatives may include but are not limited to infrastructure and software enhancements; facilitation of processes for admission, registration, and other business processes; professional development for faculty; and enhancement of on-line student assessment processes;
• description of current initiatives to create and expand educational offerings by distance education; and
• description of any efficiencies realized through distance education.

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

UNO's distance learning vision is to become the leading institution of higher education in Louisiana in the delivery of Internet-enhanced education in a way that is flexible, innovative, high quality, and takes full advantage of the promise of 21st Century technology. By continuously striving towards this vision, we will not only fulfill the needs of our contemporary students, but we will also benefit from increased efficiencies and retention rates.

Current initiatives to improve technology for distance learning include moving to the open-source learning management system, Moodle, and integrating campus-wide licensure for the web-conferencing platform, Adobe Connect. This LMS move will not only provide enhanced features and collaborative tools, it will also incorporate synchronous technologies into what was previously an asynchronous environment. This change will allow for increased student/teacher and student/student interaction, l, classroom collaboration, and active engagement. In addition, the Sloodle synchronous learning environment for the virtual world, Second Life, has been integrated with Moodle. Other technology improvements include the installation of campus-wide Wi-Fi; adoption of synchronous online tutoring and virtual office hours through AskOnline; launch of the UNO app for iPhone/iPad and Android mobile devices; adoption of DotNetNuke for website content management, resulting in an upgraded website and greater technology efficiencies.

Distance learning has made tremendous strides in program and course offerings by developing strategies to migrate existing program offerings into a distance format. The first of these programs was the Low Res in Creative Writing. This hybrid incorporated educational technologies with face-to-face meetings. During the summer, students hold

classes in Edinburgh, Scotland. Creative writers who are not UNO students may join by registering for non-credit. A Low Res MEd. will be launched in Summer 2012 in Italy for credit and non-credit participants.

Distance learning has benefited from cost efficiencies produced by lower facilities-related costs such as building operational costs. Due to this, we have been able to increase the number of course sections and enrollment without bearing the cost of additional physical infrastructure. Other cost efficiencies have been gained by using distance technology to collaborate with other universities. One such program is the Louisiana Low Incidence Disabilities Consortium, which is funded by the Louisiana Department of Education. Other efficiencies realized include increased student accessibility, and increased student engagement, and collaboration.

University of New Orleans

3. c. Workforce and Economic Development

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

3.c.i. Percent research/instructional faculty (FTE) holding (serving as principal and/or co-principal investigators) holding active research and development grants/contracts. (Tracked)

	Baseline	Year 1
Term of Data	**AY 09-10**	**AY 10-11**
Total number of research/instructional faculty (FTE)	466	440
Percent with PI or Co-PI	20.2%	28.2%

Note: Year 1 data are preliminary. AY 2010-11 is not complete.

3.c.ii. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts in key LA industries. (Tracked)

	Baseline	Year 1
Term of Data	**AY 09-10**	**AY 10-11**
Total number of research/instructional faculty (FTE)	466	440
Total number of research/instructional faculty (FTE) holding active research and development grants and contracts.	38	57
Percentage of faculty holding active research and development grants and contracts	8.2%	13.0%

Note: Year 1 data are preliminary. AY 2010-11 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
Term of Data	FY 05 – FY 09	FY 06 – FY 10
Federal	$10,585,000	$10,005,000
State and local governments	2,488,000	2,895,000
Industry	682,000	691,000
Institution funds	3,272,000	2,879,000
All other sources	154,000	109,000
TOTAL	$17,181,000	$16,579,000

3.c.iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (Tracked)

	Baseline
Term of Data	FY 05 – FY 09
Petrochemical	7,232,000
Energy/Environmental	3,353,000
Transport, Construction, Manufacturing	5,367,000
Information Technology, Services	1,141
Arts & Media	87,000
Agriculture & Wood Products	0
Health Care	0

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
Term of Data	AY 08-09
Total Count of disclosures	6
# Licenses & options awarded	1
# Patents awarded	0
# New companies (start-ups) formed	0
# Companies formed over previous years (surviving start-ups)	1

University of New Orleans
3. c. Workforce and Economic Development - Narrative

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

The narrative report (which may exceed 2-page maximum) should include at a minimum:
• a description of current and prospective research productivity and technology transfer as it relates to Louisiana's key economic development industries;
• a description of how the institution has collaborated 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;
• a description of any 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; and
• a description of how the institution's research productivity and technology transfer efforts compare to peer institutions

Description of current and prospective research productivity and technology transfer as it relates to Louisiana's key economic development industries;

Energy and environmental key industry sector: UNO has been in discussions with Blade Dynamics which is setting up operations at the NASA-Michoud facility in New Orleans to make windmill blades. We have also had discussions with LED on how UNO and the UNO R&T Foundation can best work with LED to support Blade Dynamics (e.g., providing equipment). This is the first alternative energy business to be established at Michoud and UNO will continue to assist companies and LED to set up additional companies at Michoud or in the Greater New Orleans region.

Health Care: UNO is a member of the GNO BioInnovation Center initiative and through its Sr. Associate Vice Chancellor for Research and Economic Development is working with other universities in New Orleans (LSUHSC, Tulane, Xavier, Loyola) to evaluate life science technology transfer opportunities. A study by the student interns in the BioInnovation Center assisted in the development of a UNO start-up, Meta Logos (licensed UNO technology and now based in Louisiana).

Arts and Digital: UNO worked closely with representatives from Globalstar prior to moving their operation from California to Covington, LA. Globalstar had concerns regarding engineering and technology support. UNO provided resumes and information of recent

graduates and available technical help. Contact has been made with their President regarding UNO providing research support for their operations.

Information Technology and Services: UNO continues to work with Navy SPAWAR SSC LANT operations in the UNO Research Technology Park to support their operations and help them maintain and grow jobs. UNO is working with numerous IT companies in the R&T Park and in the GNO area on projects with SPAWAR, NASA and other government agencies. UNO is a founding member of the Gulf Coast Government Contractors Association (GCGCA) which has brought together over 40 IT companies in the gulf region with UNO as an academic partner to help secure joint government contracts. This has helped these companies maintain and grow their business opportunities in the recent economic downturn.

Coastal Restoration and Protection: UNO is conducting key research in coastal restoration and protection so as to provide a safer environment for Louisiana in general and the Greater New Orleans area parishes in particular. UNO is a primary participating institution in the Coastal Sustainability Consortium (CSC, primary institutions are UNO, LSU, Tulane and ULL and affiliate members are LaTech, Loyola, McNeese, Nicholls, Southeastern, SUBR, ULM and Xavier). UNO is also a member of the Louisiana Universities Gulf Research Collaborative which will submit a strong, comprehensive proposal in response to the BP RFP. Working to maintain a safe environment is critical for companies located here now and companies that the state and region are trying to get to locate here for future economic development.

Other industries: UNO, through its National Center for Advance Manufacturing (NCAM, located at NASA-Michoud), is in discussions with various boat and yacht building companies about supporting their operations or even locating new operations at Michoud so as to utilize NASA and NCAM facilities and conduct research with UNO.

Description of how the institution has collaborated 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;

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

UNO, through its National Center for Advanced Manufacturing (NCAM) located at the NASA -Michoud facility, has worked with NASA and their site operator, Jacobs Engineering, and LED to maintain jobs at the NASA facility and bring in new tenants, some of which could be in one of the key industries. The specialized NCAM equipment available for use has

supported and can support some manufacturing needs of a variety of companies (Energy and Environment key industry sector; Transport, Construction & Manufacturing key industry sector). UNO's College of Engineering has been providing Research and Development support.

UNO has worked closely with LED to grow and further increase capabilities at the NIMS Film Studio operation in Jefferson Parish, expanding operations further this past year. Several movie television and movie production operations are ongoing there and many more are planned. LED has provided funding to UNO to insure continued growth. UNO Film students participate in support of the activities while earning their degrees. (Arts and Media key industry sector)

UNO has been involved with and supported GNO Inc.'s digital media and GreenNO initiatives to promote job growth and sustainability in these areas. (Arts and Media and Energy and Environmental key industry sectors)

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

Description of any 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; and

Meta Logos, a biotech and software company based on nanopore analytical technologies was started up in 2010 on a variety of technologies developed through UNO research. The company is based in Louisiana and will soon move into the New Orleans BioInnovation Center once it is completed this year. The company has already been awarded a Louisiana state grant for research and is seeking additional federal funding (several grants applied for). The company is also talking to venture capital companies in order to obtain investment funding. As part of the license agreement the University will be getting a small stock ownership position in the company in addition to other payments such as royalties. Taking such an equity stake is provided for in the LSU System License Agreement template. If the company is acquired or if it issues an initial public offering the University may sell its shares.

UNO in 2010 partnered with DQSI, a tenant in the UNO Research and Technology Park, on a NASA SBIR proposal submission titled, "Distributed GIS Computing for High Performance Simulation and Visualization". In February 2011, this proposal was awarded a Phase 1 SBIR grant. DQSI and UNO (under a subcontract to DQSI) will be researching and developing

high performance computing which will address NASA's mission for Earth Science Applied Research and Decision Support.

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

Description of how the institution's research productivity and technology transfer efforts compare to peer institutions

UNO's research productivity compares well with other state public institutions and our peer institutions. Our last comparison with state peers was using data from the 2005-2007 NSF Expenditure Surveys which was the only data available where the LSU main campus federal research expenditures were identified separately because it was used in the 2010-2011 BoR formula funding calculation (2010-2011_BREQ_Formula_110509). According to that data and IPEDs figures for faculty FTE, UNO had a higher research productivity than LSU, ULL or LaTech. Our research productivity has grown since then because our amount of federal research expenditures is improved while the number of faculty has continued to decline.

However, the research productivity will most likely decline in future years. Our research efforts have been negatively impacted by the 20%+ budget cuts UNO has had to absorb through early 2011, with more expected. With hiring freezes and support staff cuts, UNO faculty researchers have to do more non-research tasks (higher teaching loads, more administrative tasks) which have hurt their research efforts. Also, some state research grant cuts and increasingly more competition for federal research funding (and now slower growth expected for both due to budget deficits) has made it more difficult, and more time consuming, to win research awards.

UNO's technology transfer operations were negatively affected by Katrina. Some key faculty researchers who had developed some interesting and licensable technologies left the University. This made it more difficult to license their inventions since follow-up with them, or with any company interested, was difficult. Interruption of their research and funding also hurt the development on new technologies to license by the remaining faculty researchers. Technology transfer opportunities are highly correlated to the amount of a university's research base and this was reduced immediately after Katrina.

UNO's peer universities, as are most state research universities, are struggling now to maintain and grow their research, and thus their technology transfer base. Since these other universities were not weakened, as UNO was, due to Katrina, they have been and are taking such budget and research funding cuts from a stronger position than UNO.

Much of the UNO technology transfer operation had to be rebuilt after Katrina, just to get the files and processes back on line. Progress has been made and continues to be made during this past year. Metrics are improving, in spite of the issues mentioned above. The major constraint now is funding for the technology transfer effort. With budget cuts, hiring freezes and staff reductions, it has been difficult to devote adequate human and financial resources to UNO technology transfer efforts. UNO, however, continues to look for innovative, low cost methods and support opportunities, along with collaboration with other Louisiana universities, to be efficient and effective in utilizing the very limited resources available. Examples of this are UNO's participation in meetings with other universities' technology transfer personnel around the state in 2010 to share ideas, and the ongoing collaboration in New Orleans of the technology transfer leaders at Tulane, LSUHSC, Xavier and UNO.

University of New Orleans

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

UNO does not report this:
The Board of Regents will coordinate with the institutions' management boards in accessing and analyzing the data through the Memorandum of Understanding between the Board of Regents and the Louisiana Workforce Commission. Institutional data files, in addition to those already reported in the Board of Regents Completer Data System may be required from the management board

University of New Orleans

4. a. Institutional Efficiency and Accountability

Element 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.1 Number of developmental/ remedial course sections offered at the institution (Tracked)

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
Course sections in mathematics	16	7
Course sections in English	2	0
Other developmental course sections	0	0
TOTAL	18	7

Notes: Baseline data include Summer Semester.

AY 10-11 includes only Fall semester, per instructions in GRAD Act Attachment A.

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

	Baseline	Year 1
Term of Data	AY 09-10	AY 10-11
Enrollment in dev mathematics	660	398
Enrollment in dev English	15	0
Enrollment in other developmental courses	0	0
TOTAL	675	398

Notes: Baseline data include Summer Semester.

AY 10-11 only includes Fall semester, per instructions in GRAD Act Attachment A

43

University of New Orleans
4. a. Institutional Efficiency and Accountability - Narrative
Element a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

Narrative report: required
The narrative report should include at a minimum:

- demonstration of collaboration efforts with the 2-year college(s) in the region and
- timeline for elimination of developmental course offerings.

In the past, The University of New Orleans was allowed to offer double remediation in English and Math. Current rules allow only single remediation (Math 1007) for the University. As of Fall 2012, UNO will not be allowed to offer any remediation.

The University of New Orleans does not offer double remediation in English and Math. As described in 2.c, College Connection students who are deferred admission to UNO are provided with a contract between UNO and the selected community college to attend the community college. They are welcomed to enroll at UNO once they have completed a minimum of 18 transferrable college hours above remediation with at least a 2.25 GPA.

University of New Orleans

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

University of New Orleans
4. b. Institutional Efficiency and Accountability - Narrative
Element b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

Narrative report: required

The narrative report should include at a minimum:
- demonstration of collaboration with 2-year college(s) in the region and
- timeline for elimination of associate degree programs.

UNO has phased out all associate degree programs and works through the College Connection partnership with Delgado and Nunez (as described earlier in 2. b.) to attract associate degree recipients.

University of New Orleans

4. c. Institutional Efficiency and Accountability

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

	Baseline 2009-2010
Nonresident Tuition and Fees - SREB 4 - Level 2 Peers	15,628
UNO Nonresident Tuition and Fees	12,528
Difference from Baseline	3,100
Percentage Difference from Baseline Peer Amount	**19.8%**

**Schedule of UNO Nonresident Tuition and Fees
2009-2010 through 2011-2012**

Baseline Year 2009-2010	**12,528**
15% Increase - $940/Semester	1,880
Nonresident Tuition and Fees - 2010-2011	**14,408**
15% Increase - $1,077/Semester	2,154
Nonresident Tuition and Fees - 2011-2012	**16,562**

Note that in Louisiana, tuition and fees are the same for both undergraduates and graduates.

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

Narrative report: required
The narrative report should include at a minimum:
- annual plan for increasing non-resident tuition amounts and
- impact on enrollment and revenue.

Pursuant to the provisions of Act 741 of the 2010 Legislative Session, the LSU Board of Supervisors at its meeting of July 16, 2010 authorized campuses to increase nonresident tuition and mandatory fees up to 15% for the 2010-2011 academic year, the initial year, and in subsequent years (with no more than a five year period). The purpose of this Board action allowed the University of New Orleans campus, subject to the requirements of Act 741, better known as the GRAD Act (Louisiana Granting Resources and Autonomy for Diplomas Act), to move its nonresident tuition and fees closer to the median annual total tuition and mandatory fees charged to Louisiana residents (as nonresidents) attending peer institutions in other SREB states.

The SREB 4 Year - Level 2 median for academic year 2009-2010 applicable to UNO's peer institutions was $15, 628. UNO's nonresident tuition and fees for academic year 2009-2010 was $12,528, or 19.84% lower than the other 15 institutions in its peer group.

Because the UNO campus became a participating institution during the first year of the state's GRAD Act initiative, it was authorized by the Board to adjust its fees for 2010-2011, and did so, effective with the Fall Semester, 2010 up to the maximum allowable 15% for nonresidents. The 15% increase allowed UNO to collect an additional $940 per semester per full-time nonresident student. While this adjustment presumably brought UNO's tuition and fees closer to its peer institutions (the data from SREB for 2010-2011 is not yet available), the change could not possibly have made up the distance to any appreciable extent in only one year. Accordingly, the University's plan going forward is to implement another 15% increase in its nonresident tuition for academic year 2011-2012, or $1,077 per semester per full-time student. It would be premature to plan for another 15% adjustment in 2012-2013 without benefit of more concrete data regarding enrollment projections. A third consecutive 15% adjustment would not seem likely at this time.

The University experienced a decline in student enrollment in the Fall Semester, 2010. This loss of students will result in a shortfall of realized tuition and fee revenues through June 30, 2011 in the amount of $2,000,000, of which $800,000 to $850,000 may be attributed to nonresident students.

University of New Orleans
4. d. Institutional Efficiency and Accountability
Element d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

UNO does not report on this section. The Board of Regents shall develop a policy for this element. Upon approval of the policy, measures and reporting requirements will be defined. Pending development of these items, institutions are not required to report on this element.

The University of New Orleans

Section 5.
5. a. Number of students by classification
Baselines: fall 2009 for headcount enrollment and staff information, and 2009-10 academic year for full-time equivalent (FTE) student enrollment

- **Headcount, undergraduate students and graduate/professional school students**
  Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS)
  Reference Board of Regents summary report SSPSLOAD
  Report undergraduate and graduate headcount separately as well as the total

Headcount of students by classification	Baseline Fall 2009	Year 1 Fall 2010
Undergraduate headcount	8,746	8,345
Graduate headcount	2,978	2,931
Total headcount	11,724	11,276

Baseline Source: http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf as of 3/30/2011.
Year 1 Source: UNO Peoplesoft data

- **Budgeted FTE (full-time equivalent) undergraduate and graduate/professional school students**
  Source: Credit hour data submitted by the institutions to the Student Credit Hour (SCH) Reporting System
  Reference Board of Regents summary report SCHBRCRPT. clock hour data as well as semester/quarter calculations have been

Budgeted FTE UG / Grad students	Baseline AY 2009-10	Year 1 2010-2011
Undergraduate FTE	7,617.8	7,465.2
Graduate FTE	1,988.8	1,990.4
Total FTE	9,606.7	9,455.7

Baseline Source (ACTUAL): http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf as of 3/30/2011.
Year 1 Source (BUDGETED): http://regents.louisiana.gov/assets/docs/Data/SCH/SCHBRCRPT.PDF

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

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

	Baseline Fall 2009	Year 1 Fall 2010
Total Headcount Faculty	507	471
FTE Faculty	436.5	403.4

Notes: UNO manages several charter schools and that staff is integrated into UNO's payroll.
24 Charter School instructors (24.0 FTE) are excluded in baseline as not part of university instructional faculty.
21 Charter School instructors (21.0 FTE) are excluded in Fall 2010 as not part of university instructional faculty.

Baseline Source: http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf as of 3/30/2011.
Year 1 Sources: EMPSAL

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

- **Average undergraduate class size at the institution**

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

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

Average class student-to-instructor ratio	Baseline Fall 2009	Year 1 Fall 2010
Total number of undergrad sections	3,350	1,311
Headcount in undergrad sections:	86,727	38,204
Divide headcount by sections	25.9	29.1
Ratio	1:26	1:29

Baseline Source: http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf as of 3/30/2011.
Year 1 Source: SCHFTEQYBR for GRAD Act FTE Calc 2010.xlsx
Note that Baseline is for academic year 2009-10. Year 1 is Fall 2010 only.

5. d. Average number of students per instructor
• Ratio of FTE students to FTE instructional faculty

Source: Data submitted by the institutions to the Student Credit Hour (SCH) Reporting System and Employee Salary (EMPSAL) Data System Divide the total number of FTE enrollment (section a) by the instructional faculty FTE (section b) above.

Ratio of FTE students to FTE Instructional faculty	Baseline AY 2009-10	Year 1 2010-11
Instructor FTE (EMPSAL report. UNO excluded Charter Instructors)	436.5	403.4
Student Enrollment FTE	9,607	9,455.6
Divide enrollment FTE by instructor FTE	22.0	23.4
Average number of students per instructor	22	23

Note: GRAD ACT Instructions, S.d. divides the annual student FTE by a semester's worth of employee FTE.
Base line Source taken from http://regents.louisiana.gov/assets/docs/Academic/UNOSection5.pdf as of 3/30/2011.
Year 1 Source (BUDGETED): http://regents.louisiana.gov/assets/docs/Data/SCH/SCHBRCRPT.PDF

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)

Report only on non-instructional staffs in academic colleges or schools that offer instruction. This includes non-instructional staff at the academic department level, aggregated to the college/school level. Do not report academic-related staff or academic support staff who are not an integral part of an academic college or department, e.g., enrollment management, sponsored research, technology support, academic advising.

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

Baseline							
Academic Support in Colleges & Academic Depts							
	Headcount				FTE		
	EEO 1	EEO 3	Headcount		EEO 1	EEO 3	FTE
College of Business Admin	3	5	8		3	5	8
College of Education	2	6	8		2	6	8
College of Engineering	2	1	3		2	1	3
College of Liberal Arts	4	4	8		4	4	8
College of Sciences	3	3	6		3	3	6
Metro Academic Ext - Credit		1	1			1	1
Metro General Studies Program	1	1	2		1	1	2
Grand Total	15	21	36		15	21	36

Year 1 (Fall 2010)							
Academic Support in Colleges & Academic Depts							
	Headcount				FTE		
	EEO 1	EEO 3	Headcount		EEO 1	EEO 3	FTE
College of Business Admin	3	4	7		3	4	7
College of Education	2	5	7		2	5	7
College of Engineering	2		2		2		2
College of Liberal Arts	5	3	8		5	3	8
College of Sciences	2	2	4		2	2	4
Metro Academic Ext - Credit	disbanded				disbanded		
Metro General Studies Program	disbanded				disbanded		
Academic Affairs	2	2	4		2	2	4
Total	16	16	32		16	16	32

Note: Metro College staff from Bachelor General Studies (renamed Interdisciplinary Studies) and Academic Extension was moved under Academic Aff
Metro College was disbanded in Summer 2009. Future reports will reflect that change.
Source for Baseline and Year 1: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System

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

  5. f. Number and FTE executive/managerial staff as reported in the Employee Salary Data System (EMPSAL) in areas other than the academic

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

Reference the EMPSAL file submitted to Board of Regents in fall. Administrative staff should be reported by the campuses with an EEO category =

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

Baseline		
Executive/Administrative/Managerial Staff	Headcount	FTE
Academic Affairs	2	2
Admissions	3	3
Alumni Affairs	1	1
Bursar	1	1
Business & Econ Research	1	1
Campus Services	3	3
Center for Urban&PublicAffairs	2	2
Chancellor's Office	2	2
Children's Center	1	1
Counseling Services	3	3
Creative Services	1	1
Data Mngmnt, Analysis & Rpting	1	1
Earl K. Long Library	1	1
Financial Services	4	4
Governmental & Community Aff	1	1
Human Resource Management	2	2
International Trade Center	1	1
Int'l Students and Scholars	1	1
Marketing and Public Relations	1	1
Physics	1	1
Purchasing Office	1	1
Recreation & Intramural Sports	2	2
Registrar	1	1
Sponsored Programs Accounting	1	1
Student Affairs	3	3
Student Financial Aid	3	3
Student Health Services	2	2
Transportation Studies Program	2	1.75
Grand Total	**48**	**47.75**

Year 1		
Executive/Administrative/Managerial Staff	Headcount	FTE
Academic Affairs	2	2
Admissions	3	3
Alumni Affairs	2	2
Bursar	1	1
Business & Econ Research	1	1
Campus Services	2	2
Center for Urban&PublicAffai	1	1
Chancellor's Office	1	1
Children's Center	1	1
Counseling Services	3	3
Data Mngmnt, Analysis & Rpti	1	1
Earl K. Long Library	1	1
Financial Services	5	5
Governmental & Community	1	1
Human Resource Managemen	2	2
Int'l Students and Scholars	1	1
Marketing and Public Relation	3	3
Purchasing Office	1	1
Recreation & Intramural Spo	2	2
Registrar	1	1
Research & Sponsored Prog	2	2
Sponsored Programs Account	1	1
Student Affairs	3	3
Student Financial Aid	3	3
Student Health Services	2	2
Transportation Studies Progr	2	2
Grand Total	**48**	**48**

Baseline Note: EMPSAL Function codes IS, LB, RS, SS were used.
Also, for baseline data, EEO 3 was reviewed and yielded 248 additional professional staff with titles such as coordinators, facilities services managers, etc.

Source: Fall 2009 EMPSAL data file

Year 1 Note: EMPSAL Function codes IS, LB, RS, SS were used.
Fall 2010, EEO 3 was also reviewed and yielded 209 additional professional staff with titles such as coordinators, facilities services managers, etc.

Source: Fall 2010 EMPSAL data file

The University of New Orleans
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 Spring 2011)

The University of New Orleans
Reflects Reorganization as of Spring 2011
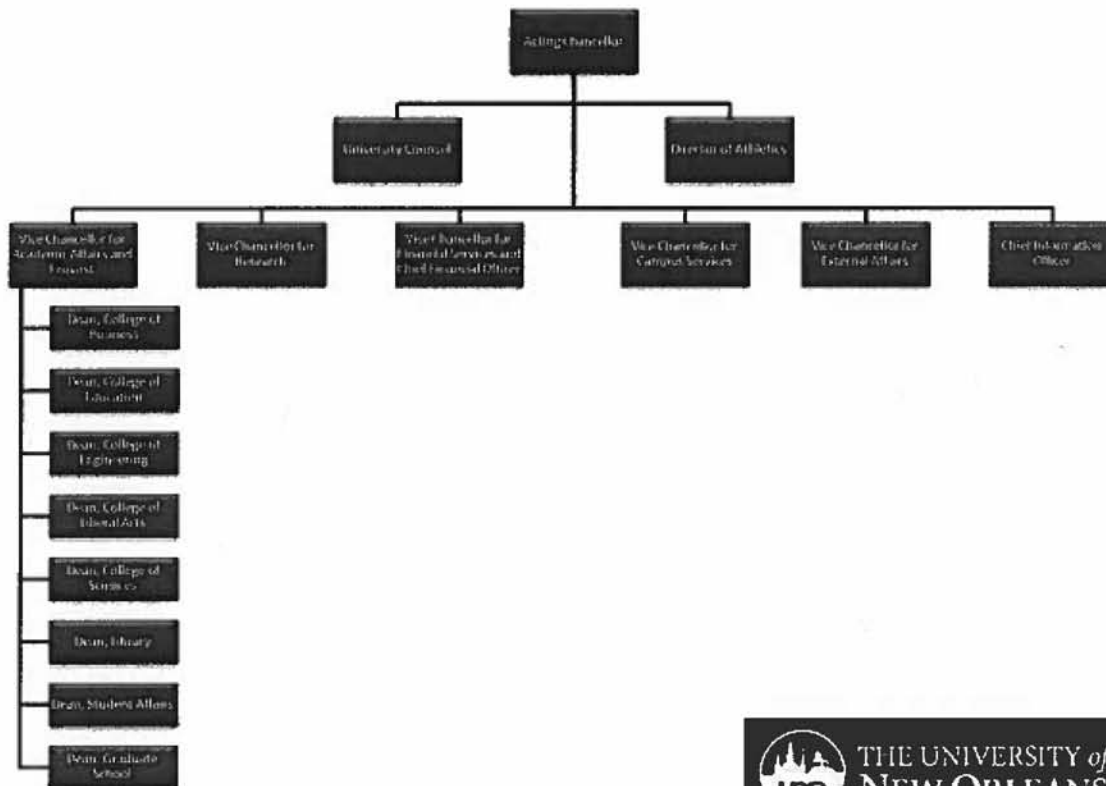
The University of New Orleans
S. h. Salaries of all personnel identified in subparagraph (g) above and the date, amount,
and type of all increases in salary received since June 30, 2008

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

Construct a three column chart (see following example of reporting table) for every position listed in the
organizational chart in Section g. For this report, track the position, regardless of who was in the position.
First column – position title. Indicate in parentheses if the position was created after June 30, 2008.
Second column – fall Total Base Salary for that position as reported in the Fall 2009 EMPSAL.
Do not report any supplemental salaries.
Third column - a history of any salary changes (increase or decreases) for that position
since June 30, 2008. Use multiple lines if needed. Include date of salary change, new
salary, and reason for salary change.

Baseline		
Position	Total Base Salary Fall 2009	Salary Changes Since 6/30/08
Chancellor	$ 244,062.00	Salary increases from $234,675 to $244,062; increases for all Chancellors granted by LSU System president
University Counsel	$ 129,150.00	
Sr. Assistant to the Chancellor	$ 119,500.00	September 1, 2009 - $119,500 increased from $97,000; assumed most responsibilities of Vice Chancellor for Advancement and Dean of Metropolitan College
Director of Athletics	$ 134,800.00	Currently held by interim Athletic Director at $115,000 salary
Vice Chancellor for Academic Affairs/Provost	$ 225,000.00	Salary increase from $224,065 due to new appointment
Vice Chancellor for Research/Dean of Graduate School	$ 195,000.00	Position was vacant at 6/30/08
Vice Chancellor for Financial Services	$ 132,209.00	
Vice Chancellor for Student Affairs & Enrollment Strategy (new position 9/1/10)	$ -	New position
Vice Chancellor for Campus Services	$ 153,100.00	
Vice Chancellor for External Affairs	$ 138,000.00	September 1, 2009 - $138,000 increased from $132,000 for additional responsibility over Alumni Affairs
Chief Information Officer	$ 148,678.00	October 1, 2008 - increased from $138,678 for additional responsibilities as CIO.
Dean, Student Affairs	$ 97,000.00	August 1, 2009 - increased from $81,500; hired new Dean
Dean, Library	$ 138,010.00	
Dean, College of Business	$ 191,500.00	
Dean, College of Education	$ 160,171.00	
Dean, College of Engineering	$ 207,980.00	
Dean, College of Liberal Arts	$ 143,000.00	August 1, 2009 - increased to $150,500; assumed responsibilities of Metro College and CUPA
Dean, College of Sciences	$ 170,000.00	July 1, 2010 - appointed new dean; former dean's salary was $180,000; decreased salary based on experience
Dean, Metropolitan College	$ -	Position eliminated; salary savings $120,000
Vice Chancellor, Advancement	$ -	Position eliminated; salary savings $126,198
Vice Chancellor, Economic Development	$ -	Position eliminated; salary savings $126,313
Dean, Admissions & AVC Enrollment	$ -	Position eliminated; salary savings $121,250

Source: http://regents.louisiana.gov/assets/docs/Academic/UNOSectionS.pdf os of 3/30/2011.

Fall 2010 (reflects reorganization that has occurred since initial reporting)		
Position	Total Base Salary Fall 2010	Salary Changes Since 6/30/08
Acting Chancellor		Vice Chancellor for Academic Affairs/Provost is serving as Acting Chancellor
University Counsel	$ 129,150.00	
Director of Athletics	$ 115,000.00	Salary decreased from $134,800 to $115,000 with appointment of new director
Vice Chancellor for Academic Affairs/Provost	$ 225,000.00	Salary increase from $224,065 due to new appointment
Vice Chancellor for Research/Dean of Graduate School	$ 195,000.00	Position was vacant at 6/30/08
Vice Chancellor for Financial Services	$ 132,209.00	
Vice Chancellor for Campus Services	$ 153,100.00	
Vice Chancellor for External Affairs	$ 138,000.00	September 1, 2009 - $138,000 increased from $132,000 for additional responsibility over Alumni Affairs
Chief Information Officer	$ 148,678.00	October 1, 2008 - increased from $138,678 for additional responsibilities as CIO.
Dean, Student Affairs	$ 97,000.00	August 1, 2009 - increased from $81,500; hired new Dean
Dean, Library	$ 138,010.00	
Dean, College of Business	$ 191,500.00	
Dean, College of Education	$ 160,171.00	
Dean, College of Engineering	$ 207,980.00	
Dean, College of Liberal Arts	$ 143,000.00	August 1, 2009 - increased to $150,500; assumed responsibilities of Metro College and CUPA
Dean, College of Sciences	$ 170,000.00	July 1, 2010 - appointed new dean; former dean's salary was $180,000; decreased salary based on experience
Dean, Metropolitan College	$ -	Position eliminated; salary savings $120,000
Vice Chancellor, Advancement	$ -	Position eliminated; salary savings $126,198
Vice Chancellor, Economic Development	$ -	Position eliminated; salary savings $126,313
Dean, Admissions & AVC Enrollment Management	$ -	Position eliminated; salary savings $121,250
Sr. Assistant to the Chancellor	$ -	Position no longer funded; salary savings $119,500

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

Institution: The University of New Orleans

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
Athletic Training	Board of Certification Exam (BOC)	Board of Certification (BOC)				
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)			.	
Dental Hygiene	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry				
Diagnostic Medical Sonography	Must pass 2 ARDMS comprehensive exams: SPI, AB, BR, FE, NE and/or OBGYN	American Registry of Diagnostic Medical Sonography (ARDMS)				
Dietetics Technician	National Registration Exam for Techicians	Commission on Dietetic Registration of the American Dietetics Association				
Dietician	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the American Dietetics Association				
Education	All 3 PRAXIS exams	Lousiana State Department of Education	2008-2009			
	HEA Title II 2008-2009 Regular Program Completers		2008-09	44	44	100%
	HEA Title II 2009-2009 Alternate Program Completers		2008-09	60	60	100%
	Total Number of 2008-2009 Program Completers		2008-09	104	104	100%
Emergency Medical Technician (all 3 levels)	NREMT practical & written exam	National Registry of Emergency Medical Technicians (NREMT)				
Funeral Service Education	International Conference of Funeral Service Examining Boards (ICFSEB) exam	Louisiana State Board of Embalmers and Funeral Directors				
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Managament Association				

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

Institution: The University of New Orleans

Massage Therapy	Pass one of the following: NCETMB (Ntl Cert Exam for Therapeutic Mass & Bodywork), NCETM (Ntl Cert Exam for Therapeutic Mass) or MBLEx (Mass & Bodywork Licensing Exam) and LABMT Oral Exam.	Louisiana Board of Massage Therapy (LABMT)				
Nuclear Medical Technology	Pass one of the following: American Registry of Radiologic Technology (ARRT) Exam or Nuclear Medicine Technology Certification Board (NMTCB) Exam	Louisiana State Radiologic Technology Board of Examiners				
Nursing (APRN) (include all specializations)	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing				
Nursing (PN)	NCLEX-PN	Louisiana State Board of Practical Nursing Examiners (LSBPNE)				
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing				
Occupational Therapy	National Board for Certification in Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners				
Occupational Therapy Assisting	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners		·		
Pharmacy	Must pass both North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy				
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) Exam	Louisiana Board of Pharmacy				
Physical Therapy Assistant	National Physical Therapy Exam (NPTE)	Louisiana Physical Therapy Board (LPTB)				
Radiation Therapy	American Registry of Radiologic Technologists (AART)Certification Exam	Louisiana State Radiologic Technology Board of Examiners				
Radiologic Technology	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners				
Respiratory Therapy	National Board for Respiratory Care (NBRC) CRT- Exam	Louisiana State Board of Medical Examiners (LSBME)				
Surgical Technology	National Certifying Examination for Surgical Technologists	National Board of Surgical Tech & Surgical Asst (NBSTSA)				
Veterinary Assistant	Vet Tech National Exam (VTNE)	Louisiana Board of Veterinary Medicine				
Veterinary Medicine	North American Veterinary Licensure Examination (NAVLE)	Louisiana Board of Veterinary Medicine				

Institutions are to provide institution name and report data in cells shaded in BLUE for those disciplines marked with √ on Appendix #1
Baseline Year = most recent year data published by entity that grants licensure/certification
Calculated Passage Rate = # students to met standards for passge/# students who took exam
March 1, 2011