Strategic Plan Implementation Committee Fall 2017 Summary Report – Part II: Students

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Student SI 1: Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).

   Student KPI 1: Implement and sustain student support to retain Undergraduate and graduate students

   Key parties responsible: Executive Director of Student Success, Graduate Dean, VP Enrollment Management

   Progress: Searching for Executive Director of Student Success (over UNIV 100, Academic Success Center, Learning Center, 1st year programming);
   NSSE progress on advising satisfaction has been modest from 2014-2016. Program to hire professional advisors has resulted in a net gain of 3 professional academic advisors, in biology, management and pre-dental hygiene (plan was to hire 15); Degree audit – major progress, will have first dry run in December 17, should be live and unique system by May 18.

   Action Plans: Diversity: race, ethnicity, and international still an issue; Degree audit urgent barrier to faculty becoming more effective; hire more professional advisors and allowing advisors time to mentor students, and achieving more accurate advising results by eliminating many sources of advisor error, and needed for the 15 to finish, Complete College America initiative; Reduce Gen Ed friction by reducing encumbrance of gen ed courses where possible; Reduce Pre-req friction wherever possible; Address college specific bottlenecks and gateway issues, and lockstep curriculum with gaps; Time to degree needs to be studied and prioritized college by college.

   Student KPI 2: Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university's image nationally and internationally, in both distance and traditional degree programs.

   Key parties responsible: VP Enrollment Management, AVP of Admissions, Director of Honors Program

   Progress: Have targeted specific populations such as NOLA suburbs where high concentrations of key core-4/TOPS students exist; International recruitment administrator/resources have been approved and search for EDGE underway; Geaux day (ACT of >=24) renamed and reorganized as a preview day; scholarships tweaked, GPA based bump added for >3.0 (about $100); ACT 28-31 housing assistance, $2,000/year. (best package among peers); Movie theater advertising in NOLA, expand to Houston/Dallas; ACT >=23 and 2.5 GPA = in-state tuition for anyone, Legacy = in-state tuition; ongoing search for Director of Admissions; have reduced July applications using fees and admit in August only on a case by case basis; have dramatically reduced the Big Ugly to under 100 new students (from 700-800); Honors Program grown from 400 to 1500 in 10 years, more courses offered, upper-level requirement increased from 12 to 18 hours.

   Action Plans: Hire Admissions AVP; Get ACT and historical data and target high concentrations of desired characteristics; Increase GPA scholarship bump to $500; Increase name recognition out of state; broaden recruiting base beyond region; Using new EDGE focus on targeted international sources; High school student portal for student matches (popular in TX)**;** Develop border state tuition break policy**;** Implement virtual tour**;** Website redesign – recruiting approach; Need to compensate for new financial reality where we are not a bargain any more: rebranding; rethinking prospective student profile. Honors: Need more specific honors courses, faculty offering, increase awareness inside University and out; H notation on transcripts for honors contract courses; endowment needed to establish Honors College; rebranding - Counter perception of honors, especially among HS students, as simply more work or higher bar.

   Student KPI 3: Maximize opportunities for student enrollment and progression in traditional and distance education curricula, including strengthening transfer partnerships with community colleges.

   Key parties responsible: Transfer Coordinator, Director of University Connection, VP Enrollment Management

   Progress: New agreement with SLCC and BRCC, new ENGR agreement with BRCC and BPCC, Revised LSMSA agreement 2017; 900/1000 university college are dual enrollment (Dual enrollment declining in public schools); Math 105 working – one unit p/f class in the Fall, then 3 hour 105 online in Spring; online adult completion degree underway and already successful in recruiting; Fall 2015 – strategy established with deans to grow OL programs, new vetting process with EAB for OL programs established and successful; revenue share policy shift Fall 2015 – include facilities, much broader parameters in DL fee spending share; DL has added a business manager, allows financial analysis; e-portfolio pilot underway

   Action Plans: Grad certificates are struggling, lack of financial aid, need incentives; Revisit policies on summer student course load, seem limiting; Spread teaching load across summer and fall; enforce limitations on taking classes elsewhere; address bottlenecks (biology, chemistry); make Friday afternoon instruction possibility more known; expand more courses into non-primetime; 1+3 in Engineering with SLCC?; explore Summer Bridge programs; advocate for fair, consistent integrity of academic standards in dual enrollment across the state; develop true continuing ed profit center, professional development and training programs; simplify redundant, lengthy decision process to invest in major program change; Need to establish parallel instead of in-series work processes; Decisions on instructional technology must be informed by appropriate bodies, not just directed to ODL; Need more clarity about institutional lines of authority over learning technology, etc.

Student KPI 4: *Improve student success through engagement in high impact practices.*

   Key parties responsible: EDSS, Academic Deans, Graduate Dean

   Progress: EDSS and EDGE searches underway; Fellow program for faculty development underway; Career services and Development have new positions in corporate relations (will lead to internships and employment opportunities); created a general internship course EXPL 1-credit course (and possibly other Career courses) as university-wide elective; Peer mentoring established through UNIV 100 and in some departments (UNIV 398 mentoring/leadership training).

   Action Plans: Publicize EXPL courses, other opportunities; need a consistent way to compensate for internship teaching; establish more flexible workload policies, possibly count toward annual load; Find ways to compensate dissertation directors; increase faculty and Development awareness of study abroad; Development should prioritize internship "scholarships"; expand peer mentoring program in the residence halls, apartment complexes, find ways to target special populations; consider summer intensive research experiences for UGs, REUs.

Student KPI 5*: Expand and enhance incentives for graduate students' enrollment.*

   Key parties responsible: Graduate Dean, Graduate Coordinators

   Progress: GA/Fellow stipend increases went into place in FA2015 (doctoral) and FA2016 (master's); percentage yield of admitted new students has increased; added SP 2014 incentive in international GA/Fellow offers that provides 50% premium assistance for mandatory international health insurance; Teacher tuition incentive awards reviewed in SU 2015 and reauthorized in FA 2015 with expanded eligibility, higher awards, and incentives for progression at the master's level; To date, 3 matched and 9+ gifts/competitive proposals in progress for BORSF Superior Graduate Student Scholarship program for next competition cycle; 50 annual resident (in-state) tuition fellowship awards recently approved to aid in the recruitment of out-of-state and international applicants; Summer TW availability have been made more uniform by being included as part of all full AY assistantship offers regardless of funding source; GTA/GRA/GA offer letters have been standardized and made a requirement of appointment; committee for grad student success and retention established and focused on exit survey data collection this year; worked to create a policy to allow for an official leave of absence – prevents full reapplication.

   Action Plans: Work out pay schedule to align with housing billing cycle; create a 12-month payment schedule option; look into special international tuition and part time tuition (highest in the state) – what justifies these fees and can any of them be reduced or redistributed for grad students; can fee structures be adjusted to reflect a more competitive sticker price?; explore specific conditions for part-time grad students. Review part-time tuition/fee costs to ensure that we do not drive self-pay, part-time prospective graduate students to competitors; Continue to benchmark stipend levels and plan for incremental increases to stipends to achieve (and keep pace with) OSU Stipend Study GTA/GRA averages; work to mitigate BORSF fellowship losses by (1) creating a limited number (7 to start) of presidential fellowships, (2) adding funded doctoral GTA/GRA and fellowship lines for research PhD programs, (3) encouraging more external grant applications that include doctoral-level GRA support, (4) consider "buying into" SREB Doctoral Fellows program directly; explore non-endowed options with Development, possible matching with existing University fellowship ($12K +$18K); increase assistantship budget to strategically increase research doctoral enrollment; consider increasing Teacher Tuition Incentive award amounts to offset recent tuition/fee increases. Incentivize doctoral progression (and reduce stop-out) by increasing award amount for QEP-stage and/or ABD students; work with Housing to develop housing / meal plan awards that could be added to strengthen assistantship offers and yield of highly quality international prospects; explore possibility of endowed housing fellowship awards. Can we offer discounts on meal plans? Can we mitigate the impending loss of Cajun Village, which will raise housing cost beyond graduate stipends; Continue to build graduate program offerings, especially research doctoral and expanding online opportunities where appropriate.

Student SI 2: Enhance student engagement in co-curricular activities through a vigorous, energetic, and culturally diverse university community

   ***Student KPI 6*:** *Develop and institute a defined plan/model for co-curricular activity at UL Lafayette.*

   Key parties responsible: Director of Student Engagement and Leadership, Director of Living and Learning Communities, Dean of Community Service.

   Progress: Big event; Zero waste initiatives; Pilot living learning community beginning 2011, by Fall 17 had 9; Presidential election and flood prompted series of successful programming across campus, service projects; OrgSync established; Courageous Conversations series established Fall 16; Conversation Starters program started; History teach-in Series established Fall 16; Bringing back new student convocation, more academic, first Thursday of first week of classes.

   Action Plans: Challenge to keep LLC students in the same sections; establish alert if students change sections and leave; staff limits expansion beyond current LLC's; Establish new dormitory locations for LLC's; providing more opportunities for faculty to come together on research/other topic discussion series with faculty/students (Broad thematic topics, possible lunch series, sponsored);

   Student KPI 7: *Implement a co-curricular transcript for all students.*

   Key parties responsible: Director of Student Engagement, Associate Director OFYE

   Progress: Org Sync purchased 2014 and being implemented (organized like social media, portal for each organization, available to faculty, staff and students, faculty can upload events and enroll students, offices can have portals); coordinator position requested to focus on event management, will help push into the transcript phase;

Action Plans: Have not finished implementing attendance tracking function, to be implemented 17-18; still to fully implement transcript; Problem with manpower to input/update Org Sync once portals created with student names and hours; scanning not necessarily always applicable; can expand to include other areas currently using their own systems (Nursing); service-learning designation for courses through Acalog (to assist tracking)?; need to define service learning in catalog; lots of service going unreported, don't see it as service learning; meet with Fabrice, Amanda and Susan Richard and grad rep to discuss how to implement service into course description; workshop for faculty to educate about org sync, DH meeting and dean's council; need to design transcript, clearly indicate hours that are taken as part of a course; need to be careful about double dipping and giving credit for what is academic work that's part of their degree curriculum such as clinical hours.

Student KPI 8: *Obtain Carnegie Foundation's Classification for Community Engagement recognition.*

Key parties responsible: Dean of Community Service, Office of Student Engagement and Leadership

Progress: Awaiting latest information

Action Plans: Awaiting latest information

Student SI 3: Increase student productivity and success through engagement in mentored research, innovative projects, and creative endeavors.

Student KPI 9: *Expand support for graduate programs; develop new doctoral programs in areas of graduate excellence and new graduate programs in areas of undergraduate excellence.*

Key parties Responsible: Graduate Dean, EDSS, Deans

Progress: See also KPI 5 benchmarks and progress above; grad coordinator alerts and advising reports put into place by Grad School to identify potential stop-outs/drop-outs; online graduate program offerings expanded; MEd Curriculum and Instruction online delivery started in 20??; MBA / MBAHCA online delivery underway for FA17; MS Computer Science online delivery in development

Advanced stage new program development:

LOI for PhD Earth and Energy Science approved by UL System BOS.
LOI for MS Industrial Chemistry approved by UL System BOS.
LOI for MAT in Elementary Education and Elementary French Immersion approved by UL System BOS.
LOI for MFA in Intermedia Studio in internal review.

Approved new graduate programs:

MS Informatics SP18
MS Environmental Resource Science FA17
BSN to DNP first admits in __
MS Systems Technology FA14
MS Accounting FA14
GC Professional Writing FA14
GC Business Administration FA14
GC Instructional Coach SP14

Action Plans: Expand fellowship offerings to improve recruitment opportunities and the ability to yield high-achieving doctoral applicants; Consider building progress incentives into GA/Fellow stipends to encourage retention and completion; Work with deans to create more awareness of Ph.D. retention issues. Deans and Department Heads need to hold advisors to mentoring/advising standards; Pursue new program development, Counselor Ed close – executive model, development possibility; need to prioritize doctoral proposals based partly on financial feasibility, partly on research intensive status, choose at least one to move forward now; continue focus on master's programs including online options; several in development including Communication; explore interdisciplinary possibilities based on faculty and resources we already have; possibly seek interdisciplinary faculty to support and grow; support faculty retention to keep program operational.

Student KPI 10: *Promote a comprehensive chain of research mentoring for graduate students via student-faculty interactions, peer activities, and apprenticeships.*

Key parties Responsible: Graduate Dean

Progress: James Jackson Community of Scholars created by the Graduate School in partnership with Office for Campus Diversity in FA15; candidacy recognitions started in SP16 for doctoral and SP17 for master's to recognize advancing students and, for doctoral students, their mentors; University Committee on Graduate Student Success and Retention (created in FA15) has undertaken research and encouraging more mentor programming, training, and support; mentorship programming initiated by Graduate School and is now being offered more regularly and in partnership with AA Faculty Affairs and/or Office for Campus Diversity. These efforts need to expand beyond programming and developed significantly, however.

Action Plans: Recommend creation of a task force to define responsibilities, expectations, incentives, workload credit for grad coordinators; create incentives for strong mentorship and dissertation/thesis direction (e.g., course reductions, stipends, awards, travel funds to support joint

conference attendance/ participation); Incentivize graduate student advising and recognize outstanding graduate advising; develop mentorship program and formalize expectations / recognition (carrots and sticks) for faculty participants at all levels; integrate, recognize, standardize mentoring expectations and accomplishments in faculty workload; work to coordinate mentorship professional development activities and to develop a true mentorship "training" program to support student (both undergrad and grad)-faculty interactions.

Student KPI 11: *Develop an undergraduate research initiative that will provide research opportunities for all undergraduate students, regardless of major.*

Key Parties Responsible: OVPRIED, Chair of the UGG Research Committee, Deans

Progress: Communication and Marketing has begun to highlight UG and GR research projects through Research office; sent faculty delegation to the national Council on Undergraduate Research; Director of UG Research appointed Summer 2015; $45,000 budget allocated for 15-16, $75,000 budget allocated for 16-17 and 17-18; Approximately $350,000 in special scholarships for students with research/work appointments; Appointed UG research council Fall 2015; established UG research mini-grant program Fall 2016; Fall UG Research Conference has grown; sent large contingent of UG students to UL System Academic Summit.

Action Plans: Need coherent tracking system, of research and learning outcomes; clerical support an issue, consider establishing Office of UG research; grant opportunities not being fully exploited, consider supporting student initiated travel grants (students currently paying out of pocket); need wider distribution of scholarship students; increase publicity (website, etc.); establish University wide 3-hour UG Research course; establish UG Research certificate; find ways to integrate into faculty workload/reward system; engage more students, disciplines, disadvantaged students

Student SI 4: Expand and strengthen UL Lafayette's relationship with alumni and the community locally, nationally, and globally, in direct support of student achievement.

Student KPI 12: *Double the proportion of alumni giving to the University.*

Key Parties Responsible: Executive Director of Alumni Affairs, VP Advancement, Assistant Director of Fundraising

Progress: Alumni participation is down 14% nationally; 20% here. Alumni giving doesn't raise a lot of money, and doesn't go to things we need, and 3% of donors give 97% of $; most participants in the $100 range are in 20s and 30s. This generation wants to know ROI, give and get. Don't respond to mail; Outreach last year was not acceptable, have changed providers and will try another year. Overall went from 3,000 alumni givers in 14-15 to 5,400 in 15-16 to 4,800 in 16-17, economy is affecting gift volume; staff member (Tucker Sappington) tasked with engaging from freshman year in alumni identity, giving; AFA – Association of Future Alumni has been gutted and revamped, now real outreach and engagement; 26 students, across colleges, demographic representation, international well represented; are creating philanthropic plan, start giving from freshman year; train in how to talk to alums, ethos of donorship, will work president's suite; established Giving Day – students will run, implement, decide where the money goes, colleges will offer suggestions; student mentorship program under AFA, partner students with alumni; 30 minute mentor program – alums skype in and discuss their path.

Action Plans: Young alumni is the next goal to engage; need to identify marketable ideas around student success, not just giving; need to redefine goal as 'improvement'; make giving simpler and quicker, improve alumni communication by using methods alums use and prefer; need to change the way we communicate; focus on specific fundable ideas such as technology, classroom enhancement, research projects, etc., and tangible results, statements from students, things that affect student success; alumni lists – need to be better updated, eliminate multiple overlapping lists under different departments (foundation, athletics, museum, advancement); need to coordinate outreach among units, students feel they are giving to a black hole.