Core Requirement 2.1 - Degree-Granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

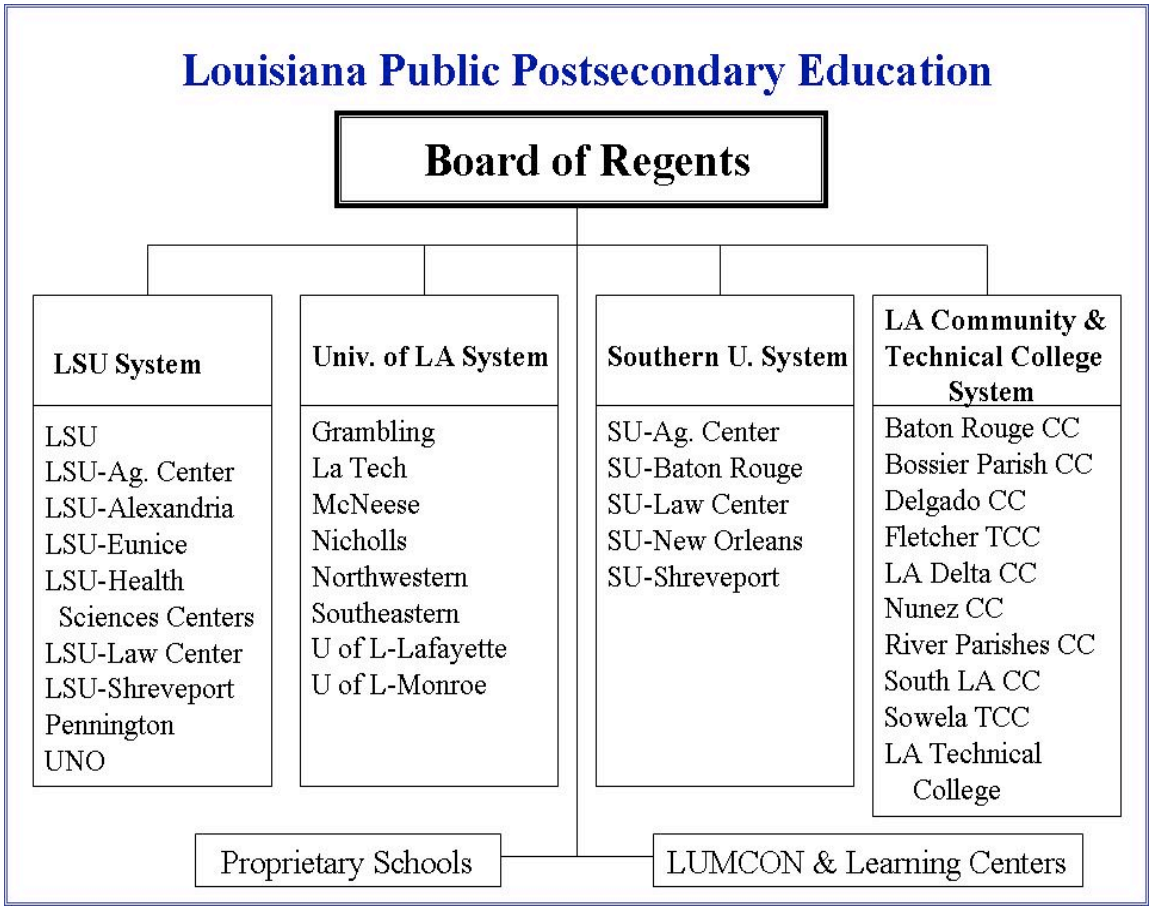
Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette ultimately derives its degree-granting authority from the State of Louisiana, as provided in the Louisiana Constitution, Revised Statute 17:3352 [1]. The Constitution allows the Louisiana Board of Regents, which coordinates and establishes policies for the State's public postsecondary education system, to authorize the four management boards under its purview to confer degrees. It is from its management board that UL Lafayette derives direct approval to confer degrees. The University of Louisiana at Lafayette is part of the University of Louisiana System, which is one of four systems of public institutions of higher education in Louisiana. The chart below demonstrates the structure of public postsecondary education in Louisiana and can also be found at the Board of Regents Website. [2]

Figure 2.1 - 1



The Board of Regents' Constitutional Authority Academic Affairs Policy states that "The 1974 Louisiana Constitution [3] vests in the Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs and administrative units in Louisiana's public colleges and universities." [4] The Louisiana Board of Regents began operation on January 1, 1975, replacing the Coordinating Council for Higher Education. The Board of Regents has the authority to plan and coordinate higher education, which authority includes budgetary responsibility for Louisiana's public colleges, universities, and professional schools.

As evident in the above diagram, Louisiana's higher education institutions are structured in four distinct systems: the University of Louisiana System, the Louisiana State University System, the Southern University System, and the Louisiana Community and Technical College System. Each of these systems is managed by its own governing or management board.

The University of Louisiana at Lafayette is one of eight universities in the University of Louisiana System, which was established in June 1995 by Louisiana Revised Statute 17: 3217 [5]. (Prior to this time, the UL System was known as the System of State Colleges and Universities.) The Board of Supervisors for the University of Louisiana System is specifically authorized in the Louisiana Constitution, Article VIII Section 6 [6] to govern the University of Louisiana System. The Board of Supervisors for the University of Louisiana System was formerly known as the Board of Trustees for State Colleges and Universities. The name change occurred on December 4, 1998.

Supporting Documents

1. State of Louisiana Constitution Revised Statute 17:3352 / [Offline version]
2. Louisiana Public Postsecondary Education organizational chart / [Offline version]
3. Louisiana Constitution: Article VIII - Section 5
4. BOR Academic Affairs Policy 2.01: Constitutional Authority / [Offline version]
5. State of Louisiana Constitution Revised Statute 17:3217 / [Offline version]
6. Louisiana Constitution: Article VIII - Section 6

Core Requirement 2.2 - Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familiar financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette has two levels of governing boards. The Louisiana Board of Regents (BOR) is the policy and coordinating board for all Louisiana public postsecondary educational institutions. The "management" board of UL Lafayette is the Board of Supervisors for the University of Louisiana System (UL System BOS). There are four such management boards in the State, and the distribution of responsibilities between the management boards and the BOR is delineated in the "Louisiana Public Postsecondary Education Governance Structure" found on the BOR Website:

Table 2.2 - 1

<table>
<tr><th colspan="2">Louisiana Public Postsecondary Education Governance Structure</th></tr>
<tr><td>Board of Regents:

Policymaking and coordinating board for postsecondary education</td><td>Management Boards:

Oversee the operations of the institutions under their respective jurisdictions. There are four Management Boards, each overseeing a system in the State of Louisiana:
Louisiana State University System
Louisiana Community & Technical College System
University of Louisiana System (UL Lafayette is a member)
Southern University System</td></tr>
<tr><td>Board of Regents Duties</td><td>Duties of the University of Louisiana Board of Supervisors [1]</td></tr>
<tr><td>Represent the postsecondary education system to the Governor and the Legislature
Formulate Master Plan
Establish Role, scope, and Mission for systems and institutions
Develop and adopt formula for equitable distribution of funds
Approve degree programs, departments of Instruction, etc.
Formulate operating budget recommendations
Formulate capital budget recommendations</td><td>Supervise and manage institutions
Award certificates, confer degrees, and issue diplomas
Receive and expend appropriated funds, according to the Master Plan
Determine student fees
Purchase land & acquire buildings, subject to approval of Regents
Employ and approve employment, fix salaries, duties and functions of personnel
Oversee financial operations of schools
Hire institution Presidents</td></tr>
</table>

The Legal Governing Body has at Least Five Members

The legal authority of both governing boards of UL Lafayette is found in Article VIII of the Louisiana Constitution [2]. Section 5 of the Article refers to the BOR, while the UL System BOS is discussed in Section 6.

Under the same law, both the Board of Regents and the UL System BOS are each composed of 16 members, who are chosen using the same procedure. The Governor appoints to the respective boards two members from each of the State's seven congressional districts and one at-large member. Appointments require the consent of the Louisiana Senate. Members serve overlapping terms of six years. A student member [3], whose term does not exceed one year, is elected to each board by and from the membership of a council of student body presidents of the universities in the System, and, at the time of the appointment, must be a full-time student at the university in which he or she is enrolled.

Also by law, the two boards may not have common members. Information about current board members can be found at the BOR's [4] and the UL System BOS's [5] Websites.

The Board Is Not Controlled by a Minority or by Interests Separate from It

Neither Board is controlled by a minority of board members or by organizations or interests separate from it. As described above, both the BOR and the UL System BOS have an identical appointment process that is mandated by law. This appointment process helps ensure the Boards' independence from outside influence and pressure. The stipulation that members be appointed from the various congressional districts of the State ensures a distribution of authority. Board members serve six-year, staggered terms, which mitigates against undue influence on Board composition by any one governor, since gubernatorial terms are only four years. The student member on the Board has all of the privileges and rights of other Board members, serves a term no longer than one year, and is not eligible to succeed him or herself.

The State of Louisiana's "open meetings law" [6] further protects the Boards' decision-making process from minority rule or external influence. In part the law states that, with specific exceptions, all meetings of public bodies shall be open to the public, the written proceedings of the meetings are public documents, and appropriate notice and opportunity for public comment shall be given. The UL System BOS *Bylaws* demonstrates the application of this law.

> *... All regular meetings of the Board shall be open to the public except when otherwise voted for the consideration of executive matters. No final or binding action shall be taken in a closed or executive session.*
>
> *... At least ten days prior to each regular meeting, the System President shall prepare and forward to each member a tentative agenda for the meeting. The System President shall place on the agenda any item requested by a Board member when submitted prior to agenda deadline with the approval of the Chair. Any item may be acted on even though not listed on the published agenda with approval of two-thirds (2/3) of the members present.*

> *…In accordance with the provisions of L.R.S. 42.5.D., the Board of Supervisors for the University of Louisiana System provides an opportunity for public comment during public sessions of the Board and its committees*. [7]

Also the fact that minutes of the meeting of the BOR [8] and the UL System BOS [9] are recorded on their respective Websites prevents control by factions. Additional information about conduct of the Boards is detailed in Comprehensive Standards 3.2.3 and 3.2.4.

The Board is an Active Policy-Making Body with the Responsibility of Ensuring Adequate Financial Resources

Both Boards are active bodies that hold regular meetings and special meetings when needed. All meeting dates and minutes of each meeting are available on the Boards' respective Websites. [10] [11]

As noted in the BOR Governance Structure Table reproduced at the beginning of this section, the Board of Regents and the Board of Supervisors each have responsibilities related to institutional budgeting. In overview, the Board of Regents is responsible for formulating and presenting annually to the State's Division of Administration the global operating and capital outlay funding requests for all higher education institutions. Funds from the State are distributed to the BOR, which in turn disperses them to the four management boards. UL Lafayette's management board (UL System BOS) distributes to institutions under its management the annual State appropriations and ensures that these appropriations are spent in support of quality educational processes.

The Board of Regents develops and adopts a statewide formula for distribution of funds, formulates operating budget recommendations, and issues capital budget recommendations. Much of the work dealing with financial matters is done by the Finance Committee, a standing committee of the BOR. While more information, including meeting minutes, can be found at the BOR Website on the "Finance and Facilities" page [12], an excerpt from the Finance Committee Report from the minutes of the August 27, 2008, Board meeting, indicates specifically the BOR's responsibility in distributing funds:

> *Finance Committee*
>
> *On behalf of Regent Brame, Chair of the Finance Committee, Mr. Donald Vandal, Deputy Commissioner for Finance and Administration, presented the Finance Committee Report of August 27, 2008.*
>
> *FORMULA REVISION UPDATE*
>
> *Mr. Vandal said he presented a PowerPoint [presentation to the Committee], which reviewed the basic concepts and summary of the work underway to revise the Formula Funding mechanism.*
>
> *Deputy Commissioner Vandal said that although work is still underway, the new formula mechanism would be used for the 2009-2010 budget request that is due by November 1, 2008 to the Division of Administration.*

> *REPORT FROM THE DEPUTY COMMISSIONER*
>
> *Mr. Vandal noted that discussions had been held with Regent Brame, Chair of the Finance Committee, regarding a Finance Committee meeting in early October to review the FY 2008-09 Operating Budgets. …* [13]

Even when State finances call for a reduction in funding for higher education, the BOR continues to guide the process. At its March 26, 2009 meeting [14], the Board voted to approve the Finance Committee's document entitled, "Priorities to Guide Higher Education 2009-10 Budget Cuts." [15]

In accordance with Louisiana Revised Statue 17:3351 [16], the UL System BOS's own *Bylaws* [17] section on duties and responsibilities includes the following enumerated items related to overseeing the financial operation of the institution:

> *1. actively seek and accept donations, bequests, or other forms of financial assistance for educational purposes from any public or private person or agency and to comply with rules and regulations governing grants from the federal government or any other person or agency not in contravention of the Constitution and laws of the State of Louisiana;*
>
> *2. receive and expend or allocate for expenditure to the institutions under its jurisdiction all monies appropriated or otherwise made available for purposes of the Board and/or the institutions under its jurisdiction;*
>
> *3. borrow money and issue notes, bonds, or certificates of indebtedness for the same and pledge fees, rents, and revenues to guarantee payment thereof, in accordance with law and with approval of the State Bond Commission;*
>
> *4. determine the fees which shall be paid by students and maintain in the System office, as a public record available on request, a current schedule of such charges;*
>
> *5. purchase land and purchase or construct buildings necessary for the use of its institutions in accordance with applicable laws;*
>
> *6. purchase equipment and properly maintain and make improvements to facilities necessary for the use of its institutions in accordance with applicable laws;*
>
> *7. lease land or other property belonging to it or to any of the institutions within its System in accordance with law;*
>
> *8. sell or exchange land or other property not needed for institutional purposes in accordance with law;*
>
> *9. employ or approve employment, fix or approve salaries, fix or approve the duties and functions of personnel for the System office and for its institutions, maintain in the System office, as a public record available on request, a current list of approved salaries …*

The Finance Committee of the UL System BOS is primarily responsible for the implementation of financial policies. The work of the Finance Committee of the BOS is documented in the minutes of each BOS meeting. The following excerpt from the minutes of the August 28, 2008, meeting exemplifies the Board's execution of its financial management responsibilities:

> *Upon motion of Mr. Long, seconded by Mr. Coudrain, the Board voted unanimously for the adoption of the following resolution. NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors for the University of Louisiana System does hereby approve Fiscal Year 2008-09 Operation Budgets, including organizational charts, undergraduate/ graduate mandatory attendance fees, scholarships, and faculty pay plans.* [18]

Midway through FY2008-2009, the State imposed funding cuts to higher education. The resulting adjustment in institutions' budgets was a topic of the January 9, 2009, BOS meeting:

> *G. System President's Report*
>
> *Budget Update - Dr. Moffett reported that mid-year budget adjustments required by Governor Jindal had been scaled back for higher education from $109 million to $55 million, translating into a $19.7 million share for the University of Louisiana System. Board members were given a breakdown of budget reductions per campus. At the Executive Committee meeting held on December 18, 2008 the Committee had passed a resolution giving Dr. Moffett authorization to provisionally approve campus revised budgets.*
>
> *Dr. Moffett asked that a motion be made to formally approve the revised budgets that he had provisionally approved.*
>
> *Upon motion of Mr. Parker, seconded by Mr. Shetler, the Board of Supervisors for the University of Louisiana System unanimously approved the campus revised budgets that had been based on revisions to state appropriations.* [19]

Supporting Documents

1. UL System Board Bylaws
2. 1974 Louisiana Constitution: Article VIII - Sections 5 and 6
3. Student membership on boards
4. Current members of the Board of Regents
5. Current members of the Board of Supervisors / [Offline version]
6. State of Louisiana Revised Statute 42:5 / [Offline version]
7. UL System BOS *Bylaws*
8. BOR minutes online / [Offline version]
9. UL System BOS minutes online / [Offline version]
10. BOR meetings / [Offline version]
11. UL System BOS meetings / [Offline version]
12. BOR Finance and Facilities Website / [Offline version]
13. BOR minutes 8/27/2008
14. BOR minutes 3/26/2009

15. BOR Priorities to Guide Higher Education 2009-2010 Budget Cuts
16. State of Louisiana Revised Statute 17:3351 / [Offline version]
17. UL System BOS *Bylaws*
18. UL System BOS minutes 8/28/2008
19. UL System BOS minutes 1/9/2009

Core Requirement 2.3 - Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Compliance Judgment

☑ Compliance

Narrative

The chief executive officer of UL Lafayette is its President, Dr. E. Joseph Savoie, who assumed office on July 1, 2008. The President's primary responsibility is to the University. The President's authority over and responsibility to the institution are documented in the *Rules* of the University of Louisiana System Board of Supervisors (BOS).

> *The President's Role. The president of an institution, in serving as chief executive officer and leader of a state institution of higher education, is expected to assume a public and official role with responsibilities and duties related to both campus and community life. It is recognized that the demands of this role and position impact upon the president's entire daily life and that of the president's family.*
>
> *Specific responsibilities of the president shall include, but not necessarily be limited to:*
>
> - *Administering the institution over which he/she is appointed and exercising complete executive authority therein, subject to the direction and control of the System President and the Board;*
> - *Carrying out all duties expressly assigned by statute and those duties delegated by the Board and System President consistent with policies approved by the Board;*
> - *Being responsible to the Board and the System President for the effective execution of all Board and System policies, resolutions, rules, and regulations adopted by the Board as well as plans, memoranda, and directives issued by the System President. The institution president's discretionary powers shall be broad enough to enable him/her to meet his/her extensive responsibilities;*
> - *Providing effective performance as reviewed by the Board's evaluation process, i.e., ensuring excellence in the institution, its faculty and students, in instruction, and research quality;*

> - *Assuming and retaining control at all times over the budget of the institution, including functions of review and recommendation concerning the budgets of all divisions of the campus and the preparation of a consolidated budget, as well as execution of the budget as approved by the Board; and development and administration of the campus operational, auxiliary enterprise, and restricted funds budgets as approved by the Board, including establishment of priorities for expenditures and achievement of revenue projections as set forth in the approved budgets;*
> - *Being the official medium of communication between the System President and all constituencies at the campus level: faculty, students, administrators, classified employees, alumni and the local community;*
> - *Providing academic leadership for the campus through established planning processes and prioritization of goals and objectives; promotion of academic excellence through execution of strategic initiatives outlined by the System President and the Board; development and motivation of personnel to accomplish the campus mission; and promotion of innovative and efficient uses of campus resources;*
> - *Administration of all aspects of campus affairs affecting student life and otherwise promoting the learning environment for the welfare of the student body;*
> - *Development of an effective public service program for both the campus and the community to ensure the university is meeting the needs of its constituents;*
> - *Making recommendations to the System Office for all personnel actions (appointments, promotions, transfers, suspensions, dismissals, retirements, etc.) for Board approval;*
> - *Recommending those persons to be granted tenure by the Board;*
> - *Development, maintenance, and operation of the campus physical plant as well as the development of long-range capital construction priorities;*
> - *Designating an officer who will be second in line of authority at the institution and who will perform such duties as may be assigned by the president, and notifying the System President in writing of this designation;*
> - *Development of an effective community relations program including, but not limited to, developing ongoing relationships with alumni and building the university's endowment; and*
> - *Providing effective leadership in efforts to secure various sources of funding for the university.* [1]

As noted above, the University President serves at the will and pleasure of the UL System BOS.

Dr. Savoie is not the presiding officer of the UL System BOS. In fact, by rule of Louisiana Revised Statute 17:3205 [2], no faculty member or employee may serve on the Board that manages his

or her institution. The presiding officer of the UL System BOS is selected by vote of Board members. In AY2008-2009 Ms. Elsie Burkhalter served as Chair [3] of the UL System Board; Artis L. Terrel, Jr. chaired the Board of Regents during AY2008-2009 [4].

Supporting Documents

1. UL System Board *Rules*
2. State of Louisiana Revised Statute 17:3205 / [Offline version]
3. Chair and current members of the Board of Supervisors / [Offline version]
4. Chair and current members of the Board of Regents / [Offline version]

Core Requirement 2.4 - Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission statement addresses teaching and learning and, where applicable, research and public service.

Compliance Judgment

☑ Compliance

Narrative

The mission statement, or "Statement of Purpose," [1] of UL Lafayette is comprehensive in its articulation of the institution's role within higher education as a whole and in the State of Louisiana, as well as its core values in teaching and learning, research, and service. The Statement of Purpose identifies the University's Carnegie classification and the degree-granting units within the University. It guides the institution's commitment to a broad general education or core curriculum based in the liberal arts and sciences. It also articulates the University's continuing commitment to diversity. The current version of the Statement of Purpose was initially composed and adopted in 1999, the product of input by faculty, staff, and students. Because the role of the University has remained fundamentally constant since 1999, the Statement of Purpose has only been minimally modified since then.

The Statement of Purpose has been reviewed biennially by the Provost since that time and revised in 2006 to reflect changes in the Carnegie classification system and institutional organizational structure. During the AY2008-2009, a review of the institution's mission was fundamental to the development of the University's comprehensive planning document, *Tradition*, *Transition, Transformation: The 2009-2014 Strategic Plan* [2].

Additional systematic review of the Statement of Purpose has occurred in conjunction with the Louisiana Board of Regents' formulation of its Master Plans in 2001 and 2009. Further, the Louisiana Performance Accountability System (LaPAS), a performance-based funding initiative of the Louisiana Legislature, requires the University to review its mission in conjunction with formulating its annual performance goals.

The University's Statement of Purpose is posted on its Website [3], in the *Undergraduate Bulletin* [4], and in the *Graduate Bulletin* [5]. In addition, it is featured in the University's five-year *Strategic Plan 2009-2014* [6] adopted in March 2009.

The University's Statement of Purpose states:

> *The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a public institution of higher education offering bachelor's, masters, and doctoral degrees. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University's academic programs are administered by the Colleges of the Arts, Education, Engineering, General Studies, Liberal Arts, Nursing & Allied Health Professions, B. I. Moody III College of Business Administration, Ray P. Authement College of the Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the university promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.*

Augmenting the University's Statement of Purpose, the "Board of Regents Statement of Role and Scope" reflects UL Lafayette's role in the system of higher education in Louisiana that was set forth in the Board of Regents' Master Plan for Public Postsecondary Education in 2001. [7] The 2001 Master Plan document defined a tiered method of selective admission to state public universities and established the "role, scope, and mission" of each public institution of postsecondary education in the State.

The role, scope, and mission of UL Lafayette remains essentially unchanged in the most recent Master Plan for Public Postsecondary Education, which is scheduled to be adopted in 2009, and which emphasizes activities compatible with the University's articulated Statement of Purpose. The BOR Statement of Role and Scope is as follows:

> *The University of Louisiana at Lafayette (UL Lafayette) takes as its primary purpose the examination, transmission, preservation, and extension of mankind's intellectual traditions. The University provides intellectual leadership for the educational, cultural, and economic development of its region and the state through its instructional, research, and service activities. Graduate study and research are integral to the university's mission. Doctoral programs will continue to focus on fields of study in which UL Lafayette has the ability to achieve national competitiveness or to respond to specific state or regional needs.*

> *UL Lafayette is committed to promoting social mobility and equality of opportunity. The university extends its resources to the diverse constituencies it serves through research centers, continuing education, public outreach programs, cultural activities, and access to campus facilities. Because of its location in the heart of South Louisiana, UL Lafayette will continue its leadership role in maintaining instruction and research programs that preserve Louisiana's history, including Francophone Studies and the rich Cajun and Creole cultures.*
>
> *UL Lafayette is categorized as an SREB Four-Year 2 [Category II] institution, as a Carnegie Research University (High Research Activity), and as a COC/SACS Level VI institution. It is committed to graduate education through the doctorate and will conduct research appropriate to the level of academic programs offered.* [8]

Supporting Documents

1. UL Lafayette's Statement of Purpose
2. *2009-2014 Strategic Plan*
3. Mission Statement on UL Lafayette's Website
4. *Undergraduate Bulletin*: Mission Statement
5. *Graduate Bulletin*: Mission Statement
6. *2009-2014 Strategic Plan*
7. BOR Master Plan for Public Postsecondary Education: 2001
8. BOR Master Plan for Public Postsecondary Education: 2009 (draft)

Core Requirement 2.5 - Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission. Since the last SACS review, the University has engaged in strategic planning consistent with its institutional objectives and influenced by the requirements of the University of Louisiana System, the Louisiana Board of Regents (BOR), and the Louisiana Performance Accountability System (LaPAS), and implemented the results of such planning wherever possible. University goals and objectives and related strategies were developed based on University longitudinal data, state and national demographics, and input from many of the constituency groups noted above. Annually, budget decisions position the University to achieve strategies articulated within the plans.

The Planning Process

Strategic planning at UL Lafayette simultaneously incorporates both top-down (externally initiated) and bottom-up (internally generated) approaches. Prior to describing these processes and the stakeholders involved, it is useful to distinguish among the various planning documents used to guide strategic actions at UL Lafayette. They are summarized in the table below.

Table 2.5 - 1

Name	Year(s)	Description
Board of Regents Master Plan for Public Postsecondary Education	2001	A statewide master plan for higher education which focuses on defining the "role, scope and mission of public higher education institutions, and delineates admission criteria for all institutions." [1]
	2009 (draft)	A statewide master plan for higher education, focused on increasing "the educational attainment of the State's population, and invest [ing] strategically in University research." [2]

Name	Year(s)	Description
UL Lafayette Louisiana Performance Accountability System (LaPAS)	2001-2005, with annual progress updates	Administered by the State Division of Administration, the act requires that "each agency receiving an appropriation produce a series of performance progress reports. The purpose of these reports is to track the agency's progress toward achievement of annual performance standards". [3]
	2005-2010, with annual progress updates	Administered by the State Division of Administration, the act requires that "each agency receiving an appropriation produce a series of performance progress reports. The purpose of these reports is to track the agency's progress toward achievement of annual performance standards". [4]
UL Lafayette *Tradition, Transition, Transformation: The 2009-2014 Strategic Plan*	2009-2014	The first comprehensive strategic plan for the University developed with broad-based stakeholder involvement. [5]

At the highest external level, the Louisiana Board of Regents (BOR), a state agency created by the 1974 Louisiana Constitution, coordinates all public higher education in Louisiana. Appropriately, the BOR periodically develops and adopts a statewide master plan for higher education. The University participates in the development of this plan and, upon statewide implementation, inherits, assimilates, refines and executes its strategic initiatives to realize goals consistent with the University's defined role, scope, and mission.

More pointedly, during the past decade, several of the major strategic initiatives of UL Lafayette have been implemented in concert with the BOR Master Plan. For example, the statewide framework on admissions criteria [6] has influenced UL Lafayette's planning and implementation of admissions criteria. UL Lafayette initiated a transition to selective admissions criteria in advance of the Master Plan, and developed its timetable to coincide with statewide implementation in 2005. [7] A second example of the linkage between BOR policy and campus initiatives is seen in the fact that Goal 1 of the UL Lafayette LaPAS 2001-2005 plan is congruent with Goal 1 of the BOR Master Plan 2001: Increase Opportunities for Student Access and Success.

Complementary to the BOR, the University of Louisiana System Board of Supervisors (BOS) is constitutionally mandated to exercise all power to direct, control, supervise, and manage the institutions of higher learning under its purview. Often referred to as the "management board," it regularly adopts strategic initiatives that apply to all of the universities within the UL System. For example, the UL System-wide goals on "Access and Success" have been adopted and embraced within the UL Lafayette strategic planning process. [8] [9] This being said, however, it is important to note that universities within the UL System are allowed considerable flexibility in

planning that serves their unique constituencies and in determining their unique areas of specialization. UL Lafayette has numerous unique curricula, research programs, research centers, and economic development entities that are not found at other UL System universities, and tailors its implementation of external strategic initiatives to them.

Internally, the primary planning teams are the University Council and the Deans Council. The University Council is composed of the President, the Provost, all Vice Presidents, the Executive Officer of the Faculty Senate, and the Executive Director of the Office of Campus Diversity. The University Council meets weekly to consider strategic, operational, and informational issues. Key members of the university community are frequently invited to attend. University Council minutes are electronically distributed in summary form to all deans and are distributed at meetings of the Faculty Senate. [10]

The Deans Council is constituted both as a core and an extended body. As a core body, the Deans Council consists of the Deans of the Academic Colleges and the Dean of the Graduate School. It meets weekly with the Provost, the Associate Vice President for Academic Affairs, and the Assistant Vice President for Academic Affairs. Like the University Council, each meeting is open to consideration of strategic, operational, or informational issues. The Deans Council is extended as the Council of Deans and Directors, to include the Director of University College; the Director of Junior Division/the Academic Success Center; the Director of Research and Sponsored Programs; the Registrar; the Director of the Library; the Director of the Honors Program; the Director of Institutional Research; the Director of Computing Support Services; and the Director of Orientation. This extended council meets once a month.

Twice a year the Provost convenes all of the Academic Deans and Academic Department Heads for a half-day retreat, programmed for any one of several purposes depending on the consensus of the planners. [11] It is used to a) provide a developmental or team building opportunity, b) undertake strategic planning, or c) debate, refine, or develop a consensus on a particular selected issue. These sessions often provide the stimulus for new initiatives, or serve as the basis for advancing an initiative that is already underway. For example, the Fall 2008 retreat focused on refining a draft of the most recently developed strategic plan. In the Fall 2006 semester, the Provost convened one other campus group—the University Futures Forum—to provide faculty input into long-term strategic thinking. The group was chosen to represent the faculty's diversity of academic disciplines, ranks, and tenure in the University. The group has met several times, charged with envisioning the University's longer term future.

External accrediting bodies also have a meaningful impact on the University's planning, both immediate and long-term. The reports of visiting teams from professional accreditation organizations [12] often make recommendations or suggestions regarding the qualifications and size of faculty and staff in a given program, the facilities it uses, and its curriculum and learning assessments. The University attempts to address issues that are identified by such accrediting teams. The analysis of facilities planning provides an illustration of the role of professional program accrediting bodies in University planning; for additional information, see Core Requirement 2.11.2.

Internal Stakeholder Involvement

Stakeholder input, feedback, and guidance is provided to all of these councils by stakeholders broadly representing the academy and its varied constituents. As a result, each of these entities represents a significant voice in the development and deployment of university strategy.

Faculty Senate [13]. The following statement from the Faculty Senate's Constitution articulates its purpose:

> *As the only authorized, representative body of the faculty under the administration of the University of Louisiana at Lafayette, this Faculty Senate is constituted to promote and implement, consistent with the purposes of the University, maximum participation of the faculty in university governance. In this capacity, the Faculty Senate will assist the administration in such matters of particular faculty concern as academic standards, student affairs, faculty welfare, selection of university-wide administrators, and membership of specified university committees. The Faculty Senate will advise the administration in the formulation and execution of policy with respect to the broadly defined goals, priorities, and financial needs of the University. The Faculty Senate will also communicate faculty interests to the public and public officials as deemed appropriate in furthering the purpose of the organization.* [14]

The Faculty Senate convenes monthly during the academic year and regularly transmits requests, opinions, and guidance to the administration. The Provost conducts a relatively unstructured monthly town-hall style "rap session" just prior to each Senate meeting. As noted earlier, the Executive Officer of the Faculty Senate serves on University Council. These monthly open discussions and the dual role of the Senate Executive Officer provide for regular and direct exchange of planning and operations information between the Senate and the administration.

The University's Faculty Senate is unusually large: all full professors are invited to participate, and other faculty members including instructors and adjunct faculty are elected to represent the various colleges and ranks. Although part-time faculty members do not often serve as senators, their inclusion symbolically and substantively represents the important role they play in our institution and the desire for them to become participating members in the life of the university. An illustration of the Faculty Senate's input into decision making [15] is found in the revision of three policy documents in recent years: the faculty grievance policy [16], the sexual harassment policy [17], and the dismissal for cause policy [18].

Student Government Association (SGA) [19]. According to the "Preamble" of its Constitution, the SGA exists in order to "represent students in matters pertaining to student welfare, student activities, student participation in university planning, and administration and student opinion." [20] An elected body with broad representation of all students, the SGA at UL Lafayette is active and engaged. During the academic year, the officers of the SGA meet weekly with the President of the university and, depending on the issues at hand, relevant members of the University Council. These regular meetings between the administration and the SGA leadership often produce initiatives that are implemented by the University. As an example, in AY2004-2005, the SGA proposed that the University administration and the Faculty Senate join to facilitate the comprehensive use of classroom management software. As a result of this

proposal and its alignment with existing strategic goals of the University, the University Council, the Faculty Senate, and the SGA co-sponsored a comprehensive deployment of electronic classroom management. [21]

Additional initiatives with broad planning participation by the SGA include the deployment of "smart" classrooms [22], the deployment and enhancement of the University Wireless Information Network (UWIN) [23], and numerous projects to provide enhanced campus security (call boxes, text messages, hurricane preparedness plans) and aesthetics (Benches for Beautification).

Council of Department Heads. The Council of Department Heads convenes monthly during the academic year and creates a forum of information exchange between departments and University administrators. The Council allows for benchmarking of best practices and the development of an *esprit de corps* among those serving in this important role. Typically, a presenter or facilitator is invited to the Council for purposes of ensuring understanding of and gathering feedback on university activities. [24]

University Committees and Councils [25]. The University administration and the Faculty Senate partner to establish and determine membership for over 35 planning, advisory, and oversight committees or councils. Membership is constituted to provide broad representation and varied expertise. Each year in the Spring Semester, faculty and staff have the opportunity to volunteer for service on any of these committees. [26]

UL Lafayette Foundation [27]. The UL Lafayette Foundation promotes the educational, social, ethical, and material welfare of the University by assisting in the acquisition of donations. It also invests and manages all private assets gifted to the University. Strategic improvements in the University's ability to recruit and retain excellent faculty and students are facilitated by enhanced resources through endowments and other gifted assets. The UL Lafayette Foundation is the primary University partner for these strategic initiatives.

In their partnership, the University and the Foundation have established endowments for one $2 million super chair, 21 $1 million chairs, and over 260 endowed professorships of $100,000 each. [28] Furthermore, during the last decade, the gifted assets have increased from roughly $45 million to over $100 million. The President of the University serves as an ex-officio member of the Board of Directors of the Foundation, ensuring strong coordination in planning and execution between the two organizations.

External Constituents

The University enjoys a strong and explicitly symbiotic relationship with regional and community bodies that develop plans for the region and whose activities plot its course. Boards and advisory committees of economic development agencies, community and cultural organizations, and many regional enterprises have representation from the University. As such, the flow of planning and engagement between these organizations and the University is ensured. The following examples serve to illustrate this flow.

Lafayette Economic Development Authority (LEDA) [29]. Created by the state legislature, the Lafayette Economic Development Authority exists to facilitate economic growth in Lafayette Parish. Among the 12 appointed commissioners that form the LEDA board, two are appointed

by the University President. A key partnership of LEDA and the University is the Louisiana Immersive Technology Enterprise (LITE). [30] LITE is a 3-D immersive visualization and high-performance computing resource center hosting clients in commercial industry, government, and university sectors. LITE's leading-edge facility features a comprehensive set of advanced visualization systems, including one of the world's largest 3-D visualization theatres and one of the world's first multi-user six-sided digital 3-D total immersive space (TIS) based on CAVE ® technologies.

The implementation of LEDA's "L3 - Marketing Lafayette Through 2010" [31] plan and the Lafayette Entertainment Initiative (LEI) [32] are additional examples of synergistic planning between LEDA and UL Lafayette. L3 has been considered directly within the University's *2009-2014 Strategic Plan*, while the University's Cinematic Arts Workshop [33] has been directly involved in the LEI.

Le Centre International (LCI) [34]. LCI of the Lafayette Consolidated Government has a primary mission to foster an increase in international commerce, tourism, and communication in the Lafayette area. The University participates directly within Le Centre's planning and activities through appointments to its board and numerous collaborative projects. Joint engagement fosters enhancement in the University's evolving international emphasis in curricular and valuable extra-curricular activities, including global internships and residencies for UL Lafayette students.

Greater Lafayette Chamber of Commerce [35] *and the Greater Southwest Louisiana Black Chamber of Commerce* [36]. Both Chambers are in frequent partnership with the University and other regional enterprises. The University maintains strong membership within both Chambers and on their boards. Joint projects, joint planning, and frequent interactions are a matter of course. University administrators, including the President, are often invited to participate in informational and planning exchanges. [37]

Community Foundation of Acadiana (CFA) [38]. The mission of the CFA is to improve the quality of life in the region by increasing giving, connecting donors with what they care about, and providing leadership on community needs and opportunities. As such, the CFA is engaged with the University to better understand its needs, as it is widely recognized that UL Lafayette is an economic and cultural driver of the vitality of the Acadiana region.

Consultant Involvement

To ensure the comprehensiveness of its planning process, the University also employs the services of external consultants and experts to assess the institution and help plan its future progress. In July 2007 the University, supported by the University of Louisiana System, arranged for educational consultant Dr. James Fisher to provide an institutional review of the University. From July 2 through October 25, 2007, a team of five higher education professionals reviewed the general condition of the University by reviewing written materials and conducting interviews. [39] The purpose of the review was to:

1. assist the Board of Supervisors in assessing the condition of the University;
2. advise the Board and the University's leadership regarding the attitudes of University constituencies;

3. candidly identify and address issues and opportunities affecting the University;

4. recommend a tentative agenda which could guide a future strategic plan; and

5. recommend to the Board of Supervisors more efficient and effective governance structures.

The Fisher Report resulted in 36 recommendations. These recommendations were individually and collectively reviewed by the University Council, the Council of Deans, and six strategic presidential transition teams formed in the Spring of 2008 (Academic and Faculty Transition Team [40], Athletics Transition Advisory Team [41], Economic Development and Research Transition Advisory Team [42], Facilities and Property Team [43], Student Issues Team [44], and the University Advancement Team [45]. All of these sources of input subsequently served as key elements to a comprehensive strategic planning process that resulted in the adoption of the University's *Strategic Plan 2009-2014* [46]. This strategic plan is now being used to drive the priorities and investment of resources by the University.

In addition to the type of comprehensive and general review and planning facilitated by the Fisher team, the University has engaged several other external consultants possessing unique and refined expertise in areas of strategic importance to the University. Noel-Levitz, a national consulting firm specializing in collegiate student success and retention, recruitment and financial aid, marketing research and communication, and professional development, was engaged several times during the last decade in support of the University's planning and implementation of recruiting and retention enhancement goals. For example, the 2003-2005 Undergraduate Student Retention Plan [47] was co-developed by the University Retention Committee and consultants from Noel-Levitz. More recently, Noel-Levitz has been engaged to participate in: strategic enrollment planning; targeted market research (degree completion, transfer students); financial aid and scholarship analysis and planning; and retention and inventory of student satisfaction.

Applied Technology Research Corporation of Baton Rouge, La., was recently engaged to conduct an economic study for the eight universities that make up the University of Louisiana System. [48] The study calculated impact by looking at direct university spending, health-care and benefits spending, and spending by students, employees, campus visitors, and college retirees. About the same time, the University contracted the research and creative services of Lipman Hearne, a leading marketing and communications firm that specializes in higher education. Lipman Hearne will help identify and communicate the brand that is UL Lafayette, and will assist UL Lafayette with conducting a comprehensive reputation-building initiative per the *2009-2014 Strategic Plan*.

Select Strategic Initiatives

Based on the desire to both accomplish its mission and engage in continuous improvement in learning, and guided by the processes described above, the University has enjoyed a decade of progress. A few noteworthy accomplishments are identified here, although many others are included in other sections of this report.

LaPAS Accomplishments. The following list of goals and strategies from the 2005-2010 LaPAS plan and the accompanying table illustrate some of the University's accomplishments relative to the state's expectations. It should be noted that the AY2005-2006 represents a significant anomaly in UL Lafayette statistical reviews, because the Katrina catastrophe had a major impact on many aspects of UL Lafayette enrollment and operations.

1. Increase Fall semester 14th day headcount enrollment at UL Lafayette by 5% from the Fall 2003 baseline level of 16,208 to 17,018 by Fall 2009.

2. Increase minority Fall headcount enrollment (as of the 14th class day) at UL Lafayette by 3% from the Fall 2003 baseline of 3,359 to 3,459 by Fall 2009.

3. Increase the percentage of first-time, full-time, degree-seeking freshmen retained to second year in public postsecondary education by 4.2 percentage points from the Fall 2003 baseline level of 80.8% to 85% by Fall 2009.

4. Increase the six-year graduation rate in postsecondary education by 10 percentage points from the Fall 2003 baseline level of 34.8 to 44.8 by Spring 2009.

5. Increase the number of patents registered and copyrights applied for by UL Lafayette researchers by 40% from the 2003-2004 baseline number of 25 to 35 in 2009-2010.

6. Increase the amount of externally sponsored research and sponsored program funding awarded to the University by [approximately] 25 % from the 2003-2004 baseline amount of $36,395,955 to $45,130,983 in 2009-2010.

Table 2.5 – 2: Progress Toward LaPAS Goals by Year

Goal	Fall 2003 Baseline	2009-2010 Target	2004-2005 Actual	2005-2006 Actual	2006-2007 Actual	2007-2008 Actual	2008-2009 Actual	Status
1	16,208	17,018	16,561	17,075	16,303	16,345	16,320	Not on track to meet
2	3,359	3,459	3,481	3,723	3,458	3,513	3,432	On track to meet
3	80.8%	85.0%	82.6%	79%	82.4%	84.1%	83.6%	On track to meet
4	34.4%	44.8%	37.5%	38.5%	40.1%	46.3%	NA	Exceeded
5	25	35	26	28	21	21	25	Not on track to meet
6	$36.40 million	$45.13 million	$37.85 million	$39.44 million	$44.70 million	$47.42 million	$56.52 million*	Exceeded

* Based on unaudited, preliminary report

Organizational Restructuring for Enhanced Mission Achievement. The Fisher Report, the work of the Presidential Transition Teams, and the subsequent process of strategic planning all pointed to the value of several tactical organizational restructurings or enhancements. Based on these findings and recommendations, key reorganizations and numerous appointments have been made. Some are listed here.

Selected Fisher Report recommendations relating to organization are:

> *20: We recommend that the next President reexamine the formal and informal administrative organization and reporting structure of the University.*
>
> *21: We recommend that there be a renewed focus by the next President to ensure that leadership in Student Affairs is solely focused on assigned responsibilities and that student services are consistent with the nature and mission of the Office of Student Affairs.*
>
> *24: We recommend that the next President fill the position of Vice President for Finance and allow that person to determine staffing.*

These recommendations were consonant with the recommendations of other constituents in recent years. During the last four years, the following appointments were made:

- During AY2005-2006, the University broadened the mission of the Office of Campus Diversity and appointed an Executive Director and began a series of town-hall style meetings with leaders in the African-American community to ensure the campus was conducive to the recruitment, retention, and success of minority students. [49]

- During AY2006-2007, a senior faculty member was appointed as Special Assistant to the Vice President for Academic Affairs for Assessment.

- During AY2008-2009, the University:

    - Created the position of Executive Director of Institutional Planning and Effectiveness, reporting to the Office of the Provost.

    - Created the position of Director of Distance Learning, reporting to the Office of the Provost.

    - Elevated the position of Vice President for Academic Affairs (VPAA) to Provost and VPAA. This included the realignment of some of the duties and responsibilities previously assigned to the Vice President for Information Technology to the Provost.

    - Reorganized and enhanced the enrollment management division and created the positions of VP for Enrollment Management and Assistant VP for Enrollment Management.

    - Appointed a VP for Administration and Finance, realigning some of the duties and responsibilities previously assigned to the VP for Student Affairs (e.g., Facilities Management) and the VP for Information Technology (e.g., EEO review) to this office.

    - Created the position of Chief Information Officer (CIO), reporting to the VP for Finance and Administration, to be responsible for the leadership and coordination of major information and communication technology advances.

    - Created the Director of Operational Review/EEOC Officer and the Associate Director of Operational Review and Resources Management positions to enhance strategic, tactical, and operational efficiencies and compliance, and to oversee implementation of the University's *Strategic Plan 2009-2014*.

    - Allocated funding to enhance the academic administrative support for each of the academic colleges, resulting in the creation of several Associate and Assistant Dean positions.

    - Created the position of LITE Chief Scientist, who serves as the primary catalyst in promoting LITE-related activities by coordinating research, deploying advanced visualizations services, and publicly advancing the

interests of visualization technology through collaboration with the UL Lafayette faculty, LITE personnel, and local organizations, vendors, and businesses.

Transition to Selective Admissions. Every two years beginning in 1999 through 2005, the University incrementally increased its admissions criteria to the current standards. [50] This process was an integral foundation of the University's *2009-2014 Strategic Plan's* commitment to increase the probability of success of its students, and part of a broader, state-wide initiative to improve higher education for all stakeholders. These incremental changes were established using longitudinal institutional data on then-current students and state-wide demographic student data. The University Council, the Council of Deans (extended), a special committee on admissions criteria (including faculty members), and the University Retention Committee all had input into this plan. While preserving reasonable enrollments, the University was able to achieve the expected goals of improved retention and graduation rates, because of the improved readiness of the undergraduate students. [51]

Faculty Work Load Policy. Based on input from academic departments, academic deans, the Faculty Senate, and the University Council, the Office of Faculty Development undertook the full redesign of a faculty work load policy to more clearly define the distinct expectations for faculty at different levels and in different disciplines. In particular, the policy is intended to serve as a management tool to assist administrators at the department and college levels in setting faculty loads and responsibilities, while being flexible enough to allow description of the myriad activities of different faculty and departments. The policy provides an effective way for faculty and administrators to have a clear understanding of the expectations for particular faculty members during a given evaluation period. [52]

Expansion, Renovation, and Construction of Campus Infrastructure. Among the standing University committees is the Campus Planning Committee. The primary purpose of this committee is to advise the President and the University administration on the improvement of the University's infrastructure, and to recommend appropriate responses to infrastructure shortcomings. The committee has broad representation and is currently chaired by a faculty member from the School of Architecture. During the last several years, the University has realized unprecedented improvements to its infrastructure. Two new academic buildings (Moody Hall and Advanced Computer Technology and Research Hall) have been completed, and two academic buildings (Burke-Hawthorne Hall and Girard Hall) are being fully renovated and expanded. New student housing complexes (Legacy Park), a new child day care center, a new parking garage, along with the Student Aquatic Center, have all been completed, and a new University Art Museum (Paul and Lulu Hilliard University Art Museum) is complete and fully operational. In the University's Research Park, the Louisiana Immersive Technologies Enterprise facility (LITE) and a Hilton Garden Inn are in service. Additionally, major renovations to Judice-Rickels Hall (the Honors building), the French House (home of Enrollment Services), Edith Garland Dupré Library, F. G. Mouton Hall, and Angelle Hall Percussion Annex have recently been completed. Plans are currently being developed for a new student union and for renovation and expansion of Fletcher Hall (home of the School of Architecture). All of these projects are a result of the planning and continuous improvement process in place at the University. [53] Additional information about changes and improvements to the campus infrastructure is provided in Core Requirement 2.11.2 and Comprehensive Standard 3.11.3.

Technology-Facilitated Teaching and Learning. UL Lafayette has focused considerable planning, analysis, and investment on deploying the many advances in the use of technology to facilitate teaching and learning that have occurred over the last decade. Student opinion surveys, student evaluations of instruction, SGA debates, departmental and college processes, Faculty Senate debates, explicit technology committees, the University Retention Committee, and the Student Technology Enhancement Program (STEP) board have all been involved in the planning, assessment, and implementation of technology-facilitated teaching and learning.

The example of course management software (CMS) highlights this process and its many initiatives. During the first half of this decade, the decision to use CMS was primarily left to individual faculty members. In a few instances, use of CMS was prescribed by departments for particular courses. The College of Nursing served as a leader in the college-wide adoption of CMS. Beginning in 2004 and extending into 2005 and 2006, numerous forces including campus-wide retention initiatives, requests from the SGA, and several departmental initiatives brought to the forefront the potential for campus-wide adoption of CMS. During 2005 a movement spearheaded by the SGA and endorsed by the Faculty Senate and the University Council led to the comprehensive adoption of CMS for all courses at the University.

Additional illustration of the focus on improving technology use for students within the last decade was the creation of a secure portal, ULink, through which students may access personal information such as grades, course schedules, and financial aid awards, and conduct business with several offices on campus. The increase in "smart" classrooms on campus was another major strategic initiative on campus, as stated in Comprehensive Standard 3.4.12.

Bundling Professorships. In 2006 the University initiated the bundling of up to three Professorships. The resulting Vermilion Professorship provides financial incentive to a faculty member to assume additional responsibilities, which may be tied to a particular strategic objective such as a project to improve educational outcomes or engagement in more beneficial community outreach. This initiative was undertaken with the full participation of the University's Development Office, the UL Lafayette Foundation, Academic Affairs, and professorship donors.

In the Moody College of Business, to be eligible for a bundled professorship, an applicant must be a member of the graduate faculty, with a research achievement of three peer-reviewed journals in the most recent five-year period. The College of Engineering and the Moody College of Business currently bundle professorships. In Business, the additional responsibilities tied to these bundled professorships include, for example: Internship and College Placement Director, International Culture and Language Minor Director, and Faculty Development Director.

Realignment of the College of Applied Life Sciences Departments to Other Colleges. Because of significant changes in the academic role and function of the College of Applied Life Sciences (the former College of Agriculture), and because of the changing needs of its students, from 2004 to 2006, the University undertook a fundamental analysis of the college's future. Following numerous meetings of the college faculty with the deans and faculties of other colleges, a proposed realignment plan emerged that included the dissolution of the college and the reassignment of its departments and academic programs to closely aligned departments within other existing colleges. The over-arching motives were to benefit both the existing

degree programs and the professional preparation of the students. The reorganization was approved in January 2006 and took effect in Summer 2006. [54]

LONI/Lambda Rail. The University of Louisiana Lafayette was a founding member of the Louisiana Optical Network Initiative (LONI). [55] LONI is a state-of-the-art, fiber optics network that runs throughout Louisiana, and connects Louisiana and Mississippi research universities to one another, as well as to the National LambdaRail and Internet2. LONI connects Louisiana's major research universities -- Louisiana State University (LSU), Louisiana Tech University, LSU Health Sciences Center in New Orleans, LSU Health Sciences Center in Shreveport, Southern University, Tulane University, the University of Louisiana at Lafayette, and University of New Orleans – allowing greater collaboration on research that produces results faster and with greater accuracy.

As a founding member, UL Lafayette administration and technical leadership played an integral role in overseeing the design and implementation of LONI. LONI provides UL Lafayette researchers with one of the most advanced optical networks in the country and the most powerful distributed supercomputer resources available to any academic community, with over 85 teraflops of computational capacity.

LONI is administered by a management council reporting to the Board of Regents. The Provost serves as the appointed Statewide Technical Advisor to LONI and the Dean of Sciences serves as the Chair of the Allocations Committee.

College Level Planning

Planning and evaluation processes that incorporate a systematic review of programs and services are also carried out at the level of colleges and departments. Of particular note, as indicated in the recent BOR status report of June 2009, the University more than fulfills the Board accreditation requirements for programs listed as having either mandatory or desirable accreditation. [56] The comprehensive success in accreditation and the college level planning and evaluation processes are diverse and productive.

Annually, the President and the University Council meet with the University community either as an assembly of the whole or, as issues dictate, on a college-by-college basis. [57] In addition, deans and department heads pursue strategic initiatives within their respective areas. A few summary statements highlight and characterize some of the practices employed at the college and department levels.

- Within the College of the Arts [58], five of the seven degree programs are accredited by the appropriate accrediting agency, and in each case a quality advancement requirement exists within the accreditation criteria. Further, this college engages active councils that inject guidance and support: the Dean's Advisory Council (a group of informed and active professionals); student organizations and student groups such as the School of Music Director's Student Council that meet regularly with department heads. The Assistant Dean meets with the presidents of each such student organization at least once per semester. The college produces an annual report that describes the recent accomplishments of its planning and assessment. A noteworthy achievement within the college resulting from assessment and constituent input is the

creation of several centers for applied learning. In particular the college has created the Building Institute to give students hands-on construction experience, the Facility Design Management Studio, and the Transportation Studio in Industrial Design.

- The Moody College of Business [59] is AACSB International-accredited and as such conducts ongoing strategic planning and evaluation processes. The college's governance integrates continuous improvement as part of its structure and mission. Academic assessment mechanisms, as well as annual reports, document the college's efforts and successes. As an example of its strategic planning based on constituent input, the college has recently created an Executive Training Program as a precursor to the potential for offering an executive MBA.

- The College of Education [60] is NCATE-accredited and successfully performs program effectiveness studies consistent with that body's criteria. Noteworthy for this college are that a) the college successfully undertook the comprehensive redesign of all of its education curricula in 2005; b) the college sponsors a total of 11 professional development schools in five area parishes; and c) the college developed and pioneered a Professional Accountability Support System using a Portal Approach (PASS-PORT) for student assessment, a technology that was patented and spun-off as intellectual property.

- Consistent with its status as a professional school, the programs within the College of Engineering [61] are accredited, and each is required to regularly perform ongoing effectiveness assurance. Noteworthy within this college are: a) the use of intensive comparative assessment of the college against selected peers; b) a highly engaged and successful cadre of departmental industrial advisory committees; c) a college-wide advisory committee composed of departmental advisory committee members; d) an active student advisory group; and e) an organized faculty advisory group.

- While only two of the many programs within the College of Liberal Arts have sought accreditation (and both received it), the college undertakes ongoing integrated and research-based planning and evaluation processes. [62] Because the college provides most of the courses in the University's core curriculum, its dean and a number of its faculty have participated in the University's deep re-examination of general education learning outcomes and assessments. In addition, the college has in recent years initiated new program requests at the baccalaureate level in the digital moving image and at the graduate level in criminal justice.

- All of the programs within the College of Nursing and Allied Health Professions [63] are accredited by their respect professional bodies. As in the other professional colleges, such accreditation assumes and requires comprehensive and systematic assessment and evaluation. Based on assessment of student and community needs during the 1980s, the college created the Mobility in Nursing Education. The program enables students with previously acquired nursing

knowledge and skills the opportunity to achieve baccalaureate objectives through the process of articulation. More recently, the online RN to MSN track was developed to meet growing a need for distance learning in this critical area.

- The Ray P. Authement College of Sciences [64], like the College of Liberal Arts, is quite diverse in its programs and the structure of its institutional effectiveness planning and execution. The college offers eight B.S. degrees, five M.S. degrees, and four Ph.D. degrees. Two of its programs, Chemistry and Computer Science, are accredited. The college utilizes a variety of assessment techniques, such as standard university reports, university wide assessments, and college-based committees to enhance and evolve college offerings. Two noteworthy initiatives include: a) regular reviews of service courses recognized as being the most challenging [65] and, hence, impacting student progress and b) the introduction of formal minors through a standing college committee on minors. [66]

- The College of General Studies is unique in its appeal to students with diverse learning and career goals. Typical among General Studies students are those who wish to design an interdisciplinary program of study and those who left their original major because of inadequate preparation or an eventual decision that it was not a good fit for them. The College of General Studies is also unique in that it does not have a faculty but draws on courses offered through the other seven academic colleges. Planning and evaluation within the college is conducted by the Dean, Assistant Dean, Academic Advisor and selected faculty collaborators. In recent years, planning has focused on curricular improvement in writing and technology and on increasing the number of graduates who pursue graduate degrees.

Conclusion

UL Lafayette has, in recent years, significantly broadened and intensified its planning and effectiveness initiatives. After more than three decades of continuous improvement, the University observes considerable opportunity to advance to greater levels of excellence. The recently adopted *Tradition, Transition, and Transformation: The 2009-2014 Strategic Plan* provides a comprehensive roadmap and highly improved complement to the LaPAS-based planning instruments. The broad and active engagement of all constituents in the production of the plan, commencing in 2006 with the creation of the University Futures Forum, ensures support for its initiatives.

Further, the additional resources and associated personnel committed to institutional effectiveness reaffirm the University's commitment to ongoing, integrated, and institution-wide, research-based planning and evaluation processes that incorporate a systematic review of programs and services, which (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission. Planned future strategic initiatives with imminent implementation include growing the graduate program, revamping the faculty merit pay allocation mechanism, enhancing the student evaluation of instruction instrument [67], outsourcing non-core functions, and implementing viable recommendations from the budget task force reports, to ensure the future vitality of the University. [68]

Supporting Documents

1. BOR Master Plan for Public Postsecondary Education: 2001
2. BOR Master Plan for Public Postsecondary Education: 2009 (Draft)
3. UL Lafayette LaPAS Goals 2001-2005
4. UL Lafayette LaPAS Goals 2005-2010
5. UL Lafayette *2009-2014 Strategic Plan*
6. Master Plan for Public Postsecondary Education 2001: Selective Admissions
7. *La Louisiane* Spring 2006
8. UL Lafayette Access and Success initiatives
9. University Council minutes – access and success initiatives
10. University Council minutes AY2008-2009
11. Deans/Departments Heads/Directors Retreat Agendas
12. Sample accreditation reports
13. Faculty Senate Website
14. Faculty Senate Constitution
15. Faculty Senate Role in Policy Revision
16. Grievance policy
17. Harassment policy
18. Dismissal for cause policy
19. Student Government Association Website
20. Student Government Association Constitution
21. Joint action of University Council, Faculty Senate and SGA
22. Smart classrooms Website
23. University Wireless Information Network
24. Council of Department Heads agendas and minutes
25. *Faculty Handbook*: Appendix B - Committees
26. Committee service questionnaire
27. UL Lafayette Foundation Website / [Offline version]
28. Recipients of chairs and professorships
29. Lafayette Economic Development Authority (LEDA) Website / [Offline version]
30. Louisiana Immersive Technology Enterprise (LITE) Website / [Offline version]
31. LEDA's L3 marketing plan
32. LEI Website / [Offline version]
33. Press release UL Lafayette students to Cannes
34. Le Centre International (LCI) Website / [Offline version]
35. Chamber of Commerce Website / [Offline version]
36. Black Chamber of Commerce Website
37. Presentation for community leaders
38. Community Foundation of Acadiana Website / [Offline version]
39. Fisher Report
40. Academic and Faculty Transition Team Report
41. Athletics Transition Advisory Team Report
42. Economic Development and Research Transition Team Report
43. Facilities and Property Team Report
44. Student Issues Team Report
45. University Advancement Team Report
46. *2009-2014 Strategic Plan*

47. Student Retention Plan
48. Economic impact study
49. Presentation to minority community leaders
50. Admissions requirements
51. Continuation and Graduation Rates 1992-2008
52. Faculty work load policy
53. Campus master plan
54. UL System BOS minutes 2/24/2006
55. Louisiana Optical Network Initiative (LONI) Website / [Offline version]
56. BOR Program Accreditation Report for UL Lafayette
57. University-wide meetings
58. College of the Arts Annual Report, 2008
59. B.I. Moody College of Business Administration strategic planning
60. College of Education strategic planning
61. College of Engineering strategic planning
62. College of Liberal Arts strategic planning
63. College of Nursing and Allied Health Professions strategic planning
64. Ray P. Authement College of Sciences strategic planning
65. Pass percentages in challenging courses
66. Science minors required courses
67. New student course evaluation form
68. President's blog / [Offline version]

Core Requirement 2.6 - Continuous Operation

The institution is in operation and has students enrolled in degree programs.

Compliance Judgment

☑ Compliance

Narrative

The institution that is currently known as the University of Louisiana at Lafayette has been in continuous operation since it opened its doors to students on September 18, 1901. In more than a century of operation, the institution has grown from a two-year industrial institute to a university offering baccalaureate, master, and doctoral degrees. The table below shows that this growth is mirrored in the increase in student population. The information in the table is compiled from data that is available in the University's FactBook. [1]

Table 2.6 – 1

Academic Year	Total Enrollment
1922 – 1923	556
1935 – 1936	1,064
1961 – 1962	5,549
1968 – 1969	10,023
1981 – 1982	15,493
1997 – 1998	17,020
2008 – 2009	16,320

As of AY2007-2008, the University had awarded a total of 99,022 undergraduate and graduate degrees. [2] Each year, the University submits the Fall Preliminary Headcount Enrollment Summary to the Board of Regents (BOR). [3] According to the Fall 2008 report, the enrollment included 14,806 undergraduates and 1,514 graduate students. These students were enrolled in over 100 degree programs: 78 at the baccalaureate level [4], 27 at the master's level, and nine at the doctoral level [5].

The UL Lafayette Fall Enrollment Distribution is produced annually. The spreadsheets within this report detail both overall enrollments and enrollments by academic college. In the overall section of the report, enrollments are given for various special populations within the University [6] while the college spreadsheets provide enrollment by curriculum. The number of students enrolled in each college for the years 2003 to 2008 is provided in the table below. Note that University College is not considered one of the University's academic colleges. This administrative unit provides ease of access for special non-degree seeking students.

Table 2.6 – 2

By College of Student	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Liberal Arts [7]	2,574	2,619	2,756	2,880	2,822	2,792
Education [8]	2,293	2,407	2,434	2,344	2,288	2,388
Applied Life Sciences*	824	909	922	0	0	0
Engineering [9]	1,225	1,187	1,218	1,246	1,317	1,363
Nursing [10]	1,384	1,551	1,690	1,780	1,577	1,398
Business Administration [11]	2,609	2,678	2,690	2,807	2,748	2,705
Sciences [12]	1,279	1,308	1,466	1,624	1,706	1,648
General Studies [13]	766	749	715	688	786	802
The Arts [14]	1,121	1,156	1,202	1,255	1,205	1,144
University College [15]	510	479	471	300	482	566
Graduate School [16]	1,623	1,518	1,511	1,379	1,414	1,514
TOTAL	16,208	16,561	17,075	16,303	16,345	16,320

* The College of Applied Life Sciences was dissolved in 2006, and its departments were absorbed into other colleges.

Supporting Documents

1. Sample enrollment numbers 1922-2009
2. Number of degrees awarded / [Offline version]
3. Headcount enrollment summary / [Offline version]
4. *Undergraduate Bulletin*: Degrees Awarded
5. Graduate degrees offered
6. Fall enrollment 2003-2008
7. Liberal Arts enrollment by curriculum
8. Education enrollment by curriculum
9. Engineering enrollment by curriculum
10. Nursing enrollment by curriculum
11. Business Administration enrollment by curriculum
12. Sciences enrollment by curriculum
13. General Studies enrollment by curriculum
14. Arts enrollment by curriculum
15. University College enrollment by curriculum
16. Graduate School enrollment by curriculum

Core Requirement 2.7.1 - Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette offers 78 bachelor's degrees, 27 master's degrees, and 9 doctoral degrees. These programs were each established after a thorough proposal and review process that begins with faculty in individual colleges and ends with approval by the Board of Regents. UL Lafayette no longer awards associate degrees, by decision of the Board of Regents in 2001. [1] All degrees awarded are based on semester credit hours.

All undergraduate baccalaureate degrees at UL Lafayette exceed the Board of Regents minimum of 120 semester credit hours. [2] As stated in "Rules and Regulations" of the University's *Undergraduate Bulletin*, the minimum number of semester credit hours required for any baccalaureate degree at UL Lafayette is 124. [3] The University has in practice maintained a limit on the maximum number of semester hours that may be required for a baccalaureate at 129.

The minimum credit requirement for each individual program may be found in the table "Undergraduate Programs" [4], which appears in the front of each *Undergraduate Bulletin*. The specific course requirements for each degree program [5], as well as each department's course descriptions [6], are also listed in the *Undergraduate Bulletin*.

The University monitors courses and the number of credit hours in degree programs through its internal review process. Following approval by a department head and dean, all course additions, deletions, and changes must be approved by one of the two University Curriculum Committees (undergraduate or graduate level). [7] Changes must then be approved by the Provost or his designate, currently the Associate Vice President for Academic Affairs. Curriculum changes require the approval of the department head, dean, and Provost or Associate Vice President for Academic Affairs.

Externally, the Board of Regents carefully evaluates program length during the process of considering requests for new programs. Hence, any review or revision of a program must address this minimum-hours issue. Finally, accreditation agencies study curriculum credit-hour requirements as part of their review process. The review processes is described in Core Requirement 2.7.2.

All post-baccalaureate, graduate, and professional degrees at UL Lafayette require at least 30 semester credit hours of graduate-level coursework. For master's degrees the required number

of semester hours ranges from 30 to 54. Each of the eight Doctor of Philosophy programs has a required minimum of 72 hours, while the Ed.D. program in Educational Leadership requires 60 hours beyond the master's degree. The table "Graduate Programs--Length" [8] is compiled from information in the *Graduate Bulletin 2008-2010*. Specific course requirements for each graduate degree program [9], along with the course descriptions [10], are also listed in the *Graduate Bulletin*.

Supporting Documents

1. Master Plan for Public Postsecondary Education: 2001
2. BOR Policy 2.15 - Minimum Hours for a Degree / [Offline version]
3. *Undergraduate Bulletin*: Quantitative Requirements
4. Undergraduate programs: Length
5. *Undergraduate Bulletin*: Colleges and Curricula
6. *Undergraduate Bulletin*: Course Offerings
7. Course change request form
8. Graduate programs: Length
9. *Undergraduate Bulletin*: Quantitative Requirements
10. *Undergraduate Bulletin*: Course Offerings

Core Requirement 2.7.2 - Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Compliance Judgment

☑ Compliance

Narrative

The degree programs of UL Lafayette embody a coherent course of study that aligns with the University's mission and are based on fields of study appropriate to postsecondary education.

Degree Programs Compatible with University's Mission

The University asserts that all of its programs grow out of its mission, as articulated in this excerpt from the University's "Statement of Purpose" [1]:

> *The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. … Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.*

This statement reflects UL Lafayette's role in the system of higher education in Louisiana. The "role, scope, and mission" of each institution of higher education within the State of Louisiana is defined explicitly in the *Louisiana Board of Regents Master Plan for Public Postsecondary Education: 2001*. That Master Plan delineates admissions criteria for all institutions. In reference to UL Lafayette, the selective admissions directive includes the stipulation that UL Lafayette "will not offer associate degree programs. At a minimum, the University will implement Selective II admissions criteria." [2]

The role, scope, and mission of UL Lafayette remains essentially unchanged in the more recent *BOR Master Plan 2009* (draft), which emphasizes activities compatible with the University's own "Statement of Purpose":

> *The University of Louisiana at Lafayette (UL Lafayette) takes as its primary purpose the examination, transmission, preservation, and extension of mankind's intellectual traditions. The University provides intellectual leadership for the educational, cultural, and economic development of its region and the state through its instructional, research, and service activities. Graduate study and research are integral to the University's mission. …*
>
> *UL Lafayette is categorized as an SREB Four-Year 2 institution, as a Carnegie Research University (High Research Activity), and as a COC/SACS Level VI institution. It is committed to graduate education through the doctorate and will conduct research appropriate to the level of academic programs offered.* [3]

UL Lafayette offers 78 bachelor's degrees, 27 master's degrees, 9 doctoral degrees, and no associate degrees. Subsequent to the adoption of the 2001 BOR Master Plan, no new students were admitted to associate degree programs. Those enrolled at that time have been allowed to complete their degrees.

This variety of undergraduate programs, number and type of graduate programs, and lack of associate degree programs are in keeping with the University's mission and with its role in higher education in Louisiana. Moreover, the University's requirement of a 42-hour core curriculum in each bachelor's degree program confirms the institution's stated commitment to giving its students a broad general education based in the liberal arts and sciences. (See Core Requirement 2.7.3 for specific information on the general education requirements.)

Degree Programs Appropriate to Higher Education

Degree programs at UL Lafayette are based upon types of academic programs appropriate to higher education because they

- are developed and approved by university faculty who are experts in their fields;
- are reviewed and approved by both the management board (UL System Board of Supervisors, BOS) and the governing board (Louisiana Board of Regents, BOR); and
- satisfy the descriptions of the United Stated Department of Education's Classification of Instructional Programs (CIP) 2000.

Typically, faculty members within a department or a college initiate new programs. The faculty proposal for a new degree program must meet the approval of the dean of the college that will house the program, as well as the Provost and the President. The faculty must then prepare a formal "Letter of Intent" [4] which is submitted to the UL System BOS and to the Board of Regents for their review and approval.

Both the management board (UL System BOS) and the governing board (BOR) review requests for new programs. This process assures that new programs are appropriate for higher

education and are compatible with the role and scope of the proposing institution, that proper funding is available, and that unnecessary program duplication is avoided. The approval process begins with a mandated "Letter of Intent" to the BOS:

> *All Letters of Intent and Proposal for new degrees programs are to be sent to the System President for staff study and recommendation, and for forwarding to the Academic and Student Affairs Committee before submission to the Board.* [5]

The Letter of Intent must address the need for the program, faculty qualifications, student demand, facilities, and required library or equipment support.

Once the BOS grants its approval, the letter of intent goes to the BOR, as required in its Academic Affairs Policies:

> *Accordingly, colleges and universities shall transmit Letters of Intent to the Commissioner of Higher Education for all new programs to be proposed, with the exception of proposed undergraduate programs below the baccalaureate level.* [6]

Following the approval of the Letter of Intent by the BOR, a full program proposal must be submitted within three years. As stated in their Academic Affairs Policy 2.05:

> *Proposals for new academic programs should follow criteria outlined in the Guidelines: Proposal for a New Academic Program.* [7]

Comprehensive Standard 3.6.4 delineates more completely the approval process for graduate-level programs.

The full implementation of the BOR and BOS approval process was illustrated in the period between 2002 and 2006 through the procedure followed in instituting a new Ed.D program that is jointly offered by UL Lafayette and Southeastern Louisiana University.

At its August 23, 2002 meeting, the UL System BOS approved the Letter of Intent:

> *E.5.d University of Louisiana at Lafayette and Southeastern Louisiana University's Letter of Intent for a joint offering of a Doctor of Education (Ed.D.) degree program in Leadership.* [8]

The following month the Letter of Intent was approved at the September 25, 2002, meeting of the BOR:

> *PROPOSED LETTER OF INTENT - UNIVERSITY OF LOUISIANA AT LAFAYETTE/SOUTHEASTERN LOUISIANA UNIVERSITY - JOINT ED.D. IN LEADERSHIP*

> *On motion of Regent Henry, seconded by Regent Robinson, the Board voted unanimously to accept the recommendation of the Academic and Student Affairs Committee to grant approval for the proposed Letter of Intent for a projected Joint Ed.D. program in Leadership (CIP Code 13.0401) at the University of Louisiana at Lafayette/Southeastern Louisiana University. Assessment of any proposal forthcoming as a result of this Letter of Intent shall also include reviews of existing Ed.D. programs at Louisiana Tech University, Grambling State University, and the University of Louisiana at Monroe. ."* [9]

The ensuing series of events (approval of the full proposal, external reviews, campus visits, and revision of the proposal) are detailed in the Chronology of Events for Ed.D. [10], a BOR addendum for the minutes of the February 23, 2006 meeting at which the final proposal for the new program was approved:

> *PROPOSED ACADEMIC PROGRAMS*
>
> *UNIVERSITY OF LOUISIANA-LAFAYETTE AND SOUTHEASTERN*
>
> *LOUISIANA UNIVERSITY - Ed.D. IN EDUCATIONAL LEADERSHIP*
>
> *On motion of Regent Brame, seconded by Regent Blake, the Board voted unanimously to accept the recommendation of the Academic and Student Affairs Committee to grant conditional approval for the proposed joint Ed.D. in Educational Leadership (CIP 13.0401) at the University of Louisiana at Lafayette and Southeastern Louisiana University, effective Fall 2006. Beginning July 1, 2007, and on that date for the next two years, the two affected universities shall submit to the Commissioner of Higher Education a progress report detailing program implementation and development. Depending upon the contents of these reports, additional program requirements may be prescribed."* [11]

After a program is established, extensive review of its quality is ensured through the approval process for course and curriculum changes. For an undergraduate program, course proposals are submitted to the college dean, then the University Undergraduate Curriculum Committee. For a graduate course proposal, the request goes first to the college dean, then to the Graduate Curriculum Committee—composed of members of the graduate faculty chosen to achieve balance and breadth of experience on the committee—and finally to the Graduate Council. Requests are then routed to the Academic Planning and Faculty Development Office and the Provost Vice President for Academic Affairs, for final review and approval. This change process is explained fully in Comprehensive Standard 3.4.1. Curriculum changes require the review and approval of the Provost or the Associate Vice President for Academic Affairs who also serves as the Director of Academic Planning and Faculty Development.

Finally, the programs at UL Lafayette are aligned with postsecondary programs throughout the United States. A validation of the appropriateness of the University's degree program is the Board of Regents use of the United States Department of Education's Classification of Instructional Programs (CIP) published by the National Center for Educational Statistics. [12]

Coherent Courses of Study

Each degree program at UL Lafayette embodies a coherent course of study. All programs include breadth of knowledge and development of progressively more advanced expertise in the discipline. The following narrative refers primarily to undergraduate programs, as the graduate programs are fully discussed in Comprehensive Standard 3.6.

The breadth of knowledge of each undergraduate program is accomplished through two degree requirements:

- All baccalaureate curricula include 42 semester hours of a general education component. The specifics of this core curriculum are explained in Core Requirement 2.7.3.

- Another common baccalaureate degree requirement documented in the *Undergraduate Bulletin* is that no more than 55% of the total hours may be in the major and/or area of specialization. [13]

In addition to ensuring a breadth of knowledge by having students satisfy the core curriculum and by limiting the number of major courses that are applicable toward a given degree, The University makes certain that students develop expertise in their disciplines by taking courses with progressively more challenging academic content and expectations of student performance. This is evidenced by the prerequisites established for discipline courses as seen in the *Undergraduate Bulletin* under "Course Offerings" [14] and in the sequencing of courses in the discipline, as seen in the *Undergraduate Bulletin* in "Colleges and Curriculum Pages" [15], and the course syllabi. In the paragraphs that follow, evidence of this progression is given for two different departments.

- Marketing majors enrolled in the department of Marketing and Hospitality must complete a sequence of courses beginning with their freshman math courses and culminating with their marketing capstone course. Prior to enrolling in the Marketing Management capstone course (MKTG 480), students must complete a Marketing Research course (MKTG 375). Advanced statistics (QMET 252) is a pre/co requisite for the research course. A series of courses must be completed prior to enrolling in the QMET 252 course (in reverse order, QMET 251, Math 201, Math 100/105). Additionally, students must complete nine hours of marketing courses prior to enrolling in the MKTG 480 course. The primary reason for this required sequence is that the capstone course typically involves a service learning component that requires students to develop a marketing plan or solve a marketing problem for an organization. They must be able to apply advanced marketing theories as well as conduct or implement findings from marketing research projects, when conducting the service learning project. Sample syllabi are attached. [16]

- In 2007, the English Department increased the prerequisite for 400-level English courses from 6 hours of English credit above the freshman level, to specify that a student must earn at least 6 hours of sophomore literature credit and 3 hours of 300-level literature courses. The following was given as the reason for the change:

> *The current prerequisite of 6 hours of English credit does not provide students with enough background reading and analyzing literature to do satisfactory work in literature courses with senior English majors (who normally have 9 hours of sophomore literature surveys and at least 12 hours of upper-division English courses) … Students with only 6 hours of sophomore English credit (sometimes including 3 hours in Introduction to Creative Writing) generally receive poor grades in 400-level English classes, and withdraw from this course at a much higher rate than other students…* [17]

One final university-wide requirement that ensures an increasing level of performance by students is found the *Undergraduate Bulletin* under "Quantitative Requirements": "All students are required to complete at least 45 semester hours in advanced level courses, i.e., 3xx and 4xx level." [18] In most majors this last stipulation commonly includes the requirement of a minimum of 12 hours at the 400 level.

For each program that the University offers, faculty in the discipline have coordinated all of the components described above into a curriculum page [19], a carefully sequenced plan of study. Students who follow the curriculum outline can complete all the degree requirements in four years without the concern of lacking a prerequisite or needing a course in a semester when it is not offered. This careful sequencing is a result of the collaboration of the department of the major with other departments offering courses required by that major. As previously mentioned, these sequenced curricula may be found in the *Undergraduate Bulletin*.

UL Lafayette's internship programs also develop progressively more advanced expertise in the discipline by providing students with opportunities to practice, generalize, and reinforce learning from the classroom to the world of work. While most academic departments support and encourage internships, they are required for some majors, including Accounting, Dietetics, Health Information Management, Kinesiology, Management Information Systems, MBA/Health Care Administration, and Communication.

UL Lafayette promotes the benefits of hosting interns by communicating to organizations that internships:

- create a candidate pool for future hiring, although there is no continuing obligation to provide interns with special employment consideration;
- enhance the functioning of the host organization by supplementing the existing workforce with skilled and eager labor;
- strengthen relationships with the University and the community, and allow the host organization to shape the careers of future professionals and leaders; and
- provide a valuable mechanism for the host organization to "give back" to the community in a mutually beneficial manner.

In Fall 2008, over 350 UL Lafayette students interned for at least 120 hours each (over 16 weeks) at over 260 diverse regional sites. It should be noted that teaching placements, clinicals, and

brief medical field internships at dozens of additional sites are excluded from this analysis because they are required for licensure. [20]

Students generally receive both course credit and compensation for their intern experience once the position is approved as being of appropriate responsibility and substantively related to the field of study. [21] UL Lafayette faculty and non-University professionals jointly "supervise" these courses, though in every case, a UL faculty member is the instructor of record for the course through which the student receives credit. In some cases, a formal contract [22] is executed between the company and the University, particularly in medical industry internships.

Internal and External Reviews of Degree Programs

The alignment with the University's mission, the appropriateness to higher education, and the coherence of programs are maintained through both internal and external program reviews.

Internal Reviews

By policy, both the UL System BOS and the BOR encourage institutions to carry out ongoing assessment of their programs:

- The UL System BOS *Rules* states that "A continuous study on assessing the academic quality of the institutions is encouraged. Such studies include, but are not limited to, the evaluation of level of preparedness of first-time entering freshmen, academic assessment of continuing students through competency tests, evaluation of graduates, retention/attrition studies, program/course evaluations, evaluation of probation/suspension and reinstatement policy, admission standard for specific programs, and grading policies." [23]

- In its Academic Affairs Policy 2.08, the Board of Regents "encourages campuses and their management boards to initiate self-evaluation leading to the revision or elimination of existing academic programs and administrative units which are underproductive or of marginal quality." [24]

The University complies with the requests of both boards by regular reviews of its courses, programs, and administrative units. The University's position on internal review and recent actions were clearly summarized by the Provost in a letter written on March 1, 2009, to the BOR:

> *We, of course, support the systematic review of degree programs to ensure viability from an academic and financial standpoint. In fact, the University regularly conducts such evaluations internally. Most recently, as part of our own internal program oversight, we dissolved the College of Applied Life Sciences and realigned the programs contained therein. As part of this larger action, at its January 25, 2007 meeting, the Board of Regents approved the termination of the M.S. program in Human Resources, CIP Code 19.0101. Currently, the Academic Programs and Structures Task Force is engaged in a University-wide program review. In conducting these reviews, the University views performance and cost*

> *through the lens of its mission and its position in the higher education community. Our role as a Research University with high research activity and as an SREB Four Year Category II institution guides us in our decisions, particularly as codified in our mission statement...* [25]

Faculty and departmental/college committees also routinely and regularly review programs and courses. Faculty expertise in their fields is enhanced by their engagement in current research and scholarship and by their participation in national professional organizations. All changes to programs and courses at UL Lafayette are approved through the curriculum committee structure at the department, college, and university levels and, ultimately, by the Provost.

Changes are made to programs in several ways. Some of these changes are the addition of a concentration or a special track, the addition or deletion of courses for the major, the adjustment of content in a course in the major discipline or in a service course, and the inclusion of the option for students to declare a minor area of specialization. The Department of Modern Languages provides two examples of changes arising from within a department. In an attempt to increase interest in foreign language study and to better use the expertise of a new faculty member, in August 2008 the Modern Languages Department instituted a concentration in German [26]. The department also revised the Spanish Curriculum by replacing two major courses with two updated courses; in the department's view, "these changes reflect advances in research and teaching in our field." [27]

Some changes are made through collaboration of departments within a college and also among colleges. In AY2007-2008 the Council of Deans worked with the Associate Vice President for Academic Affairs to create a process which allowed for more flexibility in the creation of curricular minors and which would ensure that those minors were reflected on the transcripts of graduating students. Several colleges worked internally and with other colleges to create minors for their students, a number of which are interdisciplinary and inter-collegial. For example, in April 2008 a committee in the College of Sciences was formed to address the desire of students to be able to declare an official minor that is noted on their transcripts. The committee created a "Procedure for Approval of New Minor in College of Sciences" [28] and worked with other departments throughout campus to define courses of study for students to follow in pursuing minors in those departments [29]. The Department of Health Information Management added a free elective to its curriculum to accommodate a minor in business for their students who choose it. [30]

Another example of inter-college cooperation to improve programs began in 2006, when the Committee on Course Improvement in the Moody College of Business requested that the Department of Mathematics consider changes in the Decision Mathematics course that is required of all students in the college. [31] Because the requested changes are in keeping with recommendations from the Mathematical Association of America, the mathematics department agreed, and through collaboration with the Moody College of Business, the department is in the pilot stage of implementing the changes.

External Reviews

The University's programs are reviewed periodically as mandated by the BOR [32]. These reviews combine a program's own self-study with an evaluation by a team of external consultants. According to Academic Affairs Policy 2.07 [33], institutions and systems submit

formal responses to these reports with their "reactions to each of the weaknesses and problematic areas" that consultants have identified. Both the reports and the responses are monitored by BOR staff.

Focusing on efficient use of resources, these external reviews typically concentrate on programs that have small numbers of graduates, also termed "low completer programs." The most recent report in AY2008-2009 listed eight low completer programs at UL Lafayette. These are: B.S. in Athletic Training, Dental Hygiene, and Geology; B.A. in Philosophy; B.S.B.A. in Professional Land and Resource Management; M.A. in French; M.S. in Physics; and Ph.D. in Cognitive Science. The Provost submitted a formal response to the BOR elaborating on the quality, economic impact, and regional importance of these programs. [34] Accompanying the response was a five-year projection of completers and enrollees in the programs. [35] The BOR's staff recommendations are to maintain the B.S. in Athletic Training, to terminate the B.A. in Philosophy, and to "Conditionally Maintain for Three Years, Re-Evaluate" the remaining programs. [36]

External reviews by professional accreditation agencies also contribute to quality programs. [37] The BOR affirms the importance of accreditation agencies in its Affairs Policy 2.13: "A program that is eligible for accreditation by an agency that is considered mandatory must be accredited for continued programs approval. If the program is not accredited, the Academic Affairs staff will recommend to the Board of Regents that the program be terminated." [38] The BOR also produces the "Program Accreditation Report by Institution with Review Dates" which includes all degree options for each higher education institution in the State along with an indication of whether accreditation by an appropriate agency is "mandated," "recommended," "optional," or "not applicable." The report also includes the current status of accreditation and dates for the last and the next reviews.

As the most recent report from June 2009 indicates, UL Lafayette more than fulfills the Board requirements for accreditation. [39] Recommendations from these professional agencies influence University actions which includes changes to programs. For example, based upon recommendations by its accrediting agency in 2003, the Department of Kinesiology increased the required number of credits in athletic training courses for its program concentration in Athletic Training. [40]

Supporting Documents

1. UL Lafayette's "Statement of Purpose"
2. *Board of Regents' Master Plan: 2001*
3. *Board of Regents' Master Plan: 2009* (draft)
4. BOR Academic Affairs Policy 2.04: Letter of Intent
5. UL System Board *Rules* - New Degree Program Requests
6. BOR Academic Affairs Policy 2.04: Letter of Intent
7. BOR guidelines for proposal of new program
8. BOS minutes 8/23/2002
9. BOR minutes 9/25/2002
10. Chronology of events for Ed.D. Program
11. BOR minutes 2/23/2006

12. CIP online / [Offline version]
13. *Undergraduate Bulletin*: Quantitative Requirements
14. *Undergraduate Bulletin*: Course Offerings
15. *Undergraduate Bulletin*: Colleges and Curricula
16. Marketing syllabi
17. Prerequisite change for 4xx- ENGL
18. *Undergraduate Bulletin*: Quantitative Requirements
19. *Undergraduate Bulletin*: English curriculum page
20. Internships Fall 2008
21. Sample internship program description
22. Sample internship contract
23. UL System Board *Rules*: Assessment
24. BOR Academic Affairs Policy 2.08: Revision of Existing Programs
25. University response to low completer review
26. Concentration: German
27. Curriculum revision: Spanish
28. Science Minors Committee actions
29. Science minors required courses
30. New minor in HIM
31. Revision of MATH 201
32. BOR Academic Affairs Policy 2.06: Board Review of Existing Programs
33. BOR Academic Affairs Policy 2.07: Responses to Consultants Reports
34. University response to low completer review
35. Appendix to low completer response
36. BOR response to low completer review
37. University Accreditation Website
38. BOR Academic Affairs Policy 2.13: Program Accreditation
39. BOR Program Accreditation Report for UL Lafayette
40. Revision of course credit in KNES

Core Requirement 2.7.3 - General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Compliance Judgment

☑ Compliance

Narrative

In 1983 UL Lafayette instituted a required Core Curriculum of general education courses for every undergraduate degree program. Subsequently, when the Louisiana Board of Regents (BOR) mandated a core of general education courses for all public institutions of higher education, UL Lafayette's Core Curriculum was promoted as one model, and there was general correspondence between the two. Over the years, the University has continually labored to refine the Core Curriculum by re-examining the courses that satisfy a given requirement, by articulating general education goals and competencies, and by measuring student learning outcomes in the general education domain. In the late 1980's, UL Lafayette began administering the ACT's Collegiate Assessment of Academic Proficiency (CAAP) exam, both as an assessment instrument for general education courses and as a high-stakes "rising junior" exam, which students were required to successfully pass prior to gaining admission into Upper Division. Based on validity studies and the recommendation of a University Task Force on Assessment [1], the University discontinued the use of the CAAP in 2002. In more recent years, the University has made much progress in developing methods to evaluate student learning outcomes. As with most other peer institutions [2], UL Lafayette's next challenge is to heighten awareness among university stakeholders—particularly students—of the substance, importance and measurement of its general education goals. General education refinements to be addressed in AY2009-2010 also include consideration of the addition of a global-content goal (as 60% of comparable institutions have).

General Education is a Substantial Component of Each Undergraduate Degree

The UL Lafayette core general education requirements now consist of 42 semester hours, while the BOR requires only 39 hours. Because all UL Lafayette undergraduate programs include between 124 and 129 semester hours, general education courses constitute a substantial corpus of each undergraduate degree.

The following table, published in the *Undergraduate Bulletin* [3], lists the general education course requirements for all UL Lafayette curricula. These courses, also collectively referred to as the "core curriculum," are mandated by both the Louisiana BOR and the University.

The following table lists the basic or general education course requirements for all UL Lafayette curricula. These courses, also collectively referred to as the "core curriculum," are mandated by both the Louisiana Board of Regents and the University. This table provides only an overview of the broad requirements; a given curriculum may specify a particular course to fulfill a core requirement.

Table 2.7.3 – 1: *Requirements that are identical in both cores.*

Board of Regents Core	University of Louisiana at Lafayette Core
ENGLISH COMPOSITION 6 hours ENGL 101-102 or the equivalent	ENGLISH COMPOSITION 6 hours ENGL 101-102 or the equivalent
MATHEMATICS 6 hours With permission of the Dean three hours may be statistics (STAT)	MATHEMATICS 6 hours With permission of the Dean three hours may be statistics (STAT)
BEHAVIORAL SCIENCE 6 hours Anthropology, economics, geography, political science, psychology, sociology, (criminal justice, if offered), with 3 hours at the 200+level	BEHAVIORAL SCIENCE 6 hours Anthropology, economics, geography, political science, psychology, sociology, (criminal justice, if offered), with 3 hours at the 200+level
NATURAL SCIENCES 9 hours Biology, chemistry, geology, microbiology, physical science, or physics (including both biological and physical, with six hours in the same science).	NATURAL SCIENCES 9 hours Biology, chemistry, geology, microbiology, physical science, or physics (including both biological and physical, with six hours in the same science).

The following section of the table demonstrates how UL Lafayette uses and specifically structures courses to satisfy the remaining requirements of the BOR.

Table 2.7.3 – 2

Board of Regents Core	University of Louisiana at Lafayette Core
HUMANITIES 9 hours Literature, foreign language, history, communications, philosophy, interdisciplinary studies	LITERATURE 3 hours (May be foreign language literature) HISTORY 3 hours COMMUNICATION 3 hours From the approved CAAS list, including speech communication courses in CMCN, ENGL 360 and 365, or THEA 261
FINE ARTS 3 hours	ARTS 3 hours (Dance, music, theater, and visual arts) OTHER AHBS 3 hours (Arts, humanities, behavioral science (outside the major)
TOTAL 39 hours	TOTAL 42 hours

Notes: Students may duplicate courses horizontally, that is, fulfilling a BOR and a UL Lafayette requirement (for example, THEA 261 as a BOR Arts and as a UL Lafayette Communication). However, they may not count a course as 2 BOR or 2 UL Lafayette requirements. The totals must be 39 and 42 hours, respectively. Appropriate honors courses also fulfill the core requirements. To fulfill core requirements of the BOR and the University of Louisiana system, all curricula must include exposure to diverse cultures, both in the U.S. and abroad.

The more specific table, Courses Fulfilling Core Requirements [4], specifies individual courses that satisfy each requirement and includes advisory notes, such as "science requirements may not be satisfied by three courses in the same department." This document is updated each fall for distribution to advisors and is on the Academic Planning and Faculty Development Website [5].

General Education Component Is at the Collegiate Level

Two streams of evidence support the contention that UL Lafayette's Core Curriculum is at the collegiate level: (1) the Core Curriculum embodies the goals set forth by the Louisiana Board of Regents (BOR), and (2) general education courses taken at UL Lafayette can be transferred to other accredited institutions of higher education. Within the State, general education courses are, by a BOR-sponsored articulation agreement, transferrable among all institutions.

The BOR goals in this domain are found in Academic Affairs Policy 2.16: Statewide General Education Requirements [6].

> *The Board of Regents accepts fully the commonly accepted premise that graduates of similar undergraduate degree programs should attain a broad-based common educational experience. The most appropriate method to ensure that such occurs among students at state colleges and universities is through mandated statewide general education requirements (see Attachment IV- Statewide General Education Requirements* [7].
>
> *A. Goals*
>
> *Specifically, the goals of these statewide general education requirements are that undergraduate program completers, depending on the respective degree level, shall attain appropriate competencies, as follows:*
>
> - *to communicate effectively in oral and written English;*
> - *to read with comprehension;*
> - *to reason abstractly and think critically;*
> - *to understand numerical data and statistics;*
> - *to understand the scientific method;*
> - *to be familiar with key technological and informational applications;*
> - *to learn independently;*
> - *to recognize and appreciate cultural diversity;*
> - *to understand the nature and value of the fine and performing arts;*
> - *to develop a personal value system while retaining a tolerance for others; and*
> - *to understand the American political and economic system.*
>
> *B. Coherence with Requirements of the Southern Association of Colleges and Schools*
>
> *In addition to specifics of this policy, all applicable general education requirements of the Southern Association of Colleges and Schools Commission on Colleges shall apply.*

Both the BOR and UL Lafayette include Computer/Information Literacy as a goal, though the BOR core does not specify a particular course requirement. UL Lafayette's 2008 courses fulfilling core requirements chart [8] states, "Fulfillment of this requirement is determined by each College." Currently, in nearly all cases, each degree program specifies one or two discretionary courses that can be used to satisfy the Computer Literacy requirement. This practice will soon change. For the past year the General Education Committee (described later in this section) has been working to identify a list of desired information technology competencies. The goal is to create a more uniform set of courses that satisfy this expectation for literacy in information and communication technology. More information about this committee can be found in Comprehensive Standard 3.5.1; however, the minutes of one meeting are attached. [9]

That UL Lafayette's General Education courses are at the collegiate level is further indicated by the fact that they are accepted for transfer credit at other public universities across the State. These transfer equivalences are available in several formats. The statewide Master Course Articulation Matrix [10] is available at the BOR Website [11]. UL Lafayette has also developed extensive additional articulation agreements with two nearby two-year colleges, South Louisiana Community College [12] and Louisiana State University at Eunice [13].

General Education Component Ensures Breadth of Knowledge

The general education mission of the University is explicitly included in its "Statement of Purpose" [14]:

> *The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed.*

The University promotes intellectual inquiry by requiring a breadth of knowledge from all students, regardless of major. The importance that the University and the State of Louisiana place on the breadth of knowledge that students obtain from a general education can be inferred from the Courses Fulfilling Core Requirements Table [15]. Students are required to successfully complete a minimum of 18 semester hours in Humanities and Fine Arts, six hours in Social and Behavioral Sciences, and 15 hours in Natural Sciences and Mathematics. For a UL Lafayette student, the remaining three hours of the 42 required hours may be chosen from arts, humanities, or behavioral sciences outside the student's major. In all cases, students are given specific advising information as to what specific courses are considered qualified to meet these expectations.

General Education Component Is Based on a Coherent Rationale

General education at UL Lafayette is based on a coherent rationale. Since the University's decision to institute a Core Curriculum in 1983 [16], there has been a consistent vision of what was expected from its general education courses. More recently, this vision has been carefully defined and its success measured.

In Summer 2006, the General Education Task Force was formed. It consisted for four faculty members who were charged with examining the current general education curriculum, compiling a listing of methods being used for assessment, and making recommendations for the future direction of the core curriculum. The findings and recommendations of that task force were presented in the "White Paper on Assessment of Student Learning in the General Education Core Curriculum at the University of Louisiana at Lafayette" in August 2006 [17], which includes the following statement:

> *The following is the proposed rationale for the UL Lafayette General Education Program: The general education core requirements curriculum at the University of Louisiana at Lafayette is designed to ensure that our graduates acquire the knowledge and skill to live productive lives as responsible and knowledgeable citizens of their region, their country and the world, capable of working effectively with others while displaying openness to different viewpoints and understanding the diversity of human values. We expect our graduates to appreciate the possibilities of human achievement in both the arts and the sciences, recognizing the importance of the arts to society and the salient ethical issues raised by various scientific disciplines, in addition to appreciating the physical world and our impact on it.*
>
> *To this end, our core is founded on the traditional liberal arts and sciences curriculum, providing breadth across the humanities, arts, social studies, and biological and physical sciences, while teaching competence in technology, communication, critical thinking and analytical skills.*
>
> *As a result of their understanding of the value of their broad education, we hope our graduates will be life-long learners, regarding their education not only as contributing to their wage-earning potential, but as a continuing process of intellectual growth.*

General Education Student Learning Outcomes

Based on the University's core curriculum and guided by the general education goals of the BOR, the task force created a General Education Learning Goals and Assessment Matrix that includes six major goals. Each goal has associated student learning outcomes, the courses subsumed by the goal (a variant of a curriculum map), and current or potential methods to measure each outcome. The original matrix [18] was discussed at a Dean's and Department Heads Retreat and was presented to the University Council. Colleges and departments most closely associated with a goal or student learning outcome were specifically requested to examine the matrix and suggest improvements. Most notably, the College of Liberal Arts refined the goal area labeled "Human Nature" and renamed it "Humans and Their Context." Since its inception, the General Education Committee has overseen substantive changes that necessitate a modification of the matrix. The current General Education Learning Goals and Assessment Matrix [19] can be found on the University's Website and includes six major goals subdivided into 15 specific competencies. They are:

> *Goal 1. Communication. Students should communicate effectively in oral and written English.*
>
> *A. Think critically and read with comprehension.*
>
> *B. Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.*
>
> *C. Speak cogently in presenting information.*

Goal 2. Science. Students should be able to understand the nature of scientific knowledge and have a sufficient knowledge base to be familiar with the power and limitations of science as related to contemporary topics.

D. Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.

E. Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content.

Goal 3. Humans and Their Contexts. Students should develop awareness of themselves as members of human society and citizens of their own communities.

F. Collect, consume, and critique basic and complex concepts in history and social sciences.

G. Understand the diverse and complex nature of humanity.

H. Create engaged citizens.

Goal 4. Arts and Letters. Students should understand the nature and value of literature and the fine and performing arts.

I. Interpret and write critically about literary or cultural texts.

J. Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

Goal 5. Quantitative Reasoning. Students should be able to analyze quantitative information in order to solve problems and understand the world.

K. Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.

L. Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.

Goal 6. Information Technology. Students should be able to demonstrate effective use of information technologies.

M. Search electronic sources for information.

N. Collect, evaluate, and utilize retrieved data to advance arguments.

O. Communicate through electronic media.

Because the ultimate intent of assessment should be to improve curriculum, instruction, and learning, the General Education Task Force recommended that a structure be established to designate those responsible for ensuring the ongoing refinement and implementation of the assessment plan. Hence, the standing General Education Committee was formed in Fall 2006 and institutionalized as a permanent component of the collegiate governance structure in AY2008-2009. [20] The committee "exists to review, develop, and recommend policy regarding general education to the University Committee on Academic Affairs and Standards (CAAS), to recommend inclusion or exclusion in the matrix of acceptable general education courses, and to participate constructively in assessment of the general education goals." [21]

The standing General Education Committee meets regularly throughout the academic year and is chaired by the Associate Vice President for Academic Affairs. Its membership includes three deans and 10 to 12 faculty members [22] representing all colleges and the library. The committee reports to the Provost, who selects the members. The committee has already taken numerous actions to enhance the general education curriculum. For example, the minutes of the September 25, 2007, meeting indicate that the University Committee on Academic Affairs and Standards (CAAS) should be asked to "consider removing creative writing courses from the list of approved courses that meet the communication requirement of the core curriculum." [23] This recommendation was supported by the CAAS, and the Core Curriculum Table was amended accordingly.

In 2006 the General Education Task Force also strongly recommended that an Assessment Officer be hired or assigned as soon as possible. This person would "be responsible for implementing the University's ongoing assessment plans in General Education and other programs." In Summer 2007, the position of Special Assistant to the Vice President for Academic Affairs for Assessment (SAVPAAA) was created and temporarily assigned to a faculty member. As a new member of the General Education Committee, the SAVPAAA worked with the committee to develop and implement an extensive plan to assess general education student learning outcomes. Complete documentation of this plan, along with results and actions, can be found in Comprehensive Standard 3.5.1.

The University is now in the final stages of filling the newly created position, "Executive Director of Institutional Planning and Effectiveness" (ED IPE). [24]

Supporting Documents

1. Findings of assessment task force
2. AACU trends in assessment
3. *Undergraduate Bulletin*: University Core Curriculum
4. Courses fulfilling core requirements
5. Academic Planning and Faculty Development Website
6. BOR Academic Affairs Policy 2.16: Statewide General Education Goals
7. BOR Gen Ed Requirements by Degree (2.16 Attachment IV)
8. Courses fulfilling core requirements
9. Minutes of IT affinity group
10. BOR Master Course Articulation Matrix AY2009-2010
11. BOR Articulation Webpage
12. Articulation agreement between UL Lafayette and South Louisiana Community College
13. Articulation agreement between UL Lafayette and Louisiana State University at Eunice
14. UL Lafayette's "Statement of Purpose"
15. Courses fulfilling core requirements

16. *Undergraduate Bulletin* 1985 – 1987: Core Curriculum
17. White Paper on Assessment of Student Learning in General Education: Rationale
18. Original General Education learning goals and assessment matrix
19. Current General Education learning goals and assessment matrix – 2/4/2009
20. Gen Ed committee as standing university committee
21. Gen Ed committee description
22. Gen Ed committee membership
23. Gen Ed committee minutes – 9/25/2007
24. Vacancy announcement

Core Requirement 2.7.4 - Course Work for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette provides instruction for all course work required for all but three of the degrees it offers. In all cases, the University maintains control of all aspects of its programs.

The three exceptional programs are:

- B.S. in Dental Hygiene, which is a joint degree with Louisiana State University Health Sciences Center
- M.S. in Nursing through the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN)
- Ed.D. in Educational Leadership through a consortium of Southeastern Louisiana University and the University of Louisiana at Lafayette

B.S. in Dental Hygiene. The B.S. in Dental Hygiene is a joint degree provided by UL Lafayette's College of Nursing and Allied Health Professions and the Louisiana State University Health Science Center. Its origin and accreditation information are given in the *Undergraduate Bulletin 2007-2009*:

> *This program was established in 1999 as an extension of the LSU School of Dentistry curriculum, and offers a joint degree between LSU Health Sciences Center and the University of Louisiana at Lafayette. The program in dental hygiene is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements." The commission is a specialized accrediting body recognized by the United States Department of Education.*
>
> *For the extension program, the majority of the lecture courses are transmitted from LSU School of Dentistry to UL Lafayette utilizing distance learning technology. All didactic and clinical course work occurs at the Lafayette Community Health Care Clinic in Lafayette.* [1]

The most recent agreement between the Louisiana State University Health Science Center and the Lafayette Community Health Care Clinic is attached. [2]

M.S. in Nursing. Since 1986, the University's M.S. degree in Nursing has been offered through its affiliation with the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN), which is an academic partnership among McNeese State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette. Although Southern University - Baton Rouge was originally part of the consortium, it is no longer a participating member.

The original "Memorandum of Agreement" [3] detailed how the universities would maintain control over the ICMSN:

> *A Council of the Intercollegiate Consortium (CINC) will assure that the policies of the consortium are reflective of the interest of the member institutions and responsible to the needs of the nursing profession. Membership on the CINC will consist of the chief academic officer, the dean of the college/school of nursing, and one graduate nursing faculty representative from each participating institution.*
>
> *The CINC will adopt bylaws to guide its internal operations and will meet at least semi-annually…. The CINC will be responsible for establishing and revising as necessary policies for the operation of the consortium. Compliance with all policies, rules and regulations of the consortium will be monitored by the Council… . In discharging its duties, the CINC may appoint whatever committees it deems appropriate. …Each institution will appoint a program coordinator who shall be an approved member of the graduate faculty of the consortium…*

In the past, the program was accredited by the National League for Nursing Accrediting Commission. Since Fall 2008, the Commission on Collegiate Nursing Education [4] accredits the program.

The following excerpts from the "ICMSN Brochure" [5] found on the ICMSN Website describe the program:

> *Students may enroll in courses at any one of the participating universities and receive credit toward the master's degree. The consortium offers advanced nursing role concentrations in nursing administration, nursing education, clinical nurse specialist, and nurse practitioner.*
>
> *Students who successfully complete the MSN curriculum at any one of the participating universities meet educational requirements to take the following national certification examinations:*
>
> - *Clinical Nurse Specialist Role: Clinical Nurse Specialist in Medical Surgical Nursing or Adult Psychiatric/Mental Health Nursing*
> - *Nurse Practitioner Role: Adult Health Nurse Practitioner or Psychiatric/Mental Health Nurse Practitioner*
> - *Nursing Administration Role: Nursing Administration Advanced*
> - *Nursing Education Role*

> *Based on education and professional guidelines from the American Association of Colleges of Nursing, the MSN program helps you acquire knowledge and skills needed for future career opportunities. … The ICMSN has undergone significant development of its academic programs, and subscribes to distance learning methodologies. The majority of courses offered in collaboration with Southeastern Louisiana University, McNeese State University and the University of Louisiana at Lafayette are delivered with web-based and web-enhanced formats. Clinical practicum experiences are facilitated by expert faculty. Ample opportunity exists for peer exchanges.*
>
> *The program's graduates have a highly successful pass rate on national certification examinations. Students who successfully complete the nurse practitioner or clinical nurse specialist roles can apply for an advanced practice license in nursing.*

Ed.D. in Educational Leadership. The Ed.D. in Educational Leadership is offered through a consortium of Southeastern Louisiana University and the University of Louisiana at Lafayette. A copy of the 2005 Memorandum of Agreement between UL Lafayette and Southeastern Louisiana University is attached. [6]

As stated on the Consortium Website [7],

> *The Doctor of Education Degree (Ed.D.) is governed by the University of Louisiana Board of Supervisors (hereafter referred to as the UL Board). The doctoral degree program was approved as a Consortium program by the UL Board. The Consortium program has oversight from the Consortium Council which is comprised of the following positions from each university: Provost and Vice-President for Academic Affairs, Dean of the Graduate School, Dean of the College of Education, Chair of the department in which the doctoral program is housed, and the Coordinator of the program.*

Also at the Website are a Program Overview, Curriculum, Policies and Information, Syllabi, and the Consortium Doctoral Handbook [8].

Supporting Documents

1. Description of B.S. in Dental Hygiene
2. Agreement for dental clinic site
3. Memorandum of Agreement for M.S. in Nursing
4. Certificate from Commission on Collegiate Nursing Education
5. ICMSN brochure from Website
6. Memorandum of Agreement for Ed.D.
7. Ed.D. Consortium Website / [Offline version]
8. Consortium Doctoral Handbook from Website

Core Requirement 2.8 - Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Compliance Judgment

☑ Compliance

Narrative

With a vigilant emphasis on maintaining optimal learning environments, the University has ensured that it sustains a more than sufficient core of full-time faculty to support the University's mission, as excerpted below: [1]

> *The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind.*

The various types of faculty appointments at the University are described in Section V of the *Faculty Handbook.* [2] These include full-time regular continuing faculty who are tenured or tenure-track professors and continuing instructors. The most common special appointments are "temporary" full-time faculty who are appointed for a term of one academic year at a time, and part-time "adjunct" faculty. The description of adjunct faculty is summarized as follows:

> *The title of "adjunct" (e.g., Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor) refers to appointments of persons who serve the University in an advisory capacity, whose principal employer may be other than UL Lafayette (but who make a substantial regular contribution to the academic activities of the University), and/or who fill positions of instruction created by enrollment demand. An adjunct appointment need not be salaried. The qualifications for adjunct rank shall be comparable to those of the corresponding regular faculty ranks.*

Evidence that the number of full-time faculty members at UL Lafayette is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs is available using several different metrics: ratio of full- and part-time faculty, number of faculty teaching overloads, student-faculty ratio, and number of undergraduate sections with large enrollments.

Percent of Full-Time Faculty

The percentage of full-time faculty at UL Lafayette is very high relative to comparable institutions, as defined by the Common Data Set and the Delaware Study.

Table 2.8 -1: *The Percentage of Full-Time and Part-Time Instructional Faculty as reported In the Common Data Set (CDS) I-1*

Semester	Full-time		Part-Time		Total Number
	Actual Number (Not FTE)	Percent	Actual Number (Not FTE)	Percent	
Fall 2008 [3]	591	79.1%	156	20.9%	747
Fall 2007 [4]	577	77.7%	166	22.3%	743
Fall 2006 [5]	530	76.3%	165	23.7%	695
Fall 2005 [6]	564	78.7%	153	21.3%	717

With over 75% of its faculty being full-time continuing faculty, clearly UL Lafayette compares favorably to benchmark institutions. The AAUP's estimate that "Today, 48 % of all faculty hold part-time appointments" [7] provides an indication that UL Lafayette stands in stark contrast to the trend in U.S. higher education toward increasing reliance on part-time faculty. Additional information on the University's use of part-time faculty in the Fall 2008 semester is contained in the attached list of instructional staff by course and section. [8]

In the Delaware Study the percent of class sections taught by faculty classified as "Non-Regular" is comparatively low, as borne out by the following summary of data:

Table 2.8 - 2: *Total Percent of Class Sessions Taught by Faculty Who Are Classified as Non-Regular (Includes Labs, Lower Division, Upper Division, and Graduate Classes)*

College	**2006 - 2007** [9]	**2007 - 2008** [10]	**2008 - 2009** [11]
Business Administration	30%	27%	24%
Arts	20%	20%	17%
Education	31%	26%	31%
Engineering	9%	9%	11%
Liberal Arts	23%	21%	18%
Nursing and Allied Health	8%	7%	9%
Sciences	11%	10%	7%
UL Lafayette Total	30%	29%	28%

For individual reports by year, departments, and division, see Delaware Report Summaries referenced above by year.

Number of Faculty Teaching Overloads

Excessive use of teaching "overloads" may indicate a deficiency in the number of faculty needed to teach the schedule of courses offered in a given term. At UL Lafayette the number of faculty teaching overloads is less than 7%. Overloads are carefully monitored; a department head must complete a Faculty Supplemental Pay Form [12] for faculty members who teach additional courses beyond their normal loads. These requests are carefully reviewed and must be approved by the Provost. The Office of Faculty Development maintains a file of these forms as a mechanism for tracking historical usage of overloads.

In Fall 2008 only 37 faculty members [13] (or about 6%) taught an additional class as an overload during their regularly scheduled instructional time, and only one taught two additional classes. The majority of overloads were in Kinesiology and in the Business departments that offer service courses to many non-business students, such as Accounting and Business Systems, Analysis and Technology.

UL Lafayette does not have a significant number of web-based or other distance learning formats. However, teaching approved to use such methodologies is considered part of the normal load.

Student to Faculty Ratio

The student to faculty ratio at UL Lafayette is favorable, and as indicated in the following table, has consistently improved over the last four years.

Table 2.8 - 3: *Undergraduate Student to Faculty Ratio as Reported in the Common Data Set I-2**

Semester	Students	Faculty	Ratio
Fall 2008 [14]	14,236	643	22.1 to 1
Fall 2007 [15]	14,346	632	22.7 to 1
Fall 2006 [16]	14,361	585	24.5 to 1
Fall 2005 [17]	14,878	615	24.2 to 1

* "Students" are FTE students, calculated as all full-time students plus 1/3 of part-time students. Similarly, "Faculty" are FTE faculty, calculated as all full-time faculty plus 1/3 of part-time faculty.

Undergraduate Sections with Large Enrollments

Another indication that the University has adequate faculty is the fact that it does not rely on large sections to produce student credit hours. In fact, fewer than 10% of all course sections have enrollments in excess of 50 students and fewer than 4% of the sections have 100 students or more, as indicated in the following table:

Table 2.8 - 4: *Undergraduate Class Size as Reported in the Common Data Set I-3*

Semester	Fewer Than 30 Students		Fewer than 50 Students		Fewer than 100 Students		100 Students or More		Total Sections
	Number of Sections	Percent	Number of Sections	Percent	Number of Sections	Percent	Number of Sections	Percent	
Fall 2008 [18]	1337	62.5%	1983	92.7%	2088	97.6%	52	2.4%	2140
Fall 2007 [19]	1337	62.0%	1974	91.5%	2100	97.3%	58	2.7%	2158
Fall 2006 [20]	1276	61.1%	1902	91.0%	2030	97.2%	59	2.8%	2089
Fall 2005 [21]	1337	62.7%	1926	90.3%	2058	96.5%	74	3.5%	2132

Moreover, the largest seating capacity of any auditorium classroom on campus is 358. In Spring 2009, only two course sections exceeded 300 students in enrollment, with the largest section having 324 students.

Course Staffing and Faculty Responsibilities

UL Lafayette's strong commitment to maintaining sufficient full-time faculty to ensure the quality and integrity of its academic programs is also evidenced by the inclusion of "Facilitating Quality Teaching and Learning" as one of eight major imperatives in the *2009-2014 Strategic Plan* [22]. To accomplish this aim, the University employs, develops, evaluates and fairly compensates qualified faculty members, as detailed in Comprehensive Standard 3.7.

UL Lafayette also monitors students' registration and enrollment in identified high-demand courses and attempts to respond to short- and long-term fluctuations in student demand for specific courses, even to the extent of requesting and allowing departments to make "emergency" or last-minute hires. In the most recent three years, the University has hired over 18 continuing full-time faculty to staff courses that were identified as "bottlenecks" to students' efficient progress to degree completion. Other cases of flexible and responsive instructional staffing exist.

The Departments of English and Mathematics play a significant role in providing for the general education of the students at the University, and both of these departments have had a substantial increase in the number of full-time faculty over the past eight years. The counts provided in the table below demonstrate that the full-time faculty in each of these two departments increased by more than 20%, while the student enrollment over the same period only nominally increased. It should be noted that in Fall 2001 the University began its transition from an open-admissions university to one with admissions standards, explaining the small increase in students over the eight year period of review.

UL Lafayette	Fall 2000	Fall 2008	Percent Increase

Number of Students Enrolled	15,742	16,320	3.67%
Number of Full-Time English Faculty	40	49	22.50%
Number of Full-Time Mathematics Faculty	32	40	25.00%

Table 2.8 - 5: *Increases in Full-Time Faculty in English and Math*

Specifications for the "Ideal University Professor" and responsibilities for full-time faculty are articulated in Section V of the *Faculty Handbook.* [23] All regular, continuing faculty members follow one of four workload tracks as described in the University Faculty Work Load Policy [24]. A faculty member's track is determined in consultation with his/her department head and dean. Teaching loads for faculty expecting to make intellectual contributions to their fields are 1 to 3 class sections per semester, while other faculty members teach 4 to 5 sections per semester. The Faculty Work Load Policy takes into account the variety of course delivery formats and instructional pedagogies that are deployed at a learning-focused institution:

> *Assigned course loads, expressed above in terms of traditional format lecture course credit hours, may be expressed in other terms in the case of a faculty member engaged in teaching nontraditional courses, e.g., web-based and other distance learning courses, clinicals, studios, internships, labs, directed field work, practicums, etc. Generally speaking, an independent study or special projects course is not considered equivalent to a traditional three-credit lecture course. Cross-listed courses that meet at the same hour count as a single course. Equivalencies will ultimately be determined in consultation with the faculty member's dean and department head.*

In addition to teaching and research, committee responsibilities are part of full-time faculty members' institutional and professional duties. Faculty serve on department, college, and university committees that contribute to all aspects of the University, including maintenance of academic programs, design of courses and curriculum, hiring of new faculty, rendering of promotion and tenure recommendations, testing and placement of students, and assessment of student learning outcomes. Other duties assigned to full-time faculty include student advising, multi-section coordination, graduate program leadership, and supervision of teaching assistants.

In general, part-time faculty members are not expected to perform duties outside of their teaching obligations. However, exceptions do exist, as in the Moody College of Business, where adjunct or "supporting" faculty are expected to participate and be engaged in the life of the college through service and contributions outside the classroom. The Moody College of Business implements "participating" in the following manner:

> *To be considered participating, supporting faculty members must have had at least two semesters of teaching appointments with the Moody College of Business, and they must engage in assignments beyond direct teaching involvement. These duties can include those described for full-time faculty. The following activities will also be considered when determining if a supporting faculty member is participating: (a) directs extracurricular activities, (b) provides academic assistance and/or career advising, (c) engages in faculty development activities, (d) assists with supporting faculty socialization, (e) represents the college to outside constituents, and (f) other non-teaching assignments. A minimum of two such activities must be engaged in every semester that the supporting faculty member is considered to be "participating." All faculty members who teach nine credit hours or more per semester in the Moody College of Business are expected to be participating and are expected to engage in academic advising. Faculty members categorized as supporting and participating are welcome and expected to attend relevant faculty orientations, faculty and committee meetings, and developmental activities (e.g., advising tutorials and teaching workshops).* [25]

Part-time faculty members, when invited to teach, are now oriented at the university level, as well as at the college or departmental level in many larger academic units [26]. In Fall 2008, the University instituted an orientation session designed for part-time faculty [27] and provided special training sessions using the University's course management system, Moodle.

Although full-time and part-time faculty may have different duties outside the classroom, no distinctions are made in two important areas: faculty qualifications and classroom performance. Part-time faculty must possess the same credentials and qualifications as full-time professors, and they are held to the same standards in all activities relating to the facilitation of learning. Qualification standards are applicable whether a class is taught on campus or at a site off-campus, as addressed in the University policy document entitled "Policies for Off-Campus Faculty." [28]

Supporting Documents

1. UL Lafayette "Statement of Purpose"
2. *Faculty Handbook*: Personnel Policies
3. Common data set 2008
4. Common data set 2007
5. Common data set 2006
6. Common data set 2005
7. AAUP Website: Part-time Appointments / [Offline version]
8. List of adjuncts Fall 2008
9. Non-regular faculty from 2006-2007 Delaware Report
10. Non-regular faculty from 2007-2008 Delaware Report
11. Non-regular faculty from 2008-2009 Delaware Report

12. Form for hiring faculty for an overload
13. Faculty overload list Fall 2008
14. Student to faculty ratio 2008
15. Student to faculty ratio 2007
16. Student to faculty ratio 2006
17. Student to faculty ratio 2005
18. Undergraduate class size 2008
19. Undergraduate class size 2007
20. Undergraduate class size 2006
21. Undergraduate class size 2005
22. *2009-2014 Strategic Plan*: Imperative 3
23. *Faculty Handbook*: Personnel Policies
24. *Faculty Handbook*: Faculty Work Load Policy
25. Expectations of part-time faculty in MOCBA
26. Coordinator of adjuncts
27. Orientation for adjuncts
28. *Faculty Handbook*: Policies for Off-Campus Faculty

Core Requirements 2.9 - Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.

Compliance Judgment

☑ Compliance

Narrative

The University provides to its students and faculty adequate library collections and other information resources in keeping with its mission as a doctoral-granting research institution. The University's main library is the Edith Garland Dupré Library. The mission of Dupré Library is to support fully the instructional and research programs of the University through the provision of information services and access to printed materials, multi-media, and electronic resources. [1]

Edith Garland Dupré Library is UL Lafayette's primary repository for information resources and services. [2] The Library houses the main collections, periodicals in all formats, microform resources, multi-media materials, government documents, and special collections. Services the Library provides to UL Lafayette's students, faculty, and staff include interlibrary loan, access to electronic databases and resources, arrangements for reciprocal library borrowing, and access to materials owned by other members of The Louisiana Library Network (LOUIS).

Open an average of 90 hours per week during semesters, including evenings and weekends, the Library provides university and community users access to both traditional and electronic resources. [3] As of June 2008, collections in the Library included 1,036,232 bound volumes; 2,842 print serial subscriptions; access to over 68,000 full-text periodicals; 1,405,020 microforms; and 14,822 multi-media units. [4]

In addition, students and faculty have access through the Library's Website to 133 electronic database subscriptions such as Academic Search Complete, Business Source Complete, Lexis Nexis, and the ISI Web of Knowledge. [5] Many of the databases provide resources in full-text format. In addition to these journal/periodical resources, the Library offers full-text access to several encyclopedic and monographic electronic resources, including the *Oxford English Dictionary*, *Dictionary of Literary Biography*, *The New York Times*, and *World Book Encyclopedia*. Over 12,000 e-books are available. The Library extends access to library services and resources beyond the Library building by promoting and continually improving the Library Website, and it uses EZproxy to allow University users off-campus access to online resources.

The Library facilities include the following:

- Floor space: 222,000 square feet
- 200 computer stations for accessing library resources
- Space capacity for approximately 2,000,000 volumes

- Space capacity to seat approximately 3,000 students
- One electronic classroom
- One conference room
- 66 study carrels
- Four study rooms

Library Departments

Table 2.9 - 1: *Edith Garland Dupré Library Areas*

Floor	Areas
First Floor	Lobby; circulation/reserves desk; reference desk and reference computer lab; reference collection; U.S. government documents collection; microforms and current newspapers; STEP computer lab; bibliographic instruction lab; technical services area (cataloging, serials, Internet access services, systems, special projects, development); general book stacks H-K, Z
Second Floor	Administrative offices; new title reading area; general book stacks L-V
Third Floor	Special collections (Louisiana Room, University Archives & Acadiana Manuscripts Collection, Rare Book Collection, Cajun and Creole Music Collection); general book stacks A-G

The Reference Department houses the Government Documents Department, which is a select depository collecting nearly 50% of federal documents. [6] Twenty-four public access computer stations are available in the Reference Department for searching the online catalog and online databases. Reference inquiries can be made in person, by telephone, and via either live chat or email. A reference librarian is available to assist users during all operating hours.

The Library houses a Student Technology Enhancement Program (STEP) computer lab on the first floor of the building. [7] The STEP lab includes 150 computer workstations with a full range of application software and on-site support for printing. Free printing is available for all users. Network access, including wireless, is available throughout the Library.

The Special Collections Department includes approximately 800 linear feet of manuscript materials. [8] It consists of the Louisiana Room, the Rare Book Collection, the University Archives and Acadiana Manuscripts Collection, and the Cajun and Creole Music Collection. The Special Collections Department houses extensive collections of historic interest, and it is a complete depository for Louisiana state documents.

Learning Commons

Edith Garland Dupré Library has housed computer labs since 1994. At that time, the Reference Department used CD-ROM technology to search journal databases, and later, the STEP computer lab allowed students to search the Internet and use word processing software. For the past decade, the Library has been modifying and enhancing its services in response to changing technologies and user needs. The Library has used STEP grants and other resources to enhance the technology needs of the students. The Reference Department now offers online databases through the Internet, and the STEP Lab has grown to 150 computers that provide the Internet and multiple software applications. The STEP program is described in detail in Comprehensive Standard 3.4.12.

To ensure optimal utilization of the available technology, in Fall 2008, the Library's Learning Commons Task Force was asked to become a subcommittee of the University's SACS QEP Steering Committee. To enrich the educational experiences for first-year students, the Library proposed that a Learning Commons be established to enhance the Library's role as a vital and effective resource for students. The Learning Commons will involve faculty, students, librarians, and other university professionals in all aspects of the learning and teaching activities taking place in the library. The goal is to go beyond the technology offerings and to bring other academic student support services to the Library, offering a physical space in the Library dedicated to meeting the rapidly-changing needs of students and faculty. A tutoring lab and the Writing Center will join the Library in offering a "one-stop" learning and service experience.

Instructional Materials Center

In addition to the main Library, the Instructional Materials Center (IMC) is maintained by the College of Education to support specific needs of education majors. [9] The IMC is located in Maxim Doucet Hall, where most education courses are taught. It serves students and faculty by providing materials used in classroom instruction on the elementary and secondary levels. The IMC provides an extensive variety of instructional materials for examination, evaluation, and utilization. There are currently four computers available in the IMC for word processing and Internet access.

Comparison with Other Libraries

A comparison between the overall size of the Library's collection, whether owned or made available through electronic or other means, and the collections of peer institutions, demonstrates that UL Lafayette's students and faculty have access to resources that are comparable to those available to students and faculty at peer institutions, as demonstrated in the table below. The peer institutions selected for the table are those designated as peers in AY2008-2009 by the Board of Regents. It should be noted that there are wide variations among institutions in determining counts of serial subscriptions. The wide discrepancy in serial subscriptions in this table, for example, is explained by the fact that other universities, such as the University of Alabama Birmingham, count full-text journals accessed through databases in the "Current Serials Subscriptions" column. If UL Lafayette were to include the full-text subscriptions, the serial subscription total would be 70,842. The data for the selected list of peer institutions is from the National Center for Education Statistics (NCES), Library Statistics Program, FY2006-2007.

Table 2.9 - 2: *Library collections of Institutions of Similar Size with Carnegie Classification Code of Doctoral/Research Intensive/Extensive*

University	Books, Serials Back Files, Other Paper Materials	Multi-media Materials	Current Serial Subscriptions*	Microforms
University of Louisiana at Lafayette	1,036,232	14,822	2,842	1,405,020
Georgia Southern University	1,317,687	29,118	29,013	889,184
Louisiana Tech University	1,264,399	539	2,962	2,218,227
Old Dominion University	1,133,755	52,109	27,118	2,068,991
University of Alabama at Birmingham	1,298,639	35,399	26,856	1,267,428
University of Memphis	1,906,394	33,396	9,393	3,836,548

* Some institutions include full-text journals accessed through databases

Formal Agreements

The Library system has entered into several formal agreements to enhance user services. These include the following:

- The Library is a member of The Louisiana Library Network (LOUIS). [10] The Network combines the resources of Louisiana's public and private academic libraries, along with a centralized support staff located on the Louisiana State University campus, to produce a dynamic library consortium. LOUIS's central support staff provides many services to consortium members, such as library automation, a union catalog, a digital library, electronic resources, authentication, training, consulting, and hosting related listservs and Websites. Established in 1992 by the Board of Regents, LOUIS has 47 members and receives approximately $3.5 million annually in contracts and membership fees to support services for consortium members. Because of the Library's participation in LOUIS, the graduate students and faculty of UL Lafayette have borrowing privileges at over 40 additional libraries within the state, and patrons from those libraries can borrow from UL Lafayette. [11]

- Through the Library's Interlibrary Loan Department, 2,399 items were obtained in FY2006-2007 to support student and faculty research. The Interlibrary Loan Department (ILL) maintains an extensive list of reciprocal libraries. [12]

- The Library is a governing member of Lyrasis, a newly formed organization resulting from the merger of the two regional library cooperatives, SOLINET (Southeastern Library Network) and PALINET (Pennsylvania Library Network). This membership provides the Library with access to the Online Computer Library Center (OCLC) system and allows the Dupré Cataloging Department to share bibliographic records with other U.S. libraries and the Library of Congress. In addition, OCLC provides instructions about changes in cataloging protocols. The OCLC system also maintains holdings records for the benefit of ILL services. Lyrasis membership entitles the library staff to participate in workshops and seminars sponsored by Lyrasis and OCLC at a reduced cost.

- The Library has a reciprocal agreement with the United States Geological Survey National Wetlands Research Center in Lafayette. The agreement allows UL Lafayette faculty and graduate students access to the specialized collections of the federally sponsored Wetlands Library. This agreement benefits scientists working on problems particular to the coastal areas of Louisiana.

- The University has entered into agreements with other universities in Louisiana to grant joint degrees. The College of Education and College of Nursing both offer consortial degree programs. The agreements entail library access and the sharing of collections and services. College of Nursing students also have access to local hospital libraries during their internships at hospitals.

- The Library has a full membership in the American Library Association (ALA), which gives faculty and staff access to the full array of ALA publications. The Library also has full membership in the Louisiana Library Association.

Library Outreach

- As part of the Library's outreach efforts, town borrowers are able to purchase an Edith Garland Dupré Library Friends of the Library card for $35.00 per year. This card allows the borrowers circulating privileges. The Library also allows Episcopal School of Acadiana, an area high school, to use the Library's circulating collection to supplement its resources.

- The Lafayette Public Library offers circulating services to the faculty, staff, and students of UL Lafayette. Lafayette Public Library cards are issued to any person with a valid UL Lafayette identification card.

- Through an agreement with South Louisiana Community College (SLCC), UL Lafayette faculty, staff, and students have borrowing privileges at the SLCC library, and SLCC faculty, staff, and students may borrow library materials from UL Lafayette.

Library Assessments

In 2005 the Library conducted an online user survey, which was posted on the Library's home page. [13] Overall, users were satisfied with the services provided by the Library. Results included a request for additional computers in the STEP computer lab, improved printing services, a graduate student computer lab, additional online databases, and increased building

hours. In response, the Library applied for and received a student technology grant to add 60 computers, additional printers, and subscriptions to several online databases. In addition, the Graduate Student Computer Lab was created. Due to budgetary constraints, however, extended hours are only available during final examinations.

In 2008 the Library participated in the LibQual+ survey. This survey measures users' perceptions of library collections, electronic access, and library services. The survey is administered by the Association of Research Libraries and is delivered online. LibQual+ measures three aspects of user perception: the minimum acceptable service, the desired level of service, and the perceived quality of current service. The results of this survey are discussed in Comprehensive Standard 3.8.1.

The library also performs ongoing assessments. These include the comments form on the Library Website, satisfaction forms at the Reference Desk, the suggestion box placed in the Library by the Student Government Association, the Library Instruction Survey [14], and regular visits of the UL Lafayette Beacon Club to assess facility access by users with disabilities. In addition to the Library surveys, the University administers a Graduating Senior Survey. The Spring 2009 survey seeks student responses to the following statements about library instruction and usage:

- During my experience at UL, I learned the library research skills necessary to find information and to conduct research.

- As a student, I preferred to physically visit and use the library rather than relying on electronic library services provided remotely.

When results of this exit survey are complied and disseminated by the SAVPAAA, they will be considered in operational as well as strategic library planning. Specifically, the findings will augment foundational knowledge on the optimal medium and most relevant content to be delivered to incoming students in the domain of information literacy.

The University also administers the ACT Student Opinion Survey (SOS) annually [15]. The ACT SOS assesses students' perceptions of the importance of, and satisfaction with, a full range of programs, services, and environmental factors at the college they are attending. Results from the ACT SOS in 2007 and 2008 rated UL Lafayette's Library facilities and services with scores of 4.41 out of 5 (2007), and 4.30 out of 5 (2008), the highest satisfaction score on campus, compared to all other units on campus. User satisfaction scores for the Library exceeded national benchmarks at a greater level than any unit on campus in both years.

University Departmental Accrediting Assessments

One of the primary ways in which the Library assesses the relative strength of its collection in supporting the colleges and their departments is through the analysis of the accrediting agencies' requirements for collections and their evaluation of these collections. One requirement of an approved program is adequate library resources, such as those required by the National Architectural Accrediting Board, American Dietetic Association, National Council for Accreditation of Teacher Education, Accreditation Board for Engineering and Technology, National League for Nursing Accrediting Commission, and Commission of Collegiate Nursing

Education. The following examples from professional association accrediting reports have found adequate library resources in their respective fields.

College of Nursing

The following is excerpted from the Commission on Collegiate Nursing Education (CCNE) site evaluation team report, April 2008. In response to Criterion II-C: "Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs," the report stated:

> *As described in the self-study document, available academic support services provided by the Department of Nursing include learning and library resources, computer laboratories, a director of student services, and academic advisement and placement … The director of library services confirmed the description of library services found in the self-study document. Electronic books and journals, research databases, and technical services are offered. Students and staff verified that the library meets their needs.*

The following is excerpted from the National League for Nursing Accrediting Committee (NLNAC) site evaluation team report, October 2006. In response to the Standard "Resources are sufficient to accomplish the nursing education unit purposes" and Criterion 17, "Learning resources are comprehensive, current, developed with nursing faculty input, and are accessible to faculty and students," the report stated:

> *Evidence supports that learning resources are comprehensive, current, developed with faculty input and are accessible to faculty and students.*
>
> *The library tour was comprehensive. The Dupré Library is on campus and has 216,898 sq ft of space with a seating capacity of 2500. The library is staffed with 17 librarians, 31 support staff, and numerous student workers. The library houses 997,975 books, of these 17.849 are related to nursing. The library subscribes to 3975 periodicals with 99 related to nursing. Annual allocations have been utilized 100% over the past eight years. All services are free to students and faculty. Documents reviewed during visit confirmed library holdings and use of library by faculty and students.*

School of Architecture and Design

The National Architectural Accrediting Board (NAAB) visited the campus of UL Lafayette in July 2008. The following is excerpted from the Visiting Team Report.

> *Condition 9: Information Resources is considered "Met" based on the following: Dupré Library holdings with a Library of Congress NA designation total 7,474, exceeding the NAAB minimum requirement of 5,000. The entire architecture collection totals 22,710 volumes. The University considers the Master of Architecture a terminal degree and therefore disburses funding for new library acquisitions at a doctoral level. The central library subscribes to approximately 34 current architectural periodicals and to ARTstor Digital Library, the online Avery Index, and other digital image collections. Library staff and services are adequate to support the needs of the architecture program.*

College of Engineering

The following is excerpted from the Accreditation Board for Engineering and Technology (ABET) site evaluation team report, Fall 2001:

> *A three- year major renovation and expansion has resulted in an impressive new university library. There is ample space for existing volumes and for future expansion of the collection. A general-purpose computer laboratory provides 60 computers for student use, and numerous special purpose machines provide access to the online catalog as well as a rich variety of source materials on CD-ROM and the Internet. Access is provided to numerous electronic journals. Seminar rooms and study carrels are readily available. Student lounge space is large and inviting.*

Library resources and other learning and information services at UL Lafayette adequately meet the needs of students, faculty, and staff. The Library is committed to fully supporting the instructional and research programs of the University and providing access to a wide variety of information for the public.

Supporting Documents

1. Library Mission Statement
2. Library Website
3. Library hours of operation / [Offline version]
4. Library Annual Report FY2007-2008
5. Library databases
6. Library Government documents
7. Library STEP lab
8. Library special collections
9. Instructional Materials Center
10. LOUIS Website / [Offline version]
11. LALINC Borrowing Agreement / [Offline version]
12. Reciprocal libraries
13. Library Assessment Data Website: survey 2005
14. Library instruction survey
15. ACT student opinion survey 2007-2008

Core Requirement 2.10 - Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Compliance Judgment

☑ Compliance

Narrative

In keeping with its mission to "achieve excellence in undergraduate and graduate education, in research, and in public service," UL Lafayette provides student support programs, services, and activities that promote student development and enhance students' educational experience. Programs and services range from those that support the most basic student needs—parking, housing, and food services—to those that enrich students' lives and personal development. The latter programs and activities attempt to cultivate the development of the whole student—fostering emotional, physical, and social growth. Further, University faculty are increasingly integrating students' personal development—leadership and social skills, emotional independence, and wellness—into their students' academic activities.

The University's commitment to students' growth and development in all respects is reaffirmed in the newly adopted *2009-2014 Strategic Plan*. In the list of the institution's seven core values are two that particularly focus on student development:

1. Access, opportunity, and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens.

4. Civility and integrity in all of our interactions to promote a collegial, diverse, and healthful learning environment.

Both of these values underscore the importance of improving student abilities in the areas of leadership, citizenship, and social interaction.

The vast majority of student support services and activities are sponsored by the 14 units within the Student Affairs area [1] of the University. The offices that report to the Vice President for Student Affairs are indicated on the organizational chart [2]. These offices provide and oversee services such as housing, health services, food services, campus police, counseling, and services for students with disabilities, among others. They sponsor or assist in implementing activities both for the general student population—Lagniappe Day, rape prevention programming, and Student Government Association (SGA) elections, for example—and for the more than 150 student-created organizations on campus.

Complementing the services and support provided by Student Affairs, the University has a vast array of additional services and programs reporting to other Vice-Presidents. [3] All of these services and programs promote student learning and enhance student development and are categorized in the chart below.

Table 2.10 – 1

Area	Offices
Career and Professional Development	•Career Counseling Center •Career Services Career
Emotional and Social Development	•Counseling and Testing Center •Office of Disability Services •Greek Affairs •Ombudsman •Student Government Association •Student Organizations •Student Personnel •Student Union and University Program Council
Cultural Enrichment	•Office for Campus Diversity •International Affairs Office and Intensive English Program •University Art Museum
Financial Stability	• Scholarships and Financial Aid Financial • Child Development Center
Logistics and Transportation	•Bookstore •Cajun Card Services •Dining •Housing •Office of Information Systems •Parking and Transit •Student Publications •Legal Services
Wellness and Safety	•Dean on Call •Environmental Health and Safety Office •Recreational Sports •Student Health Services •Counseling and Testing Center •University Police

Career and Professional Development

Career Counseling Center. The Career Counseling Center assists students in selecting majors and career decision-making. Students are targeted through first-year seminar classes, advisor training sessions, orientation presentations, and other avenues with the goal that every student on campus develops and follows a comprehensive career plan. The Career Counseling Center uses several different techniques to assist students in the career decision-making process: first-year courses, reference books and videos, free career testing software (including Choices and SIGI 3), personal vocational assessments, and helpful external career links. During the Fall 2008 semester, the center saw 1,596 students, and 87 students took the Career Decision Making class. After a major is chosen and students are further along in their academic careers, Career Services provides career-related programs, resources, and services to students and alumni. [4]

Career Services. Career Services [5] remains active throughout the academic year, assisting students and alumni in developing and implementing their career goals. In recent years, Career Services has upgraded its online services; enhanced its marketing efforts for many programs and services; and participated in or co-sponsored several new programs to assist students with developing their career goals and connecting with potential employers. [6]

First, the new Career Services Online program [7] was launched in 2007. Since then over 4,500 students and alumni have created a profile and used this convenient job search tool, and over 2,000 employers are registered in the system and have posted 4,474 jobs.

Second, Career Services' marketing efforts resulted in sponsoring a total of 10 career events in AY2007-2008, including: four campus-wide Career Days, one Liberal Arts Career Day, two Teacher Recruitment Days, one Nursing & Allied Health Day, and two Architecture & Design Recruitment Days. [8]

Third, during the same period, Career Services participated in numerous new programs either through conducting the events or through partnership with another sponsoring agency:

- Sponsored a guest speaker on "Careers in Public Service"
- Conducted two Advisor Trainings on Career Advising
- Presented "Career Planning for Success" at all freshman Orientation Sessions
- Hosted three Dining Etiquette Dinners
- Co-hosted Résumé Café with the College of Business Administration
- Co-sponsored two Internship Fairs with the UL Lafayette College of Business
- Wrote a number of Internship Program Proposals
- Partnered with the UL Lafayette Alumni Association on "Grad Expo"
- Partnered with the College of Engineering Student Organizations on Engineering and Technology Day Employer Activities

- Partnered with the UL Lafayette Graduate School on two "Guide to Graduate School" workshops [9]

- Conducted Mock Interviews

In addition to events sponsored by Career Services, individual departments and colleges sponsor career fairs tailored to their students' skills and needs. For example, the annual College of Liberal Arts Career Day on April 28, 2008, featured employers discussing full time, part time, and internship and summer positions, and graduate school representatives were available to discuss graduate programs and admissions. [10]

Emotional and Social Development

Counseling and Testing Center. The Counseling and Testing Center [11] consists of a counseling center and a testing center. The Counseling Center employs four full-time, licensed mental health professionals and is also an approved Community Counseling Practicum/Internship Site, which supervises master's level students from various universities across Louisiana. Professional staff and the graduate interns provide personal counseling, crisis intervention, and short-term psychotherapy for individuals, couples, and groups, including Suicide Prevention, Decision-Making, and Stress Management Workshops. The Center provides Psychological Disorder Screenings/Programming and is involved in School Leaders Involved in Drinking & Drug Education (SLIDDE) [12]. The Center offers an unlimited number of sessions, free-of-charge to the University community, including students, faculty, and staff. [13] The staff is extremely active in providing these services, and the number of individual sessions is particularly high, as demonstrated by the following table:

Table 2.10 - 2

Semester	Counseling Sessions
Fall 2007	921
Spring 2008	1,012
Summer 2008	311
Fall 2008	1,035
Spring 2009	845

Group session participation tends to be much lower:

Table 2.10 - 3

Academic Year	Group Participants
2007-2008	53
2008-2009	30

The Counseling Center staff is committed to maintaining licensure, active status in a professional organization, and continued educational training. [14]

The Testing Center [15] administers standardized tests to the campus and local community. Students and community members take advantage of this valuable service, as demonstrated by the 4,744 tests taken in AY2007-2008 and the 3,101 tests taken in AY2008-2009. Last year the Testing Center was relocated to a new testing lab in the Advanced Computer Technology & Research building, which now allows computerized testing. This move has increased accessibility and convenience. The Testing Center also provides ACT and PRAXIS exam workshops.

Office of Disability Services. The Office of Disability Services (ODS) [16] offers comprehensive academic accommodations and support to students with disabilities to comply with the American with Disabilities ACT Amendments Act (ADAAA). The ODS office serves approximately 600 students each semester, with the number of students meeting eligibility requirements increasing every year. The Supported Education Program (SEP) [17] supplies needed additional support to those students who are registered with a psychological disability. ODS offers Time Management and Test Anxiety workshops to all interested students and encourages their participation.

As a means of highlighting academic achievements of students with disabilities, ODS has received approval to form a chapter of the International Honor Society for Students with Disabilities – Delta Alpha Pi [18]. ODS also strives to educate faculty, staff, and students on disability awareness, especially through the annual Disability Awareness Week activities sponsored by ODS and the Beacon Club [19]. The Beacon Club strives to raise awareness and help eliminate barriers that students with disabilities must surmount in order to reach their fullest physical, mental, social, vocational, and economic potential. [20]

Greek Affairs. The Office of Greek Affairs [21] supports, facilitates, and promotes campus Greek organizations in fulfilling their mission for student members and the communities they serve. Because part of the mission for Greek Affairs is to proactively facilitate responsible thinking and actions within the Greek community, it supports Greek efforts in fundraising and volunteering. In AY2008-2009 UL Lafayette Greeks contributed more than $60,000 to various philanthropies, while donating more than 20,000 hours of community service work. The annual Presidents/Advisors Kick-Off meeting is an instrumental way to introduce Greek Affairs to the new chapter leadership; to create a dialogue about rules and policies; and to establish chapter goals for the year. Greek Affairs has worked diligently with the Greek community to promote inter-Greek relations, to increase membership, and to provide a safe space for the Greek students to meet and (for some) to live. Greek Affairs continues to stress the importance of Greek life and its relation to success in higher education. Greek Affairs was not only able to increase Greek membership during AY2008-2009, but it was also able to charter a new Interfraternity Council fraternity on the UL Lafayette campus.

Ombudsman [22]. In keeping with the general definition of an ombudsman – "a person who investigates and resolves complaints from students and serves as the student advocate" -- the University Ombudsman performs the following student services:

- informs students of the rights that they hold in accordance with the University Code of Conduct and Appeal Procedures;

- assists students in the process of grade appeals;
- assists and represents students when involved in disciplinary action;
- promotes an educational and enjoyable experience at UL Lafayette by helping students through all available means.

The services of the University Ombudsman, who reports to the Vice President for Student Affairs, are provided through the Student Government Association (SGA). During AY2007-2008, there were approximately 28 cases and 78 contacts from students. During AY2008-2009, the Ombudsman handled approximately 25 cases with 103.

Student Government Association. The Student Government Association (SGA) [23] consists of elected and appointed student officials who represent the UL Lafayette student body in matters pertaining to student welfare and activities and serves as an advisory body to the University administration in all functions affecting the student body. SGA consists of three branches: Executive (elected), Legislative (elected), and Judicial (appointed). The Senate debates issues concerning the student body and provides financial assistance to campus organizations and projects that benefit the UL Lafayette academic community. Their weekly meetings are open to the entire academic community, as well as to the general public.

Student Organizations. The University offers students approximately 150 different organizations in which to participate, varying from academic and honor to service and religious. The Office of Student Affairs certifies all student organizations, and all organizations have a faculty or staff advisor to assist them in their programming and activities. Student organizations are an integral part of the culture and social climate of the University. Students are encouraged to become involved with these organizations to further their University experience. [24]

Student Personnel. The Department of Student Personnel [25] strives to remain involved in promoting on-campus programming and works in conjunction with other departments (i.e., Housing, University Police) in presenting programs that range from social activities to educational seminars. These programs assist with education outside the classroom and promote a healthy learning environment. During each fall and spring semester, Student Personnel, in conjunction with University Police, presents “Fight like a Girl,” a women’s self defense clinic. Student Personnel residence hall staff also conduct more than 20 programs per semester in the residence halls. One of the most successful programs has been Legacy Park’s Amazing Race, which placed first at Louisiana’s Equipping Resident Assistants Conference in March 2007 for best program.

One main value the Student Personnel Department holds is to treat all students with respect and dignity and to be courteous and friendly to all students. This is a vital component to creating an environment that is welcoming to students, especially in disciplinary situations. During AY2007-2008, there were 2,622 student visits to the Student Personnel Office, and in AY2008-2009 there were 2,924 student visits to the office.

The department envisions making major improvements to its efficiency by merging with the Office of Housing, relocating to a more convenient location for students, and hiring an additional Assistant Dean to serve the growing population of students using the Department of Student Personnel.

Student Union and University Program Council. The Student Union [26] strives to provide ample programming that will allow the university community to develop and grow intellectually, emotionally, and socially. The Student Union hosts and sponsors many events with the University Program Council (UPC) [27]. UPC is made up of four committees that plan student activities on campus and is open to all UL Lafayette students. The four committees include: African-American Culture Committee, Events Committee, Spirit Committee, and Traditions Committee.

The African-American Culture Committee gives students the opportunity to share information concerning the distinct heritage of the African-American people. Members of this committee have a chance to research, plan, and present cultural, educational, and historical projects. Members of the Events Committee plan many recreational activities, at the same time gaining valuable practical experience in planning and promotion. The Spirit Committee is the vital link between the UPC and UL Lafayette athletic events. This committee plans events such as tailgating at home games, road trips to away games, and pep rallies throughout the year. Lastly, the Traditions Committee helps keep UL Lafayette's traditions alive, through activities such as Homecoming Week, the first Mardi Gras parade of the season (Krewe of Roux), and Lagniappe Day.

Other AY2008-2009 Union-hosted and UPC-sponsored events (with number of participants in parentheses where known), include [28]:

- Welcome Week's Fruit & Donut Giveaway (300), Dive-In Movie (175), Student/Staff Breakfast (700), and Block Party (600)
- Football's Freshman First Down (1,347), tailgating at all home games (between 150 and 200 for each home game), and student promotions such as T-shirt "launches," and sound system and car give-a-ways at home football games.
- Ragin' Roar Pep Rally (720) at the start of football season
- Homecoming, the Homecoming Court reception (150), Cajun Karaoke (500), Dive-In Movie (225), Yell Like Hell (650), and Homecoming Parade
- Kwanzaa Dinner (75)
- Movie Nights throughout Fall 2008 and Spring 2009 (850)
- Black History Month Kick-off Party (400)
- Apollo Night (250)
- Fashion Show (350)
- Miss UL Lafayette Pageant (350)
- Eyes Wide Open Guest Speakers (30 in AY2007-2008)
- Freebie Friday giveaways

- Student Promotions at home basketball games (300)
- Game Show Night (75)
- Lagniappe Day activities include a Dive-in Movie at the Student Aquatic Center (125), the Cypress Lake Jump (200), contests, comedy show (800), 8,000-pound crawfish boil (1,135), games, and live bands.

In order to better represent the University to both potential and existing students, Union personnel are addressing the physical needs of the Union by making aesthetic improvements, such as replacing and upgrading curtains, seating in the lounge, hallways, and restrooms, and restroom partitions and fixtures. The major long-term goal, however, is the Union renovation. This highly anticipated project will enable the Union to centralize more services and create more student traffic in the Union.

Cultural Enrichment

Office for Campus Diversity. The mission of the Office for Campus Diversity (OCD) [29] is to foster inclusion, appreciation, and understanding of diversity throughout the University by advising the President and the university community on diversity related initiatives, issues, and goals. The OCD provides leadership to attract and maintain a diverse student body, faculty, and administrative staff in order to promote a quality and diverse learning and social environment. To achieve the mission of OCD, the office hosts several events, including: Black History Month, Women's Conference, and diversity trainings. Black History Month activities were attended by approximately 250 students in 2008 and approximately 350 in 2009; the Women's Conference had 123 registered participants in 2008 and 172 in 2009; the four diversity trainings had a total of 104 participants. OCD is also involved in the Diversity Action Council, whose main charge has been focused on increasing minority faculty recruitment and hosting town hall style meetings for students and community members, in order to address different diversity issues. Additionally, OCD works closely on the mentoring program for students who are "admitted by committee" to the University. The mentoring program had 187 student participants ("mentees") and 170 mentors in AY2007-2008, and 183 student participants and 167 mentors in AY2008-2009.

Office of International Affairs and Intensive English Program. The Office of International Affairs (OIA) [30] focuses on the recruitment, transition, and retention of international students at UL Lafayette, serving 659 international students from 85 different countries. The Intensive English Program [31] concentrates on instruction in English, with 30 participants in AY2007-2008 and 84 participants in AY2008-2009. The offices provide programming that includes social, cultural, and academic strategies. Social programming examples include: International Coffee Hour, International Week, and Talent Night. Louisiana cultural programming includes field trips to: Louisiana's Governor's Mansion in Baton Rouge, The Mall of Louisiana in Baton Rouge, Tabasco Sauce Plant Tour in Avery Island, Jean Lafitte National Park Acadian Cultural Center in Lafayette, Festival International in Lafayette, Lafayette Natural History Museum, and UL Lafayette's University Art Museum. Academic programming includes: Language Learning Lab, Dupré Library tour, academic workshops on study skills and academic honesty, and a mathematics review session for the math placement exam.

The office additionally provides international students and faculty with information on maintaining a proper and up-to-date non-immigrant status with the United States Customs and Immigration Services. [32] This is done through activities during Orientation Sessions, the OIA Website, workshops with an immigration attorney, and the OIA's open door policy for one-on-one consultation. This is an essential aspect of the international campus community in order to have a better understanding of and remain compliant with U.S. governmental regulations.

University Art Museum. The Paul and Lulu Hilliard University Art Museum (UAM) [33] strives to serve the students, faculty, and staff of UL Lafayette, and to enrich the lives of Louisiana residents by fostering an understanding and appreciation of the visual arts. The Museum achieves these goals through collection development and by organizing and presenting major exhibitions and related programming, showcasing art works from all historic periods and all corners of the globe. Such varied programming is designed to meet the educational and cultural needs of Louisiana's highly diverse population, evidenced by the total attendance and participation of 10,667 visits in AY2007-2008 and 9,646 visits in AY2008-2009.

One ongoing program UAM offers is Toddler Tuesdays. Every Tuesday between the hours of 10:00 a.m. and 12:00 noon, UAM provides free admission to allow parents and caregivers to come to the museum *en masse,* with toddlers and strollers in tow. Each Toddler Tuesday morning, UAM also sponsors story reading between 11:00 and 11:30. In addition, it provides a self-guided/parent-directed scavenger hunt program in the galleries for older children. This is a popular program, as evidenced by 387 program attendants during AY2007-2008, and 428 during AY2008-2009. UAM also offers self- or docent-directed, group and school tours to youth and adults. Attendance for the K-12 tours was 2,308 for AY2007-2008 and 2,200 thus far in AY2008-2009. (Note: Most tours occur in the March, April, and May months). UAM believes that these programs encourage a positive first time experience and continued exposure to the arts for children through its current exhibits.

Financial Stability

Scholarships and Financial Aid. The Student Financial Aid Office [34] participates in all federal and state financial assistance programs, including:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants
- Academic Competitiveness Grants
- Science and Math Access to Retain Students Grants
- Louisiana's Leveraging Educational Assistance Partnership Program
- Federal Work Study Program
- Federal Perkins Loans
- Federal Stafford Student Loans
- Unsubsidized Federal Student Stafford Loans

- Federal PLUS Loans

Financial assistance is provided to more than 57% of the student population. The Scholarship Office [35] annually offers over 4,000 awards for over $4.3 million in scholarship funds to high school seniors, transfer students, current students, out-of-state students, and international students. In addition to University scholarships, the Louisiana Office of Student Financial Aid Assistance offers Taylor Opportunity Program for Students (TOPS) state scholarships to more than 5,000 UL Lafayette students. [36]

Child Development Center. The Child Development Center (CDC) [37] provides a reduced-cost, high-quality, professional environment for the nurturing, care, and development of preschool children of the University community. Ninety % of the available places are reserved for the children of students. The Center is compliant with the standards and criteria held by the early childhood accrediting agencies. The CDC maintains all licensing credentials with a 100% success rate, including a national accreditation (by the National Association for the Education of Young Children) awarded to only 2% of Louisiana early childhood programs and only 11% nationally. Not only has the CDC collaborated with traditional undergraduate and graduate University departments, but it has also partnered with the Department of Renewable Resources, resulting in the testing, design, and implementation of a "shade tolerant" grass for the CDC playground. This is an example of innovative partnerships between the CDC and other campus human and financial resources, thereby providing a win-win situation for both departments. The Center provides quality service at a cost 20% less than other community programs. Additionally, the CDC promotes and encourages parents to apply for the Louisiana State Child Care Assistance Program, which will pay 50%-80% of the state childcare rate.

Logistics and Transportation

Bookstore. The main purpose of the UL Lafayette Bookstore [38] is to provide an opportunity for students to purchase books and supplies needed for coursework. The Bookstore also offers food, personal items, and gifts for purchase, as well as commencement invitations and commencement regalia. It is conveniently located in the University Student Union.

Cajun Card Services. Cajun Card Services [39] is dedicated to providing students with a convenient and secure solution to daily financial transactions and facility access. The Cajun Card serves multiple functions: as a student ID card, meal plan card, computer lab access card, building access card, and a season-long pass to all regular home athletic events. It may also be used to purchase food at dining areas across campus, snacks and drinks in campus vending machines, supplies and books at the campus bookstore, and photocopies. Since the program's inception, the number of card users, as well as the amount of deposits, has increased steadily.

The Cajun Card Office is continually looking for new and better ways to improve the services it provides. [40] Student satisfaction is extremely important to the Cajun Card Services department, which received a 73% approval rating for card access and safety on campus based on an online survey [41]. The main focus of the office now is to assess and decide on a possible new one-card system, which would allow more and different types of transactions for the University community.

Dining. University Dining [42] is contracted to Sodexo Dining Services. The dining program allows the University community to purchase meals on campus, thus providing convenience to

the campus community. Students may choose from four dining plans [43], including a new plan for commuter students, and a variety of restaurants. Sodexo maintains 13 outlets at four locations, all conveniently located within walking distance of on-campus housing facilities, labs and classrooms, and many off-campus apartments.

During AY2007-2008 3,244 students and 49 faculty & staff members participated in one of the meal plans, and in AY2008-2009, 3,653 students and 65 faculty and staff participated in one of the meal plans. In AY2008-2009 Dining Services piloted the "Cinch" Program Promotion, which offered progressive discounts for meals. Additionally, Sodexo Dining Services provides informational programming like Balance: Mind, Body, and Soul, which encourages students to "engage their minds in challenging activities, energize their bodies through extracurricular activities, and inspire their souls by allowing their creativity to flow in all they do." [44]

Housing. The Housing Department [45] provides a "quality, professionally managed, safe living and learning experience that fosters student intellectual and social growth." The University provides on-campus residential living to approximately 1,750 students. Living on campus [46] offers students the opportunity to focus on academics and to easily engage in campus life. The Housing Departmentoperates nine different residence halls [47], including two apartment style complexes [48], as well as family housing [49]. Currently wireless Internet is available in five of the eight buildings, with expansion to the other four buildings in the planning stage. The department offers educational, social, and self-awareness programming to residents.

Residence Hall Counselors provide the themes and topics of these sessions. Approximately 50 programs each semester are offered, including:

- Lucky Late Night Breakfast – On-campus students are offered breakfast and lots of luck during the week of finals.
- Door Decorating Contest – Students compete for bragging rights of the best-decorated doors in the halls.
- Mardi Gras History – Students are informed about the history of Mardi Gras and then fed traditional Mardi Gras fare.
- The Amazing Race – A spin-off of a popular television game that sends teams of two racing across campus—learning about different departments and services—and sharing their race tales over food at its conclusion.
- Sexual Health and You – A physician from Student Health Services offers students a very informative presentation concerning their sexual health.
- Test Taking Skills – A representative from Counseling and Testing presents on-campus students with test taking strategies.
- Scrubbing Bubbles – A physician from Student Health Services offers students information on avoiding MRSA Staph infections.

- Finding Order In Mess – Residents are offered strategies on how to tackle their messy rooms and get them organized, so that they may become more organized, successful students.

- Resident Feud – A spin-off of the television game show "Family Feud" that allows student teams to compete against each other in answering wacky university trivia questions, roommate issues, relationship issues, and parental issues.

- Rose Garden Barbeque – This spring semester tradition is a chance for on-campus students to socialize and have fun before the last couple of rigorous weeks of school.

Approximately 1,100 students participated in various types of educational, social, and academic programs hosted by our residence hall staff during AY2007-2008, and with increased publicity, the number of participants rose to 1,250 in AY2008-2009.

Office of Information Systems. The Office of Information Systems (OIS) manages the student portal, ULink. Through ULink students access online course registration, the course management system (Moodle, described fully in Comprehensive Standards 3.3.1.3 and 3.4.12), email, unofficial course transcripts, final exam schedules, and student academic tools and resources, such as University announcements and updates, personal financial aid information, and links to *The Vermilion* (student newspaper) and academic bulletins. The following table presents average ULink usage: [50]

Table 2.10 - 4

Semester	Logins per day
Spring 2008	17,782
Summer 2008	9,272
Fall 2008	20,258
Spring 2009	18,052

Parking and Transit. The Office of Parking and Transit [51] manages 3,225 reserved on-campus parking spaces, two pay lots, and a free remote lot (Cajun Field). In addition to parking, P&T operates a free transit system that links the two main areas of campus. Fourteen buses run between the main campus and Cajun Field daily. Free shuttle service is also available to students at night and on weekends; the shuttle runs between the main campus and the recreational facilities at Bourgeois Hall and the Athletics Complex. The Office of Parking and Transit is consistently looking for ways to expand and create better services in a courteous, timely, and orderly manner. Two of the major accomplishments in AY2007-2008 were the acquisition of two new buses and the opening of a four-story parking garage with 440 spaces, built in response to student complaints about inadequate student parking.

Student Publications. The Office of Student Publications produces two publications – *The Vermilion* (student newspaper) and *L'Acadien* yearbook. Student Publications strives to provide a quality product, while ensuring the notions of free inquiry and free expression in the academic community. *The Vermilion* [52] is a weekly student newspaper, which not only reports news about the University community, but also reports issues that affect students at the local and national levels. *The Vermilion* is also a mechanism through which students can communicate concerns to the faculty and administration. In response to reader feedback, *The Vermilion* recently revised its format. [53] *L'Acadien* yearbook is an annual publication that reflects student life and focuses on capturing the topics and issues of a particular year. The 2007-2008 *L'Acadien* was named Outstanding Collegiate Yearbook by Taylor Publications and the 2008-2009 yearbook placed third in the same competition. [54]

Legal Services. The Student Government Association provides access to an attorney on campus. The attorney holds office hours on Friday mornings, and is available off-campus by appointment. Consultation is available at no cost to students.

Wellness and Safety

Student wellness and safety is ensured by a variety of departments and programs on campus, and is overseen by the Vice President for Student Affairs and coordinated by the Dean of Students' office. The Dean of Students' office itself offers programs such as "No More Zebras," dedicated to the topic of bystander responses (or lack of) during violent situations, and an innovative "Dean on Call" program.

Dean on Call. The "Dean on Call" Programprovides "24/7" assistance (including holidays and weekends) to students in need. [55] In the past, the Dean on Call has responded to situations such as emergency hospitalization, arrest, car trouble, and students finding themselves in dangerous situations. UL Lafayette was the first university in the UL System to implement this program, which has since been replicated at other universities. Those serving as Deans on Call are the Dean of Students, the Associate Deans, and the Assistant Deans of Student Affairs. Professional counselors also participate in this service and are called to address an emotional or mental health issue. The "Dean on Call" program is featured on the Student Personnel Website. [56]

Environmental Health and Safety Office. The Environmental Health and Safety Office [57] works to reduce accidents, hazards, and risk exposure by:

- assigning various safety responsibilities throughout the campus;
- inspecting and maintaining physical facilities [58];
- conducting safety meetings and sending brief health and safety publications to campus personnel to increase awareness and remedy unsafe conditions [59];
- providing safety training to educate people on all issues related to safety [60]; and
- maintaining an up-to-date campus-wide Emergency Preparedness Plan.

Although Louisiana State agencies are not required to comply with Federal Occupational Safety and Health Administration (OSHA) regulations, the University's "Environmental Health and

Safety Policy" (7th edition) is modeled after and references OSHA, the Louisiana Department of Environmental Quality, the Louisiana Office of Risk Management (ORM), and other relevant regulatory agencies.

Recreational Sports. The Recreational Sports Program (Rec Sports) [61] provides the university community with an array of services and facilities to promote a healthy and active lifestyle. The program offers over 20 non-credit fitness classes each week during the fall and spring semesters, as well as over 20 intramural sporting activities. [62] Rec Sports hosts the UL Lafayette Triathlon (240 registrants in 2008) each fall semester and the "Fitness Challenge" each spring, in order to encourage participation in swimming, biking, and running. Additionally, many of the student-organized Club Sports [63] teams participate and place in national and regional competitions each year. [64]

The popularity of Rec Sports increased dramatically following the opening of the Student Aquatic Center [65] in March 2002. This center offers an eight-lane lap pool, a zero-entry pool, current channel, and large spa. In 2008 there were nearly 14,000 visits to the Student Aquatic Center, including many family members of students, who are welcomed on weekends. Open recreation allows students to participate in sporting activities at their own leisure on a drop-in basis during expanded hours.

In response to student feedback, Rec Sports is expanding the weight and fitness area with a 20,000 square foot Fitness Center addition to be completed in 2009.

Student Health Services. Student Health Services (SHS) [66] is devoted to providing accessible, cost-effective, and high quality health care services to University students. In addition to diagnosis, treatment, and referral, SHS educates the campus community on health and wellness issues.

During AY2007-2008, the Center provided an array of health services during 13,000 student visits. [67] SHS ensures awareness of Meningococcal Meningitis and other communicable diseases and collaborates with other campus units to manage any outbreak on the UL Lafayette campus. SHS supports other departments by providing them with a range of professional services, including:

- assisting with the Athletics Department's annual physical exam program and caring for the students who are in need of re-hydration;
- collaborating with the Nursing Department in its Wellness Wednesday Program;
- coordinating the employee health programs at the New Iberia Research Center and the Child Development Center;
- assisting the Biology Department in achieving the medical requirements of its Bio-safety Level 3 lab.

SHS uses information from student surveys to improve its services. One example is the Sexual Assault Nurse Examiners (SANE) program. This program provides counseling and crisis support for rape victims, as well as workshops and performances to raise awareness of sexual assault issues and the availability of support. Program

improvements in SANE increased student participation from 100 in Fall 2007 to over 500 in Fall 2008, with additional workshops in March, 2008, and January, 2009.

In January, 2009, SHS combined with SANE to offer students the event "RAPE: The End Starts." The event presented both male and female students with insights on dealing with issues that students face outside the classroom, which ultimately may affect their futures and ability to accomplish their goals. The presentation included topics of smart decision-making, safe dating, STDs, and rape.

Counseling and Testing Center. The Counseling and Testing Center (C&T) [68] consistently participates in national awareness programs on campus, which promote personal safety through health initiatives. Specifically, C&T is involved with Alcohol Awareness, The Great American Smoke Out, and Tobacco Awareness. It also participates in Violence Awareness Month, which deals with physical safety issues.

C&T also provides an Alcohol Education Officer through the Office for Alcohol Education and Prevention. This is a part time position held by a Graduate Assistant, whose main objective is to provide presentations to any organization that is planning to have an event where alcohol will be served. C&T also manages School Leaders Involved in Drinking & Drug Education (SLIDDE) [69], which provides educational information and implements prevention strategies for alcohol and drug abuse on the UL Lafayette campus. Some of the programs held to raise campus awareness of the dangerous effects of alcohol and all drugs include the Fatal Vision glasses, Mocktails, a display of a wrecked automobile on campus, and the Natural High 5k Run

University Police. The UL Lafayette Police Department (ULPD) [70] is charged with the protection and security of the UL Lafayette campus through crime prevention, deterrence, and rapid response. All enforcement officers attend a Rapid Response Deployment/Active Shooter Response training program, and a majority also attends Active Shooter training with the Lafayette City Police. ULPD officers also regularly present information at educational forums, including:

- Graduate Student Orientation
- International Student Orientation
- High School Recruitment functions
- SGA Day Care Center "Touch a Heart Week"
- Acadiana Law Enforcement Training Academy
- Lafayette Parish Sheriff's Department In-Service Training program

The ULPD is dedicated to maintaining a safe and secure environment for learning and working. Because UL Lafayette, like many urban campuses, does experience some crime, the ULPD wants students, faculty, and staff to be aware of crime on campus. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires colleges and universities to disclose annual information about campus crime. Each year the University files a report with the United States Department of Education stating the incidences of crime on

campus. The ULPD discloses this information on its Website and weekly in the student newspaper, *The Vermilion*.

The ULPD also often issues formal press releases to address serious incidents or to educate the University community concerning important issues. The information disclosed online reflects the number of incidents for the crimes of homicide, manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson that occur on or near campus for the previous three calendar years. [71]

The department is open 24/7 and is staffed by commissioned police officers. Students have 24-hour access to emergency phone lines to ULPD, as well as to the 911 emergency service. The ULPD responds to calls from victims of a crime, those involved in an emergency, witnesses to an incident, and those in need of assistance.

The ULPD has a variety of programs and services in place in order to provide a safe and secure campus. Some of these programs are offered in conjunction with other departments. Below are detailed descriptions of these programs:

Code Blue Emergency Call System: The ULPD operates six emergency telephones installed at various locations throughout the campus. Three of the emergency telephones, referred to as Code Blue Stations, are located on the main campus; two are located at Legacy Park; eleven are at the parking garage; two are located at Cajun Field near the commuter parking area; one is located at Sorority Row; and one another at Fraternity Row. The Code Blue Stations are easily recognizable by a tall blue pole with a light at the top. When the user pushes the easily accessible emergency button, the phone automatically dials the number, and direct contact is made with the ULPD. A blue strobe light is then activated, and an officer is dispatched to the location. A fourth pole will be operational by October, 2009.

The Code Blue System provides the opportunity for immediate contact with police officers, thereby providing a feeling of security to all who walk the University campus.

Crime Prevention Programs: The ULPD works in conjunction with Freshman Orientation to disseminate information about the duties and responsibilities of the ULPD, as well as security and safety tips. Each semester, the ULPD, the Department of Student Personnel, and the Housing Department present crime prevention and awareness programs. In addition, crime prevention and alert programs are presented to different departments on a continuing basis. The Student Government Association and the Residence Hall Association present guest lectures and demonstrations on current topics and trends relevant to crime prevention for students and employees. The Married Housing Association has set up and organized a Neighborhood Watch Program, as well as worked in conjunction with the ULPD, in conducting programs on crime prevention, security and safety tips, and bicycle safety for its residents on a regular basis. In addition, the department also offers women hands-on self-defense classes.

Police Foot and Bike Patrol: ULPD utilizes a Bike Patrol to supplement vehicle and foot patrol as part of its overall effort to make the campus safe. The Bike Patrol enables officers to cover a larger area, while allowing for quick response should the need arise. Officers are also better able to converse with students, faculty, and staff when on bike patrol.

482-2TIP: Crime Stoppers Tips Line: The ULPD operates an anonymous Crime Stoppers Tips Line to assist the department and the community in the prevention and solving of crime. Members of the community are encouraged to report any information regarding crimes that may have occurred by dialing 482-2TIP, or 2-2TIP from on campus, and following the instructions given. All callers remain anonymous.

On-Call Response Team (a.k.a.: Dean on Call): In addition to on-duty police officers, the University has an on-call response team consisting of the Vice President for Student Affairs, Dean of Students, Chief of Police, Student Personnel staff, Counseling and Testing staff, and additional police personnel. In most cases, this team can be assembled from initial contact. In cases of Facility Management problems, there are standby personnel available for call-out by the ULPD.

Shuttle Service: During the evening hours until midnight, students have access to a shuttle service, which is sponsored in part by the Student Government Association. This shuttle service offers transportation from designated pick-up stations to areas of campus such as the library, computer center, art building, and residence hall areas.

Policies. In addition to these departments and programs, the division of Student Affairs maintains policies designed to ensure student wellness and safety. These include:

Alcohol and Drug Policy: In keeping with State law and University objectives, the University has established policies and guidelines governing the possession, sale, and consumption of alcoholic beverages on the University campus, and conforming to the laws of Louisiana. The alcohol and drug policy is on the Counseling and Testing Center Website. [72]

Hazing Policy: All student organizations must be recertified through Student Affairs annually. The recertification process includes verifying that the organizations' leaders and advisors are aware of and understand the University Alcoholic Beverage Policy and Anti-Hazing Policy. These policies are posted in the *Student Handbook*. [73]

Sexual Harassment Policy: The University maintains a sexual harassment policy that protects students' safety, dignity, and freedom of expression. Depending on the circumstances, students may bring complaints to the Associate Dean of Students, Title IX coordinator, a professional counselor in the Counseling Center, or the University Ombudsman. [74]

Supporting Documents

1. Student Affairs Website
2. VP for Student Affairs organizational chart
3. Organizational chart for Student Services and Support
4. Career Counseling Center Website
5. Career Services Website
6. Employer Services flyer
7. Career Services Online Program for job searching
8. Career Services flyer
9. News Release: Grad School Information Session

10. Liberal Arts Career Day flyer
11. Counseling and Testing Center Website
12. School Leaders Involved in Drinking & Drug Education (SLIDDE) Website
13. Counseling and Testing Center brochure
14. Declaration of counseling practices brochure
15. Testing Center Mission and Purpose online
16. Office of Disability Services Website
17. Supported Education Program Website
18. Honor Society for Students with Disabilities chapter charter
19. Disability Awareness Week online
20. Beacon Club Website
21. Greek Life Website / [Offline version]
22. SGA University Ombudsman
23. Student Government Association Website
24. *Student Handbook*: Student Organizations
25. Student Personnel Website
26. UL Student Union Website
27. University Program Council Website
28. Flyers of Student Union activities
29. Office for Campus Diversity and Community Outreach Website
30. International Affairs Website
31. Intensive English Program Website
32. International Student Handbook
33. University Art Museum Website
34. Financial Aid Website
35. Academic Scholarships Website
36. TOPS Website / [Offline version]
37. Child Development Center Website
38. University Bookstore Website
39. Cajun Card Website
40. Cajun Card FAQ online / [Offline version]
41. Cajun Card survey online / [Offline version]
42. Dining Services Website
43. Dining Services Meal Plans online
44. Dining Services Photo Gallery online
45. Housing Website
46. Guide to Campus Housing
47. Residence Halls Website
48. Apartments Website
49. Family Housing Website
50. ULink Login Page / [Offline version]
51. Parking and Transit Website
52. The Vermillion Website
53. Vermillion Issue
54. L'Acadien Awards
55. Dean on call information card
56. Student Personnel Website
57. Environmental Health and Safety Website

58. Environmental Health and Safety Policy online
59. Safety Meetings Website
60. Safety Training Website
61. Department of Recreational Sports Website
62. Group Exercise Description and Schedule online
63. List of Club Sports online
64. Recreational Sports Schedule online
65. Student Aquatic Center Website
66. Student Health Services Website
67. Services Available at Student Health listed online
68. Counseling and Testing Center Website
69. School Leaders Involved in Drinking & Drug Education (SLIDDE) Website
70. University Police Website
71. Crime Stats from University Police online
72. Alcohol and Drug Policy
73. *Student Handbook*: Hazing Policy
74. *Student Handbook*: Sexual Harassment Policy

Core Requirement 2.11.1 - Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette has a sound financial base and has demonstrated the financial stability to offer a high quality educational experience for its students. The University's revenues come from two principal sources: State appropriations and self-generated funds. During the past five years, State appropriations have constituted between 60 and 68 % of the total operating budget, with the remainder self-generated. The University also receives some revenues from externally-funded grants and contracts, as well as from the University of Louisiana at Lafayette Foundation.

State appropriations steadily increased through the most recent five academic/fiscal years, as did self-generated revenues, until the nation's recession and the state's economic downturn forced a 4.6% cut in state funding in January 2009. In recent years, the University has used its increased financial resources to press forward on targeted investments in faculty, academic programs, and research in accordance with its role, scope, and mission.

The table below demonstrates stability in enrollment and sustained growth in revenues for the most recent five academic years.

Table 2.11.1 - 1: *UL Lafayette Enrollments* [1] *and Revenues* [2]*: AY2004–2008*

Academic Year	Fall Headcount Enrollment	Total Revenues (Actual)	State Appropriations (Actual)	Self Generated Revenues (Actual)
2004–2005	16,561	103,361,186	61,097,183	42,264,003
2005–2006	17,075*	106,557,766	61,476,581	45,081,185
2006–2007	16,303	115,573,677	68,654,544	46,919,133
2007–2008	16,345	134,458,400	87,555,903	46,902,497
2008–2009	16,320	152,130,300†	101,947,753†	50,982,547†

* Hurricane Katrina transfer impact

† Budgeted, not actual. Note that $6.2 million was a pass-through appropriation for the Picard and LITE centers, which had not been included in the University's operating budget appropriation in prior years.

The growth in State appropriations (+ 55.4%) and self-generated revenues (+ 20.6%) during this most recent five-year period is remarkable in the University's history. Further, steady enrollments have been maintained in spite of the implementation of increased admissions standards in Fall 2005.

University President Dr. Joseph Savoie, who was appointed effective July 1, 2008, in concert with his executive management team, directed in FY2008-2009 new allocations toward strategic investments in the areas of faculty, research, enrollment management, and advancement. Additional resources have funded increased scholarships and critical course offerings to facilitate student progress toward their degrees.

In addition to revenues provided by the State and generated through internal operations, UL Lafayette enjoys the support of the UL Lafayette Foundation, which, in spite of the recession that has plagued financial markets during the last year, has an endowment valued at over $100 million. The Foundation's average annual rate of return since 1996 is 8.96% (through 2008). [3] The annualized five-year return of the UL Lafayette Foundation endowment as of June 30, 2008, was 6.56%. The Foundation provides additional support for faculty salaries, faculty development, and scholarships.

As an institution with a mission to conduct research and scholarship, the University receives additional financial support from externally-funded grants and contracts. During AY2008-2009, those sources produced revenues in excess of $54 million.

While recent financial history has been extraordinarily positive for UL Lafayette, the University anticipates that the next two years will see a reduction in State funds for its operation. The State of Louisiana has a robust oil and gas industrial base for its economy. Because oil and gas revenues are cyclical, the State's revenues from that source often fluctuate. While Louisiana has made substantial strides toward economic diversification over the past two decades, oil and gas remains a key economic driver. The combination of the sudden reduction in energy sector prices and the overall national recession precipitated a midyear budget reduction in January 2009 of 4.62%. UL Lafayette was able to make the mandated reductions primarily through a reduction in planned maintenance without affecting core operations, educational services, or presidential initiatives.

The University is financially sound and remains committed to maintaining the quality of its educational operation in spite of future reductions in State appropriations. The University is required to operate on a balanced budget and has not experienced a year-end deficit in its 108-year history.

The soundness of UL Lafayette's financial operations is validated by annual legislative audits. Within each of these financial statement audits [4] [5] [6], the sections specific to UL Lafayette are in Schedules 1, 2, and 3. Fiscal year audits are generally completed by December 31. When the final report contains any findings, the President of the University, together with the chief administrator of the relevant unit, drafts and implements a corrective action plan and response to audit findings and recommendations. Management Letters for the last three years are included as Supporting Documents [7] [8] [9].

Prior to November 1, 2009, the University will provide to SACS the State Auditor's Financial Review Report of FY2008-2009, in lieu of the UL System audit, which will not be completed in time for the review of the University's SACS compliance report.

Budget Process

The statewide annual budget process is established, directed, and supervised by the Governor's Division of Administration, which grants broad oversight of higher education and its financing to the Louisiana Board of Regents (BOR). The University's immediate management board is the University of Louisiana System Board of Supervisors (BOS). Annually, at its August meeting, the BOS examines and approves the UL Lafayette operating and capital outlay budgets for the fiscal year (July 1–June 30). [10]

Internally, the President determines final budget allocations with the advice of the Provost and the Vice President for Administration and Finance. In general, administrative units within the University begin the budget planning process for the next academic year during the fall semester, with the assumption of a stand-still budget. Unit heads may during the fall and early spring request in writing additional funds for various purposes—new positions, salary adjustments, extraordinary expenses for projects such as accreditation, capital outlay, etc. These requests are sent through the chain of command, and decisions regarding the following year's budget request are made by the President. The BOR requires submission of the operating budget request for the upcoming fiscal year in early summer. [11]

UL Lafayette's new Vice President for Administration and Finance is currently devising a new, more open internal budget development process, which includes formal budget submissions and discussions with vice presidents, deans, department heads, and unit heads. In the new process it is the charge of each unit to develop budget recommendations that are aligned with and advance the University's *2009-2014 Strategic Plan* and presidential vision. The internal budget development process begins each year on March 15 and ends by May 15. Final decisions regarding allocations are made by the President, Provost, and Vice President for Administration and Finance.

The ultimate operating budget request submitted to the UL System BOS in August is only finalized after the Governor signs the appropriations act, and appropriations for higher education are distributed via formula by the BOR. Once notified of its allocation, the University begins final implementation of budget decisions considering actual funding levels provided by formula funding.

At every stage of the budget process, the University's Division of Administration and Finance has primary responsibility for implementation. Administration and Finance must notify the President and the Provost of any changes in revenue or expenditure status. Changes are generally made to the operating budget during the fiscal year, which may reflect changes in revenue or expenditures. These changes are only made with proper administrative authorization of the Vice President for Administration and Finance and the President. The University submits to the UL System BOS an annual Financial Report for the Year [12], which details actual revenues and expenditures for the most recently completed fiscal year. Also, the UL System requires institutions to provide quarterly Financial Status Reports on Operating Revenue and Expenditures [13], as well as other major funding sources. Financial reports on Specified Restricted Funds [14] and Certification of Ongoing Assurances [15] to the Board are also required.

The University's financial reports are prepared in accordance with guidelines set forth by the Governmental Accounting Standards Board (GASB), and the American Institute of Certified Public Accountants (AICPA).

Supporting Documents

1. Fall headcount enrollment 2003-2008
2. Operating Budgets: Form BOR 1 2003-2008
3. Foundation average annual rate of return
4. FY2005-2006 UL System Financial Statement Audit
5. FY2006-2007 UL System Financial statement Audit
6. FY2007-2008 UL System Financial Statement Audit
7. Management letter issued 2007 for FY2005-2006
8. Management letter issued 2008 for FY2006-2007
9. Management letter issued 2009 for FY2007-2008
10. UL System approval of UL Lafayette budget
11. Budget request specifications
12. University financial report FY2007-2008
13. Quarterly operating revenue analysis FY2007-2008
14. Specified restricted fund report FY2007-2008
15. Quarterly certification

Core Requirement 2.11.2 - Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Compliance Judgment

☑ Compliance

Narrative

The University has adequate physical resources to support its instructional and research programs and initiatives. The campus, which includes demonstration farms, recreational areas, the New Iberia Research Center, and the University Research Park, is in fact an "in-use arboretum." Cypress Lake, filled with both cypress trees and alligators, lies in the very heart of campus, surrounded by the Student Union and several other buildings offering academic and support services. The oldest section of the campus consists of eight buildings arrayed around a quadrangle behind Martin Hall, the University's main administration building.

The campus [1] today consists of more than 1,400 acres of grounds and 274 buildingswith over 3.99 million square feet of gross building area. [2] The main campus occupies over 150 acres in the center of Lafayette. The South Campus, located a short distance from the main campus, consists of Bourgeois Hall, the site of academic and recreational facilities; the Cajundome and the Ragin' Cajun athletics complex; and the 143-acre University Research Park [3]. Several research centers and an experimental farm are located on sites outside Lafayette proper, but within a thirty-mile radius.

To accommodate the continuing growth of the student population and research initiatives, the University during recent years has added to the campus the following facilities: [4]

- 400-space parking garage (2008)
- computer science office and classroom building (Advanced Computer Technology and Research Center, 2008)
- 3-D immersive visualization center (Louisiana Immersive Technology Enterprise Center, 2006)
- business administration office and classroom building (Moody Hall, 2005)
- art museum (Paul and Lulu Hilliard University Art Museum, 2004)
- student apartment complex housing 460+ students (Legacy Park, 2004)
- student aquatic facility (2002)
- student day-care center (Child Development Center, 2003)

In addition to the construction of new facilities, since 2000 the University has completed major renovations or expansions of:

- Burke-Hawthorne Hall (Communication and Communicative Disorders Departments)
- F. G. Mouton Hall (Moody College of Business Administration)
- Judice-Rickels Hall (Honors Program)
- Edith Garland Dupré Library
- Conference Center (student housing)
- Continuing Education Center
- French House (Enrollment Services)

The adequacy of physical facilities is partly evaluated through reviews of space usage both by academic administrators on campus and by the University's governing and management boards. For example, each year, the Louisiana Board of Regents (BOR) requires its institutions to conduct a space utilization review. [5] The University of Louisiana System Board of Supervisors (BOS) routinely visits each of its campuses each fall to assess space and facilities needs in its preparation of capital outlay requests for State funding. Campus requests are presented to the Facilities Committee of the BOS by the Director of the Facility Management Department and the University President. [6] Information from these assessments provides the foundation upon which these two Boards recommend facilities construction, renovation and expansion.

Another impetus to ensuring that instructional facilities are adequate is the review of academic programs by accrediting bodies. Visiting teams from accrediting agencies routinely review space and facilities used by academic programs, and the University attempts to respond to the teams' recommendations in this regard. For example, the construction of a new facility (Moody Annex) and renovation of the existing facility (F.G. Mouton Hall) used by the Moody College of Business Administration were in part a response to the finding in an earlier accreditation report by the American Assembly of Collegiate Schools of Business, now known as the Association to Advance Collegiate Schools of Business, (AACSB) [7]. The just completed expansion and renovation of Burke-Hawthorne Hall will provide significantly improved classroom, clinical, and lab space for the Communicative Disorders (CODI) [8] and Communication (CMCN) [9] Departments, both of whose accreditors had identified shortcomings in the programs' facilities.

The University's campus planning process sheds additional light on present and future facilities needs. The 2006 Campus Master Plan [10], for example, provided a planning map for future construction—including the since-constructed parking garage and computer science classroom building. The 2006 Campus Master Plan was a product of student and faculty work through the Community Development Workshop in the College of the Arts. The Director of the Community Development Workshop currently working on a revision of the 2006 Campus Master Plan, which will incorporate new needs identified through the Fisher Report [11] and the report and recommendations of the Facilities and Property Transition Advisory Team [12], created in 2008 when the new University President was installed. The need for a revised master facilities and site plan is affirmed in the *2009-2014 Strategic Plan* [13], in Imperative 6D, which is "To plan for the growth needs of the University." Specific actions are to "formalize a master plan for the use

and future expansion of University properties and facilities" and "develop property acquisition and disposal policies."

In spite of the fact that the University has made great strides over recent years in construction and renovation of facilities, it must be said that the maintenance of physical structures remains a challenge. Historical funding challenges have most seriously impacted deferred maintenance budget lines, and many of the older buildings on campus have suffered from inadequate upkeep. Student responses on the ACT Student Opinion Survey (SOS) administered routinely on campus indicate that they are less satisfied with the conditions of classrooms and labs than their peers nationwide, as indicated in the table below.

Table 2.11.2 – 1: *2007* [14] *and 2008* [15] *Student Opinion Survey**

SOS Item	UL Lafayette Average 2007	Public College Average 2007	UL Lafayette Average 2008	Public College Average 2008
22 Classroom Facilities	3.50	3.67	3.50	3.70
23 Laboratory Facilities	3.50	3.63	3.51	3.64
24 Athletic Facilities	3.67	3.77	3.61	3.71
25 Study Areas	3.86	3.76	3.78	3.78

* 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, 1 = Very Dissatisfied

The challenges faced by UL Lafayette in maintaining campus facilities are well known and, in fact, are addressed in the preamble of the University's *2009-2014 Strategic Plan*:

> *Even so, we understand our enthusiasm ought to be tempered by a realism regarding related challenges and limitations that mitigate our strengths and often lead to the genesis of intolerable paradoxes. To illustrate, during the past five years, over $150 million of campus construction has yielded numerous new and renovated academic and student support facilities. Yet we now find that our campus of over 200 structures is landlocked, with many buildings suffering the effects of years of deferred maintenance.*

The University is well aware of its maintenance needs, and, because of a significant increase in total funding in FY2008-2009, the University allocated $1.8 million to address some of these problems. Prospects for near-term solutions to the deferred maintenance problems at UL Lafayette are uncertain, because of anticipated additional cuts in state funding during the next two years.

Supporting Documents

1. Campus map
2. 2008 BOR Facilities Year-End Report – Building Analysis Summary
3. University Research Park Website
4. *La Louisiane* Article
5. 2008 BOR Facilities Inventory and Utilization Study / [Offline version]

6. Capital outlay presentation
7. AACSB correspondence
8. CODI accrediting agency correspondence
9. ACEJMC site visit summary
10. Campus master plan
11. Fisher Report - Campus Physical Space
12. Facilities and Property Transition Team Report
13. *2009-2014 Strategic Plan*: Imperative 6
14. 2007 SOS report
15. 2008 SOS report

Core Requirement 2.12 - Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that (1) includes a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette's focus for the Quality Enhancement Plan (QEP) is the development and implementation of a university-wide First-year Seminar for all incoming freshmen. The First-year Seminar will be offered as a 2 credit-hour interactive experience led by faculty facilitators and supported by peer mentors. The seminar focuses on stimulating incoming students' intellectual curiosity and social responsibility, and providing them with knowledge and insights necessary for fulfillment and success in college and in their subsequent careers.

The selection of this specific QEP was derived from three input-gathering initiatives conducted between Fall 2007 and Summer 2008. First, the University's academic deans and department heads were provided with the ten QEP proposals solicited from faculty and ranked by students, faculty, community leaders, and staff. These administrators selected a proposal on transforming the classroom experience of students through active learning. Second, National Survey of Student Engagement (NSSE) results indicated that first-year students at UL Lafayette lagged behind those at peer institutions in engaging in active and collaborative learning. Finally, the "Academic/Faculty" and "Student Issues" Transition Teams appointed by the incoming University President recommended broad-based implementation of universal first-year seminars.

In Fall 2008, the 16-member QEP Steering Committee established active learning as a common foundation for all first-year seminars. After benchmarking best practices and analyzing several institutional characteristics, such as the University's existing freshman seminars, limitations on the maximum number of student credit hours required for graduation, and the financial condition of the university and the state, the committee recommended that the seminars be offered as a 2 credit-hour course and be limited to 25 students each. The seminar would also include a mandatory community service component, provide college-specific information, and be required by all incoming first-year college students.

The QEP steering committee identified a set of requisite skills, knowledge, behaviors and values to be attained by seminar participants as the foundation for developing course curriculum, and then formed a "Content" subcommittee to research optimal course topics, timing and pedagogy. After review, reflection and refinement, 14 specific student learning outcomes (SLOs) were established. The SLOs are intended to foster student learning, increase awareness about the university and its resources, facilitate student assimilation, create opportunities for networking,

and establish a foundation for student success in college and beyond. A comprehensive set of direct assessment instruments, customized to gather evidence of student accomplishment of the SLOs, was developed following the articulation of the learning goals.

In Fall 2009, select components of the proposed first-year seminar curriculum will be tested (the "beta" phase). The intent of the "beta" is to select optimal pedagogies and content when the choice of such is not evident for our context (i.e., when rivaling approaches both appear to be effective). In Spring 2010, the entire seminar, as planned for full-scale implementation, will be piloted in a small number of sections. Following insight and feedback from the SACS-COC visiting team, the university will initiate implementation of the First-year Seminars in Fall 2010, beginning with approximately 25 sections in the Moody College of Business. Instructors teaching these seminars will receive 3 days of development and training the week prior to the first class session. Peer mentors will attend a one-day mandatory training session prior to the semester.

Commencing in Summer 2010, a Faculty Coordinator for the First-year Seminar, under the direction of the Associate Vice President for Academic Affairs, will be appointed to focus on course-specific issues, such as currency of content, effectiveness of materials and delivery, and monitoring and utilization of assessment results. The QEP Coordinator will also remain involved in the implementation process to facilitate continuing stakeholder engagement in the seminars and to monitor budget issues. These two Coordinators will co-chair a 10-member QEP Implementation Committee which will have ongoing responsibility for successful execution of the QEP initiative and the management of the nearly 150 sections which will be offered across the University.

Comprehensive Standard 3.1.1 - Institutional Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Compliance Judgment

☑ Compliance

Narrative

The mission statement or "Statement of Purpose" of UL Lafayette is comprehensive in its articulation of the institution's role within higher education as a whole and in the state of Louisiana, as well as its core values in teaching and learning, research, and service. The Statement of Purpose identifies the University's Carnegie classification and the degree-granting units within the University. It guides the institution's commitment to a broad general education or core curriculum based in the liberal arts and sciences. The current Statement of Purpose was composed and adopted in 1999, the product of input by faculty, staff, and students. The University's Statement of Purpose has been reviewed biennially by the Provost since its adoption, and revised in 2006 to reflect changes in the Carnegie classification system and institutional structure.

During AY2008-2009, a review of the institution's mission was fundamental to the development of the University's comprehensive planning document, *Tradition, Transition, Transformation: The 2009-2014 Strategic Plan*. Additional systematic review of the Statement of Purpose has occurred in conjunction with the Louisiana Board of Regents (BOR)'s formulation of its Master Plans in 2001 and 2009. Further, the Louisiana Performance Accountability System (LaPAS), a performance-based funding initiative of the Louisiana Legislature, requires the University to review its mission in conjunction with formulating its annual performance goals.

The Statement of Purpose for UL Lafayette reads as follows:

> *The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a public institution of higher education offering bachelor's, masters, and doctoral degrees. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University's academic programs are administered by the Colleges of the Arts, Education, Engineering, General Studies, Liberal Arts, Nursing & Allied Health Professions, B. I. Moody III College of Business Administration, Ray P. Authement College of the Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service.*

> *For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.* [1]

This statement reflects UL Lafayette's role in the system of higher education in Louisiana. The "role, scope, and mission" of each institution of higher education within the State of Louisiana is defined explicitly in the *Louisiana Board of Regents Master Plan for Public Postsecondary Education: 2001* [2]. That Master Plan delineates admissions criteria for all institutions, which became effective in Fall 2005. The BOR Statement of Role and Scope for UL Lafayette reads as follows:

> *The University of Louisiana at Lafayette (UL Lafayette) takes as its primary purpose the examination, transmission, preservation, and extension of mankind's intellectual traditions.*
>
> *The university provides intellectual leadership for the educational, cultural, and economic development of the region and state through its instructional, research, and service activities, which include programs that attain national and international recognition. Graduate study and research are integral to the university's purpose. Doctoral programs will continue to focus on fields of study in which UL Lafayette has the ability to achieve national competitiveness or to respond to specific state or regional needs.*
>
> *UL Lafayette is committed to promoting social mobility and equality of opportunity. The university extends its resources to the diverse constituencies it serves through research centers, continuing education, public outreach programs, cultural activities, and access to campus facilities. Because of its location in the heart of South Louisiana, UL Lafayette will continue its leadership role in maintaining instruction and research programs that preserve Louisiana's history, including Francophone Studies and the rich Cajun and Creole cultures.*
>
> *UL Lafayette is categorized as an SREB Four-Year 2 institution, as a Carnegie Doctoral/Research University–Intensive, and as a COC/SACS Level VI institution. It is committed to graduate education through the doctorate. It will conduct research appropriate to the level of academic programs offered.* [3]

As part of the recent two-year process of formulating a new Master Plan for postsecondary education in Louisiana, the Board of Regents early in the Fall of 2008 asked the staff of the state higher education systems to review and approve each institution's current role, scope, and

mission. [4] The University of Louisiana staff approved UL Lafayette's current mission statement at that time, and it will be incorporated in the new statewide Master Plan, which is scheduled for adoption by the Board of Regents in 2009. [5]

The University's Statement of Purpose is widely disseminated. It is published in the *Undergraduate Bulletin* [6], the *Graduate Bulletin 2008-2010* [7], and on the University's Website. [8] It is also featured in the University's *2009-2014 Strategic Plan* [9], adopted in March 2009.

Supporting Documents

1. *Undergraduate Bulletin*: UL Lafayette Statement of Purpose
2. BOR Master Plan for Public Postsecondary Education: 2001
3. BOR Master Plan for Public Postsecondary Education: 2001 UL Lafayette Statement
4. BOR request to review role, scope and mission – correspondence
5. Master Plan for Public Postsecondary Education: 2009 (draft)
6. *Undergraduate Bulletin*: UL Lafayette Statement of Purpose
7. *Undergraduate Bulletin*: UL Lafayette Statement of Purpose
8. UL Lafayette Statement of Purpose online
9. *2009-2014 Strategic Plan*: UL Lafayette Statement of Purpose

Comprehensive Standard 3.2.1 - CEO Evaluation and Selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana System Board of Supervisors (BOS) is responsible for the selection of the chief executive officer of UL Lafayette. The search and selection process is specified in the BOS *Rules* [1]. The search committee consists of at least six members of the BOS, including the student member on the BOS, and a faculty member of the affected institution. The System President serves as the non-voting Chair of the search committee. Additional guidelines can be found in the Board's "Policy and Procedure Memorandum: Searches for University Presidents" [2], which addresses the use of non-voting advisory members to assist with the search, advertisement of the position in national publications, and the use of a search firm or consultants.

The search and selection process was implemented at UL Lafayette in 2008 when the current President was selected. The process was public, with open meetings and information about the status of the search and candidates available on a page at the UL System Website.

In summary, the search and selection proceeded as follows:

- April 27, 2007: Dr. Authement's retirement announced at BOS meeting. [3]
- May 18, 2007: Names of 13 members of the search committee (11 voting and two advisory members) are announced and date for first public hearing is set for June 14 in Lafayette. [4]
- June 14, 2007: First public hearing is held in Lafayette. Following the hearing, "desired qualifications for a new president were compiled from public input … and through a special email, web comment form and phone line set up of the search. Those qualifications are also posted on the UL System's Website." [5]
- September 12, 2007: Second public hearing is held in Lafayette. [6]
- October 3, 2007: Search committee narrows list of candidates from 38 to five. [7]
- November 12–13, 2007: Search committee conducts public interviews with five candidates on the UL Lafayette campus [8]. Schedule of interviews is attached. [9]
- November 28, 2007: Search committee recommends three presidential candidates. [10]
- December 6, 2007: Board of Supervisors holds special meeting to select the President. [11]
- December 7, 2007: New UL Lafayette President's selection announced. [12]

In addition to selecting the chief executive officers of institutions in the UL System, the BOS is also charged with the periodic evaluation of the chief executive officer, as specified in the Board *Rules* section entitled, "Contractual Arrangements, Benefits, and Evaluations of Presidents":

> *Evaluations of Presidents. The performance of the institution presidents shall be individually evaluated on a regular basis according to a process approved by the Board. The evaluations are intended to (1) fulfill Board responsibility for making certain that each institution is well managed, (2) help the presidents improve their performance, (3) make certain that sound institutional goals are being pursued, and (4) identify opportunities for improving the management and planning functions of the University of Louisiana System and its constituent universities.* [13]

Each year the chief executive officers of the institutions in the UL System submit an Annual Performance Evaluation. For each chief executive officer, this document lists goals for the year and initiatives to be documented for the end of the year evaluation. At the April 25, 2008, meeting of the BOS, the System President "… commended the UL System Campus Presidents who had presented their performance goals at the Board of Regents meeting." In November, the University's new President submitted his AY2008-2009 Annual Performance Evaluation Goals to the UL System President [14].

Supporting Documents

1. UL System Board Bylaws and Rules: Presidential Search and Selection
2. UL System Policy and Procedure Memorandum: Searches for University Presidents
3. President Authement's retirement announcement
4. UL System News Release: Date of First Public Hearing on Presidential Search / [Offline version]
5. First Search Committee meeting 6/14/2007 / [Offline version]
6. Second Search Committee meeting 9/12/2007
7. List narrowed to five candidates / [Offline version]
8. Public interviews with candidates / [Offline version]
9. Schedule of public interviews with candidates
10. List of top three candidates to board / [Offline version]
11. Announcement of Special BOS meeting to select President / [Offline version]
12. Dr. E. Joseph Savoie named President / [Offline version]
13. UL System Board Bylaws and Rules: Contractual Arrangements, Benefits and Evaluations of Presidents
14. Dr. Savoie's performance evaluation goals

Comprehensive Standard 3.2.2 - Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;

3.2.2.2 fiscal stability of the institution;

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and

3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Compliance Judgment

☑ Compliance

Narrative

As cited in Core Requirement 2.1 and 2.2, the legal authority for coordinating higher education institutions in Louisiana is granted by the Louisiana Constitution [1] to the Louisiana Board of Regents (BOR) and, through the Regents, to the management boards of the four higher education systems. The Board of Supervisors (BOS) of the University of Louisiana System is UL Lafayette's management board.

These two Boards' (BOR and BOS) respective responsibilities are more fully explained in Core Requirements 2.1 and 2.2, and the distribution of authority and responsibility are delineated in the document "Louisiana Public Postsecondary Education Governance Structure" [2]. In broad terms, the BOR is defined as the policy and coordinating board for postsecondary education in the state of Louisiana. It has the authority and responsibility to

> - *represent the postsecondary education system to the Governor and the Legislature;*
> - *formulate and update a Master Plan for higher education in the State;*
> - *study both the need for and feasibility of new postsecondary institutions;*
> - *establish Role, Scope, and Missions for systems and institutions;*
> - *approve, disapprove, or modify existing degree programs and departments;*
> - *develop and adopt the formula for equitable distribution of funds; and*
> - *review annual budget proposals for the operating and capital needs of each public institution prior to compilation of the Regents' higher education budget recommendations.*

UL Lafayette's management board, the Board of Supervisors of the University of Louisiana System (BOS), oversees the operations of the institutions under its jurisdiction. It has the legal authority to:

> - *supervise and manage institutions;*
> - *award certificates, confer degrees, and issue diplomas;*
> - *receive and expend appropriate funds, according to the Master Plan;*
> - *determine student fees;*
> - *purchase land and acquire buildings, subject to the approval of the Board of Regents;*
> - *employ and approve employment, fix salaries, duties, and functions of personnel; and*
> - *oversee the financial operation of schools.*

The ultimate legal authority of the Boards derives from Louisiana Revised Statue 17:3351 [3], which lists the powers, duties, and functions of college and university boards. Some of these duties are outlined as well in the BOS's "Bylaws", Part One, Section V, "Duties, Powers and Functions" [4].

3.2.2.1 Institution's mission

As explained above, the BOR formulates the Master Plan, establishes the role, scope, and missions for systems and institutions, and reviews and approves degree programs and departments of instruction. Hence, while the University devises its own mission statement, that statement must be in accord with the Master Plan. It is reviewed and approved by both the BOS and the BOR.

The implementation of the University's mission is clearly stipulated as one responsibility of the President. The BOS *Rules* assign to the campus chief executive officer the role of "providing academic leadership for the campus through established planning processes and prioritization of goals and objectives; promotion of academic excellence through execution of strategic initiatives outlined by the System President and the board; development and motivation of personnel to accomplish the campus mission…" [5]

3.2.2.2 Fiscal stability of the institution

In accordance with the stipulations of Louisiana RS 17:3351 and the document "Louisiana Public Postsecondary Education Governance Structure," the BOR has ultimate legal responsibility for developing the funding formula for equitable distribution of funds to state institutions. It reviews annual budget proposals for the operating and capital needs of each public institution prior to compilation of the Regents' higher education budget recommendations. Thus, the BOR, through the state universities' management boards, ensures the fiscal stability of all state institutions of higher education.

As the University's management board, the BOS receives and passes through to the University all State-appropriated funds and ensures that their expenditure accords with the Master Plan.

The BOS also approves student fees and the purchase of land and acquisition of buildings, subject to the approval of the BOR. The BOS legally is the ultimate employer of University personnel. It fixes salaries, duties, and functions of personnel and oversees the financial operation of schools. [6]

The UL System BOS executes these responsibilities primarily through two of its standing committees: the Finance Committee, which considers all matters related to institutions' financial operations, and the Audit Committee. By State law, a representative of the UL System Finance Committee also serves on the BOR Finance Committee. Overlapping membership on these committees helps ensure transparency in the oversight of institutional fiscal operations. The minutes of two representative Board of Supervisors' meetings are cited to demonstrate the breadth and depth of the activities undertaken by the Finance Committee. [7] [8]

At the institutional level, it is the responsibility of the President to assume and retain "control at all times over the budget of the institution, including functions of review and recommendation concerning the budgets of all divisions of the campus and the preparation of a consolidated budget, as well as execution of the budget as approved by the Board." [9] Further information regarding the budgeting process is contained in Comprehensive Standard 3.10.

3.2.2.3 Institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services

The BOS's "Bylaws" define the Board's responsibility for establishing institutional policy within Section V, "Duties, Powers and Functions":

> *General Statement of Administrative Policy. The Board shall determine broad administrative and educational policies for the conduct of all Board, System, and institutional affairs and it shall provide for the execution of its policies by the System President and by the institution Presidents.* [10]

Further, the BOS derives from Louisiana law (RS 17:3351) [11] the authority to set policy relative to relationships with external entities and auxiliary services. Specifically, the BOS "Bylaws" stipulate that the Board may "enter into contracts and agreements with other public agencies with respect to cooperative enterprises and undertakings relating to or associated with its institutions' purposes and programs." [12]

The BOS delegates to the institutional presidents the authority to enter into relationships with external agencies and to manage all auxiliary enterprises. Chapter III, Section IV of the Board *Rules*, entitled "Role, Contractual Arrangements, Benefits, Expenses, and Evaluations of Presidents," stipulates that one of the responsibilities of the President is:

> *Assuming and retaining control at all times over the budget of the institution, including functions of review and recommendation concerning the budgets of all divisions of the campus and the preparation of a consolidated budget, as well as execution of the budget as approved by the Board; and development and administration of the campus operational, auxiliary enterprise, and restricted funds budgets as approved by the Board, including establishment of priorities for expenditures and achievement of revenue projections as set forth in the approved budgets.* [13]

Finally, the BOS's "Policy and Procedure Memorandum" entitled "Grant Applications/Contract Documents" makes explicit the delegation to presidents of the authority to enter into contracts: "Unless otherwise specified by the Board or the System office for specific documents, the president of each university within the University of Louisiana System is hereby authorized to execute such documents as grant applications and contracts for his/her respective institution." [14]

3.2.2.4 Related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs

Louisiana law specifically grants to an institution's management board—for UL Lafayette, the UL System BOS—the authority and responsibility to raise funds from public and private sources and to oversee their expenditure:

> *Subject only to the powers of the Board of Regents specifically enumerated in Article VIII, Section 5 of the Constitution of Louisiana, and as otherwise provided by law, each postsecondary system management board as a body corporate shall have authority to exercise power necessary to supervise and manage the institutions of postsecondary education under its control, including but not limited to the following:… (2) Actively seek and accept donations, bequests, or other forms of financial assistance for educational purposes from any public or private person or agency and to comply with rules and regulations governing grants from the federal government or any other person or agency which are not in contravention of the constitution and laws.* [15]
>
> *It shall be the further duty of the [management] board to employ the proceeds of all donations, grants, subscriptions and bequests to a university, or to any school, college or division, or in trust therefore, so as to effectuate the purposes and accord with the terms and conditions of such donations, grants, subscriptions and bequests.* [16]

The UL System BOS has promulgated a policy memorandum relative to University Foundations and relationships with external corporate entities that support the institution. The "Policy on University Foundations and Other Affiliate Organizations" [17] is an extensive document that defines the relationship between a university and its foundation. It is based on the directives contained in several Louisiana laws and legal opinions:

- R.S. 17:3390 - Private nonprofit corporations that support public higher education institutions

- Louisiana Constitution, Article 7, Section 14(A) – Donation of public funds
- R.S. 17:3390(F) - Act 710 of 2004 (see PPM FB-IV-6a) – Non-profit corporation payments to or on behalf of an employee
- Attorney General Opinion 01-40 – Discussion of the circumstances under which a university can loan or advance public funds to a university foundation, alumni association, or non-profit

The "Policy on University Foundations and Other Affiliate Organizations" requires that a memorandum of understanding or affiliation agreement exist between the institution and its foundation. This memorandum of understanding must:

> - *"make it clear that [foundations] are separate and independent from the public universities they support" and*
> - *"ensure that the universities and their affiliated organizations have a clear understanding of their legal, moral, and financial responsibilities…"*

The University of Louisiana at Lafayette is in compliance with the stipulations of the Board Policy relative to foundations. The University's relationship with the UL Lafayette Foundation is codified in a Joint Operating Agreement [18], as detailed in Comprehensive Standard 3.2.13.

Supporting Documents

1. Legal authority for coordinating higher education
2. Louisiana Public Postsecondary Education Governance Structure / [Offline version]
3. Revised Statute 17:3351 | Powers and Duties of Management Boards / [Offline version]
4. UL System Board Bylaws and Rules: Board Duties, Powers and Functions
5. UL System Board Bylaws and Rules: Role of President
6. Louisiana Public Postsecondary Education Governance Structure / [Offline version]
7. UL System Board minutes, 6/26/2008
8. UL System Board minutes, 12/5/2008
9. UL System Board Bylaws and Rules: Role of President
10. UL System Board Bylaws and Rules: Board Duties, Powers and Functions
11. Revised Statute 17:3351 | Powers and Duties of Management Boards / [Offline version]
12. UL System Board Bylaws and Rules: Board Duties, Powers and Functions
13. UL System Board Bylaws and Rules: Role of President
14. UL System Policy and Procedure Memorandum: Grant Applications/Contract Documents
15. Revised Statute 17:3351: Powers and Duties of Management Boards | To Raise Funds
16. Revised Statute 17:3351: Powers and Duties of Management Boards | To Oversee Expenditures
17. UL System Policy and Procedure Memorandum: University Foundations & Other Affiliate Organizations
18. Joint Operating Agreement between UL Lafayette Foundation and the University

Comprehensive Standard 3.2.3 - Board Conflict of Interest

The board has a policy addressing conflict of interest for its members.

Compliance Judgment

☑ Compliance

Narrative

The operations of both the Louisiana Board of Regents (BOR) and the University of Louisiana System Board of Supervisors (BOS) are governed by policies that guard against conflict of interest.

Both Boards are subject to the stipulations of the Louisiana Code of Governmental Ethics [1]. The BOS conducts its business in accordance with its own "Bylaws" [2]. Both the state Code of Ethics and the Board "Bylaws" address the issue of conflict of interest.

Specifically, the Louisiana Code of Governmental Ethics [3] (RS 42:2201, Chapter 15) opens with the following "Declaration of Policy":

> *A. Whereas the people of the state of Louisiana have in Article X, Section 21 of the Louisiana Constitution mandated that the legislature enact a code of ethics for officials and employees of this state and its political subdivisions, the legislature does hereby enact a Code of Governmental Ethics.*
>
> *B. It is essential to the proper operation of democratic government that elected officials and public employees be independent and impartial; that governmental decisions and policy be made in the proper channel of the governmental structure; that public office and employment not be used for private gain other than the remuneration provided by law; and that there be public confidence in the integrity of government. The attainment of one or more of these ends is impaired when a conflict exists between the private interests of an elected official or a public employee and his duties as such. The public interest, therefore, requires that the law protect against such conflicts of interest and that it establish appropriate ethical standards with respect to the conduct of elected officials and public employees without creating unnecessary barriers to public service.*

In addition, amendments to the Code of Governmental Ethics in 2008 stipulate that members of state boards and commissions must disclose personal financial information, including sources of income; the intent of the new law is to illuminate any prospective conflict of interest in the activities of board members.

The UL System Board "Bylaws" (Part I, Section G) also address the issue of conflict of interest at the Board level:

> *G. Conflict of Interest. The Board of Supervisors for the University of Louisiana System is the governing board for all institutions that comprise the University of Louisiana System. All members of the Board are appointed officers of the State of Louisiana. As such, they are subject to the laws of the State as defined by the 1974 Louisiana State Constitution (Art. X. Public Officials and Employees, Part I., Sec. 2) and the State Code of Ethics which govern their conduct and responsibilities.* [4]

Supporting Documents

1. Louisiana Code of Governmental Ethics
2. UL System Board Bylaws and Rules Website / [Offline version]
3. Louisiana Code of Governmental Ethics
4. UL System Board Bylaws and Rules: Conflict of Interest

Comprehensive Standard 3.2.4 - External Influence

The governing board is free from undue influence from political, religious or other external bodies and protects the institution from such influence.

Compliance Judgment

☑ Compliance

Narrative

Board members of the University of Louisiana System are free from undue influence from political, religious, or other external bodies, and this management board protects UL Lafayette from such influence. The members of the UL System Board of Supervisors (BOS) are defined within the Louisiana Constitution as state officials, and are thus subject to the state's Code of Governmental Ethics. That Code delineates standards of conduct for state officials as they relate to monetary influence, gifts, nepotism, and interactions with other state agencies and officials.

Furthermore, amendments to the Code of Governmental Ethics in 2008 stipulate that members of state boards and commissions must disclose personal financial information, including sources of income. The intent of the new law is to illuminate any prospective conflict of interest in the activities of board members. The new law has improved the State's ethics rating by the Center for Public Integrity (99 points of 100, up from 43 of 100 in the last rating period) and by the Better Government Association (5th in nation, up from 46th in 2002).

Specifically, the Code of Governmental Ethics opens with the following pointed statement attesting to the importance of independence in public decision-making:

> *It is essential to the proper operation of democratic government that elected officials and public employees be independent and impartial; that governmental decisions and policy be made in the proper channels of the governmental structure; that public office and employment not be used for private gain other than the remuneration provided by law; and that there be public confidence in the integrity of government. The attainment of one or more of these ends is impaired when a conflict exists between the private interests of an elected official or a public employee and his duties as such. The public interest, therefore, requires that the law protect against such conflicts of interest and that it establish appropriate ethical standards with respect to the conduct of elected officials and public employees without creating unnecessary barriers to public service.* [1]

Additionally, it should be noted that the UL System BOS's appointment process helps ensure the Board's independence from outside influence and pressure. Board "Bylaws" stipulate that members be appointed from the various congressional districts of the State, thus ensuring a distribution of authority. Board members serve six-year, staggered terms, which mitigates against undue influence on Board composition by any one governor, as gubernatorial terms are only four years long. The following passage in the Board's "Bylaws" explains the Board's make-up:

> *The Board of Supervisors is composed of two members from each congressional district and one member from the state at large who are all appointed by the governor with consent of the Senate, and who shall serve overlapping terms of six years (La. Const., Art. 8, Sec. 6.B.). A vacancy occurring prior to the expiration of a term shall be filled for the remainder of the unexpired term by appointment by the governor, with consent of the Senate (La. Const., Art. 8, Sec. 6.C.).* [2]

A student member on the BOS has all of the privileges and rights of other Board members, serves a term no longer than one year, and is not eligible to succeed her or himself. [3] The student member is elected to the Board by and from the membership of a council of student body presidents of the universities within the System, and, at the time of the appointment, must be a full-time student at the university at which she or he is enrolled.

The BOS's "Bylaws" governing meetings further protect its decision-making from external influence. As provided in the "Bylaws," Part I, Section III, Board meetings are open to the public, agendas are distributed and posted at least 10 days prior to the meeting, and public comment is invited:

> *All regular meetings of the Board shall be open to the public except when otherwise voted for the consideration of executive matters. No final or binding action shall be taken in a closed or executive session. At least ten days prior to each regular meeting, the System President shall prepare and forward to each member a tentative agenda for the meeting. The System President shall place on the agenda any item requested by a Board member when submitted prior to agenda deadline with the approval of the Chair. Any item may be acted on even though not listed on the published agenda with approval of two-thirds (2/3) of the members present. (Part I, Section III, item I…*
>
> *…In accordance with the provisions of L.R.S. 42.5.D., the Board of Supervisors for the University of Louisiana System provides an opportunity for public comment during public sessions of the Board and its committees.* [4]

In addition, meeting minutes are published on the UL System Website. [5]

Supporting Documents

1. Louisiana Code of Governmental Ethics
2. UL System Board Bylaws and Rules: Membership
3. UL System Board Bylaws and Rules: Student Member
4. UL System Board Bylaws and Rules: Meetings
5. UL System Board Website minutes / [Offline version]

Comprehensive Standard 3.2.5 - Board Dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Compliance Judgment

☑ Compliance

Narrative

All board members of both the Louisiana Board of Regents (BOR), (the policy and coordinating board for all of Louisiana's Public Postsecondary Education institutions) and the University of Louisiana System Board of Supervisors (BOS) (the managing board for UL Lafayette) are appointed state officials in unclassified service, and as such are subject to Louisiana statutes concerning dismissal with cause and the right to appeal. Specifically, the Louisiana Constitution provides for removal of any appointed state official in the following article:

> *§24. Impeachment*
>
> *Section 24.(A) Persons Liable. A state or district official, whether elected or appointed, shall be liable to impeachment for commission or conviction, during his term of office of a felony or for malfeasance or gross misconduct while in such office.*
>
> *(B) Procedure. Impeachment shall be by the House of Representatives and trial by the Senate, with senators under oath or affirmation for the trial. The concurrence of two-thirds of the elected senators shall be necessary to convict. The Senate may try an impeachment whether or not the House is in session and may adjourn when it deems proper. Conviction upon impeachment shall result in immediate removal from office. Nothing herein shall prevent other action, prosecution, or punishment authorized by law*. [1]

The "Bylaws" of the Board of Supervisors further address removal for cause:

> *Members of the Board are considered to be appointed state officials in unclassified service (La. Const., Art. X Public Officials and Employees, Part I., Sec. 2). As such, they may be removed from office through impeachment for cause (La. Const., Art. X. Public Officials and Employees, Part III, Sec. 24). Cause may include, but may not be limited to, commission or conviction during the term of office, of a felony or for malfeasance or gross misconduct while in office. Due process shall be provided with a trial by the Senate. The Board may also establish guidelines for the conduct of its members.* [2]

Due process in the dismissal of persons in unclassified service and their right to appeal are addressed in two other regulations:

- Removal of Public Officers by Suit

> *A public officer shall be removed from office for conviction during his term of office of a felony. The statue also makes provisions for compensation and reinstatement if the conviction is reversed on appeal.* [3]

- Louisiana Code of Governmental Ethics Appeals

> *Whenever action is taken against any public servant or person by the board or panel or by an agency head by order of the board or panel, or whenever any public servant or person is aggrieved by any action taken by the board or panel, he may appeal there from to the Court of Appeal, First Circuit, if application to the board is made within thirty days after the decision of the board becomes final.* [4]

Supporting Documents

1. State Law: Impeachment / [Offline version]
2. UL System Board Bylaws and Rules: Impeachment
3. State Law: Removal for Conviction of Felony / [Offline version]
4. Louisiana Code of Governmental Ethics: Appeals

Comprehensive Standard 3.2.6 – Board-Administration Distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Compliance Judgment

☑ Compliance

Narrative

As explained in Core Requirement 2.2, the University has two levels of governing boards: the Louisiana Board of Regents (BOR) and the University of Louisiana System Board of Supervisors (BOS). The BOR is the policy-making coordinating board for all higher education in the State. The UL System BOS is the University's management board, whose duties and responsibilities are to determine broad administrative and educational policies and procedures. That administrative responsibility takes the form of approval of institutional budgets, hiring and termination of employees, contracts for purchase or sale of land, and construction of buildings and facilities. In addition, the UL System BOS directly hires and evaluates institutional presidents, approves an institution's degree programs, and authorizes the conferral of degrees.

The specific duties and powers of the Board are delineated in the Board's "Bylaws," Section V, entitled "Duties, Powers, and Functions":

> *A. General Duties: It shall be the function of the Board to establish and maintain in each college and university the highest quality of instruction, research, and service.*
>
> *B. General Statement of Administrative Policy: The Board shall determine broad administrative and educational policies for the conduct of all Board, System, and institutional affairs and it shall provide for the execution of its policies by the System President and by the institution presidents.*
>
> *C. Other Duties, Powers, and Functions: In its supervision and management of the institutions under its administration, the Board shall have authority to (from R.S. 17:3351):*
>
> *(1) sue and be sued, including the right to recover all debts owed to the Board or to any institution under its management, and to retain legal counsel;*
>
> *(2) actively seek and accept donations, bequests, or other forms of financial assistance for educational purposes from any public or private person or agency and to comply with rules and regulations governing grants from the federal government or any other person or agency not in contravention of the Constitution and laws of the State of Louisiana;*
>
> *(3) receive and expend or allocate for expenditure to the institutions under its jurisdiction all monies appropriated or otherwise made available for purposes of the Board and/or the institutions under its jurisdiction;*

(4) borrow money and issue notes, bonds, or certificates of indebtedness for the same and pledge fees, rents, and revenues to guarantee payment thereof, in accordance with law and with approval of the State Bond Commission;

(5) determine the fees which shall be paid by students and maintain in the System office, as a public record available on request, a current schedule of such charges;

(6) purchase land and purchase or construct buildings necessary for the use of its institutions in accordance with applicable laws;

(7) purchase equipment and properly maintain and make improvements to facilities necessary for the use of its institutions in accordance with applicable laws;

(8) lease land or other property belonging to it or to any of the institutions within its System in accordance with law;

(9) sell or exchange land or other property not needed for institutional purposes in accordance with law;

(10) employ or approve employment, fix or approve salaries, fix or approve the duties and functions of personnel for the System office and for its institutions, maintain in the System office, as a public record available on request, a current list of approved salaries;

(11) accept and approve curricula and programs of study;

(12) adopt, amend, or repeal rules and regulations necessary or proper for the business of the Board and for the governance of the institutions under its jurisdiction;

(13) adopt, amend, or repeal rules and regulations for the governance and discipline of students;

(14) affiliate with any institution giving any special course of instruction upon such terms as the Board deems appropriate, which terms may include the retention by such institution of the control of property, faculty, and staff;

(15) award certificates, confer degrees and issue diplomas certifying the same, as well as adopt, amend, or repeal rules and regulations pertaining to the conferring of degrees; (Revision approved 2/24/95)

(16) enter into contracts and agreements with other public agencies with respect to cooperative enterprises and undertakings relating to or associated with its institutions' purposes and programs;

(17) perform such other functions as are necessary or incidental to the supervision and management of its institutions;

(18) elect the heads of institutions as prescribed by law;

(19) employ such technical and professional assistance as needed;

(20) assign, designate, or determine the name of, or rename, any building under the jurisdiction of the Board;

> *(21) assign, designate, or determine the name of, or rename, any institution or building under the jurisdiction of the Board, subject to statutory law;*
>
> *(22) adopt policies and rules authorizing institutions to develop and conduct courses of study for inmates and personnel at state correctional institutions;*
>
> *(23) encourage assistance to advance economic development in each institution's community;*
>
> *(24) review and approve any action the Board deems necessary at the institutional level; and*
>
> *(25) perform other duties and actions as prescribed by law and/or deemed necessary for efficient operation of the System.* [1]

The UL System BOS *Rules* provide additional clarification regarding the respective duties and responsibilities of the Board and the institutions it governs. The *Rules* address the specific duties and responsibilities of the institution's president, including:

> *(1) Administering the institution over which he/she is appointed and exercising complete executive authority therein, subject to the direction and control of the System President and the Board;*
>
> *(2) Carrying out all duties expressly assigned by statute and those duties delegated by the Board and System President consistent with policies approved by the Board;*
>
> *(3) Being responsible to the Board and the System President for the effective execution of all Board and System policies, resolutions, rules, and regulations adopted by the Board as well as plans, memoranda, and directives issued by the System President. The institution president's discretionary powers shall be broad enough to enable him/her to meet his/her extensive responsibilities.* [2]

To further define policy, the UL System BOS and its staff periodically issue "Policy and Procedures Memoranda." These memoranda address more narrowly-focused issues such as access to student records, course articulation among institutions, and outside employment restrictions. "Policy and Procedures Memoranda" are posted on the UL System Website [3].

The standing committees of the BOS provide additional insight into the Board's activities and concerns:

> *Standing Committees: All standing committees shall consist of no fewer than five voting members. Unless and until otherwise decided by the vote of a majority of the membership of the Board, the standing committees of the Board shall be the following:*
>
> • *Academic and Student Affairs: To this committee may be referred matters concerning academic organization, curricula, other academic affairs, faculty, scholarships, and other student affairs.*

> • *Athletic: To this committee may be referred all matters of policy concerning athletic programs.*
>
> • *Audit: To this committee may be referred matters relating to audit activities at the institutions.*
>
> • *Finance: To this committee may be referred all matters related to financial and budgetary operations.*
>
> • *Grievance: To this committee may be referred grievances brought to the Board by personnel or students of the universities under its jurisdiction, in accordance with established policies and procedures.*
>
> • *Facilities Planning: To this committee may be referred matters relating to facilities planning at the institutions.*
>
> • *Legislation: To this committee may be referred all matters related to legislation which may affect education.*
>
> • *Personnel: To this committee may be referred matters related to personnel and employment.* [4]

The reports of the above committees, as addressed in the published minutes [5] of the Board demonstrate the types of issues addressed by these standing committees.

As indicated in the Board *Rules*, cited above, the University, on the other hand, has authority and responsibility for the implementation of Board policies. As an example, while the Board ratifies faculty and staff hired by the University, the employment search and determination of the chosen candidate is conducted by the institution. Further, while the Board approves new degree programs, those degree programs are designed by the faculty of the University. As another example, the Board has adopted a policy requiring assessment of all programs, and that assessment is designed and carried out at the institutional level. Specific explanation of the responsibilities and governance of the various administrative units at UL Lafayette can be found in the *Faculty Handbook* [6].

UL Lafayette implements Board policies in its own policy documents and procedures as are published in the *Faculty Handbook*, the *Staff Handbook*, the *Student Handbook*, and the Undergraduate and Graduate *Bulletins*. In addition, the University has created a broad array of standing committees, which manage policy implementation in specific areas (e.g., the Committee on Academic Affairs and Standards, the Student Discipline Committee, the Grade Appeals Committee, the Curriculum Committee, etc.).

Supporting Documents

1. UL System Bylaws and Rules: Board Duties, Powers, and Functions
2. UL System Bylaws and Rules: President's Role
3. UL System Policy and Procedures Memoranda Website / [Offline version]
4. UL System Bylaws and Rules: Committees
5. UL System Board of Supervisors minutes, 3/27/2009
6. *Faculty Handbook*: Administrative Responsibilities and Governance at UL Lafayette

Comprehensive Standard 3.2.7 - Organizational Structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette's organizational chart [1] delineates the institution's major administrative components which are distributed to six broad areas, each headed by a Vice President: Academic Affairs; Research and Graduate Studies; Student Affairs; Administration and Finance; Enrollment Management; and University Advancement.

The respective functions of each of these areas are explained in several University publications and on the areas' respective home pages on the University's Website. The University's organizational chart is published in the Undergraduate [2] and Graduate *Bulletins* [3] and online [4]. The organizational chart is updated each May and submitted to the UL System Board for approval. The May 2009 proposed updates reflect significant structural alterations. [5] The following excerpt from the *Undergraduate Bulletin 2009-2011* [6] provides an overview of the functions and responsibilities of the six principal administrative areas:

> *Organizational Structure of the University*
>
> *Provost and Vice President for Academic Affairs*
>
> *(Steve P. Landry, Ph.D.)*
>
> *The Provost and Vice President for Academic Affairs is the chief academic officer of the University and coordinates the work of the other University Vice Presidents. He also acts as chief administrative officer in the absence of the University President. The Provost oversees the implementation of the University's academic mission and has broad responsibility for its faculty, academic programs, and academic policies. The Provost administers the University's eight degree-granting colleges: the B. I. Moody III College of Business Administration; the Ray P. Authement College of Sciences; and the Colleges of the Arts; Liberal Arts; Education; Engineering; General Studies; and Nursing and Allied Health Professions. Also included in the Academic Affairs area are academic functions and student support services administered through Junior Division; the University Honors Program; the Student-Athlete Academic Center; the Office of Academic Planning and Faculty Development; the University Libraries; the University Art Museum; University College; Continuing Education; and Institutional Research.*
>
> *Vice President for Research and Graduate Studies*
>
> *(Robert Stewart, Jr., Ph.D.)*

The Vice President for Research and Graduate Studies (VPRGS) oversees all graduate programs, research activities, economic development, and technology transfer activities of the University. Within this area, the Office of Research and Sponsored Programs assists faculty who seek external funding for their research. The Office of the Vice President for Research and Graduate Studies also builds alliances with local, regional, state, and national business, governmental and industrial leaders that will result in bringing funding, equipment, services, and other resources to the University. The VPRGS oversees the operation of some forty research centers and institutes

Vice President for Student Affairs

(Edward A Pratt, M.Ed., Interim)

The Vice President for Student Affairs (VPSA) administers all non-academic student programs, facilities, and services. The various offices of the Student Affairs area strive to ensure the welfare of all students and to enhance the quality of student life. The VPSA oversees student housing, the Student Union, food services, student publications, student health services, and student government, among other programs and functions. Additional information about these and other student programs and services can be found in the UL Lafayette Student Handbook, published annually.

Vice President for Administration and Finance

(Jerry Luke LeBlanc, B.S.)

The Vice President for Administration and Finance (VPAF) administers the business and information technology functions of the University. Business functions include budgeting, internal auditing, payroll, purchasing, personnel services, accounting, physical facilities, and some auxiliary enterprises such as the campus public radio station KRVS, the University Bookstore, and farm operations. Within information technology, the VPAF oversees computing support services and information systems. Currently, the Business and Financial Affairs Area is overseen by two Assistant Vice Presidents, the Assistant Vice President for Financial Services (Ronnie Lajaunie), and the Assistant Vice President for Business Services (Wayne Theriot).

Vice President for University Advancement

(Kenneth A. Ardoin, M.L.A., Interim)

> *The Vice President for University Advancement (VPUA) has broad responsibility for offices through which the University interfaces with its various external constituencies, particularly in the interest of building knowledge of and support for the University's programs and initiatives. The University Advancement area includes Alumni Affairs; Advancement Services; the Office of Development; Communications and Marketing. The VPUA serves as the University's liaison with the UL Lafayette Foundation.*
>
> *Vice President for Enrollment Services* [now Enrollment Management] *(DeWayne K. Bowie, Ph.D.)*
>
> *The Vice President for Enrollment Services (VPES) administers the student recruitment and enrollment support services of the University. The VPES oversees the offices of Enrollment Services, Admissions, Scholarships, Financial Aid, Registrar, and Orientation. The VPES works with the academic affairs area to improve students' academic performance and completion of their degree programs.*

In addition to appearing in the Graduate and Undergraduate *Bulletins*, more comprehensive information about the University's administrative structure is also found in Section II of the *Faculty Handbook*, entitled "Organization" [7].

The administration of Board and institutional policy is also a function of the President's cabinet, at UL Lafayette called the University Council. University Council membership includes the President, all six Vice Presidents, the Assistant Vice President for Financial Services, the Executive Director of the Office for Campus Diversity, and the Executive Officer of the Faculty Senate. The Council meets weekly. Meetings provide a forum allowing members to communicate major initiatives in their respective administrative areas and to address issues and concerns that face the University at present and in the future. The meeting notes from University Council meetings are distributed to the Council of Deans and to the Faculty Senate at their monthly meeting.

Supporting Documents

1. 2009 UL Lafayette organizational chart
2. *Undergraduate Bulletin*: UL Lafayette Organizational Chart
3. *Undergraduate Bulletin*: UL Lafayette Organizational Chart
4. UL Lafayette organizational chart
5. 2009 UL Lafayette organizational charts (Draft)
6. *Undergraduate Bulletin*: Organizational Structure of the University
7. *Faculty Handbook*: Organization and Governance

Comprehensive Standard 3.2.8 - Qualified Administrative & Academic Officers

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette is led by highly qualified administrative and academic officers who have the educational and experiential credentials to oversee and manage the various offices and administrative areas that constitute the University.

UL System Requirements for Administrative and Academic Leaders

The UL System Board of Supervisors' (BOS) commitment to high quality leadership is clear in its *Rules*, which specify the expected minimum credentials, including the earned doctorate, for chief executive officers of each campus:

> *Credentials of Candidates: The search committee shall prepare a statement of minimum qualifications for candidates, which is appropriate for the role, scope and mission of the institution. A candidate shall be expected to have an earned doctorate from an accredited institution and successful experience in an institution of higher education. In exceptional cases, however, a candidate having an extraordinary record of leadership and accomplishments, but lacking one or more of the above specified credentials, could be considered and recommended by the search committee.* [1]

The UL System Board *Rules* also dictate certain minimal qualifications for other academic administrators:

> *Qualifications for Academic Administrators: Each academic administrator (department head, director, dean, or vice president) who is to be appointed with rank and in a tenure track position shall have an earned degree in a field appropriate to the position. In addition, each administrator shall have the earned doctorate or appropriate terminal degree for his/her discipline.* [2]

In a studied move to ensure that universities employ the best available talent in positions of academic leadership, the Board in 2004 adopted a Policy and Procedure Memorandum (PPM) entitled "Search Policies and Procedures for National Searches for Positions of Academic Dean or Higher." This PPM opens with the assertion of a principle fundamental to the procedures outlined within it: "Leadership is crucial to the future of a university. Effective processes for attracting prospective university leaders are essential to the strength and future of the university." The procedures outlined include the requirement of review of the search process by the Board's staff to ensure that the search was conducted in accordance with the Board's PPM.

The Board's annual performance evaluation of each UL System institution's President also helps ensure ongoing meritorious leadership in system universities. Each president is evaluated based on performance criteria stipulated at the beginning of the academic year. UL System Board *Rules* indicate the intent of the evaluation process:

> *Evaluations of Presidents: The performance of the institution presidents shall be individually evaluated on a regular basis according to a process approved by the Board. The evaluations are intended to (1) fulfill Board responsibility for making certain that each institution is well managed, (2) help the presidents improve their performance, (3) make certain that sound institutional goals are being pursued, and (4) identify opportunities for improving the management and planning functions of the University of Louisiana System and its constituent universities.* [3]

University Requirements for Administrative and Academic Leaders

To ensure high quality leadership, the University has also enacted explicit policies and procedures that govern the processes of hiring and annual performance evaluation after hiring. Every vacancy among faculty and administrative staff must be filled through an open, advertised search. Within Academic Affairs, the vacancy announcement and advertisement text is reviewed by the EEO officer and approved by the Provost or his designate, usually the Associate Vice President for Academic Affairs. The candidate nominated to fill a faculty or administrative position must be approved by the EEO officer and by leadership at the departmental, vice presidential, presidential, and Board levels.

The stipulations for hiring unclassified (non-Civil Service) personnel are contained in the *Staff Handbook* [4]. The hiring and appointment process for academic deans is delineated in Policy Document XXIV [5] in the *Faculty Handbook*. The selection of department heads is described in Policy Document XIX, "Procedures for Selecting Department Heads" [6].

In addition to maintaining rigorous hiring practices, UL Lafayette also requires that every employee—from vice presidents through classified staff—is evaluated annually, and pay increases are based on the results of that merit evaluation. The annual evaluation of faculty (including department heads) is described in Section V of the *Faculty Handbook* [7], and expectations regarding department heads' performance are delineated in policy document XXXVI of the *Faculty Handbook*, "Goals, Duties, Roles, and Responsibilities of Academic Department Heads" [8].

Administrative staff, up to and including the University President, are evaluated annually by appropriate members of the University community through the "Annual Administrative Evaluation Form." The main categories of the evaluation criteria include: Supervisory and Administrative Performance, Interpersonal Relationships, Personal Attributes, and Overall Performance. The results of each administrator's evaluation are provided to his or her supervisor and, through the supervisor, to the administrator. Sample evaluations from the 2008 administration of the Annual Administrative Evaluation Form are attached. [9]

Table of Current Administrators

Table 3.2.8 – 1: *Administrative Leadership Qualifications Table* (effective Spring 2009)

Position	Incumbent's Name	Highest Degree (Degree, Field, Institution)	Years of Relevant Leadership Experience
President	E. Joseph Savoie	EDD, Educational Administration, Teachers College Columbia University	28 years
Provost & Vice President for Academic Affairs	Steve P. Landry	PHD, Computer Science, UL Lafayette	25 years
Associate Vice President for Academic Affairs	Carolyn Bruder	PHD, English, University of Texas at Austin	23 years
Assistant Vice President for Academic Affairs	Ellen Cook	MS, Accounting, LSU	9 years
Vice President for Research	Robert Stewart	PHD, Zoology, North Dakota State University	38 years
Assistant Vice President for Research	Ramesh Kolluru	PHD, Computer Science, UL Lafayette	6 years
Dean, Graduate School	C. Eddie Palmer	PHD, Sociology, Virginia Polytechnic University	26 years
Dean, College of the Arts	Gordon Brooks	M Arch, Architecture, Rensselaer Polytechnic Institute	24 years
Dean, B. I. Moody III College of Business Administration	Joby John	PHD, Marketing, Oklahoma State University	10 years
Dean, College of Education	Gerald Carlson	PHD, Health and Physical Education, University of Utah	42 years

Position	Incumbent's Name	Highest Degree (Degree, Field, Institution)	Years of Relevant Leadership Experience
Dean, College of Engineering	Mark Zappi	PHD, Chemical Engineering, Mississippi State University	14 years
Dean, College of General Studies	Phebe Hayes	PHD, Communicative Disorders, LSU	11 years
Dean, College of Liberal Arts	David Barry	PHD, French, University of California	21 years
Dean, College of Nursing and Allied Health Professions	Gail Porrier	DNS, Nursing, LSU Medical Center	28 years
Dean, Ray P. Authement College of Sciences	Bradd Clark	PHD, Math, University of Wyoming	14 years
Interim Vice President for University Advancement	Ken Ardoin	Master of Liberal Arts, Southern Methodist University	2 years
Vice President for Enrollment Services	DeWayne Bowie	PHD, Educational Leadership & Research, LSU	12 years
Assistant Vice President for Enrollment Services	Theresa Hay	BS, General Studies, LSU	26 years
Interim Vice President for Student Affairs	Edward Pratt	MA, Counseling & Testing, UL Lafayette	34 years
Executive Director, Campus Diversity	Jennifer Hightower Jackson	EDD, Educational Leadership, University of Phoenix	7 years
Vice President for Administration & Finance	Jerry Luke LeBlanc	BSBA, Management, UL Lafayette	20 years
Chief Information Officer	Gene Fields, III	MS, Economics, LSU	19 years

Supporting Documents

1. UL System Bylaws and Rules: Credentials of Candidates (Chief Executive Officers)
2. UL System Bylaws and Rules: Qualifications for Academic Administrators
3. UL System Bylaws and Rules: Evaluations of Presidents
4. *Staff Handbook*: Hiring Unclassified Personnel
5. *Faculty Handbook*: Procedure for Selecting Academic Deans
6. *Faculty Handbook*: Procedure for Selecting Department Heads
7. *Faculty Handbook*: Faculty Evaluation
8. *Faculty Handbook*: Department Head Evaluation
9. Samples of administrative evaluation form

Comprehensive Standard 3.2.9 – Faculty-Staff Appointment

The institution defines and publishes policies regarding appointment and employment of faculty and staff.

Compliance Judgment

☑ Compliance

Narrative

The University has adopted explicit policies and procedures that govern the processes of recruitment and selection of faculty and staff. These policies were developed with the intent of: (a) ensuring legal compliance with all relevant employment legislation, (b) hiring the optimal and most appropriately-qualified candidate, and (c) fostering broad internal stakeholder involvement consistent with the institution's commitment to shared governance. There are two staff employment classifications: (a) classified staff, who are appointed in accordance with the State of Louisiana Civil Service Regulations, and (b) unclassified staff, who are generally degreed professionals who serve as faculty or who fulfill advisory and support roles in academic and student service units. The hiring and other employment processes for unclassified professional staff generally parallel those followed for faculty. [1]

Unclassified Faculty/Staff

In the hiring process, faculty and administrative staff vacancies must be filled through an open, advertised search. All faculty and senior administrative staff searches are conducted by a search committee composed of qualified faculty and/or staff who have an understanding of the area and the position being filled. The advertisement is reviewed and approved by the EEO officer. In Academic Affairs, vacancy announcements and advertisement text is approved by the Provost or his designate, usually the Associate Vice President for Academic Affairs. The candidate nominated by the Qualifications-Screening-Nominating (QSN) committee to fill a faculty or administrative position must be approved by leadership at the departmental, vice presidential, presidential, and Board levels. [2] The stipulations for hiring unclassified personnel are contained in the *Staff Handbook* [3].

Additional information about faculty employment is found in Section V of the *Faculty Handbook* [4]. The opening pages of Section V delineate various types of faculty appointment, distinguishing among tenured appointments and non-tenurable appointments, continuing positions and temporary appointments, and various special appointments, including adjunct faculty, research scientists, and research associates.

Classified Staff

All classified employees of the University are appointed in accordance with State of Louisiana Civil Service Regulations. Each position has specific job requirements to determine proper classification or job title. The Department of Civil Service sets the minimum qualification requirements and the pay range to which the position is assigned. Classified employees are paid according to the Civil Service Pay Guides. There are currently five pay grids, including: General Schedules Pay Grid, Medical Schedule Pay Grid, Protective Service Pay Grid, Technician and Skilled Trades Pay Grid and Scientific and Technical Pay Grids.

All classified employees undergo a probationary period ranging from six months to two years from the date of hire. The anniversary date for classified employees is six months after the date of hire. Employees are eligible for a 4 % merit increase upon recommendation of the supervisor at that time and annually thereafter. The supervisor of a classified employee must hold a planning and rating session with the employee annually. The rating session must take place not more than 60 days prior to the employee's anniversary date and no later than the anniversary date.

Supporting Documents

1. *Staff Handbook*: Hiring Full-Time Unclassified Personnel
2. Sample of completed appointment form
3. *Staff Handbook*: Hiring Procedures for Unclassified Staff
4. *Faculty Handbook*: Appointments

Comprehensive Standard 3.2.10 - Administrative Staff Evaluation

The institution evaluates the effectiveness of its administrators on a periodic basis.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette conducts an annual written evaluation of each administrator, from the University President down through the institution's management structure to department and unit heads and directors. This evaluation process is managed by the Office of Academic Planning and Faculty Development. The Annual Administrative Evaluation Form [1] is completed by appropriate peers and subordinates who are in a position to evaluate an administrator's performance. The administrative evaluation process is extensive; in the Spring 2009 Semester, for example, nearly 2,000 evaluations were distributed, and 97 administrators were evaluated [2].

Results of the evaluation are provided to the immediate supervisor of the administrator, who then provides a copy of the results and discusses them with the administrator. The supervisor uses the results of this evaluation as a part of his or her assessment of the administrator's performance for the purpose of awarding merit pay increases.

While academic department and unit heads undergo this administrative evaluation process, they also must participate in the annual performance evaluation process that faculty undergo.

Supporting Documents

1. Sample of annual administrative evaluation form with cover letter
2. Samples of administrative evaluations

Comprehensive Standard 3.2.11 - Control of Intercollegiate Athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Compliance Judgment

☑ Compliance

Narrative

As indicated in UL Lafayette's organizational chart [1], the control of the intercollegiate athletics program flows directly from the University President. The Athletic Director reports directly to the President and serves at his discretion.

The University Athletics Committee, a committee comprised of faculty and administrative staff outside of Athletics, is also appointed by and reports directly to the President. The University Athletics Committee monitors academic support services for student-athletes, student-athlete academic performance, and general issues related to student-athlete safety and well being. It acts in an advisory capacity to the President.

The President (and ultimately the UL System Board of Supervisors) must approve the Athletics Program's annual operating budget, all employment contracts, and all facilities construction and improvements.

In 2008 the University completed its second-cycle NCAA Certification process [2], during which the NCAA and its on-site visiting team reviewed the University's governance structure relative to the athletics program. The NCAA found no violations of Operating Principle 1.1, "Institutional Control, Presidential Authority and Shared Responsibilities." The section of the Certification Self-Study entitled "Governance and Commitment to Rules Compliance" [3] explains in detail the President's and the board's respective roles in the administration and oversight of the Athletics Program.

Supporting Documents

1. UL Lafayette organizational chart
2. UL Lafayette's NCAA Certification Self-Study Website
3. NCAA Certification Self-Study: Governance and Commitment to Rules Compliance

Comprehensive Standard 3.2.12 - Fund-Raising Activities

The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated.

Compliance Judgment

☑ Compliance

Narrative

The President of UL Lafayette has ultimate authority over fund-raising activities conducted on behalf of the University. His authority is embedded in the UL System *Bylaws and Rules*, Section IV.A, which includes in its list of the President's role and responsibilities:

> *14. Developing an effective community relations program including, but not limited to, developing ongoing relationships with alumni and building the university's endowment.*
>
> *15. Providing effective leadership in efforts to secure various sources of funding for the university.* [1]

Immediate oversight of fund-raising undertaken directly by the University falls within the purview of the Vice President for University Advancement (VPUA), who is appointed by and reports directly to the President. The VPUA serves on the University Council, the President's cabinet. In weekly University Council meetings, the VPUA briefs the President and his cabinet on fund-raising activities and the progress of ongoing campaigns. [2]

The specific arm of Advancement charged with fund-raising is the Development Office, which works hand-in-hand with the UL Lafayette Foundation to create and grow additional resources for the University. The University President receives regular financial reports from the Development Office and the UL Lafayette Foundation, as well as notification of donations received.

The major function of the Development Office [3] is to raise money for UL Lafayette through ongoing solicitation programs. Professional staff members in conjunction with trained, committed volunteers, make personal contacts with potential donors regarding planned giving opportunities, special events and fund-raising initiatives for Ragin' Cajun Athletics, endowments and non-endowed gifts for academic areas, and the Alumni Annual Fund. The staff's purposes and responsibilities are outlined in the "General Policies and Guidelines Governing Fund Raising Activities for the University of Louisiana at Lafayette" [4]. Copies of annual Philanthropy Reports for 2006 and 2008 are included as Supporting Documents [5].

The UL Lafayette Foundation is a partner in the University's fund-raising activities. As stated in its mission, the Foundation promotes "the educational, social, moral, and material welfare of the University of Louisiana at Lafayette by assisting in the acquisition of donations. It also invests and manages all private assets gifted to the University." [6] The University President serves as an ex-officio member of the Foundation's Board of Trustees. He receives regular financial reports from the Foundation, which detail its activities in fund-raising and investment.

Supporting Documents

1. UL System Bylaws and Rules: President's Role and Responsibilities
2. University Council minutes: 10/13/2008 and 11/17/2008
3. Office of Development Website / [Offline version]
4. Fundraising policies and guidelines table of contents
5. Office of Development Philanthropy Reports 2006 and 2008
6. UL Lafayette Foundation Mission Statement online / [Offline version]

Comprehensive Standard 3.2.13 - Institutional-related Foundations

Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship.

Compliance Judgment

☑ Compliance

Narrative

The UL Lafayette Foundation is not controlled by the University. The relationship between UL Lafayette and the UL Lafayette Foundation is governed by a Joint Operating Agreement that describes the relationship between the two entities and delineates their respective liabilities.

By way of the Amended and Restated Joint Operating Agreement [1], amended in 2004, the President of UL Lafayette serves as one of the voting members of the Foundation Board of Trustees. The Joint Operating Agreement sets forth the University's relationship with its affiliated Foundation—outlining their respective responsibilities—and ensures a reliable and productive relationship between the two entities. The Agreement also indemnifies the two entities against all claims, damages, and liability, including expenses and attorney's fees incurred as a result of any act or omission by the University or Foundation, or employees, Board members, agents, or sub-contractors relating to the provisions of the Agreement. [2]

Day-to-day Foundation management is the responsibility of the Executive Director. Current staff positions include Executive Director, Director of Finance, Assistant Director of Finance, Assistant Director of Administration, Assistant Director of Special Projects, Staff Assistant, Receptionist, and Graduate Assistant. Professional staff qualifications are included in Supporting Documents [3].

Established in 1957, the UL Lafayette Foundation is an institutionally-related public foundation, which invests and manages all private assets gifted to the University. The UL Lafayette Foundation endowment size as of June 30, 2007 was $111.3 million, and total assets were $136.2 million. [4]

The UL Lafayette Foundation has the responsibility to provide stewardship to its donors through recognition programs and publications. Other responsibilities include:

- Securing special financing for capital outlay projects
- Coordinating all legal aspects on behalf of the organization (for example: acts of donation gift annuities, successions and other planned gift documents, gift acceptance policies)
- Handling donations of real estate, artwork and various in-kind gifts
- Handling buy/sell agreements
- Handling affiliations agreements and other operating and management documents

- Working on the art museum governing board, athletics governing board, and property foundation
- Handling financial and investment contracts, fund management agreements
- The Foundation manages over 1,600 accounts for various University programs, including:
    - scholarships
    - professorships
    - chairs
    - faculty development funds
    - grants for research, athletics, and alumni
    - University Art Museum funds

These privately held funds are distributed back proportionally to the University on a daily basis to supplement overall programming costs. Statement of Activity reports are provided to donors on a regular basis that include financial information on their established account(s).

All Foundation expenditures are dispersed through the University's Financial Services office.

The Foundation produces many publications, including an Annual Report on Philanthropy [5] and other brochures on fund-raising, development, and endowment management.

Governance of the UL Lafayette Foundation is conducted through a 30-member Board [6] of Trustees, whose responsibility is to set the policies for organizational management.

The Foundation interacts with virtually every department on the University campus. The Foundation also coordinates several special events on behalf of donors, faculty, and students on a university-wide scale. [7] [8] [9]

Supporting Documents

1. Amended and Restated Joint Operating Agreement
2. Indemnification agreements
3. UL Lafayette Foundation staff qualifications
4. UL Lafayette Foundation Assets Report 6/30/2007
5. UL Lafayette Foundation Annual Reports of Philanthropy
6. UL Lafayette Foundation Board of Trustees / [Offline version]
7. UL Lafayette Foundation news / [Offline version]
8. UL Lafayette Foundation Event 1 / [Offline version]
9. UL Lafayette Foundation Event 2 / [Offline version]

Comprehensive Standard 3.2.14 - Intellectual Property Rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. This applies to students, faculty, and staff.

Compliance Judgment

☑ Compliance

Narrative

At UL Lafayette, ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property created by faculty, staff and students is governed by the UL System Policy, "Intellectual Property and Shared Royalties" [1]. UL Lafayette has developed its own Intellectual Property Policy [2] that is consistent with the UL System Policy. This policy provides guidance for areas where the UL System Policy is silent or allows system institutions discretion. The UL Lafayette Intellectual Property Policy provides detailed information about the organization, management and administration of intellectual property at the University.

Applicability

The above governing policies clearly indicate that the provisions included within each apply to students, faculty, and staff. The definition of Creator provided in both the UL System Policy [3] and UL Lafayette Intellectual Property Policy [4] clearly states that the "Creator shall include but not be limited to, faculty, professional staff, administrative and support staff, and students." Both the UL System Policy [5] and UL Lafayette Intellectual Property Policy [6] state that each policy applies to, "all persons employed by the University, to anyone using University facilities under the supervisions of University personnel, to undergraduate and to graduate students."

Ownership of Materials

The UL System Policy mandates that the University has ownership of intellectual property in the following situations:

1. The intellectual property was created by an employee within the scope of his or her employment.
2. The intellectual property was created by an employee who was hired or commissioned to create a specific work.
3. The intellectual property was created using more than incidental use of institution resources usually or customarily provided. "Institution Resources Usually or Customarily Provided" is defined in the UL System Policy.
4. The intellectual property was created through conduct of research supported by an external sponsor (Federal or other third party).

As per the policy, the University does not assert ownership of intellectual property in the following situations:

1. The intellectual property created is unrelated to an individual's job duties.

2. The intellectual property was created with only incidental use of institution resources usually or customarily provided.
3. The intellectual property created is considered to be traditional academic copyrightable work, as defined in the UL System Policy.

The UL System Policy also includes provisions for joint ownership of intellectual property when appropriate.

Distribution of Royalties

Provisions for the distribution of royalties derived from the commercialization of university owned intellectual properties are also included in the UL System Policy "Intellectual Property and Shared Royalties." As per the policy, the University shall use the generated royalties to first recoup expenses incurred for "filing, procuring, maintaining, and marketing the intellectual property." [7] After that, the University will retain 60% of the net royalties and will pay 40% to the inventors.

The UL Lafayette Intellectual Property Policy provides for the distribution of the University's share of net royalties among administrative units of the University. It also provides guidance for the distribution of the inventor share of net royalties (40%) in the case of multiple inventors.

Copyright Issues

In addition to the UL Lafayette Intellectual Property Policy and the UL System Policy, "Intellectual Property and Shared Royalties," UL Lafayette has issued a Copyright Handbook [8]. This document articulates the University's copyright policy and provides information about fair use in an educational setting, as well as the Fair Use Guidelines for Educational Multimedia. It also includes information about the Digital Millennium Copyright Act.

Use of Revenue Generated by University Owned Intellectual Properties

UL System Policy "Intellectual Property and Shared Royalties" mandates that net royalties retained by the University be used for "research, development, and other scholarly activities." [9]

Supporting Documents

1. UL System Policy and Procedures Memorandum: Intellectual Property and Shared Royalties
2. UL Lafayette Intellectual Property Policy
3. UL System Policy and Procedures Memorandum: Intellectual Property and Shared Royalties
4. UL Lafayette Intellectual Property Policy
5. UL System Policy and Procedures Memorandum: Intellectual Property and Shared Royalties
6. UL Lafayette Intellectual Property Policy
7. UL System Policy and Procedures Memorandum: Intellectual Property and Shared Royalties
8. UL Lafayette Copyright Handbook
9. UL System Policy and Procedures Memorandum: Intellectual Property and Shared Royalties

Comprehensive Standard 3.3.1.1 - Institutional Effectiveness - Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.

Compliance Judgment

☑ Compliance

Narrative

In all its educational programs, UL Lafayette identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. The University's ongoing assessment program stresses cohesion in its process and quality standards, but diversity of methods, style, and implementation to meet the individual needs of programs.

Infrastructure for Assessment

Direction of the assessment process currently flows from the Provost's office under the Special Assistant to the Provost for Assessments. [1] Policies are implemented by an assessment team, which in Fall 2001 addressed deficiencies in the Collegiate Assessment of Academic Proficiency (CAAP) exam as a measure for General Education Student Learning outcomes. [2] The assessment team later grew into a standing task force that has also overseen the SACS reaffirmation project.

During the process of a comprehensive review of the University's general education learning goals and curriculum in 2006, the University created a special task force on general education in the Spring and Summer of 2006. Their "white paper" on UL Lafayette's general education program and its assessment [3] served as the blueprint for subsequent efforts to improve student learning in core curriculum requirements. Following the directives of the white paper, the University created a standing General Education Committee. Beginning in Spring 2006, the University began the concentrated, unified effort to centralize, oversee, and implement assessment programs across the University, providing resources, a structured schedule, and a coherent set of standards for assessment of student learning outcomes based on contemporary assessment scholarship. [4]

Moodle, the course management software platform used by the University, serves as the portal for the entire assessment community on campus. [5] For a complete description of the moodle system, see Comprehensive Standards 3.3.1.3 and 3.4.12. In addition to housing each program's assessment documentation, the Moodle Assurance of Learning site features tools, resources, suggestions, bibliographies, and discussions of assessment in higher education, as well as announcements and communications, and program assessment checklists. Through the site, the Assessment Task Force sends periodic communications to the UL Lafayette assessment community with resources, news updates, and university-wide deadlines. The Assessment Task Force is responsible for receiving and uploading assessments, which are then accessible to the rest of the assessment community and the administrative overseers of all areas. Access to assessment documentation is generally restricted to internal stakeholders and contractual

experts, as sensitive data is often presented. For example, programs such as French graduate a small number of students each semester and therefore provide in-depth assessments of the oral and written proficiency levels of each exiting student on an individual basis.

The University's structure exhibits both central and local oversight. While the University began with a centralized model to facilitate communication of expectations, many administrators have since taken over coordination, responsibility, and control of collecting, uploading, critiquing, and updating assessments for all the programs under their authority [Academic Centers (Bette Harris), Student Services (Kim Warren), Architecture and Design (Robert McKinney), Engineering (Terry Chambers), and The Graduate School (Eddie Palmer)]. The Assessment Task Force has encouraged such ownership, and expects the process to continue into other areas. Assessment of student learning has become an annual expectation and activity of the academic units.

Assessment of Student Learning Outcomes in Degree Programs

This narrative focuses on assessment of disciplinary learning goals in each of the University's academic degree programs, while Comprehensive Standard 3.5 provides thorough coverage of the assurance of learning in the General Education domain. While all colleges at UL Lafayette conduct some form of strategic program planning and review as addressed in Core Requirement 2.5, and some have developed and measure specific program goals and college-level student learning objectives, the focus of the University's assessment of student learning outcomes is at the degree program level, For additional information, see Core Requirement 2.5. Each program, undergraduate and graduate, has either commenced or strengthened its assurance of learning efforts over the past three years. Since 2006, the assurance of learning efforts across campus have focused on four principal objectives:

- Broad-based formulation of appropriate and meaningful learning goals/objectives
- Development of valid and reliable instruments with appropriate indicators of success to measure learning
- Analysis of program strengths and areas requiring continued monitoring
- Action plans for improving student learning with specific remediation proposed and undertaken when results fail to meet expectations through clarification of learning objectives, refinement of assessment methodologies, or substantive interventions to remediate deficiencies

While there is great diversity in the approaches and degrees of maturity of individual program assessments in the University's young and evolving program, the assessment of student learning outcomes at UL Lafayette has been consistently focused on creating sustainable, valuable processes with generalized buy-in from all internal and external stakeholders.

As a result of this system and these initiatives, UL Lafayette generally presents two cycles of assessment plans, results, and interventions for its degree programs, and at least one for all programs without exception. [6] Beginning with AY2009-2010, programs are expected to assess each of their major-specific student learning outcomes at least twice in a rolling five-year period. Sampling guidelines dictate that departments with fewer than 25 majors/graduates in the semester of assessment should assess 100% of students, while larger departments should assess

at least 50 students on each learning goal. The use of multiple assessors on course-embedded instruments to demonstrate reliability of the measures has been consistently encouraged.

Each degree program undertakes a process of agreeing on shared learning outcomes for students in the major, though methods for reaching this agreement vary greatly, ranging from appointing an assessment committee, to drafting goals for the consideration of the entire faculty (e.g., History), to day-long faculty retreats devoted to goal formation (e.g., Performing Arts and English). [7] In the first cycle of coordinated University assessment in AY2007-2008, goals and proposed measures were submitted to and critiqued by members of the Assessment Task Force before any actual assessment was done. At this stage, programs benefitted from an outside voice to assist them translate sometimes highly qualitative goals into measurable terms (e.g., Political Science), or to broaden disciplinary objectives into more integrated educational objectives (e.g., Architecture).

UL Lafayette has endeavored to provide units with the requisite technical and financial resources to engage in assurance of learning. Examples include the availability of a student-fee funded assessment budget, and multiple large group, small group, departmental, and individual forums and meetings with assessment coordinators and internal assessment consultants. [8] [9] [10]

- Special training and informational sessions were conducted throughout AY2007-2008 and AY2008-2009 for Deans, Department Heads, the College of Liberal Arts [11], and one of the Transition Teams [12] charged with studying issues and making recommendations to the incoming President. It also met on several occasions with staff from the student services and support area to distinguish between "learning" and "program" goals, as well as to facilitate their understanding of and involvement in the academic assessment process. [13] [14] [15] [16] [17] [18]

- Individual program feedback reviews of assessments (the "Assessing the Assessments" process) were prepared and communicated. To emphasize the developmental value of assessment, an instructional approach to working with the academic units to assist them in the establishment of meaningful, relevant, challenging student learning objectives and appropriate assessments was adopted. The SAVPAAA (Special Assistant to the Vice President for Academic Affairs for Assessment) completed an evaluation form, which was designed with the intent of guiding those involved in developing goals and assessments, and she and several other members of the SACS Steering Committee met or spoke with many departments in response to requests for clarification, follow-up, or assistance. [19] [20] Throughout this process, assessment's role in improving the University's ability to accomplish its mission was emphasized, and the University's values and aspirations for an on-going and systemic program of assessment were explicitly communicated to all stakeholders. [21] [22]

The University also hosted a campus visit of outside assessment expert, Mary J. Allen, author of *Assessing Academic Programs in Higher Education* (Anker, 2004), and *Assessing General Education Programs* (Anker, 2006).] Participation in Dr. Allen's intensive two-day workshop was

extensive (over 140 attendees at the sessions) [23] and enthusiastic. Over the two-day period, workshops were customized to meet the needs of several unique groups of constituents (novice assessors, advanced assessors, student service and support units, QEP FYE teams, and administrators). Faculty and staff members could also sign up for individual or small group consults with Dr. Allen to discuss the specifics of their assessment programs. Post-workshop evaluations indicated the sessions and presentations were very valuable to attendees. [24] [25] [26]

Some programs and colleges, especially those with professional accreditation bodies (e.g., Nursing and Education), have past experience with the assurance of learning process. However, many others, particularly pre-professional, humanities, and arts programs, were less accustomed to assessment that relied on indicators other than traditional grades. Regardless of past experience, the Assessment Task Force made resources and consultations available to each of the degree programs. Even experienced assessors were often required to rethink their assessment process in terms of goal clarification, curriculum mapping, instrument usage, and "closing the loop" initiatives, as these components were not uniformly required by professional accrediting agencies in the past.

The Assessment Task Force has been stalwart in emphasizing that departments should design and implement processes that are beneficial to their programs and to their students. Each degree program has named an assessment coordinator, who is responsible for maintaining communications with the assessment committee and submitting reports. In many cases the department head or program coordinator (e.g., Philosophy and Architecture) has assumed this responsibility, while in other cases junior faculty members were chosen to integrate the assessment process into the evolving identity of the department (e.g., Criminal Justice and Physics). Tools that have been employed range from multiple, intensive course-embedded assessments (e.g., Communicative Disorders and Visual Arts) to employer evaluations (e.g., Communication); from performance on disciplinary and national standardized tests (e.g., Athletic Training and Health Information Management) and exit exams (e.g., Business) to evaluation of capstone research papers (e.g., History) and in-depth exit essay reflections (e.g., General Studies). The Assessment Task Force has also recognized that direct evidence is necessary and can be supplemented but not supplanted by indirect indicators such as student surveys.

Each program's assessment plan is available for review by the unit's faculty, other assessment coordinators, and external reviewers and accrediting agencies. Department heads and program coordinators share the results with faculty and manage strategies for addressing outcomes improvement. In all cases, unit administrators and department heads and deans, accreditation task forces and steering committees, as well as the Assessment Council (consisting of the Provost, the Associate Vice President for Academic Affairs, and the Special Assistant to the Vice President for Academic Affairs for Assessment) are familiar with all program-level assessment results and enhancement of learning initiatives. College-level goals, assessments, and strategic plans are housed on the same site and provide a first level of communication between the departmental and University administrative levels, and provide many examples of strategic planning and action based on the collection of departmental data. [27]

Strategic Planning of Assessment

To date, only full-time faculty members have served in official and unofficial advisory capacities as University assessment coordinators. Because they oversee nearly 150 assessments campus-wide, their ability to devote adequate attention to all individual programs has naturally been limited. To ensure all units are adequately supported in their continual quest to enhance assurance of learning on an on-going basis, and that the best assessment tools and techniques are being employed in each program, UL Lafayette has committed to creating and filling new positions dedicated to campus-wide assessment. Despite recent obstacles from devastating hurricanes, budgetary crises, and unpredictable economic forecasts, the institution has established a priority and strategic commitment to assessment. Indeed, the UL Lafayette *2009-2014 Strategic Plan*, the result of the strategic planning process undertaken in the first 100 days of President Savoie's term, explicitly refers to and includes a continued commitment to assessment. The plan includes as a goal: "3C: To improve learning through evidence-based assessment…(and)…continue a coordinated assessment of institutional and student learning outcomes." [28]

Recruiting began for an Executive Director of Institution Planning and Effectiveness (ED IPE) when the first vacancy notice was posted on the *Chronicle of Higher Education* Website on February 27, 2009. [29] The Staff Vacancy notice for this position includes the following:

> *In collaboration with other campus leaders, the newly created position of Executive Director guides the University's efforts to establish its strategic initiatives, evaluate institutional effectiveness, and conduct program assessment. The Executive Director, who reports to the Provost and Vice President for Academic Affairs, has primary responsibility for assisting academic colleges with designing and implementing assessments of learning outcomes in both general education and specific degree programs at all levels; coordinating institution-wide standardized assessments and surveys (both internally-generated and proprietary); supporting institutional accreditation and related enhancement initiatives; facilitating implementation and tracking accomplishment of the University's Strategic Plan; coordinating the institution's participation in state and national assessment initiatives (e.g., VSA's College Portrait and Carnegie's Community Engagement Classification); recommending institutional responses, goals, and strategic initiatives based on analysis of assessment results; developing and implementing processes to assess incoming student learning in transfer and special student populations; and assisting Enrollment Management and all support services areas with their strategic planning and assessment processes.*

The position retains the highest priority in spite of drastic budget cuts, and is expected to be filled by September 2009. In addition to the ED IPE, the University plans to expand the staffing in Institutional Research through the creation of new positions such as Assistant Director and Decision Support Specialist. The University is also supporting other capacity-enhancing actions, such as hardware and software acquisitions and subscriptions needed by departments to assess program goals, funding faculty and staff travel to assessment-oriented conferences, and

encouraging the creation of intercollegiate consortia to facilitate benchmarking in specialized areas.

"Closing the Loop"

Throughout all assessment-related interactions, leaders emphasized that it was not enough to simply set goals and measure them, and that when collective student performance failed to meet expectations, intervention, remediation, or otherwise "closing the loop" was necessary to ensure that an understanding of the cause of the deficiency was reached, and that a remedy would be found. To inform this effort, a resource was developed to assist assessment coordinators in determining the array of options available to "close the loop" [30].

Examples of proactive interventions in response to substandard assessment results range from syllabus modifications (e.g., M.A. History) to curriculum alterations (e.g., Management). When corrective action and strategic initiatives go beyond the level of course, curriculum, and departmental remediation, department heads and program coordinators, through regular meetings with their deans, begin the process of institutional response, which operates through the University Council and the Dean's Council. For more information, see Core Requirement 2.5.

While more in-depth analysis is available in each unit's assessment reports available on Moodle, we have selected a small number of departments to provide evidence on our diversity of effective approached to the process. The following program assessments have successfully capitalized on their assurance of learning processes and highlight the efforts undertaken across the University to enhance student learning through the assessment.

M.A. in History: Improving Student Learning Goals

The Master of Arts in History program represents a concerted effort to adapt the instruments and possibilities of assessment to improve a master's degree program. The effort began with the suspicion of faculty that the historiography component of the program presented the greatest educational challenge and was a recurrent stumbling block in graduate student learning outcomes.

The graduate committee initiated the assessment process in its regular meetings by discussing the deficient learning outcomes in historiography and weighing possible remedies. The departmental Graduate Coordinator and Interim Graduate Coordinator collaborated to draft a set of goals and measures that made historiography central to the program.

The results of the assessment suggested that the students had the ability to perform in all fields of historical knowledge, but tended to learn historiography as an isolated field rather than an integral component of historical writing. In response to this first assessment initiative, a dramatic change to the syllabus of the next section of Historiography (HIST 590) was implemented: the first half of the semester retained the traditional seminar format of reading several books and articles and discussing them each week, but thereafter each week a different member of the faculty presented the historiographical issues in his or her research field.

The students filled out an extensive survey on the new course structure, and the response was unequivocally positive. In its Fall 2008 assessment report only four students were evaluated, making a sample too small for meaningful statistical evaluation. However, these preliminary results show improvement in historiographical understanding, and Spring 2009 results confirm

this trend. As a response to this successful intervention, the History graduate committee has redesigned the assessment process to bring the same focus to other areas, including advising, and has implemented a variety of new tools including a student survey and an assessment of master's theses. [31]

B.A. in Political Science: Assessing Intangibles

The Political Science department has taken assessment as an invitation to take seriously the quantifiable accomplishment of a long held central goal, whose actual accomplishment had always been left vague and unmeasured: civic engagement. This goal presented a particular assessment challenge: how to measure something as nebulous as civic engagement? Indirect measures offered impressions of student engagement but remained unsatisfactory. Here the faculty devised a straightforward but creative solution: a passport system that maintains a record of engagements in public political discourse, while giving students great freedom in where and how to carry out such engagement, which always remains voluntary in any individual case. Progress toward the goal is monitored at advising, taking advantage of pre-established contact within the curriculum without sacrificing class time. [32]

B.F.A. in Visual Arts: The Use of Juries

The Visual Arts department serves as a model for other fine arts disciplines in presenting a comprehensive assessment program with a set of goals integrated with the University's mission, and ranging from the narrowly disciplinary to the broadly educational, assessed at every point in the student's career. The department maintains a balance of thorough course embedded assessment in nearly every course, and jury-based, cap-stone assessments of major projects, particularly the senior project. Learning outcomes range from highly specific drawing skills developed in training-intensive courses, to broad aesthetic and design capabilities measured in juried student projects. Students select a three-person faculty committee to direct and review Senior Project work in conjunction with the VIAR 409 & VIAR 410 courses. The Senior Project six-hour course sequence is designed to foster self-discovery through rigorous and sustained studio experimentation, moving toward the making of a cultivated body of work in each student's concentration to be presented in a formal, public exhibition to the Visual Arts department. [33]

B.S. in Architectural Studies: Expanding Beyond Professional Accreditor Requirements

The architecture program presents a model for transforming a pre-existing disciplinary accreditation-based assessment into one that encompasses the department's own identity and its special mission within the University. Until AY2008-2009, the department's stated goals focused on creating citizen-architects whose projects manifested a sensitivity to design in social, geographical, and human contexts, and relied on juried project reports to assess these goals.

Prompted by the University's assessment workshop, the department developed an integrated assessment plan for the entire School of Architecture and Design that brought together both shared design learning goals and disciplinary-specific ones, and developed a curriculum matrix with specific course measures to assess the learning of each outcome. Each major within the school transformed its assessment to take advantage of shared goals and resources, and to deepen its measurable contribution toward the shared mission of the School. The result is a far more cohesive and complete assessment program that promises solid data and improvement in the coming years. [34]

B.S. in Management: Modifying the Curriculum

Management is one of the largest majors in the University and is the institution's program of choice for students wishing to pursue a general business degree. As such, the curriculum is loosely structured, allowing students to craft a degree plan that most closely aligns with their career priorities. However, this structure has resulted in students graduating with management degrees while lacking some basic knowledge of human resource requirements in the legal domain, potentially jeopardizing their performance in subsequent employment.

Assessment in AY2006-2007 confirmed that students may benefit from being required to take a human resource management course, which would replace one of their five management electives. Prior to mandating this change, advising protocol was altered, and management faculty were educated on directing students to enroll in MGMT 365. As a result of this initiative, more students took this course. In AY2008-2009, the assessment of the human resource management learning goal was administered in MGMT 365, and for the first time, the department achieved its expected level of success. As a result, all students in management career paths are now required to take MGMT 365 as a management elective. [35]

The College of General Studies: Clarification of the Mission

Programs in General Studies are designed to meet the needs of students who, because of unusual interests or circumstances, would benefit from a program with a high degree of flexibility. Within broad constraints, these programs allow a student to design his/her own degree by choosing coursework from among several disciplines. This lack of program standardization, intended to be a benefit to those needing flexibility, created a challenge in developing unified learning goals for students in this college. As a result, the dean of the college and a small task force of other internal stakeholders embarked upon an initiative to specifically identify the philosophy, purpose, and learning benefits of a general studies degree. This initiative led to the creation of a new mission statement and vision for the college:

> *VISION: To become a college of choice for incoming freshmen desiring to pursue an individualistic multidisciplinary curriculum founded in a strong core of liberal education that imbues students with broad knowledge, transferable skills, and a strong sense of civic duty.*
>
> *MISSION: The College of General Studies provides an academic environment to facilitate the matriculation of a diverse population of intellectually capable undergraduate students:*
>
> - *who wish to pursue a unique and coherent interdisciplinary program of study in an area in which there does not exist an established curriculum;*
> - *who initially selected a major for which they lack the interest or preparation necessary for success, but possess a specific and attainable career development plan; or*
> - *who pursue the academic requirements necessary for admission into their preferred major in other colleges.*

> *In meeting the needs of these students, the College of General Studies promotes retention at the University of Louisiana at Lafayette, collaborates with other colleges to elevate to the collective quality of campus learning, and enables and empowers students to achieve success in their chosen field of graduate study and/or occupation. Indeed, a distinguishing characteristic of the college is its program of intensive developmental initiatives geared toward enhancing student accomplishment.*

Just as importantly, the study resulted in a recognition that a primary learning objective of the College of General Studies was to aid students in formulating and communicating a strategic and effective career development plan. In response to this, the college developed a comprehensive, integrated assessment exercise to evaluate accomplishment of learning goals, but one that also, very innovatively, contributed to student learning and development even as they were being assessed.

Learning goal assessment in the College of General Studies consists of three stages. In the first stage, students report to the Office of the Dean for an exit interview after having been given instructions to come prepared to discuss their career aspirations. Before beginning their 30 to 45 minute meeting with the dean (Stage 2), students are directed to a nearby computer lab to complete a Written Essay Assessment Exercise, in which they must write a narrative conforming to strict technical specifications about their career development plans. After the narrative is written, students format and print their work and present it to the dean to discuss during the interview. Following the interview, students complete and submit the Career Development Skills Survey in an anonymous fashion (Stage 3).

B.S. in Computer Science: Integrating Assessment and Grading

While the Assessment Task Force has restricted the use of "grades" as acceptable assessment devices, the Department of Computer Science has adopted the opposite approach and has begun using assessment of student learning outcomes to inform course grades. The department had historically relied on indirect methods of assessment of learning. However, their transformation to an outcomes-based model began with the development of rubrics to standardize assessments across the many courses in which instruments were embedded. They trained evaluators on the use of the rubrics, and developed curriculum maps to determine where shared rubrics could be implemented. The department found the assessment rubrics to be so informative that they are now adopting a rubric-based grading mechanism for course grades. [36]

B.S. in Hospitality Management: Authentic Assessments

Hospitality Management majors are expected to master, among other goals, the techniques of quantity food production while adhering to strict budgetary and nutritional guidelines. As with many programs that rely on sensory evaluations, it was determined that the only effective method of assessment of this goal would be client evaluations of a simulated exercise. Hence, patrons of the "The Lunch Club," the Hospitality program's own full-service fine dining restaurant, became important sources of input and feedback into the accomplishment of student learning goals. Patron assessments, which are completed by approximately 90% of all

diners, evaluate different dimensions of the dining experience on a 5-point Likert scale. Results are then tabulated by the instructor and shared with the group. [37]

Future Assessment Initiatives

Planned future assessments related to student learning objectives include:

- evaluation of the cost-benefit of adopting comprehensive assessment software to aggregate and communicate results;
- administration of a Graduate [38] (master's-level) [39]Student Exit Survey (currently there is not a universal core body of knowledge identified at the graduate level, but discussions have taken place to assess the degree to which such an initiative may be feasible and functional);
- development of a withdrawing student survey [40] (to assess reasons for non-continuance);
- conducting an updated alumni survey [41]; and
- systematic compilations and use of data from the regularly administered Survey of Earned Doctorates [42].

UL Lafayette is also dedicated to crafting a robust assessment protocol for its developing First Year Seminars, as well as introducing a rigorous methodology for comparing academic performances of native versus transfer students in the domains of written communication and math.

Supporting Documents

1. Assurance of learning process chart
2. Letter explaining CAAP utilization
3. White Paper on Assessment of Student Learning in the General Education core curriculum
4. First memo to assessment coordinators
5. UL Lafayette Moodle Assurance of Learning Web Portal
6. UL Lafayette assessment checklist with links to assessments
7. Memo to Department Heads on forming assessment goals
8. Email announcement for Student and Support Services assessment workshop
9. Assessment workshop announcement
10. Agenda from Dean's meeting
11. Liberal Arts Department Heads assessment workshop
12. Transition Team recommendations
13. Assurance of Learning Dean's meeting 9/23/2008 handouts
14. Assurance of Learning Department Heads forum
15. Goal and Assessment Review - Student Services and Support, Summer 2008
16. Session Handouts - Student and Support Services Strategy Forum September 3
17. UL Lafayette Student and Academic Support SACS goal forum handout
18. Sample assessment handout from Department Heads meeting
19. KNEA SACS 10/17/2008
20. Assessment of assessment plans evaluation form

21. Assessment culture
22. Sample evaluations of assessments
23. Dr. Mary Allen attendees 02/04/2009 - 02/05/2009
24. Dr. Mary Allen handout 02/04/2009 – 02/05/2009
25. Dr. Mary Allen schedule 02/04/2009 – 02/05/2009
26. Evaluation results for assessment workshop
27. Colleges strategic planning
28. *2009-2014 Strategic Plan*
29. Vacancy announcement for Executive Director of Institutional Effectiveness
30. Insight into Closing the Loop
31. M.A. in History assessment, 2008-2009
32. BS Political Science assessment report, 2008-2009
33. BFA Visual Arts assessment report 2008-2009
34. BS Architectural Studies assessment report 2008-2009
35. BS Management assessment report 2008-2009
36. BS in Computer Science assessment report 2008-2009
37. BS Hospitality Management assessment report, 2008-2009
38. Graduate student inaugural exit survey Fall 2008
39. Results graduate student (Masters) inaugural exit survey Fall 2008
40. Withdrawing student survey questionnaire 2008
41. Alumni survey questions
42. Analysis of survey of earned Doctorates 2007-2008

Comprehensive Standard 3.3.1.2 - Institutional Effectiveness - Administrative Support

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: administrative support services.

Compliance Judgment

☑ Compliance

Narrative

In all its administrative support programs, the University of Louisiana at Lafayette identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. Administrative support units are distinguished from student service and support departments by their primary emphasis on meeting the direct needs of non-student stakeholders. Yet, in each of these administrative support areas, the underlying mission of the unit is to serve the constituents that foster and facilitate student access and success. The specific units highlighted in this section include:

(a) Institutional Research

(b) Budgeting

(c) Business Services

(d) Advancement Services

(e) Alumni Affairs

(f) Communications and Marketing, and

(g) Development.

While support unit goals/strategies and assessments are included on the Moodle assessment site, six administrative units were selected for elaboration, because in the *2009-2014 Strategic Plan* , each is in a unique position to reorient and revitalize its role in the functioning of the University. As such, the emphasis here is on the impact that direct and indirect assessment initiatives have had on long-range planning.

Institutional Research

Through the timely provision of accurate and relevant information to internal and external stakeholders, the Office of Institutional Research (OIR) [1] supports initiatives of strategic and tactical importance to the University, such as compliance reporting, program review, faculty evaluation, attainment of accreditation, institutional effectiveness audits, student learning and program goal assessment, enrollment management, and planning. Because institutional research is central to understanding opportunities for enhancing effectiveness at UL Lafayette, the OIR anticipates and responds to the data and analytical needs of the campus community by applying rigorous methodologies in warehousing data and in producing reports for environmental scanning, benchmarking, and peer analysis.

As the role and function of institutional research is continually evolving, and internal and external demands for data and information increasing, one strategic imperative of the OIR is enhanced capacity through structural expansion. As such, a significant reorganization in the OIR is proposed [2] [3], as is the creation and hiring of an Executive Director of Institutional Planning and Effectiveness (ED IPE). The current Director of the OIR would report to the ED IPE (to be hired in Summer 2009), thereby forging a fuller integration of the strategic planning, assessment, and traditional institutional research functions of the University. Other objectives being pursued and assessed by the OIR include:

1. Support University administration in its management, decision-making, and policy-formulation responsibilities. This initiative is undertaken in response to ambiguity in many data requests, and user concerns over turnaround time.

    - Develop an online process and protocol for data requests; ensuring clients have sufficient knowledge of IR databases to formulate an appropriate request.

    - Develop and communicate a matrix of anticipated response times to be shared with users following informational requests.

    - Assess the degree to which OIR is meeting client expectation through administration of the Survey of Use and Effectiveness to all council members, department heads, directors, and other users. Satisfactory performance will be inferred when 70% of respondents indicate they are satisfied or very satisfied with OIR.

2. Coordinate and complete all relevant VSA College Portrait sections and external surveys, questionnaires, and mandated governmental reporting requests about UL Lafayette prior to the specified deadline (when given appropriate notice) and with 100% accuracy. STATUS: Completed. Institutional participation in VSA is expected to have a positive impact on student recruitment and enrollment management.

3. Coordinate and administer the Student Evaluation of Instruction (SEI) process.

    - With other members of the Student Evaluation of Instruction Committee, investigate and make recommendations about the efficiency and effectiveness of the current system versus new faculty evaluation systems. STATUS: In Fall 2009, a new "Student Course Evaluation" process will be implemented. Changes will include a new technology as well as a redesigned form [4]. This initiative was pursued based on faculty feedback regarding the inadequacy of the current instrument in providing sufficient developmental insight for making positive modifications in the learning environment.

- Ensure all distance learning courses are evaluated. STATUS: The new SEI technology will enable and ensure this occurs. In addition, the University is hiring a Director of Distance Learning, who will focus on this and related distance learning challenges.

4. Develop a methodology and process to proactively anticipate or suggest usage of data sets, reports, or other forms of information in the possession and under the control of OIR to enhance the efficacy of the university community. STATUS: An ongoing process, which strengthens the University's culture of assessment.

    - Make actual and potential users aware of the potential and the limitations of available data sets.

    - Make public all effective but atypical uses of data, and encourage internal benchmarking.

Budgeting

In late December 2008 the University was notified by the University of Louisiana System office that because of declining state revenues, higher education would receive a 4.62% mid-year budget cut. Although the University was able to reduce the budget while protecting its core mission of providing high-quality academic programs to its students, protecting its faculty and staff, and adhering to the guiding principles driving the development of the *2009-2014 Strategic Plan*, it was clear that the University needed to prepare for future budget challenges.

In early January 2009 the President requested that the Provost and the staff in Academic Affairs establish budget task forces to recommend both short-term and long-term cost savings and additional revenue generation. Following a number of planning meetings, nine task forces were proposed and objectives developed for each. As the table below illustrates, the chair and staff liaison were selected based on their experience and expertise, and were appointed by the President in consultation with the Provost, the Associate Vice President for Academic Affairs, and the Assistant Vice President for Academic Affairs.

Table 3.3.1.2 – 1: *Budget Task Forces*

Task Force	Chair	Staff Liaison
Academic Delivery Systems	Ellen Cook Assistant Vice President for Academic Affairs	Bette Harris Director, Academic Success Center (Junior Division)
Academic Programs, Structures and Organization	Dr. Mary Ann Wilson Professor of English	Dr. Carolyn Bruder Associate Vice President for Academic Affairs and Director of Academic Planning and Faculty Development

Task Force	Chair	Staff Liaison
Administrative & Support Structures & Organization	Dr. Ron Heady Professor of Business Systems Analysis & Technology	Jerry Luke LeBlanc Vice President for Administration and Finance
Auxiliary Enterprises	Dr. Gwen Fontenot Associate Professor of Marketing and Hospitality	David Walker Athletic Director and former Director of Auxiliary Services
Continuing, Executive, and Non-Credit Programs	Dr. Melinda Oberleitner Associate Dean, College of Nursing and Allied Health Professions	Elaine Livers Director of Continuing Education Dr. Joby John Dean of Moody College of Business
Energy Efficiency	Dr. Ted Kozman Associate Professor, Mechanical Engineering	Terry Jenkins Superintendent of Environmental Systems and Director of Physical Plant
Enrollment Management	Dr. Rand Ressler Professor and Head, Economics & Finance	Dr. DeWayne Bowie Vice President for Enrollment Management
Information Technology	Lucien Gastineau Director, Cajun Card/One Card System	Patrick Landry Assistant CIO & Director of Information Technology
Research and Economic Development	Dr. Bradd Clark Dean, Ray P. Authement College of Sciences	Dr. Ramesh Kolluru Assistant Vice President for Research and Graduate Studies

The membership of the task forces, quite diverse and representative of the University community, was drawn from a number of sources. At the January 15 meeting of the University faculty and staff, the President announced the formation of the task forces, included the list of chairs and staff liaisons in his PowerPoint presentation that was later posted on ULink, and

asked faculty and staff to indicate their willingness to serve on a task force by contacting either the Provost or the chair of the task force.

The office of the Assistant Vice President for Academic Affairs coordinated the appointment process. Deans and department heads were asked to recommend faculty to the various task forces; the Office for Campus Diversity provided a list of potential candidates; the President's office proposed a list of newer staff to match to appropriate committees; the SGA was asked to provide a list of student volunteers; and input was sought from the task force chairs. In the end, 82 faculty members representing seven colleges and 28 departments, and 52 staff members representing 38 areas on campus were appointed to the various groups. Five students, two alumni, and the Director of the Cajundome completed the membership.

The Budget Task Forces were directed to use the University's newly developed strategic plan to guide their deliberations. The plan calls for the University to focus on student success; strategically build graduate programs; improve research competitiveness; become more efficient; continue to clean up, refurbish, and modernize the campus; and strengthen community partnerships to make the region stronger. A Moodle site—Budget Response Task Forces—was created for all task force members, to facilitate communication and to share documents. Task force meetings were held in February, March, and April.

In early April 2009 all University faculty and staff were notified via email that a second Moodle site—the Budget Task Forces Discussion Forum—was created, and access was given to all faculty, staff, and students. They were invited to view the interim reports submitted by the Task Forces and participate in the process by sharing comments and proposing additional strategies on the discussion forum. The Final Reports of each task force were posted on the site following the April 17, 2009, deadline. [5] The President and the Provost dedicated the May 1, 2009, Deans/Department Heads/Directors Meeting to budget issues and invited all task force members to share in the half-day workshop. The nine task force chairs presented a brief report of their groups' recommendations and fielded questions.

Dozens of possible revenue-generation and cost-saving strategies and practices were offered by the Task Forces [6]. These strategies were predicated on insights gained from diverse assessment techniques, such as focus groups, surveys, program reviews, financial analysis and field observation. For example:

- The Academic Delivery Systems Task Force conducted two surveys, one on Faculty Summer Teaching Opinions and one on Student Summer Enrollment. These surveys were intended to uncover reasons for declining summer enrollment and associated tuition loss. Results indicated that student options were limited by the lack of desire of faculty to teach in the summer. Increasing summer salary and more flexible course scheduling options are being considered as possible remedies.

- The Energy Efficiency Task Force hired a student to walk through high energy consumption buildings after hours and observe and record the degree to which lights and technology remained on 24/7. This data led to the development of a plan to install occupancy sensors and vending machine misers and to put to sleep network computers after two hours of inactivity.

There are additional goals in the budgeting and fiscal conservation domain that are being tracked and pursued. To enhance labor efficiencies as well as mitigate paperwork reproduction and handling cost, the President, Provost and Vice President for Administration coordinated a study tracking the process flow of requests needing administrative approval. For numerous commonly-used documents, signatories were eliminated from the flow and the highest hierarchal level responsible for final approval was pushed lower.

A final and long-term organizational objective being pursued in this area is the generation of additional financial resources for athletic programs, particularly in enhancing educational support for student athletes. Numerous benchmarking studies and related research assessments with peer and conference institutions revealed that UL Lafayette allocated fewer financial resources to athletics than did others with successful athletic programs. However, the University's emphasis on sustaining and enhancing academics in a restrictive budgetary climate necessitated an approach that would generate "new" dollars rather than reallocated ones for the athletic program. As a result of a long-term collaboration between the University, athletic boosters, and the UL Lafayette Foundation, the Ragin' Cajun Athletic Foundation was born in Spring 2009 with the intent of generating financial support to enhance the educational experiences of student athletes. [7]

Business Services

The Business Services area [8], which reports to the Vice President for Administration and Finance, manages the University's payroll and human resources. Business Services regularly evaluates its operations and upgrades its services to be more efficient and to serve the University's employees better. Statewide meetings with comparable officials at other institutions and attendance at professional meetings provide a ready source of information about best practices. Additional impetus for change and improvement comes from non-recurring evaluations such as the Fisher Report, which urged converting to more electronic business processes.

Business Services is subject to numerous routine evaluations, both internal and external. Within the University, for example, the Internal Auditor annually reviews the major operations of the Business Services area, and, when problems or possible improvements are identified in its operation, suggests changes to eliminate them. For example, each semester the Internal Auditor reviews the registration and tuition and fee collection process. As a result of his recommendation and requests from students and their parents on Orientation evaluations, the University in recent years began accepting credit card payment for students' bills. External reviews are also conducted systematically each year by the State's auditors, and their recommendations are implemented by Business Services.

Systematically during recent years the Business Services area has moved from paper to electronic processes. Employee records—including salary, tax withholding, payroll deductions, and sick and annual leave credits, for example—are now accessible by each employee online through the University's portal (ULink). To remove redundancy in payroll processing, the Payroll Office in AY2007-2008 eliminated paper documentation for all leave requests and time sheet records. The Payroll Office requested the assistance of the University's Center for Business and Information Technologies, which designed and implemented "WebAid," a computerized record-keeping system that allows employees and their supervisors to process all leave requests and

time sheet records online. Employees and their supervisors can review those records in a secure online environment accessible through the University's portal (ULink).

Communications and Marketing

Formerly the Office of Public Relations and News Services (PRNS), Communications and Marketing [9] increases support for the University through programs and projects that increase awareness of the University; promote consistent, positive messages; and strengthen UL Lafayette's brand. It publishes *La Louisiane* [10], an award-winning magazine with a circulation of over 72,000; edits "Alumni Accents," the Alumni Association's newsletter [11]; and maintains a collection of digital images for use in a variety of print and electronic publications. The office works with local, state, and national media to publicize outstanding academic programs, faculty, and students. It produces "University Avenue," a video news release aired by the local CBS affiliate each week, and a weekly news release shown during the ABC affiliate's newscasts.

Several media priorities have recently been established and accomplished. For example, Communications and Marketing set out to gain national and international exposure for CajunBot II, an autonomous vehicle produced by a team of faculty and students from UL Lafayette that has been a finalist in the Defense Department's DARPA Challenge. Publicity was secured on local, state, regional, national, and international levels, including a 30-minute feature in a Discovery Science series. Another example includes global exposure of the LITE [12].

Through its licensing program [13], Communications and Marketing provides high-quality merchandise for the student body, fans and supporters, and manages the use of the University's name and trademarks. [14] The office finalized a retailer recognition program and held its first Retailers Appreciation Tour in April 2008. The purpose was to strengthen the University's position in the local retail market. The office has also established "Wear Red Day" in conjunction with Collegiate Licensing Company's "National Colors Day." The student body, along with the Acadiana community, is encouraged to "Wear Red." Significant growth in revenue following the inception of this program three years ago is evident. In 2006 a total of 52 businesses participated. In 2007 that number jumped to 74, and even with a hurricane in 2008, 70 businesses participated.

Other aspects of the University's marketing and communications efforts are evaluated at levels lower than the institution would hope for or expect, given benchmarking studies of peer institutions. As a result, local and national consulting firms have been retained to assist the University in several areas of importance in this domain. The Office of Communications and Marketing's long-term plan presented below represents a selected subset of initiatives being pursued, emphasizing those objectives most significantly and directly impacting students and learning.

> *Objective #1: Assist Enrollment Services with development of new student recruiting materials to most accurately represent the learning environment, mission, and values of UL Lafayette to prospective students, to enable them to make optimal enrollment choices.*

The need for this objective became evident from prospective and admitted student feedback indicating that the University's promotional materials lacked the professionalism and impact

demonstrated in materials of competitor institutions. As a result, numerous print documents have been significantly enhanced in both content and aesthetic design.

> *Objective #2: Maximize the use of newly produced materials to facilitate student orientation and directionality around campus.*

In pursuit of this objective, the campus map has been redesigned and made widely available in both print and electronic forms [15]. In addition, the office produced a promotional video, which is now available on the University Website. In Spring 2009 the office established a committee with SGA representation, which oversaw the improvement of signage across campus.

> *Objective #3: Redesign and retool the university's Website to make student transactions more efficient and to create greater awareness of University resources and requirements.*

This objective was developed in response to student satisfaction surveys, which indicated that students wish to conduct University business using e-commerce mechanisms. It is currently being pursued.

> *Objective #4: Develop a centralized University Calendar to be electronically available to mitigate students missing important academic deadlines and to create awareness of important co- and extra-curricular activities that can enrich students culturally, socially, and intellectually.*

This objective was developed in response to student requests for enhanced access to current information. It is currently being pursued.

Development

The Office of Development [16] raises money for UL Lafayette through a multifaceted process that includes identifying potential donors, providing information that shows prospective contributors how their gifts can be used to the University's best advantage, and coordinating appeals for funds. Two priorities for this office include securing major gifts valued at $10,000 or above and securing planned gift commitments from alumni and friends. These gifts create professorships, student scholarships, faculty endowments, and athletic endowments. In 2007, 100 gifts valued at $10,000 or above were received. [17] The office also secured nine bequest expectancies and maturities in 2007.

As is the trend in philanthropic giving, donor involvement is becoming increasingly critical to successful development efforts. While the University has been thriving in this domain, efforts have been centralized at the university level, and the University's fund-raising activities have not been as donor-centric as many competitor institutions. As a result of these findings, the Development Office established an objective to grow and refine methods and systems for tracking and accountability.

To accomplish this, in March 2009, the University hired a new Development Director and two development officers, who will work much more closely with academic colleges. Development

also establishes objective metrics for enhancing outreach activities. The number of qualified prospects to be identified, contacted, and visited by development officers is 120-150/year.

The Development Office will enhance communication about its efforts across campus, as its historical isolation has potentially deterred entrepreneurial development activities on campus. These improvements will come in the form of creating weekly gift communications, and conducting quarterly group meetings with the Office of Development and the academic deans to better communicate the progress and process of satisfying fund raising initiatives for their units.

Alumni Affairs

Alumni Affairs [18] encourages alumni to network, helps recruit students, and administers special programs, such as scholarships, reunions, and recognition of outstanding alumni. It also maintains the Alumni Center and the Walk of Honor, a path around the Quadrangle on campus that is paved with bricks bearing the names of all UL Lafayette graduates. In recent years, Alumni Affairs has made notable progress toward achieving its goals:

- In November 2000 the Alumni Association established 10 Endowed Scholarships that are awarded each year. These endowments were doubled in 2007, and the scholarships currently award $1,000 per academic year to a senior-level student in each academic college. [19]

- In 2007 the Alumni Association achieved a 4% growth in contributions to its Annual Fund [20], which finished FY2007-2008 with a 7.3% gain over the prior year. Several student organizations benefit from the Alumni Association's Annual Fund, including the Association of Future Alumni and its Ambassadors.

- As hosts of the Grad Expo, a one-stop shop for seniors preparing for graduation, Alumni Affairs uses this event to recruit members into the Alumni Association and further its fund-raising goals.

- Alumni Affairs completed Phase I of a Trailway Project [21] on the alumni grounds. The goal is to enhance an already-inviting place for students and alumni to gather and visit. A second phase is near completion [22].

- As UL Lafayette recently graduated its 100,000th alumnus, it has become increasingly obvious that its alumni have the potential to serve as a unique and valuable resource for the institution to enhance the accomplishment of many the University's strategic goals. However, while there are some very active and loyal alumni, Alumni Affairs is not satisfied with the breadth of involvement of past graduates. Indeed, one primary indicator of alumni engagement, and a metric that is heavily tracked, is alumni giving. At UL Lafayette, less than 10% of alumni have made any form of financial contribution to the institution. After benchmarking trends and challenges in this area, Alumni Affairs appended to the ACT Alumni Survey a series of questions [23], designed to gauge participatory and financial engagement with the University, and to identify reasons for lack of support. This data, which has not yet been returned to the

institution at the time of report submission, will be analyzed and utilized to devise a campaign to engender heightened alumni support.

Supporting Documents

1. Office of Institutional Research Website
2. OIR organizational chart
3. Proposed position descriptions in OIR
4. New student course evaluation form
5. Budget task forces sample final reports
6. Summary table of budget task force recommendations
7. Ragin' Cajun Athletic Foundation information
8. Business Services Website
9. Office of Communications and Marketing Website
10. Spring 2008 issue La Louisiane
11. "Alumni Accents" Spring 2009
12. News Release: Hiring Announcement of Chief Scientist at LITE / [Offline version]
13. Logos and Licensing Website
14. UL Lafayette Graphics Standards Manual select pages
15. Campus map
16. Office of Development Website / [Offline version]
17. UL Lafayette Foundation 2007 Annual Report on Philanthropy, p.16
18. Alumni Affairs Website / [Offline version]
19. UL Lafayette Foundation 2007 Annual Report on Philanthropy, p.31
20. Annual fund totals 1981-2007
21. Phase I Trailway Project
22. Phase II Trailway Project
23. Alumni Affairs 2008 survey questions

Comprehensive Standard 3.3.1.3 - Institutional Effectiveness - Educational Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational support services.

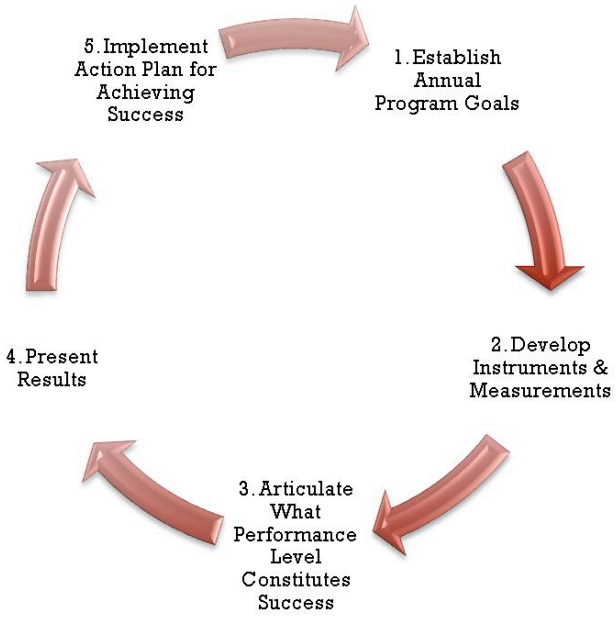
Compliance Judgment

☑ Compliance

Narrative

Although student service and support units [1] structurally report to five different Vice Presidents [2], these units follow a similar process for establishing, measuring, and responding to program goals. The cycle depicted below reflects the traditional process utilized in student service and support units for assessing "program" goals.

Figure 3.3.1.3 - 1



Prior to 2008, unit directors and their vice presidents jointly established annual program goals relating to process improvements [3]. At the end of the year, annual updates and progress reports were submitted to the units' vice presidents, and the next annual cycle of goals was established. While each unit's goals and progress reports are included in the Assurance of Learning database, examples are linked below:

Table 3.3.1.3 - 1

Sample Educational Support Services Assessment Documents	
Goals	Honors [4], Office of Orientation and Transfer [5], University Art Museum [6]
Updates and Progress Reports	Child Development Center [7], Recreational Sports [8], Student Union [9]

Assessment measures, instruments, and devices used to track unit performance were largely indirect and based on student and stakeholder perceptions and satisfaction. These indicators include the ACT Student Opinion Survey (SOS), which has been administered for over a decade at UL Lafayette [10] [11], the National Survey of Student Engagement (NSSE), the Graduating Senior Exit Survey, and numerous unit-specific surveys and indicators of service utilization and operational performance. While these data sources will continue to be used because of their richness in providing insight into the context of learning, there have been recent modifications to the assessment process in the student services and support units. Explanations of the three most significant changes follow.

1. Units are expected to replace, integrate, or supplement "annual" goals with longer-term strategic initiatives. In the student services arena, the most significant and impactful interventions cannot be accomplished in a single academic year. As a result, student service and support units have been asked to contemplate five-year objectives, with action timelines and annual assessments of their incremental process to accomplish these objectives. To facilitate this paradigm shift, informational and instructional forums were held with the vice presidents and directors as a single group [12], as well as small group and individual meetings [13]. Progress reports are still expected, but a five-year planning horizon allows the units to focus more pointedly on end results and outcomes rather than process.

2. Units focused their goals more on outcomes and results, rather than on process and action, which had been the focus prior to 2008. In the past, when results were targeted, assessments typically provided indirect evidence of "client" attitudes. In 2008 the Special Assistant to the Vice President for Academic Affairs for Assessment organized and conducted a forum for all units in student services and academic support to focus on the functional attributes of effective goals (e.g., specific, quantifiable and measurable, challenging but attainable, results-oriented), as well as to encourage these units to begin thinking of how their efforts and activities directly impact measures of student progress, performance, and success. [14]

3. Service and support now provide more evidence in their annual progress reports/strategic updates to reflect actual collection and utilization of program assessment data. Specifically, units are now being asked to

address the following queries in preparing their reports outlining new programs, actions, or interventions.

- What information, feedback, data, mandate or insights led to this initiative? That is, *why* did the University *need* to do it? The unit must specify the sources of information that led to an awareness of a problem/opportunity that led to development of this initiative. What is being emphasized here is how the unit discovered a problem and "closed the loop" to enhance students' educational experience.

- How are things better than before? Units must focus on how this initiative has positively impacted students, particularly student learning, engagement, progress and/or success.

- How is the initiative being evaluated for effectiveness and efficiency? Units must focus on how this is known to be true. What evidence supports that this initiative is a good one and that resources spent on this initiative were well spent?

- Are there any planned modifications, improvements, or alterations to this initiative?

In recent years UL Lafayette reorganized and restructured the student services and support area, the most notable result being the creation of the Vice President for Enrollment Management position, a University Council-level post. As President Savoie wrote to the faculty and staff in his monthly update in December 2008 (email dated 12/12/2008):

> *An important area of focus for the university is student enrollment and success. To move this agenda forward, we've entered into a multi-phase partnership with Noel-Levitz, the nation's leading enrollment management consulting firm, and I have appointed Dr. DeWayne Bowie as Interim Vice President for Enrollment Management. Enrollment Management will coordinate the efforts of Enrollment Services, Scholarship Office, Financial Aid, Admissions, Registrar, Veteran Affairs, and Orientation. Dr. Bowie has proven leadership in this area, and we look forward to exciting advances in our recruiting, admissions, and retention efforts and the resulting improvements in student success.*

The creation of this position had been recommended by a variety of reviewers, auditors, and external consultancies, such as the Student Issues Presidential Transition Team [15], the Fisher Report [16] (recommendation #21), and Noel-Levitz. Other sources pointed to the obvious need for enhancement in the enrollment management domain. [17] However, just as importantly, this restructuring grew from the assessment process clarifying the fact that a number of student services units were highly interdependent with regards to goal establishment and assessment. For example, financial aid and scholarship goals were very similar in that each unit pursued the objective of making the university experience as cost-effective as possible for qualified students (link to goals of these units). As a result, it became imperative to establish a structure that would facilitate intensified integration and liaison between these two units.

A final important enhancement enacted recently has been the direct and specific inclusion of student services and support units in the development of the UL Lafayette *2009-2014 Strategic Plan*. One recurring concern that emerged in the assessment process of the student services and support units was that it was difficult for them to establish strategic priorities without a clear understanding of university strategy and goals. As such, the traditional strategic planning assumption of linking and cascading goals was being violated, and student service and support units were often acting in isolation from the academic and research units. To remedy this, all service and support units were involved in a strategic retreat [18] in Fall 2008, in order to provide input into the University's emerging strategic plan.

To demonstrate specific utilization of assessment evidence and other forms of stakeholder feedback to make program enhancements in the areas of student support and services, several recently introduced initiatives are discussed below. These initiatives include:

Table 3.3.1.3. - 2

Programs and/or Initiatives	Unit
Graduating Student Exit Salary Survey	Career Services
Child Development Center's New Facility	Child Development Center
Moodle Adoption and Utilization	Computing Support Services
VSA College Cost Calculator Project	Financial Aid
Restructuring of Honors Program Seminar	Honors Program
Legacy Park and Planned Expansion	Housing
New Student Evaluation of Instruction System	Institutional Research
Smarthinking Online Tutoring	Junior Division
Supplemental Instruction	Junior Division
Advisor Training and Awards	Junior Division
Enhancements in New Student Orientation	Orientation
Bus Transit System Improvements	Parking and Transit
Parking Garage	Parking and Transit

Programs and/or Initiatives	Unit
Campus Emergency Notification System	Facility Management
Student Aquatic Center	Recreational Sports
Student Health Services Enhancements	Student Health Services
Study Abroad	Study Abroad
University Art Museum's Student Interfaces	University Art Museum
Dual High School/College Enrollment Program	University College

Graduating Student Exit Salary Survey

The University administered its inaugural Graduating Senior Survey in Spring 2008. This survey included questions regarding post-graduation plans and requested starting salaries from graduates who had accepted employment. The need to gather salary and job placement data from graduates was driven by the large number of requests from students, employers, and university administrators. Students requested salary data when exploring majors, evaluating job offers, and seeking the essential tools for a successful job search. Employers frequently requested this information in their efforts to recruit and make competitive job offers to graduates. Additionally, university administrators often requested salary and job placement data from Career Services for accreditation and recruitment purposes.

Some departments on campus, including Career Services, were administering surveys to graduating seniors. Although these surveys were providing valuable information to the respective departments, the need for a campus wide collaboration on this initiative was apparent. In addition to providing feedback to the university community regarding students' post-graduation plans, the salary information that has been gathered has provided meaningful benchmarking data. This survey has given the University valuable salary data, which is being shared with students in the career planning and job search process. Salary data gathered from this initiative is made available to employers and has aided in building stronger university-employer relationships. These valued relationships are essential in providing career opportunities for students.

Because this survey is only in its first year, the University will continue to evaluate the instrument to ensure the gathering of necessary data to meet the needs of the students, employers, and university administrators seeking this information. Programming and other uses of results will also be encouraged, as was done when the University sponsored a Dining Etiquette workshop in Spring 2009 that was attended by over 200 students.

Child Development Center's New Facility

The UL Lafayette Child Development Center (CDC) is a unique, highly-rated facility that provides early childhood care for children of students, faculty, and staff, ages 1 through 7. [19] The CDC is nationally accredited by the National Association for the Education of Young Children, and charges at least 20% less than other local community programs. The CDC provides flexible scheduling that accommodates students' academic demands, especially those of commuting students. The CDC also provides opportunities for early childhood education majors to complete required classroom observation hours on campus, enabling those with critical time limitations and transportation challenges to gain clinical experience.

About five years ago, the CDC relocated to its brand new custom-designed facility adjacent to Married Student Housing. At that time, the CDC expanded its program to accommodate a 52% increase in enrollment, and within three years after that, increased enrollment an additional 10%. There were many reasons for the relocation and new construction, but in all cases, the motivation emerged from close attention to the concerns of various stakeholders:

- The original building was adapted to be a child care facility, and thus had many limitations in its ability to meet accreditation standards and needs of the students and their parents. Nor was it effective in serving as a teaching facility for students. The new campus allows for students to observe and participate in the program in a more effective learning environment.

- The previous facility lacked adequate space for expansion, which was needed to better meet the growing demand for services by the student body.

- The old location was not designed to offer a secure environment, such as a central entrance/exit that could be designed to restrict pedestrian traffic into the facility. The facility was also not conducive for adaptation to ADA requirements, and hence could not accommodate students with disabilities.

- The original location required classrooms to be self contained in that all activities had to occur within the classroom (including learning, eating, and sleeping). The new facility contains a cafeteria, so classrooms can be designed solely as learning environments.

- The new facility offers 40-50 square feet per child, exceeding the minimum required 35 square feet.

The center retains 95% of its annual enrollment, and most withdrawals are children exiting to enter Pre-K and Kindergarten programs of the state school systems. Maintaining national accreditation, remaining in strict compliance with all four relevant licensing agencies, and receiving the support and positive evaluations from parents has confirmed the success of the Center's efforts. The Center maintains 100% capacity and continues to maintain a substantial waiting list. Surveys completed by parents who are students indicate 100% agreement that the Center's services enable them to remain in school.

Moodle Adoption and Utilization

In 2004 the Student Government Association passed a resolution and gained Faculty Senate support for an initiative requiring all faculty members to provide for each course, at a minimum, a current course syllabus, the instructor's contact information, and a class email roster on the online course management system. This resolution followed forums at which students attested to the communicative and pedagogical benefits of such systems. In response to this request, the University administration made a strong appeal to instructors to comply, and the expectation that each faculty member post the minimum requirements became official. [20] At that time, to handle burgeoning needs, UL Lafayette transitioned from Blackboard to Moodle. The University is currently using the Moodle course management system to provide an online presence for courses. Courses created under Moodle can be configured as desired by the instructor to provide a syllabus, contact information, a calendar, course lectures (in various formats), electronic resources, assignments, assessments (quizzes, surveys, choices), grades, discussions (via forums), and virtual classrooms (chat rooms). The system is available to instructors and students as a web service, both on campus and off campus, from any Internet-connected computer with a web browser.

Today's students expect continuous online access to information, including access to information concerning courses in which they are enrolled. In addition, the increase in distance education initiatives, such as the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN), requires an online system to support students who are rarely or never physically present on campus. Students now have access to a standardized system for accessing course material online. Services which were previously offered on a haphazard basis and through various disjointed services are now provided through a consistent, modern web-based service.

Moodle provides the faculty and students with expanded possibilities for interaction and asynchronous communication outside of normal class meetings and office hours. Students may access class materials, submit assignments, and interact with the instructor and other students at any time, either on or off campus. In the 2008 ACT Student Opinion Survey, the University's computer services received a high user satisfaction score relative to the national norms. Further, use of the Moodle system has been increasing each semester. In Spring 2008 there were 1,721 courses registered (versus 1,554 for Spring 2007). In Fall 2008 there were 1,902 courses registered (versus 1,630 for Fall 2007). The five-year strategic plan for University Computing Support Services (UCSS) includes an objective of providing robust, state of the art, electronic learning resources and tools in order to meet faculty and student expectations. One of the specific strategies listed is to maintain the Moodle software at or near current release levels and to incorporate continuing hardware upgrades into future UCSS capital outlay requests.

Voluntary System of Accountability (VSA) College Cost Calculator Project

The VSA College Cost Calculator project was instituted as a way for families to better understand how they might pay for college. The calculator estimates the cost to attend UL Lafayette, as well as the dollar amount and types of aid they could receive to cover those college costs. The University was encouraged to implement the College Cost Calculator (CCC) when participation in the Voluntary System of Accountability (VSA) was mandated by the Louisiana Board of Regents. UL Lafayette's VSA profile is accessible through the "About Us" and the "Prospective Students"

links on the home page of the University's Website. The University had no cost calculator on the Website, so VSA provided UL Lafayette the opportunity to give families more information about college costs. [21] [22] [23] This opportunity was very advantageous to the University, as UL Lafayette is one of the least expensive, high value-added institutions of higher learning in the United States. Providing realistic estimates of the cost of attendance was also critical to inform and recruit regional students, who would be first-generation college graduates. Indeed, this market segment has historically been and continues to be a strategic recruiting emphasis of this university.

When the University first began testing the CCC using the provided template, the generated figures did not match expectations. Extensive research and dialogue was undertaken to identify and locate the source of the believed errors. The University tested case after case to make sure families would get proper information. UL Lafayette staff then located several bugs within the program, and engaged in extensive discussions with the VSA team and program developers from the University of Texas to resolve issues. In fact, the Executive Director publicly recognized UL Lafayette for its significant contributions to the CCC, which will be adopted by universities nationwide.

Students and parents now have more information on the costs associated with college, as well as funding sources for those costs. The CCC gives families an idea of which aid is available, based on their financial situations. It breaks down dollars by grant, loan, or work, so students have an approximate estimate of the portion of their college costs they will need to pay out of pocket, if any. This knowledge helps them to come to campus better prepared financially.

Planned modifications to the CCC will be annual updates to costs and financial aid calculations, and installation of a counter to track usage. One additional needed modification is to develop a CCC for graduate students. Strategically, the University is considering the cost and benefit of developing such a tool.

Restructuring of Honors Program Seminar

The UL Lafayette Honors program has received both relative and absolute evaluative ACT Student Opinion Survey (SOS) scores lower than the University desires for several recent years. In 2007 the University appointed a new Director of the Honors Program and challenged the Director with creating a vision and implementing significant enhancements to the program. [24] This expectation was also articulated in the University's *2009-2014 Strategic Plan*. The Director has implemented several initiatives, as outlined in the Honors Program Strategic Plan [25], and one of the first actions taken by the new director was improvement of the Honors Seminar. The idea of a gathering of Honors students to discuss new ideas and research was the foundation of the Honors Program at UL Lafayette. It began with a handful of students who worked with faculty to expand their knowledge beyond the classroom. This Honors Seminar remains today the core of the program requirements, and is still a place where students exchange information.

When the new director assumed the position in June 2007, it was made clear by both students and faculty that the seminar had strayed from its original intentions. Students felt it was overcrowded, lacked direction, and was a demand on their time without fulfilling or stimulating their intellectual needs. Students from various colleges outside of the Liberal Arts and the Sciences felt their ideas and opinions were decidedly unwelcome. Faculty invited to speak at

seminar about their upcoming classes felt students were not interested and that their seminar time was being used by faculty for "commercials."

The steps taken to remedy these problems were:

1. The number of seminars was increased to four classes in 2007 and six classes in 2008 to accommodate the number of students and create smaller (more engaging) seminars.

2. The director engaged Honors Program students in actively changing seminar through:

    a. Question and answer sessions

    b. Exit surveys

    c. Encouraging the student board to become active in directing seminars.

3. Faculty and deans from various colleges were invited to visit Honors and re-visit the program.

4. Students from outside Liberal Arts and Sciences were openly encouraged to state opposing opinions during discussion, so that objective and intellectual argument could ensue.

5. Faculty members other than the director were engaged in directing seminar.

6. Students were reminded that it was the Honors students who created Honors seminar for their own benefit and the reasons for its creation.

7. Faculty have been encouraged to visit the seminars and share ideas or upcoming events.

8. Seminar has been introduced to newly entering Honors students as a chance to share "intellectual" ideas and present research.

Evaluation of these changes has come through assessment question and answer periods at the end of each semester in each seminar. Additional feedback has been gathered through exit surveys of graduating seniors. Finally, evaluation has been sought from faculty who have taught and visited seminars recently.

The response to these changes has been favorable. Students feel less "forced" to attend seminar, though they often resent any pull on their time. Students indicate they appreciate the more "serious tone" of seminar and the ability to have more input into the program.

Several initiatives undertaken since 2007 provide evidence of renewal in the Honors Program. For example, in the Fall 2008 semester a small group of students created a new Honors Symposium to present their research and read/share new research articles in their field and to signal a return to the original intent of seminar. The faculty members who were asked to teach,

or rather "lead," seminar classes have returned each semester and look forward to continuing. The Honors Program Student Board has re-connected with the student body in Honors and in Spring 2009 continued to engage students in committees to make the program more cohesive. Graduates of the Class of 2009, the first to experience these pervasive enhancements, have reported significantly more positive attitudes toward the Honors Program.

Legacy Park Student Housing and Planned Expansion

While the University was undergoing changes in its enrollment policies in the late 1990s, the demand for on-campus housing steadily declined. After looking at the decline in numbers of students living on campus, the University surveyed current and future students, in an effort to understand why the numbers were dropping. The survey results showed that this decline took place because of the poor physical conditions of the residence halls on campus. This research also suggested that the University could retain more students on campus if it could not only modernize facilities but also offer students greater privacy options and a parking space.

Based on this information and trends in Louisiana universities, a non-profit corporation, Ragin' Cajun Facilities, Inc., was formed in an effort to meet students' on-campus needs as quickly as possible. This corporation worked closely with University administration, as well as the Housing Department and on-campus students, to devise plans for a new student housing complex that could meet students' needs. Although the original plan was to house 650 students in 11 buildings, by the end of 2001, Ragin' Cajun Facilities, Inc. and the University decided on an apartment complex housing 463 students in eight buildings configured with one-, two-, and three-bedroom units, called Legacy Park. [26] [27] [28] [29]

Each apartment at Legacy Park is equipped with a washer and dryer, a full kitchen, modern furniture and appliances, and every bedroom has its own bathroom, cable television, and high speed Internet connection. A parking space is available for each student in the complex as well. Legacy Park partially opened in mid-semester Fall 2002 and has maintained its occupancy level at 98%. The complex has a waiting list of 500 students that the University is unable to accommodate. The occupancy numbers, the 500-person waiting list, and survey results continue to indicate that Legacy Park is a successful student housing facility.

Our traditional residence halls' occupancy has continued to decline, while the waiting list for Legacy Park housing has continued to increase since its opening in 2002. The University and Ragin' Cajun Facilities, Inc. received permission in 2007 to build three additional Legacy Park buildings that were initially approved at the inception of this project. To this date, the land has been cleared and preliminary site work has begun on this new phase of the Legacy Park project. At its completion, which is expected in December 2010, Legacy Park will have three additional buildings, which will house an additional 162 students.

New Student Evaluation of Instruction (SEI) System

The Office of Institutional Research (OIR) will implement a new Student Evaluation of Instruction (SEI) process in AY2009-2010. Taking into consideration recommendations from the SEI Committee, the University recently purchased a new assessment software system that will be used for SEI and other assessment needs. The new system will be in place for the Fall 2009 SEI process.

The current system is a text-based Scantron form that is limited to scanning pre-printed forms ordered from Scantron only. The SEI Committee recommended changes to the SEI form, but with the current system, changes could not be made easily. The committee also requested flexibility for colleges and departments to add discipline-specific questions to the University-approved evaluation. [30]

Other concerns regarding the existing system include the inability to customize evaluation forms and process handwritten forms. Further, the student evaluation process takes several months to prepare, as Office of Information Systems (OIS) programmers must write programming code to generate reports, and surveys must be scanned twice in order for the deans to receive a copy of the statistical reports and actual surveys. Because of delays, some students have become skeptical about the extent to which their efforts in completing SEIs are valuable or useful.

The new system is a web-based program that will allow the OIR to design surveys and administer them by paper or online. This onsite administration will allow for easy changes of survey formats and questions. It will also facilitate evaluation of distance learning courses. Finally, reports can be generated and emailed automatically. This system will replace a single use system with a multiple use system. The system will also be used for other survey purposes, which will allow OIR to assist departments with their learning goal assessment needs. In the future, in addition to the University-approved SEI, colleges, departments, and instructors will be able to add discipline-specific questions to the evaluation.

The University queried students about their perceptions of the SEI system in the Spring 2009 Graduating Student Exit Survey to establish a baseline satisfaction level to which it can compare attitudes following implementation of the new system.

Smarthinking Online Tutoring

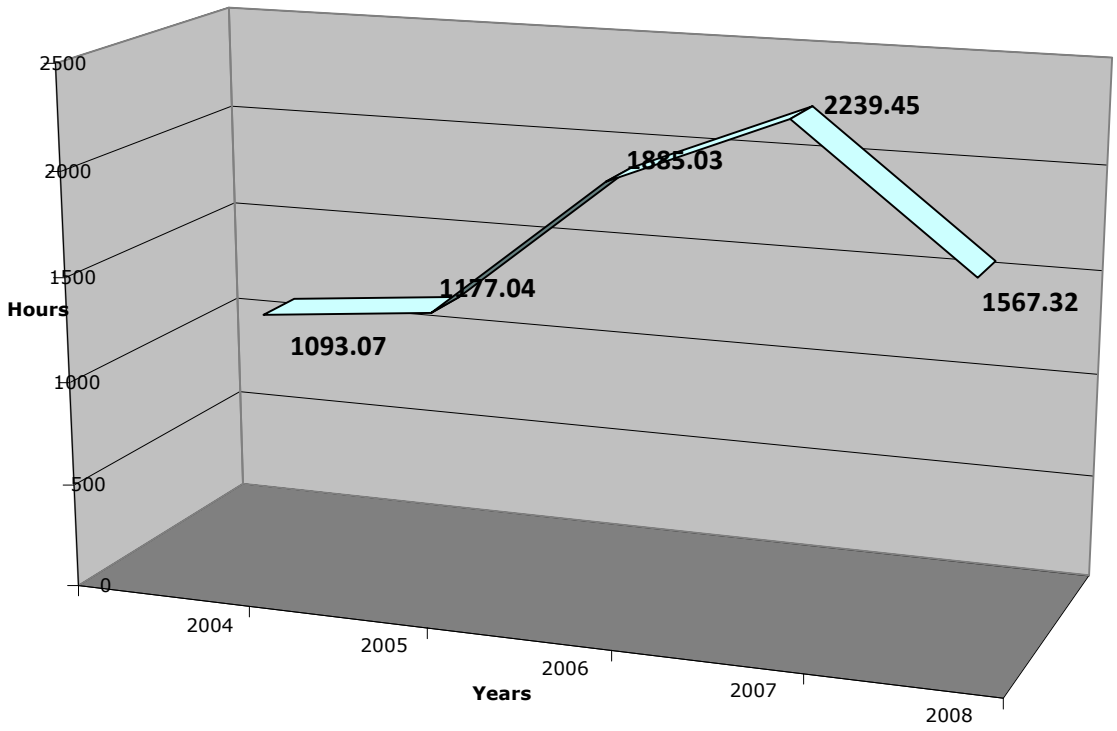
The Learning Center has provided Smarthinking, an online tutoring service, to students since Spring 2004. This service allows undergraduate students round-the-clock access to tutorial assistance. Students are able to use Smarthinking from their homes by logging onto ULink, the University Portal.

Before the Learning Center received Student Technology Enhancement Program (STEP) grants to fund Smarthinking, budgetary constraints limited the provision of live tutoring to regular business hours. The STEP program is described in detail in Comprehensive Standard 3.4.12.

As shown in the graph below, student use of Smarthinking has increased each year it has been offered until AY2008-2009 (when funding limited the number of hours the University could provide). The graph shows:

- In Spring 2004 online tutoring provided 1,093.07 hours of tutoring.
- In Fall 2007 online tutoring provided 2,239.45 hours of tutoring.
- From the time the University began offering Smarthinking until 2007, there was over a 100% increase in student use.

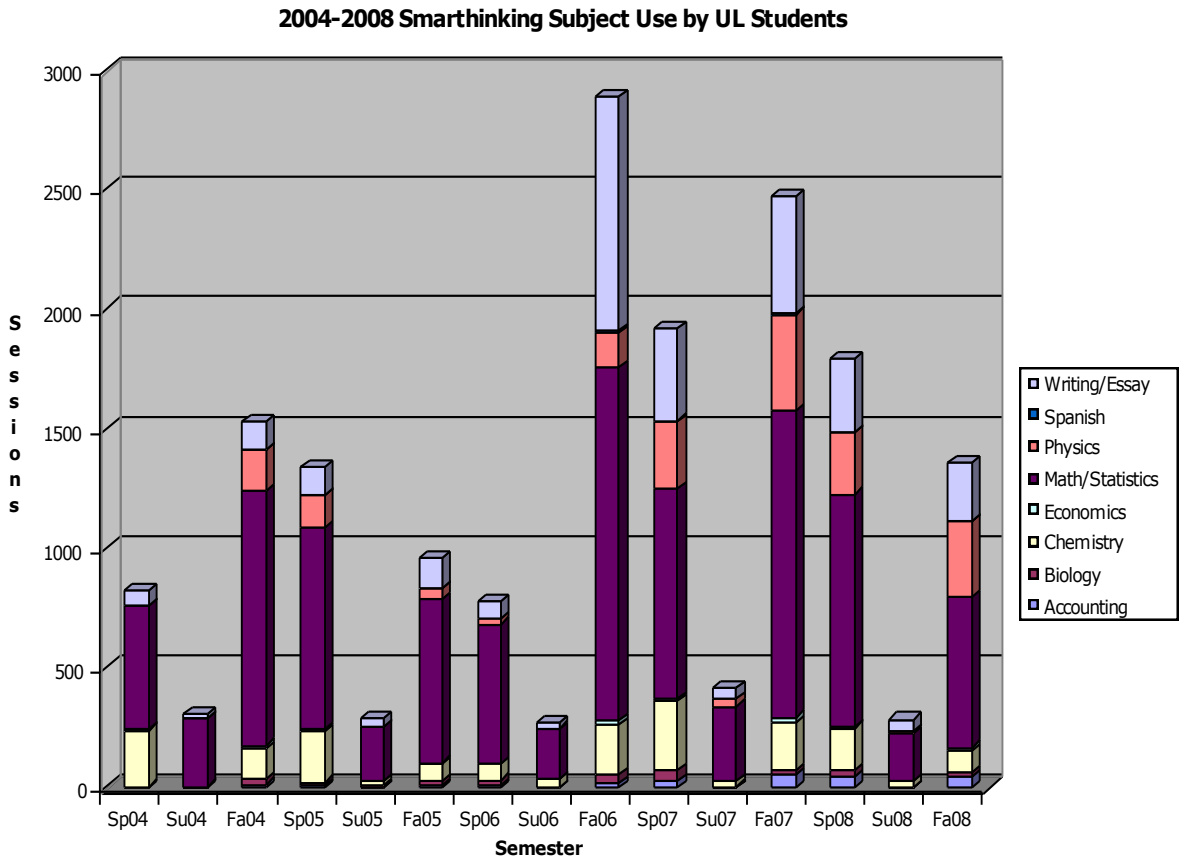
Figure 3.3.1.3 – 1: *2004-2008 Smarthinking Hours Used by UL Lafayette Students*



- In AY2008-2009, grant money was reduced by almost half, so the University had the opportunity to offer only 1,095 online hours.

As shown below, tutoring occurs most frequently in mathematics, statistics, chemistry, physics, and essays/papers for proofreading. Students are able to submit their papers online and receive a response within 24 hours.

Figure 3.3.1.3 -2



Live tutoring sessions are the most popular use of Smarthinking, and the most popular time for access is 1:00 am. Once again, this allows students a chance for help outside of on-campus tutoring hours. Students who work during the day or take 18 credits may not be able to come in for assistance during the hours of 8 a.m. to 5 p.m., so Smarthinking enables them to get the help they need at night and on weekends. The program also allows students to get help in upper-level classes for which on-campus tutoring may not be offered.

The University evaluates the increased usage of online tutoring each semester to show the success of Smarthinking. The new grant commenced on April 1, 2008, and the Learning Center was only approved for about 50% of what was requested. The University attempted to limit use in the summer by allowing each student up to six hours of online tutoring. Many students complained when they depleted their allocation of hours.

The University is requesting more hours of Smarthinking in the 2009 grant. Because the Learning Center budget is limited, it was not able to allocate money in the budget for Smarthinking. In fact, the cost per hour for Smarthinking is almost four times the amount the University pays its tutors.

Supplemental Instruction

The Learning Center Coordinator, by analyzing courses with the highest percentage of withdrawals, "D"s, and "F"s, determined several years ago that it would be beneficial to implement Supplemental Instruction sections for BIOL 110, BIOL 111, BIOL 220, BIOL 318, CHEM 107, and MATH 250. [31] Student-tutors were hired to be Supplemental Instruction (SI) Leaders for these courses. Evaluation of students' grades revealed that the average grade for students who attended SI sessions was more than three-fourths of a letter grade higher (8.4 points, which exceeded the goal of one-fourth of a letter grade) than for students who did not attend SI sessions and who were enrolled in the same course. [32] The differences in final grades, expressed as percentages (where A=90-100%, B= 80-89%, etc…), were as follows:

Table 3.3.1.3 - 3

Course	Average grade of students who attended Supplemental Instruction	Average grade of students who did not attend Supplemental Instruction	Difference
BIOL 110	79%	68%	11%
BIOL 220	73%	69%	4%
BIOL 318	77%	75%	2%
CHEM 107	72%	62%	10%
MATH 250	82%	67%	15%

The University plans to further the Supplemental Instruction initiative each semester by continuing to analyze which courses could most benefit from SI sessions, and by continuing to improve the amount and quality of the training that the SI Leaders receive.

Advisor Training and Awards

Several years ago, in concert with Noel-Levitz, the University undertook a broad review of various facets of its student recruitment, enrollment, and retention efforts. One outgrowth of the work was Noel-Levitz was the formation of an Advising Task Force. At UL Lafayette, the vast majority of UL Lafayette's students receive their academic advising from faculty, and surveys revealed that faculty advising was uneven in quality and effectiveness across campus. The Task Force saw in improved advising an important opportunity to increase students' persistence in their degree programs and to decrease the time students take to earn a degree.

In response to the Advising Task Force's recommendations, the University committed $50,000 per year to a new advising awards program for faculty. Under the new program, faculty members with more than three years of advising experience are eligible for a $1,000 award (45

awards are given). Faculty members with less than three years experience are eligible for a $500 award (10 awards are given).

The new advising award program is designed to gather feedback on advising from department heads, deans, students, and faculty peers in an attempt to change the culture of faculty advising on campus. Each Fall semester, students are required to complete an electronic advisor satisfaction survey before gaining access to the registration process. Results of these surveys have been strongly positive, with average reported satisfaction levels between 8.8 and 9.0 out of 10 from Fall 2006 to the present. This data is collected, aggregated, summarized, and communicated each year to every faculty member and his/her academic leaders. [33] Other screening criteria used to determine winners include attending a minimum number of advising workshops [34], advising a minimum number of students, and participating in special advising sessions. [35] The advising committee selects award winners based on the rankings provided by deans and department heads, the ratings given by students, and the statements from applicants detailing their academic advising philosophies, methods, and innovations. Since the advising awards were introduced, attendance at advising trainings has increased significantly, with training attendance increasing by 220% over the four year period:

Table 3.3.1.3 – 4: *Advising Training Attendance*

Semester	Number of Attendees
Fall 2005	115
Fall 2006	395
Fall 2007	582
Fall 2008	368

Enhancements in New Student Orientation

Educating students about the online university resources available through ULink and Moodle is critical to student success at UL Lafayette. During mandatory first-time Freshman Orientation, members of the Student Orientation Staff educate small groups of incoming students on the many tools available through these online student resources, utilizing “smart classrooms” on campus. Once familiar with these online resources, such as registration, accessing financial aid or tuition payment screens, checking balances for CajunCash, and many others, students use ULink to register for their courses online in campus laboratories during Orientation.

Prior to the initiative of educating students about online resources in small discussion groups, facilitated by a student staff member, the Orientation program covered these topics in a large group lecture setting. Feedback from the Student Orientation Staff and academic advisors on campus led the Orientation Office to conclude that this method of delivery was ineffective, primarily because students were arriving to register at Orientation without any understanding of how to log on and navigate the ULink system. This finding was corroborated by participant survey feedback to the question regarding changes they would like to see in the orientation process. [36]

Moving to smaller group learning in relation to online resources greatly impacted Orientation during Summer 2008. First, students were able to move through the online registration process at the end of Orientation much more quickly because of their familiarity with the system. Student staff were able to reduce the amount of time they spent explaining the online site and could focus on better ensuring students' classes were registered correctly and on troubleshooting scheduling problems such as filled courses. Secondly, the emphasis on the use of ULink resources has enhanced understanding among the incoming class about the importance of checking their ULink and email accounts to stay in touch with the University. The Orientation evaluation data from Summer 2008 shows that students responded well to learning ULink in a small group setting. 53 % of respondents said they agreed that the small group discussion helped them understand how to navigate ULink, and 37.2% strongly agreed with that statement.

Bus Transit System Improvements

The Bus Transit System Improvements initiative ensures that safe, modern, reliable, and appropriate transit services are provided for students, thereby enhancing their educational experience and the institution's academic mission. Customer satisfaction surveys and the ACT SOS identified students' greatest concerns to be the need for additional transit buses during high use activity periods and improvements to the existing transit system. Providing for and maintaining a reliable transit fleet is essential to enhancing students' educational experiences.

Parking and Transit purchased and received two new transit buses during FY2007-2008. Both transit buses were professionally "wrapped" with the University's logos. The feedback received from the students and the public has been overwhelmingly positive and has increased satisfaction with, and pride in, the University's and the transit system's missions. [37]

This initiative will continually be evaluated through customer satisfaction surveys and the ACT SOS. Further, specific inquiries about the bus system were included in the Spring 2009 Graduating Student Exit Survey.

Parking Garage

A review of both customer satisfaction surveys and the ACT SOS in recent years identified the need for additional parking on the main campus as a great concern of UL Lafayette students. The University constructed a new parking garage, which opened in 2008, to provide critically required additional parking on the main campus, thereby enhancing students' educational experience. The completion of the parking garage has provided 440 additional parking spaces for students. [38] Parking is available at the rate of $1.00 per hour. During the year since it was opened, use of the garage has grown, and feedback received from the students has been positive. There are at least two additional parking garages planned to be strategically located on the main campus, which would help to alleviate the majority of the current parking issues and concerns. The University is continually analyzing all feedback received, in an attempt to provide the highest possible service to students.

Campus Emergency Notification System

For several years, the Student Government Association has been vigilant about monitoring and making recommendations concerning campus safety. In the interest of increasing safety, UL Lafayette has implemented a variety of security and safety related initiatives, including the

installation of safety lighting and call boxes, student residence hall safety features, hurricane readiness plans, and campus escorts. While ACT SOS survey results have historically suggested that students perceive the campus as safe, recent national tragedies at campuses elsewhere have heightened everyone's concerns in this domain.

In response to recent increases in campus violence nationwide, UL Lafayette reviewed its emergency response procedures in 2007. The University determined that it was well prepared for emergencies with longer lead times, such as hurricanes or a meningitis outbreak, but lacking an adequate response system for more immediate emergencies, such as armed assault or robbery.

To address and mitigate safety concerns, UL Lafayette recently developed an Emergency Notification System (ENS). [39] [40] The University's ENS is designed to alert and inform students and employees of an immediate campus emergency. It incorporates several important principles of good ENS design:

- Overlapping technologies are necessary to ensure target coverage and to account for possible technical difficulties, such as a momentary loss of telecommunications.

- The ENS must teach people to recognize the alert (from a text message and/or a departmental radio) and use that alert to go to the Website or the hotline in order to get more information.

- The system must offer two levels of communication: one brief, focused alert with redirection to other media, such as a Website or telephone hotline, offering more detailed information.

- The ENS must account for its own limitations to avoid a total melt down at the worst possible moment. For example, although the campus has about 4,000 telephone lines, infrastructure only allows for a maximum of 100 incoming phone calls at one time.

- The system must be designed and automated such that it could be deployed easily and quickly (in less than 3 minutes) – leaving University Police with much-needed time to participate in the incident response. On this campus, responsibility for activating the ENS rests with the University Police.

The University tests its ENS at least once per semester and receives technical reports to evaluate test effectiveness. For example, one of these reports can tell University authorities how many phone calls were made in a particular time frame. The objective is to reach the target audience within 20 minutes of an ENS deployment, but the system will continue to deploy until everyone is reached. The system is designed to prioritize the order in which notifications are deployed, ensuring that the call is made to the most network-central employees first. For example, landline calls to the President's office and the Deans' offices are made before faculty office calls are made.

Testing has revealed that, despite best efforts, there are some holes within the system. For example, a night class being taught at Griffin Hall could miss the entire notification unless a

student or the professor was signed up for text messaging AND his or her cell phone was left on during the class (which is typically discouraged). The following improvements are being researched:

- Replacing the campus digital clocks with similar sized message boards that could display the time during safe periods, and change to a crawling message during emergencies;
- Adding outside larger message boards that would display the emergency notification; and
- Adding outdoor audible devices that would broadcast an emergency tone in support of the ENS.

Additionally, the University is changing its text message service. The current service is an "Opt-in" system, whereby enrollment is strictly voluntary. Despite best efforts, the University is struggling to achieve enrollment goals. Beginning in AY2009-2010, the University will migrate to an "Opt-out" system, whereby students will be required to enroll, or electronically waive their rights to do so.

Student Aquatic Center

The University of Louisiana at Lafayette's Student Aquatic Center was constructed and added to the Recreational Sports Department in the Spring of 2002. The facility is located at Bourgeois Hall and includes an eight-lane 25-yard lap pool, a zero-depth entry leisure pool with a current channel, a 20-person whirlpool, and a beach volleyball court. [41] [42] [43] The Student Aquatic Center was conceived in response to two diverse streams of feedback: (a) student survey results indicating students perceived the institution to be a "commuter campus," were less engaged in campus activities than at peer institutions, and believed the University lacked sufficient spaces for congregating; and (b) the faculty and administrative concerns about the physical health of the campus community.

Prior to the addition of the Student Aquatic Center, students had limited access to an indoor pool housed in the Conference Center and managed by the Department of Continuing Education. Due to rising maintenance and operational costs, the Recreational Sports Department was asked to pay fees for the use of the facility, fees that would have been passed on to the students. The Recreational Sports Department and the Student Government Association recognized the need and demand to add a swimming facility that was dedicated to student recreational and educational use.

The Student Aquatic Center is a hub for recreational activity on campus. Student groups and organizations reserve the facility for special events and cookouts. The University Program Council sponsors "Dive-In Movies" at the pool each year. Three Kinesiology swimming classes are held in the facility during each Fall semester. Water aerobics, water safety classes, lifeguard training, and "learn-to-swim" classes are offered for students and the University community. Since its inception, hundreds of students and their children have learned to swim through the American Red Cross Learn to Swim Program. Each year satisfaction surveys are provided to the participants in the Learn-to-Swim Program and the Water Aerobics Classes to help ensure the quality of the programs and to make necessary changes.

Participation rates have gone from just a handful of lap swimmers per week in the old facility to an average of over 2,000 visits per month. The facility enhances the lives of students by promoting health and wellness, teaching water safety, and providing positive recreation options.

The Student Aquatic Center continues to be a state of the art facility that encourages participation through fitness swim incentives and innovative programming, while providing professional and student staff dedicated to the safety of the participants.

Student Health Services Enhancements

Student Health Services (SHS) recently identified and remedied two distinct challenges as a result of its assessment processes. [44] The first was student complaints about confidentiality, and the second was lack of student awareness about the services and costs of treatment at the SHS.

Problem #1: Since 2002, the Student Health Services Student Satisfaction Surveys [45] [46] have revealed that the "Signing In" process lacked confidentiality. In 2006 the SGA brought these concerns to the University President. A system was needed to offer students a very confidential method of checking into the clinic, while allowing SHS staff to obtain the appropriate information needed to access the correct chart.

Solutions: Over the years, SHS has developed specific methods to address privacy requirements:

- Conducting annual staff in-service to discuss professional standards involving HIPAA and confidential privacy issues.
- Developing policies to refer a student with specific issues dealing with insurance or Well Woman care to the appropriate staff member.
- Hiring a full time receptionist to provide a professional atmosphere and continuity of service at the receptionist desk.
- Constructing two Plexiglas partitions at the registration desk to encourage a confidential environment.
- Establishing a procedure to use the student's Common Logon ID (CLID) in the student information system to acquire the student's social security number, which is required for medical service.

Evaluation: Student surveys collected after these interventions were implemented in 2007 have confirmed that confidentiality concerns at the registration desk have been eliminated.

Problem #2: To provide quality, accessible service to UL Lafayette students, the University offers several services that are not included in the student health fee. Several observations have been made in the Student Survey concerning the specific services available, their cost, and the fact that students felt that they were not informed of their financial responsibility for the service. Hence, the University needed to develop a system for informing students of their financial responsibility when receiving any billable service.

Solutions: In response to these issues, several solutions were implemented:

- Posting a basic chart listing all services provided and appropriate cost in the waiting room and in all the exam rooms.

- Developing a flyer that defined the services provided at the SHS that were included in the membership. These were posted at the receptionist desk and on the Website, mailed to all incoming freshmen, and handed out at all orientations.

- Conducting staff in-service to encourage the staff to inform students of the billable service, stressing students' financial responsibility, and obtaining permission before proceeding.

- Establishing a procedure in which, prior to obtaining any billable service, the clinician would inform students of the need for the service and begin the Insurance Claim Form, which would be completed and signed by the student.

Evaluation: Since these changes were implemented in 2007, there have been no negative responses in the SHS Student Survey concerning billable procedures.

Study Abroad

The UL Lafayette Study Abroad Program hosts sites in both Europe and the Americas for intensive work in which five cities (at this time) serve as laboratories and study sites. These are Paris (the original program begun 20 years ago); Florence; Mexico City; London; and Quebec City. [47] [48] Many UL Lafayette students have never left the state before their time at UL Lafayette. From the start, the Study Abroad program has allowed students who participate to examine their own cultural biases and beliefs in ways that are the heart of university learning.

The program relies heavily on both student and faculty evaluations of its offerings to determine its effectiveness. Students consistently report that the program was worth its fees many times over, and some students with adequate resources are repeat participants. Faculty members report that the time abroad for them has energized both their teaching and their research, as they develop new courses that use the city sites as their field of study.

Yet NSSE results indicate that students are participating in Study Abroad to a smaller degree than students at benchmark institutions (7% versus 14%). To address and eventually remedy this situation, several initiatives are being undertaken to increase student participation and improve program functioning.

The recent appointment of a new Director and full time Assistant to the Director has led to improved financial accounting, creation of a current and more useful Website, and increased student contact. In addition, the UL Lafayette Study Abroad Committee recently increased the number and amount of self-funded scholarships to help students defray costs associated with the program. One of the program's greatest strengths is the multidisciplinary, university wide committee that provides oversight and guidance to the staff, providing a grounded and realistic but still visionary approach to the five programs the University offers.

While additions to the staff have increased program vitality, Study Abroad still struggles with the need for increased visibility. Two student teams from the Communications Department conducting assessment projects for Study Abroad discovered that the biggest liability of the

program at the present time is that too few students and faculty are actually able to describe the University's Study Abroad Program. Faculty were not aware that the program paid their costs as well as a stipend. The Program has requested a graduate assistantship that would help address the marketing concerns of the Study Abroad Program. In addition, the Program is working with the Communications Department to acquire interns. Study Abroad is particularly looking to increase awareness of and visits to the program Website and to use Facebook and MySpace more extensively for marketing the program to its student participants.

University Art Museum's Student Interfaces

Evaluation is integral to planning and the management of resources at the Paul and Lulu Hilliard University Art Museum (UAM). [49] The entire professional staff meets weekly, and the Advisory Board meets formally on a bi-monthly basis to discuss and evaluate attendance and visitor response. UAM's leadership employs student questionnaires to identify how student visitors learned of the museum's programs. The questionnaires also assess the effectiveness of interpretive components and measure audience understanding of the exhibit's goals. These reports are read and discussed by professional staff in meetings scheduled regularly for this purpose. Staff members also evaluate attendance records and visitor comments recorded in a gallery notebook. Outside evaluators are selected from humanities faculty and administration of area universities.

As a department of UL Lafayette, and within walking distance of campus buildings and student housing, the museum has a primary audience of UL Lafayette students, faculty, and staff; however, the exhibitions and programs are crafted to reach beyond the campus to the local community of Lafayette and to all visitors to the area. Naturally, the College of the Arts receives information detailing the offerings and scheduled events of the museum, though as the value of the fine arts is not limited to its few practitioners, the instructive potential of the museum concerns many other disciplines. Critical thinking techniques are inspired by the study of masterfully articulated interpretations of the world, as well as the local and global community, and this solidifies the museum as a valuable tool for the University's humanities departments, as well as those of the social and political sciences.

In 2005 the museum developed a partnership with the University's AmeriCorps program, which created the Writing in the Galleries program. This is an arts-based literacy program that gives fourth and fifth grade students an opportunity to visit the museum and exercise language arts skills.

UAM also partnered with the University English department through an exhibition entitled "Image and Word." This exhibition engaged students in the creation of Haiku poems related to objects in the collection. Poems were then shared in a gallery binder for other visitors and discussed and critiqued in the gallery. This project was developed for the purpose of bringing all incoming Freshman English students to the Museum in their first semester and meeting instructional goals of faculty. Staff also secured funding to provide lectures and forums related to exhibitions. The Object and Idea series is in its second year. Finally, the museum has provided, through community volunteers, a gallery docent program for youth and adult tours.

The Paul and Lulu Hilliard University Art Museum at UL Lafayette is at a crossroads. After five years in operation, a stabilization of funding, broader private support, community partnerships, and increased attendance are important steps toward the institution's next stage of growth and

stability. Continued cultivation of campus partnerships and cross-disciplinary programs for students is central to UAM's mission.

Dual High School/College Enrollment Program

As with most college campuses, UL Lafayette is extremely committed to enhancing students' persistence toward and attainment of their degrees. The University analyzes a variety of data sources, metrics, and benchmarks to monitor efforts in this domain, and has instituted numerous interventions to enhance institutional performance in this area. One new program is the High School Dual Enrollment program. High School Dual Enrollment allows high school students the opportunity to enroll at UL Lafayette as early as the summer after their junior year. Participating students receive a reduced tuition rate of $30 per credit hour up to 7 credit hours. The program also delivers courses on high school campuses at a reduced contract rate.

Prior to the summer of 2007, the University had several different programs offering early college enrollment. These programs were housed in two separate offices. The "High School On Site" program, administered in University College, offered college courses on high school campuses on a contractual basis. The "Early, Concurrent, and Advanced Early Admissions" programs were housed in the Honors department and allowed qualified gifted students to enroll in courses on campus. This program had low participation rates due to high tuition costs and minimal marketing. The "High School On Site" program was limited only to students whose school board would pay for a contract course on their campus.

At the same time, the Lafayette Parish School System was looking for an opportunity to allow high school students to enroll in campus courses at a fixed low cost. Research suggested that combining the two programs and marketing them as the same would allow more students to enroll prior to their graduations from high school. Indeed, prior to the consolidation of the two programs, high school student enrollment was low, perhaps attributable to institutional resistance to blended programs. In 2007 the University created the High School Dual Enrollment program and marketed it to individual students and to school districts with reduced tuition rates and contract fees. [50] [51] [52] [53] [54] At about the same time, the Louisiana Board of Regents started its own pilot program and set aside funds to reimburse institutions for offering certain general education courses to high school students.

In Fall 2008 the University enrolled a total of 78 high school students, 40 of whom attended classes on campus. The University implemented a mandatory full day orientation for these students, as well as two mid-semester meetings, emails, and mailings. Approximately 68% of UL Lafayette's Dual Enrollment students enroll as full time degree-seeking students upon completion of high school. While some participants are graduating from high school with just three college credit hours, some have completed as many as 20.

Closely monitored student feedback from surveys is positive, as is feedback from professors teaching dual-enrolled students. In the future, students completing the program will participate in an exit briefing to assess their future plans, as well as their holistic view of the program. Based on the success of the program in the regional public schools, the University is also working with several private parochial and independent schools to incorporate this program in their high schools.

Supporting Documents

1. Listing of primary Student Services and Support units
2. Organizational chart with Student Support and Service units highlighted
3. Student Services and Support units 2007 goals
4. Honors Program sample strategy and goals
5. Office of Orientation sample strategy and goals
6. University Art Museum sample strategy and goals
7. Child Development Center progress report
8. UL Recreational Sports progress report
9. Student Union progress report
10. ACT SOS 2007 final summary report
11. ACT SOS 2008 final summary report
12. Session handouts Student and Support Services strategy forum September 2008
13. Goal and assessment review - Student Services and Support Summer 2008
14. Goals and strategy forum handouts Student Services
15. Transition Team summary recommendations on Student Services
16. Fisher Report recommendations with Student Services initiatives highlighted
17. Transition Team summary recommendations on faculty and academics
18. Strategy forum services and support draft introductory comments
19. Examples of CDC parent feedback survey instruments and results
20. Letter to faculty regarding course management system adoption, 12/08/2004
21. VSA email recognizing UL Lafayette for contributions to college cost calculator
22. College cost calculator screen shot 1
23. College cost calculator screen shot 2 results
24. Honors Program 2007-2008 annual report
25. Honors strategic plan
26. Legacy article
27. Legacy primary article Fall 2003
28. Legacy survey
29. Screen shot of Legacy Webpage
30. New student course evaluation form
31. Supplemental instruction course failure rates
32. Supplemental instruction evaluation results
33. Advising survey scores
34. Advising workshops
35. Advising Award guidelines
36. Orientation survey results
37. Fall 2008 *La Louisiane* bus system article
38. Parking garage
39. Emergency Notification System (ENS) overview
40. Screen shot of Environmental Health and Safety Webpage with ENS
41. Student Aquatic Center 2007 brochure
42. Student Aquatic Center 2008 brochure
43. Screen shot of Student Aquatic Center Webpage
44. Student Health Services Student handout
45. Student Health Services 2007-2008 student satisfaction survey comments
46. Student Health Services survey form revised April 2008

47. Study Abroad “La Louisiane” article
48. Screen shot of Study Abroad Website
49. University Art Museum viewfinder
50. High School Dual Enrollment Fall 2008 statistics
51. High School Dual Enrollment Fall 2008 grade distributions
52. High School Dual Enrollment marketing material
53. High School Dual Enrollment retention statistics
54. High School Dual Enrollment revised early admission tuition rates

Comprehensive Standard 3.3.1.4 - Assessment of Research

The institution identifies expected outcomes, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: research within its educational mission, if appropriate.

Compliance Judgment

☑ Compliance

Narrative

According to its Statement of Purpose, UL Lafayette "is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service." [1] In *The 2009-2014 Strategic Plan: Tradition, Transition, Transformation* [2], research is clearly identified as a means through which the University impacts its constituents. The vision of the University's future as defined within this document is:

> *To further the University's evolution as a distinctive institution recognized as a catalyst for transformation–of students, faculty, staff, Acadiana, Louisiana, and the globe–through its engagement in research, scholarship, creativity, and the enhancement of our unique culture.*

The following Strategic Imperatives are directly tied to the University's research and other sponsored project activities:

- Strategic Imperative 3, point 2 [3]: …reinforce…student research
- Strategic Imperative 4 [4]: Supporting the research portfolio of our community of scholars.
- Strategic Imperative 8 [5]: Fostering economic and community development.

The Vice President for Research and the units that report to that Vice President oversee the University functions related to research and sponsored activities. The goals of these areas include stimulating and supporting sponsored research, technology transfer and other economic development activities, and the operation of the University Research Park and many of the research centers on campus. Some of these functions are handled directly by the Vice President. Other functions have been assigned to the Office of Research and Sponsored Programs (ORSP) within the Vice President's office.

Funding of sponsored research increased from $17 million to $40 million over the decade of 1995 to 2005 [6], a trend that continued through FY2007-2008, when UL Lafayette secured over $50 million in new funding for research and sponsored programs.

Moreover, continued growth in research and development has resulted in a classification of UL Lafayette by the Carnegie Foundation as a Research University—High Research Activity, one of only two in Louisiana. [7]

Strategic Plan, Performance Measures, and Strategic Improvements

Research activities at UL Lafayette support the institution's mission by promoting regional economic and cultural development, exploring solutions to national and world issues, and advancing its reputation among its peers. [8] Research is also an integral part of Goal III of the *Louisiana Performance Accountability System (LaPAS)* [9] *FY2005-2010* for UL Lafayette:

> *Enhance University research capabilities and national reputation to increase research and development funding while utilizing the Governor's Information Technology Initiative to help create an environment that spurs the development, growth, and attraction of businesses capable of succeeding and flourishing within the rapidly expanding Information Age.*

To advance the LaPAS goal, the Vice President for Research has created the following objectives and strategies, with associated quantitative targets, for advancing research at the institution.

Objective 1: Increase the number and value of intellectual properties (IP) that are commercialized from the FY2007-2008 baseline number of six, to 20 in FY2012-2013. The performance indicators for this objective are the number of intellectual properties commercialized and the percentage of change in number of intellectual properties commercialized. In order to accomplish this objective, the office will:

- Provide University researchers with workshops, materials, and support regarding the disclosure, development, and commercialization of IP.
- Capitalize on the capabilities of the LITE Center for Immersive Visualization to develop IP that can be commercialized.
- Hire research faculty that are oriented to and capable of developing commercially viable intellectual property.
- Collaborate with existing business to increase commercialization of new intellectual properties in information technology and other areas.
- Enhance effectiveness of research centers and create new centers as appropriate.

Objective 2: Facilitate the creation and/or expansion of new Louisiana businesses or business relocations related to technology and other areas. The performance indicator is the number of new businesses created or relocated to Louisiana as a result of research and development efforts related to technology and other areas. In order to accomplish this objective, the office will:

- Orient new University researchers to seek opportunities to partner with industries.
- Assess the nature of intellectual properties being developed and discover opportunities to partner with existing and new businesses.

- Facilitate creation of businesses in which a UL Lafayette researcher is a part.

Objective 3: Increase the amount of externally sponsored research and sponsored program funding awarded to the University by 20% from the FY2007-2008 baseline of $42.5 million to $51.0 million in FY2012-2013. The performance indicators are the yearly amount of externally sponsored research and sponsored program funding and the percentage of change in externally sponsored research and sponsored program funding. In order to accomplish this objective, the office will:

- Increase services to University researchers including educational workshops and the acquisition of additional resources for identifying funding opportunities.

- Enhance effectiveness of research centers and create new centers as appropriate.

- Focus on applying for research funding opportunities with private companies and federal agencies.

- Ensure compliance with University, state, and federal regulations by increasing ORSP staffing and enhancing/replacing the electronic research administration software to facilitate applying for and administering awards.

Through several recent developments, the University has furthered the above objectives. Congruent with the emphasis on economic development apparent in UL Lafayette's mission, and in an effort to further advance the University's success with Objectives 1 and 2 above, the University created a position for a Director of Economic Development and Technology Transfer [10]. Currently, the responsibility of intellectual property, economic development, and technology transfer is shared by the Assistant Vice President for Research and the Director of the Office of Contract Review. The creation and filling of this new position will combine, strengthen, expand, and focus ongoing University activities related to economic development and transfer of intellectual properties into the market place. The successful candidate will report to the Vice President for Research and Graduate Studies.

In an effort to provide additional resources for faculty and pre-award staff in the Office of Research and Sponsored Programs (ORSP), in Fall 2008 the University began subscribing to the Community of Science (COS) and the CSA Illumina, comprehensive funding and grant information resources for both novice and experienced researchers. These tools are provided in addition to the InfoEd product, SMARTS, and GENIUS. Since January 2009, the ORSP has used the COS Funding Alerts tool, in conjunction with other resources, to produce a weekly newsletter entitled "Funding Notice" that is sent to faculty via email. [11]

In Fall 2008, the ORSP hosted three workshops for investigators. Two of the workshops were related to the new COS and CSA Illumina tools. The third workshop focused on five opportunities for funding offered through the Louisiana Board of Regents Support Fund. Attendees were able to meet with program managers to discuss their proposal ideas and receive one on one information and feedback. The ORSP began to offer workshops on the COS/CSA Illumina tools on a regular basis starting in Spring 2009. In addition, a workshop focusing on the Small Business Innovation Research (SBIR) Program and the Small Business Technology Transfer (STTR) Program was held in February of 2009. This workshop was a collaborative effort between

the ORSP, the UL Lafayette Small Businesses Development Center, and state economic development authorities. Both University faculty and individuals representing local industry were invited to attend. In addition to providing attendees an opportunity to learn about the SBIR/STTR programs offered by federal agencies, the format fostered potential collaborations between faculty and business. Additionally, each month the staff offers one to two workshops on finding funding opportunities and is planning to increase the topics of trainings to include proposal preparation and budget basics.

During AY2008-2009, the ORSP increased staff from four to seven people. [12] The staff now includes two pre-award and two post-award administrators, a contract and compliance coordinator, an administrative assistant, and a new position, Institutional Animal Care and Use Committee Coordinator/Regulatory Compliance officer.

The ORSP recently distributed via email its first issue of "Research Focus" [13], a newsletter on topics and events relevant to UL Lafayette's researchers. This inaugural issue featured articles on the American Recovery and Reinvestment Act, summer salary requests, research review committees, and the Community of Science. It also introduced the five new ORSP staff members. The introductory email also invited reader feedback on the newsletter and recommendations for future issues.

The increased staffing of ORSP will provide the necessary support to faculty in finding funding opportunities, developing proposals, and submitting proposals for external funding. Increased efficiency will be realized in the review and negotiation of award notices and contracts for externally sponsored projects, as well as in the processing of investigator requests for award modifications and other post award activities. More dedicated focus will be placed on developing and managing internal systems to ensure compliance with University, state, and federal regulations.

ORSP purchased a new electronic research administration software system, Coeus, in Summer 2008. Coeus is an MIT-developed application for acquiring and managing sponsored program awards. Implementation of the Institute Proposal and Award Management Modules is currently underway. Coeus will replace the system currently used by ORSP, which was developed in-house. Future plans include the implementation of the Proposal Development Module, which would allow for development, routing, approval, and submission of proposals though the electronic system, as well as the implementation of modules specific to certain compliance areas (IRB Module, Conflict of Interest Module, etc.). These advances are designed to improve the proposal routing and approval process for investigators with the hope of increasing proposal submissions.

Research Centers

There are a variety of centers and laboratories at UL Lafayette [14] that support the research interests of the campus community, as well as contribute to the broader community. The Vice President for Research is charged with monitoring the activities of these institutes, centers, and programs, and assists them in achieving their unique missions in an effort to advance the research agenda of the University community.

Approval of proposed new centers, institutes, and other research units is vested under the authority of the Louisiana Board of Regents Division of Academic and Student Affairs. In

considering the creation of a research institute or center, UL Lafayette is compliant with the registration and review process, as outlined by the Louisiana Board of Regents [15] on its Website. Procedures for application of a new research unit vary, depending on the funding sources for the new unit.

If the proposed unit is to be funded through state funds, the University administration works with the individuals responsible for the proposed new unit to complete a proposal to be submitted to the Board of Regents prior to the establishment of the unit. In preparation of the proposal, the University administration evaluates the following:

- Objectives for the proposed unit and the relationship of these objectives to the role, scope, and mission of the University.
- Rationale or need for creation of the proposed unit considering the existence of similar or related units both on campus and at other state institutions, distinguishing characteristics of the proposed unit as compared to any existing unit, and a plan for coordination/cooperation between the new unit and any existing similar or related unit.
- Involvement of faculty, present and projected, in research, extension, and other activities and the relationship of these activities to unit operations.
- Existing facilities available for the proposed unit and the need for new facilities including cost estimates and source of financing.
- Administrative structure for the proposed unit, including reporting lines and the impact of the unit on existing organizational structure.
- Budget estimates for the proposed unit during the proposed period of operations including major areas of expenditure and sources of funding.

As per the guidelines, when a proposed new center or institute is to be funded with non-state funds, the University registers the unit with the Board of Regents within 30 days after creation. The University administration works with the individuals responsible for the proposed new unit to complete the necessary paperwork that is submitted to the Board of Regents for a period of conditional approval for up to one year. Upon expiration of the period of conditional approval, the University is required to submit a full proposal for consideration. In preparation for both the initial application for conditional approval and the follow up application for full approval, the University administration considers the following:

- A description of the unit considering the objectives for the proposed unit and the relationship of these objectives to the role, scope, and mission of the University.
- Administrative structure for the proposed unit, including reporting lines and the impact of the unit on existing organizational structure.

- Projected budget, including sources and amounts of funding/revenue and expenditures, as well as contingency plans for funding of the unit should projected non-state funds not become available.

Some of the centers on campus are funded through competitive federal programs. Examples are the Manufacturing Extension Partnership of Louisiana, the Small Business Development Center, and the Louisiana Procurement Technical Assistance Center (LA PTAC). Within the proposal submitted to the sponsoring agency, performance measures are defined for that particular center based on its goals and objectives. On a regular basis, as defined by the award document, the center must provide reports to the sponsor on progress and performance as compared to the identified measures. The University administration, through the Vice President for Research and Graduate Studies, reviews the performance and impact of these centers in making decisions about the continuation of the center and the allocation of University resources for the continued operation of these centers. An example of performance measures for a particular center that the administration would review is provided in the supplementary document. [16]

Research Expectations for Faculty

As is fitting in an institution for which research is a core value in its mission, tenured and tenure-track University faculty are evaluated often and through various programs and initiatives based on their research and scholarship.

The centrality of research in the faculty role is clearly articulated in Section IV of the *Faculty Handbook* [17] ("Instructional and Research Policies"):

> *The advancement of knowledge through research and scholarship is a primary mission of universities. The Office of the Vice President for Research and Graduate Studies works with the various colleges and departments to promote and encourage basic and applied research. Its responsibilities include administrative support for externally-sponsored research projects, stimulation of technology transfer and other economic development activities, operation of specialized research centers, liaison with federal and state research and development agencies, and support for the institution's graduate programs.*

In Section V of the *Faculty Handbook* [18], the University further defines the characteristics of an "Ideal University Professor," which is central to the assessment of faculty performance at the University in annual evaluations, merit raise considerations, and tenure and promotion decisions. Research and scholarship is clearly identified as one of three areas of expected faculty performance:

> *University faculty are teacher-scholars. As such, they should conduct research and produce scholarship and/or creative works in their respective areas of specialization. The usual expectation is that faculty will produce scholarly articles, monographs, and textbooks that are current and well-written and recognized by colleagues and peers as worthwhile contributions to the literature in the field. Additionally, they are active in professional and related societies on both the local and national levels. The objectives of faculty research, scholarship, and creative endeavors should be to improve both humanity and the faculty's effectiveness by generating new knowledge and understanding and by providing opportunity for their students to learn. There is no substitute for a research program at the forefront of knowledge.*
>
> *In many disciplines, external support acquired through a process of peer review provides a direct measure of the relevance and quality of research. Refereed research publications of high quality are generally far more important than other publications. Model university professors should be recognized among their colleagues for distinguished contributions to the discipline, in the form of literature, exhibits, and/or performance, and for the accomplishments of their students. Additionally, such faculty are research leaders within their departments and colleges, often collaborating with and mentoring other faculty.*

The "Faculty Workload Policy" [19] provides the framework for understanding the University's expectations regarding faculty research productivity. The document defines four workload tracks [20] for faculty, with differing expectations in the areas of teaching, research, and service. The primary factor determining the track to which faculty are assigned is the mission of the department and/or college in which they reside. Each track includes research as a significant component, with the percentage of workload devoted to research varying among the tracks, depending on the nature of the program and the qualifications of the faculty member.

Faculty performance is tracked and evaluated yearly using the "Faculty Workload Document." At the beginning of the year, faculty members complete a "Projected Workload Form" that details their anticipated activities in these three areas. At the end of the year, faculty members report their "actual activity" on the same form [21] and submit it to the Department head or immediate supervisor, who then evaluates that person's performance and prepares the "Annual Performance Evaluation Form" for each full-time faculty member. The faculty workload form instructions make it clear that "descriptions of workload expectations do not equate to subsequent performance evaluation; performance evaluation is driven by the quality of one's work, not the fact that it meets the percentage expectations of the workload track to which one is assigned." [22]

The forced-distribution evaluation process ranks faculty into merit categories for the purpose of awarding annual salary increases. At the department level, all faculty are ultimately ranked in one of six merit categories labeled I (Exemplary), II (Accomplished), III* (Meritorious), III (Very Good/Good), IV (Below Expectations), and V (Significantly Below Minimum Expectations). Faculty members receiving Category IV or V rankings are ineligible for salary increases. The process of establishing rankings is described in detail in Comprehensive Standard 3.7.2, but typically, assignment to the top three categories is limited to 50% of the faculty. The

department head's evaluation is then reviewed by the college's Dean, who integrates the merit rankings of all departments in that college, and by the Provost, who integrates the rankings of all University faculty. Either may adjust the faculty member's overall evaluation relative to other members of the college or the University. Samples of actual workload documents and annual performance evaluation for faculty and department heads in different tracks are provided [23]. Decisions about the amount of funding available for salary increases based on merit, and the particular merit increase plan for a given year cannot be made until the University's budget has been determined.

In Spring 2008, the Academic/Faculty Transition Team proposed an extensive review of the University's system for evaluating and rewarding faculty performance. The team particularly objected to the use of quotas for departments in the existing six merit categories. It also recommended further analysis of salary distributions compared to peer institutions. In Fall 2008, in response to these recommendations, the Provost appointed a Task Force with broad-based faculty participation to study the merit evaluation structure and recommend changes. The group of three deans appointed by the administration, three department heads from the units not represented by deans, and seven faculty appointed by the Faculty Senate Executive Officer have targeted Spring 2010 for completion of the project.

Tenure and Promotion

The process of a faculty member earning and being awarded tenure is described fully in Comprehensive Standard 3.7.2. Faculty members hired in a standard seven-year probationary period are evaluated for progress toward tenure at least once during the mid-tenure review (after three years of employment), and again after six years of employment, at which point tenure is either recommended or not. As with faculty evaluations, the composite description of the "Ideal University Professor" included in the *Faculty Handbook* provides benchmarks for assessing faculty performance in tenure and promotion decisions.

Recommendation of those to be considered for tenure originates in the department, with tenured faculty and department heads initiating the recommendations. The process of tenure review at the department level varies depending on department size and mission, and may include a vote of all tenured faculty members or a recommendation of a personnel committee. Those recommendations are transmitted to the appropriate academic dean, who forwards it with a recommendation to the Provost, who in turn submits it with a recommendation to the President. Final authority for granting or denying tenure rests with the University of Louisiana System Board of Supervisors.

The promotion process is described in the *Faculty Handbook*. Academic ranks at the University are Instructor or Lecturer, Assistant Professor, Associate Professor, and Professor, and faculty at all ranks are expected to meet the criteria for an "Ideal University Professor." Advancement in academic rank is not automatic, but is based upon the faculty member's performance. In recommending a faculty member for promotion in rank, several factors are considered, including:

1. effectiveness as a teacher and advisor;

2. research and professional attainments, such as continued study, refereed publications or suitable equivalents, and participation in professional societies;

3. service to the department, college, and University; and

4. service to the community.

Judgments concerning teaching, professional attainments, and service to the department, college, University, and community are grounded in the annual performance evaluations of the faculty member. However, in evaluating a faculty member for promotion, the department and University administration may also consider other factors, such as the Board of Supervisors guidelines regarding rank distribution of faculty. In addition to the criteria described above, all colleges and a number of departments have written tenure and promotion guidelines that reflect expectations based on their respective missions. The guidelines for promotion [24] stipulate that during candidacy for appointment as an Assistant Professor there should be "a clear indication that the individual is a successful…researcher," and similarly candidates for promotion to Associate Professor should demonstrate a "sustained record of excellence in… research…" Promotion to full Professorship implies that the individual is recognized by peers in the profession as an authority in a field of specialization, and by associates and students as an outstanding teacher and researcher. The Professor will have made "major, nationally recognized contributions in the areas of teaching, research, and professional service."

Graduate Faculty Membership

Membership on the University's Graduate Faculty is a privilege that confers benefits and requires a consistent level of active engagement in research and publishing within the faculty member's discipline, as stated in the *Faculty Handbook*:

> *The primary criterion for Graduate Faculty membership is a consistent record of significant scholarly activities. Typically, such activities are evidenced by peer-reviewed publications such as papers in strong professional journals or in refereed conference proceedings, books or book chapters by scholarly publishers, or creative works published in appropriate venues.* [25]

Faculty members must apply for renewal of Graduate Faculty status every five years, which provides a continual stimulus to all faculty members to remain engaged and productive on the forefront of academic research.

Endowed Professorships and Chairs

All of the University's 22 endowed chairs and all but two of the 262 endowed professorships are awarded based principally on the productivity and quality of research of the applicant.

For endowed professorships,

> *Excellence in research and scholarship is evidenced primarily by publications: articles in strong refereed journals or conference proceedings of national scope, books or creative works by major*

> *publishers, exhibitions or performances at major venues, and other sorts of significant publications commonly recognized within the academic community. Externally funded research grants, especially those awarded competitively by federal agencies or major foundations, are taken as evidence of the merit of research activities.* [26]

For endowed chairs,

> *The recipient…must have a distinguished record of accomplishments in his/her field, as indicated variously by research, publication, external funding, creative endeavors, awards and honors, and leadership positions in professional organizations.* [27]

Because such professorships and chairs confer public honor and recognition, an annual supplementary stipend and, in some cases, a reduction in course load, they provide a considerable reward for and stimulus to engagement and productivity in research.

Summer Research Awards and Sabbaticals

Research Awards and Sabbatical leaves are also available to faculty to support research. Summer Research Awards [28] are primarily meant to foster academic research, and secondarily to facilitate distance learning course development. All tenured and tenure-track faculty may apply for the awards, which are granted competitively. The overwhelming majority of the awards [29] are directed to junior faculty to establish and strengthen their research agendas. The awards range from $4,800 to $5,400, depending on rank.

Sabbatical leave [30] is granted to a faculty member, usually to pursue research. Sabbaticals are available for Summer term, or for one or two semesters during the academic year. Sabbatical leave [31] is generally funded at 75 % of the faculty member's salary. Following Summer Research Awards and Sabbaticals, faculty members must submit activities reports to the Provost documenting their research productivity during the period. The terms of these awards are described in detail in Comprehensive Standard 3.7.3.

In addition to these awards, many departments and colleges offer competitive awards for research, often combined with monetary support for specific needs associated with faculty and student research, which is not covered by other means.

Student Research

UL Lafayette's graduate school and all its graduate programs encourage student participation in faculty research through the award of assistantships specifically linked to research, and through the inclusion of graduate students in the application of numerous sponsored research projects. As befitting the University's Carnegie classification as a Research University with High Research Activity and its SREB classification as a Four-Year II university, our graduate students function in a milieu of research and scholarship. The course work required of UL Lafayette's graduate students, the nature of the exams they take, the project reports they are expected to produce, the theses/dissertations they are expected to create and defend, and the associations they have with productive, research-oriented professors and scholars—often as apprentice scholars and researchers—all demand constant immersion in research activity.

Graduate students (and fellows) are sometimes brought on as co-authors with professors, or they work with and for their professors on grant proposals or research projects. Graduate assistants also help run labs, teach courses, and work on various research and production projects. They are sometimes referred to as "research assistants" and are paid from externally funded grant dollars or from state funded graduate assistantship lines.

Some departments (e.g., BIOL) assist their students in learning how to write their own research grant proposals. Other departments require their graduate students to present the results of their research at local colloquia, regional, national, or even international scientific or scholarly conferences, and are encouraged to submit their research for publication. Some departments promote student-led scientific or scholarly conferences, and at least one department (History) supports a student-produced journal. Some departments (e.g., Center for Advanced Computer Studies, Engineering) engage their graduate students in group projects involving creativity, innovation, and discovery.

The Graduate Student Organization also uses self-assessed fees to create a pool of money to be competitively awarded to graduate students for travel to conferences to present the findings of their studies or to buy research equipment and supplies. [32] Throughout all these activities, graduate students are generally evaluated and assessed on their competency and mastery of research material, skills, and techniques—both by faculty members and by the community of peers that validates scholarly research activities through conference presentation selection and critique, journal article peer review, and competitive grant proposal selection.

Supporting Documents

1. *Undergraduate Bulletin*: Statement of Purpose
2. *2009-2014 Strategic Plan*: Vision
3. *2009-2014 Strategic Plan*: Imperative 3
4. *2009-2014 Strategic Plan*: Imperative 4
5. *2009-2014 Strategic Plan*: Imperative 8
6. External Funding FY1994-FY2006
7. Carnegie classification for UL Lafayette
8. UL Lafayette Statement of Purpose
9. LaPAS FY2005-2010: Goal 3
10. Vacancy announcement for Director of Economic Development and Technology transfer
11. Weekly e-mail newsletter “Funding Notice”
12. ORSP organizational chart
13. “Research Focus” e-mail newsletter
14. UL Lafayette research centers and laboratories
15. BOR guidelines for new research units
16. Sample performance measures for research center funded by LA PTAC
17. *Faculty Handbook*: Instructional and Research Policies
18. *Faculty Handbook*: Description of Ideal Professor
19. Faculty workload policy
20. *Faculty Handbook*: Faculty Workload Tracks
21. Faculty workload form
22. Faculty workload form instructions
23. Samples of workload documents and annual performance evaluations
24. *Faculty Handbook*: Promotion Guidelines

25. *Faculty Handbook*: Membership Graduate Faculty
26. Selection guidelines for Professorships
27. Selection guidelines for Endowed Chairs
28. Guidelines for Summer Research Awards
29. Listing of Summer Research Awards
30. Guidelines for sabbaticals
31. Listing of Sabbatical Awards
32. Funding by graduate student organization

Comprehensive Standard 3.3.1.5 - Assessment of Community Service

The institution identifies expected outcomes, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: community/public service within its educational mission, if appropriate.

Compliance Judgment

☑ Compliance

Narrative

Community and public service has traditionally been identified as a valued and expected activity for faculty members at UL Lafayette and is specifically mentioned as one component of a faculty member's annual evaluation in the service area. In addition, civic engagement is recognized as an integral component of the higher education experience for students. At UL Lafayette, this focus is evidenced in the University's Statement of Purpose (mission statement), which states, "the University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service." [1] The University identifies expected service outcomes for both faculty and students, has implemented mechanisms to assess achievement of those outcomes, and is working to maintain, expand, and improve performance in areas identified as deficient. [2]

Community service generally falls into three broad categories:

1. Membership and service to the university as an institution
2. Development of professional service partnerships with the regional community
3. Civic engagement with the social-service community

Membership, service, and participation in the operation of the University, college, and department are noted in the *Faculty Handbook* as requirements to meet the role of "the ideal faculty member." This level of engagement is evidenced by "…helping to create an environment of collegiality…assuming leadership and administrative roles and in committee work at the [various levels]." [3] The University's *2009-2014 Strategic Plan* [4] notes such values as "stewardship" [5] and "civility" [6] when articulating the expectations of the faculty member's roles with colleagues and within the institution itself. To promote the institutional effort to encourage individual engagement with the administration of the University, Academic Affairs distributes to every member of the faculty and staff a request to serve and a list and description of each of the University committees every Spring semester. The end result of this democratically-based self-selection model is the broad faculty and staff participation on any of 35 various university-wide committees. Documentation and evaluation of institutional service is included in each faculty member's work load report and annual evaluation, which documents self-reports of service activities at the University and community levels.

The development and maintenance of professional service and community partnerships is a significant component of UL Lafayette's identity. From the early development of courses and partnerships with local agricultural groups, to active participation in business incubation, the

University has maintained an active role as a primary stakeholder in economic development at the regional, state, and international levels. As in institutional service, the University's commitment to professional partnerships is articulated in the mission, strategic plan, and faculty evaluation documents. Noted in the University's strategic plan, service is partly defined as a "commitment to making a difference through community engagement" [7] [through] "the creation and dissemination of knowledge that elevates the stature of our community of scholars and contributes to the betterment of the world." [8]

Active community partnerships are evidenced at several levels. As an institution, the University is a vital partner with the Lafayette Economic Development Authority (LEDA) [9] (appointing two standing commissioners to its board) and the Enterprise Center of Louisiana (ECOL). The Enterprise Center is a joint economic development project of the University, the Southwest Louisiana Electric Membership Cooperative, and the City of Carencro, Louisiana. ECOL notes as its mission: "Provision of an environment in which a new or small emerging business can learn effective business practices while actually engaging in business operations with the end result of creating jobs and diversifying the economy in Acadiana." [10] Through this partnership, a dozen offices with varying specializations—from oilfield operations to human physical rehabilitation to national conservation efforts—have been able to expand into the area.

Partnerships at the faculty and academic unit levels are abundant across campus and the region through a variety of activities. Within the College of Nursing and Allied Health Professions, faculty and students joined with the Louisiana Association of Nurse Practitioners to organize and host an annual primary care conference. [11] Faculty and students in the B.I. Moody III College of Business Administration [12] actively worked on promotion for the Acadiana Film and Music Festival, bringing independent music and film artists from around the world to the area. Additionally, faculty in every academic college have reported providing volunteer consultation services to a wide variety of local and regional governments, civic organizations, and for-profit businesses. Examples include working on marketing plans for the City of Delcambre, Louisiana, conducting workshops for high school students and teachers, and administering student volunteer and internship experiences at hospitals, schools, social service agencies, marketing firms, and more. All provided invaluable experiences for the students and cost-saving measures for area businesses, which in turn create employment opportunities for UL Lafayette graduates. For more information on internships, see Core Requirement 2.7.2.

Civic engagement with the social service community is strongly supported at the institutional and individual levels of the University. Clearly noted in the *Faculty Handbook*, " [w]hen faculty members are asked to serve on various governmental, industrial, or non-profit agencies' committees and advisory boards, they should give freely of their time and energy." [13] The new strategic plan notes that part of defining academic "success" for our students requires "…their development as globally responsible, productive citizens." [14] These standards have been embraced by faculty across every academic discipline, integrated into the general education curriculum, and supported by the University at large. Institutionally, UL Lafayette is unique in housing the only campus-based AmeriCorps Community Service Program [15] in Louisiana. Since 1995, over 400 UL Lafayette student AmeriCorps members have provided over 250,000 hours of community service to south Louisiana.

At the academic unit level, faculty and students in each area have placed their unique stamp in providing outreach and service. In the College of the Arts, the Community Design Workshop

provides students with experience and public outreach on the elements of positive community design. Most notably, they have transformed the local agency addressing the challenges of the homeless population. [16]

Faculty in the B.I. Moody III College of Business Administration report service on community boards such as United Way of Acadiana, the Junior League, the Komen Breast Cancer Foundation, and the American Heart Association. In addition, students and faculty provide service and expertise with free income tax preparation assistance working with Volunteer Income Tax Assistance (VITA).

Faculty in the College of Education have direct partnerships with five area school systems, provide leadership and oversight for student teachers, and provide countless hours of service on community boards.

In the College of Engineering, faculty have reported a diverse range of campus and community activities to include professional applications (such as working with community government on drainage issues), to direct student-involvement activities (such as Engineering Day).

The College of Liberal Arts, with multiple departments, over a dozen degree programs, and independent centers of study, has faculty spread across the region as volunteer community contributors. Examples include service on the State of Louisiana Health Insurance Board; providing writing workshops at local high schools; service on local community boards such as Acadiana CARES, Stuller Place, and the Women's Foundation; judging local writing contests and serving on organizational boards for local festivals; hosting and administering the regional Social Studies Fair, and providing invaluable time and service fund-raising for nursing homes, women's shelters, children's shelters, libraries, and more.

In the hours, days, and weeks following Hurricanes Katrina and Rita, faculty and students in the College of Nursing responded with volunteer time and expertise in local shelters, hospitals, clinics, and schools. Faculty have also spent volunteer hours on community boards such as the Miles Perret Cancer Center, the Lafayette Public Library, and the Grief Center, and have used their expertise for volunteer hours in activities such as medical case reviews.

The UL Lafayette Ray P. Authement College of Sciences has eight departments with faculty reporting community service activities. While there are many exciting service-learning projects, one example from the Department of Renewable Resources involves a funded project called RUNbus, which has developed an exhibition vehicle. The Resourceful University Network (RUN) is a group of UL Lafayette students who formed a non-profit organization. UL Lafayette has teamed with RUN and received a UL System Service-learning Grant of $20,000 to retrofit the bus to be environmentally friendly. The partnership provides an opportunity for students in multiple disciplines to gain hands-on experience and creates a space for learning about environmental protection, sustainability, and social entrepreneurship. [17]

In addition to service initiatives housed in specific colleges or academic units, there are contributions made as a result of cross-disciplinary interactions. One notable example, and one that has brought the global spotlight to UL Lafayette, is the conceptualization and construction of the BeauSoleil Louisiana Solar Home [18]. The interdisciplinary team working on this project will journey in October 2009 to Washington D.C. for the 2009 U.S. Department of Energy Solar Decathlon competition. The Solar Decathlon is a worldwide competition in which 20 colleges

and universities are chosen to design, build, and operate the most attractive and energy-efficient solar-powered home. Once the project is completed here in Lafayette, the home will be partially disassembled and transported to Washington, where it will be re-built on the Washington Mall along with the other competitors' projects. The team will then operate the home for the duration of the judging between October 7 and 18. The ten competitions of the Solar Decathlon will test day to day life in the home. Designed to be completely self-sufficient, the BeauSoleil Home will generate more energy than it consumes, collect its own water using a cistern, and capture natural breezes and sunshine to reduce the amount of energy it consumes. The students and professors who make up Team BeauSoleil are dedicated to turning this real-world, sustainable living solution into an eventual working model that can be sold to the public.

The University also sponsors approximately 180 student-led organizations, many of which clearly articulate community service as part of their mission. While some of the organizations identify their philanthropy on their University-based Websites, others, such as sororities and fraternities [19], have a formal reporting system direct to the Dean of Students Office. Through this mechanism, UL Lafayette students report that over $86,000 was raised to benefit organizations such as the St. Jude Research Hospital, the Children's Miracle Network, the American Library Association, the American Heart Association, as well as many local organizations. In addition, almost 15,000 hours of volunteer time was given in support of the March of Dimes, Boys and Girls Clubs, the Special Olympics, and many other locally-based organizations that provide direct community service. [20]

Assessment evaluations of strengths and weaknesses regarding community/public service efforts have matured beyond the standard self-report measures of faculty workload and activities. In 2007, the University took part in the National Survey of Student Engagement (NSSE), which provided some measure of the strengths and weaknesses in targeted areas of service engagement tied to "enriching educational experiences." In addition, in Spring 2008, the Dean of Community Service and the Special Assistant to the Vice President for Academic Affairs for Assessment conducted a campus-wide survey on faculty experiences with service learning [21]. Self-reports from this survey identified over 100 UL Lafayette courses with an embedded service-learning component [22]. These two assessments provide valuable baseline information. In Spring 2009, a follow-up survey on faculty and staff community engagement [23] was completed. Findings point to broad community/public service faculty engagement on an individual basis across every discipline.

UL Lafayette Community Service Strategic Plan 2007-2010

The community service strategic plan, which guides planning, activity, and assessment in the outreach domain, was developed around a three year framework in which: (1) the Dean of Community Service would gain an enhanced understanding of the use and utility of Service-Learning on the campus, (2) the University's administration would strive to implement mechanisms to actively encourage diverse forms of meaningful community outreach, and (3) regional service activities on the campus would be enhanced in terms of both breadth and depth. This three-tiered approach was necessitated by the lack of reliable knowledge about the extent to which forms of outreach such as Service-Learning were being implemented. Nor were there specific requirements for the reporting of such activities. In the tables below, initial, intermediate, and long-term goals and objectives are identified, and assessment plans and results summarized.

Table 3.3.1.5 – 1: Initial Goals | Establishing a Baseline of Knowledge

Goal	Faculty, Staff and Student Goals	Assessment Plans and Results
1	Determine faculty knowledge of, interest in, and use of Service-Learning	Service Learning Survey (Spring 2008) results indicate high levels of knowledge about and interest in Service-Learning. Open-ended responses informed the Dean of Community Service about several viable mechanisms for enhancing class-oriented outreach. Many faculty members reported wanting more information on how they could become involved in Service-Learning.
2	Indentify the benefit and beneficiaries of Service-Learning in the Acadiana region and in Louisiana	Service Learning Survey (Spring 2008) results revealed beneficiaries spanned a variety of sectors. The perceived positive impact of Service-Learning on students, organizations, faculty and the University were confirmed. Over 200 class sections included a service-leaning component over the past three years.

Although assessment results for the Initial Goals indicated broad-based campus involvement in public service, several anecdotal comments on the faculty and staff surveys indicated opportunities for the University to support even higher levels of community outreach through the provision of certain institutional incentives (e.g., 'seed funds' for classes incurring expenses during service-learning and explicit recognition of faculty sponsorship of service learning during merit reviews.) Hence, intermediate goals focused on preserving and enhancing a culture of community outreach at the University.

Table 3.3.1.5 – 2: *Intermediate Goals: Creating Mechanisms to Promote Community Outreach*

Goal	Faculty, Staff and Student Goals	Assessment Plans and Results
1	Determine faculty and staff involvement in all forms community outreach	A Community Engagement Survey was conducted in the Spring of 2009. Results indicate that faculty and staff have served in critical governance positions in more than 500 regional organizations over the past three years. Many more have volunteered for numerous other organizations.
2	Ensure understanding of the role of public service among faculty members	The University's recently developed Strategic Plan obligates the institution: 8A - to support internal stakeholders working to generate a positive economic, scientific, cultural or social impact.

Goal	Faculty, Staff and Student Goals	Assessment Plans and Results
	Create incentives to foster community outreach and public service	Survey data indicates this is a need, and may include ongoing efforts to broaden institutional support (ONGOING).

Ultimately, the intent of understanding current outreach activities is to assess the potential for expanding public service. However, survey results will be analyzed in greater detail by the Dean of Community Service to attempt to calculate the total impact of University outreach in terms hours and people involved. This information will be used for recruiting purposes as well as for community relations.

Table 3.3.1.5 – 3: *Long-term Goals | Increasing and Enhancing Community Outreach*

Goal	Faculty, Staff and Student Goals	Assessment Plans and Results
1	Increased student participation in community outreach	NSSE 2007 results indicate UL Lafayette students are "significantly" less likely to volunteer or engage in community service than are those attending peer institutions. Directly addressing this, the UL Lafayette Quality Enhancement Plan (QEP) mandates student participation in community volunteer work. Commencing in 2009, the phased-in initiative will include teams of AmeriCorps members serving as student mentors facilitating service events for the freshmen seminar sections. The goal is that this will ultimately lead to 40,000 additional volunteer hours per academic year targeted at enhanced community vitality, increased student civic engagement, augmented retention, and academic success. [24]
2	Increased faculty, staff and alumni participation in community outreach	ONGOING. Coherent strategies are being developed. Possible activities include the creation of a community liaison position and developmental interventions to increase understanding about student reflection of volunteer activities.

Directly addressing one identified area of weakness, the UL Lafayette Quality Enhancement Plan (QEP) mandates student participation in community volunteer work. Commencing in 2009, the phased-in initiative will include teams of AmeriCorps members serving as student mentors who will facilitate service events for the freshman seminar sections. The goal is that this will ultimately lead to 40,000 additional volunteer hours per academic year targeted at enhanced community vitality, increased student civic engagement, augmented retention, and academic success.

Supporting Document

1. UL Lafayette Statement of Purpose
2. MCOBA service expectations
3. *Faculty Handbook*: Ideal Faculty Member - Service
4. *2009-2014 Strategic Plan*
5. *2009-2014 Strategic Plan*: Value 6
6. *2009-2014 Strategic Plan*: Value 4
7. *2009-2014 Strategic Plan*: Strategic Imperative 2A, Part 2
8. *2009-2014 Strategic Plan*: Value 3
9. LEDA Website / [Offline version]
10. ECOL Mission Statement / [Offline version]
11. Nurse Practitioner World News
12. MCOBA service expectations
13. *Faculty Handbook*: Ideal Faculty Member | Service
14. *2009-2014 Strategic Plan*: Value 1
15. AmeriCorps Community Service Program Website / [Offline version]
16. UL Lafayette Building Institute Website
17. Press release for RUNBus Grant
18. BeauSoleil Home Website / [Offline version]
19. Greek Excellence Standards
20. Greek Service Activities Report
21. Survey results: Faculty experiences with service learning
22. Service learning courses listing 2005-2008
23. Survey results: Faculty and staff community engagement
24. Excerpted NSSE results

Comprehensive Standard 3.4.1 - Academic Program Approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Compliance Judgment

☑ Compliance

Narrative

All educational programs and courses at UL Lafayette are approved by the faculty through the curriculum committee structure at the department, college, and University levels and, ultimately, by the Provost. All course additions, deletions, and changes, as well as curriculum revisions require the approval of the departmental and college curriculum committees, as well as the approval of the department head, dean, and Provost.

Courses may be added, deleted, or modified as needed. The process typically begins with individual faculty members identifying the need for new programs or courses or for modifying existing programs or courses in their area, or the need for deletion of a course.

Procedures at the departmental and college levels vary among departments and colleges. Course changes may be brought before the department head/program coordinator, the department curriculum committee, or other appropriate committees/subcommittees, or the full departmental faculty, depending on the department's defined practice or on the significance of the proposed change. Many departments have curriculum committees that meet regularly to review and evaluate the curriculum and recommend changes. All distance learning course offerings are approved by the department head and college dean.

To add, delete, or modify an undergraduate course, faculty members complete the course change request form [1]. Information provided for new courses includes the name of the unit and college, the semester in which the proposed change will take place, the number of credit hours, the grade options, the course restrictions, the course prefix and number, the abbreviated title, the description of the course for the *Bulletin*, the impact on other departments, the pre-requisites, and the method of instruction.

Following approval of an undergraduate course by the department head/program coordinator and the dean, the proposal is submitted to the University Undergraduate Curriculum Committee, a faculty committee whose purpose is to encourage the orderly growth of the University's course offerings and to recommend to the administration only those changes which the committee feels reflect the needs of the students. Following processing by the Undergraduate Curriculum Committee, the request is routed for approval to the Director of the Academic Planning and Faculty Development Office who has been designated by the Provost to give final institutional approval to the request. After that approval is granted, the request is processed by the Registrar's Office and returned to the Office of Academic Planning and Faculty Development, which ensures that the *Bulletin* reflects the course addition, change, or deletion.

For graduate courses, the request goes from the college to the Graduate Curriculum Committee, a standing subcommittee of the Graduate Council, which reviews all course additions, deletions, and changes for courses after approval by the department head and appropriate dean. The

Graduate Curriculum Committee reviews all changes for courses which award graduate-level credit. The committee is composed of one or two members of the Graduate Council and two or three members of the graduate faculty chosen to achieve balance and breadth of experience on the committee. Following processing by the committee, the requests are routed to the Graduate Council, the Graduate Dean, and the Director of Academic Planning and Faculty Development, who has been designated by the Provost to grant final institutional approval. Internal processing through the Registrar's Office and the Office of Academic Planning and Faculty Development is the same as for undergraduate level courses.

Departmental recommendations for changes in a given undergraduate curriculum [2] are routed through the dean's office, then to the Office of Academic Planning and Faculty Development, whose director has been designated by the Provost to grant final institutional approval. Changes in graduate curricula require the approval of the college dean and the Dean of the Graduate School. The Office of Academic Planning and Faculty Development implements the changes in the appropriate *Bulletin*.

New academic degree programs proposed by the University need approval from both the University of Louisiana System and the Board of Regents (BOR). According to the BOR Academic Affairs Policy 2.04, [3] "… colleges and universities shall transmit Letters of Intent to the Commissioner of Higher Education for all new programs to be proposed, with the exception of proposed undergraduate programs below the baccalaureate level." The BOR Academic Affairs Policy 2.05 [4] indicates that "Proposals for new academic programs should follow criteria outlined in the Guidelines: Proposal for a New Academic Program." Additional information about the process for implementing new degree programs is contained in Core Requirement 2.7.2.

Supporting Documents

1. Course change request form
2. Curriculum change form
3. BOR: Letters of Intent for projected new academic programs
4. BOR: Review of proposals for new programs

Comprehensive Standard 3.4.2 - Continuing Education and Service Programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Compliance Judgment

☑ Compliance

Narrative

As indicated in the University's Statement of Purpose (mission statement) [1], the

> *University is dedicated to achieving excellence, in undergraduate and graduate education in research and in public service...*
>
> *The graduate programs seek to develop scholars who will…improve the material conditions of humankind…*
>
> *[T]hrough instruction, research and service, the University promotes regional economic and cultural development, explores solutions to national and world issues….*

The University's commitment to these areas is reinforced in the *2009-2014 Strategic Plan* Imperative 7B, "to create a culture emphasizing the value of exceptional service." [2]

The University pursues this commitment through continuing education programs, broad community service initiatives, and partnerships with community entities. A full description of community service initiatives is provided in Comprehensive Standard 3.3.1.5.

The principal vehicles through which the University offers continuing education are University College, the Office of Continuing Education, the College of Nursing and Allied Health Professions, and the Marine Survival Training Center. Other continuing education programs serve the needs of constituents ranging from law enforcement to writing teachers.

University College

University College [3] is the administrative division that offers continuing education for credit to non-degree-seeking and other non-traditional students. It is the gateway to higher education for non-traditional students, tailoring class offerings to diverse student lifestyles, extending educational opportunities to individuals whose age, location, or employment circumstances prevent enrollment in traditional, on-campus classes. University College offers a streamlined admissions process, classes at convenient locations and times, and online course offerings, which make it easier for non-traditional students to begin or continue their education.

Non-degree seeking students who are served through University College include post-baccalaureates, auditors, and professionals seeking further study in their fields. The office also serves elementary, secondary, and vocational school personnel through evening and extension courses, and other persons or groups with special educational needs. University College's programs include:

- DOORS Program [4]—a non-degree seeking status for students over the age of 21. It allows students to take up to 15 hours that can be applied toward an academic major and waives certain requirements such as ACT scores.

- ENTRÉE Program [5]—a non-degree seeking status that allows students to take up to six hours of graduate credit without taking the GRE or GMAT and without letters of recommendation. These six credits can be applied towards a Master's degree, should the student wish to seek one and meet the proper requirements.

- 60-Plus Program [6]—a special program designed for senior citizens age 60 and above, in which they receive tuition discounts.

- Summer Visitors Program [7]—designed for those undergraduate students currently attending a university other than UL Lafayette. These individuals can take courses at UL Lafayette during the summer with the understanding that they will be returning to their home school in the Fall.

- High School Dual Enrollment Program [8]—a special program for students who have completed their junior year of high school. They can take up to seven college credit hours per semester while still in high school.

- Post Baccalaureate Program [9]—a non-degree seeking program for students who have already earned a bachelor's degree.

- On - Site Program [10]—traditional university courses are offered at satellite locations in the community, including the cities of New Iberia, Breaux Bridge, and Abbeville. These classes are taught by UL Lafayette professors for university students.

Continuing Education

The Continuing Education Division [11] offers non-credit programs for people who want to explore new educational areas and develop their skills for both professional and personal reasons. Continuing education offers opportunities to learn a language, get in shape, develop as an artist, meet people, explore ideas, expand culinary repertoires, become technology savvy, or pursue professional or personal growth. Participants in continuing education classes include employees of business, industry and non-profit organizations, professionals, and others in the community seeking self-improvement or leisure learning. Learners range from kindergarten-age children to senior citizens. Continuing education units may be earned by course participants to satisfy continuing education requirements of various certifying agencies.

Courses are currently provided in the following categories:

- Potpourri: Arts and crafts; creative writing; dance; green thumb; healthier living; lagniappe; languages; living environment; money matters; photography; sports and games; wining and dining; youth courses and online courses on learning to buy and sell on E-Bay; conversational Japanese; GED preparation; the magic of hypnosis; and GMAT preparation

- Business and Industry Training Services: Business management; time management; conflict management; certificate programs (for example, the SHRM Certificate in Human Resource Management); conferences; healthcare/medical and online courses on real estate law; A to Z of grant writing; creating a classroom Website; and fundamentals of technical writing

- Advanced Technology Training: Getting started; Microsoft Windows; Microsoft Word; Microsoft Excel; Microsoft Outlook; Microsoft PowerPoint; database management; accounting software; design and graphics; AutoCAD; and online courses on PC security; creating web pages; Microsoft Excel, Dreamweaver and introduction to networking

- Louisiana Environmental Training Center: Safety and health; HAZWOPER (Hazardous Waste Operations and Emergency Response); Medic First Aid/CPR; defensive driving; water and wastewater certificate courses

- Elderhostel site: Elderhostel is an international program for individuals 55 and older from around the world, which allows individuals to travel to Acadiana and learn about the different aspects of Cajun and Creole culture.

Nursing and Allied Health Professions

The College of Nursing and Allied Health Professions offers continuing education programs to assist registered nurses in meeting continuing nursing education licensure requirements and maintaining practice competency in a variety of interest and practice areas. The College of Nursing and Allied Health Professions Continuing Nursing Education Program [12] is accredited by the American Nurses Credentialing Center's Commission on Accreditation. It is also accredited by the Louisiana State Board of Nursing as a provider of continuing nursing education for the state of Louisiana.

Marine Survival Training Center

For over 20 years the Marine Survival Training Center [13] has provided expert marine safety training with state-of-the-art facilities and experienced instructors. It has assumed global leadership in research and marine safety education as the only facility of its kind in the United States. The center has trained more than 75,000 offshore workers in water safety, fire control, lifeboat, operation, and survival techniques.

Other Continuing Education Programs

In addition to these permanent programs, the University offers a wide variety of workshops, institutes and professional development opportunities to the greater Louisiana community, sometimes in conjunction with State and National granting agencies. The following examples illustrate the breadth of services provided by the University.

The Louisiana State Victim Assistance Academy [14] offers an opportunity for victim service providers/advocates to live, work, and study together. The primary purpose of the academy is to improve the quality and continuity of victim services in Louisiana through the provision of comprehensive academic and skills-based fundamental education to victim service providers. This Academy is offered through the Department of Criminal Justice at the University. The goals

of the Academy are to provide a broad range of basic advocacy training, which will standardize the training of crime victim advocates in Louisiana, to enhance the level of professionalism within the victim services field, to promote networking and collaboration among victim service providers, and to increase participants' knowledge of national and state resources.

Partnering with the Lafayette Parish Sheriff's Office, the University operates the Acadiana Law Enforcement Training Academy. This organization certifies law enforcement candidates according to Peace Officer Standards and Training regulations.

The Acadiana Writing Project is an approved affiliate of the National Writing Project, a network of writers and teachers around the world that seeks to improve the teaching of writing at all levels of the educational system, K–University. [15] The National Writing Project is a university-school partnership that has three major goals: (1) to improve the teaching of writing at all levels, (2) to improve professional development programs for teachers, and (3) to improve the professional standing of teachers. The Acadiana Writing Project engages in a variety of activities involving area teachers, students, and the public at large. Each summer, a five-week Summer Writing Institute is offered for teachers in the Acadiana parishes. Throughout the school year teachers are invited to participate in numerous continuity activities. Other area teachers are provided with staff development workshops.

The College of Education offers several opportunities for continuing education for area educators and area youth. Certified teachers have an option of eleven "add-on" certifications.In addition, individuals who hold bachelor's degrees in a major other than Education can become a certified teacher through one of ten Alternative Certification Programs. [16]

The Center for Gifted Education [17] is an instructional, research, and service center and is one of only approximately 20 such comprehensive centers in the nation. The Center is the coordinating agency for the University's extensive activities in the education of gifted and creative students. The Center offers the Summer Scholars Residential Program, a one-week residential program designed to develop the academic, leadership, and creative skills of seventh and eighth grade students who have demonstrated high levels of ability in their school work, in the arts, or in their daily lives. The program focuses on academics, arts, and personal development. Students select from courses designed to develop skills in new content areas or to pursue special interests.

The Center also offers the summer Academic Enrichment program, which is one of the nation's largest summer opportunities for academically and artistically talented students. University faculty and master teachers from the area schools offer summer mini-courses in computer programming, modern languages, and other areas in the sciences, arts, and humanities.

Outreach Programs Offered through Academic Colleges

The University's academic colleges all offer extensive outreach programs. The following examples typify these programs:

- The College of the Arts invites the community to celebrate the visual and performing arts through its annual Festival of the Arts. [18] The festival showcases the various programs of the College of the Arts and demonstrates how art enhances every aspect of life. Events include concerts, fashion shows,

lectures by noted artists, dance performances, printmaking, and architectural tours.

- One of the University's newest outreach programs is the Moody College of Business Administration's Executive Institute's Executive Development program. [19] It provides business executives with a combination of customized coaching and classroom instruction designed to enhance their leadership skills.

- Veterans Upward Bound [20] is a federal TRIO program funded by the U.S. Department of Education. The aim of Veterans Upward Bound at UL Lafayette is to provide academic and support services to eligible veterans. Currently 120 veterans participate in the program. These services are provided to economically and educationally disadvantaged and physically disabled veterans, who require the skills and motivation necessary to complete educational requirements, enroll, and succeed in postsecondary education.

  Assistance to the participating veterans is provided through an integrated academic year (fall, spring and summer), which runs concurrently to that of the University. Classes in science, mathematics, English grammar and literature, Spanish, French, computer literacy, Internet, and career/personal development are offered to the participants. In addition to improving and strengthening academic skills, the program provides individual and group counseling, career counseling/assessment, cultural/social enrichment, dissemination of educational and financial aid information, and assistance with admissions and financial aid applications.

Supporting Documents

1. University Statement of Purpose (mission statement)
2. *2009-2014 Strategic Plan*: Imperative 7B
3. University College Website
4. DOORS Website
5. ENTRÉE Website
6. 60-Plus Program Website
7. Summer Visitors Website
8. Dual Enrollment Website
9. Post-Baccalaureate Program Website
10. "On Site" Off-Campus Courses Website
11. Continuing Education Website
12. Continuing Nursing Education Website
13. Marine Survival Training Center Website
14. Victims Assistance Academy Website
15. National Writing Project of Acadiana Website
16. List of certification options in College of Education
17. Center for Gifted Education Website
18. Festival of the Arts Gala Gallery
19. Moody Executive Institute Website
20. Veterans Upward Bound Website

Comprehensive Standard 3.4.3 - Admissions Policies

The institution publishes admissions policies that are consistent with its mission.

Compliance Judgment

☑ Compliance

Narrative

According to the University's Statement of Purpose, UL Lafayette is "dedicated to achieving excellence in undergraduate and graduate education" and "reaffirms its historic commitment to diversity and integration." [1] The evolution of the University's admissions standards and processes over the past decade has allowed it to further fulfill these components of its mission.

The University's strategic vision reemphasizes its ongoing commitment to student diversity, excellence, and achievement. The first "core value" in the University's *2009-2014 Strategic Plan* [2] reinforces the institution's commitment to "access, opportunity and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens." [3] Strategic Imperative 1A underscores the University's commitment to "recruit students with increasingly stronger academic preparation, credentials, and talents." [4]

Admissions policies regarding criteria and the application and admissions processes are published in the Undergraduate and Graduate *Bulletins*.

Admissions Criteria

Criteria for undergraduate admission to UL Lafayette [5] include:

- Qualification for either Freshman English or College Algebra; i.e., remediation in only one of these two courses will be allowed.

AND

- Successful completion of the 17.5 units constituting the Louisiana Board of Regents high school core curriculum (the TOPS core) [6]:

AND

- A high school GPA of 2.5 or higher OR an ACT Composite of 23 (SAT 1050) with a minimum high school GPA of 2.0 OR ranking in the top 25% of the high school graduating class with a minimum 2.0 GPA.

UL Lafayette seeks to admit students whose intellectual and creative ability, past academic performance, and motivation signal their aptitude to succeed in higher education. The University serves a diverse student population and welcomes applications from all interested students, without regard to race, color, religion, sex, national origin, age, disability, or marital status. Students who do not fully meet the University's admissions criteria, but who believe that they are prepared to succeed at UL Lafayette, are invited to apply for admission through the Admission by Committee process. The Undergraduate Admission Committee may admit up to 7% of its incoming first-time freshman cohort as exceptions to the admission criteria.

The University implemented selective admissions in Fall 1999 [7], when the State's creation of a community college in the area ensured access to higher education for all students who could not attend UL Lafayette. The move to selective admissions also coincided with the name change of the University. The following changes have been made to the admissions criteria since 1999:

Table 3.4.3 - 1

Year Effective	Minimum ACT scores	And Minimum GPA	Other criteria	Notes
Open Admissions **Pre-1999**	-	-		Open Admissions
Phase I **1999-2003**	18 composite AND ACT of 17 in English or ACT of 19 in Math	2.0	Alternately, 2.0 GPA on 17.5 specified high school units	ACT composite of 15 to 17 allowed with higher GPA on a sliding scale
Phase II **2003-2005**	21 composite AND ACT of 17 in English or ACT of 19 in Math	2.0	Or 2.3 GPA on 17.5 specified high school units	ACT composite of 18 to 20 allowed with higher GPA on a sliding scale
Full Implementation **2005-2007**	23 composite and GPA > 2.0, or GPA > 2.5, or ranking in the top 25% of graduating class with GPA of > 2.0 AND ACT of 18 in English or ACT of 18 in Math		AND Completion of 16.5 specified high school units	
Current Standards **2007-2009**	Unchanged		Unchanged	2005 standards with addition that required high school core increased to 17.5 units

Categories of Undergraduate Admission

A student who seeks to enroll in the University as an undergraduate may apply in one of the four basic admissions categories: 1) first-time freshman student; 2) transfer student; 3) international student; and 4) re-entry student. In addition to the regular admission process, the University admits students through other special programs: early and concurrent admission for high school students; 25 Plus, Part-Time Adult, and DOORS program admission for those 21 years or older; admission for visiting students; and admission as special, non-degree-seeking students.

Students seeking admission as transfer students with fewer than 18 non-developmental hours of credit must meet the same criteria as first-time freshmen. Transfer students with more than 18 non-developmental hours must meet the minimum GPA and course eligibility requirements outlined in the *Bulletin*. Students who do not meet the stated criteria, but who wish to attend UL Lafayette, are invited to apply for Admission by Committee. The Undergraduate Admission Committee may admit up to 7% of its incoming transfer student class as exceptions to the admission criteria. In reviewing these applications the University's Undergraduate Admissions Committee looks beyond the basic numeric criteria and gives particular attention to factors such as the quality of the student's high school curriculum, high school rank, special talents, extracurricular activities, teacher recommendations, leadership abilities, and membership in an under-represented group. In all cases, the Committee's overriding consideration will be the student's potential to succeed in the UL Lafayette academic environment.

Adult students over 21 who do not meet the stated criteria are admissible under several other admission programs. First-time freshmen who are over the age of 25 can be admitted through the 25 Plus program, which requires only a high school diploma or General Equivalency Diploma (GED). Applicants aged 21 through 24 who have earned a high school diploma or GED can be admitted either as degree-seeking part-time students or as non-degree-seeking DOORS students.

Graduate Admissions

According to the University's Statement of Purpose, "graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility and improve the material conditions of mankind." [8] Further, the mission of the Graduate School includes the commitment to "design and maintain intellectually rigorous programs that lead students to extend their knowledge, expand their capabilities, and develop critical thinking skills and expertise necessary to conduct original research." [9] The Graduate School's admissions policies and practices are designed to ensure the admission of students capable of achieving these ends.

Students may be admitted to the Graduate School in one of the following three categories [10]: Degree students, Special Non-Degree students, and Entrée students. Students must make application to the Graduate School and must arrange to have all official transcripts from undergraduate and graduate programs sent directly to the Graduate School. In addition students must send official test results from the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT) to the Graduate School. Three letters of recommendation are required.

To be admissible to the Graduate School in a master's program, an applicant must satisfy general requirements for admission to the University and must hold a baccalaureate or a master's degree from a regionally accredited institution; provide official documentation of an undergraduate grade-point average of not less than 2.75 (4.0 scale) on all work attempted or not less than 3.0 (4.0 scale) on the last 60 hours from an accredited institution (individual departments may require a higher grade-point average); and present satisfactory scores on the General Test (all portions) of the GRE, or, for MBA applicants, a satisfactory score on the GMAT.

To be eligible for regular admission to a doctoral program, an applicant must provide official documentation of an undergraduate grade-point average of 3.0 or a minimum grade-point average of 3.3 on all graduate work attempted. In addition the candidate must present satisfactory scores on the GRE.

The Graduate School has recently strengthened its review process of admissions criteria and their relation to graduate student success. The Graduate Council regularly evaluates the appropriateness of its admissions criteria relative to student success in the University's graduate programs. The Graduate School gathered information from graduate programs both within and outside the University about admission standards and procedures used in making admissions recommendations to post-baccalaureate degree programs. Additionally, graduate programs may establish higher standards than the minimum established by the Graduate School, and they may require admissions materials specific to their programs. Each graduate program now routinely evaluates its admissions standards accordingly. A Graduate Student Appeals Committee reviews requests by potential graduate students who are ineligible for admission because of low GRE or GMAT scores, or low undergraduate grade point averages.

Regarding admissions expectations, the University is aware that Educational Testing Services (ETS) has recommended that standardized scores (e.g., Graduate Record Exam scores) not be used alone to make admissions decisions. UL Lafayette, heeding the advice of ETS, uses a portfolio approach to admissions decisions. Nevertheless, the University currently requires that GRE scores (and GMAT scores for those applying for the Master's in Business Administration program) be submitted by those seeking to enter UL Lafayette's Graduate School. International students who do not have a degree from a U.S. institution are required to take and submit TOEFL scores.

More recently, the Graduate School has undertaken several studies concerning admission requirements and success and completion rates among graduate cohorts. In Fall 2007, the University investigated its graduate admission requirements by conducting a study of undergraduate grade point averages and scores on the GRE, the GMAT, and the TOEFL of graduate students. In most cases, the results show that the mean scores and mean undergraduate grade point averages for the completers and non-completers are not significantly different. [11] The results of this initial assessment have been distributed to the various individual graduate programs. Other studies have considered GRE verbal scores and their relation to success in dissertation writing and continuation and graduation rates of Ph.D. cohorts [12].

Supporting Documents

1. UL Lafayette Statement of Purpose
2. *2009-2014 Strategic Plan*
3. *2009-2014 Strategic Plan*: Value 1A
4. *2009-2014 Strategic Plan*: Strategic Imperative 1A, Part 5
5. *Undergraduate Bulletin*: 2009 Undergraduate Admissions Criteria
6. *Undergraduate Bulletin*: BOR Core High School Curriculum
7. *Undergraduate Bulletin 1999-2001*: Initial Undergraduate Admissions Standards Fall 1999
8. UL Lafayette Statement of Purpose
9. Graduate School Statement of Purpose
10. Graduate admission categories
11. Graduate admission study 2007
12. Graduate success rate studies

Comprehensive Standard 3.4.4 - Acceptance of Academic Credit

The institution has a defined and published policy for evaluating, awarding and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette recognizes that beneficial learning experiences occur outside of the University's campus. Therefore, the University has policies and procedures for evaluating, awarding, and accepting credit for transfer, advanced placement, and professional certificates. The regulations governing transfer of credit [1], advanced placement [2], and other forms of alternative academic credit [3] are published in the *Undergraduate Bulletin*. Credit is not awarded for experiential learning.

In general, the University accepts all credits awarded by a regionally accredited institution. To facilitate transfer of credit, the University has developed articulation agreements which indicate course equivalencies. All articulation agreements require faculty review of course syllabi from the transferring institution to ensure course quality and compatibility with UL Lafayette offerings. The Louisiana Board of Regents compiles a statewide general education, natural sciences, and business course articulation matrix [4] that lists hundreds of courses and their equivalents at every two- and four-year state institution. In addition, UL Lafayette has separate articulation agreements [5] with its major transfer feeder institutions, South Louisiana Community College and Louisiana State University – Eunice. Finally, the University has established "2 + 2" programs with these two institutions [6].

Undergraduate Colleges

First-time freshmen are eligible to earn college credit through several programs. Advanced Placement credit is awarded to highly qualified high school students based on their scores on the College Entrance Examination Board's (CEEB) AP exams. A list of credits UL Lafayette awards for the various scores for each of these examinations is found in the *Undergraduate Bulletin* [7].

Students who have participated in the College Entrance Examinations Board's "College Level Examination Program" (CLEP), the College Level GED program, the American College Test's Proficiency Examination Program (PEP) or some other recognized advanced placement program are invited to submit transcripts of these examinations to the Office of Admissions for evaluation and possible credit. [8]

First-time freshman transfer students who have not enrolled in any college-level English or Mathematics course, and who have special competence in a given academic area, may also qualify for college credit through the University's own Advance Credit Exam (ACE) [9]. Generally, ACT scores serve as a guide to eligibility for this program, and credit may be

automatic or may depend on successful completion of oral or written examinations conducted by the academic department in question. Credits may be awarded in Biology, Business Systems Analysis and Technology (BSAT), Chemistry, Communication, Computer Science, English, Mathematics, Modern Languages, Music, Physics, Visual Arts, and Human Resources (examinations are offered to students with culinary experience, basic nutrition experience, and clothing construction experience).

Table 3.4.4 – 1: Advance Credit Exam results for 2008

Field	Tests Taken	Tests Passed	Percent Passed
Biology	18	1	6%
BSAT	6	0	0%
Communications	12	2	17%
Computer Science	39	27	69%
English	8	4	50%
French	13	10	77%
History	44	0	0%
Mathematics	92	72	78%
Spanish	11	11	73%

A student may apply to the appropriate academic dean to take a credit examination for skills-based and knowledge-based courses at the 100 and 200 levels, in which no term paper is required, and class participation in discussion is not a central component for the course. In addition, certain 300- or 400-level courses may be appropriate for credit by examination. Academic departments determine courses appropriate for individual credit examinations. The academic dean of each college maintains a list of courses in the college that have been determined by academic departments to be appropriate for credit by examination. Only students who are regularly enrolled and who claim special competence gained through practical experience, extensive training, or completion of courses in non-accredited institutions may apply for a credit examination. Additional information on credit examinations can be found in the *Undergraduate Bulletin* [10].

The University recognizes the validity of the recommendations in the current edition of “A Guide to the Evaluation of Education Experiences in the Armed Services” and grants credit for certain military schools subject to the approval of the Director of Admissions and the student’s academic dean.

The Admissions Office determines which transfer courses are acceptable to the University. All courses with a grade of “D” or better, from regionally accredited colleges and universities, are transferable to the UL Lafayette, though those courses may not be applicable to a degree. The application of a given transfer course to a degree program is determined by the department and dean of the program. Articulation agreements developed by the State of Louisiana are used in

determining equivalents for many lower-level courses. Additional requirements and exceptions to this general policy are applied in the following units:

B.I. Moody III College of Business Administration: Business courses more than 10 years old require either a proficiency exam in the content area or a recommendation of acceptance by the department head of the content area.

College of Nursing and Allied Health Professions: Students who transfer from another institution into the BSN program at UL Lafayette are subject to the same rules regarding credit and progression as UL Lafayette's "native" students. For example, nursing students may enroll in required nursing courses only twice; a student who earns a "D," "F," or "W" a second time must leave the nursing program. Transfer students' past records will be evaluated according to the same criteria.

The Mobility in Nursing Education (M.I.N.E.) option is designed to assist individuals with licenses as registered or practical nurses to earn a BSN degree. Advanced standing credits are awarded based on the student's verification of clinical skill competencies, credit-by-examination, profile exams, and successful completion of NURS 250, Transition to Professional Nursing. Advanced placement and nursing credits may be earned through National League for Nursing Profile exams. Profile exams are written and may be taken only once.

College of Engineering: Technical courses leading to a two-year associate degree or to a four-year technology degree are accepted only by the Department of Industrial Technology. Engineering courses at or above the 300 level are accepted toward a degree only if they were taken in an engineering program accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

International Students: The Office of Admissions makes a determination of an international student's eligibility for admission based on the credentials submitted for evaluation. An international student is considered a transfer if the student has attended a postsecondary educational institution. International transfer students must meet all of the minimum admissions requirements as set by the University and by the college and the department in which admission is sought. In addition, international students must submit evidence of English proficiency in the form of an official Test of English as a Foreign Language (TOEFL) result.

Graduate School

The Graduate School recognizes the appropriateness of accepting credits completed at another regionally-accredited institution for course work that is equivalent to course work at UL Lafayette. The Graduate School requires evidence of correspondence between transferrable credit and credit offered by UL Lafayette. A maximum of 9 or 12 semester hours of transfer graduate credit may be applied toward fulfillment of requirements for a master's degree, depending on the total number of credits required for the degree. An unspecified number of semester hours of transfer graduate credit may be applied toward fulfillment of requirements for the Ph.D.; in practice no doctoral program accepts more than half of the candidate's degree credits from another institution. Transfer of graduate credit requires the approval of the Dean of the Graduate School [11] and is subject to conditions outlined in the *Graduate Bulletin* [12]. Additional information regarding the transfer of credit in graduate programs is detailed in Comprehensive Standard 3.6.3.

Supporting Documents

1. *Undergraduate Bulletin*: Transfer of Credit Policy
2. *Undergraduate Bulletin*: Advanced Placement Credit Policy
3. *Undergraduate Bulletin*: Credit by Other Means Policy
4. BOR articulation matrix 2009-2010
5. Transfer Students: Course Equivalencies Website
6. UL System 2+2 agreements
7. *Undergraduate Bulletin*: Credit Awarded for College Board AP Exams
8. *Undergraduate Bulletin*: Other Advanced Placement Programs
9. *Undergraduate Bulletin*: Advanced Credit Examination Program
10. *Undergraduate Bulletin*: Credit Examinations Policy
11. Application for transfer of graduate credit
12. *Graduate Bulletin*: Transfer of Credit Policy

Comprehensive Standard 3.4.5 - Academic Policies

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette publishes academic policies that adhere to principles of good educational practice. The principal policies governing the administration and conduct of academic programs have evolved from collaboration between faculty and administration and with input from student representatives. The policies and regulations are created by consultation among the administration of the University, the Faculty Senate, and multiple committees in the various colleges and departments, and occasionally the Board of Supervisors of the University of Louisiana System.

Most policies are developed and regularly revised through standing or special committees composed of members of the faculty, administration, and student body. The faculty is the driving force behind academic policies, and often, the revision of policies is debated in committees formed by the Faculty Senate and occurs as a result of requests made by the Faculty Senate. In recent years, for example, revisions of the sexual harassment policy [1] [2], the grievance policy [3] [4], and the dismissal for cause policy [5] [6] were undertaken by the Faculty Senate and subsequently approved by the administration. One University standing committee, the Committee on Academic Affairs and Standards (CAAS), operating under the authority of the Provost, is charged with the oversight of academic policies, procedures, and practices. CAAS reviews and approves all policies related to general education requirements, residency requirements, academic suspension rules, and other matters of academic policy.

The University uses several outlets to publish and disseminate its academic policies and regulations and to inform students, faculty, and others about the programs and the services that UL Lafayette offers. UL Lafayette publishes printed copies of various handbooks, manuals, and bulletins that contain an array of academic policies, but it also makes these documents available to students, faculty, and other interested parties on the UL Lafayette Website.

All principal academic policies and procedures affecting programs and students are published in the *Undergraduate Bulletin* [7], and the *Graduate Bulletin* [8], as well as in the *Student Handbook* [9].

The *Faculty Handbook* [10] is the principal source of academic policies affecting the faculty on topics such as faculty governance, fiscal policies, instructional and research policies, faculty personnel policies, faculty benefits, educational services and other resources, and libraries. The *Advisor Handbook* [11] addresses issues such as the steps to becoming an academic advisor, advising information resources, advising target groups such as first time freshmen or international students, academic policies, procedures and transactions, student support services, keys to academic success, and advising organizations. Each of the *Handbooks* is

updated annually, while the *Bulletins* are updated biannually, and all are available online as downloadable PDFs.

In addition to these University-wide handbooks, individual colleges, departments, and units may have created handbooks for their students. Some examples include the Philosophy Major Handbook [12], the English Graduate Student Handbook [13], A Handbook for Teacher Interns, Cooperating Teachers, School Administrators, and University Supervisors [14], The Department of Nursing Student Handbook [15], the Department of Communicative Disorders Clinic Manual [16], The Student Aid Handbook [17], The Residence Hall Counselor Handbook [18], and The Child Development Center Student Aide Intern Volunteer Handbook [19]. The International Student Handbook [20], The Health Information Management Internship Handbook [21], and The Office of Disability Services Handbook [22]are also available.

Each student enrolled in any UL Lafayette course is given a class syllabus that outlines specific policies for that particular course. By University policy and in response to the request of the Student Government Association (SGA), all faculty members post a copy of the course syllabus on the Moodle class management system site. Many departments have requirements for standardized syllabi. [23]

Supporting Documents

1. Sexual Harassment policy
2. Faculty Senate role in policy revision: Sexual harassment
3. *Faculty Handbook*: Grievance Policy
4. Faculty Senate role in policy revision: Faculty grievance
5. *Faculty Handbook*: Dismissal for Cause Policy
6. Faculty Senate role in policy revision—Dismissal for cause
7. *Undergraduate Bulletin*
8. *Graduate Bulletin*
9. *Student Handbook*
10. *Faculty Handbook*
11. Advisor Handbook
12. Philosophy Major Handbook online
13. English Graduate Student Handbook online
14. "A Handbook for Teacher Interns, Cooperating Teachers, School Administrators, and University Supervisors" online
15. Department of Nursing Student Handbook
16. Department of Communicative Disorders Clinic
17. Student Aid Handbook online
18. Residence Hall Counselor Handbook
19. Child Development Center Student Intern Volunteer Handbook
20. International Student Handbook online
21. The Health Information Management Internship Handbook
22. Office of Disability Services Handbook online
23. MCOBA syllabus requirements

Comprehensive Standard 3.4.6 - Practices for Awarding Credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

UL Lafayette uses the semester system and awards student academic credit in units that are standard across higher education in the U.S. In addition, the University's courses meet the requirements of the Board of Supervisors for the University of Louisiana System [1], which state that "For each semester hour of credit, a traditional lecture or laboratory course shall strive to meet a minimum of 750 minutes. Final exam periods may be counted as class time when computing required minutes." All "face-to-face" instruction offered by UL Lafayette adheres to this required seat-time policy.

Consistent with Board of Regents policies, all classes must be of reasonable length and include both content and contact sufficient to maintain high academic quality and standards commensurate with credit hours awarded. The basis for such certification of learning is a valid, credible assessment system that reliably determines whether a student possesses clearly identified, standards based knowledge, skills, and abilities.

With the growth in distance learning technologies and increases in the number of readings/special topic courses, independent study courses, and other more flexible course presentations, the customary method of determining course length for such non-traditional courses has been reexamined. The University recognizes the advantages of providing learning opportunities that are not restricted by time, place, or method of delivery, and to coordinate the University's offerings via distance technology has created the new position of Director of Distance Learning [2].

The University has proceeded with caution in implementing distance learning courses, offering fewer than 35 sections of undergraduate instruction per semester [3]. Only one degree program, Master of Science in Nursing, offers over 50% of its coursework through distance learning. The National League for Nursing named this program a "Center of Excellence in Nursing Education" for 2005-2008, a commendation given to only a few programs every two years [4]. Additionally, UL Lafayette was named the 2009 Nightingale Nursing School of the Year award recipient by the Louisiana State Nurses Association and the Louisiana Nurses Foundation. [5]

Supporting Documents

1. UL System Board Rules: Chapter 1 – Academics
2. Vacancy announcement for Director of Distant Learning
3. UL Lafayette Distance Learning courses Spring and Fall 2008
4. Center of Excellence in Nursing Education / [Offline version]
5. Nursing Nightingale Award

Comprehensive Standard 3.4.7 - Consortial Relationships and Contractual Agreements

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette recognizes that beneficial learning experiences may occur throughout the state, the nation, and the world. UL Lafayette is committed to providing students with opportunities and preparation for leadership roles in an interdependent global society. The University has a wide variety of cooperative arrangements that advance its educational goals. These include exchange agreements with international and U.S. institutions, language immersion agreements with international institutions, clinical and field experience placements for course credit, and student internship programs. Curricular requirements must meet the University's quality expectations. Agreements are reviewed regularly by participating institutions, as specified in the contracts and agreements.

All contractual and consortial agreements are reviewed by qualified faculty and approved by the relevant dean, the Provost, and the President, to ensure they meet objectives of the relevant degree program and adhere to the mission of the University. In addition, the curriculum process ensures appropriate review by departmental and college committees, as required.

In addition to being subjected to university-wide oversight, each of the University's consortial and contractual agreements is individually negotiated and monitored at the departmental level. As an illustration, the Department of Modern Languages has negotiated numerous contractual agreements which provide opportunities for language instruction for UL Lafayette students. For example, the University has an agreement with the Universidad Autonoma de Guadalajara in Mexico to offer comprehensive programs in Spanish as a second language. [1] The Department has also entered into agreements with the University of Ste. Anne [2] in Nova Scotia and the University of Moncton [3] in New Brunswick to provide French immersion experiences for UL Lafayette students. Additionally, exchange agreements exist between UL Lafayette and numerous French universities through Council for the Development of French in Louisiana (CODOFIL) Consortium [4]; the University has a separate exchange agreement with the University of Poitiers [5]. Language instruction is also provided to UL Lafayette students on campus in Lafayette through a consortial agreement among five Louisiana institutions --the Louisiana Foreign Languages Electronic Learning Consortium. This agreement has allowed the University to provide Arabic courses to students that would not otherwise have been available. In all these agreements, academic programming provided by other universities was reviewed and approved by the faculty of the Department of Modern Languages and the Dean of the College of Liberal Arts to ensure that it meets acceptable standards for awarding credit and that it is compatible with the University's mission.

In addition to having transfer, immersion, and exchange agreements with other institutions, the University offers two graduate degrees through consortial arrangements with other Louisiana universities: the Ed.D. in educational leadership through the College of Education, and the Master of Science in Nursing. The Ed.D. is offered in concert with Southeastern Louisiana University [6]. The College of Nursing and Allied Health Professions is part of the Intercollegiate Consortium for the Master of Science in Nursing (ICMSN) [7], which offers a Master of Science degree in Nursing. The other members of the consortium are Southeastern Louisiana University and McNeese State University [8]. The ICMSN structure allows students to enroll in courses at any one of the participating universities and receive credit toward their master's degree. Students can enroll in any of the three universities depending on the major(s) and role concentration(s) offered and the most convenient campus. Through the use of distance technology, students are able to complete these courses when they need them, regardless of which institution is offering them at the time.

At the undergraduate level, the College of Nursing and Allied Health Professions offers through partnership with Louisiana State University a Bachelor of Science degree in Dental Hygiene [9] through an agreement with the Louisiana State University School of Dentistry, part of the Louisiana State University Health Sciences Center. The majority of the dental hygiene courses are transmitted from the LSU School of Dentistry to UL Lafayette utilizing distance learning technology. All didactic and clinical course work occurs at the Lafayette Community Health Care Clinic in Lafayette. [10]

Supporting Documents

1. Copy of Guadalajara agreement
2. Copy of Ste. Anne agreement
3. Copy of University of Moncton agreement
4. Copy of CODOFIL Consortium agreement
5. Copy of Poitiers agreement
6. Memorandum of agreement for Ed.D. consortium
7. Nursing Consortium Website / [Offline version]
8. Memorandum of agreement for nursing consortium
9. Dental Hygiene Joint Degree Website
10. Contract: Dental Hygiene Program

Comprehensive Standard 3.4.8 - Noncredit to Credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette does not award academic credit for course work taken on a noncredit basis. The University recognizes the validity of the recommendation in the current edition of the American Council on Education's "Guide to the Evaluation of Educational Experiences in the Armed Services" [1] and will grant credit for certain military schools subject to the approval of the Director of Admissions and the student's academic dean. [2]

Supporting Documents

1. Online guide to Military Credit policy / [Offline version]
2. *Undergraduate Bulletin*: Military Credit Policy

Comprehensive Standard 3.4.9 - Academic Support Services

The institution provides appropriate academic support services.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette provides appropriate academic support services. Numerous administrative units collaborate to provide a comprehensive range of academic support services to students. These services range from tutoring to mentoring, from orientation for new students to academic advising, from career counseling to advising for first-generation college students. Together, these units ensure the adequacy and appropriateness of support services to faculty and students. Each unit that provides academic support strives to increase its effectiveness and efficiency through setting annual goals and objectives, assessing the results, and developing action plans for future improvement.

The departments providing academic support are divided into two areas: general academic support and support for distinctive populations. In addition to those reported in Comprehensive Standard 3.4.9, academic support services are reported in Core Requirement 2.10, Comprehensive Standard 3.3.1.3, and Comprehensive Standard 3.8. For the most part, descriptions of services in those sections will not be repeated in this section.

Academic Support Services for the General Student Population

Enrollment Services: Enrollment Services [1] works to enroll a diverse freshman class by participating in both in-state and out-of-state college fairs and high school visits. In Fall 2008, admissions counselors made 51 college fair and high school visits. In addition to these visits, Enrollment Services responded to many out-of-state inquiries and email communications, as well as hosted or participated in numerous university recruiting events.

The University has recently contracted with the Noel-Levitz consulting group. As part of this contract, the Office of Enrollment Services worked with a Senior Consultant. This has resulted in new recommendations and strategies in the areas of admissions and recruitment. As a result, the University has restructured its enrollment services office, with a new director and staff.

Admissions Office: The Admissions office provides a variety of academic support services, including providing admission and transfer information for first-time freshmen, reentry students, transfer students, and graduate students. The office processes both paper and online applications for admission or re-admission to the University. The goal is to provide responses to all applications within one week of receipt and to provide decisions on complete applications within one week of receipt.

Admissions counselors are available to assist high school students and counselors, as well as transfer students and international students. Students who do not meet regular admission criteria may appeal this decision. Such appeals are heard by the University Admissions Committee, which includes faculty and administrators among its members.

Orientation Office: Once a student is admitted, orientation is required for first-time freshmen and freshman transfer students. The Orientation Office [2] assists students with their transition to the University; provides academic advising and registration for classes; distributes pertinent information such as the *Undergraduate Bulletin*, *Student Handbook*, and college information; and introduces students to campus services.

An integral part of the orientation process is the involvement of current students as orientation staff members. The Office of Orientation actively seeks to maintain a representative, diverse Student Orientation Staff team that reflects the demographic composition of the student body. Recruitment efforts during Fall 2008 included reaching out to faculty and staff for student recommendations, developing a video and Website through Facebook and YouTube, conducting an aggressive advertising campaign of flyers and banners in the Student Union, and featuring multiple spotlights in the student newspaper, *The Vermilion.*

Another orientation goal is to increase the participation of academically gifted students in the Early Orientation program to support the University's mission of attracting and enrolling high-achieving students. The Orientation Office has taken several steps to achieve that goal, including mailing "Save the Date" postcards to students who qualify for Early Orientation and Advanced Credit Exams in October prior to the Orientation in April.

Registrar's Office: The Registrar's Office [3] provides students information on their academic status, calendars, curricula and catalogs, enrollment and registration, commencement, and student records and services. The office seeks to develop and maintain accurate academic records and to fulfill all student records needs. Through the ULink system, students are able to access their transcripts 24/7 over the Internet and register online during prescribed registration periods. In an effort to improve degree verification, the Registrar's Office is outsourcing this service to the National Student Clearinghouse, allowing students and other entities 24/7 verification. Other academic support services include assistance for final graduation application review, online grading for faculty, and the soon to be launched online student degree audit.

Academic Success Center: Academic Success Center [4] counselors and staff assist new students in making a successful transition into the University and oversee the University's academic advising program. [5] [6] [7] Professional staff members provide academic, career, and personal counseling [8] [9] [10]; teach Academic Skills (ACSK) courses; and oversee the Career Counseling Center and the Learning Center. Through the Early Warning System and the Probation Intervention Program [11], counselors meet with students to identify problem areas and develop action plans to assist students in returning to good academic standing. [12] Each semester nearly five thousand student visits are logged into the Academic Success Center for academic counseling. [13]

The Career Counseling Center [14] assists students in selecting majors and making career decisions. Students are targeted through first-year seminar classes, advisor training sessions, orientation presentations, and other avenues to provide every student on campus with the resources to develop a comprehensive career plan.

The Learning Center [15] offers academic support services including individual and online tutoring [16], study groups, supplemental instruction, and computer labs [17]. All tutors are

certified by the College Reading and Learning Association [18]. Additional tutoring services are available in specific departments on campus as well as the Writing Center [19], which offers free, individualized help in developing written assignments. The Learning Center logged 8,379 student visits in Fall 2008.

Academic Success Center counselors are the assigned academic advisors for at-risk students, including students admitted by committee, students without a declared major, and students who perform below curriculum level in Sciences and Engineering. Dental hygiene majors are also advised by the ASC advisors. Two colleges have professional advisors: the College of Nursing and Allied Health Professions and the College of General Studies. All other students are advised by faculty advisors, with whom they must meet before scheduling classes.

Academic Support Services for Distinctive Populations

University Honors Program: The Honors Program [20] provides serious, highly motivated undergraduate students with an enhanced set of educational opportunities so that those students who seek added dimension, enrichment, and challenge in their studies may realize their potential. Additional information about the Honors Program can be found under Comprehensive Standard 3.3.1.2. The honors program served 926 students in Fall 2008.

The Honors Program has many new initiatives, but one that stands out is the Honors Fall Science Invitational undergraduate research conference, co-hosted November 14 and 15, 2008, by the UL Lafayette College of Sciences. The conference was attended by Honors and non-Honors students and faculty from UL Lafayette and six other Louisiana universities, and the conference featured a speaker from the National Science Foundation. Honors students and others presented original research in the form of conference papers and posters. The second conference is scheduled for Fall 2009, with plans to extend the conference to the social sciences.

University College: As detailed in Comprehensive Standard 3.4.2, University College [21] serves many non-degree-seeking and other non-traditional students attending UL Lafayette, offering courses tailored to diverse lifestyles. University College extends educational opportunities to individuals whose age, location, or employment circumstances prevent enrollment in traditional, on-campus classes.

University College offers a simplified special admissions process, classes at convenient locations and times, and a variety of online course offerings, which make it easy for a non-traditional student to begin or continue his or her education. The office oversees most of the University's courses offered at unusual times (e.g., evenings) or in uncommon formats (e.g., compressed or short courses). The department also contracts with off-campus clients to offer courses or workshops at other locations. University College also provides services that enhance the High School Dual Enrollment Program, therefore increasing post secondary enrollment. University College is implementing a new marketing campaign to increase enrollment in the Sixty-Plus Program.

Office for Campus Diversity: The mission of the Office for Campus Diversity [22] is to foster inclusion, appreciation, and understanding of diversity throughout the University by advising the President and the University community on diversity related initiatives, issues, and goals. The Office seeks to create an environment at the University where diversity is

celebrated and embraced and cultural learning is encouraged. It provides leadership to the University; seeks to attract and maintain a diverse student body, faculty and administrative staff; and sponsors broad-based programming in order to promote a quality, diverse learning and social environment. Examples of programming initiatives are the Black History Month celebration, the Women's History Month conference, and the faculty and staff mentoring program for students admitted by committee. [23] In Fall 2008, 184 at-risk students were mentored, with no mentor assigned more than one student.

Special Services: Special Services [24] administers the federal TRIO programs, which are designed to motivate and support students from disadvantaged backgrounds. While student financial aid programs help students overcome financial barriers to higher education, TRIO Programs help students overcome class, social, academic, and cultural barriers to higher education. Services and eligibility vary by program. Special Services offers the following programs:

- Student Support Services for undergraduate college students who are receiving financial aid and first generation college students (400 students)
- Veterans Upward Bound Program for military veterans who need skills and motivation to complete GED requirements (120 veterans)
- The Ronald E. McNair Program to assist students in preparing for graduate study (currently 30 students)

In addition, two pre-college preparatory programs are offered: Upward Bound (213 participants) and Educational Talent Search (1600 participants).

Study Abroad Programs: The Study Abroad Program [25] offers students the opportunity to study in Paris; Florence; London; Mexico City; and Quebec City. These programs are publicized at new student orientation, through flyers and regular college-based fairs, and numerous course visits by program faculty. These programs range from two to eight weeks and offer six to nine hours semester credit toward a student's degree. In Summer 2009, 90 students enrolled in 31 courses in four countries.

Students may also participate in exchange programs for UL Lafayette credit for one semester or one year. The French Immersion program is available at the University of Ste. Anne in Nova Scotia, Canada. Study abroad programs are available at the Universidad Autoénoma de Guadalajara in Mexico and the Universidad de Cantabria in Santander, Spain.

Student-Athlete Academic Center: The Student-Athlete Academic Center [26] provides the University's approximately 350 student-athletes with a range of support services: academic advising, academic counseling, tutoring, and other programs to help students successfully meet University, Sun Belt Conference, and NCAA academic requirements. The Center provides tutoring services, a study hall, and a computer lab, with the purpose of improving the academic success, retention, and graduation of student-athletes.

Counselors in the Center work with faculty and administration to communicate what the Center does, what is expected of student-athletes, and the travel absence policy. The Student-Athlete Academic Center coordinates the grade and absence reporting program for student-athletes.

Office of International Affairs: The Office of International Affairs [27] serves the more than 700 international students enrolled at the University by assisting them in their transition to the campus and the country. The office also offers the Intensive English Program, which improves language skills of the 35-45 non-native speakers who enroll each semester. The International Student Handbook [28] details information students need to know, including:

- Academics at UL Lafayette
- Characteristic traits of Americans and life at UL Lafayette
- Medical insurance and income tax

Additionally, the office provides international students and faculty information about maintaining up-to-date non-immigrant status with the United States Custom and Immigrations Services. This is done through workshops with an immigration attorney and orientation activities, which in AY2008-2009 were attended by 234 students.

Office of Disability Services: The Office of Disability Services (ODS) [29] provides extensive postsecondary services for over 600 emotionally-, physically-, and learning-impaired students. [30] ODS aims to facilitate qualified students' transition from high school to college; assist them in developing the necessary skills to succeed in college; provide counseling, including career counseling; and assist them in the successful transition from college to employment.

The Supported Education Program [31] in the ODS assists those students with psychological or emotional disabilities to achieve their post-secondary educational goals. ODS offers Time Management and Text Anxiety workshops to all interested students. The Office strives to educate all faculty, staff, and students on disability awareness through Disability Awareness Week and provides at least two opportunities for faculty training per calendar year.

Faculty Support Services

The University is committed to assisting faculty in their efforts to improve their teaching, advising, and mentoring of students. Most of the support initiatives are administered through the Office of Academic Planning and Faculty Development.

Faculty who are new to the University attend a two-day faculty orientation program [32] before the beginning of the term, which introduces them to the University's academic culture and policies, the general education program for students, issues impacting student retention and graduation, and other issues. Adjunct faculty are invited to attend that orientation, as well as a separate series of orientation events [33], on topics such as the Moodle (course management) system, student emotional needs, and campus policies on cheating.

UL Lafayette sponsors two annual grants programs, which support the improvement of pedagogy: Instructional Improvement Mini-Grants [34] and Faculty Development Grants [35]. Through the Instructional Improvement Mini Grants, faculty members who wish to try new or different teaching methods or materials, or who wish to experiment with new

instructional technology are awarded the funds to do so. The Office of Academic Planning and Faculty Development awards these funds based on the advice of a special Faculty Advisory Committee whose task is to consider the merits of each proposal. The Faculty Development Grants, also administered by the Office of Faculty Development, encourage investigation of new pedagogy or research techniques by the UL Lafayette faculty. The purpose of these grants is to invite outside consultants to the University to further the teaching or research skills of the faculty. Recipients are also chosen by a faculty committee.

Summer Research Awards [36] and sabbatical leaves [37] [38] are also available to faculty. All tenured and tenure-track faculty may apply for the Summer Research Awards, which are granted competitively. The overwhelming majority of the awards are directed to junior faculty to establish and strengthen their research agendas. Sabbatical leave is granted to a faculty member to pursue independent study and research. Sabbaticals are available for the Summer term, or for one or two semesters during the academic year. Sabbatical leave is generally funded at 75 % of the faculty member's salary. These awards are described in more detail in Comprehensive Standard 3.7.3.

The Office of Academic Planning and Faculty Development and the Office of Student Affairs also occasionally sponsor webinars and audio conferences focused on teaching and learning topics. Past events have treated subjects such as student engagement and Facebook, plagiarism, and active learning.

The University's support of teaching and advising also takes the form of annual awards presented to outstanding teachers and advisors. The Outstanding Teaching Awards [39] are presented each spring to one or two faculty members chosen from candidates who are screened and nominated by their respective colleges. The Outstanding Advisors Awards [40] are presented annually to 60 faculty advisors. To be eligible, the faculty member must advise a minimum of 20 students and have participated in required advising training sessions. Selection is made by a committee consisting of faculty, academic support staff, and students. All of these awards carry with them a cash stipend.

Ongoing improvement in the quality of academic advising is ensured by numerous advising workshops [41] conducted by the Academic Success Center and by regular advising newsletters [42] distributed by the same office. While the University's more than 400 faculty advisors are the primary audience for these workshops, some of them—such as the sexual harassment workshop—draw non-advisors as well. During the 2008 calendar year, 359 faculty participated in advising workshops.

Another initiative sponsored by the University to improve academic culture is diversity training. The Executive Director of Campus Diversity provides diversity training for academic departments as they are requested. As an example, the Executive Director of Campus Diversity led the diversity training initiatives in the English Department when that department revamped its general education courses to include a focus on diversity.

The Office of Computing Support Services also provides faculty training sessions on the use of the University's computing system and, more specifically, on the use of Moodle, the principal course management software used on campus. These training sessions are provided on demand to academic departments or other groups. Additional assistance with instructional technology is provided by the Help Desk of Computing Support Services; the Media Center, which lends out equipment for classroom and meeting use; and the college-

level IT managers. The University created the position of Director of Distance Learning in Spring 2009, providing additional support for faculty design and delivery of distance learning courses.

Edith Garland Dupré Library also provides numerous academic support services to faculty and students, as detailed in Comprehensive Standard 3.8.

Supporting Documents

1. Admissions and Enrollment Services Website
2. Orientation Website
3. Registrar's Office Website
4. Academic Success Center Website
5. Academic Advising/Advisor Handbook and advisor training online
6. Advisor Handbook online
7. Advisor Training Index online
8. Student Survival Guide online
9. Resource and Referral Guide for Advisors and Students online
10. Student Guide to Academic Procedures and Resources online
11. Student Success Workshop Website
12. Keys for Academic Success Website
13. Academic Success Center usage summary
14. Career Counseling Center Website
15. The Learning Center Website
16. Tutoring Services Website
17. Learning Center Computer Lab Website
18. Tutor Certification (College Reading and Learning Certification CRLA) Website
19. The Writing Center Website
20. Honors Program Website
21. University College Website
22. Office of Campus Diversity Website
23. Mentoring Program Website
24. Special Services Website
25. Study Abroad Website
26. Student Athlete Academic Center Website / [Offline version]
27. Office of International Affairs Website
28. International Student Handbook
29. Office of Disability Services Website
30. Report - ODS Fall 2008
31. Supported Education Program: Students with Psychological or Emotional Disabilities Website
32. 2008 Faculty Orientation Agenda
33. 2008 invitation to orientation for adjunct faculty
34. 2008 Instructional Improvement Mini-Grants guidelines online
35. 2008 Faculty Development Grants guidelines online
36. 2009 Summer Research Awards guidelines online
37. Sabbatical Leave guidelines online
38. Sabbatical records

39. 2008 Outstanding Teaching Award guidelines online
40. 2008 Advising Awards guidelines online
41. Spring 2009 new advisor training online
42. Sample advising newsletter 2009

Comprehensive Standard 3.4.10 - Responsibility for Curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette subscribes to the joint "1940 Statement of Principles of Academic Freedom of the AAUP." [1] The faculty of UL Lafayette has primary responsibility for the content, quality, and effectiveness of the curriculum.

The fundamental importance of the faculty's role in determining course content and curriculum is underscored by the Louisiana Board of Regents' "Statement on Academic Freedom, Tenure and Responsibility," reprinted in the University's *Faculty Handbook*:

> *Academic freedom is the right of members of the academic community freely to study, discuss, investigate, teach, conduct research, and publish as appropriate to their respective roles and responsibilities. Because the common good depends upon the free search for and exposition of truth and understanding, full freedom in research and publication is essential, as is the freedom to discuss scholarly subjects in the classroom…*
>
> *…for academic freedom to endure, academic responsibility must be exercised. Faculties at each institution should clearly and explicitly establish minimum levels of expected professional performance and responsibility. A proper academic climate can be maintained only when members of the academic community meet their fundamental responsibilities.* [2]

Likewise, the Louisiana Board of Supervisors for the UL system states that

> *The University of Louisiana System is committed to the principle of academic freedom. This principle acknowledges the right of a teacher to explore fully within the field of his/her subject as he/she believes to represent the truth.* [3]

The UL System Board also outlines the duties of the academic staff. Each faculty member is expected to be devoted to the accomplishment of the purposes for which the System exists: instruction, research, and public service. Every member of the academic staff is at all times held responsible for competent and effective performance of his or her duties.

The faculty's responsibility in matters of course content and curriculum is manifested in the University's process for establishing new courses and programs, which typically begins in the departments, with faculty proposals and input. For additional information, see Comprehensive Standard 3.4.1. When changes in curriculum are motivated by outside professional or state governing board reviews, final responsibility for their implementation rests with the faculty.

Ongoing evaluation of the content, quality, and effectiveness of the curriculum is also the responsibility of the faculty. All academic programs are reviewed periodically at the departmental, college, university, and BOR levels to evaluate their quality and their effectiveness in supporting the University's mission. In addition, the faculty judges the effectiveness of the curriculum through formal and informal evaluation of student learning outcomes associated with each degree program.

Departmental faculties conduct the evaluation of courses and curricula differently, depending on the college and discipline. The variety in faculty review mechanisms is illustrated by these examples:

- In the Department of Performing Arts faculty members meet and review the curricula. Proposed changes are considered by the content area (Dance, Theatre, etc) and are presented to the entire faculty and voted upon.

- The Civil Engineering Department has a standing faculty committee that continuously addresses undergraduate curricular issues, including course and program changes. The committee reviews curricular issues and reports its findings and recommendations to the entire Civil Engineering faculty for approval.

- The Mathematics, Communicative Disorders, Accounting, and Industrial Technology departments, for example, have similar processes with initial review being made by a committee.

- The English Department has both undergraduate and graduate curriculum committees, which approve any additions, deletions, or revisions of courses. In addition, there are several faculty committees that oversee and review the individual curricula, including the English Majors Committee, the English Education Majors Committee, the English Graduate Faculty Committee, the English Advanced Writing Committee, the English Technical Writing Committee, the English Creative Writing Committee, the Sophomore English Committee, and the First-Year English Writing Committee. Committees are responsible for reviewing the courses in their respective areas.

All programs in the B.I. Moody III College of Business Administration use a Program Review Framework. This document formalizes many of the processes of program review. Each department holds two meetings per semester, at which the overall direction of the department is discussed, specific courses and content are reviewed, and changes resulting from learning assessments are recommended.

Numerous departments survey graduating students right after commencement or in the year following. Surveys in Health Information Management and the Moody College of Business provide graduates an opportunity to offer comprehensive, integrated feedback about their learning experiences. The results enable faculty peer committees to offer developmental guidance to enhance instructional performance. Other improvement initiatives include restructuring advising, reassigning faculty, reorganizing or eliminating courses, and adding electives.

Faculty committees also survey the employers of recent graduates and internship supervisors to evaluate and improve students' preparedness for work. The Communication Department, for example, questions its internship supervisors about whether the students were prepared for their training. They also require that the students compile portfolios of their work, which are then reviewed by the Corporate Communication Council that judges whether the students meet industry standards for entry-level work.

In many degree programs, the faculty seeks the input of external advisory boards, but maintains the authority to implement any recommendations regarding curriculum. For example, Nursing solicits advice on the program through the BSN Advisory Committee, a student committee comprising representatives from all major nursing courses, officers of the UL Lafayette Student Nurse Association, and Student Government Association officers. Similarly, all Engineering programs have a diversely constituted advisory committee, which convenes every semester to review the curriculum and provide input.

Curriculum changes are proposed by the faculty of the department offering the degree program and are approved by the dean of the college and the Provost or his/her designee, as described in Comprehensive Standard 3.4.1.

Supporting Documents

1. 1940 Statement of Principles on Academic Freedom and Tenure / [Offline version]
2. BOR: Academic Freedom, Tenure and Responsibility Policy
3. UL System Statement: Academic Freedom

Comprehensive Standard 3.4.11 - Academic Program Coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Compliance Judgment

☑ Compliance

Narrative

Department chairs, school directors, and program coordinators responsible for each major in a degree program are academically qualified in their fields. [1] Every appointment, promotion, and special salary increase of a member of the academic staff is based on the merit and fitness of the individual for the work demanded by the position. All appointments of members of the academic staff are made by the President or his designee with approval by the UL System Board of Supervisors.

All department chairs, school directors, and program coordinators have faculty standing in the departments they head, and therefore each goes through the same review for academic qualifications to which all faculty members are subject. The Academic Planning and Faculty Development office receives original transcripts for all faculty appointments, checks them for academic credentials, and certifies the individuals as qualified. The transcripts are subsequently filed in the office of the dean of the college for that faculty member.

According to the *Faculty Handbook* [2],

> *The selection of a department head is an important event in the life of a university. Effective heads need the confidence and support of both the departmental faculty and the dean. In as much as the department head is expected to take the lead in building consensus within the department and between the department and the dean on such matters as curriculum, standards, directions for the development of the academic program, and the allocation of resources, and in addition, to organize and consult with committees in the department, particularly those dealing with hiring, promotion and retention, and with courses and curriculum, the selection process should include a broad representation of interests within the department, and the committee should bear these functions of the department head in mind during the search.*

When a department head position becomes vacant, usually the Dean of the appropriate college calls a meeting of the department (with perhaps other administrative officials) to define the context in which the selection will take place. Topics discussed at this meeting may include the state of the department, its goals and plans, the role of the department head, the qualifications for the position, the financial resources available for the search, the scope of the search (internal only or internal/external), the size of the search committee, which non-faculty constituencies (other departments, students, alumni, the public) may be represented on the committee, and any other factors relevant to the selection of the new department head.

The general steps (there will be some variation depending on the scope of the search) involved in selection of a department head are as follows:

- The department head and dean meet to discuss the job opening.
- The dean meets with the department.
- The search committee is assembled.
- The committee advertises the position, receives applications, reviews credentials, and recommends a slate of at least two "finalists" to be invited for on-campus interviews.
- The search committee and dean review or prepare a job description.
- The committee prepares and distributes official notices of the vacancy.
- The committee decides on its procedures and schedule.
- The committee defines and weighs the criteria it will use in evaluating candidates.
- The EEO officer certifies the applicant pool.
- The committee selects a short list of finalists.
- The committee and the dean schedule the visits of the finalists.
- After interviews the committee meets again for the purpose of informal discussion on the candidates and relays information to the faculty; faculty are encouraged to make comments to the committee members.
- The committee transmits its report to the faculty and the dean; the dean sends the report to the Provost.
- After consultation with the Provost, the dean meets with the committee to present his or her response to the report.
- The dean prepares his or her formal recommendation concerning the appointment and transmits it to the Provost, who subsequently discusses the recommendation with the President.

Colleges and departments may individualize the process, as appropriate, to meet their needs.

According to the "Bylaws" of the UL System Board of Supervisors, each academic administrator (department head, director, dean, or vice president), who is to be appointed with rank and in a tenure track position, must have an earned degree in a field appropriate to the position. In addition, each administrator must have the earned doctorate or appropriate terminal degree for his or her discipline. [3]

Supporting Documents

1. Table of qualifications: Department Heads and program coordinators
2. Guidelines for Department Head selection
3. UL System Rules: Qualifications for Academic Administrators

Comprehensive Standard 3.4.12 - Use of Technology in Student Learning

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette has a long history of providing advanced technology to its students, faculty, and staff. Through a combination of both centralized and distributed IT programs, the University strives to deliver those resources necessary to meet its academic mission. As the demand for technology and ubiquitous access has grown, the University has expanded its IT infrastructure accordingly. The University's major academic technology resources and programs are outlined below.

Central University IT Structure and Resources

Three departments constitute the University's central information technology structure: University Computing Support Services (UCSS), the Office of Information Systems, and Information and Media Networks. [1] In addition to these central IT resources, the University relies on a distributed group of technology managers who provide support services to many departments on campus.

University Computing Support Services (UCSS): UCSS is responsible for the majority of the central academic IT resources at the University. These include maintenance of academic user accounts and passwords, the University's course management system, the central email system, the university Help Desk, the university Website, and two of the general access computer laboratories. UCSS also maintains the University's Windows Domain environment. University users with a valid user account and password have access to any machine in the Windows domain. This also provides users with access to server-based disk storage available at any machine in the domain.

In 2008 UCSS underwent a restructuring following the hiring of a new Director. Two additional positions have been added. A User Services Coordinator manages all outward-facing user support services offered by UCSS, including Help Desk operations, user application support, webmaster services, and training and education services. A major goal of the User Services Coordinator is to increase the department's proactive, instructional offerings by updating the Help Desk Website, and developing and offering more live and on-demand courses and online screencasts. One additional entry-level position has also been added to assist with Windows domain maintenance and system deployments. UCSS has also developed a five year strategic plan [2] which outlines the major objectives for the department and strategies for accomplishing those goals.

Academic User Accounts: As part of the online application process, each new student is assigned a university computer account (CLID) and password. During Freshman Orientation students may obtain a CLID if they do not have one. As explained in Comprehensive Standard 3.3.1.3, during orientation new students are also given information concerning the IT resources

available on campus, as well as contact information for the Help Desk. They are also provided with hands-on training in the use of the University portal, ULink, and the registration system, and are introduced to the course management system, Moodle. Faculty and staff are assigned a CLID when they are hired and are given an introduction to the University's IT resources at new employee orientation sessions.

This CLID is used to access the lab computers (both Windows and Unix), as well as web-based services such as Moodle, webmail, and ULink. This logon protocol provides students with a single identity for access to all of the University's academic IT resources.

Course Management System: The University is using the Moodle course management system to provide an online presence for courses. The current Moodle service [3] was established in 2005. Courses created under Moodle can be configured as desired by the instructor to provide a syllabus, contact information, a calendar, course lectures (in various formats), electronic resources, assignments, assessments (quizzes, surveys, choices), grades, discussions (via forums), and virtual classrooms (chat rooms). [4]

Teaching faculty are officially requested to create Moodle courses for each of their course sections at the start of each semester. Once a course is created, instructors and students are automatically enrolled in the course and assigned the appropriate access roles. Moodle is available to any registered user from any computer with an Internet connection and a web browser. In Fall 2008 there were approximately 1,900 course sections registered in Moodle. In addition to these courses, Moodle is also used to support administrative projects, university committees, and other group collaborative projects. UCSS has a full time employee, who is dedicated to provide Moodle instructor support and maintenance.

Moodle training classes for instructors are scheduled at the beginning of each semester. Generally two classes are scheduled and advertised at the beginning of each semester. Additional classes are offered if demand warrants them. Additional user training for most of IT resources is offered on an as-needed basis through the Help Desk.

Email System: UCSS maintains a central email system, which is available to all registered university users. Email access is provided to desktop clients via the post office protocol (POP). In addition, email accounts may be accessed using a web-based interface via any Internet-connected computer. While this system is functional, it has not kept pace with user expectations for modern email systems. Hardware limitations have forced mailbox sizes to remain extremely small. The mailbox limitations make it virtually impossible for a user to gain access to email services from multiple locations, as email must be retrieved off of the server system and onto a local system's disk drive constantly.

UCSS is in the process of deploying the Zimbra Collaboration Suite (ZCS) [5] to replace the current email system. Sufficient hardware was purchased to allow generous mailbox sizes for both students and employees, and the system architecture can scale easily to incorporate additional capacity. The main user interface provided by ZCS is a web-based “rich Internet application.” This interface provides a user experience very similar to a dedicated desktop client (such as Outlook or Thunderbird), while providing the added advantage of being accessible to users anywhere Internet access is available. In addition, ZCS will provide email services using POP or IMAP connections. The addition of IMAP support will allow power users to continue to use “fat” desktop clients without forcing them to download email from the server constantly.

In addition to providing email, ZCS will provide a central, shared calendaring system to university users for the first time. The calendar system allows a user to have multiple calendars, share calendars with other ZCS users, assign differing access levels to other users to enable subordinates to manage their managers' calendars, schedule meetings with other ZCS users, including the visualization of attendee's "free-busy" schedules, and schedule locations and resources for meetings, among many other features.

Help Desk: The primary mission of the Help Desk [6] is to provide first-level academic computing support to UL Lafayette students, faculty, and staff. This support is provided through

- activating UCSS academic computing accounts;
- assisting with UCSS academic computing resources and resources authenticated by the UCSS username and password; and
- providing advice regarding other academic computing tasks at the University.

The Help Desk only provides configuration support and advice for users accessing UL Lafayette computing resources. The Help Desk is staffed by two full time employees and student personnel during normal business hours. The staff maintains an informational Website containing frequently asked questions, user guides for many online services, and online utilities for email and password maintenance, as well as pointers to general university information, policies, and procedures.

Office of Information Systems (OIS): OIS maintains the University's administrative systems (ISIS), as well as ULink, the University's online services portal. OIS is also in the process of installing a degree audit system. The system will be piloted in one college in the Fall 2009 semester.

Information Portal (ULink): OIS maintains the ULink online information portal. This system provides university staff and students with access to information from the University's administrative system, ISIS. Via ULink students can retrieve financial, grade, personal, and registration information. ULink also provides access to the University's online application and registration systems. ULink is a web-based service that is available to any current university user via any Internet connected computer.

ULink is also used to collect contact information for all students, faculty, and staff for use with the University's Emergency Notification System. Though the ENS system has in the past been an "opt-in" system, beginning in Fall 2009, users will be required to either provide the information or "opt-out" of the system. The portal provides an interface for users to update their contact information and requires that this information be reviewed for accuracy at least once a year. More information on the University's ENS system is found in Comprehensive Standards 3.3.1.3 and 3.11.2.

Information and Media Networks (IMN): IMN [7] is responsible for the University's data network, "smart classroom" design, compressed video services, and phone system.

Networking Infrastructure: The University's data network is maintained by the Department of Information and Media Networks (IMN). The primary university network is a fiber-optic based network, which provides service to all academic buildings on the University's main campus, as well as its academic facilities located within south campus. Connectivity to the Internet was recently enhanced through a connection with the Louisiana Optical Network Initiative (LONI). In addition to providing enhanced connectivity to the Internet, LONI also enables users of the University's network to have access to Internet2 sites and the National LambdaRail.

STEP (Student Technology Enhancement Program) funds have also been used to establish a campus-wide, secure wireless data network called UWIN. [8] Wireless access is available to any university user with a web browser, a valid CLID, and a password. As requested by the STEP committee, UWIN is designed to provide services mainly to common areas outside of classroom space. UWIN currently provides coverage in over 27 university buildings, including buildings on the main campus [9], buildings on the south campus [10], and in several popular outdoor locations.

Smart Classrooms: IMN is also responsible for the conversion of conventional classrooms into so-called “smart classrooms” [11]. STEP has funded 56 smart classrooms to serve the academic needs of students. Proposals are generally submitted by college deans, and funds are allocated in a lump sum to IMN. IMN is responsible for the specification, purchase, and installation of the equipment in smart classrooms. All rooms contain the same basic pieces of equipment and use the same logical controls, allowing instructors to be trained once to use any of the rooms. Ongoing maintenance is the responsibility of the department or college in which the classroom resides. Smart classrooms are primarily used to facilitate electronic presentation and interaction, and many of the classrooms provide network access via either wired connections, wireless access points, or both.

The Nursing, Sociology, Business, and Biology departments have equipped their smart classrooms with audience response technology. This equipment allows presenters to gather answers to multiple choice questions from their audiences instantly. The results of these questions can be gathered for later analysis or can be presented during class, providing the presenter and the students with instant feedback. Many pedagogical benefits are realized through the use of automated response systems, including improved audience attentiveness, increased knowledge retention, and collection of data for reporting, assessment, and analysis.

Compressed Video/Distance Education: The University’s course management system, Moodle, serves as an internet-based interface for distance learning courses, offering a full range of online teaching tools as well as virtual discussion groups. The University also has several compressed video venues available both on the main campus, and at some off-site locations. These facilities may be scheduled for use by instructors and can be used to originate a class (the instructor location) or receive a class from a remote location. There are four classroom venues available on campus for academic use. Recently, all sites were upgraded to support the H.323 protocol. This allows the connection to the remote site(s) to be made using the Internet. The University has used these systems to provide classroom services across the State and across the world. Two of the sites also have dial-up communications available for special local area access. All video conferencing resources are scheduled through the University Media Center.

Other IT Resources

Student Technology Enhancement Program (STEP): In 1998 the student body of the University voted to approve the assessment of a student technology fee. Proceeds from the fee are placed in a restricted account, and expenditures from this account are reported separately to the UL System Board of Supervisors. The Student Technology Enhancement Program Plan [12] defines several broad initiatives that are eligible for STEP funding:

- Departmental Initiatives: Provide support for the functional technology needs, as well as the enhancement of the various departments of the University.
- Access Initiatives: Support for those efforts that will help to ensure any time, any place access to information and to the means by which to process this information.
- Support Initiatives: Support for initiatives designed to provide the infrastructure to facilitate the effective and efficient use of technology.

The STEP Charter states:

> *The Student Technology Fee shall be dedicated to the acquisition, installation, maintenance, and efficient use of state-of-the-art technology solely for the purpose of supporting and improving student life and learning, and to better prepare its students for the workplaces of the twenty-first century.* [13]

STEP funds have been used to establish and maintain several general access computer laboratories, to convert traditional classrooms into smart classrooms, to provide individual academic units with funding for targeted technology projects, to fund an online 24/7 tutoring service, and to enhance or establish central IT academic services (such as centralized disk storage, network enhancements, the dial-in modem pool, and the Moodle course management system). Between the Spring Semester of 2002 and the Spring Semester of 2008, STEP expenditures totaled $12,381,716.00 [14].

General Access Computer Laboratories: The most visible STEP projects are the open-access computer laboratories [15] [16], which provide computer access to all university students, faculty, and staff. Nine buildings currently house one or more laboratories. Eight are located on the main campus [17] and the ninth is located in Bourgeois Hall on the University's south campus [18]. STEP also funds supplies for the labs and lab proctors who are available to maintain the equipment and assist users. Hardware is refreshed as necessary, with the target refresh cycle of five years. Occasionally, limited use of STEP labs by the sponsoring department for classes or other instructional purposes is permitted. Signs are posted at each STEP lab showing the locations of all open access laboratories as well as Help Desk contact information, and a list of STEP labs appears in the Blue Key University telephone directory.

The UCSS department maintains two open-access computer laboratories [19], providing students access to computing services between 7 a.m. and midnight daily. These labs provide Microsoft Windows and Unix workstations, as well as printout services, and are staffed by student workers. The remaining open-access laboratories are managed by a technical staff member of an individual university department. These managers are responsible for the day-to-day operation of the lab.

Departmental Resources: The distributed nature of IT services at UL Lafayette results in individual departments actively maintaining technical resources that serve their students. Each department approaches the special computing needs of its majors and graduate students differently, and available equipment and software varies considerably according to those needs and the financial resources of the department.

Office of Disability Services: The Office of Disability Services (ODS) maintains an adaptive computer lab with computer hardware and software which provides access to technology for the students it serves. [20] Many of the campus-wide computer labs and smart classrooms have adaptive computer equipment and software, including Jaws and Zoomtext. A listing of the equipment locations is attached [21].

Edith Garland Dupré Library: The Library oversees the administration and supervision of several high traffic student computer labs. These include a general access STEP computer lab, consisting of approximately 150 networked computers, printers, and servers; the Reference Online Center, consisting of approximately 24 networked computers and printers; and the Bibliographic Instruction Smart Classroom [22], which includes approximately 25 computers, an operator's workstation, and projection equipment. As a service to the University's graduate students, the Library provides a graduate study room [23] equipped with four computers.

Most of the Library's collections are available online through its online catalogue, iLink [24] [25]. It includes holdings for books, periodicals (magazines or journals), newspapers, manuscripts, videos, sound recordings, and some state, national and international documents. Patrons may access iLink over the Internet from home, office, or campus. Educational materials housed in the Instructional Materials Center [26] may be searched separately or in conjunction with a search of Dupré Library's holdings. The Library also provides access to numerous online indexes and databases [27]. Its Website provides free access to fee-based resources for university users both on campus and anywhere on the Internet through the use of an on-campus proxy gateway. The Library's technological infrastructure and available support for student learning and faculty research is discussed extensively in Core Requirement 2.9 and Comprehensive Standard 3.8.

Supporting Documents

1. Information Technology organizational chart
2. University Computing Support Services strategic plan
3. Moodle / [Offline version]
4. UL Lafayette's Moodle help page
5. Zimbra Website / [Offline version]
6. Help desk
7. Information and media networks
8. UWIN introduction
9. Map of main campus UWIN

10. Map of south campus UWIN
11. Smart Classrooms
12. STEP Program plan
13. STEP Charter
14. Table of STEP expenditures by semester
15. List of STEP computer labs
16. Detailed technical information on hardware and software available at STEP labs
17. Map of STEP labs main campus
18. Map of STEP labs south campus
19. Table of open access computer labs
20. Office of Disability Services adaptive technology lab
21. Locations of adaptive computer equipment
22. Bibliographic instruction Smart Classroom
23. Library graduate student computer room
24. Online library catalog
25. Additional Library Catalogs Website
26. Instructional Materials Center Website
27. Reference Online Center

Comprehensive Standard 3.5.1 - College Level Competencies

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.

Background

UL Lafayette's General Education Core Curriculum [1], initially established in 1983, has consistently had as its goal the graduation of comprehensively educated students who could think critically, communicate effectively, value learning, and be prepared for disciplinary study. Since its inception, the core curriculum has constituted 42 credit hours of each student's degree program. The core curriculum comprises courses in the natural and social sciences, mathematics, English and other humanities, fine arts, and technology. [2]

Prior to 2006, accomplishment of the University's general education objectives was measured through a variety of indirect stakeholder (e.g., student, alumni, and employer) surveys and traditional institutional research metrics focused on core courses. These metrics allowed the study of drop and progress/pass rates, withdrawal levels, syllabus review, certification and licensure exam pass rates, grade distributions, student evaluations, curriculum reviews, faculty qualifications reviews, and attainment of disciplinary accreditations.

Based on these indicators, over the last decade the University proactively enhanced UL Lafayette's general education program through several fundamental alterations to the core curriculum, including:

1. An expansion of the College Algebra course to include the option of taking the course on a 5 day per week schedule.

2. A comprehensive revamping of the Freshman Composition sequence, including integration of a significant diversity component in the second semester.

3. Alteration in the science sequencing and revamping of the biology courses for non-science majors.

4. The addition of a laboratory component to the CMCN 200 course, a class many students take to satisfy their oral communication content requirement.

While vigilant efforts were undertaken to ensure student mastery of the general education requirements, continuous improvement actions were based more on progress patterns and macro-level indicators than on direct evidence of student learning.

In 2006, encouraged by both the development of statewide general education competencies by the Louisiana Board of Regents Division of Academic and Student Affairs (Academic Affairs Policy 2.16), [3] [4] as well as by SACS's maturing expectations regarding student learning and its measurement, UL Lafayette began to focus on the systematic and systemic enhancement of the general education program. In response to the need to enhance broad understanding and effective delivery of the general education content, the Provost created a special committee in AY 2006-2007, which evolved into a standing university committee in AY 2008-2009. He charged the General Education Committee with specific responsibilities and reporting obligations. [5] The General Education Committee exists to review, develop, and recommend policy regarding general education to the University Committee on Academic Affairs and Standards (CAAS), to recommend inclusion or exclusion in the matrix of acceptable general education courses, and to participate constructively in assessment of the general education goals. [6]

The standing General Education Committee meets regularly throughout the academic year and is chaired by the Associate Vice President for Academic Affairs [7]. Its membership includes three deans, the University's chief assessment officer [8], and 10 to 12 faculty members representing all colleges and the Library. The Committee reports to the Provost, who selects its members. Since its formation, the committee's primary tasks have been:

- to develop specific, comprehensive general education student learning objectives;
- to select/develop and administer valid instruments to measure accomplishment of these goals;
- to intervene when actionable opportunities for improvement of student learning emerge; and
- to develop a permanent infrastructure to maintain and enhance the assurance of learning initiatives.

Throughout this process, the emphasis has been on soliciting broad-based involvement and administering direct standardized and course-embedded assessments triangulated by indirect perceptual measures.

General Education Goals

UL Lafayette strives to achieve six major general education goals, subdivided into 15 specific competencies [9] [10]:

Goal 1. Communication. Students should communicate effectively in oral and written English.

- Think critically and read with comprehension.
- Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- Speak cogently in presenting information.

Goal 2 (Original). Science. Students should be able to understand scientific knowledge, methods, principles, and processes and be familiar with salient ideas in the physical and biological sciences, as well as their implications for society and the physical world.

- Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- Use knowledge of scientific theories to critically evaluate scientific writing.

Goal 2 (Modified February 2009). Science. Students should be able to understand the nature of scientific knowledge and have a sufficient knowledge base to be familiar with the power and limitations of science as related to contemporary topics.

- Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content.

Goal 3. Humans and Their Contexts. Students should develop awareness of themselves as members of human society and citizens of their own communities.

- Collect, consume, and critique basic and complex concepts in history and social sciences.
- Understand the diverse and complex nature of humanity.
- Create engaged citizens.

Goal 4. Arts and Letters. Students should understand the nature and value of literature and the fine and performing arts.

- Interpret and write critically about literary or cultural texts.
- Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze, and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.

Goal 5. Quantitative Reasoning. Students should be able to analyze quantitative information in order to solve problems and understand the world.

- Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
- Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about “real-world” situations.

Goal 6. Information Technology. Students should be able to demonstrate effective use of information technologies.

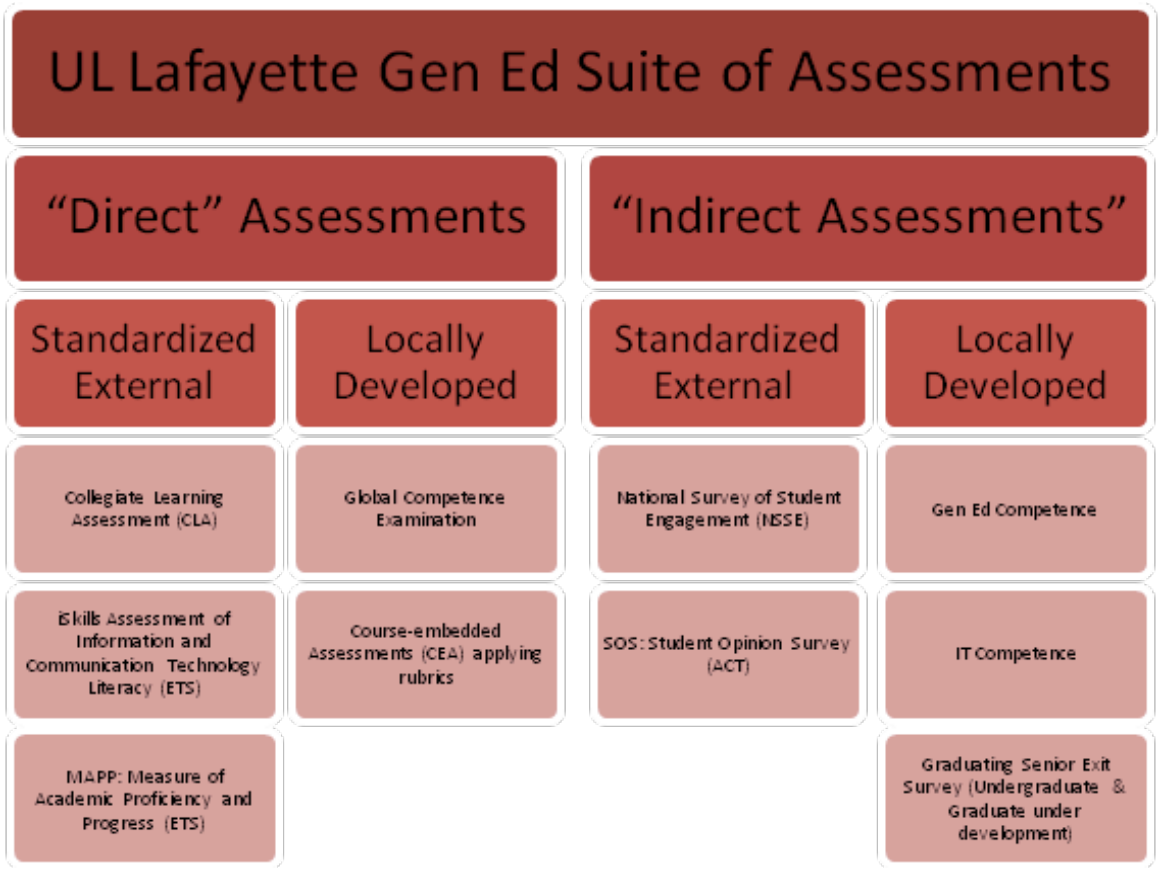
- Search electronic sources for information.
- Collect, evaluate, and utilize retrieved data to advance arguments.
- Communicate through electronic media.

General Education Assessments

UL Lafayette had administered ACT's Collegiate Assessment of Academic Proficiency (CAAP) exam as a prerequisite to entering upper-division, but discontinued use of this test in 2002 when it was unable to validate the instrument with GPA and progress variables. The University found that it could not developmentally intervene to remediate student deficiencies due to the lack of specificity in the results provided to the institution. Prior to 2006, this was the University's only systemic experience with direct standardized measurement of student learning outcomes at the university level; all other assessment-related initiatives were decentralized and managed at the departmental or college level.

In more recent years, however, the General Education Committee and the Assessment Council (comprised of the Provost, the Associate Vice President for Academic Affairs, and the Special Assistant to the Vice President for Academic Affairs for Assessment [11]) has implemented an expansive portfolio of assessment devices:

Figure 3.5.1 - 1



The instruments include both externally- and locally-developed measures. Whenever feasible, and appropriate and consistent with the University's learning objectives, the University has relied on standardized assessments for several carefully-deliberated reasons:

- Cost-benefit analysis favors standardized over internally developed and validated exams. The complexity of undertaking general education measures was made evident when the Moody College of Business created and attempted to implement an outcomes exam, and the unsuccessful effort was abandoned after five years.

- Commercially-available tests adopted at UL Lafayette offer proven evidence concerning the psychometric properties of validity and reliability.

- Benchmarking peer institutions is critical to the University's assessment efforts from both a developmental and an evaluative perspective. Indeed, in several instances, the target performance level is established at achieving a score that represents accomplishment in the top 50% of the University's benchmark cohort. Use of this "above national average" benchmark was carefully debated and deemed appropriate given that it was not until 2005 that the University fully implemented selective admissions standards. Also notable is the fact that UL Lafayette is one of the most affordable institutions of higher education in the United States. (In 2008, *Forbes* identified UL Lafayette as being the third least expensive tuition-charging institution of the 569 universities included in its sample of America's Best Colleges [12].)These factors resulted in incoming students' academic preparation being below national average until 2007. Hence, adding value to elevate the collective performance of the undergraduate student body to the national average was considered an appropriate baseline target.

- Standardized assessments facilitate longitudinal tracking and trending, as well as appropriate data upon which to base augmentation of the University's target levels of performance.

- Administration of the Council for the Aid to Education's (CAE) Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE) allow UL Lafayette to participate in the VSA's College Portrait.

Administration of each of the standardized exam assessments (CLA First Year, CLA Senior Year, iSkills, and MAPP) follows a strictly prescribed protocol dictating procedures for randomly selecting students. UL Lafayette generally offers no extrinsic reward for participating in outcomes assessment, as evidence suggests such incentives motivate attendance but not performance. Instead, the University attempts to tap into students' intrinsic motivation by explaining the reasons for and importance of the assessments, and ensuring they have access to feedback about their performance for developmental purposes. [13] [14]

General education assessments are administered in a state-of-the-art Assessment Lab, an $180,000 Board of Regents-funded computer lab opened in 2007 in the newly constructed Moody Hall. The use of course-embedded assessments to supplement, corroborate, and eventually replace the University's standardized instruments is under constant consideration by

the General Education Committee, as the University considers the assurance of learning processes to be evolutionary and subject to continuous improvement.

There are three competencies for which the University uses rubric-based, course-embedded assessments (CEA) for evaluation of student performance. Two of these domains are: (a) Competency C – speak cogently in presenting information, and (b) Goal 4 - Students should understand the nature and value of literature and the fine and performing arts. For obvious reasons, no written standardized assessment was conducive to measuring performance in these areas, and the special processes for assessing each of these goals warrant elaboration.

Oral communication competencies are delivered by courses in three different departments at UL Lafayette (Communication, English, and Theatre). As a result, representatives from each of these units worked together to develop a standardized rubric that would be appropriate and generalizable in all three disciplines. The Oral Communication team (headed by an English Department faculty member who sits on the General Education Committee) also delivered presentations to the faculty in the English and Theatre departments to review the necessity, importance, and mechanics of this process. It is expected that every other year approximately 100 randomly-selected student "performances" would each be observed by at least two trained experts to measure performance and establish reliability of the measure. To facilitate inter-rater reliability, the team developed a 30-minute multimedia training seminar in which evaluators/trainees had the opportunity to practice rubric application of three "training" speeches. [15] Such training is valuable and in the General Education Committee's judgment constitutes a best practice for general education assessment. Pilot evaluation of this goal occurred in Summer 2008 with full assessment in Fall 2008 and Spring 2009, and will continue each semester.

The literary competency expected in Goal 4.I ("interpret and write critically about literary or cultural texts") was partially assessed by a subcomponent of the MAPP (the Humanities section which focuses on literature - poetry, fiction, and nonfiction prose from both American and British authors - and philosophy). While UL Lafayette students performed in the top 13% of the nation on that MAPP dimension, the University needed an assessment that obligated students to provide written narrative responses rather than multiple choice answers. As a result, a random selection of sophomore literature papers was gathered and assessed with a rubric generated by the English Department's literature team in Fall 2008. The report on this assessment was discussed in detail at an English Department Weekend Retreat in February 2009. The assessment will be repeated in AY2009-2010. [16]

Assessment of Competency J ("create, perform, or interpret works of art – visual, musical, design, theatrical, or dance – to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, the movement, or work of art") was coordinated by a General Education Committee member who was also the Department Head of Visual Arts. A pre- and post-test design was applied to the rubric-based evaluations customized for each arts specialty. The course-embedded assessment of this goal was complicated by the large variety of classes and studios that students could take to satisfy their "arts" requirement in the core curriculum (e.g., ceramics to performance, piano to jazz dance). However, as was the case with the oral communication requirement, the complexity of the course-embedded approach could not be avoided while ensuring that students would attain mastery of the competency in any of the arts options. The full assessment report is referenced and attached below, but the goal was not met

by students, except for those taking music appreciation courses (in both traditional in-class and distance learning formats). Intervention has already begun, and reassessment using this methodology continued in Spring 2009.

A fourth CEA was unexpectedly added in Fall 2008 to measure Goals 1A and 1B. The CLA was the intended metric for measurement of those goals in AY2008-2009. However, the scheduling impact and disruption caused in the region by the back-to-back Hurricanes Gustav (September 1, 2008) and Ike (September 12, 2008) undercut the University's ability to administer the test in the Fall. The CAE postponed the University's testing and applied its payment to the AY2009-2010 testing cycle, and the General Education Committee made plans for the collection of freshman composition papers to be evaluated by a rubric developed by the Composition Team in the English Department. Performance expectations were not met using this methodology in Fall 2008, and as a result the assessment was repeated in Spring 2009. Assessment results were discussed at the English Department's retreat. [17] Non-satisfactory student performance confirmed in this subsequent semester led to the formation of a team to address options for strengthening the written communication skills of students. One intervention is to reach final consensus on the developmental and evaluative capacity of the rubric and apply it in course instruction and grading. Faculty will receive training on the value and application of the rubric, and it will be published in the English Department's Freshman Guide, a book that all first-year students are required to purchase and use for English 101 and 102 (full report referenced and attached below). [18]

Although unanticipated in the projected cycle of assessment administrations, the utilization of CEA for evaluating student writing was consistent with the desire to utilize multiple methods of assessment to triangulate evidence, particularly when action and intervention seem warranted. Other examples of triangulation have included using iSkills context-specific questions (e.g., on effective application of the scientific method) to validate MAPP results and using NSSE items (e.g., indicating low student enrollment in foreign language classes versus benchmark institutions) to corroborate direct assessment results on global awareness.

Also significant is the fact that the University questions graduating students about their self-perceptions of competency on the general education objectives. Investigation is undertaken when there is a discrepancy between direct and indirect assessment evidence, whether students under- or over-estimate their competence. For example, students performed in the top third of national benchmarks on the Science section of the MAPP exam, yet self-reports indicated that their perceived self-efficacy in the natural sciences was especially poor. The Dean of the Ray P. Authement College of the Sciences has assembled a team that is currently investigating this disparity.

General Education Results

Reporting of general education assessments has been standardized whenever possible to facilitate familiarity within the university population, as well as for external stakeholders when results are shared. Each report generally contains a one-page summary of strengths and areas of underperformance. Performance is reported, whenever possible, on both a relative scale (versus benchmarks), as well as on an absolute scale (versus maximum score possible). This strategy is the result of the identification of instances when students outperformed benchmarks, but there remained nonetheless room for improvement.

The 2006 to 2009 Cycle of UL Lafayette General Education Assessment Results Reports are available below; the specific general education objective(s) and goal(s) assessed by each of these instruments is clearly delineated in the curriculum map and matrix [19]:

"Direct" Assessments

Standardized External:

- Collegiate Learning Assessment (CLA) Overall Value-Added [20]
- iSkills Assessment of Information and Communication Technology Literacy (ETS) [21]
- MAPP: Measure of Academic Proficiency and Progress (ETS) [22]

Locally-developed:

- Global Competence Examination [23]
- Course-embedded Assessments (CEA)
  - Oral Communication Rubric Assessments [24] [25]
  - Arts Rubric Assessments [26]
  - Literature Rubric Assessments [27] [28]
  - Written Communication Rubric Assessments [29] [30]

"Indirect Assessments"

Standardized External:

- National Survey of Student Engagement (NSSE) [31]
- 2007 SOS: Student Opinion Survey (ACT) [32]
- 2008 SOS: Student Opinion Survey (ACT) [33]
- Doctoral Student Exit Survey [34]

Locally-developed:

- General Education Competence [35]
- IT Competence [36]
- Graduating Student Exit Survey
  - Undergraduate [37] [38] [39]
  - Masters [40]

During the 2006-2009 period, there were two additional content areas in which students performed below the articulated expectations (in addition to those previously reported and discussed in the "written communication" and the "arts" CEA domains). On the Information Technology Goal (Goal 6), iSkills and IT Self-perception Survey results corroborated that students' database skills were weaker than expectations (database is a component of Competency N.) Although overall integrative performance on this goal was more than adequate, the potential deficiencies in database skills warranted investigation and potential intervention. The General Education Committee's initial suspicion was that this component of the relevant technology courses was being emphasized less than other software applications; however, there was no evidence available to confirm or challenge this assumption. As discussion evolved, it became clear that there was not general consensus on either the degree to which UL Lafayette students learned about or needed to master database skills. Thus, the General Education Committee formed its first "Rapid Action Team" (RAT), as discussed below.

The second area in which expectations were not met was in the domain of global competence, a subarea of Goal 3, Competency G. Although global competence is not explicitly identified as a general education goal at the current time, it was assumed that international knowledge would be essential to "understanding the diverse and complex nature of humanity." One challenge related to this domain at UL Lafayette is that the core curriculum does not contain a specific expectation that students take a course in which they will be primarily immersed in global content. Another challenge in assessing global competence is the lack of availability of a standardized assessment of skills and knowledge in this domain.

Although the General Education Committee requested that vendors such as ETS and CAE develop such an instrument, the closest available approximation it could find was a current events test. Focusing on this content domain excluded other important and relevant global topics such as geography, science, and history. Therefore faculty members from the B.I. Moody College of Business and the College of Liberal Arts collaborated to develop a face-valid multiple-choice examination that would grossly diagnose students' achievement in this area. Predictably, given curriculum shortcomings in this domain, as well as the NSSE finding that UL Lafayette students take fewer foreign languages and study abroad less than those in peer institutions, students failed to meet the target performance level established by the General Education Committee. A Global Competence RAT was formed as a result.

Rapid Action Teams (RATs)

As of Spring 2009, UL Lafayette had formed three standing Rapid Action Teams (RATs) as a result of the assessment efforts in the general education domain. RATs take between six and 18 months to analyze the data that led to their formation, collect additional data as needed, and make recommendations to the General Education Committee to correct deficiencies and/or enhance learning.

Information Technology (IT) RAT: The IT RAT, headed by the Head of Reference at Dupré Library, was charged by the General Education Committee to address a specific software (database) deficiency. [41] The team quickly expanded its mission, however, as RATs are encouraged to do when opportunities for improvement present themselves. The questions that proliferated as the team began its work can be summarized as follows:

1. Where is IT currently being delivered? At present, colleges are responsible for identifying or developing the information technology course that most closely meets the needs of their majors. The IT RAT developed a comprehensive inventory of specific courses taken by particular majors and determined the relevant content is in each of those courses. The IT RAT has already submitted these reports [42] [43]. Through this process, it was discovered that Theatre majors did not have a technology requirement in their curriculum, an omission that was urgently addressed in the Performing Arts Department.

2. Are there core IT competencies all students should possess? The General Education Committee's IT goal was established in 1983, when traditional incoming freshmen were in the third grade. Clearly the technological competence of incoming students has changed, yet in some areas the University's curriculum has not evolved significantly beyond teaching current versions of basic, popular software programs. There is a clear need to assess what students know before they arrive on campus, and project what IT skills employers will expect from their information- and communication-literate students in the future.

3. Where should IT be delivered? It is necessary to evaluate the degree to which UL Lafayette's decentralized approach to the delivery of Information and Communication Technology skills is appropriate, functional, and cost-effective.

The IT RAT met regularly throughout Fall 2008 and Spring 2009, and the group has formulated a proposal for a two-tiered IT competency requirement and learning system [44], which will reflect the progressive maturation of incoming students' IT skills [45].

The Global Competence RAT: Headed by the Dean of the College of Liberal Arts, this RAT addresses the major question of whether there should be standardized expectations for international content which should be included in the common body of knowledge. It seeks to enhance the global competence of the student body through greater emphasis on curricular and co-/extracurricular mechanisms. This team has been afforded significant latitude and responsibility to recommend mechanisms for expanding internationalization initiatives. The team is also engaged in continuing efforts to effectively assess global competence in a manner that is neither fact-specific nor overly dependent upon content delivered in a single class (such as specific historical events). [46]

Science RAT: Headed by the Dean of the Ray P. Authement College of the Sciences, the Science RAT was formed to address a variety of questions: (a) are the general education science goal (Goal 2) and competencies (D and E) appropriate; (b) how can the critical evaluation of scientific writing in the mass media be carried out and assessed; (c) are there transferable skills across the biological and physical sciences that should be reinforced; and (d) what is the appropriate sequencing of the nine hours of science requirements?

This last issue is a complex one, given a variety of recent alterations to the manner in which science is delivered at UL Lafayette. The core curriculum has long required nine hours of science from both the biological and the physical domains. However, a sequencing requirement that

obligated students to take consecutive courses in a single specialty was recently eliminated. The University also significantly expanded the biological science options into environmental offerings. Finally, it was discovered quite accidentally that students were too often postponing taking their science requirements until late in their curriculum, as many majors did not require science as a prerequisite for upper division standing. This problem was ascertained in the unrelated process of attempting to identify a cohort of rising juniors who had completed specific courses in the core curriculum to qualify to sit for the MAPP assessment, and provides an example of the sometimes unintended benefits of assessment.

Students' postponement of science courses was deemed problematic, as the scientific method is introduced or reinforced in these courses. One initial response of the Science RAT was a recommendation for all programs to include at least three hours of science as a requirement for gaining entry into upper division. CAAS took this recommendation under advisement in January 2009, and voted to make this curriculum change effective in Spring 2010.

In February 2009, the Science RAT further provided clarification and refinement of the Science General Education Goal and Student Learning Outcomes:

> *2. Science. Students should be able to understand the nature of scientific knowledge and have a sufficient knowledge base to be familiar with the power and limitations of science as related to contemporary topics*
>
> *D. Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.*
>
> *E. Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content.*

University-wide endorsement of the changes to the Science objective was secured in Spring 2009, and the University's General Education Learning Goals and Assessment Matrix [47] was updated to reflect this modification. Goal E will likely require a course-embedded approach to assessment to triangulate MAPP results. These goals are also included in the Spring 2009 Undergraduate Exit Survey to assess the degree to which exiting students perceive they are competent in these areas.

Other General Education Assurance of Learning Initiatives

Presentation of General Education Results to Faculty: In October 2008, the General Education Committee scheduled a series of three informational forums, and all faculty and academic staff were invited to attend a 90-minute session featuring an overview of the annual general education assessment process and results. [48] This process will be repeated in 2009-2010. It is understood that while not all faculty deliver general education course content, all faculty do have a vested interest in ensuring students gain the foundation for learning through mastery of the core content. [49] At these sessions, faculty members were encouraged to ask questions for clarification and make suggestions for improvement. [50]

Communication with Students about the General Education Curriculum: The University recognizes that students are also significant stakeholders, who would best be served by understanding the intentions in the general education domain. While the core curriculum is

clearly delineated in the *Undergraduate Bulletin* and discussed in orientation, the University is currently seeking other mechanisms to effect a deeper communication about the importance of general education. The University's SACS QEP is related to the offering of an enriching Freshman Seminar, and the QEP team has agreed to consider inclusion of the general education goals as a component of the prescribed course content. The University is also considering the development of a General Education Website and a University Annual Report, a publication that has not been previously complied but would be a viable outlet for communication about the core curriculum and general education goals and assessment results. Broadening awareness of the University's philosophy regarding general education was a principal topic at the March 10, 2009, meeting of the General Education Committee. A subcommittee was formed to develop a comprehensive, multimedia campaign for addressing the necessity of and interrelationships between the core curriculum and general education learning goals.

Schedule of Assessments: As UL Lafayette matures in its assurance of student learning outcomes, it becomes imperative to establish a cycle of sustainable, planned assessments. This will ensure the systematic administration of instruments and the vigilant monitoring of assurance of learning evidence. Although subject to change, and probably to augmentation and expansion, the proposed schedule for the upcoming cycle of general education assessments has been developed [51].

While the General Education Committee did not begin its programmatic assessment of general education goals using direct indicators of student learning in earnest until 2006, it is nonetheless enthusiastic about continuing, enhancing, and institutionalizing initiatives in this domain. Assessment has created unexpected and unintended insights and benefits in the academic arena. As such, the committee is committed to the continued development and maintenance of a sustainable, manageable, and meaningful process of assessment that adds value and enables the accomplishment of its mission. The committee also anticipates tracking results longitudinally to garner substantive evidence on the impact of curricular redesigns and pedagogical interventions.

Supporting Documents

1. *Undergraduate Bulletin*: General Education Requirements
2. UL Lafayette courses fulfilling core requirements
3. BOR Gen Ed goals
4. BOR statewide Gen Ed requirements
5. SACS Steering Committee task responsibilities
6. UL Lafayette General Education Committee
7. UL Lafayette University Gen Ed Committee minutes
8. SAVPAAA job description
9. UL Lafayette General Education learning goals and assessment matrix 12/08/2008,
10. UL Lafayette General Education learning goals and assessment matrix 02/04/2009
11. Assurance of Learning and Effectiveness assessment process graphic Summer 2008
12. Forbes.com Special Report: America's Best Colleges (8/13/2008) / [Offline version]
13. CLA invitation to senior students
14. MAPP invitation letter to students
15. Video multimedia training seminar
16. English Department assessment 2008-2009

17. Composition Intervention A
18. Composition Intervention B
19. UL Lafayette General Education learning goals and assessment matrix 02/04/2009
20. CLA 2007-2008 FINAL report
21. iSkills Fall 2007 FINAL results
22. MAPP FINAL results Spring 2008
23. Global Competence FINAL results 2008
24. Oral Communication CEA rubric
25. CEA Oral Communications
26. CEA Arts
27. Literature essay assessment rubric
28. CEA Literature
29. Written Communication rubric from Google Docs
30. CEA Written Communication FINAL report Fall 2008
31. NSSE 2007 final report
32. ACT SOS 2007 final summary report
33. ACT SOS 2008 final summary report
34. 2007-2008 survey of Earned Doctorates Analysis
35. Gen Ed indirect evidence of student perceptions 2008
36. Gen Ed indirect evidence of student perceptions -- IT 2008
37. Graduating senior future plans survey FALL 2008
38. Graduating senior future plans survey results Spring 2008
39. Graduating senior future plans survey - Salary Spring 2008
40. Master's Exit Survey Fall 2008 results
41. iSkills RAT preliminary intervention recommendations
42. IT RAT Report: Gen Ed IT requirement courses arranged by college
43. IT RAT Report: Gen Ed IT requirement courses arranged by course
44. IT RAT SimNet
45. IT RAT update 02/03/2009
46. Gen Ed Committee minutes 02/03/2009
47. UL Lafayette General Education learning goals and assessment matrix 02/04/2009
48. Gen Ed report to colleges letters
49. Colleges and Departments delivering Gen Ed courses
50. Gen Ed progress and results presentation campus wide 2008 review
51. Planned cycle of assessment of student learning outcomes

Comprehensive Standard 3.5.2 - Institutional Credits for a Degree

At least 25 % of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25% of the credits required for the degree through instruction offered by the participating institutions.

Compliance Judgment

☑ Partial compliance

Narrative

With the exception of three degree programs—two consortial degrees and one joint degree offered with Louisiana State University—UL Lafayette offers 100% of the instruction in all of its degree programs. In the two consortial degrees and the joint degree program, students earn at least 50% of their degree credits from UL Lafayette.

UL Lafayette has relatively few transfer students, and the vast majority of its students earn over 25% of the credits required for the degree at UL Lafayette. However, the rule governing minimum credits earned at the institution, in the *Undergraduate Bulletin* [1] does not ensure adherence to the 25% principle for all students. Currently the *Bulletin* stipulates that

> *A student, in order to be eligible for the baccalaureate degree, shall be required to earn the last 30 hours, applicable toward the degree, in residence as a major in the academic college from which the degree is sought.*

The minimum number of credit hours required for graduation varies among majors, from 124 to 129. Thus, students taking the minimum 30 in-residence hours required may in theory take as little as 24.19% to 23.25% of the credit hours required for the degree through instruction offered by UL Lafayette.

Revision of this policy has been submitted to the Committee on Academic Affairs and Standards, which will rule in August 2009. Following approval, the following graduation requirement will be added to the Rules and Regulations section of the *Undergraduate Bulletin*:

> *At least 33 credit hours required for the baccalaureate degree must be earned through instruction offered by UL Lafayette.*

At the undergraduate level, compliance with these rules is monitored by transfer coordinators within each college and by the Office of Dean of the college at the time students complete their degree plans immediately prior to graduation.

In the consortial degrees offered by the University (Ed.D. in Educational Leadership [2] and M.S. in Nursing through the Intercollegiate Consortium for a Master of Science in Nursing [3]), each institution offers at least 25% of credits required for the degree. In UL Lafayette/LSU's joint degree in dental hygiene, each institution offers at least 25% of the credit hours toward the degree. [4]

Supporting Documents

1. *Undergraduate Bulletin*: Residence Requirements
2. Ed.D. Consortium – Course Work Requirements
3. M.S. Nursing Consortium – Transfer Credit
4. Dental Hygiene Curriculum

Comprehensive Standard 3.5.3 - Undergraduate Program Requirements

The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Compliance Judgment

☑ Compliance

Narrative

The University publishes its defined requirements for undergraduate academic programs, including the general education core curriculum components [1], in the paper and electronic versions of the *Undergraduate Bulletin*. These requirements are based, in part, on requirements from the Board of Regents (BOR) and the Board of Supervisors (BOS) of the University of Louisiana System. Degree requirements conform to general practice in higher education in the United States.

The BOR requires a minimum of 120 [2] hours with a significant general education core of 39 hours [3]. Beyond the BOR global degree requirements, the UL System *Board of Supervisors of the University of Louisiana System Bylaws and Rules* [4] stipulate the following:

> *A. Categories of Requirements. The requirements for a baccalaureate degree vary among System institutions, but generally fall into three categories:*
>
> *1. General Education. This group of courses is mandated by the Board of Regents, and is generally taken within the first two years (freshman and sophomore) at the institution. Total credits for these courses range from 39-45 credit hours. Of these, a minimum of six semester hours must be in English composition and three semester hours must be in college algebra in order to demonstrate competency.*
>
> *2. Courses in the Major. Each institution will specify its own assortment of courses required to complete the degrees it offers. The number of credit hours will vary by program and by institution.*
>
> *3. Electives or Selectives. Students choose additional courses to complete their college experience. Certain programs may have lists of courses from which students may choose to complement the required courses in a major.*

The following general requirements also apply:

> *B. Total Credit Hours for the Degree. The total number of credit hours required for a baccalaureate degree varies by program and by institution, and is stipulated in the individual institutional catalogs.*
>
> *C. Grade-Point Average (GPA). The minimum GPA for graduation is 2.0 on a 4.0 scale, generally. However, institutions may specify a higher GPA for certain majors.*

> *D. Optional Requirements. Institutions may impose additional requirements such as selection of a minor, oral and written proficiency, assessment in the major, licensing examination scores, internships, practice or other field experiences, and/or other elements.*

General Education Components

The Board of Regents "…accepts fully the commonly accepted premise that graduates of similar undergraduate degree programs should attain a broad-based common educational experience. The most appropriate method to ensure that such occurs among students at state colleges and universities is through mandated statewide general education requirements." [5]

Specifically, the goals of these statewide general education requirements are that undergraduate program completers, depending on the respective degree level, shall attain the following appropriate competencies:

- to communicate effectively in oral and written English;
- to read with comprehension;
- to reason abstractly and think critically;
- to understand numerical data and statistics;
- to understand the scientific method;
- to be familiar with key technological and informational applications;
- to learn independently;
- to recognize and appreciate cultural diversity;
- to understand the nature and value of the fine and performing arts;
- to develop a personal value system while retaining a tolerance for others; and
- to understand the American political and economic system.

These BOR general education course requirements are summarized in table form in the Statewide General Education Requirements [6]. General education requirements and learning outcomes are also featured on the University's VSA Website [7]. UL Lafayette's general education program is more extensive than the BOR requirements, and its components are thoroughly delineated in Comprehensive Standard 3.5.1.

All undergraduate degree programs at UL Lafayette meet the BOR's requirements in terms of types of courses and number of hours needed; and they also meet the degree requirements of the UL System. These additional degree completion requirements are imposed by UL Lafayette [8]:

- at least 124 credit hours completed

- a core curriculum of 42 credit hours
- an adjusted grade point average of at least 2.0
- 45 credit hours at the advanced level (3XX and 4XX)
- a major area of study , usually 25% of the total required hours, 24 of which must be above the 100 level
- no more than 55% of the total credit hours in the major and/or area of specialization
- a minor area of specialization (required by certain colleges) which must consist of at least 18 credit hours, with at least 6 earned at the 300-400 level
- meeting all qualitative and quantitative requirements of the academic college and program in which the degree is sought.

Supporting Documents

1. *Undergraduate Bulletin*: Gen Ed Core Curriculum Requirements
2. BOR Policy: Minimum Number of Hours for Degree
3. BOR Policy: General Education Requirements
4. UL System Rules: Degree Requirements
5. BOR Policy: General Education Goals
6. BOR Table Statewide General Education Course Requirements
7. VSA College Portrait of UL Lafayette online / [Offline version]
8. *Undergraduate Bulletin*: Degree Completion Requirements

Comprehensive Standard 3.5.4 - Terminal Degrees of Faculty

At least 25 % of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree.

Compliance Judgment

☑ Compliance

Narrative

For both Fall 2008 and Spring 2009, more than 25 % of the discipline course hours in all majors at the baccalaureate level were taught by faculty members holding the terminal degree. University wide, terminally-qualified faculty taught 52.89 % of undergraduate courses offered in Fall 2008 and 53.10 % of courses offered in Spring 2009. Further, as reported in detail in Comprehensive Standard 3.7.1, all faculty at the University are designated as "Clearly Meets Guidelines" or are "Justified with Other Relevant Qualifications."

Methodology

In general, the terminal degree is considered the doctorate. In the College of the Arts and for creative writing courses, an MFA is considered the terminal degree. In addition, the M.Arch has traditionally been accepted as the terminal degree in Architecture and Design although there are an increasing number of doctoral programs in that area that will be considered in any future hires. For faculty in Health Information Management, the master's degree with RHIA (Registered Health Information Administrator) designation is the terminal degree: although doctorates exist in related fields such as Health Informatics, Healthcare Administration, and Health Information Technology, there is no doctorate of Health Information Management.

Discipline course hour data is presented by College and major within the College. Excluded from the Fall 2008 computations are:

- 15 sections of two developmental courses (ENGL 90, MATH 92),
- 10 sections of ACSK 100 (freshman orientation),
- 3 sections of ACSK 140 (Career Decision Making), and
- 57 sections of college-level orientation courses in Business, Sciences, Education, and Liberal Arts.
- 24 one-hour sections of Honors seminar: 110, 210, 310, and 410, all of which are facilitated by terminally qualified faculty but do not fulfill disciplinary requirements. Upper-level Honors courses are assigned to their respective disciplines in computing percentage coverage by terminally qualified faculty.

The same conventions were followed in reporting Spring 2009 data. All other courses, including general education courses, were included in the computations.

Results

In AY2008-2009, the percentages show that at least 25% of all discipline course hours in each major at the baccalaureate level were taught by terminally-qualified faculty, with the sole apparent exception of Modern Languages in the Spring 2009, with 22.25%. Included in the Modern Languages course set, however, are 100-level courses that do not satisfy discipline requirements for majors (i.e., the 7 hours of French 101 and 102, while included in the percentage computation, do not satisfy any requirement for French majors.) Computed without these 100-level language courses, terminally-qualified Modern Languages faculty taught 59.54% in Fall 2008 and 40.01% in Spring 2009 of the courses required of majors.

When viewed at the college level, coverage in both Fall 2008 and Spring 2009 was well above the 25 % benchmark:

Table 3.5.4 – 1: *SCH Taught by Faculty with Terminal Degrees, Fall 2008 and Spring 2009* [1]

College	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
College of the Arts	16830	13015	**77.33%**	15130	12816	**84.71%**
B.I. Moody III College of Business Administration	25964	13614	**52.43%**	26340	13452	**51.07%**
College of Education	18899	7549	**39.94%**	17800	6928	**38.92%**
College of Engineering	7774	5593	**71.94%**	7500	5310	**70.80%**
College of Liberal Arts	66501	32127	**48.31%**	60106	28585	**47.56%**
College of Nursing and Allied Health Professions	6515	2788	**42.79%**	6987	3023	**43.27%**
Ray P. Authement College of Sciences	49040	26613	**54.27%**	42866	23735	**55.37%**
TOTAL	191523	101299	**52.89%**	176729	93849	**53.10%**

College-level data is presented in the following tables, which include links to the source data at the level of courses and individual faculty.

Table 3.5.4 – 2: *College of the Arts*
SCH Taught by Faculty with Terminal Degrees, Fall 2008 [2] *and Spring 2009* [3]

Department/Major	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
Architecture and Design	4013	3227	**80.41%**	3769	3347	**90.87%**
• Architecture	1425	1245	**87.37%**	1215	1149	**94.57%**
• Design*	2588	1982	**76.58%**	2554	2276	**89.12%**
Music	5477	3058	**55.83%**	4796	3258	**67.93%**
Performing Arts	1845	1385	**75.07%**	1569	1250	**79.67%**
Visual Arts	5495	5345	**97.27%**	4996	4883	**97.74%**
TOTAL	16830	13015	**77.33%**	15130	12816	**84.71%**
*Areas of specialization include Interior Design, Industrial Design, and Fashion Design and Merchandising.						

Table 3.5.4 – 3: *B.I. Moody III College of Business Administration*
SCH Taught by Faculty with Terminal Degrees, Fall 2008 [4] *and Spring 2009* [5]

Department/Major	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
Accounting	4416	1881	**42.60%**	4449	1749	**39.31%**
Business Systems Analysis & Technology	4287	1479	**34.50%**	4125	1416	**34.33%**
Quantitative Methods*	1533	1287	**83.95%**	1638	987	**60.26%**
Business Law*	1263	1263	**100.00%**	1413	1413	**100.00%**
Economics	4884	2370	**48.53%**	4452	2475	**55.59%**
Finance	2127	1245	**58.53%**	2442	1236	**50.61%**

Department/Major	Fall 2008			Spring 2009		
Insurance and Risk Management	267	162	**60.67%**	294	219	**74.4 9%**
Management**	4026	1944	**48.29%**	4215	2088	**49.54%**
Hospitality Management	707	288	**40.74%**	804	354	**44.03%**
Marketing	2454	1695	**69.07%**	2508	1515	**60.41%**
TOTAL	25964	13614	**52.43%**	26340	13452	**51.07%**
*These are support areas rather than majors.						
** Professional Land and Resource Management (PLRM) is not separately designated in this table, although it is a separate major. The vast majority of the curriculum consists of Management courses, with only two courses and an internship specifically designated as PLRM courses.						

Table 3.5.4 – 4: *College of Education*
SCH Taught by Faculty with Terminal Degrees, Fall 2008 [6] *and Spring 2009* [7]

Department/Major	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
Curriculum and Instruction	6481	3127	**48.25%**	6587	2786	**42.30%**
Education Foundation and Leadership	1425	1083	**76.00%**	1350	1116	**82.67%**
Kinesiology	10993	3339	**30.37%**	9863	3026	**30.68%**
Major courses (KNES)	4065	2098	**51.61%**	3386	2195	**64.83%**
Health courses (HLTH)	3078	1127	**36.61%**	2611	829	**31.75%**
*Activity classes (KNEA)**	*3850*	*114*	***2.96%***	*3866*	*2*	***.05%***
TOTAL	18899	7549	**39.94%**	17800	6928	**38.92%**
*These two-hour activity classes do not satisfy any disciplinary requirements						

Table 3.5.4 – 5: *College of Engineering*

SCH Taught by Faculty with Terminal Degrees, Fall 2008 [8] *and Spring 2009* [9]

Department/Major	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
Chemical Engineering	675	675	**100.00%**	638	638	**100.00%**
Civil Engineering	716	439	**61.31%**	511	376	**73.58%**
Electrical Engineering	1225	1034	**84.41%**	1274	1055	**82.81%**
Industrial Technology	2058	729	**35.42%**	2088	744	**35.63%**
Mechanical Engineering	1090	967	**88.72%**	888	642	**72.30%**
Petroleum Engineering	769	769	**100.00%**	868	868	**100.00%**
Engineering*	1241	980	**78.97%**	1233	987	**80.05%**
TOTAL	7774	5593	**71.94%**	7500	5310	**70.80%**
*These courses are not attached to a particular major but are integrated throughout all of the majors.						

Table 3.5.4 – 6: *College of Liberal Arts*
SCH Taught by Faculty with Terminal Degrees, Fall 2008 [10] *and Spring 2009* [11]

Department/Major	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
Anthropology	1299	861	**66.28%**	1191	810	**68.01%**
Child and Family Studies	1563	1563	**100.00%**	1543	1417	**91.83%**
Criminal Justice	2598	1239	**47.69%**	2376	1071	**45.08%**
Communication*	5820	3708	**63.71%**	5826	3714	**63.75%**
Communicative Disorders	1407	1023	**72.71%**	1308	1014	**77.52%**
English	19961	5392	**27.01%**	16936	4584	**27.07%**
History and Geography	9663	6069	**62.81%**	8758	5689	**64.96%**
• History • Geography**	8280 1383	5364 705	**64.78%** **50.98%**	7561 1197	5095 594	**67.39%** **49.62%**

Department/Major	Fall 2008			Spring 2009		
Humanities**	1326	855	**64.48%**	1320	663	**50.23%**
Modern Languages***	4464	1237	**27.71%**	4517	1005	**22.25%**
Philosophy	2061	795	**38.57%**	2011	628	**31.23%**
Political Science	2469	2385	**96.60%**	2034	2034	**100.00%**
Psychology	8091	2415	**29.85%**	7776	2580	**33.18%**
Sociology	5779	4585	**79.34%**	4510	3376	**74.86%**
TOTAL	66501	32127	**48.31%**	60106	28585	**47.56%**
*Includes majors in Interpersonal and Organizational Communication, Mass Communication, and Public Relations.						
**These are support areas rather than majors.						
***The 100-level courses in Modern Languages are included in this number, but are not required for Modern Languages majors. Terminally-qualified faculty taught 59.54% of the 200- level and above courses in Fall 2008 and 40.01% in Spring 2009.						

Table 3.5.4 – 7: *College of Nursing and Allied Health Professions SCH Taught by Faculty with Terminal Degrees, Fall 2008* [12] *and Spring 2009* [13]

Department/Major*	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
Dietetics	1067	306	**28.68%**	1199	350	**29.19%**
Nursing	5448	2482	**45.56%**	5788	2673	**46.18%**
TOTAL	6515	2788	**42.79%**	6987	3023	**43.27%**
* Dental Hygiene courses are taught by Louisiana State University faculty through a consortial agreement.						

Table 3.5.4 – 8: *College of Sciences*
SCH Taught by Faculty with Terminal Degrees, Fall 2008 [14] *and Spring 2009* [15]

Department/Major*	Fall 2008			Spring 2009		
	Total SCH	SCH by Terminal	Percent	Total SCH	SCH by Terminal	Percent
Biology**	10426	5958	**57.15%**	9139	4394	**48.08%**
Chemistry	4868	3791	**77.88%**	4180	4020	**96.17%**
Computer Science	2228	1199	**53.82%**	2445	897	**36.69%**
Geology	5036	4502	**89.40%**	5382	4066	**75.55%**
Health Information Management	689	689	**100.00%**	702	702	**100.00%**
Mathematics	20718	5883	**28.40%**	15609	4729	**30.30%**
Physics	3248	3083	**94.92%**	3205	3034	**94.66%**
Renewable Resources***	1827	1508	**82.54%**	2204	1893	**85.89%**
TOTAL	49040	26613	**54.27%**	42866	23735	**55.37%**
*Two and Three-year transfer program (Pre-Medical Technology, Pre-Pharmacy, and Pre-Veterinary) courses are supported by College of Sciences departments and are included in the appropriate calculations.						
**Includes Biology, Microbiology, and Resource Biology & Biodiversity majors.						
***Includes Environmental & Sustainable Resources and Sustainable Agriculture majors.						

Supporting Documents

1. College totals: percentage of terminally qualified faculty AY2008-2009
2. College of the Arts Fall 2008
3. College of the Arts Spring 2009
4. B.I. Moody III College of Business Administration Fall 2008
5. B.I. Moody III College of Business Administration Spring 2009
6. College of Education Fall 2008
7. College of Education Spring 2009
8. College of Engineering Fall 2008
9. College of Engineering Spring 2009
10. College of Liberal Arts Fall 2008
11. College of Liberal Arts Spring 2009
12. College of Nursing and Allied Health Professions Fall 2008
13. College of Nursing and Allied Health Professions Spring 2009
14. College of Sciences Fall 2008
15. College of Sciences Spring 2009

Comprehensive Standard 3.6.1 - Post-Baccalaureate Program Rigor

The institution's post-baccalaureate professional degree programs, masters and doctoral programs, are progressively more advanced in academic content than its undergraduate programs.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette's post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than its undergraduate programs.

Graduate students are more advanced in their fields than undergraduates and have been selected based on their prior academic success and abilities to complete graduate work. Minimum expectations for grade point average and standardized test scores in combination with departmental guidelines for the student's academic and professional portfolio provide the basis for admissions decisions. [1] [2] Comprehensive Standard 3.4.3 contains a detailed discussion of recent reviews of admissions standards. The doctoral level admissions criteria outline a higher standard than master's level admissions criteria.

Students are expected to have mastered the foundations of their disciplines and therefore to be capable of learning more advanced research and analytical skills. This expectation is articulated, for example, in the "Biology Department Guide for Graduate Students":

> *The purpose of the graduate program is to stimulate students to develop their capacities for study and research. During their graduate years, students are expected to increase their comprehension of biology and their experience and skill in the special techniques necessary for professional work in the biological sciences… Graduate students should conduct themselves as professional biologists, maintaining high standards of scientific integrity, ethics, and performance … [T]heir goal should be to master subjects, rather than to simply comply with form requirements*. [3]

Graduate courses typically follow a seminar rather than lecture format; learning is more student-centered and requires more participation. Graduate course work involves more reading, more thought, more practice, more preparation, more reflections, more breadth and depth of analysis, and more original interpretation of subject matter than undergraduate coursework. The conceptual distinction among undergraduate, master's, and doctoral level course expectations is outlined, for example, in the "Doctor of Education in Educational Leadership Program Consortium Doctoral Handbook," which describes the progression of students beyond summarization and description to examination and analysis, then on to critique and conceptualization. [4]

The graduate student experience is guided toward the acquisition of progressively more advanced knowledge and culminates in a qualifying capstone comprehensive exam, thesis, dissertation, project, exhibit, or recital that leads to professional standing. Resources are

provided by departments in support of these progressively advancing requirements. [5] [6] All master's thesis and Ph.D. dissertation committees are chaired by a member of the graduate faculty [7].

Policies regarding progressive advancement of content for graduate courses

All courses offered for graduate credit are required to include content more advanced than undergraduate courses. Courses that may be taken for graduate credit include those numbered 500-699. These dedicated graduate-student only courses and seminars engage students at the forefront of research and creative knowledge production in their respective fields. They focus on current research methods in the field, and ensure that graduate students engage in their discipline at a level progressively more advanced than undergraduates. Additionally, graduate students may enroll in 400(G) – 499(G) courses, courses open to both upper-division undergraduate and graduate students. The content of these courses is subject to the following policies:

> *V. COURSE AND CREDIT REGULATIONS*
>
> *A. CLASSIFICATION OF COURSES*
>
> *(Courses numbered below 400 are offered only for undergraduate credit.)*
>
> *400-499 These course numbers may carry a G, which means that graduate students must take them for graduate credit. Instructors are required to distinguish different assignments and grading practices for graduate and undergraduate students in 400G courses.*
>
> *500-699 Graduate-level courses open only to graduate students.*
>
> *B. COURSE LIMITATIONS AND RESTRICTIONS*
>
> *1. General limitations on graduate course-work include the following:*
>
> *a. Only courses approved by the Graduate Council may be taken for graduate credit.*
>
> *b. A student cannot receive graduate credit for any course without having been admitted to the Graduate School prior to enrolling in the course. A student cannot receive graduate credit for any course in which a freshman or sophomore student is enrolled.*
>
> *2. Graduate credit cannot be earned for a course previously completed for undergraduate credit with an undergraduate grade recorded. The course may not be rescheduled for graduate credit, nor may the undergraduate credit be changed retroactively to graduate credit.*
>
> *3. Credits applied toward a non-doctoral degree may not be older than six years.*
>
> *4. Graduate credit cannot be earned through credit examinations.*

> *5. A non-doctoral student may earn a maximum of 6 semester-hours of graduate credit for application toward a graduate degree in courses in the sequence 497-498, 597-598, and 697-698 or in other individual or special-studies courses. A doctoral student may earn a maximum of 12 hours of credit in such courses for application toward the Ph.D. degree.* [8]

Additional policies in the *Undergraduate Bulletin* govern the enrollment of undergraduate students in 400 (G)-level courses, as exemplified in this entry in the Biology course listings: "To enroll in any 400-level course students must be admitted to the Upper Division; to enroll in a 400(G)-level course in which there are graduate students, students must have junior or higher standing." [9] Deans and department heads monitor undergraduate enrollment in 400(G)-level courses, aided by registration reports produced each semester and session: "Students in JD College Taking 4XX Courses", and "FR, SO, SP Classifications Taking 4XXG Courses." [10] Undergraduate students without the appropriate classification and Upper Division standing are withdrawn from the course.

Course approval

The UL Lafayette Graduate Council appoints five standing committees, one of which is the Graduate Curriculum Committee. This committee reviews requests to add, delete, or change courses at the 400(G) level and above. The Graduate Curriculum Committee is charged with: (1) ensuring that changes are consistent with graduate-level curricula, (2) determining if changes impact organizational units other than the originating unit, and (3) providing quality assurance with regard to the format and style of course descriptions.

Program level goals and outcomes

A progression of rigor can also be demonstrated through a comparison of student learning objectives and assessment of goals at the undergraduate and graduate levels.

Learning outcomes in all graduate programs reflect a more intensive and mature apprenticeship learning model than their undergraduate counterparts. Assessment methods reflect this distinction, with nearly all graduate programs measuring student learning outcomes on the basis of in-depth juried assessment of student comprehensive exams and thesis/dissertation capstone projects. Most graduate programs reflect the professionalization of students and the goal of having students emerge not only as masters of a specific body of knowledge, but as fully independent practitioners of their disciplines.

The B.S., M.S., and Ph.D. in Biology exemplify these patterns and the broadly progressive nature of instruction and student learning from the undergraduate through the graduate degrees. Thus B.S. in Biology students are expected to "access, evaluate, assimilate, and critique biological literature" and to "Apply the scientific method" [11]. M.S. in Biology students are required to "have the skills and knowledge necessary to design a research project related to the area of the student's specialization" [12]and to "analyze results and present them in oral and written formats associated with presentation and publication of research in the area of the student's specialization." [13] Ph.D. candidates in Biology are further expected to "…have the skills and knowledge necessary to design a research project that has the potential to contribute new knowledge related to the area of the student's specialization…" [14]

Another example where this progression is evident is in the Moody College of Business, selected because the college has developed not only degree/major goals, but also undergraduate "program" goals and graduate (MBA) program goals [15]. In addition to specific disciplinary goals, all undergraduate business students are expected to demonstrate mastery of a shared set of learning outcomes, which vary in both breadth and depth of knowledge as compared to graduate-level learning objectives. Substantive differences in these goals are summarized in the table below.

Table 3.6.1 - 1

Undergraduate Business Program Goals	Graduate (MBA) Business Program Goals
Requires effective functioning as a team member	Requires demonstration of leadership skills in a team
Requires awareness of business practices in different countries	Requires an understanding of the interconnectivity of local, national and global cultures
Requires knowledge of core business disciplines	Requires an understanding of the integration of core business disciplines
Requires utilization of basic business software applications	Requires utilization of advanced technologies and software applications
No goal related to contextual or environmental issues	Requires understanding of socio-political , technological and legal environments in which businesses operate

Assessment instruments utilized at these different levels typically vary widely. For example, course-embedded assessments at the MBA level often employ peer-evaluators, "client" organization evaluations, and external expert observers. In cases where assessment methodologies are shared (such as simulations), MBA-level assessments will constrain fewer variables, expect higher levels of performance, and benchmark only teams comprised of other graduate students. While both programs administer to all graduates an ETS Major Field Exam, each program uses the version (Undergraduate or MBA) relevant to its program. [16] Comparisons of other undergraduate and graduate programs at UL Lafayette reveal a similar progression.

Course Syllabus Examples

An example of courses being increasingly more academically advanced is found by comparing NURS 404 and NURS 502/602. The 404 course, titled "Process IV: Scientific Inquiry and Research," lists course learning goals such as "describe common techniques of data analysis," "employ the use of computers in nursing research," "value research as a tool…," "describe methods for communicating the results of research," etc. The higher numbered and more advanced course, NURS 502/602, titled "Design and Methodology of Nursing Research," lists more complicated course objectives such as "compare and contrast the research process and

the process of evidence based practice," "make descriptive, experimental, or qualitative design decisions regarding the investigation of nursing problems," "select appropriate descriptive, parametric, and non-parametric statistics for use in research project proposal or thesis proposal," "write a scholarly research proposal for the investigation of a nursing problem," etc. The more advanced course deals much more forcefully with the requirement that nursing students draw from earlier course work and apply the knowledge they have acquired to actual research proposals and projects. The course objectives of the higher level course require the student to employ knowledge to "justify," "design," "demonstrate," "critically select," "develop and apply," and "write" in a scholarly fashion. These represent concentrations of higher level functioning than those in the lower level 404 course, which is more concerned with basic operations requiring the student to recognize, describe, and value course elements.

Another example of the progressively more advanced nature of higher level courses is found in a comparison of an undergraduate HIST 327 course titled "Modern European Nations: European Encounters in the New World," with HIST 515: "European History Studies: European Encounters." While treating the same subject area, the requirements for the two courses are clearly different and the graduate syllabus [17] clearly more advanced: separate weekly seminars, additional reading lists, and a longer original research paper. The undergraduate course [18] deals with "exploring" the clash of worlds that occurred when Europeans encountered the Americas. Based upon lectures, class discussions and activities, this course pushes the student to "understand" historical forces and to develop a picture of what happened during these historical encounters. The graduate course further aims "to introduce the student to the main currents of thought on the European contact and colonization of the New World" through intensive reading of the secondary historical literature. Additional examples illustrate the widespread presence of increased expectations on graduate syllabi [19].

Survey

Assessment of student opinions confirms the effectiveness of these policies and procedures designed to ensure the rigor and progressive advancement of academic content in post-baccalaureate programs. Eighty-seven master's students completed an exit survey in Fall 2008. More than three-quarters of the respondents agreed or strongly agreed that their coursework was progressively more academically advanced. [20]

Supporting Documents

1. Graduate Admissions Requirements Brochure
2. *Undergraduate Bulletin*: Graduate Admissions Requirements
3. Biology Department Guide for Graduate Students
4. Ed.D. Consortium Handbook online
5. English Department Graduate Student Handbook online
6. History Graduate Research Resources
7. Graduate Faculty Membership online
8. *Graduate Bulletin*: Classification of Graduate Courses
9. *Undergraduate Bulletin*: 400(G) Enrollment Restrictions
10. 400(G) Enrollment Report
11. B.S. Biology goals
12. M.S. Biology goals
13. M.S. Biology goals

14. PhD Biology goals
15. Moody College of Business undergraduate and graduate goals
16. ETS Results
17. History 515 Syllabus
18. History 327 Syllabus
19. Increased expectations on graduate syllabi: further examples
20. Masters Exit Survey Fall 2008

Comprehensive Standard 3.6.2 - Graduate Curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette structures its graduate curricula to include knowledge of the literature of the discipline and ensures ongoing student engagement in research and/or appropriate professional practice and training experiences.

Disciplinary Knowledge

Various mechanisms are used to ensure student mastery of disciplinary knowledge, including course and curricular requirements and professional development experiences.

The general and core course requirements within each graduate program provide for the breadth of knowledge expected within the discipline. For example, the English Department requires master's students to complete courses in five of six literary periods [1] and Ph.D. students to complete similar breadth requirements [2].

Syllabi of numerous graduate courses reveal extensive reading requirements. Both GEOL 339 (Sedimentary Petrology) and GEOL 502 (Advanced Sedimentation) have a compilation of reading materials in place of a required text. However, GEOL 502 assigns an extensive reading list of over 100 sources, whereas GEOL 339 assigns a short list of text chapters and sections on reserve for reading. Assignments at the graduate level often reinforce the extended readings by requiring students to critique and bring their own thought to the content: MUS 562 (Seminar in Music History) requires weekly summary presentations and critiques of the assigned readings.

Graduate students writing research papers, theses, and dissertations are also required to master bodies of literature and to incorporate these into their reviews of literature. The Biology Department's "Guide for Graduate Students" states that students are "to broaden their outlook and to enlarge their background by reading professional journals regularly … and by becoming familiar with the reference materials available in their field." [3] The "Academic Guidelines" from the Institute of Cognitive Science provide, "Students are expected to have a firm grounding in and broad understanding of all sub-disciplines of cognitive science." [4] It further describes, "Students should show mastery of appropriate literature, present a clear-cut question, and layout a detailed research plan." [5] Originality in research is imperative; the English Department Graduate Student Handbook specifies "the prospectus should reflect a sense of the relevant materials in the field and the nature of the original contribution the study will make to existing scholarship … A review of periodical literature, Dissertation Abstracts, and major books in the field is in order to ensure that the dissertation will not duplicate other research." [6]

Demonstration of preparedness to pursue original research requires critical thinking and scholarly inquiry at an advanced and expert level. Students must move beyond summarization and description to examination and analysis then on to critique and conceptualization. The

faculty of the Doctor of Education in Educational Leadership ensures this progression by requiring a qualifying paper focusing on critical analysis of the literature prior to beginning the dissertation [7]. To prepare students for advanced research and writing, some departments mandate students take foundation courses in these areas. For example, the English Department requires English 596-Research Methods [8], and the Department of History expects all MA students to "take Historiography and the Graduate Research and Writing Seminar." [9] Throughout the University, all master's theses and doctoral dissertations are required to demonstrate originality, independent learning, and advanced research. Copies of all theses and dissertations are housed in the library and in each department, and are available for review.

Comprehensive exams also dictate familiarity with relevant literature and knowledge of major theories and themes within disciplines. The *Graduate Bulletin* stipulates "each candidate for a master's degree will be required to demonstrate a general, comprehensive knowledge of a field of study" [10] by successful completion of a written and/or oral comprehensive exam, fulfillment of an integrative course, or overall performance on a set of core courses. Similar stipulations exist for the Ph.D. [11] and the Ed.D. [12] Additionally, comprehensive exams ensure that students are able to present themselves effectively in professional settings (such as conferences and job interviews) and have the understanding of the field necessary to complete Ph.D. level research. Comprehensive exams test the student's command of the discipline's literature and research and his or her ability to analyze and synthesize that information gleaned from the required and elected coursework. [13] [14] [15] Departments may also make a distinction between a preliminary exam and a final exam to ensure satisfactory progress toward the degree and acquisition of critical knowledge. The Department of Psychology is an example of the multi-part comprehensive exam [16].

Students are also required to attend colloquia and other educational events to hear the latest results of the scholarly activities and research of on-campus and off-campus experts. The Department of Biology explicitly states "all graduate students are required to attend all departmental seminars." [17] Departments sponsor such events each semester. The following URL addresses link to the respective departments' online listing of scheduled colloquia, seminars, and other educational events: Mathematics meetings, seminars, and colloquia [18], Biology seminars [19], English calendar of events [20], the College of Education Educational Studies Colloquium [21], and Center for Advanced Computer Studies lectures and colloquia [22].

Student Engagement

Graduate students often work closely with their mentors on research projects, and many students have assistantships requiring at least 20 hours of work each week on experiments, explorations, and scholarly pursuits. The Department of Psychology, for example, stipulates that experimental psychology students "must be involved in research with a faculty member" as part of their curriculum requirements [23]. The Department of Biology expects that "a specific research project must be completed under the direction of the major advisor." [24] Some of the Center for Advanced Computer Studies students share personal statements regarding their research and mentors on the "Meet Our Graduates in CACS" page of its Website [25]. Departments call for research at various levels. The Institute of Cognitive Science "requires that students complete a first year research project" and further stipulates that "the core [coursework] should provide students with skills and knowledge sufficient to choose and begin a research project in any area of cognitive science where the Institute has expertise." [26]

Some students are required to participate in internships and/or practica, and many are required to incorporate their off-campus experiences into research papers or products. For Counselor Education "the purpose of the practicum is to expose the students to counseling settings and begin orienting them with the profession." [27] Similarly, the Psychology Department stipulates that students in the applied psychology program "complete a six hour Field Practicum (Psychology 595) in the last semester of training," [28] and in Communication "For students with no professional experience, an internship provides an opportunity to gain experience, develop materials for portfolios to be used in job-seeking, and obtain professional references." [29] Another example is the Public History concentration in the History Department, which offers internships and special projects for its students in a variety of settings and organizations [30].

Many students are required to write papers and present the results of their work at professional conferences or on-campus seminars and to submit their work to academic publishers. [31] [32] Some students are also invited to publish with their mentors and to immerse themselves in all aspects of a research or production project. For example, the Cognitive Science doctoral program expects "attendance as well as presentation of [student] research" at research colloquia [33]. The Center for Advanced Computer Studies provides to graduate students online resources like "How to present a paper in theoretical computer science" and "How to give a good talk". [34]

Some students are expected to participate in the departments' "professional" seminars wherein they learn more about their fields, the current state of the job market, how to prepare resumes or curriculum vitae, how to apply for positions, obtain job interviews, and how to successfully obtain positions. Online resources related to these "professional" topics are also made available to students. Other departments help students achieve "professional" preparation in their field through a portfolio. One example of this approach is the Doctor of Education in Educational Leadership, which obliges students to maintain a professional portfolio and submit it at three intervals for review and critique [35]. Students are also encouraged to serve the department or organization in a variety of ways to gain experience in administrative functions. For example, the English department encourages students to sit on University and departmental committees that allow for graduate student members. [36]

Some graduate students organize or assist in organizing conferences on campus. The UL Lafayette chapter of Phi Alpha Theta, the history honor society, incorporates history students in the "organization of local seminars and conference panels" and in the production of an annual publication *Clio's Quill*, an award-winning student history journal. [37] The English Department hosts annually the Louisiana Conference on Literature, Language, and Culture, where students volunteer to coordinate the conference. Graduate mentors involve their students in research and invite them to attend conferences and professional meetings. Membership in national professional societies and organizations is strongly encouraged. [38]

Most humanities curricula require that graduate students demonstrate mastery of a foreign language, because it is deemed an important knowledge base for doing research and scholarship. In some cases, when beneficial to enhance a student's knowledge of the discipline, a curriculum may require a second (or third) language proficiency requirement. For example, the English Department "foreign language requirement for M.A. students consists of a reading knowledge of one of the following languages: French, German, Greek, Italian, Latin, Russian, Spanish, or Arabic," [39] and for Ph.D. students a reading knowledge of two languages or fluency

in one language other than the native tongue [40]. Scientific disciplines also allow the "language requirement" to be met through proficiency in a computer science, statistics, or calculus. [41] Each graduate program with a language requirement stipulates the number of languages, level of proficiency (whether reading, writing, or speaking), and means by which the student's proficiency is assessed. [42] [43]

Graduate students also gain valuable professional experience and training as teaching assistants, lab instructors, or guest lecturers in courses within their departments. The Graduate School assists with the training of graduate assistants through Graduate Assistant Orientation each Fall semester and through the publication and distribution of the "Guidelines for Graduate Assistants" [44]. The English Department Handbook for Graduate Students states, "The broad base in literature, along with the teaching experience gained by graduate assistants, ensures that those who opt for academic positions will be qualified to teach in several areas" [45] and other campus publications similarly state that "Graduate assistants perform a variety of administrative … duties" including, but not limited to, "grading exams and papers, leading discussions, consulting with students in office hours, and delivering lectures." [46] [47] Departments also offer courses designed to train students in instruction, scholarship, and teaching; such courses include English 500-Professional Colloquium, English 501-Teaching College English, and English 509-College English Practicum [48], and Communication 501-Supervised Teaching [49]. Orientation sessions within departments and department-specific guides offer similar training for teaching assistants; examples of these are found within the English Department. [50]

Some graduate students participate in regional, national or international competitions either as individuals or as teams. Twice in three years a student from UL Lafayette's Graduate School won the Conference of Southern Graduate Schools Master's Thesis Award. An interdisciplinary team of students and faculty participates in the Defense Advanced Research Projects Agency (DARPA) Urban Challenge annually as the Team CajunBot [51]. The English Department also offers awards for outstanding papers and graduate students in conjunction with and independently of the annual Louisiana Conference on Literature, Language, and Culture. [52] Math graduate students participate in the William Lowell Putman Mathematical Competition. [53] Graduate student research is supported by Dupré Library, including interlibrary loan, access to electronic databases and resources, and convenient access to materials owned by other members of the Louisiana Library network (LOUIS). Core Requirement 2.9 contains additional information about LOUIS.

Supporting Documents

1. English M.A. General Course Requirements
2. English Ph.D. General Course Requirements
3. Biology Department Guide for Graduate Students
4. Institute of Cognitive Science Academic Guidelines
5. COG SCI Academic Guidelines – Dissertation Proposal Defense
6. English Dissertation Prospectus
7. Ed.D. Consortium online Doctoral Handbook: Qualifying Paper Overview
8. English Graduate Program Course Requirement: Research Methods
9. History M.A. program Course Requirements: Historiography and Graduate Research and Writing Seminar
10. *Graduate Bulletin*: Master's Degree Requirements

11. *Graduate Bulletin*: Ph.D. Degree Requirements
12. *Undergraduate Bulletin*: Ed.D. Degree Requirements
13. English Department online Graduate Student Handbook: M.A. Comprehensive Exams
14. English Department online Graduate Student Handbook: Ph.D. Comprehensive Exams
15. Biology online Graduate Student Guide: M.S. and Ph.D. Comprehensive Exams
16. Psychology Department Website: Preliminary Examination
17. Biology Department online Graduate Student Guide: Seminar Attendance
18. Mathematics Department Website: Meetings, Seminars, and Colloquia
19. Biology Department graduate seminars
20. English Department online graduate student Calendar of Events
21. College of Education Colloquium Series Spring 2009
22. Center for Advanced Computer Studies Website: Lectures and Colloquia / [Offline version]
23. Psychology Department Website: Student Research Requirement
24. Biology Department online Graduate Student Guide: Student Research Requirement
25. Center for Advanced Computer Studies Website: "Meet Our Grads" / [Offline version]
26. Institute of Cognitive Science online Graduate Guide: Research Requirements
27. Counselor Education Website: Practicum and Internship
28. Applied Psychology Program Website: Field Practicum
29. Communication Department Website: Internships
30. Public History Website: Internships and Special Projects
31. History Graduate Program Website: Workshops and Professional Development
32. Biology Department online Graduate Student Guide: Special Requirements, Research Seminars, and Publications
33. Institute of Cognitive Science online Graduate Guide: Research Colloquium
34. Center for Advanced Computer Studies Website: "Life as a Graduate Student" / [Offline version]
35. Ed.D. Consortium Doctoral Candidate Handbook online: Portfolio Review
36. English online Graduate Student Handbook: Standing Committees
37. History Graduate Program Website: Workshops and Professional Development
38. Biology online Graduate Student Guide: Professional Memberships
39. English online Graduate Student Handbook: M.A. Foreign Language Requirements
40. English online Graduate Student Handbook: Ph.D. Foreign Language Requirements
41. Biology online Graduate Student Guide: Language Requirements
42. *Graduate Bulletin*: Language Requirement for M.A. Degree in English or French
43. *Graduate Bulletin*: Language Requirement for Ph.D.
44. Guidelines for graduate assistants
45. English online Graduate Student Handbook: Overview of the English Graduate Program
46. History Graduate Program Website: Teaching Assistantships Duties
47. Biology online Graduate Student Guide: Assistantships
48. English online Graduate Student Handbook: Pedagogy Courses
49. Teaching seminar in the Department of Communication
50. English online Graduate Student Handbook: The Graduate Assistantship
51. CajunBot Website / [Offline version]
52. Available awards for English graduate students
53. Nationwide Mathematics Competition

Comprehensive Standard 3.6.3 - Institutional Credits for a Degree

The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional programs offered through joint, cooperative, or consortial arrangements, the student earns a majority of credits through instruction offered by the participating institutions.

Compliance Judgment

☑ Compliance

Narrative

The majority of credits toward all UL Lafayette-awarded graduate degrees are earned through the University. This principle holds true as well in the University's two graduate degrees offered through consortia. In the M.S. in Nursing UL Lafayette students take a maximum of six or twelve credit hours from the consortial partner institutions, depending on the degree track; degree tracks require between 34 and 42 credit hours total. In the Ed.D. in Educational Leadership, provided through a consortium of Southeastern Louisiana University and UL Lafayette, students take eighteen hours of core course requirements at their home institution and half of the remaining courses at their home institution.

In the case of graduate students who transfer into a UL Lafayette graduate program, regulations limiting the transferrable credit that is applicable toward e degree are published in the *Graduate Bulletin.* As specified in the 2008-2010 *Graduate Bulletin* [1], master's level degree candidates are limited to nine or twelve transfer credits, depending on the total hours required in the degree program:

> *A maximum of 12 semester hours of transfer graduate credit may be applied toward fulfillment of requirements for the master's degree. The number of hours transferred may not, however, exceed one-third of the semester hours required for the degree. The maximum number which can be transferred in a 30 or 33 hour program is 9.*

With regard to doctoral degree candidates, the 2008-2010 *Graduate Bulletin* [2] states:

> *An unspecified number of semester hours of transfer graduate credit may be applied toward fulfillment of requirements toward the Ph.D. Transfer of graduate credit requires the approval of the Dean of the Graduate School…*

The intent of the wording of the regulation has been to allow some flexibility to graduate programs in determining the transferability of credits, and in practice the Graduate School has in fact required that students earn over one half of the credits toward their graduate degree at UL Lafayette. However, in order to align policy with practice, the doctoral transfer rule has been revised for the 2010-2012 *Graduate Bulletin*, as follows:

> *An unspecified number of semester hours of transfer graduate credit may be applied toward fulfillment of requirements toward the Ph.D., but the majority of credits toward a graduate degree must be earned at UL Lafayette. Transfer of graduate credit requires the approval of the Dean of the Graduate School…*

The process of verifying that the student has or will have met all degree requirements begins when a student submits the graduation checklist and application for degree. A staff member in the Graduate School Office carefully reviews each graduation checklist to verify that requirements have been or will be satisfied by the end of the semester. Upon completion of this review, a copy of the graduation checklist [3] is then forwarded to the graduate coordinator of the program in question for his or her review.

The limitations on transfer credit hours from institutions outside the consortia for both the M.S. in Nursing and the Ed.D. are specified in policies found on their Websites.

Specifically, the M.S. in Nursing Student Handbook states:

> *Transfer credit*
>
> *Credits from other universities may be transferred under certain circumstances. Students must seek approval to transfer credit toward the MSN. Please refer to the home institution university catalog for the graduate school policy for transfer credit prior to beginning course work toward a MSN. Students wishing to take courses toward a MSN from a non-consortium university once admitted to the graduate school, must be granted permission to do so from the Nursing Graduate Coordinator PRIOR to enrolling in the course(s).* [4]

The Ed. D. Consortium Policies state the following regarding transfer of credits:

> *Course Work Requirements and Transfer of Credits:*
>
> *A maximum of 12 hours of appropriate course work (six from the master's degree and six from post-Master's coursework), subject to approval by the Consortium, with prior approval by the candidate's advisory committee and the campus Consortium Coordinator, may be transferred from other accredited institutions.* [5]

Supporting Documents

1. Transfer of Credit Regulations: M.A. Degree
2. Transfer of Credit Regulations: Ph.D. Degree
3. Graduate checklist form
4. MSN Consortium – Transfer Credit
5. Ed.D. Consortium – Coursework Requirements and Transfer of Credits

Comprehensive Standard 3.6.4 - Post-baccalaureate Program Requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette defines and publishes program requirements for its graduate and post-baccalaureate professional programs through the 2008-2010 *Graduate Bulletin* [1], which is also posted online and available for student download through the Graduate School home page [2] and through ULink under Student Resources [3]. Hard copies of the *Graduate Bulletin* are provided to graduate coordinators, faculty, and staff. CD copies of the *Graduate Bulletin* are distributed to graduate students during graduate student orientation and are available in the Graduate School office upon request and the University Bookstore.

Admissions requirements are the first gauge of the level of program requirements in UL Lafayette's graduate programs. Minimum expectations for application and admission are established by the Graduate Council [4] and are available through the following URLs:

- Application materials [5]
- Admissions FAQs [6]
- Graduate Assistantship Application [7]
- Graduate Programs [8] [9]
- Graduate School Brochure [10]

UL Lafayette conforms to commonly accepted standards and practices for graduate degree programs as outlined by the University of Louisiana System Board of Supervisors (UL System BOS) and the Louisiana Board of Regents (BOR). The UL System BOS *Bylaws and Rules* includes guidelines for course classification of graduate level courses (Section II), minimum length of academic courses (Section VII), and academic renewal (Section X, B). [11]

The UL System BOS *Bylaws and Rules* classify a full-time graduate student as "one who is taking at least nine semester hours, or the equivalent of scheduled work, during a regular semester." [12] Similarly, a part-time graduate student is one who enrolls for less than nine hours or its equivalent during a regular semester. Section IV, E and F, provide the probation and suspension guidelines for graduate students. Section IX directly relates to admission to graduate study. Sections XI and XIII outline requirements for master's degrees and doctoral degrees, respectively. Section XV describes the provisions for graduate assistantships.

The Louisiana Board of Regents Policies and Procedures stipulates approved academic terms and degree designations to be used for transcripts, catalogs, diplomas, and all publications for universities in Academic Affairs Policy 2.11 [13].

UL Lafayette's "Guidelines for the Preparation of Theses and Dissertations" demonstrates the conformity of standards for the capstone products of graduate programs at UL Lafayette to commonly accepted standards and practices. [14]

New Graduate Program Approval Process

The lengthy new degree program approval process undergone by all programs ensures that the design and structure of graduate programs meet or exceed commonly accepted standards. Requests for new graduate degrees to be offered at UL Lafayette go through distinct stages:

Stage 1: Departments/faculty initiate the requests after internal discussions of need and feasibility for the program, usually after preliminary discussions are held among the Dean of the Graduate School, the Vice President for Research, the Provost, and the President of the University. If the initial request is received in a generally favorable light, the department head or departmental spokesperson then contacts the Dean of the Graduate School for more in depth conversation about the degree program being considered.

Stage 2: After more in depth conversation, the dean then provides the department a one-page document titled "UL Lafayette New Graduate Programs Guidelines" [15] and asks that the department provide a short written response addressing certain factors considered important to further consideration of the request. At this stage the department basically begins the preliminary paperwork describing and justifying the proposed program. Among other things, the department is asked to estimate the costs of the program and to identify sources of funding needed to develop the new program. This preliminary request is then submitted to the Dean of the Graduate School, who reviews the request and forwards it through the university chain of command, whereby a decision is reached to deny, approve, or hold in abeyance the preliminary program request.

Stage 3: If the preliminary request for a new degree program is approved at the campus level, the department then prepares a Letter of Intent asking for permission to advance the request for a new degree program through the appropriate channels at the University of Louisiana System Board of Supervisors (BOS) and ultimately to the Louisiana Board of Regents (BOR) [16].

Stage 4: If the Letter of Intent is approved at the System and Regents levels, the department is then asked to complete a Proposal and to submit it through the same chain of command as that used with the Letter of Intent. The Proposal (following up on and expanding information required at the Letter of Intent stage) encompasses answers to numerous questions about the curriculum for the proposed program, the faculty credentials of those to teach in the new program, the costs of the program and sources of support for the program, the need for equipment and the adequacy of the facilities to support the program, the expected number of enrollees and graduates of the program, the economic impact of the program, and other factors. The BOR employs external consultants to review new program requests as part of the approval process.

The general statement requiring Letters of Intent and Proposals to come to the System President for staff review can be found at the UL System Website. [17] The information to be included in a Letter of Intent is to be found on the BOR Website mentioned above. If campuses are invited to submit a Proposal for a new degree program, they are directed to submit

information according to BOR Academic Affairs Policy 2.05 [18], which states that "Proposals for new academic programs should follow the criteria outlined in the *Guideline for the Proposal of a New Academic Program"* [19].

An inspection of the criteria contained in the *Guidelines* reveals that they constitute the end product of a consistent, cumulative procedure, which began with informal conversations at the faculty/departmental level, then became formalized at the campus level with an initial written request prepared and sent to university administrators which, if approved, then allowed for the preparation of a Letter of Intent which, if approved through the chain up through the Board of Regents, gave invitation for the preparation of a full blown Proposal for a new degree program.

Stage 5: If the Proposal was then approved through all channels culminating with approval by the BOR, the program would then be established at the University and recruitment efforts for the new program would be implemented.

Supporting Documents

1. Program Requirements in the *Graduate Bulletin*
2. Graduate School Homepage
3. Snapshot program requirements on ULink
4. Graduate Council Website
5. Online graduate application
6. Prospective graduate student FAQs online
7. Graduate assistant application online
8. Graduate Programs Website
9. Sample graduate program brochures
10. Graduate School brochure
11. UL System System *Rules and Regulations*: Course Classification, Minimum Course Length, and Academic Renewal
12. UL System *Rules and Regulations*: Classification of a Graduate Student
13. BOR Policy and Procedures: Academic Terms and Degree Designations
14. UL Lafayette "Guidelines for the Preparation of Theses and Dissertations"
15. New graduate programs guidelines
16. BOR Policy and Procedures: Letters of Intent for Projected New Academic Programs / [Offline version]
17. UL System *Rules and Regulations:* New Degree Program Requests
18. BOR Policy and Procedures: Review of Proposals for New Academic Programs/Units / [Offline version]
19. BOR Guidelines for the Proposal of a New Academic Program / [Offline version]

Comprehensive Standard 3.7.1 - Faculty Competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette has always held to the most rigorous standards of faculty qualification. Except for developmental and kinesiology activity courses, instructors are required to hold a master's degree and a minimum of 18 hours of graduate coursework in the teaching field. Rare exceptions to this rule demonstrate other documented professional qualifications that guarantee competence.

The University has a comprehensive strategy that includes the hiring, evaluation, tenure, promotion, and development of faculty. The description of "the Ideal University Professor" [1] delineates characteristics, activities, and values that the University considers important in its faculty. The composite description provides benchmarks for assessing faculty performance in annual evaluations and merit raise considerations, as well as in tenure and promotion decisions.

Faculty Hiring Process

The hiring of qualified continuing faculty is a three-stage process—create or fill an existing position, advertise and search, and appoint. These procedures are detailed in both the *Faculty Handbook* [2] and the *Staff Handbook* [3].

Stage 1: Creation of the Position. The department head writes a letter to the dean of the college seeking approval to create or fill a vacant faculty position. The request includes the rank, salary, and funding source for the position. If approved, the dean forwards the request to the Provost, who, if he or she approves, seeks the approval of the University President. The EEO officer assigns an EEO number to the approved position and sends to the department head the EEO Checklist for Hiring Faculty, which outlines the major steps in the hiring process [4].

Stage 2: Advertising and Search. The department develops an Academic Vacancy Announcement [5], and the department head requests approval from his or her dean to advertise the position. The request to advertise and the Vacancy Announcement must be approved by the dean, the Provost, and the EEO Officer before the advertisement can be placed. Every ad must clearly state the University's expectations for teaching, research, and service, as well as the academic credentials necessary for the position. The EEO Officer notifies the Office for Campus Diversity, Career Services, and the University Webmaster of the vacancy, and those three offices post the vacancy announcement in their areas and usually on the University

Website. Actual placement of the vacancy advertisement in journals, newspapers, and other off-campus vehicles is the responsibility of the department with the vacancy.

When the department closes the search and ceases accepting applications, a list of names of all applicants is sent to the EEO Officer to assure compliance with EEO standards. The department then appoints a search or Qualifications-Screening-Nominating (QSN) committee to conduct the search. Should the department wish to bring candidates to campus, the department head must obtain written approval of the dean, the Provost, and the President. The candidate's name must be listed in the EEO Officer's applicant pool before approval to interview can be granted.

Stage 3: Appointment. Once the department head has decided to recommend a particular candidate for the position, he or she writes a letter to the dean seeking approval to hire the candidate. The letter must include the recommended rank, salary, and tenure probation period for the candidate. In addition, the candidate's CV is forwarded. The candidate's compliance with SACS faculty credentials, as well as individual college accreditation standards is verified at both the college and university levels, as appropriate. If the dean and the Provost approve, the department head can offer the position to the candidate. Every offer of employment is cleared by the Office of the Provost to ensure that those hired advance the mission, values, and strategic imperatives of the University. Further, each written offer of employment clearly states the University's expectations with regard to teaching, research, and service. Actual appointment of the new faculty member is effected using an Appointment Form for Unclassified Personnel [6]. A new faculty member must have his or her graduate institution(s) submit to the Office of Academic Planning and Faculty Development a current official transcript of all work completed and degrees earned. The dean's office maintains on file an official transcript for all faculty appointed in the college. No appointment is valid until the BOS has given its formal approval of the applicant, the rank, the salary, and the period of employment.

"Special appointments" to non-continuing positions are individually negotiated and may be renewed. The qualifications for such appointments are comparable to those of the corresponding regular faculty ranks; that is, all candidates for the positions must meet both SACS requirements and individual college accreditation standards. Candidates' credentials are verified by the Office of Academic Planning and Faculty Development via the Pre-Certification Form [7]. The form lists the candidate's academic degrees (pending verification of official transcripts) as well as the courses to be taught. The Office of Academic Planning and Faculty Development completes the form and indicates that "the above candidate meets the SACS teaching criteria at the undergraduate level only in the following disciplines … " and lists the disciplines or "the above candidate meets the SACS teaching criteria at the Undergraduate/Graduate level in the following disciplines … " and lists the disciplines.

In accordance with the SACS guidelines, the University gives primary consideration to the "highest degree earned in the discipline" for tenure track faculty. The majority of faculty members not holding a terminal degree are Instructors, the vast majority of whom teach lower-level undergraduate courses only. As illustrated in Table 1, for both Fall 2008 and Spring 2009, 96.5 % of the tenured or tenure-track faculty were terminally qualified in their field, while 74.7 % of all continuing faculty held a terminal degree in their field of instruction.

Table 3.7.1 – 1: *Faculty With Terminal Degrees*

Fall 2008 [8]		
	Total Number	Percent (and number) with Terminal Degrees
Continuing Faculty	620	**74.7%** (463)
Tenured/Tenure Track Faculty	454	**96.5%** (438) / **91.8%** (425)
Spring 2009 [9]		
Continuing Faculty	621	**74.7%** (464)
Tenured/Tenure Track Faculty	455	**96.5%** (439)

The University's continuing dedication to recruiting and hiring faculty who advance its mission of providing an outstanding undergraduate and graduate education is demonstrated by the inclusion of "Facilitating Quality Teaching and Learning" as one of the eight strategic imperatives included in the *2009-2014 Strategic Plan*. The first action item under that imperative is "to recruit and hire the best faculty for student learning" through enhancement of faculty development and reinforcement of quality teaching. [10]

Faculty Rosters

The Commission's Faculty Roster Form includes a four-column table listed by instructional department with the name of the faculty member, the courses taught, the highest earned degree, and the classification of the faculty into one of the following categories:

- Clearly Meets Credential Guidelines. The faculty member is obviously qualified to teach all assigned courses because he or she holds at least a master's degree in the same field of all assigned undergraduate courses, and a terminal degree in the same field of all assigned graduate courses if applicable.

- Justified with Other Relevant Qualifications. The faculty member is qualified to teach all assigned courses based on a sufficient clarification and justification of his or her "relevant" academic degrees and/or other relevant considerations beyond those of academic degree preparation (attach explanation and documented justification).

- Justified After Corrective Action Was Taken to Reassign. The faculty member is qualified to teach all remaining teaching assignments after corrective action was taken involving the future reassignment of particular instructional responsibilities in question (attach explanation and documentation of corrective action taken and a statement of justification for the remaining teaching assignments).

- Corrective Action Was Taken to Terminate Employment. The University has determined that it cannot sufficiently justify or defend the instructional qualifications of the faculty member for these teaching assignments and has taken corrective action to terminate his or her future employment as an instructor of record at this level and/or in this field (attach documentation of termination). As UL Lafayette's Fall 2008 [11] and Spring 2009 [12] rosters (also available as Microsoft Excel spreadsheets: [13] [14]) indicate, in Fall 2008, 97.7 % (606) of continuing faculty fall into the first category, and 2.3 % (14) have met the criteria for exceptional justification. [15] In Spring 2009, 97.7 % (607) of continuing faculty were in the first category and 2.3 % (14) met the criteria for exceptional qualification. No faculty member in either semester was in category three or four.

As part of the compliance report review, a credentialing form was completed for every faculty member in the Colleges of the Arts and Business Administration because of the likelihood that some faculty in those colleges might be qualified based on professional experience rather than academic preparation only. Those supporting documents are available for review upon request.

Graduate Assistants

Graduate assistants provide support to the University's teaching mission, both as assistants to regular faculty in large classes and labs and as teachers of record. As the chart below summarizes, more than 200 sections of classes are taught by graduate assistants each semester. In all cases, the graduate students are compliant with SACS requirements that graduate teaching assistants have a master's or 18 graduate semester hours in the teaching discipline. "The Guidelines for Graduate Assistants," published by the Graduate School and revised in Summer 2008, specifically states that "an assistant may not be assigned primary responsibility for a non-developmental class until he/she has completed at least eighteen graduate course-work hours in the field." [16]

Table 3.7.1 – 2: *Number of Sections Taught by Graduate Teaching Assistants* [17]
(Source table includes specific information on graduate assistant training)

Discipline	Fall 2008	Spring 2009
Biology (BIOL)	2	3
Communication (CMCN)	20	20
Computer Science (CMPS)	5	6
Communicative Disorders (CODI)	2	3
Design (DSGN)	5	0
English (ENGL)	87	81
French (FREN)	17	16
Math (MATH)	48	37
Psychology (PSYC)	5	5

Discipline	Fall 2008	Spring 2009
Music (MUS)	5	2
Statistics (STAT)	10	10
TOTAL	206	183

All graduate teaching assistants are supervised by teaching faculty, attend an orientation, and are evaluated by their students through the Student Evaluation of Instruction instrument discussed in Comprehensive Standard 3.7.2. Departments offer varying levels of additional training and supervision. For example, graduate assistants in the M.A. program in English, who account for almost half of the courses covered by graduate teaching assistants, are provided a departmental graduate student handbook [18], and are all required to complete ENGL 501 (Teaching of College English) in the Spring semester. In that course, they review theories and pedagogies for teaching ENGL 101 and 102 and observe a 101 and a 102 class several times during the semester. In their first and second semesters in the classroom (usually the Fall and Spring terms of their second year in the program), they enroll in ENGL 509 (Teaching Practicum), during which they discuss their classes with a professor, who also observes their teaching and assesses their syllabi and class material and discuss additional reading about teaching. In general, graduate assistants in the Ph.D. program usually have teacher training and experience, so are not required to take ENGL 501 or 509.

Most graduate assistants in the M.A. English program also work as tutors in the Writing Center their first two semesters, where they receive training in assessing and commenting on student papers. They also learn some composition theory, conduct research, and read many students' papers and talk with students about their problems and ideas. Further, the English Department has a required two-day orientation for all new graduate assistants that includes discussion of the policies and syllabi of their courses, a session on grading papers, and other hands-on teaching activities. All graduate assistants teaching ENGL 223 (Introduction to Creative Writing) for the first time are required to take a two-hour teaching practicum taught by the Creative Writing Program Director. The graduate assistants receive an orientation about the purposes and policies of the course, discuss their teaching and have their syllabi and assignments assessed, discuss grading, and do a considerable amount of reading about teaching creative writing.

Teaching assistants in the Mathematics Department teach mathematics and statistics courses and represent about a quarter of the sections taught by graduate students. Like their counterparts in the English Department, these teaching assistants are required to enroll in a teaching seminar, MATH 591; this is done during their first semester of teaching. As the attached class policy and notes [19] indicate, students receive training in numerous aspects of teaching and present sample lessons. They are observed in their classrooms by the professor conducting the seminar who uses a common Instructional Critique [20]. Graduate assistants are encouraged to attend all departmental faculty development activities.

Consistency of instruction in mathematics and statistics courses at the freshman and sophomore levels is maintained through the use of common syllabi for each course (in both two-day and three-day formats). With the exception of two courses for pre-service teachers, each syllabus is

available on the Mathematics Department Website [21] and contains lesson-by-lesson topics to be discussed and the corresponding students' assignments [22].

When scheduling constraints allow, a graduate student is assigned to an experienced faculty member teaching a lower level course. The graduate student must then attend all class sessions and, under the guidance of the instructor, grade papers and conduct study sessions for the students enrolled in that class. In addition, three faculty members (the seminar professor, the Director of Freshman Mathematics, and the Assistant Department Head) have an open-door policy for any graduate student seeking advice about classroom management or testing and grading issues.

Supporting Documents

1. *Faculty Handbook*: Description of Ideal Professor
2. *Faculty* Handbook: Faculty Hiring
3. *Staff* Handbook: Staff Hiring
4. EEO checklist for hiring faculty
5. Samples of academic vacancy form
6. Appointment form for unclassified personnel
7. Precertification form for verification of credentials
8. Fall 2008 Faculty Roster by Department
9. Spring 2009 Faculty Roster by Department
10. *2009-2014 Strategic Plan*, strategic initiative 3A
11. Fall 2008 Faculty Roster by Department
12. Spring 2009 Faculty Roster by Department
13. Fall 2008 Faculty Roster as Microsof Excel Spreadsheet
14. Spring Faculty Roster as Microsof Excel Spreadsheet
15. Table of Faculty justified with other relevant qualifications for Fall 2008 and Spring 2009
16. Guidelines for graduate assistants
17. Graduate Assistants as Teachers of Record AY2008-2009 and their training
18. Online English Graduate Student Handbook: The Graduate Assistantship
19. MATH 591 teaching seminar
20. MATH 591 instructional critique
21. Website for Mathematics Department course syllabi
22. MATH 105 (MWF) - Common syllabus and assignments

Comprehensive Standard 3.7.2 - Faculty Evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Compliance Judgment

☑ Compliance

Narrative

The University employs regular processes to evaluate the effectiveness of both continuing and non-continuing faculty members. Continuing faculty members are evaluated annually by their immediate supervisors (Annual Performance Evaluation), by their peers and/or supervisors during the tenure and promotion process, and by their students via the University Student Evaluation of Instruction (SEI) administered in every course; and College and Department Senior surveys each semester. Non-continuing faculty evaluations vary from college to college, but all are evaluated through SEI. In addition, in some colleges, department heads or peer committees regularly visit faculty classes.

Annual Performance Evaluation

In keeping with best practices and Board of Supervisors (BOS) regulations [1], the University annually evaluates the effectiveness of all full-time faculty members in three specific areas: teaching, research and professional activities, and university and community service. The institution's policy for faculty evaluations includes definite and stated criteria, consistent with policies and procedures of the BOS and the institution. While the evaluation instrument used in each college may vary slightly, the general procedure and aims of the process are similar. Detailed procedures included in the *Faculty Handbook* [2] are summarized in the following paragraphs. The composite description of the "Ideal University Professor," included in the *Faculty Handbook* [page V-4], provides benchmarks for assessing faculty performance in annual evaluations and merit raise considerations, as well as in tenure and promotion decisions.

The "Faculty Workload Policy" [3] provides the framework for understanding the University's expectations regarding faculty roles and performance, and structures the eventual evaluation process:

> *This workload policy document attempts to be structured enough to serve as a management tool to assist administrators at the department and college levels in setting faculty loads and responsibilities, but flexible enough to allow description of the myriad activities of different faculty and departments. While it does not specifically prescribe workloads, it does provide detailed guidance as to the University's expectations of its faculty. This policy and the Projected and Reported Workload Forms linked to it are essential components by which the University accounts for the work efforts of its faculty to its management boards. Equally importantly, these documents ensure consistency in the construal of work efforts from one department to the next and from one faculty member to the next.*

The document defines four workload tracks for faculty [4], with differing expectations in the areas of teaching, research, and service. The primary factor determining the track to which

faculty are assigned is the mission of the department and/or college in which they reside. At the beginning of the year, faculty members complete a "Projected Workload Form" that details their anticipated activities in these three areas. At the end of the year, faculty members report their "actual activity" on the same form and submit it to the department head or immediate supervisor, who then evaluates that person's performance and prepares the Annual Performance Evaluation Form [5] for each full-time faculty member. The faculty workload form instructions [6] make it clear that "descriptions of workload expectations do not equate to subsequent performance evaluation; performance evaluation is driven by the quality of one's work, not the fact that it meets the percentage expectations of the workload track to which one is assigned."

Evaluation ranks faculty into merit categories for the purpose of awarding annual salary increases. At the department level, all faculty are ultimately ranked in one of six merit categories labeled I (Exemplary), II (Accomplished), III* (Meritorious), III (Very good/Good), IV (Below Expectations), and V (Significantly below minimum expectations). Faculty members receiving Category IV or V rankings are ineligible for salary increases. Typically, assignment to the top three categories is limited to 50% of the faculty. The department head's evaluation is then reviewed by the dean of the college, who integrates the merit rankings of all departments in that college, and by the Provost, who integrates the rankings of all University faculty. Either may adjust a faculty member's overall evaluation relative to other members of the college or the University. Samples of actual workload documents and Annual Performance Evaluations for faculty and department heads in different tracks are provided. [7] [8] [9] [10] [11] [12] Decisions about the amount of funding available for salary increases based on merit and the particular merit increase plan for a given year cannot be made until the University's budget has been determined.

Rating in Category IV or Category V twice in any consecutive three-year period indicates continuing failure to meet expected standards in teaching and/or research and must be addressed by the faculty member, the department head, and the dean. [13] In compliance with the University of Louisiana System Policy and Procedures Memorandum [14], procedures are in place for remediation of unsatisfactory performance. The "Remediation Procedures for UL Lafayette Personnel with Category V Merit Evaluations" [15] were formulated and approved by the Faculty Senate and were approved by both the Provost and the University President.

In Spring 2008, the Academic/Faculty Transition Team proposed an extensive review of the University's system for evaluating and rewarding faculty performance. The Team particularly objected to the use of quotas for departments in the existing six merit categories. It also recommended further analysis of salary distributions compared to peer institutions. In Fall 2008, in response to these recommendations, the Provost appointed a Task Force with broad-based faculty participation to study the merit evaluation structure and recommend changes. The group of three deans appointed by the administration, three department heads from the units not represented by deans, and seven faculty appointed by the Faculty Senate Executive Officer have targeted Spring 2010 for completion of the project.

Tenure and Promotion

The policies of UL Lafayette regarding tenure and promotion are described in the current edition of the *Faculty Handbook* [16] and follow prescriptions contained in the Board of Regents "Statement on Academic Freedom, Tenure and Responsibility" [17]. Additionally, the University's tenure policies are in accord with the *Rules* of the Board of Supervisors for the UL System. As per these *Rules*, faculty members are not eligible for tenure at the Instructor or Lecturer level. In addition to Governing and Management Board and University policies, all colleges and many departments have adopted supplementary promotion and tenure policy guidelines.

Full-time academic personnel hired at the rank of Assistant Professor serve a probationary period not to exceed seven years of continuous service. Faculty members hired at the rank of Associate Professor serve a probationary period approved by the President of the University, but not less than one year or more than four years. Faculty members initially employed at the rank of Professor may be granted tenure upon appointment or, at the discretion of the institution, may be required to serve a probationary period not to exceed four years. Thus, the probationary period for hires at the Associate and full Professor ranks is always determined by the employment letter and the Appointment Form.

The final evaluation for tenure usually occurs during the penultimate year in the probationary term. In the case of seven-year probation, for instance, the evaluation will occur during and be completed before the conclusion of the sixth academic year. In all cases, faculty are notified by the University administration of the results of their evaluations.

As with faculty evaluations, the composite description of the "Ideal University Professor" included in the *Faculty Handbook* [18] provides benchmarks for assessing faculty performance in tenure and promotion decisions. A faculty member's academic department or unit may conduct periodic evaluations during the probationary period, in accordance with that department's usual practice. The University requires all departments to conduct at least a mid-tenure review of all eligible faculty members.

Recommendation of those to be considered for tenure originates in the department, with tenured faculty and department heads initiating the recommendations. The process of tenure review at the department level varies depending on department size and mission, and may include a vote of all tenured faculty members or a recommendation of a personnel committee. Those recommendations are transmitted to the appropriate academic dean, who forwards it with a recommendation to the Provost, who in turn submits it with a recommendation to the President. Final authority for granting or denying tenure rests with the UL System Board of Supervisors.

The promotion process is described in the *Faculty Handbook* [19]. Academic ranks at the University are Instructor or Lecturer, Assistant Professor, Associate Professor, and Professor, and faculty at all ranks are expected to meet the criteria for an "Ideal University Professor." Advancement in academic rank is not automatic, but is based upon the faculty member's performance. In recommending a faculty member for promotion in rank, several factors are considered, including: 1) effectiveness as a teacher and advisor; 2) research and professional attainments, such as continued study, refereed publications or suitable equivalents, and participation in professional societies; 3) service to the department, college, university; and (4)

service to the community. Judgments concerning teaching, professional attainments, and service to the department, college, University, and community are grounded in the Annual Performance Evaluations of the faculty member. However, in evaluating a faculty member for promotion, the department and University administration may also consider other factors, such as the Board of Supervisors guidelines regarding rank distribution of faculty. In addition to the criteria described above, all colleges and a number of departments have written tenure and promotion guidelines that reflect expectations based on their respective missions [20].

Student Evaluation of Instruction (SEI)

The University uses several instruments to assess the effectiveness of its educational, administrative, and student support programs, including the Student Evaluation of Instruction (SEI) [21], which is conducted in all classes, those taught by continuing and non-continuing faculty, each semester. Results of the SEI are distributed to the class's instructor and to his or her department head.

The Student Evaluation of Instruction Committee is charged with providing effective, efficient, and meaningful mechanisms for the periodic student evaluation of instruction. Primarily, the committee is concerned with the review and revision, when necessary, of the evaluation form, but can make recommendations for changes in the mechanism of the student evaluation, such as who should review the evaluation, when it should be administered, and other areas. As part of its review, the Committee has developed a new SEI form to be titled, "Student Course Evaluation" [22] and has incorporated faculty input. Administration of the new form will be implemented during AY2009-2010. The new instrument can be customized so that in addition to general questions, questions submitted by each college, department, and instructor can be included on the evaluation. The Committee is also developing guidelines for deans and department heads for the interpretation of SEI results.

At the university level, the general quality of instruction is also assessed through annual student surveys such as the Student Opinion Survey (SOS) and the National Survey of Student Engagement (NSSE), both discussed in detail in Comprehensive Standard 3.5.1. These instruments give clear indications of classroom practices and their impact on student learning and engagement, and provide insight into faculty-student interactions both inside and outside the classroom. A number of colleges and departments also administer surveys to students asking for both general data on instruction and specific information regarding faculty, samples of which are available for review. [23] [24] [25] In addition, the Associate Vice President for Academic Affairs maintains an eight-semester spreadsheet listing all courses in which more than 50% of the students enrolled earned a grade of D, F, or W in an effort to identify possible areas for instructional remediation. [26]

Supporting Documents

1. UL System *Bylaws and Rules*: Faculty Evaluation
2. *Faculty Handbook*: Lafayette Faculty Evaluation Process
3. *Faculty Handbook*: Faculty Workload Policy
4. *Faculty Handbook*: Four Faculty Workload Tracks
5. Annual performance evaluation form

6. Faculty workload form instructions
7. Annual performance evaluation form for Department Heads, Track 1
8. Annual performance evaluation form for Department Heads, Track 2
9. Annual performance evaluation form for Faculty Member, Track 2
10. Faculty Member X Track 2 annual performance evaluation
11. Faculty Member Y Track 1 workload form
12. Faculty Member Y Track I annual performance evaluation form
13. Category recommendations on annual performance evaluation form
14. UL System Policy review of Faculty Ranks
15. *Faculty Handbook*: Remediation Procedures for Personnel with Category V Merit Evaluations
16. *Faculty Handbook*: UL Lafayette Tenure and Promotion Procedures
17. BOR Statement on Academic Freedom, Tenure and Responsibility
18. *Faculty Handbook*: Description of "Ideal University Professor"
19. Promotion process
20. Promotion and Tenure Guidelines from the Colleges of Business, Education and Nursing
21. Student evaluation of instruction form (SEI)
22. New student course evaluation form
23. Moody College of Business senior exit survey form
24. Physics Department graduation interview form
25. Accounting Department senior exit survey interview form
26. Challenging courses

Comprehensive Standard 3.7.3 - Faculty Development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Compliance Judgment

☑ Compliance

Narrative

Faculty development opportunities are offered at the university level through the Office of Academic Planning and Faculty Development, the Council of Deans, and the Academic Success Center (Junior Division), as well as by colleges and departments.

The Office of Academic Planning and Faculty Development assists the Provost in administering the academic programs and services of the University. The Director of Academic Planning and Faculty Development assists the University faculty and the deans of the academic colleges in matters related to program planning, faculty workload, curriculum change, and course development. That office also administers the award of the University's endowed professorships program.

Development Grants

The Office administers a number of programs aimed at providing professional development. Faculty members are informed of the availability of Faculty Development Grants [1] and Instructional Improvement Mini-Grants [2] through campus mail and email. Faculty development grants of between $100 and $750 are available to departments to schedule speakers/consultants to offer on-campus workshops that investigate new pedagogy or research techniques. On average, $5,700 is awarded each year. For AY2008-2009 grants of $6,276, ranging from $325 to $700 each, were awarded to 11 of the 16 faculty who submitted proposals. Instructional Improvement Mini-Grants of up to $500 for one faculty member and $750 for multiple faculty members are available to support new or different teaching methods, materials, or instructional technology. Grants totaling $5,537, ranging from $130 to $750, were awarded for AY2008-2009 to 11 of the 20 faculty submitting proposals. In all cases, a faculty committee evaluates the proposals and makes the awards.

Summer Research Awards [3] and Sabbatical leaves [4] are also available to faculty. Due dates are printed in the University Academic Calendar, and written guidelines and procedures are disseminated via campus mail and email. Summer Research Awards are primarily meant to foster academic research and secondarily to facilitate distance learning course development. All tenured and tenure-track faculty may apply for the awards, which are granted competitively. The overwhelming majority of the awards are directed to junior faculty to establish and strengthen their research agendas. The awards range from $4,800 to $5,400, depending on rank, and twenty-three were awarded for Summer 2008 and eighteen for Summer 2009 [5].

Sabbatical leave is granted to a faculty member to pursue independent study and research. Sabbaticals are available for Summer term, or one or two semesters during the academic year. A faculty member is eligible to apply for one semester of sabbatical leave following three or more consecutive years of service, and two semesters of sabbatical leave following six or more

consecutive years of service. Sabbatical leave is generally funded at 75% of the faculty member's salary; eight were awarded in 2007 and fourteen in 2008. [6]

Following Summer Research Awards and Sabbaticals, faculty members must submit activities reports to the Provost.

Awards

In 2006, the University instituted a new program of awards to recognize outstanding advisors. A Selection Committee of deans, advisors, faculty members, and students selects 50 superior advisors, who receive $1,000 stipends, and up to 10 new faculty members (one year or less of advising) who receive $500 stipends, for awards totaling $55,000.

The annual Distinguished Professor Awards [7] and the Dr. Ray Authement Excellence in Teaching Award [8] recognize superior research and teaching at the University. Nominees are selected by each college and forwarded to the Office of Academic Planning and Faculty Development. [9] Committees of past recipients of each award select the current year award recipient(s). Presented annually by the UL Lafayette Foundation, the awards are highly regarded by the faculty and include stipends.

The University has available 262 endowed professorships to award to distinguished faculty members whose accomplishments advance the reputation of the University as an outstanding research, teaching, and service institution. These professorships are funded jointly by private donors and the State of Louisiana: donors provide 60% of the funds, and the Board of Regents Support Fund (BORSF) provides 40%. Additionally, the University has funded 29 endowed professorships through private sources. Most professorships are awarded competitively; some are used to retain or recruit outstanding faculty members. In both cases, the professorship applicants are selected through a review of both college and University level selection committees. The University has designated a few professorships as "Vermilion Professorships"; these are reserved for faculty whose research, scholarship, or creative endeavors mark them as exceptional among their peers.

A professorship award [10] generally carries a supplementary stipend, the amount of which is determined annually based on the investment experience of the University's endowment. The professorship stipend is derived from interest earned on professorship endowments. Vermilion Professorships carry a significantly larger stipend than other professorships. The University has received funding for 262 BORSF Endowed Professorships, valued at $100,000 each, of which 145 were filled in Fall 2008.

In addition, UL Lafayette has 22 endowed chairs [11], of which 10 are currently filled. Each of these is based on a corpus of $1 million. An endowed chair is the highest academic honor that can be bestowed upon a faculty member at UL Lafayette, and it is assumed that the holder of an endowed chair has national stature. The recipient of an endowed chair must have a distinguished record of accomplishments in his or her field, as indicated variously by research, publication, external funding, creative endeavors, awards and honors, and leadership positions in professional organizations. Base funding for each chair was provided by the combined efforts of private donors and the State of Louisiana. For every $600,000 in private donations, the BORSF matched $400,000. In addition to the BORSF chairs, the University also has two endowed chairs funded entirely through private sources.

Endowed professorships are awarded for three-year terms, at which time they are offered again for competition. Endowed chair holders are reviewed by the University Professorship and Chair Selection Committee every three years to determine their continuing eligibility.

In addition to the Board of Regents' support of universities' endowed professorships and chairs programs, its BORSF also provides funds to faculty through competitively-awarded enhancement grants. The BORSF also funds competitively-awarded graduate fellowships. [12]

Other Development Opportunities

The Academic Success Center (Junior Division) offers advisor training through workshops, online delivery, and newsletters. In Spring 2009, faculty and staff had access to five workshops conducted by fellow faculty and staff, and six online trainings [13]. Attendance at two such workshops, or those offered by individual colleges, is one of the requirements for eligibility for the annual Outstanding Advising Awards [14]. During the 2008 calendar year, some 359 faculty participated in advising workshops.

Another initiative sponsored by the University to support faculty development is diversity training. The Executive Director of Campus Diversity provides diversity training for academic departments as requested. As an example, the Executive Director of Campus Diversity led the diversity training initiatives in the English Department when that department revamped its general education courses to include a focus on diversity.

The Office of Computing Support Services also provides faculty training sessions on the use of the University's computing system and, more specifically, on the use of Moodle, the principal course management software used on campus. These training sessions are provided on-demand to academic departments or other groups. Additional assistance with instructional technology is provided by the Help Desk of Computing Support Services, the Media Center, and the college-level IT managers.

The Office of Academic Planning and Faculty Development and the Office of Student Affairs also occasionally sponsor webinars and audio conferences focused on teaching and learning topics. Past events have treated subjects such as student engagement and Facebook, plagiarism, and active learning.

The Council of Deans sponsors Fall and Spring Deans/Department Heads/Directors Meetings, which provide development opportunities for those administrators. A sample of recent programs follows:

Table 3.7.3 – 1: *Deans/Department Heads/Directors Meetings*

Date	Topic	Speaker(s)
3/24/06	Case studies—Academic Dishonesty; Faculty/Student Complaints/Grievances; Faculty Rifts; Disruptive Students	Various
11/10/06	Academic Leadership—Dealing with Employment Issues, Communication Issues, Faculty Disputes,	Dr. Jean Bannon, Senior Associate University Counsel, University of

Date	Topic	Speaker(s)
	Diversity Issues, Student Issues	New Mexico
3/28/07	Tenure and Promotion—Comparison of Four Department Tenure and Promotion Policies: Establishment of Best Practices; Mid-Tenure/Post Tenure Review; Peer Review Process as it Relates to Tenure and Promotion; Mentoring/Orientation as it Relates to Tenure and Promotion	Various
11/2/07	SACS – Quality Enhancement Plans; General Education Assessment; Programmatic Assessment Questions/Answers	SACS Steering Committee Dr. Paula Carson Dr. Carolyn Bruder
4/18/08	Crisis on Campus	Ronald Jones Public Safety Consulting
11/4/08	University Strategic Plan	Brent Henley, CEO Zoe Training & Consulting

Colleges offer a variety of faculty development activities. For example, the B.I. Moody College of Business Administration sponsors a Teaching Excellence Series and a Research Series; the College of Engineering celebrates Engineering Week; the College of the Arts presents the Festival of Arts; and the College of Education offers an Education Colloquium Series – all of which feature presentations and demonstrations by both faculty and external members of the academy. [15] The College of Nursing and Allied Health Professions was one of three nursing programs recognized as a Center of Excellence in Nursing Education for 2005-2008. [16]

Departments offer continuing development for their faculty through periodic strategic planning sessions, seminars, research workshops, and brown bag lunches. [17] In addition, faculty members in several disciplines maintain their professional status through continuing education activities from external sources.

College and department budgets include a travel component used to fund faculty attendance and/or presentations at conferences, meetings, and workshops. For FY2008-2009 travel funds totaled $857,402, an increase of $249,753 over the FY2007-2008 budget. A number of academic units have UL Lafayette Foundation funds earmarked for faculty development to supplement travel and to invite consultants and speakers to campus.

Supporting Documents

1. Faculty Development Grant guidelines
2. Instructional Improvement Mini-Grant guidelines
3. Summer Research guidelines

4. Sabbatical guidelines
5. Record of summer research awards
6. Record of Sabbatical Awards
7. Distinguished Professor guidelines
8. Ray T. Authement Excellence in Teaching Award guidelines
9. Academic Planning and Faculty Development homepage
10. Guidelines for Professorships
11. Guidelines for Selection and Review of Endowed Chairs
12. BOR Programs: Graduate Fellows / [Offline version]
13. Online advisor trainings
14. Outstanding Advising Award guidelines
15. Sample College Faculty Development activities
16. Center of Excellence in Nursing Education / [Offline version]
17. Sample Departmental Faculty Development activities

Comprehensive Standard 3.7.4 - Academic Freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Compliance Judgment

☑ Compliance

Narrative

The University is dedicated to the concept that academic freedom, fundamental to its mission of achieving excellence in undergraduate and graduate education, is afforded to all members of the academic community. The University supports and protects academic freedom by incorporating the concept into its policies and procedures.

Section IV of the *Faculty Handbook*, "Instructional and Research Policies" states that "The University of Louisiana at Lafayette subscribes to the joint '1940 Statement of Principles of Academic Freedom' of the Association of American Colleges and the American Association of University Professors." [1] Further, the University operates under the "Board of Regents' Statement on Academic Freedom, Tenure, and Responsibility" [2] which establishes and defines a uniform, statewide policy on academic freedom, tenure, and responsibility for the state's public colleges and universities. Specifically, the document states that "the Board of Regents supports academic freedom, tenure, and responsibility as a means of fostering the free search for truth and its free exposition." That document also makes clear that academic freedom is afforded to all members of the academic community.

A number of University policies and procedure documents reinforce the University's commitment to academic freedom. The procedure for dismissal for cause explicitly states that "dismissal will not be used to restrain faculty members in their exercise of academic freedom or their rights of American citizens or legal aliens." [3] The "University Policy Regarding Sexual Behavior and Sexual Harassment," [4] includes language supporting academic freedom as follows:

> *Although those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants, this policy against harassment shall be applied in a manner that protects academic freedom and freedom of expression, including but not limited to the expression of ideas, however controversial, in the classroom setting, academic environment, university-recognized activities, or on the campus. [A-XI-1]*

The University Research Integrity Policy [5] makes reference to academic freedom, stating that "Throughout [peer and administrative review], responsible and honest discourse, the protection of academic freedom, and protection of the individual against public dissemination of unwarranted allegations are the essential ingredients in the process."

A faculty member who feels that his or her academic freedom has been abridged may file a grievance in accordance with the procedures described in the *Faculty Handbook* [6] [7].

Students, likewise, are guaranteed academic freedom. The Statement of Student Rights [8], available in printed form and online, includes the following assurance of academic freedom:

> *The University of Louisiana at Lafayette exists to educate its students; to advance, preserve and disseminate knowledge through research and scholarship; and to advance the public interest and the welfare of society as a whole. Essential to such purposes is an orderly climate of academic integrity, of rational and critical inquiry, of intellectual freedom, and of freedom of individual thought and expression consistent with the rights of others. To the end that such a climate may be established and maintained, UL Lafayette as an institution and each member of the University community have reciprocal rights and obligations. It is the obligation of the University as an institution to ensure orderly operation, to preserve academic freedom, to protect the rights of all members of the University community, to prohibit acts that materially and substantially interfere with legitimate educational objectives or interfere with the rights of others, and to institute disciplinary action where conduct adversely affects the University community's pursuit of its educational objectives.*

A student who feels that his or her academic freedom has been abridged may file a grievance in accordance with the procedures described in the *Student Handbook* [9].

Supporting Documents

1. *Faculty Handbook*: Subscription to 1940 Statement of Principles of Academic Freedom
2. *Faculty Handbook*: BOR Statement on Academic Freedom
3. *Faculty Handbook*: Procedures for Dismissal for Cause and Imposition of Major Sanctions
4. *Faculty Handbook*: University Policy Regarding Sexual Behavior and Sexual Harassment
5. *Faculty Handbook*: University Research Integrity Policy
6. *Faculty Handbook*: Procedures for Mediation and for Hearings by the Faculty Grievance Committee
7. *Faculty Handbook*: Faculty Grievance Policy
8. *Student Handbook*: Statement of Student Rights
9. *Student Handbook*: Student Affairs Appeals Procedure

Comprehensive Standard 3.7.5 - Faculty Role in Governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Compliance Judgment

☑ Compliance

Narrative

The organizational chart [1] and the "Organization" section of the *Faculty Handbook* [2] together provide a framework for the governing structure of the University.

- The President, as the chief executive officer of the institution, is responsible for the execution of the administrative and educational policies of the Board of Regents and the Board of Supervisors.
- The Provost and Vice President for Academic Affairs, the chief academic officer of the University, coordinates the work of the other University Vice Presidents, and acts as chief administrative officer in the absence of the University President.
- The University Council, chaired by the Provost, is composed of the President, Vice Presidents, and others who represent areas of Vice Presidential responsibility.
- The deans of the eight undergraduate colleges and other academic administrators are responsible to the Provost for the leadership and administration of academic programs within their areas.
- The Directors of Schools, Department Heads and Coordinators are responsible to the deans of their respective colleges for the academic, personnel, financial, and material needs of their academic units. [3]
- Faculty participates in the University's decision-making process principally through their respective departments, through the Faculty Senate, and through other University committees and task forces.

The faculty's role in governance is framed in the description of the ideal professor:

> *Citizenship and Service*
>
> *Membership in the University community requires support of and active engagement in the operation of the institution, the college, and the department. The ideal faculty member is a model citizen of that community, helping to create an environment of collegiality. Such citizenship is manifested, for instance, in assuming administrative and leadership roles and in committee work at the department, college, and university levels.* [4]

It is further spelled out in the faculty workload policy, which states that "a critical component of collegiality within the University lies in each faculty member's commitment to citizenship in the

institution and the profession." [5] Such citizenship is manifested in assuming administrative and leadership roles and in committee work at the department, college, and university levels.

Faculty members serve on standing university councils and committees whose charges, described in detail in Appendix B of the *Faculty Handbook* [6], make clear the responsibility and authority that rests with each. Appointments to these bodies are made each Spring after all faculty and staff have filled out a committee volunteer form. [7] Committee membership is determined by the Vice President to whom the committee reports.

The Faculty Senate has a special interest in some of the University Committees–Academic Affairs and Standards, Curriculum, Diversity Council, Faculty Benefits and Welfare, Faculty Grievance, Library, Parking and Planning, and Student Evaluation of Instruction–and participates in selecting their membership. Each year the Faculty Senate Committee on Committees prepares a slate of two nominees for each vacancy on the committee. After approval by the Senate, the slate is forwarded to the Provost for use in appointing members to the committees. These committees report regularly to the Faculty Senate.

The chart below lists the committees and indicates the individual to whom that committee reports and the constitution of the membership—that is, whether membership includes faculty, staff, and/or students.

Table 3.7.5 – 1: *University Committees*

Committee	Reports to	Membership		
		Faculty	Staff	Students
Campus Planning	President	✓	✓	x
University Athletics	President	✓	✓	x
Diversity Advisory * & **	President	✓	✓	✓
Commencement	Provost & VP for Academic Affairs	✓	✓	X
Concerts	Provost & VP for Academic Affairs	✓	✓	X
Honors Convocation	Provost & VP for Academic Affairs	✓	✓	✓
Continuing Education	Provost & VP for Academic Affairs	✓	✓	X
General Education	Provost & VP for Academic Affairs	✓	✓	X
Academic Affairs & Standards*	Provost & VP for Academic Affairs	✓	✓	✓
Curriculum*	Provost & VP for Academic Affairs	✓	✓	x
Faculty Benefits & Welfare*	Provost & VP for Academic Affairs	✓	✓	x
Faculty Grievance*	Provost & VP for Academic Affairs	✓	X	x
Library*	Provost & VP for Academic Affairs	✓	✓	x
Parking Planning*	Provost & VP for Academic Affairs	✓	✓	x
Student Evaluation of Instruction*	Provost & VP for Academic Affairs	✓	x	x

Committee	Reports to	Membership		
		Faculty	Staff	Students
University Grade Appeals*	Provost & VP for Academic Affairs	✓	X	✓
Residency	V.P. for Enrollment Management	✓	✓	X
Fee	V.P. for Administration & Finance	✓	✓	X
University Insurance	V.P. for Administration & Finance	✓	✓	X
Vehicle Accident Review	V.P. for Administration & Finance	✓	✓	X
Alumni	V.P. for University Advancement	✓	✓	X
Animal Care and Use	V.P. for Research & Graduate Studies	✓	✓	x
Graduate Council	V.P. for Research & Graduate Studies	✓	✓	✓
Institutional Review Board**	V.P. for Research & Graduate Studies	✓	X	X
University Biosafety	V.P. for Research & Graduate Studies	✓	✓	X
University Radiation Safety	V.P. for Research & Graduate Studies	✓	✓	X
University Emergency Response and Preparedness (formerly Civil Defense)	V.P. for Student Affairs	✓	✓	✓
Communication	V.P. for Student Affairs	✓	✓	✓
Disability Concerns	V.P. for Student Affairs	✓	✓	✓
Fraternities/Sororities—Social	V.P. for Student Affairs	✓	✓	✓
Parking Appeals	V.P. for Student Affairs	✓	✓	✓
Religious Activities	V.P. for Student Affairs	✓	✓	✓
SGA Child Development Center Advisory Board	V.P. for Student Affairs	✓	✓	✓
Student Affairs Appeals Court	V.P. for Student Affairs	✓	✓	✓
Student Discipline	V.P. for Student Affairs	✓	x	✓
Student Health	V.P. for Student Affairs	✓	✓	✓
University Organizations	V.P. for Student Affairs	✓	✓	✓
*Provides regular reports to the Faculty Senate				
**Includes member(s) from the community				

In addition to standing committees, the President and/or Provost occasionally appoint a special committee or task force to address a specific issue. For example, recognizing the value of faculty, staff, and student input and the critical roles they all play in the University, in Spring 2009, the President established nine budget task forces [8] with varying charges. The groups are exploring both short-term and long-term strategies aimed at addressing current budget issues and facilitating the University's strategic plan initiatives.

Faculty also participates in governance through membership on the Faculty Senate. As stated in the Constitution of the Faculty Senate,

> *As the only authorized, representative body of the faculty under the administration of the University of Louisiana Lafayette, the Faculty Senate is constituted to promote and implement, consistent with the purposes of the University, maximum participation of the faculty in university governance. In this capacity, the Faculty Senate will assist the administration in such matters of particular faculty concern as academic standards, student affairs, faculty welfare, selection of university-wide administrators, and membership of specified university committees. The Faculty Senate will advise the administration in the formulation and execution of policy with respect to the broadly defined goals, priorities, and financial needs of the University. The Faculty Senate will also communicate faculty interests to the public and public officials as deemed appropriate in furthering the purpose of the organization.* [9]

The significant role of the Faculty Senate is underscored by the fact that the Faculty Senate Executive Officer serves on the University Council. Membership in the Faculty Senate includes broad representation from faculty as follows:

- Full professors are permanent members of the Senate. They are polled prior to the first meeting of each academic year to determine if they wish to be active members (one who states the intention to attend at least one-half of the regularly scheduled Senate meetings).
- The Dean of the College of General Studies is a permanent member of the Senate.
- Associate professors are elected by fellow associate professors in the proportion of one member per five associate professors or fraction thereof in each faculty unit of the University. They serve three-year terms.
- Assistant professors and instructors are elected by fellow assistant professors and instructors in the proportion of one member per ten assistant professors and instructors or fraction thereof in each faculty unit of the University. They serve two-year terms.

The Faculty Senate meets eight times during the academic year. All faculty members are invited to attend, although only Senate members may vote on issues. Before each meeting, the Faculty Senate sponsors an informal dialog or "rap session" between faculty and the Provost or his designate, during which University business is discussed.

In addition to the Faculty Senate's five standing committees–Committee on Committees, Ways and Means, Academic Planning and Development, Governmental Concerns, and the UL System Faculty Advisory Council–ad hoc committees are appointed as needed by the Executive Officer of the Senate. Currently, two ad hoc committees are active—the Status of Women and Adjunct Faculty. Minutes of Senate meetings since April 2000 may be found on the Faculty Senate Website [10].

Faculty also participates in governance through appointment to the graduate faculty [11]. Such appointment recognizes significant scholarly accomplishments and confers on a faculty member the right to participate in the governance of graduate education at the departmental, college, and university levels.

Supporting Documents

1. University organizational chart
2. Organizational structure of UL Lafayette
3. *Faculty Handbook*: Goals, Duties, Roles, and Responsibilities of Academic Department Heads
4. Citizenship and Service of the Ideal University Professor
5. *Faculty Handbook*: Faculty Commitment to Citizenship
6. *Faculty Handbook*: University and Senate Committees
7. Call to serve on University Committee
8. Spring 2009 Budget Task Force Committee chairs and liaisons
9. Faculty Senate Constitution from Faculty Senate Website
10. Minutes of Faculty Senate online
11. *Faculty Handbook*: Graduate Faculty Membership

Comprehensive Standard 3.8.1 - Library Learning and Information Resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette provides library facilities, services, and other learning and information resources to support its mission. The University's principal library holdings are housed in Edith Garland Dupré Library. These holdings, combined with other resources available through consortium libraries and Interlibrary Loan, are appropriate to and adequate for the teaching, research, and service mission of the University. Through its facilities, learning/information resources, technology and other initiatives, the Library fulfills its mission to "support fully the instructional and research programs of the University through the provision of information services and access to printed material, multi-media, and electronic resources." [1]

Facilities

The Edith Garland Dupré Library building is centrally situated on the main campus of UL Lafayette. The Library is open to students, faculty, staff, and the public. In 2000, two major construction projects were completed: (1) the renovation of the building that had existed since the mid-1960s and (2) an 80,820 square footage addition to the original building. The two projects doubled the amount of previous floor space.

A general physical description [2] of the Library is found on the Welcome page of the Library's Website, as well as in the University's *Undergraduate Bulletin* [3]. The Library facilities include the following:

- 222,000 square feet of floor space
- 200 computer stations for accessing library resources
- Space capacity for approximately 2,000,000 volumes
- Space capacity to seat approximately 3,000 students
- One electronic classroom
- One conference room
- 66 study carrels
- Four large-group study rooms

The Library is open to users an average of 90 hours per week and 24/7 during examination periods for the Spring and Fall semesters. Library hours of operation are available online [4]. The Library's "Ask Reference" service provides virtual reference assistance that is available an

average of 80 hours per week. [5] It includes reference service via real time chat and email and may also be contacted through the social networking sites Facebook and MySpace.

The Library's Website is an integral part of the library facility. [6] Through the Website, users may search for library materials on iLink, the Library's online catalog, request materials through an electronic interlibrary loan form, access electronic journals, conduct research in approximately 133 databases, find information about library departments and hours, contact the Reference Department, and make comments and suggestions.

The Library provides a wide variety of services that reflect its mission to support the University's instructional and research programs. Pertinent services and statistics include:

- Circulation (FY2007-2008): 44,766 books; 1,722 multi-media items
- Reserves (FY2007-2008): 11,016 items
- Interlibrary Loan (FY2007-2008): 3,629 items borrowed; 3,200 items loaned
- Reference questions (FY2007-2008): 30,094
- Web pages (FY2007-2008): 71,000 page loads per week (On- and off-campus Internet access to online catalog, databases, and electronic resources)
- Student Technology Enhancement Program (STEP) Computer Lab usage (FY2007-2008): 13,025 unique users. The Student Technology Enhancement Program (STEP) funds the hardware, software, and personnel for this 150-station computer lab.
- Library instruction (FY2007-2008): 157 classes; 3,745 persons attending (See also Comprehensive Standard 3.8.2 for details.)
- Depository (Partial) for U.S. Documents: 164,708 items

The Instructional Materials Center, a branch library in Maxim Doucet Hall, where most education courses are taught, serves students and faculty in the College of Education by providing materials used in classroom instruction on the elementary and secondary levels. [7]

Learning/information resources

The learning/information resources of Edith Garland Dupré Library include print and electronic books, print and electronic journals, federal and state documents, microforms, maps, sound recordings, videos, and DVDs, as well as the equipment for their use. The resources are included in the web-based online catalog. As of June 2008, the holdings included 1,036,232 bound volumes, 2,842 print serial subscriptions, 164,708 federal government documents, 1,405,020 microform units, and 14,822 multi-media materials. In FY2007-2008, the Library spent $1,696,639.84 on resources, and it received $130,930.00 in grant funding for technology upgrades [8].

The Library's Special Collections Department participates in the Digital Library initiative sponsored by the Louisiana Library Network consortium (LOUIS). Currently the Library has a

photograph collection of over 2,000 images mounted on the state-wide consortium project. These are photographs mainly of the campus, students, faculty, and campus events from 1922 to 1940.

Technology

Edith Garland Dupré Library has housed computer labs since 1994. At that time, the Reference Department used CD-ROM technology to search journal databases, and later the STEP computer lab allowed students to search the Internet and use word processing software. For the past decade, the Library has been modifying and enhancing its services in response to changing technologies and user needs. The Library has used STEP grants and other resources to meet the technology needs of students. The Reference Department now offers online databases through the Internet, and the STEP Lab has grown to 150 computers that provide access to the Internet and multiple software applications.

In Fall 2008, the Library's Learning Commons Task Force was asked to become a subcommittee of the University's SACS QEP Steering Committee. To enrich the educational experiences for first-year students, the Library proposed that a Learning Commons be established to enhance the Library's role as a vital and effective resource for students. The Learning Commons will involve faculty, students, librarians, and other university professionals in all aspects of the learning and teaching activities taking place in the Library. The goal is to go beyond the technology offerings and bring other academic student support services to the Library, offering a physical space dedicated to meeting the rapidly changing needs of students and faculty. A tutoring lab and the Writing Center will join the Library in offering a "one-stop-shopping" experience.

The Library posts information on Moodle, the University's course management system. Listed under Organizations, the Library's Moodle site includes a news forum, calendar, resources, instructional guides, tutorials, and other features. For example, the section called "Working on a Research Paper?" explains how to locate resources by journal article, books, newspapers, and other materials. This Moodle site is accessible to all university and community users. [9] For a complete description of the moodle system, see Comprehensive Standards 3.3.1.3 and 3.4.12.

In 2009, in an effort to meet student needs, the Reference Department submitted a STEP grant proposal to begin a Roving Reference service. The proposal requests a laptop and digital projector so that reference librarians can provide reference service face-to-face outside the physical library building. The librarian would bring the laptop to high traffic areas around campus to answer research questions. [10]

The Interlibrary Loan Department obtains items that are not available in the Library's collection or accessible from the Library's online databases [11]. The ILLiad and Ariel systems support this service. In addition, through LOUIS, users have borrowing privileges at over 40 libraries within the state.

The Library complies with the Association of College and Research Libraries' (ACRL) Standards for Distance Learning Library Services. [12] The Library provides UL Lafayette distance learners with a positive educational experience through access to a large number of information resources and services. The Library's proxy server allows remote access to its online databases. Computing Support Services provides fiber, broadband, and dialup Internet access for University

students, faculty, and staff. Once connected, users may access a full range of TCP/IP services, including electronic mail, Telnet, FTP, and other Internet-enabled applications. The Library also provides remote access to the online catalog, which includes the e-book collection. Distance learners in Louisiana also have borrowing privileges at university and college libraries throughout the state with a Louisiana Academic Library Information Network Consortium (LALINC) reciprocal borrower's card. [13]

Other Initiatives

The Library complies with Title II of the Americans with Disabilities Act Amendments Act (ADAAA) requirements by providing curb ramps, accessible parking, modified entrances, signs enhanced with Braille, special seating areas, and other compatible resources. Personnel services are also provided as needed; these include item retrieval, copying, verbal assistance, and emergency rescue procedures. The Library provides adaptive technologies such as screen reading devices and monitors for the visually impaired. [14] Representatives of the UL Lafayette Beacon Club visit the Library regularly to evaluate facility access. [15] The Beacon Club is a student organization whose mission is to eliminate barriers that students with disabilities must surmount in order to obtain their fullest physical, mental, social, vocational, and economic potential.

The Library presents a variety of displays and informational programs throughout the year. Examples of topics include Black History Month, Women's History Month, and author presentations. These displays and programs attract many community members to the campus. The Library Publicity Committee disseminates information through a library news listserv, on banners and fliers, and to the print, radio, and television media via the University's Communications and Marketing Department. [16]

In 2008 the Library participated in the LibQual+ survey. This survey measures users' perceptions of library collections, electronic access, and library services. The survey is administered by the Association of Research Libraries and is delivered online. LibQual+ measures three aspects of user perception: the minimum acceptable service, the desired level of service, and the perceived level of current service.

While a broad cross-section of the campus community was surveyed, the low 7% response rate (254 out of 3,545) may limit generalizability. Nonetheless, results generally indicate that library users believe actual service levels exceed their minimum expectations but fall short of meeting their desired or optimal level of service. This is particularly true for graduate student respondents, who predictably report greater expectations than do undergraduates. These findings will be used to orchestrate strategies to offer actual services that more closely approximate users' desires. Opportunities for service enhancement are prevalent in the domains of staff empathy and knowledge, as well as in electronic collection accessibility. On its Website, the library staff has articulated its intention to communicate about and respond to user feedback collected on this survey.

Faculty representatives from the Library serve as members of a wide variety of University organizations including the Faculty Senate, the General Education Committee, and the Curriculum Committee. All committee service raises awareness of academic issues and needs, and guides the allocation of resources and collection development.

Faculty and librarians share the responsibility of collection development through a Library Liaison/Departmental Representative Program. Each academic department of the University has both a liaison in the Library and a representative in the department to collaborate on the department's needs for library resources, from book purchase requests to tailored bibliographies and instruction. [17] The Library allocates funds for books and other materials to academic departments, and the teaching faculty requests library materials supporting the academic program curriculum. Additional faculty input into library operations is provided through the University Library Committee.

Several criteria are considered for collection development allocations. The capital outlay budget sets the allocation for library acquisitions. [18] The Director of Libraries and Head of Technical Services meet to determine the amounts allocated to each academic unit for the purchase of library materials. The Library's resource allocation strategy is to develop and maintain its electronic subscriptions and databases, as these offer the most value to students and faculty for the expenditure. Residual budget monies are allocated to acquisition of print material. In keeping with the University's Carnegie classification as a Research University with high research activity, graduate programs receive highest funding priority. Other criteria considered in allocations include the number of majors in each department, recommendations of various accrediting agencies, and the general spending habits of the department each year. [19]

Supporting Documents

1. Library Mission Statement online
2. Interactive Library map / [Offline version]
3. *Undergraduate* Bulletin: The University Libraries Description
4. Library hours of operation online
5. Library "Ask Reference" online
6. Library Website
7. Instructional Materials Center Website
8. Library Annual Report
9. Screenshots of Library Moodle Website
10. Library Roving Reference Grant application
11. Library Interlibrary Loan Website
12. ACRL standards for Distance Learning Library Services / [Offline version]
13. Statewide borrowing (LALINC)
14. Library Services for Students with Disabilities
15. Beacon Club Assessment of Library
16. Community outreach
17. Library representatives and departmental liaisons
18. Library Expenditure Summaries 2003-2008
19. Collection Development Policy and Procedures Website

Comprehensive Standard 3.8.2 - Instruction of Library Use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Compliance Judgment

☑ Compliance

Narrative

Edith Garland Dupré Library regularly offers timely instruction in the use of library resources in a variety of ways through its Bibliographic Instruction (BI) [1] and Reference [2] Departments.

The BI department is committed to the pursuit and promotion of education and information literacy through library instruction. Effective bibliographic instruction reflects the University's primary purposes of instruction, education, research, and public service.

The primary objectives of the BI Department are:

- To provide library orientation and instruction to groups, demonstrating the effective utilization of the available library resources and services,
- To provide effective classroom instruction targeted to the specific level of the user's sophistication and needs, as established in advance by collaboration between the library instructor and course instructor [3], and
- To provide current and effective instruction in the form of printed and online resource handouts, tutorials, and database guides [4].

A variety of instructional formats are offered to accomplish these objectives: general orientation, specialized tours, and a one-hour credit course (ENGL 305) that emphasizes advanced research techniques. The Library also has an online presence on Moodle, the University's learning management system. Listed under Organizations, the Library's Moodle site includes an interactive news forum, a calendar, instructional guides, subject guides, tutorials, research tips, and a basic library assignment. [5] Instruction is also available through email, the BI Website, and reference services. The Library provides to instructors an online "Library Orientation Assignment" [6] for course use. Over 3,000 students were served by the department in AY2007-2008. [7] The BI department supports distance learners through on-site and off-site instruction to individuals and groups. [8] Tours and library instruction are also provided for the general public by special arrangement. High school classes, alumni, and other groups frequently use these services.

ENGL 305 (Bibliographic Research) is a one-hour credit course designed to sharpen basic library skills and introduce advanced library research techniques in various formats, particularly print and electronic. It also covers U.S. government publications, the Library's special collections, and the Internet. The course is offered during the Fall and Spring semesters to students who have met the prerequisites for all ENGL 200- and 300-level courses. [9] There is also a library instruction survey [10] that assesses learning outcomes for library instruction modules.

The online site Instructional Guides and Tutorials [11] presents three categories of resources: instructional guides, subject guides, and tutorials. The instructional guides range from program-specific material like the "APA Formatting and Style Guide," to WebFeat, an online research tool that enables "simultaneous search of any or all of the library's databases from a single intuitive interface." [12] Both academic programs and areas of specialization are included in the Subject Guides, such as databases for the field, general bibliographies, selected print resources, full text periodical resources, databases specific to this area, and the A-Z Louis Full Text Title list. The tutorials range from use of the EBSCO Host databases to the Lexis-Nexis Academic tutorials on search processes. These guides and tutorials are available 24/7 to library users.

The BI Department provides on-site instruction throughout the Library and in the Bibliographic Instruction Laboratory, which is a smart classroom. The classroom is equipped with a multimedia center and 18 computer stations for hands-on use. Additionally, BI provides off-site instruction in classrooms, faculty offices, and other locations. Every semester librarians give presentations to new faculty and graduate students, and upon request visit academic departments. [13]

The Reference Department provides services to individual users whenever the Library is open. In addition to face-to-face service, the Reference Department offers electronic reference services, including the Reference Online Center, to remote users via email and live chat (real time reference), and phone chat through the Library's "Ask Reference" service, which is available an average of 80 hours per week and may be contacted through the social networking sites Facebook and MySpace. [14] Those requiring specialized or lengthy assistance can use the appointment-based reference service, which allows the reference librarians to devote more attention to individuals' research needs. [15]

The Library performs ongoing assessment of the effectiveness of its instruction and has developed a number of improvements based on the results of these assessments. Assessment tools include:

- Classroom instruction surveys [16]
- Formal surveys, such as LibQUAL+ [17] and iSkills survey [18]
- Library Orientation Assignment [19]
- ENGL 305 coursework [20] and Student Evaluation of Instruction results
- Informal feedback

Results of these assessments build on the very positive student satisfaction response to library facilities and services in both the 2007 [21] and 2008 [22] ACT Student Opinion Surveys. The library faculty continues to respond to needs revealed by University and external measures. Actions taken in response to feedback include a revision of instructional focus with the first session held in the smart classroom, followed by a second, hands-on session using the Reference Online Center. [23] This change in strategy has generated a very favorable response among instructors. Additional online tutorials are also under development. [24] The First-Year Seminar, part of the University's Quality Enhancement Plan, includes an information literacy

component, and a librarian from the BI Department serves on the QEP First-Year Seminar Subcommittee.

Supporting Documents

1. Library Bibliographic Instruction Website
2. Reference Website
3. Library instruction tour requests
4. Library instructional guides and subject guides
5. Screenshots of Library Moodle Website
6. Library orientation assignment
7. Library instruction statistics
8. Library services for Distance Learners
9. ENGL 305 (Bibliographic Research)
10. Library instruction survey
11. Library instructional guides and tutorials
12. Web Feat Website
13. Library orientation and instruction
14. Library “Ask Reference” online
15. Library Reference Department
16. Library instruction surveys
17. LibQual results online
18. iSkills Literacy Test results online
19. Library orientation assignment
20. ENGL 305 course outline
21. ACT SOS 2007: Assessment of Library
22. ACT SOS 2008: Assessment of Library
23. Reference online Center Website
24. Online tutorials

Comprehensive Standard 3.8.3 - Qualified Staff

The institution provides a sufficient number of qualified staff–with appropriate education or experiences both in library and/or other learning/information resources–to accomplish the mission of the institution.

Compliance Judgment

☑ Compliance

Narrative

Professional Staff Qualifications

The Edith Garland Dupré Library at UL Lafayette employs a sufficient number of qualified staff – with appropriate education or experiences both in library or other learning/information resources – to accomplish the instruction, research, and service mission of the University. The Library employs 16 full-time librarians, including a Director and an Associate Library Director. All librarians possess an American Library Association-accredited M.L.S. /M.L.I.S., and some have additional subject masters and doctoral degrees. Librarians at UL Lafayette hold faculty status and rank. Ten librarians are tenured – two at the rank of professor, five at the rank of associate professor, and three at the rank of assistant professor. Two librarians are on tenure-track at the rank of assistant professor. Four librarians hold the rank of instructor. [1]

UL Lafayette accepts the Association of College and Research Libraries' (ACRL) Statement on the Terminal Professional Degree for Academic Librarians as its defining standard. The ACRL states that the master's degree in library/information science from an institution accredited by the American Library Association is the appropriate professional degree for academic librarians. [2] The full-time library faculty are identified by name, title, and qualifications in a supporting table [3].

Library faculty are appointed through the same process as other University faculty. The appointment process is outlined in the *Faculty Handbook* [4]. Additional information regarding hiring of faculty is found in Comprehensive Standard 3.2.9. As is the case with all faculty, librarians are evaluated annually, as outlined in the *Faculty Handbook* [5]. Complete information regarding the evaluation process is contained in Comprehensive Standard 3.7.2. Each faculty member's supervisor performs the annual evaluations. There are four areas in which library faculty are evaluated for merit, tenure, and promotion: job performance; research; professional activities; and service to the Library, the University, and the community. [6] The merit, tenure, and promotion process for the library faculty [7] is similar to that for tenure-track faculty in other academic units, as detailed in the *Faculty Handbook* [8].

As with all members of the university faculty, library faculty members are obligated to participate in both professional development activities and University activities. The library administration encourages participation and leadership in professional organizations. Because of this encouragement, librarians regularly hold positions in national, regional, and state professional organizations, and they produce books, papers, articles, grants, and poster sessions as part of their professional development and research. Librarians also serve on various committees throughout the University. All library faculty and staff attend in-house, on-campus, and off-site training sessions when applicable. Faculty and staff receive travel funds to attend

conferences and workshops. These include the American Library Association Midwinter and Annual Conferences, LOUIS Users Conference, Louisiana Library Association Conference, and Louisiana Archives and Manuscripts Association Conference. The library administration provides opportunities for visits to other academic libraries in the state and also welcomes members of other libraries' staffs to Dupré Library. Several Dupré Library faculty and staff traveled to Louisiana State University's library to tour the information commons, and the director of the library at South Louisiana Community College recently came to Dupré Library to examine procedures in library instruction and maintenance of student computer labs.

Other Staff Qualifications

The Library employs one unclassified staff member, the Library Systems Coordinator. [9] In addition, the Library employs 32 civil service support staff members. All but one (the Administrative Secretary) are classified as Library Specialists. The full-time library support staff members are identified by name, title, and qualifications in a supporting table [10]. Library support staff are classified (Civil Service) employees of the University and are hired through the process described in Comprehensive Standard 3.2.9. They are trained by the library faculty or, in some instances, by Library Specialist Supervisors, and they undergo annual performance evaluations. The complexity of the work of the staff member determines the level of Library Specialist, as described in the Louisiana Civil Service Guidelines. [11]

The Library provides its staff with opportunities for professional and personal development. In the past three years, staff members have received instruction in the various applications of Excel and Access from the Continuing Education Department at the University. A Staff Development Committee has arranged disaster prevention and recovery training, CPR instruction, and presentations on new developments in library services by librarians. Staff members are included in workshops and training opportunities offered at the LOIUS Users Conference. Staff members are encouraged to join the Louisiana Support Staff Association of Libraries section of the Louisiana Library Association. In 2008, the Technical Services staff participated in workshops at McNeese State University and in a Webinar presented by Louisiana Tech University concerning the integrated library system's Serials and Acquisitions Modules. In order to keep current, staff members are invited and welcomed to all demonstrations of new products and new services at the Library. The library staff receives information about workshop and training opportunities, as well as other library news, via the Dupré Library Listserv. As part of the Library's staff retention efforts, it recognizes the faculty and staff annually at a Staff Appreciation Awards Ceremony organized by the Library Staff Association.

Peer Comparisons

The Association of College and Research Libraries, in its latest Standards for College Libraries (2004), suggests that points of comparison among peers be determined by means of ratios. [12] For purposes of this analysis, UL Lafayette is compared to a peer group consisting of colleges and universities of similar size, with the Carnegie classification of Research University with high research activity. The following table is from the National Center for Education Statistics, Library Statistics Program, FY2006-2007.

Table 3.8.3 – 1: *Library Personnel: BOR-Defined Peer Institutions with Carnegie Classification of Research University with High Research Activity*

School	Librarians	Librarians and Other Professional Staff	Librarians and Other Professional Staff Per 1,000 Enrolled (FTE)	Total Staff	Enrollment		Total Staff Per 1,000 Enrolled (FTE)
					Total	UG	
UL Lafayette	16	17	1.14	72	16,345	14,931	4.81
Georgia Southern University	17	19	1.24	62	16,841	14,854	4.05
Louisiana Tech University	15	16	1.60	55	10,564	8,356	5.50
Old Dominion	20	21	1.29	88	22,287	16,066	5.42
Troy	16	19	0.94	51	28,955	21,298	2.53
University of Alabama Birmingham	38	49	3.24	130	16,246	10,796	8.61
University of Memphis	29	38	2.24	118	20,379	15,802	6.96

Given the educational background, professional training, and dedication of all employees, UL Lafayette is confident that the Library meets compliance for qualified staff.

Supporting Documents

1. Library faculty and staff directory
2. Statement on Terminal Professional Degree for Academic Librarians / [Offline version]
3. Library faculty credentials
4. *Faculty Handbook:* Faculty Appointment Process
5. *Faculty Handbook:* Faculty Evaluation Process
6. Library faculty self-evaluation form
7. Library Faculty Merit, Tenure and Promotion guidelines
8. *Faculty Handbook:* Tenure and Promotion guidelines
9. Library Unclassified Staff credentials
10. Library Classified Staff credentials
11. Louisiana Civil Service job description, Library Specialist / [Offline version]
12. ACRL standards for Libraries in Higher Education / [Offline version]

Comprehensive Standard 3.9.1 - Student Rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette publishes a clear statement of student rights and responsibilities and makes that information available to the campus community through a variety of publications and at various locations on the University's Website.

The primary source of information for University student rights and responsibilities is the *Student Handbook* [1] and *Code of Student Conduct & Appeal Procedures* [2], published by the Division of Student Affairs, which is available online [3] in downloadable PDF file format.

The *Student Handbook* is available in hard copy in the Dean of Students office and the Student Union main office. Hard copies are included in the information packet distributed at the mandatory orientation for first-time freshmen. They are also available in every orientation presentation conducted by Student Affairs staff members.

The *Student Handbook* clearly delineates student rights and responsibilities in the section entitled "Campus Policies for All Students" in the "Statement of Student Rights and Responsibilities":

> *The University of Louisiana at Lafayette exists to educate its students; to advance, preserve and disseminate knowledge through research and scholarship; and to advance the public interest and the welfare of society as a whole. Essential to such purposes is an orderly climate of academic integrity, of rational and critical inquiry, of intellectual freedom, and of freedom of individual thought and expression consistent with the rights of others. To the end that such a climate may be established and maintained, UL Lafayette as an institution and each member of the University community have reciprocal rights and obligations. It is the obligation of the University as an institution to ensure orderly operation, to preserve academic freedom, to protect the rights of all members of the University community, to prohibit acts that materially and substantially interfere with legitimate educational objectives or interfere with the rights of others, and to institute disciplinary action where conduct adversely affects the University community's pursuit of its educational objectives.* [4]

> *For all UL Lafayette students, enrollment at the University confers certain rights and requires certain obligations that are defined below. It is expected that students will understand and respect the rights of others. It is also expected that all students be aware of their rights and obligations. Unfamiliarity with the following is not an excuse for failure to carry out one's obligations as a student member of the University community.*

The "Campus Policies for All Students" [5] section of the *Student Handbook* governs both academic and general conduct occurring on all property belonging to or in any way controlled by the University. This includes University owned or controlled communication or information systems. It includes policies on students' rights to expression, association and assembly, privacy, equal protection, and due process. It also contains University policies on academic honesty, drug and alcohol use [6], hazing, sexual harassment, nondiscrimination [7], the University student identification card, guns and/or firearms on campus, smoking, and use of university vehicles. Students' rights and responsibilities are detailed, including procedures for appeals, reporting a problem, and filing a complaint, and often refer to expanded policy documents available in the Dean of Students Office. [8]

The campus policies regulating student organizations clearly articulate rules and procedures for campus organizations and include:

- "Procedures for new organizations to follow in obtaining a charter at UL Lafayette"
- "Policies for active organizations to follow"
- "Role of advisors to campus organizations"

In addition, the "Campus Policies" section gives student organizations guidance in the areas of fund-raising drives, campus advertising, special events, conducting a raffle, voter registration, blood drives, credit cards, hosting outside speakers and candidates for public office, and the use of university facilities.

Campus Policies for Non-Students include information on the distribution of information and sale of merchandise on campus. [9]

The *Code of Student Conduct & Appeal Procedures* within the *Student Handbook* is also available online [10] as a downloadable PDF file through the Student Affairs, Dean of Students, and Student Personnel Office Websites. Students have the right to appeal any sanction, probation, suspension, dismissal, or expulsion regardless of whether this sanction is imposed by the decision of the Dean of Students or by the Student Discipline Committee. [11] The Student Affairs Appeals Court has appellate jurisdiction over most committees that report to the Vice President for Student Affairs. [12]

The *Code of Student Conduct & Appeal Procedures* is also published in condensed form in the *Undergraduate Bulletin* [13] and the *Graduate Bulletin* [14]. The appropriate bulletin is given to all new students upon admission to the University. Copies of the *Bulletins* are also available in departmental offices and online through the University Website.

The "Rules and Regulations" sections of the Undergraduate [15] and Graduate *Bulletins* [16] outline policies related to all aspects of student rights and responsibilities. Among others, these include: transfer of credits; academic amnesty; academic honesty; appealing unfair grades; residency requirements; housing regulations; medical record regulations (HIPAA); veterans' rights; discrimination; and the Family Educational Rights and Privacy Act of 1974 (FERPA).

Various departments also publish policy and procedure documents that delineate student rights and responsibilities, all of which are available online; the following is a sample list of these documents:

- Office of Disability Services' *Student Handbook* [17]
- Office for International Affairs' International Student Handbook [18]
- Student Government Association's "Grade Appeal Guidelines" [19] and information about the role of the Ombudsman [20]
- Offices of Student Personnel and Student Housing's *Residence Hall Handbook* [21] and *Legacy Park Handbook* [22]
- Department of Parking & Transit's *Traffic Code* [23]

Supporting Documents

1. *Student Handbook*
2. *Code of Student Conduct and Appeal Procedures* online
3. *Student Handbook and Code of Student Conduct and Appeal Procedures*
4. *Student Handbook:* "Campus Policies for All Students"
5. "Statement of Student Rights and Responsibilities"
6. Drug and Alcohol policy
7. Discrimination policy and procedures
8. Additional Student policies
9. "Campus Policies for Non-Students"
10. *Code of Student Conduct and Appeal Procedures*
11. *Code of Student Conduct and Appeal Procedures*
12. Student Affairs Appeals Court
13. *Undergraduate Bulletin*: Code of Student Conduct
14. *Graduate Bulletin*: Code of Student Conduct
15. *Undergraduate Bulletin*: "Rules and Regulations"
16. *Graduate Bulletin*: "Rules and Regulations"
17. Office of Disability Services Handbook online
18. International Student Handbook online
19. Grade Appeal guidelines on Student Government Website
20. University Ombudsman on Student Government Website
21. Residence Hall Handbook
22. Legacy Park Handbook
23. Traffic Code

Comprehensive Standard 3.9.2 - Student Records

The institution protects the security, confidentiality, and integrity of its student records and maintains special security measures to protect and back up data.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette protects the security, confidentiality, and integrity of its student records. It has established institutional policy and adopted procedures with respect to maintaining confidentiality in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). This policy is described in the *Staff Handbook*, which is available online as a downloadable PDF file [1]. This policy is also published in the *Faculty Handbook* [2], the *Undergraduate Bulletin* [3], and the *Graduate Bulletin* [4]. An excerpt from Institutional Policy included in the *Staff Handbook* states:

> *The University of Louisiana at Lafayette accords all the rights under the law to students who are declared independent of their parents. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to some personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, to persons in an emergency in order to protect the health and safety of students or other persons, and to parents who present sufficient evidence that the student is dependent upon them for their financial support (e.g. Income Tax Form 1040, etc.). All these exceptions are permitted under the Act.*
>
> *Within the University of Louisiana at Lafayette community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Office of the Registrar, Business Office, Financial Aid Office, the Office of Admissions, Academic Deans, academic department heads, academic advisors, and other academic personnel within the limitations of their need to know*. [5]

An abbreviated statement on Privacy is included in the *Student Handbook*:

> *Students have the right to have their academic and disciplinary records kept confidential subject to existing state and federal law. No official records shall be kept that reflect any alleged political activity or belief of students. No official records of students shall be available to unauthorized persons within the institution or to any person outside the institution without the expressed consent of the student involved except under legal compulsion. The University, on request, will make available to a student all of his or her records*. [6]

UL Lafayette follows the official archive and security measures published by the American Association of Collegiate Registrars and Admissions Officers. All student data subject to FERPA reside on electronically and physically secured databases, servers, or secure, fireproof filing cabinets. Designated data custodians oversee the security and authorization process. As part of the process, individuals are granted one of several levels of access authority that may be generally grouped from limited to broad access, as view only, update, or a combination of both—depending on job, role and function. As part of the approval process, the data custodian determines the level of access and the appropriate data sets for which the individual will be authorized, relative to the position and function of the individual as indicated in the request form [7].

The University's Records Retention Schedule [8] has been compiled in accordance with the Records Management Section of the Louisiana Secretary of State requirements. The Schedule includes all University records—including student records organized according to individual offices described—with respect to the name of the record, physical location, "destroy after" date, disposition, and remarks. The University Records Retention Officer maintains original copies of completed Schedule forms.

The primary responsibility for maintaining the security, confidentiality and integrity of student records falls within the purview of the Office of Information Systems. Offices that maintain university-wide student records include the Registrar's office, Admissions, Student Financial Aid, and Bursar's Office. Information and data for student sub-groups is also housed in other units including Orientation, Enrollment Services, Scholarship Office, the Academic Success Center, University College, and academic departmental offices. These offices maintain student records relevant to the services they provide, and have established procedures to ensure the privacy of student information files in accordance with FERPA guidelines.

Offices with Primary Responsibility for Records Management

Office of Information Systems (OIS)

OIS has established policies and procedures to protect the security of student records. Individuals requiring access to information must log in using their unique Campus Login Identification (CLID) through a single secure login process. The user is authenticated and then granted access to the data using Louisiana state security protocols (unique identifiers and passwords). Access by students to these services is controlled via the secure login profile established by each eligible user. The profiles and unique identifiers are maintained in a secured database or server that follows the Louisiana state security standard with regard to the creation of a username and password as per the State of Louisiana, Office of Information Technology Policy number IT-POL-006 and IT-STD-009. The password must conform to the state security and university standards established in regard to length, type, and number of symbols and characters. When appropriate or necessary, data passed over the Internet through the web applications for faculty, staff, or students are encrypted.

Student academic records are maintained in the University's computer-based Integrated Student Information System (ISIS), which is provided and maintained by the University Office of Information Systems. The student system as installed at UL Lafayette includes integrated modules for student admissions, student records, registration, financial aid, student billing,

student accounts receivable, and degree audit. This system provides extensive edits to ensure completeness and accuracy of data entered both online and through batch transactions.

Student system access for administrative users is granted based on a formal approval from the University administration and based on the user's position responsibilities. ISIS user access is controlled by standard system access profiles prescribed by administrative personnel for various user categories.

The University Registrar is the designated data steward for student records and ISIS. Designees restrict access to sensitive system functions and capabilities to the smallest practical number of administrative users. The office of the Provost must approve all external requests for student data. Access to ISIS is deleted upon student and staff exit from employment or any change of University status.

Web-based student access to their personal records requires a secured socket layer connection across the Internet (128-bit encryption). Such access requires authentication using a password selected by the student. Students can also request that certain information be repressed. All staff members with access to electronic records are trained on proper procedures for access and warned of their responsibilities concerning university data in accordance with La. R.S. 44:1-44:4 and the Electronic Communications Privacy Act, 18 U.S.C. 2701, or under state law, La. R.S. 14:73.1-14.73.7.

OIS has established an inventory of all devices that contain personal data in accordance with the Database Security Breach Notification Law, SB205 Act 499, of the State of Louisiana. Original forms are maintained in the offices of the respective vice presidents. Copies are maintained in the office of the Assistant Vice President for Academic Affairs. The Database Security Breach Notification Law requires notification to any Louisiana resident whose unencrypted personal information was, or is reasonably believed to have been, acquired by an unauthorized person as a result of a security breach.

Registrar's Office

The Office of the University Registrar is responsible for student academic records. All employees who have authorized access to student data receive appropriate training and instruction concerning confidentiality and protection of student records using the guidelines established by FERPA.

The University uses as its guide the recommended archive and security measures published by the American Association of Collegiate Registrars and Admissions Officers. All student data subject to FERPA reside on electronically and physically secured databases/servers, or in secure, fireproof filing cabinets. Designated data custodians oversee the security and authorization process. Access to requested information may be any combination of the authority to query, change, or delete information. Access is granted relative to position and function.

The University assigns student record access to students and University officials with a legitimate educational interest. Requests for access to student academic records require approval of the University Registrar. Upon approval, the request is forwarded to the Office of Information Systems.

Individuals requiring access to information must log in through a single secure login process. The user is authenticated and then granted access to the data using State of Louisiana security protocols (unique identifiers and passwords). Access by students to these services is controlled via the secure login profile established by each eligible user. The profiles and unique identifiers are maintained in a secured database or server that follows the State of Louisiana security standard with regard to the creation of a username and password. The password must conform to the State of Louisiana and university standards established in regard to length, type, and number of symbols and characters. When appropriate or necessary, data passed over the Internet through the web applications for faculty, staff, or students are encrypted.

Undergraduate Admissions Office

The majority of admission applications are received via an electronic database. The applicant is required to establish both a user ID and a password for access to the online application. The Office of Admissions maintains paper files for each undergraduate applicant. The paper files are stored within the Office of Admissions or archived in a secure campus storage facility. In each location, files are accessible by admissions staff during business hours only. The Office of Admissions has discontinued using social security numbers on correspondence and uses a university assigned applicant/student identification number (CLID). A commercial document company shreds purged files on-site.

Student Financial Aid

The office of Student Financial Aid protects the security, confidentiality, and integrity of student records by employing strict security measures. Paper student records are maintained in secured file cabinets, and the office is locked during non-business hours. Staff members requiring access to student information maintained in electronic form must log in through a secure login process. The user is authenticated and then granted access to the data using industry-standard security protocols (unique identifiers and passwords). Access by students to these services is controlled via the secure login profile established by each eligible user.

Student Financial Aid implements additional procedures to ensure appropriate handling of student financial aid records:

- Students coming into the Student Financial Aid office to request information from their own files must present a picture ID.
- Students who phone in are not given specific award amounts.
- All information files that contain social security numbers and are no longer required are shredded before disposal.
- All physical correspondence that contains student social security numbers is mailed in sealed envelopes.

Bursar's Office

Employees in the Bursar's Office follow the same security and confidentiality protocols as employees in the Registrar's and Financial Aid offices. For online payments, both the processor, Elavon, and the electronic payment gateway, SallieMae, are secured sites that are compliant

with payment card industry data security standards. Credit cards are accepted on site and require presentation of a picture ID.

Student Affairs

Offices under the direction of the Vice President for Student Affairs which provide services to students and which house confidential student records include the

- Dean of Students Office
- Department of Student Personnel Office
- Cajun Card Accounts Office
- Child Development Center
- Student Union Office
- Office for Disability Services
- Career Services
- Housing
- Counseling and Testing
- Student Health Services
- International Affairs
- University Police

These offices house records ranging from student employment to student appeals, from financial transactions to student discipline cases. All of these offices and departments have established procedures to ensure the privacy of student information files in accordance with FERPA guidelines, in accordance with University policy. In all Student Affairs offices except Cajun Card and Student Health Services, digital files are located on a server accessed through the Star Rez software system; the system is password protected. Physical records are maintained in locked filing cabinets in offices that are locked outside of business hours. Access to all records, both digital and physical, is limited to staff in these offices that have a legitimate educational interest. Additional information regarding student records retention follows.

Cajun Card Office

Financial transaction records for students and faculty who deposit money onto their Cajun Card accounts are maintained in the Cajun Card Office in both physical and electronic form. The Cajun Card office maintains electronic records on a limited access SQL server that is protected by a Linux firewall, and all equipment is located on a virtual local area network invisible to the Campus Network. Access to workstations and all computer systems is restricted by individual usernames and passwords.

Child Development Center

The Child Development Center requires and conducts confidentiality training for staff handling student records. Records are maintained for a child's enrollment years plus one year as required by the University's licensing/regulatory agencies. Student worker files are kept in the administrative office in a locked filing cabinet and are maintained for the fiscal year plus five years.

Office for Disability Services

The Office for Disability Services maintains medical documentation, intake information, and letters of accommodation deemed confidential under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Other items including but not limited to semester grades, summary notes of telephone and individualized meetings, and/or copies of staff/student correspondence are also considered confidential and part of student records. Electronic records are kept on a secure server to which access is only granted to ODS staff. Confidentiality of student records and information is a high priority, and ODS requires all employees to complete confidentiality training and sign confidentiality agreements. [9]

Career Services

Career Services maintains hard copies of student online registration and release of information forms, cooperative education forms, reference files for doctoral students and graduates, and student personnel records in filing cabinets in locked offices. Digital files are stored in the Career Services online system and are password protected.

Student Health Services

Student Health Services (SHS) maintains medical records in accordance with the privacy regulations of both FERPA and HIPAA. When any portions of these regulations are not congruent, the more stringent policy is applied. All personnel are trained upon hire and annually thereafter. A privacy officer is responsible for enforcing policy and procedures required by HIPAA. Current medical records are kept in a secure area, and are locked when not attended by personnel. Access to active records is restricted to personnel who have a medically necessary interest. Records are maintained for six years after last use and then destroyed in accordance with the State of Louisiana Records Retention Schedule previously mentioned.

SHS outlines and describes policies and procedures in a series of manuals. The "Medical Guidelines Manual" describes staff procedures for administering and documenting patient treatment. The "Administrative Office Manual" describes procedures to be followed from front desk to exit. The "Student Workers Communication Book" covers training in privacy practices. The "Student Health Services Policies and Procedures Manual" covers training, ongoing education, and records privacy requirements. Policies and procedures describing the interface between HIPAA and FERPA guidelines are maintained in an accordion file. These manuals are maintained in the Student Health Services building.

Counseling and Testing Center

Counseling and Testing Center maintains student mental health and pre-employment testing records in accordance with FERPA and HIPAA guidelines. All records are kept in a secure area, away from the flow of patient activity. Access to active records is restricted to clinic staff with a clinically necessary interest. Students requesting a copy of their records must complete an

information release form prior to the release of the records. Hard copies of inactive records are shredded after seven years. [10]

International Affairs

Current and past students' file numbers and personal and immigration information is maintained in an Excel-based database. Access to active and inactive information and index card files is restricted to the Director of International Affairs, office staff, teachers, graduate assistants, and student aides with legitimate interests in accordance with FERPA guidelines. Access to the Student and Exchange Visitor Information System (SEVIS)—an Internet-based database that contains confidential immigration information concerning international students, exchange visitors, and their dependents—is restricted to three authorized users in the International Affairs office: the Principal Designated School Official and two Designated School Officials. Access to current and previous international student information maintained on ISIS is restricted to the director and administrative staff.

Police Department

Digital records are maintained on a secure network with access restricted to department personnel with legitimate law enforcement or educational interests. Access to digital records is controlled by issuance of individual passwords by the network administrator. Approval of the Chief of Police, the Patrol Captain, or records administrator is required for the release of physical records, and then only for legitimate law enforcement or educational interests.

Other Offices with Access to Student Records

The following offices maintain student records relevant to the services they provide, and have established procedures to ensure the privacy of student information files in accordance with FERPA guidelines.

Deans, Department Heads, Advisors, and Other Academic Personnel

Academic Deans, academic department heads, academic advisors, and other academic offices such as Honors, Scholarships, and follow established procedures to ensure the integrity, security, and confidentiality of student information files within the limitations of their need to know in accordance with FERPA guidelines. In all of these offices, physical files are stored in secure offices, and access is limited to academic personnel with a legitimate right to know. Offices are locked during non business hours. Digital files are stored in the University's ISIS database system and are accessible only through secure password protected access. Student workers who have access to the records of other students in these offices are trained and often also must sign confidentiality agreements. Academic advisor training with respect to FERPA requirements is available online at the Advisor Training Website [11].

Additional information regarding processes used to protect student privacy in academic offices is detailed below.

Graduate School

The Graduate School stores records for applicants and students in filing cabinets with limited access. Records for admitted and actively enrolled students are retained for two to five years after enrollment ceases, depending on space limitations, and are eventually converted to TIF and/or PDF files in the office. Once these digital records are created, they are stored on a

secure server with hourly back-ups maintained within the Office of Research and Graduate Studies. The location information of the digital file is noted on each student's ISIS record, then hard copy records are destroyed. Files for incomplete applicants, denied applicants, and admitted applicants who did not enroll are kept for one year after application is made and are then destroyed with information noted on each ISIS record. These records are shredded by an on-site document shredding company.

Student Orientation

All Student Orientation employees and student staff workers are required to participate in University-provided online training to ensure a high level of legal and ethical conduct with respect to student records in accordance with FERPA guidelines. Student orientation staff signs a statement attesting to their understanding of the legal and ethical use of confidential information; these signed statements are kept on file in the Orientation office. Access to sensitive information from other campus offices and the ISIS database is deleted upon student and staff exit from employment.

The Orientation office receives confidential student information including but not limited to University CLIDs and passwords, social security numbers, addresses, telephone numbers, and printouts of standardized test scores. Procedures followed to ensure that such information is kept confidential include securing information containing sensitive information and shredding all documents containing social security numbers, CLIDs, or passwords, once that information is no longer needed.

Enrollment Services

Enrollment Services has access to prospective and current student records through ISIS and its Oracle-based Enrollment Applicant Management System (EAMS). Professional and student staff have access to information needed to assist in recruitment. Levels of security access are contingent on staff need. All access is password protected as overseen by OIS. Enrollment Services staff strictly adhere to FERPA guidelines to ensure student record confidentiality. Student workers are provided FERPA training and are required to sign confidentiality statements. Privacy screen filters are installed on desktop computers that might be viewed by non-qualified personnel.

Prospective student data are stored in a secure server at the University's Center for Business and Information Technologies (CBIT) facility to prevent the possibility of unauthorized access to this information. Student prospect cards and information sheets are shredded after being entered into the EAMS database. The previous year's prospective student data are deleted from the database at the end of each recruitment cycle.

Academic Success Center

The Academic Success Center (ASC) retains copies of transactions for students with Junior Division status. Filing cabinets located in the department hold copies of student change-of-major cards, drop cards, and late schedule adjustments. Original copies of these documents are sent in sealed envelopes through campus mail to the Registrar for official recording. Copies stored in the ASC are maintained for one year and then shredded. Folders of students advised in the ASC are stored in filing cabinets until students meet requirements to be advised in their

major departments. Folders are then sent through campus mail in sealed envelopes to the student's major department.

ASC counselors review financial aid appeals for the entire university. Appeal documentation is stored in a secure, locked office dedicated to that purpose. This documentation is maintained for five academic years after students' last enrollment, after which time the folders are shredded.

Databases used in the ASC are stored on the University's server. ASC staff, counselors, and student workers are trained following FERPA guidelines. Students visiting the ASC office are required to present a picture ID. Transactions completed by counselors are turned in daily to staff that maintain the change of major cards, drop cards, and other data. Students who phone the office for information regarding financial aid appeals are not given results over the phone. Results are only given through the university email account. Grades and other information about a student available through ISIS are never given out to anyone over the phone; student information is only discussed face-to-face.

Student-Athlete Academic Center (SAAC)

Files for currently enrolled student-athletes, which generally contain information regarding eligibility, high school profile, ACT or SAT scores, academic advising forms, and instructor grade reports are kept in secure filing cabinets located in staff offices. Archived files for former student-athletes are stored in an adjacent locked office. All offices are kept locked when the Center is not open.

All professional and support staff, as well as work-study assistants (students) are trained to comply with FERPA. The SAAC office occasionally receives phone calls from parents of student-athletes requesting information regarding the student's academic health or personal health. It is the policy of this office to abide by FERPA if the student is younger than 18 years of age and to adhere to the Buckley Amendment if the student is 18 years old or older.

Additional Programs

Other campus programs serve significant numbers of non-students in the nursery school laboratory, clinics, and enrichment programs. These programs are also committed to protect the security, confidentiality, and integrity of their clients' records and follow institutional policy and adopted procedures with respect to maintaining confidentiality. In addition, the UL Lafayette Nursery School Laboratory follows the records management procedures of the Louisiana Department of Social Services Bureau of Child Care Licensing. In other departments, all hard copy client records are in the control of departmental secretarial staff, are kept in locked cabinets, and are shredded after 6 years. The summer Academic Enrichment Program enters all participant data on ISIS, the University's Integrated Student Information System.

Supporting Documents

1. *Staff Handbook:* Institutional Policy on FERPA
2. *Faculty Handbook:* Institutional Policy on FERPA
3. *Undergraduate Bulletin:* Institutional Policy on FERPA
4. *Graduate Bulletin:* Institutional Policy on FERPA
5. *Staff Handbook:* Institutional Policy on FERPA
6. *Student Handbook:* Privacy Statement

7. Application for data access
8. State Records Retention schedule
9. Information Access and Confidentiality in Office of Disability Services “Handbook”
10. Office of Counseling and Testing Website: Confidentiality
11. Advisor Training Website: Advisors and the Privacy Act

Comprehensive Standard 3.9.3 - Qualified Staff

The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette employs qualified personnel in all areas reporting to the Vice President for Student Affairs and in other student support areas that report to the Provost and the Vice President for Enrollment Management. Evidence of the quality and effectiveness of student affairs and other student support programs is documented in Comprehensive Standard 3.3.1.3. Programs and services are documented in the University's response to Core Requirement 2.10.

UL Lafayette provides programs and services to support student learning, enhance student satisfaction, and encourage student success. Each area within the Division of Student Affairs (under the direction of the Vice President for Student Affairs), the Division of Enrollment Management (under the direction of the Vice President for Enrollment Management), and the Division of Academic Affairs (under the direction of the Provost) has responsibility for selecting professional staff qualified in education and experience to support the mission of the University.

The recruitment process for each position is broad-based and complies with all relevant employment rights laws and University policies, including verification of transcripts. Selection of candidates typically involves the recommendation of a committee representing diverse campus stakeholders. Final hiring decisions rest with the area supervisor, subject to approval by the area Vice President, the President, and the UL System Board of Supervisors. Annual evaluations are intended to maintain and enhance professional staff performance.

As demonstrated by the qualification summaries, all student affairs personnel have earned at least a bachelor's degree and are engaged in ongoing professional development activities. They possess the requisite skills, knowledge, and abilities necessary to succeed in their positions. The duties of the leaders of units that report to each Vice President are briefly described below, and qualifications of particular office holders are presented in supporting documents.

Qualifications of Personnel in Division of Student Affairs [1] [2]

The *Vice President for Student Affairs* oversees "the mission of Student Affairs to provide quality services and guidance to the University community which foster intellectual, emotional, and social growth, delivered professionally with concern for the dignity of each individual." [3] The Student Affairs area generally encompasses activities and support services for students in all areas of student life outside of their enrollment activities and their academic programs and endeavors. In addition to having general responsibility for all units within Student Affairs, the following units report directly to the Vice President for Student Affairs: Student Personnel; University Police; Parking and Transit; Housing; Career Placement Services; Student Union; and Student Publications.

The *Dean of Students* serves diverse student needs through the following offices and areas which report directly to her: Office of Disability Services; Greek Affairs; Counseling and Testing;

Child Development Center; Recreational Sports; International Affairs; and Student Health Services. Additionally the Dean of Students is the University advisor for the Student Government Association (SGA) and coordinator for all other student organizations.

The *Associate Dean of Students and Director of Student Personnel* is responsible for formulating policies and makes recommendations concerning the general welfare of all students. The department initiates and implements disciplinary procedures in accordance with the Code of Student Conduct. The Student Personnel Department also coordinates residence hall policies and programs and administers the student counselor program in the residence halls. [4]

The *Director of the Student Union* and four full-time Assistant Directors oversee and manage the Student Union, which serves as the focal point of campus life outside the classroom. The Union is a complex of three buildings surrounding Cypress Lake: Corona Hall, which houses student organization offices; Guillory Hall, which contains a coffee shop, lounge area, computer lab area, and copy center; and the Union building, which houses food service facilities, meeting and study rooms, lounges, a ballroom, a theatre, and the University Bookstore, etc. The Director of the Student Union is also the University's liaison and advisor to the University Program Council, a student group that presents cultural, social, and recreational programs to the University community. [5]

The *Director of Parking and Transit* and Transit Office oversees the operation and maintenance of three types of parking lots: prime lots, located on campus; non-prime zones, located off campus; and residence hall zones, which are located on campus but limited to residence hall students with vehicles. Additionally, the office operates passenger bus service to transport students from the centralized off-campus parking lot to one location on the main campus. The majority of students depend on the transit system for transportation to and from classes. [6]

The *Director of Student Health Services (SHS)* serves as lead Staff Physician and oversees a professional staff of doctors, physician assistants, nurses, and support personnel who provide quality medical care and active health promotion that is accessible and cost sensitive. Free services for students include assessments for any illness, treatment of minor injuries, and general physicals. Billable services include laboratory work, office procedures, PAP smear, IV therapy, and prescriptions filled in the in-house pharmacy. Serious illnesses or injuries may be referred to a specialist or medical facility in the area. Staff assists in making such arrangements. [7]

The *Director of Student Housing* oversees on-campus living facilities for students, including students with families. Campus housing ranges in type from traditional residence halls to apartments to family housing. The Director and her staff oversee all aspects of housing, from housing applications to room assignments, from maintenance to residence hall tutoring services and programming. [8]

The *Chief of University Police* manages the University Police Department [9] with a staff of over 31 deputies and other employees. The Chief and the ULPD are responsible for protecting the lives and property of the student body, faculty, and staff. Specific responsibilities of the department include:

- reporting and investigating all crimes committed on the campus;
- providing on-campus emergency service;
- providing routine police patrol (vehicle, foot, and bicycle);
- serving as operational headquarters for the University during campus-wide emergencies;
- educating the campus community in crime risk awareness and reduction;
- providing victims' assistance, referral services, and self defense classes;

The *Director of the Career Services Center* and the Center's staff provide assistance to University students and alumni in career placement, development, and job seeking strategies. The Center maintains current information on career opportunities and serves as a major link between the students and potential employers. [10]

The *Director of the Recreation Sports Department* oversees the recreational programs for University students, faculty, and staff. The programs include organized sports such as intramural sports and club sports, as well as open recreation. Most programs are housed in Bourgeois Hall, a modern, first class facility that provides open recreation as well as structured intramural events. [11]

The *Director of Office of International Affairs* manages support programs for international students at UL Lafayette. The office provides to international students (as well as faculty and staff) the assistance needed in adjusting to life here in the U.S., whether their needs be cultural, academic, financial, immigration, or personal. The office coordinates all the university programs for international students and faculty, and serves as liaison between international students and the various university administrative and departmental offices, agencies of the U.S. Government, foreign governments, and private organizations. [12]

The *Associate Dean of Students and Director of Greek Affairs* oversees and serves as a liaison to the University administration for Greek organizations. [13] This Associate Dean also directs the orientation program for parents of new students and is the coordinator for campus student organizations, currently totaling over 150. Two Assistant Deans of Students report to the Associate Dean of Students and Director of Greek Affairs.

The *UL Lafayette-SGA Child Development Center*, in conjunction with the Student Government Association, operates a Child Development Center for children (ages 12 months - 6 years) of students, faculty, and staff. The Director of the Child Development Center oversees the operation of the Center, including applications and enrollment, programming, and accreditation. [14]

The *Director of Student Publications* supervises two student-edited publications: *The Vermilion* weekly student newspaper and *L'Acadien* yearbook. While the Director serves as advisor to the publications, the editors do all hiring and firing of student personnel and are responsible for all content. Students fill paid positions in reporting, copy writing, photography

and graphic design in both publications. The Director of Student Publications is also a Lecturer in the Journalism program of the Communication Department.

The *Director of Counseling & Testing* oversees a staff of three licensed counselors. The Center provides professional services that promote wellness and support each student's academic success and continuing participation in University life outside the classroom. The Center assists students in dealing with social or emotional concerns. Professional counselors offer personal counseling without fee through individual and group counseling sessions. Special interest group programs are offered for issues such as stress management and reduction of academic anxiety. The Center also sponsors testing programs for prospective students, students approaching graduation, and area residents.

The *Director of Office for Disability Services* oversees the staff of the office and its assistance to students with demonstrated disabilities. The office assists in arrangements to help students with physical, psychological, and learning disabilities. Individual counseling and assistance in arranging scheduling, special class conditions, housing, parking, and other special considerations are provided. ODS maintains an adaptive, state of the art computer lab to meet the needs of the students with disabilities. [15]

Qualifications of Personnel in Division of Enrollment Management [16] [17]

The *Scholarship Officer* is responsible for awarding and administering all academic scholarships funded by the University and the UL Lafayette Foundation. [18] The Scholarship Officer maintains contact with many scholarship donors and ensures compliance with donor wishes in the awarding of their respective scholarships.

The *Director of Admissions* administers the University's Office of Admissions and its staff. The Office of Admissions is responsible for receiving and evaluating applications from prospective undergraduate students and for communicating admission decisions. Through the Undergraduate Admissions Committee, the Office of Admissions oversees the limited admission (7%) of students who do not meet the University's admission criteria. The Director of Admissions also evaluates the prior work of international students.

The *Director of Enrollment Services* oversees the recruiting functions of the University, particularly for undergraduate students. Six Admissions Counselors report to the Director.

The *Director of the Office of Student Financial Aid* assists eligible students in obtaining federal and state financial aid, including the state's merit award program known as "TOPS." [19] The Director is responsible for understanding federal and state regulations regarding financial assistance programs, for ensuring that the integrity of the University's financial aid system, and for supervision and training of the Financial Aid staff.

The *Office of the Registrar* is responsible for conducting registration activities, maintaining current and permanent academic records on all students, and verifying student enrollment. [20] The Registrar also maintains permanent records of the Committee for Academic Affairs and Standards.

The *Director of Orientation* oversees the University's orientation programs for new undergraduate students, including transfer students and adult students over the age of 21 who

have never attended college. [21] The Director selects and oversees the Student Orientation Staff, a group of student volunteers who assist new students during Orientation and implement the Orientation program.

Qualifications of Personnel in Division of Academic Affairs [22] [23]

The *Director of the Honors Program* administers the University's Honors Program for exceptional students who seek added dimension, enrichment, and challenge in their studies. Honors students may enroll in special honors courses designed by academic departments for them. These students also have the option of earning an honors baccalaureate degree. The UL Lafayette Honors Program is an active member of the Louisiana, Southern Regional, and National Honors Councils. [24] The Director is responsible for the academic and other programming for these students.

The *Department Head of Special Services*, who reports to the Dean of the College of General Studies, is responsible for administering the federal TRIO programs. The federal TRIO programs are designed to motivate and support students from disadvantaged backgrounds. [25] Programs administered through Special Services include Student Support Services [26], Upward Bound [27], the Educational Talent Search Program [28], Veterans Upward Bound [29], and the McNair program [30].

The *Director of University College* oversees the administrative division which serves many non-degree-seeking and other non-traditional students who attend the University. The Director implements programming that ranges from designing special admission procedures for non-traditional students to contract courses for outside agencies to classes for special populations such as high school students and senior citizens. [31]

The *Director of the Student-Athlete Academic Center* administers the academic support services provided to Ragin' Cajuns student-athletes. The Center Director is responsible for managing the student-athletes' Study Hall, computing center, and tutoring programs. In addition, the Director administers the student-athlete grade check and absence check program. The Center Director is assisted in operating the Center by two academic counselors and two graduate assistants. [32]

The *Director of the Academic Success Center and Junior Division* has broad responsibility for academic support services provided to UL Lafayette students, particularly students in their first two years. The Director administers the Center's tutoring services, career counseling, and academic advising for several special populations who are advised by counselors in the Academic Success Center. In addition, the Director coordinates the faculty academic advising program on campus. [33]

Other Personnel Who Provide Student Services and Support [34]

The *Executive Director of the Office for Campus Diversity* has established as the Office's mission to foster inclusion, appreciation, and understanding of diversity throughout the university. The Executive Director advises the President and the university community on diversity related initiatives, issues and goals. The Office administers the University's mentoring program for students admitted by exception to the University's admissions criteria and organizes a number of major events focused on diversity. [35]

The *Director of Cajun Card Services* administers the "one card" program for the University. The Cajun Card functions as a student ID card, library card, building access card, meal card, copy card, debit card, and ticket to Ragin' Cajun home games. The Cajun Card Services Office produces all identification cards for students, faculty, and staff. [36]

Supporting Documents

1. Student Affairs organizational chart
2. Student Affairs qualifications table
3. *Student Handbook*: Student Affairs Mission Statement
4. Student Personnel Website
5. Student Union Website
6. Parking and Transit Website
7. Student Health Services Website
8. Housing Website
9. University Police Website
10. Career Services Website
11. Recreational Sports Website
12. International Affairs Website
13. Greek Affairs Website / [Offline version]
14. Child Development Center Website
15. Counseling and Testing Center Website
16. Enrollment Management organizational chart
17. Enrollment Management qualifications table
18. Scholarship Office Website
19. Student Financial Aid Website
20. Registrar's Office Website
21. Orientation Website
22. Academic Affairs organizational chart
23. Academic Affairs qualifications table
24. University Honors Website
25. Special Services Website
26. Student Support Services brochure
27. Upward Bound brochures
28. Educational Talent Search brochure
29. Veterans Upward Bound brochure
30. Ronald E. McNair Scholars Program brochures
31. University College Website
32. Student-Athlete Academic Center Website / [Offline version]
33. Academic Success Center Website
34. Qualifications Table for other student support and services personnel
35. Campus Diversity Website
36. Cajun Card Services Website

Comprehensive Standard 3.10.1 - Financial Stability

The institution's recent financial history demonstrates financial stability.

Compliance Judgment

☑ Compliance

Narrative

The past financial history of UL Lafayette demonstrates excellent financial stability. The University strives to maintain this position by prioritizing the use of its financial resources in a manner befitting that of a Research University with high research activity in the Carnegie Classification System and a Doctoral II University in the SREB classification.

Financial History

State appropriations steadily increased through the most recent five academic/fiscal years, as did self-generated revenues, until the nation's recession and the state's economic downturn forced a 4.6% cut in state funding in January 2009. In recent years, the University has used its increased financial resources to press forward on targeted investments in faculty, academic programs, and research consonant with its role, scope, and mission.

The table below documents the financial stability of the University and the sustained growth of the Operating Budget over the past five years:

Table 3.10.1 -1: *UL Lafayette Enrollments and Revenues, AY2004–2008*

Academic Year	Fall Headcount Enrollment [1]	Fall FTE † Enrollment [2]	Total Revenues (Actual) [3]	State Appropriations (Actual)	Self Generated Revenues (Actual)
2004–2005	16,561	17,798	103,361,186	61,097,183	42,264,003
2005–2006	17,075*	18,593	106,557,766	61,476,581	45,081,185
2006–2007	16,303	17,963	115,573,677	68,654,544	46,919,133
2007–2008	16,345	17,900	134,458,400	87,555,903	46,902,497
2008–2009	16,320	17,728	152,130,300❖	101,147,753❖	50,982,547❖

† UL System FTE calculations based on 12-credit hour load for undergraduates and 9-credit-hour load for graduates
* Hurricane Katrina transfer impact
❖ Budgeted, not actual. Note that $6.2 million was a pass-through appropriation for the Picard and LITE centers, which had not been included in the University's operating budget appropriation in prior years.

The growth in State appropriations (+ 55.4%) and self-generated revenues (+ 20.6%) during this most recent five-year period is remarkable in the University's history. Further, steady enrollments have been maintained in spite of the implementation of the final phase of increased admissions standards in Fall 2005.

The University's historical financial stability is further documented by the 17% increase in net assets during the last five fiscal years, as reported annually to the Board of Regents and as indicated in the following table.

Table 3.10.1 - 2: *UL Lafayette Net Assets Fiscal Years 2004 – 2008* [4]

Effective Date	Current Assets	Non-Current Assets	Current Liabilities	Non-Current Liabilities	Total Net Assets
June 30, 2004	53,162,126	220,927,002	6,269,515	24,656,448	243,163,165
June 30, 2005	53,456,961	233,425,610	7,640,380	24,998,024	254,244,167
June 30, 2006	59,965,004	248,935,182	9,503,099	24,741,523	274,655,564
June 30, 2007	63,742,247	265,073,089	8,828,116	24,913,983	295,073,237
June 30, 2008	68,666,643	272,244,823	9,318,082	46,979,840†	284,613,544

† Increase in non-current liabilities from prior year is attributable to Other Post-Employment Benefits payable ($21,282,924), a liability imposed by the State Division of Administration. It is the actuarially-produced figure for estimated expenses on future retiree benefits. The DOA apportioned this future liability to all State agencies.

As indicated in the liabilities section of the annual Net Assets reports, the University's debt ratio of .02% is admirable. On June 30, 2008, the total current or short-term liabilities from bonds and notes totaled $397,688, and long-term debt from bonds and notes totaled $19,215,689.

Budget Task Forces

While recent financial history has been extraordinarily positive for UL Lafayette, the University anticipates that the next two years will see a reduction in State funds for its operation. The University has undertaken several steps to prepare to meet the anticipated budget reductions. In Spring 2009, the President created nine budget task forces that were charged with researching and developing cost-cutting and revenue-generating proposals related to their respective focus areas. The nine areas of focus include:

1. Academic Delivery Systems
2. Academic Programs, Structures, and Organization
3. Administrative and Support Structures and Organization
4. Auxiliary Enterprises
5. Continuing, Executive, and Non-Credit Programs
6. Energy Efficiency

7. Enrollment Management
8. Information Technology
9. Research and Economic Development

Membership of the budget task forces includes representation from faculty, administrators, staff, and the Acadiana community. [5] The budget task forces' recommendations include both short- and long-term proposals. [6]

In addition, the University has been asked by the President of the UL System to prepare and submit budget reduction plans to meet the anticipated cuts. Throughout its preparations for revenue reductions, however, the University remains committed to maintaining the quality of its educational operation.

UL Lafayette Foundation

The UL Lafayette Foundation provides additional assurance of stability in the University's financial position. Funds from the Foundation's endowment are used to supplement faculty salaries, provide research and faculty development support, underwrite scholarships, support the athletics program, and the like.

The Foundation's investment policy [7] ensures conservative, fiscally-prudent investment practices aimed at producing long-term growth:

> *The asset allocation for all UL Lafayette Foundation Endowments has been targeted to 60% equities, 35% intermediate high-quality bonds and 5% cash or short-term money market instruments. Small Cap stocks and International stocks have been included in the equity allocation during the last two years.*

During the five-year period from June 30, 2004, until June 30, 2008, the UL Lafayette Foundation's net assets increased over 28.5%. The Foundation Director reports the annualized five-year returns as 6.56%, as of June 30, 2008. The FY2007-2008 UL Lafayette Net Assets report listed the Foundation's net assets as $101,587,699 [8]. The Foundation's Spending Policy is attached [9].

Table 3.10.1 -3: *UL Lafayette Foundation Rate of Return and Net Assets, FY2004-2008*

Effective Date	Rate of Return on Investments (APY) [10]	Annual Payments or Spending Rates	Total Net Assets [11]
June 30, 2004	14.8	5.0	80,252,507
June 30, 2005	6.09	5.0	83,363,696
June 30, 2006	7.55	5.0	84,839,542
June 30, 2007	14.58	5.0	103,577,354
June 30, 2008	(8.44)	5.0	101,587,699

Statements of Assets, Liabilities and New Assets in Accordance with Generally Accepted Accounting Principals Standards for 2006 and 2007 reflect total liabilities and net assets of $120,589,407 and $136,253,320, respectively. [12] Financial reports are completed annually by independent auditors. The June 30, 2006 report [13] included a Financial Statement Finding regarding weakness in the accounting software used by the Foundation. Foundation management concurred with the finding and, with the Office of Information Systems, has mapped out changes to the accounting program. The Financial Report of June 30, 2007 [14] updated the status of the accounting software and found the Foundation had purchased and begun implementation of new accounting software. There were no findings in the June 30, 2008 Financial Report [15].

During the five-year period from January 1, 2004 until December 31, 2008, the average of the total annual gifts to UL Lafayette was $8,841,103.

Table 3.10.1 -4: *UL Lafayette Summary of Gifts and Expectancies 2004-2008* [16]

Effective Date	Total Gifts and Expectancies
June 30, 2004	$8,922,276
June 30, 2005	7,539,915
June 30, 2006	7,526,358
June 30, 2007	11,858,568
June 30, 2008	8,478,396

The 30-member Board of Trustees is responsible for leadership of the UL Lafayette Foundation. The Executive Director of the UL Lafayette Foundation reports to the Board of Trustees. The Executive Director and the other professional staff members are well qualified to manage the activities of the UL Lafayette Foundation. [17]

Administration of Finances

The President has ultimate responsibility for the fiscal health of the University, but immediate management and oversight of the University's budgets is under the purview of the Vice President for Administration and Finance. The Administration and Finance area is responsible for the preparation of the Annual Operating Budget and the Capital Outlay Budget, which are submitted to the Board of Supervisors of the University of Louisiana System for approval. Further approval by the Board of Regents is also required. The comprehensive budgeting process ensures that revenues (state appropriations, self-generated income, and other funding sources) are sufficient to meet approved projected expenditures. Funds expended during the fiscal year are made according to the approved budget plan. In adherence to Louisiana Revised Statute 39:77, the University exercises rigorous control over expenditures. The University has not experienced a year-end deficit in its 108-year history.

The Vice President for Administration and Finance and the other chief administrators in the Administration and Finance area are well-qualified to manage the University's budgets. The educational and experiential qualifications of the leadership team in this division provide evidence of their suitability for the positions they hold. [18]

Supporting Documents

1. UL Lafayette Fall 2008 Headcount Enrollment Report
2. UL Lafayette FTE Headcount Enrollment Report
3. UL Lafayette Operating Budget Forms BOR 1: 2005-2009
4. UL Lafayette Financial Reports: 2004- 2008
5. Sample budget task force final reports
6. Summary table of budget task force recommendations
7. UL Lafayette Foundation Investment policy
8. UL Lafayette Foundation Net Assets 6/30/2007
9. UL Lafayette Foundation's Spending Policy-Distribution of Funds
10. UL Lafayette Foundation Average Annual Rate of Return
11. UL Lafayette Foundation Total Net Assets
12. UL Lafayette Foundation Financial Reports, 2006 and 2007
13. UL Lafayette Foundation Financial Report, 6/30/2006 - Findings
14. UL Lafayette Foundation Financial Report, 6/30/2007 - Prior Year Findings
15. UL Lafayette Foundation Financial Report, June, 2008
16. UL Lafayette Summary of Gifts and Expectancies 1998-2008
17. Professional qualifications - UL Lafayette Foundation staff
18. Professional qualifications - UL Lafayette Administration and Finance staff

Comprehensive Standard 3.10.2 - Submission of Financial Statements

The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette provides financial profile information annually to the SACS Commission on Colleges. [1] [2] [3] The financial profile is prepared by the Finance and Administration and Institutional Research offices. All information is accurate and appropriately represents the total operation of the University.

In addition to the financial profile, the University submits annually to the Commission the institutional profile for general and enrollment information. [4] [5] [6]

The Commission has requested no additional financial information from UL Lafayette.

Supporting Documents

1. 2007 Commission on Colleges Financial Profile—Form A
2. 2008 Commission on Colleges Financial Profile—Form A
3. 2009 Commission on Colleges Financial Profile—Form A
4. 2006 Commission on Colleges Institutional Profile for General and Enrollment Information
5. 2007 Commission on Colleges Institutional Profile for General and Enrollment Information
6. 2008 Commission on Colleges Institutional Profile for General and Enrollment Information

Comprehensive Standard 3.10.3 - Financial Aid Audits

The institution audits financial aid programs as required by federal and state regulations.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette audits Financial Aid programs as required by federal regulations.

The Office of the State of Louisiana Legislative Officer annually prepares a single audit report for every public university in the state. Biennially [1] [2], that audit includes a detailed review of the Financial Aid programs and Title IV programs administered by the University. Requirements prescribed by the U.S. Department of Education, in accordance with Office of Management and Budget (OMB) Audit Criteria A-133 are met by this audit. Additional information related to financial aid audits is provided in Federal Requirement 4.7.

When the Legislative Auditor identifies findings, the University President works with the Director of Student Financial Aid to prepare a Corrective Action Plan [3]. There were no findings in the financial aid audit for FY2005-2006. Examples of such plans in response to audit findings in the FY2007-2008 audit are included as supporting documents for Federal Requirement 4.7. The Director is responsible for implementing these corrective actions.

In addition to the Legislative Audits, the University's internal auditor [4] regularly reviews the disbursement of federal and state financial aid awards and the accompanying documentation.

Supporting Documents

1. Management Letter Audit 2006
2. Management Letter Audit 2008
3. Correspondence with Corrective Action Plans February, 2009
4. Internal Auditor's Report

Comprehensive Standard 3.10.4 - Control of Finances

The institution exercises appropriate control over all its financial resources.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette exercises appropriate control over all its financial resources. Policies and procedures exist for budgetary control for purchasing, cash management, investment, capital outlay, deferred maintenance, inventory, travel, internal audit functions, and endowment. The University's financial resources are managed by qualified staff [1], as documented in Comprehensive Standard 3.10.1. Further, the University's budget and expenditures are regularly reported to both the UL System Board of Supervisors and the Louisiana Board of Regents, as explained in Core Requirement 2.11.1.

Budget Process

The University has a comprehensive budget process as part of its plan to reach the goals established by the administration. Prior to the preparation of the Budget, the Vice President for Administration and Finance meets with the Provost and other Vice Presidents to assess the use of funds from the previous year and to evaluate any request for additional funds. Reserves are established so that in the event of mid-year adjustments required by changes in state appropriations and/or changes in self-generated revenue, the Vice President for Administration and Finance, in concert with the President and other Vice Presidents, can make changes to the budget to keep it in balance. A more detailed explanation of the budget process is contained in Core Requirement 2.11.1.

College and departmental budgets are monitored during the fiscal year to ensure that sufficient funds are available for acquisition of goods and services. Department heads have read-only access to their respective budgets and budget activity online. [2] In addition, hard copy reports are prepared monthly and are distributed to the respective departments.

Departments have the ability to make budget adjustments to and from object categories within their budgetary unit as corrective measures when sufficient funds are not available. Until such time that the corrective measures are taken, requests for further transactions are denied.

Purchasing

Institutional purchasing procedures adhere to the Rules and Regulations [3] of the State Purchasing Office. The Business Services Department of UL Lafayette has published its *Policies and Procedures for Submitting Requisitions for Purchasing of Goods and Services* [4] on its Website. Forms used in the purchasing process include requisition encumbrances [5], letter of authorization obligations [6], purchase order encumbrances [7], and expenditures.

UL Lafayette has entered into an agreement with the State of Louisiana and the Bank of America to participate in a purchasing card program called the La Carte Purchasing Card. The card is used to manage purchasing and accounting by enabling employees to purchase items with the convenience of a credit card while maintaining control over purchases. The card enables

cardholders to purchase non-restricted items directly from vendors without requisition, letter of authorization, or purchase order.

Cash Management

The University has established cash management procedures. The cashiering function is centralized in the Bursar's Office, and there is a carefully managed procedure for the receipt, deposit, and safeguarding of institutional funds. The collection of cash and the cashiering function come under the constant review of the Internal Auditor [8]. Approximately 85% of the cash collections are centralized in the Bursar's Office. Other collection activities occur at the University Bookstore, Parking and Transit office, Enrollment Services, and athletics. These areas deposit funds with the Departmental Cashiers on a timely basis, and their activity is constantly reviewed by the Internal Auditor.

External oversight of the cash management procedures is under the direction of the office of the Cash Management Review Board. Board membership includes the Legislative Auditor, the State Treasurer, and the State Commissioner of Administration. This Board approved the Accounts Receivable Policies [9] for UL Lafayette in correspondence dated February 17, 2009. [10] Cash management procedures are regularly reviewed and amended, as evidenced by the University's actions in response to the Legislative Auditor's findings regarding the 2007 mismanagement of parking fees. [11]

Investment Policy

The investment program at UL Lafayette is the responsibility of the Assistant Vice President for Administrative Services. The University subscribes to an investment policy that all funds within its control should be utilized to their maximum efficiency. The Cash Management and Investment Policy [12] includes the following sections:

- Investments: "There are to be no idle funds with the University that do not earn interest."
- Security-Cash Deposits and Certificates of Deposit: "All banking institutions having deposits for the University of Louisiana at Lafayette shall have adequate collateral pledged to cover such deposits…and are required to meet FIRREA regulations…"
- Security – Direct United States Treasury Obligations and United States Government Agency Obligations: "Security of the instruments of investments is the responsibility of the issuing financial institution."
- Reporting: "The Assistant Vice President for Administrative Services prepares, showing type, term, yield, maturity date, and book value of investment, a monthly report on investments."

Long-term investments are accomplished in accordance with Louisiana Revised Statute 49:327 [13]. Investments are made in the following types of investment instruments: time certificates of deposit; direct U.S. Treasury obligations; and U.S. government agency obligations. Limiting

investments to these three types of instruments minimizes the risk undertaken by the University in the investment of funds.

Capital Outlay

Capital outlay allocations, particularly for equipment purchases, are made to various colleges biannually. Amounts of these allocations are dependent on various fluctuating factors, with self-generated revenue being the main one. The distribution of these capital outlay funds is based on the recommendation of the Provost after careful review of requests made by department heads through their respective college dean. Equipment purchases must be made in accordance with State and University purchasing regulations. All such purchases are approved by the Provost and the Vice President for Administration and Finance.

Deferred Maintenance

Sources of funds for deferred maintenance have come from both special appropriations by the State and campus-based capital outlay expenditures. As explained in Comprehensive Standard 3.11.3, the University has received nearly $10 million in special appropriations for deferred maintenance since 2003. Annually the University allocates funds to a specified account for deferred maintenance; in the FY2008-2009 capital outlay budget, the deferred maintenance allocation totaled over $1.8 million. [14]

The Facility Management Director maintains a master list of deferred maintenance projects. [15] The University President, after consultation with the University Council, prioritizes the year's projects. The Facility Management Director oversees the projects, complying with all relevant State regulations regarding bids, contracts, and construction. The expenditures for deferred maintenance are processed through the Purchasing Office.

Policies related to construction and deferred maintenance projects are posted on the Facilities Management Website and include "Construction Design Standards," [16] "Facility Management Front End Specifications," [17] and "Builder's Risk Insurance Requirements" [18].

Inventory Control

The University has developed a comprehensive inventory control process, which is in keeping with State and UL System Board regulations. The property control officer in the Facility Management Department is responsible for oversight and implementation of policies for the recording, tracking, and disposal of physical assets. As explained in Comprehensive Standard 3.11.1, the property control officer maintains an institutional database of property, including its location, value, date of acquisition, date of disposal, and other information.

All equipment which is acquired, whether through purchase, donation, or transfer, is the property of the University (and of the State). If such equipment has a value of $1,000 or more, it is tagged with a State Property Control Tag, and all pertinent information about the item, including its description, location, acquisition date and cost, serial number, and other useful information are recorded for inventory purposes. The record is a permanent part of the University's inventory file of equipment.

In brief, each department head is the designated custodian of physical assets assigned to his or her department. The property control officer annually requires each department head to

physically locate and document the condition of each property item assigned to his or her department. Procedures for transfer or removal of equipment from campus are detailed in "University Equipment Policies" on the Facility Management Website [19].

Travel Regulations

Official travel by university employees is governed by state travel regulations. [20] The University allots a travel budget to each department. Faculty and staff members may apply to use travel funds by completing a "Request for Official Travel and/or Leave" form [21] and submitting it to the department head, who approves then forwards it through the administrative chain for approval. Funds are encumbered by the office of the Vice President for Administration and Finance. Travel requests are to be submitted at least two weeks prior to departure. Request for international travel (any travel outside contiguous 48 states) requires approval through the President and UL System Board and must be submitted at least a month in advance. Policies for travel are included in both the *Faculty Handbook* [22] and the *Staff Handbook* [23]. As travel funds are limited, the University has set priorities for travel with highest priority for mandated travel and presentations at major meetings. After completion of travel, the employee fills out a Travel Expense Reimbursement Form [24].

Internal Audit Function

UL Lafayette maintains a strong internal audit function. The Internal Auditor reports directly to the President and works closely with the UL System Internal Auditor. Conducting routine audits and reviews of campus operations is the responsibility of this office, with the primary focus being on internal control and managerial functions. As required by the UL System Internal Audit Charter, the Internal Auditor is responsible for creating an annual audit plan with input from the President, the Vice President for Administration and Finance, and the System Internal Auditor. Seventeen project areas are identified in the plan, such as Student Federal Financial Aid, Cash and Cash Management, Student Technology, and Review of the Parking and Transit Department Operations. Documentation of all internal audits may be found in the Office of Internal Audit. These documents are reviewed by the Legislative Auditor as part of the auditor's annual review.

Endowment Funds

The UL Lafayette Foundation is governed by a Board of Trustees, which includes as one member the President of the University. The Board manages its funds in accordance with several policies. These include the asset allocation policy [25], which delineates the investment profile for Foundation funds: 60% equities, 35% intermediate high-quality bonds, and 5% cash or short-term money market instruments. The Foundation's "Spending Policy" [26] includes the following rules for distribution:

> *All distributions shall be made only from the earnings for the fiscal year preceding the distribution unless 75% of the Foundation Board votes otherwise.*
>
> *Total annual distributions from earnings shall not exceed 5% of the average market value of the corpus of the funds for the last twelve quarters unless 75% of the members of the Foundation vote in favor of such larger amount.*

Additional control to ensure the appropriate expenditure of Foundation funds results from the fact that all Foundation funds are first deposited in the University's accounts, and expenditures must be approved through regular administrative channels.

Supporting Documents

1. Professional qualifications - UL Lafayette Administration and Finance staff
2. Sample online Statement of Accounts
3. Office of State Purchasing and Travel: Purchasing Rules and Regulations
4. UL Lafayette *Policies and Procedures for Submitting Requisitions for Purchasing of Goods and Services*
5. UL Lafayette Purchase Requisition
6. UL Lafayette Letter of Authorization
7. UL Lafayette Purchase Order
8. 03/16/2009 Correspondence: Internal Auditor
9. UL Lafayette Accounts Receivable policy
10. Cash Management Review Board Approval - Accounts Receivable policy
11. UL Management Letter for FY2007
12. UL Lafayette Cash Management and Investment policy
13. Correspondence from Louisiana State Treasurer to Legislative Auditor, 9-08-2006
14. Summary Deferred Maintenance 2008-2009
15. Listing of deferred maintenance needs Spring 2009
16. Construction design standards
17. Facility management front end specifications
18. Builder's Risk Insurance requirements
19. University equipment policies
20. State of Louisiana Office of Purchasing and Travel Website
21. UL Lafayette Request for Official Travel
22. *Faculty Handbook:* UL Lafayette travel regulations
23. *Staff Handbook*: Travel Information
24. Travel expense reimbursement Form
25. UL Lafayette Foundation Average Annual Rate of Return
26. UL Lafayette Foundation Spending policy

Comprehensive Standard 3.10.5 - Control of Sponsored Research and External Funds

The institution maintains financial control over externally funded or sponsored research and programs.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette maintains financial control over externally funded or sponsored research and programs. Externally sponsored research and programs are administered by the Office of Research and Sponsored Programs (ORSP). ORSP, who reports to the Vice President for Research, is tasked with both pre-award and post-award responsibilities. The office works closely with the Grants Coordinator in the Business Office for the post-award management of externally sponsored project accounts. UL Lafayette's funding of external research programs includes direct and pass-through awards, as well as student financial assistance from the U.S. Department of Education.

The ORSP reviews and processes proposals for research programs, including preparing, editing, securing University approval, and submitting proposals. The Office is also responsible for reviewing and processing contractual agreements, approving changes in the budget, personnel, or other contractual provisions, and dealing with compliance issues. The President has final institutional approval. ORSP maintains policies and procedures for pre-award and post-award project and financial management. These policies and procedures are used from the planning to close out stage of a project.

Controls at the Proposal Development Stage

Financial control of sponsored research activities begins at the pre-award stage. All proposals [1] for external funding submitted by the University on behalf of faculty and staff must undergo internal review before submission to the funding agency. An investigator must submit all required proposal materials for a particular opportunity (narrative sections, budget, budget justification, and required forms, etc) with a completed Internal Proposal Approval Form [2] [3] to the ORSP at least three business days prior to the submission deadline or mail date. [4] After receipt of the proposal, the pre-award staff in ORSP reviews the materials submitted for compliance with federal and state regulations, agency guidelines, and university policies. The pre-award staff reviews any proposed cost sharing/facility commitments and confirms necessary approvals at the appropriate level. After the proposal has been reviewed for compliance with federal and state regulations, agency guidelines, and university policies, the staff works with the investigators to amend or edit the proposal to meet all expected pre-award controls. The proposal is then presented to upper-level administration for final approval prior to submission.

The Internal Proposal Approval Form and Internal Proposal Approval Form Instructions can be found on the Website of ORSP. The Website also has links to University policies related to the application of indirect costs [5], cost sharing [6], compensation limits for faculty [7], and conflicts of interest related to a proposal for external funding [8].

Controls at the Award Management Stage

The post-award staff of the ORSP processes award notices received by sponsors for awarded proposals. The post-award staff works closely with the Grants Coordinator in the Business Office for the post-award management of externally sponsored project accounts. Together, the post-award staff of ORSP and the Grants Coordinator in the Business Office oversee compliance with sponsored project contracts and maintain auditable records. The post-award staff of ORSP processes award notices and contracts for externally sponsored projects and works with the principal investigator (PI) in requesting modifications to a contract, such as no-cost extensions and budget revisions when necessary for successful completion of the project and when allowed by the sponsoring agency/project contract. The Grants Coordinator handles billing and cost reimbursement and draws down funds for approved projects from sponsoring agencies.

The President of the University is the only individual with the authority to execute a contract for an externally sponsored project on behalf of the University. Contracts for externally sponsored projects are executed only after thorough internal review. The post-award staff of the ORSP reviews contracts received for awards to ensure that the University can obligate itself to the terms outlined in the contract, and to negotiate terms to which the University cannot agree with sponsoring agency contracting officers. Once the contract has been reviewed and any terms to which the University cannot agree negotiated, the post-award staff forwards the contract to the Vice President for Administration and Finance for review and approval. After the Vice President for Administration and Finance approves the contract, it is forwarded to the President of the University for approval.

Once the University has received a fully executed contract for an externally sponsored project, the approved budget for an award or contract is sent to the Grants Coordinator in the Business Office and posted to the financial system. Funds for a sponsored project are placed in a restricted account for spending as indicated by the approved budget. The PI also receives a copy of the fully executed contract that includes the approved budget, and the University's Comptroller's Office provides the restricted account number for the sponsored project. Work on an externally sponsored project can only begin after receipt of a fully executed contract. A PI can request the assignment of an Advance or Pre-Award Account if certain criteria are met. An Advance or Pre-Award Account is only granted after review by the ORSP and the Vice President for Administration and Finance, as outlined in policy.

The Grants Coordinator in the Business Office reviews and processes all paperwork submitted by a PI to initiate spending from a sponsored project restricted account, in order to ensure that funds are expended from the account only as provided in the approved contract budget. The Business Office provides an account ledger to each PI for each of their sponsored project restricted accounts, so the PI can monitor balances of and activity within the restricted account. The Grants Coordinator consults with the ORSP, should there be a question if an expense is allowable or not.

The ORSP assists the PI in requesting modifications to a sponsored project contract/budget (no-cost extensions and budget revisions) when necessary for successful completion of the project and when allowed by the sponsoring agency/project contract. Once the modification is approved by the institution and the sponsoring agency, ORSP post-award staff provides the revised budget or documentation of a revised end date to both the Grants Coordinator and the PI. Spending then proceeds from the account as per the modified contract/budget.

The ORSP Website [9] includes links to policies and procedures related to the management of sponsored projects and sponsored project accounts, including the following:

- Compensation Limitations for Faculty Members and Unclassified Employees
- Cost Transfer Policy
- Employment for Students
- Indirect Cost Policy
- Request for Pre-Award/Advance Account Policy and Procedures
- Policy and Procedures on University Cost Sharing
- Procedures for Additional Compensation.
- Procedures for the Employment of Unclassified Personnel on Externally Funded Grants
- Procedures for processing the Contract for Consultant Services
- Procedures for processing the Direct Charge Form
- Procedures for processing the Purchase Requisition Form
- Procedures for Travel Requests on Externally Funded Grants

The Website also has a link to the "Guide to Sponsored Program Management for Principal Investigators" [10], which provides information for PIs about managing and monitoring a sponsored project and sponsored project account. Some of the topics included in this guide are:

- Requesting Travel and Travel Reimbursements
- Transferring Costs
- Monitoring Cost Sharing
- Hiring and Compensating Personnel (Senior personnel and Student Personnel)
- Reporting Effort
- Arranging Contracts and Subcontracts
- Requesting Contract Modifications

Once a proposal has been awarded, the ORSP notifies the Comptroller's Office. An internal account is established by the Grants Coordinator to set up budgets and monitor grant funds. The Grants Coordinator reviews and approves purchases, and provides other financial supervision. The cost principles of Office of Management and Budget Circular A-21 [11] are

used. In addition, the Grants Coordinator monitors the indirect cost allocation, in which the indirect cost rate is calculated using the long form.

All federal grant programs, including federal financial aid programs, are audited by the Louisiana Legislative Auditors, under the Single Audit Act.

Supporting Documents

1. UL Lafayette proposal submission and review process
2. Proposal check list and internal proposal approval form
3. Internal proposal approval form instructions
4. Policy on late submittal of proposals to the Office of Research and Sponsored Programs
5. Indirect Cost policy
6. Policy and procedures on University Cost Sharing
7. Compensation limitations for faculty members and unclassified employees
8. Policy and procedures on financial conflicts of interest related to externally sponsored projects
9. Office of Research and Sponsored Programs Website
10. Guide to Sponsored Program Management for Principal Investigators
11. Office of Management and Budget circular A-21 / [Offline version

Comprehensive Standard 3.11.1 - Control of Physical Resources

The institution exercises appropriate control over all its physical resources.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette exercises appropriate control over all its physical resources through its Facility Management Department. [1] Control is exercised through equipment policies [2], key control policies, electronic card access, surveillance, and recycling programs.

University Movable Equipment Inventory

The University movable property inventory is valued at over $55.1 million and comprises over 14,000 physical pieces, including computers, fleet vehicles, and laboratory equipment. The Property Control Manager is responsible for administering this inventory in accordance with State regulations. A physical inventory is conducted yearly, and the Property Control Manager works with University departments and college deans to resolve any discrepancies between inventory records and property on hand [3]. Once the inventory check is complete, a certification report is sent to the University President, the Vice President for Administration and Finance, the Facility Management Director, the University's Internal Auditor, and the Louisiana Property Assistance Agency [4].

The University's average Discrepancy Rate (the dollar value of unlocated or stolen equipment in relation to the dollar value of the entire inventory) has never exceeded 1%, and averaged 0.3% over the last three years, one of the lowest rates among State universities. Nevertheless the Facilities Management Department continually strives to improve performance and to lower the discrepancy rate even further. [5]

In addition, the State Division of Administration conducts a yearly audit of the University's inventory using random sampling, to which the Property Control Manager's office responds. [6] Of its known records dating back at least 23 years, the University has been 100% successful in these audits.

The Property Control Manager is a manager in the Facility Management Department. The property control office employs one full time support position, a shared administrative assistant, and two student workers. The Property Control Manager ensures that equipment is tagged and recorded upon delivery to the University and in accordance with all State regulations. [7] Departments are notified in writing of their responsibility for newly received movable equipment. [8] A State-wide inventory database, Protégé provided through InCircuit™, is used for recording and tracking purposes. [9]

A special procedure exists for allowing University employees to take movable equipment away from the campus. [10] [11] This procedure requires full administrative approval and includes disciplinary action for irresponsibility in this regard, according to Louisiana State regulations, as per LAC 34:VII.305C [12]. Another procedure exists for the removal of tagged equipment from the University's inventory. [13] [14] The Property Control Manager is responsible for processing

such equipment properly and lawfully. For example, before the University disposes of old computers, all data from their hard disks must be removed for security purposes [15]. A University warehouse is used to store movable equipment as necessary.

Key Control Procedures

The majority of University facilities and rooms are secured with keyed access. Currently the University employs one full-time locksmith and hopes to fill a second position. Over 29,000 keys are issued to University employees, and include sub master and master keys assigned to address limited access needs. A written key control policy [16] mandates administrative approval on any Key Request Form [17]. Records of key distribution, deposits, etc. are maintained in the department control offices. The locksmith maintains a database of lock programming. Key return is included as part of the University employee and graduate student separation procedures.

Cajun Card Access Procedures

Card access for door/building entry is used for special locations such as student residence halls (building entrance for dormitories and apartment entrance for the Legacy Park complex), and entrances for some academic buildings. Card access is also used for some high security rooms throughout the campus (laboratories, computer rooms, etc.).

Partially funded by a Student Technology Enhancement Program (STEP) grant, the "Cajun Card" serves as a student/employee ID card, a parking access card, and a building/room access card. The Cajun Card department employs four full-time staff and four part-time student workers. The card is activated and deactivated through a sophisticated computer management system. [18] The Cajun Card department is expanding card access and camera surveillance to the entire campus at a cost of $350,000. For more information on the Cajun Card system, see Core Requirement 2.10.

Surveillance

In addition to building/room access, the Cajun Card department manages 150 digital cameras throughout campus. Building entrance cameras are tied to the card access system for verification of any building entrant, and outdoor cameras record activities taking place on the campus grounds. The cameras are linked to digital video recorders, which store images for investigation purposes. The University Police Department has full access to all video captured by these cameras, and can view images in real time. [19] The University's camera system has proven to be an effective crime deterrent, and has also assisted law enforcement agencies in prosecution.

The office of Environmental Health and Safety is responsive to the recommendations of external reviews of safety procedures. For example, the National Association of Schools of Music recommended in 2008 the installation of a swipe card system for the School of Music facility access. Currently Angelle Hall, the Music building, has instituted electronic card access and camera surveillance at the majority of entrances. The camera system has already been used to investigate and successfully resolve a theft case.

University Recycling Program

UL Lafayette values recycling as evidenced in the values and imperatives of the *2009-2014 Strategic Plan*:

- Value 6…"an appreciation and respect for all the resources which we can impact and which have been entrusted to us." [20]

- Imperative 5B…" [to] emphasize sustainability and actions for prudently handling environmental resources." [21]

- Currently office paper is recycled through an agreement with the Association for Retarded Citizens (ARC) of Iberia. Plastic, aluminum, and cardboard are also recycled through this program. For collection of these materials the University uses dedicated green plastic recycling bins. In 2008, through this effort, the University recycled over 41,000 pounds of materials. In addition to this program, the University has initiated a program to recycle green waste (tree branches, cut shrubs, etc.). The University composts this material and re-uses it in its grounds maintenance. All recycling efforts are reported as part of the Storm Water Management Plan, a document produced as a condition of the University's permit to discharge its storm water. Additional information on recycling efforts may be found in Core Requirement 2.11.2.

Supporting Documents

1. Facility Management Website: Directory Listings
2. University equipment policies on Facility Management Website
3. Sample memorandum resolving unlocated equipment
4. Certification of Annual Property Inventory
5. Management Letters with Corrective Action Plans for Audits of FY2005-2008
6. University Response to Division of Administration Findings
7. Facility Management Website: University Equipment Policies on "Usage"
8. Sample equipment acquisition form
9. Incircuit™ Website / [Offline version]
10. Facility Management Website: University Equipment Policies on "Removal from Campus"
11. Custody receipt form for moving portable equipment
12. State Division of Administration procedure for removal of inventory
13. Facility Management Website: University Equipment Policies on "Transfer or Disposition"
14. Removal of inventory item form
15. Data removal request form
16. Policy for issuing door keys to university buildings
17. Key request form
18. Website card access software - Alarm monitoring and card holder search capability
19. Website access software showing video surveillance capabilities
20. *2009-2014 Strategic Plan:* Value 6
21. *2009-2014 Strategic Plan:* Emphasize Sustainability

Comprehensive Standard 3.11.2 - Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. These responsibilities are shared by the Offices of Environmental Health and Safety, University Police, Student Health Services, and Student Affairs. The efforts of these offices are supplemented by a variety of campus initiatives.

The University's Environmental Health and Safety (EH&S) Policy [1] states that UL Lafayette must use its resources to provide an environment that is both safe and secure. This document further states that long-term safe practices will be achieved through education and leadership by example.

Two full time positions are dedicated to University safety. The University created the EH&S Director position, which reports to the Director of Facility Management. The EH&S Director has direct access to personnel who can quickly repair unsafe conditions. The Facility Management Safety Coordinator reports to the EH&S Director and is charged with safety training for Facility Management personnel—traditionally high risk positions—and the maintenance of building safety systems. The New Iberia Research Center employs an additional safety officer, in compliance with National Institutes of Health, Centers for Disease Control (CDC), and Institutional Animal Care and Use Committee requirements.

Health and Safety Operations are funded primarily through the Facility Management budget and through special appropriations from the University administration on a case-by-case basis. The State regularly commits Deferred Maintenance funds to life safety issues. Allocation of deferred maintenance funds is discussed in Core Requirement 2.11.2. These include ADAAA compliance and accessibility, elevator modernizations, fire alarm replacements and upgrades, and building fire code compliance deficiencies and enhancements.

Environmental Health and Safety

The EH&S Office has broad occupational and general safety responsibility. It is responsible for implementing the policies and procedures set forth in the Environmental Health and Safety Policy. [2] These responsibilities fall into the areas of training, collaboration and support, emergency preparedness and response, and inspections/investigations.

Safety Training

Safety training [3] requirements vary for University employees. The *Quick Reference Guide* provides the initial safety training for all employees [4]. This document is presented to all faculty and staff at their orientation sessions.

Subsequent training takes several forms. Most low risk (office/classroom setting) employees can self-train using the safety Website or regular safety memoranda. With cooperation from

the University Visual Arts Department, the EH&S Director has developed CD-ROM based training for Driver Safety and the University's Pandemic Flu Plan. Finally, traditional "face-to-face" training classes are offered for employees at higher risk, on topics such as blood-borne pathogens [5], asbestos awareness [6], heavy equipment operation, and management and disposal of hazardous materials and radioactive waste. [7]

Seventy-two Departmental Safety Coordinators, representing all areas of campus, serve as liaisons between the EH&S Office and departmental employees. Departmental Safety Coordinators are trained in emergency response (lay person response, not first responder), accident reporting procedures, etc. Twice each semester, through these coordinators, the EH&S office distributes a memorandum on a particular safety or health issue. [8] Employees attest to having read the memoranda by signature. Participation rate over the past five years has been 95%.

In 2005, a committee was formed to address a State law requiring Automated External Defibrillators (AEDs) at locations where 50 or more people gather and physical fitness activities take place. Funded by three Student Technology Enhancement Program (STEP) grants, the University's AED program [9] now includes Student Health Services, Athletics, Intramurals, the New Iberia Research Center, the Student Union, the Marine Survival Training Center, the Alumni Association, the Center for Ecology and Environmental Technology, and the Cade Farm. The latter two were recently added, because State Risk Management requires CPR training to represent State employees who work more than three minutes from professional medical care. There are also five AEDs for University Police, and in Spring 2009 a new STEP grant provided one AED unit in every University police car. UL Lafayette's AED program is the most robust of its kind at any Louisiana university, and includes a person responsible for every AED location to coordinate and document inspection, training, and maintenance. Following American Red Cross protocol, training includes CPR and basic first aid, in addition to the AED instruction. In 2006, a University Police officer used an AED to successfully defibrillate someone in cardiac arrest, thereby saving his life.

Emergency Planning and Response

Planning and response to emergencies are coordinated jointly by the University Police Department and the EH&S Office. The University is proactive with respect to emergency planning and response and is recognized as a leader among Louisiana universities in this area. The University of Louisiana System (UL System) is working toward an all hazards approach to emergency planning that will expand UL Lafayette's internal capabilities, as well as network each UL System university in this area for a more efficient incident response. This UL System effort is being implemented by the University of Louisiana System Emergency Preparedness Steering Committee, of which the UL Lafayette EH&S Director is both a member and past chair. The UL Lafayette National Incident Management Systems and Advanced Technologies Center is FEMA-funded to create a Disaster Resistant University template model, set to be delivered by January 2010. This model will be used by UL Lafayette and offered to the UL System for implementation in other UL System universities.

The University's Emergency Notification System (ENS) is used to alert the campus community to imminent danger or critical information. [10] It uses several important principles:

- The system uses overlapping technologies to ensure target coverage and to account for possible difficulties.

- The system offers two levels of communication: one brief, focused alert with redirection to other media, such as a Website or telephone hotline, offering more detailed information.

- The system is automated and is designed to deploy easily and quickly (in less than three minutes), leaving University Police with much-needed time to participate in the incident response. On this campus, responsibility for activating the ENS rests with the University Police who can respond to the situation and notify additional emergency response agencies as needed.

The University tests its ENS at least once per semester and receives technical reports to evaluate test effectiveness. For example, one of these reports how many phone calls were made in a particular time frame. The objective is to reach the target audience within 20 minutes of an ENS deployment, but the system will continue to deploy until everyone is reached. The system is designed to prioritize the order in which notifications are deployed, ensuring that the call is made to the most network-central employees first. For example, landline calls to the President's office and the deans' offices are made before faculty office calls are made. Additional information on the ENS system is found in Comprehensive Standard 3.3.1.3.

In addition to receiving information in emergency situations, members of the campus community are able to call for help in an emergency. All of the University's campus phone lines are Enhanced 911 compliant. A caller using a campus line is immediately connected to the University Police, who can respond to the situation and notify local law enforcement agencies as needed.

During times of crisis, the University's center of operations moves to a temporary headquarters in the Student Union: the Emergency Operations Center. This center has backup electricity, cooking and sleeping capabilities, meeting areas, and extension phone lines for every major department of the University. The University's most common use of the EOC occurs during hurricanes. To ensure that the University is well prepared for such an event, a formal written plan for responding to Hurricanes and Tropical Storms was created in 2002. [11] This plan is revised yearly and includes representation from every area of the University, with leadership from the EH&S Director, the Vice President for Student Affairs, and the Chief of University Police. This plan includes provisions to evacuate the University campus, in accordance with a Memorandum of Understanding with Louisiana College [12], located 90 miles north of Lafayette. The preparedness committee meets once yearly before the hurricane season to review the plan, and once yearly at the end of the hurricane season to discuss lessons learned. The University was directly impacted during Hurricanes Lily (2002), Rita (2005), and Gustav (2008). In each case, there was no loss of life or major injury, and the University re-opened for business and classes within 72 hours of each storm's landfall, a clear indication of the plan's success.

UL Lafayette supports other local and state agencies in their emergency plans. The EH&S Director represents the University in the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) Lafayette organization. During community-wide and statewide times of crisis, the University plays an important role in supporting GOHSEP operations. This is

particularly important for allowing GOHSEP and the Lafayette Consolidated Government the use of the University's facilities when such use does not interfere with the University's mission. An example of this is the use of Blackham Coliseum (a multi-purpose arena) for conducting a Louisiana Department of Social Services Disaster Food Stamp Program after hurricanes Rita (serving 40,000 families), Gustav (serving 32,000 families), and Ike (serving 740 families). Another example would be the Memorandum of Understanding between the Lafayette Utility System and the University for the use of its football stadium parking lot as a staging area. [13]

The University has well developed hazardous materials emergency procedures. [14] All areas of the main campus are rated by the Public Insurance Association of Louisiana for a fire-related response time of less than three minutes. Further, the Lafayette Fire Department station, located one block from campus, contains a Parish HAZMAT engine unit. The EH&S Director has provided a HAZMAT binder to the Fire Chief with the locations of all University hazardous materials and any special considerations where they apply. The University is also working with the Fire Chief to provide special consulting in the area of chemistry to aid in emergency response for all community fires and HAZMAT emergencies.

Safety Procedure Implementation and Assurance of Effectiveness

The State of Louisiana is self-insured through the Louisiana Office of Risk Management (ORM), an agency within the Division of Administration. The University's yearly premium for all lines of coverage is approximately $3.4 million. The EH&S Director is responsible for filing insurance claims for Property/Building Exposure, Automobile Property and Liability, Comprehensive General Liability, Third Party Liability/Property, and FEMA declared disasters (as a sub-applicant to the State).

Louisiana is an Agreement State with respect to most federal safety regulations. Although largely exempt from regulations of agencies such as OSHA and the EPA, the University is still required to follow State guidelines that are at least as stringent as their federal counterparts. These guidelines include regular reporting requirements and scheduled or unscheduled auditing. Statistically, since 2000, the University has seen a steady drop in motor vehicle accidents, employee worker compensation claims (an employee work-related injury or illness), and the severity of both.

Facilities and grounds are regularly reviewed for health and safety concerns. Building Safety Inspections are performed quarterly. [15] [16] The EH&S Office is responsible for maintaining and inspecting the University's fire alarms, fire extinguishers, and sprinkler systems. The University supports 1,800 building fire extinguishers, which are tracked through a graphic database. An Emergency Information Floor Plan exists for all buildings on campus. [17] The EH&S Director also inspects and maintains special building fire suppression systems, such as those used in commercial cooking hoods and computer server rooms (non-water based). Further, the EH&S Director is responsible for managing the University's 48 elevators and 10 wheelchair lifts throughout the campus.

The University employs a formal procedure for investigating accidents. [18] Departmental Safety Coordinators are trained to assist with accident investigation. Separate reporting procedures exist for accidents involving employees [19] and non-employees, such as students or visitors. [20] The EH&S office reviews all accident reports and initiates corrective action. The Human Resources department is responsible for filing Workers' Compensation claims as they apply to

University employees. However, in cases of possible University negligence, the EH&S Director files the Workers' Compensation claim with the Louisiana Office of Risk Management for review. The EH&S Director keeps statistics on the University's accidents in order to study trends and direct corrective action.

UL Lafayette is proactive in preventing accidents within its bus system. The EH&S Director's staff ride the University buses unannounced and evaluate the driver for matters pertaining to safety, such as inappropriate cell phone use, seat belt use, following too close, speeding, and other safety concerns. [21] A memo summarizing the results of this exercise is sent to the Director of Parking and Transit for review at his or her next scheduled safety meeting.

Compliance with External Regulation

The University's health, safety, and environmental practices and procedures are monitored by a number of external agencies with jurisdiction over particular areas.

The University has passed its yearly ORM State audit for loss prevention and risk management for seven consecutive years. The EH&S Director is trained yearly in the Resource Conservation and Recovery Act hazardous waste regulations. The University is a co-permittee with the Lafayette Consolidated Government to discharge storm water from its campus to the Vermillion River, a natural waterway that drains the entire Parish lands. A Storm Water Management Plan is a condition of this permit, and includes Best Management Practices and Measurable Goals. [22]

Campus facilities that serve food are subject to inspection by the Louisiana Department of Public Health, and meet or exceed all State requirements. Campus facilities that supervise the care of pre-kindergarten children are inspected by the Louisiana Department of Social Services and meet or exceed State requirements. All University buildings are inspected yearly by the Office of the State Fire Marshall for applicable life safety code compliance. As of January 2009, there are no outstanding Office of the State Fire Marshall code deficiencies for campus buildings. The University has a formal Standard Operating Procedure for addressing any maintenance deficiencies identified during these inspections.

Collaboration

The EH&S Director works closely with University departments to ensure health and safety. These include:

- University Police: The EH&S Director provides logistical support in response to emergencies and incidents, communicates with the University administration and other departments in matters related to public safety, and trains police officers in safety procedures.

- Student Health Services: The EH&S Director works with the University Staff Physician regarding communicable disease and University medical emergency planning. Examples include the Automated External Defibrillator program (AED) [23], and the Meningococcal Meningitis Policy and Procedure. [24] [25]

- Housing: The EH&S Director provides safety training for the Residence Hall Staff, files claims on behalf of student residents who have experienced an insurable

loss due to the University's negligence, and addresses student resident concerns for safety and health.

- Parking and Transit: The EH&S Director provides support through accident investigation and surveillance of bus drivers for matters related to safety.

- Dean of Students: The EH&S Director works closely with the Dean of Students, Dean of Student Personnel, and all Associate Deans with regard to safety related issues. These can include accident/incident investigation, emergency planning and response, safety training for student workers, and consultation on matters of liability.

- Office for Disability Services (ODS): The EH&S Director serves on the University Disability Concerns Committee. The Director assists ODS with ADAAA access, ADAAA classroom support, and other campus matters.

University Police

The ULPD is dedicated to maintaining a safe and secure environment for learning and working. Because UL Lafayette, like many urban campuses, does experience some crime, the ULPD wants students, faculty, and staff to be aware of crime on campus. The University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Each year the University files a report with the United States Department of Education reporting the occurrence of crime on campus. In addition, the ULPD discloses this information on its Website [26] and in the weekly student newspaper, *The Vermilion*.

The ULPD also often issues formal press releases to address serious incidents or to educate the University community concerning relevant issues. The information disclosed online reflects the number of incidents for the crimes of homicide, manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson that occur on or near campus for the previous three calendar years. [27]

The department is open 24/7 and is staffed by commissioned police officers. Students have 24-hour access to emergency phone lines to ULPD, as well as to the 911 emergency service. The ULPD responds to calls from victims of a crime, those involved in an emergency, witnesses to an incident, and those in need of assistance.

The ULPD has a variety of programs and services in place in order to provide a safe and secure campus. Some of these programs are provided in conjunction with other departments. Below are detailed descriptions of these programs:

Code Blue Emergency Call System [28]: the ULPD operates six emergency telephones installed at various locations throughout the campus. Three of the emergency telephones, referred to as Code Blue Stations, are located on the main campus; two are located at Cajun Field near the commuter parking area; and one is located at Sorority Row. The Code Blue Stations are easily recognizable by a tall blue pole with a light at the top. When the user pushes the easily accessible emergency button, the phone automatically dials the number, and direct contact is made with the ULPD. A blue strobe light is then activated, and an officer is dispatched to the location.

The Code Blue System provides the opportunity for immediate contact with police officers, thereby providing a feeling of security to all who walk the University campus.

Crime Prevention Programs [29] : the ULPD works in conjunction with Freshman Orientation to disseminate information about the duties and responsibilities of the ULPD, as well as security and safety tips. Each semester, the ULPD, the Department of Student Personnel, and the Housing Department work with the Student Government Association and the Residence Hall Association to present crime prevention and awareness programs. In addition, the Married Housing Association has set up and organized a Neighborhood Watch Program, as well as offering ULPD programs on crime prevention, security and safety tips, and bicycle safety for its residents on a regular basis.

Police Foot and Bike Patrol: ULPD uses a Bike Patrol to supplement vehicle and foot patrol as part of its overall effort to make the campus safe. The Bike Patrol enables officers to cover a larger area, while allowing for quick response should the need arise. Officers on bike patrol are also better able to converse with students, faculty, and staff.

482-2TIP: Crime Stoppers Tips Line: The ULPD operates an anonymous Crime Stoppers Tips Line to assist the department and the community in the prevention and solving of crime. Members of the community are encouraged to report any information regarding crimes that may have occurred by dialing 482-2TIP, or 2-2TIP from on campus, and following the instructions given. All callers remain anonymous.

Shuttle Service: During the evening hours until midnight, students have access to a shuttle service, which is sponsored in part by the Student Government Association. This shuttle service offers transportation from designated pick-up stations to areas of campus such as the library, computer center, art building, and residence hall areas.

Student Health Services

Student Health Services (SHS) [30] is devoted to providing accessible, cost-effective, and high quality health care services to University students. In addition to diagnosis, treatment, and referral, SHS educates the campus community on health and wellness issues.

During AY2007-2008, the Center provided an array of health services in 13,000 student visits. [31] SHS ensures awareness of Meningococcal Meningitis and other communicable diseases, and collaborates with other campus units to manage any outbreak on the UL Lafayette campus. SHS supports other departments by providing them with a range of professional services including:

- assisting the Athletics Department's annual physical exam program and caring for the students who are in need of re-hydration;
- collaborating with the Nursing Department in its Wellness Wednesday Program;
- coordinating the employee health programs at the New Iberia Research Center (NIRC) and the Child Development Center; and

- assisting the Biology Department in achieving the medical requirements of its Bio-safety Level 3 lab.

The University is also well prepared for communicable illness, a common health concern for all institutions of higher learning. Specifically, the University has a formal plan for response to Meningococcal Meningitis. This plan is directed by the SHS Staff Physician and the EH&S Director. Appropriate staff are trained yearly on the plan's content and any procedural changes since the previous year. In 2006, UL Lafayette learned that six of its students contracted meningococcal meningitis, and of these, two died. Considered a CDC-defined outbreak, the University worked quickly with State and Federal public health officials to close the circle of contagiousness, calm a concerned campus, and initiate a preventative response. That response included a mass vaccination, the largest of its kind ever in Lafayette Parish, and a University-wide education campaign. The University credits this successful response to having a well-designed plan with good communication at all levels.

The American College Health Association (ACHA) began a nation-wide effort in 2007 to encourage universities to prepare for the possibility of pandemic flu. In September 2007, the University released its Pandemic Flu Plan [32] [33], which is a four-phased plan that includes provisions to completely close the University and to support the community-wide and state-wide response. A University training DVD was completed for educating employees in the plan.

Student Affairs

The Student Affairs office [34] supplements the programs of the other health and safety offices with several student-focused initiatives. The University's innovative "Dean on Call" program provides 24/7 assistance (including holidays and weekends) to students in need. In the past, the Dean on Call has responded to situations such as emergency hospitalization, arrest, car trouble, and students finding themselves in dangerous situations. UL Lafayette was the first university in the UL system to implement this program, which has since been replicated at other universities. Those serving as Deans on Call are the Dean of Students, the Associate Deans, and the Assistant Deans of Student Affairs. The ULPD and professional counselors also participate in this service as needed.

Sexual Assault Nurse Examiners (SANE) program [35] provides counseling and crisis support for rape victims, as well as workshops and performances to raise awareness of sexual assault issues and the availability of support. SANE increased participation from 100 in Fall 2007 to over 500 in Fall 2008, with additional workshops held in January, 2009.

The Recreational Sports Program (Rec Sports) [36] provides the university community with an array of services and facilities to promote a healthy and active lifestyle. The program offers over 20 non-credit fitness classes each week during the Fall and Spring semesters, as well as over 20 intramural sporting activities. [37] The Student Aquatic Center [38], opened in March 2002, offers an eight lane lap pool, a zero entry pool, current channel, and large spa. In response to student feedback, Rec Sports is expanding the weight and fitness area with a 20,000 square foot Fitness Center addition to be completed in 2009.

Institutional Health and Safety Committees

The University Campus Safety Committee meets once yearly. [39] At that meeting, the EH&S Director informs the committee on the status of the University safety programs. Major

accidents/incidents are highlighted, and the committee offers input for long-term corrective action.

The University supports an Institutional Biosafety Committee [40], which meets monthly and operates under a written Standard Operating Procedure that is compliant with National Institutes of Health, the Office of Biotechnical Activities, and other regulatory authorities. The Institutional Biosafety Committee primary objective is to review and approve University research that involves the use of biological materials, as defined by the National Institutes of Health. In doing so, this University committee is affirming the researcher's bio-safety level selection, laboratory safety procedures, lab worker/student training, etc.

The University operates a Biosafety Level 3, CDC-registered facility in which a Professor of Biology performs research using a Select Agent. The EH&S Director is the CDC Responsible Official for this facility, and supports all components of this program, including laboratory facility maintenance, safety training, medical evaluation, facility registration, security, and documentation.

The University possesses a Broad Scope Radioactive Material License issued by the Louisiana Department of Environmental Quality for the use of mostly low-level radioactive materials in support of University research. In conjunction with this license, the University maintains a Radiation Safety Officer (not a dedicated position) and a Radiation Safety Committee. The EH&S Director serves as the University's Assistant Radiation Safety Officer, and is primarily responsible for radioactive waste disposal, and facility improvements/repairs needed in support of research with radioactive materials.

Access and Surveillance Measures

The control of access to the University's facilities is detailed in Comprehensive Standard 3.11.1.

Supporting Documents

1. Environmental Health and Safety policy, 7th Edition online
2. Environmental Health and Safety Website
3. Safety training Website
4. "Quick Reference Guide" online
5. Notification of blood-borne pathogens training
6. Notification of asbestos awareness seminar
7. University Radiation Safety Committee Website
8. Environmental Health and Safety policy Website: Safety Meetings
9. Automated External Defibrillator procedural order
10. FAQ's - Emergency Notification Systems
11. Hurricane Preparedness Plan
12. Memorandum of understanding for hurricane evacuation
13. Memorandum of understanding between LUS and UL Lafayette
14. Environmental Health and Safety policy: Procedures for HAZMAT
15. Building safety inspection forms
16. Environmental Health and Safety policy: Building Safety Inspections
17. Sample Building Evacuation Plan
18. Environmental Health and Safety policy: Accident Investigation

19. State employee incident/accident investigation form
20. Visitor/client accident reporting form
21. Bus driver observation checklist
22. Storm Water Management Plan
23. Automated External Defibrillator procedural order
24. Meningococcal Meningitis standard operating procedure
25. Website: General Information - Meningitis for UL Lafayette students and the public
26. Clery Act on Police Department Website
27. Crime Stats on Police Department Website
28. Code Blue Emergency Call System in *La Louisiane*, Spring 2008
29. Police Department Services Website
30. Student Health Services Website
31. Services Available at Student Health Website
32. Safety Website: Updates to Pandemic Flu Plan
33. University Pandemic Flu Plan
34. Student Affairs Website
35. Announcement of program on sexual assault
36. Recreational Sports Website
37. Aerobics schedule
38. Student Aquatic Center Website
39. Campus Safety Committee meeting agenda and minutes, April 2009
40. Institutional Biosafety Committee Website

Comprehensive Standard 3.11.3 - Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana Lafayette operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the University's educational programs, support services, and other mission-related activities.

Campus Facilities

The campus consists of more than 1,400 acres of grounds and 274 buildings with over 3.99 million square feet of gross building area. A complete list of buildings is updated annually in a Board of Regents (BOR) report. [1] [2] The main campus features over 1,840,000 assignable square feet of classroom space [3], over 1,050,000 assignable square feet of laboratory space [4], and 56 "smart" classrooms. Given the relatively static headcount enrollment at UL Lafayette in recent years, current classroom square footage on the main campus is judged to be adequate. Clearly, the University must continue to upgrade its existing facilities to ensure that they provide students and faculty with access to new technologies and instructional support. Future enrollment growth will require the replacement of some existing buildings and construction of new buildings. The main campus occupies over 150 acres in the heart of Lafayette.

The South Campus, located a short distance from the main campus, consists of Bourgeois Hall, the site of academic and recreational facilities; the Cajundome and the Ragin' Cajun athletic complex; and the 143-acre University Research Park. Several research centers and an experimental farm are located on sites outside Lafayette proper but within a thirty-mile radius. A Photo Tour of 26 buildings on campus, an Interactive campus map, and a "360º tour" are all available on the University's Admissions Website [5].

Organizational Structure of the Facility Management Unit

The staff [6] of Facility Management is responsible for the operation and maintenance of the buildings, grounds, properties, and equipment located on the University's campuses. The New Iberia Research Center has separate dedicated maintenance personnel. Tenants of leased property in the Research Park and property owners of off-site instructional facilities are responsible for the operation and maintenance of their facilities. The Facility Management department has 184 employees and reports to the Vice President for Administration and Finance.

Facility Management has seven divisions:

- Facility Planning is responsible for the coordination of bidding and execution of contracted building construction and renovation. The Director supervises the

employees on all internal construction and maintenance projects (walls, doors, windows, roofs, etc.). Two administrative assistants are primarily responsible for inputting work orders and documentation associated with the University Key Control Policy.

- Environmental Services is responsible for maintenance of all University mechanical (HVAC) equipment and the high and low voltage electrical systems, the plumbing staff, and the University welder; this area is also responsible for maintaining and repairing the University's vehicle fleet (136 licensed motor vehicles and 27 off-road and utility vehicles). The Superintendent of Environmental Systems operates the University Energy Management System, a sophisticated computer-controlled system dispersed throughout the campus.

- Building Services is responsible for all custodial staff and special events staff. These employees move furniture, deliver heavy equipment, and do set up/break down for University events. The Manager executes all lease contracts with outside entities involving the use of a University building or property for a non-University event.

- Grounds Services is responsible for maintaining all campus and athletic grounds, as well as the equipment used for these jobs. The Grounds Manager administers the waste disposal contract (land fill waste) and the recycling program, as summarized in Comprehensive Standard 3.11.1. He maintains the campus's trees, including its 110 year-old Live Oaks, a signature feature of the University.

- Property Control is responsible for the movable property inventory, which includes computers, fleet vehicles, and laboratory equipment for compliance and fiscal control. Additional information about this area is provided in Comprehensive Standard 3.11.1.

- Purchasing Services organizes the purchase of all goods and services within the Facility Management department, including material and contractor research, purchasing specification, and bidding proceedings. The Purchasing Manager supports the University business office with respect to vendor billing and payment. This area is also responsible for the Central Receiving Store, which stocks an inventory of approximately 1,330 individual items valued at over $130,000 for convenient use within the University.

- Environmental Health and Safety Services has broad responsibility for the health and safety of the campus community, as detailed in Comprehensive Standard 3.11.2.

The Facility Management Director supervises all seven areas and is also a Registered Architect in the State of Louisiana. As such, the Facility Management Director serves as the University's Professional Designer of Record for projects that are not submitted to the State's Architectural Selection Board.

Internal and External Funding

The Facility Management department's yearly supplies and operating budget was approximately $12.8 million for FY2008-2009 (a 10% increase from FY2007-2008). The University administration is committed to making facilities and campus maintenance a high priority. Projects underway include an exterior building cleaning regimen, renovation of academic restrooms, ADAAA improvements, and others. This budget covers the general cost of maintaining campus buildings, equipment, vehicles, and grounds.

Other maintenance work on campus is sometimes funded by departments that request the work. Although the actual work is performed by the Facility Management department, auxiliary (self-generating) departments pay for their own maintenance, and other departments pay for some work within their offices and classrooms. Interdepartmental charges are generated for accounting purposes. For special projects and minor renovations, departments process a Work Request with administrative approval, specifying the funding source. [7]

Since 2003, the University has committed over $110 million in self-generated funding toward building renovation and new building construction. The extent of this funding is far reaching and includes academic buildings (Dupré Library, Moody Annex/F.G. Mouton Hall, Advanced Computing and Technology Research Building, Burke-Hawthorne Hall), auxiliary buildings (Parking Garage, Marine Survival Training Center, Aquatic Center, Art Museum), athletic facilities (Indoor Practice Facility, Track Stadium, Bourgeois Hall Weight Room), and residential housing (Legacy Park Phases I and II). [8]

Capital Outlay

The budgeting process for requesting funding for capital outlay expenditures is parallel to the operating budget process. On July 1, the Facility Management Director submits the initial plans for the annual capital outlay request to the University President who, in concert with the members of the University Council [9], sets priorities regarding State-funded major Capital Outlay projects. The Capital Outlay request document is prepared and submitted by the director to the UL System in mid-August. A campus visit by representatives from the BOR, the UL System, and the Division of Administration coincides with the beginning of the Fall semester. [10] The UL System consolidates and prioritizes all requests from the eight institutions in the UL System and submits that request to the BOR. [11] The BOR then consolidates and prioritizes requests from all management boards in the state and in October holds public hearings in response to their preliminary approvals. The BOR Facilities Committee agenda and minutes for the March 25, 2009, meeting include references to and approval of UL Lafayette's FY2008-2009 request. [12] [13] The approved requests are forwarded to the Division of Administration, which submits them to the State Legislature for action in its annual legislative session that ends in June. The Governor's signature is the last step in the approval process.

The scope of these projects includes new building construction, moderate to major renovation of existing buildings, and land acquisitions. The University's most recent request of $149.2 million is outlined in the "Five Year Capital Outlay Plan FY2009-2013" [14] and includes these requests:

- emergency exterior repairs to Fletcher Hall

- two continuing renovations requests
- eight new requests, the majority of which are for renovations
- one land acquisition
- one self-generated funds project (Student Union renovation and addition)

The construction and renovation projects are typically funded in two parts – the design phase and the construction phase. An external architect is selected by a State Board to be the Professional Designer of Record. [15] During the construction phase, the State also provides an on-site inspector to ensure the project is built to specification and within all applicable codes and standards. Regular status reports on capital outlay are provided to the Vice President for Administration and Finance by the Director of Facility Management. [16]

Deferred Maintenance

In 2005, the University of Louisiana System hired Vanderweil Facility Advisors (VFA), an internationally recognized facilities consultant, to perform a complete survey of all University building equipment and systems. That effort found that the University has some $135 million in maintenance deficiencies: $29.7 million in housing buildings and $104.8 in academic and support buildings. The consultants found that $47.7 million was needed to remedy "currently critical" maintenance needs. [17] The University uses this survey in support of its long-term plan and when prioritizing future deferred maintenance projects. Confirming the needs identified by the VFA survey, the Fisher Report (2007) found "more than a few campus buildings are badly in need of refurbishing, deferred maintenance needs are extensive… and one wonders how much longer the useful life of several buildings can be extended without extensive renovations." [18] In spite of these identified deficiencies, older building equipment has realized an extended useful service life due to the University's aggressive preventative maintenance program.

Since 2003, the University has received $9.85 million in special appropriations through the State Facility and Planning Department. These deferred maintenance monies that have been used to fund things such as:

- Sidewalk repair and improvements
- ADAAA compliance – ramps, restroom/classroom renovation, etc.
- Building mechanical/electrical replacements
- Building fire alarm replacements and other life safety code upgrades
- Elevator modernization and enhancements
- Underground utility system repairs and improvements
- Building window replacements
- HVAC controls and other energy conservation measures

The current cost estimates for University deferred maintenance needs [19] totals $10.8 million. Each of these needs is identified with the coding system developed by the VFA report. The University's challenge in meeting deferred maintenance needs, however, is compounded by the State's historical underfunding of maintenance at its colleges and universities. The Fisher Report warns that the "…UL System has needs totaling $505 million. Alas, the prospects for state funding of these needs are not good. Since 1993-1994, only $58.7 million in state funding has been allocated for that purpose in the entire System."

Maintenance: Unscheduled and Preventative

University maintenance can be divided into unscheduled maintenance and scheduled or preventative maintenance. Unscheduled maintenance can be reported to the Facility Management department 24/7 by telephone or online through the Facility Management Website. [20]

The eight managers within the Facility Management department rotate after hours on-call duties to ensure 24/7/365 coverage for all facility emergencies. An emergency maintenance crew answers calls at times when the University is closed. This crew is well trained [21] to answer many campus emergencies (plumbing leaks, broken locks, HVAC outages, elevator entrapments, fire alarm problems, etc.) and has access to external contractors for larger projects that cannot wait until the next business day.

Extensive preventative maintenance routines are established for University building equipment (e.g. boilers, chillers, vehicles, high voltage equipment, etc.). The University follows manufacturers' recommendations and industry accepted practices.

The Facility Management department fulfills approximately 20,000 work orders annually. To record and manage its work order process, the University employs a computerized maintenance software program. Every area of the campus is documented in this software program, along with all equipment, vehicles, departments, etc. In addition to issuing work for technicians, this software generates management reports, assists in the accounting process for paying vendors, and provides a mechanism for researching and investigating facilities problems and concerns. This software also manages the University's preventative maintenance program, which is critical in the long-term maintenance of the University's major building systems. Additionally, the preventative maintenance system validates the manufacturers' warranties, and supports any insurable loss in this regard.

Energy Management

The University is extremely aggressive with respect to energy management. An underground chilled water loop system serves the HVAC needs for the campus. This loop ties all of the buildings' major equipment together to maximize the efficiency of campus energy needs. The system is controlled by an extensive computer program, which can turn building equipment on and off as campus demands change. Each building uses unoccupied set points that greatly save on energy. Newer buildings have the ability to change these settings down to the room level, allowing for the accommodation of specific on-going research and teaching requests. Additionally, the system incorporates a text message based notification system. When a particular problem arises, appropriate technical and emergency maintenance personnel are automatically notified, and corrective action can be implemented. An independent consultant's benchmark analysis of energy costs of the eight universities in the UL System found UL Lafayette

to have the lowest unit energy cost of $0.89/SF compared to the system-wide average unit cost of $1.24/SF. [22]

Facilities Planning

At UL Lafayette campus planning is the responsibility of the President, who works in concert with the Facility Management Director, the University Council, and the Campus Planning Committee.

Various entities, both internal and external to the University, evaluate the adequacy of the University's facilities to meet the needs of its instruction, research, and service missions. Some of the facilities evaluations are regular recurring events. Others are special, non-recurring evaluations. These evaluations provide critical input into the facilities planning process on campus.

As reported in Core Requirement 2.11.2 and in the "Capital Outlay" section above, annually the University's facilities and maintenance needs are reviewed by the members of the BOR and the UL System Board of Supervisors. Additionally, many facilities are evaluated by various accrediting agencies of academic programs. For example, reports of the accrediting bodies for the Departments of Communication and Communicative Disorders [23] in part led to the renovation of Burke-Hawthorne Hall. In the Moody College of Business, the construction of a new facility (Moody Annex) and renovation of the existing facility (F.G. Mouton Hall), were, in part, a response to the AACSB's accrediting report. [24]

Other recurring feedback is provided through regular student surveys, the National Survey of Student Engagement, and the Student Opinion Survey. As reported in Core Requirement 2.11.2, student satisfaction with facilities was ranked lower than national averages on the 2007 and 2008 SOS administrations. Additionally, the Student Evaluation of Instruction instrument has recently been revised, and the new instrument—the Student Course Evaluation—includes specific questions regarding the adequacy of the facility in which a course is offered. [25] Internally, student and faculty may provide additional input on the adequacy of facilities through the Campus Planning Committee. [26] This committee includes student, faculty, and staff representation and meets regularly "to develop a plan for the orderly development of the University campus and all university properties with regard to the physical facilities needs, vehicular and pedestrian traffic flow, and land use." [27] It reviews the University's capital outlay plans and forwards recommendations to the administrative leadership.

Two recent non-recurring reports have provided additional valuable insight into campus facilities needs. The previously-mentioned Fisher Report (2007), conducted in preparation for the transition to a new University President, found that "One of the major financial challenges facing UL Lafayette over the next few years relates to increasing the physical size of the main campus. The 137-acre main campus is fully occupied, and the institution has no room for growth." [28]

Faculty input on the Facilities and Property Transition Advisory Team Report and Recommendations, June 2008 [29], also provided evaluations with recommendations to improve the adequacy of campus facilities. This report recommends improvement in planning—the development of a Facilities and Property Master Plan and Property Acquisition

Policy—as well as specific construction projects—the renovation of the Student Union and improvement of student housing.

Aggregating input from all these sources, the newly adopted University *2009-2014 Strategic Plan* [30] fully embraces the need for enhancement of the University's facilities. It includes plans to

- improve cleanliness, general conditions, and the physical attractiveness of the campus (Imperative 1B)
- ensure campus accessibility for the disabled (Imperative 1B)
- build new residential halls and restore existing dorm facilities (Imperative 1B)
- modernize and restore historic facilities and renovate Martin Hall (Imperative 1B)
- engage in academic facilities planning to ensure an appropriate learning environment (Imperative 1B)
- construct a Student Union to serve as the gateway to campus life (Imperative 2B)
- formalize a master plan for the use and future expansion of university properties and facilities (Imperative 6D)
- Develop property acquisition and disposal policies and structure (Imperative 6D)
- develop a master plan for the (research) park's growth (Imperative 8D)

The integration of all this feedback is crucial to the University's facilities planning process. The formal planning process at UL Lafayette is presently embedded in two master plan components initiated and implemented by its governing and management boards. The first component is the annual BOR "Facilities and Utilization Study" [31], which includes summaries of facilities land holding and building analysis, as well as extensive calculations of room usage and space factors in both classrooms and laboratories. Data are gathered in these categories:

- Space utilization edit [32]
- Building edit [33]
- Room edit [34]

Additional reports are generated in these categories:

- Buildings by institution [35] indicates year constructed, building condition, total custodial SF, total mechanical SF, total net SF.
- Room use distribution by building [36] lists each building individually with net assignable SF by room use code.

- Building Condition Summary [37] is an aggregate report listing status of buildings grouped together by decade of construction with indication of remodeling, new facilities, determination of adequacy; there are 274 buildings with 3,991,118 gross square footage.

`These valuable reports provide to each higher education institution, and to the management and governing boards, up-to-date and accurate data on the status of university-owned buildings. Such knowledge serves as the foundation for the next levels of facilities planning.

The second component is based on the Vanderweil Facility Advisors (VFA) survey of all building equipment and systems in all eight System universities. The almost $50 million "currently critical" maintenance needs at UL Lafayette identified by VFA is a constant concern affecting all University facilities planning efforts.

At the UL System level, the third and yet-to-be realized formal facilities planning component is the finalization of an official facilities master plan for each university in the UL System. At this time, fiscal restraints have prevented the completion of the third system-wide planning phase.

The University, however, has continuously monitored campus facilities needs, and has, in fact, successfully completed construction and renovation projects with self-generated funds. The new Advanced Computing and Technology Research building is a case in point, in that it was entirely self-funded. The University also continues to capitalize on various efforts, which operate in concert to develop and maintain a facilities master plan for this campus. Prime among these efforts is the faculty and student work of the Community Design Workshop of the College of the Arts. The 2006 Campus Plan [38] is a product of this group. It identifies two major Plan Proposals, 10 main campus site proposals, two campus satellite proposals, and additions to the University Commons Master Plan. Parking garages (seven with 3,170-3,234 spaces), housing buildings (six to 10 with 944-1,240 beds), and academic buildings (eight with 539,400 SF) are envisioned in the 2006 Campus Plan. Enhancements to the proposed University Commons Master Plan are also specified.

The 2006 Campus Plan is currently under revision and will incorporate feedback from The Fisher Report, the University's Transition Team Reports [39], the newly adopted *2009-2014 Strategic Plan,* and student satisfaction indices. Revision will also align the plan with the vision of the new President and his leadership team.

Supporting Documents

1. 2008 BOR list of buildings at UL Lafayette
2. UL Lafayette buildings list
3. 2008 BOR facilities inventory and utilization study, Chapter 10
4. 2008 BOR facilities inventory and utilization study, Chapter 11
5. Website for campus maps and tours
6. Facility management organizational chart
7. Sample work request form
8. List of self generated projects
9. Five year Capital Outlay Plan FY2008-2013
10. UL Lafayette 2009-2010 Capital Outlay presentation
11. BOR Capital Outlay Category and Prioritization Criteria

12. Agenda for BOR Facilities and Property Committee meeting, March 25, 2009
13. Minutes of Facilities Committee meeting, March 26, 2009
14. Five year Capital Outlay Plan FY2008-2013
15. BOR minimum construction standards guidelines / [Offline version]
16. University Capital Outlay Project Status Report, April 2009
17. Summary Vanderwell Facility advisors maintenance survey, 2005
18. Fisher Report – Deferred Maintenance Needs
19. Cost estimates of deferred maintenance needs
20. Facility Management Website: Reporting Problems
21. Facility Management Worker Operations Manual
22. External consultant review of energy costs
23. CODI accrediting report
24. AACSB accreditating report
25. New student course evaluation form
26. Agenda, Campus Planning Committee
27. Purpose of Campus Planning Committee
28. Fisher Report – Campus Physical Space
29. Facilities and Property Transition Advisory Team Report & Recommendations, June 2008
30. *2009-2014 Strategic Plan* – Enhancement of University Facilities
31. 2008 BOR Facilities and Utilization Study – Contents / [Offline version]
32. BOR space utilization summary for UL Lafayette
33. BOR building edit summary for UL Lafayette
34. BOR room edit summary for UL Lafayette
35. Sample entry from BOR - Buildings by Institution for UL Lafayette
36. BOR - Room Use Distribution by Building for UL Lafayette
37. BOR - Building Condition Summary for UL Lafayette
38. University of Louisiana at Lafayette campus master plan
39. Transition Team Reports on Faculty Senate Website / [Offline version]

Comprehensive Standard 3.12.1 - Substantive Change

The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette is in compliance with the Commission's substantive change procedures and policy. Since 2004, the University has notified SACS COC and received approval for expansion of the Summer Abroad program to three new sites, the addition of a doctorate in Education, change in the institutional composition of the consortium offering the MSN, and expansion of the online offerings in the ICMSN.

The requirement to monitor institutional changes that are substantive in nature is the responsibility of the Associate Vice President for Academic Affairs, who serves as the SACS Liaison. Since 2004, UL Lafayette has filed the following substantive change notifications with SACS:

Table 3.12.1 - 1

Year of Substantive Change	Nature of Change	Date of SACS Correspondence Indicating Approval
2004	Addition of Summer Abroad site in Florence, Italy	11/30/2004 [1]
2006	Addition of Summer Abroad site in Oradea, Romania	2/16/2006 [2]
2006	Addition of the Ed.D. offered in collaboration with Southeastern Louisiana University	4/19/2006 [3]
2008	Withdrawal of Southern University from the consortium offering the ICMSN Notification that over 50% of degree credits in ICMSN offered online, with UL Lafayette offering 30% of the degree credits online	6/17/2008 [4]
2008	Addition of Summer Abroad site in Quebec City, Canada	2/12/09 [5]

Supporting Documents

1. Letter of 11/30/2004 from James Rogers of SACS
2. Letter of 2/16/2006 from Belle Wheelan of SACS
3. Letter of 4/19/2006 from Belle Wheelan of SACS
4. Letter of 6/17/2008 from Belle Wheelan of SACS
5. Letter of 2/12/2009 from Belle Wheelan of SACS

Comprehensive Standard 3.13.1 - Policy Compliance

The institution complies with the policies of the Commission on Colleges.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette is in compliance with Commission on Colleges policies as defined in *The Principles of Accreditation: Foundations for Quality Enhancement*. Monitoring compliance is the responsibility of the Associate Vice President for Academic Affairs, who serves as the SACS Liaison. The SACS Liaison attends SACS annual meetings and, on one occasion, the SACS Summer Institute, and regularly provides updates on evolving Commission requirements and standards to academic and other administrative officers of the University, including particularly vice presidents, deans, and academic department heads. The SACS Liaison chairs the University's General Education Committee and works closely with the chief assessment officer to ensure compliance with standards on institutional effectiveness and student learning outcomes.

Comprehensive Standard 3.14.1 - Publication of Accreditation Status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Compliance Judgment

☑ Compliance

Narrative

The name, address and telephone number of the Commission on Colleges of the Southern Association of Colleges and Schools are published on the Accreditation page of the University's Website [1] and in its Graduate [2] and Undergraduate *Bulletins* [3]. The *Bulletins* are available online and on CD, and, on a limited basis, in print. The University's accreditation status is represented in accordance with Commission requirements. The statement used is the one authorized by the Commission.

Supporting Documents

1. University Accreditation Website
2. *Graduate Bulletin*: Accreditation Information
3. *Undergraduate Bulletin*: Accreditation Information

Federal Requirement 4.1 - Student Achievement

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette regularly evaluates student achievement in many ways, as illustrated in the University's responses to Core Requirement 2.5 and Comprehensive Standard 3.3.1. Ensuring student achievement is an essential institutional principle, as evident in the University's *2009-2014 Strategic Plan* [1]. The first of the seven core values that serve as preamble to the plan focuses explicitly on student achievement: "Access, opportunity, and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens." In addition, three of the eight strategic imperatives of the plan are focused directly on student success:

- Enhancing student engagement and success
- Facilitating quality teaching and learning
- Preparing our students to thrive as global citizens

UL Lafayette evaluates student achievement through a number of means, no one of which stands alone as the ultimate measure, but which in aggregate speak to student academic performance. Evaluation of achievement is found through analysis of

- student retention and progression;
- student graduation rates;
- grades and other measures of educational outcomes in courses and curricula;
- student performance on graduate admission, licensure, and certification exams;
- alumni surveys;
- job placements of graduates; and
- reviews by accreditation agencies and academic program review standards.

Student Progression and Graduation

As indicated by the Continuation and Graduation Rates report [2] on first-time, full-time freshmen, the qualifications and academic performance of entering freshmen have improved during the last 10 years. The following table comparing the 1998 and 2002 entering classes with the 2007 entering class demonstrates dramatic progress.

Table 4.1 – 1

Semester/Year	FTF Headcount	Average ACT	HS GPA	Continuation Rate to Second Year	Six-Year Graduation Rate
Fall 1998	2934	19.5	Unknown	64.7%	32.1%
Fall 2002	2387	20.9	3.07	70.7%	40.1%
Fall 2007	2700	22.0	3.20	74.0%	

Studies of continuation rates are also conducted for specific special populations, such as racial and ethnic minorities [3], transfer students [4], honors students [5], and students who enter the University on TOPS scholarships [6] (Taylor Opportunity Program for Students - the State's merit-based tuition award program).

While it is clear that the University's implementation of selective admissions requirements has positively impacted retention and graduate rates, improvement in student achievement has also been supported by numerous initiatives, many of which are outlined in the *2003 -2005 Retention Plan* [7]. In addition to the improvements in student support outlined in that plan, through the leadership of the Academic Success Center (ASC), the University has undertaken a number of other initiatives that have had a positive impact on student achievement. These initiatives are described in Comprehensive Standards 3.3.1.3 and 3.4.9.

Grade Reports and Learning Outcomes

UL Lafayette routinely produces grade distribution reports [8] for all courses. Reports for all courses are sent to the Director of the Academic Success Center, and reports for courses within colleges are distributed as requested to the respective academic deans and department heads of those courses. Each semester the Director of the ASC formulates a report that indicates the courses in which over half of enrolled students earn a grade lower than "C" ("W", "D", or "F"). [9] The ASC works with academic deans on initiatives to improve student performance in those classes.

In addition to grade distribution reports, the University routinely conducts evaluations of student learning outcomes, using both standardized and course-embedded assessments. These efforts are detailed in Comprehensive Standard 3.3.1.1.

Graduate Licensure and Certification

As an additional assessment of student achievement, the University collects data regarding student performance on numerous licensure and certification examinations, as well as on graduate admission examinations for UL Lafayette students applying for graduate programs at this institution. Pass rates and performance data are regularly collected, for example, from the National Council Licensure Examination—Registered Nurses (NCLEX-RN), PRAXIS, National Board Dental Hygiene Examination, Registration Exam for Dietitians, and the Health Information Management Certification Exam, among others.

The following tables present recent pass rates from several of these exams.

Table 4.1 – 2: *Pass Rates: National Council Licensure Examination—Registered Nurses*

Year	UL Lafayette Graduates	Louisiana Graduates	National Pass Rate
2005	92.9%	88.8%	87.3%
2006	90.8%	88.1%	88.1%
2007	90.7%	87.3%	85.5%
2008	96.7%	90.2%	86.7%

Table 4.1 – 3: *Pass Rates: PRAXIS Specialty Exam for Speech-Language-Pathology*

Year	UL Lafayette Graduates	National Pass Rate [10]
2005 - 2006	78%	80.3%
2006 - 2007	87%	80.6%
2007 - 2008	90%	84.4%

Table 4.1 – 4: *Pass Rates: Registration Exam for Dietitians*

Year	UL Lafayette Intern Graduates (Dietetic Internship Program)	UL Lafayette Undergraduates* (Didactic Program in Dietetics)	National Pass Rate for Interns and Graduates and Undergraduates in Didactic Programs*
2006	100% (n = 2)	82%	85%
2007	60% (n = 5)	75%	76%
2008	100% (n = 2)	100%	80%

*** First-time test-takers**

Accreditation Reports

Student achievement is also verified through accreditation reports by program-level accreditors such as the National Council for Accreditation of Teacher Education, the Accreditation Board for

Engineering and Technology, and the Association to Advance Collegiate Schools of Business, and the like. All accreditation reports for professional organizations require the submission of evidence of learning outcomes and student success. The current list of accreditations earned by University programs is available on the University Website. [11]

Surveys of Graduating Seniors and Graduates

UL Lafayette also gains information about the success of its students and the quality of its academic programs from surveys of graduating seniors and from periodic alumni surveys. The graduating senior survey of Spring 2008 [12], for example, indicates that nearly 80% of seniors had obtained full-time employment or were going to enroll in graduate programs. The plans of the remaining 20% of graduating seniors included activities such as part-time employment, military service, and volunteer service. Data from graduating senior surveys is also analyzed by major, starting salary, and national salary benchmarks. The University also regularly analyzes job placement data for its graduate program completers. [13] [14]

Every four to five years, the University also conducts a survey of its alumni, using ACT's Alumni Survey. The data is broken down by college of the alumnus's major, and provides information regarding student employment history, the adequacy of undergraduate preparation for employment, and completion of post-baccalaureate study. The most recent survey was conducted during AY2008-2009. Attached are UL Lafayette-specific questions added to this standardized instrument. [15]

Supporting Documents

1. *2009-2014 Strategic Plan*
2. Continuation and graduation rates 1992 – 2008
3. Continuation and graduation rates 1992 – 2008
4. Transfer student retention
5. Honors retention 1998 – 2007
6. TOPS student continuation rates
7. University retention plan
8. Sample grade distribution reports, Fall 2008 – Spring 2009
9. Sample challenging courses report
10. National Praxis Speech-Language-Pathology scores
11. University accreditation website
12. Graduating senior survey Spring 2008 results
13. Master's Exit Survey Fall 2008 results
14. Survey of Earned Doctorates results
15. Alumni survey questions

Federal Requirement 4.2 - Program Curriculum

The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette's curriculum is directly related to and appropriate to the purpose and goals of the institution and the degrees awarded.

Curricula Are Appropriate to Mission

All of the University's degree programs and their curricula grow out of its Statement of Purpose (mission statement):

> *…The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. … Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.* [1]

This statement reflects UL Lafayette's role in the system of higher education in Louisiana. The "role, scope, and mission" of each institution of higher education within the State of Louisiana is defined explicitly in the *Louisiana Board of Regents Master Plan for Public Postsecondary Education: 2001* [2]. That Master Plan delineates admissions criteria for all institutions. The selective admissions directive includes the statement: " [UL Lafayette] will not offer associate degree programs. At a minimum, the university will implement Selective II admissions criteria." UL Lafayette does not offer diploma or certificate programs.

The role, scope, and mission of UL Lafayette remain essentially unchanged in the more recent *Master Plan for Public Postsecondary Education: 2009 (Draft)* [3] which emphasizes activities that are compatible with the University's stated mission.

UL Lafayette offers 78 bachelor's degrees, 27 master's degrees, nine doctoral degrees, and no associate degrees. This variety of undergraduate programs, number and type of graduate programs, and lack of associate degree, certificates, and diploma programs are in keeping with the University's mission and with its role in higher education in Louisiana. Moreover, the University's requirement of a 42-hour Core Curriculum in each baccalaureate program confirms the institution's stated commitment to giving its students a broad general education based in the liberal arts and sciences. Specific information on the general education requirements is provided in Core Requirement 2.7.3

Curricula Are Appropriate to Degree Programs

The curricula at UL Lafayette are appropriate to the type of degrees awarded and are consistent with good practice in higher education, because they are developed and approved by University faculty who are experts in their fields, reviewed and approved by both the management board and the governing board, and satisfy the descriptions of the United States Department of Education's Classification of Instructional Programs (CIP) 2000.

At the undergraduate level, UL Lafayette offers only the baccalaureate degree. The undergraduate curriculum is consistent with this type of degree, because it offers breadth of knowledge and progressively more difficult academic content. The breadth of knowledge is ensured by three requirements. First, all baccalaureate curricula include 42 semester hours of a general education component. The specifics of this core curriculum are explained in the narrative of Core Requirement 2.7.3. The second requirement documented in the *Undergraduate Bulletin* "Rules and Regulations" section is that no more than 55% of the total hours may be in the major and/or area of specialization. [4] In addition, the minimum number of hours required for a major or area of specialization varies among degree programs and "…is usually 25% of the total required hours, 24 of which must be in courses above the 100 level." [5]

In addition to a breadth of knowledge obtained by satisfying the core curriculum and a combination of electives from a carefully planned set of options, students develop expertise in their disciplines by taking courses with progressively more challenging academic content. This is evidenced by the prerequisites established for discipline courses as seen in the *Undergraduate Bulletin* under "Course Offerings" [6] and in the sequencing of courses in the discipline, as seen in the *Undergraduate Bulletin* in "Colleges and Curriculum Pages" [7]. A detailed demonstration of progressively advanced content at the baccalaureate level is provided in Core Requirement 2.7.2.

A hallmark of the baccalaureate curriculum is the expectation of advancing expertise. The university-wide requirement that ensures an increasing level of performance by students is found in the *Undergraduate Bulletin* under "Degree Requirements": "All students are required to complete at least 45 semester hours in advanced level courses, i.e., 3xx and 4xx level" [8]. This last stipulation commonly includes the requirement of a minimum of 12 hours at the 400 level. Furthermore, in order to graduate, students must complete their coursework with a cumulative grade point average of 2.0 or higher (on a 4-point scale).

Most graduate programs specify more in-depth seminar and laboratory coursework in their curricula, as well as comprehensive exams and capstone thesis/dissertation projects appropriate to more advanced degrees. Other graduate programs require more advanced coursework appropriate to the graduate degree offered. A detailed demonstration of the progressively more advanced content of graduate courses and curricula is presented in Comprehensive Standard 3.6.1.

Faculty members use their expertise to develop program curricula, subject to administrative review and formal approval. Both the management board, UL System Board of Supervisors, and the governing board, the Board of Regents, review requests for new programs through a rigorous process that ensures that new programs are appropriate for higher education and are compatible with the role and scope of the proposing institution. For a more detailed description of this approval process, see Core Requirement 2.7.2 and Comprehensive Standard 3.4.1.

One external validation of the appropriateness of the University's degree program is the Board of Regents' use of the United States Department of Education's *Classification of Instructional Programs* (CIP) published by the National Center for Educational Statistics: "The CIP is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs." [9] The programs at UL Lafayette are therefore aligned with postsecondary programs throughout the United States.

Curricula Are Reviewed both Internally and Externally

Internally, through departmental and college committees, faculty members review curricula. In addition to expertise in their fields, faculty members' governance of curricular changes is frequently informed by participation in national professional organizations where national benchmarks are discussed. All changes to curricula at UL Lafayette are approved through the curriculum committee structure at the department, college, and university levels, and ultimately, by the Provost. For a more detailed description of this process, see Comprehensive Standard 3.4.1.

The University's programs are reviewed periodically by the Board of Regents as mandated in the Academic Affairs Policy 2.06 [10]. This review includes the use of consultant reports and institution and system responses to these reports that constitute their "reactions to each of the weaknesses and problematic areas." [11] Both the reports and the responses are monitored by the State Commissioner of Higher Education.

Further evidence that UL Lafayette curricular offerings are consistent with good practices in higher education is evidenced by the numerous programs that are accredited by professional agencies. [12] The BOR maintains the "Program Accreditation Report by Institution with Review Dates" which includes all degree options for each higher education institution in the State, along with an indication of whether accreditation by an appropriate agency is "mandated," "recommended," "optional," or "not applicable." The report also includes the current status of accreditation and dates for the last and the next reviews. As the most recent report from June 2009 indicates, UL Lafayette more than fulfills the Board requirements for accreditation. [13]

Supporting Documents

1. Mission Statement: UL Lafayette's "Statement of Purpose"
2. Board of Regents' Master Plan for Public Postsecondary Education: 2001
3. Board of Regents' Master Plan for Public Postsecondary Education: 2009 (Draft)
4. *Undergraduate Bulletin*: Quantitative requirements
5. *Undergraduate Bulletin*: Hours for Major
6. *Undergraduate Bulletin*: Course Offerings
7. *Undergraduate Bulletin*: Colleges and Curricula
8. *Undergraduate Bulletin*: Advanced Level Course Requirement
9. CIP Website / [Offline version]
10. BOR Academic Affairs Policy 2.06: Program Review / [Offline version]
11. BOR Academic Affairs Policy 2.07: Responses from Institutions to Consultants Reports / [Offline version]
12. University Accreditation Website / [Offline version]
13. BOR Program Accreditation Report for UL Lafayette

Federal Requirement 4.3 - Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Compliance Judgment

☑ Compliance

Narrative

UL Lafayette makes available to students and the public current academic calendars, grading policies, and refund policies.

Academic Calendars

University calendars are readily available at the University's Website [1]. Of the four listed there, the Academic Affairs Calendar is the primary resource for students, faculty, staff, and the broader community. The Administrative Calendar, a comprehensive list of dates for administrators, is available on this site along with the Athletic and Students Affairs Calendars aimed at the needs of specific audiences.

The Academic Calendar is initially set with the publication of the *Undergraduate Bulletin*, which is published biennially. Important dates listed for each semester include beginning and end dates, holidays, deadlines, final exams, and commencement. The Spring 2009 Calendar is included as a Supporting Document [2]. The Registrar's Office is responsible for the Academic Calendars and posts changes online as they occur.

Changes to Academic Calendars and other academic policies are made available on ULink, as demonstrated by the following recent updates posted there:

> *Spring 2009 Calendar Change*
>
> *Commencement will be held on Sunday, May 17, 2009 (originally scheduled for May 23). The primary reason for the change is to avoid scheduling Commencement and the Cajun Heartland State Fair on the grounds of the Cajundome at the same time. This change will allow everyone to have a more pleasant graduation day experience. For the complete updated calendar, please visit the Registrar's Office Website at http://admissions.louisiana.edu/registrar/*
>
> *Academic Suspension Appeals*
>
> *The University has established a new procedure for considering application for readmission to the University after being placed on Academic Suspension. Effective for enrollment for the Spring 2009 semester, any student placed on academic suspension and wishing to return will first have to make an appointment to meet with his/her*

> *Academic Dean. Before meeting with the Dean, the student should compose a letter of appeal and collect relevant supporting documentation. If the appeal is granted by the Dean or the Committee on Academic Affairs and Standards, the student will then be required to meet with an Academic Counselor in Junior Division to develop a plan for academic success.*
>
> *Undergraduate Semester Honors*
>
> *The minimum semester grade point average for undergraduate students to receive semester honors designation has changed beginning Fall 2008 semester. The minimum GPA requirements were increased to bring UL [Lafayette] more in line with comparable institutions of similar selective admission requirements. The new minimum semester GPA required for the Dean's List is 3.5. The new minimum semester GPA required for the President's List is 3.8.*

Copies of the *Undergraduate Bulletin* CDs are distributed to all students attending Freshman and Transfer Orientations and are available through the University Bookstore. The Office of Faculty Development distributes spiral bound copies and CDs to all Vice Presidents; deans; department heads, and their secretaries; each office in Martin Hall; and advisors. The Office of the Graduate School distributes the *Graduate Bulletin*. Both *Bulletins* are posted online and are easily available to students due to the broad student access to STEP Computer Labs, as detailed in Comprehensive Standard 3.4.12, or through personal computers.

Grading Policies

The rules and regulations pertaining to grades are included in both the Undergraduate [3] and Graduate *Bulletins* [4]. Examples of grading topics included in the undergraduate "Grades" section are: System of Grading, Quality Points, Semester Average, Cumulative Grade Point Average, Adjusted Grade Point Average, Repeating of Courses, Interim Grade Reports, Final Grade Reports, and Transcripts and Letters of Verification. "Grade Information" is the first topic listed under the Student Services section on the Main Menu [5] of the ULink system; registered students have access to their Online Transcript, Grade Report, Grade Estimator, Transfer Credit, and Interim Grades.

Additional information about the University's grading policies and practices is found in the *Faculty Handbook* [6]:

> *Faculty also must distribute their grading policies, attendance policies, and a syllabus in writing to the students within the first week of class for each semester and shall file a written syllabi of the courses they are teaching with the department head to be kept on file in the department for at least seven years. Faculty should place their departmental and/or office phone numbers and email addresses on their syllabi. Those who teach only in the evening must advise students how best to contact them outside of class. The practice of posting grades is governed by the provisions of federal law (the "Buckley amendment") protecting individual privacy. In brief, this law requires that faculty eliminate the possibility of one person discovering another person's final grades. Faculty who post grades must use a method that ensures that others cannot discover them. Posting grades by social security number, even a partial social security number, is not appropriate. Faculty who use Moodle or a comparable course management program may post grades there, as the security of a student's private information is guaranteed.*

At the course level, grading policies are communicated by the instructor, and this is accomplished primarily through the course management system, Moodle [7] (For a complete description of the moodle system, see Comprehensive Standards 3.3.1.3 and 3.4.12). Teaching faculty are officially requested to create Moodle courses for each of their course sections at the start of each semester. Once a course is created, instructors and students are automatically enrolled in the course and assigned the appropriate access roles. Moodle is available to any registered user from any computer with an Internet connection and a web browser. The commitment of the Student Government Association to the use of a course management system is evidenced by the fact that their Website employs a "Report a Professor" link on which students may submit a complaint [8] about professors who do not use Moodle in the classroom or who request students' social security numbers. Details about Moodle are found in Comprehensive Standard 3.4.12.

Refund Policies

The University's Refund Policy is posted online [9] by the Bursar's Office and is included in the "Rules and Regulations" section of both the Undergraduate and the *Graduate Bulletins*. A student who officially resigns from the University after completing registration may obtain a fee refund according to the following schedule:

Table 4.3 – 1

Date of Resignation	Registration and Student assessed Fees
Through First Class Day	100%
Next Seven Class Days	90%
Next Eleven Class Days	50%
Next Eighteen Class Days	25%

The student insurance fee, late registration fee, freshman orientation fee, reinstatement fee, and international service fee are not refundable. The Add/Drop Fee Adjustment Policy allows for the full refund of the per-credit-hour fee for the number of hours dropped by students during the first four class days. Applicable student self-assessed fees are also refunded. No refunds are issued for a reduction in credit hours after the fourth day of class.

Supporting Documents

1. Calendars on Website
2. Spring 2009 calendar
3. *Undergraduate Bulletin*: Grades
4. *Graduate Bulletin*: Grades
5. Student page on ULink
6. *Faculty Handbook*: Grading Policy
7. Moodle Course Management System Website
8. SGA's "Report a Professor" Website
9. Fee refund policy

Federal Requirement 4.4 - Program Length

Program length is appropriate for each of the institution's educational programs.

Compliance Judgment

☑ Compliance

Narrative

Program length is appropriate for each of the undergraduate and graduate programs at the University of Louisiana at Lafayette. UL Lafayette analyzes academic program length using both internal and external guidelines.

The University offers 78 bachelor's degrees, 27 master's degrees, and 9 doctoral degrees. These programs were each established after a thorough process that begins with faculty in individual colleges and ends with approval by the Board of Regents, as detailed in Comprehensive Standard 3.6.1. All degrees awarded are based on semester credit hours.

Program Length Requirements

The University is mandated to require a minimum of 120 hours in all programs by the Board of Regents in its Academic Affairs Policy 2.15, "Definitions of Undergraduate Certificates and Degrees" [1]. All undergraduate baccalaureate degrees at UL Lafayette exceed the 120 semester credit hours requirement. In fact, as stated in "Rules and Regulations" of the *Undergraduate Bulletin* [2], the minimum number of semester credit hours required for any baccalaureate degree at UL Lafayette is 124.Note that "when a student is required to take developmental or prerequisite courses which are not listed in his/her degree program, these hours are added to the minimum number of hours…" [3] In general, the University has in practice maintained a limit on the number of semester hours that may be required for a baccalaureate degree at 129; as with all curriculum changes, a degree program exceeding the maximum must be approved by the Provost.

The minimum credit requirement for each individual program may be found in the table "Undergraduate Programs" [4] which appears in the front of each *Undergraduate Bulletin*. The specific course requirements for each degree program [5], as well as each department's course descriptions [6], are also listed in the *Undergraduate Bulletin*.

Program Length Review

The University monitors courses and the number of credit hours in degree programs through its internal review process. Following approval by a department head and dean, all course additions, deletions, and changes must be approved by one of the two University Curriculum Committees (undergraduate or graduate level). [7] Changes must then be approved by the Provost or his designate, currently the Associate Vice President for Academic Affairs. Curriculum changes require the approval of the department head, dean, and Provost or Associate Vice President for Academic Affairs.

Externally, the Board of Regents carefully monitors program length during the evaluation of all new programs. Applicants must outline the curriculum for the proposed program in sequence or term-by-term. Institutions must provide comparisons of their proposed program's content to

similar degrees offered at other institutions. In addition, program proposals are evaluated by external reviewers chosen by the Board of Regents. Program length, along with content, are important factors in this review process.

Finally, for many degree programs, accreditation agencies study curriculum credit-hour requirements and program length as part of their review process. The review process is described fully in Core Requirement 2.7.2.

Graduate Program Length

All post-baccalaureate, graduate, and professional degrees at UL Lafayette require at least 30 semester credit hours of graduate-level coursework. For master's degrees the required semester hours range from 30 to 54. Each of the eight Doctor of Philosophy programs has a required minimum of 72 hours, while the Ed.D. program in Educational Leadership requires 60 hours beyond the master's degree. The table "Graduate Programs--Length" [8] is compiled from information in the *Graduate Bulletin 2008-2010*. Specific course requirements for each graduate degree program [9], along with the course descriptions [10], are also listed in the *Graduate Bulletin*.

Supporting Documents

1. BOR Academic Affairs Policy 2.15: Definitions of Undergraduate Certificates and Degrees/ [Offline Version]
2. *Undergraduate Bulletin*: Quantitative Requirements
3. *Undergraduate Bulletin*: Non-degree Courses
4. Undergraduate programs: Length
5. *Undergraduate Bulletin*: Colleges and Curricula
6. *Undergraduate Bulletin*: Course Offerings
7. Course change request form
8. Graduate programs: Length
9. *Graduate Bulletin*: Course Requirements
10. *Graduate Bulletin*: Course Offerings

Federal Requirement 4.5 - Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette has adequate procedures for addressing written student complaints, and it follows those procedures when resolving student complaints. Students at UL Lafayette have numerous rights, which correspond with certain responsibilities and conduct. As noted in the response to Comprehensive Standard 3.9.1, these rights and appeals procedures are published in the *Student Handbook/Code of Student Conduct and Appeals Procedures* [1] and the *Undergraduate Bulletin* [2] [3]. Both are available online on the University's Website. A CD of the *Undergraduate Bulletin* and a hardcopy of the *Student Handbook* are distributed during Freshman and Transfer Orientations.

Students may lodge complaints or appeals in two general areas: academic matters and matters of student and faculty/staff conduct in non-academic areas. The University is responsible for notifying a student in writing of ineligibility, as well as appeal procedures, upon determination of a student's ineligibility for matters such as admission, financial aid, or reduction/cancellation of athletic aid.

Academic Appeals

The Committee on Academic Affairs and Standards (CAAS) hears routine appeals for waiver of academic regulations in cases of individual students, and "acts as a final court of appeal in cases concerning accusations of 'unfair and capricious grading." [4] Both faculty and students serve on this committee, and written minutes of committee proceedings are kept [5]. Students are notified in writing of the determination of the committee.

Examples of typical appeals brought to CAAS by a student's academic dean are requests for enrollment in a course load greater than 22 semester hours [6], amnesty [7], and repeal of academic suspension [8]. The Academic Success Center posts information on academic probation and directions for appealing an academic suspension on its Student Success Website [9]. Students seeking re-admittance on suspension probation are instructed to schedule a meeting with their academic dean as the first step towards appealing their suspension.

Separate guidelines exist for grade appeals. Only final grades may be appealed, in accordance with the "Guidelines for Appealing Unfair and/or Capricious Final Grades." [10] [11] The Student government Association (SGA) employs an Ombudsman who is available to assist students with grade appeals. [12] Both faculty and students serve on the University Grade Appeals Committee, [13] which serves as a screening committee to hear student appeals of final grades. Written minutes of committee proceedings are kept [14].

A new academic committee—the Undergraduate Admissions Committee—was established concurrently with the implementation of selective admissions requirements in Fall 1999.

Students who do not meet admissions requirements but wish to attend UL Lafayette may apply for "Admission by Committee." These students receive an application` for appealing the initial admissions denial, along with the letter notifying them of their ineligibility. [15] The application for Admission by Committee can also be found on the Admissions Requirements Website [16].

Complaints about a particular course or instructor are typically handled in the form of an appeal through the academic chain of command: first to the instructor of record, and if unresolved, to the head of the department in which the course was offered, and then to the dean of the college in which the department resides. If needed, unresolved academic appeals may be forwarded to the Provost. Students also have access to the Ombudsman, an advocate provided by the Student Government Association, "who is responsible for informing students of their rights in the process of grade and disciplinary appeals." [17]

Individual colleges may have specific appeals procedures for their students. The College of Education, for example, lists appeals procedures in its *Teacher Candidate Handbook* [18].

Students may also appeal to their academic dean for exceptions to University and college regulations. Examples include requests to drop a class after the deadline, to take an upper level course while holding Junior Division status, and to take a semester course overload of 21-22 credit hours.

Procedures for graduate student academic appeals are outlined in the *Graduate Bulletin* [19] and are heard by the Graduate Council Committee [20]. In non-academic matters, graduate students are bound by the same code of conduct as undergraduates, and "A graduate student who is penalized for the violation of any rule or regulation of the University has the right of appeal" under the rules specified by the Code of Student Conduct [21].

Non-academic Appeals

The policies and procedures for initiating a non-academic complaint or appeal are published in the *Student Handbook* and on ULink, the Student Portal. For example, a student "who believes that he/she has been the victim of sexual harassment" [22] would find the specific procedures for bringing a complaint outlined in detail in the *Student Handbook/Code of Student Conduct & Appeal Procedures*.

While students typically appeal in writing, online appeals for both Financial Aid suspension [23] and university parking violations (through ULink) are available.

Departments providing support and services to students also provide avenues for appeal. If a student believes the Student Health Service has violated his or her privacy rights, he or she "may file a complaint with the Service or with the Secretary of the State Department of Health and Human Services." [24] Complaints must be filed in writing; addresses of the local Service and the federal department of Health and Human Services are listed on the Student Health Service Website. The *Office of Disability Services Handbook* states that if a student does not receive "the appropriate services and accommodations in an effective and timely manner…then the student should follow the appeals procedure outlined in the University code of conduct." [25] Freshmen may appeal the regulation requiring them to live on campus through the exemption application on the Office of Housing Website [26].

Student organizations may also support students in the process of lodging a complaint. The president of the International Student Council encourages international student members to approach the Council with "concerns and complaints." [27] Using its Website to support student needs, the Student Government Association has a "Report a Professor" link. Students may report a professor "who is not using Moodle for [your] class or who is asking for [your] Social Security number as part of class." [28] In all cases involving complaints of unfair, rude, or capricious treatment, students may direct complaints informally or formally to the accused personnel. Non-instructional complaints would first be directed to the accused, then to the director of the unit which employs the accused, and finally to the vice president of the division, if the complaint is still unresolved. The rights of both the complainant and the accused are outlined in the *Student Handbook/Code of Student Conduct & Appeal Procedures* [29].

Students who are dissatisfied with the results of their appeal of a non-academic matter may present their case for consideration by the Student Affairs Appeals Court, which has appellate jurisdiction over the committees that make recommendations to the Vice President for Student Affairs. All of those committees and the appeals procedure are listed in the *Student Handbook/Code of Student Conduct & Appeal Procedures* [30]. All student complaint and appeal procedures are available equally to students in on-campus and distance education courses through telephone, mail and internet-based communication.

The staff members in the Office of the Vice President for Student Affairs are well qualified in matters of discipline and judicial issues. They hold individual memberships in organizations such as the Association of Student Judicial Affairs, and regularly attend conferences and professional development activities on student judicial affairs. Their expertise is documented in the response to Comprehensive Standard 3.9.3.

The University has other committees to hear appeals in areas such as:

- fee assessment, heard by the Fee Committee [31]
- residency status, heard by the Residency Committee [32]
- discipline violation, heard by the Discipline Committee [33]

Students who fail to meet eligibility standards for academic scholarships are notified in writing of their ineligibility. [34] Appeals of University scholarship ineligibility are directed to the Scholarship Office, which employs a student-faculty committee for hearing appeals. Information about gaining reinstatement for students failing to meet the eligibility standards for the state-wide Taylor Opportunity Program for Students (TOPS) is listed on the University Academic Success Center Website [35].

Students who have lost financial aid eligibility may regain eligibility in two different manners: by appealing the suspension of aid [36], and by enrolling and paying "… for tuition with a minimum of six hours in fall or spring semesters or three hours in the summer term, earning the required GPA and completing the minimum number of hours…" [37]

The Financial Aid Appeal process is detailed in Federal Requirement 4.7.

All of the appeals committees keep minutes, and all include faculty, staff, and students as full members.

Supporting Documents

1. "Statement of Student Rights and Responsibilities"
2. *Undergraduate Bulletin*: Grade Appeals
3. *Undergraduate Bulletin*: Student Rights
4. *Faculty Handbook*: Academic Affairs and Standards: Appeals
5. Sample minutes of CAAS
6. *Undergraduate Bulletin*: Course Load Greater Than 22 Hours
7. *Undergraduate Bulletin*: Amnesty Appeal
8. *Undergraduate Bulletin*: Appeals, Academic Suspension
9. How to appeal an academic suspension
10. *Faculty Handbook*: Grade Appeals
11. *Undergraduate Bulletin*: Grade appeals
12. Ombudsman notes on grade appeals process
13. *Faculty Handbook*: Grade Appeals Committee
14. Sample minutes Grade Appeals Committees
15. Letter Inviting Application for Admission by Committee
16. Online Application for Admission by Committee
17. University Ombudsman Website / [Offline version]
18. Teacher Candidate Handbook
19. *Graduate Bulletin*: Graduate Academic Appeals
20. *Faculty Handbook*: Graduate Academic Appeals
21. *Student Handbook*: Student Appeals
22. *Student Handbook*: Sexual Harassment - Appeals Procedures
23. Financial Aid Appeal (ULink)
24. Student Health Services Website: Privacy practices
25. Office of Disability Services Handbook: Appeals Procedure
26. Housing exemption application
27. International Student Council Website – President's page
28. SGA Website: Report a Professor
29. *Student Handbook*: Student Appeals
30. *Student Handbook*: Student Appeals Court
31. *Faculty Handbook*: Fee Assessment Committee
32. *Faculty Handbook*: Residency committee
33. *Faculty Handbook*: Discipline Committee
34. Sample letter - Scholarship appeals
35. Reinstatement of TOPS
36. Procedures for appealing suspension of financial aid
37. Procedures for regaining financial aid

Federal Requirement 4.6 - Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and polices.

Compliance Judgment

☑ Compliance

Narrative

Recruitment materials and presentations at UL Lafayette accurately represent the institution's practices. Recruitment at UL Lafayette is a campus-wide priority, and faculty, staff, alumni and student volunteers, and administrators are included in the student recruitment process. The office of the Vice President for Enrollment Management is responsible for recruitment processes.

Organization of Enrollment Management

In keeping with the first core value of the *2009-2014 Strategic Plan*, "access, opportunity, and success for all students," and specifically strategic Imperative 1, "Improving the student enrollment process," [1] the University's new President elevated the former position of Dean of Enrollment Management to a new administrative level, the office of Vice President for Enrollment Management. Additionally, the President filled the vacant position of Vice President for Advancement Services, and the communications and marketing staff under his supervision are of vital importance to UL Lafayette recruitment. The Vice President for Enrollment Management is directly responsible to the Provost, and oversees all units and services in the enrollment management organization, including Undergraduate Admissions, International Admissions, Enrollment Services, Office of Orientation, Financial Aid, Scholarships, and the Registrar's Office. This administrative restructuring has given a higher profile, greater resources, and greater institutional responsibility to the University's recruitment professionals, and has sharpened the University's focus on accurate representation of its practices and policies.

Recruitment Materials

The staff of Enrollment Management, specifically Enrollment Services, is responsible for developing recruitment materials, presentations, and programs that accurately and positively represent the institution's policies, practices, and programs. Members of the Enrollment Management unit are instrumental in the design and delivery of such information to prospective students and their families. Information is distributed to interested students and their families through one or more of the following venues:

- the University's Website
- the University view book
- campus tours
- Preview Day
- high school fairs

- the Undergraduate and Graduate *Bulletins*

UL Lafayette's Prospective Students link [2] on the Website's home page is a widely used and comprehensive source of information. Future students use the Website for basic information about UL Lafayette and its admissions criteria, financial aid, scholarships, and programs of study. Visitors can prepare for a campus visit by accessing the maps, photos, and interactive tours [3] on the Admissions Website.

The downloadable brochures and forms include:

- Academic Brochure
- View book
- Senior Checklist
- Money Matters
- Scholarship Application
- Out-of State Fee Waivers
- Request for Transcripts
- Immunization form
- Admission by Committee Application

UL Lafayette's Website delivers accurate information about the admissions process, the degree programs offered at the University, financial aid, scholarships, housing options, and tuition and fees. Other pages such as "It's All About You" video [4], and "Fast Facts about UL Lafayette" [5] present accurate information and representations of the programs and services UL Lafayette offers. All of the above material is also available in hard copy.

In all promotional materials, UL Lafayette represents itself accurately and with professionalism. Publications and web pages are periodically reviewed and updated, and publications such as the Viewbook [6] and the *Bulletin* are produced cooperatively by the offices of Enrollment Management, Academic Planning and Faculty Development, and Communications and Marketing. The Director of Enrollment Services reports that about two-thirds of prospective students still request hard-copy materials, even of those available on the University's Website. Administrative oversight of the accuracy of academic matters rests with department heads, academic deans, and the Office of the Director of Academic Planning and Faculty Development.

Discipline-specific Recruitment Materials

Enrollment management solicits input from academic departments [7] for accurate and up-to-date information regarding their degree programs. This information is compiled and provides the basis for the recruitment efforts of the Admissions counselors with regard to individual programs.

Recruitment Presentations

Recruitment activities are no longer the domain of dedicated recruitment staff, whose primary focus had been on recruitment results measured in numbers. Instead, all recruitment activities and presentations are now administered by the University's five Admissions Counselors. These professionals are trained to focus primarily on student needs. Their training emphasizes accurate presentation of information pertaining to the University and the degrees it offers, and they are the primary conveyors of such information about the University and its programs, through the numerous high school visits to prospective students and their families throughout the year. Off-campus visits are made for presentations to College Nights, Parents Night, special interest groups like ACT "prep" classes, and Advanced Placement (AP) and Honors classes. Counselors travel the entire state and make occasional visits to the surrounding states of Texas, Arkansas, and Mississippi; the statewide travel schedule is organized by the Louisiana Association of College Registrars and Admissions Officers (LACRAO) and divides the states into zones for recruiting purposes. Each counselor is assigned to one or more specific zones.

In addition to off-campus visits, Enrollment Services hosts prospective students in a variety of programs. The University, in partnership with the Lafayette Parish School System, supports Gaining Early Awareness and Readiness for Undergraduate Programs (Gear UP). Through this program the Enrollment Services office arranges campus tours for sixth grade students from six middle schools throughout Lafayette Parish. Additionally, the staff travels to the middle schools to hold on-site pep rallies. An informational program for parents is part of this middle school programming. The University invites high school juniors and seniors to campus for Preview Day opportunities, and ninth graders are invited to campus to begin their preparation for college. Enrollment Services hosts large and small group visits for high schools and community groups. Individual students and families come for scheduled and non-scheduled campus tours. Formal Preview Days are held throughout the year and involve University faculty and staff.

The incorporation of the areas that directly serve the needs of new students into Enrollment Management has many benefits. Chief among these is the continual cross-training and information-sharing among Enrollment Management staff personnel. Thus, all recruitment efforts are designed to provide potential students with accurate information about the University, its admissions requirements, programs, and the careers to which they lead. The early educational recruitment programs serve to motivate students in their selection of middle school and high school curricula to prepare for a college education anywhere, and to inform students about all the financial aid programs for which they may be eligible. Recruitment materials are available for distribution at all of these events. These recruitment materials and presentations are developed under the supervision of the Director of Enrollment Services and are verified by his staff to accurately represent UL Lafayette's practices and policies.

Planning for the Future with Noel-Levitz

The University is currently contracting with the Noel-Levitz consulting firm to develop and implement a strategic enrollment management plan. Since December 2008, the Vice President for Enrollment Management, the Assistant Vice President for Enrollment Management, the Directors of Enrollment Services, Admissions, Orientation, and the Enrollment Services Admissions Counselors have been meeting with a Noel-Levitz consultant. Training in the areas of data analysis, SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, recruitment strategies, Admission Counselor training, development of communication flows,

messaging to prospective students, and development of a recruitment plan have all been accomplished. Several new enrollment management strategies already have been implemented. Others are being developed.

Voluntary System of Accounting (VSA)

The University is an Early Adopter of the Voluntary System of Accountability (VSA) [8], which makes a vast array of accurate, carefully researched, and verified information concerning the University publicly available online. The components of the College Portrait for UL Lafayette include:

- Student family information
- Student characteristics
- Undergraduate success and progress rates
- Retention rate for new freshmen
- Cost of attendance and financial aid
- Undergraduate admissions
- Degrees and areas of study
- Study at the University
- Student Housing
- Campus Safety, including crime rate
- Future plans of bachelor's degree recipients
- Carnegie classification of institutional characteristics

Categories and datasets are uniform among all member universities, guaranteeing a fair comparison for prospective students and other stakeholders.

Supporting Documents

1. *2009-2014 Strategic Plan*
2. Prospective Student link
3. Campus map, photo and interactive tours
4. "It's All About You" Video
5. Fast Facts webpage
6. Viewbook webpage
7. Sample Enrollment Services questionnaire for Academic Departments
8. VSA College Portrait of UL Lafayette / [Offline version]

Federal Requirement 4.7 - Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments.*

Compliance Judgment

☑ Compliance

Narrative

The University of Louisiana at Lafayette is in full compliance with all program responsibilities under Title IV of the *1998 Higher Education Amendments*.

The Office of the State of Louisiana Legislative Auditor annually prepares a single audit report for every public university in the state. Biennially, that audit includes a detailed review of federal financial aid programs and Title IV programs administered by UL Lafayette. [1] This annual audit meets the requirements prescribed by the U.S. Department of Education, in accordance with the Office of Management and Budget (OMB) Audit Criteria A-133.

In addition to the Legislative Audits, the University's internal auditor [2] regularly reviews the disbursement of federal and state financial aid awards and the accompanying documentation.

Federal Compliance

In the AY2007-2008 audit that was completed in October 2008, there were three audit findings in regard to noncompliance [3]:

- Failure to provide proper loan notice
- Untimely and inaccurate federal reporting
- Weakness of correction procedures over defaulted loans

In response to audit findings by the Legislative Auditor, the University President worked in concert with the Director of Student Financial Aid to prepare Corrective Action Plans (CAP). The University's responses to the findings in the AY2007-2008 audit are included as Supporting Documents [4] [5] [6].

The Financial Aid Office at UL Lafayette complies with the requirements and program responsibilities under Title IV. The University

- has not been placed on the reimbursement method;
- has not been required to obtain a letter of credit in favor of the U.S. Department of Education;
- is unaware of any complaints filed with the U.S. Department of Education regarding the institution;
- has no significant impending litigation issues with respect to financial aid activities;

- does not have any significant unpaid dollar amounts due back to the U.S. Department of Education;
- has had no adverse communication from the U.S. Department of Education; and
- is not aware of any infractions of regulations that would jeopardize Title IV funding.

The University's loan default rate is within acceptable parameters. The official UL Lafayette 2006 Cohort Default Rate was 5.3%. The 2006 state average was 4.99%, and the draft 2007 UL Lafayette Cohort Default Rate was 7.9%. The University uses several strategies to fulfill its responsibility to maintain its default rate within acceptable limits. As first time borrowers at UL Lafayette, students are required to complete entrance counseling (available online [7]), even if they have received a loan at a prior institution. Counseling students not to borrow more money than needed to meet educational expenses is also standard procedure. The VSA Cost Calculator [8], a link from the University's Prospective Students page, allows students to calculate their individual financial responsibilities.

Financial Aid Office at UL-Lafayette

The Financial Aid Office Website [9] and the Undergraduate [10] and Graduate [11] *Bulletins* provide information for students about Title IV and other financial assistance programs. The financial aid Website provides detailed information about applying for aid, deadlines and university policies, types of aid, required Satisfactory Academic Progress standards, Stafford loans [12] (with electronic signing of promissory note available),and specialized information for transfer students. The FAQ's section on the same Website also has detailed information.

The Financial Aid Office at UL Lafayette currently offers the following Title IV programs:

- Pell Grant
- Supplemental Educational Opportunity Grant (FSEOG)
- Louisiana's Leveraging Educational Assistance Partnership Program (formerly SSIG)
- Academic Competitiveness Grant/Freshman (ACG)
- Academic Competitiveness Grant/Sophomore (ACG)
- Science and Math Access to Retain Talent/Junior and Senior (SMART)
- Perkins Loans
- Stafford Student Loans

The Financial Aid Office at UL Lafayette also participates in the state's GO Grant program, a need-based financial assistance program for low-and moderate-income students. [13] These grants cover the education cost gap (unmet need) greater than zero of students who are Pell recipients.

Data regarding the number of students receiving financial aid and the amount of aid disbursed for the past three years is attached [14].

Class Attendance and Financial Aid

The University has developed a unique method of tracking students who enroll in courses, receive financial aid, and then cease attending. All instructors are requested to enter special grades for students who never attended or stopped attending class: FN (Fail – Never Attended), and FS (Failed – Stopped Attending, with last date of attendance noted). [15] These cases are tracked by the Internal Auditor, and students receiving these grades are obligated by the University to repay to the University any financial aid they received on the basis of enrollment in the courses. In the case of grants, the University reverses any funds they did not earn. In the case of loans, the same process is followed, but the funds are returned to the lender. The Internal Auditor prepares an annual report on the results of this tracking process. [16]

Supporting Documents

1. Management Letter Audit 2006
2. Internal Auditor's Plan
3. Management Letter Audit 2008
4. Corrective Action Plan: Failure to Provide Proper Loan Notice
5. Corrective Action Plan: Untimely and Inaccurate Federal Reporting
6. Corrective Action Plan: Weakness in Collection Procedures Over Defaulted Loans
7. Online Loan Entrance Counseling / [Offline version]
8. VSA Cost Calculator Website / [Offline version]
9. Student Financial Aid Website / [Offline version]
10. *Undergraduate Bulletin*: Financial Aid
11. *Graduate Bulletin*: Financial Aid
12. SallieMae® Online application process / [Offline version]
13. GO Grants
14. Report of Aid Disbursed
15. Grading instructions to Faculty
16. 2008 Reports on Grades FS/FN