University of Louisiana at Lafayette

University of Louisiana System

GRAD Act Annual Report

FY 2015-2016 (Year 6)

Submitted to the

Board of Supervisors, University of Louisiana System
April 1, 2016

and to the

Louisiana Board of Regents,
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Table of Contents

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. (N/A)

All targeted measures were met this academic year.

• Student success policies/programs/initiatives implemented/continued during the reporting year.

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." This year the University continued broad-based participation by faculty, staff and administrators, in further refining retention efforts, with selected programs/initiatives described as follows:

The Academic Success Center (ASC) updated existing programs and implemented new initiatives in the 2015-2016 academic year. In Fall 2015, 18,350 visits were logged into the ASC for the Retention Center, the Learning Center, and Academic Counseling. In addition, there were 818 visits for online tutoring; 497 contacts for the online counseling; and 508 online financial aid appeals processed for Fall 2015.

- Success Workshops: The Retention Center provided 33 success workshops on 16 different academic topics in Fall 2015 to 174 students. In Spring 2016, the Success Workshops increased to 44 with 17 different topics. Workshops are facilitated by ASC counselors, Counseling & Testing Center interns, undergraduate and graduate students. The Retention Center also collaborates with the Career Counseling Center and OFYE staff to provide similar seminars or workshops.
- First Financial Aid Appeals: In Fall 2015, first time financial aid appeal recipients were required to attend a Student Success Seminar in the Retention Center. A total of 137 students were identified in Fall 2015 and 111 students in Spring 2016.
- TOPS Workshops: Each spring, the ASC identifies and contacts freshmen on TOPS who are at-risk of losing their TOPS. This spring, 249 students earned less than a 2.0 in the Fall and have been put on probation; that is, they are not receiving TOPS money for the spring semester. This semester, ASC included more counselors in the program so that we could attempt to make individual contact with each of the students already on TOPS probation. This involved collaborating with the Office of First Year Experience (OFYE) staff as well as all of the ASC counselors and graduate students. During the individual meetings, counselors helped students create an individual action plan for regaining TOPS by looking at specific details of GPA and credit hours that students would need this spring and this summer to be in good standing with TOPS in the fall. Students were also required to attend a Success Workshop of their choice, with topics ranging from "How to Study for Math" to "Financing Your Education." The workshops are designed to offer students concrete strategies for coping with setbacks, to build resilience, and to give them the skills they need to achieve success in college. Counselors also contacted an additional 73 students who had not yet earned 12 credit hours and 133 students who were not yet on probation but are still at risk of losing their TOPS at the end of the spring.

- Admission by Committee (ADMC) Students and Students with low Math ACT: In Fall 2015, the ASC identified 307 students who were conditionally admitted or scored below a 19 Math ACT. Because of changes made to the manner in which UNIV 100 is taught as explained below, the ASC had to develop a new plan for working with these students. Instead of making contact with them through a UNIV 100 class, ASC counselors used registration holds to ensure their participation in an intensive advising program. Each student met with an ASC advisor twice during the semester—once in the first two months for an initial conversation about their preparedness and the transition to college-level work and once during the traditional advising period to begin building an academic plan for future semesters. Students were also required to make use of at least one of the academic support services on campus—tutoring in The Learning Center, The Writing Center, or attending a Success Workshop. Counselors also carefully monitored the students' placement, registration, and success in math and English courses, as their ACT scores indicated a need for remediation.
- Faculty and Advisor Retention Initiatives: During both fall and spring semesters, the ASC hosts advisor trainings presented by faculty and staff across campus on new and important topics affecting advisors and students. In Fall 2015, eight workshops were offered with 258 advisors attending. We also offered advising training for departmental professionals with 102 attending. In Spring 2016, 21 advising workshops were held with more than 420 advisors attending. The University is changing to a new database system, and faculty advisors were trained in the new Banner System as it relates to advising. These Banner trainings accounted for 20 of the advisor trainings. Almost 100 administrative professionals attended two advising trainings specifically for them.
- Upper Division: In Fall 2015, the ASC identified 588 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).

- Between August 2014 and August 2015, the OFYE staff completed an extensive revision of 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 was changed 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. This was the first time in the history of the OFYE that the course enrolled 100% of first-year students in Fall semester.
- More highly-qualified instructors taught UNIV 100 in the 2014-15 academic year than in years past. There were both more faculty instructors and more doctorally-trained instructors. 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). In Fall 2015, 36% of courses were taught by instructors with a doctorate degree (as compared to 28% in the prior year). The higher percentages of permanent UL faculty participation indicate 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.

- Peer mentors were available for all course sections in the 2014-2015 academic year, as well as in Fall 2015 giving every first-year student access to a role model trained to assist them.
- There is additional evidence that the revised "Cajun Connection" has been more effective in ensuring that students are engaged in campus life early in their first year, relative to the previous model. Under the newly implemented model, first-year students spent two full days with instructors, peer mentors, and UNIV 100 classmates attending classes and activities designed to acquaint them with UL Lafayette resources, strategies for academic success, and the physical campus. The results of this event have been immediately noticeable: "Greek" (sorority and fraternity) recruitment had a record number of participants, student social events early in Fall semester also attracted record numbers (e.g., one off-campus event far exceeded expectations and reached the capacity of the venue set by the fire marshal). Participation numbers such as these are unprecedented; while anecdotal, the evidence cannot be easily explained by any cause other than the introduction of the Cajun Connection weekend.
- 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 higher in UNIV 100 was 95.15% (as compared to 89.8% in F14 and 84.6% in F11, when the course was first introduced). That is, the number of students who did *not* earn a C or better in UNIV 100 was reduced by more than half, to less than 5%.
- 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 Living and Learning Communities in the residence halls continue to be effective in increasing retention from freshman to sophomore years. In the 2014-2015 cohort, 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 semester to Spring semester) for first-year students in the LLC is 93.5%. A vast network of partners was established to provide engaging co-curricular 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. Honors, Nursing, and Engineering LLC GPAs are much higher than their counterparts. For example, 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 (staying in major) was 75% as compared to a 60% retention in the major overall. The 2014 Nursing LLC cohort retention rate (staying in major) 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 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 clarify and improve communications to both prospective students and their parents. The OFYE now produces both a "How To" series of publications (prior to student matriculation) and a Parent Newsletter (sent

throughout the first year). These have been extremely well received and parents continue to interact with the OFYE office beyond their students' first year. OFYE continues to partner with multiple campus offices 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.

- The OFYE continued its close partnership with the Academic Success Center, engaging in multiple success and retention efforts in 2014-2015, with a focus on early intervention. In Fall 2015, OFYE staff each taught a full load of UNIV 100 sections and participated in the GradesFirst attendance and grade checks as well as outreach to students in danger of losing TOPS. 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. We are now exploring a merger of the two areas to better serve students and coordinate retention and academic support services.

- **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" in the course they are tutoring. In these sessions, students compare notes, discuss readings, and develop organizational skills. 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/SG for a total of 20 courses in Fall 2015; UL students attended 3,681 times for a total of 5,834 hours. The aggregate score for TLC SI/SG attendees was a passing rate of 68.9%. Students who did not attend TLC SI/SG passed their courses at a rate of 61.6%. One course, ACCT 201, demonstrated a significant difference in academic performance for Fall 2015, finishing its second year of existence. ACCT 201 Supplemental Instruction students scored a passing rate of 64.1% vs 49.8% for non-SI attendees. For Spring 2015, TLC offered SI/SG in 18 courses. Students visited TLC a total of 1,673 times for SI & SG. Historically, the students who attend SI & SG at TLC score a passing rate (rates of As, Bs, Cs) higher than students who did not attend TLC services. The aggregate score for TLC SI/SG attendees was a passing rate of 74.1%. Students who did not attend TLC SI/SG passed their courses at a rate of 62.6%. One course, BIOL 110, demonstrated a significant difference in academic performance for Spring 2015. BIOL 110 Supplemental Instruction students scored a passing rate of 72.1% vs 47.6% for non-SI attendees.
- Individual Tutoring: In Fall 2015, TLC offered more than 100 courses for individual (one-on-one) tutoring, seeing 703 students for a total of 1388.5 hours. For Spring 2015, TLC offered more than 100 courses for individual (one-on-one) tutoring, seeing 582 students for a total of 1,252.5 hours. Tutors are available at TLC for most 100- and 200-level math and science courses as well as for subjects such as physics and English.

- STEP Lab in Lee 213: The Lee Hall STEP Lab provided computing and printing assistance for 2,205 visits in Spring 2015 and 2,646 visits in Fall 2015. +
- 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. There were 218 hours of tutoring in Spring 2015 and 818 hours in Fall 2015.

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

Freshmen have long been tracked through the ASC. ASC staff are 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 2015, students who were labeled as at-risk by faculty were contacted at multiple points throughout the semester, including an early attendance check. Any student absent from multiple classes was contacted by the ASC. The ASC staff 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 2015, a total of 25,026 (76.5 percent response rate) and 22,759 (71.2 percent response rate) grades were reported by faculty. A total of 7,265 "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 used this information to alert campus support networks and invite the student to make contact with the ASC.
- Academic Probation: Each Spring semester, the ASC identifies and contacts returning and reentry freshmen who are on academic probation. In Spring 2016, the ASC identified and contacted freshmen on academic probation requiring them to attend a "Success Matters" workshop by the fifth day of class. A total of 174 students were identified with a participation rate of 96%. Students discussed their successes and failures of the past semester, identified strategies to improve their performance for the upcoming semester, and were given an overview of the variety of campus resources available. Students who are flagged in the early warning system during the Spring 2016 semester will be contacted by ASC staff.

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

The University interacted with high schools in a number of ways in 2015-16. 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 Connection 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	2836
# Retained to 2nd Fall semester	1931	1829	2078	2087	1966	2017	2156
Rate	75.9%	73.3%	73.5%	74.3%	74.3%	76.3%	76.0%
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**	**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	2642
# Retained to 3rd Fall semester	1660	1623	1542	1719	1721	1651	1696
Rate	62.4%	63.8%	61.8%	60.7%	61.3%	62.4%	64.2%
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**	**YES**

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	2566
# Graduated within 150% of time	959	1086	1048	1131	1229	1206	1241
Rate	40.1%	42%	40%*	41.4%	43.9%	44.8%	48.4%
Target		40.5% (38.5% - 42.5%)	42% (40% - 44%)	43% (41% - 45%)	45% (43% - 47%)	47.5% (45.5% -49.5%)	50% (48% - 52%)
Actual 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**	**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	13739.4
Expected # of Awards*	3316	3337	3411	3434	3342	3347	3435
# Awards	2124	2138	2279	2348	2426	2527	2580
Ratio of Awards/ FTE	.1601	.1602	.167	0.171	0.182	0.189	0.188
Award Productivity*	64%	64%	66.8%	68.4%	72.6%	75.5%	75.1%
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**	**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	133
# Admitted by Exception	1	2	30	15	24	40	46
Rate	.5%	1.18%	6%	5.3%	15.3%	22.6%	34.6%
# in Freshmen Admitted (Fall)	2581	3038	2946	2814	3044	3472	3746
# Admitted by Exception	139	147	149	299 (150 ADMC +149 CONF)	131	111	131
Rate	5.4%	4.8%	5%	10.6%	4.3%	3.2%	3.5%
# in Freshmen Admitted (Spring)	292	248	286	195	179	195	170
# Admitted by Exception	14	11	16	6	7	8	9
Rate	4.8%	4.4%	5.5%	3.1%	3.9%	4.1%	5.3%
# in Freshmen Admitted (Total)	3021	3455	3412	3293	3380	3844	4049
# Admitted by Exception	174	185	195	320	162	159	186
Rate	5.8%	5.4%	5.7%	9.7%	4.8%	4.1%	4.6%

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	2,517
% Change		.7%	7.1%	7.8%	10.3%	17.3%	18.9%
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	38
% Change		0%	0%	5200%	8000%	3400%	3800%
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	2,555
% Change		.7%	7.1%	10.3%	14%	18.89%	20.7%
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**	**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	456
% Change		3.7%	2.9%	-9%	12.2%	7.1%	20.6%
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	46
% Change		21.9%	-6.3%	53.1%	62.5%	59.4%	43.8%
Target		21.9%	3.1% (33)	6.3% (34)	9.4% (35)	12.5% (36)	18.8% (38)

***Year 6: Plus 2 Professional Certificates and 5 Grad Certificate: 456 + 7 = 463 which is 22.5%.**

	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	502
% Change		5.1%	2.2%	-4.1%	16.1%	11.2%	22.4%
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**	**YES**

***Year 5: Plus 5 Graduate certificates and 2 PMC = 502 + 5 + 2 =509, for a 24.1% increase.**

	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	3057
% Change from baseline		+1.46%	+6.4%	+7.9%	+14.4%	+17.6%	+21%

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	8
Fall	78	61	173	115	325*	555	763
Winter							
Spring	85	129	146	190	381	501	690
TOTAL	172	197	326	312	717	1064	1461

*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	28
Fall	318	249	564	378	1026	1703	2260
Winter							
Spring	352	455	617	707	1380	1756	2355
TOTAL	705	733	1213	1112	2465	3495	4643

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	18
Fall	294	204	534	357	965	1665	2164
Winter							
Spring	322	445	596	690	1334	1695	2316
TOTAL	651	677	1162	1074	2358	3396	4498

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 2015	8	6	75%
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 2015 Dietetic Program Internship Program	 7 17	 5 15	 71.4% 88.2%
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 2014-September 2015	17	16	94%
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 2014-Spring 2015	32	32	100%

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	276
# taking exam	302	307	312	332	304	296	276
Calculated Rate	100%	100%	100%	100%	100%	100%	100%
Target				98%	98%	98%	98%
Met?				**YES**	**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	124
# taking exam	124	102	137	132	127	130	128
Calculated Rate	96.77	97.06	93.43	94.70	100%	96.92%	96.88%
Target				95% (93%-97%)	95% (93%-97%)	95% (93%-97%)	95% (93%-97%)
Target Met?				**YES**	**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 2015-16 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 Spring 2015. 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	Cohort Group	Summer	Cohort Group	Transfer Total SUFA14
Fall 2014	826	Summer 2014	213	Total 2014	1,039
Fall 2015	980	Summer 2015	227	Total 2015	1,207
Difference 2014 v. 2015	+ 18.6%	Difference 2014 v. 2015	6%	Difference 2014 v. 2015	+ 16%

Cohort Group	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Difference
Transfer	396	510	518	503	- 2%

TRANSFER RECRUITMENT SUMMARY: During the 2015-16 academic year, the Office of Undergraduate Admissions & Recruitment continued execution of the 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 actively recruits 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 to determine the level of outreach to be performed. Targeted recruitment visits, a collaboration between the Office of Undergraduate Admissions & Recruitment and the Academic Success Center, which included organized advising sessions at specific campuses, were scheduled at community colleges across Louisiana.

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 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	Spring 2016
Applicant	458	1,867	1,183	1,064
Admit	257	1,009	594	533
Enroll	213	826	518	503
Admit to Enroll YIELD	***82.9%***	***81.9%***	***87.2%***	***94.3%***

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.

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 has been enhanced and has continually generated increased transfer enrollment.

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 2015:

- Continued the bridge program between SLCC and UL Lafayette in which 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 Lafayette Campus each month. The dates are arranged by the Career and Transfer Services Center at SLCC. In Fall 2015, five visits to the Lafayette campus and one visit to the New Iberia campus were organized. In the future, visits will also be arranged at the Opelousas campus as more college courses are being offered to students. At each campus visit, students are assisted with questions regarding the transfer application process, transfer credit articulation and academic scholarship information.
- In Fall 2015, the Transfer Specialist visited the campuses of Baton Rouge Community College and Delgado Community College three times over the course of the semester to answer questions regarding the transfer application process and transfer credit articulation. The Transfer Specialist will continue to represent the University in Spring 2016.

- **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 2016, the Transfer Coordinator reached out to SLCC students (53 students/27 percent of SLCC transfer population) that earned less than a 2.0 semester grade point average the first semester of enrollment at the University. The outreach was designed to further explain services for students, specifically academic support information and to offer the students the opportunity to meet with the Transfer Coordinator to evaluate transitional issues. This same outreach was provided to students underperforming from Delgado Community College (4 students/33 percent of Delgado transfer population) and Baton Rouge Community College (5 students/25 percent of BRCC transfer population). At the conclusion of the Spring 2016 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 student 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. 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. ARTICULATION AND TRANSFER (2-3 pages)

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	1216
# retained to next Fall semester	651	795	820	811	735	815	875
Rate	71.8%	74.1%	69.8%	75.5%	72.9%	74.1%	72.0%

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	683
# retained to next Fall semester	336	417	463	528	431	497	539
Rate	78.3%	78.7%	74.1%	79.6%	80.1%	79.3%	78.9%
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**	**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	2542
# who began as transfers	661	658	619	609	650	725	790
Percentage who began as transfers	31.7%	31.1%	27.2%	26.5%	27.8%	29.2%	31.1%

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	227
# Admitted by Exception	1	2	4	11	7	2	3
Rate	.5%	1.2%	2.2%	11.5%	3.1%	0.9%	1.3%
# Transfers Admitted (Fall)	643	707	756	651	807	826	980
# Admitted by Exception	21	24	41	49	36	50	34
Rate	3.3%	3.4%	5.4%	7.5%	4.5%	6.1%	3.5%
# Transfers Admitted (Winter)							
# Admitted by Exception							
Rate							
# Transfers Admitted (Spring)	422	410	401	396	510	518	503
# Admitted by Exception	16	26	15	32	25	22	7
Rate	3.8%	6.3%	3.7%	8.1%	4.9%	4.2%	1.4%
# Transfers Admitted (TOTAL)	1260	1287	1335	1143	1541	1557	1710
# Admitted by Exception	38	52	60	92	68	74	44
Rate	3.0%	4.0%	4.5%	8.0%	4.4%	4.8%	2.6%

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	151
# retained to next Fall semester	17	24	27	39	68	63	104
Rate	85%	63.2%	73%	76.5%	74.7%	71.6%	68.9%

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	2542
# who began as transfers w assoc degree	2	8	11	25	20	40	59
Percentage who began as transfers w assoc degree	.1%	.38%	.48%	1.1%	.9%	1.6%	2.3%

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)	# 1,575 (FR) 355 (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	0
# retained to next Fall semester	0	0	0	0	0	0	0
Rate	0%	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	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 the 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 (which was extended into Fall 2015), following the recommendations of their Deans, are Psychology, Civil Engineering, Visual Arts, Counselor Education, Allied Health, and Mathematics.

  The selected departments complete an extensive self-study that provides a quantitative and qualitative analysis of data relative to students (recruiting, enrollment, graduation rates, retention, post-graduation employment); faculty (workload and course assignments, scholarship and productivity); and programs (mission, curricula, quality of instruction, economic or cultural development, distance learning). Many of the required self-study elements mirror those required by peer institutions. By December 2015, the SPRC had accomplished the following: (1) reviewed the final written reports resulting from the academic program reviews, including any proposals to restructure an academic program based on the action plan described in the self-study; (2) conferred with the Assistant Vice President for Academic Programs on ways to strengthen the academic program review process, and (3) made recommendations to the Dean of the program's college and the Provost about actions to be taken in order to improve the academic unit accordingly.

  Programs to be reviewed in 2016 include Architecture, Industrial Design, Accounting, Electrical and Computer Engineering, English, and Chemistry.

- **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.**

  - **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 Workforce Investment Board (LWIA #40). This year the Assistant Vice President for Research was appointed to the LWIA #40 and has been involved in several initiatives including working on the

Eligible Training Provider List to develop training programs for high demand jobs – including the UL-Lafayette Athletic Training Program. Additionally, the University has been involved with other engines of workforce and economic development including the Lafayette Economic Development Authority (LEDA), the Louisiana Innovation Council, the Louisiana Universities Marine Consortium (LUMCON), and The Water Institute of Gulf among others. Within these economic engines during the past year, the Provost of the University and the Vice President for Administration and Finance both served as Members-at-Large to the LEDA Board of Commissioners. When the Provost resigned to take another position outside of the state, the Vice President for Research was appointed to take his place. The Vice President for Research is also the Chair of the Louisiana Immersive Technologies Enterprise (LITE), was Chair of the LUMCON Board and Chair of the committee to develop a business plan for LUMCON. Currently the Assistant Vice President for Research is on the Comprehensive Economic Development Planning Group to formulate an economic development plan for the Acadiana Region with an eye to both economic development and job growth.

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

UL Lafayette is in its seventh 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,

- **Improved technology/expanded distance learning offerings during the reporting year.**

Included in the University's Strategic Plan 2009-14 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 2015-2016 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. At the beginning of the Fall 2015 semester and after a year of faculty and staff testing, a campus-wide upgrade of Moodle was launched. The upgrade provides a more mobile friendly and responsive system to allow greater access to students using tablets, phones, and other mobile/wearable devices. It also provides an increased range of resources and activities for faculty who are web-enhancing their courses or teaching hybrid or online course sections. In Fall 2015 and Spring 2016, UCSS continued partnering with the ODL to host the Moodle Users Group (MUG), a faculty forum on the functionality of the learning management system. The UCSS IT Help Desk completely reformatted its self-service knowledge base for the updated version of Moodle and now includes a list of Popular Moodle Articles based on visitor clicks. View the reconfigured site at this link - http://helpdesk.louisiana.edu/moodle2_7. The Office of Distance Learning also began creating, editing, and hosting a repository of faculty videos on the uses of features in Moodle in a YouTube playlist. Finally, UCSS and ODL collaborated to update the Learner Support block in

the new version of Moodle. These enhancements are user-focused, providing more information in a targeted layout for students. Specifics on those improvements can be viewed at this link - https://ullafayetteon.wordpress.com/2015/08/12/learner-support-block/.

***EDUTools*:** Contracts for six instructional technology tools (EDUTools) were started or renewed for the 2015-16 academic year including:

- Adobe Connect is UL Lafayette's web-conferencing solution with 40 meeting room host licenses that can accommodate 100 students in each virtual room. As of March 3, 2016, 25 meeting room hosts have been reserved through the new web request form on the EduTools website. Once a faculty member has a meeting host, they can create an unlimited number of meeting rooms to accommodate each class taught. Thirty-eight distinct virtual rooms were created during the Fall 2015 semester with 177 hours of virtual classroom time logged. Thus far in the Spring 2016 semester, 50 distinct virtual rooms have been created with 118 hours of virtual classroom time logged.
- Panopto, a video 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, there are 2,526 faculty and staff users. A total of 3,052 sessions have been recorded with 172,594 views of the sessions from August 1, 2015 to February 29, 2016.
- Proctoring. Two integrated virtual proctoring services are currently offered to faculty, Examity and ProctorU. These options provide instructors freedom to select the best proctoring solution for their courses and students. Examity's partnership with the University is part of compliance efforts to achieve SACSCOC student authentication policies. Examity now offers examiKey, a free full scale keystroke biometric service which was implemented during the Spring 2016 semester. This system further enhances security and authentication opportunities. Examity offers 5 levels of service from which faculty may select: Level AA (automated authentication), 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. Examity has proctored 614 exams from August 2015 to March 2016. ProctorU's service consists of live proctoring of all tests, with instructors able to review videos of any examinations if there are any incidents noted by the proctor. During the Fall 2015 semester there were 11 instructors using ProctorU and the service has proctored 1,059 exams during this time period.
- TurnItIn (TII) is a three-in-one service for the entire campus that has online plagiarism detection, a grading component called GradeMark, and a student peer to peer assignment review component called PeerMark. From August 2015 to February 2016, 233 faculty members have used this service with 8,896 students submitting a total 19,108 papers into TII web services. Instructors have used GradeMark on 11,896 submissions with 18,728 Originality Reports being generated and 664 PeerMark submissions. TII is embedded within Moodle, making it more accessible and easier to use. During the 2015-16 academic year, instructional design staff in the Office of Distance Learning worked to fully test the PeerMark function with the upgraded Moodle platform.
- VoiceThread is an online media tool that incorporates the uses of audio, pictures and/or video into an online course's discussion to facilitate student interaction and engagement. Thirty Pro licenses have been integrated into Moodle for ease and use. Currently, there are 21 Pro licenses being used with 323 student accounts created from a total of 970 student basic licenses.

After-Hours and Weekend Technical Support - Faculty, staff, and students can seek assistance after normal business hours on software, hardware, or issues with UL Lafayette-managed platforms such as Zimbra (email), Moodle (learning management system), and ULink (portal) from this contracted IT Help Desk. From March 1, 2015 - January 30, 2016, 1,491 help desk incidents were handled by this service, which is a 16% increase of 206 incidents over the 1285 incidents from March 1, 2014 – January 30, 2015. Presently, a renewal is being negotiated by the IT Help Desk, who will completely manage the contract and service integration under the parameters of a new contract.

Online Tutoring - In partnership with the Academic Success Center, the ODL continued its investment in a contract with Link-Systems International to provide NetTutor 24/7 online tutoring and writing assistance services during the 2015-16 academic year. During the Fall 2015 semester, students in 120 hybrid and online course sections were served through 292 hours of tutoring over 818 total visits.

The Director of Distance Learning reported additional progress of distance learning initiatives during 2015-16 academic year:

- Program development initiatives. Strategic Imperative 3B of the University's 2009-2014 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. The University has successfully achieved the targeted measure. The Graduate Certificate in Professional Writing program was launched in Fall 2015 giving UL Lafayette a total of 10 online degree programs for the 2015-16 academic years. Achieving the targeted measure was accomplished through adding new programs and discontinuing low enrollment programs, a sustainable model for growing online programs. Total enrollment in all degree programs surpassed 1,000 students for a second consecutive fall in fall 2015.
- Faculty Professional Development. A new faculty certification milestone was reached during the 2015-16 academic year by achieving more than 200 active faculty certified to teach hybrid or online courses, approximately one-third of the faculty population at UL Lafayette. As of March 1, 2016, a total of 202 active faculty and 45 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 Matters 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, 81 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**	3***

*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.
***Two PMC Nursing programs and the UL System Organizational Leadership program

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	0

*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	115
# of programs aligned with needs			97	113	115	118	115
% of programs aligned			100%	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	130
# of course sections that are 100% distance delivered	44	38	159	235	330	354	440

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	3,486
# of students enrolled in courses that are 100% distance delivered	239	224	4081	5,399	8,555	10,170	13,032

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	2****
Post-Baccalaureate				
Grad Cert		1	3	3
Masters	2	2	3	3*
PMC	2	2	2	0**
Specialist				
Doctoral	1	1	1	1***
Professional				
TOTAL	8	10	12	9
Target (Total Programs)	4 (3-5)	6 (5-7)	8 (7-9)	9 (8-10)
Target Met?	**YES**	**YES**	**YES**	**YES**

***The Master of Education – Education Leadership is a Hybrid program and is not counted in this number.**
****Program offerings discontinued due to low enrollment.**
*****New pathway (BSN to DNP) implemented and enrolled students in collaboration with partner, Southeastern Louisiana University.**
******RN to BSN not counted in this number.**

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)

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. This past year we expanded our 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 as noted in the changes described below that reach across large areas of the research and economic development mission. These efforts have a broad-based impact throughout the region and state. 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 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.

There are typically two standard indicators of research productivity that we employ as overall metrics. The first involves the 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 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 to the NSF HERD Survey 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. This was an increase of approximately $10,000,000 from the previous year. This data can be found in Table 1. Research and Development Expenditures for UL Lafayette for each fiscal year since 2009 are reported in Table 2. The second metric is our ranking in the recent 2015 update of the Carnegie Classification of Institutions of Higher Education. This is a 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.

With respect to the HERD survey, these expenditures were further analyzed to evaluate our alignment with key economic development industries using the growth sectors identified by LED, Battelle and the BOR Master Plan Research Advisory Council (MPRAC). The six Growth Sectors include: Advanced Manufacturing and Materials, Clean Tech and Energy, Coastal and Water Management, Digital Media and Enterprise Software, Entertainment, and Life Sciences and Bioengineering. Of the $77,300,786 total R & D expenditures reported for FY 2015, approximately $59,202,582 or 76.65% was spent in research and development activities related to the six 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 with which they were involved during the reporting period. For the 2014-15 year, of the 416.2 research/instructional faculty (FTE), 134 held active research and development grants/contracts or served as PI or co-PI. This represents approximately 32.20% of the total number of research/instructional faculty (FTE), which is comparable to what was reported in the previous year. For the 2014-15 year, of the 416.2 research/instructional faculty (FTE), 79 held active research and development grants/contracts or served as PI or co-PI on projects related to the six identified growth sectors. This represents approximately 18.98% of the total number of research/instructional faculty (FTE), which also represents an increase of four PIs and approximately the same percentage that 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 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. However, there has also been a concerted effort to broaden the inter-disciplinary efforts in technology development across all STEM units and even several non-STEM units (Education, Architecture) so that there is cross-disciplinary collaboration. For the first time at the University, active technological development and technology transfer is occurring in all STEM areas. For this reason there has been an increase in collaborative projects that result in creating solutions to several problems simultaneously. Due to space limitations in this report, our focus was placed on only several of the collaborations and on several large scale initiatives that continue to be focused to the University's research and development efforts in Louisiana's key economic development industries.

With regard to collaborative efforts that create dual or even multiple solutions that address the key economic development industries, there have been a number of projects across disciplines that create a synergy of problem solving. Some examples that have resulted in active patent applications at this time are as follows:

- Bone Glue Modified Asphalt Binders: Two Civil Engineers working across Advanced Materials and Clean Technology have developed a method of using "bone glue" (BG) modified asphalt which is a more efficient and effective binder in asphalts to create an improved polymer modified asphalt (PMA) that can be blended at lower temperatures than other PMA and which exhibits superior rheological and mechanistic properties. BG is a protein-based glue made from collagen extracted from animal bones, hides, and flesh waste that is widely commercially available. This results in reduced manufacturing costs, better performing PMA, and utilization of waste products for advanced materials manufacturing.
- Using Semantic "Juice" for Software Analytics to Rapidly Locate Similar Code Fragments: In software analytics there is a need for the comparison of binary executables in applications such as threat-detection via malware analysis and copyright infringement so that analysis of similar binaries can occur across extremely large collections of malware and to demonstrate software originality when questions of copyright arise. Current technologies developed to accomplish such analytics have suffered from low sensitivity, scalability, and robustness. Computer scientists at UL Lafayette have employed an algebraic generalization of the denotation semantics of a software program to capture

the essential relations established by a piece of code, independent of choices of registers or literal constants. This is referred to as "juice" and the algebraic generalization as "binjuice". In this innovation, the "juice" serves as a template of the code that is invariant against choices made by compilers or by code obfuscation tools, and it permits fast-matching and effective matching of related code. This results in real-time threat detection and can serve as an analytical node within the intelligence community.

- New Algorithm and Tool for Accurate Protein/Chemical Three-Dimensional Structure Comparison: A computer scientist and a chemist at UL Lafayette have collaborated with researchers at R3 Sciences to create an algorithm based upon the three dimensional distances between two atoms within proteins for comparison purposes. Based upon the mapping of triples of atoms into spatial triangles and then converting atom types and the geometry of the triangle into features, an algorithm for 3-D protein comparison has been developed. This unique approach to protein or chemical structure comparison is intended to improve the methods and aims of extracting 3-D structural information and converting it into knowledge to be used in discovering protein functions for understanding life, designing drugs for disease treatment, and developing catalysts for environmental and manufacturing purposes.
- Multi-functional Open Graded Friction Course (MOGFC) for in-Situ Treatment of Highway Runoff: Storm water runoff from highways/roadways contains both organic and inorganic contaminants. Conventional methods of treating runoff are land intensive and have high maintenance costs. Traditional open-graded friction course (OGFC) has little to no ability to remove dissolved (as opposed to particulate) organic matter and heavy metals (primarily Cu and Zn) from highway storm runoff. To overcome these limitations, the University has developed a novel multifunctional open graded friction course (MOGFC) for in-situ highway runoff treatment. MOGFC is created by adding technically selected additives into the voids of the OGFC. The additives in MOGFC stay in the pore spaces/voids and adsorb heavy metals when water soaks into the voids vertically and drains out laterally. This novel treatment technology removes the dissolved (as opposed to particulate) organic matter and heavy metals and eliminates the need for external treatment facilities. The result is that this innovation removes dissolved metals (Cu/Zn)/pollutants from runoff, eliminates the need for external treatment facilities, and saves on land usage and maintenance costs.

With regard to large scale initiatives, the continued growth of the NSF funded Center for Visual and Decision Informatics (CVDI) should be mentioned. CVDI is an NSF Center in the area of "Big Data: Visual and Decision Informatics" and fosters industry-driven scientific innovations in the transformation of "big data" into decision making tools. The Center is a collaboration between UL Lafayette and Drexel University. This year CVDI has added an international collaborator. Tampere University of Technology in Southern Finland has joined as the first international site of CVDI. Along with Tampere, three Finnish companies (Tieto Finland Oy, M-Brain Insight Oy, Microsoft Mobil) have joined about a dozen private companies and government agencies as the newest CVDI members. In the past two years the Center has completed ten projects that generated 36 discoveries that could potentially earn patents. These innovations in big data informatics should greatly enhanced activities in several of the key economic development industries and in aspects of life sciences and healthcare in Louisiana since two state government agencies are collaborative members of CVDI.

Another large scale initiative involves the New Iberia Research Center (NIRC) which 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. NIRC has been a successful research center with regard to biomedical research via industrial collaborations and contracted research services. With the hiring of a new director in the Summer of 2015, an initiative was established to continue expanding NIRC's industry collaborations and contracted research

activities while simultaneously developing a stronger research agenda based upon sponsored research activities. This initiative includes consultation and modifications with our principal contracted partners to further enhance our biomedical contract research, adding a section at NIRC to develop and administer sponsored research via federal and private grants, and building new laboratories to enhance both contracted and sponsored research. The Director brings with him a long history of federal sponsored research and several additional researchers to work within the sponsored research area. This initiative should greatly enhance our research productivity and technology transfer activities in the life sciences.

To further enhance UL Lafayette's technology commercialization enterprise, there have been other steps taken within the Office for Research and several academic units beyond the specific examples listed above. These programmatic steps include continuation of initiatives to improve productivity and technology transfer activities related to the previously cited economic development industries and several new steps taken to create new initiatives. Continued initiatives include:

- Higher Quality Patent Filings: To enable initial invention disclosures, the Office of Innovation Management within the Office for Research has continued to meet with academic units and individual researchers to better educate our academic and research faculty/staff on the types of intellectual property that should be considered for patents and the process for ensuring quality disclosures, the evaluation process, and how patent applications are handled in order to increase the chances that the patent is awarded. This process is resulting in both a larger quantity and a higher quality of these disclosures.
- Intellectual Property and Commercialization Incentives: As discussed in the previous year's report, the Office of Research, along with the Office of the Provost and the academic deans, is continuing the discussions on establishing the creation of intellectual property as a tenure metric for faculty promotion. This 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: With the goal of exploring the employment of a non-profit research foundation to advance research endeavors at UL Lafayette, continued progress was made in the investigation of such a foundation. These steps included preparation of a draft Articles of Incorporation and Bylaws and its dissemination to current internal stakeholders to comment and a discussion of the advantages and disadvantages as perceived by these stakeholders.

Some new Initiatives:

- Establish a standardized process for the creation and the annual reauthorization of research centers and institutes across campus, regardless of their reporting structures. Connect the reauthorization of centers and reappointment of directors to annual evaluations and unit performance related to growing research funding and building research infrastructure as these centers become more effective and efficient especially as they relate to research productivity in key economic development industries and technology transfer.
- Establish a performance-based budgeting process for research centers that receive institutional investments and report to the VP for Research. In addition, identify mechanisms for generation of resources (potentially through the return of larger percentages of indirect costs) to centers that do not receive annual institutional allocations.
- Work with economic development partners and the B.I. Moody III College of Business to advance "AcceleRagin," the university's business accelerator - develop appropriate processes and rigorous programming to support the innovation and entrepreneurial ecosystem.
- Work with the University Administration in renaming the unit the Office of the Vice President for Research, Innovation and Economic Development (ORIED) to illustrate the University's commitment to research-driven and innovation-based economic development.

Collaborations during the reporting year with LED, 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.

During 2015 research activities at UL Lafayette continued to have a broad-based and significant impact on economic development and technology transfer throughout the Acadiana region and the state. This is generally due to the fact that UL Lafayette is committed to work with the economic development entities and with various industrial partners – large and small – 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 BOR Master Plan Research Advisory Committee (MPRAC) recommendations. Due to several specific initiatives that occurred during this year, the University has worked especially closely with several regional development organizations. UL Lafayette had two Members-at-Large on the LEDA Board of Commissioners and three members of the Board for the Louisiana Immersive Technologies Enterprise (LITE), including the Vice President for Research who served as the Chair of the LITE Board. The Vice President for Research also served as the Chair of the Louisiana Universities Marine Consortium (LUMCON) Board and Chair of the committee to develop a business plan for the consortium. The Assistant Vice President for Research served on the Comprehensive Economic Development Planning Group to formulate an economic development plan for the Acadiana Region with an eye to both economic development and job growth.

During 2015, the Office of the Vice President for Research continued to work with three IT companies that located offices in Lafayette. Along with LED and LEDA, the Office of Research assisted in a number of activities. Specifically, a liaison between CGI and several academic units involved in health informatics was initiated and assistance with recruiting efforts continued as in 2014. With continued support from CLECO, the UL Lafayette Alternative Energy Center in Crowley continued its expansion and research activities regarding fuel generation from regional biomass and its commercialization, and the state of the art solar field with planned expansions in Crowley and in Lafayette is proceeding. With the assistance of U.S. Senator Cassidy, the College of Engineering held an energy forum in the Spring 2016 attended by numerous industries and researchers. The New Iberia Research Center has established collaborations with a Regional Medical Center to collaborate with imagining studies in the life sciences as an extension of its sponsored research initiative mentioned previously. Finally, the Cajun Code Fest (4.0) which was established in 2012 by the UL Lafayette Center for Business and Informatics has expanded to a longer coding competition and this year is focusing on developing health care technology to benefit people with diabetes. The new format has three phases over a six month period (rather than the previous 27 hours) which will give participants more time to develop ideas and create a strong product.

In terms of newer collaborations, the University has worked with LED and LEDA to recruit a manufacturing and service center to serve global oilfield services customers. Insitu Data Solutions Inc is a Canadian-based IDSI that will locate in the LITE Center within the University Research Park. The project will create 17 new direct jobs averaging more than $46,400 per year plus benefits. An additional 22 new indirect jobs are estimated from this venture.

In 2015, the Louisiana Business Emergency Operations Center (LA BEOC) opened on the UL Lafayette campus. Located within Abdalla Hall in the University Research Park, this move to UL Lafayette as well as the opening was sponsored by the Louisiana Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP), LED and the NIMSAT Institute at UL Lafayette. This Center is a statewide business

emergency operations center that provides situational preparedness, coordination and resource support to the private sector to ensure economic stability and enhance local residence against emergency and disaster events.

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, the University assisted a number of companies including several that resulted from institutional research. None of the start-ups from last year were lost; all are surviving startups resulting from institutional research and/or partnerships that continue to operate, including:

- 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.
- eNovativePiano: eNovativePiano is a surviving start up resulting from the efforts of University faculty (Dr. Suzanna Garcia and Dr. Chan Kiat Lim). It is 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.

New results from University/Industry/Business collaborations include the following:

- Cythereal: A start-up by a computer scientist at UL Lafayette based upon the "binjuice' technology previously discussed. With the assistance of the University, the researcher has taken a leave of absence and with patents pending has launched a start-up based upon the potential of this innovative technology.
- Close Order: The founder of the video game start-up Reconteur Games, Nicholas LaBorde, was a student in Management and participated in AcceleRagin', the University's entrepreneurship accelerator program. The program assisted him with his business plan and other start-up necessities. While still a student in the MBA program, he and his collaborators established the company and introduced their first game, Close Order. Close Order has received praise from industry leaders in reviews posted on Stream, a digital distribution platform for personal computer video games.
- Trigon Associates LLC: With the assistance of the Louisiana Procurement Technical Assistance Center at UL Lafayette, this New Orleans-based company has been awarded a $600 million federal contract to supervise the design and construction for infrastructure projects sponsored by the U.S. agency for International Development involving water resources, water supply, wastewater, utilities, transportation, and facilities. A women-owned engineering, consulting, and management firm, Trigon Associates' contract is for five years and will provide economic and humanitarian assistance to more than 80 countries.
- Pond Doctor: David Bertrand worked with the Louisiana Small Business Development Center (LSBDC) at UL Lafayette to establish a business specializing in removing aquatic weeds from ponds, bayous, fisheries and streams. LSBDC assisted him in developing a business plan, financial models, price structuring, and marketing, adding to the over 7,000 small businesses that LSBDC has assisted since 1983.
- In order to stimulate the creation of startup companies based on University-developed technologies, the Office of the Vice President for Research has continued the development of an entrepreneur fund which provides University faculty with seed money to establish a limited liability company, along with some business training to aid the faculty in moving the company forward.

With the activities of the Office of Innovation Management and the culture of innovation that it fosters, the University has been more active in collaborating with Louisiana companies in the submission of SBIR/STTR proposals and is hopeful that these collaborations will result in the awarding of federal dollars in the state.

Using most recent data available, research productivity and technology transfer efforts in comparison with peer institutions, provide any relevant metrics to demonstrate comparisons.

In benchmarking how UL Lafayette compares with its peers in terms of research productivity, data from the NSF Survey of Research and Development Expenditures at Universities and Colleges can be used for analysis purposes. The most recent data available from the NSF/Division of Science Resources Statistics is that reported for FY 2014. For comparison, separately budgeted R&D expenditures in the sciences and engineering, reported by source of funds for FY 2014 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 as reported for FY 2005 through 2014 is reported in Table 3. Table 4 lists the institutions and their R & D expenditures by sponsor type as reported for FY 2014. As can be seen, 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 2014 for the selected peer group was $ 44,945,000. For UL Lafayette, this amount in FY 2014 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 2014 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 5. 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 14-15**
Total number of research/instructional faculty (FTE) *	754	789	758	425.84	417.68	409.06	416.2
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts	166	168	165	173	143	133	134
Percentage of faculty holding active research and development grants/contracts	22.01%	21.29%	21.77%	40.63%	34.23%	32.51%	32.2%

*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 14-15**
Total number of research/instructional faculty (FTE) *	754	789	758	425.84	417.68	409.06	416.2
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	79
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%	19%

*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	13,212,000
State and local governments	9,994,000	11,148,000	11,337,000	11,715,000	10,552,000	9,099,000	7,169,000
Industry[1]	0	2,797,000	5,504,000	7,871,000	10,447,000	13,001,000	13,097,000
Institution funds	17,195,000	20,755,000	24,109,000	26,208,000	28,651,000	30,993,000	31,986,000
All other sources[1]	14,155,000	12,229,000	9,899,000	7,098,000	4,091,000	1,104,000	2.940,000
TOTAL $[2]	61,741,000	65,196,000	67,638,000	69,120,000	68,342,000	66,827,000	68,404,000
# research faculty as reported in 3.c.i[3]	440.59	444.01	440.91	425.84[3]	417.68	409.06	416.2
$ per FTE	140,133	146,835	$153,405	162,314	163,623	163,367	$164,354
Target				154,000	158,000	161,000	162,500
Target Met?				**YES**	**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	$9,060,800
State and local governments	6,739,000	6,807,000	6,837,000	6,772,000	5,991,000	5,403,000	$4,010,000
Industry[1]	0[1]	2,749,000	5,451,000	7,544,000	10,119,000	12,652,000	$12,666,800
Institution funds	11,725,000	13,412,000	14,558,000	14,875,000	15,438,000	16,605,000	$18,602,000
All other sources[1]	9,664,000	8,242,000	6,705,000	4,537,000	2,454,000	536,000	$560,800
TOTAL[2]	$35,943,000	$38,773,000	$41,872,000	$42,753,000	$43,477,000	$44,638,000	$44,900,400

[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**
Patent Applications				2	7	5	8
Patents awarded	3	4	2	0	1	0	0
Disclosures	6	5	6	8	14	15	10
Licenses awarded	2	2	2	0	0	4	1
Options awarded	Not Applicable	Not Applicable	Not Applicable	Not Applicable	0	0	0
New companies (start-ups) formed	1	1	1	0	0	0	1
Surviving start-ups	5	3	5	3	3	3	4

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) INSTITUTIONAL EFFICIENCY AND ACCOUNTABILITY (1-2 pages)

INSTNAME
Found Employed 2nd Qtr
Found Employed 6th Qtr
State Citizenship Status2
Ethnicity
Program Description

	Sum of Found Emply Q2					Sum of Found Emply Q6				
Max Degree Level	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Baccalaureate	69.3%	64.5%	70.7%	69.7%	68.8%	63.7%	65.4%	67.9%	67.2%	0.0%
Masters	45.5%	40.6%	53.5%	54.2%	59.5%	42.5%	47.3%	53.2%	55.7%	0.0%
Doctorate	33.3%	33.3%	20.4%	44.2%	37.3%	30.8%	36.7%	18.4%	36.5%	0.0%
Grand Total	**65.1%**	**60.7%**	**67.6%**	**66.9%**	**66.9%**	**60.0%**	**62.5%**	**65.1%**	**64.9%**	**0.0%**

Data provided by Board of Regents

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.**

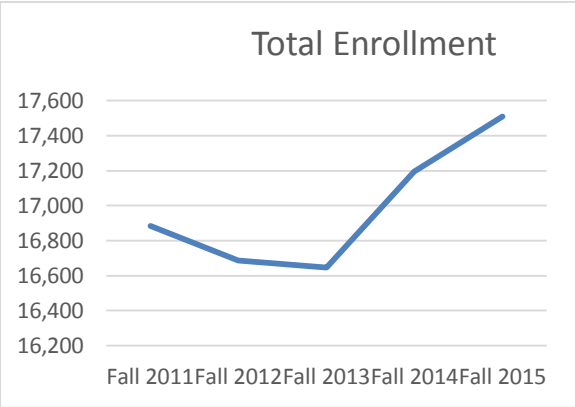
The University did not offer any developmental courses in Fall 2014 and Spring 2015 and will not in the future. The University awards no associate degrees.

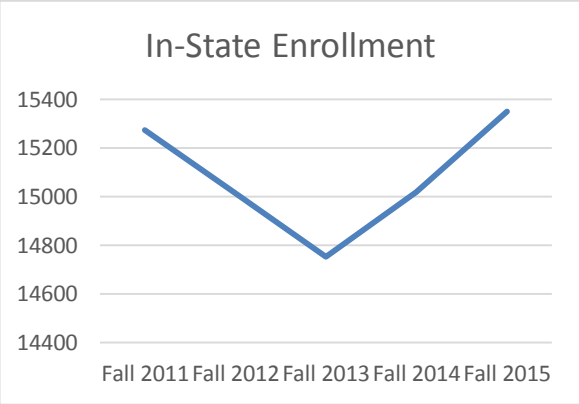
- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**
-

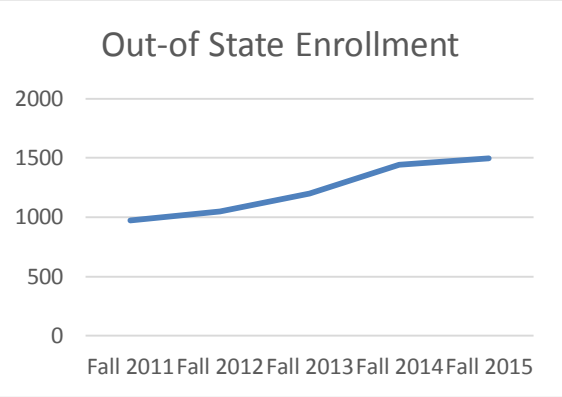
Proposed Out-of-State Tuition Schedule FY 2015-16; SREB Median FY 2013-14; SREB Category 2		$19,800
Proposed Tuition based on Estimated SREB Tuition Increases[5] 5.34%	**SREB Target**	**ULL Proposed**
FY 2010-11	$16,490	$12,998
FY 2011-12	$17,205	$13,485
FY 2012-13	$19,230	$14,308
FY 2013-14	$19,800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

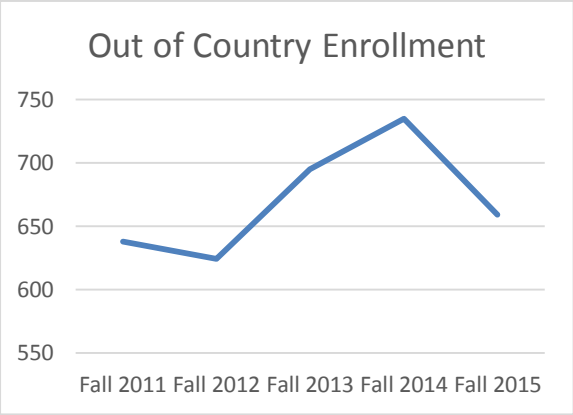
When devising the original plan five years ago, the University decided to take a conservative approach to implementing tuition increases over the five-year period. Although, as the charts below illustrate, in-state-enrollment is generally the determinant in overall enrollment trends because 90% plus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

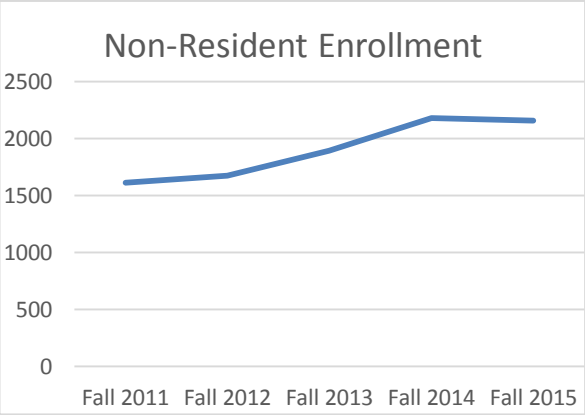
From Fall 2014 (17,195) to Fall 2015 (17,508) total enrollment increased by 1.8 percent overall with in-state enrollment also increasing by 2.2 percent (15,018 to 15,352) and non-resident enrollment decreasing by one percent (2177 to 2156). The out-of-state portion of nonresident enrollment actually increased by 3.8 percent (1,442 to 1,497), and the out-of-country enrollment decreased by 10.3 percent (735 to 659), all despite a 14.01 percent increase in tuition from Fall 2014 to Fall 2015. Tuition revenue from non-resident sources in Fall 2015 rose to $47,371,632.

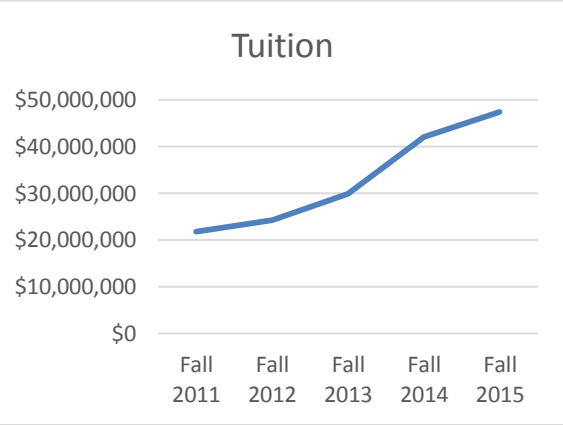












- **Progress toward Accreditation**

  Of the 70 (56 mandatory and 14 recommended) programs eligible for accreditation, 68 were reported as accredited on the CRIN. The BS in ITEC underwent an accreditation visit in Spring 2015 and is pending. One mandated program, MS System Technology, is a new program and has not applied for 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	0
Course sections in English	7	9	8	0	0	0	0
Other developmental course sections	0	0	0	0	0	0	0
TOTAL	27	35	34	0	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	0
Enrollment in dev English	164	204	181	0	0	0	0
Enrollment in other developmental courses	0	0	0	0	0	0	0
TOTAL	940	1192	1206	0	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	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	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	$21,972
Peer non-resident tuition/fees (full-time)	$15,862	$16,586	$16,838	$18,409	$19,117	$20,857	$21,971
Percentage difference	-20.6%	-21.6%	-19.9%	-21.2%	-15.4%	-7.6%	0%

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	56
# programs with recommended status	16	16	16	14	14	14	14
Total # of pgms	44	47	51	69	71	72	70
# of pgms accredited	39	43	47	64	64	67	68
Rate	89	91	92	92.8%	90.14%	93.1 %*	97.1%
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**	**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

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 2015

Undergraduate headcount	16,158
Graduate headcount	1,679
Total headcount	17,837

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

  Source: 2015-2065 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	13,983.6
Graduate FTE	1,233.8
Total FTE	15,217.4

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 2015. 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	799.0
FTE Faculty	681.4

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 2015.

Undergraduate headcount enrollment	75,169
Total number of sections in which the course number is less than or equal to a senior undergraduate level	2,715
Average undergraduate class size	27.7

d. Average number of students per instructor

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

  Source: Budget Request information 2014-2015 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2015.

Total FTE enrollment	15,217.4
FTE instructional faculty	681.4
Ratio of FTE students to FTE faculty	22.3

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 2015, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
COLLEGE OF BUSINESS ADMINISTRATION	1	1
COLLEGE OF EDUCATION	2	2
COLLEGE OF ENGINEERING	1	1
COLLEGE OF LIBERAL ARTS	3	3
COLLEGE OF THE ARTS	2	2
COLLEGE OF SCIENCES	1	1
COLLEGE OF NURSING	0*	0*
COLLEGE OF GENERAL STUDIES	1	1
GRADUATE SCHOOL	11	11
*Dean of Nursing and Allied Health classified as "IN"		

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**

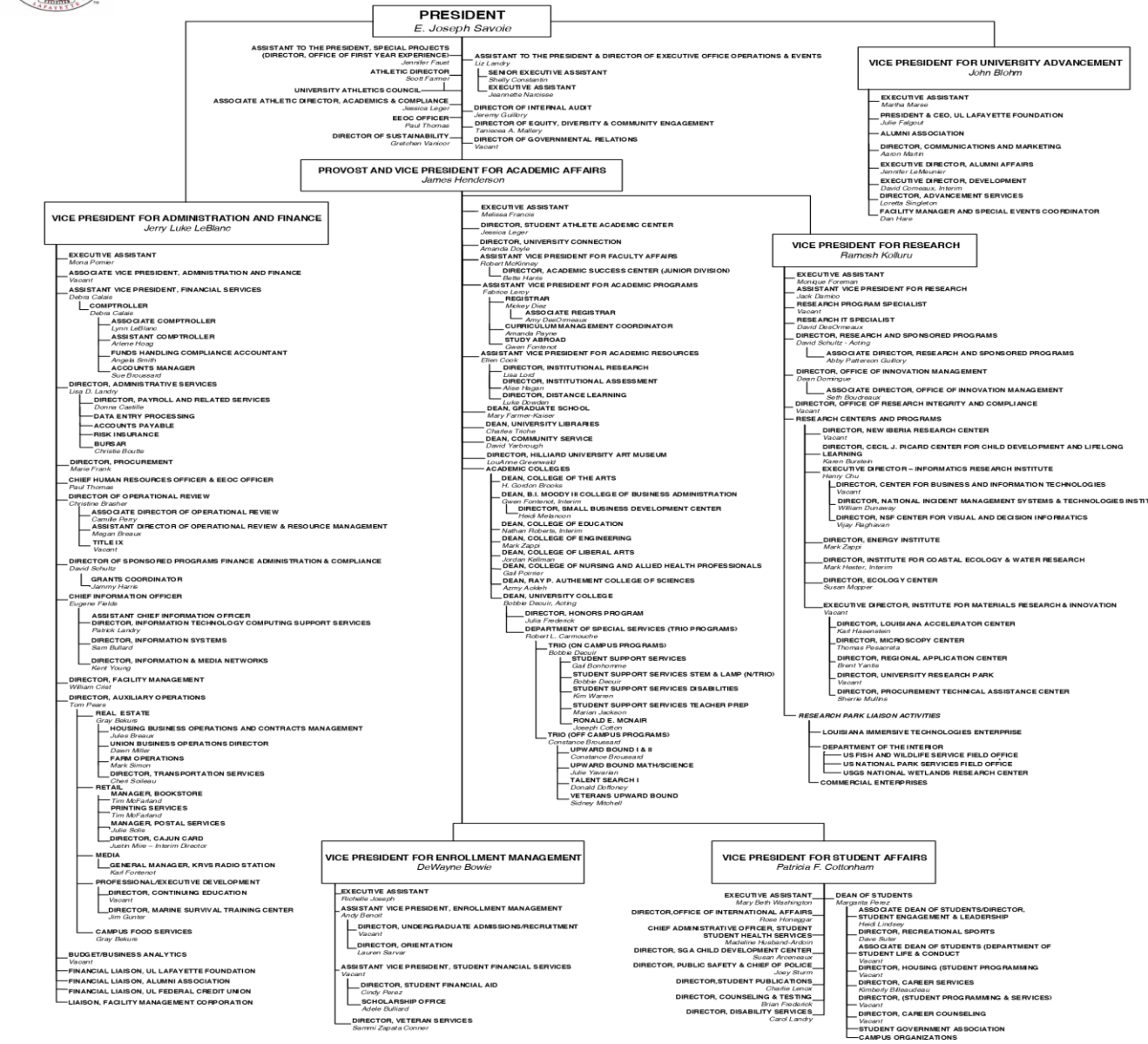
Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2013, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of 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	27	27
ACADEMIC AFFAIRS	14	14
STUDENT AFFAIRS	14	14
RESEARCH	18	18
UNIVERSITY ADVANCEMENT	8	8
ENROLLMENT MANAGEMENT	6	6
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 2015).

Next Page

Univ of LA at Lafayette



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

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	Salary Changes Since 6/30/2014 Reported for Fall 2015
President	$350,000	$350,000 9/1/08 Housing allowance of $30,000 removed from salary	$350,000	$360,800	$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	$244,400
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	$245,956
VP Research	$152,656	$224,000 8/15/10 New Hire	$224,000	$192,000 Interim VP Research replaced exiting VP	$192,000 (Interim)	$215,000 (Permanent hired late Fall 2013)	$232,544

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)	$162,240
VP University Advancement	$156,000	$156,000	$156,000	$156,000	$156,000	$156,000 (Vacant until January 2015)	$225,000
VP Enrollment Management	$150,000	$110,000 7/1/09 Promotion from Interim VP Enrollment Mgmt to VPEM	$150,000	$150,000	$150,000	$150,000	$171,576
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	$198,900	$198,900	$199,164 (Fall 2013 Interim Provost)	Position deleted when permanent provost hired	Position deleted when permanent provost hired

		$140,000 to salary of $198,900					
Associate VP for Admin & Finance					$150,000 (Budgeted, not filled)	$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) reported in Fall 2010. Fluctuations since appointment are increases/`decreases in professorships that expired 6/30/11	$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	$147,909
Assistant VP for Academic Affairs -- Programs						$136,750 (new position)	$142,000
Assistant VP for Academic						$126,750 (Director of Faculty Planning and Development	$137,093

Affairs -- Faculty						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)	Position not filled
Assistant VP Financial Services	$126,920	$126,920	$126,920	$126,920 (Incumbent retired in Sept 2012)	$130,000	$130,750	$141,419
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	Position removed from budget
Dean of Students	$79,413	$79,413 Salary was $75,631; 12/5/08 Promoted to Interim VP of Student Affairs	$79,413	$79,413 + $12,000 Interim Vice President of Student Affairs	$79,413 + $12,000 Interim Vice President of Student Affairs	$79,413 (In budget but position not filled until January 2015)	$95,000
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)	$145,000
Dean, University Libraries	$119,244	$119,244	$119,244	$119,244	$119,244	$119,244	$128,975

Dean, College of the Arts	$151,376	$151,376	$151,376	$151,376	$151,376	$151,376	$163,728
Dean, Business Admin	$205,168	$205,168	$205,168	$205,168	$211,169 ($6,000 from professorships	$211,169 ($6,000 from professorships	$191,120 ($6,120 from professorships)
Dean, Education	$146,798	$146,798	$146,798	$146,798	$146,798	$135,750 (Interim Dean, $3,000 from professorship)	$141,180 ($3,120 from professorships)
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)	$228,199 ($16238 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)	$203,216 ($3,119 from professorship)
Dean, Sciences	$169,164	$169,164	$169,164	$169,164	$220,000 (New dean appointed Fall 2013)	$220,000	$237,951 ($43,616 from other sources)
Dean, Liberal Arts	$138,363	$138,363	$138,363	$138,363	$151,500	$151,500	$163,862
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	$106,714

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.**

Expenditures by Function:	**Amount**	**%**
Instruction	$59,184,107	42.20%
Research	$13,315,342	9.50%
Public Service		
Academic Support**	$16,281,694	11.60%
Student Services	$6,497,448	4.60%
Institutional Services	$20,810,288	14.80%
Scholarships/Fellowships	$10,331,185	7.40%
Plant Operations/Maintenance	$13,731,247	9.80%
Total E&G Expenditures	$140,151,311	100%
Hospital		
Transfers out of agency		
Athletics		
Other		
Total Expenditures	$140,151,311	100%

- **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*	$22,468

IPEDS	
Tuition and fees	$8,256
Books and supplies	1,220
Off campus room & board	9,073
Other expenses	3,919
	$22,468

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	5.2 year

iv. Average cost per degree awarded in the most recent academic year.

	University of Louisiana - Lafayette
State Dollars Per FTE	$3,115

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	$3,115

vi. All expenditures of the institution for that year most recent academic year. As reported on Form BOR-3 during the Operational Budget Process.

$	302,152,294