

The University of New Orleans
Five-Year Strategic Plan
2011-12 through 2015-16

(Revised July 1, 2011)

**The University of New Orleans
Five-Year Strategic Plan
2011-12 through 2015-16**

Vision Statement: The Vision of the University of New Orleans is to be a major research university for the state of Louisiana and beyond. We will attract and graduate talented students from a wide-variety of ethnic, geographic, and socio-economic backgrounds through an accomplished, diverse and energetic faculty, a wide range of excellent programs, state-of-the-art facilities, engagement with the larger community, and effective communication with all stakeholders. To realize this vision, the university commits its resources--its location in the most culturally rich and interesting city in the U.S., its dedication to recruiting and retaining the best faculty and students, and its public and private finances--to sustain and grow its educational, research and affiliated enterprises.

1. **We will build on our legacy of academic achievement.** Just as a determined UNO community led us to be the first two-year branch of the LSU System to move, first to a 4-year university, and then to an SREB Four Year-2 institution, so the current university community is determined to move us to an SREB Four Year-1 institution in the next 5 years.
2. **We will build on our legacy of diversity.** Just as a determined UNO community in 1958 was the first university in the South to open its doors as a racially integrated institution, so the current university community pledges to nurture its students, not just academically, but also in character, integrity, tolerance, and vision—committed to a life of learning, service and leadership, capable of making ethical decisions, and prepared to function successfully within a diverse, multicultural, and global society.
3. **We will build on our legacy of innovation.** Just as a committed UNO community was the first university in the Greater New Orleans area to open its doors after the devastation of Katrina by using a combination of new technologies, distance learning, and national and international partnerships, so our current UNO community will provide students, staff and faculty with state of the art technology, national and international learning and research opportunities, and new academic programming appropriate to the twenty-first century university.
4. **We will build on our legacy of community involvement.** Just as the UNO community has, since its inception, served the needs of the Greater New Orleans Community and the State of Louisiana and has further populated the region with over 70,000 graduates who contribute to the economic, cultural, and creative well-being of the region, so will the current university community continue to serve as a leader in the area's rebuilding, restoration, and progress through offering expertise and community activities in programming, research, contracts, course offerings, and volunteerism.

In fulfilling this vision we will create new legacies by adapting to our constantly changing environment, and dedicate this university to apply its hallmark determination, its commitment to students, and its innovative spirit to recruit, retain, and graduate more students than our institutional peers.

Mission Statement: The University of New Orleans, a major statewide research university, drives and supports the development of the educational, economic, and social well-being of the culturally rich New Orleans metropolitan area, the State of Louisiana, the nation, and the global community. Located in an international city, the university provides educational and workforce development opportunities to a highly diverse student population through its research and curricula, and through its Programs of Distinction and Centers of Excellence. The university's technological and cultural alliances connect the institution, its faculty, and its students to the community through joint projects with public schools, governments, foundations, businesses, and civic groups, enriching opportunities for learning and community growth.

Philosophy Statement: To attain the mission of the University of New Orleans through the optimum use of available human and capital resources; to stimulate thoughtful discourse in the search for knowledge; to provide an atmosphere of discovery; to maintain a high level of service and accountability to build public, administrative, and governmental trust and confidence.

Transfer to the University of Louisiana System

Legislation to transfer the University of New Orleans from the Louisiana State University System to the University of Louisiana System received final legislative approval and is awaiting the governor's signature. According to the legislation, the LSU Board of Supervisors continues to manage UNO until the Southern Association for Colleges and Schools, Commission on Colleges (SACS) grants approval for the change in governance and transfer. When the UNO transfer is completed, this five-year strategic plan may need to be revised in accordance with the University of Louisiana System guidelines.

**The University of New Orleans
Goals and Objectives:**

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. Decrease fall 14th class day headcount enrollment in The University of New Orleans by .2% from the baseline level of 11,724 in fall 2009 to 11,700 by fall 2014.

Link to State Outcome Goals: Youth Education, Better Health, Diversified Economic Growth, and Transparent, Accountable and Effective Government

Strategy I.1.1: Have effective policies to improve retention and graduation rates.

Strategy I.1.2: Promote electronic (distance) learning activities in each region of the state.

Strategy I.1.3: Enhance effective transfers between and among campuses at all levels.

Strategy I.1.4: Comply with state and federal regulations for access to programs and services to citizens with disabilities.

Strategy I.1.5: Have effective dual and cross enrollment agreements with public school districts and among postsecondary institutions.

Strategy I.1.6: Administer Educational Planning and Assessment System (EPAS).

Strategy I.1.7: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy I.1.6: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Strategy I.1.7: Implement Student Tracking and Early Alert system to identify students at risk of failing.

Strategy I.1.8: Strengthen Peer and Faculty Advising.

Performance Indicators:

Output: Number of students enrolled in fall (as of 14th day) in The University of New Orleans

Outcome: Percent change in the number of students enrolled in fall (as of 14th day) in The University of New Orleans

II. Goal: Ensure Quality and Accountability

Objective II.1: **Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.4 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 68.6 % to 71.0 % by Fall 2014 (retention of Fall 2013 cohort).**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Strategy II.1.1: Maintain outreach programs to retain students.

Strategy II.1.2: Maintain on-campus summer enrichment/transition programs.

Strategy II.1.3: Have effective recruitment and hiring practices for administrators, faculty and staff.

Strategy II.1.4: Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.

Strategy II.1.5: Maintain mentoring, tutoring, and related programs.

Strategy II.1.6: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.1.7: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Strategy II.1.8: Implement admissions criteria in accordance with or greater than the LA Board of Regents Master Plan as a Tier II institution to promote better student-to-institution match.

Strategy II.1.9: Expand availability of first-time student, first-year experience course UNIV 1001 and implement the First Year Experience initiative.

Strategy II.1.10: Expand academic and training support and resource centers.

Strategy II.1.11: Continue periodic assessment of student services utilizing student opinion surveys.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution in The University of New Orleans

Outcome: Percentage point change in percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution in The University of New Orleans

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 2.6 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 52.4% to 55.0% by Fall 2014 (retention of Fall 2012 cohort).

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

- Strategy II.2.1:** Maintain outreach programs to retain students.
Strategy II.2.2: Maintain on-campus summer enrichment/transition programs.
Strategy II.2.3: Have effective recruitment and hiring practices for administrators, faculty and staff.
Strategy II.2.4: Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
Strategy II.2.5: Maintain mentoring, tutoring, and related programs.
Strategy II.2.6: Develop partnerships with high schools to prepare students for postsecondary education.
Strategy II.2.7: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.
Strategy II.2.8: Implement admissions criteria in accordance with or greater than the LA Board of Regents Master Plan as a Tier II institution to promote better student-to-institution match.
Strategy II.2.9: Expand availability of first-time student, first-year experience course UNIV 1001 and implement the First Year Experience initiative.
Strategy II.2.10: Expand academic and training support and resource centers.
Strategy II.2.11: Continue periodic assessment of student services utilizing student opinion surveys.

Performance Indicators:

- Output: Percentage of first-time, full-time, degree-seeking retained to the third year at the same 4-year institution within The University of New Orleans
Outcome: Percent point change in the percentage of first-time, full-time, degree-seeking retained to the third year at the same 4-year institution within The University of New Orleans

Objective II.3: **Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 22.1 % to 27.0% by 2014-15 (Fall 2007 cohort).**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

- Strategy II.3.1:** Maintain outreach programs to retain students.
- Strategy II.3.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.3.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.3.4:** Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
- Strategy II.3.5:** Maintain mentoring, tutoring, and related programs.
- Strategy II.3.6:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.3.7:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.
- Strategy II.3.8:** Implement admissions criteria in accordance with or greater than the LA Board of Regents Master Plan as a Tier II institution to promote better student-to-institution match.
- Strategy II.3.9:** Expand availability of first-time student, first-year experience course UNIV 1001 and implement the First Year Experience initiative.
- Strategy II.3.10:** Expand academic and training support and resource centers.
- Strategy II.3.11:** Continue periodic assessment of student services utilizing student opinion surveys.

Performance Indicators:

Output: Percentage of students enrolled at a **4-Year / 2-Year** institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment.

Outcome: Number of students graduating at a **4-Year / 2-Year** institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment.

Objective II.4: **Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1892 in 2008-09 academic year to 1935 in academic year 2013-14. Students may only be counted once per award level.**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

- Strategy II.4.1:** Maintain outreach programs to retain students.
- Strategy II.4.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.4.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.4.4:** Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
- Strategy II.4.5:** Maintain mentoring, tutoring, and related programs.
- Strategy II.4.6:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.4.7:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.
- Strategy II.4.8:** Implement admissions criteria in accordance with or greater than the LA Board of Regents Master Plan as a Tier II institution to promote better student-to-institution match.
- Strategy II.4.9:** Expand availability of first-time student, first-year experience course UNIV 1001 and implement the First Year Experience initiative.
- Strategy II.4.10:** Expand academic and training support and resource centers.
- Strategy II.4.11:** Continue periodic assessment of student services utilizing student opinion surveys

Performance Indicators:

- Output: Total number of completers for all award levels in The University of New Orleans
- Outcome: Percent change in number of completers for all award levels in The University of New Orleans from the baseline year.

I. A brief, general description of how the strategic planning process was implemented.

Post-Katrina strategic planning at The University of New Orleans focuses on recovery initiatives by building on the traditional strengths that support social, economic and cultural development of the greater New Orleans area. The Strategic Planning Committee is composed of faculty, senior administrators, as well as student, alumni and Foundation representatives. Participation from the larger university community occurs through the involvement of subcommittees including representatives from key university committees, senior administrators, faculty, staff, graduate and undergraduate students and community leaders. The primary emphasis is on student recruitment and retention which results in improved graduation success. UNO uses a group of peer institutions as benchmarks for measuring its performance.

II. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

UNO offers over 90 undergraduate and graduate programs. Its Fall 2010 enrollment of 11,276 students represents about 49 states and 90 nations. Approximately 87% of the student body are from Louisiana parishes with 78% from the New Orleans MSA. Since welcoming its first class of freshmen in 1958, UNO has conferred more than 74,811 degrees.

According to the NSF Expenditure Survey for 2010, UNO increased federal research expenditures and total research expenditures for the third straight year. In 2010 UNO had \$19.2M in federal research expenditures, a 27.6% increase over 2009, and \$35.0M in total research expenditures, a 13.7% increase over last year. Despite a decrease in the number of research/instructional faculty, the number holding active research grants increased from 38 to 57 faculty members and Research Productivity (federal research expenditures per faculty member) increased from \$32,356 in 2009 to \$43,736 in 2010.

III. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Some external factors beyond the control of the university include the implementation of increased admissions standards for Fall 2011. On one hand this could result in a decrease in the number of student who are admitted; on the other, increased standards should result in more students moving to graduation at a faster pace. Other factors include new requirements or changes in federal and state statutes, rules and regulations. UNO, like all state public universities and colleges, is dependent upon the changing fiscal and economic climate at local, state, and national levels.

IV. The statutory requirement or other authority for each goal of the plan.

The following are applicable: Louisiana Revised Statute RS:17:3139 "Louisiana Granting Resources and Autonomy for Diplomas Act" from Louisiana Regular Session 2010; Master Plan for Public Postsecondary Education, Board of Regents, State of Louisiana, March 2001, p.29; Reaffirmation of Accreditation, Southern Association of Colleges and Schools, Commission on Colleges, 2005.

V. A description of any program evaluation used to develop objectives and strategies.

The GRAD Act was approved by the legislature and signed into law by the Governor in June, 2010. Under the new law, The University of New Orleans signed a six-year performance agreement. In that agreement UNO commits to meeting GRAD Act performance objectives in exchange for increased autonomy and flexibility. The university submits an annual progress report to the Board of Regents which monitors performance of all of the institutions. Regents, in turn, submits an annual progress report to the Legislature and the Governor. At any time, Regents may revoke an agreement for failure to abide by the terms.

VI. Identification of the primary persons who will benefit from or be significantly affected by each objective within the plan.

See Performance Indicator Documentation.

VII. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.

The University of New Orleans is a single entity and, as such, duplication of effort is not applicable. However, in academic year 2010-11 UNO finished a low-completer exercise through the Louisiana Board of Regents that combined or eliminated those programs identified as low-completers.

VIII. Documentation as to the validity, reliability, and appropriateness of each performance indicator, as well as the method used to verify and validate the performance indicators as relevant measures of each program's performance.

See Performance Indicator Documentation.

IX. A description of how each performance indicator is used in management decision making and other agency processes.

See Performance Indicator Documentation.

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:

Decrease fall 14th class day headcount enrollment in The University of New Orleans by .2% from the baseline level of 11,724 in fall 2009 to 11,700 by fall 2014.

Indicator Name:

Number of students enrolled in fall (as of 14th day) in The University of New Orleans

Indicator LaPAS PI Code: 15268

Type and Level: Output, Key

Rationale:

Recognition of the importance of Louisiana having an educated and skilled citizenry that is aligned with current and future statewide and regional workforce needs.

Use:

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Clarity:

Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number)

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for quarter systems). The Regents SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

Scope:

This indicator is the aggregate of all enrolled students in The University of New Orleans.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective I.1:

Decrease fall 14th class day headcount enrollment in The University of New Orleans by .2% from the baseline level of 11,724 in fall 2009 to 11,700 by fall 2014.

Indicator Name:

Percent change in the number of students enrolled in fall (as of 14th day) in The University of New Orleans

Indicator LaPAS PI Code: 15267

Type and Level: Outcome, Key

Rationale:

Recognition of the importance of Louisiana having an educated and skilled citizenry that is aligned with current and strategic statewide and regional workforce needs.

Use:

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Clarity:

Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number)

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for quarter systems). The Regents SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

Scope:

This indicator is the aggregate of all enrolled students in The University of New Orleans.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

II. Goal: Ensure Quality and Accountability

Objective II.1:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.4 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 68.6 % to 71.0 % by Fall 2014 (retention of Fall 2013 cohort).

Indicator Name:

Percentage of first-time in college, full time, degree seeking students retained to the second fall at the same institution of initial enrollment in The University of New Orleans

Indicator LaPAS PI Code: “new”

Type and Level: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, and preparing them for productive lives that help meet statewide and regional workforce needs.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated and skilled citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents’ Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

This number is calculated using the institutional classified cohort of degree seeking, first-time in college, full-time, students in a given fall which re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

Scope:

This indicator is the aggregate of all campuses in The University of New Orleans.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective II.1:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.4 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 68.6 % to 71.0 % by Fall 2014 (retention of Fall 2013 cohort).

Indicator Name:

Percentage point change of first-time in college, full time, degree seeking students retained to the second fall at the same institution of initial enrollment in The University of New Orleans

Indicator LaPAS PI Code: “new”

Type and Level: Outcome, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, and preparing them for productive lives that help meet statewide and regional workforce needs.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated and skilled citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents’ Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

This calculation is based on subtracting the respective retention rate from the Fall 2008 baseline year retention rate.

Scope:

This indicator is the aggregate of all campuses in The University of New Orleans.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective II.2:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 2.6 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 52.4% to 55.0% by Fall 2014 (retention of Fall 2012 cohort).

Indicator Name:

Percentage of first-time in college, full time, degree seeking students retained to the third fall at the same institution of initial enrollment in The University of New Orleans

Indicator LaPAS PI Code: “new”

Type and Level: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, and preparing them for productive lives that help meet statewide and regional workforce needs.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated and skilled citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students at 4-year institutions enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents’ Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

This number is calculated using the institutional classified cohort of degree seeking, first-time in college, full-time, students in a given fall which re-enroll the third fall semester at the same

institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

Scope:

This indicator is the aggregate of all campuses in The University of New Orleans.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective II.2:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 2.6 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 52.4% to 55.0% by Fall 2014 (retention of Fall 2012 cohort).

Indicator Name:

Percentage point change of first-time in college, full time, degree seeking students retained to the third fall at the same institution of initial enrollment in The University of New Orleans

Indicator LaPAS PI Code: “new”

Type and Level: Outcome, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, and preparing them for productive lives that help meet statewide and regional workforce needs.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated and skilled citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents’ Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

This calculation is based on subtracting the respective retention rate from the Fall 2007 baseline year retention rate.

Scope:

This indicator is the aggregate of all campuses in The University of New Orleans.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective II.3:

Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 22.1% to 27.0% by 2014-15 (Fall 2007 cohort).

Indicator Name:

Percentage of students enrolled at a **4-Year / 2-Year** institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment.

Indicator LaPAS PI Code: “new”

Type and Level: Output

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining and graduating them, thus preparing them for productive lives that help meet statewide and regional workforce needs. It is important for the further development of the state’s economy that a higher percentage of students who enroll in college earn a degree.

Use:

Increasing the number of graduates will lead to a more educated and skilled citizenry and as a result will contribute to higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:

The indicator is calculated as a weighted composite of each campus’s number of graduates. Each campus will report their individual graduation rate, while the system’s will report an aggregate rate.

Validity, Reliability and Accuracy:

The student cohort data includes those students who entered a four-year institution six year earlier (three years for community colleges) and reflects how many and what percentage graduated from the original institution.

Data Source, Collection and Reporting:

The source of the data is the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS). Each campus is responsible for the reporting and reliability of the data reported to NCES.

Calculation Methodology:

Graduation Rate is calculated by dividing the number of first time, full time graduates to the original cohort.

Scope:

This indicator is the aggregate of all campuses in The University of New Orleans.

Responsible for data collection, analysis, and quality

The University of New Orleans submits the data electronically to The National Center for Education Statistics (NCES).

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective II.3:

Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 22.1% to 27.0% by 2014-15 (Fall 2007 cohort).

Indicator Name:

Number of students graduating at a 4-Year / 2-Year institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment.

Indicator LaPAS PI Code: “new”

Type and Level: Outcome

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining and graduating them, thus preparing them for productive lives that help meet statewide and regional workforce needs. It is important for the further development of the state’s economy that a higher percentage of students who enroll in college earn a degree.

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Validity, Reliability and Accuracy:

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Data Source, Collection and Reporting:

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Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

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Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective II.4:

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1892 in 2008-09 academic year to 1935 in academic year 2013-14. Students may only be counted once per award level.

Indicator Name: Total number of completers for all award levels.

Indicator LaPAS PI Code: “new”

Type and Level: Output

Rationale:

The mission of the LSU System campuses is to produce well-prepared graduates for Louisiana and the nation.

Use:

Increasing the number of graduates will lead to a more skilled and educated citizenry able to enter productive careers resulting in higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:

The indicator is calculated as a cumulative composite of each campus’s degrees awarded.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents’ Statewide Completer System. This system has been in existence for over 25 years. The indicator will be reported for the prior academic year at the end of the fourth quarter.

Data Source, Collection and Reporting:

The source of the data is the Board of Regents’ Completers System. The BOR collects data on completers each July for the previous academic year.

Calculation Methodology:

This summary of a unique student count of completers for each award level offered at the institution.

Scope:

This indicator is the aggregate of all students in The University of New Orleans that graduate during the particular fiscal year.

Caveats:

The award must be recognized by the Regents and included in the institutions' Curriculum inventory. Students may only be counted once per institution per award level within an academic year.

Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management

PERFORMANCE INDICATOR DOCUMENTATION

Program: The University of New Orleans

Objective II.4

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1892 in 2008-09 academic year to 1935 in academic year 2013-14. Students may only be counted once per award level.

Indicator Name: Percentage change in the number of completers from the baseline year.

Indicator LaPAS PI Code: “new”

Type and Level: Outcome

Rationale:

The mission of the LSU System campuses is to produce well prepared graduates for Louisiana and the nation.

Use:

Increasing the number of graduates will lead to a more skilled and educated citizenry able to enter productive careers resulting in higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:

The indicator is calculated as a cumulative composite of each campus’s degrees awarded.

Validity, Reliability and Accuracy:

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Responsible Person:

N. Rebecca Rutter, Director, Institutional Research & Data Management