

SWOT Analysis: Student Recruitment and Enrollment Processes

Strengths

- Strategic Plan for the Division of Enrollment Management developed and executed
- Targets and benchmarks established
- Technology available and utilized to move prospects to applicants and move applicants to enrollees
- Targeted and leveled communication to prospects in place
- Admission caliber/profile of enrollees has increased
- Recruitment assets have now expanded beyond the state to encompass a regional base of recruitment

Weaknesses

- Capacity plan not fully aligned with enrollment growth
 - Sometimes not enough classes especially for late enrollees
 - Student housing at 95% capacity now; inhibits future potential for enrollment growth
- Advising resources
 - Current advising model utilizes too few professional advising
 - Not enough opportunities for FTF to be advised on a one-on-one basis
- Non-traditional student recruitment (online, international)
- Limited range of academic opportunities for the higher achieving student
 - Expand Honors
 - Expand Study Abroad
 - Expand opportunities for Fulbright, Truman, Rhodes Scholarships
 - Expand opportunities for faculty mentored-undergraduate research
- Forcing FTF to declare a major upon being admitted to the university
- Graduate student recruitment and enrollment issues
 - Limited resources to recruit grad students – domestic and international
 - Limited graduate student scholarships
 - No enrollment management plan
 - No publicized enrollment targets – domestic or international



Opportunities

- Online and non-traditional student recruitment
- Earlier student enrollment commitments
- Increased focus on recruiting and enrolling high achieving students (National Merit, etc.)
- Increase yield rates of FTF prospects
- Increase Information to international prospects
- Collaborate with international universities to establish formal exchange programs
- Enhance advising resources/capabilities especially for FTF
- Yield more graduate student prospects
- Retain more students especially from 2nd year to 3rd year and beyond through graduation

Threats

- Retaining too many undergraduates here in our grad programs
- Maintaining academic rigor, quality and integrity are crucial to successfully recruiting and enrolling our targeted student prospects
- Poor morale among faculty and staff could result in high turnover
- LA is the only state in the region with declining pool of traditional students; enhanced competition for this pool
- Historically poor performance of graduates of LA high schools on the ACT (2014 state average composite is 19.2; 2014 national composite average: 21); more difficult to recruit students who meet our admission requirements

SWOT Analysis: FYE

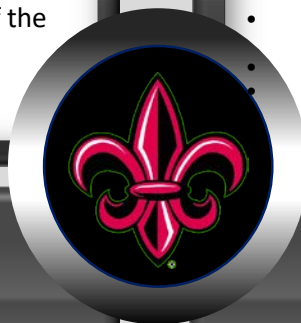
Strengths

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

Weaknesses

- 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



Opportunities

- 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

Threats

- 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

SWOT Analysis: Improved Campus Climate for Students

Strengths

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

Weaknesses

- 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



Opportunities

Threats

SWOT Analysis: IT

Strengths

- 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

Weaknesses

- 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



Opportunities

- 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

Threats

- Low proportion of classrooms are equipped as SMART classrooms (\$30,000 per classroom initial cost; \$6,000 every three years to maintain)

SWOT Analysis: Auxiliary Services

Strengths

- 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

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



Opportunities

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

Threats

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

SWOT Analysis: Distance Education

Strengths

- 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

Weaknesses

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



Opportunities

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

Threats

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

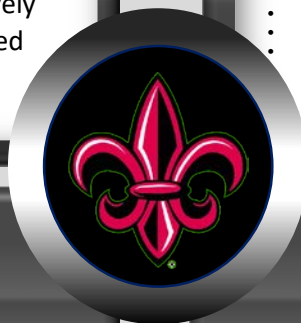
SWOT Analysis: Strategic Imperatives 3, 4, and 8

Strengths

- Office of Distance Learning
 - Methods to foster faculty development
 - Tools
 - Generation of resources
 - Revenue-sharing model
 - Governance/administrative model
- Progress made to improve network bandwidth
- Return of indirect costs to faculty is perceived positively
- Imperative 8 in current strategic plan has been fulfilled
- 24 hour tech support for students

Weaknesses

- Perceived lack of support for faculty teaching in face-to-face environments as compared to support for faculty teaching online
- Lack of flexibility in the Office of Distance Learning
 - Training schedule can be onerous (example: QM)
- Lack of faculty input into decisions on how funds generated by DL are allocated and spent
- There is no mechanism to support/upgrade technology other than “being forced” to teach online
- Fees do not increase to keep up with inflationary costs
- Difficulty in getting data from Institutional Research to make data-driven decisions; we are data-rich/analysis poor
- Faculty retention is an issue
- Initiatives 3A, 3B, and 3C are vague, ill-defined, and contain no measurable targets in terms of outcomes; limits accountability for programs
- Budgets (travel, supplies, operating, etc.) are not a level to support faculty development for teaching
- Graduate education is not fully addressed in the current strategic plan
- More electronic resources are needed in the library; print journals are largely no longer needed in most disciplines
- Opportunities and mechanisms for cross- and interdisciplinary teaching, research, and collaboration are lacking. A Faculty/Staff Club should be strongly considered.
- Administrative burdens placed on faculty are becoming onerous
- Provost/VPAA does not have fiduciary discretion
- Research in non-STEM areas is not understood and often under-appreciated.
- Perception of over-emphasis of commercial applications of research; research which is workforce-related or provides commercial gain seems to receive the most support



Opportunities

- Re-design the governance and decision-making structures of STEP/STEP funding to better align with strategic imperatives/university priorities
- Involve SGA in determining priorities for spending student-assessed fees in alignment with strategic imperatives/university priorities
- Develop and provide resources for a Center for Faculty Development
- Analyze, design, and disseminate workflow and communication flow steps for common administrative processes
- Design structures to encourage and empower faculty to participate in decision-making regarding academic and non-academic processes (Shared Governance Model; Councils comprised of academic and non-academic members)
- Techniques related to active learning in the classroom have not been fully explored nor integrated
- Expand opportunities for graduate student support of teaching and research activities
- Improve staffing in administrative areas to support teaching and research faculty
- Determine optimal faculty to student ratios (classroom, lab, online) by discipline and adhere to the ratios; use national standards to determine
- Determine if students would be willing to self-assess fees for classroom upgrades.
- An Instructional Technology Advisory Council should be formed to enable faculty to provide guidance for IT upgrades
- Refine onboarding process for new faculty
- Give new researchers “orientation” time in research centers without charging for that time

Threats

- Faculty retention
- Non-competitive faculty compensation
- Research start-up packages not competitive
- Large classroom sizes limit incorporation of active learning strategies
- Physical environment ill-suited to promote active learning; physical layout of classrooms favor “sage on the stage” rather than seminar format
- Not all classrooms have updated technology packages (some classrooms have blackboards rather than smart boards; faculty often not consulted on optimal placement of teaching aids such as projectors and projection screens)
- Low pay for adjuncts limits adjunct faculty engagement in the full scope of the faculty role (other than teaching)
- Faculty teach summer courses at other universities because of low summer pay at UL Lafayette
- Faculty teach online at other universities to supplement salaries
- Low faculty morale has seeped into interactions with students in some situations
- We seem to have lost focus on establishing and sustaining diversity among faculty
- Faculty salaries are not at SREB averages
- Procedures and processes related to grants administration are cumbersome and often burdensome ; leads to faculty hesitance to attempt further grantsmanship