

**Report on the  
University of New Orleans  
In Response To The  
2025 Legislative Request  
Regarding Governance**

MARCH 2025



BOARD of REGENTS  
STATE OF LOUISIANA

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# Introduction

The Louisiana Board of Regents (BOR) received a letter from the Louisiana Legislature’s Senate President Cameron Henry and Speaker of the House of Representatives Phillip DeVillier in February 2025 requesting a feasibility study of the return of governance of the University of New Orleans (UNO) from the University of Louisiana System (ULS) back to the Louisiana State University System (LSUS) (see Appendix A).

While the Louisiana Constitution grants the BOR oversight over higher education policies and the funding formula, it is the four management boards (Louisiana State University System, Southern University System, Louisiana Community and Technical College System and University of Louisiana System) that are responsible for the day-to-day management and supervision of their respective institutions. That governance relationship, between an institution and its system, is an important one in setting and implementing the strategic plan of each member institution, ensuring strong fiscal oversight and approving the hiring and staffing plans for individual institutions.

Article VIII, Section 5 of the Louisiana Constitution stipulates that, prior to any transfer of an institution from one system to another, the BOR must provide a study to inform the Legislature in enacting any legislation to accomplish such a transfer. This study is intended to fulfill the BOR’s constitutional role in providing the necessary information related to the proposed transfer of UNO from ULS back to LSUS.

To inform the Legislature’s decision, in this document we provide an overview of the changes that UNO has undergone over the 20 years since the disruptions caused by Hurricane Katrina, as well as a summary of its current academic position and overall financial health. The data provided are from the Board of Regents’ Statewide Student Profile Data System or were collected from UNO in coordination with the University of Louisiana System office. Labor market information was provided by © Lightcast.

## History and Governance

The institution currently known as the University of New Orleans (UNO) was first established by Act 60 of 1956 of the Louisiana Legislature as the Louisiana State University in New Orleans (LSUNO). The location of the institution was acquired in late 1957 when the United States Navy abandoned its air station on the shore of Lake Pontchartrain, with classes beginning in September 1958.

LSUNO was originally placed under the operation and control of the Board of Supervisors of LSUS and became a four-year institution in 1961. In February 1974, with the approval of the Board of Supervisors for LSUS, the institution’s name was changed from LSUNO to the University of New Orleans to signal the institution’s status as a metropolitan campus. Table 1 provides the institution’s mission statement and scope of UNO, serving as Louisiana’s only public urban research university.

**Table 1:** UNO Mission Statement and Scope

<b>Mission Statement:</b>	The University of New Orleans (UNO) is a comprehensive university with a mission to educate undergraduate and graduate students in a variety of arts, sciences and professional programs and to conduct research in these fields. Admission to UNO is selective, based on courses completed and academic performance.
<b>Scope:</b>	The University of New Orleans (UNO), 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.

UNO suffered severe damages during Hurricane Katrina in 2005 yet was able to resume classes 42 days after the storm passed. Following the hurricane, UNO saw steep declines in enrollment. As a result of the continued fall in enrollment and related concerns, in 2010 the Legislature requested the BOR to study the delivery of educational services in the Greater New Orleans region ([SR 123 of 2010](#)). The BOR submitted its response to SR 123 to the Legislature in 2011, as required under Article VIII, Sec. 5 of the Louisiana Constitution (See Appendix D). Following the BOR’s response to SR 123 of 2010, the Legislature in its 2011 Regular Session considered various proposals to restructure public postsecondary education in the Greater New Orleans region.

These legislative considerations resulted in Act 419 of 2011 ([Act 419](#)), which transferred governance of UNO from LSUS to ULS within that calendar year. The legislation contained various measures designed to ensure UNO’s smooth transition from LSUS to ULS, including close collaboration between the BOR, ULS, LSUS and the Division of Administration (DOA); a task force to monitor and guide the transition process; and dedicated funding provided by DOA to financially support the transition.

Act 419 conditioned the final transfer of UNO from LSUS to ULS upon the approval of the transfer by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), UNO’s accrediting authority. On December 6, 2011, upon SACSCOC’s approval

of the transfer, UNO officially became a ULS institution, and its assets, funds, facilities, property, obligations, liabilities, programs, and functions were transferred accordingly.

Throughout various governance structures, UNO has remained an asset to the New Orleans community and has empowered thousands of individuals with the knowledge and skills needed to support the economy of the region. The institution has displayed an unwavering commitment, in particular following Hurricane Katrina, to ensuring students are supported, preparing them to succeed in the modern workforce and contribute to a prosperous Louisiana.

## Academic Overview

In response to the request, this section provides an overview of UNO as well as specific information related to the current academic position and offerings of the institution. This section includes data related to the following categories:

- Campus and System Leadership (2001-Present)
- Enrollment Trends
- Graduation Rates and Completer Trends
- Student Demographics
- Enrollment Feeder Parishes
- Faculty/Staff Census Information (2004-2024)
- Academic Programs and Offerings
- Institutional and Programmatic Accreditation
- Educational and Economic Landscape of the New Orleans Regional Labor Market Area

### Campus and System Leadership (2001-Present)

This study examines the changes that UNO experienced during the 21 years since 2004. Presently the institution is led by President Kathy Johnson, who took office in November 2023. Over the years of this study's timespan, the university was under the leadership of three other presidents and two interim presidents:

- **Interim President Jeannine O'Rourke**, July 2023-November 2023
- **President John W. Nicklow**, 2016-2023
- **President Peter J. Fos**, 2012-2016

- **Interim Chancellor Joe M. King**, 2010-2012
- **Chancellor Timothy P. Ryan**, 2003-2010

Chancellor Ryan served under the governance of the Louisiana State University System. Interim Chancellor Joe M. King served during the transfer from LSUS to the University of Louisiana System. Presidents Fos, Nicklow, and Johnson followed UNO's transfer to ULS, with Interim President Jeannine O'Rourke serving following President Nicklow's time prior to President Johnson beginning her tenure as the current President.

The current president and CEO of the University of Louisiana System is President Rick Gallot, who assumed the role on January 1, 2024, after serving as president of Grambling State University. Since 2004, the University of Louisiana System has been under the leadership of five other presidents:

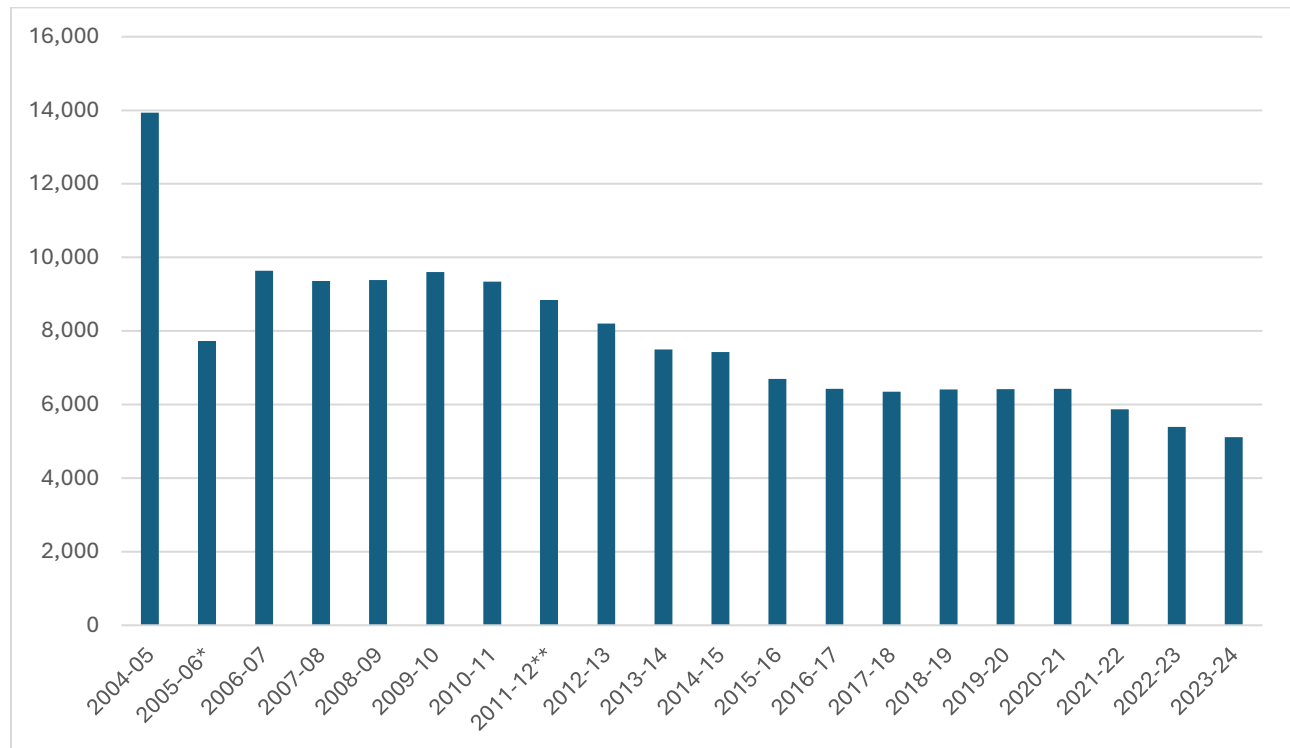
- **Jim Henderson:** President and CEO (2016-2023)
- **Dan Reneau:** Interim President (2015-2016)
- **Sandra Woodley:** President (2013-2015)
- **Randy Moffett:** President (2008-2012)
- **Sally Clausen:** President (2001-2008)

President Clausen served while UNO was governed by the Louisiana State University System; President Moffett led ULS during the transition; and President Woodley, Interim President Reneau, President Henderson, and President Gallot led ULS following UNO's transfer.

## Enrollment Trends

UNO's enrollment has substantially declined since 2004, the year prior to Hurricane Katrina. Overall annual enrollment for full-time students (full-time equivalent [FTE]) shrunk from almost 13,938 in 2004-2005 to 5,114 in 2023-2024, a decline of 63%.

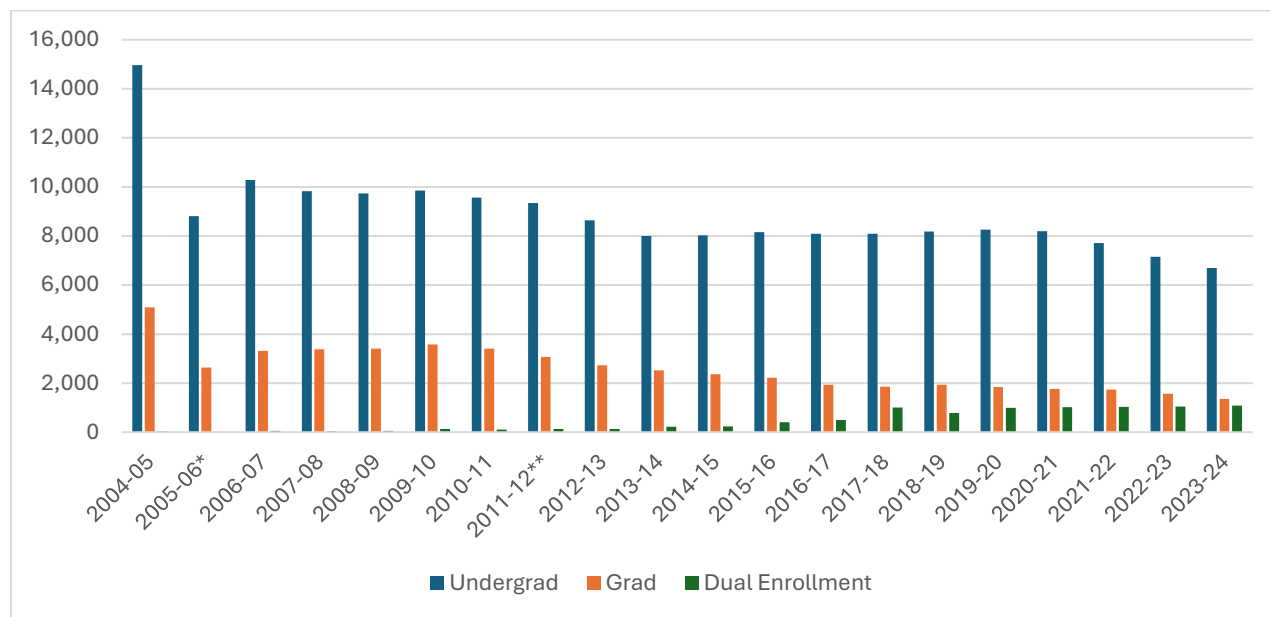
**Figure 1:** Full-Time Equivalent (FTE) Enrollment, Academic Years 2005-2024  
(See Appendix B - Table 1 for details)



*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

As shown in Figure 1, this overall decline took place in two phases. First, the disruptions caused by Hurricane Katrina reduced FTE enrollment from the immediate pre-hurricane level of roughly 14,000 to approximately 9,000 students during 2006-2011, the number remained fairly steady over those years. Following this post-hurricane period, steady declines in enrollment resumed, reaching the 2023-24 level of 5,114 students.

**Figure 2:** Headcount Enrollment, Academic Years 2005-2024  
(See Appendix B - Table 1 for details)



*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

As a four-year urban research institution, UNO has a mix of both undergraduate and graduate students. This pattern of enrollment decline affected both undergraduate and graduate programs as shown in Figure 2. In the first phase of enrollment decline, from the aftermath of Hurricane Katrina until 2010-2011, annual undergraduate headcount enrollment recovered from a pre-storm level of almost 15,000 to roughly 10,000. Similarly, annual graduate enrollment recovered to approximately 3,500 during this period. Since then, both graduate and undergraduate annual enrollment have trended steadily downward, reaching their lowest level in the current year. Only headcount in the dual enrollment program, which is the enrollment of a high school student in a college course for which dual credit is attempted, has shown an increase over this time period, growing from 401 in 2015-2016 to its current level of 1,087.

## Graduation Rates and Completer Trends

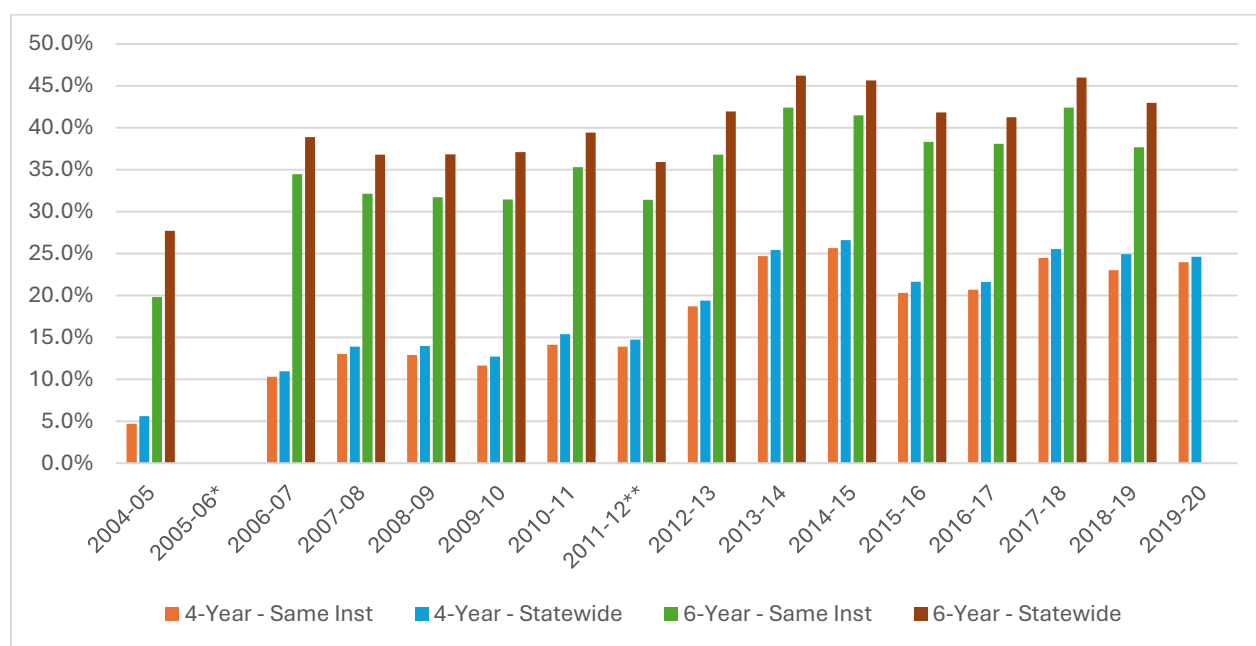
Graduation rates are defined and based on fall, first-time, full-time, degree-seeking students. Only students who enroll for the first time in the fall semester, on a full-time basis, and seeking a degree are counted. Within this context, completion refers to program completion within one-and-a-half times the traditional time to degree, depending on the level of the program. The graduation rate represents the percentage of students enrolled as described above and graduating within six years for a baccalaureate degree.



In contrast with enrollment trends, UNO graduation rates have increased over the last twenty years. The cohort of students that began in 2006 launched a series of years in which both four-year and six-year graduation rates were significantly higher than the 2004 cohort, which no doubt experienced substantial disruption from Hurricane Katrina.

Indeed, because of the impact of the storm, UNO did not have an incoming 2005-2006 cohort, as shown in Figure 3. From 2013 onwards, graduation rates have been maintained at a still-higher level, due to the introduction of a variety of First-Year Experience student success initiatives, with institutional four-year graduation rates at roughly 24% and six-year at 40%.

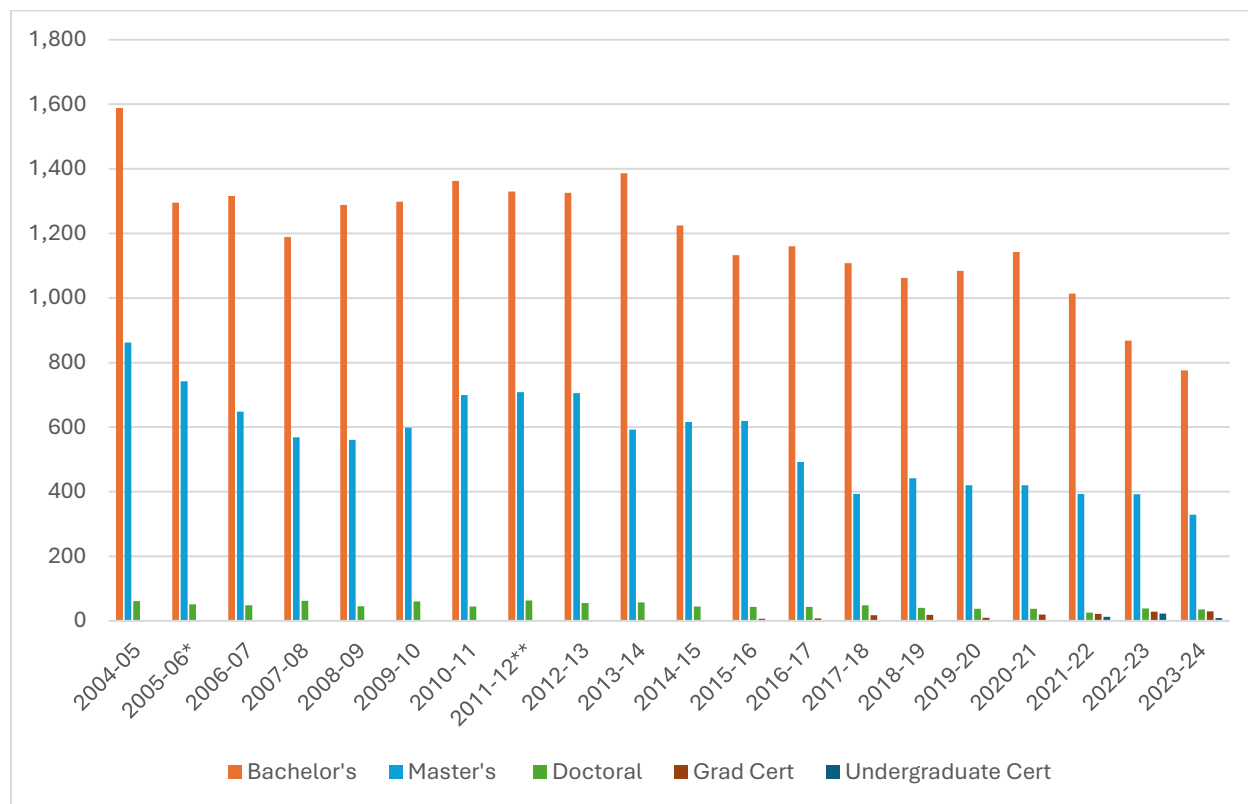
**Figure 3:** Graduation Rates, Academic Years 2005-2020  
(See Appendix B - Table 2 for details)



*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

The data related to unduplicated credential completers by credential level follow very similar trends to the enrollment data. These data count the respective numbers of students who earn an undergraduate certificate, bachelor’s degree, graduate certificate, master’s degree or doctoral degree within each academic year. Again, from the hurricane year through 2013-2014, annual completer totals, approximately 2,500 in the pre-Katrina years, achieved a new level of 2,000. Since then, annual numbers of credential completers have steadily declined to the present level of 1,178, 47% of the 2004 level.

**Figure 4:** Unduplicated Credential Completers by Level, Academic Years 2005-2024  
(See Appendix B - Table 3 for details)

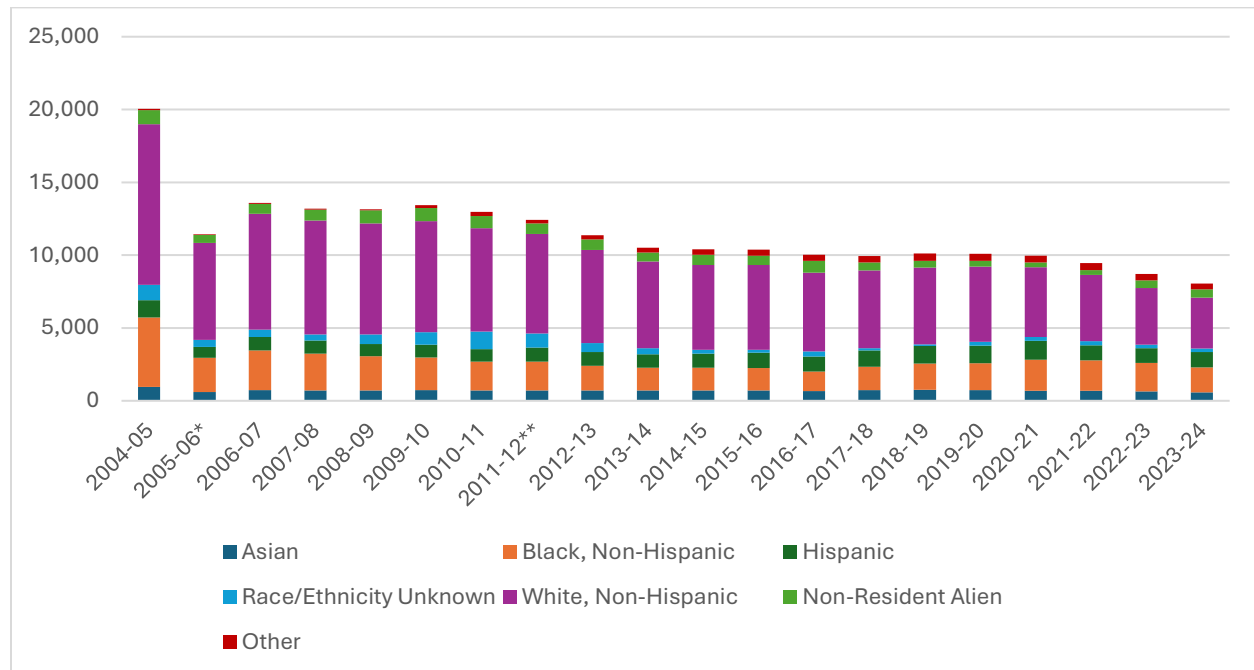


*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

## Student Demographics

Generally, UNO’s enrollments disaggregated by race follow the same trends as overall enrollment: there was a steep decline after Hurricane Katrina, followed by several years of general stability until 2011, then a gradual further decline to today. There are, however, some exceptions, notably that the proportion of White, non-Hispanic students has declined from 58% immediately post-Katrina to 44% today. This contrasts with changes in the Hispanic student enrollment, which has steadily grown since 2006. The number of Hispanic students enrolled today (1,056) is almost equal to the number pre-Katrina (1,188).

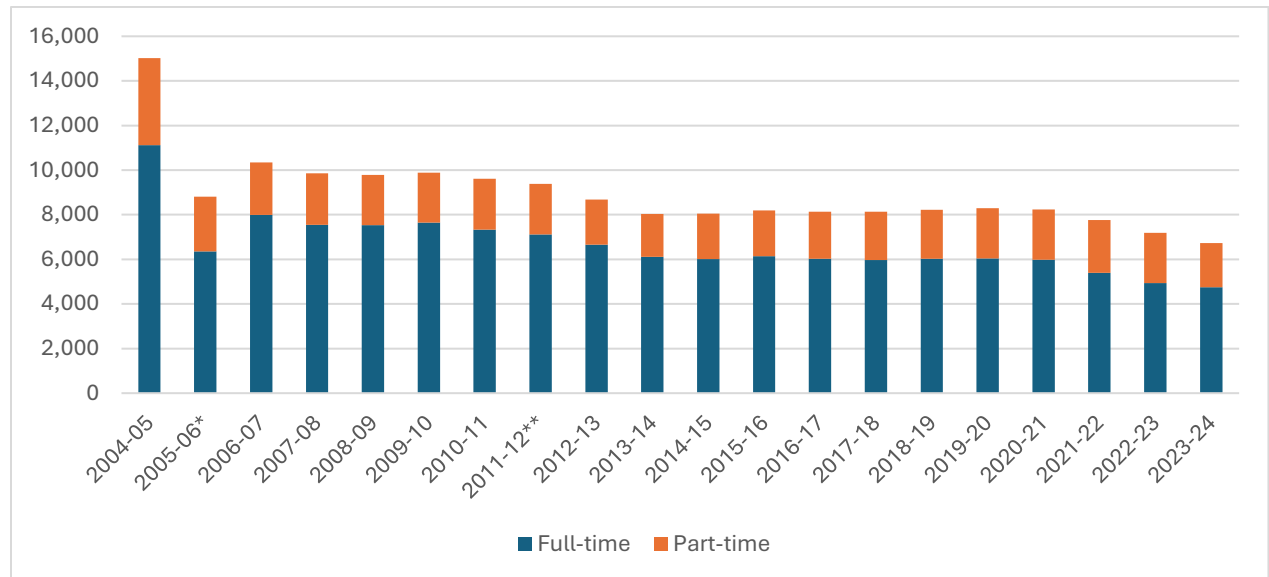
**Figure 5: Annual Enrollment by Race, Academic Years 2005-2024**  
 (See Appendix B - Table 4 for details)



*Note: Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).*

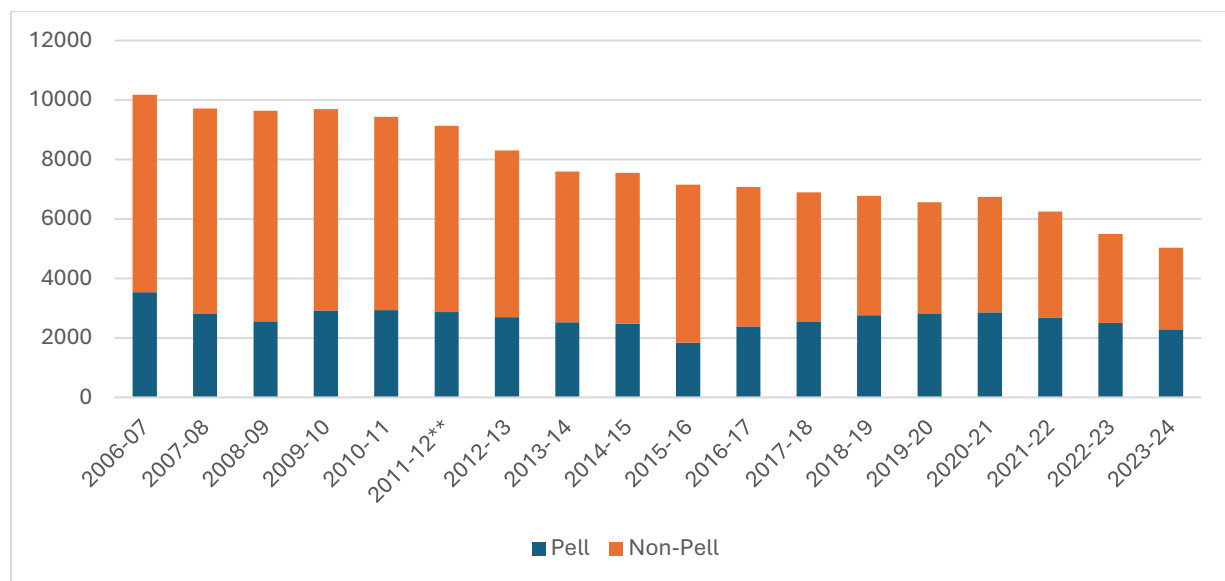
Figures 6 and 7 illustrate the annual undergraduate enrollment breakdown by whether students enrolled full-time (at least 30 hours in the academic year) or part-time, as well as by whether the enrolled students were supported by the federal Pell Grant. The full-time and part-time mix has remained relatively stable over time, with 70-75% of the students enrolling full-time during this period. The proportion of students supported by the Pell Grant remained generally constant at roughly 30% until 2017, but has risen in recent years to its current level of 45%.

**Figure 6:** Annual Enrollment Full-Time vs. Part-Time, Academic Years 2005-2024  
(See Appendix B - Table 5 for details)



*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

**Figure 7:** Annual Enrollment Pell vs. Non-Pell, Academic Years 2007-2024  
(See Appendix B - Table 6 for details)

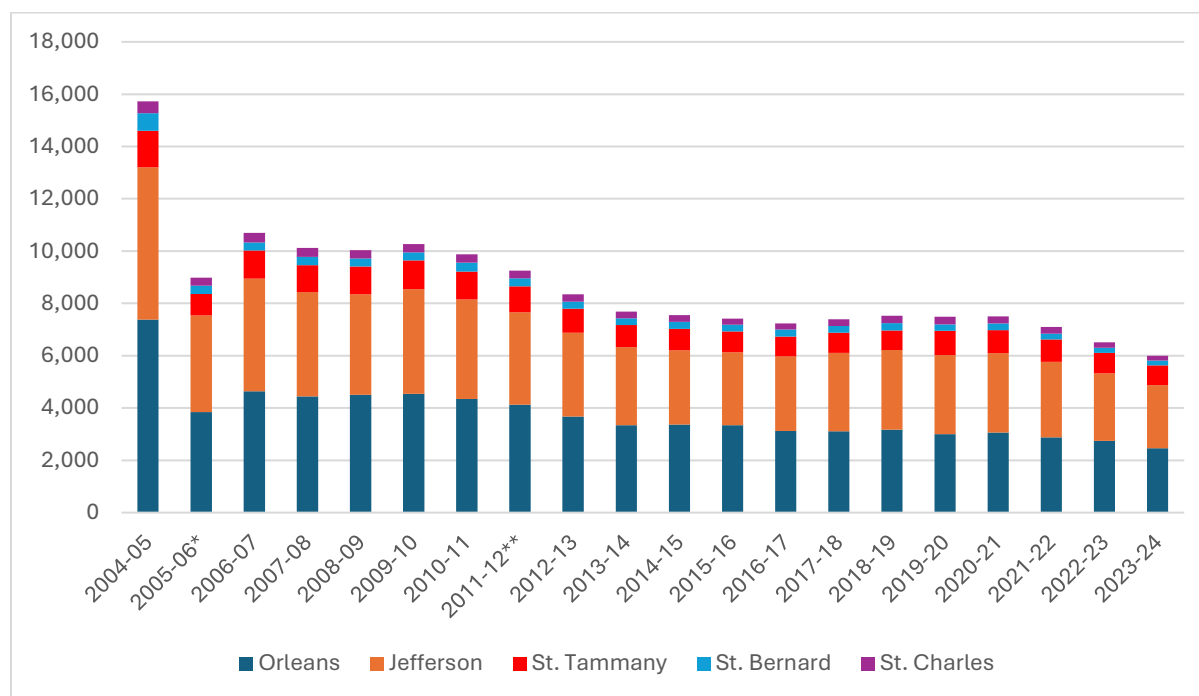


*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

## Enrollment Feeder Parishes

While general enrollment declines from every surrounding parish follow the overall downward trajectory discussed earlier, there have been changes over time in the share of students from the three largest contributing parishes. UNO has experienced declines in student enrollment from Orleans Parish compared to students coming from Jefferson and St. Tammany. Thus, while the share of students from Orleans declined from 44% to 38%, the shares from both Jefferson and St. Tammany have grown (34% to 38% and 8% to 12%, respectively). See Figure 8 for details.

**Figure 8:** Top Five Parishes of Annual Enrollment, Academic Years 2005-2024  
(See Appendix B - Table 7 for details)

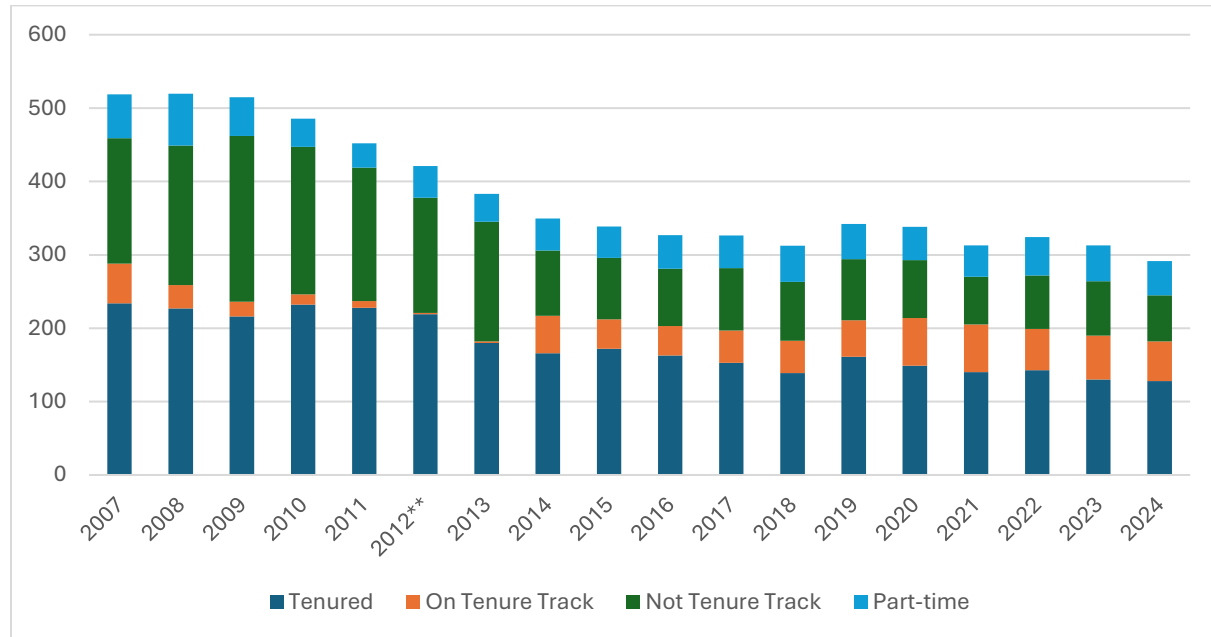


*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

## Faculty/Staff Census Information (2004-2024)

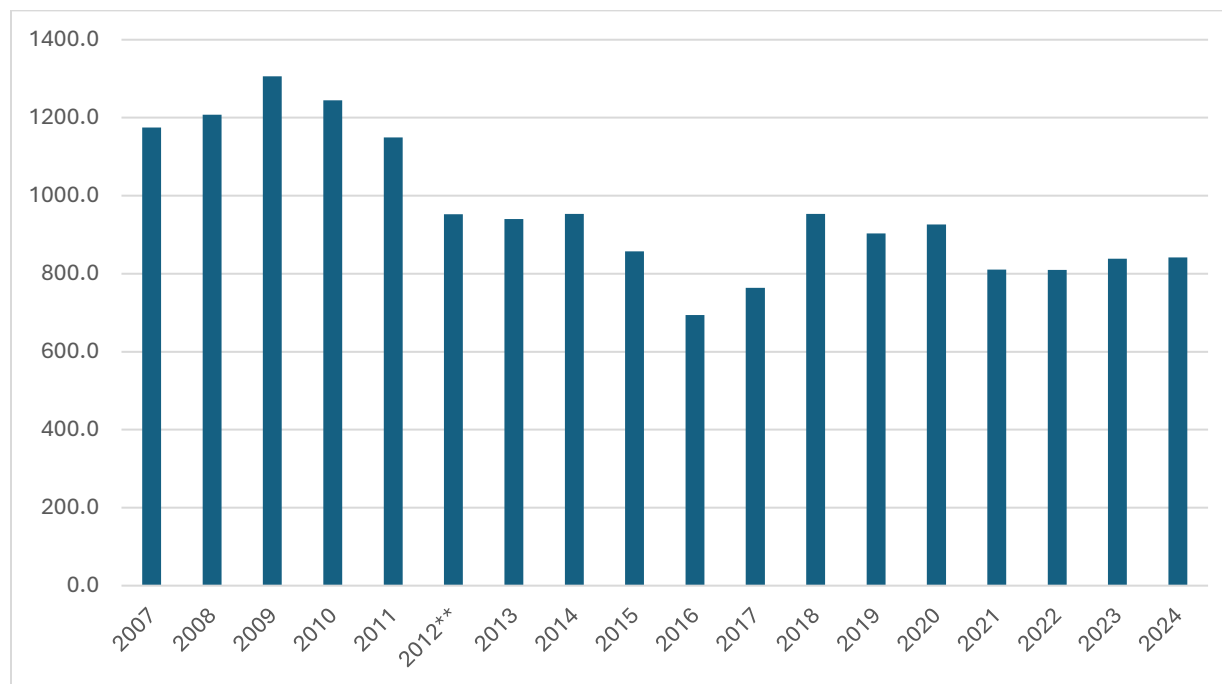
The numbers of full-time equivalent (FTE) faculty and staff at the university have declined through the years since Hurricane Katrina from a high of more than 1,800 in Fiscal Year (FY) 2008-2009 to slightly more than 1,100 in FY 2023-2024. That said, despite continued declines in enrollments since 2016, staffing levels rose at the end of the last decade and in recent years have fallen at a similar pace to the student count. This reflects all persons on UNO’s payroll.

**Figure 9:** Faculty, Fiscal Years 2007-2024  
 (See Appendix B - Table 8 for details)



*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

**Figure 10:** Staff Full-Time Equivalents (FTE), Fiscal Years 2007-2024  
(See Appendix B - Table 8 for details)



*Note:* Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).

On December 5, 2024, the University of Louisiana System Board of Supervisors approved a restructuring plan for UNO aimed at reducing administrative costs while enhancing support for student learning and success, protecting the university’s mission, and preserving academic programs. In January 2025, the following changes were made:

- The Vice President for Student Affairs position was eliminated (duties assumed by the Vice President for Enrollment Management and Student Success)
- The School of Interdisciplinary Studies was integrated into the College of Liberal Arts and Education
- Two dean positions were eliminated. A single Interim Dean currently oversees the Colleges of Science and Engineering; a second Interim Dean oversees the College of Business and the College of Liberal Arts and Education
- Two associate dean and seven department chair positions were eliminated
- The Master’s in Fine Arts program was slated for closure (teach-out has begun)
- An Interim Director was appointed to lead a new University College, which is planned to launch on July 1, 2025

## Academic Programs and Offerings

The University of New Orleans has several flagship programs that, over the institution's history, have achieved national and sometimes international reputations.

### **Naval Architecture and Marine Engineering**

The Boysie Bollinger School of Naval Architecture and Marine Engineering (NAME) was established to meet local industry demand, particularly related to south Louisiana's shipbuilding specialty. It was a natural marriage of regional priorities and the depth of the University of New Orleans' engineering expertise. Since its founding, NAME has continued to grow in size and reputation, now sitting high in the ranking of programs in the nation (and is the only such program in the Gulf region) in which students can learn to build ships and other self-sustaining offshore structures. NAME is also an integral part of the University of Louisiana System Maritime Academy (ULMA). Designated in 2022, the ULMA aims to bolster the maritime workforce, equip students with opportunities tied to Louisiana's waterways, and transform maritime education to drive regional economic growth.

### **Hotel, Restaurant and Tourism Administration**

UNO's Lester E. Kabacoff School of Hotel, Restaurant and Tourism Administration offers one of the best-known and most respected hospitality and tourism management degrees in the country. This school takes full advantage of the living laboratory that is the hospitality industry in New Orleans. The program offers bachelor's and master's degrees in this field, with the master's program being unique in Louisiana.

### **Cyber Security**

UNO is designated as a National Center of Academic Excellence in Cyber Security Education and Cyber Defense Research by the National Security Agency and the U.S. Department of Homeland Security. This designation supports the university's MS degree in Cyber Security and Operations and a Concentration in Cyber Security within its computer science undergraduate degree. Faculty and students in these programs at UNO work together on cutting-edge problems involving reverse-engineering malicious software, developing better digital forensics tools to help investigators recover data and solve computer crimes more efficiently, and creating new strategies for battling computer viruses. Research and instruction are carried out in two state-of-the-art facilities: The UNO Cyber Center and the Networking and Security Laboratory. These labs provide workstations with an extensive array of commercial and open-source software.



## **UNO-Innsbruck**

With over 10,000 alumni, UNO-Innsbruck is a prominent study-abroad program with a rich history. Its founder, Dr. Gordon H. “Nick” Mueller, initiated the program in 1976 when he chartered a Pan Am flight to take 166 students to Innsbruck, Austria. This experience launched what was to become one of the largest study-abroad programs of its kind in the United States. Successes and challenges have shaped the International Summer School over the past four and a half decades. The program has adjusted to changing times and student needs but has maintained its identity and academic quality.

## **Jazz Studies**

This UNO Program of Excellence, founded in 1989 by New Orleans Jazz patriarch Ellis Marsalis, is celebrated for distinction in teaching, unique performance opportunities and distinguished alumni. The program offers Jazz performance instruction at both undergraduate and graduate levels.

## **Overall Academic Offerings**

Appendix B - Table 9 shows the full academic inventory of degree and certificate programs with currently enrolled students at the University of New Orleans. That inventory consists of 32 bachelor's programs, two undergraduate certificates, six graduate certificates, 37 master's degrees, and nine doctoral degrees.

The largest bachelor's programs are in Biological Sciences, Computer Science, Psychology, Business Administration, Mechanical Engineering, Accounting, Electrical and Civil Engineering, Interdisciplinary Studies, and Film Arts. The largest master's programs are Business Administration, Counselor Education, Engineering Management, Creative Writing, and Film and Theatre. The largest doctoral degrees are Financial Economics, Educational Administration, and Engineering and Applied Science.

## **Institutional and Programmatic Accreditation**

The University of New Orleans was first granted accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1958. It is currently undergoing its decennial reaccreditation. The university went through the off-site portion of review in Fall 2024; the onsite reaffirmation review is scheduled for April 1 and 2, 2025.

Programmatic Accreditation is summarized below.

- Programs in the College of Business Administration are accredited through AACSB
- BS in Healthcare Management is accredited through AUPHA

- Programs in the College of Engineering and the BS in Computer Science are accredited through ABET. These programs were reviewed successfully in Fall 2024. The formal report and reaffirmation are expected in August 2025.
- The BA in Film Arts, Film & Theatre, and the MFA in Film Production, Theatre Design, and Theatre Performance are accredited by NAST.
- The BFA and MFA in Fine Arts are accredited through NASAD.
- The BA and the MM in Music are accredited through NASM.
- The MPA in Public Administration is accredited through NASPAA.
- The Master of Urban and Regional Planning (MURP) is accredited through PAB.
- Baccalaureate and master's programs in Education are accredited through CAEP.
- The Master of Education in Counselor Education and the Ph.D. in Counselor Education are accredited through CACREP.

Appendix B - Table 10 provides each accreditation acronym and gives full details of the programmatic accreditation timetables. Information provided by the institution and system confirms that no programs are currently on probation.

## Overview of the Educational and Economic Landscape of the New Orleans Regional Labor Market Area

Higher education institutions serve a crucial role in driving a regional economy through research, innovation, and production of a skilled workforce. Following Hurricane Katrina, UNO met the call of continuing to prepare individuals for high-demand jobs by reopening 42 days after the storm passed. Since its founding, UNO has demonstrated a strong commitment to graduating students who are well equipped to succeed in the workforce and adapt to the changing needs of the labor force in New Orleans, Louisiana, and beyond.

The New Orleans Regional Labor Market Area (RLMA) has a population of 1,228,095 (2024). That population has declined by 45,884 (3.6%) since 2019 and is forecast to decrease by a further 40,000 by the end of the decade. Of the overall population, 980,489 residents are 16 or older and non-military. The labor force consists of 578,305 with an unemployment rate of 4.1%.

### **Educational Attainment**

The current educational attainment level distribution in New Orleans is displayed in Figure 11. Since 2004, the proportion of the city's population with a college credential has increased by 7.5 percentage points. While the educational attainment levels in New Orleans are higher than those across Louisiana in general, they still trail the attainment levels of other major southern cities, such as Atlanta, Georgia, and Houston, Texas.

**Figure 11:** Educational Attainment Level Distribution in New Orleans RLMA  
 (Source: ©Lightcast, Data compiled in March 2025)

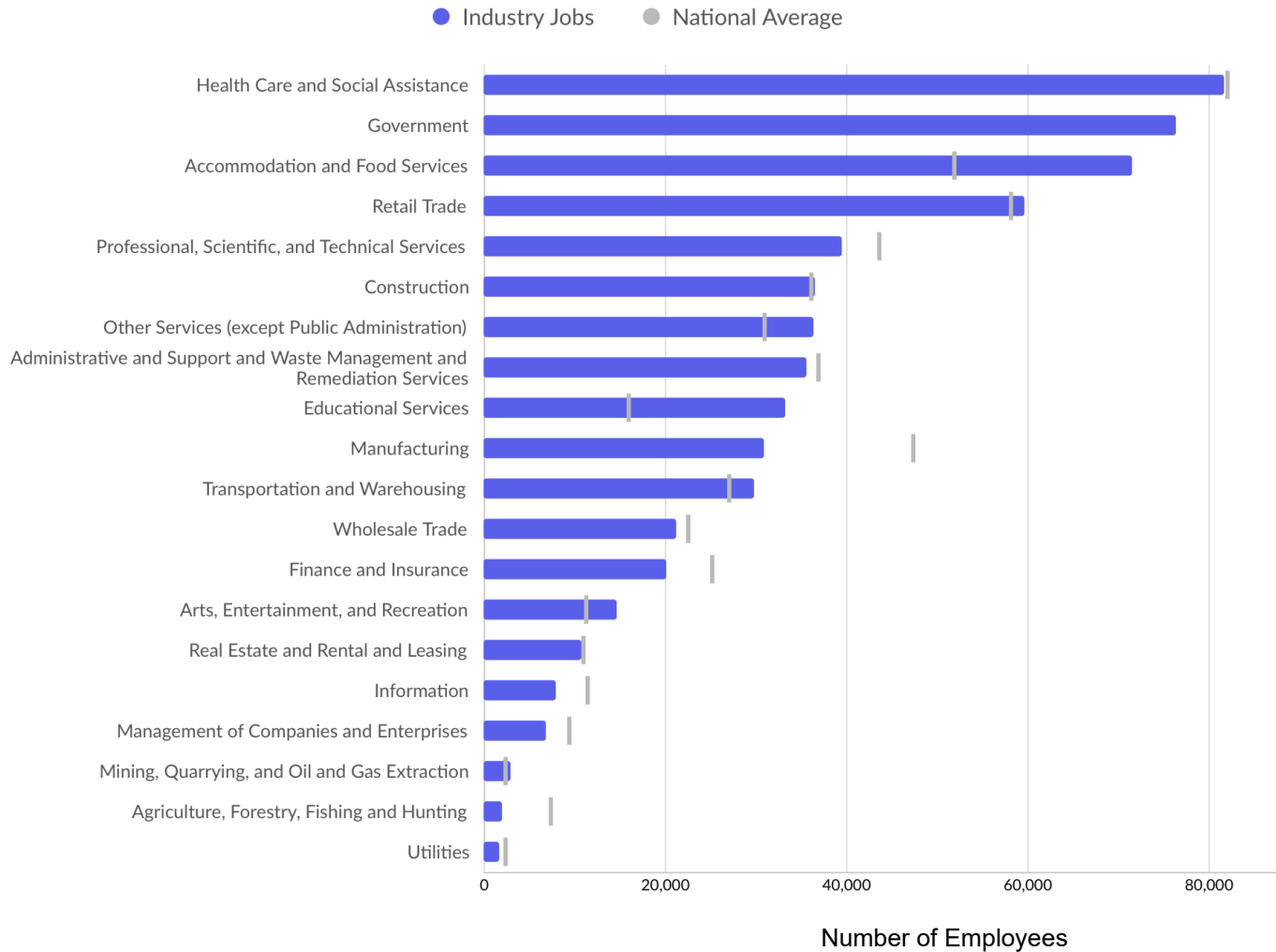
Educational Level	Percentage in 2004	Percentage in 2025
Graduate Degree or Higher	10%	13.4%
Bachelor’s Degree	17%	21%
Associate’s Degree	7%	7.1%
Some College	20%	21.9%
High School Diploma	29%	25.3%
9 <sup>th</sup> Grade to 12 <sup>th</sup> Grade	10%	7.2%
Less than 9 <sup>th</sup> Grade	7%	4%

The New Orleans region houses thirteen public and independent colleges and universities, including undergraduate institutions, a medical school, theological seminaries, law schools, and a pharmacy school. This diversity of offerings is the foundation of an educational region well equipped to meet the needs of Greater New Orleans’ dynamic economy. Surrounded by such a variety of offerings, UNO sits in a competitive higher education market, vying for students with multiple institutions’ dual enrollment programs and undergraduate and graduate opportunities. The multiplicity of institutions and programs, coupled with regional population decline, according to the Census Bureau, and evolving needs of the labor market, creates a highly competitive educational market in which UNO must carve out its place.

Among employers, Healthcare, Government, and Hospitality are the three largest occupational areas. Figure 12 shows a more detailed distribution.

**Figure 12:** Distribution of Occupational Areas in New Orleans, LA  
 (Source: ©Lightcast, compiled in March 2025)

**Largest Industries**



Of these occupations Healthcare and Hospitality are identified among the top posted occupations last year, and on the in-demand skills list, which is dominated by Nursing and Merchandising, as noted in Figure 13.

**Figure 13: Highest-Demand Occupations**

(Source: ©Lightcast, Data compiled in March 2025 for February 2024 - February 2025)

Occupation	Total/Unique Postings
Registered Nurses	41,544 / 15,196
Retail Salespersons	11,764 / 4,226
First-Line Supervisors of Retail Sales Workers	7,919 / 3,007
Customer Representatives	8,836 / 2,541
Fast Food and Counter Workers	6,338 / 2,203
Sales Representatives	5,016 / 2,110
Heavy and Tractor-Trailer Truck Drivers	5,223 / 2,070
Food Service Managers	5,295 / 2,037
Waiters and Waitresses	5,052 / 1,998
General Operations Managers	5,332 / 1,967

From 2019 to 2024, jobs declined by 1.9% in the New Orleans Region (RLMA 1), from 632,524 to 620,447. Employment is projected to grow by 8,967 positions over the next five years.

# Fiscal Overview

In Louisiana public postsecondary education, the two largest revenue drivers are tuition and fees and state appropriations. State support for public higher education is presently underfunded by approximately \$765 million, resulting in a strain on institutional budgets that cause them to be susceptible to volatility when experiencing even slight fiscal shifts.

In FY 2009, state support for higher education in Louisiana was at its highest level in history, representing almost 70% of higher education's total funding, with the remaining 30% coming primarily from students in the form of tuition and fees. This funding model flipped in FY 2012 from majority state- to majority student-funded, so today tuition and fees are the lead drivers of public higher education institutions' support.

In addition to tuition and fees and state appropriations, institutions rely on other sources of revenues. Research institutions like UNO receive grants and contracts from external funding sources including federal agencies to support critical research and development activities. In addition, all institutions generate additional revenue from auxiliary services like housing, dining, and events hosted on campus to supplement operating budgets.

This section includes data related to the following categories:

- UNO Fiscal Information
- Revenue Declines
  - State Support
  - Tuition and Fees
- Expenditure Increases
  - Auxiliary Services and Athletics
  - Deferred Maintenance

## UNO Fiscal Information

UNO faces a significant budget challenge, as it experiences adverse impacts in four key areas: decreasing state support, declines in tuition and fee revenues, annual contractual obligations, and rising costs of athletics programs.

Because campus budgets are dependent on student enrollment, fluctuations can cause significant fiscal challenges. Even a few years of declining enrollment can lead to critical funding shortfalls if institutions do not take immediate and necessary actions to decrease costs or are unable to quickly reverse and overcome enrollment declines.

## Revenue Declines

### State Support

UNO Key Challenge
<ul style="list-style-type: none"> <li>- Decrease of 44.7% in state support since 2005, from \$55.3 million to \$30.5 million</li> <li>- Decrease of 32.6% in State General Funds since 2011, from \$44.4 million to \$30.5 million in 2024</li> </ul>

### Tuition and Fees

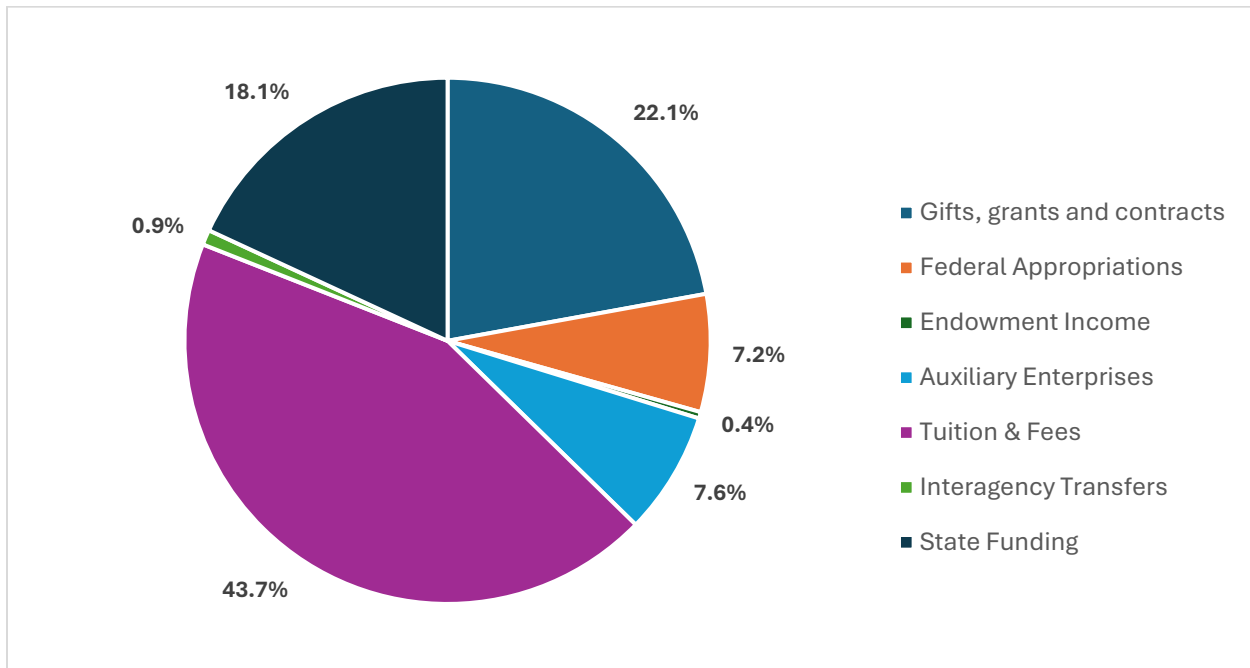
UNO Key Challenge
<ul style="list-style-type: none"> <li>- Decrease of 20% in tuition and fees from their highest point in 2015, from \$81 million to \$65 million in 2024</li> </ul>

Almost two decades ago, Louisiana experienced one of the largest higher education disinvestments in the nation, which had lasting effects on the state’s public institutions. Though state support has stabilized and even increased over the last few years, institutions in Louisiana remain significantly underfunded and challenged by resource shortages. For UNO, which has seen state support decrease by more than 44% since 2005, the combination of state shortfalls with other fiscal challenges has left the institution suffering a continuous budgetary decline.

As UNO’s enrollment has dropped more than 20% since 2017, tuition and fees, which represent about 44% of the institutions total operating budget, have correspondingly declined, leading to a substantial financial deficit.

As a result of these changes in enrollment, UNO’s revenue structure dramatically shifted to rely heavily on other sources of funding, including the Coronavirus Aid, Relief, and Economic Security (CARES) and Higher Education Emergency Relief Funds (HEERF). These federal funding allocations have been exhausted while UNO’s expenses continued to increase, particularly related to mandated costs, operations and maintenance, utilities, and personnel, leaving a significant gap between available dollars and actual spending needs. Over time, as budgeted revenue streams have remained higher than actual revenue collections, the disparity has led to an increase in debt.

**Figure 14:** 15-Year Average Revenue Composition, Fiscal Years 2009-2024

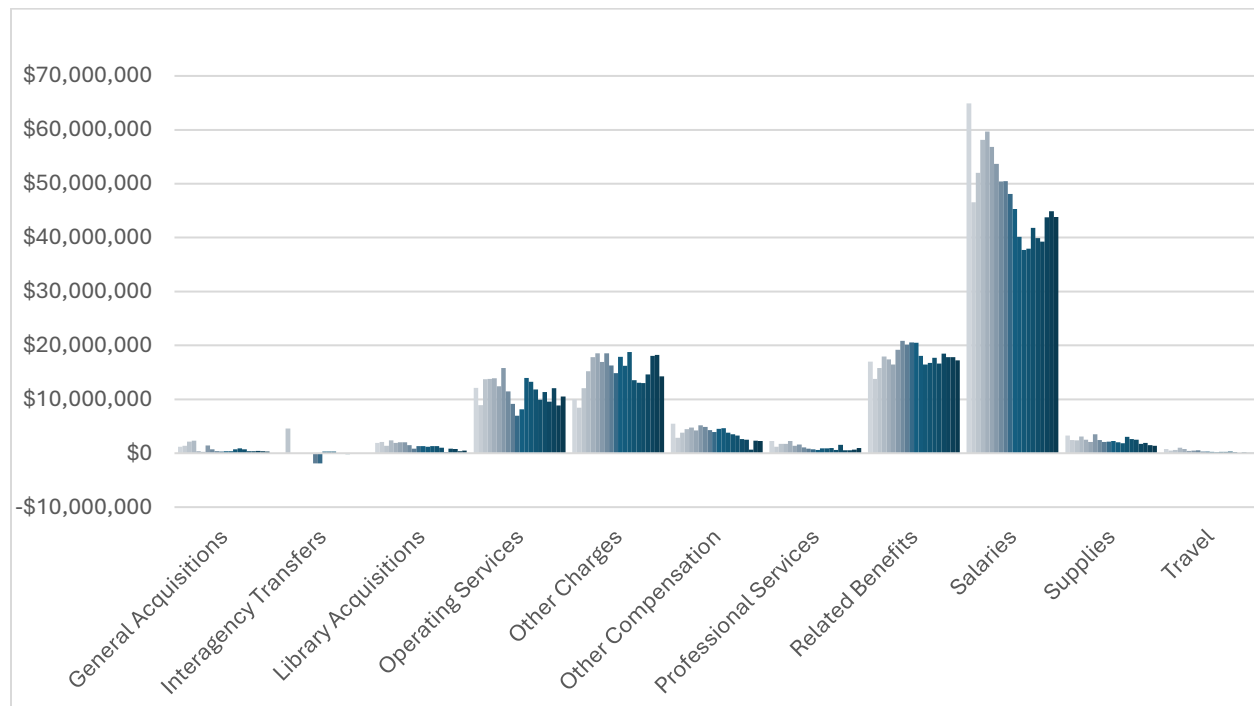


Cost-containment measures, such as hiring and spending freezes, have been implemented to mitigate shortfalls in tuition and fee revenues. Further, in Fiscal Year 2024, the institution began a 15% operating budget reduction, to align the budget with current student enrollment levels. Additional cost-saving strategies have included outsourcing processes, reducing and furloughing staff, reviewing software contracts for efficiency, and optimizing academic scheduling to maximize classroom resources.

Among Louisiana’s public postsecondary institutions statewide, 80% of total operating expenditures, on average, are related to personnel costs. UNO, like its peers, also expends much of its operating funding on salaries and benefits; however, during twenty years of fiscal challenges, UNO’s salary expenditures increased at a much greater rate than its other expenditures, exacerbating its fiscal decline.



**Figure 15:** Expenditure Costs, Fiscal Years 2005-2024



## Expenditure Increases

### Auxiliary Services and Athletics

#### UNO Key Challenges

- While revenues increased 24% since 2011, from \$2.67 million to \$3.33 million, expenditures increased by 256%, from \$2.25 million to \$8 million
  - o Over the last five years expenditures increased 31%, from \$6.1 million to \$8 million
- Revenue decreased by 56% from 2023 to 2024
  - o \$7.6 million to \$3.3 million
- Athletic scholarships increased in the last five years by 101%, from \$1.2 million to \$2.5 million

The institution’s debt discussed previously in this report, amounting to approximately \$30 million, is attributed to a variety of factors including auxiliary services (such as dining and bookstore operations) and multiple institutional initiatives, as well as reduced athletics distributions and increasing athletics scholarship costs. UNO’s implementation of a new Enterprise Resource Planning (ERP) software program, costing an additional \$11.5 million over

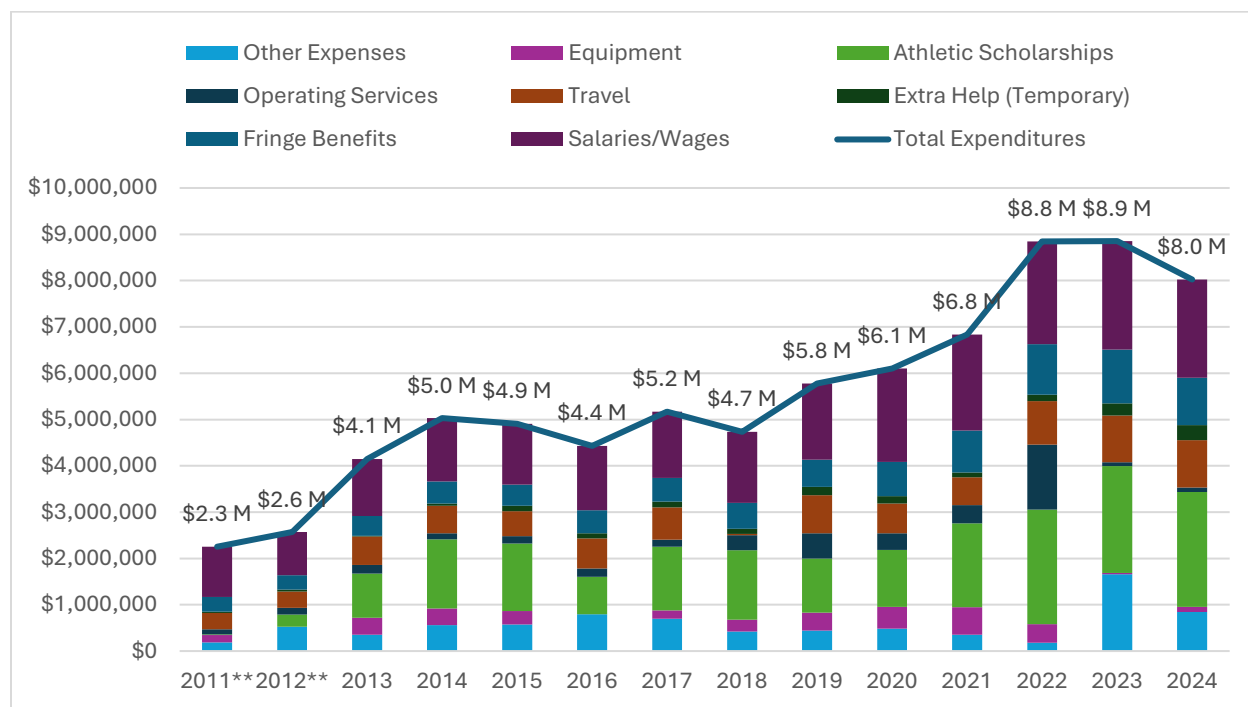
three years, along with two maintenance contracts exceeding \$7 million annually, have exacerbated the budget.

Increasing costs related to college athletics, driven substantially by mandates from outside entities, including new NCAA-mandated Student-Athlete Core Guarantees, travel, insurance, and revenue-sharing provisions, have also contributed to the university's growing financial challenge. The NCAA's new [Student-Athlete Core Guarantees](#), requiring athletic departments to provide additional mental health support to student-athletes, post-eligibility insurance, and scholarships that cover up to ten years post-graduation, come with significant costs. When these Core Guarantees are combined with increasing travel costs, insurance, Name, Image, and Likeness (NIL) payments, Cost of Attendance, and the NCAA-required provision of revenue sharing with student-athletes, annual costs of athletic programs are increasing exponentially. This is evidenced in the explosive increase of UNO's athletic scholarship costs since 2011, which then more than doubled (101% increase) over the last five years.

While athletics costs have surged, the cap on the amount of state funding permitted to support athletics has remained in place, limiting state support available to athletics to 3% of the total operating budget from the previous fiscal year. Therefore, UNO's maximum state support for FY 2025 is \$4.8 million. The institution budgeted \$2.5 million.

UNO has relied on transferring dollars to athletics to cover increases in expenditures. Transfers from unrestricted education and general (E&G) and other nonstate funds have comprised a significant portion of athletics financing since FY 2017, representing over 60% of the revenue for athletics over the last five years (see Appendix C - Figure D).

**Figure 16: Athletics Actual Expenditures, Fiscal Years 2011-2024**



*Note: Throughout the report asterisks are utilized on all figures to indicate \*Hurricane Katrina (2005-06) and \*\*Transfer to ULS (2011-12).*

**Deferred Maintenance Backlog**

Across all of Louisiana’s public higher education institutions, the backlog of deferred maintenance totals more than \$2 billion and, as part of its larger fiscal issues, UNO has seen its facilities needs increase, with current deferred maintenance costs at almost \$60 million. Despite additional state support provided over the past few fiscal years to address deferred maintenance needs, the unaddressed costs continue to pose a considerable fiscal challenge for all of Louisiana public higher education institutions. Given its underlying structural issues, UNO faces an even greater challenge in addressing these persistent needs (see Appendix C - Figure E).

**Fiscal Summary and Analysis**

The impact of Hurricane Katrina on UNO was nothing short of catastrophic, but within three years, during a time when the state was the principal funding source, the institution was able to return to pre-hurricane funding levels. However, the transition of UNO to ULS in 2011 coincided with a precipitous and continuous decline in state support which led to tuition and fees revenue becoming the major revenue source for public postsecondary institutions. In addition to reductions in state dollars, enrollment declines persisted over the next decade, contributing substantially to budget shortfalls, UNO’s funding gap reached approximately \$30 million.

As budgeted revenue streams remained higher than actual revenue collections, over time the disparity fed an increase in debt attributable to a variety of factors including the institution's auxiliary contractual obligations (e.g., bookstore, dining services, etc.) and unrealized enrollment projections. While an increase of five percent may easily be absorbed during regular operations, drastic shifts paired with continued decreases across all revenue streams require significant and timely budget reductions or revenue enhancements to keep the budget balanced.

The university's physical footprint, established to support a much larger student population, surpasses the needs of its current academic programs, while declining enrollment has reduced student fee revenues available for maintenance and repairs. Combined, these issues exacerbate the university's funding distress as marked increases in deferred maintenance more often require emergency responses when issues become urgent, resulting in even higher overall costs.

UNO's fiscal issues have arisen from a number of interconnected issues and circumstances happening concurrently. Working within a volatile funding environment, institutions are accountable for addressing rising expenses due to utilities, inflation, technology, personnel, and deferred maintenance and all must manage these escalating costs. Without subsequent marked increases in revenue streams, institutions can struggle to address any one of these. UNO found itself in a position of experiencing all at once, which led to its current fiscal crisis.

Unless these financial challenges are addressed and resolved, the institution's long-term stability and ability to deliver high-quality education and services is at risk. UNO's lack of aggressive action to address these issues immediately as they arose has resulted in a deep budget deficit that must be strategically repaired. However, given the magnitude and complexity of the challenges, a comprehensive, in-depth financial investigation should be conducted by a third-party forensic audit team to ensure that a clear, complete picture is developed to inform a comprehensive and achievable plan to resolve these issues and establish a clear path forward.

## Summary Observations

- What the 2011 governance change for the University of New Orleans demonstrates is that a move from one management board to another does not guarantee institutional success. The real question is not of placement, but of vision and sustained leadership commitment.
- Senate Resolution 123 of 2010 regarding education in New Orleans set the correct bold vision, calling for a “world class” educational delivery system and a plan to “make optimal use of all available academic, fiscal and physical resources.” Focusing on both excellence and resource optimization is the right combination.
- As the 2011 NCHEMS SR 123 study report accurately stated, “The status quo is unacceptable; change is required.” Today that required change is in response to the significant challenges and opportunities that lie ahead for UNO.
- The BOR also recognizes that setting a bold vision and carrying it through to successful implementation takes a level of expertise in vision-setting, change management, and complex organization implementation that is essential both to stay the course and to ensure success.

Finally, while we offer this report in response to the February 2025 legislative request for a study of UNO, we recognize that third-party expertise is invaluable to completing comprehensive and rigorous assessments of the academic offerings and the institution’s physical plant as well as to analyzing fully UNO’s finances to gain a clear understanding of the opportunities and challenges that must inform both recovery and strategic future planning.

## Recommendations

Hurricane Katrina, which hit Louisiana in August 2005, almost twenty years ago, was a watershed event for our state. It redefined Louisiana’s relationship with its environment and New Orleans’ importance and future. Among the most impacted icons of the city were educational institutions. Shuttering them impacted not only education and training programs and the students enrolled in them, but also the opportunities afforded as a result of earned credentials. While the physical campus of the University of New Orleans (UNO) was spared the worst of the storm’s destructiveness, collectively New Orleans’ institutions and her people have spent 20 years fighting to emerge from the devastation and despair left in Katrina’s wake.

UNO has been an essential part of New Orleans' fabric since its opening in 1958. From its start as LSUNO in a disused U.S. Navy air station on the shore of Lake Pontchartrain, UNO has grown to become Louisiana's only urban research institution, with a mission to serve the whole population of one of the most diverse and vibrant cities in America. These two characteristics – an urban mission fed by a fast-moving, widely varied population – have given UNO its singular place in Louisiana higher education, as it focuses on the unique priorities of New Orleans and the Gulf Coast, from marine engineering to historic preservation and the advancement of the city's most famous export, Jazz. These regional focuses of the campus were essential in helping New Orleans recover from the devastation of Hurricane Katrina while retaining the heritage, traditions, places, and people it values most.

UNO has served Louisiana and its home city for almost 70 years, and through some of the greatest challenges faced by any U.S. urban area. As the institution confronts the most difficult time in its history, the question before the leadership of Louisiana is not just one of governance but one of enhanced vitality for the region. Getting the answer right is critical for UNO, but also, more broadly, for New Orleans and for the prosperity of our state.

Since Hurricane Katrina, UNO has demonstrated remarkable resilience in maintaining its strong commitment to academic excellence and community engagement. The university plays a significant role in advancing the intellectual and economic development of the City of New Orleans. Since graduating its first class of 116 in 1962, the university has conferred over 70,000 degrees. Throughout its history, UNO has displayed a commitment to graduating students who are fully prepared to excel in the workforce and meet the demands of New Orleans' and Louisiana's evolving job markets. The institution has proudly launched these thousands of successful graduates into a variety of fields of noted national and international acclaim.

The 2011 transfer of UNO from the Louisiana State University System (LSUS) to the University of Louisiana System (ULS) was intended to position the institution to restore its pre-Katrina ability to serve its students and the region's workforce and education needs at the highest levels. The action reflected an expectation that new governance would assist in reversing declining enrollment and graduation rates to yield a stronger and more vibrant UNO. However, a current assessment of the university's position reveals that the transfer did not accomplish those goals. Instead, the institution's fiscal condition has deteriorated to its current dire state, challenging UNO's ability to meet its academic, research and community service missions.

**Based on this report analysis, the BOR strongly recommends the formulation and execution of a robust transition plan to facilitate the transfer of the University of New Orleans (UNO) from the University of Louisiana System back to the management and operational control of the LSU System, its former governing board. This transition aims to unlock the full potential of UNO, fostering regional prosperity while ensuring a smooth and efficient transfer of governance and leadership.**

**As the legislature contemplates this action, it must be strongly and clearly stated that the oversight, support, and vision-setting for UNO must be undertaken with the level of commitment and expertise necessary to meet this critical moment in the university's history. The success of this effort requires an alignment of all stakeholders, and a long term sustained commitment to the transformation of education in the Greater New Orleans region.**

If the Legislature opts to introduce legislation to return UNO to LSUS, the BOR recommends the following measures to optimize success:

- **Financial Integrity:** Immediate steps must be taken to reduce the current unsustainable debt levels. Specific actions to secure funding to effect the transfer of governance and address outstanding debt (including bonded indebtedness) must be a priority. To inform this work we recommend funding an in-depth independent forensic audit to provide complete insight into the fiscal reality of the institution and to fully inform the plan to address concerns going forward. Further considerations include the transfer of assets, employment and tenure decisions for current faculty, staff, and administrators, allocation of liability between ULS and LSUS, and ensuring fair indemnification provisions, including appropriate insurance coverage, for state entities involved in the transfer.
- **Collaborative Engagement between the Systems and Campus Leadership:** While this transfer exercise is not novel and the past experience certainly offers insights, none of the leadership involved in this potential transfer were engaged in the previous one. It will be important for the ULS and LSUS Boards, as well as system leaders, to engage in a robust way with UNO President Kathy Johnson, who has been working to steer the institution through a challenging period to recovery. Her involvement will be vital to understanding the opportunities and challenges that exist and ensuring a successful result.
- **Establishment of a Transition Team:** A transition team should be established at the outset of the transfer process and provide quarterly progress reports to the Legislature, Board of Regents and systems for the initial two years. This team will be responsible for creating a robust plan to meet obligations to currently enrolled students, monitoring the implementation of the transfer, and tracking benchmarks for progress toward financial and academic stability. Engagement of business and community leaders will be critical to ensure that the vision-setting for UNO meets its ultimate goal of supporting the continued advancement of New Orleans by strengthening its service to the economic and workforce needs of the city, region and beyond.
- **Academic Programs Assessment:** A comprehensive review of the university's academic and research offerings as well as support services is essential. Third-party analysis of the academic offerings and research priorities could accelerate the success of the transition team's planning efforts. Such a review would help to identify opportunities to expand and strengthen successful programs, create innovative new offerings, and consider the elimination of programs not aligned with the university's mission and regional needs.

Additionally, understanding faculty-to-student ratios and other staffing patterns in terms of the delivery of education and promotion of research activities, as well as in the contexts of student support and business operations, must be accomplished.

- **Comprehensive Facility Assessment:** A cohesive capital plan to analyze critical infrastructure needs requires a comprehensive asset inventory and campus assessment to understand the conditions of the institution’s facilities (e.g., size, function, age) and quantify their life cycle. We recommend an independent, third-party facilities assessment be conducted to determine the integrity of each UNO-owned building and provide an analysis of space utilization and operations. This assessment will create a comprehensive list of deficiencies and needed capital projects, identify opportunities to right-size the campus, and uncover underlying causes of deferred maintenance. A comprehensive facility analysis will support the overall UNO vision by establishing a strategic plan necessary for success.
- **Accreditation Requirements:** Compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation standards is required. Institutions undergoing “substantive change,” including changes in governance and significant alterations in academic programs, must follow SACSCOC’ Policy on Substantive Change. Ensuring compliance, and adherence to SACSCOC deadlines will be essential for maintaining accreditation throughout the governance transition and recovery period.
- **Data-Informed Benchmarks:** To measure the success of the return of governance to LSUS, specific benchmarks should be established to evaluate the progress of intended reforms and identify any unexpected challenges as early as possible. The transition team should conduct regular performance reviews to ensure ongoing accountability and alignment with the university’s long-term goals.

Should the University of New Orleans ultimately be returned to LSU System governance, the Board of Regents recognizes the magnitude and gravity of the task at hand. Regents acknowledges the institutional, system, and community leaders who are determined to find the best solutions for UNO. We stand ready to assist ULS, LSUS, the Legislature, the Division of Administration, and other stakeholders in implementing a strong and effective plan and path forward for the University of New Orleans to provide the education, research, and community service necessary to ensure a more prosperous New Orleans region. With determination and robust coordinated efforts, the university will emerge as a stronger partner in the future success of its students, the city, the region, and the State of Louisiana.



# Appendix A: Legislative Request for Study

J. CAMERON HENRY, JR.  
PRESIDENT OF THE SENATE



PHILLIP R. DEVILLIER  
SPEAKER OF THE  
HOUSE OF REPRESENTATIVES

## LOUISIANA LEGISLATURE

Ms. Misti Cordell  
Chair, Board of Regents  
1201 North Third Street, Suite 6-200  
Baton Rouge, LA 70802

Dear Ms. Cordell,

I hope this letter finds you well. As the President of the Louisiana Senate and the Speaker of the Louisiana House of Representatives, we are writing to request that the Board of Regents conduct a study regarding the potential transfer of the University of New Orleans (UNO) from the Board of Supervisors for the University of Louisiana System to the Board of Supervisors of Louisiana State University and Agricultural and Mechanical College (LSU).

The proposed transfer of UNO is a matter of significant importance for the future of higher education in our state. Given the substantial implications of such a transition, we ask that the Board of Regents provide a thorough analysis of the potential impacts, including financial, academic, and operational considerations, as well as any other relevant factors that could influence the effectiveness and success of this potential change.

As you are aware, the Louisiana Constitution mandates that, "If the . . . transfer of an existing institution of higher education from one board to another is proposed, the Board of Regents shall report its written findings and recommendations to the legislature within one year." Only after receiving the report or after one year from the receipt of the request, may the legislature take affirmative action on such a proposal, and this may only occur by law enacted by two-thirds of the elected members of each house.

In accordance with this constitutional requirement and the exigency of circumstances, we respectfully request that the Board of Regents initiate the study and prepare the necessary report on the proposed transfer of UNO. We look forward to receiving your findings as soon as possible.

Please feel free to contact our offices if there are any questions or if we can provide any additional information to assist in this important process.

Sincerely,

  
J. Cameron Henry, Jr.  
President, Louisiana Senate

  
Phillip R. DeVillier  
Speaker, Louisiana House of Representatives

## Appendix B: Academic Data Tables

Table 1. Annual Enrollment Trends

		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Headcount	Undergrad	14,960	8,810	10,282	9,822	9,740	9,856	9,567	9,345	8,641	7,996
	Grad	5,089	2,635	3,309	3,375	3,404	3,578	3,411	3,068	2,726	2,519
	Dual Enrollment	34	16	49	46	49	131	102	129	130	227
FTE	Total	13,938	7,719	9,637	9,355	9,388	9,606	9,342	8,842	8,206	7,497

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Headcount	Undergrad	8,030	8,157	8,088	8,091	8,180	8,255	8,200	7,709	7,145	6,695
	Grad	2,363	2,213	1,938	1,855	1,927	1,840	1,766	1,737	1,572	1,365
	Dual Enrollment	235	401	492	1,004	786	988	1,017	1,027	1,045	1,087
FTE	Total	7,431	6,695	6,428	6,348	6,407	6,415	6,426	5,871	5,389	5,114

## Table 2. Cohort Graduation Rates

		<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Graduation Rate	4-Year - Same Inst	4.7%		10.3%	13.0%	12.9%	11.7%	14.1%	13.9%	18.7%
	4-Year - Statewide	5.6%		11.0%	13.9%	14.0%	12.7%	15.4%	14.8%	19.4%
	6-Year - Same Inst	19.8%		34.5%	32.1%	31.7%	31.4%	35.3%	31.4%	36.8%
	6 Year - Statewide	27.7%		38.9%	36.8%	36.8%	37.1%	39.4%	35.9%	41.9%

		<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Graduation Rate	4-Year - Same Inst	24.7%	25.7%	20.3%	20.7%	24.5%	23.0%	24.0%
	4-Year - Statewide	25.4%	26.6%	21.6%	21.6%	25.5%	24.9%	24.6%
	6-Year - Same Inst	42.4%	41.5%	38.3%	38.1%	42.4%	37.7%	
	6 Year - Statewide	46.2%	45.6%	41.8%	41.2%	46.0%	43.0%	

### Table 3. Unduplicated Credential Completers

	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Bachelor’s	1,589	1,295	1,316	1,189	1,288	1,298	1,363	1,330	1,326	1,386
Master’s	862	742	648	569	561	598	699	708	705	592
Doctoral	61	51	48	62	45	60	44	63	55	57
Grad Cert										
Ugrad Cert										
Total	2,512	2,088	2,012	1,820	1,894	1,956	2,106	2,101	2,086	2,035

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Bachelor’s	1,225	1,133	1,160	1,108	1,062	1,084	1,143	1,014	868	776
Master’s	616	619	492	393	442	420	420	393	392	329
Doctoral	44	43	43	48	40	37	37	25	38	35
Grad Cert		7	8	18	19	10	20	22	28	29
Ugrad Cert							3	13	23	9
Total	1,885	1,802	1,703	1,567	1,563	1,551	1,623	1,467	1,349	1,178

## Table 4. Annual Enrollment by Race

	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Asian	964	596	731	705	704	726	701	715	702	711
Black, Non-Hispanic	4,758	2,347	2,726	2,529	2,353	2,250	1,991	1,977	1,705	1,568
Hispanic	1,188	757	930	912	839	875	846	957	942	922
Race/Ethnicity Unknown	1,043	486	497	409	658	864	1,206	976	613	418
White, Non-Hispanic	11,045	6,650	7,959	7,834	7,634	7,617	7,115	6,842	6,404	5,958
Non-Resident Alien	970	558	688	739	885	897	823	704	708	616
Other	81	51	60	69	71	205	296	242	293	322

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Asian	713	708	661	733	756	738	696	700	642	571
Black, Non-Hispanic	1,566	1,545	1,350	1,602	1,793	1,833	2,134	2,078	1,968	1,730
Hispanic	957	1,043	1,031	1,133	1,209	1,210	1,290	1,029	999	1,056
Race/Ethnicity Unknown	277	216	351	155	109	262	269	286	248	233
White, Non-Hispanic	5,803	5,814	5,410	5,334	5,289	5,173	4,778	4,553	3,882	3,496
Non-Resident Alien	702	645	815	547	458	401	329	317	528	560
Other	375	399	408	442	493	478	470	483	450	414

## Table 5. Annual Enrollment by Full-Time Part-Time

	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Full-time	11,120	6,359	7,988	7,545	7,530	7,641	7,335	7,116	6,664	6,111
Part-time	3,907	2,451	2,352	2,313	2,260	2,250	2,272	2,273	2,015	1,920
Grand Total	15,027	8,810	10,340	9,858	9,790	9,891	9,607	9,389	8,679	8,031

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Full-time	6,019	6,141	6,025	5,971	6,032	6,044	5,979	5,390	4,929	4,744
Part-time	2,031	2,058	2,105	2,160	2,188	2,252	2,258	2,373	2,255	1,980
Grand Total	8,050	8,199	8,130	8,131	8,220	8,296	8,237	7,763	7,184	6,724

## Table 6. Annual Enrollment by Pell Non-Pell

	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Pell	3,539	2,803	2,560	2,924	2,935	2,870	2,694	2,526
Non-Pell	6,642	6,907	7,075	6,765	6,500	6,265	5,609	5,069
Grand Total	10,181	9,710	9,635	9,689	9,435	9,135	8,303	7,595

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Pell	2,486	1,836	2,388	2,536	2,766	2,808	2,864	2,684	2,506	2,289
Non-Pell	5,061	5,315	4,690	4,355	4,005	3,753	3,881	3,568	2,995	2,749
Grand Total	7,547	7,151	7,078	6,891	6,771	6,561	6,745	6,252	5,501	5,038

This data set only includes degree-seeking undergraduate students.

Table 7. Annual Enrollment by Parish (Top 10)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Orleans	7,381	3,848	4,639	4,443	4,507	4,546	4,341	4,126	3,673	3,338
Jefferson	5,820	3,689	4,311	3,984	3,841	4,001	3,814	3,537	3,203	2,991
St. Tammany	1,396	818	1,075	1,031	1,067	1,094	1,061	988	920	842
St. Bernard	680	321	305	326	304	308	343	310	266	254
St. Charles	447	308	365	334	321	325	321	288	287	267
East Baton Rouge	370	215	233	245	255	269	296	262	253	231
Plaquemines	200	118	155	163	144	125	133	121	131	131
St. John the Baptist	260	167	179	177	164	158	151	153	126	90
Terrebonne	183	106	131	120	108	107	112	96	89	79
Lafourche	143	97	112	94	88	97	109	96	76	67

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Orleans	3,365	3,339	3,119	3,107	3,172	3,002	3,067	2,884	2,742	2,466
Jefferson	2,838	2,798	2,851	2,996	3,045	3,018	3,034	2,887	2,582	2,406
St. Tammany	823	796	764	775	747	929	875	856	781	754
St. Bernard	264	247	272	253	283	247	255	210	195	183
St. Charles	257	237	232	267	284	290	274	268	207	192
East Baton Rouge	212	216	203	221	224	217	254	232	215	184
Plaquemines	115	137	143	152	150	139	164	139	109	95
St. John the Baptist	81	73	80	69	68	65	77	82	56	48
Terrebonne	63	60	58	59	58	64	76	61	55	40
Lafourche	55	46	49	52	58	72	71	56	52	39



## Table 8. Staff and Faculty FTE

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Staff	1175.0	1207.4	1306.1	1244.9	1149.7	952.3	940.2	953.3	857.7
Not Tenure Track	171	190	226	201	182	157	163	89	84
On Tenure Track	54	32	20	14	9	2	2	51	40
Tenured	234	227	216	232	228	219	180	166	172
Part-time	59.8	70.8	52.7	38.6	33.1	43.0	38.1	43.5	42.6

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Staff	693.7	764.1	953.7	902.9	926.3	810.9	809.8	838.6	842.0
Not Tenure Track	78	85	80	83	79	65	73	74	63
On Tenure Track	40	44	44	50	65	65	56	60	54
Tenured	163	153	139	161	149	140	143	130	128
Part-time	46.0	44.4	49.4	48.3	45.4	42.9	52.4	48.9	46.4

## Table 9. Academic Program Inventory with Latest Enrollments

Degree	Subject Area	Cip Code	2023-24	2024-25
Bachelor Of Arts	Anthropology	450201	33	33
	Art: Art History	500703	13	12
	Art: Studio Art	500702	150	136
	English	230101	107	102
	Fta: Film Arts	500501	179	167
	Fta: Theatre Arts	500501	35	34
	History	540101	50	44
	International Studies	302001	33	25
	Music	500901	50	53
	Philosophy	380101	42	48
	Political Science	451001	84	71
	Romance Languages: Spanish	160101		10
	Sociology	451101	58	46
Bachelor Of Interdisciplinary Studies	Interdisciplinary Studies	309999	246	180
Bachelor Of Science	Accounting	520301	266	248
	Biological Sciences	260101	697	705
	Business Administration	520201	398	340
	Chemistry	400501	82	86
	Computer Science	110701	480	456
	Earth & Environmental Sciences	400601	69	55
	Elem Ed & Spec Ed M/Mod Gr 1-5	131202		2
	Elementary Education Gr 1-5	131202	123	95
	Finance	520801	154	152
	Health Care Management	510701	44	

<b>Degree</b>	<b>Subject Area</b>	<b>Cip Code</b>	<b>2023-24</b>	<b>2024-25</b>
Bachelor Of Science	Hotel, Restaurant & Tourism Admin.	520901	73	60
	Human Perf & Hlth Prmo: Excer Physi	310501		39
	Human Perf & Hlth Prmo: Hlth Promo	310501		6
	Management	520201	54	69
	Marketing	521401	146	118
	Mathematics	270101	27	32
	Neuroscience	261501		
	Physics	400801	22	21
	Psychology	420101	373	348
	Secondary Ed & Teaching: Biology	131205		2
	Secondary Ed & Teaching: Earth Sci	131205		1
	Secondary Ed & Teaching: English	131205		9
	Secondary Ed & Teaching: Mathematics	131205		5
	Urban Studies And Planning	451201	34	27
Bachelor Of Science In Civil Engineering	Civil Engineering	140801	199	200
Bachelor Of Science In Construction Management	Urban Construction Management	522001	56	55
Bachelor Of Science In Electrical Engineering	Electrical Engineering	141001	212	213
Bachelor Of Science In Mechanical Engineering	Mechanical Engineering	141901	310	313
Bachelor Of Science In Naval Arch & Marine Engr	Naval Architecture & Marine Engr	142201	110	119
Undergraduate Certificate	Software Engineering	140903		2
Undergraduate Certificate	Wind Energy	144899		

REPORT ON UNO IN RESPONSE TO THE 2025 LEGISLATIVE REQUEST REGARDING GOVERNANCE

<b>Degree</b>	<b>Subject Area</b>	<b>Cip Code</b>	<b>2023-24</b>	<b>2024-25</b>
Graduate Certificate	Coastal Engineering	142401	4	3
	Data Analytics	521301	2	2
	Disaster Management & Community Resilience	430302		1
	Geographic Information Systems	450702	3	6
	Historic & Cultural Preservation	301201		1
	Machine Learning & Artificial Intelligence	110701	3	1
Master Of Arts	Arts Administration	501002	13	10
	English	230101	63	41
	History	540101	31	28
	Romance Languages	160900	49	37
	Sociology	451101	7	7
Master Of Arts In Teaching	Elem Ed & Spec Ed M/Mod Gr 1-5	131202		7
	Elementary Education Gr 1-5	131202	20	2
	Secondary Education Gr 6-12	131205	23	19
	Business Administration	520201	138	109
Master Of Business Administration	Counselor Education	131101	80	67
Master Of Education	Curriculum & Instruction	130301	11	14
	Educational Leadership	130401	19	19
	Higher Education Administration	130406	26	20
	Creative Writing	231302	60	54
Master Of Fine Arts	Film And Theatre	500501	39	44
	Fine Arts	500702	9	9
	Music	500903	18	12
Master Of Music	Public Administration	440401	12	13

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<b>Degree</b>	<b>Subject Area</b>	<b>Cip Code</b>	<b>2023-24</b>	<b>2024-25</b>
Master Of Public Administration	Accounting	520301	45	41
Master Of Science	Applied Physics	400801	3	1
	Biological Sciences	260101	28	24
	Chemistry	400501	9	8
	Computer Science	110701	48	28
	Cybersecurity And Operations	111003	3	2
	Earth & Environmental Sciences	400601	6	7
	Finance	520801	15	15
	Health Care Management	510701	39	20
	Hospitality And Tourism Management	520901	20	26
	Mathematics	270101	7	10
	Psychology	420101	18	10
	Tax Accounting	521601	11	14
	Transportation	459999	8	6
	Urban Studies	451201	11	12
Engineering Science	141301	53	44	
Master Of Science In Engineering	Engineering Management	151501	43	58
Master Of Science In Engineering Management	Urban And Regional Planning	040301	27	24
Master Of Urban And Regional Planning	Power & Energy Systems	141001		1

<b>Degree</b>	<b>Subject Area</b>	<b>Cip Code</b>	<b>2023-24</b>	<b>2024-25</b>
Doctor Of Philosophy	Applied Psychology	422813	14	
	Chemistry	400501	23	19
	Counselor Education	131101	28	23
	Educational Administration	130401	49	44
	Engineering And Applied Science	141301	68	44
	Financial Economics	520601	47	50
	Integrative Biology	269999	15	14
	Justice Studies	440501	26	26
	Urban Studies	451201	39	30

## Table 10. University Programmatic Accreditations

<i>COLLEGE/DEGREE PROGRAM</i>	<i>ACCREDITATION BODY</i>	<i>LAST VISIT</i>	<i>NEXT VISIT</i>
<b>College of Business Administration</b>			
B.S. Accounting B.S. Business Administration B.S. Finance B.S. Hotel, Restaurant, Tourism Administration B.S. Management B.S. Marketing	<a href="#">Association to Advance Collegiate Schools of Business (AACSB)</a>	Fall 2021	Fall 2026
M.B.A. Business Administration M.S. Accounting M.S. Tax Accounting M.S. Finance M.S. Health Care Management M.S. Hospitality, Restaurant, Tourism Management Ph.D. Financial Economics			
B.S. Healthcare Management	<a href="#">Association of University Programs in Health Administration (AUPHA)</a>	Fall 2022	Fall 2026
<b>Dr. Robert A. Savoie College of Engineering</b>			
B.S.C.E. Civil Engineering	The Bachelor of Science program is accredited by the Engineering Accreditation Commission of ABET, <a href="https://www.abet.org">https://www.abet.org</a> , under the General Criteria and the Civil and Similarly Named Engineering Program Criteria.	Fall 2018	Fall 2024
B.S.E.E. Electrical Engineering	The Bachelor of Science program is accredited by the Engineering Accreditation Commission of ABET, <a href="https://www.abet.org">https://www.abet.org</a> , under the General Criteria and the Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Program Criteria.		
B.S.M.E. Mechanical Engineering	The Bachelor of Science program is accredited by the Engineering Accreditation Commission of ABET, <a href="https://www.abet.org">https://www.abet.org</a> , under the General Criteria and the Mechanical Engineering and Similarly Named Program Criteria.		

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B.S. N.A.M.E Naval Architecture & Marine Engineering	The Bachelor of Science program is accredited by the Engineering Accreditation Commission of ABET, <a href="https://www.abet.org">https://www.abet.org</a> , under the General Criteria and the Naval Architecture, Marine Engineering, Ocean Engineering, and Similarly Named Engineering Program Criteria.		
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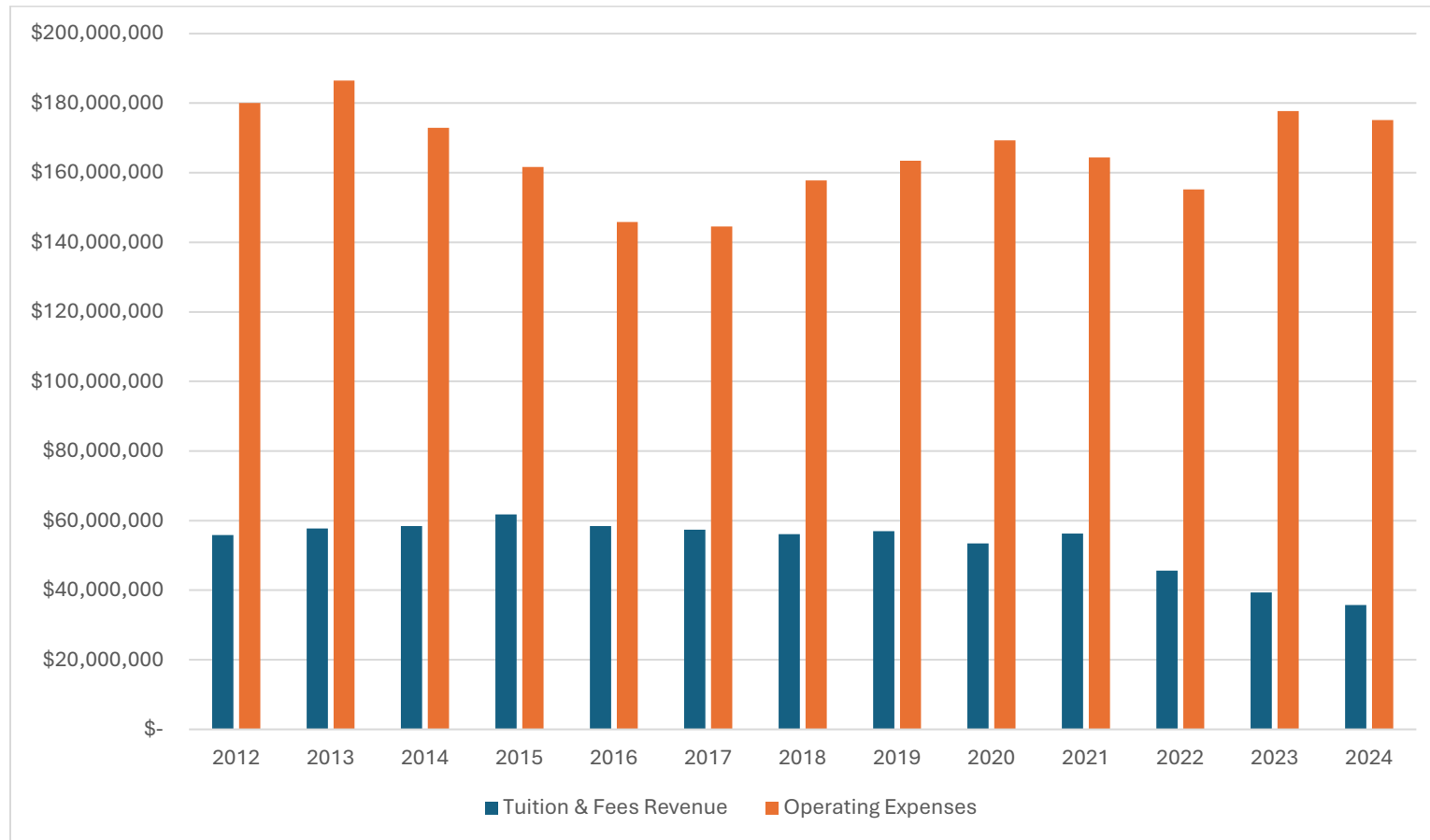


REPORT ON UNO IN RESPONSE TO THE 2025 LEGISLATIVE REQUEST REGARDING GOVERNANCE

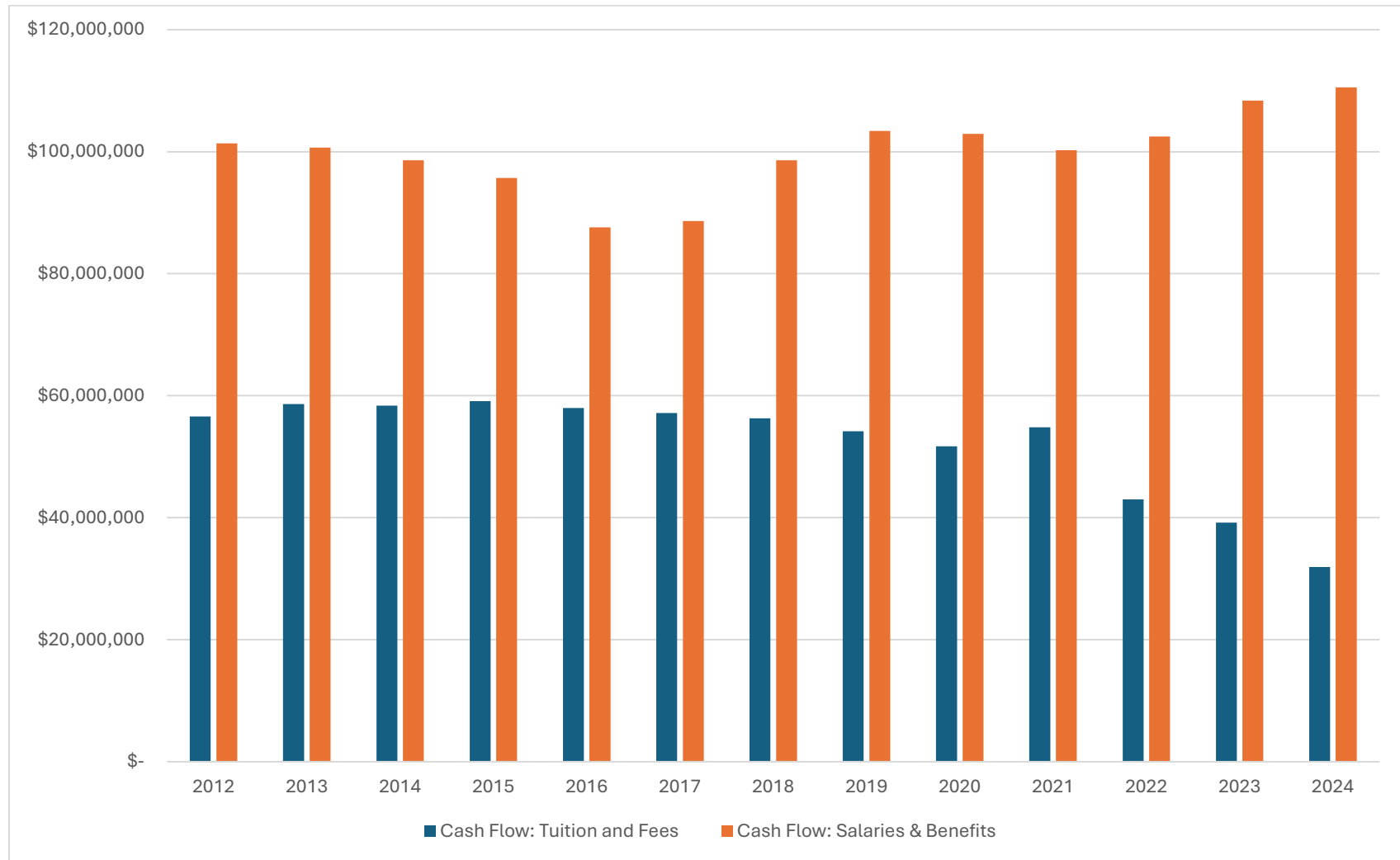
<b>College of Liberal Arts, Education, and Human Development</b>			
B.A. Film Arts B.A. Film & Theatre	The University of New Orleans is an accredited institutional member of the <a href="#">National Association of Schools of Theatre (NAST)</a>	Fall 2016	Fall 2026
M.F.A. Film Production M.F.A. Theatre Design M.F.A. Theatre Performance			
B.A. Fine Arts M.F.A. Fine Arts		Spring 2018	Spring 2028
B.A. Music M.M. Music	The University of New Orleans is an accredited institutional member of the <a href="#">National Association of Schools of Music (NASM)</a>	Fall 2014	Fall 2024
M.P.A. Public Administration	<a href="#">Network of Schools of Public Policy, Affairs, and Administration (NASPAA)</a>	Spring 2021	Spring 2027
M.U.R.P. Urban & Regional Planning	<a href="#">Planning Accreditation Board (PAB)</a>	Spring 2018	Spring 2025
B.S. Early Childhood Education B.S. Elementary Education B.S. Elementary Education, Integrated/Merged Option B.S. Secondary Teaching	<a href="#">Council for the Accreditation of Educator Preparation (CAEP)</a>	Spring 2023	Spring 2029
M.A.T. Curriculum & Instruction M.A.T. Special Education M.Ed. Curriculum & Instruction M.Ed. Educational Leadership M.Ed. Special Education			
M.Ed. Counselor Education Ph.D. Counselor Education		<a href="#">Council for Accreditation of Counseling and Related Educational Programs (CACREP)</a>	Spring 2021
<b>College of Sciences</b>			
B.S. Computer Science	The Computer Science Bachelor of Science program is accredited by the Computing Accreditation Commission of ABET, <a href="https://www.abet.org">https://www.abet.org</a> , under the General Criteria and the Computer Science and Similarly Named Computing Program Criteria.	Fall 2022	Fall 2029

## Appendix C: Additional Fiscal Figures

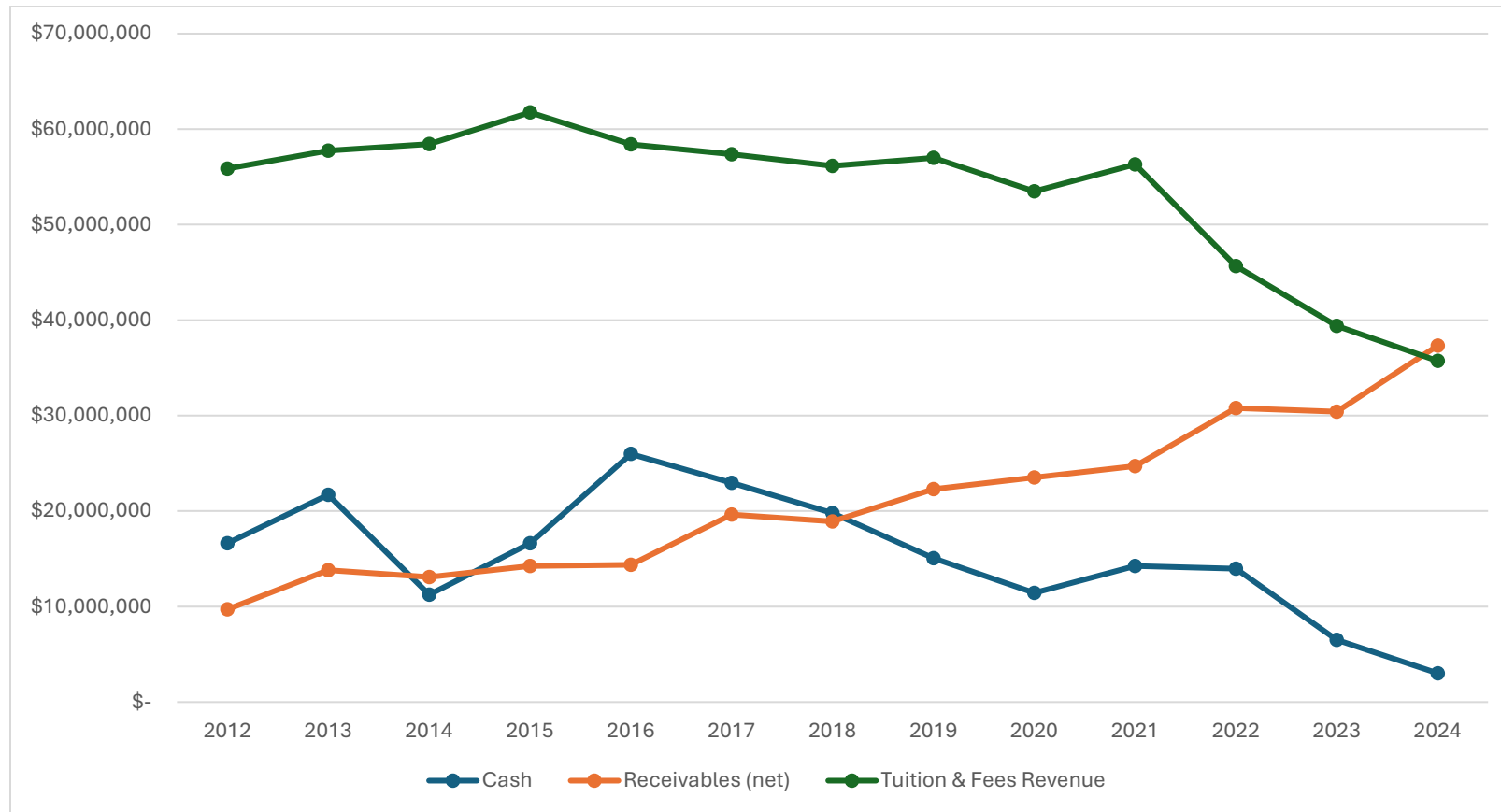
**Figure A:** Tuition and Fees Income vs. Operating Expenses



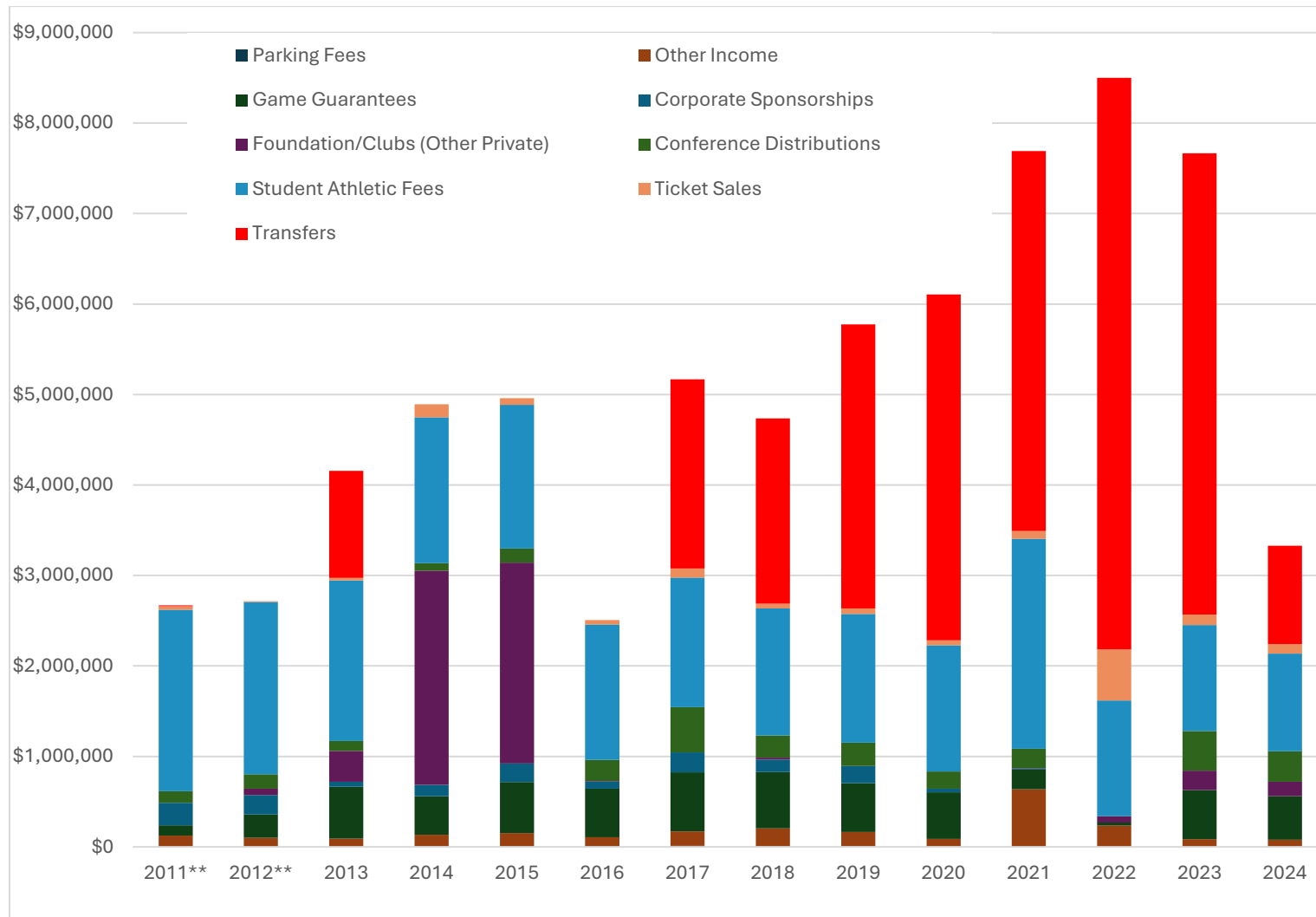
**Figure B:** Tuition and Fees Income vs. Personnel Costs



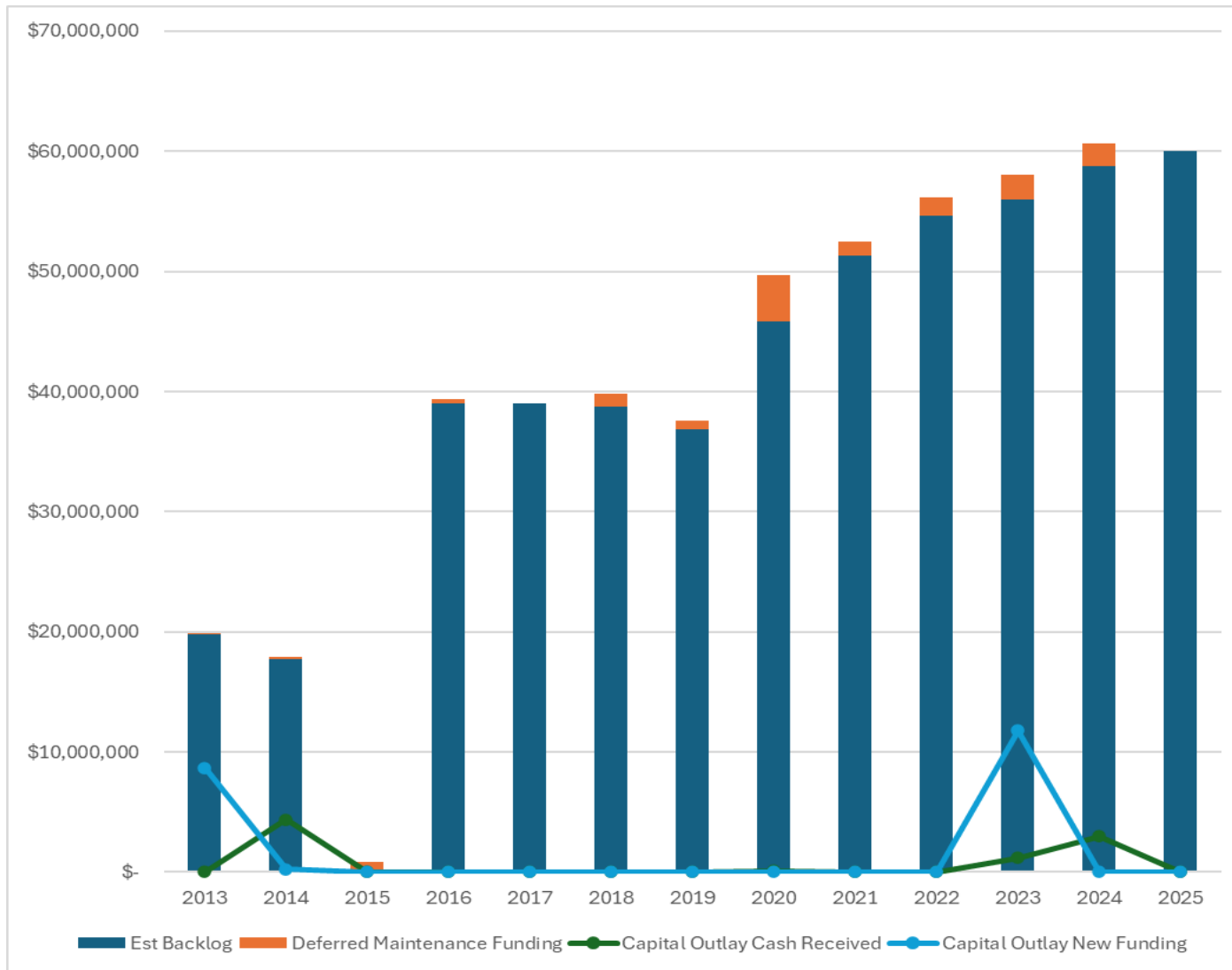
**Figure C: Cash Receivables and Student Tuition Revenues**



**Figure D: Auxiliary Revenue Sources**



**Figure E:** Capital Outlay Funding vs. Deferred Maintenance Backlog



# Appendix D: SR 123 Study



National Center for Higher Education Management Systems

*A Study of the Postsecondary Education Needs of the  
New Orleans Region:  
A Response to SR 123*

March 14, 2011

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## The Postsecondary Education Needs of New Orleans

### I. Introduction

Senate Resolution 123 (LA Regular Session 2010) directs “the Board of Regents to study the provision of public postsecondary educational opportunities in the New Orleans region, establish the appropriate role, scope, and mission for each public community college and four-year college and university in the region, and formulate a plan that will make optimal use of all available academic, fiscal, and physical resources, recognize the unique nature of each individual postsecondary institution, and which will allow each student attending such institutions to successfully and efficiently pursue his or her chosen academic path.” The resolution also calls for the study to “be based upon best practices for the development of a world class, integrated educational delivery system; further, the study shall be objective and shall preclude the historic missions of the various public postsecondary institutions in the region and the existing relationships between such institutions from prejudicing the conduct and conclusion of the study.” The entire resolution is attached as Appendix A.

Subsequently, Governor Bobby Jindal asked the Board of Regents to “study whether students could be better served if the University of New Orleans (UNO) and Southern University of New Orleans (SUNO) merged and then the newly merged university was transferred to the University of Louisiana System, while also achieving greater collaboration with Delgado Community College nearby” (January 18, 2011).

Against this backdrop, the Board of Regents asked the National Center for Higher Education Management Systems (NCHEMS) to undertake the mandated studies and report the results of this study no later than March 1, 2011. This date was later amended to be March 15, 2011. This report documents the results of the study.

### II. Methodology

In conducting this study, NCHEMS staff:

- a. Conducted analyses of various facets of the New Orleans region:
  - Current and projected population
  - Education attainment of the working age population
  - Performance of regional school districts
  - College participation patterns
  - College enrollments and completions
  - Areas of projected workforce needs
  - Etc.
- b. Developed an initial set of criteria to be applied to the assessment of any option proposed as a response to the identified needs of New Orleans.
- c. Discussed the initial draft of criteria and first round of analytical results with the set of project advisors selected to review and comment upon NCHEMS staff work. (See Appendix B for the list of advisors.)



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- d. Discussed these same materials with members of the Louisiana Board of Regents at a special meeting held on February 8, 2011.
  - e. Attended the hearing held on February 8 at which numerous individuals and constituency groups commented on the study, especially on the proposal to merge SUNO and UNO.
  - f. Refined the analyses and set of criteria.
  - g. Developed draft recommendations based on the analyses and criteria for serving the New Orleans area.
  - h. Reviewed these findings and conclusions with members of the advisory group.
  - i. Formulated a project report based on information acquired through all of these avenues.

### III. General Approach

In undertaking this study, NCHEMS honored the directive contained in SCR 123 to:

- Reflect “best practices for the development of a world class, integrated educational delivery system” (for the New Orleans region)
- “be objective”
- Not be bound by the historic missions of the public institutions in the region

The approach started with an assessment of the needs of clients – primarily, but not only students – and then followed with a determination of the educational and support services needed to meet the needs of these clients. The study addressed issues of organizational structure and governance only after getting a clear picture of service needs. Every attempt was made to ensure that form follows function rather than the other way around. Of course, it’s impossible to completely wipe the slate clean and start over. There are existing institutions and educational assets that must be recognized. But recognition need not imply business as usual. The recommendations put forward in this report require that substantial changes be made - changes that are designed to provide the New Orleans region and its citizens with the postsecondary education services they need and deserve.

### IV. Context

SCR123 calls for a study of the New Orleans region. In Regional Labor Market terms, the New Orleans region consists of Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, St. James, St. John the Baptist, and St. Tammany parishes. However, if educational attendance patterns are used as the basis for determining the definition of the New Orleans region, three of these parishes – St. Charles, St. John the Baptist, and St. James – fall outside the service regions of the public postsecondary education institutions in the region; most of the students in these three parishes attend institutions outside the region (see Figure 1). Therefore, for purposes of this study, the New Orleans region will be defined as consisting of the following five parishes – Jefferson, Orleans, Plaquemines, St. Bernard, and St. Tammany.

**Figure 1. Schools Attended by Residents of New Orleans Region Parishes**

Parish of Residence	UNO	SUNO	Delgado	LTC (Reg.1)	Nunez	All Other Inst.	Total
Jefferson	3,540	631	6,230	1,628	141	4,106	16,276
Orleans	3,872	1,914	4,577	485	301	4,959	16,108
Plaquemines	113	32	250	7	117	319	838
St. Tammany	941	46	2,588	251	460	8,188	12,474
St. Charles	295	57	548	59	3	1,309	2,271
St. John	136	54	308	24	10	1,146	1,678
St. James	15	21	39	4	1	929	1,009
St. Bernard	272	20	218	83	791	345	1,729
<b>Total</b>	<b>9,184</b>	<b>2,775</b>	<b>14,758</b>	<b>2,541</b>	<b>1,824</b>	<b>21,301</b>	<b>52,383</b>
	18%	5%	28%	5%	3%	41%	100%

The more narrow definition of the region is given further support by the employment commuting patterns of residents of the parishes. The data in Figure 2 reveal that:

- Residents of Orleans Parish work almost exclusively in Orleans and Jefferson parishes.
- Residents of St. Tammany parish work in St. Tammany, Orleans, and Jefferson parishes.
- Residents of Jefferson Parish work almost exclusively in Jefferson and Orleans parishes.
- Residents of St. Bernard and Plaquemines parishes work almost exclusively in Orleans and Jefferson parishes.
- Residents of St. James, St. John the Baptist and St. Charles parishes work within the parishes and in Jefferson Parish. Very few commute to Orleans Parish for work.

**Figure 2. Urban Orleans (PUMA'S 1803, 1804) Workers – Place of Residence, 2009**

<b>Place of Residence</b>	<b>Workers</b>	<b>Percent</b>
Urban Orleans (PUMA's 1803, 1804)	66,581	33.2
Northern Jefferson (PUMA's 1901, 1902, 1903, 1904)	51,048	25.4
Rural Orleans, St. Bernard, Southern Jefferson, Plaquemines (PUMA's 1801, 1802, 1905)	47,483	23.7
St. Tammany, Washington (PUMA's 2001, 2002)	15,110	7.5
Out-of-State	9,830	4.9
St. James, St. John the Baptist, St. Charles (PUMA 2400)	5,531	2.8
Tangipahoa (PUMA 1700)	1,302	0.6
Ascension, Livingston (PUMA 1600)	790	0.4
East Baton Rouge, West Baton Rouge - Urban (PUMA's 1501, 1502)	748	0.4
Assumption, Lafourche (PUMA 2100)	690	0.3
Terrebonne (PUMA 2200)	410	0.2
East Baton Rouge, West Baton Rouge - Rural (PUMA's 1401, 1402)	271	0.1
St. Mary, St. Martin (PUMA 2300)	271	0.1
Winn, Grant, Lasalle, Catahoula, Concordia, Avoyelles (PUMA 600)	257	0.1
Evangeline, St. Landry (PUMA 1200)	203	0.1
Ouachita (PUMA 400)	86	0.04
Vermilion, Iberia (PUMA 2500)	62	0.03
Iberville, Pointe Coupee, West Feliciana, East Feliciana, St. Helena (PUMA 1300)	25	0.01
Claiborne, Lincoln, Bienville, Red River, De Soto, Sabine, Natchitoches (PUMA 300)	16	0.01
<b>Total</b>	<b>200,714</b>	<b>100.0</b>

**Northern Jefferson (PUMA's 1901, 1902, 1903, 1904) Workers - Place of Residence, 2009**

<b>Place of Residence</b>	<b>Workers</b>	<b>Percent</b>
Northern Jefferson (PUMA's 1901, 1902, 1903, 1904)	146,649	61.7
Rural Orleans, St. Bernard, Southern Jefferson, Plaquemines (PUMA's 1801, 1802, 1905)	33,376	14.0
Urban Orleans (PUMA's 1803, 1804)	18,498	7.8
St. James, St. John the Baptist, St. Charles (PUMA 2400)	11,712	4.9
St. Tammany, Washington (PUMA's 2001, 2002)	10,903	4.6
Out-of-State	8,015	3.4
Tangipahoa (PUMA 1700)	3,214	1.4
Ascension, Livingston (PUMA 1600)	1,617	0.7
Assumption, Lafourche (PUMA 2100)	1,244	0.5
Acadia, Rural Lafayette (PUMA 1100)	490	0.2
Terrebonne (PUMA 2200)	476	0.2
East Baton Rouge, West Baton Rouge - Urban (PUMA's 1501, 1502)	425	0.2
East Baton Rouge, West Baton Rouge - Rural (PUMA's 1401, 1402)	397	0.2
Vermilion, Iberia (PUMA 2500)	178	0.1
Calcasieu (PUMA 900)	147	0.1
Iberville, Pointe Coupee, West Feliciana, East Feliciana, St. Helena (PUMA 1300)	146	0.1
Winn, Grant, Lasalle, Catahoula, Concordia, Avoyelles (PUMA 600)	77	0.03
Urban Lafayette (PUMA 1000)	61	0.03
Vernon, Beauregard, Allen, Jefferson Davis, Cameron (PUMA 800)	47	0.02
St. Mary, St. Martin (PUMA 2300)	13	0.01
<b>Total</b>	<b>237,685</b>	<b>100.0</b>

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**St. Tammany, Washington (PUMA's 2001, 2002) Workers - Place of Residence, 2009**

Place of Residence	Workers	Percent
St. Tammany, Washington (PUMA's 2001, 2002)	80,175	80.5
Out-of-State	6,149	6.2
Tangipahoa (PUMA 1700)	5,525	5.5
Northern Jefferson (PUMA's 1901, 1902, 1903, 1904)	2,514	2.5
Ascension, Livingston (PUMA 1600)	1,004	1.0
Iberville, Pointe Coupee, West Feliciana, East Feliciana, St. Helena (PUMA 1300)	995	1.0
St. James, St. John the Baptist, St. Charles (PUMA 2400)	695	0.7
Rural Orleans, St. Bernard, Southern Jefferson, Plaquemines (PUMA's 1801, 1802, 1905)	671	0.7
Urban Orleans (PUMA's 1803, 1804)	434	0.4
East Baton Rouge, West Baton Rouge - Urban (PUMA's 1501, 1502)	420	0.4
Winn, Grant, Lasalle, Catahoula, Concordia, Avoyelles (PUMA 600)	200	0.2
St. Mary, St. Martin (PUMA 2300)	189	0.2
Caddo (PUMA's 101, 102)	183	0.2
Assumption, Lafourche (PUMA 2100)	183	0.2
East Baton Rouge, West Baton Rouge - Rural (PUMA's 1401, 1402)	115	0.1
Acadia, Rural Lafayette (PUMA 1100)	67	0.1
Vermilion, Iberia (PUMA 2500)	53	0.1
Total	99,572	100.0

**Rural Orleans, St. Bernard, Southern Jefferson, Plaquemines (PUMA's 1801, 1802, 1905) Workers - Place of Residence, 2009**

Place of Residence	Workers	Percent
Rural Orleans, St. Bernard, Southern Jefferson, Plaquemines (PUMA's 1801, 1802, 1905)	2,662	100.0
Total	2,662	100.0

Source: U.S. Census Bureau, 2009 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File.

These data reinforce the decision to exclude St. James, St. Charles, and St. John the Baptist parishes from the “New Orleans region” for purposes of this study.

The following factual information creates the context for the conclusions and recommendations presented in this report.

1. Population changes. The five parishes included in the region are all expected to grow in population over the next 20 years. St. Tammany is projected to be one of the fastest growing parishes in the state over this period, with more than 200,000 new residents. Plaquemines Parish is expected to grow by 30%, but this translates into fewer than 7,000 additional residents. The other three parishes are projected to grow, but very slowly over the period (see Figure 3).

**Figure 3. Louisiana Parish by Parish Population Projections, 2010-2030**

Parish	Percent Change, 2010 to 2030
Livingston	87.6
St. Tammany	86.0
Ascension	79.9
St. John the Baptist	30.7
Plaquemines	29.8
Bossier	25.7
DeSoto	19.5
Grant	17.8
Beauregard	17.6
Tangipahoa	17.6
Louisiana	15.3
St. Charles	12.6
Sabine	12.5
St. Martin	8.0
St. Bernard	7.7
Lafayette	6.2
Vermilion	6.0
St. Landry	5.9
Terrebonne	5.3
Jefferson	4.2
Orleans	3.4
Washington	2.6
Lafourche	2.4
Caldwell	1.4
Rapides	0.9
Avoyelles	0.3
Iberia	0.1
Evangeline	0.1
Acadia	-0.5
Lincoln	-1.0
Union	-1.4
East Baton Rouge	-2.8
Calcasieu	-2.9
Red River	-4.7
Jefferson Davis	-4.7
Allen	-4.9
Ouachita	-5.0
Winn	-5.1
Caddo	-6.5
West Feliciana	-6.6
West Baton Rouge	-7.3
St. James	-8.1
Natchitoches	-8.5
Webster	-8.6
Bienville	-9.2
LaSalle	-9.7
Assumption	-11.4
Jackson	-11.5
Richland	-12.0
Pointe Coupee	-12.9
Claiborne	-14.9
East Feliciana	-14.9
St. Helena	-17.1
Vernon	-18.1
St. Mary	-18.2
Morehouse	-18.3
West Carroll	-18.7
Iberville	-20.1
Cameron	-20.3
Franklin	-20.6
Catahoula	-22.2
Concordia	-23.5
East Carroll	-27.4
Madison	-28.0
Tensas	-29.5

Source: [http://www.louisiana.gov/Explore/Population\\_Projections/](http://www.louisiana.gov/Explore/Population_Projections/)

2. Demographic changes. Orleans Parish is the only one of the five parishes with a predominantly African-American population; at least 2/3 of the population of the other four parishes is white. Except for Plaquemines Parish, whites will be a smaller proportion of parish populations in 2030 than is the case now. Even so, all four will remain at least 60% white by 2030 (see Figure 4). Among 15-24 year olds, the black population of the region will grow substantially faster than their white counterparts. The same general pattern holds for 25-44 year-olds. Among the latter group, the change is driven largely by decreasing white populations and increasing African-American populations in Jefferson and Orleans parishes. Both subpopulations are projected to experience rapid growth in St. Tammany Parish (see Figure 5).

**Figure 4. Population**

	<b>2010 % White</b>	<b>2030 % White</b>
St. Tammany	83.2	73.0
Plaquemines	70.3	71.6
St. Bernard	85.6	82.6
Jefferson	66.2	59.7
Orleans	33.2	27.8

Figure 5. Parish by Parish Population Projections, by Age & Race, 2010-30

State/Parish	2010			2020			2030			Change from 2010 to 2030			% Change from 2010 to 2030		
	Total	White	Black	Total	White	Black	Total	White	Black	Total	White	Black	Total	White	Black
	Louisiana	648570	379990	248530	607610	349130	234790	655640	371150	259470	7070	-8840	10940	1.1	-2.3
Jefferson	29130	16160	11060	28640	14450	11710	29680	15160	12760	550	-1000	1700	1.9	-6.2	15.4
Orleans	15370	2160	12490	12490	2690	9130	18950	4010	13980	3580	1850	1500	23.3	85.6	12.0
Plaquemines	1790	1190	410	1470	980	370	1960	1350	470	290	160	60	13.3	13.4	14.6
St. Bernard	1140	880	190	1050	800	200	1700	1380	240	560	500	50	49.1	56.8	26.3
St. Tammany	33400	26800	5380	38010	27440	8700	49960	35080	13330	16560	8280	7950	49.6	30.9	147.8
Parish Totals	80770	47190	29520	81660	46360	30110	102250	56980	40780	21480	9790	11260	26.6	20.7	36.1

State/Parish	2010			2020			2030			Change from 2010 to 2030			% Change from 2010 to 2030		
	Total	White	Black	Total	White	Black	Total	White	Black	Total	White	Black	Total	White	Black
	Louisiana	1198510	779880	378470	1351210	866060	439820	1431340	903150	479710	232830	123270	101240	19.4	15.8
Jefferson	109360	69450	39630	111760	67320	39910	116400	65090	45150	7040	-4360	11520	6.4	-6.3	34.3
Orleans	64350	25390	35200	74220	22400	47620	63780	12830	47690	-570	-12460	12490	-0.9	-49.1	35.5
Plaquemines	5720	3950	1280	7670	5580	1540	9220	7000	1650	3500	3050	370	61.2	77.2	28.9
St. Bernard	5390	4510	660	6880	5750	800	5120	4020	820	-270	-490	160	-5.0	-10.9	24.2
St. Tammany	68930	55540	9820	114810	87830	23190	154780	108710	42550	85850	53170	32790	124.5	95.7	333.3
Parish Totals	253750	158840	80590	315940	188880	113060	349300	197750	137860	95550	38910	57270	37.7	24.5	71.1

Projection of 15 to 24 Year Olds

Projection of 25 to 44 Year Olds

Source: [http://www.louisiana.gov/Explore/Population\\_Projections](http://www.louisiana.gov/Explore/Population_Projections), Parish-level projections

3. Income. The two smaller parishes in the region both have per capita income lower than the statewide average. The three larger parishes are among the most affluent parishes in the state. (See Figure 6).

**Figure 6. Personal Income per Capita**

St. Tammany Parish, LA	28,587	Grant Parish, LA	19,526
Lafayette Parish, LA	26,675	Jefferson Davis Parish, LA	19,526
Ascension Parish, LA	26,385	Webster Parish, LA	19,459
Cameron Parish, LA	25,681	Iberville Parish, LA	19,282
East Baton Rouge Parish, LA	25,233	West Feliciana Parish, LA	19,179
St. Charles Parish, LA	25,216	Jackson Parish, LA	18,971
Jefferson Parish, LA	25,196	Caldwell Parish, LA	18,935
Bossier Parish, LA	24,960	La Salle Parish, LA	18,916
Orleans Parish, LA	23,559	Bienville Parish, LA	18,700
Calcasieu Parish, LA	23,514	Catahoula Parish, LA	18,465
Livingston Parish, LA	22,722	Lincoln Parish, LA	18,397
Lafourche Parish, LA	22,578	St. Bernard Parish, LA	18,182
Louisiana	22,535	East Feliciana Parish, LA	17,968
Terrebonne Parish, LA	22,513	Richland Parish, LA	17,891
Caddo Parish, LA	22,323	Red River Parish, LA	17,722
West Baton Rouge Parish, LA	22,309	Acadia Parish, LA	17,704
Plaquemines Parish, LA	21,960	Franklin Parish, LA	17,648
St. James Parish, LA	21,818	Washington Parish, LA	17,619
Rapides Parish, LA	21,480	Evangeline Parish, LA	17,616
Beauregard Parish, LA	21,210	Claiborne Parish, LA	17,236
Ouachita Parish, LA	21,158	St. Helena Parish, LA	17,170
Assumption Parish, LA	21,150	Natchitoches Parish, LA	17,000
Pointe Coupee Parish, LA	20,938	St. Landry Parish, LA	16,506
St. John the Baptist Parish, LA	20,921	Allen Parish, LA	16,497
St. Martin Parish, LA	20,788	Avoyelles Parish, LA	16,293
Union Parish, LA	20,386	Concordia Parish, LA	16,090
Sabine Parish, LA	20,292	West Carroll Parish, LA	16,086
Vermilion Parish, LA	20,108	Morehouse Parish, LA	16,047
Vernon Parish, LA	20,070	Tensas Parish, LA	15,991
St. Mary Parish, LA	19,725	East Carroll Parish, LA	15,720
De Soto Parish, LA	19,648	Winn Parish, LA	15,589
Tangipahoa Parish, LA	19,608	Madison Parish, LA	14,124
Iberia Parish, LA	19,559		

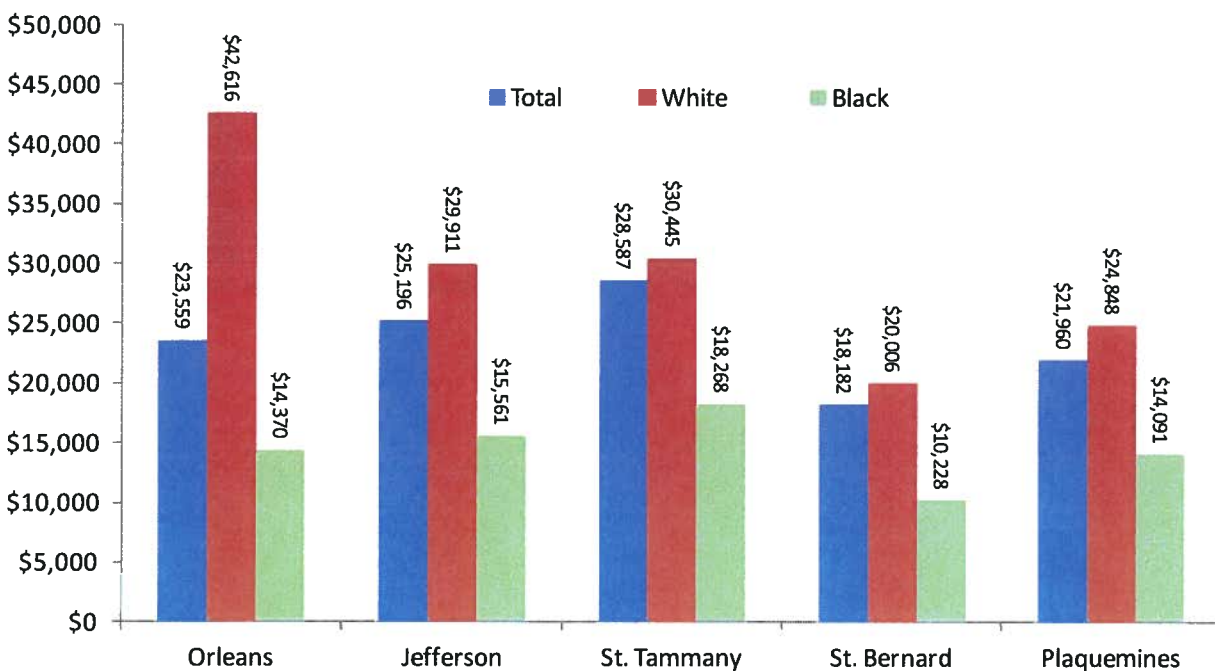
Source: 2005-2009 American Community Survey



It should be noted that these data reflect earned income. If all income (including transfer payments, retirement, etc.) is counted, Plaquemines Parish is also above the statewide average and all but St. Bernard Parish are found to be among the most affluent parishes in the state.

The overall income data mask very large variations in the incomes of different racial groups (see Figure 7). These data reveal that per capita income of whites is three times that of African-Americans in Orleans Parish and nearly twice that of African-Americans in the other four parishes. This data suggests that many of the problems associated with low levels of student success may well be associated with the consequences of poverty, not race.

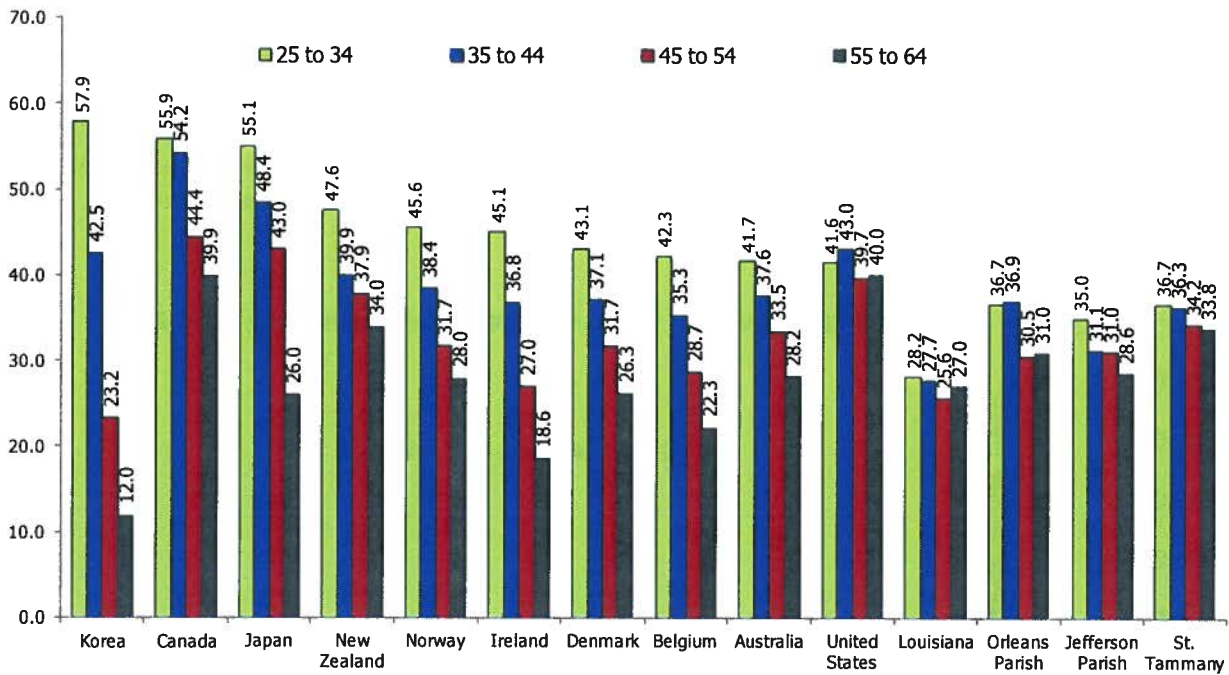
**Figure 7. Average Annual Per Capita Income by Parish and Race, 2005-2009**



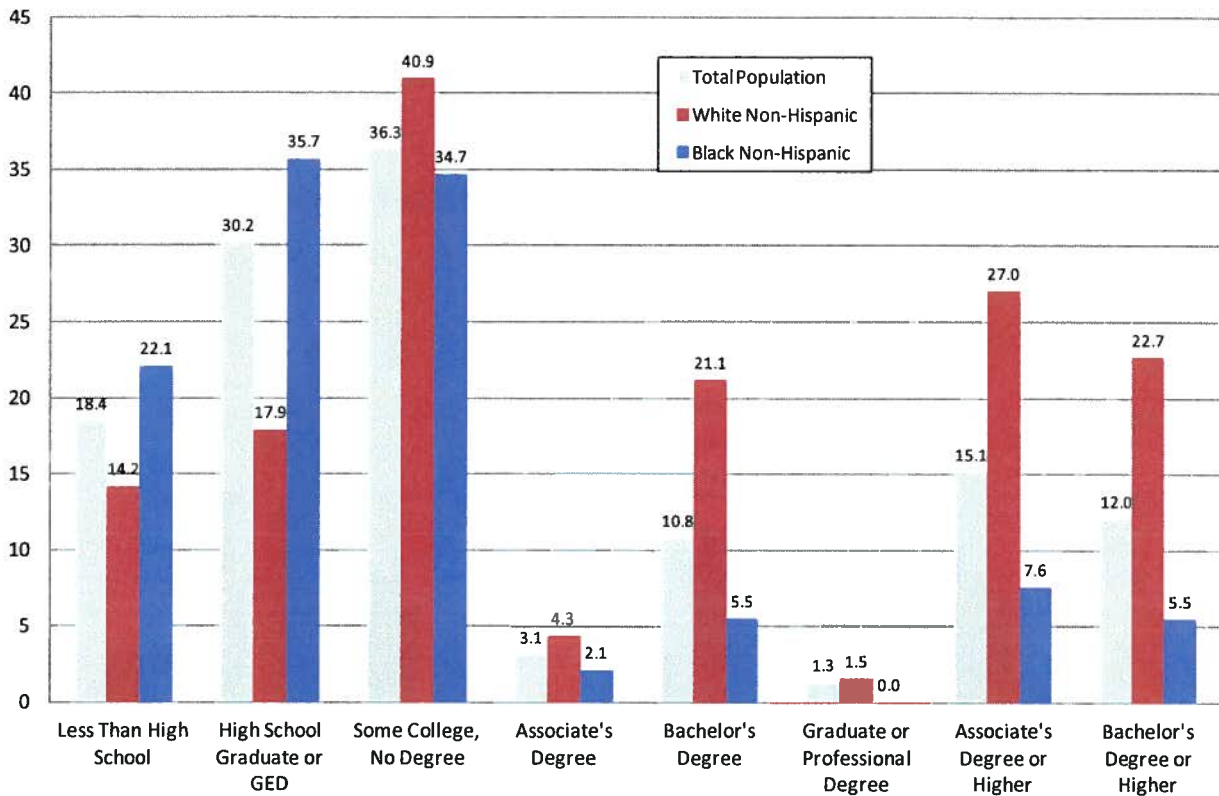
Source: U.S. Census Bureau, 2005-09 American Community Survey. Note: Figures in 2009 inflation-adjusted dollars.

4. Education attainment. The education attainment of residents of the three most populous parishes in the region is much higher than that for the state as a whole. Further, the attainment levels of each age cohort group continues to improve (see Figure 8). This being said, there are two cautionary points.
  - i. Louisiana and the New Orleans region parishes are substantially behind the U.S. and other developed countries with regard to education attainment of the workforce. Neither Louisiana nor the New Orleans region have a workforce educated to the level that would make them globally competitive.
  - ii. In all parishes and across age groups, African-Americans are much less likely to have attained a college education; they are much more likely than their white counterparts to have dropped out of high school and much less likely to have completed a college degree at any level (see Figure 9).

**Figure 8. Percent of Adults with an Associate Degree or Higher by Age Group, Louisiana, U.S., Leading OECD Countries, & Orleans, Jefferson, and St. Tammany Parishes, 2009**



**Figure 9. New Orleans Region (PUMA's 1801-1804, 1905) - Percent of Population Age 18-24 by Education Level and Race, 2009**



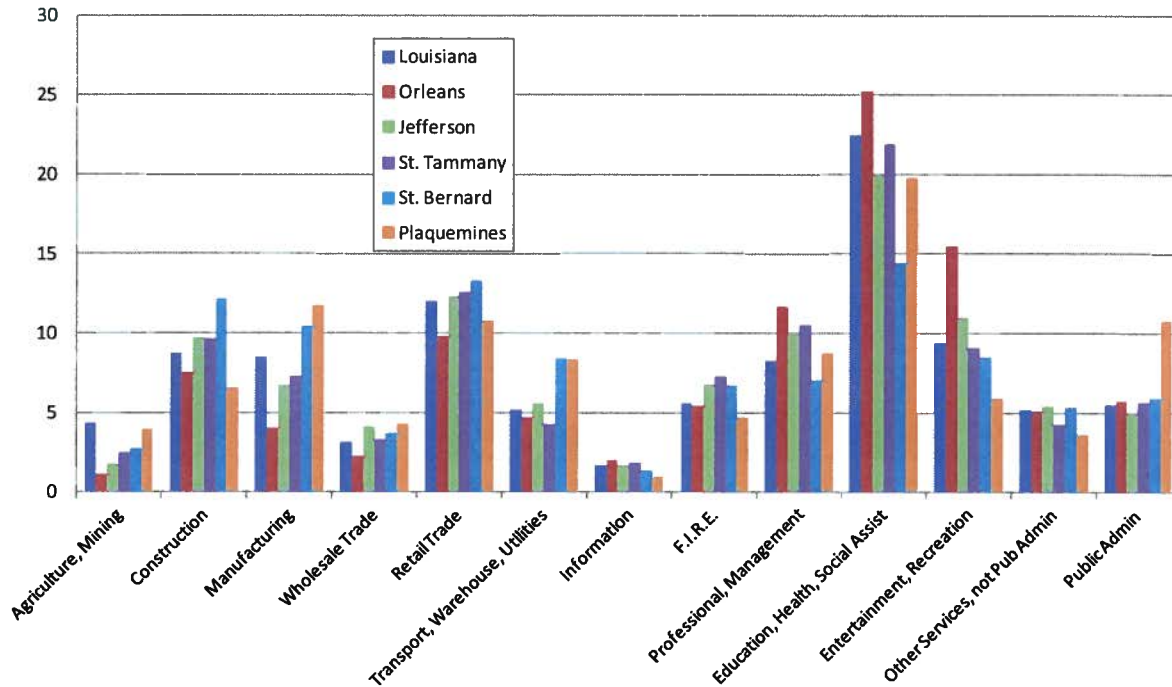
5. The economy and employment. The five parishes differ, not only from the rest of Louisiana, but from each other, with regard to concentrations of industries and the types of occupations in which workers are employed. The notable features of the industry mix in this region as revealed in Figure 10 are as follows:

- Orleans Parish has a high concentration of white collar industries – professional, scientific, management, education, and health care. It also has a much higher concentration of jobs in the entertainment and hospitality industries than the state as a whole. It is notably low in manufacturing sector employment relative to the rest of the state.
- Jefferson Parish has above average employment in construction, wholesale trade, transportation and warehousing, finance, professional/scientific/management, and entertainment and hospitality industries. It is below the norm in manufacturing, educational services, and health care.
- St. Tammany generally mirrors the state as a whole with above average employment in finance and professional/management industries.
- St. Bernard Parish industry base is much more focused on construction, manufacturing, and transportation with much less involvement in the professional industries, especially education and health care.

- Plaquemines Parish employment is much more concentrated in manufacturing, transportation, and public administration than the state as a whole or the other parishes in the region.

Simply put, the Orleans Parish economy is based more on professional, white collar industries, St. Bernard and Plaquemines more heavily blue collar, and Jefferson and St. Tammany fall somewhere in between.

**Figure 10. Louisiana Average Annual Percent Employment by Parish and Industry Type, 2005-09**

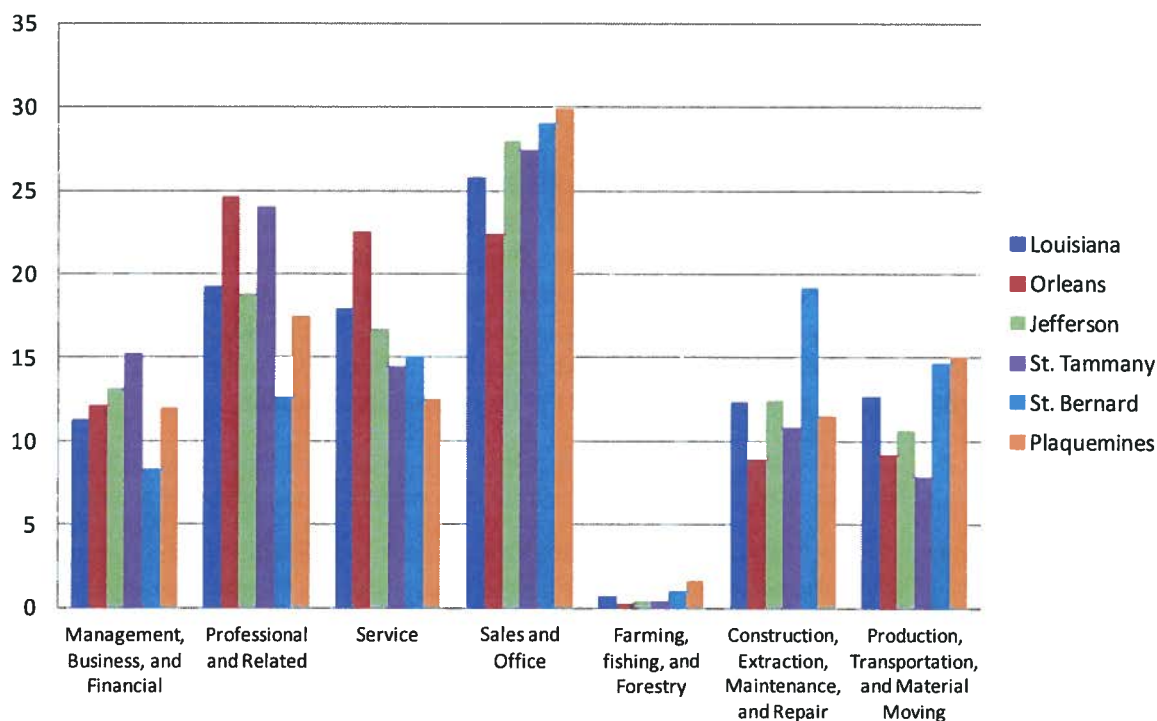


The employment picture is made increasingly clear by the data revealed in Figure 11. These data show that:

- Large numbers of workers in Orleans and St. Tammany parishes are employed in professional occupations
- Many in St. Tammany Parish are employed in management occupations
- Jefferson Parish has a high proportion of sales and office jobs as well as employment in construction, maintenance, and repair occupations
- Only Orleans Parish is below the state average in sales and office jobs – it is much above the state average in entertainment and recreation jobs
- Jobs in St. Bernard Parish are heavily oriented to construction, production, and transportation
- The Plaquemines economy is more oriented to production and transportation jobs than those of other parishes

The occupation data reinforce the characterization of Orleans and St. Tammany as parishes whose economies are based on professional and service jobs while the Plaquemines and St. Bernard Parish economies are more heavily oriented to production and transportation jobs. The economy of Jefferson Parish is more mixed.

**Figure 11. Average Annual Percent Employment by Parish and Occupation Type, 2005-09**



source: U.S. Census Bureau, 2005-09 American Community Survey.

- The public schools. St. Tammany is the only parish in the region in which the schools perform at levels above the statewide average. In St. Tammany, the dropout rates are below the statewide average and the students' performance on the ACT exam is substantially above the statewide average. The schools in Jefferson and Orleans parishes are particularly poor performers with high drop-out rates and low ACT scores. Schools in St. Bernard and Plaquemines parishes have dropout rates closer to the statewide average and ACT scores only slightly below the statewide averages (see Figure 12 and Figure 13).

**Figure 12. 2008-09 Dropout Rates**

	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
LA	1.5	2.9	7.6	6	5.6	5.5
Jefferson	2.1	4.6	9.8	7.1	6.1	4.1
Orleans	3.5	4.5	6.6	6.9	6.5	10.0
Plaquemines	2	3.1	6.8	2.9	4.4	5.8
St. Bernard	0.6	2.1	4.3	7.7	5.5	2.6
St. Tammany	0.4	0.5	3.4	4.5	4.6	4.9

**Figure 13. 2006 through 2010 District ACT Results**

Parish	2006	2007	2008	2009	2010
Louisiana	20.1	20.1	20.3	20.1	20.1
Jefferson	18.5	18.6	18.8	18.6	18.5
Orleans	17.8	19.1	19.0	19.1	19.0
Plaquemines	19.0	19.1	19.8	18.9	20.0
St. Bernard	19.9	19.3	19.9	19.6	19.7
St. Tammany	21.6	21.6	21.7	21.6	21.8

7. College participation rates. High school graduates in St. Tammany Parish attend college at rates substantially above the statewide average. Students from St. Bernard, Plaquemines and (especially) Orleans Parishes participate in college at rates well below the statewide average. Jefferson Parish is slightly above the average. Within this overall pattern of participation rates is considerable variation in types of institutions attended by students who graduated from high school in the different parishes in the region (see Figure 14). To be specific, students from:

- St. Tammany attend four-year institutions at rates much above the statewide average and two-year institutions much below the statewide average.
- Jefferson Parish residents attend two-year colleges at high rates but four-year institutions at relatively low rates. This pattern is found in exaggerated form in St. Bernard and Plaquemines Parishes where participation is particularly low in four-year institutions and high in community colleges.
- Orleans Parish participates in all types of institutions at rates substantially below the average for the rest of the state.

**Figure 14. Participation Patterns of Parish Residents**

Parish	High School Graduates (Public & Private), 2006-07 Annual	First-Time Undergrads Directly Out of High School, 2006-08 Annual Avg				Participation Rates (Per 100 High School Graduates)			
		Four-Year	Community College	Technical College	Public Total	Four-Year	Community College	Technical College	Public Total
<b>Madison (Top Parish)</b>	<b>82</b>	<b>46</b>	<b>5</b>	<b>9</b>	<b>61</b>	<b>56.1</b>	<b>6.5</b>	<b>11.4</b>	<b>74.0</b>
St. Tammany	2,450	1,367	251	14	1,632	55.8	10.2	0.6	66.6
Jefferson	3,067	1,192	544	29	1,765	38.9	17.7	1.0	57.6
<b>Louisiana</b>	<b>41,488</b>	<b>17,448</b>	<b>5,010</b>	<b>967</b>	<b>23,425</b>	<b>42.1</b>	<b>12.1</b>	<b>2.3</b>	<b>56.5</b>
St. Bernard	299	92	64	0	156	30.7	21.4	0.1	52.2
Plaquemines	219	71	34	0	105	32.4	15.5	0.2	48.1
Orleans	3,377	1,289	289	10	1,588	38.2	8.5	0.3	47.0

Enrollment numbers include students enrolled at any time in the respective fall semesters.

8. Enrollment trends. Delgado is both the largest and fastest growing of the public institutions in the region (see **Error! Reference source not found.**). UNO is by far the largest of the four-year institutions; it is almost four times the size of SUNO. However, UNO is also the only one of the regional institutions that has not grown rapidly in the post-Katrina years. The reasons for this static enrollment pattern are speculative at best. Both SUNO and Delgado suffered more physical damage from the hurricane than UNO; campus-related factors are unlikely to be the explanation. More likely as an explanation are the changed circumstances of the institution's traditional student base. The rapid growth of North Shore parishes – especially Livingston and St. Tammany – suggest that many residents of Orleans and Jefferson parishes have relocated and are making different college choices. It may also be the case that they remain in the region but are opting to attend (at least initially) a community college for economic reasons.

**Figure 15. Enrollment Trends for Institutions in Region 1 by Institution Level**

Institution Level	Institution Name	2006	2007	2008	2009	2010	Enrollment Change 2006-2010
Four-Year	UNO	11,744	11,363	11,428	11,724	11,276	-468
	SUNO	2,195	2,663	3,128	3,156	3,165	970
<b>Four-Year Total</b>		<b>13,939</b>	<b>14,026</b>	<b>14,556</b>	<b>14,880</b>	<b>14,441</b>	<b>502</b>
Two-Year	LTC – Delgado CC	12,966	14,763	16,168	19,397	18,767	5,801
	Elaine P. Nunez CC	1,097	1,442	1,692	1,840	2,413	1,316
<b>Two Year Total</b>		<b>14,063</b>	<b>16,205</b>	<b>17,860</b>	<b>21,237</b>	<b>21,180</b>	<b>7,117</b>
Specialized	LSU Health Sciences Center – NO	2,181	2,266	2,432	2,644	2,705	524
<b>Specialized Total</b>		<b>2,181</b>	<b>2,266</b>	<b>2,432</b>	<b>2,644</b>	<b>2,705</b>	<b>524</b>
<b>Grand Total</b>		<b>30,183</b>	<b>32,497</b>	<b>34,848</b>	<b>38,761</b>	<b>38,326</b>	<b>8,143</b>

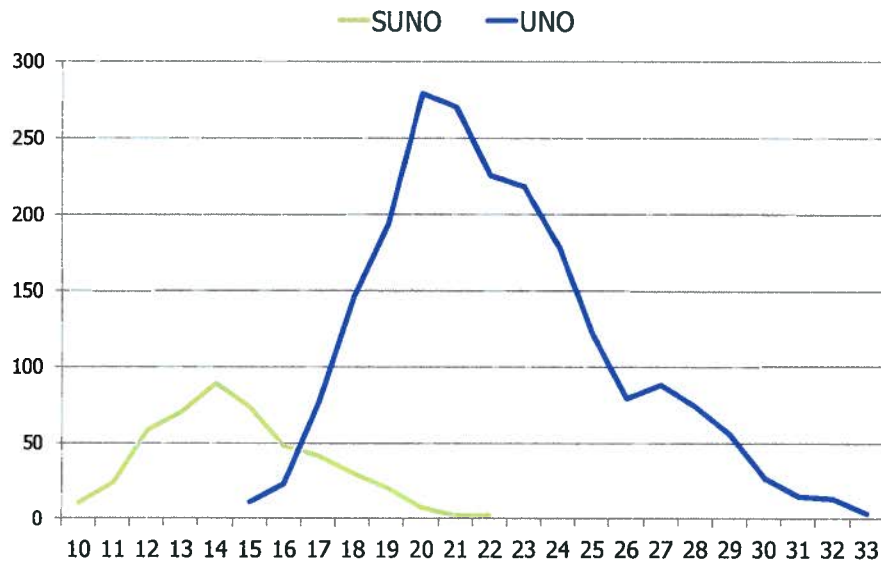
Preliminary Source: LA BoR Enrollment Survey

9. Enrollment patterns. The three public institutions of primary interest attract very different kinds of students:
- a. UNO students are much more likely to be white, better prepared academically, less economically challenged (as measured by Pell eligibility) and reside outside of Orleans Parish (Figure 14Figure 16-Figure 18).
  - b. SUNO students have almost polar opposite characteristics – they are African-American with almost no exceptions, much less well-prepared academically, poorer, and much more likely to reside in Orleans Parish.
  - c. The Delgado student body is much more racially mixed, but is also poorly prepared academically. They are less likely to receive Pell grants than their SUNO counterparts and are more likely to live outside Orleans Parish (especially in Jefferson and St. Tammany Parishes).

**Figure 16. Fall 2009 Enrollments in New Orleans Public Institutions  
% African American**

	Delgado	SUNO	UNO
First-time Full Time	43.8	98.5	16.0
First-time Part Time	42.5	94.7	13.2
Full-time Undergraduate	39.3	97.3	17.1
Part-time Undergraduate	38.1	96.8	19.5
Full-time Graduate	--	92.3	10.4
Part-time Graduate	--	93.4	16.9

**Figure 17. Distribution of ACT Composite Scores - Two-Year Average  
(UNO 2007-08, SUNO 2006-07)**



**Figure 18. Student Characteristics Comparisons**

	Delgado	SUNO	UNO
% Pell Recipients (08-09)	31%	55%	26%
% 25 & Older	45%	47%	31%
Mean ACT	16.6%	15.5	21.8
% Freshmen in Developmental Ed	84.7%	63.4%	19.1%
% Taking Regents Core	--	54%	96%
% Part-time	52.4%	21%	23%
% TOPS (08-09)	2%	9%	18%



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10. College completion. Much has been made about the very low graduation rates of the institutions in the New Orleans region, and rightfully so (see Figure 19). These rates are placed into context by comparison with other institutions in the same SREB category (see Figure 20). These data reveal that all three New Orleans institutions have the lowest graduation rates among their SREB peers. The limitations of this particular measure of completion used in these comparisons are well known – it considers only students who enter as full-time freshmen, it counts only graduation from the institution at which the student initially enrolled and it takes no account of transfers.

An alternative measure of completion is the number of degrees granted relative to the size (FTE) of the student body. Graduation rates calculated in this way are shown in Figure 21. These data show that:

- UNO performs slightly better on this measure (sixth from the bottom rather than dead last). Interestingly, UNO performs better than either LA Tech or UL-Lafayette when completion rates are calculated in this way. It should be noted that this measure benefits institutions which enroll a large number of transfer students; UNO is an institution that does so.
- SUNO, too, performs slightly better on this measure than on six-year graduate rate calculation (moving from last to fifth from the bottom). The number of transfers helps SUNO as well.
- Delgado also performs worst of all institutions when the measure is the federal three-year graduation rate. However, when the measure is associate degrees conferred relative to the number of FTE students enrolled, Delgado moves much closer to the middle of its comparison group. It sustains this position when the measure is associate degrees plus certificates of at least one year in length relative to enrollments. When all certificates awarded are counted, Delgado takes its place among best performing institutions in the comparison group.

The bottom line is that all of the New Orleans institutions do very poorly on the standard measures of college completion when compared with similar institutions in the SREB region. If alternative measures are applied, the four-year institutions compare slightly more favorably (but still unacceptably low). Delgado's comparative performance is considerably better when alternative measures are used. The fact that Delgado a.) has many transfer students – both going to four-year institutions and coming from them, and b.) awards a lot of certificates before students get associate degrees accounts for at least part of the institution's poor showing on the standard graduation rate measure.

Figure 19. Graduation Rates

	Entering Cohort	Graduating Prior to or During AY	Same Institution	Statewide
Delgado	Fall 1995	2000-01	3.5%	7.1%
	Fall 1996	2001-02	3.6%	7.0%
	Fall 1997	2002-03	2.5%	6.7%
	Fall 1998	2003-04	3.9%	6.8%
	Fall 1999	2004-05	2.6%	4.3%
	Fall 2000	2005-06	2.6%	6.1%
	Fall 2001	2006-07	2.6%	5.4%
	Fall 2002	2007-08	2.5%	4.8%
	Fall 2003	2008-09	1.3%	3.4%
SUNO	Fall 1995	2000-01	10.4%	10.8%
	Fall 1996	2001-02	9.3%	11.5%
	Fall 1997	2002-03	12.2%	13.2%
	Fall 1998	2003-04	13.4%	14.8%
	Fall 1999	2004-05	8.8%	9.5%
	Fall 2000	2005-06	11.4%	13.4%
	Fall 2001	2006-07	8.2%	9.6%
	Fall 2002	2007-08	5.2%	6.6%
	Fall 2003	2008-09	8.0%	9.3%
UNO	Fall 1998	2000-01	23.4%	29.4%
	Fall 1999	2001-02	21.5%	27.2%
	Fall 2000	2002-03	22.7%	27.0%
	Fall 2001	2003-04	23.6%	29.2%
	Fall 2002	2004-05	23.0%	26.7%
	Fall 2003	2005-06	23.5%	27.4%
	Fall 2004	2006-07	23.2%	28.1%
	Fall 2005	2007-08	21.6%	27.6%
Fall 2006	2008-09	20.8%	27.8%	

**Figure 20. Graduation Rates, UNO, SUNO, Delgado and SREB Peers, 2009**

(source: NCHEMS NCES IPEDS Graduation Rate Survey, 2009)

University of New Orleans

<b>Institution</b>	<b>6-year Graduation Rate</b>
College of William & Mary	91.1
Georgia Tech-Main Campus	79.2
University of Mississippi Main Campus	60.5
University of Maryland - Baltimore County	59.0
University of North Carolina - Charlotte	54.0
University of North Carolina - Greensboro	51.6
Old Dominion University	50.6
Virginia Commonwealth University	50.1
University of Alabama - Huntsville	47.5
Jackson State University	47.3
Florida International University	46.4
Louisiana Tech University	45.5
Texas Woman's University	43.5
University of Louisiana - Lafayette	42.2
Florida Atlantic University	38.4
University of Memphis	36.7
University of Texas - El Paso	32.0
University of New Orleans	20.9

Southern University at New Orleans

<b>Institution</b>	<b>6-year Graduation Rate</b>
University of Mary Washington	75.2
Longwood University	57.8
The University of Tennessee-Martin	48.6
Coastal Carolina University	46.4
University of Montevallo	44.6
North Georgia College & State University	44.0
Arkansas Tech University	43.8
Lander University	41.2
Mississippi University for Women	39.6
Francis Marion University	39.1
Winston-Salem State University	36.5
South Carolina State University	35.8
Georgia Southwestern State University	35.6
Mississippi Valley State University	35.1
Henderson State University	34.7
University of West Alabama	34.4
University of North Carolina at Pembroke	34.2
Southwestern Oklahoma State University	33.1
East Central University	31.8
Southern Arkansas University Main Campus	31.6
Northwestern Oklahoma State University	31.2
Fort Valley State University	30.2
Southeastern Oklahoma State University	30.1
Savannah State University	29.2
Kentucky State University	23.6
Sul Ross State University	23.0
Augusta State University	19.5
Cameron University	18.4
Langston University	14.3
University of Houston-Downtown	11.9
Southern University at New Orleans	7.7

## Delgado Community College

Institution	3-Year Grad Rate	Institution	3-Year Grad Rate
Brevard Community College	47.6	South Plains College	12.1
Rowan-Cabarrus Community College	42.5	Northwest Vista College	11.3
Valencia Community College	40.8	Pulaski Technical College	11.2
Tallahassee Community College	35.4	Greenville Technical College	10.4
Seminole Community College	34.7	Brookhaven College	10.4
Pasco-Hernando Community College	31.5	Tyler Junior College	10.3
Pensacola Junior College	30.6	San Jacinto Community College	10.1
Hillsborough Community College	30.3	Central Texas College	9.9
Asheville-Buncombe Technical CC	25.4	Pellissippi State Technical CC	9.5
Hinds Community College	25.2	El Paso Community College	9.4
Central Carolina Community College	23.2	Richland College	9.4
Mississippi Gulf Coast Community College	22.6	Collin County Community College District	9.0
Navarro College	18.3	John C Calhoun State Community College	8.9
Cape Fear Community College	17.3	Georgia Perimeter College	8.7
McLennan Community College	15.8	The Community College of Baltimore County	8.6
Northern Virginia Community College	15.5	Lone Star College System	8.6
Laredo Community College	15.2	Palo Alto College	8.1
Forsyth Technical Community College	15.0	Durham Technical Community College	8.1
Wake Technical Community College	14.9	Tarrant County College District	7.9
Northwest Mississippi Community College	14.7	Trident Technical College	7.8
Thomas Nelson Community College	14.2	Central Piedmont Community College	7.5
Montgomery College	14.0	Midlands Technical College	7.3
Guilford Technical Community College	13.8	Jefferson State Community College	7.2
Tidewater Community College	13.4	Chattanooga State Technical CC	7.2
Anne Arundel Community College	13.4	Eastfield College	7.1
Tulsa Community College	13.4	Fayetteville Technical Community College	7.1
J Sargeant Reynolds Community College	13.1	Blinn College	7.1
Amarillo College	13.0	North Lake College	6.5
Oklahoma City Community College	13.0	St Philips College	5.6
Jefferson Community & Technical College	12.9	Prince George's Community College	5.6
Houston Community College System	12.9	Austin Community College District	3.9
Del Mar College	12.9	Southwest Tennessee Community College	3.7
Pitt Community College	12.3	San Antonio College	3.0
Catawba Valley Community College	12.2	<b>Delgado Community College</b>	<b>2.1</b>

**Figure 21. Degrees per FTE Students, UNO, SUNO, Delgado and SREB Peers, 2008-09**

(source: NCHEMS NCES IPEDS Graduation Rate Survey, 2009)

University of New Orleans

<b>Institution</b>	<b>Bachelor's Degrees Awarded per FTE Students</b>
Florida Atlantic University	0.26
College of William and Mary	0.25
Texas Woman's University	0.25
The University of Texas at El Paso	0.21
Florida International University	0.21
University of North Carolina at Charlotte	0.20
Old Dominion University	0.20
Georgia Institute of Technology-Main Campus	0.20
University of Mississippi Main Campus	0.20
University of Maryland-Baltimore County	0.19
University of Memphis	0.19
Virginia Commonwealth University	0.18
University of New Orleans	0.18
University of Alabama in Huntsville	0.18
University of North Carolina at Greensboro	0.17
Louisiana Tech University	0.17
University of Louisiana at Lafayette	0.16
Jackson State University	0.14

Southern University at New Orleans

Institution	Bachelor's Degrees Awarded per FTE Students
University of Houston-Downtown	0.25
University of Mary Washington	0.22
Sul Ross State University	0.22
Northwestern Oklahoma State University	0.21
East Central University	0.21
Southeastern Oklahoma State University	0.21
Mississippi University for Women	0.20
Longwood University	0.19
University of Montevallo	0.19
Lander University	0.19
Georgia Southwestern State University	0.18
North Georgia College & State University	0.17
Winston-Salem State University	0.17
Langston University	0.17
Southwestern Oklahoma State University	0.17
Coastal Carolina University	0.17
The University of Tennessee-Martin	0.16
Henderson State University	0.16
Francis Marion University	0.15
Southern Arkansas University Main Campus	0.15
Arkansas Tech University	0.15
University of North Carolina at Pembroke	0.15
Cameron University	0.14
South Carolina State University	0.13
Augusta State University	0.13
Mississippi Valley State University	0.12
<b>Southern University at New Orleans</b>	<b>0.11</b>
Savannah State University	0.10
University of West Alabama	0.10
Kentucky State University	0.09
Fort Valley State University	0.08

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## Delgado Community College

### **Associates per FTE, 2008-09**

Tallahassee Community College	0.21	Central Carolina Community College	0.10
Pensacola Junior College	0.21	Pitt Community College	0.10
Valencia Community College	0.20	John C Calhoun State Community College	0.10
Del Mar College	0.19	Forsyth Technical Community College	0.10
Brevard Community College	0.19	J Sargeant Reynolds Community College	0.10
Central Texas College	0.17	Rowan-Cabarrus Community College	0.10
Mississippi Gulf Coast Community College	0.17	Asheville-Buncombe Technical CC	0.10
Pasco-Hernando Community College	0.16	Greenville Technical College	0.09
Seminole Community College	0.15	Prince George's Community College	0.09
San Jacinto Community College	0.15	Tarrant County College District	0.09
Tulsa Community College	0.15	Navarro College	0.09
Oklahoma City Community College	0.14	Collin County Community College District	0.09
El Paso Community College	0.14	McLennan Community College	0.09
Hillsborough Community College	0.13	<b>Delgado Community College</b>	<b>0.09</b>
Anne Arundel Community College	0.13	Georgia Perimeter College	0.09
Tidewater Community College	0.13	Guilford Technical Community College	0.09
Northwest Mississippi Community College	0.12	Fayetteville Technical Community College	0.08
Tyler Junior College	0.12	Houston Community College System	0.08
The Community College of Baltimore County	0.12	Richland College	0.08
Montgomery College	0.12	Lone Star College System	0.08
Hinds Community College	0.12	Brookhaven College	0.08
Thomas Nelson Community College	0.12	Wake Technical Community College	0.08
Cape Fear Community College	0.11	North Lake College	0.08
Jefferson Community and Technical College	0.11	South Plains College	0.08
Trident Technical College	0.11	Southwest Tennessee Community College	0.07
Northern Virginia Community College	0.11	Central Piedmont Community College	0.07
Laredo Community College	0.11	Durham Technical Community College	0.07
Amarillo College	0.11	Blinn College	0.07
Chattanooga State Technical Community Co	0.11	Eastfield College	0.07
Pellissippi State Technical Community Colle	0.11	Austin Community College District	0.05
Midlands Technical College	0.11	St Philips College	0.05
Catawba Valley Community College	0.11	Palo Alto College	0.05
Pulaski Technical College	0.11	Northwest Vista College	0.05
Jefferson State Community College	0.10	San Antonio College	0.05



## Delgado – Associates 1+ Year Certificate per FTE, 2008-09

San Jacinto Community College	0.27	Chattanooga State Technical CC	0.13
Del Mar College	0.24	Forsyth Technical Community College	0.13
Pensacola Junior College	0.23	Midlands Technical College	0.12
Brevard Community College	0.22	Trident Technical College	0.12
Tallahassee Community College	0.22	Rowan-Cabarrus Community College	0.12
Tyler Junior College	0.21	Asheville-Buncombe Technical CC	0.12
Valencia Community College	0.20	Greenville Technical College	0.12
Mississippi Gulf Coast Community College	0.20	Jefferson State Community College	0.11
Pulaski Technical College	0.20	Northern Virginia Community College	0.11
Central Texas College	0.19	<b>Delgado Community College</b>	<b>0.11</b>
Pasco-Hernando Community College	0.18	Prince George's Community College	0.11
Anne Arundel Community College	0.17	Pellissippi State Technical CC	0.11
Seminole Community College	0.16	John C Calhoun State Community College	0.11
Central Carolina Community College	0.16	Brookhaven College	0.11
Tulsa Community College	0.16	J Sargeant Reynolds Community College	0.11
Hinds Community College	0.16	Richland College	0.10
Northwest Mississippi Community College	0.16	Eastfield College	0.10
Navarro College	0.15	Fayetteville Technical Community College	0.10
South Plains College	0.15	North Lake College	0.10
The Community College of Baltimore County	0.15	Durham Technical Community College	0.10
Oklahoma City Community College	0.15	Lone Star College System	0.10
El Paso Community College	0.15	Houston Community College System	0.10
Amarillo College	0.15	Blinn College	0.10
Tidewater Community College	0.14	Tarrant County College District	0.09
Laredo Community College	0.14	Collin County Community College District	0.09
Montgomery College	0.14	Wake Technical Community College	0.09
Hillsborough Community College	0.14	Georgia Perimeter College	0.09
Jefferson Community and Technical College	0.14	Southwest Tennessee Community College	0.08
Thomas Nelson Community College	0.14	Central Piedmont Community College	0.08
Cape Fear Community College	0.14	Austin Community College District	0.07
Pitt Community College	0.13	St Philips College	0.07
Catawba Valley Community College	0.13	Paio Alto College	0.05
Guilford Technical Community College	0.13	Northwest Vista College	0.05
McLennan Community College	0.13	San Antonio College	0.05

## Associates and all Certificates per FTE, 2008-09

San Jacinto Community College	0.35	Tidewater Community College	0.16
Jefferson Community and Technical College	0.34	Navarro College	0.16
Valencia Community College	0.31	Asheville-Buncombe Technical CC	0.15
Central Carolina Community College	0.31	South Plains College	0.15
Brevard Community College	0.28	The Community College of Baltimore County	0.15
Pensacola Junior College	0.26	John C Calhoun State Community College	0.15
Del Mar College	0.26	Montgomery College	0.14
Pasco-Hemando Community College	0.25	Fayetteville Technical Community College	0.14
Tallahassee Community College	0.25	Jefferson State Community College	0.14
Seminole Community College	0.25	Guilford Technical Community College	0.13
Greenville Technical College	0.24	McLennan Community College	0.13
Tyler Junior College	0.23	J Sargeant Reynolds Community College	0.13
Pulaski Technical College	0.22	Chattanooga State Technical CC	0.13
<b>Delgado Community College</b>	<b>0.21</b>	Wake Technical Community College	0.13
Rowan-Cabarrus Community College	0.21	Southwest Tennessee Community College	0.12
Midlands Technical College	0.21	Tarrant County College District	0.12
Mississippi Gulf Coast Community College	0.20	Lone Star College System	0.12
Central Texas College	0.20	Northern Virginia Community College	0.12
Trident Technical College	0.20	Houston Community College System	0.11
Cape Fear Community College	0.19	Prince George's Community College	0.11
Durham Technical Community College	0.19	Pellissippi State Technical CC	0.11
Forsyth Technical Community College	0.19	Brookhaven College	0.11
Thomas Nelson Community College	0.19	Collin County Community College District	0.11
Hillsborough Community College	0.18	Richland College	0.10
Pitt Community College	0.18	Blinn College	0.10
El Paso Community College	0.17	Eastfield College	0.10
Catawba Valley Community College	0.17	North Lake College	0.10
Tulsa Community College	0.17	Central Piedmont Community College	0.10
Amarillo College	0.17	St Philips College	0.10
Hinds Community College	0.17	Georgia Perimeter College	0.09
Anne Arundel Community College	0.17	Austin Community College District	0.07
Northwest Mississippi Community College	0.17	San Antonio College	0.07
Oklahoma City Community College	0.16	Palo Alto College	0.06
Laredo Community College	0.16	Northwest Vista College	0.05

11. Fall to fall retention. The data in Figure 22 explain a large part of the graduation rate problems at the three New Orleans institutions. These data show that both UNO and SUNO are at the bottom of their SREB comparison groups with regard to the proportion of first-year students who enroll in the fall of the following year. Delgado does marginally better, but nowhere near top performing on this measure. All three institutions are losing a substantial portion of their incoming classes in the first year. This finding suggests the importance of attention to creating success in the freshman year.

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**Figure 22. Retention Rates, UNO, SUNO, Delgado and SREB Peers, 2009**

(Source: NCHEMS NCES IPEDS Enrollment Survey, Part D, Fall 2009)

University of New Orleans

<b>Institution</b>	<b>Retention Full-time Fall 2009</b>
College of William and Mary	95
Georgia Institute of Technology-Main Campus	93
University of Maryland-Baltimore County	85
Virginia Commonwealth University	83
Florida International University	81
University of Mississippi Main Campus	81
Old Dominion University	80
Florida Atlantic University	79
University of North Carolina at Charlotte	78
University of North Carolina at Greensboro	77
Jackson State University	76
University of Alabama in Huntsville	76
University of Louisiana at Lafayette	76
University of Memphis	76
Texas Woman's University	75
Louisiana Tech University	74
The University of Texas at El Paso	71
<b>University of New Orleans</b>	<b>69</b>

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Southern University at New Orleans

<b>Institution</b>	<b>Retention Full-time Fall 2009</b>
University of Mary Washington	83
Longwood University	79
University of Montevallo	79
Winston-Salem State University	78
North Georgia College & State University	77
Savannah State University	72
The University of Tennessee-Martin	72
Arkansas Tech University	71
Fort Valley State University	71
Augusta State University	70
Lander University	70
Georgia Southwestern State University	69
Francis Marion University	68
Mississippi University for Women	68
University of North Carolina at Pembroke	68
South Carolina State University	67
Coastal Carolina University	66
Southwestern Oklahoma State University	65
University of West Alabama	65
East Central University	64
Southern Arkansas University Main Campus	63
Henderson State University	61
Mississippi Valley State University	61
University of Houston-Downtown	61
Southeastern Oklahoma State University	59
Northwestern Oklahoma State University	58
Cameron University	57
Langston University	57
Kentucky State University	52
<b>Southern University at New Orleans</b>	<b>47</b>
Sul Ross State University	47

## Delgado Community College

Laredo Community College	92	Tallahassee Community College	61
McLennan Community College	80	Central Carolina Community College	60
Broward College	75	Central Piedmont Community College	60
Catawba Valley Community College	75	Eastfield College	60
Brevard Community College	73	Jefferson Community and Technical College	60
Northwest Vista College	72	North Lake College	60
Valencia Community College	72	Pellissippi State Community College	60
Northwest Mississippi Community College	71	Prince George's Community College	60
Palm Beach Community College	71	Trident Technical College	60
Rowan-Cabarrus Community College	71	Brookhaven College	59
Wake Technical Community College	71	The CC of Baltimore County	59
El Paso Community College	70	Forsyth Technical Community College	58
Northern Virginia Community College	70	Guilford Technical Community College	58
Pasco-Hernando Community College	70	Navarro College	58
Santa Fe College	70	Palo Alto College	58
Daytona State College	69	San Antonio College	58
Fayetteville Technical Community College	69	Tarrant County College District	58
Lone Star College System	69	Tulsa Community College	58
Pensacola Junior College	68	Asheville-Buncombe Technical CC	57
Richland College	68	Austin Community College District	57
Montgomery College	67	Pitt Community College	57
Hillsborough Community College	66	<b>Delgado Community College</b>	<b>56</b>
Indian River State College	66	Del Mar College	56
Seminole Community College	66	Thomas Nelson Community College	56
Collin County Community College District	65	Chattanooga State Community College	55
Edison State College	65	Jefferson State Community College	55
Florida State College at Jacksonville	65	Durham Technical Community College	54
San Jacinto Community College	65	Amarillo College	53
Anne Arundel Community College	64	Blinn College	53
South Texas College	64	Central Texas College	53
Tidewater Community College	64	Midlands Technical College	53
Cape Fear Community College	63	Oklahoma City Community College	52
Georgia Perimeter College	63	Greenville Technical College	51
Houston Community College	63	St Philips College	51
John C Calhoun State Community College	63	Tyler Junior College	51
State College of Florida-Manatee-Sarasota	63	South Plains College	48
Mississippi Gulf Coast Community College	62	Southwest Tennessee Community College	48
Pulaski Technical College	62	Hinds Community College	47
J Sargeant Reynolds Community College	61		

12. College transfers. The data in Figure 23 indicate that many students who initially enroll at Delgado transfer to four-year institutions to complete their education. UNO is by far the largest recipient of these transfers with Southeastern and SUNO each getting about half as many of these transfers as UNO. Of those students who start at UNO, relatively few transfer to Delgado or (to a lesser extent) other two-year institutions. Students who start at SUNO are very unlikely to transfer to another institution. The few who do transfer, transfer to Delgado.

**Figure 23. Student Transfers**

Transfers of Students Who Enrolled as First-Time Freshmen at <b>UNO</b> , Total for Years 2006-09		
	<b>Transfers to:</b>	
	Delgado	181
	LSU and A&M	20
	Baton Rouge CC	21
	Southeastern	17
	Other Two-Year	31
	Other Four-Year	29
	<b>Total</b>	<b>299</b>
Transfers of Students Who Enrolled as First-Time Freshmen at <b>SUNO</b> , Total for Years 2006-09		
	<b>Transfers to:</b>	
	Delgado	37
	UNO	9
	Southern U and A&M	5
	Nunez	4
	Other Two-Year	11
	Other Four-Year	3
	<b>Total</b>	<b>69</b>
Transfers of Students Who Enrolled as First-Time Freshmen at <b>Delgado</b> , Total for Years 2008-09		
	<b>Transfers to:</b>	
	UNO	1,578
	Southeastern LA	807
	SUNO	761
	Nicholls St	212
	Southern U and A&M	107
	LSU and A&M	100
	University of Louisiana at Lafayette	93
	<b>Total</b>	<b>3,658</b>

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## V. Summary Observations

The results of the data analyses presented lead to the following conclusions that must be considered when developing recommendations regarding a postsecondary education enterprise aligned with the needs of the region. Among the critical considerations:

1. The extent to which the parishes in the region vary one from another on key factors – demographics, nature of the economy, wealth, etc.
2. The extreme variation in characteristics of students served by institutions in the region. The differences in student body composition between UNO and SUNO are striking;
  - UNO students are typically white, much better prepared academically, wealthier, and from Jefferson and St. Tammany Parishes.
  - SUNO students are typically African-American, less well prepared academically, poorer, and predominantly from Orleans Parish.
3. None of the institutions in the region is doing an acceptable job of helping students succeed academically. SUNO has justifiably been harshly criticized for its low graduation rates, but UNO when measured against its SREB peers does no better.
4. The institutions as currently operating are not meeting the needs of the students in the region. Further there is no evidence that the institutions, within their current governance and leadership, will improve their performance. The status quo is unacceptable; change is required.

## Criteria for Assessing Organizational Alternatives for New Orleans Region

Regardless of organizational and governance arrangements, several things must be in place in order for the New Orleans region to be well served by its postsecondary education institutions. The key elements necessary for success are:

- A bold vision and fresh start for a high performing public higher education system designed to establish a world class, integrated educational delivery system that will raise the educational attainment of the population and contribute to the future economy and quality of life of the Greater New Orleans Region.
- A focus on the future of the whole Greater New Orleans Region.
- Alignment of academic programs and support services with the needs of the Greater New Orleans Region
  - Students
  - Employers
  - The city
  - The region
- A capacity to serve the differing student needs including at a minimum these sub-populations:

- 
- Academically well prepared recent high school graduates
  - Recent high school grads with academic deficiencies
  - Adults
    - With some college
    - With high school, no college
    - Less-than-high school
  - A clear pathway of student progression to point of program completion regardless of point of entry and seamless transfer among institutions that ensures to the extent possible that each student attending the institutions can successfully and efficiently pursue his or her chosen academic path.
  - Policies and mechanisms that allow students to draw on the academic resources of all public institutions in the region with the enterprise looking and functioning like a single institution from the students' perspective.
  - Capacity to serve students who come to college poorly prepared academically and without experience (or family help) in navigating institutional processes to help them be successful. As a minimum, this capacity includes:
    - Diagnostic assessments of basic academic skills; the ability to identify specific areas of weakness that must be overcome if students are to successfully complete an academic program of any kind.
    - Guidance in selecting an academic program suited to student interests, preparation, and life circumstances (e.g., a short-term need for a better job, not just for living expenses, but to pay for their education).
    - The support services to help students remove non-academic barriers to college success – case managers who can link students to various forms of assistance.
  - Cost-effective ways of helping students remove these academic deficiencies. The design and implementation of curricula and pedagogical techniques that employ state-of-the-art approaches to developmental education, approaches such as:
    - Use of co-requisites – enrolling students in credit-bearing courses and providing additional instruction/academic assistance
    - Short, intense immersion programs
    - Embedding basic skills instruction in vocational-technical programs
    - Use of technology-enhanced education strategies
  - An array of high quality programs, from one-year certificate to graduate programs that prepare students for high value jobs in the region. This means:
    - Reducing or eliminating “terminal” general studies (AA/BA) degrees
    - Ensuring the availability of one- and two-year programs needed by the health care, hospitality, transportation, education, manufacturing, scientific and business services, and public administration employers in the region



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- An array of baccalaureate and masters programs in fields that have their basis in a.) the natural and life sciences on the one hand, and b.) the social sciences and humanities on the other. This roughly aligns with the employment opportunities in the private sector in the first instance and in the public sector in the second.
  - A robust applied research capacity tightly linked to regional needs. This suggests the need for a limited number of doctoral programs in fields supportive of this research.
  - Structure and governance (institutional and system) aligned with significantly different missions to ensure that one mission does not negate or give lower priority to another critical mission. For example, that the priority to serve well-prepared students and to develop a high-performing urban university does not negate the priority to develop a high performing metropolitan university serving a broader array of students and significant capacity to serve under-prepared students—and vice versa. Need to ensure clear differentiation in:
    - Determination & statement of mission
    - Promotion & tenure
    - Development, review & approval of academic programs
  - Optimal use of all available academic, fiscal, and physical resources, recognizing the unique nature of each individual postsecondary institution,
  - Efficient use of facilities & technology
    - Classrooms
    - Library
    - Food service
    - Student recreation
    - Utility & maintenance facilities
  - Efficient use of support services that are not “mission specific”
    - Testing/assessment
    - Counseling
    - Student financial aid
    - Campus security
    - Custodial services
    - Facilities maintenance

### Implementation criteria

An alternative should:

1. Provide the leadership capacity at the system (within the region) level and institutional level needed to accomplish the substantial reformation of public higher education suggested by the above.
2. Recognize the importance of differences in institutional culture. The success of significant organizational change, especially in complex organizations such as colleges and universities

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and hospitals, is highly correlated to the care taken to recognize and respect differences in culture.

3. Recognize obligations to currently enrolled students. Any proposal for change must ensure continuity in the education of the approximately 34,000 students enrolled at the three institutions.
4. Establish clear directions for the future and unambiguous governance and accountability that are prerequisites for attracting strong leadership for the institutions.
5. Recognize Southern Association of Colleges and Schools (SACS) accreditation requirements in terms of process and approval for institutions undergoing “substantive change.” Including, for example, changes in mission or governance, merger or consolidation, or significant changes in academic programs. (Southern Association of Colleges and Schools, Commission on Colleges, Policy on Substantive Change. <http://www.sacscoc.org/SubstantiveChange.asp>)
6. Recognize that implementation of significant organizational changes (mission realignment, consolidation, redesign of institutions or academic units) takes time and does not result in immediate cost-savings. Initial additional funding will be needed to effect changes that may result in longer-term cost savings. It may take as long as eight to ten years for major changes to be fully implemented.

## Recommendations

NCHEMS presents two alternatives that are consistent with the findings from the data analysis and the criteria for evaluation of alternatives. Both alternatives include four key components which NCHEMS firmly believes must be part of the region’s higher education system if it is to successfully serve the current and future needs of the region. Each institution would be separately accredited by the Southern Association of Colleges and Schools (SACS) and have separate faculty governance structures and policies to ensure that the academic programs, faculty reward systems, extent and nature of graduate education and research be consistent with the each institution’s mission. At the same time, under both alternatives there should be significant integration of administration support systems, sharing of services and facilities and collaboration among the separately accredited entities.

The principal difference between the two alternatives is in how they are governed, not in the missions of the component institutions. Under both alternatives the components of the Higher Education System of Greater New Orleans would be realigned according to these parameters:

### Urban Research University

#### 1. Audiences

Responsible for serving:

- Residents of the New Orleans region who have completed high school who are academically prepared to enter into degree credit courses without need of remedial courses that don’t count toward degree completion, and who are seeking either a college degree or continuing professional education.
- Students with ACT scores of 24 or better and no remedial needs can be directly admitted to the university

- Two-year college transfer students who have successfully completed the Louisiana transfer courses in English and math (as a minimum). Successful completion means an overall GPA of at least 2.0 and grades of C or better in the transfer core courses. Higher admissions requirements may be set for specific majors.
- Employers in the region, particularly private sector employers in areas such as urban planning and environmental protection, engineering, health care, hospitality and business and financial services. The nature of the service includes educating (and re-educating) a skilled workforce and undertaking applied research that enhances the competitiveness of regional industries or addresses a critical public need/issue.
- Economic development interests and regional entrepreneurs

## 2. Array of Programs and Services

Responsible for providing these services to different audiences:

- An array of liberal arts programs at the baccalaureate level appropriate to a teaching institution with a predominantly undergraduate student body.
- Baccalaureate and masters programs in urban planning, communications, education leadership, engineering, business, healthcare administration and hospitality management.
- Doctoral programs in a limited number of engineering and science fields.
- Applied research in areas that have a direct link to regional needs and economic development realities.
- Joint academic programs and research with the LSU Health Sciences Center/Medical School at New Orleans

## Metropolitan University

### 1. Audiences

Responsible for serving:

- Residents of the New Orleans metropolitan area who have completed high school and have ACT scores of 20 or above and have no developmental education requirements that cannot be addressed in college degree credit courses. Students who are in the top half of their high school class and don't meet these requirements can be admitted on the condition that they demonstrate college readiness through successful completion of 18 credits of Louisiana transfer AA courses (including college-level English and math). Successful completion means overall 2.0 GPA and C or better in the English and math college level courses. Higher admissions requirements may be set for specific majors.
- Community college transfer students who demonstrate college readiness in the manner described above.
- Employers in the region, particularly public sector employers – school districts and local governments.
- The communities in the region through contributions to their cultural lives.

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## 2. Array of Programs and Services

Serves these audiences by providing:

- A limited array of liberal arts programs appropriate to an institution with:
  - A predominantly undergraduate student body.
  - Major programs in areas with the social sciences and humanities as the primary disciplinary bases.
- Baccalaureate and Masters programs in
  - Criminal justice
  - Social work
  - Business (with a particular emphasis on small business leadership and entrepreneurship)
  - Education (to adequately serve the region, these programs are particularly in need of being expanded and strengthened)
- Service activities, particularly those that serve the needs of local governments in the region.

## 3. Additional Features

Mission includes a special role (and obligation) in serving the African-American citizens of the Greater New Orleans Region.

### **Comprehensive Community College**

#### 1. Audiences

Responsible for serving:

- Residents of the region who are high school graduates and are seeking
  - To complete AA and AS programs and have demonstrated they are ready for college-level work
  - Certificates and associate degrees in high value vocational/technical fields
  - Upgrading of skills
- Employers in the area seeking new employees with basic workplace and technical skills or seeking to upgrade skills of current employees.
- Economic development interests in the region.

#### 2. Array of Programs and Services

Serves the needs of these audiences by providing:

- General education courses necessary to prepare students for transfer to four-year institutions.
- Career and technical education programs in a wide variety of occupational areas
  - Computer technologies

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- Culinary arts
  - Engineering and science technologies
  - Public safety
  - Construction trades
  - Auto repair
  - Nursing and allied health
  - Business/accounting/management
- Business and industry training to meet the needs of current employers and economic development interests.

**University College (Unit of the Community College Co-Located with the Metropolitan University)**

1. Audiences

Responsible for serving:

- The three public undergraduate postsecondary education institutions in New Orleans.
- Students who want to enroll in these institutions.

2. Array of Services

University College serves these audiences by:

- Working with three institutions to establish a co-located admissions center and develop a single web-based portal in support of this function.
- Administering diagnostic assessments of academic skills for all students seeking admission to these institutions.
- Designing curricula and pedagogical techniques that employ state-of-the-art approaches to developmental education.
- Training faculty in the use of these techniques.
- Overseeing the implementation of all developmental education instruction as well as instruction in first year general education courses for all students who must demonstrate college readiness before they are un-provisionally accepted at any one of the three institutions.
- Providing guidance to all admitted students regarding selection of an academic program suited to their interests, preparation, and life circumstances.
- Developing education plans for students so that they have a well-designed, efficient pathway to their educational goals.
- Providing support services to help students remove non-academic barriers to college success.
- Working with regional school districts to ease college transition.

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- Alignment of expectations and curricula
  - Early placement assessment
  - Dual credit arrangements
  - Links with charter schools
  - Serving as the organizational “home” for institutes and special projects focused on increasing student success of the diverse populations in the region (including links with the K-12 system, charter schools, etc.)

## Alternative A

Create an integrated higher education system to serve the Greater New Orleans Region including three institutions with distinct but complementary missions under the leadership of a new statutory management board, Greater New Orleans Higher Education Authority. Components of this alternative would be:

1. Redesign the three existing institutions to provide for distinct missions aligned with the needs of the Region’s population and economy: an urban research university, a metropolitan university, and a comprehensive community college, and a new entity, co-located with the metropolitan university, the University College.
2. Establish a new entity, the University College, that would serve as the entry point for all students seeking postsecondary education at any three of the institutions, the center for academic support services (advising, counseling, developmental education, entry-level credit-bearing courses in Math and English, etc.), and the coordinating point for links between the higher education institutions and the region’s K-12 system. This entity would be linked to all three institutions but would be under the jurisdiction of the community college and co-located at the site of the Metropolitan University.
3. Establish the Greater New Orleans Higher Education Authority under the authority of the Board of Regents to lead the transformation of the region’s public education system with the responsibility and authority to ensure effective implementation of intended reforms and achieve optimal use of all available academic, fiscal, and physical resources
4. Merge and consolidate administrative support functions, information systems and other functions and provide for sharing of facilities and services across all public institutions to improve the cost-effective delivery of services to students and the region.

To ensure effective implementation of the integrated system, NCHEMS recommends the establishment of the Greater New Orleans Higher Education Authority and the transfer of the three existing institutions, including all assets, to the authority of this management board for a period of not less than five years. At the end of five years, the status of the governance of public higher education in New Orleans should be subject to independent, external evaluation and a judgment made regarding the long-term governance arrangements. The Authority should have powers to:

- Shape a bold vision and strategic plan for an integrated System of Higher Education for Greater New Orleans
- Place new leadership at the helm of each of the three institutions. Current Chancellors could apply but would not automatically remain.

- 
- Merge and consolidate administrative support functions, information systems and other functions and provide for sharing of facilities and services across all public institutions to improve the cost-effective delivery of services to students and the region.
  - Create a University College division of the community college to be housed on the metropolitan university campus.
  - Review programs (including use of external reviewers as appropriate) to ensure quality. Implement program changes at all three institutions consistent with revised missions, Board of Regents policies, and findings from the program review processes.
  - Monitor and report back to the Board of Regents monthly on the progress of the regional model.

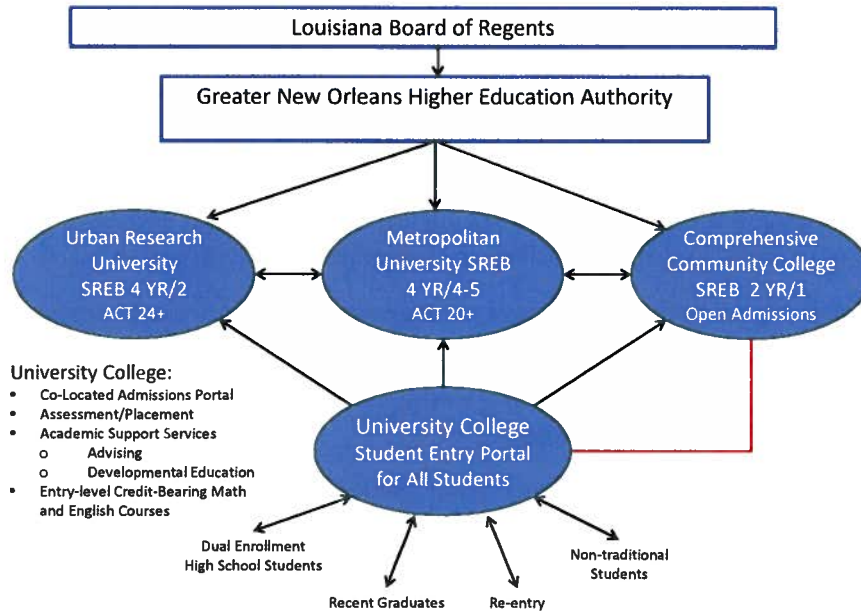
The Authority would be established according to the Louisiana Constitution: (Article 8, Section 5 D (3)(a) and (3)(b) Legislation would be required to:

1. Establish the Greater New Orleans Higher Education Authority and transfer the existing public institutions to this board.
2. Specify the powers and functions of the Authority
3. Provide that no sooner than five years after the establishment of the new management board, the status of the governance of public higher education in New Orleans should be subject to independent, external evaluation and a judgment made regarding the long-term governance arrangement, including consideration of whether the management board should be established in the Constitution.

The Authority would appoint a chief executive and employ this person to lead the shaping of the redesigned institutions and provide overall direction for the newly appointed leadership of each institution.

There would be 13 members of the authority to be nominated by the Board of Regents and appointed by the Governor, no fewer than seven (7) of whom should represent the business and civic leadership of Greater New Orleans and the diversity of the region's population.

The following figure illustrates Alternative A:





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## Alternative B

The alternative would include all four essential components as in Alternative A, but they would be organized differently. It would include a comprehensive community college and a new multi-unit University of Greater New Orleans. The University of Greater New Orleans would include an urban research university unit and a metropolitan university unit each headed by a chief academic officer under a single president located on the current site of the University of New Orleans. As under Alternative A, the University College would be co-located with the Metropolitan University unit and be under the jurisdiction of the community college. The two academic units of the University of Greater New Orleans would have distinct missions (as defined above). As units of a single multi-unit university, the urban research university unit and metropolitan university unit would be co-located on the same campus and share many of the core administrative and support services. Under this alternative:

- The University of Greater New Orleans would be established under the University of Louisiana System.
- The community college would be governed by the management board of the Louisiana Community and Technical College System.
- All assets of the existing four-year public institutions in New Orleans would be transferred to the University of Louisiana System and be encompassed within the University of Greater New Orleans.
- The Metropolitan University would be co-located on the same site as the Urban Research University. The design would merge and consolidate administrative support functions, information systems and other functions under the single University of Greater New Orleans and provide for sharing of facilities and services between the two component entities.
- Each university unit would have a separate academic and faculty governance and reward structure, and should be accredited separately by SACS as appropriate for its mission.
- The University College would be established under the jurisdiction of the community college but co-located with the Metropolitan University and serve the same functions as in Alternative A.

The Board of Regents would establish the Greater New Orleans Higher Education Coordinating Authority (under the authority of Act 447 of the 2010 Regular Session) to oversee the implementation of the changes. Act 447 grants the Board of Regents broad authority to evaluate regions and take whatever action it deems necessary to reach the enumerated goals. The pertinent part reads:

D(2)(b) Such evaluation shall also be used by the board to create efficiencies, increase student success, enhance academic quality, further the goals established by the master plan for postsecondary education, and for any other purpose that will serve to advance postsecondary education in each region and the state as a whole.

D(2)(c) With the exception of those matters enumerated in Article VIII, Section 5 of the Constitution of Louisiana that requires legislative approval, the Board of Regents shall adopt

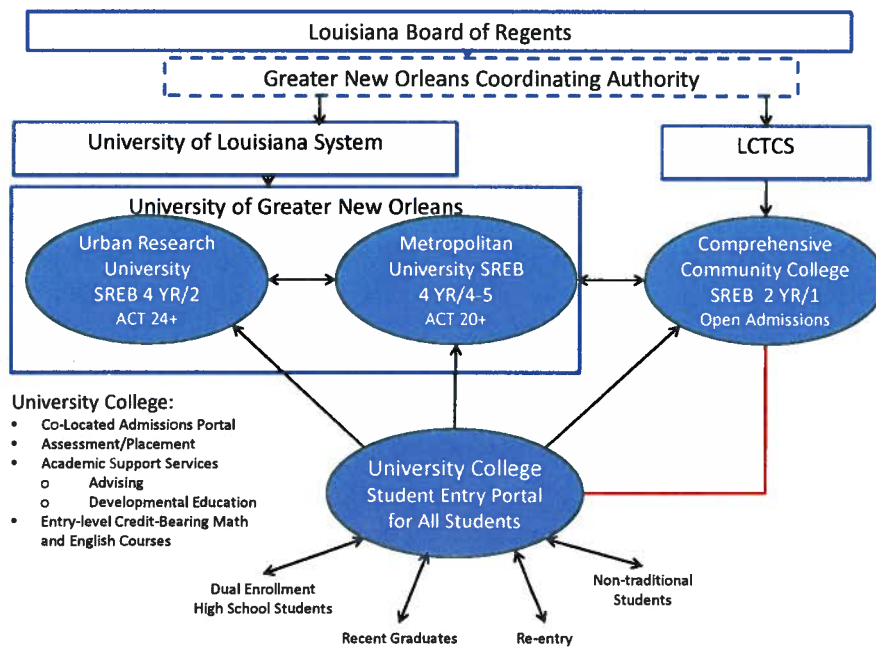
such policies and take such actions deemed appropriate and necessary to maximize the use of all resources available to support and promote postsecondary education in the state.

In addition to the powers derived from being a unit of the Board of Regents, the Coordinating Authority would have powers to:

- Shape a bold vision and strategic plan for an integrated strategy of Higher Education for Greater New Orleans
- Make recommendations to the respective management boards regarding the new leadership of the two entities: the University of Greater New Orleans and the community college.
- Manage the transfer of assets to the University of Louisiana System
- Design and oversee the implementation of the University College
- Review programs (including use of external reviewers as appropriate) to ensure quality and make recommendations on program changes at the community college and the two units of the University of Greater New Orleans consistent with revised missions, Board of Regents policies, and findings from the program review processes.
- Monitor and report back to the Board of Regents monthly on the progress of the regional model.

The members of the Coordinating Authority would be appointed by the Board of Regents and would include a majority of members from the business and civic leadership in the Greater New Orleans region and would reflect the diversity of the region’s population.

The following figure illustrates Alternative B:



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## Pros and Cons of Two Alternatives

### Alternative A

#### Pros

- Meets most of the criteria
- Establishes an entity with the authority and responsibility necessary to create a truly integrated higher education delivery system for the Greater New Orleans region and to achieve fundamental changes needed within each institution.
- Encompasses all public institutions within a single governing structure.
- Provides for the necessary differentiation among institutions in mission and related academic and governance processes while providing the opportunity for significant sharing across the institutions and economies of scale in administrative and support systems.
- Would lead to improved differentiation of capacity to serve different student populations while providing pathways for students through the system, utilizing the resources of all institutions.

#### Cons

- Creates a new management board
- Would require significant changes in administrative structures, financial management, and information systems (e.g., transfer of authority and responsibility from systems to new entity).
- Would require investment of time and resources to be effectively implemented

### Alternative B

#### Pros

- Meets most of the criteria
- Provides for the necessary differentiation among institutions in mission and related academic and governance processes while providing the opportunity for significant sharing across the institutions and economies of scale in administrative and support systems
- Creates two structures encompassing the four distinct elements essential to serve the diverse student and client needs in the region
- Aligns institutional missions with system missions (e.g., University of Louisiana System composed of regional universities and LCTCS composed of community and technical colleges)

#### Cons

- Would require extreme care in organizing and leading the University of Greater New Orleans to ensure that the Urban Research University mission (e.g., serving high ACT students, reduced faculty teaching loads to focus on research) does not drive attention away from and influence the Metropolitan University (e.g., serving a more diverse student population and central focus on undergraduate teaching and selected professional master's

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degree programs) or vice versa (e.g., giving lower priority to a high-performing urban university)

- Would require deliberate efforts by the Board of Regents and the Greater New Orleans Higher Education Coordinating Authority to ensure regional coordination of two institutions that are linked vertically to statewide management boards.
- Would require significant changes in administrative structures, financial management, and information systems (e.g., transfer of authority and responsibility from systems to new entity).
- Would require investment of time and resources to be effectively implemented

### **Other Alternatives**

NCHEMS considered and rejected three other alternatives because they fail in significant ways to meet the criteria:

#### Maintain the Status-Quo

There is no evidence that the kinds of dramatic changes required to serve the students and other priorities in the New Orleans Regions would occur if the current institutions and their related systems were simply charged to make needed changes.

#### Consolidate and Consolidate Facilities and Administrative Structures to Create a Common Platform for the Three Existing Institutions

This alternative would follow the “Auraria” model in Denver, Colorado in which three co-located institutions share facilities and support services. NCHEMS rejected this alternative because it would not include fundamental improvements in the delivery of educational services to the population of the Greater New Orleans Region. It would be similar to the unacceptable “Status Quo” alternative

#### Merge Two Four-Year Institutions without Two Clearly Mission-Differentiated Units and Maintain a Separate Community College

This alternative fails to meet most of the criteria and could do significant damage to the essential differentiation that is needed to serve the current and future needs of the New Orleans Region. The alternative would:

- Deny opportunities to thousands of youth and adults in the New Orleans region who could not meet the necessarily higher entrance requirements of a high-performing urban university
- Place a significant burden on the urban research university to serve comparatively under-prepared students and threaten the changes of the institution to achieve its long-term aspirations
- Do little to advance the collaboration between the community college and the university through a University College to serve the significant population of youth and adults who require developmental education and need clear pathways to success through and among the higher education resources in the region
- Ignore the fundamental concerns about differences in culture that are essential for successful mergers

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- Evidence from similar mergers of significantly different institutions is that it can take 10 to 15 years—and sometimes far longer—to resolve internal tensions and conflicts with the result that the ultimate costs and distractions from core missions far outweigh any intended “savings”

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**Appendix A. Senate Resolution 123 (Regular Session 2010)**

SENATE RESOLUTION NO. 123

BY SENATORS APPEL AND DUPLESSIS

A RESOLUTION

To direct the Board of Regents to study the provision of public postsecondary educational opportunities in the New Orleans region, establish the appropriate role, scope, and mission for each public community college and four-year college and university in the region, and formulate a plan that will make optimal use of all available academic, fiscal, and physical resources, recognize the unique nature of each individual postsecondary institution, and which will allow each student attending such institutions to successfully and efficiently pursue his or her chosen academic path.

WHEREAS, Hurricane Katrina impacted postsecondary education in Orleans Parish and the surrounding area as severely as the cultural and physical landscape; and

WHEREAS, the various public colleges and universities in the region, through diligent, valiant, and tireless effort, have made tremendous strides to rebuild and recover their facilities, their programs, and their enrollment; and

WHEREAS, although great progress has been made by all systems and institutions, there is much left to be done, and the state's ongoing budgetary crisis is not only impeding progress, but is seriously threatening the progress made to date; and

WHEREAS, it is becoming increasingly apparent that the current levels of enrollment and funding and the quality and capacity of existing facilities are insufficient to successfully sustain the long-term viability of these postsecondary institutions; and

WHEREAS, it is logical, reasonable, and imperative that these institutions no longer be forced to compete individually for students and resources, but rather work within a cohesive, comprehensive, regional framework that maximizes scarce resources in a manner that considers the unique nature of each institution and ensures to the benefit of each public postsecondary institution and the students and community they exist to serve.

SR NO. 123

ENROLLED

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby direct the Board of Regents to study the provision of public postsecondary educational opportunities in the New Orleans region, establish the appropriate role, scope, and mission for each public community college and four-year college and university in the region, and formulate a plan that will make optimal use of all available academic, fiscal, and physical resources, recognize the unique nature of each individual postsecondary institution, and which will allow each student attending such institutions to successfully and efficiently pursue his or her chosen academic path.

BE IT FURTHER RESOLVED that this study shall be based upon best practices for the development of a world class, integrated educational delivery system; further, the study shall be objective and shall preclude the historic missions of the various public postsecondary institutions in the region and the existing relationships between such institutions from prejudicing the conduct and conclusions of the study.

BE IT FURTHER RESOLVED that the Board of Regents submit a written report of its findings and recommendations to the Senate Committee on Education and the House Committee on Education, not later than March 1, 2011.

BE IT FURTHER RESOLVED that a copy of this Resolution be transmitted to the chairman of the Board of Regents and the commissioner of higher education.

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PRESIDENT OF THE SENATE

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## Appendix B. Project Advisors

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## Project Advisors

**Dr. Marybeth Gasman**, Professor, University of Pennsylvania and historian of higher education, has done research on historically black colleges and has been cited in various media venues including the New York Times, the Washington Post, the Wall Street Journal, the Chronicle of Higher Education, *Diverse Issues in Higher Education*, National Public Radio, *Inside Higher Education*, U.S. News and World Report, and CNN.

**Dr. Shirley Raines**, President, Memphis State University, an urban university, and former Vice Chancellor for Academic Services and Dean of the College of Education at the University of Kentucky.

**Dr. Richard Rhoda**, Executive Director of the Tennessee Higher Education Commission (THEC); former senior official at Tennessee Board of Regents and Tennessee State University; served at time of merger of UT-Nashville with Tennessee State University.

**Dr. Alvin Schexnider**, graduated from Grambling State University; President, Thomas Nelson Community College (Virginia); Former Chancellor, Winston-Salem State University, North Carolina; and faculty and administrative positions at Southern University, Syracuse University, the Federal Executive Institute, the University of North Carolina at Greensboro, Virginia Commonwealth University, and Wake Forest University.

**Dr. Blenda Wilson**, former President, California State University, Northridge, where she lead the University in the enormous task of heading California State University, Northridge's recovery from the devastating 1994 Northridge earthquake; former Chancellor, University of Michigan's Dearborn Campus; former Executive Director of the Colorado Commission on Higher Education; and former President and Chief Executive Officer of the Nellie Mae Education Foundation.

A FOCUSED LEARNING APPROACH  
to  
STRENGTHEN the ROLE  
of  
PUBLIC HIGHER EDUCATION  
in  
BUILDING A GREATER NEW ORLEANS

**THE HONORE' CENTER for UNDERGRADUATE STUDENT  
ACHIEVEMENT**

*If we are going to serve our people well and be good stewards of taxpayer dollars, we absolutely must take a targeted approach to helping the most "at risk" young people in communities all around our state. – Gov. Bobby Jindal*

A Southern University System Proposal

## Introduction

The Southern University System of Higher Learning (SUS), in consultation with Southern University of New Orleans (SUNO), other institutions of higher learning in New Orleans, the Hanover Research Council, national higher education associations and experts in the field of educating the underserved, particularly African Americans, offers the following plan to strengthen public higher education in the City of New Orleans and its role in helping to build a better city.

This plan responds to a call from the governor and the legislature to improve public higher education in New Orleans. The governor has further proposed the merger of SUNO and the University of New Orleans (UNO) as the best way to serve the students of the City. In response to such calls, the National Center for Higher Education Management Systems (NCHEMS) has been retained by the Louisiana Board of Regents to study the feasibility of such a merger. NCHEMS has established "Criteria for Establishing Organizational Alternatives for New Orleans" upon which its recommendations will be based. This plan agrees with such criteria, and meets them as follows:

1. Aligns academic programs and support services with the needs of New Orleans-

In the aftermath of Katrina, the academic programs of SUNO and UNO were significantly downsized and coordinated to avoid duplication and better align with the City's public higher education needs. The process is ongoing in accordance with Board of Regents procedures.

2. Provides services that recognize the needs of students with different backgrounds, levels of academic preparation, and interests. The structure must foster best practices in serving each different student subpopulation in order to achieve student success and degree/certificate completion -

The proposal accommodates students at all levels of academic preparation, at critical junctures of the education pipeline. Moreover, it focuses specifically on New Orleans greatest higher education challenge, the lack of baccalaureates among its African American population. It is also research based, holistic and infused with national best practices.

3. Supports and promotes good practice in promoting student learning -

The proposal is student centered and tailored to the short and long term education needs of New Orleans population. The college freshman component will be hands on, rigorous and residential. It establishes learning communities focused on "at risk" students.

4. Aligns institutional processes with successfully meeting the priority needs of clients -

The plan envisions a symbiotic relationship among a community and technical college, an undergraduate focused baccalaureate university and a research university. Each institution's promotion, tenure and reward system will support its primary mission.

5. Promotes strong relationships with key external constituents -

Higher education will serve as an institutional base for working with families, agencies that support them, the p-K education system, and businesses, to build more and better graduates. The learning process can help build better communities by connecting experiential learning opportunities to human and community needs.

6. Makes efficient use of facilities & technology -

The plan envisions a program and facility jointly managed by SUNO and Delgado on the SUNO campus. The HEOPS staff will be located in the same facility. Shared students will be housed in apartments currently available on the SUNO campus. The NOCIA staff will be located at UNO.

7. Makes efficient use of support services that are not “mission specific” -

The plan seeks to create a model of focused academic cooperation that can be expanded over time. Counseling, testing, course development, co-curricular enhancements will be best practices replicable across the state and nation. In addition, the proposed operations center offers opportunities for synergism among support facilities and services across the three campuses.

8. Provides a clear pathway of student progression to point of program completion regardless of point of entry -

The long term goal is to change the unemployment to prison pipeline. As such, the plan engages “at risk” children starting before they are born. At the college level, the plan will result in continuously increasing numbers of associate, bachelor and graduate degrees.

9. At a minimum, serves the differing needs of ... sub-populations -

Each public institution of higher learning in New Orleans will have a primary area of focus, thus covering the depth and breadth of the City’s higher education needs. SUNO and Delgado will jointly operate a facility and program that focuses specifically on New Orleans greatest educational challenge, increasing the number of African American baccalaureates.

### The Need

The condition of African Americans is the legacy of the historic and persistent marginalization of Black men. Black male unemployment hovers between 40 and 50%. More than half of Black men earn less than is necessary to lift themselves and their families out of poverty. As a result, in Louisiana, for example, although they are 32% of the population, 74% of the people in prison are Black, over 90% men. The impact of this pipeline to prison on people, families, communities and society as a whole is profound. Unemployment fosters crime, which leads to fatherless homes, underprepared toddlers, underperforming students, dropouts, and underprepared high school graduates, which leads back to under employment, unemployment and crime.

Ultimately, the lost and wasted human capital in the unemployment to prison pipeline is reflected in the high cost of health care, social services and prisons. It is also reflected in less and less prepared college graduates when compared to other industrialized nations, especially in the STEM fields, and America’s waning global competitiveness in general.

The educational challenge in New Orleans, therefore, is clear. Over 60% of the population of Louisiana’s largest city is African American, but only 12% of the 25 – 44 year olds have a bachelor degrees. Unless that single statistic dramatically improves, the New Orleans region will remain challenged, and a bystander in the global information age economy.

## The Academic Plan – The Honore’ Center for Undergraduate Student Achievement

In order to better serve the students of New Orleans, the Southern University System proposes to establish the **Honore’ Center for Undergraduate Student Achievement (HCUSA)**, in New Orleans, Louisiana. General Russel Honore’ was the Commander of Joint Task Force Katrina, responsible for coordinating military relief efforts in New Orleans. He is considered by the poor and working poor people of New Orleans to be the soldier who saved them.

SUNO and Delgado primarily serve the underserved population of the City. SUNO, as a Historically Black University, is mission driven to serve the most underserved. The average SUNO student is Pell Grant eligible, works full time and takes nine years to attain a bachelor degree. Thus, its 6 year graduation rate, when not adjusted for the effects of Katrina, is only 8%. Nevertheless, in 2010 it awarded 52% of the public bachelor degrees awarded to African Americans in New Orleans. Delgado’s enrollment is over capacity and it desires to enable more of its graduates to achieve associate degrees.

The SUNO and Delgado partnership will: 1) significantly increase the number of African American, especially male, baccalaureate degree holders in the region; 2) increase the ability of New Orleans residents to matriculate through the upper division, graduate and professional programs of UNO; 3) improve academic and operational efficiency among the three institutions; and 4) establish a replicable systemic approach to overcoming barriers to the baccalaureate experienced by underrepresented populations, especially African American men.

The HCUSA will break the cycle of unemployment and prison by attacking it at three critical junctures: before the child starts school, while the student is in the formal P-12 school system, and when the student enters college.

The college level component, designed for early impact, is the **Institute for Undergraduate Achievement (IUA)**. It is a residential, two year college program jointly operated by Southern University New Orleans and Delgado Community College. The students will be jointly admitted and housed on the SUNO campus. Approximately 200 slots will be available, apportioned based on race and gender in reverse proportion to the number of bachelor degrees awarded by public institutions in New Orleans the prior year. Admissions criteria would include income and aptitude determined by GPA, references, interviews and a commitment to a rigorous, holistic learning process. STEM best practices will be infused in cooperation with Xavier University of New Orleans. Black male education best practices will be infused in cooperation with Morehouse College. Tutors will be provided through the service programs at Tulane University of Louisiana.

The HCUSA will also comprise two additional components in order to increase the success rate of students matriculating through the public P – 20 pipe line. The **Institute for Parents and Grandparents (IPG)** will focus on underserved families, typically headed by women. The SUNO and Delgado academic units involved would include, but not be limited to, Education, Nursing, Social Work and Business. Through curricular and co-curricular programs, the IPG would work with child raisers in areas of pre-natal health, mental and physical family health, and early childhood learning starting in the womb. Families would be eligible based on income and geographical location. Each family member would be entered into a data base to track and study inputs and the effectiveness of the various inputs. Each child

would be followed throughout the learning continuum. Individual Development Accounts would also be established for the child's college tuition or other approved purpose if certain family goals are met.

HCUSA will also house the **Pipeline Partnership Institute (PPI)**. It is a P-20 literacy based professional development system. Even if children start kindergarten or first grade at the appropriate level of preparation, they remain at risk when the K-12 system is inadequate to meet their needs. The key is strong leadership and content competent and pedagogically appropriate teachers. It is also helpful if men, particularly black men, are represented on the faculty. PPI would be a dynamic partnership between SUNO and Delgado, and a public P-12 feeder network to develop outstanding principals and teachers. Practicing teachers, college faculty and upper division students would engage in praxis thought and action, in a continuous cycle of self improvement, throughout the learning pipeline. Methods used would be in-service and pre-service training, real time assessment and response, curriculum re-design, and scope and sequence planning throughout the pipeline. In addition, a research agenda would be built around lessons learned through the utilization of such a seamless approach to learning.

In addition to the short term outcomes, HCUSA will demonstrate the means to systemically impact the unemployment to prison pipeline through replicable programs based at Historically Black Universities. The HBCU platform is important for several reasons. First, despite their lack of wealth, HBCUs were founded and are mission driven to address the unemployment to prison challenge. They are unique among American Institutions in that regard. Second, they have remained true to their purpose and have performed better with the underserved African American population than their majority counterparts. Third, they embrace the challenge with a commitment beyond inducement or compulsion, simply because the children caught in the pipeline to prison are theirs. HCUSA is therefore expected to be a national model able to garner resources beyond those of the State.

### **The Operational Plan – HEOPS and NOCIA**

Operational efficiencies may be obtained by creating two legal entities jointly and majority owned and operated by Delgado, SUNO and UNO. Each institution would be equally represented. The boards of directors would be responsible for policy guidance and for hiring competent management.

The first entity could be called the Higher Education Operations Center (HEOPS). Efficiencies might be gained through combining support units, e.g., police, custodial, building management and maintenance, food services, technology and certain accounting functions, under a single management structure. The second entity could be called the New Orleans Center for Intercollegiate Athletics (NOCIA). NOCIA would manage shared recreational and athletic facilities. NOCIA would also be responsible for enhancing the shared facilities to the level necessary to host regional intercollegiate athletic events.

### **Conclusion**

New Orleans' future depends on the success of its public education system. The higher education component of that system is central to any proposed solution. Given the demographics of the city, New Orleans is fortunate to possess three critical pieces of the public higher education puzzle: a community and technical college, a four year university focused on its underserved population, and a selective urban research university. The fact that the undergraduate focused institution is a Historically Black University is value added.

In the short run SUNO is indispensable. It is mission driven to focus on the very higher education problem that New Orleans must solve. As recommended in recent Board of Regents and Post Secondary Education Review Committee studies, SUNO should be strengthened. Its campus, including the proposed shared facility, should be rebuilt. As SUNO improves, New Orleans opportunities for a brighter future will be greatly enhanced. In addition, if this plan is embraced by the City and State, New Orleans will be a national demonstration site for approaches to addressing a great challenge to the Nation's future competitiveness, the unemployment to prison pipeline for African American men.

What is required in New Orleans is a team effort, not fights over which institutions will or won't survive. The above plan is a student centered approach to higher learning, focused on the specific educational needs of the city. It draws on the strengths and aspirations of each institution, and coordinates their assets in ways that will lead to academic and operational efficiency.

Barriers to a baccalaureate do not begin with graduation from high school. They begin before the child is born, generations ago. Thomas Jefferson was quoted to say, in reference to slavery, "We have the wolf by the ears, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other." Given America, Louisiana and New Orleans' great need for human capital in an increasingly competitive global workplace, the HCUSA holistic approach is potent, not only because it is necessary, but because this is a point in our nation, state and city's history where justice and self preservation share a common goal.



## Southern University System Perspective on NCHEMS Study

We generally agree with the data and analysis. The central role of an institution such as SUNO in the future of New Orleans is clearly recognized. However it is difficult to connect either the data or analysis to the recommendations offered.

Recommendation B proposes to rename or recreate SUNO and move it to the U of L System. If, according to the consultants, neither university has shown an ability to address the educational challenges of the region, why assume that the U of L System is likely to do better in the future? Both universities have to perform better, no matter what systems they are in. However, in terms of mission, purpose and motivation, SUNO and the Southern System seems a more likely opportunity for improvement.

### Other Questions

1. Given the student population the "University College", (essentially the Southern System proposed Honore' Center) is intended to serve, wouldn't it make more sense to locate it on a currently existing 4 year campus that serves the same population?
2. At best, the proposal is complicated, expensive, will not save money and, even if fully committed to, will require much more analysis and planning to be implemented. The NCHEMS estimated it would take 8 to 10 years to implement. Wouldn't it make more sense to develop a bold plan among the existing institutions and assess it annually over time?
3. We agree with NCHEMS that neither the status quo nor a merger is acceptable. The Focused Learning Approach proposed by the Southern System envisions neither. It has all of the elements of the NCHEMS recommendations, without the need to change names or Systems.
  - SUNO is already the proposed Metropolitan College
  - The SUS proposed **Honore' Center for Undergraduate Student Achievement (HCUSA)** is essentially the NCHEMS University College, but focused on the entire learning pipeline in very specific ways. It is composed of an Institute for Parents and Grandparents (better toddlers), a Pipeline Partnership Institute (better teachers), and an Institute for Undergraduate Achievement (better college prep).
  - HCUSA is also residential, which adds learning value.
  - HCUSA is also quickly implementable and can be expanded over time. This seems like a much more prudent and less expensive approach.
4. If the data were honestly followed, it is difficult to see how a conclusion could be drawn to close SUNO, move it to the U of L System and expect it to continue to do the job that NCHEMS says is so important to the New Orleans Region. Doing so would change the mission and culture that the consultants say must be preserved. It would also critically impact the Southern System, which Louisiana needs.
5. Neither a new system nor the U of L system has experience in addressing the types of educational issues presented by New Orleans. SUS recently hired management with expertise and a track record of success in serving underserved, particularly African American populations. A more prudent, direct and cost effective approach would be to allow Southern to work with the other institutions in the region to create substantial positive changes.



**BOBBY JINDAL**  
GOVERNOR



**PAUL W. RAINWATER**  
COMMISSIONER OF ADMINISTRATION

**State of Louisiana**  
Division of Administration  
**FACILITY PLANNING AND CONTROL**

March 14, 2011

Mr. Robert Levy, Chairman  
Board of Regents  
1201 North Third Street, Suite 6-200  
Baton Rouge, LA 70802

**Re: Southern University New Orleans**

Dear Mr. Levy

This in response to your inquiry concerning the status of hurricane repair projects and the use of FEMA funds, specifically in reference to Southern University New Orleans (SUNO).

**Work Completed:**  
\$30,842,547

**Work Remaining:**  
\$92,002,275

- \$82,502,275 **Total dollars obligated for replacement buildings.** Please note however that there is still a dispute with FEMA concerning \$9,616,756 of temporary repairs to upper floors of buildings that are slated for demolition and replacement. If we are unsuccessful in this appeal, this amount will be reduced by FEMA to \$72,885,519.
- \$ 9,500,000 **Renovated Buildings**

**Replacement Buildings:**

- Central Plant
- Clark Hall
- New Science
- Old Science
- Multi-purpose

**Completed Repairs**

- Maintenance
- Cafeteria
- Gymnasium

Post Office Box 94095 • Claiborne Building • Baton Rouge, Louisiana 70804-9095  
(225) 342-0820 • Fax (225) 342-7624

An Equal Opportunity Employer

**Repairs Scheduled to be Bid Shortly**

- Administration
- Library
- University Center

**General Questions**

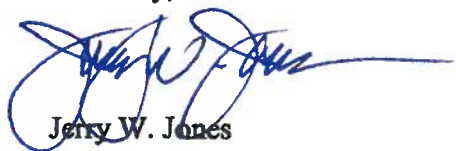
1. **What are the allowable uses of the FEMA funds?**
  - a. Repair and restoration of existing facilities back to the condition that existed pre-storm.
  - b. Where damage repairs costs are in excess of 50% of the replacement value, replacement is allowed. The intended use of the funds in this case is to replace the same function and capacity in a new building. (If you had 12 classrooms, FEMA would expect to see 12 classrooms in the new building.)
  - c. **FEMA funds cannot be used for operating costs.**
2. What if we do not wish to use the funds for the same purpose, are there allowable alternative uses of FEMA funds and if we elect to do that are there penalties for doing so?
  - a. **Alternate projects** - When the service provided by a facility is no longer needed, an applicant may apply to FEMA to use eligible funds for an Alternate Project(s). The following are some examples of alternate projects:
    - i. Repair or expansion of other public facilities
    - ii. Construction of new public facilities
    - iii. Demolition of original structure
    - iv. Purchase of capital equipment
    - v. Funding of cost effective hazard mitigation in the area affected by the disaster
    - vi. Funding of project shortfalls due to mandatory NFIP reductions on applicant buildings in floodplains
    - vii. Supplemental funds used on an improved project
      1. **Limitations on Alternate projects**
        - a. May not located in a regulatory floodway
        - b. Will have to be insured if located in the 100-year floodplain
        - c. Funding may not be used for operating costs
        - d. Use of funds for alternate project must be approved by FEMA as appropriate use of funds and comply with environmental and historic preservation laws.
        - e. Eligible funding is limited to 75% of the approved Federal share of the eligible costs

Mr. Robert Levy, Chairman  
Board of Regents  
Page -3-

- b. **Improved projects** - are those projects where an applicant uses the opportunity to make additional improvements while still restoring the facility to its pre-disaster function and capacity.
  - i. Must be approved by FEMA
  - ii. Federal funding is limited to the Federal share of the estimated costs of the original project or to the Federal share of actual costs of completing the improved project, whichever is less.
    - 1. **In this case there is no reduction in FEMA funding.**

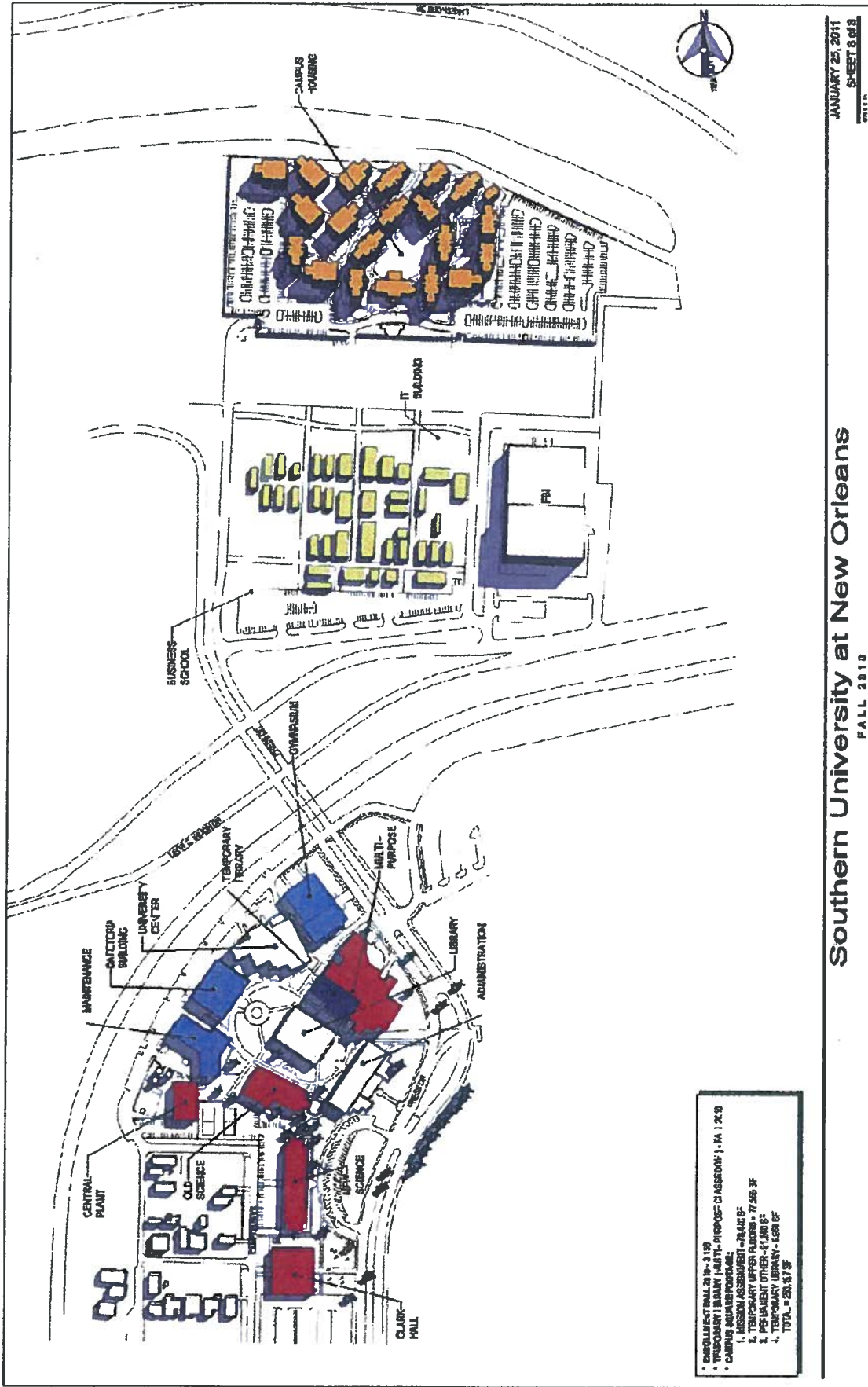
Please let me know if you need additional information or further clarifications.

Sincerely,



Jerry W. Jones  
Assistant Commissioner

JWJ:cn



• DEVELOPMENT FALL 2010 - 3.19  
 • TEMPORARY LIBRARY (MULTI-PURPOSE CLASSROOM) - 1, 2 & 3  
 • CLARK HALL RECONSTRUCTION  
 • CAMPUS STATION PROGRAMS  
 • SATCHER BUILDING RECONSTRUCTION  
 • TEMPORARY LIBRARY - 1, 2 & 3  
 • PERMANENT LIBRARY - 4, 5 & 6  
 • TEMPORARY LIBRARY - 4, 5 & 6  
 TOTAL = 20,87 SF

**Southern University at New Orleans**  
 FALL 2010

# **Appendix E: 2012 Response to Act 419**

**A Post-Secondary Education Delivery System for the New Orleans Region:  
A Management Plan for Collaboration among Delgado Community College, Southern University -- New Orleans, and the University of New Orleans**

**A Response to the Requirements of Act 419  
of the 2011 Regular Session  
of the Louisiana Legislature**

**Submitted by  
The Louisiana Board of Regents  
The Louisiana Technical and Community College Board of Supervisors  
The Southern University Board of Supervisors  
The University of Louisiana Board of Supervisors**

**January 30, 2012**

## **Acknowledgements**

It is with great appreciation that the Louisiana Board of Regents, the Louisiana Technical and Community College Board of Supervisors, the Southern University Board of Supervisors, and the University of Louisiana Board of Supervisors recognize the following individuals for their roles in the various stages of the development of this response:

- For extensive work in the preliminary reporting and research on collaborative efforts, thanks are extended to Dr. Eamon M. Kelly, Dr. William E. Bertrand, Dr. Joy L. Jones, and Dr. Annette Nassali. Special thanks are also due to Entergy Corporation for providing a grant for this study.
- Interim Chancellor Joe King (UNO), Interim Chancellor Deborah Lea (Delgado), and President Victor Ukpolo (SUNO) contributed their significant leadership skills to the compilation of this document, as did the faculty and staff who served on the respective collaborative initiative committees.
- Thanks are also extended to the staffs of the Louisiana Board of Regents, the Louisiana Technical and Community College Board of Supervisors, the Southern University Board of Supervisors, and the University of Louisiana Board of Supervisors, particularly Dr. James Purcell, Dr. Kim Hunter-Reed, Dr. Joe May, Dr. Monty Sullivan, Dr. Ron Mason, Dr. Randy Moffett, and Dr. Beatrice Baldwin.



**A Post-Secondary Education Delivery System for the New Orleans Region:  
A Management Plan for Collaboration among Delgado Community College,  
Southern University -- New Orleans, and the University of New Orleans**

**Introduction**

Senate Concurrent Resolution 123 of the Regular 2010 Legislative Session  
directed the Louisiana Board of Regents

*“... to study the provision of public postsecondary educational opportunities in the New Orleans region, establish the appropriate role, scope, and mission for each public community college and four-year college and university in the region, and formulate a plan that will make optimal use of all available academic, fiscal, and physical resources, recognize the unique nature of each individual postsecondary institution, and which will allow each student attending such institutions to successfully and efficiently pursue his or her chosen academic path.”*

The resolution also calls for the study to

*“...be based upon best practices for the development of a world class, integrated educational delivery system; further, the study shall be objective and shall preclude the historic missions of the various public postsecondary institutions in the region and the existing relationships between such institutions from prejudicing the conduct and conclusion of the study.”*

The Louisiana Board of Regents commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct the study, and the NCHEMS results were presented on March 14, 2011.

The NCHEMS study (Appendix 2) entitled “A Study of the Postsecondary Education Needs of the New Orleans Region” presented some notable key findings that reinforced the idea that educational delivery in the New Orleans area must adapt to changing conditions in order to provide for the educational needs of students.

- The region is expected to grow in population over the next twenty years with the most significant growth in St. Tammany Parish. Thus more students will seek educational opportunities of all types, and the postsecondary institutions in the region must be able to address those needs.
- The region will experience a shift in demographics with the proportion of non-white residents growing almost twice as fast as white. Increasing educational attainment for all demographic groups clearly must be a goal.
- The personal income per capita differs significantly in the New Orleans area. The three larger parishes of St. Tammany, Jefferson, and Orleans are among the most affluent, while Plaquemines and St. Bernard Parishes are significantly lower than the state average. Because income is highly correlated with ethnicity, student success for low income groups must be a focus.

- Educational attainment within the region is highly variable. In general, educational attainment for Louisiana and for the New Orleans area is substantially less than for other parts of the U.S. This is particularly true for African-Americans.
- The five parishes of the New Orleans area differ substantially in employment patterns. Employment opportunities include professional white collar occupations in education, health care, scientific fields, and management, as well as blue collar employment in construction, production, transportation, and sales. Clearly postsecondary education in the New Orleans region must be diverse in order to meet current and emerging workforce demands.
- The performance of public school students on measures of preparation for college is generally poor. In addition, college participation rates are generally low. Two-year and four-year colleges must work directly with high schools to increase preparation and college attendance.
- The current enrollment of students at the three postsecondary institutions in New Orleans – Delgado Community College, Southern University of New Orleans, and the University of New Orleans – is characterized by marked differentiation in terms of student demographics and academic preparedness. However, in general, educational success as measured by college completion, graduation rates, and fall to fall retention are uniformly low across all institutions. All of the institutions must improve student success.

This report is in response to Act 419 (Appendix 1) of the Regular 2011 Session of the Louisiana Legislature which was a legislative response in part to SCR 123 and in part to the NCHEMS study. Part III-A of Act 419 states:

*It is the intent of the legislature that a comprehensive, integrated regional delivery system be provided for the delivery of public postsecondary education services in the New Orleans region which system will:*

- 1. Provide a world-class educational environment that will meet the academic needs and interests of every student, while providing each student with the support, assistance, and guidance necessary to attain his or her educational goals and aspirations.*
- 2. Ensure that students who are academically unprepared are provided the educational resources they need to have a reasonable chance for success in their academic pursuits.*
- 3. Raise the educational attainment of the population, improve the quality of life, and contribute to the economic wellbeing of the New Orleans region.*
- 4. Make optimal use of facilities, faculties, and other academic and fiscal resources associated with the public postsecondary institutions in the region.*

## **Roles and Missions of the Postsecondary Institutions in New Orleans**

The three postsecondary institutions of the New Orleans region have very distinctive and different roles to play. These differentiated roles are evident based on each institution's scope, admission standards, and degree programs.

### **Delgado Community College**

*Delgado is categorized as an SREB Two-Year 1 institution, as a Carnegie Associate's College, and as a COC/SACS Level I institution. Delgado Community College is a comprehensive community college responsible for providing the full range of community college services in its region. As a community college, DCC uses a traditional open admission process. Delgado is responsible for meeting the needs of the residents of New Orleans and the surrounding area who are seeking career-technical training as preparation for entry into a vocation; industry or academic training to upgrade skills; a general education program in preparation for transfer to a university; or acquisition of basic academic skills required for success in pursuit of either academic or vocational programs;*

*Delgado offers basic academic / workplace readiness skills training, as well as occupational training in communications, computer / information technologies, funeral service, culinary arts, early childhood education, engineering and science technologies, criminal justice, electrical, automobile and construction trades, interior and graphic design, nursing, a wide variety of allied health fields, and business / management occupations.*

### Southern University at New Orleans

*Southern University at New Orleans (SUNO) is categorized as an SREB Four-Year 5 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level III institution. Southern University at New Orleans is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region. SUNO uses a traditional admission process based on courses completed, GPA, and standardized test scores. SUNO is primarily responsible for serving residents of the New Orleans metropolitan area who have completed high school who are seeking either a college degree or continuing professional education.*

*SUNO offers an array of liberal arts programs appropriate to a teaching institution with a predominantly undergraduate student body – arts and humanities, social sciences, natural sciences – with particular strength in social sciences areas. The University offers baccalaureate programs in education, criminal justice, social work, and business with complementary master's programs in museum studies, criminal justice, social work and management information systems.*

### The University of New Orleans

*The University of New Orleans (UNO) is categorized as an SREB Four-Year 2 institution, as a Carnegie Master's Doctoral / Research University–Intensive, and as a COC/SACS Level VI institution. The University of New Orleans (UNO) is a comprehensive university with a mission to educate undergraduate and graduate students in a variety of arts, sciences and professional programs. Admission to UNO is selective, based on courses completed and academic performance.*

*UNO has a statewide mission and is responsible for serving residents throughout the state, especially those of the greater New Orleans area who have excelled in high school and who are seeking a baccalaureate or graduate degree or continuing professional education. UNO offers a broad range of baccalaureate and master's-level core arts and sciences programs appropriate to a comprehensive teaching and research university. Particularly notable are baccalaureate and master's programs in urban planning, communications, education, engineering, business, healthcare management, and hospitality administration, as well as doctoral programs in education, engineering, conservation biology, chemistry, psychology, political science, financial economics and urban studies.*

### **What the Institutions Are Currently Doing in Regards to Collaboration**

#### **Previous and Current Ongoing Collaborative Efforts Between SUNO and UNO:**

- The universities have jointly developed a Molecular Biology Course and Laboratory (*BIOL 325* and *BIOL 325L*) for Biology majors.
- A 3+2 Partnership in Physics/Engineering allows B.S. Physics graduates from SUNO to transition into a desired engineering program at UNO. The student then earns a second baccalaureate degree, in the chosen field of engineering (civil, electrical, mechanical, etc.).
- A cross-enrollment agreement enables SUNO students to take courses at UNO to meet graduation requirements.

- UNO and SUNO have an Inter-Library Loan agreement for faculty and students.
- Memberships in the Louisiana Academic Library Information Network Consortium (LALINC) and Louisiana Online University Information System (LOUIS) grant SUNO faculty and students full access to library resources and services at UNO (and other institutions participating in the consortia).
- UNO and SUNO have an ongoing research partnership in the Board of Regents LASELECT Grant (a 3-D Web project) and the National Science Foundation (NSF) grant for undergraduate mentoring in Biological Sciences.
- SUNO uses the UNO arena for commencement exercises.

**Previous and Current Ongoing Collaborative Efforts Between SUNO and Delgado**

**Community College:**

- SUNO and Delgado have a general articulation agreement which encourages collaboration beyond degree programs. Faculty communication, student organizations, and student media are some of the cooperative areas highlighted in the agreement.
- 2+2 Articulation Agreements in Biology, Mathematics and Criminal Justice allow Associate degree holders from Delgado to transition smoothly into the junior year at SUNO in the three programs, enabling access to a baccalaureate degree. Plans are underway to include other programs such as



Child Development and Family Studies, Early Childhood Education, Management Information Systems, etc.

- SUNO-Delgado's College Connection agreement enables high school graduates who are unable to meet SUNO's admission requirements outright to enroll at Delgado to take preparatory courses needed to be admitted to SUNO's programs. The process ensures seamless transition from the two-year to the four-year institution.

*Previous and Current Ongoing Collaborative Efforts Between UNO and Delgado*

*Community College:*

- Delgado also has a College Connection agreement with UNO. As with the Delgado-SUNO partnership, students are guaranteed admission to Delgado if they do not meet UNO's admission standards.
- Delgado and UNO have a 2 + 2 articulation agreement that allows graduates of Delgado's A.A.S. in Hospitality Management to seamlessly enter the B.S. in Hotel, Restaurant, and Tourism Administration program at UNO.
- Other 2 + 2 articulation agreements between UNO and Delgado have been signed. Graduates of Delgado's A.S. in Business Administration may transfer to the B.S. in Business Administration with junior status. As part of the statewide transfer degree program, students in Delgado's A.S.T. in Teaching, Grades 1-5 may transfer to UNO's B.S. in Elementary Education with no loss of degree credit.

## **Assumptions of the Management and Implementation Plans**

Given recent projections of the state budget shortfall for the next fiscal year, this plan was constructed with the assumption that there will be no additional state resources given for the execution of the New Orleans collaboration plan. The history of postsecondary collaboration efforts in the state of Louisiana have relied in the past on low-cost or no-cost initiatives. While the infusion of additional funds for more cost-prohibitive initiatives (such as the establishment of an integrated software system for recruitment and admissions) might be desirable, it is unlikely that such infusion will take place over the next few years.

In addition, this plan was constructed with the assumption that there will be no changes to current Board of Regents policies, e.g., admissions, funding formula, etc., in regard to implementation of the collaboration required by Act 419.

## **Recommendations for Planning and Implementation**

The recommendations for planning and implementation of the collaborative entail two levels of planning:

1. A high level management plan at the System and Board level. This plan includes broad goals and objectives designed to meet the intents of the legislation.

2. A detailed implementation plan completed collaboratively by the campuses and outlining complete specifications for executing all phases of the collaboration.

The management plan, listed below, and, as required by Act 419, outlines timelines, requirements and procedures for achieving the goals and objectives. The management plan was authored by representatives of the Southern University System, the University of Louisiana System, and the Louisiana Technical and Community College System with input from the staff of the Board of Regents.

### **The Management Plan**

Outlined below are the broad goals and objectives for collaboration that constitute the framework of the management plan. The goals and objectives were developed collaboratively by the staff of the three management boards. The goals and objectives are based partially on other postsecondary collaborative efforts that have taken place previously and have been successful in terms of increasing student access and success.

Each goal and objective meets one or more of the four intents expressed in Act 419:

1. *Provide a world-class educational environment that will meet the academic needs and interests of every student, while providing each student with the support, assistance, and guidance necessary to attain his or her educational goals and aspirations.*

2. *Ensure that students who are academically unprepared are provided the educational resources they need to have a reasonable chance for success in their academic pursuits.*
3. *Raise the educational attainment of the population, improve the quality of life, and contribute to the economic wellbeing of the New Orleans region.*
4. *Make optimal use of facilities, faculties, and other academic and fiscal resources associated with the public postsecondary institutions in the region.*

For example, Goal I, Objective C states that the collaborative will develop a virtual “one stop shop” for coordinated recruitment and admissions through the use of technology. One possible target of this objective might be “By Fall 2013, a collaborative web portal will have processed information requests from at least 500 prospective students.” Such a target could address all four intents of the legislation as:

- It would be supporting students in attempting to meet their educational goals;
- It could be providing information on selective admissions and how to choose the institution, programs, and options best suited for students who are less prepared;
- It would potentially lead to increased recruitment, admissions, and attainment levels; and
- It would optimize the use of technological resources for recruitment and admissions.

## **The Management Plan's Goals and Objectives**

**Goal I. Implement coordinated recruitment and admissions processes.**

- **Objective A. Develop coordinated recruitment processes.**
- **Objective B. Develop coordinated admissions referral processes.**
- **Objective C. Using technology, develop a virtual “one stop shop” for coordinated recruitment and admissions.**
- **Objective D. As resources are available, develop a comprehensive center for integrated assessment, career exploration, advising and placement (as per NCHEMS) for intake of students.**
- **Objective E. Collaborate on the creation and development of effective strategies for identifying and recruiting adult learners who have some postsecondary education.**

**Goal II. Develop integrated curricula for similar courses and programs through 2+2 agreements, joint program agreements, and other accords.**

**Objective A. Develop a plan to coordinate course delivery of common general education courses.**

**Objective B. Based on needs in the Greater New Orleans area, develop, as appropriate, 2+2 articulation agreements and joint programs.**

**Objective C. Continue to collaborate on issues involving the statewide transfer degree programs.**

**Goal III. Collaborate, where possible, in the creation of new academic programs, faculty development programs, and student life programs.**

- **Objective A. Based on needs in the Greater New Orleans area, develop, as appropriate, new joint degree programs.**
- **Objective B. Based on student needs, establish, as appropriate, faculty development programs that will enhance institutional cross-collaboration.**
- **Objective C. Based on student needs, develop, as appropriate, student life programs that will enhance institutional cross-collaboration.**

**Goal IV. Provide for the cross-enrollment and concurrent enrollment of students that includes access to related services such as advising, library, parking, etc.**

- **Objective A. Develop cross-enrollment agreements that include access to related services.**
- **Objective B. Develop concurrent enrollment agreements that include access to related services.**

**Goal V. In order to more adequately prepare students in the New Orleans area for the rigors of postsecondary education, develop mechanisms that reduce developmental education.**

- **Objective A. Report on the “transfer” of developmental education from the four-year institutions to the two-year institutions.**

- Objective B. Develop an inter-institutional agreement for the reduction of developmental needs through mechanisms such as high school cooperatives, Early Start, summer bridge programs, etc.

### **The Implementation Plan**

The detailed implementation plan must include an action plan for each management plan objective listed above. Required elements of the action plan for each objective are 1) a measurable target expressed in terms of student outcomes; 2) a specific listing of required action steps to implement the target; 3) any deliverables that would result from the action steps; 4) a detailed timeline for actions; and 5) a detailed accounting of responsibilities for ensuring that the action steps have occurred.

Thus a format for the action plan would be:

Example:

Goal I: Collaboration, where possible, of new academic programs, faculty development programs, and student life programs.

- Objective A: Based on needs in the Greater New Orleans area, develop, as appropriate, new joint degree programs.
  - Target 1: By Fall 2013, a newly developed joint UNO/SUNO Master's program in Educational Technology will have at least 10 students enrolled.

Action Steps	Deliverables	Timeline (Intermediate and Final Deadlines)	Personnel Responsible By Name and Campus

Each objective may have multiple targets. It is understood that not all targets will involve collaboration by all three institutions. Indeed, certain types of collaboration (e.g., development of baccalaureate and graduate programs) may only be possible between two institutions.

The marketing of certain initiatives (such as creation of a new joint program) will be an action step for each target. How progress towards the target will be measured as well as evaluation of outcomes relative to the four intents expressed in Act 419 will also be an action step.

The implementation plan is due to the three management boards no later than May 1 for approval at their respective meetings. Approved plans will then be forwarded to the Louisiana Board of Regents.

An implementation structure must be put into place that allows for sufficient oversight of progress and that also helps to eliminate barriers to collaboration. An Oversight Committee should be established to oversee the collaboration



implementation. The Oversight Committee will include the three chancellors/presidents of the collaborating institutions; the chief academic officers of the collaborating institutions; and a management system representative from each of the three systems.

Working groups for each of the plan's objectives will be established. Working groups should include faculty and staff as appropriate, but may also include external constituents as needed, particularly as pertains to establishing the needs of the Greater New Orleans area. Each of the collaborating institutions will have representatives on each working group, and representation on the working groups should be approved by the Oversight Committee. The working groups are encouraged to review the reports of the DCC-SUNO-UNO Collaborative Initiative Committees (Appendices 3 through 9) for implementation ideas. These groups met in Spring, Summer, and Fall semesters of 2011 to begin discussions of possible collaboration activities.

### **Reporting of Results**

The chancellors/presidents of the collaborating institutions will periodically report on progress to their respective management boards. Joint progress reports by the Oversight Committee to the three management boards will take place at the conclusion of the Fall 2012 semester (December), Spring 2013 semester (May), Fall 2013 semester (December), and Spring 2014 semester (May). Progress reports will also be transmitted to the Board of Regents

## **LIST OF APPENDICES**

- Appendix 1: LA Act 419**
- Appendix 2: NCHEMS Report, March 2011**
- Appendix 3: DCC – SUNO – UNO Collaborative Initiative Academic Committee:  
Meeting Minutes, July 28, 2011**
- Appendix 4: DCC – SUNO – UNO Collaborative Initiative Academic Committee:  
Meeting Minutes, August 11, 2011**
- Appendix 5: DCC – SUNO – UNO Collaborative Initiative: Marketing  
Committee Meeting, July 20, 2011**
- Appendix 6: DCC – SUNO – UNO Collaborative Initiative: Recommendations of  
the Academic Committee**
- Appendix 7: DCC – SUNO – UNO Collaborative Initiative: Recommendations of  
the Libraries Committee**
- Appendix 8: DCC – SUNO – UNO Collaborative Initiative: Recommendations of  
the Admissions Committee**
- Appendix 9: DCC – SUNO – UNO Collaborative Initiative: Recommendations of  
the Institutional Research Committee**

SENATE BILL NO. 266 (Substitute of Senate Bill No. 183 by Senator Appel)

BY SENATORS APPEL AND MURRAY AND REPRESENTATIVES ARNOLD, BOBBY BADON, BILLIOT, BROSSETT, HENRY BURNS, TIM BURNS, CARTER, HARDY, HINES, HOWARD, LIGI, LORUSSO, POPE, RICHARDSON, SEABAUGH, SMILEY, JANE SMITH, TEMPLET, TUCKER AND WILLMOTT

1 AN ACT

2 To amend and reenact R.S. 17:3217, to enact R.S. 17:3230 and Part III-A of Chapter 26 of  
3 Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3241,  
4 and to repeal R.S. 17:3215(2), relative to postsecondary education; to provide for the  
5 transfer of the University of New Orleans to the University of Louisiana System; to  
6 provide relative to the transfer of the facilities, resources, funds, obligations, and  
7 functions of the institution and related foundations; to provide for the transition  
8 responsibilities of the impacted institution and management boards and the division  
9 of administration; to provide for cooperative agreements; to provide relative to  
10 accreditation issues; to provide relative to funding; to provide relative to employees;  
11 to provide for effectiveness; and to provide for related matters.

12 Be it enacted by the Legislature of Louisiana:

13 Section 1. R.S. 17:3217 is hereby amended and reenacted and R.S. 17:3230 and Part  
14 III-A of Chapter 26 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised  
15 of R.S. 17:3241, are hereby enacted to read as follows:

16 §3217. University of Louisiana ~~system~~ **System**

17 The University of Louisiana ~~system~~ **System** is composed of the institutions  
18 under the supervision and management of the ~~Board of Trustees for State Colleges~~  
19 ~~and Universities~~ **Board of Supervisors for the University of Louisiana System** as  
20 follows:

- 1 (1) Grambling State University at Grambling.
- 2 (2) Louisiana Tech University at Ruston.
- 3 (3) McNeese State University at Lake Charles.
- 4 (4) Nicholls State University at Thibodaux.
- 5 ~~(5) Northeast Louisiana University of Louisiana at Monroe:~~
- 6 ~~(6)(5) Northwestern State University of Louisiana at Natchitoches.~~
- 7 ~~(7)(6) Southeastern Louisiana University at Hammond.~~
- 8 ~~(8) University of Southwestern Louisiana at Lafayette:~~
- 9 **(7) The University of Louisiana at Lafayette.**
- 10 **(8) The University of Louisiana at Monroe.**
- 11 **(9) The University of New Orleans.**
- 12 **(10) Any other college, university, school, institution or program now or**
- 13 **hereafter under the supervision and management of the Board of Trustees for State**
- 14 **Colleges and Universities Board of Supervisors for the University of Louisiana**
- 15 **System.**

\* \* \*

17 **§3230. The University of New Orleans; transfer to the University of Louisiana**  
 18 **System**

19 **A. (1) Not later than August 1, 2011, the chancellor of the University of**  
 20 **New Orleans shall submit a letter to the president of the Southern Association**  
 21 **for Colleges and Schools, Commission on Colleges, stating his intent for a**  
 22 **change in governance for the institution from the Board of Supervisors of**  
 23 **Louisiana State University and Agricultural and Mechanical College to the**  
 24 **Board of Supervisors for the University of Louisiana System.**

25 **(2) The chancellor, faculty, and administration of the University of New**  
 26 **Orleans shall take every action necessary to efficiently and expeditiously comply**  
 27 **with all established timeliness, requirements, and procedures to ensure that the**  
 28 **requested change of governance may be effected immediately upon receipt of**  
 29 **commission approval.**

30 **B.(1) Pursuant to the authority granted to the legislature by Article**

1 VIII. Section 5(D)(3) of the Constitution of Louisiana to transfer an institution  
2 from one board to another by law enacted by two-thirds of the elected members  
3 of each house, the University of New Orleans, and the assets, funds, obligations,  
4 liabilities, programs, and functions related thereto, are hereby transferred to  
5 the University of Louisiana System, and shall be under the management and  
6 supervision of the Board of Supervisors for the University of Louisiana System.

7 (2) The provisions of this Subsection shall become effective immediately  
8 upon receipt of approval from the Southern Association for Colleges and  
9 Schools, Commission on Colleges, for the requested change in governance.

10 C. The Board of Supervisors for the University of Louisiana System  
11 shall develop policies and procedures to resolve issues related to the status and  
12 tenure of employees of the University of New Orleans which may arise from the  
13 transfer of the institution to the University of Louisiana System.

14 D. The Board of Supervisors of Louisiana State University and  
15 Agricultural and Mechanical College shall:

16 (1) Continue to exercise its authority to supervise and manage the  
17 University of New Orleans until such time as the Southern Association for  
18 Colleges and Schools, Commission on Colleges, grants approval for the  
19 requested change in governance and transfer of the University of New Orleans  
20 to the University of Louisiana System.

21 (2)(a) Work cooperatively and collaboratively with the Board of  
22 Supervisors for the University of Louisiana System to ensure that the requested  
23 transfer may be effected immediately upon receipt of commission approval for  
24 the change in governance.

25 (b) Prior to receipt of such approval, enter into agreements to transfer  
26 as many administrative and supervisory functions as possible with respect to the  
27 University of New Orleans to the University of Louisiana System, without  
28 adversely impacting the accreditation status of the institution.

29 (3) Upon receipt of such approval, immediately transfer all assets, funds,  
30 facilities, property, obligations, liabilities, programs, and functions relative to

1 the University of New Orleans to the University of Louisiana System.

2 E. The Board of Supervisors of Louisiana State University and  
3 Agricultural and Mechanical College shall not:

4 (1) Interfere with, or impede in any way, the processes to transfer the  
5 University of New Orleans to the University of Louisiana System.

6 (2) Sell, transfer, or otherwise remove any asset or thing of value,  
7 movable or immovable, tangible or intangible, attributable to or owned by the  
8 University of New Orleans, or owned, leased by, or operated by any foundation  
9 related to such institution. In addition, access to any asset leased to any  
10 foundation related to the University of New Orleans shall not be restricted or  
11 denied.

12 (3) Incur, transfer or assign any debt or other responsibility or  
13 obligation to the University of New Orleans that is not properly attributable to  
14 the institution.

15 (4)(a) Disproportionately reduce or reallocate the level of funding that  
16 would otherwise be allocated to the University of New Orleans pursuant to the  
17 postsecondary education funding formula.

18 (b) Until such time as the University of New Orleans is transferred to the  
19 University of Louisiana System, impose any budget reductions or changes in  
20 funding allocations upon the institution without prior review and approval from  
21 the Joint Legislative Committee on the Budget.

22 (5) Take any personnel action with regard to any instructional or  
23 administrative employee of the University of New Orleans without the prior  
24 approval of the Board of Supervisors for the University of Louisiana System.

25 F. The commissioner of administration shall ensure that sufficient funds  
26 and resources are available to fully effect the transfer of the University of New  
27 Orleans to the University of Louisiana System. Such funding and resources  
28 shall not impact the Board of Regents' formula for the equitable distribution of  
29 funds to institutions of postsecondary education.

30 G.(1) The University of New Orleans, pursuant to their agreement with

1 the University of New Orleans Foundation, shall reimburse the state for the  
 2 purchase of available insurance for indemnification and costs which may arise  
 3 from the transfer; provided however, that the state of Louisiana shall indemnify  
 4 and hold harmless the Board of Supervisors of Louisiana State University and  
 5 Agricultural and Mechanical College and the Board of Supervisors for the  
 6 University of Louisiana System for any liability and costs which may result  
 7 from the transfer of existing contracts, financing, or immovable property.

8 (2) Effective beginning with the 2011-2012 Fiscal Year, any and all funds  
 9 previously paid by the University of New Orleans to the Board of Supervisors  
 10 of Louisiana State University and Agricultural and Mechanical College shall be  
 11 paid instead to the Board of Supervisors for the University of Louisiana System;  
 12 however, the total amount of such payments shall not be less than that paid  
 13 during the 2010-2011 Fiscal Year.

14 H. The legislature shall appropriate sufficient funds to the Board of  
 15 Supervisors of Louisiana State University and Agricultural and Mechanical  
 16 College and the Board of Supervisors for the University of Louisiana System to  
 17 fully effect the transfer of the University of New Orleans to the University of  
 18 Louisiana System.

19 \* \* \*

20 PART III-A. POSTSECONDARY EDUCATION DELIVERY SYSTEM FOR  
 21 THE NEW ORLEANS REGION

22 §3241. Legislative intent: goals

23 A. It is the intent of the legislature that a comprehensive, integrated  
 24 regional delivery system be provided for the delivery of public postsecondary  
 25 education services in the New Orleans region which system will:

26 (1) Provide a world class educational environment that will meet the  
 27 academic needs and interests of every student, while providing each student  
 28 with the support, assistance, and guidance necessary to attain his or her  
 29 educational goals and aspirations.

30 (2) Ensure that students who are academically unprepared are provided

1 the educational resources they need to have a reasonable chance for success in  
2 their academic pursuits.

3 (3) Raise the educational attainment of the population, improve the  
4 quality of life, and contribute to the economic well being of the New Orleans  
5 region.

6 (4) Make optimal use of facilities, faculties, and other academic and  
7 fiscal resources associated with the public postsecondary institutions in the  
8 region.

9 B. The legislature finds that these goals will best be accomplished  
10 through the following actions:

11 (1) The Board of Regents shall adopt by not later than February 1, 2012,  
12 a written plan of action including timelines, deadlines, requirements, and  
13 procedures for achieving the goals specified in Subsection A of this Section as  
14 such goals relate to the powers, duties, functions, and responsibilities of the  
15 board provided by Article VIII, Section 5, of the Constitution of Louisiana and  
16 other applicable law. The board shall submit copies of the adopted action plan  
17 to the House Committee on Education and the Senate Committee on Education.

18 (2) The Board of Supervisors of Southern University and Agricultural  
19 and Mechanical College, the Board of Supervisors for the University of  
20 Louisiana System, and the Board of Supervisors of Community and Technical  
21 Colleges each shall adopt by not later than February 1, 2012, a written plan of  
22 action including timelines, deadlines, requirements, and procedures for  
23 achieving the goals specified in Subsection A of this Section as they relate to the  
24 powers, duties, functions, and responsibilities of the boards provided by Article  
25 VIII, Section 5(E), of the Constitution of Louisiana and other applicable law.  
26 Each board also shall submit copies of its adopted action plan to the House  
27 Committee on Education and the Senate Committee on Education.

28 Section 2. R.S. 17:3215(2) is hereby repealed.

29 Section 3.(A) This Act is not intended to nor shall it be construed to impair the  
30 contractual or other obligations of any agency, office, board, commission, department, or



1 political subdivision, or of the state as a result of the transfers of obligations in accordance  
2 with this Act. Upon the effective date of the transfer of the University of New Orleans, all  
3 such obligations of the Board of Supervisors of Louisiana State University and Agricultural  
4 and Mechanical College related to the University of New Orleans shall be deemed to be  
5 obligations of the Board of Supervisors for the University of Louisiana System to the same  
6 extent as if originally incurred by it.

7 (B) All funds and revenues previously dedicated by authority of the constitution and  
8 laws of this state to the payment of any bonds related to the University of New Orleans shall  
9 continue to be collected and dedicated to such payments unless and until other provision is  
10 made for such payments in accordance with law. Upon the effective date of the transfer of  
11 the University of New Orleans, all acts relating to such bonds by the Board of Supervisors  
12 of Louisiana State University and Agricultural and Mechanical College shall be deemed to  
13 be the acts of the Board of Supervisors for the University of Louisiana System in the same  
14 manner and to the same extent as if originally so done.

15 (C) No provision of this Act shall preclude a Memorandum of Understanding (MOU)  
16 under which a bonded indebtedness obligation of the Board of Supervisors of Louisiana  
17 State University and Agricultural and Mechanical College existing on the effective date of  
18 this Act would remain in force after an agreement that the Board of Supervisors for the  
19 University of Louisiana System would be responsible for all payments, costs, and other  
20 covenants contained in said bonded indebtedness. If the maintenance of bonded indebtedness  
21 by the Board of Supervisors of Louisiana State University and Agricultural and Mechanical  
22 College for properties or assets to be transferred to the Board of Supervisors for the  
23 University of Louisiana System is advantageous to the state of Louisiana, then the Board of  
24 Supervisors of Louisiana State University and Agricultural and Mechanical College shall  
25 make every effort to maintain such bonded indebtedness under a Memorandum of  
26 Understanding as described herein.

27 (D) The provisions of this Section shall have the full force and effect of law.

28 Section 4. This Act shall become effective upon signature by the governor or, if not  
29 signed by the governor, upon expiration of the time for bills to become law without signature  
30 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If

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ENROLLED

1 vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

\_\_\_\_\_  
PRESIDENT OF THE SENATE

\_\_\_\_\_  
SPEAKER OF THE HOUSE OF REPRESENTATIVES

APPROVED: \_\_\_\_\_  
GOVERNOR OF THE STATE OF LOUISIANA