



**University of Louisiana at Lafayette  
University of Louisiana System**

**GRAD Act Annual Report  
FY 2011-2012 (Year 2)**

**Submitted to the  
Board of Supervisors, University of Louisiana System  
April 1, 2012**

**and to the  
Louisiana Board of Regents,  
May 1, 2012**

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## 1. STUDENT SUCCESS

### Narrative (3-5 pages)

- **An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

*First to second year retention rate:* Although the University was just short of its goal, the first to second year retention rate in 10-11 did show a small improvement over the 09-10 year. As will be seen in the narrative that follows, the University has put increased resources into both the retention and transfer areas in the past year and will continue to do so. The University feels that with the deployment of the Cajun Connection, the two-credit hour college success course, in two additional colleges and the advent of the Living Learning Communities in Fall 2011, coupled with new initiatives, we will reach our future targets in this area.

- **Student success policies/programs/initiatives implemented/continued during the reporting year.**

The University's **Strategic Plan 2.3.2** focuses on increasing retention rates as a means of increasing graduation rates for all students and particularly for "transfer, at-risk, non-traditional and underrepresented students through the nurturing of appropriate support services and programs." Below is a brief discussion of selected programs which contribute to student success and retention.

In Fall 2011, the University created the **Office of First-Year Experience (FYE)**, the successor to the QEP Implementation Committee, charged with (1) establishing strategic and operating priorities for the Office of the First Year Experience; (2) playing the lead role in developing, implementing and sustaining a successful Office of the First Year Experience; (3) building and strengthening relationships across campus in support of the students' first year experience; (4) developing and coordinating programming and support efforts for special populations of first-year students (Honors, Commuter, At-Risk Students, etc.); (5) working with appropriate faculty and staff committees to review, develop, enhance and assess first-year learning opportunities within Academic and Student Affairs; (6) chairing the First Year Experience QEP Steering Committee; (7) working with the Assistant Vice President for Institutional Planning and Effectiveness to implement and communicate assessment results on first-year students and the entire FYE to the campus community and appropriate off-campus constituencies; and (8) administering the FYE budget. A director was appointed soon thereafter and future plans include hiring an assistant director. The Director will report directly to the Assistant Vice President for Academic Affairs. Two programs are operated out of the newly-created office.

- UNIV 100, the [Cajun Connection](#), the two-credit hour college success course, began its first year of full implementation in the 2010-2011 academic year. In May 2011, thirty (30) faculty and staff were trained to serve as UNIV 100 faculty. These and other trained faculty instructed the sixty-three (63) sections offered across the three colleges (Business, Sciences and Liberal Arts) in full implementation in Fall 2011. The second faculty development event, training for faculty in the Colleges of Nursing and Allied Health Professions and in the College of the Arts, will be held in Spring 2012 and will be designed to enhance student learning outcome attainment through improved and innovative instruction. Preliminary meetings will be held with the Colleges of Engineering and Education to prepare for the full implementation of UNIV 100 in those units in Fall 2013.

- The University launched its first **Living Learning Community (LLC)** in Fall 2011 comprised of first-time freshmen business majors living in a wing of Baker Hall. The 17 students accepted as members enrolled in three courses together: ECON 201, UNIV 100, and ENGL 101. The members were welcomed as they moved in to Baker Hall on August 20, 2011, and the next day participated in multiple events to promote early bonding. A one-month academic check-up was conducted with the purpose of helping students identify their current academic challenges and the resources to address those challenges. The LLC participant's first activity with MCOBA faculty focused on learning business principles through film clips of the Wizard of Oz on October 10, 2011. The clips served as prompts for discussion of various management and business practices, with faculty lending expertise to the discussion. Approximately 75% of research-intensive universities incorporate learning community experiences for their students as part of the freshman year experience. The results of research related to the impact of participation in learning communities by freshman students reveal very favorable outcomes, including increased student engagement and retention beyond the first semester of the freshman year, and increased student achievement and intellectual development. From the faculty perspective, involvement in learning communities facilitates interaction with colleagues and students from a variety of disciplines and allows for the integration of pedagogical approaches which are active, student-centered and collaborative.

The **Academic Success Center (ASC)**, the academic support center designed to assist students in their pursuit of academic success, continued existing programs and implemented a significant number of new initiatives in the 2011-12 academic year. Center Counselors are the assigned academic advisors for at-risk students, including students admitted by committee, students entering at below curriculum level in certain colleges and undeclared students. Counselors meet with students not making satisfactory academic progress to identify problem areas and develop action plans. In Fall 2011, 19,622 student visits were logged into the ASC for academic counseling, advising, Career Counseling Center and the Learning Center. In Spring 2012, the position of Retention Specialist in the Academic Success Center was created and filled. Other initiatives include:

- **Supplemental instruction (SI)**. The SI Program for freshman students in challenging courses, which continued this year, offers bi/tri-weekly tutoring sessions facilitated by an SI tutor in which students compare notes, discuss readings and develop organizational tools. SI tutors are students who have previously done well in the course and who attend all class lectures, take notes, conduct SI sessions, and offer office hours.
- ***TOPS FTF Workshops***: In Spring 2012, the Academic Success Center, in collaboration with the newly created Office of First-Year Experience, identified and contacted first-time freshmen on TOPS who earned less than 12 credit hours or less than a 2.0 GPA in Fall 2011. The students were required (a registration hold was placed on students accounts and lifted after attendance was verified) to attend one of 25 informational workshops and develop an action plan with application of helpful campus resources. They were briefed on important information for keeping or earning back TOPS—guidelines, half semester courses, Summer Intersession, etc. Of the total 256 students identified, 203 (79.3%) attended those workshops or one of two make up sessions.
- ***TOPS Tuesdays***: The Academic Success Center established a TOPS Tuesdays marketing campaign in Spring 2012 aimed at attracting TOPS students to use the Academic Success Center as a resource for TOPS guidelines and information.
- ***1.333-1.8 FTF Workshops***: Similar to the TOPS FTF Workshops, the Academic Success Center, in collaboration with the newly created Office of First-Year Experience, identified and contacted first-time freshmen with Fall 2011 GPAs between 1.33-1.8 requiring them to attend one of 12 information workshops. Each of the 81 participants (68.1% of the 119 students) developed an action plan with application of campus resources based on past success and obstacles. They were briefed on academic good standing and academic progress as well as financial aid requirements. Registration holds, placed on students' accounts to encourage participation, were lifted after attendance at a meeting.

• **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

The **Supplemental Instruction Program** continues to produce impressive results. For [Spring 2011](#), not included in last year's report, attendees made 1,933 visits to the Learning Center earning average grades 9.6% higher than those for non-attendees. The greatest impact was in BIOL 220 (Survey of Anatomy and Physiology) where grades were 11.2% higher for attendees as compared to non-attendees. Also noteworthy is the fact that the MATH 270 (Calculus I) results revealed that students who came to at least five SI sessions had an average grade of 80.89% and students who came to at least 10 SI sessions earned an average grade of 86.75% -- a 28.31% or almost three letter grade increase over non-attendees. The [Fall 2011](#) Report reveals that students attending SI seven times or more had grades in "challenging" courses that were 6.5% higher than non-attendees, with those attending 14 times or more posting a 10.5% difference in average grades. The most noteworthy results were in BIOL 110 where attendees received grades 19.4% higher than non-attendees. Beginning in Spring 2012, the Academic Affairs Council focused on the number of "Ws" and "Fs" in all courses with the intent of determining the need for further supplemental instruction courses.

The **Cajun Connection** (UNIV 100) course content, divided into six (6) student learning outcomes (SLOs), are [assessed](#) subjectively by student self-report and objectively by content expert panels. For the subjective assessment, students respond to an end-of-semester survey inquiring as to their perception of the amount of impact the course had on their skills and/or knowledge. The objective assessment uses faculty and staff content experts serving on a panel who review randomly selected student products from a particular SLO domain. A rubric is used which yields an overall rating, which is then compared against the rating considered to represent baseline competence. For all SLO's, 75% of the assessed student products must meet or exceed baseline competence for the SLO to be considered attained. Combining subjective and objective assessment allow for ecological and content validity to each receive attention.

The [Living Learning Community report](#) includes results of a focus group assessment of students' experiences thus far with the LLC aimed at getting a sense of both the positive and negative aspects of the program. In summary, the students engaged in the LLC pilot reported very positive experiences from their first semester. However, they also reported some unfulfilled expectations. Most students reported participation in the LLC has enriched their academic and social lives; however, they would like more access to the business faculty and additional exposure to actual business practices as well as opportunities for professional networking with members of the business community. Building on the knowledge gained from the pilot LLC implementation, three new Living Learning Communities are planned for the Fall 2012 semester. It is anticipated that an LLC targeting nursing students and Living Communities designed for modern languages immersion and honors program students will be implemented. Results of the focus group session will be shared with faculty developing the new LLCs and with faculty and administrators in the Moody College of Business Administration for program improvement purposes.

The University continued the **Mentoring Program** which is designed to provide academic support to the first-time freshmen who do not meet regular admission criteria and were admitted by exception. The program pairs each student with University faculty and staff who offer personal attention and guidance. In addition, students enroll as a cohort in Academic Skills 100, a class designed to assist mentees with time management, study and test taking skills, career choices and many other important topics. [Results](#) indicate that 86.8% of the Fall 2011 cohort were retained in the Spring 2012 semester.

• **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.**

Freshmen have long been tracked through the Academic Success Center with staff monitoring and intervening at a number of points. In Spring 2012 the Academic Success Center hired a **Retention Specialist** charged with (1) coordinating, developing and delivering retention outreach services including Early Warning and Academic Probation initiatives for academically at-risk students and (2) providing academic counseling and intervention services and tracking student progress for all lower division students.

In Fall 2011, the **Early Warning Program** identified and contacted 1207 freshmen who earned a grade of "F" in one or more classes at Interim (5<sup>th</sup> week of semester). The students were educated regarding interim grades and encouraged to make contact with their instructors and the Academic Success Center to work on action plans for the remainder of the semester. They were also directed to [Academic Safety Net](#) on the Academic Success Center website as well as other campus resources. Similar contacts were made in Spring 2012. In the last several semesters, the Academic Success Center has focused on the reporting rate of instructors. Deans and Department heads were asked to intervene and were sent a list of instructors who failed to report interim grades (NR). As a result of this increased focus, there has been a measurable decrease in the percentage of NRs each semester.

Each semester, the Academic Success Center identifies and contacts returning and reentry freshmen who are on **academic probation**. This group, 273 students in Spring 2012, is required to attend a two session program that addresses strategies to return to academic good standing. In session one, which addresses past successes and obstacles, the student develops an academic action plan for the semester with application of campus resources. Session two is a follow-up to the implementation of the academic action plan addressed in the previous session. Financial aid and TOPS guidelines are discussed when appropriate. Registration holds are placed on student's accounts which are lifted upon completion of the program. Thus far this semester, approximately 40% of identified students have made contact with the Center either through email or attendance at the first and/or second meeting.

In a continuing efforts to ensure UL Lafayette's enrollment management and academic delivery systems are optimizing student progress and success, the **Academic Affairs Council** (the Interim Provost and Vice President for Academic Affairs, the Assistant Vice President for Academic Affairs, the Assistant Vice President for Institutional Planning and Effectiveness, and the Director of Academic Planning and Faculty Development) conducted for the first time an analysis of students who enrolled in Fall 2010 but did not return and enroll again by Fall 2011. There were 773 "lost students," constituting about 25% of our freshman class. For each student the group collected numerous pieces of data related to incoming academic preparation, demographics, courses completed and grades at UL Lafayette, campus residence, and student engagement and involvement in a variety of student organizations, with the intent of predicting student success and identifying needed interventions and policy changes to mitigate these withdrawals. In addition, the group focused on the number of "Ws" and "Fs" in all courses, disseminating the data to Deans and Department Heads at the semester retreat. As a result, the Deans made recommendations to the Committee on Academic Affairs and the SGA intended to promote early intervention as well as student success and progress. A workshop is planned with faculty later in Spring 2012 to develop solutions to the "W" problem that are student-focused.

- **Development/use of external feedback reports during the reporting year.**

The University interacted with High Schools in a number of ways in 2011-12. We continued the University's [High School Dual Enrollment program](#) whose goal is to enroll students who are projected to be qualified to enroll in UL Lafayette as first-time freshmen. Of the 146 students enrolled in the Dual Enrollment Program in Spring 2011, 117 were high school seniors. The [Dual Enrollment Retention](#) Report reveals that seventy-five of those 117, 64%, continued as a FTF in Fall 2011. For those students, the average hours enrolled per student was 14.71, the average hours completed per student was 12.85, and the average first semester GPA was 2.97. In 2011-12 the University expanded its [dual enrollment offerings](#) by allowing students to enroll in courses on their high school campus with PLAN scores rather than just ACT scores. In addition, the University added courses at Ascension Episcopal School and new courses at Loreauville and West St. Mary High. The Director of University College and Adult Learning administers and maintains [records](#) for the program. In 2012-13, a pilot program in online Math 105 will be started in two local high schools. The University provides high schools with an official enrollment report after the 14<sup>th</sup> class date which includes the course name, time and days offered, instructor, and credit hours of all students in the program. We also report any student that withdraws from the program as well as students' interim and final grades. An official transcript is mailed to all high schools upon completion of every semester.

The Office of Enrollment Services hosted the annual **Guidance Counselor Workshop** in January 2012 the purpose of which is to provide high school counselors from across the state with information about UL Lafayette, our admission standards and what we have to offer their students. During the "Dean's Panel," the dean of each college updates the counselors about their programs and majors, and counselors have the opportunity to ask specific questions about our programs.

The July 2011 [Task Force on 2012 Admission Standards Report](#) includes a comprehensive plan for the 2011-12 academic year for informing high school students, high school counselors, and the public about the Fall 2012 admission standards. Included in the plan was the mailing of more than 30,000 postcards to upcoming seniors and the mailing of posters to 1,100 high schools.

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.1 Retention of first-time, full-time, degree-seeking students, 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	Fall 08 to Fall 09	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
# in Fall Cohort	2545	2496	2830				
# Retained to 2 <sup>nd</sup> Fall semester	1931	1829	2078				
Rate	75.9%	73.3%	73.4%				
Target		75% (73% - 77%)	76% (74% - 78%)	76.5% (74.5% - 78.5%)	77% (75% - 79%)	77.5 (75.5% - 79.5%)	78% (76% - 80%)
Actual Fall 06 to Fall 07			74.2				
Actual Fall 07 to Fall 08			74.1				
Actual Fall 08 to Fall 09			75.9				
Avg of Prior Three Years			74.7				
Actual Fall 09 to Fall 10			73.3				
Actual Fall 10 to Fall 11			73.4				
Avg of Most Recent Two Yrs			73.4				
Target Met?		YES	NO				

**1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 07 to Fall 09</b>	<b>Fall 08 to Fall 10</b>	<b>Fall 09 to Fall 11</b>	<b>Fall 10 to Fall 12</b>	<b>Fall 11 to Fall 13</b>	<b>Fall 12 to Fall 14</b>	<b>Fall 13 to Fall 15</b>
<b># in Fall Cohort</b>	2662	2545	2496				
<b># Retained to 3<sup>rd</sup> Fall semester</b>	1660	1623	1542				
<b>Rate</b>	62.4%	63.8%	61.8%				
<b>Target</b>		63% (61% - 65%)	63% (61% - 65%)	63.5% (61.5% - 65.5%)	63.5% (61.5% - 65.5%)	64.5% (62.5% - 66.5%)	65% (63% - 67%)
<b>Actual Fall 05 to Fall 07</b>							
<b>Actual Fall 06 to Fall 08</b>							
<b>Actual Fall 07 to Fall 09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 08 to Fall 10</b>							
<b>Actual Fall 09 to Fall 11</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>				

**1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 2002 cohort through Fall 2008</b>	<b>Fall 2003 cohort through Fall 2009</b>	<b>Fall 2004 cohort through Fall 2010</b>	<b>Fall 2005 cohort through Fall 2011</b>	<b>Fall 2006 cohort through Fall 2012</b>	<b>Fall 2007 cohort through Fall 2013</b>	<b>Fall 2008 cohort through Fall 2014</b>
<b># in Fall Cohort</b>	2387	2576	2645				
<b># Graduated within 150% of time</b>	959	1086	1048				
<b>Rate</b>	40%	42%	40%*				
<b>Target</b>		40.5% (38.5% - 42.5%)	42% (40% - 44%)	43% (41% - 45%)	45% (43% - 47%)	47.5% (45.5% - 49.5%)	50% (48% - 52%)
<b>Actual Fall 00 cohort</b>							
<b>Actual Fall 01 cohort</b>							
<b>Actual Fall 02 cohort</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 03 cohort</b>							
<b>Actual Fall 04 cohort</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>				

\*IPEDS reports graduation rate to nearest whole percent.

## 1.a.vi. Academic Productivity: Award Productivity (Targeted)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>FTE UG Enrollment</b>	13264.4	13348.93	13645.2				
<b>Expected # of Awards*</b>	3316	3337	3411				
<b># Awards</b>	2124	2138	2279				
<b>Ratio of Awards/ FTE</b>	.1601	.1602	.1670				
<b>Award Productivity*</b>	64%	64%	66.8%				
<b>Target</b>		64% (62% - 66%)	66% (64% - 68%)	68% (66% - 70%)	70% (68% - 72%)	72% (70% - 74%)	76% (74% - 78%)
<b>Actual Fall 00 cohort</b>							
<b>Actual Fall 01 cohort</b>							
<b>Actual Fall 02 cohort</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual Fall 03 cohort</b>							
<b>Actual Fall 04 cohort</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>				

\* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.

## 1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># Freshmen Admitted (Summer)</b>	195	170	180				
<b># Admitted by Exception</b>	1	2	30				
<b>Rate</b>	.5%	1.18%	6%				
<b># in Freshmen Admitted (Fall)</b>	2581	3038	2946				
<b># Admitted by Exception</b>	139	147	149				
<b>Rate</b>	5.4%	4.8%	5%				
<b># in Freshmen Admitted (Spring)</b>	292	248	286				
<b># Admitted by Exception</b>	14	11	16				
<b>Rate</b>	4.8%	4.4%	5.5%				
<b># in Freshmen Admitted (Total)</b>	3021	3455	3412				
<b># Admitted by Exception</b>	174	185	195				
<b>Rate</b>	5.8%	5.4%	5.7%				

**b. Increase the percentage of program completers at all levels each year.**

**1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Baccalaureate</b>	2117	2132	2268				
<b>% Change</b>		.7%	7.1%				
<b>Target</b>		.7%	1.3% (2145)	1.7% (2153)	2.3% (2166)	2.8% (2176)	3.3% (2187)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Post-Baccalaureate</b>	0*	0*	0				
<b>% Change</b>		0%					
<b>Target</b>		0%	1900% (19)	2100% (21)	2300% (23)	2400% (24)	2600% (26)

\*Reported 1 PMC here on original template.

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Total, Undergraduate Completers</b>	2117	2132	2268				
<b>% Change</b>		.7%	7.1%				
<b>Target</b>		.7%	2.2% (2164) (.2% - 4.2%)	2.7% (2174)	3.4% (2189)	3.9% (2200)	4.5% (2213)
<b>Actual AY 06-07</b>							
<b>Actual AY 07-08</b>							
<b>Actual AY 08-09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual AY 09-10</b>							
<b>Actual AY 10-11</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>				

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Masters</b>	378	392	389				
<b>% Change</b>		3.7%	2.9%				
<b>Target</b>		3.7%	0% (378)	1.1% (382)	2.1% (386)	3.2% (390)	4.2% (394)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Doctoral</b>	32	39	30				
<b>% Change</b>		21.9%	-6.3%				
<b>Target</b>		21.9%	3.1% (33)	6.3% (34)	9.4% (35)	12.5% (36)	18.8% (38)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Total, Graduate Completers</b>	410	431	419				
<b>% Change</b>		5.1%	2.2%				
<b>Target</b>		5.1%	.24% (411) (-1.76%- 2.24%)	1.5% (416)	2.7% (421)	3.9%(426)	5.4% (432)
<b>Actual AY 06-07</b>							
<b>Actual AY 07-08</b>							
<b>Actual AY 08-09</b>							
<b>Avg of Prior Three Years</b>							
<b>Actual AY 09-10</b>							
<b>Actual AY 10-11</b>							
<b>Avg of Most Recent Two Yrs</b>							
<b>Target Met?</b>		YES	YES				

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, TOTAL All Degrees</b>	2527	2564	2688*				
<b>% Change from baseline</b>		+1.46%	+6.4%				

\*Undergraduate + Graduate + PMC (1)

**1.c.i. Number of high school students enrolled at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Summer</b>	9	7	7				
<b>Fall</b>	78	61	173				
<b>Winter</b>							
<b>Spring</b>	85	129	146				
<b>TOTAL</b>	172	197	326				

**1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Summer</b>	35	29	32				
<b>Fall</b>	318	249	564				
<b>Winter</b>							
<b>Spring</b>	352	455	617				
<b>TOTAL</b>	705	733	1213				

**1.c.iii. Number of semester credit hours completed by high school students with a grade of A, B, C, D, F or P, by semester/term (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Summer</b>	35	28	32				
<b>Fall</b>	294	204	534				
<b>Winter</b>							
<b>Spring</b>	322	445	596				
<b>TOTAL</b>	651	677	1162				

## 1.d.i. Passages rates on licensure exams (Tracked)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	BASELINE YEAR Passage Rate	CURRENT YEAR	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate
<b>Athletic Training</b>	Board of Certification Exam (BOC)	Board of Certification (BOC)	13.33%	January-December 2011	12	9	75%
<b>Dietitian</b>	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (name change)	71%	Jan 1, 2011 – Dec 31, 2011	DPD-10 DI-11	DPD-9 DI-9	DPD – 90% passage within first year (75% passage of first-time test takers) DI -82% passage within first year (67% passage of first-time test takers)
<b>Education</b>							
Praxis I Mathematics	Exam 0730	Louisiana State Department of Education	100% on all parts	2010-11	87	87	100% on all parts
Praxis I Reading	Exam 0710				88	88	
Praxis I Writing	Exam 0720				85	85	
Agriculture Education	Agriculture Content 0700				1	1	
Art Education	Art Content 0133				5	5	
Biology Education	Biology Content 0235				2	2	
Business Education	Business Content 0100				1	1	
Chemistry Education	Chemistry Content 0245				1	1	
Early Childhood Education	Early Childhood 0020				0	0	
Special Education – M/M	Core content 0353				4	4	
Special Education – M/M	Methodology 0542				4	4	
Elementary Education	Content 0014				106	106	
English Education	Content Knowledge 0041				7	7	
English Education	Pedagogy 0043				7	7	
Family & Consumer Science	F & CS Content 0121				1	1	
French	Content Exam 0174				1	1	
General Science Education	Content Knowledge 0435				0	0	
German Education	Content Knowledge 0183				1	1	
Mathematics	Content Knowledge 0061				0	0	
Middle School English Lang	Content 0049				4	4	
Middle School Mathematics	Content 0069				3	3	

Middle School Science	Content 0439				7	7	100% on all parts
Middle School Social Studies	Content 0089				5	5	
Music Education	Content Knowledge 0113				5	5	
Physical Education K-12	Content Knowledge 0091				6	6	
Physics Education	Content Knowledge 0265				20	20	
Social Studies Education	Content Knowledge 0081				0	0	
Social Studies Education	Inter. Materials 0083				6	6	
Spanish Education	Content Knowledge 0195				6	6	
Special Education	Core Knowledge and Mild to Moderate Applications 0542				0	0	
					0	0	
Speech Education	Speech Comm. 0221				0	0	
Technology Education	Content 0050				15	15	
Prin of Learning & Teaching 5-9	PLT Exam 0523				40	40	
Prin of Learning & Teaching 7-12	PLT Exam 0524				54	54	
Prin of Learning & Teaching Early Childhood	PLT Exam 0521				64	64	
Prin of Learning & Teaching Elementary	PLT Exam 0522						
<b>Health Information Technology</b>	AHIMA Registered Health Information Technology (RHIT) Exam* <i>Note: For UL Lafayette, the exam is the RHIA rather than the RHIT.</i>	AHIMA: American Health Information Management Association	93%	1/1/2011 – 9/30/2011 *	13	13	100%
<b>Nursing (APRN) (include all specializations)</b>	Pass certification exam administered by one of the following certifying bodies: American Academy of Nurse Practitioners (AANP), American Nurses Credentialing Center, (ANCC), National Certification Corporation (NCC) or National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA)	Louisiana State Board of Nursing	91.6%	Fall 2010 and Spring 2011	10	10	100%
<b>Nursing (RN)</b>	NCLEX-RN	Louisiana State Board of Nursing	93.43%	2011	132	125	94.5%

Baseline Year = most recent year data published by entity that grants licensure/certification; Calculated Passage Rate - # students who met standards for passage/# who took exam

*\*The reporting period was changed for this year by the American Health Information Management Association due to a change in the testing company that administers all exams*

## 2. ARTICULATION AND TRANSFER

### Narrative (3-5 pages)

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

#### *Transfer Task Force*

The **Transfer Task Force** was formed in February 2011 to respond to the University's Strategic Plan Imperative 1c "increasing the number and success of transfer students." During 2011-12, the Task Force continued its efforts in the four areas which impact transfer students as follows:

1. Recruitment – Review recruitment trends for the past three years and identify primary feeders to 2 & 4 year; establish transfer recruitment goals and recommend strategies to increase recruitment of transfer students.
2. Admissions – Review the admission process for transfer students, identify barriers in the admissions process and recommend strategies to improve the admission of transfer students.
3. Persistence/Retention – Review persistence/retention data for transfer students and identify strategies to meet established persistence and graduation goals for transfer students.
4. Support Services – Identify existing services for transfer students in the areas of Advising, Financial Aid, Scholarships, Orientation, Housing and Academic Success and to recommend improvement to these services where indicated.

As a result of their deliberations, the Task Force met with the President and Interim Provost and Vice President for Academic Affairs to discuss concerns related to transfer students. As a result, the University took significant steps to improve our transfer student process by approving and hiring in a number of **key positions**:

- *Assistant Director for Transfer, Adult and Veterans Recruitment* in the Enrollment Services Office—charged with developing and implementing an annual recruitment plan for transfer, adult and veteran students; establishing "Transfer Day" programs for community college students; making regular visits to community colleges; assisting Office of Distance Learning in attracting adult students to online programs; assisting Office of Veteran Affairs in the recruitment of veterans; promoting the University at college fairs and other recruitment events; and providing regular reports regarding transfer, adult and veteran students.
- *Admissions Counselor for Transfer Students in the Admissions Office* – has direct responsibility for processing undergraduate admissions applications for transfer students.
- *Learning Resources and Transfer Specialist in the Academic Success Center* -- charged with developing and implementing recruitment and communication plans designed to increase the enrollment of undergraduate transfer students; assisting in planning and implementing services and programs designed to foster student success, retention, and timely progression toward graduation through Supplemental Instruction and other tutoring initiatives; communicate effectively with faculty and large groups of students about Supplemental Instruction (SI) and other tutorial programs, coordinating and overseeing activities of student SI leaders, keeping SI and tutoring programs records, and maintaining confidential student academic records; supervise late-afternoon and evening live and online tutoring both at the Learning Center and at other

on-campus locations twice a week; and work with Transfer Coordinator in recruiting undergraduate students planning to transfer to UL Lafayette by providing academic counseling and marketing activities.

The Transfer Task Force will continue under the leadership of the newly-appointed Assistant Director for Transfer, Adult and Veteran Students.

#### *Louisiana Transfer Degree Guarantee Program*

UL Lafayette continues to develop degree programs to accommodate the **Louisiana Transfer Degree Guarantee Program**. A total of 15 options are currently available on the website. The transfer degree advising templates were created with the assistance of the Advising Coordinators in the respective academic colleges from within the University. Successful completion of the required courses should allow for a seamless transfer of credit for all students that complete the Louisiana Transfer Degree. The new **Louisiana Transfer Degree [webpage](#)** includes a link to the state-created Transfer Degree Guarantee webpage, Advisor Resources, Frequently Asked Questions, a link to the UL Lafayette General Education Requirements, a link to the Louisiana Board of Regents Articulation Matrix and a link to the interactive Course Transfer Guide. In collaboration with South Louisiana Community College, the Louisiana Transfer Degree program was promoted to high school guidance counselors and administrators at the 2011 College and Career Readiness Summit in Lafayette. The Summit was coordinated by the Louisiana Department of Education.

#### *Academic Success Center*

Because transfer students are an important part of the University of Louisiana at Lafayette community, we are committed to ensuring that they have a successful transition. Current and potential transfer students are kept informed through a dedicated portion of the **[Academic Success Center website](#)**. The University has invested in a Customer Relationship Management software package, Hobsons, to assist in improving the efficiency and effectiveness of our communications with prospective students. Prospective students, including transfer students, have the ability to create their own personal homepage, or VIP page, which contains University information relative to their interests and intended major. Once they create their personal VIP page, the prospective student becomes part of our integrated communications stream and will receive scheduled information about the University, their major/college and other important University information relative to their interests via mail, e-mail and on their VIP page.

Transfer students are afforded all of the benefits of the **Academic Success Center (ASC)**, the academic support center is designed to assist students in their pursuit of academic success. Center Counselors are the assigned academic advisors for at-risk students, including students admitted by committee, students entering at below curriculum level in certain colleges and undeclared students. Counselors meet with students not making satisfactory academic progress to identify problem areas and develop action plans. In Fall 2011, 19,622 student visits were logged into the ASC for academic counseling, advising, Career Counseling Center and the Learning Center. In Spring 2012 the Academic Success Center hired a **Retention Specialist** charged with (1) coordinating, developing and delivering retention outreach services including Early Warning and Academic Probation initiatives for academically at-risk students and (2) providing academic counseling and intervention services and tracking student progress for all lower division students.

This academic year we continued to require all new transfer students to attend a one-day **Transfer Student Orientation** program designed to assist them with understanding our university culture, academic programs, and the transfer credit articulation process, as well as familiarizing them with

our campus. During Orientation, students have the opportunity to meet with college deans and members of our faculty, meet other incoming students, learn about university resources, discuss the transfer credit articulation process, and, if needed, meet with an academic advisor in preparation of registering for classes.

### *Cooperation with SLCC*

In 2011-12, the University continued the initiatives started in 2010-11 at SLCC:

- The University provides semester training to SLCC faculty advisors and academic advisors to provide a smooth transfer process to SLCC students. SLCC staff are invited to scheduled Fall and Spring advisor trainings at UL Lafayette for faculty and staff. A listing of current [online advisor trainings](#) is available to SLCC personnel. Better trained advisors will give the most up-to-date information to students and prevent transfer problems later in the process.
- The UL Lafayette Transfer Coordinator visits the SLCC Campus the first Wednesday of each month from 9:30 am – 12:30 pm in order to assist students with transfer issues. An additional visit each month will be determined at the beginning of each semester.
- UL Lafayette Transfer Day was held on SLCC campus with representatives from UL Lafayette's offices of Admissions, Financial Aid, Scholarships and academic colleges representing the most demanded majors. SLCC students who apply for admissions at this event with application fee waived. SLCC students are able to bring their grade transcripts to this event and receive an on-the-spot evaluation.
- In the Spring 2012 semester, a presentation was given on the South Louisiana Community College campus to all professional and academic advisors. The presentation included updated information about academic programs and advising tips for students interested in attending UL Lafayette.

In a further **collaboration with SLCC**, on May 16, 2011, the University produced an initial "universe of interest" of 891 students who had attended SLCC, then attended ULL, and left without a degree from either institution. That list was subsequently narrowed down using Board of Regents data on students who had obtained a degree elsewhere in the state, a basic degree audit, and a number of other internal criteria. A final list of 31 students was agreed upon on January 5, 2012, and turned over to SLCC for final degree audit. SLCC is currently contacting these students to determine if they are interested in obtaining the Associate of Arts degree that they are already qualified to receive. An additional 116 students were determined to be within nine credit hours of earning an AA degree, and SLCC will contact these students and determine if they are interested in re-enrolling to complete the requirements for the AA degree. We are still on course to meet our estimate of Fall 2012 for conferring the first degrees.

The University continues to expand its **2 + 2 programs** as well as other avenues of cooperation with SLCC. Although not a formal 2 + 2, the University developed an informal equivalency for [Moving Image Arts](#). In addition, the University is developing a number of 1 + 3 programs with the professional schools, the first of which will be Architecture.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

The University is committed to monitoring and evaluating student performance for all students and to providing feedback to all stakeholders.

- The evaluation process begins at transfer orientation. We have identified transition issues as a major concern with students transferring to UL Lafayette, regardless of the number of college credits previously earned. Because of this, as described earlier, we now require all transfer students to attend transfer orientation before their first semester of attendance at UL Lafayette. At the end of transfer orientation, students complete a survey designed to measure student satisfaction with the transfer orientation program and to measure how prepared they feel to successfully transition to UL Lafayette. The surveys are reviewed after each transfer orientation and at the close of the orientation period for each semester to assess effectiveness in the satisfaction and learning objectives established for transfer orientation. When benchmarks are not attained, Enrollment Management meets with the appropriate areas to establish a plan for improvement.
- Student performance is tracked every semester to review areas identified by the University as critical to transfer student success.
  - When a student earns below a 2.0 semester grade point average during their first semester of enrollment, the Transfer Coordinator contacts the student to provide counseling and advice on how to be a more successful student and to remind the student of the resources the campus provides to support our students in their efforts to earn a college degree. This year the Coordinator contacted students from our largest feeder school, South Louisiana Community College, based on the Fall 2011 results.
  - Another area identified as important to transfer student success and timely graduation is increasing the number of courses attempted in which a passing grade is earned. We have established a limit on the number courses a student can drop, by student level, before they are assessed a “drop fee.” We review this data every semester and are seeing improved performance for transfer students.
- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

The students that were identified as not making academic progress in the first semester will continue to be tracked in future semesters by cohort. The students that have not made academic progress at the University for two consecutive semesters will be contacted and required to participate in an Academic Boot Camp transfer program. The University is committed to sharing student success data with SLCC, the largest University feeder school.

As can be seen on the [Fall 2010](#) and [Fall 2011](#) reports, we track semester majors, gpa, hours attempted in which a passing grade is earned, retention and information and cumulative gpa. We report this important information back to our main transfer student feeder campus (SLCC) and have plans to send the report to LSUE, BRCC and Delgado during the 2012-13 year.

- **Development/use of agreements/external feedback reports during the reporting year.**

Stimulated by the GRAD Act, threats to student population size and increasingly cooperative relationships with SLCC, our primary feeder institution, several initiatives were planned and implemented, particularly in the area of managing transfer students. In Summer 2011, the Interim Chancellor and two top administrators from SLCC visited with the Deans Group to explore additional mechanisms for coordination and cooperation. Meetings continued in Fall 2011 between the Academic Affairs Council at UL Lafayette and the SLCC Interim Chancellor and between select University

Council members and the heads of both institutions. Interaction continued in Spring 2012 when the newly-appointed SLCC Chancellor visited the Deans Group and the University Council.

In December 2011, an **MOU for Operational and Instructional Services** was signed between the two bodies that covers three major components:

- Cross/Concurrent Enrollment --establishes a process and authority for SLCC and UL Lafayette students to cross and/or concurrently enroll in order to fulfill course requirements for a credential or to enroll in a program not offered at the Home campus.
- Student Referral -- facilitates the referral of students denied admission to UL Lafayette to SLCC by providing a roadmap on how to earn the highest degree possible; to increase student success by referring them to an institution that is a better fit for student educational needs and goals; to increase college-going, retention, and post-secondary degree attainment rates.
- Student Transfer -- facilitates transfer of SLCC students to UL Lafayette and to increase college-going, retention, and post-secondary degree attainment rates.

The University and SLCC have also crafted an **MOU for Student Cultural, Recreational, and Athletic Activities** that must be approved by SLCC's student body via referendum. The intention is to provide opportunities for SLCC students to engage UL Lafayette's student resources in the areas of cultural programming, fitness and recreation, and intramural and intercollegiate athletics; to increase the pool of talented and engaged students who participate in UL Lafayette cultural, recreational, and intramural athletic activities; to increase retention, completion, and transfer rates for SLCC students; and to build cooperative relationships among students, faculty, and staff of SLCC and UL Lafayette.

In Spring 2012 the University provided SLCC with an **annual performance report** that tracks transfer students and provides information such as semester gpa, semester hours attempted, semester hours earned, number of students who graduated and the degrees earned. We will also assess performance and identify areas where improvement is needed.

a. Phase in increased admission standards and other necessary policies in order to increase transfer student retention and graduation rates.

2.a.i. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># enrolled</b>	907	1073	1175				
<b># retained to next Fall semester</b>	651	795	820				
<b>Rate</b>	71.8%	74.1%	69.8%				

2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of bacc completers</b>	2086	2115	2279				
<b># who began as transfers</b>	661	658	619				
<b>Percentage who began as transfers</b>	31.7%	31.1%	27.2%				

## 2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># Transfers Admitted (Summer)</b>	195	170	178				
<b># Admitted by Exception</b>	1	2	4				
<b>Rate</b>	.5%	1.2%	2.2%				
<b># Transfers Admitted (Fall)</b>	643	707	756				
<b># Admitted by Exception</b>	21	24	41				
<b>Rate</b>	3.3%	3.4%	5.4%				
<b># Transfers Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># Transfers Admitted (Spring)</b>	422	410	401				
<b># Admitted by Exception</b>	16	26	15				
<b>Rate</b>	3.8%	6.3%	3.7%				
<b># Transfers Admitted (TOTAL)</b>	1260	1287	1335				
<b># Admitted by Exception</b>	38	52	60				
<b>Rate</b>	3.0%	4.0%	4.5%				

**b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

**2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># transfers in</b>	20	38	37				
<b># retained to next Fall semester</b>	17	24	27				
<b>Rate</b>	85%	63.2%	73%				

**2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of bacc completers</b>	2086	2115	2279				
<b># who began as transfers w assoc degree</b>	2	8	11				
<b>Percentage who began as transfers w assoc degree</b>	.1%	.38%	.48%				

**c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.**

**2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># of students referred</b>	0	350*	973				

\*The number of students referred is approximate because we identified a subset of the denied population that were local and sent referral letters to that group. This is a new process started in Spring 2010. Referrals were sent in Spring 2010 and Fall 2010. When students are denied admission, they have the option to apply for consideration through the admission-by committee process. We do not want to refer students who may apply to the committee for additional consideration. That is why we only refer students who were also denied by the committee. We are discussing the establishment of a minimum criteria for referral to the committee for consideration. If a prospective freshman does not meet the proposed minimum criteria, they will be immediately referred to their local community college.

**d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.**

**2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of transfer degree students enrolled</b>	0	0	0				
<b># retained to next Fall semester</b>	0	0	0				
<b>Rate</b>	0%	0%	0%				

**2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of completers who began as transfer degree students</b>	0	0	0				

### 3. WORKFORCE AND ECONOMIC DEVELOPMENT

Narrative (2-4 pages, not including separate narrative for Element 3.c.)

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

In Spring 2010, the Provost was charged with developing a process to identify existing programs which were no longer viable at UL Lafayette as well as recommending new program initiatives to support economic and workforce development. Among the criteria considered during the review was consideration of regional and state-wide occupational demand for graduates as well as supply created by our own and other higher ed programs. After significant faculty involvement and a comprehensive review of every academic program, recommendations were made to the President and ultimately to the UL System and Board of Regents Board in Spring 2011 resulting in the program terminations and consolidations reported in Table 3.a.i. A permanent Strategic Program Review Committee, appointed in 2011-12, will establish a calendar for periodic program review.

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents\* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

As presented in November of 2011 when the Board of Regents hosted the inaugural meeting of the State Council of Workforce and Economic Development Officers focused on aligning academic programs and economic development, UL Lafayette heavily utilizes LWC and federal occupational forecasts (Occupational Outlook Handbook, O\*net and Career OneStop), as well as LED Blue Ocean Planning Documents and IPEDS Occupational Crosswalks when proposing new degree or certificate programs, developing research agendas or initiating community outreach initiatives. Understanding current and projected employment is critical for alignment with the Louisiana Board of Regent's "Master Plan for Public Postsecondary Education in Louisiana: 2011," as well as with UL Lafayette's 2009-2014 Strategic Plan: Tradition | Transition | Transformation. We also heavily consider such data when designing interdisciplinary programs, deliberating pedagogical issues such as traditional face-to-face versus online delivery, and developing Continuing Education programs. In fact, the plethora of employment opportunities in the state of Louisiana for individuals lacking post-secondary credentials led to the strategic decision to accept SLCC/ATC's offer for UL Lafayette to assume management and control of its outreach/continuing education programs this year, substantially expanding our portfolio of technical training.

In Spring 2012, the University's Academic Affairs Council developed a [New Academic Program Development Policy](#) that encourages "the development of new degree programs to meet the changing landscape of academic disciplines, state educational and workforce needs, and student recruitment." The document provides a step-by-step process that originates with a [Pre-LOI](#) which requires submitting faculty/departments/deans to focus on workforce needs among other factors. Links to the Regents' required LOI, full proposal, and budget forms as well as an explanation of SACS substantive change are also included. A complimentary form must be completed by academic units proposing programs for distance learning delivery to address SACS Comprehensive Standard 3.2.7. which states that "administrative responsibility for all educational programming, including the offering of distance education courses and programs, should be reflected in the organizational structure of the institution."

To date, four new programs have been approved by the governing boards in 2011-12: B.S. in Health Services Administration; Ph.D. in Systems Technology; DNP through Nursing consortium and pending SACS substantive change approval; and the Graduate Certificate in Non-Public Schools: Administration. The programs were initiated in response to data-driven workforce needs with, in most cases, full endorsement by or input from external advisory boards. All five industry advisory boards in the College of Engineering, which meet a minimum of twice yearly, strongly supported the Ph.D. in Systems Engineering, a program strongly aligned to commercialization of technology and economic development in the state. The Graduate Certificate in Non-Public Schools was a collaboration between the College of Education and the leaders of non-public schools in the Acadiana area to fill a void in the development of non-public school administrators.

- **Activities conducted during the reporting year with local Workforce Investment Board.**

*Louisiana's Demand Driven Workforce Investment Plan For Title I of the Workforce Investment Act of 1998 and the Wagner-Peyser Act (For the Period of July 1, 2011, through June 30, 2012)* detailed the development of the “Louisiana Workforce Supply and Demand Forecast Simulation” being created at UL Lafayette by the Center for Business and Information Technologies (CBIT), the B.I. Moody III College of Business Administration, and the Picard Center for Child Development and Lifelong Learning. This simulation tool will incorporate the Louisiana Industry and Occupational Employment Projections Process, along with a new Louisiana Workforce Supply Forecasting Model, into a simulation environment. The simulation tool will be able to analyze the gaps between Louisiana’s demand and supply of workers by skill, industry, and region. It will have the capacity to answer “what if” questions for policy formulation and analysis. Using historical data to develop trends and correlations, the Louisiana Workforce Supply Forecasting Model will forecast the demographic makeup of the Louisiana workforce along several factors, such as age, education, skills, income levels, parish, net migration, industry, etc. The simulation tool will have the capability to compare the supply and demand for labor skills to assist education, disaster recovery and economic development policy analysis. This model will be populated with data from multiple sources throughout the state, including Louisiana Industry and Occupational employment projections, historical public school enrollment and graduation numbers from the Department of Education, enrollment and degree completion numbers from the Board of Regents and the Federal Perkins Career Pathways and Career Clusters crosswalk between educational programs and occupations. Additional data, specifically used for the reporting capability, include adult GED completers, Office of Juvenile Justice (OJJ) profile data, state-in-out migration, and socio-economic data.

In addition to its work on occupational forecasting, a research committee comprising selected staff from the University of Louisiana at Lafayette’s research consortium, the Louisiana Workforce Commission, members of the Louisiana Workforce Investment Council and representatives of business, education and other colleges and universities will be established. This committee will establish a research agenda focused on identifying the impediments to the growth of scientific investigation in the field of workforce development and suggest strategies for improving the quality and quantity of the available workforce in Louisiana. As part of this work, the UL Lafayette Research Consortium will evaluate every aspect of training conducted through the LWC and offer recommendations on measuring performance outcomes. Strategic resource investments are guided by our institution’s desire to enhance Louisiana’s competitiveness in Blue Ocean industries, and even new degree and certificate proposals are subjected to an internally developed “pre-LOI” process that emphasizes job availability, growth and associated wages and earning capacity. To ensure this is entrenched, our articulation of five focal areas in our role/scope/mission document in compliance with HCR 30 each focus on at least one Blue Ocean sector is available [here](#).

- **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

In 2009, UL Lafayette administered the ACT Alumni Survey. However, we were dissatisfied with both the response rate as well as the actionability of the results. When preparing our initial College Portrait three years ago, we concluded that adopting and expanding upon the Voluntary System of Accountability (VSA) exit survey model was preferable. At that time we developed different exit surveys for both undergraduate and graduate students, with the latter concentration on post-graduation job placement and perceptions of their educational experiences while at UL Lafayette. The survey is electronic and is administered through ULink, such that a student had to “pass through” the survey to check their final grades just prior to graduation. As a result we have a response rate that is over 90%, but more importantly, we have what we believe to be authentic responses based on careful item-analysis. The undergraduate survey focuses on post-graduation plans (activities, job offers, salary and residence) as well as rotating questions that are developed in follow up to NSSE and ACT SOS results, Gen Ed assessment findings, strategic imperatives and other contemporary issues and concerns. We also use them to triangulate assessment results. The finding about student concern with our campus transit system has been central in the development of our master plan, for example. We carefully introduce the survey to the students, enhancing their cooperation, and we have found this methodology to be reliable, efficient and verifiable. We link responses to a variety of indicators of academic success and achievement as well as demographics and incoming preparation, and we share results at the “major” as well as at the aggregate level. Findings (2011) in those areas most relevant to the BoR Master Plan are accessible here ([2011 UL Lafayette Exit Survey Data by Major](#)).

- **Improved technology/expanded distance learning offerings during the reporting year.**

Included in the University’s Strategic Plan Imperative 3 – Facilitating quality teaching and learning is 3B “to enhance the classroom experience by continuing to pursue learning-oriented **IT infrastructure** opportunities.” A summary of actions of the Distance Learning Leadership Council and related task forces in AY 2011-12 follows.

- *Learning Management System:* A Moodle Advisory Task Force was convened throughout the Fall 2011 semester to inform the University’s pilot implementation of Moodle 2.0 in Fall 2012. Current testing of Moodle 2.0 is underway in two courses with students and one faculty professional development course. The Moodle 2.0 software expanded pilot is scheduled for Summer 2012 with full integration in spring 2013.
- *EDUTools:* Three new Edutools --Web conferencing, Lecture Capture, and Plagiarism Detection—have been purchased for the use of all faculty. Elluminate is UL Lafayette’s sponsored web-conferencing solution with 12 virtual rooms of 100 seats each available for reservation by faculty. Faculty teaching online courses who want to host synchronous events with their classes and allow students to be in different locations for these events may schedule use of one of UL Lafayette’s Web-Conferencing rooms. During the Summer 2011 semester, a University-wide license for Turnitin.com (plagiarism detection and online grading software) was purchased and integrated into Moodle for faculty access in the fall. A 60-day pilot of Panopto Lecture Capture software was completed in the fall leading to the purchase of a six month license for further testing and use. Currently, over 30 faculty are involved in a pilot of this desktop lecture capture software. The University has also continued a relationship with Proctor U, a virtual proctoring service, and is piloting another service, ProctorCAM, in Kinesiology and Health courses which are part of the online degree program.
- *Professional Development:* The Office of Distance Learning’s commitment to faculty professional development remained vibrant in the 2011-12 academic year. Two staff members became national certified through Quality Matters as Online Facilitators of the Applying the QM Rubric course. To date, 38 faculty have participated in two online courses offerings. The University joined the Sloan-Consortium in 2011 and

provides access to a vast range of online workshops for faculty to enroll in and complete. The Instructional Designer for the Office of Distance Learning offers two online courses for faculty—Introduction to Online Learning (8 Weeks Online: Twice Per year) and Course Design Practicum (12 Weeks Online – Three Times per Year). Special topic workshops are hosted for Departments on request and two large “Share Fair” events are hosted each semester.

The Director of Distance Learning [reports](#) significant growth in distance education in 2011-12.

- *Program development initiatives.* Strategic Imperative 3B of the University’s Strategic Plan is to “offer distance learning to select markets and assure high quality delivery.” In August 2011, the University received SACS approval of its substantive change request to offer complete degree programs through distance learning technologies. In Spring 2012, the [Bachelor of Science in Kinesiology – Health, Promotion, and Wellness concentration](#) was offered as UL’s first undergraduate online degree program. Through an agreement with an external vendor to provide marketing as well as student recruitment and retention services, UL Lafayette’s College of Nursing launched its [Registered Nurse to Bachelor of Science in Nursing](#) (RN-to-BSN) degree completion program on March 5, 2012. Five program starts will be available in 2012 with six starts available annually in 2013 and beyond. Additionally, the University has received approval to deliver the Doctorate of Nursing Practice (DNP) online in a consortia agreement with Southeastern Louisiana University. Finally, the University is participating in the University of Louisiana System collaborative initiative to create an adult degree completion program in Organizational Leadership.
- *Course development initiatives.* A Faculty Incentives Task Force developed a plan for financial and non-financial incentives for faculty members who develop and teach e-learning courses. In Fall 2011 semester, ten course design stipends were awarded to faculty at \$2,500 each for courses to be developed in 2012. An additional three stipends have been awarded for faculty to create courses that support two undergraduate online degree programs. To date, supported course development has focused on general education courses and graduate courses with limited major specific course designs funded. There has been a significant increase in the number of hybrid and online courses offered at the University outside of those that have been funded.

Because the University’s coordinated distance learning effort is just over two years old, it is difficult to project cost savings at this point, yet several efficiencies must be noted. Through the Office of Distance Learning, purchases of instructional technology are being coordinated across departments. For example, the Office funded a University license for Turnitin.com, rather than having each College purchase the product independently from the vendor. The same approach has been taken with web-conferencing and lecture capture software. An EDUTools task force meets each semester and advises on cost-savings on instructional technology through University level license agreements.

As the University’s e-learning enterprise grows from one that offers a number of courses to one that offers full degree programs, the University can minimize instructional costs through the use of adjuncts that do not require benefits or use emerging master teacher models that provide a fleet of teaching assistants to support large course enrollments. Conversely, the full-time faculty must remain involved in content selection, course design, and media selection to maintain academic integrity of the educational product. Great use of electronic courses can reduce the amount of classroom space used and further reduce energy costs. Additionally, the University can generate revenue from increased electronic course offerings during traditional periods when the University is closed or has a reduced face-to-face course selection (Winter Intersession, Summer Intersession, Summer Semester). Using electronic course delivery during traditional “down times” will allow the University to continue to realize its current cost savings, while expanding opportunities for students to enroll in courses; thus reducing their time to graduation.

**a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.**

**3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># of eliminated programs</b>		<b>0</b>	<b>29*</b>				

\*The elimination of 29 programs was effective on 4/26/11, after the reporting period for the 2010-11 GRAD Act report. The source of the data is the BORSF Staff Recommendations—Attachment B under “Program Review.” Of the terminations, 13 education programs were consolidated into 2 “new” programs; 5 engineering masters programs were consolidated into 1 “new” masters program; 5 programs were consolidated into 2 existing programs; and 6 programs were terminated outright.

**3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># of programs modified or added</b>	<b>0</b>	<b>2*</b>	<b>4</b>				

\*As a result of Program Review in 2010-11 and supported by LWC occupational data, UL Lafayette created two new "Schools" within the Ray P. Authement College of Sciences: the School of Geosciences (founded in the NSF Advisory Committee for Geosciences' October 2009 white paper entitled “Geovision Report”), and the School of Computing and Informatics. The School of Geosciences subsumed the administration of several related programs, including Geology, GIS, and natural resource management. The School of Computing and Informatics subsumed the administration of the undergraduate degree programs in Computer Science, the Center for Advanced Computer Studies, the new UNIV 200 course (a Gen Ed course completely overhauled based on assurance of learning and assessment results, as well as on employer surveys identifying worker skill deficiencies and needs), and a newly designed degree in informatics degree replacing the existing M.I.S. degree based on workforce demands.

**3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents\* utilizing LWC or LED published forecasts. (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># of programs, all degree levels</b>			97				
<b># of programs aligned with needs</b>			97				
<b>% of programs aligned</b>			100%				

**b. Increase use of technology for distance learning to expand educational offerings.**

**3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11*</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of course sections that are 50-99% distance delivered</b>	52	60	28				
<b># of course sections that are 100% distance delivered</b>	44	38	159				

\*Includes Summer 2011

**3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11*</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of students enrolled in courses that are 50-99% distance delivered</b>	2572	2329	228				
<b># of students enrolled in courses that are 100% distance delivered</b>	239	224	4081				

\*Includes Summer 2011

**3.b.iii. Number of programs offered through 100% distance education by award level (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Associate</b>							
<b>Baccalaureate</b>	0	0	0				
<b>Post-Baccalaureate</b>	0	0	0				
<b>Masters</b>	1	1	1				
<b>Doctoral</b>	0	0	0				
<b>Professional</b>	0	0	0				
<b>TOTAL</b>	1	1	1				

**c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.**

**The narrative (up to 7 pages):**

As described throughout this section of the narrative, research and development activities at the University of Louisiana at Lafayette have had a significant and broad-based impact on economic development and technology transfer throughout the region and state. Guided by the Louisiana Board of Regent's FIRST Louisiana Science and Technology Plan and the Blue Ocean Initiative of Louisiana Economic Development, the university is committed to continue to work with industrial partners and economic development entities throughout the state to align our research and development activities with Louisiana's key and targeted industries.

- **Context for research reporting for the current year: how alignment of Research & Development activities with key economic development industries was determined, sources of reported data and information, method for isolating data related to key economic areas, and any other critical factors in approaching specific GRAD Act reporting requirements.**

One standard indicator of research productivity is research and development expenditures as reported to the National Science Foundation through its annual Higher Education Research and Development Survey. Data of research and development expenditures reported by the University of Louisiana at Lafayette for the FY 2011 National Science Foundation Higher Education Research and Development (HERD) Survey was used as the basis for reporting of research productivity and alignment with key economic development industries. The Office of Research reviewed every project account that had reportable expenditures in FY 2011 and determined whether those expenditures were eligible for inclusion in the NSF HERD survey. Those projects/accounts that did not meet the criteria established for research and development as reportable to the NSF survey were removed from the data set (ex. Public service grants or outreach programs, grants for curriculum development, etc.). The remaining expenditures were used in the completion of the HERD Survey. As a result of this process, [Table 1](#) reveals that total R & D expenditures reported for the *National Science Foundation Higher Education Research and Development Survey* for FY 2011 were \$69,978,000 from all sources (federal, state and local government; nonprofit organizations; business and industry; and institutional funds) in support of research and development activities.

The expenditures that were included in the survey were evaluated for alignment with key economic development industries using the Science and Technology Framework as cited in the Board of Regent's FIRST Louisiana Science and Technology Plan and the Blue Ocean sector themes of LED's Blue Ocean Initiative as criteria. Of the \$69,978,000 total R & D expenditures reported for FY 2011, approximately \$45,893,000 (or 66%) was spent in research and development activities related to Core Industry Sectors or High Growth Target Industries identified in the Louisiana Board of Regents FIRST Louisiana Science and Technology Plan. In addition to these expenditures that were aligned with key economic development industries (Core Industry Sectors or High Growth Target Industries), \$7,248,000 was expended in areas of strategic importance to the FIRST Louisiana Plan in other categories defined in the Science and Technology Framework as Foundational Sciences, 21st Century Building Blocks, Core Enabling S&T Research and Translational Research Domains. During the analysis, if a project fit within more than one category of the Science and Technology Framework, the highest category along the framework continuum was selected ([Image](#)).

Data used for reporting of intellectual property and technology transfer metrics were gathered by the Office of the Vice President for Research during the reporting year. The metrics reflect activities of the university's Intellectual Property Committee that reviewed and processed several IP disclosures, resulting in non-provisional patent filings and awards during this year.

- **Research productivity and technology transfer activities related to Louisiana's key economic development industries that have taken place during the reporting year; provide any relevant metrics to demonstrate impact.**

During this reporting period, the University of Louisiana at Lafayette has undertaken an aggressive and ambitious applied research and technology transfer program. Due to space limitations focus was placed on those activities that occurred during the reporting year and large scale initiatives that that continue to be essential to the University's research and development efforts in Louisiana's key economic development industries.

One notable accomplishment was the establishment of the National Science Foundation funded Center for Visual and Decision Informatics (CVDI), the "*first ever*" NSF Industry/University Cooperative Research Center in the *history of the State of Louisiana*. NSF has designated the CVDI as the "*nation's only*" NSF Center in the area of visual and decision informatics to foster industry-driven scientific innovations in the transformation of "big data" into decision making tools. [*Core Industry S&T Sector: Information Technology & Services*]. CVDI research elements will be designed to enhance our partners' competitiveness in their commercial ecosystems, which include areas such as Information & Publishing, Healthcare, Oil and Gas, Manufacturing, Disaster Management, Revenue & Finance, Business Process Intelligence, E-Science, Real-time Supply Chain Monitoring/Visualization and Network Analysis. CVDI is positioned to capitalize on synergies within the Center for Advanced Computer Studies and the Center for Business and Information Technologies on the UL Lafayette campus and Louisiana Immersive Technologies Enterprise, the Opportunity Machine, and FiberCorps to create and foster an innovative ecosystem in the State of Louisiana. Across the nation, there are 45 I/UCRCs in the domain of engineering and 16 in the area of computer and information sciences that have produced extraordinary outcomes in host communities, nationally and globally.

The Center for Business and Information Technologies (CBIT) has recently furthered its partnership with the Louisiana Department of Health and Hospitals (DHH). While CBIT has offered technology services and solutions for LA DHH for several years, the University of Louisiana at Lafayette has entered into a large, multi-year agreement with DHH to engage in a cooperative effort to develop innovative data-driven and evidence-based research, technologies, and analytics in an effort to improve the health and well-being of every Louisiana citizen and efficiently utilize taxpayer resources. Through this agreement, UL Lafayette shall provide an array of applied research, technology development and information management deliverables to DHH for the purpose of developing innovative data-driven and evidence-based research, technologies, and analytics to inform public health care policy. CBIT will collaborate with faculty in the School of Computing and Informatics and the College of Nursing in performance of this agreement [*Core Industry S&T Sector: Information Technology & Services & Healthcare; Blue Ocean Sector Theme: Digital media/Software Development (Healthcare Software)*].

A major initiative of the College of Engineering is in programing in Sustainable and Alternative Energy, which is best highlighted by its partnership with Cleco Power. Cleco and UL Lafayette's College of Engineering, continue in partnership in constructing an Alternative Energy Center at the Industrial Park in Crowley, La. The center will be used to study and develop alternative energy technologies using renewable energy sources, which benefit the environment [*Core Industry S&T Sector: Energy and Environmental/Blue Ocean Sector Theme: Renewables & Energy Efficiency*]. This

facility will be available for students and faculty to explore alternatives in energy and product development, while strengthening the university's relationship with its community partners. UL Lafayette will research a range of alternative energy technologies at the facility; however, the first project involves a pilot-scale biomass gasifier. Cleco Power and UL Lafayette are working with NorthStar Resources of Jasper, Texas, to commercialize the biomass gasifier. Also on this site, UL Lafayette has received a \$1 million stimulus grant from the Louisiana Department of Natural Resources' Empower Louisiana Renewable Energy Grant Program for the construction of a Solar Thermal Power Plant. The goal of this project is to purchase, install, produce power, and evaluate the commercial viability of a 20 kW pilot solar thermal power plant for the first time in Louisiana. The major objectives for this project are to create or retain jobs, to create renewable energy, and to offset the production of greenhouse gases.

The University of Louisiana at Lafayette continues its leadership role in the NSF supported Northern Gulf Coastal Hazards Collaboratory (NG-CHC) located at UL Lafayette is funded by EPSCoR and involves seven other institutions in three states. Through this project, the three states in the consortium—Louisiana (LA), Mississippi (MS), and Alabama (AL)— are leveraging their unique partnerships, proximity, and significant prior investments in CI to advance science and engineering of coastal hazards across the region. The NG-CHC has the opportunity to capitalize upon strong CI and Coastal Hazards research infrastructure to address issues of national importance. *[Core Industry S&T Sector: Energy and Environmental/ High Growth Target Industry: Coastal Resilience]*.

While our academic and research programs continue to advance basic and applied knowledge in a multitude of areas of strategic importance, the administration has worked to develop institutional infrastructure to support current activities and advance to the research and economic development mission. Last year, the Office of the Vice President for Research created the Office of Innovation Management (OIM) to facilitate and accelerate commercialization and technology transfer activities of the University and to develop the capacity to commercialize the broad portfolio of intellectual property developed at UL Lafayette through collaborations with industry partners. Specifically, the Office of Innovation Management has the following objectives: 1) Identify and protect the University's intellectual property; 2) Negotiate licensing and other agreements with external parties; 3) Create entrepreneurial/economic development opportunities that will benefit the University and the region; 4) Facilitate and stimulate commercialization interest and activity across all disciplines; 5) Direct technology transfer and commercialization of university research; 6) Ensure that UL Lafayette is fully compliant with all federal and state compliance guidelines associated with innovation and intellectual property. Historically, the Office of the Vice President for Research has managed intellectual property and technology transfer issues as they have arisen. The creation of this new unit will accelerate efforts in this arena and will position the University in a proactive stance. Mr. Garold Breit has been appointed as the director of this new office and will join the University on April 1, 2012.

- **Collaborations during the reporting year with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries, discuss any changes from previous year.**

Central to the University's economic development engagement in the state are the Manufacturing Extension Partnership of Louisiana, Louisiana Procurement Technical Assistance Center (LA PTAC), the Acadiana Small Business Development Center, the Enterprise Center of Louisiana, and the Center for Business and Information Technology. Each of these entities collaborates with LED and other economic development agencies

statewide to assist companies in Louisiana across all sectors, including those identified as Core Industry Sectors in the Louisiana Board of Regents FIRST Louisiana Science and Technology Plan.

During this year, the Office of Vice President for Research launched a partnership of the various economic development and innovation programs at UL Lafayette called the Centers for Economic Development (CED) as a way of leveraging and maximizing the university's innovation potential and impact. The CED includes the Small Business Development Center (SBDC), the Manufacturing Extension Partnership of Louisiana (MEPOL), The Louisiana Procurement Technical Assistance Center (LaPTAC), the Enterprise Center of Louisiana (ECOL) and the Center for Business & Information Technologies (CBIT), and the Enterprise Center of Louisiana (ECOL). Working together these units, or the Centers for Economic Development (CED), coalesce the university's economic development initiatives under one common umbrella, to promote regional economic development through research, innovation and service. Synergistic linkages of the CED with the university's research, development, technology transfer, and commercialization activities are envisioned to support the development of an "innovation ecosystem" that will contribute to the development of a knowledge-based economy in the region.

This year CED launched the South Louisiana Innovation Corridor for Energy (SLICE), an innovative pilot program to make Lafayette and the Acadiana area a top innovation community. The SLICE concept focuses on establishing global technical and economic leadership in energy innovation and skilled workforce development. SLICE promotes the economic growth, job creation, and international competitiveness of south Louisiana as a coalition comprised of universities, technical community colleges, industry, economic development organizations, and business support centers. A nineteen parish corridor spanning from Lake Charles to Lafayette through Houma and to Port Fourchon contains a rich environment to satisfy global demands for innovation-based products and services in high-growth economic sectors. This region has incumbent economic strengths in oil, gas, and maritime, which strengthen American energy positions and satisfies international demand. As a result, the region also has developed specific economic and research assets that support emerging industrial sectors of national and global importance. A regional innovation corridor master plan is envisioned that unites academia, industry, and economic development partners in the goal of developing an innovation-based economic base around the energy, environment, water management, healthcare, and software development sectors. This partnership is designed to stimulate profitable growth, diversification and enhanced competitiveness of the region by: 1) Collaboratively focusing on the development of a globally competitive community through innovation; 2) Developing tools and education on innovation systems around people, processes, products, marketing messages and new markets that ensure profitable and sustainable growth; 3) Enhancing mechanisms for technology transfer from UL Lafayette to local companies; and 4) Creating a program that will focus on specific Lafayette and Acadiana issues and challenges and use established tools to create community sustainability through innovation.

The University also worked this year with the Academy of Interactive Entertainment (AIE), a global leader in education for the Game Development and 3D Animation industries. Partnering with AIE through our Continuing Education division has aided our ability to develop a skilled workforce in the Blue Ocean industry of "digital media/software development." Besides managing AIE's enrollment processes through Continuing Education, and working with that organization on curricular, accreditation and articulation issues, AIE is being incubated in Lafayette's Opportunity Machine (OM), a business accelerator designed for technology-focused start-ups looking to grow their businesses and become a part of Lafayette's developing technology ecosystem. UL Lafayette, Lafayette Economic Development Authority (LEDA), the Louisiana Small Business Development Center (SBDC) at UL Lafayette, Louisiana Immersive Technologies Enterprise (LITE) and the Greater Lafayette Chamber of Commerce are partners in the Opportunity Machine. Also notable is that AIE, with campuses in Sydney, Melbourne, Canberra and now in Seattle and Lafayette, is a global

company being incubated and supported by UL Lafayette and its regional economic development partners. Recruitment of international companies operating in Blue Ocean industries to Lafayette is a key strategy of our accelerators and master planners of the UL Research Park. Le Centre International, a division of the Lafayette Consolidated Government, is a key partner in this task, as is LITE. UL Lafayette also searches for ways to support initiatives that will synergistically enhance employment and business development in the Blue Ocean sectors, with a typical example being its involvement in LITE's development of an Immersive Virtual Learning Environment (IVLE) using a gaming platform of a fully interactive offshore drilling platform, contributing to employment in three Blue Ocean sectors: (a) Ultra-deep water oil & gas (e.g., establishing operations hub for exploration >10,000 feet below the surface); (b) Unconventional natural gas (e.g., cultivate operations, including R&D, that can be exported to other resource plays); and (c) Enhanced oil recovery (e.g., capturing previously unrecovered oil and gas reserves utilizing new technology). To support and augment the virtual with live "safety" training demanded by the post-Deepwater Horizon oil and gas industries (as noted in LWC forecasts), and rooted in a recent report from the National Academy of Engineering and National Research Council says, companies involved in offshore drilling should take a "system safety" approach to anticipating and managing possible dangers at every level of operation -- from ensuring the integrity of wells to designing blowout preventers that function "under all foreseeable conditions." In addition, an enhanced regulatory approach should combine strong industry safety goals with mandatory oversight at critical points during drilling operations. In response to this recommendation, and based on demand projections, the Marine Survival Training Center adjusted its operations and training portfolio to meet employer needs in these Blue Ocean industries, and the UL Lafayette College of Engineering adopted a "systems" approach to its graduate programs. These initiatives represent but a few of examples of the many engaged in at UL Lafayette to utilize available forecasts and LED programs/plans to optimize the economic health and vitality of our region and state. Further, these and [additional collaborations](#) are grounded in our recognition that UL Lafayette is critical to the business recruitment, retention and expansion in the Acadiana region as well as in the State of Louisiana.

- **Business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.**

During the past year, there was one start-up company this formed out of university's technology transfer efforts - Post Chain Brace. In its infant stages, the inventors are working to commercialize a device designed for post-surgical rehabilitation for knee and hip surgeries. The device assists in the rehabilitation process assisting and resisting various ranges of motions of the hip and knee. [*Core Industry S&T Sector: Healthcare; Blue Ocean Sector Theme: Specialty Healthcare*]

Following are examples of surviving startups resulting from institutional research and/or partnerships that continue to operate:

*Innovative Learning Assessment Technologies, LLC (ILAT):* ILAT, headquartered in Lafayette, Louisiana, is an assessment solutions provider whose primary goal is development and delivery of assessment and accreditation support systems for institutional applications. ILAT licensed PASSPORT from the University of Louisiana at Lafayette and Xavier University in 2005. PASS-PORT was developed in 2000 as a state-wide project funded by the Louisiana Board of Regents. [*Core Industry S&T Sector: Information Technology and Services; Blue Ocean Sector Theme: Digital Media/Software Development*].

*eNovativePiano*: Though still very a young endeavor, eNovativePiano is a surviving start up resulting from the efforts of university faculty. Dr. Suzanna Garcia and her colleague Dr. Chan Kiat Lim from the UL Lafayette School of Music developed a web-based system called the eNovativePiano: Multimedia Tools for Developing Musicianship Skills that provides students seeking to learn music a set of experiential tools with feedback to improve their learning capability and experience [*Core Industry S&T Sectors: Information Technology and Services; Arts and Media; Blue Ocean Sector Theme: Digital Media/Software Development*].

In addition, the university continues to work with private sector partners to commercialize technology developed through UL Lafayette research efforts. One such example is the licensing of a technology referred to as Hybrid Luminescent Tracer Ammunition developed by Dr. Andy Hollerman and a team of students in the Physics Department. This technology was licensed to Hallum, Inc. in 2005 for further development of the technology into non-burning tracer bullets for recreational and non-military applications. The company is currently implementing an aggressive distribution plan for the product [*Core Enabling S&T Research in Materials Science and Nanotechnology*].

Though UL Lafayette has collaborated with small business concerns on Small Business Innovative Research and Small Business Technology Transfer awards from the federal government, there have been no new start-up companies ensuing. All recent and current SBIR/STTR Awards have been Phase 1 awards with companies outside of the state of Louisiana and fall within the *Core Industry Sector of Information Technology and Services*. Recently, one of our partners in an STTR project, Charles River Analytics, was invited to submit a Phase 2 proposal for one of their STTR project in which UL Lafayette is the Research Institution.

- Using most recent data available, research productivity and technology transfer efforts in comparison with peer institutions, provide any relevant metrics to demonstrate comparisons.

In benchmarking how UL Lafayette compares with its [peers](#) in terms of research productivity, data from the *NSF Survey of Research and Development Expenditures at Universities and Colleges* can be analyzed. The most recent data available from the National Science Foundation/Division of Science Resources Statistics is that reported for FY 2010. For comparison, separately budgeted R&D expenditures in the sciences and engineering, reported by source of funds for FY 2010 for UL Lafayette and a group of SREB peer institutions (Four-Year 2) will be considered. This SREB peer group includes:

Georgia Institute of Technology all campuses	Virginia Commonwealth University
University of Mississippi all campuses	University of Maryland Baltimore County
University of Alabama in Huntsville	University of Texas El Paso
College of William and Mary all campuses	Jackson State University
Florida Atlantic University	University of New Orleans
University of Texas San Antonio	University of North Carolina Charlotte
Louisiana Tech University	University of North Carolina Greensboro
Texas Woman's University	

In FY 2010, the total amount of research and development expenditures at UL Lafayette and at the SREB peer group identified above is provided in [Table 2](#). The amount of expenditures for each source of funds is also provided, in addition to the percentage that source represents compared to the total. UL Lafayette performs above the median of the peer group in terms of total research expenditures. The median of the total research and development expenditures from all sources reported in FY 2010 for the selected peer group was \$ \$56,472,000 see [Table 3](#). This amount reported by UL Lafayette for total R&D expenditures in FY 2010 was higher than the median at \$69,412,000;.

In order to compare the technology transfer activities and efforts of UL Lafayette to peer institutions, metrics gathered from the AUTM U.S. Licensing Activity Survey: FY2009 were used. Based on information in this report, benchmarks for expected activity are as follows:

- 1 invention disclosure for approximately \$2 million in R&D expenditures
- 1 startup company for approximately every \$90 million in R&D expenditures
- Approximate 25% of disclosures are licensed eventually

When comparing the number of new invention disclosures at UL Lafayette to the benchmark of 1 invention disclosure for approximately \$2 million in R&D expenditures, the metric for UL Lafayette was significantly lower. When applying this benchmark, with expenditures at \$69,978,000 in FY 2011, one would expect new invention disclosures at UL Lafayette in FY 2011 to be 34.989 or, approximately 35 new invention disclosures. As indicated in data table 3.c.v of this report, UL Lafayette reported 6 invention disclosures in FY 2011. Some consideration must be given to the nature of research conducted at UL Lafayette as a factor impacting the disclosure rate. Over 30% of the \$69,978,000 expenditures reported in FY 2011 can be attributed to the New Iberia Research Center (from all sources including institutional funds) for contract research for private pharmaceutical companies and for maintenance of federally-funded primate research programs. Due to the nature of this work and the related contractual arrangements, one would not expect disclosures to result from these efforts. Also, much of the work conducted in education and other non-science and engineering disciplines at UL Lafayette have limited potential for commercialization.

When comparing the number of new startups at UL Lafayette to the benchmark of one startup company for approximately every \$90 million in expenditures, the metric for UL Lafayette is comparable to, but exceeds the benchmark. When applying this benchmark, with expenditures at \$69,978,000 in FY 2011, one would expect new startups at UL Lafayette in FY 2011 to be .77. As indicated in data table 3.c.v of this report, UL Lafayette reported 1 new startup company in FY 2011.

When comparing the number of disclosures that are licensed at UL Lafayette to the benchmark of 25% of disclosures being licensed eventually, the metric for UL Lafayette is comparable to the benchmark. With a total of 95 disclosures reported during the five-year period between 1996 and 2011 and a total of 20 licenses awarded (see data table 3.c.v of this report), 21% of disclosures at UL Lafayette during this period resulted in a license.

It is expected that the creation of the Office of Innovation Management at the University as noted in a previous section will stimulate intellectual property and technology transfer activities on campus by informing the university community and facilitating relationships with private industry. As a result, anticipate an increase in new invention disclosures, licenses of university intellectual property, business innovations and new companies (startups) resulting from institutional research as well as partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) projects.

**3.c.i. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts. (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-16</b>
<b>Total number of research/instructional faculty (FTE)</b>	754	789	758				
<b>Total number of research/instructional faculty (FTE) holding active research and development grants/contracts</b>	166	168	165				
<b>Percentage of faculty holding active research and development grants/contracts</b>	22.01%	21.29%	21.77%				

**3.c.ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries. (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-16</b>
<b>Total number of research/instructional faculty (FTE)</b>	754	789	758				
<b>Total number of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries</b>	85	88	94				
<b>Percentage of faculty holding active research and development grants/contracts in Louisiana's key economic development industries</b>	11.27%	11.15%	12.40%				

**3.c.iii. Dollar amount of all research and development expenditures reported annually, based on a five-year rolling average, by source (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>FY 05 – FY 09</b>	<b>FY 06 – FY 10</b>	<b>FY 07 – FY 11</b>	<b>FY 08 – FY 12</b>	<b>FY 09 – FY 13</b>	<b>FY 10 – FY 14</b>	<b>FY 11 – FY 15</b>
<b>Federal</b>	12,794,000	12,168,000	12,781,000				
<b>State and local governments</b>	9,994,000	11,148,000	11,337,000				
<b>Industry</b>	0	2,797,000 <sup>1</sup>	5,504,000				
<b>Institution funds</b>	17,195,000	20,755,000	24,109,000				
<b>All other sources</b>	14,155,000	12,229,000	9,899,000				
<b>TOTAL<sup>2</sup></b>	61,741,000	65,196,000	67,638,000				

<sup>1</sup> Prior to FY 2010, expenditures from Industry sponsors have been reported to NSF under the category Other Sources. In 2010, \$13,984,000 was reported for expenditures from industry/business sources.

<sup>2</sup> In FY 2010, the *National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges* was redesigned and renamed the *National Science Foundation Higher Education Research and Development Survey*. With this redesign, expenditures by field and source (ex. Federal, state and local government, etc.) are now collected for all fields of R&D (both Science and Engineering and non-Science and Engineering). Prior to FY 2010, this information was only collected for fields in Science and Engineering. Expenditures in Non-Science and Engineering fields were reported in total, not by source. As a result, the figures for FY 2010 include expenditures for Science and Engineering and non-Science and Engineering fields. Data for all prior years only reflects expenditures in Science and Engineering fields. For years prior to FY 2010, the total used in the calculation of the 5 year rolling average includes the total expenditures reported to NSF for Non-Science and Engineering fields in addition to the expenditures in Science and Engineering reported by source.

**3.c.iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>FY 05 – FY 09</b>	<b>FY 06 – FY 10</b>	<b>FY 07 – FY 11</b>	<b>FY 08 – FY 12</b>	<b>FY 09 – FY 13</b>	<b>FY 10 – FY 14</b>	<b>FY 11 – FY 15</b>
<b>Federal</b>	7,815,000	7,563,000	8,215,000				
<b>State and local governments</b>	6,739,000	6,807,000	6,837,000				
<b>Industry</b>	0 <sup>1</sup>	2,749,000	5,451,000				
<b>Institution funds</b>	11,725,000	13,412,000	14,558,000				
<b>All other sources</b>	9,664,000	8,242,000	6,705,000				
<b>TOTAL</b>	<b>35,943,000</b>	<b>38,773,000</b>	<b>41,872,000</b>				

<sup>1</sup> Prior to FY 2010, expenditures from Industry sponsors have been reported to NSF under the category Other Sources. In 2010, \$13,984,000 was reported for expenditures from industry/business sources.

**3.c.v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Patents awarded</b>	3	4	2				
<b>Disclosures</b>	6	5	6				
<b>Licenses awarded</b>	2	2	2				
<b>Options awarded</b>	Not Applicable	Not Applicable	Not Applicable				
<b>New companies (start-ups) formed</b>	1	1	1				
<b>Surviving start-ups</b>	5	3	5				

#### 4. Institutional Efficiency and Accountability

##### Narrative Report (1-2 pages)

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**

The University currently offers two developmental courses at UL Lafayette, Math 092 and English 090. We will offer the courses for the last time in Summer 2012. Beginning in Fall 2012, students admitted by exception, based on other outstanding qualifications, who wish to take these courses will be invited to participate in the Cross-Enrollment Program with South Louisiana Community College (SLCC). The program will allow them to be concurrently enrolled at UL Lafayette and SLCC. Throughout 2011-12, the University worked with SLCC to transition the courses to SLCC as per the MOU described on page 25.

- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

On February 25, 2011, the Board of Supervisors of the UL System [approved](#) the out-of-state tuition for the 2011-2012 year as follows:

##### **Proposed Out-of-State Tuition Schedule FY 2011-12 through FY 2015-16**

SREB Median FY 2009-10	\$15,334
SREB Category 2	4.79%

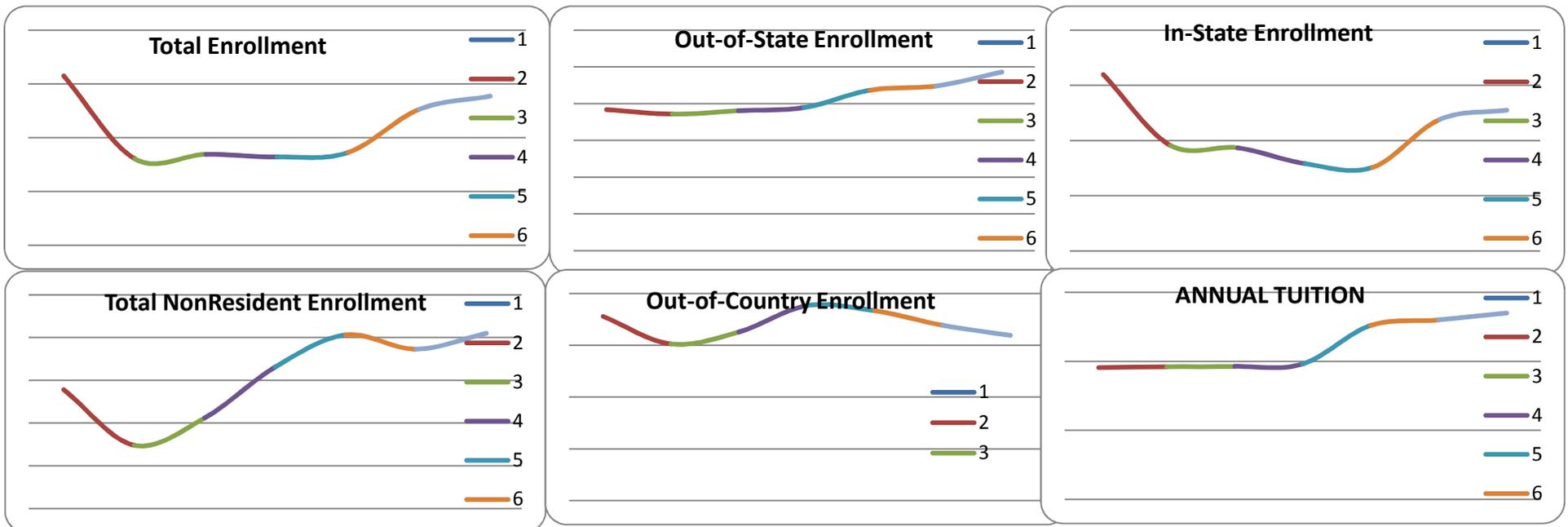
Proposed Tuition based on Estimated SREB Tuition Increases<sup>2</sup>

	<b>SREB Target</b>	<b>ULL Proposed</b>
FY 2010-11	\$16,068	\$12,998
FY 2011-12	\$16,838	\$13,485
FY 2012-13	\$17,645	\$14,459
FY 2013-14	\$18,490	\$15,920
FY 2014-15	\$19,376	\$17,869
FY 2015-16	\$20,304	\$20,304

When devising the original plan last year, the University decided to take a conservative approach to implementing tuition increases over the five-year period. The data we analyzed, combined with impending increased admission standards, made it clear that at this point the impact of increased tuition on enrollment is not predictable. Although, as the charts below illustrate, in-state-enrollment is generally the determinant in overall enrollment trends because 90% of UL Lafayette’s enrollment is from in-state students, we value our non-resident students and want to continue to be successful in recruiting the “best and the brightest” to the University. Certainly our position as a research institution with high research activity mandates that we continue to draw from students whose talents will enhance our academic programs and research initiatives.

As the [spreadsheet](#) reporting enrollment and nonresident tuition for Fall 2005 through Fall 2011 indicates, from Fall 2010 (16,763) to Fall 2011 (16,885) total enrollment increased by .73% overall with in-state enrollment increasing by .56% (15,190 to 15,275) and non-resident enrollment increasing by 2.35% (1573 to 1610). While the out-of-state portion of nonresident enrollment actually increased by 8.48% (896 to 972), there was a 5.76% decrease in out-of-county enrollment (677 to 638) for the third year in a row. However, despite 3.75% increase in tuition from Fall 2010 to Fall 2011, non-resident enrollment increased during that time period.

Tuition revenue in Fall 2011 rose to \$21,710,850, a 3.75% increase over Fall 2010. Assuming the enrollment trends continue for 2012-13, net revenue should increase by \$1.6 million.



a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Course sections in mathematics</b>	20	26	26				
<b>Course sections in English</b>	7	9	8				
<b>Other developmental course sections</b>	0	0	0				
<b>TOTAL</b>	27	35	34				

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Enrollment in dev mathematics</b>	776	988	1025				
<b>Enrollment in dev English</b>	164	204	181				
<b>Enrollment in other developmental courses</b>	0	0	0				
<b>TOTAL</b>	940	1192	1206				

**b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

**4.b.i. Number of active associate degree programs offered at the institution (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Number of associate degree programs</b>	0	0	0				

**4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Number of students enrolled</b>	0	0	0				

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

4.c.i. Total tuition and fees charged to non-resident students (Tracked)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b>Non-resident tuition/fees (full-time)</b>	\$12,588	\$12,998	\$13,485				
<b>Peer non-resident tuition/fees (full-time)</b>	\$15,862	\$16,586	\$16,838				
<b>Percentage difference</b>	-20.6%	-21.6%	-19.9%				

# **Organizational Data**



**Submitted to  
the Board of Supervisors of the  
University of Louisiana System and  
the Louisiana Board of Regents**

**In partial fulfillment of the requirements of Act 741  
Louisiana GRAD Act  
Section 5**

**University of Louisiana at Lafayette  
University of Louisiana System**

**April 1, 2012**

a. **Number of students by classification**

- **Headcount, undergraduate students and graduate/professional school students**

*Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD , Fall 2011*

<b>Undergraduate headcount</b>	<b>15,266</b>
<b>Graduate headcount</b>	<b>1,619</b>
<b>Total headcount</b>	<b>16,885</b>

- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

*Source: 2011-2012 Budget Request data submitted to Board of Regents as per SCHBRCRPT.*

<b>Undergraduate FTE</b>	<b>13,708.5</b>
<b>Graduate FTE</b>	<b>1,106.2</b>
<b>Total FTE</b>	<b>14,814.7</b>

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

*Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2011.*

*Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

<b>Total Headcount Faculty</b>	<b>724.0</b>
<b>FTE Faculty</b>	<b>636.7</b>

c. **Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution in the fall of the reporting year**

*Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2011.*

<b>Undergraduate headcount enrollment</b>	<b>72,461</b>
<b>Total number of sections in which the course number is less than or equal to a senior undergraduate level</b>	<b>2,585</b>
<b>Average undergraduate class size</b>	<b>28.03</b>

d. Average number of students per instructor

- Ratio of FTE students to FTE instructional faculty

*Source: Budget Request information 2011-2012 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2011.*

<b>Total FTE enrollment</b>	<b>14,814.7</b>
<b>FTE instructional faculty</b>	<b>636.7</b>
<b>Ratio of FTE students to FTE faculty</b>	<b>23.27</b>

e. **Number of non-instructional staff members in academic colleges and departments**

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.*

<b>Name of College/School</b>	<b>Number of non-instructional staff</b>	<b>FTE non-instructional staff</b>
<b>COLLEGE OF BUSINESS ADMINISTRATION</b>	<b>1</b>	<b>1</b>
<b>COLLEGE OF EDUCATION</b>	<b>2</b>	<b>2</b>
<b>COLLEGE OF ENGINEERING</b>	<b>*</b>	<b>*</b>
<b>COLLEGE OF LIBERAL ARTS</b>	<b>1</b>	<b>1</b>
<b>COLLEGE OF THE ARTS</b>	<b>2</b>	<b>2</b>
<b>COLLEGE OF SCIENCES</b>	<b>1</b>	<b>1</b>
<b>COLLEGE OF NURSING</b>	<b>*</b>	<b>*</b>
<b>COLLEGE OF GENERAL STUDIES</b>	<b>1</b>	<b>1</b>
<b>GRADUATE SCHOOL</b>	<b>1</b>	<b>1</b>

\* Deans of Engineering and Nursing classified this year as "IN"

f. **Number and FTE of staff in administrative areas**

- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2011, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.*

<b>Name of Division</b>	<b>Number of staff</b>	<b>FTE staff</b>
<b>PRESIDENT'S OFFICE</b>	<b>1</b>	<b>1</b>
<b>ADMINISTRATION &amp; FINANCE</b>	<b>19*</b>	<b>19*</b>
<b>ACADEMIC AFFAIRS</b>	<b>9</b>	<b>9</b>
<b>STUDENT AFFAIRS</b>	<b>13</b>	<b>13</b>
<b>RESEARCH</b>	<b>15</b>	<b>15</b>
<b>UNIVERSITY ADVANCEMENT</b>	<b>5</b>	<b>5</b>
<b>ENROLLMENT MANAGEMENT</b>	<b>5</b>	<b>5</b>
<b>ATHLETICS</b>	<b>1</b>	<b>1</b>

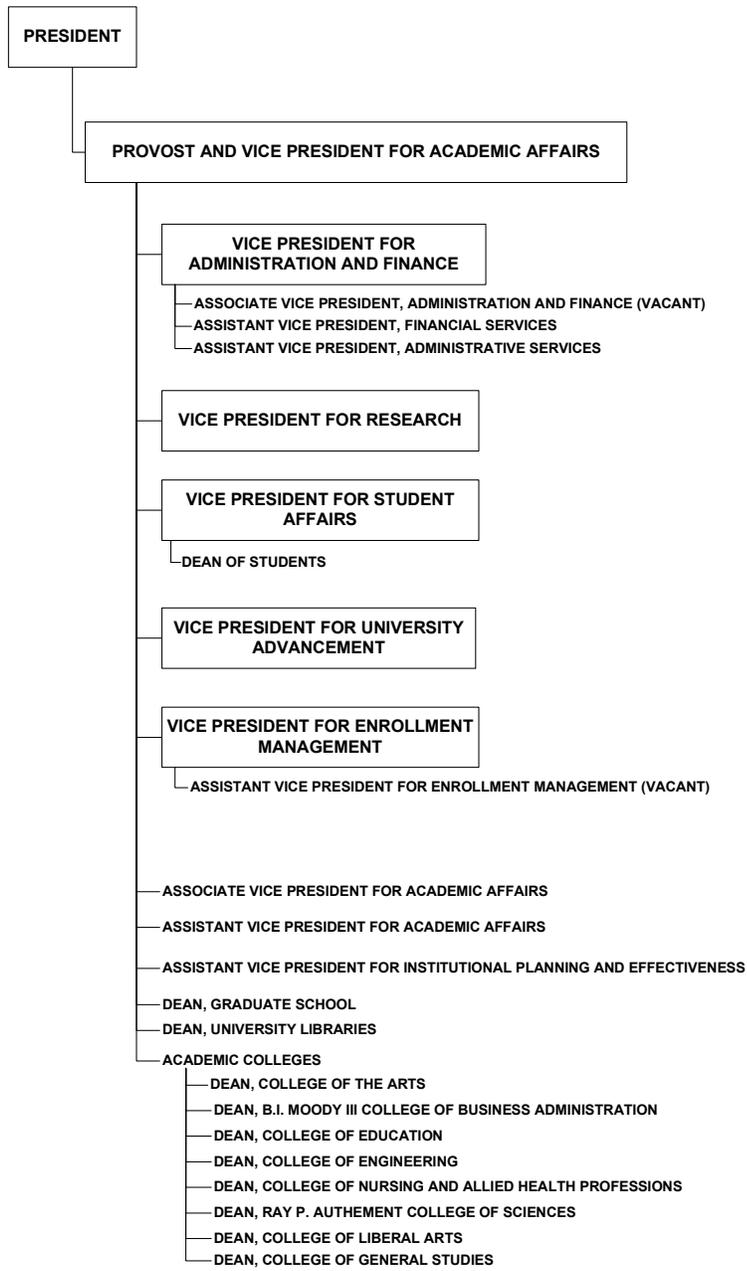
\*Of these, 5 are IT

g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2011).



# University of Louisiana at Lafayette

## Organization Chart



**h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2008**

- A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2008.

<b>Position</b>	<b>Total Base Salary, Fall 2009</b>	<b>Salary Changes Since 6/30/2008 Reported for Fall 2010</b>	<b>Salary Changes Since 6/30/2010 Reported for Fall 2011</b>
<b>President</b>	<b>\$350,000</b>	<b>\$350,000</b> 9/1/08 Housing allowance of \$30,000 removed from salary	<b>\$350,000</b>
<b>Provost/VP Academic Affairs</b>	<b>\$225,000</b>	<b>\$225,000</b> Maintained Provost duties until retirement 2/21/11; Interim VP for Academic Affairs named on 7/1/10	<b>\$225,000 (line in budget)</b> Position now filled by Interim (see below)
<b>VP Administration &amp; Finance</b>	<b>\$215,000</b>	<b>\$211,602</b> 4/30/09 Promoted from Interim VP for Administration and Finance to VPAF	<b>\$215,000</b>
<b>VP Research</b>	<b>\$152,656</b>	<b>\$224,000</b> 8/15/10 New Hire	<b>\$224,000</b>
<b>VP Student Affairs</b>	<b>\$114,000</b>	<b>\$114,000</b>	<b>\$114,000</b>
<b>VP University Advancement</b>	<b>\$156,000</b>	<b>\$156,000</b>	<b>\$156,000</b>
<b>VP Enrollment Management</b>	<b>\$150,000</b>	<b>\$110,000</b> 7/1/09 Promotion from Interim VP Enrollment Mgmt to VPEM	<b>\$150,000</b>
<b>Interim Provost/Vice President for Academic Affairs (Associate VP for Academic Affairs)</b>	<b>\$140,000</b>	<b>\$198,900</b> 10/10/08 Promotion from Asst. VP Academic Affairs to Assoc. VPAA with additional duties from salary of \$117,767 to salary of \$140,000 7/1/10 Promotion to Interim Vice President	<b>\$198,900</b>

		for Academic Affairs from salary of \$140,000 to salary of \$198,900	
Assistant VP for Academic Affairs	\$129,000	\$128,002 in Fall 2010 \$134,000 new appointment on 11/15/08; to \$129,000 in Fall 2009 and to \$128,002 (plus \$2,000 p'ship) reported in Fall 2010. Fluctuations since appointment are increases/ decreases in professorships that expired 6/30/11	\$126,000 Decrease due to termination of professorship stipends
Assistant VP for Institutional Planning and Effectiveness	\$134,556 (9 mo) \$29,234 (2 mo)	\$131,556 (9 mo) \$29,234 (2 mo) Decrease due to 6/30/10 expiration of professorship stipends	\$160,791 (12 mo) Increase due to conversion in budget
Assistant VP Financial Services	\$126,920	\$126,920	\$126,920
Assistant VP Administrative Services	\$123,982	\$123,982	\$123,982 (position vacant this year but budgeted)
Dean of Students	\$79,413	\$79,413 Salary was \$75,631; 12/5/08 Promoted to Interim Dean of Students	\$79,413
Dean, Graduate School	\$136,299	\$136,299	\$145,000 Position filled by new dean on 7/1/11
Dean, University Libraries	\$119,244	\$119,244	\$119,244
Dean, College of the Arts	\$151,376	\$151,376	\$151,376
Dean, Business Administration	\$205,168	\$205,168	\$205,168
Dean, Education	\$146,798	\$146,798	\$146,798
Dean, Engineering	\$195,969	\$195,969	\$195,970
Dean, Nursing & Allied	\$161,276	\$161,276	\$161,276

<b>Health Professions</b>			
<b>Dean, Sciences</b>	<b>\$169,164</b>	<b>\$169,164</b>	<b>\$169,164</b>
<b>Dean, Liberal Arts</b>	<b>\$138,363</b>	<b>\$138,363</b>	<b>\$138,363</b>
<b>Dean, General Studies</b>	<b>\$118,754</b>	<b>\$118,754</b>	<b>\$118,754</b>

i. A cost performance analysis

**Note: The Board of Regents will provide the data items i. and iii. – vi. Item ii. will be reported by the institution.**

**i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.**

**As reported on Form BOR-1 during the Operational Budget Process.**

<b>Expenditures by Function</b>	<b>Amount</b>	<b>Percentage</b>
Instruction	\$ 58,008,784	39.8%
Research	\$ 21,122,845	14.5%
Public Service	\$ 270,000	0.2%
Academic Support	\$ 12,803,896	8.8%
Student Services	\$ 4,922,417	3.4%
Institutional Services	\$ 21,735,128	14.9%
Scholarships/Fellowships	\$ 5,508,007	3.8%
Plant Operations/Maintenance	\$ 16,366,559	11.2%
<b>Total E&amp;G Expenditures</b>	<b>\$ 140,737,636</b>	<b>96.4%</b>
Transfers out of agency	\$ 93,234	0.1%
Athletics	\$ 5,100,000	3.5%
Other	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$ 145,930,870</b>	<b>100.0%</b>

**ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.**

*Source: As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.” Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.*

<b>Average yearly cost of attendance</b>	<b>\$18,092</b>
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**iii. Average time to degree for completion of academic programs at 4-year universities,**

**2-year colleges, and technical colleges.**

**Utilizing Board of Regents' Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is  $\geq 10$  for the Baccalaureate degree for 4-year universities**

<b>Average time to degree</b>	<b>5.4</b>
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**iv. Average cost per degree awarded in the most recent academic year.**

**v. Average cost per non-completer in the most recent academic year.**

**Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.**

<b>State dollars per FTE</b>	<b>\$4,861</b>
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**vi. All expenditures of the institution for that year most recent academic year.**

**As reported on Form BOR-3 during the Operational Budget Process.**

<b>Total expenditures</b>	<b>\$ 295,191,415.00</b>
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