

This is **NOT** the University of New Orleans
Institutional Strategic Plan.

University of New Orleans Institutional Strategic
Plan is located at :

<http://new.uno.edu/about-uno/office-of-the-president/resources/uno-2020>



The University of New Orleans
Five-Year LaPAS Operational Strategic Plan
FY 2020-2021 through FY 2024-2025

July 1, 2019

**The University of New Orleans
Five-Year Strategic Plan
FY 2020-2021 through FY 2024-2025**

Mission Statement: The University of New Orleans is a comprehensive urban research university committed to providing educational excellence to a diverse undergraduate and graduate student body. The University is one of the region's foremost public resources, offering a variety of world-class, research-based programs, advancing shared knowledge and adding to the region's industry, culture, and economy. The University of New Orleans, as a global community asset, serves national and international students and enhances the quality of life in New Orleans, the state, the nation, and the world, by participating in a broad array of research, service learning, cultural and academic activities.

Scope: The University of New Orleans, as an urban research university, offers a number of challenging and in-demand programs, many of which are uniquely linked to the rich and vibrant city of New Orleans. The University of New Orleans grants baccalaureate, master's and doctoral degrees in academic colleges, including but not limited to business administration, education and human development, engineering, liberal arts, and sciences, as well as interdisciplinary studies.

Vision Statement: The University of New Orleans will be recognized as one of the preeminent urban research institutions in the nation, noted for its commitment to excellence in teaching and in student success; its location in a culturally vibrant city; its innovative and relevant undergraduate, graduate, professional and research programs; and its role as a primary engine of social, economic, intellectual and cultural development in the New Orleans region and beyond.

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

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1: Increase the fall headcount enrollment by 23% from the baseline level of 8,167 in Fall 2018 to 10,045 by Fall 2023.

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

Strategy I.1.1: Promote distance-learning activities in each region of the state.

Strategy I.1.2: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy I.1.3: Have effective dual and cross-enrollment agreements with public school districts and among postsecondary institutions.

Strategy I.1.4: Develop partnerships with community colleges to implement articulation transfer agreements and to place transfer advisors at community colleges.

Strategy I.1.5: Implement Student Tracking and Early Alert system to identify students at risk of failing.

Strategy I.1.6: Develop and maintain real-time admission, registration and enrollment dashboards to help leadership react in real-time.

Strategy I.1.7: Strengthen student advising by centralizing the advising process.

Strategy I.1.8: Develop outreach programs for stop-outs.

Performance Indicators:

Output: Number of students enrolled (full term) at The University of New Orleans

Outcome: Percent change in the number of students enrolled in (full term) in The University of New Orleans

Source: Board of Regents Statewide Student Profile System

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 7.9 percentage points from the Fall 2017 cohort (to Fall 2018) baseline level of 71.1 % to 75.1 % by Fall 2023 (retention of Fall 2022 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: Maintain and improve mentoring, tutoring, and related programs.

Strategy II.1.5: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.1.6: Develop partnerships with community colleges to implement articulation transfer agreements.

Strategy II.1.7: Maintain and improve the first-time student, first-year experience course UNIV 1001.

Strategy II.1.8: Expand academic and training support and resource centers.

Strategy II.1.9: Continue periodic assessment of student services utilizing student opinion surveys.

Strategy II.1.10: Develop and maintain real-time admission, registration and enrollment dashboards to help leadership react in real-time.

Performance Indicators:

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

Source: Board of Regents Statewide Student Profile System data

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same four-year institution of initial enrollment by 7 percentage points from the Fall 2016 cohort (to Fall 2018) baseline level of 51.5% to 58.5% by Fall 2023 (retention of Fall 2021 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:** Maintain and improve mentoring, tutoring, and related programs.
- Strategy II.2.5:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.2.6:** Develop partnerships with community colleges to implement articulation transfer agreements.
- Strategy II.2.7:** Maintain and improve the first-time student, first-year experience course UNIV 1001.
- Strategy II.2.8:** Expand academic and training support and resource centers.
- Strategy II.2.9:** Continue periodic assessment of student services utilizing student opinion surveys.
- Strategy II.2.10:** Develop outreach programs for stop-outs.
- Strategy II.2.11:** Develop and maintain real-time admission, registration and enrollment dashboards to help leadership react in real-time.

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

Source: Board of Regents Statewide Student Profile System data

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (Fall 2011 cohort for all institutions) of 37.25% to 48% by AY 2022-2023 (Fall 2016 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: Maintain and improve mentoring, tutoring, and related programs.

Strategy II.3.5: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.3.6: Develop partnerships with community colleges to articulation transfer agreements.

Strategy II.3.7: Maintain and improve the first-time student, first-year experience course UNIV 1001.

Strategy II.3.8: Expand academic and training support and resource centers.

Strategy II.3.9: Continue periodic assessment of student services utilizing student opinion surveys.

Strategy II.3.10: Develop and maintain real-time admission, registration, graduation, and enrollment dashboards to help leadership react in real-time.

Strategy II.3.11: Monitor the progress of students toward degree completion and decrease time to degree.

Performance Indicators:

Output: Number of students enrolled at a Four Year University in LA identified as a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in LA.

Outcome: Percentage of students enrolled at a Four Year University in LA identified as a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in LA.

Source: Board of Regents Statewide Graduation Rate

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,108 in 2017-18 to 1,350 in AY 2022-23. 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.4.5:** Maintain and improve 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 articulation transfer agreements.
- Strategy II.4.8:** Maintain and improve the first-time student, first-year experience course UNIV 1001.
- Strategy II.4.9:** Expand academic and training support and resource centers.
- Strategy II.4.10:** Continue periodic assessment of student services utilizing student opinion surveys
- Strategy II.4.11:** Develop and maintain real-time admission, registration, enrollment, and graduation dashboards to help leadership react in real-time.
- Strategy II.4.12:** Monitor the progress of students toward degree completion and decrease time to degree.

Performance Indicators:

- Output: Number of completers at baccalaureate degree level
- Outcome: Percentage change from baseline
- Source: Board of Regents Statewide Student Profile System

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 459 in 2017-18 to 550 in AY 2022-23. Students may only be counted once per award level.

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

- Strategy II.5.1:** Increase the number of scholarships for graduate students.
- Strategy II.5.2:** Increase the number of assistantships for graduate students.
- Strategy II.5.3:** Have effective recruitment and hiring practices for administrators, faculty, and staff.
- Strategy II.5.4:** Increase graduate student engagement through new programs targeted at graduate students.
- Strategy II.5.5:** Improve the degree audit experience.
- Strategy II.5.6:** Monitor the progress of students toward degree completion and decrease time to degree.
- Strategy II.5.7:** Improve the admission process by providing transparency in admission requirements.
- Strategy II.5.8:** Improve the admission process by increasing responsiveness to prospective students.
- Strategy II.5.9:** Develop real-time admission, registration, graduation, and enrollment dashboards to help leadership react in real-time.

Performance Indicators:

- Output: Number of completers at graduate degree level
- Outcome: Percentage change from baseline
- Source: Board of Regents Statewide Student Profile System

Objective II.6: Increase the total number of Baccalaureate Degree completers who are 25 years or older in a given academic year from the baseline year number of 457 in 2017-18 to 550 in AY 2022-23. Students may only be counted once per award level.

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

- Strategy II.6.1:** Maintain outreach programs to retain students.
- Strategy II.6.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.6.3:** Have effective recruitment and hiring practices for administrators, faculty, and staff.
- Strategy II.6.4:** Maintain and improve mentoring, tutoring, and related programs.
- Strategy II.6.5:** Develop partnerships with community colleges to implement articulation transfer agreements.
- Strategy II.6.6:** Expand academic and training support and resource centers.
- Strategy II.6.7:** Continue periodic assessment of student services utilizing student opinion surveys
- Strategy II.6.8:** Develop real-time admission, registration, enrollment, and graduation dashboards to help leadership react in real-time.
- Strategy II.6.9:** Monitor the progress of students toward degree completion and decrease time to degree.
- Strategy II.6.10:** Create transfer advisors positions to support student transition to UNO.
- Strategy II.6.11:** Review course offerings to ensure they support the lives of non-traditional students.

Performance Indicators:

- Output: Number of completers at baccalaureate degree level **who are 25 years or older at graduation**
- Outcome: Percentage change from baseline
- Source: Board of Regents Statewide Student Profile System

Objective II.7: Increase the total number of minority Baccalaureate Degree completers in a given academic year from the baseline year number of 388 in 2017-18 to 460 in AY 2022-23. Students may only be counted once per award level.

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

- Strategy II.7.1:** Maintain outreach programs to retain students.
- Strategy II.7.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.7.3:** Have effective recruitment and hiring practices for administrators, faculty, and staff.
- Strategy II.7.4:** Maintain and improve mentoring, tutoring, and related programs.
- Strategy II.7.5:** Develop partnerships with community colleges to implement articulation transfer agreements.
- Strategy II.7.6:** Expand academic and training support and resource centers.
- Strategy II.7.7:** Continue periodic assessment of student services utilizing student opinion surveys
- Strategy II.7.8:** Develop real-time admission, registration, enrollment, and graduation dashboards to help leadership react in real-time.
- Strategy II.7.9:** Monitor the progress of students toward degree completion and decrease time to degree.
- Strategy II.7.10:** Create transfer advisors positions to support student transition to UNO.
- Strategy II.7.11:** Review course offerings to ensure they support the lives of non-traditional students,

Performance Indicators:

- Output: Number of minority (students who are not reported as white, international or unknown) completers at baccalaureate degree level
- Outcome: Percentage change from baseline
- Source: Board of Regents Statewide Student Profile System

Appendix A

Process Documentation

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

The Strategic Planning Committee is composed of faculty, senior administrators, students, 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:

The University of New Orleans offers a wide range of degree programs designed to prepare students for available careers in the New Orleans MSA, Louisiana, and the USA. Approximately 87% of the student body is from Louisiana parishes with 78% from the New Orleans MSA. Secondary beneficiaries are the citizens of the parishes and the state of Louisiana who benefit from the University's programs, facilities, and economic impact. The specific services or benefits derived by the students and citizens will be the opportunities for high-quality postsecondary education. The ultimate benefit to the community and prospective employers will be a better-educated and trained citizenry.

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:

External factors beyond the control of the University include the implementation of changing admissions standards, reduced state funding, and changes in federal and state statutes, rules, and regulations. Changed admissions standards have resulted in a decrease in the number of students who are admitted, and these standards are not necessarily consistent with an urban student population and do not readily recognize those important differences between traditional and non-traditional students. UNO has suffered through several reductions in financial support from the State. 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 University of New Orleans (UNO) required all academic and administrative units to complete assessment plans once a year. All of the goals in this strategic plan are considered institutional priorities. Unit managers at UNO are required to report on how their unit is working toward institutional priorities in their assessment plan.

The University of New Orleans is accredited by the Southern Association and Colleges and Schools, Commission on Colleges. Additionally, several discipline-specific accrediting bodies employ periodic program review processes and guidelines to ensure minimum academic standards are followed. Some of these include but are not limited to AACSB (Business), NAST (Performing Arts), and ABET (Engineering).

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.

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.

Appendix B

Performance Indicator Documentation

Program: The University of New Orleans

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:

Increase the fall headcount enrollment by 23% from the baseline level of 8,167 in Fall 2018 to 10,045 by Fall 2023.

Indicator 1:

Number of students enrolled (full term) 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 full-time 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 three times annually, in the Fall, Spring, and Summer. 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 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 at 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:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

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 7.9 percentage points from the Fall 2017 cohort (to Fall 2018) baseline level of 71.1 % to 75.1 % by Fall 2023 (retention of Fall 2022 cohort).

Indicator 1:

Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at 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 the Board of Regents’ Statewide Student Profile System (SSPS).

Data Source, Collection, and Reporting:

SSPS data is gathered three times annually, in the Fall, Spring, and Summer. 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 that 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 students in a full-time freshmen cohort who remain enrolled in the second fall semester.

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?

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:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

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 four-year institution of initial enrollment by 7 percentage points from the Fall 2016 cohort (to Fall 2018) baseline level of 51.5% to 58.5% by Fall 2023 (retention of Fall 2021 cohort).

Indicator 1:

Percentage of first-time, full-time, degree-seeking retained to the third year at 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 university.

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 three times annually, in the Fall, Spring, and Summer. 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 that re-enroll the third fall semester at the same institution. The number of students found that 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 students in a full-time freshmen cohort who remain enrolled in the third fall semester.

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?

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:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

Program: The University of New Orleans

Objective II.3:

Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (Fall 2011 cohort for all institutions) of 37.25% to 48% by AY 2022-2023 (Fall 2016 cohort).

Indicator 1:

Number of students enrolled at a Four Year University in LA identified as a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in LA.

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 systems 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.

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:

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 students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

Responsible for data collection, analysis, and quality

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.

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

The indicator is a limited measure of an institution's ability to graduate students. The cohort does not include students who are part-time, nor does it include students who enter in the Spring semester. It does not include transfer freshmen. The number of graduates in a cohort is not the same as the number of completers for a given academic year. Tracking of students ends after 150% of normal time, six years for baccalaureate degree students and three years for associate degree students; thus students who graduate after that period are not counted in the graduation rate. Students who enter as transfer students and graduate are not counted in the rate. Thus the resulting graduation rate only reflects a portion of the students who enter and graduate from a given institution.

Responsible Person:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

Program: The University of New Orleans

Objective II.4:

Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,135 in 2017-18 to 1,350 in AY 2022-23. Students may only be counted once per award level.

Indicator 1:

Number of completers at baccalaureate degree level

Indicator LaPAS PI Code: “new”

Type and Level: Output

Rationale:

The mission of the University of Louisiana 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 Baccalaureate Degree completers for each award level offered at the institution.

Scope:

This indicator is the aggregate of all Baccalaureate Degree completers 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:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

Program: The University of New Orleans

Objective II.5

Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 462 in 2017-18 to 550 in AY 2022-23. Students may only be counted once per award level.

Indicator 1:

Number of completers at graduate degree level

Indicator LaPAS PI Code: “new”

Type and Level: Outcome

Rationale:

The mission of the University of Louisiana 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 Graduate Degree completers for each award level offered at the institution.

Scope:

This indicator is the aggregate of all Graduate Degree completers 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:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

Program: The University of New Orleans

Objective II.6:

Increase the total number of Baccalaureate Degree completers who are 25 years or older in a given academic year from the baseline year number of 457 in 2017-18 to 550 in AY 2022-23. Students may only be counted once per award level.

Indicator 1:

Number of completers at baccalaureate degree level **who are 25 years or older at the time of graduation.**

Indicator LaPAS PI Code: “new”

Type and Level: Output

Rationale:

The mission of the University of Louisiana 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 Baccalaureate Degree completers for each award level offered at the institution.

Scope:

This indicator is the aggregate of Baccalaureate Degree completers who are 25 years or older 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:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

Program: The University of New Orleans

Objective II.7:

Increase the total number of minority Baccalaureate Degree completers in a given academic year from the baseline year number of 388 in 2017-18 to 460 in AY 2022-23. Students may only be counted once per award level.

Indicator 1:

Number of minority (students who are not reported as white, international or unknown) completers at baccalaureate degree level.

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Type and Level: Output

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Calculation Methodology:

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

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Responsible Person:

Dr. Colby J. Stoeber

Director, Office of Institutional Effectiveness and Research

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