University of Louisiana at Lafayette

University of Louisiana System

GRAD Act Annual Report

FY 2013-2014 (Year 4)

Submitted to the

Board of Supervisors, University of Louisiana System
April 1, 2014

and to the

Louisiana Board of Regents,
May 1, 2014

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1. **STUDENT SUCCESS (3-5 pages)**

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

First to third year retention rate: Although there was improvement in the first to third year retention rate from 60.7 percent to 61.3 percent, the University continues to study and react to the unexpected drop in that rate which had been fairly consistent over the past several years. The population is the target of several initiatives including the expansion of GradesFirst with related interventions to the sophomore year as described on page 6 and notification of probation students as described on page 7. As a result, at-risk sophomore level students will be working more closely with counselors in the Academic Success Center. It is also expected that the expansion of Living Learning Communities, described on page 4, will also contribute to retention as will several of the recommended strategies included in the Retention Plan 2013-15 described in the next section.

• **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."   This academic year the University, through broad-based participation by faculty, staff and administrators, developed and implemented a comprehensive Retention Plan 2013-15 which includes three overarching retention goals and 12 recommended strategies with accompanying action plans.   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 2013-2014 academic year. In Fall 2013 15,029 visits were logged into the ASC for the Career Counseling Center, the Learning Center, and Academic Counseling. In addition, there were 119 visits for online tutoring; 650 contacts for the online advisor for Fall 2013; and 1,207 online financial aid appeals processed for Fall 2013 and Spring 2014. Counselors chair committees for all financial aid appeals.

- TOPS FTF Workshops: Each spring, the ASC continues to identify and contact freshmen on TOPS who earned less than 12 credit hours and/or less than a 2.0 GPA in the prior fall. These students are required (a registration hold is placed on students' accounts and lifted after attendance is verified) to attend one of 18 informational workshops and develop an action plan using campus resources. They are briefed on important information for keeping or earning back TOPS—guidelines, half semester courses, Summer Intersession, Summer, etc. ASC identified 307 students to target for the SP14 TOPS FTF Workshops or Study Smarter Seminars.
- (1.333-1.8 GPA) FTF Workshops: In Spring 2014, ASC and the Office of the First Year Experience will identify and contact first-time freshmen with Fall 2013 GPAs between 1.33-1.8 requiring them to attend academic success workshops. Students will be briefed on academic progress, academic standing and financial aid standing as well as goal setting, procrastination and values.

- Admission by Committee (ADMC) Students and Students with low Math ACT: In Fall 2013, the ASC identified 212 students who were conditionally admitted or scored below a 19 Math ACT. ASC counselors increased their UNIV 100M sections to 10 and closely monitored these students through GradesFirst.
- TOPS and ADMC holds: Between the Fall 2013 and Spring 2014 semesters, ASC counselors identified TOPS FTF and conditionally admitted students who either had holds on their University account affecting registration or were not registered for Spring 2014. ASC counselors helped students navigate the process of following through with the effective removal of a hold as well as advised students who were registering for classes late in the registration cycle.
- Upper Division: In Fall 2013, ASC counselors identified students who earned more than 45 credits hours and were not placed 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 were 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 were contacted individually by their colleges. The College of the Arts and the College of Business Administration will contact students with more than 80 hours and not in Upper Division in Spring 2014. This same initiative will be repeated at the end of this Spring for other colleges as well.

A number of initiatives and high points were reached in the Office of First-Year Experience (OFYE).
- In Summer 2013, the OFYE met its staffing goal of 4 full-time associates in First-Year Instruction. These staff positions allow the unit to focus on instructional and retention missions with highly specialized and trained full-time personnel. In preparation for the largest offering of UNIV 100 in Fall 2013, 19 new UNIV 100 instructors and 115 peer mentors were trained in Spring/Summer 2013.
- In Fall 2013, UNIV 100 was offered in all eight colleges and served 2,558 students across 105 sections taught by 56 instructors (over 90% of whom are faculty and staff who served as adjunct instructors). Peer Mentors were available for 93% of sections, giving more than 2,400 students access to a role model trained to assist them.
- OFYE worked with a group of students to create The Big Event, a massive service project in which students, instructors, and peer mentors came together on one day to serve the larger community. More than 2,600 students participated in our first Big Event, the majority (2100 plus) of whom were first-time freshmen enrolled in UNIV 100. In February 2014, the United Way of Acadiana honored the OFYE with the 2013-2014 Visionary Award for its role in planning and implementing this community service initiative.
- In Spring 2014, the OFYE offered 22 sections of UNIV 100 serving 413 students. Students who had withdrawn or earned an 'F' in Fall 2013 were contacted by OFYE and encouraged to retake the course in Spring to maximize the early benefit of successful completion. The majority of students who returned in Spring 2014 did reenroll in UNIV 100, thus maximizing the opportunity to acquire needed skills and increase their adjusted cumulative GPAs by replacing a grade of 'F'. Instructors were informed that these students were retaking and should be carefully observed for early signs of at-risk behavior.
- Multiple new success and retention efforts were explored in 2013-14, with a focus on early intervention. OFYE full-time staff engaged in several successful interventions. In Fall 2013, OFYE staff each taught a full load of UNIV 100 sections and participated in the GradesFirst attendance and grade checks. OFYE staff invited students with poor attendance or work habits to meet with them individually and about 50 percent responded. Other students talked to instructors in class or emailed the instructor for guidance. Full-

time OFYE staff reported that 60 to 80 percent of students responded to this outreach with improved attendance or completion of coursework. Additionally, UNIV 100 students identified as at-risk were encouraged to attend OFYE-sponsored workshops addressing procrastination, college adjustment, and aligning values with actions. Approximately 80 students attended workshops and over 95 percent of attendees were retained with more than 85 percent having a 2.0 or higher GPA for the Fall 2013 semester. UNIV 100 adjunct instructors were encouraged to intervene early with their students by email and face-to-face meetings, at the times targeted by GradesFirst reporting.

- The overall impact of these efforts is encouraging. The actions of OFYE staff and adjunct UNIV 100 instructors helped to lower the D/F/W rate from 13.36% (FA 2012) to 11.85% (FA 2013). Meeting in the first six weeks with students identified as at-risk in the course was one of the most effective interventions. This effort yielded grades of A, B, or C for 86 percent of enrolled students. Of those who earned a C or better, 80 percent were retained from Fall 2012 to Fall 2013. Ostensibly, the skills and knowledge gained in UNIV 100 contributed to enhanced retention rates, particularly when one considers that students earning a D/F/W grade had a 31 percent retention rate for the same period. The rate of failing grades (F/FS/FN) decreased from 7 percent (FA 2012) to 6 percent (FA 2013), despite adding two colleges and 19 new instructors. The overall retention rate for Fall 2012 - Fall 2013 for UNIV 100 enrollees was 73.1 percent. When conditionally admitted student are removed from the calculation, the retention rate for regularly admitted UNIV 100 enrollees was 74.1 percent.

- The OFYE sponsored two Living-Learning Communities (LLC) and four Themed Living Communities (TLC) with 129 students participating in the 2013-2014 academic year. Four of these communities were offered for the first time in Fall 2013. The new LLC in Engineering welcomed 28 students who took three courses and participated in professional development activities together. The three new TLCs were Lifetime Recreation, Gateway to the Arts, and Service and Leadership. A vast network of partners were recruited to provide engaging activities that exposed students to staff, faculty, campus life and community resources.

- OFYE partnered with multiple offices on campus to create a *Survival Guide* for entering freshmen. The website functions as a FAQ to allow freshmen to anticipate issues and execute tasks necessary to negotiate the enrollment to matriculation period.

- In an effort to engage freshmen early in Fall 2013, OFYE worked to coordinate existing activities offered by multiple campus sponsors and added new activities to create Cajun Craze – six weeks of events to welcome, enculturate, and socialize first-time freshmen. The efforts to engage students and help them to identify a Ragin' Cajun identity were successful based upon initial data. Of the 356 FTF randomly surveyed, 88 percent stated they have developed an affinity for UL Lafayette and 90 percent consider themselves a proud Ragin' Cajun. Enfranchisement of first-time freshmen is an important step in short-term retention. Thus, the new programming and required campus event attendance appear to be high-return investments.

- **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)**:** SI & SG assist students 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 skills. 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 SGs for a total of *16 courses* for Fall 2013; 723 students attended for a total of 3,529 hours. The Fall 2013 report reveals that 916 attendees (out of 8,621 students total) made 5,877 visits to the Learning Center earning average grades 8.4 percent higher than those for non-attendees. The greatest impact was in BIOL 110 (Fundamental of Biology I) where 67.23 percent of participants earned an A,B, or C as compared to 45.13 percent of non-participants.

- Individual Tutoring: TLC offered over *100 courses* for Individual (one-on-one) Tutoring, seeing 493 students for a total of 448 hours (sessions are 30 min/each). Tutors are available at the Learning Center for most 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 score up to and including *one-letter grade higher* than students who do not.
- STEP Lab in Lee 213: The Lee STEP Lab provided computing and printing assistance for *2,807* students.
- Online Tutoring: TLC offered online tutoring/chat purchased from Zopim in Fall 2013 and Spring 2014. In Fall 2013 *119 chats* were logged for a total of *53.5 hours*.
- New Staff Member: The Academic Success Center added a *Learning Resource & Transfer Specialist (LRTS)* in Spring 2014 who assists with daily TLC operations. She will also provide support to the Transfer Coordinator and will oversee STEP Computer Lab & Online Tutoring operations and recruitment activities at regional community colleges.

• 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 2013, the Retention Specialist secured a STEP grant renewal for GradesFirst which identified freshman and, for the first time, sophomore students labeled as at-risk by faculty at multiple points throughout the semester.   In addition, the Retention Special worked with the Living Learning Communities, UNIV 100 faculty, Student Support Services-Disability, and Greek Life to identify at-risk students in special populations. For the first and second grade checks of Fall 2013, a total of 23,980 (71.23 response rate) and 21,263 (62.8 percent response rate) grades were reported by faculty. A total of 6,210 "flags" were initiated by faculty. 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, support staff, and the ASC to alert campus support networks and invite the student to make contact with the ASC. In Fall of 2013, attendance checks were also requested for MATH, ENGL and UNIV 100 classes. The response rate for this attendance check was 75.29 percent or 4,645 attendance checks. Of the reported attendance checks, 149 "flags" were initiated by faculty for poor attendance in the first three weeks of the semester. In Spring 2014, students have the ability to view all grade checks and faculty feedback provided through GradesFirst on their ULink accounts. For the first grade check of Spring2014, there were 20,632

grade checks reported (76.64 percent response rate). Since the introduction of GradesFirst , there has been an increase of faculty who have contacted the Retention Specialist in ASC for early intervention of students beyond just the targeted cohort.

- <u>Academic Probation:</u> Each Spring semester, the ASC identifies and contacts returning and reentry freshmen who are on academic probation. In Spring 2014, ASC expanded the academic probation initiative to sophomores. For freshmen, 133 students were identified for the [Academic Success and Probation Program](#) (ASPP). Freshmen 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 identifying specific campus resources. Session two is a follow-up to the implementation of the academic action plan addressed in the previous session.   Financial aid guidelines are discussed, when appropriate, and GradesFirst is used to track students throughout the semester. Registration holds are placed on students' accounts which are lifted upon completion of the workshop or program. (NOTE: Students who received the TOPS scholarship in FA13 and who are on Academic Probation for SP14 are included in the TOPS student numbers and not the freshmen academic probation numbers). For sophomores on Academic Probation, the ASC collaborated with their graduate assistant in the Psychology Master's Degree program and provided a voluntary self-monitoring program based on procrastination behaviors. Students were contacted through a text messaging service where they provided information about their problem behaviors. Students' behaviors were measured before and after a procrastination workshop as were previous and current semester GPAs.

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

The University interacted with high schools in a number of ways in 2013-14. We significantly grew 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 Lafayette High, Comeaux High, Northside High, Carencro High, Delcambre High, Acadiana High, W. St. Mary High, and Erath 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 2012, Spring 2013). The very successful online Math 105 (College Algebra) course continued. The University provides high schools with an official enrollment report after the 14th class day 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.

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	2646		
# Retained to 2nd Fall semester	1931	1829	2078	2087	1966		
Rate	75.9%	73.3%	73.5%	74.3%	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 08 to Fall 09					75.9		
Actual Fall 09 to Fall 10					73.3		
Actual Fall 10 to Fall 11					73.5		
Avg of Prior Three Years					**74.2**		
Actual Fall 11 to Fall 12					74.3		
Actual Fall 12 to Fall 13					74.3		
Avg of Most Recent Two Yrs					**74.3**		
Target Met?		YES	NO	NO	YES		

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	2809		
# Retained to 3rd Fall semester	1660	1623	1542	1719	1721		
Rate	62.4%	63.8%	61.8%	60.7%	**61.3%**		
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 07 to Fall 09					62.4		
Actual Fall 08 to Fall 10					63.8		
Actual Fall 09 to Fall 11					61.8		
Avg of Prior Three Years					62.7		
Actual Fall 10 to Fall 12					60.7		
Actual Fall 11 to Fall 13					61.3		
Avg of Most Recent Two Yrs					61.0		
Target Met?		**YES**	**YES**	**NO**	**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	2732	2799		
# Graduated within 150% of time	959	1086	1048	1131	1229		
Rate	40.1%	42%	40%*	41.4%	43.9%		
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**	**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	13368.3		
Expected # of Awards*	3316	3337	3411	3434	3342		
# Awards	2124	2138	2279	2348	2426		
Ratio of Awards/ FTE	.1601	.1602	.167	0.171	0.182		
Award Productivity*	64%	64%	66.8%	68.4%	72.6%		
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**	**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	157		
# Admitted by Exception	1	2	30	15	24		
Rate	.5%	1.18%	6%	5.3%	15.3%		
# in Freshmen Admitted (Fall)	2581	3038	2946	2814	3044		
# Admitted by Exception	139	147	149	299 (150 ADMC +149 CONF)	131		
Rate	5.4%	4.8%	5%	10.6%	4.3%		
# in Freshmen Admitted (Spring)	292	248	286	195	179		
# Admitted by Exception	14	11	16	6	7		
Rate	4.8%	4.4%	5.5%	3.1%	3.9%		
# in Freshmen Admitted (Total)	3021	3455	3412	3293	3380		
# Admitted by Exception	174	185	195	320	162		
Rate	5.8%	5.4%	5.7%	9.7%	4.8%		

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	2334		
% Change		.7%	7.1%	7.8%	10.3%		
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	80		
% Change		0%	0%	5200%	8000%		
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	2414		
% Change		.7%	7.1%	10.3%	14%		
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	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	424		
% Change		3.7%	2.9%	-9%	12.2%		
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	52		
% Change		21.9%	-6.3%	53.1%	62.5%		
Target		21.9%	3.1% (33)	6.3% (34)	9.4% (35)	12.5% (36)	18.8% (38)

Post-masters – 3
Graduate certificates -- 8

	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	476		
% Change		5.1%	2.2%	-4.1%	16.1%		
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	YES		

Plus 3 Post-Master's

	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	2890 (2901 total)		
% Change from baseline		+1.46%	+6.4%	+7.9%	+14.4% (+14.8%)		

*Undergraduate + Graduate + PMC (1)
** Undergraduate + Graduate + Graduate Certificate (8) + PMC (3)….GC and PMC are not included in Graduate tables, only the total completers.

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	11		
Fall	78	61	173	115	325*		
Winter							
Spring	85	129	146	190	381		
TOTAL	172	197	326	312	717		

*The University reported 323. Two students were added after the census date.

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	59		
Fall	318	249	564	378	1026		
Winter							
Spring	352	455	617	707	1380		
TOTAL	705	733	1213	1112	2465		

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	56		
Fall	294	204	534	357	965		
Winter							
Spring	322	445	596	690	1334		
TOTAL	651	677	1162	1074	2358		

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	7	6	85.7%
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 2013 Dietetic Program	17	12	70.6%
				Internship Program*	16	13	81.0%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam *Note: For UL Lafayette, the exam is the RHIA rather than the RHIT.*	AHIMA: American Health Information Management Association	*93%*	10/2012-9/2013	21	21	100%
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 2012/ Spring 2013	30	28	93.33%

Baseline Year = most recent year data published by entity that grants licensure/certification; Calculated Passage Rate - # students who met standards for passage/# who took exam
*The students in the Internship Program are students whose undergraduate degrees are from both UL Lafayette and other universities. The scores of the UL Lafayette graduates are also included in the score labeled "Dietetic Program."

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	304		
# taking exam	302	307	312	332	304		
Calculated Rate	100%	100%	100%	100%	100%		
Target				98%	98%	98%	98%
Met?				YES	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	127		
# taking exam	124	102	137	132	127		
Calculated Rate	96.77	97.06	93.43	94.70	100%		
Target				95% (93%-97%)	95% (93%-97%)	95% (93%-97%)	95% (93%-97%)
Target Met?				**YES**	**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.**

The 2013-14 academic year represented the second year under the new admission requirements for incoming students at the University. Despite this, the University saw marked growth for both incoming first-time freshmen and transfer students.

	Fall 2012	Fall 2013	Difference	Spring 2013	Spring 2014	Difference
Transfer Cohort Group	843	1,031	22.30%	396	510	28.80%

Staffing: As a continual commitment to accuracy and the expeditious processing of transfer students, the Office of Undergraduate Admissions hired, effective March 2014, an additional staff member for the processing of transfer students (the fourth so charged) – particularly the RN to BSN student population. In addition, one Admissions Counselor was converted to a Coordinator for Transfer Admissions position. This change provides for greater management of the admissions process for transfer students.

Enhanced recruitment: Maximizing the recruitment efforts with regard to transfer students continued to be a priority at UL Lafayette.
- Active recruitment/outreach – The University continued the active recruitment of prospective transfer students at community colleges throughout Louisiana and in targeted out-of-state markets. In order to ensure effectiveness, schools were divided into primary and secondary markets in order to determine the level of outreach that would be performed. Outreach included attendance at college fairs as well as visits to the schools. The effort was a year-long process.
- Communication Enhancement – With more than a year of identified prospects, transfer admissions staff executed outlined communication plans that involved e-mail, print, and telephone outreach to prospective students throughout the recruitment cycle.
- Focus on yield – As the transfer population is a fast growing market for the University, the office began outreach efforts (e-mail, letter, phone) that were targeted at yielding prospective transfer students in the enrollment process. These actions resulted in greater than 70 percent yield rates in the Fall and Spring semesters.

Electronic recordkeeping: In mid-Fall 2013, the Office of Undergraduate Admissions implemented an electronic record keeping and retention program to provide optimal file sharing between Admissions and academic units. To date, more than 14,000 academic files have been created containing transcripts, student immunization records, and copies of admissions letters sent to prospective students.

Continued programming: In order to facilitate enhancements in transfer recruitment and admission, the following transfer-related activities have been engaged: *Transfer Preview Day* – continuing with the progress begun with last year's transfer day with SLCC, the Office of Undergraduate Admissions and Recruitment hosted a Transfer recruitment day for students at both SLCC and LSUE.

Cooperation with SLCC: Partnerships between community colleges and four-year institutions are important for the overall success of students in helping them pursue higher education. During 2013-14, UL Lafayette and SLCC continued efforts to have a direct partnership. The partnership is a student service model that provides for ongoing collaboration in a variety of levels from enrollment, to academics, and even to financial/operation collaboration.

- A bridge program was implemented in Fall 2013 wherein students who were not immediately eligible to attend UL Lafayette were given the opportunity to attend SLCC and ultimately earn transfer back to the UL Lafayette. Through this program, students were given the opportunity to use UL Lafayette facilities (Rec Complex, Library), attend athletic events, and obtain hands-on advising several times during the year. For the 2013-2014, more than 80 students participated in the program.
- Meetings were held with staff from UL Lafayette and SLCC to share common information.
- UL Lafayette Director of Undergraduate Admissions and Recruitment was a member of the search committee for Director of Admissions at SLCC.
- The University shares online advisor training with SLCC faculty and academic advisors to provide a smooth transfer process to SLCC students. Better trained advisors will give the most up-to-date information to students and prevent future transfer problems.
- The UL Lafayette Transfer Coordinator visits the SLCC Campus the first Wednesday of each month from 9:30 am – 12:30 pm in order to assist students with questions regarding the transfer application process and transfer credit articulation. An additional visit each month is determined at the beginning of each semester.   The New Iberia campus of SLCC also hosts the Transfer Coordinator once each semester.

Louisiana Transfer Degree Guarantee Program and Other transfer programs: UL Lafayette continues to develop degree programs to accommodate the Louisiana Transfer Degree Guarantee Program. All options are currently available on the website as are links to the state-created Transfer Degree Guarantee webpage, UL Lafayette General Education Requirements, the Louisiana Board of Regents Articulation Matrix and the interactive Course Transfer Guide.   The transfer degree advising templates were created with the assistance of the Advising Coordinators in the respective academic colleges from within the University. Successful completion of the required courses should allow for a seamless transfer of credit for all students that complete the Louisiana Transfer Degree. In addition, the University continues to expand both its 2 + 2 programs and its formal and informal articulation agreements. Details on both may be found on the Transfer Your Credits page of the University website.

Transfer Orientation: The University requires all new transfer students to attend a one-day Transfer Student Orientation program designed to assist them with understanding our university culture, academic programs, and the transfer credit articulation process, as well as familiarizing them with our campus. Students have the opportunity to meet with college deans and members of our faculty, meet other incoming students, learn about University resources, tour campus, and discuss the transfer credit articulation process.

- **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 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.

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

In early Spring 2014, the Transfer Coordinator reached out to SLCC students that earned less than a 2.0 semester grade point average (70 students/ 39 percent of transfer population) the first semester of enrollment at the University. The outreach was designed to further explain services for students, specifically academic support information. At the conclusion of the Spring 2014 semester, the GPA of the students contacted will be evaluated for improved academic performance.   Research has indicated that it typically takes two semesters for transfer students to adjust and for the semester grade point average to recover.

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.

- **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.

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	1008		
# retained to next Fall semester	651	795	820	811	735		
Rate	71.8%	74.1%	69.8%	75.5%	72.9%		

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	538		
# retained to next Fall semester	336	417	463	528	431		
Rate	78.3%	78.7%	74.1%	79.6%	80.1%		
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	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	2334		
# who began as transfers	661	658	619	609	650		
Percentage who began as transfers	31.7%	31.1%	27.2%	26.5%	27.8%		

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	224		
# Admitted by Exception	1	2	4	11	7		
Rate	.5%	1.2%	2.2%	11.5%	3.1%		
# Transfers Admitted (Fall)	643	707	756	651	807		
# Admitted by Exception	21	24	41	49	36		
Rate	3.3%	3.4%	5.4%	7.5%	4.5%		
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	422	410	401	396	510		
# Admitted by Exception	16	26	15	32	25		
Rate	3.8%	6.3%	3.7%	8.1%	4.9%		
# Transfers Admitted (TOTAL)	1260	1287	1335	1143	1541		
# Admitted by Exception	38	52	60	92	68		
Rate	3.0%	4.0%	4.5%	8.0%	4.4%		

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	91		
# retained to next Fall semester	17	24	27	39	68		
Rate	85%	63.2%	73%	76.5%	74.7%		

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	2334		
# who began as transfers w assoc degree	2	8	11	25	20		
Percentage who began as transfers w assoc degree	.1%	.38%	.48%	1.1%	.9%		

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 (2,252 (FR) 410 (TR))	1,164 (FR)*** 321 (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.

***The number of students referred during AY 13-14 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 decrease in the number of students from last year's reporting cycle due to the fact that in order to reach a decision (admit or deny), student files must be complete (must have paid application fee or submit approved waiver). In previous years, they did not have to pay the application fee before a decision would be rendered.

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	0		
# retained to next Fall semester	0	0	0	0	0		
Rate	0%	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	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.**

The Strategic Program Review Committee, formed two years ago to facilitate ongoing program review, finalized the Undergraduate Program Review Form and Graduate Program Review Form in order for a self-study to be conducted by each of four programs in Summer 2013. (All University programs will enter a rotation for comprehensive review every seven years). Due to the retirement of the Interim Provost in July 2013 and a six-month tenure of a second Interim Provost, it was decided to delay implementation of the review process until the arrival of the permanent Provost in January 2014.

- **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 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, IPEDS Occupational Crosswalks, and the BOR Employment Outcomes Report 2011 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 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 2013 have resulted not only in the creation of several new degree programs but have advised the exploration of new for-credit courses offered through the Marine Survival Training Center and the National Incident Management Systems and Advanced Technologies (NIMSAT).

Since the date of the last GRAD Act report, the governing boards have approved the following: M.S. Accounting, M.S. Systems Technology, and Graduate Certificate as Instructional Coach. Three additional program Letters of Intent have been approved by the University of Louisiana System as of this date—Graduate Certificate in Professional Writing, Graduate Certificate in Business Administration, Post-Baccalaureate in Accounting, and the Ph.D. in Interdisciplinary Geosciences LOI is under review at the BOR.

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 and possible reorganizations 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.

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 recently-completed or 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.

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

The University 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. This year, the Louisiana Board of Regents elected UL Lafayette's Assistant Vice President for Institutional Planning and Effectiveness to serve as their representative on the critical Occupational Forecasting Conference. Along with the Secretaries of Economic Development and Workforce Development, the head of the Louisiana AFL- CIO and the President of the LCTCS System, this conference meets quarterly to develop occupational supply and demand forecasts which are used to direct hundreds of millions of dollars in state incentives. On March 18, 2014, the University and LITE hosted the Business Incentive Seminar sponsored by LEDA (Lafayette Economic Development Authority), LED (Louisiana Economic Development) and the Louisiana Small Business Development Center.

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

UL Lafayette is in its fifth 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 percent. More importantly, we have what we believe to be authentic responses based on careful item-analysis. The undergraduate surveys focus 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. 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.

- **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 Office of Distance Learning (ODL), the Distance Learning Leadership Council (DLLC), and its related task forces in AY 2013-14 follows.

- *Learning Management System*: The University's Office of Information Technology through its University Computing Support Services (UCSS) department self-hosts and self-manages the institution's learning management system, Moodle. During Fall 2013, an external consultant was hired to make modification to the Moodle site template to make it more mobile device friendly and to reduce some operational glitches in the current template. Concurrently, UCSS and the ODL hosted the first bi-annual Moodle Users Group (MUG) to increase faculty input on the functionality of the learning management system. The E-Learning Media Specialist developed a Moodle course template with UL Lafayette branded banners, an enhanced graphical navigation block, and HTML instructor contact block. The course template format and graphics are available for instructors to import into their course and customize as needed. In spring 2014, UCSS and Distance Learning staff began the process of upgrading Moodle by establishing a development site to test Moodle 2.7+ software for University-wide deployment in fall 2015.
- *EDUTools*: Contracts for three Educational Tools (EDUTools) – web conferencing, plagiarism detection, and lecture capture—were continued for the 2013-14 academic year. Blackboard Collaborate is UL Lafayette's sponsored web-conferencing solution with 11 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 for two years at the beginning of Fall 2013 at a significant costs savings to the University 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.   Based on feedback, Panopto was integrated into Moodle during the Spring 2014 semester, allowing faculty to monitor all video usage and specific student views of their videos. The University has continued a relationship with Proctor U, a virtual proctoring service, and expanded student authentication and virtual proctoring options at a lower cost to students through a multi-year partnership with Examity. This partnership is part of the University's compliance efforts with SACS student authentication policies. In Fall 2013 a one-year limited pilot was initiated with VoiceThread, a web-based tool that facilitates class discussion via video, text and graphical collaboration tools.
- *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 IT Help Desk Director serves as monitor of the services which extend to January 31, 2016.

The Director of Distance Learning reports significant growth in distance education in 2013-14.

- *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." As a GRAD ACT targeted measure, UL Lafayette will grow the total number of online programs to at least 9 total online programs by AY 2015-2016. To support program development, the University allotted three staff positions to the Office of Distance Learning to hire an additional Instructional Designer, an E-Learning Media Specialist, and an Online Student Support Specialist. All three positions were filled with competent, qualified professionals by July 1, 2013. In Fall 2013, the University's College of Education launched an online Masters of Education degree in Curriculum and Instruction with a concentration in Instructional Specialist. In Spring 2014, the College of Education launched a Graduate Certificate in Instructional Coaching. During AY 2013-14, the College of Nursing and Allied Health Professions (CONAPH) discontinued offering both concentrations in the Post-Master's Certificate in Nursing due to low demand.

- *Course development initiatives.* Since Fall 2011, 164 faculty have earned one of two internal faculty certification options available through ODL; many have earned both. The primary tenet of ODL's faculty professional development program is to give faculty the experience of being an online student before they ever teach in an online environment. The combination of online workshops, instructional design support, and course development resources have prepared our faculty to teach online. In recognition of this effort, the Sloan Consortium selected UL Lafayette's ODL for the "2013 Excellence in Faculty Development for Online Teaching" award. The award recognizes ODL "for creating an outstanding faculty development program that successfully prepares faculty to design and delivery high quality online learning experiences."   Other initiatives include:
  - The ODL conducts mini-reviews of online and hybrid courses prior to first-time delivery. Instructional designers review the course using the Quality Matters' rubric, specifically the twenty-one "essential standards." Feedback and specific recommendations on how to meet the standard or improve a part of the course that already addresses the standard are shared with the faculty member, and changes are implemented prior to initial delivery. In AY 13-14, 12 reviews were completed.
  - The ODL certifies online and hybrid courses after a peer-review process designed to provide constructive feedback and specific suggestions to the course design using the Quality Matter rubric. The peer review process is reserved for courses that have been taught at least once; the result is continuous improvement for online and hybrid course development. Since fall 2011, fifty-six (56) online and hybrid courses have become ULearn Certified through two cycles per academic year.
  - The ODL sponsored two levels of course design awards in Fall 2013. "Level A" awards provided stipends for the creation of new online undergraduate general education courses or courses supporting one of the University's online degree programs. "Level B" awards provided stipends for the significant improvement of an existing hybrid or online course design. Ten "Level A" proposals and eight "Level B" proposals were funded.

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	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	4		

*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	115		
# of programs aligned with needs			97	113	115		
% of programs aligned			100%	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	106		
# of course sections that are 100% distance delivered	44	38	159	235	330		

Year 4 AY12-13 reflects Fall 2012, Spring 2013, and Summer 2013 for all sections of hybrid and online courses.

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	2,303		
# of students enrolled in courses that are 100% distance delivered	239	224	4081	5,399	8,555		

Year 4 AY12-13 reflects Fall 2012, Spring 2013, and Summer 2013 for all sections of hybrid and online courses with minimum enrollments for the class to be offered.

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**
Baccalaureate	3	3*		
Post-Baccalaureate				
Grad Cert		1		
Masters	2	3		
PMC	2*	2**		
Specialist				
Doctoral	1	1		
Professional				
TOTAL	8	10		
Target (Total Programs)	4 (3-5)	6 (5-7)	8 (7-9)	9 (8-10)
Target Met?	**YES**	**YES**		

*Bacc: Not reflected on our CRIN is a fully online RN to BSN; Reflected is HPW, HSA, Org Leadership

Grad Cert: Instructional Coach

Masters: M.Ed; Systems Technology; Nursing

**PMC: **The PMC in Family Nurse Practitioner and the PMC in Family Psyc/Mental Health NP were both approved, only the former was offered in AY 2012-13. Neither was offered in AY 2013-14. It remains on the list as it is in the CRIN.

Doctoral: DNP

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 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 work of the Board of Regents Master Plan Research Advisory Council (MPRAC) in collaboration with Louisiana Department of Economic Development (LED) and Battelle, 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 2013 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 2013 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 R & D 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 2013 were $61,887,000 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 service, economic development, industry outreach, training, and other sponsored activities are included, the University's total R&D and related expenditures for FY 13 were $69,984,693.

The expenditures that were included in the survey were evaluated for alignment with key economic development industries using the five growth sectors identified by Louisiana Department of Economic Development (LED), Battelle and the Board of Regents Master Plan Research Advisory Council (MPRAC). The Five Growth Sectors include: Advanced Manufacturing and Materials, Clean Tech and Energy, Coastal and Water Management, Digital Media and Enterprise Software, and Life Sciences and Bioengineering. Of the $61,887,000 total R & D expenditures reported for FY 2013, approximately $42,000,653 (or 67.87%) was spent in research and development activities related to the five identified growth sectors.

In determining the number and percentage of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts overall and in key economic development industries, individuals designated as principal investigators and/ or co-principal investigator for those projects active during the reporting year were considered. Each individual was only counted once, regardless of the number of awards or funded projects they were involved with during the reporting period. For the 2012-13 year, of the 417.68 research/instructional faculty (FTE), 213 held active research and development grants/contracts or served as PI or co-PI. This represents approximately 50.99% of the total number of research/instructional faculty (FTE), an increase from the previous year which was 40.63%. For the 2012-13 year, of the 417.68 research/instructional

faculty (FTE), 111 held active research and development grants/contracts or served as PI or co-PI. This represents approximately 26.75% of the total number of research/instructional faculty (FTE), an increase from the previous year which was 24.66%.

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 the reporting year, the University developed its STEM Priorities Master Plan for Research based on findings of the Battelle report, commissioned by LEDA. The UL Lafayette Research Master Plan includes STEM priorities: Life Sciences, Health Care and Wellness; Computing, Digital Media & Software; Energy & Sustainability; Coastal Ecology & Water Management; and Advanced Materials & Manufacturing. During this reporting period, the University has undertaken an aggressive and ambitious applied research and technology transfer program. Due to space limitations focus in the narrative below was placed on those large scale initiatives related to the University's R & D efforts in Louisiana's key economic development industries.

o One notable accomplishment is the continued growth of the NSF-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]. 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. CVDI's year one research activities yielded five new intellectual property disclosures to UL Lafayette. Three IAB members elected a total of 14 licenses to these technologies and said licenses are currently under negotiations. With oversight provided by the Office of Innovation Management (OIM), the intellectual property yielded from CVDI has dramatically enhanced the technology transfer activities of UL Lafayette.
o Under the direction of Dr. Susan Mopper, researchers at UL Lafayette's Center for Ecology and Environmental Technology have established the PureNative™ program. This program cultivates and distributes unique blends of 40 Louisiana-native prairie and wetland plant species for sustainable and environmentally responsible agriculture, wildlife conservation, urban landscaping, and habitat restoration. The PureNative™ program is liaising with both the Office of Innovation Management (OIM) and the Office of Communications and Marketing (OCM) to explore and coordinate commercial development of this program, including trademark registration, local sales distribution and sales to costal restoration contractors.
o UL Lafayette continues to excel in clean tech and energy R&D. One notable example includes the work of Dr. William Chirdon that focuses on improved methods for deriving green adhesive from biowaste, including residual material from algal-biofuels production. This line of research has received favorable review from our industry contacts and has patent-pending status.

- One of the most promising research pursuits UL Lafayette demonstrates is that of Advanced Manufacturing & Materials. As well, this has been a significant area of intellectual property growth, licensing discussions and economic develop. Highlights include:
    - Hybrid-Luminescent Ammunition: In 2013, UL Lafayette was issued US patent 8402896 entitled, "Hybrid-Luminescent Munition Projectiles." Commercial patent rights for the consumer market have been licensed to Hallam, Inc., and UL Lafayette is currently in discussions with military contractors for development within the Government/Military space.
    - Improved MOX Sensor Design: Research within the Dept. of Electrical Engineering has yielded novel methods for employing aerogel in metal-oxide (MOX) sensor design. This development dramatically decreases the power-needs, while elevating the performance of the MOX sensor. Further, this invention precludes timely micromachining that currently plagues MOX sensor manufacturing. This invention is patent-pending and we have participated in a number of discussions with multinational companies re licensing/research partnerships, including a materials transfer agreement with an UK corporation.
    - Waste-to-Revenue: The work of Dr. William Chirdon in the Dept. of Chemical Engineering has developed a cost effective method of converting algal-biomass to green adhesive for structural composites (plywood, bricks, paper). This adhesive is biodegradable, does not require purification or enrichment steps, and forgoes incorporation of volatile organic compounds, including formaldehyde. This research is funded by LaDOTD, is patent pending and has garnered interest from a numerous companies.
    - Chiral Amine Synthesis: In 2013, a researcher in the department of chemistry developed a novel method to synthesize a unique class of hydrocarbons with specific geometry – Asymmetrical N-substituted Allylic Amine compounds. This class of compounds has diverse application including pharmaceutical, petrochemical and agrochemical applications. This research has been funded by two consecutive BoRSF ITRS grants, and the related technology has patent-pending status at the international level via PCT application. This application constitutes UL Lafayette's first international patent applications. We continue to engage potential licensees for commercial interest.
- Researchers at the University and its partners from Missouri University of Science and Technology and Schlumberger Carbon Services are using novel statistical-neural genetic algorithms methods to study the leakage risks for existing wells exposed to CO_2 through a grant from the US Department of Energy. The overall impact of this project is that it will improve efficiency of the storage operations by predicting the risks of CO_2 leakage in the current exposed wells. In addition, this project will also contribute in developing best practices standards by proposing recommendations for well construction in the future wells.

Technology disclosures are the lifeblood of institutional technology commercialization, and as a result of the OIM's intensive faculty service, last year we reported a record-breaking year for technology disclosures. In 2013, these disclosures have permitted the OIM to file a record number of patent applications (5), file UL Lafayette's first international patent application, engage in a record-number of licensing discussions with industry (>25), host 5 site visits to UL Lafayette by 4 companies and undertaking negotiations of an additional record-breaking 16 licensing agreements. As the OIM continues to aggressively support UL innovators, these activities will continue to provide the necessary processes and practices to commercialize UL's intellectual property estate, move these innovations to the commercial sector for increased economic impact and pay increasing dividends in future years.

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, R & D activities at the University continue to have a significant and broad-based impact on economic development and technology transfer throughout the region and state.   Guided by the Louisiana BOR's FIRST Louisiana Science and

Technology Plan and the University's Master Plan for Research that is aligned with the five Emerging Growth Sectors , 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 are described briefly below:

- UL Lafayette has executed a license and services agreement with the decision-analytic powerhouse Palantir. Palantir offer a suite of software applications for integrating, visualizing and analyzing the world's information, and serves high profile customers such as Fortune 500 companies and US Federal Agencies. Palantir is interested in developing a UL Lafayette patent-pending malware detection technology for incorporation into their suite of commercial services. Market and IP research reveal this technology to exhibit platform potential on which numerous improvements can be made, and IP protected. The University is coordinating efforts to support this Palantir engagement via a UL Lafayette Start-Up Company.

- Swiftships Shipbuilders of Morgan City and the University are moving forward in their efforts to develop a drone military watercraft capable of operating unmanned on rivers. The goal of the partnership is to allow vessels to be quickly configured for different missions, including port patrol, special operations work and search and rescue. In the partnership, UL Lafayette is providing expertise in control systems, sensors and robotics. Developments resulting from this collaboration could have a significant impact on both the military and the Louisiana economy.

- CVDI is 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. Fourteen (14) licenses to CVDI Y1 technologies are currently under negotiations and constitutes the largest source of commercial IP in UL Lafayette history. IPs yielded from CVDI have dramatically enhanced the technology transfer activates of UL Lafayette and have attracted local entrepreneurs interested in licensing such extensively commercially vetted technologies.

- In the Fall of 2013, the University hosted the leadership of The Water Institute of the Gulf including Charles Groat, Denise Reed and Nick Speyrer at a day-long showcase of UL Lafayette's assets in coastal ecology, environment, engineering and water management. While a number of UL Lafayette faculty have collaborative arrangements with and/or funded projects thought the Water Institute, presentations from over a dozen researchers from the College of Sciences, the College of Engineering, ICEE, CEET, and NSF CVDI showcased the strengths of UL Lafayette in this key priority research area in effort to find even greater synergy in the University's working with the agency.

- The University maintains a strong relationship with federal agencies located it its University Research Park. With active MOUs with the USGS National Wetlands Research Center and the NOAA Estuarine Habitats and Coastal Fisheries Center, UL Lafayette faculty and students are working on a variety of projects ranging from modeling and visualization of water systems to development of wave energy converter technology.

- With support from the BOR Support Fund Industrial Ties Research Subprogram and the Louisiana Epscor Opt-In program, the University is partnering with Piece Industries for the development and testing of a modular shoreline protection/sediment retention system, Wave Suppressor Sediment Collection (WSSC) System that could become a preferred alternative to conventional measures. The WSSC maintains ecological and hydrologic connectivity while capturing suspended sediment from tidal wave action, serving as shoreline protection along navigation channels and canals, and being used in lieu of earthen dikes for sediment retention. The direct benefits of the project include preventing stream-bank erosion along Hurricane Protection Levees in south Louisiana. It is expected that the success of this project will collect enough information to apply this innovative technology to other important coastal areas to control shoreline erosion, and to restore coastal wetlands. Indirect benefits include increased public awareness on Waterway bank erosion, coastal habitats, and habitat loss.

- UL Lafayette continues to maintain and grow its relationship with CLECO which is focused on the R & D activities of the jointly developed Alternative Energy Center in Crowley with the help of a $1 million stimulus grant from the Louisiana Department of Natural Resources' Empower Louisiana Renewable Energy Grant Program. Through the partnership, UL Lafayette and CLECO continue to research the effectiveness of fuel generation from regional biomass. The pilot-scale biomass gasifier will convert materials such as wood chips, rice chaff, bagasse, manure and certain grasses into synthesis gas or syngas. The syngas can be used as a fuel to generate electricity or converted into important liquid fuels and chemicals. Cleco Power and UL Lafayette are working with NorthStar Resources of Jasper, Texas, to commercialize the biomass gasifier.

- Strong relationships with pharmaceutical companies continue to drive a large portion of the University's R & D portfolio. The University of Louisiana at Lafayette New Iberia Research Center specializes in the breeding, management, and importation of a diverse range of nonhuman primate species and offers a broad range of diagnostic, laboratory, and human resources for the development and characterization of nonhuman primate models for applied and basic research aimed at promoting human quality of life.
- During the reporting year the University orchestrated the creation of innovative public-private partnerships between i) MSTC, American Pollution Control (AMPOL) and the Response Group (TRG) focused on oil-spill response training; and ii.) the NIMSAT Institute and Acadian/Safety Management Systems (SMS) focused on all-hazards training. Both partnerships are expected to significantly enhance revenues for UL Lafayette, as well as increase the number of students served by the University.

The University continues to demonstrate a strong commitment to economic development in the Acadiana area and the State by working with Louisiana Economic Development (LED), Lafayette Economic Development Authority (LEDA) and other economic development groups in creating opportunities for businesses locating in the Acadiana area and/or state and workforce development. UL Lafayette is participating in the Louisiana Innovation Counsel (LIC) support of the BOR Master Plan Research Advisory Committee (MPRAC) recommendation. LIC's support will directly reflect collaborative efforts of LED, Battelle, and MPRAC. Major elements of the Plan can only be completed through sustained partnerships among Louisiana's governmental, university, industrial, and non-profit leaders, and UL Lafayette is committed to this effort. Louisiana's Research-Based S&T Plan, combined with workforce, K-12, and community college initiatives, will produce a STEM-based technology ecosystem which addresses near- and long-term employment needs and economic growth.

UL Lafayette is also working to stimulate a culture of innovation on our campus. A collaborative effort between UL Lafayette's Office of Vice President for Research, Office of Innovation Management, BI Moody College of Business Administration and LEDA's Opportunity Machine has yielded the University of Louisiana Initiative for Free Enterprise (ULIFE). The purpose of ULIFE is to create and foster a culture of both student and faculty innovation and entrepreneurism at UL Lafayette. Key aspects of the program include:
- Entrepreneur-in-Residence - office hours for students and faculty who have a start-up idea or are otherwise interested in starting a business.
- Seminar series on Entrepreneurship – successful entrepreneur-in-residence appointees facilitate a seminar on entrepreneurship
- Intellectual Property and Licensing Support – offered by UL Lafayette's Office of Innovation Management
- AccelRagin – devoted space (Downtown Lafayette) to support accelerated business growth and collaboration between innovators, including those stemming from ULIFE.

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:
o 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 BOR 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]. To date ILAT is UL Lafayette's most

successful start-up company and has generated over $130,000 in royalties payments to UL Lafayette. UL Lafayette continues to work with ILAT and has participated in discussions aimed at helping ILAT expand into other colleges outside of the state.

o eNovativePiano: eNovativePiano is a surviving start up resulting from the efforts of University faculty. Dr. Suzanna Garcia and 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].

o Hallam, Inc. - In addition, the University continues to work with private sector partners to commercialize technology developed through UL Lafayette's research efforts. One such example is the licensing to Hallum in 2005, for further development of the technology into non-burning tracer bullets for recreational and non-military applications, of a technology referred to as Hybrid Luminescent Tracer Ammunition developed by Dr. Andy Hollerman and a team of students in the Physics Department. The company is currently implementing an aggressive distribution plan for the product [Core Enabling S&T Research in Materials Science and Nanotechnology]. Moreover, the OIM has provided counsel to Hallam in efforts to improve their commercial performance. This includes collaborative talks between UL Lafayette, Hallam, Inc and SinterFire, the industry-leading provider of frangible, lead-free projectiles. The OIM has also liaised with military contractor Alliant Techsystems (ATK) to develop this technology for government and military customers. Patent rights to this technology were issued to UL Lafayette by the US Patent and Trademark Office in 2013.

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.

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 used for analysis purposes. The most recent data available from the NSF/Division of Science Resources Statistics is that reported for FY 2011. For comparison, separately budgeted R&D expenditures in the sciences and engineering, reported by source of funds for FY 2011 for UL Lafayette and a group of SREB peer institutions (Four-Year 2) will be considered. The list of institutions used is based on the SREB –State Data Exchange, issued in January of 2013, includes:

Georgia Institute of Technology all campuses	University of Texas San Antonio
University of Maryland - Baltimore	Jackson State University
Virginia Commonwealth University	University of New Orleans
University of Mississippi all campuses & Medical Ctr.	University of North Carolina Charlotte
University of Alabama in Huntsville, The	Louisiana Tech University
University of Texas El Paso	Morgan State University
College of William and Mary all campuses	Tennessee State University
Florida Atlantic University	Texas Woman's University

The total amount of FY 2011 R & D 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. Table 3 reports that the median of the total R & D expenditures from all sources reported in FY 2011 for the selected peer group was $58,919,000 while UL Lafayette total R&D expenditures were $69,979,000. 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 19% of the total R&D expenditures reported while the median of the peer group was at 3%. No other school in the peer group performed similarly in this category.

Not only does UL Lafayette exceed the selected peer group in R & D expenditures from business or industry sources, it is among the top ten of universities in terms of the percentage if its R & D expenditures that are funded from business or industry sources. In September of 2013, the National Center for Science and Engineering Statistics of the National Science Foundation released an Info Brief entitled, "Two Surveys on R&D Document Varied Relationships between Businesses and Academia." In this document UL Lafayette was cited as one of thirteen universities that reported over ten million in research and development expenditures in FY 2011 with over 15% of those expenditures funded by business. Specifically, UL Lafayette was number 10 on that list. This metric supports the fact that UL Lafayette is committed to collaborating and supporting industry in R & D activities.

To compare the technology transfer activities and efforts of UL Lafayette to peer institutions, metrics gathered from the AUTM U.S. Licensing Activity Survey: FY2012 were used. Only those institutions not reporting metrics from an affiliated medical school (61 institutions) were incorporated. Based on information in this report, benchmarks for expected activity are as follows: one invention disclosure for approximately $2.1 million in R&D expenditures; one Startup Company for approximately every $77 million in total R&D expenditures.

o   When comparing the number of new invention disclosures at UL Lafayette to the benchmark of one 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 $69m in FY 2013, one would expect new invention disclosures in FY 2013 to be thirty-three (33). As indicated in data Table 3.c.v, the University reported fourteen (14) invention disclosures in FY 2013.   Although this ratio is significantly less than the national average, it is nearly a 200% increase in disclosure numbers from FY 2012 and historical averages. Additionally, significant consideration must be given to the nature of research conducted at UL Lafayette as a factor impacting technology transfer metrics. Over 30% of the $69m expenditures reported in FY 2013 can be attributed to the New Iberia Research Center 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, research results are not the property of UL Lafayette and not substrate for commercialization. Also, Universities reporting to AUTM exhibit technology commercialization that largely stems from federally-funded research and research in the basic and life science, both of which constitute a small percentage of UL Lafayette's overall research portfolio.

o   When comparing the number of new startups to the benchmark of one startup company for approximately every $77 million in expenditures, the metric is comparable to the benchmark. When applying this benchmark, with expenditures at $69m in FY 2012, one would expect new startups FY 2013 to be 0.72. As indicated in data Table 3.c.v, UL Lafayette reported no new startup companies in FY 2012. It also should be noted that a significant percentage of UL Lafayette's research portfolio is via collaborations with existing business, and thus not substrate for startup creation.

o   UL Lafayette's technology transfer activity has only recently been supported by a dedicated effort (OIM established in 2012). The OIM has had significant success in establishing processes and practices for increasing UL Lafayette technology transfer capacity that while essential for success, are not captured by the metrics of established programs (e.g., AUTM reports). These include: executed 2 legal services agreements with state and national law firms; conducted 41 faculty interviews for IP mining; yielded 5 filed patent applications (a 150% increase); filed UL Lafayette's first international application; conducted 7 individual technology marketing campaigns that included 250 company introductions, 7 confidentiality agreements and hosting of 4 companies to discuss licensing interests; installed prudent IP provision into template sponsored-research agreements; partnered with Foresight Science & Technology for technology marketing & licensing analytics counsel; and initiated 16 license negotiations.

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**	417.68		
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts	166	168	165	173	143		
Percentage of faculty holding active research and development grants/contracts	22.01%	21.29%	21.77%	40.63%	34.23		

*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**	417.68		
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	76		
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%	17.96%		

*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	13,111,000		
State and local governments	9,994,000	11,148,000	11,337,000	11,715,000	10,552,000		
Industry	0	2,797,000 [1]	5,504,000	7,871,000	10,447,000		
Institution funds	17,195,000	20,755,000	24,109,000	26,208,000	28,651,000		
All other sources	14,155,000	12,229,000	9,899,000	7,098,000	4,091,000		
TOTAL $[2]	61,741,000	65,196,000	67,638,000*	69,120,000	68,342,000		
# research faculty as reported in 3.c.i	440.59	444.01	440.91	425.84 [3]	417.68		
$ per FTE	140,133	146,835	$153,405	162,314	163,623		
Target				154,000	158,000	161,000	162,500
Target Met?				**YES**	**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	$8,830,000		
State and local governments	6,739,000	6,807,000	6,837,000	6,772,000	5,991,000		
Industry	0[1]	2,749,000	5,451,000	7,544,000	10,119,000		
Institution funds	11,725,000	13,412,000	14,558,000	14,875,000	15,438,000		
All other sources	9,664,000	8,242,000	6,705,000	4,537,000	2,454,000		
TOTAL	$35,943,000	$38,773,000	$41,872,000	$42,753,000	$43,477,000		

[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	1		
Disclosures	6	5	6	8	14		
Licenses awarded	2	2	2	0	0		
Options awarded	Not Applicable	Not Applicable	Not Applicable	Not Applicable	0		
New companies (start-ups) formed	1	1	1	0	0		
Surviving start-ups	5	3	5	3	3		

d. **To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.**

3.d.i. Percent of completers found employed. (Tracked)

Max Degree Level	Sum of Found Emply Q2 Year 2 Baseline 2009-2010	Year 3 2010-2011	Year 4 2011-2012	Sum of Found Emply Q6 Year 2 Baseline 2009-2010	Year 3 2010-2011	Year 4 2011-2012
Baccalaureate	69.3%	66.3%	69.9%	63.7%	0.0%	0.0%
Masters	45.5%	46.3%	52.9%	42.5%	0.0%	0.0%
Doctorate	33.3%	33.3%	20.4%	30.8%	0.0%	0.0%
Grand Total	**65.1%**	**63.1%**	**66.8%**	**60.0%**	**0.0%**	**0.0%**

Data supplied by Board of Regents for State of Louisiana.

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.**
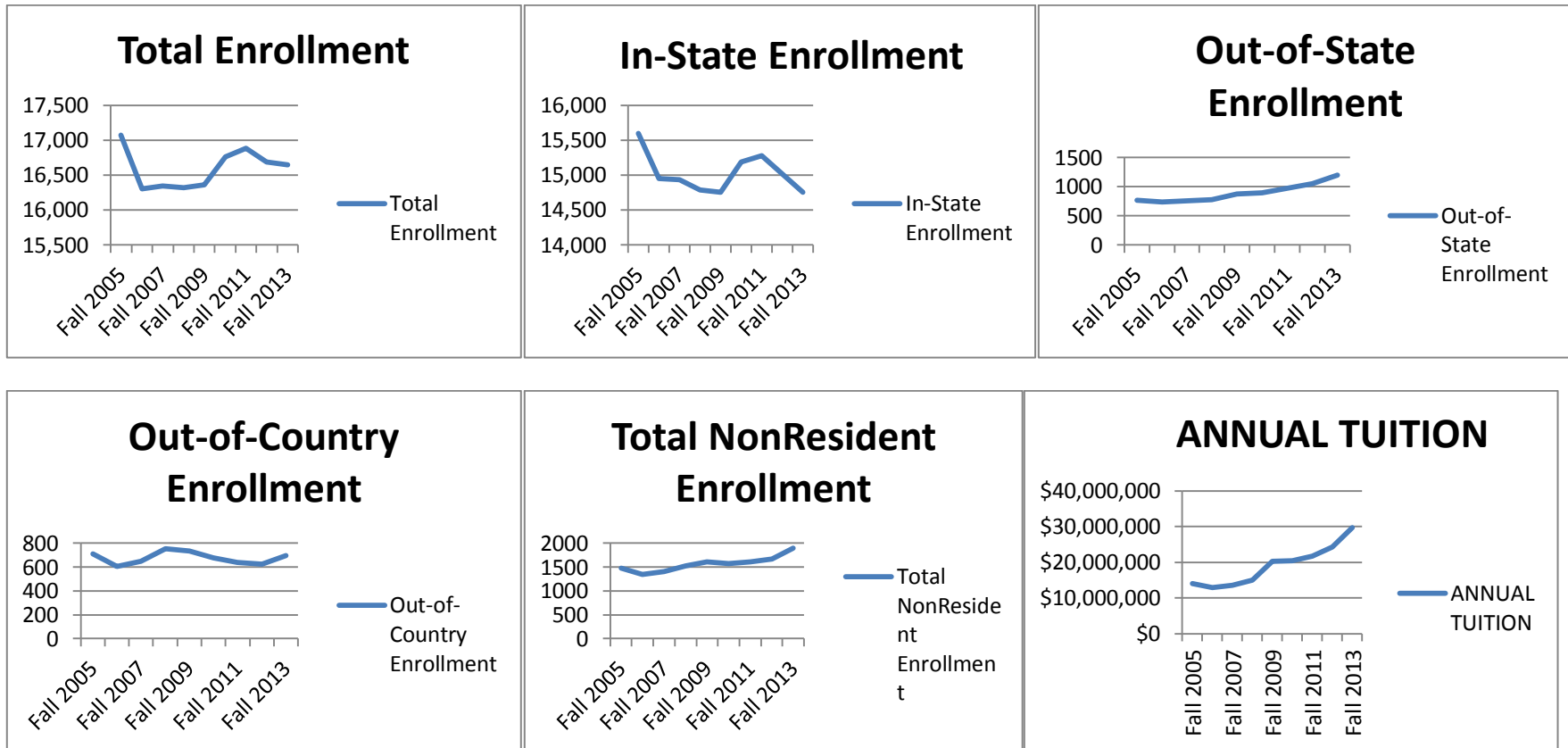
The University did not offer any developmental courses in Fall 2013 and Spring 2014 and will not in the future. The University awards no associate degrees.

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

2014-15 SCENARIO PROJECTION FOR 2015-16

Proposed Out-of-State Tuition Based on Estimated SREB Tuition Increases

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
12,588	12,998	13,485	14,512	16,174	19,186	22,716

When devising the original plan four 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 2013 indicates, from Fall 2012 (16,687) to Fall 2013 (16,646) total enrollment decreased by .25 percent overall (as expected with the increase in enrollment standards) with in-state enrollment decreasing by 1.74 percent (15,015 to 14,753) and non-resident enrollment increasing by 13.22 percent (1672 to 1893). The out-of-state portion of nonresident enrollment actually increased by 14.31 percent (1048 to 1198), and the out-of-country enrollment increased by 11.38 percent (624 to 695), all despite an 8.48 increase in tuition from Fall 2012 to Fall 2013. Tuition revenue from non-resident sources in Fall 2013 rose to $29,700,606.

Total Enrollment

In-State Enrollment

Out-of-State Enrollment

Out-of-Country Enrollment

Total NonResident Enrollment

ANNUAL TUITION

- **Progress toward Accreditation**

Of the 72 (58 mandatory and 14 recommended), 68 are actually accredited. Although not reflected in the Table 4.d.i., the MS Accounting, and the two PMC Nursing are accredited. The CRIN will be updated shortly. Of the four remaining recommended or mandated programs not currently accredited, two are currently undergoing such accreditation--MS Systems Technology and MS Counselor Education. One additional program, DNP, was visited in Fall 2013; results are pending. Only one program recommended for accreditation has not sought such accreditation—B.A. Organizational Communication. One additional program is accredited that is on the optional list -- HCA PMCertificate.

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	0		
Course sections in English	7	9	8	0	0		
Other developmental course sections	0	0	0	0	0		
TOTAL	27	35	34	0	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	0		
Enrollment in dev English	164	204	181	0	0		
Enrollment in other developmental courses	0	0	0	0	0		
TOTAL	940	1192	1206	0	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	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	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	$16,174		
Peer non-resident tuition/fees (full-time)	$15,862	$16,586	$16,838	$18,409	$19,117		
Percentage difference	-20.6%	-21.6%	-19.9%	-21.2%	-15.4%		

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	58		
# programs with recommended status	16	16	16	14	14		
Total # of pgms	44	47	51	69	72		
# of pgms accredited	39	43	47	64	65		
Rate	89	91	92	92.8%	90.3%		
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	YES		

The following were listed as mandatory applied for and is approved. The CRIN should be updated.
   MS Accounting

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 2013

Undergraduate headcount	14,995
Graduate headcount	1,651
Total headcount	16,646

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

  Source: 2012-2013 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	13,218.7
Graduate FTE	1,170.3
Total FTE	14,389.0

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 2013. 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	733
FTE Faculty	644.2

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 2013.

Undergraduate headcount enrollment	70,518
Total number of sections in which the course number is less than or equal to a senior undergraduate level	2,597
Average undergraduate class size	27.2

d. **Average number of students per instructor**

- **Ratio of FTE students to FTE instructional faculty**

  Source: Budget Request information 2012-2013 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2013.

Total FTE enrollment	14,389.0
FTE instructional faculty	644.2
Ratio of FTE students to FTE faculty	22.34

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 2013, 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.

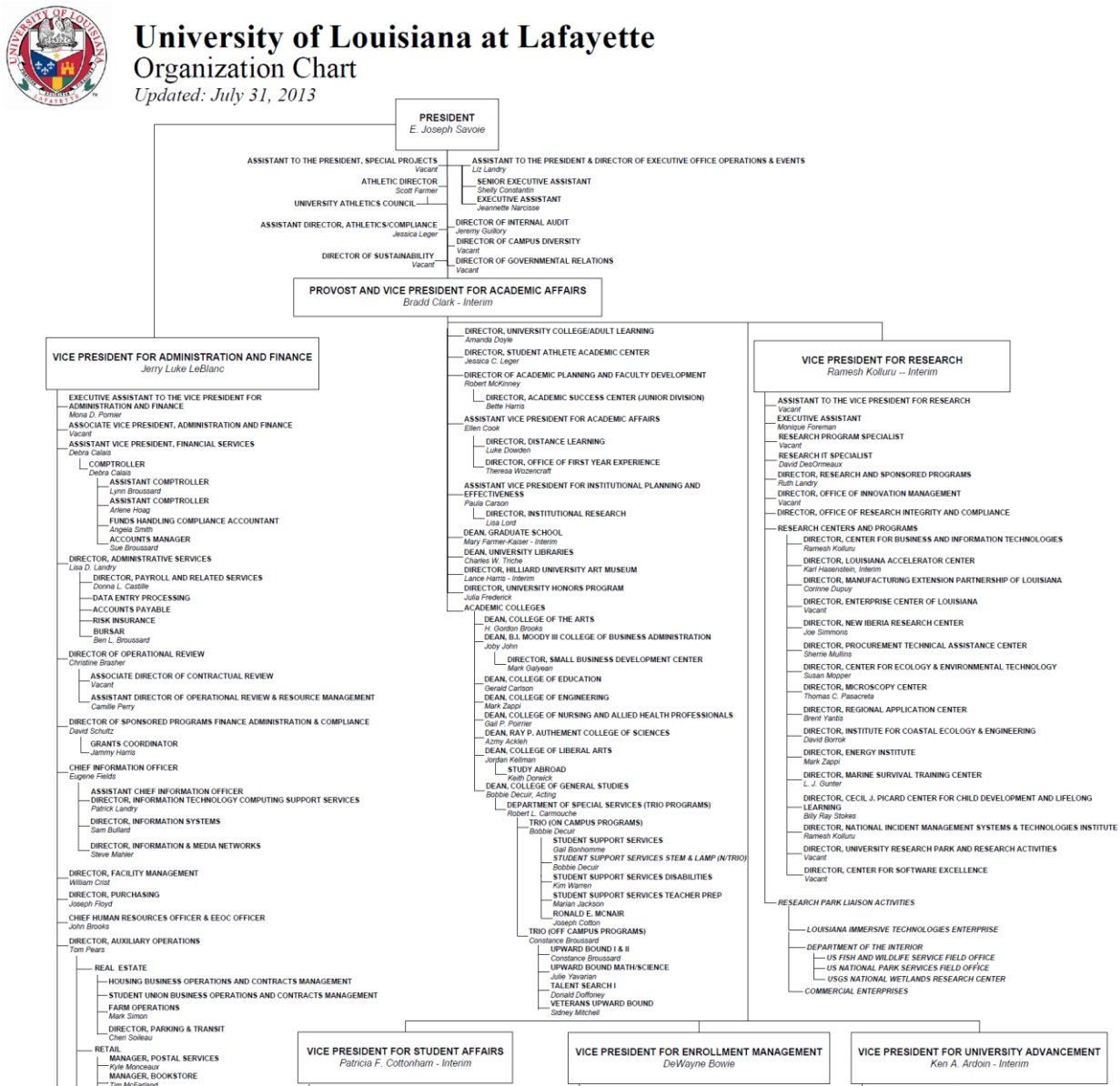| Name of College/School	Number of non-instructional staff	FTE non-instructional staff
COLLEGE OF BUSINESS ADMINISTRATION	1	1
COLLEGE OF EDUCATION	2	2
COLLEGE OF ENGINEERING	2	2
COLLEGE OF LIBERAL ARTS	1	1
COLLEGE OF THE ARTS	2	2
COLLEGE OF SCIENCES	1	1
COLLEGE OF NURSING	*	*
COLLEGE OF GENERAL STUDIES	1	1
GRADUATE SCHOOL	*	*
* Dean of Nursing and Allied Health Professions as well as Associate Dean of Nursing and Allied Health Professions were classified as "IN"; Interim Dean of Grad School not classified as EEO Category 1.		

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 2013, 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	20*	20*
ACADEMIC AFFAIRS	11	11
STUDENT AFFAIRS	15	15
RESEARCH	20	20
UNIVERSITY ADVANCEMENT	6	6
ENROLLMENT MANAGEMENT	6	6
ATHLETICS	1	1
*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 2013).**

University of Louisiana at Lafayette
Organization Chart
Updated: July 31, 2013

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	Salary Changes Since 6/30/2012 Reported for Fall 2013
President	$350,000	$350,000 9/1/08 Housing allowance of $30,000 removed from salary	$350,000	$360,800	$360,800
Provost/VP Academic Affairs	$225,000	$225,000 Maintained Provost duties until retirement 2/21/11; Interim VP for Academic Affairs named on 7/1/10	$225,000 (line in budget) Position now filled by Interim (see below)	$225,000 (line in budget) Position now filled by Interim (see below)	$235,000 (Provost/VP Academic Affairs hired for 1/14/14)
VP Administration & Finance	$215,000	$211,602 4/30/09 Promoted from Interim VP for Administration and Finance to VPAF	$215,000	$215,000	$215,000
VP Research	$152,656	$224,000 8/15/10 New Hire	$224,000	$192,000 Interim VP Research replaced exiting VP Research	$192,000 (Interim)
VP Student Affairs	$114,000	$114,000	$114,000	$114,000 (line in budget)	$114,000 (line in budget—

				Position now filled by Interim (see below)	permanent position not filled)
VP University Advancement	$156,000	$156,000	$156,000	$156,000	$156,000
VP Enrollment Management	$150,000	$110,000 7/1/09 Promotion from Interim VP Enrollment Mgmt to VPEM	$150,000	$150,000	$150,000
Interim Provost/Vice President for Academic Affairs (Associate VP for Academic Affairs)	$140,000	$198,900 10/10/08 Promotion from Asst. VP Academic Affairs to Assoc. VPAA with additional duties from salary of $117,767 to salary of $140,000 7/1/10 Promotion to Interim Vice President for Academic Affairs from salary of $140,000 to salary of $198,900	$198,900	$198,900	$199,164 (Fall 2013 Interim Provost)
Associate VP for Administration and Finance					$150,000 (Budgeted, not filled)
Assistant VP for Academic Affairs	$129,000	$128,002 in Fall 2010 $134,000 new appointment on 11/15/08; to $129,000 in Fall 2009 and to $128,002 (plus $2,000 p'ship) reported in Fall 2010. Fluctuations	$126,000 Decrease due to termination of professorship stipends	$136,000 Increase of $8,000 due to return of original contract amount of $134,000	$136,000

Position					
		since appointment are increases/ˆdecreases in professorships that expired 6/30/11			
Assistant VP for Institutional Planning and Effectiveness	$134,556 (9 mo) $29,234 (2 mo)	$131,556 (9 mo) $29,234 (2 mo) Decrease due to 6/30/10 expiration of professorship stipends	$160,791 (12 mo) Increase due to conversion in budget	$160,791	$160,791 (Fall 2013 semester only; position unfilled for Spring 2014)
Assistant VP Financial Services	$126,920	$126,920	$126,920	$126,920 (Incumbent retired in Sept 2012)	$130,000
Assistant VP Administrative Services	$123,982	$123,982	$123,982 (position vacant this year but budgeted)	$123,982 (position vacant this year but budgeted)	Position removed from budget
Dean of Students	$79,413	$79,413 Salary was $75,631; 12/5/08 Promoted to Interim VP of Student Affairs	$79,413	$79,413 + $12,000 Interim Vice President of Student Affairs	$79,413 + $12,000 Interim Vice President of Student Affairs
Dean, Graduate School	$136,299	$136,299	$145,000 Position filled by new dean on 7/1/11	$145,000 Position filled by new dean on 7/1/11	$133,276 (Interim dean filled position in Fall 2013)
Dean, University Libraries	$119,244	$119,244	$119,244	$119,244	$119,244
Dean, College of the Arts	$151,376	$151,376	$151,376	$151,376	$151,376
Dean, Business Administration	$205,168	$205,168	$205,168	$205,168	$211,169 ($6,000 is from professorships)
Dean, Education	$146,798	$146,798			

			$146,798	$146,798	$146,798
Dean, Engineering	$195,969	$195,969	$195,970	$195,970	$201,969 ($3,046 is from a professorship)
Dean, Nursing & Allied Health Professions	$161,276	$161,276	$161,276	$161,276	$188,000 ($23,724 adjustment plus $3,000 professorship)
Dean, Sciences	$169,164	$169,164	$169,164	$169,164	$220,000 (New dean appointed Fall 2013)
Dean, Liberal Arts	$138,363	$138,363	$138,363	$138,363	$151,500
Dean, General Studies	$118,754	$118,754	$118,754	$118,754	$118,754 (unfilled line)
Interim Dean, General Studies					$93,002

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	$ 61,628,350	47.0%
Research	$ 11,993,690	9.1%
Public Service	$ -	0.0%
Academic Support**	$ 13,111,948	10.0%
Student Services	$ 5,684,222	4.3%
Institutional Services	$ 17,312,506	13.2%
Scholarships/Fellowships	$ 7,282,593	5.6%
Plant Operations/Maintenance	$ 14,153,019	10.8%
Total E&G Expenditures	$ 131,166,328	100.0%
Hospital	$ -	0.0%
Transfers out of agency	$ 49,644	0.0%
Athletics	$ -	0.0%
Other	$ -	0.0%
Total Expenditures	$ 131,215,972	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*	$21,791

IPEDS	
Tuition and fees	$6,192
Books and supplies	1,200
Off campus room & board	10,773
Other expenses	3,626
	$21,791

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	$3,907

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	$3,907

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	$276,168,346