



University of  
**LOUISIANA**  
at Monroe

**University of Louisiana at Monroe  
University of Louisiana System**

**GRAD Act Annual Report  
FY 2015-2016 (Year 6)**

**Submitted to the  
Board of Supervisors, University of Louisiana System  
April 14, 2016**

**and to the  
Louisiana Board of Regents,  
May 1, 2016**

## Table of Contents

### Student Success

#### Narrative

- |   |         |
|---|---------|
|   | Page 3  |
| 1.a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers. | Page 7  |
| 1.b. Increase the percentage of program completers at all levels each year.   | Page 12 |
| 1.c. Develop partnerships with high schools to prepare students for postsecondary education.  | Page 15 |
| 1.d. Increase passage rates on licensure and certification exams and workforce foundational skills.   | Page 16 |

### Articulation & Transfer

#### Narrative

- |   |         |
|---|---------|
|   | Page 18 |
| 2.a Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates for transfer students. | Page 21 |
| 2.b Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.                                      | Page 23 |
| 2.c Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.                           | Page 24 |
| 2.d Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.   | Page 24 |

### Workforce and Economic Development

#### Narrative

- |  |         |
|--|---------|
|  | Page 25 |
| 3.a Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.                                     | Page 28 |
| 3.b Increase use of technology for distance learning to expand educational offerings.  | Page 29 |
| 3.d To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher. | Page 31 |

### Institutional Efficiency and Accountability

#### Narrative

- |   |         |
|---|---------|
|   | Page 32 |
| 4.a Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.  | Page 34 |
| 4.b Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.   | Page 35 |
| 4.c Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution. | Page 35 |
| 4.d Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress.  | Page 36 |

## 1. STUDENT SUCCESS

### Narrative (3-5 pages)

- **An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.**

The University of Louisiana at Monroe (ULM) met all targets for this reporting year.

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

ULM implemented or continued a number of student success initiatives during 2015-16:

- Student Success Center: The SSC employs a full-time academic advising staff, maintains ULM's online advising and degree audit system FlightPath, provides supplemental instruction for historically difficult courses, provides ULM's University Seminar 1001 course, and facilitates a mentoring program for all incoming fall freshmen. This program includes a mentoring unit in University Seminar 1001 carried out by the advising staff. Additionally, the SSC staff uses Grades First to elicit student progress information from instructors at key points in the semester and uses this information as part of the mentoring program.
- First Year ENLG and MATH Placement Project: ULM piloted 2 new courses in fall 2014 required for students who are admitted to the University with borderline English and math placement scores. These 1 credit hour courses, ENGL 1000 and MATH 1000, supplement the traditional introductory English 1001 and Math 1009 courses and ensure that students are provided with the support they need for success and progression.
- Academic Colleges: Several programs in the College of Arts, Education, and Sciences provide support for student success. The Write Place employs peer tutors to support all levels of writers in developing heightened awareness of writing processes and stronger writing skills, and the Math Resource Center provides one-on-one tutoring, testing facilities, and hands-on learning opportunities for students enrolled in freshman level math courses. The Language Learning Center provides tutoring both from ULM students and from software to assist in the learning of Spanish, French, Latin, and Chinese, and Culture Connection provides a social and educational space to educate the campus community about the various cultures represented within. The Kitty Degree School of Nursing in the College of Health and Pharmaceutical Sciences implemented a major curriculum revision to focus on student success and retention based on suggestions from an external consultant's review. In support of the revised curriculum, faculty workshops over four days were dedicated to new curriculum development, test-writing and analysis, formulating clinical evaluation tools, and performing clinical student evaluations.
- Ask Ace: During 2015-16, ULM continued its Ask Ace initiative, an online means to answer questions about the university and its processes. Ask Ace can be reached from ULM's homepage and provides an easy-to-use interface for submitting questions along with a telephone number to call if the user prefers that method of communication. Admissions staff answers all questions within 24 hours; over 1,750 questions were answered over the past year.

- How-to videos: The Ask Ace website also provides a [link](#) to a series of “How-to” videos designed to assist with common questions and produced by a ULM undergraduate. Among the issues addressed are use of ULM’s portal (myULM), payment and viewing of bills, financial aid processes, and the use of waitlists in course registration.
  - Graduate School: The Graduate School continues to work with program coordinators to develop alternate academic experiences for students where a thesis does not add to students’ education, career opportunities, or workforce readiness and have implemented strategies to reduce roadblocks to successful and timely degree completion through program audits. The Graduate School contacts students approaching 100% of expected length of time to degree to discuss graduation progress. Additionally, the School continued its focus on graduate assistantships, implementing procedures toward efficiency and uniformity in the graduate admissions process, and fostering a culture of policy compliance in all programs.
  - Efforts to improve student learning continued this year through assessment in all degree programs and in the general education core curriculum. The [Office of Assessment and Evaluation](#) (OAE) administers these initiatives which consist of a cycle of stating intended student learning outcomes (SLOs), determining how to assess performance, implementing those assessment measures, analyzing the results, and planning curricular and/or process improvements based on the year’s efforts.
- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**
- Student Success Center: As mentioned above, the mentoring program initially implemented for all incoming fall 2014 freshmen helped increase the cohort’s fall to spring persistence rate 10 percentage points over the prior cohort’s rate. The program continued to show fruits as the fall 2014 cohort’s first to second year retention rate was 3.4 percentage points higher than the prior cohort’s rate. The program will continue with minor changes.
  - First Year ENLG and MATH Placement Project: Based on high levels of success with the fall 2014 pilot sections, additional sections were added to accommodate student need, and the fall 2015 students continue to demonstrate the effectiveness of this co-requisite requirement for this student population.

<b>Success of Pilot Expansion of Co-requisite Requirement for FALL 2015</b>						
	<b>Pilot</b>		<b>Non-Pilot</b>		<b>Total</b>	
MATH 1009 A/B/C	156 of 225 students	69.3%	134 of 267 students	50.3%	290 of 492 students	58.9%
ENGL 1001 A/B/C	22 of 24 students	91.7%	643 of 740 students	86.9%	665 of 764 students	87.0%

- Ask Ace: Over 1700 online questions were answered through [Ask Ace](#) from March 2015 to March 2016. The question breakdown was:

### **Ask Ace Summary**

March 18, 2015 through March 3, 2016

Category	# of Questions	Percent
Academics	236	13.5%
Admissions	442	25.2%
Athletics	18	1.0%
Financial Aid	73	4.2%
General	389	22.2%
Housing	151	8.6%
International	63	3.6%
Registrar	74	4.2%
Request Info	74	4.2%
Scholarships	133	7.6%
Transfer	98	5.6%
<b>TOTALS</b>	1,751	100.0%

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

ULM continues to place all first-semester freshmen into a University Seminar based on their major. The course is taught by an academic advisor from the Student Success Center. Each section of UNIV 1001 also has a successful upper-level undergraduate assigned to it as a peer leader. This person helps the freshmen acclimate to university requirements and monitors their attendance in the block of courses. When excessive absences occur, the peer leader will contact the student as a first intervention. The UNIV 1001 instructor is also notified of this action and seeks out the student to discuss the situation and determine what actions should occur to prevent a poor academic performance.

Most students at ULM can drop a course through an online process; however, freshmen are prevented from using this method and are required to see their advisor and have the advisor sign a paper Drop/Add form before they may drop a course. This action was taken several years ago to prevent freshmen from making schedule changes that would negatively affect their academic progress.

Several initiatives are continuing and/or expanding:

- Midterm grades to GradesFirst: All faculty members teaching undergraduate courses are required to submit midterm grades in Banner for their students, and academic advisors are encouraged to review this information with students whose grades indicated poor academic performance and direct them to corrective measures such as tutoring conducted at the Student Success Center. ULM enhanced these efforts

beginning in fall 2013 by employing the GradesFirst early alert software for all first-time, full-time freshmen; this program allows for academic and attendance problems to be identified and corrected while a positive outcome was still possible.

- Annual Program Data Reports: During 2015-16, the Office of Assessment and Evaluation and the VPAA worked with University Planning and Analysis to provide academic schools with succinct reports composed of easily-interpreted, program-specific data on progress toward GRAD Act institutional targets and other relevant information used to track trends for the institutional academic program review process. Faculty feedback gathered during spring 2013 University Week helped shape the report design; pilot reports were run in fall 2013, revisions were made, and the first full distribution occurred in fall 2015. Example reports: [BBA Accounting](#), [BS Medical Laboratory Science](#), [BA English](#)
- Graduate School: The Graduate School, which previously used ARGOS reports to track applicants and admission decisions, migrated to EMAS (Enrollment Management Action System) to automate communications and track admissions.

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

Based on feedback received from personnel in the offices of the Vice Chancellors for Academic Affairs at Louisiana Delta Community College and Bossier Parish Community College, ULM is continuing to develop an automated process for producing a [feedback report](#). Little progress occurred on this project in 2015-16, but production of the reports is still in progress. Input on the [feedback report](#) for high schools will be solicited from area superintendents and principals during summer 2016, and distribution targeted during the latter half of the fall 2016 semester.

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.i Retention of first-time, full-time, degree-seeking students, 1<sup>st</sup> to 2<sup>nd</sup> Year Retention Rate (Targeted)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 08 to Fall 09</b>	<b>Fall 09 to Fall 10</b>	<b>Fall 10 to Fall 11</b>	<b>Fall 11 to Fall 12</b>	<b>Fall 12 to Fall 13</b>	<b>Fall 13 to Fall 14</b>	<b>Fall 14 to Fall 15</b>
<b># in Fall Cohort</b>	<b>1,187</b>	<b>1,275</b>	<b>972</b>	<b>1,146</b>	<b>1,281</b>	<b>1,325</b>	<b>1,293</b>
<b># Retained to 2<sup>nd</sup> Fall semester</b>	<b>857</b>	<b>920</b>	<b>668</b>	<b>774</b>	<b>870</b>	<b>926</b>	<b>948</b>
<b>Rate</b>	<b>72.2%</b>	<b>72.2%</b>	<b>68.7%</b>	<b>67.4%</b>	<b>67.9%</b>	<b>69.9%</b>	<b>73.3%</b>
<b>Target</b>		<b>73.0%</b> <b>(71.0-75.0%)</b>	<b>73.5%</b> <b>(71.5 -75.0%)</b>	<b>73.5%</b> <b>(71.5 -75.0%)</b>	<b>74.0%</b> <b>(72.0-76.0%)</b>	<b>74.0%</b> <b>(72.0-76.0%)</b>	<b>75.0%</b> <b>(73.0-77.0%)</b>
<b>Actual Fall 09 to Fall 10</b>			<b>65.6%</b>	<b>65.8%</b>	<b>72.2%</b>	<b>72.2%</b>	
<b>Actual Fall 10 to Fall 11</b>			<b>65.8%</b>	<b>72.2%</b>	<b>72.2%</b>	<b>68.7%</b>	
<b>Actual Fall 11 to Fall 12</b>			<b>72.2%</b>	<b>72.2%</b>	<b>68.7%</b>	<b>67.4%</b>	
<b>Avg of Prior Three Years</b>			<b>67.9%</b>	<b>70.1%</b>	<b>71.0%</b>	<b>69.4%</b>	
<b>Actual Fall 12 to Fall 13</b>			<b>72.2%</b>	<b>68.7%</b>	<b>67.4%</b>	<b>67.9%</b>	
<b>Actual Fall 13 to Fall 14</b>			<b>68.2%</b>	<b>67.4%</b>	<b>67.9%</b>	<b>69.9%</b>	
<b>Avg of Most Recent Two Yrs</b>			<b>70.2%</b>	<b>68.1%</b>	<b>67.7%</b>	<b>68.9%</b>	
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>YES</b>

## 1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 07 to Fall 09</b>	<b>Fall 08 to Fall 10</b>	<b>Fall 09 to Fall 11</b>	<b>Fall 10 to Fall 12</b>	<b>Fall 11 to Fall 13</b>	<b>Fall 12 to Fall 14</b>	<b>Fall 13 to Fall 15</b>
<b># in Fall Cohort</b>	<b>1,400</b>	<b>1,187</b>	<b>1,275</b>	<b>972</b>	<b>1,146</b>	<b>1,281</b>	<b>1,325</b>
<b># Retained to 3<sup>rd</sup> Fall semester</b>	<b>772</b>	<b>674</b>	<b>696</b>	<b>540</b>	<b>616</b>	<b>686</b>	<b>780</b>
<b>Rate</b>	<b>55.1%</b>	<b>56.8%</b>	<b>54.6%</b>	<b>55.6%</b>	<b>53.8%</b>	<b>53.6%</b>	<b>58.9%</b>
<b>Target</b>		<b>56.0%</b> <b>(54.0-58.0%)</b>	<b>57.0%</b> <b>(55.0-59.0%)</b>	<b>58.0%</b> <b>(56.0-60.0%)</b>	<b>58.0%</b> <b>(56.0-60.0%)</b>	<b>59.0%</b> <b>(57.0-61.0%)</b>	<b>60.0%</b> <b>(58.0-62.0%)</b>
<b>Actual Fall 08 to Fall 10</b>				<b>53.6%</b>	<b>55.1%</b>	<b>56.8%</b>	
<b>Actual Fall 09 to Fall 11</b>				<b>55.1%</b>	<b>56.8%</b>	<b>54.6%</b>	
<b>Actual Fall 10 to Fall 12</b>				<b>56.8%</b>	<b>54.6%</b>	<b>55.6%</b>	
<b>Avg of Prior Three Years</b>				<b>55.2%</b>	<b>55.5%</b>	<b>55.7%</b>	
<b>Actual Fall 11 to Fall 13</b>				<b>54.6%</b>	<b>55.6%</b>	<b>53.8%</b>	
<b>Actual Fall 12 to Fall 14</b>				<b>55.6%</b>	<b>53.8%</b>	<b>53.6%</b>	
<b>Avg of Most Recent Two Yrs</b>				<b>55.1%</b>	<b>54.7%)</b>	<b>53.7%</b>	
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>YES</b>



**1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>Fall 2002 cohort through Fall 2008</b>	<b>Fall 2003 cohort through Fall 2009</b>	<b>Fall 2004 cohort through Fall 2010</b>	<b>Fall 2005 cohort through Fall 2011</b>	<b>Fall 2006 cohort through Fall 2012</b>	<b>Fall 2007 cohort through Fall 2013</b>	<b>Fall 2008 cohort through Fall 2014</b>
<b># in Fall Cohort</b>	<b>1,056</b>	<b>1,283</b>	<b>1,474</b>	<b>1,505</b>	<b>1,425</b>	<b>1,399</b>	<b>1,200*</b>
<b># Graduated within 150% of time</b>	<b>326</b>	<b>391</b>	<b>502</b>	<b>527</b>	<b>531</b>	<b>562</b>	<b>486</b>
<b>Rate</b>	<b>30.9%</b>	<b>30.5%</b>	<b>34.1%</b>	<b>35.0</b>	<b>37.3%</b>	<b>40.2%</b>	<b>40.5%</b>
<b>Target</b>		<b>29.0%</b> <b>(27.0-31.0%)</b>	<b>30.0%</b> <b>(28.0-32.0%)</b>	<b>31.0%</b> <b>(29.0-33.0%)</b>	<b>32.0%</b> <b>(30.0-34.0%)</b>	<b>34.0%</b> <b>(32.0-36.0%)</b>	<b>36.0%</b> <b>(34.0-38.0%)</b>
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

\* Slight difference between this cohort and the 2008 cohort used for retention purposes; retention cohort is based on SSPS file submitted to Board of Regents which uses end of term data while the graduation rate is based on NCES which uses 14<sup>th</sup> day data.

**1.a.v. Graduation Productivity (Targeted)**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>FTE UG Enrollment</b>	<b>6,162.8</b>	<b>5,935.4</b>	<b>5,795.4</b>	<b>5,892.8</b>
<b>Expected # of Graduates*</b>	<b>1,541</b>	<b>1,484</b>	<b>1,449</b>	<b>1,473</b>
<b># Graduates</b>	<b>1,163</b>	<b>1,073</b>	<b>1,005</b>	<b>1,061</b>
<b>Ratio of Graduates/ FTE</b>	<b>0.1890</b>	<b>0.1808</b>	<b>0.1734</b>	<b>0.1801</b>
<b>Graduation Productivity*</b>	<b>75.5%</b>	<b>72.3%</b>	<b>69.4%</b>	<b>72.0%</b>
<b>Target</b>	<b>65.1%</b> <b>(63.1 - 67.1%)</b>	<b>67.5%</b> <b>(65.5 - 69.5%)</b>	<b>67.5%</b> <b>(65.5 - 69.5%)</b>	<b>67.5%</b> <b>(65.5 - 69.5%)</b>
<b>Target Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

\* Expected # of graduates = UG FTE/4. Graduate productivity = # graduates/expected # of graduates.

## 1.a.vi. Academic Productivity: Award Productivity (Targeted)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>FTE UG Enrollment</b>	<b>6,624</b>	<b>6,742</b>	<b>6,428</b>	<b>6,162.8</b>	<b>5,935.4</b>	<b>5,795.4</b>	<b>5,892.8</b>
<b>Expected # of Awards*</b>	<b>1,656</b>	<b>1,686</b>	<b>1,607</b>	<b>1,541</b>	<b>1,484</b>	<b>1,449</b>	<b>1,473</b>
<b># Awards</b>	<b>924</b>	<b>1,104</b>	<b>1,169</b>	<b>1,171</b>	<b>1,077</b>	<b>1,007</b>	<b>1,067</b>
<b>Ratio of Awards/ FTE</b>	<b>0.1395</b>	<b>0.1637</b>	<b>0.1819</b>	<b>0.1900</b>	<b>0.1815</b>	<b>0.1738</b>	<b>.181</b>
<b>Award Productivity*</b>	<b>55.8%</b>	<b>65.5%</b>	<b>72.7%</b>	<b>76.0%</b>	<b>72.6%</b>	<b>69.5%</b>	<b>72.4%</b>
<b>Target</b>		<b>65.6%</b> <b>(63.6-67.6%)</b>	<b>65.6%</b> <b>(63.6-67.6%)</b>	<b>65.6%</b> <b>(63.6-67.6%)</b>	<b>68.0%</b> <b>(66.0-70.0%)</b>	<b>68.0%</b> <b>(66.0-70.0%)</b>	<b>70.0%</b> <b>(68.0-72.0%)</b>
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

\* Expected # of awards = UG FTE/4. Award productivity = # awards/expected # of awards.

## 1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>	<b>AY 15-16</b>
<b># Freshmen Admitted (Summer)</b>	47	50	72	56	28	98	64
<b># Admitted by Exception</b>	2	15	19	13	2	6	6
<b>Rate</b>	4.3%	30.0%	26.4%	23.2%	7.1%	6.1%	9.4%
<b># in Freshmen Admitted (Fall)</b>	1,345	1,105	1,185	1,302	1,303	1,258	1,340
<b># Admitted by Exception</b>	95	59	68	31	4	19	30
<b>Rate</b>	7.1%	5.3%	5.7%	2.4%	0.3%	1.5%	2.2%
<b># in Freshmen Admitted (Winter)</b>							
<b># Admitted by Exception</b>							
<b>Rate</b>							
<b># in Freshmen Admitted (Spring)</b>	84	81	76	41	42	67	47
<b># Admitted by Exception</b>	11	9	21	4	0	1	2
<b>Rate</b>	13.1%	11.1%	27.6%	9.8%	0.0%	1.5%	4.3%
<b># in Freshmen Admitted (Total)</b>	1,476	1,236	1,333	1,399	1,373	1,423	1,451
<b># Admitted by Exception</b>	108	83	108	48	6	26	38
<b>Rate</b>	7.3%	6.7%	8.1%	3.4%	0.4%	1.8%	2.6%

**b. Increase the percentage of program completers at all levels each year.**

**1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Baccalaureate</b>	<b>878</b>	<b>1,022</b>	<b>1,096</b>	<b>1,108</b>	<b>1,021</b>	<b>940</b>	<b>999</b>
<b>% Change</b>		<b>16.4%</b>	<b>24.8%</b>	<b>26.2%</b>	<b>16.3%</b>	<b>7.1%</b>	<b>13.8%</b>
<b>Target</b>		<b>16.4%</b>	<b>2.4% (899)</b>	<b>4.8% (920)</b>	<b>7.2% (941)</b>	<b>9.6% (962)</b>	<b>12.0% (983)</b>

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Post-Bacc</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>% Change</b>		<b>-100.0%</b>	<b>-100.0%</b>	<b>-100.0%</b>	<b>-100.0%</b>	<b>-100.0%</b>	<b>1,000%</b>
<b>Target</b>		<b>-100.0%</b>	<b>0.0% (1)</b>	<b>100.0% (2)</b>	<b>100.0% (2)</b>	<b>200.0% (3)</b>	<b>300.0% (4)</b>

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Total, Undergraduate Completers</b>	<b>879</b>	<b>1,022</b>	<b>1,096</b>	<b>1,108</b>	<b>1,021</b>	<b>940</b>	<b>1,010</b>
<b>% Change</b>		<b>16.4%</b>	<b>24.8%</b>	<b>26.2%</b>	<b>16.3%</b>	<b>6.9%</b>	<b>14.9%</b>
<b>Target</b>		<b>16.3%</b>	<b>2.4% (900) (0.4 – 4.4%)</b>	<b>4.9% (922) (2.9 – 6.9%)</b>	<b>7.3% (943) (5.3 – 9.3%)</b>	<b>9.8% (965) (7.8 – 11.8%)</b>	<b>12.3% (987) (10.3 – 14.3%)</b>
<b>Actual AY 09-10</b>						<b>16.4%</b>	
<b>Actual AY 10-11</b>						<b>24.8%</b>	
<b>Actual AY 11-12</b>						<b>26.2%</b>	
<b>Avg of Prior Three Years</b>						<b>22.5%</b>	
<b>Actual AY 12-13</b>						<b>16.3%</b>	
<b>Actual AY 13-14</b>						<b>6.9%</b>	
<b>Avg of Most Recent Two Yrs</b>						<b>11.6%</b>	
<b>Target Met?</b>		<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Masters</b>	<b>234</b>	<b>240</b>	<b>215</b>	<b>296</b>	<b>290</b>	<b>296</b>	<b>273</b>
<b>% Change</b>		<b>2.6%</b>	<b>-8.1%</b>	<b>26.5%</b>	<b>23.9%</b>	<b>26.5%</b>	<b>16.7%</b>
<b>Target</b>		<b>2.6%</b>	<b>1.7% (238)</b>	<b>3.4% (242)</b>	<b>5.0% (246)</b>	<b>6.7% (250)</b>	<b>9.0% (255)</b>

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Professional</b>	<b>91</b>	<b>69</b>	<b>91</b>	<b>93</b>	<b>42</b>	<b>71</b>	<b>85</b>
<b>% Change</b>		<b>-24.2%</b>	<b>0.0%</b>	<b>2.2%</b>	<b>-53.8%</b>	<b>-22.0%</b>	<b>-6.6%</b>
<b>Target</b>		<b>-24.2%</b>	<b>0.0% (91)</b>	<b>0.0% (91)</b>	<b>-45.1% (50)</b>	<b>-3.3% (88)</b>	<b>0.0% (91)</b>

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, Doctoral</b>	<b>10</b>	<b>25</b>	<b>18</b>	<b>10</b>	<b>20</b>	<b>26</b>	<b>27</b>
<b>% Change</b>		<b>150.0%</b>	<b>80.0%</b>	<b>0</b>	<b>100.0%</b>	<b>160.0%</b>	<b>170.0%</b>
<b>Target</b>		<b>150.0%</b>	<b>150.0% (25)</b>	<b>150.0% (25)</b>	<b>150.0% (25)</b>	<b>150.0% (25)</b>	<b>150.0% (25)</b>

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b>Total, Graduate Completers</b>	<b>335</b>	<b>334</b>	<b>324</b>	<b>399</b>	<b>352</b>	<b>393</b>	<b>385</b>
<b>% Change</b>		<b>-0.3%</b>	<b>-3.3%</b>	<b>19.1%</b>	<b>5.1%</b>	<b>17.3%</b>	<b>14.9%</b>
<b>Target</b>		<b>-0.3%</b>	<b>5.7% (354) (3.7 – 7.7%)</b>	<b>6.9% (358) (4.9 – 8.9%)</b>	<b>-4.2% (321) (-6.2 – -2.2%)</b>	<b>8.4% (363) (6.4 – 10.4%)</b>	<b>10.7% (371) (8.7 – 12.7%)</b>
<b>Actual AY 07-08</b>			<b>393</b>				
<b>Actual AY 08-09</b>			<b>356</b>				
<b>Actual AY 09-10</b>			<b>335</b>				
<b>Avg of Prior Three Years</b>			<b>361</b>				
<b>Actual AY 10-11</b>			<b>334</b>				
<b>Actual AY 11-12</b>			<b>324</b>				
<b>Avg of Most Recent Two Yrs</b>			<b>329</b>				
<b>Target Met?</b>		<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of Completers, TOTAL All Degrees</b>	<b>1,214</b>	<b>1,356</b>	<b>1,420</b>	<b>1,516</b>	<b>1,373</b>	<b>1,333</b>	<b>1,395</b>
<b>% Change from baseline</b>		<b>11.7%</b>	<b>17.0%</b>	<b>24.9%</b>	<b>13.1%</b>	<b>9.8%</b>	<b>14.9%</b>

c. Develop partnerships with high schools to prepare students for postsecondary education.

1.c.i. Number of high school students enrolled at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	141	127	96	138	107	99	103
Fall	771	827	1,036	1,200	1,373	1,410	1,425
Winter							
Spring	630	720	837	1,144	1,201	1,248	1,315
TOTAL	1,542	1,674	1,969	2,482	2,681	2,757	2,843

1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	439	401	345	464	343	351	308
Fall	3,950	3,714	4,769	5,878	6,950	6,577	6,978
Winter							
Spring	2,497	2,701	3,214	6,706	5,246	5,356	6,114
TOTAL	6,886	6,816	8,328	13,048	12,539	12,284	13,400

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Summer	404	364	342	461	339	350	293
Fall	2,602	2,406	4,445	5,633	6,687	6,434	6,948
Winter							
Spring	2,177	2,395	3,132	4,343	5,153	5,140	5,943
TOTAL	5,183	5,165	7,919	10,437	12,179	11,924	13,184

**d. Increase passage rates on licensure and certification exams and workforce foundational skills.**

**1.d.i. Passages rates on licensure exams (Tracked)**

<b>DISCIPLINE</b>	<b>EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT</b>	<b>ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)</b>	<b>BASELINE YEAR Passage rate</b>	<b>MOST RECENT YEAR*</b>	<b># Students who took exam</b>	<b># Students who met standards for passage</b>	<b>Calculated Passage Rate**</b>
<b>Medical Laboratory Sciences</b>	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	100.0%	CY 2015	12	11	92%
<b>Dental Hygiene</b>	Must pass one of the following clinical licensing exams: CITA, CRDTS, SRTA, WREB, NERB or ADEX	Louisiana State Board of Dentistry	100.0%	CY 2015	27	27	100%
<b>Occupational Therapy Assisting</b>	National Board for Certification of Occupational Therapy (NBCOT) Exam	Louisiana State Board of Medical Examiners	100.0%	CY 2015	30	30	100%
<b>Pharmacy</b>	Must pass <u>both</u> North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) for Louisiana	Louisiana Board of Pharmacy	NAPLEX 95.7%  MPJE 92.7%	CY 2015	NAPLEX 79  MPJE 71	NAPLEX 70  MPJE 66	NAPLEX 88.6%  MPJE 92.9%
<b>Radiologic Technology</b>	American Registry of Radiologic Technologists (AART) Exam in Radiation Therapy	Louisiana State Radiologic Technology Board of Examiners	96.9%	CY 2015	18	17	94.4%

\*Most Recent Year = most recent year's data published by entity that grants licensure/certification; this should be one year later than what was reported as baseline in Year 1 of GRAD act

\*\*Calculated Passage Rate = # students who met standards for passage/# students who took exam



**1.d.i.b. Passage rate on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Number of students who took exams</b>	<b>81</b>	<b>179</b>	<b>98</b>	<b>78</b>
<b>Number of students who met standards for passage</b>	<b>81</b>	<b>179</b>	<b>98</b>	<b>78</b>
<b>Calculated Passage rate</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.00%</b>
<b>Target</b>	<b>98%</b> <b>(96.0% - 100.0%)</b>	<b>98%</b> <b>(96.0% - 100.0%)</b>	<b>98%</b> <b>(96.0% - 100.0%)</b>	<b>98%</b> <b>(96.0% - 100.0%)</b>
<b>Target Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

**1.d.i.d. Passage rate on licensure exam in Nursing (NCLEX-RN); licensure granted by Louisiana State Board of Nursing (Targeted)**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>CY 11</b>	<b>CY 12</b>	<b>CY 13</b>	<b>CY 14</b>
<b>Number of students who took exams</b>	<b>85</b>	<b>77</b>	<b>51</b>	<b>72</b>
<b>Number of students who met standards for passage</b>	<b>77</b>	<b>75</b>	<b>48</b>	<b>67</b>
<b>Calculated Passage rate</b>	<b>90.6%</b>	<b>97.4%</b>	<b>94.1%</b>	<b>93.1%</b>
<b>Target</b>	<b>90.0%</b> <b>(88.0% - 92.0%)</b>	<b>90.0%</b> <b>(88.0% - 92.0%)</b>	<b>90.0%</b> <b>(88.0% - 92.0%)</b>	<b>90.0%</b> <b>(88.0% - 92.0%)</b>
<b>Target Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

## 2. ARTICULATION AND TRANSFER

### Narrative (2-3 pages)

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

ULM continued participation in the state's initiative to develop a common course numbering system. During the 2015-16 academic year, there were no significant changes to the statewide articulation matrix. ULM continues to monitor the content of its general education courses and notifies the Board of Regents when changes need to be made to our entries. The corresponding Louisiana Common Course Numbers (LCCN) are listed in ULM's online degree audit and advising system, FlightPath, and appear in the 2015-16 ULM catalog description for each included course. In addition to the ULM courses that appear on the Statewide Course Articulation Matrix, the Transfer Credit Equivalency/Comparison Search in FlightPath allows prospective students to view ULM equivalents for courses taken at other institutions both in state and out of state.

ULM continues to facilitate student transfers from community colleges by employing a dedicated transfer recruiter who visits their campuses on a regular basis several times each year and by providing information on a [transfer student website](#). ULM's [admissions standards](#) can be reached from this one-stop-shop website, and potential students are provided with [contact information](#) for ULM's Office of Recruitment and Admissions so that questions can be answered by knowledgeable employees. A separate [website](#) tailored to meet the needs of Louisiana Transfer Degree students is available in two clicks from ULM's homepage.

ULM continues to participate in reverse articulation agreements with Louisiana Delta Community College and Bossier Parish Community College that allow students to transfer ULM credits to the community colleges in the event that they decide to complete a 2-year degree after beginning an academic career at ULM. While this situation is not typical, it is a practice in keeping with ULM's and Louisiana's commitment to increasing the number of citizens holding post-secondary credentials.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**
  - Ask Ace: Over 1750 online questions have been answered through [Ask Ace](#) from March 2015 to March 2016. 5.6% of the online questions requested information regarding transfer.

- **Web-based information:** Web-based information for transfer students has proven to be an effective means of meeting their needs. As the table below shows, each page is viewed frequently, and those people seeing it are spending sufficient time to suggest that they are reading the information closely. The “How-to” videos have received various amounts of use, with the most frequently used videos providing instruction on the use of ULM’s enterprise resource program (Banner) and on financial aid. Of note, three sites specifically associated with providing general information for transfer students registered over 33,000 page views so far in the 2015-16 year, a 27% increase over 2012-13.

Google Analytic statistics for selected ULM websites – March 18, 2015 to March 3, 2016

Website (www.ulm.edu/...)	Purpose	Total page views	Avg. time on page (minutes)
<a href="#">howto/</a>	Provides access to “How-to” videos for common processes	5,047	1:17
<a href="#">howto/banner.html</a>	How to login to Banner	4,327	3:54
<a href="#">howto/billpay.html</a>	How to pay my bill	606	3:40
<a href="#">howto/checkbill.html</a>	How to check my bill	722	3:16
<a href="#">howto/finaid01.html</a>	Financial Aid: How to complete required documentation	1,327	4:02
<a href="#">howto/finaid02.html</a>	Financial Aid: How to view and accept awards	537	3:50
<a href="#">howto/myulm.html</a>	How to login to myULM	786	3:30
<a href="#">howto/navigate.html</a>	How to navigate myULM	101	4:30
<a href="#">howto/paymentplan.html</a>	How to set up a payment plan	1,024	3:33
<a href="#">howto/transfer-credit.html</a>	How to check for academic credits that transfer to ULM	196	3:22
<a href="#">howto/waitlisting.html</a>	How does waitlisting work	240	3:53
<a href="#">prospectivestudents/admission sreq/transfer.html</a>	Provides admission requirements for transfer students	6,982	1:40
<a href="#">prospectivestudents/contact/</a>	Provides contact information for the Office of Recruitment and Admissions	16,754	3:21
<a href="#">prospectivestudents/transfer/</a>	One-stop-shop for transfer students seeking information about ULM	23,832	1:20
<a href="#">prospectivestudents/transfer/la /</a>	One-stop-shop for Louisiana Transfer Degree students	2,332	1:26

- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

ULM uses a variety of mechanisms that have been in place for several years to monitor the academic performance of transfer students. One example is monitoring midterm grades; all faculty members teaching undergraduate courses are required to submit midterm grades for their students. Academic advisors are encouraged to review this information with students whose grades indicate poor academic performance and direct them to corrective measures such as tutoring conducted at the Student Success Center.

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

ULM continues to work with area community colleges to keep their 2 + 2 agreements current. Currently, the university has such agreements with Louisiana Delta Community College, Bossier Parish Community College, Dallas County Community College, Hinds County Community College, and SouthArk Community College.

[Feedback reports](#) continue to be under development and should be distributed in the fall to community colleges that transfer at least five students per year to ULM.

**a. Phase in increased admission standards and other necessary policies in order to increase transfer student retention and graduation rates.**

**2.a.i.a 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># enrolled</b>	<b>637</b>	<b>633</b>	<b>780</b>	<b>668</b>	<b>556</b>	<b>443</b>	<b>475</b>
<b># retained to next Fall semester</b>	<b>408</b>	<b>392</b>	<b>443</b>	<b>452</b>	<b>395</b>	<b>312</b>	<b>323</b>
<b>Rate</b>	<b>64.1%</b>	<b>61.9%</b>	<b>56.8%</b>	<b>67.7%</b>	<b>71.0%</b>	<b>70.4%</b>	<b>68.0%</b>

**2.a.i.b. 1st to 2nd year retention rate of full-time, baccalaureate degree-seeking transfer students with a minimum student level of sophomore at entry (as identified in SSPS) (Targeted)**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># enrolled in the academic year</b>	<b>433</b>	<b>394</b>	<b>305</b>	<b>346</b>
<b># retained to the next Fall semester</b>	<b>322</b>	<b>306</b>	<b>235</b>	<b>247</b>
<b>Rate</b>	<b>74.4%</b>	<b>77.7%</b>	<b>77.0%</b>	<b>71.4%</b>
<b>Target</b>	<b>72.1%</b> <b>(70.1 – 74.1%)</b>	<b>72.6%</b> <b>(70.6 – 74.6%)</b>	<b>73.1%</b> <b>(71.1 – 75.1%)</b>	<b>73.6%</b> <b>(71.6 – 75.6%)</b>
<b>Actual Year 10-11</b>				<b>70.1*</b>
<b>Actual Year 11-12</b>				<b>74.4</b>
<b>Actual Year 12-13</b>				<b>77.7</b>
<b>Avg of Prior Three Years</b>				<b>74.1</b>
<b>Actual 13-14</b>				<b>77.0</b>
<b>Actual 14-15</b>				<b>71.4</b>
<b>Avg of Most Recent Two Yrs</b>				<b>74.2</b>
<b>Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

\*AY 10-11 data not shown in vertical columns because measure was not targeted for ULM until Year 3: 388 enrolled and 272 retained = 70.1%.

## 2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of bacc completers	865	1,005	1,076	1,116	1,025	940	999
# who began as transfers	310	360	350	368	332	307	349
Percentage who began as transfers	35.5%	35.8%	32.5%	33.0%	32.4%	32.6%	34.9%

## 2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# Transfers Admitted (Summer)	52	143	320	117	191	192	90
# Admitted by Exception	4	7	13	15	2	7	3
Rate	7.7%	4.9%	4.1%	12.8%	0.1%	3.6%	3.3%
# Transfers Admitted (Fall)	535	555	668	402	487	442	346
# Admitted by Exception	37	34	45	29	11	16	28
Rate	6.9%	6.1%	6.7%	7.2%	2.3%	3.6%	8.1%
# Transfers Admitted (Spring)	289	310	345	223	257	382	176
# Admitted by Exception	25	23	41	16	3	17	10
Rate	8.7%	7.4%	11.9%	7.2%	1.2%	4.5%	5.7%
# Transfers Admitted (TOTAL)	889	1,008	1,333	742	935	1,016	612
# Admitted by Exception	68	64	99	60	16	40	41
Rate	7.6%	6.3%	7.4%	8.1%	1.7%	3.9%	6.7%

**b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.**

**2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># transfers in</b>	<b>40</b>	<b>49</b>	<b>93</b>	<b>128</b>	<b>49</b>	<b>62</b>	<b>91</b>
<b># retained to next Fall semester</b>	<b>31</b>	<b>30</b>	<b>60</b>	<b>90</b>	<b>38</b>	<b>41</b>	<b>59</b>
<b>Rate</b>	<b>77.5%</b>	<b>61.2%</b>	<b>64.5%</b>	<b>70.3%</b>	<b>77.6%</b>	<b>66.1%</b>	<b>64.8%</b>

**2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of bacc completers</b>	<b>878</b>	<b>1,022</b>	<b>1,100</b>	<b>1,116</b>	<b>1,025</b>	<b>940</b>	<b>999</b>
<b># who began as transfers w assoc degree</b>	<b>17</b>	<b>21</b>	<b>40</b>	<b>49</b>	<b>47</b>	<b>50</b>	<b>70</b>
<b>Percentage who began as transfers w assoc degree</b>	<b>1.9%</b>	<b>2.1%</b>	<b>3.6%</b>	<b>4.4%</b>	<b>4.6%</b>	<b>5.3%</b>	<b>7.0%</b>

c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of students referred	335	275	391	326	405	781	431

d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of transfer degree students enrolled	0	0	0	0	0	0	0
# retained to next Fall semester	0	0	0	0	0	0	0
Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
# of completers who began as transfer degree students	0	0	0	0	0	0	0



### 3. WORKFORCE AND ECONOMIC DEVELOPMENT

#### Narrative (2-4 pages)

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

One of the explicitly stated purposes of ULM's Academic Program Review is to "determine program relevance to workforce needs," and programs must report longitudinal data trends on numbers of majors and graduates during the process. During 2015, the Program Review Committee revised and updated the [process guidelines, criteria, and rubric](#), and nine programs were reviewed to pilot the updated process. Moving forward, the Committee will review all programs leading to degrees or certificates every four years to identify recommendations for improvement of programs that may include opportunities for curriculum enhancement, collaboration, and/or efficiencies. The production and distribution of [Annual Program Data Reports](#) conveniently assists faculty in producing the review reports by providing most of the longitudinal data specifically required.

The Vice President for Academic Affairs worked in 2015-16 to update ULM's program prioritization matrix from its previous 2011-12 version. The matrix heavily weights graduate demand and program productivity to reinforce the importance of student progress and completion and alignment with the Bureau of Labor Statistics forecasts.

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents\* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

ULM's College of Business and Social Sciences continues to work with local industries to identify and meet their workforce needs. CBSS collaborated with JP Morgan Chase to develop a PBC in Mortgage Analytics that will help their employees use data more efficiently; the Board of Regents approved the program in August of 2015. CBSS also continues to participate in a cooperative endeavor agreement with IBM and CenturyLink to increase the number of ULM computer science and computer information systems graduates to help meet the demand created by the opening of the CenturyLink Technology Center of Excellence in 2015.

ULM also proposed a 90-hr program as a substantive change to SACS-COC based on the strong existing relationships between CBSS and the Home Finance group of J. P. Morgan Chase Bank, CenturyLink, and IBM and wide-spread placement of CBSS students in internships and full-time positions with these companies. The proposed Certificate of Undergraduate Studies program specifically addresses the issues of college affordability, completion rates, and outcomes such as workforce demands, job readiness, and earning potential of degree graduates. The program would initially focus on disciplines within CBSS but could expand into other majors if proven successful through significant employment of its graduates.

- **Activities conducted during the reporting year with local Workforce Investment Board.**

During AY 2015-16, the [ULM Incumbent Worker Training Program](#) (IWTP) is working with businesses throughout the state to administer over \$1.4 million to train over 2,800 Louisiana employees. These funds have gone to companies ranging in size from 56 employees to the third-largest telecommunications company in the nation through individual grants ranging from \$57,000 to over \$580,000. Training for the businesses is customized for employees' needs and includes both for-credit and non-credit courses. This training has been provided to a diverse group of businesses including a non-profit, telecommunications, finance, manufacturing and healthcare. The businesses being served and the number of people receiving training at each business during AY 2015-16 are:

<b>Grant Recipient</b>	<b># Employees Trained</b>
Center for Children & Families	56
CentruyLink #6	1170
Chase #3	759
WPS	70
TaraCares #5	544
PHM #4	211
Total	2810

Additionally, ULM's IWTP personnel manage a High School Equivalency Program (HEP). That program helps migratory and seasonal farm workers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. ULM completed its first five-year grant cycle successfully June 30, 2015 and consequently was awarded a second five-year grant totaling over \$2.2 million. The program serves populations in nine different parishes in northern Louisiana, including Bienville, Claiborne, Lincoln, Jackson, Union, Ouachita, Morehouse, Richland, and Caldwell. From July 1, 2014-June 30, 2015, 100 migrant workers were served and 84 received their high school equivalency (HiSet), and between July 1, 2015 and February 29, 2016, 100 HEP students participated in the program and 73 have earned their high school equivalency as of February 28, 2016.

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

The Office of Career Connections conducts a survey that is completed by associates, bachelors, masters, and doctoral candidates during graduation rehearsal. Among other items, the survey includes questions concerning enrollment in graduate school, post-graduation employment, and employment search. The most recent survey completed was in December 2015. Of the 664 candidates for graduation, 333 completed the survey. The data gathered revealed that 33% (113 responses) planned to attend graduate school, 26% (87 responses) had accepted a job position post-graduation, 6% (21 responses) planned to remain in their current employment position post-graduation, and 33% (109 responses) were still

seeking employment post-graduation. Approximately 49% of the candidates said their job position was related to their major. It is also interesting to note that 24% of those who completed the survey planned to remain in Louisiana.

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

ULM continued its commitment to making education accessible to students by offering course sections by distance learning and a wide variety of degrees that can be earned completely online during AY 2015-16. Thirty-eight programs from the University's three colleges and the Graduate School can currently be completed online and provide students with opportunities to earn baccalaureate, post-baccalaureate, masters, or doctoral degrees. To meet the course needs of these students, the University offered 438 100% online sections.

Faculty members are provided with professional development opportunities during the week before each fall and spring semester, and many of the workshops involve the use of technology. The [Spring 2016](#) University Week schedule shows examples of the types of training offered during these development weeks. Additionally, ULM's office of Extended Learning and Quality Enhancement offers several faculty development opportunities throughout the semester as well as one-on-one training on design, development, and delivery of online courses by faculty request.

The recommendations for an updated strategy to guide future technology and distance education development were established by a 2011-12 ad hoc committee formed to conduct a comprehensive review of the university's distance learning programs, policies, and processes. One recommendation from the group was the development of an office housed within Academic Affairs and charged with oversight of online degree programs. That office, [eULM](#), was created at the start of FY 2014 and has expanded from four staff members (a director, a coordinator for online programs, student advocate/retention coordinator, and an administrative assistant) to six (a recruiter for online programs and an instructional technology specialist added in summer 2015). Over the past year, eULM has continued to develop appropriate policies and procedures for online programs, to cooperate with the Office of Recruitment and Admissions to facilitate the smooth transfer of information and students into online programs, and to implement a realignment of online course offerings into 8-week parts-of-term rather than a full-semester format.

a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of eliminated programs	3	1	22	0	1	8	0

3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs modified or added	5	7	4	8	1	2	1

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents\* utilizing LWC or LED published forecasts. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
# of programs, all degree levels			71	84	86	87	81
# of programs aligned with needs			71	84	86	87	81
% of programs aligned			100.0%	100.0%	100.0%	100.0%	100.0%

**b. Increase use of technology for distance learning to expand educational offerings.**

**3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of course sections that are 50-99% distance delivered</b>	<b>97</b>	<b>105</b>	<b>67</b>	<b>99</b>	<b>93</b>	<b>90</b>	<b>108</b>
<b># of course sections that are 100% distance delivered</b>	<b>331</b>	<b>513</b>	<b>727</b>	<b>767</b>	<b>946</b>	<b>497</b>	<b>438</b>

**3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)**

	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Term of Data</b>	<b>AY 08-09</b>	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>AY 14-15</b>
<b># of students enrolled in courses that are 50-99% distance delivered</b>	<b>2,395</b>	<b>3,057</b>	<b>1,595</b>	<b>2,254</b>	<b>2,287</b>	<b>2,469</b>	<b>3,099</b>
<b># of students enrolled in courses that are 100% distance delivered</b>	<b>7,413</b>	<b>11,333</b>	<b>15,918</b>	<b>11,150</b>	<b>15,613</b>	<b>12,291</b>	<b>9,598</b>

## 3.b.iii. Number of programs offered through 100% distance education by award level (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Associate	1	1	1	1
Baccalaureate	11	14	13	13
Post-Baccalaureate	1	1	5	5
Grad Cert	0	0	0	0
Masters	13	14	17	17
PMC	0	0	0	0
Specialist	0	0	0	0
Doctoral	2	2	2	2
Professional	0	0	0	0
<b>TOTAL</b>	<b>28</b>	<b>32</b>	<b>38</b>	<b>38</b>
<b>Target (Total Programs)</b>	<b>17 (16-18)</b>	<b>18 (17-19)</b>	<b>19 (18-20)</b>	<b>20 (19-21)</b>
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
<b>Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

**Associate:** General Studies **Baccalaureate:** Business Administration, Criminal Justice, Dental Hygiene, Elementary Education GR 1-5, General Studies, History, Marketing, Modern Languages (FR), Nursing, Organizational Leadership-Finance, Psychology, Radiologic Technology, Risk Management and Insurance **PBC:** Accounting, Computer Information Systems, Gerontological Studies, School Librarian, Toxicology **Masters:** Business Administration, Counseling, Criminal Justice, Curriculum and Instruction, Educational Leadership, Educational Technology Leadership, Elementary Education GR 1-5, Elementary Education and Special Education M/Mod GR 1-5, English, Exercise Science, Gerontology, History, Nursing, Psychology, Public Administration, Secondary Education GR 6-12, Secondary Education and Special Education M/Mod GR 6-12 **Doctoral:** Curriculum and Instruction, Marriage and Family Therapy.

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

3.d.i. Percent of completers found employed (Descriptive)

	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort	2012-2013 Cohort	2013-2014 Cohort
Associate	70	69	53	52	64
Baccalaureate	1,028	1,098	1,114	1,022	941
Masters	238	213	294	290	296
Doctorate	25	18	10	20	26
Professional	69	91	93	42	71
Educational Specialist	3	6	5	0	0
Total Completers	1,433	1,495	1,569	1,426	1,398
Rate Employed 2015 Q2	68.7%	56.2%	64.4%	63.8%	65.2%
Rate Employed 2015 Q6	63.9%	64.8%	62.7%	62.1%	NA

#### 4. Institutional Efficiency and Accountability

##### Narrative Report (1-2 pages)

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**

ULM continued its partnership with Louisiana Delta Community College (LDCC) in efforts to shift the delivery of developmental courses away from 4-year institutions; five sections of developmental math course sections were offered in fall 2015, but as of spring 2016, ULM no longer offers or enrolls students in any developmental courses. Students who require a developmental course are referred to LDCC.

The associate-level programs remaining at ULM are the Associate of Science (AS) in Occupational Therapy Assistant and the AS in General Studies. The former program continues to be active to satisfy the [regional workforce need for occupational therapy assistants](#). ULM was granted approval for and has enrolled students in the Master of Occupational Therapy program and is working with LDCC so that they gain approval to offer the Associate of Science in Occupational Therapy Assistant program. Until LDCC approval occurs, continuation of the program at ULM maintains a continuous supply of occupational therapy assistants in the region during the transition period.

The AS in General Studies is a completer program offered in both tradition and online formats and is composed primarily of general education courses; it has negligible cost to the university. No students are recruited to the program; however, ULM students are permitted to change majors into it if they are enrolled in a baccalaureate program but choose to leave ULM before completing the requirements for the bachelor's degree. This practice assists the state by contributing to the number of its residents who have attained a post-secondary credential and is consistent with the efforts of the Board of Regents and the University of Louisiana System (ULS) to increase the educational level of the state's population.



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

The most recent information regarding ULM's plan to increase non-resident tuition to the SREB average for Four-Year-3 public institutions was revised in actions taken and approval granted by the ULS Board of Supervisors at its June 27, 2014 meeting. ULM's revised plan, provided below, was approved for a 15% increase in non-resident tuition and was applied after inclusion of the 10% increase in resident tuition granted under the GRAD Act.

**Proposed Tuition Based on Estimated SREB Tuition Increases\***

Fiscal Year	SREB Target (\$)	Proposed (\$)	Charged (\$)
2010-11	16,224	11,924	11,924
2011-12	16,718	12,997	13,047
2012-13	17,344	14,431	14,263
2013-14	17,806	16,501	16,890
2014-15	18,757	18,495	19,120
2015-16	19,758	19,758	19,758

\*Values are those approved by the ULS Board of Supervisors at its June 2014 meeting.

The table below shows these tuition increases did not affect 2014-15 non-resident enrollment.

**Non-resident enrollment at the 14<sup>th</sup> class day, by semester and fiscal year.**

Fiscal Year	Fall Enrollment	Spring Enrollment
2010-11	798	752
2011-12	854	850
2012-13	905	896
2013-2014	974	980
2014-15	1,013	981
Difference (2013-14 to 2014-15)	+39	+1

The total revenue realized from the increase in non-resident tuition and the increase in the number of non-resident students attending ULM was \$411,744 as of March 1, 2015).

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Course sections in mathematics	34	37	24	23	15	6	5
Course sections in English	9	10	9	11	4	1	0
Other developmental course sections	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>43</b>	<b>47</b>	<b>33</b>	<b>34</b>	<b>19</b>	<b>7</b>	<b>5</b>

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Enrollment in dev mathematics	1,164	907	634	684	563	156	146
Enrollment in dev English	200	168	138	99	78	25	0
Enrollment in other developmental courses	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1,364</b>	<b>1,075</b>	<b>772</b>	<b>783</b>	<b>641</b>	<b>181</b>	<b>146</b>

**b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.**

**4.b.i. Number of active associate degree programs offered at the institution (Tracked)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of associate degree programs	4	3	2	2	2	2	2

**4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Number of students enrolled	15	7	30	29	99	82	141

\* Summer, Fall, and Spring; continuing students included in calculation.

**c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.**

**4.c.i. Total tuition and fees charged to non-resident students (Tracked)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 09-10	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Non-resident tuition/fees (full-time)	\$10,773	\$11,924	\$13,047	\$14,263	\$16,890	\$19,120	\$19,758
Peer non-resident tuition/fees (full-time)	\$14,922	\$15,604	\$16,294	\$17,074	\$18,334	\$18,757	\$19,758
Percentage difference	-38.5%	-30.9%	-24.9%	-19.7%	-8.5%	+1.9%	0.0%

d. Designate centers of excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:

- Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.
- Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.
- Having a high percentage of graduates or completers each year as compared to the state average percentage of graduates and that of the institution's peers.
- Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.
- Having a high level of research productivity and technology transfer.

4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	AY 12-13	AY 13-14*	AY 14-15	AY 15-16
# programs with Mandatory or Recommended accreditation status	55	55	57	49*
# programs having discipline accreditation	52	52	52	44
% accredited programs	94.5%	94.5%	91.2%	89.8%
<b>TARGET</b>	<b>90.9%</b>	<b>90.9 % (88.9-92.9%)</b>	<b>90.9 % (88.9-92.9%)</b>	<b>90.9 % (88.9-92.9%)</b>
Year 08-09				
Year 09-10				
Year 10-11				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
<b>Met?</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>

\* MSN in Nursing (mandatory), approved by Board of Regents in March 2015, is being sought.

# **Organizational Data**

**Submitted to  
the Board of Supervisors of the  
University of Louisiana System and  
the Louisiana Board of Regents**

**In partial fulfillment of the requirements of Act 741  
Louisiana GRAD Act  
Section 5**

**University of Louisiana at Monroe  
University of Louisiana System**

**April 14, 2016**

a. **Number of students by classification**

- **Headcount, undergraduate students and graduate/professional school students**

*Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD, Fall 2015*

<b>Undergraduate headcount</b>	<b>7,667</b>
<b>Graduate headcount</b>	<b>1,357</b>
<b>Total headcount</b>	<b>9,024</b>

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

*Source: 2015-16 Budget Request data submitted to Board of Regents as per SCHBRCRPT.*

<b>Undergraduate FTE</b>	<b>6,004.2</b>
<b>Graduate FTE</b>	<b>1,392.6</b>
<b>Total FTE</b>	<b>7,396.8</b>

b. **Number of instructional staff members**

- **Number and FTE instructional faculty**

*Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in fall 2015. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.*

<b>Total Headcount Faculty</b>	<b>417</b>
<b>FTE Faculty</b>	<b>332.8</b>

c. **Average class student-to-instructor ratio**

- **Average undergraduate class size at the institution in the fall of the reporting year**

*Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2015.*

<b>Undergraduate headcount enrollment</b>	<b>34,431</b>
<b>Total number of sections in which the course number is less than or equal to a senior undergraduate level</b>	<b>1,222</b>
<b>Average undergraduate class size</b>	<b>28.2</b>

d. **Average number of students per instructor**

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

*Source: Budget Request information 2015-16 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2015.*

<b>Total FTE enrollment</b>	<b>7,396.8</b>
<b>FTE instructional faculty</b>	<b>332.8</b>
<b>Ratio of FTE students to FTE faculty</b>	<b>22.2</b>

e. **Number of non-instructional staff members in academic colleges and departments**

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2015, EEO category = “1” (Executive, Administrative, Managerial) and a Primary Function not equal to “IN” (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.*

<b>Name of College/School</b>	<b>Number of non-instructional staff</b>	<b>FTE non-instructional staff</b>
<b>College of Arts, Education, &amp; Sciences</b>	<b>2</b>	<b>2.00</b>
<b>College of Business Social Sciences</b>	<b>1</b>	<b>1.00</b>
<b>College of Health and Pharmaceutical Sciences</b>	<b>0</b>	<b>0.00</b>

f. **Number and FTE of staff in administrative areas**

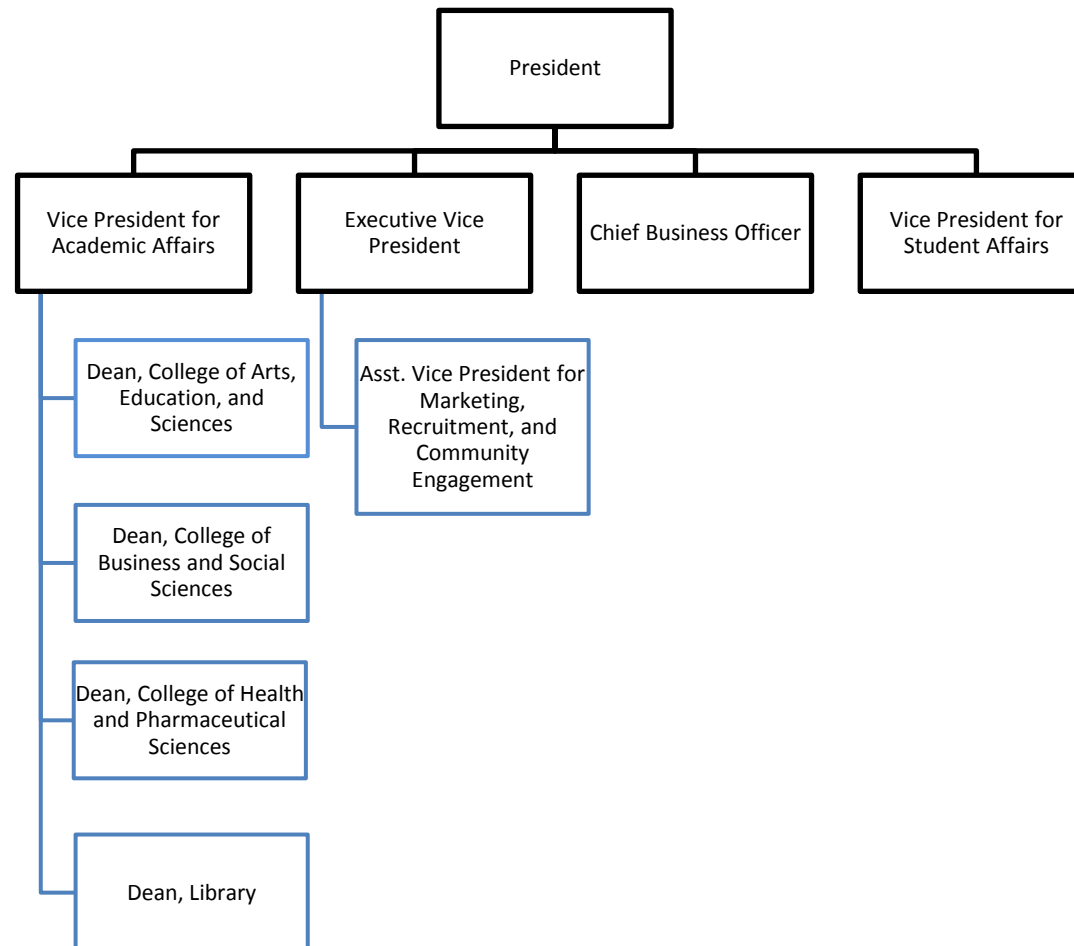
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**

*Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in fall 2015, EEO category = “1” (Executive, Administrative, Managerial) or “3” (Other professionals, support/service) and a Primary Function not equal to “IN” (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.*

<b>Name of Division</b>	<b>Number of staff</b>	<b>FTE staff</b>
<b>Academic Affairs</b>	<b>78</b>	<b>77.05</b>
<b>Athletics</b>	<b>54</b>	<b>54.00</b>
<b>Business Affairs</b>	<b>27</b>	<b>26.80</b>
<b>Executive Vice President</b>	<b>108</b>	<b>107.18</b>
<b>President</b>	<b>12</b>	<b>12.00</b>
<b>Student Affairs</b>	<b>23</b>	<b>22.69</b>



- g. **Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2015).**



**h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2012**

- A chart listing the title, fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2012.

<b>Position</b>	<b>Total Base Salary, reported Fall 2012</b>	<b>Total Base Salary, reported Fall 2013</b>	<b>Total Base Salary, reported Fall 2014</b>	<b>Total Base Salary, reported Fall 2015</b>
<i>President</i>	\$252,886	\$252,886	\$252,886	\$252,886
<i>Vice President for Academic Affairs</i>	\$162,500	\$162,500	\$162,500	\$164,000
<i>Executive Vice President</i>	\$190,000	\$190,000	\$190,000	\$191,500
<i>Vice President for Student Affairs</i>	\$112,057	\$112,057	\$112,057	\$120,000
<i>Chief Business Officer</i>	\$120,000	\$120,000	\$120,000	\$145,000
<i>Assistant Vice President for Marketing, Recruitment, and Community Engagement</i>	NA	NA	NA	\$94,000 (New position)
<i>Dean, College of Arts, Education, and Sciences</i>	NA	NA	\$140,000 (New position)	\$141,500
<i>Dean, College of Business and Social Sciences</i>	NA	NA	\$147,000 (New position)	\$152,000
<i>Dean, College of Health and Pharmaceutical Sciences</i>	NA	NA	\$205,000 (New position)	\$205,000
<i>Dean, Library</i>	\$91,000	\$91,000	\$91,000	\$92,500

\*College structure reorganized for 2014-15 from 5 (Arts and Sciences, Business Administration, Education and Human Development, Health Sciences, and Pharmacy) to current 3.

## i. A cost performance analysis

Note: The Board of Regents will provide the data items i. and iii. – vi. Item ii. will be reported by the institution.

- i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.

<b>Expenditures by Function:</b>	<b>Amount</b>	<b>% of Total</b>
<b>Instruction</b>	<b>\$33,363,875</b>	<b>44.3%</b>
<b>Research</b>	<b>\$2,781,510</b>	<b>3.7%</b>
<b>Public Service</b>	<b>\$155,147</b>	<b>0.2%</b>
<b>Academic Support**</b>	<b>\$4,421,353</b>	<b>5.9%</b>
<b>Student Services</b>	<b>\$4,326,341</b>	<b>5.7%</b>
<b>Institutional Services</b>	<b>\$10,141,318</b>	<b>13.5%</b>
<b>Scholarships/Fellowships</b>	<b>\$8,875,474</b>	<b>11.8%</b>
<b>Plant Operations/Maintenance</b>	<b>\$9,225,262</b>	<b>12.2%</b>
<b>Total E&amp;G Expenditures</b>	<b>\$73,290,283</b>	<b>97.3%</b>
<b>Hospital</b>	<b>-</b>	<b>0.0%</b>
<b>Transfers out of agency</b>	<b>\$41,910</b>	<b>0.1%</b>
<b>Athletics</b>	<b>\$1,989,302</b>	<b>2.6%</b>
<b>Other</b>	<b>-</b>	<b>0.0%</b>
<b>Total Expenditures</b>	<b>\$75,321,494</b>	<b>100.0%</b>

- **ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.**

*Source: As defined by the USDoE: “The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care.” Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.*

<b>Average yearly cost of attendance</b>	<b>\$22,218</b>
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- **iii. Average time to degree for completion of academic programs at all levels.**

Utilizing Board of Regents’ Time to Degree report for fulltime first time freshmen (FTF), only when the number of graduates is  $\geq 10$  for the Baccalaureate degree for 4-year universities.

<b>Average time to degree for completion of bachelor’s degree programs</b>	<b>5.5 yrs</b>
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- **iv. Average cost per degree awarded by degree level.**

<b>Average State Dollars Per FTE</b>	<b>\$3,526</b>
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- **v. Average cost per non-completer by degree program entered.**

Utilizing FY Formula Appropriation Per FTE for 4-year universities, 2-year colleges, and technical colleges.

<b>Average State Dollars Per FTE</b>	<b>\$3,526</b>
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- **vi. All expenditures of the institution for that year.**

As reported on Form BOR-3 during the Operational Budget Process.

<b>Total expenditures for year</b>	<b>\$134,949,492</b>
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