

## **UNIVERSITY OF NEW ORLEANS STRATEGIC PLAN (2011-12 to 2015-16)**

**Vision Statement:** To create and nurture a rigorous, well-balanced, major, public, urban, research university to raise the level of educational attainment and quality of life of the state through a core community of national and international teacher/scholars, a quality and service oriented staff, and a qualified and diverse student population.

**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.

### **Goals and Objectives:**

#### **I. Goal: Increase Opportunities for Student Access and Success.**

**Objective I.1:** Increase Fall 14<sup>th</sup> class day headcount enrollment by 1.5% each year from the baseline level of 11,724 in Fall 2009 to 12,820 in Fall 2015.

**State Outcome Goal:** Youth Education

**State Outcome Goal:** Diversified Economic Growth

**Strategy I.1.1:** Actively recruit qualified students locally, regionally, nationally and internationally.

**Strategy I.1.2:** Promote electronic (distance) learning and degree programs.

**Strategy I.1.3:** Promote transfers into university programs from 2-year institutions.

**Strategy I.1.4:** Ensure access to programs and services to citizens with disabilities.

**Strategy I.1.5:** Promote dual and cross enrollment agreements with local public school districts and among postsecondary institutions within the state.

**Strategy I.1.6:** Standardize all bachelor degree programs to 120 credit hours, with exception for those programs requiring additional credit hours to maintain accreditation.

**Strategy I.1.7:** Implement student tracking.

**Strategy I.1.8:** Implement an Early Alert system to identify students at risk of failing .

**Strategy I.1.9:** Implement the First Year Experience.

**Strategy I.1.10:** Strengthen Peer Advising.

**Strategy I.1.11:** Strengthen Faculty Advising.

**Performance Indicators:**

Output: Number of students enrolled at UNO in the Fall (as of the 14<sup>th</sup> class day).

Outcome: Percent change in the number of students enrolled at UNO (as of the 14<sup>th</sup> class day) compared to prior Fall data.

**Objective I.2:** Increase minority enrollment by 0.5% per year from the Fall 2009 baseline level of 3,540 to 3,648 by Fall 2015.

**State Outcome Goal:** Youth Education

**State Outcome Goal:** Diversified Economic Growth

**Strategy I.2.1:** Expand outreach programs to recruit minority students.

**Strategy I.2.2:** Increase hiring of minority administrators, faculty and staff.

**Strategy I.2.3:** Expand access to free ACT preparation courses offered 4 times per year to local high school students to increase eligibility for participation in TOPS.

**Strategy I.2.4:** Expand mentoring and tutoring programs.

**Strategy I.2.5:** Expand college information programs for minority high school students.

**Strategy I.2.6:** Expand partnership opportunities with high schools that have mostly minority students.

## **Performance Indicators:**

Output: Number of minority students enrolled at UNO in the Fall (as of the 14<sup>th</sup> class day).

Outcome: Percent change in the number of minority students enrolled at UNO (as of the 14<sup>th</sup> class day) compared to prior Fall data.

## **II. Goal: Ensure Quality and Accountability.**

**Objective II.1:** Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second year by 5.0 percentage points from the Fall 2009 baseline level of 68.6% to 73.6% by Fall 2015.

**State Outcome Goal:** Youth Education

**State Outcome Goal:** Diversified Economic Growth

**Strategy II.1.1:** 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.1.2:** Implement campus Quality Enhancement Plan - Retention activities as part of the Southern Association of Colleges and Schools (SACS) re-accreditation.

**Strategy II.1.3:** Expand availability of first-time student, first-year experience course UNIV 1001.

**Strategy II.1.4:** Implement the First Year Experience initiative.

**Strategy II.1.5:** Expand academic and training support and resource centers.

**Strategy II.1.6:** Continue periodic assessment of student services utilizing student opinion surveys.

**Strategy II.1.7:** Implement recommendations of the campus strategic plan.

**Strategy II.1.8:** Promote dual and cross enrollment agreements with local public school districts and among postsecondary institutions within the state.

**Strategy II.1.9:** Standardize all bachelor degree programs to 120 credit hours, with exception for those programs requiring additional credit hours to maintain accreditation.

**Strategy II.1.10:** Implement student tracking.

**Strategy II.1.11:** Implement an Early Alert system to identify students at risk of failure.

**Strategy II.1.12:** Strengthen Peer Advising.

**Strategy II.1.13:** Strengthen Faculty Advising.

**Performance Indicators:**

Output: Percentage of first-time, full-time, degree-seeking freshmen in the UNO cohort retained to the second year in Louisiana public postsecondary education.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen in the UNO cohort retained to the second year in Louisiana public postsecondary education.

**Objective II.2:** Increase the six-year graduation by 15 percentage points from baseline year rate of 27.0% in 2008-2009 to 42% by 2015-2016.

**State Outcome Goal:** Youth Education

**State Outcome Goal:** Diversified Economic Growth

**Strategy II.2.1:** 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.2.2:** Implement campus Quality Enhancement Plan - Retention activities as part of the Southern Association of Colleges and Schools (SACS) re-accreditation.

**Strategy II.2.3:** Standardize all bachelor degree programs to 120 credit hours, with exception for those programs requiring additional credit hours to maintain accreditation.

**Strategy II.2.4:** Increase Admissions Standards by Fall 2012

**Strategy II.2.5:** Implement student tracking

**Strategy II.2.6:** Implement an Early Alert system to identify students at risk of failing

**Strategy II.2.7:** Implement the First Year Experience

**Strategy II.2.8:** Strengthen Peer Advising

## **Strategy II.2.9: Strengthen Faculty Advising**

### **Performance Indicators:**

Output: Percentage of first time, full time, degree seeking students graduating within six years from UNO.

Outcome: Percentage point change in the graduation rate for first time, full time, degree seeking students graduating within six years from UNO.

*In Compliance with Act 1465 of 1997, each strategic plan must include the following process*

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

The University of New Orleans, as a member of the Louisiana State University and Agricultural and Mechanical College System, provides essential support for the economic, educational, social, and cultural development at a statewide level. Our primary clients are the residents, businesses and agencies of New Orleans and the surrounding region.

Almost nine-tenths of the student population are in-state residents and 77.5% are from the New Orleans MSA. UNO's enrollment includes representation from almost all of the United States and more than 85 countries worldwide.

### **II. 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:**

With any public institution, many external factors can affect the achievement of its goals and objectives. However, the hallmark of our institution is its ability to adapt to the changing environment. We recognize that we do not exist in a vacuum, but must remain responsive to the demands placed upon us.

A list of external factors that are beyond the control of the University of New Orleans that could significantly affect the achievement of its goals includes:

#### **1. Admissions Standards**

Another round of more stringent admissions standards will be implemented Fall 2012. The long-term effects are expected to be positive and increase both retention and graduation rates. However, the 6-year graduation rates for this 2012 cohort will not be evident until 2018.

## **2. Shifting Population**

Changes in age, mobility, income and other population factors may influence the market availability of potential students. Texas now attracts Louisiana students by waiving out-of-state tuition for those living within 100 miles.

## **3. The Katrina Effect**

Even though recovery and regrowth following Katrina have been remarkable, the impact on UNO's cohort of first-time full-time degree-seeking freshmen will not be normalized until our Fall 2006 cohort begins to graduate. The pre-Katrina Fall 2005 cohort was 1,965. The Fall 2006 cohort dipped to 949, a drop of over 1,000 students. Cohort numbers for 2008 and 2009 appear to have stabilized at just over 1,200. These cohorts are used to determine graduation rates for state and federal reporting.

## **4. Changes in Science and Technology**

Changing technology in educational delivery systems and the growth of out-of-area educational providers will increase competition for students.

## **5. The Economy**

The Louisiana economy has struggled over the past year as the United States recession finally started to have a local impact as Hurricane recover spending began to decline. This economic slowdown has hit postsecondary education particularly hard, since its funding is not protected by either constitution or statute. The impact of the 2010 oil spill and the results of halting offshore drilling could have serious implications on tax revenues generated to support our state appropriations.

## **6. The Federal Government**

A significant amount of revenue flows from Washington D.C. into the University of New Orleans. A change in policy at the Federal level can have dramatic affects including student financial aid, research and experimentation, telecommunications (distance learning), and related programs. Further, unfunded regulatory legislation such as the Americans with Disabilities Act and the Student Right-to-Know and Campus Security Act impose additional operational requirements, necessitating redirection of scarce university resources. Stimulus funding will end in 2012.

## **7. Ability to attract and retain qualified personnel, both faculty and staff.**

At present, faculty salaries remain below average for UNO's Southern Regional Education Board (SREB) institutional classification. We are constantly reminded how difficult it is to attract and keep highly-desirable staff. This is compounded by uncertainty over state funding, coupled with the need to inform instructors one year in advance about the possibility of future budget cuts and its impact on university staffing.

### **III. The statutory requirement or other authority for each goal of the plan.**

#### **I. Goal: Increase Opportunities for Student Access and Success.**

1. Constitution (Article VIII, Section 5-13 et seq.) - Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

#### **II. Goal: Ensure Quality and Accountability.**

1. Constitution (Article VIII, Section 5-13 et seq.) - Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

### **IV. A description of any program evaluation used to develop objectives and strategies.**

UNO's mission statement is the primary guide for the strategic planning process. In 2005 UNO completed requirements for reaccreditation by the Southern Association of Colleges and Schools (SACS). The quality enhancement plan is a product of the reaccreditation process and it focuses UNO on nationwide standards that address the needs of society and students. UNO also has Institutional Effectiveness actively embedded in the ten-year accreditation cycle.

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

See Performance Indicator Documentation attached for each objective.

### **VI. 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.**

For the purposes of Act 1465 of 1997, the University of New Orleans is a single program. Duplication of effort of more than one program is thus not applicable.

### **VII. 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 attached for each performance indicator.

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

See Performance Indicator Documentation attached for each performance indicator.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** University of New Orleans

**Objective I.1:** Increase Fall 14<sup>th</sup> class day headcount enrollment by 1.5% each year from the baseline level of 11,724 in Fall 2009 to 12,820 in Fall 2015.

**Indicator:** Number of students enrolled at UNO in the Fall (as of the 14<sup>th</sup> class day).

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having an educated citizenry.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are reported to the Board of Regents by the institutions twice annually, at the end of the fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. This will be based on the 14th class day of the semester (9th class day for quarter systems). The indicator will be reported to LaPAS in the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

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

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

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

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all enrolled students at UNO both graduate and undergraduate.

8. Who is responsible for data collection, analysis, and quality?

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. UNO provides these data through the Office of Institutional Research and Data Management. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? 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.

10. How will the indicator be used in management decision making and other agency processes?

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

## PERFORMANCE INDICATOR DOCUMENTATION

Program: University of New Orleans

**Objective I.2:** Increase minority enrollment by 0.5% per year from the Fall 2009 baseline level of 3,540 to 3,648 by Fall 2015.

Indicator: Number of minority students enrolled at UNO in the Fall (as of the 14<sup>th</sup> class day).

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition that Louisiana's minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state's economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 25 years. The change will be calculated using Fall enrollment figures of the baseline year and measuring the change to the year being examined. The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are submitted to the Board of Regents by the institutions twice annually, at the end of the fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. This will be based on the 14th class day of the semester (9th class day for quarter systems). The indicator will be reported to LaPAS in the fourth quarter. This will allow time for collection, aggregation, and editing of the data. Minority is defined as non-white and excludes non-resident aliens and refused to indicate.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

For purposes of the Board of Regents' Master Plan and this strategic plan, minority is defined as non-white. Any student who is reported as having any other ethnicity code than white will be included in the calculation of minority. .” A new federal reporting category was implemented in 2010 for “two or more races” and it will count as minority. The only exceptions are that “non-resident aliens” and “refused to indicate” are not included.

For this indicator, the fall data (the national standard) will be used. This will be based on the 14th class day of the semester (9th class day for quarter systems). The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and reporting the difference (whether increase or decrease). The difference will be divided by the baseline year enrollment to calculate the percent change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Although not jargon, for purposes of this document, minority is defined as non-white and excludes “non-resident aliens” and “refused to indicate.” The new federal reporting category, implemented in 2010 , for “two or more races” will count as minority.

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate percentage change of all enrolled minority students at UNO, as previously defined, both graduate and undergraduate compared to the previous Fall data

8. Who is responsible for data collection, analysis, and quality?

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. UNO provides these data through the Office of Institutional Research and Data Management. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

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

minority is defined as non-white and excludes non-resident aliens and refused to indicate.

10. How will the indicator be used in management decision making and other agency processes?

Postsecondary education remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in postsecondary education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.

## PERFORMANCE INDICATOR DOCUMENTATION

Program: University of New Orleans

**Objective II.1:** Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second year by 5.0 percentage points from the Fall 2009 baseline level of 68.6% to 73.6% by Fall 2015.

Indicator: Percentage of first-time, full-time, degree-seeking freshmen in the UNO cohort retained to the second year in Louisiana public postsecondary education.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

UNO must be committed not only to recruiting and enrolling students, but also to retaining and graduating them, preparing them to enter the workforce and enjoy professionally productive careers.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are submitted to the Board of Regents by the institutions twice annually, at the end of the fall and spring semesters of an academic year. For this indicator, the fall data (the national standard) will be used. This will be based on the 14th class day of the semester (9th class day for quarter systems). The indicator will be reported to LaPAS in the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The performance indicator values will be calculated using the institutionally classified cohort of first-time, full-time, degree-seeking students in a given fall who re-enroll the following fall semester in any public post-secondary institution.

The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage. This indicator tracks degree seeking first-time students enrolled full-time in credit courses as of the 14th class day (9th for quarter systems) of the fall semester. It does not reflect the total retention for the college/university.

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

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

N/A

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of students in the UNO cohort retained to the following Fall in any of the four systems of postsecondary education (LCTCS, LSU, SU, UL). Retention rates for the system as a whole will be reported. The rate will be measured in the aggregate. Louisiana Technical College is not included in this calculation since most of its enrolled students are not in degree programs and last for less than two years.

8. Who is responsible for data collection, analysis, and quality?

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. UNO provides these data through the Office of Institutional Research and Data Management. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? 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 changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations. Also, students retained and the retention rate includes all students retained in the system as a whole.

10. How will the indicator be used in management decision making and other agency processes?

Retention in college impacts many decisions. Student retention has impacts on financial aid, housing, upper level course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

## PERFORMANCE INDICATOR DOCUMENTATION

Program: University of New Orleans

**Objective II.2:** Increase the six-year graduation by 15 percentage points from baseline year rate of 27.0% in 2008-2009 to 42% by 2015-2016.

Indicator: Percentage of students graduating within six years from UNO.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Graduation rates in Louisiana public postsecondary education are low. 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. .

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

The source of the data is the Board of Regents' Statewide Student Profile System to identify the cohort and the Regents' Completers System for graduates. The state and its institutions will follow the new protocol as established by the Southern Regional Education Board (SREB) which accounts for students who transferred to other public campuses in the state and subsequently graduate within 6 years from a 4-year institution or within 3 years from a 2-year institution. Note that this seems to contradict #4,5 and 7 which says UNO only.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The student cohort data includes those first time, full time, degree seeking students who entered UNO six years earlier and reflects how many and what percentage graduated within six years.

The graduation data are submitted to the Board of Regents by the institutions annually, at the end of the academic year, covering the period from June 1 to May 31. The indicator will be reported to LaPAS in the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The graduation rate is calculated using the institutionally classified cohort in a given fall and tracking them in the Board of Regents Completer System. Students are tracked for six years (to allow completion of a baccalaureate degree). The number of graduates found is divided by the number of students in the cohort to obtain a graduation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

N/A

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

UNO will report the number of graduates from a particular cohort and the appropriate percentage rate. Since FY 2005-2006, the graduation rate reported includes students who transferred to other public campuses in the state and subsequently graduated.

8. Who is responsible for data collection, analysis, and quality?

The Board of Regents is the statewide coordinator for student data. Data for UNO will be provided by the Office of Institutional Research and Data Management.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

N/A

10. How will the indicator be used in management decision making and other agency processes?

Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of stricter admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.