

## Required Data Element

## Evidence and Information

### (1) A profile of the institution and its students, including the following:

(a) The purpose and mission of the institution.

[Please click here for requested information](#)

(b) The institution's admissions standards.

[Please click here for requested information](#)

(c) A clear, accurate, and comprehensive description of the student body profile, which shall include but not be limited to the number and percentage of students enrolled by state or nation of residency and the average American College Test score or Scholastic Aptitude Test score.

[Please click here to go to the UL Lafayette College Portrait](#)

(d) Information regarding the institution's tuition, fees, and total cost of attendance.

[Please click here for requested information](#)

(e) Information relating to affordability, including but not limited to the average amount of student loans, the percentage of students receiving financial aid, and the average amount of financial aid dollars awarded.

[Please click here to go to the UL Lafayette College Portrait/Cost of Attendance tab](#)

(f) The institution's statistics regarding on-campus crime.

[Please click here for requested information](#)

### (2) Indicators of student and faculty engagement, including the following:

(a) The percentage of lower-level classes taught by full-time faculty.

[The requested information is available in the UL Lafayette 2010 SACS Compliance Certification Document in Table 2.8-4 available here](#)

(b) The average teaching load by discipline.

Faculty teach an average of 150 students per academic year. This teaching load only reflects enrollment in organized class sections and does not reflect other required work duties such as direction of theses, dissertations, independent studies or internships; course grading; curriculum development; accreditation; advising; research; public service and university service.

(c) The number and type of general education courses required for each degree program. [Please click here and go to page 30 of the Undergraduate Bulletin](#)

(d) Criteria for transferring to the institution. [Please click here for requested information](#)

[The requested information is available in the UL Lafayette 2010 SACS Compliance Certification Document available here](#)

(e) The process for evaluating the effectiveness of each program.

[The requested information is available in the UL Lafayette 2010 SACS Compliance Certification Document available here](#)

(f) A clear explanation of student outcomes expected for each program and how such outcomes are measured.

(g) A definition of what constitutes satisfactory academic progress for students.

[Please click here and go to page 405 of the Undergraduate Bulletin](#)

(h) The percentage of faculty members who possess the highest degree possible in their given fields of study.

[75%. For additional details, please click here.](#)

**(3) Measurements of academic achievement, including the following:**

(a) The freshman to sophomore student retention rates.

Fall 2009 to Fall 2010 retention rate is 73.2%

(b) The institution's four-year, five-year, and six-year graduation rates.

IPEDS 2004 Cohort 4 year = 12.9%, 5 year = 32.4%, 6 year = 39.8%

(c) The percentage of students enrolled in remedial courses.

Remedial courses being phased out

(d) The average time it takes for a student to earn a degree.

5.3 years

(e) The average scores on externally validated, nationally benchmarked, outcome assessments in core areas including writing, mathematics, and general education, if applicable.

[Please click here to go to the UL Lafayette College Portrait/Undergraduate Success and Progress tab](#)

(f) Measurements of student satisfaction.

[Please click here to go to the UL Lafayette College Portrait/Campus Life tab](#)

(g) Measurements of employee satisfaction.

The institution does not yet have this information available.

(h) The average scores on graduate school admission tests and licensure exams.

[Please click here for requested information](#)

(i) Admission rates of baccalaureate degree recipients into graduate programs.

[Please click here to go to the UL Lafayette College Portrait/Future Plans tab](#)

(j) Job placement rates by discipline.

Please see next worksheet tab for information

(4) Indicators of institutional efficiency and fiscal conditions, including the following:

(a) The percentage of the institution's educational and general budget spent on the following:

- |  |     |
|--|-----|
| (i) Instruction and academic support.        | 56% |
| (ii) Research and public service.            | 15% |
| (iii) Student services.                      | 15% |
| (iv) Administrative support.                 | 4%  |
| (v) Operation and maintenance of facilities. | 10% |

(b) The ratio of administrative staff to total staff.

Information forthcoming

(c) Measurements of classroom and laboratory space utilization.

[The requested information is available in the UL Lafayette 2010 SACS Compliance Certification Document available here](#)

(d) General fund appropriations per in-state full-time equivalent student.

\$5,898.19

(e) Total expenditures per full-time equivalent student.

\$5,334.43

**Our 2009-2010 UG Graduates: What are they doing and where are they going?**

During their last semester, graduating seniors are asked to participate in an exit survey administrated through ULink. The survey is intended to ascertain a range of information about their specific and collective experiences here at UL, and because of careful administration protocol, we are able to achieve very high response rates. While questions change each semester, there is a common set of inquiries we repeat to begin to accumulate longitudinal data. Two such questions inquire about students’ post-graduation plans and places of residency. Results from those two inquiries are presented below.

Post-graduation plans for our students most commonly include work (47%) or graduate school (19%). For those entering or remaining in the labor force, our graduates received an average of 2.6 job offers and the median annual starting salary offered to them was \$40,000. Near the end of the semester in which they were graduating, 22% of our students were still seeking employment that they believed was commensurate with their education and experiences.

	<i>Family</i>	<i>Full-time Employment</i>	<i>Full-time Grad School</i>	<i>Military</i>	<i>Additional UG Education</i>	<i>Other</i>	<i>Part-time Employment</i>	<i>Part-time Grad School</i>	<i>Seeking Paid Employment</i>	<i>Volunteer Work</i>	<i>Total</i>
<b>Number and Percentage of Graduates</b>	55	683	269	23	54	58	128	52	384	11	1717
	3.2%	39.8%	15.7%	1.3%	3.1%	3.4%	7.5%	3.0%	22.4%	.6%	100.0%

Much attention has been recently afforded to the geographic place of residency of our graduates. And indeed, many of those reporting to still seek employment were limited in their ability or willingness to relocate outside of the region. The data presented in the table below shows, regardless of future plans, 83% of our graduates plan to reside in Louisiana, and only 2% plan to live outside of the country.

	<i>In Acadiana</i>	<i>In Louisiana but Outside of Acadiana</i>	<i>In United States but Outside of Louisiana</i>	<i>Outside of the United States</i>	<i>Total</i>
<b>Number and Percentage of Graduates</b>	1095	327	266	29	1717
	63.8%	19.0%	15.5%	1.7%	100.0%