# University of Louisiana at Lafayette

# University of Louisiana System

# GRAD Act Annual Report

# FY 2012-2013 (Year 3)

**Submitted to the**

**Board of Supervisors, University of Louisiana System**
**April 1, 2013**

**and to the**

**Louisiana Board of Regents,**
**May 1, 2013**

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## 1. STUDENT SUCCESS

**• 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:* As the narrative explains, we implemented a number of new initiatives in the Academic Success Center that include more interaction with at-risk students. In addition, a number of changes were made in the UNIV 100 course aimed at further engaging first-time freshmen. This retention rate has been increasing since the anomalous baseline year.
*First to third year retention rate:* The University is studying the unexpected drop in the first to third year retention rate which has been fairly consistent over the past several years. We had already planned the expansion of the GradesFirst initiative with related interventions, described on page 7, to the sophomore year in 2013-14 and will explore other programming to boost this rate. It is expected that the LLC, described on page 4, will also contribute to retention.

**• 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/initiatives which contribute to student success and retention.

The Academic Success Center (ASC) continued existing programs and implemented a number of new initiatives in the 2012-13 academic year. In Fall 2012, 16,490 visits were logged into the ASC for the Career Counseling Center; the Learning Center; and academic counseling to drop classes, change major, or discuss failure to make academic progress, and other types of academic questions. In addition, there were 2,041 visits for online tutoring in Fall 2012, and 1,227 online financial aid appeals were processed for Fall 2012 and Spring 2013. Counselors chair committees for all financial aid appeals at the University.

- TOPS FTF Workshops: For Spring 2013, the ASC is continuing the initiative to identify and contact first-time freshmen on TOPS who earned less than 12 credit hours and/or less than a 2.0 GPA in Fall 2012. These students are required (a registration hold is placed on students' accounts and lifted after attendance is verified) to attend one of 13 informational workshops and develop an action plan with application of helpful campus resources. They are briefed on important information for keeping or earning back TOPS—guidelines, half semester courses, Summer Intersession, etc. ASC has identified 215 students to target for the SP13 TOPS FTF Workshops or Study Smarter Seminars. (NOTE: Students who received the TOPS scholarship in FA12 and who are on Academic Probation for SP13 are included in the freshmen academic probation student numbers and not the TOPS numbers.)
- (1.333-1.8 GPA) FTF Workshops: For Spring 2013, ASC identified and contacted first-time freshmen with Fall 2012 GPAs between 1.33-1.8 requiring them to attend one of 7 workshops. Students are briefed on academic progress, academic standing and financial aid

standing as well as goal setting during the workshops. The ASC has identified 78 students to target for the SP13 (1.333-1.8 GPA) FTF workshops or Study Smarter Seminars.

- CONF Students: In Fall 2012, the ASC, Enrollment Management, and the Math & English Departments worked with students who were conditionally (CONF) admitted to the University due to either a low Math (17 or 18) or English (16 or 17) ACT sub-score with no prior Math or English college credit. These students were closely monitored throughout their orientation and advising process and were pre-enrolled in a restricted Math 100 or English 101 class, ACSK 120 (course to facilitate tutoring in The Learning Center or Writing Lab), and a restricted UNIV 100 section. Also, the Retention Specialist in ASC coordinated the Academic Coaching program to support first time freshmen in their first semester. The program pairs each student with University faculty or staff who offers individualized attention and support.
  - Students' Math or English performance was tracked throughout the Fall. Students who were failing Math by the middle of the semester were encouraged to drop the Math course and enroll in an ACSK 100: Math Fundamentals course to identify deficiencies and promote growth of mathematical foundations. Students not earning a passing grade or withdrawing from their Math 100 class in Fall 2012 were pre-enrolled in a restricted section of Math 100 and ACSK 120 in Spring 2013.
  - Of the conditionally admitted students who were tracked, 83.56% of the Fall 2012 cohort were retained in the Spring 2013 semester. Students who were required to take the restricted section of Math 100, 79 or 62.2% did not earn a passing grade for their major (a grade of "D" is a passing grade for some majors) or withdrew from the course with a "W". Of the students who were required to take the restricted section of English 101, two or 10% did not earn a passing grade for the semester.
- TOPS and conditionally admitted students' holds: Between the Fall 2012 and Spring 2013 semesters, ASC counselors (7 total) identified TOPS FTF and conditionally admitted students (1,800 total) who had holds on their University account affecting registration for the upcoming Spring 2013 semester or were not registered for Spring 2013. ASC counselors helped students navigate the process of following through with the effective removal of a hold as well as advise students who were registering for classes late in the registration cycle.
- Upper Division: In Spring 2013, ASC counselors identified students (2068) who earned more than 45 credits hours and were not in Upper Division. Students' academic profiles were reviewed, and eligible students were moved to Upper Division in their respective colleges. Students not progressing in their major will be contacted and encouraged to speak to an ASC counselor about degree requirements and exploring career resources on campus through the Career Counseling Center. Identified students who had more than 90 credits hours (Senior Status) and were not eligible for Upper Division will be contacted individually.

In Summer 2012, the Office of First-Year Experience (OFYE) added staff to support the implementation of the Quality Enhancement Program (QEP) as well as the broader retention and student engagement goals of the University. The Assistant Director is primarily responsible for the development of Living Learning and Themed Living Communities (LLC/TLC) and first-year programming while the three full-time staff members serve as instructors of UNIV 100 (Cajun Connection) and engage in retention work and other first-year programming**.** The Director, Assistant Director and OFYE staff are currently developing a strategic plan for the unit that is responsive to the QEP, the needs of our first-year students, the University's strategic plan, and state mandates.

UNIV 100 expanded into five colleges in Fall 2012 with a total of 49 instructors teaching 80 sections serving 1,867 first-time freshmen. Fifteen new instructors were trained in summer 2012; the Assistant Director trained 74 peer mentors. In Spring 2013, 14 sections of UNIV 100 with 12 peer mentors serving 274 students were offered. Two student peer mentor coordinators are responding to faculty and peer mentor feedback and, along with the Assistant Director, are refining selection, training and assignment processes. As part of the service-learning component of UNIV 100, in Fall 2012 45 sections of approximately 1,000 students joined with Americorps students to complete a Habitat for Humanity home in Lafayette, LA. In Spring 2013, 180 UNIV 100 students participated in "Campus Beautification" as their service project activity.

The OFYE staff also focused on two retention initiatives. OFYE staff contacted students who had withdrawn from or failed UNIV 100 in Fall 2012 in order to encourage enrollment in Spring 2013. Using repeated email contact doubled the success rate over the previous year's method in securing re-enrollment in the course. In collaboration with the Academic Success Center, OFYE staff are currently co-facilitating 11 of the 14 workshops being offered to students placed on academic probation during the first semester. Follow-up services are being offered by staff to this population of over 300 at-risk students.

The OFYE developed two new Living Communities for Fall 2012: Nursing was a Living Learning Community (LLC) and Honors was a Themed Living Community (TLC) which allows students with a shared interest to live together in campus housing. The Nursing LLC was comprised of 22 Nursing freshmen who took Nursing 100 and UNIV 100 together and lived together in Bonin Hall. The Assistant Director of OFYE taught the UNIV 100 class to maximize engagement in the community experience and course objectives. The Honors TLC included 104 Honors students who lived in Corona Hall. The Assistant Director developed and implemented various models of program development in cooperation with the faculty of the sponsoring departments. More student-inclusive models of program development were used for Spring 2013. For example, the Nursing LLC programming committee included Nursing LLC students, nursing faculty, upper class nursing students, and the Assistant Director of OFYE. Fall programming for the Nursing LLC included meals with faculty and Nursing student leaders and visits to health training facilities. Spring programming focused more upon community bonding and personal development, mixing a visit to an EMT training facility with in-hall informal gatherings led by the Community Assistant and a stress management workshop. While most of the Honors TLC Fall events were social, changes were made to Spring 2013 programming in response to a Fall 2012 assessment, leading to more student involvement in planning, increased ownership, and for the Honors TLC, more opportunities for social bonding in smaller groups. Because mid-year changes were made, satisfaction levels will be assessed at the end of the program year evaluation in May 2013. Fall 2013 LC were determined through polling freshman preferences and finding viable partners for sponsoring the programs of the communities. All current and future communities represent an interdepartmental collaboration across Academic and Student Affairs, leveraging resources for first-year engagement through the establishment of new partnerships. Spring brought a shift in focus to recruitment and program development for Fall 2013 LLC and TLC.

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

The Learning Center (TLC) offers services to assist students in their pursuit of academic success in the following ways:

- Supplemental Instruction & Study Groups (SI & SG)**:** Supplemental Instruction & Study Groups assist in challenging courses (high rates of D, F, & W), offering weekly tutoring sessions facilitated by tutors who have earned an *A or B* in the course they are tutoring. In these sessions, students compare notes, discuss readings, and develop organizational tools. For SI, tutors are students who have previously earned an *A* in the course. Tutors attend all class lectures, take notes, conduct SI sessions (which may include additional lecture, practice tests, and discussion groups), and offer office hours to work one-on-one with students needing additional assistance. TLC offered SI and Study Groups for a total of *18 courses* for Fall 2012, and *614* students attended SI/study groups for a total of *5068* hours. Courses with an attendance average of *three (3) visits* scored an average passing rate (A, B, & C) of *68.9%* compared to a passing rate of *54.7%* for non-participants. The Fall 2012 report reveals that students attending SI/SG *six (6) times or more* had grades in challenging courses that were *27.5%* higher than non-attendees, with those attending *11 times or more* posting a *9.2%* difference in average grades. The most noteworthy results were in PHYS 207 where attendees received grades *146%* higher than non-attendees
- Individual Tutoring: TLC offers over *100 courses* for Individual (One-on-One) Tutoring, seeing *639* students for a total of *680* hours (sessions are 30 min/each). Tutors are available at The Learning Center for almost all 100- and 200-level math and science courses as well as for subjects such as Accounting, Economics, ESOL, Foreign Languages, and Statistics. Data has shown that students who seek tutoring can have score up to and including *one-letter grade higher* than students who do not.
- STEP Lab: TLC also oversees operation of the STEP Computer Lab in Lee 213. The Lee STEP Lab provided computing and printing assistance for *4411 students*.
- TOTAL TLC Visits: *FALL 2012 = 8846 visits, 5540.75 hours of tutoring*
- Online Tutoring: TLC has used Moodle 2 to facilitate online tutoring starting in Spring 2013 by utilizing the chat session option available for all students using The Learning Center as a course.

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

Freshmen have long been tracked through the ASC with staff monitoring and intervening at a number of points. The Retention Specialist is 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.

- Early Warning: In Fall 2012, a STEP grant for GradesFirst was secured by the Retention Specialist to identify and alert FTF, advisors and the ASC of students labeled at-risk by instructors at multiple points throughout the semester. For the first and second grade checks of Fall 2012, a total of 11,288 grades and 10,762 grades were reported with a response rate by instructors of 82.59% and 79.77% respectively. A total of 2,804 "flags" were initiated by instructors. A third grade check was used for "flagged" students only. Once a student was "flagged" at-risk of failing a course, an email was automatically sent to the student, the student's advisor, Academic Coach, and the ASC to alert campus support networks and invite the student to make contact with the ASC. GradesFirst will be used for grade checks in Spring 2013 as well, and students will have the ability to view all grade checks and instructor

feedback provided through GradesFirst on their ULink account. With the introduction of GradesFirst for FTF, there has been an increase of faculty who have contacted the Retention Specialist in ASC for early contact and intervention of students beyond just the FTF cohort. Our goal for the next academic year is to include sophomores in GradesFirst.

- Academic Probation: Each Spring semester, the ASC identifies and contacts returning and reentry freshmen who are on academic probation. In Spring 2013, *ASC expanded the academic probation initiative to sophomores*. ASC, in collaboration with OFYE, is providing an Academic Success and Achievement Program (ASAP) to 303 identified freshmen on Academic Probation. ASAP workshops (12 total) address strategies to return to academic good standing (i.e. time management, goal setting, obstacles, etc.) Financial aid and TOPS guidelines are discussed when appropriate. After the workshop, students will have the opportunity to individually meet with a staff member to explore their academic situation in more depth. For sophomores on Academic Probation, identified students (208) are required to meet with an ASC counselor for a two session program. 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 students' accounts which are lifted upon completion of the workshop or program.

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

The University interacted with high schools in a number of ways in 2012-13. 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. Dual enrollment offerings expanded with new courses offered at Teurlings Catholic High School, North Vermilion High School, Kaplan High School and Franklin High School as well as at Vermilion Catholic, Erath High School, Delcambre and Acadiana High School. The Director of University College and Adult Learning administers and maintains records for the program including historical data, retention data, and enrollment stats (Fall 2011, Spring 2012). In 2012-13, a pilot program in online Math 105 was started in two local high schools. The University provides high schools with an official enrollment report after the 14th 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 Undergraduate Admissions and Recruitment hosted two main events for high school counselors from the region and across the state where our primary focus was to share information about the University, admissions standards, and academic offerings. Program showcases (Spring) and Dean's Panel (Fall) were part of the information exchange for the event. In addition, the University hosted the LACRAO Zone II Guidance Counselor Articulation Workshop (Fall) where counselors from the Southwest Louisiana area were able to visit with colleges from across Louisiana and obtain admission and program information.

**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, 1st to 2nd 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 | 2809 | | | |
| **# Retained to 2nd Fall semester** | 1931 | 1829 | 2078 | 2087 | | | |
| **Rate** | 75.9% | 73.3% | 73.5% | 74.3% | | | |
| **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 07 to Fall 08** | | | | 74.1 | | | |
| **Actual Fall 08 to Fall 09** | | | | 75.9 | | | |
| **Actual Fall 09 to Fall 10** | | | | 73.3 | | | |
| **Avg of Prior Three Years** | | | | 74.4 | | | |
| **Actual Fall 10 to Fall 11** | | | | 73.5 | | | |
| **Actual Fall 11 to Fall 12** | | | | 74.3 | | | |
| **Avg of Most Recent Two Yrs** | | | | 73.9 | | | |
| **Target Met?** | | **YES** | **NO** | **NO** | | | |

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **Fall 07 to Fall 09** | **Fall 08 to Fall 10** | **Fall 09 to Fall 11** | **Fall 10 to Fall 12** | **Fall 11 to Fall 13** | **Fall 12 to Fall 14** | **Fall 13 to Fall 15** |
| **# in Fall Cohort** | 2662 | 2545 | 2496 | 2830 | | | |
| **# Retained to 3rd Fall semester** | 1660 | 1623 | 1542 | 1719 | | | |
| **Rate** | 62.4% | 63.8% | 61.8% | 60.7% | | | |
| **Target** | | 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%) |
| **Actual Fall 06 to Fall 08** | | | | 63.6% | | | |
| **Actual Fall 07 to Fall 09** | | | | 62.4% | | | |
| **Actual Fall 08 to Fall 10** | | | | 63.8% | | | |
| **Avg of Prior Three Years** | | | | 63.3% | | | |
| **Actual Fall 09 to Fall 11** | | | | 61.8% | | | |
| **Actual Fall 10 to Fall 12** | | | | 60.7% | | | |
| **Avg of Most Recent Two Yrs** | | | | 61.3% | | | |
| **Target Met?** | | **YES** | **YES** | **NO** | | | |

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **Fall 2002 cohort through Fall 2008** | **Fall 2003 cohort through Fall 2009** | **Fall 2004 cohort through Fall 2010** | **Fall 2005 cohort through Fall 2011** | **Fall 2006 cohort through Fall 2012** | **Fall 2007 cohort through Fall 2013** | **Fall 2008 cohort through Fall 2014** |
| **# in Fall Cohort** | 2387 | 2576 | 2645 | 2730 | | | |
| **# Graduated within 150% of time** | 959 | 1086 | 1048 | 1131 | | | |
| **Rate** | 40.1% | 42% | 40%* | 41% | | | |
| **Target** | | 40.5% (38.5% - 42.5%) | 42% (40% - 44%) | 43% (41% - 45%) | 45% (43% - 47%) | 47.5% (45.5% -49.5%) | 50% (48% - 52%) |
| **Actual Fall 00 cohort** | | | | | | | |
| **Actual Fall 01 cohort** | | | | | | | |
| **Actual Fall 02 cohort** | | | | | | | |
| **Avg of Prior Three Years** | | | | | | | |
| **Actual Fall 03 cohort** | | | | | | | |
| **Actual Fall 04 cohort** | | | | | | | |
| **Avg of Most Recent Two Yrs** | | | | | | | |
| **Target Met?** | | **YES** | **YES** | **YES** | | | |

**IPEDS reports graduation rate to nearest whole percent.*

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **FTE UG Enrollment** | 13264.4 | 13348.93 | 13645.2 | 13735.0 | | | |
| **Expected # of Awards*** | 3316 | 3337 | 3411 | 3434 | | | |
| **# Awards** | 2124 | 2138 | 2279 | 2348 | | | |
| **Ratio of Awards/ FTE** | .1601 | .1602 | .167 | 0.171 | | | |
| **Award Productivity*** | 64% | 64% | 66.8% | 68.4% | | | |
| **Target** | | 64% (62% - 66%) | 66% (64% - 68%) | 68% (66% - 70%) | 70% (68% - 72%) | 72% (70% - 74%) | 76% (74% - 78%) |
| **Actual Fall 01 cohort** | | | | | | | |
| **Actual Fall 02 cohort** | | | | | | | |
| **Avg of Prior Three Years** | | | | | | | |
| **Actual Fall 03 cohort** | | | | | | | |
| **Actual Fall 04 cohort** | | | | | | | |
| **Avg of Most Recent Two Yrs** | | | | | | | |
| **Target Met?** | | **YES** | **YES** | **YES** | | | |

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

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **# Freshmen Admitted (Summer)** | 195 | 170 | 180 | 284 | | | |
| **# Admitted by Exception** | 1 | 2 | 30 | 15 | | | |
| **Rate** | .5% | 1.18% | 6% | 5.3% | | | |
| **# in Freshmen Admitted (Fall)** | 2581 | 3038 | 2946 | 2814 | | | |
| **# Admitted by Exception** | 139 | 147 | 149 | 299 (150 ADMC +149 CONF) | | | |
| **Rate** | 5.4% | 4.8% | 5% | 10.6% | | | |
| **# in Freshmen Admitted (Spring)** | 292 | 248 | 286 | 195 | | | |
| **# Admitted by Exception** | 14 | 11 | 16 | 6 | | | |
| **Rate** | 4.8% | 4.4% | 5.5% | 3.1% | | | |
| **# in Freshmen Admitted (Total)** | 3021 | 3455 | 3412 | 3293 | | | |
| **# Admitted by Exception** | 174 | 185 | 195 | 320 | | | |
| **Rate** | 5.8% | 5.4% | 5.7% | 9.7% | | | |

**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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of Completers, Baccalaureate** | 2117 | 2132 | 2268 | 2282 | | | |
| **% Change** | | .7% | 7.1% | 7.8% | | | |
| **Target** | | .7% | 1.3% (2145) | 1.7% (2153) | 2.3% (2166) | 2.8% (2176) | 3.3% (2187) |

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of Completers, Post-Baccalaureate** | 0* | 0* | 0 | 52 | | | |
| **% Change** | | 0% | 0% | 5200% | | | |
| **Target** | | 0% | 1900% (19) | 2100% (21) | 2300% (23) | 2400% (24) | 2600% (26) |

*Reported 1 PMC here on original template.

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **Total, Undergraduate Completers** | 2117 | 2132 | 2268 | 2334 | | | |
| **% Change** | | .7% | 7.1% | 10.3% | | | |
| **Target** | | .7% | 2.2% (2164) (.2% - 4.2%) | 2.7% (2174) | 3.4% (2189) | 3.9% (2200) | 4.5% (2213) |
| **Actual AY 06-07** | | | | | | | |
| **Actual AY 07-08** | | | | | | | |
| **Actual AY 08-09** | | | | | | | |
| **Avg of Prior Three Years** | | | | | | | |
| **Actual AY 09-10** | | | | | | | |
| **Actual AY 10-11** | | | | | | | |
| **Avg of Most Recent Two Yrs** | | | | | | | |
| **Target Met?** | | **YES** | **YES** | **YES** | | | |

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of Completers, Masters** | 378 | 392 | 389 | 344 | | | |
| **% Change** | | 3.7% | 2.9% | -9% | | | |
| **Target** | | 3.7% | 0% (378) | 1.1% (382) | 2.1% (386) | 3.2% (390) | 4.2% (394) |

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of Completers, Doctoral** | 32 | 39 | 30 | 49 | | | |
| **% Change** | | 21.9% | -6.3% | 53.1% | | | |
| **Target** | | 21.9% | 3.1% (33) | 6.3% (34) | 9.4% (35) | 12.5% (36) | 18.8% (38) |

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **Total, Graduate Completers** | 410 | 431 | 419 | 393 | | | |
| **% Change** | | 5.1% | 2.2% | -4.1% | | | |
| **Target** | | 5.1% | .24% (411) (-1.76%-2.24%) | 1.5% (416) (-.5% - 3.5% | 2.7% (421) | 3.9%(426) | 5.4% (432) |
| **Actual AY 06-07** | | | | | | | |
| **Actual AY 07-08** | | | | 323 | | | |
| **Actual AY 08-09** | | | | 410 | | | |
| **Actual AY 09-10** | | | | 431 | | | |
| **Avg of Prior Three Years** | | | | 388 | | | |
| **Actual AY 10-11** | | | | 419 | | | |
| **Actual AY 11-12** | | | | 393 | | | |
| **Avg of Most Recent Two Yrs** | | | | 406 | | | |
| **Target Met?** | | **YES** | **YES** | **YES** | | | |

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of Completers, TOTAL All Degrees** | 2527 | 2564 | 2688* | 2727 | | | |
| **% Change from baseline** | | +1.46% | +6.4% | +7.9% | | | |

*Undergraduate + Graduate + PMC (1)

**c. Develop partnerships with high schools to prepare students for postsecondary education.**

**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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **Summer** | 9 | 7 | 7 | 7 | | | |
| **Fall** | 78 | 61 | 173 | 115 | | | |
| **Winter** | | | | | | | |
| **Spring** | 85 | 129 | 146 | 190 | | | |
| **TOTAL** | 172 | 197 | 326 | 312 | | | |

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **Summer** | 35 | 29 | 32 | 27 | | | |
| **Fall** | 318 | 249 | 564 | 378 | | | |
| **Winter** | | | | | | | |
| **Spring** | 352 | 455 | 617 | 707 | | | |
| **TOTAL** | 705 | 733 | 1213 | 1112 | | | |

**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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **Summer** | 35 | 28 | 32 | 27 | | | |
| **Fall** | 294 | 204 | 534 | 357 | | | |
| **Winter** | | | | | | | |
| **Spring** | 322 | 445 | 596 | 690 | | | |
| **TOTAL** | 651 | 677 | 1162 | 1074 | | | |

## d. Increase passage rates on licensure and certification exams and workforce foundational skills.

### 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 |
|---|---|---|---|---|---|---|---|
| **Athletic Training** | Board of Certification Exam (BOC) | Board of Certification (BOC) | 13.33% | Jan-Dec 2012 | 11 (First-time)<br><br>16 (total candidates) | 6 (First-time)<br><br>11 (total passed) | 54.5%<br><br>68.75% |
| **Dietitian** | Commission on Registration (CDR) National Registered Dietitian Exam | Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (name change) | 71.% | Jan-Dec 2012<br>Dietetic Program;<br>Internship Program | 10<br><br>15 | 7<br><br>11 | 70%<br><br>73.3% |
| **Health Information Technology** | AHIMA Registered Health Information Technology(RHIT) Exam<br>*Note: For UL Lafayette, the exam is the RHIA rather than the RHIT.* | AHIMA: American Health Information Management Association | 93% | 10/2011-9/2012 | 34 | 33 | 97.1% |
| **Nursing (APRN) (include all specializations)** | 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 2011/Spring 2012 | 6 (AANP) | 6 (AANP) | 100% |

*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*

**1.d.ii. Passage rate on licensure exam in Education (targeted).**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 07-08** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** |
| **# passing exam** | 302 | 307 | 312 | 332 | | | |
| **# taking exam** | 302 | 307 | 312 | 332 | | | |
| **Calculated Rate** | 100% | 100% | 100% | 100% | | | |
| **Target** | | | | 98% | 98% | 98% | 98% |
| **Met?** | | | | **YES** | | | |

**1.d.iii. Passage rate on licensure exam in Nursing (RN) (Targeted)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **CY 2008** | **CY 2009** | **CY 2010** | **CY 2011** | **CY 2012** | **CY 2013** | **CY 2014** |
| **# passing exam** | 120 | 99 | 128 | 125 | | | |
| **# taking exam** | 124 | 102 | 137 | 132 | | | |
| **Calculated Rate** | 96.77 | 97.06 | 93.43 | 94.70 | | | |
| **Target** | | | | 95% (93%-97%) | 95% (93%-97%) | 95% (93%-97%) | 95% (93%-97%) |
| **Target Met?** | | | | **YES** | | | |

## 2. ARTICULATION AND TRANSFER (2-3 pages)

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

Beginning in Fall 2013, the University of Louisiana at Lafayette implemented a set of higher admission standards for transfer students. As a result, the University engaged in a complete re-evaluation of methods of obtaining prospects, initiating and following through with applicants, and ultimately enrolling transfer students to the University. In order to facilitate this process, several actions were engaged:

**Staffing**

The University combined the Offices of Enrollment Services and Undergraduate Admissions to form the Office of Undergraduate Admissions and Recruitment. The following actions were taken: (1) Hired Assistant Director for Transfer, Adult, and Veterans students; (2) Hired Admissions Counselor for Transfer Students; and (3) Hired third dedicated staff member for recruitment and processing of transfer students. As part of this dedicated structure, each staff member was trained and provided with position guidelines geared toward implementing and enhancing processes involved in the recruitment, admission, and enrollment of prospective students.

**Enhanced Recruitment**

Maximizing recruitment efforts with regard to transfer students is a priority at UL Lafayette. During the 2012-13 year, the first comprehensive plan for the recruitment and enrollment of undergraduate students was developed and implemented and included:

- *Increasing Recruitment Footprint*--The University made a conscious effort to recruit transfer students at every community college in Louisiana. For the first time, staffing was available to provide primary recruitment focus and territory management. Furthermore, community colleges were identified as primary, secondary, and tertiary with regard to enrollment potential.
- *Communication Defined* --As part of the recruitment plan, a communication strategy was developed and put into action that identified communication targets for prospective transfer students throughout the recruitment and enrollment continuum.
- *Phi Theta Kappa and College Fish*--To enhance prospect identification, the University partnered with two sources, Phi Theta Kappa and College Fish, to enable us to expand our outreach to prospective transfer students.
- *Contacting Deferrals*– Students not obtaining admission to UL Lafayette were counseled to complete admission deficits at community colleges. Agreements were made between UL Lafayette and students to grant conditional admission if they complete developmental/admission deficits with the community college institutions.
- *Direct Contact with Students Completing Associate Programs*– UL Lafayette piloted a program in Fall 2012 and Spring 2013 where direct contact was made with students completing Associate Degree requirements at SLCC and LSUE. This activity involved partnering with the Administration at each institution and identifying prospects who could continue their education at UL Lafayette.

**Transfer Task Force**

During Spring 2013, the Transfer Task Force will complete streamlining the transfer recruitment and admission process under the direction of the Director of Undergraduate Admissions and Recruitment.

**Programming**

In order to facilitate enhancements in transfer recruitment and admission, the following transfer-related activities have been engaged:

- *Transfer Open House* – Transfer Open Houses were hosted in Fall (November) and Spring (April) to recruit and facilitate a more hands-on approach to enrollment of transfer students.
- *SLCC Preview Day* – In Spring2013, the First SLCC-UL Lafayette Preview Day was hosted.
- *SLCC Tour* – Tours were hosted where students from SLCC were able to visit UL Lafayette as prospective students.

**Cooperation with SLCC**

The University of Louisiana at Lafayette has actively partnered with South Louisiana Community College during the year to serve students who want educational opportunities. During the 2012-13 year, several examples of active cooperation have been:

- Implementation of biannual meetings between key administrators and faculty at both institutions. This year the groups met on October 19, 2012, and February 22, 2013.
- UL Lafayette Undergraduate Admissions and Recruitment and SLCC Registrar's Office partnered to provide a seamless process of data (record) exchange from December 2012 – January 2013 (Spring 2013 enrollees).
- UL Lafayette Undergraduate Admissions and Recruitment and the Office of Scholarships partnered with Early College Academy representatives (housed at SLCC) to facilitate the enrollment of prospective students.
- The University provides semester training to SLCC faculty advisors and academic advisors to provide a smooth transfer process to SLCC students. A listing of current online advisor training is available to SLCC personnel.
- In March 2013, the University's VP for Enrollment Management, Director of Undergraduate Admissions & Recruitment, Registrar, Transfer Liaison, Director of Academic Success Center, and Assistant VP for Academic Affairs began a series of meetings with Dr. Micheal Glisson, Vice Chancellor of Academic Affairs at SLCC, to discuss enhanced transfer connections.

Other activities related to articulation and transfer included the following:

- The University continues to expand its 2 + 2 programs with SLCC. Under development is a 1 +3 with the architecture program in which students completing a "professional certificate" offered by SLCC matriculate into the Bachelor of Science in Architectural Studies. Formal 2 + 2 agreements are under development with the School of Kinesiology and the College of Engineering.
- The University actively maintains an articulation agreement with SLCC that is updated on a yearly basis. The University has an articulation agreement with LSUE that was last revised on June 16, 2012. In its associations with BRCC and other community colleges in the State, the University adheres to the Board of Regents Master Course Articulation Matrix.
- The University 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. 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 BOR Articulation Matrix and a link to the interactive Course Transfer Guide.

- **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. As such, transfer students are afforded all of the benefits of the Academic Success Center (ASC) discussed in the "Student Success" section of this report.

Student performance is tracked every semester in order to identify areas critical to transfer student success. In Fall 2012 the Transfer Coordinator in the ASC contacted SLCC transfer students (64) that earned less than a 2.0 semester grade point average their first semester of enrollment. The same will be done once Spring semester grade point average are posted.

- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

The University is committed to sharing student success data with SLCC, the largest University feeder school by providing a semiannual report (commenced in Fall 2010) 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 also assess performance and identify areas where improvement is needed. The Fall 2012 report reveals that of the 248 transfers from SLCC, 84.68% of the students returned to the University in Spring 2013. The students earned a mean of 8.88 hours with a GPA of 2.087. In addition, the University provides data to LSU-E, specifically with regard to the 2+2 programs in Education.

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

Stimulated by the GRAD Act and increasingly cooperative relationships with SLCC, our primary feeder institution, several initiatives were planned and implemented, particularly in the area of managing transfer students. The MOU for Operational and Instructional Services was reevaluated as a result of the arrival of a new chancellor at SLCC. The agreement covers three major components:

- Cross/Concurrent Enrollment --establishes a process 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.

**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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# enrolled** | 907 | 1073 | 1175 | 1074 | | | |
| **# retained to next Fall semester** | 651 | 795 | 820 | 811 | | | |
| **Rate** | 71.8% | 74.1% | 69.8% | 75.5% | | | |

**2.a.i.b. 1st to 2nd yr retention rate of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore optional TARGETED measure for 4 YR universities. *Baseline: 2008-09 Academic Year (excluding summer)***

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# enrolled** | 429 | 530 | 625 | 663 | | | |
| **# retained to next Fall semester** | 336 | 417 | 463 | 528 | | | |
| **Rate** | 78.3% | 78.7% | 74.1% | 79.6% | | | |
| **Target** | | | | 76% (74%-78%) | 76.3% (74.3% - 78.3%) | 76.5% (74.5% - 78.5%) | 76.7% (74.7% - 76.7%) |
| **Target Met??** | | | | **YES** | | | |

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of bacc completers** | 2086 | 2115 | 2279 | 2296 | | | |
| **# who began as transfers** | 661 | 658 | 619 | 609 | | | |
| **Percentage who began as transfers** | 31.7% | 31.1% | 27.2% | 26.5% | | | |

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **# Transfers Admitted (Summer)** | 195 | 170 | 178 | 96 | | | |
| **# Admitted by Exception** | 1 | 2 | 4 | 11 | | | |
| **Rate** | .5% | 1.2% | 2.2% | 11.5% | | | |
| **# Transfers Admitted (Fall)** | 643 | 707 | 756 | 651 | | | |
| **# Admitted by Exception** | 21 | 24 | 41 | 49 | | | |
| **Rate** | 3.3% | 3.4% | 5.4% | 7.5% | | | |
| **# Transfers Admitted (Winter)** | | | | | | | |
| **# Admitted by Exception** | | | | | | | |
| **Rate** | | | | | | | |
| **# Transfers Admitted (Spring)** | 422 | 410 | 401 | 396 | | | |
| **# Admitted by Exception** | 16 | 26 | 15 | 32 | | | |
| **Rate** | 3.8% | 6.3% | 3.7% | 8.1% | | | |
| **# Transfers Admitted (TOTAL)** | 1260 | 1287 | 1335 | 1143 | | | |
| **# Admitted by Exception** | 38 | 52 | 60 | 92 | | | |
| **Rate** | 3.0% | 4.0% | 4.5% | 8.0% | | | |

**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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# transfers in** | 20 | 38 | 37 | 51 | | | |
| **# retained to next Fall semester** | 17 | 24 | 27 | 39 | | | |
| **Rate** | 85% | 63.2% | 73% | 76.5% | | | |

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of bacc completers** | 2086 | 2115 | 2279 | 2296 | | | |
| **# who began as transfers w assoc degree** | 2 | 8 | 11 | 25 | | | |
| **Percentage who began as transfers w assoc degree** | .1% | .38% | .48% | 1.1% | | | |

**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)**

| | **Baseline** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13**** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **# of students referred** | 0 | 350* | 973 | 2,662<br><br>(2,252 (FR)<br>410 (TR)) | | | |

*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 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.

** The number of students referred during AY 12-13 represents all freshman or transfer students denied regular admission to UL Lafayette through traditional means and by the admissions committee. Students who do not meet requirements are encouraged to meet transfer requirements to UL Lafayette and are counseled through letter, email, during recruitment events, or through direct counseling session. There was a dramatic increase in this number due to the Fall 2012 implementation of higher admission standards.

**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)**

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

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

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

## 3. WORKFORCE AND ECONOMIC DEVELOPMENT (2-4 pages)

- **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 December 2012, the Board of Regents developed the enhanced academic program review and identified four programs at the University for which low completer documentation was required: B.S. Physics; M.S. Physics; B.A. Modern Languages; and B.S.B.A. Economics. Although the University recommended continuation of each of the programs, all are currently undergoing a more comprehensive University review. The Strategic Program Review Committee, formed two years ago to facilitate ongoing program review, developed the Undergraduate Program Review Form and Graduate Program Review Form in order for a mini-self-study to be conducted by each of the four programs in Summer 2013. All University programs will enter a rotation for comprehensive review every seven years.

- **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.**

UL Lafayette heavily utilizes LWC (Louisiana STAR Jobs) and federal occupational forecasts (Occupational Outlook Handbook, O*net and Career OneStop), as well as LED Blue Ocean Planning Documents, FIRST Louisiana 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. Regional demand projections in 2012 have resulted not only in the creation of several new degree programs but have advised the exploration of three additional noncredit and/or certificate programs in geosurveying, geographic information systems, and coastal ecology.

Since the date of the last GRAD Act report, the following degree or certificate programs have been approved by the governing boards: M.S. Criminal Justice; M.S. Kinesiology; Post-Masters Certificates in Family Nurse Practitioner and Family Practice Mental Health Nurse Practitioner (offered through the ICMSN); Graduate Certificate in Historic Preservation, Graduate Certificate in TESOL; and B.A. Organizational Leadership (UL System). As of the date of this report, the University has fielded more than 30 inquiries, had 8 students applied and enrolled 5 students in the Organizational Leadership degree program which will be initiated in Summer 2013. All programs have been developed in response to data-driven workforce needs with support from industry.

In 2012, as a component of our BOR-mandated "role, scope and mission" review process, UL Lafayette defined its five Focal Research Areas to include: (1) Lifespan development with early childhood emphasis; (2) Louisiana arts, culture and heritage with a focus on Cajun and Creole cultural traditions; (3) Environment, energy and economics; (4) Nursing and applied research and development in healthcare systems and support; and (5) Computing, informatics and smart systems development. It is in these domains where we have the greatest convergence between UL Lafayette expertise and the FIRST Louisiana focal industries. In 2013, UL Lafayette identified as a strategic priority the need to link Research Centers to these focal areas through greater ties with academic units. This process is resulting in new strategic plans for the Louisiana Accelerator Center, LITE, Center for Ecology and Environmental Technology (CEET), the Energy Institute (Link), Institute for Coastal Ecology and Engineering (ICEE), the Louisiana Accelerator Center (LAC), the Louisiana Immersive Technologies Enterprise (LITE), and the Microscopy Center. In 2012, UL Lafayette was honored to attend the invitational US Chamber of Commerce/National Advisory Council on Innovation and Entrepreneurship (NACIE) Forum which highlighted research universities engaged in broad-based economic development initiatives that engaged students, created intellectual properties and demonstrated effective business outreach.

Several master planning initiatives throughout the region (Lafayette Consolidated Government Comprehensive Plan, Downtown Development Master Plan, Lafayette Parish School System Master Plan, the Arts Community Master Plan and UL Lafayette Master Plan) are currently underway. Because of the interdependence of these entities on economic development success, the planning processes have been tightly coordinated and linked. One common element identified in each of these plans has been the need to strengthen public education in the region. This is critical to workforce development and the creation of an academically-prepared, globally-competent labor pool. To that end, UL Lafayette faculty and administrators have been intensely involved in two unique and inter-related educational initiatives: (a) expansion of PK3 to 12 language immersion programs with the goals of increasing the immersion population from 1,200 to 4,500 students (of the approximately 30,000 students enrolled in Lafayette Parish School System (LPSS) schools), and the development of completely immersive public schools; and (b) a legislative mandate to study the feasibility of creating a global, immersive high school on UL property. It has been determined that the ability of our region to enhance the global competence of our student population will be a significant strategic differentiator and will enable business recruitment, expansion and retention.

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

Consultation with WIB, the Acadiana Economic Development Commission and the Lafayette Economic Development Authority (LEDA) led to the development of two significant initiatives in which UL Lafayette is engaged. First, LEDA and the local news media publication initiated a "CEO Forum" which is a gathering of the region's top chief executives. Two meetings have been hosted since the Forum's inception during this reporting period. A UL Lafayette faculty member conducted face-to-face interviews between these gatherings to identify the business leaders' most critical growth needs, including research as well as degree and nondegree programs needed at UL Lafayette. Related to this, smaller gatherings were held to discuss the Institution's need to graduate more computer scientists and

engineers, and to be involved in PK3-12 STEM initiatives. Also in response to local WIB projections, UL Lafayette and LITE is hosting a series of four community forums (three have already been conducted and one scheduled) to bring together public, academic and industry leaders who work in FIRST Louisiana industries. These forums targeted: (a) Digital Media and Software Development, (b) Healthcare (biomedical research and information systems), (c) Energy (Oil and Gas) and (d) Coastal and Water Management. The intent of these forums, and the realized outcome, was better alignment between the research agendas of UL Lafayette and the specific informational needs of leading businesses in these sectors. As a direct result of these sessions, UL Lafayette has begun to investigate new academic offerings, revamped research center agendas and made infrastructural investments enhancing our capacity to meet business needs. The University also continues to be actively engaged in the State Council of Workforce and Economic Development Officers (CWEDO) focused on aligning academic programs and economic development, as well as in the Louisiana Innovation Council, LUMCON, and The Water Institute of Gulf among many others.

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

UL Lafayette is in its fourth administration cycle of conducting comprehensive exit surveys of graduating students. The University has 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 surveys focuses on post-graduation plans (activities, job offers, salary and residence) and VSA College Portrait data element requirements as well as rotating questions that are developed in follow up to NSSE 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 or 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 for Spring 2012 in those areas most relevant to the BoR Master Plan are accessible here.

- **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 2012-13 follows.

  - *Learning Management System*: The University's Office of Information Technology self-hosts and self-manages the learning management system, Moodle. In the Spring 2013 semester, the Moodle software was upgraded from version 1.9+ to version 2.2.

This upgrade enabled a number of new features for faculty and students including an interactive checklist, a mobile theme, and a function to allow faculty to drag files from their desktops and drop them in their Moodle courses.

- *EDUTools*: Contracts for three Educational Tools (EDUTools) – web conferencing, plagiarism detection, and lecture capture—were continued for the 2012-13 academic year. Blackboard Collaborate is UL Lafayette's sponsored web-conferencing solution with 10 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. A University-wide license for Turnitin.com (plagiarism detection and online grading software) was renewed and remains integrated into Moodle for faculty use. A limited site license for Panopto, a lecture capture software, was purchased on July 1, 2013, to allow faculty to record lectures or screencasts for their hybrid or online courses. The University has also continued a relationship with Proctor U, a virtual proctoring service.
- *After-Hours and Weekend Technical Support.* The University launched after-hours and weekend technical support services on March 4, 2013. In partnership with Embanet-Compass, all faculty, staff, and students can seek assistance on software, hardware, or issues with UL Lafayette-managed platforms such as Zimbra (email), Moodle (learning management system), and ULink (portal).

The Director of Distance Learning reports significant growth in distance education in 2012-13.

- *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 Fall 2012, the University's College of Nursing and Allied Health Professions (CONAHP) launched a Doctor of Nursing Practice program in collaboration with Southeastern Louisiana University. The CONAHP followed this program launch with the Bachelor of Science in Health Services Administration and the Post-Master of Science in Nursing Certificate in Family Nurse Practitioner (PMC FNP) in the spring 2013 semester. Finally, the University is participating in the University of Louisiana System collaborative initiative to create an adult degree completion program: Bachelor of Arts in Organizational Leadership. Applications are being accepted now for the first cohort of students to begin on July 1, 2013. To date, five students have enrolled in our program. As a new GRAD ACT targeted measure, UL Lafayette will grow the total number of online programs to at least 11 total online programs by AY 2015-2016.
- *Course development initiatives.* The Office of Distance Learning sponsored course design awards for three semesters between Fall 2010 through Fall 2011. One metric of the overall impact of those awards, which produced good models within departments across the University, is the overall growth of unique hybrid and online course sections offered. The number of unique hybrid courses offered increased from 8 in Fall 2010, to 16 in Fall 2011, to 19 in Fall 2012. The number of unique online courses increased from 33 in Fall 2010, to 58 in Fall 2011, to 105 in Fall 2012. The growth of unique course offerings is an indication of the success of previous course development initiatives leading to 105 unique hybrid and online courses being offered in Fall 2012 and 179 in Spring 2013.

**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)

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

*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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **# of programs modified or added** | 0 | 2* | 4 | 7 | | | |

*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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **# of programs, all degree levels** | | | 97 | 113 | | | |
| **# of programs aligned with needs** | | | 97 | 113 | | | |
| **% of programs aligned** | | | 100% | 100% | | | |

*Includes Post Bac Certificates in Education (Alt Cert). These were not included on last year's report.

**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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11*** | **AY 11-12*** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **# of course sections that are 50-99% distance delivered** | 52 | 60 | 28 | 67 | | | |
| **# of course sections that are 100% distance delivered** | 44 | 38 | 159 | 235 | | | |

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13*** | **AY 13-14** | **AY 14-15** |
| **# of students enrolled in courses that are 50-99% distance delivered** | 2572 | 2329 | 228 | 1,345 | | | |
| **# of students enrolled in courses that are 100% distance delivered** | 239 | 224 | 4081 | 5,399 | | | |

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

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| **Term of Data** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **Associate** | | | | |
| **Baccalaureate** | 3 | | | |
| **Post-Baccalaureate** | | | | |
| **Grad Cert** | | | | |
| **Masters** | 2 | | | |
| **PMC** | 2* | | | |
| **Specialist** | | | | |
| **Doctoral** | 1 | | | |
| **Professional** | | | | |
| **TOTAL** | 8 | | | |
| **Target (Total Programs)** | 4 (3-5) | 6 (5-7) | 8 (7-9) | 9 (8-10) |
| **Actual Year 08-09** | | | | |
| **Actual Year 09-10** | | | | |
| **Actual Year 10-11** | | | | |
| **Avg of Prior Three Years** | | | | |
| **Actual 11-12** | | | | |
| **Actual 12-13** | | | | |
| **Avg of Most Recent Two Yrs** | | | | |
| **Target Met?** | **YES** | | | |

*Although both the PMC in Family Nurse Practitioner and the PMC in Family Psyc/Mental Health NP were both approved, only the former is being offered.

**We also have an RN to BSN online that is not included on this chart or noted on the CRIN.

**c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers. (7 pages)**

In its role as a major research university in Louisiana, the University of Louisiana at Lafayette prides itself as a university "committed to research for a reason." As described throughout this section of the narrative, research and development activities at the University 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 (NSF) through its annual Higher Education Research and Development Survey (HERD). Data of research and development expenditures reported by the University for the FY 2012 NSF 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 2012 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 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, total R&D expenditures reported for the NSF HERD Survey for FY 2012 were $65,275,625 from all sources (federal, state and local government; nonprofit organizations; business and industry; and institutional funds) in support of research and development activities. This data can be found in Table 1. When expenditures related to economic development, industry outreach and training support activities are included, the University's total R&D and related expenditures for FY 12 were $74,681,595 from all sources. A cross section of faculty were involved as PIs or Co-PIs in a number of these initiatives.

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 $65,275,625 total R & D expenditures reported for FY 2012, approximately $40,424,845 (or 62%) 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), $7,448,794 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.

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 (see Table 3.c.v) reflect activities of the University's Office of Innovation Management 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 large scale initiatives that continue to be essential to the University's research and development efforts in Louisiana's key economic development industries.

- One notable accomplishment is the continued growth of the National Science Foundation funded Center for Visual and Decision Informatics (CVDI). NSF has designated the CVDI as the "nation's only" NSF Center in the area of "Big Data: 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]. Entering its second year, CVDI research is focused to enhance our partners' competitiveness in their commercial ecosystems, which include areas such as Information & Publishing, Healthcare, Oil & Gas, Manufacturing, Disaster Management, Revenue & Finance, Business Process Intelligence, E-Science, Real-time Supply Chain Monitoring/Visualization and Network Analysis. During the reporting year, the industrial membership has grown from 12 to 17 industrial members including Children's Hospital of Philadelphia, Elsevier, First Call Network, Inc., IMS Health Incorporated, Johnson and Johnson, Lockheed Martin, Louisiana Department of Health and Hospitals* (two seats), Louisiana Department of Revenue, Louisiana Health Care Quality Forum, Louisiana Immersive Technologies Enterprise (LITE), Microsoft Research Corporation, SI Organization, Sound Operating Systems, LLC, Stuller, Inc., Sungard Availability Services LP, and Thomson Reuters.
- The Center for Business and Information Technologies (CBIT) has furthered its partnership with the Louisiana Department of Health and Hospitals (DHH) with the execution of a 3-year, $5.3M per year contract to provide IT enterprise leadership services to the agency. Through this contract, 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 in performance of this agreement [Core Industry S&T Sector: Information Technology & Services & Healthcare; Blue Ocean Sector Theme: Digital media/Software Development (Healthcare Software)].
- Furthermore, the University's Picard Center for Child Development and Lifelong Learning has received a $1.2M grant from Edvance Research Inc., for the development of "Pathways to Louisiana's Future Presentation." Through this grant, the Center continues to provide leadership in the area of childhood education and healthcare for improved outcomes in the area of economic and workforce development. Since its establishment at UL Lafayette, the Picard Center has become the "go-to" group for state's policy makers for data-driven and evidence-based policy formulation and programmatic implementation – a great example of the University's commitment to research for a reason. [Core Industry S&T Sector: Information Technology & Services; Blue Ocean Sector Theme: Digital media/Software Development].
- With the recent establishment and re-organization of the School of Computing and Informatics, UL Lafayette is uniquely positioned to become a national leader in the area of digital media and software development. The University has now the unique distinction of having four (4) NSF CAREER awardees within the Center for Advanced Computer Studies, pointing to depth of scholarship and future potential for growth in the digital media sector at UL Lafayette. In collaboration with LITE, the College of the Arts, and the School of Architecture and Design, the School is leading several cross-cutting education and research initiatives in the area of digital media, animation and visual arts. [Core Industry S&T Sector: Information Technology & Services; Blue Ocean Sector Theme: Digital media/Software Development].
- A major initiative of the College of Engineering is in Sustainable and Alternative Energy, which is best highlighted by its partnership with Cleco Power. Cleco and UL Lafayette's College of Engineering, continue their 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. 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 is currently in the process of revitalizing its Energy Institute to accelerate the development of its all-energy R&D portfolio. The recent establishment of the Ph.D. in Systems Engineering, coupled with UL Lafayette's explosive growth in undergraduate enrollment in Petroleum Engineering, and the international recognitions received by Geology position the University very favorably to become a national leader in the area of energy and clean energy. [Core Industry S&T Sector: Energy and Environmental/Blue Ocean Sector Theme: Renewables & Energy Efficiency].

- Another major area of strength and focus at the University of Louisiana at Lafayette is in the area of coastal resilience, ecology and environment. The University continues its leadership role in the NSF-supported Northern Gulf Coastal Hazards Collaboratory (NG-CHC) located at UL Lafayette, funded by EPSCoR and involving 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. Most recently, researchers in the Department of Biology received two of the 19 grants awarded, totaling more than $2M, by the Gulf Research Institute to study the environmental and ecological impacts of the BP oil spill. Additionally, the University is expanding its focus in the area of coastal and environmental research through the Institute for Coastal Ecology and Engineering (ICEE), an Institute that fosters research on the restoration of coastal ecosystems (wetlands and estuaries) in the United States. The recent establishment of the School of Geosciences is expected to strengthen the university's strengths in these areas. [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. In April 2012, the University of Louisiana at Lafayette launched a new Office of Innovation Management (OIM). The OIM has provided a spectrum of intellectual property (IP) services to the University and the larger community. The OIM implements a new approach to technology transfer that includes intensive faculty service and a focus on the markets and market leaders. This process relies on a comprehensive understanding of each technology and leveraging patent analytical systems to construct and execute custom-tailored marketing campaigns.

Technology disclosures are the lifeblood of institutional technology commercialization, and as a result of the OIM's intensive faculty service, we are proud to report a record-breaking year for technology disclosures. In coming years, these disclosures will "pay-it-forward" and offer significantly more opportunities to engage in an increased number of patent applications, awarded licenses/options and companies formed.

- **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.**

As described throughout this section of the narrative, research and development activities at the University of Louisiana at Lafayette continue to have 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. Select examples of the University's academic and research impact on the state's economic development are described briefly below and in more detail in the linked documents:

- FiberCorps is a non-profit charged with engaging the community to drive digital economic development in Lafayette, pursuing this mission by serving as a facilitator and coalition builder for pilot projects, and building towards the goal of transforming Lafayette into a Living Lab for the 21st century Internet. FiberCorps is made up of six stakeholder organizations: Lafayette Consolidated Government (LCG), Lafayette Economic Development Authority (LEDA), Greater Lafayette Chamber of Commerce, the University of Louisiana at Lafayette, Community Foundation of Acadiana, and Louisiana Immersive Technologies Enterprise (LITE). UL Lafayette is an active partner with FiberCorps in any initiatives.
- AgraTech. The College of Engineering has forged a unique partnership with an innovative company called AgraTech in which that company's chief scientist will become academically involved in the Chemical Engineering Department in return for some basic lab space in Madison Hall. AgraTech International has developed a biotech enterprise focused on chitosan, a biomaterial processed from crustacean shells (shrimp, crawfish, crab). AgraTech will be the only commercial manufacturer of chitosan in the United States.
- The "Opportunity Machine" (OM) is a single vehicle, supported by UL Lafayette and sponsored by LEDA, that brings together the individual elements and strengths of the community to accelerate the growth of technology start-ups.
- The Louisiana Immersive Technologies Enterprise (LITE) and the UL Lafayette "CAVE" Fellows. LITE, a political subdivision of the State of Louisiana and the only facility of its kind in North America open to both industry and academia, was created as a partnership between the LEDA, the University, and LED as a magnet for technology-based economic development. To promote the mission of LITE, a new consortium at the University is taking a 3D look at new methods of academic research. The Computation and Visualization Enterprise or CAVE consortium is an interdisciplinary team of 15 LITE Fellows from UL Lafayette whose purpose is to inject supercomputing and 3D visualization power of the LITE into their research.
- Big Business – Small Business Emergency Management Mentorship is a new program intended to improve the odds of small businesses surviving by matching small businesses with big business mentors who can help them prepare for and withstand a disaster. It is the result of a partnership formed between the NIMSAT Institute at the University and the U.S. Council of the International Association of Emergency Managers.
- UL Lafayette is a primary partner in INNOV8, a project of the Innovation Division of the Greater Lafayette Chamber of Commerce focusing on digital interactive technology, arts and music, and entrepreneurship. The program is being supported by a cross section of sponsors: Lafayette Convention and Visitors Commission, Lafayette Economic Development Authority, UL Lafayette, Lafayette Utilities System and LUS Fiber, Greater Lafayette Chamber of Commerce, Acadiana Center for the Arts, and Cox Communications.
- VerTech Consortium and Conference. In November 2012, UL Lafayette co-sponsored and hosted the inaugural global VerTech Conference focused on assembling the world's most influential researchers in the domain of biofuels and associated byproduct generation. Co-sponsors include Cleco, Lafayette Consolidated Government, the cities and universities of Namur (Belgium), Poitiers (France), Victoriaville (Quebec, Canada), Korolyov (Russia); and the French-American Chamber of Commerce (Gulf Coast Chapter
- The Coastal Sustainability Studio (UL-CSS) at UL Lafayette is an interdisciplinary sponsored research program dedicated to project-based student learning, cultural preservation, and ecological restoration in the Louisiana Coastal Zone.
- "Open for Business. UL Lafayette believes that fostering a regional innovation ecosystem demands that we partner with area organizations to meet their research and development needs. We do this by making the services of our tech transfer unit (the Office of Innovation Management) available for public consultation at no charge. We also make available to scientists and researchers greenhouse and land parcels at The Center for Ecology and Environmental Technology, and we share lab space with private sector interests that can advance our academic mission. We are currently in negotiations with a firm that extracts elements from shellfish waste to produce valuable defense-related products. We also highlight partner inventions on our Flintbox, the internationally-recognized technology bazaar.

The University's strong commitment to economic development in Louisiana is manifested through its funding support to the Manufacturing Extension Partnership of Louisiana (MEPOL) and the Louisiana Procurement Technical Assistance Center (PTAC). While these are statewide economic

development programs, UL Lafayette has exclusively funded these centers for the past 25 years. Additionally, the University has supported the Louisiana Small Business Development Center (SBDC) for the past 29 years, to support the growth and development of innovative small businesses in Louisiana. Through the establishment and support of the Enterprise Center of Louisiana (ECOL) in a partnership with SLEMCO, UL Lafayette has incubated several Louisiana businesses as a service to support economic development. Synergistic linkages of these economic development centers 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. As such, these centers are central to the University's economic development engagement in the state. 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. Working together, these promote regional economic development through research, innovation and service.

Another major component of the University's engagement with industry is through the Marine Survival Training Center. Since inception, the Center has trained more than 75,000 offshore industry workers on water safety and survival issues. The MSTC has recently expanded its training portfolio through partnerships with industry leaders such as Petrofac, AMPOL and TRG; a new partnership with Acadian Ambulance/Safety Management Systems is under development. These public-private partnerships are creating a true value proposition for businesses to send their trainees and workforce to Louisiana to receive education and training in world-class facilities and from trainers with expertise in marine safety/oil and gas/disaster management – leading to significant economic development outcomes for Louisiana.

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." In addition to 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). 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 Lafayette 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.**

In the reporting year, there were no new startup companies that resulted from institutional research. The 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, a state-wide project funded by the Louisiana Board of Regents in 2000, from UL Lafayette and Xavier University in 2005. [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 that resulted. All recent and current SBIR/STTR Awards have been with companies outside of the state of Louisiana and fall within the Core Industry Sector of Information Technology and Services. With the activities of the Office of Innovation Management and the culture of innovation that it fosters, the University has been more active in collaborating with Louisiana companies in the submission of SBIR/STTR proposals and is hopeful that these collaborations will result in the awarding of federal dollars in the state.

The University serves as in impetus for innovation in the community and the state. An example of a University initiative that has resulted in the creation of new technology startup companies in the state is CajunCodeFest, a 2-day programming contest to stimulate data-driven innovation. The overarching goal of the event was to create start-up companies who would go on to commercialize the working prototypes that they came up with during the event. An incredible crew of nearly 300 entrepreneurs, health experts, students, coders, and professionals gathered in Lafayette, representing 3 countries, 15 states, and 40 cities. Even though teams were only given 24 hours to come up with a working prototype (and a business model) aimed at reducing

childhood obesity through the use of technology, 19 teams entered the competition! After the event, six startup companies were created directly resulting from the prototype technologies developed by the participating teams.

- **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 NSF/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.

In FY 2010, the total amount of research and development expenditures at UL Lafayette and at the SREB peer group 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 $56,376,000 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. Of note, UL Lafayette's expenditures far exceeded the median of our peer group when considering industry/business sources. UL Lafayette's percentage of business expenditures was 20% of the total R&D expenditures reported while the media of the peer group was at 4%. Only one other school in the peer group, University of North Carolina –Charlotte, performed similarly in this category. This metric supports the fact that UL Lafayette is committed to collaborating and supporting industry in research and development activities. 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: FY2010 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; and approximately 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 the University was significantly lower. When applying this benchmark, with expenditures at $65,275,625 in FY 2012, one would expect new invention disclosures in FY 2012 to be 32.64 or, approximately 33 new invention disclosures. As indicated in data Table 3.c.v, the University reported eight invention disclosures in FY 2012. 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 $65,275,625 expenditures reported in FY 2012 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 conduced in education and other non-science and non-engineering disciplines at UL Lafayette have limited potential for commercialization.
- When comparing the number of new startups to the benchmark of one startup company for approximately every $90 million in expenditures, the metric is comparable to the benchmark. When applying this benchmark, with expenditures at $65,275,625 in FY 2012, one would expect new startups FY 2011 to be .72. As indicated in data Table 3.c.v of this report, UL Lafayette reported no new startup companies in FY 2012.
- When comparing the number of disclosures that are licensed at UL Lafayette to the benchmark of 25% of disclosures being licensed eventually (AUTM), 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, 21% of disclosures at UL Lafayette during this period resulted in a license.

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12*** | **AY 12-13** | **AY 13-14** | **AY 14-16** |
| **Total number of research/instructional faculty (FTE)** | 754 | 789 | 758 | 425.84** | | | |
| **Total number of research/instructional faculty (FTE) holding active research and development grants/contracts** | 166 | 168 | 165 | 173 | | | |
| **Percentage of faculty holding active research and development grants/contracts** | 22.01% | 21.29% | 21.77% | 40.63% | | | |

*Beginning in Year 3, this number will be ascertained by considering only those reported in EMSAL as EEO classification "2" (faculty); whose primary function is "IN" or "RS" (instruction or research); whose employee level is 1, 2, 3 (that is, Full Professor, Associate Professor, Assistant Professor).

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12*** | **AY 12-13** | **AY 13-14** | **AY 14-16** |
| **Total number of research/instructional faculty (FTE)** | 754 | 789 | 758 | 425.84** | | | |
| **Total number of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries** | 85 | 88 | 94 | 105 | | | |
| **Percentage of faculty holding active research and development grants/contracts in Louisiana's key economic development industries** | 11.27% | 11.15% | 12.40% | 24.66% | | | |

*Beginning in Year 3, this number will be ascertained by considering only those reported in EMSAL as EEO classification "2" (faculty); whose primary function is "IN" or "RS" (instruction or research); whose employee level is 1, 2, 3 (that is, Full Professor, Associate Professor, Assistant Professor).

**3.c.iii. Dollar amount of research and development expenditures per research faculty member optional TARGETED measure.** ***Baseline: 5-year average (FY 2004-05 through FY2008-09) NSF Survey***

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **FY 05 – FY 09** | **FY 06 – FY 10** | **FY 07 – FY 11** | **FY 08 – FY 12** | **FY 09 – FY 13** | **FY 10 – FY 14** | **FY 11 – FY 15** |
| **Federal** | 12,794,000 | 12,168,000 | 12,781,000 | 13,378,000 | | | |
| **State and local governments** | 9,994,000 | 11,148,000 | 11,337,000 | 11,715,000 | | | |
| **Industry** | 0 | 2,797,000 [1] | 5,504,000 | 7,871,000 | | | |
| **Institution funds** | 17,195,000 | 20,755,000 | 24,109,000 | 26,208,000 | | | |
| **All other sources** | 14,155,000 | 12,229,000 | 9,899,000 | 7,098,000 | | | |
| **TOTAL $**[2] | 61,741,000 | 65,196,000 | 67,638,000* | 69,120,000 | | | |
| **# research faculty as reported in 3.c.i** | 440.59 | 444.01 | 440.91 | 425.84[3] | | | |
| **$ per FTE** | 140,133 | 146,835 | 153,405 | 162,314 | | | |
| **Target** | | | | 154,000 | 158,000 | 161,000 | 162,500 |
| **Target Met?** | | | | **YES** | | | |

[1] 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.

[2] 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]Beginning in Year 3, this number will be ascertained by considering only those reported in EMSAL as EEO classification "2" (faculty); whose primary function is "IN" or "RS" (instruction or research); whose employee level is 1, 2, 3 (that is, Full Professor, Associate Professor, Assistant Professor). As agreed upon with BOR staff, the current year FTE is used for this measure.

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **FY 05 – FY 09** | **FY 06 – FY 10** | **FY 07 – FY 11** | **FY 08 – FY 12** | **FY 09 – FY 13** | **FY 10 – FY 14** | **FY 11 – FY 15** |
| **Federal** | $7,815,000 | $7,563,000 | $8,215,000 | $9,024,000 | | | |
| **State and local governments** | 6,739,000 | 6,807,000 | 6,837,000 | 6,772,000 | | | |
| **Industry** | 0[1] | 2,749,000 | 5,451,000 | 7,544,000 | | | |
| **Institution funds** | 11,725,000 | 13,412,000 | 14,558,000 | 14,875,000 | | | |
| **All other sources** | 9,664,000 | 8,242,000 | 6,705,000 | 4,537,000 | | | |
| **TOTAL** | $35,943,000 | $38,773,000 | $41,872,000 | $42,753,000 | | | |

[1] 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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 08-09** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** |
| **Patents awarded** | 3 | 4 | 2 | 0 | | | |
| **Disclosures** | 6 | 5 | 6 | 8 | | | |
| **Licenses awarded** | 2 | 2 | 2 | 0 | | | |
| **Options awarded** | Not Applicable | Not Applicable | Not Applicable | Not Applicable | | | |
| **New companies (start-ups) formed** | 1 | 1 | 1 | 0 | | | |
| **Surviving start-ups** | 5 | 3 | 5 | 3 | | | |

## 4. INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY (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 did not offer any developmental courses in Fall 2012 and Spring 2013 and will not in the future. The University awardss no associate degrees.

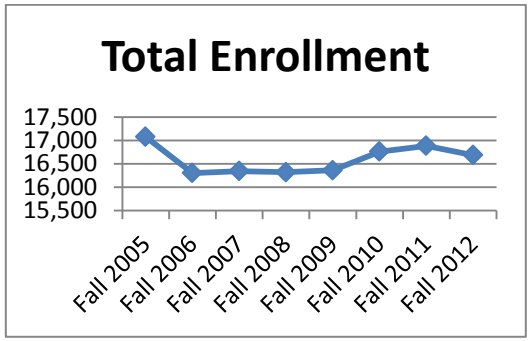
- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

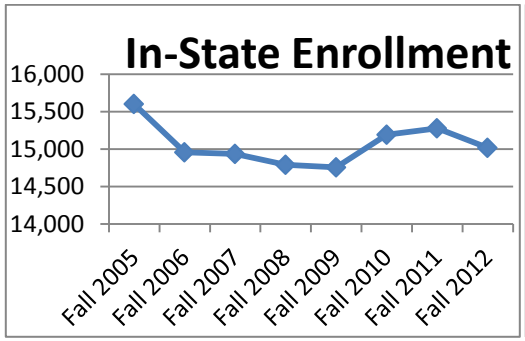
**Proposed Non-Resident Tuition Schedule 2012-2013 to 2015-2016 (Required for LA GRAD ACT)**

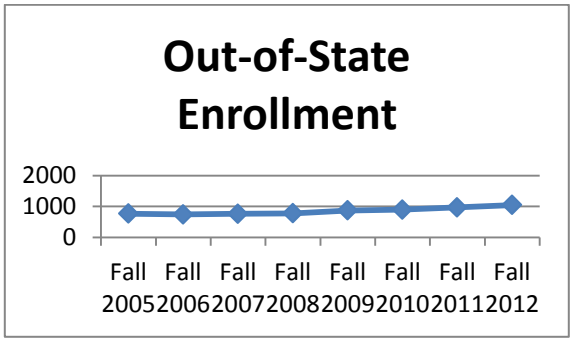
| Institution | 2012-2013 Amount | Proposed 2013-2014 | Proposed 2014-2015 | Proposed 2015-2016 | SREB Target 2015-2016 |
|---|---|---|---|---|---|
| **University of Louisiana at Lafayette** | $14,512.00 | $15,634.00 | $17,877.00 | $21,241.00 | $21,241.00 |

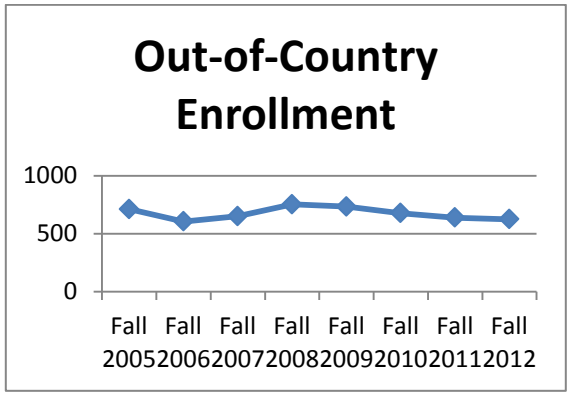
When devising the original plan three years ago, the University decided to take a conservative approach to implementing tuition increases over the five-year period. Although, as the charts below illustrate, in-state-enrollment is generally the determinant in overall enrollment trends because 90% plus 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.

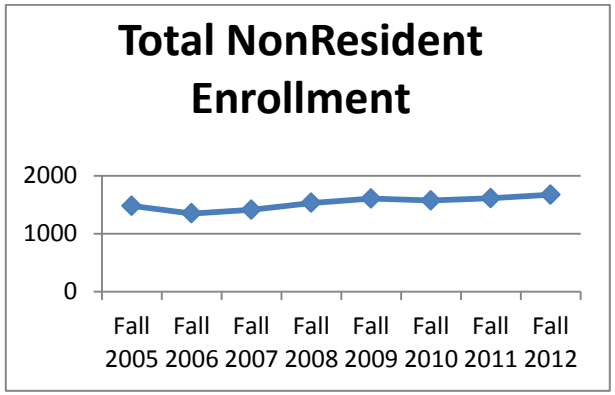
As the spreadsheet reporting enrollment and nonresident tuition for Fall 2005 through Fall 2012 indicates, from Fall 2011 (16,885) to Fall 2012 (16,687) total enrollment decreased by 1.17% overall (as expected with the increase in enrollment standards) with in-state enrollment decreasing by 1.70% (15,275 to 15,015) and non-resident enrollment increasing by 3.85% (1610 to 1672). While the out-of-state portion of nonresident enrollment actually increased by 7.82% (972 to 1048), there was a 2.19% decrease in out-of-country enrollment ( 638 to 624) for the fourth year in a row. The decrease, however, was the lowest decrease since Fall 2008, and despite a 7.62% increase in tuition from Fall 2011 to Fall 2012, non-resident enrollment increased during that time period. Tuition revenue from non-resident sources in Fall 2012 rose to $24,264,064.

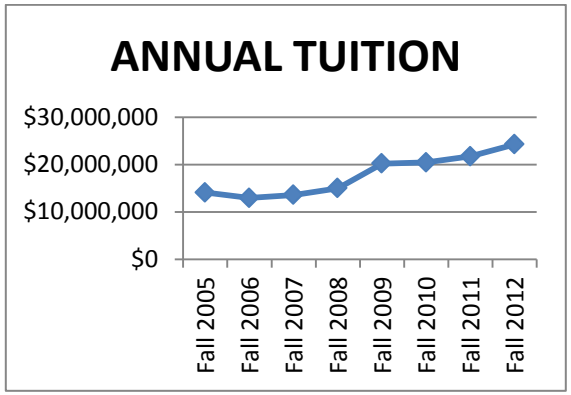



- **Progress toward Accreditation**

Sixty-four of 69 (52 mandatory, 12 recommended) programs eligible for accreditation hold that status. Of the 55 programs with mandatory accreditation, 52 are currently accredited and the remaining three--the PMC in Family Nursing, the PMC in Family Psyc, and the DNP--are in the process of accreditation. The visitation team for the Post Master's programs visited in Spring 2013; the DNP program will be reviewed in Fall 2013. By Spring 2014 we expect 100% of programs with mandatory accreditation to be accredited.

Of the 14 programs with recommended accreditation, 12 are accredited. One of the two without accreditation, the MS Counselor Education, is pursuing accreditation for the first time.

One additional program whose accreditation is optional holds that status.

**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)**

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

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

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

**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)**

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

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

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **Number of students enrolled** | 0 | 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)**

| | Baseline | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **Non-resident tuition/fees (full-time)** | $12,588 | $12,998 | $13,485 | $14,512 | | | |
| **Peer non-resident tuition/fees (full-time)** | $15,862 | $16,586 | $16,838 | $18,409 | | | |
| **Percentage difference** | -20.6% | -21.6% | -19.9% | -21.2% | | | |

**d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the designated goals.**

**4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited TARGETED measure for Technical colleges, 2 YR colleges and 4 YR universities.** ***Baseline: January 1, 2013 (reported in Year 3)***

| | Baseline | Year 1 | Year 2 | Year 3 (BoR Baseline) | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **Term of Data** | **AY 09-10** | **AY 10-11** | **AY 11-12** | **AY 12-13** | **AY 13-14** | **AY 14-15** | **AY 15-16** |
| **# programs with mandatory status** | 28 | 31 | 35 | 55 | | | |
| **# programs with recommended status** | 16 | 16 | 16 | 14 | | | |
| **Total # of pgms** | 44 | 47 | 51 | 69 | | | |
| **# of pgms accredited** | 39 | 43 | 47 | 64 | | | |
| **Rate** | 89 | 91 | 92 | 92.8% | | | |
| **Target** | | | | Maintain at a level no less than 89% | Maintain at a level no less than 89% | Maintain at a level no less than 89% | Maintain at a level no less than 89% |
| **Target Met?** | | | | **YES** | | | |

## 5. ORGANIZATIONAL DATA

**Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, 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*

| | |
|---|---|
| Undergraduate headcount | 15,128 |
| Graduate headcount | 1,612 |
| Total headcount | 16,740 |

- **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.*

| | |
|---|---|
| Undergraduate FTE | 13,517.6 |
| Graduate FTE | 1,124.3 |
| Total FTE | 14,641.9 |

**a. 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 2012. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

| | |
|---|---|
| Total Headcount Faculty | 738 |
| FTE Faculty | 645.8 |

**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 2012.*

| | |
|---|---|
| Undergraduate headcount enrollment | 70,371 |
| Total number of sections in which the course number is less than or equal to a senior undergraduate level | 2,617 |
| Average undergraduate class size | 26.9 |

**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 2012.*

| | |
|---|---|
| Total FTE enrollment | 14,641.9 |
| FTE instructional faculty | 645.8 |
| Ratio of FTE students to FTE faculty | 22.67 |

**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 2012, 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.*

| Name of College/School | Number of non-instructional staff | FTE non-instructional staff |
|---|---|---|
| COLLEGE OF BUSINESS ADMINISTRATION | 1 | 1 |
| COLLEGE OF EDUCATION | 2 | 2 |
| COLLEGE OF ENGINEERING | 1* | 1 |
| COLLEGE OF LIBERAL ARTS | 1 | 1 |
| COLLEGE OF THE ARTS | 2 | 2 |
| COLLEGE OF SCIENCES | 1 | 1 |
| COLLEGE OF NURSING | * | * |
| COLLEGE OF GENERAL STUDIES | 3** | 3** |
| GRADUATE SCHOOL | 1 | 1 |
| * Dean of Engineering this year classified as "IN" because of professorship; Dean of Nursing and Allied Health Professions as well as Associate Dean of Nursing and Allied Health Professions are also classified as "IN" because they hold professorships.<br>**Includes Retiring Dean, Interim Dean, Head of Special Services | | |

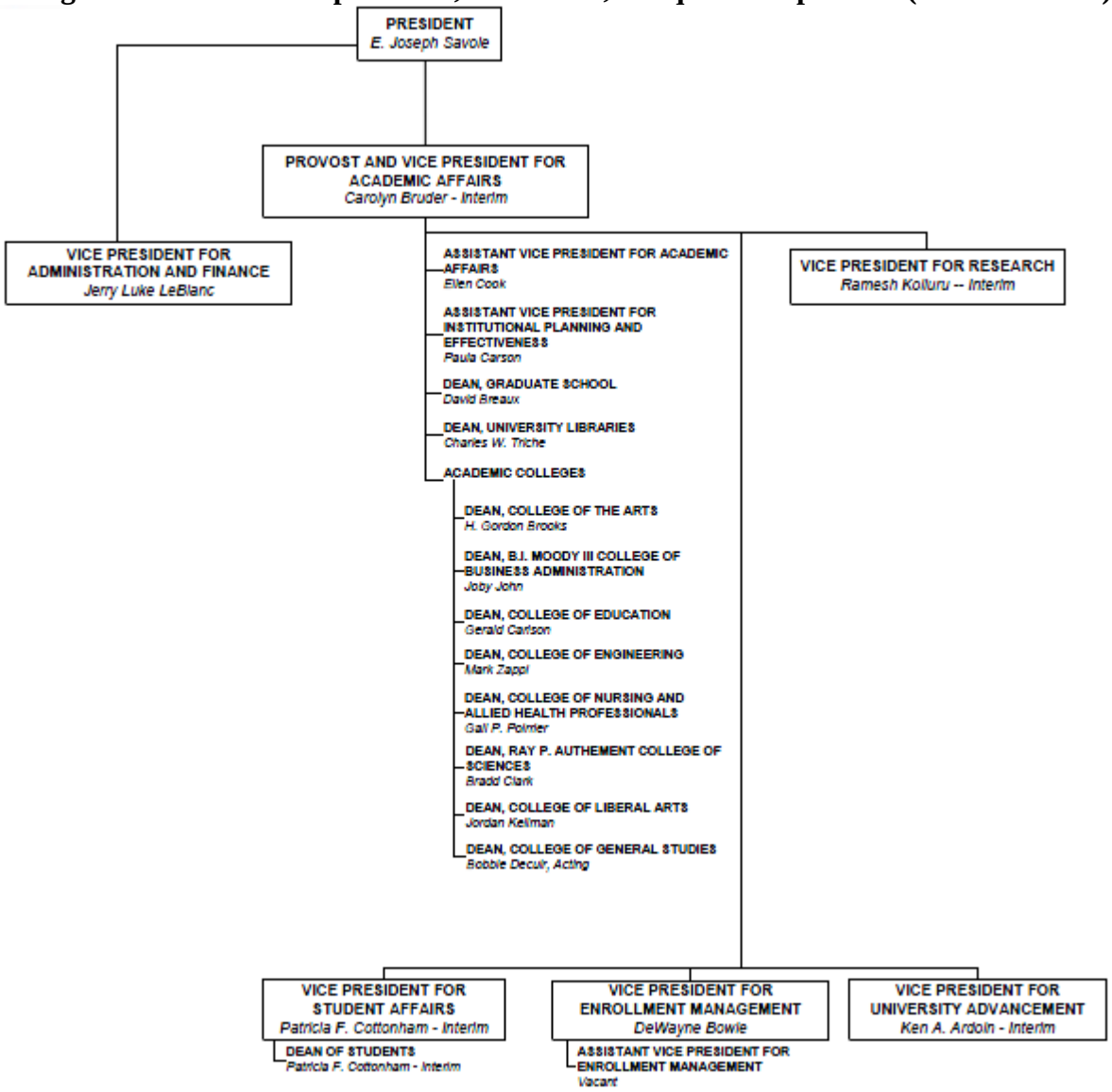
**f. Number and FTE of staff in administrative areas**

- **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 2012, 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.*

| Name of Division | Number of staff | FTE staff |
|---|---|---|
| PRESIDENT'S OFFICE | 1 | 1 |
| ADMINISTRATION & FINANCE | 19* | 19* |
| ACADEMIC AFFAIRS | 9 | 9 |
| STUDENT AFFAIRS | 13 | 13 |
| RESEARCH | 18 | 18 |
| UNIVERSITY ADVANCEMENT | 6 | 6 |
| ENROLLMENT MANAGEMENT | 7 | 7 |
| ATHLETICS | 2 | 2 |
| *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 2012).**



**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.**

| Position | Total Base Salary, Fall 2009 | Salary Changes Since 6/30/2008 Reported for Fall 2010 | Salary Changes Since 6/30/2010 Reported for Fall 2011 | Salary Changes Since 6/30/2011 Reported for Fall 2012 |
|---|---|---|---|---|
| President | $350,000 | $350,000<br>9/1/08 Housing allowance of $30,000 removed from salary | $350,000 | $360,800 |
| Provost/VP Academic Affairs | $225,000 | $225,000<br>Maintained Provost duties until retirement 2/21/11; Interim VP for Academic Affairs named on 7/1/10 | $225,000 (line in budget)<br>Position now filled by Interim (see below) | $225,000 (line in budget)<br>Position now filled by Interim (see below) |
| VP Administration & Finance | $215,000 | $211,602<br>4/30/09 Promoted from Interim VP for Administration and Finance to VPAF | $215,000 | $215,000 |
| VP Research | $152,656 | $224,000<br><br>8/15/10<br>New Hire | $224,000 | $192,000<br>Interim VP Research replaced exiting VP Research |
| VP Student Affairs | $114,000 | $114,000 | $114,000 | $114,000 (line in budget)<br>Position now filled by Interim (see below) |
| VP University Advancement | $156,000 | $156,000 | $156,000 | $156,000 |
| VP Enrollment | $150,000 | $110,000 | $150,000 | $150,000 |

| | | | | |
|---|---|---|---|---|
| Management | | 7/1/09 Promotion from Interim VP Enrollment Mgmt to VPEM | | |
| Interim Provost/Vice President for Academic Affairs (Associate VP for Academic Affairs) | $140,000 | $198,900<br>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<br>7/1/10 Promotion to Interim Vice President for Academic Affairs from salary of $140,000 to salary of $198,900 | $198,900 | $198,900 |
| Assistant VP for Academic Affairs | $129,000 | $128,002 in Fall 2010<br>$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<br>Decrease due to termination of professorship stipends | $136,000<br>Increase of $8,000 due to return of original contract amount of $134,000 |
| Assistant VP for Institutional Planning and Effectiveness | $134,556 (9 mo)<br>$29,234 (2 mo) | $131,556 (9 mo)<br>$29,234 (2 mo)<br>Decrease due to 6/30/10 expiration of professorship stipends | $160,791 (12 mo)<br>Increase due to conversion in budget | $160,791 |
| Assistant VP Financial Services | $126,920 | $126,920 | $126,920 | $126,920<br>(Incumbent retired in Sept 2012) |

| | | | | |
|---|---|---|---|---|
| Assistant VP Administrative Services | $123,982 | $123,982 | $123,982 (position vacant this year but budgeted) | $123,982 (position vacant this year but budgeted) |
| Dean of Students | $79,413 | $79,413<br>Salary was $75,631; 12/5/08 Promoted to Interim VP of Student Affairs | $79,413 | $79,413 + $12,000<br>Interim Vice President of Student Affairs |
| Dean, Graduate School | $136,299 | $136,299 | $145,000<br>Position filled by new dean on 7/1/11 | $145,000<br>Position filled by new dean on 7/1/11 |
| Dean, University Libraries | $119,244 | $119,244 | $119,244 | $119,244 |
| Dean, College of the Arts | $151,376 | $151,376 | $151,376 | $151,376 |
| Dean, Business Administration | $205,168 | $205,168 | $205,168 | $205,168 |
| Dean, Education | $146,798 | $146,798 | $146,798 | $146,798 |
| Dean, Engineering | $195,969 | $195,969 | $195,970 | $195,970 |
| Dean, Nursing & Allied Health Professions | $161,276 | $161,276 | $161,276 | $161,276 |
| Dean, Sciences | $169,164 | $169,164 | $169,164 | $169,164 |
| Dean, Liberal Arts | $138,363 | $138,363 | $138,363 | $138,363 |
| Dean, General Studies | $118,754 | $118,754 | $118,754 | $118,754 |

**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.**

- **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.**

| | University of Louisiana at Lafayette | |
|---|---|---|
| **Expenditures by Function:** | Amount | % of Total |
| Instruction | $ 61,057,243 | 43.9% |
| Research | $ 19,121,303 | 13.8% |
| Public Service | $ 243,000 | 0.2% |
| Academic Support** | $ 14,341,346 | 10.3% |
| Student Services | $ 5,022,610 | 3.6% |
| Institutional Services | $ 18,126,677 | 13.0% |
| Scholarships/Fellowships | $ 6,118,518 | 4.4% |
| Plant Operations/Maintenance | $ 11,547,143 | 8.3% |
| **Total E&G Expenditures** | $ 135,577,840 | 97.5% |
| Hospital | $ - | 0.0% |
| Transfers out of agency | $ 81,689 | 0.1% |
| Athletics | $ 3,362,500 | 2.4% |
| Other | $ - | 0.0% |
| **Total Expenditures** | $ 139,022,029 | 100.0% |

- **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.*

| | |
|---|---|
| Average yearly cost of attendance* | $19,031 |

| ***IPEDS** | |
|---|---|
| | |
| Tuition and fees | $ 5,374 |
| Books and supplies | 1,200 |
| Off campus room & board | 8,642 |
| Other expenses | 3,815 |
| | **$19,031** |

**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 >= 10 for the following levels: Baccalaureate degree for 4-year universities**

| | Average Time to Bachelor's Degree |
|---|---|
| University of Louisiana - Lafayette | 5.4 year |

**iv. Average cost per degree awarded in the most recent academic year.**

| | University of Louisiana - Lafayette |
|---|---|
| State Dollars Per FTE | $4,251 |

**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.**

| | State Dollars Per FTE |
|---|---|
| University of Louisiana - Lafayette | $4,251 |

**vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.**

| | |
|---|---|
| University of Louisiana at Lafayette | $274,665,930 |