

# XAVIER UNIVERSITY OF LOUISIANA





# XAVIER UNIVERSITY OF LOUISIANA



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# 6

# APPENDIX

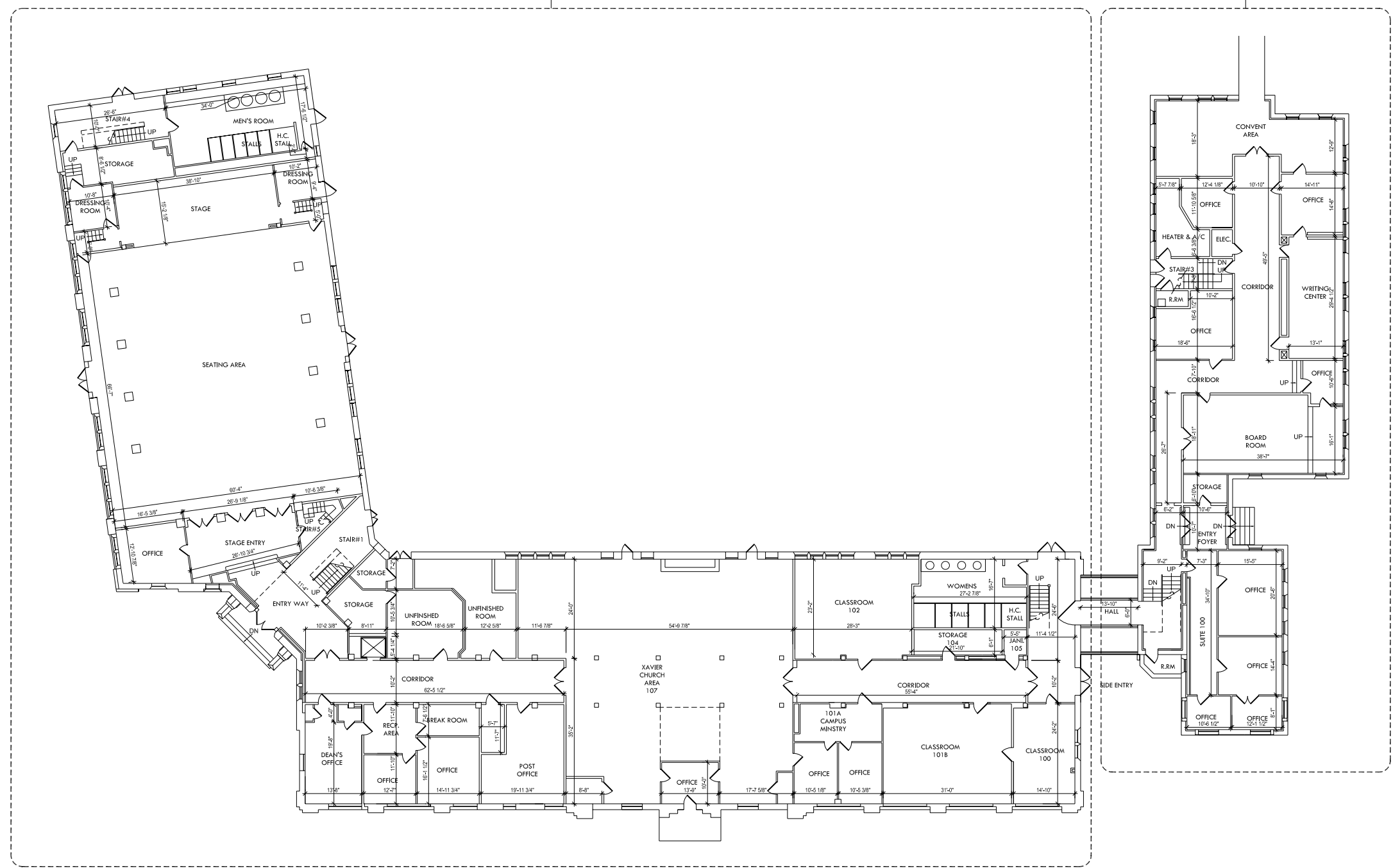
# 6.1

## campus building floor plans

A  
B  
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D

BUILDING NO. 1

BUILDING NO. 2



MANNING ARCHITECTS  
ARCHITECTURE | INTERIORS | PLANNING  
Eskew+Dumez+Ripple  
ARCHITECTURE  
ENVIRONMENTS  
URBAN DESIGN

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MASTER PLAN  
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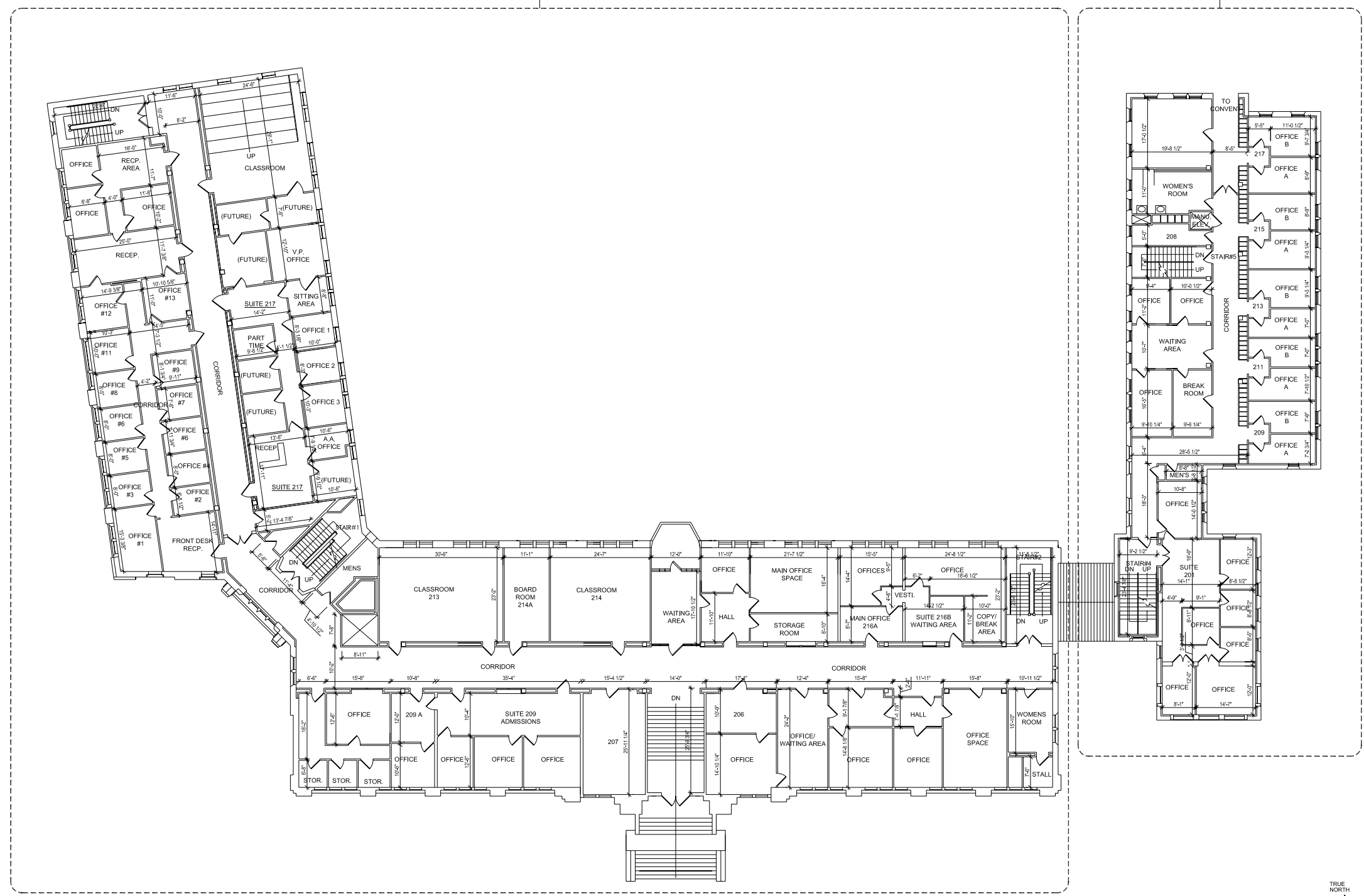
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FIRST FLOOR

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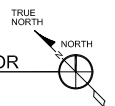
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BUILDING NO. 1

BUILDING NO. 2



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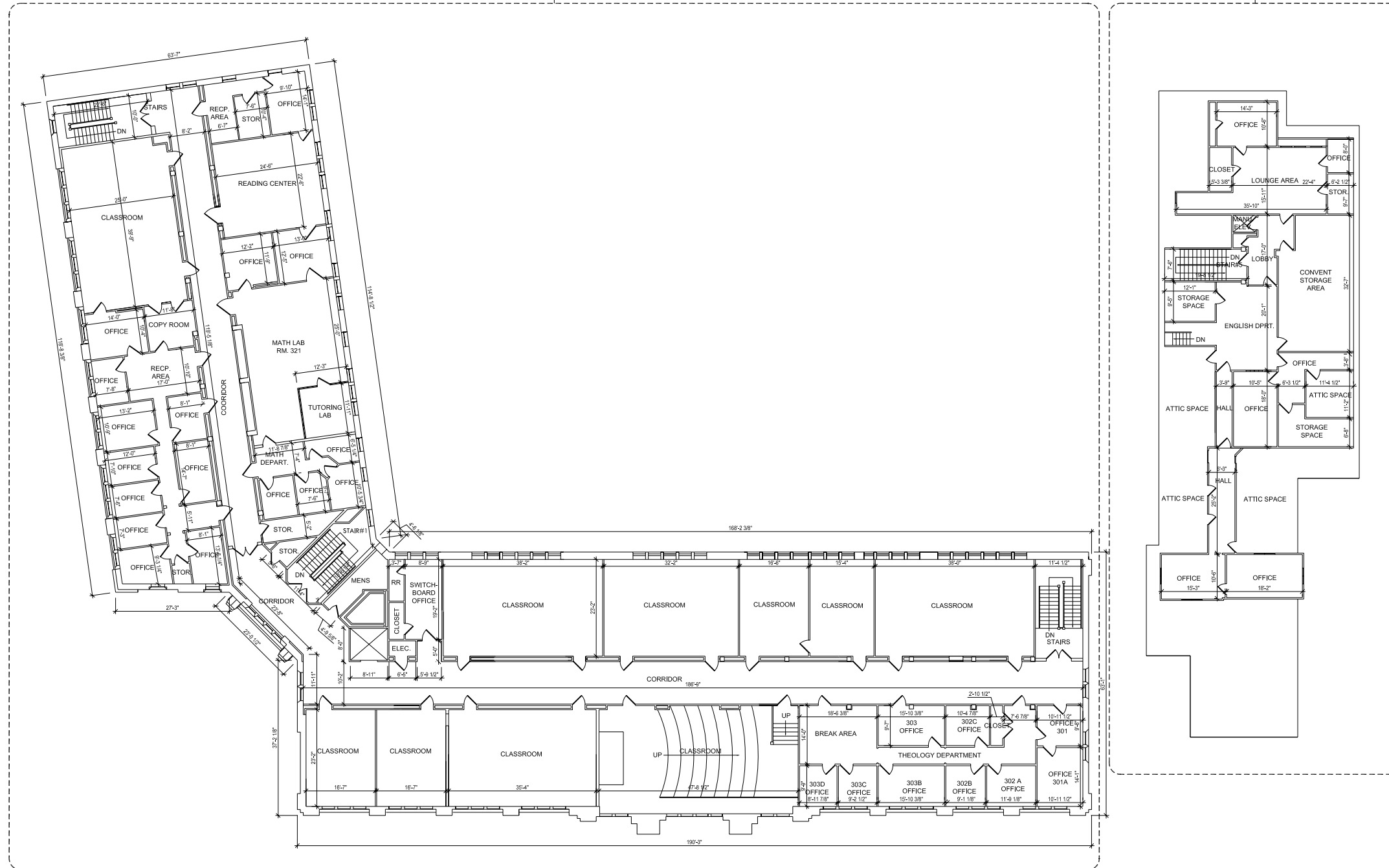
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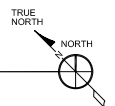


BUILDING NO. 1

BUILDING NO. 2



BLDG. NO. 1 - ADMINISTRATION BUILDING, ET. AL. - THIRD FLOOR



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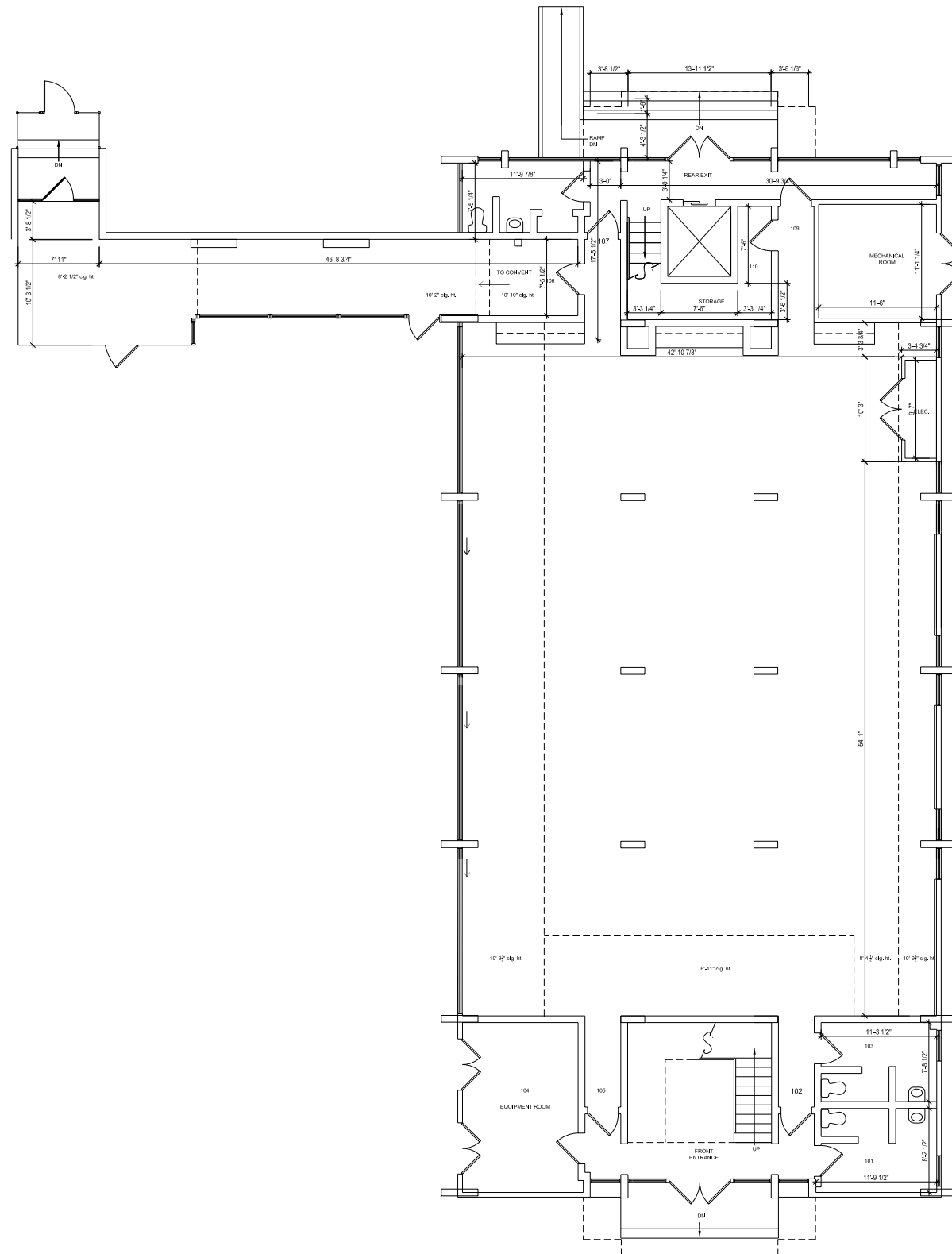
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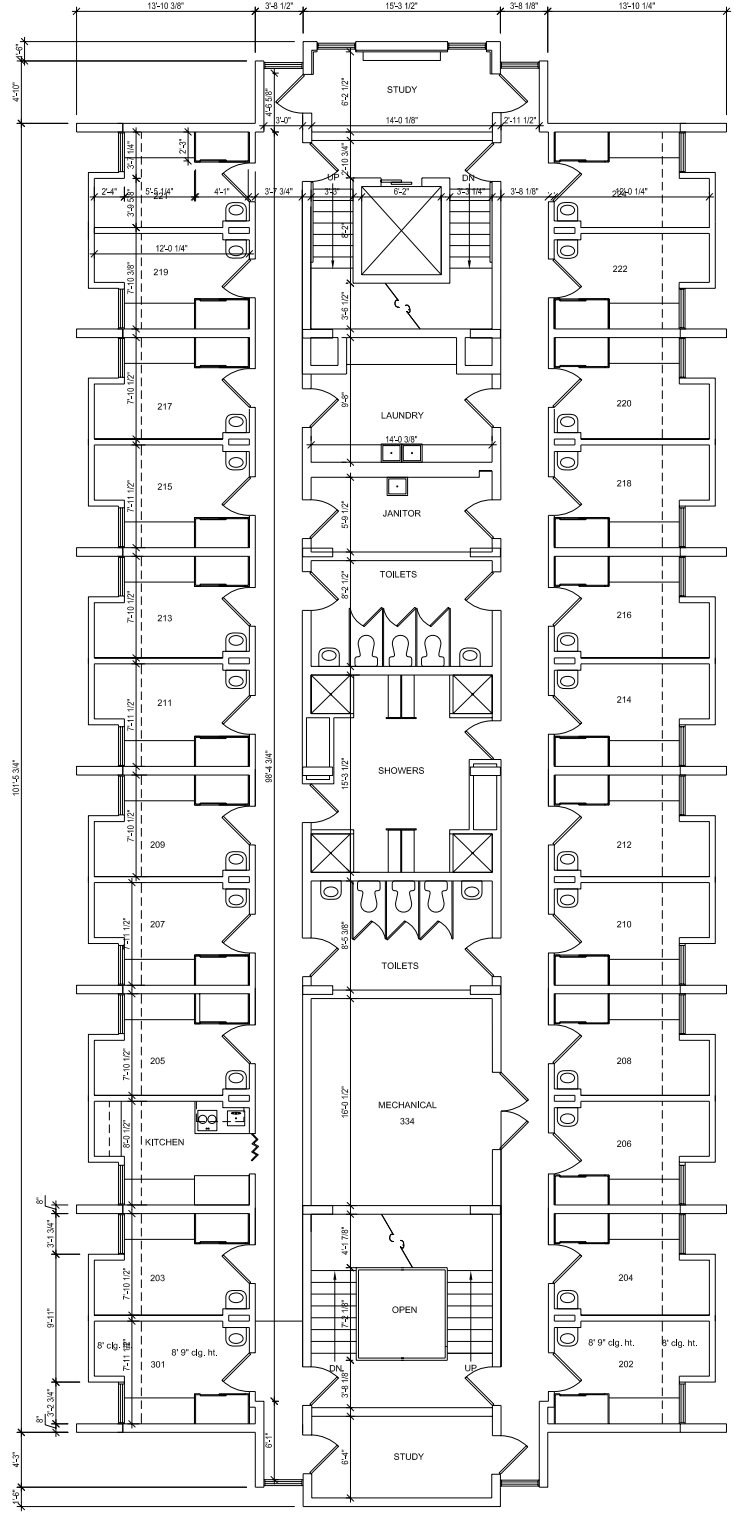
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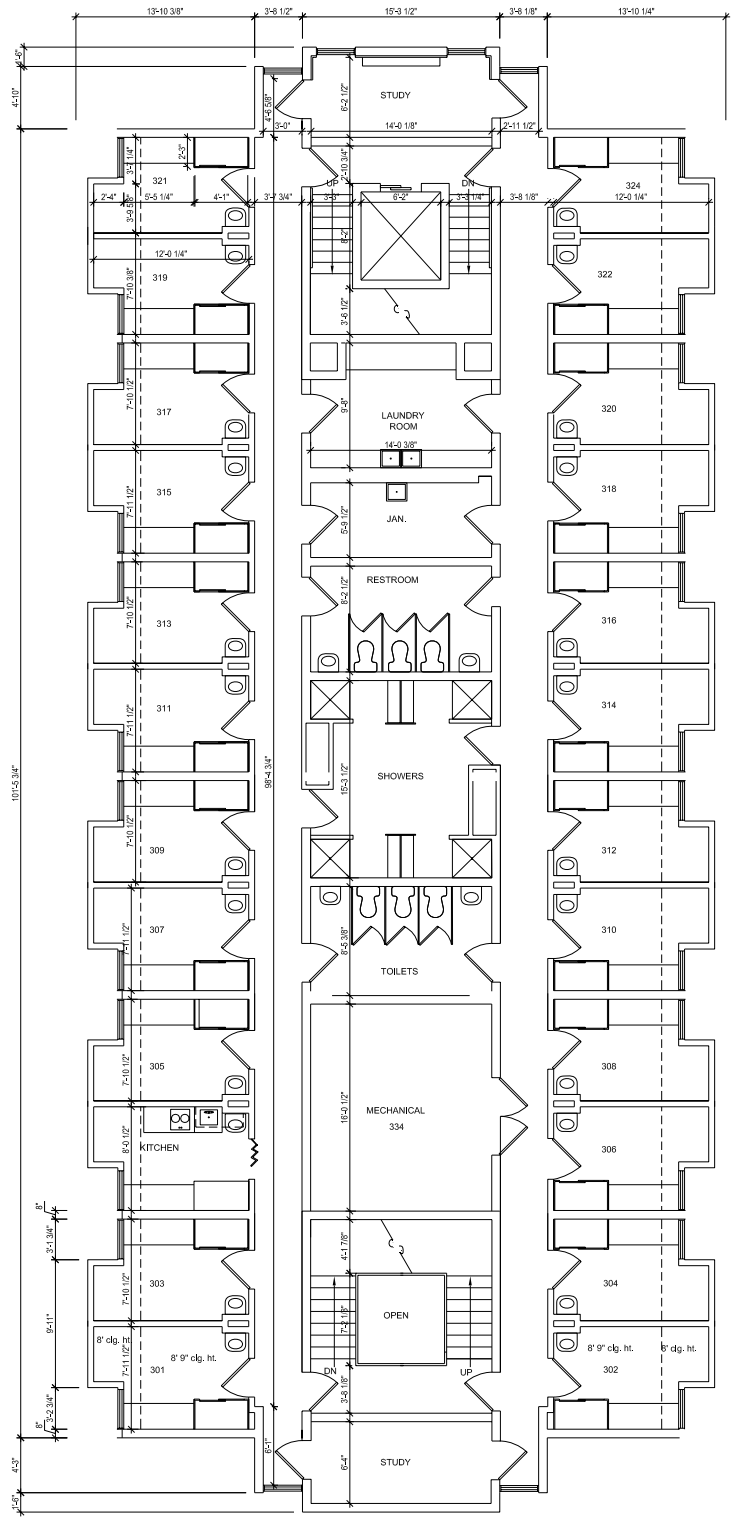
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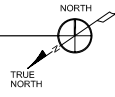
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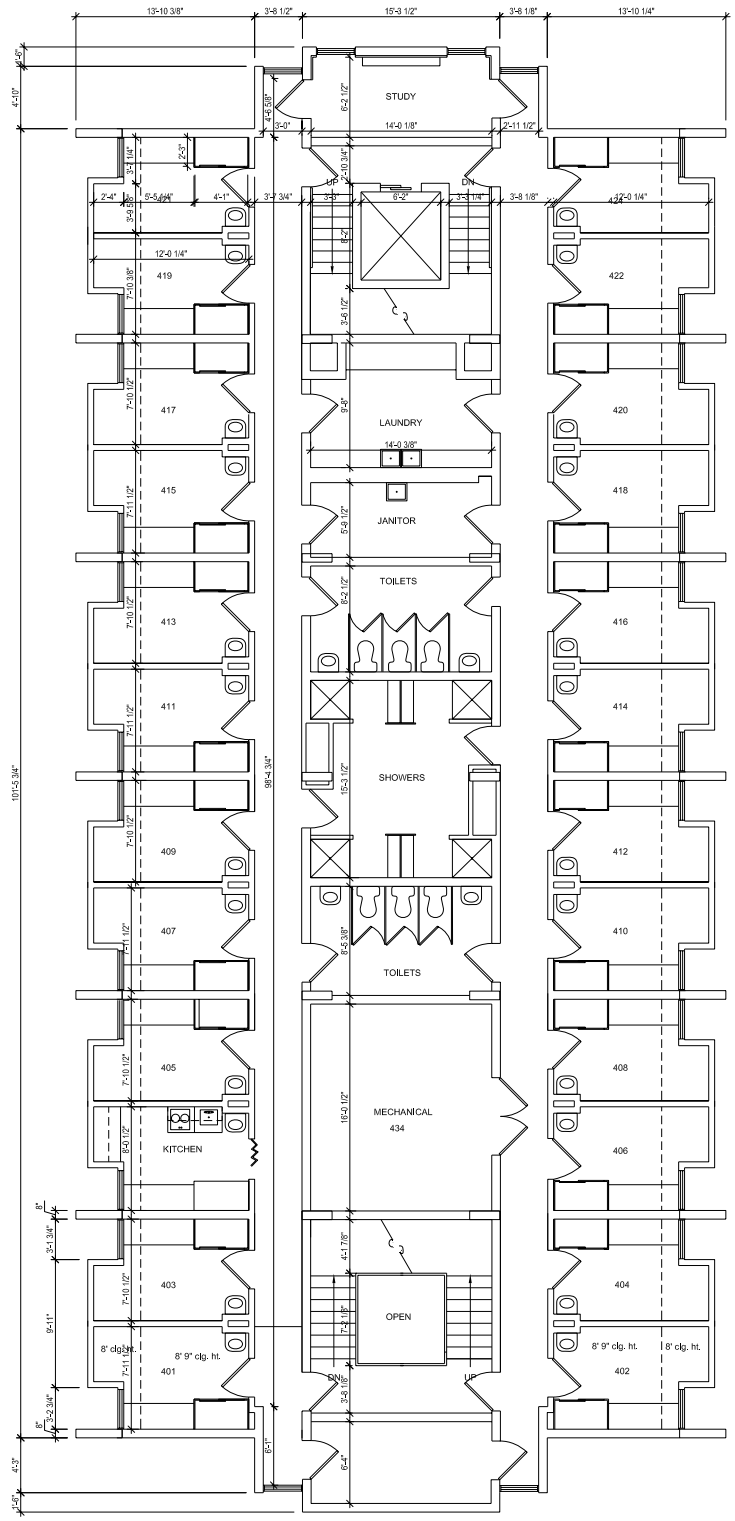
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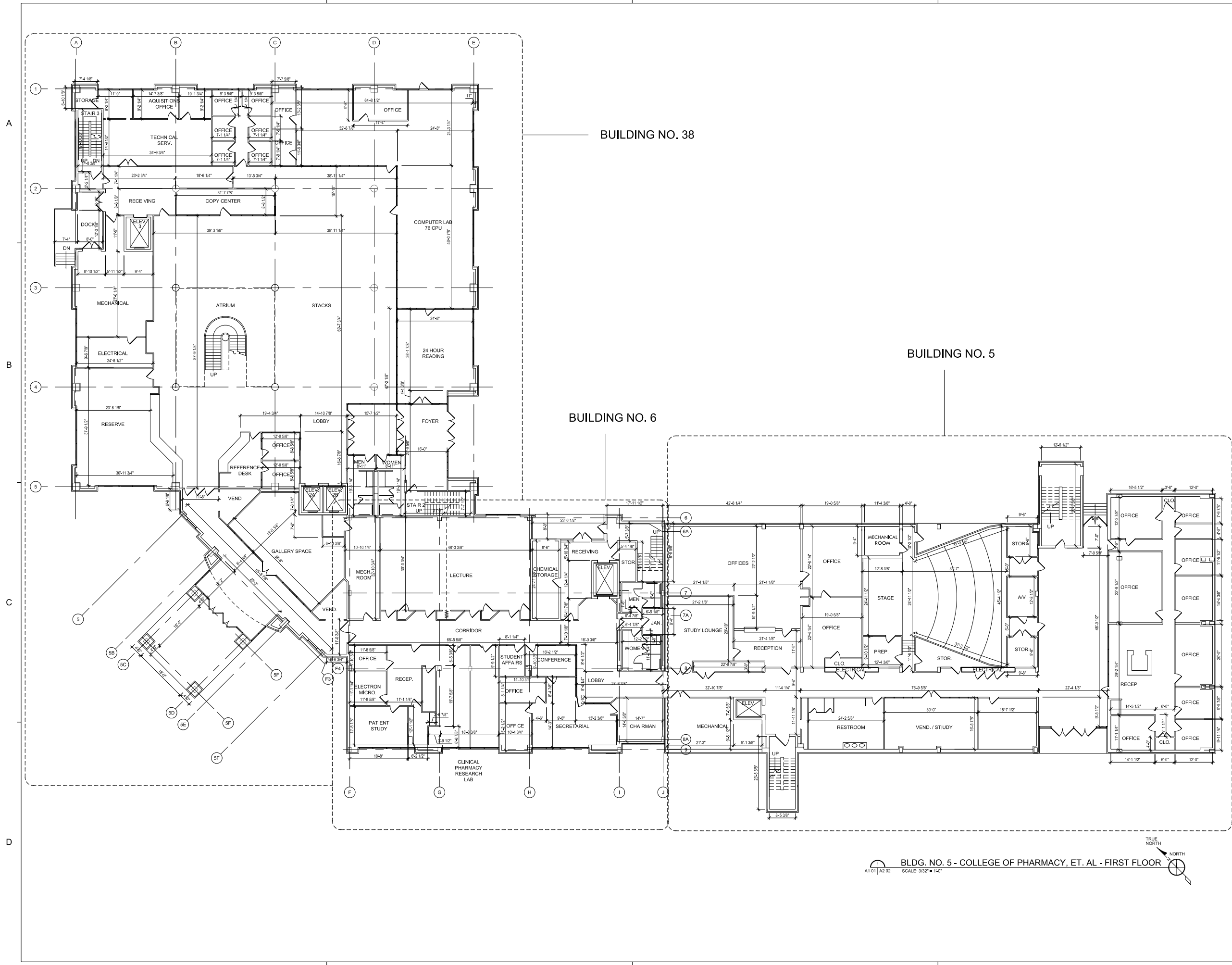
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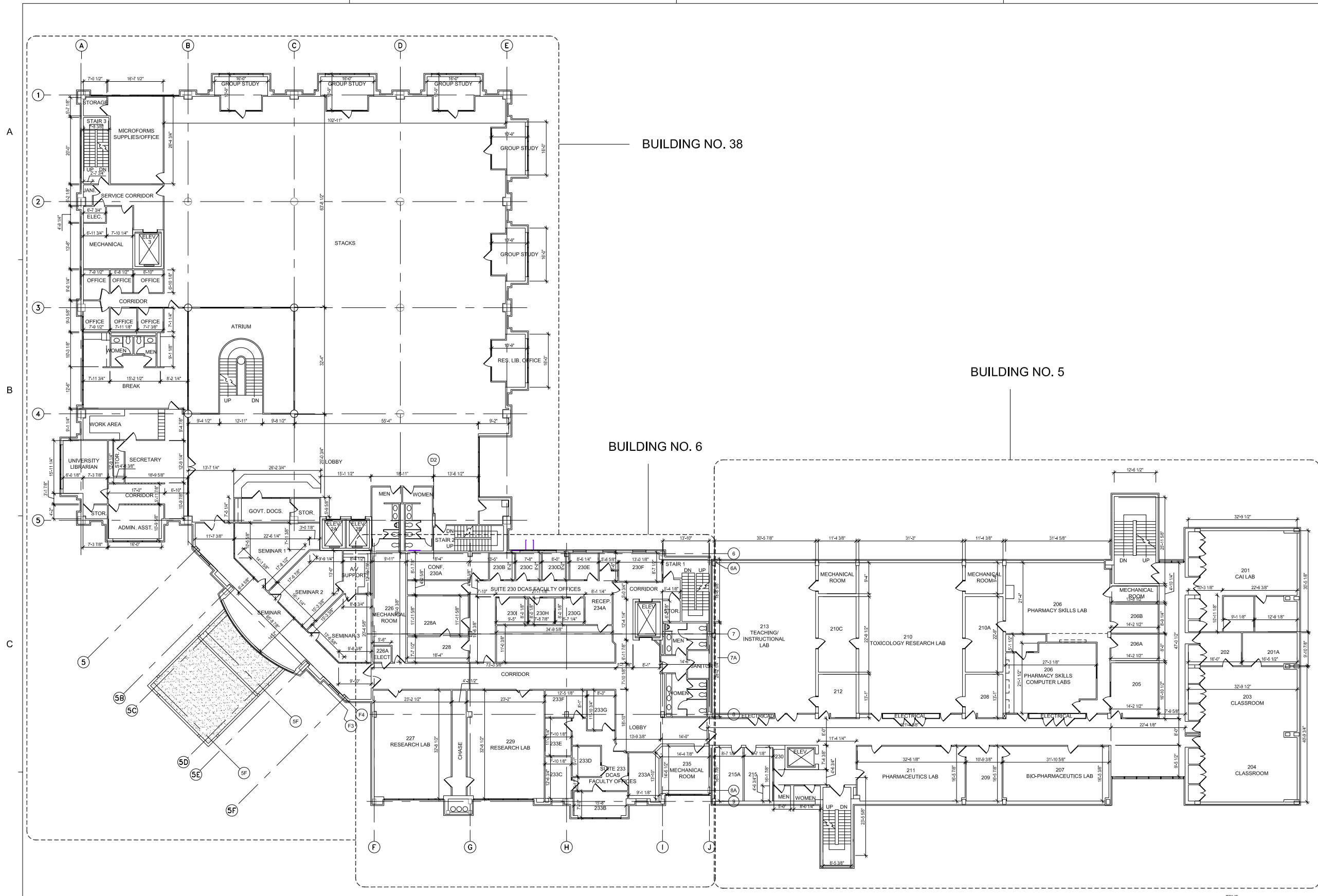
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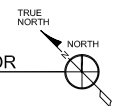


BUILDING NO. 38

BUILDING NO. 5

BUILDING NO. 6

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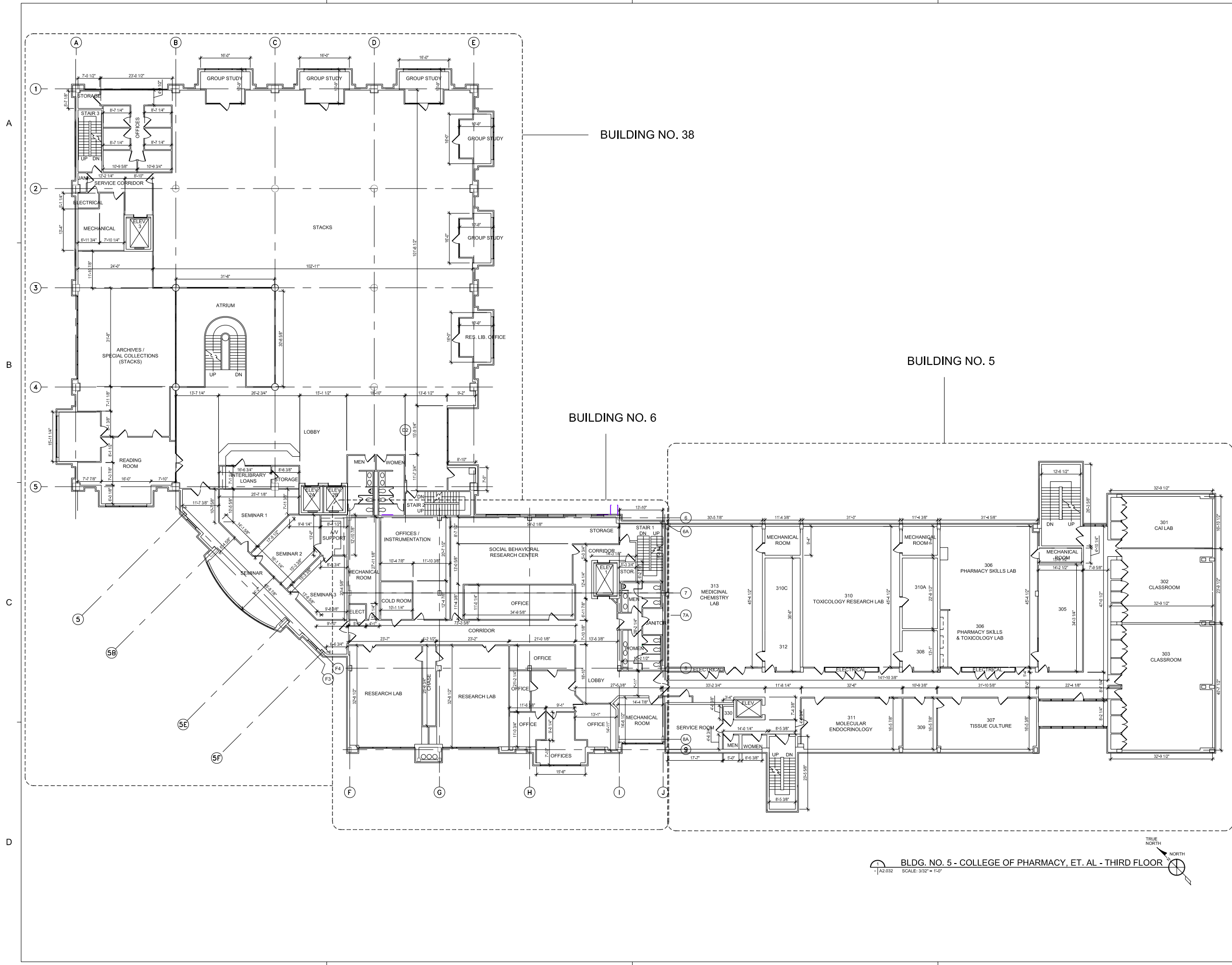
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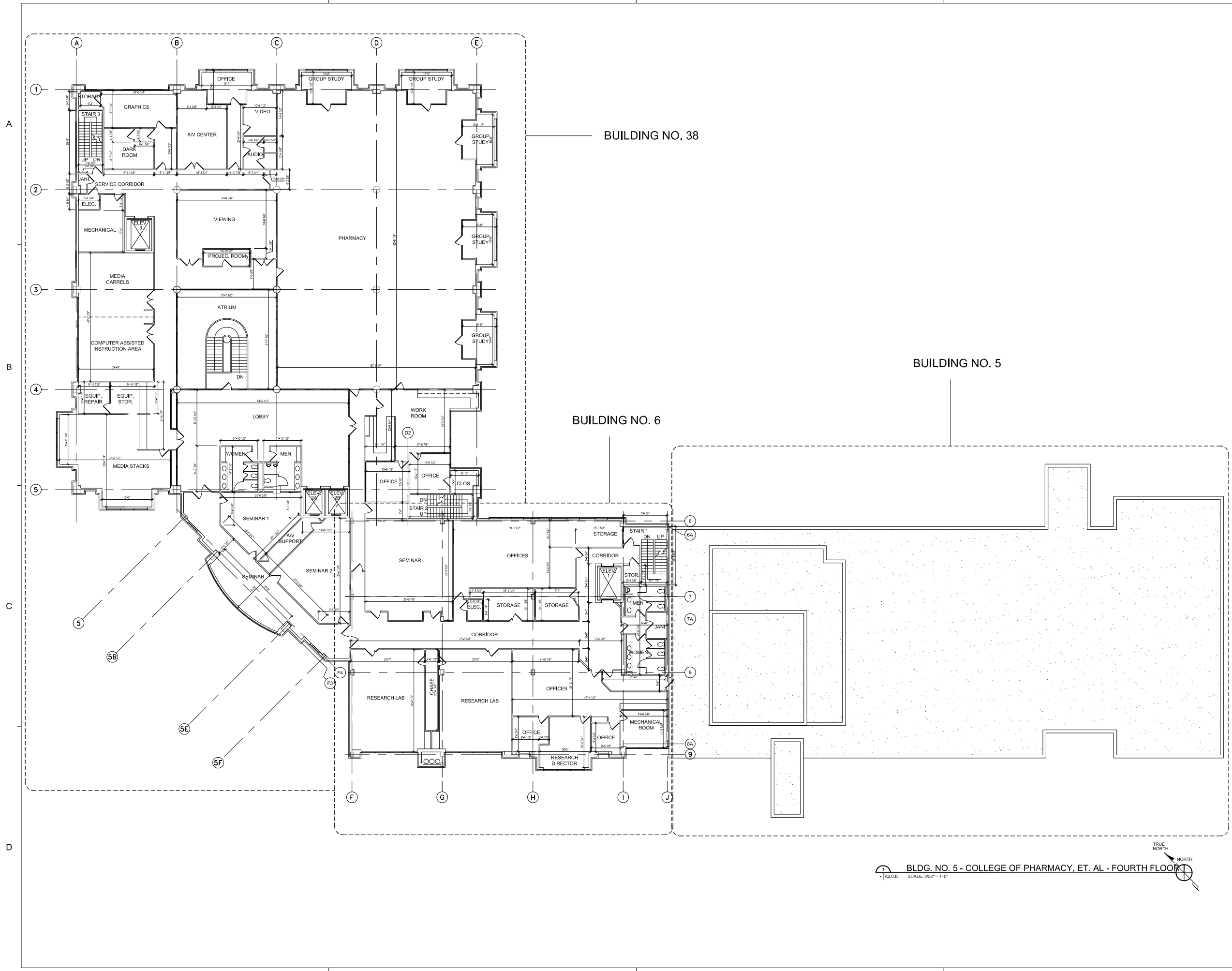


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BUILDING NO. 38

BUILDING NO. 5

BUILDING NO. 6

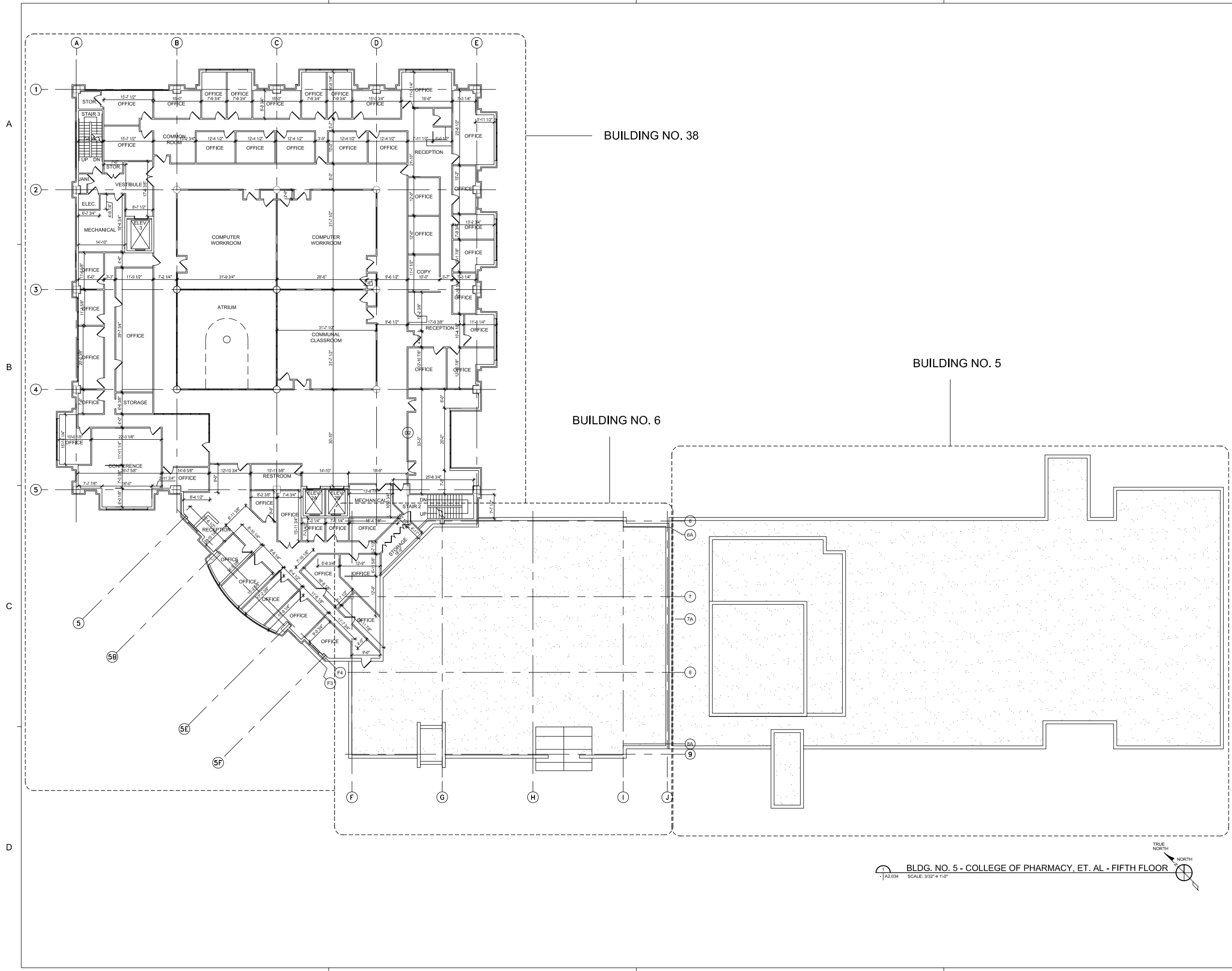
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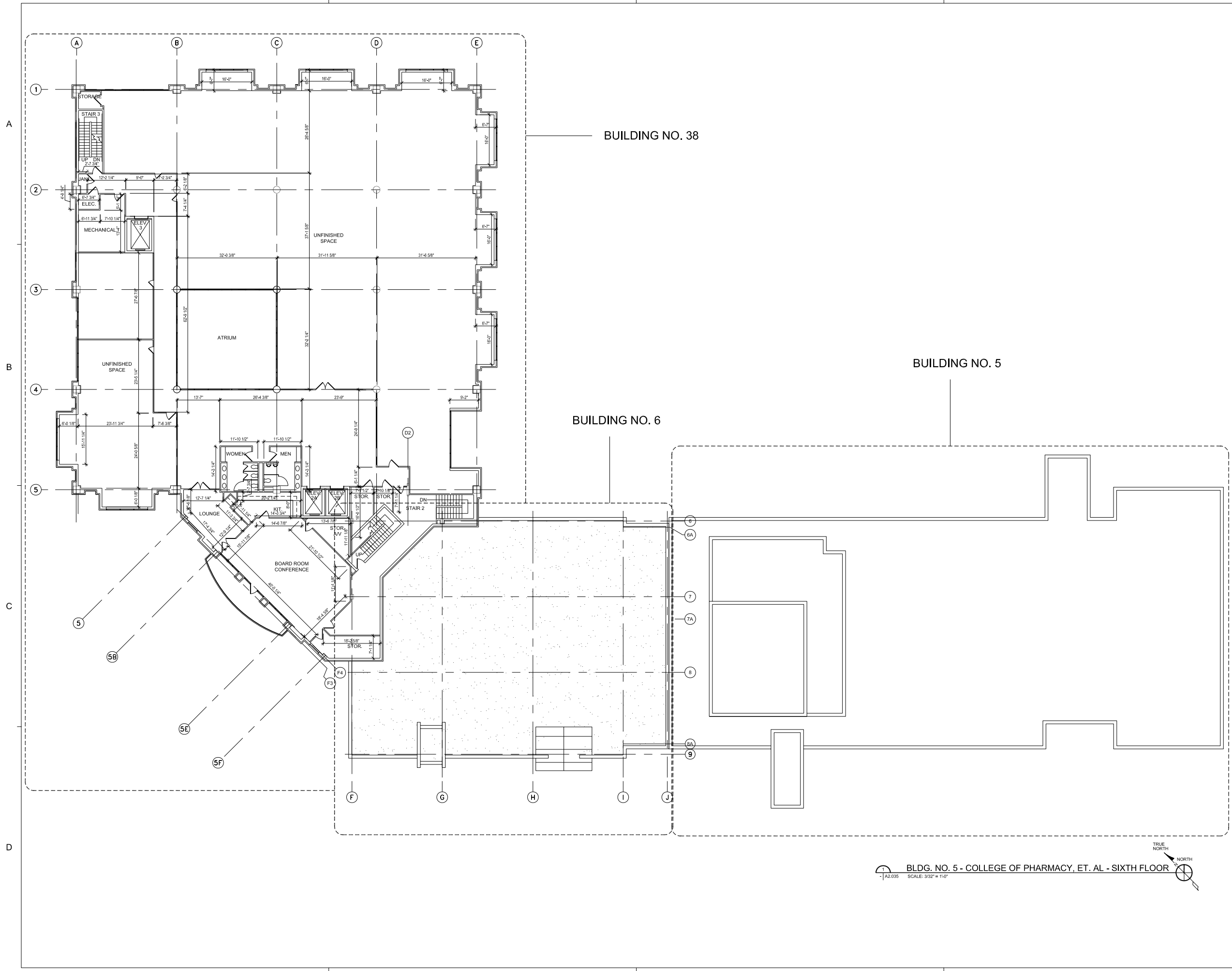
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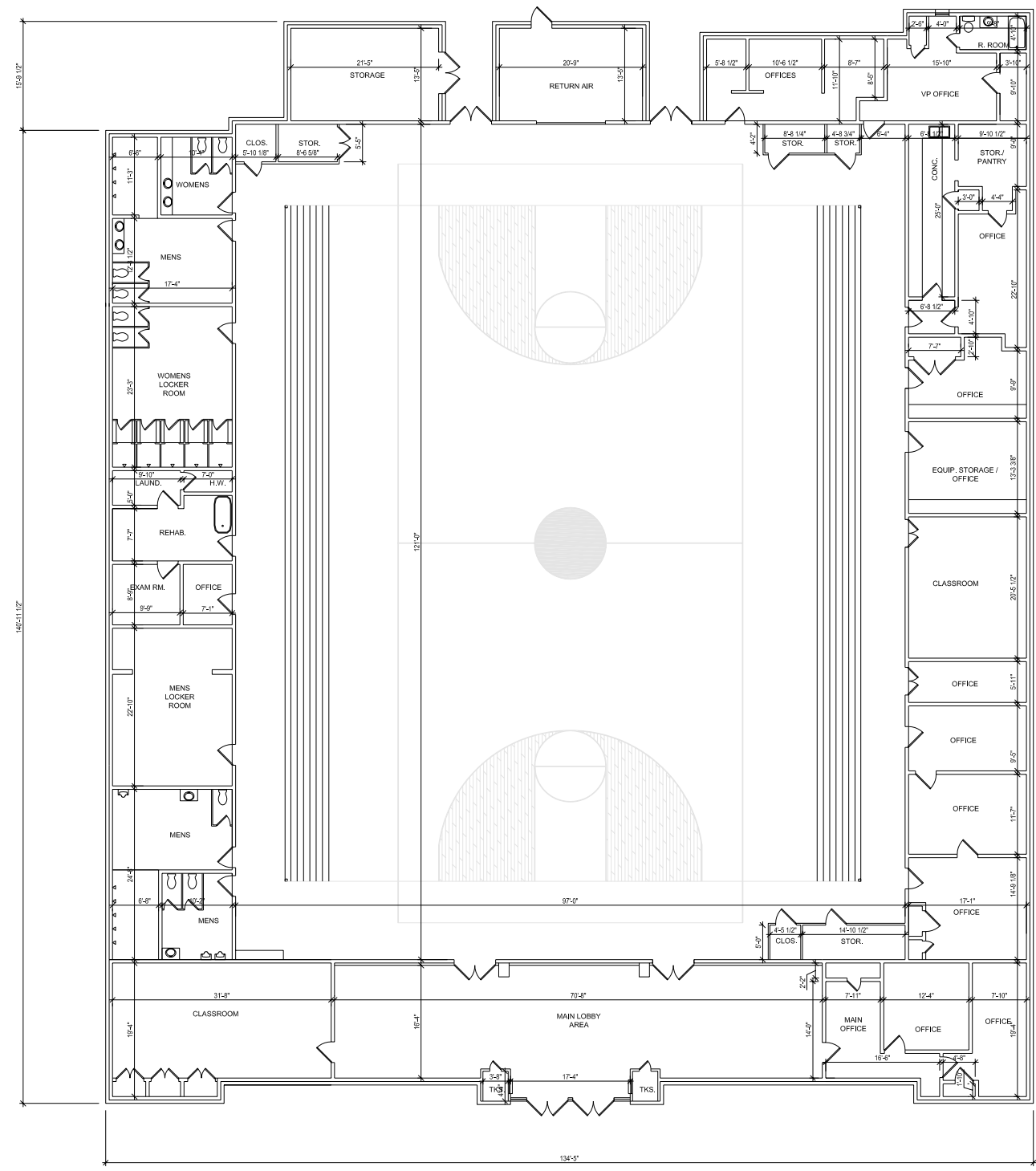
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BUILDING NO. 6

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 TRUE NORTH

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TRUE NORTH

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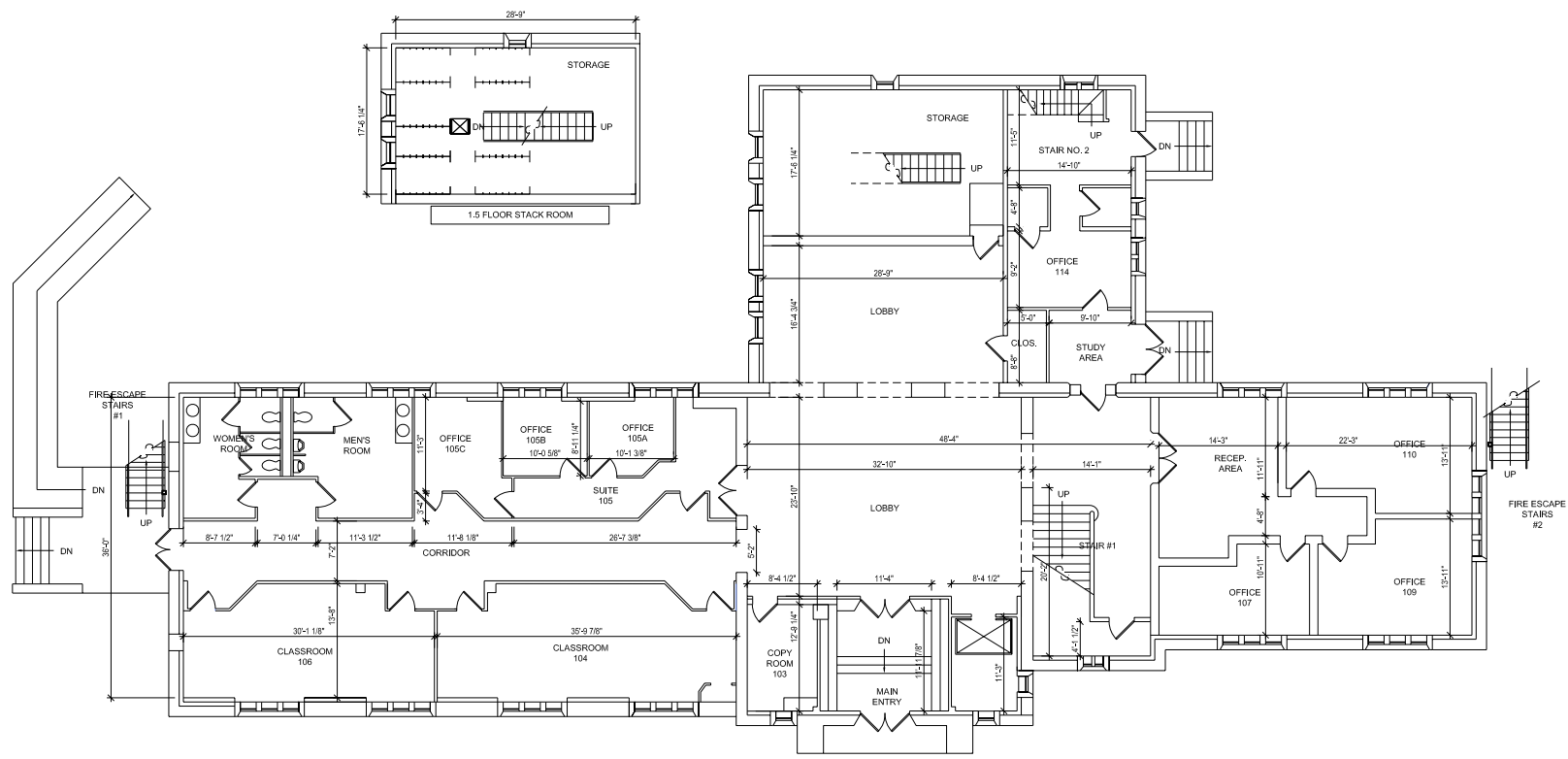
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 TRUE NORTH

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PROJECT NO.	N05.018.00
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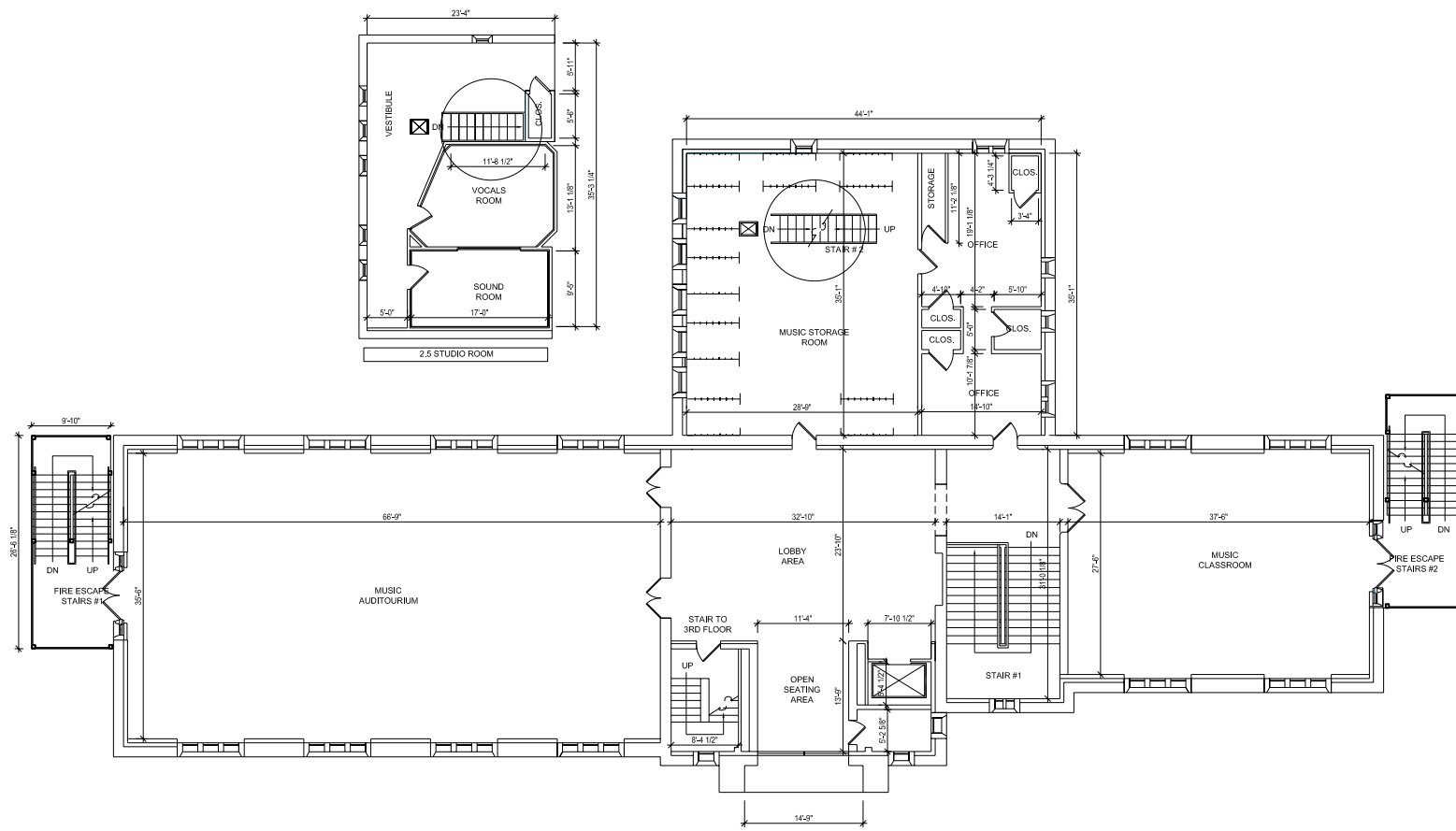
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 TRUE NORTH

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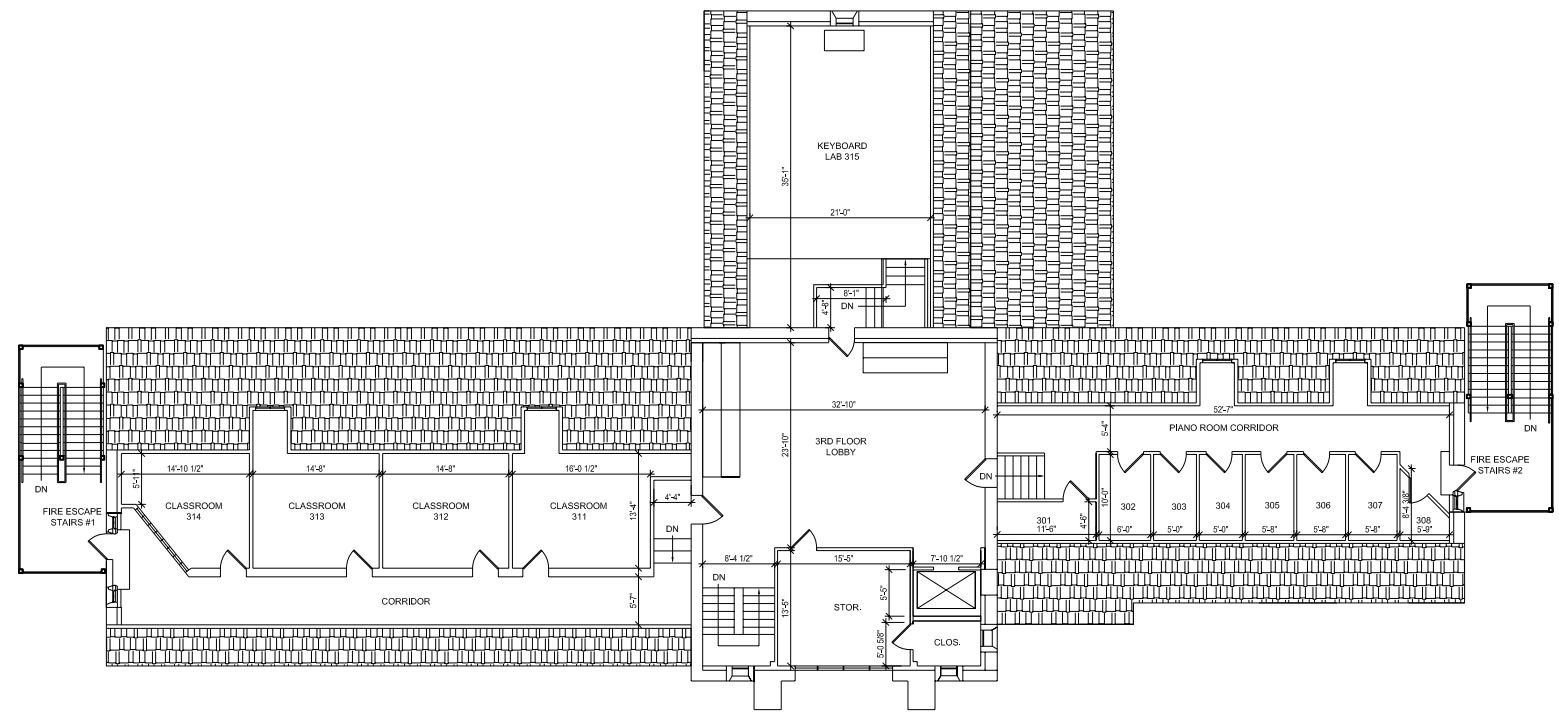
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 TRUE NORTH NORTH

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**BUILDING NO. 10  
 THIRD FLOOR**

SHEET NO. **A2.052**

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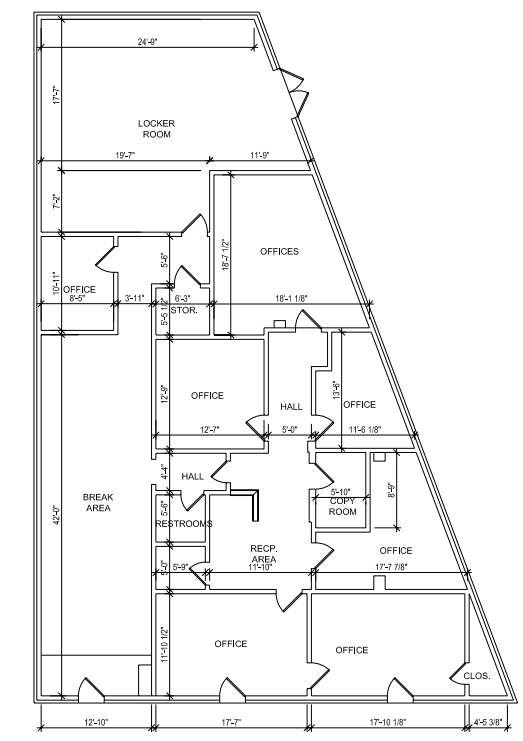
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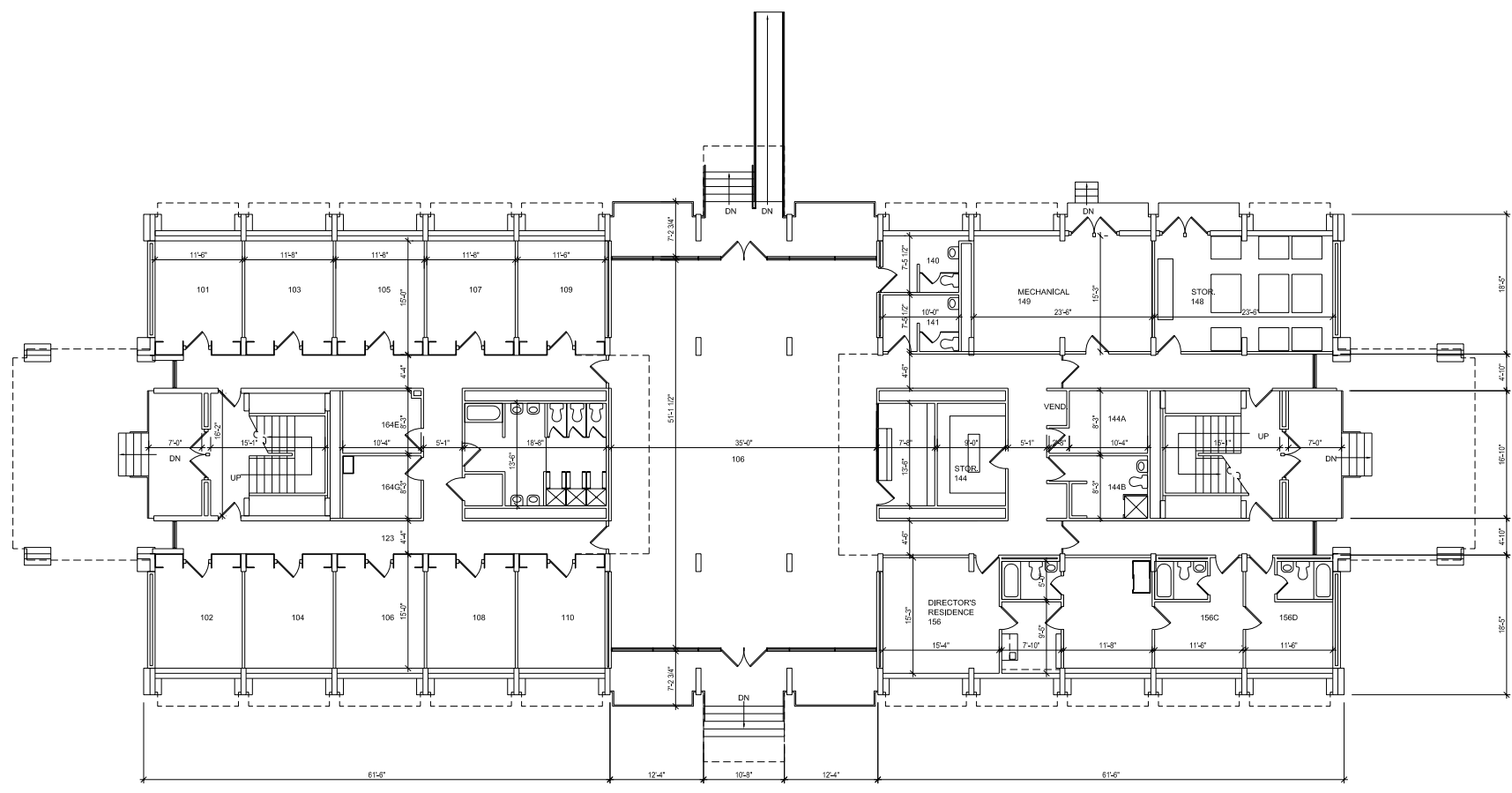


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 SCALE: 1/8" = 1'-0"

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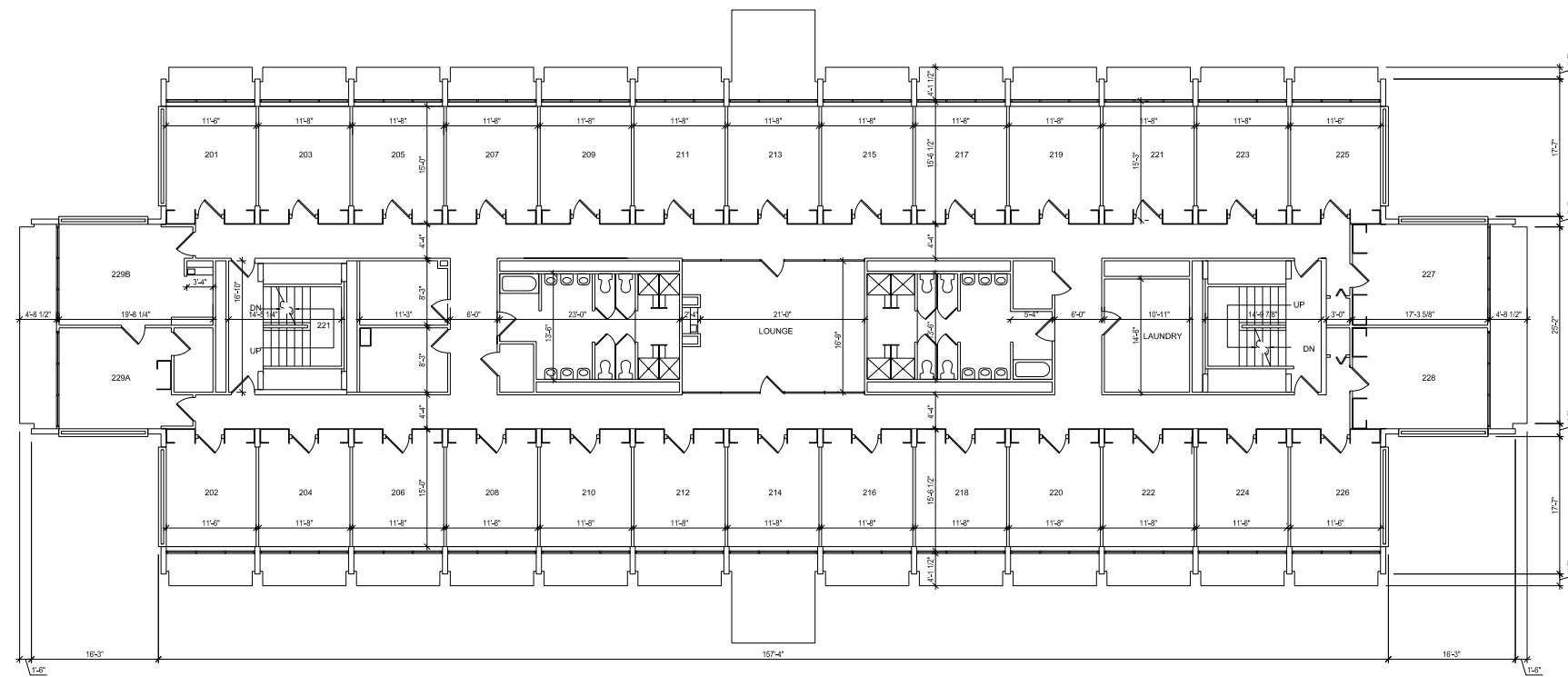
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 SCALE: 1/8" = 1'-0"

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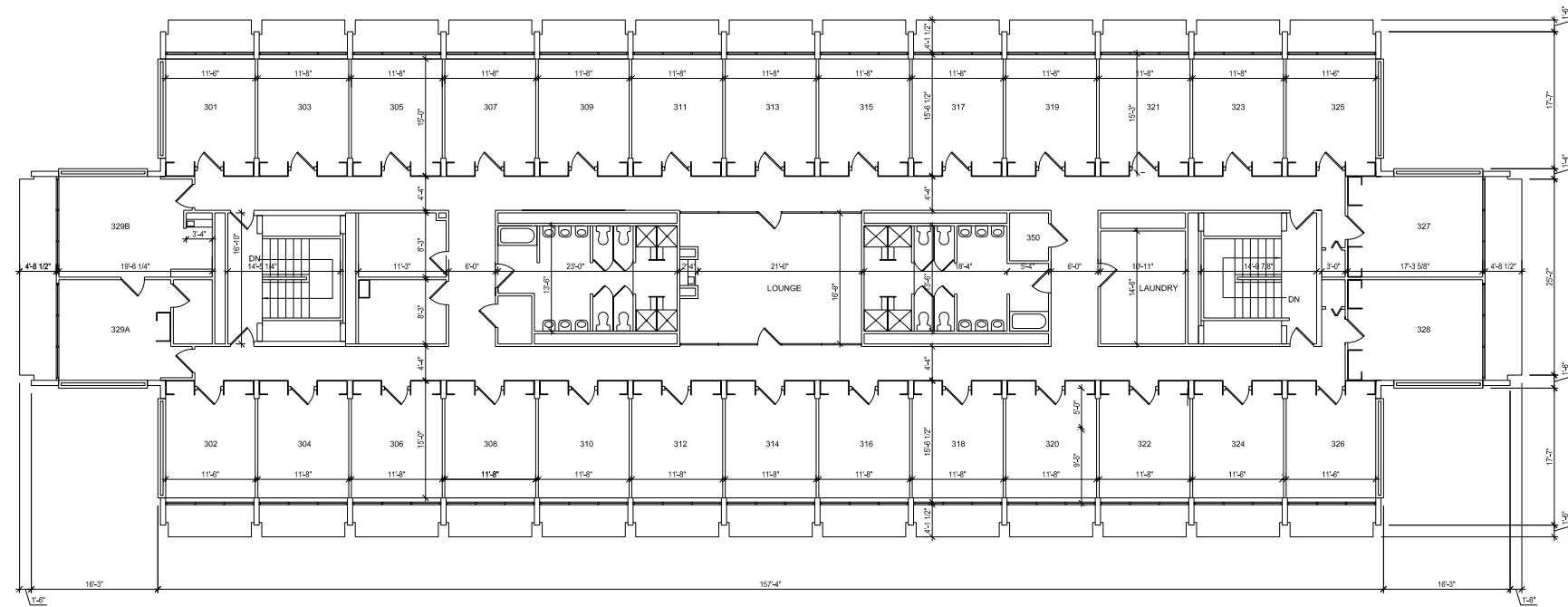
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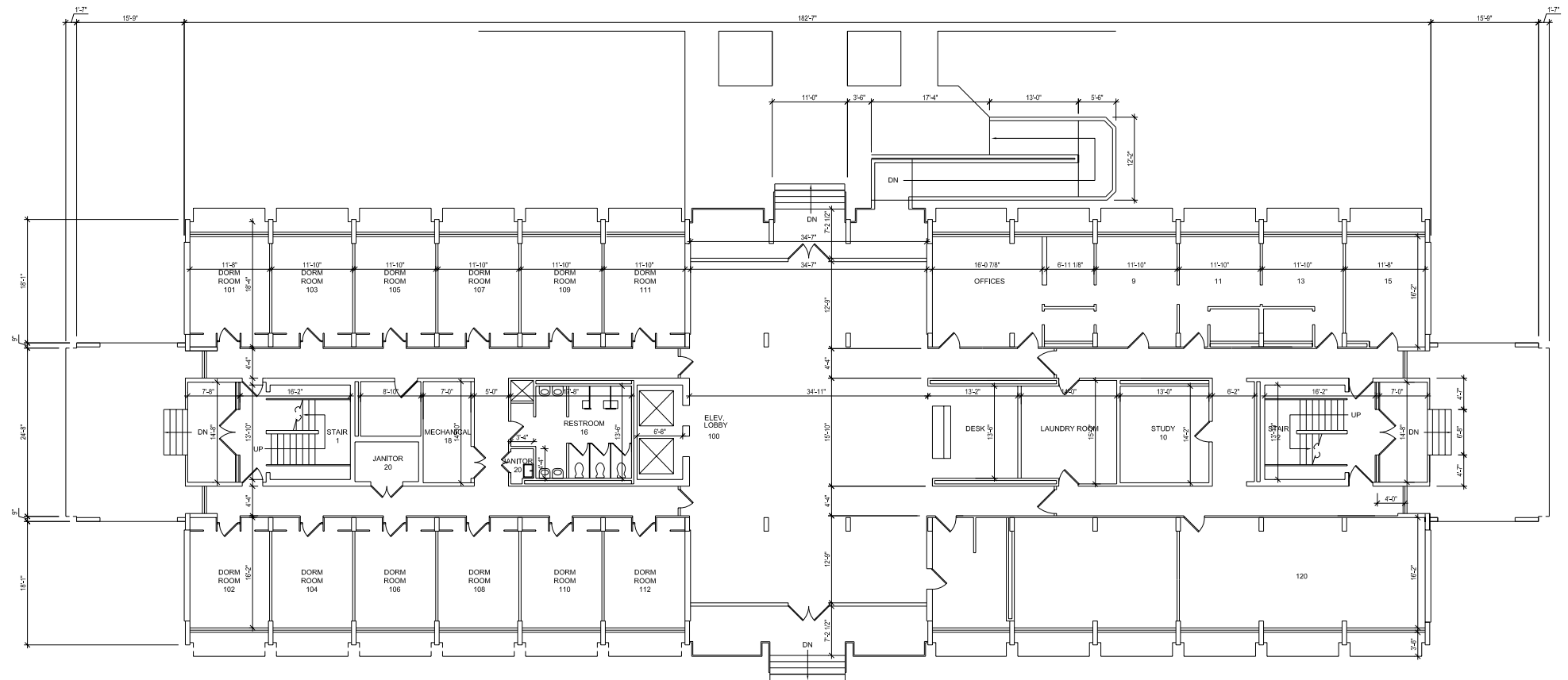
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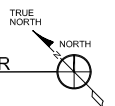
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BLDG. NO. 14 - ST. KATHARINE DREXEL RESIDENCE HALL - FIRST FLOOR  
 A2.090 SCALE: 1/8" = 1'-0"



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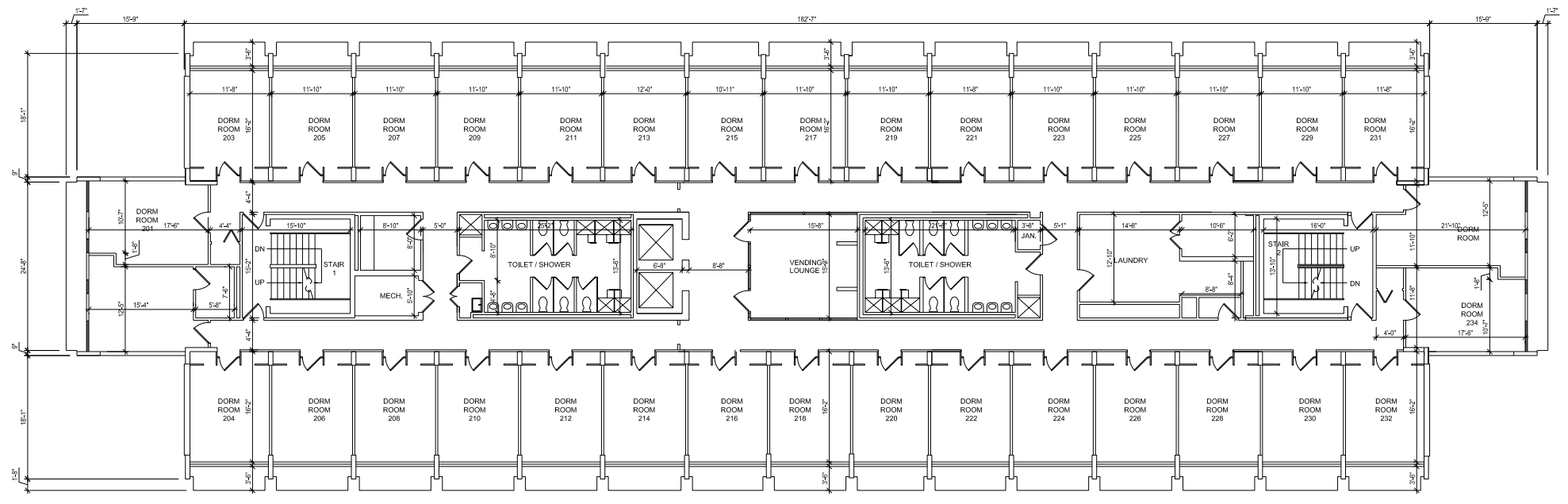
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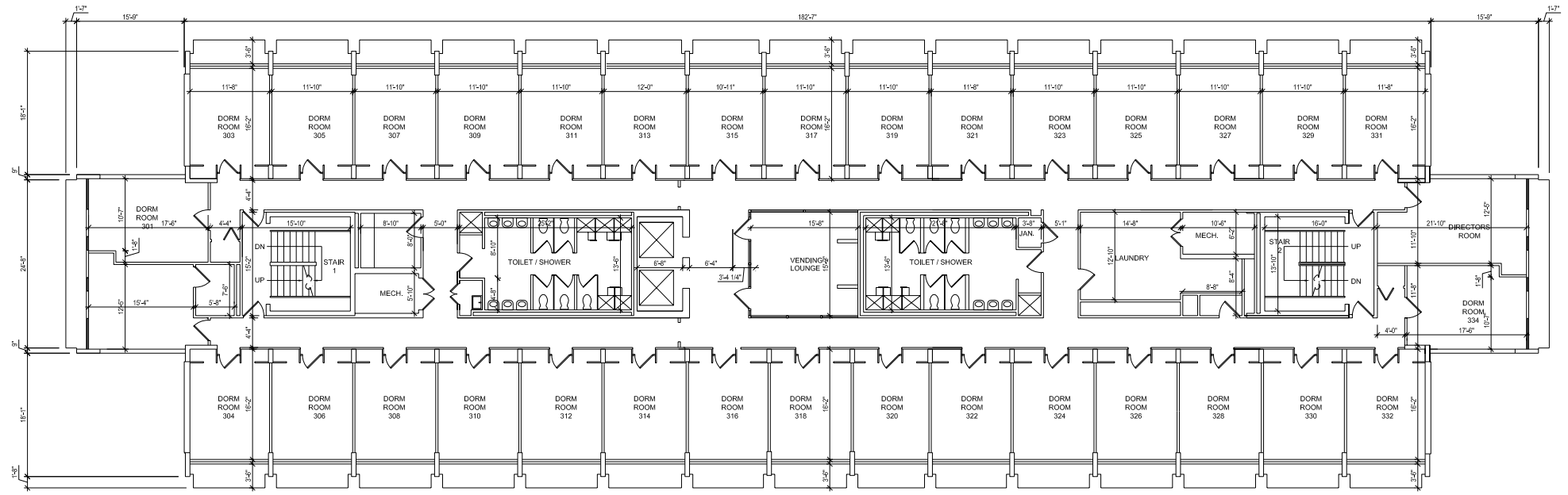
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BLDG. NO. 14 - ST. KATHARINE DREXEL RESIDENCE HALL - THIRD FLOOR  
 SCALE: 1/8" = 1'-0"

XAVIER UNIVERSITY  
 OF LOUISIANA  
 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 14 THIRD FLOOR

SHEET NO. **A2.092**

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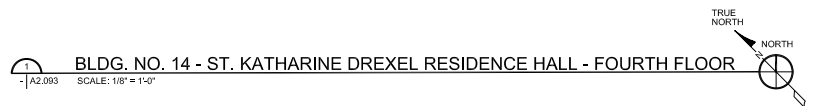
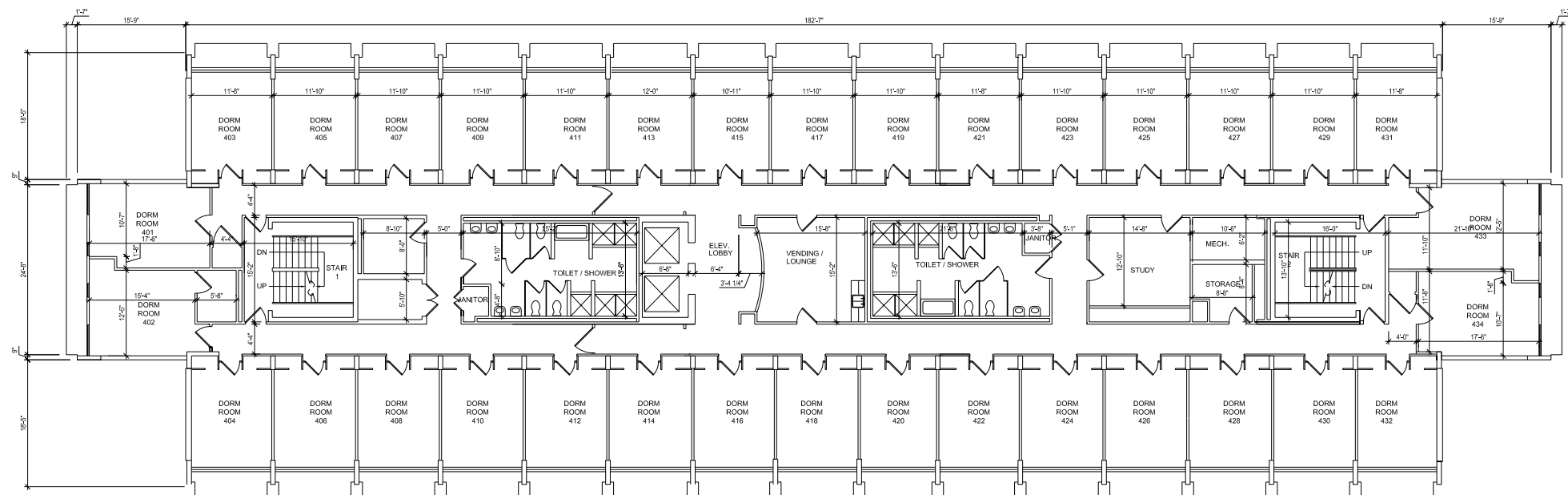
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1 2 3 4

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 OF LOUISIANA**  
 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
12/1/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 14 FOURTH FLOOR</b>

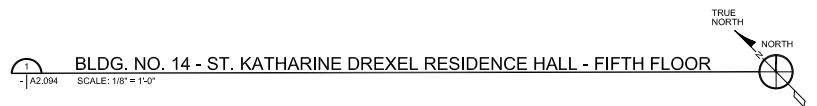
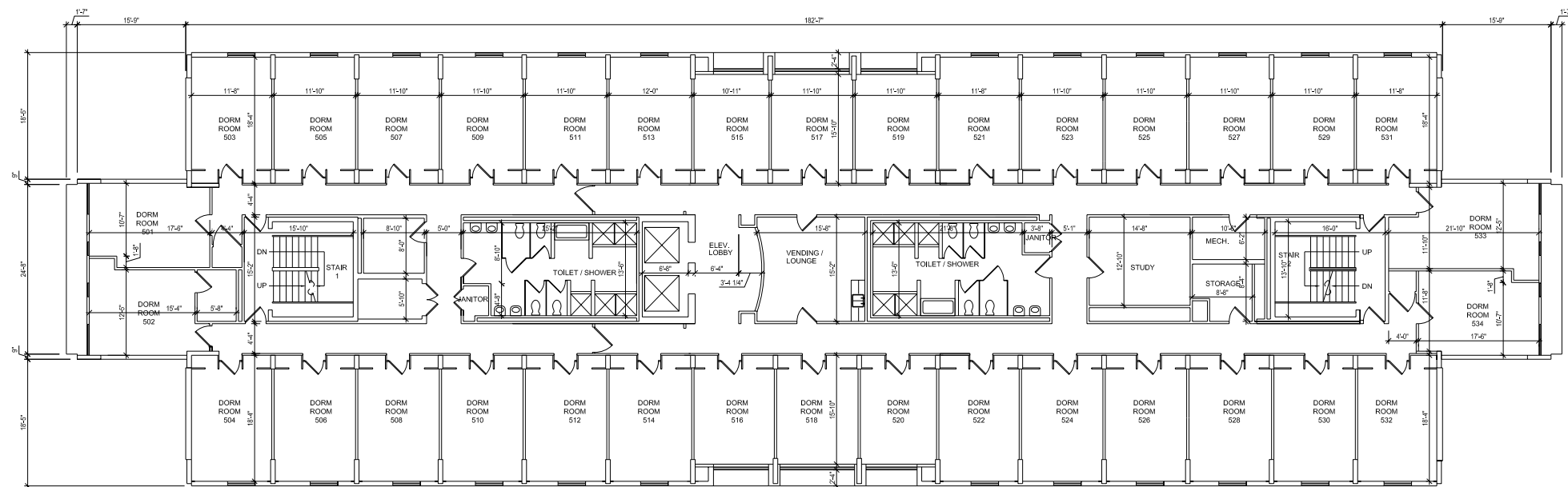
SHEET NO. **A2.093**

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BLDG. NO. 14 - ST. KATHARINE DREXEL RESIDENCE HALL - FIFTH FLOOR  
 A2.094 SCALE: 1/8" = 1'-0"

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08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 14 FIFTH FLOOR</b>

SHEET NO. **A2.094**

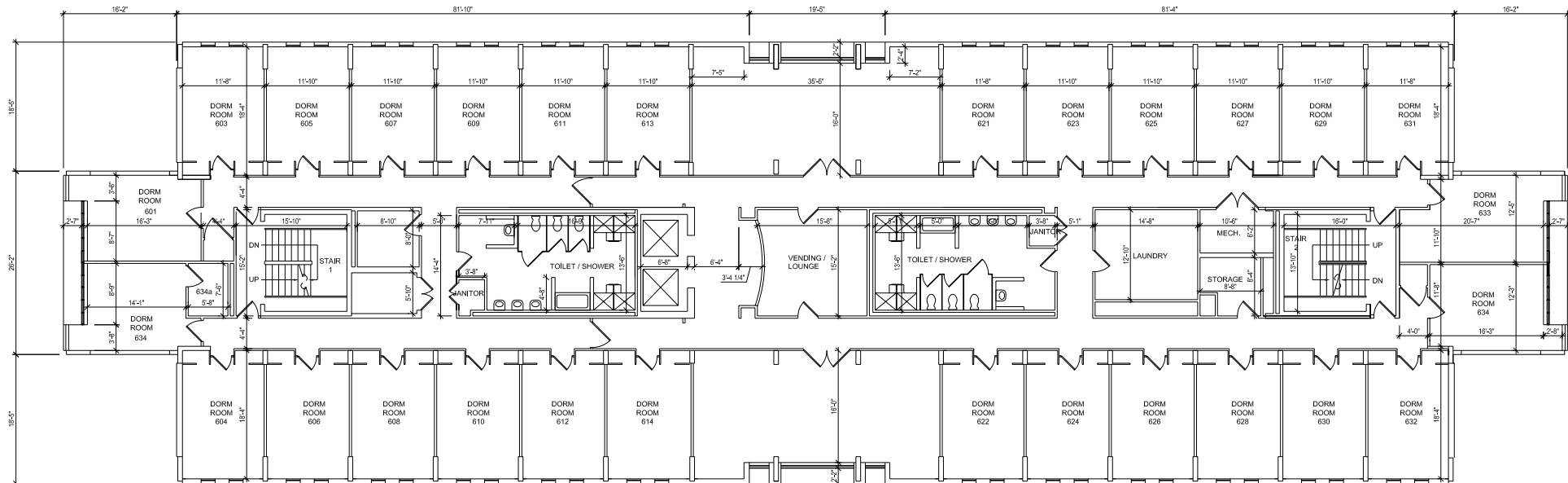


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BLDG. NO. 14 - ST. KATHARINE DREXEL RESIDENCE HALL - SIXTH FLOOR  
 A2.094 SCALE: 1/8" = 1'-0"

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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 14 SIXTH FLOOR</b>

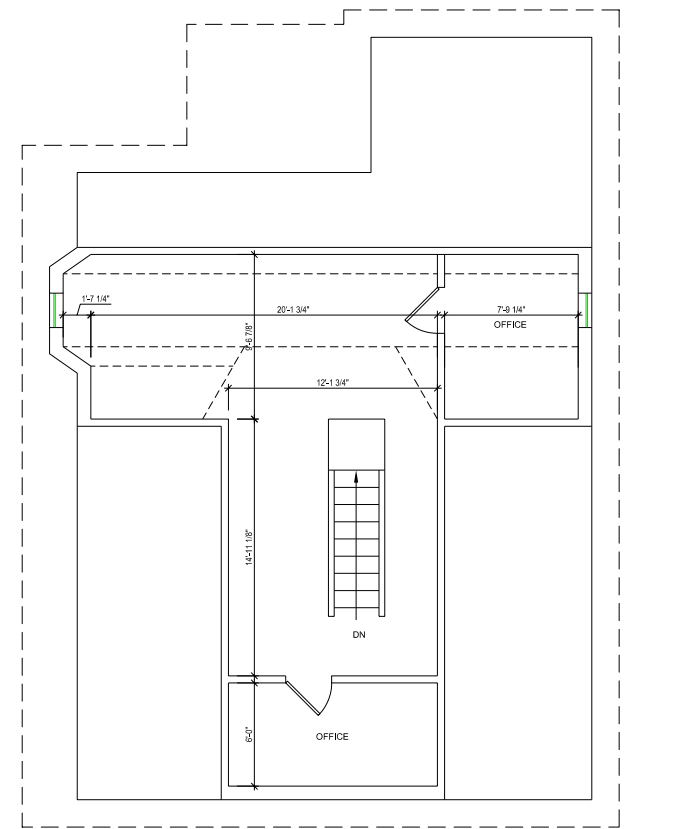
SHEET NO. **A2.095**

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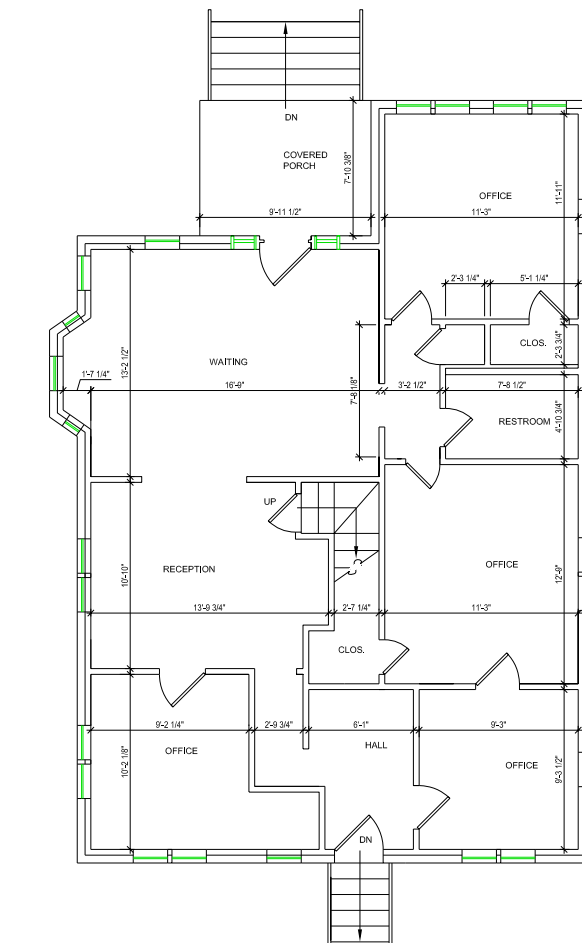
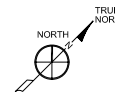
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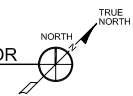
D



BLDG. NO. 15 - COUNSELING CENTER - SECOND FLOOR  
1/2" = 1'-0" SCALE: 1/4" = 1'-0"



BLDG. NO. 15 - COUNSELING CENTER - FIRST FLOOR  
1/2" = 1'-0" SCALE: 1/4" = 1'-0"



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DATE	ISSUED FOR
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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 15 FIRST FLOOR</b>

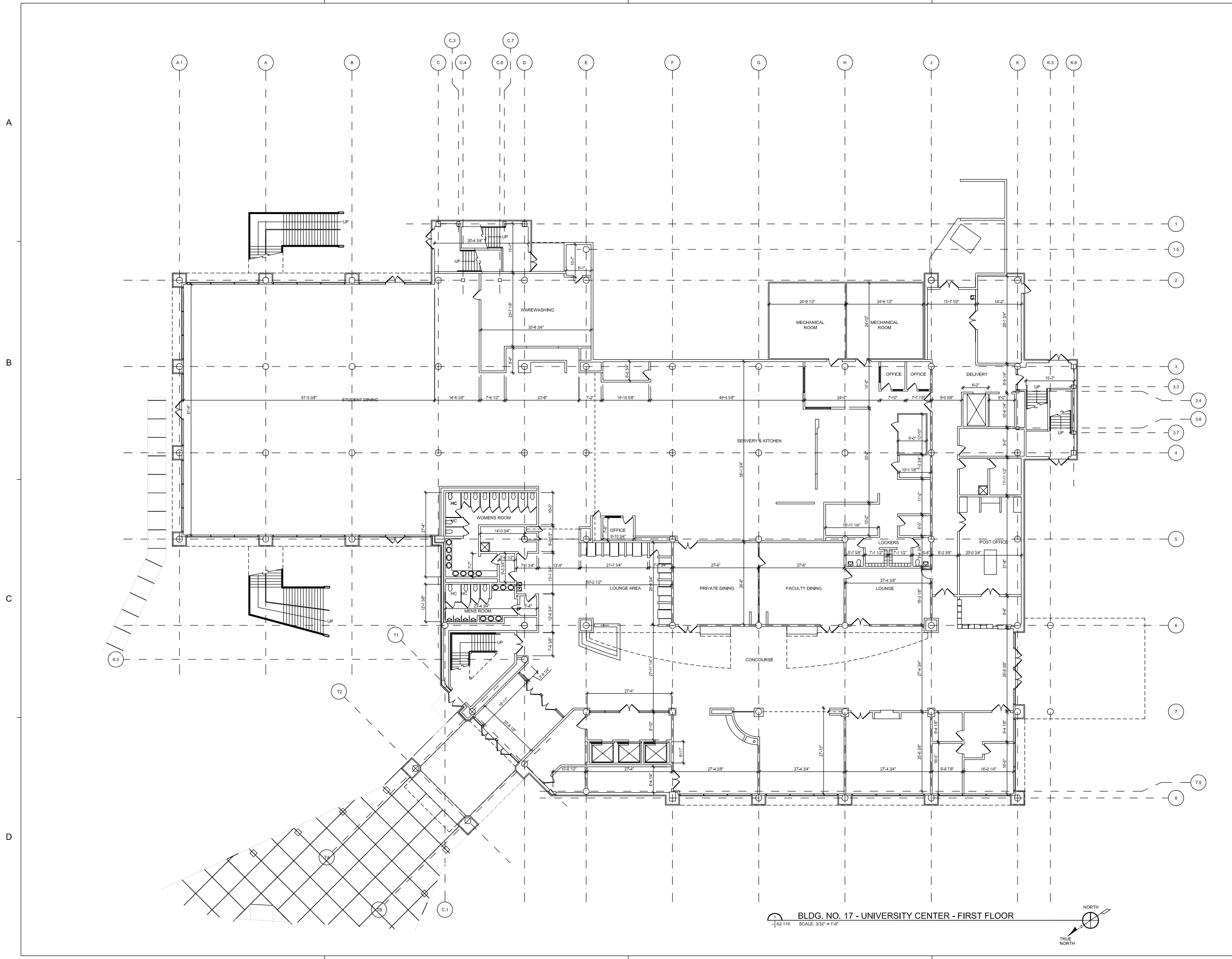
SHEET NO. **A2.100**

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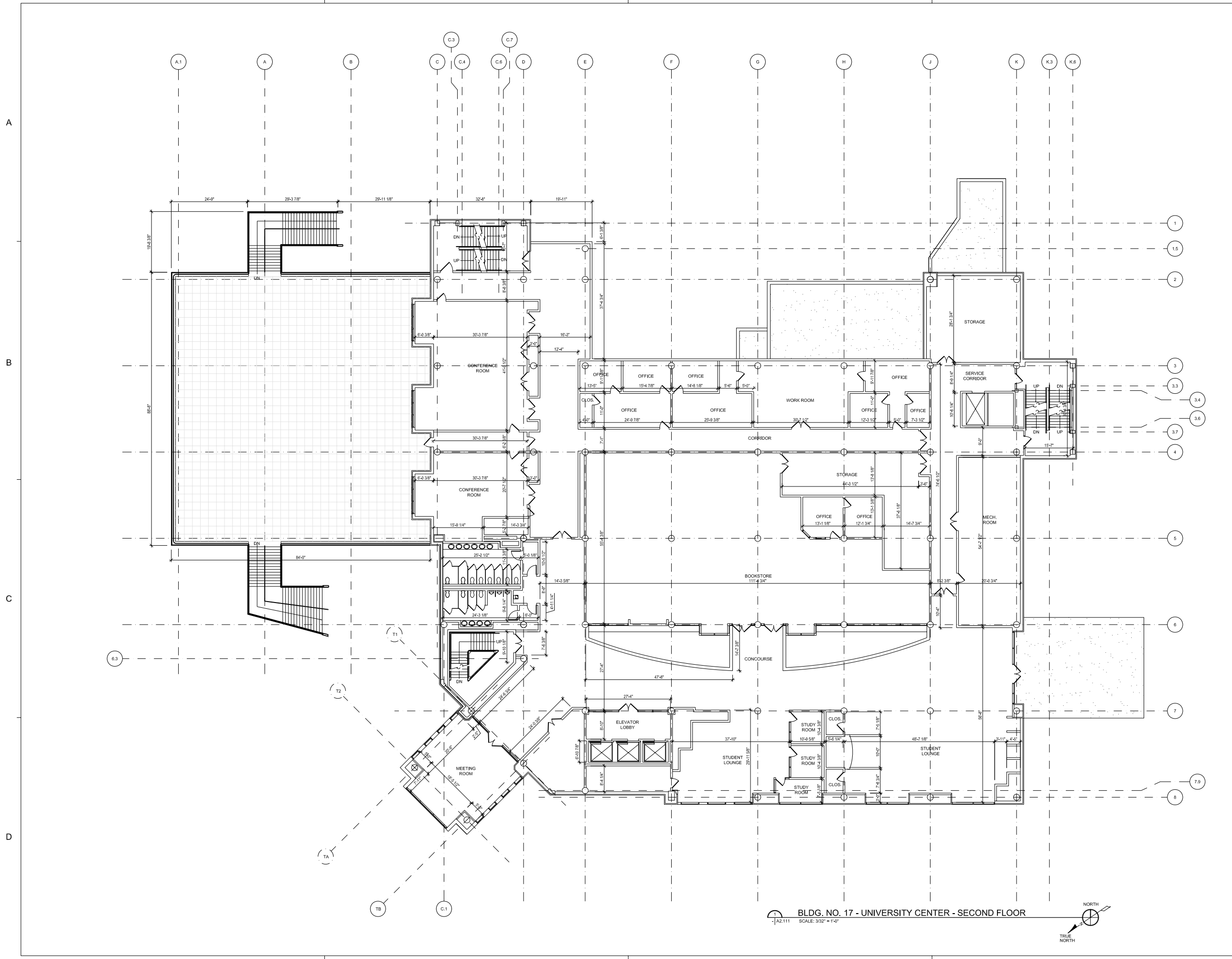


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DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 17 FIRST FLOOR

BLDG. NO. 17 - UNIVERSITY CENTER - FIRST FLOOR  
SCALE: 3/32" = 1'-0"  
NORTH  
TRUE NORTH

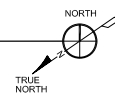


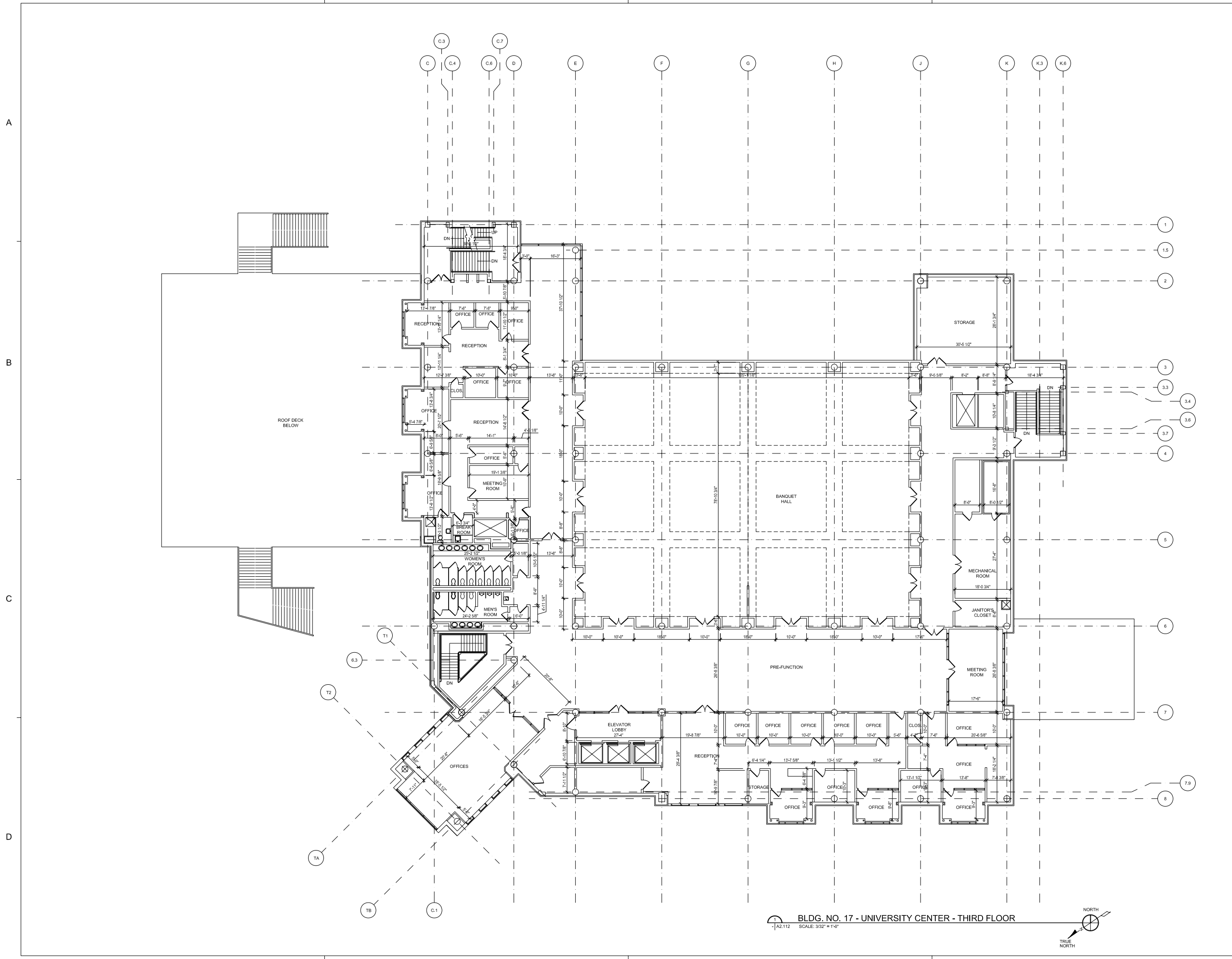
XAVIER UNIVERSITY  
OF LOUISIANA  
MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 17 SECOND FLOOR

BLDG. NO. 17 - UNIVERSITY CENTER - SECOND FLOOR  
SCALE: 3/32" = 1'-0"





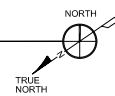
XAVIER UNIVERSITY  
OF LOUISIANA

MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 17 THIRD FLOOR

BLDG. NO. 17 - UNIVERSITY CENTER - THIRD FLOOR  
SCALE: 3/32" = 1'-0"



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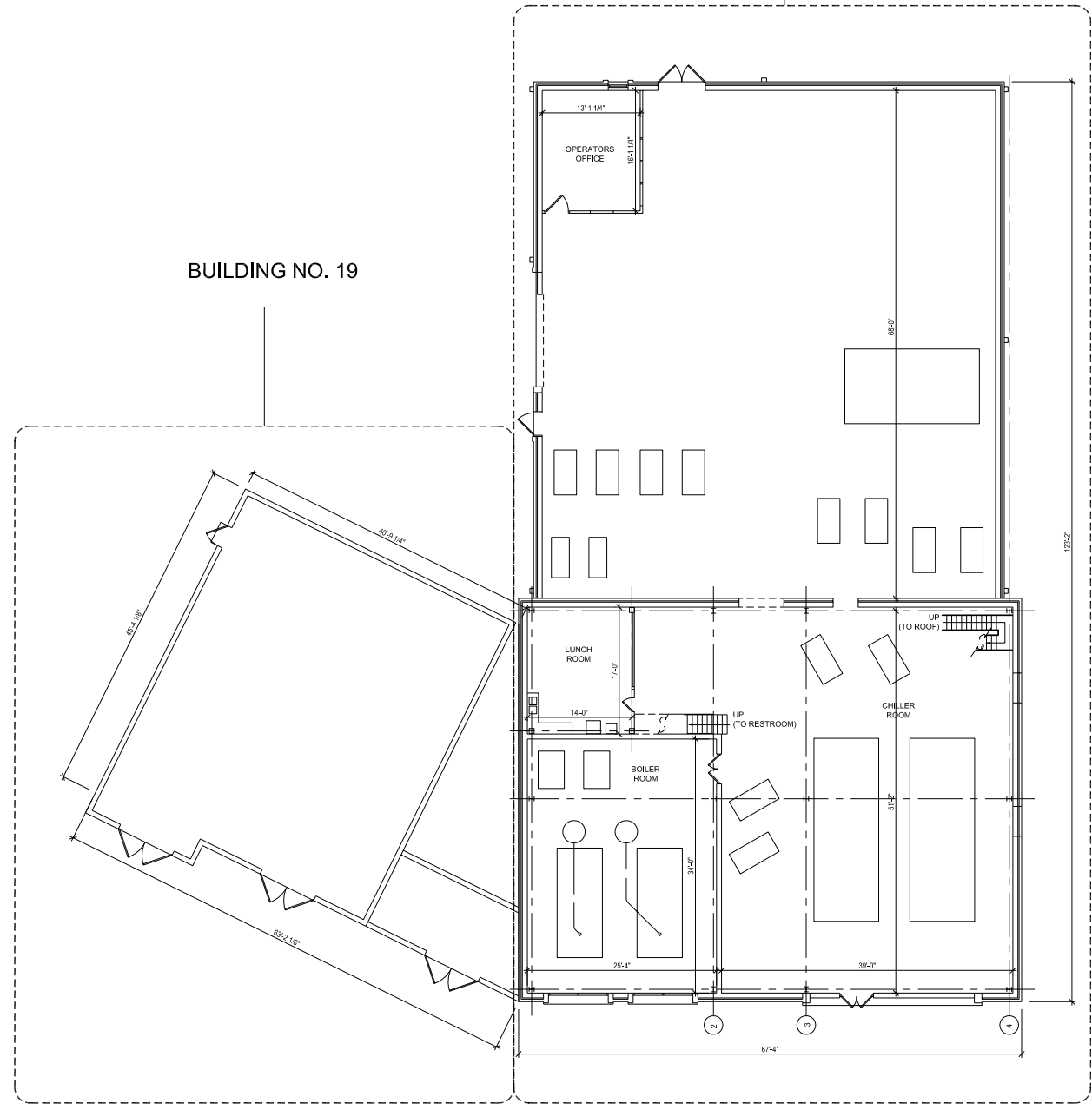
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BUILDING NO. 18

BUILDING NO. 19

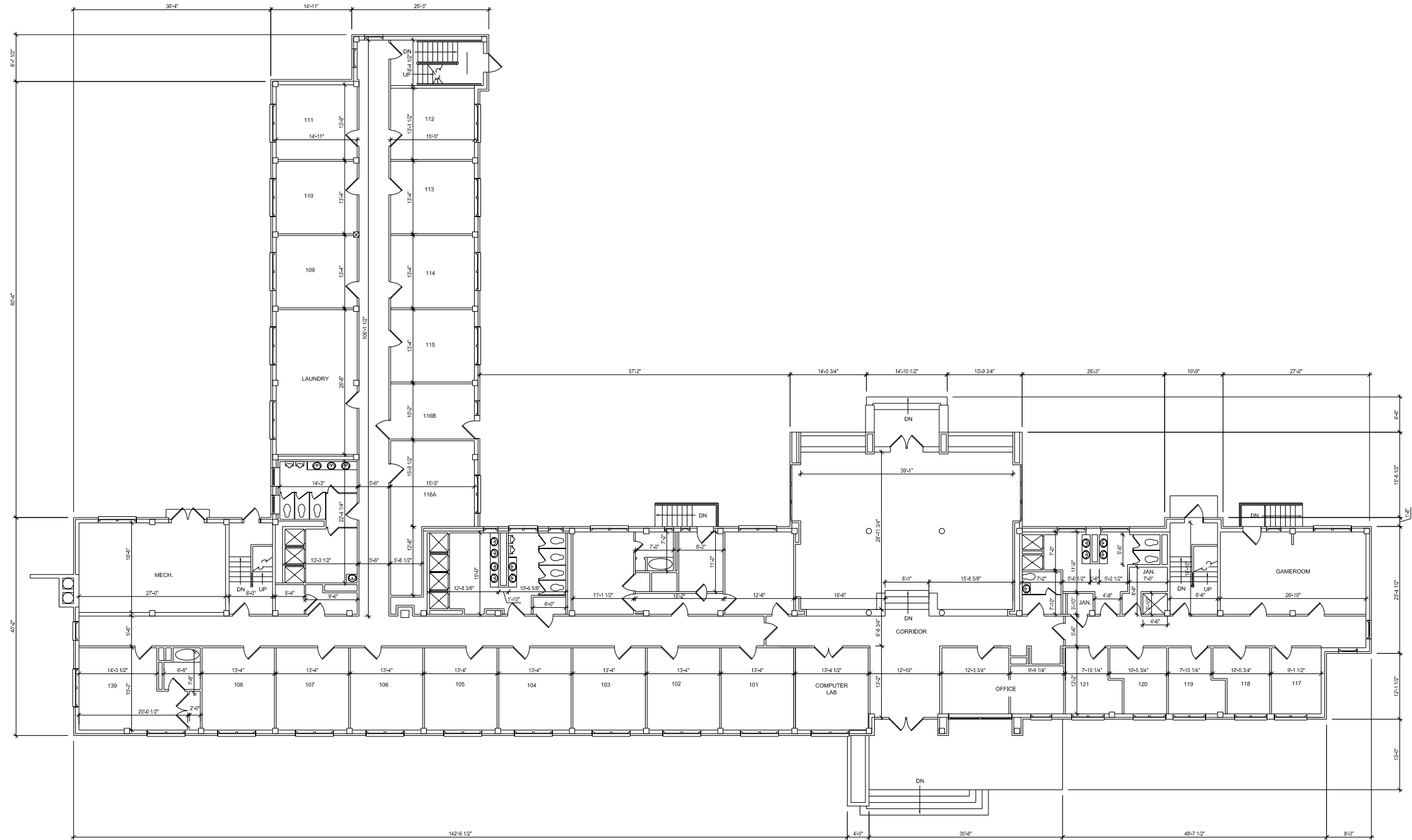


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 NEW ORLEANS, LA

DATE	ISSUED FOR
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08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 18, 19 FIRST FLOOR</b>

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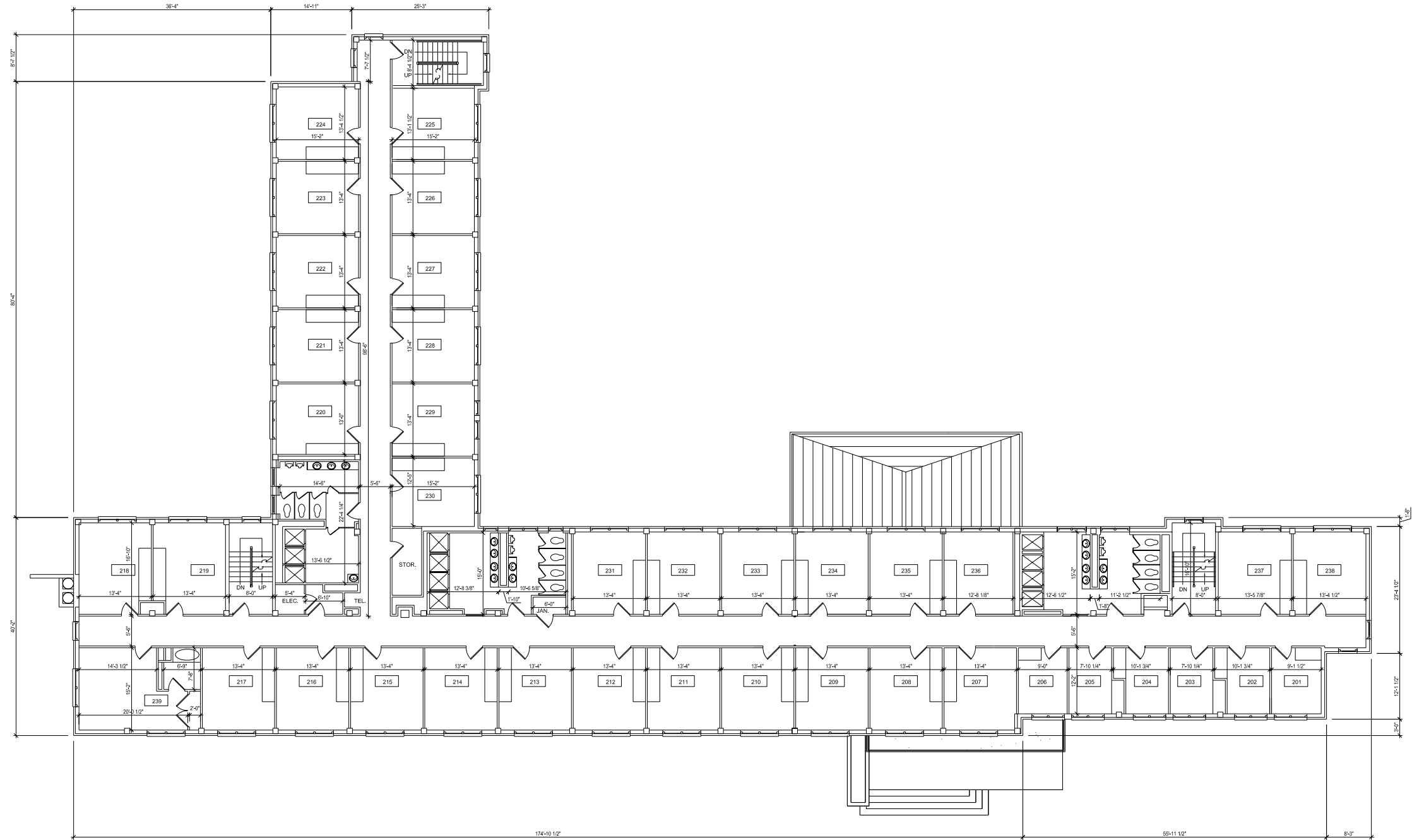
BLDG. NO. 21 - ST. MICHAEL'S RESIDENCE HALL - FIRST FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH  
 TRUE NORTH

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 OF LOUISIANA  
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 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO. N05.018.00  
 DRAWN BY  
 CHECKED BY  
 DRAWING TITLE  
**BUILDING NO. 21  
 FIRST FLOOR**

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BLDG. NO. 21 - ST. MICHAEL'S RESIDENCE HALL - SECOND FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH  
 TRUE NORTH

XAVIER UNIVERSITY  
 OF LOUISIANA  
 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 21 FIRST FLOOR

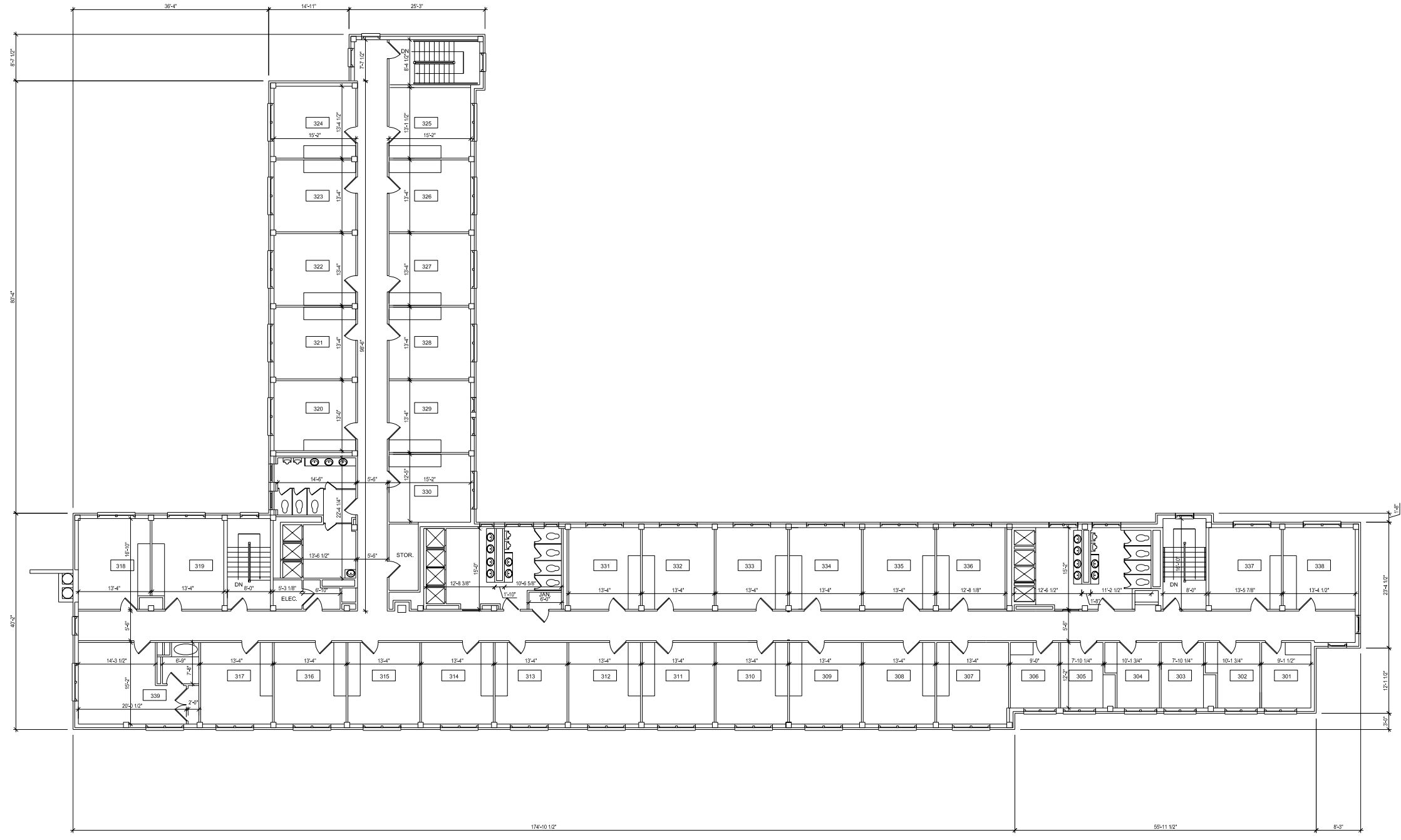


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BLDG. NO. 21 - ST. MICHAEL'S RESIDENCE HALL - THIRD FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH  
 TRUE NORTH

XAVIER UNIVERSITY  
 OF LOUISIANA  
 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

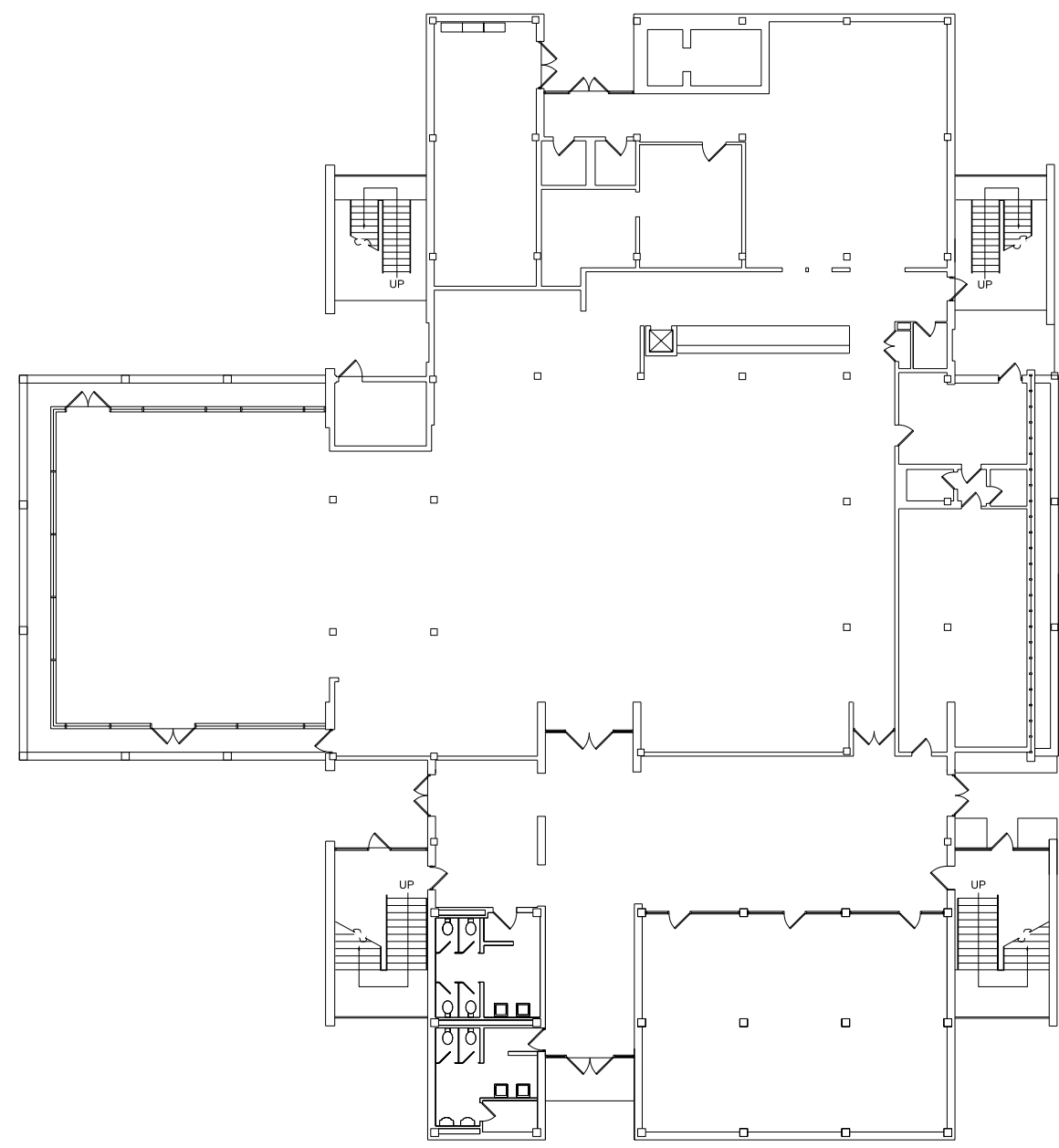
PROJECT NO. N05.018.00  
 DRAWN BY  
 CHECKED BY  
 DRAWING TITLE  
 BUILDING NO. 21  
 THIRD FLOOR

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A2.140

BLDG. NO. 24 - STUDENT CENTER - FIRST FLOOR  
SCALE: 1/8" = 1'-0"

TRUE NORTH  
NORTH

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NEW ORLEANS, LA

DATE	ISSUED FOR
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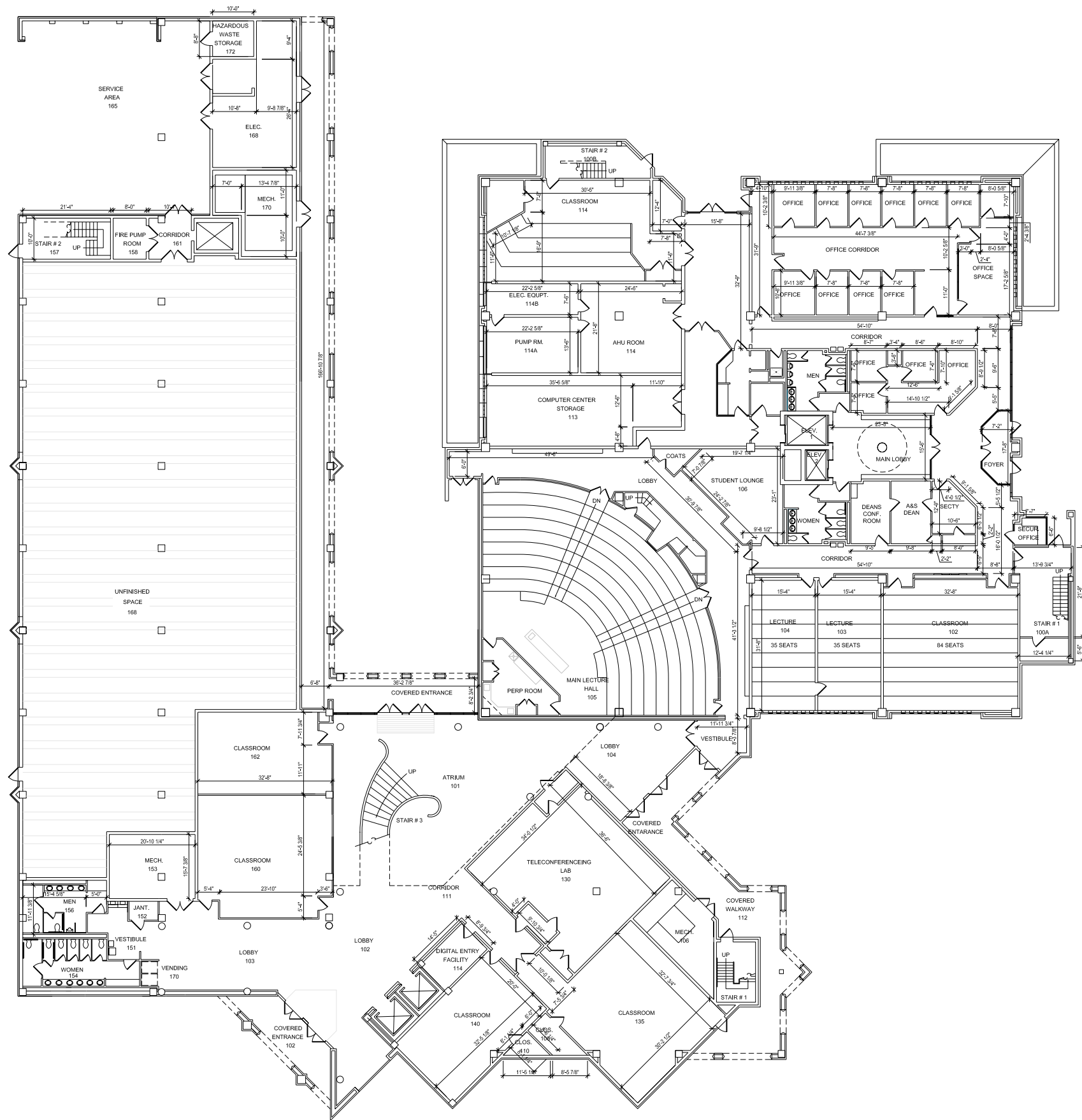
PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 24 FIRST FLOOR

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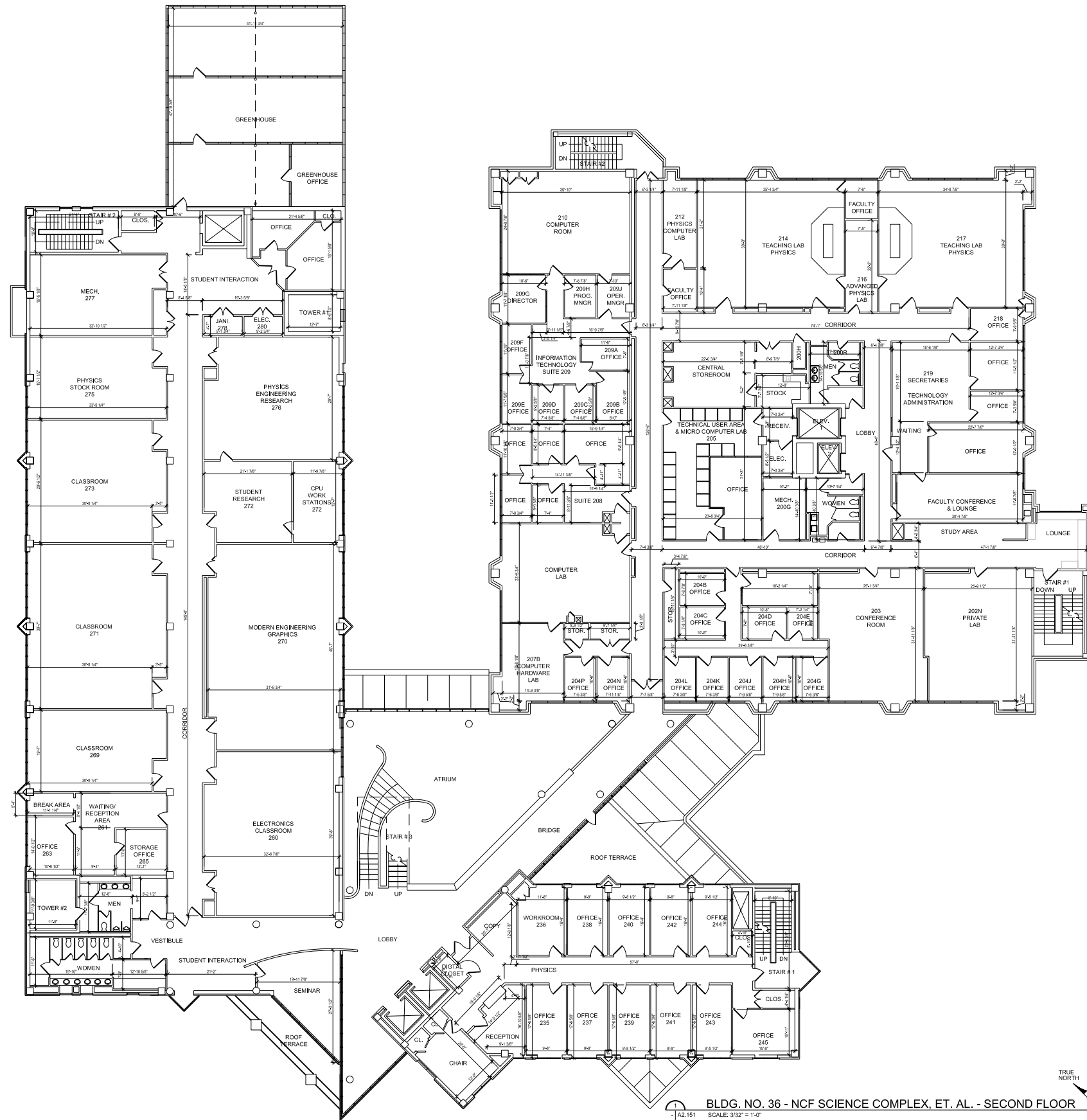
BLDG. NO. 36 - NCF SCIENCE COMPLEX, ET. AL. - FIRST FLOOR  
 SCALE: 3/32" = 1'-0"  
 TRUE NORTH

XAVIER UNIVERSITY  
 OF LOUISIANA  
 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 36, 37 FIRST FLOOR

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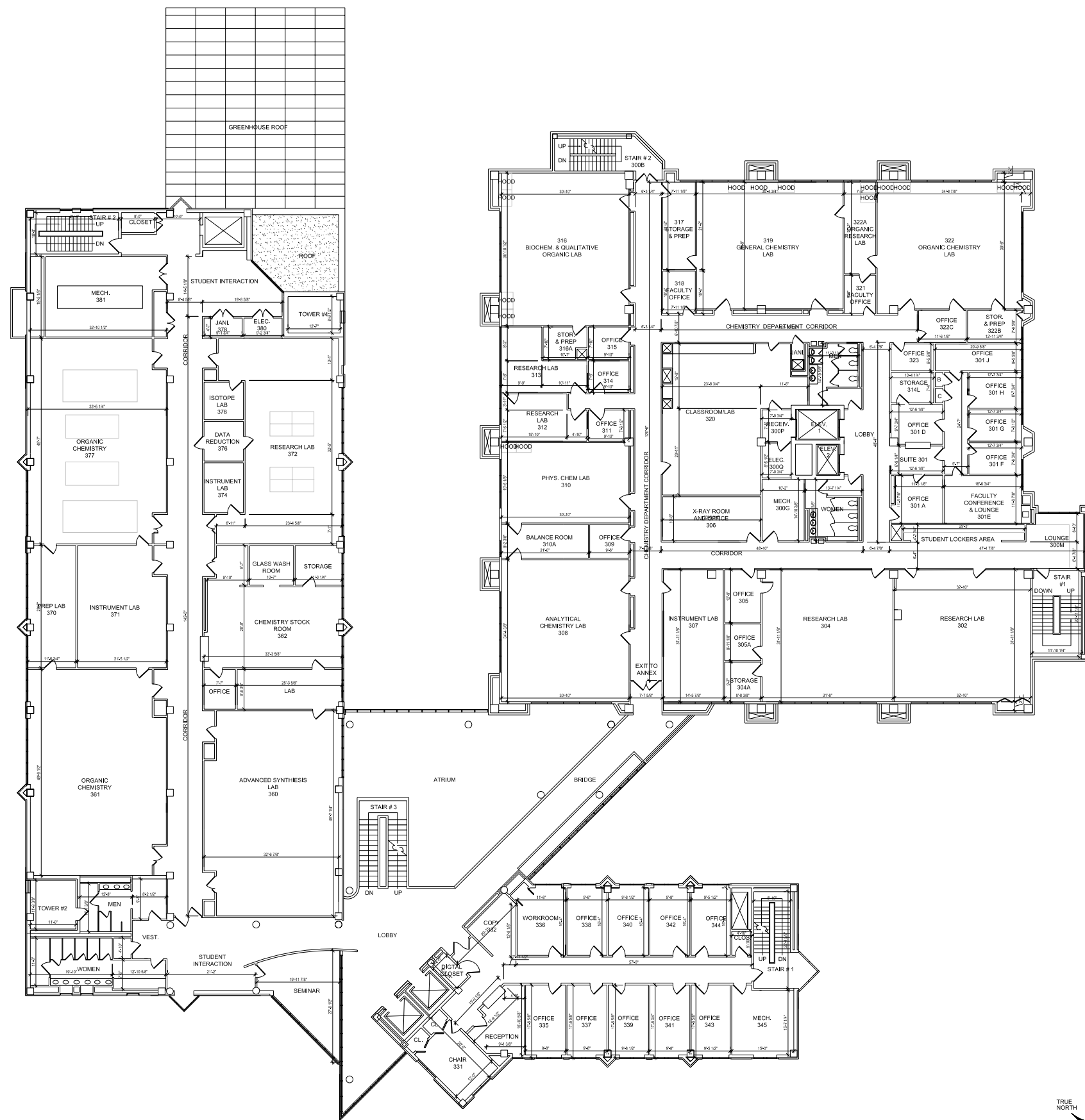
BLDG. NO. 36 - NCF SCIENCE COMPLEX, ET. AL. - SECOND FLOOR  
 SCALE: 3/32" = 1'-0"  
 TRUE NORTH

XAVIER UNIVERSITY  
 OF LOUISIANA  
 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 36, 37 SECOND FLOOR

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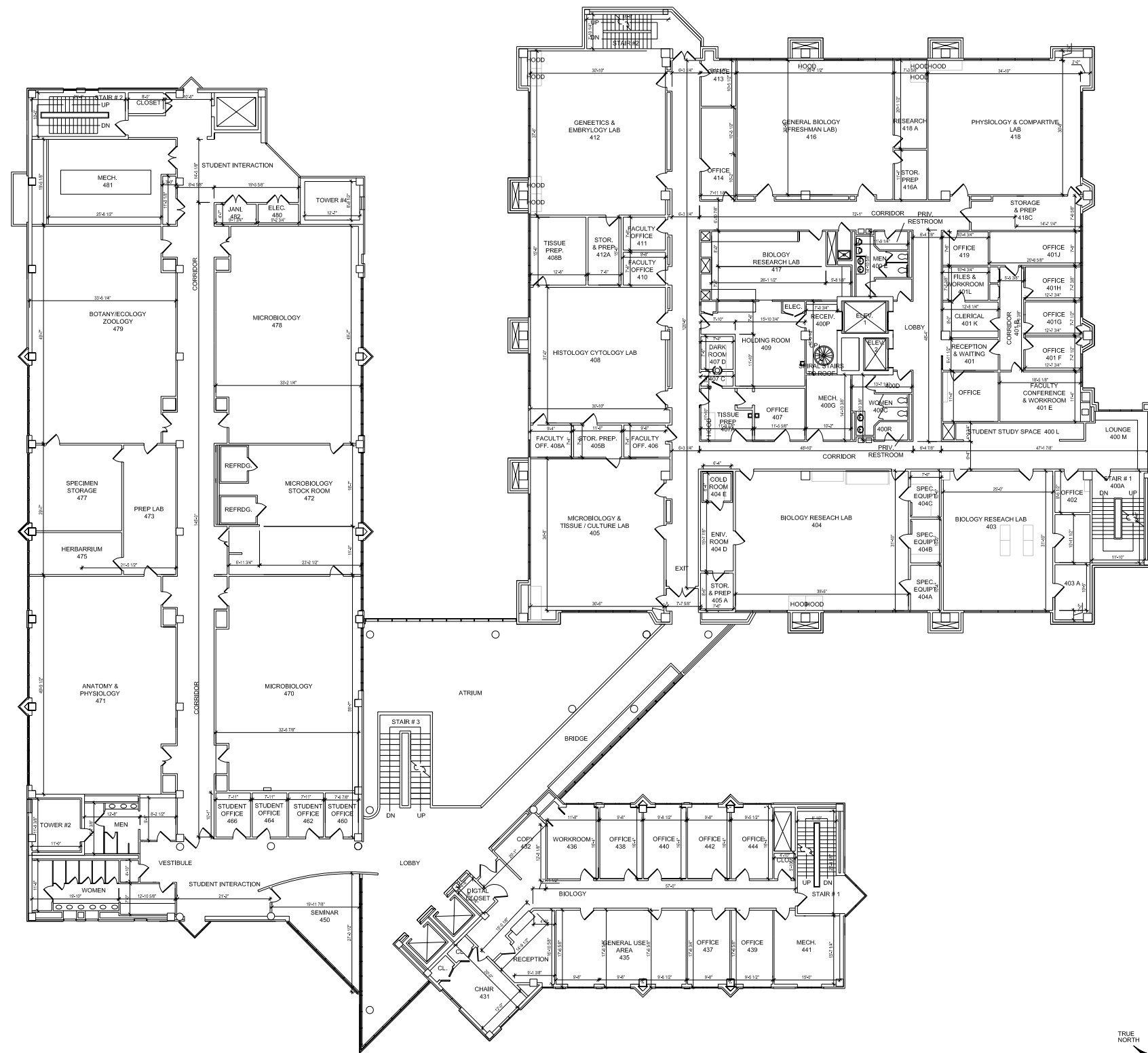
BLDG. NO. 36 - NCF SCIENCE COMPLEX, ET. AL. - THIRD FLOOR  
 SCALE: 3/32" = 1'-0"  
 TRUE NORTH

XAVIER UNIVERSITY  
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 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 36, 37 THIRD FLOOR

A  
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BLDG. NO. 36 - NCF SCIENCE COMPLEX, ET. AL. - FOURTH FLOOR  
 SCALE: 3/32" = 1'-0"  
 TRUE NORTH

**XAVIER UNIVERSITY  
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 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

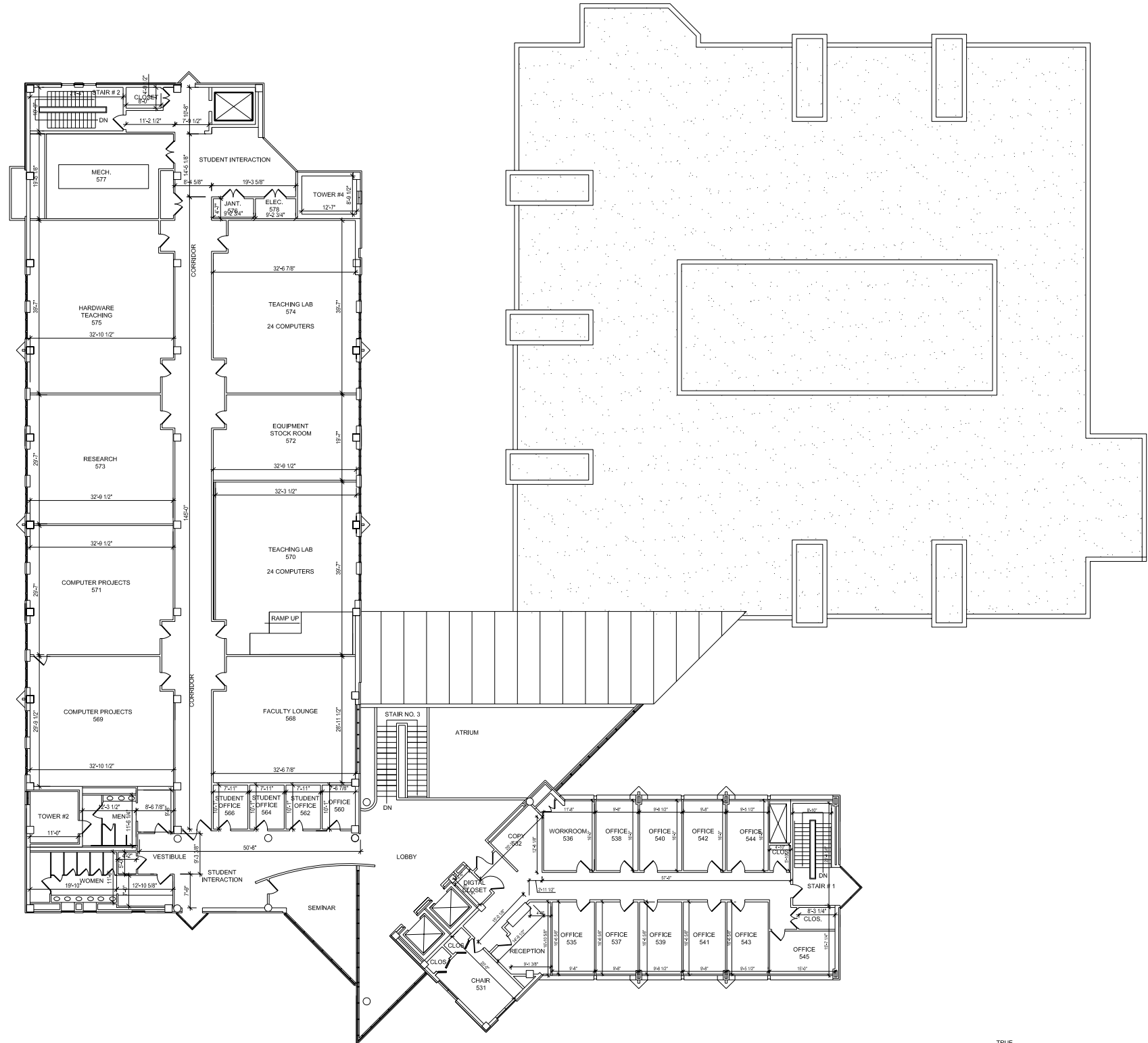
PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 36, 37 FOURTH FLOOR</b>

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TRUE NORTH  
NORTH

BLDG. NO. 36 - NCF SCIENCE COMPLEX, ET. AL. - FIFTH FLOOR

SCALE: 3/32" = 1'-0"

XAVIER UNIVERSITY  
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DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 36, 37 FIFTH FLOOR

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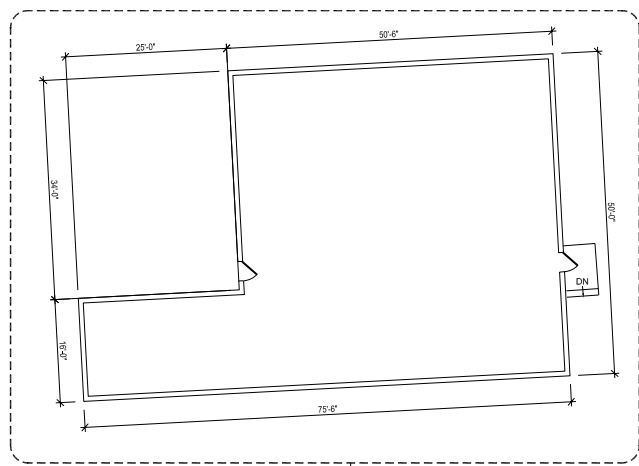
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LOWERLINE ST.

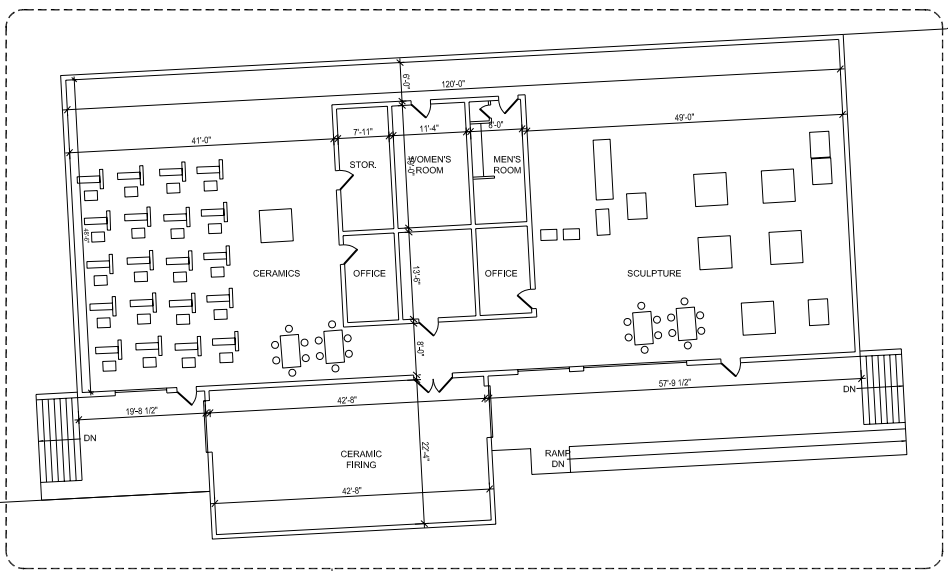
PALM ST.

PINE ST.

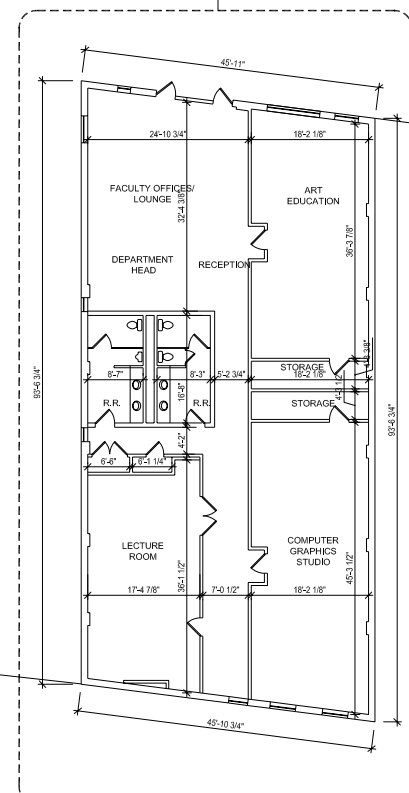
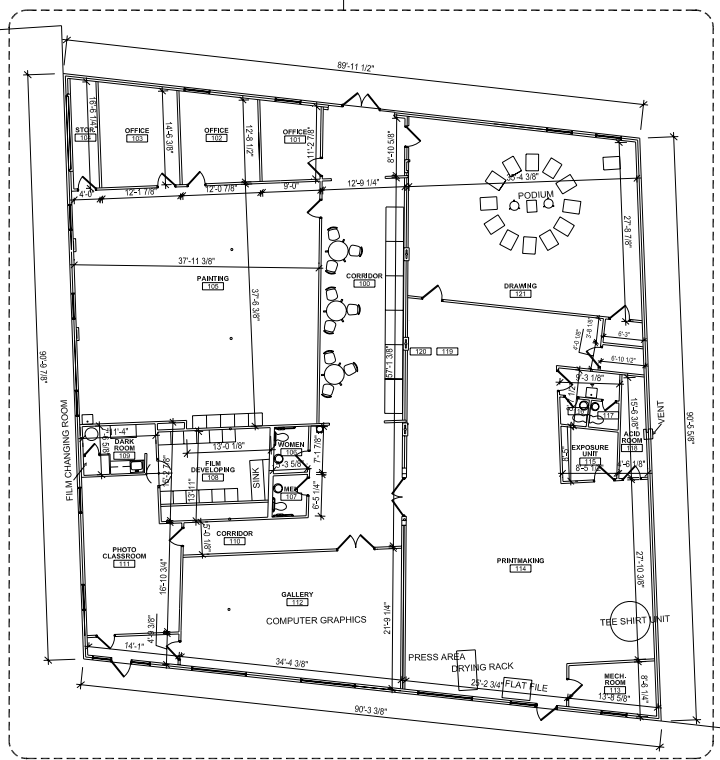
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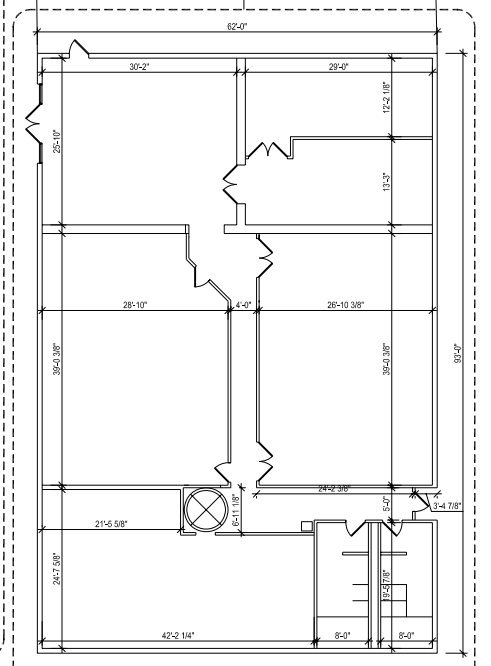
BUILDING NO. 42  
BUILDING NO. 39



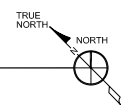
BUILDING NO. 51  
BUILDING NO. 43



BUILDING NO. 41



BLDG. NO. 39 - ART VILLAGE "D" - FIRST FLOOR, ET.AL.  
SCALE: 3/32" = 1'-0"



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08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 39, 41, 42, 43, 51 FIRST FLOOR

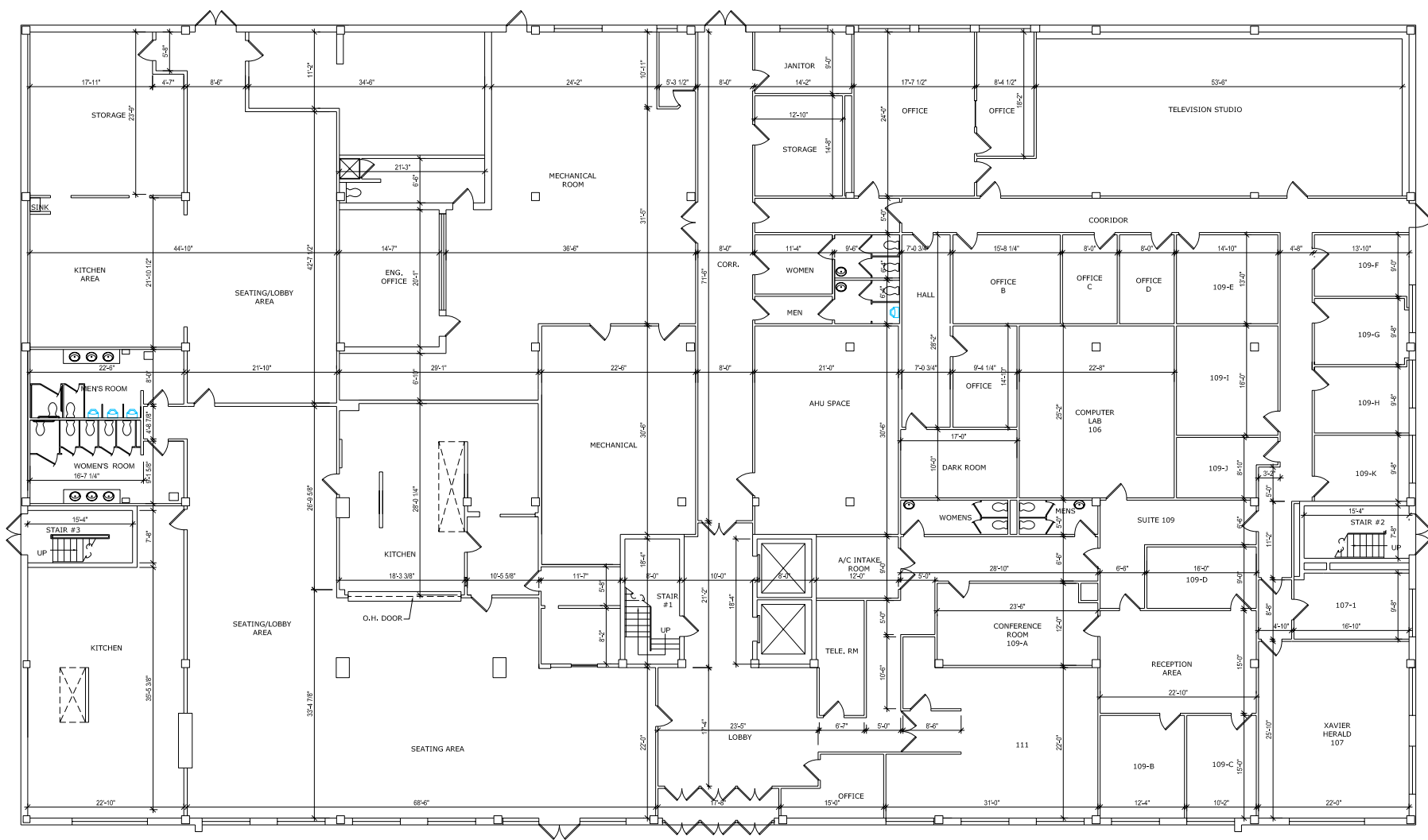


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BLDG. NO. 40 - XAVIER SOUTH - FIRST FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH  
 TRUE NORTH

XAVIER UNIVERSITY  
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DATE	ISSUED FOR
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PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 40 FIRST FLOOR

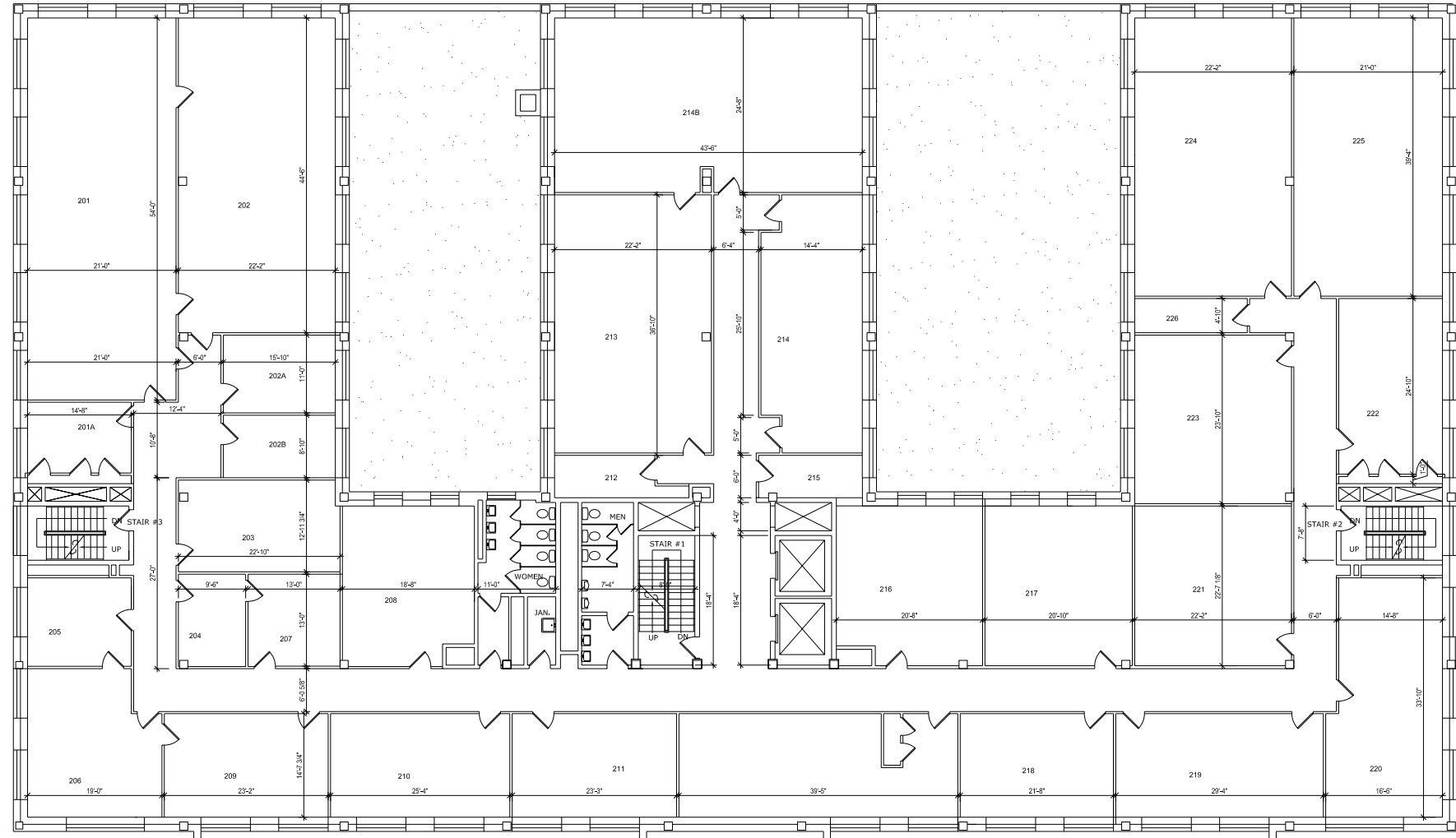
SHEET NO. **A2.170**

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BLDG. NO. 40 - XAVIER SOUTH - SECOND FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH  
 TRUE NORTH

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DATE	ISSUED FOR
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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 40 SECOND FLOOR

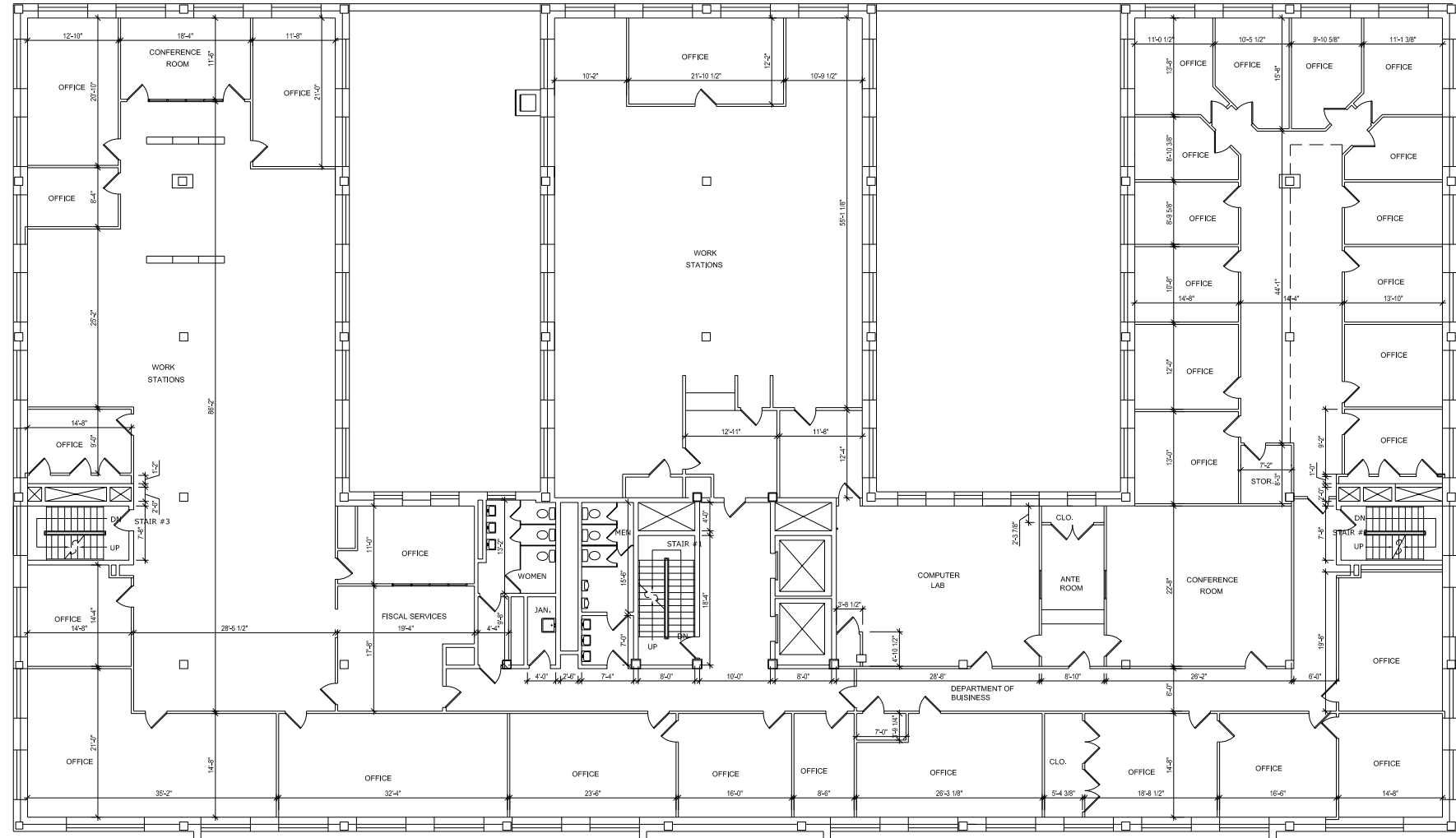
SHEET NO. **A2.171**

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BLDG. NO. 40 - XAVIER SOUTH - THIRD FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH  
 TRUE NORTH

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DATE	ISSUED FOR
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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 40 THIRD FLOOR

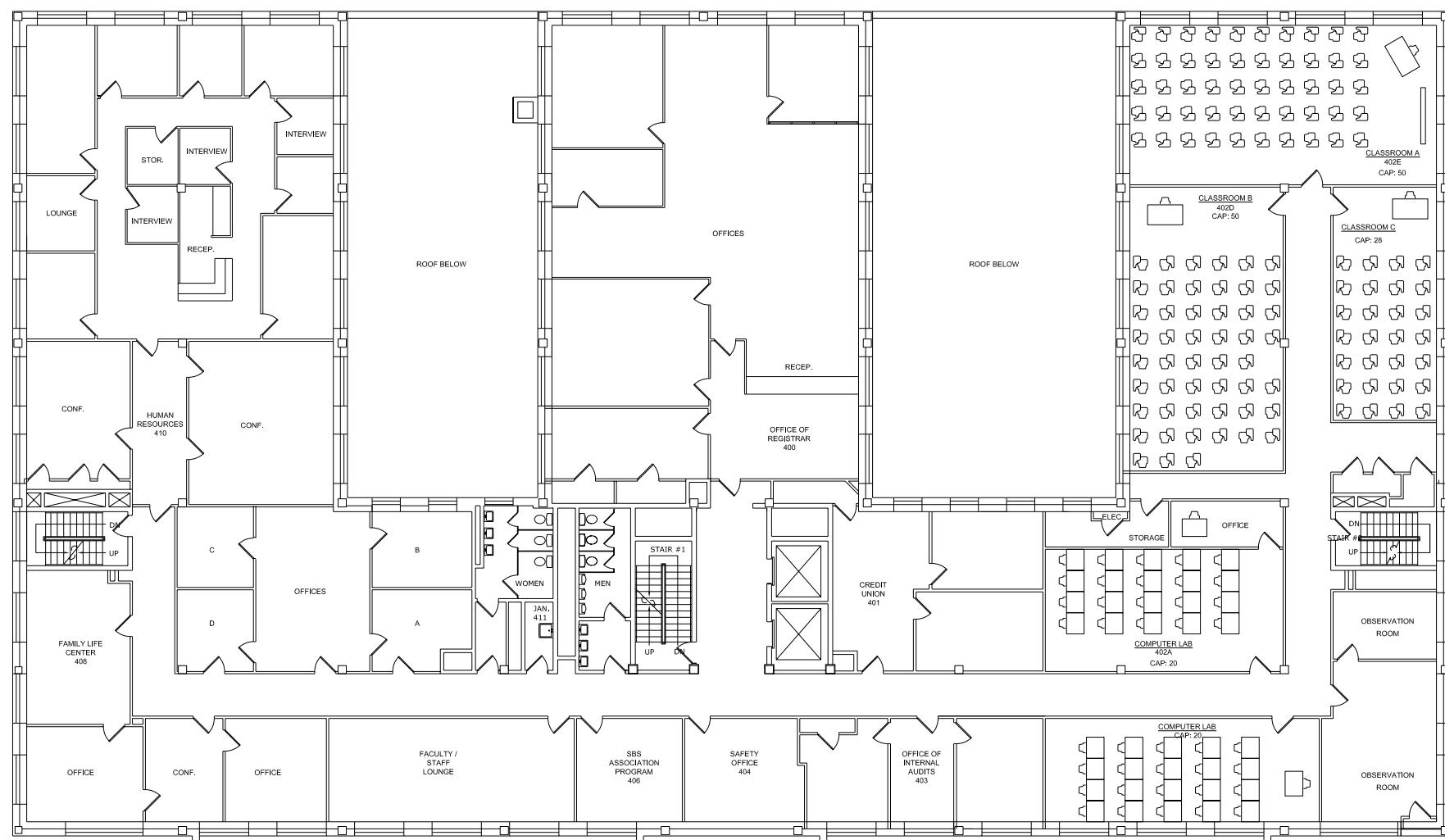
SHEET NO. **A2.172**

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 NEW ORLEANS, LA

DATE	ISSUED FOR
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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 40 FOURTH FLOOR</b>

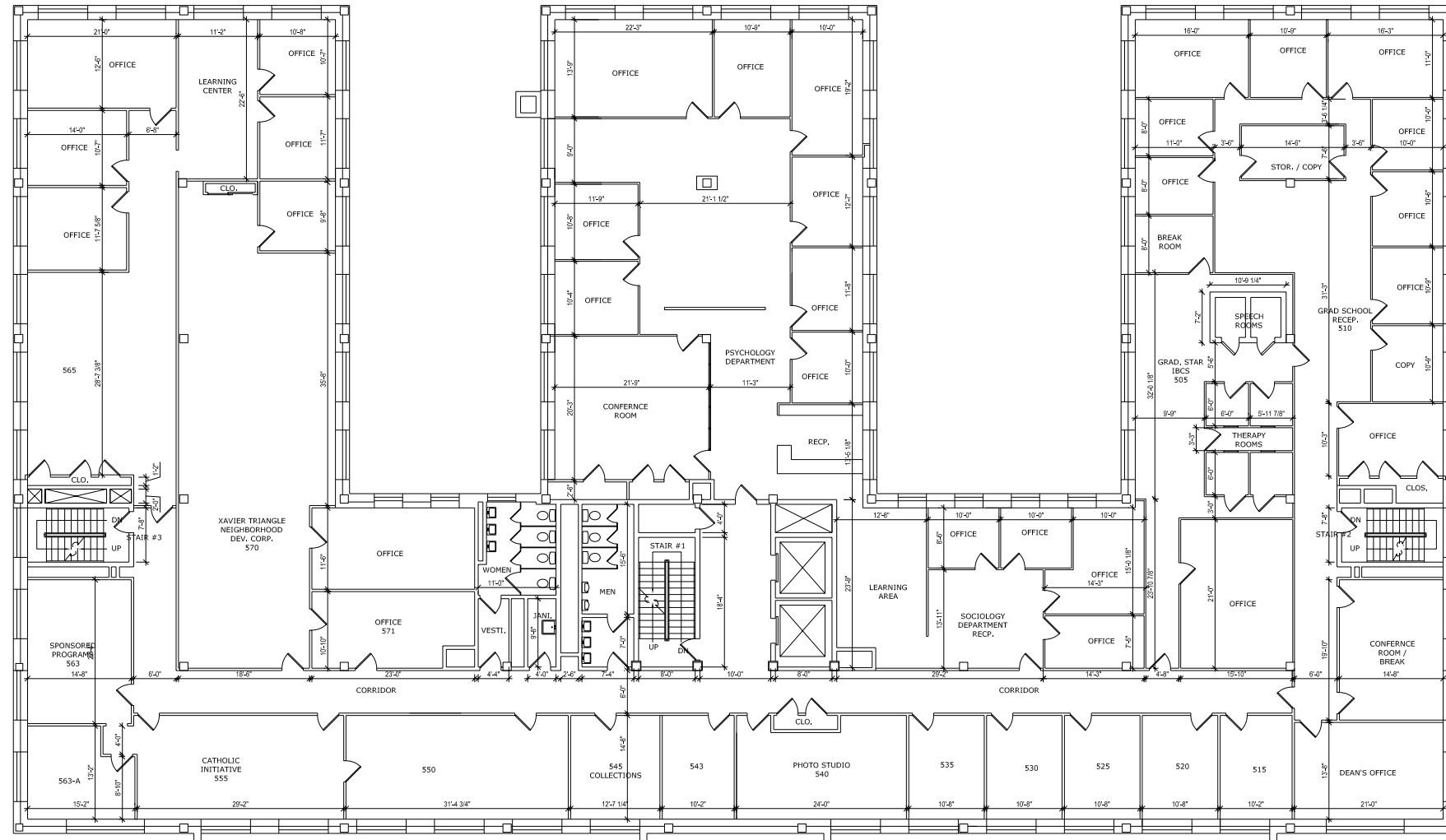
SHEET NO. **A2.173**

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BLDG. NO. 40 - XAVIER SOUTH - FIFTH FLOOR  
 SCALE: 1/8" = 1'-0"  
 TRUE NORTH

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 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 40 FIFTH FLOOR

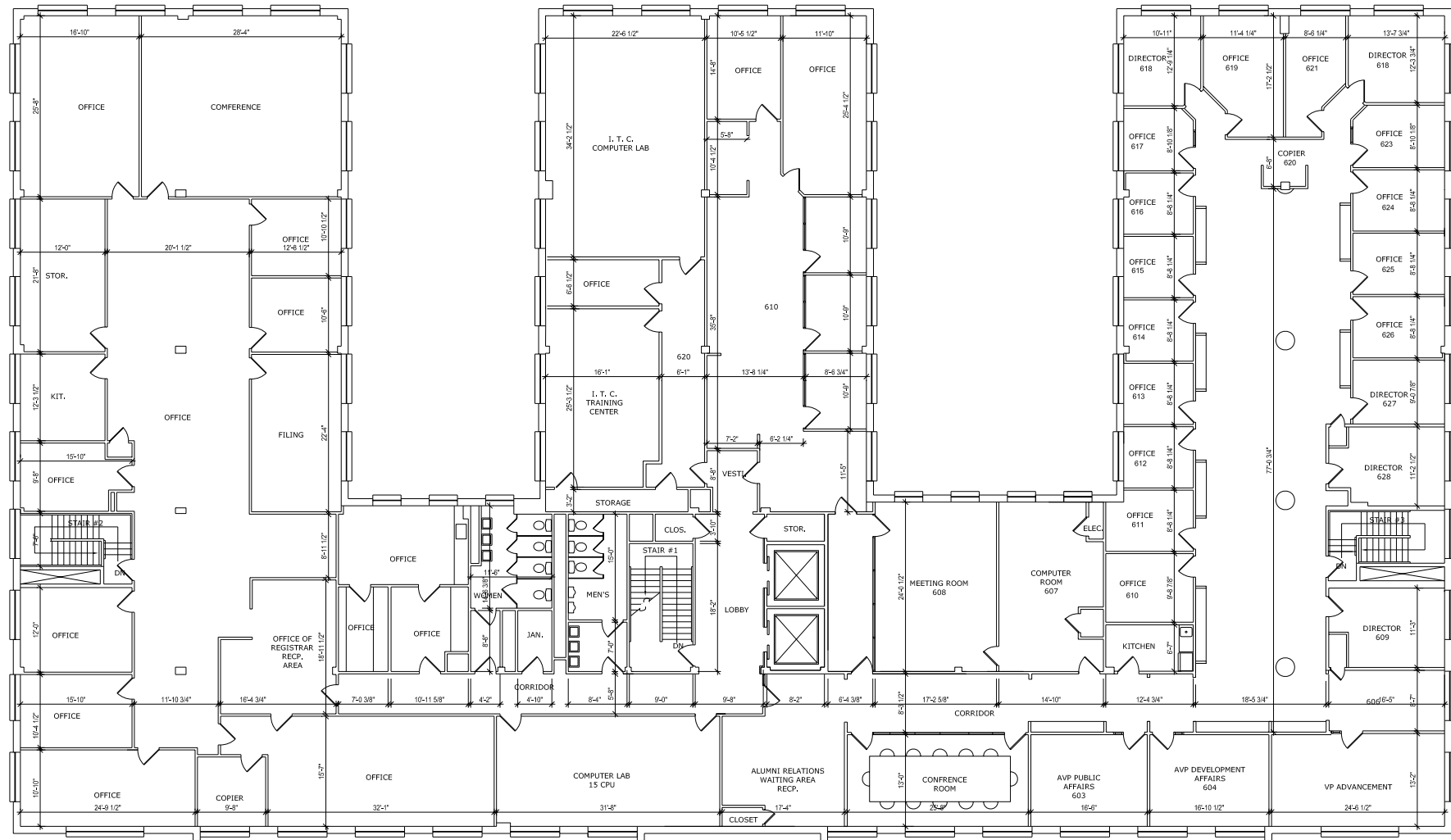
SHEET NO. **A2.174**

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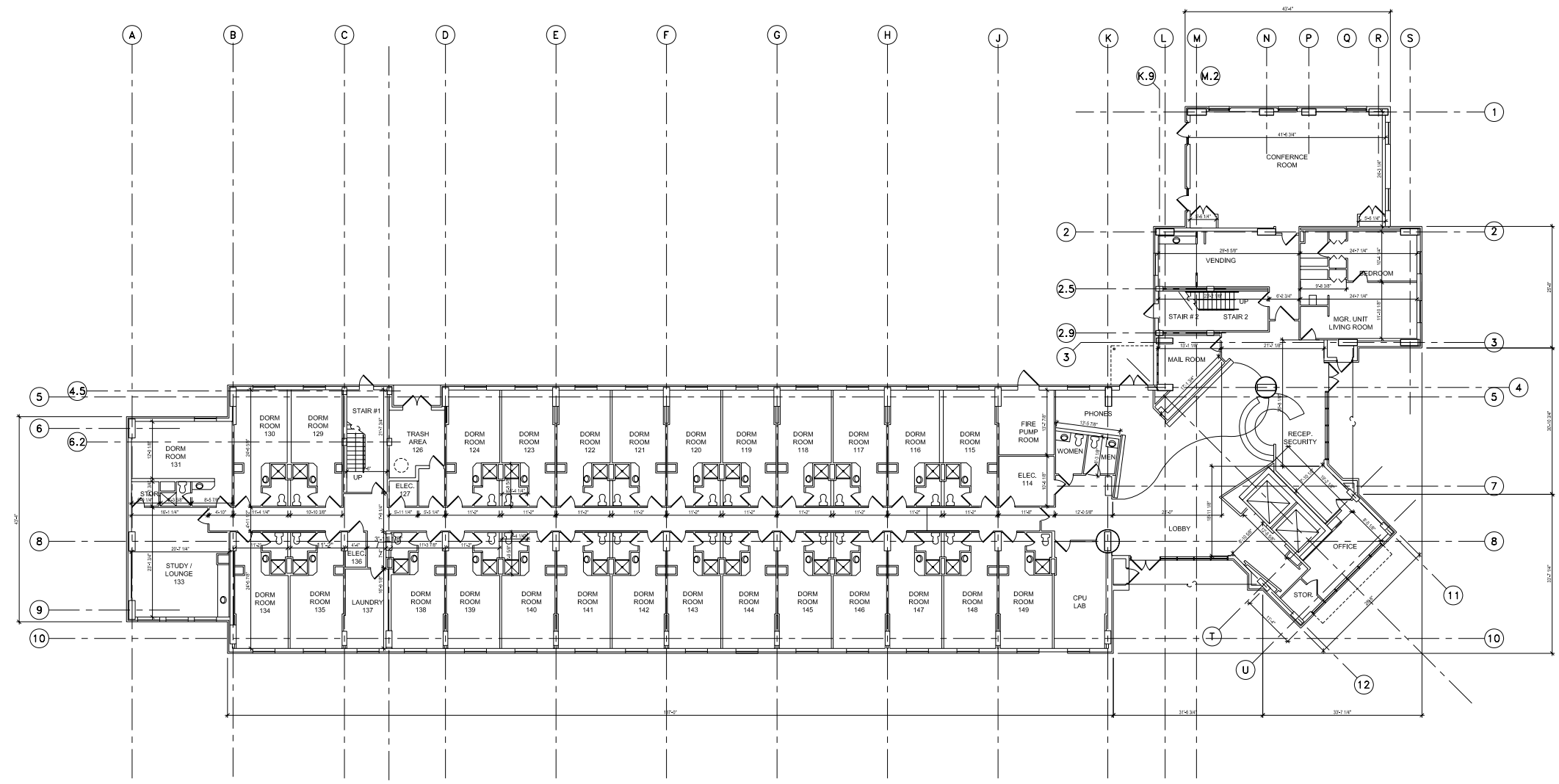
BLDG. NO. 40 - XAVIER SOUTH - SIXTH FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH  
 TRUE NORTH

XAVIER UNIVERSITY  
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 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 40 SIXTH FLOOR

XAVIER UNIVERSITY  
OF LOUISIANA  
MASTER PLAN  
NEW ORLEANS, LA



BLDG. NO. 44 - DePORRES RESIDENCE HALL - FIRST FLOOR  
SCALE: 3/32" = 1'-0"  
TRUE NORTH

DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 44 FIRST FLOOR

SHEET NO. **A2.180**

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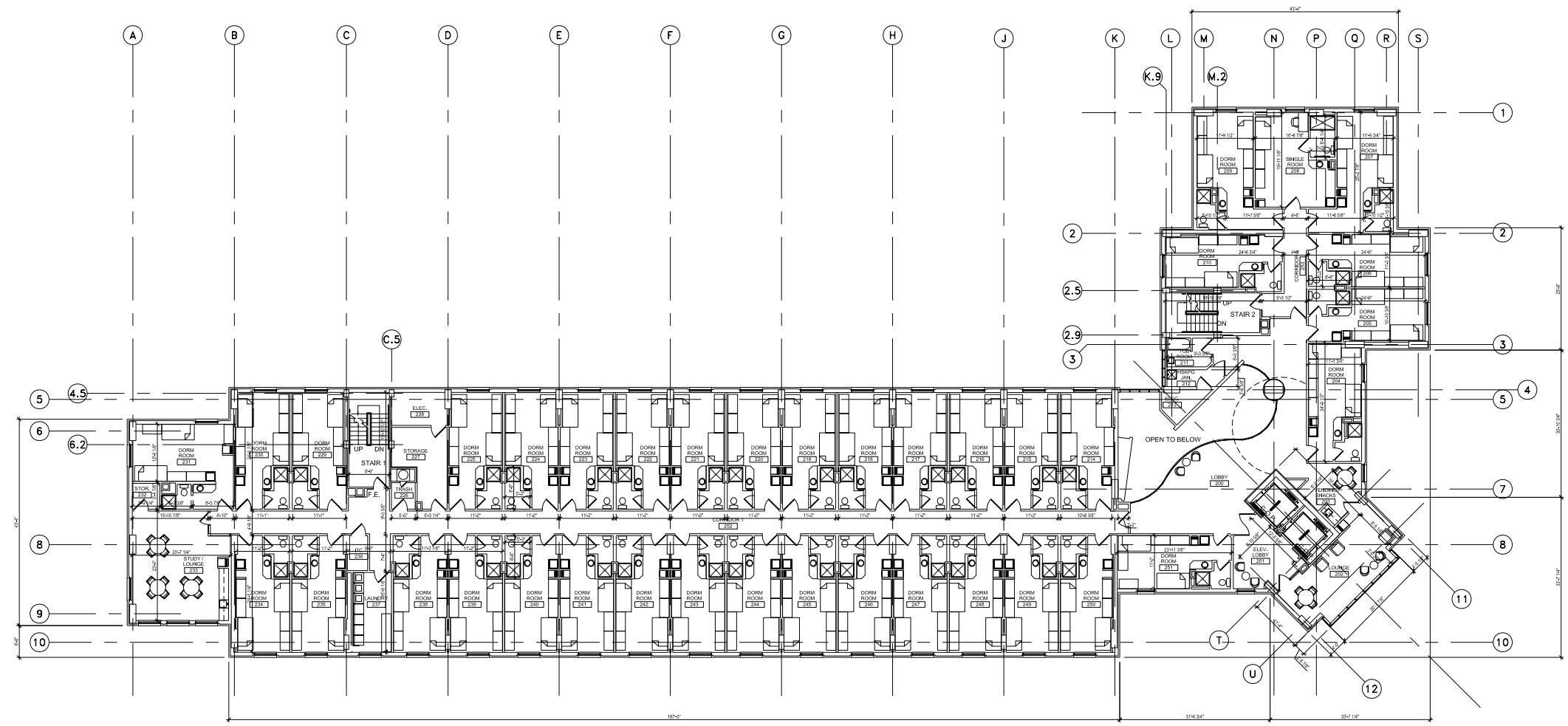
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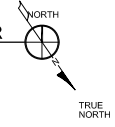
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BLDG. NO. 44 - DePORRES RESIDENCE HALL - SECOND FLOOR  
 - A2.181 SCALE: 3/32" = 1'-0"



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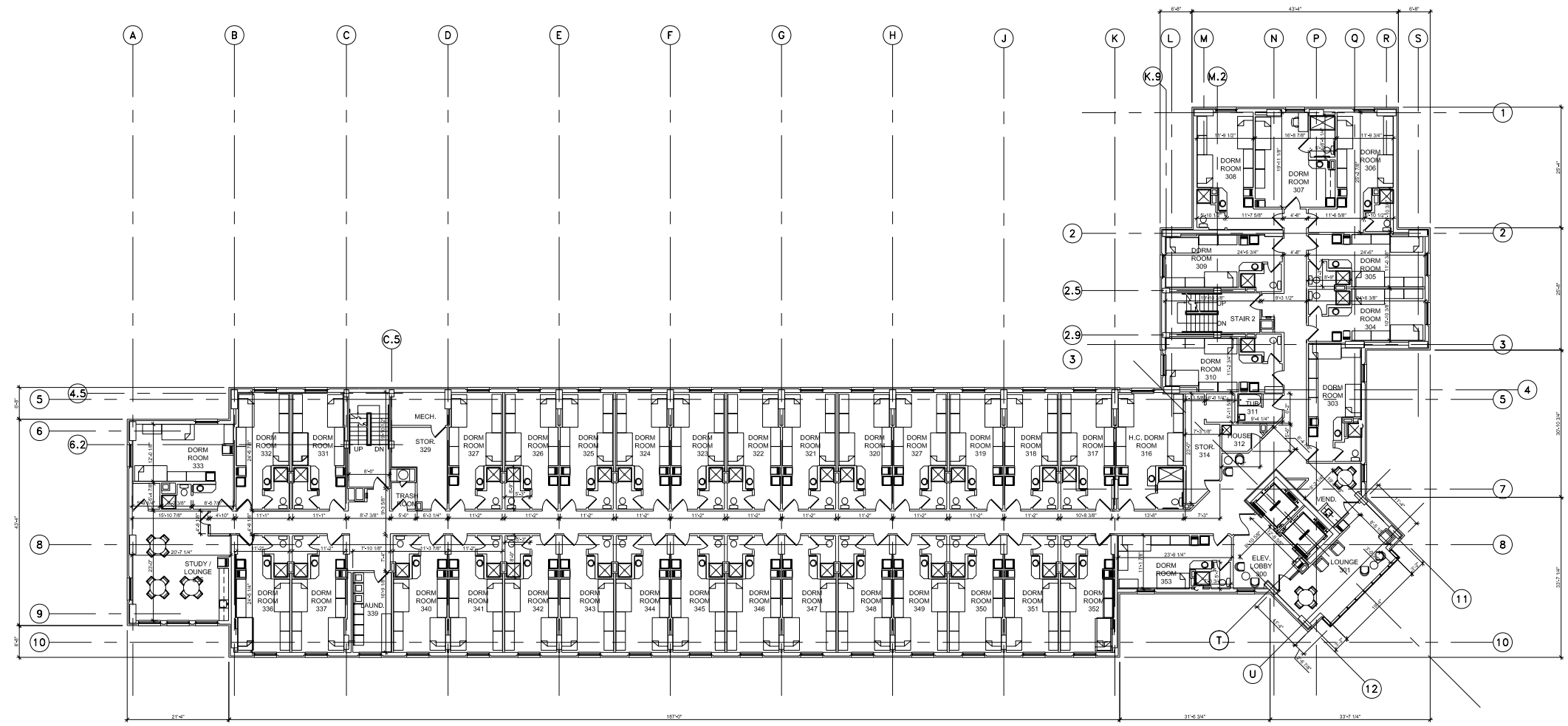
DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
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PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 44 SECOND FLOOR

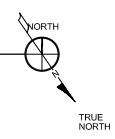
SHEET NO. **A2.181**



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BLDG. NO. 44 - DePORRES RESIDENCE HALL - THIRD FLOOR  
SCALE: 3/32" = 1'-0"



DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 44 THIRD FLOOR

SHEET NO. **A2.182**

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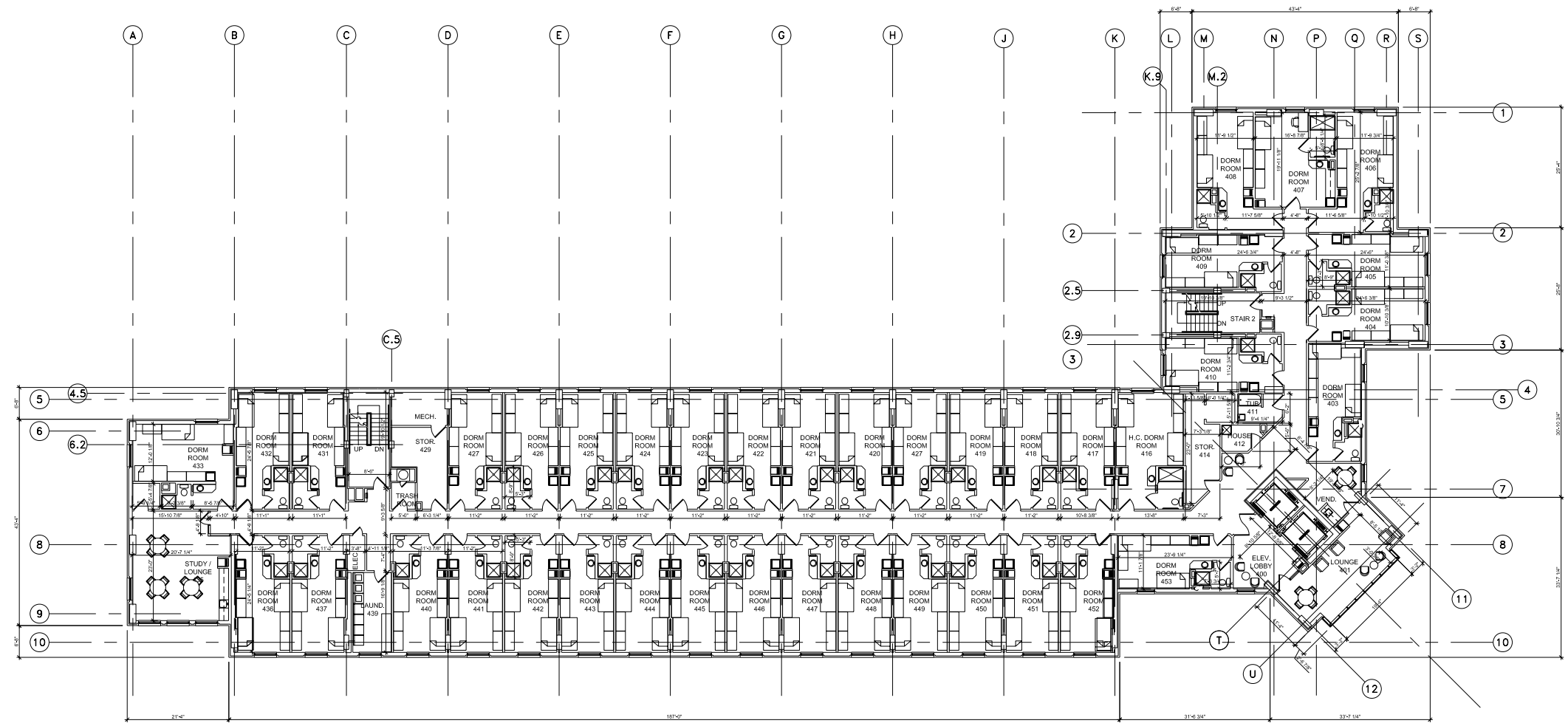
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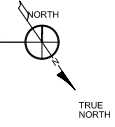
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BLDG. NO. 44 - DePORRES RESIDENCE HALL - FOURTH FLOOR  
SCALE: 3/32" = 1'-0"



DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 44 FOURTH FLOOR

SHEET NO. **A2.183**

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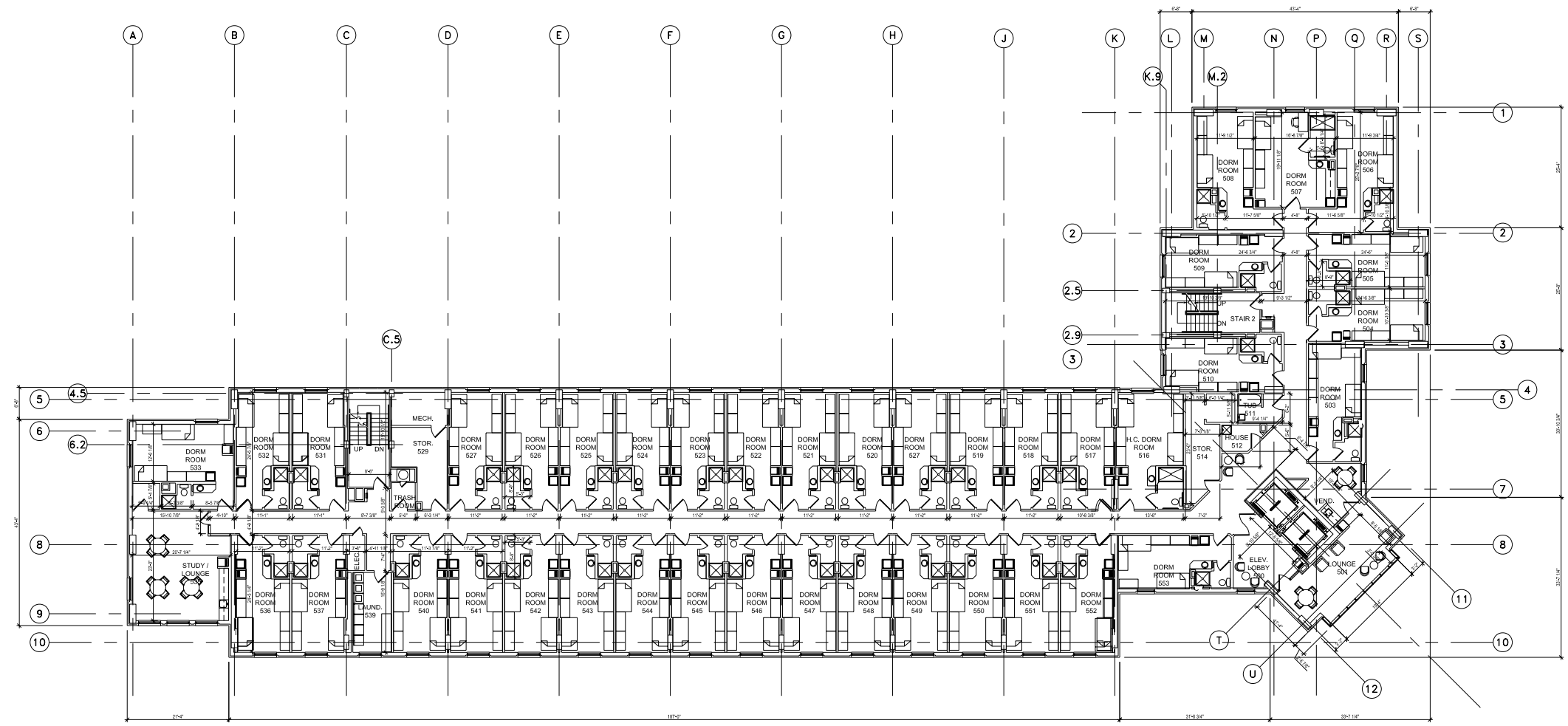
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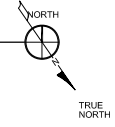
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BLDG. NO. 44 - DePORRES RESIDENCE HALL - FIFTH FLOOR  
 SCALE: 3/32" = 1'-0"



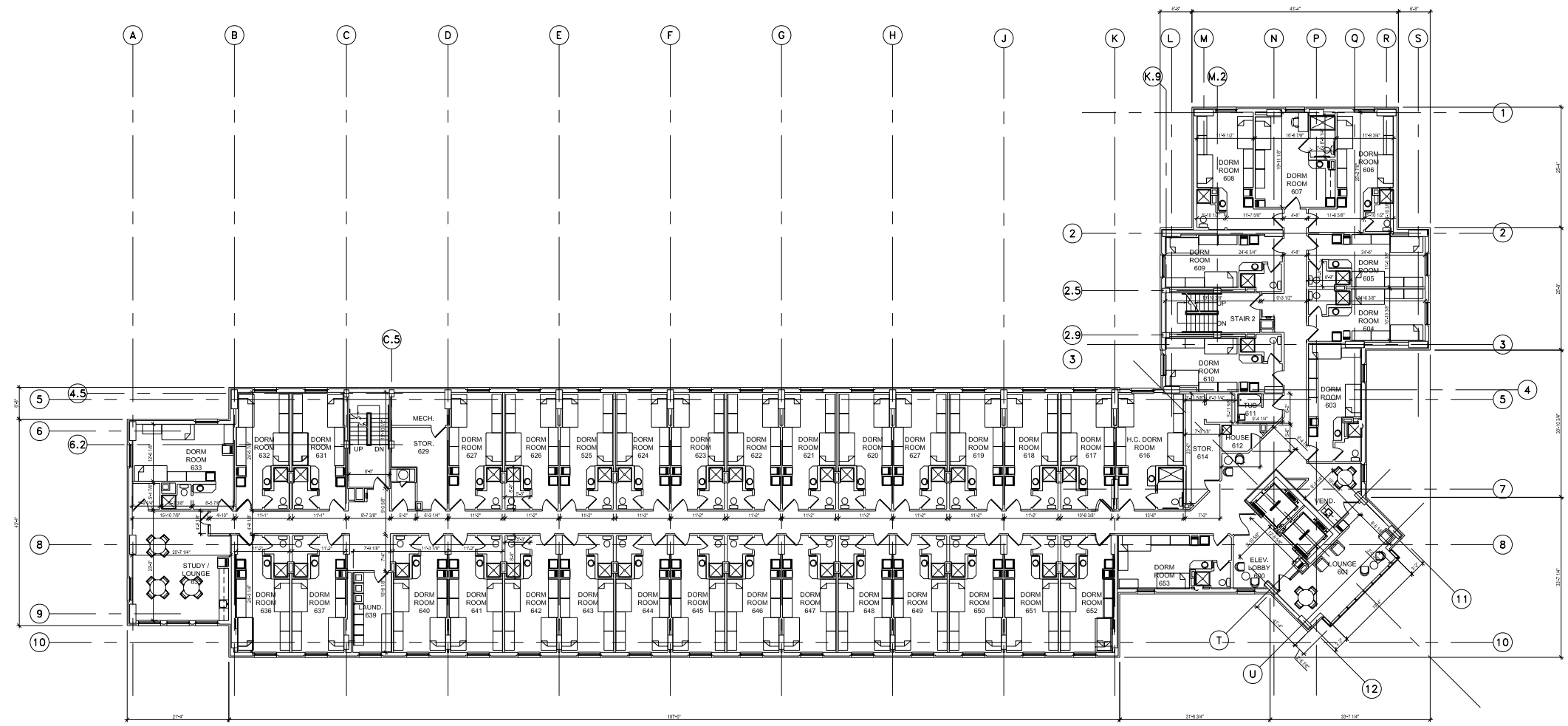
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DATE	ISSUED FOR
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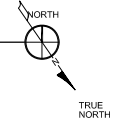
PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 44 FIFTH FLOOR

SHEET NO. **A2.184**

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BLDG. NO. 44 - DePORRES RESIDENCE HALL - SIXTH FLOOR  
 SCALE: 3/32" = 1'-0"



DATE	ISSUED FOR
12/11/06	OWNER USE
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08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 44 SIXTH FLOOR

SHEET NO. **A2.185**

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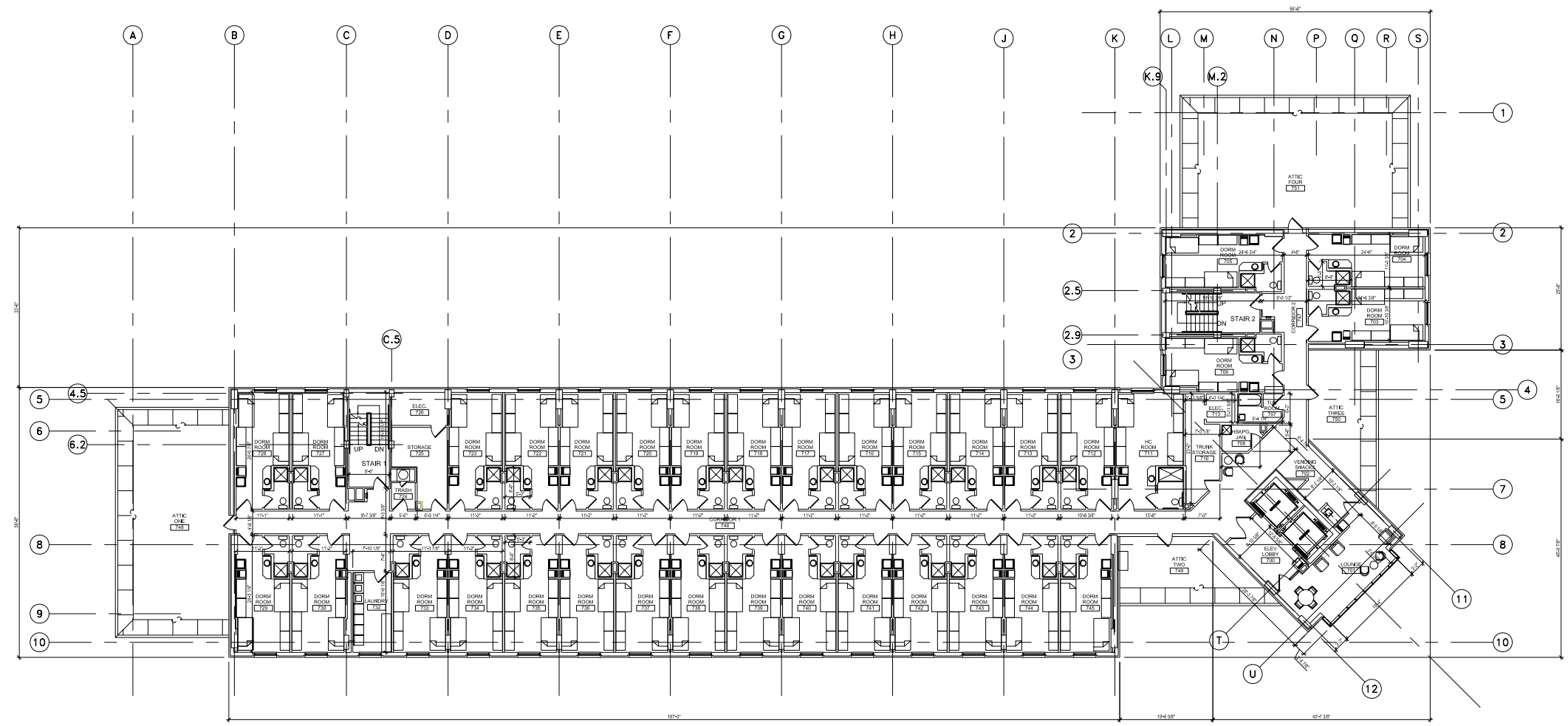
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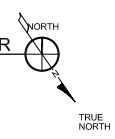
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BLDG. NO. 44 - DePORRES RESIDENCE HALL - SEVENTH FLOOR  
SCALE: 3/32" = 1'-0"



DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 44 SEVENTH FLOOR

SHEET NO. **A2.186**

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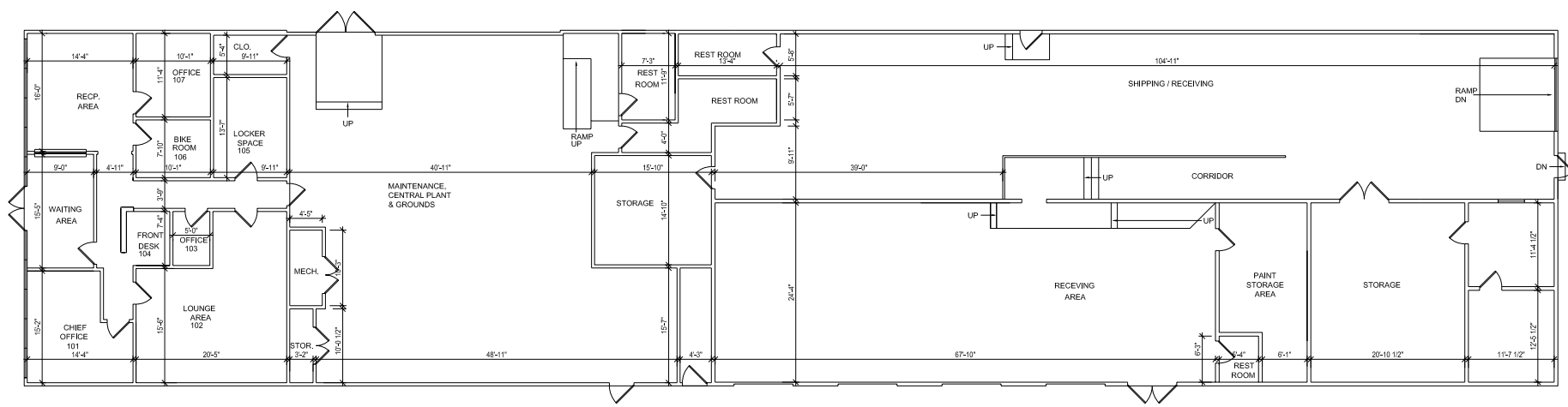
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1  
AZ.190 SCALE: 1/8" = 1'-0"

TRUE NORTH  
NORTH

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DATE	ISSUED FOR
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05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

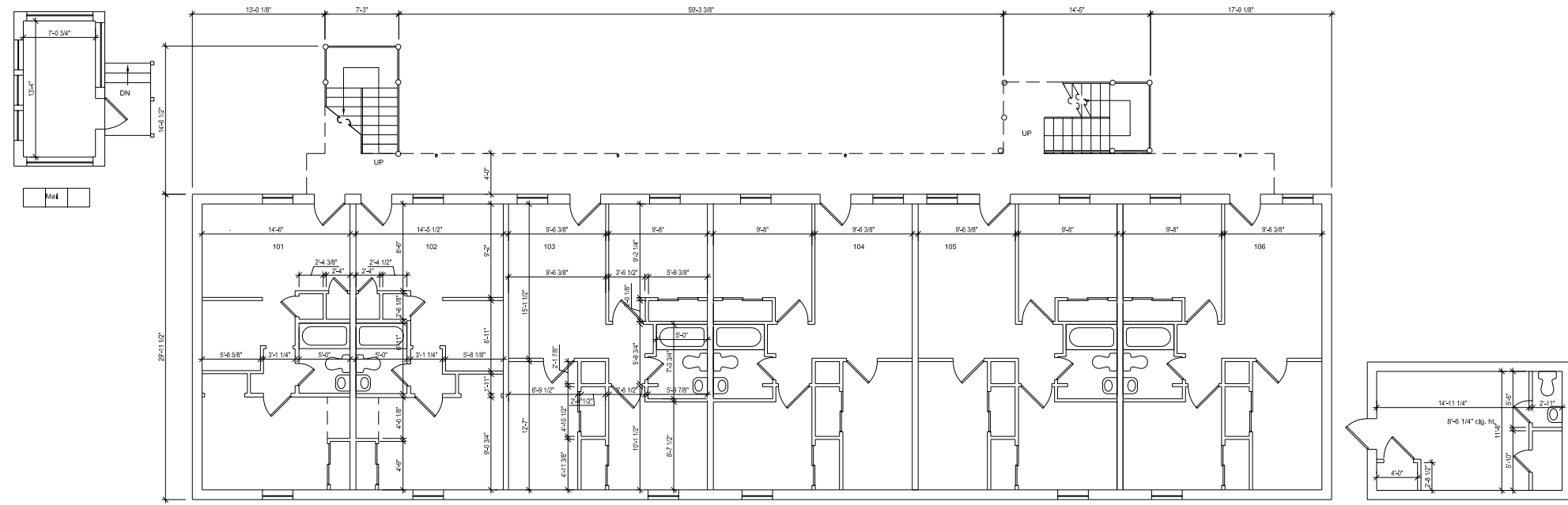
PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	<b>BUILDING NO. 45, 89, 92 FIRST FLOOR</b>
SHEET NO.	<b>A2.190</b>

A

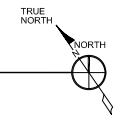
B

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BLDG. NO. 47 - CLAVER - FIRST FLOOR  
 -|A2.200 SCALE: 3/16" = 1'-0"



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DATE	ISSUED FOR
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08/01/07	CAMPUS MASTER PLAN

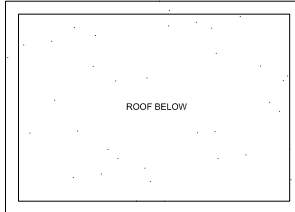
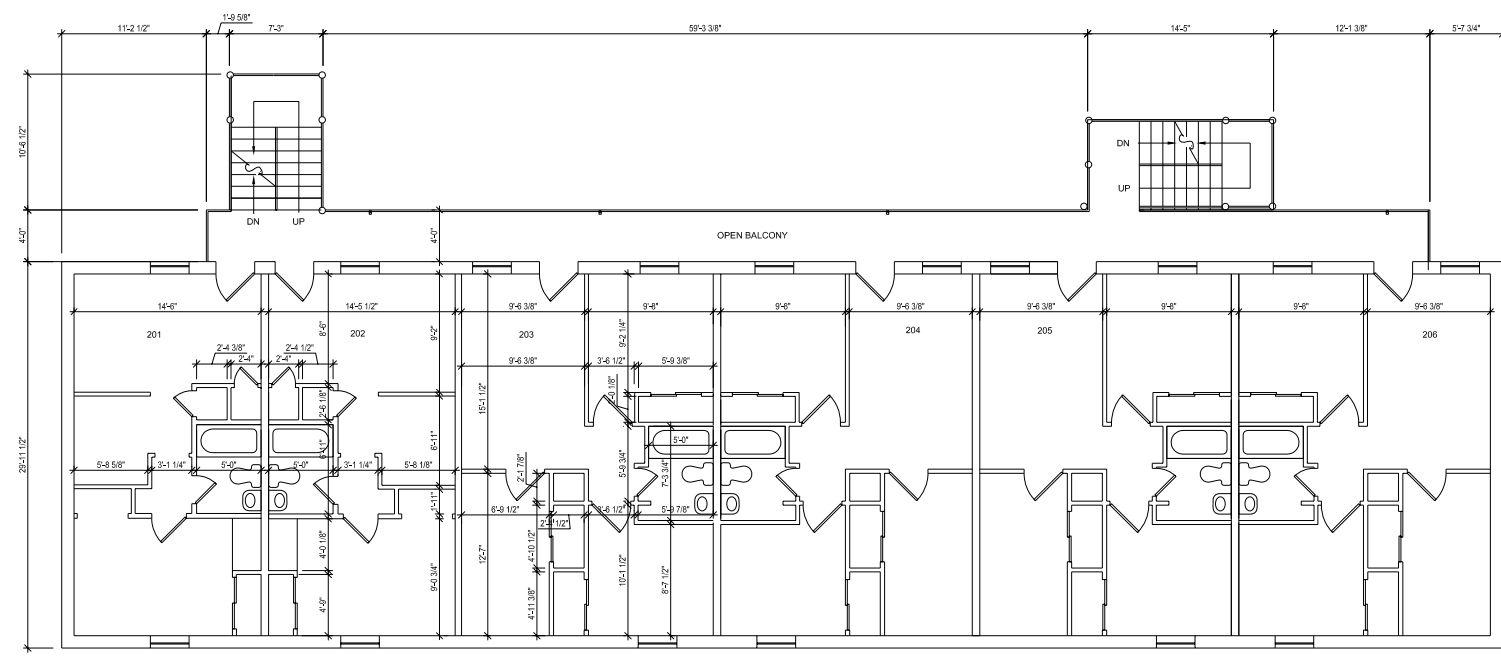
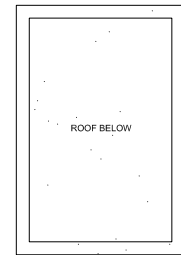
PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	CLAVER

A

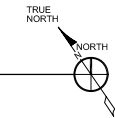
B

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BLDG. NO. 47 - CLAVER - SECOND FLOOR  
 SCALE: 3/16" = 1'-0"



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DATE	ISSUED FOR
12/11/06	OWNER USE
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08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	CLAVER





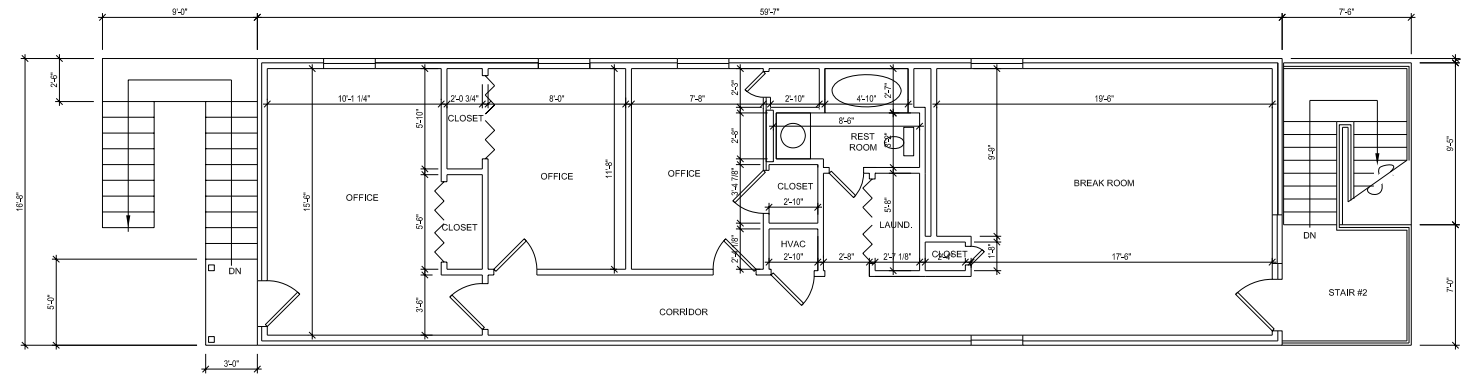


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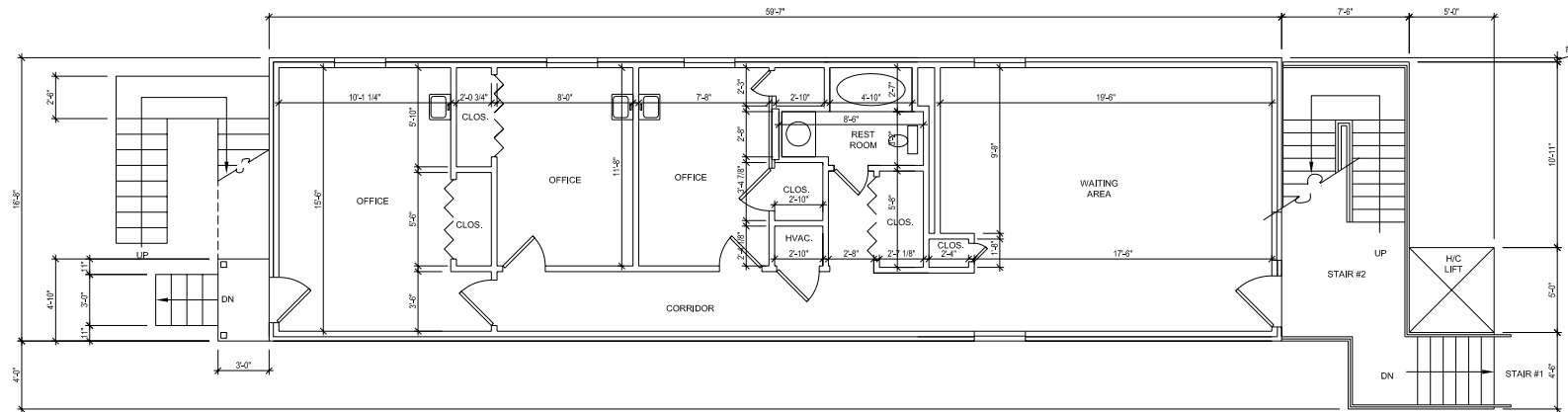
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1 A2.220 SCALE: 1/4" = 1'-0" TRUE NORTH



1 A2.220 SCALE: 1/4" = 1'-0" TRUE NORTH

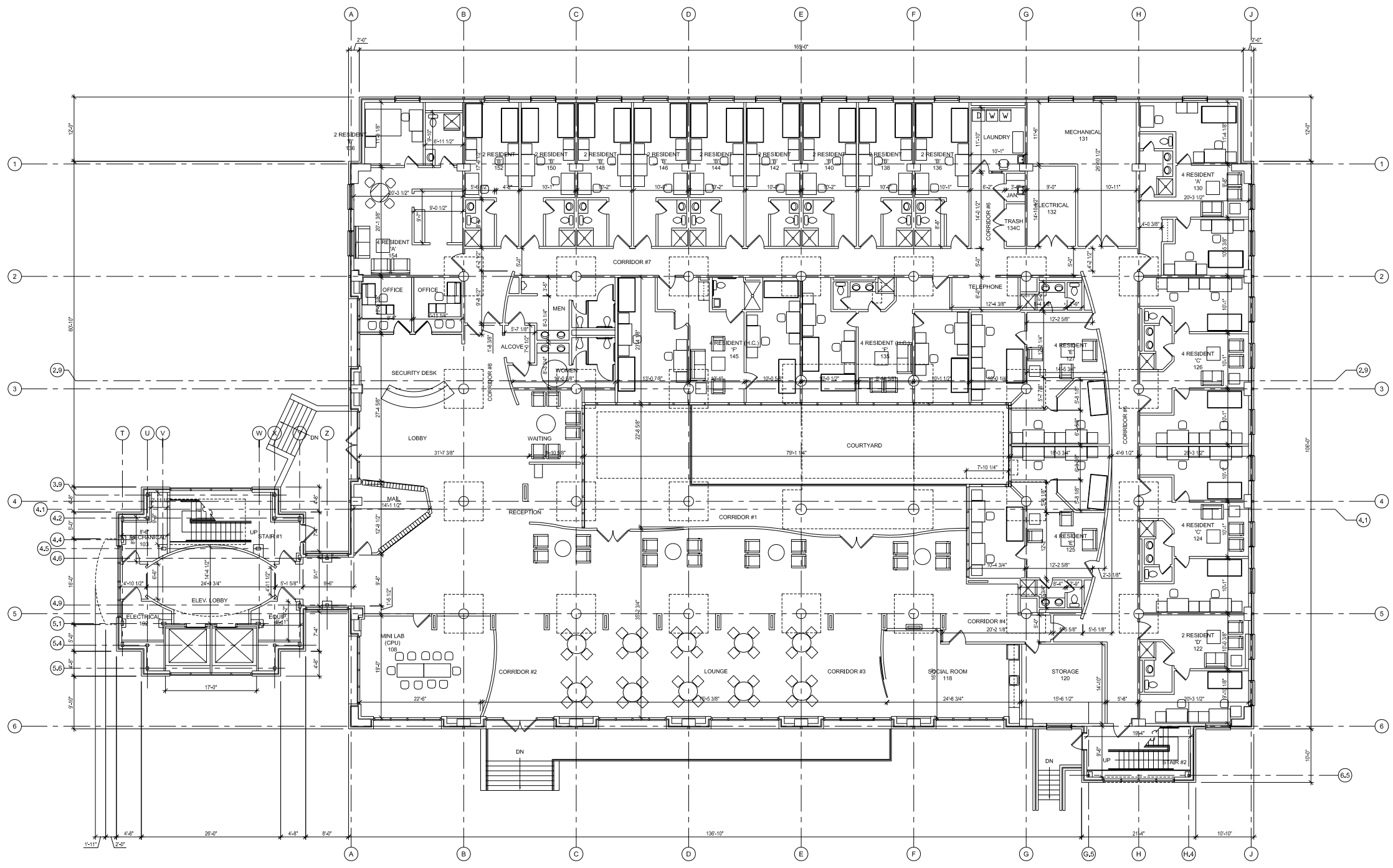
XAVIER UNIVERSITY  
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DATE	ISSUED FOR
12/11/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	BUILDING NO. 85 FIRST FLOOR

SHEET NO. A2.220

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BLDG. NO. 88 - LIVING LEARNING CENTER - FIRST FLOOR  
 SCALE: 1/8" = 1'-0"  
 NORTH TRUE NORTH

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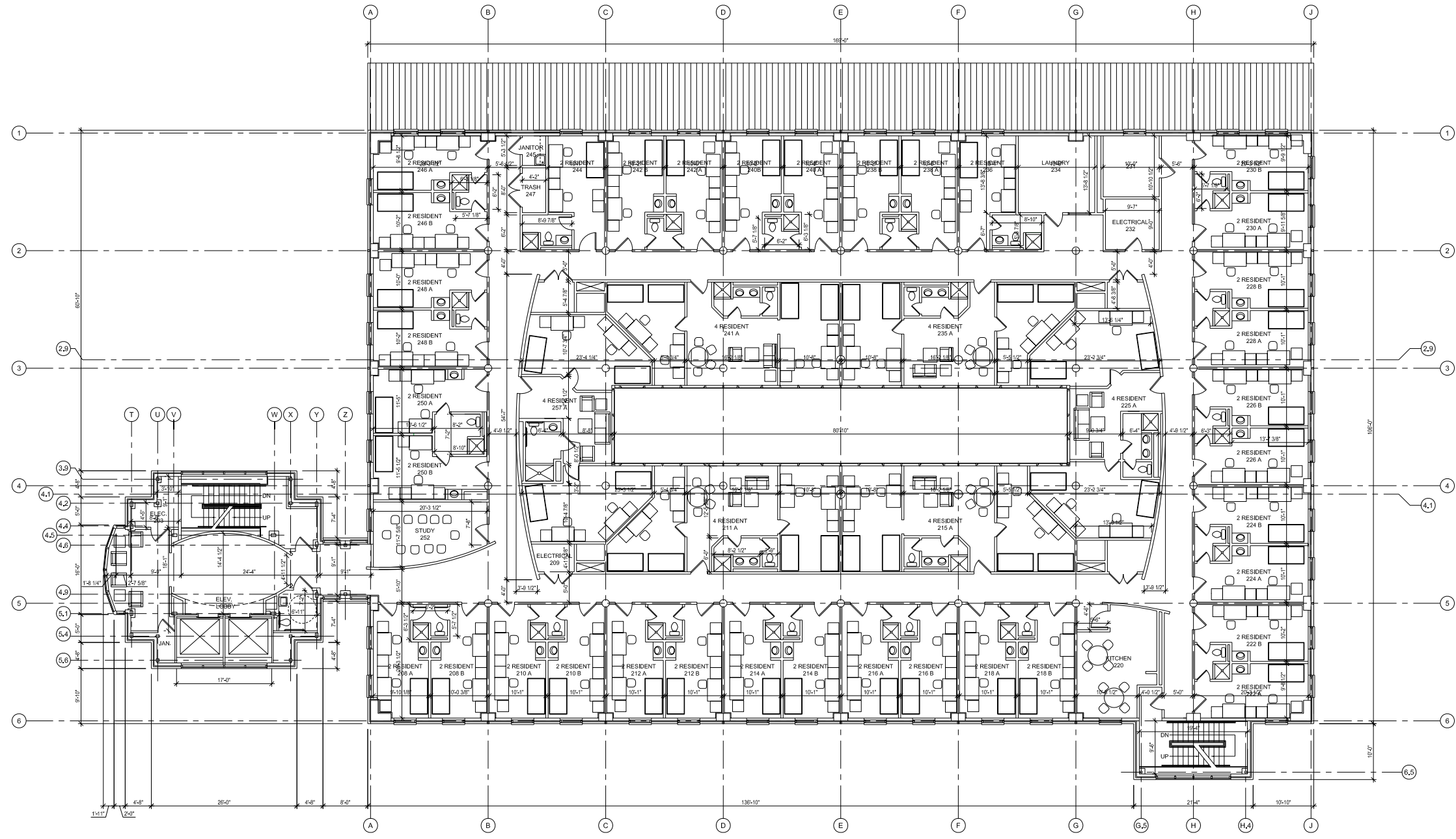
PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	LIVING LEARNING CENTER

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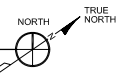
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BLDG. NO. 88 - LIVING LEARNING CENTER - SECOND FLOOR  
 SCALE: 1/8" = 1'-0"



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DATE	ISSUED FOR
12/1/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	LIVING LEARNING CENTER

SHEET NO. **A2.231**

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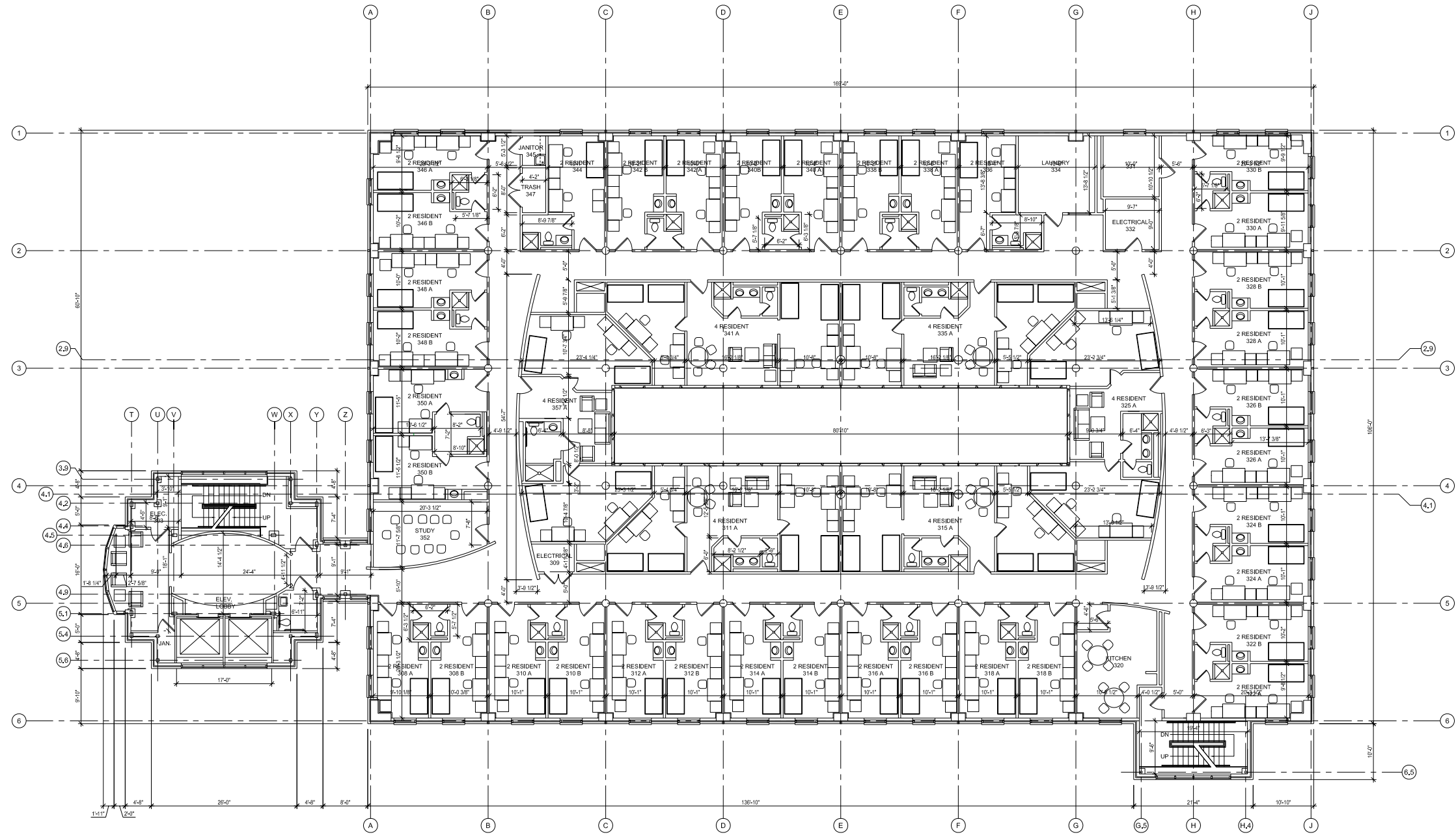
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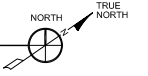
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BLDG. NO. 88 - LIVING LEARNING CENTER - THIRD FLOOR  
 SCALE: 1/8" = 1'-0"



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08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	LIVING LEARNING CENTER

SHEET NO. **A2.232**

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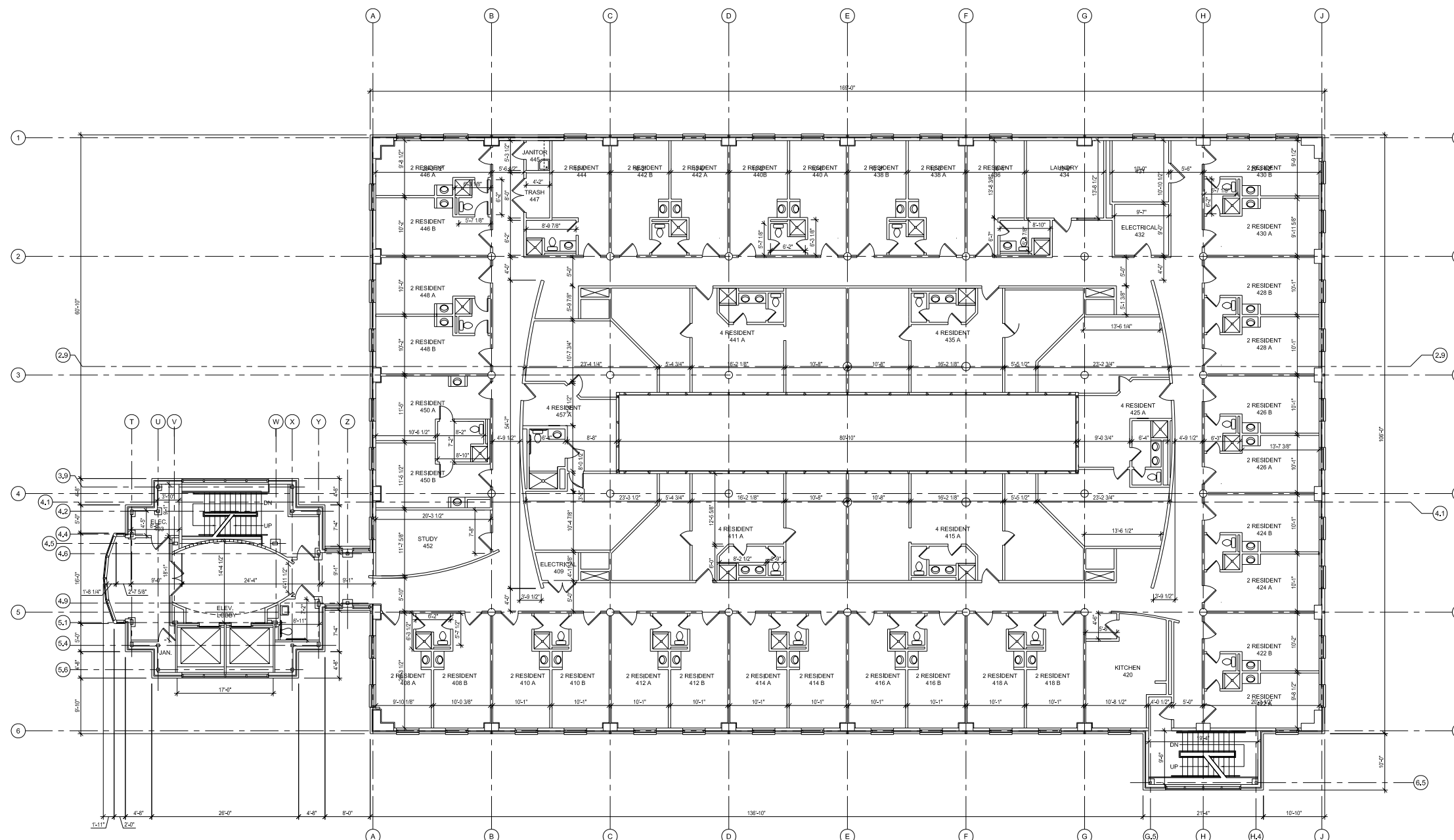
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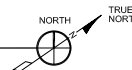
DATE	ISSUED FOR
12/1/06	OWNER USE
05/01/07	OWNER USE
08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	LIVING LEARNING CENTER

SHEET NO. **A2.233**



BLDG. NO. 88 - LIVING LEARNING CENTER - FOURTH FLOOR  
 SCALE: 1/8" = 1'-0"



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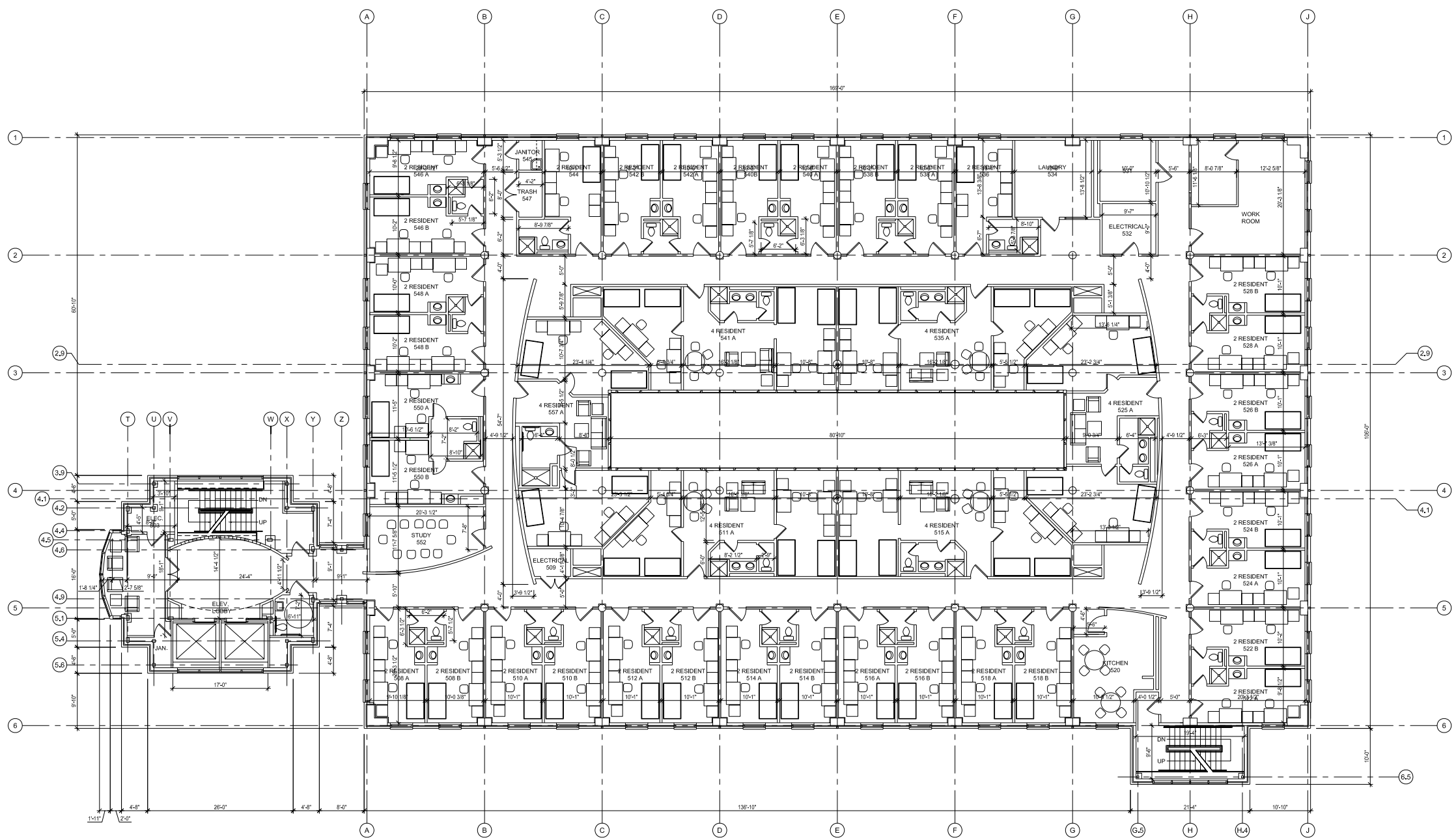
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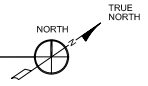
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BLDG. NO. 88 - LIVING LEARNING CENTER - FIFTH FLOOR  
 SCALE: 1/8" = 1'-0"



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08/01/07	CAMPUS MASTER PLAN

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	LIVING LEARNING CENTER



# 6.2

## building summary

**XAVIER UNIVERSITY MASTER PLAN**

MA Project No.: N05-018-00

**MANNING ARCHITECTS**  
ARCHITECTURE | INTERIORS | PLANNING

**Eskew+Duméz+Ripple**

ARCHITECTURE  
ENVIRONMENTS  
URBAN DESIGN

SHEET NO.	BUILDING NO.	BUILDING NAME	DATE OF CONSTRUCTION (IF KNOWN)	FLOOR PLAN	GSF TOTAL	GSF ACADEM.	GSF ADMIN.	GSF SERVICES	GSF MECHANICAL	GSF UNDEFINED	GSF HOUSING	SINGLE UNITS	DOUBLE UNITS	QUAD UNITS
A2.000	Building No. 1, 2	Administration Building	1933	FP01	26,301	2,080	11,648	12,190	385	0	0	0	0	0
A2.001	Building No. 1, 2	Administration Building		FP02	26,345	2,387	23,787	0	171	0	0	0	0	0
A2.002	Building No. 1, 2	Administration Building		FP03	23,084	9,596	13,157	0	341	0	0	0	0	0
	<b>TOTAL:</b>				<b>75,740</b>	<b>14,063</b>	<b>48,690</b>	<b>12,190</b>	<b>897</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.010	Building No. 3	Convent	1933	FP01	8,128									
A2.011	Building No. 3	Convent		FP02	8,128									
A2.012	Building No. 3	Convent		FP03	8,128									
	<b>TOTAL:</b>				<b>24,384</b>									
A2.020	Building No. 4	House of Studies	1967	FP01	5,251	0	0	4,900	351	0	0	0	0	0
A2.021	Building No. 4	House of Studies		FP02	5,013	0	0	0	267	0	4,746	14	0	0
A2.022	Building No. 4	House of Studies		FP03	5,013	0	0	0	267	0	4,746	14	0	0
A2.023	Building No. 4	House of Studies		FP04	5,013	0	0	0	267	0	4,746	14	0	0
	<b>TOTAL:</b>				<b>20,290</b>	<b>0</b>	<b>0</b>	<b>4,900</b>	<b>1,152</b>	<b>0</b>	<b>14,238</b>	<b>42</b>	<b>0</b>	<b>0</b>
A2.030	Building No. 5, 6, 38	College of Pharmacy and Library	1970 (ORIGINAL)	FP01	41,854	19,475	2,785	17,435	2,159	0	0	0	0	0
A2.031	Building No. 5, 6, 38	College of Pharmacy and Library	1993 (ADDITION)	FP02	41,690	15,270	7,280	17,713	1,427	0	0	0	0	0
A2.032	Building No. 5, 6, 38	College of Pharmacy and Library		FP03	41,694	19,663	1,898	18,477	1,656	0	0	0	0	0
A2.033	Building No. 5, 6, 38	College of Pharmacy and Library		FP04	27,850	5,302	3,917	17,970	661	0	0	0	0	0
A2.034	Building No. 5, 6, 38	College of Pharmacy and Library		FP05	20,691	0	0	0	416	20,275	0	0	0	0
A2.035	Building No. 5, 6, 38	College of Pharmacy and Library		FP06	20,691	0	0	7,432	12,814	0	0	0	0	0
	<b>TOTAL:</b>				<b>194,470</b>	<b>59,710</b>	<b>15,660</b>	<b>79,027</b>	<b>6,764</b>	<b>0</b>	<b>33,089</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.040	Building No. 7	Gymnasium	1937	FP01	20,282	648	3,238	16,375	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>20,282</b>	<b>648</b>	<b>3,238</b>	<b>16,375</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Building No. 8	Portable Classroom		FP01	768	768	0	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>768</b>	<b>768</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Building No. 9	Portable Classroom		FP01	768	768	0	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>768</b>	<b>768</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.050	Building No. 10	Music Building	1937	FP01	7,743	5,924	1,819	0	0	0	0	0	0	0
A2.051	Building No. 10	Music Building		FP02	9,288	5,919	629	2,720	0	0	0	0	0	0
A2.052	Building No. 10	Music Building		FP03	4,663	4,663	0	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>21,674</b>	<b>16,506</b>	<b>2,448</b>	<b>2,720</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.060	Building No. 11	Maintenance		FP01	3,310	0	3,310	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>3,310</b>	<b>0</b>	<b>3,310</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.070	Building No. 12	Office / Storage		FP01	900	0	900	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>900</b>	<b>0</b>	<b>900</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.080	Building No. 12	St. Joseph	1965	FP01	9,901	0	427	460	193	0	8,721	0	10	0
A2.081	Building No. 12	St. Joseph		FP02	11,510	0	0	0	412	0	11,098	0	30	0
A2.082	Building No. 12	St. Joseph		FP03	11,354	0	0	0	412	0	10,942	0	30	0
	<b>TOTAL:</b>				<b>32,665</b>	<b>0</b>	<b>427</b>	<b>460</b>	<b>1,017</b>	<b>0</b>	<b>30,761</b>	<b>0</b>	<b>70</b>	<b>0</b>
A2.090	Building No. 14	St. Katharine Drexel	1969	FP01	11,384	0	637	634	277	0	9,836	0	17	0
A2.091	Building No. 14	St. Katharine Drexel		FP02	12,769	0	0	0	277	0	12,516	0	34	0
A2.092	Building No. 14	St. Katharine Drexel		FP03	12,769	0	0	0	277	0	12,516	0	34	0
A2.093	Building No. 14	St. Katharine Drexel		FP04	12,793	0	0	0	277	0	12,516	0	34	0
A2.094	Building No. 14	St. Katharine Drexel		FP05	12,401	0	0	0	277	0	12,124	0	34	0
A2.095	Building No. 14	St. Katharine Drexel		FP06	12,344	0	0	0	277	0	12,067	0	34	0
	<b>TOTAL:</b>				<b>74,508</b>	<b>0</b>	<b>637</b>	<b>634</b>	<b>1,662</b>	<b>0</b>	<b>71,575</b>	<b>0</b>	<b>187</b>	<b>0</b>
A2.100	Building No. 15	Counseling		FP01	1,280	0	0	1,280	0	0	0	0	0	0
	Building No. 15	Counseling		FP02	600	0	0	600	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>1,880</b>	<b>0</b>	<b>0</b>	<b>1,880</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.110	Building No. 17	University Center	2003	FP01	40,712	0	1,494	36,333	2,885	0	0	0	0	0
A2.111	Building No. 17	University Center		FP02	39,631	0	3,791	33,687	2,153	0	0	0	0	0
A2.112	Building No. 17	University Center		FP03	30,705	0	6,898	21,765	2,042	0	0	0	0	0
	<b>TOTAL:</b>				<b>111,048</b>	<b>0</b>	<b>12,183</b>	<b>91,785</b>	<b>7,080</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**XAVIER UNIVERSITY MASTER PLAN**

MA Project No.: N05-018-00

**MANNING ARCHITECTS**  
ARCHITECTURE | INTERIORS | PLANNING

**Eskew+Duméz+Ripple**

ARCHITECTURE  
ENVIRONMENTS  
URBAN DESIGN

SHEET NO.	BUILDING NO.	BUILDING NAME	DATE OF CONSTRUCTION (IF KNOWN)	FLOOR PLAN	GSF TOTAL	GSF ACADEM.	GSF ADMIN.	GSF SERVICES	GSF MECHANICAL	GSF UNDEFINED	GSF HOUSING	SINGLE UNITS	DOUBLE UNITS	QUAD UNITS
A2.120	Building No. 18, 19	Central Power Plant		FP01	10,350	0	540	0	9,810	0	0	0	0	0
	<b>TOTAL:</b>				<b>10,350</b>	<b>0</b>	<b>540</b>	<b>0</b>	<b>9,810</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.130	Building No. 21	St. Michael	1955	FP01	13,798	0	324	0	0	0	13,474	5	17	0
A2.131	Building No. 21	St. Michael		FP02	12,369	0	0	0	0	0	12,369	6	33	0
A2.132	Building No. 21	St. Michael		FP03	12,369	0	0	0	0	0	12,369	6	33	0
	<b>TOTAL:</b>				<b>38,536</b>	<b>0</b>	<b>324</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38,212</b>	<b>17</b>	<b>83</b>	<b>0</b>
A2.140	Building No. 24	Student Center	1962	FP01	13,560	0	0	0	0	13,560	0	0	0	0
	Building No. 24	Student Center		FP02	13,560	0	0	0	0	13,560	0	0	0	0
	<b>TOTAL:</b>				<b>27,120</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27,120</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Building No. 27	Portable Classroom		FP01	795	795	0	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>795</b>	<b>795</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Building No. 35	Art Graphics Trailer		FP01	554	554	0	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>554</b>	<b>554</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.150	Building No. 36, 37	NCF / NCF Addition	1988 (ORIGINAL)	FP01	45,846	14,020	4,592	12,199	5,961	9,074	0	0	0	0
A2.151	Building No. 36, 37	NCF / NCF Addition	1999 (ADDITION)	FP02	40,153	25,005	13,645	0	1,786	0	0	0	0	0
A2.152	Building No. 36, 37	NCF / NCF Addition		FP03	39,818	6,289	31,743	0	1,786	0	0	0	0	0
A2.153	Building No. 36, 37	NCF / NCF Addition		FP04	39,749	6,139	39,749	0	1,786	0	0	0	0	0
A2.154	Building No. 36, 37	NCF / NCF Addition		FP05	20,579	14,605	4,981	0	9,833	0	0	0	0	0
	<b>TOTAL:</b>				<b>186,145</b>	<b>117,197</b>	<b>35,656</b>	<b>12,199</b>	<b>12,302</b>	<b>9,074</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.160	Building No. 39, 41, 42, 43, 51	Art Village	2002 (RENOVATION)	FP01	19,113	17,596	517	0	0	0	0	0	0	0
	<b>TOTAL:</b>				<b>19,113</b>	<b>17,596</b>	<b>517</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
A2.170	Building No. 40	Xavier South	1990 (PURCHASED)	FP01	23,870	0	8,622	10,413	4,835	0	0	0	0	0
A2.171	Building No. 40	Xavier South		FP02	19,642	0	19,386	0	256	0	0	0	0	0
A2.172	Building No. 40	Xavier South		FP03	19,642	0	19,542	0	100	0	0	0	0	0
A2.173	Building No. 40	Xavier South		FP04	19,642	0	19,592	0	50	0	0	0	0	0
A2.174	Building No. 40	Xavier South		FP05	19,642	0	19,592	0	50	0	0	0	0	0
A2.175	Building No. 40	Xavier South		FP06	19,642	0	19,592	0	50	0	0	0	0	0
	<b>TOTAL:</b>				<b>122,080</b>	<b>0</b>	<b>106,326</b>	<b>10,413</b>	<b>5,341</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

SHEET NO.	BUILDING NO.	BUILDING NAME	DATE OF CONSTRUCTION (IF KNOWN)	FLOOR PLAN	GSF TOTAL	GSF ACADEM.	GSF ADMIN.	GSF SERVICES	GSF MECHANICAL	GSF UNDEFINED	GSF HOUSING	SINGLE UNITS	DOUBLE UNITS	QUAD UNITS
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**2004-2005 ACADEMIC YEAR POPULATION CALCULATIONS**

**CAMPUS GROSS SQUARE FOOTAGE TOTALS**

GSF TOTAL	ACADEM.	ADMIN.	SERVICES	MECHANICAL	UNDEFINED	HOUSING
1,224,012	228,605	231,507	247,861	50,318	71,664	389,956
100.00%	18.68%	18.91%	20.25%	4.11%	5.85%	30.22%
297	55	56	60	12	17	90
756	141	143	153	31	44	228
4,235	791	801	858	174	248	1,280

CAMPUS GSF: 1,224,012  
% OF TOTAL GSF: 100.00%  
TOTAL GSF / STUDENT: 297  
TOTAL STUDENTS HOUSED ON-CAMPUS: 756  
TOTAL GSF / FACULTY MEMBER: 4,235

**POPULATION**

TOTAL (2004-2005)	TOTAL FULL TIME	MALE FULL TIME	FEMALE FULL TIME
4,121	3,884	2,940	966
100.00%	94.25%	71.32%	23.13%
289	289	289	0
100.00%	100.00%	100.00%	0.00%

TOTAL STUDENT POPULATION: 4,121  
% OF TOTAL STUDENT POPULATION: 100.00%

**HOUSING BREAK-DOWN**

SINGLES UNITS	DOUBLES UNITS	QUADS UNITS	TOTAL UNITS
210	605	90	865
24.28%	69.94%	5.78%	100.00%
210	1210	200	1620
12.96%	74.69%	12.35%	100.00%
5.10%	29.36%	4.85%	39.31%

TOTAL STUDENTS HOUSED ON-CAMPUS PER UNIT TYPE: 1620  
% OF TOTAL STUDENTS HOUSED ON-CAMPUS PER UNIT TYPE: 5.10%

**2006-2007 ACADEMIC YEAR POPULATION CALCULATIONS**

**CAMPUS GROSS SQUARE FOOTAGE TOTALS**

GSF TOTAL	ACADEM.	ADMIN.	SERVICES	MECHANICAL	UNDEFINED	HOUSING
1,224,012	228,605	231,507	247,861	50,318	71,664	389,956
100.00%	18.68%	18.91%	20.25%	4.11%	5.85%	30.22%
406	76	77	82	17	24	123
827	154	156	167	34	48	250
6,762	1,263	1,279	1,369	278	396	2,044

CAMPUS GSF: 1,224,012  
% OF TOTAL GSF: 100.00%  
TOTAL GSF / STUDENT: 406  
TOTAL STUDENTS HOUSED ON-CAMPUS (PROJECTED): 827  
TOTAL GSF / FACULTY MEMBER: 6,762

**STUDENT POPULATION**

TOTAL (2004-2005)	TOTAL FULL TIME	MALE FULL TIME	FEMALE FULL TIME
3,012	2,822	190	54
100.00%	93.69%	6.31%	1.79%
181	181	181	0
100.00%	100.00%	100.00%	0.00%

TOTAL STUDENT POPULATION: 3,012  
% OF TOTAL STUDENT POPULATION: 100.00%

**HOUSING BREAK-DOWN**

SINGLES UNITS	DOUBLES UNITS	QUADS UNITS	TOTAL UNITS
210	535	90	795
26.42%	67.30%	6.29%	100.00%
210	1,070	200	1,480
14.19%	72.30%	13.51%	100.00%
6.97%	35.52%	6.64%	49.14%

TOTAL STUDENTS HOUSED ON-CAMPUS PER UNIT TYPE (PROJECTED): 1,480  
% OF TOTAL STUDENTS HOUSED ON-CAMPUS PER UNIT TYPE: 6.97%

# 6.3

## campus analysis



BUILDING KEY	
BLDG. NO.	BUILDING NAME
1	Administration Building
2	Administration Annex
3	Convent
4	House of Studies
5	College of Pharmacy
6	Pharmacy Addition
7	Gymnasium
8	Classroom
9	Classroom
10	Music Building
11	Maintenance Building
12	Campus Police
13	St. Joseph Residence Hall
14	Katharine Drexel Residence Hall
15	Counseling Center
16	Residence
17	University Center
18	Central Power Plant
19	Jani King Storage
21	St. Michael's Residence Hall
23	Residence
24	Student Center
25	Xavier Triangle Community
26	Stilling Park
27	Athletic Playing Field
28	Classroom
29	Fish Laboratory
31	Bolden Child Care Center
32	DeLage Health Center
33	University Tennis Courts
34	Gert Town Swimming Pool
35	Classroom
36	NCF Academic Science Complex
37	NCF/ASC Addition
38	Library Resource Center
39	Art Village (Building "D")
40	Xavier South
41	Art Village (Building "B")
42	Art Village (Building "E")
43	Art Village (Building "C")
44	Residence Hall
45	Shipping & Receiving
47	Claver Residence Hall
51	Art Village (Building "A")
52	Warehouse
53	Residence
56	Faith & Learning Center
57	Residence
58	Butel House
59	Residence
60	Sr. Agatha Ryan's House (S.B.S. Residence)
62	Residence
65	Workshop Way (students)
66	Workshop Way
67	Office Building
68	UMOJA House
69	Residence
70	Residence
85	University Health Services
87	XU/Tulane Program
88	LMng/Learning Center
89	Campus Police
92	Athletics Weight Room
98	Residence

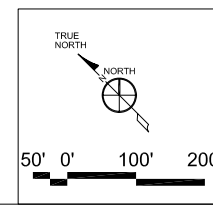
**MANNING ARCHITECTS**  
ARCHITECTURE | INTERIORS | PLANNING

**Eskew+Dumez+Ripple**  
ARCHITECTURE  
ENVIRONMENTS  
URBAN DESIGN

**XAVIER UNIVERSITY  
OF LOUISIANA**  
MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	CAMPUS MAP
SHEET NO.	A1.000



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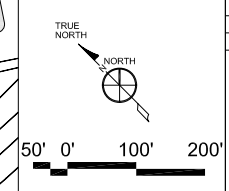
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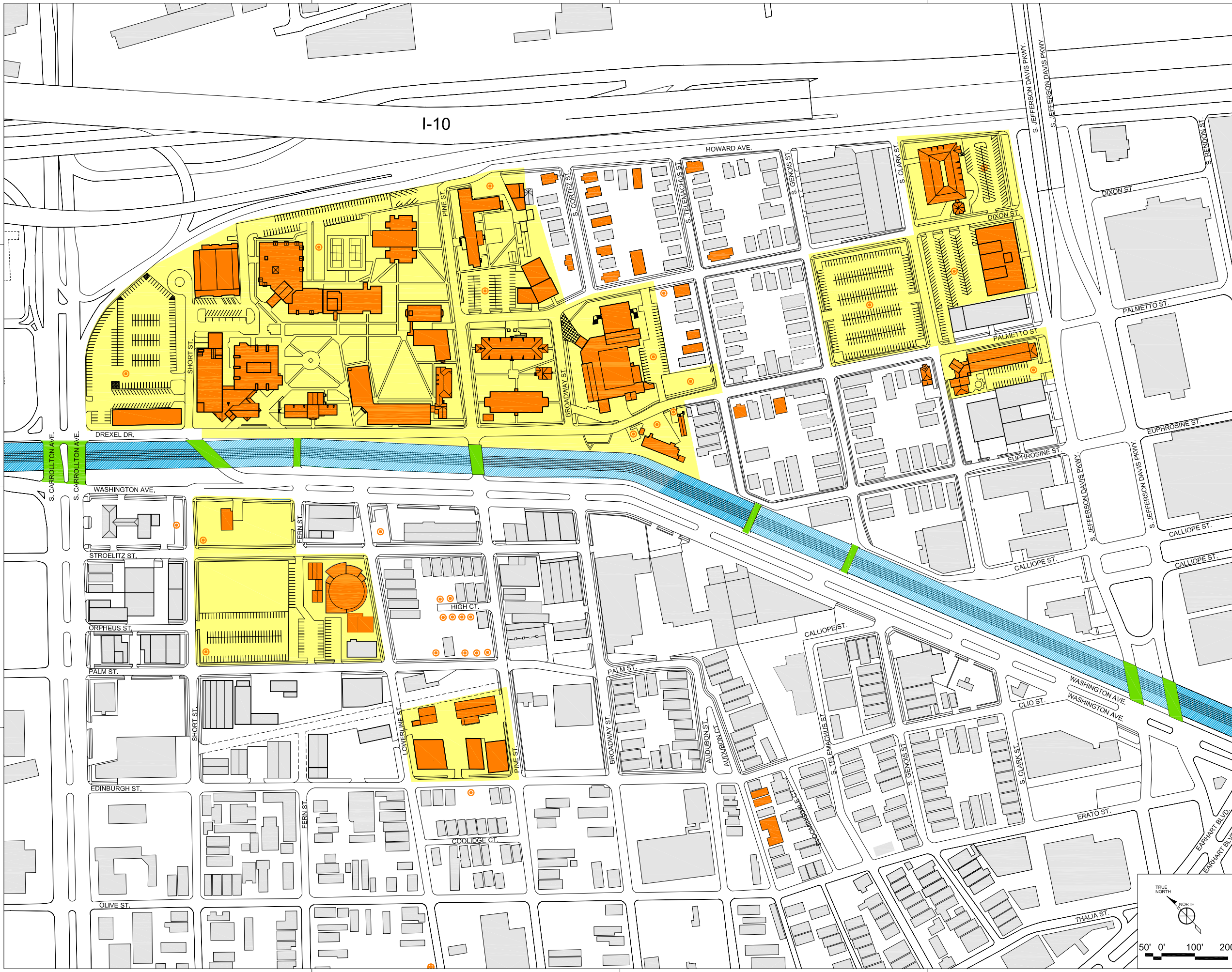
MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
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CHECKED BY	
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SHEET NO. **A1.001**

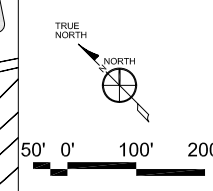




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 NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

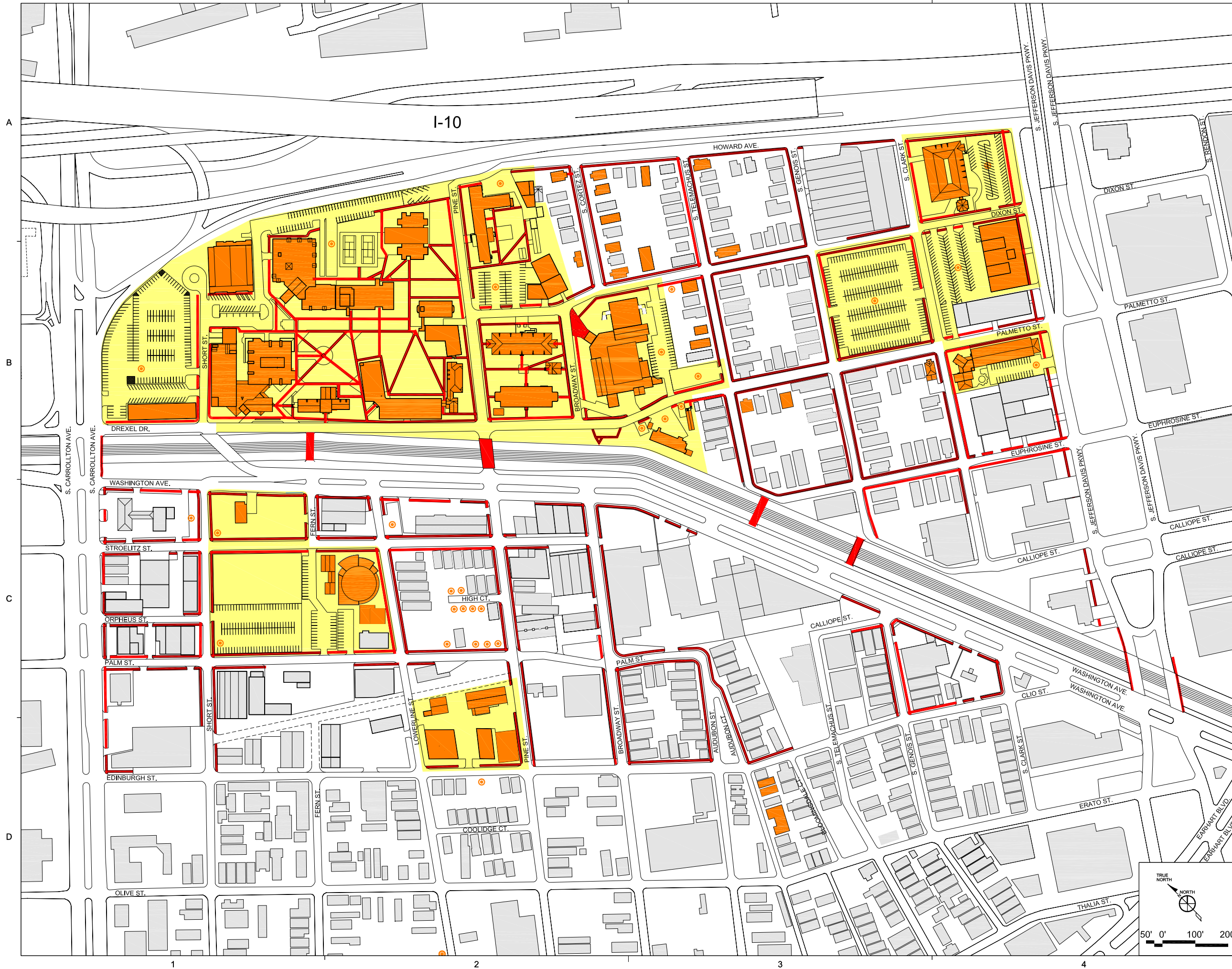
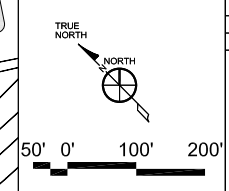
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DRAWN BY	
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SHEET NO.	A1.002



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DATE	ISSUED FOR
06/20/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
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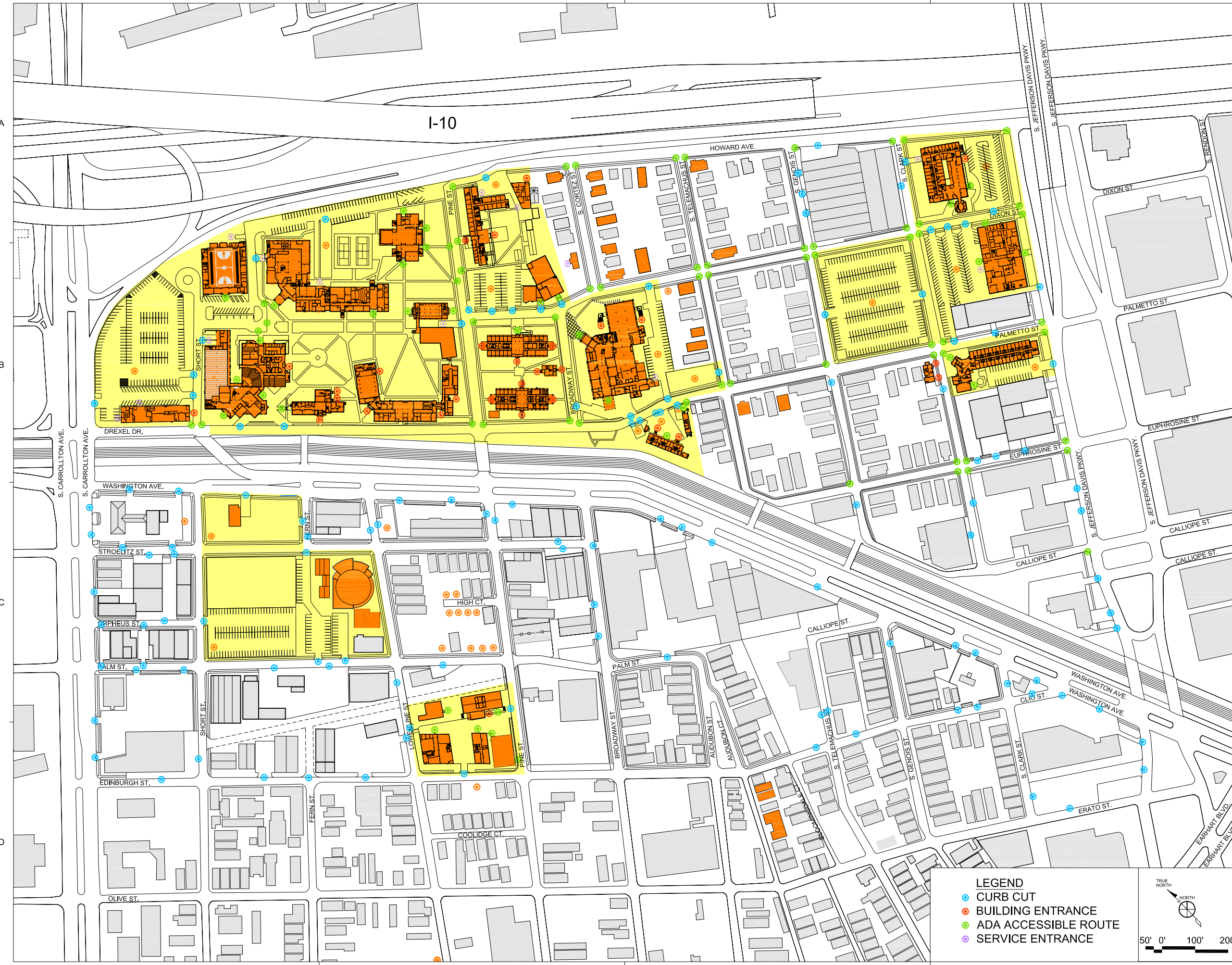




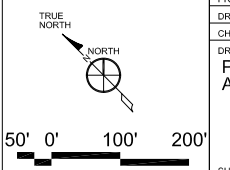
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NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	PEDESTRIAN ACCESS
SHEET NO.	A1.004



- LEGEND**
- CURB CUT
  - BUILDING ENTRANCE
  - ADA ACCESSIBLE ROUTE
  - SERVICE ENTRANCE



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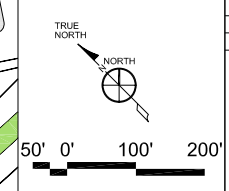
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 NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
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DRAWING TITLE	PUBLIC OPEN SPACES

SHEET NO. **A1.005**

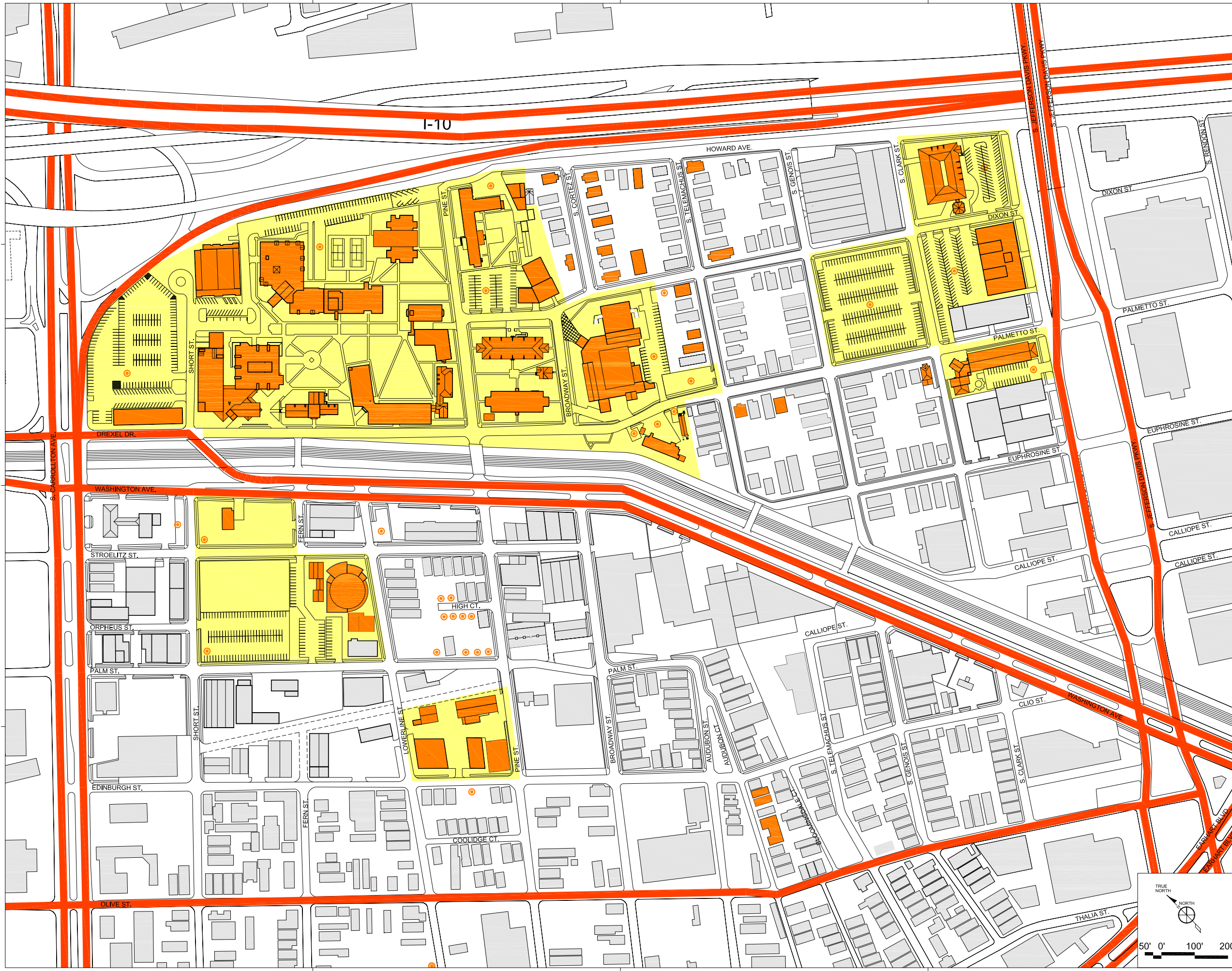
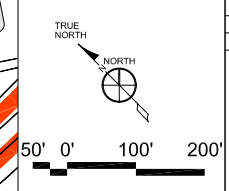


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06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	PRIMARY ROADWAYS

SHEET NO. A1.006



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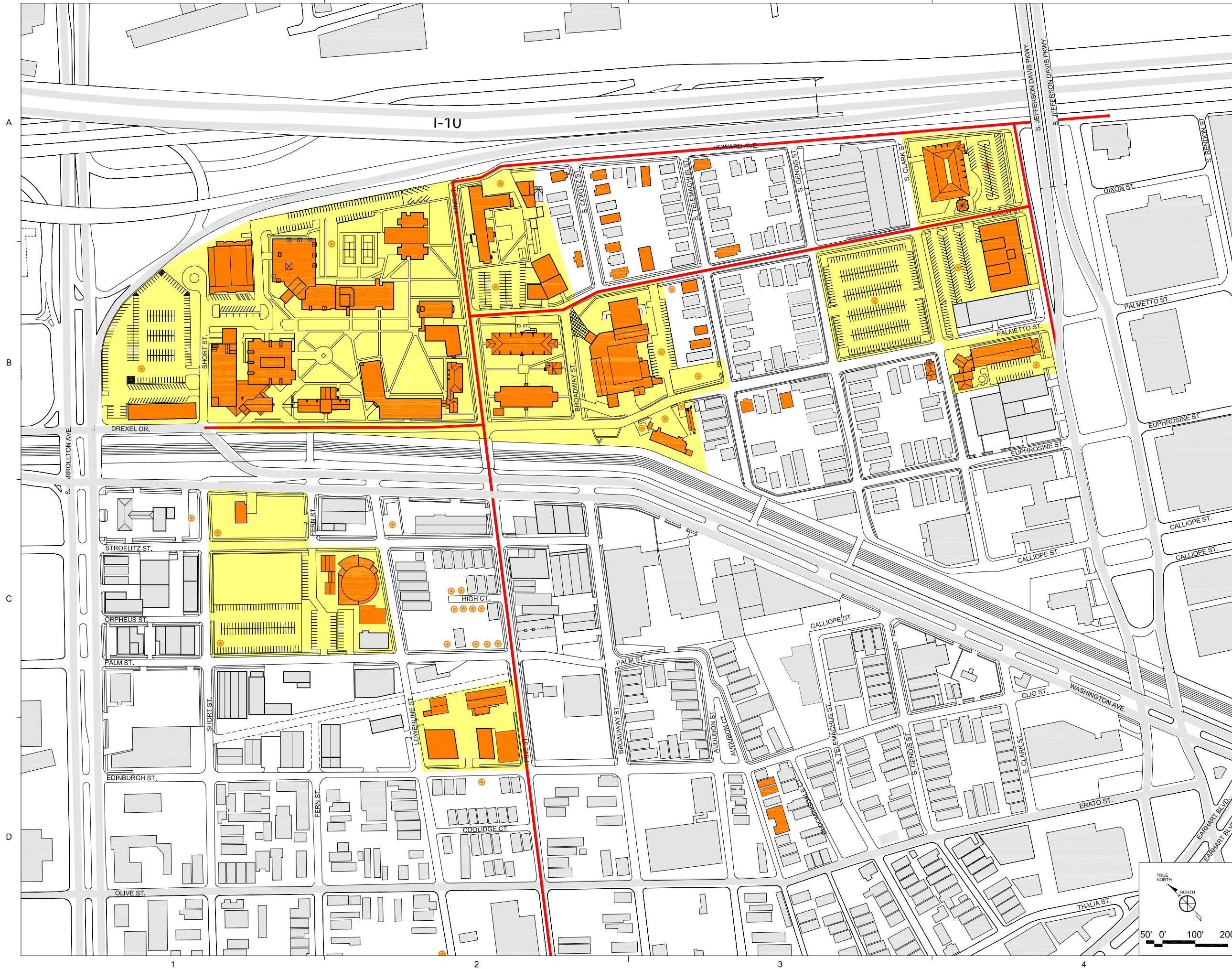
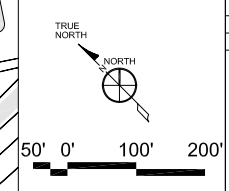
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4

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DATE	ISSUED FOR
06/02/06	BOARD REVIEW
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08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	SECONDARY ROADWAYS
SHEET NO.	A1.007



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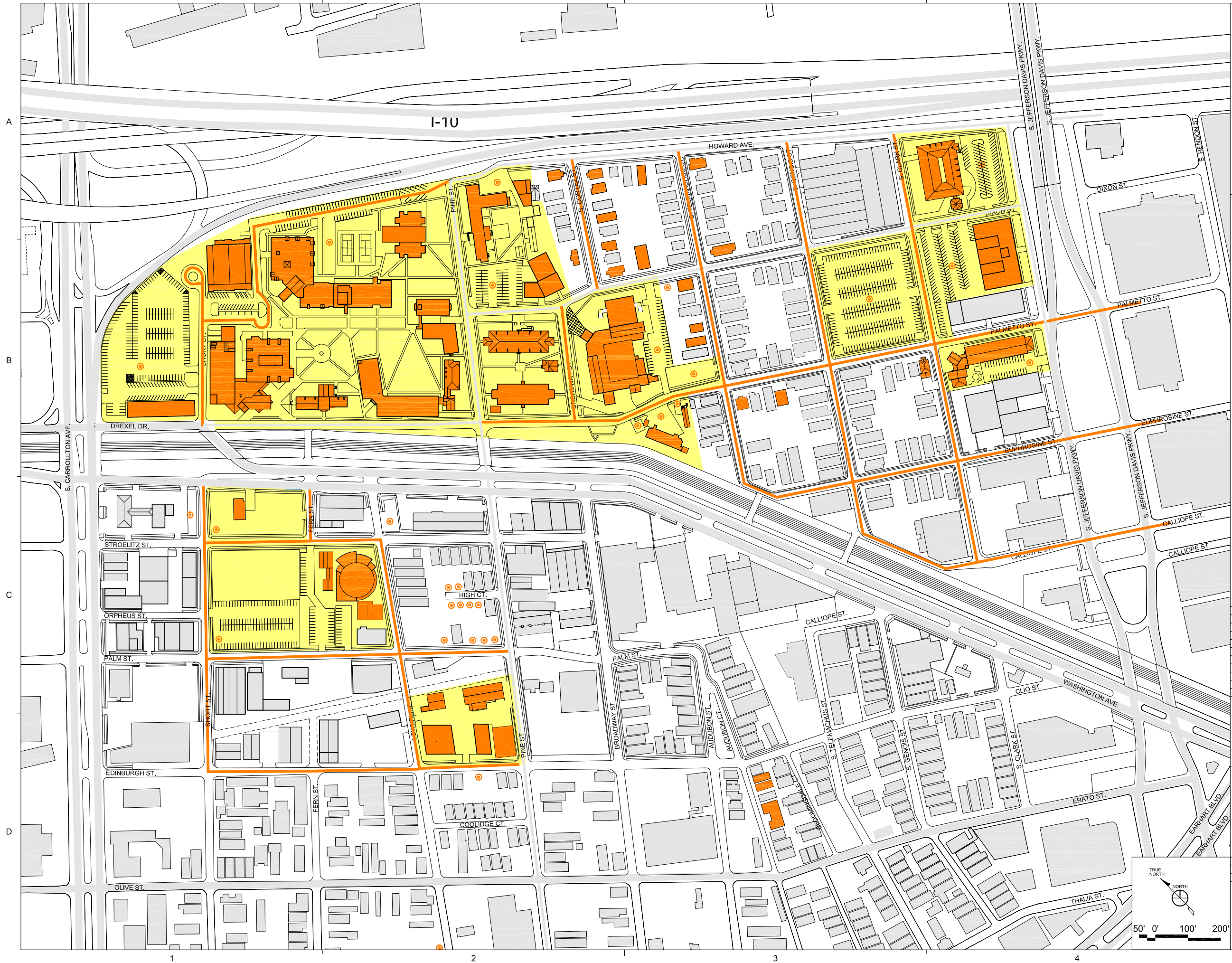
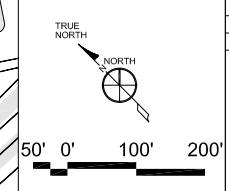
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 OF LOUISIANA**  
 MASTER PLAN  
 NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	LOCAL ROADWAYS

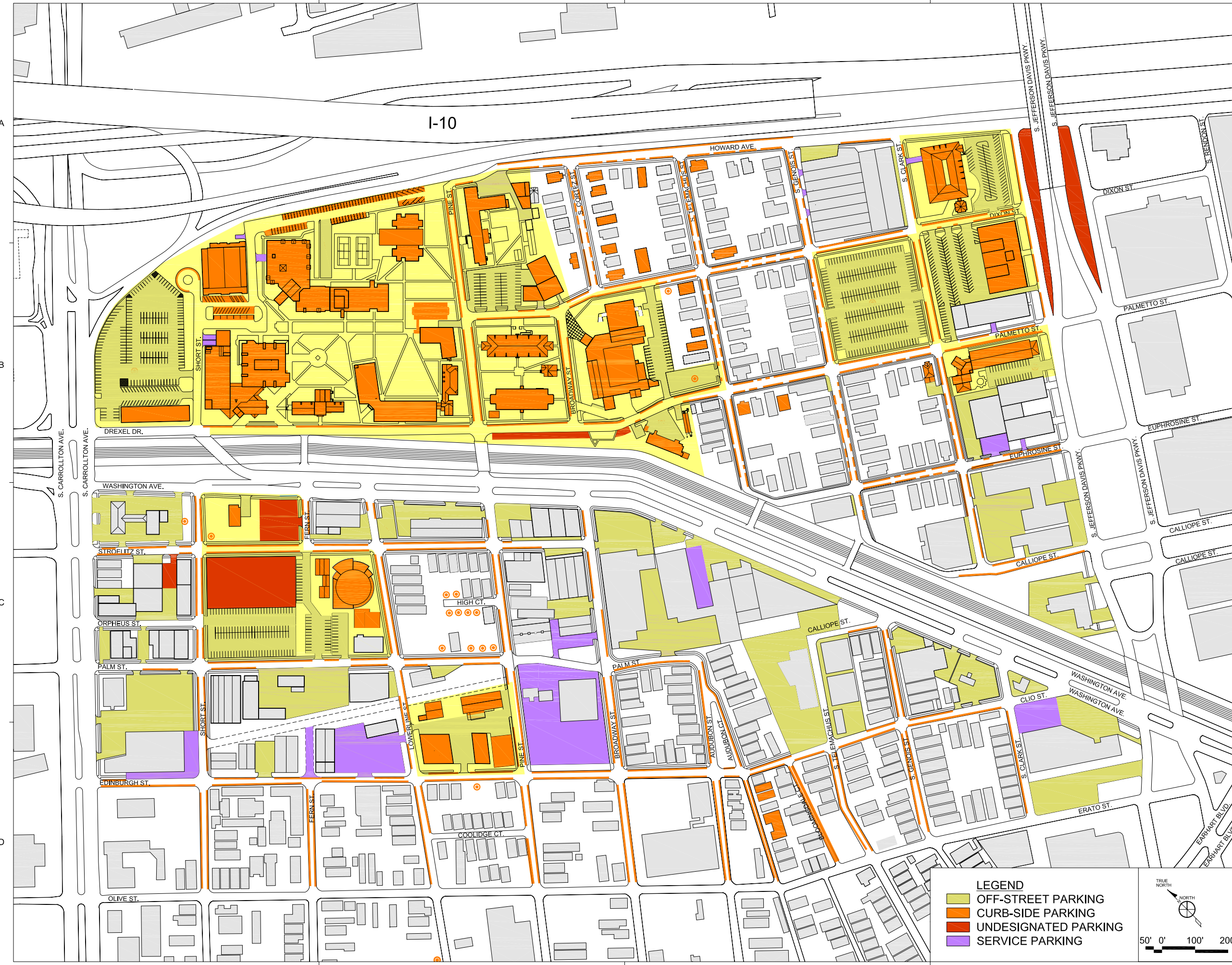
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08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	VEHICULAR PARKING
SHEET NO.	A1.009

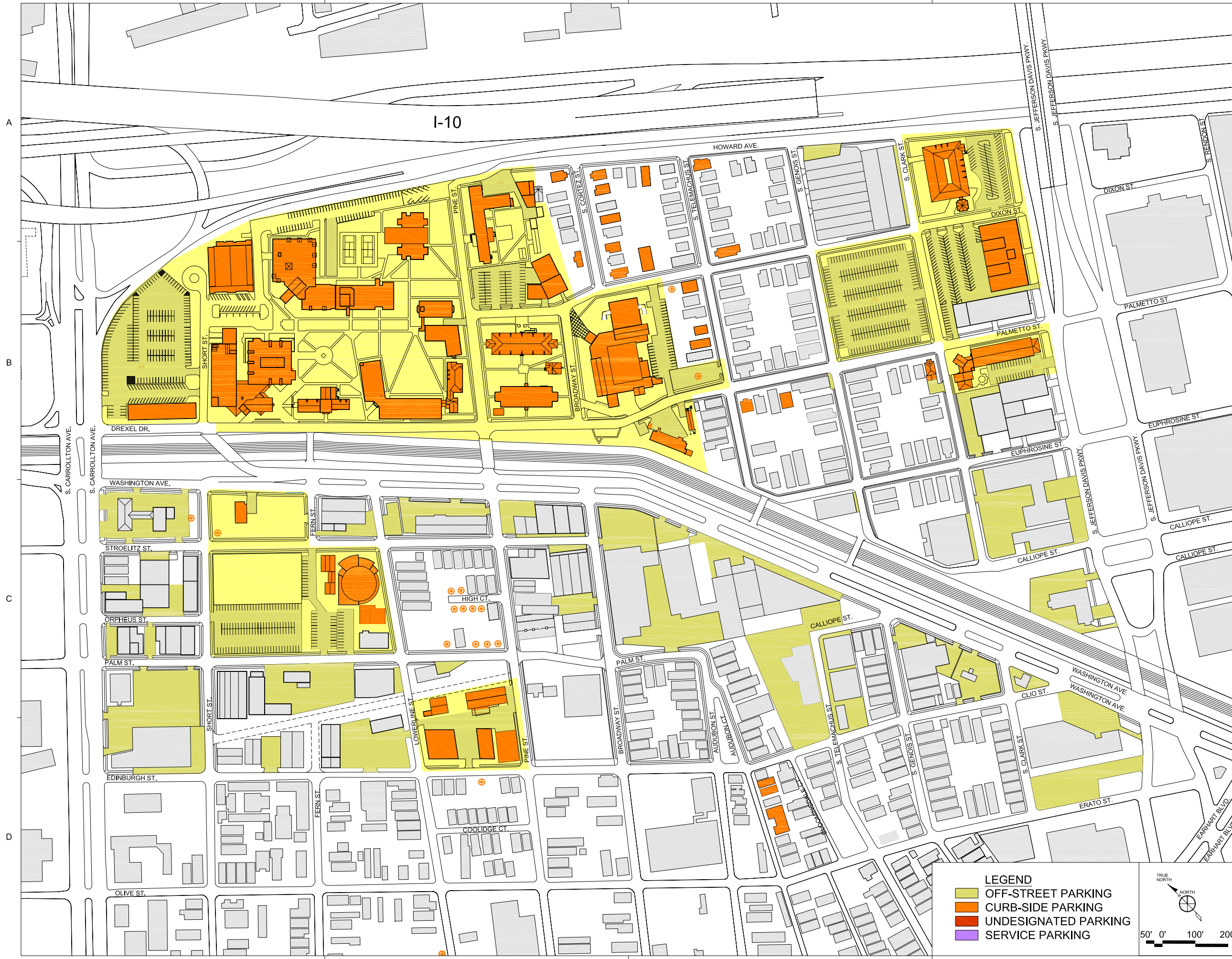


**LEGEND**

- OFF-STREET PARKING
- CURB-SIDE PARKING
- UNDESIGNATED PARKING
- SERVICE PARKING

TRUE NORTH

50' 0' 100' 200'



XAVIER UNIVERSITY  
OF LOUISIANA

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NEW ORLEANS, LA

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07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

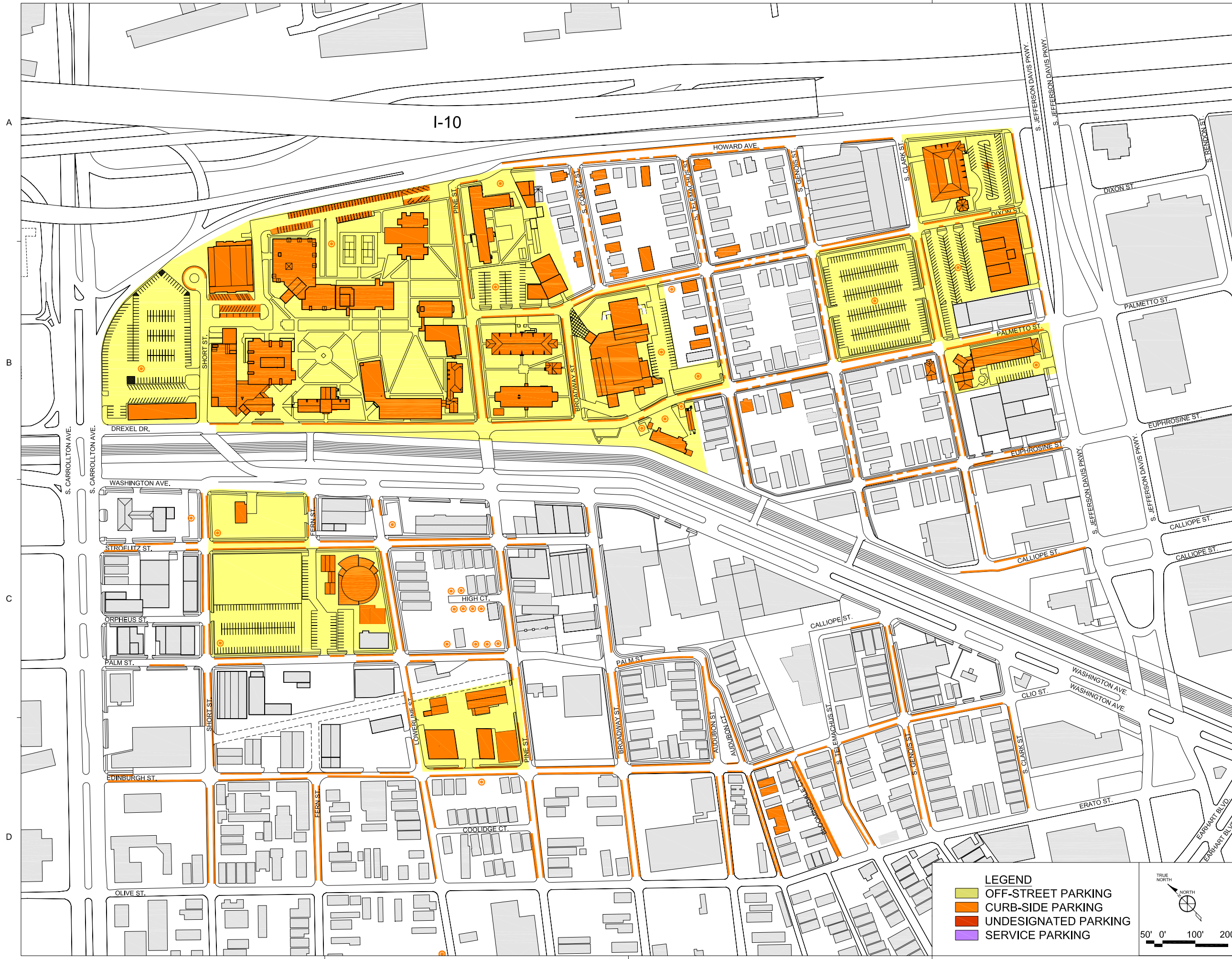
**LEGEND**

- OFF-STREET PARKING
- CURB-SIDE PARKING
- UNDESIGNATED PARKING
- SERVICE PARKING

TRUE NORTH

50' 0' 100' 200'

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	VEHICULAR PARKING OFF-STREET
SHEET NO.	A1.010



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NEW ORLEANS, LA

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08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	VEHICULAR PARKING CURB-SIDE
SHEET NO.	A1.011

**LEGEND**

- OFF-STREET PARKING
- CURB-SIDE PARKING
- UNDESIGNATED PARKING
- SERVICE PARKING

TRUE NORTH

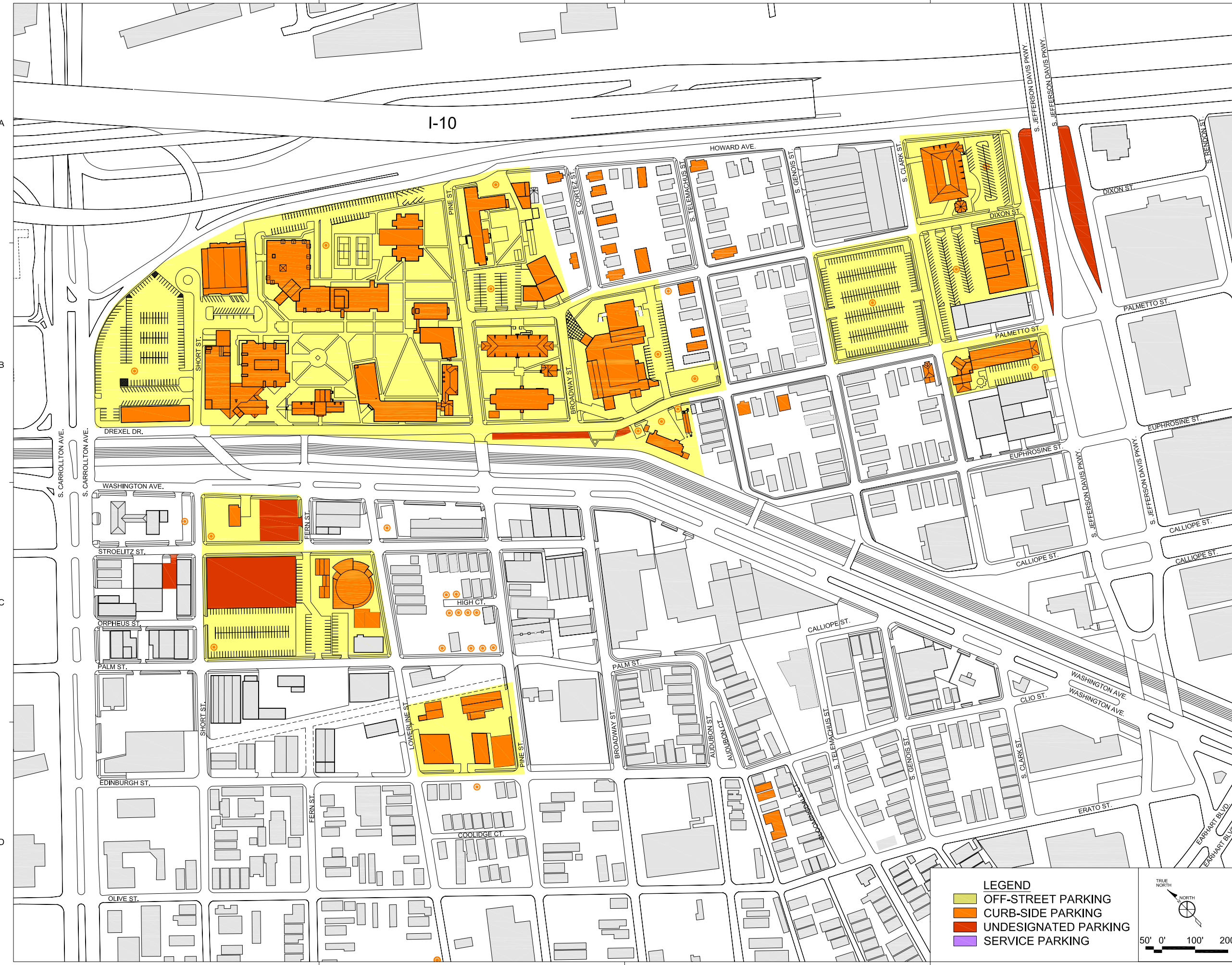
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MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	VEHICULAR PARKING UNDESIGNATED
SHEET NO.	A1.012



**LEGEND**

- OFF-STREET PARKING
- CURB-SIDE PARKING
- UNDESIGNATED PARKING
- SERVICE PARKING

TRUE NORTH

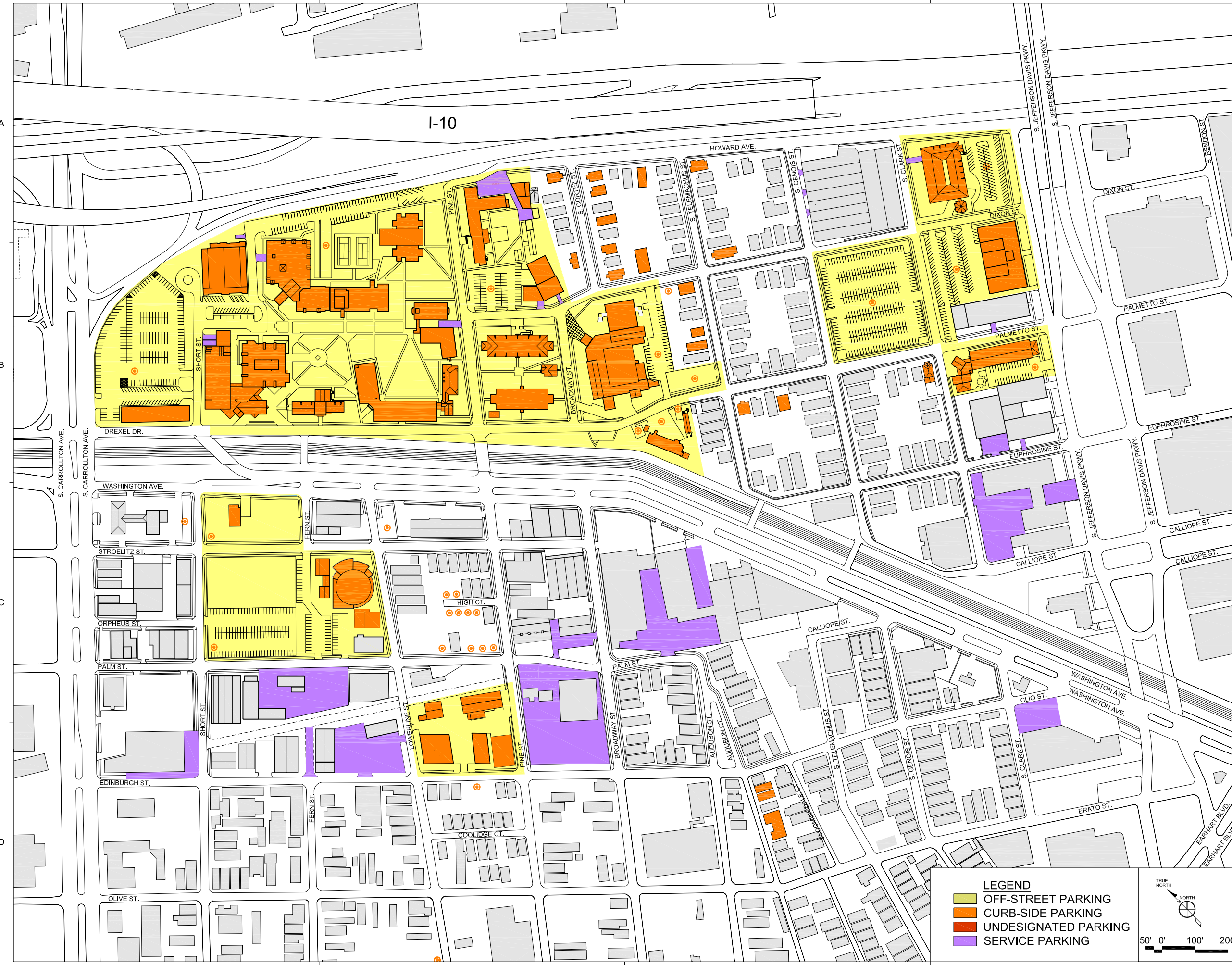
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OF LOUISIANA

MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	VEHICULAR PARKING SERVICE
SHEET NO.	A1.013



**LEGEND**

- OFF-STREET PARKING
- CURB-SIDE PARKING
- UNDESIGNATED PARKING
- SERVICE PARKING

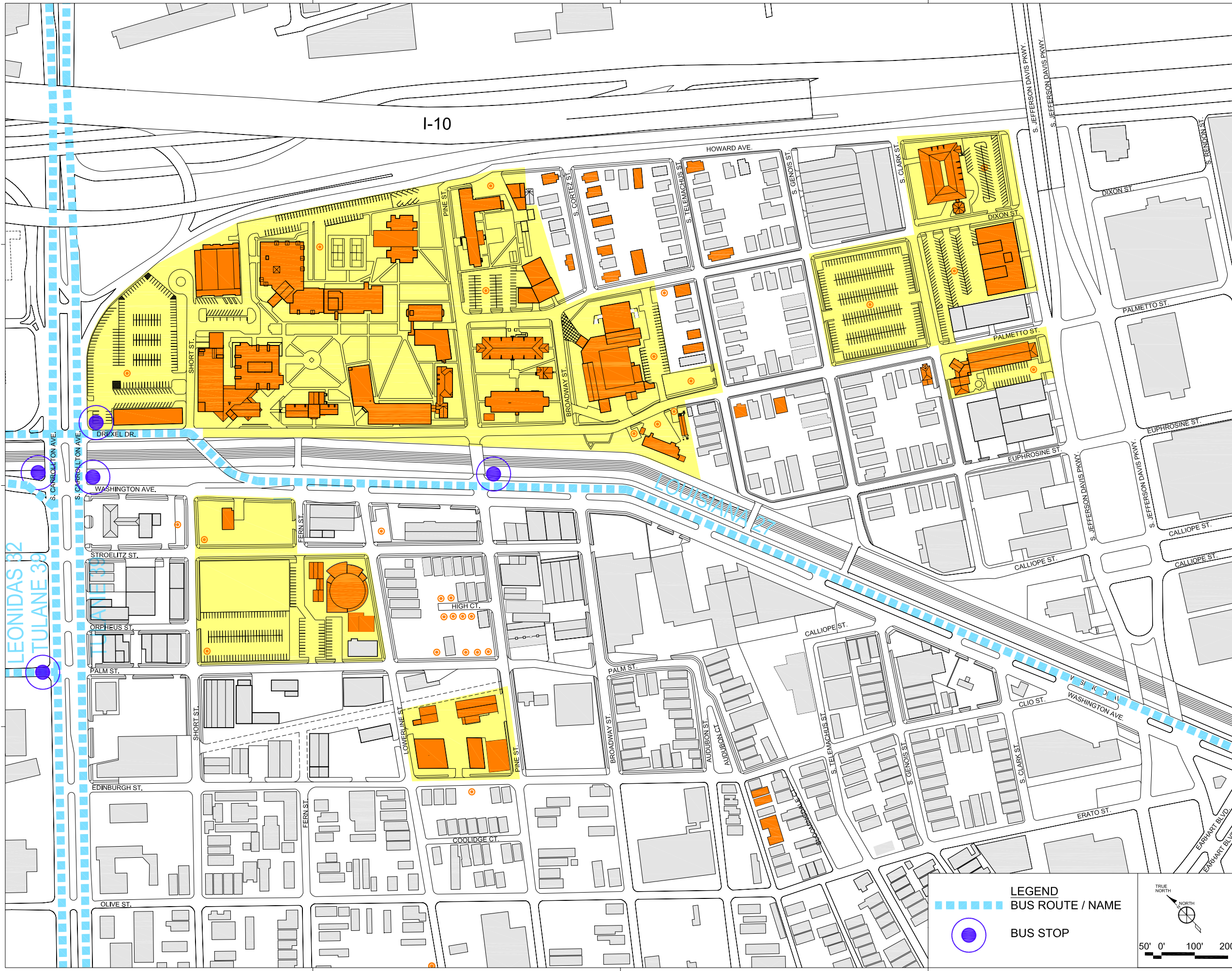
TRUE NORTH

50' 0' 100' 200'

XAVIER UNIVERSITY  
OF LOUISIANA  
MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/22/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	PUBLIC TRANSPORTATION
SHEET NO.	A1.014



**LEGEND**

--- BUS ROUTE / NAME

● BUS STOP

TRUE NORTH

50' 0' 100' 200'

A

B

C

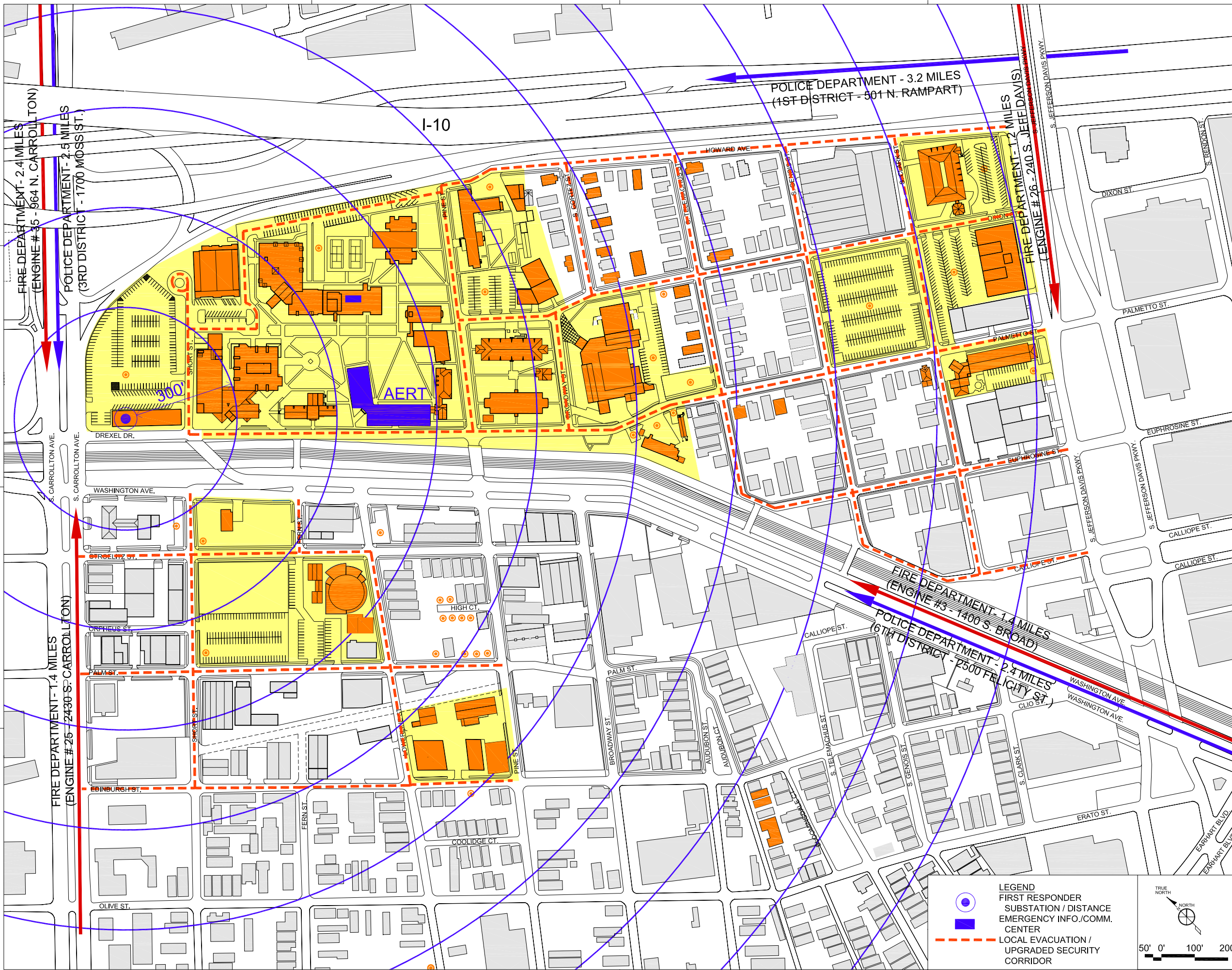
D

1

2

3

4



XAVIER UNIVERSITY  
OF LOUISIANA  
MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/22/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

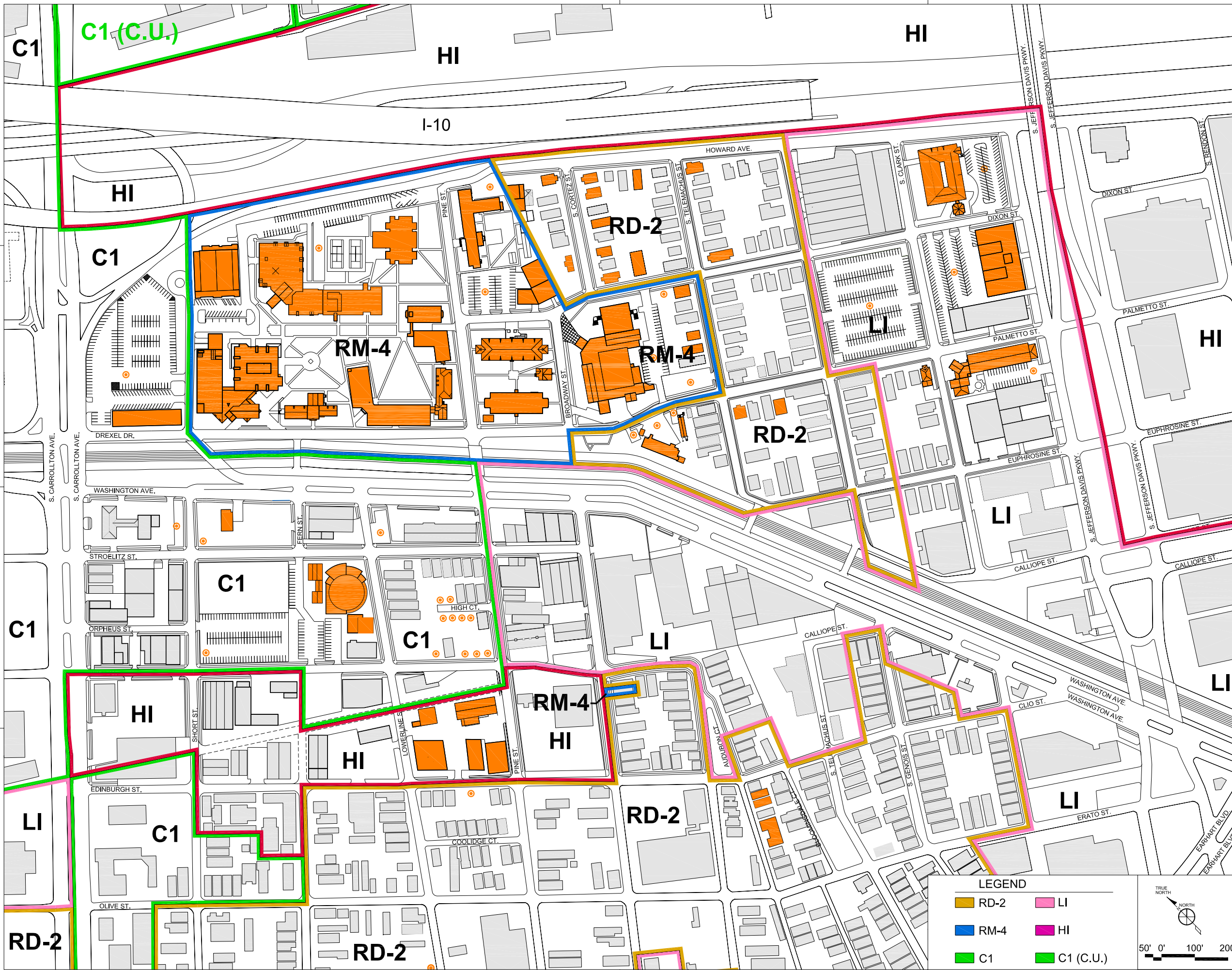
PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	EMERGENCY RESPONSE

**LEGEND**

- FIRST RESPONDER SUBSTATION / DISTANCE EMERGENCY INFO./COMM. CENTER
- LOCAL EVACUATION / UPGRADED SECURITY CORRIDOR

TRUE NORTH

50' 0' 100' 200'



XAVIER UNIVERSITY  
OF LOUISIANA

MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	ZONING
SHEET NO.	A1.016

**LEGEND**

<span style="color: yellow;">■</span> RD-2	<span style="color: pink;">■</span> LI
<span style="color: blue;">■</span> RM-4	<span style="color: magenta;">■</span> HI
<span style="color: green;">■</span> C1	<span style="color: limegreen;">■</span> C1 (C.U.)

TRUE NORTH

50' 0' 100' 200'

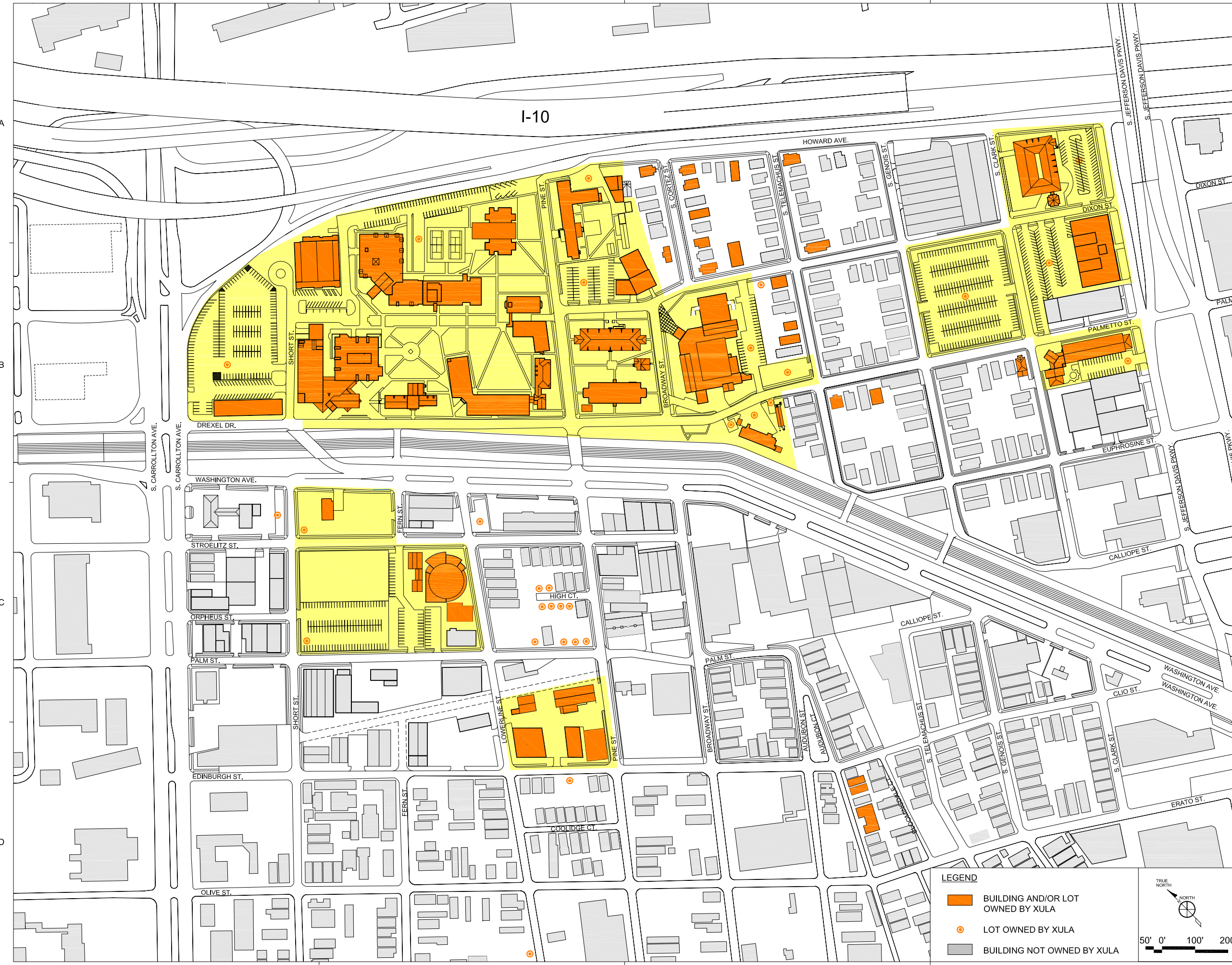
XAVIER UNIVERSITY  
OF LOUISIANA

MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	XAVIER-OWNED PROPERTIES

SHEET NO. **A1.017**



**LEGEND**

- BUILDING AND/OR LOT OWNED BY XULA
- LOT OWNED BY XULA
- BUILDING NOT OWNED BY XULA

TRUE NORTH

50' 0' 100' 200'

A  
B  
C  
D

1 2 3 4

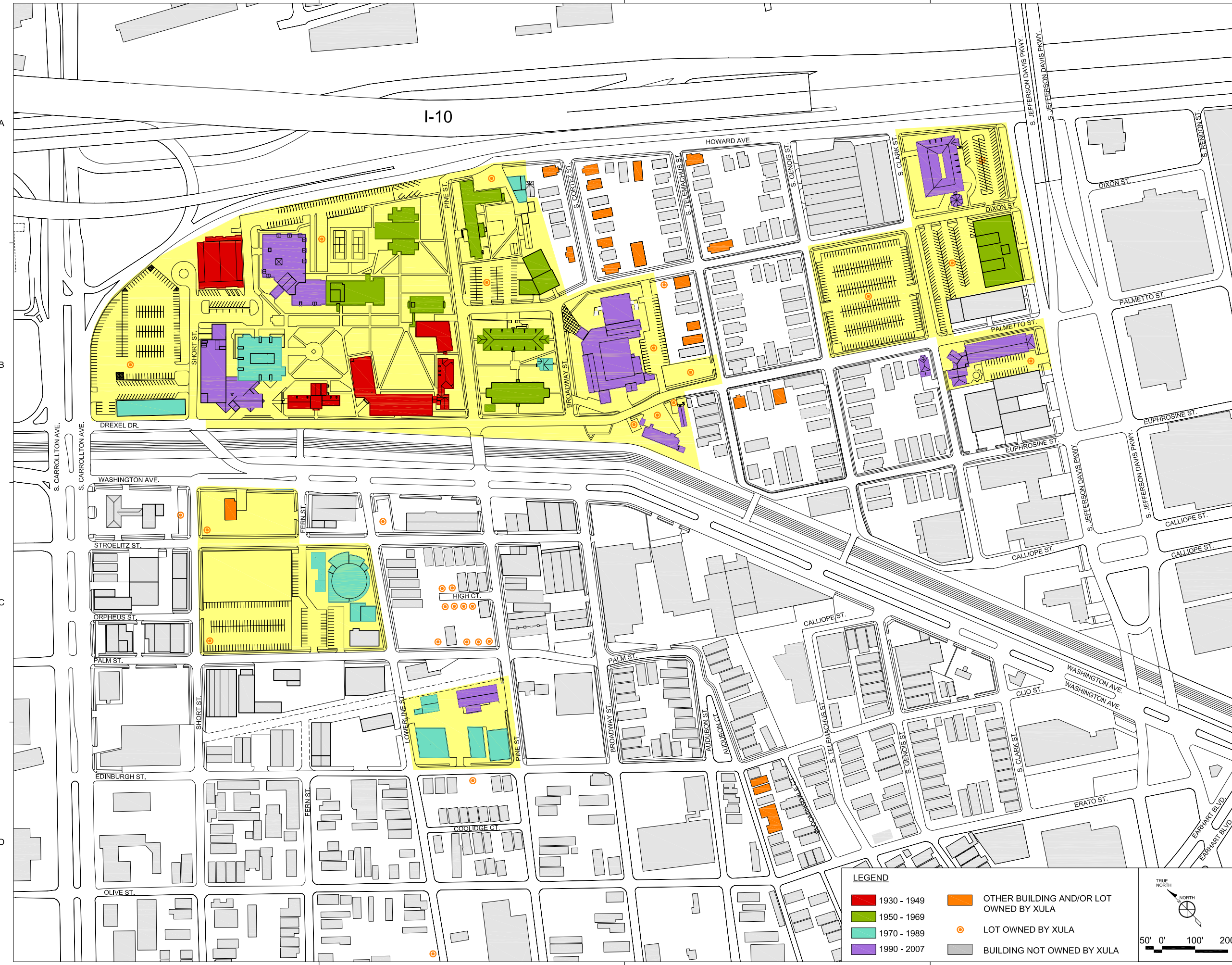
I-10

S. CARROLLTON AVE.  
S. CARROLLTON AVE.  
DREXEL DR.  
WASHINGTON AVE.  
STROELITZ ST.  
ORPHEUS ST.  
PALM ST.  
EDINBURGH ST.  
OLIVE ST.  
SHORT ST.  
SHORT ST.  
FERN ST.  
FERN ST.  
PINE ST.  
PINE ST.  
BROADWAY ST.  
BROADWAY ST.  
LOWERLINE ST.  
COOLIDGE CT.  
S. CORLIET ST.  
S. CORLIET ST.  
S. TELEMACHUS ST.  
S. TELEMACHUS ST.  
S. GENOIS ST.  
S. GENOIS ST.  
S. CLARK ST.  
S. CLARK ST.  
HOWARD AVE.  
DIXON ST.  
DIXON ST.  
PALMETTO ST.  
EUPHRASINE ST.  
CALLIOPE ST.  
CALLIOPE ST.  
PALM ST.  
AUDUBON ST.  
AUDUBON CT.  
AUDUBON CT.  
S. TELEMACHUS ST.  
S. GENOIS ST.  
S. CLARK ST.  
WASHINGTON AVE.  
WASHINGTON AVE.  
CLIO ST.  
ERATO ST.

XAVIER UNIVERSITY  
OF LOUISIANA  
MASTER PLAN  
NEW ORLEANS, LA

DATE	ISSUED FOR
06/02/06	BOARD REVIEW
07/28/06	BOARD REVIEW
08/01/07	CAMPUS ANALYSIS

PROJECT NO.	N05.018.00
DRAWN BY	
CHECKED BY	
DRAWING TITLE	HISTORICAL CAMPUS GROWTH
SHEET NO.	A1.018



**LEGEND**

<span style="color: red;">■</span> 1930 - 1949	<span style="border: 1px solid orange; display: inline-block; width: 15px; height: 10px;"></span> OTHER BUILDING AND/OR LOT OWNED BY XULA
<span style="color: green;">■</span> 1950 - 1969	<span style="color: orange;">○</span> LOT OWNED BY XULA
<span style="color: cyan;">■</span> 1970 - 1989	<span style="border: 1px solid grey; display: inline-block; width: 15px; height: 10px;"></span> BUILDING NOT OWNED BY XULA
<span style="color: purple;">■</span> 1990 - 2007	

A  
B  
C  
D

1 2 3 4

I-10

# 6.4

## parking analysis







Photo 1- Lack of sidewalk along Dixon Street

Service vehicles and delivery access to housing, food service, class room and University support services contribute to the overall layout of campus. As would be expected, most of the buildings on campus have service entrances that are used for deliveries. The location of service access points are also show on Figure 1.

Field observations indicated that service vehicles use the same points of entry as regular vehicular traffic. Campus police noted that a significant number of deliveries are made regularly in the rear of the University center. The following are photos captured at various service entrances.



Photo 2 - Library service entrance



Photo 3 - Student Center service entrance



Photo 4- Xavier South service entrance



Photo 5 – University Center service entrance

### On Campus Parking Inventory and Space Assignments

Site investigations and a meeting with campus police were conducted to document the current parking conditions at Xavier University. Site visits confirmed issues discussed at the initial meeting such as the lack of available parking. A major factor in the lack of parking is the reduction in the parking supply that resulted from the conversion of parking lots that had been used prior to Hurricane Katrina to short term faculty housing

sites. A second factor is the permitting of all freshmen vehicles on campus. Prior to Hurricane Katrina, freshmen living in university housing were not allowed to have vehicles on campus. Currently, all students are permitted to have a vehicle and park within the designated lots with the appropriate decal.

Field reviews were conducted to determine the amount of available parking on campus. Xavier University currently has 1063 designate parking spaces. Figure 2 indicates the location and assignment parking spaces by campus use category:

- 436 Faculty/Staff
- 200 Student
- 107 Residence
- 320 Open (Faculty, Staff or Student)

It was noted that several of the lots were unpaved and lacked a striping plan. The spaces in these lots were estimated based on the number of vehicles present. Paving and striping of these lots would likely yield additional capacity due to a more efficient use of the space available for parking.

Visitors to the campus can park in any of the staff, student or faculty parking lots, except in stalls designated as “reserved” after obtaining a one day parking pass at the campus police station. Parking restrictions are in effect from 6:30 am to 5:30 pm. When these restrictions are not in affect, vehicles can be parked in the faculty/staff, student or open lots.

Xavier University’s Profile for 2004-2005 indicated an enrollment of 4,121 students, 241 faculty members and 443 Staff members. Comparison of the number of spaces provided, 1063 spaces, to the campus population, the total number of students, faculty and staff, 4805 persons, yields a ratio 0.22 spaces per member of the Xavier campus population.

This ratio exceeds peak parking demand ratios reported For Urban Colleges and Universities by the Institute of Transportation Engineers’ informational report *Parking Generation, 3rd Edition*. This document summarizes data collected by members of the Institute for a wide variety of land uses including colleges and universities.

### Parking Demand Estimates: ITE Methodology

Data reported in *Parking Generation* for peak parking demand ratios reported for both urban and suburban colleges and universities is presented in Table 1.

Data reported for urban universities is based upon a small sample size, 3 universities, with an average campus population of 13,600 persons.

Data reported for suburban universities is based upon a larger sample size, 8 universities, with an average campus population of 11,500 persons.



**Figure 2**  
**Parking Lot Inventory**  
**Xavier University**  
**New Orleans, Louisiana**  
NOT TO SCALE  
FOR PLANNING PURPOSES ONLY

**General Notes:**

1. Lots with asterisks (\*) are estimates based on the information provided. These lots lacked a layout to determine the maximum number of parking spaces.
2. Parking lot was inaccessible due to security fence. Total presented is based on what was visible from security fence during time of count. Majority of spaces were for handicap usage.
3. Lot was being used for trailers and residents. This lot currently has no striping plan. Prior to its current usage, this lot was used for student parking.

**URBAN SYSTEMS, INC.**  
**PLANNERS & ENGINEERS**  
 810 BOX 2300  
 NEW ORLEANS, LOUISIANA 70178  
 (504) 261-1611  
 USI Project No. 06-060

**Table 1**  
**Comparison of Parking Ratios based upon University Classification**

University Classification	Low Ratio	High Ratio	Average Ratio	85 <sup>th</sup> Percentile
Urban	0.14	0.19	0.17	0.19
Suburban	0.22	0.33	0.30	0.34

The colleges and universities surveyed were not identified by name nor was a description provided either for what constituted an urban versus a suburban site. The proportion of students residing on campus was not indicated.

Demand ratios presented in Table 1 represent the range of spaces occupied per population member, the average ratio and an 85<sup>th</sup> percentile ratio. Transportation planning typically uses the 85<sup>th</sup> percentile to establish required facilities as this capacity would be expected to support demand for all but peak demand conditions, when it is not economically feasible or practical to satisfy demand.

For example, parking facilities in retail shopping centers are typically sized to meet demand during the peak retail season, generally weekends between Thanksgiving and Christmas but not absolute peak demand days such as the day after Thanksgiving or on December 26<sup>th</sup>. To provide capacity to meet demand on absolute peak days would result in excess capacity for the remaining 363 days of the year.

Data was reported time of day characteristics and peak parking demand was noted on weekdays between 10AM and 11 AM for both urban and suburban institutions. Day of week demand characteristics reported for San Diego State University, the only institution identified, indicate highest demand on Tuesdays and Thursdays.

Estimates of the peak parking demand for using the ITE methodology for both university classifications using each of the ratios and a campus population of 4,805 persons is presented in Table 2.

**Table 2**  
**Comparison of Estimated Parking Demand by Classification and Demand Ratio**  
**Number of Occupied Spaces - 4805 Person Campus Population**

University Classification	Low Ratio	High Ratio	Average Ratio	85 <sup>th</sup> Percentile
Urban	673	913	817	913
Suburban	1057	1585	1441	1634

Comparison of the number of on campus spaces 1063 with 85<sup>th</sup> percentile estimates indicates an excess capacity of roughly 150 spaces using the urban university methodology and a deficiency of 571 spaces using the suburban methodology.

### Campus Parking Demand

Interviews conducted with campus police, former students and field observations indicate that peak parking demand at Xavier University is more accurately represented by suburban university characteristics.

Lack of convenient parking is evidenced by the use of on-street parking on both sides of the Washing Avenue Canal as well as other areas.

Observations conducted during the 2006 school year include the use of parking informal parking areas adjacent to and underneath the Jefferson Davis Parkway overpass and on-street parking by both decaled and unmarked vehicles on residential streets in the adjacent neighborhood.

It is the consultant's understanding that the latter has historically been a source of friction between the university and the neighborhood. A photo inventory of the off-campus parking conditions is presented in the following pages.



Photo 6 – Parking underneath the Jefferson Davis Parkway Overpass

Other vehicles were also parked in the residential neighborhoods between South Carrolton Avenue and South Jefferson Davis Parkway. Many of these students parked curb side along residential streets once the student lots had reached their maximum capacity. When trying to identify whether or not the vehicles were university patrons, it was noted that many of vehicles parked curb side either had Xavier University parking decals or some form of Xavier paraphernalia such as bumper stickers or license plate

frames on the vehicles. Campus police stated that complaints from residents had been received in regard to having students blocking driveways. “No Parking” and “Do Not Block Driveway” signs posted on residents homes confirmed these reports. During site visits, it was observed on side streets S. Cortez and S. Telemachus that vehicles were parked on both sides of the 25’ wide streets. A typical two-way street with parking on both sides should have a width of 36 feet. The narrow widths made driving through both streets very difficult. Cars would have to drive into, or block residential driveways or drive in reverse to exit the street to allow another vehicle to pass. The following photos illustrate the issues with parking outside of the university's lots.



Photo 7 – Vehicles Parked on South Cortez.



Photo 8 – Homeowner’s “NO PARKING IN DRIVEWAY” sign



Figure 7 – Car parked blocking driveway

Current conditions on-campus, reduced parking supply and the policy of allowing freshmen living in campus housing to register a car on campus has obviously exacerbated parking supply deficiencies in the short term. However, it is safe to assume as the university returns to pre-storm operations parking deficiencies will remain an issue.

#### **Traffic Control**

Several enforcement measures are in place to ensure that traffic and parking regulations set forth by the University are followed to. The most common of these are ticketing and the use of vehicle immobilization devices. Most after hour events such as basketball games are usually held in the University’s Gymnasium which can be accessed by Short Street. As a means of controlling vehicular access, Campus Police close Short Street during these special events to prevent congestion within a close proximity of the gym.

#### **Zoning Requirements**

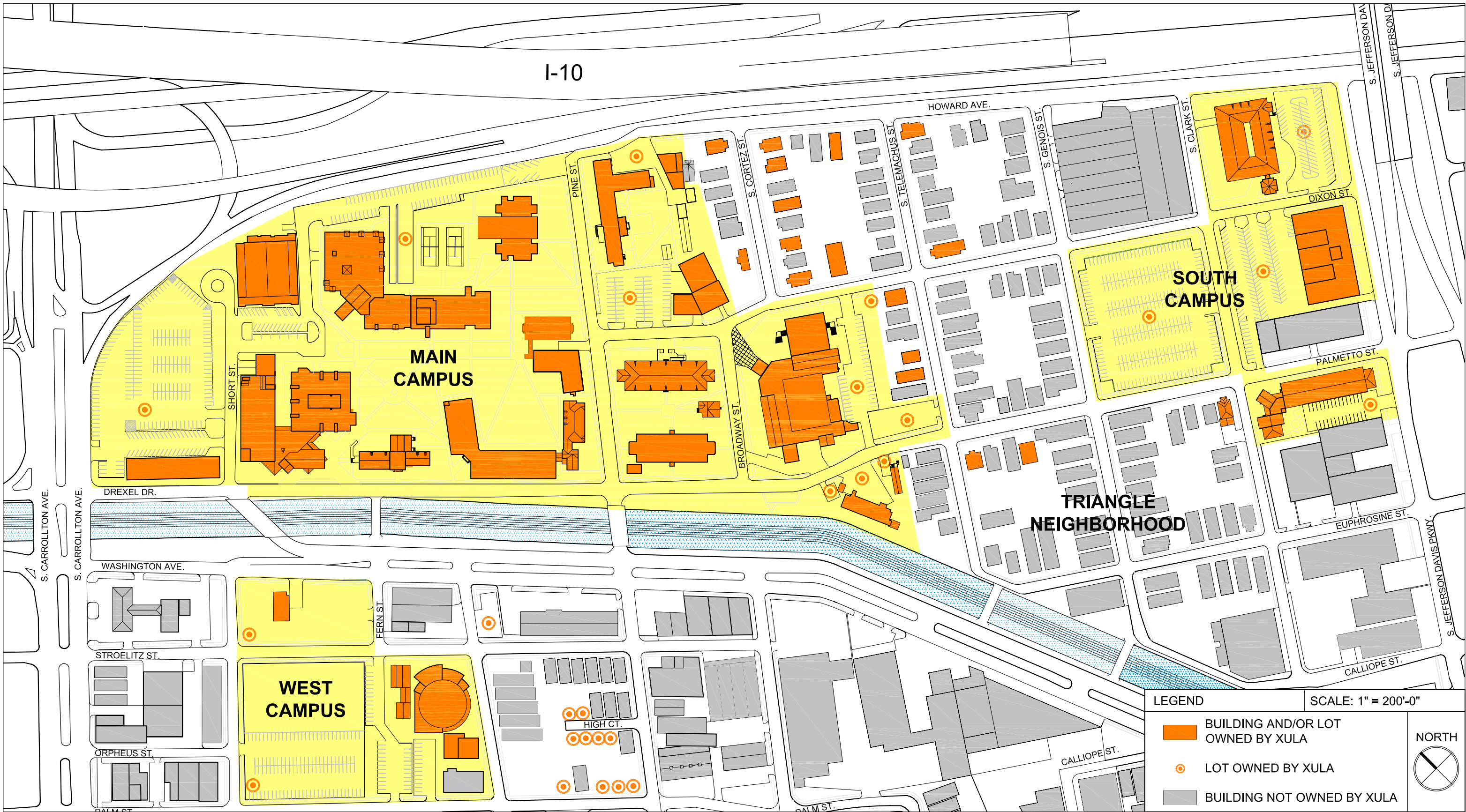
According to Article 15 Section 15.2 of the New Orleans Zoning Ordinance, the required parking for colleges and universities is one (1) parking space for each four thousand (4,000) square feet of gross floor area for all buildings and structures except for dormitories, fraternities and sororities where one (1) parking space for each 350 square feet of gross floor area should be provided. Xavier currently has a total of about 1,223,412 gross square feet (GSF) of building space, and of this total building space

369,956 GSF is used as dormitories. According to the City’s zoning ordinance, Xavier would be required to provide a minimum of 1270 parking spaces.

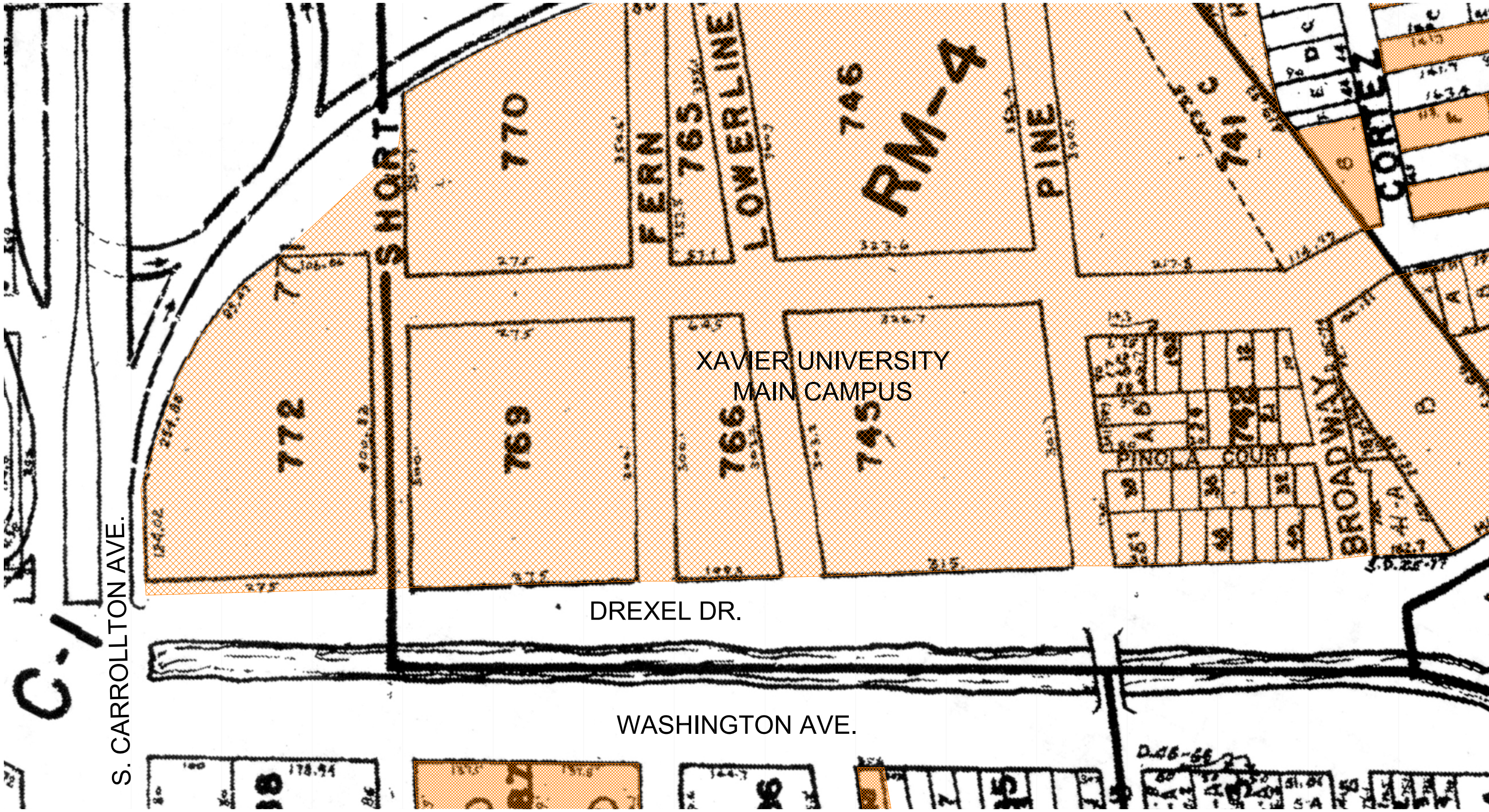
Based on the current building program, there is an apparent shortfall of approximately 200 ( 207 ) parking spaces.

# 6.5

## drexel drive property identification





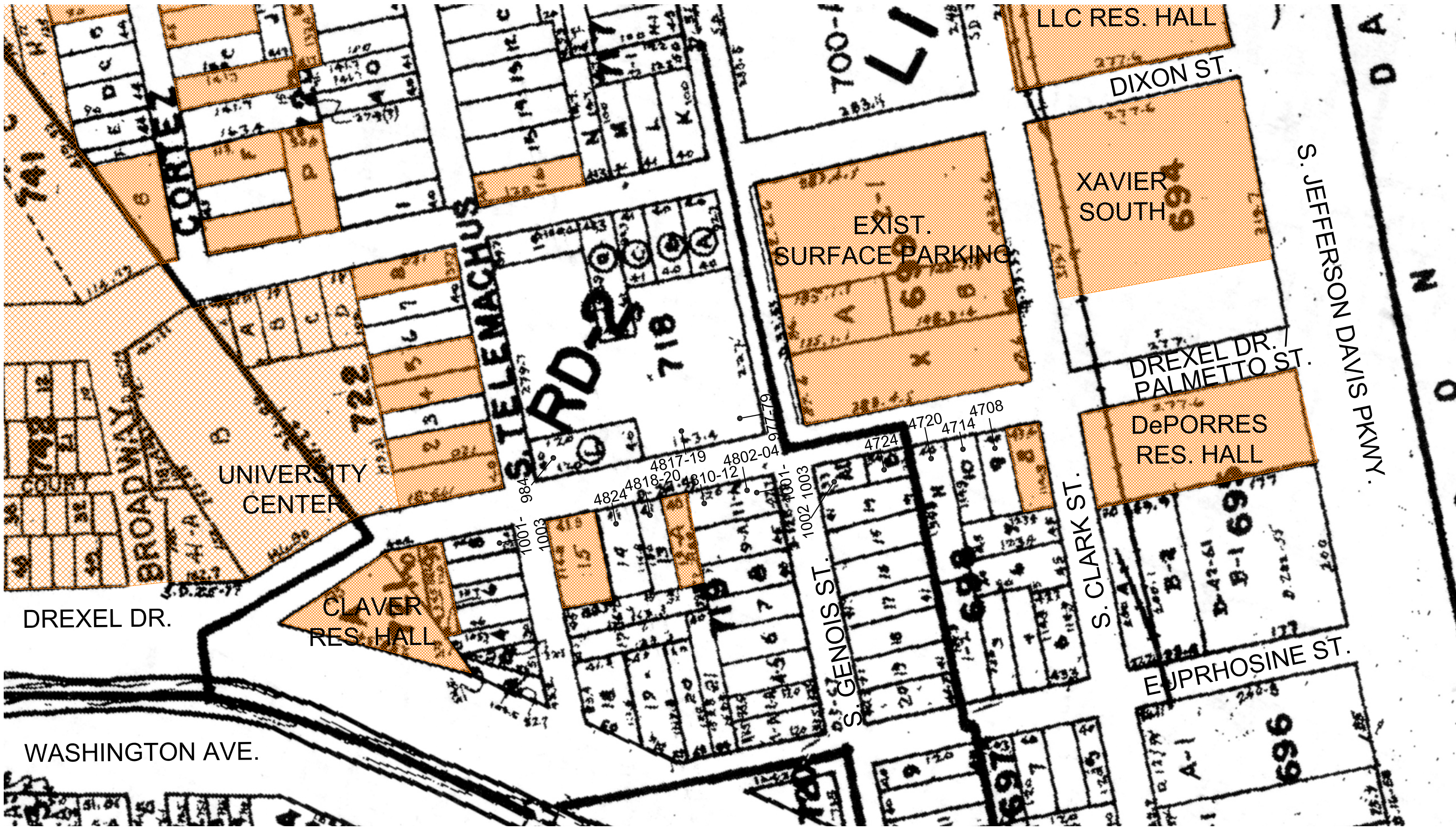


XAVIER UNIVERSITY  
MAIN CAMPUS

S. CARROLLTON AVE.

DREXEL DR.

WASHINGTON AVE.



# 6.6

## student survey results

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

In Spring of 2007, Dr. Ronald Durnford, Office of Planning & Institutional Research, and Dr. Louis Mancuso, Department of Business, teamed up to design a survey to measure the following:

- reasons students initially chose Xavier
- student expectations for a range of issues (pre- and post-matriculation)
- student satisfaction at Xavier post-Katrina
- student evaluation regarding quality-of-life issues at Xavier

A total of 393 students were sampled, and were enrolled in classes from the departments of Business, English, History, and Pharmacy. Classes were chosen based on containing a broad mix of gender, ethnicity, and majors, and were representative of the whole of Xavier University of Louisiana.

A number of metrics have been included following the result summaries for each question and subquestion. While each metric has been tailored to the specific characteristics of the data being summarized, in general, where appropriate, these include the following:

- 1) percent of all respondents answering the question (or subquestion)
- 2) a weighted rank measure that should be clear, in context
- 3) a percentage score standardized for comparability across categories with different scales and characteristics

Questions regarding the survey or its analysis may be directed to the Office of Planning & Institutional Research at (504) 520-7566.

AGGREGATE DEMOGRAPHICS OF STUDENTS SURVEYED:	Total	Male	Female	COP	CAS	Upper Freshman Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local	
		<b>393</b>	<b>103</b>	<b>286</b>	<b>107</b>	<b>280</b>	<b>134</b>	<b>256</b>	<b>170</b>	<b>219</b>	<b>133</b>	<b>257</b>	<b>213</b>

**Question 1: While choosing a college, what factors influenced your decision most?  
(Please rank order your top three answers, that is, 1 - 2 - 3)**

Total Responses by Comparison Group and by Response Rank																									
Academic reputation	Total		Male		Female		COP		CAS		Upper Freshman Classmen		Resident		Commuter		1st Yr/Sem		Not 1st Yr/Sem		Local		Non-Local		
	1	186	47	137	38	145	68	116	89	94	68	116	89	94	68	116	89	94	68	116	89	94	68	116	87
2	89	21	67	23	64	29	59	36	52	30	58	36	52	30	58	36	52	30	58	36	52	30	58	49	39
3	47	10	36	11	35	21	26	24	23	22	25	24	23	22	25	24	23	22	25	24	23	22	30	17	
Total Responding	322	78	240	72	244	118	201	149	169	120	199	149	169	120	199	149	169	120	199	149	169	120	174	143	
Wtd Rank In Category		1.53	1.58	1.63	1.55	1.60	1.55	1.56	1.58	1.62	1.54	1.63	1.58	1.62	1.54	1.63	1.58	1.62	1.54	1.63	1.58	1.63	1.58	1.63	1.51

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	1.57	64%
Percent Responding	82%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Academic reputation	Total		Male		Female		COP		CAS		Upper Freshman Classmen		Resident		Commuter		1st Yr/Sem		Not 1st Yr/Sem		Local		Non-Local	
	1	58%	60%	57%	53%	59%	58%	58%	60%	56%	57%	57%	58%	56%	57%	58%	55%	58%	57%	58%	55%	55%	61%	61%
2	28%	27%	28%	32%	26%	25%	29%	24%	31%	25%	29%	24%	31%	25%	29%	28%	31%	25%	29%	25%	28%	27%	27%	
3	15%	13%	15%	15%	14%	18%	13%	16%	14%	18%	13%	16%	14%	18%	13%	17%	14%	18%	13%	17%	17%	12%	12%	
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Total Responses by Comparison Group and by Response Rank**

Excellent Faculty	Total		Male		Female		COP		CAS		Upper Freshman Classmen		Resident		Commuter		1st Yr/Sem		Not 1st Yr/Sem		Local		Non-Local	
	1	12	6	6	2	10	6	6	3	9	6	6	3	9	5	7	8	8	5	7	8	8	4	4
2	24	10	14	6	18	6	18	13	11	6	18	13	11	5	19	15	15	5	19	15	15	9	9	
3	38	13	23	10	26	14	22	18	18	14	22	18	18	14	22	18	18	14	22	18	18	17	17	
Total Responding	74	29	43	18	54	26	46	34	38	24	46	34	38	24	46	41	41	24	46	41	41	30	30	
Wtd Rank In Category		2.24	2.40	2.44	2.30	2.31	2.35	2.44	2.24	2.38	2.31	2.44	2.24	2.38	2.31	2.24	2.24	2.38	2.31	2.38	2.24	2.24	2.43	

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	2.35	43%
Percent Responding	19%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Excellent Faculty	Total		Male		Female		COP		CAS		Upper Freshman Classmen		Resident		Commuter		1st Yr/Sem		Not 1st Yr/Sem		Local		Non-Local	
	1	16%	21%	14%	11%	19%	23%	13%	9%	24%	21%	13%	9%	24%	21%	15%	20%	21%	15%	13%	20%	13%	13%	
2	32%	34%	33%	33%	33%	23%	39%	38%	29%	21%	40%	38%	29%	21%	40%	37%	39%	21%	40%	37%	37%	30%	30%	
3	51%	45%	53%	56%	48%	54%	48%	53%	47%	58%	48%	53%	47%	58%	46%	44%	44%	58%	46%	44%	44%	57%	57%	
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

**Total Responses by Comparison Group and by Response Rank**

City	Total		Male		Female		COP		CAS		Upper Freshman Classmen		Resident		Commuter		1st Yr/Sem		Not 1st Yr/Sem		Local		Non-Local	
	1	39	13	26	19	20	12	27	8	31	11	28	8	31	11	28	27	27	11	28	27	12	12	
2	54	18	36	11	42	21	33	20	34	22	32	20	34	22	32	34	34	22	32	32	34	20	20	
3	64	20	44	21	42	18	46	22	42	19	42	22	42	19	45	33	33	19	45	33	33	30	30	
Total Responding	157	51	106	31	104	51	106	50	107	52	105	50	107	52	105	94	94	52	105	94	94	62	62	
Wtd Rank In Category		2.14	2.17	2.04	2.21	2.12	2.18	2.28	2.10	2.15	2.16	2.28	2.10	2.15	2.16	2.06	2.06	2.15	2.16	2.16	2.06	2.06	2.29	

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	2.16	46%
Percent Responding	40%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

City	Total		Male		Female		COP		CAS		Upper Freshman Classmen		Resident		Commuter		1st Yr/Sem		Not 1st Yr/Sem		Local		Non-Local	
	1	25%	25%	25%	37%	19%	24%	25%	16%	29%	21%	27%	16%	29%	21%	27%	29%	29%	21%	27%	27%	29%	19%	19%
2	34%	35%	34%	22%	40%	41%	31%	40%	32%	42%	30%	40%	32%	42%	30%	36%	36%	42%	30%	42%	36%	32%	32%	
3	41%	39%	42%	41%	40%	35%	43%	44%	39%	37%	43%	44%	39%	37%	43%	35%	35%	37%	43%	37%	35%	48%	48%	
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Total Responses by Comparison Group and by Response Rank**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>HBCU</b>	39	6	32	4	34	4	34	15	23	28	10	14	24	7	31
1	71	14	57	11	60	11	60	28	43	35	36	28	43	38	32
2	60	13	47	19	41	21	39	21	39	28	32	21	39	31	29
Total Responding	170	33	136	34	135	64	105	64	105	91	78	63	106	76	92
Wtd Rank in Category	2.21	2.11	2.44	2.05	2.09	2.15	2.00	2.28	2.14	2.32	2.18	2.14	2.32	2.18	1.98

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	2.12	47%
Percent Responding	43%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>HBCU</b>	23%	18%	24%	12%	25%	23%	22%	15	23	31%	13%	22%	23%	9%	34%
1	42%	42%	42%	32%	44%	44%	41%	44%	41%	38%	46%	44%	41%	50%	35%
2	35%	39%	35%	30%	37%	33%	37%	33%	41%	31%	41%	33%	41%	41%	32%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Total Responses by Comparison Group and by Response Rank**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>Religious Affiliation</b>	9	4	5	1	8	1	8	5	4	6	3	4	5	3	6
1	9	2	6	4	4	4	4	3	6	3	6	3	6	5	4
2	22	3	19	4	18	7	15	7	13	9	13	7	15	13	9
Total Responding	40	9	30	9	30	15	25	15	25	18	22	14	26	21	19
Wtd Rank in Category	1.89	2.47	2.33	2.33	2.33	2.13	2.44	2.17	2.45	2.28	2.45	2.21	2.38	2.48	2.16

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	2.33	43%
Percent Responding	10%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>Religious Affiliation</b>	23%	44%	17%	11%	27%	33%	16%	19%	14%	33%	14%	29%	19%	14%	32%
1	23%	22%	20%	44%	13%	20%	24%	21%	23%	17%	27%	21%	23%	24%	21%
2	55%	33%	63%	44%	60%	47%	60%	50%	59%	50%	59%	50%	58%	62%	47%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
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**Total Responses by Comparison Group and by Response Rank**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>Parents</b>	16	6	10	4	12	4	12	6	10	6	10	6	10	11	5
1	23	9	14	11	12	11	12	6	17	6	16	6	17	17	6
2	49	15	34	11	37	17	32	17	32	23	26	18	31	26	23
Total Responding	88	30	58	26	61	29	59	29	59	35	52	30	58	54	34
Wtd Rank in Category	2.30	2.41	2.27	2.41	2.38	2.37	2.40	2.49	2.31	2.40	2.36	2.40	2.36	2.28	2.53

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	2.38	42%
Percent Responding	22%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>Parents</b>	18%	20%	17%	15%	20%	21%	17%	19%	17%	17%	19%	20%	17%	20%	15%
1	26%	30%	24%	42%	20%	21%	29%	21%	29%	17%	31%	20%	29%	31%	18%
2	56%	50%	59%	42%	61%	59%	54%	66%	50%	66%	50%	60%	53%	48%	68%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Total Responses by Comparison Group and by Response Rank**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>Jobs</b>	16	5	11	5	11	5	11	5	11	6	10	6	10	10	6
1	16	6	10	3	13	6	10	6	10	3	13	4	12	15	1
2	31	10	21	12	19	10	21	8	23	8	23	9	22	15	15
Total Responding	63	21	42	20	43	21	42	17	46	17	46	19	44	40	22
Wtd Rank in Category	2.24	2.24	2.35	2.19	2.24	2.24	2.28	2.12	2.28	2.16	2.27	2.13	2.27	2.13	2.41

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	2.24	45%
Percent Responding	16%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
		1	2	3	4			5	6						
<b>Jobs</b>	25%	24%	26%	25%	26%	24%	26%	24%	26%	35%	22%	32%	23%	25%	27%
1	25%	29%	24%	15%	30%	29%	24%	18%	28%	18%	28%	21%	27%	38%	5%
2	49%	48%	50%	60%	44%	48%	50%	60%	47%	47%	50%	47%	50%	68%	68%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
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**Total Responses by Comparison Group and by Response Rank**

Good Majors Offered	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
1	82	24	58	52	30	52	30	52	30	52	30	52	30	52	30	52	51	30
2	89	20	67	31	56	40	47	30	57	41	45	34	29					
3	64	16	47	16	47	25	38	31	24	34	29							
Total Responding	235	60	172	66	165	101	130	84	148	126	104							
Wtd Rank in Category		1.87	1.94	1.91	1.93	1.90	2.01	1.84	1.91	1.87	1.99							

% Score = 1 / Rank Score	Ave Score	% Score
Wtd Rank	1.92	52%
Percent Responding	60%	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Good Majors Offered	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
1	35%	40%	33%	36%	35%	36%	30%	40%	36%	35%	40%	36%	35%	35%	39%	40%	29%	43%
2	38%	33%	39%	42%	36%	38%	40%	36%	36%	39%	33%	29%	26%	27%	28%	27%	28%	28%
3	27%	27%	28%	28%	29%	26%	31%	24%	29%	26%	27%	35%	39%	38%	33%	33%	43%	28%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Total Responses by Comparison Group and by Response Rank**

Other Comments	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
Family being nearby	18	7	11	8	10	13	5	13	6	12	10	8						
Friends	10	4	6	3	7	9	6	4	2	8	2	8						
Scholarships	10	2	8	3	7	9	0	10	2	8	9	1						
Price	3	0	3	3	0	3	0	3	0	3	2	1						
Xavier Size/student enrollment	1	0	0	0	0	0	1	0	0	3	2	1						
Total Responding	42	13	28	17	24	30	12	30	11	31	23	19						

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Other Comments	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
Family being nearby	43%	54%	39%	42%	71%	38%	42%	43%	55%	39%	43%	42%						
Friends	24%	31%	21%	16%	14%	26%	50%	13%	16%	26%	9%	42%						
Scholarships	24%	15%	29%	18%	14%	26%	0%	33%	18%	26%	38%	5%						
Price	7%	0%	11%	18%	0%	9%	0%	10%	0%	10%	9%	5%						
Xavier Size/student enrollment	2%	0%	0%	0%	0%	0%	8%	0%	9%	0%	0%	5%						
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%						

**Student Survey on Reasons for Attending Xavier,  
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**Question 2: How influential were your parents in helping you make the decision to come to XULA?**

**Total Responses by Comparison Group and by Response Rank**

Parental Influence	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
Very influential	130	32	97	31	98	71	58	71	49	80	74	55						
Somewhat influential	107	26	79	27	77	47	47	58	35	70	56	48						
OK	63	20	43	17	45	21	25	37	24	39	38	24						
Not influential	54	14	40	14	40	15	24	30	15	39	25	29						
Definitely did not influence me	38	11	26	17	20	9	16	22	10	28	20	17						
Total Responding	392	103	285	106	280	134	255	170	218	133	256	173						
Wtd Average in Category		2.52	2.64	2.39	2.69	2.81	2.63	2.58	2.74	2.53	2.65	2.55						

% Scores (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	2.60	65.1%
Percent Responding	100%	
0=No influence (0 % Score) to 4=Very Influential (100 % Score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Parental Influence	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
Family being nearby	33%	31%	34%	29%	30%	35%	34%	33%	37%	31%	35%	32%						
Friends	27%	25%	28%	25%	28%	27%	28%	27%	26%	27%	28%	28%						
Scholarships	16%	19%	15%	16%	16%	16%	15%	17%	18%	15%	18%	14%						
Price	14%	14%	14%	13%	14%	11%	14%	14%	11%	15%	12%	17%						
Xavier Size/student enrollment	10%	11%	9%	16%	7%	7%	9%	10%	8%	11%	9%	10%						
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%						

**Question 3: Before Coming to Xavier, what were your expectations regarding:**

**Total Responses by Comparison Group and by Response Rank**

Quality of Life on Campus	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
High Expectations	191	39	149	43	144	125	105	84	64	125	96	91						
Ok Expectations	164	51	112	45	117	61	102	53	109	60	103	70						
Low Expectations	31	13	18	9	14	9	22	11	20	7	24	10						
Total Responding	386	103	279	105	275	134	249	169	213	131	252	209						
Wtd Rank in Category		2.25	2.47	2.25	2.47	2.41	2.41	2.36	2.30	2.44	2.36	2.47						

% Score= (Wtd Ave / Possible Score (3))	Ave Score	% Score
Wtd Rank	2.41	80.5%
Percent Responding	98%	
1=Low Expectation to 3=High Expectation		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Quality of Life on Campus	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	1	2	3	1	2	3			1	2			3	1	2	3		
High Expectations	49%	38%	53%	41%	52%	50%	62%	39%	49%	50%	46%	53%						
Ok Expectations	42%	50%	40%	43%	46%	41%	31%	51%	46%	41%	44%	41%						
Low Expectations	8%	13%	6%	16%	5%	7%	7%	9%	5%	10%	10%	6%						
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%						

**Student Survey on Reasons for Attending Xavier,  
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**Total Responses by Comparison Group and by Response Rank**

Academic	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	345	258	83	238	85	254	85	254	118	224	158	183	114	228	179	160		
Ok Expectations	39	24	15	24	16	23	15	23	14	25	10	29	17	22	27	12		
Low Expectations	7	2	5	2	4	3	4	3	2	5	2	5	2	5	6	1		
Total Responding	391	284	103	284	105	280	105	280	134	284	170	217	133	255	212	173		
Wtd Rank In Category			2.76	2.90	2.77	2.90	2.77	2.90	2.87	2.86	2.92	2.82	2.84	2.87	2.82	2.92		

% Score= (Wtd Ave / Possible Score (3))	Ave Score	% Score
Wtd Rank	2.86	95.5%
Percent Responding	99%	
1=Low Expectation to 3=High Expectation		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Academic	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	88%	91%	81%	91%	81%	91%	81%	91%	88%	88%	93%	84%	86%	89%	84%	92%		
Ok Expectations	10%	8%	15%	8%	15%	8%	15%	8%	10%	10%	6%	13%	13%	9%	13%	7%		
Low Expectations	2%	5%	4%	1%	4%	1%	4%	1%	1%	2%	1%	2%	2%	2%	3%	1%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

**Total Responses by Comparison Group and by Response Rank**

On-Campus Living	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	101	80	20	80	21	78	21	78	33	68	68	33	38	63	36	64		
Ok Expectations	196	139	54	139	43	149	43	149	67	126	81	111	63	130	114	77		
Low Expectations	83	56	27	56	38	45	38	45	32	51	21	62	27	56	55	28		
Total Responding	380	275	101	275	102	272	102	272	132	245	170	206	128	249	205	169		
Wtd Rank In Category			1.93	2.09	1.83	2.12	1.83	2.12	2.01	2.07	2.28	1.86	2.09	2.03	1.91	2.21		

% Score= (Wtd Ave / Possible Score (3))	Ave Score	% Score
Wtd Rank	2.05	68.2%
Percent Responding	97%	
1=Low Expectation to 3=High Expectation		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

On-Campus Living	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	27%	29%	20%	29%	21%	29%	21%	29%	25%	28%	40%	16%	30%	25%	18%	38%		
Ok Expectations	52%	51%	53%	51%	42%	55%	42%	55%	51%	51%	48%	54%	48%	52%	56%	46%		
Low Expectations	22%	20%	27%	20%	37%	17%	37%	17%	24%	21%	12%	30%	21%	22%	27%	17%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

**Student Survey on Reasons for Attending Xavier,  
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**Total Responses by Comparison Group and by Response Rank**

City of New Orleans	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	105	75	29	75	28	75	28	75	26	78	49	55	28	76	50	53		
Ok Expectations	222	164	50	164	54	164	54	164	78	142	91	128	74	146	126	92		
Low Expectations	63	39	24	39	22	41	22	41	30	33	29	34	31	32	36	27		
Total Responding	390	283	103	283	104	280	104	280	134	253	169	217	133	254	212	172		
Wtd Rank In Category			2.05	2.13	2.06	2.12	2.06	2.12	1.97	2.18	2.12	2.10	1.98	2.17	2.07	2.15		

% Score= (Wtd Ave / Possible Score (3))	Ave Score	% Score
Wtd Rank	2.11	70.3%
Percent Responding	99%	
1=Low Expectation to 3=High Expectation		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

City of New Orleans	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	27%	27%	28%	27%	27%	27%	27%	27%	19%	31%	29%	25%	21%	30%	24%	31%		
Ok Expectations	57%	60%	49%	60%	52%	59%	52%	59%	58%	56%	54%	59%	56%	57%	59%	53%		
Low Expectations	16%	23%	23%	14%	21%	15%	21%	15%	22%	13%	17%	16%	23%	13%	17%	16%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

**Total Responses by Comparison Group and by Response Rank**

University Neighborhood	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	60	49	10	49	19	40	19	40	17	43	29	31	18	42	29	30		
Ok Expectations	204	155	46	155	38	161	38	161	78	123	93	108	77	124	112	88		
Low Expectations	125	46	46	46	47	78	47	78	39	86	47	77	38	87	70	54		
Total Responding	389	283	102	283	104	279	104	279	134	252	169	216	133	253	211	172		
Wtd Rank In Category			1.65	1.89	1.73	1.86	1.73	1.86	1.84	1.83	1.89	1.79	1.85	1.82	1.81	1.86		

% Score= (Wtd Ave / Possible Score (3))	Ave Score	% Score
Wtd Rank	1.83	61.1%
Percent Responding	99%	
1=Low Expectation to 3=High Expectation		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

University Neighborhood	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem		Not 1st Yr/Sem		Local	Non-Local
	High Expectations	Ok Expectations	Low Expectations	Total	%	Total			%	Freshman			Classmen	Resident	Commuter	1st Yr/Sem		
High Expectations	15%	17%	10%	17%	18%	14%	18%	14%	13%	17%	17%	14%	14%	17%	14%	17%		
Ok Expectations	52%	55%	45%	55%	37%	58%	37%	58%	58%	49%	55%	50%	58%	49%	55%	51%		
Low Expectations	32%	45%	45%	28%	45%	28%	45%	28%	29%	34%	28%	36%	29%	34%	33%	31%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

**Student Survey on Reasons for Attending Xavier,  
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**Total Responses by Comparison Group and by Response Rank**

University Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
High Expectations	176	36	140	43	132	57	119	79	97	60	116	95	79
Ok Expectations	159	44	112	37	118	59	97	68	88	60	96	89	66
Low Expectations	54	21	32	25	28	16	38	21	32	11	43	28	26
Total Responding	389	101	284	105	278	132	254	168	217	131	255	212	171
Wtd Rank in Category		2.15	2.38	2.17	2.37	2.31	2.32	2.35	2.30	2.37	2.29	2.32	2.31

% Score= (Wtd Ave / Possible Score (3))	Ave Score	% Score
Wtd Rank	2.31	77.1%
Percent Responding	99%	
1=Low Expectation to 3=High Expectation		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

University Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
High Expectations	45%	36%	49%	41%	47%	43%	47%	47%	45%	46%	45%	45%	46%
Ok Expectations	41%	44%	39%	35%	42%	45%	38%	40%	41%	46%	38%	42%	39%
Low Expectations	14%	21%	11%	24%	10%	12%	15%	13%	15%	8%	17%	13%	15%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 4: Today, have your expectations been met?**

**Total Responses by Comparison Group and by Response Rank**

Quality of Life on Campus	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	24	10	14	5	19	11	13	10	14	13	11	17	7
Yes	159	38	118	42	113	59	97	70	86	54	102	85	70
Neither yes nor no	96	25	71	24	71	38	58	41	54	39	57	59	37
No	77	19	57	22	54	17	60	34	43	18	59	32	44
Definitely not	32	10	22	13	19	7	25	14	18	5	27	16	15
Total Responding	388	102	282	106	276	132	253	169	215	129	256	209	173
Wtd Average in Category		2.19	2.16	2.04	2.21	2.38	2.05	2.17	2.16	2.40	2.04	2.26	2.06

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	2.17	54.3%
Percent Responding	99%	
Definitely No = 0 % Score, Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Quality of Life on Campus	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	6%	10%	5%	5%	7%	8%	5%	6%	7%	10%	4%	8%	4%
Yes	41%	37%	42%	40%	41%	45%	36%	41%	40%	42%	40%	41%	40%
Neither yes nor no	25%	25%	25%	23%	26%	29%	23%	24%	25%	30%	22%	28%	21%
No	20%	19%	20%	21%	20%	13%	24%	20%	20%	14%	23%	15%	25%
Definitely not	8%	10%	8%	12%	7%	5%	10%	8%	8%	4%	11%	8%	9%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Total Responses by Comparison Group and by Response Rank**

Academic	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	149	46	101	33	112	56	91	78	69	58	89	74	71
Yes	182	36	144	47	133	63	118	74	106	59	122	105	75
Neither yes nor no	31	11	20	12	19	7	24	8	23	9	22	18	13
No	17	3	14	8	9	4	13	5	12	3	14	8	9
Definitely not	12	6	6	7	5	2	10	3	9	2	10	7	5
Total Responding	391	102	285	107	278	132	256	168	219	131	257	212	173
Wtd Average in Category		3.11	3.12	2.85	3.22	3.27	3.04	3.30	2.98	3.28	3.04	3.09	3.14

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	3.12	78.1%
Percent Responding	99%	
Definitely No = 0 % Score, Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Academic	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	38%	45%	35%	31%	40%	42%	36%	46%	32%	44%	35%	35%	41%
Yes	47%	35%	51%	44%	48%	48%	46%	44%	48%	45%	47%	50%	43%
Neither yes nor no	8%	11%	7%	11%	7%	5%	9%	5%	11%	7%	9%	8%	8%
No	4%	3%	5%	7%	3%	3%	5%	3%	5%	2%	5%	4%	5%
Definitely not	3%	6%	2%	7%	2%	2%	4%	2%	4%	2%	4%	3%	3%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Total Responses by Comparison Group and by Response Rank**

On-Campus Living	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	14	9	5	4	10	10	4	10	4	10	4	10	4
Yes	74	14	59	25	47	22	51	34	39	17	56	46	27
Neither yes nor no	151	37	113	42	108	55	95	44	105	57	93	91	58
No	81	22	58	22	58	26	54	47	33	27	53	32	47
Definitely not	62	21	40	11	49	20	42	35	27	19	43	26	35
Total Responding	382	103	275	104	272	133	246	170	208	130	249	205	171
Wtd Average in Category		1.69	1.75	1.89	1.67	1.82	1.68	1.63	1.81	1.78	1.70	1.91	1.52

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	1.73	43.3%
Percent Responding	97%	
Definitely No = 0 % Score; Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

On-Campus Living	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	4%	9%	2%	4%	4%	8%	2%	6%	2%	8%	2%	5%	2%
Yes	19%	14%	21%	24%	17%	17%	21%	20%	19%	13%	22%	22%	16%
Neither yes nor no	40%	36%	41%	40%	40%	41%	39%	26%	50%	44%	37%	44%	34%
No	21%	21%	21%	21%	21%	20%	22%	28%	16%	21%	21%	16%	27%
Definitely not	16%	20%	15%	11%	18%	15%	17%	21%	13%	15%	17%	13%	20%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Total Responses by Comparison Group and by Response Rank**

City of New Orleans	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	45	19	26	10	35	24	21	24	21	25	20	29	16
Yes	139	33	104	34	102	54	84	45	92	50	88	85	52
Neither yes nor no	119	24	94	31	86	41	77	60	58	46	72	63	54
No	61	16	44	22	38	8	52	28	32	8	52	25	35
Definitely not	25	9	16	9	16	5	20	13	12	4	21	7	17
Total Responding	389	101	284	106	277	132	254	170	215	133	253	209	174
Wtd Average in Category		2.37	2.28	2.13	2.37	2.64	2.13	2.23	2.36	2.63	2.13	2.50	2.09

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	2.30	57.6%
Percent Responding	99%	
Definitely No = 0 % Score; Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

City of New Orleans	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	12%	19%	9%	9%	13%	18%	8%	14%	10%	19%	8%	14%	9%
Yes	36%	33%	37%	32%	37%	41%	33%	26%	43%	38%	35%	41%	30%
Neither yes nor no	31%	24%	33%	29%	31%	31%	30%	35%	27%	35%	28%	30%	31%
No	16%	16%	15%	21%	14%	6%	20%	16%	15%	6%	21%	12%	20%
Definitely not	6%	9%	6%	8%	6%	4%	8%	8%	6%	3%	8%	3%	10%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Total Responses by Comparison Group and by Response Rank**

University Neighborhood	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	23	9	14	4	19	11	12	9	14	9	14	13	10
Yes	103	19	84	28	74	45	58	40	63	42	61	68	34
Neither yes nor no	128	37	89	26	99	55	71	60	65	55	55	61	64
No	76	20	54	23	51	15	60	32	43	18	57	39	36
Definitely not	60	16	44	24	36	8	52	28	32	8	52	29	30
Total Responding	390	101	285	105	279	134	253	169	217	132	255	210	174
Wtd Average in Category		1.85	1.89	1.67	1.96	2.27	1.68	1.82	1.93	2.20	1.72	1.99	1.76

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	1.88	47.0%
Percent Responding	99%	
Definitely No = 0 % Score; Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

University Neighborhood	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	6%	9%	5%	4%	7%	8%	5%	5%	6%	7%	5%	6%	6%
Yes	26%	19%	29%	27%	27%	34%	23%	24%	29%	32%	24%	32%	20%
Neither yes nor no	33%	37%	31%	25%	35%	41%	28%	36%	30%	42%	28%	29%	37%
No	19%	20%	19%	22%	18%	11%	24%	19%	20%	14%	22%	19%	21%
Definitely not	15%	16%	15%	23%	13%	6%	21%	17%	15%	6%	20%	14%	17%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Total Responses by Comparison Group and by Response Rank**

University Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	32	11	21	9	23	17	15	13	19	14	18	19	13
Yes	102	24	76	26	73	39	62	31	70	39	62	75	26
Neither yes nor no	82	24	56	15	65	35	45	45	35	41	41	41	39
No	79	19	60	21	57	24	55	43	36	22	57	36	42
Definitely not	93	22	71	33	60	18	75	36	56	17	76	39	52
Total Responding	388	100	284	104	278	133	252	168	216	131	254	210	172
Wtd Average in Category		1.83	1.70	1.59	1.79	2.10	1.55	1.65	1.81	2.08	1.56	2.00	1.45

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	1.74	43.6%
Percent Responding	99%	
Definitely No = 0 % Score; Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

University Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	8%	11%	7%	9%	8%	13%	6%	8%	9%	11%	7%	9%	8%
Yes	26%	24%	27%	25%	26%	29%	25%	18%	32%	30%	24%	36%	15%
Neither yes nor no	21%	24%	20%	14%	23%	26%	18%	27%	16%	30%	16%	20%	23%
No	20%	19%	21%	20%	21%	18%	22%	26%	17%	17%	22%	17%	24%
Definitely not	24%	22%	25%	32%	22%	14%	30%	21%	26%	13%	30%	19%	30%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
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**Question 5: Why did you choose coming to Xavier (One Answer Only)**

Reason for Choosing Xavier	Total Responses by Comparison Group and by Response Rank			
	Total	Male	Female	COP
Academic Reputation	196	47	146	59%
Parents' Recommendation	23	9	14	4%
Friends' Recommendation	16	6	10	1%
City	17	3	14	10%
HBCU	17	3	14	1%
Jobs	9	3	6	4%
Good Majors Offered	74	20	53	26%
Total Responding	352	91	257	85%

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Reason for Choosing Xavier	Total				Upper Classmen				Freshman				CAS				COP				Resident				Commuter				1st Yr/Sem				Not 1st Yr/Sem			
	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%				
Academic Reputation	56%	52%	57%	46%	53%	60%	53%	57%	66%	66%	66%	47%	57%	51%	61%	70	124	97	95	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
Parents' Recommendation	7%	10%	5%	5%	7%	6%	7%	7%	6%	6%	7%	7%	6%	8%	8%	7	16	11	12	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%				
Friends' Recommendation	5%	7%	4%	1%	4%	7%	4%	4%	8%	8%	2%	2%	3%	3%	3%	4	10	6	10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%				
City	5%	3%	5%	12%	3%	3%	6%	7%	2%	2%	7%	3%	3%	6%	5%	4	13	10	7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%				
HBCU	5%	3%	5%	1%	4%	5%	1%	4%	8%	3%	4%	5%	4%	4%	4%	5	12	7	10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			
Jobs	3%	3%	2%	5%	2%	1%	4%	2%	0%	0%	5%	2%	2%	3%	4%	2	7	8	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%			
Good Majors Offered	21%	22%	21%	31%	18%	20%	22%	20%	11%	11%	29%	29%	20%	27%	27%	25	48	52	20	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	191	226	181	155	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			

**Total Responses by Comparison Group and by Response Rank**

Other Reasons for Choosing Xavier	Total				Upper Classmen				Freshman				CAS				COP				Resident				Commuter				1st Yr/Sem				Not 1st Yr/Sem			
	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%				
Scholarship	24	6	18	40%	17	7	10	40%	15	9	6	37%	15	8	7	46%	15	9	6	37%	15	9	6	37%	15	8	7	46%	15	9	6	37%				
Pharmacy	15	8	7	53%	9	6	3	67%	10	5	5	50%	10	5	5	50%	10	5	5	50%	10	5	5	50%	10	5	5	50%	10	5	5	50%	10	5	5	50%
Gave the Most Money	2	1	1	50%	2	0	2	0%	0	0	0	0%	2	1	1	50%	2	1	1	50%	2	1	1	50%	2	1	1	50%	2	1	1	50%	2	1	1	50%
COP - Co-op	2	0	2	100%	2	0	2	0%	2	2	0	0%	2	0	2	0%	2	2	0	0%	2	2	0	0%	2	0	2	0%	2	2	0	0%	2	2	0	0%
Parents	2	0	2	100%	2	0	2	0%	2	2	0	0%	2	0	2	0%	2	2	0	0%	2	2	0	0%	2	0	2	0%	2	2	0	0%	2	2	0	0%
No Place Else to Go	1	0	1	100%	1	0	1	0%	1	1	0	0%	1	0	1	0%	1	1	0	0%	1	1	0	0%	1	0	1	0%	1	1	0	0%	1	1	0	0%
High School Summer Program	1	0	1	100%	1	0	1	0%	1	1	0	0%	1	0	1	0%	1	1	0	0%	1	1	0	0%	1	0	1	0%	1	1	0	0%	1	1	0	0%
Total Responding	47	15	32	100%	32	15	17	100%	27	20	7	26%	22	16	6	73%	22	16	6	73%	22	16	6	73%	22	16	6	73%	22	16	6	73%	22	16	6	73%

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Other Reasons for Choosing Xavier	Total				Upper Classmen				Freshman				CAS				COP				Resident				Commuter				1st Yr/Sem				Not 1st Yr/Sem			
	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%				
Scholarship	51%	40%	56%	45%	47%	55%	41%	50%	41%	41%	60%	52%	52%	32%	32%	8	16	16	7	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Pharmacy	32%	53%	22%	25%	40%	28%	36%	28%	5%	5%	28%	31%	31%	17%	17%	5	10	4	11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Gave the Most Money	4%	7%	3%	10%	0%	0%	0%	0%	0%	0%	4%	4%	4%	0%	0%	1	1	2	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
COP - Co-op	4%	0%	6%	10%	0%	0%	0%	0%	0%	0%	8%	8%	8%	0%	0%	0	0	2	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Parents	4%	0%	6%	5%	7%	3%	9%	0%	0%	0%	0%	0%	0%	0%	0%	2	0	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
No Place Else to Go	2%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1	0	1	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
High School Summer Program	2%	0%	3%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0	0	1	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	24	31	24	22	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

**Student Survey on Reasons for Attending Xavier,  
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**Question 6: Will continue to stay at Xavier or are you looking to go to another university?**

Stay at Xavier or go elsewhere	Total Responses by Comparison Group and by Response Rank			
	Total	Male	Female	COP
Yes, will stay at Xavier and graduate	293	70	220	83%
I am thinking of leaving XU to go elsewhere	94	32	61	23%
Total Responding	387	102	281	106%

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Stay at Xavier or go elsewhere	Total				Upper Classmen				Freshman				CAS				COP				Resident				Commuter				1st Yr/Sem				Not 1st Yr/Sem			
	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%				
Yes, will stay at Xavier and graduate	76%	69%	78%	78%	77%	75%	71%	79%	71%	71%	79%	71%	79%	78%	78%	120	188	162	126	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			
I am thinking of leaving XU to go elsewhere	24%	31%	22%	22%	23%	25%	29%	21%	23%	25%	23%	25%	22%	22%	27%	32	70	48	46	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	209	252	209	172	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			

Percent Responding 98%

**Question 7: Is this your first year at Xavier?**

First Year at Xavier?	Total Responses by Comparison Group and by Response Rank			
	Total	Male	Female	COP
Yes	142	40	100	19%
No	233	58	173	86%
Total Responding	375	98	273	105%

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

First Year at Xavier?	Total				Upper Classmen				Freshman				CAS				COP				Resident				Commuter				1st Yr/Sem				Not 1st Yr/Sem			
	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%	Total	Male	Female	%				
Yes	38%	41%	37%	18%	94%	10%	10%	10%	51%	51%	28%	28%	95%	10%	10%	40%	40%	36%	36%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			
No	62%	59%	63%	82%	6%	90%	64%	82%	49%	49%	72%	72%	5%	5%	64%	64%	64%	64%	64%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	204	249	165	106	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%			

Percent Responding 95%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 8: Have things changed at Xavier since Hurricane Katrina?**

Total Responses by Comparison Group and by Response Rank												
Changed Since Katrina	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	70	17	53	22	48	5	65	35	35	6	24	44
Yes	105	26	77	39	63	10	93	38	64	10	57	45
Neither yes nor no	53	19	33	16	36	11	42	16	37	11	37	16
No	30	7	23	15	15	0	30	8	22	0	18	12
Definitely not	9	5	4	4	5	0	9	3	6	0	5	4
Total Responding	267	74	190	96	167	26	239	100	164	27	238	141
Wtd Average in Category		2.58	2.80	2.63	2.80	2.77	2.73	2.94	2.61	2.81	2.55	2.93

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	2.74	68.4%
Percent Responding	68%	
Definitely No = 0 % Score, Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Changed Since Katrina	Total			COP			CAS			Upper Classmen			Resident			Commuter			Not 1st Yr/Sem		
	Male	Female	%	Male	Female	%	Male	Female	%	Freshman	Upper Classmen	%	Resident	Commuter	%	Not 1st Yr/Sem	Local	Non-Local	%		
Yes definitely	25%	28%	27%	23%	28%	27%	19%	27%	21%	19%	27%	35%	21%	22%	27%	17%	17%	36%	36%		
Yes	39%	41%	39%	41%	38%	38%	38%	39%	38%	38%	39%	38%	39%	37%	39%	40%	40%	37%	37%		
Neither yes nor no	20%	17%	20%	17%	22%	42%	18%	23%	16%	42%	18%	16%	23%	41%	18%	26%	26%	13%	13%		
No	11%	9%	11%	16%	9%	0%	13%	8%	13%	0%	13%	8%	13%	0%	13%	13%	13%	10%	10%		
Definitely not	3%	2%	3%	4%	3%	0%	4%	3%	4%	0%	4%	3%	4%	0%	4%	4%	4%	3%	3%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
Wtd Average in Category		2.58	2.80	2.63	2.80	2.77	2.73	2.94	2.61	2.81	2.55	2.93									

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 9: Have the things that have changed at Xavier since Hurricane Katrina been for the better?**

Total Responses by Comparison Group and by Response Rank												
Changed Since Katrina for better	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
Yes definitely	20	6	14	6	14	3	17	10	10	4	9	11
Yes	45	15	29	19	24	7	37	13	31	7	27	17
Neither yes nor no	100	31	67	36	62	12	87	35	64	12	87	42
No	67	12	55	22	45	1	66	26	40	1	66	31
Definitely not	28	8	20	11	17	0	28	11	17	0	28	16
Total Responding	260	72	185	94	162	23	235	95	162	24	234	138
Wtd Average in Category		1.99	1.79	1.86	1.83	2.52	1.78	1.84	1.86	2.58	1.91	1.79

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Average	1.85	46.3%
Percent Responding	66%	
Definitely No = 0 % Score, Yes Definitely = 100 % Score		
0=Definitely Not to 4=Yes Definitely		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Changed Since Katrina for better	Total			COP			CAS			Upper Classmen			Resident			Commuter			Not 1st Yr/Sem		
	Male	Female	%	Male	Female	%	Male	Female	%	Freshman	Upper Classmen	%	Resident	Commuter	%	Not 1st Yr/Sem	Local	Non-Local	%		
Yes definitely	8%	8%	8%	6%	9%	9%	7%	11%	6%	13%	7%	11%	11%	6%	17%	7%	7%	7%	9%		
Yes	17%	21%	17%	20%	15%	30%	16%	14%	19%	30%	16%	14%	14%	19%	29%	16%	20%	20%	15%		
Neither yes nor no	38%	43%	38%	38%	38%	52%	37%	37%	40%	52%	37%	37%	37%	40%	50%	37%	41%	41%	36%		
No	26%	17%	26%	23%	28%	4%	28%	27%	25%	4%	28%	24%	27%	25%	4%	28%	24%	24%	26%		
Definitely not	11%	11%	11%	12%	10%	0%	12%	12%	10%	0%	12%	9%	12%	10%	0%	12%	9%	9%	14%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%									

**Question 10: Did you attend another university right after Hurricane Katrina?**

Total Responses by Comparison Group and by Response Rank												
Attend another univ after Katrina?	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
Yes	126	27	96	26	97	0	123	67	56	1	122	74
No	125	42	82	65	58	19	106	24	100	20	105	85
Total Responding	251	69	178	91	155	19	229	91	156	21	227	133

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Attend another univ after Katrina?	Total			COP			CAS			Upper Classmen			Resident			Commuter			Not 1st Yr/Sem		
	Male	Female	%	Male	Female	%	Male	Female	%	Freshman	Upper Classmen	%	Resident	Commuter	%	Not 1st Yr/Sem	Local	Non-Local	%		
Yes	50%	54%	50%	29%	63%	0%	54%	74%	36%	0%	54%	5%	54%	36%	5%	54%	36%	66%	66%		
No	50%	46%	50%	71%	37%	100%	46%	26%	64%	100%	46%	95%	64%	64%	95%	46%	64%	34%	34%		
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%									
Percent Responding	64%																				

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14a-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Admissions	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
Very Good	58	11	46	12	45	20	37	28	29	19	23	33
Good	156	44	111	36	118	58	97	78	77	60	86	69
OK	128	31	95	34	91	45	82	52	75	43	84	54
Poor	29	10	19	14	15	5	24	7	21	5	21	8
Very Poor	15	5	10	8	7	2	13	4	11	2	8	7
Total Responding	386	101	281	104	276	130	253	169	213	129	254	171
Wtd Average in Category		3.46	3.58	3.29	3.65	3.68	3.48	3.70	3.43	3.69	3.45	3.66

% Score = (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	3.55	71%
Percent Responding	98%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Admissions	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Local	Non-Local
Very Good	15%	11%	16%	12%	16%	15%	15%	17%	14%	15%	11%	19%
Good	40%	44%	40%	35%	43%	45%	38%	46%	36%	47%	41%	40%
OK	33%	31%	34%	33%	33%	35%	32%	31%	35%	33%	34%	32%
Poor	8%	10%	7%	13%	5%	4%	9%	4%	10%	4%	10%	5%
Very Poor	4%	5%	4%	8%	3%	2%	5%	2%	5%	2%	4%	4%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 14a-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Admissions	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
This semester	100	28	71	14	84	40	60	43	57	43	55	45
Last semester	92	20	70	15	75	43	47	40	50	41	49	36
Only when I first came to XU	159	37	121	63	95	36	122	70	88	35	79	77
Never	10	7	3	1	8	3	7	7	3	6	4	6
Total Responding	361	92	265	93	262	122	236	160	198	123	191	164

Wtd Rank	2.22
Percent Responding	92%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Admissions	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Local	Non-Local
This semester	28%	30%	27%	15%	32%	33%	25%	27%	29%	35%	29%	27%
Last semester	25%	22%	26%	16%	29%	35%	20%	25%	25%	33%	21%	22%
Only when I first came to XU	44%	40%	46%	68%	36%	30%	52%	44%	44%	28%	41%	47%
Never	3%	8%	1%	1%	3%	2%	3%	4%	2%	3%	2%	4%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14b-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Book Store	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
Very Good	137	33	102	31	104	56	79	58	77	57	78	60
Good	141	37	103	39	99	50	90	69	71	53	77	63
OK	101	27	73	32	68	24	77	37	63	18	83	43
Poor	10	5	5	4	6	3	7	4	6	3	7	5
Very Poor	3	1	10	1	2	1	2	1	2	1	2	2
Total Responding	392	103	293	107	279	134	255	169	219	132	257	173
Wtd Average in Category		3.93	3.96	3.89	4.06	4.17	3.93	4.06	3.98	4.23	4.02	4.01

% Score = (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	4.02	80%
Percent Responding	100%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Book Store	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Local	Non-Local
Very Good	35%	32%	35%	29%	37%	42%	31%	34%	35%	43%	35%	35%
Good	36%	36%	35%	36%	35%	37%	35%	41%	32%	40%	36%	36%
OK	26%	28%	25%	30%	24%	18%	30%	22%	29%	14%	28%	25%
Poor	3%	5%	2%	4%	2%	2%	3%	2%	3%	2%	3%	2%
Very Poor	1%	1%	3%	1%	1%	1%	1%	1%	1%	1%	0%	1%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 14b-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Book Store	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
This semester	310	73	234	76	229	110	198	136	172	108	163	142
Last semester	29	9	20	12	17	4	25	11	18	6	23	11
Only when I first came to XU	10	4	5	0	9	5	4	3	6	4	5	3
Never	7	5	2	2	5	3	4	5	2	3	3	4
Total Responding	356	91	261	90	260	122	231	155	198	121	190	160

Wtd Rank	1.20
Percent Responding	91%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Book Store	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Local	Non-Local
This semester	87%	80%	90%	84%	86%	90%	86%	88%	87%	89%	86%	89%
Last semester	8%	10%	8%	13%	7%	4%	11%	7%	9%	5%	9%	7%
Only when I first came to XU	3%	4%	2%	0%	3%	2%	2%	2%	3%	2%	3%	2%
Never	2%	5%	1%	2%	2%	2%	2%	3%	1%	2%	2%	3%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14c-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Fiscal Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
Very Good	42	16	26	10	32	9	33	10	32	11	25	17
Good	77	22	55	18	58	32	45	31	46	36	51	26
OK	130	31	98	33	95	50	79	62	67	48	73	53
Poor	78	18	58	24	52	26	51	33	43	25	36	41
Very Poor	58	15	43	20	38	15	43	30	28	11	47	33
Total Responding	385	102	280	105	275	132	251	166	216	131	252	170
Wtd Average in Category		3.06	2.87	2.75	2.98	2.95	2.90	2.75	3.05	3.08	3.07	2.72

% Score= (Wtd Ave / Possible Score (5))	Ave Score	% Score
Wtd Rank	2.91	58%
Percent Responding	98%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Fiscal Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Very Good	11%	16%	9%	10%	12%	7%	13%	6%	15%	8%	12%	12%	10%
Good	20%	22%	20%	17%	21%	24%	18%	19%	21%	27%	16%	24%	15%
OK	34%	30%	35%	31%	35%	38%	31%	37%	31%	37%	32%	35%	31%
Poor	20%	18%	21%	23%	19%	20%	20%	20%	20%	19%	21%	17%	24%
Very Poor	15%	15%	15%	19%	14%	11%	17%	18%	13%	8%	19%	12%	19%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 14c-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Fiscal Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
This semester	239	53	186	59	179	83	156	108	131	81	158	110
Last semester	82	21	59	26	54	30	50	29	51	32	48	45
Only when I first came to XU	20	10	9	4	15	5	15	11	9	5	15	9
Never	11	4	7	3	7	3	8	7	4	4	7	5
Total Responding	352	88	261	92	255	121	229	155	195	122	228	186

Wtd Rank	1.44
Percent Responding	90%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Fiscal Services	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
This semester	68%	60%	71%	64%	70%	69%	68%	70%	67%	66%	69%	68%	68%
Last semester	23%	24%	23%	28%	21%	25%	22%	19%	26%	26%	21%	24%	22%
Only when I first came to XU	6%	11%	3%	4%	6%	4%	7%	7%	5%	4%	7%	5%	7%
Never	3%	5%	3%	3%	3%	2%	3%	5%	2%	3%	3%	3%	3%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14d-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Cafeteria/ Food Services on campus	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
Very Good	20	9	11	5	15	9	11	6	14	8	12	9
Good	79	30	47	25	52	30	47	26	50	29	48	58
OK	149	36	112	38	110	60	88	64	84	54	94	81
Poor	71	13	58	15	55	18	53	44	27	21	50	27
Very Poor	40	9	30	13	26	11	29	27	13	12	28	12
Total Responding	359	97	258	96	258	128	228	167	188	124	232	189
Wtd Average in Category		3.18	2.81	2.94	2.90	3.06	2.82	2.64	3.13	3.00	2.85	3.15

% Score= (Wtd Ave / Possible Score (5))	Ave Score	% Score
Wtd Rank	2.91	58%
Percent Responding	91%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Cafeteria/ Food Services on campus	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Very Good	6%	9%	4%	5%	6%	7%	5%	4%	7%	6%	5%	6%	5%
Good	22%	31%	18%	26%	20%	23%	21%	16%	27%	23%	21%	31%	12%
OK	42%	37%	43%	40%	43%	47%	39%	38%	45%	44%	41%	43%	41%
Poor	20%	13%	22%	16%	21%	14%	23%	26%	14%	17%	22%	14%	26%
Very Poor	11%	9%	12%	14%	10%	9%	13%	16%	7%	10%	12%	6%	16%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 14d-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Cafeteria/ Food Services on campus	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Local	Non-Local
This semester	193	51	140	38	152	83	109	135	57	82	110	76
Last semester	65	17	48	26	39	30	47	7	58	16	49	45
Only when I first came to XU	48	9	38	14	33	7	40	5	42	8	39	35
Never	46	11	35	17	28	13	33	8	38	14	32	31
Total Responding	352	88	261	95	252	133	229	155	195	120	230	187

Wtd Rank	1.85
Percent Responding	90%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Cafeteria/ Food Services on campus	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
This semester	55%	58%	54%	40%	60%	62%	48%	87%	29%	68%	48%	41%	72%
Last semester	18%	19%	18%	27%	15%	23%	21%	3%	30%	13%	21%	24%	12%
Only when I first came to XU	14%	10%	15%	15%	13%	5%	17%	5%	22%	7%	17%	19%	7%
Never	13%	13%	13%	18%	11%	10%	14%	5%	19%	12%	14%	17%	9%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14e-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank												
Career Services	Total		Male		Female		COP	CAS	Upper Classmen			
	33	9	24	4	29	11			22	Resident	Commuter	Not 1st Yr/Sem
Very Good	104	25	79	29	75	54	49	39	65	24	20	13
Good	147	44	102	42	103	62	85	54	93	65	62	42
OK	18	8	9	7	10	5	12	4	13	6	7	68
Poor	4	2	2	1	3	2	1	2	2	2	3	1
Very Poor	306	88	216	83	220	133	171	108	197	168	135	1
Total Responding												
Wtd Average in Category		3.35	3.53	3.34	3.53	3.48	3.44	3.45	3.49	3.54	3.41	

% Score= (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	3.47	69%
Percent Responding	78%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Career Services	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
	11%	9%	10%	5%	11%	3%			11%	8%						
Very Good	34%	28%	37%	34%	33%	41%	29%	33%	36%	33%	37%	31%				
Good	48%	50%	47%	47%	48%	47%	50%	47%	50%	47%	46%	50%				
OK	6%	9%	4%	8%	6%	4%	7%	4%	4%	7%	4%	8%				
Poor	1%	2%	1%	1%	2%	1%	2%	1%	2%	2%	2%	1%				
Very Poor	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
Total Percent																

**Question 14e-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank																
Career Services	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
	60	16	43	11	47	27			33	37						
This semester	68	17	51	15	53	30	38	27	41	38	30	30				
Last semester	52	21	31	21	31	21	31	13	39	28	22	22				
Only when I first came to XU	181	37	141	48	129	83	95	60	118	92	85	85				
Never	361	91	266	95	269	161	197	123	235	191	164	164				
Total Responding																
Wtd Rank		2.98														
Percent Responding		92%														
1=This Semester to 4=Never																

% Score= (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	2.98	59%
Percent Responding	92%	
1=This Semester to 4=Never		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Career Services	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
	17%	18%	16%	12%	15%	17%			17%	16%						
This semester	19%	19%	19%	16%	20%	19%	19%	17%	19%	20%	18%	18%				
Last semester	14%	23%	12%	22%	12%	13%	18%	11%	17%	15%	13%	13%				
Only when I first came to XU	50%	41%	53%	51%	50%	52%	48%	49%	50%	48%	52%	52%				
Never	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
Total Percent																

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14f-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank																
Financial Aid	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
	17	9	8	5	12	4			13	6						
Very Good	64	21	42	17	45	23	41	25	38	44	19	19				
Good	108	25	83	23	82	63	44	47	60	56	51	51				
OK	84	18	66	19	65	41	42	27	57	45	39	39				
Poor	106	26	80	41	65	27	79	23	83	47	56	56				
Very Poor	379	99	277	105	289	165	211	128	249	205	169	169				
Total Responding																
Wtd Average in Category		2.69	2.39	2.30	2.53	2.42	2.51	2.72	2.35	2.66	2.27					

% Score= (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	2.48	50%
Percent Responding	96%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Financial Aid	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
	4%	9%	3%	5%	4%	4%			6%	5%						
Very Good	17%	21%	15%	16%	17%	13%	19%	20%	15%	21%	11%	11%				
Good	28%	25%	29%	22%	30%	34%	24%	37%	24%	27%	30%	30%				
OK	22%	18%	24%	18%	22%	22%	20%	21%	23%	22%	23%	23%				
Poor	28%	26%	29%	38%	24%	25%	30%	18%	33%	23%	33%	33%				
Very Poor	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
Total Percent																

**Question 14f-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank																
Financial Aid	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
	198	43	154	46	151	94			104	63						
This semester	120	32	86	38	79	43	75	46	72	70	47	47				
Last semester	20	7	13	5	15	11	9	5	15	10	10	10				
Only when I first came to XU	19	7	12	3	15	10	9	10	9	9	10	10				
Never	357	89	265	92	260	158	197	124	231	188	164	164				
Total Responding																
Wtd Rank		1.61														
Percent Responding		91%														
1=This Semester to 4=Never																

% Score= (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	1.61	32%
Percent Responding	91%	
1=This Semester to 4=Never		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Financial Aid	Total		Male		Female		COP	CAS	Upper Classmen		Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
	55%	34%	48%	50%	58%	59%			53%	51%						
This semester	34%	36%	32%	41%	30%	27%	38%	37%	31%	37%	29%	29%				
Last semester	6%	8%	5%	6%	6%	7%	5%	4%	6%	5%	6%	6%				
Only when I first came to XU	5%	8%	5%	3%	6%	6%	5%	8%	4%	5%	6%	6%				
Never	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%				
Total Percent																

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14g-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank											
Office of the Registrar	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Non-Local
Very Good	33	10	23	9	24	14	19	13	20	15	18
Good	110	28	80	27	81	43	65	47	61	48	60
OK	163	44	117	39	120	58	104	76	85	53	109
Poor	46	10	36	16	30	9	37	19	27	9	23
Very Poor	36	11	25	15	21	8	23	13	23	6	20
Total Responding	388	103	281	106	276	132	253	168	216	131	254
Wtd Average in Category		3.16	3.14	2.99	3.21	3.35	3.04	3.17	3.13	3.44	3.00

% Score = (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	3.15	63%
Percent Responding	99%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Office of the Registrar	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Very Good	9%	10%	8%	8%	9%	11%	8%	8%	9%	11%	7%	11%	6%
Good	28%	27%	28%	25%	29%	33%	26%	28%	28%	37%	24%	32%	23%
OK	42%	43%	42%	37%	43%	44%	41%	45%	39%	40%	43%	39%	46%
Poor	12%	10%	13%	15%	11%	7%	15%	11%	13%	7%	15%	11%	13%
Very Poor	9%	11%	9%	14%	8%	6%	11%	8%	11%	5%	12%	7%	12%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 14g-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank											
Office of the Registrar	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Non-Local
This semester	192	47	144	45	145	68	124	91	101	70	92
Last semester	124	30	91	33	87	42	79	50	71	39	82
Only when I first came to XU	27	10	17	12	15	5	22	11	16	6	21
Never	13	3	10	3	10	6	7	5	8	7	6
Total Responding	356	90	262	93	257	121	232	157	196	122	231

Wtd Rank	1.61
Percent Responding	91%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Office of the Registrar	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
This semester	54%	52%	55%	48%	56%	56%	53%	58%	52%	57%	53%	53%	56%
Last semester	35%	33%	35%	35%	34%	35%	34%	32%	36%	32%	35%	35%	33%
Only when I first came to XU	8%	11%	6%	13%	6%	4%	9%	7%	8%	5%	9%	7%	9%
Never	4%	3%	4%	3%	4%	5%	3%	3%	4%	6%	3%	5%	2%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14h-1: How would you evaluate the following campus service?**

Total Responses by Comparison Group and by Response Rank											
Residential Life	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Non-Local
Very Good	16	5	11	5	11	7	9	10	6	8	9
Good	54	17	37	18	36	21	33	30	24	21	33
OK	163	44	117	44	117	55	106	66	94	51	110
Poor	58	12	46	6	51	25	33	37	21	23	35
Very Poor	30	6	23	9	20	7	23	19	11	7	23
Total Responding	321	84	234	82	235	115	204	162	156	110	209
Wtd Average in Category		3.04	2.86	3.05	2.86	2.97	2.86	2.85	2.96	3.00	2.85

% Score = (Wtd Ave / Possible Score [5])	Ave Score	% Score
Wtd Rank	2.90	58%
Percent Responding	82%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Residential Life	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Very Good	5%	6%	5%	6%	5%	6%	4%	6%	4%	7%	4%	4%	6%
Good	17%	20%	16%	22%	15%	18%	16%	19%	15%	19%	16%	21%	13%
OK	51%	52%	50%	54%	50%	48%	52%	41%	60%	46%	53%	52%	48%
Poor	18%	14%	20%	7%	22%	22%	16%	23%	13%	21%	17%	15%	22%
Very Poor	9%	7%	10%	11%	9%	6%	11%	12%	7%	6%	11%	7%	11%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 14h-2: When was the last time you used the following campus service?**

Total Responses by Comparison Group and by Response Rank											
Residential Life	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem	Non-Local
This semester	138	30	107	14	122	63	74	121	16	61	76
Last semester	46	11	34	17	28	10	36	17	29	11	35
Only when I first came to XU	35	5	29	15	19	7	27	5	29	8	26
Never	132	44	87	47	83	39	92	12	119	40	91
Total Responding	351	90	257	93	252	119	229	155	193	120	228

Wtd Rank	2.46
Percent Responding	89%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Residential Life	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
This semester	39%	33%	42%	15%	48%	53%	32%	78%	8%	51%	33%	25%	56%
Last semester	13%	12%	13%	18%	11%	8%	16%	11%	15%	9%	15%	11%	16%
Only when I first came to XU	10%	6%	11%	51%	8%	6%	12%	3%	15%	7%	11%	11%	8%
Never	38%	49%	34%	14%	33%	33%	40%	8%	62%	33%	40%	53%	21%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 14i-1: How would you evaluate the following campus service?**

Facilities for Activities	Total Responses by Comparison Group and by Response Rank			
	Male	Female	COP	CAS
Very Good	2	16	4	14
Good	17	64	16	64
OK	31	109	34	105
Poor	25	45	22	48
Very Poor	20	29	19	30
Total Responding	95	263	95	261
Wtd Average in Category	2.54	2.97	2.62	2.94

% Score= (Wtd Ave / Possible Score [3])	Ave Score	% Score
Wtd Rank	2.85	57%
Percent Responding	92%	
1=Very Poor (20% score), to 5=Very Good (100% score).		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Facilities for Activities	Upper Classmen				
	Male	Female	COP	CAS	Total
Very Good	2%	6%	4%	5%	5%
Good	18%	24%	17%	25%	20%
OK	33%	41%	36%	40%	38%
Poor	20%	17%	23%	18%	22%
Very Poor	14%	11%	20%	11%	16%
Total Percent	100%	100%	100%	100%	100%

**Question 14i-2: When was the last time you used the following campus service?**

Facilities for Activities	Upper Classmen				
	Male	Female	COP	CAS	Total
This semester	49	152	48	152	202
Last semester	16	54	21	48	70
Only when I first came to XU	9	17	7	19	26
Never	18	38	17	39	57
Total Responding	92	261	93	258	355

Wtd Rank	1.83
Percent Responding	90%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Facilities for Activities	Upper Classmen				
	Male	Female	COP	CAS	Total
This semester	53%	58%	52%	59%	57%
Last semester	20%	21%	23%	19%	20%
Only when I first came to XU	7%	7%	8%	7%	7%
Never	16%	15%	16%	15%	16%
Total Percent	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15a-1: Would the following be important to you on the Xavier campus?**

Study Group Facilities	Total Responses by Comparison Group and by Response Rank				
	Male	Female	COP	CAS	Total
Very Important	60	164	58	165	225
Somewhat Important	21	69	24	65	92
OK	15	29	13	31	44
Not Important	6	11	7	10	17
Definitely Not Important	1	1	1	1	2
Total Responding	103	274	103	272	380
Wtd Average in Category	3.29	3.40	3.27	3.41	3.31

% Score= (Wtd Ave / Possible Score [4])	Ave Score	% Score
Wtd Rank	3.37	84%
Percent Responding	97%	
0=Def Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Study Group Facilities	Upper Classmen				
	Male	Female	COP	CAS	Total
Very Important	58%	60%	56%	61%	59%
Somewhat Important	24%	25%	23%	24%	25%
OK	12%	11%	13%	11%	12%
Not Important	4%	4%	6%	4%	5%
Definitely Not Important	1%	0%	1%	0%	1%
Total Percent	100%	100%	100%	100%	100%

**Question 15a-2: When was the last time you used this facility?**

Study Group Facilities	Total Responses by Comparison Group and by Response Rank				
	Male	Female	COP	CAS	Total
This semester	47	116	41	121	163
Last semester	27	83	27	82	113
Only when I first came to XU	4	15	6	13	19
Never	11	51	20	42	62
Total Responding	89	265	94	268	357

Wtd Rank	1.94
Percent Responding	91%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Study Group Facilities	Upper Classmen				
	Male	Female	COP	CAS	Total
This semester	53%	44%	44%	47%	46%
Last semester	32%	31%	28%	32%	32%
Only when I first came to XU	5%	6%	6%	5%	5%
Never	17%	19%	21%	16%	17%
Total Percent	100%	100%	100%	100%	100%



**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15b-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank											
Study Group Facilities (Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
Very important	205	57	147	47	156	103	102	68	137	95	110
Somewhat important	84	18	66	24	59	39	44	26	57	52	31
OK	57	20	36	18	37	20	35	20	36	39	16
Not important	24	3	21	12	12	2	22	12	12	18	5
Definitely Not Important	4	1	3	0	4	1	3	2	2	1	3
Total Responding	374	99	272	101	268	165	206	128	244	205	165
Wtd Average in Category		3.28	3.22	3.05	3.31	3.46	3.07	3.14	3.29	3.08	3.45

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	3.24	81%
Percent Responding	95%	
0=Def/Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Study Group Facilities (Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
Very important	55%	58%	54%	47%	56%	62%	50%	53%	56%	46%	67%
Somewhat important	22%	18%	24%	24%	21%	24%	17%	20%	23%	25%	19%
OK	15%	20%	13%	18%	14%	12%	17%	16%	15%	19%	10%
Not important	6%	3%	8%	12%	4%	0%	11%	9%	5%	9%	3%
Definitely Not Important	1%	1%	1%	0%	1%	1%	1%	2%	1%	0%	2%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 15b-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank											
Study Group Facilities (Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
This semester	133	40	93	33	99	72	61	41	92	64	69
Last semester	93	23	68	23	68	43	49	32	60	48	43
Only when I first came to XU	8	4	4	2	6	2	6	2	6	5	3
Never	120	22	98	37	82	40	80	46	74	73	46
Total Responding	354	89	263	95	255	157	196	121	232	190	161

Wtd Rank	2.32
Percent Responding	90%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Study Group Facilities (Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
This semester	38%	45%	35%	35%	39%	46%	31%	34%	40%	34%	43%
Last semester	26%	26%	26%	24%	27%	27%	25%	26%	26%	25%	27%
Only when I first came to XU	2%	4%	2%	2%	2%	1%	3%	2%	3%	3%	2%
Never	34%	25%	37%	38%	32%	25%	41%	38%	32%	38%	29%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15c-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank											
Food (Day, Night, and Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
Very important	229	60	168	63	163	127	102	77	152	99	129
Somewhat important	59	15	44	14	45	25	34	23	36	35	22
OK	57	21	36	17	40	14	42	14	43	41	16
Not important	15	4	11	5	10	0	15	10	5	14	1
Definitely Not Important	10	1	9	2	8	2	8	4	6	7	3
Total Responding	370	101	268	101	266	168	201	128	242	196	171
Wtd Average in Category		3.28	3.31	3.30	3.30	3.64	3.03	3.24	3.33	3.05	3.60

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	3.30	83%
Percent Responding	94%	
0=Def/Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Food (Day, Night, and Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
Very important	62%	59%	63%	62%	61%	76%	51%	60%	63%	51%	75%
Somewhat important	16%	15%	16%	14%	17%	15%	17%	18%	15%	18%	13%
OK	15%	21%	13%	17%	15%	8%	21%	11%	18%	21%	9%
Not important	4%	4%	4%	5%	4%	0%	7%	8%	2%	7%	1%
Definitely Not Important	3%	1%	3%	2%	3%	1%	4%	3%	2%	4%	2%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 15c-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank											
Food (Day, Night, and Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
This semester	177	46	130	42	133	112	65	67	110	71	104
Last semester	61	16	45	19	41	21	40	20	41	36	25
Only when I first came to XU	19	4	15	6	13	1	18	1	18	16	3
Never	86	20	65	25	60	17	68	30	55	60	24
Total Responding	343	86	255	92	247	151	191	118	224	183	156

Wtd Rank	2.04
Percent Responding	87%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Food (Day, Night, and Late Night)	Male		Female		COP	CAS	Upper Classmen		Not 1st Yr/Sem		
	Total	%	Total	%			Resident	Commuter		Local	Non-Local
This semester	52%	53%	51%	46%	54%	74%	34%	57%	49%	39%	67%
Last semester	18%	19%	18%	21%	17%	14%	21%	17%	18%	20%	16%
Only when I first came to XU	6%	5%	6%	7%	5%	1%	9%	1%	8%	9%	2%
Never	25%	23%	25%	27%	24%	11%	36%	25%	25%	33%	15%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15d-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank												
Buying Convenience Items (toothpaste, cookies, etc)	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
Very important	161	33	127	35	124	62	99	92	69	63	98	88
Somewhat important	86	24	62	19	67	39	47	45	41	35	51	43
OK	76	28	47	20	51	24	50	24	50	22	53	26
Not important	32	9	23	16	16	3	29	7	25	5	27	10
Definitely Not Important	13	1	12	8	5	4	9	0	13	5	8	5
Total Responding	368	95	271	98	266	132	235	168	198	130	237	171
Wtd Average in Category		2.83	2.99	2.58	3.09	3.15	2.84	3.32	2.65	3.12	2.86	3.16

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	2.95	74%
Percent Responding	94%	
0=Def/Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Buying Convenience Items (toothpaste, cookies, etc)	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
Very important	44%	35%	47%	36%	47%	47%	42%	55%	35%	48%	41%	38%
Somewhat important	23%	25%	23%	19%	25%	30%	20%	27%	21%	27%	22%	25%
OK	21%	29%	17%	20%	20%	18%	22%	14%	25%	17%	22%	15%
Not important	9%	9%	8%	16%	6%	2%	12%	4%	13%	4%	11%	6%
Definitely Not Important	4%	1%	4%	8%	2%	3%	4%	0%	7%	4%	3%	3%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 15d-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank												
Buying Convenience Items (toothpaste, cookies, etc)	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
This semester	144	34	109	26	116	65	79	83	61	65	79	79
Last semester	52	13	38	13	38	16	35	27	24	16	35	23
Only when I first came to XU	16	5	11	5	11	5	11	9	7	4	12	6
Never	136	36	100	49	86	37	99	33	103	37	99	89
Total Responding	348	88	258	93	251	123	224	152	195	122	225	188

Wtd Rank	2.41
Percent Responding	89%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Buying Convenience Items (toothpaste, cookies, etc)	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
This semester	41%	39%	42%	28%	46%	53%	35%	55%	31%	53%	35%	50%
Last semester	15%	15%	15%	14%	15%	13%	16%	18%	12%	13%	16%	15%
Only when I first came to XU	5%	6%	4%	5%	4%	4%	5%	6%	4%	3%	5%	6%
Never	39%	41%	39%	53%	34%	30%	44%	22%	53%	30%	44%	29%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15e-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank												
Bookstore	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
Very important	284	66	217	73	208	101	182	131	152	104	179	134
Somewhat important	56	16	39	15	40	16	37	22	34	16	40	23
OK	43	17	26	17	26	10	33	15	27	10	33	28
Not important	2	2	0	0	2	2	0	0	2	1	1	1
Definitely Not Important	2	1	1	0	2	1	1	1	1	1	1	1
Total Responding	387	102	283	105	278	133	253	169	216	132	254	209
Wtd Average in Category		3.41	3.66	3.53	3.62	3.63	3.58	3.67	3.55	3.67	3.56	3.66

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	3.60	90%
Percent Responding	98%	
0=Def/Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Bookstore	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
Very important	73%	65%	77%	70%	75%	76%	72%	78%	70%	79%	70%	77%
Somewhat important	14%	16%	14%	14%	14%	14%	15%	13%	16%	12%	16%	15%
OK	11%	17%	9%	16%	9%	8%	13%	9%	13%	8%	13%	9%
Not important	1%	2%	0%	0%	1%	2%	0%	1%	0%	1%	0%	1%
Definitely Not Important	1%	1%	0%	0%	1%	1%	0%	1%	0%	1%	0%	1%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 15e-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank												
Bookstore	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
This semester	320	79	239	83	233	117	202	141	178	115	204	147
Last semester	23	8	15	10	13	2	21	7	16	3	20	8
Only when I first came to XU	5	1	4	1	4	2	3	3	2	2	3	1
Never	3	2	1	1	2	2	1	2	1	2	1	1
Total Responding	351	90	259	95	252	123	227	153	197	122	228	180

Wtd Rank	1.12
Percent Responding	89%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Bookstore	Male		Female		CAS	Upper Classmen		Resident	Commuter	Not 1st Yr/Sem	Non-Local	
	Total	%	Total	%		Freshman	Classmen					Local
This semester	91%	88%	92%	87%	92%	95%	89%	92%	90%	94%	89%	94%
Last semester	7%	9%	6%	11%	5%	2%	9%	5%	8%	2%	9%	5%
Only when I first came to XU	1%	1%	2%	1%	2%	1%	2%	1%	1%	2%	1%	1%
Never	1%	2%	0%	1%	1%	2%	0%	1%	1%	2%	0%	1%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15f-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank										
Coffee Shop (day)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	132	96	35	15	70	18	87	38	94	70
Very Important	86	70	15	7	58	17	66	28	57	43
Somewhat Important	81	58	23	17	63	34	63	47	46	31
OK	53	37	16	37	24	29	26	27	27	19
Not Important	21	9	9	12	5	16	9	11	7	8
Definitely Not Important	372	98	273	100	269	131	241	168	203	171
Total Responding	372	98	273	100	269	131	241	168	203	171
Wtd Average in Category	2.52	2.74	2.80	2.64	2.50	2.78	2.67	2.70	2.50	2.87

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	2.68	67%
Percent Responding	95%	
0=Def Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Coffee Shop (day)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	35%	39%	36%	15%	26%	18%	32%	39%	29%	31%
Very Important	23%	24%	15%	26%	21%	24%	23%	23%	22%	25%
Somewhat Important	22%	20%	23%	21%	17%	23%	20%	23%	24%	18%
OK	14%	12%	16%	14%	18%	12%	15%	13%	20%	11%
Not Important	6%	9%	9%	4%	5%	6%	5%	5%	5%	5%
Definitely Not Important	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 15f-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank										
Coffee Shop (day)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	126	84	27	98	37	88	32%	84	87	71
This semester	52	14	38	15	36	17	35	17	20	32
Last semester	9	4	5	1	8	2	7	4	5	3
Only when I first came to XU	158	44	113	40	116	59	98	64	93	64
Never	345	90	253	93	248	120	224	151	193	156
Total Responding	345	90	253	93	248	120	224	151	193	156

Wtd Rank	2.58
Percent Responding	88%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Coffee Shop (day)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	37%	40%	30%	39%	40%	35%	38%	41%	33%	39%
This semester	15%	16%	6%	2%	1%	3%	2%	3%	2%	3%
Last semester	3%	4%	49%	45%	47%	49%	44%	48%	49%	44%
Only when I first came to XU	46%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Never	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15g-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank										
Coffee Shop (night)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	132	96	36	16	65	46	85	33	102	75
Very Important	82	65 <td>16 <td>48 <td>33</td> <td>48 <td>33</td> <td>33</td> <td>33</td> <td>43</td> </td></td></td>	16 <td>48 <td>33</td> <td>48 <td>33</td> <td>33</td> <td>33</td> <td>43</td> </td></td>	48 <td>33</td> <td>48 <td>33</td> <td>33</td> <td>33</td> <td>43</td> </td>	33	48 <td>33</td> <td>33</td> <td>33</td> <td>43</td>	33	33	33	43
Somewhat Important	74	56 <td>18</td> <td>56 <td>31</td> <td>43</td> <td>29</td> <td>45</td> <td>28</td> <td>23</td> </td>	18	56 <td>31</td> <td>43</td> <td>29</td> <td>45</td> <td>28</td> <td>23</td>	31	43	29	45	28	23
OK	52	37	15	37	17	35	25	27	21	16
Not Important	28	12	12	16	5	23	10	18	9	11
Definitely Not Important	368	97	269	99	265	129	238	167	199	168
Total Responding	368	97	269	99	265	129	238	167	199	168
Wtd Average in Category	2.51	2.69	2.81	2.68	2.37	2.79	2.73	2.58	2.40	2.92

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	2.65	66%
Percent Responding	94%	
0=Def Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Coffee Shop (night)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	36%	42%	37%	24%	21% <th>16% <th>22%</th> <th>37%</th> <th>26%</th> <th>20%</th> </th>	16% <th>22%</th> <th>37%</th> <th>26%</th> <th>20%</th>	22%	37%	26%	20%
Very Important	20%	19%	19%	21%	18%	23%	18%	22%	19%	14%
Somewhat Important	14%	14%	15%	14%	17%	13%	15%	15%	21%	10%
Not Important	8%	12%	8%	6%	5%	9%	8%	8%	7%	7%
Definitely Not Important	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Question 15g-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank										
Coffee Shop (night)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	96	73	24	6	23	8	63	31	67	56
This semester	29	6	23	8	20	8	20	8	17	10
Last semester	8	2	6	0	8	3	5	2	5	3
Only when I first came to XU	205	57	147	50	153	76	128	79	125	84
Never	340	89	249	92	244	118	221	148	191	153
Total Responding	340	89	249	92	244	118	221	148	191	153

Wtd Rank	2.94
Percent Responding	87%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

Coffee Shop (night)	Total		Male		Female		Upper Classmen		Not 1st Yr/Sem	
	29%	7%	27%	9% <th>8% <th>3% <th>26% <th>36% <th>26% <th>31% </th></th></th></th></th></th>	8% <th>3% <th>26% <th>36% <th>26% <th>31% </th></th></th></th></th>	3% <th>26% <th>36% <th>26% <th>31% </th></th></th></th>	26% <th>36% <th>26% <th>31% </th></th></th>	36% <th>26% <th>31% </th></th>	26% <th>31% </th>	31%
This semester	9%	2%	7%	0%	3%	2%	3%	2%	3%	2%
Last semester	2%	64%	59%	54%	63%	64%	58%	53%	64%	55%
Only when I first came to XU	60%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Never	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15h-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank										
	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem
<b>Coffee Shop (late night)</b>	142	38	102	49	91	35	106	67	74	106
Very Important	68	13	55	12	55	26	42	35	33	41
Somewhat Important	77	20	57	19	57	31	46	32	45	50
OK	43	11	32	12	31	22	22	19	23	24
Not Important	37	14	23	8	29	15	24	13	14	23
Definitely Not Important	367	96	269	100	263	128	238	166	199	239
Total Responding										
Wtd Average in Category	2.52	2.67	2.82	2.56	2.79	2.35	2.79	2.75	2.55	2.79

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	2.64	66%
Percent Responding	93%	
0=Def Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
<b>Coffee Shop (late night)</b>	39%	40%	38%	49%	35%	27%	45%	40%	37%	28%	44%	33%	45%
Very Important	19%	14%	20%	12%	21%	20%	18%	21%	17%	21%	17%	15%	23%
Somewhat Important	21%	21%	21%	19%	22%	24%	19%	19%	23%	21%	21%	25%	17%
OK	12%	11%	12%	12%	12%	16%	9%	11%	12%	19%	8%	16%	7%
Not Important	10%	15%	9%	8%	11%	12%	9%	8%	12%	11%	10%	11%	9%
Definitely Not Important	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent													

**Question 15h-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank										
	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem
<b>Coffee Shop (late night)</b>	83	25	67	32	60	30	63	49	44	64
This semester	24	4	20	7	16	4	20	8	16	19
Last semester	6	3	3	1	5	3	3	3	3	3
Only when I first came to XU	217	57	159	52	163	83	133	89	127	134
Never	340	89	249	92	244	120	219	149	190	220
Total Responding										
Wtd Average in Category	3.02									

Wtd Rank	3.02
Percent Responding	87%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
<b>Coffee Shop (late night)</b>	27%	28%	27%	35%	25%	25%	29%	33%	23%	24%	29%	23%	32%
This semester	7%	4%	8%	8%	7%	3%	9%	5%	8%	4%	9%	7%	8%
Last semester	2%	3%	1%	1%	2%	3%	1%	2%	2%	3%	1%	1%	3%
Only when I first came to XU	64%	64%	64%	57%	67%	69%	61%	60%	67%	69%	61%	69%	58%
Never	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent													

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 15i-1: Would the following be important to you on the Xavier campus?**

Total Responses by Comparison Group and by Response Rank										
	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem
<b>More Campus Parking</b>	344	85	258	97	245	111	232	135	207	229
Very Important	19	10	8	3	14	10	9	18	1	10
Somewhat Important	13	4	9	5	8	5	8	7	6	10
OK	6	2	4	0	6	4	4	5	1	3
Not Important	2	0	2	0	2	0	2	1	1	0
Definitely Not Important	384	101	281	105	275	130	253	166	216	253
Total Responding										
Wtd Average in Category	3.76	3.84	3.88	3.80	3.85	3.75	3.85	3.69	3.91	3.82

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	3.82	95%
Percent Responding	98%	
0=Def Not Imp (0% score) to 4=Very Imp (100% score)		

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
<b>More Campus Parking</b>	90%	84%	92%	92%	89%	85%	92%	81%	96%	88%	91%	90%	89%
Very Important	5%	10%	3%	3%	5%	8%	4%	11%	0%	8%	4%	4%	6%
Somewhat Important	3%	4%	3%	4%	3%	4%	3%	4%	3%	2%	4%	4%	3%
OK	2%	2%	1%	0%	2%	3%	1%	3%	0%	2%	1%	1%	2%
Not Important	1%	0%	1%	0%	1%	0%	1%	1%	0%	0%	0%	0%	1%
Definitely Not Important	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent													

**Question 15i-2: When was the last time you used this facility?**

Total Responses by Comparison Group and by Response Rank										
	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	Not 1st Yr/Sem
<b>More Campus Parking</b>	275	72	201	86	186	78	196	94	180	194
This semester	15	5	10	1	14	8	7	7	8	8
Last semester	7	1	6	0	7	4	3	7	0	4
Only when I first came to XU	54	12	42	7	46	32	22	45	9	31
Never	351	90	259	94	253	122	228	153	197	228
Total Responding										
Wtd Average in Category	1.54									

Wtd Rank	1.54
Percent Responding	89%
1=This Semester to 4=Never	

**Percent Distribution of Responses by Comparison Group (rounded to nearest percent)**

	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
<b>More Campus Parking</b>	78%	80%	78%	91%	74%	64%	86%	61%	91%	66%	85%	61%	75%
This semester	4%	6%	4%	1%	6%	7%	3%	5%	4%	6%	4%	6%	3%
Last semester	2%	1%	2%	0%	3%	3%	1%	5%	0%	3%	1%	1%	3%
Only when I first came to XU	15%	13%	16%	7%	18%	26%	10%	29%	5%	25%	10%	13%	19%
Never	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Percent													

**Student Survey on Reasons for Attending Xavier,  
Expectations, How Well Expectations Realized, and Quality-of-Life Issues**

**Question 16: Would you be willing to pay a daily fee for more campus parking?**

Total Responses by Comparison Group and by Response Rank

	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes Definitely	19	6	13	3	16	8	11	4	15	7	12	13	6
Yes	24	4	20	5	19	11	13	11	13	9	15	15	9
Neither Yes nor No	35	12	22	5	28	15	20	23	12	15	20	16	19
No	100	23	77	25	75	41	59	42	58	43	57	56	43
Definitely No	196	55	140	62	132	58	137	83	112	56	139	105	88
Total Responding	374	100	272	100	270	133	240	163	210	130	243	205	165
Wtd Average in Category		0.83	0.86	0.62	0.83	1.02	0.76	0.84	0.86	0.88	0.78	0.90	0.80

% Score= (Wtd Ave / Possible Score (4))	Ave Score	% Score
Wtd Rank	0.85	21%
Percent Responding	95%	
0=Def No (0% score) to 4=Yes Def (100% score)		

Percent Distribution of Responses by Comparison Group (rounded to nearest percent)

	Total	Male	Female	COP	CAS	Freshman	Upper Classmen	Resident	Commuter	1st Yr/Sem	Not 1st Yr/Sem	Local	Non-Local
Yes Definitely	5%	6%	5%	3%	6%	6%	5%	2%	7%	5%	5%	6%	4%
Yes	6%	4%	7%	5%	7%	8%	5%	7%	6%	7%	6%	7%	5%
Neither Yes nor No	9%	12%	8%	5%	10%	11%	8%	14%	6%	12%	8%	8%	12%
No	27%	23%	28%	25%	28%	31%	25%	26%	28%	33%	23%	27%	26%
Definitely No	52%	55%	51%	62%	49%	44%	57%	51%	53%	43%	57%	51%	53%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

# 6.7

## faculty / staff survey results

# Post-Katrina Survey of Faculty & Staff



**PRESENTED BY**

**Dr. Ronald Durnford**

*Office of Planning & Institutional Research*

## Respondent Demographics

(Total Respondents = 222)

- ❖ 96 Faculty & 126 Staff respondents
- ❖ 68% of respondents have children  
(55% of Faculty; 78% of Staff)

Years in New Orleans	Faculty	Staff
<i>Less than 5 years</i>	16%	4%
<i>More than 15 years</i>	53%	86%
<b>Years at Xavier</b>		
<i>Less than 5 years</i>	31%	44%
<i>More than 15 years</i>	28%	22%



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# Detailed Survey Results

Question	Faculty	Staff	Total	% Faculty	% Staff	% Total
<b>1 - Status</b>	96	126	222	43.2%	56.8%	100.0%
<b>3 - Age</b>						
Under 25		3	3	0.0%	2.5%	1.4%
25 to 45	39	52	91	41.5%	44.1%	42.9%
45 to 60	40	53	93	42.6%	44.9%	43.9%
Over 60	15	10	25	16.0%	8.5%	11.8%
	94	118	212	100.0%	100.0%	100.0%

<b>4- Children (those responding YES)</b>	53	95	148	55.2%	75.4%	66.7%
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## 5 - Children's age groups:

Pre-School Age	15	15	30
Elementary School Age	13	25	38
Middle School Age	4	13	17
High School Age	10	21	31
Attending College	14	24	38
Adult	21	46	67



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# Detailed Survey Results

Question	Faculty	Staff	Total	% Faculty	% Staff	% Total
<b>6 - Years employed at Xavier</b>						
Less than 5	30	56	86	31.3%	45.9%	39.4%
5 to less than 10	22	24	46	22.9%	19.7%	21.1%
10 to less than 15	17	17	34	17.7%	13.9%	15.6%
Over 15	27	25	52	28.1%	20.5%	23.9%
	96	122	218	100.0%	100.0%	100.0%

## 7 - Years in New Orleans Area

Less than 5	15	5	20	15.8%	4.1%	9.2%
5 to less than 10	15	3	18	15.8%	2.4%	8.3%
10 to less than 15	14	8	22	14.7%	6.5%	10.1%
Over 15	51	107	158	53.7%	87.0%	72.5%
	95	123	218	100.0%	100.0%	100.0%



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# Housing Demographics

(Total Respondents = 222)

- ❖ 74% of respondents own their homes  
(71% of Faculty; 76% of Staff)
- ❖ 80% reported homes damaged  
(70% of Faculty; 87% of Staff)
- ❖ 60% reported had to relocate post-Katrina  
(47% of Faculty; 71% of Staff)



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# Detailed Survey Results

Question	Faculty	Staff	Total	% Faculty	% Staff	% Total
<b>8 - Pre-Katrina Housing Type</b>						
Rent	22	23	45	23.2%	18.7%	20.6%
Own	68	93	161	71.6%	75.6%	73.9%
Live with Parents/Relatives/Friends	1	4	5	1.1%	3.3%	2.3%
Other	4	3	7	4.2%	2.4%	3.2%
	<b>95</b>	<b>123</b>	<b>218</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>9 - Home damaged by storms (# YES)</b>						
	67	108	175	70.5%	86.4%	79.5%
<b>10 - If Damaged, type of damage</b>						
Wind (# YES)	56	77	133	58.9%	61.6%	60.5%
Flooding (#YES)	38	80	118	40.0%	64.0%	53.6%
<b>11 - Relocate post-Katrina (# YES)</b>						
	45	88	133	47.4%	70.4%	60.5%



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# Detailed Survey Results

Question	Faculty	Staff	Total	% Faculty	% Staff	% Total
<b>14 - Current housing situation</b>						
Rent	27	27	54	28.4%	22.0%	24.8%
Own	60	64	124	63.2%	52.0%	56.9%
Live with Parents/Relatives/Friends	1	11	12	1.1%	8.9%	5.5%
Other	1	6	7	1.1%	4.9%	3.2%
FEMA Housing	6	15	21	6.3%	12.2%	9.6%
	95	123	218	100.0%	100.0%	100.0%

<b>15 - Where planning to settle</b>						
New Orleans	22	47	69	55.0%	64.4%	61.1%
New Orleans Suburb	10	16	26	25.0%	21.9%	23.0%
Thinking of Leaving	8	10	18	20.0%	13.7%	15.9%
	40	73	113	100.0%	100.0%	100.0%

<b>16 - Plan to remain in current housing (# NO)</b>	70	66	136	73.7%	52.8%	61.8%
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<b>17 - If NO, what</b>						
Looking for adequate rental	8	27	35	28.6%	33.8%	32.4%
Looking to buy	4	14	18	14.3%	17.5%	16.7%
Renovating previously owned home	8	27	35	28.6%	33.8%	32.4%
Uncertain regarding future housing	3	7	10	10.7%	8.8%	9.3%
Other	5	5	10	17.9%	6.3%	9.3%
	28	80	108	100.0%	100.0%	100.0%

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# Detailed Survey Results

Question	Faculty	Staff	Total	% Faculty	% Staff	% Total
<b>18 - Current stage regarding housing</b>						
Same house, no damage	38	21	59	43.2%	18.6%	29.4%
Settled/resettled	21	34	55	23.9%	30.1%	27.4%
Previously rented, looking for more adequate rental	2	9	11	2.3%	8.0%	5.5%
Previously owned, looking to buy	6	12	18	6.8%	10.6%	9.0%
Previously owned, home demolished	2	1	3	2.3%	0.9%	1.5%
Previously owned, in process of gutting	1	1	2	1.1%	0.0%	0.5%
Previously owned, home now gutted	4	10	14	4.5%	8.8%	7.0%
Previously owned, gutted, now in construction	14	26	40	15.9%	23.0%	19.9%
	88	113	201	100.0%	100.0%	100.0%

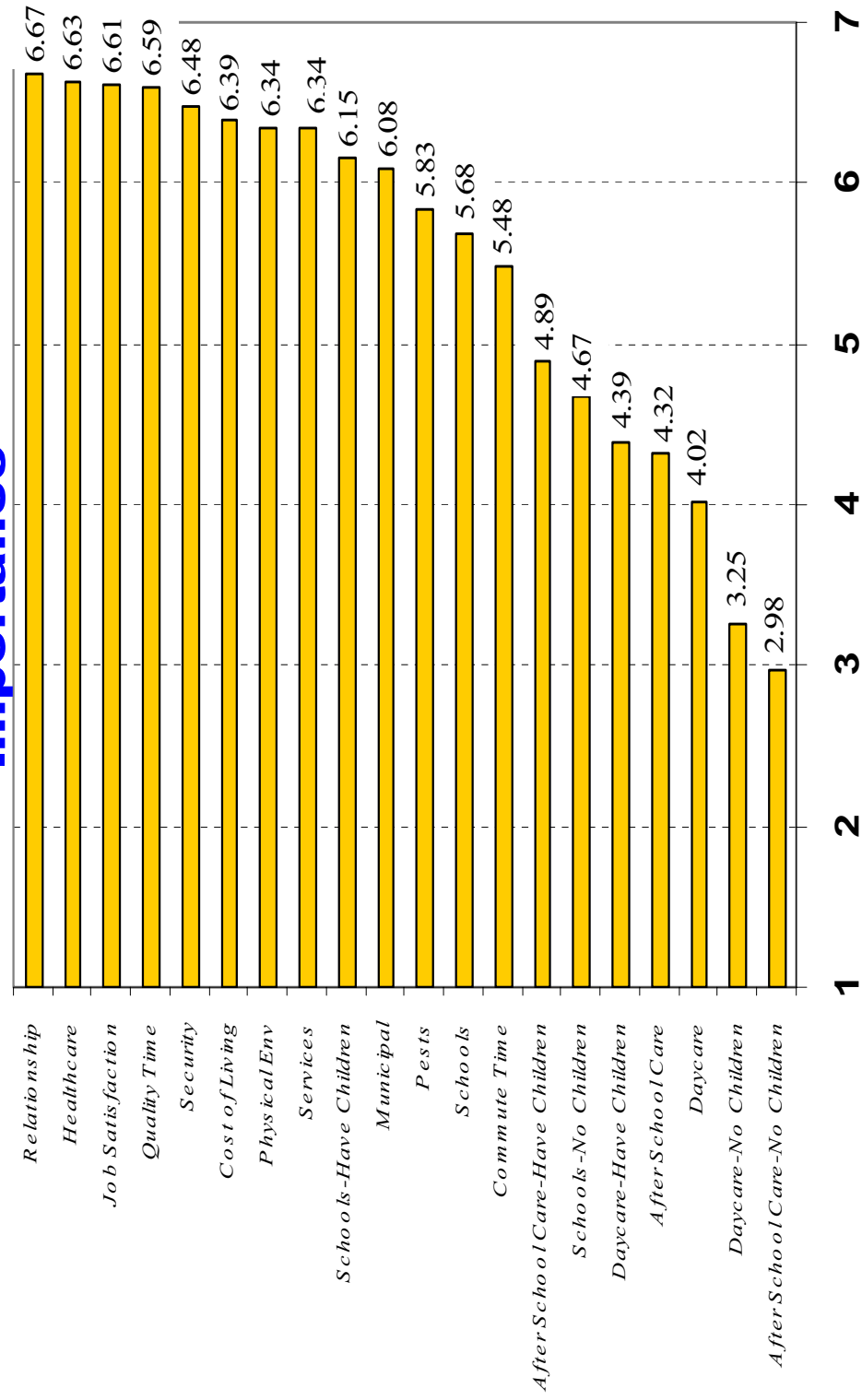
<b>19 - If construction stage, how advanced</b>						
Completion in less than 3 months	8	16	24	29.6%	36.4%	33.8%
Completion in 3 - 6 months	4	8	12	14.8%	18.2%	16.9%
Completion 6 months to 1 year	5	11	16	18.5%	25.0%	22.5%
Completion in more than 1 year	2	5	7	7.4%	11.4%	9.9%
Other	8	4	12	29.6%	9.1%	16.9%
	27	44	71	100.0%	100.0%	100.0%

<b>20 - What decisions/issues regarding housing are you now considering</b>						
Waiting on insurance settlement	9	4	13	10.2%	3.8%	6.8%
Waiting on FEMA/Road Home money	7	26	33	8.0%	25.0%	17.2%
Deciding whether to demolish home	0	0	0	0.0%	0.0%	0.0%
Deciding whether to rebuild	2	5	7	2.3%	4.8%	3.6%
Deciding about financial matters	9	23	32	10.2%	22.1%	16.7%
Not Applicable	61	46	107	69.3%	44.2%	55.7%
	88	104	192	100.0%	100.0%	100.0%

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## Quality of Life Issues: Importance



1=not at all important  
7= extremely important



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## Quality of Life Issues: IMPORTANCE

### FACULTY

<b>Greatest Importance</b>	<b>Avg</b>
Job Satisfaction	6.43
Relationships with Family	6.42
Health Care	6.41
Quality Time with Family	6.28
Cost of Living	6.16
<b>Least Importance</b>	<b>Avg</b>
Day Care (all respondents)	3.50
Day Care (respondents with no children)	2.80
After School Care (respondents with no children)	2.70

### ALL RESPONDENTS

<b>Greatest Importance</b>	<b>Avg</b>
Relationships with Family	6.67
Health Care	6.63
Job Satisfaction	6.61
Quality Time with Family	6.59
Security	6.48
<b>Least Importance</b>	<b>Avg</b>
Day Care (all respondents)	4.02
Day Care (respondents with no children)	3.25
After School Care (respondents with no children)	2.98

1=not at all important  
7= extremely important

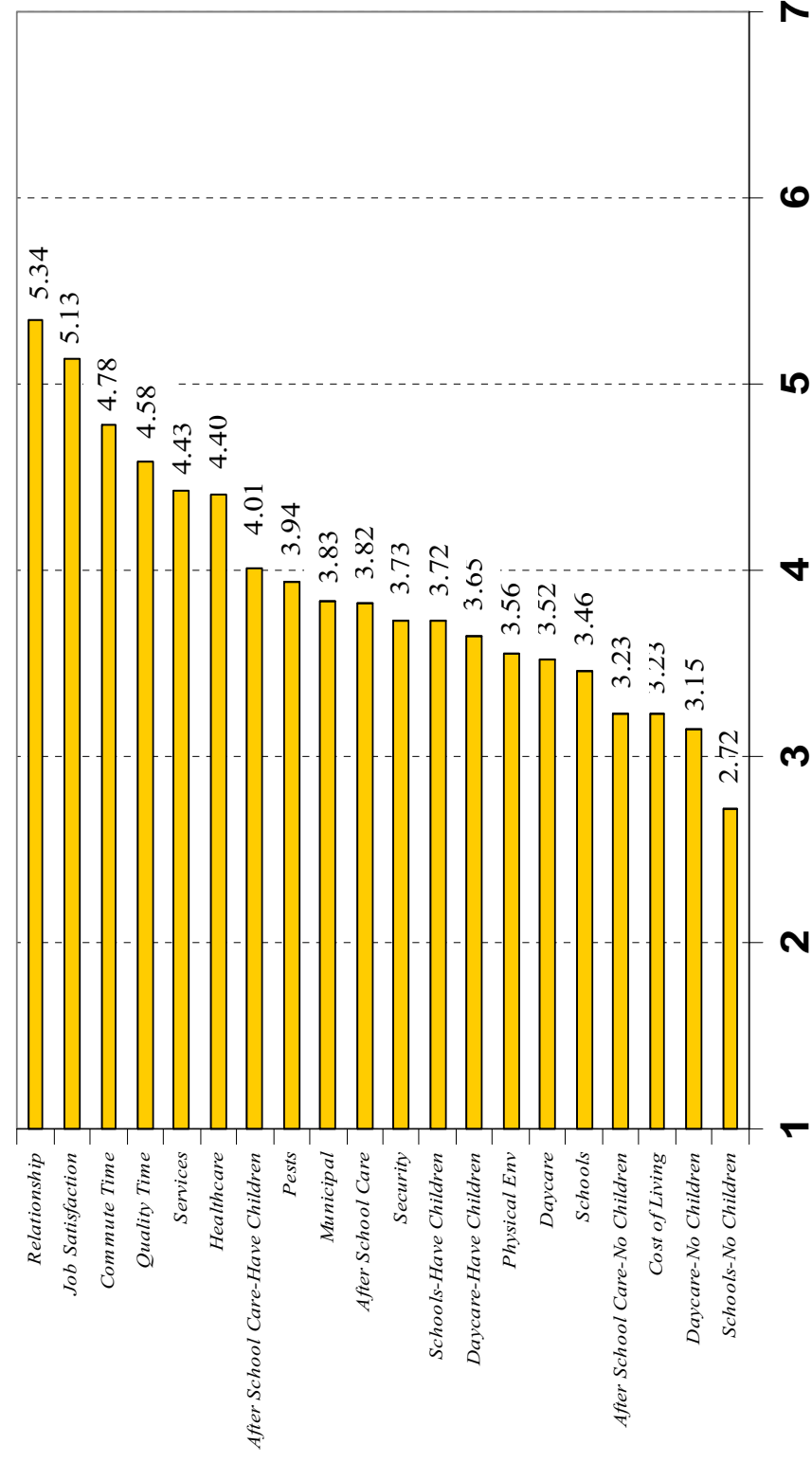


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### STAFF

<b>Greatest Importance</b>	<b>Avg</b>
Relationships with Family	6.89
Quality Time with Family	6.86
Health Care	6.81
Security	6.78
Job Satisfaction	6.77
<b>Least Importance</b>	<b>Avg</b>
Day Care (all respondents)	4.48
Day Care (respondents with no children)	4.00
After School Care (respondents with no children)	3.53

## Quality of Life Issues: Satisfaction



1=*not at all* satisfied  
7=*extremely* satisfied



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## Quality of Life Issues: SATISFACTION

### FACULTY

Greatest Satisfaction	Avg
Relationships with Family	5.32
Time Spent Commuting	5.04
Job Satisfaction	4.86
Availability of Services (grocery, laundry, etc.)	4.56
Health Care	4.49
<b>Least Satisfaction</b>	<b>Avg</b>
Schools ( <i>all respondents</i> )	3.32
Cost of Living	3.25
Schools ( <i>respondents with no children</i> )	2.80

### ALL RESPONDENTS

Greatest Satisfaction	Avg
Relationships with Family	5.34
Job Satisfaction	5.13
Time Spent Commuting	4.78
Quality Time with Family	4.58
Availability of Services (grocery, laundry, etc.)	4.43
<b>Least Satisfaction</b>	<b>Avg</b>
Cost of Living	3.23
Day Care ( <i>respondents with no children</i> )	3.15
Schools ( <i>respondents with no children</i> )	2.72

1=*not at all* satisfied  
7=*extremely* satisfied



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### STAFF

Greatest Satisfaction	Avg
Job Satisfaction	5.40
Relationships with Family	5.36
Quality Time with Family	4.80
Time Spent Commuting	4.55
Health Care	4.32
<b>Least Satisfaction</b>	<b>Avg</b>
Schools ( <i>respondents with no children</i> )	2.63
Day Care ( <i>respondents with no children</i> )	2.42
After-School Care ( <i>respondents with no children</i> )	2.36

# Detailed Survey Results

21 - Quality of Life Issues (average score)

	Importance		Satisfaction	
	Faculty	Staff	Faculty	Staff
Security	6.13	6.78	3.96	3.52
State of physical environment	5.98	6.65	3.74	3.39
Pests and rodents (rats and mice)	5.14	6.42	4.49	3.46
Availability of services (grocery, laundry, etc.)	5.99	6.64	4.56	4.31
Health Care	6.41	6.81	4.49	4.32
Schools	4.86	6.34	3.32	3.55
Day Care	3.50	4.48	4.00	3.18
After School Care	3.67	4.89	4.09	3.64
Municipal Services	5.64	6.51	3.82	3.84
Cost of Living	6.16	6.59	3.25	3.21
Time spent commuting	5.07	5.83	5.04	4.55
Quality time with family	6.28	6.86	4.34	4.80
Relationships with family	6.42	6.89	5.32	5.36
Job satisfaction	6.43	6.77	4.86	5.40

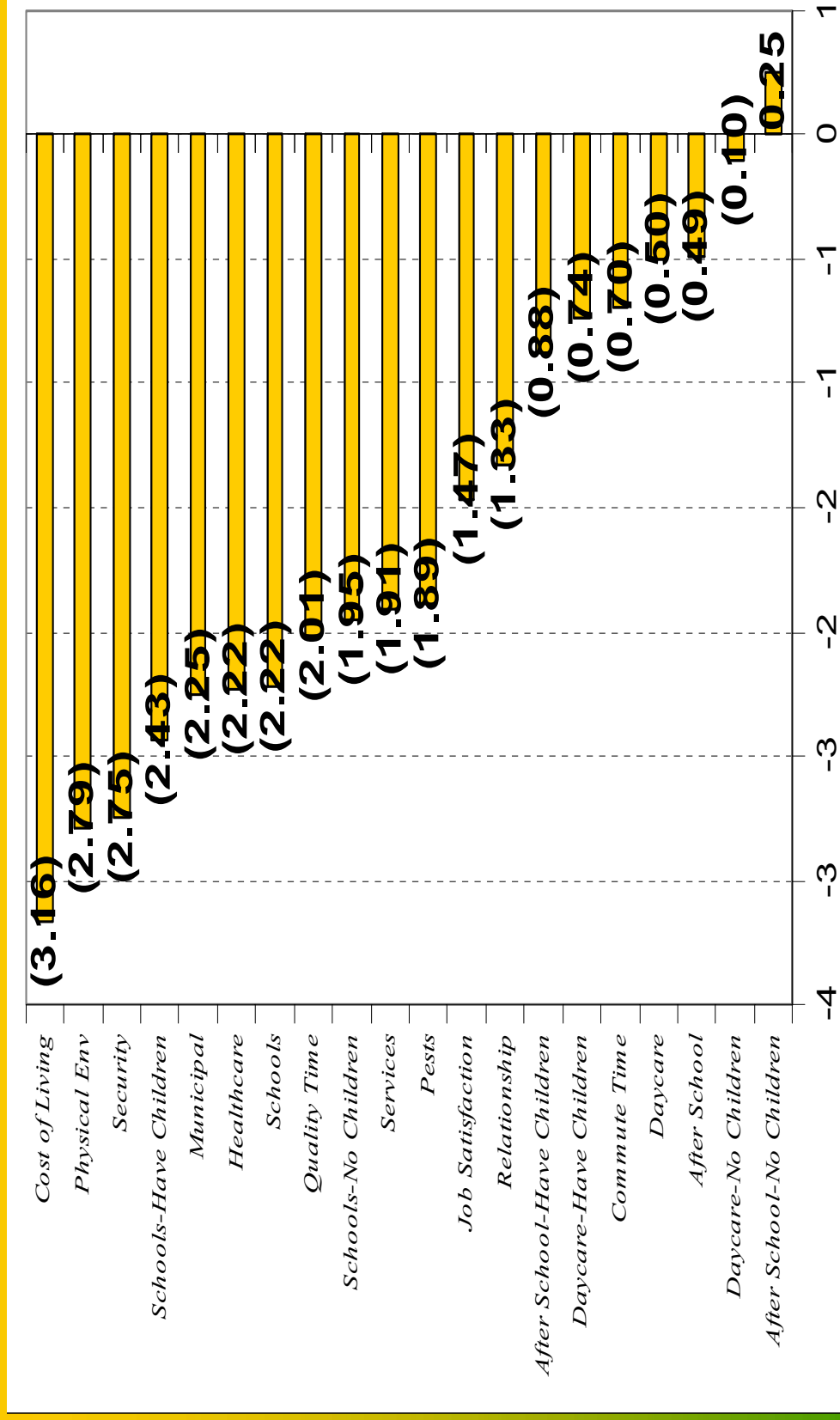
1=not at all important; 7=extremely important

Difference is calculated by subtracting STAFF average from FACULTY average

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# Quality of Life: Satisfaction Gap



Gap is calculated by subtracting IMPORTANCE from SATISFACTION

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# Quality of Life: Satisfaction Gap

## FACULTY

Greatest Gap	Avg
Cost of Living	(2.91)
State of Physical Environment	(2.24)
Security	(2.17)
Schools (have children)	(1.98)
Quality Time with Family	(1.94)
<b>Least Gap</b>	<b>Avg</b>
Day Care (all respondents)	0.50
Day Care (respondents with no children)	0.93
After School Care (respondents with no children)	1.17

## STAFF

Greatest Gap	Avg
Cost of Living	(3.38)
Security	(3.26)
State of Physical Environment	(3.26)
Schools (no children)	(3.15)
Pests and Rodents (rats & mice)	(2.96)
<b>Least Gap</b>	<b>Avg</b>
Day Care (respondents that have children)	(1.26)
After School Care (all respondents)	(1.25)
After School Care (respondents with no children)	(1.17)

## ALL RESPONDENTS

Greatest Gap	Avg
Cost of Living	(3.16)
State of Physical Environment	(2.79)
Security	(2.75)
Schools (have children)	(2.43)
Municipal Services	(2.25)
<b>Least Gap</b>	<b>Avg</b>
After School Care (all respondents)	(0.49)
Day Care (respondents with no children)	(0.10)
After School Care (respondents with no children)	0.25

Gap is calculated by subtracting IMPORTANCE from SATISFACTION

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## Additional Stress or Worry Post-Katrina COMBINED STAFF & FACULTY



1=no additional post-Katrina stress/worry  
7= substantial additional post-Katrina stress/worry

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# Detailed Survey Results

## 22 - Post-Katrina extra stress and worry

	Faculty	Staff	Total
General cost of living	4.78	4.91	4.85
Environmental matters	4.35	4.87	4.63
Maintaining standard of living	4.07	4.51	4.30
Financial matters	4.29	4.43	4.37
Safety and security at home	3.95	4.37	4.17
Time to deal with personal matters	4.60	4.27	4.42
Family matters	3.17	4.22	3.73
Adequate leisure and recreation	4.62	4.07	4.33
Health of family member	3.08	3.92	3.53
State of personal health	3.37	3.77	3.58
Ability to stay focused	4.12	3.70	3.90
Employment issues (self or spouse)	3.87	3.60	3.73
Commuting	2.64	3.28	2.98
Relations with colleagues	2.74	3.08	2.92

1=no additional post-Katrina stress/worry  
7= substantial additional post-Katrina stress/worry



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# Ranked Stressors

FACULTY	
1 General cost of living	4.78
2 Adequate leisure and recreation	4.62
3 Time to deal with personal matters	4.60
4 Environmental matters	4.35
5 Financial matters	4.29
6 Ability to stay focused	4.12
7 Maintaining standard of living	4.07
8 Safety and security at home	3.95
9 Employment issues (self or spouse)	3.87
10 State of personal health	3.37
11 Family matters	3.17
12 Health of family member	3.08
13 Relations with colleagues	2.74
14 Commuting	2.64

## ALL RESPONDENTS

1 General cost of living	4.85
2 Environmental matters	4.63
3 Time to deal with personal matters	4.42
4 Financial matters	4.38
5 Adequate leisure and recreation	4.34
6 Maintaining standard of living	4.31
7 Safety and security at home	4.19
8 Ability to stay focused	3.90
9 Employment issues (self or spouse)	3.74
10 Family matters	3.74
11 State of personal health	3.59
12 Health of family member	3.55
13 Commuting	3.00
14 Relations with colleagues	2.93

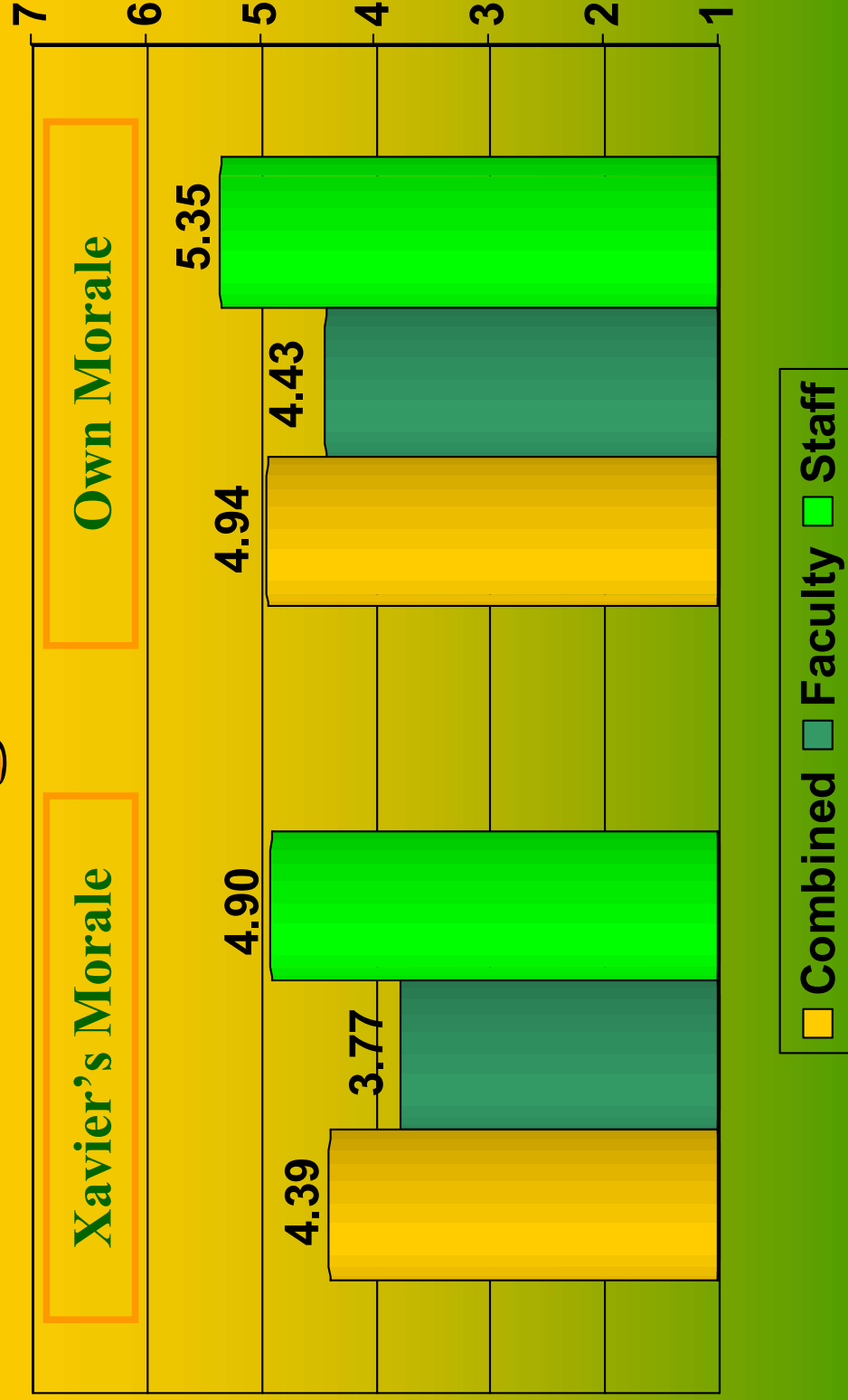
1=no additional post-Katrina stress/worry  
7= substantial additional post-Katrina stress/worry

STAFF	
1 General cost of living	4.91
2 Environmental matters	4.87
3 Maintaining standard of living	4.53
4 Financial matters	4.45
5 Safety and security at home	4.39
6 Time to deal with personal matters	4.26
7 Family matters	4.23
8 Adequate leisure and recreation	4.10
9 Health of family member	3.94
10 State of personal health	3.78
11 Ability to stay focused	3.71
12 Employment issues (self or spouse)	3.63
13 Commuting	3.31
14 Relations with colleagues	3.11



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# Rating Morale



1=Strongly Disagree  
4=Neither Disagree nor Agree  
7= Strongly Agree

Combined Faculty Staff

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# Detailed Morale Results

	Faculty	Staff	Total	Difference
23 - Currently, the morale at Xavier is very good	3.77	4.90	4.39	(1.13)
23 - Currently, my own morale is very good	4.43	5.35	4.94	(0.92)
<i>Rate Own Morale as Better than Xavier Morale by this much</i>				
	0.66	0.45	0.55	0.21

1=Strongly Disagree  
4=Neither Disagree nor Agree  
7= Strongly Agree

Difference is calculated by  
subtracting STAFF average  
from FACULTY average

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# QUESTIONS



## **CONTACT**

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# 6.8

## master plan / xavier gold

# Xavier Gold

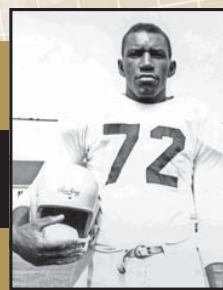
Spring '07 for alumni & friends of xavier university



- ◆ How Big (Should We Be)?
- ◆ How Diverse?
- ◆ How Different?
- ◆ What Do We Do Best?
- ◆ How Can We Afford It?
- ◆ How Will We Know If We Succeed?

Also in this issue:

**The Last Snap**



**Student Volunteerism**

## Strategic Planning

### Xavier Looks to the Future



Xavier Today!

*In this issue, Xavier Gold updates the university's latest strategic master planning effort. What will the Xavier campus – and its population – look like five years from now, in 2012? How about ten years from now (2017) and beyond?*



In the early 60's the Sisters of the Blessed Sacrament – who had solely governed Xavier since its founding – took the bold step of turning Xavier over to lay leadership.

Higher education in America is undergoing a major transformation. Dramatic shifts are occurring in population demographics. Advances in technology are ushering in new approaches to teaching and learning. A mushrooming global economy is creating a more mobile, fast-paced and consumer-driven society.

Keenly aware of the ramifications of this changing environment, many of the nation's college and universities have begun to re-evaluate their respective places in the higher education landscape. And even before it successfully overcame the challenges created by Hurricane Katrina's devastation in 2005, Xavier was one of those institutions that had begun to ask a fundamental question of itself: Where do we go from here?

Throughout its history, Xavier has excelled with a liberal arts based curriculum serving a young, predominantly Black and Catholic student population of full-time students. But today it finds itself a “traditional” style college at a time when higher education is becoming increasingly more “non-traditional,” predominantly Black at a time when African Americans are no longer the largest underserved minority group, and Catholic-based at a time when more than two-thirds of its own students are of other religious faiths.

So how does the University react to today’s realities? What are the risks and advantages of departing from its traditional model? How can the University best adapt its mission, vision and values to these societal changes while remaining true to its founding principles? These are just some of the questions currently being asked as the University contemplates a master strategic plan that will help Xavier position itself to continue its successes into the future.



In the late 60’s the university made the courageous decision to expand its College of Pharmacy programs while others were dismantling theirs. Expansion of the College of Pharmacy facilities is imminent, with ground breaking planned for later this year.

Of course this is not the first time the University has contended with major change. In the mid 60’s the Sisters of the Blessed Sacrament – who had solely governed Xavier since its founding – took the bold step of turning Xavier over to lay leadership. Soon afterward, the university made the courageous decision to expand its College of Pharmacy programs while others were dismantling theirs. Then in the 1980s it launched the first of a series of major capital fundraising campaigns and began an ambitious expansion of the campus both in terms of land acquisition and new construction.

Nor is it the first time Xavier has contemplated a sweeping strategic plan. The Board of Trustees and University administrators started down that road in 2003 – only to see their carefully thought-out plans blown away by Hurricane Katrina. This latest planning effort, which intensified in Fall 2006, is expected to take nearly a year to complete and promises to be the most comprehensive and far-reaching.

And it comes apparently not a minute too soon.

“These are hard times for higher education, and hard times are here to stay,” said Dr. Thomas Scheye, a distinguished service professor of English and former Provost and Academic Vice President at Loyola College in Maryland, who is acting as a consultant to Xavier’s strategic planning project. “Higher education has entered a period of “permanent white water” with colleges facing long-term problems that need long-term solutions.”

Surviving in this climate will require making difficult choices – choices that could both pose challenges and present opportunities for Xavier’s future.

“A University can be anything it wants to be, but not everything it wants to be,” said Scheye. “In undertaking a strategic plan it is essential that the University clearly



In the 1980s Xavier launched the first of a series of major capital fundraising campaigns and began an ambitious expansion of the campus both in terms of land acquisition and new construction.

define its purpose and find its niche within higher education.” In short, determining what the University does best, and, most importantly, what it can afford to do.

“The old remedy of trying to ‘do more with less’ is no longer an option,” said Scheye, pointing out that institutions that rely heavily on tuition and outside funding for their financial health – as does Xavier – can only expand the academic arena so much. “The universities that succeed in this climate, he said, will be those that learn to ‘do less with less.’”

The Strategic Plan that comes out of this on-going process will be all-encompassing, addressing such overriding issues as institutional finances, academic programs, student recruitment and retention, staffing and university support services, campus quality of life and safety issues, as well as land and facilities considerations.

In formulating its new comprehensive plan, the University plans to seek input from all those who have a stake in the future of University, including its Board of Trustees, administrators, faculty, staff, students and alumni. It has also enlisted the services of several architects and specialized planning consultants.

*“These are hard times for higher education, and hard times are here to stay.”*  
—Dr. Thomas Scheye

Dr. Ronald Durnford, XU vice president for planning and institutional research and the on-campus liaison for the planning process, said creating a workable strategic plan requires the mobilization of the entire community. Such inclusiveness not only helps identify the key issues and objectives early in the process, but also goes a long way to ensuring the ultimate success of the plan.

“People are naturally skeptical about planning; most have been around long enough to have witnessed plans gathering dust on shelves,” said Durnford, citing one study that suggests close to 90% of all strategic plans at higher education institutions fail for lack of acceptance and/or inaction. “But we are confident that if we give everyone a voice in the process, we will have laid the basis for acceptance and implementation.”



It has been said that life is what happens to us while we are making plans. Life – in the form of Hurricane Katrina floodwaters – drowned the University’s first attempt at a sweeping strategic plan.

Although still in the early stages of the planning process, the University has begun collecting and analyzing data about itself, its competitors and its environment in an effort to accurately assess the current state of affairs and to begin a process that will set goals and objectives for the future.

University administrators have already engaged trustees, faculty, staff and students into the early planning.

Several months ago faculty and staff responded to a survey tailored to address quality of life, morale and personal issues in the wake of Katrina. Later the faculty joined senior and mid-level staff in a campus community forum devoted to major trends and factors affecting higher education.

A general session followed featuring a presentation by

Professor Scheye followed by open discussion; then breakout sessions to review Xavier’s current strengths and weaknesses, as well as its perceived threats and opportunities for the future.

Dr. Louis Mancuso, entrepreneurship professor in the Business Department, has gotten students involved by holding a series of focus group discussions and conducting a survey from a representative sample of the Xavier student population.

# Strategic Planning

The aim of the focus groups and the student survey was to better understand why students chose Xavier; what their expectations in coming here were; how well those expectations have been realized; last but not least, what they think about services and facilities and quality of life at Xavier, in the neighborhood and in New Orleans.

And this is just the beginning. Task forces and committees are being formed to address specific issues and questions. That will lead to a series of open forums, town-hall type meetings, faculty and staff lunches, and meetings with individual departments and units designed to keep all interested parties invested.

As the process matures, alumni will be invited to participate as well.

"There must be open communication and two-way dialogue to build a sense of community involvement," said Durnford. "If our planning is done well the goals and objectives we choose will respond to the threats we have identified, leverage our strengths to take advantage of the opportunities we have identified and correct areas of weakness that leave us vulnerable."

*"There must be open communication and two-way dialogue to build a sense of community involvement."*

Early on, some areas of concern have already been identified and are being addressed even as the planning goes forward.

Consultants have been retained to look into the revamping of some admissions, registrar, financial aid and fiscal services procedures to make them more efficient, more effective and more student friendly. In addition, more attention will be focused on the academic experience of new students in their first year and second years in order to address retention issues, as well as campus quality of life and safety issues.

Academically, the University is looking at ways to improve its graduate programs, while President Norman Francis has indicated he remains committed to pre-Katrina plans to develop a Center to Improve Math and Teaching Skills of Middle and High School educators, and explore development of such academic areas as bio-engineering and enhanced pre-law initiatives.

Expansion of the College of Pharmacy facilities is also imminent, with ground breaking planned for later this year. Plans are also being finalized for the long-awaited St. Katharine Drexel campus chapel.

"The strategic plan is not an end unto itself – it is just the beginning of our journey," said Durnford, "but it is a critical first step." **xg**



Today Xavier's student enrollment is 90 percent African-American and 70 percent female . . . what will it look like 10 or 20 years down the road?

# 6.9

## 2007 board retreat keynote lecture Dr. Thomas E. Scheye

## **“Framing the National Challenges of Higher Education”**

**By: Dr. Thomas Scheye, Loyola College of Maryland**

**Delivered on February 8, 2007 to the Xavier University of Louisiana Board of Trustees**

We are going to talk this afternoon about the future of higher education and some of the trends that I see on the horizon.

I want to begin with a disclaimer or caveat, and there is no better place to offer that disclaimer than here.

No one knows better than the citizens of New Orleans how utterly unpredictable the future is. After all, who could have predicted the impact of Katrina? I know that your local newspaper quite correctly predicted the impact of a level 5 hurricane on the levees, but who could have predicted the level of banality and lawlessness it spawned or the examples of grace and gallantry it inspired? Who could have predicted how far New Orleans would come a year and a half after such an unprecedented disaster? How much progress has been made - and how little?

When people complain about the pace of recovery being too slow, I think Dr. Francis has the best answer: he says “Compared to what?” Who could have predicted that a year and a half after the hurricane only half of the people would have moved back to the City and as many as one-third of them are thinking about leaving? Who could have predicted that applications to the freshman class of Xavier are practically at the level they were before Katrina, and that both Tulane and Loyola New Orleans are seeing the same phenomenon? The toll that Katrina has taken is truly unprecedented. And after that, who can predict what the future will hold.

What surely cannot be predicted, of course, is the human factor, and I offer that as a caveat.

We are going to talk about trends in the future and I am going to rely as much as I can on data and information, but I want us all to remember the importance of the human factor.

This is, as you know, the beginning of another Strategic Planning Process. And that process might be thought of as having has three parts:

- 1) Exploration
- 2) Experimentation
- 3) Adaptation

Today we are going to explore the world you live in; the world of higher education, and the changes that might occur in that world between now and 2015. Beyond that, I think, nobody knows.

This is an opportunity for you to think together about your future together. I’ll talk about trends effecting higher education and leave it to you, who know much more about this university than I, to think about how those trends can affect your future; for you to think in terms of what we often call the “SWOT” analysis.

Strengths

Weaknesses

Opportunities

Threats

As Dr. Francis said, this talk is based on a presentation that I gave to the faculty at the beginning of the semester. And I thought, at first, about taking out all the parts that are more relevant to faculty than to trustees, but on second thought, I left some of them in. I thought it might be helpful for you to know what some of the faculty are thinking as we begin this process.

There is a good deal of skepticism on the part of the faculty whenever one a strategic planning process is launched. The reason for that is there is a good deal of skepticism in the faculty at anything new.

The second is, that faculty members, by nature, may be liberal politically, but they are conservative in every other way. So if they make enough money to buy a good car, they will drive a Volvo, and they will vote Democratic, but honestly in every other aspect of their lives, they are deeply conservative.

They are, after all, in the conservation business. What is a faculty member, but someone who takes the tradition of the past and conserves it in a way that can be handed on to the next generation?

So when there are objections, and there will be, from the faculty to the planning process, it is not planning they are objecting to, it is change.

There is a TV show called “Monk,” and what Monk says is that “[he] is not opposed to change; [he] just doesn’t like to be around when it is happening.”

So, we’ll think about strengths and weaknesses and opportunities and threats so that you can begin to consider some of the change that is going to be absolutely necessary if Xavier is going to remain the vital University that it is today.

You need to think about strengths, weaknesses, opportunities and threats in a couple of areas: academic quality – what are the strongest programs at Xavier and what are the weakest ones? Which ones are so mature that they may be coming to the end of their useful lives? Which ones are missing?

Quality of life on campus – we know that your students go to school about 15 hours a week and all the surveys tell us that they study about 10 hours a week. We wish it were more but it isn’t. They are awake at least another hundred other hours. There is education going on everywhere and all the time on your campus, and as important as academics are, you also need to be concerned about the quality of life on your campus and the way in which that quality of life is contributing to education.

Financial stability-- I know that as trustees, you spend a great deal of time worrying about that... good!

The first question you need to ask to begin the planning process is: “Do we have the resources to achieve our vision? In the future, where must we spend more?” The next question is really difficult: “If we are going to spend more somewhere, we are also going to spend less somewhere else.”

In higher education, if I remember correctly, we are very good at addition, but not so hot at subtraction. We know very well how to add programs and faculty and quality of life amenities. We have a hard time saying “no.” Image, brand and reputation: these are not words that sit comfortably in the culture of higher education, but it’s awfully important for you, as trustees, to ask yourselves “What do people know about Xavier?” When they hear your name, what do they think? Then you ask yourself “What would you like them to think?” What would you like them to know?

In this process, you need to be asking yourselves, “What are our strengths and how can we capitalize on them? What are our weaknesses or challenges and how can we surmount them? What are our opportunities and how do we take advantage of them? What are our threats out there and how do we respond?”

Clearly these questions are related to one another.

Strengths can become opportunities if we take advantage of them. Weaknesses will become threats if we ignore them. Often, strengths and weaknesses are two sides of the same coin. Weaknesses are the shadow side of our strengths. And so it is with threats and opportunities, and that is my theme this morning.

I believe that the crisis, which was Katrina, presents you, as members of the Xavier community, with an opportunity, an unprecedented opportunity.

So I begin with poetry, not only to remind you that I’m an English teacher, but because Shakespeare said it so much better than I:

“There is a tide in the affairs of men,

Which, taken at the flood leads on to fortune,

Omitted all the voyage of their life

Is bound in shallows and in miseries.” Shakespeare (Julius Caesar, 1599)

On such a full sea, we are now afloat. And we must take the current when it serves or lose our ventures.

I believe that Xavier may be uniquely positioned among the colleges and universities in this area, to turn this crisis into an opportunity. Uniquely positioned, first, because of courageous leadership. Recall Dr. Francis being willing to risk not less than everything because of his faith in the future, a faith that has been rewarded. Because of a mission that is sharply focused and widely shared, you keep faith with your founder’s vision and you keep the promise she made. It is not an easy one to keep, but you do it.

I remind boards of trustees whenever I speak to them, that the first thing any trustee is ever told about becoming the member of a board is that when you accept membership on a board, you are accepting fiduciary responsibility. Everyone nods very sagely - and nobody knows what in the hell it means.

Trustees often believe that fiduciary responsibility means responsibility for the budget, because after all, you spend so much time worrying about money. But it does not. As fiduciaries, you hold the university in trust. It is a trust that was handed to you by trustees who came before you and that you will hand on to those who come after. It is a trust that reaches back to the reasons for Xavier’s founding and looks forward for as long as the University survives.

Your fiduciary responsibility is ultimately your responsibility for the mission. It rests with you. And this Strategic Plan that you undertake is your attempt to bring that mission to life. To understand that in changing times, some things must not change. Courageous leadership, a sharply focused mission, academic programs that balance liberal arts education with preparation for a career, and particularly for professional training in fields that students are looking for and the world wants and needs.

According to the Department of Education, more than half of the thirty most popular fields today are in Allied Health. Xavier’s preeminence in Pharmacy and Pre-Med provides a powerful platform on which to build future success.

There is one more asset that you have, but the truth of the matter is, the faculty at Xavier, unlike almost any other faculty I have ever worked with, knows from experience the necessity of taking risks and the value of embracing change.

But I would add one further caveat. And it is, that as welcoming as this faculty has been to the kinds of initiatives that this University has taken on in the last year and a half, many, if not all, of the faculty members are still suffering from one or another level of post-traumatic stress, as I think everyone is in New Orleans is. One of the most important things that anyone suffering from post-traumatic stress wants is the assurance that things will not change.

As you undertake this planning process, I think it will be very important to involve the faculty as it is to involve the Board of Trustees, but to understand that while there could be no better time to introduce necessary and possible change, there could be no worse time. And it will be important for you, as trustees, to balance those competing realities as this process moves forward

We are going to discuss the future in terms of demographics, economy, technology, competition, the changing face of students, and the changing nature of the professor. I am going to focus largely on students, because your future is tied to them.

Bottom line – a strategic planning process is about the top line. The top line is where the money comes from. But in a mission-driven institution like this one, the top line is also the object of the enterprise. Students are where the money comes from, and students are obviously the object of the enterprise. So focus on students, because you are tuition-dependent, you are learning-centered and you are defined by students. The students who apply define your academic niche. Where does Xavier fit in the market? How is Xavier perceived? Ask yourself what other schools Xavier students apply to and you’ll know where your niche is.

You are defined by students who graduate from Xavier more than anything else, for what people know about Xavier, they know about from your graduates. And the ways in which they comport themselves as persons in the workplace and act as citizens and parents say more than anything else about the value of their education. Students are your reason for being and they are your economic engine.



In industrial terms, students are your raw materials and your finished product. They are your customer base and your sales force. They are everything.

As you think about the future in large trends, don't ignore the micro trends. Who are your students? What are the characteristics of the students who do well here, who thrive and who remain? Why do they enroll here? Why do they persist? Who is your competition? Why do students enroll there? Why do they transfer? Don't focus on the ones who got away. We all do this. Focus instead on the students who come, who thrive, and persist because what you want are more students like that.

A person I knew in the advertising business once said "If you want to study tobacco, you really should talk to smokers. Non-smokers have nothing to tell you." If you want to learn about Xavier students, talk to Xavier students. What do you know about your students?

Obviously, first, they are predominately African-American and they are in the main, drawn from the lower quartiles of family income. And this is an extraordinarily important fact. It is as important to strategic planning as is the fact that they are predominately African-American. How do we know this? One of the ways of estimating the need of your student body is by comparing the percentage of students who receive Pell Grants. These are the federal grants given to the students in the lowest quartiles of family income.

The Chronicle of Higher Education reported this year that the wealthiest private colleges in America, including the Ivy League, which pride themselves enormously on their racial and ethnic diversity, have fewer than 10% of their students receiving Pell Grants. In New Orleans, Tulane enrolls 15% of students on Pell Grants and at Xavier, the statistic is 72%.

You keep the promise that Mother Katharine Drexel made, but it is not an easy one to keep. This also reflects the fact that according to the most recent census, Louisiana has the highest percentage of people in America living below the poverty line. According to a recent survey made before Katrina, more than one-quarter of public high school graduates in the Class of 2012 in Louisiana will come from families with incomes below 20% [of the national average] as opposed to 16% nationally, and more than one-third of the students will come from families with income above \$50,000 as opposed to approximately one-half nationally. You are not only contending with an African-American audience, but with a predominately poor audience. These students are, for very good reason, pragmatic. They cannot afford an education that does not lead them in a direction of jobs and careers. They are not at all unlike students who are much richer.

According to another recent study, the two top life goals of students enrolled in college today are to become rich and famous. 81% of them want to be rich, which is not so surprising, but 51% of them say they want to be famous. By contrast, in 1967, in a study of college freshmen in that year, 85% of them said it was essential to develop a meaningful philosophy of life, when only 40% thought it was essential to be very well off financially. Times have changed and we have to realize that. Students today are aiming at learning that leads to results. They are pragmatic. And I believe that we have found that they learn best when their learning is directed toward outcomes. They want to know why this matters and how it will help them. It must be enhanced by experience.

This is a generation of students that wants to kick the tires for themselves. Encouraged through collaboration, this generation does nothing alone. They are constantly plugged in. If you go into any computer lab on this campus or any other, you will find students writing term papers or doing

research, and there is this corner in the upper left of the computer screen where they are also instant messaging their friends at the same time. They are never out of touch.

And finally, they learn best when they are inspired by excellence. There is a critical role here for the faculty at this University to play, and that is to offer an example of dedication and excellence.

So let's talk about students more broadly in terms of demographics. Demographics is your destiny. You have to remember that when we are talking about demographics, we are talking largely about the demographics of students in high school. Students who will graduate from high school – students who are already born - that is the data we have. But, in higher education in America today, less than one-quarter of all the students enrolled in post-secondary education are traditionally aged. We are talking about a relatively small slice of the pie. It's a very large slice when it comes to Xavier, but we need to bear that in mind.

In the year 2009, the number of high school graduates in America will peak and will then begin to decline through 2015. Beyond that, we cannot accurately yet predict. This decline will be very important for higher education. The last time we had such a decline in the 1980's, the decline in numbers was balanced by an increase in the participation rate. There were fewer high school graduates, but a higher percentage went on to college.

I do not believe that is going to happen this time. In the 1980's, we saw an influx in African-American and non-traditional students coming into the system. But the story of the demographics of the next ten years is the story of Hispanic immigration and Hispanic birthrate. The long and short of it is the birthrate of the majority population, White Non-Hispanic, is going to decline markedly. The African-American birthrate will remain flat. The Asian-American and Hispanic birthrate is going to skyrocket. The growth of the Asian-American population will not have an impact on Xavier for three reasons: Asian-Americans are not Catholic, they do not live in this part of the country (they can be found in Texas, California and New York), and Asian-Americans do not go far from home. They go to school in a very local way.

However, the Hispanic population is here, they are in Louisiana and in Texas and throughout the south. They are Catholic, and I believe that the impact of the Hispanic-American population on this country in the 21st century has the potential to be as dramatic, as important, as the impact of the European immigration of the 20th century.

I recognize that Xavier defines itself as an historically African American institution, and that is important, but Xavier also defines itself as a Catholic institution. I have about a dozen other clients at the moment, and about half of them are Catholic. I have been going to these other clients, delightedly telling them about the faculty assembly which began with a mass, and then when the faculty came together, the day began with Dr. Francis coming to the podium, asking everyone to rise, make the Sign of the Cross and then reciting "The Lord's Prayer." I could list for you, Dr. Francis, a dozen Catholic college presidents who want to know how you got away with it. This is a Catholic University as much as it is an African-American University. Over half of the Catholics in America in the year 2015 will be Hispanic. So, there is a sea change coming.

The so-called minority population will become the majority. The minority population is already in the majority in Louisiana. We have seen this trend in California and it is gradually moving east. On the other hand, it is important to realize that the Hispanic-American population today is not going to college, unlike the Asian-American population. The University of California at Berkley is trying

to figure out how not to become an Asian-American University. They happen to score a lot better on the SAT's than collectively than all of the white kids. The Hispanic-American population offers a very different demographic challenge, but I think it is one that higher education will have to come to grips with; I suggest that a Catholic University such as this one has an advantage in that these aforementioned kids will want to go to a Catholic University – at least those who will go.

As I said, the number of African-American high school graduates will not increase during this period. The birth rate is essentially flat. The majority of African-Americans are to be found in the South, and that will remain the case from now through 2015. The number will fluctuate around the country, but it will be relatively stable in the South. On the other hand, there is likely to be a decline in the number of African American high school graduates in Louisiana. Indeed, the most recent study completed before Katrina suggested the number of African American graduates would decline from about 15,000 in 2009 to about 13,000 in 2013-14. And that was before Katrina.

Louisiana, as you know, is one of the states that is losing population, but those people who are leaving Louisiana are moving to Texas and to Georgia. There is an enormous opportunity in those states to recruit students back to Louisiana. I believe that Xavier has the opportunity to return to its preeminence as a national institution. I also believe this is not only an opportunity, it's a necessity.

What about economics? Bottom line, there is less money for higher education this year than there was last year, next year there will be less than this year, and the trend will continue. By one estimate, the shortfall by the year 2015 will amount to \$38 billion or 25% of the budget being spent on higher education. Can you imagine the University's budget being cut by 25%? Well, yes, you can. You've done it. But you certainly wouldn't want to do it again.

The value of endowments increased this year by 10% after a period of stagnation, or losing value. But most of the growth in endowments came from the 62 largest endowments in this country of those universities who have more than a billion dollars in the bank. Money comes to money. Endowments worth less than \$25 million increased by only half the percentage as endowments over a billion dollars. Again, that is after five years of going flat, or declining in value. Charitable giving to higher education increased by 3% this year, scarcely keeping up with inflation, and again, after a period when it was stagnant or declining. Alumnus giving has rebounded, but over the last fifteen years, it has decreased by over \$1 billion. Private colleges and independent colleges have been hit especially hard. Money is harder to come by and yet, it is more and more important to invest. Colleges have no choice but to pay the cost of increasingly higher premiums for medical insurance, the unending demand for more sophisticated technology, and there is an "arms race" going on in this country to provide state-of-the-art facilities.

In today's market, a "climbing wall" is more important than the collection in the library. The Spellings Commission on the Future of Higher Education commissioned by the Secretary of the Department of Education points out that in the last ten years, the greatest growth in spending at colleges and universities has been in financial aid. Not surprisingly. And the second greatest has been in the cost of improvements in student services, including state-of-the-art fitness centers, dormitories, climbing walls and food courts.

One more hard fact: the projection is that there will be about 2.6 million students attending college in the year 2010. Two million of them, it's predicted, will attend one of 622 public colleges – 2 million divided among 600. The 600,000 others will be divided among 1,500 private colleges. It is not easy being you.

What is happening in America today is that private higher education is increasingly becoming the province of the rich. And more and more private or independent colleges are making an intentional decision to do that.

The New York Times reported earlier this year a new phenomenon of private colleges increasing tuition markedly in order to appear more prestigious, and thus appeal to students at the upper end of the income scale. Ursinus College in Pennsylvania increased tuition in one year by 17% – the reason was to appeal to a different cadre of applicant. Financial aid today in private colleges is being used to tailor the class, increase yield - not to improve access. Indeed, more financial aid today is merit-based than is need-based and it is being used to attract high-achieving, high income students in order to improve rankings in magazines like U.S. News and World Report.

Financial aid was introduced into higher education in order to provide access to students who otherwise could not afford colleges and universities. This is no longer the case in private universities across the country.

In the period of 1993-2000, 35% of wealthy students, students from family incomes of approximately \$100,000 per annum, received some form of financial aid. By the year 2000, 51% of the same group was receiving financial aid. For low income students, families with income below \$34,000 per annum, the proportion of aid increased much more slowly, from 52% to 55% - it is perfectly clear what is happening.

The average grant in 1993 for low and high income students was the same. In the year 2000, the average grant to high income students was \$6,800 and to low income students \$6,200. What is happening today is that private higher education is becoming the province of the rich.

But the other economic fact that we need to bear in mind is that public colleges and universities are becoming increasingly more popular with middle and upper-middle class families. The average parental income at LSU Baton Rouge is higher the average parental income at the private universities of this state and that is true in every state in the country. The public flagship and public ivies are attracting students with a higher income. But we are coming close to a breaking point.

The cost of higher education is beginning to exceed the ability of students who want to attend college. The average private college in America today costs four times what the average public college does. Parents are increasingly asking not whether a private education is better than public – they are asking whether it is four times better. And students are beginning to make value decisions. In the most recent survey of 250,000 college freshmen, more than half say they have some or major concerns about the cost of college. On the other hand, more than half of the parents at the University of Michigan make at least \$200,000 per year. Private, higher education is an endangered species.

While Xavier has not followed the track of many of your competitors, you have, in fact, remained true to your mission. There are very challenging times ahead.

Technology – no one has to tell you how technology has transformed the way we live and work and entertain ourselves and communicate. It is transforming higher education in ways that are hard to predict. Many of the most prestigious colleges and universities in America and around the world are considering offering courses online. I predict in the next ten years, that just as students used to think about a semester abroad, they will now consider a semester online. They will drop out of

college, move back home, save a lot of money, and take courses online offered by Harvard or Yale. That would make a tremendous change in the way higher education is delivered in this country.

You know U.S. News and World Report publishes an edition regarding “America’s Best Colleges” – I reminded the faculty how once a year there is a “swimsuit edition” put out by Sports Illustrated, and they sell more copies than any issue of the year. Well, in higher education, we call U.S. News and World Report’s “America’s Best Colleges” edition the “swimsuit edition”. It matters. This year, for the first time, U.S. News and World Report published rankings of America’s best e-learning institutions - online education. According to the magazine, over 3 million people are now taking college courses online. That’s an enormous competitive change. The other is the increasing growth in for-profit institutions like The University of Phoenix. The University of Phoenix and its ilk are growing ten times faster than traditional higher education, and the projections are that they will continue to grow ten to twenty percent per year. There was a time when The University of Phoenix and their ilk were thought to offer convenience but not quality, but that is no longer the case. Employers today are perfectly willing to accept a University of Phoenix MBA in place of an MBA from a traditional school and that’s very important.

There is one final trend, and this has to do with the faculty. There are two important factors that you need to be aware of. This is something that the faculty needs to be more aware of, but as trustees, it’s important that you are aware of it, as well. There is a tectonic shift going on in the faculty makeup of this country, a shift from full-time tenured track faculty to part-time and adjunct faculty. In 1975, 43% of faculty members were adjunct and 57% were tenured or tenured-track. In 2005, the ratio had more than reversed; now 65% of faculty are adjunct and 35% are tenured or tenured track. Among full-time faculty, the trend is also clear; in 1975, 13% of full-time faculty were adjunct, by 2003, 19% and in 2005, remarkably enough, 29%. So there is a dramatic shift away from the tenured, tenure-track faculty and full-time faculty, who for so long were what we thought of as “faculty members.”

The other major trend you need to be aware of is, as faculty members today become more professional, that they come out of better graduate schools, more emphasis is being placed on their doing research as well as teaching, and as expectations for research and grants continue to go up, faculty members’ first loyalty today is to their discipline rather than their institution.

So in my institution, I live in the English department and I assure you that my colleagues, when they think about Loyola College, think about the English Department. Their colleagues are their departmental colleagues and their students are their departmental majors and their first loyalty is to the Discipline of Literature.

Today, the criteria for tenure across the country are: teaching and research with service a distant third. This is a balance that must be redressed. We need faculty members playing a genuine role in governance, helping you to plan the future of this University, but it must be governance based on a model of shared responsibility, and not shared authority.

Finally, faculty members need to understand fiduciary responsibility because they, as well as you, are responsible for preserving the mission of this institution.

These are hard times for higher education. I believe these hard times are to stay. Our problems are structural, not cyclical. They are not going away any time soon.

We need to talk about nothing less than the transformation of the culture of higher education. Now it’s true our institutions, and this one predominately, have a history of reinventing, restructuring and renewing themselves, but there is a difference. In the past, a successful strategy resulted in more resources, from higher net tuition revenue, a larger cohort of students, improved retention or increased support from endowment or annual giving. We have learned how to do more with less. I believe the time for doing more with less has past, and in the future, we will have to do less with less. And the choices that lie before us in the future must focus not only on what we will do, they must also include things we aren’t doing now. They must also include the decision to not do things we are doing now. Your institution will be forced to confront hard questions, make harder choices about purpose and direction. Those institutions like Xavier that truly understand their mission and live by it will be the ones that survive and even thrive in these hard times.

Clarity of purpose may be the most import asset. Clarifying your purpose is the point of strategic planning. Deciding how to achieve your purpose is the point of the strategy you adopt. The purpose you have chosen, your mission, implies a complex fate and some of the complexity has been chosen for you. My sense is that you are true to your mission. You offer opportunity to students who have been underserved in the past and might be again if it were not for the opportunity you offer. That opportunity is a genuine chance for students to bootstrap themselves into the American dream.

It is not easy being a private, church-related, liberal arts, historically African American institution in the Deep South, in Louisiana, in the aftermath of Katrina. But that is who you are, and who you choose to be. Planning then provides a teachable moment, an opportunity to engage faculty and staff in confronting some of the harsh realities that you live with every day as trustees. It is an opportunity to capitalize on your assets, those distinctive programs in culture, to energize your campus around a sense of common purpose, and a shared sense of direction. Above all, to understand how your mission can be a competitive advantage in an increasingly competitive environment.

Planning, finally, is a chance to look at who you are with fresh eyes, your eyes. Let this be a voyage of exploration, like the one T. S. Elliot talks about at the end of “The Four Quartets,”

“We shall not cease from exploration

And the end of all our exploring

Will be to arrive where we started

And know the place for the first time.”

# 6.10

## 2007 board retreat lecture Dr. Ronald R. Durnford

**STRATEGIC PLANNING AT XAVIER UNIVERSITY**

**An Overview of Where We Are, Direction, and How We Get There**

**Ronald Durnford  
Vice President  
Planning and Institutional Research**

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## **A. INTRODUCTION**

Dr. Scheye in his presentation has (will have) laid out some of the daunting challenges that we face in the emerging world of higher education. We know how Katrina has upended our campus, our neighborhood and our city. We experience vividly the Katrina effects as we struggle to recruit new freshman classes, recruit and retain staff and faculty, and accommodate the added faculty and staff workload. Our strategic planning is a process by which we rise to these challenges. We begin with tremendous strengths. We have demonstrated to the world the resiliency of our institution as we re-opened only a few months after Katrina's physical devastation. We have a strong presence in New Orleans and our region. We have exceptional leadership in Dr. Francis. We have a strong senior staff team here at Xavier. My colleagues are talented, experienced, hard working, dedicated, and committed. We also have a building national reputation. This was brought home to me personally when I considered whether to become a part of the Xavier community. I spoke with Hanna Gray, former president of the University of Chicago and presently chairman of the board of the Howard Hughes Foundation. Mrs. Gray spoke highly of Xavier achievements in the sciences, of its record in sending minority students to medical school, pharmacy school and on to graduate education. She indicated that Xavier provided an excellent liberal arts education and had a strong core curriculum. So I can report that we are known in Chicago. And I have to say after having now become a member of the Xavier community that Mrs. Gray had it exactly right.

My theme is that Xavier has great strengths; there are tremendous opportunities for us in our future; and through the coming months we will rise to the occasion and become even better than we were before Katrina.

## **B. 2003 STRATEGIC PLAN – AN OVERVIEW**

Before turning to planning activities in process let me remind you of the four priorities from our previous strategic plan that were approved by the board in 2003. Dr. Gene D'Amour led that process and in his report he summarizes our progress. Obviously Katrina has had a major impact on the plan and on our current priorities. I have parsed each of the priorities into its component parts

1. Priority 1
  - Enhance excellence in the sciences
  - Increase the number of graduates in education
  - Increase the number of graduates in business
  - Increase the number of graduates in the arts and sciences
  - Especially focus on increasing the number of black male graduates
2. Priority 2
  - Recruit and retain a high quality, diverse faculty
  - Increase the number of Xavier students entering graduate and professional school
3. Priority 3
  - Expand Xavier's leadership in producing Pharm D and Phds
  - Expand Xavier's leadership in research to eliminate minority health disparities
4. Priority 4
  - Enrich campus programs that promote core values, leadership and a commitment to spirituality

## **C. PLANNING ACTIVITIES – CURRENT AND IN-PROCESS**

- Before Katrina Manning Architects and Eskew-Dumez-Ripple were engaged to begin development of a Xavier phased master plan that would address land and facilities over the next twenty years. Ray Manning and Allen Eskew are with us

today. Following this presentation Mr. Ray Manning will lead you through a summary of that process

- In July 2006 under the sponsorship of the Executive Leadership Counsel, Deloitte Consultants conducted a two day workshop among senior Xavier staff. That workshop focused on Xavier's mission, its values and the vision of Xavier. At that workshop senior staff began to reflect on priority areas for focus and began to brainstorm about goals and objectives. Highlights from the discussion of mission, values and vision are in your packet.
- Deloitte Consultants are now focused on systems, processes and service in four areas critical to students – admission; registrar; financial aid; fiscal services. In December Deloitte interviewed senior staff, including senior and key staff from each of the four areas.

Last week Deloitte interviewed students and faculty and spent “a day in the life” in each of the four areas. The consultants will return to campus for two days to begin to map out process redesign and integration. The goal is to develop a detailed plan to improve effectiveness and efficiency, and to make our services student-oriented. That meeting will lead to a plan for action.

Mr. Carl Brooks, President and CEO of the Executive Leadership Council visited us in December. He indicated that this initiative and the HR initiative discussed below are priorities for the ELC; that the ELC intends to see these efforts through to a successful conclusion.

- In December faculty responded to a Xavier faculty and staff survey tailored to address quality of life, morale and personal issues in the wake of Katrina. Staff participated in the same survey in January. We have some preliminary findings that are summarized in your packet of materials.
- In January the faculty and senior and mid-level staff participated in a community forum devoted to major trends and factors affecting higher education. A general session included a presentation by Dr. Scheye and discussion, followed by fourteen breakout discussion groups, each of which addressed one of four topics in the context of the changing face of higher education: strengths, weaknesses, threats and opportunities. This event was underwritten by support from both Deloitte Consultants and the ELC. Highlights from those discussion groups have been included in your packet.
- In process is a series of student focus group discussions lead by Dr. Louis Mancuso, Entrepreneurship Professor in the Business Department. Additionally Dr. Mancuso has conducted a student survey from a representative sample of the Xavier student population. The aim of the focus groups and the student survey is to better understand why student chose Xavier; what their expectations in coming here were; how well those expectations have been realized; what they think about services and facilities and quality of life at Xavier, in the neighborhood and in N.O.

#### **D. THE PLANNING PROCESS**

These activities have a general purpose and focus – to engage, focus and mobilize our community; to assess the current state of affairs here at Xavier; to begin a process that will set goals and objectives for our future. If our planning is done well the goals and objectives we choose will respond to the threats we have identified, leverage our strengths to take advantage of the opportunities we have identified and correct areas of weakness that leave us vulnerable. The life blood of planning is data and information. We are beginning to gather a broad range of information about Xavier, about its competitors, about its environment. There is much that we know; even more that we do not yet know, but the process of collecting, analyzing and reporting data and information has begun.

The literature suggests that most strategic plans at higher education institutions fail; one study suggests a failure rate as high as 90%. Dr. Scheye in quoting T.S. Eliot has noted in the beginning is the end, in the end is the beginning. What and how we do things at first will determine where and how well we end up. There are things we must do in our planning process to reduce the likelihood that our plan goes unrealized. Planning must openly engage our broad community. I think some of the initial activities we have undertaken have met with general enthusiasm and positive response. We now must widely consult, broadly include, openly communicate, actively listen and heroically synthesize and seek timely criticism and feedback. The process needs focus. This will require an oversight planning group as well as carefully chosen task forces addressing specific issues and questions. There must be open communication and two-way dialogue

to build a sense of community involvement and to facilitate timely adjustments to goals and objectives. Open forums, town-hall type meetings, faculty and staff lunches, meetings with individual departments and units are a part of this process. I have met with Warren Bell and his staff to discuss how we can comprehensively and consistently keep the Xavier community apprised of the state of planning and the planning process. Ms. Cathy Lewis and her staff have organized a website that will soon have planning-related information and topics for the Xavier community to review and respond to.

Faculty and staff are skeptical about planning. Most have been around long enough to have witnessed plans gathering dust on shelves. While beginning openly and developing a process that will legitimate the goals we select, we must think about demonstrating importance and payoff. It is wise to plan for some early successes in our planning—to have resources available so that we can quickly achieve a key objective or two. We must celebrate our plan when we have identified our goals. Our plan must be seen to guide our decisions and actions—in how we budget our resources and in how we point our decisions and actions always to elements of our plan. Planning does not end with the plan. The plan is but the beginning of our journey. And most importantly, strategic plans do not succeed unless there is critical buy-in by the trustees. A successful plan must be “owned” by the trustees.

I envision that we will have reached general consensus on a set of strategic goals for the Board to consider in the fall. After that consideration we should have defined a set of four to six strategic goals. These goals will be presented to the Xavier community and

we will begin a process to identify quantifiable objectives for each goal that will tell us whether or not we are succeeding.

#### **E. BRIEF RECAP**

I have laid out a few of the planning initiatives we have undertaken, have given you a very broad sketch of where our planning process will lead and when you might expect to review and consider a set of general consensus goals. I have sketched some of the critical factors we must address in the planning process to increase the prospects for our success and have indicated to you in a general way how I think we can organize the structure and process.

#### **F. XAVIER DEMOGRAPHICS – SECULAR TRENDS AND KATRINA**

I now want to set the stage for your discussion at the upcoming meeting by briefly taking up one of Dr. Scheye’s themes—demography is destiny. I want to review some of the data we have been able to assemble regarding: Who comes (and who doesn’t); who stays (and who doesn’t); of those who graduate, where do they go and how well have we done? I then want to sketch some key issues and themes that have emerge as a result of the surveys and activities that I outlined in the opening of this presentation. You will see from the sketch that much data gathering and analysis remains to be done.



**Demographic Trends**

• **Admission Funnel – Totals by Category – College of Arts and Sciences**

<b>New Freshmen – Admission Funnel</b>				
	<b>2003-FA</b>	<b>2004-FA</b>	<b>2005-Tot</b>	<b>2006-FA</b>
<b>APPLIED</b>				
Total	4172	4248	4205	1692
<b>ACCEPTED</b>				
Total	3508	3516	3447	1056
<b>ENROLLED</b>				
Total	917	1001	1016	444
<b>NOT-ENROLLED</b>				
Total	2591	2515	2431	612

• **Admission Funnel – Local versus Non-Local – College of Arts and Sciences**

<b>New Freshmen - Local versus Non-Local</b>				
	<b>2003-FA</b>	<b>2004-FA</b>	<b>2005-Tot</b>	<b>2006-FA</b>
<b>APPLIED</b>				
Local	18.5%	16.2%	16.8%	26.5%
Non-Local	81.5%	83.8%	83.2%	73.5%
<b>ACCEPTED</b>				
Local	19.3%	16.7%	16.9%	32.6%
Non-Local	80.7%	83.3%	83.1%	67.4%
<b>ENROLLED</b>				
Local	32.9%	28.7%	26.7%	56.1%
Non-Local	67.1%	71.3%	73.6%	43.9%
<b>NOT-ENROLLED</b>				
Local	14.5%	11.9%	12.8%	15.5%
Non-Local	85.5%	88.1%	87.2%	84.5%

• **Demographic Trends – Religious Affiliation**

**Trends in Religious Affiliation - College of Arts and Sciences**

	<b>2000-FA</b>	<b>2001-FA</b>	<b>2002-FA</b>	<b>2003-FA</b>	<b>2004-FA</b>	<b>2005-FA</b>	<b>2006-FA</b>
Information Not Provided	23.5%	26.9%	29.3%	31.8%	35.6%	37.4%	42.6%
Baptist	36.4%	34.8%	33.0%	32.1%	30.5%	27.4%	26.2%
Catholic	25.8%	24.9%	25.1%	23.8%	22.3%	23.0%	20.7%
Other Protestant	13.0%	12.0%	11.6%	10.9%	10.0%	9.8%	8.5%
Other	1.4%	1.4%	1.1%	1.4%	1.7%	2.4%	2.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Total Enrolled</b>	<b>2,965</b>	<b>3,046</b>	<b>3,140</b>	<b>3,093</b>	<b>3,251</b>	<b>2,332</b>	<b>2,265</b>

**Trends in Religious Affiliation - College of Pharmacy**

	<b>2000-FA</b>	<b>2001-FA</b>	<b>2002-FA</b>	<b>2003-FA</b>	<b>2004-FA</b>	<b>2005-FA</b>	<b>2006-FA</b>
Information Not Provided	18.4%	19.6%	19.0%	22.9%	23.6%	23.0%	25.4%
Baptist	25.6%	25.1%	25.4%	24.0%	22.4%	20.8%	18.4%
Catholic	40.0%	41.1%	42.8%	41.9%	43.6%	44.5%	43.5%
Other Protestant	11.0%	9.8%	8.7%	7.5%	7.6%	7.8%	7.5%
Other	4.9%	4.5%	4.1%	3.7%	2.7%	3.8%	5.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Total Enrolled</b>	<b>472</b>	<b>470</b>	<b>484</b>	<b>520</b>	<b>589</b>	<b>600</b>	<b>637</b>

- Demographic Trends - Racial and Ethnic Composition of Xavier

**Trends in Race/Ethnicity - College of Arts and Sciences**

	2000-FA	2001-FA	2002-FA	2003-FA	2004-FA	2005-FA	2006-FA
Black	96.8%	92.4%	88.1%	85.3%	84.7%	81.6%	78.5%
Information Not Provided	0.4%	4.3%	6.9%	7.8%	7.5%	8.2%	10.3%
Asian	1.9%	2.3%	3.5%	4.8%	5.4%	7.2%	7.8%
White	0.3%	0.5%	0.9%	1.2%	1.6%	1.5%	1.7%
Other	0.2%	0.2%	0.2%	0.4%	0.4%	0.9%	1.2%
Hispanic	0.4%	0.3%	0.4%	0.5%	0.5%	0.5%	0.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Enrolled	2,965	3,046	3,140	3,093	3,251	2,332	2,265

**Trends in Race/Ethnicity - College of Pharmacy**

	2000-FA	2001-FA	2002-FA	2003-FA	2004-FA	2005-FA	2006-FA
Black	66.3%	65.3%	59.9%	57.3%	57.7%	53.7%	51.0%
Asian	13.3%	14.3%	17.1%	18.5%	20.0%	24.2%	25.9%
Hispanic	1.3%	1.5%	1.0%	1.0%	0.7%	0.8%	1.7%
White	17.4%	16.2%	16.7%	15.4%	12.9%	13.0%	12.4%
Other	1.5%	1.7%	1.9%	2.5%	2.0%	1.7%	2.2%
Information Not Provided	0.2%	1.1%	3.3%	5.4%	6.6%	6.7%	6.8%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Grand Total	472	470	484	520	589	600	637

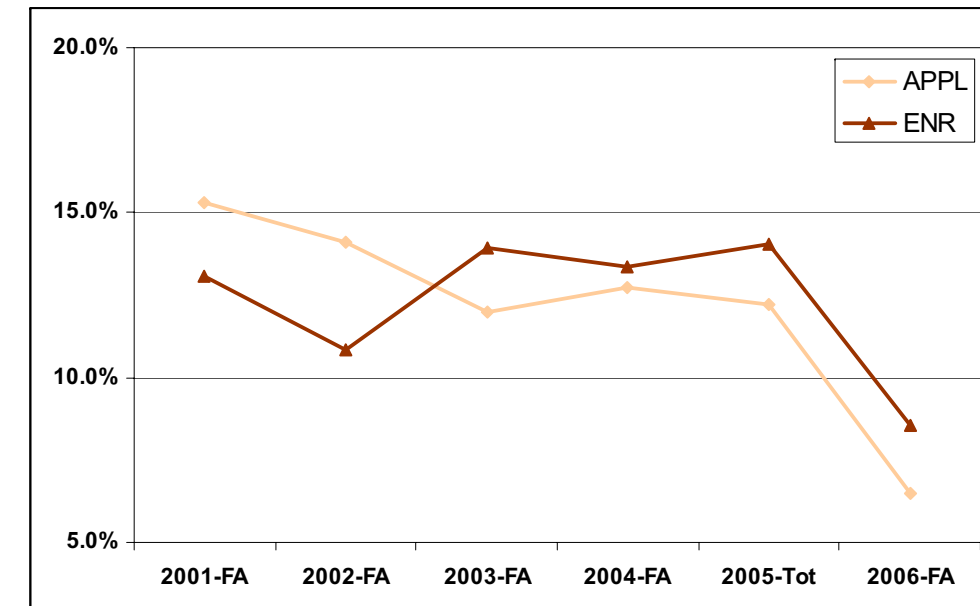
- Demographic Trends – Students with Top Quadrant Quality Scores<sup>1</sup>

**New First Time Freshmen - Applicant Funnel  
Quality Quadrants (ACT and H.S. GPAs)**

Quality Grouping	2001-FA	2002-FA	2003-FA	2004-FA	2005-Tot	2006-FA
Bottom-Q	1652	1367	1858	1815	1840	640
Mid-Qs	1710	1515	1814	1892	1851	942
Top-Q	608	474	500	541	514	110
Grand Total	3970	3356	4172	4248	4205	1692

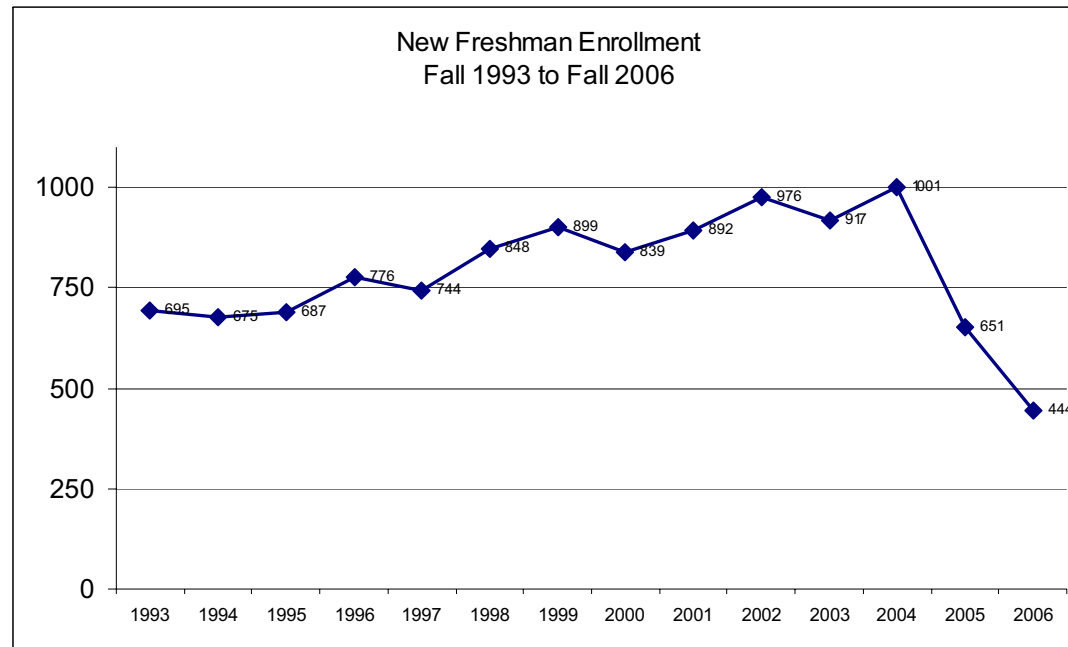
% TopQ in Category	2001-FA	2002-FA	2003-FA	2004-FA	2005-Tot	2006-FA
Top-Q - % Tot Applied	15.3%	14.1%	12.0%	12.7%	12.2%	6.5%
Top-Q - % Tot Admitted	17.9%	14.1%	14.2%	15.3%	14.8%	10.2%
Top-Q % Tot Enrolled	13.1%	10.9%	14.0%	13.4%	14.0%	8.6%
Top-Q Not-Enrolled	19.6%	15.5%	14.3%	16.1%	15.1%	11.4%

- Fraction of Applicants (APPL) and Enrollees (ENR) in Top Quadrant (TopQ)

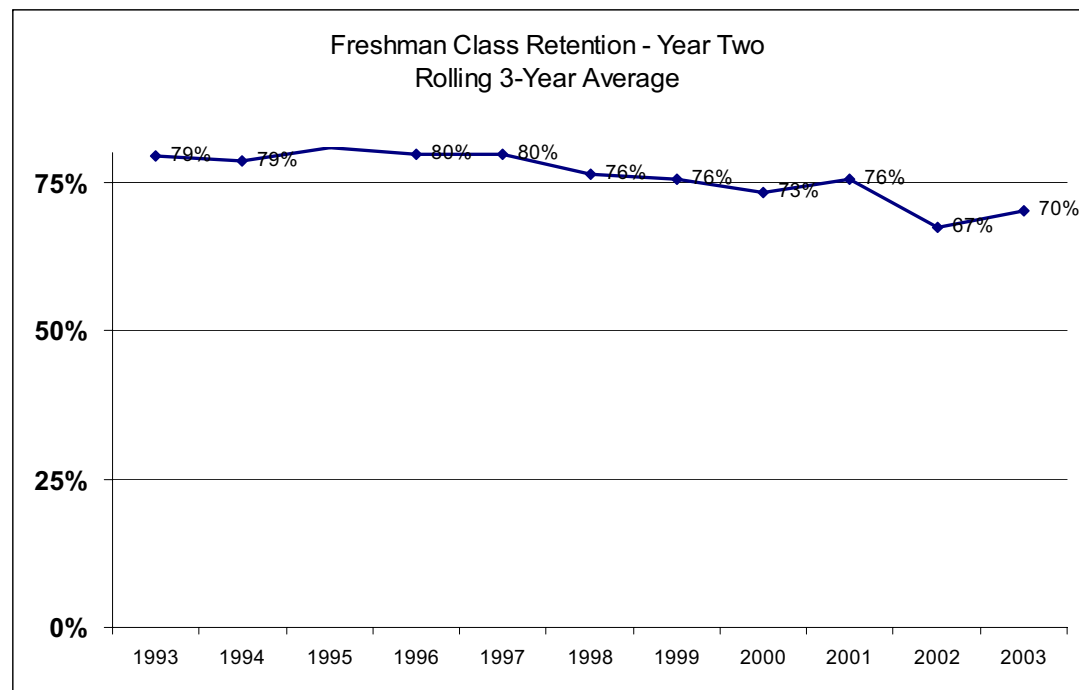


<sup>1</sup> Quality score components are calculated as follows: Those with both high ACT (25+) and high GPA (3.0+) = TopQ; those with both low ACT (<25) and low GPA (<3.0 GPA) = BottomQ; others = MidQs.

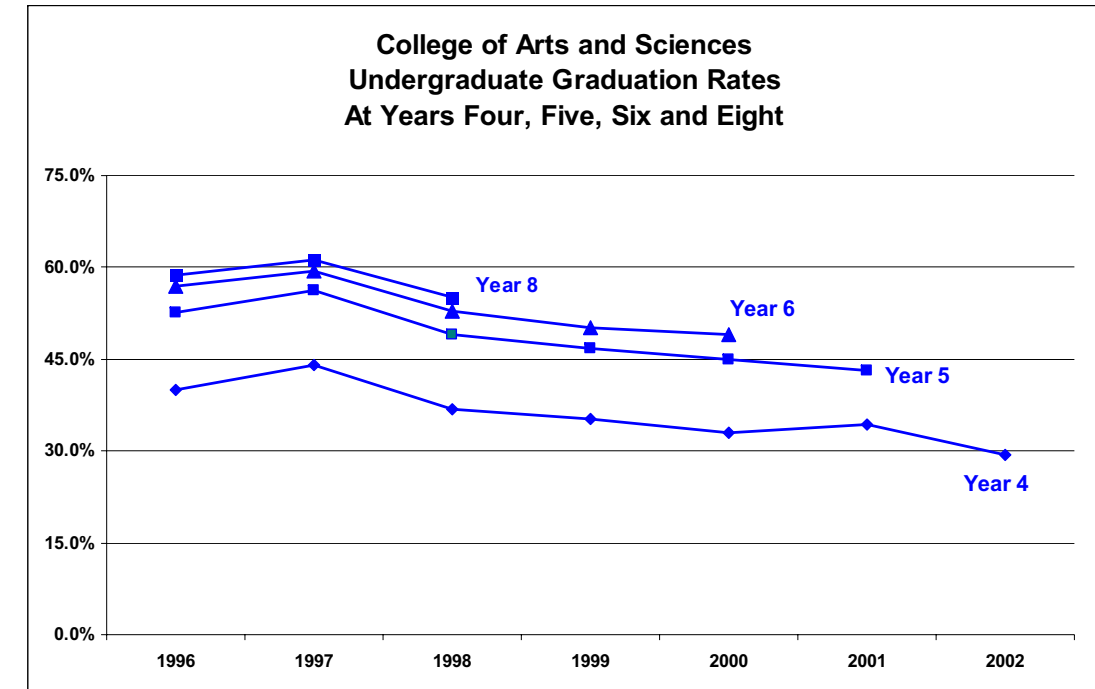
- Trends in New Freshman Enrollment



- Retention of New Freshmen to Year Two



- Trends in Graduation Rates Classes from 1996 to 2002



The significance of these trends will be highlighted during my oral presentation to the Board on February 8<sup>th</sup>.

**G. LESSONS AND FOCUS: STRENGTHS, WEAKNESSES, THREATS, OPPORTUNITIES**

I now want to turn to what have we learned about areas for focus and attention from our analysis of our strengths, weaknesses, threats and opportunities—these are preliminary thoughts and have not yet been tested against community reaction and critique. It will be one of my challenges to keep these issues and opportunities before our community as we develop our preliminary set of goals so that consensus and priority can emerge for the board’s consideration. I should say that I think to date we have been better at identifying internal issues that need addressing than in honing in on specific external opportunities or

in addressing some of the long-term issues that Dr. Scheye has raised. It is (will be) clear from Dr. Scheye's presentation that there are major forces at work affecting the higher education landscape and some of these will present special challenges for Xavier.

Among these are demographics, technology, globalization, economics, the changing face of faculty and the changing face of students.

These challenges present the key strategic challenge we face: We are organized in the manner of a traditional liberal arts college regarding our departments, services, students (18-23, full time, graduating in 4-8 years) and faculty (traditional tenure-tenure track; full time; few adjuncts). We bring special qualities into the mix but we are a "traditional" style college when the emerging higher education is increasingly "non-traditional." How will Xavier respond?

Key issues and areas of focus:

- Our student services in four key areas may need revamping—admissions; registrar; financial aid; fiscal services. The question is how can we make these processes more efficient, more effective and more student friendly?
- Dr. Barron in her report has emphasized the need to focus attention on the academic experience of new students in their first year and possibly into their second year in order to address the declines in retention
- Our campus must be made secure, attractive, and provide quality of life and recreational opportunities for our students, faculty and staff (Ray Manning will be addressing some ideas along these lines)
- Dr. Barron notes in her report that our graduate education needs a change in focus and direction
- Faculty recruitment and retention have become critical issues for us to retain our standing and our academic excellence; some of the faculty issues that have emerged are summarized in the survey results materials and in the summaries of strengths, weaknesses, threats and opportunities
- The systems, policies, procedures and priorities that support our human resources endeavors need to be critically examined and modernized to provide a modern, effective and efficient workforce and to address service and business issues
- A number of comments in our discussion groups felt there was a serious threat that a pharmacy competitor would emerge in our market area; the strategic question is how do we respond to that prospect?
- From intensive discussion with students we are warranted in looking into our dorms, residency rules and policies, quality of life and living on campus

## **H. SIX STRATEGIC QUESTIONS**

In closing, I would like to pose six strategic questions for your consideration:

1. How do we adapt our mission, vision and values to the sea change that is in process in higher education?
2. How do we organize to appeal to a national market?
3. How do we generate in the short term the necessary operating revenue to both meet day to day needs and to create the organizational slack in staff time and resources to attend to implementing our goals?
4. How much risk can we accept if we depart from our "traditional" model and in what way might we become more "non-traditional?"
5. What is the impact imposed by demographic trends and Katrina upon who we are and how we see ourselves as the religious affiliation and ethnic composition of our student body changes?
6. How will we respond to the threat of an emergent competitor to pharmacy in our market?

## **I. CONCLUSION**

I have tried to tell you a bit about what planning activities are underway and in prospect.

I have laid out some of the things that get in the way of achieving and implementing a successful strategic plan and actions that we might take to mitigate those risks. I have mentioned a few of the changes in Xavier's demographics driven by some of the forces that Dr. Scheye has identified shaping the landscape in higher education and by the effects of Katrina. Finally, I have summarized in a very general way some of the themes and areas of needed focus, and strategic questions that have begun to emerge from our planning to date.

Mr. Ray Manning will describe for you (in his presentation to the Board on February 8<sup>th</sup>) where things stand in developing a master plan for land and facilities.

# 6.11



vision

## *Executive Summary*

While the challenges facing the African-American population in the United States are beyond the capability of one institution to solve, it is our dream that, within our walls, a very different world will prevail. We envision a world in which Black children in urban and rural schools will become increasingly better prepared and more likely to go on to college; a world where all talented and deserving black students will have financial access to a superior education; a world where these same students will have the very best equipment and technology to pursue their learning; a world where African-Americans will excel in the sciences and health professions, as well as the arts and humanities, with the very best faculty available in the country standing at the front of their classrooms; a world where the disease and death rate of blacks is not many times that of other races; and a world where the values of leadership, service and spirituality prevail.

An institution of higher learning begins and ends with its students and the hope of the African-American community begins and ends there as well. By increasing financial aid by \$1.5 million per year, we can ensure that approximately 150 additional students obtain a Xavier degree and better assist the community it is our mission to serve. No capable and deserving student should be turned away for financial reasons. Once these students have entered our halls, they are entitled to the very best education we can possibly provide. Xavier's hallmark has always been educating scientists and it is our goal to not only remain one of the top schools nationally in this regard, but to continue to provide our students with the opportunity for learning and scholarship in a broad range of disciplines. Creating well-rounded students is a priority that we will pursue by enhancing outreach efforts to create an academically diverse student body.

The number of African Americans pursuing and obtaining graduate degrees remains inordinately low. Xavier is uniquely positioned to meet this challenge, with an unusually high percentage of its graduates going on to obtain advanced degrees. It is our goal to do even better by more actively engaging our undergraduates in research opportunities, thereby motivating them to seek advanced degrees. Also, by constructing a new addition to our College of Pharmacy, we will be able to increase the number of its graduates, continue to maintain our leadership in producing Black Pharmacists and help the nation meet the critical, impending needs in this profession.

The quality of education Xavier students receive will be only as good as the professors providing it. We must attract and retain the very best faculty, highly qualified, dynamic and diverse. Through salary upgrades, increasing the amount of time faculty have to pursue research, upgrading research equipment and providing more lab space, Xavier will attract and retain the very best faculty. In addition, researchers will address the long-standing and well-documented pattern of disparity continuing to plague racially diverse populations in regard to the incidence of illness, disease and death through a new Center on Health Disparities.

Learning experiences must be put within the context of student life and the values espoused by Xavier. Leadership and service are the twin pillars on which Xavier was founded and we believe it is profoundly important that students be afforded the opportunity to take part in pressing social issues larger than themselves. Furthermore, Xavier seeks to reaffirm its position as the nation's only historically black, Catholic university. Spirituality is needed in today's world more than ever and we believe it is essential that Xavier continue to exercise its unique position in this country. Through enhancing our religious programs and building a larger chapel, we seek to serve a growing enrollment, confirming that spirituality and religious practice are at the core of Xavier's faith-based culture.

These are our dreams. They represent our total educational commitment to students. They are dreams that are in need of urgent fulfillment and indeed can be realized with your help. They are dreams that will make our university a better one make our community, our nation and our world better as well.

## **Xavier University of Louisiana: Expanding Our Vision for the Next Decade** *Revised Draft #7B*

Since its founding in 1925 by St. Katharine Drexel, Xavier University of Louisiana has served the African-American population -- and the world at large -- by creating well educated, principled leaders with an emphasis on service. Throughout those 79 years, we have witnessed profound changes in America and remarkable achievements by African-Americans.

During all that time Xavier has excelled by graduating leaders in all walks of life, profoundly affecting Louisiana, the South and the nation. For African-Americans interested in the sciences, Xavier offers one of the best educations in the nation. Twenty-five percent of the black pharmacists practicing in the USA are Xavier graduates. And our University ranks first in the nation in the number of African-American students who earn baccalaureate degrees in the physical and biological/life sciences.. We are maintaining and expanding the vision of St. Katharine Drexel, by producing technologically literate graduates for a nation that needs them.

Xavier remains strong in the arts and humanities as well, providing our students with the many benefits of a liberal education. A recent survey conducted by Black Enterprise Magazine concluded that Xavier ranked fifth in the nation in educating black students and second, behind only Harvard, in its academic quality. Simply put, Xavier University has remained true to its mission and purpose, continuing to advocate the great twin virtues of leadership and service, and having an enormous impact on its graduates and the communities it serves.

Despite the great strides blacks have made since our founding, we cannot deny the great challenges yet ahead for those dedicated to their education. The combination of rising costs for education and financial hardships affecting so many families still denies many bright, talented and deserving students the intellectual, cultural and economically elevating benefits of a higher education. Through a combination of factors, education remains a forgotten promise, producing far fewer college bound students than are needed, and even fewer graduates with advanced degrees.

Xavier University is poised to meet these challenges and remains ready to do its part through leadership and service, combined with an emphasis on spirituality in all of its endeavors. By providing critical financial aid to undergraduates, attracting the best faculty and staff available and enhancing outreach and student recruitment, Xavier University plans to not only remain the best university in the nation serving the African American population when it comes to educating scientists, but also to remain one of the best universities in the nation – period.

Nearly 80 years after our founding, we remain committed to the African-American community, to the nation, to excellence and to God. While the road before us is demanding, we believe confidently that Xavier University will not only continue to retain its unique place in the world of higher education, but reach even greater

heights through careful planning and the implementation of a number of strategic initiatives:

**PRIORITY I: ENHANCE EXCELLENCE IN THE SCIENCES AND INCREASE THE NUMBER OF GRADUATES IN EDUCATION, BUSINESS AND THE ARTS & HUMANITIES, WITH A PARTICULAR FOCUS ON BLACK MALES.**

**FOCUS - Increase Externally Supported Financial Aid In Targeted Areas:** The dream of pursuing a college education has become more difficult to achieve for many young Americans because of escalating costs over the past decade. Many institutions find it increasingly challenging to educate their students, compensate their faculty and staff, plus maintain campus structures, without increasing tuition and fees.

Many African Americans graduating from high school are prevented from entering a higher education institution, often due to the significant financial gap between white and black families. The need to take out loans leaves many other students with unmanageable debt levels after graduation. And, for those who work while attending school, the stress of a job often interferes with scholastic responsibilities, sometimes resulting in sub-par academic achievement and sometimes academic dismissal.

It is critical that young African-American adults seek and achieve undergraduate and graduate degrees. By increasing scholarship funds, Xavier can address the unique financial challenges facing that population. As a result, Xavier seeks to increase scholarship funds for undergraduates from \$.25 million to \$1.15 million per year, focused on the uses described herein.

**FOCUS - Attract And Retain Larger Numbers Of African American Males:** Only 24% of Xavier's undergraduate student body is male, compared to 38% nationally. Study after study has shown the direct relationship between lack of educational opportunity among Black males and their tragic rate of imprisonment and violent death.

**FOCUS - Maintain The University's Nationally Recognized Strength In Educating Scientists:** Technological advancements have drastically changed the way all of us live, work and play. For African-Americans, Xavier remains the premier university for educating students in the sciences, leading the nation for the past ten years in baccalaureates placed in medical school and baccalaureates with degrees in the physical and biological sciences.

The nation is now at a critical juncture with respect to the science and engineering labor pool that supports the fastest growing sector of the economy, advanced technology. Although the minority population continues to grow in the United States, this growth is not reflected in the number of minorities in science and engineering fields.

Even given Xavier's impressive record of achievement, we believe it essential that our University develop more active, targeted recruitment and retention programs in undergraduate science disciplines. We are uniquely positioned to provide access to a superior education in science and technology by enhancing our outreach activities to high schools, strengthening summer programs directed to high school students, creating new interdisciplinary curricula and improving science gatekeeper courses and support activities for analytical reasoning and math skill courses.

**FOCUS - Increase The Number Of Dedicated, Highly Trained Science And Math Teachers:** Our nation's elementary and secondary schools are in crisis. Major factors include a severe shortage of teachers in critical areas, lack of resources, poor facilities and insufficient exposure to basic academic requirements all of which contribute to an educational catastrophe in our nation's schools.

During this decade, the nation's school districts need to hire 2.2 million new teachers including 240,000 middle and high school science and mathematics teachers. However, many college graduates, who may have taken on sizeable debt to finance their education, opt for jobs in fields that offer more lucrative salaries. Schools like Xavier must encourage students to pursue careers in teaching by making it financially feasible to pursue a teaching career.

**FOCUS - Augment The Number Of Students Obtaining A Xavier Education In The Humanities, Arts And Business:** Although Xavier is often perceived as a science-oriented university, we have a rich history in the arts and humanities as well as business education. Many of our graduates go on to become lawyers, architects, and professionals with advanced degrees in other non-science fields. Currently, non-science majors make up only 30% of the undergraduate student body, far below the levels of Xavier's peer institutions. As an institution whose purpose it is to serve the African-American community, it is vitally important that Xavier continue to strengthen these areas of its curriculum.

***PRIORITY II: RECRUIT AND RETAIN A HIGH QUALITY, DIVERSE FACULTY AND INCREASE THE NUMBER OF XAVIER STUDENTS ENTERING GRADUATE AND PROFESSIONAL SCHOOLS***

Xavier's primary goal is to provide an unequalled academic experience to all our students. This absolutely requires an excellent and diverse faculty who have access to a productive working environment. It is especially desirable that we have a significant proportion of black faculty at Xavier, given the makeup of our student body. Yet, in most science disciplines, African-Americans represent 4% or less of the total advanced degrees awarded in any given year. Even in non-science and engineering fields, African-Americans only represent 8% of the total doctorates awarded. As a consequence, most major universities across the nation are aggressively recruiting new minority PhDs with offers of high salaries combined with excellent start-up equipment packages and low teaching loads.

Over the years, Xavier University has employed some of the best and brightest faculty. In order to maintain this level of excellence, the University is responding to its internal and external challenges by focusing on the following:

**FOCUS – Enhance The Competitiveness Of Faculty Salaries:** While Xavier has successfully worked for more than a decade to increase salaries, its academic departments are still struggling to hire new faculty because of aggressive competition from other institutions. It is our goal to increase the faculty salary averages to the 50<sup>th</sup> percentile of IIA institutions that primarily offer bachelors degrees, and to the top 10% of all UNCF schools.

**FOCUS – Engage More Students In Research:** Xavier has been uniquely successful in the number of its graduates entering graduate or professional school, with 48% of its graduates in the College of Arts and Sciences entering postgraduate programs last year. More than 100 Xavier graduates were accepted into medical school in 2003; compared to 37 at Harvard, 33 at both Howard and Morehouse and 20 at Johns Hopkins.

One of the strongest motivators for pursuit of advanced degrees is involvement in faculty research and scholarship activity. It is vitally important that Xavier provide more of such opportunities to its students. Xavier will address these problems with a number of new initiatives designed to expand faculty and undergraduate research opportunities, and to better coordinate undergraduate research programs. It is Xavier's goal to increase the number of undergraduate students going on to obtain the MA/MS and/or Ph.D. from the current rate of 49% to 55%.

**FOCUS - Enhance The Faculty Research/Teaching Support Structure:** To be competitive in attracting and retaining faculty, the University must provide to them the time and resources necessary to conduct scholarly activities that will further their careers and their ability to educate students. Currently, most Xavier faculty members have relatively high teaching loads and few opportunities for focused professional development opportunities. State of the art instrumentation and technicians are lacking in many areas. These barriers become even more pronounced when competing for Black faculty because the pool is so limited.

Strategies for addressing existing challenges include: enhancing faculty time for research and scholarship through professional renewal programs that include released time and/or sabbaticals; establishing core instrumentation facilities to include technicians to operate and maintain equipment; providing additional laboratory and office space for newly hired experimental scientists. Additionally, new faculty in the experimental sciences will receive a "start up" package that allows them to launch their research programs and become competitive for external funding.

**PRIORITY III: EXPAND XAVIER'S LEADERSHIP IN PRODUCING PHARM. Ds AND PH.D.s AND IN RESEARCH TO ELIMINATE MINORITY HEALTH DISPARITIES**

**FOCUS - Produce More African-American Faculty And Other Professionals In The Pharmaceutical Sciences:** Xavier also has been especially successful in producing black graduates that hold doctoral degrees in pharmacy. In fact, Xavier is 1<sup>st</sup> in the nation in educating Black pharmacists, graduating nearly 25% of the 6,500 black pharmacists practicing in the US since 1927.

Currently, the supply of trained pharmacists has been outpaced by the demand. Furthermore, there is a severe shortage of African-American faculty in the field of pharmacy nationwide. Xavier is one of only two pharmacy schools in Louisiana, and one of only seven schools in the Deep South. Therefore, expanding its capacity is critically important to expanding the bioscience/pharmaceutical industry in the region.

Over the past four years, applications for the College of Pharmacy at Xavier have increased by 40%, resulting in over 700 applicants being declined. The need for an expanded capacity for enrollment is clear. It is our goal to increase the enrollment in pharmacy and pharmaceutical research related degree programs by 110 students. To this end, Xavier will focus increasingly on curricula, research experiences and residency programs. The goal is to produce graduates who will meet the need for additional African Americans in the nation's pharmacies, pharmaceutical R & D/ advanced technology industries and pharmacy school faculty.

**FOCUS – Address Minority Health Care Disparities:** A long-standing and well-documented pattern of disparity continues to plague racially and ethnically diverse populations in regard to the incidence of illness, disease and death. African Americans have twice the mortality rate of Caucasian Americans and have a significantly shorter (six years) life expectancy. For example, Louisiana is 3<sup>rd</sup> in the nation in the prevalence of diabetes and first in death rate in the nation. The death rate of African American males from diabetes is more than twice that of Caucasians males, while African American Females die at 3 times the rate of Caucasian females.

With \$22 million in grant funding from the National Institutes of Health, the College of Pharmacy has taken the lead in a new, multi-university initiative focused on health disparities research. A multi-disciplinary faculty research group also has recently launched an ambitious initiative, funded by the Department of Defense, focused on the triggers and effects of Breast and Prostate cancer among minorities. Xavier is poised to make a significant, national contribution to eliminating health disparities. To achieve this goal, the University must augment and strengthen its infrastructure and capacity to conduct basic, clinical, behavioral and social sciences research aimed at addressing and ultimately eliminating health disparities. In addition, the University must provide increased funding for scholarships and add 50,000 sq. feet in new instructional, research and office space.

**PRIORITY IV: ENRICH CAMPUS PROGRAMS THAT PROMOTE CORE VALUES, LEADERSHIP AND A COMMITMENT TO SPIRITUALITY.**



More than ever, our nation and our world require leaders whose actions are grounded in moral principles and guided by spiritual values. A Xavier education is built on three pillars: Leadership, Service and Spirituality. These principles are exemplified by our foundress, St. Katharine Drexel, a Philadelphia heiress who devoted her life and fortune to the educational and spiritual welfare of young Native Americans and African Americans. It is this legacy of vision and idealism, tempered with the values of a strong liberal arts education, which embodies the Xavier experience. As a result, Xavier graduates have distinguished themselves by their capacity to lead and to serve in nearly every aspect of our society.

As the only Historically Black Catholic University in the United States, Xavier has been cited by the African-American Bishops as a “pride of place for us” and been called on to foster black vocations and to better prepare deacons. The call of the Black Catholic bishops comes at a time of great concern for the African-American Catholic Community as the number of Black Catholic parishes and schools has steadily declined over the last two decades.

Today, Xavier continues its rich tradition of spirituality and academic excellence. Our Institute for Black Catholic Studies, founded in 1980, prepares lay people and clergy for a more meaningful ministry within the Black community and is the only program in the country to offer the Masters Degree in Black Catholic Studies. While continuing to underscore its ties to the Catholic Church, Xavier faculty and staff still recognize the importance of religious openness on campus. The University encourages students to freely express their spiritual ideas through organized activities, and many do so with the support of faculty and staff.

FOCUS - Construct the St. Katharine Drexel Chapel and Religious Center to provide an appropriate place to worship and to house the above described activities.

FOCUS - Increase opportunities for student leadership, volunteerism and community involvement;

FOCUS - Better educate the Faith Community by providing, through the Institute for Black Catholic Studies, more stipends, on-line courses and travel support for special seminars/workshops;

FOCUS - Augment spiritual counseling and expand retreat and student training programs as well as workshops on vocation and mission for faculty and staff;

## **MOVING TOWARD IMPLEMENTATION**

There is a clear urgency to our aspirations. Our nation’s immediate need for more highly educated, ethical, successful African-American men and women is well documented.

Our strategic vision and plan for filling this void lays out a road map for achieving our lofty but critical goals. We recognize this won’t be easy. It will take renewed commitment from every member of the Xavier family as well as the involvement and assistance of new friends. It will also take additional financial resources.

Over the coming months, we will meet with alumni and friends to discuss the ideas articulated in our bold vision and to determine whether they are prepared to help us realize these ambitious, but worthwhile, goals.

Xavier will position itself, with the help of those alumni and friends, for continued decades of excellence well into the 21<sup>st</sup> Century, thereby maintaining and at the same time expanding the vision first articulated in 1925 by its foundress, St. Katharine Drexel.

# 6.12

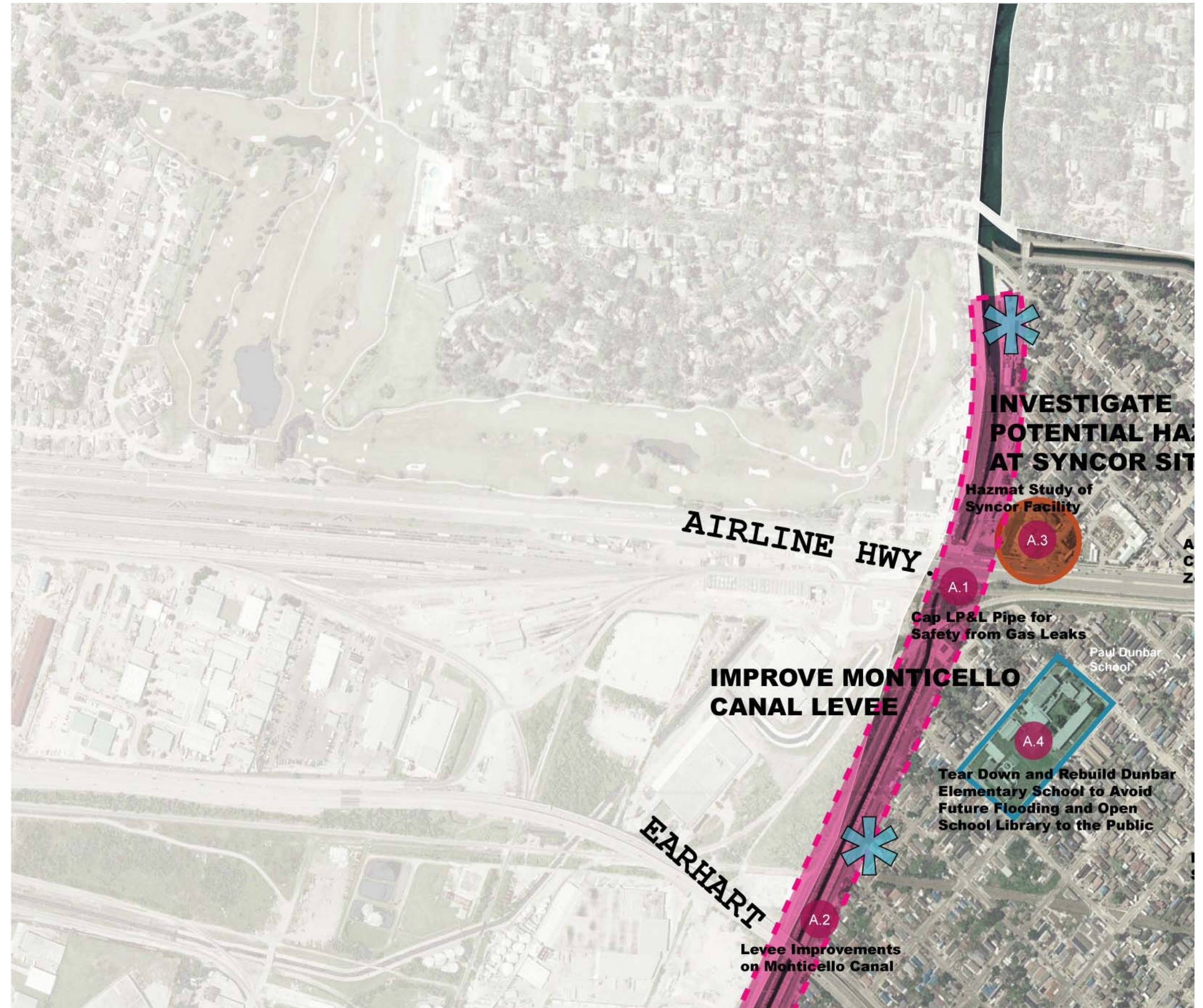


## district 3

# DISTRICT 3 RECOVERY PLAN

Dixon Hollygrove Leonidas/West Carrollton East Carrollton Marlyville/Fontainebleau Audubon/University Uptown Triangle/Black Pearl Broadmoor Freret Uptown West Riverside

Frederic Schwartz Architects Eskew+Dumez+Ripple Wayne Troyer Architect Waggoner & Ball Architects









**A1** Cap LP&L Pipe for Safety from Gas Leaks

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 13, 14, 15, and 22.



**A3** Hazmat Study of Syncor Facility

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 13, 14, 15, and 22.



**A5** Airline Highway Commercial Zoning Study

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 11, 13, 14, and 22.



**A7** Redevelop Carrollton Senior Center

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 11, 12, 14, 15, 20, and 22.



**A2** Levee Improvements on Monticello Canal

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 12 and 22; and "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," pages 12 and 13.



**A4** Tear Down and Rebuild Dunbar Elementary School to Avoid Future Flooding and Open School Library to the Public

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 13, 14, 15, and 20, and 22.



**A6** Improve Conrad Playground

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 8, 12, 14, 15, and 22.



**A8** Purchase Dreyfus Playground for Public Use

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 18, 20, and 22.





**A10** Landscape and Signage Improvements on Airline Highway

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 12, 13, 14, 15, 17, 18, and 22.



**A12** Restore Airline Highway Bus Service

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 13, 14, 15, and 22.



**A14** Study Decking Palmetto Canal and Provide Landscape Improvements and Bicycle Path

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 12, 13, 14, 15, 17, 18, and 22.



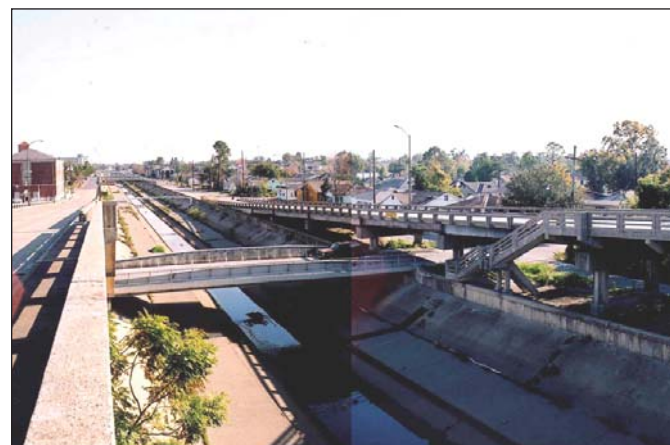
**A16** Carrollton Shopping Center Mixed Use Redevelopment to include Medical Clinic, Drugstore, Grocery Store, and Copy Center

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 12, 14 - 17, and 22.



**A11** Palmetto Traffic Study

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 13, 14, and 22.



**A13** Renovate Bethune School as a School and Multipurpose Center

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 8, 11, 12, 14, 15, 20, and 22.



**A15** Restore Gilbert NORD Community Facility and Connect to Boy's Home Recreation Area for Public Use

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 8, 14, 15, 20, and 22.



**A17** I-10 Exit Traffic Study

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 12, 14, 15, 19, and 22.



**A18** Extend Streetcar Service on S. Carrollton Ave.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 13, 14, 15, 19, and 22; and "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," page 12.



**A19** Create Carrollton Senior Living Community

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 12, 14, 15, 20, and 22.



**A20** Create Community Gateway at Parish Line on Leake, Oak, Claiborne, Earhart and / or Airline Hwy.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 15 and 22; and "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," pages 12 and 13.



**A22** Renovate Incarnate Word Archdiocese Building as Community Center

From "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," pages 11 - 13.



**A26** Apple Street Neighborhood Commercial Corridor Revitalization

Apple Street, located two blocks from and parallel to Claiborne Avenue, was once a thriving neighborhood friendly commercial corridor. At one time, one could stop at a local bakery or a jeweler located between single and two-family residences. Even just before Hurricane Katrina, a barber shop was successfully operating on the street. After at least four feet of floodwater ravaged Apple street homes and businesses, rebirth has been slow and crime has increased. Connected to well-traveled Carrollton Avenue and Leonidas Street, Apple Street has the potential for neighborhood retail and services and artist venues. Zoning already exists to support such uses. Focus should be at the intersections along Apple Street. A supportive anchor for this type of redevelopment is the recent renovation and reuse of the Ashton Theater as an art studio by a prominent New Orleans artist, Lynn Emery.



**A27** Redesign Palmer Park

From "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," pages 8, 12, and 13.



**A28** Renovate Fire Station

From "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," pages 12, 15, and 20.



**A29** Develop New Police Substation

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," pages 15 and 19; and "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," pages 12 and 13.



**A31** Traffic Study for Intersection of S. Carrollton and S. Claiborne

From "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," page 20.



**A32** Bicycle Paths along Fontainebleau

From "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," page 13.



**A33** Landscape Improvements on S. Claiborne Ave.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," page 15; and "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," page 18.



**A35** Leonidas St. Neighborhood Commercial Corridor Study

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," page 15.



**A36** Renovate and Re-open Priestly School at Originally Proposed Site on Leonidas St.

In 2003, Carrollton United Neighborhood Collaborative surveyed the neighborhood around the abandoned Priestly School at Leonidas & Birch Streets. The consensus was that the building be repaired and reopened as a high school for Architecture and Construction. Following Hurricane Katrina a Charter was approved by the New Orleans School Board to open Priestly School of Architecture and Construction. The school is operating at McNair School now, and will remain in a temporary site during a capital campaign and renovation of the Priestly site. The renovated site will become the nexus of the neighborhood, providing 21st century career-focused education for youth, after school activities for youngsters, recreation for all, training for young adults and under/unemployed at night, and community activities, health care and hope for the entire community.



**A38** Landscape Improvements for Carrollton Ave.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Leonidas / West Carrollton," page 18.



**A39** Bicycle Lane on S. Carrollton Ave.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," page 19.



**A40** Create Transit Connections among Tulane, Xavier, and Loyola Universities

From "Neighborhoods Rebuilding Plan / Planning District 3 / Marlyville / Fountainebleau," page 13.



**B1** Re-convert Harrell Park to Athletic Field

From "Neighborhoods Rebuilding Plan / Planning District 3 / Hollygrove / Dixon," page 8.



**B2** Maintain Cemeteries

The aim in maintaining the cemeteries within District 3 should be to keep the walkways between the tombs free of weeds and other detritus, keep the earth above the graves weed-free and tidy, and gradually clear and lend order to the cemetery grounds. City maintenance to date has only been to mow grass, and, occasionally, the surrounding sidewalks. Work needs to be done to tidy the cemeteries overall, straightening the walkways and replacing the fencing where needed. Surrounding trees should be properly pruned.



**B4** Down-zoning Study for Industrial Corridor

As the city has changed over the years, some of the areas that were previously zoned for industrial use have become more residential. Industrial uses have gradually moved further out from town. This recovery project item is concerned with phasing out the inclusion of heavy industrial sites such as the concrete plant on Earhart Boulevard in future redevelopment. These sites would be better suited in other areas where streetscapes, environmental safety are concerns.



**B5** Deck Washington Avenue Canal / Develop Open Space

As part of flood control and drainage improvements, convert the existing Washington Avenue drainage canal into a closed pressurized outfall. Use the land created for a linear park, to beautify and provide green space for residential neighborhoods and Xavier University.



**B6** Revitalize Earhart Blvd. Corridor

The term "Main Street program" for this project is mostly concerned with revitalization. There are numerous business, small churches, social services entities that are heavily damaged and abandoned. Locations that have returned are surrounded by the abandonment. The Blue Plate Mayonnaise is an architectural icon and signage landmark for this area. Related projects include A.22 and B.4.



**B8** Create Neighborhood Gateway at Vendome Pl. and Jeff Davis Pkwy.

A gateway is proposed to reinforce “sense of place” and provide helpful identification. Vendome Place and S. Jefferson Davis run parallel from Fontainebleau Drive and Earhart Boulevard. This is a very well used outlet/ inlet to the neighborhood and connection point to other parts of the city. The neighborhood gateway can consist of both signage and landscaping. The location would be feasible in the neutral ground before Leninger’s business. Related projects include A.22 and B.6.



**B9** Calhoun St. Main Street Program

The goals of a funded Main Street Program for Calhoun, between S. Claiborne Ave. and Fontainebleau Dr. include revitalization, unification and improvement. Existing cross streets are dead ends, there are numerous blighted properties and abandoned homes and poor street conditions. A zoning change from residential to a mixed use of residential and compatible businesses would be responsive to these issues. The result of this would provide more pedestrian friendly activities for local residents and students of the nearby universities.



**B10** “University Village” Commercial Node Revitalization

Revitalization of this commercial node is extremely important to the surrounding neighborhood. The shops and restaurants along Calhoun Street are convenient to residents and students and widely used by both. The vision is an enhanced and improved neighborhood-scale retail corridor much like the current mix of uses on Maple Street. The project will reinforce district wide goals such as dispersion of commercial opportunity and pedestrian friendly neighborhood shopping. The businesses, residents and Tulane Architecture School are currently working

together on designs for urban elements such as seating, lighting, awnings, paving patterns and a plan for infrastructural improvements addressing drainage, street conditions and traffic lights.



**B11** Install Traffic Signals on Calhoun St.

These projects are relative to projects B.9 and B.10 dealing with Calhoun Street Main street program and commercial revitalization. The neighborhood wants to encourage pedestrian access from the university area and also allow safe vehicular access. The strategy behind both of these signals is to stop traffic for a period of time long enough to allow cars and pedestrians to cross S. Claiborne in between the two traffic signals. Another request has actually been to include a pedestrian bridge from the Tulane campus or at least a cross-walk with adequate time to get across the boulevard.



**B12** Install Traffic Signals on State St.

These projects are relative to projects B.9 and B.10 dealing with Calhoun Street Main street program and commercial revitalization. The neighborhood wants to encourage pedestrian access from the university area and also allow safe vehicular access. The strategy behind both of these signals is to stop traffic for a period of time long enough to allow cars and pedestrians to cross S. Claiborne in between the two traffic signals. Another request has actually been to include a pedestrian bridge from the Tulane campus or at least a cross-walk with adequate time to get across the boulevard.



**B13** Improve and Widen Nashville Ave. Neutral Ground

Nashville Avenue between S. Claiborne and Fontainebleau Dr. is currently laid out with four lanes and a very narrow neutral ground. The traffic on this stretch is very light and there are no lights, stop signs or speed bumps to impede motorists from driving excessively past the speed limit of 35 mile per hour. Motorists use Vendome Place and Nashville as a way to cut through to Uptown, which exacerbates the problem. The neighborhood proposes widening the neutral ground as way of calming traffic while also beautifying the area, in the same manner as many of the roads running North to South in this vicinity.



**B15** Create Bicycle Lane on Nashville Ave.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Marlyville / Fontainebleau," page 13.



**B16** Create Neighborhood Marker / Gateway at Intersection of Jeff Davis and Earhart Blvd.

Gateways are one of the main elements of neighborhood identification, and Broadmoor plans on erecting markers at four key entrance points into the community. They improve navigation within the community and provide a clear indication of the boundaries of the community. The proposed neighborhood marker stands 9'3" tall and is 9 feet wide. Composed of brick and stone, the lettering will be stone or open with iron lettering.



**B17** Re-landscape Neutral Grounds on Jeff Davis, Washington, and Earhart Blvd.

Landscaping improvements on Earhart Boulevard can serve to provide a buffer between this heavy traffic corridor and residences. This can also screen some of the industrial sites and unsightly commercial sites and abandoned buildings. This project also becomes an element within other recovery projects such as B.6, B.8 are proposed to revitalize Earhart Boulevard and the node of buildings at the entrance to Claiborne-University and Broadmoor. Landscaping, as an element can "soften" the harder edges of the neighborhoods.



**B18** Develop Student Housing at Intersection of Jeff Davis and Earhart Blvd. and Connect to Xavier University

A link with Xavier University will be a key element in the building of a community node at the intersection of Jefferson Davis Parkway and Earhart Blvd. Working with Xavier to develop student housing at this intersection will help establish a relationship between the university and the community. The BIA will promote this partnership by creating networks between the Xavier Housing Office and local landlords. This link with Xavier will go beyond simply housing students in the area but will hopefully encourage sustained

educational partnerships. It will also bring a greater diversity of backgrounds into the community in the form of academic students not only from all over the country but also all over the world. Care will be taken to develop buildings that are sensitive to the surrounding residential fabric.



**B19** Create Community Gardens in area surrounding Intersection of Jeff Davis and Earhart Blvd.

Broadmoor is striving to increase the amount of green spaces, targeting neutral grounds throughout the neighborhood. The neutral grounds at Martin Luther King Jr. Blvd. and South Jefferson Davis Parkway will be re-landscaped and turned into community gardens. Having community gardens gives residents a tangible connection with their neighborhood while simultaneously fostering a sense of community. They provide aesthetic appeal, a sense of pride, a meeting site for Broadmoor's diverse families, a teaching tool for kids, and even provide home-grown food.



**B20** **Mixed Use Redevelopment of Intersection of Jeff Davis and Earhart Blvd.**

Business in this area that are not returning will be identified and contacted by the Broadmoor Development Corporation to acquire their properties. Mixed-use investment will be promoted, focusing on commercial, retail, office and storage spaces. In addition to providing a place for local residents to shop it is important for reestablishing a sense of community that these buildings do not simply sit abandoned for an extended period of time. Job opportunities for residents will be an additional focus.



**B21** **Develop Broadmoor Recreation Center at Intersection of Jeff Davis and Earhart Blvd.**

A recreation center is part of the plan for the development of a community node at the intersection of Jefferson Davis Parkway and Earhart Blvd. This recreation center would contain programs for members of the community of all ages. Programs for all ages include a sports field, a gym and an activity center. Additionally for children and young adults there would be a playground and music and dance appreciation programs. For adults and seniors there would also be movies and a place to hold social gatherings. A recreation center would help promote will help promote community cohesion and civic pride.



**B23** **Create Neighborhood Marker / Gateway at Intersection of Fontainebleau and Octavia St.**

Gateways are one of the main elements of neighborhood identification, and Broadmoor plans on erecting markers at four key entrance points into the community. They improve navigation within the community and provide a clear indication of the boundaries of the community. Placing a marker at the intersection of Fontainebleau and Octavia will mark the major west entrance into the neighborhood. The proposed

neighborhood marker stands 9'3" tall and is 9 feet wide. Composed of brick and stone, the lettering will be stone or open with iron lettering.



**B24** **Create Bicycle Lanes on Napoleon, Louisiana, Miro, Broad, Fontainebleau, and Jeff Davis**

The vision of the neighborhood fabric is highlighted by design strategies to promote a safe, integrated community. In addition to implementing core public services to improve street conditions and utilities, green spaces and networks will be improved to provide central areas for neighborhood festivals and improved gateways for neighborhood identification. By promoting bicycle use in our neighborhood, we expect substantial declines in noise and air pollution within Broadmoor. Habitual bicycle-riding promotes good health and helps save money. This project will improve movement between residential areas and commercial corridors.



**B25** **Develop New Park on Block Bound by S. Rendon, Eden, S. Lopez, and Elba St.**

The Broadmoor Improvement Association believes it has a commitment to foster a healthy neighborhood fabric within Broadmoor. The BIA will continue to design strategies to promote a safe and integrated community. The BIA views this responsibility comprehensively, understanding the importance of restoring core services but also the necessity of improving vital neighborhood facilities. The BIA views revitalizing the community's playspots for children as being in keeping with this commitment. The vision for the playspots includes the renovation of the existing playspot at the intersection of Broad, Napoleon, and Fontainebleau, but also in creating additional playspots around the community. The BIA proposes one such playspot is proposed for Rendon, Eden, Lopez, and Elba St.



**B27** **Develop Neighborhood Village at Intersection of Napoleon, Broad, and Fontainebleau St.**

Broadmoor has a unique distinguishing feature. It has a main wide boulevard, Napoleon Avenue, that intersects with Fontainebleau and South Broad to form a “Y”. This forms a natural neighborhood center. It was clear that going back in history, this was the heart of the Broadmoor community. It was the location of two churches, a Catholic school, the library, a market, and a pocket park. While these are technically pre-Katrina conditions, the aftermath of Katrina has created a need to rethink and rebuild. Whereas this natural neighborhood center was underutilized before Katrina, the vision for Broadmoor includes a neighborhood village here that will be a place for activities and integration. It will become a vibrant center for community residents of all ages. The aforementioned intersection of Broad, Napoleon and Fontainebleau is the most public area of Broadmoor. Buildings in the area will house a range of organizations, meeting space and community services including the BIA offices, museum, art gallery, café, and adult education facility. The layout of the neighborhood also suggests that there are two natural places where a Broadmoor “Town Hall” or community/neighborhood center would be built. The first is the Rosa Keller Library and the second is the old “Time Saver” building.



**B28** **Create Green Market at Intersection of Washington and Broad St.**

A commercial corridor will be redeveloped at the intersection of Washington Avenue and S. Broad St., and this includes a Green Market in addition to the shops, restaurants and services that will be promoted as part of the Broadmoor Redevelopment Plan. The Green Market would most likely be located in a parking lot near the intersection and would sell fresh produce and flowers, organic foods, jewelry, crafts, and art. This would dramatically diversify the commercial location, supports local farmers and artists, and provides a place for social interaction between community members from all walks of life.



**B29** **Commercial Revitalization of Intersection of Washington and Broad St. with Focus on Neighborhood Business**

The business corridor at Washington and South Broad is intended to be a location for businesses that will cater to nearby residential areas. The area will be down-zoned from Light-Industrial to attract more community-oriented businesses. These shops, restaurants and services will be promoted through the use of financing incentives and appropriate zoning. The BIA is in the process of identifying businesses on the northern border of Broadmoor that will not be re-

suming business operations and are willing to sell. A study will be conducted to determine which properties in the area could be used to accommodate new community facilities such as Broadmoor Recreation Center with interior/exterior activity spaces, including a public swimming pool.



**B30** **Develop Police and Fire Stations at Intersection of Washington and Broad St.**

Residents envision a Police Substation and Firehouse at the intersection of Washington and Broad St. that provides security and enhance essential neighborhood infrastructure. These will either be new structures or will be renovated using existing structures. The old Bohn Ford property is a potential candidate for the Police Substation and Firehouse. The existing Firehouse Number 3 located behind Pumping Station Number 1 is currently inactive and in disrepair. There is a proposal that property adjacent to the new location for the Police Substation and Firehouse be acquired for outdoor activity space. The park and basketball court adjacent to the Police Station at the Napoleon and Magazine intersection is a good example of such use of space.



**B31** **Create Neighborhood Marker / Gateway at Broad and Washington Ave.**

Gateways are one of the main elements of neighborhood identification, and Broadmoor plans on erecting markers at four key entrance points into the community. They improve navigation within the community and provide a clear indication of the boundaries of the community. Placing a marker at the intersection of Washington Ave and Broad marks the major east entrance into the neighborhood. The proposed neighborhood marker stands 9’3” tall and is 9 feet wide. Composed of brick and stone, the lettering will be stone or open with iron lettering.





**B32 Create Interpretive Center / Neighborhood Welcome Center at Pumping Station # 1**

Pump Station #1 located on South Broad at Martin Luther King J. Blvd. will be expanded into an operating educational resource for the entire region by using adjacent property for a Pump Station Interpretive Center and Museum. Such a center will be a place for school groups and general visitors to communicate the importance of the pumping system for Broadmoor and New Orleans, and the history of the wood pump.



**B33 Develop New Park on Block Bound by Upperline, Cadiz, and S. Tonti St.**

The intersection of these three streets creates a triangular space that has adequate space for a play spot. The creation of more green space in the neighborhood will not only help to beautify the neighborhood but will create safe spaces for the children of the community to meet and play. A play space at this location will be a positive use of a space that otherwise would remain unused. This lot is the perfect size for a playground and its placement creates a play ground

in a spot in the neighborhood that would otherwise be out of walking distance of any other play spots.



**B34 Develop Cultural / Education Corridor connecting Keller Library and Wilson School**

A key feature of the future vision for the community is a corridor linking Keller Library to Wilson School. The immediate neighborhood context around the future educational and community centers is very diverse. The development plan pays detailed attention to these specific characteristics. The three-block stretch of General Pershing Street between the library and the Wilson school is almost exclusively owner-occupied homes. This area will be one of the main pedestrian connectors between the library and the school and will be heavily frequented by children and residents. The sidewalks and crossings in these three blocks will have a pedestrian-friendly design. Measures for slowing vehicular traffic and improving lighting will be a priority in this area. The corner of South Miro and General Taylor/Milan Streets is a key area of the Cultural/Educational Corridor because of its proximity to the Wilson School campus. The city-owned Broadmoor community center is currently located nearby on General Taylor and South Miro Streets. Residents have expressed a wish for the community to reclaim this property and put it to use as a building for activities such as mentoring programs,

interactive senior-children programs, and community service projects. The area also has a number of properties that are currently vacant and candidates for acquisition by the Broadmoor Development Corporation.



**B35 Restore Wilson School or Renovate for Community Facility**

Broadmoor needs the resources with which to provide its children with top-quality education, and it needs well-designed educational facilities that can create a culture of lifelong education, promote the arts, and increase the vitality of the community. Essential in satisfying this need is the restoration of the Andrew H. Wilson elementary school. The first floor of Wilson was completely flooded, and the second and third floors suffered extensive damage from mold. The official FEMA assessment of the school estimated the damage at \$141,555. If Wilson is to reopen as a school, FEMA will be able to provide some funds towards its structural rehabilitation, but only enough to restore it to its pre-Katrina status. Wilson was in need of repairs and renovations prior to Katrina; it would need to be upgraded and improved beyond its previous condition in order to effectively serve its students and the community.



**B36 Develop New Park on Block Bound by Milan, General Taylor, and S. Tonti St.**

The Broadmoor Improvement Association believes it has a commitment to foster a healthy neighborhood fabric within Broadmoor. The BIA will continue to design strategies to promote a safe and integrated community. The BIA views this responsibility comprehensively, understanding the importance of restoring core services but also the necessity of improving vital neighborhood facilities. The BIA views revitalizing the community's playspots for children as being in keeping with this commitment. The vision for the playspots includes the renovation of the existing playspot at the intersection of Broad, Napoleon, and Fontainebleau, but also in creating additional playspots around the community. The BIA proposes one such playspot is proposed for the block bound by Milan, General Taylor, and South Tonti Street.



**B37** Improve Neutral Ground on Toledano St.

Rehabilitation of green spaces is a critical component of overall community revitalization. Neutral grounds are important for the identity of New Orleans neighborhoods. They are spaces that residents identify with as part of the public green space network. Grass and trees will be replanted, and borders between the green spaces and the streets will be refurbished. Residents from all over the neighborhood will come together and participate in neutral ground renovation days or weeks. The volunteer component will bring residents from different areas of the neighborhood together around common rehabilitation goals. Landscape lighting is to be installed in the trees to enhance overall appeal and accentuate their presence throughout the corridors of the neighborhood.



**B39** Improve Neutral Ground on S. Galvez St.

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**B40** Create Katrina Memorial at Intersection of Napoleon and S. Galvez St.

The residents of Broadmoor wish to erect a marker remembering the five people from Broadmoor who drowned during Hurricane Katrina, as well as honoring all of the residents of New Orleans who perished in the storm. The S. Galvez neutral ground on the down-river side of Napoleon Avenue will be the loca-

tion for this Katrina Memorial. The memorial will be designed with community involvement.



**B41** Develop Community Houses along General Pershing St.

A long-term vision for Broadmoor outlines development in the area near the proposed neighborhood village at the intersection of Broad, Napoleon, and Fontainebleau into a cluster of "Community Houses" for a variety of community-oriented educational, arts and public service programs to augment the Broadmoor Cultural/Educational Corridor.



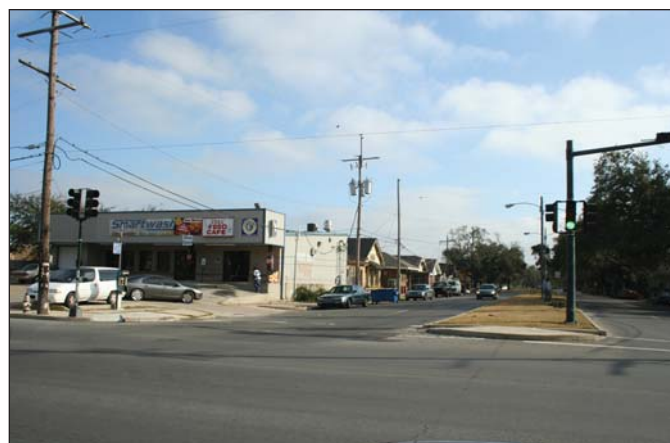
**B42** Create Security Grid and Housing for Police throughout Neighborhood

From "Broadmoor Neighborhood Redevelopment Plan."



**B43** Improve Neutral Ground on Louisiana Pkwy.

Rehabilitation of green spaces is a critical component of overall community revitalization. Neutral grounds are important for the identity of New Orleans neighborhoods. They are spaces that residents identify with as part of the public green space network. Grass and trees will be replanted, and borders between the green spaces and the streets will be refurbished. Residents from all over the neighborhood will come together and participate in neutral ground renovation days or weeks. The volunteer component will bring residents from different areas of the neighborhood together around common rehabilitation goals. The live oak trees along Louisiana Avenue shall be registered with a live oak registry. Landscape lighting is to be installed in the trees to enhance overall appeal and accentuate their presence throughout the corridors of the neighborhood.



**B44** Pedestrian-oriented Enhancements along S. Claiborne, Napoleon, Fontainebleau, and Broad St.

Designs will be implemented to create a pedestrian-friendly environment. Green belts will be created or enhanced using new trees and existing neutral grounds. Appropriate lighting will be installed along all neutral grounds to make them more secure and pedestrian friendly. Benches, traffic-calming initiatives, pedestrian signals and signage, and trash receptacles will be installed to facilitate foot traffic through the community. Brick crosswalks will better highlight pedestrian crossing areas. The implementation of green spaces throughout the neighborhood will also make the area more aesthetically pleasing and thus promote transportation by foot. Walking throughout the neighborhood reduces noise and air pollution as well as promoted good health through exercise.



**B45** Create Neighborhood Wifi Service

With minimal sponsorship, fiber-to-the-node will be run within the neighborhood to provide high-bandwidth internet access for a nominal fee. Bellsouth is purportedly delaying the return of phone service to many areas of the city while it replaces corroded copper wire with insulated fiber optics. Earthlink has agreed to build out a citywide network, initially over a 15 square mile area, to eventually cover populated area of the city. Residents able to access the service will have free 300Kbps access, with embedded advertisements. In the alternative, users have the option to pay approximately \$20 per month for symmetric 1Mbps access. Southern portions of the neighborhood already have access to this network.



**B47** Encourage Home Ownership Programs in Broadmoor

Broadmoor will implement a Home Ownership Enhancement Program that will provide the reasons, opportunity, and special incentives for qualifies individuals to buy a home in Broadmoor. This program will provide assistance to potential home-buyers and information about the community. The community currently provides or has plans to provide individuals

and families the opportunity to satisfy their essential and non-essential needs, both social and personal. This includes all age groups, and includes the disabled. The Broadmoor Development Corporation (BDC) is working with the BIA to provide information and opportunities for individuals to select and purchase a house in Broadmoor. The Housing Information Office will promote substantial housing programs such as grants to back-fill funding gaps to help homeowners rebuild, grants and loans for elevating homes, preferential mortgages, as well as fundraising and program implementation.



**B48** Streetscape Improvements along S. Claiborne and Napoleon Ave.

Revitalization of the green spaces along S. Claiborne and Napoleon Avenues will improve the streetscape and help in promoting the commercial development of the area. This intersection will be consist of the primary entrance into the Broadmoor neighborhood, making the aesthetic improvements of the zone significant to the neighborhood fabric.



**B49** Develop Light Rail on S. Claiborne Ave.

The plan developed by Bring New Orleans back Commission included a light rail on S. Claiborne Avenue. This can be a very positive way to redevelop mass transit regionally and locally given the fact that S. Claiborne is a major circulation artery. It can connect with the street car on Carrollton and other transit to Jefferson Parish and Mid City and downtown. Stops along the route would benefit neighborhood destinations such as project B.10. Many residents are in support of using a "street car" as a light rail system.



**B50** S. Claiborne Ave. Zoning Overlay Study

S. Claiborne is a major thoroughfare and state highway that links Jefferson Parish and Uptown to the Downtown area. Concerns include the risk of developers moving in to include incompatible building types within the areas that are residential. These might include commercial strip centers, high rise buildings or infrastructural components. Other concerns have to do with haphazard and aesthetically unpleasing redevelopment of damaged properties. Zoning should only allow redevelopment to be compatible to the residential areas, where they exist. This may also be handled by means of a design review board.



**B52** Create Freret Neighborhood Gateway at Napoleon and S. Claiborne

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," page 28.



**B53** Commercial Revitalization of S. Claiborne Ave.

The commercial improvement corridors will focus on development of the neighborhood's commercial assets by location. The businesses at the community node of S. Claiborne Ave. and Napoleon Ave. will work together with the Broadmoor Community

Development Corporation (Broadmoor Development Corporation) to determine needs for upstart businesses and promote the beautification of existing aspects of this area, significant improvements will be made to the physical environment of the area. Claiborne is a commercial center: The businesses in the area will be encouraged to return, and infrastructure improvements will be implemented. Business owners will be contacted and offered assistance in revitalizing their businesses and improving storefronts. In the surrounding area, pedestrian crosswalks and amenities will be designed to facilitate patronage of businesses in the commercial center, as well as neutral ground landscaping. The medical district comprising of a primary health clinic and pharmacy services will also contribute to this community node.



**B56** Limit Medical Uses in Freret to Existing Sites

Currently the zoning for hospitals (MS) extends well beyond the boundaries of the hospital on the west side of Napoleon. On the east side of Napoleon the medical office zoning (RO) extends deep into the Milan neighborhood. While we are happy to have the medical industry in the neighborhood, the "bleed

over" these zoning type allow for uses which can be a detriment to the residential character of the neighborhood. To prevent non-intended uses the MS and RO zonings should be limited to those areas which are currently being used for medical uses, and those residential areas which do have MS and RO zonings should be rezoned back to a residential zoning.



**B57** Develop New Playground at Palmer and Magnolia St.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Audubon / University," page 13.



**B51** Create Broadmoor Neighborhood Gateway at Napoleon and S. Claiborne

Gateways will be created at four key entrance points into the neighborhood with signs indicating the beginning of the Broadmoor neighborhood. Particular emphasis will be placed on the design of the entrance at Napoleon Avenue and Claiborne Avenue as the primary neighborhood gateway. The neighborhood gateways will be important in creating and sustaining the neighborhood fabric, aiding as well in signage and wayfinding.



**B58** Revitalize Bank at Jefferson Ave. and Freret St.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Audubon / University," page 14.



**B59** Jefferson Ave. Traffic Calming Study

From "Neighborhoods Rebuilding Plan / Planning District 3 / Audubon / University," page 12.



**B60** Develop Community Policing Center

For a number of years prior to Katrina, and continuing to this day, parts of Uptown, Freret, and Milan have had a persistent crime problem. To better

combat this, we would like to create a community policing center. This center would be centrally located within the community, possibly in conjunction with Oschner at Baptist Hospital Campus or in a free standing structure of its own. The community policing center would serve to increase police visibility in the area, allow officers a secure location at which to use restroom facilities, do paperwork, conduct surveillance, and use as a forward base of operations.



**B61** Add Trash Receptacles to Freret St.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," page 12.



**B62** Create Community Center on Freret St.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," page 12.



**B63** Create Farmers Market on Freret St.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," pages 12 and 15.



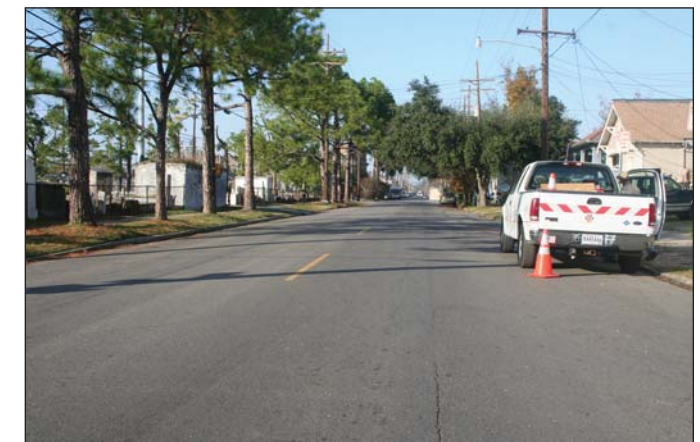
**B66** Improve Evans Playground

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," page 12.



**B67** Valence St. Traffic Calming Study

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," page 13.



**B68** Improve Samuel Square Playground

Samuel Square Playground straddles Napoleon Ave. Currently the west side of Samuel Square is partly set aside for play equipment for small children, which is currently in disrepair. The east side of Samuel Square is primarily a field with a slab for a basketball court on one side. This park is important for both the image and health of the neighborhood due to its size and location. The western side of Samuel Square should be improved with new play equipment,

landscaping, and paths. The eastern side of Samuel Square should be redeveloped for field sports.



**B69** Landscape Improvements on Jefferson Ave.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," page 12.



**B71** Landscape Improvements on Napoleon Ave.

Rehabilitation of green spaces is a critical component of overall community revitalization. Neutral grounds are important for the identity of New Orleans neighborhoods. They are spaces that residents identify

with as part of the public green space network. Grass and trees will be replanted, and borders between the green spaces and the streets will be refurbished. Residents from all over the neighborhood will come together and participate in neutral ground renovation days or weeks. The volunteer component will bring residents from different areas of the neighborhood together around common rehabilitation goals. The live oak trees along Napoleon Avenue shall be registered with a live oak registry. Landscape lighting is to be installed in the trees to enhance overall appeal and accentuate their presence throughout the corridors of the neighborhood.



**B72** Bicycle Lanes on Napoleon Ave. and Freret St.

From "Neighborhoods Rebuilding Plan / Planning District 3 / Freret," pages 6.



**C1** Create Community Center at Old Ben Franklin School / Old Carrollton Courthouse

This stately building housed the Ben Franklin School prior to the storm but now has been decommissioned by the Recovery School District. Its central location on Jefferson Avenue makes it an ideal candidate for adaptive re-use as a Community Center, with neighborhood-oriented activities such as child and elder care, meeting facilities, recreation space and technology resource center.



**C2** Improve Daneel Playground

This playspot and green space is intensively used and well loved. Much of the equipment is worn and in

disrepair however, and the landscaping has suffered from undermaintenance well prior to the storm. This green space needs investment in both of these areas, as well as additional pedestrian amenities such as benches.



**C3** DePaul / Tulane Health Center Redevelopment Study

This property is a pre-existing non-conforming use within a residential district. Redevelopment of the site should be studied carefully to relate to the scale and massing of the surrounding residential fabric and to assure adequate supply of parking. New/different uses at this site should not be more intensive than the current use which is not disruptive to adjoining residential areas.



# 6.13



## district 4

# DISTRICT 4 RECOVERY PLAN

St. Bernard Fairgrounds Bayou St. John Tremé/Lafitte/6th Ward 7th Ward Iberville Mid-City Tulane/Gravier Gertrude Town/Zion City B.W. Cooper

Frederic Schwartz Architects Eskew+Dumez+Ripple HOK Wayne Troyer Architect



## Develop Sustainable Industrial Park in Partnership with Gert Town and Zion City

Type of Project: High Recovery Value

Category: Community Facilities

Area of Project Impact: District-wide / Neighborhood

Project Location: District 4

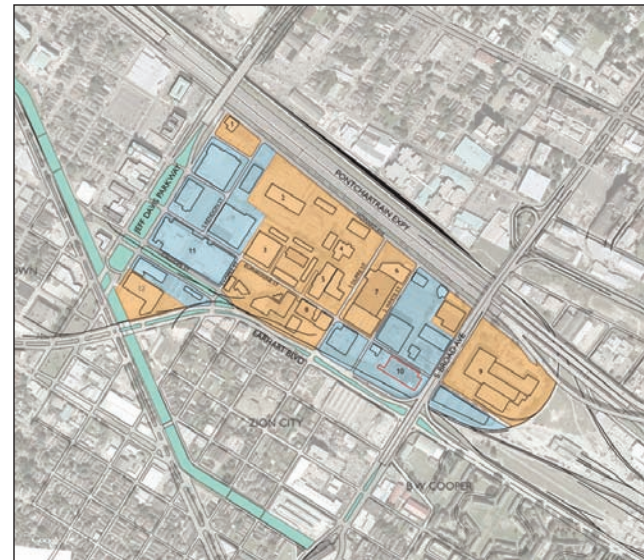
### Project Description:

The project seeks to revitalize the Zion City neighborhood and the B.W. Cooper public housing area through the following urban interventions:

1. Identify a street grid that works for both the site and the general surrounding area.
2. Create strong nodes (“bookends”) at the western and eastern edges of the overall site – to the west, a proposed open-air fresh food market and to the east, Booker T. Washington High School and 13 acres of playing fields.
3. Create linkages between proposed and existing parks and open green spaces via greenways and boulevards (along Earhart and Erato) that extend into and through the different neighborhoods. These links would help the circulation in these areas as well as eliminate the perceived notion of walls around public housing.

### Anticipated Outcomes:

The goal of the project is to visually and physically integrate the public housing of B.W. Cooper into the community and increase opportunities for a better quality of life for the residents of B.W. Cooper, Zion City and the surrounding area. The project will remove the isolation created by these boundaries and create linkages and economic opportunities. South Broad is currently a barrier that separates two neighborhoods but now offers an opportunity to bring them together and provide new commercial development and resources.



### Existing Conditions

Existing Conditions Key

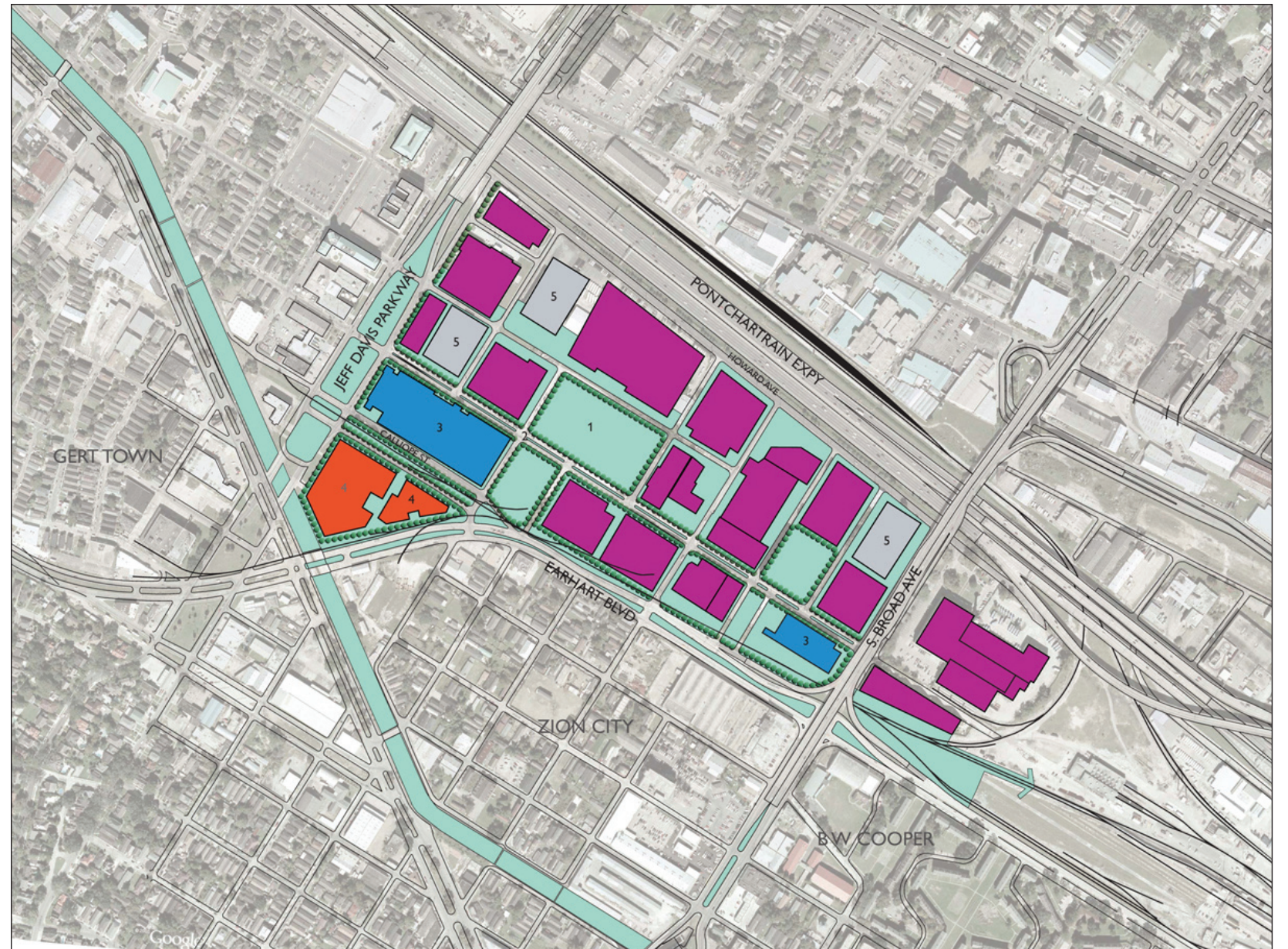
1. SBC
2. N.O. Tours
3. Kern
4. Fish
5. Cusimano
6. Monog
7. Olivier
8. CEW
9. T-P
10. Eco Park Building
11. Future Eco Park
12. Storage

- Occupied
- Vacant

Proposed Key

1. Open Space
2. Boulevard
3. Eco Park Buildings
4. Commercial Structures
5. Parking Structures

- Industrial
- Eco Park
- Commercial
- Open Space
- Structured Parking



### Proposed Industrial Park



Future Industry Training Center



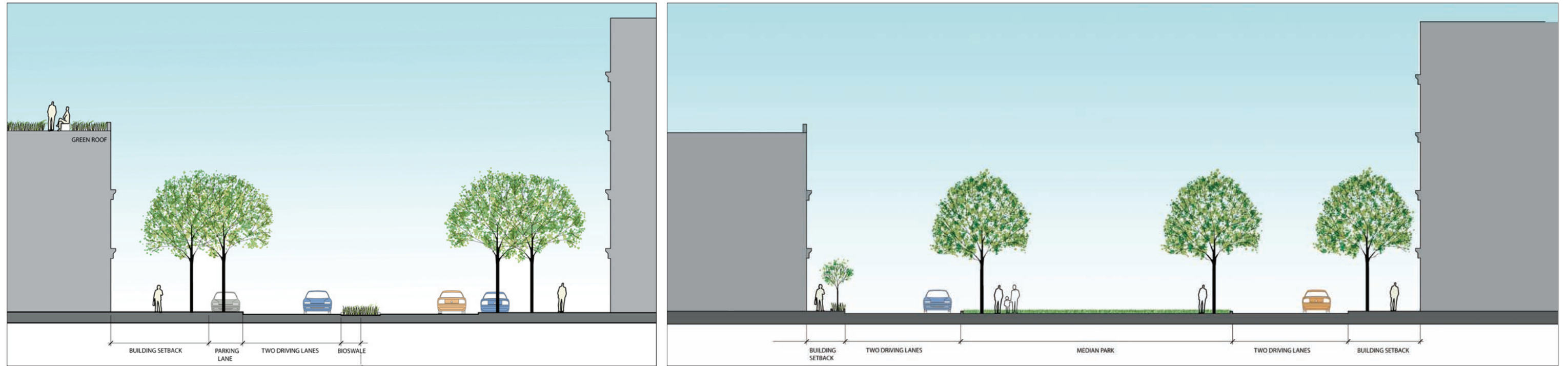
Rail tracks along Earhart Blvd.



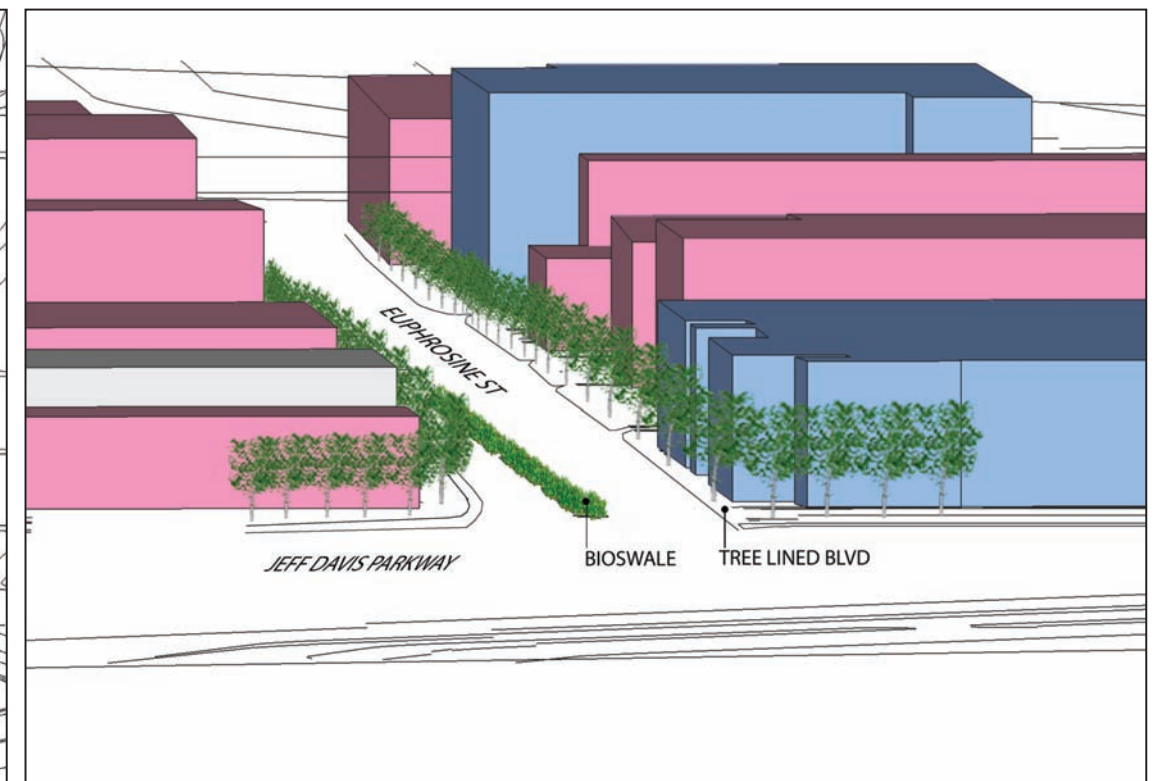
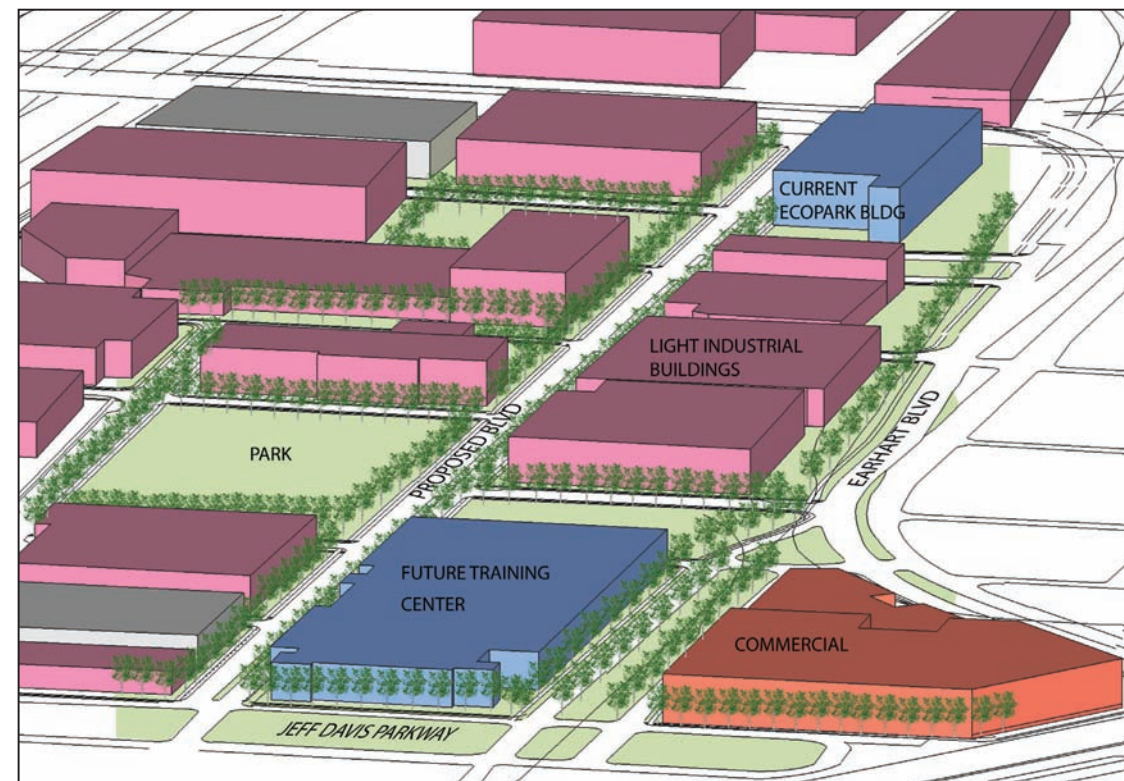
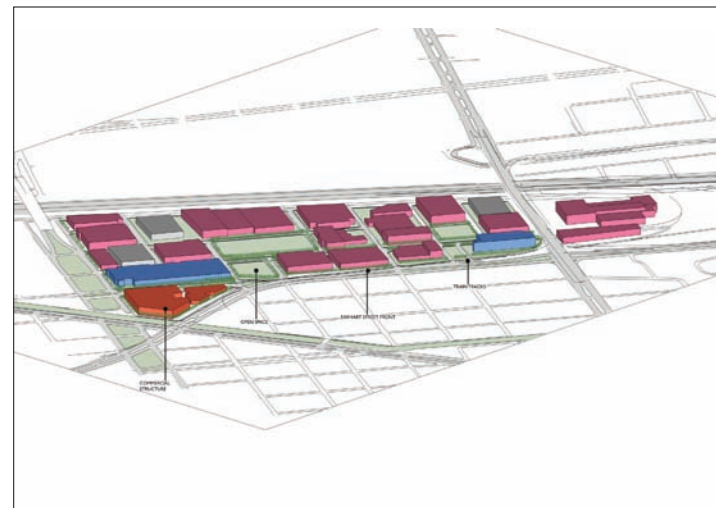
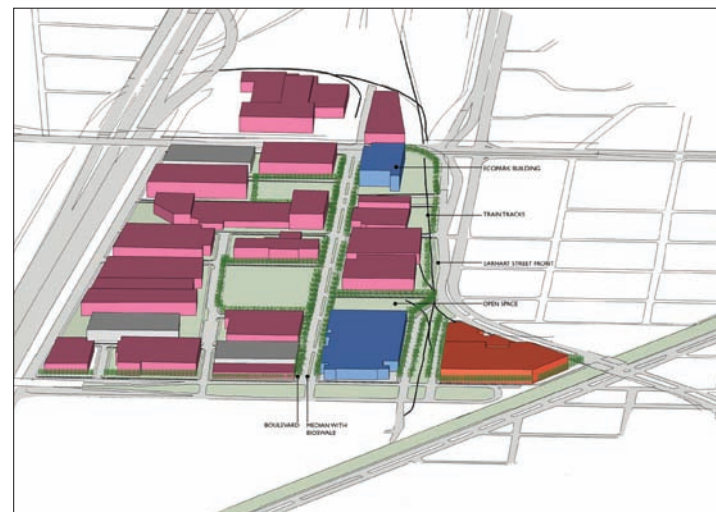
View from S. Broad overpass



Jeff Davis Pkwy.



Proposed median section (left); proposed Calliope St. section (right)



Views of proposed boulevard (left and right)

View of proposed boulevard (top); view facing rail tracks (bottom)

## Revitalize Gert Town: New Town Center and Community Facilities

Type of Project: High Recovery Value

Category: Community Facilities

Area of Project Impact: Neighborhood

Project Location: District 4

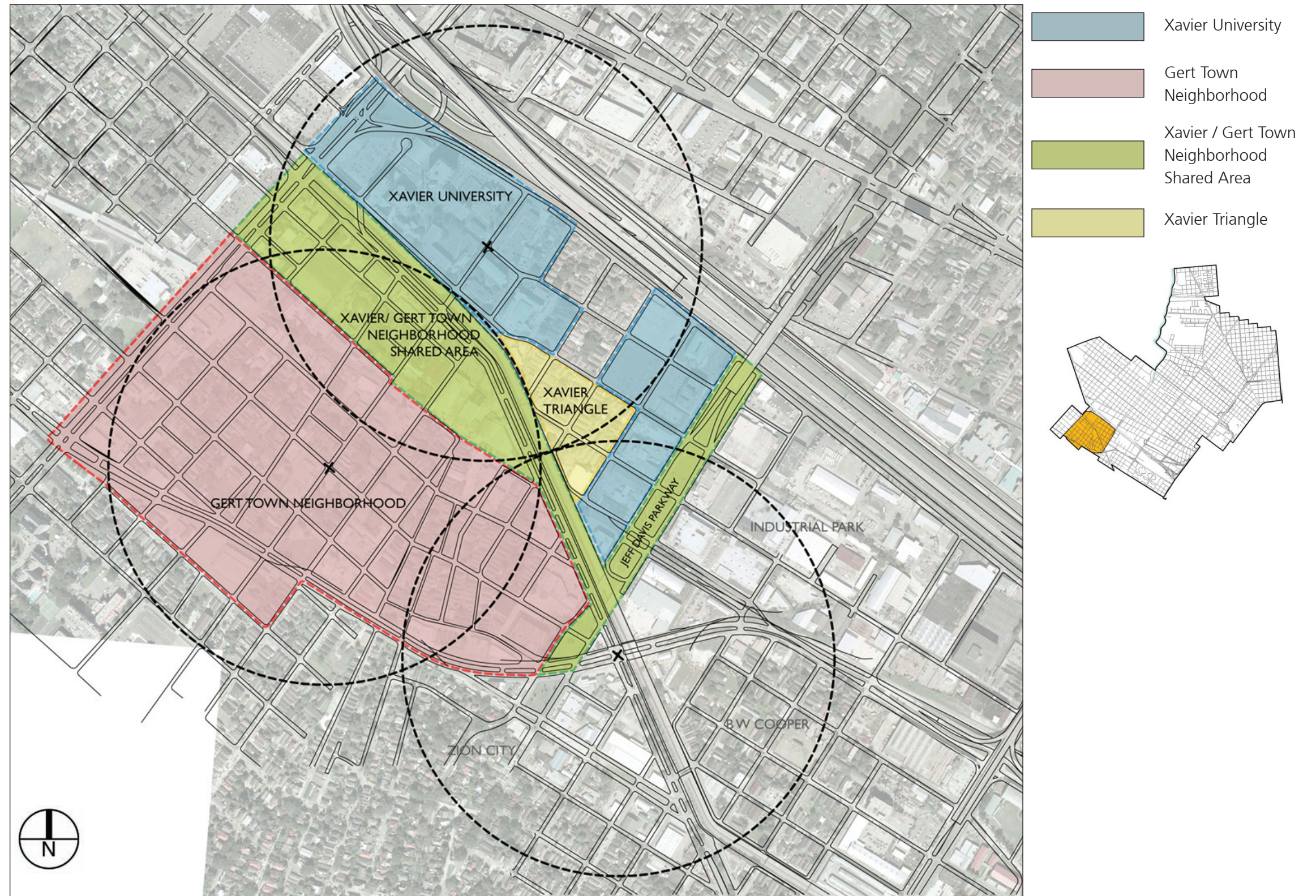
### Project Description:

Within the Gert Town neighborhood there are 3 different community facilities that were destroyed as a result of flooding. They include the Gert Town Pool, Bolden Center and Detiege Center. This project would include the replacement and refurbishing of these community facilities – centered around Pine and Olive streets – creating a new town center around them. This project would also include additional community facilities that would have a strong relationship with the Terrell Elementary School with an emphasis on education for the residents of Gert Town – pre-schoolers, children, teens, adults and seniors. The existing and proposed community facilities would be connected and adjacent to other significant open spaces within the neighborhood. These facilities would also have a strong relationship to proposed greenways, circulation (pedestrian, bicycle and vehicular) routes that would help create and frame a new town square.

### Anticipated Outcomes:

A town center with different community facilities would help restore the historical and cultural importance to this neighborhood and offer a strong foundation for growth and stability. The different community facilities will help establish a strong town center for the Gert Town neighborhood and serve as a catalyst for economic development while creating a sense of place that embraces the past and looks to the future.

Neighborhoods Diagram



## Design Guidelines for Gert Town

### Streets / Connectors:

- All streets to be tree lined
- Repair sidewalks on all streets
- Additional and or new street lights on all streets
- Create bridge over Palmetto Canal with an extension of Genois Street

### Public Spaces / Open / Green Spaces:

- Spaces to be accessible to all residents
- Spaces to be sized according to the required designed event(s)
- All outdoor spaces to be well-lit and maintained.

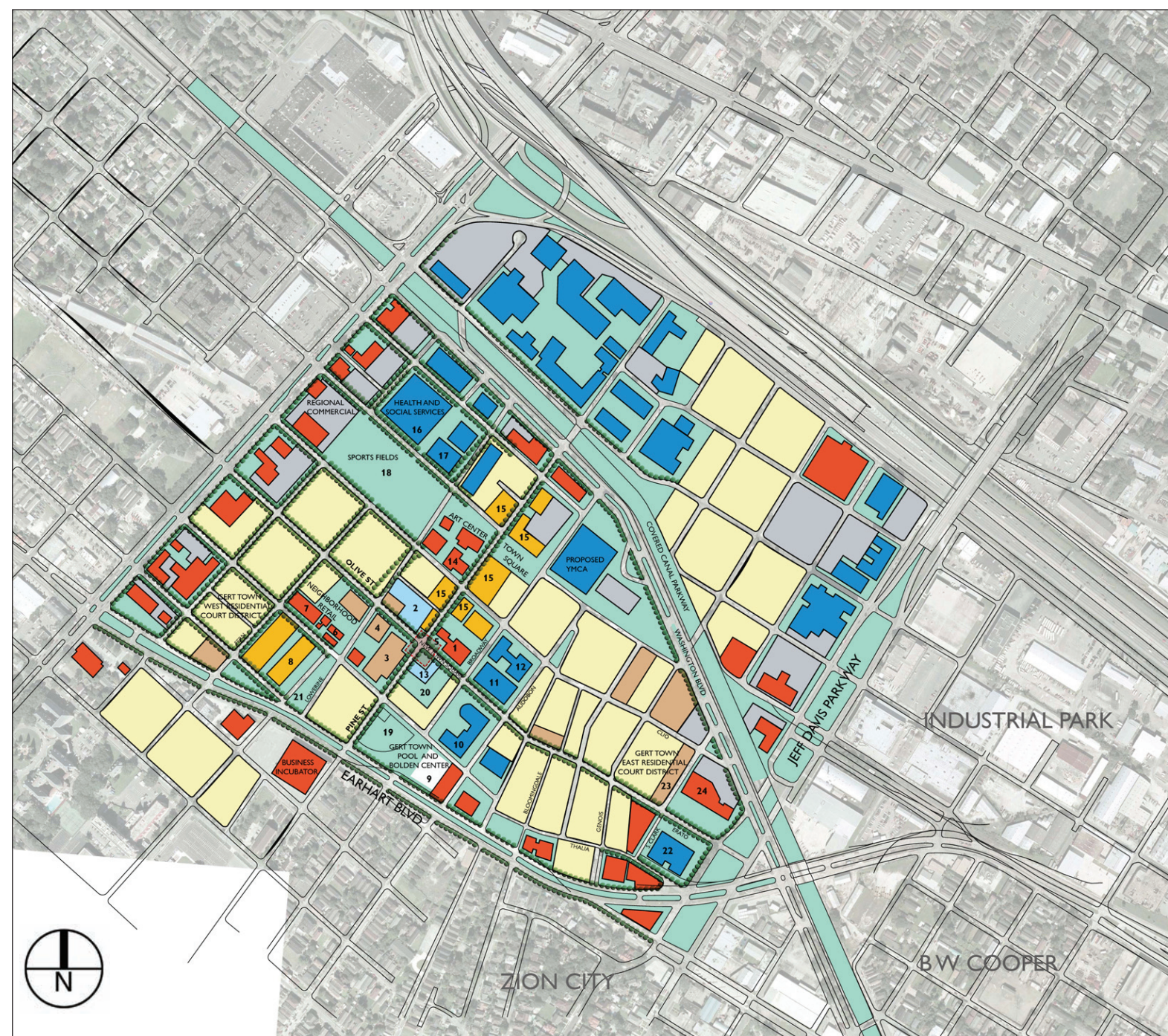
### Existing Community Buildings:

- The following existing community facilities are to be renovated and restored:
  - The Gert Town Pool
  - The Balden Center
  - The Detiege Center

### Neighborhood Gateways:

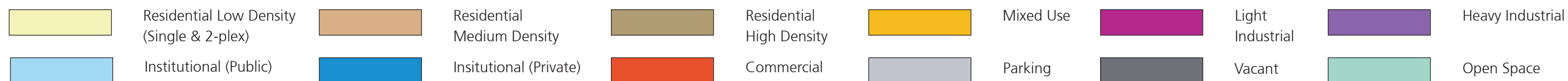
- The following intersections are to be gateways into the Gert Town neighborhood with lighting, special signage, landscaping and paving:
  - S. Carrollton Ave. and Pine Street
  - S. Carrollton Ave and Washington Ave.
  - Washington / Pine and Jeff Davis Parkway

## Neighborhood Plan



### LEGEND

1. Neighborhood Retail / Pharmacy
2. Social Services
3. Assisted Living
4. Elderly Housing
5. New Town Center
6. Mardi Gras Indian Museum
7. Bed & Breakfast
8. New Attached Housing
9. Enclosed Swimming Pool and Recreation Area
10. School for the Functional Arts
11. K-8 Charter Campbell Elementary School and Community Center
12. Digital Research Center
13. Detiege Center
14. Xavier Art Studios / Neighborhood Art Gallery
15. New Neighborhood Mixed Use Development
16. Xavier Recreation Center
17. Xavier Continuing Education Facilities
18. Greenspace on Site of Relocated Business
19. Renovated Gert Town Playground
20. Herbal Gert Town Playground
21. Gateway Park
22. National Youth Apprenticeship / Construction Skill Training Center
23. Workforce Housing
24. Neighborhood Commercial Property



Guidelines for the Palmetto Canal:

- Maintain and preserve it as an infrastructure element to store and drain water
- Cover it with a combination of hardscape and green surfaces
- Make it safe for children
- Allow for a number of uses that would include but not be limited to the following: walking / jogging; biking; sitting; outdoor art displays; group performance activities

Guidelines for Residential Structures:

- Existing residential structures to be renovated and preserved
- Proposed new residential structures to be similar in character
- Proposed new structures are to be built with sustainable materials where possible

At present, the Gert Town neighborhood suffers primarily from two major concerns:

1. Non-compatible uses located within a residential neighborhood
2. A lack of communication with neighboring Xavier University

Historically, Gert Town was home to a number of industrial and commercial land uses complicated by bisecting railroads. Today, there are proportionately more residential uses in this neighborhood where industrial site still but should not exist. This situation impairs the daily life of the neighborhood and its ability to grow into a strong, historically rich and important area.

The second concern is the community's relationship with Xavier University. While the Gert Town could and should be enjoying the benefits of a strong "town and gown" relationship with the campus, the neighborhood has remained isolated within its boundaries.



The proposed plan seeks to create a land use approach that would allow the residents in Gert Town to live, learn and play in an environment free from the dangers of industrial sites. These existing sites could be relocated to a nearby planned industrial area, leaving free lots that could be reprogrammed for more suitable neighborhood uses (i.e., open green spaces for passive and active recreation, learning centers and/or mixed-use). The abandoned railroad tracks could be converted to walking and bike path through the national Rails-to-Trails program. An extensive environmental (EPA) study should be conducted on selected sites throughout the neighborhood. The plan would also consider covering the canal so as not to compromise its function but to maximize its use as a shared greenway/hard-surfaced area that could be utilized by the residents of Gert Town Neighborhood, Xavier Triangle, Zion City and Xavier University.

This project will also clearly identify areas for its primary users: the residents of Gert Town and Xavier University. The plan seeks to transform boundaries/edges into elements of connectivity.

The area north of the canal is primarily that of Xavier (except for an area known as the Gert Town or Xavier Triangle). The plan proposes to extend Genois Street (from within the Gert Town community) bridging over the canal into the residential community within the Xavier area, thus creating a link between the two residential areas.

While the proposed plan for Gert Town can easily be presented in three different zones (Xavier University, the Shared Area and the Gert Town neighborhood) the primary objective is to find opportunities of interaction, connectivity and linkages. Both the University

and the neighborhood would benefit greatly from a strong "Town & Gown" relationship.

While Pine Street is a primary street within the Gert Town neighborhood, it also becomes a corridor (via bridge) into the heart of Xavier's campus. This plan also proposes the extension of Genois St. into the area known as Xavier Triangle thus creating another bridge of the residential elements of both Xavier University and Gert Town.

While the Shared Area is bound by the Palmetto Canal to the north and the proposed greenway (Rails-to-Trails program) to the south, this area has the potential to become a major element within the Gert Town neighborhood. The area offers a number of different opportunities for different uses. They would include but not be limited to the following:



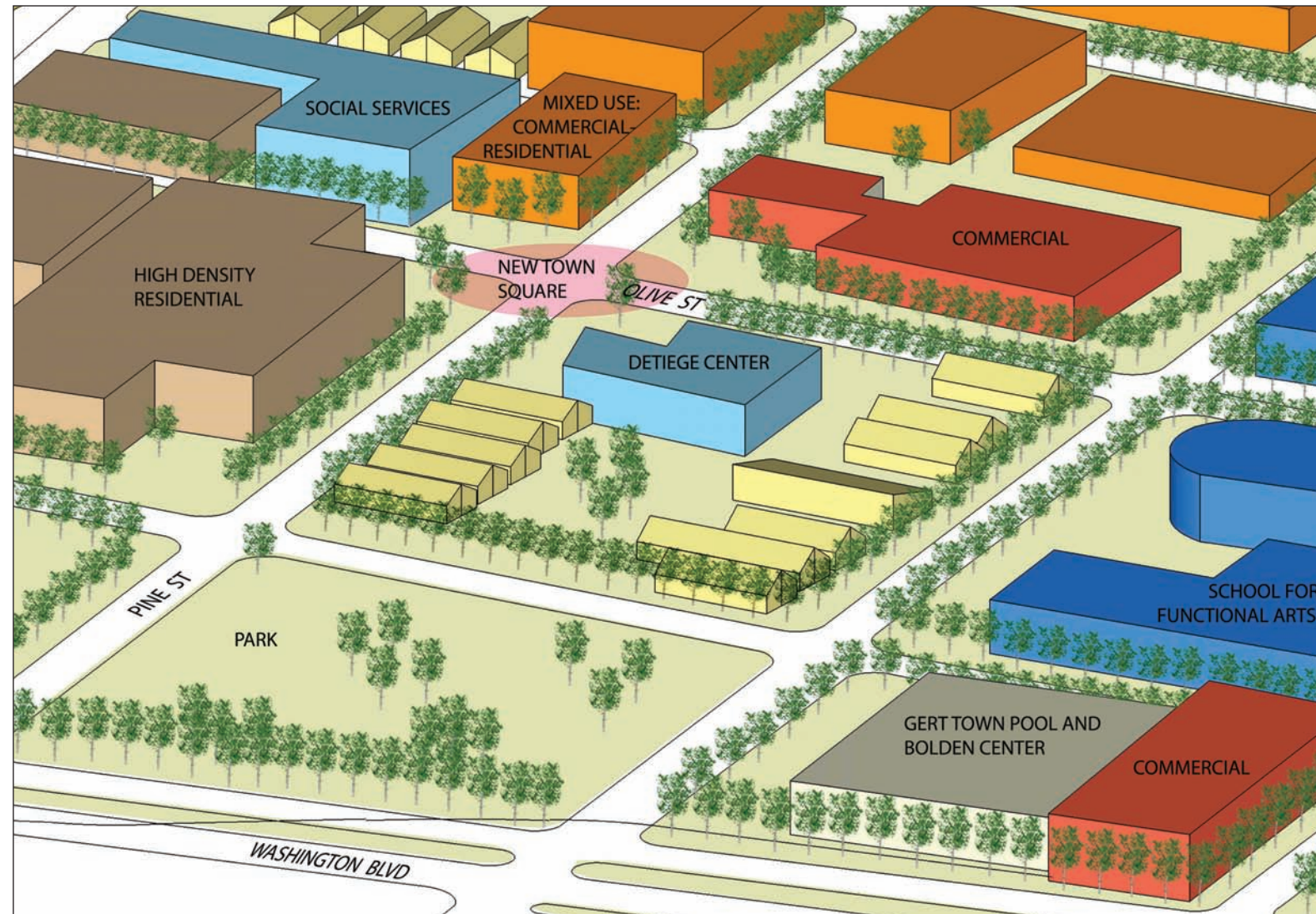
PROPOSED NEIGHBORHOOD ART GALLERY SITE



BOLDEN CHILD CARE CENTER



PROPOSED SITE FOR TOWN SQUARE WITH ELEMENTARY SCHOOL IN BACKGROUND



CITY PROPERTY @ PINE STREET, SITE OF PROPOSED ASSISTED LIVING



TREE MEDICS SITE AND PINE AND EDINBURGH STREET

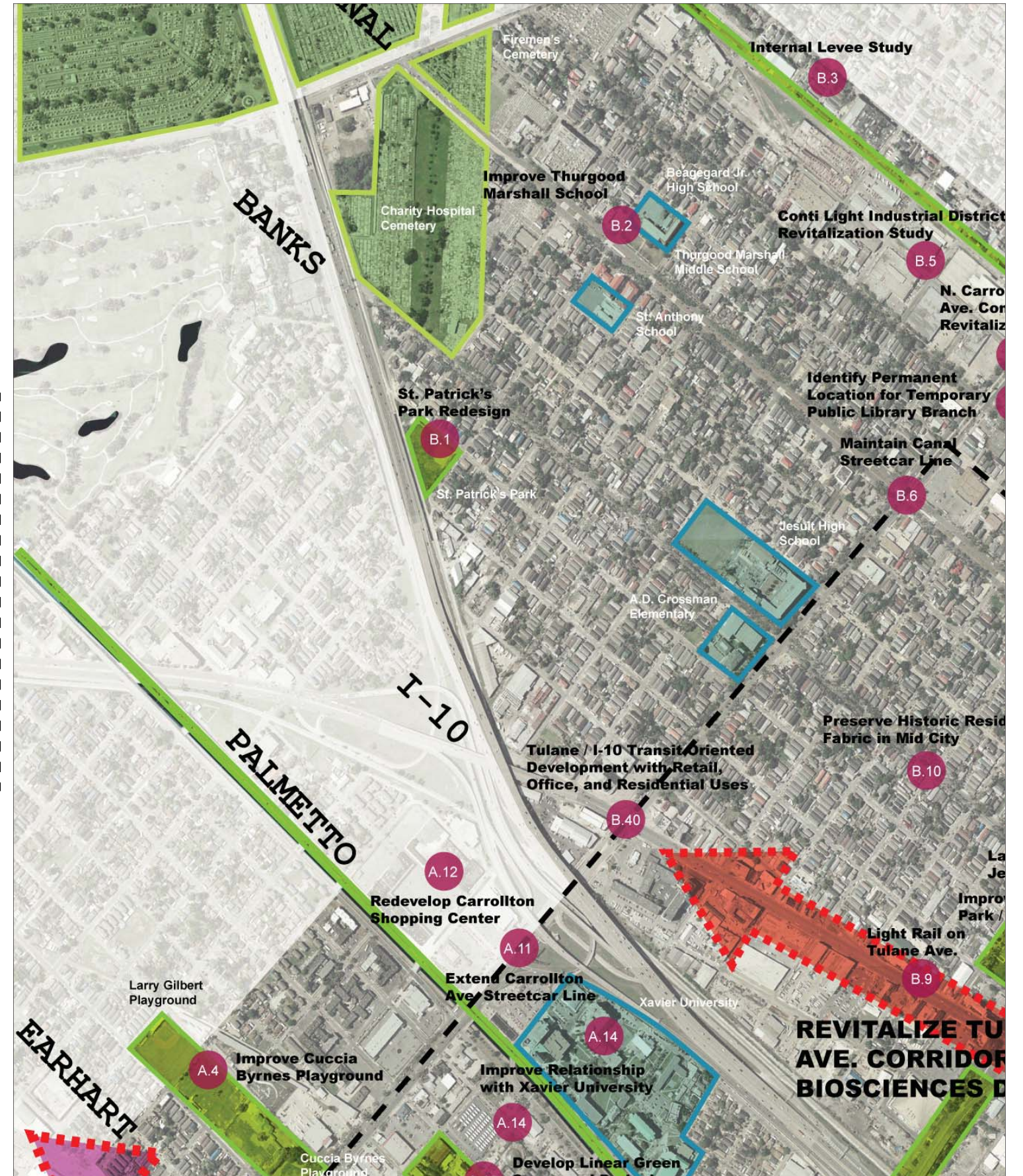
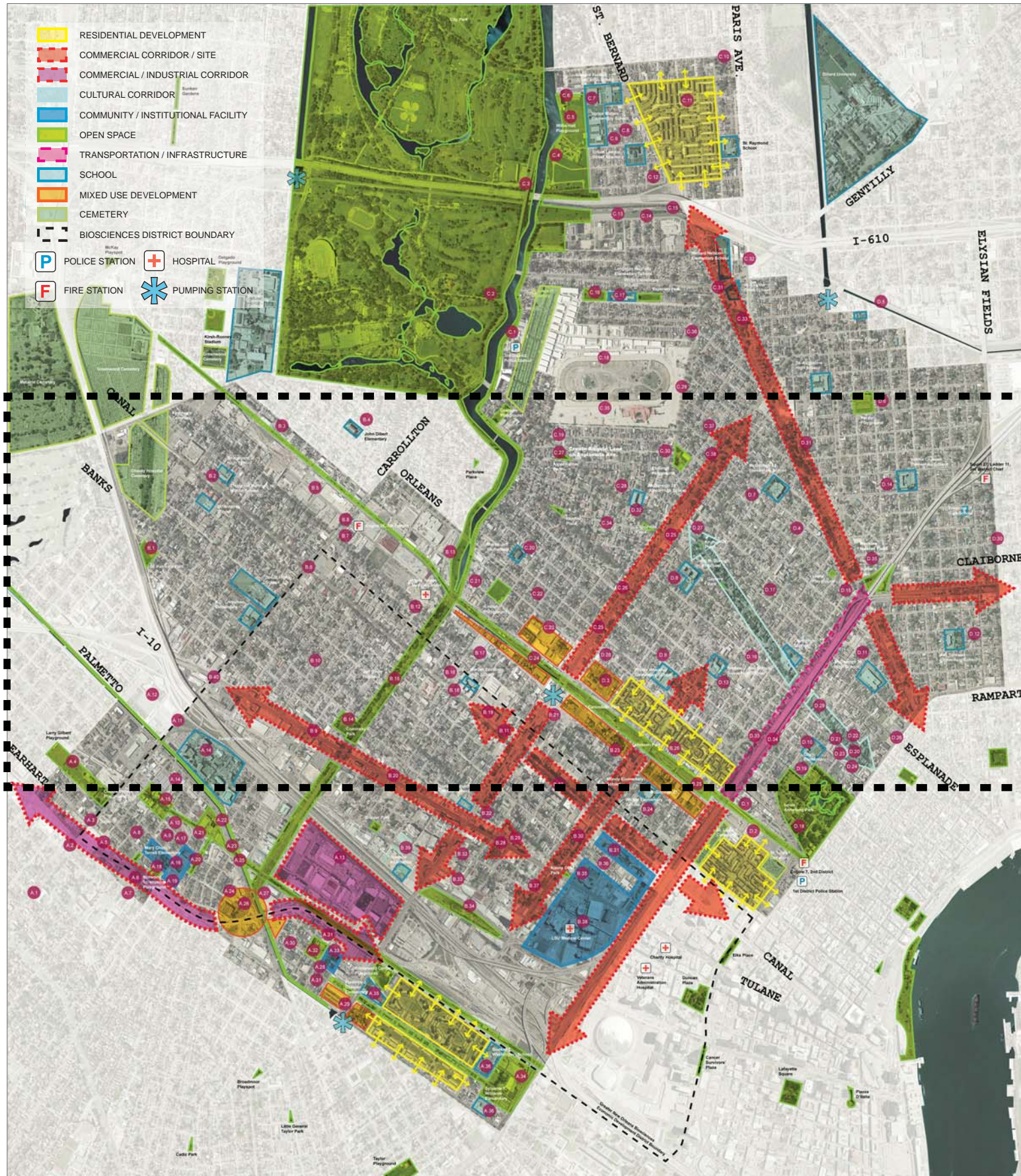
physical activities / Xavier Athletic Center, YMCA for the neighborhood, different community facilities, an arts studio for Xavier students with a gallery for the neighborhood, small hotel and senior living center.

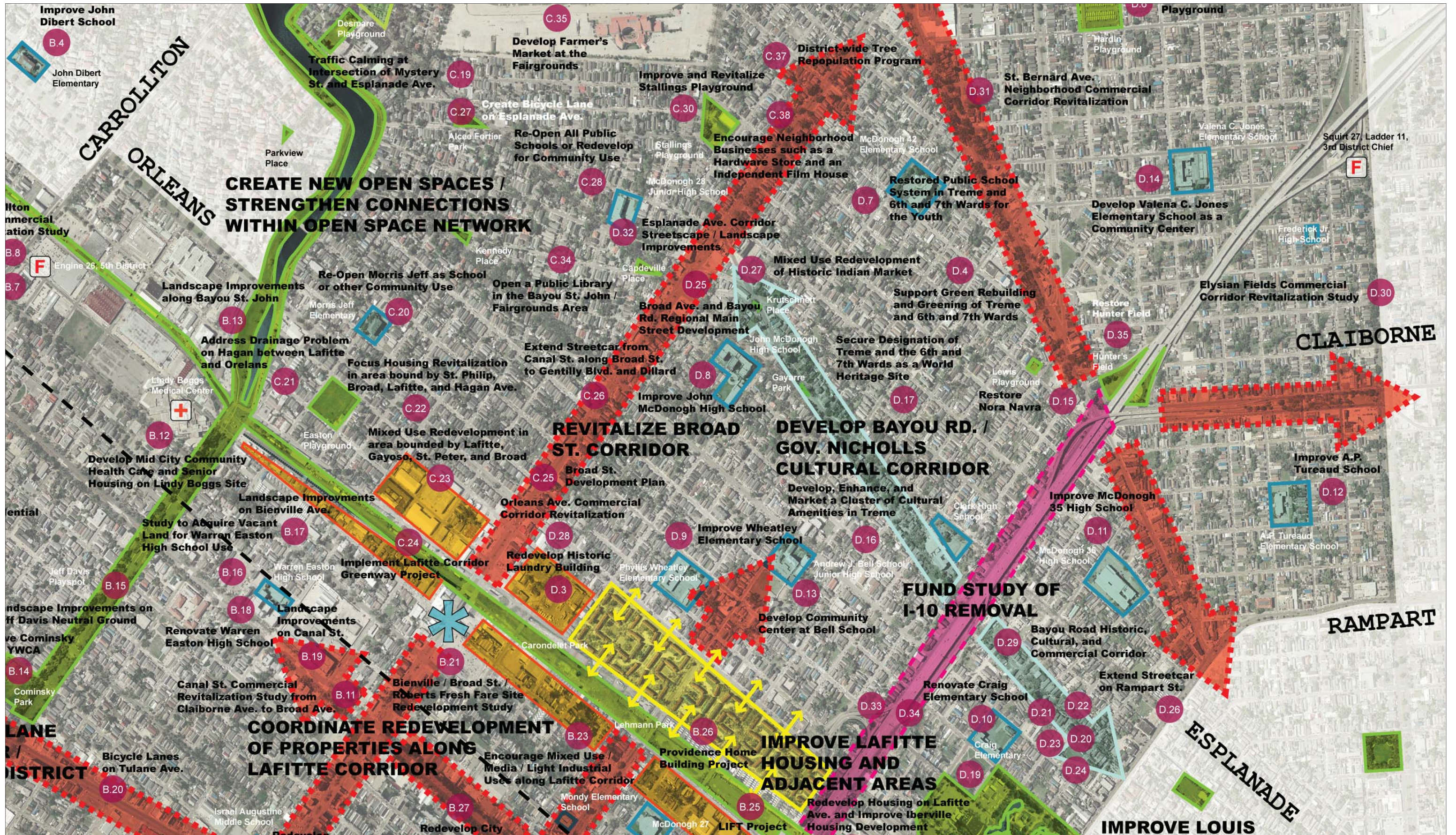
**New Town Center**

The true heart of the neighborhood will be located at Olive & Pine streets. This town square-like area would be an open space surrounded by small scale commercial / retail elements.

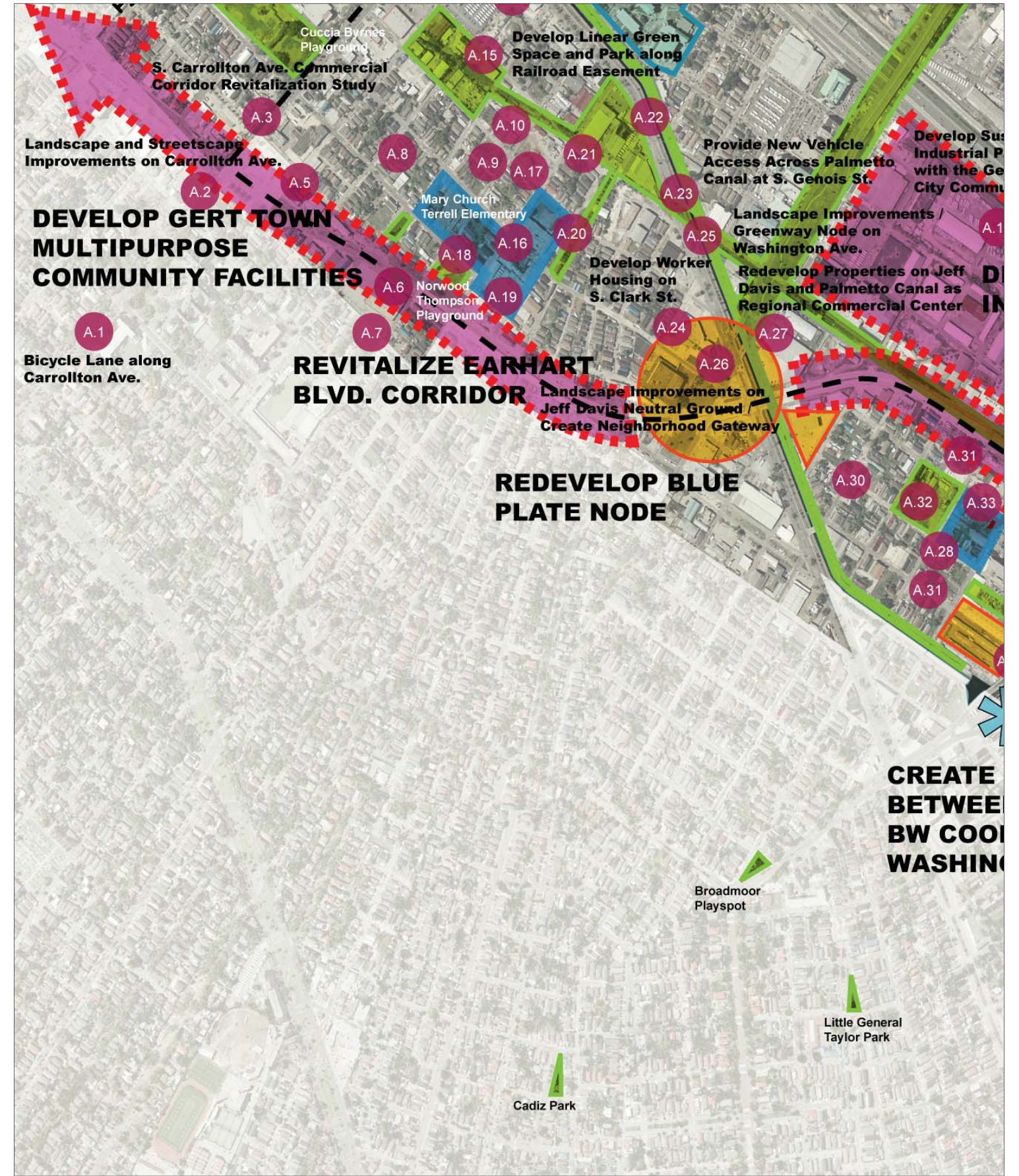
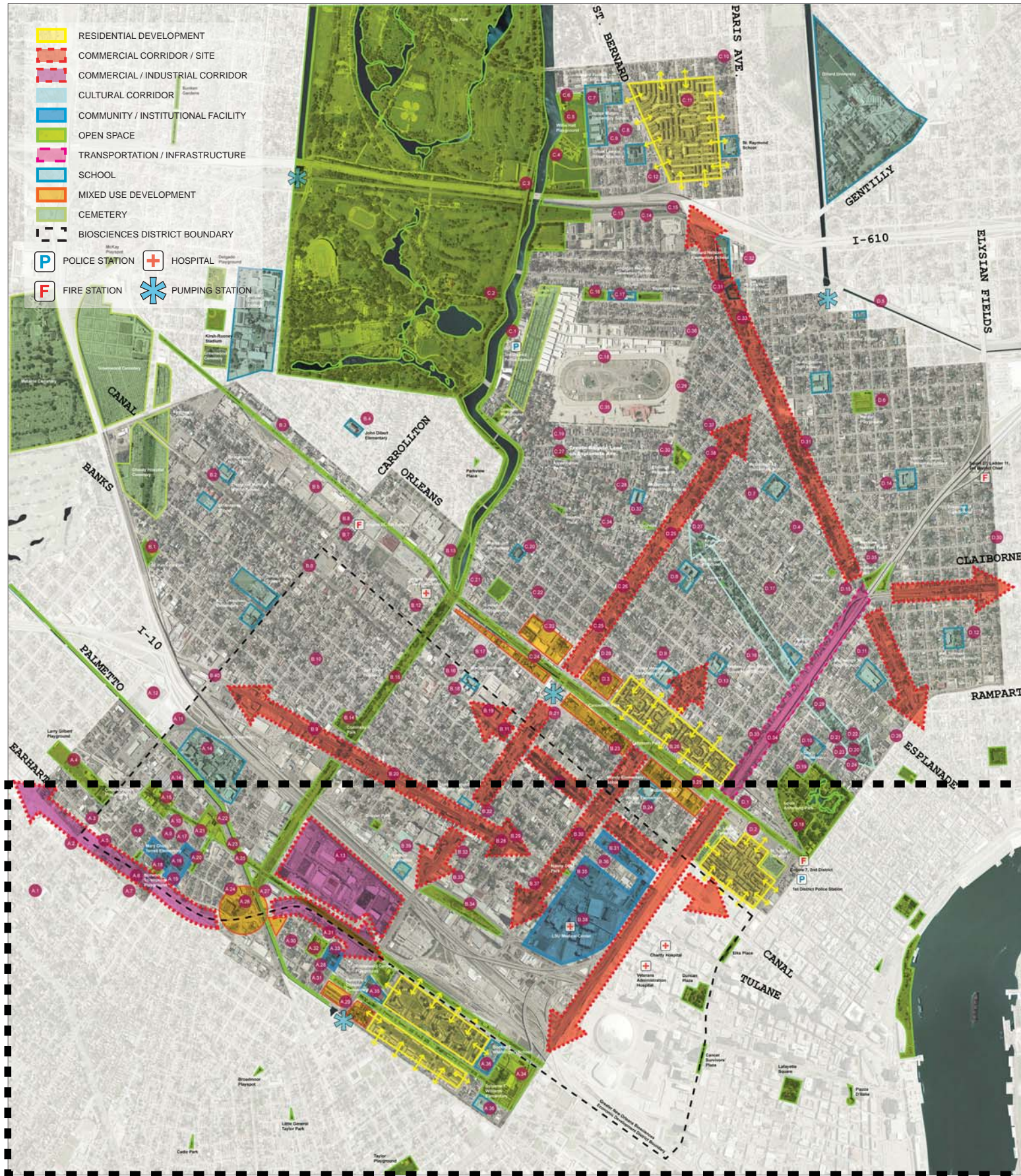
This plan focuses on the overall residential fabric of Gert Town as well as the diversity in residential programming / housing / living that can be achieved. This plan also seeks to preserve and celebrate the unique residential / housing fabric. The renewed / renovated fabric offers a number of living opportunities, for both rental and ownership housing.

This plan increases the connectivity with other parts of District 4 by celebrating the opportunity for gateways into the neighborhood at Washington Ave. and Earhart Ave. along Carrollton Blvd. and in the neutral ground at the intersection of Jeff Davis / Earhart and Washington Blvd.











**A2** Landscape and Streetscape Improvements on S. Carrollton Ave.

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 16.



**A5** Earhart Blvd. Commercial Corridor Revitalization / Zoning Study

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 24.



**A12** Redevelop Carrollton Shopping Center

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 23.



**A17** Create Child Development Center, Health and Social Services, and Senior Housing at Pine & Olive St.

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 24.



**A4** Improve Cuccia Byrnes Playground

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 11.



**A11** Extend S. Carrollton Ave. Streetcar Line

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 19.



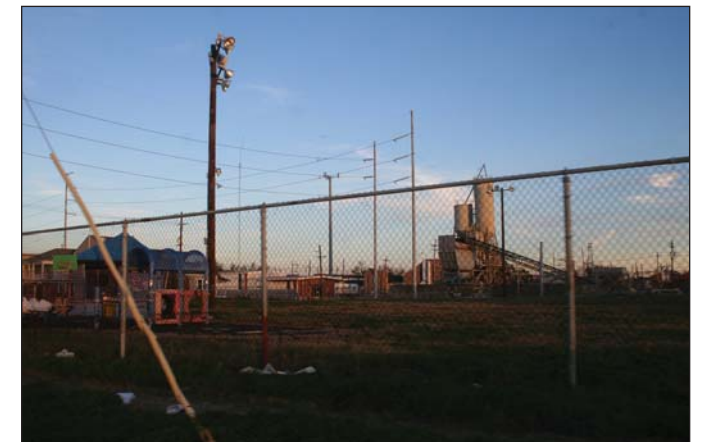
**A16** Renovate Mary Church Terrell Elementary School and Create K-6 School

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 19.



**A18** Improve Norwood Thompson Park

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 11.



**A20** Renovate and Build New Housing on Reconfigured Audubon Blvd. and Audubon Ct.

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 26.



**A24** Develop Worker Housing on S. Clark St.

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 26.



**A26** Landscape Improvements on Jeff Davis Neutral Ground / Create Neighborhood Gateway

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 20.



**B1** St. Patrick's Park Redesign

From "Neighborhoods Rebuilding Plan / District 4 / Mid-City," page 15.



**A21** Develop New Gert Town Park Spaces

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 16.



**A25** Landscape Improvements / Greenway Node on Washington Ave.

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 20.



**A30** Improve Pedestrian Streetscape Amenities at Pine St., Olive St., and Erato St. in Gert Town and S. Genois St. in Zion City

From "Neighborhoods Rebuilding Plan / District 4 / Gert Town," page 20.



**B2** Improve Thurgood Marshall School

From "Neighborhoods Rebuilding Plan / District 4 / Mid-City," page 21.



# 6.14

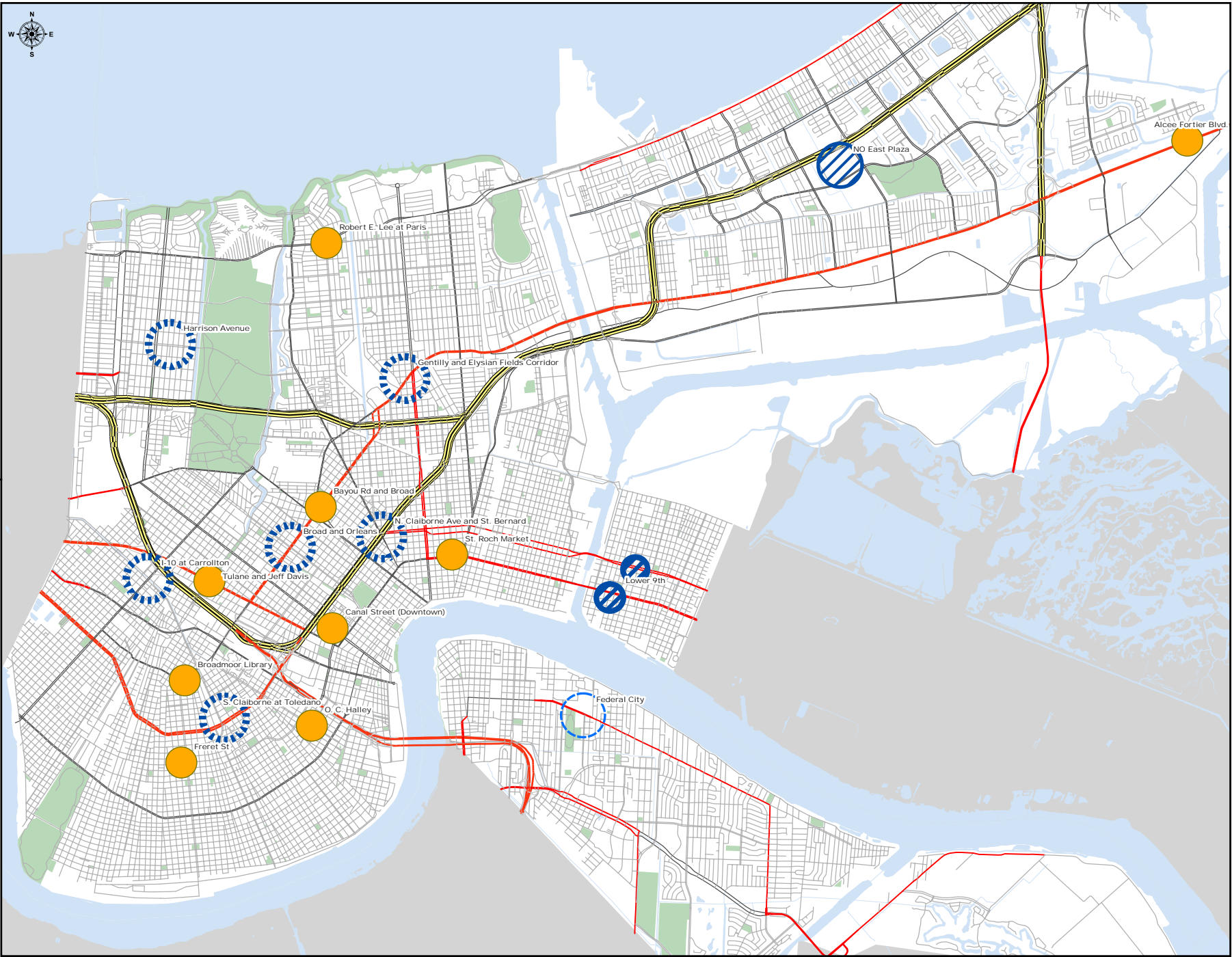


target recovery zones

# Office of Recovery Management



CITY OF NEW ORLEANS  
MAYOR'S OFFICE  
OF  
TECHNOLOGY  
GIS DEPARTMENT  
gis@cityofno.com



### Legend

#### Target Recovery Areas

- TYPE
- Re-Build
  - Re-Develop
  - Re-New

#### Street Segment

- Type
- Interstates
  - US Highways
  - State Highways
  - Major Roads
  - Local Roads
  - Secondary Roads
  - Parks
  - Water Areas



0 1 2 Miles

## Target Recovery Areas



**C. Ray Nagin**  
**MAYOR**

**CITY OF NEW ORLEANS**  
MAYORS OFFICE OF COMMUNICATIONS  
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NEW ORLEANS, LOUISIANA 70112  
504-658-4940

**FOR IMMEDIATE RELEASE**  
March 29, 2007

### **City Announces First 17 Target Recovery Zones**

#### **Areas Will Attract Investment, Residents to Key Resources**

NEW ORLEANS, LA (March 29, 2007) – Dr. Edward Blakely, Executive Director of Recovery Management for the City of New Orleans, today announced the first 17 targeted recovery zones that will spur redevelopment and accelerate our recovery. The zones will be built around public assets in key business corridors in an effort to generate further private investment from developers.

"These recovery zones represent a critical component of our rebuilding," said Mayor C. Ray Nagin. "We will continue to leverage our limited resources to accelerate our recovery. Our citizens will benefit from the higher quality of life that will result."

Target areas are consistent with the development approaches citizens suggested in earlier redevelopment plans, such as the Unified New Orleans Plan, the Lambert Plan and the Bring New Orleans Back Commission plan. The city will provide loans and other incentives to developers interested in investing in key locations within the zones. The zones are generally high visibility sites, with sufficient land and other assets. They also have a high potential to attract investors and possess adequate resources to catalyze development such as schools and libraries.

"The development zones will spur activity from investors," said Blakely. "When one area starts to do well, investors will want to invest nearby. This will allow the city to redevelop wisely and will help residents make smart choices about where to rebuild.

The zones take three formats:

**Rebuild areas** have experienced severe destruction of physical structures and social networks. These areas will require major rebuilding, or significant public and private investment in order to recover.

**Redevelop areas** are places where some recovery components and resources are already present. They have a high potential for attracting investment and acting as a catalyst for further redevelopment and recovery of the affected community.

**Renew areas** include specific projects that require relatively modest public intervention in order to supplement work already underway by the private and nonprofit sector.

Each development zone is approximately one-half mile in diameter, although the area can vary slightly. The first zones are:

#### **Rebuild**

1. New Orleans East Plaza
2. Lower Ninth Ward

#### **Redevelop**

1. Carrollton Avenue at Interstate 10
2. Harrison Avenue (Canal Boulevard to City Park)
3. Gentilly Boulevard at Elysian Fields
4. St. Bernard/ AP Touro at North Claiborne Avenue
5. Broad Street at Lafitte Greenway/Treme
6. South Claiborne Avenue at Toledano

#### **Renew**

1. Canal Street (Downtown)
2. Broadmoor (R. Keller Center and Library)
3. Tulane Avenue at Jeff Davis (Comiskey Park)
4. O.C. Halley Corridor





# 6.15

## bring new orleans back commission executive summary

# REBUILDING NEW ORLEANS

**C. Ray Nagin, Mayor**  
City of New Orleans

**Bring New Orleans Back Commission**  
Co Chairs Mel Lagarde and Barbara Major

Boysie Bollinger  
Kim Boyle  
Caesar Burgos  
Joe Canizaro  
Dr. Scott Cowan  
Rev. Fred Luter  
Wynton Marsalis  
Alden McDonald  
Dan Packer  
Anthony Patton  
Jimmy Reiss  
Gary Solomon  
Council-At-Large Oliver Thomas  
David White



Dear Citizens and Stakeholders:

It is with tremendous appreciation to the members of the Bring New Orleans Back Commission, the dozens of committee members, and the thousands of citizens participating in the planning process that I offer this plan for Rebuilding New Orleans.

The planning process of the past six months has been arduous, at times insightful, at times anguished, but at all times focused on the challenges of rebuilding a safe, viable and equitable New Orleans that all citizens can return to and reclaim their citizenship as members of this unique city that we call home.

The plan presented here takes the best thinking of the Bring New Orleans Back Commission coupled with the remarks, comments, criticisms, and recommendations of the citizens, and provides an overarching framework for rebuilding, the details of which will be filled in during the comprehensive neighborhood planning process.

For our neighborhoods, the plan invests where the citizens are investing – rebuilding communities in partnership with the stakeholders of the communities. For our children, the plan invests in teaching and learning, with public education restructured to drive the dollars to the classroom. For our economy, the plan prioritizes the citizens, investing in the skills, talents, experience, expertise and ambitions of New Orleanians, and closing the gap between the “haves” and the “have nots” that has so characterized our city for decades. For our future, the plan looks outside the box to new technologies and emerging industry sectors that have the potential to create high-skill and high-wage jobs.

We have an opportunity to turn our pre-Katrina dreams into post-Katrina realities as we rebuild this great city. But it will take all of us working together – to return, to rebuild, to reinvest.

Rebuilding New Orleans,

C. Ray Nagin, Mayor



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Education.....	15
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Economic Development.....	21
Government Effectiveness.....	26

### Attachments

- A. BNOBC Land Use Committee Report
- B. BNOBC Infrastructure Committee Report
- C. BNOBC Culture Committee Report
- D. BNOBC Education Committee Report
- E. BNOBC Education Committee Report
- F. BNOBC Health and Social Services Report
- G. BNOBC Economic Development Committee Report
- H. Mt. Auburn and Associates Economic Development Recommendations
- I. BNOBC Government Effectiveness Committee Report

## LAND USE

*New Orleans will be a sustainable, environmentally safe, socially equitable community with a vibrant economy. Its neighborhoods will be planned with its citizens, and connect to jobs and the region. Each will preserve and celebrate its heritage of culture, landscape, and architecture.*

### OVERVIEW

Hurricane Katrina was a natural disaster. However, we know that what happened in August was not just an act of nature, but also multiple failures in the levee system. If not for those failures, flooding would have been minimal and it would have been short. In fact, what happened is that deep water stood over a long period of time in large areas of the city. These conditions persisted for weeks until the breaches were closed and the pumps removed the water. Deep standing water, particularly if it is brackish, is far more destructive than a short immersion. Approximately one-half of all New Orleans households had over four feet of floodwater. Only those areas that are green had less than two feet of water. Even as little as two feet of water can destroy machinery and electrical systems. This is the largest disaster in national memory, probably in the history of the nation. Not only New Orleans, but an area of approximately 92,000 square miles – a little smaller than Great Britain – was affected.



### FRAMEWORK

The plan provides a framework for rebuilding New Orleans encompassing six key points:

1. Providing flood and storm water protection for all neighborhoods;
2. Helping residents to rebuild their neighborhoods by providing the information and expertise needed to plan community rebuilding;
3. Investing in neighborhoods that residents want to return to and rebuild;
4. Ensuring that residents in heavily flood areas that don't want to rebuild get 100% of the pre-Katrina market value of their homes;
5. Connecting the New Orleans neighborhoods with bus routes, street cars and light rail; and
6. Commitment to no less than 25% of CDBG funds for development of affordable housing and potentially as much as 33%.



#### HISTORIC DISTRICTS

A commitment to preserving and protecting our historic districts is vital to maintaining the character of the city. The Mayor's plan calls for federal and state tax credits for rehabilitation of commercial and residential structures within historic districts.

#### QUALITY, AFFORDABLE RENTAL HOUSING

The plan calls for the development of safe and viable mixed-income communities that include quality multi-family housing, affordable housing and housing to meet the needs of New Orleans senior citizens.

#### NEIGHBORHOOD PLANNING PROCESS

The neighborhood planning process will be open to all residents and special arrangement will be put in place to ensure the citizens living in other cities can participate in the planning process. In addition to the residents, planners, architects, urban design and housing specialists, environmental specialist and finance experts will be provided to each community to be a part of the planning team. Each team will have four months to plan their new neighborhood.

Because neighbors are the most important part of any neighborhood, planning teams, including both residents and experts must determine if the citizens want to return.

- A commitment to rebuild must be a partnership between the citizens and the city.
- In areas where residents want to come back to their neighborhood, the city will invest in rebuilding and the planning team will design a safe and viable neighborhood including schools, parks, retail and places for service delivery.
- Homeowners in these neighborhoods not wishing to return will have the opportunity to sell their homes in the open market or to an entity that will use the land for public infrastructure (like schools and police stations), redevelopment, or green space that supports the flood protection system and keeps the neighborhood safe.
- In areas where enough of the residents want to return to their neighborhood, the homeowners will have the opportunity to sell their home on the open market or to accept a buy-out through the state and federal government. The land will then be available for public infrastructure, redevelopment and green space.
- Residents that elect to sell but who wish to remain in New Orleans will have the option to relocate to another nearby neighborhood or another neighborhood in the city.
- The process is driven by the residents and the willingness of residents to reinvest in their neighborhoods.

While many of New Orleans citizens are ready and able to return home, there are some citizens that are not ready to return at this time and some that don't intend to return at all. As well, with fewer residents and homeowners, the tax base of the city will be smaller and the ability of the city to provide essential services will be decreased.

The neighborhood planning process is intended to better ensure that city services such as police, fire, sanitation, etc. can be provided for all neighborhoods. Additionally, the process is intended to provide protection for homeowners' property values by better ensuring that all the property in the neighborhood is redeveloped and not left to become blighted.

#### TRANSIT

Experience in other cities indicates that light rail and high speed transit is the most effective way to connect citizens to jobs, to improve the value of real estate, and to support community economic development. The plan includes:

- Building on and expanding the existing streetcar system into a "loop" network throughout the city; and
- Building a light rail streetcar line that links New Orleans neighborhoods, including East New Orleans and Ninth Ward neighborhoods, to the CBD, and the airport.

#### PARKS AND OPEN SPACE

Parks and open space not only make our neighborhoods look and feel better, they also enhance our property values and provide an added measure of flood protection. The Mayor's plan calls for restoration and maintenance of existing parks to be the priority, with the development of any additional parks coming from the neighborhood planning process.



## LEVEE AND FLOOD PROTECTION

*Our citizens, their families and property are secure from intrusion by, and damage from water, whether river, rain or sea.*

### OVERVIEW

“The bulk of nearly \$3 billion allotted to the Army Corps of Engineers under a huge spending bill signed by President Bush will pay for building and restoring levees along waterways from Lake Pontchartrain to Venice, with nearly one-third going to rebuild local parish levees to their original design heights.

“Under the law, the corps will spend more than \$1.1 billion to return levees, floodwalls and giant drainage pumps, which typically are maintained by local or state authorities, to their pre-storm status or better, while the remainder will be split mostly to expedite the agency's ongoing hurricane projects and to study flood control in south Louisiana.



“Also designated under the corps' allocation is almost \$320 million to complete five projects authorized by Congress. Included are \$120.6 million to build Lake Pontchartrain canal levees as high as 15 feet and \$32.5 million to erect levees as high as 17 feet east of the Mississippi River in Plaquemines Parish. Most costly is a \$147.6 million allocation for the West Bank & Vicinity Hurricane Protection Project, which aims to fortify the 64-mile system of barriers that prevent storm surges from Lake Cataouatche and Barataria Bay from inundating West Jefferson and Algiers with 16 feet or more of water.

“Further, \$37.3 million is earmarked for rushing completion of coastal restoration, hurricane protection and flood control studies in areas including the Louisiana coastline and Plaquemines, St. Bernard and St. Charles parishes. The costliest study -- \$12 million – would consider the best engineering options for providing Category 5 hurricane protection to Louisiana.

### PLANS FOR ENHANCING FLOOD PROTECTION

In addition to the current actions being taken by the Army Corps of Engineers, the plan calls for the following items and recommendations to the Army Corps of Engineers for consideration and discussion. These are additional suggestions to complement the current work and plans of the Army Corps of Engineers:

- Utilize secondary systems of protection, including raised railroad beds throughout the city. This includes replacing underpasses with overpasses or installing flood gates in the underpasses, overpasses and crossing the tracks at ground level. The improved railroad “levee” could be joined with the outfall canal levees and other internal floodwalls to create

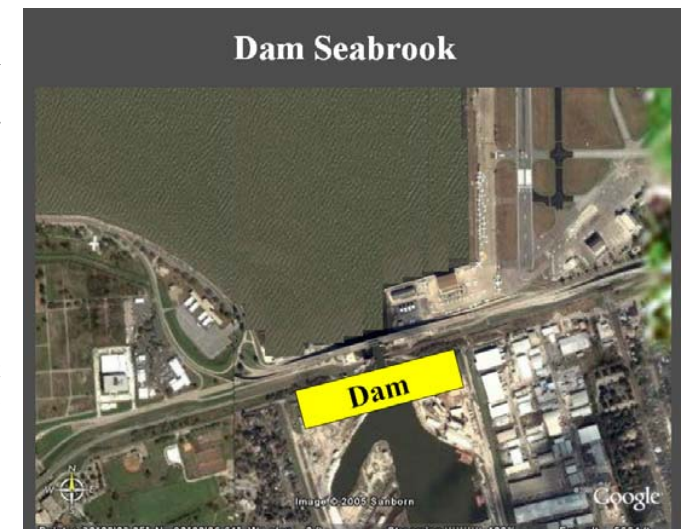


water from the Lake to the interior of our neighborhoods.

- Barge/Bow Thruster Pump Solution: A barge would be submerged near the mouth of the canal, integrated with a protection levee. A set of dolphins or a frame would be pre installed around the sides and bottom of the canal and the barge would be attached, tongue and groove like, to the frame and submerged there. But inside the barge, powered by 12 kilowatts of generated electricity would be 6 powerful bow thruster pumps, which accelerate the flow to the lake. This barge/bow thruster pump solution could also be used in the Orleans and London Avenue Canals.

- Dam the north end of the Industrial Canal at the Seabrook Bridge and integrate the dam with the levee system, thus closing a major throughway for floodwater into the city. A floodgate or lock could be installed later.

- A weir, or flood control structure, with a gap 175 feet wide to accommodate ships with 28 foot draft, can be placed across the merged channel of MRGO and the Intracoastal Waterway near Paris Road. In case of an impending storm, both waterways would be closed to traffic. A floating flood gate, a barge, specially designed to fit in the 175 x 28 foot gap, using a “tongue and groove” like mounting, would be maneuvered into the gap, submerged by its own self-contained pumps and secured to the weir. Upon the all clear, the gate could reverse its pumps, raise itself and be moved to its standby mooring, reopening both waterways for maritime traffic. This will provide the same level of protection as closing MRGO, until it can be decommissioned by the US Army Corps of Engineers.



containment areas, which isolate floodwaters and prevent them from migrating unimpeded all over the city.

- Immediately install jetties across the mouths of its canals to protect the pumping stations from a direct hit.

- Move the pumps or construct new pumping capacity at the Lake end of the canals, thus cutting off the free flow of

- Erect the Corps' Lake Pontchartrain Barrier Plan, which incorporates front line levees and floodgates, which reach from Eastern St. Tammany Parish, across the Chef and Rigolets to lower St. Bernard Parish. This would be the main man-made deterrent to flood and would change our primary and secondary levees, respectively, to secondary and tertiary levees, thus giving us triple protection.
- Restore the wetlands so they can provide the real solution to storm surge protection. We are urging Congress to share off-shore oil and gas lease revenues so the state can self-fund the program.

## PUBLIC TRANSIT

*We will build a regional public transportation system that will provide safe, timely, efficient, courteous, cost effective service to all the citizens of the region, including those with disabilities. The system will be managed by experienced, professional transit personnel with accountability and transparency to the public which it serves.*

### OVERVIEW

The Regional Transit Authority (RTA) was established in 1983 when the City of New Orleans took over the public transit system from New Orleans Public Service (now Entergy). At the time, the RTA was created as a subdivision of the State of Louisiana rather than the City of New Orleans in order to create a truly regional transit system. RTA has authority to operate service in New Orleans and Kenner.

Today, the RTA is carrying approximately 50-60,000 people per week on 27 routes in Orleans Parish. This is only 5-7% of the pre-Katrina ridership of 855,000 per week. The "Louisiana Swift" transit service from Baton Rouge to New Orleans, instituted by RTA post-Katrina, carries about 260-300 riders each weekday. Over 20,000 have used this service since inception. On December 18, RTA restored service to its #2 Riverfront Streetcar line and partially restored service to its #45 Canal Streetcar line (from Crozat & Canal to the French Market). Both lines use the historic St. Charles streetcars for this service, which is free to riders. FEMA is currently paying the operating costs.



During the storm, more than 250 brave RTA drivers and administrative staff stayed in New Orleans to assist in the city's evacuation plan. The day after Katrina, they were forced to rescue themselves by swimming out of the RTA's Canal Street facility and evacuating themselves to a shelter in Baker, LA.

Currently, many of these drivers and mechanics are helping with increased demands at Baton Rouge's Capital Area Transit System (CATS). Together, CATS and the RTA asked FEMA for emergency funding and were granted \$47 million for emergency public transit services in Baton Rouge and New Orleans. This funding has a finite time limit of 6 months.

### PLAN FOR RE-ENGINEERING RTA

The plan for re-engineering includes route management, capital asset management and regionalism and includes:

- Providing services to the most densely populated areas where need is greatest and where transit services are most economically viable.
- Restructuring capital asset requirements to meet population and demographic shifts in the Greater New Orleans area.
- Designing a truly regional authority with equal representation for all the parish entities with the Regional Transit Authority Board of Directors representative of all participating parishes.
- Providing inter-parish commuter transit services. Inter-parish commuter services could utilize a new standard of transportation, including over-the-road coaches with computer access, closed-circuit televisions, and handicap accessibility.
- Continuing to provide services in Baton Rouge with CATS through a cooperative endeavor agreement.
- Determining how to combine capital assets in the most efficient way to provide seamless transit services in a multi-parish area.

#### ACTION PLAN

The following action items constitute the immediate, short-term and long-term plans for restructuring and reviving the public transit system in the Greater New Orleans Area.

##### Immediate

- Determine the level of service required for Orleans Parish.
- Determine the level of service required for St. Bernard, Jefferson, St. Tammany and St. Charles Parishes.
- Determine the level of service required for East Baton Rouge Parish in continuing support of CATS.
- Determine the feasibility of continuing LA SWIFT commuter service between Baton Rouge and New Orleans
- Re-engineer RTA based on expected Orleans Parish service levels.

##### Short Term

- Request an extension of the current FEMA contract.
- Negotiate a continuing cooperative agreement with CATS.
- Negotiate regional transit services with St. Bernard and Jefferson Parishes.
- Negotiate commuter transit services with St. Charles and St Tammany Parishes.

##### Long Term

- Evaluate possibilities for additional streetcar lines, such as Rampart Street.
- Evaluate possibilities for commuter rail services between Baton Rouge and New Orleans.
- Reevaluate and revise the use of RTA vehicles in providing evacuation transportation.
- Evaluate possibilities for a light rail system between the airport and CBD.
- Evaluate expansion of light rail transit within the City

#### RESOURCES AND FINANCIAL PLANS

The agency's available resources include 400 employees, including both administrative and operations personnel. With regard to funding, in addition to FEMA emergency relief funds, a backlog of FTA grants that may be reprogrammed once the reengineering is complete. In terms of stock, the agency currently has 95 buses (out of 372 pre-Katrina); 30 vans; 26 streetcars.

The RTA will continue to need its traditional sources of revenue, including sales and hotel taxes. The RTA is planning on keeping passenger fares at \$1.25, but may be forced to increase this amount as service is redefined. As well, agency will continue to provide para-transit services based on the needs of the population.

#### GOVERNMENT AGENCY OBJECTIVES

The RTA will continue to maintain close contact with the Federal Transit Authority and to work closely with state legislature if changes are required in legislation to reengineer and re-establish the RTA to enable true regionalism. As well, the agency will work closely with surrounding parish officials and agencies to garner support and cooperation in establishing regional transit services.

## CRIMINAL JUSTICE SYSTEM

*An integrated, joint, cooperative working relationship among Hurricane Katrina affected law enforcement agencies in greater New Orleans to recover and rebuild the criminal justice system; to enhance the effectiveness of the law enforcement community in the greater New Orleans region as well as to ensure public safety and maintain operations in future natural disasters and other crises.*

### OVERVIEW

As many officials are coming to recognize, levees and public safety are the two great requirements for repopulating the New Orleans. The joint task force proposed by Vice Admiral Thad Allen, Principal Federal Official for Gulf Coast reconstruction, will help reconstruct the region's criminal justice system by providing a forum for local and state law enforcement, prosecutors, and courts to present their needs to federal agencies in a coordinated and transparent manner. The task force will also craft policies for emergency public safety services and continuity of operations in the event of future natural disasters or terrorist attacks.



Hurricanes Katrina and Rita debilitated law enforcement, prosecution, and the court system in several Louisiana parishes. Court buildings, prosecutors' offices, and police stations were destroyed, evidence rooms were lost, crime labs and training facilities were wrecked, 9-1-1 call centers, jails, and police vehicles were flooded, witnesses and suspects were dispersed, employees' homes were rendered uninhabitable, and operating budgets evaporated.

The impact on public safety services has been enormous. Without vehicles, 9-1-1 call centers, or housing, police and sheriffs' departments are unable to patrol neighborhoods or respond to emergencies. Without evidence, witnesses, or funding, district attorneys are unable to prosecute even violent crimes. Without buildings, evidence, witnesses, or jurors, courts cannot hear prosecutions.

### TAKING ACTION AND WORKING TOGETHER

Due to the decentralized nature of Louisiana's political system and the lack of coordination that exists between different jurisdictions and levels of government, Admiral Allen, initiated the creation of a joint task force to be a "one stop shop" for criminal justice entities attempting to rebuild the public safety system in the greater New Orleans region. The task force will be a state and local endeavor, facilitated (not led) by federal agencies. Federal participation is limited to facilitating dialogue between state and local agencies and to connecting state and local agencies with existing federal grant programs.

Following separation of powers principles, the task force will be divided into three committees: law enforcement, prosecution, and courts. Each committee will be comprised of state and local officials under the leadership of a respected, neutral official. There will also be a federal resource team, which will promote dialogue among state and local entities and communication with federal grant-making agencies.

Reflecting the task force's purposes of promoting open-minded thinking and community buy-in, the New Orleans Business Council and the Mayor's Committee to Bring New Orleans Back have taken leadership roles, and the Louisiana Attorney General, Louisiana Commission on Law Enforcement, New Orleans Police Foundation, Metropolitan Crime Commission, and Crimestoppers, as well as a team of well-respected police chiefs and sheriffs from around the country, will take advisory roles.

Louisiana Supreme Court Justice Catherine "Kitty" Kimball and E. Pete Adams, executive director of the Louisiana District Attorneys' Association, have agreed to chair the courts and prosecution committees, respectively. Negotiations are in progress to identify a chair of the law enforcement committee, the members of which are already working together to pool resources and improve systems.

Each committee will identify and recruit its own membership, and work semi-autonomously to develop detailed goals, strategies, timetables, and budgets. The committee will present reports to the federal resource team and to the public on regular basis.

### GOALS

The task force's goals include, among others:

- Housing: to identify and remedy housing needs for employees currently lacking housing or whose temporary housing will be lost when the cruise ship sails.
- Budgets: to identify and strategically remedy budgetary gaps.
- Emergency Public Safety: to craft policies and clearly-delineated lines of leadership based upon lessons learned in this and other crises for emergency services in the event of a future natural disaster or terrorist attack.
- Continuity of Government: to create policies for protecting evidence and information systems; for tracking detainees, inmates, and witnesses and for providing housing to essential employees.
- Regional Efficiencies: to identify services that may be regionalized for greater efficiency and improved probability of funding, including interoperable communications and case management systems, a state-of-the-art crime lab, and a regional training facility for use by law enforcement, corrections, and prosecutors.
- Hazard Mitigation: to ensure that rebuilding is performed intelligently, with due regard to location and flood insurance requirements.
- To improve public trust through transparency and accountability.



## DELIVERABLES

A state of the art, regional forensic crime laboratory equipped with the highest quality equipment and professional staff to handle routine law enforcement needs and allow for monitoring and addressing crime trends.

- DNA analysis and comparison
- Ballistics/NIBIN
- Drug testing and analysis of drug trends
- Fingerprints and other testing
- Computer and video forensic units
- Photography and forensic light unit
- Document analysis
- Other criminalistic testing including blood alcohol, trace evidence, arson, etc.
- Sexual crime evidence

The regional forensic crime lab represents an opportunity for the New Orleans region to have a modern, cutting-edge means to share intelligence among local, state, and federal law enforcement components.

Additionally, a regional police academy with appropriate facilities and contributions from the participating entities to train new recruits and provide in-service training and best practices to existing officers, investigators, and managers is also proposed. The regional police academy will: afford economies of scale; eliminate duplication of efforts and needless competition; promote high professional, ethical, and integrity standards; and provide a means for training for local and state law enforcement officials by Department of Justice law enforcement partners.

The plan also calls for interoperable and reliable communications systems for routine and emergency use. As well, the plan includes greater preparedness for future crises and natural disasters such as:

- Crisis response plans
- Joint staging and deployment of resources
- Use of available federal and military assets
- Continuity of operations strategies

## NEW ORLEANS CULTURE

*The soul and spirit of a people speak through their culture and their arts, testifying across eras and national boundaries to the quality and vitality of their civilization; it suggests solutions to the challenges of living in a specific time and place, and those solutions are distilled, over generations, into a vision of a civilized way of life.*

### OVERVIEW

The arts and culture are fundamental to the restoration of New Orleans. Thus, while the first order of business for the City is to rebuild the levees and address the enormous need for shelter and public services, the plan for rebuilding New Orleans recognizes that it's the city's *culture* -- its musical, visual, culinary, architectural, literary and graphic arts that defines the City, and our unique cultural mix is what draws people to visit, live and work here.

Culture will bring back the City we love, and culture will stimulate our economic renewal. As such, the plan calls for a sustained and strategic investment in our cultural assets is the most viable way for New Orleans to re-establish itself as a world-class city and to inspire our friends around the world to contribute to our renaissance.



### PLANS FOR REBUILDING NEW ORLEANS CULTURAL ECONOMY

Rebuilding the cultural economy of New Orleans is a multi-faceted, multi-decade challenge and opportunity. To jumpstart this effort, the Cultural Committee recommends a three year investment of \$648 million, less than 1% of the \$85 billion that President George Bush committed to the City. The investments will achieve five distinct but mutually reinforcing objectives:

- Rebuild our creative talent pool by supporting non-profit cultural organizations through grants and other programs; providing stipends and employment to artists and cultural entrepreneurs through job creation efforts; developing new cultural products and cultural entrepreneurs; and developing a comprehensive e-commerce resource.
- Support community-based cultural traditions, repair damaged cultural facilities and build new cultural venues by restoring damaged cultural properties; providing housing for displaced cultural workers; rebuilding or developing community art centers in all neighborhoods; creating a linear jazz park and national Jazz Center; and developing partnerships for funding existing and new venues.



- Market New Orleans as a world-class cultural capital by promoting the City’s signature cultural events; making the City more welcoming with improved signage, translation and hospitality programs; strategically exporting our cultural treasures; and developing a marketing campaign that blends cultural promotion with rebuilding the City.

creating a 21<sup>st</sup> century arts education curriculum worthy of New Orleans’ illustrious liberal arts history; expanding artists-in-school programs; and partnering schools with local arts organizations and cultural businesses.

- Attract new investment from national and international sources by promoting partnerships (such as the country of France adopting Treme); creating a comprehensive information database about the cultural sector; and working with leading funders to secure resources to support the rehabilitation of the City’s cultural sector.
- Require 50/50 public-private investment in infrastructure, programs and developments in the cultural sector.

These objectives are integrally linked to the overarching goals of the Bring New Orleans Back Commission and are aligned with evolving plans the State of Louisiana’s Division of Culture, Recreation and Tourism and local cultural entities.



The proposed public and private investments will revive the City’s cultural base, benefit businesses and residents of every neighborhood, ensure the return of displaced artists and cultural workers, restore leading cultural facilities and create new cultural venues that celebrate the City’s unique musical history and the cultural traditions of its diverse neighborhoods, revitalize street life and performances, increase tourism, and lever other investments many times over.

## PUBLIC EDUCATION

*Now more than ever, New Orleans needs a public education system that can develop a new generation of young leaders to re-build the neighborhoods, culture and spirit of New Orleans.*

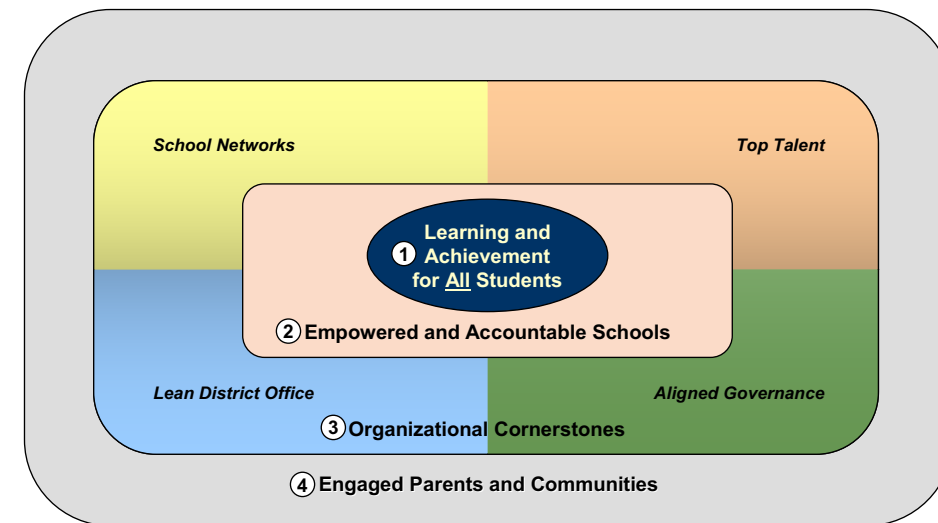
### OVERVIEW

The plan for reforming public education reflects the input of a diverse group of more than 1,500 students, parents, teachers, business leaders and community members from New Orleans. Additionally, education experts from around the world provided insights into what has worked in high-performing schools with similar students and similar socioeconomic factors. Using this extensive research, the Education Steering Committee worked with a Stakeholder Advisory Council (representing parents, grandparents, teachers, principals and community members) and a National Expert Panel to develop a plan to fundamentally change the way we run our schools. With the help of this education Dream Team, New Orleans now has the opportunity not just to rebuild, but to be the new national model for America’s public schools.

### FRAMEWORK

Focused on delivering learning and achievement for all students, regardless of race or where they live in New Orleans, the plan flips the current system upside down to push more money and authority to principals and teachers. First, the plan calls for schools to be the centerpiece for transformation and held accountable for student performance. Second, the plan proposes a new organizational structure, which we call the Educational Network Model, designed around students and schools to provide more flexibility, options and accountability than ever before. Third, new partnerships are recommended to engage parents and the community to support student learning.

**EXHIBIT 6.3: EDUCATIONAL NETWORK MODEL HAS FOUR MAJOR COMPONENTS**



### CENTERPIECE FOR TRANSFORMATION

The public education plan empowers principals and teachers, not a bureaucrat sitting behind a desk across town, to work with parents to decide what is best for their students. It shifts the majority of the system's budget and decision-making to the school level, where it can be managed based on students' needs in each school. Accordingly, the central administrative office will be streamlined dramatically to allow more funds to flow to the schools, a major change from the past where the vast majority of money was controlled by the central office. This new student-focused approach will include a system of checks and balances, as well as training for school leaders, to ensure accountability and allow teachers, parents, students and the New Orleans Community to measure results at every level through-out the year.



This plan is designed to promote equality at each step of the education process. The goal is to graduate all students, regardless of race or class, ready for college and the workplace. Specifically, here are three examples of recommendations to raise the bar and close the gaps for student achievement in New Orleans:

- Define explicit, detailed and rigorous instructional standards by grade and subject that are aligned with student achievement and college/workforce readiness objectives.
- Create a choice-based enrollment process that makes quality school options available to all students.
- Launch a universal pre-kindergarten program.

### THE "EDUCATIONAL NETWORK MODEL"

The Educational Network Model is a new organizational structure for the school system that is designed to increase flexibility and accountability to drive student learning and achievement. It allows teachers to teach, principals to be leaders at their schools and the central office to monitor performance. As part of the new model, the Education Committee's plan recommends:

- Organizing schools into small clusters of similar schools to provide support, foster collaboration among educators, and ensure accountability
- Hiring the best people at all levels and providing training to develop the skills necessary to deliver results.
- Creating a lean central office for the school system that is focused on academic standards and monitoring network/school performance. Develop a customer-focused shared services organization that provides cost-effective services to schools to drive more money to classroom instruction.
- Requesting that the state absorb the district's current debt service during recovery and increase the MFP format to ensure optimal teacher/student ratio and adequate resources in each classroom.

### GOVERNANCE

There is a need for a governing body that will reflect the need for reform. This plan recommends:

- Migrating toward a single, aligned and highly-effective appointed governing board of qualified people with the skills to oversee successful implementation of the plan. The board will be composed of three gubernatorial appointees, three mayoral appointees and one independent appointee.
- Calling for a takeover of the public school system that allows the city to run public schools for five years under one governing body.
- Putting the governance issue including the appointed board and the city takeover on the ballot and let the citizens make the decision about governance of the public school system.

### ROLE OF PARENTS AND THE COMMUNITY

To succeed, children need parents who are involved in their education. They also need the full support of the community. To facilitate this, the plan recommends that schools find new ways of reaching out to parents and calls for partnerships with community groups that will serve students and families, especially to handle many of the aftereffects of the trauma and loss suffered by Hurricane Katrina survivors.

### TIMELINE FOR PUTTING THE PLAN TO WORK

To facilitate the repopulation of New Orleans and attract new people to the city, this transition process must start immediately with the involvement and cooperation of parents, teachers, government, businesses and the community unified behind a single plan. The next step is to work with the state and Orleans Parish School Board to develop an effective transition plan from the current system to this new Educational Network Model. Once we have their commitment, we can begin organizing schools into networks; training principals and teachers to succeed in the new system; and migrating towards a single, aligned, highly-effective governance model.

### IMMEDIATE FINANCIAL NEEDS

With regard to financing, in the near term, the plan calls for the Louisiana Department of Education to assume the debt service for the New Orleans Public School District to better enable the district to focus its efforts on restoring facilities and resuming teaching and learning as the children of New Orleans return. In the long-term, the plan calls for evaluation and recalculation of the MFP formula, providing a greater investment in our youth, and better ensuring effective student to teacher ratios in our classrooms.

## HEALTH AND SOCIAL SERVICES

*The disparity that previously existed in the delivery of health care in New Orleans is but one of the inequities this community must overcome in the aftermath of the Katrina devastation.*

### OVERVIEW

The Health and Social Services Plan builds on the opportunity Hurricane Katrina has provided to "get it right" in building a quality healthcare services system for all citizens, focusing on (1) Hospital and Specialty Care; (2) Primary Care; (3) Core Public Health Issues; (4) Human Services Issues; and (5) Core Environmental Health Issues.

### PREPARATION FOR FUTURE DISASTERS

Prepare hospitals, nursing homes and providers for future disasters, and fully involve social services in future disaster plans to help ensure that all people are reached.

- Examine sustainability of power and services during a storm, including obtaining funding for required upgrading and moving of power generation and distribution equipment at healthcare centers;
- Involve the human services and public health sectors more fully in calling for an evacuation;
- Make communications within the staffs of emergency healthcare providers and between them and emergency management personnel more effective and reliable.
- In the interim before an interoperable electronic medical records system can be put in place, establish a means by which citizens who must evacuate have key pertinent medical information with them or available to providers in the locations to which they evacuate.



### SYSTEM OF CARE

Create a system of care for all segments of the population and create neighborhood primary care centers linked to hospitals, with changes in payment models to open up access to care.

- Make changes in the current payment and reimbursement models which will result in greater access by the entire community to quality healthcare, seeking universal healthcare payment coverage by the State of Louisiana.
- Establish "community health centers" in appropriate locations and configurations for the populations to be served.
- Have hospital and specialty care treatment for the uninsured and underinsured distributed across other hospitals and specialty care facilities in the area.
- Reimburse hospitals for uninsured patients regardless of where care is provided.

- Continue to establish cooperative agreements to sustain healthcare services and to build upon public/private partnerships.

### FROM INSTITUTIONAL CARE TO WELLNESS

Shift the focus toward ambulatory care, wellness and preventive medicine, health promotion and chronic disease prevention, and away from institutional care.

- Establish the necessary staffing and processes to support an ongoing program of health promotion and chronic disease prevention.

### HEALTH CARE PROFESSIONALS

Maintain a university teaching hospital in New Orleans.



- Establish a joint venture with equal governance to develop a modern combined "charity" and VA teaching hospital that eliminates the two-tiered healthcare system and promotes accessible healthcare for everyone.
- Recognize that New Orleans, now more than ever, needs the Schools of Public Health that assist in providing disease prevention and epidemiological resources.
- Establish a viable capital plan for the Medical Center of Louisiana portion of the academic medical center, with sufficient resources to set standards of quality, excellence and efficiency.
- Recognize that the state alone does not have the resources to completely fund an AMC, and thus explore and examine how other states or facilities have solved this difficult problem, including an evaluation of the operation of the LSU Hospital and Health Sciences Center at Shreveport.
- Change the governmental payment systems, and implement different governance models such as an independent public benefit corporation, a hospital service district and others be explored to manage a new academic medical center.

### FOCUS ON THE INDIVIDUAL

Establish electronic medical records as the norm in the region's healthcare facilities and establish the necessary "interoperability" (i.e., the necessary records).

- Establish database systems for use with human services and public health in order to coordinate and facilitate the services with those who need them.

### FOCUS ON ENVIRONMENTAL HEALTH.

- Establish an entity in the City Health Department as a coordinating body with regard to environmental health matters to ensure ongoing staffing, and establish/encourage educational programs for an environmental health workforce.

- Furnish up-to-date information to those who are moving concerning any health issues associated with sediments, debris or other storm-related issues in order to facilitate their making individual judgments as to risk.
- Establish a long term monitoring and surveillance program to assess the long term impact of environmental factors on health and events and develop the necessary technology support.
- Establish a risk communication program that will provide information to the public, allow the public to communicate their concerns and allow for an orderly and thorough consideration of those concerns.
- Establish a capability and process for dealing with gaps in knowledge, science, policy and practice related to
- environmental health.

#### HEALTH AND HUMAN SERVICES COLLABORATION

Create area-wide healthcare and human services collaboratives that include a critical mass of committed key participants, working toward clearly defined goals, with the necessary leadership and financing, pursuant to written charters.

- Establish the Greater New Orleans Healthcare Taskforce collaborative, including a convener of stature.
- Establish the Katrina Community Based Services Network collaborative, including a convener of stature.
- Clearly establish coordinating mechanisms with the State and the two collaboratives.

## ECONOMIC DEVELOPMENT

*In rebuilding New Orleans the goal must be more than recovery, it must be transformation – a reconstruction that take us to a new level.*

#### OVERVIEW

The Economic Development Plan that takes the best thinking of the Economic Development Committee, and the work of Mt. Auburn and Associates, the Economic Development Company that developed the recovery plan for lower Manhattan after the September 11th terrorist attacks. It combines these recommendations with the priorities identified by citizens in the public meetings and the survey. The result is a 4 part plan for: 1) immediate economic stabilization; 2) restoring the economic base; 3) reducing economic disparities; and 4) repositioning and strengthening competitiveness.

#### ECONOMIC STABILIZATION

In the area of economic stabilization, first and foremost is workforce development. The plan calls for, as the first priority, to get jobs for citizens and workers for our businesses. The plan includes:

- A one stop web site and aggressive outreach to inform citizens of job availability
- Continuing and expanding the LA Swift bus service to provide opportunities for citizens in commuting distance
- Identification of incentives for businesses to develop temporary housing solutions for their workers.
- A Construction Trades Skill Training Partnership and specialized training programs in construction, historic preservation, and other trades related to rebuilding.
- Temporary dormitories at Delgado and at other training sites to encourage displaced residents interested in new skill development to return for training. a Return to New Orleans Incentive Program to provide signing bonuses,
- Housing subsidies in the form of first and last month's rent, and
- A Temporary Public Service Employment Support Program that provides unemployed professionals with income for temporary work with local government and non-profits involved in rebuilding.
- Create a regional workforce collaborative
- Outreach and recruitment of displaced workers.



The Workforce Development Board and Job One are already working with other workforce boards in the region, and the State Department of Labor to access emergency workforce development funds, and implement a comprehensive regional strategy to get workers for businesses and jobs for citizens.

Economic stabilization also includes maximizing reconstruction opportunities for local firms and the plan includes policy for local business participation and for participation of Minority- and Women-owned businesses in all public spending. A senior level advisor will be appointed in the Office of Economic Development to work with local, state, and federal agencies and set goals for local, minority- and women-owned business participation in accordance with local, state and federal regulations.



Additional component of Economic Stabilization include:

- A Neighborhood Builders program to increase the capacity of local and smaller contractors, and to better ensure their participation in the rebuilding of New Orleans.
- Implementation of living wage policy for all reconstruction contracts awarded by city agencies or benefiting from government funding
- A case management system to assist businesses
- A Retail SWAT Team to assist retail operations to reopen.
- Recruitment of an Economic Development Corps of loaned executives, volunteer economic development professionals, University interns, and Americorps participants to help undertake the case management services and SWAT assistance to local businesses and retail operations.

#### RESTORING THE ECONOMIC BASE

The second component of the plan, restoring the economic base looks at the recommendations of the Economic Development Committee regarding the key economic sectors and prioritizes those actions needed to jumpstart the sectors.



The Hospitality industry plays a key role in the New Orleans economy and the plan matches the State and federal investment in restoring the Superdome, the Convention Center, the Arena, and the Airport, with investment in restoring the French Quarter, the Riverfront, Canal Street, the Warehouse District, and the Frenchman Corridor. Additionally,

the plan includes invests in a convention incentive fund, the New Orleans Convention and Visitors Bureau operations, the New Orleans Tourism Marketing Corporation, the Audubon Institute, and the cruise ship terminal at Julia Street.

For the health care industry it's important to note that in the absence of Charity Hospital, the private hospitals have been, and continue to carry the entire cost-burden for healthcare, without benefit of compensation for indigent care. It is clear that for healthcare, the dollars should follow

the patient. As such, the plan includes reimbursement for the provision of care from the date of the hurricane to January 31, 2006, as well as changes to Medicare and Medicaid in-patient reimbursement rates.

For New Orleans emerging Bio-Medical Industry Sector, the plan includes:

- Creation of a federal Disaster Area Bioscience Support Program to fund academic and small business bioscience grants in regions impacted by Hurricane Katrina;
- Bioscience Industry Strategic Planning;
- Completion of the New Orleans Bio Innovation Center project; and
- Supporting the construction of the Louisiana Cancer Research Consortium which are also included in the plan.

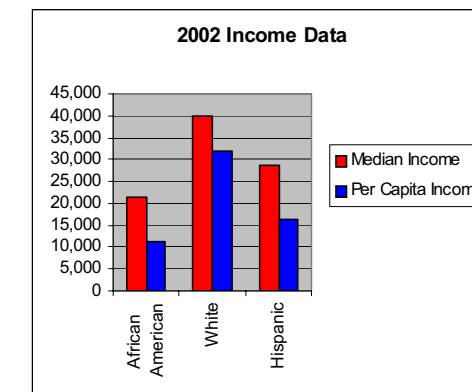
For the maritime, oil and gas, military, and film industries the plan includes

- Prioritizing investments in the New Orleans Regional Business Park in Eastern New Orleans for new manufacturing industry development;
- Building a Food Manufacturing Incubator, to build on the skills and talents of citizens and to increase small business growth

For Information Technology the plan calls for securing guarantees that federal government IT operations in the area will resume work at their original locations and at pre-Katrina personnel levels, creation of a "Disaster-Disadvantaged" designation requiring a percentage of contracts to local and regional IT firms, and development of a digital media technology incubator to maximize digital media tax credits and GO Zone Tax credits.

#### REDUCING ECONOMIC DISPARITY

In rebuilding New Orleans the goal must be more than recovery, it must be transformation – a reconstruction that takes the city of New Orleans to a new level. Thus, the third component of the plan deals with reducing economic disparity.



New Orleans' legacy to the history of this country cannot only be the site of the worst natural disaster in America's history. We have an opportunity to create a legacy as the city that developed the institutional model for reducing economic disparity -- the city that took an extraordinary and intentional step toward closing the gap between the income, assets and earnings, and creating opportunity for all citizens.

To address the issue of poverty and reduce the economic disparity in New Orleans, the plan includes:

- Expansion of financial literacy, financial counseling, and free tax preparation programs;
- Working with banks and credit unions to offer and market low cost checking and savings accounts and "credit-builder" loans.

- Creation of a strong citywide Individual Development Account (IDA) program as recommended by Total Community Action's poverty reduction plan; and
- Development of an Economic Equity Fund to support Minority Businesses and Community Economic Development.

In support of strong neighborhood business districts, the plan includes:

- A citywide Main Street program;
- Incentives and financing for neighborhood commercial development. such as a property tax phase-in and deferred loan programs;
- The Economic Equity fund and New Market Tax Credits to provide patient capital for Community Economic Development;
- Re-establishing Farmers Markets through the city;
- And with the increased international interest in the city, developing an international marketing program focused on New Orleans Food Products.



#### REPOSITIONING AND COMPETITIVE STRENGTHENING

The Final Component of the Economic Development Plan focuses on repositioning and strengthening the competitiveness of our city. Using Katrina to build a competitive advantage in New Orleans, the plan includes:

- Development of a state-of-the-art Construction Technology Campus in New Orleans;
- Developing strategic partnerships with Tulane's Payson Center for International Development in Technology Transfer, the Tulane School of Architecture, and Global Green, a national non-profit and American arm of the international Green Cross that is in the process of establishing a New Orleans office;
- Developing strategic partnership with LSU's Hurricane Engineering program, and Florida International University's Laboratory for Wind Engineering Research;
- Providing location incentives and site finding assistance for advanced building design and construction companies seeking to locate engineering and production facilities in New Orleans; and
- Strategically increasing the supply of seed and venture capital for local start-ups in this field.

Coastal preservation and restoration is another area has strategic benefits for repositioning the local economy. As such the plan includes strategic partnerships with New Orleans research institutions such as the University of New Orleans Department of Earth and Environmental Sciences and its Pontchartrain Institute for Environmental Sciences, Tulane and Xavier's Universities' Center for Bioenvironmental Research, and the Louisiana Universities Marine Consortium. Like Construction Technology, the plan calls for research and development of a long-term strategy to build and support a coastal preservation and restoration industry cluster as an emerging opportunity for economic growth and diversification.

Finally, the creation and growth of new enterprises is critical to strengthening The New Orleans economy. Small businesses, which accounted for more than 40% of the region's economy, were devastated by Hurricane Katrina and according to economic development experts as many as 60% of New Orleans small businesses may ultimately fail due to Katrina. To support the recovery and rebuilding of the small business sector, the plan includes:

- The creation of a national angel investment network focused on New Orleans, capitalizing on the strong business community interest in rebuilding the city.
- Sponsoring enterprise forums and risk capital fairs to connect firms with financing sources and advice.
- Funding a special loan-loss reserve to encourage higher risk bank lending.
- Utilizing the existing network of Community Development Financial Institutions (CDFIs) and Community Development Entities (CDEs) to expand the supply of subordinate small business loans, rather than creating their own loan programs.

## GOVERNMENT EFFECTIVENESS

*To foster government that is ethical, efficient, transparent  
and adequately and fairly funded.*

### INTEGRITY

- Fill Inspector General position.
- Appoint Ethics Review Board.
- Enact whistle-blower protection.
- Require disclosure of interests by public officials and by lobbyists.
- Require high-visibility reporting of financial and ethical disclosure information.

### CONSOLIDATION

- Create a uniform, equitable and consolidated assessment system with a single assessor through a vote of the citizens.
- Consolidate certain police jurisdictions, such as Levee Board police, into NOPD.
- Combine Recorder of Mortgages, Registrar of Conveyances, Office of Notarial Archives and City Department of Real Estate and Records.

### PLANNING AND PERMITTING

- Restructure the permitting process.
- Strengthen City Planning Commission processes.
- Upgrade property condition enforcement.
- Establish appropriate public regulations for Historic District Landmarks Commissions and uniformly implement them.
- Eliminate City Council consideration of individual applications involving city planning decisions, zoning, tax assessments, and decisions of Historic District Landmarks Commissions and Vieux Carre Commission.

### FINANCE

- In the short-term, use available federal money, such as supplemental CDBG funds, to pay for city government operations.
- Implement sound budgeting practices and financial oversight: (a) implement performance-based budgeting modeled after the State of Louisiana; and (b) create a combined, independent Inspector General/Internal Auditor's office
- Broaden property tax base: (a) create fair and equitable property assessments locally and statewide; (b) tighten exemptions for nonprofits; (c) place New Orleans in the same position as other municipalities with respect to the homestead exemption; and (d) rely on federal and state incentives, rather than local tax abatements or diversions, to spur economic development.
- Implement a new revenue source by reallocating a portion of state income taxes generated in Katrina and Rita disaster areas, directing 50% to parish of domicile and 50% to parish of employment.
- Develop legislation for taxing non-profits with the exception of places of worship or sanctuary and places of teaching and learning.