University of Louisiana at Lafayette

University of Louisiana System

GRAD Act Annual Report

FY 2014-2015 (Year 5)

Submitted to the

Board of Supervisors, University of Louisiana System
April 1, 2015

and to the

Louisiana Board of Regents,
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4d. 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 designated goals. **Page 58**

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 61.3 percent to 62.4 percent, the University continues to study and dedicate resources to improving this rate. As discussed in a section below, the Retention Advisory Board sponsored a major initiative for Spring 2015. A retention summit entitled "Engaged Student Learning: An Afternoon with Dr. Vincent Tinto" was attended by almost 400 faculty and staff members. Dr. Tinto is a nationally known retention specialist.

• 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 continued broad-based participation by faculty, staff and administrators, in further refining the retention plan that includes 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 2014-2015 academic year. In Fall 2014, 14,875 visits were logged into the ASC for the Retention Center, the Learning Center, and Academic Counseling. In addition, there were 443 visits for online tutoring; 669 contacts for the online counseling; 141 Learning Center online counseling; and 543 online financial aid appeals processed for Fall 2014. Counselors chair committees for all financial aid appeals.

- Student Success Seminars: The Retention Center provided 25 success seminars on 11 different academic topics in Fall 2014. In Spring 2015, the Student Success Seminars increased to 39 with 18 different topics. Seminars are facilitated by ASC counselors, Counseling & Testing Center interns, undergraduates and graduate students. The Retention Center also collaborates with the Career Counseling Center and OFYE staff to provide similar seminars or workshops provided by their areas in the center.
- First Financial Aid Appeals: Starting Fall 2014, first time financial aid appeal recipients were required to attend a Student Success Seminar in the Retention Center. A total of 148 students were identified in Fall 2014 and 82 students in Spring 2015.
- TOPS Workshops: Each spring, the ASC identifies and contacts 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 17 informational workshops where students identify their TOPS situation and work on an action plan to keep or regain the TOPS scholarship. They are briefed on important information for keeping or earning back TOPS—guidelines, half semester courses, Summer Intersession, Summer, etc. The ASC identified 353 students to target for the Spring 2015 TOPS

Workshops. ASC also hosted TOPS Tuesdays on the second Tuesday of every month for all TOPS recipients to ask questions and associate with other classmates.

- (1.333-1.8 GPA) Workshops: In Spring 2015, ASC identified and contacted first-time freshmen with Fall 2014 GPAs between 1.33-1.8 by email with information about academic good standing and inviting them to the Student Success Seminars for the semester.
- Admission by Committee (ADMC) Students and Students with low Math ACT: In Fall 2014, the ASC identified 236 students who were conditionally admitted or scored below a 19 Math ACT. ASC counselors continued to teach 10 UNIV 100M sections and closely monitored these students through GradesFirst.
- Faculty and Advisor Retention Initiatives: During both the fall and spring semesters, the ASC hosts six advisor trainings per semester. The workshops are presented by faculty and staff across campus on new and important topics affecting advisors and students. In Spring 2015, the Retention Advisory Board chaired by the ASC director, will be hosting a retention summit for campus faculty with a nationally known retention expert, Dr. Vincent Tinto, as the keynote speaker. Breakout sessions will also be offered by outstanding faculty who have shown innovation in the classroom.
- Upper Division: In Fall 2014, ASC counselors identified students who earned more than 80 credits hours and were still in Junior Division. Each academic college was provided with a list of their majors who were not progressing and each college determined which student should receive a hold to be lifted only after a meeting with their Dean's Office.

A number of initiatives and high points were reached in the Office of First-Year Experience (OFYE).

- In August 2014, a new program director was appointed. During the fall semester, the OFYE conducted a comprehensive program assessment and, as a result, several critical changes were made. Most noteworthy is the complete overhaul of UNIV 100, based on the comprehensive conception of *college and career readiness* espoused by David T. Conley, wherein "readiness" includes key cognitive strategies, as well as transitional knowledge and skills.
- Effective Fall semester 2015, students enrolled in the UNIV 100 course will earn three (3) credit hours (rather than two). The course redesign allows us to combine best practices in transition assistance with a sound approach to the cognitive skills required in higher education. UNIV 100 will consist of two parts: (1) an extended orientation (the "Cajun Connection"), which will occur before other students arrive on campus and prior to the start of all other courses; and (2) a first-year seminar, taught primarily by members of the UL Lafayette permanent faculty. The new course structure allows instructors to meet the original goals for the course and better aligns with the conception of the course as aligning with the General Education curriculum. The seminar portion of the course will now focus on Gen Ed learning outcomes, including critical thinking, oral and written communication, and information literacy (outcomes that the former model could not adequately incorporate). Thus, the course is now designed to meet the two outcomes most critical to student retention: assimilation and connection to the campus community, and academic readiness.
- In Fall 2014, UNIV 100 was offered in all colleges and served 2,597 students across 107 sections taught by 58 instructors. By headcount, 6.9% of instructors were adjuncts hired from outside UL Lafayette, 36.2% were faculty at UL Lafayette, and 56.9% were UL Lafayette staff; of the total number of course sections taught, 7.4%, 32.7%, and 59.8% were taught by adjunct instructors, UL Lafayette faculty, and UL Lafayette staff, respectively. In addition, there were an additional 37 students in 2 sections in Summer 2014 and 430 students taught across 20 sections in Spring 2015. Across all sections/terms, a total of 3,064 first-time freshmen took UNIV 100 during

the 2014-2015 AY. (Note that this may double count some students who did not pass UNIV 100 in an Fall and re-enrolled in the course in Spring). Peer mentors were available for 101 of the 107 classes in Fall (94.4%) and all sections in Spring, giving 2,881 students access to a role model trained to assist them.

- The OFYE added an administrative assistant position in the 2014-15AY, allowing us to achieve additional program goals including increased outreach and services to first-time freshmen and additional/better outreach to prospective students and parents. The AA has also increased the outreach to the UL Lafayette campus community, strengthening our partnerships on retention efforts.
- The OFYE created a Planning and Advisory Board that includes representatives from offices across the campus, including Student Support Services, Scholarship Office, the Campus Diversity Office, Student Life and Conduct, International Student Office, Counseling and Testing, Career Counseling, the Academic Success Center, and Institutional Assessment. By better informing these key partners and by including them in the decision-making, we have better coordinated retention efforts across the campus.
- The OFYE sponsored two Living-Learning Communities (LLC) and four Themed Living Communities (TLC) with 169 students participating in the 2014-2015 academic year. The Living and Learning Communities in the residence halls continue to be effective in increasing retention from freshman to sophomore years. In the 2012-2013 pilot (only one LLC with 21 students), the results were a mild increase in retention (74.3% overall at UL Lafayette, 76% for the LLC). In the 2013-2014 cohort, there was a marked difference between overall retention rates and LLC retention rates (76.3% and 88.6%, respectively). The persistence rate (from Fall semester to Spring semester) for first-year students in the LLC is 94%. A vast network of partners was recruited to provide engaging activities that exposed students to staff, faculty, campus life and community resources.
- In anticipation of the largest incoming freshman class in UL Lafayette history (3,200-3,700 first-time freshmen expected in Fall 2015), the OFYE has recruited more than 100 instructors., the majority of whom are members of the permanent UL Lafayette faculty (indicating a new level of "buy-in" for the mission of OFYE and the course, and consequently a new level of investment of the UL Lafayette faculty in retention efforts).
- The OFYE continued to partner with the ASC to engage in multiple success and retention efforts in 2014-2015, with a focus on early intervention. In Fall 2014, OFYE staff each taught a full load of UNIV 100 sections and participated in the GradesFirst attendance and grade checks. OFYE staff partnered with the ASC to offer student success workshops on topics such as [Combatting] Procrastination, Time Management, How to Retain Financial Aid, and Stress Management. In addition, OFYE staff joined staff from the ASC to reach out to those first-time freshmen who were identified in the GradesFirst system as having attendance issues to counsel them on the importance of attendance and to determine which intervention strategies would be most conducive to their success.
- The overall impact of these efforts is encouraging. The actions of OFYE staff and UNIV 100 instructors continued to affect a lower D/F/W rate, reducing it from 11.85% in Fall 2013 to 10.3% in Fall 2014. (The DFW rate was 13.36% in FA 2012.) The rate of failing grades (F/FS/FN) also continued to decrease, from 7 percent (FA 2012) to 6 percent (FA 2013) and 5 percent in Fall 2014.
- In an effort to engage freshmen early in Fall 2014, 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. Because enfranchisement of first-time freshmen is an important step in short-term retention, the programming and required campus event attendance appear to be high-return investments.

- OFYE continued to work with student leaders and the United Way of Acadiana to plan and implement The Big Event, a massive service project in which students, instructors, and peer mentors come together on one day to serve the larger community. More than 3,000 students participated, the majority of whom (approximately 2,500) were first-time freshmen enrolled in UNIV 100.
- OFYE partnered with multiple offices on campus to maintain the *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.

- **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 for a total of 6 courses in Fall 2014; 590 students attended for a total of 3,772.5 hours. In addition, there were 14 SG courses. The most significant impact on grades was in ACCT 201 (83.33% earned grades A, B, C with the average grade of 2.30 for students who attended SI and 62.64% A,B, C with an average grade of 1.98 for those who did not) and BIOL 110 (83.18 % A, B, C, with an average grade of 2.38 compared to 55.50 % A, B, C with an average grade of 2.17). For Spring 2014, TLC offered SI in 4 courses; 341 students attended SI/study groups for a total of 1926 hours. SG were offered for an additional 12 courses. The greatest impact was reported in BIOL 110 (84.21 % A, B, C and an average grade of 2.41 as compared to 52.41% A, B, C, with an average grade of 1.86 for non-attenders) and MATH 250 (88.85% A, B, C with an average grade of compared to 59.42% with an average grade of 2.14 for non-attenders). In an effort to gauge the success of students who use TLC services more consistently, we have started looking at the passing rate of students who attend TLC SI & SG ***four (4) or more times (approx. once/month)***. For SP14, the passing rate for four or more visits was 66.1%, as opposed to 59.1% for less than four visits. However, for FA14, students with 4+ visits scored a passing rate of 80.6%, as opposed to 62.9% for less than four visits.
- Individual Tutoring: In Spring 2014, TLC offered over *100 courses* for Individual (one-on-one) Tutoring, seeing 653 students for a total of 878 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 physics and English. Data has shown that students who seek tutoring can score up to and including *one-letter grade higher* than students who do not. In Fall 14, TLC offered more than 100 courses seeing 891 students for a total of 1619 hours.
- STEP Lab in Lee 213: The Lee STEP Lab provided computing and printing assistance for 2,996 visits in Spring 2014 and 3,034 visits in Fall 2014.
- Online Tutoring: The Academic Success Center partners with the Office of Distance Learning to provide NetTutor tutoring for (1) any student enrolled in online degree programs and (2) students enrolled in courses that offer online sections. In Fall 14 he usage was 443 hours. Zopim was offered in Spring 2014 resulting in 58 hours of online tutoring.

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

Freshmen have long been tracked through the ASC. 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 2014, renewal funding for GradesFirst was secured for freshman and sophomores. Students who were labeled as at-risk by faculty were contacted at multiple points throughout the semester. The Retention Specialist worked with the Living Learning Communities, Themed 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 2014, a total of 24,047 (71.7 percent response rate) and 24,838 (77.2 percent response rate) grades were reported by faculty. A total of 8,881 "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. For the first grade check of Spring 2015, there were 20,332 grade checks reported (75.6 percent response rate). Any student identified as not attending class, 385, was contacted by phone by either an ASC or OFYE staff member in addition to the automatic emails.
- Academic Probation: Each Spring semester, the ASC identifies and contacts returning and reentry freshmen who are on academic probation. In Spring 2015, the ASC identified and contacted freshmen on academic probation requiring them to attending a "Taking Responsibility for your Success" workshop before the 5th day of class. A total of 173 students were identified with a participation rate of 91%. Students' past successes as well as scheduling and registration help were discussed and provided to help position students for the upcoming semester. Additionally, 435 upper classmen were emailed with information on academic standing and the Student Success Seminar schedule for the semester.

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

The University interacted with high schools in a number of ways in 2014-15. 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. The Director of University College and Adult Learning administers and maintains records for the program including historical data, retention data, and enrollment stats. 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.

1.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	2642	
# Retained to 2nd Fall semester	1931	1829	2078	2087	1966	2017	
Rate	75.9%	73.3%	73.5%	74.3%	74.3%	76.3%	
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**	**YES**	

**** Fall 2013 SSPS compared to Fall 2014 Census file. Will update with Fall 2014 SSPS by January 15, 2015 (when file is due to Board of Regents).***

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	2646	
# Retained to 3rd Fall semester	1660	1623	1542	1719	1721	1651	
Rate	62.4%	63.8%	61.8%	60.7%	61.3%	62.4%	
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 08 to Fall 10					62.4	63.8	
Actual Fall 09 to Fall 11					63.8	61.8	
Actual Fall 10 to Fall 12					61.8	60.7	
Avg of Prior Three Years					62.7	62.1	
Actual Fall 11 to Fall 13					60.7	61.3	
Actual Fall 12 to Fall 14					61.3	62.4	
Avg of Most Recent Two Yrs					61.0	61.9	
Target Met?		**YES**	**YES**	**NO**	**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	2691	
# Graduated within 150% of time	959	1086	1048	1131	1229	1206	
Rate	40.1%	42%	40%*	41.4%	43.9%	44.8%	
Target		40.5% (38.5% - 42.5%)	42% (40% - 44%)	43% (41% - 45%)	45% (43% - 47%)	47.5% (45.5% -49.5%)	
Actual FA 03 cohort						42%	
Actual FA 04 cohort						40%	
Actual FA 05						41.4%	
Avg of Prior Three Years						41.1%	
Actual FA 06 cohort						43.9%	
Actual FA 07 cohort						44.8%	
Avg of Most Recent Two Yrs						44.4%	
Target Met?		**YES**	**YES**	**YES**	**YES**	**YES**	

**IPEDS reports graduation rate to nearest whole percent.*
*** IPEDS will be submitted by February 2015.*

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	13387	
Expected # of Awards*	3316	3337	3411	3434	3342	3347	
# Awards	2124	2138	2279	2348	2426	2527	
Ratio of Awards/ FTE	.1601	.1602	.167	0.171	0.182	0.189	
Award Productivity*	64%	64%	66.8%	68.4%	72.6%	75.5%	
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**	**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) – we have reported all (including non-degree-seeking) in past years

	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	177	
# Admitted by Exception	1	2	30	15	24	40	
Rate	.5%	1.18%	6%	5.3%	15.3%	22.6%	
# in Freshmen Admitted (Fall)	2581	3038	2946	2814	3044	3472	
# Admitted by Exception	139	147	149	299 (150 ADMC +149 CONF)	131	111	
Rate	5.4%	4.8%	5%	10.6%	4.3%	3.2%	
# in Freshmen Admitted (Spring)	292	248	286	195	179	195	
# Admitted by Exception	14	11	16	6	7	8	
Rate	4.8%	4.4%	5.5%	3.1%	3.9%	4.1%	
# in Freshmen Admitted (Total)	3021	3455	3412	3293	3380	3844	
# Admitted by Exception	174	185	195	320	162	159	
Rate	5.8%	5.4%	5.7%	9.7%	4.8%	4.1%	

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	2483	
% Change		.7%	7.1%	7.8%	10.3%	17.3%	
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	34	
% Change		0%	0%	5200%	8000%	3400%	
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	2517	
% Change		.7%	7.1%	10.3%	14%	18.89%	
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**	**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	405	
% Change		3.7%	2.9%	-9%	12.2%	7.1%	
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	51	
% Change		21.9%	-6.3%	53.1%	62.5%	59.4%	
Target		21.9%	3.1% (33)	6.3% (34)	9.4% (35)	12.5% (36)	18.8% (38)

***Year 5: Plus 5 Post Master's Certificate and 1 Grad Certificate (PMCand GC had not been included in the baseline year): 405 + 6 = 411 which is 8.7%.**

	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	456	
% Change		5.1%	2.2%	-4.1%	16.1%	11.2%	
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**	**YES**	

***Year 5: Plus 5 Post Master's Certificate and 1 Grad Certificate: 456 + 6 = 462 which is 12.7%.**

	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	2973	
% Change from baseline		+1.46%	+6.4%	+7.9%	+14.4%	+17.6%	

*Undergraduate + Graduate + PMC (1)
** Undergraduate + Graduate + Graduate Certificate (8) + PMC (3)….GC and PMC are not included in Graduate tables, only the total completers.
** *Undergraduate + Graduate + Graduate Certificate (1) + PMC (5)….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	8	
Fall	78	61	173	115	325*	555	
Winter							
Spring	85	129	146	190	381	501	
TOTAL	172	197	326	312	717	1064	

*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	36	
Fall	318	249	564	378	1026	1703	
Winter							
Spring	352	455	617	707	1380	1756	
TOTAL	705	733	1213	1112	2465	3495	

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	36	
Fall	294	204	534	357	965	1665	
Winter							
Spring	322	445	596	690	1334	1695	
TOTAL	651	677	1162	1074	2358	3396	

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 2013	9	6	67%
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 2014 Dietetic Program Internship Program	9 17	6 13	66.67% 76.47%
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%*	October 2013-September 2014	22* Note: 2 graduates have not yet taken the exam	22	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 2013-Spring 2014	43	41	95.34%

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	296	
# taking exam	302	307	312	332	304	296	
Calculated Rate	100%	100%	100%	100%	100%	100%	
Target				98%	98%	98%	98%
Met?				**YES**	**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	126	
# taking exam	124	102	137	132	127	130	
Calculated Rate	96.77	97.06	93.43	94.70	100%	96.92%	
Target				95% (93%-97%)	95% (93%-97%)	95% (93%-97%)	95% (93%-97%)
Target Met?				**YES**	**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 2014-15 academic year marked the third calendar year with new admission standards at both the freshman and transfer levels. The University saw record enrollment during the Fall semester and an increase in the Spring 2015 semester. Among the transfer population, enrollment growth was steady and saw small increases for first-time transfer students and a slight decline among RN to BSN applicants.

Cohort Group	Fall Total	Cohort Group	Summer Total	Cohort Group	Transfer Total SUFA14
Fall 2012	651	Summer 2012	192	Total 2012	843
Fall 2013	807	Summer 2013	224	Total 2013	1,031
Fall 2014	826	Summer 2014	213	Total 2014	1,039
Difference 2013 v. 2014	+ 2.4%	Difference 2013 v. 2014	- 4.9%	Difference 2013 v. 2014	+ 0.78%

Cohort Group	Spring 2013	Spring 2014	Spring 2015	Difference
Transfer	396	510	518	+ 1.57%

TRANSFER RECRUITMENT SUMMARY: During the 2014-15 academic year, the Office of Undergraduate Admissions & Recruitment continued execution of our transfer recruitment and communication plan with the goal of establishing a consistent count of transfer students during Summer, Fall, and Spring enrollment terms.

Active Recruitment/Outreach-- The University of Louisiana at Lafayette continued the active recruitment of prospective transfer students at community colleges throughout Louisiana and in target out-of-state markets. Outreach included attendance at college fairs as well as visits to the target schools. 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. The effort was a year-long process. Targeted recruitment visits, which included organized advising sessions at specific campuses, were scheduled at community colleges across Louisiana. This effort was a collaboration between the Office of Undergraduate Admissions & Recruitment and the Academic Success Center.

Communication to Prospective Students -- In an effort to engage prospective transfer students, staff members collected prospects during organized visits and through identified prospect source companies in an effort to identify at least 2,500 potential transfer students. Once prospects were identified, communication from the University included traditional mail as well as e-mail and phone call campaigns.

Focus on Yield-- When admission standards increased in Fall 2012, the Office began to focus our efforts on increasing applications and increasing yield among transfer students. We have successfully increased our applications for transfer students to their highest levels and met our internal targets of having at least 80% yield rates among those transfer applicants that were admitted to the University as follows:

	Summer 2014	Fall 2014	Spring 2015
Applicant	458	1,867	1,183
Admit	257	1,009	594
Enroll	213	826	518
Admit to Enroll YIELD	***82.9%***	***81.9%***	***87.2%***

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 BOR 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 articulation agreements. Details on both may be found on the Transfer Your Credits page.
The Transfer Experience*:* In Spring 2015, the ASC will host a seminar for new transfer students that will allow them to find support and a community with other students as well as resources and success strategies from the Transfer Specialist and Coordinator.

CONTINUED PROGRAMMING:

In order to increase our effectiveness in the recruitment and enrollment of transfer students statewide, LACRAO (Louisiana Association of Collegiate Registrars and Admissions Officers) has enhanced its coordination of transfer recruitment programs across the state. With those opportunities in hand, transfer programming generated our highest numbers of prospects since standards increase. During the 2014-15 year, the Office completed attended transfer recruitment fairs in every service region of Louisiana and completed individualized recruitment/advisement visits at SLCC, LSUE, SOWELA, BRCC, RPCC, and Delgado.

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. The University and South Louisiana Community College 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. Relative to Admissions and Recruitment, the following actions were taken during 2014-15:

- Continued the bridge program between SLCC and UL Lafayette where 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 Bridge 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 2014-15, more than 100 students participated in the program which also included an orientation.
- 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 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.
- Starting in Fall 2014, the Transfer Specialist visited the campuses of Baton Rouge Community College and Delgado Community College 2-3 times to answer questions regarding the transfer application process and transfer credit articulation. The Transfer Specialist will represent the University at River Parishes Community College in Spring 2015.

- **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. 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 2015, the Transfer Coordinator reached out to SLCC students that earned less than a 2.0 semester grade point average (48 students/27 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. This same outreach was provided to students underperforming from Delgado Community College and Baton Rouge Community College. At the conclusion of the Spring 2015 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.

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

Several ongoing initiatives have been 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 the following:
- 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; and 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.

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	1100	
# retained to next Fall semester	651	795	820	811	735	815	
Rate	71.8%	74.1%	69.8%	75.5%	72.9%	74.1%	

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	627	
# retained to next Fall semester	336	417	463	528	431	497	
Rate	78.3%	78.7%	74.1%	79.6%	80.1%	79.3%	
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**	**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	2483	
# who began as transfers	661	658	619	609	650	725	
Percentage who began as transfers	31.7%	31.1%	27.2%	26.5%	27.8%	29.2%	

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	213	
# Admitted by Exception	1	2	4	11	7	2	
Rate	.5%	1.2%	2.2%	11.5%	3.1%	0.9%	
# Transfers Admitted (Fall)	643	707	756	651	807	826	
# Admitted by Exception	21	24	41	49	36	50	
Rate	3.3%	3.4%	5.4%	7.5%	4.5%	6.1%	
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	422	410	401	396	510	518	
# Admitted by Exception	16	26	15	32	25	22	
Rate	3.8%	6.3%	3.7%	8.1%	4.9%	4.2%	
# Transfers Admitted (TOTAL)	1260	1287	1335	1143	1541	1557	
# Admitted by Exception	38	52	60	92	68	74	
Rate	3.0%	4.0%	4.5%	8.0%	4.4%	4.8%	

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	88	
# retained to next Fall semester	17	24	27	39	68	63	
Rate	85%	63.2%	73%	76.5%	74.7%	71.6%	

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	2483	
# who began as transfers w assoc degree	2	8	11	25	20	40	
Percentage who began as transfers w assoc degree	.1%	.38%	.48%	1.1%	.9%	1.6%	

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	# 2,252 (FR) 410 (TR)	# 1,164 (FR) 321 (TR)	# 1,580 (FR) 404 (TR)	

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

The number of students referred during AY 14-15 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. We continued the practice of only providing admission decisions to those students who have complete admission files (must have paid application fee or provided waiver, supplied transcripts, and appropriate test scores must be on file) which is why there is still lower total numbers from comparison year three. There is an increase over year four data due to increased numbers of applicants at both the freshman and transfer levels of the previous academic year.

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

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

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

In the Fall semester of 2014, Provost Henderson asked the newly appointed Assistant Vice President for Academic Programs to resume and implement the Program Review process that was initiated by the creation of the Strategic Program Review Committee (SPRC) in 2012. The SPRC, currently chaired by Dr. Donna Gauthier (College of Nursing) and comprised of seven faculty members recommended by Faculty Senate and appointed to the Committee for a three-year period by the Provost, has been meeting on a monthly basis since September 2014. Its charge is to define, organize, and complete the review of six departmental units and their respective undergraduate and graduate degree programs each academic year. The six departments chosen for the 2014-2015 review cycle, following the recommendations of their Deans, are Psychology, Civil Engineering, Visual Arts, Counselor Education, Allied Health, and Mathematics.

To ensure continuity with its previous policies, the SPRC has elected to use the Undergraduate Program Review Form and the Graduate Program Review Form that were designed in 2013 with the support of Academic Affairs and subsequently approved by Faculty Senate. The Strategic Program Review aims to examine, assess, and strengthen UL Lafayette's academic programs. It is intended as a tool to help evaluate an academic unit's strengths and weaknesses, determine its ability to respond to future challenges and opportunities, identify its priorities, and aid in shaping plans for its future. For this purpose, the selected departments will complete an extensive self-study that will provide a quantitative and qualitative analysis of data relative to students (recruiting, enrollment, graduation rates, retention, post-graduation employment, etc.); faculty (workload and course assignments, scholarship and productivity, etc.); and programs (mission, curricula, quality of instruction, economic or cultural development, distance learning, etc.). The SPRC is currently designing evaluation rubrics for the self-study reports, due April 1st, 2015. The evaluation of the first programs will be completed by December 2015.
Fifteen of the University's programs appeared on the Board of Regents Low Completer Review list in January 2015. Timely reports were filed in February requesting the following:

Recommendation	BOR Low Completer Review – February 2015 -- Programs
Continuation	BA Organizational Communication; BS Physics; MA Physics; GC in Non-Public Schools: Administration; BA Art or Music Education GR K-12; MS Kinesiology; MA French; GC in Historic Preservation; MS Criminal Justice; DNP; PMC in Health Administration
Consolidation	MAT in Elementary Ed & Spec Ed M/Mod GR 1-5; MAT in Elementary Ed & Spec Ed M/Mod GR 6-12
Termination	PMC Family Nurse Practitioner; PMC Psychiatric Mental Hlth NP

- **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, EDEPS (Economic Development and Employer Planning System 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 (Revised 2012)," 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 2014 have resulted not only in proposals to create several new degree programs but have advised the exploration of new for-credit courses offered through the Marine Survival Training Center. Since the date of the last GRAD Act report, the governing boards have approved the following: GC in Professional Writing, GC in Business Administration, and the PBC in Accounting. The Ph.D. in Interdisciplinary Geosciences remains under review.

- **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. The Louisiana BOR representative on the critical Occupational Forecasting Conference is a UL Lafayette faculty member in the Department of Management. This conference meets quarterly to develop occupational supply and demand forecasts which are used to direct hundreds of millions of dollars in state incentives.

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

UL Lafayette is in its sixth administration cycle of conducting comprehensive exit surveys of graduating students. The University has developed 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 must "pass through" the survey to check their final grades just prior to graduation. The undergraduate surveys focus on post-graduation plans (activities, job offers, salary and residence) 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. Careful introduction of the students to the survey enhances their cooperation; we have found this methodology to be reliable, efficient and verifiable. Responses are linked to a variety or indicators of academic success and achievement as well as demographics and incoming preparation.

- **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 2014-2015 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 2014 and spring 2015, UCSS continued partnering with the ODL to host the Moodle Users Group (MUG), a faculty forum on the functionality of the learning management system. A revised Moodle course template, an enhanced graphical navigation block, and HTML instructor contact block were provided to faculty beginning in summer 2014 and continued throughout the academic year.

***EDUTools*:** Contracts for six instructional technology tools (EDUTools) were started or renewed for the 2014-15 academic year including:

- Adobe Connect is UL Lafayette's web-conferencing solution with 30 meeting hosts/virtual rooms of 100 seats each available for reservation by faculty; currently 28 meeting hosts are being used. During the fall 2014 semester instructors created 83 distinct virtual classrooms sessions and have logged more than 313 hours in classroom time. Thus far in the spring 2015 semester, 42 distinct virtual classroom sessions have logged 68 hours in classroom time.
- Panopto, a software and web services solution to capture instructor lessons, is integrated into Moodle and allows unlimited student viewing/access during a course thus providing opportunities for students to better understand and learn classroom content from recorded lectures or screencasts in their hybrid or online courses. Currently, 162 active Recorder Licenses are being used by UL Lafayette faculty with 993 active users; 1,787 sessions have been recorded with 7,352 hours of video being viewed 79,998 times.
- Proctoring - Two virtual proctoring services are currently offered to faculty, Examity and ProctorU. Examity, a virtual proctoring service integrated into Moodle, allows faculty to integrate exam scheduling and students the ease of use by logging into Moodle for testing. This partnership is part of the University's compliance efforts to achieve SACSCOC student authentication policies. Examity offered 4 levels of service during the 2014 - 2015 contract, these were Level 0 (live authentication only), Level 1 (live authentication + the recording & random review of all tests), Level 2 (live authentication + recording & review of all tests) and Level 3 (live authentication + live proctoring of all tests). Instructors are notified and allowed to view any recordings, depending on service chosen. A new contract expands the levels to five levels. Examity has proctored 524 exams from June 2014 to February 2015. ProctorU, a second virtual proctoring service, gives faculty a second choice and the freedom to choose the best services for their students. ProctorU's service consists of live proctoring of all tests, with instructors able to review any examinations if there are any incidents noted by the proctor. ProctorU now offers a Do It Yourself (DIY) exam scheduling option, a similar experience for faculty in scheduling as Examity. Instructors request, file, edit and monitor proctoring services themselves without ODL staff intervention but communicate directly to ProctorU via their website. We have 25 instructors using the new DIY service. The service has monitored 1,488 proctored exams from Aug 2014 through February 2015.

- TurnItIn (TII), is an online plagiarism detection and grading software solution. The TII license covers originality checking, GradeMark and PeerMark services. Originality checking is the plagiarism aspect of TII. GradeMark is an electronic marking and grading service. PeerMark allows the instructor to create and manage peer to peer review of papers by students whereby students can read, review, and evaluate papers submitted by classmates; thereby, allowing a collaborative learning experience. From August 2014 to January 2015, 184 faculty have used this service with 6,539 students submitting papers into TII web services. Instructors have used GradeMark with 5,929 submissions and 10,414 Originality Reports generated. TII is embedded within Moodle, making it more accessible and easier to use.
- VoiceThread is an online media tool that incorporates the uses of audio, pictures and/or video into a course to give it a more interactive feel for online classrooms. The service includes 10 Pro licenses that are integrated into Moodle for ease and use. Currently 8 of the 10 Pro licenses are used. Accounts numbering 250 are allocated with 104 student accounts having been created.

After-Hours and Weekend Technical Support - 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) from the IT Help Desk Director. From March 2014 - January 30, 2015, 1,285 help desk incidents were addressed by this service.

Student Readiness - In July 2013, the ODL implemented the SmarterMeasure Learner readiness assessment that measures seven individual attributes associated with being a successful learner that include individual attributes, life factors, learning styles, technical competency, technical knowledge, on screen reading and recall, and typing speed and accuracy. Between implementation and December 2014, 2,864 prospective and current students attempted the online readiness assessment. The University also recently implemented a process in which an academic advisor verifies new online students completion of the assessment as part of the overall orientation and advising process.

Online Tutoring - In partnership with the Academic Success Center, the ODL invested in a contract with Link-Systems International to provide NetTutor 24/7 online tutoring and writing assistance services to students in 154 courses with online and hybrid sections.

The Director of Distance Learning reports significant growth in distance education in 2014-15 academic year.

- 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 by AY 2015-2016. In Fall 2014, the University added the MS in Systems Technology as well as the GC in Business Administration. Total enrollment in all degree programs surpassed 1,000 students for the first time in fall 2014. The GC in Professional Writing program is slated to begin in Fall 2015.
- Faculty Professional Development. Since Fall 2011, 171 active faculty and 32 retired or inactive faculty have earned one of two internal faculty certification options available through the ODL; many have earned both. The combination of online workshops, instructional design support, and course development resources have prepared our faculty to teach online.
- Course Peer Review. 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, sixty-eight (68) online and hybrid courses have become ULearn Certified through two cycles per academic year.

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	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" master's program; 5 programs were consolidated into 2 existing programs; and 6 programs were terminated outright.
**The University recommended the termination of two programs during the BOR Low Completer Review process.

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	3	

*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 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	118	
# of programs aligned with needs			97	113	115	118	
% of programs aligned			100%	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	133	
# of course sections that are 100% distance delivered	44	38	159	235	330	354	

Year 5 AY13-14 reflects fall 2013, spring 2014, and summer 2014 for all sections of hybrid and online courses.

Please note: The above numbers are from the BOR Portal. Internal numbers differ slightly due to differences in counting/not counting Winter Intersession and Maymester.

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	3,217	
# of students enrolled in courses that are 100% distance delivered	239	224	4081	5,399	8,555	10,170	

*Year 5 AY13-14 reflects course enrollments for fall 2013, spring 2014, and summer 2014 for all sections of hybrid and online courses.

Please note: The above numbers are from the BOR Portal. Internal numbers differ slightly due to differences in counting/not counting Winter Intersession and Maymester.

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

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Associate				
Baccalaureate	3	4	**3***	
Post-Baccalaureate				
Grad Cert		1	**3****	
Masters	2	2	**3*****	
PMC	2	2	**2********	
Specialist				
Doctoral	1	1	**1**	
Professional				
TOTAL	8	10	**12**	
Target (Total Programs)	4 (3-5)	6 (5-7)	8 (7-9)	9 (8-10)
Target Met?	**YES**	**YES**	**YES**	

*The BA in Organizational Leadership launched in summer 2013, but was discontinued in fall 2014 due to low enrollment.
One new graduate certificate was launched in fall 2014 - the Graduate Certificate in Business Administration. Note: **The CRIN shows three online Graduate Certificates. However, the GC in Professional Writing will not launch until Fall 2015. We include it here for consistency although not yet offered.
***A new Masters of Systems Technology was launched in fall 2014.
****The Post-Masters Certificates in Nursing were removed from the CRIN in May 2015 and have been removed from here.

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 for research and development expenditures reported by the University for the FY 2014 NSF HERD Survey was used as the basis for reporting of research productivity and alignment with key economic development industries. For FY 2014, total R&D expenditures reported by UL Lafayette to the NSF HERD Survey were $67,580,762 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 added to the total reported for research and development, the University's total R&D and related expenditures for FY 14 were $ 73,732,794 from all sources.

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 $67,580,762 total R & D expenditures reported for FY 2014, approximately $49,570,494 (or 73%) 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 2013-14 year, of the 409.06

research/instructional faculty (FTE), 133 held active research and development grants/contracts or served as PI or co-PI. This represents approximately 32.51% of the total number of research/instructional faculty (FTE), which is comparable to what was reported in the previous year. For the 2013-14 year, of the 409.06 research/instructional faculty (FTE), 75 held active research and development grants/contracts or served as PI or co-PI on projects related to the five identified growth sectors. This represents approximately 18.33% of the total number of research/instructional faculty (FTE), which is comparable to what was reported in the previous year.

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 review and process several IP disclosures, resulting in non-provisional patent filings and awards during this year.

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

During this reporting period, the University of Louisiana at Lafayette has undertaken an aggressive and ambitious research and technology transfer program with a focus in the following five STEM priorities: Life Sciences, Health Care and Wellness; Computing, Digital Media & Software; Energy & Sustainability; Coastal Ecology & Water Management; and Advanced Materials & Manufacturing. Due to space limitations focus was placed on those large scale initiatives that continue to be focused to the University's research and development efforts in Louisiana's key economic development industries.

A notable accomplishment is the continued growth of the National Science Foundation funded Center for Visual and Decision Informatics (CVDI). NSF has designated the CVDI as the "nation's only" NSF Center in the area of "Big Data: Visual and Decision Informatics" to foster industry-driven scientific innovations in the transformation of "big data" into decision making tools. 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. The success of the University's NSF Center for Visual and Decision Informatics has resulted in new, exciting international collaborations. When DIGILE, a non-profit Finnish limited company that combines private and public funding to create sufficiently credible IT and digital research programs or projects, approached the National Science Foundation interested in their Industry/University Cooperative Research Center program, NSF suggested CVDI as one of few Centers for DIGILE to consider. As a result, CVDI is actively working with DIGILE, Tampere University of Technology, and NSF to add an international site. Once the administrative processes are complete in the spring of 2015, CVDI will be one of only 5 of the 67 I/UCRCs with an international site.

One of the most promising research pursuits UL Lafayette demonstrates is that of Advanced Manufacturing & Materials. This has been a significant area of intellectual property growth, licensing discussions and economic develop. Highlights include:

- Degree of Sensitization: The sensitization of aluminum alloys used in marine applications is a problem of enormous economic significance for both the public and private sector. Research within the Department of Physics has led to a method and system to measure the sensitization levels in metal, and in one embodiment, aluminum alloys using ultrasonic parameters. A provisional patent application has been filed covering the work of Dr. Gabriela Petculescu.
- 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. UL Lafayette is excited to report that negotiations with the US military and its contractors during the previous year have been successful and resulted in execution of a military R&D contract that includes licensing of UL Lafayette's patent rights.
- Improved MOX Sensor Design: Research within the Department of Electrical Engineering has yielded novel methods for employing aerogel in metal-oxide (MOX) sensor design that the OIM has helped shepherd into a much broader technology development that includes novel sol-gel chemistry. A continuation-in-part patent application has recently been filed regarding newly discovered processes for preparation of thin and thick film aerogels. The new aerogel material has application in several high tech industries including, but not limited to, the electronics manufacturing industry.
- Waste-to-Revenue: The work of Dr. William Chirdon in the Department 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, 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.

In addition to the specific examples of UL Lafayette's research productivity and technology transfer activities related to Louisiana's key economic development industries cited above, UL Lafayette has taken broad programmatic steps at improving the efficacy and efficiency of its technology commercialization enterprise:

- Higher Quality Patent Filings: In order to secure intellectual property rights, and in particular patents, the University needs to better enable initial invention disclosures. The OIM is working to aid faculty members in order that they can provide enabled disclosures. By having enabling disclosures, the evaluation process and ultimately the decision on whether to file a patent application becomes more efficient. If a patent application is filed, the patent application is prepared in a more efficient, cost effective manner. Prosecution of the patent application is improved as is the chances of being awarded a patent. Additionally, the enabled patent application permits a prospective licensee an opportunity for effective evaluation.
- Intellectual Property and Commercialization Incentives: The University is attempting to focus faculty on the importance of capturing intellectual property created during research, as well as the monetization of that research. Hence, the University has begun a discussion on incorporating Intellectual Property tenure metric for faculty promotion. In the age of budget austerity, faculty have been tasked with

numerous duties. The Office of the Vice President for Research recognizes that the invention disclosure and patenting process can be tedious and time consuming. In order to monetize the created intellectual property, the faculty member must invest valuable time to enable the invention disclosure, as well as prior art searching. Hence, in an effort to recognize this investment of scholarly time, the University is analyzing implementing an intellectual property metric for tenure. The recognition afforded by the tenure based metric will aid the faculty member with advancement and promotion, and at the same time providing incentive to other faculty members to become active in research and innovation.

- UL Lafayette Research Foundation: Non-profit research foundations have been established for the purpose of progressing research endeavors at universities across the country. Some research foundations have been extremely successful with the monetization of university research. This monetization can aid the university in its core mission. With these ends in mind, UL Lafayette has begun researching the steps necessary to implement a successful research foundation. The evaluation of the research foundation models suitable for UL Lafayette is proceeding forward.

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

As described throughout this section of the narrative, research and development activities at the University of Louisiana at Lafayette continue to have a significant and broad-based impact on economic development and technology transfer throughout the region and state. 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. UL Lafayette continues to participate in the Louisiana Innovation Counsel (LIC) support of the Board of Regents' Master Plan Research Advisory Committee (MPRAC) recommendation.

During 2014, the University of Louisiana at Lafayette supported the efforts of Louisiana Economic Development (LED) and Lafayette Economic Development Authority (LEDA) in recruiting three IT companies (CGI Federal, Perficient, Enquero) to the Acadiana region. Between the three companies, the expectation is that 1,000 new technology high-tech jobs will be created in the region, contributing significantly to the economic development of the region. The three companies' decision to have a presence here was influenced by the university's strong computing programs and infrastructure. The largest of these companies, CGI, broke ground on a 50,000-square-foot facility will serve as an anchor tenant for the University's 143-acre research park in February of 2015. As part of the facility, in partnership with the University of Louisiana at Lafayette and other local institutes, CGI is establishing a research and technology innovation lab to advance cutting-edge technologies, such as cloud computing, cybersecurity, big data and data visualization.

Currently, the Office of Innovation Management is helping coordinate talks between a multidisciplinary technology team at UL Lafayette and a global energy company to develop a project in which UL Lafayette's Big Data capabilities would aid the nation's Big Energy needs.

The research and development project currently under consideration with this global energy company involves new automation techniques and technologies related to the energy mining business with the potential to introduce disruptive technologies into the Energy Sector.

UL Lafayette is in discussion with Primo Peppers for a joint research effort in pursuit of the world's hottest pepper. The project includes both a plant breeding program as well as a genetic mapping program. Agreements between UL Lafayette and Primo Peppers are currently being discussed by the parties. The plant breeding program is scheduled to begin later this year.

UL Lafayette continues to maintain and grow its relationship with CLECO which is focused on the research and development 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 (a sugar cane byproduct), 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. A fully developed, state of the art solar field is also located at the Alternative Energy Center in Crowley, rounding out the infrastructure of the university's research portfolio in the area of alternative energy.

Strong relationships with pharmaceutical companies continue to drive a large portion of the University's research and development 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. Recently, the NIRC has organized to identify and execute new initiatives to augment the existing contract-research model, as well as build on its success to install NIRC's own independent biomedical research programs. In general, this effort has been greatly productive, revealing opportunities for both internal program development via faculty collaborative research projects, and program development via collaborative engagement with external academic, research and medical units, including national universities, local companies and medical centers.

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 this reporting year, there were no new startup companies that resulted from institutional research. The following are surviving startups resulting from institutional research and/or partnerships that continue to operate:

- Innovative Learning Assessment Technologies, LLC (ILAT): ILAT, headquartered in Lafayette, Louisiana, is an assessment solutions provider whose primary goal is development and delivery of assessment and accreditation support systems for institutional applications. ILAT licensed PASSPORT, a state-wide project funded by the 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 $150,000 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.

- 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].
- 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 successfully negotiated with the US military and its contractors 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.

In order to stimulate the creation of startup companies based upon university developed technologies, the Office of the Vice President for Research has initiated the development of an entrepreneur fund, wherein the fund would provide university faculty with seed money to establish a limited liability company, along with some business training to aid the faculty in moving his company forward.

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 2013. For comparison, separately budgeted R&D expenditures in the

sciences and engineering, reported by source of funds for FY 2013 for UL Lafayette and a group of SREB peer institutions (Four-Year 2) was used. The list of institutions as well as the total amount of research and development expenditures by sponsor type for each as reported for FY 2013 is provided in Table 2. In review of the data, UL Lafayette performs above the median of the peer group in terms of total research expenditures. The median of the total research and development expenditures from all sources reported in FY 2013 for the selected peer group was $ 44,945,000 see Table 3. This amount reported by UL Lafayette for total R&D expenditures in FY 2013 was higher than the median at $67,580,762. 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.

To compare the technology transfer activities and efforts of UL Lafayette to peer institutions, metrics gathered from the AUTM U.S. Licensing Activity Survey: FY 2013 were used. We identified 17 peer institutions by the criteria of (1) comparable research expenditures ($150m - $50m), (2) comprised of both undergraduate and graduate degree programs, and (3) medical school non-affiliation. Based on information in this report, benchmarks for expected activity are as follows: an average of 1 invention disclosure per $6 million in R&D expenditures; an average of 1 executed license/option agreement per $13 million in R&D expenditures; and an average of 1 Start-up Company formed per $51 million in R&D expenditures. The AUTM metrics for the selected peer group can be found in Table 4. When comparing the number of new invention disclosures at UL Lafayette to the benchmark of 1 invention disclosure for approximately $6 million in R&D expenditures, the metric for the UL Lafayette is superior at 1 invention disclosure per $4.5 million in R&D expenditures. When comparing the number of new licenses and options executed at UL Lafayette to the benchmark of 1 license/option per $13 million in R&D expenditures, the metric for UL Lafayette is comparable at 1 license/option per $17 million in R&D expenditures. When comparing the number of new startups to the benchmark of one startup company for approximately every $51 million in R&D expenditures, the UL Lafayette metric is marginally lower than the benchmark. When applying this benchmark, with expenditures at $68m in FY 2013-14 one would expect new startups FY 2013 to be 0.75. As indicated in data Table 3.c.v of this report, UL Lafayette reported no new startup companies in FY 2013-14. Special consideration should be given to the age of UL Lafayette's Office of Innovation Management (OIM) as compared to those of our peer institutions. When compared to the average age of our peer institutions of 20 years (average founding in 1993), the OIM is significantly younger at 2 years (installed in 2012). In this context it is noteworthy that UL Lafayette's technology transfer metrics as reported here are comparable to those of our peer institutions.

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	409.06	
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts	166	168	165	173	143	133	
Percentage of faculty holding active research and development grants/contracts	22.01%	21.29%	21.77%	40.63%	34.23%	32.51%	

*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	409.06	
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	75	
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%	18.33%	

*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	12,629,000	
State and local governments	9,994,000	11,148,000	11,337,000	11,715,000	10,552,000	9,099,000	
Industry[1]	0	2,797,000	5,504,000	7,871,000	10,447,000	13,001,000	
Institution funds	17,195,000	20,755,000	24,109,000	26,208,000	28,651,000	30,993,000	
All other sources[1]	14,155,000	12,229,000	9,899,000	7,098,000	4,091,000	1,104,000	
TOTAL $[2]	61,741,000	65,196,000	67,638,000	69,120,000	68,342,000	66,827,000	
# research faculty as reported in 3.c.i[3]	440.59	444.01	440.91	425.84[3]	417.68	409.06	
$ per FTE	140,133	146,835	$153,405	162,314	163,623	163,367	
Target				154,000	158,000	161,000	162,500
Target Met?				YES	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	$8,008,000	
State and local governments	6,739,000	6,807,000	6,837,000	6,772,000	5,991,000	5,403,000	
Industry[1]	0[1]	2,749,000	5,451,000	7,544,000	10,119,000	12,652,000	
Institution funds	11,725,000	13,412,000	14,558,000	14,875,000	15,438,000	16,605,000	
All other sources[1]	9,664,000	8,242,000	6,705,000	4,537,000	2,454,000	536,000	
TOTAL[2]	$35,943,000	$38,773,000	$41,872,000	$42,753,000	$43,477,000	$44,638,000	

[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.

[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.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	0	
Disclosures	6	5	6	8	14	15	
Licenses awarded	2	2	2	0	0	4	
Options awarded	Not Applicable	Not Applicable	Not Applicable	Not Applicable	0	0	
New companies (start-ups) formed	1	1	1	0	0	0	
Surviving start-ups	5	3	5	3	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)

	Sum of Found Emply Q2			**Sum of Found Emply Q6**		
Max Degree Level	**Year 2 Baseline 2009-2010**	**Year 3 2010-2011**	**Year 4 2011-2012**	**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.**

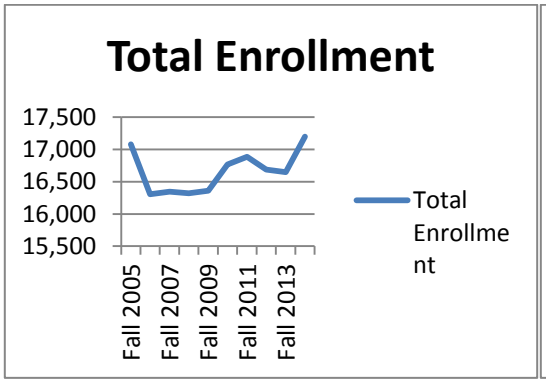
The University did not offer any developmental courses in Fall 2014 and Spring 2015 and will not in the future. The University awards no associate degrees.

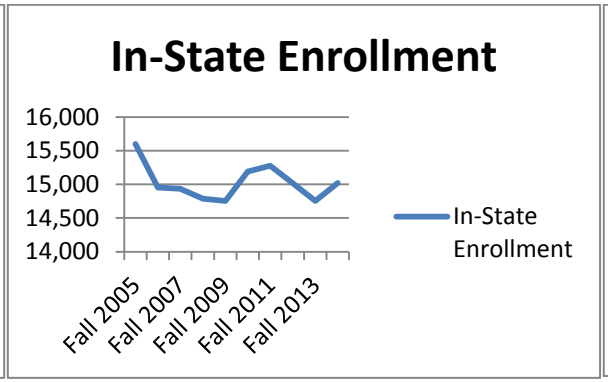
- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**
-

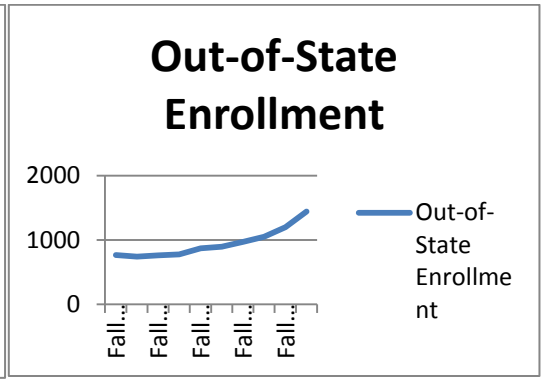
Proposed Out-of-State Tuition Schedule FY 2015-16; SREB Median FY 2013-14; SREB Category 2		$19,800
Proposed Tuition based on Estimated SREB Tuition Increases[5] 5.34%	**SREB Target**	**ULL Proposed**
FY 2010-11	$16,490	$12,998
FY 2011-12	$17,205	$13,485
FY 2012-13	$19,230	$14,308
FY 2013-14	$19,800	$15,634
FY 2014-15	$20,857	$19,175
FY 2015-16	$21,971	**$21,971**

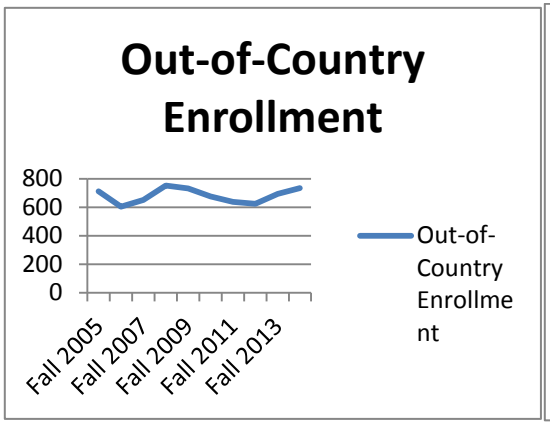
When devising the original plan five years ago, the University decided to take a conservative approach to implementing tuition increases over the five-year period. Although, as the charts below illustrate, in-state-enrollment is generally the determinant in overall enrollment trends because 90% plus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

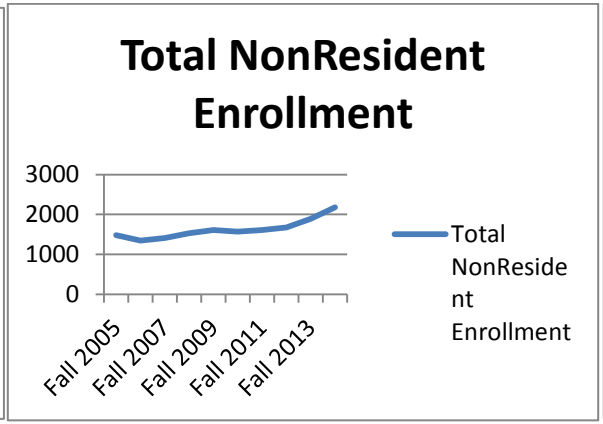
As the spreadsheet reporting enrollment and nonresident tuition for Fall 2005 through Fall 2014 indicates, from Fall 2013 (16,646) to Fall 2014 (17,195) total enrollment decreased by 3.3 percent overall with in-state enrollment also increasing by 1.8 percent (14,753 to 15,018) and non-resident enrollment increasing by 15 percent (1893 to 2177). The out-of-state portion of nonresident enrollment actually increased by 20.37 percent (1198 to 1442), and the out-of-country enrollment increased by 5.76 percent (695 to 735), all despite an 22.42 increase in tuition from Fall 2013 to Fall 2014. Tuition revenue from non-resident sources in Fall 2014 rose to $41,955,144.

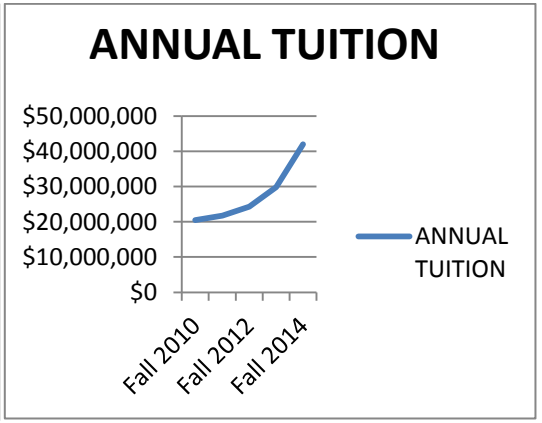












- **Progress toward Accreditation**

  Of the 72 (58 mandatory and 14 recommended), 67 were reported as accredited at the time this report was written. The CRIN has since been updated to the actual 56 mandatory and 14 recommended, of which 70 are accredited for a 97.1% rate. Only one program recommended for accreditation has not sought such accreditation—B.A. Organizational Communication. One mandated program, MS System Technology, is a new program that has not yet sought accreditation. One additional program is accredited that is on the optional list – PMC in Health Administration.

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	0	
Course sections in English	7	9	8	0	0	0	
Other developmental course sections	0	0	0	0	0	0	
TOTAL	27	35	34	0	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	0	
Enrollment in dev English	164	204	181	0	0	0	
Enrollment in other developmental courses	0	0	0	0	0	0	
TOTAL	940	1192	1206	0	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	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	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	$19,272	
Peer non-resident tuition/fees (full-time)	$15,862	$16,586	$16,838	$18,409	$19,117	$20,857	
Percentage difference	-20.6%	-21.6%	-19.9%	-21.2%	-15.4%	-7.6%	

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	57	58	
# programs with recommended status	16	16	16	14	14	14	
Total # of pgms	44	47	51	69	71	72	
# of pgms accredited	39	43	47	64	64	67	
Rate	89	91	92	92.8%	90.14%	93.1 %*	
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**	**YES**	

The following is optional and approved and not included on the above list: PMC Health Administration
The following is recommended and not sought: BA Organizational Communication
*The CRIN has since been updated/corrected to reflect 70 total programs of which 68 are accredited for a rate of 97.1%.

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 2014

Undergraduate headcount	15,522
Graduate headcount	1,673
Total headcount	17,195

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

  Source: 2013-2014 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	13,518.9
Graduate FTE	1,223.1
Total FTE	14,742.0

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 2014. 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	737
FTE Faculty	643.8

c. Average class student-to-instructor ratio

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

  Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2014.

Undergraduate headcount enrollment	75,533
Total number of sections in which the course number is less than or equal to a senior undergraduate level	2,763
Average undergraduate class size	27.34

d. Average number of students per instructor

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

  Source: Budget Request information 2013-2014 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2014.

Total FTE enrollment	14,742.0
FTE instructional faculty	643.8
Ratio of FTE students to FTE faculty	22.9

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	0**	0**
COLLEGE OF EDUCATION	3*	3*
COLLEGE OF ENGINEERING	0**	0**
COLLEGE OF LIBERAL ARTS	1	1
COLLEGE OF THE ARTS	2	2
COLLEGE OF SCIENCES	1	1
COLLEGE OF NURSING	0**	0**
COLLEGE OF GENERAL STUDIES	0***	0***
GRADUATE SCHOOL	0**	0**

*Both Interim Dean and former dean on EMSAL database for time period.

**Dean of College of Business Administration, Associate Dean of the College of Business Administration, Dean of the College of Engineering, Associate Dean of the College of Engineering, Dean of Nursing and Allied Health Professions as well as Associate Dean of Nursing and Allied Health Professions, and Acting Dean of the Graduate School were classified as "IN";

***Interim Dean of General Studies classified not classified as "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	2	2
ADMINISTRATION & FINANCE	20	20
ACADEMIC AFFAIRS	11	11
STUDENT AFFAIRS	16	16
RESEARCH	20	20
UNIVERSITY ADVANCEMENT	4	4
ENROLLMENT MANAGEMENT	7	7
ATHLETICS	2	2

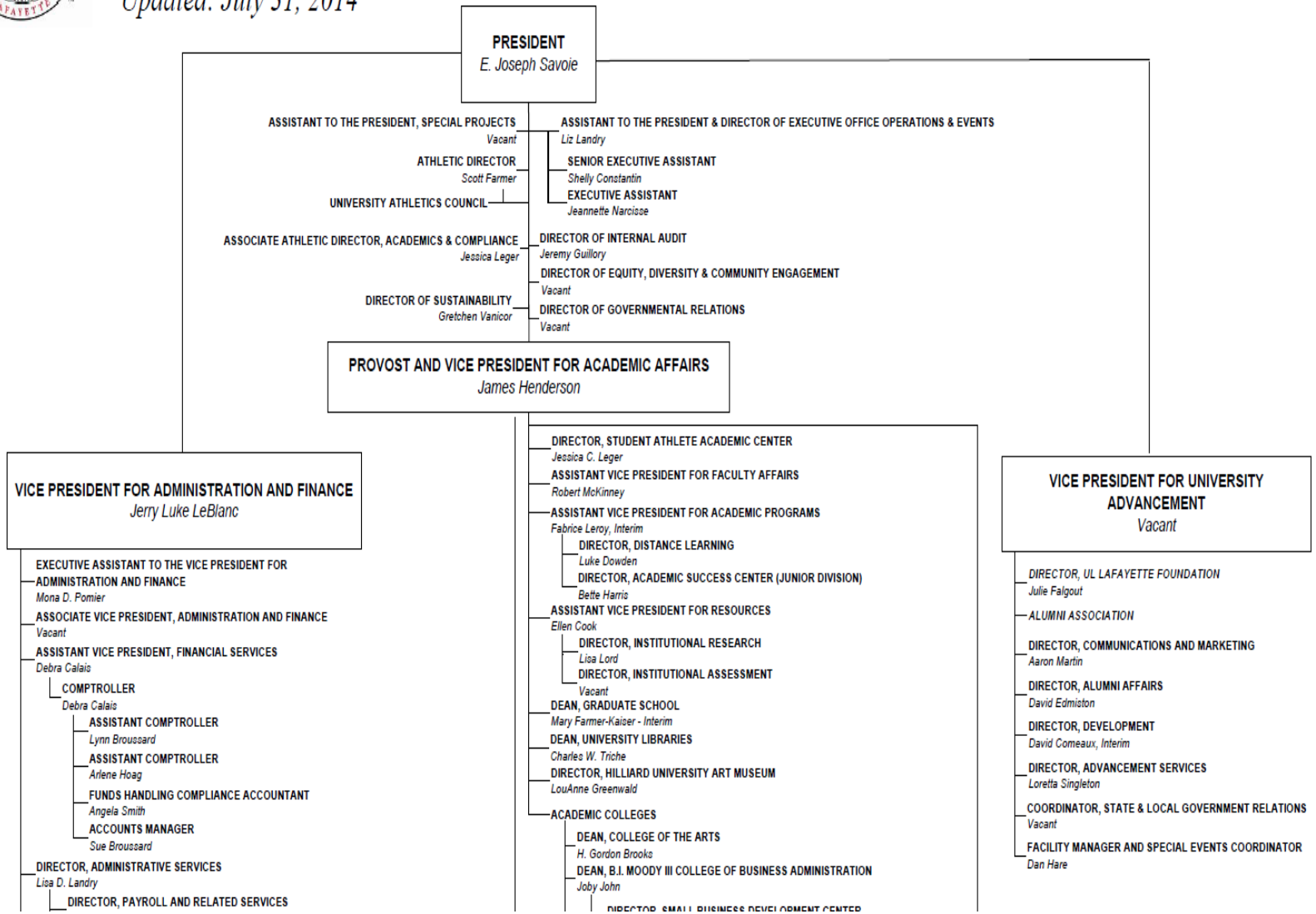
g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2014).

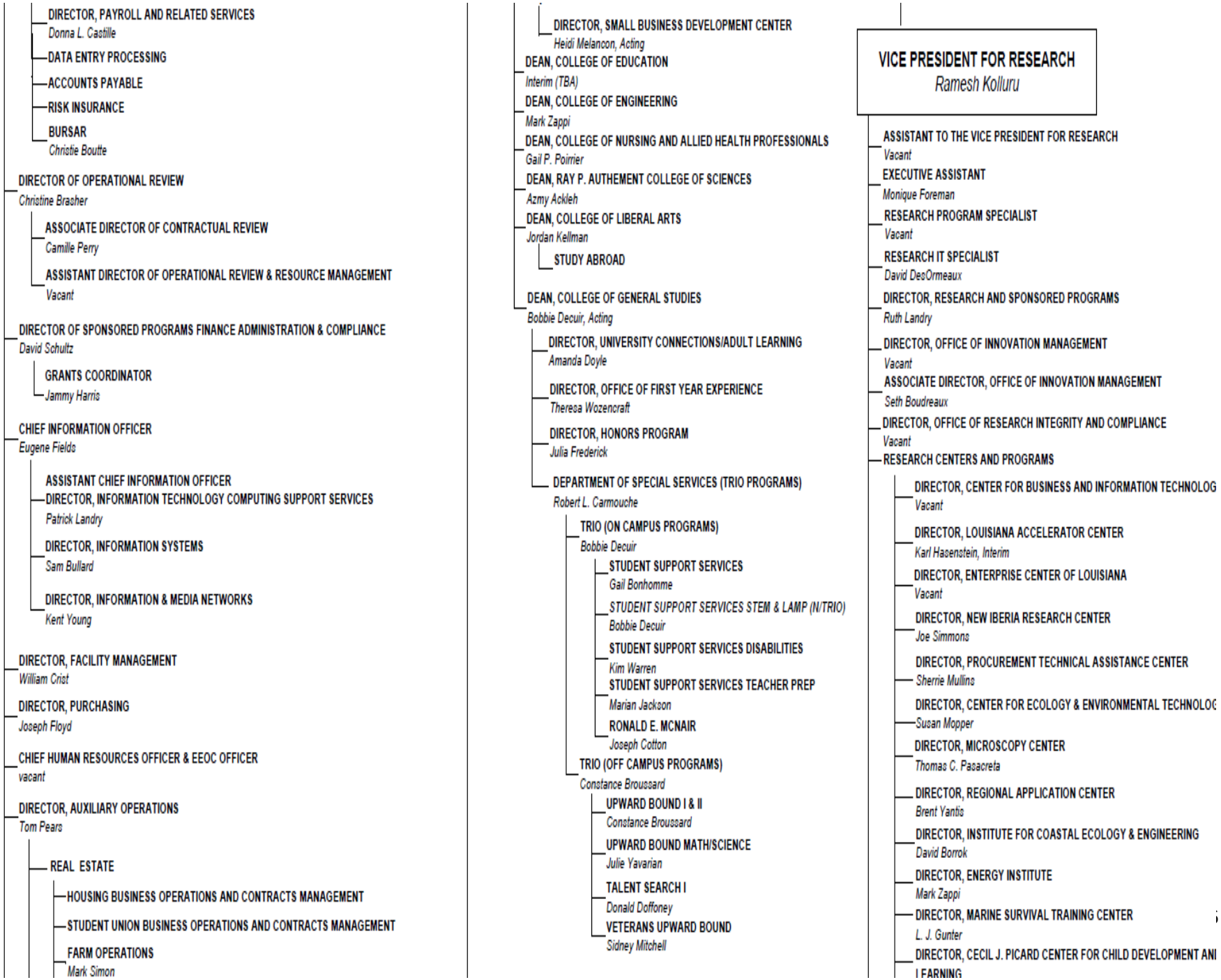
Next Three Pages

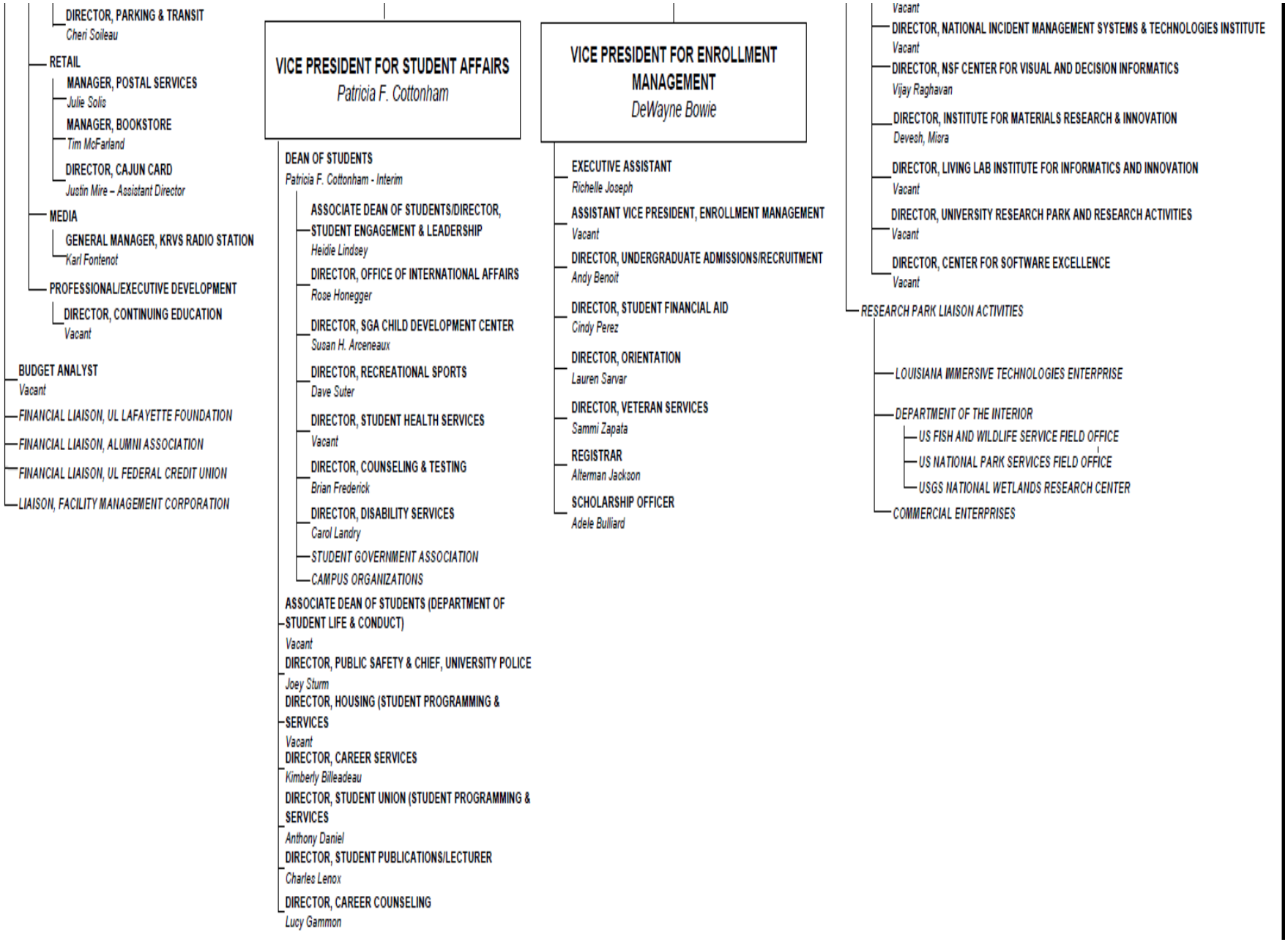
University of Louisiana at Lafayette

Organization Chart

Updated: July 31, 2014




DIRECTOR, PAYROLL AND RELATED SERVICES
Donna L. Castille
DATA ENTRY PROCESSING
ACCOUNTS PAYABLE
RISK INSURANCE
BURSAR
Christie Boutte
DIRECTOR OF OPERATIONAL REVIEW
Christine Bracher
ASSOCIATE DIRECTOR OF CONTRACTUAL REVIEW
Camille Perry
ASSISTANT DIRECTOR OF OPERATIONAL REVIEW & RESOURCE MANAGEMENT
Vacant
DIRECTOR OF SPONSORED PROGRAMS FINANCE ADMINISTRATION & COMPLIANCE
David Schultz
GRANTS COORDINATOR
Jammy Harris
CHIEF INFORMATION OFFICER
Eugene Fields
ASSISTANT CHIEF INFORMATION OFFICER
DIRECTOR, INFORMATION TECHNOLOGY COMPUTING SUPPORT SERVICES
Patrick Landry
DIRECTOR, INFORMATION SYSTEMS
Sam Bullard
DIRECTOR, INFORMATION & MEDIA NETWORKS
Kent Young
DIRECTOR, FACILITY MANAGEMENT
William Crist
DIRECTOR, PURCHASING
Joseph Floyd
CHIEF HUMAN RESOURCES OFFICER & EEOC OFFICER
vacant
DIRECTOR, AUXILIARY OPERATIONS
Tom Pears
REAL ESTATE
HOUSING BUSINESS OPERATIONS AND CONTRACTS MANAGEMENT
STUDENT UNION BUSINESS OPERATIONS AND CONTRACTS MANAGEMENT
FARM OPERATIONS
Mark Simon
DIRECTOR, SMALL BUSINESS DEVELOPMENT CENTER
Heidi Melancon, Acting
DEAN, COLLEGE OF EDUCATION
Interim (TBA)
DEAN, COLLEGE OF ENGINEERING
Mark Zappi
DEAN, COLLEGE OF NURSING AND ALLIED HEALTH PROFESSIONALS
Gail P. Poirrier
DEAN, RAY P. AUTHEMENT COLLEGE OF SCIENCES
Azmy Ackleh
DEAN, COLLEGE OF LIBERAL ARTS
Jordan Kellman
STUDY ABROAD
DEAN, COLLEGE OF GENERAL STUDIES
Bobbie Decuir, Acting
DIRECTOR, UNIVERSITY CONNECTIONS/ADULT LEARNING
Amanda Doyle
DIRECTOR, OFFICE OF FIRST YEAR EXPERIENCE
Theresa Wozencraft
DIRECTOR, HONORS PROGRAM
Julia Frederick
DEPARTMENT OF SPECIAL SERVICES (TRIO PROGRAMS)
Robert L. Carmouche
TRIO (ON CAMPUS PROGRAMS)
Bobbie Decuir
STUDENT SUPPORT SERVICES
Gail Bonhomme
STUDENT SUPPORT SERVICES STEM & LAMP (N/TRIO)
Bobbie Decuir
STUDENT SUPPORT SERVICES DISABILITIES
Kim Warren
STUDENT SUPPORT SERVICES TEACHER PREP
Marian Jackson
RONALD E. MCNAIR
Joseph Cotton
TRIO (OFF CAMPUS PROGRAMS)
Constance Broussard
UPWARD BOUND I & II
Constance Broussard
UPWARD BOUND MATH/SCIENCE
Julie Yavarian
TALENT SEARCH I
Donald Doffoney
VETERANS UPWARD BOUND
Sidney Mitchell
VICE PRESIDENT FOR RESEARCH
Ramesh Kolluru
ASSISTANT TO THE VICE PRESIDENT FOR RESEARCH
Vacant
EXECUTIVE ASSISTANT
Monique Foreman
RESEARCH PROGRAM SPECIALIST
Vacant
RESEARCH IT SPECIALIST
David DesOrmeaux
DIRECTOR, RESEARCH AND SPONSORED PROGRAMS
Ruth Landry
DIRECTOR, OFFICE OF INNOVATION MANAGEMENT
Vacant
ASSOCIATE DIRECTOR, OFFICE OF INNOVATION MANAGEMENT
Seth Boudreaux
DIRECTOR, OFFICE OF RESEARCH INTEGRITY AND COMPLIANCE
Vacant
RESEARCH CENTERS AND PROGRAMS
DIRECTOR, CENTER FOR BUSINESS AND INFORMATION TECHNOLOG
Vacant
DIRECTOR, LOUISIANA ACCELERATOR CENTER
Karl Hasenstein, Interim
DIRECTOR, ENTERPRISE CENTER OF LOUISIANA
Vacant
DIRECTOR, NEW IBERIA RESEARCH CENTER
Joe Simmons
DIRECTOR, PROCUREMENT TECHNICAL ASSISTANCE CENTER
Sherrie Mullins
DIRECTOR, CENTER FOR ECOLOGY & ENVIRONMENTAL TECHNOLOG
Susan Mopper
DIRECTOR, MICROSCOPY CENTER
Thomas C. Pasacreta
DIRECTOR, REGIONAL APPLICATION CENTER
Brent Yantis
DIRECTOR, INSTITUTE FOR COASTAL ECOLOGY & ENGINEERING
David Borrok
DIRECTOR, ENERGY INSTITUTE
Mark Zappi
DIRECTOR, MARINE SURVIVAL TRAINING CENTER
L. J. Gunter
DIRECTOR, CECIL J. PICARD CENTER FOR CHILD DEVELOPMENT ANI
LEARNING


DIRECTOR, PARKING & TRANSIT
Cheri Soileau
RETAIL
MANAGER, POSTAL SERVICES
Julie Solis
MANAGER, BOOKSTORE
Tim McFarland
DIRECTOR, CAJUN CARD
Justin Mire – Assistant Director
MEDIA
GENERAL MANAGER, KRVS RADIO STATION
Karl Fontenot
PROFESSIONAL/EXECUTIVE DEVELOPMENT
DIRECTOR, CONTINUING EDUCATION
Vacant
BUDGET ANALYST
Vacant
FINANCIAL LIAISON, UL LAFAYETTE FOUNDATION
FINANCIAL LIAISON, ALUMNI ASSOCIATION
FINANCIAL LIAISON, UL FEDERAL CREDIT UNION
LIAISON, FACILITY MANAGEMENT CORPORATION
VICE PRESIDENT FOR STUDENT AFFAIRS
Patricia F. Cottonham
DEAN OF STUDENTS
Patricia F. Cottonham - Interim
ASSOCIATE DEAN OF STUDENTS/DIRECTOR, STUDENT ENGAGEMENT & LEADERSHIP
Heidie Lindsey
DIRECTOR, OFFICE OF INTERNATIONAL AFFAIRS
Rose Honegger
DIRECTOR, SGA CHILD DEVELOPMENT CENTER
Susan H. Arceneaux
DIRECTOR, RECREATIONAL SPORTS
Dave Suter
DIRECTOR, STUDENT HEALTH SERVICES
Vacant
DIRECTOR, COUNSELING & TESTING
Brian Frederick
DIRECTOR, DISABILITY SERVICES
Carol Landry
STUDENT GOVERNMENT ASSOCIATION
CAMPUS ORGANIZATIONS
ASSOCIATE DEAN OF STUDENTS (DEPARTMENT OF STUDENT LIFE & CONDUCT)
Vacant
DIRECTOR, PUBLIC SAFETY & CHIEF, UNIVERSITY POLICE
Joey Sturm
DIRECTOR, HOUSING (STUDENT PROGRAMMING & SERVICES
Vacant
DIRECTOR, CAREER SERVICES
Kimberly Billeadeau
DIRECTOR, STUDENT UNION (STUDENT PROGRAMMING & SERVICES
Anthony Daniel
DIRECTOR, STUDENT PUBLICATIONS/LECTURER
Charles Lenox
DIRECTOR, CAREER COUNSELING
Lucy Gammon
VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
DeWayne Bowie
EXECUTIVE ASSISTANT
Richelle Joseph
ASSISTANT VICE PRESIDENT, ENROLLMENT MANAGEMENT
Vacant
DIRECTOR, UNDERGRADUATE ADMISSIONS/RECRUITMENT
Andy Benoit
DIRECTOR, STUDENT FINANCIAL AID
Cindy Perez
DIRECTOR, ORIENTATION
Lauren Sarvar
DIRECTOR, VETERAN SERVICES
Sammi Zapata
REGISTRAR
Alterman Jackson
SCHOLARSHIP OFFICER
Adele Bulliard
Vacant
DIRECTOR, NATIONAL INCIDENT MANAGEMENT SYSTEMS & TECHNOLOGIES INSTITUTE
Vacant
DIRECTOR, NSF CENTER FOR VISUAL AND DECISION INFORMATICS
Vijay Raghavan
DIRECTOR, INSTITUTE FOR MATERIALS RESEARCH & INNOVATION
Deveoh, Misra
DIRECTOR, LIVING LAB INSTITUTE FOR INFORMATICS AND INNOVATION
Vacant
DIRECTOR, UNIVERSITY RESEARCH PARK AND RESEARCH ACTIVITIES
Vacant
DIRECTOR, CENTER FOR SOFTWARE EXCELLENCE
Vacant
RESEARCH PARK LIAISON ACTIVITIES
LOUISIANA IMMERSIVE TECHNOLOGIES ENTERPRISE
DEPARTMENT OF THE INTERIOR
US FISH AND WILDLIFE SERVICE FIELD OFFICE
US NATIONAL PARK SERVICES FIELD OFFICE
USGS NATIONAL WETLANDS RESEARCH CENTER
COMMERCIAL ENTERPRISES

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	Salary Changes Since 6/30/2013 Reported for Fall 2014
President	$350,000	$350,000 9/1/08 Housing allowance of $30,000 removed from salary	$350,000	$360,800	$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)	$235,000
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	$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)	$215,000 (Permanent hired late Fall 2013)
VP Student Affairs	$114,000	$114,000	$114,000	$114,000 (line in budget) Position now filled by Interim	$114,000 (line in budget—permanent position not filled)	$150,000 (Permanent hired Spring 2014)

VP University Advancement	$156,000	$156,000	$156,000	$156,000	$156,000	$156,000 (Vacant until January 2015)
VP Enrollment Management	$150,000	$110,000 7/1/09 Promotion from Interim VP Enrollment Mgmt to VPEM	$150,000	$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)	Position deleted when permanent provost hired
Associate VP for Administration and Finance					$150,000 (Budgeted, not filled)	$150,000 (Budgeted, not filled)
Assistant VP for Academic Affairs—Academic Resources	$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)	$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	$136,750

		reported in Fall 2010. Fluctuations since appointment are increases/`decreases in professorships that expired 6/30/11				
Assistant VP for Academic Affairs -- Programs						$136,750 (new position)
Assistant VP for Academic Affairs -- Faculty						$126,750 (Director of Faculty Planning and Development position converted to Asst VP Academic Affairs. Former position was $110,000)
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)	$160,791 (Position in budget but not filled; will not be filled)
Assistant VP Financial Services	$126,920	$126,920	$126,920	$126,920 (Incumbent retired in Sept 2012)	$130,000	$130,750
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	Position removed from budget
Dean of Students	$79,413	$79,413 Salary was $75,631; 12/5/08 Promoted to	$79,413	$79,413 + $12,000 Interim Vice President of	$79,413 + $12,000 Interim Vice President of Student Affairs	$79,413 (In budget but position not filled until January 2015)

		Interim VP of Student Affairs		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)	$133,000 (Interim dean until late Fall 2014)
Dean, University Libraries	$119,244	$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	$151,376
Dean, Business Administration	$205,168	$205,168	$205,168	$205,168	$211,169 ($6,000 is from professorships)	$211,169 ($6,000 is from professorships)
Dean, Education	$146,798	$146,798	$146,798	$146,798	$146,798	$135,750 (Interim Dean, $3,000 from professorship)
Dean, Engineering	$195,969	$195,969	$195,970	$195,970	$201,969 ($3,046 is from a professorship)	$201,969 ($5,998 is from professorships)
Dean, Nursing & Allied Health Professions	$161,276	$161,276	$161,276	$161,276	$188,000 ($23,724 adjustment plus $3,000 professorship)	$188,000 ($185,000 plus $3,000 professorship)
Dean, Sciences	$169,164	$169,164	$169,164	$169,164	$220,000 (New dean appointed Fall 2013)	$220,000
Dean, Liberal Arts	$138,363	$138,363	$138,363	$138,363	$151,500	$151,500
Dean, General Studies	$118,754	$118,754	$118,754	$118,754	$118,754 (unfilled line)	$118,754 (unfilled line)

Interim Dean, General Studies					$93,002	$92,999

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**
Instruction	$ 60,384,111
Research	$ 12,606,768
Public Service	$ -
Academic Support**	$ 13,345,957
Student Services	$ 5,992,160
Institutional Services	$ 19,023,466
Scholarships/Fellowships	$ 7,884,354
Plant Operations/Maintenance	$ 14,088,829
Total E&G Expenditures	$ 133,325,645
Hospital	$ -
Transfers out of agency	$ 23,914
Athletics	$ -
Other	$ -
Total Expenditures	$ 133,349,559

- **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*	$22,782

IPEDS	
Tuition and fees	$6,872
Books and supplies	1,200
Off campus room & board	10,773
Other expenses	3,937
	$22,782

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	$3,267

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	$3,267

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

$264,660,097