The University of Louisiana at Lafayette

Strategic Planning Steering Committee

SWOT – 2A (FYE), 2B (Improved Campus Climate for Students), IT, Auxillary Services, Distance Education

Strengths
2A – To Create a Meaningful FYE
- Learning communities appear to be effective in retention efforts (76% retention rate for all freshmen; 89% retention rate for students participating in residential learning communities
- Enthusiasm and support for the FYE
- LC establish enduring relationships as when students move off campus (retention)
- Course fee already established to support activities of the FYE; enough fiscal resource potential to make needed changes to course content and delivery

2B – To Improve Campus Life for Students
- Fulfilled all aspects of imperatives included in the previous strategic plan:
    - Over 200 student organizations available
    - Campus housing dramatically improved over the past five years; hotel model of accommodations; ability to have access to comfort animals as well as service animals
    - Upgraded food options
    - New Student Union slated to open January 2015
    - Bourgeois Hall Recreational Center and OK Allen Student Health Services significantly upgraded
    - New athletic complex; significant upgrades to Cajun Field complex
    - Freshman Convocation experience now entrenched
    - New fraternities and sororities
    - A dedicated position for Student Engagement and Leadership
    - Co-curricular transcripts now available
    - Student assessed fee supports the Master Plan Advancement fee
    - Issues related to transgender students continue to be explored

3 – Facilitating Quality Teaching and Learning; 3B – Offer Distance Learning…
- Fulfilled all aspects of imperative included in the previous strategic plan:
    - Continual upgrades to the LMS sponsored by the ODL
    - Contracts for three EDUTools supported by ODL
    - Significant investments made in online student support services
        - After-hour and weekend technical support now in place for all students, faculty, and staff
        - Net – tutor funded
        - Electronic library resources significantly enhanced
        - Financial contribution to the E-catalog from ODL
- Significant online program growth
- Support for the development of faculty teaching online
- Infrastructure in place for quality review and quality control of online courses; certification process in place for online courses; peer-review process

IT (For a complete report refer to Gene Fields' handout posted on Moodle)
    Fulfilled all aspects of imperatives included in the previous strategic plan
    - Midst of ERP implementation

- Increased middle management staffing
- Partnership with sustainability for paper goods management
- Improved WIFI capability from 20% - 85% capability on campus
- Redefined performance standards; implemented standard protocols and standard services
- 10 gigabyte/sec network backbone; one of the best in the state; simple to scale up as needed
- Built resiliency and redundancy to enable high speed connectivity
- Instructional Technology Advisory Council initiated by Provost

Auxiliary Services
- Fulfilled all aspects of imperatives included in the previous strategic plan
    - Stated philosophy is to find profits in auxiliary services to offset state cuts and support academic core
    - University brand now commands a premium
    - Naming and sponsoring opportunities now more feasible

Weaknesses

2A
- Students dissatisfied with the current direction of the course as indicated by low SEIs
- Course not perceived as an academic course because of current content (focus is developing supplemental skills) and because the course is currently only a two credit hour course
- Student success rate poor; D, F, Ws range as high as 68% with most sections reporting 30-35% D, F, or W
- Lack of faculty teaching in the course; 65% of sections are taught by staff or adjuncts
- Has not functioned as a seminar but is merely a "homeroom" course; no mechanism for interdisciplinary discourse
- Student learning objectives for the course in terms of general education have not been actualized by the current structure of the course
- Single gender housing compromises flexibility of LC programming
- Original plan was to have faculty members and their families housed in dorms to facilitate LC and FYE experiences outside of the classroom
- All residential advisors are undergraduates
- Administrators of FYE do not have ready access to data to evaluate the effectiveness of the FYE

2B
- The quality of the facilities supporting the classroom/academic experience is not on par with the amenities enjoyed in facilities supporting housing, recreation, and social activities
- Housing experience currently targeted to and focused on freshmen and sophomores

3B
- Significant data analytics capability not available
- Faculty are required to be onsite to teach even in DL courses

IT (For a complete report refer to Gene Fields' handout posted on Moodle)
- Lack of analytics knowledge and lack of data analytics culture at UL Lafayette
- Lack of enterprise approach to sustainability/lifecycle management for faculty/staff computers

Auxiliary
- Not yet evident that profits realized have been applied to academic core services

Opportunities

2A
- FYE is being redesigned
  - Faculty teams of 3-4 from different disciplines may teach seminar courses around a theme
  - Faculty may propose course themes
  - Those currently teaching will have to reapply for teaching role
  - Faculty development will be provided
  - Director of OFYE wants faculty to drive the course design and implementation
  - Goal is for topics to be marketed at student orientation

3B
- Expansion of graduate student enrollment and revenue
- Unit which runs profit-loss scenarios for departments and colleges

IT
- Faculty and staff should participate in decision-making r/t to IT issues
- Better training for middle managers
- Explore alternative revenue sources, i.e., retail computer facility on campus

Auxiliary
- Consultant engaged (Dr. Harry Norman, Cal State Fullerton) to assess opportunities to expand continuing and extended education

Threats

2A
- Not enough faculty lines to fulfill increased demand for faculty wishing and needed to teach in the FYE course
- Many faculty teaching in the FY "seminar" teach on an overload basis; not factored into their normal teaching workload
- Currently, the FYE is not an effective retention mechanism for the university
- The FYE is the current QEP to meet SACS accreditation requirements
- Many universities comparable to UL Lafayette have established effective FYE

3B

- Market research capability is needed to determine optimal program expansion and growth
- Dual enrollment capability not fully actualized

IT (For a complete report refer to Gene Fields' handout posted on Moodle)
- Low proportion of classrooms are equipped as SMART classrooms ($30,000 per classroom initial cost; $6,000 every three years to maintain)

Auxiliary
- Long-term instability in the HR Director's position
- Facilities management is overwhelmed