



University of Louisiana at Lafayette

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June 13, 2016

Université des Acadiens

Dr. Daniel D. Reneau, Jr.
Interim President
University of Louisiana System
1201 North Third Street, Suite 7-300
Baton Rouge, LA 70802

Dear Dr. Reneau:

Attached is the University of Louisiana at Lafayette's 2015-2016 Annual Presidential Evaluation.

Please contact me if you need additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Savoie", with a large, stylized flourish extending to the right.

E. Joseph Savoie
President

svc
Attachments

C: Dr. Jeannine Kahn

President's Annual Self-Assessment (June 2016)
Dr. Joseph Savoie
University of Louisiana at Lafayette
University of Louisiana System

Overview. Please provide a brief narrative which explains how your leadership has impacted each area noted below. In the narrative also identify ways in which you plan to address each area for AY 2016-17 in order to ensure success. Overarching strategic initiatives planned for AY 2016-17 should be outlined in the 'Looking Forward' section. The self-assessment should not exceed five (5) pages in length.

GRAD Act - Student Success

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
108%	90%	84%	92%	92%	100%

Note. Year 6 score is preliminary

ENROLLMENT

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
16,763	16,885	16,740	16,646	17,195	17,837

Source: BoR

Narrative: In 2012, the University combined the Offices of Enrollment Services and Undergraduate Admissions and made a strategic hire in a Director of Admissions. The University developed its first comprehensive plan for the recruitment and enrollment of undergraduate students which included increasing the recruitment footprint. Enrollment from "other states and possessions" grew from 721 in Fall 2012 to 1,205 in Fall 2015, a 67% increase. The plan also called for a focus on increasing applications and yield among transfer students. In Fall 2014, the admit to enroll yield was 81.5%, rising to 87.2% in Spring 2015 and 94.3% in Spring 2016. Despite an increase in transfer admissions requirements, transfer enrollment increased from 810 in Fall 2012 to 1,096 in Fall 2015, a 35% increase. The University continues to dedicate resources to these and other enrollment and retention initiatives. In 2016-17, the University will continue the expansion of online program offerings. The RN to BSN program, initiated in Spring 2012, crossed the 800 mark in enrollment in Fall 2015.

RETENTION

2010	2011	2012	2013	2014	2015
73	74	74	74	76	76

Source: BoR – First-time Freshman 1st to 2nd Year Same Institution Retention Rate

Narrative: The University's 2009-2014 Strategic Plan 2.3.2 focused 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." The newly-adopted Strategic Plan 2015-2020 includes Key

Performance Indicators (KPI) that support the Strategic Imperative to “recruit, retain, and graduate outstanding students.”

In 2015-16 the University continued broad-based participation by faculty, staff and administrators in further refining retention efforts, with selected programs/initiatives in the Office of First Year Experience (OFYE) as well as other units highlighted below.

- In July 2014, a new OFYE director was hired and charged with revamping the program with a focus on student retention. Between August 2014 and August 2015, staff completed an extensive revision of the UNIV 100 First Year Seminar 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. The revised course increased from two to three credit hours and involved a new two-day “Cajun Connection” (extended orientation) component, as well as a ten-week freshman seminar. The revised course was fully implemented in August 2015, serving 3,200 first-year students, 100% of first-year students. Further revisions are planned for 2016-17.
- The revision resulted in a higher percentages of permanent UL Lafayette faculty participation, 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. In Fall 2015, 36% of course sections were taught by permanent UL Lafayette faculty (as compared to 26% in Fall 2014); 56% of sections were taught by permanent or adjunct faculty (as compared to 39% in the previous year), and 36% of courses were taught by instructors with a doctorate degree (as compared to 28% in the prior year).
- Student success rates for the UNIV 100 course were significantly improved, relative to prior years. Among the nearly 3,200 students enrolled in Fall 2015, the percentage of students who earned a C or better in UNIV 100 was 95.15% (as compared to 89.8% in Fall 2014 and 84.6% in Fall 2011, when the course was first introduced).
- The OFYE sponsored six [Living-Learning Communities \(LLC\)](#) with 194 students participating in the 2015-2016 academic year, an increase of 15.08% over the previous year. The LLCs in the residence halls continue to be effective in increasing retention from freshman to sophomore years. In the 2014-2015 cohort (2015-16 stats are not yet available), there was a marked difference between overall UL Lafayette retention rates and LLC retention rates (76.1% and 89.35%, respectively). The persistence rate (from Fall to Spring semester) for first-year students was 93.5%. A network of partners was established to provide engaging activities that exposed students to a myriad of campus resources, facilities, events, and communities.
- LLC grade point averages continue to be higher as compared to non-LLC freshmen GPAs. In Spring 2015 we compared LLC student GPAs to GPAs for all freshmen in the relevant major/department and found the following: Honors LLC 3.32/Honors Freshmen 2.47, Nursing LLC 3.22/Nursing Freshmen 2.49, and Engineering LLC 3.08/Engineering Freshmen 2.15. LLC enrollment also had a positive effect on retention in the major; Nursing and Engineering LLC students remain in their major at a higher rate than their freshmen non-LLC counterparts. For the 2014 cohort, Engineering LLC retention rate was

75% as compared to a 60% retention in the major overall. The 2014 Nursing LLC cohort retention rate was 63.16% as compared to 54% in major.

- 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 Acadiana community. More than 3,000 students participated of whom 2,500 were first-time freshmen.

In Spring 2016, Ruffalo Noel-Levitz was contracted to do a one-day evaluation of campus units focused on retention. Recommendations for consolidation of services/units will be further explored in 2016-17 as consultations continue.

The Academic Success Center (ASC) continued its intervention efforts with a focus on retention and completion. In Fall 2015, 18,350 visits were logged into the ASC. The Retention Center provided 33 success workshops on 16 different academic topics in Fall 2015; that number increased to 44 in Spring 2016. The University committed resources to Supplemental Instruction (SI) which had significant results in targeted courses. For example, in BIOL 110 SI students scored a passing rate of 72.1% versus 47.6% for non-SI attendees. Advisor training was also enhanced with 21 workshops serving 420 advisors offered in Spring 2016. The University's investment in four to six professional advisors for 2016-17, with future expansion planned, will further enhance retention efforts.

COMPLETERS

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
2,570	2,699	2,741	2,913	2,989	3,089

Source: BoR – All level completers

Narrative: The University continues to support the goals of the *Master Plan for Public Postsecondary Education* by providing opportunities for educational attainment of the adult population of the state of Louisiana. The Fall 2015 graduating class was the largest Fall graduating class in the history of the University; the Spring 2016 graduating class was the largest graduating class ever. While we expect this trend to continue, we realize that the University must address increasing financial burdens on students. One initiative for 2016-17 is the funding of completion scholarships to aid students whose TOPS funding has expired or is inadequate to finance their degree completion. In addition, with the naming of a permanent dean in University College in Spring 2016, there will be renewed focus on the development of interdisciplinary undergraduate degrees, including adult completion degrees. The Graduate School, working with Academic Affairs, will continue to expand targeted graduate degree programs in fulfilling the University's statewide role, scope, and mission.

GRADUATION RATES

2010	2011	2012	2013	2014	2015
40	41	44	45	48	45

Source: IPEDS – Bachelor degree within 6 years

Narrative: At my request, the VP for Enrollment Management has isolated the population responsible for the drop in Fall 2009 to Fall 2010 retention rate that led to the drop in graduation rate in 2015 and will develop initiatives to combat recurring issues. However, the increase in both the first to second year retention rates discussed earlier, considered with the increase in first to third year retention rate from 62.4% for Fall 2012 to Fall 2014 to 64.2% from Fall 2013 to Fall 2015, indicates a return to more robust graduation rates in the future.

LOOKING FORWARD (AY 2016-17)

The revised Mission Statement – “The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition” – serves as a guide for 2016-17 strategic initiatives.

Strategic Plan. The Strategic Plan 2015-2020 was endorsed by University Council in November 2015. In the next academic year, teams will be appointed to recommend action and monitor progress of the following four strategic imperatives:

1. **Faculty:** Create a stimulating academic environment supported by the latest innovations in technology and informed by best practices, in which faculty members can realize their full potential as educators and scholars.
2. **Students:** Cultivate a student body that is intellectually curious and civically engaged by developing an infrastructure that ensures student success.
3. **Research:** Foster a stimulating academic environment for all members of the University community that supports the development and advancement of knowledge and creative works.
4. **Governance:** Institute a system for shared governance based on trust, collaboration, and continuous improvement.

Research for a Reason. The University continues to advance in our role as a major research institution with the watch phrase, “research for a reason” despite the multiple funding cuts to higher education over the past eight years. These efforts will continue in 2016-17.

In 2015-16 the University expanded research productivity, especially in the areas designated as key economic development industries and those involved with technology transfer. Importantly, as we expand the quantity of funding and initiatives, we are also increasing the quality of our efforts. Guided by the Louisiana BOR’s FIRST Louisiana Science and Technology Plan and the work of the BOR Master Plan Research Advisory Council (MPRAC) in collaboration with Louisiana Department of Economic Development (LED) and Battelle, the University is committed to working with industrial partners and economic development entities throughout the state to align our research and development activities with Louisiana’s key and targeted industries.

Data for research and development expenditures reported by the University for the FY 2015 NSF HERD Survey was used as the basis for reporting of research productivity and alignment

with key economic development industries. For FY 2015, total R&D expenditures reported by UL Lafayette were \$77,300,786 from all sources (federal, state and local government; nonprofit organizations; business and industry; and institutional funds) in support of research and development activities, an increase of approximately \$10,000,000 from the previous year. The recent 2015 update of the Carnegie Classification of Institutions of Higher Education is further validation of the University's commitment to research within our mission. The University was ranked within the top 5% of the research institutions in the country at the R2 level- Doctoral Universities with Higher Research Activity and is only one of two UL System universities ranked in this category.

The University recognizes the need to expose all students to meaningful research experiences and will further expand undergraduate research initiatives. The recently-established Undergraduate Research Council initiated the Undergraduate Research Mini-Grant Program in 2015-16 to ensure that the undergraduate students at the University benefit from the University's growing R&D program and to improve student outcomes by facilitating undergraduate research, which has been identified as one of several "high-impact practices." In its inaugural year, 22 research grants in the amount of \$2,000 each were awarded. In addition, the University continued its support of and participation in the University of Louisiana System Academic Summit by sending a team of 15 students to Nicholls State University in April 2016. Students participated in oral presentations, poster presentations and/or performing and display art presentations. The University's Visual Arts students earned two of the three juried awards given – a first and a third place.

Partnerships with Two-Year Schools. The University will continue to forge partnerships with two-year schools to further accommodate the transfer of students from those partners to UL Lafayette. In May 2016, the partnership between the University and LSU Eunice was cited as a model in a new guide for improving transfer student success. "The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges" profiles UL Lafayette and LSU Eunice, along with other institutions in five states that are improving outcomes for community college students who transfer to universities to earn bachelor's degrees. The report, which can be found at <http://templejc.edu/wp-content/uploads/2014/12/transfer-playbook-essential-practices.pdf>, was produced by the Aspen Institute's College Excellence Program and the Community College Research Center at Teachers College, Columbia University. The successful partnerships cited have three broad strategies in common in that they "make transfer student success a priority, create clear programmatic pathways with aligned high-quality instruction;" and "provide tailored transfer student advising." The University's partnership with South Louisiana Community College remains strong with further expansion of 2 + 2 programs initiated in 2015-16 and more planned for 2016-17.

Provost Search. A Provost Search Committee has been charged with conducting a national search during the 2016-17 academic year with the goal of filling the position by July 1, 2017. An Interim Provost, hired through the Registry, will arrive on campus on August 1, 2016.