



UNIVERSITY

OF
LOUISIANA
L a f a y e t t e™

Retention Plan

2013-2015

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Introduction

Since the 2003-2005 retention plan was released, the University has worked to improve retention rates among students in the first two years of enrollment, which was anticipated to have a “trickle-up” effect in the upper-class years and increase graduation rates as well. Over the past decade, the one-year retention rate increased 3%, the two-year retention rate increased less than 1%, and the six-year graduation rate increased 15%. We have seen improvement, but much more work remains to be done.

In 2010, the newly created GRAD Act (Granting Resources and Autonomy for Diplomas) granted colleges and universities increased autonomy and flexibility in exchange for a commitment to meet clearly defined statewide performance goals, including boosting graduation rates. Through voluntary, six-year performance agreements with the Board of Regents, institutions would be granted autonomy to achieve better outcomes in two core areas, based on yearly performance evaluations. By achieving the set benchmarks, institutions are allowed to increase tuition up to 10% per year until the average tuition and fees of the institutional peers are met. Critical components of the performance agreement are the one-year and two-year retention rates and the six-year graduation rate. With the performance-based GRAD Act affecting our budget, the retention and graduation rates are of the utmost importance. In order to accomplish this increase in retention and graduation, the University has directed the creation of this two-year retention plan.

UL Lafayette’s Strategic Plan, 2008-2014

In the *Strategic Plan, 2008-2014*, the University committed itself to achieving the following eight strategic imperatives:

1. Strengthening student recruitment and enrollment process
2. Enhancing student engagement and success
3. Facilitating quality teaching and learning
4. Supporting the research portfolio of our community of scholars
5. Preparing our student to thrive as global citizens
6. Creating an institution our stakeholders will highly regard
7. Optimizing administrative effectiveness and efficiency
8. Fostering economic and community development

The goals of this retention plan support the second and third imperatives of the *Strategic Plan*, for greater student retention leads to improved student engagement and success, as well as the facilitation of quality teaching and learning.

Retention Charge

Forty-two faculty, administrators, and students attended a retention retreat in July 2013, during which University administrative speakers reviewed retention issues, shared student satisfaction data, and reiterated the importance of the GRAD Act. Participants were divided into the following teams for further discussion: freshmen, sophomores, transfers, and all students.

Each team examined current issues and possible strategies for promoting persistence and reaching the

GRAD Act retention goals. Excellent ideas were generated, including the following:

1. Track students' progress in their major by checking critical courses each semester and automatically contacting students if they are not making progress.
2. Involve faculty in the retention process, increase their usage of Moodle (currently 60%), and ability to check attendance.
3. Provide grade checks and absenteeism reports for freshmen and sophomores.
4. Enhance communication by using text messaging, updating ULink, and other electronic tools.
5. Provide transparency on costs (housing, tuition, and food); provide financial aid estimates for students.

After the retreat, the Retention Advisory Board selected strategies to use in the retention plan based on potential impact, ease of implementation, and the anticipated cost of each strategy. Coordinators were enlisted for each strategy and asked to build a committee and or implementation team.

The retention plan was a collaborative effort, with a number of retention committees all charged with improving retention and graduation for the undergraduate student. A list of these groups is included on the next page. The retention goals are very specific and the strategies spell out action plans for achieving these goals over the next two years. The implementation will be overseen by the Retention Advisory Board.

UL Lafayette Retention Committees, 2013-2015

Committee Chair

Bette Harris

Committee Board Members

Dana Bekurs, Aimée Bullinger, Bradd Clark, Chip Jackson, Lauren Landry, Heidie Lindsey, Lisa Lord, Lana Rodriguez, and Geoffrey Stewart

Coordinators

Claire Arabie, Aimée Bullinger, Ellen Cook, Bobbie DeCuir, Luke Dowden, Chip Jackson, Lauren Landry, Robert McKinney, Melissa Myers, and Lana Rodriguez

Team Members

1A Magna Online Workshops	1B E-Learning Tools	2A Acalog	2B Articulation	3A ULink	3B Student Survey
Robert McKinney Christy Dean	Robert McKinney Carey Hamburg Jonathon Kulp Patrick Landry	Robert McKinney Ann Underwood Amy Desormeaux Shawn Thiboeaux Jeff Lush Janet Wallace Aimée Bullinger Kay Riedel Jennifer Geer Eric Soriez	Robert McKinney Terry Chambers David Bellar Tom Sammons Lana Rodriguez	Aimée Bullinger Gene Fields Andy Benoit Dana Bekurs Cindy Perez Chasah West Lauren Sarver	Aimée Bullinger Chasah West

Team Members					
3C Student Survival Guide	4A Critical Courses	4B Tracking Critical Courses	5A Bottleneck Courses	5B Tracking Attendance	5C Tutoring
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Team Members					
5D Majors Fair	6A Degree Audit	6B Degree Audit College Representatives	7A Mathematics Placement	7B Placement of Students in Math Courses	7C Educate Faculty & Advisors
Kim Billeaudeau Aimée Bullinger Heidie Lindsey Kyle Sarver Lauren Landry Lana Rodriguez Lori Crain Heidie Lindsey Marie Broussard	Amy Desormeaux Francine Prudhomme Lori Frederick Kim Simoneaux Chip Jackson	Lana Rodriguez Sally Donlon Michelle Weaver Carolyn Dural Sue Ann Ozbin Burke Huner Lee Price Lori Crain Jill Lemaire Kay Riedel Terry Chambers Bette Harris	Melissa Myers Beth Borel Jimmy Kimball Christy Sue Langley Sharolyn Underwood	Melissa Myers Beth Borel Jimmy Kimball Christy Sue Langley Sharolyn Underwood	Melissa Myers Beth Borel Jimmy Kimball Christy Sue Langley Sharolyn Underwood

Team Members					
8A & B Special Populations	8C Retention Grants	9A Summer School Offerings	9B Targeted Summer Courses	10A Role of Online Learning	10B Online/ Hybrid Courses
Gail Bonhomme Julia Frederick Chip Jackson Jessica Leger Tambria Neal Sammi Zapata	DeWayne Bowie	Bradd Clark Paula Carson Jordan Kellman Robert McKinney Debbie Calais Lisa Lord	Robert McKinney Ellen Cook	Luke Dowden Claire Arabie Alise Hagan Carey Hamburg Laura Zito Patrick Landry Paula Carson Lisa Lord Mary Lou Jumonville Sally Donlon Lacey Lormand Lauren Sarver	Luke Dowden Claire Arabie Alise Hagan Carey Hamburg Patrick Landry Paula Carson Lisa Lord Mary Lou Jumonville Sally Donlon Lacey Lormand

Team Members					
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Kyle Smith Leah Leblanc Carolyn Eastin Lauren Dewitt Theresa Wozencraft	Dana Bekurs Robin Roy Ruben Henderson Kyle Sarver Lauren Sarver	Ruben Henderson Erica Schwartz Lisa Lord Travis Guillory Karen Shields	Claire Arabie Luke Dowden Paula Carson Robert McKinney Patrick Landry Amanda Darbonne Lisa Lord Bette Harris Jessica Leger Sally Donlon Clancy Ratliff Ross Chiquet Melissa Myers	Henry Chu Bertha Myers Kari Smith Michael McClure Yucheng Liu Alise Hagan Laura Zito Mary Lou Jumonville Lacey Lormand Sherry Krayesky Jeffery Spring Pam Meyer	Geoff Stewart Denise Linton Michelle Weaver

Retention Goals

Based on the GRAD Act, we have three overarching retention goals. By 2015, we plan to accomplish the following:

1. Increase the one-year retention rate for first-year freshmen to 76% (currently 74%)
2. Increase the two-year retention rate for first to third-year students to 63% (currently 61%)
3. Raise the six-year graduation rate to 48% (currently 45%).

Recommended Strategies

- 1. Strengthen the role of faculty in student retention.**
 - A. Initiate education development opportunities for faculty to increase rigor and quality of instruction that emphasize retention through active learning and student engagement.
 - B. Improve learner success by encouraging faculty to further the use of e-learning tools.
- 2. Improve parent, student, faculty, and staff access to key program information.**
 - A. Implement an electronic catalog to facilitate student, faculty, and staff access to course, curriculum, degree, and policy information.
 - B. Develop articulation agreements to facilitate pathways to degree programs at UL Lafayette.
- 3. Enhance communication with students and faculty using electronic tools.**
 - A. Improve the amount and quality of information shared with students through ULink.
 - B. Survey students to determine the best way to communicate with them.
 - C. Provide transparency on future costs that is crucial for student success.
- 4. Implement critical course review points for all academic degree programs to ensure continued progress in declared majors and timely graduation.**
 - A. First-year full-time, degree-seeking students (Fall 2013 cohort) will be evaluated for registration and completion of courses identified in the declared major at the conclusion of each semester.
 - B. Provide tracking of critical course review points on ULink.
- 5. Ensure continuing student success in attaining degree.**
 - A. Identify bottleneck courses and address problems so they do not impact students' timely graduation.
 - B. Electronically track attendance in large classrooms in order to improve student engagement.
 - C. Increase supplemental instruction, online tutoring, and tutoring in residence halls.
 - D. Develop programming to connect students with the University community and engage them in the career decision process.
- 6. Implement degree audit for undergraduate students.**
 - A. Provide students and advisors with an easy-to-read progress report that enhances academic advising and gives students a clear picture of degree requirements for graduation.

7. Change mathematics placement and course for freshman.

- A. Split Math 100 from a 5-hour course with a letter grade to two courses: one 3-hour course with a letter grade and one 2-hour course with a CR/NC. New courses will be Math 103/104.
- B. Improve placement of students in mathematics courses.
- C. Coordinate with advisors, faculty, and staff to assist students in scheduling the appropriate mathematics course based on their background and degree requirements.

8. Ensure transfer students and special populations succeed in attaining their degrees.

- A. Monitor low income, veterans, athletes, and honor students' success and provide services to keep students on track for graduation.
- B. Provide transfer students with a smooth transition into majors at UL Lafayette to ensure the retention and graduation of this population.
- C. Provide a one-time retention grant to improve financial hardships for students in good standing and making progress in their majors.

9. Expand summer school offerings to facilitate students' academic progress and success.

- A. Increase the number of faculty willing to teach summer school courses as well as the time periods and modes of delivery of their courses.
- B. Make sure that the courses offered and the time periods offered include those that are truly "watch-list" or "bottleneck" courses.

10. Expand the role of online learning in student progress and success toward graduation.

- A. Develop an orientation program for students enrolled in online courses and programs.
- B. Expand online and hybrid course offerings.

11. Increase student engagement outside of the classroom.

- A. Expand the role of the residential life experience in providing educational resources that contribute to students' academic and extracurricular success.
- B. Increase publicity for and participation in opportunities for freshmen to make connections with the University within the first month of the fall semester (Cajun Craze).
- C. Increase percentage of students who are involved with at least one student organization at UL Lafayette.

12. Strengthen strategic university interaction with students by empowering faculty to engage in student retention through access to and use of learning analytics packages.

- A. Select and implement a learning analytics solutions package to address the following:
 - a. Capture student demographics, ability, academic performance, etc.
 - b. Predict and alert faculty and advisors about the retention, engagement, and success of current students.
 - c. Enable action by creating dashboards with information and recommended actions to students, faculty, and administrators.

Action Plan #1

Key Strategy

Strengthen the role of faculty in student retention.

Program Description

Faculty members historically have not had a significant function in the retaining students. As K. Patricia Cross stated in 1998, "Students who have frequent contact with faculty members in and out of the class during their college years are more satisfied with their educational experiences, are less likely to drop out, and perceive themselves to have learned more than students who have less faculty contact." Thus faculty members have a responsibility to promote and support student learning and measure success on how well students learn. Retention is an opportunity for faculty members to take a lead in innovating, researching, and implementing new strategies to develop learning experiences for the student that are supportive and effective.

Action Item 1.A

Initiate education development opportunities for faculty to increase rigor and quality of instruction that emphasis retention through active learning and student engagement.

Committee Members

Robert McKinney, Christy Dean, Bette Harris, David Yarbough, Luke Dowden

Goals

Faculty play an important role in their students' success. To influence student success, faculty must be involved in systematic and ongoing activities to acquire and enhance their own pedagogies, teaching and learning strategies, research, and professional development. The goal is for the university to make an intentional effort to link faculty development with student retention through developing a center for programs for faculty that focus on innovative, learner-centered teaching and learning strategies.

Implementation/Time Table

Steps	Completion Date
Secure approval for subscription to Magna online workshops	June 2013
Form Faculty Development Committee consisting of faculty, staff, and administrators	December 2013
Workshop on active learning, student engagement, and retention	April 2014
Academic Summit featuring faculty teaching and student research	April 2014
Appoint Associate Director of Faculty Development	May 2014
Operating budget for faculty	July 2014
Plans for a teaching, research, and learning center	August 2014
Expand to include learning, student engagement, and retention	December 2014

Budget

Item	Estimated Cost
Magna Online Subscriptions per year	\$3,500
Academic Summit per year	\$16,000
Associate Director Faculty Development (course release, and stipend)	\$16,500
Faculty Development Budget Personal Services \$17,000, Travel \$20,000, Operating Services \$8,000, Supplies \$8,000, Professional Services \$25,000	\$78,000
	Total
	\$114,000

Assessment

- Track the number of faculty who access the online workshops.
- Track the number of faculty who attend workshops.
- Evaluate the effectiveness of the seminars and workshops by surveying faculty.

Action Item 1.B

Improve learner success by supporting faculty to further the use of e-learning tools.

Committee Members

Robert McKinney, Jonathon Kulp, Carey Hamburg, Patrick Landry

Goals

As e learning becomes an integral part of the overall educational process it is important to consider the pedagogy of the individual course or program in determining the appropriate integration of e-learning tools. The goal is to understand which types of courses benefit from a single stand alone learning management system and which from tools separated in a number of different applications used for different purposes and to provide faculty support to advance the use of e-learning tools.

Implementation/Time Table

Steps	Completion Date
Survey which courses currently use Moodle	September 2013
Moodle user group	October 2013
Develop matrix for determining types of courses that benefit from use of a learning management system versus separate tools	December 2013
Teaching Technology Tips Blog	January 2014
Research alternatives	February 2014
Provide workshops/training on learning management systems and educational tools	April 2014

Budget Item	Estimated Cost
Learning Innovations Grants/Awards to faculty	\$10,000
Graduate assistant to assist faculty with learning technologies	\$16,000
	Total
	\$26,000

Assessment

- Track faculty use of university supported learning management system and other educational tools.
- Evaluate the effectiveness through surveying faculty.

Action Plan #2

Key Strategy

Improve parent, student, faculty, and staff access to key program information.

Program Description

In a Noel-Levitz E-Expectations survey, prospective students, and their parents were asked to list the most important information they are looking for when visiting a college or university website. Of key items listed, 75% are typically found in the academic catalog. Both parents and students ranked academic program information as what they first look for when researching a university. Transitioning from a print-based catalog to an online catalog will significantly improve student, parent, faculty, and staff's ability to access program information. As admission standards to the university increase, the ability to plan a course of study across multiple institutions through articulation agreements is essential for students. The goals of each action item related to this strategy further explain the need to provide readily accessible academic program information. Future goals include expanding the capabilities and sustainability of the e-catalog through integration with the upcoming ERP.

Action Item 2.A

Implement an electronic catalog to facilitate student, faculty, and staff access to course, curriculum, degree, and policy information.

Coordinators

Robert McKinney

Committee Members

Robert McKinney, Ann Underwood, Amy Desormeaux, Shawn Thibodeaux, Jeff Lush, Janet Wallace, Aimée Bullinger, Kay Riedel, Jennifer Geer, Eric Soriez

Goals

Provide information in an online catalog management system that will make it easier for current and prospective students to search and find information. The catalog will also have a mobile e-catalog gateway to allow students to browse on their mobile devices. The e-catalog will enable more efficient processes in editing and publishing, thus enabling the catalogs to eventually go to a yearly cycle.

Implementation/Time Table

Steps	Completion Date
Secure approval for subscription to Acalog online catalog management system	July 2013
Transition of undergraduate and graduate catalogs from paper to web based	November 2013
Develop user help document	December 2013
Hire catalog staff position	January 2014
Editing graduate portion of e-catalog	March 2014
Training workshops for faculty and staff	October 2013 through May 2014
Publish 2013-2015 online catalog	March 2014
Launch mobile catalog	March 2014

Budget

Item	Estimated Cost
Acalog initial license	\$70,250
Professional services catalog transition	\$21,825
Yearly license fee 2013-2014	\$16,156
Yearly license fee 2014-2015	\$16,156
No new funding source needed as an existing one has been identified. 124,387 for AY 2013-2014 and AY 2014-2015 Beginning AY 2015-2016 \$16,155 per year	Total

Assessment

- Track how many students, faculty, and staff access online catalog.
- Track the number of prospective students/parents that access the online catalog.
- Evaluate the effectiveness of the e-catalog by surveying faculty, staff, and students.
- Analyze ability of the course management system to integrate with the upcoming ERP.

Action Item 2.B

Develop articulation agreements to facilitate pathways to degree programs at UL Lafayette.

Coordinator

Robert McKinney

Committee Members

Robert McKinney, Terry Chambers, David Bellar, Tom Sammons, Lana Rodriguez

Goals

Articulation agreements build partnerships between community colleges and UL Lafayette to provide a simplified, guaranteed process for transfer students. By developing articulation agreements, it will be possible to provide prospective students and parents with information on how academic coursework may transfer between institutions.

Implementation/Time Table

Steps	Completion Date
Conduct a review of existing articulation agreements	December 2013
Identify community college programs with coursework similar to UL Lafayette programs	January 2014
Contact perspective community colleges	May 2014
Develop a template for articulation agreements	June 2014
Post articulation agreements on website/in catalog	September 2014
Survey transfer students	December 2014

Budget

Item	Estimated Cost
Travel	To be determined
	Total
	To be determined

Assessment

- Increase the number of articulation agreements in high-demand programs with community colleges in the state.
- Review the correlation of coursework between participating institutions as a measurement of effectiveness.
- Survey transfer students and transfer advisors for effectiveness of articulation agreements.

Action Plan #3

Key Strategy

Enhance communication with students and faculty using electronic tools.

Program Description

Identify key communication vehicles used by students as well as referred means of communication in order to realign communication efforts and improve overall impact and satisfaction of messages across campus. Improve upon current electronic resources while establishing a roadmap for future endeavors and purchases.

Action Item 3.A

Identify ways ULink can be updated to better meet the needs of current students.

Coordinator

Aimée Bullinger

Committee Members

Aimée Bullinger, Gene Fields, Andy Benoit, Dana Bekurs, Cindy Perez, Chasah West, Lauren Sarver

Goals

Improve the quantity and quality of information shared with students through ULink. Apply enhancements on the current iteration of ULink and build a business case for a new enterprise.

Implementation/Time Table

Steps	Completion Date
Discuss options for editing current ULink and purchase of new enterprise with IT team.	September 2013
Meet to identify what improvements are necessary to ULink.	September 2013
Conduct user-testing and accessibility assessment of ULink with students, including those with disabilities	September 2013
Compose business case based on committee findings to Chief Information Officer Gene Fields to determine options, timeline, and cost.	September 2013
Partner with IT to implement identified enhancements to current portal by summer 2014	May 2014

Budget

Item	Estimated Cost
Enhancements to current portal	None—use of available resources
New portal	Unknown
	Total
	Unknown

Assessment

- Conduct surveys and user testing for satisfaction and usability in late 2014 to compare with original results.
- Evaluate capabilities and sustainability of current portal to that of the upcoming ERP in order to determine business case for new enterprise.

Action Item 3.B

Survey students to determine the best methods of communicating with them.

Coordinator

Aimée Bullinger

Committee Members

Aimée Bullinger, Chasah West

Goals

Increase impact and success of communication with students across campus. Streamline communications with faculty and administration to ensure the most appropriate communication vehicles are being used based on the type of message.

Implementation/Time Table

Steps	Completion Date
Create survey to share with students aimed at gathering information on how they currently access information and how they would prefer to receive information in the future.	September 2013
Share survey with students via campus email, Facebook, and Twitter.	September 2013
Collect data and present to retention advisory board.	September 2013
Develop matrix for communication vehicles for students based on survey results.	Fall 2013
Share content matrix with faculty and key staff members who provide mass communication across campus as a way to implement new strategies.	April 2014

Budget

Item	Estimated Cost
Survey Monkey	\$20
	Total
	\$20

Assessment

- Conduct identical student survey in six months and compare to recent results.
- Conduct communication survey with faculty and staff and compare to student results.

Action Item 3.C

Provide transparency on future costs (housing, food, tuition) and clarify current processes and protocol for admissions online across sites.

Coordinator

Aimée Bullinger

Committee Members

Aimée Bullinger, Amy Windsor, Dana Bekurs, Cindy Perez, Andy Benoit, Chasah West, Lauren Sarver

Goals

Develop online resources that accurately and openly share important financial and academic information to ensure student success. In that process, create a community of Web ambassadors and lines of communication to steward the flow and integrity of information from admissions to matriculation.

Implementation/Time Table

Steps	Completion Date
Meet with key players to discuss orientation to matriculation improvements.	September 2013
Create an online “survival guide” website that gathers all information current would need to be successful at the university.	Summer 2014
Coordinate information across all sites from which information originates.	Summer 2014

Budget

Item	Estimated Cost
New "Student Survival Guide" website	Use of already established resources
	Total
	None

Assessment

- Record number of hits on the "Survival Guide" site, paying particular attention to specific pages of information accessed the most often.
- Survey students on the effectiveness of the site after six months of use.
- Gather feedback and insights from admissions staff, orientation process, and financial services to identify gaps and determine effectiveness.

Action Plan #4

Key Strategy

Implement critical course review points for all academic degree programs to ensure continued progress in selected majors and timely graduation.

Program Description

The use of critical course review points can be instrumental in tracking timely student progression to completion. The critical course table can provide students with a semester benchmark for ideal courses. When working with students to select an alternate major, the table can provide students a realistic view of critical courses for the new major.

Action Item 4.A

At the conclusion of each semester first-year, full-time, degree seeking students (Fall 2013 cohort) will be evaluated for registration and completion of courses identified in the declared major.

Coordinator

Lana Rodriguez

Committee Members

Lana Rodriguez, Bette Harris, Lori Crain, Kay Riedel, Jill Lemaire, Burke Huner, Sue Ann Ozbirn, Carolyn Dural, Lee Price, Michelle Weaver, Vicki West, Gene Fields

Goals

Student enrollment in courses that are curriculum requirements in declared major. The ability to track student progression to completion of critical courses is essential for timely graduation.

Implementation/Time Table

Steps	Completion Date
Create critical courses format	July 2013
Meet with Advising Council to identify critical courses	October 2013
Work with Vicki West to discuss programming format of critical courses	October 2013
Programming semester one	December 2013
Continue meeting with Vicki to ensure programming meets the needs of task	January 2014

Budget

Item	Estimated Cost
Programming	None—use of available resources
	Total
	Unknown

Assessment

- Evaluate student progress in major and contact those who are not on track for major completion.
- Allow students one semester to get on track to degree completion or change into a degree program that will allow for timely completion.
- Require career counseling for students not on track for completion for two semesters in a sequence.

Action Item 4.B

Provide tracking of critical course review points on ULink.

Coordinator

Lana Rodriguez

Committee Members

Lana Rodriguez, Vicki West, Gene Fields

Goals

Access to critical course evaluations on ULink is essential to student awareness of progress in the declared major. Students will have access to the courses needed to maintain progress for completion and will be notified when not on track to timely completion.

Implementation/Time Table

Steps	Completion Date
Create critical course table	July 2013
Complete programming of first semester table into ISIS	January 2014
Continue to program remaining semesters into ISIS	May 2014
Partner with IT to implement critical course table on ULink	Summer 2014

Budget

Item	Estimated Cost
ULink implementation	None – use available resources
	Total
	None

Assessment

- Evaluate the number of students not meeting critical course milestones.
- Identify the students for additional academic advising.
- Continue to work with academic advisors to encourage proactive advising to help students establish career and educational goals in a timely manner.

Action Plan #5

Key Strategy

Ensure continuing student success in attaining degree.

Program Description

To increase our six-year graduation rate from 45% to 48%, students who return after their freshman year must continue to experience success and engaged learning. First, we must identify bottleneck courses and make sure that enough course sections are scheduled to meet student demand in order to encourage timely graduation. Second, we will automate attendance checking in large classrooms since students attending class will be more engaged and students not attending can be contacted. Third, we will provide tutoring in residential housing, refine online tutoring, and increase supplemental instruction in courses with a large percentage of D's, F's, and W's. Fourth, we must engage students in major and career counseling to ensure they are progressing through a major with a clear vision of their career goals.

Action Item 5.A

Identify bottleneck courses and address problems before they present barriers for timely graduation.

Coordinator

Lauren Landry

Committee Members

Amanda Henderson, Lori Crain, Kay Riedel, Burke Huner, Sue Ann Ozbirn, Michelle Weaver, Carolyn Dural, Sally Donlon, Lee Price, DeWayne Bowie, Lana Rodriguez, Bette Harris

Goals

Increase access to high demand courses that may delay graduation.

Implementation/Time Table

Steps	Completion Date
Meet as committee and sub-committee to discuss tasks, options, and student survey	Fall 2013
Work with college representatives to identify preliminary list of bottleneck courses	Fall 2013
Create student survey and administer after the 14 th day of classes in Spring 2014	Spring 2014
Collect and analyze survey results	Spring 2014
After identifying a list of bottleneck courses that may delay graduation, meet with Academic Affairs about eliminating bottlenecks	Spring 2014

Budget

Item	Estimated Cost
Survey	None—use available resources
Adding more sections of bottleneck courses may require increasing instructional staff.	Unknown
	Total
	To be determined

Assessment

- Conduct identical student survey in Fall 2014 and compare with original results.
- Compare number of sections of bottleneck courses in Fall 2013 with Fall 2014.

Action Item 5.B

Electronically track attendance in large classrooms in order to engage students who are attending and contact students who are not attending.

Coordinator

Lauren Landry

Committee Members

Sherry Kraysky, Catherine Bishop, Theresa Wozencraft, Clancy Ratliff, Julia Frederick, Melissa Myers

Goals

Increase classroom engagement through the use of attendance tracking in large classrooms and intervene with students not attending.

Implementation/Time Table

Steps	Completion Date
Meet with faculty who are already using some form of attendance tracking	Fall 2013
Research different attendance tracking software and meet with team to explore options	Fall 2013/Spring 2014

Pilot using Cajun Card to swipe attendance in Biology 110	Spring 2014
Give recommended options to OIS to determine selection, timeline, and cost	Spring 2014
Secure funds and purchasing	Summer 2014
Train affected professors	Fall 2014

Budget

Item	Estimated Cost
Attendance tracking and supplemental tools	Unknown
	Total
	Unknown

Assessment

- Use GradesFirst to determine the number of freshmen and sophomores reported absent in Fall 2013 and Spring 2014. Collect the same data in Fall 2014 and Spring 2015 and compare results.

Action Item 5.C

1. Increase supplemental instruction (SI) offerings for courses with high D, F, & W rates
 - *Current courses:* ACCT 201, BIOL 110, BIOL 121, BIOL 220
 - *Past courses that were successful:* BIOL 318, CHEM 107, CHEM 108, MATH 270
2. Develop online tutoring program
3. Increase tutoring services offered in the residence halls, both for living learning communities (LLC) and traditional residents

Coordinator

Matthew Mattox

Committee Members

Lauren Landry, Dana Bekurs, Gail Bonhomme

Goals

1. Improve the quantity and quality of SI course offerings to assist students in the most difficult courses.
2. Increase number of tutors available to students by increasing funding and expanding course load. Streamline protocols for both synchronous and asynchronous interactions with students.
3. Provide tutoring services in the residential facilities after hours to allow students who did not have time during the day to seek tutoring. Collaborate with LLC leadership to provide academic services to those students who are taking courses together (SI, study groups, etc.). Help the residential staff build an academic community within the halls.

Implementation/Time Table

Steps	Completion Date
Discuss current Learning Center budget vs. offerings for SI courses, online tutoring, and residential tutoring. Identify possible areas of need.	September 2013

Budget for tutors based on \$8.00/hour for SI, online tutoring, and residential tutoring.	September 2013
Budget for Zopim online chat protocol.	September 2013
Secure increase in the Learning Center budget for SI tutors, online tutors, and residential tutors.	In progress
<ul style="list-style-type: none"> - Hire & train new employees for SI courses: Grade of 'A' required for all SI courses - Train employees on Zopim, the online tutoring chat protocol - Hire & train new employees for LLC courses: Grade of 'A' required for all courses 	Spring/Summer 2014
Implement new SI courses by coordinating with faculty and tutors to select sections for tutor attendance.	Fall 2014
Renew Zopim online chat protocol.	Fall 2014

Budget

Item	Estimated Cost
SI tutors (\$8.00/hour, 12 hours/week)	\$25,000
Zopim chat service (1 year subscription, 6 agents)	\$1,500
Tutors (\$8.00/hour, approx. 5 hours/week)	\$1,500
	Total
	\$28,000

Action Item 5.D

Develop event, programming and marketing to connect students with the University community and engage them in the career decision making progress.

Coordinator

Lucy Gammon

Committee Members

Kim Billeaudeau, Aimée Bullinger, Heidi Lindsey, Kyle Sarver, Lauren Landry, Lana Rodriguez, Lori Crain, Heidie Lindsey, Marie Broussard

Goals

Create a Majors Fair for students, involving faculty, student professional organizations, and in the future, alumni. Pilot the fair in the Spring 2014 semester to determine student response and engagement with the event.

Implementation/Time Table

Steps	Completion Date
Create a committee and meet to determine mission, theme, date, time and location	Summer 2013
Partner with Marketing to determine the best resources and tools to communicate with students and engage students in the event and partner with Academic Success Center to change majors during event	Fall 2013
Develop a plan and meet with Advising Council about logistics involving faculty and colleges, meet with Student Affairs about role of professional organizations and	Fall 2013

determine budget for events by consulting and comparing with personnel on and off campus who have similar events	
Create guidelines and consistent information to be presented to each college and organization and develop a training opportunity for faculty and other representatives participating in the event	Spring 2014

Budget

Item	Estimated Cost
Rentals—tables, chairs, table cloths	\$200
Marketing—yard signs, promotional items	\$250
Food and beverages—hospitality table	\$400
Supplies—Mardi Gras theme beads and game items	\$250 to \$500 range
Name tags—representatives	\$150
Printing—information about majors, departments, organizations and general.	\$50
Decorations—Mardi Gras theme	unknown
	Total
	\$1,300 - \$1,500

Assessment

- Have students sign in to the event to determine student attendance and develop a baseline for future attendance evaluation.
- Develop a survey sent to students who attended and all participants to determine event satisfaction.
- Determine how many students have gathered information at the event and chosen or changed their major.

Action Plan #6

Key Strategy

Implement degree audit for undergraduate students.

Program Description

The U.Achieve degree audit system will provide students, advisors, and faculty with an easy-to-read progress report that enhances academic advising and gives the student a clear picture of requirements necessary for graduation.

Action Item 6.A

Implement degree audit system for students and advisors.

Coordinator

Chip Jackson

Committee Members

Amy Desormeaux, Francine Prudhomme, Lori Frederick, Kim Simoneaux, Lori Crain, Jill Lemaire, Kay Riedel, Terrance Chambers, Burke Huner, Sue Ann Ozbirn, Carolyn Dural, Sally Donlon, Michelle Weaver, Lana Rodriguez, Lee Price, Bette Harris

Implementation Team

Amy Desormeaux, Francine Prudhomme, Lori Frederick, Kim Simoneaux, and College Source Consultants

Degree Audit College Representation

Lori Crain, Jill Lemaire, Kay Riedel, Terrance Chambers, Burke Huner, Sue Ann Ozbirn, Carolyn Dural, Sally Donlon, Michelle Weaver, Lana Rodriguez, Lee Price, Bette Harris

Goal

Full implementation of the degree audit system by Spring 2014.

Implementation/Time Table

Steps	Completion Date
Encoded Nursing, Engineering, Business, Liberal Arts, Arts, Education	October 2013
Final testing of Arts and Liberal Arts; begin testing Sciences	November 2013
Self-service training	December 2013
Degree audit launch	January 2014

Budget

Item	Estimated Cost
Consulting/Training if needed	\$40,000 approximation
	Total
	\$40,000

Assessment

- Evaluate the effectiveness of the degree audit by surveying students and advisors.

Action Plan #7

Key Strategy

Change mathematics placement and course for freshman.

Program Description

The Department of Mathematics instituted a 5-hour version of Applied College Algebra several years ago for students who did not need an entire semester of remedial algebra but were not ready for a 3-hour algebra course. While the additional instruction time has proven effective academically for many students, a 5-hour “D” or “F” in a first-semester course has a negative impact on their GPA, financial aid, and retention. By splitting the course into a 3-hour graded course and a 2-hour credit/no credit course, we have not changed the actual instructional plan but are providing an opportunity for those who do not succeed to have their GPA penalized in the same way as those taking a 3-hour course.

Students are placed into courses based on their math ACT score. However, not every student comes to us with a score that reflects their knowledge accurately at the time they are scheduling courses or with a

score at all. We use placement exams for those having no score or those who wish to challenge their placement. As we are currently accepting more students and transfer students with no ACT scores and as courses change over time, we have determined it is the best of interest of students to redesign our placement exam for Summer 2014.

Action Item 7.A

Split Math 100 from a 5-hour course with a letter grade to two courses: one 3-hour course with a letter grade and one 2-hour CR/NC. New courses will be Math 103/104.

Coordinator

Melissa Myers

Committee Members

Melissa Myers, Beth Borel, Jimmy Kimball, Christy Sue Langley, Sharolyn Underwood

Goals

Provide effective quality mathematics education for a diverse student population and to encourage students to achieve their highest potential in mathematics.

Implementation/Time Table

Steps	Completion Date
Obtain approval from department head, dean, General Education Committee, and Undergraduate Curriculum Committee.	September 2013
Schedule new sections and inform Academic Success Center, advisors, departments and make sure registered in Math 103 are also in Math 104. Publicize change.	October 2013
Request weekly rosters for Math 100 and Math 103 & 104 for Spring 2014 to verify those repeating the course are registered for appropriate course	Ongoing through 3rd week of Spring 2014

Budget

Item	Estimated Cost
None	None
	Total
	None

Assessment

- Compare retention of students taking Math 103/104 to those who have taken Math 100.

Action Item 7.B

Improve placement of students in mathematics courses.

Coordinator

Melissa Myers

Committee Members

Melissa Myers, Beth Borel, Jimmy Kimball, Christy Sue Langley, Sharolyn Underwood

Goals

Place students who do not have an ACT or SAT score into mathematics classes based on their performance on a departmental placement exam. Provide a challenge exam for those students who do not possess an ACT or SAT score.

Implementation/Time Table

Steps	Completion Date
Gain approval for discontinuing use of COMPASS as placement for mathematics courses, notify all involved.	September 2013
Schedule placement tests in conjunction with orientation	October 2013
Design a new freshman placement exam (for placement in Math 100, 102, 105, or 107; credit in Math 105) and advanced credit exam (for placement in Math 109, 110, and 270)	March 2014
Schedule faculty to administer tests May-August, December-January	April 2014
Gather data on student's placement via exam and success in course to verify placement guidelines	Ongoing

Budget

Item	Estimated Cost
Printed tests and scantron	≈\$1 per student Expect 250-350 students
Stipend for non-summer faculty to administer placement exam during summer	\$25 per testing date, expect 8 testing dates
	Total
	\$450 - \$550

Assessment

- Compare student success in a course and their placement via placement exam to verify the cutoff scores used are accurate.

Action Item 7.C

Coordinate with advisors, faculty and staff to assist students in scheduling the appropriate mathematics course based on their background and degree requirements.

Coordinator

Melissa Myers

Committee Members

Melissa Myers, Beth Borel, Jimmy Kimball, Christy Sue Langley, Sharolyn Underwood

Goals

Educate all faculty and staff who advise students, officially or unofficially, about changes in freshman mathematics placement and courses. This will be accomplished through advising training, fliers and emails targeted to advisors, admissions, orientation, and other offices.

Implementation/Time Table

Steps	Completion Date
Create fliers: 1) detailing changes in Math 100 2) explaining the requirement for ADME students to take the mathematics freshman placement exam rather than COMPASS Publicize difference between Math 100, 102, 105 and 107	Beginning in October 2013
Speak at advisor training sessions and email all advisors about change	October 2013
Coordinate with Office of Orientation to speak or have information disseminated at each orientation session	November 2013 and April 2014

Budget

Item	Cost
Printed fliers for distribution/hanging throughout campus	\$50
	Total
	\$50

Assessment

- None applicable.

Action Plan #8

Key Strategy

Ensure transfer students and special populations succeed in attaining their degree.

Program Description

Provide a one-time retention grant to improve financial hardships for students in good standing and making progress in their major. Monitor low income, veteran, athlete, and Honors students' success and provide services to keep students on track. Provide transfer students with a smooth transition into majors at UL Lafayette to ensure the retention and graduation of this population.

Action Item 8.A

For low-income, veterans, athletes, and honors students, provide the following services:

1. Set of holistic services to a select group of low-income freshmen (500) to ensure their retention and graduation
2. Targeted services to veterans, such as a system to identify challenges and needs or interests for services by the veteran population
3. Individual and small group academic support and assistance to student athletes
4. Necessary services for honors students

Coordinator

Bobbie DeCuir

Committee Members

Gail Bonhomme, Julia Frederick, Chip Jackson, Jessica Leger, Tambria Neal, Sammi Zapata

Goals

Provide services to keep students on track for graduation and monitor success in attaining their degree.

Implementation/Time Table

Steps	Completion Date
Low income: determine the specific needs of each low-income freshman based on high school grades, test scores (ACT or SAT), and individual interviews. Set up monthly meetings to review grade and attendance checks, check progress toward identified degree, provide career testing, and identify barrier courses and facilitate changing major if necessary.	Fall 2014
Veterans: monitor scheduled courses to ensure degree requirements are being met for veterans. Create database to determine the population of veterans currently enrolled and track them through graduation.	Spring 2014
Student-athletes: have academic counselors meet with student-athletes weekly to help integrate tutoring and develop effective time management and study techniques. Address grade and attendance problems reported in GradesFirst.	Ongoing

Budget

Item	Estimated Cost
Data on special populations needed before budget can be determined	Unknown
	Total
	Unknown

Assessment

- Track students until graduation, tracking as cohort group each semester and comparing prior semesters.

Action Item 8.B

Provide transfer students with a smooth transition into majors at UL Lafayette to ensure the retention and graduation of this population.

Coordinator

Bobbie DeCuir

Committee Members

Lauren Sarver, Lana Rodriguez

Implementation/Time Table

Steps	Completion Date
Redesign transfer orientation program	Fall 2014
Continue to track success of transfer students	Fall 2014

Budget

Item	Cost
Use of current resources	None
	Total
	None

Assessment

- Survey students attending the new transfer orientation and compare with survey results from prior transfer orientations.

Action Item 8.C

Provide a one-time retention grant to Fall 2013 first-time freshman who are having financial difficulties and meet the following criteria:

1. At least a 2.5 grade point average and 75% completion rate
2. Progressing satisfactory progression toward degree in major
3. Exhausted loans and grants
4. Up to \$2,000 grant

Coordinator

DeWayne Bowie

Committee Members

DeWayne Bowie

Implementation/Time Table

Steps	Completion Date
Committee meets to allocates grants	Spring 2014

Budget

Item	Cost
Grant funds for 2014	\$50,000
	Total
	\$50,000

Assessment

- Survey students attending the new transfer orientation and compare with survey results from prior transfer orientations.

Action Plan #9

Key Strategy

Expand summer school offerings to facilitate students' academic progress and success.

Program Description

Student progression is impeded for a number of reasons. There has long been a need to expand our summer school offerings; we have had limited success in the last two summers since the new pay plan. We need to further develop the pay plan so that faculty are encouraged to teach over the summer especially the courses needed most in the time periods and modes of delivery most beneficial to students.

Action Item 9.A

Increase the number of faculty willing to teach summer school as well as the time periods and modes of delivery of their courses.

Coordinator

Ellen Cook

Committee Members

Bradd Clark, Paula Carson, Jordan Kellman, Robert McKinney, Debbie Calais, Lisa Lord

Goals

Expand our summer course offering and involve more of our student body in summer school in order to improve retention and graduation rates.

Implementation/Time Table

Steps	Completion Date
Prepare enrollment projections based on last summer's results and determine the circumstances under which lower enrollments limits will be acceptable.	January 2014
Develop a more detailed summer pay plan for the faculty that allows for lower enrollment limits. Get support of Administration.	January 2014
Develop an add-on incentive for targeted courses and get necessary approval. (See Action Item 9.B) Get support of Administration.	January 2014

Budget

Item	Estimated Cost
Expanded summer pay structure	To be determined
Add-on incentive for targeted courses	To be determined

Assessment

- Do complete analysis of Summer 2014 to include financial impact, key courses offered, enrollment, student progression, etc. Determine additional actions required for Summer 2015.

Action Item 9.B

Increase offerings of targeted courses during the summer session.

Coordinator

Ellen Cook

Committee Members

Robert McKinney, Ellen Cook

Goals

Ensure that the courses offered and the time periods offered include those that are truly “watch-list” or “bottleneck” courses.

Implementation/Time Table

Steps	Completion Date
Determine which courses are “bottleneck” courses—that is, courses that impede progress either because students cannot get into classes or because students are not passing classes.	January 2014
Encourage faculty to offer the courses identified above.	January 2014
Review summer course grades.	September 2014

Budget

Item	Estimated Cost
Increased offerings	To be determined
	Total
	To be determined

Assessment

- Do complete analysis of Summer 2014 to include financial impact, key courses offered, enrollment, student progression, etc. Determine additional actions required for Summer 2015.

Action Plan #10

Key Strategy

Expand the role of online learning in student progress and success toward graduation.

Program Description

According to recent NSSE data, approximately 70% of traditional UL Lafayette students pursuing an undergraduate degree work part-time or full-time. The reality of this data compels the University to provide high-quality flexible options for students to schedule and complete courses in their degree programs. The goals of each action item related to this strategy further explain the strategy’s importance.

Action Item 10.A

Develop an orientation program for students enrolled in online courses and programs.

Coordinator

Luke Dowden

Committee Members

Luke Dowden, Claire Arabie, Alise Hagan, Carey Hamburg, Laura Zito, Patrick Landry, Paula Carson, Lisa Lord, Mary Lou Jumonville, Sally Donlon, Lacey Lormand, Lauren Sarver

Goals

Using the University’s learning management system, Moodle, staff in the Office of Distance Learning will create an online self-paced orientation for students registered for online courses and those enrolled in online programs. The course will be piloted during the Fall 2013 semester with plans for a full launch during National Distance Learning Week November 11-15, 2013. Data on student experiences as well as faculty and staff feedback will be collected and will inform modifications and changes to the course. A full scale deployment plan has not been determined but is being discussed by the retention strategy sub-committee for this strategy.

External to the course and imbedded within it is the SmarterMeasure Online Student Readiness Assessment Tool. This assessment measures a student’s readiness to learn based on five factors: *life factors, individual attributes, reading rate and recall, technical competency, and technical knowledge.*

Implementation/Time Table

Steps	Completion Date
SmarterMeasure linked to online.louisiana.edu	August 2013
Soft launch online orientation	August 2013
Review and improvements to online orientation	November 2013
Officially launch free online orientation with SmarterMeasure imbedded	January 2014

Budget

Item	Estimated Cost
SmarterMeasure assessment	\$7 / assessment
No new funding resources needed as an existing one has been identified	Total
	\$14,000 (2,000 assessments)

Assessment

- Track the number of students who complete the online student orientation by utilizing the student specific completion certificate feature in Moodle. This certificate will have a special code that links it to a specific student and will be automatically generated upon successful completion of the course quizzes.
- Measure the readiness of online students by reviewing the aggregated results of the SmarterMeasure survey and use the SmarterMeasure results to determine which factors represent students’ lowest levels of readiness and need to be emphasized in the orientation.
- Evaluate the efficacy of the orientation in preparing students to be online learners by surveying completers of the online student orientation course.

Action Item 10.B

Expand online and hybrid course offerings.

Coordinator

Luke Dowden

Committee Members

Luke Dowden, Claire Arabie, Alise Hagan, Carey Hamburg, Patrick Landry, Paula Carson, Lisa Lord, Mary Lou Jumonville, Sally Donlon, Lacey Lormand

Goals

Two groups of students will be positively impacted by the expansion of online and hybrid course offerings: (a) those enrolled in undergraduate online programs where not all support or general education courses are now available; and (b) those students needing to complete momentum courses to remain on track for degree completion within four years. In order to increase the number of faculty engaged in designing and delivering hybrid and online courses, faculty course design stipends will be awarded to develop and deliver online and hybrid options of bottleneck and momentum courses.

Implementation/Time Table

Steps	Completion Date
Gain DL Leadership Council approval	September 2013
Issue call for proposals – round 1	September 2013
Receive proposals	October 2013
Announce award winners	November 2013
Orientation meeting for winners	November 2013
Design and training plans firmed	November 2013
Issue call for competency-based proposals – round 2	February 2014

Budget

Item	Estimated Cost
Course design stipends	\$2,500 / course + 40.07% benefits
No new funding source needed as an existing one has been identified. \$140,070 Round 1 /Year 1: 20 Awards = \$70,035, Round 2 / Year 2: 20 Awards = \$70,035	Total

Assessment

- Increase the number of hybrid and online course section offerings from Fall 2014 to Fall 2016.
- Increase the number of faculty certified as ULearn Online Teachers or ULearn Online Course Designers.

Action Plan #11

Key Strategy

Increase student engagement outside of the classroom.

Program Description

Students are more likely to graduate from college if they are engaged in some aspect of their campus community while also completing their academic requirements. Engaging students in clubs and organizations, creatively marketing opportunities for new students to get involved, and providing educational resources readily available in the residential campus setting will be the strategies for this program.

Action Item 11.A

Expand the role of the residential life experience in providing educational resources that contribute to student success both academically and extra-curricularly.

Coordinator

Heidie Lindsey

Committee Members:

Kyle Smith, Leah Leblanc, Carolyn Easlin, Lauren Dewitt, Theresa Wozencraft

Goals

Provide quick and easy access to academic support resources in the residence halls through interactive educational programming, marketing materials in each room, staff training on critical topics (time management, study skills, and conflict resolution), on-site tutoring and study sessions leading up to mid-terms, and use of social media outlets.

Implementation/Time Table

Steps	Completion Date
Require a pre-determined amount of programs to address critical topics	January 2014
Compile list of presenters who are already equipped to facilitate programs on critical topics (partner with Counselor Ed)	January 2014
Design, print, and distribute magnets to each room (put on fridge) that lists resources to support academics and campus life	August 2014
Facilitate training for student housing staff on critical topics; develop educational pieces on social media for future use	January 2014

Budget

Item	Estimated Cost
Programming incentives	\$500
Magnets	\$2,000
	Total
	\$2,500

Assessment

- Assess residents where programming was piloted in April 2014. Compare to Education Benchmarking Inc. results of 2012-2013.
- Conduct pre- and post-assessment with student housing staff regarding their ability to problem solve and help their residents manage conflict. (December 2013/April 2014)

Action Item 11.B

Increase publicity for and participation in opportunities for freshmen to make a connection to UL Lafayette within the first month of the fall semester (Cajun Craze).

Coordinator

Heidie Lindsey

Committee members:

Dana Bekurs, Kyle Sarver, Robin Roy, Lauren Sarver, Ruben Henderson

Goals

To assess the effectiveness and participation on the first Cajun Craze piloted in Fall 2013. In addition, our goal is to utilize the results of this assessment in planning Cajun Craze for Fall 2014.

Implementation/Time Table

Steps	Completion Date
Develop and distribute survey to Fall 2013 freshmen	November 2013
Develop and distribute survey to organizations and departments who hosted an event during 2013 Cajun Craze	November 2013
Based on results, develop a marketing plan and timeline	January 2014
Meet with organizations and departments to educate on the purpose of Cajun Craze, expectations, etc.	March 2014

Budget

Item	Estimated Cost
Marketing items (buttons, postcards, shirts for street team, cups, yard signs)	\$1,500
	Total
	\$1,500

Assessment

- Survey freshmen in Fall of 2014, as well as the organizations and departments who participated in Cajun Craze 2014, and compare the results from the 2013 assessments.

Action Item 11.C

Increase percentage of students who are involved with at least one student organization at UL Lafayette.

Coordinator

Heidie Lindsey

Committee members:

Ruben Henderson, Travis Guillory, Erica Schwartz, Karen Shields, Lisa Lord

Goals

To increase the percentage of students who join at least one UL Lafayette student organization.

Implementation/Time Table

Steps	Completion Date
Secure marketing materials with “Get Involved” messaging	October 2013
Complete contact info for student organizations on new website	January 2014
Provide programming and resources for current organizations regarding recruitment and retention of members	May 2014
Coordinate topic focused organization fairs in the spring semester(s)	May 2014

Budget

Item	Estimated Cost
Marketing materials (banner, table cloth, post cards)	\$1,000
Programming support costs	\$1,000
	Total
	\$2,000

Assessment

- Work with Institutional Research to obtain follow-up results from the 2012-2013 student satisfaction survey or similar instrument.

Action Plan #12

Key Strategy

Strengthen strategic University interaction with students by empowering faculty to engage in student retention through access to and use of learning analytics and related tools.

Program Description

The integration of a learning analytics cloud-based software platform into the University’s learning and student management systems (Moodle) is a strategic necessity to increase student retention. Learning analytics use Moodle information to provide dashboards on student engagement, strategy, and success options. The initial focus will be to provide a web application to faculty on student engagement in courses, a Web application for advisors to help students make informed choices about their progression and effect of major changes, and an administrator tool to track the effects of the Web applications and to profile struggling students to understand their needs for future interventions. The learning analytics solution has the ability to capture data from a variety of sources including the student information system, Moodle, book publisher companion sites, and attendance tracking software. Then it will analyze that data to create predictions and alerts. Finally, the results will be displayed through dashboards that are viewed by students, faculty, and administration.

Action Item 12.A

Select and implement a learning analytics solutions package to (a) capture student demographics, ability, previous and current academic performance among other factors; (b) predict and alert faculty and advisors about the retention, engagement, and success of current students; and (c) enable action by creating dashboards with information and recommended actions (including push/pull technology) to students, faculty, and administrators.

Coordinator

Claire Arabie

Committee Members

Claire Arabie, Luke Dowden, Paula Carson, Robert McKinney, Patrick Landry, Amanda Darbonne, Lisa Lord, Bette Harris, Jessica Leger, Sally Donlon, Clancy Ratliff, Ross Chiquet, Melissa Myers, Sherry Kravesky, Jeffrey Spring, Pam Meyer, Geoff Stewart, Denise Linton, Michelle Weaver, Henry Chu, Bertha Myers, Kari Smith, Michael McClure, Yucheng Liu, Alise Hagan, Laura Zito, Mary Lou Jumonville, Lacey Lormand

Goals

Provide students, faculty, staff, and administrators with analytics web applications to make informed decisions about personal, course, academic, and degree completion success.

Implementation/Time Table

Steps	Completion Date
Invite vendors for presentations	November 2013
Review learning analytics companies	November 2013
Select a learning analytics vendor	December 2013
Begin implementation	January 2014

Budget

Item	Estimated Cost
Learning analytics cloud-based software platform	\$100,000 to \$200,000 / year
	Total
	\$400,000 (2 year implementation)

Justification: At a recent analytics demonstration, a survey of retention committee members indicated that 90% believe analytics support two other retention strategies:

- Enhance the role of faculty in student retention
- Track students' progress in their major by checking critical courses and/or GPA.

Another 75% of those surveyed believe learning analytics supports the retention strategy to "ensure continuing student success in attaining degree." Thus, the expense of this software as a service should not be dismissed based on the annual cost.

Assessment

- Measure the effectiveness of analytics interventions by comparing course completion and retention of students.

Summary

Across campus our priority should be to retain and graduate undergraduate students and in order to do that we need to create a culture of engagement. We have three key stakeholders: (1) students, (2) faculty, and (3) staff and administration. An engaged faculty, staff, and administration will in turn engage students. An engaged student will be more likely to persist and graduate within 6 years. The flowchart on the next page illustrates what will be involved.

Faculty, staff, and students working on the many retention committees have created 12 strategies that will directly impact the student's decision to stay and graduate. The following strategies are significant endeavors that are well under way:

1. Providing an electronic catalog
2. Implementing a degree audit
3. Expanding online/hybrid course offerings
4. Tracking critical courses in the student's major

Other areas that we have targeted are the following:

1. Reducing bottleneck courses
2. Increasing tutors
3. Improving use of summer term
4. Implementing learning analytics that will predict and alert faculty, advisors, and staff to the retention, engagement, and success of current students

The following quick fixes have been accomplished or are being accomplished:

1. Improving communication between students and faculty
2. Providing online faculty development
3. Improving Math 100
4. Developing an orientation for online programs
5. Expanding the role of residential life
6. Getting student involved on campus

Our retention plan budget is between \$500,000 and \$680,000 with the cost of two important strategies not determined yet. The first is to eliminate bottleneck courses students encounter when registering for high-demand required courses. The second is to expand and enhance the courses offered in the summer term. These two areas are important in keeping students on track and reducing time to graduation.

The Retention Board and the Strategy Coordinators will meet together quarterly during the next two years to assess progress and ensure that the Action Plans are being implemented according to the timeline indicated. The entire Retention Committee will meet at least yearly for a workshop retreat.

The Retention Committee welcomes the challenge of implementing this plan and being part of significant changes occurring across campus.

Culture of Engagement

